

EFL TEACHERS' AWARENESS AND ATTITUDES TOWARDS PERSONAL AND  
IMPERSONAL METADISOURSE MARKERS IN L2 ACADEMIC WRITING

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY  
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN  
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

FEBRUARY 2020



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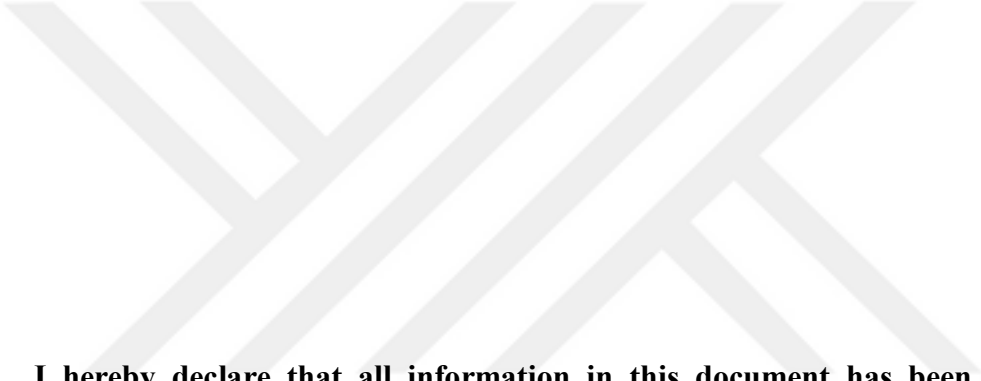
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## ABSTRACT

### EFL TEACHERS' AWARENESS AND ATTITUDES TOWARDS PERSONAL AND IMPERSONAL METADISOURSE MARKERS IN L2 ACADEMIC WRITING

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February 2020, 108 pages

The purpose of the current study is to investigate EFL instructors' awareness and attitudes towards personal and impersonal metadiscourse markers in L2 academic writing. Thirteen EFL instructors who have at least five years of teaching experience in a state university participated in the study. This study is designed as a qualitative study. To this end, semi-structured interviews were conducted as a data collection tool. Prior to the interviews, a handout that contains jumbled sentences with personal and impersonal metadiscourse markers was given to the teachers, through which it was aimed to gather

preliminary data. After the interviews were completed, audio recordings were transcribed. Charmaz's (2006) Constructivist Grounded Theory Method was utilized in the study. As an initial part of the analysis of the data, line-by-line coding was completed manually along with memo writing, both of which are considered as the first major stages of a grounded theory approach to the data. Focused and theoretical coding were adopted in the later stages of data analysis process. The results of the study revealed that EFL teachers preferred the use of impersonal metadiscourse markers in their students' essays. The findings of the study can contribute to the design and development of materials regarding academic writing; therefore, effective use of metadiscourse markers can be taught in L2 academic writing contexts.

**Keywords:** Metadiscourse, Personal Metadiscourse Markers, Impersonal Metadiscourse Markers

## ÖZ

# İNGİLİZCE ÖĞRETMENLERİNİN İKİNCİ DİLDE AKADEMİK YAZIMDA KİŞİSEL VE KİŞİSEL OLMAYAN ÜSTSÖYLEM BELİRLEYİCİLERİNE İLİŞKİN FARKINDALIK VE TUTUMLARI

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Şubat 2020, 108 sayfa

Bu araştırmanın amacı, İngilizce öğretim görevlilerinin ikinci dilde yazılmış akademik yazılarda yer alan kişisel ve kişisel olmayan üstsöylem belirleyicilerine ilişkin tutum ve farkındalıklarını ölçmektir. Çalışmanın katılımcılarını, bir devlet üniversitesinde en az beş yıllık öğretmenlik deneyimine sahip olan on üç İngilizce öğretim görevlisi oluşturmaktadır. Bu çalışma nitel bir çalışma olarak tasarlanmıştır. Bu çalışmada veri toplama aracı olarak yarı yapılandırılmış görüşmeler kullanılmıştır. Ön



veri toplanması amacıyla görüşmelerden önce kişisel ve kişisel olmayan üstsöylem belirleyicilerle karışık cümleler içeren bir çalışma kağıdı hocalara verilmiştir. Görüşmeler tamamlandıktan sonra, ses kayıtları metne aktarılmıştır. Charmaz'ın (2006) Yapılandırmacı Temellendirilmiş Kuram Metodu benimsenmiştir. Veri analizinin ilk kısmı olarak temellendirilmiş kuram yaklaşımının ilk önemli aşamaları olarak kabul edilen memo yazmayla birlikte satır satır kodlama yapılmıştır. Veri analiz sürecinin sonraki aşamalarında odak kodlama ve teorik kodlama yapılmıştır. Araştırmanın bulguları İngilizce öğretmenlerinin öğrenci kompozisyonlarında kişisel olmayan üstsöylem belirleyicilerini tercih ettikleri ortaya çıkmıştır. Çalışmanın bulguları akademik yazmayla ilgili materyal tasarlama ve geliştirmeye katkı sağlayabilir ve sonuç olarak ikinci dilde akademik yazma bağlamlarında üstsöylem belirleyicilerinin etkili kullanımı öğretilir.

**Anahtar Kelimeler:** Üstsöylem, Kişisel Üstsöylem Belirleyicileri, Kişisel Olmayan Üstsöylem Belirleyicileri



To my loving family, and to the memory of my beloved sister Candeger Karakuş, whom

I miss deeply

## ACKNOWLEDGMENTS

First and foremost, I would like to thank and express my heartfelt gratitude to my thesis advisor, Prof. Dr. Sultan ıgdem Sađın ŐimŐek and co-advisor Dr. Elvan Eda IŐık TaŐ for their constant encouragement, invaluable guidance, patience, instant feedback and trust in me throughout the preparation of my thesis. They have relentlessly supported me throughout each and every step of this long journey with their knowledgeable, helpful and kind attitude. This research would not have been possible, if it were not for their guidance and encouragement during this stressful journey.

I would like to extend my deepest gratitude to the members of my thesis defense committee, Assoc. Prof. Dr. Nurdan zbek Gurbuz and Assoc. Prof. Dr. Emine Yazar, for their constructive criticism, priceless suggestions and insightful comments to improve my thesis.

Also, I would like to thank to all my colleagues who eagerly took part in this study. They willingly and patiently answered my interview questions during their precious lunch time and contributed to this research with their invaluable teaching experience and comments.

I would like to express my gratitude to Dr. Neslihan zkan who has always supported me. Thank you Neslihan Hocam!

I have always felt really fourtunate to have my friends Dr. Didem Erdel, Dr. Erkan Kulekçi, IŐıl Dnnc, YeŐim Erden Burnaz and Dr. Zleyha nl, best friends ever, in my life. Each of them motivated me to write my thesis whenever I doubted

myself and motivated me to continue writing. I am grateful for their endless support. Thank you all for being such caring friends.

I am also grateful to my wonderful colleagues and friends Gülşah Karagülle, İsmail Karagülle, Zeynep Seyrantepe, Fahriye Deniz Erginer Keskinol, Melodi Ataöz Yarkın, Ece Atambay Ertürk, Melike Çopuroğlu, Edibe Özcengiz, Dr. Tuğba Güneş Cihan, Ece Şerifoğlu, Gözde Kılıç, Gizem Doğan and Dr. Zülal Ayar. Most of the time they had to endure my stress and complaints. When I had to miss all the joyful events and gatherings, they were really understanding and promised me to organise more entertaining events when I complete my thesis. Thank you Gizem for being such a great friend and encouraging me all the time. Thank you Zülal for always answering your phone whenever I wanted to talk about my thesis.

I am also thankful to my friends Hande Işın Özdemir, Dr. Ceren Uzun, Simgе Gökçe Örsçelik, Mert Can Sansar, Şeyda Aydan Soycan Yüksel, Dr. Mehmet Akkuş for their constant support. Thank you for having had to listen to my never ending complaints and your efforts to make me feel cheerful whenever I was feeling depressed.

Most importantly, I would like to express my profound gratitude to my mother Aysun Karakuş, father Mehmet Ali Karakuş and sisters Hilal and Candeğer Karakuş as they have always supported me with their unconditional love throughout my life. Thank you for your endless support and trust in me. Candeğer, my dear angel, I miss you so much and I will always love you!

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# CHAPTER 1

## INTRODUCTION

### **1.1. Presentation**

This chapter presents the background to the study, the purpose of the study and the research questions. Then, significance of the study is explained. Finally, limitations of the study are briefly discussed followed by the definitions of the most frequently used key terms in the study.

### **1.2. Background to the Study**

English is the most widely spoken language in today's world. One cannot deny the fact that it has dominated several fields such as business, finance, politics, science, tourism, academics and education for years, and it will most probably continue to do so in the future, thus increasing the need to learn English as a foreign or second language throughout the world.

Teaching and learning English as a foreign language may be difficult for various reasons. In particular, academic writing could be considered as one of the most demanding and challenging aspects of language instruction in terms of reaching the desired proficiency level of students in this skill since teaching students how to

communicate effectively and appropriately should be taken into account in writing courses as well.

What should be taught in EFL composition writing has evolved throughout the years by means of different approaches and orientations to L2 writing, four of which are provided by Silva (cited in Long and Richards 1990:11). Although in earlier approaches writers were put in the centre of attention of the writing process, critics proposed that readers, namely the academic discourse community, should be the focus of the L2 composition writing (Silva 1990:16). Thus, proponents of an English for academic purposes orientation view writing as a communicative act. In recent years, the traditional perception of writing that was dedicated to merely transferring factual information has shifted to a view in which writing is seen as a “social engagement” (Hyland & Tse 2004:156). From this respect, metadiscourse should be brought to the attention of learners of English.

Even though the number of studies conducted regarding metadiscourse has increased in recent years, a simple definition of metadiscourse is hard to come by. As remarked by Swales (1990), even though the concept of metadiscourse is easy to accept in principle, establishing its boundaries is far more difficult. To broadly define, metadiscourse embodies the notion that communication is not simply and solely an exchange of information, but it also involves the personalities, attitudes and assumptions of those who interact with each other (Hyland, 2005). According to Hyland and Tse (2004:159), metadiscourse is regarded as an important feature of communication in that it not only supports the writer’s position but also builds a connection between the writer and the imagined readers; thus, it plays a prominent role in academic writing instruction. Such a

view argues that writers reveal their presence in their texts by using metadiscourse, which helps them to “guide, direct and inform” (Crismore 1989, as cited in Ädel 2006) their readers so that they can process, comprehend and interpret the text the way the writers meant.

### **1.3.The Purpose of the Study and Research Questions**

The purpose of the current study is to investigate EFL instructors’ awareness and attitudes towards personal and impersonal metadiscourse markers in L2 academic writing. With this aim in mind, the present study attempts to answer the following questions:

1. How aware are EFL teachers regarding the use of personal and impersonal metadiscourse markers in their students’ essays?
2. What are the attitudes of EFL teachers towards the use of personal and impersonal metadiscourse markers in L2 academic writing?

### **1.4. Significance of the Study**

According to Hyland (2005), metadiscourse can be classified into two main categories as interactive (textual) and interactional (interpersonal). There are a number of studies conducted on the use of both types of metadiscourse markers in Turkey.

The use of textual metadiscourse markers in Turkish scientific articles published in various fields such as Linguistics, Psychology, Medical Science and Engineering has been analysed (Fidan, 2002; Doyuran, 2009; Dağ-Tarcan, 2017). Ekoç (2010) analysed Turkish MA students’ thesis abstracts from a variety of fields such as ELT, Chemistry, Biology and International Relations and Political Science to reveal the use of hedging strategies. Similarly, Duruk (2017) conducted a research on the frequency of hedges,

boosters and attitude markers by examining the methodology, results and discussion sections of MA theses in ELT. Bal-Gezegin (2016) carried out a cross-cultural study to find out how interpersonal metadiscourse was employed in Turkish and English book reviews.

Cultural variations in the use of interactional metadiscourse have been investigated in different contexts such as the abstracts in MA thesis of Turkish and USA postgraduate students (Özdemir & Longo, 2014), the discussion sections in dissertations of Turkish and British postgraduate students with regard to the use of hedges and boosters (Akbaş & Hardman, 2018) and the doctoral dissertations of Turkish and British students regarding the employment of self-mention markers (Can & Cangır, 2019).

Turkish undergraduate students' writing in EFL context has been examined in fewer studies. Algı (2012) investigated the use of hedges and boosters in L1 and L2 argumentative paragraphs which were written by Turkish students of English with pre-intermediate level of proficiency. Similarly, Yüksel and Kavanoz (2018) conducted corpus-based linguistic research on metadiscourse markers used by Turkish students of English with intermediate proficiency level. Çandarlı, Bayyurt and Martı (2015) analysed the argumentative essays of Turkish and American students to explore authorial stance.

As Hyland (2004) states, teachers in L2 classes are often familiar with metadiscourse markers as an “array of distinct devices” and logical connectives, sequencing items and hedges are broadly taught in academic writing courses. However, to my knowledge there is no study particularly focusing on EFL teachers' awareness and perceptions regarding the use of metadiscourse markers. This study aims to contribute to

filling the gap in the literature regarding EFL instructors' awareness and attitudes towards personal and impersonal metadiscourse markers in L2 academic writing.

### **1.5. Limitations of the Study**

One of the limitations of the study is that due to the qualitative design in which the results will be applicable only to its sample size. The study only involves a limited number of English language teachers of one public university in Turkey; hence, the results found in this study may not be generalised to other contexts. Further research studies in Turkish context can be conducted in various public and private universities in order to approach the research questions from a broader perspective. Another limitation of the study is time owing to the fact that EFL teachers' awareness and perceptions regarding personal and impersonal metadiscourse might change in time.

### **1.6. Definition of Key Words**

The following concepts are frequently used in this thesis.

**Personal metadiscourse markers:** These are metadiscursive devices that explicitly refer to the writer or/and the reader (Ädel, 2006).

**Impersonal metadiscourse markers:** These are metadiscursive items through which the reference to the writer or/and the reader is only implicit (Ädel, 2006).

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. Presentation

A review of the literature regarding metadiscourse is provided in this chapter. First, some definitions of metadiscourse are presented. Second, important early work with an emphasis of Hyland (2005) and Ädel's (2006) classifications of metadiscourse is provided. Lastly, studies that were carried out in different contexts in relation to metadiscourse markers are explained.

#### 2.2. Definitions of Metadiscourse and Early Models of Metadiscourse

In spite of the fact that metadiscourse is regarded as 'under-theorized' and 'empirically vague' (Hyland, 2005), 'fuzzy and a heterogeneous category' which requires a better definition (Ädel, 2006), it has attracted considerable attention in academic writing since the term metadiscourse was first formulated by the linguist Zellig Harris (1959) (as cited in Hyland 2005). Several writers such as Williams (1981), Vande Kopple (1985) and Crismore (1989) have developed the concept, and various metadiscourse taxonomies have been proposed by the researchers (*ibid.*). For instance, Williams' (1981) classification of metadiscourse consists of hedges and emphatics; sequencers and topicalizers; narrators and attributors (as cited in Crismore 1983). However, a year later, he reclassified metadiscourse into three general types: advance



organisers, connectives and interpersonal discourse (*ibid.*). Williams (1990) views metadiscourse as ‘writing about writing’ and defines it as the language that is used while referring to the act of writing about a subject matter. Notwithstanding the fact that Williams (1990) suggests there should be some metadiscourse in everything that is written, he points out that excessive use of metadiscourse may result in ‘burying’ the primary message or ideas. He exemplifies this as follows:

The last point I would like to make here is that in regard to men-women relationships, it is important to keep in mind that the greatest changes have probably occurred in the way men and women seem to be working next to one another.

Only part of that sentence addresses men-women relationships:

... greatest changes have ... occurred in the way men and women ... working next to one another (Williams 1990:125).

Thus, as he states, it is essential to ‘recognise when metadiscourse is useful and then to control it’ so as not to cause wordiness in texts. Meyer (1975) defined a concept called ‘signalling’ which was closely linked to metadiscourse and used another categorisation system for it (as cited in Crismore 1983). Crismore (1983) modified the classifications of Williams (1981) and Meyer (1975) and her typology includes two main categories, the informational and attitudinal, with sub-categories for each. According to her, informational metadiscourse refers to the primary discourse about which a writer can give several types of information by implicitly or explicitly signalling goals for the primary discourse and showing the relationship between ideas with the help of the connective signals in order that the reader can better comprehend the text. Attitudinal metadiscourse, however, is more related to the author’s attitude toward both the content or structure of the discourse and the reader. Crismore (1983) conducted an empirical study on the types and frequency of both metadiscourse types by analysing

nine school social science texts in comparison with nine non-school social science texts. Her findings indicated that more informational metadiscourse was used in non-coursebooks than coursebooks with small differences. However, the difference regarding attitudinal metadiscourse was striking in that non-coursebooks employed nearly twice as much attitudinal metadiscourse as did coursebooks. The results of the analysis led her to question the ‘optimum level of metadiscourse’: ‘how much of which type is needed by which students for which tasks under what conditions’ (Crismore 1983:64). Crismore (1984) defines metadiscourse as ‘discourse about discourse’ and ‘contentless writing about writing’. She explains that metadiscourse is the implicit or explicit intrusion of the writer into the discourse in order to ‘direct’ readers instead of informing them (*ibid.*). Likewise, Lautamatti (1978:75) regarded metadiscourse as ‘non-topical linguistic material’ and explained its importance to discourse in the sense that some expressions help readers ‘relate the content material to a larger framework of knowledge’ to be able to grasp the whole discourse. Schiffrin (1980) named the concept as ‘meta-talk’ and expressed that with the help of it both the structure of the discourse can be organised and the expressive aspects of what is being said can be evaluated. Vande Kopple (1985:83) provided the definition of metadiscourse as follows:

(...) as we write, we usually have to write on two levels. On one level we supply information about the subject of our text. On this level we expand propositional content. On the other level, the level of metadiscourse, we do not add propositional material but help our readers organize, classify, interpret, evaluate, and react to such material. Metadiscourse, therefore, is discourse about discourse or communication about communication.

It can be clearly seen from this definition that Vande Kopple put forward, he regarded metadiscourse as separate from the propositional information. Hyland (2005) commented on this issue as follows:

The point to be made here is that Vande Kopple and others are simply wrong to state that metadiscourse is a separate 'level of meaning'. Texts are communicative acts, not lists of propositions. The meaning of a text depends on the integration of its component elements, both propositional and metadiscoursal, and these do not work independently of each other (Hyland 2005:23).

Expanding upon Williams' (1981) and Lautamatti's (1987) presentations about metadiscourse, Vande Kopple (1985) divided metadiscourse into two broad categories, namely textual and interpersonal. Vande Kopple (1985:87) remarks that textual metadiscourse 'shows how we connect and relate individual propositions in order that they form a cohesive and coherent text and how individual elements of those propositions make sense in conjunction with the other elements of the text. Interpersonal metadiscourse, however, 'can help us express our personalities and our reactions to the propositional content of our texts and characterise the interaction we would like to have with our readers about that content'.

According to Vande Kopple's metadiscourse taxonomy, sub-classifications named text connectives (*first, next, however, as a consequence, etc.*) and code glosses the function of which is to aid the reader understand the meaning of a word, phrase, idiom, etc. with the help of making definitions or explanations constitute the textual category. The interpersonal category consists of illocution markers (*to sum up, we claim that, for example, etc.*), narrators, validity markers (hedges such as *perhaps, may, might, seem, etc.*, emphatics like *it is obvious that* and attributors like *according to* and commentaries.

