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AN INTERDISCIPLINARY CORPUS-BASED GENDER ANALYSIS
IN THE USE OF INDEFINITE ADJECTIVES

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DEDICATION



To my one and only, and beloved son, Deniz Kaan.

ETHICS DECLARATION

Student's

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Thesis Title : An Interdisciplinary Corpus-based Gender
Analysis in the Use of Indefinite Adjectives

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30 / 11 / 2021

Pınar YÜZER

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Pınar YÜZER

ABSTRACT**AN INTERDISCIPLINARY CORPUS-BASED GENDER ANALYSIS IN THE
USE OF INDEFINITE ADJECTIVES****Pınar YÜZER****Master Thesis, Department of English Language Education****Supervisor: Dr. Zehra KÖROĞLU****November 2021, 111 pages**

This study had been carried out in order to compare the usage of the indefinite adjectives (INAs) of Turkish speakers (TSs) of English and native speakers (NSs) of English in between ELT and Psychology departments regarding gender. The study also aimed to obtain the results by limiting the comparison with the randomly selected MA theses' findings and the conclusion sections between the years 2016-2020. In order to provide equality in the determination of master's theses, there were 60 native and 60 Turkish writers, each consisting of 30 ELT and 30 Psychology departments, with three female writers and three male writers each year in both fields. A qualitative and descriptive analysis had been done to evaluate the results of the study. Key Word in Context (KWIC) Concordance programme had been used to analyze the collected data. INAs were analyzed in terms of percentages, frequencies per 1,000 words. The significant difference in the INAs usage was calculated by the log-likelihood (LL) value. According to the final results, although the corpus size was almost equal to each other in the findings section, the female writers in the ELT department demonstrated overuse compared to the Psychology department. On the other hand, the conclusion section results differed from the findings section. In the usage of the INAs, a significant difference in the Psychology department was observed. The general comment was that the gender analysis did not make a significant difference in either section.

Keywords: corpus linguistics, indefinite adjectives, gender analysis, interdisciplinary studies.

ÖZ**BELGİSİZ SIFAT KULLANIMINDA DİSİPLİNLER ARASI DERLEM BİLİM
TEMELLİ BİR CİNSİYET ANALİZİ****Pınar YÜZER****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Zehra KÖROĞLU****Kasım 2021, 111 sayfa**

Bu çalışma, ana dili İngilizce olan ve olmayan tez yazarlarının kullandıkları belgisiz sıfatların ELT ve Psikoloji bölümleri arasında cinsiyete göre kullanımını karşılaştırmak amacıyla uygulanmıştır. Çalışma ayrıca 2016-2020 yılları arasında rastgele seçilen yüksek lisans tezlerinin bulguları ve sonuç bölümleri ile karşılaştırmayı sınırlandırarak sonuçları elde etmeyi amaçlamıştır. Yüksek lisans tezlerinin belirlenmesinde eşitliği sağlamak amacıyla her iki alanda da her yıl üçü kadın yazar, üçü erkek yazar olmak üzere her biri 30 İngilizce Öğretimi ve 30 Psikoloji bölümünden oluşan 60 yerli ve 60 Türk yazar bulunmaktadır. Araştırmanın sonuçlarını değerlendirmek için nitel ve betimleme analizi yapılmıştır. Toplanan verilerin analizinde Key Word in Context (KWIC) Concordance programı kullanılmıştır. Belgisiz sıfatlar yüzdeler ve 1,000 kelime başına frekanslar açısından analiz edilmiştir. Belgisiz sıfatların kullanımındaki önemli fark, log-likelihood (LL) değeri ile hesaplanmıştır. Nihai sonuçlara göre, bulgular bölümünde derlem büyüklüğü neredeyse birbirine eşit olmasına rağmen, İngilizce Öğretmenliği bölümündeki kadın yazarlar Psikoloji bölümüne göre bu sıfatları daha fazla kullanmışlardır. Öte yandan, netice bölümündeki sonuçlar, bulgular bölümünden farklıydı. Belgisiz sıfatların kullanımında anlamlı bir farklılık Psikoloji bölümünde gözlemlenmiştir. Genel olarak tanımlanırsa, cinsiyet analizi her iki bölümde de önemli bir farklılık oluşturmamıştır.

Anahtar kelimeler: derlem bilim, belgisiz sıfatlar, cinsiyet analizi, disiplinlerarası çalışmalar.

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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
INAs	: Indefinite Adjectives
KWIC	: Keyword in Context
LL	: Log-likelihood
MA	: Master of Arts
NSs	: Native Speakers of English
TSs	: Turkish Speakers of English
MAFENS-FIN	: Findings Section of the MA Thesis Written by the Female Native Speakers in the ELT Department
MAFETS-FIN	: Findings Section of the MA Thesis Written by the Female Turkish Speakers in the ELT Department
MAMENS-FIN	: Findings Section of the MA Thesis Written by the Male Native Speakers in the ELT Department
MAMPNS-FIN	: Findings Section of the MA Thesis Written by the Male Native Speakers in the Psychology Department
MAMETS-FIN	: Findings Section of the MA Thesis Written by the Male Turkish Speakers in the ELT Department
MAMPTS-FIN	: Findings Section of the MA Thesis Written by the Male Turkish Speakers in the Psychology Department
MANPF-FIN	: Findings Section of the MA Thesis Written by the Female Native Speakers in the Psychology Department
MAFPNS-CON	: Conclusion Section of the MA Thesis Written by the Female Native Speakers in the Psychology Department
MAFETS-CON	: Conclusion Section of the MA Thesis Written by the Female Turkish Speakers in the ELT Department
MAFPNS-CON	: Conclusion Section of the MA Thesis Written by the Female Turkish Speakers in the Psychology Department
MAMENS-CON	: Conclusion Section of the MA Thesis Written by the Male Native Speakers in the ELT Department

- MAMPTS-CON : Conclusion Section of the MA Thesis Written by the Male Turkish Speakers in the Psychology Department
- MAMETS-CON : Conclusion Section of the MA Thesis Written by the Male Turkish Speakers in the ELT department
- MAMPNS-CON : Conclusion Section of the MA Thesis Written by the Male Native Speakers in the Psychology Department



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CHAPTER I

INTRODUCTION

In modern language learning habits, a learner should have enough proficiency in basic language learning skills. Syntax, semantics, vocabulary possess the greatest importance to the language learner; one of the things that distinguish an advanced or intermediate second language learners' language use from that of a native speakers' is that second language learners often manifest grammatical correctness but structural inappropriateness. Lately, similar studies having been conducted by native writers can be observed regarding the frequency of grammatical structure use and word choice for more effective, fluent and successful language acquisition.

1.1. Introduction

Owing to the latest developments in corpus linguistics, now teaching and studying on corpora are getting conspicuously more and more important for the teachers and the learners. In this chapter, the fundamental titles, namely, the background of the study, statement of the problem, the significance of the study, the purpose of the study, research questions, limitations of the study, and related studies in the field were described in detail.

1.2. Background of the Study

Corpus is defined in the Cambridge Dictionary (2021, para. 1) as “a collection of written or spoken material stored on a computer and used to find out how language is used” and corpora is the plural of the corpus. Once computers came into our lives, contemporary linguistic studies on corpus had increased rapidly. Leech (1992, p. 106) demonstrated using a computer in corpus linguistics as a “new philosophical approach”, some researchers like (McEnery et al., 2006) accept it as a method and methodology. In addition to McEnery, Stubbs (1996) also described it as a methodology, and not an aspect of language. These improvements emphasized how important it was to apply these changes into the classroom environment because the meaning of a word changed by the surrounding words and its meaning changed depending on these words (Sinclair, 1991). Both interdisciplinary and multidisciplinary fields such as linguistics, sociology, sociolinguistics, psychology, psycholinguistics, and education got a wide range of methodological benefits from the recent corpus studies (Ellis & Barkhuizen, 2005, p. 3). On account of this, in nearly every domain of

linguistic studies and second language learning (SLL) classrooms, the corpus will be included with all its methods and principles to be able to apply corpora in language studies and classroom environments (McEnery, et al., 2006).

In learning English as a second language, corpus linguistics used corpora regarding the possible principles and methods of language learning and teaching in studies about second language learning (SLL). At this point of learning, learners using their intuitions effectively to understand and acquire a second language will not be able to communicate effectively because they also need to know all possible usage of a word, phrase or a grammatical form used by the native speakers (NSs) of English. Language analysis, vocabulary, syllabus design and many other new classroom activities were conducted by the teachers, which would be benefited by the students as well to study their second language (Conrad, 2005). As the methodology of real life language, electronically stored corpora which were defined as the representative of a written and spoken varieties of a language, gave the opportunity to study the language in a unique way regarding its use in different environments and contexts (McEnery & Wilson, 2001). With the help of corpora, learners and teachers utilized the most frequent words and words group to understand what was possible and what was about to take place in the target language (Granger, 2002). Briefly, corpus linguistics empowered teachers and learners to use the target language more effectively in various environments (Bennett, 2010) and one of the most effective ways was to compare L1 and L2 written productions (Ünaldı, 2011).

1.3. Statement of the Problem

Adjectives are one of the four major word classes, along with nouns, verbs and adverbs which describe or modify features and qualities, and at the same time give extra information about people, animals or things represented by nouns and pronouns (Cambridge Dictionary, 2021, para. 3). According to Pustet (2006), adjectives were described at the levels of morphosyntax, semantics, and syntactic usage of language.

Besides it was also said that discernible properties of adjectives were different from nouns and verbs in terms of functioning attributive and predictive. In the previous studies Quirk et al. (1985) expressed that adjectives consisted of three aspects, namely, attributive, predictive, and postpositive. Adjective would function as an attributive if it modified the head of a noun-phrase. When the adjectives functioned as subject

complement or object complement, then they were predictives. Lastly, by using the verb “*be*”, they could also be postpositive.

At this point, it has to be taken into consideration that each language has its own sentence structure and syntax (Koç, 2019). This brings a responsibility on second language learners to be able to use the target language correctly. Previous corpus-based studies about adjectives are rare regarding the comparison of native speakers of English and non-native speakers of English including gender analysis as well (Nishina, 2012). Considering the strong differences between Turkish and English, females and males may have interpreted, perceived and used adjectives in different frequencies. It is important to find out how and how often the participants (the writers of the theses) use indefinite adjectives in order to help scholars, teachers and learners to access the most frequently used indefinite adjective lists more easily to enrich their ability to communicate effectively in the target language.

1.4. Significance of the Study

Considering the studies about the corpus, adjectives regarding gender in the literature, there seemed a need for more research on the indefinite adjectives in order to contribute to our literature on how indefinite adjectives usage differed in Turkish speakers of English and native speakers of English in terms of females and males’ master’s theses. Also this study aimed to reveal the differences in indefinite adjective usage in the interdisciplinary field, namely, psychology, and the disciplinary field ELT, by using gender analysis. Although there were many interdisciplinary fields, it was decided to analyze the theses of the Psychology department in a comparison with the ELT department as it is thought to contain more comparative elements. The study had a broad perspective on the interdisciplinary use of indefinite adjectives in the Psychology and ELT departments regarding the frequency, overuse and underuse in the findings and conclusion sections of the MA theses.

1.5. Purpose of the Study

Corpus is known as one the most used methods to study linguistic variation, which helps learners in acquiring the second language and widening their academic awareness (Boulton, 2009). Recently, corpus-based studies in academic use have been increasing which helps interdisciplinary fields to use and express themselves in using

the language effectively, identifying the most frequent notions and understanding the different usages of words, word phrases, and syntax (Biber & Reppen, 2002).

Speaking of frequency, Granger (2002) stated the major role of frequency that the computer corpus-based techniques ensure a broad area of usage for conducting quantitative researches to compare linguistic features in corpora. The literature mentioned that to find out a word's usefulness or frequency in the input was not adequate on its own although they were strongly related to each other. According to White (1988) there were some criteria including frequency, sequence, advantage, easy to learn, subsumption, and presence to be able to determine the usefulness of a word.

Taking into account the purpose of frequency and the contribution of corpus-based studies to the literature, the purpose of this study was to reveal the indefinite adjectives usage in the MA theses written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in between the interdisciplinary and disciplinary departments; such as, Psychology and ELT regarding gender. The main aim was to compare the use of indefinite adjectives in the findings and conclusion sections by both groups' randomly selected MA theses between the years 2016-2020.

1.6. Research Questions

In this study, the following research questions were examined:

1. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding females?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding females?
2. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding males?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding males?
3. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written by the native speakers (NSs) of English

- a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?
4. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written by the Turkish speakers (TSs) of English
 - a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?
 5. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding females?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding females?
 6. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding males?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding males?
 7. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written by the native speakers (NSs) of English
 - a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?
 8. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written by the Turkish speakers (TSs) of English
 - a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?

1.7. Limitations of the Study

This study was limited to identifying the indefinite adjectives used in the MA theses written by the Turkish speakers (TSs) of English and the native speakers (NSs)

of English in the ELT department and the interdisciplinary field, psychology; between the years of 2016-2020 according to gender, namely, females and males. The theses were randomly selected in equal numbers according to gender in each disciplinary and interdisciplinary field. The randomly chosen theses compounded 60 NSs and 60 TSs of English from the ELT and Psychology departments. Each section, findings and conclusion, was formed of 30 NSs and 30TSs which were formed of equally five theses, and there were three females and three males from both fields in each year. The findings and conclusion sections of these theses were analyzed. This study had been conducted by limiting its object to identify the frequency, overuse and underuse thus indefinite adjectives were analyzed merely in terms of use. Although there are a certain number of indefinite adjectives (See Appendix A), only the following nine indefinite adjectives; *all, any, each, few, many, none, one, several, some*; were chosen for the analysis by the author, as some of them were not used academically.

1.8. Related Studies in the Field of Corpus Linguistics

A general description of related literature is included in this chapter. First, the studies conducted in corpus and corpus linguistics, learner corpora as well as the related terminology and learner corpora were reviewed. Then, indefinite adjectives were explained along with their contributions to the second language acquisition (SLA). Finally, gender analyses through corpus-based approaches and their importance to SLA and current studies were also described.

1.8.1. Corpus Linguistics

When we look at the literature, we see many definitions and studies about the corpus which we can list some of them as follows. Concerning linguistics Kennedy (1998, p.1) described corpus as the basis for analysis and description of a written text or transcribed speech. Also, one of the descriptions of the corpus at the close past was done by Chang (2010) was explaining corpus as linguistic data collected from a written text or spoken language itself to implement these into English as a second language (ESL) learning process. Furthermore, McCarthy (2004) stated that corpus was a collection which involved enormous amount of words. Moreover, Güner (2018) defined corpus as a principled collection of texts that could be electronically stored and processed.

According to Granger (2002, p. 4), the definition of corpus linguistics highlighted the importance of technology in the use of authentic texts. With the gradually increasing interest to the field, Leech (1992) pointed out that since the beginning of the last century; real-life language gained importance by many linguists on account of the language was observable and accessible data.

Computer-based corpus studies dated back to 1950s with a long history in the comparative linguistics field to study the differences of the language use. However, Leech (1992) stated that the first appearance of the term “Corpus Linguistics” rooted back to the 1980s. Then with the increasing technologies of the computers, corpus linguistics gradually improved over the time. The Brown Corpus gleaned in the early 60s was the first computer-aided corpus of the modern corpus linguistics times. Even so, Meyer (2004) noted that in those years, productive corpus linguistics studies were on the rise as a result of Chomsky's dominance in linguistics studies.

According to Tognini-Bonelli (2010), the continuing improvements in corpus linguistics slowed down for a while with the critical approach to the language performance of Chomsky at the 60s. Chomsky had a different stance towards observable data and the corpus linguistics. His well-known distinction between competence and performance (Internal and External Language) was his main objection to corpus linguistics. Chomsky (1957) himself stressed that performance should not be important for a linguist who needed to model the language because he did not see corpus as a valid source. According to him competence should be modeled as it proved the speakers’ or learners’ knowledge of the language. In brief, the generative approach to linguistics had stated that corpus linguistics could reveal a very small part of performance rather than competence and that it was not sufficient to understand a language and reflect it in all aspects. It could be said that the improvements in computerization had led corpus linguistics to make progress despite the critical approach of Chomsky.

