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A CORPUS-BASED STUDY IN THE USAGE OF CONNECTORS IN BETWEEN THE DISSERTATIONS OF THE NATIVE SPEAKERS OF ENGLISH AND TURKISH SPEAKERS OF ENGLISH

THESIS BY
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DEDICATION

To my husband Barış because of his great support…

ETHICS DECLARATION

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ABSTRACT

A CORPUS BASED STUDY IN THE USAGE OF CONNECTORS IN BETWEEN THE DISSERTATIONS OF TURKISH SPEAKERS OF ENGLISH AND THE NATIVE SPEAKERS OF ENGLISH

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In this research, it is aimed to determine the use of connectors in the doctoral dissertations of Turkish speakers (TSs) of English and native speakers (NSs) of English. The present study will be limited to identifying the use of connectors in the Doctor of Philosophy (Ph.D.) dissertations written by the NSs of English and the TSs of English in the field of ELT; between the years of 2009-2018. It will also be limited to the abstract, the introduction, and the conclusion sections of the Ph.D. dissertations. Furthermore, it will be limited to 50 TSs dissertations and 50 NSs dissertations.In this study, with the help of Key Word In Context (KWIC) Concordance programme, the usage of connectors was analyzed according to their frequency per 1,000 words. Besides the frequency analysis, log-likelihood (LL) calculation was also used as a statistical analysis. At the end of the study, it was found out that the LL frequency of the connectors indicated an underuse in the abstract section, an overuse in the introduction section and again an overuse in the conclusion section for the Ph.D. dissertations of the Turkish speakers (TSs) of English and there was a significant difference in the frequency of the connectors between the dissertations of the TSs of English and the NSs of English.

Key Words: Connectors, Dissertation, Corpus, Corpus Linguistics,Academic Writing

ÖZET

ANA DİLİ İNGİLİZCE OLAN VE OLMAYANLARIN DOKTORA TEZLERİNDE BAĞLAÇ KULLANIMININ ANALİZİNE DAYALI BİR DERLEM ÇALIŞMASI

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Bu çalışmanın amacı, ana dili İngilizce olan ve olmayanların doktora tezlerinde bağlaç kullanımın analizidir. Bu çalışma bağlaç kullanımı açısından 2009-2018 yılları arasında İngiliz Dili Eğitimi alanında yazılmış doktora tezleri ile sınırlıdır. Ayrıca yazılmış olan doktora tezlerinin sadece özet, giriş, ve sonuç bölümleri incelenmiştir. Bunlara ek olarak çalışmada kullanılan doktora tez sayıları 50 anadili İngilizce olan, 50 ana dili İngilizce olmayan olarak belirlenmiştir. Bu çalışmada 1,000 kelimeye düşen bağlaç frekansı KWIC Concordance programı ile bulunmuş ve ayrıca bu değerlerin istatistiksel analizleri için Log-Likelihood programı kullanılmıştır. Yapılan analizler sonucunda anadili İngilizce olmayan yazarlar tarafından yazılmış olan doktora tezlerinin anadili İngilizce olan yazarlar tarafından yazılan doktora tezlerine göre özet bölümünde bağlaçların daha az, giriş ve sonuç bölümlerinde ise daha fazla kullanıldığı sonucuna ulaşılmıştır. Ayrıca anadili İngilizce olmayan yazarlar tarafından yazılmış olan doktora tezleri ile anadili İngilizce olan yazarlar tarafından yazılan doktora tezleri arasında bağlaç kullanımında anlamlı bir fark olduğu gözlenmiştir.

Anahtar Kelimeler: Bağlaç, Doktora Tezi, Derlem, Derlem Dilbilim, Akademik Yazılar

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ABBREVIATIONS

LL : Log-Likelihood

KWIC : Key Words In Context

NSs : Native Speakers

PhD : Doctor of Philosophy

TSs : Turkish Speakers

TPHDA : Abstract Section of the Turkish Speakers' Dissertations

TPHDI : Introduction Section of the Turkish Speakers' Dissertations

TPHDC : Conclusion Section of the Turkish Speakers' Dissertations

NPHDA : Abstract Section of the Native Speakers' Dissertations

NPHDI : Introduction Section of the Native Speakers' Dissertations

NPHDC : Conclusion Section of Native Speakers' Dissertations

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CHAPTER I

1. INTRODUCTION

1.1. Background of The Study

The English language has become a lingua franca by which scholars, writers, and language learners communicate their ideas with other people in their written products and mastery of it entails adopting the discourse knowledge of this language. It is believed that English language is the representative of a reader-oriented and writer responsible culture in organization of paragraphs and texts and the English texts as the cultural products are expected to make the author's aim visible and to provide explicit signposts for the reader for establishment of communication and guidance through text organization (Mauranen, 2001; Dahl, 2004; Noorian & Biria, 2010; Mur-Duenas, 2011). In parallel with this, Dahl (2004, p. 1821) claims that in Anglo-Saxon education, especially in the United States, composition courses are compulsory in undergraduate education and 'emphasis is put on communication with the reader, making this an explicit feature of the writing process'. Furthermore, the quality of academic writing in English is often measured by to what extent a text is reader-oriented and this is achieved by connectors in that they play an important role in making purposes explicit, listing arguments and organizing discourse for the reader to follow (Kuteeva, 2011). In this regard, the way of presenting and organizing ideas and different parts of texts has been perceived by the non-nativestudents to be a problematic aspect of writing in English (Chen, 2002). Organizing paragraphs and structuring texts in English create difficulty for non-nativelearners when not instructed (Kuteeva, 2011).

The unfamiliarity with the English discourse and its rhetorical patterns is considered as one source of these difficulties experienced by non-nativelearners (Chen, 2002). In regard to this, in the study of Chen (2002), Chinese learners of English have reported that they lacked the idea about how to organize English writings and composed them in Chinese way and had difficulties in the use of linguistic resources for making associations between the ideas. In addition to this, the failure of non-nativelearners in totally harmonizing themselves with the reader-oriented target language, that is, the English language is another possible reason that causes them to hinder explicitly stating their goals and organizing shifts between topics (Akbaş, 2012; Hyland, 2005). In addition, the lack of knowledge and instruction as well as confidence account for

avoiding typical framingand thus, non-nativelearners attempt to use other strategies to organize their essays instead of using connectors (Noble, 2010).

Besides these problems experienced in student writing in English in general, argumentative type of writing in English, which is a common genre that language learners are often asked to write in an academic environment, is also challenging for studentsdue to the lack of linguistic and cultural knowledge or educational experience in this form of writing which requires students structure their discourse, develop their talents in organizing and supporting their own ideas with evidence to persuade readers and argue against opposing ideas through the use of appropriate language use (Ho, 2011; Özhan, 2012). As 'an essential part of academic writing' (Kuteeva, 2011, p.48), 'achieving involvement through a convergence of the reader with the readerin-the-text is a crucial step in most of argumentative, persuasive texts' (Thompson, 2001, p.62).

It has a number of rules which constitute the text and reflects culture-specific values and explicitness in the expression of points, aims, and structuring the discourse based on this is important and central to the production of good text (Mauranen, 1993). Thus, the discourse knowledge is of great value, which makes argumentative writing more challenging for students (Wu, 2008), since this text type requires them to acquire the discourse of argumentation and the linguistic resources that enable students to track the flow of argumentation and text (Coffin & Hewings, 2005). Non-nativelearners may sound less convincing when they do not explicitly express themselves, their aims and text organization in their written texts make the reader aware of them, and this may reduce their control over their communicative output (Mauranen, 1993).

Considering the roles of connectors in making discourse goals and organization explicit, absence of connectors can be disadvantageous. In addition, excessive use of certain connectors can be as problematic as the absence or lack of connector use in that it can make the essay longer and confuse the reader. In this sense, Crismore and Abdollehzadeh (2010, p.202) argue against the misconception that 'the more metadiscourse marker, the better' and state that excessive use of such markers can make a text 'long-winded and clumsy' and it is not a sign of language development, but, poor writing. Furthermore, Rahman (2004, p.47) suggests that limited use of metadiscourse markers, as well as overuse, may interfere with the reading process and make the text 'look outright imposing and condescending'.

The studies that handled the issue of connector use of non-nativelearners of English revealed that non-nativelearners of English do not make much use of

connectors in the organization of written texts (Khajavy et al., 2012; Mur-Duenas, 2011; Noble, 2010; Noorian & Biria, 2010), or frequently employ sequencing devices (Heng & Tan, 2010; Li Wharton, 2012) or underuse certain sequencing devices (Hempel & Degand, 2006), and do not use connectors to announce their goals and make topic shift in organization of their ideas (Dafouz-Milne, 2008; Heng & Tan, 2010), or overly on limited types of connectors (Anwardeen et al., 2013).

In addition to this, a majority of the comparative studies revealed that both native speakers (NSs) and non-native speakers (NNSs) of English usually prefer sequencing items to order the sequence of a series of ideas (Heng & Tan, 2010; Li & Wharton, 2012) whereas they rarely use connectors in announcement of writer's goal in argumentative essays (e.g Ädel, 2006; Heng& Tan, 2010), master theses (Marandi, 2003) and research articles.

1.2. Statement of The Problem

In this research, it is aimed to determine the use of connectors in the doctoral dissertations of Turkish speakers (TSs) of English and native speakers (NSs) of English. This study investigated the use of connectors in the Doctor of Philosophy (Ph.D.) dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching(ELT) ; between the years of 2009-2018.

