A CORPUS-BASED ANALYSIS OF GENRE-SPECIFIC DISCOURSE OF RESEARCH IN THE PHD THESES AND RESEARCH ARTICLES IN INTERNATIONAL RELATIONS

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

OF

MIDDLE EAST TECHNICAL UNIVERSITY

BY

ECE SELVA KÜÇÜKOĞLU

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

MAY 2016

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ABSTRACT

A CORPUS-BASED ANALYSIS OF GENRE-SPECIFIC DISCOURSE OF RESEARCH IN THE PHD THESES AND RESEARCH ARTICLES IN INTERNATIONAL RELATIONS

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May 2016, 372 pages

This study aims to investigate the genre-specific features of the introduction parts of the PhD theses (PhDTs) and research articles (RAs) in International Relations (IR). The study examines the followings: the use of lexico-grammatical features, the move step structure to find out the fitness of the CARS Model (Swales, 2004), and the rhetorical features of the two corpora.

In this regard, a mixed methods research was designed to answer the research questions. Two corpora were utilized: the introduction parts of the RAs published in IR and the introduction parts of the PhDTs written at METU at the Department of IR.

The results indicated that regarding the lexico-grammatical features, the language of the introduction sections of the RAs was more academic, lexically more dense, and thus, more difficult to read compared to the introduction sections of the PhDTs in IR. Concerning the fitness of the CARS Model, it was concluded that the model accounted for the overall pattern of the RA introductions better than the PhDT introductions in IR. However, the two corpora were quite similar in their use of all the three moves proposed by Swales' CARS Model in the sense that they included all the three moves.

However, the two corpora differed in their use of obligatory and optional steps. Regarding the rhetorical features, the RA and PhDT authors differed greatly. The results would be useful for novice authors who are writing or planning to write the introduction sections of their PhDTs and/or RAs in IR.

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

ÖZ

BİR TÜR OLARAK ARAŞTIRMA SÖYLEMİNDE ULUSLARARASI İLİŞKİLER ALANINDA YAZILMIŞ OLAN DOKTORA TEZLERİ VE ARAŞTIRMA MAKALELERİNİN BÜTÜNCEYE DAYALI ÇÖZÜMLENMESİ

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Mayıs 2016, 372 sayfa

Bu çalışma Uluslarası İlişkiler alanında yazılmış olan makale ve doktora tezlerinin türe has özelliklerinin araştırılmasını amaçlamaktadır. Bu çalışma iki bütüncedeki dilbilgisel-sözcüksel özellikleri, CARS (Swales, 2004) Modelinin uyumunu bulmak için adım ve birim yapısını, ve söylem özelliklerini inceler.

Araştırma sorularını cevaplamak için bir karma yöntem araştırması tasarlanmıştır. Çalışmada iki bütünce kullanılmıştır: Uluslarası İlişkiler alanında basılmış olan makalelerin giriş bölümleri ve Uluslarası İlişkiler alanında ODTÜ'de yazılmış olan doktora tezlerinin giriş bölümleri.

Çalışmanın sonuçları dilbilgisel-sözcüksel özellikleri açısından Uluslararası İlişkiler alanında yazılan makalelerin giriş bölümlerinin, tezlerin giriş bölümlerine göre, daha akademik ve sözcük yükü açısından daha yoğun olduklarını ve bu nedenle okunurluk düzeylerinin daha düşük yani daha zor olduğunu göstermiştir. Ayrıca, CARS Modelinin (Swales, 2004) araştırma makalelerinin giriş bölümlerinin genel birim yapısını, doktora tezlerinin giriş bölümlerinin genel birim yapısına göre daha iyi açıkladığı sonucuna varılmıştır. Diğer yandan, makale ve tezlerin giriş bölümleri Swales'ın CARS Modeli tarafından önerilen üç birimi içerdiklerinden dolayı oldukça benzerdir. Ancak, makale ve tezlerin giriş bölümleri özellikle zorunlu ve tercihe bağlı

aşama kullanımı açısından farklılık göstermiştir. Son olarak, makale ve tez yazarları arasında kişi zamiri kullanımları ciddi farklılık göstermiştir. Bu sonuçlar Uluslararası İlişkiler alanında tez ya da makalenin giriş bölümlerini yazan ya da yazmayı planlayan deneyimsiz araştırmacılar için yararlı olacaktır.

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

ACKNOWLEDGEMENTS

I would first like to express my deepest gratitude to my supervisor Prof. Dr. Hüsnü Enginarlar for his ideas, supportive attitude and constructive criticism throughout the research. His positive outlook and confidence in my research inspired me and gave me confidence. His careful editing contributed enormously to the production of this thesis.

I would like to thank the members of the thesis supervising committee, Prof. Dr. Gölge Seferoğlu, and Assoc. Prof. Dr. Meltem Baturay for their invaluable guidance, encouragement and insight throughout the research. My deepest gratitude is also extended to the other members of my doctoral committee Prof. Dr. Gülsev Pakkan and Assoc. Prof. Dr. Paşa Tevfik Cephe. Their helpful suggestions and contributions enabled me to follow safe and sound steps as the thesis was being completed.

I would like to specifically express my indebtedness to my big family for their emotional support. Many thanks go to my grandmother Şükriye and uncle Ahmet, whom I hope are proudly smiling up there somewhere in the sky, and to my mother-in-law Mesude, who is ready to help me whenever I need. There are many more names in my family who have a great role in this process and a this page is too small to mention all these people. Their great sacrifices, never-ending moral support, patience, love and affection, well wishes and prayers have all given me strength during the ups and downs of this journey.

Many thanks and appreciations go to my best friend and colleague Aliye Evin Yörüdü for always being by my side and for her continual moral support. She has shown great understanding of what I had been going through and has always expressed her belief in me giving me all her best. I am really grateful to her for sparing her precious time listening to me, giving me inspiration and bringing an outsider perspective, and for her sincere friendship and company. I

am also deeply indebted to my friends Funda Dörtkulak and Deniz Saydam for their great patience with me, continual support and encouragement. They were always there ready to lend a helping hand at every stage of the thesis. In addition, my thanks go to Mahmut Kızılkaplan who kindly supported me during the thesis writing process.

Last, but not least, my wholehearted and deepest thanks, gratitude, and a token of my love and appreciation go to my dear family, to whom this thesis is dedicated, for making me who I am today. My daughters Elif Şevval and Ela Beren, who have filled me with joy, have turned this experience into something more meaningful. I also offer sincere thanks to my dearest husband for his unshakable faith in me, never-ending patience, unconditional support and warm affection without which I would not have come this far. I greatly appreciate his emotional support and believing in me, not only for this thesis, but for every single step that I take in life. Having someone by my side who showed an absolute understanding of what I had been doing and who knew exactly what I was feeling and thinking was the greatest privilege I have ever felt.

My last words concern this study. I hope I have added a small drop to *science*, which, I believe, is a deep blue sea, thanks to this study.

To My Beloved Family

Yener, Elif, Ela

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter consists of the following sections: background to the study, statement of the problem, purpose of the study, research questions, significance of the study, overview of methodology, limitations of study, definitions of key terms in the study, and acronyms.

1.1 Background to the Study

English has acquired the status of an international language, especially for science and technology (Crystal, 2003; Grabe & Kaplan, 1996; Jenkins, 2003; Johns & Dudley-Evans, 1991). Therefore, research publication in English has earned profound importance, and academicians are expected to participate in academia successfully. However, publishing research in English is a challenging experience for scholars. They are required to use the language effectively in accordance with the needs and conventions of the academia. In order to be successful academically and professionally, these scholars need to undertake the task of academic writing (Kanoksilapatham, 2012).

This issue brings about more difficulties for writers for whom English is an additional language (Canagarajah, 1996; Flowerdew, 2001; Gosden, 1995; Misak et al. 2005). Thus, the demand for English courses that cater for the specific needs of specific groups has increased. As stated by Hutchinson &

Waters (1987: 8), "the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study". With this motivation, research in English has focused on English for Specific Purposes (ESP), which is explained in the following section.

1.1.1 English for Specific Purposes

There has been a growing interest in the field of English for Specific Purposes. Several studies have focused on ESP genre tradition and pedagogy, and they have provided implications for genre analysis (e.g. Bhatia, 1993; Flowerdew, 1993; Hyland, 2003, 2004; Johns, 2002; Paltridge, 2001; Swales & Feak, 2000, 2004; Tardy, 2006).

To define ESP, Dudley-Evans & St John (1998: 4-5) list the characteristic information of ESP as follows:

I. Absolute Characteristics
- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis and register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics
- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

One of the most prominent figures in ESP is Swales (1990). Bawarshi and Reiff (2010) state that "although ESP has existed since the 1960s and although ESP researchers began to use genre analysis as a research and pedagogical tool in the 1980s, it was especially John Swales' groundbreaking book *Genre Analysis: English in Academic and Research Settings* that most fully theorized and developed the methodology for bringing genre analysis into ESP research and teaching. It is largely due to Swales' work and the research it has inspired over the last twenty years that ESP and genre analysis have become in many ways synonymous" (Bawarshi and Reiff, 2010; p.41).

Swales (1990) mentions that the main purpose of his book *Genre Analysis: English in Academic and Research Settings* is to offer an approach to the teaching of academic and research English. The approach suggested by Swales in the book develops and utilizes three key concepts, which are discourse community, genre and language learning task. These key concepts are explained in the following sections in detail.

1.1.2 Academic Writing and the Discourse Community

The role of writing in the life of the academic community is powerful and pervasive. Writing for an academic discourse community is an important step particularly for novice researchers to enter the discourse community and share their research results.

A discourse community can be defined as a group of people who share a set of social conventions that is directed towards some purpose (Swales, 1990). Kuhn (1970) characterizes the discourse community as consisting of the practitioners of a scientific specialty who share language, beliefs, and practices as they have undergone similar educations and professional initiations and they have absorbed the same technical literature and drawn many of the same lessons

from it in the process. He also emphasizes the role of the discourse community as follows:

> The members of a scientific community see themselves and are seen by others as the men uniquely responsible for the pursuit of a set of shared goals, including the training of their successors. Within such groups communication is relatively full and professional judgment relatively unanimous. (Kuhn, 1970: 177)

Swales (1990) lists six criteria for defining a discourse community: For Swales, a discourse community

> 1. has a broadly agreed set of common public goals,
> 2. has mechanisms of intercommunication among its members,
> 3. uses its participatory mechanisms primarily to provide information and feedback,
> 4. utilizes and hence possesses one or more genres in the communicative furtherance of its aims,
> 5. has acquired some specific lexis, and
> 6. has a threshold level of members with a suitable degree of relevant content and discoursal expertise (Swales, 1990: 24-27)

Pecorari (2002) emphasizes that writing is the main means of communication between academics in large part because academic communities are specialized and geographically dispersed, and it is also the principle channel for "information and feedback". Referring to Swales' six criteria for a discourse community, she states that items two through five depend mainly on written text and offers the following explanation:

> The important academic genres are primarily written ones, and the oral genres, such as lectures and conference papers, are often produced as written works prior to being presented and share many of the rhetorical features of written language. Not only does writing serve the community by furnishing a common knowledge base, focus and means of communication, it is one of the main ways by which individuals achieve and maintain a position within the community (Pecorari: 2002, 63).

Thus, writing is considered as a means of establishing a position in the academic world with other researchers, readers and writers. Salager-Meyer & Ariza (2003: 103) also underscore the importance of publishing articles by stating that there is urgency for scholars to "publish or perish".

In order to acquire membership in a discourse community, it is important for an individual to learn the conventions stated in Swales' six criteria. However, becoming a member in a discourse community has its own challenges, and it can be achieved by some form of formal or informal apprenticeship. Kuhn (1970) asserts that the process of learning by finger exercise or by doing continues throughout the process of "professional initiation". He explains the process as the student's proceeding from his freshman course to and through his doctoral dissertation, and states that "the problems assigned to him become more complex and less completely precedented, but they continue to be closely modeled on previous achievements as are the problems that normally occupy him during his subsequent independent scientific career" (Kuhn, 1970: 47).

Lave and Wagner (1991) call this process of change and adaptation a novice writer goes through in learning and acquiring the necessary skills as "legitimate peripheral participation" (LPP). Novices begin by performing tasks that are the peripheral but authentic components of the activities in the academic discourse community, and their performance of these tasks are made legitimate because it is authorized and supervised by a senior member of the community.

To obtain acceptance and thus to be published, novice researchers are required to follow some specific guidelines to shape their studies. However, it is quite a challenging task to write a research article for novice writers, who begin their study as outsiders in the academic community, and who are thus "unfamiliar with the rules of the game" (Gosden, 1995: 39). As Swales (1990) points out, "the policies and requirements have become highly elaborated with the passing

of time and the development of disciplinary paradigms", which necessitates a detailed analysis of research articles (RAs) to help researchers get published (Swales, 1990: 93).

These challenges experienced by novice writers become more complicated for novice writers who are non-native speakers of English. Gosden states that non English- speaking scholars have to 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 non-native speakers of English have great difficulty in having research articles accepted by the English native-speaking academic discourse community. One reason he suggests is that 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) also argue that non-native-English-speaking scholars are at a disadvantage compared to their native-English-speaking peers when they want to write the results of their research for publication.

Several scholars in the field maintain that, whether native or non-native, students entering academic disciplines must learn the genres and conventions that are commonly employed by the members of the disciplinary discourse community (Bizzell, 2003; Bartholomae, 1985; Berkenkotter & Huckin, 1995; Dudley-Evans, 1995, 1997, Flowerdew and Forest, 2009; Swales & Feak 1994, 2000; Upton & Connor, 2001). The notion of discourse community is particularly relevant in the study of academic literacy because it stresses the participatory, negotiable nature of learning and the fact that learning is not always based on overt teaching (Flowerdew, 2000).

As a result, research in academic literacy has increasingly come to emphasize the importance of discourse communities in shaping the generic competence of

young scholars (Dias, 1994; Dudley-Evans, 1995; Flowerdew, 2000; Martin, 2003; Ruiying & Allison, 2003; Samraj, 2002, 2004; Swales, 1990, 2004). Over the past decades, genre analysis has been a multi-disciplinary activity that attracts attention not only from applied linguists (both applied and computational), discourse analysts, communication experts and rhetoricians, but also from sociologists, cognitive scientists, and translators to name a few (Bhatia, 2002).

1.1.3 Genre and Genre Analysis

There are different genres in the academic discourse which the community members need to produce and /or comprehend. The most prominent work in genre analysis that focused on schematic structure was carried out by Swales (1990). He defines genre as a type of communicative events with some shared set of communicative purposes and further adds that exemplars or instances of genres vary in their prototypicality; thus, the rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning and form.

Bhatia also comments on the structure and conventions in genres by stating the following:

> Specialist members of any professional or academic community are generally credited with the knowledge of not only the communicative goals of their community but also the structure of the genres in which they regularly participate as part of their daily work (Bhatia, 1993: 14).

Hence, in a specific field, a genre is shaped by the experts who work with it and within it. This means that there are constraints defined by any genre and that "although the writer has a lot of freedom to use linguistic resources ..., he must conform to certain standard practices within the boundaries of a particular genre" (Bhatia, 1993: 14). Within these constraints, the writer may achieve an advantage by making use of the conventions in order to affect the text in a

personal way. Yet, should he develop his writing further than what is allowed by the constraints, the result will be a strange text. This is exactly what leads to the difference between genres and enables the reader to distinguish between genres which seem to be related, e.g., a newspaper editorial and news report (Bhatia, 1993: 14).

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". He further states that genres in the research world are frequently transformed into other genres and they form inter-textual relationships with other genres (see Figure 1). "Genre networks" is the overall frame which can also cover other concepts within a genre constellation, namely, genre chains, genre hierarchies and genre sets (Swales, 2004).

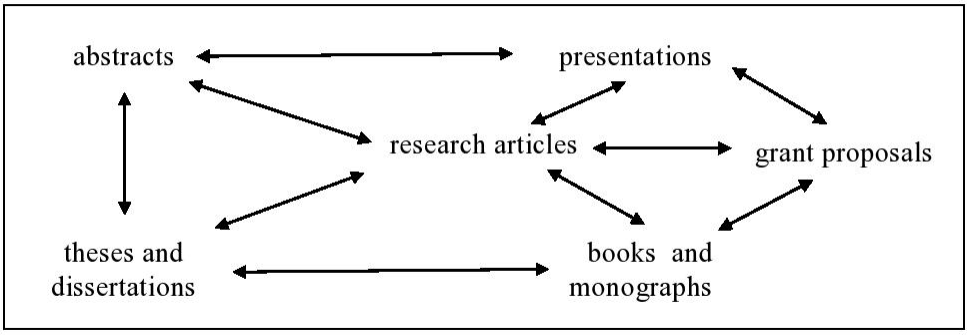


Figure 1.1 RA and Other Research-Process Genres (Swales, 1990: 177)

Swales (2004) claims that genres form intertextual relationships with other genres in the research world. He points out that presentations at conferences may be a version of a RA which has not yet been published or of an already published RA. Similarly, published articles can both precede and follow theses, and further, articles can be combined into theses. Swales (2004) calls these processes within the genre network "recontextualization", which is a term defined by Linell (1988) 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. (Linell, 1998:145).

A very common practice in the research world is to recontextualize PhD theses as research articles. Upon completing a PhD thesis, a novice scholar is prepared to take a step into the discourse community of the scholars by having a research article published in an academic journal (Swales, 1981, 1990). Dong (1998) states that doctoral theses 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. As Ziman (1968) has noted, research is not considered complete *until* it is made available to the wider research community (italics as in the original). In addition, publication is mostly crucial to receive promotion, research grants and the like in the academic world.

Several genre studies have mainly focused on investigating the discourse structures of genres through genre analysis, which has been defined by several scholars in the field. Referring to these definitions, Bhatia (2002) says:

> In whatever way one may define it, either as *typification of social and rhetorical action*, as in Miller (1984), and Berkenkotter & Huckin (1995), as *regularities of staged, goal oriented social processes* as in Martin (1993), or as *consistency of communicative purposes*, Swales (1990) and Bhatia (1993), genre analysis is often viewed as the study of situated linguistic behavior. (Bhatia 2002: 4, italics as in the original)

There are three main genre theories: Australian Systemic Functional Linguistics (SFL), New Rhetoric, and English for Specific Purposes. These theories are explained in detail in Chapter 2.3. Based on the main principles of these three schools of genre, research studies generated from the SFL approach provide insights into the typical linguistic choices used in a particular genre, and the New Rhetoric approach focuses on how language use is situated in sociocultural contexts of first language learning (Kanoksilapatham, 2012). In

this regard, Swales' genre analysis directly addresses the goal of this study: to characterize the organization of the introductions from two genres, research articles (RA) and PhD theses (PhDT) in the field of International Relations (IR).

Under these genre theories, there are two major corpus-based approaches that can be applied to corpus-based investigation of genre structure**.** The two approaches differ mainly in the order of analytical steps. In a top-down approach, the analytical framework is developed at the outset: the discourse unit types are investigated before beginning the corpus analysis, and the entire analysis is then performed in those terms. In a bottom-up approach, however, the corpus analysis comes first, and the discourse unit types emerge from the corpus patterns (Biber, Connor & Upton, 2007). For the purposes of this research study, the top-down approach is adopted as the Swales' CARS Model (1990, 2004) fits into this particular approach.

Over the last years, the genre theory has been investigated through several corpus studies, which are reported in the following section.

1.1.4 Corpus Studies

For research findings to be used for pedagogical applications, the descriptions of writings in the disciplines must cover the features that occur in a specific discipline. The question of what linguistic features characterize a given genre within a given subject area is most directly answered by corpus approaches (Pecorari, 2009). Corpus research has played a key role in distinguishing the overall characteristics of academic prose by means of multi-dimensional analysis, pioneered by Biber (1998). Researchers have also started to analyze the potential relationship between moves and steps in academic prose and their

typical lexico-grammatical realizations (Garcia, Flowerdew & Aston, 2010; Flowerdew, 2015).

Previous move-based studies of scientific research articles have provided valuable insights into the rhetorical moves conventionally employed in each of the four internal sections: introduction, methods, results, and discussion (see Chapter 2 for a detailed discussion on the studies). Discipline-specific variations are also noticeable, which suggests that the rhetorical organization of research articles is constrained by the conventions of the academic disciplines and the expectations of the relevant discourse communities. (e.g., Anthony, 1999; Brett, 1994; Chu, 1996; Dubois, 1997; Kanoksilapatham, 2007; Li and Ge, 2009; Samraj, 2002; Swales & Najhar, 1987; Swales & Luebs, 2002; D. Thompson, 1993; Taş, 2008; Yaylı & Canagarajah, 2014)

Swales' (1981, 1990) pioneering work on genre analysis has attracted the attention of both expert and novice researchers. Swales' (1990) Create A Research Space (CARS) Model has had a profound impact on genre analysis of research writing. In the model, Swales (1990) described the characteristics of research article introductions: the need to re-establish the significance of the research field itself in the eyes of the discourse community; 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. He also remarks that the amount of rhetorical work needed to create such a space mainly depends on the existing ecological competition, on the size and importance of the niche to be established, and on various other factors such as the writer's reputation. The 1990 version of the CARS Model was revised by Swales in 2004, and both versions of the model are explained in detail in sections 2.5.1.1 and 2.5.1.2.

An increasing amount of attention has been paid to the structure of academic writing since Swales' (1990) discussion of moves in articles. A large number of studies on academic writing have been devoted to the two genres: the research articles and theses. They have explored the discourse structure of various sections in the research article genre, such as the introduction section (e.g. Samraj, 2002; Swales, 1990; Swales & Najhar, 1987, Yaylı & Canagarajah, 2014), the results section (Brett, 1994; Thompson, 1993), or the discussion section (e.g. Hopkins & Dudley-Evans, 1988; Yang & Allison, 2003), and patterns of use of linguistic features. Similarly, a number of studies have concerned themselves with different parts of MA theses and PhD theses (e.g. Kwan, 2006; Paltridge, 2002; Samraj, 2008; Taş, 2008; Soler-Monreal et. al., 2011).

1.2 Statement of the Problem

In the context of globalization and increasing international research collaborations, the ability to read and write research studies is crucial for academic and professional success. While writing research studies, a research article or a PhD thesis, it is important to write each section successfully.

The RA and PhD thesis are chosen for the present research because of their importance in the circulation of academic knowledge. Hyland (1996, p. 252) calls the research article the key medium for legitimating claims and disciplines. Pecorari (2002) underlines the importance of thesis and says that "a thesis is rewarded with a tangible and substantial award, a degree. When a journal article is rejected, the researcher can choose to make another attempt at publishing it (either by revising or sending it to another journal) or to abandon it and move on to a new project. A failed thesis, however, generally marks the end of a career in academic research" (Pecorari: 2002, 66).

The current study focuses on the introduction section of the theses and research articles for the purposes of this study. Swales & Feak (2012) stress the importance of this section by saying:

> It is widely recognized that writing Introductions can be slow, difficult, and troublesome for many writers. A very long time ago, the Greek philosopher Plato remarked, "The beginning is half of the whole". Indeed, eventually producing a good introduction section always seems like a battle hard won (Swales & Feak, 2012: 327).

Since writing the Introduction section is particularly challenging for the RA and PhDT authors, this section has been selected to investigate the genre specific features.

Also, this study focuses on the structural organization of RAs and PhD theses. A number of studies compare structural organizations among academic disciplines. These studies demonstrate that although the three major introduction moves proposed in Swales' CARS Model seem to be quite established in diverse disciplines, disciplinary variation is discernible, particularly at the step level (Kanoksilapatham, 2007, 2012; Khani & Tazik, 2010; Loi, 2010; Samraj, 2002, 2008; Soler-Monreal, et.al., 2011; Swales, & Najhar, 1987; Öztürk, 2007; Taş, 2008; Yaylı & Canagarajah, 2014). Thus, not only native but also non-native speakers of English need to be aware of the rhetorical organization conventionally used in their fields of scientific interest (Kanoksilapatham, 2005).

In addition to the structural organization used in the introduction section, authorial identity in academic writing is another significant issue. The choices that the scholars make express writer presence, and they are also closely associated with authorial identity and authority. These not only affect the ideational meaning that writers convey, but also influence the impression they

make on their readers. Self-mention is therefore a powerful rhetorical strategy for emphasizing a writer's contribution (Hyland, 2001).

The above mentioned issues are the problematic areas of academic writing for scholars. Considering the fact that scientific discourse varies across cultures and languages and that English has been established as the language of international scientific communication, the non-native English academic who wishes to obtain international recognition through publication will necessarily have to adopt the discourse conventions that characterize international scientific writing. Lack of awareness of such cross-cultural differences in text structures and reader expectations is believed to be the main cause of non-native writers' relative lack of success in the international community (Connor, 1996).

Although there are guidebooks and manuals on writing up research, very few of them describe the textual organization and linguistic features of scientific genres in specific disciplines. For a detailed understanding, the descriptions of genres in the disciplines should cover not only what features occur but also how and why they are used. As stated earlier, the linguistic features characterizing a given genre within a given subject area is most directly analyzed through corpus approaches. In order to understand how and why they are used it is necessary to examine the rhetorical or discoursal functions of those features. A full account of writing in the discipline requires a synthesis of corpus linguistics and discourse analysis (Pecorari, 2009).

Since Swales' (1981, 1990) seminal work on the move structure of RA introductions, there has been a flow of interesting studies on academic writing. As stated earlier, several studies have concerned themselves with the overall organization of various parts of the research article, such as the introduction (e.g. Samraj, 2002; Swales, 1990; Swales & Najhar, 1987), the results sections

(Brett, 1994; Thompson, 1993), discussions (Holmes, 1997; Hopkins & Dudley-Evans, 1988), and abstracts (Melander, Swales & Fredrickson, 1998; Salager-Meyer, 1990, 1992). In addition, there are research studies investigating the genre specific features of PhD theses in a variety of disciplines like medicine (Li and Ge, 2009), computer science (Chang and Kuo, 2011), psychology (Bianchi and Pazzaglia, 2007), biochemistry (Kanoksilapatham, 2005, 2007), and applied linguistics (Öztürk, 2007, Taş, 2008).

In earlier genre studies, RAs from various disciplines have been selected to investigate their text structure. However, this type of corpus selection limits the time that can be given to individual texts and the corpus size for a particular discipline. In Swales' (1981) study, a corpus of 48 articles from 14 different fields was used, which means an average of 3.4 articles per discipline. Also, in Crookes' (1986) study, a corpus of 96 articles from 12 different disciplines was utilized, which means only 8 articles per discipline.

There has been less research on the variations in the introduction sections of RAs and PhD theses across disciplines despite the growing interest in disciplinary differences in academic writing. Specifically, the analysis of the two genres – PhD theses written at Middle East Technical University (METU) and RAs published in reputable journals - in the field of International Relations (IR) has not been conducted yet.

1.3 Purpose of the Study

The essential aim of this study is to explore the lexico-grammatical, discoursal (move-step structure), and rhetorical (author identity markers) features found in the introduction section of RAs and PhD theses written at METU in the field of International Relations. This current study can deepen our understanding of

how introduction sections are constructed and can increase the awareness about the conventions of the introduction section in the field of International Relations. The study can demonstrate how accurately Swales' CARS Model (2004) accounts for the features of writing in PhD theses written at METU and RAs in International Relations.

This study aims to include a more detailed study of 21 articles and 21 PhD theses from a single discipline, International Relations (IR), to meet the need to assess how accurately Swales' CARS model for the structure of introductions in these RAs and PhD theses accounts for the features of writing in a corpus of 21 RAs and 21 PhD theses in International Relations.

Thus, the current study aims to:

1. describe the lexico-grammatical, discoursal (move-step structure), and rhetorical (author identity markers) features of the introduction parts in the PhD theses in the discipline of IR in general and in the PhD theses written at METU, International Relations
2. describe the lexico-grammatical, discoursal (move-step structure), and rhetorical (author identity markers) features of the introduction parts in the RAs published in reputable journals in IR
3. investigate how accurately Swales' CARS Model (2004) accounts for the discoursal features of writing in PhD theses written at METU in IR
4. investigate how accurately Swales' CARS Model (2004) accounts for the discoursal features of writing in RA introductions published in IR
5. investigate whether there are similarities between RA introductions published in International Relations and PhD theses written at METU in IR in terms of their lexico-grammatical, discoursal (move-step structure), and rhetorical (author identity markers) features.

1.4 Research Questions of the Study

The following research questions are the guiding frame of reference for the study.

1. What are the genre-specific features of the introduction parts of the PhD theses (PhDTs) written at METU in the field of International Relations (IR)?

1.1 What are the lexico-grammatical features of the introduction parts of the PhDTs written at METU in the field of IR?

1.2 What is the move structure of the introduction parts of the PhDTs written at METU in the field of IR?

1.2.1 To what extent is the move structure of the introduction parts of the PhDTs written at METU in the field of IR compatible with the CARS Model?

1.3 What are the rhetorical features (author presence markers) of the introduction parts of the PhDTs written at METU in the field of IR?

2. What are the genre specific features of the introduction parts of the RAs in the field of IR?

2.1 What are the lexico-grammatical features of the introduction parts of the RAs in the field of IR?

2.2 What is the move structure of the introduction parts of the RAs in the field of IR?

2.2.1 To what extent is the move structure of the introduction parts of the RAs in the field of IR compatible with the CARS Model?

2.3 What are the rhetorical features (author presence markers) of the introduction parts of the RAs in the field of IR?

3. To what extent do the genre-specific features of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

3.1 To what extent do the lexico-grammatical features of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

3.2 To what extent do the move structures of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

3.3 To what extent do the rhetorical features (author presence markers) of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

1.5 Significance of the Study

Despite the fact that genre studies of PhD theses and RAs are available in the general literature, a specific study looking at genre-specific features of the introduction parts of the RAs and the PhD theses written in the field of International Relations does not exist.

Filling a gap in the literature, this study may shed light on the genre-specific features of the introduction parts of the RAs and the PhD theses in the field of International Relations in general and PhD theses written at METU at the Department of International Relations in particular. Thus, the study may have implications for novice research writers who want to publish their PhD theses in academic journals. As Flowerdew (2015) emphasizes, the observation regarding corpus-based research is that there is a tight bond between research and pedagogy in corpus work, with one informing the other.

As Swales (1990, 2004), Canagarajah (1996) and Gosden (1995) underscore, it is necessary to be aware of the genre specific features of the research articles to be accepted into the discourse community of an academic discipline. Bhatia (2002) also emphasizes that genre analysis enables one to make appropriate decisions as to the choice of lexico-grammatical as well as generic resources to

respond to familiar and not so familiar rhetorical situations. Hence, the findings of this study may empower the researchers to become members of their academic discourse community by raising awareness on the possible variations across the introduction parts in the RAs and METU PhD theses in the International Relations. By comparing the applicability of the CARS Model (Swales, 2004) to the texts in these two genres written in the same field, it could be possible to distinguish textual characteristics that are found in International Relations, which has not been covered yet. Also, the applicability of the CARS Model (Swales, 2004) to these two genres, RAs and PhD theses, could yield results which can help us achieve a better understanding of how PhD theses and RAs are formed in International Relations. The results of the analysis could reveal the differences in both the moves and the steps used in two genres in the discipline. In this way, it might be possible to improve the academic lives of the doctoral students in international relations who are writing or are planning to write either or both of them.

The findings of this study may have some implications for EAP (English for Academic Purposes) writing pedagogy. Several scholars have underlined the importance of the connection between genres and writing pedagogy (Bizzell, 2003; Bartholomae, 1985; Berkenkotter & Huckin, 1995; Canagarajah, 1996; Dudley-Evans, 1995, 1997, Flowerdew and Forest, 2009; Flowerdew, 2015; Gosden, 1995; Martin, 2003; Ruiying & Allison, 2003; Samraj, 2002, 2004; Swales & Feak 1994, 2000; Upton & Connor, 2001). Christie (1999) agrees with these scholars and lists the main reasons why genres should be incorporated in writing pedagogy as follows:

> Genres are useful in teaching ESL students for several reasons:
> 1. They offer a principled way to identify and focus upon different types of English texts, providing a framework in which to learn features of grammar and discourse.

2. They offer students a sense of the generic models that are regularly revisited in an English-speaking culture, illuminating ways in which they are adapted or accommodated in long bodies of text in which several distinct genres may be found.
3. They offer the capacity for initiating students into ways of making meaning that are valued in English-speaking communities.
4. Because they permit all these things, they also form a potential basis for reflecting on and critiquing the ways in which knowledge and information are organized and constructed in the English language. (Christie: 1999, 762)

It is worth mentioning that EAP instruction and materials development have been affected by the results of analyses of the oral and written discourses which students need to learn to produce and comprehend. The understanding of textual forms in a different discipline, international relations, could enable the students in international relations to receive instruction that better prepares them for the disciplinary community in which they are seeking membership. The results of this study can therefore have implications for the teaching of academic writing to non-native speakers of English. While teaching students how to organize their theses or research articles, more attention should be paid to the patterns and lexical items prevalent in a specific discipline.

This study may also lead to further studies investigating genre-specific features of the other chapters of PhD theses and RAs. Learners who are enrolled in a PhD program in International Relations at METU can also benefit from this study provided that the program administrators in these programs revise their curriculum and add specific academic writing courses to enhance the academic writing skills of METU learners. Similarly, program administrators in different universities offering PhD degrees in English may also benefit from the results of this study.

1.6 Overview of Methodology

1.6.1 Data Collection Instrument and Procedure

For data collection and analysis, a combination of qualitative and quantitative techniques was employed in the present research; therefore, it was designed as a mixed-methods study.

This study presents an example of the descriptive nature of a corpus-based, top-down approach to discourse analysis. Different from other move-based corpus studies, this study undertakes a comprehensive coding of all the moves and steps in RAs and PhD theses in the field of International Relations.

In this study, two corpora were analyzed in order to specify the similarities and differences in the use of lexico-grammatical and discoursal features of these two genres. The first corpus includes the introduction parts of RAs published in prestigious journals in the field of International Relations. The second corpus includes the introduction parts of PhD theses written at METU in the Department of International Relations.

The analyses included both qualitative (a hand-tagged move structure analysis (Swales, 2004)) and quantitative (a computerized analysis of the lexico-grammatical features) analyses of the two corpora.

After the compilation of a representative corpus (see Chapter 3 for a detailed explanation), the computerized analysis, which includes the lexical density, the vocabulary profile, the readability statistics of the PhDT and RA Introductions, and the frequency lists for the two corpora, was performed. Then, the hand-tagged analysis of moves and steps according to CARS Model (Swales, 2004) was carried out. At this point, the steps used to conduct a

corpus-based move analysis which is introduced in Table 2.3 (see Chapter 2) were followed. The first steps were to identify the rhetorical moves of each text segment used in International Relations RAs and PhD theses and to reflect the specific steps that can be used to realize a broader move. Then, pilot-coding was conducted to test and fine-tune the definitions of move purposes. After coding the full set of texts, inter-rater and intra-rater reliability were checked to confirm that there is clear understanding of move definitions and how moves/steps are realized in texts. The additional steps and/or moves that are revealed in the full analysis were added following the reliability check for the newly 'discovered' moves/steps. Finally, linguistic analysis of move features and/or other corpus-facilitated analyses (i.e. rhetorical features in the two corpora) were conducted.

1.6.2 Description of the Corpus

In this study PhD theses written at METU and RAs in the field of International Relations were chosen as these theses and RAs have not yet been investigated in terms of their applicability to the CARS Model.

The PhD theses corpus consists of theses written by students in the Department of International Relations at METU. METU, the context of the study, is a state university in Ankara, Turkey and the medium of instruction at METU is English. The Department of International Relations, founded in 1984, is one of the leading institutions in international relations in Turkey. The Department offers B.Sc., M.S., and Ph.D. degrees. Currently, the Department has 48 full-time academic personnel, including 20 full, associate or assistant professors, 6 lecturers, and 22 research assistants. Courses offered cover such topics as international relations theories, international political economy, international law, international organizations, security, migration as well as area studies such as European, Eurasian, Middle Eastern, Asian studies, reflecting the interdisciplinary approach of the Department.

At the time of the study, there were 62 PhD theses written at METU, in the Department of International Relations. For this study, those written between 2006 and 2015 were chosen. 21 PhD theses written by METU students in the Department of IR were selected the selection procedure of PhD theses is explained in detail in Chapter 3.

As far as the RAs are concerned, 21 RAs were selected for the study. The journals from which the articles were selected are the prestigious journals in the field of IR. The field of IR has been represented by 51 journals published worldwide (Journal Citation Reports, 2015). The selection procedure of journals and RAs is also explained in detail in Chapter 3.

1.6.3 Data Analysis

Data analysis was carried out using two methods: qualitative and quantitative data analyses methods. Move-Step structure based on Swales' CARS Model (2004) and rhetorical functions, i.e. the use of author identity, in the two corpora were analyzed qualitatively. Then, this analysis was further analyzed using Statistical Package for Social Sciences (SPSS) Program (22.00) to see the similarities and/or differences between RAs and PhD theses. In addition, quantitative analysis comprised frequency counts and text analyses of the PhD theses and the RA introductions using computer-supported analysis. The computer-supported analysis included three software programs for Windows: *AntConc3.4.4w (Windows)*, *AntWordProfiler1.4.0w (Windows)*, and *Microsoft Word Program* (2007 version). The data analysis is explained in detail in Chapter 3.

1.7 Definitions of Key Terms

The terms used in the current study are limited to their use in the following ways and are presented in the alphabetic order:

Academic Writing: Academic writing refers to written products that are differently constructed compared to other types of genres such as fiction or free writing. As defined by Murray (2005: 10) "academic writing is that set of conventions we see in a thesis or a published paper in our disciplines, a definition that becomes more precise once you scrutinize examples of published writing in your target journals". According to Swales (1990: 5), it "prescribes somewhat rigid forms of text construction and organization with quite inflexible conventions of vocabulary and grammar use". As Hinkel (2004: 22-23) notes text and corpus analyses suggest that textual uses pertaining to micro features of text (e.g. uses of nouns, determiners, pronouns, adjectives, adverbs, verb tenses), and macro level organizational patterns (e.g. use of others knowledge, argumentation and identity) elucidate the differences between the academic and other types of written genres.

Academic writing in this study refers to a particular genre of writing having certain requirements and conventions that members of a community in a scientific field have to meet to communicate through some ways such as writing research proposals, research articles and theses/dissertations. As Horowitz (1986: 452) argues "the academic writer's task is to find, organize and present data according to fairly explicit instructions". Based on these definitions, in this study, among the other types of academic writing, two types of writing were used: 1) the PhD theses written at METU, in the Department of International Relations by graduate students, and 2) the RAs published in the prestigious journals in the field of International Relations.

Collocation: Collocation is defined as one of the binding forces in language, organizing lexis according to which words typically occur together and showing networks of word association (Johnson & Johnson, 1998: 89-90). In other words, collocation is the occurrence of two or more words within a short space of each other in a text. In most cases, collocation patterns are restricted to pairs of words, but there is no theoretical restriction to the number of words involved. Collocation can be important in the lexical structure of the language because of being frequently repeated. It is a contributing factor to idiom (Sinclair, 1991: 170).

Concordance: It is a list which is usually derived from a corpus today. The list shadows all instances of a chosen lexical item and indicates its immediate context (before and after), which allows statements to be made about the item's collocation (Johnson & Johnson 1998: 90). The computer-generated concordance can be very flexible; the context of a word can be selected based on various criteria (for example counting the words on either side, or finding the sentence boundaries) (Sinclair, 1991: 171).

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 & Johnson, 1998: 89-90)

Discourse Community:

> Discourse communities are sociorhetorical networks that form in order to work towards set of common goal. (Swales, 1990: 9)

Discoursal features: Discoursal features in this study comprised the move-step structure of the texts within the framework of the CARS Model (Swales,

2004), which included the analyses of citations, and lexico-grammatical features within each move and step.

Flesch Reading Ease Readability Score: The Flesch Reading Ease Test is a test designed to indicate how difficult a reading passage in English is to understand. A text can be assessed on a 100 point scale based on the average sentence length and average number of syllables per word. The formula for the Flesch Reading Ease Score is as follows:

RE = 206.835 – (1.015 x ASL) – (84.6 x ASW)

RE = Readability Ease

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of syllables per word (i.e., the number of syllables divided by the number of words)

The output, i.e., RE, is a number ranging from 0 to 100. The higher the number, the easier the text is to read. A score of 100 represents the easiest to read text and a score of 0 represents the most difficult to read text. Scores from 60 to 70 are plain English, which is considered as the standard difficulty level on the scale.

Flesch-Kincaid Grade Level Readability Score: The Flesch-Kincaid Grade Level Readability Test is a test designed to indicate a U.S. grade-school level to judge the readability level of various texts for students. The formula for the Flesch-Kincaid Grade Level Readability Score is as follows:

FKRA = (0.39 x ASL) + (11.8 x ASW) - 15.59

FKRA = Flesch-Kincaid Reading Age

ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)

ASW = Average number of Syllable per Word (i.e., the number of syllables divided by the number of words)

The score refers to a U.S. grade level. For instance, a score of 9.3 means that a ninth grader would be able to read the document.

Genre: Biber and Conrad (2009) define the genre perspective as focusing on the rhetorical organization of texts from a variety, especially the rhetorical conventions of written varieties. Connor (1996) adds that genres are not static, stylistically homogeneous texts. He further explains that they have ordered, unified forms, but they are at the same time "intertextual", which means texts are ongoing processes of discourse production and reception which are always tied to other texts or utterances in a particular culture.