Hyland (2005) asserts that Vande Kopple's metadiscourse taxonomy has been used by a number of scholars. Amirouze and Rasekh (2010) also state the significance of Vande Kopple's model because of its being 'the first systematic attempt to introduce a taxonomy that triggered lots of practical studies'. However, Hyland (2005) suggests the categories are vague and functionally overlap, which causes difficulties 'to apply in practice'. He explains that *narrators* and *attributors* are hard to distinguish since citations can be used to perform various rhetorical functions. As a result, Vande Kopple's classification of metadiscourse has been refined, amended and revised by a variety of writers such as Nash (1992), Xu (2001), Crismore et al. (1993) and Hyland (1998) (as cited in Hyland 2005:33). Beauvais (1989) argues against metadiscourse taxonomies proposed by Williams and Vande Kopple in that he asserts these are merely 'collections of disparate structures' rather than 'principled systems'. Thus, he suggests that 'metadiscourse be redefined as a category within the larger context of speech act theory'. Hyland (2005:199) remarks the fact that Beauvais has conceptualised metadiscourse 'as speech act predicates' restricts metadiscourse by excluding other linguistic structures.

### **2.3. Hyland's Model of Metadiscourse**

Studies carried out on metadiscourse have revealed that it is a remarkably important concept in casual conversation (Schiffrin, 1980), school coursebooks (Crismore, 1983), undergraduate coursebooks (Hyland, 2000) and postgraduate dissertations (Bunton, 1999; Hyland, 2004).

Hyland (1998) defines metadiscourse as ‘the aspects of the text which explicitly refer to the organisation of the discourse or the writer's stance towards either its content or the reader’. He further defines it as follows:

Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community (Hyland 2005:37).

In addition, Hyland (2005) remarks that metadiscourse has been significant in teaching writing for academic purposes, ‘as a way of helping both native and non-native speakers of English to convey their ideas and engage with their readers effectively’ since writers project their ‘perceptions, interests and needs of a potential audience’ into their writing, which makes the act of writing interactive. Thus, metadiscourse plays a vital role in revealing the awareness of students as writers in their essays and their need to elaborate, clarify, guide and interact because ‘in academic writing tracking readers’ expectations is a vital interpersonal strategy’ (Hyland 2005:42).

However, Hyland (2005) also emphasises that in spite of the research and interest in teaching metadiscourse, the existing classifications of metadiscourse lack sufficient solid theoretical foundation on which to analyse real texts or to comprehend in what ways writers interact effectively. Therefore, he proposed his model based on three fundamental principles of metadiscourse (Hyland & Tse, 2004, cited in Hyland, 2005).

These are:

1. that metadiscourse is distinct from propositional aspects of discourse;
2. that metadiscourse refers to aspects of the text that embody writer-reader interactions;
3. that metadiscourse refers only to relations which are internal to the discourse (Hyland 2005:38).

Hyland's metadiscourse classification is based upon a functional approach that views metadiscourse as the ways authors refer to the text, themselves or the reader. Hyland's approach to metadiscourse not only utilises Thompson and Thetela's discernment between *interactional* and *interactive* resources but also employs stance and engagement characteristics in his earlier models of metadiscourse by building upon them (Hyland, 2005). Hyland's taxonomy is illustrated in Table 2.1:

Table 2.1 An interpersonal model of metadiscourse (Hyland 2005: 49)

Categories	Functions	Examples
<b>Interactive</b>	<b>help to guide the reader through the text</b>	
Transitions	express relations between main clauses	<i>in addition, but, thus, and, etc.</i>
Frame markers	refer to discourse acts, sequences or stages	<i>finally, to conclude, my purpose is, etc.</i>
Endophoric markers	refer to information in other parts of the text	<i>noted above, see Fig, in section 2, etc.</i>
Evidentials	refer to information from other texts	<i>according to X, (Y, 1990), Z states, etc.</i>
Code glosses	elaborate propositional meanings	<i>namely, e.g., such as, in other words, etc.</i>
<b>Interactional</b>	<b>involve the reader in the text</b>	
Hedges	withhold commitment and open dialogue	<i>might, perhaps, possible, about, etc.</i>
Boosters	emphasise certainty or close dialogue	<i>in fact, definitely, it is clear that, etc.</i>
Attitude markers	express writer's attitude to proposition	<i>unfortunately, I agree, surprisingly, etc.</i>
Self mentions	explicit reference to author(s)	<i>I, we, my, me, our, etc.</i>
Engagement markers	explicitly build relationship with reader	<i>consider, note, you can see that, etc.</i>

As Table 2.1 shows, interactive metadiscourse consists of devices which are related to the organisation of propositional information in a discourse, and these devices

reveal how the language is used out of consideration for the reader based on the author's awareness of the reader so that the reader will be guided throughout the text accordingly, and therefore is more likely to be convinced.

Interactive metadiscourse involves five categories:

*Transition markers* are conjunctions and adverbial phrases which show additive, causative, contrastive and consequential relations 'in the writer's thinking' and aid the reader to interpret the connections between ideas (Hyland, 2005).

*Frame markers* make references to text boundaries or elements of schematic text structure. Items that are used to sequence, label text stages, announce discourse goals and signal topic shifts are included in this sub-category of interactive metadiscourse (Hyland, 2004).

*Endophoric markers* are expressions which refer to other sections of the text. They are important in the sense that they make the extra information available to readers so that they can comprehend and interpret the discourse more easily.

*Evidentials* indicate the source of textual information existing outside the text. Hence, these help the reader make interpretations and establish intertextuality (Hyland, 1998).

*Code glosses* enable the reader to comprehend the intended message of authors by means of providing restatements, further explications or expansions of propositional information.

Interactional metadiscourse, however, helps readers to understand writer's perspective towards not only the propositional information but also the readers themselves. Therefore, interpersonal features in a text contribute building a connection

between the writer and the reader as well as anticipating probable objections that the reader might have to a statement or an idea put forward by the writer (Hyland, 1998; Hyland & Tse, 2004).

Interactional metadiscourse ‘seeks to display the writer’s persona and a tenor consistent with the norms of the disciplinary community’ (Hyland, 2010). They include five categories:

Whereas *hedges* are related to the items that signal the writer’s hesitation or reluctance while presenting or evaluating propositional information categorically, *boosters* are devices that express certainty or emphasise the force of the proposition (Hyland 1998). Hedges imply the subjectivity of a position, which makes it open to negotiation. However, boosters enable the writers to close down alternatives (Hyland, 2005). The balanced use of these two categories play an essential role in academic writing (Hyland, 1998).

*Attitude markers* are concerned with the writer’s affective attitude to propositional information conveying surprise, agreement, importance, obligation and frustration (Hyland, 2005).

*Self-mention* refers to the degree of explicit writer presence in texts which is measured by how frequently first person pronouns and possessive adjectives are employed in the text to introduce both propositional and metadiscoursal information (Hyland, 1998). Hyland (2001:211) states that the conscious choice to represent oneself explicitly or adopting an impersonal rhetorical style seems to have essential consequences for the way the message is received.



*Engagement markers* are devices that explicitly address readers either to focus their attention or involve them as text participants by including second person pronouns, question forms and imperative structures (Hyland 1998).

With the help of interactional devices, Hyland emphasises (2005) that writers are able to either accentuate or soften the presence of the readers' in their text within the norms of the community. Writers should find a way to balance tentativeness or assertion and build a relationship with the reader considering that writing is a communicative act.

#### **2.4. Ädel's Reflexive Metadiscourse Model**

Ädel (2006:2) defines metadiscourse as 'discourse about the evolving discourse, or the writer's explicit commentary on her own ongoing text' and adds that reflexive linguistic items referring to the text as text itself or as language are involved in metadiscourse. Ädel's metadiscourse classification is based upon Jakobson's (1998, cited in Ädel:11) functional model of language. She points out that even though Jakobson's theory has not been utilised for this purpose before, there are several benefits of employing this as a basis for analysing metadiscourse as an alternative to the traditional SFG-inspired model based upon Hallidayan model, which has been adopted by many researchers. The main advantage of the Jakobsonian model is its 'greater emphasis on reflexivity' (Ädel 2006:19). Another advantage is, according to Ädel (2006), the distinction between primarily writer-oriented and primarily reader-oriented material in the present model rather than having only one interpersonal category in an SFG-inspired model, which makes it possible for the reflexive model to not only clarify but also describe metadiscourse in a more specific way. In some cases, a combination of

writer-oriented metadiscourse and reader-oriented metadiscourse may appear in texts, and Ädel (2006) refers to this as ‘participant-oriented metadiscourse’.

Toumi (2009) states that the Jakobsonian model attributes six functions to language: metalinguistic (code/text), expressive (addresser), directive (addressee), referential (context), poetic (message), and phatic (contact). Three of these functions are used in Ädel’s model: the metalinguistic, the expressive and the directive. Their corresponding components of the speech event are the text/code, the writer and the reader (Ädel, 2006). Every instance of metadiscourse focuses on one or more of these speech events. The functions of the reflexive model are displayed in Table 2.2:

*Table 2.2 The functions of the reflexive model (Ädel 2006: 18)*

<b>Speech event component</b>	<b>Function</b>	<b>Type of reference</b>
text/code	<i>metalinguistic</i>	text or language itself
writer	<i>expressive</i>	writer persona
reader	<i>directive</i>	imagined reader

The text or code component consists of linguistic material which refer to ‘the current text as text’ or on the writing or discourse that takes place in it. Linguistic material could refer to the words/phrases that are used in the text, the parts of the text such as pages, sections, chapters or the entire text itself. Linguistic devices can also be used to make comments on the use and style of language as well. The writer component is explained by linguistic material focusing on the current writer qua writer. Linguistic material which explicitly refers to or addresses the reader in his role as reader expresses the reader component.

These three functions form the basis of the reflexive model of metadiscourse, which comprises two principal categories: metatext and writer-reader oriented metadiscourse. Metatext consists of the metalinguistic function of language and the textual organisation, while writer-reader oriented metadiscourse is related to the writer – reader interaction. This categorisation which is dependent upon Jakobson’s language model (1998, as cited in Ädel 2006) can be depicted in Figure 2.1:

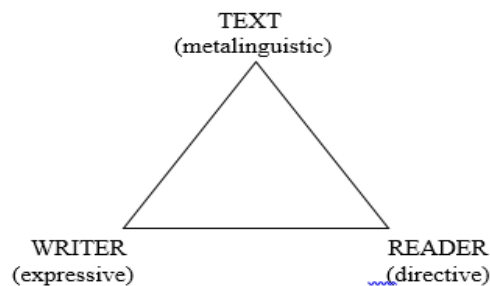


Figure 2.1. The reflexive triangle (Ädel 2006: 18).

Some examples of ‘metatext’ are as follows: ‘in this essay’, ‘... will be discussed in the following’, ‘see page 16’, ‘to conclude’, ‘strictly speaking’, ‘I will summarise...’, ‘in brief’ (Ädel 2006: 20). Ädel (2006) exemplifies ‘writer-reader interaction’ as follows: ‘You will probably think that...’; ‘Does this sound...to you?’; ‘Correct me if I’m wrong, but...’; ‘as you will see’; ‘dear reader’.

Ädel (2006) makes a clear distinction between personal and impersonal metadiscourse in that personal metadiscourse makes a direct reference to the author or/and the reader of the text, whereas the reference to the discourse participants is implicit in the latter. Pronouns (primarily *I*, *you*, *we* and their oblique and possessive forms) or nouns (like *reader* and *writer*) can be used to make direct reference to the author or/and the reader of the current text. In other words, in personal metadiscourse,

the focus is how writers and readers relate to the world of discourse (or the text), or how they relate to one another within that world. Several ways such as passives or impersonal structures, through which the writer chooses to make the text more detached, may be used to avoid self-representation. Therefore, these structures are considered as impersonal metadiscourse.

As it can be clearly understood from the examples above, writer-reader interaction must only be regarded as personal metadiscourse as there is a direct reference to the writer or the reader. On the other hand, ‘metatext’ can be considered as either personal metadiscourse or impersonal metadiscourse. Some examples of subtypes of ‘metatext’ and ‘writer-reader interaction’ from the text/code, the writer and/or the reader perspective and the distinction between personal and impersonal metadiscourse are illustrated in Figure 2.2.

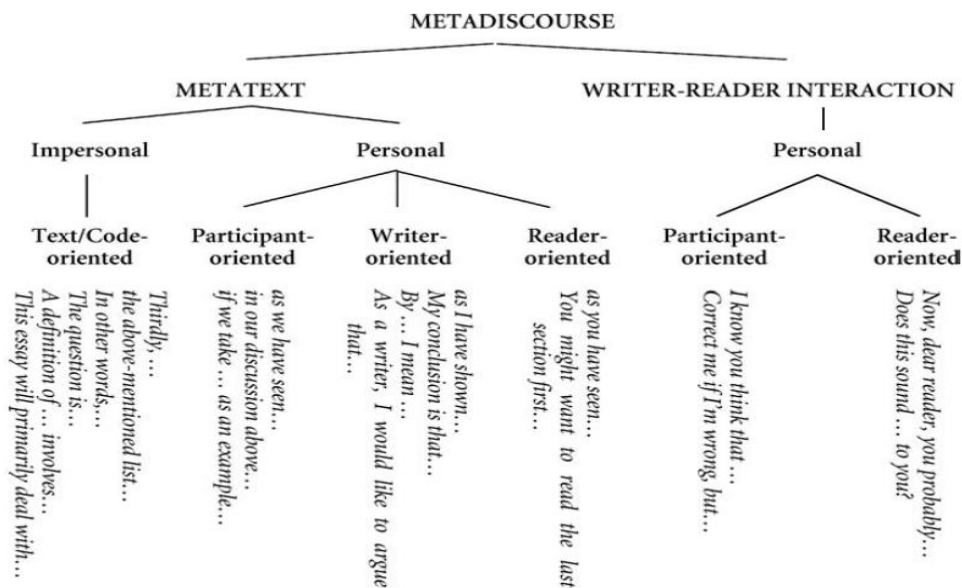


Figure 2.2. Personal and impersonal configurations of ‘metatext’ and ‘writer-reader interaction’ (Ädel 2006: 38).

The discourse functions that are categorised as ‘metatext’ are *saying, defining, exemplifying, reminding, adding, arguing, introducing topic, focusing, concluding* and *contextualising*. The discourse functions that are classified as ‘writer-reader interaction’ are as follows: *anticipating the reader’s reaction, clarifying, aligning perspectives, imagining scenarios, hypothesising about the reader, appealing to the reader* (Ädel 2006).

The discourse functions that Ädel identified in her study are presented in Tables 2.3 and 2.4 below:

*Table 2.3 Taxonomy of personal metadiscourse functions: Metatext (Ädel 2006:60).*

<b>Discourse Function</b>	<b>Example</b>
Defining	<i>What do we mean by ... then? We have to consider our definition of ...</i>
Saying	<i>What I am saying is ... A question I ask myself is ...</i>
Introducing the Topic	<i>In the course of this essay, we shall attempt to analyse whether... I will discuss ...</i>
Focusing	<i>Now I come to the next idea which I presented in the beginning... I will only discuss the opponents of...</i>
Concluding	<i>In conclusion, I would say that ...</i>
Exemplifying	<i>As an example of ..., we can look at ... If we take ... as an example</i>
Reminding	<i>As I mentioned earlier, ... As we have seen, ...</i>
Adding	<i>I would like to add that ...</i>
Arguing	<i>The ... which I argue for is ...</i>
Contextualising	<i>I have chosen this subject because ... I could go on much longer, but ...</i>

*Defining* units introduce terms and they explicitly comment on how to interpret terminology. General *verba dicendi* such as *say, speak, talk* or *write* are related to *saying*. *Introducing the topic* explicitly announces the topic, which is generally found in the first paragraph. Verbs such as *discuss, analyse, give, mention, present, show, start,* and *write about* are commonly used while introducing the topic. *Focusing*, however, refers to a topic which has already been introduced in the text. When the aim is to signal that the topic is being focused on again, or to narrow down the topic, such units are employed by the writer. *Concluding* is used to conclude a topic. The nouns *summary* and *conclusion* are frequently used for this function. *Exemplifying* explicitly introduces an example. *Reminding* units point backwards in the discourse to something that has been mentioned before. Verbs such as *describe, mention, say* and *state* are frequently used for this function. *Adding* means that a piece of information or an argument is being added to the previous one(s). The lexical verb *add* is the most common one that is used for this function. *Arguing* emphasises the argumentative discourse act that is performed besides expressing an opinion or viewpoint. All the verbs that are used for this function are performatives such as *argue, claim* and *support*. *Contextualising* displays traces of the production of the text or comments on the situation of writing. (Ädel 2006).

Table 2.4 Taxonomy of personal metadiscourse functions: Writer-reader interaction

(Ädel 2006:61).

Discourse Function		Example
Anticipating	the Reader's	<i>I do realise that all this may sound ...</i>
Reaction		<i>You probably never heard of ... before</i> <i>You would be very surprised at ...</i>

Table 2.4 (continued)

Clarifying	<i>I am not saying ... , I am merely pointing out that ... By this I do not mean that ...</i>
Aligning Perspectives	<i>If we [consider/compare]..., we [can/will] [understand/see] ... As we can see, ... We can assume that ...</i>
Imagining Scenarios	<i>If you consider ... , you can perhaps imagine ... Think back to when you were ... When you were that age ...</i>
Hypothesising about the Reader	<i>You have probably heard people say that ...</i>
Appealing to the Reader	<i>I hope that now the reader has understood ... In order for ... you and I must keep our minds open</i>

According to Crismore (1989, cited in Ädel: 71) anticipating the reader's reaction is the most essential function of metadiscourse. Writers may predict the reaction(s) of the imagined reader, and thus they sometimes explicitly attribute statements to the reader as possible objections or counter-arguments made by the reader. While trying to persuade the readers, writers may adopt different approaches to their readers' reactions and attitudes towards the topic being discussed in a text. *Clarifying* is related to the writer's desire to make what is being said in the text more clear for the reader in order to avoid being misinterpreted. Negative statements like *I am not saying x* are commonly used in this category. The aim of *Aligning Perspectives* is to have the reader take the writer's perspective. The personal pronoun *we*, as in the example of *as we can see ...*, which marks an agreement between the writer and the imagined reader (or sometimes including people in general), is commonly used to perform this function. With the help of the category named *Imagining Scenarios* the writer is able to make examples or descriptions more vivid to the reader. The reader is politely asked to visualise or see something from a specific perspective. *Hypothesising about the Reader*

means that the writer makes predictions about the imagined reader and his background knowledge and attitudes or values towards the topic that the writer brings up in the text. Such examples of metadiscourse through which the writer either evaluates or judges the audience explicitly show that the writer is thinking about the imagined reader. *Hypothesising about the Reader* and *Anticipating the Reader's Reaction* are similar to each other in that they are both reader-oriented; however, the former deals with the reader's identity in the real world instead of the reactions towards the current text. *Appealing to the Reader* makes an attempt to impact the reader by 'emotional appeal'.

According to Ädel (2006), impersonal metadiscourse consists of four functional sub-categories: *References to the Text/Code*, *Phoric Markers*, *Code Glosses* and *Discourse Labels*. *References to the Text/Code* 'covers references to the text itself at various levels' such as text, essay, paragraph in addition to 'references to the words and expressions' that are used in the text. The prepositional phrases 'in this essay' and 'in the following section' can be given as an example to this category.

