A CORPUS-BASED ANALYSIS OF
GENRE-SPECIFIC DISCOURSE OF RESEARCH:
THE PHD THESIS AND THE RESEARCH ARTICLE IN ELT

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

BY

ELVAN EDA IŞIK TAŞ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JANUARY 2008

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

_____

Prof. Dr. Wolf Konig
Head of Department

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

_____

Prof. Dr. Hüsnü Enginarlar
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Joshua Bear	(METU, FLE)	_____
Prof. Dr. Hüsnü Enginarlar	(METU, FLE)	_____
Prof. Dr. Nalan Büyükkantarcıoğlu	(H.U., English Linguistics)	_____
Prof. Dr. Ali Yıldırım	(METU, EDS)	_____
Assoc. Prof. Dr. Gölge Seferoğlu	(METU, FLE)	_____

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

Elvan Eda Işık Taş

ABSTRACT

A CORPUS-BASED ANALYSIS OF
GENRE-SPECIFIC DISCOURSE OF RESEARCH:
THE PHD THESIS AND THE RESEARCH ARTICLE IN ELT

Işık Taş, Elvan Eda

PhD, Department of Foreign Language Education
Supervisor: Prof. Dr. Hüsnü Enginarlar

January 2008, 276 pages

Writing a research article is not an easy task for novice researchers, who begin their study as outsiders in the academic community and who must deal with both the apprenticeship in their fields and the challenge of writing in a new genre. Moreover, PhD thesis is a genre which is very frequently "recontextualized" as a research article by the novice researcher. The aim of this study was to conduct a contrastive analysis of the genre-specific features of introductions in a corpus of theses written in PhD programs in ELT offered by Turkish universities and in a corpus of published research articles in ELT written by expert authors of different nationalities, in order to specify the similarities and differences in the authors' use of lexico-grammatical, discoursal and rhetorical features in the two corpora. The analyses included both a hand-tagged and a computerized analysis of the two corpora. Specifically, the vocabulary profiles, the readability statistics, the use of verb tenses and citations, the move-step structures and the author

presence markers of the two corpora were subject to contrastive analyses. The analyses revealed that the language of the RA introductions was structurally more academic, lexically dense, and thus, more difficult to read compared to the PhDT introductions. Moreover, although the CARS Model (Swales, 2005), to a large extent described the move-step structure of the RA introductions, it could not account for the move-step structure of the PhDT introductions. With respect to these variations, proposals were made to increase the effectiveness of the target PhD programs in empowering the novice researchers in their access to the discourse community of ELT.

Keywords: Corpus, Discourse, Genre, Thesis, Research Article

ÖZ

BİR TÜR OLARAK ARAŞTIRMA SÖYLEMİNİN BÜTÜNCEYE DAYALI ÇÖZÜMLEMESİ: İNGİLİZ DİLİ EĞİTİMİ ALANINDAKİ DOKTORA TEZLERİ VE ARAŞTIRMA MAKALELERİ

Işık Taş, Elvan Eda

Doktora, Yabancı Diller Eğitimi Bölümü
Tez Yöneticisi: Prof. Dr. Hüsnü Enginarlar

Ocak 2008, 276 sayfa

Kendi alanlarındaki söylem topluluğuna yeni adım atan araştırmacılar için araştırma makalesi yazmak oldukça zor bir deneyimdir, çünkü hem bu toplulukta yeni olmanın hem de farklı bir metin türünde yazmanın zorlukları ile başa çıkmak zorundadırlar. Doktora tezlerinin araştırma makalesi olarak yeniden bağlamlandırılması (recontextualization) sıklıkla karşılaşılan bir durumdur. Bu çalışmada Türkiye'deki üniversitelerin İngiliz Dili Eğitimi doktora programlarında yazılmış tezler ile aynı alandaki uluslararası yazarlar tarafından yazılmış ve yayınlanmış bilimsel makalelerin giriş bölümleri dilbilimsel olarak incelenmiştir. Bu iki bütünce arasındaki dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerin karşıtsal çözümlemesi yapılmıştır. Hesaplamalı dilbilim ve elle işaretleme yöntemleri kullanılarak her iki bütüncenin okunurluk istatistikleri, sözcük özellikleri (vocabulary profiles), atıf ve eylem zamanlarının kullanımı, adım yapısı ve yazarın metin içerisindeki varlığı ile ilgili belirticiler karşıtsal olarak çözümlenmiştir. Çalışmanın sonuçları makalelerin giriş bölümlerinin, tezlerin giriş bölümlerine göre, dilbilgisel-sözcüksel olarak daha akademik

ve daha yoğun olduklarını ve bu nedenle okunurluk düzeylerinin daha düşük olduğunu göstermiştir. Ayrıca, CARS Model'in (Swales, 2005) araştırma makalelerinin giriş bölümlerinin adım yapısını büyük ölçüde yansıtmasına rağmen, doktora tezlerinin giriş bölümlerinin adım yapısını yansıtmadığı görülmüştür. Bu farklılıklar bağlamında, İngiliz Dili Eğitimi programlarında eğitim gören araştırmacıların daha etkili araştırma makaleleri yazabilmeleri için bazı öneriler getirilmiştir.

Anahtar Kelimeler: Bütünce, Söylem, Tür, Tez, Araştırma Makalesi

To My Son, Deniz Doğaç

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Over the last few decades, genre has been a focus of attention in the fields of rhetoric, composition studies, professional writing, linguistics and English for Specific Purposes (ESP). Originally, genre is a literary construct. However, today it has become a widely utilized framework for analyzing the form and function of nonliterary discourse such as the genre specific discourse of research.

The definitions of the concepts of "genre" in genre analysis (Swales, 1981: 1990) and "culture" in intercultural contrastive rhetoric (Connor, 1996) have evolved since they were first presented. This evolution is best characterized by the terms dynamism and inclusiveness that are used to describe the concepts of genre and culture. Connor (2004) points out that the term intercultural rhetoric in this century connotes the analysis of texts that allows for "dynamic definitions of culture and the inclusion of smaller cultures (e.g. disciplinary, classroom)" in the analysis (273).

Swales (2004) also emphasizes the shift in the definition of genre from a static entity towards a dynamic entity by introducing the concept of "genre networks". Describing genres with the metaphor of a network, Swales (2004) reflects his observation that genres in the research world are frequently transformed into other genres (See Figure 1).

"Genre networks" is in fact the overall frame that can also capture other concepts within a genre constellation: genre chains, genre hierarchies and genre sets (Swales, 2004). Genre networks are critical in justifying the

claimed dynamism of the new perception of genre. Todorov (cited in Swales 1990, 15), sets the fundamental arguments behind the concept of genre networks.
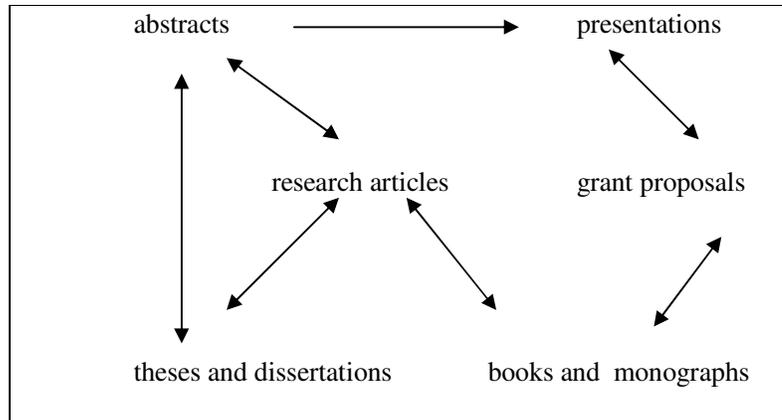
Figure 1: The RA and other Research-Process Genres (Swales, 1990: 177)

Todorov remarks:

> Where do genres come from? Quite simply from other genres. A new genre is always the transformation of an earlier one, or of several: by inversion, by displacement, by combination.
>
> (1990, 15) (cited in Swales, 2004: 21)

Swales (2004) argues that in the research world, genres form intertextual relationships with other genres. He points out that presentations can lead to research articles, but just as likely, research articles can lead to presentations. Moreover, published articles can both precede and follow theses, and further, articles can be combined into theses (2004, 22). Swales (2004) calls these processes within the genre network "recontextualization" a term defined by Linell as follows:

Recontextualization involves the extrication of some part or aspect from a text or discourse, or from a genre of texts or discourses, and the fitting of this part or aspect into another context, i.e. another text or discourse (or discourse genre) and its use and environment.

(cited in Swales, 1998:145)

With respect to the recontextualization of genres in a genre network, a close relationship between the PhD thesis and the research article exists. As also observed by Swales (2004), a very common practice in the research world is to recontextualize PhD theses as research articles. This might have several reasons, but probably the strongest motivation for transforming a PhD thesis into a research article is that the PhD thesis is the piece of work that has received the maximum amount of attention on the part of not only the scholar, but also the PhD supervisor.

After completing a PhD thesis, the novice scholar is prepared to take a step into the discourse community (Swales, 1981, 1990) of the expert scholars by having a research article published in an academic journal. Swales (1984) describes publishing research articles as one of the academic "rites of passage" into a professional career. Dong (1998) also observes that doctoral theses which are based on a compilation of publishable articles are gaining popularity, since the research article is apparently regarded as the next stage of writing the PhD thesis.

To sum up, PhD thesis is the masterwork of most scholars who have completed a PhD program and therefore it is the genre which is very frequently recontextualiazed a research article, which exists in the same genre network with the PhD. However, writing a research article is not an easy task for novice researchers, who begin their study as outsiders in the academic community, "unfamiliar with the rules of the game" (Gosden, 1995: 39) of academic research. It can be particularly difficult for non English-speaking scholars, since they must deal with both "apprenticeship

as novices in their fields of academic research" and the challenge of a new genre" (Gosden, 1995: 39). Canagarajah (1996) argues that researchers who are nonnative speakers of English have great difficulty in having research articles accepted by the English native-speaking academic discourse community because, no matter how rigorous their science, their lack of mastery of the genre conventions, and thus their lack of power in discourse, excludes their work from the journals. Flowerdew (2000) and Misak et al. (2005) state that nonnative-English-speaking scholars -other things being equal- are at a disadvantage compared to their native-English-speaking peers when it comes to writing up the results of their research for publication.

In Turkey, as in most of the PhD programs in other countries, publishing a research article in an academic journal is a not an obligation to receive a PhD degree. Therefore, the scholars generally start writing research articles after they complete their PhD theses, since having at least one article published in an academic journal is one of the requirements for receiving an assistant professorship in ELT.

Although recontextualization of the PhD thesis as a research article is a common tendency in the research world and there are a number of genre analysis studies conducted in a variety of disciplines like medicine and biology, there is a scarcity of research studies that investigate the genre-specific features of these two closely related genres for the field ELT. However, as Swales (1990, 2004), Canagarajah (1996) and Gosden (1995) point out, being aware of the genre specific features of the research article is a necessity for being accepted into the discourse community of an academic discipline.

1.2 The Study

This study addressed the need for more research in contrastive genre analysis for the field of ELT. Specifically, the aim of this study was to conduct a contrastive analysis of the genre-specific features of introductions in a corpus of theses written in PhD programs in ELT offered by Turkish universities and in a corpus of ELT research articles published by authors of different nationalities in major academic journals in order to specify the similarities and differences in the use of lexico-grammatical, discoursal and rhetorical features of these two genres. In this respect, this study addressed the lack of research in such contrastive studies in the context of PhD programs in ELT offered by Turkish universities. The analyses included both a hand-tagged move structure analysis (Swales, 2004) and a computerized analysis of the lexico-grammatical features of the two corpora.

Gabrielatos and McEnery (2005, 312) note that a common feature of corpus research on both learner and academic language is comparison to a norm (See Figure 2). One tendency is to compare the language of learners and non-native speakers in general to that of native speakers. The other tendency, as described by Gabrielatos and McEnery (ibid.) is to compare the language practices of NS postgraduate and research students, who can be seen as trainee academics, to those of established writers as evidenced in the discourse of published paper. However, the present study combines the features of the previous two in that it compares the language practice of NNS post-graduate students to that of expert writers, irrespective of whether they are native or non-native speakers (See Figure 3).

_____

```
┌───────────────────────┐        ┌───────────────────────┐
│   Native Speakers     │        │       Experts         │
└───────────────────────┘        └───────────────────────┘
            ↕                                 ↕
┌───────────────────────┐        ┌───────────────────────┐
│       Language        │        │   Students/Novices    │
└───────────────────────┘        └───────────────────────┘
```

_____
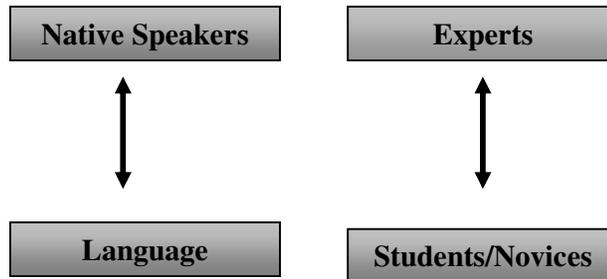
**Figure 2: Two-Way Comparison in Corpus Studies
(Gabrielatos & McEnery, 2005: 312)**

_____

```
            ┌───────────────────────┐
            │   NS and NNS Experts   │
            └───────────────────────┘
                        ↕
            ┌───────────────────────┐
            │  NNS Students/Novices  │
            └───────────────────────┘
```

_____
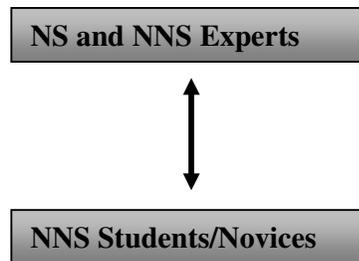
Figure 3: The Two-Way Comparison in this Study

The focus of this study is specifically the introduction parts of the PhD theses and the research articles. The most important reason for this specificity is that regardless of their type and research design all kinds of theses and research articles involve introduction parts. Also, introductions are known to be problematic for most academic writers since "getting started on a piece of academic writing is often more difficult than its continuation" (Misak et al.., 2005). Swales comments:

The opening paragraphs somehow present the writer with a demoralizing number of options: decisions have to be made about the amount and type of background knowledge to be included; decisions have to be made about an authoritative versus a sincere stance; decisions have to be made about the winsomeness of the appeal to the readership; and decisions have to be made about the directness of the approach. If we add to the above brief catalogue the assumption that first impressions matter (in an era of exponentially-expanding literature), then we are not surprised to note that over the last 10 years or so there has been growing interest in the introductory portions of texts.

(1990, 137)

Harwood (2005, 1210) further comments that with more research produced daily, scholars can only read so much; and unless the paper in question captures the readers' attention, and is cited in future studies, it will be as if it never existed ever. Therefore, the opening paragraph of an article is particularly significant in terms of promoting the research.

With respect to the findings of the previous studies, it was expected that a contrastive analysis would reveal variations in the lexico-grammatical, discoursal and rhetorical features of the PhDT and RA introductions, which should be addressed in recontextualizing PhD theses as research articles. The research questions formulated for this study were as follows:

1. What are the genre-specific features of the introduction parts of the research articles in the field of ELT?

1.1 What are the lexico-grammatical features of the introduction parts of the research articles in the field of ELT?

1.2 What is the move structure of the introduction parts of the research articles in the field of ELT?

    1.2.1 To what extent is the move structure of the introduction parts of the research articles in the field of ELT compatible with the CARS Model (Swales, 2004)?

1.2.2 What are the lexico-grammatical features of each move in the introduction parts of the research articles in the field of ELT?

1.3 What are the rhetorical features of the introduction parts of the research articles in the field of ELT?

2. What are the genre specific features of the introduction parts of the PhD theses written in the field of ELT?

2.1 What are the lexico-grammatical features of the introduction parts of the PhD theses written in the field of ELT?

2.2 What is the move structure of the introduction parts of the PhD theses written in the field of ELT?

2.2.1 To what extent is the move structure of the introduction parts of the PhD theses written in the field of ELT compatible with the CARS Model (Swales, 2004)

2.2.2 What are the lexico-grammatical features of each move in the introduction parts of the PhD theses written in the field of ELT?

2.3 What are the rhetorical features of the introduction parts of the PhD theses in the field of ELT?

3. To what extent do the genre-specific features of the introduction parts of the research articles and the PhD theses correspond?

3.1 To what extent do the lexico-grammatical features of the introduction parts of the research articles and the PhD theses correspond?

3.2 To what extent do the move structures of the introduction parts of the research articles and PhD theses correspond?

3.3 To what extent do the rhetorical features of the introduction parts of the research articles and PhD theses correspond?

Lexico-grammatical features: The lexico-grammatical features in this study comprised the lexical features of the texts such as frequency of content words, function words, AWL words, word strings, type-token-

family ratios, the use of verb tenses and the density of active and passive structures.

Discoursal features: Discoursal features in this study entailed the move-step structure of the texts within the framework of the CARS Model (Swales, 2004) which also included the analyses of citations and lexico-grammatical features within each move and step.

Rhetorical Features: In this study, rhetorical features were limited to author presence markers.

1.3 Definition of Terms

The operational definitions of some of the salient terms in this study are as follows:

Genre: Early definitions of genre describe it as fixed, immutable and homogenous. However, recent definitions of genre view it as more dynamic (Connor, 1996; Swales, 2004). This new definition of genre, which is influenced by the theories of Bakhtin (1993) is put forward by Connor (1996) as follows:

> Genres are not static, stylistically homogenous texts. Although texts, according to Bakhtin, have ordered, unified forms (for example, stories have a structure) they are also "intertextual": that is, texts are ongoing processes of discourse production and reception that are always tied to other texts or utterances in a culture.
>
> (1996, 128)

Swales (1990, 2004), whose research has been seminal in genre theory has introduced "moves" or "functional components" as basic elements of

9

genre. According to him, genres are "communicative events" that are characterized both by their communicative purposes and by various patterns of structure, style, content and intended audience. A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. The rationale shapes the schematic structure of discourse and influences and constrains choice of content and style.

Swales' model of genre analysis, move structure analysis, classifies segments of texts according to their prototypical communicative purpose for a particular genre. In this respect, his model has been used as a framework in ESP research that focus on the analysis and teaching of the spoken and written language required of non-native speakers in academic and professional settings (Hyon, 1996).

Discourse Community: The term discourse community was originally used by Swales (1990), who described it as a group of people who share a set of social conventions that is directed towards some purpose. Casanave (1995) further characterized it as consisting of the practitioners of a scientific specialty who share language, beliefs and practices. The concept of discourse community also led to a more flexible definition of culture in contrastive rhetoric studies. Today, discourse communities are also described and recognized as cultures (Connor, 2002).

Thesis: Although the words "thesis" and "dissertation" are treated as synonyms in many sources, in this study "thesis" is used instead of "dissertation". A minor difference in dictionary definitions of the words is that thesis is piece of work associated with higher university degrees such as PhD. However, dissertation is a more general term for thesis also incorporating lower degrees such as undergraduate degrees.

A thesis is a long piece of writing based on your own ideas and research that you do as part of a university degree, especially a higher degree such as a PhD.

(Collins Cobuild Dictionary, 2001)

Corpus:

A corpus is a large computer-held collection of texts (spoken, written or both) collected together to stand as a representative sample or some part of it. Corpora provide easily accessible and accurate data, useful to descriptive and theoretical linguists. They may also be used to calculate the frequency of occurrence of items, as repositories of actual instances of language use.

(Johnson and Johnson 1998: 89-90)

Concordance:

A list, today usually derived from a corpus, shadowing all instances of a chosen lexical item and indicating its immediate context (before and after). This allows statements to be made about the item's collocation.

(Johnson and Johnson, 1998:90)

Collocation: Collocation is one of the binding forces in language, organizing lexis according to which words typically occur together and showing networks of word association (Johnson and Johnson, 1998: 89-90).

Integral Citation:

An integral citation is one in which the name of the researcher occurs in the actual citing sentence as some sentence-element. For instance, "Brie (1988) showed that the moon is made of cheese" is an integral citation.

(Swales, 1990:147)

Non-Integral Citation:

In a non-integral citation, the researcher occurs either in parenthesis or is referred to elsewhere by a superscript number or

via some other device. For example, "Previous research has shown that the moon is made of cheese (Brie, 1988)." is a non-integral citation.

(Swales, 1990; 147)

Explicit Quotation: The repetition of language from a source, made evident by the use of quotation marks or other typographical device. (Pecorari, 2006)

Readability: The research by Zipf (1949), Chafe and Danielewics (1986) and Biber (1988) indicate that high frequencies of nouns**,** lengthy words, prepositional phrases, attributive adjectives, type/token ratio and passives indicate high density of information integrated into a text and thus render the text more difficult to be processed by the reader. A high type/token ratio results from the use of many lexical items in a text, and this more varied vocabulary reflects extensive use of words that have very specific meanings. Precise lexical choice is a very difficult production task and is thus rarely accomplished in speech (Chafe and Danielewics, 1986). Longer words also convey more specific, specialized meanings than shorter words (Zipf, 1949).

Flesch Reading Ease Readability Score: By using Flesch Reading Ease readability score formula, a text can be assessed on a 100-point scale based on the average number of syllables per word and words per sentence. The higher the Flesch Reading Ease score, the easier it is to understand the text. The standard difficulty level is 60 to 69 on the scale. A text with a score of 0-20 is considered to be difficult to understand. The formula for the Flesch Reading Ease score is "FRE = 206.835 - (1.015 x ASL) - (84.6 x ASW), where FRE stands for Flesch Reading Ease, ASL is avarage number of words in a sentence and ASW is avarage syllables per word.

Flesch-Kincaid Grade Level Readability Score: By using the Flesch-Kincaid Grade Level readability score formula, a text can be analyzed and rated on a U.S. grade-school level based. For example, a score of 12.0 means that a twelfth grader would understand the text. The Flesch-Kincaid Grade Level readability score formula is "FKRS = (0.39 x ASL) + (11.8 x ASW) - 15.59, where FKRS stands for Flesch-Kincaid Readability Score.

1.4 Acronyms

AWL: Academic Word List of Coxhead (2000)

K1: Most frequent first 1000 words in the BNC (British National Corpus)

K2: Most frequent second 1000 words in the BNC

M: Move

PhDT: PhD thesis

RA: Research article

RQ: Research question

S: Step

CHAPTER II
REVIEW OF LITERATURE

2.1 The Corpus-Based Approach

Language analysis studies can be grouped into two: studies of language structure and studies of language use. Language structure analysis entails the identification of structural units, classes of a language such as words and phrases and the description of how these units form larger grammatical units. Studies of language use, on the other hand, analyze how speakers and writers make use of the language. The corpus-based approach to language analysis focuses on the actual language used in naturally occurring texts rather than what is theoretically possible in a language. The essential characteristics of corpus-based analysis are:

- It is empirical, analyzing the actual patterns of use in natural texts;
- It utilizes a large and principled collection of natural texts, known as a "corpus", as the basis for analysis;
- It makes extensive use of computers for analysis, using both automatic and interactive techniques;
- It depends on both quantitative and qualitative analytical techniques.

Biber et al. (1998:4)

A corpus-based approach to language analysis is more than simply counting the occurrence of linguistic items. Complex association patterns can be analyzed by exploiting a representative corpus. Biber et al. (1998, 6) describe these association patterns in two categories: linguistic and non-linguistic associations.

14

A. Investigating the use of a linguistic feature (lexical or grammatical)
(i)   Linguistic associations of the feature
   - lexical associations: Investigating how the linguistic feature is systematically associated with particular words
   - grammatical associations: Investigating how the linguistic feature is associated with particular grammatical constructions
(ii)   Non-linguistic associations of the feature
   - distribution across registers
   - distribution across dialects
   - distribution across time periods
B. Investigating varieties or texts (e.g. registers, dialects, historical periods)
(i)   Linguistic association patterns
   - individual linguistic features or classes of features
   - co-occurrence patterns of linguistic features

Biber et al. (1998, 6)

2.2 The Research Article

2.2.1 1990 Version of the CARS Model for the Introduction Parts of the Research Articles

Genre analysis of research writing has been deeply influenced by Swales' (1990) Create A Research Space Model (hereafter will be referred as the CARS Model) (See Figure 4). Swales' (1990) CARS Model is in fact a revised version of his earlier CARS Model (1981). In the 1990 version of the CARS Model, Swales elaborated on some aspects of the model. Ecological analogy is one of these aspects. Swales (1990) argues that ecological analogy captures a number of characteristics of the research article introductions: the need to re-establish in the eyes of the discourse community the significance of the research field itself: the need to "situate" the actual research in terms of that significance; and the need to show how this niche in the wider ecosystem will be occupied and defended. It follows that the amount of rhetorical work needed to create such a space depends on

15

the existing ecological competition, on the size and importance of the niche established, and on various other factors such as the writer's reputation.

In the 1990 version of the CARS Model, Move 1 has a "narrowing" effect, which is called "claiming centrality" by Swales (1990). In Step 1, centrality claims are directed to the discourse community who are asked to accept the research about to be reported as part of a lively, significant or well-established research area. Centrality claims can be made in several ways: by claiming interest or importance, by referring to the classic, favorite or central character of the issue, or by claiming that there are many other investigators active in the area. Two of the typical examples of linguistic exponents of centrality claims given by Swales are the following.

> Recently, there has been a wide interest in …
> In recent years, applied researchers have become increasingly interested in …
>
> (1990:144)

In Step 2, making a topic generalization, a more neutral general statement than Step 1 is made. Step 2 can be divided into two categories: statements about knowledge or practice, or statements about phenomena. Two examples of this step are the following.

> Education core courses are often criticized for…
>
> A standard procedure for assessing has been…

> (Swales, 1990:146)

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│  Move 1      Establishing a territory                         │
│                                                      │        │
│              Step 1      Claiming Centrality         │        │
│                                                      │        │
│                          and/or                      │        │
│                                                      ▼        │
│              Step 2      Making topic generalization(s)       │
│                                                      │        │
│                          and/or                      │        │
│                                                      │        │
│              Step 3      Reviewing items of previous │        │
│                          research                    ▼        │
│                                                               │
│                                              Declining        │
│                                              rhetorical       │
│                                              effort           │
│                                                      │        │
│  Move 2      Establishing a niche                    │        │
│                                                      │        │
│              Step 1A     Counter-claiming            │        │
│                                                      │        │
│                          or                          │        │
│                                                      │        │
│              Step 1B     Indicating a gap            │        │
│                          or                          │        │
│                                                      │        │
│              Step 1C     Question-raising            │        │
│                          or                          │        │
│                                                      │        │
│              Step 1D     Continuing a tradition      ▼        │
│                                                               │
│                                              Weakening        │
│                                              knowledge        │
│                                              claims           │
│  Move 3      Occupying the niche                     │        │
│                                                      │        │
│              Step 1A     Outlining purposes          │        │
│                          or                          │        │
│              Step 1B     Announcing present research ▼        │
│                                                               │
│              Step 2      Announcing principal findings  Increasing │
│                                                         explicitness │
│              Step 3      Indicating a RA structure            │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

**Figure 4: A CARS Model for Article Introductions
(Swales, 1990)**

Step 3 in "establishing a territory" is the review of one or more items that are regarded by the authors as relevant to that establishment. This step is one of the occasions where the research article author needs to relate what has been found (or claimed) with who has found it (or claimed it). More specifically, the author needs to provide a specification of previous findings, attribution to the researchers who established those results, and a stance towards the findings themselves.

In addition to a categorization of citations as "integral" and "non-integral", Swales (1990) also proposes a correlation of the types of citations to the tenses used with each type of citation. Swales' hypothesis is that Present Perfect is generally used when reporting about previous research and Present Tense or a modal is used when there is no reporting. Moreover, Swales (1990) agrees with Malcolm's observations about medical journal article. The three hypotheses stated by Malcolm are:

1. Generalizations will tend to be in the Present Tense. (74%)
2. References to specific experiments will tend to be in the Past Tense. (61%)
3. References to areas of inquiry will tend to be in the Present Tense) (74%)

(Cited in Swales, 1990:32)

Move 2 of the CARS Model is "establishing a niche". Swales' (1990) study with 100 research articles in different disciplines revealed that the gaps in previous research are presented with the following linguistic exponents:

1. Negative or quasi-negative quantifiers (28 Instances)
   No   12
   Little   7
   None (of)   4
   Few/very few 4
   Neither…nor   1
2. Lexical negation (26 instances)

Verbs	15 (fail, overlook etc.)
Adjectives	7 (inconclusive, complex etc)
Nouns	3 (failure, limitation etc.)
Other	1 (with regard for etc.)

3. Negation in the verb phrase (16 instances)

Not	14
Rarely	1
Ill	1

4. Questions (8 instances)

Direct	6
Indirect	2

(e.g. "A question remains whether…")

5. Expressed needs/desires/interests (8 instances)

 E.g. "The differences need to be analysed…"
   "It is desirable to perform test calculations…"
   "It is of interest to compare…"

6. Logical conclusions (6 instances)

Must	3
Seem/appear	2

   "One would intuitively expect…"

7. Contrastive comment (6 instances)
   "The research has tended to focus on…rather than…"
   "They center mainly on …rather than on…"
   "Researchers have focused primarily on…, as opposed to…"
   "Emphasis has been on…with scant attention given to…"
   "Although considerable research has been done on…much less is known as to"

8. Problem-raising (2 instances)
   "The application presents a problem…"
   "A key problem in many…is…"

(1990, 156)

With regard to Move 2, the other important issue is "cyclicity". Swales (ibid.) comments that niche-establishment does not necessarily occur at the end of a literature review, but may follow reviews of individual items, so that cycles of Move 1/Step 3 and Move 2 recur.

The third and the last move in the CARS Model, is labeled as "occupying the niche". The role of Move 3 is to turn the niche established between the moves into a strong one. Whenever a Move 2 occurs, Move 3 offers to validate the particular counter-claim that has been made, fill the

created gap, answer the specific question or continue the rhetorically established tradition. The obligatory element in Move 3 is Step 1. This can take one of the two forms:

> Step 1A   The authors indicate their main purpose or
> purposes
> Step 1B   The authors describe what they consider to
> be the main features of their research.
>
> (Swales, 1990: 160)

Two of the typical examples of linguistic exponents of Step 1 in Move 3 given by Swales are the following.

> This paper reports on the results obtained…
> The aim of the present paper is to give…

> (1990, 160)

As far as the language of Move 3 is considered, firstly, there is a strong tendency for the deictic signal to appear early and in general, the only items that precede them are the occasional linking phrases such as "In view of these observations". Secondly, the tense is restricted to the present. However, in cases where the deictic refers to the type of inquiry (investigation, study, experiment, etc.), authors may choose between present and past.

2.2.2 2004 Version of the CARS Model

In 2004, Swales revised some aspects of the 1990 version of the CARS model in line with the results of the research studies that utilized the 1990 version. In the 1990 version of the CARS Model, Move 2 offers four steps of establishing a niche: counterclaiming, raising a question, indicating a gap, and continuing a tradition. However, in the 2004 version of this model (Figure 5), Swales comments that "continuing a tradition" seems a rather odd choice of categorization, since it does not clearly answer the question of

continuing a tradition of what? Additionally, Swales (2004) accepts that "indicating the gap" is by far the most common option. Also, the rarer other options of "counterclaiming", or "question raising" may not functionally be very different from "gap-indication". Therefore, in the 2004 version of the model, Swales proposes that these four realizations be reduced to two, and also that the model take on board the potential cycling of Move 1 and Move 2 sequences, which many investigators have found to be prevalent especially in longer introductions.

Another aspect of the CARS Model revised in the 2004 version is the third move. In the 2004 version, occupying the niche is seen as more complex and elaborated than the earlier version. Swales (2004) notes that it is apparent that separating the opening step (outlining purposes/announcing present research) from later ones is not always easy. Moreover, he comments that more options such as summarization, especially in papers whose principal outcome can be located in their methodological innovations, extended definitional discussions of key terms, detailing (and sometimes justifying) the research questions or hypotheses, and announcing the principle outcomes. Swales (2004) points out that in the 2004 version of Move 3 there are opportunities for the writers of research papers to expand upon the news value or interestingness of their work towards the end of their introductions. The availability of these options, as well as their actual uptake depends on a host of factors, such as the nature of the research, researchers' aspirations, the status of the researchers themselves, the disciplinary conventions of their field and the like.

_____

Move 1 Establishing a territory (citations required)

    Via

        Topic generalizations of increasing specificity

Move 2 Establishing a niche (citations possible)

                   Possible recycling of increasingly specific topics

Via

Step 1A Indicating a gap

   or

Step 1B Adding to what is known

Step 2 (optional) Presenting positive justification

Move 3 Presenting the present work (citations possible)

    Via

    Step 1 (obligatory) Announcing present research

             descriptively and/or purposively

    Step 2* (optional) Presenting RQs or hypotheses

    Step 3 (optional) Definitional clarifications

    Step 4 (optional) Summarizing methods

    Step 5 (PISF**) Announcing principle outcomes

    Step 6 (PISF) Stating the value of the present research

    Step 7 (PISF) Outlining the structure of the paper

* Steps 2-4 are not only optional but less fixed in their order

of occurrence than others.

** PISF: Probable in some fields, but unlikely in others

_____

Figure 5: 2004 Version of the CARS Model
(Swales, 2004: 232)

2.3 The PhD Thesis

Dudley-Evans (in Thompson, 1999) terms the typical "IMRAD" (introduction- methods - results- analysis- discussion) type thesis a "traditional" thesis. Thompson (1999) categorizes theses as having "simple" and "complex" patterns of organization. According to him, a thesis with a "simple" traditional pattern is one which reports on a single study and has a typical macro-structure of "introduction", "review of the literature", "materials and methods", "results", discussion", and "conclusion". A thesis with a "complex" internal structure is one which reports on more than one study. It typically begins with "introduction" and "review of the literature" sections, as with the simple traditional thesis. It might then have a "general methods" section which is followed by a series of sections which report on individual studies. The thesis concludes with a general overall conclusions section. (Thompson, 1999)

Dudley-Evans (in Thompson, 1999) refers to a third type of thesis called the topic-based thesis. This kind of thesis starts with an introductory chapter which is then followed by a series of chapters which have titles based on sub-topics of the topic under investigation. The thesis then ends with a "conclusions" chapter.

Dong(1998) describes doctoral theses which are based on a compilation of publishable articles. The research article chapters are more concise than typical thesis chapters with less of the "display of knowledge" that is often found in a thesis. Further in terms of audience, they are written more as "experts writing for experts", than novices writing for admission to the academy.

Paltridge (2002) has conducted a study to investigate the theses types and the study areas they are commonly written in (Table 1). According to the findings of this study, all kinds of theses have introduction parts. Also,

23

the traditional or simple theses are the most common theses types for the fields of applied linguistics and education.

Although PhD theses are similar in some ways to other pieces of research writing, such as research articles, they are also in some ways quite different. (Dudley-Evans, in Thompson, 1999). Apart from the scale of the piece of writing, they also vary in terms of their purpose, readership, the kind of skills and knowledge they are required to demonstrate and display, and the kinds of requirements they need to meet (Thompson, 1999). Dudley-Evans (1989, in Bhatia, 1993: 7) identified a larger, 6 move pattern for thesis introductions in different fields (Figure 6). This model is in fact a version of Swales' CARS Model. According to this model, in PhD theses more space for Move 1, "establishing territory" is allocated and more information about the general and specific topic is given.

Bunton's (1998) analysis of 13 PhD theses in different fields revealed that the introductions were hugely variable in length (from three to forty-six pages and equally variable in the number of references to the literature (from none to 135). Part of this variability was due to the existence of a "literature review" chapter. Thus, Bunton (1998) developed two models for PhD theses introductions, one based on the 7 science and technology texts (ST) and the other on the 6 humanities and social science texts (HSS). Although he kept a three-part structure for article introductions (Swales, 1990) for both, he added several additional steps. In his move structure, the opening move included "giving background information" and "defining terms", while HSS texts could also lay out the "research parameters" . The second move in introductions from both areas was to "establish a niche" likely to take the form of elaborating on a particular research problem, as opposed to indicating a gap. The third move, "occupying the niche" was the most extensively elaborated one in Bunton's corpus, particularly in HSS. In addition to the expected closing section outlining the structure of the thesis, there were steps that dealt with the rhetorical position adopted, outlined the

research questions/hypotheses, defined terms, summarized methods and materials, and offered predictions of what might later be discovered.

Table 1: Summary of Thesis Types, Degrees and Study Areas (Paltridge, 2002:132)

	Traditional:	Traditional: Simple	Topic-based Complex	Compilation of Research Articles
Degrees	MA(1)	MSc (2)	MA(1)	PhD(1)
		MBuilding(1)	PhD (4)	March(1)
		MEng (6)		PhD (4)
		MEd (2)		
		MSc (1)		
		PhD (6)		
Total	17	6	6	1
Study areas	Architecture	Architecture	Architecture	Dentistry
		App. Linguistics	Medicine	Economics
		Botany	Optometry	Engineering
		Education	Surveying	Cult. Studies
		Engineering		Linguistics
		Forestry		Public Health
		Linguistics		
		Optometry		

_____

Move 1:   Introducing the field

Move 2:   Introducing the general topic (within the field)

Move 3:   Introducing the particular topic (within the general topic)

Move 4:   Defining the scope of the particular topic by

     a) introducing research parameters
     b) summarizing previous research

Move 5:   Preparing for present research by

     a) indicating a gap in previous research
     b) indicating a possible extension of previous research

Move 6:   Introducing present research by

     a) stating the aim of the research

     or

     b) describing briefly the work carried out
     c) justifying the research

_____

Figure 6: Move Structure for PhD Theses

(Dudley-Evans, 1989: in Bhatia, 1993)

2.4 Computerized Techniques and Corpus Linguistics in Genre Analysis

Alongside with the growing popularity of genre studies in a wide range of fields, the techniques for genre analysis have been shaped by the current advances in corpus linguistics and computer technologies. The computer held specialized corpus is a new source of data not only for SLA research, but also for genre analysis. The most important reason for the recognition of its value is that the machine readable corpus is a reliable, replicable and a quick method to search for, retrieve, sort and calculate very large quantities of data. In his latest book, *Research Genres*, Swales (2004) also laments for the fact that corpus linguistics was in its infancy when he wrote his previous book, *Genre Analysis* in 1990. He believes that besides the world wide web, corpus linguistics is a development that will have impact on the genre-based studies.

> In this increasingly technological world, there is one more specialized software development of particular relevance to genre-based studies and applications. This is corpus linguistics, some collection (or corpus) of electronic texts plus some appropriate concordancing software, which permits assembly of key words in context, instant word frequency lists of various kinds, and distributional plots of selected words and phrases. At the time of writing of *Genre Analysis*, corpus linguistics was in its infancy, and there was almost no corpus material easily available that was directly applicable to those working in EAP and ERP (English for Research Purposes).

Swales (2004, 8)

However, as Upton and Connor (2001) also remark, most of the corpus-based analyses have merely centered on the lexico-grammatical patterning of texts with less emphasis on discoursal, rhetorical and textlinguistic aspects.

2.5 Corpus-Based Genre Analysis Studies

One of the most extensive corpus-based genre analysis studies was held by Biber in 1988. In this study Biber (1988) provided a unified linguistic analysis of the whole range of spoken and written registers in English. Computational analysis of the linguistic characteristics of 23 spoken and written genres resulted in the identification of the basic, underlying dimensions or parameters of variation in spoken and written English. The outcome of this study was co-occurring patterns for each genre such as nominalizations/ passives and pronouns/contractions (See Figure 6).

Many nominalizations and passives

SCIENTIFIC TEXT   PANEL DISCUSSION

Few pronouns and contractions | Many pronouns and contractions

FICTION   CONVERSATION

Few nominalizations and passives
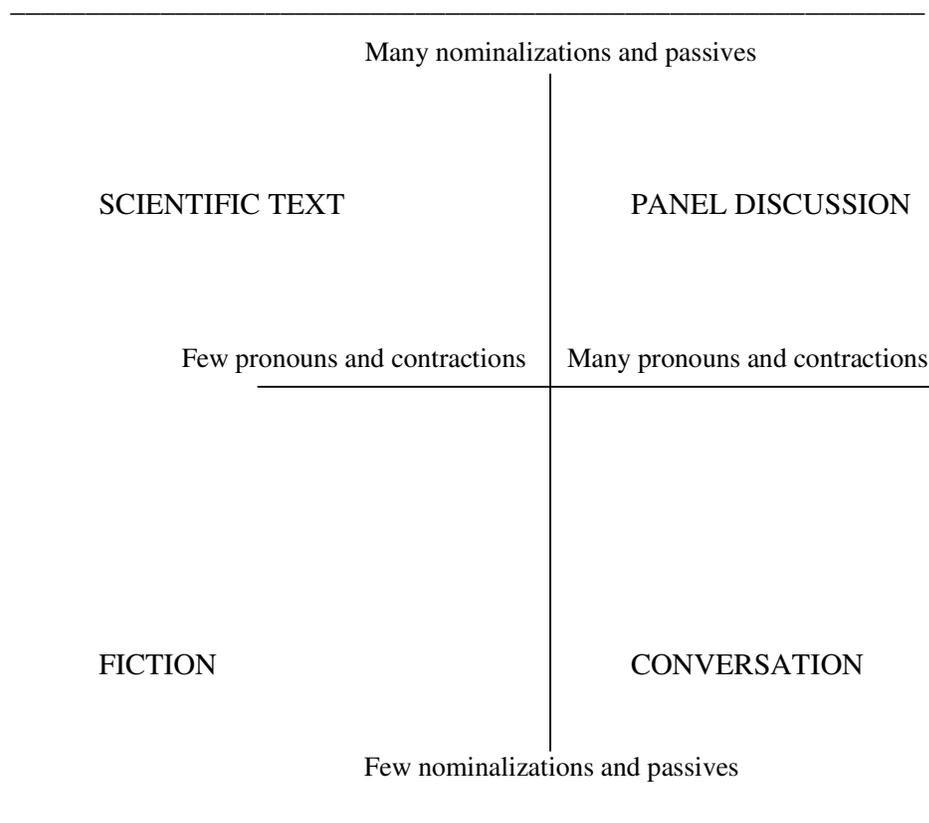
Figure 7: Two-Dimensional Plot of Four Genres
(Biber, 1988:18)

28

Biber (1988, 14) comments that the conversational text and scientific text are quite different with respect to the linguistic features. The scientific text has almost seven passives per 100 words and eleven nominalizations per 100 words; the conversation has no passives and less than one nominalization per 100 words. This frequency count indicates that passives and nominalizations tend to co-occur and thus belong to the same linguistic dimension- when a text has many passives, it also has many nominalizations. The same relationship exists for the pronouns and contractions. First and second person pronouns and contractions belong to the same dimension-when a text has many first and second person pronouns, it also has many contractions. While the use of the passive (and other "low transitivity" constructions) may be indicative of indirectness and opacity in certain types of discourse, its use in scientific discourse may be more accurately characterized as giving the actions prominence over agency. (Park and Stapleton, 2003, 245)

Salager-Meyer (1992) utilized a corpus of 84 medical English abstracts written by native speakers of English to examine the verb tense and modality usage in these abstracts. The three major genres were research papers, case reports and review articles. Also, in order to analyze how the meaning conveyed by the different tenses and modal verbs is related to the communicative function of the different rhetorical divisions of abstracts and that of each medical English text type, the study also involved a move analysis. The results validated that such a relationship existed and that there was a close parallelism between the rhetorical function of the moves in the texts and the tense used within these moves. Moreover, it was found out that modality was more frequent in certain medical genres than in others.

Pickard (1995) conducted a concordance study of a corpus of 11 applied linguistics articles to explore how and why expert writers used quotations and citations and to analyze the lexical and grammatical choices they made.

He found that the authors tended to prefer integral citations in the present tense. Moreover, *argue*, *suggest*, *propose* and *cite* were the most frequent reporting verbs occurring in integral citations.

Anthony (1999) evaluated the CARS Model (Swales, 1990) in terms of how well it could be applied to 12 articles which have received "Best Paper" awards in the field of software engineering. The results indicated that although the model adequately described the main framework of the introductions, a number or important features were not accounted for, in particular, an extensive review of background literature, the inclusion of many definitions and examples, and an evaluation of the research in terms of application or novelty of the results.

Posteguillo (1999) analyzed a corpus of 40 articles from three different academic journals in computing research. The results of the study revealed that the IMRAD pattern could not be applied to research articles in computer science systematically.

Salager-Meyer (1999) analyzed a corpus of 162 medical articles published in different British and American journals between 1810 and 1995. The aim of this study was to examine qualitatively and quantitatively the diachronic evolution of referential behavior in medical English written discourse within a social constructivist perspective. In this study, it was found out that some referential patterns were clearly typical of 19th century medical discourse; others typified early 20th century articles, and others were truly characteristic of late 20th century medical papers. The diachronic evolution observed in the use and frequency of reference patterns over the 185 years studied reflected the conceptual shift from a non-professionalized, privately and individually-based medicine to a professionalized and specialized medicine, a technology oriented medical research and a highly structured scientific community.

Marco (2000) conducted a corpus-based analysis to discover certain linguistic patterns such as collocational frameworks that are selected and

favored in medical research papers written by native speakers of English. Through the analysis, it was found out that medical research papers had a specific phraseology and some of the triplets which occurred frequently in this genre were less frequent in other types of discourse. More importantly, it was found out that these phrases were associated with specific moves of the research paper.

Green et al. (2000) performed a corpus-based enquiry of how Chinese writers of academic texts in English utilized theme position. The study aimed at testing the common belief that Chinese writers had a tendency to overuse certain topic-fronting devices and logical connectors. A corpus of academic writing produced by Chinese subjects was tagged to detect occurrences of the topic-fronting devices and the logical connectors. The same phenomena were similarly investigated in three native speaker corpora. The findings demonstrated that Chinese subjects had greater tendency than native speakers to place the connectors under consideration in theme position, but the findings were less clear for the topic-fronting devices.

Upton and Connor (2001) conducted computerized corpus analysis to investigate the textlinguistic discourse moves of a genre. This study is significant for adopting a textlinguistic approach to the computerized analyses of corpora, which is also advocated by Biber et al. (1998) and Flowerdew (1998). In this study, Upton and Connor responded to Biber et al. (1998) and Flowerdew's (1998, 2004) call for corpus-based analyses that must go beyond simple counts of linguistic features. The corpus used by Upton and Connor (2001) was a collection of letters obtained from the Indianapolis Business Learners Corpus (IBLC). The goal of the study was to locate in the corpus cross-cultural differences which may ultimately influence the efficacy of the letters of application written by the learners of different nationalities, Americans, Finns and Belgians. The study employed a multi-level corpus analysis. In the first level, the lexico-grammatical

features of the texts were identified and an analysis based on Swalesean genre moves was performed. In the second level, negative and positive politeness strategies employed in the letters by the learners of different nationalities were analyzed. The results showed that none of the three groups used either positive or negative politeness strategies exclusively, or even more frequently.

Matsuda (2001) analyzed a corpus of web diaries written by Japanese speakers to find out how linguistic features such as self-referential pronouns and sentence-final participles were used in creating voice in Japanese written discourse. The aim of the study was to test the common perception that Japanese culture is collectivist, and by inference, Japanese students are often assumed to be less comfortable with the notion of voice than their U.S. counterparts. The analyses revealed that voice existed in Japanese written discourse, although some of the ways in which it was achieved were different from English written discourse.

Ferguson (2001) conducted a corpus-based study of formal, semantic and pragmatic aspects of conditionals in naturally occurring medical discourse of English doctors practicing in England. The aim of the study was to find out whether the use of conditionals varied across the genres of medicine. Three corpora of different medical genres were selected for the study: research articles, journal editorials and doctor-patient consultations. The analysis indicated that there were differences in the use of conditionals across genres, and in particular, between the written and spoken genres.

Moore (2002) analyzed a corpus of textbooks from three disciplines-sociology, physics, and economics. Specifically, the study analyzed the frequency and type of agentive elements (participants and processes) in textbooks to find out the extent to which knowledge in these disciplines is attributed to individual scholars, schools of thought, conventional wisdoms and the like, as opposed to being realized in a non-attributed canonical form. The analyses revealed that with respect to the feature of metaphenomenon,

economics textbook discourse is arguably more akin to that of physics than its social science counterpart, sociology.

Peacock (2002) analyzed the communicative moves in discussion sections across seven disciplines -Physics, Biology, Environmental Science, Business, Language and Linguistics, Public and Social Administration, and Law. The corpus was 252 research articles (36 from each discipline, 1.4 million words). In this study, a number of marked interdisciplinary and NS/NNS differences were found in the type and number of moves and move cycles.

Brett (2002) analyzed a corpus of 20 research articles from the discipline of sociology to present a provisional, pedagogically usable description of the communicative categories or moves found in the "results" sections. In this study, these categories or moves were described in terms of function, lexis, and grammatical form. Moreover, a model of the typical, cyclical patterns formed by combinations of the categories was given. The analysis revealed that the moves found had certain similarities with the "discussion" sections of hard science research articles, and provided evidence of disciplinary variation.

Samraj (2002) analyzed research article introductions from two related fields, Wildlife Behavior and Conservation Biology, using the CARS model. The results of the analysis revealed disciplinary variation in the structure of this genre. The results also indicated that a greater degree of embedding was needed in the CARS Model to account for the structures found in the introductions analyzed.

In Samraj's (2002) revised model of the CARS Model, "reference to previous literature" is not an element that is just found in Move 1. It can play a prominent role in Move 2, when it is used to support gaps in previous research. Instead of a cyclical pattern of literature review followed by a gap, Samraj suggests that the literature review can be subsumed under the rhetorical function of gap being created. In addition, a discussion of

previous research can be subordinated to the function of providing a topic generalization. The review of literature in introductions is a step that can also be subordinated within another step in a different move, e.g., the specification of the goal of the study (Move 3, Step 1). A greater degree of embedding was present in the rhetorical organization of the texts analyzed in this study than was captured by the CARS model. The results of the study suggested that discussion of previous research was an element that did not establish the territory (Move 1) but could also be employed to realize steps that belonged to other moves. Consequently, according to Samraj (2002) discussion of previous research should not be a part of any particular move in the model. Instead, it should be a freestanding sub-step that can be employed in the realization of any step in the introduction. Claiming a free-standing sub-step, discussion of previous research, accounts for the presence of reference to previous research throughout that introduction as well as the variety of rhetorical functions that is accomplished by a discussion of previous research. This has implications for the constituent structure of Move 1. Samraj (2002) argues that the first move contains two steps-centrality claims and background information on the topic (See Figure 7). The second step tends to have a general to specific structure and usually begins with statements that previously would have been categorized as topic generalizations. Research article introductions vary in the importance of discussions of previous literature in Step 2 of Move 1.

Samraj (2002) proposes further options that can be added to the CARS model in the realization of some steps. Her analysis revealed that "centrality claims" and "gap specification" can be in terms of research world or the real world in different disciplines. Her study also indicated a need for another step "positive justification" in Move 2. Samraj (2002) points out that this step never appears by itself but always in conjunction with another step.

Finally, Samraj (2002) comments that modifying the CARS model to account for the presence of the rhetorical move "background information on

species or site" is quite problematic. The results of her analyses support the addition of a sub-step to the first step of Move 3, presenting goals of present research. It could be also be a component of the step "background information on the topic" in Move 1. This sub-step "background information on species or site" can also occasionally re-present itself as an independent move that appears between moves 2 and 3. Samraj (2002) argues that the variation in the hierarchical status (move or sub-step) and linear position of this rhetorical function even within introductions from one discipline illustrates the difficulty of postulating a single organizational framework for a particular genre/sub-genre. Thus, some discoursal aspects of a genre may exhibit a greater degree of flexibility in their position within the overall organization of that genre.

Hyland (2002) compared a corpus of L2 undergraduate reports in different disciplines with a corpus of research articles. He observed that his L2 informants mainly used first person pronouns in non-controversial contributions, such as stating discourse goals referring to methodological approaches, but avoided using them in the expression of arguments or opinions.

Hyland (2004) examined the purposes and distributions of metadiscourse in a corpus of 240 doctoral and masters dissertations totaling four million words written by Hong Kong students. The analysis suggested how academic writers used language to offer a credible representation of themselves and their work in different fields, and thus how metadiscourse could be seen as a means of uncovering something of the rhetorical and social distinctiveness of disciplinary communities.

Hyland and Tse (2005) investigated the frequencies, forms and functions of evaluative *that* in the two corpora of 465 abstracts from research articles, masters and doctoral dissertations written by L2 students. Comparing student and published use of the structure across six disciplines, they found that evaluative *that* was widely employed in the abstracts and was an

important means of providing author comment and evaluation. They also identified the similarities and differences in how these groups used the structure by exploring what the writers chose to evaluate, the stances they took, the source they attributed the stance to, and how they expressed their evaluations.

_____

	Move 1: Establishing a territory	Step 1 Claiming centrality and/or
		    -- in research
		    -- in the real world

		Step 2 Presenting background Information
	Move 2: Establishing a Niche	Step 1A Counter-claiming or

		Step 1B Indicating a gap or
		    -- in research
		    -- in the real world
		Step 1C Question-raising or

		Step 1D Continuing a tradition
		Step 2 Presenting positive justification [1]
	Move 3: Occupying the niche	Step 1 Presenting goals of present research -- giving background information on species or site
		Step 2A Announcing principal findings or
		Step 2B Predicting results
		Step 3 Indicating RA structure

[1] Never occurs by itself in this move. RA= Research Article
_____

Figure 8: The Revised CARS Model
(Samraj, 2002)

Harwood (2005) conducted a qualitative corpus-based study to investigate how academic writers used the personal pronouns *I* and *we* to help create a self-promotional tenor in their prose. A 325.000 words corpus of 40 articles from four disciplines- Physics, Economics, Computing Science and Business and Management- was analyzed. The study showed that even supposedly "author-evacuated" articles in the hard sciences can be seen to carry a self-promotional flavor with the help of personal pronouns.

According to Harwood (2005) the thought that academic writers protected themselves against falsification by distancing themselves from their findings and avoiding personal pronouns is losing ground these days. This is partly because more research is being conducted now than at any time previously and it is harder to get people's attention in this crowded environment. Thus, the use of personal pronouns has increased in years. The corpus studies on the use of personal pronouns in academic writing have identified a number of functions that *I* and *we* can play. (e.g, Hyland, 2001; Kuo, 1999; Tang and John, 1999, Vassileva, 1998; Gragson and Selzer, 1990). Harwood describes (2005, 1210) these functions as follows:

(1) to help the writer organize the text and guide the reader through the argument (e.g. First I will discuss x and then y),

(2) state personal opinions and knowledge claims (On the basis o my data, I would claim),

(3) recount experimental procedure and methodology (We interviewed 60 subjects over the space of several months), and

(4) acknowledge funding bodies, institutions, and individuals that contributed to the study in some way (I thank Professor X for his help with the calculations.)

Ivanic (1998, 308) argues that the use of the first person "in association with knowledge claims and beliefs acknowledges the writer's responsibility for them and property rights over them". Harwood (2005, 1211), on the other hand, points out that the pronouns of *I* and *we* are linked with the authorial presence and the visibility of the writer in the text. Harwood (2005, 1211) identified three distinct ways that authors use self-promotional *I* and *we*.

> (1)   Personalizing claims: the writer as authority and originator
>
> The authors use the pronouns I and we to market themselves and their research by constructing a picture of newsworthiness and uniqueness. Pronouns link the researchers to their findings, showing that the writers are responsible for the claim. The effect can be to persuade the reader that the writers, like the claim they are putting forward, are worth taking notice of.
>
> *We have demonstrated a system capable of texture segmentation (Kuo, 1999: 131)*
>
> (2)   Procedural soundness and uniqueness:
>
> This second type of self-promotional pronoun occurs during the description of method. This can be interpreted as more than a straightforward reporting of procedures: by using pronouns to highlight their own contribution to work, writers can be seen to be advertising their worth as researchers.
>
> *In this work, **we** present an approach by which the present experimental restrictions can be overcome. (Kuo, 1999: 125)* By helping the researchers to describe their procedures in depth, **I** and **we** also mark the writer's methodology out as their own, highlighting its uniqueness:
>
> *In 1995 I went to Mexico and Chiapas to better understand the Zapatista movement. I visited many people, men and women, from and around the movement, and discussed with them the questions treated in this article. I am formulating them as "questions to Ramona" (Hyland, 2001: 220)*
>
> (3) Self-Citation
>
> One of the most obvious ways researchers can show that they deserve to be taken seriously is via self-citation.

> Reference to one's previous work is a powerful weapon in the quest for disciplinary ratification and credibility, showing that the researcher is in the vanguard of the research and is working on issues which are preoccupying the discipline at the time of writing.

Martinez (2005) compared the use of first person in a corpus of biology articles produced by non-native English-speaking (NNES) writers and a corpus of research article manuscripts produced by native English-speaking writers, focusing on first person distribution and function in the different sections. The results revealed under-use, over-use and phraseological problems in the NNES corpus. The first person occurred in all sections of both corpora, with significant differences of use across sections. The most notable differences occurred in the Results section, where NES used first person mainly to show that they assumed responsibility for the methodological decisions that led to the results obtained.

Gabrielatos and McEnery (2005) compiled and analyzed a corpus of 273 MA dissertations written by students at the Department of Linguistics and English Language at Lancaster University. They compared the use of epistemic modality by native and advanced non-native speakers of English in this corpus. The analyses revealed interesting similarities and differences in the usage of epistemic modality by the two groups. Both groups used a small number of clusters and shared nine out of ten most frequent types. However, NS students used epistemic adjectives/adverbs significantly more frequently than NNS. Gabrielatos and McEnery (2005) comment that the similarities and differences between NS and NNS students in the corpus can be traced to the first language and/or the cultural and educational contexts of NNS students. In particular, the use of epistemic modality in the NNS students' practices is influenced by the status and practices of epistemic modality in the educational and academic contexts of the students.

Kwan (2006) examined a corpus of 20 doctoral theses produced by native English speaking students of applied linguistics. The aim of the study

was to identify the rhetorical structure of the RL (Review of Literature) chapter and compare it with the revised CARS model (Bunton, 2002) that has been posited for thesis introductions. The analysis revealed that although most of the steps in Bunton's revised CARS model were present in the move structures, some new steps were also distinguishable. The findings suggest that LRs and introductions may not be structurally entirely the same.

Pecorari (2006) investigated the visible and occluded features of postgraduate second-language writing in a corpus eight PhD and nine master's theses written by NNSEs in the fields of biology, civil engineering, linguistics and education. The writers in this study were found to respond to their disciplines' expectations in terms of the visible aspects of source use, but with regard to the occluded features their writing diverged considerably from received disciplinary norms. The findings also suggested that, with respect to disciplinary norms, a gap may exist between what is prescribed and what is practiced.

Nelson (2006) examined the semantic associations of words found in the business lexical environment by using a one-million word corpus of both spoken and written Business English. The results indicated that not only do words in the business environment had semantic prosodies, that is, they were found to regularly collocate with word groups that shared semantic similarity, they also had prosodies that are unique to business, separate from the prosodies they generated in the "general English" environment.

Magnet and Carnet (2006) investigated Letters to the Editor, a section in biomedical journals used by scientist since the early 19th century to question already validated research. The aim of the study was to highlight some of the discursive strategies and to bring to the fore the linguistic characteristics of this particular genre, to analyze its goal, role and use within a community of French researchers. The analysis was based on a corpus of 200 letters selected from two scientific journals. The results indicated that letters to the

editor had a common move pattern and linguistic features distinct from those used in the research article.

Mudraya (2006) analyzed a corpus of 2.000.000 running words, The Student Engineering Corpus (SEEC), reduced to 1200 word families or 9000 word-types encountered in engineering textbooks that were compulsory for all engineering students, regardless of their fields of specialization. The implication of the findings was that sub-technical vocabulary as well as Academic English should be given more attention in the ESP classroom.

Charles (2006) investigated the phraseological patterning that occured in reporting clauses used to make references to others' research. Specifically, finite clauses with that-clause complement were examined in two corpora of theses written by native speakers in contrasting disciplines: approximately 190.000 words in politics/international relations and 300.000 words in materials science. The findings showed that both disciplines used significant numbers of these reporting clauses and that they most frequently occurred as integral citations with a human subject.

Crossley (2007) reviewed a corpus of 34 cover letters written by native and non-native speakers of English. The aim of the study was to examine Bakhtin's theory that a genre's unity is defined by its chronotype. The linguistic markers of time and space were compared to establish chronotopic move markers and chronotopic generic differences.