1.3. Research Questions

The research questions which were investigated by the researcher wereas follows:

1. What are the differences in the use of the connectors of
    a. the abstract section in the doctoral dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?
    b. the introduction section in the doctoral dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?

c. the conclusion section in the doctoral dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?

1.4. Significance of the Study

Firstly, this study is believed to contribute to our understanding of connector use in English non-nativestudents' Ph.D.dissertations in those students involved in this study are educated on each genre which requires appropriate use of language in terms of organization of ideas and the text itself andcould produce carefully organized texts. In genre-based teaching of writing, the main focus is not the subject but the linguistic patterns beyond the subject content and the main concern of teachers is to teach learners to write to achieve a particular goal in relationship with his/her reader through the organization of ideas (Hyland, 2003). Thus, an insight into how connectors shape the organization of students' written texts is of pedagogical value not only for students in their academic achievement and, as future language teachers, to be skilled in writing skill to teach their students how to organize their texts and write in different genres, but also for teachers of English in providing their students opportunity to identify and practice the use of connectors in writing. Secondly, the majority of the studies on the issue of metadiscourse have concentrated on the overall use of metadiscourse resources including connectors and revealed only the frequency of their occurrences (Anwardeen et al., 2013). However, most of these studies did not specifically analyze specific functions of connectors in different contexts where they occur and did not present the frequency analysis of sub-categories of connectors. Apart from that, a number of studies have devoted all their attention to interactional dimension of metadiscourse (e.g. Abdi, 2002; Çapar, 2014; Fatemi & Mirshojaee, 2012; Fu, 2012; Gillaerts & Van de Velde, 2010; Sukma & Sujatna, 2014; Tavakoli et al., 2012) and individually analyzed sub-categories of this dimension such as engagement resources (Mei, 2007; Lafuente-Millán, 2013), hedging devices (Ekoç, 2010; Peterlin, 2010), hedges and boosters (Algı, 2012; Vázquez & Giner, 2009), stance (Çakır, 2011), stance and engagement (Hyland, 2005b; Lee, 2011) and snon-native-mentions (Ädel, 2010; Hyland, 2001), and non-native-mentions and illocution markers (Bondi, 2010) in different types of discourses in various contexts. Thus, considering the relevant gap in the literature, there is also a necessity for more research on the interactive aspect of metadiscourse especially

connectors due to its importance in explicit structuring of discourse, expression of goals and its essential role in directing the reader throughout the text (Anwardeen et al., 2013).

Thirdly and lastly, the majority of the previous studies relevant to this field of research mainly concentrated on the texts like textbooks (Wang, 2012), research articles (Blagojevic, 2004), master and doctoral dissertations (Hyland, 2010; Hyland & Tse, 2004), novels (Sadeghi & Esmaili, 2012), and advertising (i.e. slogans) (Fuertes-Olivera et al., 2001). For the student writing, the few studies revealed either the effect of metadiscourse instruction on metadiscourse use or the quality of text (Anwardeen et al., 2013) or provided overall frequency analysis of metadiscourse markers (Anwardeen et al., 2013). Regarding the studies conducted in the Turkish context, they focused on cohesion and syntactic and semantic roles at the micro-structural level in writings produced in English (Altunay, 2009; Babanoğlu, 2012; Can, 2011) and in Turkish (Karatay, 2010). Therefore, considering the importance of metadiscourse in academic texts, this study is expected to provide insights into the organization of specifically 'academic texts' through connector use, which has drawn little attention in literature especially in English context with a focus on the functions that connectors serve based on the qualitative analysis of each individual item functioning on metadiscourse level.

1.5. Limitation of the Study

The present study was limited to identifying the use of connectors in the Doctor of Philosophy (Ph.D.) dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of ELT; between the years of 2009-2018. It will also be limited to the abstract, the introduction, and the conclusion sections of the Ph.D. dissertations. Furthermore, it will be limited to 50 TSs dissertations and 50 NSs dissertations.

1.6. Definitions of the Terms

Corpus:A collection of texts, especially if complete and self-contained: the corpus of Anglo-Saxon verse. (2) In linguistics and lexicography, a body of texts, utterances, or other specimens considered more or less representative of a language, and usually stored as an electronic database. Currently, computer corpora may store many millions of running words, whose features can be analyzed by means of tagging (the

addition of identifying and classifying tags to words and other formations) and the use of concordancing programs (McArthur, 1992).

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

Connector:A word used to join other words or phrases together into sentences. Connectors references to text boundaries or elements of schematic text structure' and they provide 'framing information about the elements of discourse' (Hyland, 2005, p. 51).

Ph.D. Dissertation:A formal and lengthy discourse or treatise on some subject, esp. one based on original research and written in partial fulfillment of requirements for a doctorate (Collins Dictionary, n.d.).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter describes the definitions of corpus and other related key terms in the corpus linguistics. Moreover,the history of corpus and corpus studies in the field of English Language Teaching (ELT) isincluded in the chapter.

2.2. Corpus

Definitions of the corpus have varied in literature because of the influence of developments in technology and its contributions to the English Language Teaching (ELT) field. In general, it is defined as "a body of naturallyoccurring language (authentic) data" (Leech, 1997). In addition, focusing on linguistic analysis and description, it was described as "a body of written text or transcribed speech which can serve as a basis for linguistic analysis and description" (Kennedy, 1998, p.1). The word 'principled' was used in the definition of a corpus and explained that studies use a principled collection of naturallyoccurring texts; for instance, the corpus (Conrad 1999, p.3).

In order to highlight the effects of technology, Granger (2002, p.4) points out that "corpus linguistics can best be defined as a linguistic methodology which is founded on the use of electronic collections of naturally occurring text". O'Keeffe, McCarthy, and Carter (2007, p.1) explain the words 'principled' and 'electronic' mentioned above. With respect to principled, they mention that corpus cannot be constituted by any old collection of texts because it needs to represent something in order to be considered useful. For example, a collection of an author's books cannot represent the whole language; therefore, an analysis done through that collection does not offer the opportunity to make generalizations about that specific language.

As for electronic, they suggest that computers help very large amounts of texts be gathered and analyzed; and also offer qualitative and quantitative analysis in a faster and more reliable way. To illustrate, with the advent of technology, the capacity of the computers to store a great number of texts in hard-disks has increased tremendously. Thus, it is now possible to collect all the newspapers, articles, transcribed conversations,

etc. in a corpus and analyze them in electronic environments that computers provide rather than manual operations that might create great difficulty in analysis.

2.3. Corpus Linguistics

It is the study of language in corpora of "real life" language. It is also known as corpus-based studies. Also it includes the principles and practice of using corpora in language study. It is aimed to analyze and describe language use as occured in texts. Koteyko (2006) stated that one of the most importantstudy in the field of corpus linguistics was the "Computational Analysis of Present-Day American English" by Henry Kucera and Nelson Francis in 1967. McEnery and Wilson (2001), noted that the corpus linguistics has started to widen its scope. It is also “multilingual” now like many languages are being studied with the means of corpus data.

Leech (1992) defines corpus linguistics as a new research enterprise, and in fact a new philosophical approach to the subject. He also describes characteristics of corpus linguistics as a new paradigm by emphasizing its focus on linguistic performance rather than competence; linguistic description rather than linguistic universals; both qualitative and quantitative models of language and its empiricist view of scientific inquiry.Likewise, Stubbs (2002) regards corpus as not a mere tool but an important concept in linguistic theory stating that "corpus linguistics provides a new point of view for studying the language and the point of view allows new things to be seen" (p.220). Teubert (2005) defines corpus linguistics as a theoretical approach to the study of language.

Gries (2006) favors a methodological conceptualization by defining corpus linguistics as "the analysis of naturally occurring data" and "a methodological paradigm within applied and theoretical linguistics" (p.4). Corpus linguistics is a system of methods and principles to apply corpora in language studies and it certainly has a theoretical status (McEnery, Xiao&Tono, 2006). In spite of the on-going debate on defining scientific nature of corpus linguistics, linguists from various fields have a common idea that it is important to base one's analysis of language on real data –actual instances of speech or writingrather than on data that are retrieved or made-up (Meyer, 2004, p.8).

Depending on the evidence of actual language use provided, corpora have both theoretical and practical uses, which make them invaluable resources for descriptive,

theoretical and applied discussions of language (Meyer, 2004). Corpus linguists deals with counting and categorizing structures occurring in a corpus, and prioritize descriptive adequacy, the results of their studies offer a lot in terms of language descriptions. Starting from these descriptions, corpus linguists could also use corpora effectively to test out linguistic hypotheses; thus, contribute to the evolution of language theories. Leech (1992) emphasizes that what is discovered in a corpus can be utilized as the basis for the relevant theoretical issue. Aarts's (1992)study on small clauses could prove to be a good example: Using the London Corpus, Aarts (1992) provided a complete description of small clauses in English and addressed to certain relevant controversies; hence, contributed greatly to the theoretical discussions.

Additionally, as corpus linguists deal with texts or parts of texts, they are able to contextualize their analysis of language; therefore, corpus linguistics has a significant role in applied discussions of language. Meyer's (2004) corpus-based study on elliptical coordination provides evidence for such a role. Using a-96,000-word corpus including different types of speech and writing, Meyer (2004) investigated the reason of certain types of elliptical coordinations' being less frequent in speech than writing. His findings pertaining to elliptical coordinations are likely to foster applied discussions of language. With all these significant additions, corpora have currently been acknowledged in many disciplines of linguistics.

