

**EPISTEMIC STANCE IN ELF CORPUS: THE CASE OF *I THINK* IN  
CONFERENCE DISCUSSIONS**



**Ash ÖZKESKİN**

**MAY 2017**

**EPISTEMIC STANCE IN ELF CORPUS: THE CASE OF *I THINK* IN  
CONFERENCE DISCUSSIONS**

**A THESIS SUBMITTED TO THE  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**OF  
BAHÇEŞEHİR UNIVERSITY**

**BY**

**ASLI ÖZKESKİN**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS**

**FOR**

**THE DEGREE OF MASTER OF ARTS**

**IN THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**MAY 2017**

Approval of the Graduate School of Educational Sciences



Assoc. Prof. Sinem VATANARTIRAN

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.



Assist. Prof. Aylin TEKİNER TOLU

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.



Dr. Hatime ÇİFTÇİ

Supervisor

**Examining Committee Members**

Dr. Hatime Çiftçi

(BAU, ELT)



Assist. Prof. Aylin Tekiner Tolu

(BAU, ELT)



Dr. Aslı Sağlam

(OZU, SCOLA)



**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Last Name: Aslı Özkeskin

Signature: 

## ABSTRACT

### EPISTEMIC STANCE IN ELF CORPUS: THE CASE OF *I THINK* IN CONFERENCE DISCUSSIONS

Özkeskin, Aslı

Master's Thesis, Master's Program in English Language Education

Supervisor: Dr. Hatime Çiftçi

May 2017, 62 pages

The purpose of the study is to investigate the overall number and frequency of the epistemic stance *I think* in the speech activity of conference discussions in the English as a Lingua Franca in Academic Settings (ELFA) corpus. Moreover, this study aims to analyze the functions of *I think* through specific examples from the corpus data. The transcriptions of a total of 9 hours and 3 minutes of conference discussions were examined and coded to identify the structural and functional use of the epistemic stance *I think*. The findings of the study revealed that the 3 structural categories of *I think* are evident in the speech activity of conference discussions in the ELFA corpus. These include main clause in complement clause construction with or without the complementizer *that*, verbal routine, and simple clause construction from the most to the least frequent one. As for the functional analysis, the findings suggested that the epistemic stance *I think* is most commonly used to show subjective opinion, agreement and /or alignment. All in all, this study contributes to understanding of the use of epistemic stance phrase *I think* in conference discussions in the ELFA corpus.

Keywords: Epistemic stance, I think, ELF, Corpus, ELFA

## ÖZ

### İNGİLİZCE ORTAK DİL DERLEMİNDE EPİSTEMİK DURUŞ: KONFERANS KONUŞMALARINDA BENCE VAKASI

Özkeskin, Aslı

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Dr. Hatime Çiftçi

Mayıs 2017, 62 sayfa

Bu çalışmanın amacı, İngilizce Ortak Dil Akademik derlemindeki konferans konuşmalarındaki epistemik duruş *Bence*'nin toplam sayısının ve sıklığının araştırılmasıdır. Buna ek olarak, bu çalışma derlem verisinden alınan belirli örnekler üzerinden *Bence* işlevlerini incelemeyi amaçlamaktadır. Derlemin 9 saat 3 dakika süreli konferans konuşmalarındaki çeviriyazıları incelenmiş ve epistemik duruş *Bence*, yapısal ve işlevsel kullanımları belirlenmek için kodlanmıştır. Çalışmanın sonuçları İngilizce Ortak Dil Akademik derlemi konferans konuşmalarında üç farklı kategori *Bence* olduğunu ortaya çıkardı. Bunlar en çok kullanılan en az kullanılan doğru sıralandığında içerisinde *that* olan ya da olmayan bağlı cümleler, dil alışkanlığı ve basit cümleler olarak belirlendi. İşlevsel analiz sonuçlarında ise epistemik duruş *Bence*'nin en çok öznel görüş, uzlaşım ve anlaşma bildirmek amacıyla kullanıldığı saptanmıştır. Sonuç olarak, bu çalışma İngilizce Ortak Dil Akademik derlemindeki konferans konuşmalarındaki epistemik duruş *Bence*'nin kullanımının anlaşılmasına katkıda bulunmuştur.

Anahtar Kelimeler: Epistemik duruş, *Bence*, İngilizce Ortak Dil, Derlem, İngilizce Ortak Dil Akademik Derlemi



To my family and Onur Güven

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my advisor Dr. Hatime iftçi for her valuable guidance, encouragement and support during the planning and the development process of this research. I am very grateful for her endless effort to improve my research study.

Aside from my advisor, I would like to thank the thesis committee: Assist Prof. Aylin Tekiner Tolu and Dr. Aslı Saęlam for their sincere critiques.

My special thanks go to my parents Gl zkeskin and Blent zkeskin and my brother Tolga zkeskin for always being there for me and for their unconditional love and support. They are my source of inspiration. I would have never been able to reach this level of education without their understanding and endless support.

Lastly, my wholehearted thanks goes to my significant other, Onur Gven, who spent days and nights supporting and helping me during this process. He truly is my source of encouragement. I owe a special thanks to him for simply being in my life.



## TABLE OF CONTENTS

ETHICAL CONDUCT .....	iii
ABSTRACT .....	iv
ÖZ .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
LIST OF ABBREVIATIONS .....	xiii
Chapter 1: Introduction .....	1
1.1 Overview .....	1
1.2 Theoretical Framework .....	2
1.3 Statement of the Problem .....	7
1.4 Purpose of the Study .....	7
1.5 Research Questions .....	8
1.6 Significance of the Study .....	8
1.7 Definitions .....	9
Chapter 2: Literature Review .....	10
2.1 Introduction .....	10
2.2 Empirical Corpus Studies in ELF .....	10
2.3 Empirical Corpus Studies on Stance .....	14
2.4 Empirical Corpus Studies in ELF on Stance .....	18
Chapter 3: Methodology .....	20
3.1 Introduction .....	20

3.2 Philosophical Paradigm .....	20
3.3 Research Design .....	21
3.4 Target Population and Participants.....	22
3.5 Procedures .....	25
3.5.1 Data collection procedures .....	25
3.5.2 Data analysis procedures.....	28
3.5.3 Trustworthiness .....	30
3.6 Limitations.....	31
3.7 Delimitations .....	31
Chapter 4: Results .....	32
4.1 Introduction .....	32
4.2 Overall Findings with regard to Epistemic Stance Phrases.....	32
4.3 Findings with regard to the Structural Categories of <i>I think</i> .....	33
4.4 Findings with regard to Functions of <i>I think</i> .....	36
Chapter 5: Discussion and Conclusion .....	46
5.1 Discussion of Findings for Research Questions.....	46
5.1.1 Discussion of findings of RQ 1: What is the overall number and frequency of epistemic stance particles <i>I think</i> in ELF conference discussions? .....	46
5.1.2 Discussion of findings of RQ 2: What are the functions of epistemic stance particles <i>I think</i> in ELF conference discussions?.....	47
5.2 Conclusions .....	49
5.3 Recommendations .....	50
REFERENCES.....	51
APPENDICES .....	60
A. Transcription Guide.....	60

B. Curriculum Vitae ..... 61



## LIST OF TABLES

### TABLES

Table 1	Nationalities of Speakers .....	23
Table 2	Academic Roles of the Speakers .....	24
Table 3	Gender of the Speakers .....	24
Table 4	Source of Data .....	27
Table 5	Formal Structures of I think.....	28
Table 6	L1 and ELF Overlapping Functional Contexts, and ELF Contexts of Epistemic Stance I think .....	29
Table 7	Overall Findings of Epistemic Stance Phrases in Conference Discussions .....	32
Table 8	Structural Findings of I think.....	33

## LIST OF FIGURES

### FIGURES

Figure 1 The Stance Triangle.....	5
-----------------------------------	---



## LIST OF ABBREVIATIONS

ELF	English as a Lingua Franca
ELFA	English as a Lingua Franca in Academic Settings
NS	Native speaker
NNS	Nonnative speaker
L1	First language
L2	Second language, Foreign language
VOICE	Vienna - Oxford International Corpus of English
SCOTS	Scottish Corpus of Texts and Speech
SBCSAE	Santa Barbara Corpus of Spoken American English
ISI	International Scientific Indexing
ESP	English for Specific Purposes
C-OPRES	Comparable Corpus of Opinion Press English–Spanish
COCA	Corpus of Contemporary American English
BNC	British National Corpus

# **Epistemic Stance in ELF Corpus: The Case of *I think***

## **Chapter 1**

### **Introduction**

#### **1.1 Overview**

In the past few years, the term English as a Lingua Franca (ELF) has emerged since people from all over the world use English as a tool of communication, notwithstanding their first languages. Crystal (2012) mentioned that approximately one out of every four people use English as a native language. In other words, there are more nonnative speakers (NNS) of English than its native speakers (NS) and the worldwide usage of the language makes English to be seen as a lingua franca (Seidlhofer, 2005). Some scholars published empirical works on the issue to shed more light into the area and to give us a deeper understanding of ELF. For instance, Jenkins (2000) found out that pronouncing “th” sounds /θ/ and /ð/ right is not necessary because mispronunciation of them does not have an effect on intelligibility. As English is being shaped both by its non-native speakers as much as its native speakers, it is essential to work on nonnative speaker use of the language too.

How we use language is closely linked to form and meaning (Barlow & Kemmer, 2000). In other words, from a functional perspective, it is not the only the linguistic form, but also what a specific form or choice does in communication. One such function or communicative goal in discourse is expressing stance, by which people use language to express their personal attitudes, feelings, opinions and evaluations (Biber et al. 1999; Thompson, 2002). As stance is ubiquitous in our interactions with its pragmatic function, this study examines stance in ELF corpus. In communicative activities, interlocutors engage actively in the process of stancetaking to convey their personal judgments, assessments, and commitments by their language use (Baumgarten & House, 2010). That is, people undergo a process of evaluating others and positioning themselves during stancetaking in conversations.

In order to frame the study in more detail, this chapter presents an overview of the research study on the use of epistemic stance in academic settings by non-native English speakers. The chapter presents the theoretical frameworks of stance, the statement of the problem, purpose of the study, research questions and significance of the study, and finally operational definitions of the terms.

## **1.2 Theoretical Framework**

One of the most important ideas that attracted scholars is to detect stance in spoken and written contexts. Conrad and Biber (1999) take stance as referring to personal feelings, attitudes, value judgments and assessments. Stance is employed to accredit value to objects, to position social actors regarding those objects and to set an arrangement between stancetakers. Additionally, it can be perceived as a linguistically articulated type of social action that includes language, sociocultural value and interaction. (Du Bois, 2007).

The notion of stance has been framed from various perspectives in the literature. Kiesling (2009) stated that stance, which he called “power and solidarity”, is the main way of producing interaction and the speaker’s expression of relationship to the interlocutor (p.176). In other words, stance is showing ourselves in relation to our interlocutor. However, stancetaking differs according to person, speech activity and style. Labov (1966) defined style as social group (gender, age, class, etc.). According to Kiesling and Schilling-Estes (1998), “style-shifting is primarily a means whereby speakers alter the images of self which they project for others” (p.69). Hence, stance for Kiesling and Schilling-Estes (1998) is using more than one linguistic variable. In the light of these, Kiesling (2009) mentioned that stance shapes the meanings which speakers produce with linguistic forms. For instance, according to an earlier study of Kiesling (2004), *Dude* is a word that is used in North American English by men to address each other and this address term has an indexical meaning related to cultural norms and implications. Similarly, stance particles can tell the reason why people use specific forms of language such as discourse or sociolinguistic variables.



Additionally, Kiesling (2011) claimed that there are three main axes of stancetaking, which are affect, alignment, and investment. He approached stancetaking as several axes mainly including affect, alignment, and investment. Affect is defined as the quality of the stance that also includes assessment process. Alignment refers to speaker's epistemic and interactional alignment or disalignment to an interlocutor, and finally, investment that can be named as epistemic stance, is how the speaker is invested in the talk and how the speaker defends his/her claim. Even though the three axes seem to be independent, they are actually integrated and that is why analyzing stance is complicated. Consequently, according to Kiesling (2009), stance is at the heart of the explanation of why people choose a particular linguistic form over another.