Öztürk (2007) explored the degree of variability in the structure of article introductions within a single discipline. The study analyzed a corpus of 20 research articles to reveal the differences between two subdisciplines of applied linguistics, namely second language acquisition and second language writing research, within the framewok of Swales' CARS model. The two disciplines seemed to employ different and almost unrelated move structures. In the second language acquisition corpus one type of move

structure was predominant while in the second language writing corpus two different types of move structure were almost equally frequent.

Fuertes-Olivera (2007) investigated lexical gender in specialized communication using a 10 million corpus of written Business English. The analysis revealed mixed results. For instance for each "woman" referred to in the corpus, there were more than 100 occurrences for man. On the other hand, Ms was found to be more than 9 times as frequent as Mrs. and Miss.

CHAPTER III
METHOD

3.1 Data

The data in this study were two genre-specific corpora: the PhD theses and the research articles. The data analyses included computer-supported and hand-tagged analyses of these two corpora.

3.1.1 The Corpus of the PhD Theses

The 83223 word corpus of the PhD theses included the theses written between the years 2001 and 2006 by nonnative English speaking PhD students enrolled in the PhD programs offered by 6 Turkish universities (See Table 2). In fact at the time of this study, there were 8 universities in Turkey which offered PhD programs in ELT. However, two of these universities were not represented in the corpus since the theses produced in these universities did not completely meet the criteria set for this study. These theses either had a linguistics or literature focus or they were written in Turkish.

Specifically, the corpus represented the introduction parts of the PhD theses written in English and written between the years 2001 and 2006 by students enrolled in PhD programs in ELT at Turkish universities (See Appendix A for a list of the theses included in the corpus). The theses completed earlier than 2001 were not included in the corpus, since a diachronic analysis of the theses was out of the scope of the present study.

To ensure the validity of the findings, only the theses reporting empirical studies within the field of ELT were selected. Thus, some of the

theses with a different focus such as linguistics, literature, general education and translation were left out, although they met the other criteria. The corpus comprised the theses reporting empirical studies only, as the rhetorical structure of theoretical articles might be different from the empirical studies.   Since not many theses complied with the selection criteria, an equal distribution of the theses over the years and the universities could not be possible.

Table 2: The Corpus of the PhD Theses Analyzed in this Study

_____

	BU	HU	ÇU	AU	METU	DEU	Total
2001	X		X		X		**3**
2002			XXX		XX	X	**6**
2003		X	X	XX	X	XX	**7**
2004	X	XX		X			**4**
2005		XX			X	X	**4**
2006	X						**1**
Total	3	5	5	3	5	4	**25**

BU: Boğaziçi University
HU: Hacettepe University
ÇU: Çukurova University
AU: Anadolu University
METU: Middle East Technical University
DEU: Dokuz Eylül University

_____

3.1.2 The Corpus of the Research Articles

The 22616-word corpus of the research articles was utilized as the reference corpus in this study. It comprised 25 research articles published between the years 2001 and 2007 by authors of different nationalities in major academic journals (See Appendix B for the list of the research articles included in the corpus).

The journals were selected according to two criteria: their ratings among ELT scholars and their impact factors (See Table 3). Twenty academics who held a PhD in ELT or studying for a PhD were asked to name and rank the 5 most prestigious journals that publish research articles related to ELT. "Prestigious journal" was defined as a journal that they would want their research articles to be published in.

The responses were then scored and the journals were ranked according to these scores. The journals named by the ELT researchers were also among the journals with the highest impact factors. High impact factor of a journal indicates that the journal has a high citation percentage, which is widely accepted as an indication of the journal's credibility (See Table 4)

Table 3: The ELT Journals from which the Articles were Selected in this Study

*Journals	Impact factor
1. TESOL Quarterly	0.7
2. Applied Linguistics	0.8
3. System	0.6
4. English for Specific Purposes	0. 4

* The journals are presented in the order ranked by the academics.

The corpora of the PhDT and the RA introductions were parallel in terms of their dates and discourse types, which made a contrastive study of the main and the sub-categories possible. Both corpora involved texts reporting empirical studies publicized between the years 2001 and 2006. One exception was a research article that was published in 2007 in the *TESOL Quarterly Journal*, which was ranked as the most prestigious journal by the participants. No PhD thesis publicized in 2007 was available at the time when this thesis was being written.

Table 4: The Corpus of the Research Articles Analyzed in this Study

_____

	TQ	AL	ESP	SYSTEM	Total
2001	X	X	X	X	4
2002	X	X	X	X	4
2003	X	X	X	X	4
2004	X	X	X	X	4
2005	X	X	X	X	4
2006	X	X	X	X	4
2007	X				1
Total	7	6	6	6	**25**

TQ: *TESOL Quarterly*
AL: *Applied Linguistics*
ESP: *English for Specific Purposes*

_____

3.2 Data Analyses

This study employed both qualitative and quantitative data analyses methods, comprising frequency counts and text analyses of the PhD theses and the RA introductions. For instance, for the author presence markers, first the data were analyzed quantitatively by counting each instance of these markers in the two corpora. Then, the function of each marker was described qualitatively. The same procedure was followed in analyzing the move-step structure and also the citations in the two corpora.

Before the analyses, the introduction parts of the PhD theses were compiled and saved electronically. Then, the same procedure was followed for the research articles. The documents that could not be reached electronically were scanned and edited for misprints before they could be electronically stored.

The data were analyzed in two stages. The first stage was the computer-supported analysis of the lexico-grammatical features of the research articles and the PhD theses. In the second stage a hand-tagged analysis of the discoursal and rhetorical features of the texts was carried out.

Two software programs for Windows were utilized in the computer supported analyses of the texts: *antconc3.1.303*, a concordance software program developed by Laurence Anthony of Waseda University and *WebVP (2.5)*, a vocabulary profiling software developed by Tom Cobb of the University of Quebec. Moreover, the readability statistics of the corpora were obtained by using the readability analysis feature of the *Microsoft Word Program*.

antconc3.1.303 was used to form frequency lists, concordance lines and collocation patterns. *WebVP (2.5)*, on the hand, was utilized in comparing the data with a corpus of K1 words (most frequent 1000 words), K2 (most frequent 1000 to 2000 words) and AWL (Academic Word Lists) words. This program compares data against the Academic Word List developed by

Coxhead (2000) and British National Corpus in the analyses. Although these software programs can provide useful data about texts, they inherently have some drawbacks that are discussed extensively by Hancıoğlu and Eldridge (2007)

> These tools cannot for obvious reasons take into account the cognitive skills, and the background and cultural knowledge of individual readers, or those features which combine to make a text coherent and cohesive, such as reference words and discourse markers. (331)

Hancıoğlu and Eldrige (ibid.) also draw attention to the limitation of the readability analysis feature of *Microsoft Word*, which can solely recognize passives with the classic formula of "be + past participle" and which cannot detect reduced and adjectival passives.

Taking these limitations of the computer-supported data corpus analyses tools into consideration, when possible, the findings were reevaluated in the light of the findings obtained through the hand-tagged analyses and the inferences were made cautiously in the discussion of the results.

In the second stage, all sentence level analyses including the move-step structure, tense use, citations and author presence markers were conducted through the hand-tagged analyses. The moves in the corpora were identified and analyzed in the framework of the revised of the CARS Model (Swales, 2004).

An independent rater, a university lecturer holding MA in ELT, and who had a background in discourse analysis studies read the core articles and chapters related to the topic of this thesis and coded 20% of the cases in this study. There was over 80% agreement between the categorizations of the two raters. To solve the cases of disagreement, as Martinez (2005) applied in his study, a third rater, a PhD in ELT, who was not familiar with the categories was consulted and consensus was reached. Also, an intra-reliability test by re-categorizing 20% of the cases 15 days after my initial

categorization was executed. Except for minor variations between the first and second coding, there was more than 95% agreement between the first and second categorization.

CHAPTER IV
RESULTS

In this study, the first level of the analyses mainly focused on the lexico-grammatical features of the two corpora. The second level of the analyses, which was the hand-tagged move structure analysis of the two corpora within the framework of Swales' CARS Model (2005) was predominantly concerned with the discoursal and rhetorical features of the two corpora. However, in the course of the analyses, whenever possible, the two levels of analyses were carried out in an integrated fashion to increase the reliability of the findings. For instance, the concordancing tools produced a rather general pattern concerning the words and word strings in the two corpora. However, the hand tagged analysis of the words and word strings within the move-step analysis produced more focused and specialized frequency lists, such as the list of the most common words and word strings used in the move of "establishing the niche". In contrast, the computer supported vocabulary profiling of the corpora measured and compared the difficulty level of the language in the two corpora, which would not be possible solely through the hand-tagged move structure analyses.

In reporting the significance level of the differences found out in the vocabulary profiling analyses of the two corpora, the two-proportion z-test feature of *Minitab12*, a statistical software package, was utilized.

With respect to the research questions set at the beginning of the study, in this chapter, sections 4.1 and 4.2.1 focus on the lexico-grammatical features of the two corpora; namely these sections address the research questions 1.1, 1.2.2, 2.1, 2.2.2, 3.1. Sections 4.2, 4.3, 4.4, 4.5 and 4.6 report findings related to the discoursal features of the texts; these sections are

specifically concerned with the research questions 1.2, 1.2.1, 2.2 and 2.2.1. In section 4.7 rhetorical features of the two corpora are described; namely, in this section the research questions 1.3, 2.3 and 3.3 are focused on.

4.1 Lexico-Grammatical Features of the PhDT and the RA Introductions

The RA introductions contained significantly (P-Value=0.000) less tokens per type (7.54) than the PhDT introductions (13.03) (See Table 5). Moreover, the RA introductions involved significantly (P-Value=0.000) less types per family (1.96) than the PhDT introductions (2.35). Also, the lexical density of the RA was more (P-Value=0.023, marginally significant) for the RAs (0.62) compared to the PhDTs (0.58). These figures indicated that the authors of the RA introductions utilized a larger set of lexicon than the authors of the PhDTs. This also implied that the authors of the PhDT introductions preferred to repeat or cycle the words or made use of inflections and derivations more frequently than the authors of the RA introductions.

Table 5: Lexical Density of the RA and the PhDT Introductions

	RAs	PhDTs
Words in text (tokens)	22616	83223
Different words (types)	2998	6385
Families	1202	1819
Tokens per type	7.54	13.03
Tokens per family	18.80	45.74
Types per family	1.96	2.35
Lexical density (content words/total)	0.62	0.58

The vocabulary profiling of the two corpora revealed that RA introductions contained significantly (P-Value= 0.000) more AWL words (678, 12.75%), than the PhDT introductions(1246, 10.68%) (See Tables 6 and 7). Moreover, the number of K2 words was also significantly (P-Value= 0.000) more (663, 4.92%) in the RA introductions, compared to the PhDT introductions (247, 3.34%). However, the number of K1 words was significantly (P-Value= 0.000) more (1963, 75.08%) for the PhDT introductions, than for the RA introductions (1099, 69.78%). These figures indicated that the authors of the RA introductions tended to use less frequent words (K2 words) and more academic words (AWL words) more frequently compared to the authors of the PhDTs.

Table 6: Vocabulary Profile of the PhDT Introductions

	Families	Types	Tokens	Percent
K1 Words (1-1000)	796	1963	62483	75.08
K2 Words (1001-2000)	352	663	4098	4.92
AWL Words (academic)	502	1246	8887	10.68
Off-List words		2515	7754	9.32

Table 7: Vocabulary Profile of the RA Introductions

	Families	Types	Tokens	Percent
K1 Words (1-1000)	565	1099	15781	69.78
K2 Words (1001-2000)	145	247	755	3.34
AWL Words (academic)	323	678	2883	12.75
Off-List words		974	3197	14.14

As far as the readability of the texts was concerned, the RA introductions contained significantly (P-Value= 0.000) more sentences per paragraph (4.9) compared to the number of sentences in the PHDT introductions (3.3) (See Table 8). Moreover, the average number of words per sentence was significantly (P-Value= 0.000) more (29.7) in the RA introductions, compared to the number of words per sentence in the PhDT introductions (5.5). In addition, the average number of characters per word, which was 5.3 for the PhDT introductions, was 5.5 for the RA introductions. This difference was also found to be significant (P-Value= 0.000). Lastly, the number of passive structures was significantly (P-Value= 0.000) more in the RA introductions (29%) compared to the PHDT introductions (21%). These figures indicate that the RA introductions contained more passive structures, longer paragraphs, longer sentences and longer words than the PhDT introductions. Thus, the Flesch Reading Ease was found to be significantly (P-Value= 0.000) less for the RA introductions (20.7), compared to the PhDT introductions (32.3), which means that the RA

introductions in this study were more difficult to read than the PhDT introductions.

Table 8: Readability Statistics of the RA and the PhDT Introductions

	RAs	PhDTs
Averages		
Sentence per paragraph	4.9	3.3
Words per sentence	29.7	20.4
Characters per word	5.5	5.3
Readability		
Passive sentences	29%	21%
Flesch Reading Ease	20.7	32.3
Flesch-Kincaid Grade Level	12.0	12.0

The frequency lists obtained by using computer-supported corpus analyses tools provided a general idea about the most frequent content words, function words and word strings in the two sets of introductions. Tables 9-14 present (Appendix C) the most frequent 100 content words, function words and four-word strings in the RA and PhDT introductions. These lists were edited for the irrelevant off-list words such as proper nouns. More comprehensive, original versions can be seen in Appendices E-H. For the two corpora, the frequency lists of the function words contained almost the same set of items existing in almost in the same rank of frequency. However, these lists were not utilized as the primary source of reference for the description, comparison and categorization of the words included in the two corpora, since the articles and theses included in the corpora were not identical in terms of their content. Therefore, the data on these lists were integrated into the vocabulary profiling, readability statistics and the hand-

tagged analyses for the description, comparison and categorization of the words included in the two corpora.

4.2 Move Structure of the RA and the PhDT Introductions

The general Move-Step Structure Analysis (Swales, 2004) revealed that the three moves in the CARS Model, namely, M1, M2 and M3 existed in almost all of the research articles (See Table 14). In 23 out of 25 research articles, all three of these moves existed. However, only less than half of the PhDT introductions, 11 out of 25, contained all three of the moves. Specifically, the remaining 14 PhDT introductions did not contain a M2 (See Table 15). Although the M1-M2-M3 was the most common pattern in the RA introductions, other configurations such as M3-M1-M2 or M1-M3-M2 also occurred.

In the M1-M2-M3 pattern of the CARS Model, the authors establish territory (M1), claim interest or importance by referring to other investigators and by providing citations. They also make topic generalizations by providing statements about knowledge or practice.

In the second move (M2) of the M1-M2-M3 pattern, "establishing the niche", the authors create a research space for their studies by either indicating a gap in their field of study (M2S1A), by adding to what is known (M2S1B) or by presenting positive justification for the approach in their own research study (M2S2).

Following the two moves of the CARS Model (Swales, 2004), in the third move (M3) of the M1-M2-M3 pattern, the authors present their work by announcing their research descriptively. Moreover, in this move, they may present their research questions, hypotheses, clarify certain terms, announce principle outcomes, state the value of their research and outline the structure of the paper. However, as indicated by Swales (2004), these steps, except for "announcing the research descriptively" are optional.

Thirteen out of 25 RA introductions in the corpus had the M1-M2-M3 move structure pattern. In the remaining 12 RA introductions, there was a variety of different combinations, which made it hard to identify other patterns of frequent use. For instance, the M3- M1- M2 order occurred in 3 of the RA introductions and the M1- M3- M2 pattern occurred only once in the RA introductions corpus.

As far as the PhDT introductions were concerned, M1-M3 pattern was the most commonly preferred combination. In 9 out of 25 of the introductions, this pattern was employed without any cycling of the moves. In another 5 of the PhDT introductions, this move structure existed in a cycled fashion, M1-M3-M1-M3 being the most frequent pattern with 4 instances of occurrence.

As Tables 14, 15 indicate, cycling of the moves was a tendency for nearly half of the RA and the PhDT authors. In 10 out of 25 RA introductions, the three moves were cycled with a variety of different combinations. Similarly, in 12 out of 25 PhDT introductions, the moves were cycled.

As far as the cycled move units were concerned, excluding RA6 as an exception with 11 move units, the number of move units in the RA introductions ranged between 4 to 7. This value was 4 to 5 for the PhDT introductions, in which PhDT20 was an exception with 10 move units (See Tables 15, 16).

Table 15: Move Patterns and Number of Move Units in the Corpus of the RA Introductions

RA	Moves	Number of move units
RA1	1,2,3	3
RA2	1,3,2,3,2,3	6
RA3	1,2,3,1,3,2,3	7
RA4	1,2,3	3
RA5	1,2,3	3
RA6	1,2,1,2,1,2,1,2,1,2,3	11
RA7	3,1,2,3	4
RA8	1,2,3	3
RA9	1,3,2	3
RA10	1,2,3	3
RA11	3,1,3,1,2,1,2	7
RA12	1,2,3,1,3,1	6
RA13	1,2,3	3
RA14	1,2,3	3
RA15	1,2,3	3
RA16	1,3,2,3,2,3	6
RA17	1,2,3	3
RA18	1,3,2,3	4
RA19	1,2,3	3
RA20	1,2,1,2,3	5
RA21	1,2,3	3
RA22	1,3	2
RA23	1,2,3	3
RA24	1,3	2
RA25	1, 2, 3	3

Table 16: Move Patterns and Number of Move Units in the Corpus of the PhDT Introductions

Thesis	Moves	Number of move units
PhDT1	1,3	2
PhDT2	1,3,1,3	4
PhDT3	3,1,2,3	4
PhDT4	1,3	2
PhDT5	1,2,3,1,3	5
PhDT6	1,2,3	3
PhDT7	1,2,1,3	4
PhDT8	1,3	2
PhDT9	1,2,3	3
PhDT10	1,3	2
PhDT11	3,1,3	3
PhDT12	1,3,2,3	4
PhDT13	1,3	2
PhDT14	1,3,1,3	4
PhDT15	1,3	2
PhDT16	1,3	2
PhDT17	1,3	2
PhDT18	1,3	2
PhDT19	1,3,2,1,3	5
PhDT20	1,3,1	3
PhDT21	1,2,3,1,3,1,3,1,2,3	10
PhDT22	1,3,1,3,2,3	6
PhDT23	1,2,3,1,3	5
PhDT24	1, 3, 1, 3	4
PhDT25	1, 3, 1, 3	4

Further analysis of the moves in the two corpora with particular concentration on the step patterns revealed that the two genres shared a number of similarities in the preferred use of the steps. First of all, in both corpora, the second move (establishing the niche) was actualized through S1A (indicating a gap). The exercise of S1B (adding to what is known) was the dispreferred option in both corpora. In the same way, S2 (presenting positive justification) was preferred by only two authors of the RA introductions. This option was not exercised at all in the PhDT introductions. (See Tables 17, 18)

In addition to the steps within M2, the choice and frequency of steps in M3 (presenting the present work) were also quite parallel in the two corpora. As also indicated by Swales (2004) in the CARS Model, all of the RA and PhDT introductions contained the first step, S1(announcing present research descriptively) in the third move, (presenting the present work).

The least common steps were S3 (definitional clarifications) labeled as optional in the CARS Model and S5 (announcing principle outcomes) labeled as PSIF (probable in some fields, but unlikely in others). In fact, except for S1 and S4 (summarizing methods), the other steps S2, S3, S5, S6 and S7 were used systematically neither in the PhDT introductions, nor in the RA introductions. The use of these steps did not exceed 8 instances in both corpora. However, it should be noted that only S6 (stating the value of the present research) was found to be a slightly more common option for the authors of the RA introductions.

The analysis also revealed that the authors of both corpora utilized the steps in the third move in a variety of combinations and configurations. Thus, a general pattern in the use of steps for the third move (presenting the present work) was hard to identify for the introductions analyzed in this study.

Table 17: Move and Step Patterns in the Corpus of the RA Introductions

RA	The Move and Step Patterns
RA1	[M1], [M2S1A],[M3S1,S4,S3]
RA2	[M1], [M3S1], [M2S1A], [M3S6], [M2S1], [M3S6,S4,S7]
RA3	[M1], [M2S1A], [M3S1], [M1], [M3S4,S2], [M2S1A],[M3S3,S4,S2]
RA4	[M1], [M2S1A], [M3S1]
RA5	[M1], [M2S1A], [M3S1], [M3S4, S6]
RA6	[M1], [M2S1A], [M1], [M2S1A], [M1], [M2S1A], [M1], [M2S1A], [M1], [M2S1A],[M3S1,S6,S2]
RA7	[M3S1], [M1], [M2S1A], [M3S2]
RA8	[M1], [M2S1A], [M3S1S4S7]
RA9	[M1], [M3S1,S4,S5], [M2S1A,S1B]
RA10	[M1], [M2S1A],[M3S1,S7]
RA11	[M3S1], [M1], [M3S1], [M1], [M2S1A], [M1], [M2S1A]
RA12	[M1], [M2S1A],[M3S1,S5]
RA13	[M1], [M2S1A],[M3S1,S2]
RA14	[M1], [M2S1A],[M3S1,S4,S6]
RA15	[M1], [M2S1A],[M3S1,S4, S6]
RA16	[M1], [M3S1], [M2S1A], [M3S1], [M2S1A], [M3S1]
RA17	[M1], [M2S1A], [M3S1, S4, S5, S4, S5, S4, S5, S7, S4, S3]
RA18	[M1], [M3S1], [M2S1A], [M3S1,S1]

RA19	[M1], [M2S1A],[M3S1,S6]
RA20	[M1], [M2S1A], [M1], [M2S1A], [M3S1,S7]
RA21	[M1], [M2S1A], [M3S1,S4, S6]
RA22	[M1], [M2S1A],[M3S1,S7]
RA23	[M1], [M2S1A, S1B, S1A, S1B, S1A], [M3S1,S4, S2, S4]
RA24	[M1], [M3S1,S4]
RA25	[M1], [M2S1A],[M3S1,S6]

_____

Table 18: Move and Step Patterns in the Corpus of the PhDT Introductions

Thesis	The Move and Step Patterns
PhDT1	[M1], [M3S1], [M1], [M3S1, S4, S2, S3]
PhDT2	[M1], [M3S1], [M1], [M3S1, S4, S7, S1, S7, S4, S3]
PhDT3	[M3S3], [M1], [M2S1A], [M3S1, S6, S2, S3, S7]
PhDT4	[M1], [M3S1, S2, S3]
PhDT5	[M1], [M2S1A], [M3S1, S6], [M1], [M3S3
PhDT6	[M1], [M2S1A], [M3S1, S2, S1, S2, S1, S4, S3]
PhDT7	[M1], [M2S1A], [M1], [M3S1, S2, S6, S3]
PhDT8	[M1], [M3S1, S6, S2, S3, S7]
PhDT9	[M1], [M2S1A], [M3S1, S2, S3]
PhDT10	[M1], [M3S1, S2, S1, S3, S4]
PhDT11	[M3S1, S4], [M1], [M3S6]
PhDT12	[M1], [M3S1], [M2S1A], [M3S1, S2, S6, S

(Table 18 continued)

PhDT13	[M1], [M3S1, S6, S7, S6]
PhDT14	[M1], [M3S1], [M1], [M3S1, S4, S2, S3]
PhDT15	[M1], [M3S1, S4, S2, S7]
PhDT16	[M1], [M3S1, S4, S1, S5, S6, S3, S2]
PhDT17	[M1], [M3S1, S2, S3]
PhDT18	[M1], [M3S1, S6, S7, S6]
PhDT19	[M1], [M3S1, S6, S1, S2, S4, S1, S6], [M2S1A], [M1] [M3S4, S6]
PhDT20	[M1], [M3S1, S6, S1, S2, S1, S6, S3], [M1],
PhDT21	[M1], [M2S1A],[M3S6], [M1], [M3S1, S2], [M1], [M3S4], [M1], [M2S1A],[M3S7, S3]
PhDT22	[M1], [M3S1, S4], [M1], [M3S6, S1], [M2S1A], [M3S6,S3]
PhDT23	[M1], [M2S1A], [M3S1], [M1], [M3S1, S6, S1, S4, S6, S1, S4, S6]
PhDT24	[M1], [M3S1], [M1], [M3S1, S4]
PhDT25	[M1], [M3S1], [M1], [M3S1, S4, S2]

_____

4.2.1 Move Structure of the PhDT Introductions

The Move-Step Analysis (Swales, 2004) conducted so far confirmed Swales' (2004) description of the move structure for the RA. However, Swales' CARS Model did not completely account for the PhDT introductions analyzed in this study in several aspects, which resulted in the revision of the CARS Model to make it more compatible with the PhDTs introductions. In the course of the revision, moves and steps with

frequencies less than 25 (the total number of theses in the corpus) were regarded as "optional".

The first aspect subject to revision concerned two additional steps for Move 1 (establishing a territory). More than half (15 out of 25) of the introductions contained definition of one or more terms in M1. In most cases, this definition was integrated into the first move regardless of the existence of a "definition of terms" section in the third move (presenting the present work) (See Figure 9).

More than half of the PhDT introductions (14 out of 25) did not contain a M2 (indicating a gap). Most of the authors of the PhDT introductions did not tend to establish a niche in the research done previously. Instead, within Move 1, after establishing the territory, with increasing specificity, the authors (21 out of 25) tended to focus on the need for conducting their study. This need was in the form of a specific, local problem that motivated the author to conduct the study rather than an observed niche in the previous research. In 15 of the introductions, this step also existed under the sub-headings "The Problem" or "Problem Statement" or "Statement of the Problem" (See Tables 19, 20).

_____

Move 1 Establishing a territory (citations required) (obligatory)

         Via

        Step 1 Topic generalizations of increasing specificity (obligatory)

        **_Step 2 Definitional clarifications_ (optional)

        **_Step 3_ _Description of the local problem that lead to the study_ (optional)

Move 2   Establishing a niche (optional)

         Via

       S1 Indicating a gap in previous research (optional)

                                   Possible recycling
                                     of the moves

Move 3 Presenting the present work (obligatory) (citations possible)

           Via

        Step 1 (obligatory) Announcing present research descriptively

             and/or purposively

Possible   Step 2 (optional) Presenting RQs or hypotheses

recycling   Step 3 (optional) Summarizing methods

of the steps ******_Step 4 (optional) Stating assumptions_

        **_Step 5 (optional) Stating Limitations/Scope of the Study_

        Step 6 (optional) Stating the value of the present research

        Step 7 (optional) Definitional clarifications

        Step 8 (optional) Outlining the structure of the paper

* Steps 2-7 are not only optional but less fixed in their order of occurrence than others.

** The italicized steps are specific to the PhDTs analyzed in this study. They are non-existent in the original CARS Model (Swales, 2004: 232).

_____

Figure 9: **2004 Version of the CARS Model (Swales, 2004: 232) as Adapted to the PhDT Introductions in this Study**

Table 19: Frequency of the Sub-Headings in the Corpus of PhDT Introductions

Sub- Heading	Frequency
Background to the Study	22
Limitations	16
Assumptions	15
Definition of Terms	14
Purpose of the Study	11
Research Questions	9
Hypotheses	9
Scope of the Study	8
Statement of the Problem	7
Significance of the Study	7
Scope	4
Operational Definitions	4
Problem	4
Aim of the Study	3
Purpose of the Study	2
The Problem	2
Hypotheses of the Study	3
Aim	3
Aims of the Present Research	1
Overview of Methodology	1
General Research Questions	1
Purpose	1
Contributions of the Study	1
Organization of the Study	1
Definition of Specific Terms	1

(Table 19 continued)

Key Terms	1
Problem Statement	1
Overview of the Thesis	1
Method	1
Subjects	1
Instruments	1
Data Collection Instruments	1
Data Analysis	1
Analysis of the Data	1
Duration of the Study	1
List of Acronyms	1

Table 20: Frequency of the Sub-Headings in the Corpus of PhDT Introductions (Edited for Repetitions)

Sub- Heading	Frequency
Background to the Study	22
Definition of Terms	20
Purpose of the Study	20
Limitations	16
Statement of the Problem	15
Assumptions	15
Research Questions	15
Hypotheses	13
Scope of the Study	13
Significance of the Study	8

(Table 20 continued)

_____

Excerpts 1-13 are examples of Step 3, description of the local problem that led to the study. The problems discussed by the authors can be grouped in three categories.

The first category contains problems that are discussed to pinpoint a "problem" in language teaching in the national-level. Excerpts 1-7 are examples of such problems discussed in M1S3 of the PhDT introductions.

(1)

> *For years and years, foreign language has been intensively taught in Turkey both as a second language and as a medium of instruction. Nevertheless, teachers throughout the country have been complaining about their students' lack of communicative skills in English and their unwillingness to participate in any sort of discussion in the class. Why, then, one might ask, cannot the particular demands of learners of English still be satisfied whereas they are actively involved in language learning at almost all level of their training?…*

(Full text of this excerpt is available in Appendix C)

(PhDT19, 8)

(2)

> *However, since many language teachers and language teaching schools have not paid attention to the teaching of pronunciation until recently, English language teaching programs (especially those in private language teaching schools) in our country have become partially successful at producing fluent and accurate speakers of English, yet unintelligible speakers of English. This is, in fact, owing to the English teachers' lack of knowledge in phonetics and phonology….*

(Full text of this excerpt is available in Appendix C)

(PhDT10, 3)

(3)

> *It is a fact that English is one of the most important foreign languages taught at all levels of the educational system in Turkey. A great deal of effort and money has been spent in order to teach it effectively to Turkish students by both parents and the government…. Although the learners, the parents and the government are conscious of this phenomenon, the intended goals cannot be obtained adequately. One of the causes of this failure at the elementary education can be the course books followed and teaching activities they involve.*

(Full text of this excerpt is available in Appendix C)

(PhDT2, 2)

(4)

> *In our present education system, most teachers do not seem to be equipped with the necessary skills to educate and prepare future generations for the twenty-first century, the era of knowledge. In order to help our students to compete with the citizens of other developed countries in the field of knowledge*

and advanced technology, they must be properly educated to fully utilize higher order thinking skills and hence become critical thinkers. …Although we know that critical thinking is more important than rote memorization, not many teachers tend to teach critical thinking skills in their classes. As a result, our students lack learning the skills of questioning, researching, analyzing, interpreting and the like since we do not teach them how to process information…..

(Full text of this excerpt is available in Appendix C)

(PHDT9, 4)

(5)

This is also true of the majority of the Turkish EFL students who ostensibly have difficulty in using language for practical purposes when they have a message to get across. …

Although the aforementioned needs are so pressing and English is considered so important a subject in language education of Turkey, traditional EFL teaching methods and curriculum designers have been seriously disconnected from the rapid development of ideas underlying communicative language teaching.

Since most Turkish students' oral performance after six years of studying English is unsatisfactory, the effectiveness of their learning to speak English by memorising grammatical rules is seriously in doubt.…

(Full text of this excerpt is available in Appendix C)

(PHDT20, 4-5)

(6)

…The many faculties of education in Turkey are addressing this need and training English language teachers, yet there is no specific training for the trainers; that is to say, trainer training is a field all on its own but, unfortunately, there is no faculty or school that directly addresses this particular issue. …

(Full text of this excerpt is available in Appendix C)

(PhDT11, 12)

(7)

Taking into consideration the popularity and the widespread use of communicative tasks in EFL coursebooks and classrooms in a variety of educational institutions including preparatory schools at the level of higher education in Turkey, there arises a need to investigate nature of the teachers" and learners' perceptions of communicative tasks in EFL settings at this level.

(PHDT7, 6)

The second category concerns problems in the institutional level. The problems discussed in excerpts 8-12 belong to this category.

(8)

Regarding the less proficiency gains, students attending Eskişehir Anadolu University, Turkey can be a good example…. Observations show that even intermediate level students make errors in most grammatical structures. …

(Full text of this excerpt is available in Appendix C)
(PhDT8, 2)

(9)

For the past semesters, university supervisors have reported that the reflective papers that the student teachers wrote have been similar to narrative descriptions of events without any attempt to reflect critically about those events. …

(Full text of this excerpt is available in Appendix C)

(PHDT21, 20)

(10)

Taking into consideration the popularity and the widespread use of communicative tasks in EFL coursebooks and classrooms in a variety of educational institutions including preparatory schools at the level of higher education in Turkey, there arises a need to investigate nature of the teachers" and learners' perceptions of communicative tasks in EFL settings at this level.

(PHDT7, 6)

(11)

What's more, each university comes up with its own syllabi led by self-determined course objectives, so a variety of materials are being used for a variety of reasons, which means 'there is not a standard course book, either. …

(Full text of this excerpt is available in Appendix C)

(PHDT22, 2)

(12)

Bilkent University School of English Language, as mentioned previously, is an institution that offers training and development opportunities for all the teachers in the institution….. Hence, since there are a number of courses run every year, there is a need to maintain a standard across the institution with regard to effective training sessions and the qualities of good trainers. …

(Full text of this excerpt is available in Appendix C)

(PHDT23, 10)

The last category is about a personal drive or interest that motivates the author to conduct the study (See excerpts 13 and 14).

(13)

After teaching English at different levels for eight years, the researcher has noticed that even the students with high proficiency levels have some fears that affect their performances in language classes. Informal interviews of the researcher with students have shown that most of the students are affected from an apprehension about language….

(Full text of this excerpt is available in Appendix C)

(PHDT3, 4)

(14)

A Turkish Cypriot, I, grew up in a family where my father was a true bilingual in Turkish and Greek and proficient in English. …Moreover, everybody around me both educated and uneducated can speak some English, and some of them even some Greek. Therefore, I felt the need to understand the language situation in Cyprus and how it evolved.

(Full text of this excerpt is available in Appendix C)

(PHDT18, 7)

The third move (presenting the present research) was also revised in a way to account for the steps that were preferred or dispreferred by the authors of the PhDT introductions (See Table 21). There were mainly two steps that were non-existent in the RA introductions, but that were frequently used in the PhDT introductions. These were: stating assumptions, stating limitations and stating the scope of the study. These steps were added to the list of the optional steps in Move 3 (See Figure 8).

Each of these steps was used in more than half of the 25 introductions. Limitations and scope of the study were stated in 18 of the introductions and the authors stated their assumptions in 15 of their introductions. In some of the introductions these steps were made explicit also through sub-headings (See Tables 19, 20). However, as far as the sub-headings "the limitations" and "the scope" were concerned, the distinction between the two was most of the time blurred. Therefore, in the move-structure model, the two were indicated as one single step, Step 6 (Stating the limitations/scope of the study).

"Stating the assumptions" was another step that was unique to the PhDT introductions. In this step, the author, in a proactive fashion eliminated

possible questions or criticisms that would have a negative impact on the reliability of the methods, research tools or validity of the findings. For instance in Excerpt 15, the author assumes that short stories are valuable and suitable authentic tools for language classes, before s/he conducts a study to revise a course that aims to teach English through short stories. Similarly, in Excerpt 16 the author assumes that the students who participated in the study answered the items on the inventories carefully and accurately. Excerpts 15-21 are some of the examples of Step 4, "stating assumptions".

(15)

> *In the course of this study the following assumptions will be undertaken:*
> *Literary texts are valuable authentic sources for both teachers and teacher trainees.*
> *Short stories are potentially suitable texts to be used for both training and teaching purposes in EFL, ESL, and English as the mother tongue context. …*

(Full text of this excerpt is available in Appendix C)

(PhDT22, 5)

(16)

> *During the conduct of this study, it is assumed that the students who participated in this study answered Maudsley's Personality (introversion-extroversion) inventory, Barsch's Learning Styles Inventory and Rebecca Oxford's Learning Strategies Inventory carefully, accurately and their success is evaluated accurately according to the given standards and criteria discussed in 'Methodology' for students studying in every faculty.*

(PhDT12, 10)

(17)

There are two assumptions in this study. These are displayed as follows:

1. *It is more likely than not that the learners have a different perception of language and learning from the teachers….*
2. *Communicative tasks are an area where a potential mismatch between teacher intention and learner interpretation occurs, as revealed by Kumaravadivelu (1991) and Breen(1987).*

(Full text of this excerpt is available in Appendix C)

(PhDT7, 13)

(18)

1. *The sample is large enough to represent the population.*
2. *It is assumed that all the statements and questions were answered sincerely and correctly by students, parents and teachers.*

(PhDT17, 42)

(19)

During the conduct of this study, it is assumed that the students who participated in this study answered Maudsley's Personality (introversion-extroversion) inventory, Barsch's Learning Styles Inventory and Rebecca Oxford's Learning Strategies Inventory carefully, accurately and their success is evaluated accurately according to the given standards and criteria discussed in 'Methodology' for students studying in every faculty.

(PhDT12, 8-9)

(20)

It is assumed that this methodology, consisting of a systematic procedure workshop, will prove quite successful in

translation classes in terms of students' success and the quality of their work (see Section 3.3).

<div align="right">(PhDT16, 13)</div>

(21)

In the course of the study, the following assumptions will be undertaken:

…

3) In foreign language teaching, the teaching activities are a very important part of the teaching process, and should cover the needs of the learners.

....

4) The questionnaire designed for the study to collect the data is valid and reliable. It is also assumed that the responses to this questionnaire reflect the real and sincere opinions of the participants.

(Full text of this excerpt is available in Appendix C)

<div align="right">(PhDT2, 4)</div>

Both the limitations and the scope of the study concerned the factors that decreased the generalizability power of the findings. The authors expressed their reservations in claiming that the findings in their study could be applicable to other contexts. There is a subtle difference in the meanings of two concepts "scope" and "limitation", although used interchangeably by some of the authors in this study. In talking about the "scope", the authors emphasized the general aim of the study and stated that their study does not want to investigate issues beyond that stated aim. Excerpts 22-24 are examples of such instances. However, the limitations were more concerned

with the research methods such as the quality or quantity of subjects, data, the research tools or data analyses methods and the factors. In excerpts 25-36, the authors state the limitations as regards their research studies.

In the categorization of the excerpts, the sub-headings used in the introductions were disregarded, since not all authors preferred to use sub-headings. Moreover, the sub-headings in some cases did not account for the move or the step as defined in the CARS Model (Swales, 2004).

(22)

The scope of this research covers 100 vocational freshman and/or sophomore students studying Engineering, Fine arts, Business Administration, Economics, Education and Humanities and Letters at Bilkent University where the medium of instruction is English. …The following factors will not be taken into consideration throughout the study:

1. Motivation

…

This study will not concentrate on the students who are novice, elementary or intermediate level students who study at Bilkent Preparatory Program.

…

(Full text of this excerpt is available in Appendix C)

(PhDT12, 8-9)

(23)

In the study, there is a constraint related to the scope of the study, which constitutes the second limitation. The study is concerned with teachers' and students' perceptions of the effectiveness of the four types of communicative tasks in the

ELT coursebook called Language in Use Intermediate Classroom Book by Doff & Jones (1994). aiming at improving the oral language skills of students in the elementary and intermediate group classes at the DBE. METU -planned, unplanned, open and closed tasks. Hence, the communicative tasks in the coursebooks dealing with the reading and writing skills in both groups' programs are beyond the scope of this study.

(PhDT7, 13-14)

(24)

Williams and Burden (1997) state that learners bring to the task of learning various characteristics such as age, gender, personality, motivation, self-concept, life experience, and cultural background, all of which influence the way they learn. They claim that individuals construct their own meaning from their own learning. However, these extraneous variables are not taken into account in this study since they do not constitute the main focus of this study.

(PhDT17, 42)

(25)

The limitations of this study is that only the teachers and trainers at Bilkent University are given the questionnaires. ….. Therefore, the results may not be generalisable to other institutions. …Since the researcher had three groups of informants, only the data collected from the ICELT teachers and the DELTA teachers could be analysed through the chi-square.…

(Full text of this excerpt is available in Appendix C)

(PhDT23, 11)

(26)

To begin with, as the aim is to suggest a syllabus, it is inevitable to search for the real inspiration, beliefs, and viewpoints which caused YÖK to introduce a short story course at ELT departments.

However, YOK cannot offer much help because the World Bank did not leave any documents behind after the project completed. …

Secondly, appearing first in the 19th century, modern short story is one of the newest genres, but it can still offer a vast amount of examples….. Similarly, the literature offers a great deal on short story analysis but not much on teaching. …

(Full text of this excerpt is available in Appendix C)

(PhDT22, 5)

(27)

The findings of this study are limited to the group of students who study English at Bilkent University First Year English Program in five different faculties which are; Economics, Engineering, Business Administration, Art -Design - architecture and Humanities and Letters….. Though the findings would not be applicable and could not be generalized to the entire university population, subjects from five different faculties provide the readers a further understanding and spectrum of what the general picture about this subject can be at the university level. Moreover, because of certain limitations and privacy issues, which personality type is successful in which language skill (reading, writing, listening, and speaking) could not be tested.

(Full text of this excerpt is available in Appendix C)

(PhDT12, 10)

(28)

There are several limitations in the study. …Only the participants from the DBK took part in the study. The total number of students and teachers in the study was 91 and 16 respectively. Administrative constraints rendered it hard to enlarge the size of the sample in the study by including participants from other departments of METU or from other universities. …
The final limitation in the study is concerned with the number of the communicative tasks in the study. Due to the time constraint in the study only eight tasks were subjected to the quantitative and qualitative analysis.

All the limitations mentioned above might have a restricting impact on the study. It is nevertheless, believed that the research will still yield valid and reliable findings as a result of certain variables being controlled, the use of two different groups of participants, as well as reliable data collection methods.

(Full text of this excerpt is available in Appendix C)

(PhDT7, 13-14)

(29)

The first limitation to the study is that the subjects' attitude towards learning English as a second language may be different from the other learners since the subjects of this study will be English teachers after they complete their undergraduate education. For that reason, the results of the study may not represent all the students that are learners of a second language. Another limitation is that the number of the population may not represent all the students of the ELT Departments at the Education Faculties in Turkey.

(PhDT3, 6)

(30)

Apart from delimitation of time and resources, the study is limited to the third-year students at the ELT Department of Çukurova University. …The applicability of the results to other ELT departments may need further study to make a sound generalization.

(Full text of this excerpt is available in Appendix C)

(PhDT16, 13)

(31)

An important limitation of this study is that only certain grammatical constructions such as phrases, clauses or embedded sentences are taken into consideration to be analyzed in writing, not all the grammatical constituents in English (see Appendix 16).
The students' previous writing experiences are not taken into account. …
(Full text of this excerpt is available in Appendix C)

(PhDT14, 15)

(32)

> *The research centers on "K - 12 Grades" DoDDS students and is designed to illuminate practices at DoDDS Turkey District including the schools located in Ankara, Izmir and Adana. The research does not include the other Mediterranean schools in Bahrain, Spain, Greece. Italy, etc. The sample population includes only the "K. - 12 Grade Students" in Ankara, Izmir and Adana. Kindergarten students are selected for the research, too.*

<div align="right">(PhD17, 42)</div>

(33)

> *The scope of the study is given below:*

> *1- Individual differences are not taken into account.*

> …

> *2- In this study, input is controlled, not spontaneous. In the future studies, spontaneous input can be used by adding oral tasks.*

(Full text of this excerpt is available in Appendix C)

<div align="right">(PhDT8, 8)</div>

(34)

> *…The student- teachers were asked whether or not and how their mentors had influenced them. However, this aspect was not explored in an in-depth manner…. Appointments with the participants for the first and the second rep-grid applications were arranged. For each contact, contact summary sheets were filled (see Appendix C). All these procedures were rather occupying, and made it impossible to work with a larger population. A greater number of participants would have let the researcher have a broader frame of the happenings, which might make the study findings more generalisable. However, in this study, the amount of data to be collected made it impossible.*

(Full text of this excerpt is available in Appendix C)

(PhDT6, 7-8)

In addition to the revisions made in the first, second and third moves, the way the moves and the steps were cycled also had to be revised for the PhDT introductions. Since the cycling of the moves and steps was more frequent for the PhDT introductions, more arrows indicating the direction of the flow were placed on the CARS Model (See Figure 8).

Lastly, Step 5 (announcing principle outcomes) was totally removed from in the revised CARS Model (Swales, 2004) for the PhD theses since this step existed in only one of the analyzed introductions (See Figure 8).

Table 21: M3 Steps Found in the Corpus of the RA and the PhDT Introductions

_____

	* Frequency of RAs	* Frequency of PhDTs
S1	25	25
S2	6	15
S3	3	10
S4	10	12
S5	3	1
S6	6	8
S7	5	6

* The total number of texts in each corpus was 25. This table reports the number of texts in each corpus that contain each listed step. Possible cycling of the steps is not taken into consideration.

S1: Announcing present research descriptively
S2: Presenting RQs or hypotheses
S3: Definitional clarifications
S4: Summarizing methods
S5: Announcing principle outcomes
S6: Stating the value of the present research
S7: Outlining the structure of the paper

(Swales, 2004)
_____

4.3 Ways of Establishing the Niche in the RA and the PhDT Introductions

The general Move-Step Structure Analysis (Swales, 2004) revealed that the three moves in the CARS Model, namely, M1, M2 and M3 existed in almost all of the research articles. In 23 out of 25 research articles, all three of these moves existed. However, only less than half of the PhDT introductions, 11 out of 25, contained all three of the moves. Specifically, the remaining 14 introductions in the PhDT corpus although contained M1 and M3, did not contain a M2. Thus, M2, establishing the niche, was the

most important discoursal element that marked the variations in the move structure of the RA and the PhDT introductions analyzed in this study.

Table 22 provides a brief comparison of the frequency of each establishing the niche key signal (Swales, 1990) for the RA and the PhDT introductions. These key signals are presented in their full context in excerpts 35-107 in Appendix D. For both the RA and the PhDT introductions, "establishing the niche in the previous studies through negative or quasi negative quantifiers" was the most common option, which is followed by "lexical negation". As Table 22 also indicates, for the authors of the RA introductions, contrastive comments were the third most commonly preferred way of establishing the niche. In the PhDT introductions, however, the most common third option was negation in the verb phrase. Table 23 presents the type and frequency of the key signals in the RA and PhDT introductions.

Table 22: Frequency of the Key Signals for Establishing the Niche in the RA and the PhDT Introductions

Type of Signal	PhDT	RA
Negative or quasi-negative quantifiers	5	16
Lexical negation	4	14
Negation in the verb phrase	3	8
Questions	3	6
Expressed needs/desires/interests	1	3
Logical conclusions	-	-
Contrastive Comment	-	9
Problem raising	-	2
Total number of M2 statements	16	68

Table 23: Establishing the Niche- Key Signals

_____

Negative or quasi-negative quantifiers

PhDT

                                            No (1)

                                            Not even (1)

                                            None (of) (1)

                                            Not much (1)

                                            Only (1)

RA

                                            No (4)

                                            Little (4)

                                            Few/very few (3)

                                            (Not) much (2)

                                            Only (3)

                                            Small number (1)

Lexical Negation

Adjectives

PhDT   Mixed (1)

                                            Confusing (1)

                                            Problematic (1)

                                            Contradicting (1)

                                            Unsatisfactory (1)

RA   unclear (1)

                                            rare   (1)

                                            hazy (1)

                                            problematic (3)

                                            unsatisfactory(2)

(Table 23 continued)

	scarce (1)

Verb-Phrase

PhDT	not examined (1)
	not received (1)
	not been carried out (1)
RA	not consider (1)
	not been adequately defined (1)
	hardly received (1)
	not established (1)
	not really take seriously (1)
	can no longer provide (1)
	not been empirically tested (1)

Verb

PhDT	-
RA	failed (2)
	fell into the trap (2)
	ignored (1)

Noun

RA	
	limitation (1)
	lack (1)

_____

85

4.4 Citations

In the corpus of the PhDT introductions comprising 2963 sentences, the authors referred to 413 different sources. In other words, around 20% of the statements was attributed to a source. For the RA introductions consisting of 556 statements, 426 different sources were attributed by the authors. This means that the authors referred to a source in 76.6% of the statements in the corpus. To put it differently, the authors of the RAs made reference to a source in every 1.3 sentences of their introductions, while this ratio was one in every 7 sentences in the PhDT introductions.

The analysis of the citations, namely, the distribution of the integral, non-integral, reporting and non-reporting citations (Swales, 1990), indicated significant differences also in the way the authors of the RA and the PhDT introductions made reference to previous research. The frequency of each citation type, the authors' repertoire of reporting verbs and their choice of tense in their citations signaled dissimilarities.

The authors of the RA introductions preferred non-integral and non-reporting citations. The authors of the PhDT introductions, on the other hand, preferred integral and non- reporting citations.

Out of a total of 180 citation statements in the RA introductions, 68 (37.7%) were integral. In the corpus of PhDT introductions, however, 286 (62.2%) of a total of 459 citation statements were integral. Moreover, 80 (44.4%) of a total of 180 citation statements in the corpus of RA introductions were reporting. Nevertheless, this was a much less frequent option, 110 (23.9%), in the PhDT introductions which contained 459 citation statements (See Figure 10).
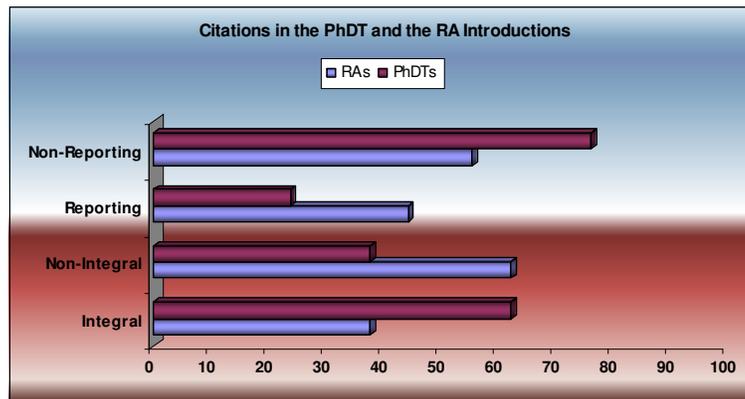
Figure 10: Citations in the PhDT and the RA Introductions

The reporting verbs used in the citations in the two corpora did not signal extensive variations (See Tables 24-27). The authors of the PhDT introductions used the same set of reporting words with authors of the RA introductions. However, the authors of the RA introductions used the verbs in more variety (52 different verbs in 86 reporting verbs), compared to the authors of the PhDT introductions (42 different verbs in 89 reporting verbs).

Table 24: Reporting Verbs Used in the Citations of the PhDT Introductions
_____

1- address (1)

2- aim (1)

3- analyze (3)

4- analyzed (1)

5- argues (1)

6- argued (5)

(Table 24 continued)

7- centered on (1)

8- challenge (1)

9- classified (1)

10- collected (1)

11- conclude (2)

12- considered (2)

13- consulted (1)

14- critique (1)

15- defined (1)

16- demonstrate (1)

17- demonstrated (1)

18- describes (1)

19- described (1)

20- differ from (1)

21- disputed (1)

22- draws (attention to) (1)

23- encouraged (researchers to examine) (1)

24- examine (2)

25- explored (2)

26- failed (1)

27- focused on (1)

28- finds (1)

29- found (4)

30- generate (1)

31- highlights (1)

32- identify (1)

33- identified (1)

34- indicate (2)

(Table 24 continued)

35- indicated (2)

36- investigate (2)

37- investigated (1)

38- looked at (1)

39- maintained that (1)

40- measure (1)

41- notes (2)

42- noted (1)

43- observe (1)

44- observed (1)

45- offer (1)

46- points out (1)

47- pointed out (2)

48- propose (1)

49- proposed (2)

50- provided (evidence) (2)

51- put forward (1)

52- raise (concerns) (3)

53- reported (2)

54- represented (1)

55- revealed (1)

56- review (1)

57- shows (1)

58- shown (1)

59- states (1)

60- studied (1)

61- suggest (2)

62- surveyed (1)

_____

Table 25: Reporting Verbs Used in the Citations of the PhDT Introductions
_____

1- adds (1)

2- advocate (1)

3- agrees (2)

4- argue (6)

5- argued (1)

6- believe

7- claim (4)

8- claimed (2)

9- concluded (4)

10- confirmed (1)

11- deems (important) (1)

12- define (2)

13- defined (2)

14- delineate (1)

15- describe (1)

16- displays (1)

17- distinguishes (1)

18- draw (attention) (1)

19- emphasize (2)

20- examined (1)

21- explain (1)

22- express (1)

23- focus (1)

24- focused (1)

25- found(1)

26- illustrated (1)

27- include (1)

(Table 25 continued)

28- indicates (1)

29- label (1)

30- look at (1)

31- look into (1)

32- maintain (1)

33- makes (clear) (1)

34- mention (1)

35- notes (1)

36- point out (12)

37- pointed out (4)

38- present (1)

39- put forward (1)

40- refer to (1)

41- revealed(1)

42- show (1)

43- state (3)

44- stated (2)

45- stresses (2)

46- suggest (6)

47- suggested (3)

48- underline (1)

_____

Table 26: The Most Frequent First Five Verbs Used in the Citations of the RA Introductions

_____

Verb	Frequency
1- argue/argued	6
2- find/found	5
2- analyze/analyzed	4
4- indicate/indicated	4
5- investigate/investigated	4

_____

Table 27: The Most Frequent First Five Verbs Used in the Citations of the PhDT Introductions

_____

Verb	Frequency
1- point/pointed out	16
2- suggest/suggested	9
2- argue/argued	7
3- claim/claimed	6
4- state/stated	5
5- define/defined	4

_____

The analyses of the citations in the two corpora revealed two other aspects of dissimilarity in the way the authors cited from other sources. The authors of the PhDT introductions had a remarkable tendency in exercising secondary citation in their introductions. Fifty-nine of the 413 sources

(14.2%) were cited from other sources and were marked with the string "cited in" or "in" with the original source (See excerpts 108-111). This tendency was not found to be significant for the RAs (less than 3 percent). The other dissimilarity concerned the frequency of explicit quotations. In the corpus of the RA introductions, only 4 (5%) out of 180 citations were explicit quotations. This was 67 (14.5%) in the corpus of the PhDT introductions which contained a total of 459 citation statements (See Excerpt 112).

(108)

> *For example, student- teachers' ideologies are resistant to change (Zeichner and Liston in Ulla, Peltokallio and Paivi, 2000).*
>
> (PhDT6, 4)

(109)

> *Initially, formal English grammar instruction was considered as a means to improve the written compositions of students because of the teacher's intuitive sense that somehow and somewhere there was a relationship between mastery of grammar and effective writing (O'Hare cited in Laframboise, 1989, p. 24).*
>
> (PhDT14, 1)

(110)

> *Gordon Allport (1961) in Carver (2000:5) defines personality as; ... a dynamic organization, inside the person, of psychological systems that create the person's characteristic patterns as behaviour, thoughts, and feelings."*
>
> (PhDT12, 5)

(111)

> *Among the many aspects of language and society interaction that sociolinguistics targets as its research agenda has been the "systematic covariance of linguistic structure and social structure" (Bright cited in Haugen,*

1987, p. 48) and as Haugen (1987) puts it "diversity and uniformity" (p. 48) in the language behaviour of a society.

<div align="right">(PhDT18, 5)</div>

(112)

In this respect, Gardner states:

There are important reasons for considering the theory of Multiple Intelligences and its implications for education. First of all, it is clear that many talents, if not intelligences, are overlooked nowadays; individuals with these talents are the chief casualties of the single-minded, single funneled approach to the mind. There are many unfilled and poorly filled niches in society and it would be an opportunity to guide individuals with the right set of abilities to these billets (1991: 164).

<div align="right">(PhDT12, 5)</div>

4.5 Verb Tenses in the RA and the PhDT Introductions

The frequency count of the occurrence of the verb tenses in the two corpora revealed a fairly similar pattern for the PhDT and RA introductions as far as the tense choice and frequency were concerned. As Figures 11 and 12 indicate, the most frequent tense was the Simple Present Tense in both corpora. In both corpora, Simple Present Tense was followed by Simple Past Tense and Present Perfect Tense. However, the distribution of the tenses was found to be more even for the RA introductions.

In the corpus of the PhDT introductions, 2750 (86%) out of 3196 sentences were in the Simple Present Tense. The remaining sentences were in the Simple Past Tense (243, 8%), Present Perfect Tense (138, 4%), Future Tense (64, 2%) and in the Present Continuous Tense (7 sentences). For the RA introductions, however, out of 556 sentences, 328 (60%) were in the Simple Present Tense. The remaining 228 sentences contained 108 (19%) sentences in the Simple Past Tense, 85 (15%) in the Present Perfect Tense, 27 (5%) in the Future Tense and 8 (1%) in the Past Perfect Tense.
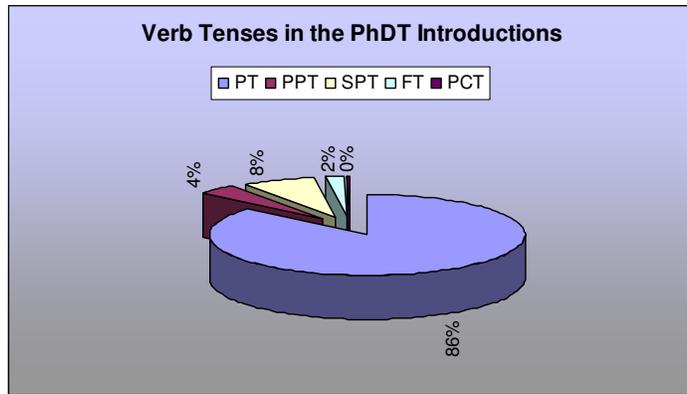
PT: Present Tense
PPT: Present Perfect Tense
SPT: Simple Past Tense
FT: Future Tense
PaPT: Past Perfect Tense

Figure 11: Verb Tenses in the PhDT Introductions
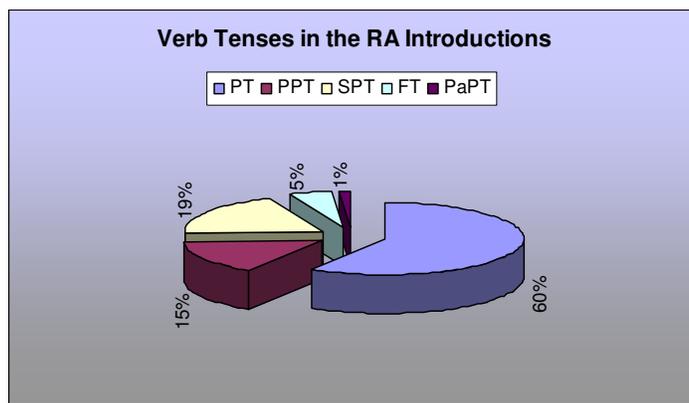
PT: Present Tense
PPT: Present Perfect Tense
SPT: Simple Past Tense
FT: Future Tense
PaPT: Past Perfect Tense

Figure 12: Verb Tenses in the RA Introductions

The analysis of the frequency of the tenses within each move indicated that the moves and steps in both corpora were marked with the predominant use of certain tenses (see Tables 28, 29). In general, in line with the percentages indicated in Tables 25 and 26 Simple Present Tense was predominantly preferred by the authors of both corpora in all three moves and Simple Past Tense was the second most frequently preferred tense. The only exception was the step of "summarizing methods" within the third move (step 3 in the PhDTs and Step 4 in RAs), which is in the Simple Past Tense in both corpora.

However, as far as the second step, presenting research questions and/or hypotheses, was considered, the authors of the PhDT and the RA introductions preferred different tenses. The second step within the third move, presenting research questions and/or hypotheses, was in Simple Present Tense in the PhDT introductions (100%). However, for the RA introductions, the research questions and/or hypotheses were in most cases in Simple Past Tense (15 out of the 25 Step 2 sentences).

Table 28: Frequency of Verb Tenses within the Moves of the RA Introductions
_____

M1 (Establishing a territory)

1. PT (61.3%)

2. PPT (21.5%)

Total: 305 sentences

M2 (Establishing a niche)

1. PT (58.9%)

2. PPT (25.6%)

Total: 78 sentences

(Table 28 continued)

M3 (Presenting the present work)

1. PT (54. 9%)

2. SPT (29. 4%)

Total: 173 sentences

M3S1 (Announcing present work descriptively and/or purposively)

1. PT(79%)

2. SPT(17.7%)

Total: 99 sentences

M3S2 (Presenting RQs or hypotheses)

1. SPT (*15)

2. PT (5)

Total: 26 sentences

M3S4 (Summarizing methods)

1. SPT (10)

2. FT (7)

Total: 17 sentences

M3S5 (Announcing principle outcomes)

1. SPT (8)

2. PT (4)

Total: 15 sentences

M3S7 (Outlining the structure of the paper)

1. FT (7)

2. PT (2)

Total: 9 sentences

* Frequencies less than 30 are not converted into percentages.