Discourse Analysis is one of the areas where corpus linguistics has been adopted "as a means of looking at language patterns over much larger datasets" (McCarthy & O'Keeffe, 2010 p.9). Through the use of special search techniques (e.g. wordlists, concordances, keyword, etc…), corpora could automate many of the processes of Discourse Analysis. Historical linguistics is another area to which corpus linguistics is applied. By means of collecting longitudinal corpora, it is likely for the researchers to study the linguistic development of a language. Meyer (2002) stated that these corpora allow corpus linguists both to study systematically the development of particular grammatical categories and to gain insights into how genres in earlier periods differed linguistically. Literary and translation studies also have benefitted from corpus linguistics. As corpus linguistics facilitates the comparison of patterns across languages by comparing source and target texts, it has offered insights in translation and literary areas.

Pragmatics, the study of language in use, apparently makes a perfect match with corpus linguistics. The advent of corpus linguistics freed pragmatists from relying on

"intuited data" (McCarthy & O'Keeffe, 2010, p.10). In the relevant literature, there are a number of studies focusing on pragmatic markers including deictics, hedges, and discourse markers in both spoken and written contexts using corpora. The use of corpora has also yielded fruitful results in terms of comparing pragmatic features across different languages. Corpora have also an impact in the field of sociolinguistics, especially the spoken ones automatically produce data on language use in relation with "sociolinguistic variables such as age, gender, level of education socio-economic background" (O'Keeffe, McCarthy, & Carter, 2007). Introduction of the corpus linguistics to the area of language teaching has resulted in the publications of comprehensive practical materials. Through various types of corpora, it is possible to obtain information on the structure and usage of many different grammatical constructions, which makes a sound basis for writing a reference grammar of target language. Greenbaum's (1996) Oxford English Grammar based on British component of the International Corpus of English, and Biber, Johansson, Leech, Conrad, and Finegan's (2007) Longman Grammar of Spoken and Written English based on Longman Corpus follow this tradition.

2.4. History of Corpus Linguistics

The origins of corpus linguistics can be traced back to the acknowledgment of the concept of observable data in language research. Under the influence of the positivist and behaviorist approaches, the linguists at the beginning of the last century became concerned to account for the observable data and language in context. In 1950s, with the contribution of such linguists as Harris, Fries and Hill among others, the notion of collecting real language data was placed at the core of what linguists study as pointed out by Leech (1992), who states that "a corpus of authentically occurring discourse was the thing that the linguist was meant to be studying" (p.105). Fries' attempts to study grammars of written and spoken American English (1940 and 1952 respectively) based on actual language use has been considered as among the earliest ventures in the historical evolution of corpus linguistics (Tognini-Bonelli, 2010).

With Chomsky's criticisms of language performance at the beginning of the 60s, the developmental continuity of corpus linguistics was interrupted for a while (Tognini-Bonelli, 2010). Chomsky held a different position regarding the observable data in general and corpus linguistics in particular. His objection to corpus linguistics mainly

comes from his well-known distinction between competence and performance, which is later revised as Internal and External language. Performance is mostly affected by a number of factors other than competence. Therefore, to Chomsky (1965), linguists should consider competence as the base rather than performance while describing language. It was also stated that "like most facts of interest and importance … information about the speaker-hearer's competence …is neither presented for direct observation nor extractable from data by inductive procedures of any known sort" (Chomsky, 1965).

As clearly seen, this position is in stark contrast with the theoretical assumptions of corpus linguistics since corpus linguistics mainly deals with performance rather than competence. The aim of corpus linguists is to describe language use through observable data rather than identify linguistic universals (McEnery & Wilson, 2001; Tognini-Bonelli, 2010). Being very influential on the linguists of the era, Chomsky's views caused a change in paradigm, leading researchers to consider introspection as a more accurate and less time-consuming way of analyzing language. Corpus linguistics studies were not given proper attention. Therefore, the development of corpus linguistics slowed down. However, despite these factors affecting corpus studies negatively, there were still some noteworthy attempts in forming corpora of various types, which Leech (1992) considers as the second stage of the evolution of the corpus linguistics. The Brown Corpus that had been developed in collaboration with Swedish, Norwegian and Dutch universities is among the pioneers of corpus-based language studies. In 1975, LancesterOslo-Bergen Corpus of British English (LOB) appeared.

In fact, the appearance of the textbook collection through computerized corpora attests this continuity (Léon, 2005). Although the creation of foregoing corpora is thought to be milestones in corpus linguistics, the awakening of interest in Firthian principles of language study in the last quarter of last century is, no doubt, influential in the theoretical underpinning of corpus linguistics today (McEnery & Gabrielatos, 2006). In Firthian approach to language investigation, the notions of observable data, actual language use, and language patterns are highlighted to a great extent. Firth (1957) stated that must take our facts verbally complete in themselves and operating in contexts of the situation which are typical, recurrent, and repeatedly observable. The meaning is regarded as a function and not only words but also grammatical structures have meaning. Key discussions of Firth's approach has been successfully connected to what corpus linguistics offer at its core by Sinclair and Halliday, who are often called neo-

Firthians (McCarthy, 2006). These researchers among others have played a leading role in developing corpus linguistics for both language pattern research and dictionary making (Cowie, 1998).

All these contributions affected the establishment of the corpus linguistics traditions of "(a) trawling through texts to find all examples of a particular piece of language, (b) writing dictionaries based on attested usage, (c) analysing language based on actual informant data" (McCarthy & O'Keeffe, 2010 p. 5). However, it is the spread of computers for personal use and the revolution in hardware and software in the 1980s and 1990s which really enabled contemporary corpus linguistics to emerge. The gradual proliferation of relatively small-sized computers in the 1990s allowed groups and individuals to initiate quite ambitious corpus projects. The parallel growth of the internet and relevant technologies facilitated data transfer and instant access to huge quantities of texts stored in electronic form. Concomitantly, advances in recording tools yielded positive effects on the creation of spoken corpora (McCarthy & O'Keeffe, 2010).

Additionally, the advent of such software specially designed for corpus analyses as Scott's WordSmith Tools (1996) and Barlow's Monoconc (1996) along with the others has led to the appearance of corpus linguistics as we know it today. Granger (1998) summarizes the role of computers by pointing out advantages in two main aspects: A first major advantage of computerization is that it liberates language analysts from drudgery and empowers [them] to focus their creative energies on doing what machines cannot do. More fundamental, however, is the heuristic power of automated linguistic analysis, i.e. its power to uncover totally new facts about language (p.3) in the same vein, comparing pre-electronic corpora with the computer-based corpora. The corpora that are currently used are computer readable and lend themselves to automatic analysis (Oostdijk, 1991). As a result, larger quantities of data can be analyzedin a short time, while consistency in the analysis is warranted through the use of a formalized description contained in the grammar.

This historical evolution has been echoed in the definitions of corpus linguistics provided in the literature. A closer look at various definitions offered to date points out an agreement on the inclusion of such notions as machine-readable, observable data, etc… in the definition.

Additionally, lexicographers have utilized corpora to create corpus-informed dictionaries. For example, British National Corpus (BNC) is the basis of the Longman

Dictionary of Contemporary English (Meyer, 2004). In sum, over the past four decades, corpus linguistics has greatly evolved, and corpora today have increasingly been accepted as essential resources in the linguistic investigation. Despite the on-going debate on its scientific categorization, it is a fact that corpus linguistics has revolutionized nearly all the branches of linguistics from lexicography through sociolinguistics to language teaching and the field of second language acquisition is no exception.

2.5. Corpus Studies in ELT

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

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

Mauranen, Hynninenand Ranta (2010) investigated academic discourses by using two different corpora as theEnglish as a Lingua Franca in Academic Settings(ELFA)andStudying English as a Lingua Franca(SELF). ELFA corpus project is significant for its achievement of 1 million words of spoken academic discourse and Studying English as a Lingua Franca (SELF) project has a purpose to gather participant experiences of non-nativein a university environment. These are the main foci in this study. Therefore, their research explained the rationale and design of the ELFA corpus. Mauranen (2005, 2006, 2007) stated that corpus methodology has been used to display

non-nativespeakers' systematic new patterning in addition to the different patterns that are different from native speakers. It also showed that non-nativespeakers' syntactic structures tend to be explicit, as it can also be found in native speaker speeches (Ranta, 2006, 2009). Consequently, ELFA is an essential project for the researcher to examine non-native English use and its features.

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

In another study, Breiteneder (2009) analyzed the verbal –s suffix and the 3rd person –s. She analyzed 43.000 transcribed words in which the 3rd person –s used from Vienna - Oxford International Corpus of English (VOICE). The study gave an understanding of some insights into the basic processes of language use. For example, they form sentences like "Everybody talks about it." by omitting the 3rd person –s as they thought that communication of the language is more important than the quality of the language (Breiteneder, 2009). The findings revealed that the English language that is used by non-native speakers in Europe is not a broken way of English because of their preference to omit the third person -s. Rather, it shows a natural development in the globalization of English. The speakers in this data thought, "The choice of the verb may be determined by the meaning rather than the form of the subject" (Biber, Johansson, Leech, Conrad & Finegan, 1999, p.187). In other words, the occurrence of the third person –s was omitted by some speakers because conveying the meaning is more important than the language form.

Another corpus study was conducted on conjunctions in academic discourse by Centonze (2013). She followed the taxonomy provided by Halliday and Hasan (1976) and focused on the usage of additive conjunctions, (for instance; and, and…too,

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

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

widespread in Corpus IST-Erasmus such as ‘discuss about, difficulties about, different with, difference with and interested to’.