Additionally, Swales (1990, 2004) maintains that genres are "communicative events" characterized by their communicative purposes and various patterns of structure, style, content, and intended audience. A genre includes a class of communicative events, and its members share some set of communicative purposes, which are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale forms the schematic structure of discourse and affects and limits the choice of content and style.

The model of genre analysis suggested by Swales (1990, 2004) categorizes the segments of texts according to their prototypical communicative purpose for a particular genre. In this respect, Swales' genre analysis model has been used as a framework in this research study.

Lexical density: Lexical Density (LD) is defined as the percentage of lexical words in the text, i.e. nouns, verbs, adjectives, and adverbs. The formula is as follows:

$$LD = \frac{\text{Number of lexical tokens X 100}}{\text{Total number of tokens}}$$

As lexical words are the words which mainly convey information, a text is considered "dense" if it contains many lexical words relative to the total number of words, i.e. lexical and functional words (Laufer & Nation, 1995).

Lexico-grammatical features: The lexico-grammatical features in this study include the lexical features of the texts such as frequency of content words, function words, Academic Word List (hereafter AWL) of Coxhead (2000) words, word strings, type-token family ratios, the use of verb tenses and the density of active and passive structures.

Move:

> A "move" in genre analysis is a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. Although it has sometimes been aligned with a grammatical unit such as a sentence, utterance, or paragraph, it is better seen as flexible in terms of its linguistic realization. At one extreme, it can be realized by a clause; at the other by several sentences. It is a functional, not a formal, unit (Swales: 2004, 228-229).

Move Analysis: Move analysis is a study to define a genre and to identify the peculiarities of a particular genre and to compare the texts of the same genre but from different disciplines (Hall & Hewings, 2001: 73).

Readability:

> George Klare (1963) defines readability as "the ease of understanding or comprehension due to the style of writing." This definition focuses on writing style as separate from issues such as content, coherence, and organization. In a similar manner, Gretchen Hargis and her colleagues at IBM (1998) state that readability, the "ease of reading words and sentences," is an attribute of clarity.
>
> DuBay (2007:5)

Research Article: A research article is a published article that reports the results obtained from the methodology employed in a particular study and disseminates the knowledge gained from the study (Frey, Botan, & Kreps, 2000).

Research Article Introduction: A research article introduction is an introductory section of a research article. It orients the reader to the topic and explains why the study is important and details the contribution of the study to field. It also establishes the purpose of the study (Frey, Botan, & Kreps, 2000). In addition to an abstract, a research article introduction is the beginning of an article and is typically followed by the background, method, result, discussion and conclusion sections.

Rhetorical Features: Rhetorical features used in the study were limited to author presence markers.

Step:

> Moves may contain multiple elements that together, or in some combination, realize the move. These elements are referred to as "steps" by Swales (1990). The steps of a move primarily function to achieve the purpose of the move to which it belongs. (Biber, Connor, and Upton, 2007: 53)

Thesis: The terms thesis and dissertation are mostly treated as synonyms, but in this study "thesis" is used as a more general term since it covers both

undergraduate and graduate degrees at university. The term is explained as follows:

> A thesis is a long essay or dissertation involving personal research, written by a candidate for a university degree. (Oxford Online Dictionary, n.d.)

Token: Token means an individual word. That is, tokens are occurrences of word-forms.

Type: Type means word form. An example for type and token is as follows:

"The cat sat on the mat".

There are 2 tokens of the type "the" and 1 token each of the types "cat", "sat", "on", and "mat".

1.8 Acronyms

The acronyms used in this study are listed in alphabetical order as follows:

AWL : Academic Word List of Coxhead (2000)

ESP : English for Specific Purposes

EAP : English for Academic Purposes

IR : International Relations

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

K2 : Most frequent second 1000 words in the BNC

LD : Lexical density

M : Move

METU: Middle East Technical University

PhDT : PhD Thesis

RA : Research article

RQ : Research question

S : Step

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The purpose of this research is to identify genre-specific features of the introduction parts of the RAs and the PhD theses written at METU in the field of International Relations. This study, therefore, sets out to discover what common, generic features PhD theses and RAs share and what variability they display in their introduction parts in these fields so that it may have implications for novice researchers in the writing process of their research.

This literature review considers research on the issue of ESP, academic writing, discourse approaches, genre, and genre analysis and writing pedagogy. Then corpus linguistics in genre analysis is explained in detail. Finally, research concerning different types of corpus-based genre analysis studies with the versions of CARS Model (Swales 1990, 2004) for the introduction parts of the research articles, which are the main focus of this study, is reported here.

2.1 Academic Writing

There has been a steady growth in research on academic writing. One of the most significant findings of this type of research is that ‘‘students entering academic disciplines need a specialized literacy that consists of the ability to use discipline-specific rhetorical and linguistic conventions to serve their purposes as writers’’ (Berkenkotter, Huckin, & Ackerman, 1991, p. 19). This type of research underscores a sociocultural dimension of academic literacy

and reports that writing in academic contexts is governed by the communicative purposes shared, and communicative conventions sanctioned, by members of specific discourse communities (Berkenkotter & Huckin, 1995; Geisler, 1994; Hyland, 2000; Swales, 1990; Zhu, 2004).

Research on discourse and academic genres, both of which are explained in the following sections 2.2 and 2.3, have gained importance. Research findings show that structural and textual features of genres vary both within and across academic disciplines and that such variation embodies different social relationships between the reader and the writer as well as different values and beliefs underlying discursive practices in various discourse communities (Chang & Swales, 1999; Conrad, 1996; Hyland, 1999; Kanoksilapatham, 2005, 2007; Loi, 2010; Öztürk, 2007; Samraj, 2002, 2008; Taş, 2008).

2.2 Discourse Approaches

There are two main approaches in discourse analysis: bottom-up and top-down analyses of discourse. The two approaches are different regarding the order of analytical steps. In the bottom-up approach, the first step is to automatically segment all texts in the corpus into discourse units which is based on linguistic criteria. Then, these units are analyzed and grouped into clusters of discourse units that are linguistically similar. Only in this way these groups are interpreted as discourse unit types by determining their typical functions in texts. In contrast, in the top-down approach, the first step is to develop the analytical framework. In the framework, the set of possible discourse unit types that are based on a priori determination of the major communicative functions are determined. Then, the framework is applied to the analysis of all texts in a selected corpus (Biber, Connor and Upton, 2007).

Swales' move analysis (1990, 2004) is an example of top-down analysis of discourse. In Swales' move analysis framework, the discourse structure of texts from a genre is analyzed by describing a sequence of moves. The analysis begins with the development of an analytical framework, identifying and describing the move types that can occur in a specific genre. Then, selected texts are segmented into moves, and the overall discourse structure of a text can be described in relation to the sequence of each move types (Biber, Connor and Upton, 2007).

Swales' (1990, 2004) CARS Model, which is used for the genre analysis in this research study, is an analytical framework with a top-down research approach. Determining the set of possible discourse unit types are based on an a priori determination of the major communicative functions that discourse units can serve in these texts. This framework is then applied to the analysis of all texts in a corpus. Thus, when texts are segmented into discourse units, it is done by identifying a stretch of discourse of a particular type; that is, that serves a particular communicative function (Biber, Connor & Upton, 2007).

Because it is highly labor-intensive to apply a top-down analytical framework to a large corpus of texts, top-down approaches have not been applied to an entire corpus of texts. However, Biber, Connor and Upton (2007) highlight the importance of this approach as follows:

> This investment of labor pays off by enabling generalizable analyses of discourse structure across a representative sample of texts from a genre. For example, once a corpus of texts has been coded for moves, we can easily analyze the typical linguistic (lexical and grammatical) characteristics of each move type. It is then possible to identify the sequences of move types that are typical for a genre, and against that background, it is also possible to identify particular texts that use more innovative sequences of move types (pp. 15-26)

Similarly, Swales (2002) mentions that discourse approaches have traditionally been seen as "top-down" in that they are concerned with whole, individual texts which include the social conditions of their production and reception. There are mainly two common themes that can be identified in discourse-based analyses of academic writing. The first theme is concerned with writing as social practice and considers the effect of its social role on the text and the role of the writer and the text in creating the contexts in which they occur. The second theme is concerned with the recurring pattern of meanings in texts of similar types, which are often described as "generic elements" or "moves" (Charles et al., 2009).

The focus of this present study is the second theme of discourse analysis concerning academic writing to identify the sequences of move types that are typical for the genre, RA and PhD theses in the field of IR, and to investigate whether the texts in this genre use more innovative sequences of move types, which is explained in detail in the following section.

2.3 Genre and Genre Analysis

A significant amount of research has focused on genre and genre analysis particularly in academic writing. Research writing, the primary focus of this study, involves metacognitive decisions with respect to genre-relevant features of content, organization, and style (Negretti & Kuteeva, 2011). Cotos (2014) describes research writing competence as "the fusion of the writer's self-awareness and metacognitive knowledge of the rhetorical task, socio-disciplinary awareness about the discourse community, and metapragmatic ability to produce a research writing artifact as a communicative action realized with genre-specific language choices that are appropriate to the expectations of the disciplinary discourse community" (Cotos, 2014: 14) (see Figure 2.1).

Figure 2.1 illustrates the intersections among these elements. With the acquisition of genre knowledge, the overlap will increase, and this means that "the writer will advance from knowledge-telling to knowledge transforming, being able to create written artifacts, or texts representative of a given genre that are congruent with the values of the target socio-disciplinary practice" (Cotos, 2014: 14).

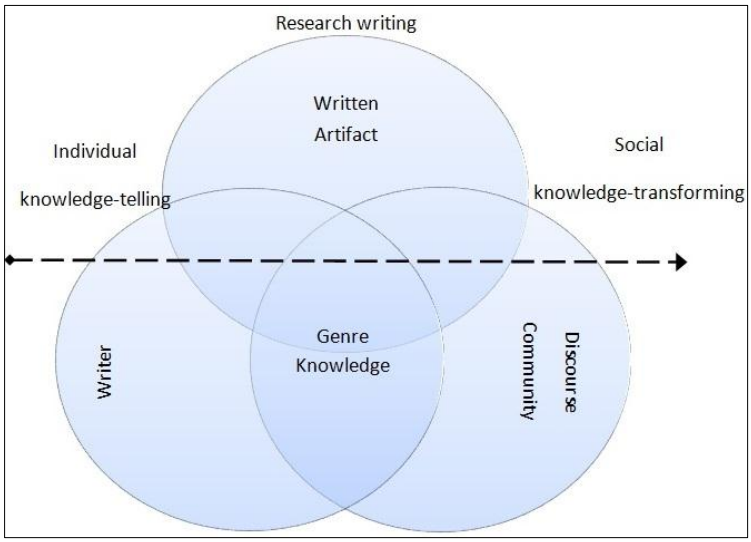


Figure 2.1 Research Writing Competence (Cotos, 2014: 15)

Several scholars have described genre and its main features (Bex, 1996; Hyland, 2008; Johns, 1997, 2003; Tardy, 2009; Swales, 1990, 2001). Tardy (2009) mentions four overlapping domains of genre knowledge: rhetorical knowledge, formal knowledge, process knowledge, and subject-matter knowledge. Rhetorical knowledge is related with understanding the genre's intended purposes and an awareness of the dynamics of the persuasion within a socio-rhetorical context, such as writer's positioning and readers' expectations and values. Formal knowledge refers to structure, discourse form, and lexico-grammatical conventions. Process knowledge comprises all of the procedures related with the genre, such as the composing processes of the writer. Subject-

matter knowledge includes knowledge of the relevant content reflecting disciplinary expertise (Tardy, 2009: 21). Johns (1997) describes an individual's genre knowledge as composed of many elements:

> It is, at the same time, cognitive (integral to schemata, or prior knowledge) and social (shared with readers and writers who have experienced the same genre). It is "repeated" (Miller, 1984) in that it evokes previous, analogous contexts in which similar texts appeared; …Genre knowledge is systematic… and conventional in that features of form and style may be repeated in texts. (Johns, 1997: 21-22)

Another prominent feature of genres is their communicative purpose. Move analysis was developed as a top-down approach to analyze the discourse structure of texts from a genre; the text is described as a sequence of 'moves', where each move represents a stretch of text serving a particular communicative function. The analysis begins with the development of an analytical framework, identifying and describing the move types that can occur in this genre: these are the functional/ communicative distinctions that moves can serve in the target genre (Swales, 1981, 1990). Swales (1990: 58) defines communicative purpose as follows:

> 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. This rationale shapes the schematic structure of the discourse and constraints choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action (Swales, 1990: 58).

Bex (1996: 137) also argues that a genre is "an aggregation of communicative events that fulfill a common social function". However, Bhatia (1993: 13) is critical on the issue and states that genres impose some constraints and they "are often exploited by the expert members of the community to achieve private intentions within the framework of socially recognized purposes".

Askehave and Swales (2001) have attempted to show that communicative purpose is an important concept and they argue that while the text type may be recognizable, the communicative purpose in many texts is not easily determined. As a result, they suggest that communicative purpose may be provisionally ascribed in the early stages of analyzing a genre, but that the purposes of the texts must be identified through 'extensive text-in-context enquiry' (Askehave and Swales 2001: 209), after prolonged fieldwork. Swales (2004: 72) has revisited the communicative purpose and summarizes the issue by saying that " it is sensible to abandon social purpose as an immediate or quick method for sorting discourses into generic categories, while retaining it as a valuable long-term outcome of analysis".

Researchers have carried out a great number of genre analyses of various corpora in order to find out the type of language used in different academic writing settings (e.g. Hyland, 2000; Swales, 1990, 2004). Hyland (2008) argues that disciplinary genre variation is based on the fact that academic genres represent writers' attempts to anticipate possible negative reactions to their views and establish their claims. Hyland (2008) comments on the situation as follows:

> Writers galvanize support, express collegiality, resolve difficulties, and negotiate disagreement through patterns of rhetorical choices which connect their texts with their disciplines. Most simply, physicists don't write like philosophers nor lawyers like applied linguists. Writers have to establish a professionally acceptable voice and an appropriate attitude, both to their readers and to their arguments and the analysis of genres helps to show how disciplines create a view of the world through their genre conventions. (Hyland, 2008:549)

The concept of 'genre' has had great influence on research since it was first used in an ESP context by Tarone et.al. (1981/1988) and Swales (1981). As Swales (2001) suggests:

> ... a focus on genre redrew the map of academic discourse by replacing rhetorical modes such as exposition, or registral labels such as scientific language with text-types such as research article, term paper, final examinations, MA thesis and conference abstracts ... (Swales 2001:47)

A number of genre theories from various research areas exist and the three well-known theories are as follows: Australian Systemic Functional Linguistics (SFL), New Rhetoric, and English for Specific Purposes. These three theories are based on the same idea that writing is a process that is socially motivated, generated, and constrained. However, they vary in terms of contexts of situation.

Australian Systemic Functional Linguistics focuses on the core education genres, addressing the relationship between language and its social functions (Halliday, 1989; Martin, 2001). According to this theory, the semantic or grammatical linguistic choices that are used to express meanings, differ according to the context of situation. In this regard, there are three contextual variables determining the linguistic choices within a genre: 1. field (topic or action of language), 2. tenor (relationship between participants), and 3. mode (expected organization of a text type). To clarify, in this approach, key genres, such as narratives, and arguments, to which students are likely to be exposed, are linguistically different because they typically use different sets of linguistic features. To illustrate, narratives tend to use past tense, whereas arguments generally use present tense (Kanoksilapatham, 2012).

The New Rhetoric approach is concerned with the sociocultural context of different text types which include ethnographic descriptions of a particular community and knowledge of and writing styles within genres in a given community (Bazerman, 1994; Coe, 2002; Devitt, 2000). Kanoksilapatham (2012) argues that New Rhetoric scholarship offers not only a complete perspective on institutional contexts around a particular genre, but also the

functions of the genre within these settings. However, in comparison with the SFL approach, the New Rhetoric approach does not emphasize the linguistic characteristics of texts, but situational contexts in which genres occur.

English for Specific Purposes (ESP), which was developed in North America, focuses on academic writing. Genre analysis, which was created by Swales in 1981, is a discourse approach within a more general field of ESP (Swales, 1981). The model for research article introductions was introduced in 1990 (Swales, 1990), and the model was fully developed in 2004 by Swales (2004). Genre analysis focuses mainly on the organizational structure of texts and the conventional linguistic features associated with a particular genre. In other words, according to this approach, each text type conforms to the culturally expected way of constructing texts belonging to the variety. For example, research article introductions have expected textual conventions that are different from research article methods sections Kanoksilapatham (2007b).

Based on the review of these three schools of genre, it is clear that while research studies generated from the SFL approach provide insights into the typical linguistic choices used in a particular genre, the New Rhetoric approach focuses on how language use is situated in sociocultural contexts of first language learning (Kanoksilapatham, 2012). In this regard, Swales' genre analysis directly addresses the goal of this study: to characterize the organization of the introductions from two genres, RAs and PhD theses within the field of International Relations.

After reviewing corpus linguistics in genre analysis in the following section, 2.4, Swales' genre analysis is presented in detail in section 2.5.

2.4 Corpus Linguistics in Genre Analysis

Corpus linguistics has been one of the most exciting and useful methods in linguistics since the 1950s. Corpus-based studies have played a key role in distinguishing the overall characteristics of academic prose by means of multi-dimensional analysis, pioneered by Biber and co-workers (e.g. Biber, 1988, 2006b; Biber, Conrad, Reppen, Byrd, & Helt, 2002; Biber, Johansson, Leech, Conrad, & Finegan, 1999) (cited in Charles et.al, 2009).

Flowerdew (1998: 541) suggests "during the last decade there has been a discernible shift in the use of computerized corpora from pure linguistic research per se into a more "applied" corpus linguistic perspective where the focus is on the learner some way".

Biber et al. (1998) describe the essential characteristics of corpus-based analysis as follows:

> - 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)

Connor, Upton, & Kanoksilapatham (2007) list the characteristics that make a corpus-based approach to move analysis different from the 'traditional' approach and state the following:

> a) analyses are done on a relatively large representative collection of texts from a particular genre;
> b) all texts are electronically encoded to allow for computerized counts and calculations using different programs and software packages;
> c) once the coding rubric for move types is developed, all texts in the corpus are coded to identify the moves and code the move types;

> d) analysis of the linguistic characteristics of specific move types can be easily done in order to provide details about how different communicative purposes are realized linguistically; and
> e) in addition to conducting the traditional move analysis, quantitative counts permit the discussion of general trends, relative frequency of particular move types, and prototypical and alternate patterns of move type usage (Connor et al. 2007: 36).

When conducting research on genre analysis, there are no strict rules to follow during the stage of move analysis. However, Connor (2007) et al. describe common procedures in doing a move analysis. They explain the process as follows:

> First, in order to identify the move categories for a genre, it is important to get a 'big-picture' understanding of the overall rhetorical purpose of the texts in the genre. The second step is then to look at the *function* of each text segment and evaluate what its local purpose is. This is the most difficult step. Move categories need to be distinctive. Multiple readings and reflections of the texts are needed before clear categories emerge. The third step is to look for any common functional and/or semantic themes represented by the various text segments that have been identified, especially those that are in relative proximity to each other or often occur in approximately the same location in various texts representing the genre. These functional-semantic themes can then be grouped together, reflecting the various *steps* (or *strategies*) of a broader move type, with each move having its own functional-semantic contribution to the overall rhetorical purpose of the text (Connor, Upton, & Kanoksilapatham, 2007: 33).

When a researcher has completed these stages, it is useful to begin with a pilot coding. This pilot coding should be done at least with two coders and by hand because coders are seeking to understand the functional-semantic purposes of text segment. Then, initial analyses are discussed and fine-tuned until there is agreement on the functional and semantic purposes that are being realized. This process, then, results in a protocol of move and step features for the genre, with clearly defined purposes and examples. Finally, for a corpus-based move analysis, this coding protocol is applied to the full set of texts (Connor, Upton, & Kanoksilapatham, 2007).

During these stages, inter-rater reliability should be checked to confirm that there is agreement on what the move types are and how they are realized by text segments at regular intervals. It may be necessary to resolve any discrepancies through further discussion and analysis, and then re-code problematic texts. It is also common that additional steps or even move types can be discovered during the analysis of the full set of texts (Connor, Upton, & Kanoksilapatham, 2007). These stages constitute the typical move analysis in a corpus-based approach, which is displayed in Table 2.1. This approach is adopted for the analysis of the two corpora in this research study.

When creating a specialized corpus for discourse analysis, one of the methodological issues is to ensure that the corpus chosen for analysis truly represents the discourse domain being investigated and is suitable for the research studies being studied. Biber (2007) et al. mention that corpus-based studies of discourse structure are potentially problematic for two main reasons: 1. corpora are often designed for general use rather than a specific study. Thus, the population can be relatively general such as newspaper language; 2. researchers sometimes use a corpus just because it is publicly available without considering whether that corpus actually represents the target population. Biber (2007) et al. argue that these problems can be readily addressed by designing relatively well-specified sub-corpora that represent particular text categories, such as academic research articles, newspaper editorials, or face-to-face conversation. More specialized corpora are more appropriate for the study of discourse structure. When corpus studies have been based on particular sub-corpora, the findings have become much more interpretable.

Table 2.1 General Steps Often Used to Conduct a Corpus-Based Move Analysis

Step 1:	Determine rhetorical purposes of the genre
Step 2:	Determine rhetorical function of each text segment in its local context; identify the possible move types of the genre
Step 3:	Group functional and/or semantic themes that are either in relative proximity to each other or often occur in similar locations in representative texts. These reflect the specific *steps* that can be used to realize a broader *move*.
Step 4:	Conduct pilot-coding to test and fine-tune definitions of move purposes.
Step 5:	Develop coding protocol with clear definitions and examples of *move types* and *steps*.
Step 6:	Code full set of texts, with inter-rater reliability check to confirm that there is clear understanding of move definitions and how *moves/steps* are realized in texts.
Step 7:	Add any additional *steps* and/or *moves* that are revealed in the full analysis.
Step 8:	Revise coding protocol to resolve any discrepancies revealed by the inter-rater reliability check or by newly 'discovered' *moves/steps*, and re-code problematic areas.
Step 9:	Conduct linguistic analysis of move features and/or other corpus-facilitated analyses.
Step 10:	Describe corpus of texts in terms of typical and alternate move structures and linguistic characteristics

(Taken from Connor, Upton & Kanoksilapatham, 2007: 34)

Concerning the areas that corpus linguistics can be used, Biber et al. (1998) state that complex association patterns can be analyzed by utilizing a representative corpus. They describe these association patterns in two categories: linguistic and non-linguistic associations. The linguistic associations of the feature are concerned about lexical and grammatical associations. While lexical associations investigate how the linguistic feature is systematically associated with particular words, grammatical associations investigate how the linguistic feature is systematically associated with particular grammatical constructions. The non-linguistic associations of the feature include distribution across registers, dialects, and time periods.

Similarly, Hunston (2002) claims that corpus studies can help us formulate theories of language and describe its different features. He also argues that since a corpus is a representative of natural language, the findings of corpus studies can be applied in real life situations.

Contrastive corpus work has also played an important role to establish differences between L1 and L2 production. One of the most important studies in this field is the research of Granger and co-workers, who set up the International Corpus of Learner English, which includes a large corpus of essays written by students from many different L1 backgrounds (Granger, Dagneaux, Meunier, & Paquot, 2009). Studies based on this data have revealed that there is systematic variation in L2 production according to students' L1; as a result, these studies lead the way to the production of more closely targeted pedagogic materials (Granger, 1988 and Granger, Hung, & Petch Tyson, 2002, cited in Charles et.al., 2009).

It should also be noted that genres have cultural expectations which include not only disciplinary but also national or ethnic ones, and crossing cultural boundaries necessitates re-learning at least part of the genre in light of its construction in the new culture (Upton and Connor, 2001).

One criticism regarding the corpus analyses is that these analyses center basically on lexico-grammatical patterning and such phrases are usually examined at the local level (Flowerdew, 1998). Leech (1991) also points out that most of the work on text annotation, i.e. tagging, has been done at the grammatical (word class) or syntactic (parsing) level, and very little emphasis has been put on the semantic or pragmatic/discourse level so far. He suggests that text could be tagged manually to indicate the generic "move structures" such as background, scope, purpose in the introduction sections of reports.

Leech (1991: 25) remarks that "it is likely that in the relatively near future certain levels of annotation, especially the semantic and pragmatic/discourse levels will begin to receive greater priority".

Over the last decades, fortunately, corpus linguistic techniques have been applied to another aspect of textlinguistics, called genre analysis (Swales 1990). In this type of analysis prototypical lexico-grammatical phrases for salient "move structures" have been identified.

Specifically, analyzing the genre-specific features of research articles and theses has been a prominent area in research writing using corpus analysis in the recent years since it is a dominant method to study linguistics. The earliest studies date back to Swales' (1981) *sui generis model* to explain the rhetorical movement in article introductions. Later Swales (1990) revised his first model and designed Create A Research Space Model (hereafter referred as the CARS Model). The CARS model has played a leading part in genre analysis of research writing since then.

In brief, corpus studies are useful in formulating theories of language with its lexical items and describing its different genre features specifically for PhD theses and the research articles for novice writers to guide them in their academic studies. Particularly, Swales' (1990, 2004) nominal work on a corpus-based analysis of RAs, which is explained in detail in the following section 2.5., has attracted the attention of several scholars in the field.

2.5 Research Article

There has been a growing interest in the analysis of research articles using a corpus-based approach. As Dudley-Evans (2002) mentions "the academic article in particular has a regularity in its discourse structure that lends itself to

an analysis that makes use of "moves" that typically occur in a more or less fixed order" (p. 225). Thus, there have been a lot of studies focusing on a variety of frameworks reflecting divergent research interests, methods and goals regarding research articles.

It is obvious that the analysis of research articles plays crucial roles not only for novice writers who want to publish their research but also for those involved in the curriculum design of graduate and post-graduate studies. Swales' (1981, 1990, 2004) CARS Model has had a profound impact on genre analysis of research writing. The model is explained in detail in the following sub-section 2.5.1.

2.5.1 Swales' Move Analysis of Research Articles

Swales (1981) developed the discourse approach of move analysis within the more general field of English for Specific Purposes (ESP). This approach has been revised and extended by several scholars, including Swales (1990, 2004). The original aim of Swales' work on move analysis was to address the needs of advanced non-native English speakers learning to read and write research articles, as well as to help these non-native professionals who want to publish their articles in English.

Swales' three-move schema for article introductions is known as the Create a Research Space (CARS) model. The model shows the preferred sequences of move types and steps, which are largely predictable in research article introductions.

The CARS model describes the rhetorical organizational patterns of research articles. Its primary goal is to describe the communicative purposes of a text by categorizing the various discourse units within the text according to their

communicative purposes or rhetorical moves (Connor, Upton, & Kanoksilapatham, 2007).

The model consists of a series of moves and steps within each move. Connor et al. (2007) define a move as a section of a text that performs a specific communicative function. Each move not only has its own purpose but also contributes to the overall communicative purposes of the genre. For Swales (1990), these communicative purposes together constitute the rationale for the genre, which in turn "shapes the schematic structure of the discourse and influences and constrains choice of content and style," with texts in a genre exhibiting "various patterns of similarity in terms of structure, style, content and intended audience" (Swales ,1990: 58).

Moves can vary in length, but normally contain at least one proposition (Connor & Mauranen, 1999). Some move types occur more frequently than others in a genre and can be described as conventional, whereas other moves occurring not as frequently can be described as optional. Moves may contain multiple elements that together, or in some combination, realize the move (Connor, Upton, & Kanoksilapatham, 2007). These elements are referred to as 'steps' by Swales (1990) or 'strategies' by Bhatia (1993). The steps of a move primarily function to achieve the purpose of the move to which it belongs (see, e.g., Crookes, 1986; Dudley-Evans, 1994; Hopkins & Dudley-Evans, 1988; Swales, 1981, 1990). In a nutshell, moves represent semantic and functional units of texts that have specific communicative purposes. In addition, moves generally have distinct linguistic boundaries that can be objectively analyzed.

Moves have two additional characteristics that should be noted. The first is that some move types in a genre may be more common (or obligatory), while other moves may be optional. Lewin, Fine, and Young (2001) and Bhatia (1993a) are among those that emphasize this characteristic of moves. Different from

Swales (1990, 2004), Bhatia prefers the term 'strategy' as opposed to 'step', in order to reflect the variability among elements within a move. He claims that move elements may or may not regularly appear, and they can be used in different sequential order. Similarly, Kwan (2006) reveals that the third move (Occupying the niche) is optional in the literature review of Ph.D. theses of applied linguistics.

The second characteristic is that some move types will recur in a cyclical fashion within a section of text (Swales, 2004). Swales' CARS Model suggests two patterns: 1. the strict pattern (Move 1- Move 2- Move 3[1]), and 2. the cyclical use of Move 1 and Move 2 (e.g. M1-M2-M1-M2-M3). Typically, the cyclical reoccurrence of a move within a section of text has been dealt with by considering each appearance of a particular move as a separate occurrence. These cyclical and embedded patterns of move types tend to occur mainly in genres that are less constrained and allow more variability than those that are more prescribed.

The CARS Model has two versions, both of which are presented in the following sub-sections 2.5.1.1 and 2.5.1.2.

2.5.1.1 1990 Version of the CARS Model for the Introduction Parts of the Research Articles

Swales' 1990 Version of the CARS Model (See Figure 2.2) is in fact a revised version of Swales' earlier CARS Model designed in 1981. The 1990 version of the CARS Model includes three basic move types in research article introductions. Move 1 (Establishing a territory) that introduces the general topic of research. Move 2 (Establishing a niche) identifies the more specific

[1]Move 1: Establishing a territory
Move 2: Establishing a niche
Move 3: Presenting the present work

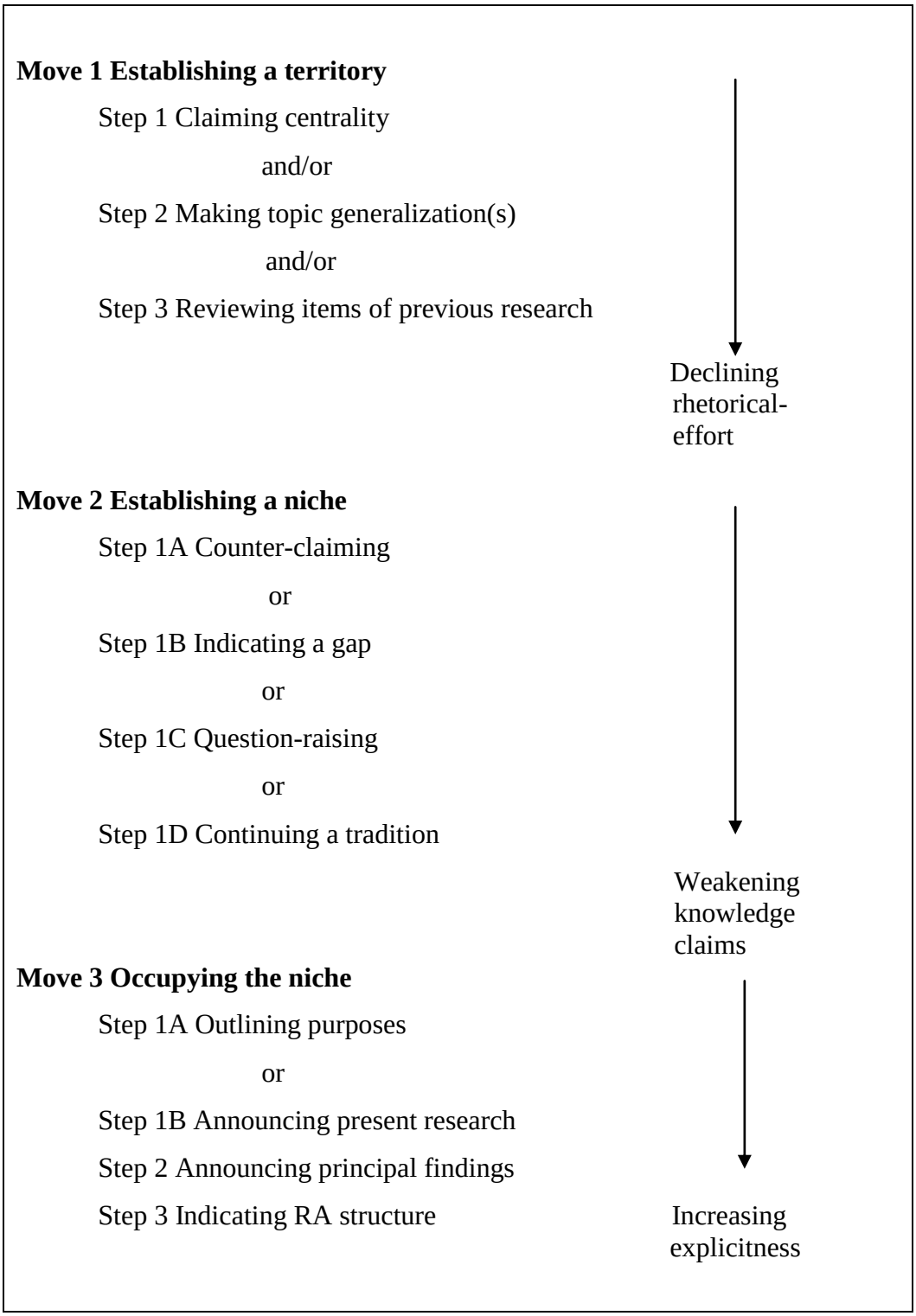


Figure 2.2. A CARS Model for Article Introductions (Swales, 1990: 141)

areas of research that require further investigation. Finally, Move 3 (Occupying a niche) introduces the current research study in the context of the previous research described in Moves 1 and 2.

In Move 1 "establishing a territory", the author convinces the readers about the importance of the area of study by making strong claims with reference to previously published research, which can be done in three ways, as indicated by the three step options (Connor, Upton, & Kanoksilapatham, 2007; Swales, 1990). Move 1 can have a maximum of three steps: Step 1, Step 2, and Step 3.

In Step 1, "claiming centrality", claims are appeals 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 are mostly communicated in a single sentence, but can extend over two or more sentences. Swales (1990: 144) suggests that the writers "can claim interest, or importance; they can refer to the classic, favorite or central character of the issue; or they can claim that there are many other investigators active in the area". Three typical examples of Step 1, centrality claims, are as follows:

> Recently, there has been a wide interest in …
> In recent years, …. researchers have become ..interested in…
> The possibility … has generated interest in… (Swales, 1990: 144)

Step 2 is labeled as making a topic generalization, and presents a more neutral kind of statement than Step 1. There are various forms of Step 2, but they mostly fall into two categories: 1. statements about knowledge and practice, and 2. statements about phenomena. Three representative examples of Step 2 for the first category are as follows:

There is now much evidence to support the hypothesis is that…
Education core courses are often criticized for…
The … properties of … are still not completely understood.

(Swales, 1990: 146)

These Step 2s generally state the current state of the art- of knowledge, of technique, or of requirements for further progress. These steps indicate a strong tendency for phenomena topic generalizations particularly to establish territory through emphasizing the frequency and complexity of the data. The second category of topic generalization refers to phenomena such as:

… is a common finding in patients with…
There are many situation where…

(Swales, 1990: 146)

Step 3 is the last step of Move 1 and is called "reviewing items of previous research". In this step authors are establishing a territory by reviewing one or more items which are regarded as relevant to that establishment. The authors need to relate what has been found or claimed with who has found or claimed it. In particular, the authors need to provide a specification of previous findings, an attribution to the research workers who published those results, and a stance towards the findings themselves.

Move 2 in CARS Model is labeled as "establishing a niche" and includes four steps in it (Figure 2.2). In a survey of 100 Move 2 instances drawn from a range of fields including physics, geology, psychology and composition, the gaps in previous research fall into the following categories listed in order of decreasing frequency:

a) Negative or quasi-negative quantifiers (28 instances)

no	12
little	7
none (of)	4
few/very few	4
neither…nor	1

b) Lexical negation (26 instances)

Verbs	15 (fail, lack, overlook etc.)
Adjectives	7 (inconclusive, complex, etc.)
Nouns	3 (failure, limitation)
Other	1 (without regard for)

c) Negation in the verb phrase (16 instances)

not	4
rarely	1
ill	1

d) Questions (8 instances)

Direct	6
Indirect	2 (e.g. "A questions remains whether)

e) Expressed needs/ desires /interests (8 instances)

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

f) Logical conclusions (6 instances)

Must	3
Seem/ Appear	2

"One would intuitively expect …"

g) Contrastive comment (6 instances)

"The research has tended to focus on …,rather than …"
"They center mainly on …, rather than on …"
"Studies most often contrast …, rather than …"
"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 …"

h) Problem-raising (2 instances)

"The application presents a problem …"
"A key problem in many … is …"

(Swales 1990: 155-156)

An important issue with regard to this move is its cyclicity. Several investigators have remarked that niche-establishment does not necessarily occur only at the end of a literature review, but may follow reviews of individual items; thus, Move 2 reappears in different places (Crookes, 1986; Hopkins and Dudley-Evans, 1988; Posteguillo, 1999; Swales, 1990).

Swales (1990) lists the reasons why Move 2 recurs. 1. the length of the introduction sections, 2. the perception of the research field. It might be that if the field is viewed as linear and cumulative then a composite arrangement might be preferred. However, if the field is viewed as branching- consisting of several loosely-connected topics, then a cyclic approach may be preferred. Also, it is likely that the length of the introduction plays some part. As Crookes (1986) cites the longer the introduction, the greater the probability of some recycling.

Move 3 in the CARS model is called as "occupying the niche" (Figure 2.2). Its function is to turn the niche established in Move 2 into the research space which justifies the present article. The obligatory element in this move is Step 1, which can take of the two forms:

> Step1A The author or authors indicate their main purpose or purposes.
> Step1B The author or authors describe what they consider to be the main features of their research.
>
> (Swales 1990: 159)

In Move 3, there are certain features of the language used. First, there is a strong tendency for the deictic signals to appear early. The more common deictic elements are "this, the present, we, reported, here, now, I and herein". Second, either a standard descriptive form or a collapsed structure is used.

> a) In this paper, we argue that … (standard)
> b) This paper argues that… (collapsed)
>
> (Swales 1990: 160)

Third, the tense is restricted to the present in cases where the deictic refers to the genre (paper, report, review, etc.). However, either present or past tense is used in cases where the deictic refers to the type of inquiry (investigation, study, experiment, etc.) and authors may choose between these two tenses. The general tendency to end RA introductions is to end with a Move 3- Step 1.

However, there are two other options as well. One is to follow the Step 1 with a summary announcement of the principal findings. The other option is to indicate the structure and occasionally the content of the remainder of the RA. If Step 3 occurs, it is always at the end of the introduction. Some examples are the following:

> a) We have organized the rest of this paper in the following way…
> b) This paper is structured as follows….
> c) The remainder of this paper is divided into five sections. Section II describes…
>
> (Swales 1990: 161)

Based on his analysis of RA Introductions from multiple disciplines, Swales proposed a structural pattern or move structure RA in 1990, explained in detail in Section 2.5.1.2, and then he revised the model in 2004 based on the evidence from further studies, explained in detail in the following section.

2.5.1.2 2004 Version of the CARS Model for the Introduction Parts of the Research Articles

Swales (2004) in response to further research modified his model to better reflect the variability in how the three move types are realized in different sub-genres of research article introductions. His revised model, shown in Figure 2.3 has a broader description of the communicative purposes of Move 1 and Move 2.