*Phoric Markers* emphasise or point to different parts of the text, and they enable the reader to 'navigate through the text'. *Previews* (expressions that announce what will happen in the text), *Reviews* (expressions which remind the reader about 'previous chunks in the text') and *Enumerators* such as *first(ly)*, *second(ly)*, *third(ly)* are included within this category. Also, deictic expressions such as *here* and *now* as well as expressions that signal the beginning and ending of a text (such as *to begin with*, *the last point is ...*) belong to this sub-category. *Code glosses* 'give cues to the interpretation of elements' as Vande Kopple (1985, cited in Ädel 2006: 113) defines. Most of the examples in this sub-category are adverbials. *Discourse Labels* are expressions which



are used to clarify the writer's intentions; as a result, they are beneficial for the reader to interpret the textual moves. *Introducing the Topic, Concluding the Topic, Exemplifying, Adding, Arguing* and *Saying/Defining* are included in this category. Ädel (2006) classified the search terms *aim, intend/intention, outline, present* as *Introducing the Topic*; *conclusion, conclude, sum* as *Concluding the Topic* and *exemplify, example, such as, instance* as *Exemplifying* in her research. She states that whereas *add* generally functions as *Adding, emphasise, stress* and *underline* can function as *Arguing*.

## **2.5. Research on the Use of Metadiscourse**

There have been various studies regarding the use of metadiscourse markers in the literature in different contexts.

Pérez-Llantada (2010) set out a study to investigate text- and participant-oriented metadiscourse in the introduction and discussion sections of research articles, and Ädel's (2006) taxonomy of metadiscourse was employed in the study. 144 introduction and 144 discussion sections from the biomedical component of the Spanish-English Research Article Corpus were selected for the study. 48 of the articles were written in English by North-American scholars, 48 articles were written in English by Spanish scholars and 48 articles were written in Spanish by Spanish researchers. The results of the analysis of the data showed that text-oriented metadiscourse was more common in the introduction sections than in the discussions of the three sub-corpora, while participant-oriented metadiscourse played a significant role in discussions. Results also showed that text- and participant-oriented metadiscourse scored almost similar average frequencies in introduction and discussion sections of the articles written in English by North-American and Spanish scholars. On the other hand, both text- and participant-oriented

metadiscourse scored slightly higher in both sections of the articles written in Spanish by Spanish scholars. Therefore, this study indicated that culture-specific rhetorical conventions may play a prominent role in writers' determining the use of personal and impersonal metadiscourse markers.

Another corpus driven study that focused on reflexive metadiscourse carried out by Salas (2015) compared how 238 research articles in Linguistics, Economics and Medicine which were written in Spanish and published between January 2005 and January 2010 signalled writer visibility and writer's interaction with their readers. The findings of the study whose aim was to investigate interdisciplinary variations in the use of metadiscourse markers indicated that scholars from Linguistics deployed more personal and impersonal metadiscourse markers than their counterparts in Economics and Medicine. Another finding was that there was not a significant difference between Economics and Medicine sub-corpora. The results also revealed that significantly more impersonal metadiscourse markers were employed than personal ones in all three disciplines. Regarding writer visibility, linguists were found to show their presence more than their counterparts in the other two disciplines, and they exhibited much more explicit interaction with the reader.

In a more recent study, Navarro Gil (2018) examined the use of reflexive metadiscourse in a learner corpus of 20 bachelor dissertations that were written in English by Spanish undergraduate students in medicine and linguistics from two Spanish universities and made a comparison of the results with a corpus of 50 research articles which were published in medical and linguistic academic journals. Her study followed a reflexive model of metadiscourse drawing on Mauranen (1993) and Ädel (2006). The

analysis of textual metadiscourse markers revealed that learners and scholars used metadiscourse to a similar extent, which suggested that learners were aware of the textual metadiscourse practices of their discipline. Navarro Gil (2018) explained that as textual metadiscourse markers are taught in English language instruction in secondary or tertiary education, EFL learners may have felt more confident while employing these metadiscourse markers in their dissertations. Across disciplines, however, metadiscourse in linguistics scored higher than in medicine. Regarding the use of interpersonal metadiscourse markers, the analysis of the corpus revealed that bachelor dissertations in linguistics employed half as many interpersonal markers as research articles in the same discipline, whereas bachelor dissertations in medicine used twice as many interpersonal metadiscourse markers as medical research articles. Navarro Gil (2018) concluded that this difference might have occurred due to the fact that dissertations and research articles have different audiences.

In spite of the fact that there have been numerous studies carried out on metadiscourse, Ädel (2006) pointed out that metadiscourse studies in L2 writing are inadequate; for this reason, she conducted a study in order to contribute to filling this gap in which she analysed the use of personal and impersonal metadiscourse markers in the argumentative essays of Swedish advanced learners of English by comparing them with the argumentative essays written by native speakers of British and American English. The learner corpus comprised 350 essays which were written by learners who study in English departments at three different Swedish universities, while the native speaker corpus consisted of 290 essays half of which were written by university students of native speakers of American English and half of which were written by university

students of native speakers of British English. With regards to the use of personal metadiscourse markers, the findings of the study revealed that the Swedish learners used more than twice as much personal metadiscourse as the American students who used twice as much personal metadiscourse as British university students. In particular, the use of first person singular pronoun *I* showed the greatest difference across the corpora: The Swedish students heavily overused personal metadiscourse which involves *I*, whereas in the British corpus explicit writer visibility was rare. Similarly, the Swedish learners deployed personal metadiscourse involving *you* more than the American and British learners. Another finding of the study was that *we*-units were used less frequently than *you*-units in the essays of Swedish and American learners; however, British learners displayed a strong preference for *we*-units. Regarding the use of *one*-units referring to the current writer and/or the reader, the frequency of it was found to be low across the corpora. According to the results of the analysis, the Swedish learners scored the highest in the use of *one*-units, followed by the American learners, and the essays written by the British university students had the fewest *one*-units. The study also showed that Swedish university students had a tendency to cluster a lot of metadiscursive expressions together, which was not seen in the essays of native-speakers. As for the use of impersonal metadiscourse markers, the findings of the study displayed that the argumentative essays written by the learners comprised considerably more impersonal metadiscourse compared to the essays written by native speakers. The amount of impersonal metadiscourse markers was almost the same in both native speaker groups. The essays written by the native speakers of British English included more than twice as many code glosses as the essays written by native speakers of American English whose

essays, however, scored higher than the former in terms of the use of discourse labels. Compared to the native speakers, the argumentative essays written by Swedish learners displayed the overuse of all of the sub-categories of impersonal metadiscourse with the exception of code glosses.

In a more recent study, Wei and Duan (2019) compared the use of metadiscourse in hard science disciplines in English academic writing of L1 Chinese scholars with native speakers of English. Hyland's (2005) taxonomy of metadiscourse was employed in their study. The results of the analysis indicated that L1 Chinese scholars deployed less metadiscoursal elements than L1 English scholars in general. Another essential result of the study showed that whereas L1 Chinese scholars used more interactive metadiscourse markers, L1 English scholars used more interactional metadiscourse devices.

Considering the findings of the research conducted in different contexts that has been summarised above, it can be claimed that the employment of metadiscoursal elements can differ across disciplines because of different audiences. It is also noteworthy to consider cultural factors and culture-specific rhetorical conventions that determine writers' tendency to use either more personal or impersonal metadiscourse markers in their academic writing.

## **2.6. Research on Metadiscourse: Turkish Context**

There have been several studies carried out on the use of metadiscourse markers in Turkish context as well in recent years.

To begin with, Ekoç (2010) conducted a study in which she examined the use of lexical hedging strategies of Turkish MA students in their theses abstracts from various

fields such as ELT, Chemistry, Biology and International Relations and Political Science. The corpus of the study consisted of 40 MA theses abstracts from the aforementioned fields, each of which had between 200 – 250 words. The findings of the analysis demonstrated that all the disciplines employed hedging, and ELT was found to be the field with the highest frequency of occurrence of hedges, followed by Biology, Chemistry and International Relations and Political Science. The use of subject pronouns identified in the abstracts revealed that *we*-units were commonly used and they were more visible in Biology. The study confirmed that writers avoid using the first person singular pronoun in their theses abstracts, with the exception of the authors in ELT. The results also showed that the writers chose to distance themselves from making claims by means of impersonal structures such as the use of passive voice, which were found to be heavily used in Chemistry.

Özdemir and Longo (2014) carried out a study to examine cultural variations in the use of metadiscourse between Turkish and American post-graduate students' MA thesis abstracts written in English. Hyland's (2005) taxonomy of metadiscourse was adopted in their study. The findings of the study displayed that there were cultural differences in the amounts and types of metadiscourse employed. The overall frequency of interactive and especially interactional metadiscourse was found to be higher in American students' abstracts. Whereas the occurrence of *evidentials*, *endophorics*, *code glosses*, *boosters*, *attitude markers* and *self-mentions* were fewer in Turkish students' MA thesis abstracts, they deployed *transitions*, *frame markers* and *hedges* more than the American students.

Similarly, in his doctoral dissertation, Akbaş (2014) compared authorial presence at post-graduate level academic writings of L1 writers of Turkish, L1 writers of English and Turkish writers of English. The findings of his research displayed that L1 Turkish and English L2 writers at post-graduate level employed passive voice or impersonal structures rather than explicitly using self-mention markers, while native speakers of English made use of explicit self-markers.

Likewise, in her doctoral dissertation, Çapar (2014) investigated how Turkish and American academic writers made use of interactional metadiscourse markers in research articles. The corpus of the research comprised 150 research articles in the field of teaching a foreign language. The findings revealed that interactional metadiscourse markers were employed more frequently by American academic authors.

In another study, Duruk (2017) investigated the frequency of interpersonal metadiscourse markers Turkish students used in their MA dissertations from the field of ELT. Hyland's (1998) taxonomy of metadiscourse was employed in the study in which a corpus of 20 MA dissertations was analysed. The results of the study indicated that *attitude markers* were the most frequently used interpersonal markers followed by *hedges* and *emphatics*, and these sub-categories were highly preferred by Turkish postgraduate students, whereas the use of personal pronouns was not preferred as much as the former ones by Turkish post-graduate students. According to the study, only one student deployed the pronoun *I* 29 times in the thesis; however, the other students either used none of the pronouns or made use of the pronoun *we*.

Another study was carried out by Can and Yuvayapan (2018) on the use of interactional metadiscourse markers by native academic writers of American English

compared to that of Turkish speaking academic writers of English to build their stance in the doctoral dissertations. Hyland's (2005) taxonomy of metadiscourse was adopted in the study in which a corpus of 120 doctoral dissertations that were written between 2010 and 2015 was analysed. The corpus of Turkish-speaking academic writers of English comprised 60 dissertations in the fields of ELT, English Language and Literature and Linguistics. The corpus of native academic writers of English consisted of 60 dissertations from a variety of disciplines such as Education, English Literature, Linguistics, Comparative Literature and Cognitive Science. The results of the study demonstrated that native academic writers had a remarkably greater tendency to use interactional metadiscourse markers to build their stance in the dissertations and that they preferred a more personal style since they employed self-mentions and engagement markers more frequently in their dissertations than Turkish academic writers. In addition to these findings, it was also pointed out that Turkish academic writers had a tendency to use the pronoun *we* more frequently than the first person singular pronoun *I*.

Işık-Taş (2018) explored how first person pronouns were employed to represent authorial identity in 130 Sociology research articles in Turkish by Turkish researchers and in English written by native speakers of English and Turkish. The findings indicated that native speakers of English and Turkish deployed first person pronouns similarly in terms of their frequency and discourse functions; however, the use of first person pronouns showed remarkable divergences in these aspects in Turkish articles written in national journals by Turkish scholars who had a tendency not to present authorial voice as explicitly as the others.



Can and Cangır (2019) set out a study to compare the use of self-mention markers that Turkish doctoral students of literary studies deployed in their dissertations with their counterparts in British universities. The corpus of their study comprised 100 doctoral dissertations which were written between 2010 and 2018. The results of the study demonstrated that there was a statistically significant difference in the use of self-mentions. The biggest difference was detected in the use of the pronoun *I*, followed by the pronoun *my*, both of which were used to a much greater extent by British doctoral students than their Turkish counterparts. Regarding the use of *we*, the difference was smaller than the previously mentioned pronouns and the slightest difference was observed in the use of *our*. They also stated that Turkish doctoral students tended to present their authorial identity implicitly through the use of passive voice.

Although the number of the studies is fewer compared to that of research articles and post-graduate context, metadiscourse markers have also been examined in undergraduate students' writings in EFL context in recent years.

Algı (2012) examined how Turkish students of English with pre-intermediate level of proficiency deployed hedges as well as boosters in their L1 and L2 argumentative paragraphs. 104 argumentative paragraphs both in L1 and L2 that were written by Turkish native speakers were analysed in terms of the types, frequencies and functions of hedges and boosters. According to the results of the study, there were similarities in terms of the types and functions of these metadiscourse devices. However, the number of hedges and boosters in L2 argumentative paragraphs was found to be slightly higher than that of L1 paragraphs. Another significant result of the study displayed that L2 paragraphs written by the learners were similar to the teaching

materials that they were presented in terms of the types, frequencies and functions of hedges and boosters.

The use of boosters, attitude markers and self-mentions were analysed in the argumentative essays of Turkish and American students by Çandarlı, Bayyurt and Martı (2015). English essays written by Turkish and American students in addition to Turkish essays written by Turkish students constituted the corpora. The results demonstrated that boosters were the most frequently used markers of authorial presence, whereas first person pronouns, the frequency of which was higher in essays by American students, were the least commonly used ones in all three corpora. The study also displayed that Turkish essays consisted of notably more authorial presence markers than English essays, which they concluded might be due to the L2 academic writing instruction.

Similarly, Yüksel and Kavanoz (2018) carried out a corpus-based research study to investigate the frequencies and usages of metadiscourse markers of Turkish learners of English with intermediate level of proficiency in their essays and analysed the divergences from native speaker norms. The non-native learner corpus comprised 314 essays written by second year undergraduate students in ELT at a state university in Turkey. As reference corpora, British Academic Written English and British National Corpus were employed in the study. Contrary to the findings of the studies previously summarised, the findings of this study indicated that interpersonal metadiscourse was more frequent than textual metadiscourse in all three corpora regardless of experience in writing and L1 language background. *Person markers* were found to be overused by non-native learners. Regarding the use of textual metadiscourse, the most frequent sub-

category was found to be *logical connectors*, through which writers aimed to achieve clarity of meaning, followed by *frame markers*.

With the exception of the studies conducted by Çapar (2014), Yüksel and Kavanoz (2018) and Işık-Taş (2018), the findings of the studies carried out in Turkish context are similar to each other in that native speakers of English have a tendency to interact more with their readers and present their authorial voice more explicitly than Turkish learners and/or scholars. In contrast, Turkish learners or/and scholars are more inclined to deploy textual metadiscourse markers and avoid making themselves visible in their texts by making use of passive or impersonal structures. Turkish learners or/and scholars also avoid interacting with the readers or addressing them in their texts in most cases, which might be due to cultural norms and expectations.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Presentation

In this chapter, the research methodology followed in the study will be discussed. First, the research design will be described. Second, the setting and participants will be presented. Then data collection procedures will be introduced. Finally, the data analysis procedures will be presented.

#### 3.2. Overall Research Design

The main aim of the present study is to find out how EFL teachers perceive the use of personal and impersonal metadiscourse markers in L2 academic writing. The research problem was inspired by the school context. The researcher, as an instructor at the same university, observed (as subjective as it might be) that most of her colleagues had a harsh attitude towards personal metadiscourse markers present in students' paragraphs or/and essays while evaluating writing sections especially due to the instructions in writing handouts and rubrics. This led the researcher to assume that we, as EFL instructors, are either unaware of personal metadiscourse markers or prefer seeing impersonal metadiscourse to personal metadiscourse in our students' paragraphs or/and essays. Accordingly, this research study aims to answer the following research questions:

1. How aware are EFL teachers regarding the use of personal and impersonal metadiscourse markers in their students' essays?
2. What are the attitudes of EFL teachers towards the use of personal and impersonal metadiscourse markers in L2 academic writing?

In order to answer the research questions, the researcher adopted the qualitative research tradition. Qualitative research can be described as an effective model that occurs in a natural setting which enables the researcher to “gather up-close information by talking directly to people” (Creswell 2013:45) so that the researcher can comprehend the experiences and perspectives of the participants better. The current study possesses the features of grounded theory (GT) as a qualitative method of inquiry. Grounded Theory allows the researcher to generate an explanation of a process, an action or an interaction that is shaped by the perceptions of the participants (Creswell, 2013). The basic reason why GT was employed in this study is that GT allows researchers to explore understudied research fields (Hoda et al. 2011, as cited in Ünü 2015). Another reason why the researcher used GT in the study is that it provided the researcher with the opportunity to conceptualise what was emerging in the data by constantly comparing and contrasting the emerging codes within the same data item and across the same data set instead of imposing preconceived hypotheses on the data. Therefore, using GT helped the researcher to be immersed in the data because the process consisted of going back and forth between the participants. The researcher utilised Charmaz's constructivist and interpretive model of GT since Charmaz puts more emphasis on the views, values, beliefs, assumptions, ideologies and feelings of individuals including the researcher's

while co-constructing meaning through the interactions with the participants (Charmaz, 2006).

### **3.3 Setting**

The current study was carried out at Ankara University School of Foreign Languages because of its convenience for the researcher. The aim of the School of Foreign Languages is to aid students to enhance their language skills needed for academic settings and have at least B1 level of English according to Common European Framework criteria so that they can be equipped to comprehend their courses in their faculties owing to the fact that English is the medium of instruction in some departments. At the preparatory school, one academic year is comprised of four quarters, each of which lasts eight weeks. Student levels are determined based on the Placement Test administered at the beginning of the academic year, and students are placed into elementary (L1), pre-intermediate (L2) and intermediate (L3) levels. Students who begin in L1 must continue onto L2, L3 and L4, which is also intermediate level, by taking the Gateway Exam at the end of each quarter. When students complete L4 course, they can take the Proficiency Exam. If they pass the exam, they become eligible to attend their departments in their faculties.

Throughout the eight weeks of each quarter in each course, students take two progress tests, both of which have Listening, Reading, Use of English (grammar and vocabulary) sections to be evaluated, and one mini-spoken exam. Whereas in Progress Test 1, logical connectives are assessed under the Use of English section, Progress Test 2 has a separate Writing section where students are expected to write a paragraph or

essay. Similarly, their ability to write is assessed in the Gateway Exam administered at the end of each quarter and the Proficiency Exam.

In the writing courses throughout L1 and L2, students learn how to join sentences with the help of logical connectives and write a paragraph. In these levels, they are introduced to the basics of academic writing. They learn the fundamental steps of writing a topic sentence, major and minor supporting sentences and the concluding sentence. In L3, the students revise the connectives and having learned to write an opinion paragraph in the previous level, they start to learn the parts of an essay such as giving background information and writing a thesis statement, body paragraphs and a concluding paragraph. Furthermore, they learn how to write an opinion essay. In addition to these, they learn how to write an advantages and disadvantages essay in L4. All of the instructors have to follow the same writing syllabus and use the same handouts. If they need to bring any other materials besides the ones prepared by the Curriculum and Material Development Unit, they are expected to inform the Unit in advance with regard to the content of the material.

In addition, throughout each quarter students keep a writing booklet in order that their progress in paragraph or essay writing can be monitored. The instructors assign topics determined by the Curriculum and Material Development Unit. Students are supposed to complete two tasks in each of which they choose one of the assigned topics to write about. The tasks that students are obliged to complete are in line with the writing sections in Progress Test 2, Gateway and Proficiency Exams. Each task consists of two drafts and the instructor gives feedback to the first draft using correction codes that tell the learner the type of mistakes they made, and once learners get their writing

booklets, they can make an attempt to correct their mistakes on their own by checking the correction codes that guide them. Instructors use these correction codes to develop the students' ability to edit their drafts as well as promoting students' autonomy to learn by helping them realise their mistakes thanks to the correction codes (see Appendix B). After correcting their mistakes using the codes, students submit the final draft. This time the instructor assesses the final draft by making the necessary changes and gives written feedback. When students receive written feedback, the process is completed. Moreover, the instructor may assign extra writing topics about any topic so that the students can have more opportunities to practice and produce conventions of academic writing. The tasks in the writing folder are not graded; however, feedback process plays a crucial role in developing learners' writing skills since they can improve themselves in the light of the feedback they receive from the instructor.