Anderson and Corbett (2010) conducted the final corpus study in this part by investigating the interactional spoken data elicited from Scottish Corpus of Texts and Speech (SCOTS). The researchers analyzed the friendly language that is used to maintain personal relationships (Anderson &Corbett, 2010) and how this friendly language can help the learners of English as a second or foreign language. For example, the speakers in the corpus used phrases like ‘manky minging’ and ‘wee’ which are local phrases and the corpus evidence displayed that there is no exact equivalence of these phrases in Standard English. However, the choice of these phrases have both semantic and pragmatic value since they maintain a friendly tone of conversation (Anderson &Corbett, 2010). The paper aimed to produce an awareness of local speech varieties in English as a lingua franca. The findings of the study showed that in SCOTS there are many examples of nonstandard varieties that can encourage learners to be aware of language possibilities while making decisions in their own language development process.

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

2.6. Connectors

Connectors are not a grammatical type of words. There are some specific words which have the function of connecting ideas like conjunctions and linking adverbials. There is fine difference between conjunctions and linking adverbials. At first glance, they seem synonymous because they connect the ideas. However, they do not have the same linguistic characteristics, linking adverbials are used to join ideas in two separate sentences or paragraphs whereas conjunctions join ideas in the same sentence.

The major function of connectors is to state the perception of the relationship between two units of discourse because they clearly presents the connection between passages of text, linking adverbials are important devices for creating textual cohesion,

alongside coordinators and subordinators(Biber et al. 1999). Table 1 below presents some examples for each category mentioned by Biber et al. (1999).

Table 1.

Bieber et al's Linking Adverbials Categories (1999)

Category	Examples
Enumeration and addition	First, second, finally, lastly, furthermore, moreover
Summation	In sum, to conclude, overall, to summarize
Apposition	In other words, that is, for example, for instance
Result/Inference	Therefore, consequently, thus, so, then
Contrast/Concession	On the other hand, in contrast, though, however, alternatively
Transition	Incidentally, by the by, by the way

Connectors that are argued to be an essential component of structuring academic writing (Hempel & Degand, 2006) are analyzed within the scope of the study. Hyland and Tse (2004) definedconnectorsas 'references to text boundaries or elements of schematic text structure' and they provide 'framing information about the elements of discourse' (Hyland, 2005, p. 51). Accordingly, they are used to order ideas and counter/arguments or sequence parts of the text (*i.e. first/ly, second/ly, next, then*), label text stages explicitly (*i.e. in sum, briefly, to conclude*), announce the goal of writer *(i.e. my purpose is, focus, want to*) and indicate topic shifts (*i.e. now, well, so*) (Hyland, 2005).

Having mentioned what connectors are and how they function in the text, in terms of their importance, Hempel and Degand (2006) stated that the connectors are considered to be the best representatives of the organizational structure of discourse among all other interactive resources. They constitute an important part of written discourse and vitally important in structuring discourse due to a variety of functions they perform in different contexts where they occur. In this sense, they are essential to discourse organization and explicitly reveal the schematic structure of discourse, provide references to its different parts, points and arguments (Hyland, 1999).

2.7.Connector Usage in ELT

Basically, it is the connectors and indicators that help the reader to interpret the pragmatic connections between steps in a proposition. They point out the opposite relationships in the author's world of thought, cause-and-effect relationships. It does not matter whether the elements here contribute to syntactic alignment or articulation.Researchers have stated that transition markers (TMs) are one of the elements used by writers to encode the message in the form of a written text and the reader must use them to interpret the message given by the writer. Using TMs appropriately and correctly in written language is an important component of textual competence (Köroğlu& Tüm,2017). They must have a role in the rhetoric rather than the outside world to help the reader interpret interpretations of propositions in order to be seen as elements of supersession.

In their study Köroğlu and Tüm (2017) observed an overuse of the transition markers (TMs) in the introduction and discussion sections of TSs of English, an underuse of TMs in the conclusion sections of TSs of English compared with the NSs of English and they interpreted that this significant overuse and underuse of the TMs in the Master of Arts (MA) theses' introduction, discussion, and conclusion sections could be explained because of the frequency interval of the TMs used in between the TSs and the NSs.

Babanoğlu (2012) also conducted a corpus-based study on adverbial connectors by Turkish learners.She found out that Turkish learners mostly use adverbial connectors to indicate a result and/or to list in their sentences and they mostly use adverbial connectors such as '*So*, *Also*, *For exam*ple, *However*, *Then*, *Of course*, *Therefore*, *Moreover*, *First of all'*. Furthermore, she observed that Turkish learners mostly prefer to use Resultive connectors contrary to native speakers mostly use Contrastive connectors in their argumentativeessays.

In their study, Bolton, Nelson and Hung (2002) analyzed the connector use in 10 untimed essays and 10 timed examinations written by the students in Hong Kong and the in Britain. They found out that both non-native (Hong Kong) students and native (Britain) students used less different types of connectors in their writings than academic writing. Moreover, they observed an overuse of connectors in the writings of Hong Kong students.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The aim of this section is to describe the design of the research, data collection tools and procedure of the study. The research design, the procedure of the study and data collection instruments are presented briefly.

3.2. The Research Design

In this study, randomly selected 100 doctoral (Ph.D.) dissertations written by 50 Turkish and 50 native speakers were analyzed between the years 2009 and 2018. National Thesis Center (Ulusal Tez Merkezi) which is an online archive of the Council of Turkish Higher Education (YÖK) of Turkey was used to achieve the Turkish speakers' dissertations and ProQuest Dissertations andTheses (PQDT) whichis an online archive of theses used to achieve Native Speaker theses. Permission letters (99) were sent to Turkish speakers (TSs) of English and 50 permissions were received so as to analyze their dissertations.

3.3. Instruments

The data were analyzed with the data collection tools Key Word In Context (KWIC) Concordance Programme and Log-likelihood (LL) calculator. In this section, they will be explained in detail.

3.3.1. Log-likelihood Calculator

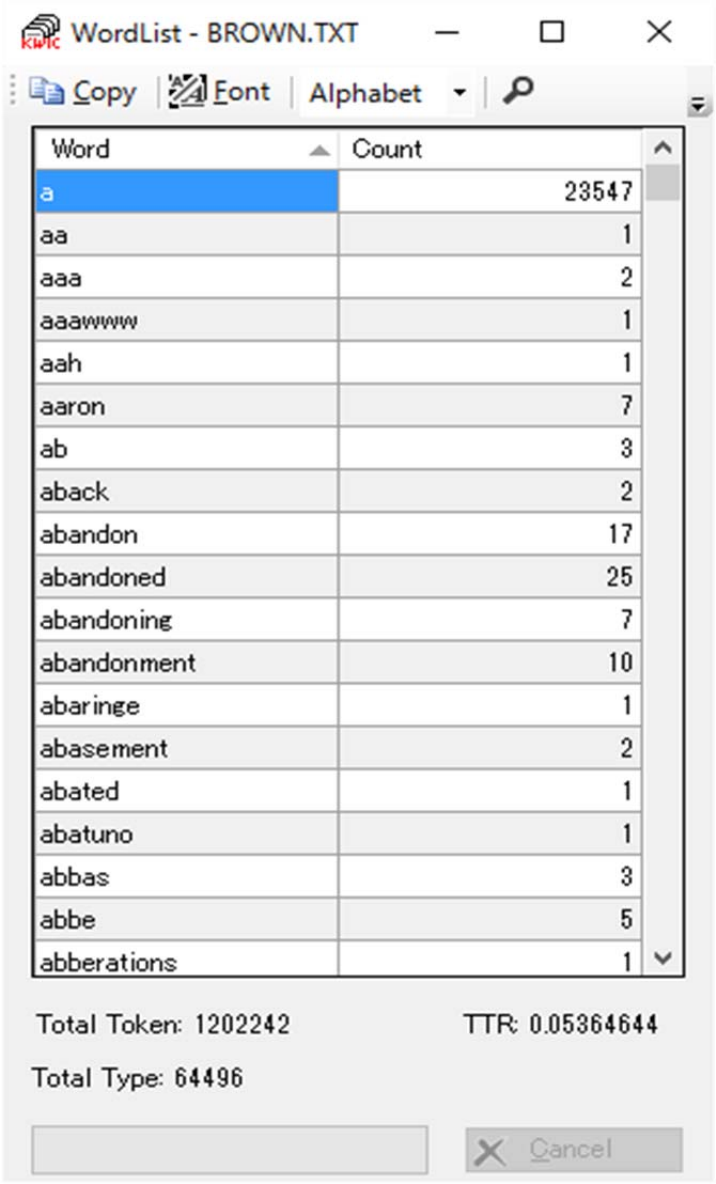
It is an online tool to calculate log-likelihood (LL) values. The statistical term of this study is 'significant'. We have to test our results whether they are significant or not. There are many tools to test the significance, for instance, chi-square, and log-likelihood. In this study, log-likelihood was used. Hence for text analysis,LL ratios presents much improved statistical results. The practical effect of thisimprovement is that statistical textual analysis can be done effectively withvery much smaller volumes of text than is necessary for conventional tests-based on assumed normal distributions, and it allows comparisons to bemade between the significance of the occurrences of both rare and common phenomenon (Dunning, 1993).