A significant revision in 2004 CARS Model is about Move 2. In the 1990 version of the model (Figure 2.2), Move 2 suggests four steps of establishing a niche: counterclaiming, raising a question, indicating a gap and continuing a tradition. However, in the 2004 version of the model, Swales (2002) states that "continuing a tradition" seems a rather odd choice of organization as it does not clearly answer the question of continuing a tradition of what?; thus, this

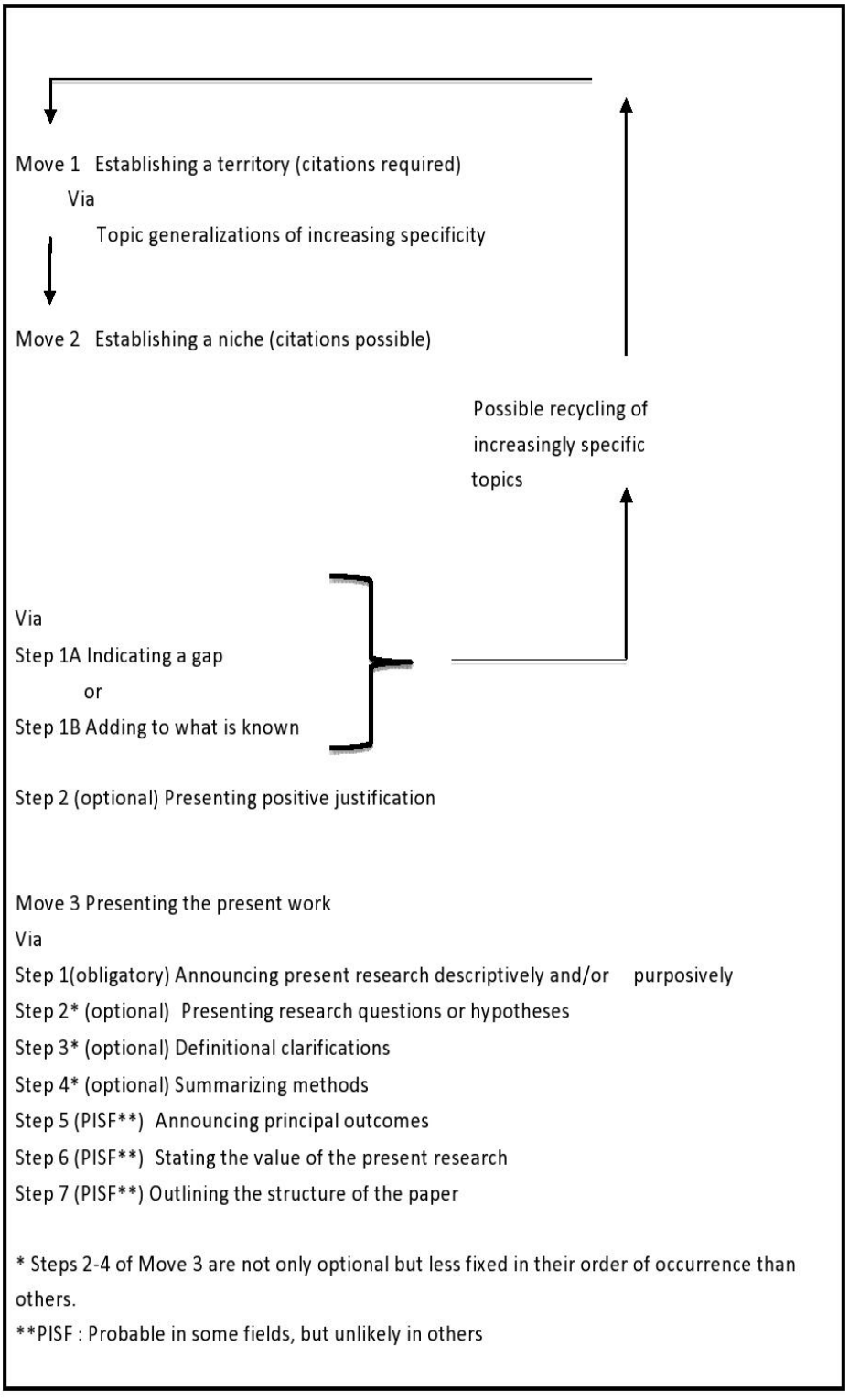


Figure 2.3 2004 Version of the CARS Model (Swales, 2004: 232)

step has been removed from the 1990 Model. In addition, he remarks that "indicating the gap" is by far the most common option. He also states that the rarer other options of "counter claiming", or "question raising" may not functionally different from "gap-indication". As a result, Swales (2002) proposes that these four realizations should be reduced to two, and that the model should take on board the potential cycling of Move 1 and Move 2 sequences as many investigators have found to be common in especially longer introductions.

Another revision in 2004 CARS Model is about Move 3. In the 1990 version of the model, there are only three steps to "occupy the niche". However, in the 2004 version of the model, Swales (2002) notes that this move is seen as more complex and elaborated than the earlier version.

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 and their actual uptake depends on some 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.

In the revised CARS model, Move 3 reflects the variation that occurs in introductions in different research fields, and recognizes the possibility of cyclical patterns of occurrence of the move types within the introduction section. The key point here is that while related genres will certainly share common move types, each will have their own unique structural characteristics that reflect the specific communicative functions that the genres have (Connor, Upton, & Kanoksilapatham, 2007).

This section, in particular, reviewed the two versions of CARS Model (Swales 1990, 2004) for the introduction parts of the research articles, which are the main focus areas of this study. Another genre type that has been investigated using a corpus-based analysis is the PhD thesis, which is another focus point of this current study, and research concerning PhD thesis is reported in the following section.

2.6 PhD Thesis

Recent years have seen increased attention being given to thesis and dissertation writing in the ESP (English for Specific Purposes) literature. A number of studies have focused on the types of theses written in different disciplines (e.g. Dong, 1988; Dudley-Evans, 1989, 1994; Hopkins & Dudley-Evans, 1988; Swales, 1990).

Dudley-Evans (in Thompson, 1999) names the most common type of thesis as "IMRAD" where the introduction, methods, results, and discussion sections are included. This type of thesis is called as a "traditional thesis".

Then, Thompson (1999) revises this type and divides it into two categories. Theses in the first category have "simple" and the ones in the second category have "complex" patterns of organization. A thesis with a "simple" traditional pattern 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" traditional pattern 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 followed by a series of sections which report on each of the individual studies. The thesis concludes with a general overall conclusions section (Thompson, 1999).

Dudley-Evans (in Thompson, 1999) refers to a further kind of thesis. He terms this type as a "topic-based" thesis, which typically begins 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 ends with a "conclusions" chapter. He exemplifies this type with a PhD thesis written in the field of electronic engineering. The thesis is made up of nine chapters, seven of which are topic based.

Dong (1998) describes doctoral theses which are based on a compilation of publishable research articles. These are quite different from other sorts of theses. 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 or dissertation. Also, in terms of audience, they are written more as "experts writing for experts", than novices "writing for admission to the academy".

Dong (1998) conducted a study to investigate the types of theses and found that 38% of the graduate students at the two US universities where she carried out her study were writing a thesis based on publishable research articles. She claimed that native speaker students tended to be doing this more than non-native speaker students. She found, however, that this type of thesis was more common at one of the universities, a comprehensive research university, than at the other, a technical and engineering university.

Paltridge (2002) also conducted a study to find out the MA and PhD theses types and the study areas they are written in (Table 2.2). He states that all kinds of theses had introduction parts. Paltridge (2002) further states that more than half the theses in the collection were traditional in their format and reported on a single study; that is, they represented the "traditional: simple" kind of thesis. However, 13 of the 30 theses did not follow this pattern. There were equal numbers of "traditional: complex" types theses and "topic-based" theses. Also,

there was one thesis in the collection which was made up of a collection of research articles, each presented as an individual chapter and framed by a number of introductory and concluding chapters.

Table 2.2 Summary of Thesis Types, Degrees, and Study Areas (Paltridge, 2002: 132)

	Traditional : Simple	Traditional : Complex	Topic-Based	Compilation of Research Articles
Degrees	M A(1) M Building (1) M Eng (6) M Ed (2) M Sc (1) PhD (6)	M Sc (2) PhD (4)	MA(1) March (1) PhD (4)	PhD (1)
Total	17	6	6	1
Study Areas	Architecture Applied Linguistics Botany Education Forestry Linguistics Optometry	Architecture Medicine Optometry Surveying	Architecture Economics Engineering Cultural Studies Public Health	Dental Science

Paltridge (1997) describes the development of a program which aims to help ESL students prepare for thesis and dissertation writing by focusing on the thesis proposal as an important part of that process. He comments that writing activities such as thesis and dissertation writing can be a springboard for ESL students from being students-in-training to being student-researchers and beyond. As a result, he emphasizes that the acquisition of a skill such as writing a thesis proposal can also be part of the acquisition of a more significant lifelong skill; that is, preparing to carry out research in the broader

academic and/or scientific communities of which many of them might ultimately wish to become part.

Given these, second language (L2) writing instruction has a key role in reinforcing novice writers' cognitive processes and social and cultural practices surrounding research-related genres.

2.7 Genre and Writing Pedagogy

Hyland & Hamp-Lyons (2002) point that L2 writing pedagogy should provide abundant connections between scholarly reading and writing processes and state that "mediate the engagements of knowers with the knowledge represented by academic discourses" (Hyland & Hamp-Lyons, 2002: 6).

Similar to Hyland & Hamp-Lyons (2002), Hyland (2000) emphasizes the role of L2 writing pedagogy and states that teachers must involve students in both acquiring a metacognitive awareness of genre forms and contexts and a familiarity with the discoursal strategies they need in order to perform roles, engage in interactions, and accomplish goals in the target community and help them "gain an awareness of the discipline's symbolic resources for getting things done by routinely connecting purposes with features of texts" (Hyland, 2000: 145).

Much of the research investigating the academic writing produced by second language learners "has not only confirmed the need to help students develop genre knowledge and become competent writers, but also provided a baseline for instruction by revealing the nature of novice scholars' writing difficulties" (Cotos, 2014: 15).

Particularly for L2 writers, who are under an increasing pressure to publish in English-dominant international journals (Flowerdew, 1999) writing their research in English is a very effortful and at times an agonistic challenge (Cotos, 2014: 15). Similarly, Connor (2007) et al. underscore the value of writing pedagogy for novice writers as follows:

> With statistics on move frequencies and lengths, as well as descriptions of where in the genre a move type tends to occur and how one move type typically relates to another, a key advantage of a corpus-based approach can be realized: the ability to develop genre prototypes. Prototypes are particularly valuable in educational and training contexts to help novices learn to understand and produce a genre that is new to them (Connor et al. 2007: 40)

They further state that in these prototypes, not only can the different move types be included, but typical and alternate locations of moves relative to other moves in the text can be described. Also, if linguistic analysis or other follow-up analyses of the individual moves were done, the prototypes can represent these features as well. Prototypes such as these are also very useful in understanding better the genre variation that occurs between different disciplines (Connor et al. 2007).

While Grabe (2003) suggests some points for building reading and writing foundations for academic success, he mentions the importance of genre and rhetoric structures in teaching writing in the following way:

- Students need to *practice writing many types of relevant genres and tasks*… Important skills, instructional genres, and realistic tasks need to be recycled regularly so that students build effective and increasingly more complex problem-solving routines.
- Students need to *develop rhetorical stances to tasks and texts* that will build reading-writing relations.
- Students *need to develop an awareness of text structure itself.* They need to understand how written discourse is organized to

> communicate within genre and task expectations (Grabe, 2003: 256).

Johns (2003) emphasizes the importance of genres and states "genres are particularly useful to individuals and to teachers of composition because those who become familiar with common genres develop shortcuts to the successful processing and production of written texts" (Johns, 2003: 196). She further asserts that teaching within a framework which draws explicit attention to genres gives students a concrete opportunity to acquire knowledge they can use in writing tasks beyond the course in which such teaching occurs.

Ramanathan and Kaplan (2000) argue for a reevaluation of the teaching of writing a composition and highlight the following points about genres, discourse communities and dynamism:

> 1. Genres evolve and change to meet the growing and changing sociocognitive needs of discourse communities;
> 2. Genres evolve and develop to meet the needs of changing technology;
> 3. Genres evolve to adapt to changes in ideology and world-view in discourse communities;
> 4. Genres change as individuals take liberties with textual conventions. (Ramanathan & Kaplan, 2000: 180-183)

Peacock (2002) lists some suggestions for teaching move structure for the discussion sections of RAs. Since these suggestions are quite useful, they can be adapted to other sections of not only RAs but also PhDTs. The suggestions are displayed in Table 2.3.

More importantly, it is argued that such moves can be taught to a novice writer of a particular genre as this type of work has proved to be of great value in developing pedagogic models for application to the training of apprentice scholars in their writing (Bhatia, 1993; Dudley-Evans, 1995; Upton and Connor, 2001; Flowerdew and Forest, 2009; Swales and Feak 1994, 2000). Similarly, Connor (2007) et al. argue that genres are composed of definable

and, to a great extent, predictable functional components – that is, 'moves' of certain types. Thus, the moves of a genre are considered such an inherent part of the genre that they can be used as the building blocks for teaching novice writers how to successfully write texts in that genre (Dudley-Evans, 1995, 1997).

Table 2.3 Suggestions for Teaching Move Structure

- Discuss with students what moves are, why they are necessary and what they do.
- Inform students that awareness of discipline-specific move structure is very important.
- Prepare a discipline-specific move structure model.
- Prepare discussion sections from the target discipline. Swales (1990) and many others describe the necessity of using these as models. In our view this is essential.
- For teaching move structure, discipline-specific discussion sections and the move structure model will act as models and input.
- Provide students with a discussion section with all the moves marked.
- Ask students to describe the function of all the marked moves.
- Ask students to mark all the moves in another (unmarked) text.

(Taken from Peacock, 2002: 493)

Teaching this approach to English learners, however, might raise some problems for the learners and teachers. They might start to believe that these models are the only alternatives through which academic papers are written. Dudley-Evans (1997: 352-353) underlines that "…the assumption that the Anglo-American model that predominates in international publication is the only appropriate model for academic writing is wrong. Indeed it may be an example of what has been referred as "linguistic imperialism" (Phillipson, 1992) or an "accommodationist" approach to EAP teaching (Benesch, 1993)".

Thus, several researchers have investigated the genre specific features of academic writing to help novice L2 writers in writing their research studies. Prominent corpus-based genre analysis studies are reported in the following section.

2.8 Corpus-Based Genre Analysis Studies

Research on the introduction section of RAs and PhD theses in other disciplines has helped us recognize how different disciplines manipulate a common genre to meet their own communicative purposes. As Connor (2007) et al. put forward our understanding of one small section of academic research articles – introductions – has evolved from a "one size fits all" perspective to a more subtle, discipline-specific understanding of the rhetorical purposes and expectations of research articles.

Swales' framework of move analysis has stimulated substantial research on the rhetorical structures of academic and professional texts. In academic writing, it has been applied to academic disciplines including biochemistry (Kanoksilapatham, 2005; D. Thompson, 1993), biology (Samraj, 2002), computer science (Posteguillo, 1999), medicine (Nwogu, 1997; Williams, 1999), sociology and organic chemistry (Bruce, 2009), and three sub disciplines in engineering (Kanoksilapatham, 2012). Also, the framework has been applied to a variety of academic genres, including university lectures (S. Thompson, 1994), master of science dissertations (Hopkins & Dudley-Evans, 1988), and textbooks (Nwogu, 1991).

This current research study analyzes the genre-specific features of the introduction parts of the RAs and PhD theses in the field of International Relations in terms of the following points:

1) the lexico-grammatical features of the corpus,
2) the discoursal features, and
3) the rhetorical features.

Thus, studies that have investigated these features are reported below in the order stated above.

2.8.1 Corpus-Based Studies Looking at Lexico-Grammatical Features

Swales (2004) highlights the importance of investigating lexico-grammatical features in corpus linguistics, which is a specialized software development of particular relevance to genre-based studies and applications, and states the following:

> This is corpus linguistics, some collection (or corpus) of electronic texts plus some appropriate concordancing software (such as *Wordsmith Tools*), which permits rapid assembly of Key Words in Context (KWIC), instant word frequency lists of various kinds, and distributional plots of selected words and phrases (Swales, 2004: 8).

Sun & Wang (2003) mention that concordancers have been shown to be an effective aid in the acquisition of a second or foreign language as they facilitate the learning of vocabulary, collocations, grammar and writing styles. To illustrate, research has shown that based on only intuition it is almost impossible to find a sufficient number of examples of a specific word or phrase to satisfy learn new vocabulary. On the other hand, utilizing a reasonably large corpus, a concordance program can find and display a huge number of examples in varied contexts and situations quickly and efficiently (Anthony, 2005).

One of the most detailed corpus-based genre analysis studies belongs to Biber (1988) (see Figure 2.4). He provided a unified linguistic analysis of the whole range of not only written but also spoken registers in English. The basic underlying dimensions or parameters of variation in spoken and written English were identified through computational analysis of the linguistic characteristics of 23 spoken and written genres.

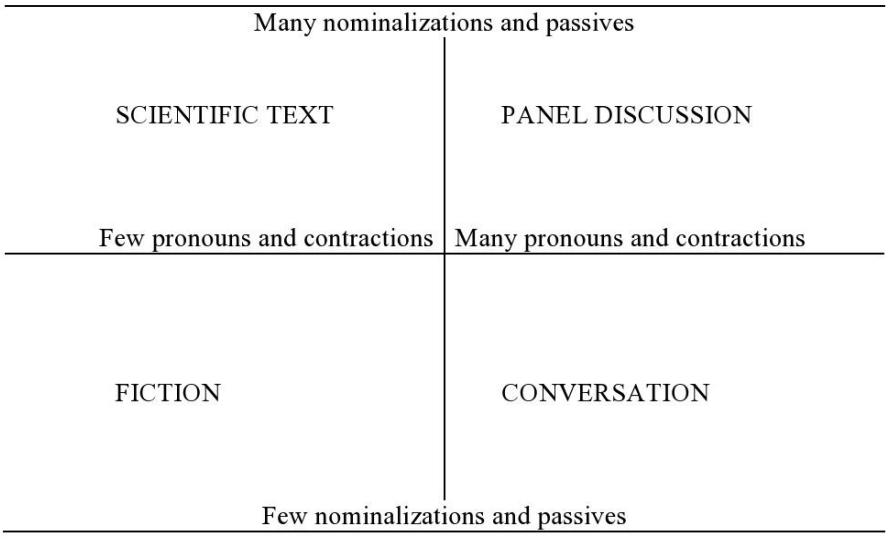


Figure 2.4 Two-Dimensional Plot of Four Genres (Biber, 1988:18)

According to the results of his study, Biber (1988) concluded that there were co-occurring patterns for each genre such as nominalizations/ passives and pronouns/contractions. This meant that the conversational text and scientific text were quite different with respect to the linguistic features. The scientific text had almost seven passives per 100 words and eleven nominalizations per 100 words while the conversation had no passives and less than one nominalization per 100 words. This frequency count revealed that passives and nominalizations tend to co-occur and thus belong to the same linguistic dimension. This indicated that when a text had many passives, it also had many nominalizations. The same relationship existed for the pronouns and contractions. First and second person pronouns and contractions belonged to the same dimension. This indicated that when a text had many first and second person pronouns, it also had many contractions (Biber, 1988: 14).

Similarly, Campoy & Carda (1998) studied the most frequent lexical items that are found in the titles of chemistry papers. They also analyzed their possible realizations within the context of analytical chemistry. Their corpus included a total of 515 titles from two analytical chemistry journals.

Another feature that has been studied is the collocational use of lexical items. Regarding collocations, Campoy (2003) investigated semantic verb types in chemistry research articles and their collocational structures in order to determine the most highly co-occurring verbal patterns in a specific genre. In order to carry out this study, a selection of 25 articles from specialized journals was processed with a concordance program. The findings of the study revealed that there were mainly four groups of collocational use regarding semantic similarities: 1. verbs related to mental process, 2. verbs expressing some kind of comparison, 3. verbs used to express that an event or a state is brought about, and 4. verbs that refer to the manipulation of something. Gledhill (2000) also studied phraseology of introductions from a corpus of 150 cancer research articles. The conclusion was that collocational patterns indicated a wider relationship beyond the individual text and reflected an evolutionary process that created the conventions of a number of phrases in the language of cancer research.

Swales (2004) also believes that corpus linguistics is a development that will have impact on the genre-based studies in the future. However, he warns that questions still remain about how best to incorporate these powerful techniques into the research agendas and into the provision of both English for Academic Purpose and English for Research Purpose support services.

Likewise, as Upton and Connor (2001) also remark, most of the corpus- based analyses have only focused on the lexico-grammatical patterning of texts with less emphasis on discoursal, rhetorical and textlinguistics aspects.

One study which incorporates lexico-grammatical aspect and discoursal aspect is the corpus-based study of PhD thesis. Flowerdew and Forest (2009) investigated the schematic structure and lexico-grammatical realization in the corpus of 20 PhD literature review chapters in applied linguistics created by

Flowerdew (2004). They used the terms "move" and "strategy" as Kwan (2006). Their study demonstrated the potential of key word analysis in investigating the relation between moves and strategies in PhD literature reviews.

2.8.2 Corpus-Based Studies Looking at Discoursal Features

Bunton (2005) analyses the generic structure of conclusion chapters in PhD theses or dissertations. From a corpus of 45 PhD theses covering a range of disciplines, chapters playing a concluding role were identified and analyzed for their functional moves and steps. The generic structure of the conclusion chapter of a PhD thesis differs qualitatively from the final part of a discussion section in a research article or masters dissertation, and displays a wider range of moves and steps. Further, he states that concluding chapters show some disciplinary variation between science and technology (ST) disciplines and those in the humanities and social sciences (HSS). HSS conclusions tend to be longer and have more sections than ST ones.

Pecorari (2009) built a corpus consisting of research articles on the topic of *Candida albicans.* The corpus of texts was different from the other corpus studies in the field in that they were not only produced in the same field, biology, but were all related to the same topic. The aim of the study was to understand whether smaller subject groups may be useful units of analysis, and if so, to begin the process of documenting the ways in which smaller areas are similar and different from the larger disciplinary divisions to which they belong. Pecorari (2009) concluded that significant differences emerged from this very specialized corpus with respect to earlier broader corpora of academic writing.

2.8.2.1 Corpus-Based Studies Looking at CARS Model

Discipline-specific variations are also noticeable which suggest that the rhetorical organization of research articles is constrained by conventions of the academic disciplines and by the expectations of the relevant discourse communities. (e.g., Anthony, 1999; Brett, 1994; Chu, 1996; Dubois, 1997; Kanoksilapatham, 2007, 2012; Kwan, 2006; Swales & Luebs, 2002; D. Thompson, 1993). There are numerous studies that used the CARS Model to identify the moves and steps in different sections of RAs and PhDTs (e.g. results section, methods section); however, as the focus of this study is on the introduction sections of these two genres, the studies which look into the introduction sections are reported here.

Nwogu (1997) carried out a research study on an initial corpus of 30 texts selected from five refereed medical journals in order to determine the extent of discourse patterning in them. According to the findings of the study, he suggested a modified version of the CARS Model (see Figure 2.5).

Outline of Moves and their Constituent Elements

Introduction	
Move 1:	Presenting Background Information:
by	(1) Reference to established knowledge in the field.
	(2) Reference to main research problem .
Move 2:	Reviewing Related Research:
by	(1) Reference to previous research.
	(2) Reference to limitations of previous research.
Move 3:	Presenting New Research:
by	(1) Reference to research purpose.
	(2) Reference to main research procedure.

Figure 2.5 The Modified Version of the CARS Model by Nwogu, 1997

Posteguillo (1999) analyzed 40 research article introductions in computer science based on Swales' 1990 CARS Model. These articles were selected from three different academic journals in computing recommended by subject teachers at the Computer Science Department at a university in Spain. Analysis of the introductions showed that they adhere to the model in terms of the presence and sequence of three moves. However, Posteguillo found that among the three steps of "Move 1: Establishing a Territory" specified in Swales' model, this discipline featured use of Step 3: Reviewing previous studies the most (75%), followed by Step 2: Making topic generalization (65,5%), and least of Step 1: Claiming centrality (47,5%). Posteguillo also pointed out that "Move 2: Establishing a Niche" was distinct in this discipline. 75% of introductions in the corpus showed a cyclical pattern for Move 2, recurring in a series of instances throughout the same introduction. For "Move 3: Presenting the present study", Posteguillo identified three steps used in computer science introductions, with different frequencies of occurrence ranging from 70% (Step 7: Outlining article structure) to 95% (Step 5: Announcing principal outcomes). It is noted that computer science introductions used Step 7 at a high percentage because the field is relatively new; the structure of the research articles is not yet fixed and, thus, needs to have this step to guide readers.

Anthony (1999) evaluated the CARS Model, which is the standard model for describing the structure of research article introductions, in terms of how well it could be applied to 12 articles which received "Best Paper" awards in the field of software engineering. The results indicated that the model adequately describes the main framework of the introductions. However, a number of important features are 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, which was shown in the article to be not only obligatory, but a crucial element

in achieving the aims of the introduction. He presented the revised CARS Model for the software engineering as follows:

Move 1	**Establishing a territory**
Step 1-1	Claiming centrality (and/or)
Step 1-2	Making topic generalization(s) (and/or)
Step 1-3	Reviewing items of previous research
Move 2	**Establishing a niche**
Step 2-1 A	Counter claiming (and/or)
Step 2-1 B	Indicating a gap (and/or)
Step 2-1 C	Question raising (and/or)
Step 2-1 D	Continuing a tradition
Move 3	**Occupying the niche**
Step 3-1 A	Outlinig purpose (and/or)
Step 3-1 B	Announcing present research
Step 3-2	Announcing principle findings
Step 3-3	*Evaluation of research*
Step 3-4	Indicating RA structure

Italics indicate changes made to the original CARS model

Figure 2.6 The "Modified" Version of the CARS model by Anthony (1999:40)

Kwan (2006) conducted a move analysis to show the schematic structure of the literature reviews of the PhD theses in applied linguistics. He concluded that while they exhibit a fairly predictable schematic structure similar to that of the research article and PhD thesis introduction, they, at the same time, are not structurally entirely the same. He identified a schematic structure for the literature reviews and used the term "strategy" in place of Swales' "steps" for the sub-components of the moves.

Samraj (2002) analyzed RA introductions from two related fields Wildlife Behavior and Conservation Biology, using Swales' (1990) CARS Model. The results of the analysis revealed disciplinary variation in the structure of this genre with important pedagogical implications. The results also indicated that the CARS Model needed revision for these two related fields. To me more specific, the study showed the need for a greater degree of embedding in the CARS model to account for the structures found in the introductions analyzed. The study presented a revised version of the CARS Model for this specific discipline (see Figure 2.7).

According to the results of the study, Samraj (2002) suggested some revisions regarding Swales' CARS Model (1990). First, the study revealed that reference to previous literature was not only found in Move 1. It could play a significant role in Move 2 as well, especially when it was used to support gaps in previous research. In addition, a discussion of previous research could also be under Move 3. Thus, reference to previous literature should be a freestanding sub-step which can be employed in the realization of any step in the introduction. As a result Move 1 in the CARS Model should be revised and contain two steps: centrality claims and background information on the topic.

Also, Samraj (2002) proposed that there was a need for another step "Positive Justification" in Move 2. The study also mentioned an important feature of this new step and concluded that this step never appeared by itself but always in conjunction with another step. Finally, Samraj (2002) stated that the results of the analyses supported the addition of a sub-step to the first step of Move 3 (presenting goals of present research). The sub-step should be "background information on topic". It should also be noted that this sub-step sometimes represented itself as an independent move that appears between Moves 2 and 3.

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 2.7 The Modified Version of the CARS Model by Samraj (2002: 15)

This was an indicator of the variation in the hierarchical status (move or sub-steps) and linear position (Move 1, 2A, or 3) of the rhetorical framework even within introductions form a single discipline. As a result, Samraj (2002) concluded that due to this problem, some discoursal aspects of a genre might exhibit a greater degree of flexibility in their position within the overall organization of that genre. Some rhetorical functions might have rather stable roles in the overall organization while others may be more unstable. The

structure postulated for a genre hence had to incorporate within it various degrees of flexibility.

Similar to Samraj (2002), Kanoksilapatham (2005) reported the results of a move analysis of 60 biochemistry RAs based on Swales' Model (1990). He concluded that there were 15 distinct moves: 3 moves for the introduction section, 4 moves for the methods, results, and discussion sections. Then, Kanoksilapatham (2007c) examined the frequency of occurrence of Move-Step in the two corpora of microbiology and biochemistry research articles (60 RAs in each corpus). The study revealed that the frequency of occurrence of "Move 3, Step 5: Announcing Principal Outcomes" in biochemistry was twice as frequent as in microbiology (55 versus 26 instances). Also, "Move 3 Step 6: Stating the Value of the Present Research" was frequently found in microbiology introductions, but not in biochemistry introductions.

Using Swales' CARS Model, Salihoğlu (2005) investigated the move patterns found in the corpus that consisted of 20 RAs in the field of Environmental Engineering. Twenty papers were randomly selected from two of the well established journals in the field recommended by specialist informants, which are "Waste Management" and "Water Research". The corpus consisted of two types of RA introductions: 1. ten RA introductions (5 from Waste Management and 5 from Water Research) that were written by native speakers, and 2. ten RA introductions (5 from Waste Management and 5 from Water Research) that were written by Turkish authors in English. The corpus was analyzed in the framework of CARS Model proposed by Swales (1990). The results of the study revealed that the Turkish writers seemed to use similar move-step structures with the native authors in their writing practices concerning the territory establishment (Move 1) and occupying a niche (Move 3). On the other hand, the analysis showed that a significant difference occurred in the move for

establishing a niche (Move 2). Half of the RA introductions in the Turkish corpus did not bring any questions about the previous research.

Öztürk's (2007) study explored the degree of variability in the structure of 20 RA introductions within two sub disciplines of applied linguistics, namely second language acquisition (10 RAs) and second language writing research (10 RAs), in terms of Swales' CARS Model (1990). According to the results of the study, the two sub disciplines seemed to employ different and almost unrelated move structures. In the second language acquisition corpus one type of move structure (M1-M2-M3) was predominant (60%, 6/10), and in this pattern the moves were arranged in the order predicted by the CARS model. However, in the second language writing corpus only 1 out of 10 RA introductions (i.e. JSLW5) in the corpus fitted the CARS model. He suggested that these differences can be explained in terms of the concepts of ''established'' field and ''emerging'' field.

Hirano (2009) compared the rhetorical organization of RA introductions in Brazilian Portuguese and in English within a subfield of Applied Linguistics. Using Swales' (1990) CARS model as an analytical tool, the study investigated 20 research articles in total. The findings indicated that introductions in Brazilian Portuguese tended to follow a different pattern from that of the model, whereas the introductions in English followed it closely.

Loi (2010) investigated the rhetorical organization of English and Chinese RA introductions in the field of educational psychology using Swales' (1990, 2004) framework of move analysis. In the study, a corpus of 40 RAs (20 Chinese and 20 English) was utilized. The English RAs, written by first-language English speakers, were selected from *The Journal of Educational Psychology* while the Chinese research articles, written by first-language Chinese speakers, were selected from the journal of *Psychological*

Development and Education. The findings showed that English and Chinese research article introductions generally employed the three moves (i.e., Move 1, Move 2 and Move 3) as outlined by Swales (1990, 2004). However, Swales' CARS Model could not account for certain rhetorical steps found in the two sets of introductions. The introduction sections of the English and Chinese RAs differed in the extent to which the moves and steps were used. To clarify, the rhetorical moves and steps were employed in fewer Chinese introductions compared to the English. An analytic-synthetic approach was proposed to teach academic writing to Chinese ESL students, encouraging them to engage in genre-analysis tasks before doing their own writing.

Using Swales' CARS Model (1990, 2004) as an investigative tool, Rubio (2011) investigated the constituent moves and steps of RA introductions. The study utilized the corpus of 28 multi-authored RAs published during 2007-2009 in the field of Agricultural Sciences. The findings of the study revealed that the application of Swales' CARS models showed no radical departure from the traditionally prescribed M1 -M2- M3 rhetorical pattern.

Soler-Monreal et. al (2011) analyzed 20 PhD theses on computing written in Spanish and English. The analysis followed the Swalesian approach and was based on a move-step analysis. The study revealed that Move 1 (Establishing the Territory) and Move 3 (Occupying the Niche) were obligatory moves in PhD thesis introductions in Spanish, whereas Move 2 (Establishing the Niche) was optional. Concerning the move pattern, the structure of English thesis introductions conformed more closely to the M1–M2–M3 arrangement. Moreover, combinations of moves and patterns, cyclicity and embedding make their organization more complex. The step analysis suggested that introductions in both languages relied mainly on the presentation of background information and the work carried out. However, the English introductions tended to stress the writer's own work, its originality and its

contribution to the field of study. They also presented more embedding and overlapping of steps and sub-steps than the Spanish texts.

These studies demonstrate that although the introduction part seems to display a relatively uniform rhetorical organization, each academic discipline seems to have its own conventions regarding style and rhetorical structure for knowledge dissemination among its members (Kanoksilapatham, 2012).

2.8.3 Corpus-Based Studies Looking at Rhetorical Features

In this research study, rhetorical features were limited to author presence markers, the use of "I" and "we" in the RAs and PhDTs in the two corpora in IR. Thus, the studies investigating the use of author presence markers are discussed in this section.

The academic prose of hard scientists has traditionally been viewed as "author-evacuated" as Geertz (1983) suggests. Martinez' (2000) study supports the idea in the sense that first person seems to go unnoticed by NNES whose first language is Spanish. The study investigated the Spanish- speaking scientists' beliefs and assumptions about the language of the RA in relation to first person use. All of the 64 researchers surveyed, each of whom was an expert reader of English in his/her field and had published several articles in English, said that first person could not be used in research articles and that it was not used in the papers of their specialization.

However, today, several corpus-based studies have analyzed the use of first person pronouns in academic writing and refuted the traditional view that this type of discourse is impersonal and objective (e.g. Harwood, 2005a, 2005b; Hyland, 2001, 2002a, 2002b; Kuo, 1999 ; Luzon, 1996, 2009, Martinez, 2005; Mur, 2007; Tang & John, 1999). Harwood (2005) suggests possible reasons for

this and claims that more research is being conducted now than at any time previously, and it is harder to get people's attention in this crowded environment. As Berkenkotter and Huckin (1995: 43) assert "scientists seem to be promoting their work to a degree never seen before". What's more, getting one's work accepted in the most prestigious journals in such an overpopulated arena seems to be even more challenging as journals are rejecting the vast majority of manuscripts submitted for publication (Harwood, 2005). Swales (1990) supports the claim by stating that the figure of papers rejected is 80-95% in the arts and humanities. Because a failure to publish in the academic arena may well jeopardize a scholar's prospects of promotion (Flowerdew, 1999), it would seem sensible to write a manuscript as novel and newsworthy as possible (Harwood, 2005), which in turn explains the need for the self-promotional *I* and *we* in academic writing.

Hyland (2002) claims that academic writing is not just about conveying an ideational "content", it is also about the representation of self. Recent research has suggested that academic prose is not completely impersonal, but that writers gain credibility by projecting an identity invested with individual authority, displaying confidence in their evaluations and commitment to their ideas. In other words, writers do not simply report the findings in a neutral or context-free way. They utilize the rhetorical resources that are accepted in a particular genre and discourse community. He claims that writers have to select their words so that readers are drawn in, influenced and persuaded. Their use of these resources and the choices they make from the alternatives signal who they are.

However, the issue of self-mention has received considerably less attention, and this issue remains a perennial problem for students, teachers, and experienced writers alike, and the extent to which one can reasonably explicitly

intrude into one's discourse, or assert one's personal involvement, remains highly controversial (Hyland, 2001).

Similarly, Cadman (1997, p. 8) argues that the central problem for international students lies in the gap between the epistemological orientations of different cultures; students are unclear about "who they are expected to be" and are unable to establish their own position in their writing. The absence of clear direction in their pedagogic texts, and conflicting expectations among their supervisors and teachers, simply exacerbates these difficulties.

For Hyland (2002), one of the central elements of pragmatic competence is the ability of writers to construct a credible representation of themselves and their work, aligning themselves with the socially shaped identities of their communities. For those who are new to a particular social context this situation can pose an important challenge since they are likely to find that discourses and practices of their disciplines may support identities that are different from those they bring with them (Baton & Hamilton, 1988; Bartholomae, 1986). Hyland (2002) underlines this issue by stating the following:

> These problems often place students at a rhetorical and interpersonal disadvantage, preventing them from communicating appropriate integrity and commitments, and undermining their relationship to readers. This socially defined rhetorical identity is accomplished through a range of rhetorical and interactive features, but most visibly in the use of first person pronouns and possessive determiners. (Hyland, 2002: 1092)

Fortunately, there are some studies investigating the rhetorical features in a text. The different ways that writers choose to represent themselves, and find themselves represented through their rhetorical choices have been discussed by scholars (Cadman, 1997; Harwood, 2005a, 2005b; Ivanic, 1998; Hyland, 2001, 2002a; Kuo, 1999; Luzon, 1996, 2009, Martinez, 2005; Mur, 2007; Tang & John, 1999)

Ivanic (1988) noted that there are three aspects of identity that interact in writing "autobiographical self", influenced by the writer's life-history, the "discoursal self", the image or 'voice' the writer projects in a text, and the "authorial self", manifested in the extent to which a writer intrudes into a text and claims responsibility for its content.

Hyland (2001) explored the use of self- citation and exclusive first person pronouns in a corpus of 240 research articles in eight disciplines. The study revealed how self-mention is used and perceived as a way of understanding more about writing in the disciplines and about the kinds of options available to students through an analysis of the texts in the corpus and interviews with expert informants.

Hyland (2002b) investigated the notion of identity in L2 writing by examining the use of personal pronouns in 64 Hong Kong undergraduate theses. The study showed significant underuse of authorial reference by students and clear preferences for avoiding these forms in contexts which involved making arguments or claims. He concluded that the individualistic identity implied in the use of I may be problematic for many L2 writers. He categorized the use of personal pronouns as summarized in the following Table 2.4.

According to the results of Hyland's (2002b) study, students mainly used author of pronouns and determiners to state a discoursal goal and explain a methodological approach while argumentative functions such as presenting and justifying claims, were more commonly expressed without direct reference to the author.

Table 2.4 Categories for the Use of Personal Pronouns

Stating a goal/ purpose	This kind of framing helped clarify both the direction of the research and the schematic structure of the argument, but it also foregrounded a fairly low risk writer role, simply signposting readers through the text.
Explaining a procedure	This also reflects a similarly low degree of personal exposure. This is the second most frequent use of authorial reference in the student corpus.
Stating results/ claims	This is the most self-assertive and consequently potentially the most face-threatening use of self-reference. A close study of first person uses in the published corpus shows that in all disciplines writers used the first person to represent their unique role in constructing a plausible interpretation for a phenomenon, thereby establishing a personal authority based on confidence and command of their arguments.
Expressing self-benefits	This requires a personal statement, usually in the conclusion, where the writer can adopt a less threatening role than the originator of ideas or interpreter of results, presenting him or herself in a way which does not step beyond a familiar student identity.
Elaborating an argument	This is a high-risk function where results contrast starkly between the two genres. Setting out a line of reasoning would seem to be a key purpose of academic writing but generally only the professional academics chose to stake their commitments to their arguments with the use of first person

(Taken and adapted from Hyland, 2002b: 1100-1104)

Similarly, Harwood (2005) investigated how academic writers used the personal pronouns *I* and *we* to help create a self-promotional tenor in their prose. The corpus used in the study included 325.000 words from four disciplines, physics, economics, computing science, and business and management. 10 articles were selected in each discipline, making 40 in all. 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.

Harwood (2005: 1211-1213) focuses on self-promotional *I* and *we* in research articles and identifies three distinct ways in which researchers use them:

> 1. Personalizing claims: the writer as authority and originator:
> This function is used when researchers market themselves and their research by constructing a picture of newsworthiness and uniqueness.
> 2. Procedural soundness and uniqueness:
> This type of self-promotional pronoun takes place during the description method. The use of such pronouns can be seen as more than a straightforward reporting of procedures. Researchers can be seen to be advertising their worth as researchers by using self-promotional pronouns to highlight their own contribution to the work.
> Also, this type of pronouns can help the writers display their judgment while testing a hypothesis or conducting an experiment.
> 3. Self-citation:
> Self-citation is one of the most obvious ways researchers can show that they deserve to be taken seriously. This happens mostly when they are referring to some previous work they have carried out.

Tang and John (1999) highlighted that students faced some difficulties when they entered the academic discourse community of the university. One of these difficulties was the issue of how writers created identities for themselves in academic writing. They explored the notion of writer identity in academic essays by focusing on first person pronouns, which they argued the most visible manifestation of a writer's presence in a text. After they set up a typology of six different identities (see Figure 2.8) behind these first person pronouns in academic writing, they applied this framework to a specific examination of the essays of undergraduate students at a university in Singapore.

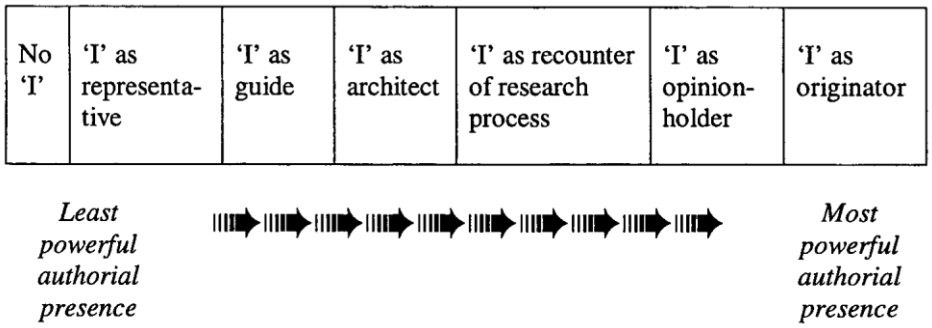


Figure 2.8 A Typology of Possible Identities Behind the First Person Pronoun in Academic Writing by Tang & John (1999: 29)

According to the results of their study, most of the students used the personal pronouns in the least powerful roles. For example, 42,39% of the students the first person pronouns in the role of a representative role, which was the least powerful role in their typology. However, only 5,61% of the students used the pronouns in conjunction with the most powerful role, (i.e. "I" as the originator). They explained that the low occurrence of the powerful roles could stem from the fact that these roles required the writers to be accountable for the propositions raised. At this point, Kirsch (1993: 64) says that "Creating a distance from one's text – denying ownership – is one mechanism for coping with inhibiting audiences".