Another framework for stance is the appraisal framework developed by Martin and White (2005). They perceived stancetaking as a way of speakers' locating themselves in a community of shared beliefs and values, and speakers' presenting themselves responding to the other members of the community. Attitude, engagement and graduation are the three main parts of their framework on stance. Martin and White (2005) explained the term attitude as the speakers' attachment of intersubjectivity value or assessment to participants and processes. In other words, it is a set of values through which people convey their emotional responses and judgments. Attitude, which in fact refers to assessment, consists of three sub-systems, such as affect, judgment and appreciation. Affect is the description of phenomena by means of emotions, so it is an emotional assessment. Judgment is the moral assessment in which people's behavior is evaluated according to social norms, and finally, appreciation is the assessment of objects and products (non-human behavior) by means of aesthetic principles and social values (Martin & White, 2005). Engagement, on the other hand, is the author's attitude towards the proposal and graduation is ultimately explained by means of two dimensions called force, such as scaling the intensity (e.g., *really dislike*), and focus, such as sharpening or blurring boundaries of a category respectively (e.g., *award-winning*) (Martin & White, 2005).

In addition to abovementioned perspectives on stance, another well-grained framework has been suggested by Du Bois (2001), which is the stance triangle.

Before explaining what the stance triangle is, it is fundamental to know the components of stancetaking. In order to have a broader understanding on stance, firstly the interconnections between stance, dialogicality and intersubjectivity need to be analyzed. According to Bakhtin (1981) dialogicality refers to all written or spoken texts that construct relations between diverse voices. In other words, in the process of stancetaking, it is not sufficient to detect the stance by analyzing a single utterance, since speakers produce their utterances according to another speaker's utterances. As Du Bois (2001) concluded, dialogic stance analyzes the relations between sequenced utterances in discourse. As each stance act depends on each other dialogically, it constructs interpretative and interactional series of outcomes that are essential implications for the interactions, like why the speaker has chosen that stance particle and what function it has been serving.

Inserting dialogicality into the stance analysis directs us to the concern of intersubjectivity, which presupposes subjectivity (Du Bois, 2007). In other words, it is a term used to determine the relation between actors' subjectivities. As Fitzmaurice (2004) asserted, intersubjectivity is the speaker's presentation of subjectivity to the interlocutor, while subjectivity is the speaker's capacity to position himself/herself as a subject by using first person pronoun and certain verbs (e.g., I believe) (Benveniste, 1971). Consequently, in the recent framework of Du Bois, intersubjectivity and dialogicality serve a basis to the sociocognitive aspects of stancetaking. Since stance is a linguistic and a social act, the effect of dialogic and intersubjective dimensions on stancetaker's actions and its consequences need to be analyzed as the act of stancetaking enables evaluation (Du Bois, 2007).

All in all, language is reflexive (Haviland, 1996; Lucy, 1993), and thus, stance can be perceived as a game in which actors serve their stance as a target by monitoring the other participant's stance (Hill & Irvine, 1993). In order to have a deeper understanding of stance and its power in the dynamic social life, Du Bois (2002) introduces a stance triangle, as can be seen in Figure 1, to delicately explain the components of stance act.

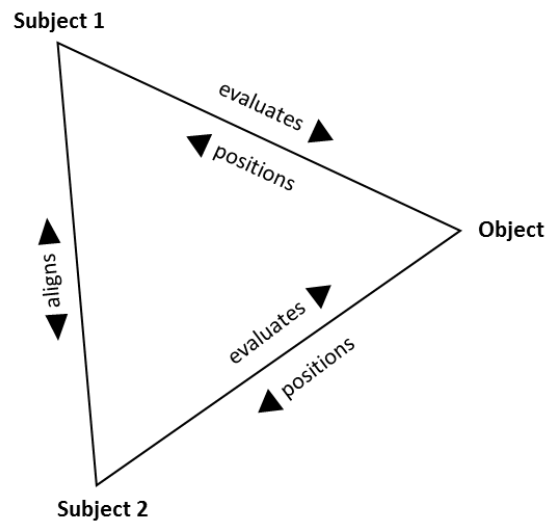


Figure 1 The Stance Triangle

This triangle aims to shed more light on the stance realization, interpretation and its consequences in interaction. In that sense, dialogic and sequential context is very essential in order to fully interpret the stance, and the most commonly recognized kind of stancetaking is evaluation. While we are analyzing corpus, we can realize some words (e.g., terrible, good, normal, etc.) that are used to evaluate something. For the entity that was evaluated, we need to analyze the sequential context. As this evaluative target can be called the object of stance, we can define it as a concept that gives specific quality or value to the stance. Ultimately, Du Bois (2007) defined stance triangle as “I evaluate something, and thereby position myself, and thereby align with you” (p.163).

There are two types of stance according to Du Bois (2007), and these are affective and epistemic stance. We often come across phrases, such as *glad*, *happy*, *surprised* etc., which are often described as affective stance (Besnier 1993; Haviland 1989; Shoaps 2002) and express the subject’s feelings. In addition, while speakers can position themselves by using affective stance, they can also use epistemic stance (Clift 2006; Kärkkäinen 2003) to position themselves as ignorant, uncertain, or knowledgeable by using phrases such as *I think*, *I don’t think*, *I know* or *I don’t know*. As a result, the stancetaker sets his or her position with the help of affective and epistemic stance. By setting the position, the actor takes the responsibility for stance

and invokes sociocultural value, whether he or she used a first person pronoun, such as I or not (Du Bois, 2007).

As can be seen in the stance triangle, there are three functions of stancetaking, and these are namely evaluation, positioning and alignment. The most noticeable form of stancetaking is evaluation, which is defined as the characterization of an object of stance by determining some particular quality or value (Du Bois, 2007). For instance, the utterances like “*That’s horrible*” and “*That’s great*” displays evaluation of the object of stance. Another form of stancetaking is positioning, which is the act of establishing a social actor (speaker or interlocutor) in respect of the responsibility of the stance as they initiate sociocultural value (Du Bois, 2007). In other words, social actors can position themselves along both epistemic and affective scale by forming specific utterances. For example, the utterance *I’m glad* shows that the speaker positioned himself/herself along the affective scale by expressing personal emotions. Moreover, when an actor says *I know how to do it*, it can be claimed that the actor positioned himself/herself along the epistemic scale by representing his/her being knowledgeable. After evaluation and positioning, another function of stance is alignment (Du Bois 2002; Heritage 2002). Determining the relationship between two stances and stancetakers can be defined as alignment (Du Bois, 2007). In other words, alignment is agreeing with the other speaker(s) by using particular utterances (e.g. *I agree*. or *I agree with you*.). Although speaker(s) use phrases, such as *agree*, *yes* and *no*, sometimes they show alignment by using their mimics and gestures, which obstruct scholars to interpret the data (Du Bois, 2007).

Based on these overviews, it can be stated that the stance is a social act achieved dialogically by a social actor through language use. Its major functions involve evaluation of objects, to positioning by the interlocutors, and alignment with other subjects by also serving sociocultural value, since it is a social act constructed in discourse. In sum, so as to understand the process of stancetaking, theoretical underpinnings presented above are crucial for a better understanding of the possible forms and functions of stance in our interactions.

### **1.3 Statement of the Problem**

Stancetaking is significant as it allows speakers to “intrude to stamp their personal authority onto their arguments or step back and disguise their involvement” (Hyland, 2005, p.176). In other words, since stance devices are used by speakers to express their opinions, beliefs and evaluations, they are in the heart of applied linguistics studies. Therefore, the use and functions of stance particles need to be given high importance in order to gain a deeper understanding of language use. However, as languages do not have only their native speakers, it is significant to analyze nonnative use as well.

Since the majority of the English use presented in contexts were constructed by nonnative speakers, English serves as a lingua franca and the use of it differs from native speakers’ linguacultural forms and identities (Seidlhofer, 2001). Therefore, nonnative use of English and the functions of utterances gain much importance. In order to deepen the understanding on stancetaking, ELF speakers’ stances need to be analyzed and compared with native speaker use so as to detect different, or similar, applications of them. As a consequence, this thesis was conducted for examining the overall number of the specific epistemic stance particle and to determine the functions of them to contribute to the existing research. All in all, as this data consists of conference discussions between ELF speakers, it also fills the gap by analyzing interactions among nonnative speakers.

### **1.4 Purpose of the Study**

The purpose of this study is to analyze one certain epistemic stance phrase in ELFA corpus. As it is mentioned in the theoretical framework, there are two types of stance. In this study, the particular focus is on epistemic stance particle *I think* in the speech activity of conference discussions in ELFA corpus. Finding the overall number and frequency of stance instances and their functions are the main goal in order to understand nonnative English speakers’ stancetaking.

## 1.5 Research Questions

In alignment with the aforementioned purposes, the following research questions are answered in this study:

1. What is the overall number and frequency of epistemic stance particle *I think* in ELF conference discussions?
2. What are the functions of epistemic stance particle *I think* in ELF conference discussions?

## 1.6 Significance of the Study

Both verbal and nonverbal communication in our everyday life is a must for human beings. As, we repeatedly interact with each other by using language, we evaluate objects, position ourselves and show alignment during interaction. In other words, the act of stancetaking exists in our interactions substantially. Stance, according to Kiesling (2009), is displaying who we are in respect to interlocutor. Ultimately, because of its social and pragmatic function in our interactions, it is important to understand stance in human interaction, and that's why it is the main focus of this study.

Seidlhofer (2011) defined ELF as “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (p.7). Additionally since she thought “it is not a variety of English but a variable way of using it” (Seidlhofer, 2011, p.77), it needs to be given much importance to understand the nonnative use of English. Thus, this study may contribute to the literature by focusing on the interaction and language use in the ELF environment. Finally, as an emerging area, ELF use needs to be studied for a better understanding of NNS's English use. Thus, the findings of this study may bring important insights into the ELF area, as it deals mainly with nonnative discourse and provides findings that can also be compared or contrasted with other research studies.

## 1.7 Definitions

**English as a lingua franca:** Firth (1996) defines ELF as “a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p. 240).

**L1:** Mother tongue (Cook, 2001). In this study, L1 refers to participants’ first languages.

**L2:** Second language (Winke, 2007). In this study, L2 refers to English.

**NS:** Native speaker (Davies, 2000).

**NNS:** Non-native speaker (Varonis & Gass, 1985).

**Pragmatics:** It is the branch of linguistics and it focuses on the linguistic choices of speakers and the effects of their choices on the interlocutors of the social interaction (Crystal, 1987).

**Corpus:** “Corpus is a computerised collection of authentic texts, amenable to automatic or semi-automatic processing or analysis. The texts are selected according to explicit criteria in order to capture the regularities of a language, a language variety or a sub-language” (Tognini Bonelli, 2001, p. 55).

**Epistemic Stance:** It is a type of stance, which is used by speakers to position themselves as ignorant or knowledgeable. (e.g. *I think...* or *I don't know...*) (DuBois, 2007).

**Affective stance:** It is a type of stance and it used to describe speaker’s personal feelings. (e.g. *I'm glad.*) (DuBois, 2007).

## Chapter 2

### Literature Review

#### 2.1 Introduction

This chapter presents numerous empirical studies that relate to ELF corpus and stance in English. The chapter is divided into three thematically organized subsections for clarity purposes. The first subsection presents empirical corpus studies in ELF, and the second one represents empirical corpus studies on stance. Finally, the third subsection displays empirical corpus studies in ELF on stance.

#### 2.2 Empirical Corpus Studies in ELF

In this section, various empirical corpus studies in ELF are discussed, but these do not necessarily involve stance. However, it is equally important to understand empirical studies in ELF with divergent foci before. They are presented in order to show how scholars use corpus to analyze spoken discourse along with major findings. Overall, the studies include the analysis of specific utterances, grammatical structures, syntactic structures, prepositions and so on.

To start with, Fernández-Polo (2013) investigated the role of *I mean* from ELFA (English as a Lingua Franca in Academic Settings) corpus by examining 34 conference presentations. The findings revealed that ELF conference speakers employed *I mean* for various purposes throughout their presentations. The functions of *I mean* in this data set from ELFA are reported as to declare the speaker's intention to correct his/her mistake, to clarify the content and make it more explicit, to build his/her presentation, to create an understanding with the audience, to simplify his/her actions and to strengthen his/her arguments. All in all Fernández-Polo discussed that these functions of *I mean* are served for constant monitoring and readiness to correct one's own mistakes.

Mauranen, Hynninen and Ranta (2010) investigated academic discourses by using two different corpuses as the ELFA and SELF. ELFA corpus project is



significant for its achievement of 1 million words of spoken academic discourse and Studying English as a Lingua Franca (SELF) project has a purpose to gather participant experiences of ELF in a university environment. These are the main foci in this study. Therefore, their research explained the rationale and design of the ELFA corpus. As Mauranen (2005, 2006, 2007) stated that corpus methodology has been used to display ELF speakers' systematic new patterning in addition to the different patterns that are different from native speakers. It also showed that ELF speakers' syntactic structures tend to be explicit, as it can also be found in native speaker speeches (Ranta, 2006, 2009). Consequently, ELFA is an essential project for researcher(s) to examine nonnative English use and its features.