3.3.2.Key Word In Context (KWIC) Concordance

The Key Word In Context (KWIC) Concordance is functioning as a concordance, collacation tables and word lists using plane textfiles for corpus studies. In the present study, KWIC Concordance programme was used for creating wordlists in order to analyze the frequencies of connectors.Leech (1997) considers a concordance program the simplest and the most widely-used tool for corpus-based research. 27 years later a concordance programme such as KWIC is still an essential tool for corpus studies.In the screenshot below, it is demonstrated how the programme creates the alphabetic word list of the words used in a book or body of work and theirfrequency.

Table 2.

KWIC Concordance Word List



3.4. Data Analyzing Procedure

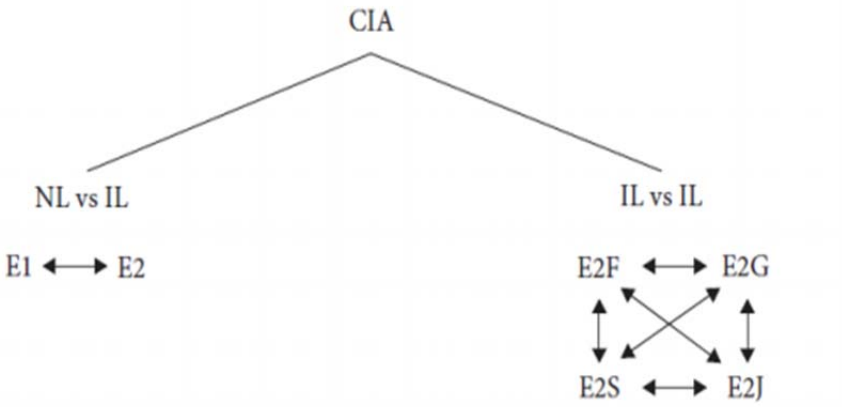
Firstly,the abstract, the introduction, and the conclusion sections of the dissertations were extracted and saved as text files and the other sections were excluded from the data. Afterwards, each set of the corpus was uploaded to the KWIC Concordance programme. In this study, the usage of connectors was analyzed according to their frequency per 1,000 words. Besides the frequency analysis, log-likelihood (LL) calculation was also used as a statistical analysis to indicate the overuse which refers as a higher frequency of occurrence, and the underuse which refers as a lower frequency of occurrence for the analyzed data. The following research questions were analyzed.

1. What are the differences in the use of the connectors of
    a. the abstract section in the doctoral dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?
    b. the introduction section in the doctoral dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?
    c. the conclusion section in the doctoral dissertations written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?

This study used both Turkish speakers (TSs) of English and Native speakers (NSs) of English that results in contrastive interlanguage analysis (CIA) of connectors. CIA is a frequently used method in learner corpus research nowadays. Granger (1996) represented the term of CIA in a diagram (see Table 3).

Table 3.

Contrastive Interlanguage Analysis (Granger 1996)



As we can see in the Table 3, both the comparison between native speakers (NSs) and non-native speakers (NNSs) and NNSs from various first language is possible.In this table, Granger (1996) used the abbreviation NL (native language) and IL (interlanguage) for native and learner languages, E1 for native English and E2 for English as a foreign language, E2F for English for French learners, E2G for German learners, E2S for Swedish learners and E2J for Japanese learners. The main goal of this study is to develop more appropriate ways to study variation between corpus data that exemplify a linguistic standard or target on the one hand, and corpus data that are compared to that standard, or that represent speakers that may aspire to approximate the target (such as second- or foreign-language learners).

In the present study, language produced by Turkish Speakers (TSs)of Englishand Native Speakers (NSs) of English is compared regarding the use of connectors.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter represents the findings from the data analysis of two corpora which were written by the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English. The connector usage was compared between the abstract, the introduction, and the conclusion sections of dissertations of the TSs and NSs (See Appendix 1).

4.2. Results

A descriptive research design was applied and the data of the study were analyzed quantitively by identifying the use of connectors. In the analysis of Ph.D. dissertations in the field of ELT, KWIC Concordance and Log-Likelihood calculator were used in order to obtain the data including frequency, overuse and underuse of connectors. As a result of these analyses, the collected data were presented in tables in this Chapter. The real names of the writers and the dissertations were coded, for instance TPHDA refers to the abstract section of the Ph.D. dissertations written by the Turkish Speakers (TSs) of English, and NPHDA refers to the abstract section of the Ph.D. dissertations written by the NSs. The list of the coded writers and the other information can be found in Appendix 2 and Appendix 3.

4.2.1. Frequency of Connectors in the Abstract Section of the Ph.D. Dissertations of The Turkish Speakers of English and The Native Speakers of English

The analysis for the use of connectors was obtained from the abstract sections of the Ph.D. dissertations of the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English in the field of ELT. Table 4 indicated the frequency and log-likelihood (LL) analysis of connectors in the abstract sections of thePh.D. dissertations.

Table 4.

LL Ratio of Connectors in the Abstract Sections of the Ph.D. Dissertations of the TSs of English and The NSs of English

	TSs	NSs	LLValue
Corpus Size	3.451.785	2.278.510	
Connectors (n)	1323	1008	-11,69*
n per 1,000	4	4	
Frequency (%)	0.04	0.04	

n= raw frequency of Connectors
Frequency= percentage of Connectors in total of words in groups
+ indicate the overuse of Connectors in TSs of English relative to NSs of English
-indicate the underuse of Connectors in TSs of English relative to NSs of English

According to Table 4, it can be observed that the Turkish speakers (TSs) of English used more connectors (1323) than the native speakers (NSs) of English (1008) in the abstract sections of the Ph.D dissertations. The use of connectors per 1,000 words demonstrated that the total usage of connectors of the TSs of English (4) per 1,000 words was observed to be equal to the NSs of English (4). This result was reflected to the percentage based frequency as 0.04 for TSs and also for the NSs. The log-likelihood (LL) value shows that there was a significant underuse (-11,69) in the abstract section for the Ph.D. dissertations of the TSs. Some examples from the abstract sections of these two corpora were given below.

The following were the sentences taken from the Turkish Speakers (TSs) of English and Native Speakers (NSs) of English.

Example 1

[Promoting Indonesian students' critical thinking skills is possible **as** thefindings of materials implementation **and** interviews indicate that the students havethe potential to be critical.…]

Extracted from <NPHDA35>

[It **also** examines the student participants' reflections on specific English coursework **and** English learning autobiographies.]

Extracted from <NPHDA47>

[…**and** another important one – which is most frequently ignored or not taken into account - is what they bring with themselves to the teacher educationprogram in relation to teaching **and** learning;]

Extracted from <TPHDA36>

[**Since** the success **and** the level of affective factors play a huge importance in teacher education as well as cognitive factors **while** preparing the prospective teachers to their real life experiences, taking into consideration of their reflections **and** an attempt to increase the level of autonomy, self-efficacy, **and** self-assessment come on the scene of teacher education.]

Extracted from <TPHDA41>

[**Thus**, both qualitative **and** quantitative data were obtained through questionnaires, semi-structured interviews related to the perceptions of the students **and** the teachers, classroom observations **and** the pre- **and** post-proficiency exam scores of the preparatory students.]

Extracted from <TPHDA18>

As a result, the underuse in the abstract section of the TSs dissertations in regard to the NSs dissertations has been proved by LL calculation. Moreover, it was clearly seen that the most frequently used connector was ‘and’ in the abstract section as in the whole sections.

4.2.2. Frequency of Connectors in the Introduction Section of the Ph.D. Dissertations of the Turkish Speakers of English and the Native Speakers of English

The analysis for the use of connectors was obtained from the introduction sections of the Ph.D. dissertations of the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English in the field of ELT. Table 5illustrated the frequency and log-likelihood (LL) analysis of the connectors in the introduction sections of thePh.D. dissertations.

Table 5.

LL Ratio of the Connectors in the Introduction Sections of thePh.D. Dissertations of the TSs of English and the NSs of English

	TSs	NSs	LLValue
Corpus Size	3.451.785	2.278.510	
Connectors (n)	14.810	9309	+ 13.75*
n per 1,000	43	41	
Frequency (%)	0.43	0.41	

n= raw frequency of Connectors
Frequency= percentage of Connectors in total of words in groups
+ indicate the overuse of Connectors in TSs of English relative to NSs of English
-indicate the underuse of Connectors in TSs of English relative to NSs of English

In Table 5, it can be observed that the corpus size is higher for the Ph.Ddissertations written by the Turkish speakers (TSs) of English (3.451.785) than the native speakers (NSs) of English (2.278.510). It is also clear that the connector usage in the introduction sections of the TSs (14.810) is higher than the NSs (9309). The use of connectors per 1,000 words demonstrated that the TSs used more (43) prepositions than NSs (41) in the introduction sections. This result was reflected to the percentage based frequency as 0.43 for TSs and 0.41 for NSs. This result was also reflected as a similar value to the frequency as percentage. In addition to the results, the log-likelihood (LL) calculation was applied within the groups in order to observe the differences betweeen the frequencies of the TSs and the NSs and the significant values of overuse or underuse. The LL value shows that, when these two corpora are compared, a significant overuse (+13.75) for the Ph.D dissertations of the TSs was observed. Some examples from the introduction sections of these two corpora were given below.TPHDI refers to the introduction section of the Ph.D. dissertations written by the TSs, and NPHDI refers to the introduction section of the Ph.D. dissertations written by the NSs.

Example 2

[**However**, five years after Solak's remarks, according to 2017 results of the Education First EPI, Turkey's score decreased even more to 47.79 ranking 62nd among 80 countries …]

Extracted from <TPHDI48>

[… the number **or** proportion of LEP persons eligible to be served **or** likely to be encountered by the program **or** grantee; (2) the frequency with which LEP individuals come into contact with the program; (3) the nature and importance of the program, activity **or** service provided by the recipient.]