Martinez (2005), also, compares the use of first person in a corpus of biology articles produced by native English-speaking (NES) writers and a corpus of research article manuscripts produced by non-native English-speaking (NNES) writers, focusing on first person distribution and function in the different sections. He found that the nonnative English-speaking novice authors had less tendency to use the first person pronouns. To clarify, the comparison of the normalized ratio of use in the two corpora showed an overall presence of first person in the NES texts over two times higher than in the NNES texts. The

study also investigated the functions of the pronouns. The results of the analysis of both corpora revealed that the NES Introduction sections revealed a preference for the use of "we" in functions involving high risk. He says that it is possible to infer that the use corresponds to Move 3, Occupation of the Niche, in Swales' (1990) Create a Research Space (CARS) model, particularly to announce the research and principal findings (Move3- Step 5). In the NNES corpus, the use of "we" in the Introduction was significantly higher in the non-risk function, Stating a Goal. However, "we" was scarcely used to refer to the findings of the paper being written, as the NES did.

Soler-Monreal et al. (2011) analyzed the introductory sections of a corpus of 20 doctoral theses on computing written in Spanish and in English. Their aim was to ascertain whether the theses, produced within the same scientific-technological area but by authors from different cultural and linguistic backgrounds, employed the same rhetorical strategies to introduce the work presented. Their analysis followed the Swalesian approach and was based on a move/step/sub-step model proposed for PhD introductions in Spanish. They concluded that Move 1 and Move 3 were obligatory moves in PhD thesis introductions in Spanish, while move 2 was optional. They also suggested that introductions in both languages relied mainly on the presentation of background information and the work carried out. However, the English introductions tended to stress the writer's own work, its originality and its contribution to the field of study.

For the purposes of this study, the rhetorical features were limited to author presence markers. After the use of personal pronouns "I" and "we" were identified in the two corpora, their rate of occurrence in the moves and steps according to the analyses based on Swales' CARS Model (2004) was investigated.

CHAPTER 3

METHOD OF RESEARCH

3.0 Introduction

This chapter is allocated to the definition and presentation of the research method which is used in the current study. This part of the study includes the following sub-sections: design of the study, data collection, data analysis, and reliability and validity issues.

3.1 Design of the Study

A combination of qualitative and quantitative techniques for data collection and analysis were employed in the present research; therefore, it can be regarded as a mixed-methods study. The mixed-methods is a purposeful and harmonious combination of qualitative and quantitative techniques in a research study. There are different alternatives possible for mixed-methods studies. Clark and Creswell (2008) propose that there are six major types of mixed-methods design which are built upon four criteria: implementation, priority, stage of integration and theoretical perspective. Definition of each criterion for each design type is provided in Table 3.1.

For this research study, concurrent nested design is used as a research paradigm. In concurrent nested design, both qualitative and quantitative data are collected simultaneously. However, one of them is posed as the primary data collection method and the other one is nested in this main method. Nesting

one of the methods (either qualitative or quantitative) into the main one leads to using this supporting method to answer a research question in a way that is different from the main research method. Quantitative data which mainly comprises of frequency counts provides generalizable results.

Table 3.1 Types of Design by Four Criteria (Clark &Creswell, 2008:179)

Design Type	Implementation	Priority	Stage of Integration	Theoretical Perspective
Sequential explanatory	Quantitative followed by qualitative	Usually quantitative; can be qualitative or equal	Interpretation phrase	May be present
Sequential explanatory	Quantitative followed by qualitative	Usually qualitative; can be quantitative or equal	Interpretation phrase	May be present
Sequential transformative	Either quantitative followed by qualitative or qualitative followed by quantitative	Quantitative, or qualitative or equal	Interpretation phrase	Definitely present (i.e., Conceptual framework, advocacy, empowerment)
Concurrent triangulation	Concurrent collection of qualitative and quantitative data	Preferably equal; can be quantitative or qualitative	Interpretation phase or analysis phase	May be present
Concurrent nested	Concurrent collection of qualitative and quantitative data	Quantitative or qualitative	Analysis phase	May be present
Concurrent transformative	Concurrent collection of qualitative and quantitative data	Quantitative, qualitative or equal	Usually analysis phase; can be during interpretation phase	Definitely present (i.e., Conceptual framework, advocacy, empowerment)

However, the research questions of this study require a detailed hand-tagged analysis of the texts especially the Move and Step structure according to Swales' CARS Model (2004), the functions of citations and author presence markers. Therefore, the qualitative data becomes more prominent in the research while the quantitative data is nested to use it to support the qualitative data and thus provide a general view.

These two levels of analyses were carried out in an integrated fashion to increase the reliability of the findings. To illustrate, Swales' CARS Model was used to uncover the structures of the RAs and PhDTs in the field of IR. This analysis qualitatively describes what types of information, through moves and steps, are included in a particular genre and in what order. The frequencies of moves and steps within the same field, the field of International Relations, but across two different genres, the RAs and PhDTs can be quantitatively compared in order to observe variations in discoursal structure in a single discipline. Thus, with the help of the quantitative analysis, the general move step pattern which was produced via qualitative analysis was supported.

Also, the computer supported the qualitative analysis by measuring and comparing the difficulty level of the language in the two corpora, which could not be possible via the hand-tagged analysis.

3.2 Data Collection

3.2.1 Choice of the CARS Model

The CARS Model (Swales, 2004) was chosen for the analysis of move-step structures of the two corpora used in this study for some reasons. First, the model is one of the major pioneers of genre analysis, and it illustrates many of

the concepts and techniques used in the field in a comprehensive way. Second, the model has been through several revisions since it was first proposed in 1981 by Swales incorporating the findings of several studies. Swales (2004), in response to further research, modified his model in order to better reflect the variability in how the three move types are realized in different sub-genres of research article introductions. For example, the model incorporated the findings of such studies as Cooper (1985), who applied the model in electronic engineering, Crookes (1986), who applied it in both the hard and social sciences, Anthony (1999), who applied it in computer science, and Samraj (2002) who applied it in wildlife behavior. As such, for the current study the latest version of the model, which is the CARS Model (Swales, 2004), was utilized as the model can be considered as one of the stronger descriptions of text structure to date. Finally, the model is commonly referred to in the field of English Language Teaching, and some books on writing either directly quote it or have been strongly influenced by it (e.g. Weissberg & Buker, 1990; Huckin & Olsen, 1991), which is an indicator of its acceptance in the academia.

3.2.2 Choice of the Discipline

The discipline selected for this research study is International Relations based on the convenience or opportunity sampling due to the availability and easy accessibility of data at the time of the research design (Dörnyei, 2007; Creswell, 2007). At the same time, however, this discipline embodies the key characteristics crucial for this study which are explained below.

International Relations is an academic discipline which deals with human behavior in the largest of all social groups, the international society (Knutsen, 1997). This discipline emerged in the early 20th century, and became a discrete academic field (No. 5901 in the 4-digit UNESCO Nomenclature) within

political science (Lincaru, et. al, 2011). Due to the importance of this discipline, the need to publish scientific RAs and PhD theses is apparent.
Additionally, there are not any studies conducted to describe the genre specific features of this discipline to the knowledge of the researcher. As a result, insight from the analysis of International Relations RAs and PhDTs could be beneficial to a large number of scholars, practitioners, and students in the field.

3.2.3 Choice of the Introduction Section

The current study focuses on the introduction section of the theses and research articles for the purposes of this study. One reason why the introduction section is chosen is that regardless of their type and research design, all kinds of research articles and PhD theses include an introduction section.

Another reason is that introductions are considered as quite challenging for nearly all academic writers because "getting started on a piece of academic writing is often more difficult than its continuation" (Swales 1990). Also, the introduction is usually the first section after the abstract and consequently has a great impact, possibly determining whether readers want to read the rest of the RA or PhD thesis. It also plays a vital role in showcasing the study being reported (Kanoksilapatham, 2012; Swales, & Najhar, 1987; Taş, 2008; Yaylı & Canagarajah, 2014). Arrington and Rose (1987; cited in Swales 1990) point out that "the opening paragraphs somehow present the writer with an unnerving wealth 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". Swales (1990) continues to list the decisions to be made by emphasizing the difficulties the writers face as follows:

> …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 (especially in the ear 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 parts of texts (Swales, 1990: 137).

Due to the reasons given above, it can be said that the introduction section is particularly troublesome for the authors. As a result, this current study aims to investigate the genre-specific features of the introduction sections.

3.2.4 Choice of the Corpus

This is a corpus-based empirical study, the type that is discussed in Biber, Conrad, and Reppen (1999) and Sinclair (1991). In this type, a principled collection of natural texts was analyzed with computer-based quantitative analytical techniques and hand-tagged analyses and interpreted qualitatively.

In this study two corpora were used, each representing a distinct type of genre: the PhD theses and the research articles. While the PhDTs corpus was built with the METU theses in International Relations, the RA corpus was built with research articles written in the leading journals in the relevant field. The general design of the corpus is illustrated in Figure 3.1. The selection processes for the theses and the journals are explained in detail in Section 3.2.4.1 and Section 3.2.4.2.

When collecting data, criterion sampling was selected for the purposes of the current study because in criterion sampling, the researcher selects the participants or cases that meet some specific predetermined criteria (Dörnyei, 2007). In addition to criterion sampling, random sampling was used to select the RAs that fit the criterion.

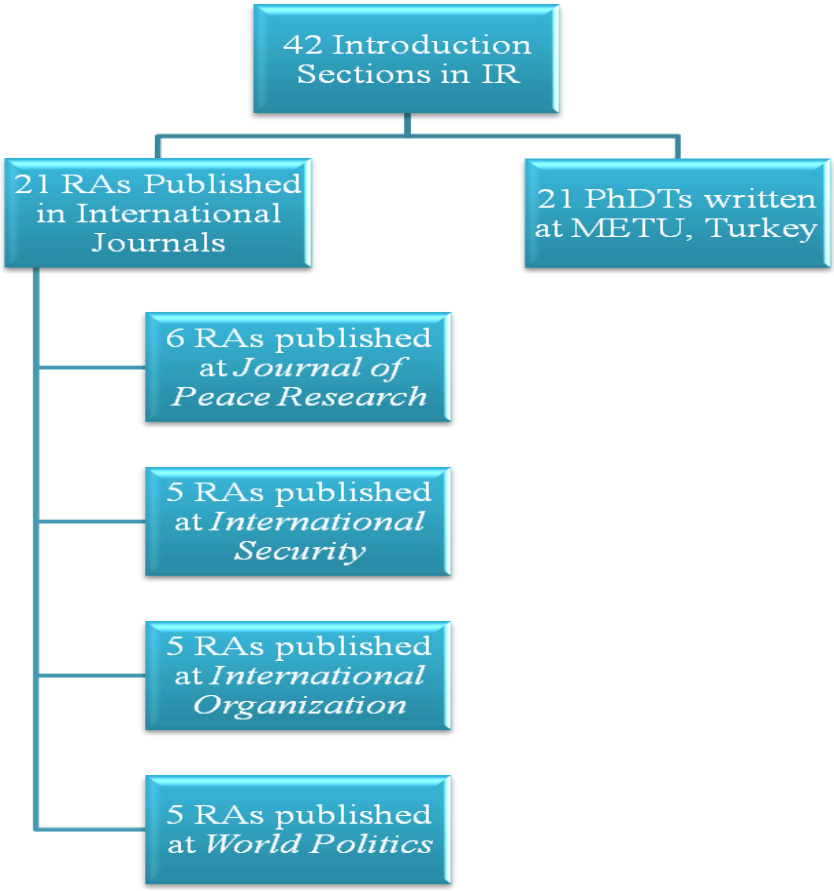


Figure 3.1 General Structure of the Design of the Data

The criterion in this study and the data collection process are explained in detail in the following sub-sections 3.2.4.1. and 3.2.4.2. The data analyses included computer-supported and hand-tagged analyses of these two corpora, which are explained in Section 3.3.

3.2.4.1 Corpus of the PhDTs in IR

The 78360 word corpus of the PhDTs included the theses written in the last ten years (between 2006 and 2015) by the PhD students enrolled in the PhD programs offered by METU in the Department of International Relations (see Appendix A).

There are 56 PhDTs written at METU in the Department of International Relations between 2006 and 2015. Of all the PhDTs written by the METU students between the specified years, 21 PhD theses were included in the study as they met the three main criteria: The theses should 1) be accessible during the data collection period, 2) not include sub-headings under the introduction chapter, and 3) be data-based, empirical studies. The details regarding the PhDTs written between these years are displayed in the following table.

Table 3.2 PhDTs Written Between 2006-2015 at METU, Department of IR

Theses included in this study	**21**
Theses excluded in this study	**35**
> Theses that were not accessible	19
> Theses with sub-headings	13
> Theses with theoretical focus	03
TOTAL	**56**

The first criterion is that the theses should be accessible during the data collection period. While the theses that were accessible via the METU Library were saved electronically, those that were not accessible during the time of the research study had to be excluded from the study. At the time of the data collection, there were 19 forbidden PhDTs that could not be accessed.

The second criterion when selecting the PhD theses is that the theses should not include sub-headings under the introduction chapter as the CARS Model (Swales, 2004) does not include a move unit for the subheadings within the introduction. Specifically, Swales (1990, 2004) does not mention the possibility of the existence of a lengthy background or literature review section within the introduction sections. When the CARS Model (1990, 2004) is analyzed closely, it is noticed that items of previous research are mainly

included at Move 1 and Move 2. Therefore, the analysis in this research study was limited to the section entitled "Introduction", and was not extended to the subheadings in the PhD theses introductions. There were 13 PhDTs with sub-headings written at the time of the data collection, and they were excluded from the study as Swales' (2004) CARS Model does not include move and step structure for these sub-headings.

Finally, the theses should be data-based, empirical studies because the 2004 CARS Model offers a schema for the analysis of introductions in empirical studies only, and not for theoretical studies (Swales, 2004). Also, the restriction was placed due to the observation that the overall organization (rhetorical structure) of a RA and PhD theses may vary in accordance with its type (Crookes, 1986). When determining whether a thesis is an empirical or a theoretical one, the researcher contacted via e-mail one of the lecturers in the Department of International Relations at METU who holds a PhD in the field. The lecturer was asked to describe the main characteristics of empirical and theoretical theses in the field of IR. The lecturer described empirical studies as the implementation of theories in IR into real cases or examples either to support or refute the theories. Theoretical studies, on the other hand, study the ideas and concepts of a specific theory. Additionally, the lecturer was asked to analyze three PhDTs which were written by METU students in the field of IR and name them as either an empirical thesis or theoretical thesis. The lecturer named these example theses so that the researcher could use these examples as a reference when deciding on the type of the theses to be used in the study. Since 3 PhDTs had a theoretical focus, they were not included in this research study.

The theses included in this study and the years they were written are displayed in the following table. The theses completed earlier than 2005 were not

included in the corpus since a diachronic analysis of the theses is out of the scope of the present study.

Table 3.3 Corpus of the PhDTs Analyzed in the Study

Year	Number of Theses
2006	1
2007	2
2008	2
2009	2
2010	1
2011	4
2012	2
2013	4
2014	2
2015	1
Total	**21**

The corpus consisted of the introduction parts of the PhDTs written in English between the years of 2006-2015 by METU PhD students in the Department of International Relations. The list of the theses included in the corpus is presented in the Appendix A.

3.2.4.2 Corpus of the RAs in IR

The 19958 word corpus of the research articles constituted 21 RA introductions published between the years 2006 and 2015 by authors of different nationalities in major academic journals in the field of International Relations. Before

selecting the RAs, the journals were selected according to two criteria: their ratings among scholars in international relations and their impact factor.

The selection process concerning the journals included two main steps. First, eighteen academics studying for a PhD in international relations were given a list of journals with their impact factors and were asked to name and rank the 4 most prestigious journals that publish research articles related to international relations (see Table 3.4 for the list of journals). "Prestigious journal" was defined as a journal that they would want their research articles to be published in. Second, the 2014 journal citation report released by Thomson Reuters was used as a reference when selecting the journals for the corpus of this study. 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 (Thomson, 2004).

Table 3.4 Journals in IR with a High Impact Factor

*** Journals**	**Impact Factor**
International Security	4.455
Journal of Peace Research	3.387
International Organization	3.019
World Politics	2.450
Political Psychology	2.384
Perspectives on Politics	2.132
Foreign Affairs	2.009

* Journals are presented in the order ranked by their Impact Factor as listed in 2014 Journal Citation Reports by Thomson Reuters
(http://fmed.dums.ac.ir/uploads/Impact_factors_2014_17939.pdf)

Based on the criterion, the responses of academics were then computed and the journals were ranked according to these scores. The journals named by the academics were also among the journals with the highest impact factors specified through the second criterion. As a result, four academic journals from

which the articles were chosen were selected based on their impact factors and the selection scores by the academics (see Table 3.5). Four academic journals were selected with the purpose that there would be enough RAs from each journal, which in total would add up to 21 RAs.

Table 3.5 Journals in IR from which the RAs were Selected in This Study

* Journals	Impact Factor
International Security	4.455
Journal of Peace Research	3.387
International Organization	3.019
World Politics	2.450

* Journals are presented in the order ranked by their Impact Factor as listed in 2014 Journal Citation Reports by Thomson Reuters (http://fmed.dums.ac.ir/uploads/Impact_factors_2014_17939.pdf)

After the journals in International Relations were selected to be used in the study, the research articles were chosen according to the same criteria used in the selection of PhDTs. The rationales behind these criteria for selecting the RAs are the same as those mentioned in the selection of the PhDTs.

The first one is that the RAs should be accessible during the data collection period. Second, the RAs should have the introduction part without sub-headings so that they could be analyzed according to Swales' 2004 CARS Model. Therefore, the part which follows the "abstract" immediately and/or which precedes another heading was considered as the introduction part in the RAs.

The third criterion is that the RAs in the corpus should be restricted to data-based, empirical RAs because the CARS Model (Swales, 2004) offers a schema for the analysis of introductions in empirical RAs only, and not for theoretical articles (Swales, 2004). When determining whether an RA is an

empirical or a theoretical one, the researcher followed the same procedure used in the selection of the PhDTs. Referring to the information obtained by the lecturer in the Department of International Relations at METU who holds a PhD in the field, the researcher decided on the type of the RAs to be used in the study.

Bearing these three criteria in mind, the researcher selected 21 articles in the specified four journals published between 2006 and 2015 to match the number obtained from PhDTs on a random basis. The articles to be analyzed were chosen randomly, but utmost attention was paid to choose different writers as much as possible. The reason for this is that the selection of the same writers would point more to the writers' stylistic features than to the genre-defining features of the texts in question.

The number of the RAs from each journal was kept equal (e.g. 5 RAs from 3 journals and 6 from one journal due to the uneven number of PhDTs). Also, the same number of RAs as the PhDTs for each year was included in the corpus of this study. To illustrate, there are four PhDTs completed in the International Relations Department at METU in the year 2011, which were selected for the study; thus, four RAs published in 2011 were selected randomly, each of which came from different journals selected for the study (see Table 3.6). Finally, the introduction parts of the RAs selected for the study were saved electronically.

Native speaker status, the length of the introductions, the number of authors (single or more) and institutional affiliation were not determining factors in forming the corpus. The articles written earlier than 2006 were not included in the corpus since a diachronic analysis of the theses is out of the scope of the present study.

Table 3.6 Corpus of the RAs Analyzed in this Study

Journal / Year	*International Security*	*International Organisation*	*Journal of Peace Research*	*World Politics*	**Total**
2006	-	-	1	-	**1**
2007	-	1	-	1	**2**
2008	-	-	1	1	**2**
2009	1	1	-	-	**1**
2010	-	-	1	-	**1**
2011	1	1	1	1	**4**
2012	1	-	1	-	**2**
2013	1	1	1	1	**4**
2014	-	1	-	1	**2**
2015	1	-	-	-	**1**
Total	**5**	**5**	**6**	**5**	**21**

The corpus of the RAs comprised the introduction parts of the RAs written in English between these years in the selected journals by academicians. The list of the RAs included in the corpus is presented in Appendix B.

In short, during the data collection process, criterion sampling, random sampling and convenience sampling were employed as explained above. There were key characteristics that were crucial for this study. These characteristics were the field of the RAs and PhDTs, the number of RAs and PhDTs available written between 2006 and 2015, and the discourse type (empirical studies) of the RAs and PhDTs. These key characteristics made this study possible by building a basis so as to compare the introduction sections of the RAs and PhDTs in IR in terms of their lexico-grammatical, discoursal (move-step analysis) and rhetorical (author presence markers) features.

3.3 Data Analysis Procedure

This study employed both qualitative and quantitative data analyses methods. Quantitative analysis comprised frequency counts and text analyses of the introduction sections of the RAs and PhDTs in IR. Qualitative analysis included analyzing the move and step structure according to Swales' (2004) CARS Model in the two corpora.

A corpus-based approach to move analysis requires an analysis of a well-designed representative collection of texts of a particular genre. These texts are encoded electronically, allowing for more complex and generalizable research findings, revealing linguistic patterns and frequency information that would otherwise be too labor intensive to uncover by hand (Baker, 2006: 2). However, this does not mean that a corpus-based approach is simply a quantitative approach. Corpus-based discourse analysis depends on both quantitative and qualitative techniques. Even with a corpus-based approach, the moves and move types in each text must first be identified and tagged individually by the researchers making qualitative judgments about the communicative purposes of the different parts of a text. Then, even once quantitative data are run, the results must still be interpreted functionally (Connor, Upton & Kanoksilapatham, 2007). As Biber et. al. (1998) note "association patterns represent quantitative relations, measuring the extent to which features and variants are associated with contextual factors. However, functional [qualitative] interpretation is also an essential step in any corpus-based analysis" (Biber et. al., 1998: 4).

Given these, in this study, the corpus-based analyses depended on not only quantitative but also qualitative analyses. In the data collection process, after selecting the PhDTs, their format was changed for the data analysis stage. In the initial stage, the selected theses to be used in this study were in

computerized form and the files were in PDF format. The introduction parts of the files were converted into txt format for the ease of the analysis of the data as the software programs used in the data analysis required txt format. As the process required detailed work, the researcher contacted an expert in computer software programs and gave the necessary information about the data collection instruments and the nature of the study. The expert checked the pdf and txt versions of the data twice. Finally, the same procedure was followed for the RAs selected for the study.

In the data analyses process, the data was analyzed in three main stages. First, the data was analyzed in terms of the lexico-grammatical features of the PhDTs and RAs with the help of computer support. Second, a hand-tagged analysis of the discoursal features was carried out to analyze the move-step pattern. Finally, rhetorical features (author presence markers) were identified manually in the two corpora. The analysis of data is explained in detail in the following sub-sections.

3.3.1 Analysis of the Lexico-Grammatical Features of the PhDTs and RAs in IR

The analysis of lexico-grammatical features included computer-supported analysis. Three software programs for Windows were utilized to analyze the texts.

The first software program is *AntConc3.4.4w (Windows)*, which is a concordance software program developed by Laurence Anthony, the Faculty of Science and Engineering, Waseda University, Japan. The program was used to form frequency lists, concordance lines and collocation patterns.

The second software program is *AntWordProfiler1.4.0w (Windows)*, which is a vocabulary profiling software developed by Prof. Laurence Anthony, the Faculty of Science and Engineering, Waseda University, Japan. *AntWordProfiler1.4.0w* was utilized in comparing the data with a corpus of K1 words (most frequent 1000 words), K2 (most frequent 1001 to 2000 words) and AWL (Academic Word Lists). In reporting the significance level of the differences found out in the vocabulary profiling analyses of the two corpora, SPSS (23.00) a statistical software package, was utilized.

The last software program is the *Microsoft Office Word Program* (2007 version). The readability statistics of the corpora were obtained by using the readability analysis feature of this program.

3.3.2 Analysis of the Discoursal Features of the PhDTs and RAs in IR

After the quantitative analysis was conducted, the data was analyzed qualitatively through the hand-tagged analyses to find the following:

1) the overall organizational patterns according to the moves and steps
2) frequency of occurrence of each move and step in PhDTs and RAs in IR.

3.3.2.1 Hand-Tagged Analysis

Although hand tagging necessitates well trained man power for a highly repetitive and boring job, the study utilizes the technique when analyzing the discoursal features of the two corpora. In order to obtain reliable results, three raters including the researcher coded the corpora after receiving training and norming sessions.

The details regarding the hand-tagged analyses are as follows: First of all, all of the introduction sections in the RAs and PhDTs were read carefully. The analyses were carried out at the sentence level in relation to the preceding and following sentences in order not to see the sentences isolated from the context. Using Swales' (2004) CARS Model, each sentence in an introduction was given a move and a step label.

In this study, analyzing the sentences involved the coding of moves and steps based on the Swales' CARS Model (2004). The codes for the analyses were determined by the researcher. The initials and numbers were used to code the move and steps (e.g. Move3-Step2). Then, during the analysis, a few more codes were added as there were new moves and steps in the two corpora. These codes are presented in Appendix C.

During the coding, it was noted that some statements did not fit in the CARS Model. The parts that did not fit in the model were left as uncategorized. Then, these uncategorized parts were analyzed by Rater 1 and Rater 2 individually. These categories were labeled as new categories, and were given a name by the two raters.

In most of the cases, the sentence as the unit of coding was not problematic. However, in very few cases a sentence contained two moves or steps. In these cases, the sentence was assigned to the move or step that appeared to be more salient as stated in Crookes (1986), Holmes (1997) and Öztürk (2007). This is exemplified in the following Excerpt 3.1, which is the last paragraph of the RA 19.

Excerpt 3.1

Table 3.7 A Sample Hand-Tagged Analysis of Move-Step Coding

Sentence		Move-Step
15	*I develop this argument in several stages.*	M3S7
16	*First, I situate ...*	M3S7
17	*Next, I briefly review the literature ...*	M3S7
18	***I then explore primary documents to measure the concepts of liberty present in the Eisenhower and Kennedy administrations and generate testable predictions for these cases.***	**M3S7**
19	*Subsequently, I show ...*	M3S7
21	*Finally, I examine ...*	M3S7
22	*I conclude with some thoughts on ...*	M3S7

(RA19, 15-22)

In this case, in sentence 18, the writer outlined the structure of the paper (M3S7) by saying "I then…". Then, the writer mentioned the methods used in the study (M3S4) in the same sentence. Here, M3S7 seemed more salient as the preceding and following sentences outlined the structure of the paper (M3S7). It could be said that the focus of the paragraph was to outline the structure of the paper (M3S7). Hence, the sentence was assigned to M3S7.

During the qualitative data analysis stage, the general steps often used to conduct a corpus-based move analysis (explained in Table 2.1 in Chapter 2) were followed (Connor, Upton & Kanoksilapatham, 2007: 34). These steps are explained in detail below.

Using Swales' CARS Model (2004), the moves and steps were identified by the researcher of this study and another rater to ensure the reliability of the study. The third rater was consulted when Rater 1 and Rater 2 differed in the move analysis. The details for reliability activities are explained in Section 3.6. Before the coding, training and norming sessions were conducted, which are explained in Section 3.4

The qualitative data were analyzed through Statistical Package for the Social Sciences (SPSS) Program (23.00) and Microsoft Office Excel Program. The next step was to determine whether there was a statistical difference between the RAs and PhD theses in terms of these features. To determine the statistical differences between the RAs and PhDTs, Chi-Square test was applied. As stated by Huck (2012: 409) "the term chi-square test technically describes any inferential test that involves a critical value being pulled from or a data-based p-value being tied to one of the many chi- square distributions". It is used to determine whether there is difference between two or more groups.

Then, the frequencies of these moves-steps were calculated. The frequencies of each move and step in RAs and PhDTs were recorded to determine if a particular move and step occurred frequently enough to be considered obligatory. When determining on the percentage of a move to be considered as obligatory, studies differed in their choice of the percentage. To illustrate, Khani & Tazik (2010) referred to Swales (1990) and stated that the moves that occurred in more than half of the RAs were considered as obligatory moves and those that occurred in less than 50% of the RAs were optional moves. Kanoksilapatham (2005, 2007), on the other hand, decided on the cut-off frequency as 60% of occurrence and stated that this was arbitrarily established as a potential measure of move stability for any move posited in this study. He explained that a move occurring in 60% of the introduction sections in the corpus was considered an obligatory move. If a move's occurrence was lower than 60%, it was considered optional. Different from these studies, San & Tan (2012) claimed that to determine if a move was obligatory, there should be an 80% of the move occurrence as suggested by Santos (1996) and Pho (2008). Finally, Kwan (2006) argued in his study that a move was considered to be obligatory if it appeared in 100% of the thematic units. The thematic unit was explained as dividing each chapter into thematic units based on the sectional

boundaries that were indicated by such meta-signals as section breaks, section headings, and their respective numbering systems.

In this regard, the cut-off frequency of 50% of occurrence was chosen as a potential measure of move stability for any move posited in this study. If the frequency of a move falls below 50%, it is considered optional (Swales, 1990; Khani & Tazik, 2010). Based on these calculations, a rhetorical structure for the introduction parts of RAs and PhD theses was proposed.

3.3.2.2 Sample Hand-Tagging Analysis

The qualitative analysis of the study required more meticulous work. While there was sometimes no discrepancy in the analyses carried out by the raters, there were some challenges during the analysis of some cases in the RAs and PhD theses, which is illustrated below. The full texts of the excerpts are available in Appendix D. First, the hand-tagging process of the RA introductions with its processes and challenges is described as follows. Then the process is exemplified for the PhDT introductions.

Some modifications were made when presenting the representative examples. First, each example is accompanied by abbreviations in parentheses representing the research article (RA) or PhD thesis (PhDT) with the sentence numbers. Second, all citations are replaced with the symbol of (R) as the references were not important to mention. However, they are kept only when illustrating Move 1 - Step 2: Quotation to support ideas to exemplify the quotation. Also, it is important to mention that all the excerpts are presented in their original forms without any changes (i.e. without correcting English errors - if any).

Regarding the analyses of the RAs, Excerpt 3.2 is an example of a move on which the two raters agreed. The raters agreed on this move as the author of the RA directly mentioned his purpose in the article. This move is named as Move3 "Presenting the Present Work" - Step7 "Outlining the Structure of the Paper" in Swales' (2004) CARS Model.

Excerpt 3.2

Table 3.8 A Sample Coding of Moves-Steps According to Swales' 2004 CARS Model by Rater 1 and Rater 2

Rater 1	Excerpt	Rater 2
M3	*The article proceeds as follows. In the next section I…* *I then present…* *I proceed by…* *I then discuss the…*	M3

(RA3, 81-85)

Excerpt 3.3 is an example for a step on which the raters disagreed. In the analysis of this part, both raters agreed on Move 3 "Presenting the Present Work", but there was a difference regarding the Steps of Move. When analyzing the excerpt for Steps, the raters noticed a difference regarding Move3 "Presenting the Present Work", - Step 4 "Summarizing Methods". While Rater 2 coded one of the sentences as Step 4, Rater 1 did not mention Step 4 at all. The coding of Rater 1 and Rater 2 are presented in the following table.

Excerpt 3.3

Table 3.9 A Sample Coding of Moves-Steps According to Swales' 2004 CARS Model by Rater 1 and Rater 2

Rater 1	Excerpt	Rater 2
M3S7	*...I then evaluate the ....*	M3S7
M3S7	*I consider alternative specifications and estimate a two-stage model to control .....*	M3S4
M3S5	*Generally, the results....*	M3S5
M3S7	*I conclude by...*	M3S7

(RA1, 7-13)

After negotiating on the difference, Rater 1 agreed that the author of the RA mentions a specific model, which should be under Step 4 "Summarizing Methods". Thus, Rater 1 agreed with Rater 2 and changed her coding accordingly.

Excerpt 3.4 is an example of a step which does not exist in Swales' 2004 CARS Model for the introduction parts. As the raters could not match the part with the model, they first coded it as "new" and then named the step as "telling an anecdote for additional support". The two raters agreed that it was a new one and that the name of the step should be so as the author of the RA quoted this part from Australian Foreign Minister Alexander Downer.

The hand-tagging process of the PhD theses with its processes and challenges is described as follows. Excerpt 3.5 is an example of a move on which the two raters agreed. The raters stated that this part fits Move 1 "claiming centrality" as the writer established the research territory by stressing the importance of state behavior as the rational actors of the international system.

Excerpt 3.4

Table 3.10 A Sample Coding of Moves-Steps According to Swales' 2004 CARS Model by Rater 1 and Rater 2

Rater 1	Excerpt	Rater 2
New: Quotation to support ideas	*We've got to recognize that the multilateral system does have its limits. And there have been occasions, I'm afraid, when the UN has been unable to deal with crises in Rwanda, in Kosovo, quite a long list of missed opportunities by the UN. And the case of the Solomons, it would just be too difficult to get the UN to solve this problem. We'll have to do it ourselves, with a coalition of other countries. (Australian Foreign Minister Alexander Downer on the need for Australia to lead a peacekeeping mission to the Solomon Islands, cited in Ponzio, 2005: 178)*	New: Quotation to support ideas

(RA4, 1-4)

Excerpt 3.5

Table 3.11 A Sample Coding of Moves-Steps According to Swales' 2004 CARS Model by Rater 1 and Rater 2

Rater 1	Excerpt	Rater 2
M1	*State behavior as the rational actors of the international system has been the main subject matter of the study of international relations for a very long time where it still preserves its prime position. Dissolution of the Soviet Union demonstrated to us, the students of international relations that the need to know more about the inside of the state is vital as well for the understanding of international relations rather than accepting the state as a solid "black box"…*	M1

(PhDT2, 1-2)

Excerpt 3.6, displayed in Table 3.12, provides the context in which the two raters disagreed on a move first and then how they reached a consensus in a PhD thesis. Rater 2 coded the whole paragraph as Move 2 "Establishing a niche", whereas Rater 1 coded the same paragraph as M2-M1-M2 (see Table 3.12).

Excerpt 3.6

Table 3.12 A Sample Coding of Moves-Steps According to Swales' 2004 Model by Rater 1 and Rater 2

Rater 1	Excerpt	Rater 2
M2	*Centralization/decentralization discussion, which is the main argument of fiscal federalism, especially dedicated to the financial management of expenses, cannot be applicable to the EU budget, since centralization or decentralization is not effective for the EU and an anathema of a highly developed political entity.*	M2
M1	*Indeed fiscal federalism by referring the EU, articulates that any policy that can be done more efficiently at EU level should be done at that level, and inversely, anything which can be done more efficiently by the national governments of the Member States should not be an EU responsibility.*	
M2	*This argument is not coherent for the EU as well, because the problems cannot be only attached to the efficient management of policies.*	

(PhDT8, 82-84)

Upon noticing the difference in coding the moves, the raters discussed the excerpt again by referring to Swales' 2004 model. After negotiating on the excerpt by highlighting the key words, they reached a consensus as Rater 2 agreed that there was a general statement made about fiscal federalism by referring to the EU, and this part should fit into Move 1.

Excerpts 3.7 and 3.8 are the examples of the two moves which do not exist in Swales' CARS Model (2004) for the introduction parts. As the raters could not match the part, displayed in Excerpt 3.7, with the model, they first coded it as "new".

The PhDT, where this quotation is given, immediately starts with the quotation under the "Introduction Chapter". The two raters agreed that it was a new step under Move 1 and they named the step as "Move 1 Step 2: Quotation to support ideas" as the author of the PhDT started the introduction with a quotation from the myth of Midas to support the ideas presented in the thesis.

Excerpt 3.7

Table 3.13 A Sample Coding of Moves-Steps According to Swales' 2004 Model by Rater 1 and Rater 2

Rater 1	Excerpt	Rater 2
New: M1S1 Quotation to support ideas	*"Grant me this boon then," Midas cried eagerly, "that whatever I touch may turn to gold."* *"So be it!" laughed the god...* *And Midas left his presence exulting to know that henceforth his wealth was boundless.* *The Myth of Midas* *Terry Lynn Karl,* *"The Paradox of Plenty"*	New: M1S1 Quotation to support ideas

(PhDT2, 1-3)

In the following excerpt, the writer explains the situation in Sarajevo in 1992 in detail. The excerpt takes place at the very beginning of the chapter, just after the introduction title. This part does not fit into Swales' 2004 model either. The raters followed the same procedure as explained for Excerpt 3.7. After coding it as "new", they coded this part as "explaining a case/ situation" as a new step under Move 1.

Excerpt 3.8

> *The lyrics of Pink Floyd's 1979 album fit perfectly to the Sarajevo of 1992. The end of the Cold War had created an extensive hope for a new world order. The world's only remaining superpower, the United States, which was closer than ever to acquiring world leadership, had declared a New World Order (NWO) through the speeches by its then President George Bush, the father. According to Bush, the principles of this NWO would be peaceful settlement of disputes, solidarity against aggression, reduced and controlled arsenals, and just treatment of peoples(R). Those running for shelter in Sarajevo in April 1992 had counted on these envisioned principles of a brave New World.*
>
> (PhDT5, 4-8)

Following the samples given above for the qualitative analysis for discoursal features, the details regarding the raters in this study and the training and norming sessions are explained in the following section.

3.3.2.3 Raters in This Study

The analyses of the two corpora were conducted by the researcher of this study. During the qualitative data analysis stage, in addition to the researcher (Rater 1), an independent rater (Rater 2) coded the 42% (9/21) of the corpora in order to obtain reliable results. Rater 3 was consulted when Rater 1 and Rater 2 differed in the move analysis. After the researcher of this study explained the purpose and the procedure of the study, Rater 2 and Rater 3 agreed to participate in the study voluntarily.

Rater 2 and Rater 3 were chosen according to three criteria: 1. a rater who is an insider in the field of International Relations as the researcher of this study is an outsider who is in the field of English Language Teaching, 2. a rater who has at least a BA degree in the field of International Relations to insure that the rater has expertise in the focused discipline, and 3. a rater who has a TOEFL

IBT score of at least 90, which is the accepted score for graduate studies abroad.

The details regarding Rater 2 are as follows: She holds a BA in English Language Teaching with a minor in European Studies. Also she has completed her MS degree in International Relations and Applied Intelligence. At the time of the study she was a PhD candidate who was writing her thesis in the field of International Security. She read 9 (42,85%) of the PhDTs and RAs in this study. The details for reliability activities are explained in Section 3.6.

Rater 3 was another independent rater who holds a BA in Public Administration in International Relations, and was currently writing her MA thesis in Political Science in International Relations. Not only Rater 2 but also Rater 3 attended the training and norming sessions, which is explained in Section 3.4.

3.3.2.4 Training and Norming Sessions

The researcher conducted a training and norming session for independent raters, Rater 2 and Rater 3, to become acquainted with the use of the coding system and to assure that the raters clearly understood how to code a sample text. The aim was to familiarize the independent raters with the Swales' CARS (2004) framework and the aim of the study. In the workshop, there were three parts: training, norming and the actual study.

The training session included two parts. In the first part a two-hour training session was conducted to explain the purpose of the task and to acquaint the second coder with the use of the analytical framework (described in Chapter 2 and Figure 5). First, a pilot-coding was conducted to test and fine-tune definitions of move and /or step during the training session. A coding protocol

with clear definitions and examples of move types and steps was developed. For example, the letters to code each move and step were determined (e.g., M3S7 for Move 3 Step 7- Outlining the structure of the paper). Also, the definitions and example sentences taken from Swales (1990, 2004) for each move and step were used as a guide. These definitions and example sentences are cited in Chapter 2 as well (see Section 2.6.1 Swales' Move Analysis of Research Articles).

In the second part, the two raters analyzed two RAs together while discussing the move and step structure of the framework. The sentences in these RAs were coded for moves and steps. Only one move was ascribed to a sentence. The list of moves and steps in the CARS Model (2004) was used to facilitate the coder's decision in ascribing moves.

In the norming session, Rater 1 and Rater 2 analyzed four randomly selected RAs independently. Then, the two raters went through each text to identify any coding disagreements. Difference in coding led to the discussion, negotiation, and clarification of the CARS Model (Swales, 2004). This part of the analysis formed the pilot coding of the study. As there were no major discrepancies between the raters, they moved onto the actual study section, where each rater analyzed the RAs independently.

The same procedure (training, norming, and actual study) was followed for the PhDTs on a different day. The only difference was that the first part of the training session was skipped as the second rater was already familiar with the framework. The training and norming sessions were also held for Rater 3 on a different day. The stages mentioned above were followed in the sessions.

In the actual study, Rater 2 independently analyzed the introduction parts of 9 randomly selected RAs and PhDTs (40% of the entire corpus). When the

codings by the two raters were completed, both inter-rater and intra-rater reliability were checked to confirm that there was clear understanding of move definitions and how moves/steps were realized in texts. Inter-rater reliability and intra-rater reliability were measured by percentage agreement and Cohen's Kappa value. Percentage agreement rate does not take into account chance agreement between two raters, whereas the Kappa value does (Orwin, 1994).

Then, the coding protocol was revised to resolve any discrepancies revealed by the inter-rater reliability check or by newly 'discovered' moves/steps, and problematic areas were re-coded. The additional steps and/or moves that were revealed in the full analysis were added. Finally, each corpus was described in terms of typical and alternate move patterns. The frequency of each move and step, the categorization of the new step(s), possible explanations for its/their occurrence, and a minor modification of the CARS model are discussed in Chapters 4 and 5.

3.3.3 Analysis of the Rhetorical Features (Author Presence Markers) of the PhDTs and RAs in IR

The final stage that included the analysis of the rhetorical features (author presence markers). The data was analyzed qualitatively through the hand-tagged analyses in order to find whether the RA and PhDT authors used author presence markers (i.e. personal pronouns "I" and "we") in the introduction sections in IR. In addition, the use of personal pronouns was further investigated to determine in which moves and steps they were used.