Another study was conducted by Metsä-Ketelä in 2016 on pragmatic vagueness in speech depending on the use of extenders. The paper scrutinized how ELF speakers use general extenders, such as *and so on, et cetera, or something* in intercultural communication in academic settings. The author retrieved the data from ELFA corpus, and 74 individual speech events consisting of 765.000 words were analyzed. The findings suggested that in order to achieve a successful and cooperative interaction, non-native speakers of English are also able to make use of appropriate pragmatic tools. Furthermore, they used general extenders for expressing intersubjectivity, hesitation, and politeness; organizing their speech; and also for paraphrasing and quoting. In consequence, the non-native speakers of English, from numerous different linguistic backgrounds, can manage to convey pragmatic meaning and communicate by using general extenders.

Utilizing another ELF corpus, Breiteneder (2009) focused on the verbal –s suffix, the 3<sup>rd</sup> person –s, in her study. She analyzed 43.000 transcribed words in which the 3<sup>rd</sup> person –s used from Vienna - Oxford International Corpus of English (VOICE). The study gave an understanding of some insights into the basic processes of language use of ELF speakers. For example, they form sentences like *“Everybody talk about it.”* by omitting the 3<sup>rd</sup> person –s as they thought that communication of the language is more important than the quality of the language (Breiteneder, 2009). The findings revealed that the English language that is used by nonnative speakers in

Europe is not a broken way of English because of their preference to omit the third person -s. Rather, it shows a natural development in the globalization of English. ELF speakers in this data thought, “The choice of the verb may be determined by the meaning rather than the form of the subject” (Biber, Johansson, Leech, Conrad & Finegan, 1999, p.187). In other words, the occurrence of the third person –s was omitted by some speakers because conveying the meaning is more important than the language form.

Another ELF corpus study was conducted on conjunctions in ELF academic discourse by Centonze (2013). She followed the taxonomy provided by Halliday and Hasan (1976) and based her research on the usage of additive conjunctions (e.g. *and*, *and...too*, *and...as well*) by ELF speakers in specific contexts such as interviews and conversations. The researcher(s) used 10 transcripts consisting of 5 interviews and 5 conversations in which there are 4.000 words from the VOICE, and analyzed types of conjunctions. The first outcome of the study is that conjunctions are more likely to be used in conversations rather than interviews. Another outcome was *and* is the most frequently used additive conjunction among ELF speakers, as it is easy to use, on the other hand the use of *and...too* conjunction is less, because ELF speakers have difficulty in constructing long sentences and they forget to add *too* at the end of the sentence (Centonze, 2013). The researcher adopted Biber et al.’s (1999, p.53-55) terminology as *and as phrase-connector* (e.g. *John and Mary*) and *and as clause-connector* (e.g. *John draws and Mary paints*) to classify the use of *and*. Therefore, the study claimed that in ELF academic setting, the use of *and as clause-connector* is more frequent in both interviews and conversations and the researcher identified four main functions of *and* which are coordinating *and* (links nouns and clauses), cumulative *and* (adds information), adversative *and* (contrasts ideas) and situational tagging *and* (used in turn-taking). Consequently, the last two types of *and* is usually used in the sentence instead of adversative conjunctions such as *but*, *yet*, *though*, *however* and so on. All in all, Centonze (2013) found out that ELF speakers tend to use specific patterns of conjunctions (*and*) rather than using the entire conjunction repertoire.

In another ELF corpus study, Önen (2015) examined prepositions in 54 speech events, 29 interviews, and 25 group meetings. The data came from Corpus IST-Erasmus, which consists of 10 hours 47 minutes of recorded speech and 93,913 words of transcribed data. The participants of the study were 79 Erasmus students who are incomers, and they represent 24 first languages. The paper had mainly two aims. The first one was to investigate whether there are differences between native speakers and ELF speakers in their usage of prepositions. The other purpose was to display occurring patterns in the use of prepositions and to make suggestions of implications for ELF-aware pedagogy in ELT departments. The findings of the study indicated that there are variations from Standard English in the use of prepositions by nonnative speakers in Corpus-IST Erasmus. In addition, ELF speakers not only tend to omit some prepositions in obligatory contexts, but also insert some redundant prepositions. As Cogo and Dewey (2012, p.57) stated that the innovative preposition uses is also widespread in Corpus IST-Erasmus such as *discuss about, difficulties about, different with, difference with and interested to*.

Anderson and Corbett (2010) conducted the final corpus study in this part by investigating the interactional spoken data elicited from Scottish Corpus of Texts and Speech (SCOTS). The researchers analyzed friendly language that is used to maintain personal relationships (Anderson & Corbett, 2010) and how this friendly language can help the learners of English as a second or foreign language. For example, the speakers in the corpus used phrases like *manky minging* and *wee which are* local phrases and the corpus evidence displayed that there are no exact equivalence of these phrases in Standard English. However, the choice of these phrases, have both semantic and pragmatic value since they maintain a friendly tone of conversation (Anderson & Corbett, 2010). Ultimately, these local varieties may raise students' awareness on language diversities and they can perceive language "as a thing to be examined" rather than "as a thing to be remembered" (McConachy, 2009, p.124). The paper aimed to produce an awareness of local speech varieties in English as a lingua franca. The findings of the study showed that in SCOTS there are many examples of nonstandard varieties that can encourage learners to be aware of

language possibilities while making decisions in their own language development process.

To conclude, as can be inferred from this section, there are various kinds of corpus studies that have foci on different aspects of nonnative speaker use of English. Thus, native and nonnative use of the language is compared and contrasted in order to reach some conclusions. Certain structures were similar in the use and function, whereas some others were carrying different functions. Thus, similar to this study, all came up with different interpretations about ELF speakers' use of English.

### **2.3 Empirical Corpus Studies on Stance**

Previous research studies have examined numerical aspects of ELF but this section has a focus on the expression of stance in various registers both written and spoken such as research articles, textbooks, student essays, interviews, academic articles and more in order to represent how corpus-based stance studies were conducted.

Sakita (2013) conducted a study on the discourse marker *well* in American English by using the dialogic framework proposed by Du Bois (2007). In this study, *well* was analyzed according to two contextual categories, which are stance divergence among utterances and stance shifts inserted in topic shift. Stance divergence is an opposition, both to other speaker's or the speaker's own stance (Sakita, 2013), while stance shift is closing the previous discourse and undertaking the following discourse (Svartvik, 1980; Carlson, 1984; de Klerk, 2005). The natural conversational data in this study was elicited from Santa Barbara Corpus of Spoken American English (SBCSAE) Parts 1 and 2 (Du Bois et al. 2000; Du Bois et al. 2003), and 704 examples of *well* were analyzed in 30 discourse files. As a result, *well* occurs in two main contexts, specifically at where the next response is inconsonant with the previous discourse and at the topic shift. Also, *well* is apparently different than other stance markers, as it does what the other markers do not. When there is a conversation about a lemon tree between the speaker and a girl who took some lemons from the tree, as the speaker caught the girl taking some and

the girl said, “Kenneth said I could take some lemons. You don’t mind, do you? ” The speaker answered, “Well, yeah. In fact I do mind.” This is an example of stance divergence, as *well* in this conversation mitigates the opposition while the following utterance clarifies it. Another example can be given when there is a conversation about one’s birthday party and all of the speakers are talking about the birthday owner’s gifts and a speaker says “*Well, happy birthday.*” Here the speaker who owns this utterance request a “topic shift” (Pennock Speck, 2000, p.32) by using *well*. Consequently, *well* negotiates stance and adjusts interpersonal relationships between conversational participants and specifically, it performs as a mitigator at the interpersonal level for stance shift and presentation (Sakita, 2013). Additionally, it acts like a buffer for stance contradiction, disagreement and variety.

In addition to limited research on stance in spoken discourse, most studies on stance have been conducted in written or academic discourse. Chan (2015), for instance, conducted a corpus-based study on stance in dissertation acknowledgements. He intended to investigate how the expression of stance in acknowledgements varies across disciplines. The data was based on a corpus of acknowledgements collected from 256 PhD dissertations from three different Hong Kong universities. The corpus included 77.180 words and six academic subjects in three groups as pure disciplines (Applied Linguistics, Business Studies, and Public Administration), hard-pure disciplines (Biology) and hard disciplines (Computer Sciences and Electronic Engineering). The author used the AntConc software to analyze the data. Modals, adverbs, complement clauses, stance verb + *to* clause, stance adjective + *that* clause, stance adjective + *to* clause, stance noun + *that* clause and stance noun + *to* clause was investigated as stance devices. The findings of the study declared that adverbs and complement constructions are salient in pure disciplines and modals are common in hard disciplines. Also, *to-clause* constructions are used more than *that-clause* constructions in both disciplines.

Furthermore, when modals are used with animate subjects, they express gratitude and taking responsibility of the writer (e.g. *I would thank...*) and when they are used with inanimate subjects (e.g. *The thesis can report...*) they display formal

tone and writer's act of responsibility (Hyland & Tse, 2004). On the other hand, the modals *must* and *should* express personal obligation (e.g. *I must thank ...*). Epistemic adverbs (e.g. *It is really a wonderful experience...*) shows "factual information" and "high personal involvement and personal attitudes" according to Biber (2006, p.106). In addition, stance verb + *that clause* expresses writer's reflection on his/her work (e.g. *I know that it is...*) while stance verb + *to clause* displays personal desires (e.g. *I want to send...*) (Chan (2015). Stance adjective + *that clause* (e.g. *I am sorry that...*) and stance adjective + *to clause* (e.g. *I am so lucky to meet...*) express personal feelings. Finally, stance noun + *to* and *that clause* reflects the writer's intention and emotions (e.g. *It has been an honor to be...*). Ultimately, different stance devices serve several functions, such as expressing personal feelings, expressing judgments made by different thanked addressees, application of one's research and concerns on one's future career plans. To sum up, this study highlighted the importance of the analysis of stance, as well as, the convenience of the analysis of certain social functions and stance devices.

Sayah and Hashemi (2014) investigated stance and engagement features in discourse analysis papers. The researchers analyzed 90 discourse articles published in ISI (International Scientific Indexing) and non-ISI journals on several disciplines like sociology, linguistics, and education; and they were chosen randomly according to their availability. The ISI journals that were picked by the researchers consist of 3,407 and non-ISI journals have 29,005 words in it. The data was analyzed in terms of stance and the engagement model of Hyland (2005) and different classifications of hedges model of Prince et al. (1982). As for the outcomes of the study, the authors found significant differences in developing certain features such as hedges, appeals to shared knowledge and self-mention. In some of the articles it was realized that boosters and hedges are crucial for preferred communicative style, interpersonal strategies and organized preconceptions in order to write discourse analysis articles. Also, they suggested establishing content that highlights socio-cultural perspectives and provide learners with interactive stances and engagement features.

McGrath and Kuteeva (2012) conducted a study on stance and engagement in writing practices of pure mathematics from an ESP (English for Specific Purposes) genre analysis perspective. The authors used the framework of Hyland (2005) and the data consists of a corpus of 25 pure mathematics articles from 5 authors, as well as, semi-structured interviews by the same authors. The purpose of these interviews was to reveal the reasons behind frequent patterns in the corpus analysis and to make the authors respond to the stance and engagement markers in the context as readers. Findings of the research suggested that some of the findings were expected, like the high number of directives in the sections, while some of them were unexpected, such as the presence of attitude markers and boosting devices that disproved that the mathematical discourse was objective and carried out by standardized codes. Ultimately, the high number of shared knowledge references was one of the surprising outcomes of the study. Also, these references were not only used as an engagement, but also to convey stance with acknowledged methods of discipline.

The final study of this part was conducted by Pérez Blanco (2016), and it was a corpus based contrastive study in which the realization of negative attitudinal stance in English and Spanish was contrasted through the use of evaluative adjectives. The main purpose of the study was to analyze grammatical patterns in which negative evaluative adjectives seen in each of the languages. For this study the author got help from C-OPRES (Comparable Corpus of Opinion Press English - Spanish), an English Spanish comparable corpus of written opinion discourse. The size of the corpus is approximately 1 million words in each language. However, the author elicited the data by randomly choosing the data from January to December 2006, because some text types contain pervasive use of stance markers in opinion discourse. As the findings of the research revealed, evaluative adjectives are one of the basic lexical resources for both languages, they are used to convey authorial stance. Thus, the data displayed cross-linguistic similarities and differences in the distribution of these grammatical patterns found in both languages. Also, the great deal of negative evaluation adjectives were seen as head modifiers in noun phrases in both English and Spanish. Consequently, the study proved the adequacy of a corpus

based contrastive analysis to consider expressions of the evaluation and the validity of the findings.