For more information about the detailed writing syllabus of each level, see Appendix C.

### **3.4. Participants**

In order to determine the sampling type in qualitative research, researchers need to plan ahead and the research questions, the period of time of the study as well as resources must be taken into consideration. Convenient sampling strategy which is also known as 'volunteer sampling' (Mugenda & Mugenda, 2003) and helps researchers to easily access the participants, thus the data is adopted in this qualitative research inquiry (Creswell, 2013).

Thirteen EFL instructors who have at least five years of teaching experience at Ankara University School of Foreign Languages participated in the study. Because they took part in the study voluntarily, the researcher obtained the consent form from them



before starting to collect data. In table 3.1 demographic profiles of the participants are displayed. According to the demographic profile data, although most of the EFL instructors are graduates of English Language and Literature Department, their academic background offers variety for the study. In the current study, gender was not taken into account as a variable. Three of these participants were randomly selected so as to conduct piloting prior to the actual data collection process.

*Table 3.1 Demographic Profiles of the Participants*

<b>Participants</b>	<b>Years of Teaching Experience</b>	<b>Academic Background</b>	<b>Age</b>	<b>Gender</b>
Participant 1	8	English Language Teaching	30	Female
Participant 2	10	English Language and Literature	36	Female
Participant 3	12	The Department of English Linguistics	35	Female
Participant 4	8	English Language and Literature	31	Female
Participant 5	20	English Language and Literature	44	Female
Participant 6	15	English Language and Literature	39	Male
Participant 7	7	English Language Teaching	30	Female
Participant 8	15	The Department of English Linguistics	36	Female
Participant 9	15	The Department of English Linguistics	39	Female
Participant 10	22	American Culture and Literature	45	Female

*Table 3.1. (continued)*

Participant 11	10	English Language and Literature	33	Male
Participant 12	26	English Language and Literature	49	Female
Participant 13	25	English Language and Literature	53	Female

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### **3.5. Data Collection Instruments and Procedures**

Charmaz (2006) points out that diverse kinds of data such as field notes, interviews and information in records and reports can be gathered by the researcher in GT. Since interviews are particularly helpful to acquire information about the participants' experiences (McNamara, 1999), semi-structured interviews were adopted by the researcher as a data collection instrument so as to investigate the attitudes of EFL instructors towards personal and impersonal metadiscourse markers. The period for data collection procedure was determined to be two months, between February 2019 and April 2019. To set the scene for the interviews, a handout which consists of sentences with personal and impersonal metadiscourse markers was given to the instructors to comprehend their awareness about metadiscourse (see Appendix D). The sentences were chosen from Ädel's (2006) research whose purpose was to compare the use of metadiscourse in written argumentative texts by advanced learners of English whose native language is Swedish with texts written by native speakers of British and American English. Once the sentences were selected according to the discourse functions of personal and impersonal metadiscourse, the handout was designed to

understand to what extent EFL instructors would find the bold expressions acceptable. Once their responses were obtained, the interviewing procedure was initiated.

Semi-structured interviews are partially planned interviews with pre-determined questions: however, relevant questions or/and prompts may come up during the interview (Creswell, 2013). Creswell (2013) points out several steps for interviewing in the data collection process, and the study followed these steps. First, a quiet location that was free from distractions was chosen. All the interviews were conducted on campus. When the participants and the researcher met at the setting, the content including the anticipated time of the semi-structured face-to-face interviews to be held was shared with the participants. After reassuring the confidentiality of the identity and answers of the participants, the interview process began. Each session was recorded with the consent of the participants. The interviews ranged from 12 minutes to 30 minutes, and all of them were conducted in Turkish in order to comprehend participants' perspectives efficiently.

### **3.6. Data Analysis Procedures**

The data for this qualitative research study was gathered by means of semi-structured interviews (see Appendix E). The handout which was given to the participants prior to the interviews was significant in order to understand the awareness of the participants about metadiscourse. However, as the interview progressed with follow-up questions that referred to the comparison of the items on the handout, some of the participants felt the need to question their previous decisions and changed their answers on the handout accordingly. Therefore, preliminary data gathered via the handouts was mainly shaped during the interview process.

The data analysis was initiated with transcribing the interview audio recordings. The researcher pursued verbatim transcription in order not to lose any data. As an initial part of the analysis of the data, line-by-line coding was completed manually along with memo writing, both of which are considered as the first major stages of a grounded theory approach to the data. Writing memos helped the researcher to move back and forth between emerging codes, categories and themes. Focused and theoretical coding were employed in the later stages of data analysis process.

### **3.6.1. Trustworthiness and Validity**

Although semi-structured interviews formed the basis of data gathered in this study, the researcher compared the handout which was given to the participants before the interviews with the findings of the interviews as well as making use of memo-writing during data collection process so as to raise the trustworthiness and credibility of the study. In addition, the accuracy of the translated extracts from the interviews were verified by a colleague who is a graduate of Department of Translation and Interpretation.

### **3.7. The Role of the Researcher**

The researcher, despite being an instructor at the same university, tried to remain objective and not to interfere with the process of forming the perceptions of the participants on metadiscourse markers so that she could get reliable answers to the research questions of the study. Moreover, as the researcher was also aware of the model essays on the writing handouts, feedback process, examinations and rubrics, being an instructor at the same university aided the researcher to be able to ask follow-up questions when necessary to get more clear and reliable answers.

### **3.8. Ethical Considerations**

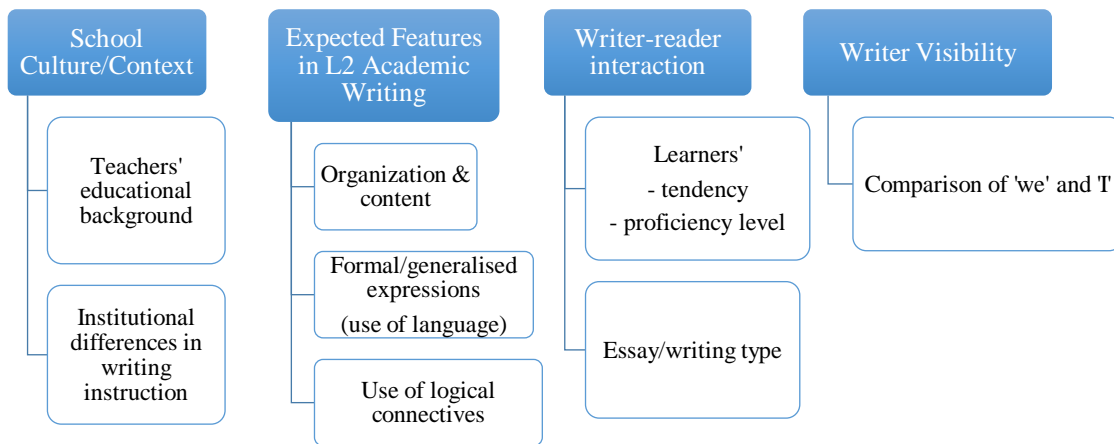
The researcher obtained ethical approval from METU Human Subjects Ethics Committee on 30 January 2019 in order to launch data collection process. Considering the ethical considerations, the researcher informed the participants about the research and they were asked to participate on voluntary basis. Once the volunteer participants were identified for the research, they were distributed informed consent forms.

## CHAPTER 4

### RESULTS

#### 4.1. Presentation

This chapter presents the analysis of data gathered from the interviews. After the researcher read the transcribed data thoroughly, coding was done simultaneously with memo-writing. Initial similar codes were assembled into categories and themes in the later stages of data analysis. The results of the analysis provided sufficient answers to the research questions and shed light on EFL teachers' perceptions about personal and impersonal metadiscourse markers in L2 writing, which was the aim of the study.



*Figure 4.1. Themes and Categories that Emerged as a result of the Qualitative Data Analysis*

Items from 1 to 12 on the handout which was distributed to the participants before the interview sessions started consist of personal metadiscourse markers having different functions in relation to the text (metalinguistic function), and the bold expressions between 13 and 19 are related to writer-reader interaction, whereas the bold expressions in items from 20 to 35 belong to impersonal metadiscourse.

In the following sections of the chapter each of the themes and categories shown in Figure 4.1. will be explained with references to representative participant comments and quotations regarding their perceptions about the use of personal and impersonal metadiscourse markers in L2 academic writing. With the intention of supporting the confidentiality of participant identities, codes like P1, P2, etc. were given to the participants.

## **4.2. School Culture/Context**

One theme that emerged from the analysis of the interviews was school context.

### **4.2.1. Teachers' Educational Background**

It was clear that participants' academic background and the way they were taught how to write still play a crucial role in how they teach academic writing. Participants' experiences and perceptions with regard to writing formed how they view L2 academic writing, what types of expressions should be taught and avoided in writing courses and how they give feedback to their students. However, the fact that they graduated from different departments does not indicate a particular impact on their perceptions towards metadiscourse markers.

When asked which of the expressions on the handout should be taught in L2 academic writing classes, one of the EFL teachers explained her ideas as follows:

...these expressions may be acceptable but the expressions with 'I' make me feel like...because I graduated from the Department of English Language and Literature at Bilkent University. We had academic writing courses, submitted our writing assignments and had exams related to academic writing. What our professors advised was not to overuse 'I' (in our essays), and not making the writer's presence too obvious for the reader. I don't know, should I say third person singular, what I mean is we used to avoid using 'I'; therefore, in these expressions, (seeing) 'I' is disturbing for me because I did not learn to write like this (P2, Female, 04/03/2019).

She added that she holds a PhD from METU, and that she thought she could assert her claims more freely in her dissertation using 'I' compared to a Master's thesis.

...even there (in the dissertation), for instance, I learned that the use of 'I' should be avoided, and then when I analysed the articles which my professors published, I realized that even professors avoided making such remarks using 'I' (P2, Female, 04/03/2019).

When asked whether students should directly address their readers, she added:

As I mentioned earlier, I am not a graduate of ELT; however, the conventions of academic writing were taught to us in the Department of English Language and Literature. I don't know whether it is correct or not, but I am not in favour of an interaction between the writer and the reader in academic writing because it is not a newspaper or magazine article (P2, Female, 04/03/2019).

Only one of the participants used the term metadiscourse during the interview sessions and he expressed the impact of his previous studies on his perceptions regarding personal and impersonal metadiscourse markers as follows:

We teach metadiscursive expressions which combine sentences to enable unity in the text. For instance, we teach reason-result connectors, the expressions that are more related to the text itself to show how to summarise or connect sentences using 'first', 'second', 'third'. There is no problem here, but whenever metadiscursive expressions that include readers (appear in essays), I have noticed that my colleagues here and I do not consider these expressions acceptable in the essays that I evaluate based on (my) education or the idea that these expressions are viewed as forbidden fruit, so I cannot help but transfer the same ideas to (my) students (P6, Male, 06/03/2019).

He is certainly aware of the dilemma he experiences towards metadiscourse, and this can be clearly seen in the following quote:

I constantly experience this conflict with my students. A student asks, for instance, why they cannot use these expressions (referring to personal metadiscourse markers) and whether it is the same thing as the other expressions (referring to impersonal



metadiscourse markers). However, the explanation that I make is very subjective, I think metadiscourse is not something that I thoroughly comprehend and it is a fuzzy phenomenon; thus, this ambiguity (of metadiscourse) continues like this starting from the classrooms here to MA theses, PhD dissertations and post-doctorate studies (P6, Male, 06/03/2019).

#### **4.2.2. Institutional Differences in Writing Instruction**

The second category under the theme the School Culture/Context is institutional differences in writing instruction. Participants pointed out that academic writing is a broad topic and there may be differences among institutions in terms of acceptable and unacceptable expressions based on the model essays in writing handouts, feedback process, examinations and rubrics. The analysis of the interviews indicated that teachers' perceptions towards personal and impersonal metadiscourse are not only influenced by their academic background but also the institution they work. Therefore, perceptions of what is appropriate and inappropriate in that particular institution or community can be considered as one of the factors determining how L2 learners should communicate their propositions via their written work. This may put L2 learners at an advantageous or disadvantageous position, however, if they are not aware of the requirements set within a particular academic community.

The following narrations can illustrate the role of the institution in EFL teachers' attitudes towards personal and impersonal metadiscourse:

When asked how important the bold expressions on the handout are, one of the participants commented:

Some of these expressions such as 'what I have been trying to say in this essay' (item 6), 'I want to pick out one example' (item 7), 'as I mentioned earlier' (item 8), etc. are very informal. These expressions may be used in essays, but they are not supposed to be this informal. Nevertheless, not all the expressions (on the handout) are informal, some of them are acceptable. However, we, especially in this school advise our students to avoid

expressions such as the ones I mentioned because the same thing can be expressed in a formal manner. They (students) can choose some of the expressions (on the handout) and use them in their essays, but I think such expressions as 'I have tried to say this' or 'I am trying to do this in this essay' should be avoided (P2, Female, 04/03/2019).

She also pointed out that each institution forms its own rules regarding academic writing. She thought that our rules in the institution may not be so strict in academic literature if reviewed. She commented that although in the institution teachers expect their students to give examples from their own lives in opinion essays, they are not supposed to do so in the introductory paragraph in an advantages and disadvantages essay. These practices may vary across institutions. Similar to this, the criteria of the exams may also differ from one institution to another in her view:

In other words, as I mentioned before, these practices may change from one institution to another. We have different criteria in our exams, for instance, but if we analyse the curriculum or exams of Hacettepe University, different things may be in practice (P2, Female, 04/03/2019).

As a follow-up question to the interview questions, when the researcher asked one of the participants how she would evaluate if one of her students wrote a thesis statement in an advantages/disadvantages essay with a subject pronoun as in the following: 'I will mention the advantages and disadvantages of ...' or 'I will explain...', she commented:

We do not accept these sentences (as appropriate, correct) in our evaluations here at school. We guide our students to use more impersonal expressions, and we tell them to use passive voice or a structure that can be generalised. Nonetheless, with a TOEFL group (of students) (while teaching) response writing, 'I would like to mention' can be rather acceptable (P3, Female, 05/03/2019).

Similarly, another participant commented on the same follow-up question as follows:

No, we do not find these statements acceptable in the introductory paragraphs here. We teach our students to write their essays using more general expressions and they can write about their ideas only in the concluding paragraph (in an advantages and

disadvantages essay) ... this is what we teach here and even in an opinion essay with expressions such as 'it can be thought' not like 'I think...' ...with passive structures in order to be more formal because this is what we have learned so far and how we are accustomed to writing and how we write as well (P2, Female, 04/03/2019).

Regarding the same follow-up question, P1 stressed the importance of the rubric as follows:

'I will mention the advantages and disadvantages of...' is not too bad, but it depends on the rubric, what the rubric says on the evaluation of an advantages and disadvantages essay, what the expectations are and whether these expectations are consistent with what the student has written. Students' essays must be evaluated according to the rubric (P1, Female, 22/02/2019).

Furthermore, while giving her opinions with respect to the expressions in the items between 11 and 19, P3 stated:

To be frank, if I need to explain what we do here, we tell (our students) to avoid such expressions; however, as a matter of fact these expressions can be accepted to some extent because as students become more proficient in a language, they interact with the reader. Hence, this should be something to be expected (from the students) since while supporting their own opinions, they interact with the reader so as to confute the arguments that the reader may object. However, this is something that we exclude here (in our institution) in the evaluations that we make (P3, Female, 05/03/2019).

Similarly, another participant commented on writer-reader interaction as follows:

We are not looking for it in academic writing courses at school. Addressing an audience or convincing the reader may be acceptable in an advantages and disadvantages essay, but we do not have such a learning objective (in our school) (P5, Female, 05/03/2019).

While comparing items 6 and 35, one of the participants emphasised the school context:

I described item 6 as probably acceptable. In item 35, 'to sum up' is definitely acceptable based on the way we teach here, and I perceive 'to sum up' as more textual rather than the presence of an author (P6, Male, 06/03/2019).

As for the use of the pronoun 'I', he added:

It is obviously stated in the guidelines not to use it, but the underlying reason, in fact, is not explicated anywhere (P6, Male, 06/03/2019).

When asked how he would give feedback to personal metadiscourse expressions on the handout, he stated:

As I mentioned before, I explain to my students that they should rewrite these expressions with more objective and general statements so that they will appeal to everyone, which is also our expectation as the institution according to the rubrics or evaluation criteria. Even if it is not openly uttered, we intuitively want our students to write an essay which addresses no one in particular and which is impersonal (P6, Male, 06/03/2019).

When the researcher asked if students use impersonal metadiscourse expressions in their essays, he commented:

This is, in fact, a chain reaction: we learned (how to write) like this, we want (our students to write like us) this, and they are adjusting to our way of teaching gradually (P6, Male, 06/03/2019).

Another example which displays the institutional context is as follows:

We are trying to teach a formal language based on the handouts that are given to us. Our students, however, are used to informal language, and they have a tendency to write in the way they speak. We are trying to break this habit, so some of the expressions here are unacceptable to me (P13, Female, 14/03/2019).

### **4.3. Expected Features in L2 Academic Writing**

Another theme that emerged from the analysis of the interviews was expected features in L2 academic writing. Three categories shaped the theme. The theme mainly reflected what teachers expect from their students in L2 academic writing. Thus, the participants also revealed their attitudes towards personal and impersonal metadiscourse markers.

#### **4.3.1. Organisation and Content**

The first issue which was frequently mentioned in the answers of the participants regarding their expectations from their students in academic writing was clear and correct organisation. Most of the EFL teachers asserted that what first draws teachers' attention is organisation in an essay rather than complicated structures or vocabulary. What they meant by organisation was writing an introductory paragraph including

background information and a thesis statement, two or three body paragraphs and a concluding paragraph. They added that the topic of an essay must be given in the introduction because as a reader they must see what the essay is about at first glance:

Firstly, there must be a clear organisation in academic writing, it is the first thing that strikes our attention while reading opinion or advantages and disadvantages essays. Let's suppose that a student has submitted an essay with incredibly complicated structures but without separate paragraphs, I mean, an essay in the format of one paragraph. Even though s/he may be proficient in language use, we do not notice these expressions. Instead of paying attention to sentence structures, use of English or vocabulary, the first thing that attracts teachers' attention is organisation, and this fact is not only pertinent to our institution, I think organisation is evaluated accordingly in other institutions as well. Is there an introduction with some background information followed by a thesis statement, two or three body paragraphs, a concluding paragraph? These are the things we teach here and what were taught to us at Bilkent University. As a reader, I should be able to see the summary of what I will read about in the thesis statement. There are also rules related to body paragraphs. Like I said, what is the most significant thing in learners' essays for me is correct organisation (P2, Female, 04/03/2019).

The second most important thing for the participants was content. They emphasised that students should be able to prove they are proficient writers by supporting their opinions openly and clearly within the rules of academic writing:

They should be aware of the rules and conventions of academic writing such as using passive structures and avoiding personal pronouns. Instead of trying to interact with the reader, students must fulfil the task first. While checking the essays, I would like to see facts, examples or complex sentence structures so that I can reach the conclusion that the student has a good command of English (P11, Male, 12/03/2019).

#### **4.3.2. Formal/Generalised Expressions (Use of English)**

Almost all of the participants stated that they expect students to use formal, generalised or impersonal expressions in academic writing. They added that the use of passive voice should be preferred by L2 learners in their essays. Some of the EFL teachers remarked that on condition that some changes were made, the expressions related to personal metadiscourse markers on the handout would be more acceptable in

L2 academic writing. Furthermore, they explained that instead of directly addressing the reader with the pronoun 'you', students should use more general words like 'people' in their essays.