Like move-step analysis, rhetorical analysis was carried out at the sentence level. All the sentences were scanned to find out whether or not they included the personal pronouns "I" and/or "we". During the analysis, the following steps were followed. First, the use of each "I" and "we" in the two corpora was

marked. Then, these pronouns were categorized according to the move and step they were used in. Finally, the frequencies of these author presence markers were calculated to determine the similarities and/or differences between the RAs and PhDTs through Statistical Package for the Social Sciences (SPSS) Program (23.00).

3.4 Validity and Reliability Issues

As both qualitative and quantitative data were used in this mixed methods study, different reliability and validity analysis procedures were conducted for these two sets of data. As Dörnyei (2007) points out there are specific advantages of mixed methods research. First, we can gain better insight into a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data via mixed methods research. The strengths of one method can be utilized to overcome the weaknesses of another method used in the research study. He further states that this type of research has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings, and that corresponding evidence obtained through multiple methods can also increase the generalizability, i.e. external validity, of the results. Additionally, the final results are usually acceptable for a larger audience than those of a monomethod study would be.

The research validity concerns the overall quality of the whole research project. Creswell (2007) recommends that qualitative researchers engage in at least two of the procedures out of eight in any given study. He lists these eight procedures with their pros and cons as follows:

> Unquestionably, procedures such as triangulating among different data sources (assuming that the investigator collects more than one), writing

> with detailed and thick description, and taking the entire written narrative back to participants in member checking all are reasonably easy procedures to conduct. They also are the most popular and cost-effective procedures. Other procedures, such as peer audits and external audits, are more time consuming in their application and may also involve substantial costs to the researcher. (Creswell: 2007, 209)

To ensure the validity of this study, three of these processes were used. First, different methods, i.e. qualitative and quantitative methods, were used in this mixed methods research study since the process of triangulation involves corroborating evidence from different sources to shed light on a theme or perspective (Creswell, 2007). In addition, rich and thick description was presented while discussing the data analysis. Through such a detailed description, the researcher enables readers to transfer information to other settings and to determine whether or not the findings can be transferred to those settings (Cohen et al., 2007; Creswell, 2007; Nunan, 2004). Moreover, an external audit, a lecturer in the Department of International Relations at METU, took part in the study. The researcher of the study consulted her when deciding on empirical and theoretical theses. As Creswell (2007) points out "external audits allow an external consultant, the auditor, to examine both the process and the product of the account, assessing their accuracy" (p. 209). He also states that this auditor should have no connection to the study and the procedure, which provides a higher rate of inter-rater reliability for a study.

Moreover, content validity is ensured in this research study through paying careful attention to sampling. Cohen et. al. (2007) emphasize that the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover and state the following:

> It is unlikely that each issue will be able to be addressed in its entirety simply because of the time available or respondents' motivation to complete, for example, a long questionnaire. If this is the case, then the

> researcher must ensure that the elements of the main issue to be covered in the research are both a fair representation of the wider issue under investigation (and its weighing) and that the elements chosen for the research sample are themselves addressed in depth and breadth. Careful sampling of items is required to ensure their representativeness. (Cohen et al.: 2007, 137)

During the sampling process, all the PhD theses written in International Relations at METU in the last 10 years, i.e. between 2006 and 2015, and which fit the predetermined criteria were included in the study to ensure the representativeness of the METU PhD theses in the Department of International Relations. There were three main criteria for the selection of the theses which were explained in detail in Sections 3.2.1. The Corpus of PhD Theses. The same procedure was followed during the sampling process for the RAs in the same field, and this process was explained in Section 3.2.2 the Corpus of the RAs.

As for the reliability issues, both inter-rater and intra-rater reliability were ensured in the study as the qualitative analysis involved human judgments to identify and code the discourse components of a text. Connor (2007) et al. state the following regarding inter-rater reliability:

> This kind of analysis requires a detailed coding rubric, which explicitly defines the discourse components (e.g., the move types and steps). A minimal evaluation of this rubric is to determine whether raters can achieve high inter-rater reliability when they apply the coding scheme. That is, do different raters understand the coding definitions in the same way, with the result that they all identify the same discourse components in a text, and they all agree on the classification of those text segments as move types (Connor, Upton, & Kanoksilapatham, 2007: 35).

Connor (2007) et al. underscore the importance of training to achieve better and more consistent inter-rater reliability, but more importantly, they argue that

training encourages evaluators to examine the definitions in the coding rubric, and to arrive at a more explicit description of what each coding category represents.

As noted by Raymond (1982), the degree to which inter-rater reliability is desirable varies with what is being evaluated:

> It would be possible to achieve near perfect inter-rater reliability by simply counting the number of words produced...; but no one would seriously accept this as a measure of quality [of writing]. Because the quality of writing resides not entirely in the text, but in the interactions among the text, its author, and its individual readers, we should not only expect but actually demand a reasonable amount of variation among raters," with an inter-rater reliability of .80 being acceptable (p. 401).

Connor (2007) et al. agree with Raymond (1982) and state that an inter-rater reliability of .80 can be acceptable about identifying move boundaries and coding move types. "Moves, by definition, perform communicative functions within a text, but raters can differ in their understanding of the purpose of a specific text or portion of a text. Nevertheless, the process of identifying and discussing discrepancies increases inter-rater reliability among researchers and results in a more usable and consistently interpreted move framework for a genre" (Connor, et al. 2007:35).

In this research study, inter-rater reliability tests were conducted to determine to what extent a unit of text can be defined in such a way that different individuals can separate the boundary of units at a sufficiently high level of agreement. The procedures were as follows: Two independent raters, Rater 1 and Rater 2, analyzed the data independently. When there was a disagreement between these two raters, a third rater was consulted to reach a consensus. During the data analysis process, in a few rare cases Rater 3 was consulted to finalize the coding of moves and steps.

This study used Cohen's Kappa (Fleiss, as cited in Orwin, 1994) in order to assess the inter-rater and intra-rater reliability of the move coding in RAs and PhDTs. In addition, percentage agreement was also computed to show the level of inter-rater and intra-rater reliability. The results for inter-rater reliability after the settlements are as shown below:

Table 3.14 Results of Inter-Rater Reliability Analysis of RA and PhDT

	Cohen's Kappa	Percentage
RA	.878	89.76
PhDT	.820	86.22

Cohen's Kappa has an upper limit of 1.00 and a lower limit of 0.00 (Brown 1996). The interpretation of Cohen's Kappa (Fleiss, as cited in Orwin, 1994) is summarized as follows: less than .40: poor, .40-.59: fair, .60-.74: good, more than .75: excellent.

The figures in Table 3.14 indicate that a high level of overall inter-rater reliability of identifying moves and steps between Rater 1 and Rater 2 across the RAs and PhD theses was attained. The findings show that move-step boundaries were reliably identified by the different coders. The correlations between Rater 1 and Rater 2's coding for RAs and PhD theses are summarized in Appendix E , showing the total number of units coded, the number of units that both Rater 1 and Rater 2 agreed upon and disagreed upon for each move in RAs and PhDTs, the Kappa value, and the percentage agreement.

The intra-rater reliability of the researcher was investigated in the following way. Thirty days after the initial coding was done, Rater 1 analyzed and coded 40% of the PhD theses and RAs again. This time, consistency was checked in

the coding of Rater 1 on two different days. The results for intra-rater reliability are as shown below:

Table 3.15 Results of Intra-Rater Reliability Analysis of RA and PhDT

	Cohen's Kappa	Percentage
RA	.947	95.68
PhDT	.919	93.42

The figures in Table 3.15 indicate that a high level of overall intra-rater reliability of identifying moves and steps of Rater 1 on different days across the RAs and PhD theses was attained. The findings show that move-step boundaries were reliably identified by the same coder at different times. The correlations between Rater 1's coding on different occasions for RAs and PhD theses are summarized in Appendix F, showing the total number of units coded, the number of units that both Rater 1 on first coding and Rater 1 on second coding agreed upon and disagreed upon for each move in RAs and PhDTs, the Kappa value, and the percentage agreement.

The results of the study are presented in the following chapter.

CHAPTER 4

RESULTS

4.0 Introduction

The results of the corpus study are presented in three major parts. The first part, in section 4.1, focuses on the lexico-grammatical features of the two corpora with respect to the research questions set at the beginning of the study. The second part, in section 4.2, focuses on the discoursal features of the texts in the two corpora. The third part, in section 4.3, describes the rhetorical features (author presence markers) of the two corpora.

4.1 Lexico-Grammatical Features of the Two Corpora in IR

This section focuses on the lexico-grammatical features of the two corpora, and it specifically addresses the following research questions:

> **1.1.**What are the lexico-grammatical features of the introduction parts of the PhDTs written at METU in the field of IR?
> **2.1.** What are the lexico-grammatical features of the introduction parts of the RAs in the field of IR?
> **3.1.** To what extent do the lexico-grammatical features of the introduction parts of the PhDTs written at METU and RAs in the field of IR correspond?

The section includes the computer supported analysis of the two corpora. First, the lexical density of the two corpora is presented. Second, the vocabulary

profile [2] (K1, K2, and AWL words) of each corpus is displayed in detail. Then, the readability statistics for each corpus are explained. Finally, the frequency lists for both corpora are presented.

4.1.1 Lexical Density of the PhDT and RA Introductions in IR

The PhDT introductions (4.15) included significantly more tokens per type than the RA introductions (2.35). Also, the PhDT introductions (6.38) contained significantly more types per family than the RA introductions (3.06). In addition, the lexical density of the PhDT (23.37) was less when compared to the RAs (41.31) (see Table 4.1).

Table 4.1 Lexical Density of the PhDT and RA Introductions in IR

	PhDTs	RAs	p-values*
Words in text (tokens)	78360	19958	.000
Different words (types)	18319	8245	.000
Families	10526	5533	.000
Tokens per type	4.15	2.35	.000
Tokens per family	6.38	3.06	.000
Types per family	1.39	1.22	.000
Lexical density	23.37	41.31	.000

***** the significance level is p-value = .00 ≤ .05

These figures revealed that the authors of the RA introductions used a larger set of lexicon than the authors of the PhDTs. Lexical density is the term most often used for describing the proportion of content words (nouns, verbs, adjectives, and often also adverbs) to the total number of words. Due to this, a text with a high proportion of content words contains more information than a

[2] **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

text with a high proportion of function words (prepositions, interjections, pronouns, conjunctions and count words) (Johansson, 2008; Laufer & Nation, 1995). Therefore, the results of the study imply that the RA introductions contain more information compared to the PhDT introductions.

The results also showed that the PhDT introductions had a lower lexical density compared to the RA introductions. Stubbs (1996:73) maintains that "a low lexical density would mean high redundancy and hence predictability in a text". This implies that the authors of the PhDT introductions preferred to repeat or recycle the words or made use of inflections and derivations more frequently than the authors of the RA introductions.

4.1.2 Vocabulary Profile of the PhDT and RA Introductions in IR

The vocabulary profiling of the two corpora indicated that there was not any significant difference regarding the use of K1 (p-value= 0,265) and AWL words (p-value= 0,828) between RA and PhDT introductions in IR. While RAs included 69,79% K1 words, PhDTs included 69,38% K1 words. Similarly, RAs used 13,83% AWL words, and PhDTs used 13,89% AWL words (see Tables 4.2 and 4.3).

Table 4.2 Vocabulary Profile of the PhDT Introductions in IR

	Families	Types	Tokens	Percent
K1 Words (1-1000)	6466	9057	54370	69.38
K2 Words (1001-2000)	1045	1364	3058	3.9
AWL Words (academic)	2862	4105	10887	13.89
Off-List words		3784	10039	12.81

Table 4.3 Vocabulary Profile of the RA Introductions in IR

	Families	Types	Tokens	Percent
K1 Words (1-1000)	3722	4592	13929	69.79
K2 Words (1001-2000)	446	525	859	4.3
AWL Words (academic)	1365	1647	2761	13.83
Off-List words		1467	2401	12.03

Regarding K2 words, however, there was a significant difference (p-value= 0,009) in their use between RAs (4,3%) and PhDTs (3,9%) in IR. Compared to the PhDT introductions, RA introductions in IR contained slightly more K2 words (see Tables 4.2 and 4.3).

These figures revealed that although the RAs (19958) included a lot fewer words than the PhDTs (78360), the RAs and PhDTs used K1 and AWL words with similar percentages (see Table 4.1). It was observed that both the RA and PhDT introductions used the first 1000 words (K1) and AWL (Academic Word List) words in a similar fashion. However, concerning K2 words, there was a significant difference. The authors of RA used K2 words more frequently than the PhDT authors in IR.

4.1.3 Readability Statistics of the PhDT and RA Introductions in IR

As for the readability of the two corpora, the PhDT introductions included significantly (p-value=.000) more sentences and paragraphs (2740, 531) than the RA introductions (688, 149). However, there was not any significant difference regarding the sentences per paragraph: the RA introductions contained 6.3 sentences per paragraph and the PhDT introductions included 5.9 sentences per paragraph. Similarly, the characters used per word were quite the same for the RAs (5,6%) and PhDT introductions (5,4%) (p-value=.580) (See Table 4.4).

Surprisingly, the number of passive structures was significantly (P-Value=.000) more in the PhDT introductions (26%) compared to the RA introductions (1%) (See Table 4.4). The RA authors did not tend to use passives in their introduction sections in the corpus of this study.

Table 4.4 Readability Statistics of the PhDT and RA Introductions in IR

	PhDTs	RAs	p-values*
Counts			
Words	77382	19652	.000
Characters	432823	112807	.000
Paragraphs	531	149	.000
Sentences	2740	688	.000
Averages			
Sentence per paragraph	5.9	6.3	.715
Words per sentence	27.5	27.4	.980
Characters per word	5.4	5.6	.580
Readability			
Passive sentences	26%	1%	.000
Flesch Reading Ease	19.7	16.9	.352
Flesch-Kincaid Grade Level	16.9	17.4	.571

***** the significance level is p-value = .00 ≤ .05

These figures indicated that PhD theses contained more words, characters, paragraphs and sentences than RAs. Thus, in general, the introduction chapters of RAs are shorter than those of PhD theses. This finding is quite natural as while the authors of PhD thesis have no word limit in the chapter, the authors of RAs do. Moreover, the study revealed that the average of sentence per paragraph, words per sentence, and characters per word were quite similar in PhD thesis and RAs. This showed that RA authors and PhD authors had similar patterns regarding these structures.

As for the readability statistics, the figures indicated that the PhDT introductions contained more passive structures and more sentences than the RA introductions. Finally, the Flesch Reading Ease Test revealed that there was no significant difference with respect to readability between the two corpora, i.e. the RA (16,9), and PhD thesis (19,7) introductions. This means that the RA introductions in this study were as difficult to read as the PhDT introductions.

4.1.4 Frequency Lists for the PhDT and RA Introductions in IR

In this section, the details regarding the frequency lists for the RA and PhDT introductions in IR are presented. The details regarding the lists are presented in Table 4.5.

Table 4.5 Frequency Lists for the Two Corpora

Table 4.22: The Most Frequent 100 Content Words in the Corpus of PhDT Introductions	Appendix G
Table 4.23: The Most Frequent 100 Function Words in the Corpus of PhDT Introductions	
Table 4.24: The Most Frequent 100 4-Word Strings in the Corpus of PhDT Introductions	
Table 4.25: The Most Frequent 100 Content Words in the Corpus of RA Introductions	Appendix H
Table 4.26: The Most Frequent 100 Function Words in the Corpus of RA Introductions	
Table 4.27: The Most Frequent 100 4-Word Strings in the Corpus of RA Introductions	
Table 4.28: The Most Frequent 1000 Words in the Corpus of PhDT Introductions	Appendix I
Table 4.29: The Most Frequent 1000 Words in the Corpus of RA Introductions	
Table 4.30: The Most Frequent 1000 4-Word Strings in the Corpus of PhDT Introductions	Appendix J
Table 4.31: The Most Frequent 1000 4-Word Strings in the Corpus of RA Introductions	

These lists were obtained from computer-supported corpus analyses tools, and they provided a general idea about the followings in these two corpora: 1. the most frequent content words, 2. the most frequent function words, and 3. the most frequent four-word strings. Before reporting these lists, they were manually edited for the irrelevant off-list words such as proper nouns. The edited lists are displayed in Appendices G and H. The original versions are displayed in Appendix I and Appendix J.

It was observed that the two corpora in IR contained similar set of items which exist in nearly the same rank of frequency. According to the list of the most frequent 100 content words, there were exactly 33 common words that were used in the two corpora in IR. These common content words are displayed in the alphabetic order in the following table as follows:

Table 4.6 Common Words Used in the Two Corpora in the Most Frequent 100 Content Words

ACTORS	**ECONOMY**	**RELATIONSHIP**
ANALYSIS	FOREIGN	**RESEARCH**
CASE	INTERNATIONAL	ROLE
CASES	LEVEL	SOCIAL
CHANGE	**LITERATURE**	STATE
CONFLICT	OIL	STATES
CONFLICTS	POLICY	**STUDY**
COUNTRY	POLITICAL	SYSTEM
DIFFERENT	POLITICS	**THEORETICAL**
DOMESTIC	POWER	WAR
ECONOMIC	RELATIONS	WORLD

When the common content words in the two corpora were analyzed in detail, it was observed that these words could be categorized into three main groups. The first group included the words that specified the field such as

"international, relations, relationship". These words are underlined in Table 4.16. The second group included the content words that gave details about the parts of the study such as its methodology or literature. Some of these words are "actors, case, cases, literature, and analysis" (written in bold in Table 4.16). The rest of the words could be put in the last group that could be named as the topics covered or investigated by the RA and PhDT authors. Some of these words are "economy, war, conflicts, oil, and power". As these words were the most common content words that were repeated in the introductions of the RAs and PhDTs, they could be seen as the key words used in the two corpora.

However, it should be noted that these lists cannot be used as the primary source of reference to describe the two corpora. The chief reason for this is that the RAs and PhDTs are not identical in terms of their content. In order to have a better understanding of the two corpora, these lists were integrated into the lexical density, vocabulary profile, readability statistics, and the hand-tagged analysis of the two corpora.

4.2 Discoursal Features of the Two Corpora in IR

This section focuses on the discoursal features of the texts in the two corpora, and it specifically addresses the following research questions that are stated in below.

1.2. What is the move structure of the introduction parts of the PhDTs written at METU in the field of IR?
2.2. What is the move structure of the introduction parts of the RAs in the field of IR?
1.2.1. To what extent is the move structure of the introduction parts of the PhDTs written at METU in the field of IR compatible with the CARS Model?
2.2.1. To what extent is the move structure of the introduction parts of the RAs in the field of IR compatible with the CARS Model?
3.2. To what extent do the move structures of the introduction parts of the PhDTs written at METU and RAs in the field of IR correspond?

In this section, results regarding the research questions which addressed the discoursal features of the two corpora are presented. First, the move-step pattern for each corpus is presented, and to what extent they are compatible with the CARS Model is discussed. Then, the frequency of occurrence of each move and steps in the two corpora is presented with sample excerpts from the corpora.

4.2.1 Move Patterns Found in the Two Corpora in IR

Based on Swales' CARS Model (2004), the corpus of RA and PhDT introductions were analyzed. While analyzing the moves in the corpus to delineate the move patterns, the steps of the moves were assigned to the particular move which they belong to. To illustrate, the sentence coded as M2S1A was seen as M2. This applied to all steps coded in the two corpora. The results regarding the move step structure of the two corpora are presented in the following sub-sections.

4.2.1.1 Move Patterns in the PhDT Introductions in IR

The move structures of the PhDT introductions are displayed in Table 4.7. The results provided in Table 4.7 point to the existence of different patterns of move structure. The move structure of the PhDT introductions shows a significant deviation from the structure proposed by Swales' CARS Model (2004) in several ways.

To start with, none of the PhDT introductions followed M1-M2-M3 sequence that is proposed by Swales' CARS Model (2004). Only one of the PhDTs, PhDT12, started with M1-M2-M3 pattern but then continued mostly with M1-M3 pattern. Second, two PhDT introductions (PhDT19 and PhDT21, displayed in bold in Table 4.7) do not contain a Move 2 at all (i.e., they do not establish a niche). In other words, 9,5% of the PhDT corpus lacked a Move 2. Due to the

lack of this move, these two PhDTs were the most dissimilar ones from the model.

In summary, the authors of the PHDTs do not seem to follow the pattern proposed by Swales' CARS Model (2004) in the organization of their moves although there seems to be a preference for the M1-M3 type.

M1-M3 was the only observable pattern that was present in the corpus. Expressed in quantitative terms 9,5% (2 out of 21) of the PhDT introductions (PhDT19 and PhDT21), in the corpus contained M1-M3 pattern. In this type of structural organization, the authors establish a territory (M1) by making topic generalizations and giving background information and then present their current study (M3) by using steps such as announcing the present research study, summarizing methods, and indicating the structure of the article. In this organization, the authors do not use Move 2, and thus they do not establish a niche. A sample analysis showing M1-M3 cycle in a PhDT in IR is presented in Appendix K- Figure 4.1

In addition to these two PhDTs, there were 2 more PhDTs (PhDT7 and PhDT17) whose move structures were very close to the M1-M3 cycle. With the exception of one M2, where the author establishes a niche, the general pattern fitted M1-M3 pattern (see Table 4.7).

Table 4.7 Move Structure of PhDT Introductions in IR

PHDTs	MOVE	NUMBER OF MOVE UNITS
PHDT1	1,3,1,3,1,3,2,3,1,2,3,2,3,2,1,3	16
PHDT2	1,3,1,2,3,2,3,1,2,1,2,1,2,3,1,3,2,3	18
PHDT3	1,3,1,2,1,2,3,1,3,1,3,1,3,1,3,1,3,1,3	19
PHDT4	1,2,1,3,1,3,1,3,2,3,2,3,1,3	14
PHDT5	1,3,1,2,1,3,2,1,2,1,3,1,3,1,2,3,1,3,2,1,3	21
PHDT6	1,3,1,3,2,1,2,1,2,3,1,3,1,3	14
PHDT7	1,3,1,3,2,3	6
PHDT8	1,2,1,2,1,2,1,2,1,2,1,3,1,2,1,3,2,1,2,1,2,3,1,2,1,2,1,2,3,2 ,3,2,3,1,3,1,3,1,3,1,3,1,3	42
PHDT9	1,3,1,3,2,1,2,3,1,3,1,3	12
PHDT10	1,2,1,2,1,2,3,2,3,2,1,2,3,1,3,2,3	17
PHDT11	3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,2,3	18
PHDT12	1,2,3,1,3,2,3,1,3,1,3,1,3,1,3,1,3,1,3	19
PHDT13	1,3,2,3,2,1,2,3,1,3,1,2,1,2,1,3,1,3,1,3,1,3	22
PHDT14	1,3,1,2,1,2,3,1,3,2,1,2,1,2,3,1,3	17
PHDT15	1,3,2,1,3,1,3,1,2,3,2,3,1,2,1,3	16
PHDT16	1,3,1,2,1,3,1,2,1,2,1,2,3,2,1,2,3,1,2,1,3,2,3,1,2,1,3,1,3,2 ,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3	58
PHDT17	1,3,1,3,1,3,1,3,1,3,1,2,1,3,1,3,1,3,1,3,1,3	22
PHDT18	1,2,1,2,1,2,1,2,1,2,1,2,1,2,1,2,3,2,3,1,3,2,3	23
PHDT19	**1,3,1,3,1,3,1,3,1,3**	10
PHDT20	1,2,1,3,1,2,1,2,1,2,1,2,1,2,3,2,3,1,3,1,2,3,1,3	24
PHDT21	**1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3**	16
AVERAGE		**20.2**

Although the PhDTs do not follow the pattern proposed by the CARS Model strictly, when the move structure pattern was analyzed closely, it was noticed that there were dominant patterns with some variation from the canonical sequence. While 14 PhDTs started with Move 1-Move 3, 6 PhDTs started with Move 1-Move 2. Only 1 PhDT started with Move 3-Move 1. The author of the PhDT 11 started the introduction with making a reference to the thesis and stated the aim of the research study. The first sentence in the introduction section of the PhDT11 is as follows:

> Excerpt 4.1[3]
>
> ***This dissertation intends to analyze the*** *.... Put differently,* ***this study endeavors to grasp*** *the 'Tulip Revolution' in .... By doing so,* ***it intends to uncover the main parameters****, ... in Kyrgyzstan.* (PhDT11, 1-3)

Also, it was observed that the authors of the PhDTs used particular moves consecutively (see Table 4.8).

Table 4.8 Instances of Consecutive Use of Certain Moves in PhDT Introductions in IR

Consecutive Use of Moves	Number of Instances
M1-M3	81
M1-M2	43
M3-M1	39
M2-M3	17
M3-M2	16
M2-M1	14

[3] The excerpts are presented in their original forms without any changes (i.e. without correcting English errors - if any).

The most widely used pattern in a consecutive fashion was M1-M3 (81 instances). However, occasionally some other moves were included. This case is exemplified in the move structure of PhDT 17 as follows. In this example, which is taken from Table 4.7, M2 (written in bold) was the move that interrupted the M1-M3 cycle.

(1)

M1-M3-M1-M3-M1-M3-M1-M3-M1-M3-M1-**M2**-M1-M3-M1-M3-M1-M3-M1-M3-M1-M3-M1-M3 (PhDT 17)

The second widely used pattern was M1-M2, which occurred consecutively (43 instances) while at some points other moves were included in the M1-M2 cycle (see Appendix K- Figure 4.2 for a sample analysis showing M1-M2 cycle in a PhDT in IR). The third widely used pattern was the consecutive use of M3-M1 (39 instances) with other moves embedded at some points (see Appendix L for the summary of these results).

With the exception of one PhDT, all the PhDTs in this corpus started with Move 1. There was only one instance of Move 3 fronting in PhDT11, which was illustrated in Excerpt 4.1 above. Regarding the last move, all the PhDTs ended with Move 3 without exception, as suggested by Swales' CARS Model. An example which contained M3 as the last move in a PhDT is presented in the excerpt below. The sentences in the excerpt below are from the last paragraph of the PhDT.

Excerpt 4.2

> **Chapter 6 summarizes** the conclusions of the thesis. The questions raised in the Introduction **are answered** and the logical consequences of the theoretical debate on regional security, its relationship with the regional structure **are clearly pointed out.** Differences between threats against security and destabilizing factors **are laid down.** Relationship between regional and international security **will be shown**. Revision on generalizations regarding policies pursued by states which was developed by Neorealism **is also summarized in this Chapter**. (PhDT15, 84-88)

In the last sentences of the introduction section, the author of the PhDT 15 outlined the structure of the thesis, which was coded as Move 3 according to Swales' CARS Model.

The following section explains the move patterns found in the RA introductions in IR in the corpus of this study.

4.2.1.2 Move Patterns in the RA Introductions in IR

The move structures of RA introductions are displayed in Table 4.9. The results show the existence of different patterns of move structure.

There were similarities and differences between the move structure of the RA introductions and the patterns found in the PhDT introductions in the corpus of this study and the patterns suggested by Swales (2004). First, 2 out of the 21 RA introductions (RA2 and RA10, displayed in bold in Table 4.9) follow the M1-M2-M3 sequence with the cyclical use of M1-M2 as suggested by Swales (2004). These results suggest that these authors first establish the territory in M1, then establish the niche in M2, and finish their RA introductions by presenting their present study in M3 (see Table 4.9).

In addition to these 2 RAs, 10 other RAs (RA1, RA3, RA4, RA5, RA13, RA14, RA15, RA19, and RA20) were very close to the structure proposed by Swales' CARS Model (2004). With the exception of one intervening move, these RAs contained this sequence (i.e., M1-M2-M3) as well. For example, RA3 contained a cyclical use of M1-M2 at the beginning and at the end. There was an intervening M3 between these cyclical moves, which is exemplified in the move structure of RA3 (see Table 4.9). The intervening Move 3 is present in sentence 13, in the middle of the introduction section of the RA3 as illustrated in Table 4.9:

Table 4.9 Move Structure of the RA Introductions in IR

RAs	**MOVES**	**NUMBER OF MOVE UNITS**
RA1	1,2,3,2,3	5
RA2	**1,2,1,2,1,2,3**	**7**
RA3	1,2,1,2,3,2,1,2,1,2,1,2,3	13
RA4	1,2,1,2,3,1,2,1,2,3	10
RA5	1,2,1,2,3,1,3	7
RA6	1,2,1,3,1,2,1,3,2,3	10
RA7	1,2,1,2,1,2,3,1,3,1,3,1,3	13
RA8	1,2,3,2,1,2	6
RA9	1,2,1,2,1,3,1,3	8
RA10	**1,2,1,2,1,2,1,2,3**	**9**
RA11	1,2,1,3,1,3,2,3,2,3	10
RA12	1,2,1,2,1,3,1,3,1,2,1,3	12
RA13	1,2,1,2,3,2,1,2,3	9
RA14	2,1,2,1,2,1,3	7
RA15	1,2,3,2,3	5
RA16	1,2,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3	17
RA17	1,2,3,1,2,3,2,3	8
RA18	1,2,3,1,2,3	6
RA19	1,2,1,2,3,1,3	7
RA20	2,1,2,1,2,3	6
RA21	1,2,3,2,3,2,3	7
Average		**8.7**

Excerpt 4.3

Table 4.10 A Sample Move Analysis in a RA in IR

M1	*It is widely thought that ….*
M2	*Existing literature looks mainly at ….rather than at …* *Hence existing inference may be potentially driven by omitted factors influencing …* *….., it is necessary to put the insights regarding oil and democracy to a similar test.* *….. suggests that we should also see a relationship …* *In other words, we should ask whether …*
M3	*I show that the answer to this question is yes.* *I show that …..*
M2	*There are several reasons why the existing literature on oil and democracy may be problematic.*
M1	*Oil is for obvious reasons …* *What is of relevance is the value of the oil sector …* *Therefore, in cross-country regressions ....* *Over the past decade, a distinguished body of empirical literature has emerged in support of …*

(RA3, 7-19)

While the intervening move was Move 3 in 7 of these RAs, it was Move 2 which was used at the very beginning of the introduction in the remaining 2 RAs (RA14 and RA 20). This case is exemplified below:

(2)

M2-M1-M2-M1-M2-M3 (RA20)

The author of RA20 directly started the introduction section with establishing a niche (Move 2) by asking a question on the subject that was under investigation. Then, the author mentioned the importance of this topic (Move 1- Establishing a territory via topic generalizations of increasing specificity), as illustrated below:

Excerpt 4.4

Is foreign-imposed regime change by democratic states an effective means of spreading democracy? *The answer to this question is of great importance to U.S. foreign policy and the foreign policies of other democracies because regime change operations can be costly.* (RA20, 1-2)

Therefore, it can be said that except for the intervening move (either Move 2 or Move 3), these 10 introductions (RA1, RA3, RA4, RA5, RA13, RA14, RA15, RA19, and RA20) would accord with Swales' (2004) CARS Model.

Four out of the 21 RA introductions (RA8, RA17, RA18, and RA21) had the move structure of M1-M2-M3 at the beginning, but after that they had different moves. Thus, the structure was similar to the above group of RA introductions, but differed from them in that after M1-M2-M3 it contained other moves. This case is exemplified as follows:

(3)

M1-M2-M3-M2-M1-M2 (RA8)

M1-M2-M3-M2-M3-M2-M3 (RA21)

Two out of the 21 RA introductions (RA7 and RA9) had the move structure M1-M2-M1-M2 at the beginning and then followed a series of M1-M3 structure as illustrated below:

(4)

M1-M2-M1-M2-M1-M2-M3-M1-M3-M1-M3-M1-M3 (RA7)

M1-M2-M1-M2-M1-M3-M1-M3-M1-M3 (RA9)

There were 3 RAs (RA6, RA11, and RA12) which did not fit into a pattern. They all had different patterns. While they all contained the three moves proposed by Swales' CARS Model (2004), they had peculiar organizations of the moves. To illustrate, RA6 started with Move 1, continued with Move 2, and these two moves were used in a cyclical fashion, as suggested by Swales'

CARS Model. However, Move 3 (written in bold in the following Example 5) was present in three times, two of which appeared in the middle of the pattern. This made the move pattern of the RA6 dissimilar from the pattern suggested by Swales' CARS Model. The RA6 had the following organization:

(5)

M1-M2-M1-**M3**-M1-M2-M1-**M3**-M2-**M3** (RA6)

It was also observed that the authors of the RAs used particular moves consecutively (see Table 4.11).

Table 4.11 Instances of Consecutive Use of Certain Moves in RA Introductions in IR

Consecutive Use of Moves	Number of instances
M1-M3	9
M1-M2	40
M3-M1	15
M2-M3	8
M3-M2	7
M2-M1	6

The most widely used pattern was that these authors used M1-M2 consecutively (40 instances) while at some points they included other move patterns. A sample analysis showing M1-M2 cycle in a RA in IR is presented in Appendix K- Figure 4.3.

The second widely used pattern was that the RA authors used M3-M1 consecutively (15 instances) while at some points they included other moves in M3-M1 cycle. A sample analysis showing M3-M1 cycle in an RA in IR is displayed in Appendix K- Figure 4.4. The other patterns were observed at similar instances (see Appendix M for the summary of these results).

With the exception of 2 RAs, all the RA introductions in this corpus started with Move 1. RA14 and RA20 had Move 2 fronting. The first sentence the introduction section in RA14, for example, was a question (Move 2- Establishing a niche) which was covered in the research paper. Then, the importance of the topic in political science theory (Move 1- Establishing a territory via topic generalizations of increasing specificity) was mentioned, as illustrated below:

Excerpt 4.5

How do changes in electoral rules affect the nature of public policy outcomes? *Motivated by a rapid rise worldwide in electoral reform in recent decades, political science theory has contributed much to our understanding of how electoral reform shapes the behavior of politicians and voters. Thus, several scholars have assessed propositions made by Duverger on the number of political parties (R) and have developed and tested new theories regarding party loyalties and voter turnout (R).* (RA14, 1-3)

As for the last move, as suggested by Swales' CARS Model, all the RAs ended with Move 3 with the exception of RA8, which ended with M2. An example RA which contained M3 as the last move is presented in the excerpt below. The sentences in the excerpt below are the last three sentences from the RA.

Excerpt 4.6

Next, I assemble *the received domestic-level wisdom and derive new hypotheses from the IR literature. In order to test them,* ***I compile a data set and conduct quantitative tests*** *demonstrating external politics' considerable influence on state emergence.* ***The article concludes with*** *a discussion of my findings, their implications, and recommendations for future research.* (RA9, 50-55)

Different from the other RAs, RA8 ended with Move 2, which did not accord with Swales' Model. The excerpt from the RA is as follows:

Excerpt 4.7

In contrast to the predictions of many economic models, trade policy salience does not vary substantially across groups, even among union members and others directly affected by trade policy. ***This conclusion leaves one at a crossroads.*** *While recent survey driven, empirical research on individual preference formation has provided more information than ever about what voters want in terms of trade policy,* ***this knowledge may reveal little about what policies voters will receive.*** (RA8, 21-23)

In the last three sentences of RA8, the author established a niche (M2) by emphasizing the insufficiency of the recent knowledge in the relevant topic.

As discussed earlier, it was noted that the move structure of the RAs followed the pattern proposed by Swales' CARS Model (2004) more closely when compared to the PhDT corpus in IR. A brief summary of the results regarding the overall pattern of the two corpora is presented in the following section.

4.2.1.3 Summary of the Move Patterns in the Two Corpora in IR

The move structures of the introduction parts of the PhDTs and RAs in the field of IR have been presented in the subsections 4.2.1.1 and 4.2.1.2 above. Based on the qualitative (hand tagging of move patterns according Swales' CARS Model) and quantitative analysis, the overview of the results are presented below.

To begin with, in terms of overall structure, 2 out of 21 RA introductions followed the M1-M2-M3 sequence suggested by the model. However, none of the introduction sections of the PhDTs followed the pattern suggested by Swales' CARS Model although there seemed to be a preference for the M1-M3 type (2/21, 9,5%) (See Table 4.7). Besides, 2 PhDTs did not contain a Move 2, whose function is to mention a niche, whereas, all the RAs contained this move.

It was also noteworthy that the PhDT introduction sections in IR contained more moves, and were more complex and longer than the RA introduction sections. The corpus of the PhDT contained an average of 20.2 moves, significantly more than the average of 8.7 moves in the corpus of RAs. (See Tables 4.7 and 4.9)

Regarding the consecutive use of the moves in the two corpora, M1-M3 (81 instances) and M1-M2 (43 instances) occurred consecutively in the corpus of the PhDT, while M1-M2 (40 instances) and M3-M1 (15 instances) occurred consecutively in the corpus of the RA.

The quantitative analysis also revealed that with the exception of one PhDT which started with presenting the study (Move 3), all the PhDTs in this corpus started with establishing a territory (Move 1), as suggested by the CARS Model. As for the RAs, all the RAs started with Move 1 with the exception of 2 RAs, which started with establishing a niche (Move 2). Regarding the last move, all the PhDTs ended with Move 3, as suggested by Swales' Model, and all the RAs ended with Move 3 with the exception of RA8, which ended with Move 2.

4.2.2 Frequency of Occurrence of Each Move and Step in the Two Corpora in IR

The results of the analyses of the frequency of the generic structures of the RAs and PhDTs are explained in the subsections 4.2.2.1, 4.2.2.2, and 4.2.2.3. The results show not only all of the moves and steps found in the RAs and PhDTs but also the frequency of occurrence of each. In this section, based on Swales' CARS Model (2004), the moves and steps used in the discoursal organization of the PhDT and RA introductions are described (see Table 4.12).

Table 4.12 Structural Patterns of the RA and PhDT in IR

Move Step	RA (N=21)		PhDT (N=21)	
	Introduction	Percent	Introduction	Percent
Move 1: Establishing a territory	**21 / 21**	**100,00**	**21 / 21**	**100,00**
Move 1: Establishing a territory via topic generalizations of increasing specificity	19 / 21	90,48	21 / 21	100,00
*Move 1 - Step 1: Presenting a case/ situation with factual details to give background information/historical account**	7 / 21	33,33	13 / 21	61,90
*Move 1 - Step 2: Quotation to support ideas**	2 / 21	9,52	3 / 21	14,29
Move 2: Establishing a niche	**21 / 21**	**100,00**	**19 / 21**	**90,48**
Move 2- Step 1A: Indicating a gap	19 / 21	90,48	19 / 21	90,48
Move 2- Step 1B: Adding to what is known	16 / 21	76,19	9 / 21	42,86
Move 2- Step 2: Presenting positive justification	7 / 21	33,33	13 / 21	61,90
Move 3: Presenting the present work	**21 / 21**	**100,00**	**21 / 21**	**100,00**
Move 3 - Step 1: Announcing present research descriptively and/or purposively	20 / 21	95,24	**21 / 21**	100,00
Move 3 - Step 2: Presenting research questions or hypotheses	6 / 21	28,57	20 / 21	95,24
Move 3 - Step 3: Definitional clarifications	3 / 21	14,29	7 / 21	33,33
Move 3 - Step 4: Summarizing methods	14 / 21	66,67	21 / 21	100,00
Move 3 - Step 5: Announcing principal outcomes	17 / 21	80,95	10 / 21	47,62
Move 3 - Step 6: Stating the value of the present research	10 / 21	47,62	13 / 21	61,90
Move 3 - Step 7: Outlining the structure of the paper	18 / 21	85,71	21 / 21	100,00
*Move 3 - Step 8: Limitations of research study**	0	0,00	4 / 21	19,05
*Move 3 - Step 9: Evaluating the method selected**	0	0,00	3 / 21	14,29

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

The moves and steps were analyzed according to their overall occurrence in a PhDT or a RA out of the 21 PhDTs and RAs. Table 4.12 lists all of the moves and steps found in the RAs and PhDTs and the frequency of occurrence of each. The table lists both the moves and steps that are present in Swales' CARS Model (2004) and the new steps in the introductions of RAs and PhDTs in IR that emerged in this study.

The results suggest that the RA and PhDT introductions were similar in that they used all the three moves proposed by Swales' CARS Model (2004), except for the 2 PhDTs which did not include Move 2 (Establishing a niche). However, they differed in their use of steps. A detailed table with the p-values for the occurrence of moves and steps for RAs and PhDTs are presented in Appendix N.

As for the moves, based on the cut-off of a 50%, which was explained in Chapter 3, Move 1, Move 2, and Move 3 in the introductions of International Relations RAs and PhDTs are obligatory, using Swales' term (Swales, 2004) (see Table 4.12). While the percentage was the same for Move 1 (100%) and Move 3 (100%) in RAs and PhDTs, the percentage for Move 2 differed slightly. Twenty-one out of the 21 RAs (100%) used Move 2; however, 19 out of the 21 PhDTs (90,48%) used Move 2 in their introductions.

In the following sections, the moves and steps used in the rhetorical organization of the introductions in RAs and PhDTs in IR are described in detail. The moves and steps found in the corpus are described and presented together with representative samples taken from the corpus used in this study. Full texts of the excerpts are available in Appendix O.