1.9. Adjectives

Stating an idea in a written or oral way helps us to understand the grammatical communication skills of the speaker. There are many linguistic features that can make a sentence evaluative; however, adjectives are the most frequently used and important tool for evaluating a sentence (Marza, 2011 as cited in Kartal, 2017). Adjective as a concept has been described “in the definitions of traditional grammars and dictionaries

which represent adjectives as complementary types of modifier: an adjective modifies a noun” (Payne, Huddleston & Pullum, 2010, p. 31). Adjectives normally express quality, size, shape, duration, feelings, and more about a noun or pronoun; however, there are also many adjectives which do not fit into these features. There are several types of adjectives according to their uses, such as descriptive, quantitative, proper, demonstrative, possessive, interrogative, indefinite, articles, and compound adjectives. The present study aims to illustrate the frequency of the indefinite adjectives in the master theses written by the native speakers of English and Turkish speakers of English focusing on the use of adjectives.

1.9.1. The Main Features of Adjectives

Throughout our education life, we learned that the adjectives are called the words that describe or modify the nouns. Adjectives particularly describe nouns that express action, state, quantity or quality of a person or thing. Studies on the elements of language, along with linguistics studies, have always been done because language is a living creature. The significance, contribution and effect of English in all kinds of universal communication, including its social, cultural, economic and political dominance throughout history, are indisputable. In short, undoubtedly, English keeps a very important place in our daily life (Harmer, 2007, p. 14). In non-English speaking countries like us, Turkey, learning and being able to use English fluently, and semantically and syntactically correct have become a fundamental need for learners. When the corpus-based studies in our country were examined, it was noticed that the analyzes of many main and sub-language elements in English were examined in detail, but it had been observed at the same time that there were not enough studies on one of the most important element of the language, which was described by many researchers as words that simply describe nouns, such as adjectives. Although they were extremely complex in terms of function and usage, it was accepted that adjectives were neglected considering nouns and verbs (McNally & Kennedy, 2008; Cabredo Hofherr & Matushansky, 2010). Per se, adjectives have the most diversified dispersion of any syntactic classification in terms of being a profitable category of English vocabulary. In the literature so far, it can be observed that adjectives have been categorized in various ways according to morphological, syntactic, pragmatic, semantic, and functional criteria.

1.9.2. Syntactic Characteristics and Semantic Features of Adjectives

According to Swales and Burke (2003, pp. 1-18), adjectives were categorized into seven groups as acuity (e.g. clever, idiot), physical appearance (e.g. pretty, stylish), evaluation, disparity, relation, size (e.g. big, small) and strength (e.g. puny, powerful). Except for evaluation, disparity and relation adjectives, others were stressed as relatively inferable. Namely, assessment (evaluation) adjectives indicated evaluating objects or things more generally (e.g. awesome, terrific), disparity adjectives illustrated “how relevant anything is to what we expect it to happen (e.g. weird, authentic)” and relation adjectives defined “how relevant it is to the topic or area under discussion (e.g. significant)”. They divided each category into two groups named as centralized and polarized adjectives. In their analysis, adjectives were compared across academic writing and speech in which Hyland (2005) reported that evaluative ones were more frequently found in academic speech than in academic writing. Ağçam and Özkan (2015) indicated that those studies show the frequency of occurrence of the adjectives expressing strength and relation.

Thompson (1988) expressed adjectives considering both their existence and meaning as the most variable lexical classes. Though Dixon (1982) described adjectives as the words expressing features, Thompson (1988) drew attention that only a few amounts of words among all languages were convenient to be modifiers of nouns. Categorizations which were the parts of speech confirming a word’s unmarked grammar distribution were used for basic diagnostic procedures to spot the parts of speech combinations of individual words. To determine the unmarked syntactic distribution of a word, the semantic structure should be taken into consideration despite the insufficient predictability of this distribution. In most analyses, the speech segments conformed to the following syntactic characterizations (cf. the definitions offered by Hengeveld, 1992a, 1992b):

verb—a lexical item which can be used as an unmarked syntactic predicate

noun—a lexical item which can be used as an unmarked actant of a syntactic predicate

adjective—a lexical item which can be used as an unmarked modifier of a noun

adverb—a lexical item which can be used as an unmarked modifier of a verb

The semantics had a considerable role in limiting the words' syntactic behaviors even though these syntactic properties were the fundamental source for determining their lexical classes. This situation could be seen when the adjectives were syntactically active. In this position, adjectives were inevitably lacking in syntactic structure when they gained the elliptical understanding of the semantic thing or object corresponding to their arguments in the semantic representation. Adjectives being semantically predicative elements required the presence of this assertion reconstructed from discourse. In the active position, adjectives were regarded as being ungrammatical in the absence of improvable antecedents. Beck (2000) clearly stated that semantically classes of the adjectives were the source of the other gradable semantic predicates as well; nevertheless the expression of a semantic thing or object explained that the decategorized modifiers could not be used as noun-noun compounding.

From a conventional view, Lyons (1977) accepted adjectives as a modifier of a noun which it was gathered with, and adverbs as the modifier of a verb or adjective with which it was gathered. He also accepted that there were some situations that the validity of the adverbs and the adjectives was questionable as there were many subclasses of them. Even so, what was sustained was that the adjectives modified a noun and the adverb modified a verb or adjective considering traditional terms. In contemporary linguistics, a lot of studies had been conducted about adjectives than modifiers, adverbs, verbs, and nouns (e.g. Ağçam & Özkan, 2015, Kartal, 2017, Munoz, 2019, Lee, 2020). Adjectives were usually discussed as long as they were elements of noun phrases that were themes for verbs. However, apart from the well-known today's language research, there were also various analyses about adjectives (e.g. Fragaki, 2010, Mazdayasna & Firouzi, 2013), typically on their features in languages other than English (Raskin, 1999).

1.9.3. Indefinite Adjectives

An adjective is simply used to modify the qualities or features of a person or thing in order to create possible images by providing more detail of what the speaker is talking about. Adjectives have important functions in spoken and written sentences of a language. In the present study, the frequency usage of the indefinite adjectives was analyzed and compared between native speakers of English and non-native speakers of English in different disciplines.

In contemporary English grammar, indefinite adjectives were defined as noun modifiers which were formed from indefinite pronouns. Also they could be classified as quantifiers, a type of determiner (Shrives, n.d.). In the literature, studies about indefinite adjectives were mostly named as quantifiers (Reindl, 2005, Yamakido, 2005, & Turan, 1996). Though indefinite adjectives were known as quantifiers that were used when we want to give someone information about the number of something: how much or how many, a quantifier is also used in the place of a determiner. Quirk et al. (1973) classified quantifiers into three, which are singular, plural, and mass or non-count. On the other hand, Hazem (2017) divided quantifiers into five subcategories. In each category the meaningful distribution of the adjectives was as follows:

- Moderate or small quantity (some, few, (a) little)
- Arbitrary /negative number or amount (any)
- Phrasal quantifiers (plenty of, a lot of, lots of, a number of, a piece of, a slice of, a spoonful of ...)
- Definite quantifiers (one, multipliers, fractions, percentages)
- Indefinite quantifiers (all, both, every, each, no, none, either, neither)

Another definition made by May (1977) was about a detailed analysis of the quantifier phrases' properties in generative grammar. '*Some, many, one, two, more, few* etc.' are some of the quantifiers in English. They occupy the descriptive position in noun phrases. The fact that quantitative expressions lack reference features is similar in other languages. According to contemporary grammar approaches, Jawad (2015) stressed that in which situation which quantifier should be used was important. The type of the head noun whether it was singular, plural, countable or non-countable and the form of the sentence whether it was affirmative, negative, interrogative or imperative should be taken into consideration.

Hazem (2017) describes quantifier as a word or phrase expressing how much or how many such as '*some, any, a few or a lot of*'. Moreover, he noted that quantifiers belong to a broader class of determiners preceding a noun phrase. According to some interpretations, an indefinite adjective was the old-school grammar word which had not been considered as adjectives by linguists for a long time. Recently, they were named as "determiners", which differed from adjectives in several important ways. According to Hornby (2005), quantifiers were accepted as terms which illustrated quantificational

relations between indefinite adjectives. A quantifier was a determinant followed by a noun, but if not then it was a pronoun. In the absence of other pronouns in his own language, Ghanchi (1972) illustrated that quantitative and indefinite adjectives and numerals are substituted for indefinite pronouns.

If there were both definite and indefinite adjectives in the same noun phrase, being a noun modifier, indefinite adjective should follow the definite adjective. Therefore, in the event of these adjectives modifying the same noun, the order hierarchy should be taken into consideration (Leko, 1986). The addition of the second indefinite adjective can sometimes be interpreted as an alternative to intensifying secondary meanings (Sullivan, 2008).

When the indefinite adjective expressed the amount of the noun they modify, they do not show the exact amount of something. However, they were the answers of “How many?” or “How much?”. Another point to be considered was that indefinite adjectives should not be confused with indefinite pronouns. They looked similar but functioned differently as indefinite pronouns took the place of nouns. In the following examples the difference could clearly be seen:

I don't have *any* money. (indefinite adjective)

I don't have *any*. (indefinite pronoun)

In the first sentence “any” is answering the question, “How much?” as an adjective to modify the noun, money whereas in the second sentence “any” is used as a pronoun to replace something. It is important for a learner to understand the difference between indefinite adjectives and pronouns to ensure not to cause semantic uncertainty.

1.10. Gender Studies

In this part of the study, gender was discussed in terms of gender differences and the role of gender in language learning. In addition, studies that used gender such as, conceptualization of the gender and gender factors in the field were also examined. According to the current 2020 Corpus of Contemporary American English (COCA) data, it was clear that the term gender was more widely used. COCA is a corpus with words taken from more than 1 billion newspapers, magazines, television, books, articles and the internet. In this corpus, a simple search for gender term showing the year of occurrence illustrated that the total occurrence was higher in the 2015-2019 compared

to 1990-1994 (Garceau, 2020). In some studies, gender analysis studies focused on gender discrimination in the books used at schools, while some of the studies aimed to contribute to the literature based on the frequency of expressions used by females and males (e.g. Catalan, 2003; Griffiths, 2003). According to Coates (1988), as gender was a significant category in society, it was inevitable that there were also sharp differences in the language that both genders used.

In the literature studies conducted in terms of gender in the past years, it was known that there were differences between males and females in using, acquiring and perceiving the language. Considering the studies conducted in the field of ELT in the past, the findings obtained positive effect for the current program and curriculum (e.g. Cabiroğlu, 2016; Albanon, 2017). As the technology improved, the studies carried out diversified and gender analysis continued in different areas of the ELT literature.

Among biological theories regarding gender differences was about brain differences. According to Halpern (1992), intellectual behaviors of males and females differed in brain organization which was systematically more organized in females' brains more than males'. Regarding linguistic performances there were some environmental theories about gender differences. One of them was expressed by Sunderland (2000) that some strategies about language, such as language tests, had been shown to be gender-based as males and females behaved differently. Hence, in some studies no differences were found on language learning as well as Feyten (1991) who did not find any differences for both genders, whereas some other studies approved that gender effect caused differential performance in foreign language skills.

However, meaningful differences between males and females in terms of language related factors were obtained. According to Catalan (2003), males used less vocabulary learning strategies than females in terms of the results of Catalan's studies. She could not find significant differences between genders in terms of the range of vocabulary strategies regarding the ten most and least frequently used vocabulary. However, she found differences in other strategies in terms of frequency use. Females preferred to analyze the part of a speech for a new word, whereas males minded analyzing affixes and roots. As stated before, there were many studies which illustrate that females were more dominant in language acquisition skills while several studies enounce no significant differences between males and females. For this reason, in analyzing gender differences in different contexts, different consequences might inevitably reveal (Engin, 2012).

In the EFL literature, various techniques and methods had been used in order to emphasize the different dimensions of language learning and, furthermore EFL programs had been developed and rearranged accordingly (Widodo, 2006). The relationship between learners' success in EFL lessons and their second language learning strategies were investigated by Griffiths (2003) regarding gender. The term gender was used broadly to refer to roles that had been raised and socially formed within a particular culture, not just biologically, that were female or male (Nyikos, 2008). Therefore, he stated that it could be determined that nature and breeding constituted the whole of those classified as male and female. Individuals learned about the characteristics and opportunities of being a male and a female which were considered as context / time-specific and variable through the socialization processes. Diktaş (2010) expressed the reason why children had different thinking and behavior styles were that they were born with different genitalia and hormones. This biological difference was also the basis of traditional discussions.

One of the contemporary studies conducted by Cabiroğlu (2016) tried to prove how gender was effective on the ideal L2 self in terms of gender effect on the main constructs of the language learning process. She also analyzed the effect of gender on the age of learning English, living in a native country, and speaking different languages. In another study, how males differed from females regarding the use of language was discussed by Albanon (2017). According to his study, females used more polite language than males. The difference in this study withstood the belief of the males and females' about language functions and purposes. Lastly, one of the studies conducted on today's version of gender roles, Çelik (2020) had examined the adaptations in which the role of females was discussed, the patriarchal structure was supported, and the gender discrimination was explained in the modern interpretations of the classical children's storybooks written in the past.

1.11. Definition of the Terms

Adjective: Any of a class of words used to modify a noun or other substantive, as by describing qualities of the entity denoted, stating its limits or quantity, or distinguishing it from others (Collins Dictionary, n.d.).

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. Currently, computer corpora may store many millions of

running words, whose features can be analyzed by means of tagging and the use of concordance programs (McArthur, 1992).

Corpus Linguistics: Corpus linguistics is a methodology to obtain and analyze the language data either quantitatively or qualitatively (McEnery & Wilson, 2001).

Gender: Gender is the range of characteristics pertaining to, and differentiating between, femininity and masculinity. Depending on the context, these characteristics may include biological sex, sex-based social structures (<https://en.wikipedia.org>). Gender analysis is one of the types of analysis that is generally done in the literature and has been done frequently in the field of social sciences and physical sciences.

Indefinite Adjectives: An indefinite adjective is used to describe a noun in a non-specific sense. They are often used to describe a noun to show an element of uncertainty (<http://www.english-grammar-lessons.co.uk>, n.d.).

Interdisciplinary Studies: Studies that involve more than one academic subject (Collins Dictionary, n.d.).

MA Thesis: A Master of Arts thesis is a paper or project that is handed in at the end of the master's programme. With the master's dissertation, individuals prove their analytical and synthetic skills in solving problems independently at an academic level. They demonstrate that they have a critical reflective attitude and the skills required for research (Hasselt University, n.d.).

CHAPTER II

METHODOLOGY

2.1. Introduction

In this corpus-based study, the indefinite adjectives in the findings, and conclusion sections of the MA thesis written by the Turkish speakers (TSs) of English and the native speakers of English (NSs) in the interdisciplinary and disciplinary departments; such as, Psychology and ELT regarding gender were analyzed in terms of their use, log-likelihood values and their frequency. Besides, this study mentioned the use of indefinite adjectives in terms of underuse and overuse values. The research design, the data collection tools (instruments), and the data collection and analysis procedure for the study were also defined in detail.

2.2. Research Design

This study was carried out with descriptive and quantitative research design. As a description Jackson (2009) stated that descriptive research uses various independent approaches to collect data for a study. Therefore, it could not be accepted as a research method. In retrospective studies, descriptive research was defined as a design including data collection in order to test the hypothesis and find answers to research questions (Gay, 1983). Whereas, Jaggi (2003) described that it barely summarized the data in a comprehensible way with numerical and graphical data. Data collection and their arrangement were the main manifests of descriptive research design in terms of relationships and comparisons of the available position of things. The other design quantitative research, with today's perspective, was described simply an outcome in a study population, namely, it aimed to find the relationship between two things by using new techniques and methodologies, which were called independent and dependent variables (Hopkins, 2008). Lan (2002) also noted that statistical analysis and inference with some interpretations of randomized sample formed the quantitative research method. In brief, Saunders et al. (2009) argued that quantitative research was not based on only one analysis method, on the contrary there were many, such as, identifying statistical relationships among dependent and independent variables by using various statistical modeling and description of the variables. In the present study, 120 MA theses were analyzed based on the indefinite adjectives usage in the MA theses written by the native speakers (NSs) of English (n=60) and the Turkish speakers (TSs) of English (n=60) in between the ELT departments and interdisciplinary department,

psychology regarding gender, females and males. The main aim was to compare the use of indefinite adjectives in the findings and conclusion sections by both groups' randomly selected MA theses between the years 2016-2020. An online archive of the Council of Turkish Higher Education (YÖK), National Thesis Center (Ulusal Tez Merkezi), was used to download the non-native speakers' thesis and the other online archive ProQuest Dissertations and Theses (PQDT) was used to access the native speakers' theses. Permission letters (about 150) were sent to Turkish speakers via e-mail. The aim was to get an equal number of female and male thesis writers since the fundamental purpose of the study was gender analysis. Indefinite adjectives used in the MA theses were analyzed in terms of frequency and log-likelihood (LL), as a statistical analysis method to show the overuse (higher frequency) and underuse (lower frequency) by means of comparing the data gathered.