## 2.4 Empirical Corpus Studies in ELF on Stance

In the previous sections, empirical studies on ELF corpus with varying foci and stance have been presented. More specifically, this section presents empirical research on stance in ELF corpus bringing these notions together.

Baumgarten and House (2010) conducted a research study on epistemic stance as a corpus study. They investigated the stancetaking markers *I think* and *I don't know*, which are high frequency collocations used by native and nonnative speakers of English. The study was based on the assumption that the constructions of *I think* and *I don't know* differs in L1 English discourse and ELF discourse. Since nonnative speakers of English have different concepts in their minds due to speaking different L1s, the interaction may arouse specific ELF patterns of stancetaking. The data came from the Corpus of Contemporary American English (COCA) and British National Corpus (BNC) and the analysis demonstrated that the use of stancetaking markers *I think* and *I don't know* overlapped only slightly in the L1 and ELF interactions. Native and nonnative speakers' meaning variants, context of use and preferences for specific structural forms showed a significant difference. For instance, native speakers use the epistemic stance *I think* for providing an answer to a question and corroborating other's utterance, while nonnative speakers of English use it for expressing agreement, drawing conclusions and contradicting.

In addition, L2 speakers mostly used *I think* in the single construction (e.g. *I think about*) while L1 speakers employed the pragmaticalized form of it (e.g. *The younger people, I think, go for that.*). In contrast to L1 speakers, L2 speakers used *I think* as an additional marker of the subjective perspective of the speaker. On the other hand, while using *I don't know*, L1 speakers used more grammaticalized and pragmaticalized form of the expression, whereas L2 speakers used it in a less grammaticalized and pragmaticalized way. The purpose of using this expression differs too. Unlike L2 speakers, L1 students used these expressions in order to



express uncertainty, avoidance, neutrality and non-commitment while L2 speakers used it for expressing insufficient information. Consequently, both L1 and L2 speakers of English employed these markers for different functions in their interactions.



## Chapter 3

### Methodology

#### 3.1 Introduction

This chapter aims to describe the methodology of the study including philosophical paradigm, research design, universe and participants, procedures, trustworthiness, and lastly limitations. The procedure section has also been separated into subtitles: types of sampling, sources of data, data collection procedures, and data collection analysis respectively.

The following research questions investigated in this study are:

1. What is the overall number and frequency of epistemic stance particle *I think* in ELF conference discussions?
2. What are the functions of epistemic stance particle *I think* in ELF conference discussions?

#### 3.2 Philosophical Paradigm

Paradigm is defined as a “set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organized study of that world” (Filstead, 1979, p.34). In other words, it is an underlying belief system or worldview guiding the research (Guba & Lincoln, 1994). Qualitative and quantitative research designs are the most common research methods. Qualitative research methods are more naturalistic and case-based with a main goal to interpret participant experiences. In other words, for data collection and analysis, humans are the main source and instrument (Merriam, 2002). Since this study focuses on participant experiences in a context-specific setting and includes methodology of discourse analysis, it involves a qualitative research design.

As human development is socially occurring and the meanings are constructed through social interactions, this study is done by analyzing naturally

occurring data from the corpus. Since the meaning is not developed only by the speaker utters it, but also, it is co-constructed by the speakers and hearers collectively, according to their own interpretation. Thus, the meaning is rather created by human beings, rather than discovered. Since constructing languages and meanings are such complex issues, social constructionism may deepen the understanding behind them. According to social constructionists, the meaning is not discovered, but created or constructed by using different interpretative strategies from different people, even if the phenomenon is the same. In other words, according to Durrheim (1997), social constructionism emphasizes the social, historical, and collective nature of human action. Crotty (1998) claimed that human beings accomplish society and the social world creatively and actively. In other words, dynamics of social interaction are regularly changing due to the change of society (Holmes, 2007). Furthermore, Crotty (1998) stated that interpreting the way of participants' constructing their understandings is very crucial, thus, this research study has arisen from an interpretivist paradigm in addition to social constructionism. Finally, since people and groups affect the way of each other's conceptions and mental representations of actions in ongoing interactions, interpretivism underpins this study.

### **3.3 Research Design**

The research design in this study involves discourse analysis utilizing corpus-based linguistics. More specifically, the study was conducted by analyzing naturally occurring data during conference discussions between participants with different academic roles and nationalities. The data was analyzed through focusing on specific linguistic elements of stance and their functions.

Social factors and social context have a large role in shaping participants' use of languages, while forming their social relationships. As Stubbs (1983) mentioned, there is a language above the sentences and clauses, which serves different functions. In other words, while forming our sentences and our speeches, our choices have a function and a message on the other speakers. Secondly, as Locher (2004) and

Tannen (2005) stated, meaning is not created by only the speaker, but also constructed and interpreted by all the participants in social interaction. Therefore, interlocutors are also responsible of the meaning that is created by the speakers. However, to obtain conclusive findings and interpretations, discourse analysis is very significant.

According to Fairclough (2003) “language is an irreducible part of social life” (p.11). Therefore, language, research and social life are inseparable components. In other words, as people take part in different fields of social life, language is constructed according to patterns formed by their utterances form (Jørgensen & Phillips, 2002). Therefore, discourse analysis is the analysis of these patterns. In order to analyze these patterns accurately, naturally occurring data is the best way, as it represents social life.

As Bardovi-Harlig and Hartford (2005) stated, collecting naturally occurring data is like natural research analysis and this study serves a function of being a natural one by the help of corpus. There are two types of corpus linguistics namely corpus driven and corpus based linguistics. Corpus driven linguistics rejects pre-defined categories and starts with simple word forms, so categories emerge from the data itself, while corpus based linguistics is an analysis of pre-defined linguistic features (Cogo & Dewey, 2012). Accordingly, the methodology used in this study is the corpus-based linguistics, as linguistic features defined before analysis. For this study, epistemic stance *I think* was chosen as the linguistic feature to determine the functions employed by the ELF speakers. In addition, the primary data for the study is naturally occurring conference discussions between NNS of English.

### **3.4 Target Population and Participants**

The context of the study was taken from ELFA corpus. It was completed in 2008 and it is still being developed. The corpus contains almost 131 hours of recorded speech including 1 million words of transcribed spoken academic ELF interactions. The transcripts are freely available to all researcher(s) and they were made at the University of Tampere, the University of Helsinki, Tampere University

of Technology, and Helsinki University of Technology. Monologic speech events, such as lectures and presentations consist of 33% of the data; and 67% of it is dialogic or polylogic speech events, such as seminars, thesis defenses, and conference discussions. Additionally, the ELFA corpus is consisted of several disciplinary domains: 29% social sciences, 19% technology, 17% humanities, 13% natural sciences, 10% medicine, 7% behavioral sciences, and 5% economics and administration.

Moreover, the speakers in the corpus represent the numerous ranges of first language backgrounds. In other words, there are 650 speakers with 51 different native languages from all over the world such as Finnish, German, Russian, Swedish, Dutch, Italian, Polish, Arabic, Turkish and so on. As this study is about stance, I choose to analyze authentic ELF speech in the ELFA corpus and analyzed all the conference discussions in the data as speech events. In these 14 conference discussions, there are 282 participants and 171 speakers from 37 different nationalities, including mostly Finnish, English and Swedish. However, the nationalities of 19 speakers are unknown. Table 1 shows all speakers' nationalities.

Table 1

*Nationalities of Speakers*

Nationalities	N	%
Finnish	68	40%
Unknown	19	11%
English	18	11%
Swedish	10	6%
Bengali	6	4%
Japanese	4	2%
Portuguese	4	2%
German	3	2%
Russian	3	2%
Various	36	20%
Total	171	100%

As for the academic roles of the speakers, 37% are senior staff and the remaining academic staff consist of junior staff, research students, master students, other, unknown and so on. Table 2 shows the academic roles of all the speakers.

Table 2

*Academic Roles of the Speakers*

Academic Roles	N	%
Unknown	56	33%
Senior Staff	64	37%
Junior Staff	14	8%
Research Student	21	12%
Master Student	2	1%
Other	14	8%
Total	171	100%

Table 3

*Gender of the Speakers*

Gender	N	%
Male	102	60%
Female	68	40%
Unknown	1	1%
Total	171	100%

As for the gender, 68 of the speakers are female and 102 are male. In Table 3, the overall number and frequency of genders of the speakers can be seen. Finally, the age of the speakers ranges from 24 to 51 and over, in all conference discussions.

### **3.5 Procedures**

This section is divided into six subsections in order to give detailed clarifications and presents types of sampling, sources of data, data collection and analysis procedures, trustworthiness and finally limitations and delimitations of the study.

**3.5.1 Data collection procedures.** In order to conduct a research study, sampling as the procedure of selecting people from a population is a must, since it is impossible to do the study with the whole population. According to Lohr (2009) a proper sample needs to be “representative in the sense that characteristics of interest in the population can be estimated from the sample with a known degree of accuracy” (p.3). Therefore, the chosen participants need to represent the target population. Although sampling has four main categories, in the social and behavioral sciences, probability and purposive (non-probability) sampling are the most commonly used procedures (Teddlie & Yu, 2007).

Probability sampling which is divided into five categories as simple random sampling, stratified sampling, cluster/area sampling, stage sampling and systematic sampling is mostly used in quantitative studies, since it deals with large numbers of samples from a population (Kothari, 2004). As Compeau, Tashakkori and Teddlie (2003) asserted probability sampling consists of “selecting a relatively large number of units from a population, or from specific subgroups of a population, in a random manner where the probability of inclusion for every member of the population is determinable” (p.713).

Another most commonly used type of sampling is purposive sampling with four main types, such as convenience (deliberate) sampling, quota sampling, judgmental sampling and sequential sampling (Kothari, 2004). In order to find specific answers to the research questions, the purposive sampling units are chosen accordingly and it is the method that is usually used in qualitative research studies.

This study based on the analysis of epistemic stance, allows people to express their thoughts, beliefs and personal evaluations. Therefore, the conference speech event was purposefully chosen among 13 speech event types in the ELFA corpus, as it is expected to find relative more epistemic stance particles when compared to other activity types, such as lectures. Therefore, the sampling method used in this thesis is judgmental sampling, as it is the most purposeful sampling type in which researchers select the most appropriate sample to help answer the research questions posed (Marshall, 1996). Consequently, as my purpose is to analyze epistemic stance in the data, it is more rational to work on interaction based speech event that is chosen via judgmental sampling.

The data examined in this study was collected from the ELFA corpus and is actually 130 hours and 59 minutes long, however, I specifically examined the speech activity of conference discussions and analyzed the data set of 9 hours and 3 minutes. In the data, there are 13 conference discussions including 282 participants and 171 speakers from 37 different nationalities. Also, there are 4 different academic domains like Economics and Administration, Humanities, Social Sciences, and Technology including 9 disciplines as Cultural Studies, Social Policy and Social Work, Political History, Swedish Philology, Regional Studies, History of Science and Technology, Management Studies, Information Sciences, Russian Studies. Finally the data was recorded from 2002 to 2006 and Table 4 shows this additional information.



Table 4

*Source of Data*

Interaction ID	Duration	Number of Participants	Number of Speakers	Academic Domain	Discipline	Recording Date
CDIS01C	00:25:33	29	11	Humanities	Cultural Studies	1.7.2002
CDIS01B	00:21:02	29	9	Humanities	Cultural Studies	1.7.2002
CDIS06B	00:25:47	25	10	Social Sciences	Social Policy And Social Work	25.5.2005
CDIS090	00:38:28	45	14	Social Sciences	Political History	16.10.2006
CDIS020	00:18:55	25	6	Humanities	Swedish Philology	16.8.2002
CDIS040	00:20:25	unknown	5	Social Sciences	Regional Studies	7.11.2003
CDIS03B	00:41:27	unknown	12	Humanities	History Of Science & Technology	15.11.2003
CDIS050	01:11:16	unknown	14	Economics And Administration	Management Studies	09.11.2004 - 11.11.2004
CDIS08A	00:51:46	40	21	Technology	Information Sciences	14.3.2005
CDIS08B	01:39:35	39	27	Technology	Information Sciences	15.3.2005
CDIS01A	00:24:24	11	7	Humanities	Cultural Studies	1.7.2002
CDIS070	00:35:09	15	9	Social Sciences	Russian Studies	17.3.2005
CDIS01D	00:31:26	24	13	Humanities	Cultural Studies	2.7.2002
CDIS03A	00:38:41	unknown	13	Humanities	History Of Science & Technology	14.11.2003
Total	09:03:54	282	171			

The data in this study was collected from the ELFA corpus and was free and available for everyone. As the first step, a request form was submitted to the system, which includes demographic information, research plan and license agreement. The second step, the person in charge of the ELFA corpus e-mailed me with the data in a compressed file format. As the third step, the whole data was analyzed in order to come up with any feasible findings. Since this research study seeks to analyze epistemic stance *I think*, an appropriate speech event was chosen among the others. The chosen speech event “conference discussions”, was analyzed in order to find the overall number and frequency of the epistemic stances. Finally, the stance particles were analyzed through specific examples to determine their functions (see Appendix A to see the transcription conventions).