Extracted from <NPHDI42>

[**For** example, it is said that just **as** a tailor gives shapes a piece of fabric **with** his/her magic hands;teachers shape their students' attitudes, skills **and** knowledge **with** their instructional strategies as well as professional **and** pedagogical knowledge.]

Extracted from <TPHDI29>

[**Despite** the large percentage of ELL students in the state, many Californiapublic schools continue to fail to meet the educational needs of this student subgroup.]

Extracted from <NPHDI8>

As a result, the overuse in the introduction section of Turkish Speakers (TSs) dissertations in regard to Native Speakers(NSs) dissertations has been proved by LL calculation. Furthermore, it was clearly seen that 'however' was one of the most frequently used connectors in both TSs and NSs dissertations.

4.2.3. Frequency of Connectors in the Conclusion Section of the Ph.D. Dissertations of the Turkish Speakers of English and the Native Speakers of English

The analysis for the use of connectors was obtained from the conclusion sections of the Ph.D. dissertations of the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English in the field of ELT. Table 6 demonstrated the frequency and log-likelihood (LL) analysis of the connectors in the conclusion sections of the Ph.D. dissertations.

Table 6.

LL Ratio of the Connectors in the Conclusion sections of thePh.D. Dissertations of the TSs of English and the NSs of English

	TSs	NSs	LLValue
Corpus Size	3.451.785	2.278.510	
Connectors (n)	17.164	6920	+ 1275.54*
n per 1,000	50	30	
Frequency (%)	0.50	0.30	

n= raw frequency of Connectors
Frequency= percentage of Connectors in total of words in groups
+ indicate the overuse of Connectors in TSs of English relative to NSs of English
-indicate the underuse of Connectors in TSs of English relative to NSs of English

In Table 6,the frequency of connectors in the groups was indicated by means of the total number of connectors and proportion of connectors per 1,000 words. It was revealed that the connector usage in the conclusion section for the Turkish Speakers (TSs) was higher (17.164) than those of the Native Speakers (NSs) (6920) in their dissertations. On the other hand, the total usage of connectors of the TSs of English (50) per 1,000 words was observed to be higher than the NSs of English (30). Log-Likelihood (LL) calculation was applied to observe the difference between the frequencies of the TSs of English and the NSs of English and the significant values of an overuse or an underuse of connectors in the groups. The LL frequency of the connectors indicated an overusein the conclusion section with a +1275.54LL value for thePh.D. dissertations of the TSs and there was a significant difference in the frequency of the connectors in the Ph.D. dissertations of the TSs and the NSs.

The following were the sentences taken from the Turkish Speakers (TSs) and Native Speakers (NSs). TPHDC refers to the conclusion section of the Ph.D. dissertations written by the TSs, and NPHDI refers to the conclusionsection of the Ph.D. dissertations written by the NSs.

Example 3

[**While** not all pedagogical grammar course instructors and their students have the resources for eventual publication possessed…]

Extracted from <NPHD5C>

[The present findings also suggest that students with very limited L2 proficiencycan successfully transfer knowledge acquired in the native-language to influencecognitive functioning in L2 when scaffolded by L1 input, **whereasotherwise** transfer is short-circuited.]

Extracted from <NPHD10C>

[**Therefore**, activation of the lexical entries in the target language seems to proceed in parallel to source language understanding.]

Extracted from <TPHD47C>

[**Although** at first glance the results appeared ambiguous, some patterns began to emerge upon deeper analysis…]

Extracted from <NPHD1C>

As a result, the overuse in the conclusion section of Turkish Speakers (TSs) dissertations in regard to Native Speakers (NSs) dissertations has been proved by Log-Likelihood (LL) calculation. Furthermore, it was clearly seen that 'whereas' was one of the mostly used connectors in the conclusion section.

4.2.4. LL Ratio of the Connectors in Three Sections ofthePh.D. Dissertations Among the Groups

The analysis for the use of connectors was obtained from the abstract, introduction, and conclusion sections of the Ph.D. dissertations of the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English in the field of ELT. Table 7 represented the overuses and underuses of connectors with their Log-likelihood (LL) value in three sections of thePh.D. dissertations.

Table 7.

LL Ratio of the Connectors in Three Sections of the Ph.D. Dissertations of the TSs of English and the NSs of English

Section	LL Frequency	Overused/Underused
Abstract	-11,69*	Underused in TSs
Introduction	+13.75*	Overused in TSs
Conclusion	+1275.54*	Overused in TSs

Consequently, it is clearly seen in Table 7 that there was significant underuse of the connectors in the abstract section (-11.69) of dissertations written by the Turkish Speakers (TSs) of English. However, in the introduction (+13.75) and conclusion (+1275.54) sections, there was a significant overuse of the connectors in thedissertations written by the TSs. Moreover, TSs underused the connectors in the abstract and overused them in the introduction sectionstatistically more significant than the conclusion section.

Regarding the results given in all tables in the three sections of the dissertations written by the Turkish Speakers (TSs) of English,it can be interpreted that a wide amount of connectors was used. Furthermore, their corpus size and the total number of connectors were higher than the Native Spekears (NSs)dissertations. However, Log-Likelihood (LL) calculation presented significant underuse in the abstract section of the TSs and significant overuse in their introduction and conclusion sections.

Table 8.

Frequency Analysis of the Connectors in the Ph.D. Dissertations of the TSs of English

Codes	Abstract	Introduction	Conclusion	Total
TPHD1	17	104	136	257
TPHD2	19	407	473	899
TPHD3	14	138	312	464
TPHD4	11	204	97	312
TPHD5	14	222	257	493
TPHD6	20	268	387	675
TPHD7	30	191	528	749
TPHD8	19	120	177	316
TPHD9	17	478	394	889
TPHD10	37	291	139	467
TPHD11	16	207	201	424
TPHD12	23	284	429	736
TPHD13	21	127	62	210
TPHD14	35	172	239	446
TPHD15	21	375	347	743
TPHD16	19	211	205	435
TPHD17	36	149	581	766
TPHD18	20	225	190	435
TPHD19	74	178	393	645
TPHD20	18	56	14	88
TPHD21	16	132	124	272
TPHD22	40	402	797	1239

Table 8. *Frequency Analysis of the Connectors in the Ph.D. Dissertations of the TSs of English (Continued)*

TPHD23	17	67	208	292
TPHD24	15	90	152	257
TPHD25	26	91	157	274
TPHD26	41	435	211	687
TPHD27	14	129	115	258
TPHD28	25	328	226	579
TPHD29	37	169	1500	1706
TPHD30	20	232	410	662
TPHD31	17	922	96	1035
TPHD32	18	262	359	639
TPHD33	21	288	241	550
TPHD34	16	243	209	468
TPHD35	30	356	363	749
TPHD36	62	853	345	1260
TPHD37	43	435	204	682
TPHD38	28	312	370	710
TPHD39	36	418	119	573
TPHD40	38	147	500	685
TPHD41	116	259	495	870
TPHD42	17	228	354	599
TPHD43	12	365	1094	1471
TPHD44	30	167	334	531
TPHD45	24	126	1183	1333
TPHD46	22	395	350	767
TPHD47	27	362	315	704
TPHD48	11	1674	208	1893
TPHD49	14	282	197	493
TPHD50	9	234	367	610
Total	1323	14810	17164	33297

In Table 8, it is illustrated the connector usage values of the each seections of the Ph.D. dissertations of the Turkish Speakers of English. It can be seen that high amount of connectors were used in TSs' dissertations. However, these numbers do not represent the overuse and underuse values by themselves. As mentioned in the previous tables, corpus sizes are significantly different between two types of speakers. Thus, log-likelihood value is effected while comparing these two corpora to indicate overuse and underuse values.

Table 9.

Frequency Analysis of the Connectors in the Ph.D. Dissertations of the NSs of English

Codes	Abstract	Introduction	Conclusion	Total
NPHD1	18	185	15	218
NPHD2	19	192	275	486
NPHD3	44	332	34	410
NPHD4	20	264	491	775
NPHD5	15	105	184	304
NPHD6	11	207	183	401
NPHD7	13	339	283	635
NPHD8	11	377	468	856
NPHD9	21	184	10	215
NPHD10	10	207	14	231
NPHD11	36	153	114	303
NPHD12	41	171	31	243
NPHD13	26	268	143	437
NPHD14	24	135	11	170
NPHD15	27	284	34	345
NPHD16	37	254	104	395
NPHD17	21	538	582	1141
NPHD18	18	327	221	566
NPHD19	24	289	46	359
NPHD20	28	265	499	792
NPHD21	26	342	691	1059
NPHD22	12	59	118	189
NPHD23	23	80	89	192
NPHD24	9	246	200	455
NPHD25	21	177	224	422
NPHD26	20	194	123	337
NPHD27	25	100	96	221
NPHD28	25	39	273	337
NPHD29	23	198	98	319
NPHD30	28	121	15	164

Table 9. *Frequency Analysis of the Connectors in the Ph.D. Dissertations of the NSs of English (Continued)*

NPHD31	10	156	77	243
NPHD32	20	89	68	177
NPHD33	26	260	62	348
NPHD34	48	279	40	367
NPHD35	18	229	138	385
NPHD36	13	61	459	533
NPHD37	15	218	134	367
NPHD38	20	95	77	192
NPHD39	18	100	11	129
NPHD40	24	435	16	475
NPHD41	13	116	28	157
NPHD42	15	171	380	566
NPHD43	24	120	64	208
NPHD44	47	98	84	229
NPHD45	23	569	108	700
NPHD46	33	151	159	343
NPHD47	6	82	124	212
NPHD48	6	169	192	367
NPHD49	53	133	22	208
NPHD50	16	224	7	247
Total	1008	9309	6920	17237

The connector usage values of the each seections of the Ph.D. dissertations of the Native Speakers of Englishis demonstrated in Table 9. It is clearly seen that high amount of connectors were used in NSs' dissertations. However, also in Table 9, like Table8 , the numbers do not mean the overuse and underuse values by themselves. As stated previously, corpus sizes are significantly different between the two corpora. Thus, while comparing these two corpora to indicate overuse and underuse values,log-likelihood value is needed.