2.3. Data Collection Instruments

The data gathered from the 120 MA theses written by the native speakers (NSs) of English (n=60) and the Turkish speakers (TSs) of English (n=60) in between the interdisciplinary and disciplinary departments were evaluated by using browser-based or installed data collection tools Key Word in Context (KWIC) Concordance software programme and log-likelihood (LL) calculator. Randomly selected MA theses were chosen between the years 2016-2020 regarding gender, females and males in equal number. In this section data collection tools were explained in detail.

2.3.1. Key Word in Context (KWIC)

Keyword in context (KWIC) is known as the most useful and common technique in corpus-based studies to create concordance line and frequency lists. Manning (1999) stated KWIC as it was used to retrieve all documents or words easily in their own context related to the keywords uploaded by the users. Also Leech (1997) expressed KWIC as the easiest and widely-used instrument in corpus processing. By using the electronic files in the KWIC, frequency of words or keywords, concordance line and collocation charts can be easily compiled. Dash (2010) pointed out how a KWIC index was formed alphabetically searchable by arranging, lining and sorting the words or keywords uploaded by the users of the software. The data to be compared were put in the middle of a line in a highlighted form with an extra space around them as a standard format. In short, the aim was to reveal the importance and actual behavior

of words in contexts, the role of associative words, the verb formation environment, and whether there were contextual limitations on the use of a particular word. In Figure 1, a double tree version of KWIC was displayed to support linguistic analyses. This figure indicated the KWIC results as a two-sided tree which gave the layout in detail in terms of how frequency and linguistic information were associated (Culy & Lyding, 2010).

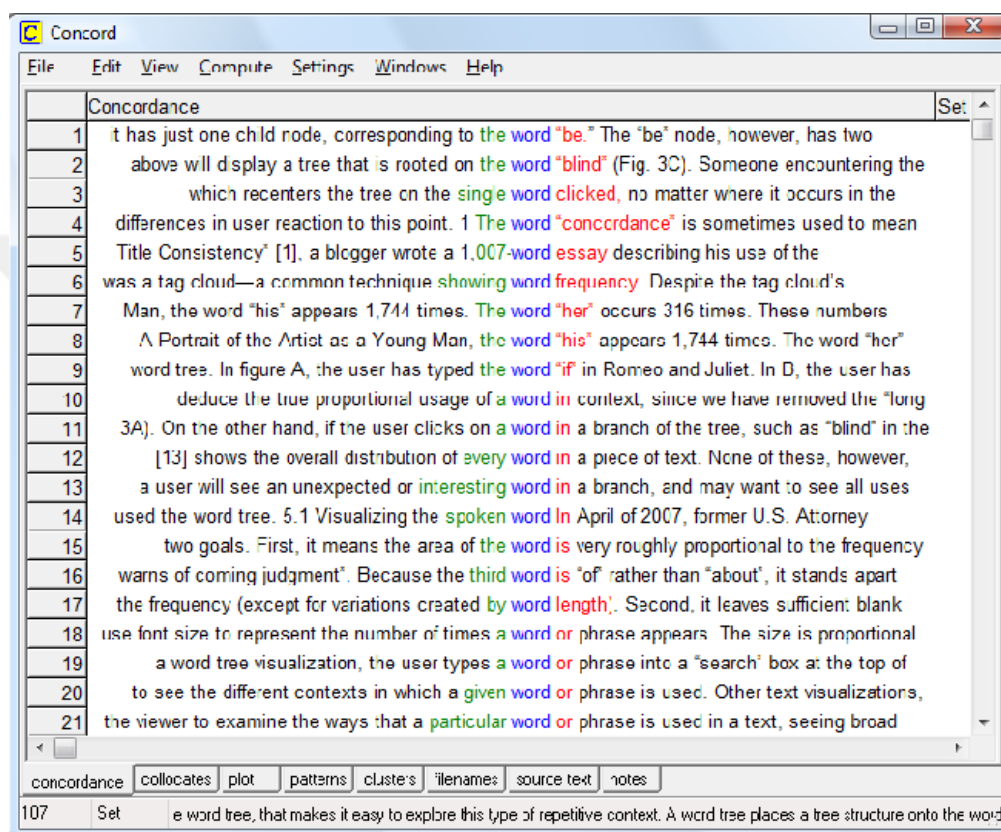


Figure 1. A Keyword in Context (KWIC) Sample

In this study, Keyword in Context (KWIC) concordance software programme was used to analyze all the specifically selected indefinite adjectives and calculate their frequency. The data gathered from the MA theses written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in between the ELT and Psychology; namely, disciplinary and interdisciplinary departments were compared to each other to reach an exact number of total indefinite adjectives used in their MA theses. The findings of the study helped to analyze the frequency, overuse and underuse of indefinite adjectives.

2.3.2. Log-likelihood (LL) Calculator

Log-likelihood (LL) calculator is one of the statistical tools similar to the Pearsons' Chi-square measure which is used in corpus analysis for collocation, keyword or frequency analysis in order to test the statistical significance of the study in general (Köroğlu, 2017). In the evaluation of the frequency distributions of a statistical analysis of texts, LL test is a reliable alternative to Pearsons' Chi-square (Dunning, 1993, cited in Köroğlu, 2017). This test is occasionally called G-square or G score and perceived as "*p value*" in Pearsons' Chi-square (McEnery, Xiao & Tono, 2006). LL values demonstrated higher or lower frequencies than expected since they compared the observed and the expected values for two datasets. In Figure 2, there is an example of an LL analysis demonstrating a comparison between two data with wordlist and the frequency ratio.

	A	B	C	D	E	F	G
1	Log-likelihood Ratio Calculator						
2	Step 1. Enter the corpus sizes in A and B.						
3	Step 2. Enter the frequency counts in columns B and C.						
4	* The white cells are data cells; the gray ones are result cells.						
5							
6							
7	Corpus Size 1		A	Corpus Size 2		B	
8			52191			52877	
9							
10	Word	Freq. in Corpus 1	Freq. in Corpus 2	Log-likelihood	Sig.		
11	will	224	138	21.77	0.000 ***	+	
12	can	198	192	0.19	0.665	+	
13	would	169	125	7.20	0.007 **	+	
14	could	72	66	0.35	0.557	+	
15	must	67	30	14.96	0.000 ***	+	
16	have to	132	41	51.56	0.000 ***	+	
17	should	130	55	32.29	0.000 ***	+	
18	may	51	35	3.21	0.073	+	

Figure 2. A Log-likelihood (LL) Sample

In the log-likelihood (LL) analysis, expected values are the frequencies that only the chance factor would be expected to affect the values whereas observed values are actual frequencies gained from corpora. As the difference between expected and the observed values get high, it is less likely the difference has arisen by chance. In this study, log-likelihood was used to compare two corpora, MA theses written by the Turkish speakers (TSs) of English and the native speakers (NSs) of English. Therefore,

LL analysis was applied to all comparisons to gain more reliable statistical measurement for comparing two corpora.

2.4. Data Collection and Analysis Procedure

The data gleaned for the present study were from the MA theses written by the Turkish speakers of (TSs) of English and the native speakers (NSs) of English prepared in the interdisciplinary (e.g. psychology) and disciplinary (e.g. ELT) departments. The theses, including ELT and psychology, disciplinary and interdisciplinary departments, written by the Turkish speakers of English were gathered from the National Thesis Center (Ulusal Tez Merkezi) which is an online archive of the Council of Turkish Higher Education (YÖK). Permissions were obtained through e-mail from the Turkish speakers (TSs) of English to analyze their MA theses which were randomly chosen per year. Nearly 60 permission e-mails for each department were sent to the writers' own or occupational addresses. Among these permissions, randomly six theses including three females and three males were selected for each year (2016 – 2020) and each department (ELT and Psychology), 30 theses equally in total. The main aim of the study was gender analysis, thus it was important to keep the number of the theses equal for each year and department. Theses written by the native speakers (NSs) of English were randomly selected through the ProQuest online dissertations and theses database and the same selection procedure was conducted as mentioned. All the theses written by the NSs were gleaned from the universities in the USA. Also, all theses used in this study were written by a single author for both departments and the TSs or the NSs.

After the data collection procedure was completed, the MA theses of the Turkish speakers (TSs) of English and the Native speakers (NSs) of English were downloaded in PDF format and then their findings, and conclusion sections were extracted and saved as text files whereas all the other chapters of the theses were excluded from the data. Each set of corpus hereby was uploaded to the Key Word in Context (KWIC) Concordance software programme and the data analysis carried out the procedure regarding the following research questions:

1. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding females?

- b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding females?
2. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding males?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding males?
3. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written by the native speakers (NSs) of English
 - a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?
4. What are the differences in the use of indefinite adjectives of the findings section in the MA theses written by the Turkish speakers (TSs) of English
 - a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?
5. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding females?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding females?
6. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written
 - a) by the native speakers (NSs) of English in between the ELT and interdisciplinary department regarding males?
 - b) by the Turkish speakers (TSs) of English in between the ELT and interdisciplinary department regarding males?
7. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written by the native speakers (NSs) of English
 - a) regarding the ELT department in between the females and males?

- b) regarding the interdisciplinary department in between the females and males?
8. What are the differences in the use of indefinite adjectives of the conclusion section in the MA theses written by the Turkish speakers (TSs) of English
- a) regarding the ELT department in between the females and males?
 - b) regarding the interdisciplinary department in between the females and males?

Key Word in Context (KWIC) software programme was used in order to analyze indefinite adjectives in the two corpora. As mentioned before, in order to provide statistically significant data and information about the use of indefinite adjectives, descriptive statistics such as frequency (percentages) were used. Hence the use of indefinite adjectives was analyzed regarding their frequency per 1,000 words. With the observation of indefinite adjectives in two corpora, possible differences in total frequency in each corpus generated a clearer view in the identification of indefinite adjectives in every 1,000 words (Köroğlu, 2017). In addition to the frequency analysis, log-likelihood (LL) calculation was applied to make a comparison as the statistical analysis method and also to indicate the overuse which was referred as the higher frequency of occurrence, and the underuse which was defined as the lower frequency of occurrence for the analyzed data.

2.5. Ethical Procedures

Taking permission from the Turkish speaker (TS) writers of the MA theses used in this study, the writers were assured that their personal data and content of their theses will be kept hidden. They were also informed that only the findings, and conclusion sections will be taken into analysis process and remaining parts would not be shared or used. While informing the writers about the aim and limitations of this study, they also were able to contact the researcher any time they needed.

CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, data analysis and interpretations of the results were presented. This chapter illustrates the frequency and statistical processes which define a quantitative analysis for indefinite adjectives in both the Turkish speakers (TSs) of English and the native speakers (NSs) of English writers' MA theses regarding gender. The findings were discussed about the research questions of the study in tabular form.

3.1. Introduction

Data were obtained from 120 MA theses written by the Turkish speakers (TSs) of English and the native speakers (NSs) of English in between the disciplinary field ELT and the interdisciplinary field Psychology by using Key Word in Context (KWIC) software to investigate the indefinite adjectives usage regarding gender. After the data had been gleaned, by the log-likelihood (LL) calculator, frequency of occurrence of indefinite adjectives were analyzed to understand whether or not there were any frequency related differences; overuse and underuse, in between the Turkish speakers (TSs) of English and the native speakers (NSs) of English in the disciplinary field, ELT, and the interdisciplinary field, Psychology, in terms of gender.

3.1.1. Frequency Analysis of the Indefinite Adjectives in the Findings Section of MA Theses Written by the TSs and the NSs of English in between the ELT and Interdisciplinary Department Regarding Females

The analysis for the use of indefinite adjectives was obtained from the findings sections of the master's theses of the Turkish speakers (TSs) of English and the native speakers (NSs) of English in between the ELT and interdisciplinary department, Psychology. Table 1 illustrated the frequency and log-likelihood (LL) analysis of indefinite adjectives in the findings sections of the master theses written by the NSs of English regarding females.

Table 1.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by NSs of English among the ELT and Interdisciplinary (Psychology) Department Regarding Females

	ELT	Psychology	LL Value
Corpus Size	729,695	620,868	
INAs (n)	757	262	+177.63*
n per 1,000	1	0,4	
Frequency	0.01	0.004	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by NSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by NSs

In Table 1, both the corpora size and indefinite adjective (INA) usage were higher for the ELT department than the interdisciplinary department in the findings section of the master's theses (MA). Furthermore, by means of frequency per 1,000 words, the ratio of the interdisciplinary department was observed to be less (0.4) than the ELT department (1). In addition, according to the frequency results, the females in the ELT department (0.01) used INAs more than the females in the interdisciplinary department (0.004). To observe the difference between frequencies of the ELT department and the interdisciplinary department regarding native female speakers of English, and the significant values of overuse or underuse in the groups, LL calculation was applied. The LL frequency illustrated overuse in the INAs of the MA theses written by the NSs of English in the ELT department's findings section with a +177.63 LL value and there was a significant difference in the frequency of the INAs between the two groups' MA theses in the findings section regarding females. The following sample sentences were obtained from two groups. MAFENS-FIN refers to the findings section of the MA theses written by the female NSs in the ELT department, and MAFPNS-FIN refers to the findings section of the MA theses written by the female NSs in the interdisciplinary department, Psychology.

Example 1

[This was indeed the case for **all** comparisons between control and CDA groups.]

Extracted from <MAFENS1-FIN>

[**Each** cultural group, whom this paper focuses on, may simply use thank you to thank **each** other, but the author is curious to know whether there are **any** other phrases used, by American-English, Chinese-Mandarin, South Korean, and Thai people, when they feel thankful to **one** another.]

Extracted from <MAFENS2-FIN>

[As these minor grammatical metaphors emerge with an increase of grammatical metaphors in the texts, they might occur at a later time than **some** major types in grammatical metaphorical language development.]

Extracted from <MAFENS3-FIN>

As shown in the examples above, the female native speakers of English in the ELT department had used the INAs more frequently than the female NSs of English in the interdisciplinary department in their MA theses' findings section. A wide variety of INAs such as "all, any, each, many" had been used in the sentences of the INAs which might be an explanation of the high rate of INA usage in the theses of the female NSs in the ELT department when compared to the female NSs in the interdisciplinary department. Table 2 revealed the frequency and log-likelihood (LL) analysis of indefinite adjectives in the findings sections of the master theses written by the Turkish speakers of English regarding females.

Table 2.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by TSs among the ELT and Interdisciplinary (Psychology) Department Regarding Females

	ELT	Psychology	LL Value
Corpus Size	729,695	620,868	
INAs (n)	1260	272	+541.33*
n per 1,000	2	0,4	
Frequency	0.02	0.004	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by TSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by TSs

In Table 2, both the corpora size and indefinite adjective (INA) usage were higher for the ELT department than the interdisciplinary department in the findings section of the master's theses (MA) as in Table 1. In addition, by means of frequency per 1,000 words, the ratio of the interdisciplinary department was observed to be less (0.4) than the ELT department (2). According to the frequency results, the females in the ELT department (0.02) used INAs more than the females in the interdisciplinary department (0.004). In order to observe the difference between frequencies of the ELT department and the interdisciplinary department regarding Turkish female speakers of English, and the significant values of overuse or underuse in the groups, LL calculation was applied. The LL frequency showed overuse in the INAs of the MA theses written by the TSs of English in the ELT department's findings section with a +541.33 LL value and there was a significant difference in the frequency of the INAs between the two groups' MA theses in the findings section regarding females.

The following examples were obtained from both groups. MAFETS-FIN refers to the findings section of the MA theses written by the female TSs in the ELT department, and MAFPTS-FIN refers to the findings section of the MA theses written by the female TSs in the interdisciplinary department, Psychology.

Example 2

[**Some** piece of information is learned easily while **some** other information cannot be learned even too much effort is put in.]

Extracted from <MAFETS2-FIN>

[Learning is learner initiated and language emerges in second language learning situations via engagement of learners with **each** other by talking and by being responded by others and scaffolded by teacher.]

Extracted from <MAFETS3-FIN>

Table 1 and Table 2 indicated the frequency and log-likelihood (LL) analysis of indefinite adjectives in the findings sections of the master theses written by the Turkish and native speakers of English regarding females. When compared to female TSs in the interdisciplinary department, a great deal of INAs such as “one, some, each, all” had been used in the TSs’ theses in the ELT department which might be the interpretation of the excessive usage of INAs. In the next section, the tables were constituted on the basis of males.