**3.5.2 Data analysis procedures.** Firstly, after gathering and printing the data, it was color-coded in order to determine specific stance particles *I think* and then all of the particles were analyzed one by one according to Baumgarten and House’s (2010) structural coding scheme. In this coding scheme Baumgarten and House observed *I think* in three formal structures, namely simple clause construction, main clause in complement clause construction and verbal routine (Coulmas, 1981; Edmondson, 1989, 1999; Edmondson & House, 1981; House, 1996a, b).

Table 5  
*Formal Structures of I think*

Three formal structures of <i>I think</i>	Examples
Simple Clause Construction	<i>I think so/ I think about the Chinese people...</i>
Main Clause in Complement Clause Construction	<i>I think (that) it's just gonna happen.</i>
Verbal Routine	<i>And so especially the younger people, I think, go for that, the new stuff.</i>

As seen in the Table 5, the epistemic stance particle *I think* was divided into three structures. In simple clause construction, the epistemic phrase *I think* is followed by *so* or a simple clause, while in main clause in complement clause

construction, *I think* is followed by a main clause with or without the complementizer *that*. Finally, in verbal routine, the epistemic phrase *I think* is in the middle of the clause. Therefore, the data was analyzed according to the structural scheme of Baumgarten and House (2010) and each sentence that included the stance particle, was read and its structure was determined in order to reach a conclusion.

After finishing structural analysis of *I think*, functional analysis was done with the help of the functional context of Baumgarten and House (2010). In their research, they divided functional contexts into two sections as a context of L1 and ELF, and ELF contexts.

Table 6

*L1 and ELF Overlapping Functional Contexts, and ELF Contexts of Epistemic Stance I think*

L1 and ELF Contexts	ELF Contexts
Providing an answer to a question	Expressing agreement
Corroborating other's utterance	Drawing conclusions
Introducing new or related topic	Contradicting
Repeating own or other's contribution	Expressing contrasting views
	Displaying knowledge
	Elaborating previous utterance
	Sharing personal experience
	Rejecting other's contribution
	Reinforcing own preceding claim
	Giving explanations
	Conceding

To sum, the data was analyzed and epistemic stance particle *I think* was found and were grouped into three categories as mentioned above. Afterwards, by taking Baumgarten and House's contexts into consideration, functional analysis was done on typical structural examples. Additionally, another colleague took part in the analysis as the intercoder to compare our findings. A 95% match was found between the two sets of coding by the two of us. In the results chapter, more detailed structural and functional analysis of *I think* was given in some specific examples.

**3.5.3 Trustworthiness.** A trustworthy research study needs to have accurate findings and implementation. Thus, the standards of quality in qualitative and quantitative research are usually different. For discussing the trustworthiness of a research study, Lincoln and Guba (1985) have used some terms in qualitative research. The terms were internal validity, external validity and reliability; however, they were changed to credibility, transferability and dependability respectively. (Denzin & Lincoln, 1998; Guba & Lincoln, 1981; Merriam, 2009).

Credibility is related to having trustworthy findings and is indeed related to the validness of researcher's interpretations. Discourse analysis requires interpretative work of the researcher and Gee (2011) stated that human beings use language to interpret the world. Therefore, in order to improve the credibility of this study, authentic data were analyzed and interpreted for a deeper analysis. This was done through the empirical analysis of the transcribed conference discussions in the data. The interpretations were based on linguistic features and choices provided by the participants in the corpus data.

The idea of transferability, which was called external validity, is related to the applicability of the research findings to other context (Merriam, 2009). As Duff (2008) stated that it is not reasonable to just agree with the researcher's interpretations, rather one needs to make comparisons with his/her context, in order to judge the transferability of the interpretations. In other words, it is the readers who test the transferability of a research study. Consequently, so as to evaluate the transferability of this research, readers need to observe similarities and differences between the findings and implementations in this study and conference discussions in other EFL corpus.

Additionally, the notion of dependability is obtaining the same findings as the study is applied in the same context with the same procedures. In order to satisfy the criteria, the researcher needs to clarify data collection methods, data collection and analysis procedures. Patton (2001) claimed that dependability is related to the evaluating the quality of the design and analysis of the study. Hence, meeting the dependability criteria is also the researcher's ability to convince readers by providing

a sufficient amount of information. Ultimately, in order to maintain trustworthiness of this study, all the stages throughout the study were showed precisely in the previous sections.

### **3.6 Limitations**

This study was done through collecting data via the ELFA corpus and it consisted of about 9 hours of spoken English in the speech event of conference discussions. The findings of this study are descriptive and they shed light on to the setting and the examined population. Nevertheless, the main purpose is to designate the number and frequency of epistemic stance particles to gain an understanding of speakers' stancetaking functions in the speech event of conference discussions in English between NNS of English, rather than generalizing the findings to the other contexts. Another main goal of this study is to analyze how and why the participants of the study use epistemic stances in ELF. Hence, as this study was concerned with the language use, the findings may be transferable to similar studies and contexts.

### **3.7 Delimitations**

The findings and their interpretations depended on a certain type of speech event and certain numbers of participants and discussions, which could be considered as a delimitation of this study. Thus, in order to gain a deeper understanding of the issue, additional data could be used. Furthermore, the data used in this study was only taken from the ELFA corpus, and was all authentic, therefore, they were limited even if they were additional data sources available. Ultimately, since the discussions were taken from a certain corpus and a certain speech event, this is the delimitation of the study.

## Chapter 4

### Results

#### 4.1 Introduction

This chapter presents the findings of all the data gathered from the ELFA corpus to find out NNS speakers' use of epistemic stance *I think*. The findings were grouped into three main sections; overall findings, the structural findings, and the functional findings. The purpose of this chapter is to display the answers of the two research questions, which sought to find the overall number and frequency of the epistemic stance *I think* and its functions.

#### 4.2 Overall Findings with regard to Epistemic Stance Phrases

Before presenting the findings related to the first research question, I would like to show the frequency of the most common epistemic stance phrases, which are *I think*, *I don't think*, *I know*, and *I don't know* in the speech activity of conference discussions in the ELFA corpus.

Table 7

*Overall Findings of Epistemic Stance Phrases in Conference Discussions*

ELFA Corpus	N	%
<i>I think</i>	321	78%
<i>I don't think</i>	13	3%
<i>I know</i>	30	7%
<i>I don't know</i>	49	12%
Total	413	100%

As it can be seen from the Table 7, the epistemic phrases *I think*, *I don't think*, *I know* and *I don't know* are common stance particles that were found in the speech activity of conference discussions in the ELFA corpus. The epistemic stance *I think* is the most frequent stance phrase in the data with the number of 321 and the

percentage of 78%. The epistemic stance *I don't know* is the second most common epistemic phrase with the number of 49 and the percentage of 12%. Finally, the epistemic phrases *I know* and *I don't think* are the less common epistemic phrases with the numbers of 30, 13 and the percentages of 7% and 3% respectively. Correspondingly, in the Corpus of Contemporary American English (COCA) and in British National Corpus (BNC), *I think* is the most frequent *I + verb* collocation (Baumgarten & House, 2010). Since native and nonnative speaker use of English does not belong to the same process of linguistic development (Baumgarten & House, 2010), the use of combinations may alter in the ELF data from L1 English data. Accordingly, since the stance particle *I think* was the most common stance phrase in both COCA, BNC and ELFA, it was purposefully chosen to be analyzed.

#### 4.3 Findings with regard to the Structural Categories of *I think*

As it is stated above, Baumgarten and House's (2010) structural coding scheme was used in order to examine the structural features of epistemic stance phrase *I think* in the speech activity of conference discussions in the ELFA corpus. The structural patterns were divided into four groups, such as single clause construction, complement clause construction, verbal routine, and other.

Table 8

##### *Structural Findings of I think*

ELFA Corpus	N	%
Simple Clause Construction	4	1%
Complement Clause Construction		
<i>that omitted</i>	210	65%
<i>with that</i>	40	12%
Verbal Routine	69	21%
Total	323	100%

As for the results, the most commonly used form is the complement clause construction of *I think* without the complementizer *that* with the number of 210, and

it is far more frequent than the other forms. The typical examples of this structural category include:

Excerpt 1:

<S2> er ***i think*** it is published on the erm UNIFEM website united nation development fund [for women] </S2>

Excerpt 2:

<S33> uh-huh er, ***i think*** if you read some recent policies because i have been studying abroad for a few years and ... </S33>

In Excerpt 1, the typical use of *I think* as a complement clause construction without the complementizer *that* is followed by a main clause of *it is published on the erm UNIFEM website* [...] fund; and in a similar vein, it is followed by an *if* clause where *that* was again omitted after *I think* in Excerpt 2.

The second most frequent structural category, is the category of verbal routine with the number of 69. As stated earlier, the use of *I think* as a verbal routine can be observed in the middle or at the end of the utterance. The typical examples for this category appears as follows in the dataset of this study:

Excerpt 3:

<S17> ... so er communication yeah ***i think*** is er is vital for us human being <S18> mhm </S18> [@@] </S17>

Excerpt 4:

<S33> yeah yeah i'm actually er based on my personal experiences ***i think*** in er er compared to the universities such as in finland... </S33>

As can be seen in both excerpts, the use of *I think* as verbal routine occurs in the middle of the utterances. In Excerpt 3, for instance, it follows the subject of the sentence and comes immediately before the verb *to be* of the sentence. In Excerpt 4, *I*



*think* as a verbal routine, is seen after the object of the sentence and prior to the reduced adverbial clause in the sentence.

Complement clause construction of *I think* with the complementizer *that*, was the second least frequent form with the number of 40. It is the same as the most frequent type of *I think* but the only difference is that this structural type of *I think* has the complementizer *that*. The typical examples of this structural category include:

Excerpt 5:

<S18> well ***i think that*** we can i mean you can find <S9> [yeah]  
</S9> [the] answers from the discussion...</S18>

Excerpt 6:

<S24> uh-huh just to continue a little bit with regard to the  
UNESCO convention proposal there is a proposal ***i think i think  
that*** it was er suggested by the chairman...</S24>

Excerpt 5 and Excerpt 6 show that, epistemic phrase *I think* is followed by the complementizer *that* and after the phrase, a main clause complements the sentences. Additionally, in the excerpt 6, the phrase *I think* was repeated before the main clause *it was er suggested by [...]*.

Simple clause construction of *I think* is the least commonly used form in the speech activity of conference discussions in the ELFA corpus. In this category the epistemic phrase *I think* is followed by *so*. The typical examples for this category appears as follows:

Excerpt 7:

<S2> er ***i think so*** I mean it's less and less useful for political er  
interest and as you said the president of catalonia (xx)  
mountain... </S2>

Excerpt 8:

<S16> [mhm] mhm *i think so* yeah mhm-hm </S16>

As can be seen in Excerpt 7 and 8, the epistemic phrase is used in simple clause construction and they are followed by *so* as stated above. In Excerpt 8, *I think so* is followed by agreement tokens such as yeah, mhm-hm.

#### 4.4 Findings with regard to Functions of *I think*

Besides the structural forms of *I think*, the functional analysis was also conducted by examining the surrounding contexts of *I think* in the data. The analysis demonstrates that epistemic stance phrase *I think* is utilized for a range of functions, namely presenting subjective opinion, showing agreement and creating alignment in the speech activity of conference discussions in the ELFA corpus. In what follows, typical examples are given in order to exemplify these functions in accordance with the structural categories presented earlier.

As it is stated before, the use of *I think* as a complement clause construction without the complementizer *that*, was the most frequent. In the Excerpts 9, 10, 11, and 12 below, we see how *I think* is employed to serve various functions. Excerpt 1 was taken from the CDIS01C numbered conference discussions. The academic domain and the discipline of the conference discussion are humanities and cultural studies correspondingly. In addition, this conference discussion, in which there are 11 speakers had the title of Crossroads in Cultural Studies Conference 1: White Nights, Dark Spaces - Cultural Abstractions of Northern Landscapes.