Most of the participants found personal metadiscourse markers on the handout unacceptable in academic writing since they think these expressions are informal and can be used in daily language or in speaking courses not in writing. In contrast, they found impersonal metadiscourse expressions more academic and the related items on the handout should be taught in the classrooms. When asked which of the expressions on the handout should be taught in writing courses, one of the participants suggested using the sample sentences on the handout in L2 classrooms since she thinks the handout can exemplify academic and non-academic English by showing the differences between them:

The expressions on the first examples on the handout include daily language use. These expressions seem weird to me, but then there are expressions such as 'to begin with', 'to sum up', 'for instance' which are used in academic writing. These expressions can be shared with students so that they can compare the sentences. I mean, such comparisons can be provided by the teacher like "the expression in this item cannot be regarded as academic English, while this expression is academic" (P1, Female, 22/02/2019).

Some of the participants' comments regarding this issue are provided below:

We teach 'if clauses' of course, but the expression 'but hopefully if you are reading this, the point will come across to you'...well, I think this is a kind of statement which should not exist in academic writing because it seems informal (P2, Female, 04/03/2019).

The topic should not be announced, but the student needs to make us understand what the topic of the essay is in academic writing. In other words, instead of the expressions 'I will write about this now', passive voice should be used (P7, Female, 06/03/2019).

I generally recommend my students to use passive structures and not to start their thesis statement directly with the pronoun 'I' or not to use expressions like 'the things I will write about' when they give their opinions about a topic in academic writing ... The expressions on the last pages of the handout (referring to impersonal metadiscourse markers) are normal, these are the ones that we teach. However, if there is an overuse of

personal pronouns in a student's essay, I will give written feedback like this: Do not put a lot of emphasis on yourself, prefer using passive structures because this is already an opinion essay, your opinion essay with your ideas, and it is obvious that you are expected to support your ideas (P8, Female, 06/03/2019).

I find generalised, impersonal expressions and passive structures acceptable in academic writing (P10, Female, 12/03/2019).

P2 suggested making some changes in expressions with personal metadiscourse markers so that they would seem more 'academic'. To illustrate her advice regarding making small changes, item 6 can be rewritten as in the following: 'to make a short summary of what has been mentioned in this essay'. Similarly, she turned item 10 into passive as well: 'another point can be added'.

In addition to passive structures, other expressions that all of the participants approved are as follows: 'in this study', 'in this essay', 'as noted earlier', 'as mentioned above', 'in the following', 'in the course of this essay'. Some of the EFL teachers' comments are as follows:

Expressions from the handout such as, 'in this study', 'in this essay', 'as noted earlier', 'in the following' and 'as mentioned above' can be taught (P1, Female, 22/02/2019).

Despite the fact that impersonal metadiscourse markers were mostly regarded as acceptable by the participants, not all the related items on the handout were favoured. Three of the participants marked item 30 as probably unacceptable and one of the participants thought it was definitely unacceptable:

'This essay will examine...' does not appeal to me, I think the following would be better: 'The advantages and disadvantages of using the Internet for young people will be examined in this essay' ... similar to the expressions we use in the articles, or the research studies conducted, we write sentences like, you know, 'these research questions will be answered in this article'. That is why, I do not (approve) the expression here (referring to item 30) (P2, Female, 04/03/2019).

One of the participants compared items 29 and 30:

In fact, they are very similar. ‘This essay will examine’... but due to ‘will be discussed in this essay’... Item 30 seems as if it is announcing the topic; therefore, I have not marked it as acceptable. However, I considered the other as acceptable because of the passive structure in the sentence. Interesting (P7, Female, 06/03/2019).

It was seen that most of the participants ask their students to abstain from the personal pronoun use with the help of passive structures in their essays. Therefore, it can be inferred that they do not encourage their students to use personal metadiscourse markers in L2 academic writing. However, the use of pronominal *one* was an exception.

Ädel (2006:82) states that even though it is “faceless” or “indefinite”, pronominal *one* can refer to the writer or the imagined reader as in the item 12 on the handout given prior to the interviews. Although this use of pronominal *one* is considered as personal metadiscourse, almost all of the participants, 12 of them to be exact, were in favour of its use rather than the use of personal pronouns ‘I’ or ‘we’ in L2 academic writing:

‘One can argue for and against...’ ‘one’, in my opinion is more acceptable than ‘I’, ‘we’ or ‘you’ because it is more general. I motivate my students to use ‘one’ instead of ‘you’, if they feel the need to use ‘you’ while giving examples (P2, Female, 04/03/2019).

This (referring to item 12 on the handout) is one of the expressions that I marked as definitely acceptable, what we expect from our students in academic writing and by using ‘one’, students can make generalisations (P3, Female, 05/03/2019).

#### **4.3.3. Use of Logical Connectives**

This category refers to the items related to impersonal metadiscourse markers, to be more specific, items 23 (enumerators) 27-28 (beginnings and endings of the text), 34 (exemplifying) and 35 (concluding the topic), and the analysis of the interviews displayed that almost all the participants find these expressions acceptable. In addition, the participants stated that these textual metadiscourse markers must be taught in L2 academic writing in order that students can combine their sentences correctly. In



contrast, in spite of enabling the same discourse function in the sentence personal metadiscourse markers in the following items were not mostly favoured by the participants: item 4 (introducing topic), item 6 (concluding), item 7 (exemplifying) and item 10 (adding) due to writer visibility in these examples. Other logical connectives that the participants mentioned during the interviews were as follows: ‘in conclusion’, ‘to conclude’, ‘moreover’, ‘in addition’, ‘for example’.

The participants suggested using ‘for example’ or ‘for instance’ instead of ‘I want to pick out one example’ (item 7). Similarly, they found ‘moreover’ or ‘in addition’ more acceptable than ‘I would like to add that’ (item 10). When the researcher asked to what extent they thought ‘I conclude that ...’ is acceptable, almost all the participants remarked that they prefer the impersonal equivalents: ‘in conclusion’, ‘to sum up’ or ‘to conclude’. Some of the comments made by the participants were as follows:

Expressions from the handout such as ‘the last point is’, ‘first’, ‘second’, and ‘for instance’ can be taught (P1, Female, 22/02/2019).

In addition to organisation, some expressions what we call ‘linkers’ are important in a paragraph or an essay because if correctly used, they enhance cohesion in academic writing (P2, Female, 04/03/2019).

Instead of ‘I want to pick out one example’, we teach expressions such as ‘for instance’, ‘for example’ or ‘as an example’. Besides, we tell our students to use expressions like ‘I’m against the idea that ...’ or ‘I’m for the idea that ...’. We also teach ‘as mentioned above’, ‘to begin with’, ‘the last point’, ‘lastly’, ‘to sum up’ and ‘first’, ‘second’, ‘firstly’, ‘secondly’ especially to novice learners (P4, Female, 05/03/2019).

‘First’, ‘second’, linking words, ‘now’, ‘in this essay’, ‘to begin with’, ‘the last point’, ‘for instance’, ‘to sum up’ are those that are generally used. However, as I mentioned before I have not come across the other expressions (referring to the items that consist of personal metadiscourse) for a very long time (P9, Female, 11/03/2019).

I can count the expressions that we teach as follows: ‘first’, ‘second’, ‘to begin with’, ‘the last point’. We generally teach impersonal expressions such as ‘for instance’, ‘for example’ and ‘to sum up’ (P12, Female, 13/03/2019).

We want our students to use linking words such as ‘first’, ‘second’, ‘to begin with’ and ‘the last point’ (P13, Female, 14/03/2019).

#### **4.4. Writer – Reader Interaction**

The data analysis of the interviews related to the items between 13 and 19 generated this theme. Most of the participants were against the writer-reader interaction in L2 academic writing. Two categories formed the theme.

##### **4.4.1. Learners**

The participants expressed that their students have a tendency to use ‘you’ in their essays in order to communicate with the reader. Some of the participants claimed that interacting with readers requires skill, creativity and smoothness. They further stated that this depends on the language level of the students and their point of view. They claimed students might address the readers only if they provoke thinking on the side of the reader; however, they also added it shouldn’t mean students can directly address readers by using ‘you’. Although there is an interaction in the students’ essays that the participants have read so far, the EFL teachers pointed out trying to interact with the reader should not be one of the features of academic writing because, in their view, it looks like a free writing activity done in the classroom:

It (interaction) depends on the learner. I think this requires some ability and creativity. Our students usually write in a monotonous manner. They explain some facts and that is it. However, in order to interact with readers, learners should be more creative to show the flow of their ideas (P1, Female, 22/02/2019).

When asked whether L2 learners should interact with readers in their essays, she responded:

Our students are inclined to do this, some model essays on the handouts include such examples, but this does not seem ‘academic’ to me because it looks as if it is a simple in-class writing activity. I believe differences between academic and non-academic language use, expressions that learners must avoid using and the ones that they must focus when they are expected to write an essay must be clearly provided in model essays (P1, Female, 22/02/2019).

P2 admitted that she was a bit confused about what the researcher meant by the word ‘interaction’, and she added that interaction is not provided solely with the pronouns ‘I’ and ‘you’. She stated writer-reader interaction could take place by means of some comparisons or examples that students write. To be more specific, she stated that ‘as mentioned earlier’ is a way of interaction, and she added that formal expressions should be used to interact with readers. Therefore, she found the expressions ‘you have probably heard’, ‘I hope that now the reader has understood’, ‘in that case I am afraid I am going to disappoint you’ definitely unacceptable because, in her opinion, these expressions looked as if students were trying to talk to their friends instead of writing in a formal style. Similarly, ‘I warmly recommend this film’ was considered as too informal by the teacher:

I believe interaction should be kept at a very minimum level. As I mentioned before, these expressions (the expressions in the narrative part above) can be rewritten in formal ways. There may be some exceptions, but I think students should not interact with the reader using ‘I’ or ‘you’ (P2, Female, 04/03/2019).

Another participant also stressed the tendency of learners’ interacting with the reader as follows:

As a teacher no matter how much I try to avoid metadiscourse in connection with its personal side or in relation to the writer for no apparent reason, which as I mentioned before may be due to my academic background, students, however, make an effort to show their presence and use interpersonal metadiscourse in their essays. Therefore, we continuously try to find the middle ground. I am not sure what determines that common ground, but I can say that students are inclined to use these expressions to a great extent (P6, Male, 06/03/2019).

When asked to what extent he would find the expressions between 13 and 19, he continued:

I have marked these items either as probably unacceptable or definitely unacceptable, which in fact indicates the contradiction between what I am aware of and what I apply. As I am aware of (metadiscourse markers), normally there should not be any discomfort with these expressions in the items. The presence of the writer is significant to show how this discourse comes into existence, but these expressions made me feel uncomfortable in a way (P6, Male, 06/03/2019).

One of the participants believed that students could appeal to readers in some contexts like giving examples. In her opinion, writer-reader interaction should exist to some extent, and students can achieve this by their word choice or using formal expressions. She pointed out that students should connect with readers by giving examples, and language use and use of pronouns are crucial to do this, but she stated interaction should be done via a formal language use. However, when asked to compare ‘you’ and ‘the reader’ to interact readers, she commented the former is more acceptable than the latter because by using ‘you’, students directly address the reader, which contrasted what she had commented earlier:

It will seem contrary to what I have just said, but to me ‘you’ is a bit more acceptable since the writer directly addresses the reader. Item 18, however, generalises the audience. Normally, ‘the reader’ can also be regarded as acceptable, but item 17 is more acceptable to me (P3, Female, 05/03/2019).

#### **4.4.2. Essay/Writing Type**

Whereas most of the participants expressed that students should not interact with the reader in academic essays, they suggested other contexts where they can communicate freely with the readers. When asked whether the bold expressions consisting of personal and impersonal metadiscourse markers on the handout enhance

the communicative competence of the students in L2 writing, one of the teachers commented as follows:

Of course, they do, but it depends on what kind of writing it is. Some expressions are more suitable for creative or free writing. The ones that I found acceptable are significant in academic writing (P5, Female, 05/03/2019).

When asked whether students should interact with the reader, another participant mentioned novels and columns:

If we consider the conventions of academic writing, in my opinion, learners should not interact with the reader. If they are supposed to write a column, they can try to bond with the reader, or in a novel maybe they can try to connect with readers, but we are discussing academic writing here (P7, Female, 06/03/2019).

Similarly, while giving her opinion about item 18 on the handout, another EFL teacher added:

This reminds me of an article in a newspaper or magazine. I do not find this acceptable in a paragraph or an essay. However, I would mark it acceptable if it were in a magazine or newspaper (P12, Female, 13/03/2019).

#### **4.5. Writer Visibility**

The results showed that most of the participants disapproved the presence of L2 students in their essays. They were especially against the use of personal pronoun 'I'. However, some of them found the pronoun 'we' relatively more acceptable.

##### **4.5.1. I vs. We**

One of the EFL teachers who participated in the study pointed out that students should not explicitly show their presence using 'I' or 'we' in their essays. Nonetheless, because of some model essays with the sample sentences including personal metadiscourse markers, she did not find her students' inclination to use these personal pronouns surprising. She marked most of the expressions on the first two pages on the

handout as either probably unacceptable or definitely unacceptable, and she stated that she was definitely against the use of personal pronouns in L2 writing:

Students should show where they stand in their essays, but this depends on the essay type. However, supporting their ideas should not necessarily mean they need to stress their presence by overusing 'I'. This can also be enabled with passive voice. In academic writing, I do not think the use of personal pronouns is correct, what matters to me is ideas, namely, the things that are thought, not the emphasis of the writer (P1, Female, 22/02/2019).

Similarly, another participant stated that both of these personal pronouns should not be used in academic writing:

'We' and 'I' do not differ a lot, I think they are the same. Both of them should not be used in academic writing (P7, Female, 06/03/2019).

Another participant found 'we' more acceptable in academic writing. She added that as long as students do not overuse 'we', they can make themselves visible by giving personal examples in an opinion essay; however, she stated that writer visibility is frowned upon by most of the teachers in the institution:

'We' seems better to me. Whereas 'I' seems very weird, 'we' is a lot better, I do not know but I think this (referring to writer visibility) should be avoided in academic writing as much as possible, but there might be some exceptions ... 'in the course of this essay, we shall attempt to analyse whether' (referring to item 4), I like this phrase despite 'we' because of the sophisticated sentence structure. When we look at most of the expressions on the handout, unfortunately, our students cannot come up with such complex structures. If they are able to write such sentences as these ones, I can give very positive feedback to the learner in spite of the presence of personal pronouns 'I', 'you' or 'we'. I would give feedback as "The sentence structures look great, but try to avoid 'I', 'you' and 'we' .... As a matter of fact, I can say that we, as an institution, do not approve the use of personal pronouns in our students' essays (P2, Female, 04/03/2019).

Although one of the participants marked every item on the handout as 'definitely acceptable', during the interview, he stated that students should avoid using personal pronouns in their essays. Nonetheless, it can be implied that he is not very strict while evaluating his students' essays from the following narration:

In my opinion, they should avoid using personal pronouns in academic writing. This is what I do, too. I have taken a lot of exams including TOEFL and IELTS, and as a graduate of English Language and Literature Department, I have written a lot of essays. I have always used formal expressions. Rather than 'I', for example, I use phrases like 'one can think...'. I avoid using personal pronouns, and I advise my students to do the same, but this new generation is a bit different. They use informal expressions and personal pronouns a lot...They may not have written any academic essays before, this may be the reason why they have a tendency to write informally, but I don't think this is vital, not everybody is a graduate of English Language and Literature, not everybody reads books. Therefore, what I pay attention to in my learners' essays is whether they can get their message across with a good command of English. Thus, personal pronouns can be used in essays providing that they are not overused (P11, Male, 12/03/2019).

## CHAPTER 5

### DISCUSSION AND CONCLUSIONS

#### 5.1. Presentation

The findings that were derived from semi-structured interviews with the participants in the current qualitative research inquiry, discussion of these findings in reference to the research questions, the pedagogical implications, the limitations of the study as well as suggestions for further research will be presented in this chapter.

#### 5.2. Findings and Discussion

The major findings of the study will be elaborated and discussed related to the research questions, which are also stated in the previous chapters as follows:

1. How aware are EFL teachers regarding the use of personal and impersonal metadiscourse markers in their students' essays?
2. What are the attitudes of EFL teachers towards the use of personal and impersonal metadiscourse markers in L2 academic writing?

The results of the current study will be compared, contrasted and attributed to the previous studies conducted on the use of metadiscourse markers in literature.



### **5.2.1. Discussion of the Findings for Research Question 1: How aware are EFL teachers regarding the use personal and impersonal metadiscourse markers in their students' essays?**

The researcher's assumptions that the EFL instructors might be unaware of the personal metadiscourse markers considering the instructions in the writing handouts distributed to the learners, feedback process for the writing folders and the evaluation criteria to assess students' paragraphs and/or essays in the current research setting formed the research problem of this study.

Before conducting the semi-structured interviews with the participants, a handout that comprised sentences with both personal and impersonal metadiscourse markers was given to the instructors to be able to understand how aware they are regarding the use of these metadiscoursal elements in their students' academic writing. Almost all of the EFL instructors marked the statements between 20 and 35 on the handout, which referred to the use of impersonal metadiscourse markers, as either definitely or probably acceptable. In contrast, the bold expressions between 13 and 19 which are related to writer-reader interaction and the ones between 1 and 12 consisting of personal metadiscourse markers in relation to the text were marked either probably unacceptable or definitely unacceptable by the participants. Regarding addressing readers, a few of the participants stated that they were unsure about the bold expressions.

It can be claimed that almost all of the participants were highly aware of impersonal metadiscourse markers because they stated that their expectations from their students' academic writing are in line with the related sentences on the handout. Like Hyland (2004) states, EFL teachers are often familiar with metadiscourse markers as an

“array of distinct devices” and logical connectives as well as sequencing items are commonly taught in writing courses.

As for the expressions consisting of personal metadiscourse markers, the most striking finding was that only one of the teachers showed a greater awareness than the other EFL instructors because he openly used the term interpersonal metadiscourse during the interview session. He also stated that even though he was informed about personal and impersonal metadiscursive features in academic texts, he could not help being prejudiced against the use of personal metadiscourse when he comes across these elements in students’ paragraphs and/or essays.

#### **5.2.2. Discussion of the Findings for Research Question 2: What are the attitudes of EFL teachers towards the use of personal and impersonal metadiscourse markers in L2 academic writing?**

Once the responses regarding the items on the handout were obtained from the participants, the interviewing procedure was initiated in order to gain a deeper insight on teachers’ perceptions about the personal and impersonal metadiscourse markers in their students’ paragraphs and/or essays.

The results of the analysis indicated that all of the participants’ perceptions towards the use of impersonal metadiscourse markers were overall positive. They stated that impersonal metadiscursive elements were more academic and the related items on the handout must be taught to L2 learners in writing courses. Items 23 (enumerators), 27-28 (beginnings and endings of the text), 34 (exemplifying) and 35 (concluding the topic) were found to be greatly favoured by all the participants. In addition to these

items on the handout, EFL instructors had a positive attitude towards the use of logical connectives such as *in conclusion, to conclude, moreover, in addition* and *for example*.