3.1.2. Frequency Analysis of the Indefinite Adjectives in the Findings Section of MA Theses Written by the TSs and the NSs of English in between the ELT and Interdisciplinary Department Regarding Males

The frequency analysis and the log-likelihood (LL) calculation of the indefinite adjectives (INAs) for the findings section in the master theses (MA) written by the Turkish (TSs) and native (NSs) speakers of English in between the ELT and the Psychology departments regarding males were compared. The results were indicated in Table 3 and Table 4. Frequency and LL analysis of the INAs for the findings section in the MA theses written by NSs of English among the ELT and interdisciplinary departments regarding males were demonstrated in Table 3.

Table 3.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by NSs of English among the ELT and Interdisciplinary (Psychology) Department Regarding Males

	ELT	Psychology	LL Value
Corpus Size	704,179	587,725	
INAs (n)	924	397	+131.72*
n per 1,000	1	1	
Frequency	0.01	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by NSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by NSs

As illustrated in Table 3, both the corpora size and indefinite adjective (INA) usage were higher for the ELT department than the interdisciplinary department in the findings section of the master's theses (MA) regarding males. Furthermore, it was observed that the frequency of the INAs used by the NSs of English in the ELT department was 924 whereas it was 397 by the NSs of English in the findings section of their master theses in terms of males. There was overuse in the NSs of English in the ELT department by virtue of the frequency difference. Additionally, the total usage of the INAs of the NSs in the ELT department (1) per 1,000 words was observed to be equal to the NSs in Psychology (1) and there was no frequency difference between the groups. In addition to the frequency analysis, LL calculation was applied. The LL value of the male NSs of English in the ELT department in the findings section of the MA theses in using INAs than the male NSs of English in the Psychology department indicated a high amount of overuse as +131,72 which was statistically significant in Table 3. The following samples were extracted from the male NSs. MAMENS-FIN refers to the findings section of the MA theses written by the male NSs in the ELT department, and MAMPNS-FIN refers to the findings section of the MA theses written by the male NSs in the interdisciplinary department, Psychology.

Example 3

[In between **each** focal point there should be **some** type of movement and positioning.]

Extracted from <MAMENS2-FIN>

[**All** the groups have **some** students who are higher, but **none** of them were consistently using coordinated phrases.]

Extracted from <MAMENS20-FIN>

[These results, as well as **all** correlation coefficients calculated between **each** of the hypothesized relationships, are displayed in Table 2.]

Extracted from <MAMPNS23-FIN>

The INA usage in the findings section of the MA theses by the male NSs of English in the ELT department demonstrated a high rate of overuse among both departments as presented above which might be an explanation of how male TSs prefer to use INAs in their theses. The LL values of the frequency of INAs used in the MA theses written by the male Turkish speakers of English in between the ELT department and the interdisciplinary department, Psychology, were illustrated in Table 4.

Table 4.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by TSs of English among the ELT and Interdisciplinary (Psychology) Department Regarding Males

	ELT	Psychology	LL Value
Corpus Size	704,179	587,725	
INAs (n)	1068	541	+1.18*
n per 1,000	2	1	
Frequency	0.02	0.01	

n= raw frequency of INAs

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

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by TSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by TSs

Table 4 illustrated that both the corpora size and indefinite adjective (INA) usage were higher for the ELT department than the interdisciplinary department in the findings section of the master's theses (MA). The frequency of the INAs used by the TSs of English in the ELT department was 1068 whereas it was 541 in the interdisciplinary department, Psychology regarding males. According to the frequency difference, it was obvious that there was overuse in the TSs of English in the ELT department. Additionally, the total usage of the INAs of the TSs in the ELT department (2) per 1,000 words was observed to be more than the NSs in Psychology (1). The frequency per 100 words in each group also indicated a difference of the INAs used between the TSs of English in the ELT (0.02) and TSs of English in Psychology (0.01).

LL calculation was applied in addition to the frequency analysis. The LL value of the male TSs of English in the ELT department in the findings section of the MA theses in using INAs between the male TSs of English in the Psychology department indicated overuse as +1.18 which was statistically significant in Table 4. The following sample sentences were extracted from the male TSs. MAMETS-FIN refers to the findings section of the MA theses written by the male TSs in the ELT department, and MAMPTS-FIN refers to the findings section of the MA theses written by the male TSs in the interdisciplinary department, Psychology.

Example 4

[Therefore, it sounds more plausible to say that SSN should have the opportunity to attend both special and regular schools because “no single type of placement could meet **all** the needs of **all** disabled students throughout their educational careers”.]

Extracted from <MAMETS2-FIN>

[**All** the function words in the stop list can be found in Appendix B.]

Extracted from <MAMETS2-FIN>

[**Each** of the hypothesized direct relationships was tested by Structural Equation Modeling (SEM) path analysis procedure by using AMOS 23.0 software (Arbuckle, 2013).]

Extracted from <MAMPTS2-FIN>

Table 3 and Table 4 indicated the frequency and log-likelihood (LL) analysis of indefinite adjectives in the findings sections of the master theses written by the Turkish and native speakers of English regarding males. When compared to the male NSs in the ELT department who preferred using INAs such as “all, one, some”, a great deal of INAs such as “one, all, some, each” had been used in the male TSs’ theses in the ELT department which might be the interpretation of the male TSs’ writing style academically. In the next section, the tables were constituted on the basis of females and males.

3.1.3. Frequency Analysis of the Indefinite Adjectives in the Findings Section of MA Theses Written by the NSs in between the ELT and Interdisciplinary Department Regarding Females and Males

The frequency analysis and the log-likelihood (LL) calculation of the indefinite adjectives (INAs) for the findings section in the master’s theses (MA) written by the Turkish (TSs) and native speakers (NSs) of English in between females and males regarding the ELT and Psychology departments were compared. The results were demonstrated in Table 5 and 6. Frequency and LL analysis of the INAs for the findings section in the MA theses written by the NSs of English in between the females and males regarding the ELT department was illustrated in Table 5.

Table 5.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by NSs of English in between the Females and Males Regarding the ELT Department

	Females	Males	LL Value
Corpus Size	563,786	553,392	
INAs (n)	757	924	-19.87*
n per 1,000	1	2	
Frequency	0.01	0.02	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female NSs of English in ELT department relative to male NSs

- indicated underuse of INAs in female NSs of English in ELT department relative to male NSs

In Table 5, the corpora size was higher for the females; however, the indefinite adjective (INA) usage was higher for the males. Furthermore, the frequency of INAs in the master's theses (MA) revealed that the female native speakers of English used 757 INAs while the male native speakers of English used 924 INAs in the findings section. The results indicated that the INAs used in this section by the male natives were higher than the female natives of the master's theses. The frequency of INAs in the findings section of the male natives' theses revealed 0.02 INAs and the female natives displayed 0.01 INAs per 1,000 words. According to the frequency results, the male native speakers of English used a higher amount of INAs than the female native speakers of English in every 1000 words in the findings section of their MA theses.

LL calculation was applied in addition to the frequency analysis. The LL value of the INAs in the findings section of the MA theses, between the male native speakers of English and the female native speakers of English, revealed underuse of -19.87. Moreover, according to the results, there was a significant difference in the frequency of the INAs between the two groups' master theses in the findings section. Extracts from both corpora were illustrated in Example 5. MANEF-FIN refers to the findings section of the master theses written by the female NSs, and MANEM-FIN refers to the

findings section of the master's theses written by the male NSs in terms of the ELT department.

Example 5

[Two students told me that they hoped someone could help them make sure **each** student had an opportunity to speak in a group discussion.]

Extracted from <MANEM2-FIN>

[The age, gender, life experiences, ethnic or cultural background, **all** funnel into how the ESL learner approaches learning the English language.]

Extracted from <MANEM2-FIN>

[On both surveys, Student 4 replied to **all** 15 questions with happy face responses.]

Extracted from <MANEF2-FIN>

The indefinite adjective (INA) usage in the findings section of the MA theses in the ELT department by the male native speakers of English demonstrated a higher rate of overuse than the female native speakers of English. Female NSs displayed a high usage of INAs as “all, one” whereas male NSs used the INAs “all, some, each, any, many” in an excessive amount. In Table 6, frequency and LL analysis of the INAs for the findings section in the MA theses written by the NSs of English in between the females and males regarding the interdisciplinary department were indicated.

Table 6.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by NSs of English in between the Females and Males regarding the Interdisciplinary Department (Psychology)

	Females	Males	LL Value
Corpus Size	563,786	553,392	
INAs (n)	262	397	-30.42*
n per 1,000	0.4	1	
Frequency	0.004	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female NSs of English in the interdisciplinary department relative to male NSs

- indicated underuse of INAs in female NSs of English in the interdisciplinary department relative to male NSs

As observed from Table 6, the number of indefinite adjectives (INAs) used by the female native speakers (NSs) of English (262) is less than that of the male NSs of English (397) MA theses in the interdisciplinary department, Psychology. By means of frequency per 1,000 words, the total use of the INAs used by the male NSs (1) was higher than the female NSs' (0.4). Furthermore, the usage of INAs in the MA theses of female NSs (0,004) of English per 100 words was observed less than the male NSs (0.01) of English. In addition to all these statistics, LL calculation was applied in order to determine the differences between frequencies of INAs of the native female and male speakers of English in the interdisciplinary department, and the significant value of overuse or underuse. The LL value of the INAs in the findings section of the MA theses between the female NSs of English and the male NSs of English revealed underuse of -30.42 which was statistically significant in Table 6.

The following sample sentences were extracted from the female and the male NSs of English in the interdisciplinary department, Psychology. MANPF-FIN refers to the findings section of the MA theses written by the female native speakers in the Psychology department, and MANPM-FIN refers to the findings section of the MA theses written by the male native speakers in the Psychology department.

Example 6

[**One** low-loading item was then removed ("Withdrawn, doesn't get involved with others") and the two-factor structure for the current sample then met specified goodness-of-fit criteria (CFI=.912, IFI=.915, S RMR=.068).]

Extracted from <MANPM13-FIN>

[Normality was assessed with histograms for **all** pertinent coping self-efficacy and mental health variables.]

Extracted from <MANPM14-FIN>

[For youth receiving services in IHH, average progress rating at month five decreased on average by 0.79 ($p<0.01$) while for **each** additional unique treatment target endorsed per month over the mean of 2.01, average progress rating at month five decreased by 0.06 ($p<0.01$) and average change from month one to month five was lower by 0.15 ($p<0.01$).]

Extracted from <MANPF15-FIN>

In Table 6, the underuse of INAs was revealed in the female NSs of English findings section in the MA theses of the interdisciplinary department relative to the male NSs. Although the most used INAs “all, each, one” were the same, male NSs in the interdisciplinary department had used “all” more in terms of quantity when compared to the females which could be explained as the word preferences of males in the psychology department. In the next research question Table 7 and Table 8 were constituted of Turkish speakers of English regarding females and males.

3.1.4. Frequency Analysis of the Indefinite Adjectives in the Findings Section of MA Theses Written by the TSs in between the ELT and Interdisciplinary Department Regarding Females and Males

According to the fourth research question, the comparison of the indefinite adjectives (INAs) in the findings sections of the master's theses (MA) written by the Turkish (TSs) in between the ELT and the interdisciplinary department, Psychology regarding females and males were presented. The results were indicated in Table 7 and Table 8. Frequency and LL Analysis of the INAs for the findings section in the MA

theses written by the TSs of English in between the females and males regarding the ELT department were demonstrated in Table 7.

Table 7.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by TSs of English in between the Females and Males Regarding the ELT Department

	Females	Males	LL Value
Corpus Size	786,777	738,512	
INAs (n)	1260	1068	+6.03*
n per 1,000	2	1	
Frequency	0.02	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female TSs of English in the ELT department relative to male TSs

- indicated underuse of INAs in female TSs of English in the ELT department relative to male TSs

In Table 7, the results indicated that the indefinite adjectives (INAs) used by the female Turkish speakers (TSs) were more than the male Turkish speakers of the master's theses. The frequency of INAs in the master's theses (MA) revealed that the female Turkish speakers of English used 1260 INAs while the male Turkish speakers of English used 1068 INAs in the findings section. The frequency of INAs in the findings section of the female TSs' theses revealed 0.02 INAs and the male TSs' theses displayed 0.01 INAs per 1,000 words. According to the frequency results, the female native speakers of English used more amounts of INAs than the male native speakers of English in every 1,000 words in the findings section of their MA theses.

LL calculation was applied in addition to the frequency analysis. The LL value of the INAs in the findings section of the MA theses between the female TSs of English and the male TSs of English revealed overuse as +6,03. Moreover, according to the results, there was a significant difference in the frequency of the INAs between the two groups' master's theses in the findings section. Extracts from both corpora were illustrated in Example 7. MATEF-FIN refers to the findings section of the master's

theses written by the female TSs, and MATEM-FIN refers to the findings section of the master theses written by the male TSs in terms of the ELT department.

Example 7

[According to results, the number of students who regarded **all** the reading strategies had given as not difficulties 3.25 out of 28 students who marked the given reading strategies from difficult to very difficult.]

Extracted from <MATEF23-FIN>

[As **each** part of the pre-test is designed to test certain reading comprehension skills; it can be concluded that there was not **any** significant difference in terms of reading comprehension skills of the experimental group and the control group prior to the brain based instruction in the experimental group.]

Extracted from <MATEF13-FIN>

[Content analysis was made for **each** of the questions separately.]

Extracted from <MATEF13-FIN>

The indefinite adjective (INA) usage in the findings section of the MA theses in the ELT department by the female native speakers of English demonstrated a higher rate of overuse than the male native speakers of English. A wide variety of INAs such as “all, any, each, one, some, and many” had been used in the sentences of the female and the male NSs’ theses which might be an explanation of both groups’ writing reflection when compared to the previous interpretations. Additionally, the comparison of the INAs in the findings section of the MA theses written by TSs in the interdisciplinary department, Psychology, on the basis of females and males were analyzed in Table 8.

Table 8.

Frequency and LL Analysis of the INAs for the Findings Section in the MA Theses Written by TSs of English in between the Females and Males Regarding the Interdisciplinary Department

	Females	Males	LL Value
Corpus Size	786,777	738,512	
INAs (n)	272	541	-108.55*
n per 1,000	0.3	1	
Frequency	0.003	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female TSs of English in the interdisciplinary department relative to male TSs

- indicated underuse of INAs in female TSs of English in the interdisciplinary department relative to male TSs

As demonstrated in Table 8, it was observed that the usage of the indefinite adjectives (INAs) used by the female Turkish speakers (TSs) of English in the interdisciplinary department was 272 whereas it was 541 by the male TSs of English in the findings section of their master's theses. In other words, the female TSs of English used less INAs than the male TSs of English. Additionally, the total usage of the INAs of the male TSs in the Psychology department (1) per 1,000 words was observed to be more than the female TSs in Psychology (0.3) and there was a high frequency difference between the groups (females= 0.003; males= 0.01). In addition to the frequency analysis, LL calculation was applied. The LL value of the female TSs of English in the interdisciplinary department for the findings section of the MA theses in using INAs indicated a high amount of underuse as -108.55 which was statistically significant in Table 8.

The following samples were extracted from the male TSs in the Psychology department. MAMPTS-FIN refers to the findings section of the MA theses written by the male TSs in the Psychology department, and MAFPTS-FIN refers to the findings section of the MA theses written by the female TSs in the interdisciplinary department, Psychology.

Example 8

[For LGBTI identification measure, **one** component model had the poorest fit.]

Extracted from <MAMPTS23-FIN>

[In this condition, **all** female participants answered "yes" to the date question for at least **one** photograph.]

Extracted from <MAMPTS13-FIN>

[We measured how much the participants implemented hierarchy in their interactions in their work **each** day by two questions.]

Extracted from <MAMPTS13-FIN>

As presented above, the INAs usage in the MA theses' findings section written by the female TSs of English in the ELT department included the highest overuse rate among the speakers which might be a reflection of the female TSs' preference about expressing and intensifying the meaning accurately by their own writing style in English. In the next section, the frequency and the LL analysis were implemented for the conclusion sections of the MA theses written by the TSs and the NSs of English in between the ELT department and the interdisciplinary department, Psychology, on the basis of females and males.

3.1.5. Frequency Analysis of the Indefinite Adjectives in the Conclusion Section of MA Theses Written by the TSs and the NSs of English in between the ELT and Interdisciplinary Department Regarding Females

In the fifth research question, the analysis for the use of indefinite adjectives was obtained from the conclusion section of the master's theses of the Turkish speakers (TSs) of English and the native speakers (NSs) of English in between the ELT and the interdisciplinary department, Psychology. Table 9 illustrated the frequency and log-likelihood (LL) analysis of the indefinite adjectives in the conclusion section of the master's theses written by the NSs of English regarding females.