PT: Present Tense
PPT: Present Perfect Tense
SPT: Simple Past Tense
FT: Future Tense
PaPT: Past Perfect Tense

_____

Table 29: Frequency of Verb Tenses within the Moves of the PhDT Introductions

_____

M1 (Establishing a territory)

1. PT (1743, 84.43%)

2. PPT (122, 54.8%)

Total: 2068 sentences

M2 (Establishing a niche)

1. PT (*9)

2. PPT (4)

Total: 14 sentences

M3 (Presenting the present work)

1. PT (996, 89.4%)

2. SPT (67, 6%)

Total: 1114 sentences

M3S1 (Announcing present work descriptively and/or purposively)

1. PT (223, 90.3%)

2. SPT (19, 7.9%)

Total: 247 sentences

M3S2 (Presenting RQs or hypotheses)

1. PT (182, 100%)

Total: 183 sentences

M3S3 (Summarizing methods)

1. SPT (43, 51.8%)

2. FT (31, 37.8%)

Total: 83 sentences

M3S6 (Stating the value of the present research)

1. PT (21, 63.6%)

2. FT (10, 30.3%)

(Table 29 continued)

Total: 33 sentences

M3S7 (Definitional clarifications)

1. PT (565, 99.2%)

Total: 569 sentences

* Frequencies less than 30 are not converted into percentages.

PT: Present Tense
PPT: Present Perfect Tense
SPT: Simple Past Tense
FT: Future Tense
PaPT: Past Perfect Tense

_____

4.6 Presenting the Present Work- Author's Claim in Move 3

According to Swales (1990) and Myers (1985), the verbs used in reporting research signal the degree of author's commitment and claim about the research presented. For instance, the use of some verbs like *show, demonstrate* or *establish* asserts the author's high-level claims about the research, while others like *suggest, propose* or *examine* signal low-level claims. The analyses of the verbs used in presenting research produced no significant variations in the level of the authors' claims and commitment (See Tables 30, 31).

The only variation concerned the number and variety of the verbs used by the authors. The authors of the RA introductions used relatively more verbs than the authors of the PhDT introductions when presenting their research. In the corpus of RA introductions, the authors presented their research in 79 instances by using 40 different verbs. However, the authors of the PhDT introductions used 28 different verbs in 63 instances. This meant that 50.63% of the verbs in the RA corpus were used only once, while this ratio was 44.44% in the PhDT corpus (See table 32).

Table 30: Verbs used in M3S1, Presenting the Present Work, in the Corpus of the RA Introductions

_____

Contribute (7 instances)

This study **contributes** to the emerging body of research on… (1)

This single case study **contributes** to the emerging body of research on…(1)

This paper **contributes** to further understanding of … (3)

Through empirical results, this study **contributes** valuable information on …(1)

The present study will **contribute** an alternative approach to…(1)

Examine (7 instances)

Using…, the study **examined** whether…(1)

I'll **examine** the differences… (1)

The goal of the present paper is to **examine**…(1)

The present study **examined**…(1)

X was **examined**. (1)

This study **examines**…(1)

Also **examined** were…(1)

Attempt (noun, verb) (6 instances)

In an **attempt** to **determine** why…(1)

This article **describes** an **attempt** to…(1)

The present study is an **attempt** to **address**…(1)

The present study attempted to **determine**…(1)

(Table 30 continued)

Making an **attempt** to test this hypothesis the present research employed…(1)

The present paper **attempts** to shed light on…(1)

Investigate (5)

This study **investigated**…(1)

The present work **investigates**…(1)

…will be **investigated**(1)

The present study **investigates**…(1)

This study begins to address these issues by i**nvestigating**…(1)

Show (4 instances)

As I will **show**, …(1)

It's **shown** that…(1)

This study **showed** some clear areas of success in its attempts to …(1)

This paper aims to **show**…(1)

Introduce (2 instances) (1)

This study **introduces**…(2)

Exemplify (2)

The paper **exemplifies**…(1)

This paper **exemplifies** one way of…(1)

Reconsider (2 instances)

This study **reconsiders** the significance of…(1)

This study **reconsiders** the significance of …(1)

Address (2 instances)

(Table 30 continued)

This study **addresses** the issue of …(1)
This study **addresses** the issue of …(1)

Expect (2 instances)
It was **expected** that X would be different from Y. (1)
It was **expected** that…(1)

Analyze (2 instances)
We **analyze** the effect of …(1)
X was **analyzed**. (1)

Explore (2 instances)
This paper **explores** the role of…(1)
I will **explore**…(1)

Obtain (2 instances)
I **obtained** evidence about…(1)
I **obtained** knowledge about…(1)

Miscellaneous (27 instances)
This article **aims** to **shed light on**…(1)
This study **aims** to **find out**…(1)
This study **fills this gap** by…(1)
Far from suggesting that…., this **indicates**…(1)
Some tentative **suggestions will be made** as to…(1)
The purpose of the study described here was to **find** if…
We **make a proposal** for…(1)
I will **discuss**…(1)
…will be **identified**(1)
(Table 30 continued)

I **compare**…(1)

The analysis will **seek** to…(1)

X was **studied**. (1)

X was **measured**. (1)

This article focuses on … to **determine**…(1)

This article **emphasizes**…(1)

The primary **purpose** of this paper is…(1)

I will empirically **demonstrate**…(1)

X **will be compared** to Y. (1)

The paper **proceeds** with a brief review of…(1)

In this paper an experiment that tests X is **carried out**. (1)

X was critical to **diagnose** Y. (1)

This hypothesis **was tested** in this research. (1)

These variables allowed us to **quantify** …(1)

With this in mind, an **answer may be given** to these important RQs. (1)

This article **focuses on** examining what X can tell us. (1)

The findings **provided** direction for…(1)

It also **suggested**…(1)

_____

Table 31: Verbs used in M3S1, Presenting the Present Work, in the Corpus of the PhDT Introductions
_____

Investigate (10 instances)

The main purpose of this study is to **investigate**…(2)

The present study aims at **investigating**…(1)

The purpose of this research is to **investigate**…(1)

This study aims to **investigate**… (3)

(Table 31 continued)

This study aims to **investigate**…(1)

The aim in this study is to **investigate**(1)

The main aim of this study is to **investigate**(1)

Attempt (7 instances)

This study **attempts to find out**… (2)

This research study **attempts to explore**…(1)

I **attempted to** study…(1)

This study specifically **attempts to investigate**…(1)

In this study it is **attempted to**… (2)

Help (4 instances)

This dissertation aims at **helping**…(1)

…may indirectly **help** for the resolution of …(1)

Another case of…will **help** us understand this phenomenon better. (1)

The study will **help** us to see…(1)

Contribute (4 instances)

The **knowledge** and **insight** gained from this study can **contribute** to a more general understanding of…(1)

It is thought that this study will **contribute** to the field of…by highlighting…(1)

…is believed to **contribute**…(1)

It is believed that the findings will **contribute**…(1)

Find out (4 instances)

This dissertation aims at **finding** answers to…(1)

This dissertation aims to **find out**… (2)

The aim of this study is to **find out**…(1)

Gain insights (3 instances)

The purpose of this study as to **gain a deeper insight of**…(1)

The **insights gained** through this study will…(1)

The study will not only **bring insights**…but also **add to our knowledge** about…(1)

Seek (3 instances)

This study **seeks r**esponses to…(1)

In this study we **seek** to understand the nature of…(1)

This study **seeks to examine and discuss**…(1)

Provide (3 instances)

This study may also **provide** some information to …(1)

This study aims to **provide** a broad description of…(1)

The study will **provide** rich data for…(1)

Use (2 instances)

The findings of the study can be **used** to…(1)

The findings might be **used** as a model for researchers who might investigate…(1)

Describe (2 instances)

Specifically, the study **tried to describe**…(1)

This study is intended to **describe and evaluate**…(1)

Miscellaneous (18 instances)

The researcher **wanted** to understand better how…(1)

The main **concern** of this dissertation is to…(1)

This study **examines**…(1)

This study **explores**…

This study aims to **define**…(1)

This study aims to **draw a general frame of**…(1)

…expected to be beneficial…(1)

This study aims to **make suggestions** to…(1)

This doctoral dissertation primarily concentrates to **establish**…(1)

This study aims to **suggest**…(1)

X and Y has been chosen as the focus of this research. (1)

This study aims to **evaluate**…(1)

It is the intention of this study to **disclose**…(1)

The study will **enhance** our understanding of…(1)

This study will be the first in the field of …that will **enlighten**…with regard to…(1)

The purpose of this study is to **test**…(1)

This study was the first study done on…(1)

The present study has **added** a different perspective to the research concerning…(1)

_____

Table 32: The Most Frequent Verbs Used in M3S1, Presenting the Present Work, in the Corpus of the RA and the PhDT Introductions
_____

PhDT Introductions	RA Introductions

_____

1. Investigate (10)	1. Contribute (7)
2. Attempt (7)	2. Examine (7)
3. Help (4)	3. Attempt (6)
4. Contribute (4)	4. Investigate (5)

(Table 32 continued)

5. Find out (4)	5. Show (4)
6. Gain (insights) (3)	6. Introduce (2)
7. Seek (3)	7. Exemplify (2)
8. Provide (3)	8. Reconsider (2)
9. Use (2)	9. Address (2)
10. Describe (2)	10. Expect (2)

_____

4.7 Author Presence Markers in the RA and the PhDT Introductions

The ways in which the authors of PhDTs and RAs indicated their presence in the introductions showed variations. In 18 of the 25 RA introductions, the authors used the personal pronouns *I* and/or *we*. As far as the ways the authors of the RA introductions used *I* and *we* were considered, the most common function (in 10 out of 18 RA introductions in which the personal pronouns were used) was "expressing the procedural soundness and uniqueness of the research", which is a self-promotional strategy according to Harwood (2005). Excerpts 113- 124 provide the contexts in which the pronouns *I* and *we* were used in the RA introductions.

(113)

> *(As the subjects did not learn the material taught to them satisfactorily in the study by Sanchez (2002), it was thought that it would be wise to teach learners in a different way. The instruction of the concepts, following the hints provided by the data collected in the study **we** have already referred to, was carried out with the features and links shown by native subjects and not with those that language teachers normally use in language classrooms to facilitate learning and student comprehension (e.g. the classifications established for the semantic field Light, Faber and Perez, 1993)*

(RA3, 90)

(114)

*The instruction of the concepts, following the hints provided by the data collected in the study **we** have already referred to, was carried out with the features and links shown by native subjects and not with those that language teachers normally use in language classrooms to facilitate learning and student comprehension (e.g. the classifications established for the semantic field Light, Faber and Perez, 1993). For this research **we** took several measures, in fact the same dependent variables used in Sanchez's study (2002): lexical test, proximity (relatedness ratings), distance (minimum distance between the nodes in a network) and similarity (similarity between networks)..*

(RA3, 90)

(115)

We make a proposal for teaching reading comprehension in a non-native language based on the exploitation of text structure, making our readers aware of and capable of interpreting the rhetorical information a text presents.

(116)

Our exploitation of text structure as a tool to improve reading comprehension is part of an approach to the teaching of reading comprehension, the ultimate objective of which is to make readers capable of an intentional processing based on the adequate and effective use of two types of knowledge depending on the reading situation they face: the first, knowledge of semantic relations, that is, how sentences may be joined by comparison, causality, etc., or how paragraphs may express two contrasting ideas, and the second, knowledge of the way these relations are manifested in the text, in other words the lexical, syntactic resources the foreign language employs to express them.

(RA10, 81, 83)

(117)

We distinguish between top-level and bottom-level comprehension to study which cues to meaning learners use.
   *Consistent with this view of reading, **we** follow a type of analysis of discourse structure which looks into discourse structure from the point of view of the reader, trying to*

detect in the surface structure of discourse the elements which allow the reader to interpret text.

(RA10, 81, 83)

(118)

    We *analyse the effect of structure (the rhetorical organization of expository prose) on EFL reading performance through the study of the relation between use of structure, on the one hand, and comprehension and reproduction of information, on the other. This approach will give **us** information about the use our readers make of structure and the effect it has on their reading.*

(RA10, 81, 83)

(119)

*In the following account, **I** compare two undergraduate writing task surveys carried out in the United States and in Hong Kong. **I** consider the first a success and the second a failure. In an attempt to determine why the second failed, **I** will describe and analyze the approach used in each context. Because the cooperation of teachers from other disciplines is vital to the success of EAP research, **I** will also discuss possible reasons for the lack of cooperation from the teachers in the second study. (M3, S1, S7)*

(RA10, 293-294)

(120)

*To begin with, **I** will contextualize the study of language memoirs by situating them within a rich tradition of American cross-cultural autobiography. Then, **I** will explore the possibilities and limitations of the use of cross-cultural autobiographies for the study of gender in SLA.*

(RA12, 212)

(121)

__I__ will argue that approaching language memoirs as discursive constructions, rather than as factual statements, has great potential for the field of applied linguistics, (M3S4)

(RA12, 212)

(122)

> However, ***I*** *will develop this argument by first looking at the problem of meaning in relation to criteria for coding 'corrective recasts'. Thus, in the next two sections of this paper,* ***I*** *will empirically demonstrate, through the analysis of segments of interaction which include turns that* ***I*** *believe could be coded as 'corrective recasts', that the theory of meaning implicit in the coding criteria is problematic.*

> *…In addition,* ***my*** *description of a turn as containing non-target-like language is based on* ***my*** *own intuition as a proficient speaker of English and is thoroughly etic, as it is not based on participants' orientation to the turn as deviant and/or problematic.*

(Full text of this excerpt is available in Appendix C)

(RA21, 293-295)

(123)

> *By this* ***I*** *do not mean to suggest that it is only in 'remedial' sequences that the participants orient to differences in linguistic expertise, but such orientations were especially salient in this type of sequence. In the next section, therefore,* ***I*** *will briefly review the notions of repair and correction in CA*

(RA15, 646)

(124)

> *Through the use of think-aloud protocols,* ***I*** *obtained evidence about the strategies and knowledge sources learners rely on during the inferencing process.*

(RA15, 646)

Another function of the personal pronouns used in the RA introductions (in 8 out of 18 RA introductions in which the personal pronouns were used) was "personalizing claims" which is also a self-promotional strategy according to Harwood (2005) (See excerpts 125-128). The authors use the personal pronouns *I* and *we* to persuade the reader that the authors, like the

claim they are putting forward are worth taking notice of. Some examples of this function are as follows:

(125)

> *Bilmes (1986) argues that this commonsense theory of meaning is implicit in much sociological theory. **I** would add that it is also implicit in the criteria often presented in research reports as instructions for coding particular t u r n s as 'corrective recasts'*
>
> (RA21, 293-295)

(126)

> ***My** findings may also have wider implications for content lecturers and ESP specialists in other second language contexts and disciplines.*
>
> (RA5, 66)

(127)

> *Although the study reported below adopts the same analytical stance as Nishizaka (1999) and Mori (2003), there are two notable differences between their studies and **mine**.*
>
> (RA22, 26)

(128)

> *For some time, now, **I** have felt that this way of looking at vocabulary attrition is an unsatisfactory one. (M2)*
> *It seems to **me**, however, that the work reported in the previous paragraph does not really take the implications of the network idea seriously. (M2)*
>
> (RA16, 137)

There was only one instance in the corpus of RA introductions in which the personal pronoun *I* was used for the purpose of organizing the text and guiding the reader through the argument. (Hyland, 2001) (See excerpt 129)

(129)

*After reviewing relevant CR research and analyzing the approach adopted in the course, **I** will examine the differences in students' essays written before and after the course, focusing on, in this case, a culturally based element: the thesis statement.*

(RA14, 214)

As opposed to the authors of the RA introductions, the authors of the PhDT introductions did not tend to mark their presence in their introductions. In only 10 out of 25 introductions, the authors preferred to be visible. In these 10 introductions, there were 20 instances in which author presence was marked.

I and *we* seemed to be systematically avoided by the authors of the PhDT introductions. In only 2 cases in which author presence was marked, the pronoun *I* was used. In Excerpt 144, *We—Prof. Ekmekci and I* is used as the agent of the statement. This is the only example of a case in which the author of the PhDT thesis speaks on behalf of the supervisor of the thesis and makes a joint claim. *We* was used in two other PhDT introductions. In the remaining 16 instances "the researcher", "this researcher" and "this author" were used by the authors to mark their presence in the text (See excerpts 130, 131, 132, 133, 134, 135, 136, 137, 140, 148, 149)

The authors of the PhDT introductions marked their presence in the text for several different purposes. However, in contrast with the RA introductions, none of these instances were examples of promotional use of personal pronouns (Harwood, 2005).

In 8 of the 20 instances in which the author presence was marked, the rhetorical function of the statement was to recount experimental procedure and methodology (Hyland, 2001) (See excerpts 130-137).

(130)

The researcher together with four other members of the Testing Office of the School of Foreign Languages of Boğaziçi University worked to produce test specifications and several test versions following a certain reading model under the supervision of Professor Cyril Weir with the support of the British Council, Istanbul.

(PhDT15, 5)

(131)

The researcher assigned ELT 1.02 as the control group and ELT 1.03 as the experimental group.

(PhDT10, 6)

(132)

After selecting the data collection instruments, *the researcher* got the necessary permission from the head of the Department to conduct the research.

(PhDT10, 8)

(133)

After the data were collected at the beginning of the Spring Semester of 2001-2002 Academic Year (Pretest), *the researcher* listened to the recordings many times and wrote the impressionistic transcriptions of the words with problematic consonants and vowels on the tables previously drawn for the determination of the problematic segmental English phonemes for Turkish learners of English.

(PhDT10, 9)

(134)

The researcher used Demirezen's (1987) coursebook entitled Articulatory Phonetics and Principles of Sound Production; such books Ship and Sheep, Three and Tree are also used as workshop materials.

(PhDT10, 10)

(135)

The researcher recorded eighty-eight subjects' voices as they read aloud a short story ("The Chaser") and two dialogues in the language laboratory of the ELT Department of Hacettepe University again

(136)

> *Self-development in the area of presentation style using action research and reflection were selected because **this researcher** participated in the study; thus, a case study was not an option.*

<div align="right">(PhDT11, 17)</div>

(137)

> *Since **the researcher** had three groups of informants, only the data collected from the ICELT teachers and the DELTA teachers could be analysed through the chi-square. As the number of the ICELT teachers was 42 and the DELTA teachers 14 chi-square analysis could easily be done.*

<div align="right">(PhDT23, 12)</div>

In 4 of the 20 instances in which author presence was marked, the authors stated their personal opinions and knowledge claims (See excerpts 138-140)

(138)

> ***We** strongly believe that if translation courses are carried out systematically, students can make connection with other lessons.*

<div align="right">(PhDT16, 6)</div>

(139)

> *In **this author's** opinion, the answer to that question depends on the teacher and the students in the class.*
> <div align="right">(PhDT17, 21)</div>

(140)

> *However, if a rule of thumb is desirable, **this author** believes that in the ideal language class some culture is included in every regular class.*

<div align="right">(PhDT17, 21)</div>

(141)

*In other words, it has not been specially gained in writing curricula (First, 1995). **We—Prof. Ekmekci and I—**believe, as Gaims and Redman (1986) also state, this is an extremely important area in teaching a foreign language (FL), and unless this kind of technique is integrated, contextual establishment of text may become almost impossible (p.71).*

(PhDT14, 4)

(142)

*Carrying out such an investigation has made **us** aware of the issues involved.*

(PhDT19, 10)

In 3 of the 20 instances, the authors described the situation that lead them to conduct their studies (See excerpts 143-145)

(143)

*In parallel to this concrete evidence, **the researcher himself** has observed a likewise case at his own department which is a four-year teacher-training program where prospective English teachers are trained for secondary education.*

(PhDT10, 5)

(144)

***The researcher himself** observed the pronunciation problems of the students of ELT 1.02 in relation to segmental phonemes, attending the final exam of the spoken course with the permission of the instructor.*

(PhDT10, 7)

(145)

*A Turkish Cypriot, **I**, grew up in a family where my father was a true bilingual in Turkish and Greek and proficient in English. **My** mother, who was only an elementary school graduate can still remember the English she had learnt at primary school and can communicate with a lower level competence with English speaking people. …**I** felt the need to understand the language situation in Cyprus and how it evolved. Hence, **I** attempted to study the multilingual*

situation in Northern Cyprus and its relation to English language in education with the following purpose.

(Full text of this excerpt is available in Appendix C as Excerpt 14)

<div align="right">(PhDT18, 7)</div>

In 2 of the 20 instances in which author presence was marked, the authors presented a limitation concerning their research methods (See excerpts 146, 147).

(146)

> *A greater number of participants would have let **the researcher** have a broader frame of the happenings, which might make the study findings more generalisable.*

<div align="right">(PhDT6, 7)</div>

(147)

> *Therefore, in order to understand multilingualism as such, a study of the case of Cyprus, in particular Northern Cyprus as **the researcher herself** can only access information in Northern Cyprus due its political status, seems inevitable.*

<div align="right">(PhDT18, 5)</div>

In 1 of the 20 instances marked with author presence, the authors organized their texts and guided the reader through the argument (See Excerpt 148) In another one, the author presented the research and the research question by using an author presence marker (See excerpt 149).

(148)

*1.Background to the Study reveals the reasons and motives that lead **the researcher** to the present study.*

(PhDT2, 2)

(149)

*Hence, **the researcher** in this study also aimed to find out whether the students taking a phonetics course supplemented by practice were better at producing problematic English consonants and vowels than those taking only a theory-based phonetics course with no supplementary practice.*

(PhDT10, 10)

CHAPTER V
DISCUSSION AND IMPLICATIONS

The contrastive, corpus-based analyses of the PHDT and RA introductions in this study revealed extensive variations, as well as similarities, in the text-linguistic, discoursal and rhetorical features of the two corpora. The similarities were extensively discussed in the previous chapter. In this chapter, however, mainly the differences will be discussed, since the implications of the findings are for the novice authors who would like to recontextualize their PhDTs according to genre-specific features of the RA.

5.1 Vocabulary Profiles of the RA and the PhDT Introductions

The analysis revealed that the language of the RA introductions was structurally more academic, lexically dense, and thus, more difficult to read compared to the PhDT introductions.

The type token ratio, which was 0.08 for the PhDT introductions, was 0.13 for the RA introductions. Similarly, the RA introductions contained 7.54 tokens per type. This was 13.03 for the PhDT introductions. Moreover, the RA introductions involved 1.96 types per family, which was found to be 2.35 for the PhDT introductions. These figures indicated that the authors of the RA introductions utilized a larger set of lexicon than the authors of the PhDTs. This also implied that the authors of the PhDT introductions, preferred to repeat or cycle the words or made use of inflections and derivations more frequently than the authors of the RA introductions.

The findings reported so far were also supported with the hand-tagged move structure analysis. The authors of the RA introductions used more

verbs than the authors of the PhDT introductions in Step 1 of the third move, presenting the present work descriptively. In the RA corpus 50.63% of the verbs were used only once, while this ratio was 44.44% in the PhDT corpus.

As far as the readability of the texts were concerned, the RA introductions contained more sentences per paragraph (4.9), compared to the number of sentences in the PHDT introductions (3.3). Moreover, the average number of words per sentence was more (29.7) in the RA introductions, compared to the number of words per sentence in the PhDT introductions (20.4). In addition, the average number of characters per word, which was 5.3 for the PhDT introductions, was 5.5 for the RA introductions. Lastly, the number of passive structures was more in the RA introductions (29%) compared to the PHDT introductions (21%). These figures indicate that the RA introductions contained longer paragraphs, longer sentences and longer words than the PhDT introductions. Thus, the Flesch Reading Ease was found to be less for the RA introductions (20%), compared to the PhDT introductions (32.3).

5.2 Differences Concerning the Move Structures of the RA and the PhDT Introductions

The CARS Model (Swales, 2005), to a large extent described the move-step structure of the RA introductions in this study. However, this model could not account for the move-step structure of the PhDT introductions. First of all, the authors of the PHDT introductions did not tend to establish a niche in the previous research. Instead, they described their motive to conduct the study, which was in most cases a problem that they observed in their immediate context. Moreover, they stated the assumptions, limitations, scope of their study and made lengthy definitional clarifications which were rarely found in RA introductions.

The M1-M2-M3 pattern of the CARS model accounted for majority of the RA introductions. Twenty three out of 25 RA introductions adopted the M1-M2-M3 pattern. However, the predominant move pattern was M1-M3 for the PhDT introductions. Fourteen PhDT introductions out of 25 adopted this pattern. In the RA introductions, after establishing the territory (M1), the authors tended to establish the niche (M2) by indicating a gap in previous studies. Finally, they presented their work by announcing their work descriptively.

The authors of the RA introductions established the niche in previous research in several different ways. Most frequently, the niche was established by using a negative or quasi-negative quantifier. Lexical bundles like "very few studies were conducted", "not much is known", "few studies have evaluated" or "few if any attempts have been made" were the most common ways of establishing the niche in the previous studies. These were followed by expressions of lexical negation like "the research has failed", "studies are rare and unsatisfactory" and "limitations or lack of previous studies".

As opposed to the authors of the RA introductions, the authors of the PhDT introductions tended not to establish a niche or indicate a gap in the previous research. Instead, with increasing specificity, the authors (21 out of 25) focused on a specific, local problem that motivated them to conduct the study rather than an observed niche in the previous research. This problem could be a shortcoming or problem concerning the language education in the national level such as "teachers throughout Turkey complaining about their students' lack of communicative skills". It could also be a problem whose scope was limited to the institution that the author is affiliated to. "The need to maintain a standard across the institution with regard to teacher training activities" is an example to such problems. The third type of problem was a personal drive or interest that motivates the

author to conduct the study, such as "feeling the need to understand how the language education in the close environment of the author evolved in time".

Unlike the authors of the RAs, the authors of the PhDT introductions did not tend to critically review the previous studies. This might have two possible explanations. The first one is related to the aim and audience of the PhDT thesis, which are quite different from the RA. The authors of the PhDTs are not in the position of promoting their studies in a competitive arena. The second reason might be the authors' reservations in making high-level claims about their own research as novice researchers. These findings were parallel to the findings reported by Bunton (1998), which indicated that the second move, "establishing a nice" was likely to take the form of elaborating on a particular research problem, as opposed to indicating a gap in the PhD theses written by social sciences students.

5.3 Differences Concerning Steps within the Moves of the RA and the PhDT Introductions

The authors of the PhDT introductions utilized all step options for Move 3, except for Step 5 (announcing principle outcomes) which was used by only one of authors.   Nevertheless, there were three more steps, "stating the limitations of the study" (18 in 25 introductions) "stating the scope of the study" (18 in 25 introductions), and "stating the assumptions" (15 in 25 introductions), which were commonly utilized by the authors of the PhDT introductions and which did not exist in the RA introductions.

The limitations and the scope of the study were concerned with the parameters that decreased the generalizability power of the findings. The scope specifically described the aim of the study, while the limitations were related to the research methods, such as the number of subjects. The assumptions, on the other hand, concerned the authors' proactive clarifications about the aspects of the research that might be prone to criticisms. Some of these assumptions like "the data collection tools are

valid and reliable" were related to the research design. Few others like "Language teachers should be aware of the learners' styles and strategies, capacities to learn in order to achieve a successful result in the teaching and learning process" were more concerned with the theory that the study was built upon.

5.4 Differences Concerning the Citations in the RA and PhDT Introductions

There were substantial variations in the citation frequencies, citation types, choice of verb tenses, and reporting verbs across the two corpora. First of all, the authors of the RA introductions tended to cite more frequently (in every 1.3 sentences) compared to the authors of the PhDT introductions, who made reference to a source in every 7 sentences. Secondly, unlike the authors of the RA introductions who preferred non-integral (62.3% of all citations) citations, the authors of the PhDT introductions preferred integral (62.2% of all citations) citations. Reporting citations was a less common option for both groups of authors. However, it was a much less frequent (23.9% of all citations) option for the authors of PhDT introductions in comparison with the authors of the RA introductions (44.4% of all citations). Thirdly, the authors of the PhDT introductions had more tendency (14.2% of all citations) to exercise secondary citation, compared to the authors of the RA introductions who made use of secondary citation in less than 3 percent of their citations. Lastly, unlike the RA introductions, the PhDT introductions contained more explicit quotations. In the corpus of the RA introductions, only 5% of all citations were explicit quotations. This was 14.5% in the corpus of the PhDT introductions.

The tendency to use integral citations and explicit quotations suggests that the authors of the PHDT introductions had a strong tendency in highlighting the source of their claims. Pecorari (2006,10), who also found that the post-graduate students in her study tended to use secondary citations

and explicit quotations comments that when subjective claims are at stake great care may be needed to give a "nuanced rendering", making claims neither stronger nor weaker than the original author intended. Explicit quotation can be one strategy for this.

As for the frequency of secondary citation, Pecorari (2006) points out that this type of citation might be misleading since the reader might have difficulty in identifying whether the language cited belongs to the primary or the secondary source. Therefore, Pecorari (ibid.) states that secondary citation is generally less desirable than reference to the primary source and should be signaled clearly when used.

5.5 Differences Concerning the Verb Tenses in the RA and the PhDT Introductions

The main difference in the use of the verb tenses in the two corpora concerned the weight of each tense within each corpus. The distribution of the tenses was more even for the RA introductions (Simple Present, 60%; Simple Past 19%; Present Perfect, 5%; Future Tense 1%), compared to the PhDT introductions (Simple Present, 86%;   Simple Past 8%; Present Perfect, 4%; Future Tense 2%). The authors of PhDT had the tendency to use Simple Present Tense in almost all parts of their introductions including the second step of the third move, presenting RQs and hypotheses (100% of all Step 2 statements). However, unlike the authors of the PhDT introductions, the authors of the RA introductions stated their research questions and hypotheses in the Simple Past Tense in 15 out of 25 Step 2 statements.

5.6 Differences Concerning the Author Presence Markers in the RA

and the PhDT introductions

In contrast to the authors of the RA introductions, who used self-mentions frequently (in 18 out of 25 RA introductions), the authors of the PhDT introductions rarely (in 10 out of 25 introductions) marked their presence in their writing. The RA introductions contained 31 self-mention instances, which was 20 for the PhDT introductions. Also, in most of these instances, the authors of the PhDT introductions preferred to mention themselves as "the/this researcher" or "this author" (16 out of 20 self-mention instances) instead of the personal pronouns *I* (2 instances) and *we* (2 instances). In contrast, in all of the self-mentions in the RA introductions, the authors used the personal pronouns *I* and *we*.

Another variation between the two corpora concerned the rhetorical function of the self-mentions. All of the self-mentions in the RA introductions either expressed the soundness and uniqueness of the research or personalized the claims of the author, which are regarded as self-promotional strategies by Harwood (2005). However, none of the self-mentions in the PhDT introductions fulfilled these functions. The authors marked their presence in their writing as a tool to guide the readers through their writing or to recount their experimental procedure and methodology. Martinez (2005) also found that the nonnative English-speaking novice authors in her study had less tendency to use the first person pronouns in non-risk functions such as stating a goal, rather that high-risk functions such as presenting their work and announcing principle outcomes.

In parallel with the findings obtained in this study, the PhD students in Hyland's (2005) study were also found to be more comfortable in using self-mentions than the MA students in the same study. However, as a general tendency, many of the students who were interviewed saw self-mentions as inappropriate for novices, believing that it conflicted with the requirement of objectivity and academic writing.

Hyland (2005) points out that self-mention plays a crucial role in "mediating the relationship between writers' arguments and the expectations of their readers, and the decision to adopt an impersonal rhetorical style or to represent oneself explicitly can influence the impression writers make on readers and have significant consequences for how their message is received". Especially, the writers in soft disciplines like humanities and social sciences, "the writers should seek to display a disciplinary situated stance towards the issues they discuss by weaving different kinds of support into a coherent and individual contribution to the field" (143).

Swales (2004, 117) comments that unlike the research articles in more competitive arenas, the PhDT introductions may also lack certain explicitness with regard to the role and innovative character of the writer's own research. However, according the Swales (ibid.), this last criticism may not necessarily reflect rhetorical weakness per se but rather an unassuming objectivity. "After all, not all doctoral students believe in their hearts that their theses are really making a substantial and original contribution to the field" (Swales, ibid.).

5.7 Implications

The findings of this study might have implications for novice writers who would like to publish their research in academic journals and more specifically, who would like to recontextualize their PhD theses as research articles. In this respect, the findings might be utilized in the supervision of graduate students of ELT to help them more effectively respond to the expectations of their discourse community. Part of getting acceptance in this community is the "acculturation process of learning how to write in the way deemed appropriate by the mature practitioners of the craft." (Wood, 2001) As pointed out by Rampton (1990) expertise (as opposed to an innate concept of nativespeakerhood) is learned, partial and relative.

From a pedagogical perspective, focusing on the variations across the introductions in the RAs and PhDTs and on the gaps between the novice and expert authors' language as revealed in this study would empower the novice authors to become members of their academic discourse community. Pecorari (2006) also points out that if the occluded aspects of writing such as overuse of explicit quotations and secondary citation go unaddressed, as a worrying consequence, the graduate students may leave the university with important skills unlearned. The novice authors' awareness might be raised on the following areas, which might help them in recontextualizing their PhDTs as RAs.

1. **Lexico-Grammatical Aspects**
   - A larger set of lexicon is utilized in RAs compared to the PhDTs.
   - There is relatively less use of repetition and cycling of words and less use of inflections and derivations in RAs compared to PhDTs.
   - The RAs contain longer paragraphs, longer sentences and longer words compared to the PhDTs.
   - There are more passive structures in the RAs compared to the PhDTs.

2. **Discoursal Aspects**
   - The RAs generally follow the CARS Model of Swales (M1-M2-M3) (2005).
   - The Second Move, establishing a niche, is not an "optional" but an "obligatory" step for the RAs. Most frequently, the niche is established by using a negative or quasi-negative quantifier.
   - The steps of "stating assumptions" "stating limitations", "describing the scope of the study"

and "making definitional clarifications" are rarely found in RAs.

- More citations (in every 1.3 sentences) are found in RAs compared to the PhDTs (in every 7 sentences).
- Generally, non-integral and non-reporting citations are preferred in RAs.
- Secondary citations and explicit quotations are rarely found in RAs.
- The distribution of the tenses is more even for the RA introductions (Simple Present, 60%; Simple Past 19%; Present Perfect, 5%; Future Tense 1%), compared to the PhDT introductions. Moreover, in the RAs, the RQs and hypotheses are stated in the Simple Past Tense.

3. Rhetorical Aspects

- Self mentions are frequently used in RAs.
- The personal pronouns *I* and *we* are the most frequent self-mention markers in the RAs.
- Generally, the authors of the RAs use self-mentions as a promotional strategy to express the soundness and uniqueness of the research or to personalize their claims.

Three main directions might be followed to raise the students' awareness of the lexico-grammatical, discoursal and rhetorical features of the research article. The first is the apprenticeship approach (Pecorari, 2006), which is in fact the co-authoring of a research article by the post-graduate student and the supervisor of the thesis. Pecorari (2006) proposes that learning about the conventions of academic texts can be facilitated by an apprenticeship

approach, which might be realized by the co-authoring of a research article by the post-graduate student and the supervisor of the thesis.

The second approach entails more explicit integration of the input or awareness raising tasks into the PhD program or the supervision of the students by their thesis supervisor in the course of their research article writing process (Swales, 1987; Pickard, 1995; Swales and Feak, 2004; Li, 2006; Peacock, 2006, Charles, in press).

One way of raising students' awareness of the genre specific features of the research article might be a genre-based project work, originally proposed by Swales (1987) about the use of citations. In this project, the students conduct research into the quantitative and qualitative aspects of citation. Thus for former: each student takes a journal and analyzes an agreed number of recent articles in terms of the language of citations. The class' pooled expertise is used to identify individually unrecognized language. A master table of all findings is prepared and the emerging paper is redrafted. This project proposed for citations may also be applied for other aspects of the research articles such as the use of self-mention markers, verb tenses and the language used within different moves of the research article.

A second awareness raising strategy would be to have the graduate students conduct a small-scope version of the present study as a program requirement. The students might utilize the vocabulary profiling software or carry out a hand-tagged move-structure analyses to identify the lexico grammatical, discoursal and rhetorical features of their own writing and compare the findings with expert writers' language in research articles. Exploring the genre-specific variations across the two genres would empower the students to write more effective introductions.

Swales and Feak (2004) provide input about salient lexico-grammatical features and a number of awareness raising tasks geared towards the

effective implementation of the CARS Model (Swales, 2004) by the graduate students.

The last direction is concerned with the shift of PhD programs' expectations as regards the discourse pattern of PhD thesis. Instead of the traditional thesis with the classic IMRAD pattern, the students might be required to write a thesis in the form of a compilation of research articles (Dong, 1998; Paltridge, 2002). The chapters of the article compilation thesis is more concise than typical thesis chapters with less of the "display of knowledge" that is often found in a thesis. Further in terms of audience, they are written more as "experts writing for experts", than "novices writing for admission to the academy" (Dong, 1998).

This study was a contrastive analysis of the genre-specific features of the PhD thesis and the research article in ELT. Specifically, it focused on the genre-specific features of introductions in a corpus of PhD theses written by PhD students enrolled in PhD programs offered by Turkish universities and in a corpus of the research articles published by authors of different nationalities in academic journals.

With respect to the research questions set at the beginning of the study, the findings of this study were limited to the 25 RAs selected from 5 ELT journals and 25 PhDTs written in 6 ELT programs. Thus, the implications were for the Turkish students and novice researchers enrolled in PhD programs in Turkey. These implications might be more generalisable with further research on contrastive genre-specific discourse analysis of PhD theses written by PhD students of different nationalities enrolled in PhD programs in different parts of the world and research articles written by expert authors of different nationalities. Moreover, contrastive analysis of the genre-specific features of the RAs and PhDTs according to the journal and the PhD program that they are affiliated to would reveal whether these features are further shaped according to the expectations of smaller discourse communities within the field of ELT.

CHAPTER VI
CONCLUSION

Recontextualization of PhD theses as research articles is a very common practice in the research world. After completing a PhD thesis, the novice scholar feels prepared to take a step into the discourse community (Swales, 1981, 1990) of the expert scholars by having a research article published in an academic journal. Swales (2004) emphasizes the shift in the definition of genre from a static entity towards a dynamic entity by introducing the concept of "genre networks". In this framework, recently, doctoral theses which are based on a compilation of publishable articles are gaining popularity, since writing a research article is widely considered as the next stage of writing a PhD thesis.

However, writing a research article is not an easy task for novice researchers, who begin their study as outsiders in the academic community. This process might be particularly difficult for non English-speaking scholars, since they must deal with both "apprenticeship as novices in their fields of academic research" and the challenge of a new genre" (Gosden, 1995, Canagarajah, 1996, Flowerdew, 2000, Misak et al., 2000).

The focus of this study was specifically the introduction parts of the PhD theses and the research articles, because the introductions are known to be problematic for most academic writers since getting started on a piece of academic writing is often regarded as more difficult than writing the continuation. The introduction part constitutes "a vital part of packaging, designed to alert potential users, to persuade them that this is a valuable product, one that they cannot do without". (Harwood, 2005: 1210)

This study employed both qualitative and quantitative approaches, comprising frequency counts and text analyses of 25 introductions in a corpus of theses written in PhD programs in ELT offered by Turkish universities and in a corpus of 25 ELT research articles published by authors of different nationalities in major academic journals.

The contrastive analysis of the lexico-grammatical, discoursal and rhetorical features of the PhDT and RA introductions in this study pointed to the existence of variation across two genres, which needs to be addressed in recontextualizing PhD theses as research articles.

The vocabulary profiling and readability analyses revealed that the language of the RA introductions was relatively more academic, lexically dense, and thus, more difficult to read compared to the PhDT introductions. Moreover, both the computer-supported and hand-tagged analyses revealed that the authors of RA introductions used more variety in their lexical choices in exercising the steps and moves in all parts of their writing.

Although the CARS Model (Swales, 2005) accounted for the move-step structure of the RA introductions, it was not completely compatible with the PhDT introductions. First of all, the authors of the PHDT introductions did not tend to establish a niche in the previous research. Instead, they described a problem that they observed in their immediate context. Moreover, they stated the assumptions, limitations, scope of their study and made lengthy definitional clarifications which were rarely found in RA introductions. The distribution of the tenses across the moves was more even for the RA introductions compared to the PhDT introductions.

There were also substantial variations in the citation frequencies, citations types, choice of tense, and reporting verbs between the two corpora.

First of all, the authors of the RA introductions tended to cite more frequently compared to the authors of the PhDT introductions. Secondly, unlike the authors of the RA introductions who preferred non-integral

citations, the authors of the PhDT introductions preferred integral citations. Thirdly, the authors of the PhDT introductions had more tendency to exercise secondary citation, compared to the authors of the authors of the RA introductions who rarely made use of secondary citation. Lastly, unlike the RA introductions, the PhDT introductions contained more quotations that were explicit.

The rhetorical features, namely, the self-mention frequencies and strategies also showed variance across the two corpora. The authors of the PhDT introductions did not tend to individualize their contribution to the field. In contrast to the authors of the RA introductions, who frequently used self-mentions, the authors of the PhDT introductions rarely marked their presence in their writing. The self-mentions in the RA introductions either expressed the soundness and uniqueness of the research or personalized the claims of the author, which are regarded as self-promotional strategies by Harwood (2005). However, the authors of the PhDT introductions preferred to mark their presence in their writing solely to fulfill non-risk functions such as guiding the readers through their writing or to recount their experimental procedure and methodology.

The findings of this study might have implications for novice writers who would like to publish their research in academic journals and more specifically, who would like to recontextualize their PhD theses as research articles. In this respect, the findings might be utilized in the supervision of graduate students of ELT to help them more effectively respond to the expectations of their discourse community.

Three main directions were proposed to raise the students' awareness of the lexico-grammatical, discoursal and rhetorical features of the research article. The first was the apprenticeship approach (Pecorari, 2006) involving the co-authoring of a research article by the post-graduate student and the thesis supervisor. The second approach was the integration of the input or awareness raising tasks into the PhD program or the supervision of the

students by their thesis supervisor in the course of their research article writing process. The last proposal was a shift from the "traditional thesis" into the "article-compilation thesis" (Paltridge, 2000; Dong, 1998) in the target PhD programs.

REFERENCES

Anthony, L. (1999) Writing research article introductions in software engineering. *IEEE Transactions on Professional Communication, 42/1*, 38-46.

Belcher, D. & G. Braine (Eds.) (1995) *Academic Writing in a Second Language: Essays on Research and Pedagogy*. Norwood: Ablex.

Bhatia, V.K. (1993) *Analyzing Genre. Language Use in Professional Settings*. London: Longman.

Biber, D. (1988) *Variation across Speech and Writing*. Melbourne: Cambridge University Press.

Biber, D., Conrad, S., Reppen, R. (1998) *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.

Brett, P. (2002) A genre analysis of the results section of sociology articles. *English for Specific Purposes, 13/1*, 47-59.

Bunton, D. (2002) Generic moves in PhD theses introductions. In J. Flowerdew (Ed.) *Academic Discourse*. London: Pearson Education.

Bunton, D. (1999) The use of higher level metatext in PHD theses. *English for Specific Purposes, 18*, 41-56.

Canagarajah, S. (1996) Nondiscursive requirements in academic publishing, material resources of periphery scholars, and the politics of knowledge production. *Written Communication, 13*, 435-472.

Chafe, W.L., and Danielewics, J. (1986) Properties of spoken and written Language. In Horowitz, R. and Samuels, S.J. (eds.) *Comprehending Oral and Written Language*. New York: Academic Press.

Charles, M. (2006) Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purpose, 25/3*, 310-331.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 34/2*, 213-38.

Crossley, S. (2007) A chronotopic approach to genre analysis: An exploratory study. *English for Specific Purposes, 26/1*. 4-24

Connor, U. (1996) *Contrastive Rhetoric*. Cambridge: Cambridge University Press.

Connor, U. (2002) New directions in constrastive rhetoric. *TESOL Quarterly, 36/4*, 493-510.

Connor, U. (2004) Contrastive rhetoric: recent developments and relevance for English for academic purposes. *Journal of English for Academic Purposes, 3*, 271-276.

Dong, Y.R. (1998) Non-native graduate students' thesis/dissertation writing in science: self reports by students and their advisors from two U.S. institutions. *English for Specific Purposes, 17/4*, 369-390.

Flowerdew, L. (1998) Corpus linguistic techniques applied to textlinguistics. *System, 26*, 541-552.

Flowerdew, J. (2000) Discourse community, legitimate peripheral participation, and the nonnative-English-speaking scholar. *TESOL Quarterly*, *34/1*, 27-149.

Ferguson, G. (2001) If you pop over there. A corpus-based study of conditionals in medical discourse. *English for Specific Purposes, 20*, 61-82.

Flowerdew, L. (2004) An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: countering criticisms against corpus-based methodologies. *English for Specific Purposes, 24*, 47-68.

Fuertes-Olivera, P.A. (2007) A corpus-based view of lexical gender in written Business English. *English for Specific Purposes, 26*, 219-234.

Gabrielatos, C., McEnery, T. (2005) Epistemic modality in MA dissertations. In Fuertes Olivera, P.A. (Ed) (2005). *Lengua y Sociedad: Investigaciones recientes en linguistica aplicada. Linguistica y Flilogia no.61* Valladolid: Universidad de Valladolid. 311-331.

Gosden, H. (1995) Succcess in research article writing and revision: a social-constructionist perspective. *English for Specific Purposes, 14/1*, 37-57.

Gragson, G., Selzer, J. (1990) Fictionalizing the readers of scholarly articles in biology. *Written Communication 7/1*, 25-58.

Green, C.F, Christopher, E.R, Mei, J.L.K (2000) The incidence and effects on coherence of marked themes in interlanguage texts: a corpus-based enquiry. *English for Specific Purposes, 19*, 99-113.

Harwood, N. (2005) "Nowhere has anyone attempted…In this article I aim to do just that" A corpus based study of self-promotional *I* and *we* in academic writing across four disciplines. *Journal of Pragmatics, 37*, 1207-1231.

Hancıoğlu, N., Eldridge, J. (2007) Texts and frequency lists: some implications for practicing teachers. *ELT Journal 61/4*, 330-340.

Helmes, P., Stapleton, P. (2003) Questioning the importance of individualized voice in undergraduate L2 argumentative writing: an empirical study with pedagogical implications. *Journal of Second Language Writing, 12*, 245-265.

Hyland, K. (2001) Humble servants of the discipline? Self-mention in research articles. *English for Specific Purposes, 20*, 207-226.

Hyland, K. (2002) Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics, 34*, 1091-1112.

Hyland, K. (2004) Disciplinary interactions: metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing, 13*, 133-151.

Hyland, K., Tse, P. (2005) Hooking the reader: a corpus study of evaluative that in abstracts. *English for Specific Purposes, 24*, 123-139.

Hyon, S. (1996) Genre in three traditions: implications for ESL. *TESOL Quarterly, 30/4*, 693-720.

Ivanic, R. (1998) *Writing and Identity: The Discoursal Construction of Identity in Academic Writing*. Amsterdam. Benjamins.

Johnson, K., Johnson, H. (eds.) (1998) *Encyclopedic Dictionary of Applied Linguistics*. Massachusetts: Blackwell Publishers Ltd.

Kwan, B.S. (2006) The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for Specific Purposes, 25,* 30-55.

Kuo, C. (1999) The use of personal pronouns: role relationships in scientific journal articles. *English for Specific Purposes, 18/2*, 121-138.

Li, T. (2006) Negotiating knowledge contribution to multiple discourse communities: a doctoral student of computer science writing for publication. *Journal of Second Language Writing, 15*, 159-178.

Magnet, A, and Carnet, D. (2006) Letters to the editor: Still vigorous after all these years? A representation of the discursive and linguistic features of the genre. *English for Specific Purposes, 25*, 173-199.

Marco, M.J.L. (2000) Collocational frameworks in medical research papers: a genre-based study. *English for Specific Purposes, 19*, 63-86.

Matsuda, P.K. (1997) Constrastive rhetoric in context: a dynamic model of L2 writing. *Journal of Second Language Writing, 6/1*, 45-60.

Matsuda, P.K. (2001) Voice in Japanese written discourse: implications for second language writing. *Journal of Second Language Writing, 10*, 35-53.

Misak, A., Marusic, M., Marusic, A. (2005) Manuscript editing as a way of teaching academic writing: Experience from a small scientific journal. *Journal of Second Language Writing, 14*, 122-131.

Moore, T. (2002) Knowledge and agency: a study of "metaphenomenal discourse" in textbooks from three disciplines. *English for Specific Purposes, 21 ,*347-366.

Mudraya, O. (2006) Engineering English: A lexical frequency instructional model. *English for Specific Purposes, 25*, 235-256.

Myers, G. (1985) Text as knowledge claims: the social construction of two biology articles. *Social Studies of Science 15*, 693-630.

Nelson, M. (2006) Semantic associations in Business English: A corpus-based analysis. *English for Specific Purposes, 25*, 217-234.

Öztürk, I. (2007) The textual organization of research article introductions in applied linguistics: Variability within a single discipline. *English for Specific Purposes, 25*. 217-234.

Pecorari, D. (2006) Visible and occluded citation features in postgraduate second-language writing. *English for Specific Purposes, 25*, 4-29.

Pickard, V. (1995) Citing previous writers: What can we say instead of "say"? *Hong Kong Papers in Linguistics and Language Teaching 18*, 89-102.

Swales, J. M. (1981) *Aspects of Article Introductions*. Birmingham: The University of Aston, Language Studies Unit.

Swales, J. M. (1987) Utilizing the literatures in teaching the research paper. *TESOL Quarterly 21/1*, 41-68.

Swales, J. M. (1990) *Genre Analysis: English in Academic and Research Settings*. Glasgow: Cambridge University Press.

Swales, J.M. (1998) Other Floors, Other Voices: *A textography of a Small University Building*. Mahwah: Lawrence Erlbaum.

Swales, J. M. (2004) *Research Genres: Exploration and Applications*. Cambridge: Cambridge University Press.

Paltridge, B. (2002) Thesis and dissertation writing: an examination of published advice and actual practice. *English for Specific Purposes, 21*, 125-143.

Peacock, M. (2002) Communicative moves in the discussion section of research articles. *System, 30,* 479-497.

Posteguillo, S. (1999) The schematic structure of computer science research articles. *English for Specific Purposes, 18/2*, 139-160.

Rampton, M. B. H. (1990) Displacing the "native speaker": Expertise, affiliation and inheritance. *ELT Journal, 44/2*, 97-101.

Salager-Meyer, F. (1992) A text-type and move analysis study of verb tense and modality distribution in medical English abstracts. *English for Specific Purposes, 11/2*, 93-113.

Salager-Meyer, F. (1999) Referential behavior in scientific writing: a diachronic study. *English for Specific Purposes, 18/2*, 279-305.

Samraj, B. (2002) Introductions in research articles: variations across disciplines. *English for Specific Purposes, 21*, 1-17.

Tang, R., Sungathi, J. (1999) The "I" in identity: exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes, 18/1*, 23-39.

Thompson, P. (Ed) (1999) *Issues in EAP Writing Research and Instruction*. Reading: CALS.

Upton, A. T., Connor, U. (2001) Using computerized corpus analysis to investigate the textlinguistic moves of genre. *English for Specific Purposes, 20*, 313-329.

Vassileva, I. (1998) Whom am I/who are we in academic writing? A contrastive analysis of authorial presence in English, German, French,

Russian and Bulgarian. *International Journal of Applied Linguistics 8/2*, 163-190.

Wood, A. (2001) International scientific English: The language of research scientists around the world. In Flowedew, J, Peacock, M. (eds.) *Research perspectives on English for Academic Purposes. Cambridge.* Cambridge University Press.

Zipf, G.K. (1949) *Human Behavior and the Principle of Least Effort.* Cambridge: Mass: Addison-Wesley.

APPENDICES

APPENDIX A

The Research Articles in the Corpus

RA1 Nesselhauf, N. (2003)The use of collocations by advanced learners of English and some implications for teaching. *Applied Linguistics, 24/2*, 223-242.

RA2 Mori, J. (2002) Task design, plan, and development of talk-in-interaction: An analysis of a small group activity in a Japanese language classroom. *Applied Linguistics 23/3*, 323-347.

RA3 Sanchez, M.S. (2004) Effect of instruction with expert patterns on lexical learning of English as a foreign language. *System, 32*, 89-102.

RA4 Bacha, N. (2001) Writing evaluation: what can analytic versus holistic scoring tell us? *System, 29*, 371-383.

RA5 Jackson, J. (2002) Reticence in second language case discussions: anxiety and aspirations. *System, 30*, 65-84.

RA6 Oh, S. (2001) Two types of input modification and EFL reading comprehension: Simplification versus elaboration. *TESOL Quarterly, 35/1*, 69-76.

RA7 Chiang, S. (2003) The importance of cohesive conditions to perceptions of writing quality at the early stages of foreign language learning. *System, 31*, 471-484.

RA8 Hyon, S. (2001) Long-term effects of genre-based instruction: a follow-up study of an EAP reading course. *English for Specific Purposes, 20*, 417-438.

RA9 Pavlenko, A. (2001) Language learning memoirs as a gendered genre. *Applied Linguistics, 22/2*, 213-240.

RA10 Braine, G. (2001) When professors don't cooperate: a critical perspective on EAP research. *English for Specific Purposes, 20*, 293-303.

RA11 Martinez, A. C. L.(2002) Empirical examination of EFL readers' use of rhetorical information. *English for Specific Purposes, 21*, 81-98.

RA12 Hinkel, E. (2003) Simplicity without elegance: features of sentences in L1 and L2 academic texts. *TESOL Quarterly, 35/1*, 275-286.

RA13 Jackson, J. (2004) Case-based teaching in a bilingual context: Perceptions of business faculty in Hong Kong. *English for Specific Purposes, 23*, 213-232.

RA14 Petric, B. (2005) Contrastive rhetoric in the writing classroom: a case study. *English for Specific Purposes, 24*, 213-228.

RA15 Nassaji, H. (2003) L2 vocabulary learning from context: strategies, knowledge sources, and their readership with success in L2 lexical inferencing. *TESOL Quarterly, 37/4*, 645-656.

RA16 Meara, P. (2004) Modeling vocabulary loss. *Applied Linguistics 25/2*, 137-155.

RA17 Cortes, V. (2004) Lexical bundles in published and student disciplinary writing: examples from history and biology. *English for Specific Purposes, 23*, 397-423.

RA18 Field, J. (2005) Intelligibility and the listener: The role of lexical stress. *TESOL Quarterly, 39/3*, 399-425.

RA19 Hauser,E. (2005) Coding "Corrective Recasts": The maintenance of meaning and more fundamental problems. *Applied Linguistics*, 26/3, 293-316.

RA20 Zareva, A. (2005) Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency. *System 33*, 547-562.

RA21 Folse, K. S. (2006) The effect of the type of written exercise on L2 vocabulary retention. *TESOL Quarterly 40/2*, 273-293.

RA22 Hosada, Y. (2006) Repair and relevance of differential language expertise in second language conversations. *Applied Linguistics 27/1*, 25-50.

RA23 Alptekin. C. (2006) Cultural familiarity in inferential and literal comprehension in L2 reading. *System 34*, 494-508.

RA24 Mudraya, O. (2006) Engineering English: A lexical frequency instructional model. *English for Specific Purposes 25*, 235-256.

RA25 Pulido, D. (2007) The Effects of Topic Familiarity and Passage Sight Vocabulary on L2 Lexical Inferencing and Retention through Reading. *Applied Linguistics 28/1*, 66-86.

APPENDIX B

The PhD Theses in the Corpus

PhDT1 Atay, D. (2001) The relationship between collaboration and professional development: Possible effects of EFL student/supervising teacher dialogue on the beliefs and instructional practices of the EFL supervising teachers. Unpublished PhD Thesis, Boğaziçi University. İstanbul.

PhDT2 Çakır, İ. (2003) Designing supplementary activities for the sixth grade English course through the multiple intelligences theory. Unpublished PhD Thesis. Hacettepe University, Ankara.

PhDT3 Dalkılıç, N. (2001) An investigation into the role of anxiety in second language learning. Unpublished PhD Thesis. Çukurova University, Adana.

PhDT4 Gürsoy, E. (2004) A study on identifying children's language learning strategies an developing a children's inventory for language learning strategies (Chills). Unpublished PhD Thesis. Anadolu University, Eskişehir.

PhDT5 Ellidokuzoğlu, H. (2002) Availability of innate linguistic knowledge in second language acquisition and its implications for language teaching. Unpublished PhD Thesis. Middle East Technical University, Ankara.

PhDT6 İlin, G. (2003) A model for effective supervision from the supervisor and the student-teachers' perspective: A social constructivist approach. Unpublished PhD Thesis. Çukurova University, Adana.

PhDT7 Kaçar İslam. (2003) Teachers' and Students' Perceptions Concerning the Effectiveness of Communicative Tasks in an EFL Setting. Unpublished PhD Thesis. Middle East Technical University, Ankara.

PhDT8 Karacaer, Z. (2003) The role of processing instruction: A study on English causatives. Unpublished PhD Thesis. Anadolu University, Eskişehir.

PhDT9 Mirioğlu, M. (2002) The relationship between proficiency in a foreign language and critical thinking skills. Unpublished PhD Thesis, Çukurova University, Adana.

PhDT10 Hişmanoğlu, M. (2004) Problematic English consonants and vowels for Turks in relation to ELT: Text development and problem solutions. Unpublished PhD Thesis. Hacettepe University, Ankara.

PhDT11 Öniz, S. A. (2001) Reflection and action as a means of initiating change in teacher educators. Unpublished PhD Thesis. Middle East Technical University, Ankara.

PhDT12 Erton, İ. (2004) Relations between personality, language learning and teaching: The contribution of personality traits (introversion, extraversion, ambiversion) to the development of language learning styles and strategies and their effects on student success in foreign language achievement at university level. Unpublished PhD Thesis. Hacettepe University. Ankara.

PhDT13 Pekkanlı Egel, İlknur. (2003) The impact of European language portfolio on the learner autonomy of Turkish primary school students. Unpublished PhD Thesis. Anadolu University, Eskişehir.

PhDT14 Tüm, G. (2002) Sentence combining technique to enhance the syntactic maturity, syntactic fluency, and overall writing quality in EFL classes in Turkey. Unpublished PhD Thesis. Çukurova University, Adana.

PhDT15 Unaldi, A. (2004) Componentiality of the reading construct: Construct validation of the reading subskills of the Boğaziçi University English Proficiency Test. Unpublished PhD Thesis. Boğaziçi University, İstanbul.

PhDT16 Biçer, A. (2002) Teaching translation at English language teaching departments: Process approach vs. traditional approach. Unpublished PhD Thesis. Çukurova University, Adana.

PhDT17 Varlıklı, T. (2003) The attitudes perceived by DoDDS students, parents and teachers towards the host nation intercultural education program in Turkey district. Unpublished PhD Thesis, Dokuz Eylül University, İzmir.

PhDT18 Yağcıoğlu, D. (2002) Multilingualism in Northern Cyprus with specific reference to English education. Unpublished PhD Thesis. Middle East Technical University, Ankara.

PhDT19 Yılmaz, C. (2003) A needs analysis of teacher trainees in the English departments of Turkish universities within the framework of communicative language teaching. Unpublished PhD Thesis, Dokuz Eylül University, İzmir.

PhDT20 Erozan, F. (2005) Evaluating the language improvement courses in the undergraduate ELT Curriculum at Eastern Mediterranean University: A case study. Unpublished PhD Thesis. Middle East Technical University, Ankara.

PhDT21 Koçoğlu, Z.B. (2006) The role of portfolios in EFL student teachers' professional development. Unpublished PhD Thesis. Boğaziçi University, İstanbul.

PhDT22 Öncül, G. (2005) A suggested syllabus for "The Short Story": Analysis and Teaching" Course at ELT departments. Unpublished PhD Thesis. Hacettepe University. Ankara.