The reasons why teachers had remarkably more positive perceptions towards the use of personal metadiscourse markers in their students' paragraphs and/or essays derived from the interview sessions are due to their tendency to expect formal, generalised, impersonal expressions as well as passive structures in academic writing. In this respect, the findings of the present study are in line with the ones conducted by Ekoç (2010), Özdemir and Longo (2014), Akbaş (2014) and Can and Cangır (2019) in terms of the inclination of Turkish writers to use impersonal structures, transitions and passive voice in their texts, unlike the results of the study which was conducted by Yüksel and Kavanoz (2018) in which interactional metadiscourse markers were employed more frequently than textual metadiscourse by Turkish learners.

The results of the analysis also demonstrated that although all of the participants' attitudes towards the use of impersonal metadiscourse markers in their students' paragraphs and/or essays were positive, their perceptions regarding personal metadiscourse markers were highly negative. Most of the participants stated that they did not expect their students to make themselves visible in their essays and/or paragraphs and interact with readers explicitly. Although item 4 (introducing topic), item 6 (concluding), item 7 (exemplifying) and item 10 (adding) enabled the same discourse function as their equivalent impersonal metadiscourse items mentioned above, teachers stated that they did not favour these personal items mostly because of explicit writer visibility. The participants stated that the use of personal pronouns should be avoided in

academic writing because they were considered as informal, too friendly and non-academic in essays and/or paragraphs.

However, they also mentioned their students' inclination to present their authorial voice in the essays and/or paragraphs on the contrary to teachers' expectations and perceptions. The writer visibility of Turkish students in their essays correlates with Ädel's (2006) results in that Swedish learners also preferred to present their voice explicitly in their argumentative essays. However, the participants stated that personal metadiscourse markers should be avoided in academic texts. When they give feedback, as clearly stated by the participants, almost all of them encouraged their students to change or rewrite the sentences by avoiding self-representation. Similar to the negative attitudes of the participants towards self-representation in students' essays and/or paragraphs, it can be concluded that self-mentions are mostly avoided by Turkish learners or scholars in a majority of the studies carried out in Turkish context. In contrast, native-speakers of English explicitly use self-mention markers.

Additionally, the participants stated that when students deploy self-mention markers in their academic writing, this might seem 'non-academic' within the evaluation criteria of the institution. Nevertheless, according to the results of the study, the use of personal pronoun 'we' received a more positive reaction by the participants in lieu of the personal pronouns *I* and *you*, which was in agreement with the findings of the study conducted by Can and Yuvayapan (2018) who remarked that Turkish academic writers are more inclined to deploy *we*-units than *I*-units.

The use of pronominal '*one*' was remarkably more acceptable than the use of personal pronouns *I*, *you* and *we* according to the results of the study because most of the

participants regarded *one* as a veiled reference to the writer or people in general. However, in Ädel's (2006) study British university students deployed the fewest *one*-units in their argumentative essays.

Another finding of the study regarding the use of personal metadiscourse markers was related to writer-reader interaction towards which almost all of the participants of the study showed negative attitudes. EFL teachers who participated in the study stated that they did not want their students to address the readers or a group in particular. Instead, L2 learners in the research setting are expected to interact with their readers implicitly referring to people in general. Although a few of the participants stated that interacting with readers in essays may be one of the features that should be taken into account, they still would not find these metadiscoursal elements acceptable in their students' writing.

The reasons lying behind EFL teachers' attitudes and perceptions towards the use of personal and impersonal metadiscourse markers can stem from the institutional context because the conventions of academic writing may differ across institutions. From a broader perspective, specific rules and expectations related to the features of academic writing may display differences within a specific community or culture. It can be claimed that as EFL teachers' previous learning experiences were formed within specific cultural norms and expectations, their awareness and perceptions towards the use of personal and impersonal metadiscourse markers shape how learners are expected to communicate their propositions in their essays and/or paragraphs accordingly.

### **5.3. The Pedagogical Implications**

The analysis of the data and the findings of the research have some pedagogical implications for EFL instructors, material writers and testers.

Writing is viewed as a communicative act; therefore, students should be expected to interact with their readers effectively. As Hyland (2005) states knowledge and comprehension of metadiscourse might be notably valuable for teachers and learners. Effective teaching of metadiscursive elements can yield beneficial results for L2 learners to perceive how language works and this perception can aid foreign language learners to be equipped with the necessary tools to communicate appropriately within their communities. The research conducted on metadiscourse in different contexts suggests native and non-native speakers of English deploy these features very differently. In Turkish context, academic writing might be seen as limited textual practice with more focus on content and organisation as well as logical connectives to combine ideas. However, in order for foreign language learners to produce successful texts, self-representation and writer-reader interaction should not be completely disregarded. If students are taught how to become more familiar with interpersonal strategies in their academic writing, they can decide where to highlight or downplay these metadiscursive features instead of solely transferring conversational elements to their writing. Therefore, instruction of both personal and impersonal metadiscourse plays a significant role in students' ability to create more meaningful and engaging texts while conveying their ideas.

Because teacher feedback mostly depends on the model essays on the writing handouts and rubrics provided by the institutions, not only material writers but also

testers should provide both teachers and learners with clear instructions and models of what is acceptable and appropriate in essays and/or paragraphs that students are expected to write so as to avoid unintended results. Integrating model essays and/or paragraphs written by native speakers of English into curriculum and instruction might be helpful for EFL learners to comprehend and observe the target language context. Therefore, academic writing should not be restricted to the use of logical connectives, content and organisation. If personal metadiscourse markers are also included in academic writing instruction in foreign language classrooms, students might produce more native-like texts.

#### **5.4. Limitations to the Study and Suggestions for Further Research**

One of the limitations of the current qualitative research inquiry is in respect to its sample size. 13 English language teachers of one public university in Turkey participated in the study; therefore, the findings of the study may not be generalised to other contexts. So as to arrive at valid conclusions regarding EFL teachers' awareness and perceptions towards personal and impersonal metadiscourse markers, further research studies can be conducted at a variety of public and private universities in Turkish context.

Another limitation of the study is related to time. In time EFL teachers' awareness and perceptions regarding personal and impersonal metadiscourse markers might alter.

A similar study can be conducted so that researchers can explore whether the academic writing instruction regarding metadiscourse markers meets students' academic

needs once they pass the proficiency exam at the preparatory school and start taking courses in their departments.

In addition, another study can be conducted with students to find out their perceptions regarding the use of metadiscourse in academic writing and their perceptions can be compared with those of EFL teachers.





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## APPENDICES

### A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



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30 OCAK 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Çiğdem Sağın ŞİMŞEK

Danışmanlığını yaptığınız Nursevinç KARAKUŞ'un "EFL Teachers' Awareness and Attitudes Towards Personal and Impersonal Metadiscourse in L2 Academic Writing" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 033-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Tülin GENÇÖZ

Başkan

Prof. Dr. Ayhan Gürbüz DEMİR (4.)

Üye

Prof. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Emre SELÇUK

Üye

Doç. Dr. Pınar KAYGAN

Üye

Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

## B. CORRECTION CODES

CORRECTION CODES		
Code	Explanation	EXAMPLE
WW	Wrong Word	My parents <u>met</u> me to an important politician. My parents introduced me to an important politician.
WP	Wrong Preposition	The book is <u>over</u> the table. The book is on the table
WF	Wrong Form	Because I was tired, I <u>go</u> to bed early. / He is a <u>nicely</u> person. Because I was tired, I went to bed early. / He is a nice person.
WO	Wrong Order	<u>When</u> was I a kid, I liked ice cream very much. When I was a kid, I liked ice cream very much.
P	Punctuation	Where is your brother, → Where is your brother?
C	Capitalisation	You have to study hard <u>iF</u> you want to pass the exam. You have to study hard if you want to pass the exam.
SP	Spelling	I am <u>takeing</u> a French course. I am taking a French course.
S/V	Subject-Verb Agreement	He <u>have</u> got a nice house near the beach. He has got a nice house near the beach.
P/S	Plural or Singular Noun	There are many <u>student</u> waiting in the hall. There are many students waiting in the hall.
—	Unnecessary Word	I came across <u>with</u> an old friend of mine yesterday. I came across an old friend of mine yesterday.
^	Missing Word	At an international university, you can meet people from different parts of ^ world and make friends that will last a lifetime. At an international university, you can meet people from different parts of the world and make friends that will last a lifetime.
?	Not Clear	Life be really when years difficult before ages ago. ? Life was really difficult ages ago.
RW	Rewrite	<u>Students are go 9 to 3 to the lessons.</u> Students attend classes from 9 to 3.

**C. ANKARA UNIVERSITY SCHOOL OF FOREIGN LANGUAGES WRITING  
SYLLABI FOR EACH LEVEL**

**WRITING SYLLABUS FOR ELEMENTARY LEVEL (L1)**

**2019-2020**

**I. Aim and Content:** The aim of this course is to improve the basic writing skills of students and help them acquire the principles of how to write a paragraph related to real life concepts. They will also be provided with some necessary writing skills like completing a form, writing e-mails, which are supposed to be beneficial for their further academic lives.

**II. Level 1-Course Outline:**

**Week I: a.** Introducing people and yourself

**b.** Describing a flat/house

**c.** Describe yourself in detail

**Week II: a.** Completing a form (Erasmus Application Form)

**b.** Sentence Construction (Word order) (SVOPT)

**c.** A paragraph describing a day in your life (SB p.25)

**Week III: a.** Linkers, Correction Codes and Punctuation & Capitalisation

**b.** Describing a person

**Week IV: a.** Describing a place (a room/a flat, etc.)

**b.** Descriptive Paragraph (person/place) – Rubric Presentation

**Week V: PROGRESS TEST I – (Linkers will be tested in Use of English section.)**



a. Writing Folder I - First Draft Assignment (Descriptive Paragraph (person/place))

b. Guided Writing - Past Holiday

c. Guided Writing – Rubric Presentation

d. Writing Folder I - First Draft Submission

**Week VI:** a. Writing Folder I - First Draft Feedback Delivery

b. Writing Folder I - Second Draft Assignment

c. Writing Folder I - Second Draft Submission

d. Describing a place (town, city, country, hometown, etc.)

e. Writing Folder I - Second Draft Feedback Delivery

**Week VII: PROGRESS TEST II** (Descriptive Paragraph (person/place))

a. Guided Writing - Past Memory

b. Writing Folder II - First Draft Assignment (Guided Writing)

c. Writing Folder II - Second Draft Submission

**Week VIII:** a. Writing Folder II - First Draft Feedback Delivery

b. Writing Folder II - Second Draft Assignment

c. Writing Folder II - Second Draft Submission

d. Writing Folder II - Second Draft Feedback Delivery

e. Formal E-mail Writing (SB p.115)

**Week IX:** a. REVISION

b. **GATEWAY EXAM (Guided Writing - Past Experiences)**

**III. Materials:** a. Pioneer Student’s Book Elementary

b. Handouts provided by Ankara University, School of Foreign Languages

**IV. Method of Instruction:** The lesson will be conducted through lectures, individual and group work.

**V. Requirements:** Students should follow the syllabus and they are expected to attend classes regularly. They are also supposed to take active part in classes and do their assignments on time.

**VI. Assessment:** Writing will be assessed in Progress Test II and the Gateway Exam.

The assessment will be made on the following basis:

Progress Test II            20/80 (25 %)

Gateway Exam            (20 %)

**VII. Plagiarism and Cheating:** Ankara University School of Foreign Languages conducts its courses and studies upon the principle of respecting the rights of authors and publishers. Any case of plagiarism and cheating will be dealt with disciplinary action.

## **WRITING SYLLABUS FOR PRE-INTERMEDIATE LEVEL (L2)**

**2019-2020**

**I. Aim and Content:** The aim of this course is to improve the paragraph writing skills of students covered during the previous level. The paragraph format will be introduced to the students in detail in order to prepare them for essay writing in Level 3. Several linking words and examples will be included in the courses to support the writing activities.

## **II. Level 2-Course Outline:**

**Week I:** Guided Writing (Integrated Activity – Writing & Speaking / Describing a place, a person using the Past Simple)

**Week II:** -

**Week III:** a. Linkers and Useful Expressions (and, but, so, because, or, although, however, therefore, because of, such as, for example, for instance, moreover, what's more, in addition, also)

b. Correction Codes

c. Paragraph Format I-II

**Week IV:** Opinion Paragraph I

**Week V: PROGRESS TEST I – (Linkers will be tested in Use of English section.)**

a. Opinion Paragraph II (Integrated Activity)

b. Opinion Paragraph - Rubric Presentation

c. Writing Folder I - First Draft Assignment

d. Writing Folder I - First Draft Submission

**Week VI:** a. Writing Folder I - First Draft Feedback Delivery

b. Writing Folder I - Second Draft Assignment

c. Writing Folder I - Second Draft Submission

d. Writing Folder I - Second Draft Feedback Delivery

**Week VII: PROGRESS TEST II – Opinion Paragraph**

a. Opinion Paragraph - Integrated Activity (In-class activity)

b. Writing Folder II - First Draft Assignment

c. Writing Folder II - First Draft Submission

**Week VIII:** a. Writing Folder II - First Draft Feedback Delivery

b. Writing Folder II - Second Draft Assignment

c. Writing Folder II - Second Draft Submission

d. Writing Folder II - Second Draft Feedback Delivery

**Week IX:** a. GENERAL REVISION

b. GATEWAY EXAM – OPINION PARAGRAPH

**III. Materials:** a. Pioneer Student’s Book Pre-Intermediate

b. Handouts provided by Ankara University, School of Foreign Languages

**IV. Method of Instruction:** The lesson will be conducted through lectures, individual and group work.

**V. Requirements:** Students should follow the syllabus and they are expected to attend classes regularly. They are also supposed to take active part in classes and do their assignments on time.

**VI. Assessment:** Writing will be assessed in Progress Test II and the Gateway exam.

The assessment will be made on the following basis:

Progress Test II 20/80 (25 %)

Gateway Exam 20 %

**VII. Plagiarism and Cheating:** Ankara University School of Foreign Languages conduct its courses and studies upon the principle of respecting the rights of authors and publishers. Any case of plagiarism and cheating will be dealt with disciplinary action.

## WRITING SYLLABUS FOR INTERMEDIATE LEVEL (L3)

2019-2020

**I. Aim and Content:** The aim of this course is to introduce how to write an opinion essay to students who have already learnt to write an opinion paragraph. The essay format will be introduced to the students in detail in order to prepare them for their further academic studies. Several integrated writing activities will be included in the courses to support the writing process.

### **II. Level 3-Course Outline:**

**Week I: a.** Linkers & Useful Expressions (and, but, so, because, or, although, however, therefore, because of, such as, for example, for instance, moreover, what's more, in addition, also)

**b.** Opinion Paragraph

**Week II:** Formal E-mail Writing

**Week III:** Linkers & Useful Expressions I-II (and, but, so, because=as=since, or, although, however, on the other hand, therefore, as a result, because of, due to, such as, like, for example, for instance, in order to/so as to, even though, in spite of, despite, moreover, what's more, in addition, also, as well as, in addition to, besides, in terms of, regarding, in case of, instead of)

**Week IV: a.** Common Mistakes and Correction Codes

**b.** From Paragraph to Essay

**Week V: a. PROGRESS TEST I – (Linkers will be tested in Use of English section.)**

**b.** Opinion Essay & Rubric Presentation

- c. Opinion Essay (Practice & Group Work)
- d. Writing Folder I – First Draft Assignment
- e. Writing Folder I – First Draft Submission

**Week VI: a.** Writing Folder I - First Draft Feedback Delivery

- b. Writing Folder I – Second Draft Assignment
- c. Writing Folder I - Second Draft Submission
- d. Writing Folder I – Second Draft Feedback Delivery

**Week VII: a. PROGRESS TEST II – OPINION ESSAY**

- b. Writing Folder II - First Draft Assignment
- c. Integrated Writing Activity
- d. Writing Folder II - First Draft Submission

**Week VIII: a.** Writing Folder II - First Draft Feedback Delivery

- b. Writing Folder II – Second Draft Assignment
- c. Writing Folder II – Second Draft Submission
- d. Writing Folder II – Second Draft Feedback Delivery

**Week IX: a.** GENERAL REVISION

**b. GATEWAY EXAM – OPINION ESSAY**

**III. Materials:** a. Pioneer Student’s Book Intermediate

b. Handouts provided by Ankara University, School of Foreign Languages

**IV. Method of Instruction:** The lesson will be conducted through lectures, individual and group work.

**V. Requirements:** Students should follow the syllabus and they are expected to attend classes regularly. They are also supposed to take active part in classes and do their assignments on time.

**VI. Assessment:** Writing will be assessed in Progress Test II and the Gateway exam.

The assessment will be made on the following basis:

Progress Test II 20/80 (25 %)

Gateway Exam 20 %

**VII. Plagiarism and Cheating:** Ankara University School of Foreign Languages conducts its courses and studies upon the principle of respecting the rights of authors and publishers. Any case of plagiarism and cheating will be dealt with disciplinary action.

## **WRITING SYLLABUS FOR INTERMEDIATE LEVEL (L4)**

**2019-2020**

**I. Aim and Content:** The aim of this course is to introduce how to write an essay to students.

**II. Level 4-Course Outline:**

**Week I: a.** Linkers and Useful Expressions (and, but, yet, so, because, or, as=because=since, although, however, therefore, as a result, thus, because of, due to, on the one hand, on the other hand, in contrast, whereas/while, such as, for example, for instance, like, similarly, in other words, that is (to say), in order to, so as to, so that, even though, in spite of, despite, in spite of the fact that, despite the fact that, moreover, in addition, furthermore, as well as, in addition to, besides, what's more, in terms of, regarding, in case of, instead of)

**b.** Opinion Essay Revision & Opinion Essay Rubric Presentation

**c.** Writing Folder I - First Draft Assignment

**Week II: a.** Writing Folder I - First Draft Submission

**b.** Opinion Essay (Integrated Activity)

**c.** Writing Folder I - First Draft Feedback Delivery

**d.** Writing Folder I - Second Draft Assignment

**e.** Writing Folder I - Second Draft Submission

**Week III:** Writing Folder I – Second Draft Feedback Delivery

**Week IV: a. PROGRESS TEST I (Linkers will be tested in Use of English section.)**

**b.** Linkers and Useful Expressions for Advantage and Disadvantage Essay

**Week V: a.** Advantage and Disadvantage Essay

**b.** Advantage and Disadvantage Essay – Rubric Presentation

**c.** Writing Folder II - First Draft Assignment

**d.** Writing Folder II - First Draft Submission

**Week VI: a.** Writing Folder II - First Draft Feedback Delivery

**b.** Writing Folder II – Second Draft Assignment

**c.** Writing Folder II – Second Draft Submission

**d.** Writing Folder II – Second Draft Feedback Delivery

**Week VII: a. PROGRESS TEST II – ADVANTAGE & DISADVANTAGE ESSAY**

**Week VIII: GENERAL REVISION**

**III. Materials:** Handouts provided by Ankara University, School of Foreign Languages

**IV. Method of Instruction:** The lesson will be conducted through lectures, individual and group work.



**V. Requirements:** Students should follow the syllabus and they are expected to attend classes regularly. They are also supposed to take active part in classes and do their assignments on time.

**VI. Assessment:** Writing will be assessed in Progress Test II.

The assessment will be made on the following basis:

Progress Test II: (20/80) (25%)

**VII. Plagiarism and Cheating:** Ankara University School of Foreign Languages conducts its courses and studies upon the principle of respecting the rights of authors and publishers. Any case of plagiarism and cheating will be dealt with disciplinary action.