CHAPTER V

5. CONCLUSION

5.1. Introduction

Concerning the dissertations' three sections which are abstract, introduction, and conclusion written by the Turkish speakers (TSs) of English and the native speakers (NSs) of English, it could be interpreted that wide amount of connectors were used in the TSs dissertations. Their corpus size and the number of connectors used was higher than the NSs of English in all three sections. This chapter includes the conclusions resulted from this study and the recommendations for further studies.The use of connectors in the Ph.D. dissertations written by the TSs of English and the NSs of English was examined by the means of KWIC Concordance and Log-Likelihood Calculator.

5.2. Evaluation of Research Questions

R.Q. 1: What are the differences in the use of the connectors of the abstract sections in the dissertation written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?

The connector usage per 1,000 words and frequency of the connectors in the doctoral dissertations' abstract section by the Turkish speakers (TSs) of English and the native speakers (NSs) of English were equal.However, the TSs corpus size was bigger than the NSs. As a result, Log-Likelihood calculation was applied to reveal the frequency differences of the TSs of English and NSs of English and the significant values of overuse or underuse of connectors in the groups. The LL frequency of the connectors indicated an underuse in the abstract section with a-11,69 LL value for the Ph.D. dissertations of the TSs and there was a significant difference in the frequency of the connectors between the Ph.D. dissertations of the TSs and the NSs. Köroğlu and Tüm (2017) also observed an underuse of transition markers in the conclusion sections of TSs of English compared with the NSs of English in their studyand they interpreted that this significant underuse of the TMs in the Master of Arts (MA) theses' conclusion section could be explained because of the frequency interval of the TMs used in between the TSs and the NSs.

R.Q. 2: What are the differences in the use of the connectors of the introduction sections in the dissertation written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?

The usage of connectors in the introduction sections in the doctoral dissertations by Turkish speakers (TSs) of English and the native speakers (NSs) of English per 1,000 words and frequency of the connectors were higher. However, the TSs corpus size was bigger than the NSs. In order to find out the frequency differences of the TSs of English and the NSs of English and the significant values of overuse or underuse of the connectors in the groups, LL calculation was applied. The LL frequency of the connectors indicated an overuse in the introduction section with a 13.75 LL value for the Ph.D. dissertations of the TSs and there was a significant difference in the frequency of the connectors between the dissertations of the TSs of English and the NSs of English.Sarmento (2018) found out in her research that there was an overall overuse of connectors in the corpus containing assignments from Brazilian students, for instance, Brazilian Academic Written English (BrAWE) when compared to British Academic Written English (BAWE).

R.Q. 3: What are the differences in the use of the connectors of the conclusion section in the dissertation written by the native speakers (NSs) of English and the Turkish speakers (TSs) of English in the field of English Language Teaching (ELT)?

The usage of connectors in the conclusion sections in the doctoral dissertations by the Turkish speakers (TSs) of English and the native speakers (NSs) of English per 1,000 words and frequency were analyzed.Log-likelihood (LL) calculation was applied in order to reveal the frequency differences of the TSs of English and the NSs of English and the significant values of overuse or underuse of connectors in the groups. The LL frequency of the connectors indicated anoveruse in the conclusion section with a +1275.54 LL value for the Ph.D. dissertations of the TSs and there was a significant difference in the frequency of the connectors between the Ph.D. dissertations of the TSs and the NSs of English.Atasever (2014) found out that the frequency analysis of two corpora of argumentative essays written by Turkish non-nativeuniversity students and in her study, there was an overuse of frame markers in Turkish students argumentative essays when compared to American students.

5.3. Summary of the Chapter

After the evaluation of the connector usage in the Ph.D. dissertations of the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English, the findigs below were acquired.

The TSs' corpus size and total connector usage were higher than the NSs.The Connector usage per 1,000 words and frequency of the connectors in the abstract section for both groups were equal. The connector usage per 1,000 words and frequency of the connectors in the introduction and the conclusion sections of Dissertations of the TSs were higher than the NSs.The conclusion section included the most frequent and the most used amount of connectors in TSs. However, the introduction section included the most frequent and the most used amount of connectors in NSs.

The low proportion of Connector usage in the abstract section of the TSs could be an explanation of the significant underuse of it. The significant overuse of the connectors in the introduction and conclusion section of the TSs could be explained because of the high frequency of connectors when compare to NSs.

It can be interpreted that the TSs had more tendency to express the meaning through the use of connectors than the NSs in the introduction and conclusion sections. However, the NSs had more tendency to express the meaning through the use of connectors than the TSs in the abstract section.

5.4. Suggestions for Further Research

This research was aimed to determine the use of connectors in the doctoral dissertations written by the Turkish speakers (TSs) of English and native speakers (NSs) of English. Also, it had a descriptive research design and the data of the study were analyzed quantitively to obtain the frequency of connectors regardless of their types. Future research can analyze the types of connectors and try to find out which connector types were mostly used in the MA theses, doctoral dissertations or academic essays. In addition to these, in this study, it was focused on the *overuse* and *underuse* of connectors. In order to acquire more information about the usage of connectors, further researches can focus also on *misuse* of the connectors. Moreover, this study was limited between the years 2009-2018,it can be suggested for the future research to study the earlier years.

Moreover, this study included the dissertations of the Turkish Speakers (TSs) of English and the Native Speakers (NSs) of English. Further researches may analyze the connectors or other word types in the other academic texts.

Furthermore, as corpus studies give opportunity to design new kinds of classroom activities for learners to analyze the target language, studies dealing with the corpus-based classroom activities can be conducted. Such studies could provide beneficial information about the use of corpus directly or indirectly and teachers can get benefit from the corpus studies.

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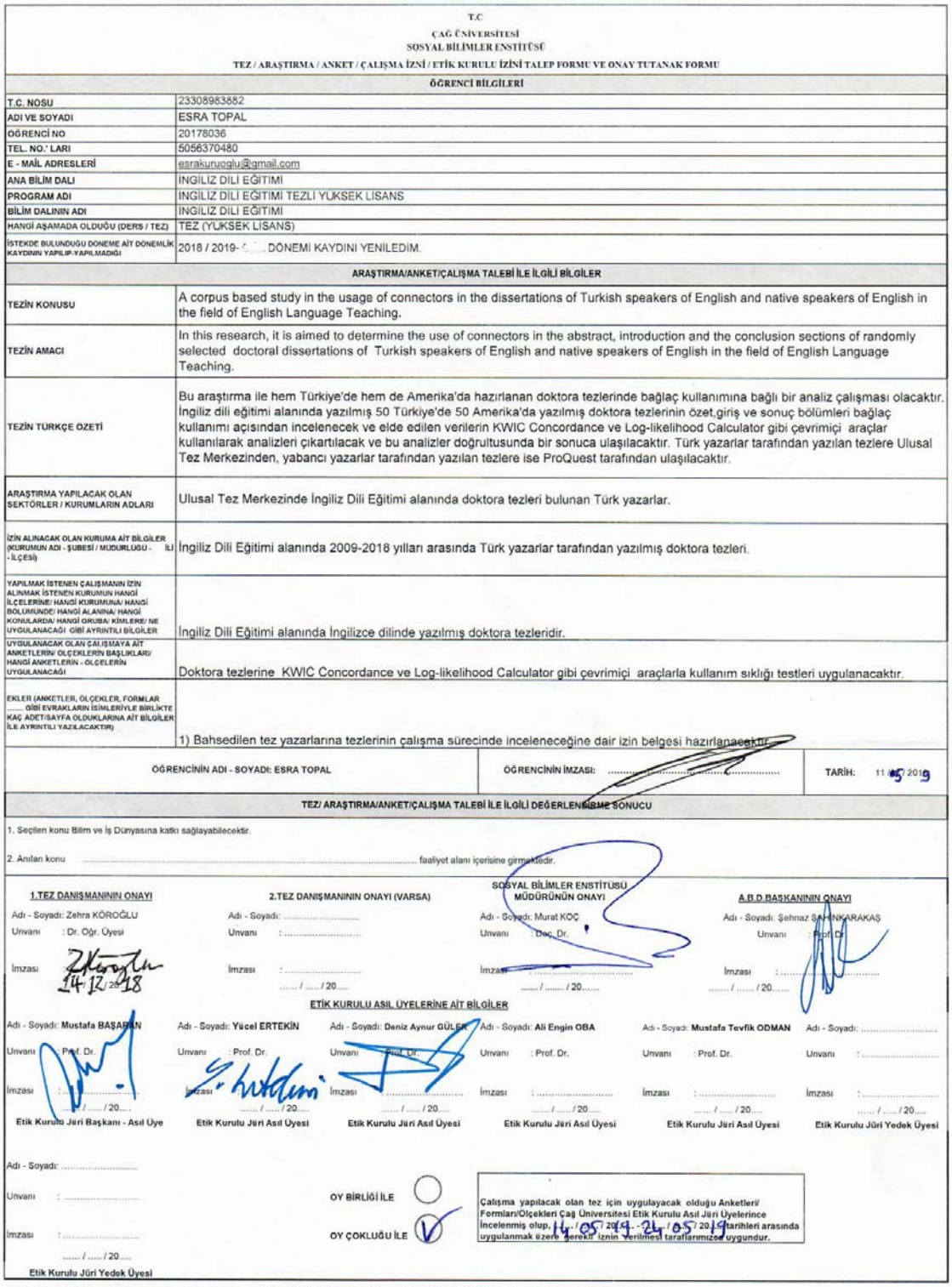
7. APPENDICES