PhDT23 Mengü, H.I. (2005) Teachers' and trainers' perceptions of effective training sessions and the qualities of good trainers. Unpublished PhD Thesis. Hacettepe University. Ankara.

PhDT24 Zehir, E. (2002) Young learners and an assessment of 4th grade English teachers' classroom performance. Unpublished PhD Thesis. Dokuz Eylül University. İzmir.

PhDT25 Yaylı, D. (2005) The effects of task-based learning on learners' proficiency and noticing. Unpublished PhD Thesis. Dokuz Eylül University. İzmir.

Tables 9-14

(The frequency lists obtained by using computer-supported corpus analyses tools- edited for the irrelevant off-list words)

Table 9: The Most Common 100 Function Words in the Corpus of the RA Introductions

_____

    RANK WORD

_____

1. THE
2. OF
3. AND
4. IN
5. TO
6. A
7. THAT
8. AS
9. IS
10. FOR
11. ON
12. THIS
13. WITH
14. BY
15. BE
16. THEIR
17. AN
18. OR
19. ARE
20. WHICH
21. HAVE
22. FROM
23. IT
24. AT
25. NOT
26. HAS
27. THESE
28. BEEN
29. THEY
30. WAS
31. ALSO
32. MAY

(Table 9 continued)

33. SUCH
34. THAN
35. WERE
36. BETWEEN
37. CAN
38. TWO
39. ABOUT
40. ONE
41. WILL
42. OTHER
43. HOW
44. WHAT
45. SECOND
46. BUT
47. SOME
48. WHO
49. HOWEVER
50. INTO
51. ET
52. AL
53. THOSE
54. I
55. MOST
56. SHOULD
57. WHEN
58. RATHER
59. WHILE
60. THROUGH
61. WHETHER
62. WOULD
63. I.E
64. MUCH
65. THEM
66. WE
67. MANY
68. THEREFORE
69. ALL
70. AMONG
71. HAD
72. BECAUSE
73. ALTHOUGH
74. ANY
75. BOTH
76. DOES
77. ITS
78. ONLY
79. OFTEN

(Table 9 continued)

80. MIGHT
81. NO
82. OVER
83. THEN
84. THUS
85. WITHIN
86. ANOTHER
87. COULD
88. NON
89. AFTER
90. OTHERS
91. DID
92. ETC
93. LESS
94. SEVERAL
95. SO
96. EITHER
97. EVEN
98. LITTLE
99. VERY
100. UP

_____

Table 10: The most Common 100 Function Words in the Corpus of the PhDT Introductions

_____

RANK   WORD
_____

1. THE
2. OF
3. AND
4. IN
5. TO
6. A
7. IS
8. THAT
9. FOR
10. AS
11. BE
12. ARE
13. THIS
14. THEIR
15. ON
16. WITH

(Table 10 continued)

17. OR
18. THEY
19. IT
20. NOT
21. WHICH
22. AT
23. BY
24. HAVE
25. AN
26. FROM
27. CAN
28. THESE
29. OTHER
30. WILL
31. HAS
32. WHAT
33. THERE
34. ONE
35. MORE
36. SHOULD
37. SOME
38. WHO
39. MAY
40. ALSO
41. ALL
42. DO
43. BEEN
44. THROUGH
45. BETWEEN
46. SUCH
47. ABOUT
48. THEM
49. INTO
50. TWO
51. WAS
52. MOST
53. BUT
54. HOW
55. WERE
56. ONLY
57. OUT
58. WHEN
59. ITS
60. THAN
61. BOTH
62. ANY
63. IF

(Table 10 continued)

64. THOSE
65. BECAUSE
66. SO
67. EACH
68. HOWEVER
69. WHILE
70. DURING
71. I
72. NO
73. AFTER
74. SINCE
75. THEREFORE
76. LIKE
77. WITHIN
78. ACCORDING
79. DOES
80. HE
81. MUST
82. CANNOT
83. HIS
84. WOULD
85. UP
86. VERY
87. EVEN
88. AMONG
89. WE
90. MIGHT
91. THEN
92. AL
93. ET
94. WHERE
95. WITHOUT
96. ANOTHER
97. THUS
98. ALTHOUGH
99. OTHERS
100. OVER

Table 11: The most Common 100 Content Words in the Corpus of the RA Introductions

_____

RANK WORD

_____

1. LANGUAGE
2. LEARNERS
3. VOCABULARY
4. READING
5. COMPREHENSION
6. KNOWLEDGE
7. STUDENTS
8. RESEARCH
9. LEARNING
10. LEXICAL
11. INPUT
12. ENGLISH
13. WORDS
14. WRITTEN
15. STUDIES
16. USE
17. READERS
18. TEACHING
19. WORD
20. WRITING
21. TEXTS
22. BASED
23. STRATEGIES
24. LEARNER
25. NATIVE
26. LEVEL
27. MEANING
28. INFERENCING
29. MODIFICATION
30. PROFICIENCY
31. DIFFERENT
32. LINGUISTIC
33. APPROACH
34. INSTRUCTION
35. SIMPLIFICATION
36. TARGET
37. INFORMATION
38. PARTICIPANTS
39. TASK
40. DISCOURSE
41. USED
42. ANALYSIS
43. HOWEVER

(Table 11 continued)

44. TYPE
45. TYPES
46. EXERCISE
47. SIMPLIFIED
48. SPEAKERS
49. FOUND
50. IMPORTANT
51. RESEARCHERS
52. SYNTACTIC
53. READ
54. SPECIFIC
55. ACADEMIC
56. INTERACTION
57. PROCESS
58. ACQUISITION
59. CONTEXT
60. FEATURES
61. MAKE
62. ORGANIZATION
63. OVERALL
64. PRESENT
65. RESULTS
66. ROLE
67. COURSE
68. DATA
69. ELABORATION
70. ITEMS
71. MATERIALS
72. NEED
73. PAPER
74. QUESTIONS
75. COLLOCATIONS
76. FOREIGN
77. RHETORICAL
78. COMPETENCE
79. EVIDENCE
80. LEVELS
81. STRUCTURE
82. TEST
83. ESL
84. FREQUENCY
85. HIGH
86. INTRODUCTION
87. LONG
88. PARTICULAR
89. QUALITY
90. RELATIONSHIP

(Table 11 continued)

91. SIMPLE
92. THEORY
93. WAY
94. ADDITION
95. BETTER
96. CRITERIA
97. EFL
98. EXERCISES
99. GENERAL
100. RELATIVE

_____

Table 12: The most Common 100 Content Words in the Corpus of the RA Introductions

_____

RANK WORD

_____

1. LANGUAGE
2. TEACHERS
3. STUDY
4. ENGLISH
5. TEACHER
6. LEARNING
7. CULTURE
8. COURSE
9. EDUCATION
10. STUDENT
11. SKILLS
12. COURSES
13. FOREIGN
14. KNOWLEDGE
15. ELT
16. COMMUNICATIVE
17. RESEARCH
18. CLASSROOM
19. ACQUISITION
20. TRAINING
21. TRANSLATION
22. USED
23. DIFFERENT
24. WRITING
25. PROCESS

(Table 12 continued)

26. LEVEL
27. USE
28. DEVELOPMENT
29. PRACTICE
30. CULTURAL
31. TURKISH
32. NEW
33. GRAMMAR
34. INSTRUCTION
35. NEEDS
36. READING
37. ACTIVITIES
38. OWN
39. NEED
40. UNIVERSITY
41. BASED
42. CLASS
43. GROUP
44. APPROACH
45. IMPORTANT
46. PROGRAM
47. TEST
48. INFORMATION
49. SCHOOLS
50. WAY
51. MATERIALS
52. TERMS
53. SCHOOL
54. ANXIETY
55. PROBLEM
56. THEORY
57. LANGUAGES
58. SENTENCE
59. ORDER
60. THINKING
61. QUESTIONS
62. SENTENCES
63. SLA
64. TASKS
65. ANALYSIS
66. DEPARTMENT
67. INPUT
68. LEARNER
69. TRAINERS
70. PEOPLE
71. PERIOD
72. TURKEY

(Table 12 continued)

73. LINGUISTIC
74. STRATEGIES
75. CRITICAL
76. EFFECTIVE
77. FOLLOWING
78. HELP
79. WORDS
80. DATA
81. FORM
82. GIVEN
83. SPECIFIC
84. STRUCTURE
85. WORK
86. YEAR
87. EXAMPLE
88. CONTENT
89. LIKE
90. STUDIES
91. WELL
92. SELF
93. SERVICE
94. FOCUS
95. NATION
96. AIM
97. CHANGE
98. HOST
99. PROBLEMS
100. PRONUNCIATION

_____

Table 13: The most Common 100 4-Word Strings in the Corpus of the PhDT Introductions

_____

    RANK   WORD STRING

_____

4.   ON THE OTHER HAND,
5.   OF THE STUDY THE
6.   BACKGROUND TO THE STUDY
7.   AT THE END OF
8.   AT THE BEGINNING OF
9.   THE END OF THE
10. OF COMMUNICATIVE TASKS IN
11. AS A RESULT OF
12. THE LANGUAGE IMPROVEMENT COURSES
13. LANGUAGE IMPROVEMENT COURSES IN

(Table 13 continued)

14. PURPOSE OF THE STUDY
15. OF THIS STUDY IS
16. IS ONE OF THE
17. ON THE BASIS OF
18. PERCEIVE THE EFFECTIVENESS OF
19. THE EXTENT TO WHICH
20. ONE OF THE MOST
21. THE DEPARTMENT OF ELT
22. THERE IS A NEED
23. ENGLISH AS A FOREIGN
24. IN THIS STUDY, THE
25. SIGNIFICANCE OF THE STUDY
26. AS A FOREIGN LANGUAGE
27. TURKISH LEARNERS OF ENGLISH
28. . IN OTHER WORDS,
29. THE BEGINNING OF THE
30. PROBLEMATIC ENGLISH CONSONANTS AND
31. LEARNING STYLES AND STRATEGIES
32. THE NEEDS OF THE
33. IN THE FORM OF
34. ENGLISH CONSONANTS AND VOWELS
35. THE EFFECTIVENESS OF COMMUNICATIVE
36. THE EFFECTIVENESS OF THE
37. THE ROLE OF THE
38. OF THE MOST IMPORTANT
39. FOR TURKISH LEARNERS OF
40. STATEMENT OF THE PROBLEM
41. TASKS IN RELATION TO
42. AFRICAN AMERICANS , HISPANIC
43. THE LIGHT OF THE
44. ACCORDING TO THEIR SELECTED
45. IMPROVEMENT COURSES IN THE
46. UNIVERSITY SCHOOL OF ENGLISH
47. THE NATURE OF THE
48. SELECTED DEMOGRAPHICS CHARACTERISTICS SUCH
49. COMMUNICATIVE TASKS IN RELATION
50. IN OTHER WORDS, THE
51. IN RELATION TO THEIR
52. ATTITUDES OF STUDENTS FROM
53. EFFECTIVENESS OF COMMUNICATIVE TASKS
54. IN THE LIGHT OF
55. TO THEIR SELECTED DEMOGRAPHICS
56. OF STUDENTS FROM GRADES
57. SCOPE OF THE STUDY
58. IN OTHER WORDS, IT
59. THE PURPOSE OF THE
60. THE SIGNIFICANCE OF THE

61. DIFFER ACCORDING TO THEIR
62. , AFRICAN AMERICANS ,
63. THE SCOPE OF THE
64. THE ATTITUDES OF STUDENTS
65. THEIR SELECTED DEMOGRAPHICS CHARACTERISTICS ,
66. AMERICANS , HISPANIC AMERICANS
67. ENGLISH LANGUAGE TEACHING ELT
68. IT MAY BE EXERCISED
69. IN TERMS OF THEIR
70. COMMUNICATIVE TASKS IN THE
71. THE AIM IS TO
72. THE COMMUNICATIVE TASKS IN
73. BACKGROUND TO THE
74. OF THE COMMUNICATIVE TASKS
75. OF ENGLISH LANGUAGE TEACHING
76. THE RESULTS OF THE
77. AMERICANS , AFRICAN AMERICANS
78. HOST NATION INTERCULTURAL EDUCATION
79. IS A NEED FOR
80. THE CONTROL GROUP AND
81. IN THE BRINDS OF
82. IS ASSUMED TO BE
83. WITH THE HELP OF
84. THE TEACHING PRACTICE PERIOD
85. OF THE SECOND CULTURE.
86. SCHOOL OF ENGLISH LANGUAGE
87. TO THE TEACHING OF
88. A GREAT DEAL OF
89. THIS STUDY, THE TERM
90. IN THE SECOND LANGUAGE
91. IN THE DEPARTMENT OF
92. AT EASTERN MEDITERRANEAN UNIVERSITY
93. THE OTHER HAND, THE
94. DURING THE TEACHING PRACTICE
95. EFL STUDENT TEACHERS' PROFESSIONAL
96. THE STUDY AND THE
97. OF COMMUNICATIVE LANGUAGE TEACHING
98. BECOME AWARE OF THE
99. IT IS BELIEVED THAT
100. EFFECTIVENESS OF THE COMMUNICATIVE

_____

Table 14: The most Common 100 4-Word Strings in the Corpus of the RA Introductions

_____

     RANK   WORD STRING

_____

1. STRATEGIES AND KNOWLEDGE SOURCES
2. TWO TYPES OF INPUT
3. ON THE OTHER HAND,
4. THE EXTENT TO WHICH
5. TYPES OF INPUT MODIFICATION
6. OF WRITTEN EXERCISE ON
7. BETTER THAN READERS OF
8. AND L2 ACADEMIC TEXTS
9. LI AND L2 ACADEMIC
10. IN L2 LEXICAL INFERENCING
11. ON THE BASIS OF
12. EXERCISE ON L2 VOCABULARY
13. WRITTEN EXERCISE ON L2
14. ENGLISH AS A FOREIGN
15. IN THE FORM OF
16. THE OVERALL STATE OF
17. FROM THE PERSPECTIVE OF
18. THE RELATIVE EFFECTS OF
19. L2 LEARNERS' LEXICAL INFERENCING
20. THE MEANING OF THE
21. VOCABULARY LEARNING FROM CONTEXT
22. UNKNOWN WORDS IN A
23. STUDIES OF WRITTEN INPUT
24. THE PRESENT STUDY INVESTIGATES
25. THE ONE HAND, AND
26. LEARNERS NEED TO KNOW
27. THE STRATEGIES AND KNOWLEDGE
28. RESEARCH HAS LOOKED AT
29. L2 LEXICAL INFERENCING AND
30. OF TWO TYPES OF
31. TYPE OF WRITTEN EXERCISE
32. IS KNOWN ABOUT THE
33. STUDENTS WHO READ THE
34. TYPE AND LEARNER PROFICIENCY
35. MUCH OF THEIR VOCABULARY
36. OF ENGLISH AS A
37. OF WRITTEN INPUT MODIFICATION
38. ON L2 VOCABULARY RETENTION
39. MODIFICATION TYPE AND LEARNER
40. ON THE ONE HAND,
41. THE WORDS, AND THE
42. THE READING COMPREHENSION OF
43. AS A FOREIGN LANGUAGE

(Table 14 continued)

44. FOR THE STUDY OF
45. OF THEIR VOCABULARY FROM
46. OF MODIFICATION TYPE AND
47. TO DETERMINE THE RELATIVE
48. L2 VOCABULARY LEARNING FROM
49. THIS STUDY EXAMINES THE
50. AND THEIR RELATIONSHIP WITH
51. SUGGESTS THAT LI LEARNERS
52. PASSAGE BETTER THAN READERS
53. IN THE FIELD OF
54. AND USAGE OF THE
55. THAN READERS OF THE
56. EITHER SIMPLIFIED OR ELABORATED
57. SIMPLE SYNTACTIC AND LEXICAL
58. A QUANTITATIVE ANALYSIS OF
59. ATTEMPTED TO DETERMINE THE
60. FOR STUDENTS WHO COMPLETE
61. FOREIGN AND SECOND LANGUAGE
62. ON THE EFFECT OF
63. THE RELATIONSHIP BETWEEN TASK
64. AN IMPORTANT ROLE IN
65. AT THE SAME TIME,
66. IN THE CONTEXT OF
67. A GREAT DEAL OF
68. BY MEANS OF A
69. IN A WAY THAT
70. INDICATED FOR EXAMPLE BY
71. THE EFFECT OF THE
72. THE ROLE OF LEXICAL
73. THE PURPOSE OF THE
74. TO MAKE INFERENCES ABOUT
75. ARE CONSIDERED TO BE
76. TRAINING IMPROVE THE SUBJECTS'
77. EXTENT TO WHICH THE
78. WRITTEN BY NATIVE SPEAKERS
79. IN A CORPUS OF
80. IN LI AND L2
81. PRESENTED IN THIS PAPER
82. THE TASK AND THE
83. IT WAS EXPECTED THAT
84. COULD BE CODED AS
85. FOR EXAMPLE, IN THE
86. OTHER ASPECTS OF WORD
87. THE RHETORICAL ORGANIZATION OF
88. TEXT STRUCTURE AS A
89. OF THE VOCABULARY KNOWLEDGE
90. OF SECOND LANGUAGE ACQUISITION

91. IN THE TEACHING OF
92. ON THE QUALITY OF
93. OF TEXT STRUCTURE AS
94. AND RESEARCH HAS SHOWN
95. IN NATURALISTIC AND COMMUNICATIVE
96. OF PASSAGES PERCEIVE THEIR
97. MODIFICATION OF WRITTEN INPUT
98. SHORTER UTTERANCES IN WORDS
99. VOCABULARY EXERCISES: FILLING IN
100. HELP NNS WRITERS IMPROVE

_____

APPENDIX D

Full-Text Versions of the Truncated Excerpts

(1)

> *For years and years, foreign language has been intensively taught in Turkey both as a second language and as a medium of instruction. Nevertheless, teachers throughout the country have been complaining about their students' lack of communicative skills in English and their unwillingness to participate in any sort of discussion in the class. Why, then, one might ask, cannot the particular demands of learners of English still be satisfied whereas they are actively involved in language learning at almost all level of their training? Is needs analysis really the best way to go about particular shortcomings of following communicative approaches to language teaching and learning? Does it really work in practice?*

<div align="right">(PhDT19, 8)</div>

(2)

> *However, since many language teachers and language teaching schools have not paid attention to the teaching of pronunciation until recently, English language teaching programs (especially those in private language teaching schools) in our country have become partially successful at producing fluent and accurate speakers of English, yet unintelligible speakers of English. This is, in fact, owing to the English teachers' lack of knowledge in phonetics and phonology.*
>
> *Many English teachers in our country, unfortunately, do not possess an adequate knowledge of phonetics and phonology as the profession requires. For this reason, they cannot*

teach their students how problem sounds, such as / 0 / in thin, I n I in this and / n/ in going are produced.

(PhDT10, 3)

(3)

It is a fact that English is one of the most important foreign languages taught at all levels of the educational system in Turkey. A great deal of effort and money has been spent in order to teach it effectively to Turkish students by both parents and the government. Needless to say, learners, themselves, are also aware of the fact that learning a foreign language, especially English, in Turkey is important in education, trade and international relations. Although the learners, the parents and the government are conscious of this phenomenon, the intended goals cannot be obtained adequately. One of the causes of this failure at the elementary education can be the course books followed and teaching activities they involve.

(PhDT2, 2)

(4)

In our present education system, most teachers do not seem to be equipped with the necessary skills to educate and prepare future generations for the twenty-first century, the era of knowledge. In order to help our students to compete with the citizens of other developed countries in the field of knowledge and advanced technology, they must be properly educated to fully utilize higher order thinking skills and hence become critical thinkers. Unfortunately, in our education system in Turkey, memorization and rote learning is overemphasized leading the students to simply to answer test items aimed at preparing them for important tests, such as university entrance exam. Although we know that critical thinking is more important than rote memorization, not many teachers tend to teach critical thinking skills in their classes. As a result, our students lack learning the skills of questioning, researching, analyzing, interpreting and the like since we do not teach them how to process information. Instead, we teach them factual information, which many students find irrelevant and meaningless (Good & Brophy, 1994). Therefore, they do not become critical thinkers.

165

(5)

This is also true of the majority of the Turkish EFL students who ostensibly have difficulty in using language for practical purposes when they have a message to get across. The very assumption made with reference to this case of Turkish learners of English stresses the importance of the issues involved in the application of communicative language teaching.

In parallel to this discussion, a common awareness that Turkish learners of English can know the grammar and yet be unable to activate that knowledge to communicate efficiently leads us to consider the underlying factors in connection with the development of communicative language teaching.

As a matter of fact, the problem posed by the complex nature of communication and the factors embedded in the individual characteristics of Turkish learners of English does not indicate the scant attention devoted to English instruction in Turkey. On the contrary, for the past several decades, Teaching English as a Foreign Language (TEFL) has been one of the most important goals of national education in Turkey. English has been a required course from elementary school through the first year in high school. Before entering universities, students usually have to study English for at least six years. Therefore, effective English teaching and learning have been a major concern among students at all levels of education in Turkey.

Although the aforementioned needs are so pressing and English is considered so important a subject in language education of Turkey, traditional EFL teaching methods and curriculum designers have been seriously disconnected from the rapid development of ideas underlying communicative language teaching.

Consequently, students' needs for more pragmatic and effective communicative language skills and factual knowledge written in English have become increasingly insatiable. There still exists a large gap between theory and practice in Turkey's English instruction and thus, a high level

of English proficiency today remains a great barrier to elementary, high school and even to university EFL teaching and learning.

In order to illustrate this assumption held, Turkish students, for example, are found unable to use grammatical knowledge properly in spontaneous conversation. Research suggests that Turkish learners of English including the majority of teacher trainees in the English Departments of Turkish universities have been criticised for being able to demonstrate grammatical knowledge on a grammar examination very well, but most of them lack the ability to speak and understand language accurately and fluently. Since most Turkish students' oral performance after six years of studying English is unsatisfactory, the effectiveness of their learning to speak English by memorising grammatical rules is seriously in doubt.

On the other hand, English instruction operating at almost all levels of proficiency in Turkey generally still follows the Traditional Grammar Translation Method, which mainly focuses on students' reading skill development while their listening and speaking skills are nearly unstressed.

In reference to a survey, worthy of attention for our purposes, conducted by Songün (1993), almost 90% of English teachers working in the elementary and high schools in Izmir, one of the largest cities in Turkey, agreed that they mostly adopted the Grammar Translation Method as a means of teaching English.

It appears that the various shortcomings in English instruction in Turkey do not match the very implementation of the fundamental innovations derived from communicative language teaching. Based on a communicative view of language, it is imperative that further reasons for these defects be fully investigated in search for an appropriate syllabus design corresponding to learners' communicative needs.

(PHDT20, 4-5)

(6)

English language teacher education in Turkey has been rapidly increasing in importance especially during the past decade because English has now become part of the

elementary school curriculum. There is a need for a large number of English language teachers in secondary schools as well as at tertiary level. During the past few years, a number of private English-medium universities have sprung into life in Turkey. The many faculties of education in Turkey are addressing this need and training English language teachers, yet there is no specific training for the trainers; that is to say, trainer training is a field all on its own but, unfortunately, there is no faculty or school that directly addresses this particular issue. Consequently, when a language institution needs to train new teachers or retrain experienced teachers, there are very few qualified trainers to perform this job. What happens in most instances is that experienced English teachers are approached by the administration and are invited to show the new teachers how the language courses are run in that particular institution; i.e., these experienced teachers start their careers as a trainer through orientation programs for new staff. In some cases, this job may be executed partly or wholly by a member of the administration. This 'trainer' also often ends up running short courses or doing sessions in pre-service and in-service teacher training courses thus beginning to take the first step beyond orientation and towards teacher education (TEdn). This system seems to work up to a point; however, there are cases when there are no possible 'trainer' candidates or when the selected 'trainer' seems or feels inadequate. In DBE at METU, the situation is similar to that described above in that the current TEds have all been asked to take on this new role while they were practicing English language instructors in the department.

<div align="right">(PhDT11, 12)</div>

(8)

Regarding the less proficiency gains, students attending Eskişehir Anadolu University, Turkey can be a good example. These students are required to complete one-year preparatory program before starting their own school and are assigned to different language levels based on the score they get from the Michigan Placement Test. In this intensive preparatory program, students take six lessons: core course, grammar, writing, reading, speaking, and listening. A pedagogical grammar, represented in foreign language textbooks (Tonkyn, 1994; cited in Tschirner, 1996), is taught in a traditional fashion. In other words, rules are provided explicitly and then students are required to produce the structures taught. The activities are composed of

mechanical ones such as fill-in-the blanks, multiple choice, circle the correct answer, which require students to work individually most of the time. Observations show that even intermediate level students make errors in most grammatical structures. Like in Montrul's study, a pilot test administered by the researcher at the end of the 2000-2001 Spring Term showed that English causative constructions were problematic for Turkish learners of English at intermediate level even though they received plenty of exposure to English (see section 3.2. The Pilot Test).

(PhDT8, 2)

(9)

For the past semesters, university supervisors have reported that the reflective papers that the student teachers wrote have been similar to narrative descriptions of events without any attempt to reflect critically about those events. Moreover, in discussion sessions, the university supervisors also complained about student teachers' lack of reflective ability in student teachers' discussion of their practice teaching experiences. Since student teachers were experiencing difficulty in reflection, perhaps more opportunities for enhancing reflective thinking should be provided in the teacher education program by implementing portfolios systematically within undergraduate curriculum.

(PHDT21, 20)

(11)

What's more, each university comes up with its own syllabi led by self-determined course objectives, so a variety of materials are being used for a variety of reasons, which means 'there is not a standard course book, either. On the whole, standardization is left out of question, whereas standardization among ELT departments would mean offering equal opportunities to students at schools.

As a result, the starting point for this dissertation is the need for a suggested syllabus with clear objectives, means and ends, together with course materials to be organized into a course book for the course.

(PHDT22, 2)

(12)

Bilkent University School of English Language, as mentioned previously, is an institution that offers training and development opportunities for all the teachers in the institution. Therefore, there are a number of courses run every year depending on the needs of the school and the teachers. Hence, since there are a number of courses run every year, there is a need to maintain a standard across the institution with regard to effective training sessions and the qualities of good trainers. Moreover, since meeting the needs of the participants on training courses is of utmost importance, it would be interesting to note the similarities and differences of the perceptions of the teacher trainers and teachers with different experience levels regarding the features of training sessions and effective teacher trainers. The results could help teacher trainers better understand the expectations of the teachers and therefore meet their needs accordingly.

(PHDT23, 10)

(13)

After teaching English at different levels for eight years, the researcher has noticed that even the students with high proficiency levels have some fears that affect their performances in language classes. Informal interviews of the researcher with students have shown that most of the students are affected from an apprehension about language. They find themselves unsuccessful in these language courses because they fear to make a grammatical mistake, forget a word or simply mispronounce a word and thus they avoid participating in the lesson. Some of the students might even show visible signs of nervousness and some physical reactions such as sweating and stuttering. The informal interviews with the instructors have also indicated that the number of the students who show this kind of reactions is quite high. The interviews and observations mentioned above have persuaded the researcher to investigate the apprehension mentioned by the students and the instructors.

(PHDT3, 4)

(14)

A Turkish Cypriot, I, grew up in a family where my father was a true bilingual in Turkish and Greek and proficient in English. My mother, who was only an elementary school graduate can still remember the English she had learnt at primary school and can communicate with a lower level competence with English speaking people. She could also speak a little Greek which she learnt from the Greek women who came to work in her village. I studied in an English medium school, Turk Maarif Koleji (TMK), and although I

have never lived with the Greeks, I have heard Greek spoken on television since my childhood. Moreover, everybody around me both educated and uneducated can speak some English, and some of them even some Greek. Therefore, I felt the need to understand the language situation in Cyprus and how it evolved.

(PHDT18, 7)

(15)

In the course of this study the following assumptions will be undertaken:

The course needs to be redefined so as to help achieve a standard among ELT departments.

Literary texts are valuable authentic sources for both teachers and teacher trainees.

Short stories are potentially suitable texts to be used for both training and teaching purposes in EFL, ESL, and English as the mother tongue contexts.

Short story analysis not only helps teacher trainees or students learn and appreciate the genre better, but also improves their higher order thinking skills and provide them with the necessary input which help them interpret the discourse itself.

Testing and evaluation should not merely be based on traditional written tests. On the contrary, alternative ways of testing should be implemented into the course.

(PhDT22, 5)

(17)

There are two assumptions in this study. These are displayed as follows:
3. *It is more likely than not that the learners have a different perception of language and learning from the teachers. As*

171

revealed in several studies by Alcorso & Kalantzis (1985). Eltis & Low (1985). and Willing (1985), there are clear mismatches between learners* and teachers" views of language learning. The chances are that teachers could have grammar-oriented learners preferring structural or lexical practice to communicative tasks in communicatively designed courses.

4. *Communicative tasks are an area where a potential mismatch between teacher intention and learner interpretation occurs, as revealed by Kumaravadivelu (1991) and Breen(1987).*

<div align="right">(PhDT7, 13)</div>

(21)

In the course of the study, the following assumptions will be undertaken:

1) In foreign language teaching, the teaching activities are a very important part of the teaching process, and should cover the needs of the learners.

2) The existing activities designed for the sixth grade learners need to be redesigned in the light of the current developments such as Multiple Intelligences Theory. The principles of this theory need to be taken into consideration in this process.

3) The course materials and activities to be used in the classroom should be motivating and appealing to the capacities of the learners. It is true that if an activity is enjoyable, it will be memorable.

5) Language teachers should be aware of the learners' styles and strategies, capacities to learn in order to achieve a successful result in the teaching and learning process.

6) The activities in FLT should be varied. It is true that MI based activities will be more retainable for the learners as they prove to be more useful when they learn by doing,

<div align="center">172</div>

feeling, and involving in any activities.

7) The questionnaire designed for the study to collect the data is valid and reliable. It is also assumed that the responses to this questionnaire reflect the real and sincere opinions of the participants.

<div align="right">(PhDT2, 4)</div>

(22)

The scope of this research covers 100 vocational freshman and/or sophomore students studying Engineering, Fine arts, Business Administration, Economics, Education and Humanities and Letters at Bilkent University where the medium of instruction is English. The students range in age between 18 to 23 years old. All the subjects received a one year intensive EFL Program (at Prepatory School) before starting their first year in their departments. The students also receive English 101 in Fall semester and English 102 in Spring. The following factors will not be taken into consideration throughout the study:

1. Motivation
2. Career Orientation
3. Personality (other than introversion, extroversion and ambiversion)
4. Teaching Methods
5. Cultural Background
6. Age
7. The Variety and the Content of the Tasks
This study will not concentrate on the students who are novice, elementary or intermediate level students who study at Bilkent Preparatory Program. This dissertation aims to target the students studying Foreign Language Learning at advanced level. The educational background, the student profile of the departments, individual psychological problems and the factors that contribute to such issues, interpersonal and intrapersonal relations of the learner (i.e. with himself/herself, peer, group, family), environmental factors, the physical classroom, socio-cultural and economical factors will not be the center of attention in this study.

<div align="right">(PhDT12, 8-9)</div>

(25)

The limitations of this study is that only the teachers and trainers at Bilkent University are given the questionnaires. However, the aim of this study is to shed light on the trainers at Bilkent University, the data will be interpreted at an institutional basis. Therefore, the scale of this research cannot be extended any further since Bilkent University is the 'only' University in Turkey offering the 1CELT and the DELTA courses at an institutional basis. Therefore, the results may not be generalisable to other institutions. The reason why the chi-square has been used to compare the ICELT and DELTA teachers' perceptions regarding the features of training sessions and the qualities of effective teacher trainers is because the SPSS chi-square data analysis procedure can only be used to address questions about the relations between two groups only. Since the researcher had three groups of informants, only the data collected from the ICELT teachers and the DELTA teachers could be analysed through the chi-square. As the number of the ICELT teachers was 42 and the DELTA teachers 14 chi-square analysis could easily be done. The remaining data collected from the teacher trainers consisting of 6 informants could only be analysed via the SPSS frequency distribution analysis program.

(PhDT23, 11)

(26)

To begin with, as the aim is to suggest a syllabus, it is inevitable to search for the real inspiration, beliefs, and viewpoints which caused YÖK to introduce a short story course at ELT departments. However, YOK cannot offer much help because the World Bank did not leave any documents behind after the project completed. Therefore, academics involved in the project are now unknown, which will lead the study to question teacher trainers' ideas and approaches of the course at different universities.

Secondly, appearing first in the 19th century, modern short story is one of the newest genres, but it can still offer a vast amount of examples. Therefore, it needs great care and attention to choose samples exemplifying both the genre itself and analysis / teaching methodology. Similarly, the literature offers a great deal on short story analysis but not much on teaching. Therefore, the analysis

component of the study will be handled carefully so as to avoid confusion and overloading, and the teaching component will be built on the former review of the literature and the data gathered from questionnaires given at the beginning.

Similarly, the literature offers a great deal on short story analysis but not much on teaching. Therefore, the analysis component of the study will be handled carefully so as to avoid confusion and overloading, and the teaching component will be built on the former review of the literature and the data gathered from questionnaires given at the beginning.

(PhDT22, 5)

(27)

The findings of this study are limited to the group of students who study English at Bilkent University First Year English Program in five different faculties which are; Economics, Engineering, Business Administration, Art -Design - architecture and Humanities and Letters. These students completed their 101 -English and Composition I- course and stated their 101 letter grade as they answer the questionnaires. Though the findings would not be applicable and could not be generalized to the entire university population, subjects from five different faculties provide the readers a further understanding and spectrum of what the general picture about this subject can be at the university level. Moreover, because of certain limitations and privacy issues, which personality type is successful in which language skill (reading, writing, listening, and speaking) could not be tested.

(PhDT12, 10)

(28)

There are several limitations in the study. The first one is concerned with the number of subjects invoked in the study. Only the participants from the DBK took part in the study. The total number of students and teachers in the study was 91 and 16 respectively. Administrative constraints rendered it hard to enlarge the size of the sample in the study by including participants from other departments of METU or from other

175

universities. At the stage of data collection, utmost care was taken so as to ensure the reliability or the data.

The third limitation in the study is concerned with the proficiency levels of the students in the study. Two groups of students with different levels of proficiency, elementary and intermediate levels, participated in the study. However, the proficiency level was not regarded as a variable in the study.

The final limitation in the study is concerned with the number of the communicative tasks in the study. Due to the time constraint in the study only eight tasks were subjected to the quantitative and qualitative analysis.

All the limitations mentioned above might have a restricting impact on the study. It is nevertheless, believed that the research will still yield valid and reliable findings as a result of certain variables being controlled, the use of two different groups of participants, as well as reliable data collection methods.

(PhDT7, 13-14)

(30)

Apart from delimitation of time and resources, the study is limited to the third-year students at the ELT Department of Çukurova University. The main aim for choosing the third-year students was the fact that they were to take translation courses for the first time according to the new curriculum prepared by HEC. The applicability of the results to other ELT departments may need further study to make a sound generalization.

(PhDT16, 13)

(31)

An important limitation of this study is that only certain grammatical constructions such as phrases, clauses or embedded sentences are taken into consideration to be analyzed in writing, not all the grammatical constituents in English (see Appendix 16).

The students' previous writing experiences are not taken into account. On the basis of the interviews the researcher carried out with the participating students, information about their previous education was obtained. According to this, it is observed that writing courses in both their NL and FL in the previous education had generally been ignored, and they had mostly been involved in mechanical exercises as part of the syllabus. The purpose of

giving these exercises is that they could become successful in the University Entrance Examination rather than gaining other skills like writing and speaking in their previous education.

<div align="right">(PhDT14, 15)</div>

(33)

*The scope of **the** study is given below:*

1- *The sample size of this study is small (120 subjects), but larger than most studies conducted in PI research (see section 2.8.3.).*

2- *Individual differences are not taken into account.*

3- *Further research should be carried out to compare the effects of processing instruction in the learning of different linguistic features in English.*

4- *The tasks on the pretest and the post/follow-up test have no communicative behavior; that is, students are not asked to speak or to do pair-work.*

5- *The study is at sentence level. Further studies may involve causatives at discourse level.*

6- *Only one processing strategy {the first noun strategy) is investigated.*

7- *Passive causatives are not examined. In a future study, they can be studied with causative verbs have, make, and get.*

8- *Long-term effects of the two instructions under investigation should be reexamined since the long-lasting effects of instruction in this study are measured only over a period of five weeks.*

9-   *In this study, input is controlled, not spontaneous. In the future studies, spontaneous input can be used by adding oral tasks.*

<div align="right">(PhDT8, 8)</div>

(34)

This study was conducted through an intense contact with the two involved parties (15 student-teachers and 6 supervisor teachers). In order to provide an in depth description of what really is happening during the teaching practice period, mainly focusing on the effectiveness of supervisory feedback, every contact between the two groups of participants was attempted to be followed. These contacts included pre and post feedback sessions -immediate or delayed- and classroom observations with all participating student- teachers in all three types of schools (an Anatolian High School, a State High school and a Private High school) involved. The effects of mentors on the student-teachers were also considered in the study. The student- teachers were asked whether or not and how their mentors had influenced them. However, this aspect was not explored in an in-depth manner. The contacts between all the participating supervisor and the student-teachers were followed, all the participant student- teachers were visited in their practice schools, and their classes were observed with their supervisors, all the feedback sessions of all the supervisors were followed and recorded. The student-teachers and the supervisors were interviewed. Appointments with the participants for the first and the second rep-grid applications were arranged.   For each contact, contact summary sheets were filled (see Appendix C). All these procedures were rather occupying, and made it impossible to work with a larger population.   A greater number of participants would have let the researcher have a broader frame of the happenings, which might make the study findings more generalisable. However, in this study, the amount of data to be collected made it impossible.

(PhDT6, 7-8)

Full-Text Excerpts of the Key Signals for Establishing the Niche in the RA and the PhDT Introductions

Negative or quasi-negative quantifiers

RAs

(35)

*So far, only **very few** studies have analysed learner collocations on the basis of a reasonable amount of natural production data (Chi et al.. 1994; Howarth 1996; Granger 1998; Lorenz 1999).*

(RA1, 223)

(36)

*There is increasing interest in semantic mapping as a teaching tool (Nation, 2001), but **not much** is known about the effectiveness of classroom language instruction that uses this technique.*

(RA3, 89)

(37)

*However, this effect was found **only** for the lowest levels of learners (in 9th and 10th grades).*

(RA5, 72)

(38)

*First of all, the study employed **only** three native-speaking raters.*

(RA7, 472)

(39)

*This **small** number of raters obviously increased the chance factor in the author's findings.*

(RA7, 472)

(40)

Because previous studies on culturally influenced rhetorical patterns had reported differential preferences for or demands on discourse structures by raters of different

*language backgrounds (e.g., Kobayashi and Rinnert, 1996), there was sufficient ground to suspect that the findings reported in Chiang (1999) were valid at best **only** for French raters evaluating French writing samples produced by American subjects.*

(RA7, 472)

(41)

*Amidst the enthusiasm over genre as a teaching tool, however, **few** studies have evaluated the effects of genre-based pedagogy on students' language and literacy development.*

(RA8, 418)

(42)

*In prefacing their evaluation of genre-based writing instruction in an ESP/EAP course, Henry and Roseberry (1998, p. 148) observe that "the arguments for and against the genre approach in ESP/EAP **have been limited to** the theoretical, and **few if any** attempts have been made to evaluate the approach empirically in an ESP/EAP context."*

(RA8, 418)

(43)

*The discussion is presented against a background of well-attested findings from cognitive psychology and speech science that have featured relatively **little** in accounts of second language acquisition (SLA).*

(RA18, 400)

(44)

***Little** research has been done to investigate what type of training will be most beneficial to bridge the gap between general English at secondary and undergraduate levels and disciplinary reading at post-graduate level, and to help students in EFL contexts gain this overall experience of reading research articles in their specialty area.*

(RA13, 388)

(45)

*In a more recent overview, Ostler (2002) notes that there are **no** studies on the effectiveness of applications of CR in the classroom.*

(RA14, 213-214)

(46)

*Surprisingly **little** work has been conducted on the next step in learning vocabulary in a formal classroom setting, namely the written practice activities that follow the presentation of any new vocabulary.*

(RA21, 274)

(47)

*When analyzing the role of culture-specific background knowledge in L2 reading, schema-theoretic research has generally paid **little** attention to text-based and instrument-based factors, giving rise to serious validity issues in measurement.*

(RA23, 496)

(48)

*Thus, **no** opportunity has been offered to the readers to activate their abstract schemas in order to generate rich inferences.*

(RA23, 496)

(49)

*Yet, determining text equivalency in this way leaves **much** to be desired from the perspective of validity in measurement.*

(RA23, 496)

(50)

*The focus on salient points at the expense of enriching incidental information hinders an efficient encoding stage in that there is **no** active schema which guides the selection of relevant information, influences the interpretation, or integrates the new data with pre-existing knowledge.*

(RA23, 496)

(51)

*As such, **no** opportunity exists for proper inferencing to occur.*

(RA23, 496)

PhDTs

(52)

*However, all the studies conducted on portfolios in teacher education dealt with portfolio use in science and math teacher education, but there are **only two** studies conducted on second language teacher education.*

(PhDT21, 19)

(53)

*Moreover there is **not even a single** study conducted on foreign language teacher education.*

(PhDT21, 19)

(54)

No studies up to now in Turkey at University level have been conducted covering these issues up to now.

(PhDT12, 6)

(55)

*Despite the fact that there are lots of work on literary analysis or analysis of fiction, **none of** them fully fits in when possible aims of the course are considered.*

(PhDT22, 6)

(56)

Besides, the literature offers **not much** on teaching stories.

(PhDT22, 6)

1. **Lexical negation**

    Verbs

    RAs

(58)

*In L2 learning, much of this research has **failed** to provide strong evidence; therefore, L2 professionals need more information about this potentially important process if they are to make good decisions about vocabulary teaching.*

(59)

*Plotting the progress of attrition by means of a simple vocabulary test seems to be an example of researchers **falling into the trap** of treating vocabularies as mere lists of words which can be counted in simple ways.*

(RA16, 137)

(60)

*Furthermore, when textual comprehension is tested by recall procedures, it is often the salient information in the text, linked to explicit memory, which is measured, while the less obvious data, which are more dependent on implicit memory are **ignored**.*

(RA23, 496)

Adjectives (7 instances)
RAs

(61)

*However, although some suggestions on the teaching of collocations have been made in recent years (e.g. Lewis 2000), it is largely **unclear** how and especially which of the great number of collocations in a language should be taught.*

(61)

*Unfortunately, studies that analyse non-native speaker collocation production are not only **rare**, but also mostly **unsatisfactory**.*

(RA1, 223)

(62)

*Additionally, in some of these studies, the concept of collocation remains **hazy**, so that besides combinations such as heavy drinker combinations and lexical items such as striped shirt, alarm clock, or safety belt are, without further discussion, included among the items tested (e.g. Hussein 1990; Farghal and Obiedat 1995).*

(RA23, 224)

(63)

*Although Gamaroff (2000) states that language testing is not in an "abyss of ignorance" (Alderson, 1983 cited in Gamaroff, 2000), the choice of the 'right' essay writing evaluation criteria in many EFL/ESL programs remains **problematic** as often those chosen are inappropriate for the purpose.*

(RA4, 372)

(64)

*At present, these memoirs provide the field with a wealth of observations about learning experiences of middle-class Caucasian, Asian, and Latina females but are **rather scarce** about the role of gender in language learning of heterosexual males, gay and lesbian learners, working-class individuals, or African immigrants.*

(RA9, 214)

(65)

*For some time, now, I have felt that this way of looking at vocabulary attrition is an **unsatisfactory** one.*

(RA16, 137)

(66)

*The primary purpose of this paper is not merely to suggest that the criteria for coding "corrective recasts" are **problematic**; it is certainly not to suggest that problems with such criteria can be rectified or mitigated. Rather, the primary purpose is to argue that the methodological practice of coding in the study of interaction, regardless of what criteria are actually presented, is **problematic**.*

(RA19, 295)

Nouns (3 instances)

RAs

(67)

*Another **limitation** to the study pertained to the specific language investigated in it, and to the identity of the student population that was asked to produce the writing samples.*

(RA7, 472)

(68)

*This **lack** of assessment has perhaps been one reason why genre-based teaching is sometimes controversial (Freedman, 1993, 1994).*

(RA9, 214)

(69)

*At the same time, recently there have been **criticisms** of some assumptions of CR research that may have **negative** pedagogical consequences, such as labeling students in terms of their national identities, the static view of cultures, ethnocentrism and essentialism (Kubota, 1999, 2001; Spack, 1997; Zamel, 1997).*

(RA14, 214)

PhDT Introductions

(70)

*The study of foreign language anxiety is still a relatively young area. As Scovel states in his literature review (1978), the early research in this field have **mixed and confusing** results. The confusion is probably due to the **problematic** definitions and the **lack of a reliable and valid** measure of anxiety specific to language learning (MacIntyre and Gardner, 1991a).*

(71)

*Since there are **contradicting** views for the effective outcomes of supervision, the issue seems to worth an in-depth investigation.*

(PhDT6, 2)

(72)

*Our original motivation in carrying out such an investigation derives from the **lack of empirical** research basing the various aspects communicative language teaching on the particular demands of learners and on the conditions of the Turkish educational system.*

(PhDT19, 8)

(73)

*Studies showing the parallelism between FLA and SLA in terms of acquisition order is assumed to be **unsatisfactory** in that they focus on unrelated morphemes **rather than** the closely interwoven rules of UG, acquisition of which cannot be accomplished by general learning mechanisms.*

(PhDT5, 12)

3. Negation in the verb phrase (4 instances)

RA S

(74)

*As the subjects **did not learn** the material taught to them **satisfactorily** in the study by Sanchez (2002), it was thought that it would be wise to teach learners in a different way.*

(RA3, 89)

(75)

*However, the measurements of language performance and the evaluations of task types and conditions in these studies **do not generally consider** interactive aspects of language use.*

(RA2, 324)

(76)

*However, as Shohamy (1990) pointed out, the identity of such a concept relative to the other components **had not been adequately defined**.*

(RA7, 472)

(77)

*Partly because of this, discourse features **had hardly received** any emphasis or attention in the assessment of language samples produced by learners.*

(RA7, 472)

(78)

*One of the difficult issues in teaching academically bound ESL students to produce appropriate academic written text is that research has **not** established with certainty what specific syntactic and lexical features, when taken together, can create an impression of a seemingly simplistic or reasonably sophisticated text in written L2 discourse.*

(RA12, 275)

(79)

*It seems to me, however, that the work reported in the previous paragraph does **not** really take the implications of the network idea seriously.*

(RA16, 137)

(80)

*However, as interest in vocabulary development grew, researchers began to realize that measuring size alone **can no longer** provide a satisfactory description of L2 learners' lexical knowledge because knowledge of words is multidimensional.*

(RA18, 548)

(81)

*However, while the two-dimensional frameworks have received some empirical support, at this time, the three- and four-dimensional models are largely at the stage of being hypotheses and, as a whole, their effectiveness to account for vocabulary knowledge with an increase in proficiency has **not** been empirically tested.*

(RA20, 548)

PhDTs

(82)

*Such studies have **not** examined what actually happens during the experience itself.*

(PhDT2, 3)

(83)

*Nevertheless, to date, this topic has **not** received due attention from the researchers in EFL context.*

(PhDT7, 35)

(84)

*However, a research study specifically aiming to find out perception matches among teachers and trainers has **not** been carried out.*

(PhDT23, 2)

4. Questions (3 instances)

RAs

(85)

Nonetheless, many persevere, convinced that their students need the interpersonal, analytical, problem-solving and decision-making skills that can be enhanced through case-based learning. So, why are their students reluctant to participate? Why do they hold back from expressing their views in these situations? Can a better understanding of these factors help lecturers adopt more culture-sensitive practices in their case discussions? What steps might they take to more fully engage their Asian students? How might business communications specialists help the students to acquire the English language skills and confidence they need to take a more active role in these events?

(RA5, 66)

(86)

In addition to questions about the value of different types of modifications, the potential interaction between modification type and learner proficiency remains an important issue.

(RA5, 72)

(87)

Despite the apparent importance of the fixed phrase in English for specific purposes, significant questions remain about the degree to which fixed phrases are unique to particular registers and the extent to which expert disciplinary writing differs from that of novices with respect to the use of discipline-specific frequent word combinations.

(RA17, 398)

5. Expressed needs/desires/interests (6 instances)

RAs

(88)

*To answer these questions satisfactorily, **it is essential** to identify the problems that learners have in dealing with collocations.*

(RA1, 223)

(89)

*One of the issues in **need** of clarification in the field of communicative competence modeling concerned the construct of "discourse competence" (Canale, 1983).*

(RA7, 472)

(90)

*However, some of the features in Chiang's (1999) research design indicated the **need** for further investigation.*

(RA7, 472)

(91)

*In ESP and other fields, more studies are **necessary** to illuminate the influence, if any, genre-based teaching has on learners and the suitability of different approaches for specific populations of students.*

(RA8, 418*)*

(92)

(93)

*Particularly **needed** in ESP are studies on long-term effects of such instruction, as practitioners who observe genre-based teaching to 'work' in their classrooms may be unaware of how, if at all, students put it to use months or years after a course or training session.*

(RA8, 418)

*It follows that the role of cultural background knowledge in L2 inferential comprehension **needs to be** investigated not necessarily in the framework of two texts that are thought to be syntactically, lexically, and rhetorically equivalent, but in the context of the same text used in two different ways, one being the original and the other a culturally nativized version.*

(RA23, 496)

PhDTs

(94)

*The second factor that emerged from the literature was **the need to further explore** the processes of constructing portfolios by the student teachers from their perspectives, and identified the purpose of the portfolio from their own thinking.*

(PhDT21, 19)

a. Contrastive comment

RAs

(95)

While Ohta's study provides illuminating pictures of interactive tasks incorporated in beginning level courses, what happens at later stages of the language learning has not yet been explored with the same level of detail.

(RA2, 324)

(96)

The modification employed in all of these studies, however, entailed primarily simplification of syntax and lexis, although it was sometimes mixed with elaborative modification.

(RA5, 71)

(97)

While 'authentic' and 'natural' language is generally understood as that spoken or written by native speakers for real-life communication purposes, the definitions of what exactly count as authentic or natural have remained rather ***vague***.

(RA2, 324)

(98)

Although researchers (Brown, 1987; Parker & Chaudron, 1987; Tsang, 1987; Yano et al.., 1994) have expected that elaborated input would promote nonnative learners' reading comprehension, the actual research either involved students in an ESL environment (Brown, 1987; Tsang, 1987) or revealed ***no*** *significant effect (Parker & Chaudron, 1987; Yano et al.., 1994).*

(RA5, 72)

(99)

This concept had increasingly been recognized by researchers in the field as one of the constituent abilities that contributed to a language learner's overall proficiency (e.g., Bachman and Palmer, 1982, Harley et al.., 1990, Henning and Cascallar, 1992, Schmidt, 1983), in addition to the more "traditional" element of grammatical knowledge and other situational abilities such as sociolinguistic competence and illocutionary competence (Bachman, 1990).

(RA7, 472)

(100)

In writing assessment, the construct of "discourse competence" had often been conceptualized and labeled as "organization" (e.g., Kobayashi, 1992; Mullen, 1980; Sasaki and Hiroe, 1996) or "coherence" (e.g., Kobayashi and Rinnert, 1996) in a piece of writing. But as Chiang (1999) pointed out, these rating categories had not been analytically defined according to any theoretical models.

(RA7, 472)

(101)

I will argue that approaching language memoirs as discursive constructions, ***rather than*** *as factual statements, has great potential for the field of applied linguistics.*

(RA9, 214)

(102)

*Regarding intelligibility as a two-way process, it emphasizes the perceptions of listeners **rather than** the productions of speakers.*

(RA18, 400)

PhDTs

(103)

***In contrast to previously conducted studies**, this study attempts to draw a general picture of the happenings that take place throughout the teaching period.*

(PhDT6, 2)

(104)

*Studies showing the parallelism between FLA and SLA in terms of acquisition order is assumed to be **unsatisfactory** in that they focus on unrelated morphemes **rather than** the closely interwoven rules of UG, acquisition of which cannot be accomplished by general learning mechanisms.*

(PhDT5, 12)

(105)

*Although the relationship between proficiency in a foreign language and critical thinking skills has **not** been fully researched, the above mentioned theoretical and empirical studies imply that adult second language (English in our case) learners are supposed to have better critical strategies*

according to their second language (l2) proficiency levels than those who have little or no L2 knowledge.

(PhDT9, 6)

7. Problem-raising RAs

(106)

Most of them rely on small-scale elicitation tests, often consisting of translation tasks, making it questionable whether the results are generalizable and whether they reflect the learners' actual production problems (e.g. Gabrys-Biskup 1990, 1992; Bahns and Eldaw 1993).

(RA1, 223)

(107)

Another problem has been the seemingly unquestioned use of recall procedures to measure reader-text interaction in L2 reading, notwithstanding their several serious shortcomings concerning inferential comprehension.