Some modifications were made when presenting the representative examples. To begin with, each example is accompanied by abbreviations in parentheses

representing the research article (RA) or PhD thesis (PhDT) with the sentence numbers. Second, key linguistic features are highlighted in bold in order to demonstrate the communicative function of each move and step. Third, all citations are replaced with the symbol of (R) as they are irrelevant to mention. However, they are kept only when illustrating Move 1 - Step 2: Quotation to support ideas to exemplify the quotation.

4.2.2.1 Frequency of Occurrence of Each Move and Step in the PhDT Introductions in IR

The move-step analysis based on Swales' CARS Model (2004) confirmed the description of the move structure for the PhDT introductions in IR. However, Swales' CARS Model (2004) did not completely account for the PhDTs which were used in the corpus of this study. As a result, some modifications in the CARS Model (2004) were found to be necessary regarding the moves and steps to make it more compatible with the PhDT introductions. The modified CARS Model for the PhDT introductions in the field of IR is presented in Figure 4.5. When revising the model, moves and steps with frequencies less than 50% were regarded as optional. Excerpts from the corpus are presented below to exemplify the moves and steps found in the study. It should also be noted that all the excerpts are presented in their original forms without any changes (i.e. without correcting errors - if any).

Move 1: Establishing a Territory

This move is present in all the introductions (21/21, 100%) of the PhDTs in International Relations, and it can be regarded as an obligatory move (see Table 4.13). The invariable presence of this move shows its significance in the introductions of the PhDTs in International Relations. In addition, this move is cyclical, using Swales' (2004) term, because it is found more than once in all of the introductions (see Table 4.12).

Figure 4.5 Modified CARS Model for the PhDT Introductions in IR

Move 1: Establishing a territory**

Move 1: Establishing a territory via topic generalizations of increasing specificity**

Move 1 - Step 1: Presenting a case with factual details to give background information***

Move 1 - Step 2: Quotation to support ideas*

Move 2: Establishing a niche**

Move 2- Step 1A: Indicating a gap**

Move 2- Step 1B: Adding to what is known

Move 2- Step 2: Presenting positive justification**

Move 3: Presenting the present work**

Move 3 - Step 1: Announcing present research descriptively and/or purposively**

Move 3 - Step 2: Presenting research questions or hypotheses**

Move 3 - Step 3: Definitional clarifications

Move 3 - Step 4: Summarizing methods**

Move 3 - Step 5: Announcing principal outcomes

Move 3 - Step 6: Stating the value of the present research**

Move 3 - Step 7: Outlining the structure of the paper**

Move 3 - Step 8: Limitations of research study*

Move 3 - Step 9: Evaluating the method selected*

Those without *= Optional moves/steps,
*= New steps that emerged in this study,
**= Obligatory moves/steps,
***= New and obligatory moves/steps.

According to the results of this study, this move functions as an introduction to the topic and is realized by "Move 1: Establishing a Territory via topic generalizations of increasing specificity" (Swales, 2004) and the two new steps that are not present in Swales' CARS Model (2004). These are explained and illustrated as follows:

Move 1: Establishing a Territory via Topic Generalizations of Increasing Specificity:

As the name implies, this move establishes the territory and states the importance of the topic. According to Swales (1990), centrality claims may be made, generalizations key to the field of interest may be stated or literature review may be provided. This move is present in the 21 PhDT introductions out of 21 introductions (100%), and it can be considered as an obligatory move (see Table 4.12). The following excerpts, Excerpts 4.8- 4.9 are examples of this move found in the PhDT corpus of this study.

Excerpt 4.8

State behavior as the rational actors of the international system ***has been the main subject matter of the study of international relations for a very long time where it still preserves its prime position*****…..***the students of international relations that the* ***need to know more*** *about the inside of the state* ***is vital*** *as well for …. …. that* ***there is a need to realize the importance*** *of in-state dynamics for better understanding of the state behaviors in international relations. (PhDT2, 4-6)*[4]

Excerpt 4.9

In the process of national integration, material factors and normative values ***are to be taken into consideration*** *collectively since they both interchangeably* ***play important roles*** *on the construction of the society. There are some material factors which* ***play significant roles*** *over society, since they are utilized as financial tools of public or private sectors..... There is no doubt that the budget of a government* ***is one of the most vital economical and financial tools,*** *which ... (PhDT8, 1-4)*

[4] Parentheses include information on PhDT, PhDT number, and sentence numbers of the excerpt.

Move 1 - Step 1: Presenting a Case with Factual Details to Give Background Information:

This step is one of the new steps that emerged in this study. Upon seeing that some sentences did not fit Swales' (2004) CARS Model, they were coded as new and then labeled after negotiations between Rater 1 and Rater 2. The step is present in 13 PhDTs out of 21 PhDTs (61,90%), which makes it an obligatory one (see Table 4.12).

This step is placed under Move 1 because it introduces the territory and provides detailed information about it. However, it does not contain any of the markers of establishing a territory as defined by Swales (1990, 2004; Samraj 2002). In other words, it does not include fragments such as "Recently, there has been a wide interest in …" or "Chemical signals are crucially important..". Yet, this step is important for the introductory discourse of International Relations as it is found in more than half of the PhDTs in this corpus. Although there were no systematic lexical or grammatical markers to signal this new step, the new step can be recognized from factual details, such as dates, or places. Most of the time, this step takes place at the beginning of an introduction to set the background.

Some examples of this step found in the PhDT corpus of this study are as follows. In Excerpt 4.10, for example, the dates and the names of certain places such as Turkey and Israel were noticeable.

Excerpt 4.10

*Various efforts had been **made during the 1990s** to transform **Syria's** conflicts with **Turkey and Israel**.....participated in peace negotiations **between 1991 and 2000**. **In October 1991**, ... Following the conference, ...negotiations between **Syria** and Israel mediated by **the US** began in Washington on **November 3, 1991**. Despite some breaks, the peace process continued **until March 2000**, ... (PhDT 10, 1-5)*

Excerpt 4.11

> ***Uzbekistan*** *was the most populous of the Central Asian countries.....* ***after the dissolution of the Soviet Union in 1991. Last Soviet censuses of 1989*** *revealed that* ***Uzbekistan*** *had a population of* ***19,906,000.....*** *(R). This meant that ....* ***almost 40% of the Central Asian population*** *was the citizen of* ***Uzbekistan****. Although* ***Uzbekistan's territory of 447,400 sq. km*** *encompasses only* ***one ninth of whole Central Asia****,..... According to* ***the 1989 censuses 71.4% of Uzbekistan's*** *population was* ***ethnic Uzbek, 8.3% Russian, 4.7% Tajik, 4.1% Kazak and 2.1% Karakalpak****.(R) ..... The* ***percentage of the ethnic Uzbek population*** *reached to* ***80% in 1996 while Russians were then just 5.5%****.* (PhDT12, 16-25)

In a similar way, in Excerpt 4.11, the author of the PhDT 12 mentioned the factual details regarding a specific country, Uzbekistan. The population of the country over the years and its territory were reported in the introduction section so as to give background information about the study to be reported. Thus, this move was placed under Move 1 (Establishing a territory) and named as "presenting a case with factual details to give background information".

Move 1 - Step 2: Quotation to Support Ideas

This step is another new step under Move 1 that emerged in this study. The step is present in 3 PhDTs out of 21 PhDTs (14,29%), which makes it an optional one (see Table 4.12).

This step is placed under Move 1 because it presents quotations to emphasize the importance of the subject matter to be studied. The step is quite easy to recognize as the authors directly quote the person. The following excerpts are examples of this step found in the PhDT corpus of this study. In excerpt 4.12, the author of the PhDT started the introduction after this quotation with this sentence: "The lyrics of Pink Floyd's 1979 album fit perfectly to the Sarajevo of 1992. The end of the Cold War had created an extensive hope for a new

world order" (PhDT5, 4-5). This quotation highlights the importance of the situation clearly.

> Excerpt 4.12
> *Did you hear the falling bombs?*
> *Did you see the frightened ones?*
> *Did you ever wonder why we had to run for shelter when the promise of a brave New World Unfurled beneath a clear blue sky*
> *"Good Bye Blue Sky", The Wall, Pink Floyd, 1979.*
> *(PhDT5, 1-3)*

Another example can be given from PhDT9. The author of this thesis emphasized the features of historical knowledge through giving a quotation from a prominent person in the field.

> Excerpt 4.13
> *"All knowledge that is about human society, and not about the natural world, is historical knowledge, and therefore rests upon judgment and interpretation. This is not to say that facts or data are nonexistent, but that facts get their importance from what is made of them in interpretation… for interpretations depend very much on who the interpreter is, who he or she is addressing, what his or her purpose is, at what historical moment the interpretation takes place." Edward W. Said (PhDT9, 1-2)*

Although optional as they were identified in 14,29% of the PhDT corpus, the quotations which were at the beginning of the PhDTs were a new step that was present in the corpus.

Move 2: Establishing a Niche

This move is present in most of the introductions (19/21, 90,48%) in the introductions of the PhDTs in IR, and it can be regarded as an obligatory move. In addition, because it is found more than once in all of the introductions, this move is cyclical, in agreement with Swales' Model (2004) (see Table 4.13).

Table 4.13 Percentage of Move 2 and Steps in PhDT Introductions in IR

Move / Step	Introduction	Percent
Move 2: Establishing a niche	**19 / 21**	**90,48**
Move 2- Step 1A: Indicating a gap	19 / 21	90,48
Move 2- Step 1B: Adding to what is known	9 / 21	42,86
Move 2- Step 2: Presenting positive justification	13 / 21	61,90

Based on the results of this study, this move aims to justify the research being reported (Kanoksilapatham, 2012) and functions as "establishing a niche for about-to-be-presented research" (Swales, 1990: 154). Congruent with previous studies of other disciplines (e.g. Kanoksilapatham, 2007, 2012; Samraj, 2005), it usually follows Move 1 in 16 out of 21 PhDTs in this study. This move is realized by four steps, one of which is a new step found in this study. These are explained and illustrated as follows:

Move 2- Step 1A: Indicating a gap

This step indicates a gap in earlier research in literature. Out of the four steps to create a niche, Move2 Step1A- Indicating a gap is the most often used step in the PhDT introductions in IR. This move is present in 19 PhDT introductions out of 21 introductions (90,48%), and it can be considered as an obligatory move (see Table 4.12). The following excerpts are examples of this step found in the PhDT corpus of this study. In excerpt 4.14, the author of the PhDT focuses on the failure of the initiatives in Turkey and asks questions to point to a gap in the literature.

Excerpt 4.14

***Yet**, these initiatives have **failed** because of **lack** of support; Nuri Demirağ went bankrupt **due to lack of orders**, Vecihi Hürkuş **was unable to** continue .... Consequently, **this begs the question why** infant but promising Turkish aircraft industry was not supported? **Why** Turkey needed an arms embargo to realize the necessity of national defense industry, **while** it had already experienced perils of dependency on foreign sources with the Ottoman experience? **Why** did Turkey wait for 1980s to invest in defense industry **while** there have been callings for establishment since 1970? (PhDT18, 44-47)*

In excerpt 4.15, the author of the PhDT indicates the gap by saying that the point to be studied in the research study does not attract the attention of the academicians in the field.

Excerpt 4.15

*Therefore, we have myriads of studies on migration and migrant groups, **but** the situatedness of individuals or groups in territorial settings **attracts less scholarly attention**. (PhDT20, 21)*

Move 2- Step 1B: Adding to what is known

This step is used to claim that the current study provides additional insights along the same line of previous research to justify the research study. This step is present in only 9 PhDT introductions out of 21 introductions (42,86%), and it can be considered as an optional move (see Table 4.7). The following excerpt is an example of this move found in the PhDT corpus of this study:

Excerpt 4.16

*One study was also written from the standpoint of prospect theory, looking at Asad's risk-taking style in decision-making.11 Some works **additionally** look at the changing relations between Syria and Turkey from the perspective of constructivism, mainly identity (R). As a result, there is need for a **more** inclusive framework. (PhDT10, 64-66)*

Move 2- Step 2: Presenting positive justification

Different from M2S1A and M2S1B, this step evaluates previous research in literature by presenting positive justification and making a positive evaluation (Kanoksilapatham, 2012). M2S2 is found in 13 out of the 21 PhDT introductions in the corpus of this study (61,90%) (See Table 4.7). The following excerpts illustrate this step found in the PhDT corpus of this study.

Excerpt 4.17

The Balkans and especially Bosnia and Herzegovina ***has provided an excellent case for*** *the establishment of minimum stability by the International Community through international organizations..... BiH* ***provides a crystal clear example of the establishment*** *of limited sovereignty by the International Community through international organizations. (PhDT5, 34, 55)*

Excerpt 4.18

Such a research ***is thought to be useful in any analysis*** *on the relations of Turkey and Greece. (PhDT6,12)*

The phrases like "has provided an excellent case" or "is thought to be useful" are useful when identifying the step as they clearly justifies the topic covered in the research study.

Move 3: Presenting the present work

The role of Move 3 is to turn the niche established in Move 2 (Establishing the Niche) into the research space that justifies the present study (Swales, 1990). In Swales' Model, this move includes seven steps, some of which are obligatory, optional or probable in some fields. In the PhDT corpus in IR, this move is distinct from Swales' Model since it includes nine possible steps based on the results of this study.

Similar to Move 1, Move 3 is found in every PhDT introduction in this corpus study (21/21, 100%) (See Table 4.14), and it concludes the introduction section without exception as suggested by Swales (1990, 2004). However, this move differs from Swales' CARS Model (2004) in that this move is cyclical in the PhDT introductions. That is, it is found more than once in all of the introductions (see Table 4.7).

Table 4.14 Percentage of Move 3 and Steps in PhDT Introductions in IR

	Introduction	**Percent**
Move 3: Presenting the present work	**21 / 21**	**100,00**
Move 3 - Step 1: Announcing present research descriptively and/or purposively	**21 / 21**	100,00
Move 3 - Step 2: Presenting research questions or hypotheses	20 / 21	95,24
Move 3 - Step 3: Definitional clarifications	7 / 21	33,33
Move 3 - Step 4: Summarizing methods	21 / 21	100,00
Move 3 - Step 5: Announcing principal outcomes	10 / 21	47,62
Move 3 - Step 6: Stating the value of the present research	13 / 21	61,90
Move 3 - Step 7: Outlining the structure of the paper	21 / 21	100,00
*Move 3 - Step 8: Limitations of research study**	4 / 21	19,05
*Move 3 - Step 9: Evaluating the method selected**	3 / 21	14,29

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

In Move 3, Step 1, Step 4, and Step 7 are the most frequent steps among others. They were found in 21 out of 21 (100%) PhDT introductions in IR. Step 2 is also a frequent step and was found in 20 out of 21 PhDTs (95,24%). Step 6, on the other hand, is an obligatory but a less frequent step as it was found in 13

out of 21 steps (61,90%). Other steps occurred lower than the cutoff point (50%) determined to identify obligatory moves and steps.

Move 3 - Step 1: Announcing present research descriptively and/or purposively

This step, which is noted as an obligatory one, is characterized by announcing present research descriptively and/or purposively (Swales, 1990, 2004). This step is present in the 21 PhDT introductions out of 21 introductions (100%), and it can be considered as an obligatory step for PhDT introductions in IR (see Table 4.14). The following excerpts are examples of this move found in the PhDT corpus of this study, where the authors mention the purpose of the study clearly.

Excerpt 4.19

The main argument of this study is that *....Thus,* ***the main concern here will be to*** *.....* ***The study shall focus on*** *..... (PhDT1, 14-16)*

Excerpt 4.20

To this end this dissertation engages with *the post-Soviet transition and state building literature especially* ***with regard to the case of*** *Kazakhstan* ***in order to*** *historicize its analysis of the post-Soviet political economy of oil in the country. (PhDT2, 44)*

Move 3 - Step 2: Presenting research questions or hypotheses

The function of this step is to display research questions or hypotheses of the present research study. While this step is regarded as an optional one by Swales (2004), it was found to be obligatory in the PhDT introductions in IR due to its high rate of Occurrence (20/21, 95,24%) (See Table 4.15). Excerpts 4.21 and 4.22 illustrate this step as follows:

Excerpt 4.21

*In fact, **this study explores whether or not** the ENP as a hegemonic project is likely to establish an historic bloc; **whether** the ENP is sustainable **or not** with the content of its partners. (PhDT7, 27)*

Excerpt 4.22

*During this query, **the study particularly questions whether** convergence of competition legislation as a strategy is enough to deal with the international anticompetitive practices in the absence of a global competition regime. (PhDT17, 32)*

Move 3 - Step 3: Definitional clarifications

This step is one of the optional steps in the PhDT introductions in IR. It is found in 7 out of the 21 PhDTs with 33,33%, which makes it an optional step as it is below the 50% cut off point (see Table 4.15). Some examples of this step are as follows:

Excerpt 4.23

*Thus, **the study defines** struggle as the nexus of social transformation pointing out the unity of transformation and integration within social totality. (PhDT1, 31)*

Excerpt 4.24

*..... Wallerstein's World Systems Analysis (WSA) **defines** the relative positions of actors in the world system with ..... Accordingly**, hegemony refers** to the dominance..... **In contradiction to HST and NHST, within the WSA's conceptualisation of hegemony, change is** .... . (PhDT16, 47-50)*

This step is particularly useful to help the readers from different and diverse backgrounds to have a common understanding of certain concepts used in the study.

Move 3 - Step 4: Summarizing methods

Move 3 Step 4 is an obligatory step in the PhDT introductions in IR. It is found in 21 out of the 21 PhDTs (100%) (See Table 4.15). In this step, the methods selected for the study are given. The following excerpts exemplify this step as follows.

Excerpt 4.25

*Indeed, in addressing those elements of insecurities and also of trustbuilding**, this study also maintains an interdisciplinary approach**, taking stock of a vast array of anthropological studies that have greatly contributed to the understanding of the psychological and societal processes of the conflict. (PhDT13, 78*

Excerpt 4.26

*The answer to that question tried to be given **through testing neoclassical realist foreign policy model. In this model,** international change is taken as the **independent variable**, and Syria's responses to the changes in the international system are **analyzed through domestic intervening variables** which are leader's perceptions about the international system, domestic constraints and domestic motivations. (PhDT14, 33-34)*

In the excerpts given above, such phrases as "approach, model, independent variable, or intervening variables" helped the researcher to identify the step more easily.

Move 3 - Step 5: Announcing principal outcomes

This is an optional step in the PhDT introductions in IR as it is found in 10 out of 21 PhDTs (47,62%) (See Table 4.15). In this step, the main outcomes of the study are reported briefly. Excerpts 4.27 and 4.28 illustrate this step as follows:

Excerpt 4.27

*..... **This study argues that** this was mainly because the decisive role of informal dynamics in shaping Kyrgyz politics .... (PhDT11, 66-67)*

Excerpt 4.28

This thesis argues *that a relatively secure situation in the Black Sea Region has been maintained owing to the specificity of the dynamics between regional security and regional structure. (PhDT15, 32)*

As seen in the excerpts above, the authors briefly report the main arguments of their research study by directly making a reference to their theses. In his CARS Model, Swales (2004) emphasizes the disciplinary variations in the use of steps and states that this particular step is probable in only some fields. Thus, it was noticed that announcing principal outcomes of the study was present in almost half of the PhDT corpus.

Move 3 - Step 6: Stating the value of the present research

This is an obligatory step in the PhDT introductions in IR as it is found in 13 out of the 21 PhDTs (61,90%) (See Table 4.15). This step is used to provide the value of the research study. Some examples of this step are as follows:

Excerpt 4.29

Moreover, ***this dissertation can be seen as an attempt to contribute*** *the historical analysis of the Turkish nation-state, which is an actor in International Relations literature, from a mostly neglected aspect of otherizing another nation, the Greeks. (PhDT6, 80)*

Excerpt 4.30

Therefore, ***the main contribution of this thesis is to*** *apply ....* ***Consequently, this thesis is an attempt to a make a modest contribution to*** *the growing body of literature on the EU's external relations and development policy. (PhDT19, 47-48)*

In this step, the authors informed the discourse community members about the value of the research study. The phrases written in bold in the above excerpts highlighted the contribution of the theses into the field.

Move 3 - Step 7: Outlining the structure of the paper

This is another obligatory step in the PhDT introductions in IR as it is found in 21 out of the 21 PhDTs (100%) (see Table 4.15). With this step authors roadmap the structure of the research study so that readers can easily follow them. In Swales' CARS Model this step is generally the final step to conclude the introduction section. However, although all of the PhDT (21/21, 100%) authors finished the introduction section with Move 3, not all of them used Move 3- Step 7 as the final step (11/21, 52,38%). Excerpts 4.31 and 4.32 exemplify this step as follows:

> Excerpt 4.31
>
> *In light of this framework,* ***the study is premised upon three parts. In the first part,*** *it is aimed to ....****For that matter, Chapter 2*** *brings forward ....* ***The chapter then engages in*** *providing ... (PhDT13, 87-90)*

> Excerpt 4.32
>
> *Within these confines,* ***this study****, which aims to uncover the decisive dynamics that shape the nature and course of post-Soviet Kyrgyz politics,* ***consists of six chapters that proceed chronologically. The first chapter introduces*** *the thesis of the dissertation along with an overview of the rest of the chapters.* ***Chapter 2 provides the theoretical grounds for*** *responding to the following research question; (PhDT11, 70-72)*

Move 3 - Step 8: Limitations of research study

This is a new step in the PhDT introductions in IR and it is found in 4 out of 21 PhDTs (19,05%), which makes it an optional one (see Table 4.15). This step is placed under Move 3 because it presents details about the present study. The step is quite easy to recognize as the authors list the limitations of research study. The following excerpts, Excerpts 4.33- 4.34 are examples of this new but optional step found in the PhDT corpus of this study.

Excerpt 4.33

Nevertheless, it should be noted that ***the interviewee groups do not represent*** *the whole population of the examined communities, either in scale or in scope. Therefore,* ***the findings of this study are in no way generalizable*** *for the totality of the Turkish communities in Bulgaria and the* Netherlands. (PhDT20, 113-114)

Excerpt 4.34

So ***the limits of the research*** *have to be mentioned. Firstly, ...****this thesis is not an analysis*** *of Turkish-Greek relations.* ***Although*** *a contribution to the analysis of the relations is aimed by this thesis,* ***it is not a historical research*** *on the Turkish-Greek relations,* ***at all****. ....,* *but* ***still this study cannot be seen as a complete analysis of*** *the relations of Turkey and Greece.* ***Instead of*** *briefing the history of the relations, ... is the main focus of this research. In addition,* ***this thesis is not a specific historical study of the Turks or the Ottoman Empire****. (PhDT6, 46-52)*

Move 3 - Step 9: Evaluating the method selected

This is the second new step under Move 3 in the PhDT introductions in IR. It is found in 3 out of the 21 PhDTs (14,29%), which makes it an optional one (see Table 4.15). This step is placed under Move 3 because it gives details about the present study. Although it can be categorized as Move 3- Step 4 Summarizing Methods, it is different from it in that it does not mention the method selected but evaluates the method selected for the study. That is, it includes such statements as “useful”, “clarifies”, which mentions the strengths of the method. Also, there are phrases (e.g., while, on the one hand, on the other hand, however, there is need for ...) that mention the weaknesses of the method selected. Thus, it might be useful to consider it as a different step. The step is also quite easy to recognize as the authors mention about the method selected in terms of its strengths and/or weaknesses. The following excerpts, Excerpts 4.35- 4.36 are examples of this new and less frequent step found in the PhDT corpus of this study.

Excerpt 4.35

*I find it **useful** to borrow Karl's conception of "structural contingency" **while at the same time suggesting to widen** its scope as such that it will cover the inherited structured practices in decision making from a predecessor state as well as be in a constant search for such patterns of choices that leadership makes with regards to different contexts. (PhDT2, 40)*

Excerpt 4.36

***On the one hand,** the classical approach **clarifies** objective conditions, the impact of systemic changes and the influence of the changing balance of power between the parties as well. Without this understanding, the whole picture cannot be revealed. **On the other hand,** a critical approach, which **clarifies** the domestic and subjective aspects of the conflict, **contributes** enormously to an understanding of its transformation over time. **However**, **there is need for a framework** that gives weight to both explanations at the same time, without ignoring one for the sake of the other. (PhDT10, 68-71)*

4.2.2.2 Frequency of Occurrence of Each Move and Step in the RA Introductions in IR

The move-step analysis based on Swales' CARS Model (2004) confirmed the description of move structure for the RA introductions in International Relations. However, Swales' CARS Model (2004) did not completely account for the RAs which were used in the corpus of this study. As a result, some modifications in the CARS Model (2004) were suggested regarding the moves and steps to make it more compatible with the RA introductions. The modified CARS Model for the RA introductions in the field of IR is presented in Figure 4.6. When revising the model, moves and steps with frequencies less than 50% were regarded as optional.

Figure 4.6 Modified CARS Model for the RA Introductions in IR

Move 1: Establishing a territory**

Move 1: Establishing a territory via topic generalizations of increasing specificity**

Move 1 - Step 1: Presenting a case/ situation with factual details to give background information/historical account*

Move 1 - Step 2: Quotation to support ideas*

Move 2: Establishing a niche**

Move 2- Step 1A: Indicating a gap**

Move 2- Step 1B: Adding to what is known**

Move 2- Step 2: Presenting positive justification

Move 3: Presenting the present work**

Move 3 - Step 1: Announcing present research descriptively and/or purposively**

Move 3 - Step 2: Presenting research questions or hypotheses

Move 3 - Step 3: Definitional clarifications

Move 3 - Step 4: Summarizing methods**

Move 3 - Step 5: Announcing principal outcomes**

Move 3 - Step 6: Stating the value of the present research

Move 3 - Step 7: Outlining the structure of the paper**

Those without *= Optional moves/steps,
*= New steps that emerged in this study,
**= Obligatory moves/steps,
***= New and obligatory moves/steps.

Excerpts from the corpus are presented below to illustrate the moves and steps found in the study. The full texts of the excerpts are available in Appendix N. The modifications made when presenting the representative examples are as follows: 1. Each example is accompanied by abbreviations in parentheses representing the research article (RA) with the sentence numbers, 2. Key linguistic features are highlighted in bold in order to demonstrate the communicative function of each move and step, and 3. All citations are replaced with the symbol of (R). However, the citations are kept only when illustrating Move 1 - Step 2: Quotation to support ideas to exemplify the quotation.

Move 1: Establishing a Territory

This move is present in all the introductions (21/21, 100%) in the introductions of RAs in International Relations, and it can be regarded as an obligatory move (see Table 4.12). As this move is present in all of the RAs in the corpus of this study, it is a significant move in the introductions of RAs in International Relations. Moreover, this move is cyclical, using Swales' (2004) term, because it is found more than once in all of the introductions (see Table 4.10).

According to the results of this study, as in PhDTs, this move functions as an introduction to the topic and is realized by "Move 1: Establishing a Territory via topic generalizations of increasing specificity" (Swales, 2004) and two new steps that are not present in Swales' CARS Model (2004). These are explained and illustrated as follows:

Move 1: Establishing a territory via topic generalizations of increasing specificity

In this move, the authors of RA establish the territory and emphasize the importance of the topic. This move is present in 21 RA introductions out of 21

introductions (100%), and it can be considered as an obligatory move (see Table 4.12). Congruent with Swales' framework, Move 1 is obligatory in RA introductions in IR. The following excerpts illustrate this move that is found in the RA corpus of this study.

Excerpt 4.37

Many researchers have been attracted *by the classical liberal proposition that extensive trade prevents militarized interstate conflict. (RA1, 1)*[5]

Excerpt 4.38

Understanding the determinants of democracy is ***important*** *in itself. But understanding how democracy and, hence, the determinants of democracy relate to peace is perhaps even* ***more important****. (RA3, 26-27)*

Move 1 - Step 1: Presenting a case/ situation with factual details to give background information/historical account

This step is one of the new steps that emerged in the corpus of the RA introductions of IR used in this study. The sentences categorized as Move 1 Step 1 were close to Move 1, but they did not fit into Move 1 as a whole. They were close to Move 1 as they presented detailed information about the territory stated in the research study. However, they differed from Move 1 in that they either presented a case/situation with factual details or presented an historical account of the subject. This step is found in 7 out of the 21 RA introductions (33,33%), and it is an optional step for RAs (Table 4.12). Excerpts 4.33- 4.34 are examples of this step found in the RAs corpus of this study.

[5] Parentheses include information on RA number and sentence numbers of the excerpt.

Excerpt 4.39

In 1996, the Maoist wing of the Nepal Communist Party (CPN-M) *..... ... the rebellion led King Gyanendra to dismiss the government* ***in October 2002****. .... **In 2006**, the parties that ... Following a series of mass demonstrations, **King Gyanendra** reluctantly restored the parliament, **in April 2006**, and agreed to elections for a constituent assembly that would write a new constitution. **In November 2006, the Maoist rebels and the restored government** signed a peace agreement that for now has ended the civil war and brought the CPN-M back into the democratic fold. (RA2, 1-6)*

Excerpt 4.40

The United States, by some estimates, has expended $3 trillion to bring democracy to Iraq after U.S. policymakers promised before the invasion that removing Saddam Hussein and democratizing the country could be done at minimal cost. (R) U.S. military forces suffered nearly 37,000 casualties (4,500 dead) in Iraq from 2003 to 2011 and more than 17,000 casualties (2,100 dead) in Afghanistan through September 2012. (R) (RA20, 3-4)

Move 1 - Step 2: Quotation to support ideas

Move 1 Step 2 is another new step that emerged in the corpus of the RA introductions of IR used in this study. In this step, the authors of the RAs in IR quote sentences to attract the attention of readers to the subject matter discussed in the RAs. In this way, this step looks like Move 1, and thus it is placed under Move 1. However, these quotations make this particular move different from regular Move 1 in that there are no sentences to claim the centrality of the topic (e.g., ...plays an important role.., ...is a common finding ...) or reviewing previous research. However, the sentences categorized as Move 1 Step 2 quote the important utterances of particular people to introduce the territory of the RA.

This step is found in only 2 out of the 21 RA introductions (9,52%), and it is an optional step for RAs (Table 4.12). Excerpts 4.41- 4.42 are examples of this step found in the RAs corpus of this study.

In excerpt 4.35, the author of the RA starts the article with a quotation from Australian Foreign Minister Alexander Downer. Then the author continues with the following sentence: "During the 1990s, Australia, New Zealand, Fiji, Vanuatu, and Tonga on three occasions sent peacekeeping forces to Papua New Guinea." This sentence was coded as Move 1 Step 1 where specific details were presented about Australia. Thus, with the quotation, the writer makes a smooth transition to the subject matter discussed in the RA.

Excerpt 4.41

We've got to recognise that the multilateral system does have its limits. And there have been occasions, I'm afraid, when the UN has been unable to deal with crises in Rwanda, in Kosovo, quite a long list of missed opportunities by the UN. And the case of the Solomons, it would just be too difficult to get the UN to solve this problem. We'll have to do it ourselves, with a coalition of other countries. (Australian Foreign Minister Alexander Downer on the need for Australia to lead a peacekeeping mission to the Solomon Islands, cited in Ponzio, 2005: 178) (RA4, 1-4)

Similarly, in the following excerpt, after quoting Gen. Fernando Matthei, the author of the RA establishes the territory (Move 1) with the following sentence: "Information **plays a fundamental role** in democratic governance. In institutionalized democracies, citizens and political parties can be reasonably confident that violations of democratic norms, such as election fraud, will be widely reported". (RA11, 4-5)

Excerpt 4.42

If the government's candidate wins everyone will say it was fraud. If he loses everyone will say it was a fair election. So it is more in our interests than anyone else's to be able to show it was an absolutely fair election. (Gen. Fernando Matthei on Pinochet's "insoluble dilemma," quoted in Huntington 1991, 84.) (RA11, 1-3)

Move 2: Establishing a niche

Move 2 is clearly present (21/21, 100%) in the introductions of RAs in IR, and it can be regarded as an obligatory move (see Table 4.12). As this move is present in all of the RAs in the corpus of this study, it is a significant move in the introductions of RAs in IR. Moreover, this move is cyclical since it is found more than once in all of the introductions (see Table 4.9).

Congruent with previous studies of other disciplines (e.g. Kanoksilapatham, 2007, 2012; Samraj, 2005) and the results of the PhDT corpus used in this study, it follows Move 1. It follows Move 1 at least once in all the RAs (100%) What's more, it is the second move after Move 1 in 19 RAs (90,48%). In only two RAs (RA14 and RA20), this move is the first move and is followed by Move 1, as illustrated below (see Table 4.10):

M1-M2-M1-M2-M1-M2-M3 (RA2)
M2-M1-M2-M1-M2-M3 (RA20)

Table 4.15 Percentage of Move 2 and Steps in RA Introductions in IR

	Introduction	**Percent**
Move 2: Establishing a niche	**21 / 21**	**100,00**
Move 2- Step 1A: Indicating a gap	19 / 21	90,48
Move 2- Step 1B: Adding to what is known	16 / 21	76,19
Move 2- Step 2: Presenting positive justification	7 / 21	33,33

Based on the CARS Model (2004), the function of this move is to create a niche for the research being reported by pointing out a gap in earlier research (Move 2 Step 1A), adding to what is known (Move 2 Step 1B), or presenting positive justification (Move 2 Step 2) (Swales, 2004). In addition to these

steps, only one RA author presents the case with a critical view while establishing a niche. As this step is not mentioned in Swales' CARS Model (2004), this is coded as a new step. Out of these four steps to create a niche, Move2 Step1A- Indicating a gap is the most used in RA introductions in IR. The steps under Move 2 are illustrated below.

Move 2- Step 1A: Indicating a gap

This step is used to indicate a gap in literature, and it is present in 19 out of 21 (90,48%) RAs. As the step is present in most of the RAs, it is another obligatory step for the RAs (see Table 4.16). In excerpt 4.37, the bold words emphasize the gap in the literature by referring to the earlier research on civil wars. In excerpt 4.38, the author of the RA indicates the gap through directly asking questions.

Excerpt 4.43

Despite *a growing understanding of this bloody phenomenon, the research on civil wars – especially research on termination and duration – has* ***suffered from*** *an* ***inability*** *to connect theory to measurement for one of its most important concepts: relative power. (RA6, 3)*

Excerpt 4.44

What*, then, has been the political impact of economic liberalization****?*** ***Has*** *it led to a disconnected social wasteland, as implied by the atomization literature,* ***or has*** *it led to a resurgence of historical patterns of collective political activity typical of the Latin American region****?*** *(RA12, 22-23)*

Move 2 Step 1B: Adding to what is known

This step is used to claim that the present study adds to the literature with further studies. This step is present in 16 RA introductions out of the 21

introductions (76,19%), and it can be considered as an obligatory move (see Table 4.16). Excerpt 4.45 and 4.46 are examples of this move found in the RA corpus of this study.

Excerpt 4.45

*And studies on religion and conflict have demonstrated the role religion plays in some conflicts (R).**While this is useful, further research can demonstrate** the generalizable conditions under which religion influences conflict, rather than whether it does or does not in certain cases (R). (RA5, 12-13)*

Excerpt 4.46

***Yet** each one of them offers partial and, when considered separately, **insufficient insights** into the same empirical puzzle—with the former literature focused on the reasons actors may have to engage in violence and the latter centered on their opportunities to do so. However, **a more satisfactory theory of political violence needs to** subsume both approaches. To paraphrase Collier and Hoeffler, political violence, as the commission of any crime, requires both "motive and opportunity" (R). (RA13, 10-12)*

Move 2- Step 2: Presenting positive justification

This step is found in 7 out of 21 the RA introductions in the corpus of this study (33,33%) (see Table 4.16). The following excerpts, Excerpts 4.47 and 4.48, illustrate this step found in the RA corpus of this study.

Excerpt 4.47

*Thailand **offers** us **useful** leverage for analyzing the influence of electoral rules on public policy outcomes **by providing** a natural experiment, of sorts, in electoral reform. (RA14, 8)*

Excerpt 4.48

*Thus, **my argument refines** the domestic-level mechanisms that lead to the international bargains that end war. As such, t**his analysis builds on a much wider literature within international relations** about "two-level games," one level being domestic and the other international. (R) (RA17, 19-20)*

Move 3: Presenting the present work

Similar to Move 1 and Move 2, Move 3 is found in all of the RA introductions in this corpus study (21/21, 100%) (see Table 4.17), and it concludes the introduction section as suggested by Swales (1990, 2004). Only in one RA (RA8) Move 3 is not the final move to conclude the introduction part (see Table 4.10). This move differs from Swales' CARS Model (2004) in that this move is cyclical in most of the RA introductions. In other words, it is found more than once in 16 out of the 21 RA introductions (see Table 4.9).

There are seven steps to realize this move, some of which are obligatory according to the results of this study. Although in Swales' CARS Model (2004) only Move 3 Step 1 is the obligatory step, Step 1, Step 4, Step 5 and Step 7 are the obligatory ones according to the results of this study. The details regarding these steps are presented below.

Move 3 - Step 1: Announcing present research descriptively and/or purposively

As in Swales' CARS Model, this step is obligatory for the introductions of the RAs in IR. It is present in 20 RA introductions out of the 21 introductions (95,24%) (see Table 4.16).

Table 4.16 Percentage of Move 3 and Steps in RA Introductions in IR

	Introduction	**Percent**
Move 3: Presenting the present work	**21 / 21**	**100,00**
Move 3 - Step 1: Announcing present research descriptively and/or purposively	20 / 21	95,24
Move 3 - Step 2: Presenting research questions or hypotheses	6 / 21	28,57
Move 3 - Step 3: Definitional clarifications	3 / 21	14,29
Move 3 - Step 4: Summarizing methods	14 / 21	66,67
Move 3 - Step 5: Announcing principal outcomes	17 / 21	80,95
Move 3 - Step 6: Stating the value of the present research	10 / 21	47,62
Move 3 - Step 7: Outlining the structure of the paper	18 / 21	85,71
*Move 3 - Step 8: Limitations of research study**	0	0,00
*Move 3 - Step 9: Evaluating the method selected**	0	0,00

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

The following excerpts, Excerpts 4.49- 4.50 are examples of this step found in the RA corpus of this study, where the authors mention the purpose of the study clearly.

Excerpt 4.49

In this article, we conduct *a new analysis of military intervention and democratization that seeks to improve on these shortcomings. (RA20, 27)*

Excerpt 4.50

*With this aim in mind, **this article examines the case of** the road to the 1975 Second Egyptian-Israeli Disengagement Agreement, often referred to as Sinai II, which relates directly to the question of how American domestic politics affect U.S. Middle East diplomacy.(R) (RA21, 29)*

Move 3 - Step 2: Presenting research questions or hypotheses

In this move authors present the research questions or hypotheses of their studies. Congruent with Swales' CARS Model (2004), this step is optional (6/21, 28,57%) for the RA introductions in IR (see Table 4.16). Excerpts 4.51 and 4.52 illustrate this step as follows:

Excerpt 4.51

*In contrast, **we hypothesize** a positive policy externality: governments want to commit to labor standards but are reluctant to do so if their main competitors have not made similar commitments. (RA16, 35)*

Excerpt 4.52

***This paper analyzes** a pre-and postelection survey of 36,501 voters in the 2006 U.S. midterm elections **to answer three questions: First, how** do potential voters rate the importance of trade policy**? Second, do** voters know the trade policy decisions of their elected representatives in the House and Senate**? Third**, and most importantly for the aggregation process**, to what extent** do voters award or punish incumbents for voting in line or counter to the voters' preferences**?** (RA8, 13-16)*

Move 3 - Step 3: Definitional clarifications

This step is the least frequent step used in the RA introductions in IR. It is found in only 3 out of 21 RAs with 14,29%, which makes it an optional step as it is below 50% cut off point (see Table 4.16). That is, 85,71% of the RA authors do not use this step. Excerpts 4.53 and 4.54 exemplify this step as follows:

Excerpt 4.53

This article defines *religion as a …* ***The article refers to*** *the … '****Religious groups' refers to*** *… And* ***the article refers to*** *…. (RA5, 26-29)*

Excerpt 4.54

Openness ***refers to the*** *exposure to the international economy, whereas external risk* ***relates to*** *the stability of terms and conditions under which a given economy trades with foreign economies. (RA7, 17)*

Move 3 Step 4: Summarizing methods

This step is an obligatory step in the RA introductions in IR. It is found in 14 out of the 21 PhDTs (66,67%) (see Table 4.16). In this step, the methods selected for the study are explained. Excerpts 4.55 and 4.56 exemplify this step as follows:

Excerpt 4.55

The article tests *the effects of religion–state connections and international ideological distance* ***through a quantitative analysis of*** *militarized interstate disputes from 1990 to 2000.* ***It uses a Heckman probit model to assess the influence of*** *religion–state connections on the level of dispute severity. (RA5, 18-19)*

Excerpt 4.56

I ***apply this model to the case of*** *contemporary Russia. In so doing,* ***I add insights from Wallerstein's world systems theory****, in order to make more coherent sense of Russia's material position in the world. (R) (RA10, 19-20)*

Move 3 - Step 5: Announcing principal outcomes

Move 3 Step 5 is an obligatory step in the RA introductions in IR. It is found in 17 out of the 21 RAs (80,95%) (see Table 4.16). In this step, the authors

announce the main results of the research study. The following excerpts illustrate this step as follows:

Excerpt 4.57
I show that the answer to this question is yes. I show that *the cross-sectional relationship between oil and democracy persists when country and time effects are included using a dynamic panel model. (RA3, 13-14)*

Excerpt 4.58
Furthermore, ... ***, the evidence suggests that*** *.....* ***Thus, our central findings show that*** *information provided by international actors can increase the relative costs of fraud, and by implication, can facilitate self-enforcing democracy. (RA11, 42-43)*

Move 3 - Step 6: Stating the value of the present research

Move 3 Step 6 is an optional step in the RA introductions in IR. It is found in 10 out of 21 RAs (47,62%) (see Table 4.17). In this step, the authors list the value of their own research study. Some examples are as follows:

Excerpt 4.59
This article contributes to two distinct literatures. First*, ...,* ***it contributes to the debate on*** *how international actors influence democratization, which is relevant to both academic and policy circles. (R)* ***Second****, ...,* ***it contributes to theoretical debates about*** *... , and* ***it brings international actors more explicitly into work*** *on electoral revolutions and self-enforcing democracy. (R) (RA11, 34-36)*

Excerpt 4.60
Unlike most other empirical studies of interstate war duration and termination, which focus only on wars that ended with a clear-cut victor, (R) ***my*** *model theorizes explicitly about stalemates. (RA17, 22)*

Move 3 - Step 7: Outlining the structure of the paper

This is an obligatory step in the RA introductions in IR as it is found in 18 out of the 21 RAs (100%) (see Table 4.17). In congruence with Swales (2004:

232), “this step is nearly always (16/21, 76,19%) a final element in Move 3 to outline or roadmap the structure of the paper”. Excerpts 4.61 and 4.62 illustrate this frequent step as follows:

> Excerpt 4.61
> ***The article proceeds as follows. In Section II I review*** *...* ***Following, in Section III I analyze*** *...* ***Then, in Section IV I examine*** *...* ***Finally, in Section V I address*** *....* ***Section VI concludes****. (RA14, 19-24)*

> Excerpt 4.62
> ***The article proceeds as follows: Section II briefly delineates*** *....* ***Section III theorizes*** *the ...* ***Section V highlights*** *....* ***Section IV analyzes*** *....* ***Section VI offers a preliminary comparison between*** *...* ***The conclusion proposes*** *directions for additional research, with suggestions for both conceptual and empirical studies. (RA15, 36-42)*

4.2.2.3 Summary and Comparison of the Frequency of Occurrence of Each Move and Step in the PhDT and RA Introductions in IR

The frequency of occurrence of each move and step of the introduction parts of the PhDTs and RAs in the field of International Relations have been presented in the subsections 4.2.2.1 and 4.2.2.2 above. Based on these results, the important results as a summarized version are presented below.