Table 9.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by NSs of English Among the ELT and the Interdisciplinary (Psychology) Department Regarding Females

	ELT	Psychology	LL Value
Corpus Size	729,695	620,868	
INAs (n)	304	339	-11.75*
n per 1,000	0.4	1	
Frequency	0.004	0.01	

n= raw frequency of INAs

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

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by NSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by NSs

In Table 9, the corpus size was higher for the ELT department than the interdisciplinary department whereas the indefinite adjective (INA) usage was slightly higher for the interdisciplinary department than the ELT department in the conclusion section of the master's theses (MA). It was observed that the usage of the INAs used by the female NSs of English in the interdisciplinary department was 339 whereas it was 304 by the female NSs of English in the ELT department. By means of frequency per 1,000 words, the ratio of the interdisciplinary department (1) was observed to be more than the ELT department (0.4). In addition, according to the frequency results, the females in the Psychology department (0.01) used INAs more than the females in the ELT department (0.004). LL calculation was applied in order to observe the difference between frequencies of the ELT department and the interdisciplinary department regarding native female speakers of English, and the significant values of overuse or underuse in the departments. The LL frequency illustrated underuse in the INAs of the MA theses written by the NSs of English in the ELT department's conclusion section with a -11.75 LL value and there was a significant difference in the frequency of the INAs between the two departments' MA theses in the conclusion section regarding females.

The following examples were gathered from two departments. MAFENS-CON refers to the conclusion section of the MA theses written by the female NSs in the ELT

department, and MAFPNS-CON refers to the conclusion section of the MA theses written by the female NSs in the interdisciplinary department, Psychology.

Example 9

[Since the current study is the first of its kind to include **all** four attachment domains, our findings suggest that availability and dependability have a stronger relation to BPD and are quite possibly, the driving factors behind BPD's association with overall attachment in the previous literature.]

Extracted from <MAFPNS16-CON>

[Thus, future research should utilize longitudinal studies to better capture individual break up distress, from right after the occurrence of break up through a follow-up period of **several** years.]

Extracted from <MAFPNS17-CON>

[**None** of these questionnaires were used in the current study. Instead, a short three question survey based on **one** was used in a prior study.]

Extracted from <MAFPNS18-CON>

In the examples above, the female native speakers of English in the Psychology department had used the INAs more frequently than the female NSs of English in the ELT department in their MA theses' conclusion section. A wide variety of INAs such as "one, all, several, each, and some" had been used in the sentences of the female NSs in the interdisciplinary department when compared to the female NSs in the ELT department. Table 10 refers to the frequency and LL analysis of the INAs for the conclusion section in the MA theses written by the TSs among the ELT and the interdisciplinary (Psychology) department regarding females.

Table 10.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by TSs among the ELT and Interdisciplinary (Psychology) Department Regarding Females

	ELT	Psychology	LL Value
Corpus Size	729,695	620,868	
INAs (n)	403	303	+2.66*
n per 1,000	1	0.4	
Frequency	0.01	0.004	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by TSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by TSs

In Table 10, both the corpora size and the indefinite adjective (INA) usage were higher for the female Turkish speakers in the ELT department than the interdisciplinary department in the conclusion section of the master's theses (MA). According to the results, it was observed that the usage of the INAs used by the female TSs of English in the ELT department was 403 whereas it was 303 by the female TSs of English in the interdisciplinary department in the findings section of their master's theses. Furthermore, by means of frequency per 1,000 words, the ratio of the interdisciplinary department (0.4) was observed to be less than the ELT department (1). According to the frequency results, the females in the ELT department (0.01) used INAs more than the females in the interdisciplinary department (0.004).

In order to find the significant values of overuse or underuse in the groups and to observe the difference between frequencies of the ELT department and the interdisciplinary department regarding Turkish female speakers of English, LL calculation was applied. The LL frequency displayed overuse in the INAs of the MA theses written by the TSs of English in the ELT department's conclusion section with a +2.66 LL value and there was a significant difference in the frequency of the INAs between the two groups' MA theses in the conclusion section in terms of the female TSs. The examples were gleaned from both departments. MAFETS-CON refers to the conclusion section of the MA theses written by the female TSs in the ELT department,

and MAFPTS-CON refers to the conclusion section of the MA theses written by the female TSs in the interdisciplinary department, Psychology.

Example 10

[The textbooks of English mostly contain **some** cultural elements such as daily life and routines, food and drink, dressing, and tourist attractions of other countries.]

Extracted from <MAFETS18-CON>

[The unfamiliarity with the English discourse and its rhetorical patterns is considered as **one** source of these difficulties experienced by non-native learners.]

Extracted from <MAFETS19-CON>

[Future studies may also focus on these relationships by employing longitudinal design in order to demonstrate whether SMA and psychopathic feed **each** other overtime.]

Extracted from <MAFPTS20-CON>

As shown in the examples above, frequency and LL analysis of the INAs for the conclusion section in the MA theses written by TSs among the ELT and interdisciplinary (Psychology) department illustrated a slight overuse for the female TSs in the ELT department than the female TSs in the interdisciplinary department. This slight overuse rate among the speakers in the mentioned section of the MA theses might be related to the content of the data that was analyzed. In the following section, frequency analysis of the indefinite adjectives in the conclusion sections of the MA theses written by the TSs and the NSs of English in between the ELT and interdisciplinary department regarding males was presented.

3.1.6. Frequency Analysis of the Indefinite Adjectives in the Conclusion Section of MA Theses Written by the TSs and the NSs of English in between the ELT and Interdisciplinary Department Regarding Males

The frequency analysis and the log-likelihood (LL) calculation of the indefinite adjectives (INAs) for the conclusion section in the master's theses (MA) written by the Turkish (TSs) and native (NSs) speakers of English in the between the ELT and the

Psychology departments regarding males were compared. In Table 11 and Table 12 the results were indicated. Frequency and LL analysis of the INAs for the conclusion section in the MA theses written by NSs of English among the ELT and the interdisciplinary (Psychology) department regarding males were illustrated in Table 11.

Table 11.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by NSs of English among the ELT and Interdisciplinary (Psychology) Department Regarding Males

	ELT	Psychology	LL Value
Corpus Size	704,179	587,725	
INAs (n)	559	320	+29.78*
n per 1,000	1	1	
Frequency	0.01	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by NSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by NSs

As indicated in Table 11, the male native speakers of English in the ELT department had used the indefinite adjectives (INAs) more frequently than the male native speakers (NSs) of English in the interdisciplinary department in their master's theses' (MA) conclusion section. Furthermore, it was observed that the frequency of the INAs used by the male NSs of English in the ELT department was 559 whereas it was 320 by the male NSs of English in the interdisciplinary department in the conclusion sections. Additionally, the total usage of the INAs of the NSs in the ELT department per 1,000 words (ELT= 1; Psychology= 1) and the frequency analysis (ELT= 0.01; Psychology= 0.01) was observed to be equal as the NSs in the Psychology department. In addition to the frequency analysis, LL calculation was applied. The LL value of the male NSs of English in the ELT department in the conclusion section of the MA theses in using INAs than the male NSs of English in the Psychology department indicated a high amount of overuse as +29,78 which was statistically significant in Table 11. The following sample sentences were extracted from the male NSs. MAMENS-CON refers

to the conclusion section of the MA theses written by the male NSs in the ELT department, and MAMPNS-CON refers to the conclusion section of the MA theses written by the male NSs in the interdisciplinary department, Psychology.

Example 11

[It might not be possible for the individual families to provide formal lessons to the children on a regular basis on their own; therefore, the Nepali community should initiate **some** week end or summer classes to support the children to learn the heritage language.]

Extracted from <MAMENS20-CON>

[Students could function as **one** of the best resources in improving their friends' writing skill.]

Extracted from <MAMENS16-CON>

[The participants were asked to fill in the blank space with **one** of the four choices shown below **each** dialogue.]

Extracted from <MAMENS17-CON>

As presented above, the INAs usage in the MA theses' conclusion section written by the male NSs of English in the ELT department illustrated the highest overuse rate among the speakers which might be a reflection of the male NSs less regular writing style in English. INAs such as "all, one, some" were observed the most used words in male NSs' MA theses in the conclusion section when compared to the male NSs in the interdisciplinary department. In Table 12, frequency and LL analysis of the INAs for the conclusion section in the MA theses written by TSs of English among the ELT and the interdisciplinary (Psychology) department regarding males was demonstrated.

Table 12.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by TSs of English among the ELT and Interdisciplinary (Psychology) Department Regarding Males

	ELT	Psychology	LL Value
Corpus Size	704,179	587,725	
INAs (n)	388	418	-13.12*
n per 1,000	1	1	
Frequency	0.01	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in ELT department relative to interdisciplinary department by TSs

- indicated underuse of INAs in ELT department relative to interdisciplinary department by TSs

Table 12 illustrated that the indefinite adjectives (INAs) used by the male Turkish speakers (TSs) of English in the ELT department was 388 whereas it was 418 in the interdisciplinary department, Psychology. Additionally, the total usage of the INAs of the male TSs in the interdisciplinary department per 1,000 words (ELT= 1; Psychology= 1) and the frequency result (ELT= 0.01; Psychology= 0.01) was observed to be equal by the male TSs in the ELT department. Moreover, LL calculation was applied. The LL value for the conclusion section of the male TSs of English in the ELT department of the MA theses in using INAs, the male TSs of English in Psychology department indicated underuse as -13,12 which was statistically significant in Table 12. The following sample sentences were extracted from the male TSs' MA theses. MAMETS-CON refers to the conclusion section of the MA theses written by the male TSs in the ELT department, and MAMPTS-CON refers to the conclusion section of the MA theses written by the male TSs in the interdisciplinary department, Psychology.

Example 12

[First, it was expected that more number of guilty participants would experience **some** level of no cebo pain compared to not guilty participants to punish themselves.]

Extracted from <MAMPTS17-CON>

[**One** of the most important motivations to conduct this research is to be a pioneer for researches that investigate mechanism of multiple group members, with a social psychological perspective.]

Extracted from <MAMPTS18-CON>

[The participants of our study also complained not to have **any** opportunities to use English.]

Extracted from <MAMETS18-CON>

As shown in the examples above, the male Turkish speakers of English in the ELT department had used the INAs more frequently than the male TSs of English in the interdisciplinary department in their MA theses' conclusion section. A wide variety of INAs such as “some, any, one” had been used in the sentences of the INAs which might be an explanation of the high rate of INA usage in the theses of the male TSs in the ELT department when compared to the male TSs in the interdisciplinary department. The higher rate of the indefinite adjectives used by the male TSs might be related to the academic styles that they acquired when writing in English. A tendency to use indefinite elements might be observed in the sentences of the TSs when compared to the NSs. In the next section, frequency analysis of the indefinite adjectives in the conclusion sections of MA theses written by the NSs in between the ELT and the interdisciplinary department regarding females and males was observed.

3.1.7. Frequency Analysis of the Indefinite Adjectives in the Conclusion Section of MA Theses Written by the NSs in between the ELT and Interdisciplinary Department Regarding Females and Males

The frequency analysis and the log-likelihood (LL) calculation of the indefinite adjectives (INAs) for the conclusion section in the master theses (MA) written by the Turkish (TSs) and the native (NSs) speakers of English in between the females and the males regarding the ELT and the Psychology departments were compared. The results were demonstrated in Table 13 and Table 14. Frequency and LL analysis of the INAs for the conclusion section in the MA theses written by the NSs of English in between the females and the males regarding the ELT department was displayed in Table 13.

Table 13.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by NSs of English in between the Females and Males Regarding the ELT Department

	Females	Males	LL Value
Corpus Size	563,786	553,392	
INAs (n)	304	559	-81.30*
n per 1,000	1	1	
Frequency	0.01	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female NSs of English in ELT department relative to male NSs

- indicated underuse of INAs in female NSs of English in ELT department relative to male NSs

In Table 13, the corpora size and the indefinite adjective (INA) usage were higher for the female native speakers (NSs) in the ELT department than the male NSs in the ELT department for the conclusion section of their master's theses (MA). In addition, the frequency of INAs in the MA theses revealed that the female native speakers of English used 304 INAs while the male native speakers of English used 559 INAs in the conclusion section. The results indicated that the INAs used in this section by the male native speakers were higher than those of the female native speakers of the master theses. The number per 1,000 words (females= 1; males= 1) and the frequency (females= 0.01; males= 0.01) of INAs in the conclusion section of the native males' theses revealed equal results.

Furthermore, LL calculation was applied in addition to the frequency analysis. The LL value of the INAs in the conclusion section of the MA theses between the male native speakers of English and the female native speakers of English revealed underuse as -81,30. Moreover, according to the results, there was a significant difference in the frequency of the INAs between the two groups' master's theses in the conclusion section. Extracts from both corpora were illustrated in Example 13. MAFENS-CON refers to the conclusion section of the master's theses written by the female NSs, and MAMENS-CON refers to the conclusion section of the master's theses written by the male NSs on the basis of the ELT department.

Example 13

[This frame work shows that language learning affects **one** factor related to empathy, intercultural competence, and the IDI could be a useful indirect measurement of empathy.]

Extracted from <MAMENS19-CON>

[It is critical to point out that even though the words were posted and described on the google classroom stream, assignments, class work, and during google meets, the students may not have **all** spent enough time interacting with the language; suggesting the importance of in-person and direct vocabulary instruction..]

Extracted from <MAMENS20-CON>

[Since the Advanced and Superior items were likely too difficult for **many** examinees to answer correctly regardless of the accent, the advantage of the American accent was negated.]

Extracted from <MAMENS16-CON>

As presented in Example 13, the INAs usage in the MA theses' conclusion section written by the male NSs of English in the ELT department included the highest overuse rate of the INAs such as “all, each, some, and many” among the speakers which might be a reflection of the male NSs regular writing style in English. In Table 14, frequency and LL analysis of the INAs for the conclusion section in the MA theses written by NSs of English in between the females and the males regarding the interdisciplinary department (Psychology) were observed.

Table 14.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by NSs of English in between the Females and Males regarding the Interdisciplinary Department (Psychology)

	Females	Males	LL Value
Corpus Size	563,786	553,392	
INAs (n)	339	320	+0.25*
n per 1,000	1	1	
Frequency	0.01	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female NSs of English in the interdisciplinary department relative to male NSs

- indicated underuse of INAs in female NSs of English in the interdisciplinary department relative to male NSs

As shown in Table 14, both the corpora size and the indefinite adjective (INA) usage were almost equal for the female and the male native speakers (NSs) of English in the ELT department in the conclusion section of the master's theses (MA). In addition, the number of INAs used by the female NSs of English (339) was slightly similar to the male NSs of English (320) MA theses in the interdisciplinary department, Psychology. By means of frequency per 1,000 words, the total use of the INAs used by the male NSs (1) was equal to the female NSs' (1). Furthermore, also the usage of INAs in the MA theses of the female NSs (0.01) of English per 100 words was observed to be the same as the male NSs (0.01) of English.

In addition, LL calculation was applied in order to determine the differences between frequencies of INAs of the native female and the male speakers of English in the interdisciplinary department, and the significant value of overuse or underuse. The LL value of the INAs in the conclusion section of the MA theses between the female NSs of English and the male NSs of English revealed overuse as +0,25 which was statistically significant in Table 14. The following sample sentences were extracted from the female and male NSs of English in the interdisciplinary department,

Psychology. MANPF-CON refers to the conclusion section of the MA theses written by the female native speakers in the Psychology department, and MANPM-CON refers to the conclusion section of the MA theses written by the male native speakers in the Psychology department.

Example 14

[**One** potential explanation for this finding may be that some caregivers who feel poorly equipped to respond to their children’s behaviors react mal adaptively to their children’s expressed negative emotions and consequentially may be particularly reactive to them.]

Extracted from <MANPF16-CON>

[Individuals who met inclusion criteria attended an average of 3.4 treatment sessions and 26 individuals out of the 108 individuals in this study completed **all** recommended treatment sessions.]

Extracted from <MANPM17-CON>

[The curvilinear effects observed here are similar to those previously reported by Gaherand Simons (2007) and suggest that consequence expectancies serve protective functions for **some** drinkers, but are positively associated with drinking and problems for others.]

Extracted from <MANPM17-CON>

As shown in the examples above, the female native speakers of English in the ELT department had used the INAs slightly more frequently than the male NSs of English in the ELT department in their MA theses’ conclusion section. Using INAs such as “one, all, some, any” widely in both speakers’ sentences might be an explanation of the similar functions or meanings of these indefinite adjectives in an academic study. In the next section, the tables were constituted of Turkish speakers of English regarding females and males in the conclusion section of the MA theses in between the ELT and the interdisciplinary department.