(RA23, 496)

APPENDIX F

The Most Frequent 1000 Words in the Corpus of the RA Introductions

```
--------------------------------------------------------
RANK    FREQ    COVERAGE              WORD
                individual            cumulative
--------------------------------------------------------
1.      1225    5.59%                 5.59%    THE
2.      1061    4.84%                 10.43%   OF
3.      677     3.09%                 13.52%   AND
4.      593     2.71%                 16.23%   IN
5.      498     2.27%                 18.50%   TO
6.      378     1.73%                 20.23%   A
7.      285     1.30%                 21.53%   THAT
8.      224     1.02%                 22.55%   AS
9.      222     1.01%                 23.56%   IS
10.     211     0.96%                 24.52%   LANGUAGE
11.     204     0.93%                 25.45%   FOR
12.     174     0.79%                 26.24%   ON
13.     159     0.73%                 26.97%   THIS
14.     150     0.68%                 27.65%   LEARNERS
15.     149     0.68%                 28.33%   VOCABULARY
16.     140     0.64%                 28.97%   L
17.     126     0.58%                 29.55%   WITH
18.     119     0.54%                 30.09%   BY
19.     115     0.52%                 30.61%   BE
20.     112     0.51%                 31.12%   THEIR
21.     110     0.50%                 31.62%   AN
22.     110     0.50%                 32.12%   READING
23.     106     0.48%                 32.60%   OR
24.     104     0.47%                 33.07%   ARE
25.     101     0.46%                 33.53%   COMPREHENSION
26.     98      0.45%                 33.98%   WHICH
27.     95      0.43%                 34.41%   HAVE
28.     92      0.42%                 34.83%   KNOWLEDGE
29.     91      0.42%                 35.25%   FROM
30.     90      0.41%                 35.66%   STUDENTS
31.     90      0.41%                 36.07%   STUDY
32.     88      0.40%                 36.47%   RESEARCH
33.     87      0.40%                 36.87%   IT
34.     83      0.38%                 37.25%   AT
35.     78      0.36%                 37.61%   LEARNING
36.     78      0.36%                 37.97%   LEXICAL
37.     74      0.34%                 38.31%   MORE
38.     73      0.33%                 38.64%   TEXT
39.     72      0.33%                 38.97%   NOT
40.     70      0.32%                 39.29%   INPUT
41.     69      0.31%                 39.60%   ENGLISH
```

42.	68	0.31%	39.91%	WORDS
43.	64	0.29%	40.20%	HAS
44.	62	0.28%	40.48%	THESE
45.	61	0.28%	40.76%	WRITTEN
46.	58	0.26%	41.02%	STUDIES
47.	58	0.26%	41.28%	USE
48.	57	0.26%	41.54%	READERS
49.	56	0.26%	41.80%	TEACHING
50.	54	0.25%	42.05%	BEEN
51.	54	0.25%	42.30%	THEY
52.	54	0.25%	42.55%	WAS
53.	52	0.24%	42.79%	ALSO
54.	52	0.24%	43.03%	WORD
55.	51	0.23%	43.26%	MAY
56.	51	0.23%	43.49%	SUCH
57.	50	0.23%	43.72%	C
58.	49	0.22%	43.94%	THAN
59.	49	0.22%	44.16%	WRITING
60.	48	0.22%	44.38%	TEXTS
61.	47	0.21%	44.59%	WERE
62.	46	0.21%	44.80%	&
63.	45	0.21%	45.01%	BETWEEN
64.	45	0.21%	45.22%	E.G
65.	44	0.20%	45.42%	BASED
66.	43	0.20%	45.62%	CAN
67.	43	0.20%	45.82%	STRATEGIES
68.	43	0.20%	46.02%	TWO
69.	42	0.19%	46.21%	ABOUT
70.	41	0.19%	46.40%	ONE
71.	41	0.19%	46.59%	WILL
72.	40	0.18%	46.77%	LEARNER
73.	40	0.18%	46.95%	NATIVE
74.	40	0.18%	47.13%	OTHER
75.	39	0.18%	47.31%	HOW
76.	39	0.18%	47.49%	LEVEL
77.	39	0.18%	47.67%	MEANING
78.	39	0.18%	47.85%	WHAT
79.	38	0.17%	48.02%	INFERENCING
80.	38	0.17%	48.19%	MODIFICATION
81.	38	0.17%	48.36%	PROFICIENCY
82.	38	0.17%	48.53%	SECOND
83.	37	0.17%	48.70%	DIFFERENT
84.	35	0.16%	48.86%	LINGUISTIC
85.	34	0.16%	49.02%	APPROACH
86.	34	0.16%	49.18%	INSTRUCTION
87.	34	0.16%	49.34%	SIMPLIFICATION
88.	34	0.16%	49.50%	TARGET
89.	33	0.15%	49.65%	BUT
90.	33	0.15%	49.80%	INFORMATION
91.	33	0.15%	49.95%	PARTICIPANTS
92.	33	0.15%	50.10%	SOME
93.	33	0.15%	50.25%	TASK
94.	33	0.15%	50.40%	WHO
95.	32	0.15%	50.55%	DISCOURSE
96.	31	0.14%	50.69%	USED
97.	30	0.14%	50.83%	ANALYSIS
98.	30	0.14%	50.97%	HOWEVER
99.	30	0.14%	51.11%	TYPE
100.	30	0.14%	51.25%	TYPES
101.	28	0.13%	51.38%	EFFECT
102.	28	0.13%	51.51%	EXERCISE

103.	28	0.13%	51.64%	SIMPLIFIED
104.	28	0.13%	51.77%	SPEAKERS
105.	27	0.12%	51.89%	FOUND
106.	27	0.12%	52.01%	IMPORTANT
107.	27	0.12%	52.13%	INTO
108.	27	0.12%	52.25%	RESEARCHERS
109.	27	0.12%	52.37%	SYNTACTIC
110.	26	0.12%	52.49%	ET
111.	26	0.12%	52.61%	READ
112.	26	0.12%	52.73%	SPECIFIC
113.	25	0.11%	52.84%	ACADEMIC
114.	25	0.11%	52.95%	AL
115.	25	0.11%	53.06%	INTERACTION
116.	25	0.11%	53.17%	PROCESS
117.	25	0.11%	53.28%	THREE
118.	24	0.11%	53.39%	ACQUISITION
119.	24	0.11%	53.50%	CONTEXT
120.	24	0.11%	53.61%	FEATURES
121.	24	0.11%	53.72%	MAKE
122.	24	0.11%	53.83%	ORGANIZATION
123.	24	0.11%	53.94%	OVERALL
124.	24	0.11%	54.05%	PRESENT
125.	24	0.11%	54.16%	RESULTS
126.	24	0.11%	54.27%	THOSE
127.	23	0.10%	54.37%	I
128.	23	0.10%	54.47%	MOST
129.	23	0.10%	54.57%	ROLE
130.	23	0.10%	54.67%	SHOULD
131.	23	0.10%	54.77%	WHEN
132.	22	0.10%	54.87%	COURSE
133.	22	0.10%	54.97%	DATA
134.	22	0.10%	55.07%	ELABORATION
135.	22	0.10%	55.17%	IF
136.	22	0.10%	55.27%	ITEMS
137.	22	0.10%	55.37%	MATERIALS
138.	22	0.10%	55.47%	NEED
139.	22	0.10%	55.57%	PAPER
140.	22	0.10%	55.67%	QUESTIONS
141.	22	0.10%	55.77%	RATHER
142.	22	0.10%	55.87%	WHILE
143.	21	0.10%	55.97%	COLLOCATIONS
144.	21	0.10%	56.07%	FOREIGN
145.	21	0.10%	56.17%	GENRE
146.	21	0.10%	56.27%	LI
147.	21	0.10%	56.37%	OUT
148.	21	0.10%	56.47%	P
149.	21	0.10%	56.57%	RHETORICAL
150.	21	0.10%	56.67%	THROUGH
151.	21	0.10%	56.77%	WHETHER
152.	21	0.10%	56.87%	WOULD
153.	20	0.09%	56.96%	COMPETENCE
154.	20	0.09%	57.05%	EVIDENCE
155.	20	0.09%	57.14%	I.E
156.	20	0.09%	57.23%	LEVELS
157.	20	0.09%	57.32%	STRUCTURE
158.	20	0.09%	57.41%	TEST
159.	19	0.09%	57.50%	ESL
160.	19	0.09%	57.59%	FIRST
161.	19	0.09%	57.68%	FREQUENCY
162.	19	0.09%	57.77%	HIGH
163.	19	0.09%	57.86%	INTRODUCTION

164.	19	0.09%	57.95%	LONG
165.	19	0.09%	58.04%	MUCH
166.	19	0.09%	58.13%	PARTICULAR
167.	19	0.09%	58.22%	QUALITY
168.	19	0.09%	58.31%	RELATIONSHIP
169.	19	0.09%	58.40%	SIMPLE
170.	19	0.09%	58.49%	THEM
171.	19	0.09%	58.58%	THEORY
172.	19	0.09%	58.67%	WAY
173.	19	0.09%	58.76%	WE
174.	18	0.08%	58.84%	ADDITION
175.	18	0.08%	58.92%	BETTER
176.	18	0.08%	59.00%	CRITERIA
177.	18	0.08%	59.08%	EFL
178.	18	0.08%	59.16%	EXERCISES
179.	18	0.08%	59.24%	GENERAL
180.	18	0.08%	59.32%	MANY
181.	18	0.08%	59.40%	PARIBAKHT
182.	18	0.08%	59.48%	QUARTERLY
183.	18	0.08%	59.56%	RELATIVE
184.	18	0.08%	59.64%	SAME
185.	18	0.08%	59.72%	TESOL
186.	18	0.08%	59.80%	THEREFORE
187.	18	0.08%	59.88%	UNIVERSITY
188.	18	0.08%	59.96%	WELL
189.	17	0.08%	60.04%	ALL
190.	17	0.08%	60.12%	AMONG
191.	17	0.08%	60.20%	ATTENTION
192.	17	0.08%	60.28%	ELABORATED
193.	17	0.08%	60.36%	EXAMPLE
194.	17	0.08%	60.44%	HAD
195.	17	0.08%	60.52%	STUDENT
196.	17	0.08%	60.60%	SUBJECTS
197.	16	0.07%	60.67%	BECAUSE
198.	16	0.07%	60.74%	CHAUDRON
199.	16	0.07%	60.81%	CLASSROOM
200.	16	0.07%	60.88%	CONSIDERED
201.	16	0.07%	60.95%	CORRECTIVE
202.	16	0.07%	61.02%	CULTURAL
203.	16	0.07%	61.09%	DIFFERENCES
204.	16	0.07%	61.16%	DO
205.	16	0.07%	61.23%	HIGHER
206.	16	0.07%	61.30%	MODEL
207.	16	0.07%	61.37%	NUMBER
208.	16	0.07%	61.44%	PASSAGES
209.	16	0.07%	61.51%	SPEAKER
210.	16	0.07%	61.58%	SUCCESS
211.	16	0.07%	61.65%	TEACHERS
212.	15	0.07%	61.72%	ALTHOUGH
213.	15	0.07%	61.79%	ANY
214.	15	0.07%	61.86%	BOTH
215.	15	0.07%	61.93%	CENTRED
216.	15	0.07%	62.00%	CURRICULUM
217.	15	0.07%	62.07%	DESIGN
218.	15	0.07%	62.14%	DOES
219.	15	0.07%	62.21%	EFFECTS
220.	15	0.07%	62.28%	FIELD
221.	15	0.07%	62.35%	ITS
222.	15	0.07%	62.42%	NEW
223.	15	0.07%	62.49%	ONLY
224.	15	0.07%	62.56%	PROBLEMS

```
225.    15      0.07%           62.63%        RECASTS
226.    15      0.07%           62.70%        SCORES
227.    15      0.07%           62.77%        SHOWN
228.    15      0.07%           62.84%        SOURCES
229.    15      0.07%           62.91%        TASKS
230.    15      0.07%           62.98%        TIME
231.    15      0.07%           63.05%        TRAINING
232.    15      0.07%           63.12%        VARIABLES
233.    15      0.07%           63.19%        VERSION
234.    15      0.07%           63.26%        VIEW
235.    15      0.07%           63.33%        WESCHE
236.    14      0.06%           63.39%        BROWN
237.    14      0.06%           63.45%        COMMUNICATION
238.    14      0.06%           63.51%        FACTORS
239.    14      0.06%           63.57%        FINDINGS
240.    14      0.06%           63.63%        HAND
241.    14      0.06%           63.69%        OFTEN
242.    14      0.06%           63.75%        RETENTION
243.    14      0.06%           63.81%        SCHOOL
244.    14      0.06%           63.87%        SYNTAX
245.    14      0.06%           63.93%        TEXTUAL
246.    14      0.06%           63.99%        THERE
247.    14      0.06%           64.05%        VARIOUS
248.    13      0.06%           64.11%        CASE
249.    13      0.06%           64.17%        CONSTRUCTIONS
250.    13      0.06%           64.23%        CONTENT
251.    13      0.06%           64.29%        DIMENSIONS
252.    13      0.06%           64.35%        FORM
253.    13      0.06%           64.41%        LAUFER
254.    13      0.06%           64.47%        LEARN
255.    13      0.06%           64.53%        MIGHT
256.    13      0.06%           64.59%        NNS
257.    13      0.06%           64.65%        NO
258.    13      0.06%           64.71%        OVER
259.    13      0.06%           64.77%        PERSPECTIVE
260.    13      0.06%           64.83%        PREVIOUS
261.    13      0.06%           64.89%        THEN
262.    13      0.06%           64.95%        THUS
263.    13      0.06%           65.01%        UNDERSTANDING
264.    13      0.06%           65.07%        WITHIN
265.    13      0.06%           65.13%        WRITERS
266.    12      0.05%           65.18%        ANOTHER
267.    12      0.05%           65.23%        ARTICLE
268.    12      0.05%           65.28%        B
269.    12      0.05%           65.33%        COMMUNICATIVE
270.    12      0.05%           65.38%        COMPREHEND
271.    12      0.05%           65.43%        COULD
272.    12      0.05%           65.48%        ESP
273.    12      0.05%           65.53%        EXPERTISE
274.    12      0.05%           65.58%        FOCUS
275.    12      0.05%           65.63%        KNOW
276.    12      0.05%           65.68%        LEAST
277.    12      0.05%           65.73%        LOWER
278.    12      0.05%           65.78%        NON
279.    12      0.05%           65.83%        PASSAGE
280.    12      0.05%           65.88%        PROCESSES
281.    12      0.05%           65.93%        SPEECH
282.    12      0.05%           65.98%        UNMODIFIED
283.    11      0.05%           66.03%        ACCORDING
284.    11      0.05%           66.08%        ACTUAL
285.    11      0.05%           66.13%        AFTER
```

286.	11	0.05%	66.18%	ASSESSMENT
287.	11	0.05%	66.23%	CERTAIN
288.	11	0.05%	66.28%	CHIANG
289.	11	0.05%	66.33%	CODING
290.	11	0.05%	66.38%	ESSAY
291.	11	0.05%	66.43%	ESSAYS
292.	11	0.05%	66.48%	HELP
293.	11	0.05%	66.53%	IMPLICATIONS
294.	11	0.05%	66.58%	INFERENTIAL
295.	11	0.05%	66.63%	JAPANESE
296.	11	0.05%	66.68%	LOSS
297.	11	0.05%	66.73%	MEANINGS
298.	11	0.05%	66.78%	NECESSARY
299.	11	0.05%	66.83%	OTHERS
300.	11	0.05%	66.88%	PART
301.	11	0.05%	66.93%	RECENT
302.	11	0.05%	66.98%	SCALE
303.	11	0.05%	67.03%	SEMANTIC
304.	11	0.05%	67.08%	SET
305.	11	0.05%	67.13%	SKILLS
306.	11	0.05%	67.18%	SUGGESTS
307.	11	0.05%	67.23%	UNDERSTAND
308.	11	0.05%	67.28%	US
309.	11	0.05%	67.33%	WORK
310.	11	0.05%	67.38%	YEARS
311.	10	0.05%	67.43%	ACCOUNT
312.	10	0.05%	67.48%	APPROPRIATE
313.	10	0.05%	67.53%	COGNITIVE
314.	10	0.05%	67.58%	CORPUS
315.	10	0.05%	67.63%	DEGREE
316.	10	0.05%	67.68%	DEVELOPMENT
317.	10	0.05%	67.73%	DID
318.	10	0.05%	67.78%	DIMENSION
319.	10	0.05%	67.83%	ETC
320.	10	0.05%	67.88%	FOLLOWING
321.	10	0.05%	67.93%	FORMAL
322.	10	0.05%	67.98%	GLOBAL
323.	10	0.05%	68.03%	GROUP
324.	10	0.05%	68.08%	GROUPS
325.	10	0.05%	68.13%	IMPLICIT
326.	10	0.05%	68.18%	IMPROVE
327.	10	0.05%	68.23%	INFLUENCE
328.	10	0.05%	68.28%	INTELLIGIBILITY
329.	10	0.05%	68.33%	INTERACTIONAL
330.	10	0.05%	68.38%	LESS
331.	10	0.05%	68.43%	LIKE
332.	10	0.05%	68.48%	MAIN
333.	10	0.05%	68.53%	MEANS
334.	10	0.05%	68.58%	MODIFICATIONS
335.	10	0.05%	68.63%	MODIFIED
336.	10	0.05%	68.68%	NASSAJI
337.	10	0.05%	68.73%	NATURAL
338.	10	0.05%	68.78%	NATURE
339.	10	0.05%	68.83%	NONNATIVE
340.	10	0.05%	68.88%	PARKER
341.	10	0.05%	68.93%	POINT
342.	10	0.05%	68.98%	POSSIBLE
343.	10	0.05%	69.03%	PURPOSE
344.	10	0.05%	69.08%	RELATED
345.	10	0.05%	69.13%	RELATIONS
346.	10	0.05%	69.18%	SCHMITT

347.	10	0.05%	69.23%	SENTENCES
348.	10	0.05%	69.28%	SEVERAL
349.	10	0.05%	69.33%	SIGNIFICANT
350.	10	0.05%	69.38%	SITUATION
351.	10	0.05%	69.43%	SO
352.	10	0.05%	69.48%	SOCIAL
353.	10	0.05%	69.53%	SUCCESSFUL
354.	10	0.05%	69.58%	USING
355.	10	0.05%	69.63%	VALUE
356.	10	0.05%	69.68%	VERSIONS
357.	10	0.05%	69.73%	YANO
358.	9	0.04%	69.77%	ALLOW
359.	9	0.04%	69.81%	APPLIED
360.	9	0.04%	69.85%	ARTICLES
361.	9	0.04%	69.89%	AUTHENTIC
362.	9	0.04%	69.93%	BEING
363.	9	0.04%	69.97%	CHARACTERISTICS
364.	9	0.04%	70.01%	COMMON
365.	9	0.04%	70.05%	COMPLEX
366.	9	0.04%	70.09%	CONVERSATION
367.	9	0.04%	70.13%	DEFINED
368.	9	0.04%	70.17%	DEVELOP
369.	9	0.04%	70.21%	DEVELOPING
370.	9	0.04%	70.25%	EFFECTIVE
371.	9	0.04%	70.29%	EITHER
372.	9	0.04%	70.33%	ELABORATIVE
373.	9	0.04%	70.37%	EMPIRICAL
374.	9	0.04%	70.41%	EVEN
375.	9	0.04%	70.45%	EXAMINATION
376.	9	0.04%	70.49%	GIVEN
377.	9	0.04%	70.53%	GRAMMATICAL
378.	9	0.04%	70.57%	IMPORTANCE
379.	9	0.04%	70.61%	ISSUE
380.	9	0.04%	70.65%	LITTLE
381.	9	0.04%	70.69%	METHOD
382.	9	0.04%	70.73%	NATION
383.	9	0.04%	70.77%	NEEDS
384.	9	0.04%	70.81%	NSS
385.	9	0.04%	70.85%	ORDER
386.	9	0.04%	70.89%	PEDAGOGICAL
387.	9	0.04%	70.93%	PRACTICE
388.	9	0.04%	70.97%	PREDICTORS
389.	9	0.04%	71.01%	PRESENTED
390.	9	0.04%	71.05%	PRODUCTION
391.	9	0.04%	71.09%	PROVIDE
392.	9	0.04%	71.13%	QUESTION
393.	9	0.04%	71.17%	SCHEMATIC
394.	9	0.04%	71.21%	SENTENCE
395.	9	0.04%	71.25%	SIGNIFICANTLY
396.	9	0.04%	71.29%	SPEAKING
397.	9	0.04%	71.33%	STRESS
398.	9	0.04%	71.37%	VERY
399.	8	0.04%	71.41%	ACTIVITY
400.	8	0.04%	71.45%	ADVANCED
401.	8	0.04%	71.49%	AMERICAN
402.	8	0.04%	71.53%	APPEAR
403.	8	0.04%	71.57%	APPROACHES
404.	8	0.04%	71.61%	AREA
405.	8	0.04%	71.65%	BLANK
406.	8	0.04%	71.69%	CENTRAL
407.	8	0.04%	71.73%	CHOICE

```
408.    8    0.04%    71.77%    CLEAR
409.    8    0.04%    71.81%    CONCEPT
410.    8    0.04%    71.85%    CONDITIONS
411.    8    0.04%    71.89%    DEVELOPED
412.    8    0.04%    71.93%    EFFECTIVENESS
413.    8    0.04%    71.97%    EFFICIENT
414.    8    0.04%    72.01%    ELEMENTS
415.    8    0.04%    72.05%    ENHANCED
416.    8    0.04%    72.09%    ESPECIALLY
417.    8    0.04%    72.13%    EVALUATION
418.    8    0.04%    72.17%    EXAMINE
419.    8    0.04%    72.21%    EXAMINING
420.    8    0.04%    72.25%    EXTENT
421.    8    0.04%    72.29%    GOALS
422.    8    0.04%    72.33%    HULSTIJN
423.    8    0.04%    72.37%    IDEAS
424.    8    0.04%    72.41%    IDENTIFY
425.    8    0.04%    72.45%    INCLUDE
426.    8    0.04%    72.49%    INSTRUCTIONAL
427.    8    0.04%    72.53%    INVOLVED
428.    8    0.04%    72.57%    INVOLVES
429.    8    0.04%    72.61%    JEONG
430.    8    0.04%    72.65%    JOHNSON
431.    8    0.04%    72.69%    KOREAN
432.    8    0.04%    72.73%    LOW
433.    8    0.04%    72.77%    METHODS
434.    8    0.04%    72.81%    ORIGINAL
435.    8    0.04%    72.85%    PLANNING
436.    8    0.04%    72.89%    POTENTIALLY
437.    8    0.04%    72.93%    PRACTICED
438.    8    0.04%    72.97%    PRIMARILY
439.    8    0.04%    73.01%    PROPOSED
440.    8    0.04%    73.05%    RATERS
441.    8    0.04%    73.09%    RECALL
442.    8    0.04%    73.13%    RECEPTIVE
443.    8    0.04%    73.17%    REID
444.    8    0.04%    73.21%    REPORTED
445.    8    0.04%    73.25%    RESOURCES
446.    8    0.04%    73.29%    S
447.    8    0.04%    73.33%    SECOND/FOREIGN
448.    8    0.04%    73.37%    SOPHISTICATED
449.    8    0.04%    73.41%    STATES
450.    8    0.04%    73.45%    STRATEGY
451.    8    0.04%    73.49%    STUDIED
452.    8    0.04%    73.53%    SUGGEST
453.    8    0.04%    73.57%    TAKEN
454.    8    0.04%    73.61%    TERMS
455.    8    0.04%    73.65%    TESTS
456.    8    0.04%    73.69%    TSANG
457.    8    0.04%    73.73%    TURN
458.    8    0.04%    73.77%    TURNS
459.    8    0.04%    73.81%    UNDERLYING
460.    8    0.04%    73.85%    UNKNOWN
461.    8    0.04%    73.89%    UP
462.    8    0.04%    73.93%    VAN
463.    8    0.04%    73.97%    VOL
464.    7    0.03%    74.00%    ABILITY
465.    7    0.03%    74.03%    ABLE
466.    7    0.03%    74.06%    ACCURACY
467.    7    0.03%    74.09%    ANALYSES
468.    7    0.03%    74.12%    ASPECTS
```

```
469.    7    0.03%    74.15%    ATTEMPTED
470.    7    0.03%    74.18%    ATTRITION
471.    7    0.03%    74.21%    BASIS
472.    7    0.03%    74.24%    CONTEXTS
473.    7    0.03%    74.27%    CR
474.    7    0.03%    74.30%    DETERMINE
475.    7    0.03%    74.33%    DURING
476.    7    0.03%    74.36%    EACH
477.    7    0.03%    74.39%    EMPLOYED
478.    7    0.03%    74.42%    ENHANCE
479.    7    0.03%    74.45%    ESTABLISHED
480.    7    0.03%    74.48%    EXPECTED
481.    7    0.03%    74.51%    EXPRESS
482.    7    0.03%    74.54%    FINALLY
483.    7    0.03%    74.57%    FOCUSED
484.    7    0.03%    74.60%    FOLLOW
485.    7    0.03%    74.63%    FOLLOWS
486.    7    0.03%    74.66%    FORMS
487.    7    0.03%    74.69%    INDICATED
488.    7    0.03%    74.72%    INFERENCES
489.    7    0.03%    74.75%    INTERMEDIATE
490.    7    0.03%    74.78%    INVESTIGATES
491.    7    0.03%    74.81%    LACK
492.    7    0.03%    74.84%    LEE
493.    7    0.03%    74.87%    MAKING
494.    7    0.03%    74.90%    MEASURED
495.    7    0.03%    74.93%    METACOGNITIVE
496.    7    0.03%    74.96%    MODELS
497.    7    0.03%    74.99%    NUNAN
498.    7    0.03%    75.02%    ONES
499.    7    0.03%    75.05%    OUR
500.    7    0.03%    75.08%    PARTLY
501.    7    0.03%    75.11%    PERFORMANCE
502.    7    0.03%    75.14%    POTENTIAL
503.    7    0.03%    75.17%    PRE
504.    7    0.03%    75.20%    PROBLEM
505.    7    0.03%    75.23%    PROBLEMATIC
506.    7    0.03%    75.26%    PURPOSES
507.    7    0.03%    75.29%    RELATIONSHIPS
508.    7    0.03%    75.32%    RELEVANT
509.    7    0.03%    75.35%    RELY
510.    7    0.03%    75.38%    REVIEWING
511.    7    0.03%    75.41%    SHOW
512.    7    0.03%    75.44%    SINCE
513.    7    0.03%    75.47%    STATE
514.    7    0.03%    75.50%    STRONG
515.    7    0.03%    75.53%    STRUCTURES
516.    7    0.03%    75.56%    TALK
517.    7    0.03%    75.59%    TESTING
518.    7    0.03%    75.62%    THEORETICAL
519.    7    0.03%    75.65%    THINK
520.    7    0.03%    75.68%    VOCABULARIES
521.    7    0.03%    75.71%    WHY
522.    6    0.03%    75.74%    ACTIVITIES
523.    6    0.03%    75.77%    ADOPTED
524.    6    0.03%    75.80%    AIMED
525.    6    0.03%    75.83%    ALLOWS
526.    6    0.03%    75.86%    AMOUNT
527.    6    0.03%    75.89%    ASSESSMENTS
528.    6    0.03%    75.92%    ASSOCIATED
529.    6    0.03%    75.95%    BASELINE
```

```
530.    6    0.03%    75.98%    BLAU
531.    6    0.03%    76.01%    CALLED
532.    6    0.03%    76.04%    CATEGORY
533.    6    0.03%    76.07%    CLASS
534.    6    0.03%    76.10%    COMPARED
535.    6    0.03%    76.13%    CONDITION
536.    6    0.03%    76.16%    CONTRIBUTE
537.    6    0.03%    76.19%    CONTRIBUTES
538.    6    0.03%    76.22%    CREATE
539.    6    0.03%    76.25%    DEAL
540.    6    0.03%    76.28%    DECISIONS
541.    6    0.03%    76.31%    DESIGNERS
542.    6    0.03%    76.34%    DIFFERENCE
543.    6    0.03%    76.37%    DIFFERENTIAL
544.    6    0.03%    76.40%    DIRECTION
545.    6    0.03%    76.43%    DRAWS
546.    6    0.03%    76.46%    ELLIS
547.    6    0.03%    76.49%    EMPHASIS
548.    6    0.03%    76.52%    ERROR
549.    6    0.03%    76.55%    EXPLICIT
550.    6    0.03%    76.58%    EXTENSIVE
551.    6    0.03%    76.61%    FACE
552.    6    0.03%    76.64%    FEW
553.    6    0.03%    76.67%    FILL
554.    6    0.03%    76.70%    FLUENCY
555.    6    0.03%    76.73%    FURTHER
556.    6    0.03%    76.76%    GREAT
557.    6    0.03%    76.79%    HAYNES
558.    6    0.03%    76.82%    HYPOTHESIS
559.    6    0.03%    76.85%    INCLUDED
560.    6    0.03%    76.88%    INCLUDING
561.    6    0.03%    76.91%    INCREASE
562.    6    0.03%    76.94%    INDIVIDUAL
563.    6    0.03%    76.97%    INFLUENCED
564.    6    0.03%    77.00%    INSIGHTS
565.    6    0.03%    77.03%    INTEREST
566.    6    0.03%    77.06%    INVOLVING
567.    6    0.03%    77.09%    ISSUES
568.    6    0.03%    77.12%    LARGE
569.    6    0.03%    77.15%    LEARNER'S
570.    6    0.03%    77.18%    LECTURERS
571.    6    0.03%    77.21%    LEXIS
572.    6    0.03%    77.24%    LOCAL
573.    6    0.03%    77.27%    MEAN
574.    6    0.03%    77.30%    MEASURES
575.    6    0.03%    77.33%    MEMOIRS
576.    6    0.03%    77.36%    METHODOLOGY
577.    6    0.03%    77.39%    MULTIPLE
578.    6    0.03%    77.42%    NEXT
579.    6    0.03%    77.45%    NNSS
580.    6    0.03%    77.48%    NOTICING
581.    6    0.03%    77.51%    NS
582.    6    0.03%    77.54%    OWN
583.    6    0.03%    77.57%    PARTICULARLY
584.    6    0.03%    77.60%    PATTERNS
585.    6    0.03%    77.63%    PERCEPTIONS
586.    6    0.03%    77.66%    PLAY
587.    6    0.03%    77.69%    POLITENESS
588.    6    0.03%    77.72%    PRINCE
589.    6    0.03%    77.75%    PROCEDURAL
590.    6    0.03%    77.78%    PROCESSING
```

591.	6	0.03%	77.81%	PRODUCE
592.	6	0.03%	77.84%	PRODUCTIVE
593.	6	0.03%	77.87%	PROFESSIONAL
594.	6	0.03%	77.90%	PROGRAMS
595.	6	0.03%	77.93%	PROVIDED
596.	6	0.03%	77.96%	PUT
597.	6	0.03%	77.99%	RATES
598.	6	0.03%	78.02%	RATING
599.	6	0.03%	78.05%	REAL
600.	6	0.03%	78.08%	REDUNDANCY
601.	6	0.03%	78.11%	REGARDING
602.	6	0.03%	78.14%	RESULT
603.	6	0.03%	78.17%	RESULTING
604.	6	0.03%	78.20%	REVEALED
605.	6	0.03%	78.23%	SAMPLES
606.	6	0.03%	78.26%	SECTION
607.	6	0.03%	78.29%	SELF
608.	6	0.03%	78.32%	SIMPLER
609.	6	0.03%	78.35%	SIMPLICITY
610.	6	0.03%	78.38%	SMALL
611.	6	0.03%	78.41%	SPEAKER'S
612.	6	0.03%	78.44%	SPECIFICALLY
613.	6	0.03%	78.47%	SURFACE
614.	6	0.03%	78.50%	SYNONYMS
615.	6	0.03%	78.53%	TAKES
616.	6	0.03%	78.56%	TEACHER
617.	6	0.03%	78.59%	THEMSELVES
618.	6	0.03%	78.62%	TOOL
619.	6	0.03%	78.65%	UNITED
620.	6	0.03%	78.68%	USAGE
621.	6	0.03%	78.71%	USERS
622.	6	0.03%	78.74%	VIEWS
623.	6	0.03%	78.77%	WAYS
624.	5	0.02%	78.79%	ADDRESSED
625.	5	0.02%	78.81%	ALMOST
626.	5	0.02%	78.83%	ALTERNATIVE
627.	5	0.02%	78.85%	ANSWER
628.	5	0.02%	78.87%	AUTHENTICITY
629.	5	0.02%	78.89%	BACKGROUND
630.	5	0.02%	78.91%	CARRIED
631.	5	0.02%	78.93%	CLASSROOMS
632.	5	0.02%	78.95%	CLAUSES
633.	5	0.02%	78.97%	COMBINATION
634.	5	0.02%	78.99%	COME
635.	5	0.02%	79.01%	COMPLEXITY
636.	5	0.02%	79.03%	CONDUCTED
637.	5	0.02%	79.05%	CONVERSATIONS
638.	5	0.02%	79.07%	DECLARATIVE
639.	5	0.02%	79.09%	DEPTH
640.	5	0.02%	79.11%	DERIVED
641.	5	0.02%	79.13%	DIFFICULTY
642.	5	0.02%	79.15%	DISCUSSION
643.	5	0.02%	79.17%	DISCUSSIONS
644.	5	0.02%	79.19%	DRIVEN
645.	5	0.02%	79.21%	DUE
646.	5	0.02%	79.23%	EMPIRICALLY
647.	5	0.02%	79.25%	ENGINEERING
648.	5	0.02%	79.27%	EVALUATING
649.	5	0.02%	79.29%	EXAMINED
650.	5	0.02%	79.31%	EXAMINES
651.	5	0.02%	79.33%	EXTEND

```
652.    5    0.02%    79.35%    EXTENSIVELY
653.    5    0.02%    79.37%    FACT
654.    5    0.02%    79.39%    FOCUSES
655.    5    0.02%    79.41%    FOSTER
656.    5    0.02%    79.43%    FRAMEWORK
657.    5    0.02%    79.45%    FRENCH
658.    5    0.02%    79.47%    GENDER
659.    5    0.02%    79.49%    GREIDANUS
660.    5    0.02%    79.51%    HE
661.    5    0.02%    79.53%    HERE
662.    5    0.02%    79.55%    INDEED
663.    5    0.02%    79.57%    INTERPRETATION
664.    5    0.02%    79.59%    INTERVIEWS
665.    5    0.02%    79.61%    INVESTIGATE
666.    5    0.02%    79.63%    INVESTIGATED
667.    5    0.02%    79.65%    KRASHEN
668.    5    0.02%    79.67%    LEKI
669.    5    0.02%    79.69%    LEXICON
670.    5    0.02%    79.71%    LIGHT
671.    5    0.02%    79.73%    LIMITED
672.    5    0.02%    79.75%    LINGUISTICS
673.    5    0.02%    79.77%    LISTENING
674.    5    0.02%    79.79%    MADE
675.    5    0.02%    79.81%    MATERIAL
676.    5    0.02%    79.83%    METHODOLOGICAL
677.    5    0.02%    79.85%    MY
678.    5    0.02%    79.87%    NOR
679.    5    0.02%    79.89%    NOTION
680.    5    0.02%    79.91%    PEDAGOGY
681.    5    0.02%    79.93%    PERHAPS
682.    5    0.02%    79.95%    PLACE
683.    5    0.02%    79.97%    POINTED
684.    5    0.02%    79.99%    POST
685.    5    0.02%    80.01%    PRONUNCIATION
686.    5    0.02%    80.03%    PROTOCOLS
687.    5    0.02%    80.05%    QUANTITATIVE
688.    5    0.02%    80.07%    RAPPORT
689.    5    0.02%    80.09%    READER
690.    5    0.02%    80.11%    READER'S
691.    5    0.02%    80.13%    RECEIVED
692.    5    0.02%    80.15%    RECENTLY
693.    5    0.02%    80.17%    REFERRED
694.    5    0.02%    80.19%    REFLECT
695.    5    0.02%    80.21%    RELATE
696.    5    0.02%    80.23%    RELATION
697.    5    0.02%    80.25%    REPERTOIRE
698.    5    0.02%    80.27%    REQUIRED
699.    5    0.02%    80.29%    RESPONSES
700.    5    0.02%    80.31%    REVIEW
701.    5    0.02%    80.33%    SALIENT
702.    5    0.02%    80.35%    SCHEMA
703.    5    0.02%    80.37%    SEE
704.    5    0.02%    80.39%    SELECTED
705.    5    0.02%    80.41%    SEQUENCES
706.    5    0.02%    80.43%    SERVE
707.    5    0.02%    80.45%    SETTING
708.    5    0.02%    80.47%    SHE
709.    5    0.02%    80.49%    SIZE
710.    5    0.02%    80.51%    SKEHAN
711.    5    0.02%    80.53%    SLA
712.    5    0.02%    80.55%    SOMETIMES
```

713.	5	0.02%	80.57%	SUPPORT
714.	5	0.02%	80.59%	TAKE
715.	5	0.02%	80.61%	TAUGHT
716.	5	0.02%	80.63%	TESTED
717.	5	0.02%	80.65%	TOGETHER
718.	5	0.02%	80.67%	TRADITIONAL
719.	5	0.02%	80.69%	TRANSLATION
720.	5	0.02%	80.71%	TYPICAL
721.	5	0.02%	80.73%	ULTIMATE
722.	5	0.02%	80.75%	UNDER
723.	5	0.02%	80.77%	UNDERSTOOD
724.	5	0.02%	80.79%	UNIQUE
725.	5	0.02%	80.81%	UTTERANCE
726.	5	0.02%	80.83%	VAGUE
727.	5	0.02%	80.85%	VARY
728.	5	0.02%	80.87%	VERB
729.	5	0.02%	80.89%	VERSUS
730.	5	0.02%	80.91%	WHOLE
731.	5	0.02%	80.93%	YET
732.	5	0.02%	80.95%	ZIMMERMAN
733.	4	0.02%	80.97%	•
734.	4	0.02%	80.99%	ACADEMICALLY
735.	4	0.02%	81.01%	ACROSS
736.	4	0.02%	81.03%	ACTIVE
737.	4	0.02%	81.05%	ADEQUATE
738.	4	0.02%	81.07%	AID
739.	4	0.02%	81.09%	AIM
740.	4	0.02%	81.11%	AIMS
741.	4	0.02%	81.13%	ALOUD
742.	4	0.02%	81.15%	ALTMAN
743.	4	0.02%	81.17%	ANALYZED
744.	4	0.02%	81.19%	ANGELES
745.	4	0.02%	81.21%	APPLICATIONS
746.	4	0.02%	81.23%	ARGUED
747.	4	0.02%	81.25%	ASPECT
748.	4	0.02%	81.27%	AURAL
749.	4	0.02%	81.29%	AWARE
750.	4	0.02%	81.31%	BERNHARDT
751.	4	0.02%	81.33%	BESIDES
752.	4	0.02%	81.35%	BEYOND
753.	4	0.02%	81.37%	BOUND
754.	4	0.02%	81.39%	BREADTH
755.	4	0.02%	81.41%	BUILD
756.	4	0.02%	81.43%	BUSINESS
757.	4	0.02%	81.45%	CA
758.	4	0.02%	81.47%	CALIFORNIA
759.	4	0.02%	81.49%	CARRELL
760.	4	0.02%	81.51%	CATEGORIES
761.	4	0.02%	81.53%	CENTREDNESS
762.	4	0.02%	81.55%	CF
763.	4	0.02%	81.57%	CHANGES
764.	4	0.02%	81.59%	CHOI
765.	4	0.02%	81.61%	CLARKE
766.	4	0.02%	81.63%	CLASSES
767.	4	0.02%	81.65%	CLEARER
768.	4	0.02%	81.67%	CLOZE
769.	4	0.02%	81.69%	CODED
770.	4	0.02%	81.71%	COHERENCE
771.	4	0.02%	81.73%	COLLEGE
772.	4	0.02%	81.75%	COMBINATIONS
773.	4	0.02%	81.77%	COMMONLY

```
774.    4    0.02%    81.79%    COMPLETE
775.    4    0.02%    81.81%    CONCERNS
776.    4    0.02%    81.83%    CONSTITUTE
777.    4    0.02%    81.85%    CONTRAST
778.    4    0.02%    81.87%    CONTRASTIVE
779.    4    0.02%    81.89%    CONTRIBUTIONS
780.    4    0.02%    81.91%    CONVENTIONAL
781.    4    0.02%    81.93%    COOK
782.    4    0.02%    81.95%    CORPORA
783.    4    0.02%    81.97%    CROOKES
784.    4    0.02%    81.99%    CROSS
785.    4    0.02%    82.01%    DE
786.    4    0.02%    82.03%    DECADE
787.    4    0.02%    82.05%    DESCRIPTION
788.    4    0.02%    82.07%    DEVELOPMENTS
789.    4    0.02%    82.09%    DIMENSIONAL
790.    4    0.02%    82.11%    DISADVANTAGES
791.    4    0.02%    82.13%    DISTANCE
792.    4    0.02%    82.15%    DIVIDED
793.    4    0.02%    82.17%    DRAWING
794.    4    0.02%    82.19%    DUNKEL
795.    4    0.02%    82.21%    EAP
796.    4    0.02%    82.23%    EFFICIENTLY
797.    4    0.02%    82.25%    ELEMENT
798.    4    0.02%    82.27%    EMIC
799.    4    0.02%    82.29%    EMPLOY
800.    4    0.02%    82.31%    ENCODING
801.    4    0.02%    82.33%    EXPERIENCE
802.    4    0.02%    82.35%    EXPERIMENTAL
803.    4    0.02%    82.37%    EXPLICITLY
804.    4    0.02%    82.39%    FACEWORK
805.    4    0.02%    82.41%    FIELDS
806.    4    0.02%    82.43%    FLORIDA
807.    4    0.02%    82.45%    FOLSE
808.    4    0.02%    82.47%    FONT
809.    4    0.02%    82.49%    FRAMEWORKS
810.    4    0.02%    82.51%    FREQUENTLY
811.    4    0.02%    82.53%    GOAL
812.    4    0.02%    82.55%    GRADUATE
813.    4    0.02%    82.57%    GRAMMAR
814.    4    0.02%    82.59%    GREATLY
815.    4    0.02%    82.61%    HEAD
816.    4    0.02%    82.63%    HEAVILY
817.    4    0.02%    82.65%    HENCE
818.    4    0.02%    82.67%    HENRIKSEN
819.    4    0.02%    82.69%    HER
820.    4    0.02%    82.71%    HINKEL
821.    4    0.02%    82.73%    HIS
822.    4    0.02%    82.75%    HOLLANDER
823.    4    0.02%    82.77%    HONEYFIELD
824.    4    0.02%    82.79%    HOURS
825.    4    0.02%    82.81%    IDENTIFYING
826.    4    0.02%    82.83%    IMPRESSION
827.    4    0.02%    82.85%    INCIDENTAL
828.    4    0.02%    82.87%    INDICATE
829.    4    0.02%    82.89%    INDICATES
830.    4    0.02%    82.91%    INFER
831.    4    0.02%    82.93%    INSTEAD
832.    4    0.02%    82.95%    INSTRUCTORS
833.    4    0.02%    82.97%    INTERLOCUTORS
834.    4    0.02%    82.99%    INTRODUCES
```

```
835.    4    0.02%    83.01%    INVESTIGATING
836.    4    0.02%    83.03%    J
837.    4    0.02%    83.05%    JOE
838.    4    0.02%    83.07%    JOHNS
839.    4    0.02%    83.09%    KEY
840.    4    0.02%    83.11%    KIM
841.    4    0.02%    83.13%    KIND
842.    4    0.02%    83.15%    KNOWN
843.    4    0.02%    83.17%    KRAMSCH
844.    4    0.02%    83.19%    LEARNED
845.    4    0.02%    83.21%    LEWIS
846.    4    0.02%    83.23%    LIFE
847.    4    0.02%    83.25%    LINE
848.    4    0.02%    83.27%    LINGUISTICALLY
849.    4    0.02%    83.29%    LINK
850.    4    0.02%    83.31%    LISTENERS
851.    4    0.02%    83.33%    LITERAL
852.    4    0.02%    83.35%    LOOKED
853.    4    0.02%    83.37%    LOS
854.    4    0.02%    83.39%    MAKES
855.    4    0.02%    83.41%    MANAGEMENT
856.    4    0.02%    83.43%    MARKERS
857.    4    0.02%    83.45%    MCCARTHY
858.    4    0.02%    83.47%    MECHANISMS
859.    4    0.02%    83.49%    N
860.    4    0.02%    83.51%    NATIVELIKE
861.    4    0.02%    83.53%    NEEDED
862.    4    0.02%    83.55%    NEGATIVE
863.    4    0.02%    83.57%    NEGATIVELY
864.    4    0.02%    83.59%    NETWORK
865.    4    0.02%    83.61%    NETWORKS
866.    4    0.02%    83.63%    NORMS
867.    4    0.02%    83.65%    NOTED
868.    4    0.02%    83.67%    NOTES
869.    4    0.02%    83.69%    OBTAIN
870.    4    0.02%    83.71%    OHTA
871.    4    0.02%    83.73%    OPPORTUNITIES
872.    4    0.02%    83.75%    OVERVIEW
873.    4    0.02%    83.77%    PARAPHRASES
874.    4    0.02%    83.79%    PARRY
875.    4    0.02%    83.81%    PAST
876.    4    0.02%    83.83%    PERCEIVE
877.    4    0.02%    83.85%    PRESENTATION
878.    4    0.02%    83.87%    PROCEDURES
879.    4    0.02%    83.89%    PROFICIENT
880.    4    0.02%    83.91%    PROGRAM
881.    4    0.02%    83.93%    PURE
882.    4    0.02%    83.95%    QUANTITY
883.    4    0.02%    83.97%    RATE
884.    4    0.02%    83.99%    REASONS
885.    4    0.02%    84.01%    RECAST
886.    4    0.02%    84.03%    RECOGNITION
887.    4    0.02%    84.05%    REFLECTING
888.    4    0.02%    84.07%    RELATIVELY
889.    4    0.02%    84.09%    REMAINS
890.    4    0.02%    84.11%    REPORTS
891.    4    0.02%    84.13%    RETRIEVALS
892.    4    0.02%    84.15%    RHETORIC
893.    4    0.02%    84.17%    SAYS
894.    4    0.02%    84.19%    SEATTLE
895.    4    0.02%    84.21%    SECONDARY
```

896.	4	0.02%	84.23%	SEEMS
897.	4	0.02%	84.25%	SHORT
898.	4	0.02%	84.27%	SIGNALING
899.	4	0.02%	84.29%	SIMILARLY
900.	4	0.02%	84.31%	SINGLE
901.	4	0.02%	84.33%	SOPHISTICATION
902.	4	0.02%	84.35%	SPOKEN
903.	4	0.02%	84.37%	STAGES
904.	4	0.02%	84.39%	STORIES
905.	4	0.02%	84.41%	STYLE
906.	4	0.02%	84.43%	SUBJECTIVE
907.	4	0.02%	84.45%	SYNTACTICALLY
908.	4	0.02%	84.47%	SYSTEM
909.	4	0.02%	84.49%	SYSTEMIC
910.	4	0.02%	84.51%	T
911.	4	0.02%	84.53%	TAKING
912.	4	0.02%	84.55%	TENDED
913.	4	0.02%	84.57%	TERM
914.	4	0.02%	84.59%	TH
915.	4	0.02%	84.61%	THEMATIC
916.	4	0.02%	84.63%	TOEFL
917.	4	0.02%	84.65%	TOPIC
918.	4	0.02%	84.67%	TRADITIONALLY
919.	4	0.02%	84.69%	TRANSACTIONAL
920.	4	0.02%	84.71%	UNFAMILIAR
921.	4	0.02%	84.73%	UNIPOLAR
922.	4	0.02%	84.75%	UPON
923.	4	0.02%	84.77%	USUALLY
924.	4	0.02%	84.79%	VARIABLE
925.	4	0.02%	84.81%	VARIATION
926.	4	0.02%	84.83%	VICTORIA
927.	4	0.02%	84.85%	WEEK
928.	4	0.02%	84.87%	WHERE
929.	4	0.02%	84.89%	WHOSE
930.	4	0.02%	84.91%	WITHOUT
931.	4	0.02%	84.93%	WORD'S
932.	4	0.02%	84.95%	Y
933.	4	0.02%	84.97%	YEAR
934.	4	0.02%	84.99%	YOUNG
935.	3	0.01%	85.00%	ABILITIES
936.	3	0.01%	85.01%	ACCORDINGLY
937.	3	0.01%	85.02%	ACHIEVE
938.	3	0.01%	85.03%	ACQUIRE
939.	3	0.01%	85.04%	ACTIONS
940.	3	0.01%	85.05%	ACTUALIZING
941.	3	0.01%	85.06%	ADDRESSES
942.	3	0.01%	85.07%	ADEQUATELY
943.	3	0.01%	85.08%	AGAINST
944.	3	0.01%	85.09%	AGREE
945.	3	0.01%	85.10%	ALREADY
946.	3	0.01%	85.11%	ALWAYS
947.	3	0.01%	85.12%	ANALYTIC
948.	3	0.01%	85.13%	ANSWERS
949.	3	0.01%	85.14%	APPARENT
950.	3	0.01%	85.15%	APPLY
951.	3	0.01%	85.16%	APPROPRIATELY
952.	3	0.01%	85.17%	ARC
953.	3	0.01%	85.18%	ARGUE
954.	3	0.01%	85.19%	ASSESSED
955.	3	0.01%	85.20%	ASSIGNED
956.	3	0.01%	85.21%	ASSOCIATIONS

957.	3	0.01%	85.22%	ASSUME
958.	3	0.01%	85.23%	ASSUMED
959.	3	0.01%	85.24%	ATTAIN
960.	3	0.01%	85.25%	ATTEMPTING
961.	3	0.01%	85.26%	ATTEMPTS
962.	3	0.01%	85.27%	AUTHORS
963.	3	0.01%	85.28%	AUTOBIOGRAPHIES
964.	3	0.01%	85.29%	AVAILABLE
965.	3	0.01%	85.30%	BACKGROUNDS
966.	3	0.01%	85.31%	BASIC
967.	3	0.01%	85.32%	BECOME
968.	3	0.01%	85.33%	BECOMES
969.	3	0.01%	85.34%	BEGAN
970.	3	0.01%	85.35%	BEGINNING
971.	3	0.01%	85.36%	BELOW
972.	3	0.01%	85.37%	BENEFICIAL
973.	3	0.01%	85.38%	BEST
974.	3	0.01%	85.39%	BILMES
975.	3	0.01%	85.40%	BOT
976.	3	0.01%	85.41%	BREEN
977.	3	0.01%	85.42%	BRIEF
978.	3	0.01%	85.43%	BROAD
979.	3	0.01%	85.44%	BULK
980.	3	0.01%	85.45%	CALL
981.	3	0.01%	85.46%	CAPABLE
982.	3	0.01%	85.47%	CARROLL
983.	3	0.01%	85.48%	CHALLENGE
984.	3	0.01%	85.49%	CHANGE
985.	3	0.01%	85.50%	CHAPELLE
986.	3	0.01%	85.51%	CHINESE
987.	3	0.01%	85.52%	CLAUSE
988.	3	0.01%	85.53%	CLEARLY
989.	3	0.01%	85.54%	CLUES
990.	3	0.01%	85.55%	COHERENT
991.	3	0.01%	85.56%	COLLECTED
992.	3	0.01%	85.57%	COMMAND
993.	3	0.01%	85.58%	COMMONSENSE
994.	3	0.01%	85.59%	COMPARISON
995.	3	0.01%	85.60%	COMPREHENSIBILITY
996.	3	0.01%	85.61%	CONCEPTION
997.	3	0.01%	85.62%	CONCERNED
998.	3	0.01%	85.63%	CONCERNING
999.	3	0.01%	85.64%	CONSIDERABLY
1000.	3	0.01%	85.65%	CONSIDERS

APPENDIX G

The Most Frequent 1000 Words in the Corpus of the PhDT Introductions

```
--------------------------------------------------------
RANK    FREQ    COVERAGE                    WORD
                individual    cumulative
--------------------------------------------------------
1.      6094    7.51%         7.51%         THE
2.      3339    4.12%         11.63%        OF
3.      2574    3.17%         14.80%        AND
4.      2316    2.86%         17.66%        IN
5.      2284    2.82%         20.48%        TO
6.      1560    1.92%         22.40%        A
7.      1208    1.49%         23.89%        IS
8.      1073    1.32%         25.21%        LANGUAGE
9.      824     1.02%         26.23%        THAT
10.     682     0.84%         27.07%        FOR
11.     679     0.84%         27.91%        AS
12.     664     0.82%         28.73%        BE
13.     653     0.81%         29.54%        STUDENTS
14.     646     0.80%         30.34%        ARE
15.     563     0.69%         31.03%        THIS
16.     549     0.68%         31.71%        THEIR
17.     511     0.63%         32.34%        ON
18.     500     0.62%         32.96%        WITH
19.     449     0.55%         33.51%        TEACHERS
20.     449     0.55%         34.06%        TEACHING
21.     440     0.54%         34.60%        OR
22.     406     0.50%         35.10%        THEY
23.     401     0.49%         35.59%        IT
24.     389     0.48%         36.07%        STUDY
25.     376     0.46%         36.53%        NOT
26.     366     0.45%         36.98%        WHICH
27.     362     0.45%         37.43%        AT
28.     360     0.44%         37.87%        ENGLISH
29.     328     0.40%         38.27%        BY
30.     325     0.40%         38.67%        TEACHER
31.     310     0.38%         39.05%        HAVE
32.     303     0.37%         39.42%        LEARNING
33.     264     0.33%         39.75%        CULTURE
34.     263     0.32%         40.07%        AN
35.     258     0.32%         40.39%        FROM
36.     246     0.30%         40.69%        CAN
37.     243     0.30%         40.99%        THESE
38.     236     0.29%         41.28%        LEARNERS
39.     232     0.29%         41.57%        OTHER
40.     224     0.28%         41.85%        SECOND
41.     217     0.27%         42.12%        COURSE
42.     216     0.27%         42.39%        WILL
43.     196     0.24%         42.63%        EDUCATION
```

```
44.      182      0.22%      42.85%      HAS
45.      182      0.22%      43.07%      STUDENT
46.      181      0.22%      43.29%      WHAT
47.      176      0.22%      43.51%      THERE
48.      174      0.21%      43.72%      ONE
49.      162      0.20%      43.92%      MORE
50.      162      0.20%      44.12%      SHOULD
51.      161      0.20%      44.32%      SKILLS
52.      161      0.20%      44.52%      SOME
53.      159      0.20%      44.72%      WHO
54.      158      0.19%      44.91%      MAY
55.      157      0.19%      45.10%      ALSO
56.      156      0.19%      45.29%      ALL
57.      156      0.19%      45.48%      DO
58.      151      0.19%      45.67%      BEEN
59.      150      0.18%      45.85%      COURSES
60.      150      0.18%      46.03%      FOREIGN
61.      144      0.18%      46.21%      KNOWLEDGE
62.      143      0.18%      46.39%      ELT
63.      142      0.18%      46.57%      THROUGH
64.      140      0.17%      46.74%      BETWEEN
65.      138      0.17%      46.91%      COMMUNICATIVE
66.      138      0.17%      47.08%      FIRST
67.      138      0.17%      47.25%      RESEARCH
68.      137      0.17%      47.42%      SUCH
69.      129      0.16%      47.58%      CLASSROOM
70.      128      0.16%      47.74%      ABOUT
71.      126      0.16%      47.90%      ACQUISITION
72.      123      0.15%      48.05%      THEM
73.      123      0.15%      48.20%      TRAINING
74.      122      0.15%      48.35%      TRANSLATION
75.      122      0.15%      48.50%      USED
76.      120      0.15%      48.65%      INTO
77.      120      0.15%      48.80%      TWO
78.      120      0.15%      48.95%      WAS
79.      118      0.15%      49.10%      DIFFERENT
80.      118      0.15%      49.25%      WRITING
81.      117      0.14%      49.39%      PROCESS
82.      116      0.14%      49.53%      LEVEL
83.      116      0.14%      49.67%      USE
84.      114      0.14%      49.81%      DEVELOPMENT
85.      113      0.14%      49.95%      PRACTICE
86.      112      0.14%      50.09%      MOST
87.      111      0.14%      50.23%      BUT
88.      111      0.14%      50.37%      CULTURAL
89.      110      0.14%      50.51%      HOW
90.      110      0.14%      50.65%      TURKISH
91.      109      0.13%      50.78%      NEW
92.      108      0.13%      50.91%      GRAMMAR
93.      108      0.13%      51.04%      WERE
94.      105      0.13%      51.17%      INSTRUCTION
95.      105      0.13%      51.30%      NEEDS
96.      105      0.13%      51.43%      READING
97.      104      0.13%      51.56%      ONLY
98.      104      0.13%      51.69%      OUT
99.      103      0.13%      51.82%      WHEN
100.     100      0.12%      51.94%      &
101.     100      0.12%      52.06%      ACTIVITIES
102.     100      0.12%      52.18%      OWN
103.     99       0.12%      52.30%      TIME
104.     98       0.12%      52.42%      ITS
```

105.	98	0.12%	52.54%	NEED
106.	96	0.12%	52.66%	UNIVERSITY
107.	95	0.12%	52.78%	BASED
108.	93	0.11%	52.89%	CLASS
109.	92	0.11%	53.00%	THAN
110.	90	0.11%	53.11%	GROUP
111.	89	0.11%	53.22%	APPROACH
112.	88	0.11%	53.33%	BOTH
113.	88	0.11%	53.44%	IMPORTANT
114.	88	0.11%	53.55%	PROGRAM
115.	87	0.11%	53.66%	P
116.	86	0.11%	53.77%	TEST
117.	85	0.10%	53.87%	INFORMATION
118.	83	0.10%	53.97%	ANY
119.	83	0.10%	54.07%	SCHOOLS
120.	82	0.10%	54.17%	WAY
121.	80	0.10%	54.27%	MATERIALS
122.	80	0.10%	54.37%	TERMS
123.	79	0.10%	54.47%	MANY
124.	79	0.10%	54.57%	SCHOOL
125.	78	0.10%	54.67%	IF
126.	77	0.09%	54.76%	ANXIETY
127.	76	0.09%	54.85%	PROBLEM
128.	76	0.09%	54.94%	THEORY
129.	75	0.09%	55.03%	LANGUAGES
130.	75	0.09%	55.12%	SENTENCE
131.	75	0.09%	55.21%	THOSE
132.	74	0.09%	55.30%	BECAUSE
133.	74	0.09%	55.39%	CHAPTER
134.	74	0.09%	55.48%	ORDER
135.	74	0.09%	55.57%	THINKING
136.	73	0.09%	55.66%	SO
137.	73	0.09%	55.75%	TEDS
138.	72	0.09%	55.84%	L
139.	72	0.09%	55.93%	QUESTIONS
140.	72	0.09%	56.02%	SENTENCES
141.	72	0.09%	56.11%	SLA
142.	72	0.09%	56.20%	TASKS
143.	71	0.09%	56.29%	ANALYSIS
144.	71	0.09%	56.38%	DEPARTMENT
145.	71	0.09%	56.47%	EACH
146.	71	0.09%	56.56%	HOWEVER
147.	71	0.09%	56.65%	INPUT
148.	71	0.09%	56.74%	LEARNER
149.	71	0.09%	56.83%	TRAINERS
150.	70	0.09%	56.92%	MAKE
151.	70	0.09%	57.01%	PEOPLE
152.	70	0.09%	57.10%	WHILE
153.	69	0.09%	57.19%	DURING
154.	69	0.09%	57.28%	I
155.	68	0.08%	57.36%	LEARN
156.	68	0.08%	57.44%	PERIOD
157.	68	0.08%	57.52%	TURKEY
158.	67	0.08%	57.60%	LINGUISTIC
159.	67	0.08%	57.68%	STRATEGIES
160.	66	0.08%	57.76%	CRITICAL
161.	66	0.08%	57.84%	EFFECTIVE
162.	66	0.08%	57.92%	FOLLOWING
163.	66	0.08%	58.00%	HELP
164.	66	0.08%	58.08%	WORDS
165.	65	0.08%	58.16%	DATA

166.	65	0.08%	58.24%	FORM
167.	65	0.08%	58.32%	GIVEN
168.	65	0.08%	58.40%	NO
169.	64	0.08%	58.48%	SPECIFIC
170.	64	0.08%	58.56%	STRUCTURE
171.	64	0.08%	58.64%	WORK
172.	64	0.08%	58.72%	YEAR
173.	63	0.08%	58.80%	EXAMPLE
174.	62	0.08%	58.88%	AFTER
175.	62	0.08%	58.96%	SINCE
176.	62	0.08%	59.04%	THEREFORE
177.	61	0.08%	59.12%	CONTENT
178.	61	0.08%	59.20%	LIKE
179.	61	0.08%	59.28%	WITHIN
180.	60	0.07%	59.35%	ACCORDING
181.	58	0.07%	59.42%	DOES
182.	58	0.07%	59.49%	HE
183.	58	0.07%	59.56%	STUDIES
184.	58	0.07%	59.63%	WELL
185.	57	0.07%	59.70%	MUST
186.	57	0.07%	59.77%	SELF
187.	57	0.07%	59.84%	SERVICE
188.	56	0.07%	59.91%	CANNOT
189.	56	0.07%	59.98%	FOCUS
190.	56	0.07%	60.05%	NATION
191.	55	0.07%	60.12%	AIM
192.	55	0.07%	60.19%	CHANGE
193.	55	0.07%	60.26%	HIS
194.	55	0.07%	60.33%	HOST
195.	55	0.07%	60.40%	PROBLEMS
196.	55	0.07%	60.47%	PRONUNCIATION
197.	54	0.07%	60.54%	BECOME
198.	54	0.07%	60.61%	COMMUNICATION
199.	54	0.07%	60.68%	DBE
200.	54	0.07%	60.75%	DEPARTMENTS
201.	54	0.07%	60.82%	SHORT
202.	54	0.07%	60.89%	VARIOUS
203.	53	0.07%	60.96%	ACADEMIC
204.	53	0.07%	61.03%	EXPERIENCE
205.	52	0.06%	61.09%	GENERAL
206.	52	0.06%	61.15%	ROLE
207.	52	0.06%	61.21%	S
208.	52	0.06%	61.27%	WOULD
209.	51	0.06%	61.33%	BACKGROUND
210.	51	0.06%	61.39%	FEEDBACK
211.	51	0.06%	61.45%	LITERATURE
212.	51	0.06%	61.51%	SYSTEM
213.	51	0.06%	61.57%	TECHNIQUES
214.	51	0.06%	61.63%	UNDERSTANDING
215.	51	0.06%	61.69%	UP
216.	51	0.06%	61.75%	VERY
217.	51	0.06%	61.81%	WORLD
218.	50	0.06%	61.87%	EVEN
219.	50	0.06%	61.93%	LEVELS
220.	50	0.06%	61.99%	NATIVE
221.	50	0.06%	62.05%	PROFICIENCY
222.	50	0.06%	62.11%	SAME
223.	50	0.06%	62.17%	TASK
224.	50	0.06%	62.23%	TECHNIQUE
225.	50	0.06%	62.29%	TERM
226.	49	0.06%	62.35%	ABILITY

227.	49	0.06%	62.41%	AMONG
228.	49	0.06%	62.47%	IMPROVEMENT
229.	49	0.06%	62.53%	MEANING
230.	49	0.06%	62.59%	POSSIBLE
231.	49	0.06%	62.65%	PROGRAMS
232.	49	0.06%	62.71%	TAKE
233.	49	0.06%	62.77%	WE
234.	48	0.06%	62.83%	BASIC
235.	48	0.06%	62.89%	PROVIDE
236.	48	0.06%	62.95%	RELATED
237.	47	0.06%	63.01%	CLASSES
238.	47	0.06%	63.07%	METHODS
239.	47	0.06%	63.13%	RULES
240.	47	0.06%	63.19%	SPEAKING
241.	47	0.06%	63.25%	SUBJECT
242.	47	0.06%	63.31%	WAYS
243.	46	0.06%	63.37%	•
244.	46	0.06%	63.43%	HIGH
245.	46	0.06%	63.49%	PLACE
246.	46	0.06%	63.55%	SECTION
247.	45	0.06%	63.61%	ATTITUDES
248.	45	0.06%	63.67%	COMPETENCE
249.	45	0.06%	63.73%	EXPERIENCES
250.	45	0.06%	63.79%	MIGHT
251.	45	0.06%	63.85%	PERSONALITY
252.	45	0.06%	63.91%	PRESENT
253.	45	0.06%	63.97%	PROCESSING
254.	45	0.06%	64.03%	SITUATION
255.	45	0.06%	64.09%	TARGET
256.	44	0.05%	64.14%	ASPECTS
257.	44	0.05%	64.19%	COUNTRY
258.	44	0.05%	64.24%	PART
259.	44	0.05%	64.29%	THEN
260.	44	0.05%	64.34%	TRADITIONAL
261.	43	0.05%	64.39%	AL
262.	43	0.05%	64.44%	HAND
263.	43	0.05%	64.49%	IDEAS
264.	43	0.05%	64.54%	MAIN
265.	43	0.05%	64.59%	NATURE
266.	43	0.05%	64.64%	NUMBER
267.	43	0.05%	64.69%	OFTEN
268.	43	0.05%	64.74%	PRE
269.	43	0.05%	64.79%	PURPOSE
270.	43	0.05%	64.84%	RESULTS
271.	43	0.05%	64.89%	SESSIONS
272.	43	0.05%	64.94%	THREE
273.	43	0.05%	64.99%	WHERE
274.	42	0.05%	65.04%	APPROACHES
275.	42	0.05%	65.09%	BEING
276.	42	0.05%	65.14%	FACT
277.	42	0.05%	65.19%	LAD
278.	42	0.05%	65.24%	SOCIAL
279.	42	0.05%	65.29%	YEARS
280.	41	0.05%	65.34%	CHARACTERISTICS
281.	41	0.05%	65.39%	CHILDREN
282.	41	0.05%	65.44%	WITHOUT
283.	40	0.05%	65.49%	ANOTHER
284.	40	0.05%	65.54%	COMPLEX
285.	40	0.05%	65.59%	OBJECTIVES
286.	40	0.05%	65.64%	POINT
287.	40	0.05%	65.69%	SYLLABUS