**D. HANDOUT FOR TEACHERS**

**If you came across these texts in your students' academic writing, to what extent would you find the expressions in bold acceptable? Please put an X in the box that best describes your answer.**

**D.A.: Definitely Acceptable     D.K.: Don't Know     P.U: Probably Unacceptable  
P.A.: Probably Acceptable                                     D.U.: Definitely Unacceptable**

	D.A.	P.A.	D. K.	P.U	D.U.
1. <b><i>What do we mean</i></b> by imagination then? Roget's Thesaurus' subtitles are: "vision, thought, idea, imagination, and falsehood". (Swicle 098)		.		.	
2. <b><i>I don't know how to express</i></b> how important it is that everyone listen and follow the rules while riding the go-carts at an amusement park, but hopefully <b><i>if you are reading this, the point will come across to you.</i></b> (AmE 160)					
3. Do we then have a place for dreaming and imagination in our modern world? Yes, we have, definitely! <b><i>I am especially thinking of</i></b> one line of business where you must use both your fantasy and the latest in technology. What I am talking about is the business of imagination, the film industry. (Swicle 083)					
4. . . . with Europe is the belief that it will imply a loss of sovereignty for the elected government. <b><i>In the course of this essay, we shall attempt to analyse whether</i></b> this is a belief founded in reality and, if it is, why it should cause such fear. (BrE 089)					

<p>5. <i>Now I come to the next idea which I presented in the beginning</i>, that technology and imagination are very closely connected. As I said, I think that [. . .] (Swicle 048)</p>					
<p>6. <i>To make a short summary of what I have been trying to say in this essay</i>, technology will never make imagination and dreams unnecessary for two main reasons. First, they are the condition of technology. [. . .] Second, imagination and dreams is something we are born with. (Swicle 048)</p>					
<p>7. Some technicians and possibly thinkers – to whom problems are the possibilities to find the solutions to – have really contributed to our environmental welfare. <i>I want to pick out one example</i>. A japanese company produces high quality bricks from garbage - with a thin layer of “real” brick material around them. (Swicle 362)</p>					
<p>8. The reason for this could be traced back to the impact of modern technology. <i>As I mentioned earlier</i>, today’s technology aims at saving time. But, in doing so it also makes everything go faster. And, in going faster it makes us believe that. . . (Swicle 107)</p>					
<p>9. Drawing the people into reading is not the problem, <i>as we have seen</i>, but rather keeping their interest. (AmE 041)</p>					
<p>10. Even though I agree with the later statement <i>I would like to add that</i> imagination and dreams have to be nourished, not to survive but to develop. (Swicle 076)</p>					

<p>11. Obviously, the Christmas celebration <b>which I argue for</b> is a strictly traditional one, with great grandmother's decorations and recepies, where the kitchen smells of ginger cookies and herring [. . .]. (Swicle 162)</p>					
<p>12. <b>One can argue for and against the fact that</b> tax money are used for these arrangements. On one hand it is often well invested. . . (Swicle 133)</p>					
<p>13. But I have not yet meet a man who would not like to change his car to a newer and faster one! Women they still dream about children and homes. Again <b>I am taking the risk of being accused of</b> being prejudiced and I would therefor like to point out that women have approached a few male dreams. Like the dream of a great career and being independent. (Swicle 001)</p>					
<p>14. <b>Perhaps you expect me</b> to come up with a cracking solution to this problem. <b>In that case I am afraid I am going to disappoint you when I say that</b> I am just as lost as anyone else. (Swicle 118)</p>					
<p>15. One of the major changes in family life is that most women have paid jobs today. <b>I do not want any feminist to get me wrong, so I stress that</b> there are both positive and negative effects due to this change. (Swicle 168)</p>					
<p>16. <b>There you are standing</b> in front of the mirror again searching for flaws on your body. Is your nose too big? You would rather have a smaller, prettier nose or a nose that gives you</p>					

character, wouldn't you? (Swicle 283)					
17. Such forecasts have seldom been fulfilled and should not be allowed to rob us of our creative facilities. <b>You have probably heard</b> people say that there is no more to investigate on our earth, no unknown wilderness to explore or tribes to be discovered, so we have to get into the space or plunge into the bottom of the vast oceans to make new discoveries. (Swicle 004)					
18. <b>I hope that now the reader has understood</b> how extremely difficult it is to. . . (Swicle 015)					
19. This is a magnificent movie containing everything a great movie has to have: a superb story, beautiful scenery, marvellous actors and yet reality. <b>I warmly recommend</b> this film. (Swicle 262)					
20. The reasons why students think that school is boring will be explained <b>in the following</b> .					
21. <b>As mentioned above</b> , getting a university degree abroad is better than getting one in your own country.					
22. There are several effects of travelling the world on personality and lifestyle <b>as noted earlier</b> .					
23. Parents allow their kids to watch these cartoons for <i>two</i> reasons; <b>first</b> , because they watched them when they were kids and <b>second</b> , because parents are not interested in justice, they just want quiet. (AmE 127)					
24. All of the things presented <b>here</b> could make for an effective argument against					

continuing genetic research. (AmE 040)					
25. We have already seen how the CES works so <b>now</b> we can discuss what happens next. (BrE 045)					
26. I just wanted to say that, because that is the way in which most men tend to regard women when we bring up subjects like the one I'm going to discuss <b>now</b> . So fasten your seat-belts. (Swicle 336)					
27. <b>To begin with</b> , travelling the world gives us a chance to meet a lot of people.					
28. <b>The last point</b> is that social media keeps people informed about the world.					
29. The advantages and disadvantages of using the Internet will be discussed <b>in this essay</b> .					
30. <b>This essay</b> will examine the advantages and disadvantages of using the Internet for young people.					
31. In this essay I will give an account of my options for the immediate future, on the basis of assuming that "immediate" <b>means</b> within the next 6 months. (Swicle 241)					
32. Thus, the <b>aim</b> of this essay is to show that studies in humanoria are as important as scientific studies, and that progress, then, can be seen also as an increased knowledge and understanding of the world and its population from a human point of view. (Swicle 209)					
33. But what has this got to do with the <b>question</b> whether people should be assimilated or integrated into Swedish society? The					

<i>answer</i> is easy, through history people have emigrated from one place to another. . . (Swicle 114)					
34. For <i>instance</i> , when you decide to sell a house which you bought, the value of your house may decrease.					
35. To <i>sum</i> up, the disadvantages of renting a house outweigh the disadvantages.					

**Reference:** Ädel, A. (2006). *Metadiscourse in L1 and L2 English*. Amsterdam; Philadelphia, PA: John Benjamins Publishing Company.

## E. INTERVIEW QUESTIONS

1. How important are the expressions in bold in your opinion?
2. Do you teach such expressions as the bold ones on the handout in your writing classes? Which one(s)?
3. Do you think the expressions in bold should be taught in academic writing? Which one(s)? Why/ Why not?
4. Should students make themselves visible as writers in their writing or should they avoid writer visibility?
5. Is there a writer-reader interaction in your students' essays?
6. Do you think students should address readers directly in their writing? (How) should students create a relationship with the reader?
7. How would you give feedback to the expressions in bold?
8. Do you think these expressions in bold enhance communicative competence? What are your expectations from your students in terms of written communicative competence?



## F. INFORMED CONSENT FORM

### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ İngiliz Dili Öğretimi Yüksek Lisans öğrencisi Nursevinç Karakuş tarafından Prof. Dr. Çiğdem Sağın Şimşek danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

#### **Çalışmanın Amacı Nedir?**

Araştırmanın amacı, İngilizce öğretim görevlilerinin ikinci dilde yazılmış akademik yazılarda yer alan üstsöylem belirleyicilerine ilişkin tutum ve farkındalıklarını ölçmektir.

#### **Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?**

Araştırmaya katılmayı kabul ederseniz, sizden yaklaşık otuz dakika sürmesi beklenen bir görüşmeye katılmanız beklenmektedir. Sizlere bir dizi soru yöneltilecek ve daha sonra içerik analizi ile değerlendirilmek üzere cevaplarınızın ses kaydı alınacaktır.

#### **Sizden Topladığımız Bilgileri Nasıl Kullanacağız?**

Araştırmaya katılmamız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

#### **Katılmamızla ilgili bilmeniz gerekenler:**

Görüşme, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

#### **Araştırmayla ilgili daha fazla bilgi almak isterseniz:**

Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ İngiliz Dili Öğretimi Bölümü öğretim üyelerinden Prof. Dr. Çiğdem Sağın Şimşek (E-posta: [sagin@metu.edu.tr](mailto:sagin@metu.edu.tr)) ya da yüksek lisans öğrencisi Nursevinç Karakuş (E-posta: [nursevinc.karakus@gmail.com](mailto:nursevinc.karakus@gmail.com)) ile iletişim kurabilirsiniz.

*Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.*

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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## G. TURKISH SUMMARY / TÜRKÇE ÖZET

İngilizcenin yabancı dil olarak öğretimi ve öğrenimi çeşitli sebeplerden ötürü zor olabilir. Özellikle, akademik yazma derslerinde öğrencilere etkili ve uygun bir şekilde iletişim kurmaları öğretilmesi göz önünde bulundurulması gerektiğinden, akademik yazma öğrencilerden istenen yeterlik seviyesine ulaşma açısından İngilizce öğretiminin en zorlayıcı taraflarından biri olarak düşünülebilir. İngilizce kompozisyon yazımında ne öğretilmesi gerektiği farklı yaklaşım ve yönelimler dolayısıyla yıllar boyunca değişiklik göstermiştir. Önceki yaklaşımlar yazarı yazma sürecinin merkezine koyarken bu görüşe karşı çıkanlar okurların, bir başka deyişle akademik camianın yabancı dil kompozisyon yazımının merkezinde olması gerektiğini savunmuşlardır (Silva 1990:16). Bu yüzden, yazma eylemini önceden sadece bilgileri aktarmak olarak gören geleneksel anlayış yerini son yıllarda yazma eylemini ‘sosyal etkileşim’ olarak gören bir anlayışa bırakmıştır (Hyland & Tse 2004:156). Bu açıdan, üstsöylem kullanımları akademik yazma öğretiminde büyük öneme sahiptir.

Hyland’e (2005) göre üstsöylem, iletişim kurmayı yalnızca bilgilerin metne aktarılması olarak görmeyen, aynı zamanda yazarın okurla iletişim kurma çabasında, okurun ihtiyaçlarını dikkate alarak yazarın hem metnin içeriğine hem de okurlara yönelik duruşunu göstermeye yarayan araçlarla iletişim kurmasını sağlayan bir olgudur. Hyland (2005)’te belirtildiği gibi Williams (1981), Vande Kopple (1985) ve Crismore (1989) gibi çeşitli yazarlar bu kavramı geliştirmiş ve farklı üstsöylem sınıflandırmaları

arařtırmacılar tarafından ortaya koyulmuřtur. Hyland and Tse'ye (2004:159) gre stsylem, yazarın sadece metnin konusuna olan duruřunu desteklemesine yardımcı olmakla kalmayıp aynı zamanda okurla yazar arasında baę kurmasını saęladığı için iletiřim kurmanın nemli bir zellięi olarak ele alınır ve bu yzden akademik yazma ęretiminde nemli bir rol oynamaktadır. stsylem, yazarın istedięi ve ynlendirdięi řekilde okurların metni daha kolay takip etmelerine, anlamalarına ve yorumlamalarına yardımcı olur.

Metinlerdeki stsylem belirleyicileri hakkında yapılan alıřmaların sayısının son yıllarda artıř gstermesine raęmen, bu alıřmaların oęu ya farklı disiplinlerde yayımlanan arařtırma makalelerindeki (Fidan, 2002; Doyuran, 2009; Daę-Tarcan, 2017) ya da yksek lisans ve doktora tezlerindeki (Eko, 2010; Duruk, 2017) metinsel (textual) ve etkileřimsel (interactional) stsylem kullanımını arařtırmaktadır.

Alanyazında, stsylem kullanımındaki kltrler arası farklılıklara odaklanan (zdemir & Longo, 2014; Akbař & Hardman, 2018; Can & Cangır, 2019) ve az sayıda da olsa lisans ęrencilerinin stsylem kullanımlarını inceleyen (Algı, 2012; Yksel & Kavanoz, 2018; andarlı, Bayyurt & Martı, 2015) alıřmaların olduęu gzlemlenmiřtir. Bununla birlikte, zellikle yabancı dil ęretmenlerinin ęrencilerinin kompozisyonlarındaki stsylem belirleyicilerinin kullanımı hakkındaki algı ve yaklařımlarına ynelik herhangi bir alıřmanın olmadığı saptanmıřtır. Bu alıřmanın amacı alanyazına bu konuyla ilgili katkı saęlamaktır. Bunun için arařtırma ařaęıdaki sorulara cevap bulmaya alıřmaktadır:

1. İngilizce öğretmenleri, öğrencilerinin kompozisyonlarındaki kişisel (personal) ve kişisel olmayan (impersonal) üstsöylem belirleyicileri hakkında ne kadar farkındalık göstermektedirler?
2. İngilizce öğretmenlerinin öğrencilerinin akademik kompozisyonlarındaki kişisel ve kişisel olmayan üstsöylem belirleyicilerine ilişkin tutumları nelerdir?

Bu araştırma nitel bir çalışmadır. Çalışmada nitel bir araştırma metodu olarak, Charmaz (2006) tarafından ortaya konan, yorumsamacı epistemolojiye dayanan Yapılandırmacı Temellendirilmiş Kuram Metodu (Constructivist Grounded Theory) benimsenmiştir.

Çalışmaya Ankara Üniversitesi Yabancı Diller Yüksekokulu'nda en az beş yıllık öğretmenlik deneyimi olan on üç öğretim görevlisi gönüllü olarak katılmıştır.

Ankara Üniversitesi Yabancı Diller Yüksekokulu'nun amacı fakültelerin bazı bölümlerinin öğrenim dili İngilizce olduğu için akademik dersleri kolaylıkla takip edebilmelerini sağlamak amacıyla Avrupa Dilleri Ortak Çerçeve Programı'na göre öğrencileri en az B1 seviyesi İngilizce yeterliğine erişmelerine yardımcı olacak şekilde dil becerilerini geliştirmektir. Yüksekokulda bir akademik yıl dört çeyrekte oluşur ve her biri sekiz hafta sürer. Öğrencilerin seviyeleri akademik yılın başında yapılan Yerleştirme Sınavı'na göre belirlenir ve öğrenciler temel düzey (L1), alt orta düzey (L2), orta düzey 1 (L3) kurlarına göre sınıflarına yerleştirilir. L1 kuru sınıflarında derslere başlayan öğrenciler her kurun sonunda yapılan Kur Atlama Sınavı (Gateway Exam)'nı geçerek L2, L3 ve orta düzey 2 (L4) kurlarına devam etmek zorundadırlar. Öğrenciler L4 kurunu bitirdiklerinde Yeterlik Sınavı'na girerler ve bu sınavda başarılı olurlarsa

fakültelerindeki bölümlere devam etmeye hak kazanırlar. Sekiz hafta süren her bir kur süresince dinleme, okuma, dilbilgisi ve kelime bölümlerinden oluşan iki ara sınav ve bir mini sözlü sınav vardır. İlk ara sınavda bağlaçlar dil kullanımı başlığı altında test edilirken ikinci ara sınavda öğrencilerin paragraf ya da kompozisyon yazmaları beklenmektedir. Benzer şekilde, yazma becerisi Kur Atlama Sınavları ve Yeterlik Sınavı'nda da test edilir. L1 ve L2 kurları boyunca, yazma derslerinde öğrenciler bağlaçlar yardımıyla cümleleri bağlamayı ve paragraf yazmayı öğrenirler. Bu kurlarda akademik yazmanın temelleriyle tanışırlar. Öğrenciler giriş cümlesi, geliştirme cümleleri ve sonuç cümlesini yazmayı öğrenirler. L3 kurunda bir önceki kurda düşünce paragrafı yazmayı öğrenen öğrenciler bağlaçları tekrarlar ve kompozisyonu oluşturan paragrafları yazmayı öğrenir. Bunlara ek olarak, düşünce kompozisyonu yazmayı öğrenirler. L4 kurundaki öğrenciler ilaveten avantaj ve dezavantaj kompozisyonu yazmayı öğrenirler. Tüm öğretim görevlileri Program ve Materyal Geliştirme Birimi tarafından hazırlanan aynı ders programını takip etmek ve çalışma kağıtlarını kullanmak zorundadırlar. Öğrenciler, ayrıca her kurda Yazma Dosyası (Writing Folder) çalışması yaparlar. Öğretim görevlileri yine Program ve Materyal Geliştirme Birimi'nin belirlediği konuları öğrencilere ödev verir ve kur içerisinde iki tane çalışma yapılır. Bu çalışmalar ikinci ara sınav, Kur Atlama ve Yeterlik Sınavı'nın yazma bölümleriyle benzerlik göstermektedir. Her çalışma iki taslaktan oluşur. Öğretim görevlileri ilk taslağın dönütünü düzeltme sembollerini kullanarak verir. Öğrenciler hatalarını düzelterek ikinci taslağı teslim ettiklerinde öğretim görevlileri bu defa paragraf ya da kompozisyon üzerinde düzeltmeler yaparak ve yazılı olarak dönüt verir.

Çalışmaya katılan öğretim görevlilerinin kimliklerini korumak için P1, P2, P3 gibi kodlar kullanılmıştır. ODTÜ İnsan Araştırmaları Etik Kurulu'ndan onay alındığında veri toplama süreci Şubat 2019'da başlamış Nisan 2019'da sona ermiştir. Veri toplama aracı olarak yarı yapılandırılmış görüşmeler kullanılmıştır. Görüşmelere başlamadan, araştırma konusu hakkında öğretmen farkındalıklarını anlamak ve görüşmeleri daha sağlıklı şekillendirebilmek için öğretim görevlilerine kişisel ve kişisel olmayan üstsöylem belirleyicilerinin yer aldığı ifadeler içeren cümlelerin ne dereceye kadar kabul edilip edilmeyeceklerini işaretlemeleri beklenen toplam otuz beş cümleden oluşan bir çalışma kağıdı verilmiştir. Buradaki cümleler Ädel'in (2006) araştırmasından faydalanılarak seçilmiş ve çalışma Ädel (2006)'in üstsöylem modeline dayandırılmıştır. Ädel (2006) kişisel ve kişisel olmayan üstsöylemi okurlara ve/veya yazarın kendisine direkt gönderme yapılıp yapılmamasıyla ayırır. Kişisel üstsöylem içeren ifadelerde bu gönderme şahıs zamirleri ya da 'okur', 'yazar' gibi kelimelerle açıkça yapılırken kişisel olmayan üstsöylem belirleyicilerinin yer aldığı ifadelerde örtük şekilde yapılır. Bunu yapmak için yazar edilgen yapılar veya belli bir kişiye ya da gruba seslenmeyen genel ifadeler kullanabilir.

Öğretim görevlileri ilgili cümleler ile ilgili işaretlemeleri yaptıktan sonra görüşmelere başlanmıştır. Görüşmelerin süresi 12 dakikadan 30 dakikaya değişkenlik göstermiş ve hepsi Türkçe yapılmıştır. Görüşmelerden elde edilen Türkçe veriler İngilizceye çevrilmiştir. Kullanılan alıntıların doğrulukları aynı üniversitede çalışan Mütercim-Tercümanlık Bölümü mezunu bir öğretim görevlisi tarafından da kontrol edilip onaylanmıştır.

Görüşmeler sırasında bazı öğretim görevlilerinin işaretledikleri cümleler hakkında fikirlerini değiştirme ihtiyacı duydukları gözlemlenmiştir, bu yüzden asıl veri görüşmeler sırasında şekillenmiş fakat bu cümlelerin bulunduğu çalışma kağıdı da araştırmacının Yapılandırmacı Temellendirilmiş Kuram Metodu'nun temel prensiplerinden biri olan elde edilen verilerin sürekli karşılaştırılmasına olanak sağlamıştır.