3.1.8. Frequency Analysis of the Indefinite Adjectives in the Conclusion Section of MA Theses Written by the TSs in between the ELT and Interdisciplinary Department Regarding Females and Males

According to research question eight, the comparison of the indefinite adjectives (INAs) in the conclusion sections of the master's theses (MA) written by the Turkish speakers (TSs) of English in between the ELT and the interdisciplinary department, Psychology, regarding females and males were interpreted. The results were indicated in Table 15 and Table 16. Frequency and LL analysis of the INAs for the conclusion section in the MA theses written by TSs of English in between the females and males regarding the ELT department were presented in Table 15.

Table 15.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by TSs of English in between the females and males regarding the ELT Department

	Females	Males	LL Value
Corpus Size	786,777	738,512	
INAs (n)	404	388	-0.10*
n per 1,000	1	1	
Frequency	0.01	0.01	

n= raw frequency of INAs

Frequency= percentage of INAs in total of words in groups

+ indicated overuse of INAs in female TSs of English in the ELT department relative to male TSs

- indicated underuse of INAs in female TSs of English in the ELT department relative to male TSs

As illustrated in Table 15, the frequency of the indefinite adjectives (INAs) in the master's theses (MA) revealed that the female Turkish speakers (TSs) of English used 404 INAs while the male Turkish speakers of English used 388 INAs in the conclusion section of their theses. The results indicated that the INAs used by the female Turkish speakers were higher than the male Turkish speakers of the master's theses. The frequency of INAs in the conclusion section of the female TSs' (0.01)

theses had revealed an equal ratio with the INAs used by the male TSs' (0.01) theses per 1,000 words.

Also, log-likelihood (LL) calculation was applied in addition to the frequency analysis. The LL value of the INAs in the conclusion section of the MA theses between the female TSs of English and the male TSs of English revealed underuse as -0.10 which might be interpreted as the similar writing skills used by both genders. Moreover, according to the results, there was a significant difference in the frequency of the INAs between the two groups' master's theses in the conclusion section. The following sample sentences were extracted from the conclusion sections of the female and male TSs' MA theses. MATEF-CON refers to the conclusion section of the master theses written by the female TSs, and MATEM-CON refers to the conclusion section of the master theses written by the male TSs regarding the ELT department.

Example 15

[Only a **few** of them prepare **some** short activities which include cultural elements.]

Extracted from <MATEF18-CON>

[Also, **some** of the teachers even indicated that they did not use course books at all while only the minority showed dependency on the course books.]

Extracted from <MATEF19-CON>

[However, for this particular input, there were not **any** paralinguistic items in the video such as gestures, body movements etc.]

Extracted from <MATEM19-CON>

As shown in Example 15 above, the INAs usage in the MA theses' conclusion section written by the male Turkish speakers of English in the ELT department displayed a slightly higher overuse rate than the female TSs which might be a reason for the male TSs' writing habits in English. INAs such as "any, few, some" were observed the most in the male TSs' MA theses in the ELT department. Additionally, the comparison of the INAs in the conclusion section of the MA theses written by the TSs in the interdisciplinary department, Psychology on the basis of females and males were analyzed in Table 16.

Table 16.

Frequency and LL Analysis of the INAs for the Conclusion Section in the MA Theses Written by TSs of English in between the Females and Males Regarding the Interdisciplinary Department

	Females	Males	LL Value
Corpus Size	786,777	738,512	
INAs (n)	303	418	-26.42*
n per 1,000	0.3	1	
Frequency	0.003	0.01	

n= raw frequency of INAs

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

+ indicated overuse of INAs in female TSs of English in the interdisciplinary department relative to male TSs

- indicated underuse of INAs in female TSs of English in the interdisciplinary department relative to male TSs

As demonstrated in Table 16, the corpus size for the female Turkish speakers (TSs) of English was higher than the male TSs' master's theses (MA) in the interdisciplinary department whereas the number of INAs used by the female TSs was less than the male TSs. Moreover, the frequency of the INAs used by the female TSs of English in the interdisciplinary department was 303 whereas it was 418 by the male TSs of English in the conclusion section of their master's theses. Additionally, the total usage of the INAs of the male TSs in the Psychology department (1) per 1,000 words was observed to be more than the female TSs in Psychology (0.3) and there was a high frequency difference between both genders (Females= 0.003; Males= 0.01). In addition to the frequency analysis, LL calculation was applied. The LL value of the male TSs of English in the interdisciplinary department in the conclusion section of the MA theses in using INAs indicated underuse as -26,42 which was statistically significant in Table 16.

The following samples were extracted from the female and male TSs in Psychology department. MAMPTS-CON refers to the findings section of the MA theses written by the male TSs in Psychology department, and MAFPTS-CON refers to

the conclusion section of the MA theses written by the female TSs in the interdisciplinary department, Psychology.

Example 16

[This study examines to what extent commitment level of Turkish university students predicts their intentions and attitudes towards in fidelity with the unique contributions of satisfaction, investment size, and quality of alternatives as the components of the Investment Model after **some** demographic (age and gender) and relational variables (duration of relationship) are controlled.]

Extracted from <MAMPTS19-CON>

[**One** of the most important features of our study was our investigation of the association between implementing hierarchy in the workplace and well-being indicators on a daily basis in addition to participants' global evaluations.]

Extracted from <MAMPTS20-CON>

[Karshdan and Hoffman (2008) stated that either being high or low on novelty seeking did not have **any** influence on social anxiety symptoms.]

Extracted from <MAFPTS16-CON>

According to the sample sentences above, the male native speakers of English in the interdisciplinary department had used the INAs more frequently than the female NSs of English in the interdisciplinary department in their MA theses' conclusion section although the corpus size for female speakers was higher than the male speakers' MA theses. A wide variety of INAs such as “any, few, many, none, and some” had been used in the sentences of the male NSs' MA theses in the interdisciplinary department when compared to the female NSs.

CHAPTER IV

CONCLUSION

In this chapter, the interpretation of the results of the previous chapter was presented. The study has a broad perspective on the interdisciplinary use of indefinite adjectives in the Psychology and ELT departments regarding the frequency ratios, overuse and underuse in the findings and conclusion sections of the randomly selected MA theses written by the native speakers of English and the Turkish speakers of English by gender analysis.

4.1. Introduction

The aim of this corpus-based study was to reveal the indefinite adjectives usage in the randomly selected MA theses written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in between the interdisciplinary and disciplinary departments; such as Psychology and ELT regarding gender. Taking into account the purpose of frequency and the contribution of corpus-based studies to the literature, quantitative and descriptive analyses were conducted to reach a comprehensible interpretation in the academic texts written by the writers whose preferences of the INAs might have helped the readers to enrich their ability to communicate effectively in the target language. Moreover, the usage of the indefinite adjectives (INAs) in the findings, and conclusion sections in the randomly selected MA theses written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of ELT and the interdisciplinary department, Psychology were investigated by means of KWIC concordance and log-likelihood calculator. This study is significant in investigating the usage of INAs in the findings, and conclusion sections of the MA theses written between years 2016-2020. The other significance is that the genders of the NSs of English and the TSs of English have been comparatively analyzed in terms of the INAs they have used in the mentioned sections of their theses. Finally, the conclusions and implications for language teaching and suggestions for further research were also discussed.

4.2. Evaluation of the Indefinite Adjectives Usage in the Findings Section of the MA Theses Written by the Turkish Speakers of English and The Native Speakers of English in between the ELT and Interdisciplinary Department, Psychology, regarding Gender

There have been few studies in Turkish literature in which such complex studies were carried out together, that is, due to the fact that it was both an interdisciplinary and a gender analysis and a corpus-based study. In this study, randomly selected 120 MA theses written by Turkish speakers of English and native speakers of English were analyzed with an equal number of females and males as participants in the ELT and the interdisciplinary departments. Under this title, it was discussed whether the present study would display differences and different results from the results of the studies that were applied in the past.

4.2.1. Evaluation of the Indefinite Adjectives Usage in the Findings Section of the MA Theses Written by the Native Speakers of English and the Turkish Speakers of English in between the ELT and Interdisciplinary Department regarding Females

Firstly, according to the indefinite adjective (INA) usage comparison in between native speakers (NSs) of English and Turkish speakers (TSs) of English, it was concluded that the TSs in the ELT department preferred using much more INAs than any other participants, that is, NSs in the ELT department and both speakers in either departments. However, the corpus size only was higher in the ELT department in both speakers. As a result, the log-likelihood frequency which was applied to reveal the frequency differences of the ELT department and the interdisciplinary department and the significant values of overuse or underuse of INAs of the NSs and the TSs of English indicated a significant overuse in the findings section with +177.63 and +541.33 LL value for the MA theses in the ELT department of both groups. Additionally, these significant differences in the frequency of the INAs in between the ELT department and the interdisciplinary department might be interpreted that how much female TSs embraced INAs to emphasize the data in their studies in the findings section. A similar conclusion were revealed in Koroğlu and Tüm's (2017) study which was interpreted that the TMs were overused by the TSs could be due to the effective academic writing style they acquired or experienced during their learning process. In addition, it could be

mentioned that the TSs could express the relative importance of their ideas in the theses more than the NSs since NSs naturally apply their mother tongue while establishing statements composing texts.

4.2.2. Evaluation of the Indefinite Adjectives Usage in the Findings Section of the MA Theses Written by the Turkish Speakers of English and The Native Speakers of English in between the ELT and Interdisciplinary Department regarding Males

In terms of interdisciplinary departments, results illustrated that the corpus size for both the TSs and the NSs in the ELT department was higher than the ones in the interdisciplinary department. Although the frequency of the INAs per 1,000 words was equal for the male NSs (1), it was exactly twice as much as for the male TSs in the ELT department compared to the interdisciplinary department. Besides, it was observed that the number of the INAs used in the ELT department for both speakers was extremely massive. According to Nishina's (2010) study on adjective patterns, these results might express writers' attitudes such as certainty, emotion and epistemicity. In the present study, the highest amount of INAs (1068) in the MA theses was found in the ELT department by the male TSs, and the least amount of INAs (397) in the MA theses was in the interdisciplinary department by the male NSs. According to the results of the log-likelihood calculation, male NSs demonstrated a significant overuse (+131.72) compared to the male TSs (+1.18) in the findings section. Lastly, the significant overuse might be understood as a reason for the writing habits of the ELT writers for both speakers because adjectives commonly modify nouns, so they add to the informational density of registers like academic prose (Mazdayasna & Firouzi, 2013).

4.2.3. Evaluation of the Indefinite Adjectives Usage in the Findings Section of the MA Theses Written by the Native Speakers of English in between the ELT and Interdisciplinary Department regarding Gender

Regarding the findings section in the MA theses written by the female and male native speakers (NSs) of English in the ELT department and the interdisciplinary department, it could be interpreted that the male NSs used a wide variety of indefinite adjectives (INAs). Their corpus size and total INA usage were slightly higher than the female NSs in the findings section. According to the frequency results, males in the ELT department used two INAs in every 100 words whereas males in the

interdisciplinary department used one INAs in every 100 words in the findings section. However, the females in either department used INAs per 1,000 words less than the males. Therefore, significant underuse was observed when the log-likelihood (LL) frequency was applied for the male NSs of English in total. One of the studies conducted by Kartal (2017) explained the use of correct evaluative adjectives was not only important for the genre and the register of the text but also for the correct understanding of the message.

It could be interpreted that all of the findings sections of the theses demonstrated an identical design in the use of indefinite adjectives. This interpretation could also be done for the male native speakers of English in this study for both departments because the familiarity in the usage of INAs expressed to us how their comprehending the academic attitude had awareness on the language. While referring to a particular or the current study, explaining the aim of the study or defining and describing what had been compared in this study, certain indefinite adjectives might be used as examples to this similarity. In other words, this corpus-based study on evaluative adjectives might increase learners' awareness of adjective types and usage tendencies in different registers (Kartal, 2017).

4.2.4. Evaluation of the Indefinite Adjectives Usage in the Findings Section of the MA Theses Written by the Turkish Speakers of English in between the ELT and Interdisciplinary Department regarding Gender

Considering the results of the present study, it could be revealed that female and male Turkish speakers (TSs) of English both used indefinite adjectives (INA) nearly equal in number. It was observed that the usage of INAs was higher for the female TSs in the ELT department considering the corpus size for both genders and the department. Although female TSs in the ELT department had the highest corpus size in number, on the other hand, male TSs in the interdisciplinary department, Psychology, used a wide variety of INAs in total. This situation could be interpreted as the difference in the writing styles of females and males. It was clearly stressed in Bijami et al.'s (2013) study that due to difference in speaking between men and women, they think differently, so they write differently. According to the findings of Kamari et al., (2012), males are good writers on opinion related subjects because of their ability in expressing their opinions and ideas.

Additionally, LL calculation was applied in order to reach to the frequency rates and the significant values of overuse or underuse of the indefinite adjectives used by female and male TSs in both departments. However, the LL frequency of the INAs demonstrated underuse in the findings section with a -108.55 LL value for the MA theses of the male TSs in the interdisciplinary department whereas there was a significant difference in the frequency of the INAs used by female TSs in the ELT department. These significant results between females and males in different departments illustrated that how different genders with different backgrounds had an effect in their writing styles.

4.3. Evaluation of the Indefinite Adjectives Usage in the Conclusion Section of the MA Theses Written by the Turkish Speakers of English and The Native Speakers of English in between the ELT and Interdisciplinary Department, Psychology, regarding Gender

In corpus-based studies, it was seen that the comparison of the data in the conclusion section was made more frequently in the literature. Unlike the data such as tables and/or graphs in the findings section, it was more possible to find out indefinite adjectives as data that referred to the present study in the conclusion section. Compared to the other sections of the MA theses, the conclusion section from which the data were collected was larger in size in general with the frequency of the indefinite adjectives. It can be said that this was the reason why the results obtained in this study were different from the findings section.

4.3.1. Evaluation of the Indefinite Adjectives Usage in the Conclusion Section of the MA Theses Written by the Native Speakers of English and the Turkish Speakers of English in between the ELT and Interdisciplinary Department regarding Females

Some studies were conducted on the conclusion sections of academic texts in disciplinary and interdisciplinary departments (Keklik, 2019; Köroğlu, 2017; Topal, 2019). In the current study, the usage of indefinite adjectives (INAs) in the conclusion sections in the MA theses by the Turkish speakers (TSs) of English and the native speakers (NSs) of English were analyzed regarding females. Even though there was a slight difference in the corpus size between ELT and interdisciplinary departments

regarding females, female NSs in the ELT department had a vast amount of corpus size. However, the female NSs in the interdisciplinary department, Psychology, had used INAs (403) more than the female TSs in the ELT department (339). Moreover, log-likelihood (LL) calculation was applied in order to determine the frequency differences of the female TSs of English and the female NSs of English and the significant values of overuse or underuse of indefinite adjectives in both departments. The LL frequency of the INAs illustrated underuse in the conclusion section with a -11.75 LL value for the MA theses of the NSs when compared to TSs in the ELT department and there was a significant difference in the frequency of the indefinite adjectives between the MA theses of the TSs and the NSs of English. This could be the reason for NSs' perception of English as a language and their being more qualified at native language authenticity.

According to the data analyzed in the findings section, the highest amount of INAs used in the conclusion section was in the MA theses of the interdisciplinary department, Psychology. Koç (2019) had reached a similar conclusion in his thesis about prepositions. He expressed that this result had possible reasons to occur such as psychology studies which focused on many different aspects related to the field and the studies on humans which needed an interpretation through a wide range of point of view. In this current study, one of the salient results was the difference in the number of INAs usage by the female NSs in the interdisciplinary department, Psychology, who had used more INAs than their Turkish colleagues. Findings showed that the INAs "some, one, each" were frequently used to define the data considering the frequency of the INAs that were used the most.

4.3.2. Evaluation of the Indefinite Adjectives Usage in the Conclusion Section of the MA Theses Written by the Turkish Speakers of English and The Native Speakers of English in between the ELT and Interdisciplinary Department regarding Males

In terms of the corpus size of the conclusion section, results indicated that the number of the corpus for both TSs and the NSs in the ELT department had a higher amount than the ones in the interdisciplinary department. The frequency of the INAs per 1,000 words was equal for both the male NSs (1) and the TSs (1). Besides, it was observed that the number of the INAs used by the NSs in the ELT department was higher in number whereas the same difference in number could be seen in the TSs' MA

theses in the interdisciplinary department, Psychology. The highest amount of INAs (947) in total was found in the ELT department, and the least amount of INAs (738) in the theses was used in the interdisciplinary department by the male speakers. According to the results of the log-likelihood calculation, male NSs demonstrated a significant overuse (+29.78) compared to the male TSs who had underuse (-13.12) in the conclusion section. Considering the significant overuse, it could be interpreted as the male speakers' academic writing habits reflected into their studies since Nishina (2010) thought by acquiring the correct use of the pattern, the academic writers were able to express their claims successfully in the academic discourse. The precision of using the appropriate adjective could be one of the most challenging linguistic topics for a Turkish speaker of English. The use of indefinite adjectives in Turkish might differ in terms of countable and uncountable nouns in English. This situation could cause a challenge in the use of indefinite adjectives in English. The conclusion sections of the theses were the parts containing more adjectives compared to the findings sections.