288.	40	0.05%	65.74%	TEXT
289.	40	0.05%	65.79%	THUS
290.	39	0.05%	65.84%	ALTHOUGH
291.	39	0.05%	65.89%	CONTEXT
292.	39	0.05%	65.94%	DIFFERENCES
293.	39	0.05%	65.99%	IMPORTANCE
294.	39	0.05%	66.04%	INTRODUCTION
295.	39	0.05%	66.09%	SEE
296.	39	0.05%	66.14%	TEACH
297.	38	0.05%	66.19%	ENVIRONMENT
298.	38	0.05%	66.24%	FIND
299.	38	0.05%	66.29%	GOALS
300.	38	0.05%	66.34%	OUR
301.	38	0.05%	66.39%	PERSONAL
302.	38	0.05%	66.44%	RESEARCHER
303.	38	0.05%	66.49%	RESULT
304.	38	0.05%	66.54%	SET
305.	38	0.05%	66.59%	USING
306.	38	0.05%	66.64%	WHETHER
307.	37	0.05%	66.69%	AIMS
308.	37	0.05%	66.74%	COMPONENT
309.	37	0.05%	66.79%	DEFINITION
310.	37	0.05%	66.84%	DEVELOP
311.	37	0.05%	66.89%	INDIVIDUAL
312.	37	0.05%	66.94%	OTHERS
313.	37	0.05%	66.99%	OVER
314.	37	0.05%	67.04%	PERCEPTIONS
315.	37	0.05%	67.09%	RATHER
316.	37	0.05%	67.14%	SEMESTER
317.	36	0.04%	67.18%	CONSIDERED
318.	36	0.04%	67.22%	CURRICULUM
319.	36	0.04%	67.26%	CYPRUS
320.	36	0.04%	67.30%	EFFECTIVENESS
321.	36	0.04%	67.34%	GRAMMATICAL
322.	36	0.04%	67.38%	II
323.	36	0.04%	67.42%	LISTENING
324.	36	0.04%	67.46%	PROFESSIONAL
325.	36	0.04%	67.50%	STORY
326.	35	0.04%	67.54%	ABOVE
327.	35	0.04%	67.58%	ASSESSMENT
328.	35	0.04%	67.62%	ATTENTION
329.	35	0.04%	67.66%	GREAT
330.	35	0.04%	67.70%	INTEREST
331.	35	0.04%	67.74%	NECESSARY
332.	35	0.04%	67.78%	SCOPE
333.	34	0.04%	67.82%	CERTAIN
334.	34	0.04%	67.86%	THEORIES
335.	34	0.04%	67.90%	WRITTEN
336.	33	0.04%	67.94%	AMERICANS
337.	33	0.04%	67.98%	CONSCIOUS
338.	33	0.04%	68.02%	KIND
339.	33	0.04%	68.06%	MEANS
340.	33	0.04%	68.10%	METHODOLOGY
341.	33	0.04%	68.14%	MUCH
342.	33	0.04%	68.18%	PATTERNS
343.	33	0.04%	68.22%	STAFF
344.	33	0.04%	68.26%	STYLES
345.	33	0.04%	68.30%	TAKEN
346.	33	0.04%	68.34%	TAKING
347.	33	0.04%	68.38%	UG
348.	33	0.04%	68.42%	VIEW

349.	32	0.04%	68.46%	COGNITIVE
350.	32	0.04%	68.50%	FACTORS
351.	32	0.04%	68.54%	IMPROVE
352.	32	0.04%	68.58%	MADE
353.	32	0.04%	68.62%	PARTICULAR
354.	32	0.04%	68.66%	PERFORMANCE
355.	32	0.04%	68.70%	PRINCIPLES
356.	32	0.04%	68.74%	QUESTION
357.	32	0.04%	68.78%	STATES
358.	32	0.04%	68.82%	STRUCTURES
359.	32	0.04%	68.86%	TAUGHT
360.	32	0.04%	68.90%	THEMSELVES
361.	32	0.04%	68.94%	TYPES
362.	32	0.04%	68.98%	UNDERSTAND
363.	31	0.04%	69.02%	ADDITION
364.	31	0.04%	69.06%	BETTER
365.	31	0.04%	69.10%	CALLED
366.	31	0.04%	69.14%	CASE
367.	31	0.04%	69.18%	COMPOSITION
368.	31	0.04%	69.22%	COULD
369.	31	0.04%	69.26%	DEFINED
370.	31	0.04%	69.30%	GROUPS
371.	31	0.04%	69.34%	HAD
372.	31	0.04%	69.38%	HIGHER
373.	31	0.04%	69.42%	INVOLVED
374.	31	0.04%	69.46%	LIMITATIONS
375.	31	0.04%	69.50%	REGARDING
376.	31	0.04%	69.54%	STATE
377.	31	0.04%	69.58%	T
378.	31	0.04%	69.62%	TEACHER'S
379.	31	0.04%	69.66%	TYPE
380.	30	0.04%	69.70%	ACCOUNT
381.	30	0.04%	69.74%	B
382.	30	0.04%	69.78%	CONSTRUCT
383.	30	0.04%	69.82%	DISSERTATION
384.	30	0.04%	69.86%	ELEMENTARY
385.	30	0.04%	69.90%	HER
386.	30	0.04%	69.94%	INSTRUCTORS
387.	30	0.04%	69.98%	KNOW
388.	30	0.04%	70.02%	LEARNED
389.	30	0.04%	70.06%	MODEL
390.	30	0.04%	70.10%	MOVEMENT
391.	30	0.04%	70.14%	PORTFOLIOS
392.	30	0.04%	70.18%	POSITION
393.	30	0.04%	70.22%	QUALITY
394.	30	0.04%	70.26%	RELATIONSHIP
395.	30	0.04%	70.30%	SC
396.	29	0.04%	70.34%	ACHIEVEMENT
397.	29	0.04%	70.38%	AVAILABLE
398.	29	0.04%	70.42%	AWARE
399.	29	0.04%	70.46%	LESSON
400.	29	0.04%	70.50%	PROCESSES
401.	29	0.04%	70.54%	SITUATIONS
402.	29	0.04%	70.58%	SYNTACTIC
403.	29	0.04%	70.62%	UNIT
404.	28	0.03%	70.65%	BASIS
405.	28	0.03%	70.68%	BEFORE
406.	28	0.03%	70.71%	EFL
407.	28	0.03%	70.74%	EVERY
408.	28	0.03%	70.77%	FOUR
409.	28	0.03%	70.80%	FURTHER

410.	28	0.03%	70.83%	INTERACTION
411.	28	0.03%	70.86%	ISSUES
412.	28	0.03%	70.89%	LACK
413.	28	0.03%	70.92%	NON
414.	28	0.03%	70.95%	ORAL
415.	28	0.03%	70.98%	PORTFOLIO
416.	28	0.03%	71.01%	PRESENTED
417.	28	0.03%	71.04%	RELATION
418.	28	0.03%	71.07%	SEVERAL
419.	28	0.03%	71.10%	SOCIETY
420.	28	0.03%	71.13%	SPEAKERS
421.	28	0.03%	71.16%	TEXTS
422.	28	0.03%	71.19%	THIRD
423.	28	0.03%	71.22%	VALUE
424.	27	0.03%	71.25%	ABLE
425.	27	0.03%	71.28%	ASPECT
426.	27	0.03%	71.31%	CLAIM
427.	27	0.03%	71.34%	CONCEPT
428.	27	0.03%	71.37%	EXTENT
429.	27	0.03%	71.40%	FIELD
430.	27	0.03%	71.43%	LIFE
431.	27	0.03%	71.46%	SUBJECTS
432.	27	0.03%	71.49%	SUCCESS
433.	27	0.03%	71.52%	USUALLY
434.	27	0.03%	71.55%	WH
435.	26	0.03%	71.58%	AMERICAN
436.	26	0.03%	71.61%	APPROPRIATE
437.	26	0.03%	71.64%	AREAS
438.	26	0.03%	71.67%	BRITISH
439.	26	0.03%	71.70%	CONDUCTED
440.	26	0.03%	71.73%	EVENTS
441.	26	0.03%	71.76%	GIVE
442.	26	0.03%	71.79%	GRADE
443.	26	0.03%	71.82%	INSTITUTIONS
444.	26	0.03%	71.85%	INVOLVES
445.	26	0.03%	71.88%	IP
446.	26	0.03%	71.91%	OPPORTUNITIES
447.	26	0.03%	71.94%	OVERALL
448.	26	0.03%	71.97%	PARTICIPANTS
449.	26	0.03%	72.00%	POST
450.	26	0.03%	72.03%	PRACTICES
451.	26	0.03%	72.06%	SENSE
452.	26	0.03%	72.09%	SKILL
453.	25	0.03%	72.12%	AROUND
454.	25	0.03%	72.15%	ASSUMPTIONS
455.	25	0.03%	72.18%	CARRIED
456.	25	0.03%	72.21%	COMMON
457.	25	0.03%	72.24%	D
458.	25	0.03%	72.27%	DEVELOPED
459.	25	0.03%	72.30%	DIFFICULTY
460.	25	0.03%	72.33%	DOMAIN
461.	25	0.03%	72.36%	EDUCATIONAL
462.	25	0.03%	72.39%	EVALUATION
463.	25	0.03%	72.42%	FINDINGS
464.	25	0.03%	72.45%	GOOD
465.	25	0.03%	72.48%	KRASHEN
466.	25	0.03%	72.51%	MAJOR
467.	25	0.03%	72.54%	OBSERVATION
468.	25	0.03%	72.57%	PRACTICAL
469.	25	0.03%	72.60%	REFERS
470.	25	0.03%	72.63%	SUCCESSFUL

471.	25	0.03%	72.66%	SUGGESTS
472.	24	0.03%	72.69%	ACTIVITY
473.	24	0.03%	72.72%	BOOKS
474.	24	0.03%	72.75%	DESIGNED
475.	24	0.03%	72.78%	DUE
476.	24	0.03%	72.81%	EXPECTED
477.	24	0.03%	72.84%	FACULTIES
478.	24	0.03%	72.87%	FRAMEWORK
479.	24	0.03%	72.90%	GOAL
480.	24	0.03%	72.93%	MENTIONED
481.	24	0.03%	72.96%	METHOD
482.	24	0.03%	72.99%	PREPARED
483.	24	0.03%	73.02%	PROCEDURES
484.	24	0.03%	73.05%	PUT
485.	24	0.03%	73.08%	REASON
486.	24	0.03%	73.11%	REFLECTIVE
487.	24	0.03%	73.14%	SELECTED
488.	24	0.03%	73.17%	SHE
489.	24	0.03%	73.20%	THEORETICAL
490.	24	0.03%	73.23%	TOWARDS
491.	24	0.03%	73.26%	TRAINEES
492.	24	0.03%	73.29%	UNIVERSITIES
493.	23	0.03%	73.32%	AREA
494.	23	0.03%	73.35%	BEGINNING
495.	23	0.03%	73.38%	BOOK
496.	23	0.03%	73.41%	COMMUNITY
497.	23	0.03%	73.44%	CONTROL
498.	23	0.03%	73.47%	CORE
499.	23	0.03%	73.50%	DEGREE
500.	23	0.03%	73.53%	EFFECTS
501.	23	0.03%	73.56%	END
502.	23	0.03%	73.59%	FORMAL
503.	23	0.03%	73.62%	FUTURE
504.	23	0.03%	73.65%	HISTORY
505.	23	0.03%	73.68%	INNATE
506.	23	0.03%	73.71%	OBSERVATIONS
507.	23	0.03%	73.74%	PLANNING
508.	23	0.03%	73.77%	PRESENTATION
509.	22	0.03%	73.80%	ANSWER
510.	22	0.03%	73.83%	BELIEVE
511.	22	0.03%	73.86%	CAPACITY
512.	22	0.03%	73.89%	COMPREHENSION
513.	22	0.03%	73.92%	COUNTRIES
514.	22	0.03%	73.95%	DESIGN
515.	22	0.03%	73.98%	DEVELOPING
516.	22	0.03%	74.01%	EXPECTATIONS
517.	22	0.03%	74.04%	FIVE
518.	22	0.03%	74.07%	FOLLOWS
519.	22	0.03%	74.10%	HAVING
520.	22	0.03%	74.13%	HUMAN
521.	22	0.03%	74.16%	I.E
522.	22	0.03%	74.19%	LF
523.	22	0.03%	74.22%	ONE'S
524.	22	0.03%	74.25%	PRODUCTION
525.	22	0.03%	74.28%	REQUIRED
526.	22	0.03%	74.31%	RESEARCHERS
527.	22	0.03%	74.34%	SIGNIFICANCE
528.	22	0.03%	74.37%	THEORISTS
529.	22	0.03%	74.40%	TOGETHER
530.	21	0.03%	74.43%	C
531.	21	0.03%	74.46%	CULTURES

532.	21	0.03%	74.49%	CURRENT
533.	21	0.03%	74.52%	DEAL
534.	21	0.03%	74.55%	DEFINITIONS
535.	21	0.03%	74.58%	EITHER
536.	21	0.03%	74.61%	ESPECIALLY
537.	21	0.03%	74.64%	GENERALLY
538.	21	0.03%	74.67%	JUST
539.	21	0.03%	74.70%	MAKING
540.	21	0.03%	74.73%	MOVED
541.	21	0.03%	74.76%	NATURAL
542.	21	0.03%	74.79%	PERSON
543.	21	0.03%	74.82%	PROBLEMATIC
544.	21	0.03%	74.85%	PROVIDED
545.	21	0.03%	74.88%	SOUND
546.	21	0.03%	74.91%	SOUNDS
547.	21	0.03%	74.94%	SPEAK
548.	21	0.03%	74.97%	STILL
549.	21	0.03%	75.00%	SUBJACENCY
550.	21	0.03%	75.03%	TESTS
551.	21	0.03%	75.06%	VALIDITY
552.	21	0.03%	75.09%	VARIETY
553.	20	0.02%	75.11%	ACHIEVE
554.	20	0.02%	75.13%	ANKARA
555.	20	0.02%	75.15%	BUSEL
556.	20	0.02%	75.17%	COMBINING
557.	20	0.02%	75.19%	DESCRIBE
558.	20	0.02%	75.21%	INTERPRETATION
559.	20	0.02%	75.23%	LITTLE
560.	20	0.02%	75.25%	LONG
561.	20	0.02%	75.27%	MOREOVER
562.	20	0.02%	75.29%	OPPORTUNITY
563.	20	0.02%	75.31%	PARAMETER
564.	20	0.02%	75.33%	PERSPECTIVE
565.	20	0.02%	75.35%	PHONETICS
566.	20	0.02%	75.37%	POINTS
567.	20	0.02%	75.39%	REFLECTION
568.	20	0.02%	75.41%	REQUIRES
569.	20	0.02%	75.43%	SAY
570.	20	0.02%	75.45%	STUDYING
571.	20	0.02%	75.47%	THROUGHOUT
572.	20	0.02%	75.49%	TRAINER
573.	19	0.02%	75.51%	ACTION
574.	19	0.02%	75.53%	ALMOST
575.	19	0.02%	75.55%	ALREADY
576.	19	0.02%	75.57%	APPLIED
577.	19	0.02%	75.59%	ASSUMED
578.	19	0.02%	75.61%	AWARENESS
579.	19	0.02%	75.63%	CONTRIBUTE
580.	19	0.02%	75.65%	DODEA
581.	19	0.02%	75.67%	ET
582.	19	0.02%	75.69%	EXPERIENCED
583.	19	0.02%	75.71%	FACULTY
584.	19	0.02%	75.73%	FEATURES
585.	19	0.02%	75.75%	FEW
586.	19	0.02%	75.77%	FOLLOWED
587.	19	0.02%	75.79%	FORMS
588.	19	0.02%	75.81%	FUNDAMENTAL
589.	19	0.02%	75.83%	INCLUDING
590.	19	0.02%	75.85%	INTELLIGENCES
591.	19	0.02%	75.87%	INTERCULTURAL
592.	19	0.02%	75.89%	LEAD

593.	19	0.02%	75.91%	LIGHT
594.	19	0.02%	75.93%	NP
595.	19	0.02%	75.95%	OFFER
596.	19	0.02%	75.97%	PERCEIVE
597.	19	0.02%	75.99%	POTENTIAL
598.	19	0.02%	76.01%	PREPARATION
599.	19	0.02%	76.03%	PREPARE
600.	19	0.02%	76.05%	PRINCIPLE
601.	19	0.02%	76.07%	PROVIDES
602.	19	0.02%	76.09%	SHOW
603.	19	0.02%	76.11%	SUPERVISORS
604.	19	0.02%	76.13%	SUPPORT
605.	19	0.02%	76.15%	THINK
606.	18	0.02%	76.17%	ACQUIRED
607.	18	0.02%	76.19%	AGE
608.	18	0.02%	76.21%	ALWAYS
609.	18	0.02%	76.23%	BOUNDING
610.	18	0.02%	76.25%	CLAIMS
611.	18	0.02%	76.27%	CURRENTLY
612.	18	0.02%	76.29%	DISCUSSED
613.	18	0.02%	76.31%	DISCUSSION
614.	18	0.02%	76.33%	EDUCATORS
615.	18	0.02%	76.35%	EFFECTIVELY
616.	18	0.02%	76.37%	EXISTING
617.	18	0.02%	76.39%	EXPOSURE
618.	18	0.02%	76.41%	FAILURE
619.	18	0.02%	76.43%	INCLUDE
620.	18	0.02%	76.45%	INDIVIDUALS
621.	18	0.02%	76.47%	LITERARY
622.	18	0.02%	76.49%	MIND
623.	18	0.02%	76.51%	MOTHER
624.	18	0.02%	76.53%	MULTILINGUALISM
625.	18	0.02%	76.55%	ONES
626.	18	0.02%	76.57%	PARENTS
627.	18	0.02%	76.59%	PSYCHOLOGICAL
628.	18	0.02%	76.61%	QUITE
629.	18	0.02%	76.63%	RELEVANT
630.	18	0.02%	76.65%	SIMILAR
631.	18	0.02%	76.67%	SPECIAL
632.	18	0.02%	76.69%	SPECIFICALLY
633.	18	0.02%	76.71%	STATED
634.	18	0.02%	76.73%	STATEMENT
635.	18	0.02%	76.75%	THOUGHT
636.	18	0.02%	76.77%	TOWARD
637.	18	0.02%	76.79%	VIEWS
638.	18	0.02%	76.81%	WORKING
639.	18	0.02%	76.83%	WORKSHOPS
640.	17	0.02%	76.85%	ADULTS
641.	17	0.02%	76.87%	AMOUNT
642.	17	0.02%	76.89%	ATTEMPTS
643.	17	0.02%	76.91%	ATTEND
644.	17	0.02%	76.93%	BASE
645.	17	0.02%	76.95%	BEHAVIOR
646.	17	0.02%	76.97%	BELIEFS
647.	17	0.02%	76.99%	CONSISTS
648.	17	0.02%	77.01%	DID
649.	17	0.02%	77.03%	ELEMENTS
650.	17	0.02%	77.05%	EMPHASIS
651.	17	0.02%	77.07%	ETC
652.	17	0.02%	77.09%	EVIDENCE
653.	17	0.02%	77.11%	EXPRESS

654.	17	0.02%	77.13%	FLA
655.	17	0.02%	77.15%	FOLLOW
656.	17	0.02%	77.17%	FOUND
657.	17	0.02%	77.19%	GÖNÜL
658.	17	0.02%	77.21%	HENCE
659.	17	0.02%	77.23%	INCLUDES
660.	17	0.02%	77.25%	INSTRUCTIONAL
661.	17	0.02%	77.27%	INVESTIGATE
662.	17	0.02%	77.29%	LARGE
663.	17	0.02%	77.31%	LIKELY
664.	17	0.02%	77.33%	MANNER
665.	17	0.02%	77.35%	MULTIPLE
666.	17	0.02%	77.37%	OFFERED
667.	17	0.02%	77.39%	REAL
668.	17	0.02%	77.41%	RESPONSIBILITIES
669.	17	0.02%	77.43%	REVIEW
670.	17	0.02%	77.45%	SETTING
671.	17	0.02%	77.47%	SOURCE
672.	17	0.02%	77.49%	TESTING
673.	17	0.02%	77.51%	UPON
674.	17	0.02%	77.53%	WORD
675.	17	0.02%	77.55%	YOUNG
676.	16	0.02%	77.57%	ACQUIRE
677.	16	0.02%	77.59%	ADVANCED
678.	16	0.02%	77.61%	CHILD
679.	16	0.02%	77.63%	CITED
680.	16	0.02%	77.65%	COMMUNICATE
681.	16	0.02%	77.67%	CONCERNING
682.	16	0.02%	77.69%	CONTACT
683.	16	0.02%	77.71%	CORRECT
684.	16	0.02%	77.73%	DIFFER
685.	16	0.02%	77.75%	EXPERIMENTAL
686.	16	0.02%	77.77%	GAIN
687.	16	0.02%	77.79%	GREEK
688.	16	0.02%	77.81%	IMPLICATIONS
689.	16	0.02%	77.83%	INFLUENCE
690.	16	0.02%	77.85%	MOTIVATION
691.	16	0.02%	77.87%	NORTHERN
692.	16	0.02%	77.89%	OBSERVED
693.	16	0.02%	77.91%	PREPARING
694.	16	0.02%	77.93%	PRESENTS
695.	16	0.02%	77.95%	REASONS
696.	16	0.02%	77.97%	REGULAR
697.	16	0.02%	77.99%	RESOURCES
698.	16	0.02%	78.01%	SIGNIFICANT
699.	16	0.02%	78.03%	SINGLE
700.	16	0.02%	78.05%	SUPERVISOR
701.	16	0.02%	78.07%	SYSTEMATIC
702.	16	0.02%	78.09%	SYSTEMS
703.	16	0.02%	78.11%	TONGUE
704.	16	0.02%	78.13%	UNDER
705.	16	0.02%	78.15%	WRITE
706.	15	0.02%	78.17%	ACTIVE
707.	15	0.02%	78.19%	ANALYZING
708.	15	0.02%	78.21%	ASKED
709.	15	0.02%	78.23%	BILKENT
710.	15	0.02%	78.25%	CAREFULLY
711.	15	0.02%	78.27%	CAUSATIVES
712.	15	0.02%	78.29%	CLEAR
713.	15	0.02%	78.31%	CONCERN
714.	15	0.02%	78.33%	CONSIDER

715.	15	0.02%	78.35%	DELTA
716.	15	0.02%	78.37%	ENABLE
717.	15	0.02%	78.39%	EXERCISES
718.	15	0.02%	78.41%	FACTOR
719.	15	0.02%	78.43%	FINALLY
720.	15	0.02%	78.45%	FLUENCY
721.	15	0.02%	78.47%	GRADES
722.	15	0.02%	78.49%	INVESTIGATION
723.	15	0.02%	78.51%	ISSUE
724.	15	0.02%	78.53%	LEAST
725.	15	0.02%	78.55%	MEAN
726.	15	0.02%	78.57%	MEANINGFUL
727.	15	0.02%	78.59%	MEET
728.	15	0.02%	78.61%	NATIONAL
729.	15	0.02%	78.63%	OBJECTIVE
730.	15	0.02%	78.65%	PLAN
731.	15	0.02%	78.67%	PLAY
732.	15	0.02%	78.69%	PREPARATORY
733.	15	0.02%	78.71%	QUESTIONNAIRES
734.	15	0.02%	78.73%	REFERENCE
735.	15	0.02%	78.75%	REFLECT
736.	15	0.02%	78.77%	SERVE
737.	15	0.02%	78.79%	SPEAKER
738.	15	0.02%	78.81%	TIMES
739.	15	0.02%	78.83%	TRY
740.	15	0.02%	78.85%	UNTIL
741.	15	0.02%	78.87%	US
742.	15	0.02%	78.89%	VISUAL
743.	15	0.02%	78.91%	VOCABULARY
744.	14	0.02%	78.93%	AFFECT
745.	14	0.02%	78.95%	ANSWERS
746.	14	0.02%	78.97%	APPLICATION
747.	14	0.02%	78.99%	CAMBRIDGE
748.	14	0.02%	79.01%	COGNITIVIST
749.	14	0.02%	79.03%	COMPLETE
750.	14	0.02%	79.05%	COMPONENTS
751.	14	0.02%	79.07%	CONTEXTS
752.	14	0.02%	79.09%	CP
753.	14	0.02%	79.11%	DIFFICULT
754.	14	0.02%	79.13%	EFFECT
755.	14	0.02%	79.15%	ELECTRONIC
756.	14	0.02%	79.17%	ERRORS
757.	14	0.02%	79.19%	GUIDE
758.	14	0.02%	79.21%	IBID
759.	14	0.02%	79.23%	IDEA
760.	14	0.02%	79.25%	INITIAL
761.	14	0.02%	79.27%	INTERESTING
762.	14	0.02%	79.29%	INTERNATIONAL
763.	14	0.02%	79.31%	ITSELF
764.	14	0.02%	79.33%	IZMIR
765.	14	0.02%	79.35%	LESS
766.	14	0.02%	79.37%	LESSONS
767.	14	0.02%	79.39%	MATERIAL
768.	14	0.02%	79.41%	MATURITY
769.	14	0.02%	79.43%	MEDITERRANEAN
770.	14	0.02%	79.45%	MEMBERS
771.	14	0.02%	79.47%	METU
772.	14	0.02%	79.49%	ORIENTED
773.	14	0.02%	79.51%	PARTICIPATING
774.	14	0.02%	79.53%	PHONOLOGY
775.	14	0.02%	79.55%	POSITIVE

776.	14	0.02%	79.57%	PRIMARY
777.	14	0.02%	79.59%	PRODUCE
778.	14	0.02%	79.61%	PROJECTS
779.	14	0.02%	79.63%	PUBESCENT
780.	14	0.02%	79.65%	RECEIVE
781.	14	0.02%	79.67%	RECENT
782.	14	0.02%	79.69%	SAID
783.	14	0.02%	79.71%	SEEMS
784.	14	0.02%	79.73%	STAGES
785.	14	0.02%	79.75%	STYLE
786.	14	0.02%	79.77%	SUGGESTED
787.	14	0.02%	79.79%	SUPERVISORY
788.	14	0.02%	79.81%	TAKES
789.	14	0.02%	79.83%	THOUGH
790.	14	0.02%	79.85%	UNDERLYING
791.	14	0.02%	79.87%	WHOSE
792.	14	0.02%	79.89%	X
793.	13	0.02%	79.91%	ABROAD
794.	13	0.02%	79.93%	ALI
795.	13	0.02%	79.95%	APPLY
796.	13	0.02%	79.97%	BELIEVED
797.	13	0.02%	79.99%	BEST
798.	13	0.02%	80.01%	BILINGUALISM
799.	13	0.02%	80.03%	BRIEF
800.	13	0.02%	80.05%	BRING
801.	13	0.02%	80.07%	CHANGES
802.	13	0.02%	80.09%	CHARACTER
803.	13	0.02%	80.11%	COLLECTION
804.	13	0.02%	80.13%	CONCEPTS
805.	13	0.02%	80.15%	CONSIDERATION
806.	13	0.02%	80.17%	DETAILED
807.	13	0.02%	80.19%	DONE
808.	13	0.02%	80.21%	E.G
809.	13	0.02%	80.23%	EASILY
810.	13	0.02%	80.25%	EIGHT
811.	13	0.02%	80.27%	FEEL
812.	13	0.02%	80.29%	FORMER
813.	13	0.02%	80.31%	GOVERNMENT
814.	13	0.02%	80.33%	HELPS
815.	13	0.02%	80.35%	HYPOTHESES
816.	13	0.02%	80.37%	INTENDED
817.	13	0.02%	80.39%	INTRODUCED
818.	13	0.02%	80.41%	LEARNER'S
819.	13	0.02%	80.43%	LIMITED
820.	13	0.02%	80.45%	LINE
821.	13	0.02%	80.47%	MENTAL
822.	13	0.02%	80.49%	MODELS
823.	13	0.02%	80.51%	NOW
824.	13	0.02%	80.53%	ORGANIZATION
825.	13	0.02%	80.55%	PHONEMES
826.	13	0.02%	80.57%	PHYSICAL
827.	13	0.02%	80.59%	PROPER
828.	13	0.02%	80.61%	PROVIDING
829.	13	0.02%	80.63%	PURPOSES
830.	13	0.02%	80.65%	READ
831.	13	0.02%	80.67%	SEEM
832.	13	0.02%	80.69%	SEGMENTAL
833.	13	0.02%	80.71%	SIMPLE
834.	13	0.02%	80.73%	SIXTH
835.	13	0.02%	80.75%	SOURCES
836.	13	0.02%	80.77%	SPOKEN

837.	13	0.02%	80.79%	SURFACE
838.	13	0.02%	80.81%	TEAM
839.	13	0.02%	80.83%	THOUGHTS
840.	13	0.02%	80.85%	TOO
841.	13	0.02%	80.87%	TOPICS
842.	13	0.02%	80.89%	TRANSLATING
843.	13	0.02%	80.91%	VARIABLES
844.	13	0.02%	80.93%	VOWELS
845.	13	0.02%	80.95%	WHOLE
846.	12	0.01%	80.96%	ABILITIES
847.	12	0.01%	80.97%	ACCESS
848.	12	0.01%	80.98%	ACT
849.	12	0.01%	80.99%	ACTIVELY
850.	12	0.01%	81.00%	ARGUES
851.	12	0.01%	81.01%	ATTITUDE
852.	12	0.01%	81.02%	BASICALLY
853.	12	0.01%	81.03%	BEYOND
854.	12	0.01%	81.04%	BRAIN
855.	12	0.01%	81.05%	CENTRAL
856.	12	0.01%	81.06%	CLAUSES
857.	12	0.01%	81.07%	CONFERENCES
858.	12	0.01%	81.08%	CONSEQUENTLY
859.	12	0.01%	81.09%	CONSONANTS
860.	12	0.01%	81.10%	CONSTRUCTIVIST
861.	12	0.01%	81.11%	CREATE
862.	12	0.01%	81.12%	DAMEN
863.	12	0.01%	81.13%	DEPENDING
864.	12	0.01%	81.14%	DESCRIPTION
865.	12	0.01%	81.15%	DESIGNING
866.	12	0.01%	81.16%	DETERMINED
867.	12	0.01%	81.17%	ESSENTIAL
868.	12	0.01%	81.18%	EXPRESSIONS
869.	12	0.01%	81.19%	FOURTH
870.	12	0.01%	81.20%	FUNCTION
871.	12	0.01%	81.21%	GET
872.	12	0.01%	81.22%	GREATER
873.	12	0.01%	81.23%	IDENTIFIED
874.	12	0.01%	81.24%	IDENTIFY
875.	12	0.01%	81.25%	IMPACT
876.	12	0.01%	81.26%	IMPLEMENTATION
877.	12	0.01%	81.27%	IMPROVING
878.	12	0.01%	81.28%	INCLUDED
879.	12	0.01%	81.29%	INCREASING
880.	12	0.01%	81.30%	INTELLIGENCE
881.	12	0.01%	81.31%	INVOLVING
882.	12	0.01%	81.32%	LINGUISTICS
883.	12	0.01%	81.33%	LIST
884.	12	0.01%	81.34%	MANAGEMENT
885.	12	0.01%	81.35%	MATTER
886.	12	0.01%	81.36%	MILITARY
887.	12	0.01%	81.37%	NEGATIVE
888.	12	0.01%	81.38%	OUTPUT
889.	12	0.01%	81.39%	PARTS
890.	12	0.01%	81.40%	PAST
891.	12	0.01%	81.41%	PEDAGOGIC
892.	12	0.01%	81.42%	POPULATION
893.	12	0.01%	81.43%	PRESENTING
894.	12	0.01%	81.44%	PRODUCTS
895.	12	0.01%	81.45%	QUESTIONNAIRE
896.	12	0.01%	81.46%	REALLY
897.	12	0.01%	81.47%	RUN

```
898.     12       0.01%       81.48%       SEEN
899.     12       0.01%       81.49%       SMALL
900.     12       0.01%       81.50%       SUGGESTIONS
901.     12       0.01%       81.51%       SUPERVISION
902.     12       0.01%       81.52%       SUPPLEMENTARY
903.     12       0.01%       81.53%       TOTAL
904.     12       0.01%       81.54%       UNITS
905.     12       0.01%       81.55%       UNIVERSAL
906.     12       0.01%       81.56%       VERSIONS
907.     12       0.01%       81.57%       WHOM
908.     12       0.01%       81.58%       WHY
909.     11       0.01%       81.59%       ACROSS
910.     11       0.01%       81.60%       ALONG
911.     11       0.01%       81.61%       AND/OR
912.     11       0.01%       81.62%       ASSUMPTION
913.     11       0.01%       81.63%       ATTENDING
914.     11       0.01%       81.64%       BRIND
915.     11       0.01%       81.65%       CODE
916.     11       0.01%       81.66%       COHERENCE
917.     11       0.01%       81.67%       COMPARED
918.     11       0.01%       81.68%       CONCERNED
919.     11       0.01%       81.69%       CONDUCT
920.     11       0.01%       81.70%       CONDUCTING
921.     11       0.01%       81.71%       CONSIDERING
922.     11       0.01%       81.72%       CONSTITUENTS
923.     11       0.01%       81.73%       CONTINUITY
924.     11       0.01%       81.74%       COUNCIL
925.     11       0.01%       81.75%       CYPRIOTS
926.     11       0.01%       81.76%       DAILY
927.     11       0.01%       81.77%       DECISIONS
928.     11       0.01%       81.78%       DEFENSE
929.     11       0.01%       81.79%       DEPENDS
930.     11       0.01%       81.80%       DETERMINE
931.     11       0.01%       81.81%       DIFFERENCE
932.     11       0.01%       81.82%       DIRECTLY
933.     11       0.01%       81.83%       DISTINCTION
934.     11       0.01%       81.84%       DOING
935.     11       0.01%       81.85%       EMPIRE
936.     11       0.01%       81.86%       EVALUATE
937.     11       0.01%       81.87%       EVALUATING
938.     11       0.01%       81.88%       FAMILIAR
939.     11       0.01%       81.89%       FREE
940.     11       0.01%       81.90%       FUNCTIONAL
941.     11       0.01%       81.91%       FUNCTIONS
942.     11       0.01%       81.92%       FURTHERMORE
943.     11       0.01%       81.93%       GARDNER
944.     11       0.01%       81.94%       GENDER
945.     11       0.01%       81.95%       GIVES
946.     11       0.01%       81.96%       GIVING
947.     11       0.01%       81.97%       GROWTH
948.     11       0.01%       81.98%       HANDLED
949.     11       0.01%       81.99%       HERE
950.     11       0.01%       82.00%       HNIEP
951.     11       0.01%       82.01%       ICELT
952.     11       0.01%       82.02%       INTEGRATED
953.     11       0.01%       82.03%       K
954.     11       0.01%       82.04%       LAST
955.     11       0.01%       82.05%       LED
956.     11       0.01%       82.06%       LOGICAL
957.     11       0.01%       82.07%       MEDIUM
958.     11       0.01%       82.08%       NATIVIST
```

```
959.    11    0.01%    82.09%    OPERATIONAL
960.    11    0.01%    82.10%    OUTCOMES
961.    11    0.01%    82.11%    PRESENCE
962.    11    0.01%    82.12%    REFLECTS
963.    11    0.01%    82.13%    RICHARDS
964.    11    0.01%    82.14%    SECONDARY
965.    11    0.01%    82.15%    STANDARD
966.    11    0.01%    82.16%    STANDARDS
967.    11    0.01%    82.17%    STARTING
968.    11    0.01%    82.18%    STEP
969.    11    0.01%    82.19%    STRONG
970.    11    0.01%    82.20%    STUDIED
971.    11    0.01%    82.21%    SUGGEST
972.    11    0.01%    82.22%    TABLE
973.    11    0.01%    82.23%    TECHNOLOGY
974.    11    0.01%    82.24%    TRANSLATE
975.    11    0.01%    82.25%    UNITED
976.    11    0.01%    82.26%    VALUES
977.    11    0.01%    82.27%    VANPATTEN
978.    11    0.01%    82.28%    WORKS
979.    11    0.01%    82.29%    YOU
980.    10    0.01%    82.30%    ACTIONS
981.    10    0.01%    82.31%    ADULT
982.    10    0.01%    82.32%    ASSOCIATED
983.    10    0.01%    82.33%    BEGIN
984.    10    0.01%    82.34%    BELOW
985.    10    0.01%    82.35%    BODY
986.    10    0.01%    82.36%    CAUSE
987.    10    0.01%    82.37%    COGNITIVISTS
988.    10    0.01%    82.38%    COME
989.    10    0.01%    82.39%    COMING
990.    10    0.01%    82.40%    COMMONLY
991.    10    0.01%    82.41%    COMMUNITIES
992.    10    0.01%    82.42%    COMPREHENSIVE
993.    10    0.01%    82.43%    CONNECTIONS
994.    10    0.01%    82.44%    CONSCIOUSLY
995.    10    0.01%    82.45%    COURSEBOOK
996.    10    0.01%    82.46%    DAY
997.    10    0.01%    82.47%    DESCRIBED
998.    10    0.01%    82.48%    DIPLOMA
999.    10    0.01%    82.49%    EASTERN
1000.   10    0.01%    82.50%    ENHANCE
```