Analiz süreci görüşmeler sonucu elde edilen ses kayıtlarının herhangi bir veri kaybına uğranmaması için harfi harfine deşifre edilmesinden sonra başlamıştır. Veriler tekrar okunmuş ve ilk kodlamada satır satır kodlama (line-by-line coding) yapılmıştır. İlerleyen süreçte odak kodlama (focused coding) ve son olarak teorik kodlama (theoretical coding) benimsenmiştir. Her kodlama sırasında notlar alınmış ve araştırma sorularını cevaplamak için kategorize edilmiştir. Kodlama sürecinin bir parçası olan memo yazımı da araştırmacının oluşan kod, kategori ve temaları sürekli karşılaştırabilmesine yardımcı olmuştur.

Araştırmadan elde edilen verilerin analizleri sonucunda İngilizce öğretmenlerinin daha çok kişisel olmayan üstsöylem belirleyicilerine karşı farkındalıkları olduğu, bu belirleyicilere karşı olumlu tutum sergilerlerken, kişisel üstsöylem belirleyicilerine karşı çoklukla negatif tutum gösterdikleri sonucu ortaya çıkmıştır.

Görüşmeler sırasında, İngilizce öğretmenleri kendi öğrenme deneyimlerinin ve çalıştıkları kurumun akademik yazma hakkında öğrenciler ve öğretmenlerden beklentilerinin etkilerini anlatmışlardır:

Yine dediğim gibi aslında ifadelerde şöyle yani ifadeler kendi içinde güzel gibi kabul edilebilir ama peşinden gelen işte o 'I' lı kalıplar beni birazcık böyle şey yapıyor çünkü Bilkent İngiliz Dili Edebiyatı'nda okudum ben. Derslerde, sınavlarda biz direkt olarak

hep ‘academic writing’ yapıyorduk yani sınavlarımızda işte sorularımız o şekildeydi, ödevlerimiz hep o şekildeydi falan. Hocalarımızın bize hep tavsiye ettiği şey böyle hep yani ben, ben, ben yazarı böyle okuyanın gözüne sokmamaktı aslında. Hani daha böyle bir ne bileyim üçüncü şahıs gibi mi diyeyim yani ‘ben’, ‘ben’ demekten biz kaçınıyorduk. O yüzden bu ifadelerde o ‘ben’ ifadeleri beni hani biraz rahatsız ediyor bu şekilde öğrenmediğim için aslında. ... Evet, şimdi şöyle düşünebiliriz aslında. Mesela tez yazıyoruz, tez de bir ‘academic writing’. Doktora tezimi İngilizce yazdım, şimdi birçok tezi incelediğimizde bunun örnekleri de var ama bize yine mesela ODTÜ’deki hocalarımız hep bundan kaçınmamız gerektiğini söylediler. Ben ‘writer visibility’ denilen o kavramın, o kavramdan kaçınılması gerektiğini düşünüyorum. ... Şimdi şöyle bir şey var biz tabi ki yani kurumlar kendi içlerinde birazcık kendi kurallarını aslında oluşturuyorlar. Baktığımızda bizim burada illa böyle yapacaksınız dediğimiz şeylerin bile literatürde ne kadar esnek olabildiğini aslında görüyoruz. Biz burada ‘opinion essay’ yazarken öğrencilerden evet kendi kişisel hayatlarından örnekler verebileceklerini söylüyoruz fakat mesela ‘advantage - disadvantage’da sonuç paragrafına kadar ‘I’ şeklinde kendi fikirlerini söylememeleri gerektiğini öğretiyoruz ama yani dediğim gibi bu işte kurumlar arasında değişen durumlar. İşte bizim sınavımızda bu gibi kriterler var ama gidip baktığımızda atıyorum Hacettepe bambaşka şeyler uyguluyor. (P2, Kadın, 04/03/2019).

Katılımcılar kişisel olmayan üstsöylem belirleyicilerinin yazma derslerinde öğrencilerin fikirlerini daha etkili bağlamalarını sağladıklarını ve mutlaka bunların öğretilmesi gerekliliğini vurgulamışlardır. Öğretim görevlileri bağlaçların, edilgen ve genel ifadelerin yanı sıra, çalışma kağıdında yer alan şu ifadelerin de akademik yazıda olması gerektiğini savunmuşlardır: ‘in this study’, ‘in this essay’, ‘as noted earlier’, ‘as mentioned above’, ‘in the following’, ‘in the course of this essay’.

Yabancı dilde akademik yazma konusunda öğrencilerden beklentilerini paylaşırken tüm katılımcılar daha çok organizasyon ve içeriğin önemi üzerinde durmuşlar, dil kullanımının akademik dile yakışacak şekilde daha resmi, geliştirilebilen ifadelerle dolu olması gerektiğini vurgulamışlardır:

Bir defa hani organizasyon dediğimiz bir şey var akademik yazıda ve aslında bütün yazılarda öyle. Biz burada da işte opinion essay anlatırken advantage/disadvantage anlatırken aslında yapılardan çok ilk göze çarpan şey organizasyon oluyor. Şimdi çocuk mesela inanılmaz yapılarla bir essay yazıyor, bu sadece bizim kurumumuz için geçerli değil, bu bir başka yerde de böyle değerlendirilir, fakat çocukta örneğin hiç paragraf yok. Baştan sona bir sayfa hiç paragraf olmadan hiçbir şey olmadan dümdüz yazmış. Fakat süper ifadeler var, işte burada inanılmaz böyle ilginç bir şey oluyor, o muhteşem



cümleleri insan bir göremiyor neden çünkü bence bizim yapılardan, gramerden, kelimededen daha çok ilk gözümüze çarpan şey organizasyon oluyor. Giriş var mı, işte atıyorum, iki ya da üç tane body paragrafı var mı, sonuç paragrafı var mı? Organizasyona neler dahil oluyor? İşte bir 'background' yazmak, peşinden bir 'thesis statement'

yazmak, biz burada da bunu böyle öğretiyoruz, bize Bilkent'te de örneğin böyle öğretildi. Mutlaka ilk paragrafta yazar neyden bahsedeceğini okuyucuya aktarmalı. Ben bir okuyucu olarak orada ne okuyacağımı, orada bir cümleyle onun özetini görebilmeliyim aslında. İşte 'body paragraph' yazma kuralları giriş, gelişme, sonuç. Daha sonra sonuç paragrafı vs. Dediğim gibi benim için en başta önemli olan şey organizasyonun doğru yapılması (P2, Kadın, 04/03/2019).

Bu bağlamda değerlendirildiğinde kişisel olmayan üstsöylem belirleyicilerini daha 'akademik' ve 'resmi' olarak değerlendirirken yazarın varlığının kompozisyon içinde açıkça belli olduğu ve/veya öğrencilerin şahıs zamirlerini içeren cümlelerle okura direkt hitap etmelerini 'akademik olmayan', 'laubali', 'arkadaşıyla konuşur gibi' şeklinde tanımlamışlardır:

Şimdi dediğim gibi yani ben bu alanda ELT alanında bir eğitim almadım. Fakat İngiliz Dili ve Edebiyatı'ndan geldiğim için işte bize o kavramlar, o yazı tarzı bir şekilde bize orada öğretildiği için ben doğru mu yanlış mı bilemiyorum fakat ben yazarla etkileşime yazarla okuyucu arasında bir etkileşim kurulmasına çok sıcak bakmıyorum 'academic writing'de çünkü bu bir deneme değil, bu gazete köşesine yazılan bir köşe yazısı değil. Yani etkileşimin çok minimum düzeyde tutulması gerektiğini düşünüyorum. Dediğim gibi böyle ifadeler hatta bunları 'formal' şekilde ifade edebileceğimiz şeyler de olabilir. Ara ara birtakım istisnalar olabilir ama genel olarak ben böyle 'I'la 'you' yla falan çok etkileşim kurulmaması gerektiğini düşünüyorum (P2, Kadın, 04/03/2019).

Lakayıt buldum desem biraz hepsi 'you expect me' falan, sen benden şunu bekliyorsun ama ben bunu diyeceğim. Biraz lakayıt buldum, fazla 'informal' (P7, Kadın, 06/03/2019).

Tüm katılımcılar öğrencilerin yazdıkları kompozisyonlardaki metnin bütünlüğü ve bağlantısını sağlayan yani sebep sonuç, örneklendirme, özetleme, metinle alakalı sıralama işlevlerini gerçekleştiren geçiş ifadelerinin (transition markers) önemini vurgularken, neredeyse tüm katılımcılar yazarı ve okuru dahil eden kişisel üstsöylem ifadelerine sıcak bakmamışlardır.

Araştırmanın ilginç bulgularından biri sadece bir öğretim görevlisinin hem kişisel hem kişisel olmayan üstsöylem belirleyicileri hakkında yüksek farkındalığa sahip olmasına rağmen, öğrencilere geri bildirim verirken kendi eğitiminden kaynaklı ve çalıştığı kurumdaki değerlendirme ölçeklerinde açıkça ifade edilen değerlendirme kriterlerine dayanarak öğrenci metinlerinde kişisel üstsöylem belirleyicileriyle karşılaştığında kendi kendisiyle çeliştiğini, bu ifadeleri yine de kabul etmediğini fakat öğrencilere bu ifadelerin neden kullanılmaması hakkında açıklama yaparken zorlandığını çünkü bu ifadelerin akademik yazılarda neden var olmaması gerektiğinden emin olmadığını aktarmasıdır. Yazarın varlığının arka plana atıldığı ifadelerde sorun yaşamadığını zaten kurumun da beklentisinin bu yönde olduğunu dile getirmiştir. Öğrencilerin kompozisyonlarında şahıs zamirlerini kullanma yatkınlığı sebebiyle bu çatışmayı hem kendisiyle hem öğrencilerle sürekli yaşadığını belirtmiştir:

Daha çok geçişleri bağlayan yani esasında metnin bütünlüğü ve bağlantısını sağlayan bu üstsöylem ifadelerini kullanıyoruz. Yani mesela sebep sonuç ilişkisini, mesela özet ilişkisini, mesela o okuyucu dahil eden şeyleri ya da işte çerçeveyi sunan birinci, ikinci, üçüncü diye başladığımız, bu daha çok metinle alakalı şeyleri veriyoruz, onlarda hiçbir sorun yok. Ama ne zaman ki o şeyi yazarı da dahil eden ifadeler, o üstsöylemler konusunda işte bizim esasında hocaların yani şahsi benim en azından eğitimden kaynaklı ve onların bir şekilde yasak elma olarak görülmesinden dolayı ben de aynı şeyi ister istemez öğrencilere iletiyorum yani onları çok fazla kabul etmemek, etmediğimi gördüm en azından yaptığım, değerlendirdiğim kağıtlarda. ... Şimdi şöyle, zaten mesela öğretmen olarak ben her ne kadar 'metadiscourse'un kişisel olan yani yazarla alakalı olan şeylerinden uzak durmaya çalışıyorsam, o kadar uzak durmaya çalışıyorsam ki sebepsiz yere dediğim gibi ön bulunuşluğumla alakalı bir şey, öğrenci de bir o kadar şeylerin 'interpersonal' olan yani kendi varlığını gösterme çabasında. Yani ikimiz ayrı uçlarda, dolayısıyla orta noktayı bulmaya çalışıyoruz hep biz. Onu da neye göre buluyoruz, dediğim gibi belli bir şey yok ama öğrencilerde bu söylemleri çok fazla kullanma eğilimi var, onu söyleyebilirim. .... Bende mesela o bölümler (okur yazar etkileşimini örneklendiren maddeler hakkında fikrini belirtirken) 'ya probably unacceptable' ya da 'definitely unacceptable'. Ha bu dediğim bu benim yaşadığım, yani bildiğimle uyguladığım arasındaki farkı göstermek için esasında, evet bildiğim aslında benim için hiçbir rahatsızlık olmaması gerekiyor normalde, yazarın varlığı en azından hani bu retoriğin, 'discourse'un ortaya çıkışı açısından önemli. Ama bir şekilde rahatsız etmiş beni. (P6, Erkek, 06/03/2019).

Diğer öğretim görevlileri de öğrencilerin bu eğilimini vurgulamış, öğrenci metinlerinde bu tür kişisel üstsöylem belirleyicilerini içeren ifadelerle karşılaştığında bu cümlelerin edilgen yapılarla yeniden yazılmaları gerektiğini belirtmeleri de görüşmeler sırasında ortaya çıkan önemli bir sonuçtur:

Çok kişisel kullanımların ki bunlar çoğunlukla ‘I’ ve ‘we’ zamiri ile birlikte karşımıza çıkıyor, bunları birazcık daha farklı ifade etmelerini beklerim. Yeniden yazmaları yönünde kendilerine dönüt veririm (P3, Kadın, 05/03/2019).

E son sayfadakiler, son numaralar gayet normal zaten, öğrettiğimiz, olması gerekenler, ama çok fazla özne kullanımı olsa ben şöyle bir ‘feedback’ yazardım. Bu kadar vurgulama kendi fikrin olduğunu diye. Bir tane, iki tane yazar tamam ama genelinde edilgen kullanmayı tercih et derdim çünkü zaten senin savunduğun bir ‘opinion’ paragrafı olduğu belli ‘opinion essay’ olduğu (P8, Kadın, 06/03/2019).

Dediğim gibi daha çok ‘formal’ bir dil, ‘you’nun ve ‘we’nin çok fazla kullanılmadığı. Örneklemelerin, ‘fact’lerin daha çok passive yapılarla verildiği, herhalde biraz ‘conservative’ bir yapım var ya da bize üniversitede bu şekilde gösterildiği için yazdığımız zaman ‘article’ları hep hocalarımız da bize bundan kaçınmamızı söylediler. Herhalde böyle bir gelenekten geldiğimiz için daha çok ‘formal’ bir dil (P13, Kadın, 14/03/2019).

‘I’, ‘you’ ve ‘we’ zamirlerinin kullanımları kıyaslandığında bazı katılımcılar ‘we’ kullanımının daha ‘akademik’ olduğunu düşündüklerini belirtmişlerdir:

Aynen öyle yani ‘academic writing’ anlamında inanın hani özel bir ders almadım, yani o yönde özel bir çalışma yapmadım fakat dediğim gibi hocalarımın hep bizi yönlendirmelerine dayanarak konuşuyorum. ‘We’ evet bana biraz daha güzel geliyor. ‘I’ hani çok daha tuhaf gelmekle birlikte ‘we’ çok daha iyi geliyor aslında ama dediğim gibi yani ben ‘academic writing’de bilemiyorum ama olabildiğince o ‘writer visibility’ mi demiştik yani onun olmaması gerektiğini düşünüyorum olabildiğince ama asla olmaması gerektiğini değil tabi ki yer yer hani değişiklikler olabilir (P2, Kadın, 04/03/2019).

Öğrenciler akademik yazılarda ‘I’ ya da ‘you’ zamirlerini kullanarak örnek vermek istediklerinde, öğretim görevlileri öğrencilerini bunlar yerine ‘one’ zamirini kullanmaya teşvik etmektedirler. Çalışmaya katılanlar öğretim görevlilerinden on ikisi ‘one can argue for and against the fact that...’ (12. madde) ifadesini ‘akademik’ olarak değerlendirmiştir:

Ya bence kaçınılmalar tabii 'formal' bir writing yapıyorsa benim kendi 'writing' tarzım da o şekilde. Ben çok çok nadir, ya bu zamana kadar birçok sınava girdim, tabii dil edebiyatı mezunuyum bir de, çok essay de yazdık, onun dışında TOEFL, IELTS sınavlarına da girdim. Oralarda her zaman ben 'formal' bir ton tutturdum, 'I' yerine 'one' yazarım ben mesela 'one can think that' gibi bir yapı. Kendim bundan kaçınıyorum, öğrencilerime bunu tavsiye ederim ama yeni nesili biraz daha farklı buluyorum bu konuda 'writing'lerini hani daha 'personal'lar, daha 'informal'lar gibi görüyorum (P11, Male, 12/03/2019).

Alanyazına bakıldığında Türk yazarların anadili İngilizce olan yazarlara göre daha fazla kişisel olmayan üstsöylem belirleyicileri kullanmaları, kendi varlıklarını açıkça göstermekten ve okurlarla direkt bir etkileşime girmekten kaçındıkları ortaya çıkmıştır (Ekoç, 2010; Özdemir & Longo, 2014; Akbaş, 2014; Can & Cangır, 2019). Bu açıdan değerlendirildiğinde, katılımcıların öğrencilerden beklentileri daha önce yapılan çalışmalardaki bulgularla benzerlik göstermektedir. Öte yandan, Yüksel ve Kavanoz (2018)'un yaptığı çalışmanın sonuçlarına göre, Türk öğrenciler etkileşimsel üstsöylem belirleyicilerini metinsel üstsöylem belirleyicilerine göre daha çok kullanmışlardır.

İngilizce öğretmenlerinin kişisel ve kişisel olmayan üstsöylem belirleyicileri hakkındaki görüşlerinin, çalıştıkları kurumdan ve kendi eğitim deneyimlerinden şekillendiği, daha geniş bir çerçeveden bakılacak olursa akademik yazılarda kullanılmaya uygun görülen ifadelerin kültürel norm ve farklılıklardan etkilenmiş olabileceği sonucuna varılabilir. Çünkü daha önceki çalışmalar ana dili İngilizce olan öğrenci ya da akademisyenlerin yazdıkları metinlerde kendi kimlikleri, görüş ve düşüncelerini açıkça ortaya koydukları ve okurla etkileşim kurmaktan çekinmediklerini göstermektedir.

İngilizcenin yabancı dil olarak öğretiminde ana dili İngilizce olanların dil kullanımı standart olarak alınacaksa, öğrencilerin daha etkili ve başarılı bir şekilde yazmalarını sağlamak adına kişisel üstsöylem belirleyicileri tamamen göz ardı

edilmemelidir. Eđer öğrenciler bu üstsöylem ifadelerini doğru ve uygun şekilde kullanmayı öğrenirlerse fikirlerini aktarırken daha anlamlı ve okurla etkileşime geçmeyi başarabilen metinler ortaya çıkarabilirler. Bu yüzden bu çalışma hem akademik yazma dersleri veren İngilizce öğretmenleri hem de materyal ve sınav hazırlama birim çalışanları için önemli olabilir. Öğrencilere verilen örnek paragraf ve kompozisyonlar bu bağlamda yeniden şekillendirilerek öğrencilerin kişisel üstsöylem belirleyicileri hakkında farkındalıkları arttırılabilir. Aynı şekilde, kurumlardaki akademik yazı değerlendirme kriterlerinde de yeni bir düzenleme yapılabilir. Ana dili İngilizce olan öğrencilerin yazdıkları paragraf ve/veya kompozisyonlar akademik yazma müfredatına dahil edilerek İngilizce derslerinde öğrencilere farkındalık kazandırılarak buna benzer metinler yazmaları sağlanabilir.

Bu çalışma Türkiye’de farklı devlet ve özel üniversitelerde tekrarlanırsa daha kapsamlı sonuçlara ulaşılabilir. Farklı bir çalışmada akademik yazma derslerinde öğretilen üstsöylem belirleyicilerinin öğrenciler Yeterlik Sınavı’ını geçip bölümlerine başladıklarında bu bilginin öğrencilerin akademik ihtiyaçlarının ne kadarını karşıladığı araştırılabilir.

Kişisel ve kişisel olmayan üstsöylem belirleyicilerine ilişkin farkındalık ve tutumu araştıran alternatif bir çalışma öğrencilerin görüşleri alınarak ve öğretmen – öğrenci görüşleri karşılaştırılarak da yapılabilir.

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Bölümü / Department : İngiliz Dili Öğretimi

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : EFL TEACHERS' AWARENESS AND ATTITUDES  
TOWARDS PERSONAL AND IMPERSONAL METADISOURSE MARKERS IN L2 ACADEMIC WRITING

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