4.3.3. Evaluation of the Indefinite Adjectives Usage in the Conclusion Section of the MA Theses Written by the Native Speakers of English in between the ELT and Interdisciplinary Department regarding Gender

According to Şen (1997), the results made it possible to draw a series of important conclusions about the type of gender / status relationship with language, in addition to those that exist between language and social interaction. In the present study similar results have been observed regarding the conclusion section in the MA theses written by the female and male native speakers (NSs) of English in the ELT department and the interdisciplinary department. The corpus size and total INA usage were slightly higher for the female NSs in the interdisciplinary department than the male NSs in the conclusion section. It could only be interpreted that the male NSs in the ELT department used a wide variety of indefinite adjectives (INAs) as they had more tendency to express the meaning and the consistency through the use of indefinite adjectives that they earned when acquiring English as a mother tongue than the TSs. According to the frequency results, per 1,000 ratio was equal (1) in both genders. Moreover, the INA usage in the interdisciplinary department between the females and the males was almost equal. However, it was the male NSs whose INAs usage had the highest ratio in the findings section. Considering the results in this

section, the reason could be the males' linguistic preferences or redundancy of the findings of their studies because what Feyten (1991) had said before could be interpreted in this way as she investigated and compared the general language learning skills of male and female language learners, and she found no differences in general language learning skills of male and female foreign language learners.

4.3.4. Evaluation of the Indefinite Adjectives Usage in the Conclusion Section of the MA Theses Written by the Turkish Speakers of English in between the ELT and Interdisciplinary Department regarding Gender

Regarding the results of the current study, it was observed that the usage of indefinite adjectives (INAs) was higher for the female Turkish speakers (TSs) in the ELT department than the interdisciplinary department considering the corpus size for both genders. Although female TSs in the ELT department had a higher corpus size in number, male TSs used fewer INAs in total. This situation could be interpreted as the reflection of the gender difference in writing academic texts. Considering the INAs number in the interdisciplinary department, it could be observed that male TSs of English used INAs more than female TSs. Males generally displayed a tendency in using INAs more than females in the conclusion section which could be because of their productivity while using the language in an academic subject. According to Diktaş's (2010) study regarding gender representations in EFL course books, cognitive-developmental theory claimed that females and males preferred gender-compatible attributes, activities, and academic learning ability. One of the studies in the literature done by Lillis et al., (2018) focused on the "gender gap" in research productivity, where men were consistently shown to produce more than women depending on how productivity was conceptualized and measured.

Additionally, in order to find out the frequency differences and the significant values of overuse or underuse of the indefinite adjectives used by female and male TSs in both departments, LL calculation was applied. However, the LL frequency of the INAs demonstrated underuse in both departments in the conclusion section with -0.10 and -26.42 LL value. The different results between females and males in different departments indicated how different backgrounds affected different genders' writing skill and comprehending language. Thereby, as supported in this study, differences between males and females in the use of different linguistic characteristics can be

identified by their writing skills, which can provide a better understanding of the relationship between language and gender (Soori & Zamani, 2011).

4.4. Summary of the Chapter

In the contemporary English grammar and linguistics, even if sentence structure and grammatical rules do not require to be used, a learner should be able to express himself/herself in a coherent, competent and proper way in the linguistic environment he/she is in. This study investigated and compared the use of indefinite adjectives in an interdisciplinary corpus-based analysis regarding gender in different disciplinary departments. It also investigated the usage of indefinite adjectives between native and Turkish speakers of English in terms of gender. Considering the results of the study, it can be interpreted that gender differences between different speakers and departments may contribute to the literature since this study had been one of the first research in the literature by comparing these components all together. In such studies as Kamari et. al (2012) and Kubota (2003) had conducted, the findings of the differences between females and males in how they process or produce the language in writing products could be found.

All data in the present study were gathered from the introduction, and conclusion sections of the randomly selected Turkish speakers (TSs) of English and the native speakers (NSs) of English writers' MA theses. There were 120 randomly selected MA theses which were equally divided into 60 NSs and 60 TSs of English from the ELT and the interdisciplinary departments, Psychology. Additionally, each section, findings, and conclusion were formed of 30 NSs and 30 TSs, and in each year both fields were formed of equally six theses with three females and males. After the data collections process ended, the data gathered from the MA theses were uploaded to the Key Word in Context (KWIC) and Log-likelihood (LL) in order to find out the concordance line and frequency lists and test the statistical significance of the study in general. According to the overall evaluation of this study, it was observed that the corpus size that the TSs used in total was equal to the NSs considering the corpus size in number. However, it was also seen that the ELT department had a higher number of corpus size than the interdisciplinary department in the sections, findings and conclusion. Gender analysis demonstrated that females' corpus size was more in total than males' whereas the number of the INAs used by males was higher than the females in the findings section. Furthermore, the corpus size was higher for the females than

males in the conclusion section and it was the ELT department that had the most frequently used INAs compared to the interdisciplinary department. According to the results of the gender analysis using the INAs in the conclusion section, there had been equality between females and males. This study revealed that gender does not have a significant effect on the total usage of the indefinite adjectives in their MA thesis. This situation could be interpreted similarly to one of Kartal's (2017) studies in the field which was found vital for foreign language learners and writers to know which adjectives are frequently used. Thus, EFL learners could be guided to reach authentic use of linguistic items. As the main aim was to investigate indefinite adjectives in the MA theses whose writers defined their findings by using these indefinite adjectives, it was comprehended that those theses were compounded of many uncountable and undefined nouns. As a conclusion, corpus data could contribute to the development of linguistic theory because corpora could provide verified, contextualized, and quantitative linguistic data (Xiao, 2008).

4.5. Implications for Further ELT Studies

This study is one of the first studies done both on genders and interdisciplinary fields, the ELT and the Psychology departments, and how NSs and TSs used INAs in their MA theses. This qualitative and descriptive analysis was vital in the field of ELT and the learners of English as a second language as it created awareness about using the INAs in the MA theses. One of the most significant aspects of the current corpus-based study was the result which gave an idea about how these INAs could be taught as quantifiers or determiners in what frequency in the EFL classrooms or used in the textbooks. With the results, English teachers can focus on the function of the parts of the words more. They may put emphasis on utilizing those kinds of functional words such as; adjectives, nouns, adverbs, prepositions etc. Thus, they can be aware of the usage of these words in the academic field, also they will recognize the differences of the INAs which are sometimes used as quantifiers or determiners. It would be a terrific input for the learners when they realize these differences and utilize them in the classroom or activities in their lessons.

For the learners, it could be said that what they acquired regarding linguistic knowledge and vocabulary were related to their writing skills. In the classroom environment, improving writing skills could be a reason to learn more about the language when they realized what they knew and what they did not know. Moreover, in

order to achieve more varied results, not only the use of INAs but also the comparison of different adjective types can be conducted. Therefore, awareness about the most frequently used adjectives both in the literature and in the classroom environment was provided and time was saved. According to Yılmaz (2010), there have been some studies conducted about adjectives; however, those were somehow confusing in terms of defining the indefinite adjectives. Thus, he made his own definitions about the adjectives and subcategories. Comparing with the present study, those studies might broaden the teachers' minds to implement the appropriate adjective to the curriculum or the activities, and encourage learners to improve their writing skills. Just like at the starting point of this study, it had been observed that the studies on adjectives in Turkish literature were not as many as expected (Yılmaz & Eren, 2015). The study they conducted was thought to be a contribution to the relevant literature and shed light on the learners and the teachers concerning with the language in this process where the teaching of Turkish both as a mother tongue and as a foreign language gained importance.

This study could be done by choosing different years, different materials or different/single/multiple interdisciplinary departments without changing gender analysis in future studies in the field of language teaching. Considering this, language teachers can arrange their curriculum according to the frequency ratios of other adjective types. Also, the time interval used in this study could be rearranged for native and Turkish speakers of different years. By this means, the frequency of the adjective usage between the past years and the present could be compared which would provide teachers or researchers with an insight into valuable information. This study could be useful when it is applied to the learners by investigating adjectives in their writings or essays as the results might give limited but more specific information during the learning process for the EFL classrooms. Teaching descriptive adjectives based on the theory of multiple intelligences as described in Yılmaz and Eren's study (2015) could have a contribution to the learners' levels of learning by revealing their existing potentials as the theory took into account individual differences that each learner could use appropriate strategies. Consequently, learning how to use the accurate indefinite adjectives used as quantifiers could be essential for every countable or uncountable noun in the writing courses.

4.5.1. Implications in terms of Interdisciplinary Departments

The reason for using different disciplines in this study was the abundance of descriptive studies in the psychology department and it was thought that the interpretation of the results might be similar regarding the usage of the INAs. Any comparison could be done if the researchers prefer to apply different disciplines to the same study. Two or more groups of different interdisciplinary departments might help teachers working at different levels to have the chance to compare the results of these studies with their own students' studies and adapt them to the curriculum. These kinds of studies could also keep teachers updated about how to integrate interdisciplinary departments for some specific language learning studies. Considering the results of the present study, it was the male writers in the Psychology department who had used the indefinite adjectives more than the writers in the ELT. This was interpreted as the writing habits of the writers' reflecting on their academic studies; however, the results might change if the writers had awareness on utilizing the linguistic elements properly. The significance of the current study emerged in raising awareness of the writers who studied in an academic environment of the ELT and the interdisciplinary departments because the researchers could gain an insight about how different speakers use indefinite adjectives in their MA theses. Furthermore, for the teachers working at the lower levels, there could be occasions to teach not only indefinite adjectives but also the other adjective types; such as, descriptive adjectives, demonstrative adjectives, determinative adjectives, etc. in their classrooms, in the textbooks, or in other materials about language teaching. In Figure 3, the highest amount of indefinite adjective "some" related to the findings section used by writers of ELT department more than the Psychology department was represented.

File	Line	Left	Key	Right
FIN-TS...	469	Iso said he reread the text (PROB 25) underlining	some	information in it to make them remember it (S
FIN-TS...	474	ategy training. I learned to use the visuals, and	some	other clues in the text to comprehend it. Bef
FIN-TS...	483	and the students explained: P4FR: umm there were	some	comprehension questions to be answered, and s
FIN-TS...	486	ead the questions as the first activity. As P4RD,	some	students used their background knowledge. The
FIN-TS...	491	w simple past tense well, but I had problems with	some	unknown words. For example, I couldn't guess
FIN-TS...	492	ssed the meaning. When you [instructor] taught us	some	strategies such as pre-reading, while-reading
FIN-TS...	501	ead (February 29, 2016). The researcher also gave	some	prompts to the students such as: What did you
FIN-TS...	501	nfront while reading, and how did you solve them?	Some	of the prompts were as follows: P5ZNK: First,
FIN-TS...	502	get an idea of the story. Fortunately, there were	some	pictures which made me easily understand the
FIN-TS...	502	the sentences that I could not understand. I had	some	difficulties with the grammar while reading t
FIN-TS...	507	izing strategy and adding mental images strategy,	some	of the students recorded in their diaries the
FIN-TS...	516	the event in national press, and I wanted to get	some	more information about it. So the online arti
FIN-TS...	522	ed that each individual had goals to achieve, but	some	goals had more significance than the others t
FIN-TS...	522	ong-term, and also had the purpose of solving his	some	linguistic problems in short-term. Another st
FIN-TS...	530	ion: My adult learners claimed they were aware of	some	reading strategies. If so, eight-week trainin
FIN-TS...	530	enough for the activity. They might be instructed	some	strategies at preparatory schools for Univers

Figure 3. The most used indefinite adjective “some” by the ELT department

Although the data in Figure 3 showed the overall result, there may be several reasons why the Psychology department used fewer INAs than the ELT department. Psychology, as a social science, has different subsections and categories related to the human brain and behavior, and this different perspective may have required researchers or writers to give more clear and detailed explanations. In this case, they may have used some linguistic elements; such as, noun clauses, prepositions, connectors, definite/indefinite articles, etc. expressing certainty instead of indefinite adjectives. Though studying on the linguistic structures of a language could not be among the studies encountered in the interdisciplinary fields rather than the ELT, in some Turkish researchers' studies (Aktan, 2013; Özkan, 2010) on grammatical structures and skills, the differences in the results were not interdisciplinary differences but the gender differences.

4.5.2. Implications in terms of Gender

Adjectives are one of the four major word structures that a writer can describe or modify the qualities of a word and give extra information about people, animals, or things represented by nouns or pronouns in order to enrich the readers' ability to

communicate and write effectively in the target language. According to Myles (2002), the writing ability of a learner cannot be naturally acquired, what is important to produce academic texts in English is having practices in the instructional environments. Especially, the female ELT department writers in this study have provided an insight about how and how frequently TSs and NSs have used INAs in their MA theses. By comparing different speakers; such as Turkish and native speakers of English, and different departments which were ELT and Psychology in terms of gender analysis in such corpus-based study, the contribution that the literature has gained could raise awareness of using linguistic elements, in this present context indefinite adjectives, for the teachers who were researchers in the academic fields or taught lower levels of English Language Teaching.

NSs might utilize the language in an economical way. Therefore, they could decrease the number of the INAs they had used which could indicate these results matter in their statements. Furthermore, according to the concordance screen shot illustrated in Figure 4, it was the male writers whose usage of the INAs in their MA thesis was higher in number than the female writers. A similar result as in Nygaard and Bahgat (2018) addressed an important increase in academic practices that of productivity. In a quantitative study they adopted to explore “gender gap” in research productivity, where male writers consistently demonstrated higher productivity than female writers, the argument ended up with the “gap” varied significantly in terms of how productivity has been comprehended and evaluated.

Line	Left	Key	Right
10	e maximal completer sample (215) did not complete	all	of the fields on the Time Allocation Task. N
78	analyzed normally. Preliminary Analyses	All	data were screened for skewness and kurtosis
78	ble 4 displays a bivariate correlation matrix for	all	study variables. Table 3 Descri
397	shown in Table 5 below. Alpha was set at .05 for	all	statistical tests. Table 5 Observed Zero O
464	en quality ratings of each time domain and nearly	all	study measures. These correlations in partic
1072	the analyses of the included studies. Details of	all	included studies are presented in Tables 7 a
1239	d out. Therapeutic Alliance and Attunement	All	seven of the articles addressing therapeutic
2355	SULTS: VISUALIZATION In this chapter, I show	all	results that were driven in a visual fom. I
2363	different subsets of samples such as considering	all	samples, only one study or only one gender i
2363	imension, is the choice of features to consider:	all	features, only subcortical volumes or only co
2363	ng thickness, area or volume of cortical regions.	All	of these give us 50 outcomes to consider. Ou
2364	these give us 50 outcomes to consider. Out of	all	outcomes, I can easily acknowledge the signa
2453	ulate the accuracy of our classification methods.	All	of our cross-validations are 10-fold. 5.1
2458	ortical region would be correlated. Thus, using	all	of them would increase the chance of over-fi
2458	f over-fitting. Therefore, apart from considering	all	features at the same time, I also consider e

Total: 106

Figure 4. The most used indefinite adjective “all” by the Males

In the Turkish and the American literature, or else different countries' literature, the difference between male and female writers could inevitably be observed. According to the one of the studies conducted by a Turkish researcher Aktan (2013), the difference between female and male learners indicated a significant increase of creating writing skills. Considering the arithmetic averages and standard deviations, it was stated that the female learners had a higher level of creating writing skills than the male learners. This difference was interpreted as the result of the difference in the sample, the course that the learners studied, and the environment. As a similar result observed, the Turkish female writers in the ELT department used INAs more than the male writers in the present study. Moreover, considering the level of the learners (senior students in a secondary school), it could be understandable that the learners had anxiety because of the high school entrance exam which was applied in a multiple choice test. What Bahşı and Sis (2019) stated in their research was about the writing skill levels of the female learners who did not demonstrate a significant difference in terms of gender in the lower grades, on the other hand a significant difference was observed in female seniors. On the contrary, in the MA theses analyzed, a significant difference was observed in the male writers' INA usage in the ELT department in the

conclusion section whereas the male writers' INA usage in the Psychology department had a significant difference in the findings section related to the female writers.