APPENDIX H

The Most Frequent 1000 4-Word Strings in the Corpus of the RA Introductions

```
001. [8]    STRATEGIES AND KNOWLEDGE SOURCES
002. [8]    TWO TYPES OF INPUT
003. [7]    ON THE OTHER HAND,
004. [7]    THE EXTENT TO WHICH
005. [6]    TYPES OF INPUT MODIFICATION
006. [6]    OF WRITTEN EXERCISE ON
007. [6]    BETTER THAN READERS OF
008. [6]    AND L2 ACADEMIC TEXTS
009. [6]    LI AND L2 ACADEMIC
010. [6]    YANO ET AL., 1994
011. [6]    IN L2 LEXICAL INFERENCING
012. [6]    ON THE BASIS OF
013. [6]    EXERCISE ON L2 VOCABULARY
014. [6]    WRITTEN EXERCISE ON L2
015. [5]    ENGLISH AS A FOREIGN
016. [5]    IN THE FORM OF
017. [5]    THE OVERALL STATE OF
018. [4]    FROM THE PERSPECTIVE OF
019. [4]    THE RELATIVE EFFECTS OF
020. [4]    L2 LEARNERS' LEXICAL INFERENCING
021. [4]    THE MEANING OF THE
022. [4]    VOCABULARY LEARNING FROM CONTEXT
023. [4]    UNKNOWN WORDS IN A
024. [4]    STUDIES OF WRITTEN INPUT
025. [4]    THE PRESENT STUDY INVESTIGATES
026. [4]    PARKER AND CHAUDRON, 1987;
027. [4]    THE ONE HAND, AND
028. [4]    LEARNERS NEED TO KNOW
029. [4]    THE STRATEGIES AND KNOWLEDGE
030. [4]    QUARTERLY VOL. 37, NO.
031. [4]    RESEARCH HAS LOOKED AT
032. [4]    L2 LEXICAL INFERENCING AND
033. [4]    OF TWO TYPES OF
034. [4]    TYPE OF WRITTEN EXERCISE
035. [4]    IS KNOWN ABOUT THE
036. [4]    STUDENTS WHO READ THE
037. [4]    TYPE AND LEARNER PROFICIENCY
038. [4]    TESOL QUARTERLY VOL. 37,
039. [4]    1987; YANO ET AL.,
040. [4]    MUCH OF THEIR VOCABULARY
041. [4]    OF ENGLISH AS A
042. [4]    OF WRITTEN INPUT MODIFICATION
043. [4]    ON L2 VOCABULARY RETENTION
044. [4]    MODIFICATION TYPE AND LEARNER
```

```
045. [4]    ON THE ONE HAND,
046. [4]    THE WORDS, AND THE
047. [4]    THE READING COMPREHENSION OF
048. [4]    AS A FOREIGN LANGUAGE
049. [4]    FOR THE STUDY OF
050. [4]    HULSTIJN, HOLLANDER, 8C GREIDANUS,
051. [4]    OF THEIR VOCABULARY FROM
052. [4]    OF MODIFICATION TYPE AND
053. [4]    TO DETERMINE THE RELATIVE
054. [4]    ET AL., 1994 .
055. [4]    L2 VOCABULARY LEARNING FROM
056. [4]    THIS STUDY EXAMINES THE
057. [4]    AND THEIR RELATIONSHIP WITH
058. [4]    SUGGESTS THAT LI LEARNERS
059. [4]    PASSAGE BETTER THAN READERS
060. [4]    IN THE FIELD OF
061. [4]    AND USAGE OF THE
062. [4]    THAN READERS OF THE
063. [4]    EITHER SIMPLIFIED OR ELABORATED
064. [4]    SIMPLE SYNTACTIC AND LEXICAL
065. [4]    A QUANTITATIVE ANALYSIS OF
066. [4]    KOREAN HIGH SCHOOL STUDENTS'
067. [4]    ATTEMPTED TO DETERMINE THE
068. [4]    FOR STUDENTS WHO COMPLETE
069. [3]    FOREIGN AND SECOND LANGUAGE
070. [3]    WESCHE AND PARIBAKHT, 1996;
071. [3]    ON THE EFFECT OF
072. [3]    THE RELATIONSHIP BETWEEN TASK
073. [3]    AN IMPORTANT ROLE IN
074. [3]    AT THE SAME TIME,
075. [3]    IN THE CONTEXT OF
076. [3]    A GREAT DEAL OF
077. [3]    BY MEANS OF A
078. [3]    IN A WAY THAT
079. [3]    INDICATED FOR EXAMPLE BY
080. [3]    THE EFFECT OF THE
081. [3]    THE ROLE OF LEXICAL
082. [3]    THE PURPOSE OF THE
083. [3]    TO MAKE INFERENCES ABOUT
084. [3]    ARE CONSIDERED TO BE
085. [3]    TRAINING IMPROVE THE SUBJECTS'
086. [3]    EXTENT TO WHICH THE
087. [3]    WRITTEN BY NATIVE SPEAKERS
088. [3]    IN A CORPUS OF
089. [3]    IN LI AND L2
090. [3]    PRESENTED IN THIS PAPER
091. [3]    THE TASK AND THE
092. [3]    IT WAS EXPECTED THAT
093. [3]    COULD BE CODED AS
094. [3]    FOR EXAMPLE, IN THE
095. [3]    OTHER ASPECTS OF WORD
096. [3]    THE RHETORICAL ORGANIZATION OF
097. [3]    TEXT STRUCTURE AS A
098. [3]    OF THE VOCABULARY KNOWLEDGE
099. [3]    OF SECOND LANGUAGE ACQUISITION
100. [3]    IN THE TEACHING OF
101. [3]    ON THE QUALITY OF
102. [3]    OF TEXT STRUCTURE AS
103. [2]    AND RESEARCH HAS SHOWN
104. [2]    IN NATURALISTIC AND COMMUNICATIVE
105. [2]    OF PASSAGES PERCEIVE THEIR
```

```
106. [2]    MODIFICATION OF WRITTEN INPUT
107. [2]    SHORTER UTTERANCES IN WORDS
108. [2]    VOCABULARY EXERCISES: FILLING IN
109. [2]    HELP NNS WRITERS IMPROVE
110. [2]    AND KNOWLEDGE SOURCES THEY
111. [2]    REPERTOIRE THAT RESULTS IN
112. [2]    DISADVANTAGES ASSOCIATED WITH USE
113. [2]    ASPECTS OF WORD KNOWLEDGE,
114. [2]    GREATEST LANGUAGE PROBLEM GREEN
115. [2]    APPROPRIATE TO THE TOPIC
116. [2]    TO COMPREHEND CHALLENGING ACADEMIC
117. [2]    ISSUE. MIGHT LOWER LEVEL
118. [2]    A DRAMATIC INCREASE IN
119. [2]    RELATIVE EFFECTIVENESS OF PURE
120. [2]    STUDENTS IN U.S. UNIVERSITIES
121. [2]    QUALITY RATHER THAN THE
122. [2]    1992;JEONG, 1987 . BROWN7
123. [2]    OF RETRIEVAL ACTIVE OR
124. [2]    TWO FACTORS AFFECT THE
125. [2]    COMPREHEND THE PASSAGE BETTER
126. [2]    CONTEXT, CONNOTATION, USAGE, SYNONYMS,
127. [2]    TESTED THE MEANING OF
128. [2]    OF THE LANGUAGE AND
129. [2]    LITDE IS KNOWN ABOUT
130. [2]    WELL AS AN EFFECTIVE
131. [2]    PARKER AND CHAUDRON, 1987,
132. [2]    ELABORATED VERSUS SIMPLIFIED AURAL
133. [2]    QUALITIES THAN AND IS
134. [2]    RESPONSES ON A UNIPOLAR
135. [2]    IN THE THEORY OF
136. [2]    VOCABULARY RETRIEVALS. TESOL QUARTERLY
137. [2]    MIGHT BE AVAILABLE TO
138. [2]    VERSION, THE TARGET ITEMS
139. [2]    BROWN, 1987; CHAUDRON, 1983;
140. [2]    STRATEGIES IN READING L2
141. [2]    Y-J. CHOI, 1996; JEONG,
142. [2]    LEXIS SMALLER TYPE-TOKEN RATIOS
143. [2]    RESEARCH IN THIS AREA
144. [2]    40, NO. 2, JUNE
145. [2]    CHARACTERISTICS OF SIMPLE OR
146. [2]    FOR THE LISTENER/READER TO
147. [2]    COMPREHEND A PASSAGE BETTER
148. [2]    SIMPLIFICATION IN THE FORM
149. [2]    BROWN 8C PERRY, 1991;
150. [2]    A MULTIPLE-CHOICE COMPREHENSION TEST?
151. [2]    SPECIFIC, OR INFERENTIAL COMPREHENSION
152. [2]    COMMON VOCABULARY EXERCISE SOMETIMES
153. [2]    USING INPUT FOR THE
154. [2]    OH UNIVERSITY OF CALIFORNIA,
155. [2]    TO UNDERSTAND WHAT THE
156. [2]    ABOUT VOCABULARY TEACHING. THIS
157. [2]    FOR L2 WRITING TEACHERS
158. [2]    LEARNING NEW VOCABULARY IS
159. [2]    DIFFERENTIALLY TO INFERENCING SUCCESS,
160. [2]    INCLUDE THE USE OF
161. [2]    LINGUISTICALLY SIMPLIFIED PASSAGES SCORED
162. [2]    UNNATURAL" BLAU, 1982, P.
163. [2]    LEE, 1986; STROTHER AND
164. [2]    COMPELLING EVIDENCE SUGGESTS THAT
165. [2]    LONE VOCABULARY TEACHING METHOD
166. [2]    THE NATIONWIDE TWO TYPES
```

```
167. [2]    HAVE EXPECTED THAT ELABORATED
168. [2]    SHADOWED, EFFECT OF WRITTEN
169. [2]    CHAUDRON, 1987 . ON
170. [2]    THE WORD, POTENTIALLY RESULTING
171. [2]    THE QUESTION OF WHETHER
172. [2]    REDUNDANCY E.G., WITH PARAPHRASES
173. [2]    WORD PROCESSING BUT NUMBER
174. [2]    1997 SHOWING THAT L2
175. [2]    SIMPLIFIED, OR C ELABORATED—WERE
176. [2]    1985, 1991, 1993, 1997;
177. [2]    LEXICALLY SIMPLE CONSTRUCTIONS IN
178. [2]    MORE CAREFUL EXAMINATION OF
179. [2]    THE WAY ATTRITION MIGHT
180. [2]    SOPHISTICATED USES OF LANGUAGE.
181. [2]    SENTENCE. A REPEATED MEASURES
182. [2]    TO PERCEIVE TEXTS WITH
183. [2]    1990; WAGNER-GOUGH, 1975 .
184. [2]    L2 ACADEMIC WRITING, SILVA3
185. [2]    . IN ADDITION, RESEARCH
186. [2]    THEM, 105 STUDENTS WHO
187. [2]    VARIOUS FORMS OF INPUT
188. [2]    AND LEARNER PROFICIENCY ON
189. [2]    10,000 WORDS TO COMPREHEND
190. [2]    A STUDENT-WRITTEN SENTENCE. A
191. [2]    STANDARDIZED TESTS OF ESL
192. [2]    PLACE, HOWEVER, IS SLOW
193. [2]    LEARNERS' PERCEIVED COMPREHENSION. THE
194. [2]    MAY REDUCE THE RATING
195. [2]    CONTRIBUTE TO, IF NOT
196. [2]    DEVICES, SELF-REPETITION, AND SUPPLIANCE
197. [2]    ANOVA REVEALED THAT MEAN
198. [2]    ENHANCE THEIR WRITERS' GRAMMATICAL
199. [2]    WEAKER IN USING EFFECTIVE
200. [2]    SKILLED L2 READERS, ON
201. [2]    STUDENTS N = 154
202. [2]    BETWEEN MODIFICATION TYPE AND
203. [2]    RATE OF SUCCESS WAS
204. [2]    REVIEWING PREVIOUS STUDIES IN
205. [2]    ONE ORIGINAL-SENTENCE-WRITING EXERCISE. AN
206. [2]    SUPPORT AN INFERENCING MODEL
207. [2]    STRESS, PARAPHRASES, SYNONYMS AND
208. [2]    IN THE COMMON VOCABULARY
209. [2]    FOLSE, 2004; NATION, 2001;
210. [2]    INFERENCING ALTHOUGH EVIDENCE FROM
211. [2]    NATIVELIKE QUALITIES THAN AND
212. [2]    SIMPLIFIED TEXTS WERE. HOWEVER,
213. [2]    S. FOLSE UNIVERSITY OF
214. [2]    BLOCH, 1993 , SPEAKING
215. [2]    SET OF PREDICTORS OF
216. [2]    A OVERALL, THE RATE
217. [2]    AUTHENTIC TARGET LANGUAGE MATERIALS.
218. [2]    WORD ORDER PARKER 8C
219. [2]    ITEMS FOR ASSESSING A
220. [2]    VALUE OF WRITTEN VOCABULARY
221. [2]    WRITTEN EXERCISES CONDITIONS: ONE
222. [2]    SIGNIFICANT EFFECT PARKER AND
223. [2]    L2 VOCABULARY EXERCISE IS
224. [2]    READERS' IMPRESSIONS OF THE
225. [2]    SET OF PREDICTORS OR
226. [2]    PARIBAKHT 8C WESCHE, 1997;
227. [2]    EFFECT OF TYPE OF
```

```
228. [2]    USE OF THINK-ALOUD PROTOCOLS,
229. [2]    TESOL QUARTERLY VOL. 35,
230. [2]    TO THEIR SKILLS IN
231. [2]    IDENTIFY MANY CHARACTERISTICS OF
232. [2]    GROUPS WAS NOT STATISTICALLY
233. [2]    AND PUBLIC, PRIVATE, AND
234. [2]    RETENTION TWO OVERLAPPING, IMPORTANT
235. [2]    AND SYNTAX E.G., JEONG,
236. [2]    WRITERS' BROAD VOCABULARY RANGES
237. [2]    BETTER RETENTION THAN INCIDENTAL
238. [2]    OF 21 INTERMEDIATE ESL
239. [2]    LAUFER AND PARIBAKHT, 1998;
240. [2]    THIS AREA, PARKER AND
241. [2]    ACCORDING TO WHICH ASPECT
242. [2]    IN PROMOTING COMPREHENSION AS
243. [2]    EMPHATIC STRESS, PARAPHRASES, SYNONYMS
244. [2]    ISSUES OF FLUENCY, SYNTACTIC
245. [2]    IN THE BLANK I.E.,
246. [2]    PRESENTATION OF ANY NEW
247. [2]    EASIER TO UNDERSTAND. YANO
248. [2]    AND DUNKEL, 1992;JEONG, 1987
249. [2]    IS THE INFERENCE LEARNERS
250. [2]    SECOND LANGUAGE L2 LEARNERS
251. [2]    OF ENGLISH TEXTS OR
252. [2]    AN IMPORTANT ISSUE. MIGHT
253. [2]    SCHMITT, 1993 AND HOW
254. [2]    DERIVED WORDS "UNIQUE WORDS"
255. [2]    THE FIELD OF SECOND
256. [2]    UNDERSTANDING VARIATION IN WRITING
257. [2]    THE READER'S PRIOR KNOWLEDGE
258. [2]    SMALL EFFECTS FAVORING A
259. [2]    THE MOST COMMONLY USED
260. [2]    L2 VOCABULARY GAINS BROWN
261. [2]    OTHERS WERE SHADOWED, EFFECT
262. [2]    "THERE ALSO SEEMS TO
263. [2]    LANGUAGE LEARNERS. INPUT MODIFICATION
264. [2]    ON THE READING COMPREHENSION
265. [2]    PARIBAKHT 8C WESCHE, 1999;
266. [2]    AN INTEGRATED MODEL OF
267. [2]    IS CONSTITUTED BY THE
268. [2]    DESCRIPTION OF L2 LEARNERS'
269. [2]    CONSTRUCTIONS THAT MAY CREATE
270. [2]    DRAWING ATTENTION TO THE
271. [2]    METHOD PARTICIPANTS THIS STUDY,
272. [2]    READING COMPREHENSION PROCESSES ARE
273. [2]    UTTERANCES IN WORDS OR
274. [2]    GAINS BROWN 8C PERRY,
275. [2]    WORD MEANING WHEN THEY
276. [2]    PREDICTORS OF LEXICAL KNOWLEDGE
277. [2]    AND WESCHE, 1999; PARRY,
278. [2]    WORDS. IN THE TEACHING
279. [2]    FACILITATED KOREAN HIGH SCHOOL
280. [2]    THE WORD'S SPELLING, PART
281. [2]    OF RESEARCH INTO L2
282. [2]    WRITING SAMPLES PRODUCED BY
283. [2]    AN APPROACH WOULD APPEAR
284. [2]    AN UNDERSTANDING OF THOSE
285. [2]    UNIPOLAR SCALE? METHOD PARTICIPANTS
286. [2]    MATERIALS. E SL LEARNERS
287. [2]    DIFFERENT STAGES OF THE
288. [2]    FREQUENCY COUNTS OF CORPORA
```

```
289. [2]    SUN-YOUNG OH UNIVERSITY OF
290. [2]    THAN-SIMPLIFICATION IN IMPROVING COMPREHENSION.
291. [2]    NOT STATISTICALLY SIGNIFICANT; NOR
292. [2]    BE EXPLICITLY TARGETED IN
293. [2]    ABILITY TO COMPREHEND OR
294. [2]    AS ACCURATE AND EXTENSIVE
295. [2]    MORE NATIVELIKE TARGET LANGUAGE
296. [2]    LANGUAGE USERS AT DIFFERENT
297. [2]    SPECIFICALLY, MUCH SECOND/FOREIGN LANGUAGE
298. [2]    LI LEARNERS ACQUIRE MUCH
299. [2]    OTHER STUDIES THE MOST
300. [2]    INFERENCING AND INSTEAD SUPPORT
301. [2]    TEACHERS ASSUME THAT AN
302. [2]    VOCABULARY LEARNING, INCLUDING THE
303. [2]    OLSHTAIN, 1993; FRASER, 1999;
304. [2]    SPECIFIC, AND C INFERENTIAL
305. [2]    THAN DID STUDENTS WHO
306. [2]    WEEK DURING MIDDLE SCHOOL
307. [2]    INFERENCING PROCESS. KNOWLEDGE ABOUT
308. [2]    DUNKEL, 1992; Y.-H. CHOI,
309. [2]    NOT SURPRISING THAT LEARNERS
310. [2]    1991; JONES, 1995 .
311. [2]    VERSIONS OF PASSAGES PERCEIVE
312. [2]    WRITTEN ENGLISH SCORES FRASE,
313. [2]    1993; HULSTIJN, 1992; SCHERFER,
314. [2]    AND NATIVE SPEAKERS' INTELLIGIBILITY
315. [2]    OF TEXTUAL SIMPLICITY IN
316. [2]    OF FREQUENCY RATES OF
317. [2]    TARGET VOCABULARY IN THREE
318. [2]    INTENSIVE ENGLISH PROGRAM STUDENTS
319. [2]    KEITH S. FOLSE UNIVERSITY
320. [2]    SASAKI, 8C LONG, 1986;
321. [2]    TYPES WERE SIGNIFICANTLY DIFFERENT
322. [2]    ATTEMPTING TO INVESTIGATE THIS
323. [2]    INPUT IS APPARENTLY A
324. [2]    INSTRUCTION WITH ELABORATED INPUT
325. [2]    PAST TWO DECADES INDICATES
326. [2]    EFFICIENT L2 VOCABULARY LEARNING
327. [2]    WORDS IN A WRITTEN
328. [2]    SCHERFER, 1993 . HOWEVER,
329. [2]    HAS ALSO CONSIDERED HOW
330. [2]    HIGH-FREQUENCY, EVERYDAY WORDS. IN
331. [2]    PURE SIMPLIFICATION AND PURE
332. [2]    THIS EFFECT WAS FOUND
333. [2]    . . . RATHER,
334. [2]    MODEL THAT DISTINGUISHES BETWEEN
335. [2]    THOSE WRITTEN BY NATIVE
336. [2]    COLLOCATIONS. IN ADDITION, THE
337. [2]    AND RETROSPECTIVE THINK-ALOUD PROTOCOLS
338. [2]    SIMPLIFICATION FOR COMPREHENSION, IT
339. [2]    1997; NASSAJI, 2003; PARIBAKHT
340. [2]    WORDS OR IN T-UNITS
341. [2]    LEARNING E.G., CARROLL, 1999;
342. [2]    "THRESHOLD LEVELS OF VOCABULARY
343. [2]    SOURCES OF KNOWLEDGE IN
344. [2]    PEDAGOGICAL AS WELL AS
345. [2]    WHEN LEARNERS USED THE
346. [2]    ELABORATION OF INPUT INVOLVES
347. [2]    SCORES FOR THE THREE
348. [2]    SIMPLIFIED PASSAGES AND THOSE
349. [2]    TO THAT OF NSS
```

```
350. [2]    TO ENHANCE THEIR WRITERS'
351. [2]    MODIFICATION IN WRITTEN INPUT
352. [2]    MEANING WHEN THEY ENCOUNTER
353. [2]    SYNTACTIC AND LEXICAL REPERTOIRE
354. [2]    COUNTS OF CORPORA OF
355. [2]    MODIFICATIONS APPEAR TO HAVE
356. [2]    1986; STROTHER AND ULIJN,
357. [2]    BUT FOR PROGRAMS WHICH
358. [2]    UNDERSTAND WHAT THE TEXT
359. [2]    TYPES OF LINGUISTIC DATA
360. [2]    EFFECT ON THE SUBJECTS'
361. [2]    L2 WRITERS' BROAD VOCABULARY
362. [2]    IN THIS PAPER IS
363. [2]    PUT IN BOLD FONT
364. [2]    MAY THEREFORE REFLECT NEGATIVELY
365. [2]    ACQUISITION AS THEIR GREATEST
366. [2]    FLUENT READING OF UNMODIFIED
367. [2]    THAT L2 READERS ARE
368. [2]    OF COMPLEXITY IN WRITING
369. [2]    ON A LIMITED LEXICAL
370. [2]    READING MATERIALS COULD INDUCE
371. [2]    MIXED WITH ELABORATIVE MODIFICATION.
372. [2]    EFFECTIVE TYPE OF WRITTEN
373. [2]    UNSKILLED L2 READERS NASSAJI,
374. [2]    CHAUDRON, 1983; ELLIS, 1981,
375. [2]    P. 525 DISCOURSE, WHICH
376. [2]    . IN REVIEWING PREVIOUS
377. [2]    THEN FOLLOWS IS, WHAT
378. [2]    LEARNING BECAUSE EVEN THOUGH
379. [2]    ARTICLE, THEREFORE, IDENTIFIES THE
380. [2]    LEXICAL REPERTOIRE THAT RESULTS
381. [2]    AS—IF NOT MORE SUCCESSFUL
382. [2]    TAKEN TOGETHER, CAN CREATE
383. [2]    HAD STUDIED EFL FOR
384. [2]    USEFUL TO LEARNERS OF
385. [2]    INFERENCING CAN AID COMPREHENSION
386. [2]    NEW VOCABULARY IS THE
387. [2]    LEARNERS' READING COMPREHENSION, THE
388. [2]    TEACHING TO L2 LEARNERS,
389. [2]    STUDENTS WHO COMPLETE WRITTEN
390. [2]    ACQUISITION, ON THE OTHER,
391. [2]    LEAST SIGNIFICANT DIFFERENCE TESTS
392. [2]    USES OF LANGUAGE. IN
393. [2]    TASK AND THE PRE-TASK
394. [2]    RETRIEVAL ACTIVE OR PASSIVE
395. [2]    SIMPLE TEXTUAL MODIFICATION OF
396. [2]    NASSAJI, 2003; PARIBAKHT 8C
397. [2]    OF A MODIFIED I.E.,
398. [2]    THE WORD IN A
399. [2]    OF THE SAME PASSAGES.
400. [2]    WRITERS HAVE RESPONDED WITH
401. [2]    AT DIFFERENT LEVELS OF
402. [2]    LONG, 1983, 1985; LOSCHKY,
403. [2]    OF SUCCESS WAS LOW
404. [2]    OUT THAT INSTRUCTORS OF
405. [2]    . SPECIFICALLY, MUCH SECOND/FOREIGN
406. [2]    INFERENTIAL COMPREHENSION. IN ADDITION,
407. [2]    OF OVERALL TEST OF
408. [2]    IN AN ESL ENVIRONMENT
409. [2]    AFFECTING THE EFFICACY OF
410. [2]    E.G., WITH PARAPHRASES AND
```

```
411. [2]    OF INTERACTION. IT IS
412. [2]    WHILE ADVANCED LEARNERS NEED
413. [2]    EXTENSIVE USE OF SUBORDINATE
414. [2]    OF ARTICLES, CONTRIBUTE TO
415. [2]    STUDENTS TO PRODUCE APPROPRIATE
416. [2]    TO THE ROLE OF
417. [2]    THE EFFECTS OF VARIOUS
418. [2]    L2 CLASSROOMS. L2 LEARNERS'
419. [2]    MATERIALS. SECONDLY, SIMPLIFIED INPUT
420. [2]    TECHNIQUES ARE PROPOSED TO
421. [2]    DEVELOPED FOR ESL WRITING
422. [2]    NOTICING THE WORD. FOR
423. [2]    AND LEXICALLY SIMPLE CONSTRUCTIONS
424. [2]    ON JAPANESE EFL LEARNERS'
425. [2]    USAGE, SYNONYMS, ANTONYMS, AND
426. [2]    8C CHAUDRON, 1987 .
427. [2]    IS AS EFFECTIVE AS
428. [2]    SHORTFALLS IN NATURALISTIC AND
429. [2]    IS NOT AS WELL
430. [2]    MOST PROFICIENT LEARNERS PROFITED
431. [2]    ADDITION, STUDENTS' PERCEPTIONS OF
432. [2]    THIS ELIMINATION PREVENTS EXPOSURE
433. [2]    LEVELS OF LANGUAGE PROFICIENCY
434. [2]    OVERALL QUALITY OF THEIR
435. [2]    VARIETY, AND SOPHISTICATION PLAY
436. [2]    VOCABULARY GAINS BROWN 8C
437. [2]    AN UNENHANCED AND AN
438. [2]    L2 RESEARCHERS REGARDING THE
439. [2]    WRITTEN TEXT. THROUGH THE
440. [2]    UNITED STATES THE PRESENT
441. [2]    IMPRESSION OF A SEEMINGLY
442. [2]    O'DELL, 8C SHAW, 1997
443. [2]    EXPOSURE TO ITEMS THAT
444. [2]    1995; GAIES, 1979; HATCH,
445. [2]    THUS THE PRESENT STUDY
446. [2]    SIMPLIFICATION INCLUDE THE USE
447. [2]    TEACHING FINDS THAT EXPLICIT
448. [2]    CONDITION FOR BOTH FIRST
449. [2]    FROM WHICH THE PRESENT
450. [2]    IN STANDARDIZED TESTS OF
451. [2]    TO ITEMS THAT LEARNERS
452. [2]    1993; HUCKIN 8C BLOCH,
453. [2]    FOR LANGUAGE TEACHERS, CURRICULUM
454. [2]    NATURALISTIC AND COMMUNICATIVE L2
455. [2]    LEARNERS ARE EXPOSED TO
456. [2]    A WRITTEN TEXT. THROUGH
457. [2]    THAT THE KEYWORD METHOD,
458. [2]    FROM INFERRING FROM CONTEXT
459. [2]    FILLING IN THE BLANK
460. [2]    AND SHORT, SIMPLE SENTENCES
461. [2]    SCHOOL. THEY WERE CONSIDERED
462. [2]    CALLED INPUT. LANGUAGE INPUT
463. [2]    ASSESSMENTS. ACCORDING TO READ0
464. [2]    RHETORICAL ORGANIZATION OF EXPOSITORY
465. [2]    VOCABULARY LOSS IN L2
466. [2]    INTERMEDIATE ESL LEARNERS WHO
467. [2]    QUARTERLY VOL. 35, NO.
468. [2]    TO DEVELOP READING STRATEGIES
469. [2]    SOME MEASURE OF INFLUENCE
470. [2]    THAT OF NSS CARLSON,
471. [2]    ESTABLISHED WITH CERTAINTY WHAT
```

```
472. [2]    ACCORDING TO PARIBAKHT AND
473. [2]    TSANG, 1987 OR REVEALED
474. [2]    A SPECIALLY PREPARED MINIDICTIONARY,
475. [2]    1. WILL READERS OF
476. [2]    ALWAYS NOTE SIMPLE CONSTRUCTIONS
477. [2]    ABOUT THE STRATEGIES AND
478. [2]    TO WRITTEN INPUT MODIFICATION
479. [2]    THE ISSUES OF FLUENCY,
480. [2]    THE BLANK I.E., CLOZE
481. [2]    REMAINS AN IMPORTANT ISSUE.
482. [2]    INCIDENTAL LEARNING APPROACH MAY
483. [2]    AND THE ABILITY TO
484. [2]    WHO ATTEMPTED TO INFER
485. [2]    DOUGHTY5 FOUND THAT A
486. [2]    INSTRUCTION TO HELP NNS
487. [2]    TYPE-TOKEN RATIOS AND AVOIDANCE
488. [2]    8C PERRY, 1991; JONES,
489. [2]    THE PRACTICAL PURPOSE OF
490. [2]    APPROPRIATELY AND EFFECTIVELY IN
491. [2]    THE TENSION BETWEEN THE
492. [2]    THE LISTENER/READER TO BETTER
493. [2]    INCREASE IN WORKS ON
494. [2]    TYPES OF WRITTEN VOCABULARY
495. [2]    CONDUCTED IN APRIL 1997,
496. [2]    PICA, 1991; SALABERRY, 1996;
497. [2]    COMPREHENSION: SIMPLIFICATION VERSUS ELABORATION
498. [2]    RELATIONSHIP WITH SUCCESS IN
499. [2]    . YET LITDE IS
500. [2]    THEIR COMPETENCE? SOME EVIDENCE
501. [2]    EXERCISES CONDITION RETAINED MUCH
502. [2]    INDEED, COMPELLING EVIDENCE SUGGESTS
503. [2]    EFFICIENT APPROACH TO TEACHING
504. [2]    1994 , AND WRITING
505. [2]    FOR NONNATIVE READERS, SEVERAL
506. [2]    ADVANCED NONNATIVE-ENGLISH-SPEAKING STUDENTS IN
507. [2]    105 STUDENTS WHO PARTICIPATED
508. [2]    SOME EVIDENCE SUGGESTS THAT
509. [2]    SIGNIFICANTLY HIGHER ON A
510. [2]    WITH REDUNDANCY E.G., WITH
511. [2]    L2 LEARNERS, THE ROLE
512. [2]    MAY BE ADEQUATE, BUT
513. [2]    WERE SIGNIFICANTLY DIFFERENT FROM
514. [2]    CULTURAL DIFFERENCES IN WRITING
515. [2]    AS SUCCESSFULLY AS LINGUISTIC
516. [2]    TO READ0 , IN
517. [2]    THEREFORE HAS RECENTLY BECOME
518. [2]    PROFICIENCY REMAINS AN IMPORTANT
519. [2]    BE DEFINED AS FOLLOWS:
520. [2]    LEXICAL RESOURCES" P. 671
521. [2]    THE THREE EXERCISE TYPES
522. [2]    MAY BE EXPLICITLY TARGETED
523. [2]    INAPPROPRIATE FOR UNSIMPLIFIED TARGET
524. [2]    PREDICTORS OF OVERALL TEST
525. [2]    REID, AND SCHUEMANN, IN
526. [2]    TO INVESTIGATE THIS HYPOTHESIS
527. [2]    EFFICACY OF WRITTEN EXERCISES
528. [2]    IS TO ASSIST THE
529. [2]    KNOWLEDGE SOURCES THEY HAD
530. [2]    LEE, 1986 HAVE INDICATED
531. [2]    OF THE STRATEGIES USED.
532. [2]    EXAMINATION OF SUBSTANTIAL CORPUS
```

```
533. [2]    THAT THEN FOLLOWS IS,
534. [2]    THE SIMPLIFIED PASSAGES AND
535. [2]    DIFFERENT STRATEGIES CONTRIBUTED DIFFERENTIALLY
536. [2]    LEXICAL INFERENCING. THIS ARTICLE
537. [2]    PAID TO THE ROLE
538. [2]    PROCESS NASSAJI, 2002, 2003
539. [2]    L2 PROFESSIONALS NEED MORE
540. [2]    BEING PRACTICED. BESIDES A
541. [2]    HAND, AND FOR ACQUISITION,
542. [2]    LEARNING. ALL TYPES OF
543. [2]    2000, P. 15 .
544. [2]    THE PRESENTATION OF ANY
545. [2]    VOCABULARY RETENTION. USING INPUT
546. [2]    WITH USE OF SIMPLE
547. [2]    OF ANY NEW VOCABULARY.
548. [2]    OF THE DIFFICULT ISSUES
549. [2]    SEVERAL RESEARCHERS HAVE POINTED
550. [2]    THAN THE QUANTITY OF
551. [2]    FORMS— A BASELINE, B
552. [2]    AND THOSE WHO READ
553. [2]    SUCCESSFULLY AS LINGUISTIC SIMPLIFICATION
554. [2]    Y.-H. CHOI, 1994; FUJIMOTO,
555. [2]    IF SUCCESSFUL, INFERENCING CAN
556. [2]    OF THE GRAMMATICAL NORMS
557. [2]    EMPIRICAL RESULTS, THIS STUDY
558. [2]    OF VARIOUS FORMS OF
559. [2]    COMPARING TWO OF THE
560. [2]    THAT ESSAY RATERS ALMOST
561. [2]    EXPRESS THEMSELVES CLEARLY IN
562. [2]    1993 . A NUMBER
563. [2]    1996 . ESL TEACHERS,
564. [2]    WORDS" ARE CONSIDERED TO
565. [2]    ON L2 READING COMPREHENSION
566. [2]    BEEN SHOWN TO ENHANCE
567. [2]    STRATEGY TRAINING IMPROVE THE
568. [2]    FROM A QUANTITATIVE ANALYSIS
569. [2]    THE RELATIVE EFFECTIVENESS OF
570. [2]    LEVELS OF VOCABULARY ESTABLISHED
571. [2]    DEGREE OF TEXT SOPHISTICATION.
572. [2]    THAN THOSE PRACTICED UNDER
573. [2]    INPUT DESPITE THE APPARENT
574. [2]    A GENERAL, B SPECIFIC,
575. [2]    TESTS OF ESL WRITING,
576. [2]    OVERALL IMPRESSION OF TEXTUAL
577. [2]    . THE DESIGN OF
578. [2]    INPUT MORE COMPREHENSIBLE TO
579. [2]    MARKERS SERVE NEITHER TO
580. [2]    L2 LEARNERS NEED TO
581. [2]    SENTENCES IN LI AND
582. [2]    L2 WRITING TEACHERS TO
583. [2]    READING COMPREHENSION SUGGESTS THAT
584. [2]    LINGUISTIC ITEMS ARE OFFSET
585. [2]    READING COMPREHENSION, THE ACTUAL
586. [2]    AUGMENT READING COMPREHENSION AS
587. [2]    BEEN TAKEN TO INDICATE
588. [2]    FAILED TO PROVIDE STRONG
589. [2]    PARRY, 1993; PRINCE, 1996
590. [2]    WRITTEN VOCABULARY EXERCISES: FILLING
591. [2]    FOLLOWING QUESTIONS: 1. WILL
592. [2]    A STRONG DESIRE FOR
593. [2]    MATERIALS, INCLUDING EVEN WHOLE
```

```
594. [2]    READER'S PRIOR KNOWLEDGE OF
595. [2]    RESULTING IN THE STUDENT
596. [2]    REPERTOIRE WITH WHICH TO
597. [2]    THREE FORMS— A BASELINE,
598. [2]    WHICH INCLUDED ITEMS FOR
599. [2]    READING OF UNMODIFIED MATERIALS,
600. [2]    STUDENTS IN AN ESL
601. [2]    1993 . HOWEVER, MANY
602. [2]    BEEN ELIMINATED, THIS ELIMINATION
603. [2]    COMPREHENSION. THE MODIFICATION EMPLOYED
604. [2]    ON THE METHODOLOGY OF
605. [2]    1994; OLAOFE, 1995; PRABHU,
606. [2]    TEACHING MATERIALS, INCLUDING EVEN
607. [2]    EXCESSIVELY SIMPLE SYNTACTIC AND
608. [2]    ITEMS WERE ALSO PUT
609. [2]    MAY COMPREHEND A TEXT
610. [2]    THIS HYPOTHESIS IN A
611. [2]    A SPECIFIC TASK, FOR
612. [2]    IS SLOW AND UNPREDICTABLE.
613. [2]    ALSO PUT IN BOLD
614. [2]    DEALING WITH NEW WORDS
615. [2]    , SIMPLER SYNTAX IN
616. [2]    TARGET LANGUAGE INPUT. THE
617. [2]    CONSIDERABLE ATTENTION HAS BEEN
618. [2]    1994 . THUS THE
619. [2]    INTROSPECTIVE AND RETROSPECTIVE THINK-ALOUD
620. [2]    RELATIVE TO THAT OF
621. [2]    RESEARCH QUESTIONS ALTHOUGH RESEARCHERS
622. [2]    IMPORTANCE OF VOCABULARY KNOWLEDGE
623. [2]    2001 69 PATTEN, 1990;
624. [2]    1984; CARTER 8C MCCARTHY,
625. [2]    THE RESEARCH C TWO
626. [2]    COMPREHENSION OF AURAL INPUT,
627. [2]    SIMPLIFIED OR ELABORATED VERSION
628. [2]    . EVIDENCE FROM STUDIES
629. [2]    PRODUCES L2 VOCABULARY GAINS
630. [2]    OF WRITTEN EXERCISE? FACTORS
631. [2]    OF IMPORTANCE IS ATTACHED
632. [2]    EFL FOR AT LEAST
633. [2]    OF PRESENTATION. SURPRISINGLY LITTLE
634. [2]    TO INPUT CAN BE
635. [2]    EVIDENCE SUGGESTS THAT LI
636. [2]    ESL WRITING AND LANGUAGE
637. [2]    1990; PARIBAKHT AND WESCHE,
638. [2]    ALMOST ALWAYS NOTE SIMPLE
639. [2]    APPROACH WOULD APPEAR INSUFFICIENT,
640. [2]    JEONG, 1987; KIM, 1985
641. [2]    "LEXICAL RICHNESS" P. 200
642. [2]    OFTEN CONSIDERED TO BE
643. [2]    STUDENTS NEED APPROXIMATELY 2,000
644. [2]    IN LEARNING VOCABULARY IN
645. [2]    IN THE DIFFERENT STAGES
646. [2]    AND MATERIALS WRITERS HAVE
647. [2]    MAIN VERB; PREDICATIVE ADJECTIVES;
648. [2]    TWO PROFICIENCY LEVELS I.E.,
649. [2]    THE ACTUAL RE- 72
650. [2]    WHICH AIM AT DEVELOPING
651. [2]    READ AND UNDERSTAND THE
652. [2]    THE VALUE OF DIFFERENT
653. [2]    MAKE INPUT MORE COMPREHENSIBLE
654. [2]    DIFFERENCE FOUND BETWEEN THE
```

```
655. [2]    THE BASIS OF MULTIPLE
656. [2]    LONG, 1986; YI, 1994
657. [2]    INFERENCING AND ITS LINK
658. [2]    WORDS LEARNERS NEED TO
659. [2]    BECOME THE FOCUS OF
660. [2]    USE KOJIC-SABO 8C LIGHTBOWN,
661. [2]    P. 671 TO ALLOW
662. [2]    2000 . SIMILARLY, JOHNSON
663. [2]    A LIMITED LEXICAL REPERTOIRE
664. [2]    WHO WERE DIVIDED INTO
665. [2]    OF SECOND-SEMESTER L2 SPANISH
666. [2]    HIS OVERVIEW OF RESEARCH
667. [2]    OF SECOND AND FOREIGN
668. [2]    1987; TSANG, 1987; YANO
669. [2]    INPUT, THE CONVENTIONAL WISDOM
670. [2]    DIFFICULT ISSUES IN TEACHING
671. [2]    SUGGEST SEVERAL SPECIFIC AND
672. [2]    BY WORD E.G., BERNHARDT,
673. [2]    EXPERIENCE OF A TARGET
674. [2]    WRITTEN INPUT FOR NONNATIVE
675. [2]    10TH GRADES . RESEARCH
676. [2]    8C GREIDANUS, 1996 AND
677. [2]    1998; LAUFER AND PARIBAKHT,
678. [2]    THE PRESENT STUDY USED
679. [2]    KOREAN EFL LEARNERS AT
680. [2]    TO ULTIMATE SUCCESS IN
681. [2]    PRESENT STUDY USED A
682. [2]    VERSION OF THE SAME
683. [2]    CREATE AN OVERALL IMPRESSION
684. [2]    RELATIVE AND COMPLEMENT CLAUSE
685. [2]    THE TEXT SAYS AND
686. [2]    LANGUAGE USE INCLUDE SUCH
687. [2]    REQUIREMENTS OF INPUT FOR
688. [2]    ACQUISITION IS IMPORTANT; THE
689. [2]    TO KNOW HULSTIJN, HOLLANDER,
690. [2]    IN A JAPANESE LANGUAGE
691. [2]    PASSAGES AND THOSE WHO
692. [2]    ANALYSIS OF 1,083 LI
693. [2]    EXERCISES ALSO FOCUS ON
694. [2]    . L2 VOCABULARY RESEARCH
695. [2]    ZIMMERMAN, 1997 AND THAT
696. [2]    ACCOUNT FOR THE OBSERVATION
697. [2]    L2 STUDENTS NEED APPROXIMATELY
698. [2]    OF DIFFICULTY, THE TYPE
699. [2]    GREATLY ACCORDING TO WHICH
700. [2]    ISSUES IN TEACHING ACADEMICALLY
701. [2]    ITEMS THAT LEARNERS EVENTUALLY
702. [2]    A 2-BY-3 ANALYSIS OF
703. [2]    THIS STUDY INVESTIGATES THE
704. [2]    FOR THE THREE EXERCISE
705. [2]    BECAUSE THE PROCESS OF
706. [2]    IN 9TH AND 10TH
707. [2]    COHESION HONEYFIELD, 1977 BECAUSE
708. [2]    SOMETIMES MIXED WITH ELABORATIVE
709. [2]    THAT FOLLOW THE PRESENTATION
710. [2]    SALABERRY, 1996; SALEEMI, 1989;
711. [2]    DURING THE INFERENCING PROCESS.
712. [2]    OVER ONES WITH SIMPLER
713. [2]    GOAL OF FOREIGN LANGUAGE
714. [2]    AT MEDIAN FREQUENCY RATES
715. [2]    IN LEARNING NEW VOCABULARY
```

```
716. [2]     DEPTH OF WORD PROCESSING
717. [2]     TASK, FOR EXAMPLE, INFERENCING,
718. [2]     LEARNERS OF LOWER L2
719. [2]     BE A CLEAR NEED
720. [2]     HAS BEEN SHOWN TO
721. [2]     STUDY OF SECOND-SEMESTER L2
722. [2]     OF LEXICAL INFERENCING. M
723. [2]     THE VOCABULARY" BUT "NOT
724. [2]     SIGNIFICANT DIFFERENCE TESTS USED
725. [2]     COMPLEX SYNTAX OVER ONES
726. [2]     POINTS OUT, "THERE ALSO
727. [2]     STUDY INVESTIGATES WHETHER OR
728. [2]     BOLD FONT AND OTHERS
729. [2]     APPARENT VALUE OF ELABORATION
730. [2]     UNFAMILIAR LINGUISTIC ITEMS ARE
731. [2]     ENVIRONMENT BROWN, 1987; TSANG,
732. [2]     FOR THE FIRST TIME
733. [2]     DISPOSAL, B DIFFERENT STRATEGIES
734. [2]     TO WORD FREQUENCY COUNTS
735. [2]     EXPOSED TO AND FROM
736. [2]     PROMOTE NONNATIVE LEARNERS' READING
737. [2]     OF LINGUISTIC SIMPLIFICATION INCLUDE
738. [2]     MORE SOPHISTICATED ACADEMIC TEXTS.
739. [2]     EXERCISES CONDITIONS: ONE FILL-IN-THE-BLANK
740. [2]     READING COMPREHENSION: SIMPLIFICATION VERSUS
741. [2]     L2 STUDENTS. I N
742. [2]     MORE FREQUENT ITEMS, SUCH
743. [2]     SECOND/ FOREIGN LANGUAGE READING
744. [2]     MEAN SCORES FOR THE
745. [2]     FREQUENCY RATES SIGNIFICANTLY HIGHER
746. [2]     KNOWLEDGE SCALE TESTED THE
747. [2]     EVIDENCE SUGGESTS THAT MODIFICATIONS
748. [2]     TRADITIONAL WORKBOOKS AND CALL
749. [2]     AT WHICH VOCABULARY LEARNING
750. [2]     CAUSES SUGGESTS THAT L2
751. [2]     ORIGINAL SENTENCE WRITING. THROUGH
752. [2]     GINTHER, AND GRANT, 1999,
753. [2]     HAS FAILED TO PROVIDE
754. [2]     PARAPHRASES AND SYNONYMS WERE
755. [2]     OTHER HAND, ELABORATION OF
756. [2]     COMPREHENSION SUGGESTS THAT ENCOUNTERING
757. [2]     AS BOOK PASSAGES OR
758. [2]     ACADEMIC WRITTEN TEXT IS
759. [2]     COMPREHENSIBLE TO SECOND/FOREIGN LANGUAGE
760. [2]     ENGLISH PROGRAM STUDENTS N
761. [2]     THE DATA SHOW AN
762. [2]     ALL OF THESE STUDIES,
763. [2]     THE EFFICACY OF WRITTEN
764. [2]     IMPORTANT DISADVANTAGES ASSOCIATED WITH
765. [2]     DIFFERENCES IN LANGUAGE PROFICIENCY
766. [2]     ELIMINATION PREVENTS EXPOSURE TO
767. [2]     SIMPLE OR SOPHISTICATED USES
768. [2]     IS LEARNED, SUCH AN
769. [2]     HAS BEEN CONDUCTED ON
770. [2]     MAINTAINED THE CENTRAL MEANING
771. [2]     THE RESPONSES ON A
772. [2]     WAY ATTRITION MIGHT WORK
773. [2]     VOCABULARY AND SHORT, SIMPLE
774. [2]     A PARTICULAR L2 WORD
775. [2]     TWO OVERLAPPING, IMPORTANT FACTORS
776. [2]     INPUT MODIFICATION—SIMPLIFICATION AND ELABORATION—ON
```

```
777. [2]    COMPARATIVE VALUE OF ELABORATED
778. [2]    THE IMPORTANT FEATURE OF
779. [2]    THIS RESULT HAS IMPLICATIONS
780. [2]    SPEECH AND NATIVE SPEAKERS'
781. [2]    READING PASSAGES IN ONE
782. [2]    NEITHER TO "SIMPLIFY" NOR
783. [2]    TEXT FROM WHICH ALL
784. [2]    JORDAN, 1997; REID, 1993
785. [2]    THE QUESTION THAT THEN
786. [2]    LINGUISTIC SIMPLIFICATION CAN. IF
787. [2]    NEXT STEP IN LEARNING
788. [2]    LEVEL SYNTACTIC AND SEMANTIC
789. [2]    ENGLISH SPEAKERS NNSS RELATIVE
790. [2]    ESL TEACHERS, TESOL QUARTERLY
791. [2]    APPROPRIATE ACADEMIC WRITTEN TEXT
792. [2]    CONTEXT AS WELL AS
793. [2]    AND UNIVERSITY-LEVEL ASSESSMENTS OF
794. [2]    B SPECIFIC, AND C
795. [2]    AL., 1994 HAVE EXPECTED
796. [2]    BY NNSS FREQUENTLY RELY
797. [2]    CONSTRUCTIONS AND LEXICON, A
798. [2]    AS INPUT E.G., CERVANTES,
799. [2]    HAND, DUE TO THEIR
800. [2]    CARSON, 1994; WALTERS 8C
801. [2]    GRAMMATICAL NORMS OF THE
802. [2]    AND LESS SOPHISTICATED PROSE
803. [2]    WITH ELABORATIVE ONES. BLAU2
804. [2]    4, WINTER 2003 HAS
805. [2]    INPUT MODIFICATION PROVIDE SOME
806. [2]    LEARNING FROM CONTEXT AS
807. [2]    STEAL, AVALANCHE, THIEF, ROBBERY.
808. [2]    THE PRACTICE OF CODING
809. [2]    EXPLICIT VOCABULARY INSTRUCTION JAMES,
810. [2]    RETENTION IS HIGHER FOR
811. [2]    P. 3 THIS INADEQUACY
812. [2]    DESIGN ARE ATTENTION AND
813. [2]    CONTRIBUTED DIFFERENTIALLY TO INFERENCING
814. [2]    PARTICIPATED IN PILOT STUDIES
815. [2]    BUT THE MODIFICATIONS APPEAR
816. [2]    EFFICIENTLY THAN UNSKILLED L2
817. [2]    9TH AND 10TH GRADES
818. [2]    CONSTRUCTIONS IN A CORPUS
819. [2]    RATHER THAN BY ARTIFICIAL
820. [2]    FREQUENCY RATES OF RARE
821. [2]    MUCH BETTER THAN THOSE
822. [2]    INFORMATION UNCLEAR. THIS CAN
823. [2]    FOR ACADEMICALLY BOUND L2
824. [2]    SECOND/FOREIGN LANGUAGE LEARNERS. INPUT
825. [2]    ABOUT THIS POTENTIALLY IMPORTANT
826. [2]    THAT INSTRUCTORS OF ENGLISH
827. [2]    CLEAR NEED FOR MORE
828. [2]    FAMILIES TO READ AUTHENTIC
829. [2]    WITH WORDS PRACTICED UNDER
830. [2]    LEXICAL INFERENCING ALTHOUGH EVIDENCE
831. [2]    NONNATIVE SPEAKERS' LISTENING COMPREHENSION,
832. [2]    WORKBOOKS AND CALL MATERIALS.
833. [2]    EXERCISES VOCABULARY EXERCISES VARY
834. [2]    LOWER LEVEL TEXTUAL PROCESS
835. [2]    OF LANGUAGE ACQUISITION IS
836. [2]    LOWER LEVEL WORD IDENTIFICATION
837. [2]    THE RESULTS SUPPORT THE
```

```
838. [2]    MORE VOCABULARY TEACHING MATERIALS,
839. [2]    OF INPUT FOR COMPREHENSION,
840. [2]    THAT THESE CONSTRUCTIONS ARE
841. [2]    AND PARIBAKHT, 1998; PARRY,
842. [2]    TENDED TO PERCEIVE TEXTS
843. [2]    EITHER OF THE OTHER
844. [2]    MODIFICATIONS, THE POTENTIAL INTERACTION
845. [2]    APRIL 1997, INVOLVED 430
846. [2]    AND ROEN9 POINT OUT
847. [2]    MODIFICATION Y-J. CHOI, 1996;
848. [2]    MODIFICATION OF LEARNING MATERIAL
849. [2]    ACADEMIC TEXTS SUGGEST SEVERAL
850. [2]    TOEFL RESEARCH PUBLICATIONS AIMED
851. [2]    AND THE METHOD OF
852. [2]    STUDENTS' SCORES ON A
853. [2]    IS HIGHER FOR STUDENTS
854. [2]    HAVE BEEN SHOWN TO
855. [2]    NATIVE SPEAKERS' INTELLIGIBILITY JUDGEMENTS.
856. [2]    LEARNERS' ATTENTION IS DRAWN
857. [2]    INVESTIGATES THE RELATIVE EFFECTS
858. [2]    COMPREHENSION WERE MEASURED BY
859. [2]    VOCABULARY TEACHING FINDS THAT
860. [2]    OF THE OTHER TWO
861. [2]    MEANING, EXERCISES ALSO FOCUS
862. [2]    PASSAGES. READERS OF ELABORATED
863. [2]    IN THE EIGHTH GRADE.
864. [2]    MODIFICATIONS TO INPUT CAN
865. [2]    DOES METACOGNITIVE STRATEGY TRAINING
866. [2]    WORD MEANINGS FROM CONTEXT.
867. [2]    CAREFUL EXAMINATION OF THE
868. [2]    CAN BE PROBLEMATIC, ESPECIALLY
869. [2]    E SL LEARNERS SOON
870. [2]    FOR THE OBSERVATION THAT
871. [2]    1999, PP. 20-22 .
872. [2]    WITH MORE VOCABULARY TEACHING
873. [2]    IN APRIL 1997, INVOLVED
874. [2]    THAT DISTINGUISHES BETWEEN STRATEGIES
875. [2]    WORD FAMILIES TO READ
876. [2]    1997; DUBIN AND OLSHTAIN,
877. [2]    HIGH PROFICIENCY AND LOW
878. [2]    SIMPLIFICATION ALTHOUGH SIMPLIFICATION MAY
879. [2]    THE PRESENT STUDY ATTEMPTED
880. [2]    WITH ELABORATED INPUT SHOULD
881. [2]    WRITTEN PRACTICE ACTIVITIES THAT
882. [2]    INPUT SUCH AS BOOK
883. [2]    WORDS TO MAINTAIN CONVERSATIONS,
884. [2]    SHORT, SIMPLE SENTENCES IN
885. [2]    ORIGINAL-SENTENCE-WRITING EXERCISE. AN UNANNOUNCED
886. [2]    ITEMS I.E., VERB FORMS
887. [2]    GENERAL, SPECIFIC, OR INFERENTIAL
888. [2]    LEXICAL INFERENCING AND ITS
889. [2]    HOC ANALYSES. THE RESULTS
890. [2]    CURRICULUM DESIGNERS. L2 VOCABULARY
891. [2]    FILL-IN-THE-BLANK EXERCISES, AND ONE
892. [2]    DID NOT. 70 TESOL
893. [2]    LI LEARNERS LEARN MUCH
894. [2]    MANY AS 10,000 WORDS
895. [2]    FOR SECOND LANGUAGE L2
896. [2]    T-UNIT , SIMPLER LEXIS
897. [2]    HOW DIFFERENT STRATEGIES AND
898. [2]    B DIFFERENT STRATEGIES CONTRIBUTED
```

```
899. [2]    EFFECTIVE AND EFFICIENT APPROACH
900. [2]    ESPECIALLY WHEN A SPECIFIC
901. [2]    REGARDING THE ROLE OF
902. [2]    IN BOLD FONT AND
903. [2]    FROM AUTHENTIC TARGET LANGUAGE
904. [2]    UNIVERSITY-LEVEL ASSESSMENTS OF STUDENT
905. [2]    THE LEARNERS' PERCEIVED COMPREHENSION.
906. [2]    FROM EACH OTHER, WITH
907. [2]    DRAWS LEARNERS' ATTENTION TO
908. [2]    KEY AREAS IN L2
909. [2]    THE EFFECTS OF MODIFICATION
910. [2]    DEFINED AS FOLLOWS: FEATURES
911. [2]    THE MODIFICATIONS APPEAR TO
912. [2]    ONES WITH ELABORATIVE ONES.
913. [2]    A SYNTACTIC AND LEXICAL
914. [2]    ITEMS HAVE BEEN ELIMINATED,
915. [2]    UNMODIFIED MATERIALS, WHICH IS
916. [2]    RETAINS MORE NATIVELIKE QUALITIES
917. [2]    WHO PARTICIPATED IN PILOT
918. [2]    SIMPLIFIED PASSAGE MAY LACK
919. [2]    AND ONE ORIGINAL-SENTENCE-WRITING EXERCISE.
920. [2]    AN INFERENCING MODEL THAT
921. [2]    PROFICIENCY IN ADDITION TO
922. [2]    MODIFICATION BECAUSE IT ALLOWS
923. [2]    SNOW, 1993; VAN TESOL
924. [2]    ARE PREVALENT IN CONVERSATIONAL
925. [2]    ENTAILED PRIMARILY SIMPLIFICATION OF
926. [2]    ANALYSES. THE RESULTS SUPPORT
927. [2]    COLLEGE STUDENTS TENDED TO
928. [2]    STUDIES PARIBAKHT 8C WESCHE,
929. [2]    FORMAL CLASSROOM SETTING, NAMELY
930. [2]    NOT ESTABLISHED WITH CERTAINTY
931. [2]    2001; SCHMITT, 2000 .
932. [2]    CLASSROOM SETTING, NAMELY THE
933. [2]    ULTIMATE SUCCESS IN LEXICAL
934. [2]    DO, AS MEASURED BY
935. [2]    WHAT THE TEXT SAYS
936. [2]    CLOZE AND ORIGINAL SENTENCE
937. [2]    LEARNERS' ATTENTION TO THOSE
938. [2]    EXERCISE WITH TARGET WORDS
939. [2]    OF SPEECH, MORPHOLOGY, MEANINGS
940. [2]    8C KAMIL, 1995; CARRELL,
941. [2]    SHOWN THAT ESSAY RATERS
942. [2]    BOOK PASSAGES OR DICTIONARY
943. [2]    BRITISH COLUMBIA, CANADA THIS
944. [2]    L2 VOCABULARY EXERCISES VOCABULARY
945. [2]    CONSIDERATION THAT MAY REDUCE
946. [2]    LEARNERS' COMPREHENSION TO IDENTIFY
947. [2]    ACADEMIC TEXTS ESTABLISHES THAT
948. [2]    RESEARCHERS REGARDING THE ROLE
949. [2]    2002, 2003 . EVIDENCE
950. [2]    EFL LEARNERS AT DIFFERENT
951. [2]    PRODUCTION SKILLS, RAPID VOCABULARY
952. [2]    DE BOT, PARIBAKHT, AND
953. [2]    BASELINE VERSION, AS SHOWN
954. [2]    USE OF LINGUISTICALLY SIMPLIFIED
955. [2]    TYPES OF INPUT MODIFICATION—SIMPLIFICATION
956. [2]    COXHEAD, 2000; LIU, 2003
957. [2]    FEATURES THAT MAY BE
958. [2]    AIMED AT BETTER UNDERSTANDING
959. [2]    NOTICING, BOTH OF WHICH
```

```
960.  [2]      AND C SUCCESS WAS
961.  [2]      RESEARCHERS USED AN UNENHANCED
962.  [2]      LEARNERS NEED SIMPLIFICATION WHILE
963.  [2]      THE TOPIC AND STYLE
964.  [2]      USING EFFECTIVE STRATEGIES IN
965.  [2]      TEXTS WERE. HOWEVER, THIS
966.  [2]      CARTER 8C MCCARTHY, 1988;
967.  [2]      TYPE AND STUDENTS' ENGLISH
968.  [2]      EXTENT TO WHICH ENGLISH
969.  [2]      IS BEING PRACTICED. BESIDES
970.  [2]      UNDERLYING SYNTACTIC RELATIONSHIPS AS
971.  [2]      STUDENTS. I N HIS
972.  [2]      THREE FILL-IN-THE-BLANK EXERCISES CONDITION
973.  [2]      . BROWN7 AND TSANG7
974.  [2]      UNDERSTOOD AND THEREFORE HAS
975.  [2]      THE VALUE OF WRITTEN
976.  [2]      VALUABLE INFORMATION ON VOCABULARY
977.  [2]      AND INSTRUCTIONAL METHODS FOR
978.  [2]      STAUFFER, BOYSON, 8C DOUGHTY5
979.  [2]      COULD INDUCE LEARNERS TO
980.  [2]      WHICH UNFAMILIAR LINGUISTIC ITEMS
981.  [2]      TEXT MORE EFFICIENTLY THAN
982.  [2]      IN ONE OF THREE
983.  [2]      MAY BE ALSO NECESSARY
984.  [2]      LANGUAGE LEARNING. ALL TYPES
985.  [2]      UNITED STATES A QUANTITATIVE
986.  [2]      ITS LINK WITH VOCABULARY
987.  [2]      . THUS THE PRESENT
988.  [2]      INFERENCING MODEL THAT DISTINGUISHES
989.  [2]      OR S-NODES PER T-UNIT
990.  [2]      ELABORATION, IN WHICH UNFAMILIAR
991.  [2]      EMPLOY EXCESSIVELY SIMPLE SYNTACTIC
992.  [2]      SYNTACTIC AND LEXICAL FEATURES,
993.  [2]      A FOLLOW-UP STUDY OF
994.  [2]      NOTE SIMPLE CONSTRUCTIONS AND
995.  [2]      THE KEYWORD METHOD, THE
996.  [2]      THEIR GREATEST LANGUAGE PROBLEM
997.  [2]      LEXICAL SIMPLICITY IS OFTEN
998.  [2]      KEYWORD METHOD, THE LONE
999.  [2]      VERSIONS. LEARNER PROFICIENCY IN
1000. [2]      TEACHER FOLSE, 2004; NATION,
```

The Most Frequent 1000 4-Word Strings in the Corpus of the PhDT Introductions

```
001. [39]    ON THE OTHER HAND,
002. [16]    OF THE STUDY THE
003. [14]    BACKGROUND TO THE STUDY
004. [13]    AT THE END OF
005. [12]    AT THE BEGINNING OF
006. [12]    THE END OF THE
007. [11]    OF COMMUNICATIVE TASKS IN
008. [11]    AS A RESULT OF
009. [11]    THE LANGUAGE IMPROVEMENT COURSES
010. [11]    LANGUAGE IMPROVEMENT COURSES IN
011. [11]    PURPOSE OF THE STUDY
012. [11]    OF THIS STUDY IS
013. [11]    IS ONE OF THE
014. [10]    ON THE BASIS OF
015. [10]    PERCEIVE THE EFFECTIVENESS OF
016. [10]    THE EXTENT TO WHICH
017. [10]    ONE OF THE MOST
018. [10]    THE DEPARTMENT OF ELT
019. [10]    THERE IS A NEED
020. [10]    ENGLISH AS A FOREIGN
021. [10]    IN THIS STUDY, THE
022. [10]    SIGNIFICANCE OF THE STUDY
023. [9]     AS A FOREIGN LANGUAGE
024. [9]     TURKISH LEARNERS OF ENGLISH
025. [9]     . IN OTHER WORDS,
026. [9]     THE BEGINNING OF THE
027. [9]     PROBLEMATIC ENGLISH CONSONANTS AND
028. [9]     LEARNING STYLES AND STRATEGIES
029. [9]     THE NEEDS OF THE
030. [9]     IN THE FORM OF
031. [9]     HOW DO THE DBE
032. [9]     ENGLISH CONSONANTS AND VOWELS
033. [9]     THE EFFECTIVENESS OF COMMUNICATIVE
034. [9]     THE EFFECTIVENESS OF THE
035. [8]     THE ROLE OF THE
036. [8]     OF THE MOST IMPORTANT
037. [8]     BILKENT UNIVERSITY SCHOOL OF
038. [8]     3 0 3 İDÖ
039. [8]     FOR TURKISH LEARNERS OF
040. [8]     STATEMENT OF THE PROBLEM
041. [8]     TASKS IN RELATION TO
042. [8]     AFRICAN AMERICANS , HISPANIC
043. [8]     THE LIGHT OF THE
044. [8]     TURKEY –ANKARA –IZMIR –INCIRLIK
045. [8]     ACCORDING TO THEIR SELECTED
046. [8]     IMPROVEMENT COURSES IN THE
```

```
047. [8]     UNIVERSITY SCHOOL OF ENGLISH
048. [8]     THE NATURE OF THE
049. [8]     SELECTED DEMOGRAPHICS CHARACTERISTICS SUCH
050. [8]     COMMUNICATIVE TASKS IN RELATION
051. [8]     IN OTHER WORDS, THE
052. [8]     IN RELATION TO THEIR
053. [8]     ATTITUDES OF STUDENTS FROM
054. [8]     EFFECTIVENESS OF COMMUNICATIVE TASKS
055. [8]     IN THE LIGHT OF
056. [8]     RESIDENCE IN TURKEY -ANKARA
057. [8]     IN TURKEY -ANKARA -IZMIR
058. [8]     TO THEIR SELECTED DEMOGRAPHICS
059. [8]     OF STUDENTS FROM GRADES
060. [8]     SCOPE OF THE STUDY
061. [8]     IN OTHER WORDS, IT
062. [8]     THE PURPOSE OF THE
063. [8]     THE SIGNIFICANCE OF THE
064. [8]     DIFFER ACCORDING TO THEIR
065. [8]     , AFRICAN AMERICANS ,
066. [8]     THE SCOPE OF THE
067. [8]     THE ATTITUDES OF STUDENTS
068. [8]     THEIR SELECTED DEMOGRAPHICS CHARACTERISTICS
069. [8]     , TURKISH AMERICANS ,
070. [8]     AMERICANS , HISPANIC AMERICANS
071. [7]     ENGLISH LANGUAGE TEACHING ELT
072. [7]     IT MAY BE EXERCISED
073. [7]     IN TERMS OF THEIR
074. [7]     COMMUNICATIVE TASKS IN THE
075. [7]     THE AIM IS TO
076. [7]     THE COMMUNICATIVE TASKS IN
077. [7]     1.1 BACKGROUND TO THE
078. [7]     OF THE COMMUNICATIVE TASKS
079. [7]     OF ENGLISH LANGUAGE TEACHING
080. [7]     THE RESULTS OF THE
081. [7]     AMERICANS , AFRICAN AMERICANS
082. [7]     HOST NATION INTERCULTURAL EDUCATION
083. [7]     IS A NEED FOR
084. [7]     THE CONTROL GROUP AND
085. [7]     TURKISH AMERICANS , AFRICAN
086. [7]     IN THE BRINDS OF
087. [7]     IS ASSUMED TO BE
088. [7]     WITH THE HELP OF
089. [7]     THE TEACHING PRACTICE PERIOD
090. [7]     OF THE SECOND CULTURE.
091. [7]     SCHOOL OF ENGLISH LANGUAGE
092. [7]     TO THE TEACHING OF
093. [7]     A GREAT DEAL OF
094. [6]     THIS STUDY, THE TERM
095. [6]     ELT AT EASTERN MEDITERRANEAN
096. [6]     IN THE SECOND LANGUAGE
097. [6]     , WHITE AMERICANS ,
098. [6]     IN THE DEPARTMENT OF
099. [6]     AT EASTERN MEDITERRANEAN UNIVERSITY
100. [6]     AMERICANS , TURKISH AMERICANS
101. [6]     II 3-0 3 AL
102. [6]     THE OTHER HAND, THE
103. [6]     DURING THE TEACHING PRACTICE
104. [6]     EFL STUDENT TEACHERS' PROFESSIONAL
105. [6]     D. RESIDENCE IN TURKEY
106. [6]     SEMESTER OF 2001-2002 ACADEMIC
107. [6]     THE STUDY AND THE
```

```
108. [6]    OF COMMUNICATIVE LANGUAGE TEACHING
109. [6]    BECOME AWARE OF THE
110. [6]    IT IS BELIEVED THAT
111. [6]    EFFECTIVENESS OF THE COMMUNICATIVE
112. [6]    AS A MEANS OF
113. [6]    THE HOST NATION INTERCULTURAL
114. [6]    THE HOST NATION TEACHER
115. [6]    OF THE TARGET LANGUAGE
116. [6]    THE LAD OR UG
117. [6]    FOR THE SIXTH GRADE
118. [6]    OF THE DEPARTMENT OF
119. [6]    1.1. BACKGROUND TO THE
120. [6]    OF THE SECOND CULTURE
121. [6]    THE SIXTH GRADE LEARNERS
122. [6]    THE NUMBER OF THE
123. [6]    WHITE AMERICANS , TURKISH
124. [5]    THE STRUCTURE OF THE
125. [5]    WHAT ARE THE ATTITUDES
126. [5]    OF THE STUDY AND
127. [5]    AS ONE OF THE
128. [5]    BARNET, BERMAN, BURTO, CAIN
129. [5]    OF ELT AT EASTERN
130. [5]    SCHOOL OF FOREIGN LANGUAGES
131. [5]    THERE HAS BEEN A
132. [5]    TO THEIR LEVEL OF
133. [5]    OF THE STUDY THIS
134. [5]    OF THE STUDY ARE
135. [5]    ARE POSITIVE TOWARDS THE
136. [5]    SHORT STORY: ANALYSIS AND
137. [5]    BURTO, CAIN AND STUBBS,
138. [5]    IN RELATION TO THE
139. [5]    CAIN AND STUBBS, 1999,
140. [5]    BACKGROUND OF THE STUDY
141. [5]    AND THAT OF THE
142. [5]    CONTROL GROUP AND THE
143. [5]    I 3-0 3 AL
144. [5]    AS A SECOND LANGUAGE
145. [5]    DO THE DBE STUDENTS
146. [5]    TO BE ABLE TO
147. [5]    OF THE STUDENTS IN
148. [5]    BERMAN, BURTO, CAIN AND
149. [5]    THIS STUDY IS TO
150. [5]    IT IS THE CAPACITY
151. [5]    OF THE SC TECHNIQUE
152. [5]    APPROACH TO LANGUAGE TEACHING
153. [5]    THE PERCEPTIONS OF THE
154. [5]    THE CONTENT OF THE
155. [5]    IN THE PROCESS OF
156. [5]    DBE STUDENTS PERCEIVE THE
157. [5]    THE HELP OF A
158. [5]    AND STUBBS, 1999, P.
159. [5]    EXTENT TO WHICH THE
160. [5]    DEPARTMENT OF ELT AT
161. [5]    THE ENGLISH DEPARTMENTS OF
162. [5]    THE AIM OF THIS
163. [5]    INTELLIGENCE: IT IS THE
164. [5]    ARE THE ATTITUDES OF
165. [5]    THE PRESENCE OF THE
166. [5]    THE DBE TEACHERS PERCEIVE
167. [5]    IS THE RESULT OF
168. [5]    OF THE LAD IN
```