Excerpt 9:

<S10> ... so i thought maybe this was another part of the the process of you know [...] one of the great projects in sweden before as part of their modernity was this idea of colonising their northern regions and er it was back a long way to to the back to <NAME> in in the 17th century who thought of the north as the not the periphery but the centre *i think* you mentioned it something to that as well but the north was the place ...</S10>

The main focus of this part of the conference is the cultural modernity projects and S10 starts to present his/her ideas on the issue. In the middle of her utterance, he uses *I think (that omitted)* and he continues his sentence by saying *you mentioned it something to that as well [...]*. According to this example, it can be interpreted that S10 used the epistemic phrase *I think (that omitted)* in the sentence in order to show acknowledgement. The following example in Excerpt 10 was taken from the CDIS08B ID numbered conference discussions. Furthermore, the academic domain and the discipline of this conference are technology and information sciences. There are 7 speakers in the example and the title of this technology conference is Global Challenges of eDevelopment Conference 2.

Excerpt 10:

<S27> er if we look at the phase with which the chinese university system is probably expanding in these days <S33> yeah </S33> and the huge requirements [...] in the chinese universities *i think* there is no way to to purchase the new scientific literature to order the journals and so on *i think* there must be a huge need to er have a more open access to the results of scientific research using <S33> [mhm] </S33> [effective] wi- and er new new information and communication technologies have i guessed right </S27>

The speakers of the discussion discuss the Chinese university system and the S27 presents his own personal thoughts by using the stance particle *I think* twice. In his first utterance *I think* is followed by the main clause of *there is no way [...]* and in the second utterance, similarly, it is followed by the main clause of *there must be a huge [...]*. In both utterances he uses it for explaining his subjective opinion, however, the second form of *I think* has an additional function because of the following utterance “*there must be a huge [...]*. Consequently, *I think* here creates boosting because of the modal verb of *must*. The following example in Excerpt 11 is again from the CDIS08B ID numbered conference discussions.

Excerpt 11:

<S25> [*i think* this i mean] this goes with the idea of i mean this modern western notion of of progress where you think you know progress has to be there but it's not a universal idea [...] and but *i*

*think* what this risk i mean let let then those who introduce them take also the responsibility ... </S25>

The given example is about adaptable technologies and the S25 shares his personal opinion on the subject. However, the first form of *I think* is a typical example of a false starter because it is not followed by neither a simple clause nor a main clause. Moreover, the second *I think* shows contrasting views as it comes after the conjunction *but* and it is a typical example of the main clause in the complement clause construction as *I think* is followed by the main clause of *but I think what this risk I mean [...]*. The final example in Excerpt 12 is the CDIS06B ID numbered conference discussions. Additionally, its academic domain is social sciences and it belongs to the discipline of social policy and social work. The discussion in which there are 10 speakers has the title of Text, Interaction and Communities Conference 2: Professionals, Clients and Interaction.

Excerpt 12:

<S17> ...when i see my children i see babies or who can't speak you know when they want something they make sure they point at it and they get it you know someone is going to get it for them if they want or if they don't want something you know they make sure even they can't say no they make sure that (xx) you understand they say no they may not go through *i think* it's quite hard to develop this skill but *i think* it's *i think* it's our survival to be able to communicate ...</S17>

In this this final example of this section, the speakers talk about babies and children's speaking abilities and their developments. In each use of *I think* the complementizer *that* was omitted from the sentence and they are all used in order to share personal opinion and proposition. Ultimately, the last two phrases of *I think* has repetition and it can be inferred as saving time and planning the utterance.

The second most frequent epistemic stance structure of *I think* is the verbal routine. The use of *I think* as verbal routine can be observed in the middle or at the end of the utterance, as was mentioned previously. The example in Excerpt 13 was chosen from the CDIS08A ID numbered conference discussions. The academic

domain is technology and the discipline of it is information sciences. The conference discussions, in which there are 21 speakers, has the title of Global Challenges of eDevelopment Conference 1.

Excerpt 13:

<S7> [oh yeah yeah so that's] er what this distance learning initiative is actually planning to put up er to establish erm satellite operated broadband connections to certain schools and certain er islands not everywhere but in certain places where they can start developing distance learning er er er things say er invite er students from a larger region to participate in these schools and er so on but the- they will also get this broadband also er er this er what's it called this er er wireless er net but not W-LAN but this er <S15> [wirenet] </S15> [with] just more extension GAN what's it called </S7>  
<S14> wirenet </S14>  
<S7> er W- </S7>  
<S15> that's er with a 50 kilometre [(range)] </S15>  
<S7> [something] like that yeah there there are plans er to er try that especially on er more densely populated areas so for guadalcanal certain areas in guadalcanal er er and *i think* also on malaita so these are hi-tech things that are expensive er it's also a matter of getting the finances right...

In the example given above, the speakers are discussing building satellites, which may contribute to distance learning initiatives. The building areas are the main focus in the example. The S7 presents his own personal opinion by using *I think* in the middle of his sentence as a verbal routine. The following is an example in Excerpt 14 from the CDIS06B ID numbered conference discussions. Additionally, its academic domain and discipline are social sciences, and social policy and social work. This conference discussion which has the title of Text, Interaction and Communities Conference 2: Professionals, Clients and Interaction, includes 10 speakers, as was mentioned before.

Excerpt 14:

<S13> i don't know how to call them <NS7> [well] </NS7>  
[actually] er yeah [yeah] </S13>  
<NS7> [they're] do- they're doing a range of things <S13> yeah  
</S13> and they're not acknowledgements or some are

acknowledgements <S13> yeah </S13> for instance the erm the ones in 165 167 and 169 are , erm *i think anyway* er this is a a very brief er so some a- are undoubtedly acknowledgement tokens that one in 161 is not an acknowledgement token and nor in the earlier cases is ... </NS7>

In the example given in Excerpt 14, the speakers talk about telemarketing and the focus is on a phone call between a client and a telemarketer. By using *I think* as a verbal routine, NS7 displays his subjective opinion by utilizing the utterance *I think anyway [...]*. He uses the hedging marker *anyway* in order to mitigate his subjective evaluation. Another example in Excerpt 15 was chosen from the CDIS01C numbered conference discussions again. The academic domain and the discipline are humanities and cultural studies respectively. The title of the conference discussions is Crossroads in Cultural Studies Conference 1: White Nights, Dark Spaces - Cultural Abstractions of Northern Landscapes and the number of the speakers are 11 in this discussion.

Excerpt 15:

<NS5> erm i have a a question to the second speaker i i wondered to what extent er you consider that your construction of northernness in the canadian context in terms of a frontier erm mythology or in terms of wilderness are challenged through the creation of nunavut in the eastern arctic er a couple of years ago because it seems to me that perhaps through nunavut have become more visible the contestedness of northernness and in fact the heterogeneity of of discourses around northernness and the north </NS5>  
<S2> mhm . sh- shortly nunavut has created both cause of these problems , er er but it doesn't really , well unfortunately it doesn't really challenge the predominant er *i think* deeply the predominant ideas of what the what the canadian north is to start with nunavut is instituted as a territory (is to (xx) it off) from an already existing territory and it has been a long process in the canadian north...</S2>

This example in Excerpt 15, is at the beginning of the conference and it starts with a question to the S2 about the creation of nunnavut in the eastern arctic. The S2 starts to share her ideas on the issue in addition, she uses the verbal routine form of *I think* which is followed by the adverb *deeply* in the middle of her statement in order to save time and plan her utterance. The final example of the verbal routine structure

of *I think*, was chosen from the CDIS03B ID numbered conference discussions. Its academic domain and discipline are humanities and history of science and technology, subsequently. The conference discussions in which there are 12 speakers, has the title of Torus/Ester Conference: On the Scenes of Science 2.

Excerpt 16:

<S4> ... for those who are willing to er to come with er sari er and his hus- her husband they are going to to ha- er to lead you a wa- mhm the walking tour and then er you are er we all meet in at at restaurant plevna and have some er er some meal there and then [...] and hope that that er that er we we can have a dinner er lunch first here and then we meet in plevna er it it will be approximately *i think* four o'clock in plevna but sari is going to inform me... </S4>

This example in Excerpt 16 is at the end of the conference discussion and the S4 makes a conclusion. In the middle of her utterance, she used *I think* in the verbal routine form. When we look at the sentence, it can be inferred that she makes an uncertain estimation by using the phrase *I think four o'clock in plevna [...]*. Ultimately, the second most commonly utilized structure of *I think* is used in numerous different utterances and can be interpreted that they served mostly for different functions, such as planning the utterance, presenting subjective evaluation, mitigating the personal opinion, and making uncertain estimations.

Another structure of the epistemic stance *I think* is the complement clause construction with the complementizer *that*. This form is the second least frequent form of *I think*. The following example in Excerpt 17 was chosen from the CDIS08A ID numbered conference discussions. Its academic domain and discipline are technology and information sciences as stated previously. It is a conference discussion with 21 speakers and has the title of Global Challenges of eDevelopment Conference 1.

Excerpt 17:

<S4> [thank you thank you] er <APPLAUSE> er thank you for everyone i guess we are coming to to the end of this er (session) and *i think that* we have er touched very very very important and essential issues and er let's keep on doing it thank you </S4>

The example in Excerpt 17 represents the ending of a discussion since it includes thanks and applause. S4 thanks the participants and speakers for their attention and contribution. Furthermore, by using the utterance of *I think that* which is followed by the main clause of *we have er touched very very [...]*, this is a typical example of the complement clause construction with the complementizer *that*. Since she summarizes what they have focused on during the conference, she makes a conclusion. The following example was chosen once more from the CDIS08B ID numbered conference discussions. Its academic domain, discipline, number of the speakers and the title was aforementioned.

Excerpt 18:

<S24> you can use the existing er protection measures if you want to introduce something new if you make er and copyright covers a whole lot <S22> mhm </S22> geographical indicators cover a whole lot but then with regard to the traditional knowledge as such maybe we should think of a different different sorts of because ***i definitely think that*** it should be protected somehow but maybe not by I-P but <S22> [mhm] </S22> [some-] something different </S24>

In the example of Excerpt 18, S24 shares her subjective opinion on the topic of protection measurements. Afterwards, S22 gave backchanneling by saying *mhm*. Finally, by utilizing *I definitely think that [...]*, S24 boosted her idea. The final example of this structure was taken again from the CDIS08B, thus the academic domain, discipline, number of the speakers and the title is the same.

Excerpt 19:

<S27> er the key- uh previous speaker talked about the key importance of of public libraries in modern information society and and in the finnish er first we have been able to er read that in uzbekistan there has been made a decision to to shut close down al-almost all the public li- libraries except the one in in the capital city can you comment something on this </S27>

<S6> er <COUGH> we have a public library in uzbekistan but er they are not connected er they they connected to the internet but er ***i think that*** er the main part of this library connected to the internet by



using java connection because er IT infrastructure not is so well developed but our government er has decreed er a national pri- pro- programme er which required to er to a- accomplish this task er at in at in in the nearest future </S6>

In this example from Excerpt 19, S27 talks about the importance of public libraries by giving an example about Uzbekistan public libraries. Afterwards, the speaker finishes utterance by asking S6's comment on the issue. S6 shares his subjective opinion and experience by using *I think that er the main part [...]* complement clause construction. In conclusion, *I think*, in complement clause construction with the complementizer *that*, is used in different utterances with different functions, namely for making conclusions, expressing boosted subjective opinions, and sharing experiences.

As presented in the previous section, the use of *I think* as a simple clause construction was the least frequent. In Excerpts 20 and 21 below, we see how *I think so* is typically employed to show agreement with the previous utterance. Excerpt 20 was taken from the CDIS040 ID numbered conference discussions. The academic domain and the discipline of the conference discussions are social sciences and regional studies, correspondingly. Additionally, this geography conference in which there are 5 speakers has the title of Landscape and National Identity.

Excerpt 20:

<S1> i remember a long time president er jordi pujol <S2> mhm  
</S2> has effectively used also the landscape imagery he climbed the mountains <S2> [<NAME>] </S2> [(xx)] the yes er pictures are taken of him , he portraits himself in the quintessential catalan landscape <S2> of course (xx) </S2> is there no future for this kind of appropriation of the imagery for this doesn't mean anything it's it's like becoming to be the thing of the past </S1>

<S2> er *i think so* i mean it's less and less useful for political er interest and as you said the president of catalonia (xx) mountain and there for mhm er the surroundings there is a press conference and he uses ... </S2>

In this example, S1 was talking about the use of landscape imagery by politicians or presidents by examples in the past and then he asks a question at the

end of his turn (e.g. [...] *is there no future for this kind of appropriation of the imagery [...] of the past*). In order to answer the question, S2 starts his turn with *I think so* to show his agreement or alignment with the proposition in the question by S1 before he explains his opinion afterwards. Similarly, the following example in Excerpt 21 below was taken from the CDIS050 ID numbered discussion with its academic domain of management studies and disciplines of economics and administration. This conference discussions has 14 speakers and the subject is Governing "Good Governance" in Developing Countries.