It was observed that the rhetorical structure of the PhDTs in IR was similar to that found in the RAs in IR in the sense that all the moves proposed by Swales’ CARS Model were present in the corpora with similar percentages for the PhDTs and the RAs. Move 1 and Move 3 were always present in both of them (PhDTs, 100% and RAs, 100%) in the corpora used in this study. As for Move 2, it was seen that it was present in 100% of the RAs and in 90,48% of the PhDTs. Also, it was noted that all the steps in Swales’ CARS Model (2004) were present in the RAs and the PhDTs with some variation regarding the frequencies in their use in the two corpora.

However, these two corpora were not identical. For example, these two corpora differed in terms of their obligatory and optional steps. To clarify, some of the obligatory steps for the RA authors were optional for the PhDT authors. To illustrate, Move 2- Step 1B (76,19%) and Move 3- Step 5 (80,95%) were obligatory steps for the RAs, but they were optional for the PhDTs (42,86%, 47,62%). That is, the RA authors established a niche via adding to what is known in the literature (M2-S1B) and announced their principal outcomes (M3S5) more frequently than the PhDT authors. Similarly, some of the obligatory steps for the PhDT authors were optional for the RA authors. Almost all of the PhDT authors (95,24%) presented their research questions or hypotheses (M3-S2), while only 28,57% of the RA authors mentioned them. This step was pervasively prominent in the PhDTs. However, it was a rare step for the RAs. Also, the PhDT authors (61,90%) presented positive justification for their studies (M2S2) more often than the RA authors (33,33%). Another step that was used differently was Move 3- Step 6. With this step, the authors stated the value of their research study. This step was considered as an obligatory move for the PhDTs (61,90%), but it was optional for the RAs (47,62%) although the percentage value was very close to the cutoff point 50%.

It was also noteworthy that the new steps that were not in the CARS Model were observed differently in the two corpora. While the PhDT authors used Move 1- Step 1 (presenting a case / situation with factual details to give background information) as an obligatory step (61,90%), the RA authors used it less frequently as an optional step (33,33%). Moreover, the two new steps under Move 3 whose functions are stating the limitations of the research study (Move 3- Step 8) and evaluating the method selected (Move 3- Step 9) were unique to the PhDTs. That is, they were not used in the RAs at all.

In summary, a thorough examination of the introduction sections of RAs and PhDTs demonstrated the move-step structure of these two corpora. The findings that reveal the prevailing patterns have been presented in this chapter.

4.3 Rhetorical Features (Author Presence Markers) of the Two Corpora

This section aims to answer the research questions including the rhetorical features (author presence markers) of the RA and PhDT introductions in IR (Research Questions 1.3 and 2.3). Also, to what extent the rhetorical features of the introductions of the PhDTs and RAs correspond was investigated (Research Question 3.3) (see Tables 4.17 and 4.18).

Table 4.17 PhDTs That Used the Rhetorical Functions (Author Presence Markers) in Moves and Steps

	M1	M1-S1	M1-S2	M2-S1A	M2-S1B	M2-S2	M3-S1	M3-S2	M3-S3	M3-S4	M3-S5	M3-S6	M3-S7	M3-S8	M3-S9	TOTAL
PhDT1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT2	-	-	-	-	-	-	-	-	-	+	-	-	-	-	+	+
PhDT3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT5	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-	+
PhDT6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT11	-	-	-	-	-	-	+	+	-	+	-	+	+	-	-	+
PhDT12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT17	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PhDT20	+	-	-	+	-	-	-	+	-	+	-	+	+	-	-	+
PhDT21	+	-	-	-	-	-	+	-	-	+	+	-	+	-	-	+
																5

+ indicates that the author presence marker occurred in the PhDTs
- indicates that the author presence marker did not occur in the PhDTs

Table 4.18 RAs That Used the Rhetorical Functions (Author Presence Markers) in Moves and Steps

	M1	M1-S1	M1-S2	M2-S1A	M2-S1B	M2-S2	M3-S1	M3-S2	M3-S3	M3-S4	M3-S5	M3-S6	M3-S7	M3-S8	M3-S9	TOTAL
RA1	-	-	-	-	-	-	+	+	-	+	-	-	+	-	-	+
RA2	-	-	-	-	-	-	+	-	-	+	-	-	-	-	-	+
RA3	-	-	-	+	-	-	-	-	-	+	+	-	+	-	-	+
RA4	-	-	-	-	-	-	+	+	-	+	-	+	+	-	-	+
RA5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RA6	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	+
RA7	-	-	-	-	-	-	+	-	-	-	+	+	-	-	-	+
RA8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RA9	-	-	-	+	-	-	+	-	-	+	-	-	+	-	-	+
RA10	-	-	-	-	-	-	+	-	-	+	-	-	+	-	-	+
RA11	-	-	-	-	-	-	+	-	-	-	+	-	-	-	-	+
RA12	+	-	-	-	+	-	+	-	-	+	+	-	+	-	-	+
RA13	-	-	-	-	-	-	+	-	-	+	+	+	+	-	-	+
RA14	-	-	-	-	-	-	+	+	-	-	+	-	+	-	-	+
RA15	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	+
RA16	+	-	-	-	-	-	+	+	-	+	+	+	+	-	-	+
RA17	-	-	-	-	+	-	+	+	-	-	+	+	+	-	-	+
RA18	-	-	-	-	-	-	-	-	-	-	-	-	+	-	-	+
RA19	-	-	-	-	-	-	+	-	-	-	-	-	+	-	-	+
RA20	-	-	-	-	-	-	+	-	-	+	+	-	+	-	-	+
RA21	-	-	-	+	-	-	+	-	-	-	+	-	+	-	-	+
																19

+ indicates that the author presence marker occurred in the RAs
- indicates that the author presence marker did not occur in the RAs

The PhDT and RA authors in IR indicated their presence in the introduction sections in different ways (see Tables 4.17 and 4.18). In 19 of the 21 RA introductions (90,4%), the authors used the personal pronouns “I” and/or “we”. However, only a few PhDT authors (23,8%, 5/21) preferred to be visible in their introductions.

As far as the moves and steps in which author presence markers were used are concerned, the RA and PhDT authors differed greatly (see Figure 4.7). First, there were two most commonly used moves and steps by the RA authors. One of them was M3-S1, where the authors announced their research descriptively and/or purposively. In 15 of the 21 RAs (71,42%), the RA authors marked their presence in their introductions to announce their research. In contrast, in only 3

out of the 21 PhDTs (14,29%), the authors used personal pronouns to report their study purposively.

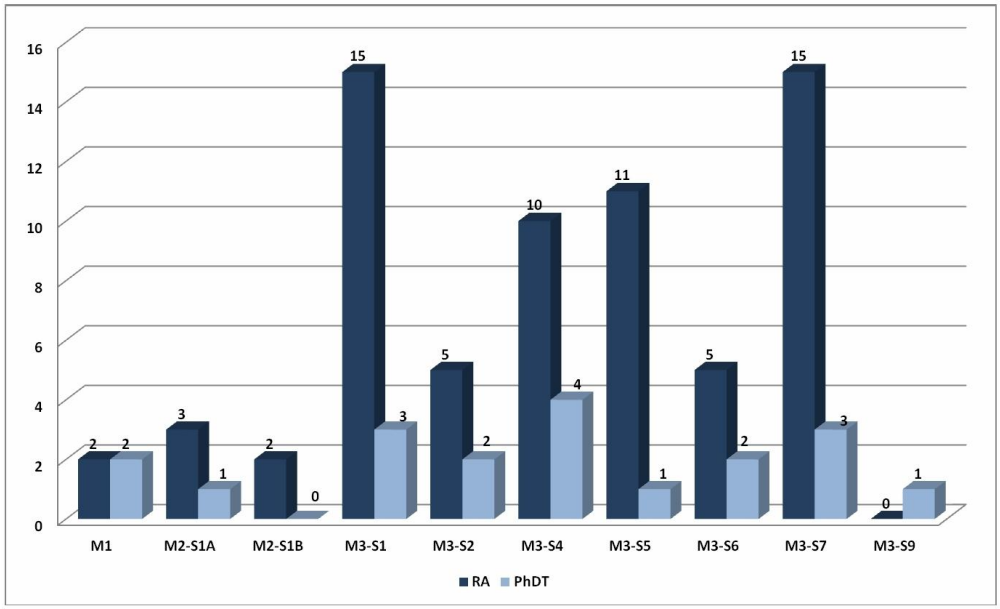


Figure 4.7 RAs and PhDTs That Used Rhetorical Features (Author Presence Markers) in the Moves-Steps in IR

M1: Establishing a territory via topic generalizations of increasing specificity
M2-S1A: Indicating a gap
M2-S1B: Adding to what is known
M3-S1: Announcing present research descriptively and/or purposively
M3-S2: Presenting research questions or hypotheses
M3-S4: Summarizing methods
M3-S5: Announcing principal outcomes
M3-S6: Stating the value of the present research
M3-S7: Outlining the structure of the paper
M3-S9: Evaluating the method selected

In the following excerpt, the author of the RA clearly announced the research descriptively by using "I" as the agent of the statement.

Excerpt 4.63

To paraphrase Collier and Hoeffler, political violence, as the commission of any crime, requires both "motive and opportunity." (R) ***I*** *take up this task in this article.*

(RA13, 12-13)

Similarly, the author of the PhDT5 explained his/her research descriptively and/or purposively, as illustrated below:

Excerpt 4.64

*In this manner, **I** will analyse the form of state that the International Community aimed at establishing in BiH in relation to the transnationalisation of the world order.*

(PhDT5, 11)

The second most commonly preferred move and step where the RA authors marked their presence in their introductions was M3-S7 (outlining the structure of their paper) (see Figure 4.7). In 15 of the 21 RAs (71,42%), the authors outlined the structure of their papers by using personal pronouns, as exemplified in the following RA:

Excerpt 4.65

*In Section II **I** review the institutional literature linking electoral rules to public policy outcomes. Following, in Section III **I** analyze party platforms and policy formulation in the pre-1997 and post-1997 eras. Then, in Section IV **I** examine the nature of health policy and health outcomes, again proceeding chronologically. Finally, in Section V **I** address contending theories on why we witness the change in both the party system and the policy-making environment in post-1997 Thailand.*

(RA14, 20-23)

However, not many PhDT authors preferred to be visible in this move. In only 3 out of the 21 PhDTs (14,29%), the authors presented the outline of the study by using personal pronouns, as illustrated in the following excerpt:

Excerpt 4.66

*In other words, **I** start by presenting brief accounts of the main traits of Kyrgyzstan's early history, experiences under Tsarist and also Soviet rule (R). Here, **I** also dwell upon the socio-political atmosphere in the last years of Kyrgyz Soviet Socialist Republic on its way to the collapse of Soviet Union and its independence (R).*

(PhDT11, 80-81)

The third frequent move where the personal pronouns were used by half of the RA authors was M3-S5 (Announcing principal outcomes). In this move, 11 RA authors (52,38%) announced the principal outcomes of their research study while using personal pronouns. An example is presented as follows:

Excerpt 4.67

I *show that the answer to this question is yes.* ***I*** *show that the cross-sectional relationship between oil and democracy persists when country and time effects are included using a dynamic panel model.*

(RA3, 13-14)

However, there was only one PhDT author (4,76%) who used personal pronouns to present the main outcomes of his/her study, which is presented below:

Excerpt 4.68

Based on these findings ***I*** *can argue that Nazarbayev's foreign policy toward Turkey and Turkic World is not based on day to day decisions and as responses to international conjuncture but based on a grand strategy which aims to strengthen Kazakhstan's national identity, its place in international arena and its independence from Russia by taking into account the Eurasian identity of the country.*

(PhDT21, 99)

In addition to these commonly used moves and steps, 10 RA authors (47,52%) marked their presence by using the personal pronouns in M3-S4, where they summarized their methods. An example by an RA author is as follows:

Excerpt 4.69

We *test our theoretical framework empirically by pairing civil-war countries with potential providers of peacekeeping.*

(RA4, 33)

As for the same move, 4 PhDT authors (19,05%) used the personal pronouns in M3-S4 to explain the methods used in their studies. This was actually the most

preferred move by the PhDT authors where they marked their presence. An example is provided below:

Excerpt 4.70

*While examining Turkey's image, the methodology **I** applied is a research and data collection through the analysis of library sources including books, academic journals, and newspaper archives.*

(PhDT21, 76)

There were two other frequent moves that included the author presence markers in the corpus of the RA used in this study. In 5 out of the 21 RAs, the RA authors (23,80%) presented the research questions by using "I" and/or "we". As opposed to the RA authors, only 2 PhDT authors (9,52%) used these pronouns while presenting their research questions. Some examples are as follows:

Excerpt 4.71

*Thus, **we** look at peacekeeping from both sides: which wars attract peacekeeping, and whether and for which reasons states step in.*

(RA4, 34)

Excerpt 4.72

*Basing my research on this model of territoriality, **I** will ask the following questions:*

(PhDT20, 93)

The other move in which the RA authors marked their presence was M3-S6. In this move, the authors mentioned the value of their research study. The personal pronouns were present in 5 out of the 21 RAs (23,80%) and 2 PhDTs (9,52%). Some examples are as follows:

Excerpt 4.73

*While **we** take regional effects into account by controlling for influences among geographically close states, **we** contribute to the debate by offering a more fine-grained analysis of peer effects that is based on the membership of states in the same international organizations.*

(RA16, 42)

Excerpt 4.74

***I** believe this model will be the original contribution of this study to the existing literature.*

(PhDT20, 87)

In the other moves the personal pronouns were not preferred much by the RA or the PhDT authors. Interestingly, there was one move in which none of the RA authors marked their presence. However, there was 1 PhDT author (4,76%) who was visible in the move. The move was M3-S9, in which the authors evaluated the method they selected, and this was one of the new steps under Move 3 that emerged in this study. Only 1 PhDT author marked his/her presence while evaluating the method he/she selected in the study.

Excerpt 4.75

***I** find it useful to borrow Karl's conception of "structural contingency" while at the same time suggesting to widen its scope as such that it will cover the inherited structured practices in decision making from a predecessor state as well as be in a constant search for such patterns of choices that leadership makes with regards to different contexts.*

(PhDT2, 40)

In short, in contrast to the RA authors, the PhDT authors refrained from marking their presence in the introduction sections in IR. Only 5 PhDT authors out of 21 (23,8%) wanted to be visible. In contrast, far more RA authors (90,4%, 19/21) indicated their presence through the personal pronouns "I" and/or "we". These writers pointed to the use of "I" and/or "we" as critical to meaning and credibility, helping to establish the commitment of writers to their words and setting up a relationship with their readers (Hyland, 2002).

Particularly, the RA authors used self-promotional "I" and "we" - using Harwood's (2005) term- when making claims as the writer, as authority and originator. Harwood (2005) claims that this function is used when researchers market themselves and their research by constructing a picture of newsworthiness and uniqueness.

In the corpus used in this study, this function of the personal pronouns could be found in Move 3- Step 5 where the authors announce principal outcomes of the study according to Swales' CARS Model (2004). In the following table, this move is illustrated in two different ways: with and without using personal pronouns.

Table 4.19 Examples of M3-S5 with and without Using Personal Pronouns in the Two Corpora in IR

*Contra Kurtz, **we** find that economic liberalization in the context of open and democratic politics has led to a significant increase in the level of political protest.* *Also contra Kurtz, **we** find that economic liberalization has no effects on individual political participation as measured by voter turnout.* (RA12, 34-35)
***The study maintains that** state power becomes the main intention of different social factions and once attained provides an important institutional instrument where social factions can promote their own particular world views.* *In this respect, **the study points out that** although economic restructuring could not be based on a firmly based alliance of social forces within Poland and Romania, it was achieved through establishing a unity of transformation and integration.* (PhDT1, 60, 67)

It is observed in these samples that the PhDT author puts the emphasis on the study when presenting the outcomes of the study (Move 3- Step 5) by using an inanimate object (i.e. this study) as the agent of the actions performed. However, the RA authors were clearly visible in the same move and they promoted their study by using the pronoun "we". As Gosden (1993) and Hyland (2002) state the way an author begins clause foregrounds important information which identifies the author as the source of the associated statement and helps the author control the social interaction in the text. When the effect of using the personal pronouns in these positions are considered, it is noticed that these pronouns allow these authors to emphasize and to seek

agreement for their own contributions. Also, it should be remembered that in more than half of the RAs (11/20, 52,38%) the personal pronouns were used in this move (See Figure 4.7)

Another interesting finding of the two corpora was that the RA authors used the "self-promotional personal pronouns" when reporting their studies as suggested by Harwood (2005). He categorized this function as "procedural soundness and uniqueness" and added that this type of self-promotional pronoun takes place during the description method. The use of such pronouns could be seen as more than a straightforward reporting of procedures, and researchers are advertising their worth as researchers by using self-promotional pronouns to highlight their own contribution to the work. This function was named as "recounter of research process" by Tang and John (1999) and was the third most powerful authorial presence in their typology.

This function, "procedural soundness and uniqueness", could be seen in Move 3- Step 4, where the authors summarize their methodology (Swales, 2004). In the following table (see Table 4.20), the RA author used "we" as the doer of the action of "examine", whereas the PhDT author was not visible and used "this study" and made an inanimate object the agent of the action.

Table 4.20 Examples of M3-S4 with and without Using Personal Pronouns in the Two Corpora in IR

We examine *the democratizing effect of FIRC by democracies in the twentieth century, differentiating between cases where interveners change only leaders and those where they change leaders but also help undertake democratic reform.* (RA20, 29)
Indeed, in addressing those elements of insecurities and also of trustbuilding, ***this study also maintains an interdisciplinary approach****, taking stock of a vast array of anthropological studies that have greatly contributed to the understanding of the psychological and societal processes of the conflict*. (PhDT13, 78)

Like in Move 3- Step 5 (Announcing the principal outcomes of the study), which was explained above, more RA authors (10/21, 47,52%) were visible in Move 3- Step 4 (Summarizing the methods) when compared to the PhDT authors (4/21, 19,05%).

Returning to the rhetorical analyses in the corpus of the PhDTs in IR, however, it was noted that the PhDT authors were in fact using the same moves and steps when reporting their studies, but did not use the personal pronouns to realize the moves and steps. Instead, they used other ways. One of these ways is passivization, which allowed the authors to remove themselves as the agent of the actions, as shown in the following table:

Table 4.21 Examples of M3-S7 with and without Using Personal Pronouns in the Two Corpora in IR

*This article proceeds in three sections. First, **I discuss** the theoretical foundations of the declinist and alternative perspectives. Second, **I test** these two perspectives empirically. Finally, **I discuss** the dangers of the false belief in American decline.* (RA18, 36-39)
*In the last part of the chapter, the Turkish-Greek relations **will be evaluated** according to several important cases, such as the Aegean Sea, Cyprus and the European Union. These cases **were revisited** according to the underlying influence of the Greek otherization. Moreover, the relationship between state interests and national identity perceptions **will be examined** within these cases.* (PhDT6, 111-113)

In the excerpts displayed in the table above, both the RA and the PhDT authors outlined the structure of the paper (M3-S7), which was a very frequent move for the RAs (85,7%) and PhDTs (100%) in IR. While the RA author used "I" as the agent of the actions, the PhDT author used passivization, which implies objectivity.

Another way used by the PhDT authors was making an inanimate object (e.g. this thesis) the agent of the actions performed, which is illustrated as follows:

Excerpt 4.76

The thesis *will end with some proposals about …….* (PhDT6, 116)

Excerpt 4.77

The third chapter *will provide the overview of the historical background of Uzbek and Turkish cases.* (PhDT6, 123)

In addition to these ways, the PhDT authors used "there" as a pseudo subject in the beginning of the sentences.

Excerpt 4.78

In the last part of the chapter, ***there*** *will be an .....* (PhDT6, 114)

By using "there" as a pseudo subject, the PhDT author is not visible in this sentence. The author may be avoiding the use of the first person pronoun simply because of some vague preconceived notion that academic writing should be distant and impersonal.

In brief, the analyses of the rhetorical features (author presence markers) in the two corpora revealed that a fairly large percentage of the RA authors (90,4%) were visible the introduction sections of their articles by using "I" and/or "we", whereas only few PhDT authors (23,8%) used these pronouns. That is, most of the PhDT authors avoided using these pronouns in the introduction sections of their theses.

CHAPTER 5

CONCLUSION

5.0 Introduction

This chapter presents the summary and discussion of the findings, the limitations of the study, suggestions for future studies, and implications of the results. The first part of the chapter is a summary of the present study and provides the conclusions derived from the data analysis and discussion of the results. The second part lists the limitations of the study and makes some suggestions for further studies in corpus-based genre studies. The last part articulates some implications for teaching academic writing especially in the introduction sections of PhDTs and RAs in IR.

5.1. Summary and Discussion of the Results

This study reported the genre specific features of the introduction sections of the RAs and PhDTs in IR through corpus analysis. The introduction section was selected on purpose as this part is mostly regarded a difficult part of presenting the research study. Law and Williams (1982: 539) emphasizes the importance of this section in the RAs by saying that it constitutes "a vital part of the packaging, designed to alert potential users, to persuade them that this is a valuable product, one which they cannot do without".

In order to describe the genre specific features of the introduction sections of the RAs and PhDTs in the field of IR, the introduction sections of the 21 RA

and 21 PhDTs were analyzed by using move and step analysis using Swales' CARS Model (2004). While the PhDTs were written by METU students in the Department of IR, the RAs were published by authors of different nationalities in major academic journals in IR. The study employed quantitative and qualitative approaches that include the computer supported analysis and hand-tagged analysis of moves and steps and rhetorical features.

The results of the study showed similarities and differences across the two genres in terms of their lexico-grammatical, discoursal (move-step analysis), and rhetorical (author presence markers) features. The results of the study are discussed in the following subsections.

5.1.1 Lexico-Grammatical Features in the Two Corpora in IR

Results for lexico-grammatical features in the corpora are presented to answer the following research questions:

> **1.1** What are the lexico-grammatical features of the introduction parts of the PhDTs written at METU in the field of IR?
> **2.1** What are the lexico-grammatical features of the introduction parts of the RAs in the field of IR?
> **3.1** To what extent do the lexico-grammatical features of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

As far as the first and second research questions are concerned, it can be asserted that the RA and PhDT authors used the K1 (the first 1000 words), and AWL (Academic Word List) words in a similar fashion, which is interesting. The vocabulary profiling analysis showed that the RAs (19958 words) included a lot fewer words than the PhDTs (78360 words). Yet, the authors of the RAs and PhDTs managed to use K1, and AWL words similarly within a more limited corpus. Regarding K2 words, however, there was a significant

difference in their use between RAs (4,3%) and PhDTs (3,9%) in IR. Compared to the PhDT introductions, RA introductions in IR contained slightly more K2 words (see Tables 4.2 and 4.3).

Regarding the lexical density, the results of the study showed that the introduction sections of the RAs in IR contained more information compared to the PhDT introductions as they had a higher lexical density index compared to the PhDT introductions in IR. Therefore, the results of the study imply that the authors of the RAs used more variety in their lexical choices in the introduction sections.

The readability analysis revealed that the PhDT introductions contained more passive structures and longer sentences than the RA introductions. Actually, it has traditionally been thought that scientific and academic writing is a convention-bound monolithic entity that involves distant, convoluted and impersonal prose that was seen as largely objective reporting of an independent and external reality (Hyland, 2001; Tang & John, 1999). However, recent research has suggested a growing recognition that there is room for negotiation of identity within academic writing, and thus academic writing does not need to be totally devoid of a writer's presence (Tang & John, 1999:23). Hyland (2002b) highlights the differences between hard sciences and social sciences in their use of personal pronouns and states that expert writers in hard sciences and engineering prefer to downplay their personal role to emphasize the issue under study, while a stronger identity is claimed in the humanities and social science papers by the expert writers. This change in the academic writing particularly in social sciences might be the reason why the RA authors preferred active structures than passive ones. This could also explain the reason why the PhDT students stayed away from active sentences and mostly preferred passive structures in their writings.

Finally, the frequency lists for the RA and PhDT introductions in IR were useful in determining the most frequent content and function words in the two corpora. These lists could be useful to novice writers in IR in that they can become acquainted with the common words specific to their field. However, these writers need to be cautious that these lists cannot be used as the only and the main source of reference to describe the two corpora.

As far as the third research question is concerned, it can be concluded that the language of the RA introductions was more academic, lexically dense, and thus, more difficult to read compared to the PhDT introductions. These findings are also emphasized in Taş (2008).

5.1.2 Discoursal Features in the Two Corpora in IR

Results for the discoursal features in the two corpora are presented to answer the following questions:

1.2 What is the move structure of the introduction parts of the PhDTs written at METU in the field of IR?

1.2.1 To what extent is the move structure of the introduction parts of the PhDTs written at METU in the field of IR compatible with the CARS Model?

2.2 What is the move structure of the introduction parts of the RAs in the field of IR?

2.2.1 To what extent is the move structure of the introduction parts of the RAs in the field of IR compatible with the CARS Model?

3.2 To what extent do the move structures of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

Several studies have clearly shown that there is significant variability among the findings regarding the discoursal features both across and within disciplines (e.g. Anthony,1999; Bex, 1996; Bhatia, 2004; Biber, 1988; Brett, 1994; Öztürk,

2007; Samraj, 2002, 2008; Swales, 1981, 1990, 2004; Taş, 2008; Yaylı & Canagarajah, 2014). This study investigated the discoursal features of the two genres in a specific discipline by a move and step analysis of the introduction sections of the 21 PhDTs and RAs in IR based on the Swales' CARS Model (2004). The following discussion will refer to some of these studies.

5.1.2.1 Differences Concerning the Patterns for the Move Structures of the Two Corpora in IR

In view of the results reported in Chapter 4, concerning the research questions 1.2.1 and 2.2.1, it can be said that the CARS Model (2004) accounted for the overall pattern of the RA introductions better than the PhDT introductions in IR. While 2 out of the 21 RAs followed the suggested pattern (with a cyclical use of Move 1- Move 2), none of the PhDTs followed the pattern.

This finding is parallel with some studies in the literature, whereas it is not in some others. Parallel with the results of the present study, Hirano (2009) underscores that none of the introduction sections in Brazilian Portuguese articles from the journal of *The ESPecialist* follow the Move 1- Move 2- Move 3 cycle. This finding is also emphasized in Öztürk (2007), who investigated the move pattern in the RAs in the *Journal of Second Language Writing* and the journal of *Studies in Second Language Acquisition.* According to the results of Öztürk's study, this pattern (Move1-Move 2 – Move 3) is not common (10%) in the *Journal of Second Language Writing.*

However, there are several studies which confirm the Move 1- Move 2- Move 3 cycle. To illustrate, Rubio's (2011) findings reveal that the application of Swales' CARS models shows no radical departure from the traditionally prescribed Move 1- Move 2 – Move 3 rhetorical pattern in the corpus of 28 multi-authored articles within the field of Agricultural Sciences. Actually, 93% of the RAs in the corpus followed the pattern (the strict pattern or the cyclical

use of Move 1- Move 2). Only 7% of the RAs have been shown to deviate from the suggested pattern by Swales (2004). Likewise, in Öztürk's (2007) study the RAs in the journal of *Studies in Second Language Acquisition*, the cycle is common (60%) in the corpus. In addition to these studies, the results of Kanoksilapatham's (2005) study have revealed that in his corpus of biochemistry texts, the introduction section generally conforms to Swales' rhetorical model (1990) in terms of the presence of the moves and their sequence. Similarly, Soler-Monreal (2011) et.al. find that although not all the introductions conform fully to the CARS Model, Move 1-Move 2- Move 3 pattern is the most generally followed pattern in the corpus of Spanish and English PhD thesis introductions in computing (6/20 in the Spanish corpus and 7/20 in the English corpus).

In the literature, there are studies indicating that there is a tendency to use two patterns in a cyclical fashion in the introduction sections of RAs and PhDTs: M1-M3 and M1-M2-M1-M3 (e. g. Hirano, 2009; Öztürk, 2007; Soler -Monreal et.al, 2011; Öztürk, 2007; Salihoğlu, 2005; Taş, 2008). For example, Soler-Monreal et. al. (2011) state that M1-M3 is a usual sequence in their corpora. The number of such cycles varies from 1 to 3 in the Spanish corpus and from 1 to 11 in the English corpus consisting of the introductions of 20 doctoral theses on computing. Likewise, Taş (2008) mentions that as far as the PhDT introductions are concerned, M1-M3 pattern is the most commonly preferred combination. In 9 out of 25 of the introductions, this pattern is employed without any cycling of the moves. Similarly, Öztürk (2007) explains that the predominant patterns in the organization of RA introductions are M1-M2-M1-M3 (40%) and M1-M3 (30%) in the *Journal of Second Language Writing*.

The move analysis in the present study showed parallel results regarding the predominant patterns in the literature. These patterns were cycled in the two corpora. One possible reason for this could be the need to provide the readers

with topic generalizations and reviews of literature (Move 1) and presenting the study (Move 3). Öztürk (2007) explains the M1-M3 (30%) cycle that is common in the RA introductions in the *Journal of Second Language Writing* by referring to the editorial policy of the journal. He suggests that second language writing research can be regarded as an emerging field of inquiry within applied linguistics since research issues in this field are quite diverse ranging from psychology of writing to writing pedagogy as stated in the editorial policy of the JSLW. Due to the interdisciplinary nature of the discipline and the diversity of topics, researchers working within second language writing might feel the need to give more theoretical background in order to familiarize the readers from related or parent disciplines about the issues investigated. As a result, they make extensive use of Move 1 by topic generalizations and reviews of literature. As for the field of international relations, which is the focus of this current study, a similar suggestion can be given to explain the use of M1-M2 and M1-M3 cycles in the two corpora used in this study by referring to the information on the website of the Department of International Relations, METU. It reads:

> Courses offered cover issues like international relations theories, international political economy, international law, international organizations, security, migration as well as area studies such as European, Eurasian, Middle Eastern, Asian studies, reflecting the interdisciplinary approach of the Department.

The quotation suggests that the courses in the field of IR are quite diverse and the field is an interdisciplinary one as it covers a wide range of topics from international law to political economy.

Regarding the research question 3.2, it can be asserted that the move structures of the introduction parts of the PhDTs written at METU and the RAs in the field of IR displayed significant similarities. Almost all the PhDTs (20/21) and RAs (19/21) in this present study started with establishing a territory (Move 1),

as suggested by the CARS Model. Regarding the last move, all the PhDTs ended with Move 3, as suggested by Swales' Model, and all the RAs ended with Move 3 with the exception of RA8, which ended with Move 2. These findings support the results by several studies (e.g. Anthony, 1999; Hirano, 2009; Öztürk, 2007; Rubio, 2011; Salihoğlu, 2005; Soler-Monreal, 2011). For example, in Anthony's study 12 RAs that are selected from a single journal in software engineering start with Move 1 and end with Move 3 without exception.

Also, the results of the analyses suggest that the RA and PhDT introductions were quite similar in their use of all the three moves proposed by Swales' CARS Model (2004) in the sense that they included all the three moves (i.e. Move 1, Move 2, and Move 3) and no examples of moves beyond the parameters of his model were found in the two corpora used in this study. This finding is interesting in that even though the authors of the RAs and the PhDTs come from different countries, they all used the three moves. This might indicate that it might be a good strategy for those who want to write a thesis or publish an article to follow Swales' model. As Duzsak (1994: 291) points out when nonnative speakers of English "transmit discoursal patterns typical of their own tongue but alien to English….., their products may obtain lower interest and/or appreciation, or they may simply fail to get themselves published".

However, the RA and PhDT introductions displayed important differences. The quantitative analysis revealed that the PhDT introduction sections in IR contained more moves, and were more complex and longer than the RA introduction sections. The corpus of the PhDT contained an average of 20.2 moves, significantly more than the average of 8.7 moves in the corpus of RAs. This result of this research study coincides with the findings of Kanoksilapatham (2012) and Soler-Monreal et al. (2011). As stipulated in

Swales' CARS Model, Moves 1 and 2 tend to be cyclical or recursive, particularly in longer introductions. One possible reason for this tendency could be related to the general characteristics of the PhDTs in general. The authors of the PhDTs tend to display their knowledge. Paltridge (2002) emphasizes this point by stating that the traditional thesis includes display of knowledge as they are written for admission to the academy.

In addition to their general move patterns, the RA and PhDT introductions in the field of IR differed in their use of steps especially in terms of their obligatory and optional steps, which is explained in the following section.

5.1.2.2 Differences Concerning the Frequency of Occurrence of Each Move and Step in the Two Corpora in IR

Due to the differences in the use of steps, some modifications in the CARS Model (2004) were found to be necessary concerning the steps to make it more compatible with the PhDT and RA introductions (see Table 5.1).

Concerning Move 1, the results of the analyses revealed that there was a high resemblance between the two corpora in terms of establishing a territory via topic generalizations of increasing specificity. Move 1 was a frequent move in the two corpora (RA: 90,5%, PhDT: 100%). This finding is also emphasized in Loi (2010), who states that Move 1 is present in both English and Chinese introductions in the field of educational psychology (100% in the two corpora).

Concerning the steps in Move 1, the PhDT authors and RA authors were alike in their use of Move 1- Step 2 (Quotation to support ideas), which was one of the least preferred steps in the two corpora.

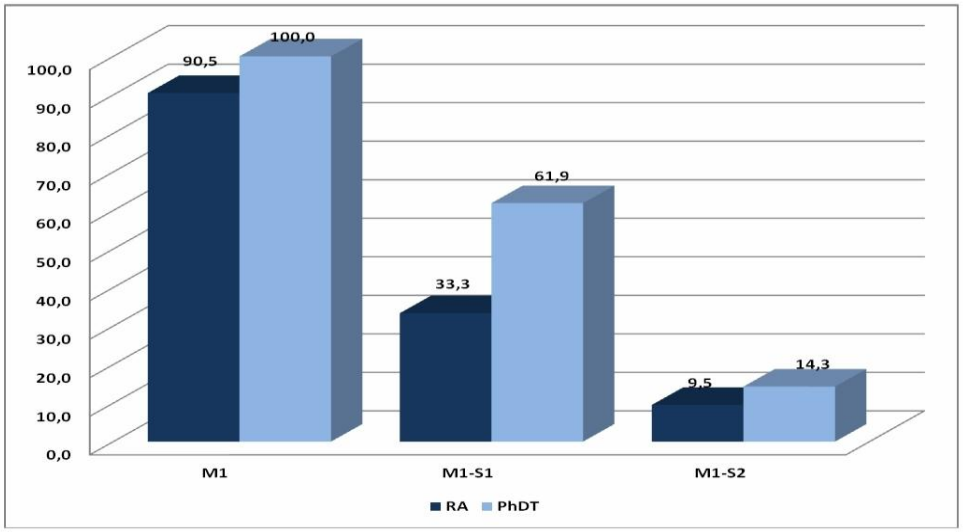
Table 5.1 Comparison Between the RA and PhDT Introductions in IR

Moves	Step (S)	RA Introductions	PhDT Introductions
*Move 1 Establishing a territory		***Establishing a territory via topic generalizations of increasing specificity**	***Establishing a territory via topic generalizations of increasing specificity**
	S1	Presenting a case/ situation with factual details to give background info/historical account	**Presenting a case/ situation with factual details to give background info/historical account**
	S2	Quotation to support ideas	Quotation to support ideas
*Move 2 Establishing a niche	S1A	***Indicating a gap**	***Indicating a gap**
	S1B	***Adding to what is known**	*Adding to what is known
	S2	*Presenting positive justification	***Presenting positive justification**
*Move 3 Presenting the present work	S1	***Announcing present research descriptively and/or purposively**	***Announcing present research descriptively and/or purposively**
	S2	*Presenting research questions or hypotheses	***Presenting research questions or hypotheses**
	S3	*Definitional clarifications	***Definitional clarifications**
	S4	***Summarizing methods**	***Summarizing methods**
	S5	**Announcing principal *outcomes**	*Announcing principal outcomes
	S6	*Stating the value of the present research	***Stating the value of the present research**
	S7	***Outlining the structure of the paper**	***Outlining the structure of the paper**
	S8	Absent	Limitations of research study
	S9	Absent	Evaluating the method selected

Note: Asterisks (*) indicate that the move/step is adapted from Swales' CARS Model (2004); Bold is used to highlight the obligatory steps found in both the PhDT and RA introductions in IR; Highlighted steps indicate the similarities between the two corpora.

However, the RA authors and PhDT authors were in contrast in Move 1- Step 1, where they were presenting a case with factual details. It was noticed that the number of introductions which included Move 1- Step 1 (Presenting a case with factual details) in the PhDT corpus (61,9%) doubled the number of introductions in the RA corpus (33,3%) (see Figure 5.1). This might have two possible explanations. The first one could be related with the word limit that the RA authors have. Unlike the PhDT authors who do not have a word limit when writing their theses, the RA authors cannot exceed the word limit that is set by the journals. Therefore, the RA authors might seldom prefer to present the factual details of their case. The second one could be related with the need to set a strong background to their studies. The PhDT authors might want to strengthen the case they selected by giving a detailed factual background information to the readers.

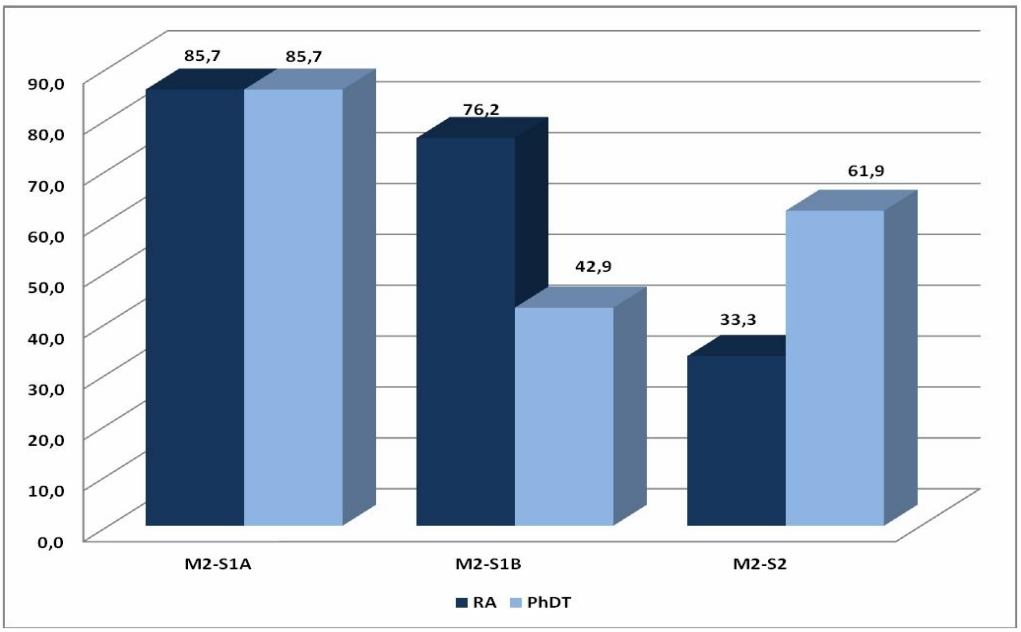
Figure 5.1 Frequency of Occurrence of Move 1 and the Steps under Move 1 in the RA and PhDT Corpora



M1: Establishing a territory via topic generalizations of increasing specificity,
M1 - S1: Presenting a case with factual details to give background information,
M1 - S2: Quotation to support ideas.