247

```
169. [5]     TRAINERS ARE EXPECTED TO
170. [5]     AT THE DEPARTMENT OF
171. [5]     TEACHERS PERCEIVE THE EFFECTIVENESS
172. [5]     DBE TEACHERS PERCEIVE THE
173. [5]     ENGLISH DEPARTMENTS OF TURKISH
174. [5]     STUDENTS PERCEIVE THE EFFECTIVENESS
175. [5]     THE DEPARTMENT OF BASIC
176. [5]     THE STUDENTS AND THE
177. [5]     THE SPRING SEMESTER OF
178. [5]     THE PURPOSE OF THIS
179. [5]     THE COMMUNICATIVE NEEDS OF
180. [5]     FOR THE PURPOSE OF
181. [5]     SPRING SEMESTER OF 2001-2002
182. [5]     THE SHORT STORY: ANALYSIS
183. [5]     THE DODEA COMMUNITY STRATEGIC
184. [5]     IT IS POSSIBLE TO
185. [5]     GROUP AND THE EXPERIMENTAL
186. [5]     IN THE CASE OF
187. [5]     THE OTHER HAND, IS
188. [5]     BOTH THE CONTROL GROUP
189. [5]     THE TEACHER TRAINERS ARE
190. [5]     THE DBE STUDENTS PERCEIVE
191. [5]     STUDENT TEACHERS' PROFESSIONAL DEVELOPMENT
192. [5]     DO THE DBE TEACHERS
193. [5]     POSITIVE TOWARDS THE HNIEP.
194. [5]     AT THE ELEMENTARY EDUCATION
195. [5]     THE STUDENTS IN THE
196. [4]     THE DEVELOPMENT OF THE
197. [4]     WILL BE ABLE TO
198. [4]     THE ATTITUDES OF TEACHERS
199. [4]     EFFECTIVE TRAINING SESSIONS AND
200. [4]     THE ATTITUDES OF PARENTS
201. [4]     AIM OF THIS STUDY
202. [4]     I 3 0 3
203. [4]     FROM GRADES 4 THROUGH
204. [4]     THE TEACHING OF CULTURE
205. [4]     GöNüL NP IP T,
206. [4]     OF THE SHORT STORY
207. [4]     IN BOTH THE CONTROL
208. [4]     DEMOGRAPHICS CHARACTERISTICS SUCH AS:
209. [4]     AND THE QUALITIES OF
210. [4]     PITCH, INTONATION, AND JUNCTURE
211. [4]     DO NOT DIFFER ACCORDING
212. [4]     STUDENTS FROM GRADES 4
213. [4]     DO THE ATTITUDES OF
214. [4]     THE BRINDS OF L2
215. [4]     AT ALL LEVELS OF
216. [4]     IT CAN BE SAID
217. [4]     FROM GRADES K THROUGH
218. [4]     IN-SERVICE COURSE FOR THE
219. [4]     C.RACE , WHITE AMERICANS
220. [4]     THE TEACHER DOES NOT
221. [4]     OF COMMUNICATIVE LANGUAGE TEACHING,
222. [4]     IN ORDER TO ACHIEVE
223. [4]     IN OTHER WORDS, THEY
224. [4]     1.2 STATEMENT OF THE
225. [4]     IN ENGLISH LANGUAGE TEACHING
226. [4]     STUDENTS FROM GRADES K
227. [4]     THE IMPORTANCE OF TRANSLATION
228. [4]     OF THE STUDENT TEACHERS
229. [4]     OF FOREIGN LANGUAGE TEACHING
```

```
230. [4]    OF THE HOST NATION
231. [4]    SKILLS II 3-0 3
232. [4]    PURPOSE OF THIS STUDY
233. [4]    IS CONCERNED WITH THE
234. [4]    IN TERMS OF THE
235. [4]    AND MIDDLE SCHOOL STUDENTS
236. [4]    THE SECOND CULTURE AND
237. [4]    IN ADDITION TO THE
238. [4]    EXPECTED TO CONTRIBUTE TO
239. [4]    GRADES K THROUGH 3
240. [4]    IN THE AREA OF
241. [4]    COURSE NAME CREDIT AL
242. [4]    ENGLISH AS A SECOND
243. [4]    CHARACTERISTICS SUCH AS: A.
244. [4]    AND SCOPE OF THE
245. [4]    SUCH AS ? A.
246. [4]    AND HISTORY OF REVOLUTION
247. [4]    TEACHER TRAINERS ARE EXPECTED
248. [4]    NATION INTERCULTURAL EDUCATION PROGRAM
249. [4]    1.1 BACKGROUND OF THE
250. [4]    IT IS EVIDENT THAT
251. [4]    , HISPANIC AMERICANS ,
252. [4]    IS THE CAPACITY TO
253. [4]    THE PROCESS OF LEARNING
254. [4]    IN WHICH CULTURE IS
255. [4]    THE STUDENTS IN BOTH
256. [4]    CONSONANTS AND VOWELS FOR
257. [4]    THAT LANGUAGE ACQUISITION IS
258. [4]    UNAVAILABILITY OF THE LAD
259. [4]    THE DEGREE TO WHICH
260. [4]    SESSIONS AND THE QUALITIES
261. [4]    THE UNAVAILABILITY OF THE
262. [4]    ERGUN AND KURULTAY, 1992
263. [4]    HISPANIC AMERICANS , OTHER
264. [4]    HISPANIC AMERICANS -OTHER D.
265. [4]    IN THE FIELD OF
266. [4]    THE DEPARTMENT OF DEFENSE
267. [4]    TO BE USED IN
268. [4]    CODE COURSE NAME CREDIT
269. [4]    STRUCTURE OF A SENTENCE
270. [4]    COURSE CODE COURSE NAME
271. [4]    THE AIM OF THE
272. [4]    OF ENGLISH AS A
273. [4]    IN THE STUDY. THE
274. [4]    TO THE STUDENTS IN
275. [4]    II 3 0 3
276. [4]    IN A FOREIGN LANGUAGE
277. [4]    THE ELT DEPARTMENT OF
278. [4]    3-0 3 INTRODUCTION TO
279. [4]    DEMOGRAPHICS CHARACTERISTICS SUCH AS
280. [4]    THIS STUDY WILL BE
281. [4]    IN THE SECOND CULTURE
282. [4]    CODE COURSE CODE COURSE
283. [4]    IN THE ENGLISH DEPARTMENTS
284. [4]    SECOND LANGUAGE ACQUISITION SLA
285. [4]    IT IS ASSUMED THAT
286. [4]    PRINCIPLES OF ATATüRK AND
287. [4]    OF TURKISH LEARNERS OF
288. [4]    BE AWARE OF THE
289. [4]    THE USE OF THE
290. [4]    APPROACHES TO GRAMMAR INSTRUCTION,
```

```
291. [4]     RELATION TO THEIR LEVEL
292. [4]     ANALYSIS AND TEACHING 3-0
293. [4]     ON THE PART OF
294. [4]     ATATüRK AND HISTORY OF
295. [4]     STUDENTS IN THE EXPERIMENTAL
296. [4]     THIS STUDY AIMS TO
297. [4]     IT IS HOPED THAT
298. [4]     THE FACULTY ACADEMIC ENGLISH
299. [4]     AMERICANS , OTHER D.
300. [4]     SEMESTER REF. CODE COURSE
301. [4]     NOT DIFFER ACCORDING TO
302. [4]     COUNCIL OF HIGHER EDUCATION
303. [4]     . ON THE OTHER
304. [4]     TO THE UNAVAILABILITY OF
305. [4]     IN ERGUN AND KURULTAY,
306. [4]     OF TEACHING AND LEARNING
307. [4]     IS A KIND OF
308. [4]     COURSES IN TERMS OF
309. [4]     AND TEACHING 3-0 3
310. [4]     CHARACTERISTICS SUCH AS ?
311. [4]     MIDDLE SCHOOL STUDENTS WITH
312. [4]     DEPARTMENT OF BASIC ENGLISH
313. [4]     REF. CODE COURSE CODE
314. [4]     A. GRADE LEVELS B.
315. [4]     TRAINING SESSIONS AND THE
316. [4]     THAT THEY DO NOT
317. [4]     AT BILKENT UNIVERSITY SCHOOL
318. [4]     IS DEFINED AS THE
319. [4]     MAY BE EXERCISED THROUGH
320. [4]     GRADES 4 THROUGH 12
321. [4]     THE FIRST AND SECOND
322. [4]     INTRODUCTION 1.1 BACKGROUND TO
323. [4]     , HISPANIC AMERICANS -OTHER
324. [4]     OF ATATüRK AND HISTORY
325. [4]     ELEMENTARY AND MIDDLE SCHOOL
326. [4]     THE SHORT STORY AND
327. [4]     GRADE LEVELS B. GENDER
328. [4]     CURRICULUM OF THE DEPARTMENT
329. [4]     OF THE STUDY, THE
330. [4]     THE INNATE LINGUISTIC KNOWLEDGE
331. [4]     OF THE FACT THAT
332. [4]     CAN BE SAID THAT
333. [3]     INPUT-BASED APPROACHES TO GRAMMAR
334. [3]     IT HAS BEEN OBSERVED
335. [3]     THE TEDS AT DBE
336. [3]     TO BECOME AWARE OF
337. [3]     SHORT STORIES BY MODERN
338. [3]     ARE A NUMBER OF
339. [3]     ATROPHIES AFTER A CRITICAL
340. [3]     PLAY AN IMPORTANT ROLE
341. [3]     ORGANIZATION OF THE STUDY
342. [3]     . IN THIS STUDY,
343. [3]     BOUNDING NODE IN TURKISH
344. [3]     OF THEM DO NOT
345. [3]     STORY: ANALYSIS AND TEACHING
346. [3]     IN ORDER TO PROVIDE
347. [3]     IT IS TRUE THAT
348. [3]     THAT IS TO SAY,
349. [3]     IS CONSIDERED TO BE
350. [3]     LEARNING A FOREIGN LANGUAGE?
351. [3]     APPROACHES TO LANGUAGE TEACHING
```

```
352. [3]    PRACTICED AND INTEGRATED INTO
353. [3]    CHARACTERISTICS OF THE SHORT
354. [3]    THE ENGLISH LANGUAGE TEACHING
355. [3]    THIS DISSERTATION IS TO
356. [3]    AND INTEGRATED INTO FLUENT
357. [3]    TAKING INTO ACCOUNT THE
358. [3]    STORIES BY MODERN BRITISH
359. [3]    THAT CAN BE USED
360. [3]    FROM THE PERSPECTIVE OF
361. [3]    TASK MUST BE PRACTICED
362. [3]    A GREAT NUMBER OF
363. [3]    WITH A FOCUS ON
364. [3]    THEY ARE REQUIRED TO
365. [3]    TO PROVIDE THE STUDENTS
366. [3]    THE THREE TEDS AT
367. [3]    A NEED FOR A
368. [3]    CONTINUITY AND COHERENCE AMONG
369. [3]    PAIR WORK AND GROUP
370. [3]    DO NOT HAVE TO
371. [3]    THE OVERALL WRITING QUALITY
372. [3]    AT THE ELT DEPARTMENT
373. [3]    SYNTACTIC FLUENCY AND SYNTACTIC
374. [3]    THE REST OF THE
375. [3]    THAT CRITICAL THINKING IS
376. [3]    NATURE OF THE READING
377. [3]    LAD OR UG IS
378. [3]    THE TEACHING AND LEARNING
379. [3]    OBSERVATIONS AND INFORMAL FEEDBACK
380. [3]    OF THE SECOND LANGUAGE.
381. [3]    CORRECTNESS, SENTENCE VARIETY, ORGANIZATION,
382. [3]    DOES NOT HAVE TO
383. [3]    THE COMMON FAILURE EXPERIENCED
384. [3]    WELL OVER TIME BY
385. [3]    ON THE CONTENT OF
386. [3]    EXAMPLE, THE TEACHER MIGHT
387. [3]    THE MOST IMPORTANT ASPECT
388. [3]    THE PEOPLE AND THEIR
389. [3]    IN RELATION TO SEGMENTAL
390. [3]    ANSWERS TO THE FOLLOWING
391. [3]    ALOUD A SHORT STORY
392. [3]    ONE OF THE BASIC
393. [3]    THE ENGLISH LANGUAGE INSTRUCTION
394. [3]    THE EFFECTIVENESS OF THEIR
395. [3]    OF 2001-2002 ACADEMIC YEAR.
396. [3]    INTEREST IN THE SECOND
397. [3]    THERE SPECIFIC LEARNING STYLES
398. [3]    LEARN A SECOND LANGUAGE
399. [3]    AS THE DEGREE OF
400. [3]    IT IS NECESSARY TO
401. [3]    THE OVERALL MEANING OF
402. [3]    THE ACQUISITION OF A
403. [3]    IN FOREIGN LANGUAGE TEACHING
404. [3]    ALI DIDN'T TELL ME
405. [3]    SHORT STORY AND ITS
406. [3]    ONE OF THE MAIN
407. [3]    WITH THE AIM OF
408. [3]    USED TO REFER TO
409. [3]    AND THE STUDENT- TEACHERS
410. [3]    OF THE SECOND LANGUAGE
411. [3]    READING, WRITING, LISTENING AND
412. [3]    SKILLS I 3-0 3
```

```
413. [3]    TO FIND OUT WHAT
414. [3]    STUDENTS BECOME AWARE OF
415. [3]    ASPECTS, NAMELY AIMS AND
416. [3]    IT IS CHARACTERIZED BY
417. [3]    COURSE WITH NO SUPPLEMENTARY
418. [3]    CONDUCT, STUDENT ASSESSMENT, AND
419. [3]    CONTENT AND MATERIALS, COURSE
420. [3]    , OTHER D. RESIDENCE
421. [3]    GöNüL NP IP VEDAT'ıN
422. [3]    HAS BEEN OBSERVED THAT
423. [3]    THE LANGUAGE THEY ARE
424. [3]    SKILLS I 3 0
425. [3]    OTHER THAN THEIR OWN.
426. [3]    FOR LANGUAGE TEACHERS AND
427. [3]    ENGLISH LANGUAGE IN EDUCATION
428. [3]    THE STUDY IT IS
429. [3]    AND SIGNIFICANCE OF THE
430. [3]    THE TEACHER AND THE
431. [3]    THEORY-BASED PHONETICS COURSE WITH
432. [3]    OF THE MEDITERRANEAN REGION
433. [3]    USE LANGUAGE TO EXPRESS
434. [3]    REUTZEL AND MERRILL, 1985
435. [3]    HAVE BEEN USING THE
436. [3]    SKILLS II 3 0
437. [3]    THE SAME WAY AS
438. [3]    TECHNIQUES OF ANALYZING THE
439. [3]    TO FIND OUT WHETHER
440. [3]    OF THE TRANSLATION COURSES
441. [3]    READ THE BOOK WHICH
442. [3]    IN ORDER TO FIND
443. [3]    KNOW AND CAN DO
444. [3]    THE STUDENT- TEACHERS WERE
445. [3]    MUST BE PRACTICED AND
446. [3]    THIS DISSERTATION AIMS AT
447. [3]    OF THE STUDY. THE
448. [3]    OF TEACHER TRAINEES IN
449. [3]    THE TASK MUST BE
450. [3]    IT SHOULD BE THE
451. [3]    THEIR OWN CULTURE AND
452. [3]    A HIGH LEVEL OF
453. [3]    STUDY IS CONCERNED WITH
454. [3]    TRADITIONAL APPROACHES TO GRAMMAR
455. [3]    THE UNIVERSITY OF CAMBRIDGE
456. [3]    THE FINDINGS OF THE
457. [3]    THE STUDY SEEKS TO
458. [3]    VARIOUS SHORT STORIES BY
459. [3]    COURSE FOR THE NEW
460. [3]    BE PRACTICED AND INTEGRATED
461. [3]    MEANING OF A TEXT
462. [3]    OF THE STUDY AS
463. [3]    DODEA COMMUNITY STRATEGIC PLAN
464. [3]    NATIVE LANGUAGE IN A
465. [3]    THEORY AND PRACTICE IN
466. [3]    TASKS IN THE CURRENTLY
467. [3]    FOR EXAMPLE, THE TEACHER
468. [3]    IS A NEED TO
469. [3]    THE CURRENTLY IMPLEMENTED COURSE
470. [3]    USE OF TECHNOLOGY IN
471. [3]    AND OBJECTIVES, COURSE CONTENT
472. [3]    OF THE ELT DEPARTMENT
473. [3]    IN THE EXPERIMENTAL GROUP
```

```
474. [3]    OBJECTIVES, COURSE CONTENT AND
475. [3]    AND MATERIALS, COURSE CONDUCT,
476. [3]    THE FRAMEWORK OF THE
477. [3]    BY MODERN BRITISH AND
478. [3]    STRESS, PITCH, INTONATION, AND
479. [3]    WORK AND GROUP WORK
480. [3]    ARE THERE SPECIFIC LEARNING
481. [3]    STUDENT ASSESSMENT, AND CONTINUITY
482. [3]    AN IMPORTANT ROLE IN
483. [3]    COURSE CONDUCT, STUDENT ASSESSMENT,
484. [3]    WILL BE HANDLED IN
485. [3]    AS THE AIM IS
486. [3]    UNDERSTANDING AND APPRECIATION OF
487. [3]    HIGHER ORDER THINKING SKILLS
488. [3]    HAVE THE OPPORTUNITY TO
489. [3]    A NATIVE LANGUAGE IN
490. [3]    1.3 SIGNIFICANCE OF THE
491. [3]    A HIGH DEGREE OF
492. [3]    A DETAILED ACCOUNT OF
493. [3]    UG PRINCIPLES AND PARAMETERS
494. [3]    SIXTH GRADE LEARNERS OF
495. [3]    PORTFOLIOS IN TEACHER EDUCATION
496. [3]    THE THEORY OF MULTIPLE
497. [3]    THEIR FIVE FUNDAMENTAL ASPECTS,
498. [3]    OTHER D. RESIDENCE IN
499. [3]    OF THE TASK MUST
500. [3]    AND COHESION IN A
501. [3]    TERMS OF THEIR FIVE
502. [3]    LEARNERS AT THE ELEMENTARY
503. [3]    OF THE LAD OR
504. [3]    THE SUPERVISORS' AND THE
505. [3]    -OTHER D. RESIDENCE IN
506. [3]    TEACHING ENGLISH AS A
507. [3]    1.2 PURPOSE OF THE
508. [3]    SEEMS TO BE A
509. [3]    THE DEFINITION OF TERMS
510. [3]    TO SEARCH FOR THE
511. [3]    THE STUDY IS CONCERNED
512. [3]    PRE-SERVICE AND IN-SERVICE TEACHER
513. [3]    WITH THE HOST NATION
514. [3]    UNDERSTAND THE NATURE OF
515. [3]    AS IS THE CASE
516. [3]    MOST IMPORTANT ASPECT OF
517. [3]    THE QUALITIES OF EFFECTIVE
518. [3]    READING AND WRITING SKILLS
519. [3]    ACTIVITIES TO BE USED
520. [3]    IN THE CURRENTLY IMPLEMENTED
521. [3]    THE CONSTRUCT VALIDITY OF
522. [3]    AS WELL AS THE
523. [3]    THIS HYPOTHESIS POSITS THAT
524. [3]    WHICH CULTURE IS A
525. [3]    AT THE ENGLISH LANGUAGE
526. [3]    DEPARTMENTS OF TURKISH UNIVERSITIES
527. [3]    NOT HAVE TO BE
528. [3]    AT THE UNIVERSITY LEVEL.
529. [3]    MATERIALS, COURSE CONDUCT, STUDENT
530. [3]    DEPARTMENT OF ENGLISH LANGUAGE
531. [3]    AT THE SAME TIME
532. [3]    PHONETICS COURSE WITH NO
533. [3]    THERE FOREIGN LANGUAGE LEARNING
534. [3]    THE LEARNING AND TEACHING
```

```
535. [3]     THROUGH A SERIES OF
536. [3]     TO BE TAKEN INTO
537. [3]     OF A SET OF
538. [3]     RESEARCH QUESTIONS AND HYPOTHESES
539. [3]     OF THIS DISSERTATION IS
540. [3]     AMERICANS -OTHER D. RESIDENCE
541. [3]     ABOUT THE SECOND CULTURE
542. [3]     THE RESULTS OF THESE
543. [3]     LEARNING STYLES USED BY
544. [3]     THEORY OF MULTIPLE INTELLIGENCES
545. [3]     TEACHER TRAINEES IN THE
546. [3]     IN LINE WITH THE
547. [3]     ENGLISH? AND HOW SHOULD
548. [3]     A RESULT OF THE
549. [3]     RETURN TO THE UNITED
550. [3]     LANGUAGE LEARNING AND TEACHING
551. [3]     MEET THE NEEDS OF
552. [3]     POST-PUBESCENT L2 LEARNERS. THE
553. [3]     THERE IS NOT A
554. [3]     THE ELT STUDENTS AND
555. [3]     ANKARA, IZMIR AND ADANA.
556. [3]     TO FIND OUT THE
557. [3]     THE TARGET LANGUAGE WITHOUT
558. [3]     ASSESSMENT, AND CONTINUITY AND
559. [3]     PROGRAM. THE PROGRAM IS
560. [3]     A CHANGE IN THE
561. [3]     FOR ENGLISH LANGUAGE TEACHERS
562. [3]     OF LANGUAGE ACQUISITION AND
563. [3]     BELIEVE NP THE CLAIM
564. [3]     THE TEACHER SHOULD NOT
565. [3]     THE MAIN AIM OF
566. [3]     APPROACH TO THE TEACHING
567. [3]     TEACHER INTENTION AND LEARNER
568. [3]     TRAINEES IN THE ENGLISH
569. [3]     OF ANKARA, IZMIR AND
570. [3]     CONSIDERED TO BE THE
571. [3]     OTHER FACTORS SUCH AS
572. [3]     TO REFLECT ON THEIR
573. [3]     AND HOW SHOULD THEY
574. [3]     TEACHER EDUCATION PROGRAMS IN
575. [3]     OTHER WORDS, IT IS
576. [3]     GRAMMATICAL CORRECTNESS, SENTENCE VARIETY,
577. [3]     UNIQUE FEATURE OF THE
578. [3]     FUNDAMENTAL ASPECTS, NAMELY AIMS
579. [3]     AND THE ABILITY TO
580. [3]     C. RACE , WHITE
581. [3]     ITS PLACE IN LITERATURE;
582. [3]     IN THE LEARNING OF
583. [3]     OF ENGLISH LANGUAGE BUSEL
584. [3]     THAT OF THE SECOND
585. [3]     REGARDING THE NATURE OF
586. [3]     IN MOST OF THE
587. [3]     FOREIGN LANGUAGE LEARNING STRATEGIES
588. [3]     OF THE ENGLISH CAUSATIVES
589. [3]     THEY NEED HELP FROM
590. [3]     WRITING, LISTENING AND SPEAKING
591. [3]     TO A VARIETY OF
592. [3]     IS USED TO MEAN
593. [3]     WITHIN THE FRAMEWORK OF
594. [3]     CONSONANTS AND VOWELS THAN
595. [3]     MODERN BRITISH AND AMERICAN
```

```
596. [3]    AND MERRILL, 1985 .
597. [3]    OF ENGLISH? AND HOW
598. [3]    IN THIS CHAPTER, THE
599. [3]    REMAINED 3 YEARS AND
600. [3]    TO TEACH A LANGUAGE
601. [3]    BE DEFINED AS THE
602. [3]    ARE THERE FOREIGN LANGUAGE
603. [3]    SHOULD BE GIVEN TO
604. [3]    TO THE STUDY IS
605. [3]    BRING ABOUT PROBLEMS FOR
606. [3]    THE ANALYSIS OF THE
607. [3]    IT REFERS TO THE
608. [3]    LACK THE ABILITY TO
609. [3]    ANALYZING VARIOUS SHORT STORIES
610. [3]    TURKISH LEARNERS OF ENGLISH?
611. [3]    OF THEIR FIVE FUNDAMENTAL
612. [3]    OF THE STUDENTS AND
613. [3]    AND CONTINUITY AND COHERENCE
614. [3]    IT IS CLEAR THAT
615. [3]    ENGLISH LANGUAGE TEACHERS OF
616. [3]    OVERALL MEANING OF A
617. [3]    THE AREA OF TEACHER
618. [3]    IN THE CLASSROOM, AND
619. [3]    AND ITS PLACE IN
620. [3]    IS ONE KIND OF
621. [3]    HAS BEEN CARRIED OUT
622. [3]    IN EDUCATION IN NORTHERN
623. [3]    COURSES IN THE PROGRAM
624. [3]    FROM THE ELT STUDENTS
625. [3]    RACE , WHITE AMERICANS
626. [3]    DETAILED ACCOUNT OF THE
627. [3]    SIMILARITIES AND DIFFERENCES BETWEEN
628. [3]    BE USED IN THE
629. [3]    OF THE FIRST LANGUAGE
630. [3]    NAMELY AIMS AND OBJECTIVES,
631. [3]    THROUGH THE USE OF
632. [3]    AVAILABILITY OF THE LAD
633. [3]    ARE NOT TAKEN INTO
634. [3]    MAY BE EXERCISED BY
635. [3]    OF THIS STUDY WILL
636. [3]    : THE HOST NATION
637. [3]    BEFORE AND AFTER THE
638. [3]    AND VOWELS THAN THOSE
639. [3]    IN FOREIGN LANGUAGE EDUCATION?
640. [3]    LEARNERS OF ENGLISH? AND
641. [3]    THE HELP OF THE
642. [3]    THE FOLLOWING RESEARCH QUESTIONS:
643. [3]    SUCCESS IN SLA IS
644. [3]    A SECOND LANGUAGE IS
645. [3]    SPECIFIC LEARNING STYLES USED
646. [3]    THE TEACHING PRACTICE PERIOD,
647. [3]    THE STUDY THE STUDY
648. [3]    IS THE CASE IN
649. [3]    ABOUT PROBLEMS FOR TURKISH
650. [3]    IN WHICH THE STUDENTS
651. [3]    AND FOREIGN LANGUAGE ACHIEVEMENT?
652. [3]    OF THE PRESENT STUDY
653. [3]    SHOULD THEY BE TAUGHT?
654. [3]    CORE GRAMMAR RULES OF
655. [3]    COURSE CONTENT AND MATERIALS,
656. [3]    WITH THE PURPOSE OF
```

```
657. [3]    HOW SHOULD THEY BE
658. [3]    TEACHING OF CULTURE IS
659. [3]    IN THE SENSE THAT
660. [3]    OVER A PERIOD OF
661. [3]    THE RESULT OF THE
662. [3]    2 PRINCIPLES OF ATATüRK
663. [3]    REVIEW OF THE LITERATURE
664. [3]    LANGUAGE TEACHING ELT DEPARTMENT
665. [3]    FIVE FUNDAMENTAL ASPECTS, NAMELY
666. [3]    EVALUATE THE LANGUAGE IMPROVEMENT
667. [3]    IN THE HOST NATION
668. [3]    THE AVAILABILITY OF THE
669. [3]    STORY AND ITS PLACE
670. [3]    COHERENCE AMONG THE COURSES?
671. [3]    DO NOT HAVE A
672. [3]    IMPROVEMENT COURSES IN TERMS
673. [3]    THE SCHOOL OF FOREIGN
674. [3]    OF THE SPRING SEMESTER
675. [3]    CHAPTER 1 INTRODUCTION 1.1
676. [3]    AIMS AND OBJECTIVES, COURSE
677. [3]    AIM AND SCOPE OF
678. [3]    SIGNIFICANCE OF THE STUDY.
679. [3]    THE STUDY, THE TERM
680. [3]    INTRODUCTION 1.1. BACKGROUND TO
681. [3]    TECHNIQUE TO IMPROVE STUDENTS'
682. [3]    THAT THERE IS A
683. [3]    ACTIVITIES BASED ON THE
684. [3]    THE FINDINGS OBTAINED FROM
685. [3]    THIS STUDY IS THAT
686. [3]    LEVELS B. GENDER C.RACE
687. [3]    ON THE EFFECTIVENESS OF
688. [3]    PROBLEMS FOR TURKISH LEARNERS
689. [3]    ARE EXPECTED TO CONTRIBUTE
690. [3]    LANGUAGE LEARNING STRATEGIES USED
691. [3]    OPPORTUNITIES FOR STUDENTS TO
692. [3]    BE TAKEN INTO CONSIDERATION
693. [3]    IS THERE A STATISTICALLY
694. [3]    OF THIS STUDY ARE
695. [3]    AND COHERENCE AMONG THE
696. [3]    LEARNERS OF ENGLISH AT
697. [3]    GAP BETWEEN THEORY AND
698. [3]    THERE ARE A NUMBER
699. [3]    NEEDS OF THE LEARNERS.
700. [3]    TO CONTRIBUTE TO THE
701. [3]    WITH THE SECOND CULTURE
702. [3]    THE IMPORTANCE OF THE
703. [3]    PRIMARY LINGUISTIC DATA PLD
704. [3]    REASON IS THAT THE
705. [3]    STUDENTS TO BECOME AWARE
706. [3]    LEARNING STRATEGIES USED BY
707. [3]    OF ANALYZING THE SHORT
708. [3]    BETWEEN THEORY AND PRACTICE
709. [3]    THE LEARNERS AT THE
710. [3]    IS TO TEST WHETHER
711. [3]    OF TWO OR MORE
712. [3]    AND APPRECIATION OF THE
713. [3]    HAVE BEEN CARRIED OUT
714. [3]    1 INTRODUCTION 1.1 BACKGROUND
715. [3]    IN LEARNING A FOREIGN
716. [3]    AT HACETTEPE UNIVERSITY ELT
717. [2]    THE AMERICAN UNIVERSITY STUDENTS
```

```
718. [2]    AT LF. IN ENGLISH,
719. [2]    NAME T P C
720. [2]    THAN ONE LANGUAGE IS
721. [2]    IT IS DETRIMENTAL TO
722. [2]    LABORATORY OF THE ELT
723. [2]    ON THE ENGLISH CAUSATIVES?
724. [2]    ANXIETY IS A COMPLEX
725. [2]    IS THE SOURCE OF
726. [2]    ROLE OF THE LAD
727. [2]    THE LEARNER IS EXPOSED
728. [2]    ASSUMPTIONS AND LIMITATIONS THIS
729. [2]    READING SKILLS II 3-0
730. [2]    WHEN STUDENTS LEARN TO
731. [2]    STUDY. THE SECOND SECTION
732. [2]    NO PRE-SERVICE TRAINING OR
733. [2]    FAILURE WITNESSED IN SLA
734. [2]    IN THE LANGUAGE LABORATORY
735. [2]    OF ENGLISH LANGUAGE TEACHERS
736. [2]    USUAL RESPONSIBILITIES OF CONDUCTING
737. [2]    IN THE FACULTIES AND
738. [2]    FOLLOWING THE CURRENT LITERATURE
739. [2]    AS MUCH AS HE
740. [2]    REGULAR BASIS SEEMS TO
741. [2]    PORTFOLIO PREPARATION ON THEIR
742. [2]    THE BASIS OF THE
743. [2]    INSTITUTIONS WITH A COMPULSORY
744. [2]    FORM, INPUT-BASED APPROACHES TO
745. [2]    THE ELEMENTARY EDUCATION IN
746. [2]    TRANSLATION COURSES ARE CARRIED
747. [2]    STRIP IN WHICH SOME
748. [2]    LAD OR UG IN
749. [2]    THE STUDENT OF A
750. [2]    THE QUALITY OF THEIR
751. [2]    BUSEL , THEN OBSERVING
752. [2]    SINCE THERE IS A
753. [2]    THE STUDY THE MAIN
754. [2]    AND TRANSLATORS AND THE
755. [2]    THEIR THOUGHTS IN AN
756. [2]    WITHIN THIS FRAMEWORK, SECOND
757. [2]    AS PAN OF THE
758. [2]    -ANKARA -IZMIR -INCIRLIK 3.
759. [2]    AND THEIR WAY OF
760. [2]    THE QUALITIES OF GOOD
761. [2]    REASONS FOR STUDENTS' INEFFICIENT
762. [2]    TWO DECADES, THERE HAS
763. [2]    FINDINGS AND HAVE BEEN
764. [2]    OF THE STUDY. FINALLY,
765. [2]    ABOUT THE LANGUAGE IMPROVEMENT
766. [2]    AND USE OF LANGUAGE
767. [2]    THE FOLLOWING ASSUMPTIONS WILL
768. [2]    STUDENTS AT ALL LEVELS,
769. [2]    AND FOREIGN LANGUAGE LEARNING.
770. [2]    THE READING MODULE OF
771. [2]    BASIC CHARACTERISTICS OF THE
772. [2]    ATTITUDES OF ANKARA, IZMIR
773. [2]    INSTITUTIONS OR MORE REGULARLY
774. [2]    THE AIM OF PREPARING
775. [2]    AND LANGUAGE ACQUISITION PROCESS;
776. [2]    STATISTICAL DIFFERENCES AMONG THE
777. [2]    MARKING TESTS MAY BE
778. [2]    STYLES AND STRATEGIES AS
```

```
779. [2]    AND THERE IS A
780. [2]    THE STUDENT-TEACHER AND THE
781. [2]    LANGUAGE THAT IS ACTUALLY
782. [2]    LITTLE OR NO TRAINER
783. [2]    REDESIGNED IN THE LIGHT
784. [2]    SITUATION IN NORTHERN CYPRUS
785. [2]    FOR ENHANCING REFLECTIVE THINKING
786. [2]    SPORADICALLY IN THEIR INSTITUTIONS
787. [2]    PRESENTERS OR AUDIENCE AS
788. [2]    AGO AND HAVE CONTINUED
789. [2]    INSTITUTIONS HAVE ALSO BEEN
790. [2]    EDUCATION IS A UNIQUE
791. [2]    IN THE SECOND-LANGUAGE COMMUNITY
792. [2]    CAN BE USED TO
793. [2]    COMMAND OF ENGLISH MAY
794. [2]    HYPOTHESIS POSITS THAT THE
795. [2]    AREA OF TEACHER TRAINING
796. [2]    TEACHER DOES NOT HAVE
797. [2]    THE BASIC CHARACTERISTICS OF
798. [2]    TO AVOID CONFUSION AND
799. [2]    AND THE INFLUENCE OF
800. [2]    IS THE COMMON FAILURE
801. [2]    IS THE STUDY OF
802. [2]    IT IS IMPORTANT TO
803. [2]    THE EXISTENCE OF THE
804. [2]    TO GRAMMAR INSTRUCTION, ATTENTION
805. [2]    THE COUNTRY IN WHICH
806. [2]    CAN AFFECT THE ACQUISITION
807. [2]    OVERALL WRITING QUALITY OF
808. [2]    C THOSE WHO RECEIVE
809. [2]    NUMBER OF COURSES RUN
810. [2]    THE LAD IN SLA
811. [2]    TESTING OFFICE OF THE
812. [2]    IDEA PRESENT STUDENTS WITH
813. [2]    A LANGUAGE THAT IS
814. [2]    LANGUAGE TEACHER EDUCATION ANTONEK,
815. [2]    HAVE TO BE ACQUIRED
816. [2]    INFORMAL FEEDBACK FROM THE
817. [2]    OR DEPARTMENT OF FOREIGN
818. [2]    AN EXCELLENT MEANS OF
819. [2]    FROM BOTH INSTITUTIONS HAVE
820. [2]    HAVE BEEN REFLECTING, CONDUCTING
821. [2]    THE FIRST HALF OF
822. [2]    TO THE UNITED STATES
823. [2]    OF THE ELT STUDENTS
824. [2]    THE FALL SEMESTER OF
825. [2]    WITH FOND MEMORIES OF
826. [2]    IN THE STUDY AND
827. [2]    UNSURE OF THEMSELVES AND
828. [2]    PARTICIPANTS' CRITICAL THINKING ABILITY
829. [2]    THIRD PERSON SINGULAR "-S"
830. [2]    EFFECTIVELY TO TURKISH STUDENTS
831. [2]    CYCLE OF EXPERIENCE, REFLECTIVE
832. [2]    VERSIONS OF THE TEST
833. [2]    IN RELATION TO GROUP
834. [2]    AND TEACHERS TOWARDS THE
835. [2]    THE RELATIONSHIP BETWEEN PROFICIENCY
836. [2]    IN THIS STUDY ARE
837. [2]    TRANSLATE BEFORE UNDERSTANDING THE
838. [2]    AND THE CHARACTERISTICS OF
839. [2]    MEET THE NEED FOR
```

```
840. [2]    2 0 0 EBB
841. [2]    UG IS AVAILABLE IN
842. [2]    EACH STEP OR CYCLE
843. [2]    IS THERE A RELATIONSHIP
844. [2]    AND MAY HAVE FROM
845. [2]    TO GENERAL COGNITIVE TERMS.
846. [2]    CULTURE IN WHICH THEY
847. [2]    FACULTY OF EDUCATION OF
848. [2]    IN A FOREIGN COUNTRY.
849. [2]    UNDERGO ANY REGULAR SELF-DEVELOPMENT
850. [2]    DODEA K -6 SCHOOL
851. [2]    MAKE CLEAR TO THE
852. [2]    AWARE OF THE FACT
853. [2]    GRAMMAR II 3-0 3
854. [2]    HAVE VERY LITTLE OR
855. [2]    VOICES AS THEY READ
856. [2]    IN THE LANGUAGE TEACHING
857. [2]    TO BE REDESIGNED IN
858. [2]    CONSTRUCT VALIDITY OF THE
859. [2]    FROM THE TEACHER TO
860. [2]    APPROACHES TO ELT 3-0
861. [2]    THAT CIMBOM CANNOT BEAT
862. [2]    MAY END UP WITH
863. [2]    WITH MULTI-CULTURAL CONNECTIONS TO
864. [2]    A PROCESS IN WHICH
865. [2]    PROJECTS, TUTORING INDIVIDUAL TEACHERS,
866. [2]    THOUSANDS OF STUDENTS RETURN
867. [2]    UNITED STATES EACH YEAR
868. [2]    . IT IS THE
869. [2]    IN THE STUDENTS' OWN
870. [2]    INSTITUTIONS BECAUSE THERE ARE
871. [2]    THE CRITICAL PERIOD IS
872. [2]    ORDER TO FIND OUT
873. [2]    THAN 50 YEARS AGO
874. [2]    SUPERVISORY FEEDBACK WAS USED
875. [2]    INTER'I YENEMEYECEğI IDDIASı NA
876. [2]    ITS SURFACE STRUCTURE POSITION
877. [2]    INTEREST IN THE SUBJECT,
878. [2]    THE FORM OF A
879. [2]    LESSONS. MOREOVER, CONTINUITY CAN
880. [2]    THE BACKGROUND OF THE
881. [2]    THE LEARNERS IN THE
882. [2]    THAT THEY CAN USE
883. [2]    THEY READ ALOUD A
884. [2]    2 0 2 PRINCIPLES
885. [2]    OF THE FEMALE STUDENTS
886. [2]    ANY REGULAR SELF-DEVELOPMENT AS
887. [2]    THERE A DIFFERENCE IN
888. [2]    ENCAPSULATED NATURE OF THE
889. [2]    AS AN ESCAPE HATCH
890. [2]    THE DISCUSSION OF THE
891. [2]    EVEN IF THEY HAVE
892. [2]    IN A SECOND LANGUAGE,
893. [2]    THE EXPERIMENTAL GROUP TO
894. [2]    TRY NEW WAYS IN
895. [2]    NATION COMMUNITIES. THESE PROGRAMS
896. [2]    THE MALE STUDENTS WAS
897. [2]    LANGUAGE CLASSES IN WHICH
898. [2]    OTHER POINTS OF INTEREST
899. [2]    A FOREIGN LANGUAGE AND
900. [2]    TRAINERS MAY HAVE ATTENDED
```

```
901. [2]     . CYPRUS, AS A
902. [2]     TAKING A PHONETICS COURSE
903. [2]     LITERATURE I 3-0 3
904. [2]     THE TEACHER HAS TO
905. [2]     THE LANGUAGE IMPROVEMENT COURSES.
906. [2]     DIVISION: WITHIN THIS DIVISION,
907. [2]     IN A COMPOSITION. IT
908. [2]     PERCEPTIONS ON EFFECTIVE PEDAGOGIC
909. [2]     OF THE SECOND YEAR
910. [2]     ADDED A DIFFERENT PERSPECTIVE
911. [2]     LIMITATIONS OF THE STUDY
912. [2]     DEVELOPMENT OF ACQUIRED COMPETENCE
913. [2]     BETWEEN PROFICIENCY IN A
914. [2]     GROUP DYNAMICS THAT EXISTS
915. [2]     IN ORDER TO AVOID
916. [2]     THIS APPROACH IS THAT
917. [2]     STUDENTS ARE INSTRUCTED TO
918. [2]     THE RESEARCH QUESTIONS. THE
919. [2]     IN THOSE RARE TERTIARY
920. [2]     EFFECTS OF ANXIETY ON
921. [2]     THINKING ABILITY DIFFER FROM
922. [2]     ASPECT OF THE LANGUAGE
923. [2]     FEATURE OF THE DODEA
924. [2]     IF THE STUDENTS ARE
925. [2]     GREAT DEAL OF INFORMATION
926. [2]     OF THE READING CONSTRUCT
927. [2]     A LARGE NUMBER OF
928. [2]     TERTIARY INSTITUTIONS WHERE THERE
929. [2]     DENY THE ROLE OF
930. [2]     ARE OFTEN INTERESTED AND
931. [2]     CARRIED OUT IN THE
932. [2]     CHANGE OF THE TEACHING
933. [2]     ARE THE PERSPECTIVES OF
934. [2]     EXPERIENCES AND KNOWLEDGE AND
935. [2]     UNDER THE INFLUENCE OF
936. [2]     THE WAYS IN WHICH
937. [2]     POINTS OF INTEREST ONLY
938. [2]     AND ACTIVITIES TO BE
939. [2]     THE LAST SECTION OF
940. [2]     FORM STRUCTURE OF A
941. [2]     LANGUAGE AND CRITICAL THINKING
942. [2]     TURN OUT TO BE
943. [2]     ARE BEYOND THE SCOPE
944. [2]     INSTRUCTION GIVEN BY THE
945. [2]     THE GAP BETWEEN THEORY
946. [2]     FOR THE NEXT CLASS.
947. [2]     MAY HAVE FROM AROUND
948. [2]     ENGLISH LANGUAGE TEACHING PROGRAM
949. [2]     DODEA COMMUNITY STRATEGIC PLAN,
950. [2]     OF THE COURSE BOOKS
951. [2]     SHOULD BE TAKEN INTO
952. [2]     BELGIUM, CUBA, GERMANY, GREECE,
953. [2]     THE REAL WORLD OF
954. [2]     TELL ME CP SPEC
955. [2]     A RELATIONSHIP BETWEEN THE
956. [2]     REGION INTERCULTURAL EDUCATION PROGRAM
957. [2]     LANGUAGE ACQUISITION COURSE IN
958. [2]     A STATISTICALLY SIGNIFICANT RELATIONSHIP
959. [2]     EFFECT OF WHICH IS
960. [2]     THAT A NUMBER OF
961. [2]     COURSE, THE SHORT STORY:
```

```
962. [2]    A TRANSLATION COURSE TO
963. [2]    OF SUPERFICIALLY UNRELATED STRUCTURES
964. [2]    COMMUNICATIVE NEEDS OF THE
965. [2]    PROFICIENCY IN A FOREIGN
966. [2]    OF A SENTENCE AND
967. [2]    MATCH BETWEEN THE ICELT
968. [2]    THE LANGUAGE LABORATORY OF
969. [2]    INSTRUCTION ON THE ENGLISH
970. [2]    THE WGCTA AND WHOSE
971. [2]    GENDER C.RACE , WHITE
972. [2]    BETWEEN THEIR CULTURE AND
973. [2]    INCLUDE PRE- AND IN-SERVICE
974. [2]    HIS AMERICAN EDUCATION IN
975. [2]    FACTORS RELATED TO SOCIO-ECONOMICAL
976. [2]    TIME. THEY DO NOT
977. [2]    LAST SECTION OF THIS
978. [2]    PURPOSE OF THIS STUDY,
979. [2]    OBSERVATION, ABSTRACT CONCEPTUALISATION, AND
980. [2]    SUBJACENCY DOES NOT APPLY
981. [2]    IN-SERVICE WORKSHOPS AT SOME
982. [2]    IS TO LEARN A
983. [2]    PROCESSING INSTRUCTION, B THOSE
984. [2]    AND EVALUATING TEACHERS, READING
985. [2]    PHONEMES, SUCH AS STRESS,
986. [2]    ABLE TO FUNCTION IN
987. [2]    IN TERMS OF TECHNOLOGICAL
988. [2]    COMMUNICATE THE IDEAS LAFRAMBOISE,
989. [2]    GRADERS REMAINED 3 YEARS
990. [2]    THE FIELD OF ENGLISH
991. [2]    A LANGUAGE IN A
992. [2]    A SUBCULTURE WITHIN A
993. [2]    EACH YEAR WITH FOND
994. [2]    STUDENT TEACHERS' PROFESSIONAL DEVELOPMENT?
995. [2]    TO THE NATURE OF
996. [2]    AND MOTIVATED TEACHERS WHO
997. [2]    STUDY, AND THE AIMS
998. [2]    ARE MORE THAN ONE
999. [2]    EXPERIENCE IS THE SOURCE
1000.[2]    AROUND THE AGE OF
```

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Işık Taş, Elvan Eda

Nationality: Turkish (TC)

Phone: + 90 392 661 28 00

Fax: + 90 392 661 28 09

Email: edaisiktas@gmail.com

EDUCATION

MA	METU Foreign Language Education	2002
BA	METU Foreign Language Education	1996

PROFESSIONAL EXPERIENCE

2005- Present	ODTÜ KKK	Director of School of Foreign Languages
2002- 2005	Başkent University English Language Department	Assistant Director and Head of Curriculum Developmental Unit
1997- 2002	Başkent University English Language Department	Instructor
2001-2003	İNGED (English Language Teaching Association)	Executive Board Member

PUBLICATIONS

Daloğlu, A., Işık Taş E. (2007). Assessing English language learners' needs and lacks. Education and Science 32, 145.

Işık Taş, E. (2005) Micic, S.(2005) English for Medical Academic Purposes. Press Express: Beogarad. Book Review. <u>IATEFL ESP SIG Journal 10</u>.

Işık Taş, E., Daloğlu A. (2004) A post-modern look at the writing skill. <u>IATEFL Conference Selections 2004</u>.

Turkish Summary

BİR TÜR OLARAK ARAŞTIRMA SÖYLEMİNİN BÜTÜNCEYE DAYALI ÇÖZÜMLEMESİ: İNGİLİZ DİLİ EĞİTİMİ ALANINDAKİ DOKTORA TEZLERİ VE ARAŞTIRMA MAKALELERİ

Kendi alanlarındaki söylem topluluğuna yeni adım atan araştırmacılar için araştırma makalesi yazmak oldukça zor bir deneyimdir, çünkü hem bu toplulukta yeni olmanın hem de farklı bir metin türünde yazmanın zorlukları ile başa çıkmak zorundadırlar. Doktora tezlerinin araştırma makalesi olarak yeniden bağlamlandırılması (recontextualization) sıklıkla karşılaşılan bir durumdur.

Bu çalışmada Türkiye'deki üniversitelerin İngiliz Dili Eğitimi doktora programlarında yazılmış tezler ile aynı alandaki uluslararası yazarlar tarafından yazılmış ve yayınlanmış bilimsel makalelerin giriş bölümleri dilbilimsel olarak incelenmiştir. Bu iki bütünce arasındaki dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerin karşıtsal çözümlemesi yapılmıştır. Hesaplamalı dilbilim ve elle işaretleme yöntemleri kullanılarak her iki bütüncenin okunurluk istatistikleri, sözcük özellikleri (vocabulary profiles), atıf ve eylem zamanlarının kullanımı, adım yapısı ve yazarın metin içerisindeki varlığı ile ilgili belirticiler karşıtsal olarak çözümlenmiştir.

Çalışmanın sonuçları makalelerin giriş bölümlerinin, tezlerin giriş bölümlerine göre, dilbilgisel-sözcüksel olarak daha akademik ve daha yoğun olduğunu ve bu nedenle de okunurluk düzeylerinin daha düşük olduğunu göstermiştir. Ayrıca, CARS Model'in (Swales, 2005) makale girişlerinin adım yapısını büyük ölçüde yansıtmasına rağmen, tez girişlerinin adım yapısını yansıtmadığı görülmüştür. Bu farklılıklar bağlamında, İngiliz Dili

Eğitimi programlarında eğitim gören araştırmacıların daha etkili araştırma makaleleri yazabilmeleri için bazı öneriler getirilmiştir.

Swales'in (2004) tür ağı (genre network) kavramına göre türler kendi aralarında metinsel ilişkiler oluştururlar. Buna göre, bilimsel sunumlar araştırma makalelerine, ya da araştırma makaleleri bilimsel sunumlara dönüşebilir. Aynı şekilde, yayınlanmış makaleler tezlere ya da tezler yayınlanmış makalelere dönüşebilir. Tüm bu süreçleri Swales (2004), Linell'a (1998) atıf yaparak, "yeniden bağlamlandırma (recontextualization)" diye adlandırır. Yeniden bağlanlandırma Linell'a (1998) göre bir metnin, söylemin veya bir türün bir bölümünün ya da bir açısının alınarak başka bir bağlama, yani başka bir söylem türüne uydurulmasıdır.

Bilimsel alanda belki de en sık karşılaşılan yeniden bağlamlandırma olgusu doktora tezleri ve araştırma makaleleri arasındadır. Dong'a (1998) göre, yayınlanmaya hazır makalelerden oluşan doktora tezlerinin yaygınlık kazanması, bu genel eğilimin bir sonucudur. Doktora tezi genellikle bir doktora programını tamamlamış bir bilim insanın o zamana kadar ürettiği en özenli ve en yeni üründür ve bu nedenle de araştırma makalesine dönüşebilecek en uygun metindir. Ancak bu süreç, hem yeni bir söylem topluluğunda yer bulmanın hem de farklı bir metin türünde yazmanın zorlukları ile başa çıkmayı gerektirdiği için oldukça zordur. Anadili İngilizce olmayan bilim insanları için ise bu süreç, yabancı bir dilde yazmanın zorlukları da eklendiğinde, çok daha zor olabilir. Ancak, akademik makalelerin dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerinin farkında olmak ve aynı öğelerin kendi ürettikleri tezlerde nasıl gerçekleştiğini bilmek, makale yazmak isteyen bilim insanlarının kendi alanlarındaki söylem topluluğuna girişlerini kolaylaştıracaktır.

Doktora tezlerinin ve araştırma makalelerinin tür özelliklerini inceleyen araştırmalara Tıp ve Biyoloji gibi alanlarda sıkça rastlanmasına rağmen, bu iki yakın tür arasındaki ilişki İngiliz Dili Eğitimi alanında çok

sınırlı sayıda araştırmanın konusu olmuştur. Bu çalışma, öncelikle bu alandaki araştırma boşluğunu doldurmayı amaçlamıştır. Bu çalışmada Türkiye'deki üniversitelerin İngiliz Dili Eğitimi doktora programlarında yazılmış tezler ile aynı alandaki uluslararası yazarlar tarafından yazılmış ve yayınlanmış bilimsel makalelerin giriş bölümleri dilbilimsel olarak incelenmiştir. Bu iki bütünce arasındaki dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerin karşıtsal çözümlemesi yapılmıştır.

Bu çalışmada özellikle her iki metin türünün giriş bölümleri incelenmiştir, çünkü ilgili literatürde de sıkça tartışıldığı gibi, çoğu zaman bir yazıya başlamak, devamını getirmekten daha zordur (Swales, 1990; Misak et al, 2005). Harwood'a (2005) göre, her gün artan bilimsel yazı sayısı göz önüne alındığında, açılış paragraflarının, okuyucuların ilgisini çekmesinin, yapılan araştırmanın dikkate alınması için ne kadar önemli olduğu anlaşılabilir.

Bu çalışma aşağıdaki üç ana araştırma sorusu çerçevesinde yürütülmüştür.

1- İngiliz Dili Eğitimi alanındaki araştırma makalelerinin giriş bölümlerinin türe özgü özellikleri nelerdir?

2- İngiliz Dili Eğitimi alanındaki doktora tezlerinin giriş bölümlerinin türe özgü özellikleri nelerdir?

3- İngiliz Dili Eğitimi alanındaki araştırma makalelerinin ve doktora tezlerinin türe özgü özellikleri ne ölçüde örtüşmektedir?

Her iki metin grubunun aşağıda tanımlanan dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğeleri ele alınmıştır.

Dilbilgisel-Sözcüksel Öğeler: Bu çalışmada incelenen dilbilgisel-sözcüksel öğeler metinlerdeki içerikli, yapısal, akademik sözcük ve sözcük dizinlerinin, örnek-örnekçe oranlarının ve etken-edilgen yapıların sıklık sayımları ve eylem zamanlarının kullanımını kapsar.

Metinsel Öğeler: Bu çalışmada metinlerdeki adım yapısı Swales'in (2004) CARS Modeline göre çözümlenmiştir. Ayrıca, adımlarda yer alan atıf ve dilbilgisel öğeler de incelenmiştir.

Sözbilimsel Öğeler: Bu çalışmada incelenen sözbilimsel öğeler yazarın metin içerisindeki varlığı ile ilgili belirticiler ile sınırlıdır.

Bu çalışmada iki bütünce oluşturulmuştur: İngiliz Dili Eğitimi alanındaki doktora tezleri ve aynı alandaki araştırma makaleleri. Doktora tezleri bütüncesi 83223 kelimeden oluşur. Bütüncedeki 25 tez girişi 2001 ve 2006 yılları arasında Türkiye'deki 6 İngilizce Eğitimi programında, anadili İngilizce olmayan öğrenciler tarafından yazılmıştır. Araştırma makaleleri bütüncesi ise 22616 kelimeden oluşur. Bu bütüncede 2001- 2007 yılları arasında, İngiliz Dili Eğitimi ile ilgili önemli dergilerde yayınlanmış, çeşitli uluslardan yazarlar tarafından yazılmış 25 makalenin giriş bölümü yer alır.

Bilgisayar destekli çözümleme ve elle işaretleme yöntemleri kullanılarak her iki bütüncenin okunurluk istatistikleri, sözcük özellikleri (vocabulary profiles), atıf ve eylem zamanlarının kullanımı, adım yapısı ve yazarın metin içerisindeki varlığı ile ilgili belirticiler karşıtsal olarak çözümlenmiştir.

Çalışmada elde edilen sonuçlar incelenen doktora tezleri ve bilimsel makalelere ait giriş bölümlerinde dilbilgisel-sözcüksel, metinsel ve sözbilimsel olarak benzerlikler olduğu gibi, önemli farklar da bulunduğunu göstermiştir.

Çalışmanın sonuçları makalelerin giriş bölümlerinin, tezlerin giriş bölümlerine göre, dilbilgisel-sözcüksel olarak daha akademik ve daha yoğun olduğunu ve bu nedenle de okunurluk düzeylerinin daha düşük olduğunu göstermiştir.

Doktora tezlerindeki giriş bölümlerindeki örnek-örnekçe oranı (type-token ratio) 0.08 iken, bu oran araştırma makalelerine ait giriş bölümlerinde 0.13'tür. Doktora tezlerinde her bir örnekçeye 13.03 örnek düşerken, bu sayı araştırma makalelerinde 7.54'tür. Bu hesaplamalar göstermiştir ki, araştırma makalelerinde, doktora tezlerine oranla daha çok sayıda farklı sözcük kullanılmıştır.

Bu sonuçlar elle işaretleme yöntemi ile elde edilen sonuçlar ile de paralellik gösterir. Araştırma makalelerinin giriş bölümlerinde, Swales'in (2004) CARS Modelinde 3. Adım olarak geçen, "çalışmanın sunumunu yapmak" adımında doktora tezlerine göre çok daha fazla sayıda farklı eylem kullanılmıştır. Araştırma makaleleri bütüncesinde, "çalışmanın sunumu" adımında kullanılan eylemlerin %50.63'ü sadece bir kez kullanılmışken, bu oran doktora tezlerinde %44 olarak saptanmıştır.

Her iki bütüncenin okunurluk düzeylerinin hesaplanması sonucunda, araştırma makalelerinin giriş bölümlerinin, doktora tezlerinin giriş bölümlerine oranla daha uzun paragraflar, tümceler ve sözcükler içerdiği görülmüştür. Araştırma makalelerinin giriş bölümlerinde her paragrafa ortalama 4.9 tümce düşerken, bu oran doktora tezlerinin giriş bölümlerinde 3.3'tür. Benzer bir farklılık cümle uzunluklarında da tespit edilmiştir. Araştırma makalelerinin giriş bölümlerinde her tümceye ortalama 29.7 sözcük düşerken, bu oran doktora tezlerinin giriş bölümlerinde 20.4'tür. Aynı biçimde, araştırma makalelerinin giriş bölümlerinde ortalama sözcük uzunluğu 5.5 iken, bu rakam doktora tezlerinin giriş bölümlerinde 5.3'tür.

Okunurluk düzeylerindeki farklılığın yanı sıra, doktora tezlerinin ve araştırma makalelerinin sözcük profillerinde de önemli farklılıklar bulunmuştur. Araştırma makalelerinin giriş bölümlerindeki sözcüklerin %10.75'i, Akademik Kelime Listesinde (AWL, Coxhead, 2000) yer alan kelimelerdir. Bu oran doktora tezlerinin giriş bölümlerinde ise %10.68'dir. Bununla birlikte araştırma makalelerinin giriş bölümlerindeki sözcüklerin %69.78'i, K1 (İngilizcede en çok kullanılan ilk bin sözcük) listesindeyken,

bu oran doktora tezlerinin giriş bölümlerinde %75.08'dir. Bu oranlar göstermiştir ki, doktora tezlerinin giriş bölümlerine göre, araştırma makalelerinin giriş bölümlerindeki sözcükler daha az sıklıkta rastlanan, daha akademik sözcüklerdir.

Okunurluk düzeylerine ek olarak, doktora tezleri ve araştırma makalelerinin giriş bölümlerinin adım yapısında da önemli farklılıklar bulunduğu görülmüştür. Bu çalışmadaki araştırma makalelerinin adım yapısı Swales'in (2005) CARS Modeli uyumludur. Araştırma makalelerinin neredeyse tamamına yakında Swales'in CARS Modelinin 3 temel adımı olan (Adım 1: Araştırma alanı oluşturmak (Establishing a territory), Adım 2: Daha önceki araştırmalardaki boşluğu saptamak (establishing a niche) Adım 3: Çalışmanın sunumunu yapmak (presenting the present work)) bulmak mümkündür. Ancak, benzer bir paralellik incelenen doktora tezleri için geçerli değildir. Doktora tezlerinin giriş bölümlerinde yazarlar "2. Adım: Daha önceki araştırmalardaki boşluğu saptamak (establising the niche)" adımını neredeyse hiç kullanmamışlardır. Oysa bu adım, neredeyse bütün araştırma makalelerinde kullanılmıştır.

Doktora tezlerinin giriş bölümlerinde yazarlar daha önceki araştırmalarla ilgili sorunları ya da eksiklikleri tartışmak yerine, kendilerini bu çalışmayı yapmaya iten etkenleri ve sorunları betimlemeyi tercih etmişlerdir. Bunu da üç farklı şekilde gerçekleştirmişlerdir: 1-İngilizce eğitimi ile ilgili ulusal sorunsal, 2- İngilizce eğitimi ile ilgili kurumsal sorunlar, 3- Çalışma konusuna duyulan kişisel ilgi. İncelenen doktora tezlerindeki İngilizce eğitimi ile ilgili ulusal sorunlara örnek olarak, Türk öğrencilerin iletişimsel becerilerdeki eksiklikleri, İngilizce derslerinde katılımlarının az olması, İngilizce derslerinde telaffuz konusuna yeterince önem verilmemesi gibi sorunlar sıralanabilir. İngilizce eğitimi ile ilgili kurumsal sorunlara örnek olarak ise yazarların bağlı bulundukları eğitim kurumlarında İngilizce dersi alan öğrencilerin, yazılarında eleştirel düşünme becerilerini yeterince kullanamayışları, öğretmenlerin ve öğrencilerin

İngilizce eğitimi konusundaki farklı algıları ya da yetersiz İngilizce eğitimi malzemeleri verilebilir. Yazarın çalışma konusundaki kişisel ilgisine örnek olarak ise, yazarın çok dilli bir sosyal ortamda büyümesi ve bunun İngilizce eğitimini nasıl etkilediğini merak etmesi gösterilebilir.

Okunurluk oranları, sözcük profilleri ve adım yapılarının yanında, araştırma makaleleri ve doktora tezlerine ait giriş bölümlerindeki atıfların sıklığı, çeşitliliği, atıflarda kullanılan eylem zamanları ve eylemlerde de farklılıklar olduğu saptanmıştır. Öncelikle, araştırma makalelerininin giriş bölümlerinde, doktora tezlerinin giriş bölümlerine oranla başka kaynaklara çok daha sık atıfta bulunulmuştur. Araştırma makalelerinin giriş bölümlerinde her 1.3 cümlede bir kez başka bir kaynağa atıf yapılırken, aynı oran doktora tezlerinin giriş bölümlerinde her 7 cümlede birdir. İkinci olarak, araştırma makalelerinin giriş bölümlerinin yazarları yaptıkları tüm atıfların %62.3'ünde atıf yaptıkları çalışmanın yazarının adını atıf metninin içinde geçirmemeyi (non-integral citation) tercih etmişlerdir. Ancak, doktora tezlerinin giriş bölümlerinin yazarları yaptıkları atıfların %62.2'sinde atıf yaptıkları çalışmanın yazarının ismini doğrudan atıf metninin içinde geçirmeyi (integral citation) tercih etmişlerdir. Üçüncü olarak, araştırma makalelerinin giriş bölümlerinin yazarları yaptıkların atıfların %3'ünden az bir bölümünde ikincil atıflara (secondary citation) yer vermişlerdir. Doktora tezlerinin giriş bölümlerinde ise bu oran %14.2'dir. Son olarak, araştırma makalelerinin giriş bölümlerinin yazarları çok az bir oranda (%5) doğrudan alıntılara (explicit quotation) yer vermişlerdir. Oysa bu oran doktora tezlerinde %14.5'tir.

Her iki bütüncedeki eylem zamanlarının incelenmesi sonucunda doktora tezlerindeki giriş bölümlerindeki eylem zamanlarının sıklığı ve kullanım amaçlarının, araştırma makalelerinin giriş bölümlerden farklı olduğu görülmüştür. Araştırma makalelerinin giriş bölümlerinde eylem zamanları daha eşit bir dağılım gösterirken (Geniş Zaman, %60; Geçmiş Zaman, %19, Present Perfect, %5, Gelecek Zaman, %1), bu dağılım doktora

tezlerinde Geniş Zaman ağırlıklı olmuştur (Geniş Zaman, %86; Geçmiş Zaman, %8, Present Perfect, %4, Gelecek Zaman, %2). Bunun yanında, doktora tezlerinin giriş bölümlerinin yazarları, araştırma makalelerinin giriş bölümlerinin yazarlarından farklı olarak, araştırma sorularında ve hipotezlerinde de Geniş Zaman (Simple Present Tense) kullanmayı tercih etmişlerdir. Oysa, araştırma makalelerinin yazarlarının büyük bir bölümü araştırma sorularında ve hipotezlerinde Geçmiş Zaman (Simple Past Tense) kullanmayı tercih etmişlerdir.

Doktora tezlerinin giriş bölümleri ile araştırma makalelerinin giriş bölümlerindeki yazarın metin içerisindeki varlığı ile ilgili belirticilerin (self-mentions) karşıtsal olarak çözümlenmesi sonuncunda, iki bütünce arasında önemli farklar göze çarpmıştır. Araştırma makalelerinin giriş bölümlerinde yazarların hemen hemen hepsi (25 yazarın 18'i) metin içinde kendi varlıklarıyla ilgili belirticiler kullanmışlardır. Doktora tezlerinin giriş bölümlerinde ise yazarlar çok daha az bir oranda (25 yazarın, 10'u) kendilerinin metin içerisindeki varlığı ile ilgili belirticiler kullanmışlardır. Araştırma makalelerinin giriş bölümlerinde yazarın metin içerisindeki varlığı ile ilgili 31 belirtici kullanılmıştır. Doktora tezlerinin giriş bölümlerinde ise bu sayı 21'dir. Kullanım sıklığındaki farkların yanı sıra, her iki bütünce arasında yazarların kendilerinin metin içerisindeki varlığı ile ilgili olarak kullanmayı tercih ettikleri belirticiler de farklılık göstermiştir. Araştırma makalelerinin giriş bölümleri bütüncesinde en sık kullanılan belirticiler birinci tekil (*Ben*) ve çoğul şahıslardır (*Biz*) (*I* , *We*). Doktora tezlerinde ise yazarlar kendilerinin metin içindeki varlıklarını, birinci tekil ve çoğul şahısları kullanmak yerine, "(*bu*)*yazar* (*the/this author*))" ya da " (*bu*) *araştırmacı* (*the/this researcher*) belirticilerini kullanmayı tercih etmişlerdir.

İki bütünce arasındaki diğer bir fark ise yazarların metin içerisindeki varlıkları ile ilgili belirticileri kullanma amaçları ile ilgilidir. Araştırma makaleleri bütüncesinde yazarlar yaptıkları araştırmaların önemini ve

271

biricikliğini ve ortaya attıkları iddiaların kendilerine ait olduğunu vurgulamak ve bu iddiaları kişiselleştirmek için kullanmışlardır. Bu kullanım Harwood (2005) tarafından "yazarın kendisini övme stratejisi "self-promotional strategy" " olarak adlandırılır. Doktora tezlerinin yazarları ise, kendilerinin metin içindeki varlıkları ile ilgili belirticileri kullanmayı, okuyucuların metni daha rahat takip edebilmeleri için ya da araştırmada kullanılan yöntemi anlatmak için tercih etmişlerdir. Martinez (2005) bu tür durumları "risk taşımayan (non-risk)" durumlar olarak adlandırmıştır.

Bu çalışmada bilgisayar destekli hesaplamalı dilbilim ve elle işaretleme yöntemleri kullanılarak İngiliz Dili Eğitimi alanındaki doktora tezleri ve yayınlanmış araştırma makalelerinden oluşan iki bütüncenin okunurluk istatistikleri, sözcük özellikleri (vocabulary profiles), atıf ve eylem zamanlarının kullanımı, adım yapısı ve yazarın metin içerisindeki varlığı ile ilgili belirticiler karşıtsal olarak çözümlenmiştir. Çalışmanın sonuçları makalelerin giriş bölümlerinin, tezlerin giriş bölümlerine göre, dilbilgisel-sözcüksel olarak daha akademik ve daha yoğun olduğunu ve bu nedenle de okunurluk düzeylerinin daha düşük olduğunu göstermiştir. Ayrıca, CARS Model'in (Swales, 2005) araştırma makalelerinin giriş bölümlerinin adım yapısını büyük ölçüde yansıtmasına rağmen, doktora tezlerinin giriş bölümlerinin adım yapısını yansıtmadığı görülmüştür. Bu farklılıklar bağlamında, İngiliz Dili Eğitimi programlarında eğitim gören araştırmacıların daha etkili araştırma makaleleri yazabilmeleri için bazı öneriler getirilmiştir.

Bu çalışmada elde edilen sonuçlar İngiliz Dili Eğitimi alanında araştırma makalesi yazmak isteyen, ya da yazdıkları doktora tezlerini araştırma makalesi olarak "yeniden bağlamlandırmak (recontextualization)" isteyen araştırmalar için faydalı olabilir. Bu amaçla çalışmanın sonuçları, İngiliz Dili Eğitimi doktora programlarında verilen eğitimin, programda eğitim gören öğrencilerin, ilgili söylem topluluğunun beklentilerine daha

etkili bir biçimde karşılık verebilmelerini sağlamaya yönelik olarak şekillenmesine de katkıda bulunabilir. Wood'a (2001) göre, bir söylem topluluğunda kabul görmenin en önemli şartı, o alandaki uzman yazarlar tarafından uygun bulunan şekilde yazmayı öğrenmektir. Rampton'a (1990) göre ise, bir dildeki uzmanlık (doğuştan gelen, bir dili anadil olarak konuşmanın tersine) göreceli, kısmi ve öğrenilebilir bir özelliğe sahiptir.

Pedagojik açıdan, doktora tezleri ve araştırma makalelerinin giriş bölümlerini karşıtsal olarak çözümleyen bu çalışmada öne çıkan farklıkların, ilgili söylem topluluğuna yeni adım atan araştırmalar tarafından bilinmesi, onları bu toplulukta daha güçlü kılacaktır. Pecorari (2006) kendi çalışması doğrultusunda, doğrudan alıntıların (direct quotation), ya da ikincil atıf (secondary citation) gibi konuların çoğu zaman doktora programlarında yeterince üzerinde durulmadığını ve bu nedenle öğrencilerin üniversitedeki eğitimlerini bu önemli konuları öğrenmeden tamamladıklarına vurgu yapmaktadır.

İngiliz Dili Eğitimi doktora programlarındaki öğrencilerin araştırma makalelerinin dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğeleri konusundaki farkındalıklarının arttırılması için üç ana yol izlenebilir. Birincisi, çıraklık yönetimidir (apprenticeship approach). Bu yöntemde tez yazma aşamasına gelmiş olan doktora öğrencisi ile doktora tezinin danışmanı birlikte çalışarak bir araştırma makalesi yazarlar. Pecorari (2006) bu yöntemin araştırma yazılarının dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerinin doktora öğrencisi tarafından anlaşılması ve uygulanmasında en etkili yöntem olduğunu vurgulamıştır.

İkinci yaklaşım araştırma yazılarının dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerinin İngiliz Dili Eğitimi doktora programının ders içeriğine ya da doktora tezinin yazımı sürecine doğrudan entegre edilmesidir. (Swales,1987; Pickard, 1995; Swales and Feak, 2004; Li, 2006; Peacock, 2006; Charles, in press).

İkinci yaklaşıma bir örnek olarak Swales (1987) türe dayalı bir proje çalışması önermiştir. Swales'in (1987) önerdiği proje, araştırma makalesi metinlerinin içerisinde başka kaynaklara yapılan atıflarla ilgilidir. Ancak, benzer bir proje dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerin hepsi için yürütülebilir. Swales'in (1987) projesinde öğrenciler metin içerisinde yapılan atıflarla ilgili niceliksel ve niteliksel bir araştırma yürütürler ilk olarak. Her öğrenci incelediği araştırma makalelerindeki atıflarla ilgili dikkatini çeken dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğeler ile ilgili bir günlük tutar. Daha sonra projeye katılan tüm öğrencilerin buldukları sonuçlar bir araya getirilir ve araştırma makalelerine özgü genel dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğeler saptanır. Tüm özellikler bir tabloya dönüştürülür ve öğrenciler yazmaya başladıkları kendi araştırma makalelerinde bu tablodan yararlanırlar. Metin içindeki atıflarla ilgili bu proje, sözcük özellikleri (vocabulary profiles), atıf ve eylem zamanlarının kullanımı, adım yapısı ve yazarın metin içerisindeki varlığı ile ilgili diğer konularla ilgili de yürütülebilir.

Araştırma yazılarının dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerinin İngiliz Dili Eğitimi doktora programının ders içeriğine ya da doktora tezinin yazımı sürecine doğrudan entegre edilmesinin diğer bir yolu da, bu tezde yürütülen çalışmaya benzer bir çalışmanın doktora öğrencisi tarafından yürütülmesidir. Bu tezde kullanılan bilgisayar programları kullanılarak ve elde işaretleme yöntemi ile doktora öğrencileri kendi yazılarındaki ve uzman yazarlar tarafından yazılmış ve yayınlanmış araştırma yazılarındaki arasındaki dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerin neler olduğunu bulabilir ve bu iki tür arasında bir kıyaslama yapabilirler.

Swales ve Feak (2004), araştırma yazılarında sıkça kullanılan dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğeler ile ilgili olarak bir kitap yazmışlardır. Bu kitap özellikle CARS (Swales, 2004) Modelin etkili bir biçimde araştırma yazılarında kullanılabilmesi için gerekli bilgiyi ve

alıştırmaları içermektedir. CARS Modelin her adımının dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerini de içeren bu kitap İngiliz Dili Eğitimi doktora programının ders içeriğine bir kaynak olarak dahil edilebilir.

Pedagojik açıdan, doktora tezleri ve araştırma makalelerinin giriş bölümlerini karşıtsal olarak çözümleyen bu çalışmada öne çıkan farklıkların, ilgili söylem topluluğuna yeni adım atan araştırmalar tarafından bilinmesini sağlayabilecek başka bir yol ise İngiliz Dili Eğitimi doktora programlarının, tezlerin söylem düzeni ile ilgili beklentilerini değiştirmesi olabilir. İngiliz Dili Eğitimi doktora programlarında öğrenciler, geleneksel olarak, giriş, yöntem, sonuçlar gibi bölümler içeren tezler yerine, yayınlanmaya hazır makalelerden oluşan tezler (Article Compilation Thesis) (Dong, 1998; Paltridge, 2002) yazabilirler. Araştırma makalelerinin bir araya gelmesinden oluşan bu tez türündeki bölümler, geleneksel tezlere göre daha özdür ve yazarın bildiklerini göstermesine daha az olanak tanır. Bunun yanında bu tez türünde hedeflenen okuyucu da, geleneksel tezlerde hedeflenen okuyucudan farklıdır. Dong (1998) yayınlanmaya hazır makalelerden oluşan tezleri yazarlarken, öğrencilerin akademiye hitaben yazmaktan çok, kendileri ile aynı uzmanlığa sahip meslektaşlarının okuması için yazabileceklerini belirtir.

Bu çalışmada Türkiye'deki üniversitelerin İngiliz Dili Eğitimi doktora programlarında yazılmış tezler ile aynı alandaki uluslararası yazarlar tarafından yazılmış ve yayınlanmış bilimsel makalelerin giriş bölümleri dilbilimsel olarak incelenmiştir ve bu iki bütünce arasındaki dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerin karşıtsal çözümlemesi yapılmıştır. Bu nedenle bu tezde elde edilen sonuçlar daha çok Türkiye'deki üniversitelerin İngiliz Dili Eğitimi doktora programlarında kayıtlı Türk öğrenciler ve araştırmacılar için geçerli olabilir. Bundan sonra yapılacak çalışmalarda farklı ülkelerdeki, farklı uluslardan öğrencilerin yazdıkları tezlerin ve farklı uluslardan yazarların yazdığı araştırma

makalelerinin de incelenmesi ile, bu çalışmada elde edilen sonuçlar daha fazla genellenebilir. Bunun yanında, İngiliz Dili Eğitimi ile ilgili farklı bilimsel dergilerin, yayınlamaya değer buldukları araştırma makalelerinin dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğelerinin karşıtsal olarak incelenmesi de bu tezde ele edilen sonuçlara katkıda bulunacaktır.