Also, in many studies conducted by the Turkish researchers (Mullis et al., 2003; Bölükbaş, 2006; Çocuk Vakfı, 2006; Belet & Yaşar, 2007; Tok, 2008; Arıcı & Urgan, 2008) in order to determine if gender had a role in learning, and writing skills, it was found that female learners had statistically higher difference than males. Considering the American literature, a study about gender and academic writing conducted by Lillis et al. (2018) demonstrated how young male learners' performance differentiated from the female learners' in relation to both to the language and the writing practices which were accepted as the consequences of the learning environment and negotiations towards their own academic identity.

Other studies in the American literature sought the significance of gender for academic writing, and perceived gender as an academic identity key in producing, receiving and teaching the academic writing skills (e.g. Kirsch, 1993; Dixon, 1995; Haswell & Haswell, 1995; Ivanic, 1998; Lillis, 2001; Belcher, 2009). Consequently, the results of the present quantitative interdisciplinary corpus-based study could contribute to various implications related to the second language teaching. Also, the teachers and learners could utilize in the classroom environment which was aimed at the beginning of the study in preparing and adapting the curriculum to teach the indefinite adjectives or various linguistic elements; such as, adjectives, adverbs, noun clauses, adverbial clauses etc.

4.6. Suggestions for Further Research

Though corpus-based studies have many descriptions, the most appropriate definition for this study was made by Partington (2011) who stated that although various definitions were used for corpus-based linguistics, such as discipline, methodology, a theoretical approach, a conceptual framework, or a new paradigm, in essence it means gleaning very large archives of working texts for later analysis of a wide variety of genres. According to learners' academic writing styles or habits in contemporary English, this study could be applied to more than one interdisciplinary department different from the current one. For each disciplinary field, it could be observed that the content could be interfered differently both by genders and the speakers that gave insight to researchers about conducting new investigations in their

fields. Since indefinite adjectives are classified as quantifiers, some types of determiners (Shrives, n.d.) are required in order to modify or describe a countable or an uncountable noun. This might lead the writers to recontextualize what they already had and might allow them to research different adjectives types or several morphological units, and linguistic elements as knowing the most frequently used functional patterns of the language during academic studies allow the writers to save time and energy.

The results obtained in this study were interpretations formed by the combination of many dynamics; NSs vs. TSs, females vs. males, and ELT vs. Psychology. Per se, the study could be narrowed down and more specific results could be obtained, for which only native or only non-native participants could be studied. In the literature, narrowed more specific studies on only native or non-native participants have been carried out in the corpus-based field, even if the field of studies were not about INAs (Çilak, 2017; Elia, 2007; Halat, 2020; Karakaya, 2017; Özer, 2019; Yazıcı, 2019). Also, the time period in this study had involved the years between 2016 and 2020 which could be rearranged for further studies. The changes in the time period might the researchers gain a different point of view about applied linguistics from past to present. Lastly, a further study on other types of adjectives or the semantic and syntactic analysis of the other linguistic elements can also be applied using materials such as MA thesis, PhD, books, course books, dictionaries, and articles.

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- ders kitapları arasında karşılaştırmalı bir çalışma [Yayımlanmamış yüksek lisans tezi, Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul]
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APPENDICES

Appendix A. Ethics 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	Pınar YÜZER
ÖĞRENCİ NO	20198058
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ ve ÖĞRETİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKTE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2021 / 2022 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	AN INTERDISCIPLINARY CORPUS-BASED GENDER ANALYSIS IN THE USE OF INDEFINITE ADJECTIVES (BELGİSİZ SIFAT KULLANIMINDA DISİPLİNLERARASI DERLEM BİLİM TEMELLİ BİR CİNSİYET ANALİZİ)
TEZİN AMACI	Tezin amacı, ana dili İngilizce olan ve olmayan tez yazarlarının kullandıkları belgisiz sıfatların ELT ve Psikoloji bölümleri arasında cinsiyete göre kullanımını karşılaştırmaktır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, ana dili İngilizce olan ve olmayan tez yazarlarının kullandıkları belgisiz sıfatların ELT ve Psikoloji bölümleri arasında cinsiyete göre kullanımını karşılaştırmak amacıyla uygulanmıştır. Çalışma ayrıca 2016-2020 yılları arasında rastgele seçilen yüksek lisans tezlerinin bulguları ve sonuç bölümleri karşılaştırmayı sınırlandırarak sonuçları elde etmeyi amaçlamıştır. Yüksek lisans tezlerinin belirlenmesinde eşitliği sağlamak amacıyla her iki alanda da her yıl üçü kadın yazar, üçü erkek yazar olmak üzere her biri 30 İngilizce öğretmen ve 30 Psikoloji bölümünden oluşan 60 yerli ve 60 Türk yazar bulunmaktadır. Araştırmanın sonuçlarını değerlendirmek için nitel ve betimleme analizi yapılmıştır. Toplanan verilerin analizinde Key Word in Context (KWIC) Concordance programı kullanılmıştır. Belgisiz sıfatlar, yüzdeler ve 1,000 kelime başına frekanslar açısından analiz edilmiştir. Belgisiz sıfatların kullanımındaki önemli fark, log-likelihood (LL) değeri ile hesaplanmıştır. Nihai sonuçlara göre, bulgular bölümünde derlem büyüklüğü neredeyse birbirine eşit olmasına rağmen, İngilizce öğretmenliği bölümündeki kadın yazarlar Psikoloji bölümüne göre bu sıfatları daha fazla kullanmışlardır. Öte yandan, netice bölümündeki sonuçlar, bulgular bölümünden farklıydı. Belgisiz sıfatların kullanımında anlamlı bir farklılık psikoloji bölümünde gözlenmiştir. Genel olarak tanımlanırsa, cinsiyet analizi her iki bölümde de önemli bir farklılık oluşturmamıştır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN	Ulusal Tez Merkezinde yayımlanmış izinli Türk yazarlara ait yüksek lisans tezleri ve Proquest veritabanında paylaşılmış Amerikan yazarlara ait yüksek lisans tezleri

ADLARI	
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Türkiye'deki üniversitelerde yazılmış yüksek lisans tezlerinden yararlanılmıştır. Tezlere ulaşmak için Ulusal Tez Merkezinde bulunan tezler kullanılmıştır. https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp Amerika'daki tezlere ulaşmak için ise Çağ Üniversitesi veritabanından ProQuest Dissertations & Theses Global vasıtası ile gerekli çalışmalara ulaşılmıştır. https://www.proquest.com/pqdtglobal/
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	https://www.proquest.com/ sitesi ve https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp sitesinde incelemeye açık paylaşılmış ELT ve Psikoloji bölümüne ait yüksek lisans tezleri
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Yazılmış olan yüksek lisans tezlerindeki Belgisiz Sıfatların analizi
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	Çalışma, content çalışması olduğu için herhangi bir anket, ölçek, form vb. evrak kullanılmamıştır.
ÖĞRENCİNİN ADI - SOYADI: Pınar YÜZER	ÖĞRENCİNİN İMZASI: TARİH: / / 2021
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	
2. Anılan konu faaliyet alanı içerisine girmektedir.	
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)
Adı - Soyadı: Zehra KÖROĞLU	Adı - Soyadı:
Unvanı:Dr. Öğr. Üyesi	Unvanı:
ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat Koç
Unvanı: Prof. Dr.	Unvanı: Doç. Dr.

İmzası:	İmzası:	İmzası:.....	İmzası:.....			
... / / 20.... / / 20.... / / 20..... / / 20...			
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası :
..... / / 20.... / / 20....	... / / 20.... / / 20....	... / / 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	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

Appendix B. Indefinite Adjectives

(www.englishstudyhere.com)

Indefinite Adjectives

All

Any

Anyone

Anything

Each

Everybody

Everyone

Everything

Few

Many

Nobody

None

One

Several

Some

Somebody

Someone

Appendix C. Scientific Research and Publication Ethics Committee Permission

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100010093

08.12.2021

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

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

Ek : 2 Adet öğrenciye ait tez evrakları listesi.

Appendix D. 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.
ç) 08.12.2021 tarih ve E-23867972- 050.01.04-2100010099 sayılı yazınız.
d) 08.12.2021 tarih ve E-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 E. List of Female Turkish Speakers' MA Thesis in ELT Department

List of Female Turkish Speakers' MA Thesis in the ELT Department

MA theses of Female Turkish Writers	Year	University/Country of Theses
MAFETS1	2016	Çağ University / TURKEY
MAFETS2	2016	Çukurova University / TURKEY
MAFETS3	2016	İstanbul University / TURKEY
MAFETS4	2017	Bahçeşehir University / TURKEY
MAFETS5	2017	Çukurova University / TURKEY
MAFETS6	2017	Ufuk University / TURKEY
MAFETS7	2018	Çağ University / TURKEY
MAFETS8	2018	Çağ University / TURKEY
MAFETS9	2018	Çukurova University / TURKEY
MAFETS10	2019	Çukurova University / TURKEY
MAFETS11	2019	Çağ University / TURKEY
MAFETS12	2019	Çağ University / TURKEY
MAFETS13	2020	Bahçeşehir University / TURKEY
MAFETS14	2020	Bahçeşehir University / TURKEY
MAFETS15	2020	Kocaeli University / TURKEY

Appendix F. List of Female Native Speakers' MA Thesis in ELT Department

List of Female Native Speakers' MA Thesis in the ELT Department

MA theses of Female Native Writers	Year	University/Country of Theses
MAFENS1	2016	Portland State University / USA
MAFENS2	2016	Marshall University / USA
MAFENS3	2016	University of Massachusetts Boston / USA
MAFENS4	2017	University of South Carolina / USA
MAFENS5	2017	UNIVERSITY OF MINNESOTA / USA
MAFENS6	2017	LOYOLA UNIVERSITY CHICAGO / USA
MAFENS7	2018	William Paterson University of New Jersey / USA
MAFENS8	2018	Caldwell University / USA
MAFENS9	2018	University at Albany, State University of New York / USA
MAFENS10	2019	Eastern Kentucky University / USA
MAFENS11	2019	University of Washington / USA
MAFENS12	2019	California State University, Bakersfield / USA
MAFENS13	2020	University of Massachusetts Boston / USA
MAFENS14	2020	University of Oregon / USA
MAFENS15	2020	Michigan State University / USA

Appendix I. List of Male Turkish Speakers' MA Thesis in the ELT Department

List of Male Turkish Speakers' MA Thesis in the ELT Department

MA theses of Male Turkish Writers	Year	University/Country of Theses
MAMETS1	2016	Sakarya University / TURKEY
MAMETS2	2016	Middle East Technical University / TURKEY
MAMETS3	2016	Çukurova University / TURKEY
MAMETS4	2017	Atılım University / TURKEY
MAMETS5	2017	Çukurova University / TURKEY
MAMETS6	2017	Çukurova University / TURKEY
MAMETS7	2018	Çağ University / TURKEY
MAMETS8	2018	Çağ University / TURKEY
MAMETS9	2018	Çağ University / TURKEY
MAMETS10	2019	Çağ University / TURKEY
MAMETS11	2019	Çukurova University / TURKEY
MAMETS12	2019	Ufuk University / TURKEY
MAMETS13	2020	Çukurova University / TURKEY
MAMETS14	2020	Çağ University / TURKEY
MAMETS15	2020	Çukurova University / TURKEY

Appendix G. List of Male Native Speakers' MA Thesis in the ELT Department

List of Male Native Speakers' MA Thesis in the ELT Department

MA theses of Male Native Writers	Year	University/Country of Theses
MAMENS1	2016	The University of Utah / USA
MAMENS2	2016	Indiana University of Pennsylvania / USA
MAMENS3	2016	Brigham Young University / USA
MAMENS4	2017	Northeastern Illinois University / USA
MAMENS5	2017	University of Arkansas at Little Rock / USA
MAMENS6	2017	University of North Carolina / USA
MAMENS7	2018	Michigan State University / USA
MAMENS8	2018	Minnesota State University / USA
MAMENS9	2018	Michigan State University / USA
MAMENS10	2019	University Of California San Diego/ USA
MAMENS11	2019	Minot State University / USA
MAMENS12	2019	Portland State University / USA
MAMENS13	2020	Minnesota State University/ USA
MAMENS14	2020	Hofstra University/ USA
MAMENS15	2020	Arizona State University/ USA

Appendix H. List of Female Turkish Speakers' MA Thesis in the Psychology Department

List of Female Turkish Speakers' MA Thesis in the Psychology Department

MA theses of Female Turkish Writers	Year	University/Country of Theses
MAFPTS1	2016	Bahçeşehir University / TURKEY
MAFPTS2	2016	Bahçeşehir University / TURKEY
MAFPTS3	2016	Bahçeşehir University / TURKEY
MAFPTS4	2017	Middle East Technical University / TURKEY
MAFPTS5	2017	Middle East Technical University / TURKEY
MAFPTS6	2017	Middle East Technical University / TURKEY
MAFPTS7	2018	Bahçeşehir University / TURKEY
MAFPTS8	2018	İstanbul Bilgi University / TURKEY
MAFPTS9	2018	TED University / TURKEY
MAFPTS10	2019	Middle East Technical University / TURKEY
MAFPTS11	2019	Boğaziçi University / TURKEY
MAFPTS12	2019	İbn Haldun University / TURKEY
MAFPTS13	2020	Middle East Technical University / TURKEY
MAFPTS14	2020	Çankaya University / TURKEY
MAFPTS15	2020	Çankaya University / TURKEY

Appendix I. List of Female Native Speakers' MA Thesis in the Psychology Department

List of Female Native Speakers' MA Thesis in the Psychology Department

MA theses of Female Native Writers	Year	University/Country of Theses
MAFPNS1	2016	University of North Carolina / USA
MAFPNS2	2016	Sam Houston State University / USA
MAFPNS3	2016	American University / USA
MAFPNS4	2017	East Carolina University / USA
MAFPNS5	2017	Murray State University / USA
MAFPNS6	2017	Southern Illinois University / USA
MAFPNS7	2018	California State University / USA
MAFPNS8	2018	The University of Toledo / USA
MAFPNS9	2018	Southern Illinois University / USA
MAFPNS10	2019	Arizona State University/ the U.S.A.
MAFPNS11	2019	The University of Toledo / USA
MAFPNS12	2019	West Virginia University / USA
MAFPNS13	2020	Iowa State University / USA
MAFPNS14	2020	The University of North Carolina / USA
MAFPNS15	2020	The University Of Hawai'i / USA

Appendix J. List of Male Turkish Speakers' MA Thesis in the Psychology Department

List of Male Turkish Speakers' MA Thesis in the Psychology Department

MA theses of Male Turkish Writers	Year	University/Country of Theses
MAMPTS1	2016	Middle East Technical University / TURKEY
MAMPTS2	2016	Bahçeşehir University / TURKEY
MAMPTS3	2016	Abant İzzet Baysal University / TURKEY
MAMPTS4	2017	Ankara Yıldırım Beyazıt University / TURKEY
MAMPTS5	2017	Middle East Technical University / TURKEY
MAMPTS6	2017	Middle East Technical University / TURKEY
MAMPTS7	2018	Bahçeşehir University / TURKEY
MAMPTS8	2018	Yaşar University / TURKEY
MAMPTS9	2018	Kadir Has University / TURKEY
MAMPTS10	2019	Middle East Technical University / TURKEY
MAMPTS11	2019	Middle East Technical University / TURKEY
MAMPTS12	2019	Yüzüncü Yıl University / TURKEY
MAMPTS13	2020	Özyeğin University / TURKEY
MAMPTS14	2020	Başkent University / TURKEY
MAMPTS15	2020	Yaşar University / TURKEY

Appendix K. List of Male Native Speakers' MA Thesis in the Psychology Department

List of Male Native Speakers' MA Thesis in the Psychology Department

MA theses of Male Native Writers	Year	University/Country of Theses
MAMPNS1	2016	Eastern Michigan University / USA
MAMPNS2	2016	California State University / USA
MAMPNS3	2016	University of Washington / USA
MAMPNS4	2017	Western Illinois University / USA
MAMPNS5	2017	West Virginia University / USA
MAMPNS6	2017	The University of South Dakota / USA
MAMPNS7	2018	West Virginia University / USA
MAMPNS8	2018	Loyola University Chicago / USA
MAMPNS9	2018	The University of Toledo / USA
MAMPNS10	2019	Southern Illinois University / USA
MAMPNS11	2019	Drexel University / USA
MAMPNS12	2019	Old Dominion University / USA
MAMPNS13	2020	University of Nevada, Las Vegas / USA
MAMPNS14	2020	Old Dominion University / USA
MAMPNS15	2020	Harvard University / USA