Excerpt 21:

<S17> well that's like, probably erm you say it's very particularistic the er indigenous path so it <S16> [mhm-hm] </S16> [cannot be] (xx) a- achieved <S16> [mhm mhm] </S16> [so so] but you do agree that there is a flawed approach to to development cooperation today [or] </S17>

<S16> [mhm] mhm *i think so* yeah mhm-hm </S16>

As can be seen clearly from Excerpt 21, S17 makes a statement of *you do agree that there is a flawed approach [...]* about S16's perspective on development cooperation. Following this, S16 agrees with the statement by using the form *I think so* combined with other agreement tokens (e.g. *mhm* and *yeah*). All in all, in the aforementioned part, the typical function of simple clause construction of *I think (so)* to show agreement or alignment was presented with examples from the dataset. In both instances *I think so* was used to display agreement, alignment and/or acknowledgement by the speakers.

To sum up, the section was written in order to provide detailed examples of the structural and functional forms of the epistemic stance *I think*. In the examples of the structural findings, there were short utterances just to show the structure of the phrases. On the other hand, in the functional findings section, there was some information about different conference discussions and the examples given according to their structures. In order to represent different functions, a great deal of examples were chosen from the data and explained one by one. Finally, most of the stance

phrases of *I think* in the speech activity of conference discussions in the ELFA corpus was most frequently used to present subjective opinion besides its other functions.



## Chapter 5

### Discussion and Conclusion

#### 5.1 Discussion of Findings for Research Questions

The purpose of this study was to investigate the overall number and frequency of the epistemic stance *I think* and its functions served by ELF speakers of English in the speech activity of conference discussions. Moreover, the findings were analyzed by giving specific examples from the data. In this study, the data was collected from the ELFA corpus and was color coded in order to be analyzed. Afterwards, structural and functional analysis was done through specific examples. The following sections deepen the findings of the research questions.

##### **5.1.1 Discussion of findings of RQ 1: What is the overall number and frequency of epistemic stance particles *I think* in ELF conference discussions?**

The first research question sought to investigate the overall number and frequency of the epistemic phrase *I think* in the speech activity of conference discussion in the ELFA corpus. The data analysis showed that *I think* is the most common epistemic stance phrase among others, namely *I don't know*, *I know*, and *I don't think*. Similarly, Kärkkäinen (2003) claimed that *I think* is the most frequent epistemic stance phrase since it is utilized more than other epistemic items in various instances in her dataset. Consequently, Biber et al. (1999) stated that *think* is the most frequent verb that is used in *that* clauses, thus its high frequency comes from the use of *I think*.

According to Baumgarten and House's (2010) structural coding scheme, which was employed in this study, there are three types of *I think* structures. They are simple clause construction, main clause in complement clause construction and verbal routine. In the findings of this research study, the most frequent structural type of *I think* was the main clause in complement clause construction without the complementizer *that*. Similarly, Biber et al. (1999) stated that the epistemic marker of *I think* which represents personal stance is one of the most common epistemic

stance phrases that are not followed by the complementizer *that*. Additionally, the second most common structure was the verbal routine, the third was the main clause in complement clause with the complementizer *that*, and finally the least common structure was the simple clause construction. The reason why the complement clause construction of *I think* with the complementizer *that* has low frequency compared to *that* omitted structure, is that when the complementizer *that* appears after the epistemic stance *I think*, the utterance becomes more factual, and formal (Kärkkäinen, 2003). In other words, it can be inferred from the findings that ELF users of English do not mostly prefer to position themselves certain and formal.

To conclude, this study is in accordance with Baumgarten and House's (2010) structural findings since the majority of the cases were main clause in complement clause construction (*that* omitted). Moreover, verbal routines were the second most frequent structures while the least common structures were the main clause in complement clause construction with the complementizer *that* and the simple clause construction. The only structural difference is that Baumgarten and House (2010) found the structure of *I think about* in their dataset but in the speech act of conference discussions in the ELFA corpus, there were merely the structure of *I think so* as an example of simple clause construction. Ultimately, it can be inferred from the structural findings that ELF speakers of English prefer less grammaticalized forms of the epistemic stance *I think* (Baumgarten & House, 2010).

**5.1.2 Discussion of findings of RQ 2: What are the functions of epistemic stance particles *I think* in ELF conference discussions?** The main purpose of the second research question was to find the functions of the epistemic stance *I think* in the speech activity of conference discussions in the ELFA corpus through the situational analysis of the cases. As stancetaking is an “interactive activity” (Kärkkäinen, 2003, p.105), it is demanding to find the functions of *I think*. Thus structural analysis was done in order to present accurate findings. In other words, structural types can be found and categorized easily, but since functions are “context-dependent” (Baumgarten & House, 2010, p. 1189), some specific examples were chosen from the data and a variety of functions were attained.

With regard to the four structural categories of *I think*, they all serve a number of different functions. In the most frequent category of *I think* as a complement clause construction (*that* omitted), speakers expressed acknowledgements, personal opinions, and contrasting views as functions. In the second most common category, the verbal routine form of *I think*, the speakers mostly present their personal opinion and make estimations. Finally the least frequent categories of *I think* as complement clause with the complementizer *that* and simple clause construction, speakers served the functions of making conclusions, presenting personal opinion; showing agreement and alignment, and displaying subjective opinion respectively.

Apart from those similar structures, the situational analysis of the data concluded that there were numerous different functions of *I think* in the speech event of conference discussions. It can be inferred from the data that, besides the epistemic stance *I think* is utilized in different structural forms, it was mostly employed in the function of expressing subjective opinion and evaluation (Baumgarten & House, 2010). In other words, according to Scheibman (2001), people mostly talk about their emotions and perspectives. Therefore the epistemic stance *I think* is the most common stance phrase, which presents the speaker's subjective opinion. Finally, the reason behind why people present mostly their personal opinion by using *I think* is that people are actively involved in conversations, and communicate effectively in the social environment and they do all of these by easily displaying their own ideas and evaluation on the subject. In a similar vein, the analysis of *I think* in the study suggests that ELF speakers prefer the epistemic phrase *I think* very often to express their subjective opinion and evaluation.

Similar to Baumgarten and House's (2010) research study, speakers in the speech activity of conference discussions employed the function of presenting personal opinion and those personal opinions sometimes functioned as hedges and boosters. By utilizing some mitigation markers, such as *anyway*, people may show their uncertainty, whereas utilizing some modal verbs, namely *must*, speakers can boost their ideas while emphasizing their certainty. ELF speakers of English in the ELFA corpus specifically in conference discussions most commonly stated their

ideas without using hedges and boosters. Hence, there are some examples, which included them. To sum up, speakers in the data presented their opinions through different linguistic tools.

Additionally, there are some ELF discourse contexts in which the epistemic stance particle *I think* occurs (Baumgarten & House, 2010). Some of those contexts, such as expressing agreement, making conclusions, presenting contrasting views and conceding overlapped with their findings. However, in their dataset, there were more contexts, namely elaborating one's utterance, refusing other's opinion, and strengthening one's own claim, in which *I think* was utilized. As the data was limited to a one type of speech activity, the findings did not include many contexts that included different structures and functions of *I think*. Consequently, since *I think* is accepted as one of the most common epistemic stances, it is utilized in several structures in different contexts by serving various functions.

All in all, *I think* was used in many cases in different structures that fulfilled numerous functions (Baumgarten & House, 2010). Nevertheless, Kärkkäinen (2003) claimed that in order to establish precise functions of the epistemic phrase *I think*, the analysis need to be combined with semantic, syntactic and prosodic features. Ultimately, structural and functional analysis of the epistemic stance *I think* were discussed and this research study contributed to the literature with its findings. Hence, the present study analyzed *I think* only in the speech activity of conference discussions in the ELFA corpus. Thus it may have different findings in other speech activities.

## **5.2 Conclusions**

The current study aimed to find out the overall number and frequency of the epistemic stance *I think* in the speech activity of conference discussions in the ELFA corpus. The findings displayed that there were four main structural categories of *I think*. In addition to the structural investigation, a situational functional analysis was done to investigate some specific cases in order to come up with some findings. Although all the structures fulfilled various functions in different contexts, the most

frequent function of *I think* was expressing personal opinion. Finally, since the present study was conducted only in the speech activity of conference discussions in the ELFA corpus, it is not reasonable to generalize all the findings to the whole corpus and to the whole ELF speakers.

### **5.3 Recommendations**

The present study analyzed the epistemic stance particle *I think* in the speech activity of conference discussions in the ELFA corpus. Hence, there are only 14 conference discussions in the ELFA corpus. For further implications of research studies, different speech activities, namely doctoral defense discussions, lecture discussions, or seminar presentations can be analyzed in order to strengthen the findings of this study. Additionally, some other frequent epistemic stance phrases such as *I don't think*, *I know*, and *I don't know* can be examined to extend the findings of the current study. For further implications, different communicative discourse features may also be analyzed. To sum up, in order to make this research study more detailed and generalizable, the variety of the speech activities and the epistemic stance particles can be expanded.

For pedagogical implications, corpus studies are very essential since they contain naturally occurring data. Moreover, they could also be helpful for fostering language pedagogy. Naturally occurring data can be used as an authentic material and can make language teaching more effective. Finally, material writers may benefit from an overall approach.



## REFERENCES

- Anderson, W., & Corbett, J. (2010). Teaching English as a friendly language: lessons from the SCOTS corpus. *ELT journal*, 64(4), 414-423.
- Bakhtin, M. (1981). *The Dialogic Imagination: Four Essays* Austin, TX: University of Texas Press.
- Bardovi-Harlig, K., & Hartford, B. S. (2005). Institutional discourse and interlanguage pragmatics. *Interlanguage pragmatics: Exploring institutional talk*, 7-36.
- Barlow, M., & Kemmer S. (2000). *Usage-based models of language*. Stanford: Center for the Study of Language and Information.
- Baumgarten, N. & House J. (2010). I think and I don't know in English as lingua franca and native English discourse. *Journal of Pragmatics* 42.(5), 1184–1200.
- Benveniste, E. (1971). Subjectivity in language. *Problems in general linguistics*, 1.
- Besnier, N. (1993). "Reported speech and affect on Nukulaelae atoll. J.H. Hill and J.T. Irvine (eds.), In *Responsibility and Evidence in Oral Discourse* 161-181. Cambridge: Cambridge University Press.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Grammar of spoken and written English*. Harlow: Longman.
- Biber, D. (2006). Stance in spoken and written university registers. *Journal of English for Academic Purposes*, 5(2), 97-116.
- Breiteneder, A. (2009). English as a lingua franca in Europe: An empirical perspective. *World Englishes*, 28.(2), 256–269.
- Carlson, L. (1984). *Well in Dialogue Games: A discourse analysis of the interjection well in idealized conversation*. John Benjamins Publishing.

- Centonze, L. (2013). "Conjunctions in ELF academic discourse: a corpus-based analysis", in *Lingue e Linguaggi 10*, pp. 7-18.
- Chan, T. H. T. (2015). A corpus-based study of the expression of stance in dissertation acknowledgements. *Journal of English for Academic Purposes, 20*, 176-191.
- Compeau, L. D., Tashakkori, A., & Teddlie, C. (2003). Handbook of mixed methods in social & behavioral research.
- Cogo, A., & Dewey, M. (2012), *Analysing English as a lingua franca: a corpus-driven investigation* London: Continuum.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review, 57*(3), 402-423.
- Coulmas, F. (Ed.). (1981). *Conversational routine: Explorations in standardized communication situations and prepatterned speech* (Vol. 96). Walter de Gruyter.
- Crotty, M. (1998). The foundations of social research: *Meaning and perspective in the research process*. Sage.
- Crystal, D. (1987). Towards a 'bucket' theory of language disability: *Taking account of interaction between linguistic levels*. *Clinical Linguistics & Phonetics, 1*(1), 7-22.
- Crystal, D. (2012). *English as a global language*. Cambridge University Press.
- Davies, A. (2000). Native speaker. *The encyclopedia of applied linguistics*.
- De Klerk, V. (2005). Procedural meanings of well in a corpus of Xhosa English. *Journal of Pragmatics, 37*(8), 1183-1205.
- Denzin, N. K., & Lincoln, Y. S. (1998). [Vol. 1]: *The landscape of qualitative research: theories and issues*. Thousand Oaks [etc.]: Sage.