Appendix 1: Ethics Committee Approval



T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

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BİLİM DALININ ADI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ (YÜKSEK LİSANS)
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018 / 2019- [illegible] DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	A corpus based study in the usage of connectors in the dissertations of Turkish speakers of English and native speakers of English in the field of English Language Teaching.
TEZİN AMACI	In this research, it is aimed to determine the use of connectors in the abstract, introduction and the conclusion sections of randomly selected doctoral dissertations of Turkish speakers of English and native speakers of English in the field of English Language Teaching.
TEZİN TÜRKÇE ÖZETİ	Bu araştırma ile hem Türkiye'de hem de Amerika'da hazırlanan doktora tezlerinde bağlaç kullanımına bağlı bir analiz çalışması olacaktır. İngiliz dili eğitimi alanında yazılmış 50 Türkiye'de 50 Amerika'da yazılmış doktora tezlerinin özet,giriş ve sonuç bölümleri bağlaç kullanımı açısından incelenecek ve elde edilen verilerin KWIC Concordance ve Log-likelihood Calculator gibi çevrimiçi araçlar kullanılarak analizleri çıkartılacak ve bu analizler doğrultusunda bir sonuca ulaşılacaktır. Türk yazarlar tarafından yazılan tezlere Ulusal Tez Merkezinden, yabancı yazarlar tarafından yazılan tezlere ise ProQuest tarafından ulaşılacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Ulusal Tez Merkezinde İngiliz Dili Eğitimi alanında doktora tezleri bulunan Türk yazarlar.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	İngiliz Dili Eğitimi alanında 2009-2018 yılları arasında Türk yazarlar tarafından yazılmış doktora tezleri.
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	İngiliz Dili Eğitimi alanında İngilizce dilinde yazılmış doktora tezleridir.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Doktora tezlerine KWIC Concordance ve Log-likelihood Calculator gibi çevrimiçi araçlarla kullanım sıklığı testleri uygulanacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Bahsedilen tez yazarlarına tezlerinin çalışma sürecinde inceleneceğine dair izin belgesi hazırlanacaktır.

ÖĞRENCİNİN ADI - SOYADI: ESRA TOPAL | ÖĞRENCİNİN İMZASI: ..... | TARİH: 11/05/2019

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ..... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D.BAŞKANININ ONAYI
Adı - Soyadı: Zehra KÖROĞLU	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı : Dr. Öğr. Üyesi	Unvanı :	Unvanı : Doç. Dr.	Unvanı : Prof. Dr.
İmzası : 14/12/2018	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: .....
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : .....
İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....	İmzası : ..... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı: .....
Unvanı : .....
İmzası : ..... / ..... / 20.....
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ( )
OY ÇOKLUĞU İLE (✓)

Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 14/05/2019 - 24/05/2019 tarihleri arasında uygulanmak üzere gerekli izinin verilmesi taraflarımızce uygundur.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLERİ: 1) Tez sahiplerine gönderilecek izin yazısı

SOBE - 939

Appendix 2: List of Connectors

Also	Nevertheless
Although	Nor
And	Or
As	Otherwise
Because	Since
Besides	So
But	Then
Despite	Therefore
First	Though
For	Thus
Furthermore	Unless
Hence	Whenever
However	Whereas
Inasmuch as	While
In spite	Yet
Moreover	

Appendix 3: List of Turkish Speakers' Dissertations

TURKISH SPEAKERS' DISSERTATIONS	YEAR	UNIVERSITY	DEPARTMENT
TPHD1	2009	Hacettepe University	ELT
TPHD2	2009	Middle East Technical University	ELT
TPHD3	2009	Middle East Technical University	ELT
TPHD4	2009	Istanbul University	ELT
TPHD5	2010	Gazi University	ELT
TPHD6	2010	Istanbul University	ELT
TPHD7	2010	Eskişehir Anadolu University	ELT
TPHD8	2010	Eskişehir Anadolu University	ELT
TPHD9	2010	Çukurova University	ELT
TPHD10	2010	Gazi University	ELT
TPHD11	2011	Middle East Technical University	ELT
TPHD12	2011	Hacettepe University	ELT
TPHD13	2011	Middle East Technical University	ELT
TPHD14	2012	Middle East Technical University	ELT
TPHD15	2012	Gazi University	ELT
TPHD16	2012	Gazi University	ELT
TPHD17	2012	Middle East Technical University	ELT
TPHD18	2013	Çukurova University	ELT
TPHD19	2013	Middle East Technical University	ELT
TPHD20	2013	Atatürk University	ELT
TPHD21	2013	Çukurova University	ELT
TPHD22	2013	Çukurova University	ELT
TPHD23	2013	Istanbul University	ELT
TPHD24	2014	Middle East Technical University	ELT
TPHD25	2014	Çanakkale 18 Mart University	ELT
TPHD26	2014	Eskişehir Anadolu University	ELT
TPHD27	2014	Çanakkale 18 Mart University	ELT
TPHD28	2014	Gazi University	ELT
TPHD29	2015	Gazi University	ELT
TPHD30	2015	Çukurova University	ELT

TPHD31	2015	Hacettepe University	ELT
TPHD32	2015	Bogazici University	ELT
TPHD33	2015	Yeditepe University	ELT
TPHD34	2015	Dokuz Eylül University	ELT
TPHD35	2016	Çanakkale 18 Mart University	ELT
TPHD36	2016	Çanakkale 18 Mart University	ELT
TPHD37	2016	Yeditepe University	ELT
TPHD38	2016	Gazi University	ELT
TPHD39	2016	Middle East Technical University	ELT
TPHD40	2017	Middle East Technical University	ELT
TPHD41	2017	Çukurova University	ELT
TPHD42	2017	Hacettepe University	ELT
TPHD43	2017	Middle East Technical University	ELT
TPHD44	2017	Çukurova University	ELT
TPHD45	2018	Atatürk University	ELT
TPHD46	2018	Middle East Technical University	ELT
TPHD47	2018	Atatürk University	ELT
TPHD48	2018	Eskişehir Anadolu University	ELT
TPHD49	2018	Yeditepe University	ELT
TPHD50	2018	Atatürk University	ELT

Appendix 4: List of Native Speakers' Dissertations

NATIVE SPEAKERS' DISSERTATIONS	YEAR	UNIVERSITY	DEPARTMENT
NPHD1	2009	New York University	ELT
NPHD2	2009	Florida State University	ELT
NPHD3	2009	University At Buffalo	ELT
NPHD4	2010	Florida International University	ELT
NPHD5	2010	New York University	ELT
NPHD6	2010	New York University	ELT
NPHD7	2010	Florida International University	ELT
NPHD8	2010	New York University	ELT
NPHD9	2010	New York University	ELT
NPHD10	2010	New York University	ELT
NPHD11	2011	New York University	ELT
NPHD12	2011	New York University	ELT
NPHD13	2011	California State University	ELT
NPHD14	2011	University At Buffalo	ELT
NPHD15	2011	Florida State University	ELT
NPHD16	2011	Florida International University	ELT
NPHD17	2011	Florida Atlantic University	ELT
NPHD18	2011	California State University	ELT
NPHD19	2012	American International College	ELT
NPHD20	2012	New York University	ELT
NPHD21	2012	New York University	ELT
NPHD22	2012	New York University	ELT
NPHD23	2012	Alabama State University	ELT
NPHD24	2013	California State University	ELT
NPHD25	2013	University At Buffalo	ELT
NPHD26	2013	Florida International University	ELT
NPHD27	2013	Florida Atlantic University	ELT
NPHD28	2014	California State University	ELT
NPHD29	2014	University Of Exeter	ELT
NPHD30	2014	University At Albany	ELT
NPHD31	2015	Florida Atlantic University	ELT
NPHD32	2015	University At Albany	ELT
NPHD33	2015	Florida State University	ELT
NPHD34	2015	Florida Atlantic University	ELT

NPHD35	2015	University Of York	ELT
NPHD36	2015	California State University	ELT
NPHD37	2016	California State University	ELT
NPHD38	2016	Florida Atlantic University	ELT
NPHD39	2016	University At Buffalo	ELT
NPHD40	2016	University At Buffalo	ELT
NPHD41	2016	California State University	ELT
NPHD42	2017	St. John’s Unıversıty	ELT
NPHD43	2017	St. John’s Unıversıty	ELT
NPHD44	2017	St. John’s Unıversıty	ELT
NPHD45	2017	Stony Brook University	ELT
NPHD46	2017	University At Albany	ELT
NPHD47	2017	University At Buffalo	ELT
NPHD48	2017	University Of Wales	ELT
NPHD49	2018	California State University	ELT
NPHD50	2018	New York University	ELT

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