- Du Bois, J.W., Chafe, W.L., Meyer, C., and Thompson, S.A. (2000). *Santa Barbara Corpus of Spoken American English*, CD, Part 1. Philadelphia: Linguistic Data Consortium.
- Du Bois, J.W. (2001). *Towards Dialogic Syntax*. Ms., Department of Linguistics, University of California, Santa Barbara.
- Du Bois, J.W. (2002). "Stance and consequence." *Paper presented at Annual Meetings of the American Anthropological Association*, New Orleans, LA, November 20-24.
- Du Bois, J.W., Chafe, W.L., Meyer, C., Thompson, S.A., and Martey, N. (2003). *Santa Barbara Corpus of Spoken American English*, CD, Part 2. Philadelphia: Linguistic Data Consortium.
- Du Bois, J.W. (2007). "The stance triangle". In R. Englebretson (ed), *Stancetaking in Discourse: Subjectivity, Evaluation, Interaction*. Amsterdam: John Benjamins, 139–182.
- Durrheim, K. (1997). Social constructionism, discourse, and psychology. *South African Journal of Psychology*, 27(3), 175-182.
- Edmondson, W. (1989). Discourse production, routines and language learning. *Englisch als Zweitsprache*, Bernhard Kettemann, Peter Bierbaumer, Alwin Fill and Annemarie Karpf (eds.), 287-302.
- Edmondson, W. (1999). Twelve lectures on second language acquisition: *Foreign language teaching and learning perspectives* (Vol. 19). Gunter Narr Verlag.
- Edmondson, W. J., & House, J. (1981). *Let's talk, and talk about it: a pedagogic interactional grammar of English*. Urban & Schwarzenberg.
- Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. Psychology Press.

- Fernández-Polo, F. J. (2013). The role of I mean in conference presentations by ELF speakers. *English for Specific Purposes*.
- Filstead, W. J. (1979). Qualitative methods: A needed perspective in evaluation research. In T. D. Cook & C. S. Reichardt (Eds.), *Qualitative and quantitative methods in evaluation research* (pp. 33–48). Beverly Hills, CA: Sage.
- Firth, A. (1996). The discursive accomplishment of normality: On conversation analysis and ‘lingua franca ’English. *Journal of Pragmatics*, 26(2), 237-259.
- Fitzmaurice, S. (2004). Subjectivity, intersubjectivity and the historical construction of interlocutor stance: from stance markers to discourse markers. *Discourse Studies*, 6(4), 427-448.
- Gee, J. P. (2011). *How to do discourse analysis: A toolkit*. London and New York: Routledge.
- Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*. Jossey-Bass.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2, 163-194.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*, 288-289.
- Haviland, J. B. (1989). ‘Sure, sure’: evidence and affect. *Text-Interdisciplinary Journal for the Study of Discourse*, 9(1), 27-68.
- Haviland, J. B. (1996). Projections, transpositions, and relativity. *Rethinking linguistic relativity*, (17), 271.
- Heritage, J. (2002). "Oh-prefaced responses to assessments: *method of modifying agreement/disagreement*. In *The Language of Turn and Sequence*, C.E. Ford, B.A. Fox and S.A. Thompson (eds.), 196-224. Oxford: Oxford University Press.

- Hill, J. H., & Irvine, J. T. (1993). *Responsibility and evidence in oral discourse* (No. 15). Cambridge University Press.
- Holmes, J. (2007). Social constructionism, postmodernism and feminist sociolinguistics. *Gender & Language*, 1(1).
- House, J. (1996a). Developing pragmatic fluency in English as a foreign language: Routines and metapragmatic awareness. *Studies in second language acquisition*, 18(02), 225-252.
- House, J. (1996b). Contrastive discourse analysis and misunderstanding: The case of German and English. *Contributions to the sociology of the language*, 71, 345-362.
- Hyland, K., & Tse, P. (2004). "I would like to thank my supervisor". Acknowledgements in graduate dissertations. *International Journal of Applied Linguistics*, 14(2), 259-275.
- Hyland, K. (2005). Stance and engagement: a Model of Interaction in Academic Discourse. *Discourse Studies*, 7(2): 173–192.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method*. Sage.
- Kärkkäinen, E. (2003). Epistemic stance in English conversation: *A description of its interactional functions, with a focus on I think* (Vol. 115). John Benjamins Publishing.
- Kiesling, S. F. (2004). Dude. *American Speech*, 79(3), 281-305.
- Kiesling, S. F. (2009). Style as stance. *Stance: sociolinguistic perspectives*, 171.

- Kiesling, S. F. (2011). "Stance in context: *Affect, alignment and investment in the analysis of stancetaking*. Paper presented at the iMean Conference, The University of the West of England, Bristol, UK, April 15.
- Kiesling, S. F., & Schilling-Estes, N. (1998). Language style as identity construction: A footing and framing approach.
- Kothari, C. R. (2004). Research methodology: *Methods and techniques*. New Age International.
- Labov, W. (1966). The social stratification of English in New York City. Washington, DC: *Center for Applied Linguistics*, 1972. Sociolinguistic patterns.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Sage.
- Locher, M. A. (2004). Power and politeness in action: *Disagreements in oral communication* (Vol. 12). Walter de Gruyter.
- Lohr, S. (2009). *Sampling: design and analysis*. Nelson Education.
- Lucy, J. A. (1993). Reflexive language: *Reported speech and metapragmatics*. Cambridge University Press.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family practice*, 13(6), 522-526.
- Martin, J. R., & White, P. R. (2005). The language of evaluation: *Appraisal in English*.
- Mauranen, A. (2005) English as a lingua franca – An unknown language? In Giuseppina Cortese & Anna Duszak (Eds) *Identity, Community, Discourse: English in Intercultural Settings*. Frankfurt: Peter Lang. 269–293.
- Mauranen, A. (2006). Speaking the discipline. In Ken Hyland & Marina Bondi (Eds) *Academic Discourse Across Disciplines*. Bern: Peter Lang. 271–294.

- Mauranen, A. (2007). Hybrid voices: English as the lingua franca of academics. In Kjersti Fløttum; Trine Dahl & Todrodd Kinn (Eds) *Language and Discipline Perspectives on Academic Discourse*. Newcastle: Cambridge Scholars Press. 244–259.
- Mauranen, A., Hynninen, N. & Ranta, E. (2010) English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29 (3), 183–190.
- Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative research in practice: Examples for discussion and analysis*, 1, 1-17.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Metsä-Ketelä, M. (2016). Pragmatic vagueness: Exploring general extenders in English as a lingua franca. *Intercultural Pragmatics*, 13(3), 325-351.
- McConachy, T. (2009). Raising sociocultural awareness through contextual analysis: some tools for teachers. *ELT journal*, 63(2), 116-125.
- McGrath, L., & Kuteeva, M. (2012). Stance and engagement in pure mathematics research articles: Linking discourse features to disciplinary practices. *English for Specific Purposes*, 31(3), 161-173.
- Önen, S. (2015). The Use of Prepositions in English as Lingua Franca Interactions: Corpus IST-Erasmus. *Journal of Education and Practice*, 6(5), 160-172.
- Patton, M. Q. (2001). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Pennock Speck, B. (2000). A Genre Approach to Re-entry Patterns in Editorials. *Sell Monographs*, 2.
- Pérez Blanco, M. (2016). The construction of attitudinal stance: A corpus-based contrastive study of negative evaluative adjectives in English and Spanish opinion discourse. *Languages in Contrast*, 16(1), 31-53.

- Prince, E.F., & Frader, R. J., & Bosk, C. (1982). "On hedging in physician-physician discourse." In J. di Prieto (Ed.) *Linguistics and the Professions*. (pp. 83-97). Ablex Publishing Corporation.
- Ranta, E. (2006) The 'attractive' progressive: why use the -ing form in English as a lingua franca? *Nordic Journal of English Studies* 5, 95–116.
- Ranta, E. (2009). Syntactic features in spoken ELF – learner language or spoken grammar? In A. Mauranen & E. Ranta (Eds.), *English as a lingua franca: Studies and findings* (pp. 84-106). Cambridge: Cambridge Scholars Publishing.
- Sakita, T. I. (2013). Discourse markers as stance markers: Well in stance alignment in conversational interaction. *Pragmatics & Cognition*, 21(1), 81-116.
- Sayah, L., & Hashemi, M. R. (2014). Exploring stance and engagement features in discourse analysis papers. *Theory and Practice in Language Studies*, 4(3), 593.
- Scheibman, J. (2001). Local patterns of subjectivity in person and verb type in American English conversation. *Typological Studies in Language*, 45, 61-90.
- Seidlhofer, B. (2001). "Closing a conceptual gap: the case for a description of English as a lingua franca". *International Journal of Applied Linguistics II*: 133-58
- Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
- Shoaps, R.A. (2002). "'Pray earnestly': The textual construction of personal involvement in Pentecostal prayer and song." *Journal of Linguistic Anthropology* 12: 34-71.
- Stubbs, M. (1983). *Discourse analysis: The sociolinguistic analysis of natural*



*language* (Vol.4). University of Chicago Press.

Svartvik, J. (1980). Well in conversation. *Studies in English Linguistics for Randolph Quirk*, 5, 167-177.

Tannen, D. (2005). Interactional sociolinguistics as a resource for intercultural pragmatics. *Intercultural Pragmatics*, 2(2), 205-208.

Teddle, C., & Yu, F. (2007). Mixed methods sampling a typology with examples. *Journal of mixed methods research*, 1(1), 77-100.

Thompson, S. A. (2002). "Object complements" and conversation towards a realistic account. *Studies in Language. International Journal sponsored by the Foundation "Foundations of Language"*, 26(1), 125-163.

Tognini Bonelli, E. (2001). *Corpus linguistics at work*. Amsterdam and Philadelphia: John Benjamins.

Varonis, E. M., & Gass, S. (1985). Non-native/non-native conversations: A model for negotiation of meaning. *Applied linguistics*, 6(1), 71-90.

Winke, P. M. (2007). The psychology of the language learner: Individual differences in second language acquisition. *Studies in Second Language Acquisition*, 29(01), 143-144.

## APPENDICES

### A. Transcription Guide

<S1>	Utterance begins
</S1>	Utterance ends
(text)	Uncertain transcription
(xx)	Unintelligible speech
@@	Laughter
,	Brief pause while speaking 2-3 sec
.	Pause 3-4 sec
[text]	Overlapping speech (approximate, shown to the nearest word, words not split by overlap tags)
<S1> mhm </S1>	Backchannelling
er, erm, ah	Hesitations
NATO, EU etc	Capital letters only in acronyms
<NAME>	Names of participants
T-U-C, V-W	Spelling out a word or acronym etc, as letters
<APPLAUSE>	Other events which affect the interpretation or comprehension of what is being said
<COUGH>	Coughing, sighing, gasping, etc., if the speaker coughs etc. while speaking and this affects the situation or flow of speech (but NOT if other participants cough or sneeze, etc)
10,000	Numbers as numbers (10,000, 1932, 16), except those smaller than 10 (two or three, the second time, etc.)

## B. Curriculum Vitae

### PERSONAL INFORMATION

Surname, Name : Özkeskin, Aslı

Nationality : Turkish (T.C.)

Date and Place of Birth : 06 October 1992, İstanbul

Marital Status : Single

Phone : +90 537 343 63 17

Email : aslnozkeskin17@gmail.com

### EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University	2017
BA	Maltepe University	2015
High School	FMV Ayazağa Işık High School	2011

### WORK EXPERIENCE

Year	Place	Enrollment
2014-Present	Şişli American Culture	English Teacher
2013-2014	Taksim American Culture	English Teacher

### FOREIGN LANGUAGES

Advanced English, Pre-intermediate German and Italian

### CERTIFICATES

**2016** - Microsoft Recognized Educator certificate from Microsoft

**2016** - Participation Certificate of Cukurova International ELF Teachers Conference

**2015** - Certificate of Highest GPA of Faculty of Education and English Language Teaching Department of Maltepe University

**2014** – Certificate of Organization (Vice President): Maltepe University Faculty of Education International Student Congress on ‘Young Teachers of Future Are Discussing the Teaching Profession’ (April 17-18, 2014 İstanbul, Turkey)

## **HOBBIES**

Swimming, cinema, music, socializing, travelling and taking photographs