As for Move 2 (Establishing a niche) and its steps, the RA and PhDT authors indicated a gap in the literature in a similar fashion (85,7%). However, the authors in these two corpora differed when they established a niche via adding to what is known in the literature (M2-S1B), which was preferred by the RA authors more. Another difference was observed when the PhDT authors (61,90%) presented positive justification for their studies (M2S2) more often than the RA authors (33,33%). It can be concluded that the authors of the PhDTs and RAs tended to emphasize the availability of a niche to justify their study by indicating a gap. In doing so, they reminded their audience of the novelty of their research (see Figure 5.2.)

Figure 5.2 Frequency of Occurrence of Move 2 and the Steps under Move 2 in the RA and PhDT Corpora



Move 2- Step 1A: Indicating a gap,
Move 2- Step 1B: Adding to what is known,
Move 2- Step 2: Presenting positive justification.

An interesting finding of this current study was in Move 2: Establishing a niche in the two corpora. Unlike Move 1 and Move 3, which were present in 100% of the corpus, Move 2 was present in most but not the entire PhDT corpus (90,48%). Different from the PhDT corpus, all of the three moves (Move1, Move2, and Move3) were present in the entire RA corpus (100%). While these results are in contrast with some views on the use of Move 2 in the RAs (e.g. Ahmad, 1997; Anthony, 1999; Fredrickson and Swales, 1994; Taylor & Chen, 1991; Kanoksilapatham, 2005, 2012), they were parallel with other studies (Samraj, 2002).

The frequent use of Move 2 (Establishing a niche) in this study was in contrast with some studies in the literature (e.g. Hirano, 2009; Fredrickson and Swales, 1994; Kanoksilapatham, 2005; Taylor & Chen, 1991; Yaylı & Canagarajah, 2014). To illustrate, Kanoksilapatham (2005) underscores that Move 1 and Move 3 are always present, but Move 2 is recognized in some of the introduction sections of 60 biochemistry research articles (66,66%). Hirano (2009) finds a striking difference between the introduction sections of the RAs in Portuguese and in English. While 70% of the RAs in Portuguese did not contain Move 2, only 10% of those in English lacked the move.

Concerning the possible reasons for using Move 2 at a lower rate, Swales (1990) comments that the occurrence of steps will be discipline-dependent, and states that the hard sciences will show a preference for using steps 2- 1B (indicating a gap) and 2-1D (continuing a tradition) over steps 2-1A (counter claiming) and 2-1C (question raising), which are more common in education, management, and linguistics. Kankosilapatham (2005) argues that besides disciplinary variation, cultural variation might play a vital role within the genre of RAs, which needs to be investigated in detail. For example, Chinese scholars perceived this move as a fault-finding strategy and potentially face-threatening to readers (Taylor & Chen, 1991). Likewise, Hirano (2009)

mentions that a plausible possibility for the apparent lack of Move 2 in the RAs in Portuguese regards solidarity with the local research community. When employing a Move 2, Brazilian writers writing in Portuguese tend to avoid establishing a gap within the body of research, or if they do, they tend to avoid finding a fault with Brazilian research.

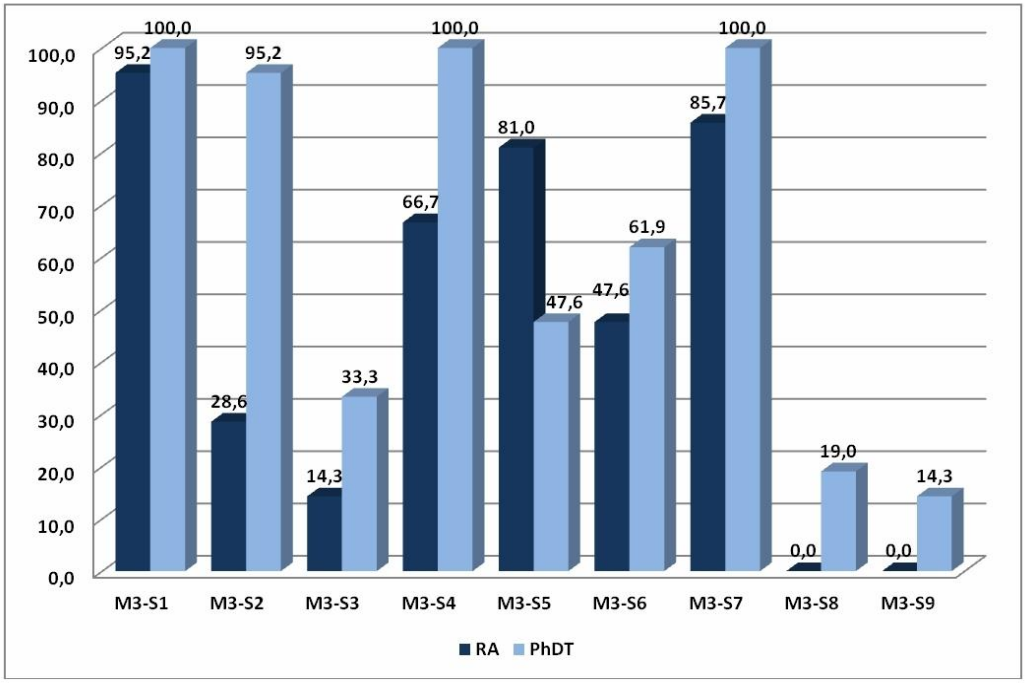
Fredrickson and Swales (1994) explain the low presence of Move 2s in Swedish linguistics RAs by suggesting that the writers of these articles, who are Swedish language scholars, do not need to compete for research space because of the size of the discourse community. In Ahmad's (1997) study of RAs in Malay, Move 2s are quite uncommon in the corpus. She points out that because these researchers are often pioneers in the areas of research, there is a lack of fierce competition for a research space.

However, parallel with other studies in the literature (e.g. Hirano, 2009; Rubio, 2011; Samraj, 2002), Move 2 was clearly present in 100% of the RAs and 90,48% of the PhDTs in the current study. For instance, Samraj (2002) investigated the move structure of RAs in two journals: the journal of *Conservation Biology*, and the journal of *Animal Behaviour*. She states that Move 2 is present in these journals and in only one RA introduction this move is absent (in 12/12, 11/12 RAs respectively). Likewise, Hirano (2009) stated that with the exception of one RA, all the RAs in the journal of *English for Specific Purposes* contained Move 2 in the introduction sections. The reasons why all of the RA authors in the corpus used in this study used Move 2 are worth investigating through interviews and/or questionnaires, which is suggested in further research.

Concerning the final move, Move 3 (Presenting the present work), the RA and PhDT authors in the current study used a few steps under Move 3 in a similar

fashion, such as Move 3- Step 1 and Move 3 – Step 7, whereas they differed in their use of other steps under Move 3 (see Figure 5. 3).

Figure 5.3 Frequency of Occurrence of Move 3 and the Steps under Move 3 in the RA and PhDT Corpora



M3 - S1: Announcing present research descriptively and/or purposively; M3 - S2: Presenting research questions or hypotheses; M3 - S3: Definitional clarifications; M3 - S4: Summarizing methods; M3 - S5: Announcing principal outcomes; M3 - S6: Stating the value of the present research; M3 - S7: Outlining the structure of the paper; M3 - S8: Limitations of research study; M3 - S9: Evaluating the method selected.

The biggest difference between the RA and PhDT authors was in the use of Move 3- Step 2, where they presented their research questions/hypotheses. Almost all of the PhDT authors (95,24%) presented their research questions or hypotheses (M3-S2), while only 28,57% of the RA authors mentioned them. A similar difference is also emphasized in Soler-Monreal's et al. (2011) study. According to the findings of the study, more PhDTs written in English include this step than the PhDTs written in Spanish (5/10, 1/10 respectively).

Besides, the two corpora presented other significant differences in the frequency with which certain steps in Move 3 were used. In the PhDT corpus, the authors noted specific aspects of the research study undertaken in more theses than the RA authors did. For instance, it was much more usual to find authors in the PhDT corpus mention the hypotheses and/or research questions (M3-S2), summarize the methods (M3- S4), state the value of the research (M3- S6), outline the structure of the paper (M3- S7), state the limitations of the study (M3- S8), and evaluate the method selected (M3- S9). Actually, the last two steps (i.e. M3- Steps 8 and 9) were absent in the RA corpus.

In short, the findings of this study suggest that the two corpora in the field of IR are not completely similar in terms of discoursal features, which is quite natural.

5.1.2.3 Emergence of New Steps in the Two Corpora in IR

In his book, Swales (1990, 2004) calls for further research regarding the CARS Model due to the possibility of disciplinary variation. That is, there might be differences in the organizational pattern or sentences that do not fit the model. This issue was investigated by a number of studies that indicate new steps which do not fit into the CARS Model (e.g. Anthony, 1999; Loi, 2010; Samraj, 2002; Yaylı & Canagarajah, 2014). For example, Anthony (1999) states that "evaluation of research" (Move 3- Step3-3) is an obligatory step under Move 3 (Presenting the present work) for the authors of the RAs in software engineering. He states that this new step appears in all the corpus introductions, justifying the creation of a new step in the modified CARS model. He explains that "in this step, the present research is evaluated, almost always positively, with respect to either or both of the following criteria: 1) the applicability of the research and 2) the novelty of the research" (Anthony, 1999: 44). Similarly, Loi (2010) introduces a new step called "presenting the theoretical basis" under

Move 1 (Establishing a territory) for the English RAs in the field of educational psychology. Although the step is not a frequent one (15%) for the English RAs, it is a significant one as it is totally absent in the Chinese RAs in the same field.

During the data analysis of this study, a similar problem was experienced by the raters. That is, there were sentences that did not fit in the CARS Model (2004). According to the findings of the current study, there are two new steps under Move 1 and Move 3 (see Table 5.2).

Table 5.2 New Steps That Emerged in the Two Corpora in IR

Move Step	RA (N=21)		PhDT (N=21)	
	Introduction	Percent	Introduction	Percent
Move 1 - Step 1: Presenting a case/ situation with factual details to give background information/historical account	7 / 21	33,33	13 / 21	61,90
Move 1 - Step 2: Quotation to support ideas	2 / 21	9,52	3 / 21	14,29
Move 3 - Step 8: Limitations of research study	0	0,00	4 / 21	19,05
Move 3 - Step 9: Evaluating the method selected	0	0,00	3 / 21	14,29

Of these new steps, Move 1- Step 1 (presenting a case / situation with factual details to give background information) was a significant one as it was an obligatory step for the PhDTs (61,90%). Although the others were not very frequently used by the RA or PhDT authors, they were important as they did not fit in the steps suggested by the CARS Model (Swales, 2004). It should also be noted that the two new steps under Move 3, whose functions are stating the limitations of the research study (Move 3- Step 8) and evaluating the method selected (Move 3- Step 9), were unique to the PhDTs. In other words, they were not used in the RAs at all.

5.1.3 Rhetorical Features (Author Presence Markers) in the Two Corpora in IR

Within the frame of rhetorical features in the two corpora, the aim was to answer the following questions:

> **1.3** What are the rhetorical features (author presence markers) of the introduction parts of the PhDTs written at METU in the field of IR?
> **2.3** What are the rhetorical features (author presence markers) of the introduction parts of the RAs in the field of IR?
> **3.3** To what extent do the rhetorical features (author presence markers) of the introduction parts of the PhDTs written at METU and the RAs in the field of IR correspond?

The results of this study indicated that there were differences regarding the use of author presence markers across the two corpora. Unlike the RA authors, who frequently used these personal pronouns to mark their presence, the PhDT authors tended to refrain from using the personal pronouns "I" and "we" in their introduction sections. In 19 of the 21 RA introductions (90,4%), the authors used the personal pronouns "I" and/or "we", whereas only a few PhDT authors (23,8%, 5/21) preferred to be visible in their introductions.

Another variation between the two corpora concerned the use of personal pronouns in certain moves and steps. The most frequent moves and steps where the RA authors used these pronouns were Move 3 - Step 1, where they announced their research descriptively and/or purposively, and Move 3 - Step 7, where they outlined the structure of the paper. Although these moves and steps were present in all of the 21 PhDTs (100%), most of the authors were not visible in them. While 15 out of the 21 RA authors were visible in these two moves, only 3 out of the 21 PhDT authors used the personal pronouns in their introduction sections. In addition to these moves, 5 out of the 21 PhDT authors were visible in Move 3- Step 4, where they summarized the methods of the study.

There are two main conclusions that can be drawn according to the results of this study: 1. while most of the PhDT authors chose to avoid the use of personal pronouns, most of the RA authors used these pronouns in their introduction sections, and 2. the RA and PhDT authors differed greatly in their use of personal pronouns in certain moves and steps (The RA authors were mostly visible when they announced their present research descriptively and/or purposively (M3 - S1) and when they outlined the structure of the paper (M3 – S7). However, the PhDT authors were mostly visible in when they summarized their methods (M3 –S4)). These two main conclusions and the possible reasons for the choice of the RA and PhDT authors regarding the author presence markers are further discussed below.

First, the underuse of author presence markers by nonnative novice writers is highlighted in other studies as well (e.g. Hyland, 2002; Martinez 2005; Taş, 2008). Hyland (2002) states that the comparison between the student and published texts shows that the professional writers were four times more likely to explicitly intervene with the first person. A similar trend in the use of personal pronouns but with a lower difference is observed by Martinez (2005), who concludes that the overall presence of the first person in the native English-speaking texts is over two times higher than in the non-native English-speaking texts in the field of biology. Similarly, Taş (2008) has found that in contrast to the RA authors in the field of ELT, the PhDT authors in the same field rarely mark their presence in the introduction sections. She further explains that while 18 out of the 25 RA authors mark their presence in the introduction sections, 10 out of the 25 PhDT authors use the personal pronouns in their introduction sections. Also Ivanic and Camps (2001) show the avoidance of the use of the first person in the writings of six Mexican postgraduate students.

Hyland (2002b) stresses that academic writing is not the uniformly faceless prose it is often thought to be, but displays significant differences between disciplines. Unlike the PhDT authors, the RA authors in the field of IR were quite visible in their introduction sections in the corpus used in this study. This supports the results by Hyland (2002b) in the sense that expert writers in hard sciences and engineering prefer to downplay their personal role to emphasize the issue under study, while a stronger identity is claimed in the humanities and social science papers by the expert writers.

Second, regarding the functions of the personal pronouns, the present study supports the results by Hyland (2002b) which propose that L2 writers not only chose to avoid self mention, but principally chose to avoid it at points where it involved making a commitment to an interpretation or claim. He concludes that the students mainly used author of pronouns and determiners to state a discoursal goal and explain a methodological approach while argumentative functions such as presenting and justifying claims, were more commonly expressed without direct reference to the author. The PhDT authors in the corpus used in this study restricted their authorial identity to less powerful functions such as guiding readers through the discourse (Move 3- Step 7), and summarizing their methods (Move 3- Step 4). This tendency is parallel with Tang & John (1999). The results of their study show that "I" is used in the representative role with the highest percentage (42,39% of the total number of occurrences). Tang & John (1999) claim that this is the least powerful role their students inhabit in their writing.

The possible reasons why nonnative novice writers avoid the personal pronouns in their writings might be as follows. One reason might be related with the beliefs of these nonnative writers towards academic writing. After interviewing final-year Hong Kong undergraduates in six fields, Hyland (2002) concludes that there are two main reasons why these writers avoid author

pronouns. First, many of these students believed that the use of "I" and/or "we" was inappropriate in academic writing. This belief has also been mentioned by Tang & John (1999), who state that some students may be avoiding the use of the first person simply because of some vague preconceived notion that academic writing should be distant and impersonal.

Second, the students stated that they felt uncomfortable with the personal authority that the use of "I" implies as this individualistic kind of stance seems to clash with their culture which values more collectivist forms of self-representation.

Hyland (2002) continues to list other possible reasons and lists them as follows: recommendations from style manuals, uncertainties about disciplinary conventions, culturally shaped epistemologies, culture-specific views of authority, conflicting teacher advice, or personal preferences.

Moreover, Bunton (1998: 185) compares the PhDT and RA authors and claims that "unlike published research articles in more competitive arenas, the dissertation introductions may also lack certain explicitness with regard to the role and innovative character of the writer's own research". However, Swales (2004: 117) comments on this issue as follows:

> ..this 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 dissertations are really making a substantial and original contribution to their field.

Still another reason might be related with the power issue. Clark et.al. (1990: 91) state that "students are in a position of weakness relative to those who assess their work". It is not surprising then that the PhDT students might feel that they should not be visible in their theses.

Last but not the least, Berkenkotter and Huckin (1995: 43) claim that ‘‘today’s scientists seem to be promoting their work to a degree never seen before’’. Similarly, Harwood (2005) emphasizes the need for the self-promotional use of personal pronouns in academic writing to promote their work and underscores its uniqueness and states that more research is being conducted now than at any time previously and it is getting harder to get people’s attention in this crowded environment.

As Flowerdew (1999) states a failure to publish in these harsh conditions may well jeopardize a scholar’s prospects of promotion. Thus, Harwood (2005) claims that it would seem sensible to make a manuscript as novel and as newsworthy as possible, and one way to do this is to use self-promotional use of personal pronouns in the papers.

Hyland (2005: 143) points out that particularly the writers in soft disciplines like humanities and social sciences should “seek to display a disciplinary situated stance towards the issues they discuss by weaving a different kind of support into a coherent and individual contribution to the field”.
The PhDT authors had a lesser tendency to be visible in their introduction sections, and when they were visible, they used the pronouns in less powerful functions. However, there might be a good side about this. This might mean that they use personal pronouns and sustain identity as writers to a certain degree. Yet, these writers need to become aware of writer identity, how and where the author presence markers with different functions can be used in academic writing, which is discussed in the following section.

To sum up, this study was intended as a modest genre analysis of two comparable corpora of PhDTs and RAs in the field of IR. The relatively small size of the corpora led the researcher to view the results of the analyses with

caution. Therefore, these findings need to be corroborated with a larger corpus before making generalizations for the whole discipline.

5.2 Implications of the Study

This study was conducted with the purpose of providing novice writers with the genre specific features of RAs and PhDTs in the field of IR. The findings of the study could be seen as the shared conventions of the members of a discourse community in which they convey their ideas and present their research findings. Being a part of a discourse community is particularly challenging for novice writers who are "unfamiliar with the rules of the game" (Gosden, 1995: 39). However, only in this way can academicians produce well-written RAs and PhDTs to publish their work. At this point, genre analysis plays an important role in investigating general and specific organizational patterns of RAs and PhDTs within specific disciplines (e.g. Bhatia, 2002; Dudley-Evans, 1995, 1997; Gosden, 1995; Flowerdew, 2000; Misak et al., 2005; Swales, 1990).

Considering the fact that even native speaker authors have difficulties in writing RAs, it can be concluded that writing RAs would be a far more challenging task for non-native authors (Canagarajah, 1996; Gosden, 1995; Flowerdew, 2000; Misak et al., 2005). Thus, it could be useful to provide these non-native authors with appropriate and commonly used models which could be a good starting point to understand the structure of RAs and PhDTs.

With this purpose in mind, the findings of this study might have implications for novice authors who are writing or planning to write the introduction sections of their PhDTs and/or RAs in the field of IR. Not only graduate but also post-graduate students can benefit from the findings of this study. The results of the current study can be used to teach students who pursue their

master's and doctoral degrees the genre specific features of the introduction sections of the PhDT and RA genres in the field of IR. For instance, they can be made aware that the introduction section includes certain moves and steps that are commonly found in introductions. These students can also become familiar with the idea that variation is possible across genres and disciplinary boundaries. Thus, the results of studies such as the current one can be used to empower and aid these novice writers to help them become better writers and respond to the expectations of their discourse community to publish in a more effective way.

Also, as Conrad (1999:16) mentions, EAP practitioners "can benefit from being wise consumers of corpus-based research, even if they do not do the research themselves" by incorporating corpus findings into EAP materials. As a result, it is hoped that the findings of this study could contribute to the teaching of this genre to novice writers, students and non-native researchers.

Implications for practice are presented under three main categories in the following section: 1. lexico-grammatical features, 2. discoursal (move-step) features, and 3. rhetorical (author identity markers) features.

5.2.1 Implications for Practice: Lexico-Grammatical Features

The findings of this study showed that the RAs and the PhDTs in IR had common and different lexico-grammatical features. The following implication for practice might be suggested so as to raise students' awareness on the lexico-grammatical features of the RAs and PhDTs.

The awareness raising activity could be to have the PhD students conduct a small-scale research study as a program requirement. They can build mini corpora, consisting of RAs and PhDTs. At this point, Harwood (2005b)

suggests that if student writing is collected, it should be "successful" student writing. In his study of master's dissertations, for example, he built his corpus from distinction-grade dissertations, so that student writing which had been judged by subject specialists to be successful was analyzed (Harwood, 2005c). Having built mini corpora, the students can be taught how to use the software programs to investigate the lexico-grammatical features of their mini corpora. These software programs could be the ones that were used in this study (see Chapter 3 Section 3.3.2 for detailed information). They could then discuss the results of the program (e.g. the readability statistics, the ratio of passive structures) with other students and the lecturer. In addition, these PhD students might compare and contrast the most frequent content words, function words and collocations used in their corpora, which would give them a basic list of these vocabulary items to use as reference when writing their theses and research articles.

5.2.2 Implications for Practice: Discoursal Features

As the findings of this study clearly suggest, the revised CARS Model for the introduction sections in the PhDTs in IR is different from the one suggested for the RAs in the same field. That is, they shared some features (e.g. they included all the moves suggested by the CARS Model). However, these two genres are not completely alike in terms of their discourse (move-step) structure. For instance, more RA authors announced their principal outcomes (M3-S5, 80,95%) than the PhDT authors (47,62%).

At this point, it could be sensible to ask the following questions:

- Is it **possible** for the RAs and PhDTs to be completely alike in terms of their discourse (move-step) structure?
- Is it **desirable** for these two genres to have the same discourse (move-step) structure?

- Is it **feasible** for these two genres to have the same discourse (move-step) structure?

In order to be able to discuss the answers to these questions, it should also be remembered that there are mainly two types of RAs and PhDTs. In the first type the introduction section includes sub-headings, such as background to the study, aim of the study. This type of RAs and PhDTs with sub-headings in the introduction sections cannot be analyzed using Swales' CARS Model (2004) as the model does not include sub- sections. In the second type the introduction section does not include sub-sections.

Thus, it can be concluded that the two genres (RA and PhD) in the field of IR are not completely similar in terms of discoursal features. Concerning the CARS Model, it can be said that the model is found to be useful as an analytic tool to show both similarities and differences related to the discoursal organization in order to empower novice scholars when writing RAs and/or PhDTs.

However, it should also be noted that the CARS Model should not be used as a prescriptive template as variations always exist in the model as suggested by a number of studies in the literature (e.g. Anthony, 1999; Hirano, 2009; Öztürk, 2007; Samraj, 2002; Taş, 2008). Instead, the model should be used as a suggested model so that the authors of the RAs and PhDTs can make informed discoursal choices when writing the introduction sections in English. In the same vein, Pennycook (1990) calls for a critical applied linguistics and states that language teaching that refuses to explore the cultural and political aspects of language learning has more to do with assimilating learners than empowering them. Swales (2000: 67) also stresses that "immense power is now concentrated in the hands of American academic gatekeepers……We are faced in effect with a growing linguistic and rhetorical monopoly and monoculture

against which we need to consider offering 'cultural rainforest' arguments of the following type". He refers to Mauranen (1993) to explain the type:

> Insofar as rhetorical practices embody cultural thought patterns, we should encourage the maintenance of variety and diversity in academic rhetorical practices – excessive standardization may counteract innovation and creative thought by forcing them into standard forms (Mauranen, 1993: 172)

Given these, it is vital to reconsider the role of CARS Model with a critical eye. That is, the model should be viewed with caution and should be seen as a suggested model, not a prescriptive template, which is sensitive to disciplinary change as stated by Swales himself (1990) and further proven by several studies (e.g. Anthony, 1999; Kanoksilapatham, 2005; Loi, 2010; Samraj, 2002; Taş, 2008; Yaylı & Canagarajah, 2014). Thus, rather than adopting the model, novice writers should be encouraged to evaluate the model critically through awareness raising tasks.

To raise the students' awareness regarding the discoursal features of the RAs and PhDTs in IR three main directions could be followed: 1. making revisions regarding the PhD programs, 2. changing the classic pattern of traditional thesis into a thesis in the form of a compilation of research articles, and 3. using apprenticeship approach suggested by Pecorari (2006).

First, the PhD programs might be revised in two main ways: 1. including explicit awareness raising tasks into the program, and 2. including a requirement to publish a research article before graduating from the program.
The first revision in the PhD programs could be to include explicit awareness raising tasks into the program where students can analyze, critically evaluate, compare and contrast expert writing and novice writing in terms of their genre specific features (Flowerdew, 2009; Peacock, 2002; Swales, 1987; Swales & Feak, 2012).

In their book, Swales & Feak (2012) present various awareness raising activities for academic writing for graduate students. They support the idea of using such activities to empower the novice scholars in academic writing. Their general approach is analytical and rhetorical in the sense that users are required to apply their analytical skills to the discourses of their chosen disciplines and to find out how academic writing is achieved. They refer to the following cycle (see Figure 5. 4), which is known as *rhetorical consciousness raising*:

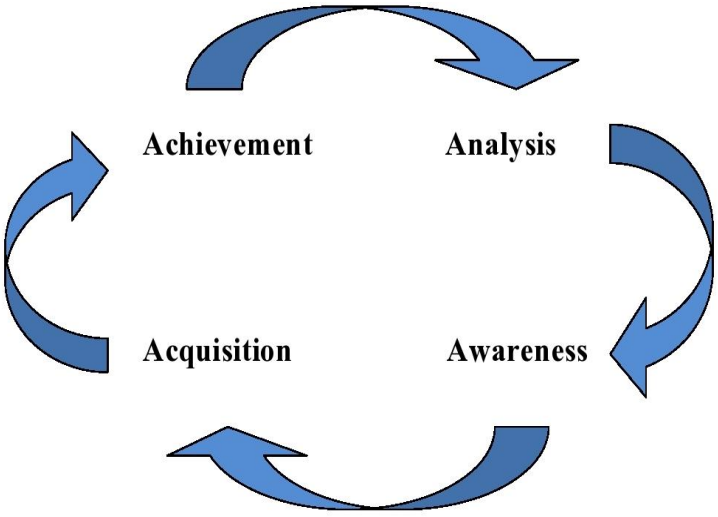


Figure 5.4 Rhetorical Consciousness Raising Cycle (Swales&Feak,2012:ix)

Dudley-Evans (1997) says that teaching the subject through a focus on moves is the best approach. Regarding this point, Peacock (2002) states that one implication for teaching move structure is clear: sensitivity to interdisciplinary and native/nonnative speaker variations is required for those who prepare teaching materials. At this point, Anthony (1999:45) also warns the English teachers of technical writing by saying:

> The danger, of course, is that many teachers of technical writing, coming from backgrounds unrelated to the target discipline, will be unable to correctly interpret the model and inevitably use it "as is." This is common in Japan, for example, where teachers with an English literature background are asked to teach technical writing courses to scientists and engineers.

At this point, it can be recommended that the School of Foreign Languages at METU, which offers the English courses in the departments, Academic Writing Center at METU, which offers support for academic writing needs, and the lecturers at the departments should get work together to share good practices to teach writing for the betterment of overall writing programs at METU. Actually, these ideas could be shared among different universities in Turkish universities as well.

Another revision in the PhD program might be to include a requirement to publish a research article before graduation. The students might be guided to publish at least one RA before graduating from the PhD program. In this way, they will have the chance to get support in the course of writing a research article from the supervisors.

Second, the classic pattern of traditional thesis might be altered into a thesis in the form of a compilation of research articles as suggested by Dong (1998) and Paltridge (2002). Paltridge (2002) explains that 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 or dissertation. Further, in terms of audience, they are written more as "experts writing for experts", than novices "writing for admission to the academy" (Paltridge, 2002:132).

Newcomers to the genres of RA and PhDT need to be introduced to model texts from their own fields rather than a collection of articles or from other

fields (Paltridge, 2001; Stoller & Robinson, 2013; Swales, 1990). Johns (2008) emphasizes the role of education to scaffold the novice writers by saying that "a genre awareness education will prepare students for the academic challenges that lie ahead" (Johns, 2008: 239).

Third, as Pecorari (2006) suggests, learning about the conventions of academic texts can be facilitated by an apprenticeship approach. In this approach, a research article can be co-authored by the graduate student and the supervisor of the thesis. She comments on this approach by saying that adding the approach into the programs may not be practical as advisors need to provide increased time, involvement and attention, all of which may simply not be compatible with the reality of academic work loads and the financial constraints under which academic institutions labor. However, in this way, novice scholars can become familiar with the process of writing a research article and overcome the challenges of this process.

5.2.3 Implications for Practice: Rhetorical Features (Author Identity Markers)

The findings of this study revealed that the RAs and the PhDTs in IR used the author identity markers differently. The following implications for practice might be suggested so as to raise students' awareness on the rhetorical features of the RAs and PhDTs.

With respect to pedagogical implications, it appears vital to encourage novice writers in IR to consider the need to use author identity markers given that most of the RAs (90,4%) in this particular discipline incorporate them into their writings. However, these novice writers should also be discouraged from incorporating excessive author identity markers. Instead, the main objective for them should be to understand why and where these markers can be used with the help of awareness raising activities. Not only EAP instructors but also

dissertation supervisors can design relevant teaching materials which show how RA and former PhDT authors use personal pronouns. Using these materials which familiarize novice writers with the choices in using the pronouns in the introduction sections may equip these writers with the ability to understand how PhDTs and RAs are formed. This might help them gain insights into when and how these pronouns are incorporated into the introduction sections of PhDTs and RAs in IR.

Concerning the rhetorical features (author presence markers), Hyland (2002) notes that teachers have an important consciousness raising task to ensure students understand the rhetorical options available to them and the effects of manipulating these options for interactional purposes. With this rhetorical understanding the learners will be better able to gain control over their writing and meet the challenges of participating in academic genres in a second language. Likewise, Cadman (1997) suggests that it might be a useful step for writing teachers to begin by exploring the students' own texts with them, with the aim of grasping, without judgment, each student's written voice in the manner of a critical reader in their discipline. Tang & John (1999), also, emphasize that it is vital for students and teachers alike to be aware of the very real presence of different ways in which the first person pronoun can be used in academic writing. Some students could be avoiding the use of the first person because of some vague preconceived notion that academic writing should be distant and impersonal. They also state that "for teachers this implies the need to recognize that the question is not simply whether or not the first person pronoun should be allowed or encouraged in academic writing. Rather, the issue becomes which specific type of the first person pronoun, if any, writers should use, when, and for what purpose" (Tang & John, 1999: 35)

Martinez (2005) in his study stresses the need to raise nonnative writers' awareness of native writers' use of first person in articles written in English, and to make them notice differences of use in the sections. Such instruction is expected to empower nonnative writers by providing information that will allow them to make informed decisions. However, language teachers must also be cautious and prevent learners from the overuse which may occur once they have recognized the function as its overuse may reduce its strategic potential.

In short, this study has added to the understanding of genre features of RAs and PhDTs in IR in academic writing. Hopefully, the findings of this study will have relevance for the teaching of research writing to novice scholars and help ESP teachers and course designers to prepare discipline-specific research writing courses. Also, it might be great help for novice writers if supervisors are aware of the challenges that they face and are sensitive to their struggles when they are seeking discourse community membership.

5.3 Limitations of the Study and Suggestions for Further Research

This study is not without any limitations. The first limitation is the data collection instruments of the research. The software programs used in the study required the txt format of the RAs and PhD theses. Initially, the data was in pdf format, which was then converted into txt format. The process required detailed work so as not to lose any part of the data. To overcome this problem, the researcher contacted an expert in computer software programs and gave the necessary information about the data collection instruments and the nature of the study. The expert checked the pdf and txt versions of the data twice.

Also, considering the data to be examined, questions might arise with regard to how representative they are. However, as it is indicated by Lam (2008), no matter how large the corpus is, it is not possible to represent the language as a

whole. Rather than conducting the study with only a limited number of PhD theses and published research articles written between 2006 and 2015, including more data would provide deeper understanding of the issue. However, time limitations of this thesis work led the researcher to use only this time interval. On the other hand, having a hand-tagged analysis of the data allowed the researcher to get satisfactory data and weaken the effects of this limitation.

Moreover, including interviews and surveys with staff at METU at the Department of International Relations and graduate students would provide a deeper understanding of the issue. However, considering the time which can be allocated for this PhD thesis work, the current research design was more applicable.

The second limitation is the data analysis of the research. The hand-tagged analysis was done by three raters including the researcher. Having more raters in the qualitative analysis might be more effective in terms of higher reliability and speed. However, time limitations of this thesis work and the practicality issues led the researcher to use three raters including the researcher. On the other hand, having three raters in the coding process allowed the researcher to get reliable data and weaken the effects of this limitation.

Another limitation concerns the results of this study. The study is limited in that it is difficult to say what is actually correct (e.g. which move sequence is correct or which step should be obligatory). All of the RA authors and PhDT authors in this study were successful whether they conformed to the Swales' Model or not as they finished their theses or published their articles.

As a result, in order to overcome these limitations, there could be further research which could increase the validity and the reliability of this study. To begin with, as the study was conducted only with one researcher and all the tasks were completed by the same researcher within a limited period of time, it was difficult to add more data in the two corpora used in this study. More investigations in other journals in IR and PhDTs are needed. Further studies with larger corpora of PhDTs and RAs in the field of IR can be beneficial to find out whether the results of this study are a common practice among the authors in the field of IR or not. In such a relatively small sample, it is likely that the optional and obligatory moves and steps could be case based. The same thing applies to the new steps found in this study. That is, they may not occur in other cases. As a result, to increase the generalizability of the results, future studies could use much larger corpora to investigate the organization of the introduction sections of RAs and PhDTs in IR.

Second, other collection instruments like interviews with the academicians in the field or PhD students at METU, IR could have yielded more relevant data. The results of the interviews might have added different dimensions to the results of this study. If the interview technique were used, the academicians might present their ideas regarding what is expected in a successful introduction section in a thesis in IR. Similarly, the students might report what they find challenging or easy when writing the introduction section of the thesis.

Also, regarding the rhetorical features (author presence markers) in the introduction sections of the RAs and PhDTs, the difference between the choice of the RA authors and PhDT authors needs to be further investigated. The RA and PhDT authors of this corpus might be asked to explain the reasons behind their choice of personal pronouns through interviews or surveys.

In addition to these data collection procedures, which could increase the reliability of this study, some additional themes could be suggested to those who might be interested in carrying out further research. These suggested themes might increase the validity of the current research study.

One theme might be to investigate the beliefs of the academicians, advisors, and students in the field of IR regarding the use of certain moves and steps, and personal pronouns in RAs and PhDTs. They might give their opinions on the overall discoursal pattern, the obligatory or optional moves and steps, and the use of personal pronouns both in PhDTs and RAs.

Another theme could be to investigate to what extent cultural variation plays a role in academic writing as proposed by some scholars (e.g. Taylor and Chen, 1991; Ahmad, 1997; Kankosilapatham, 2005). Research studies can be designed to investigate the role of culture in PhDTs and RAs.

Moreover, since this dissertation was mainly concerned with the introduction sections of the RAs and PhDTs in IR, qualitative and corpus based research to investigate the different sections (e.g. the abstracts, literature reviews, discussions, and conclusions) of these genres can be carried out. Such comparative studies into the academic discourse within other disciplines can provide useful insights for instructors and textbook designers in the teaching of academic writing. Also, similar studies seem to be necessary to investigate the genre specific features of RAs and PhDTs in other major disciplines in social sciences such as History, Architecture and so on.

Another important point to further investigate could be a detailed analysis of the academic writing courses offered at METU for not only graduate but also undergraduate students. Whether or not these students are offered academic writing courses in English or who teaches these courses need to be investigated. Anthony (1999) clearly states the problem of English teachers of

academic writing who lack relevant backgrounds in specific disciplines. At this point, what Stoller and Robinson (2013) have done might be a good idea to bridge the gap. In their project, "Write Like a Chemist", both chemists and linguists work together to analyze the sections of RAs in chemistry journals. Then, they have published the findings of their study in a textbook for novice writers so that not only novice scholars but also English teachers of academic writing can benefit from their study. A similar model could be adapted at METU as well, and the rhetorical organizations of RAs and PhDTs in different disciplined could be found out. In this way, then, it might be possible to scaffold both the teachers of academic writing in English and the students who are writing or planning to write RAs and /or PhDTs.

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APPENDICES

APPENDIX A: PhDTs in the Corpus

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PhDT2 Kahveci, H. (2007) The political economy of oil in Kazakhstan. Unpublished PhD Thesis, METU, Ankara.

PhDT3 Özyurt, F. G. (2007) Internationalization of communication in greater Eastern Mediterranean region Turkey, Greece and Israel.
Unpublished PhD Thesis, METU, Ankara.

PhDT4 Açar, D. A. (2008) Small state playing the asymmetric game: Continuity and change in Albanian foreign policy. Unpublished PhD Thesis, METU, Ankara.

PhDT5 Rüma, Ş. İ. (2008) The role of the international community in the democratization process in Bosnia-Herzegovina. Unpublished PhD Thesis, METU, Ankara.

PhDT6 Ergül, F. A. (2009) The formation of Turkish national identity: The role of the Greek "Other". Unpublished PhD Thesis, METU, Ankara.

PhDT7 Özdilek, S. E. (2009) European neighborhood policy, as a hegemonic Project: The case of Ukraine. Unpublished PhD Thesis, METU, Ankara.

PhDT8 Deniz, M. (2010) Reforming the European Union budget: A social constructivist policy approach. Unpublished PhD Thesis, METU, Ankara.

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PhDT15 Anlar, A. (2013) Security in the Black Sea Region: Continuity and Change. Unpublished PhD Thesis, METU, Ankara.

PhDT16 Bülbül, O. (2013) Hegemony in the Age of Globalization and Governance by the European Neighborhood Policy: Is the EU Becoming an 'Informal Hegemony' in the Maghreb by means of the ENP? Unpublished PhD Thesis, METU, Ankara.

PhDT17 Kayıhan Ü. L. (2013) Internationalization of Competition: Is Convergence of Competition Legislation Enough to Deal With International Anticompetitive Practices? Unpublished PhD Thesis, METU, Ankara.

PhDT18 Kurç, Ç. (2013) Critical Approach to Turkey's Defense Procurement Behavior: 1923-2013. Unpublished PhD Thesis, METU, Ankara.

PhDT19 Kaya, A. S. (2014) Explaining Change in EU Development Policy Towards Sub-Saharan Africa in the 2000s: The Perspectives of System, Process and Power. Unpublished PhD Thesis, METU, Ankara.

PhDT20 Şenses, A. (2014) Nationalism and Territoriality: The Conception of Homeland in the Communities of Turkish Origin in Bulgaria and the Netherlands. Unpublished PhD Thesis, METU, Ankara.

PhDT21 Ametbek, D. (2015) Locating Turkey in Kazakhstan's Eurasian Identity. Unpublished PhD Thesis, METU, Ankara.

APPENDIX B: RAs in the Corpus

RA1 Krustev, V. L. (2006) Interdependence and the Duration of Militarized Conflict. *Journal of Peace Research, 43/3, 2006, pp. 243–260.*

RA2 Joshi, M. & Mason, T.D. (2008) Between Democracy and Revolution: Peasant Support for Insurgency versus Democracy in Nepal. *Journal of Peace Research, 45/6, 2008, pp. 765–782.*

RA3 Aslaksen, S. (2010) Oil and democracy: More than a cross-country correlation? *Journal of Peace Research, 47/4, 421–431.*

RA4 Rost, N. & Greig, J. M. (2011) Taking matters into their own hands: An analysis of the determinants of state-conducted peacekeeping in civil wars. *Journal of Peace Research, 48/2, 171-184.*

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RA9 Coggins, B. (2011) Friends in High Places: International Politics and the Emergence of States from Secessionism. *International Organization, 65/03, 433 – 467.*

RA10 Hopf, T. (2013) Common-sense Constructivism and Hegemony in World Politics. *International Organization, Volume 67/ 02, 317 – 354.*

RA11 Hyde, S. D.; Marinov, N. (2014) Information and Self-Enforcing Democracy: The Role of International Election Observation. *International Organization 68/2, 329–359.*

RA12 Arce, M.; Belinger, Jr. P.T. (2007) Low-Intensity Democracy revisited: The effects of economic liberalization on political activity in Latin America. *World Politics, 60/ 1, 97-121.*

RA13 Boix, C. (2008) Economic roots of civil wars and revolutions in the contemporary world. *World Politics, 60/3, 390-437.*

RA14 Selway, J. S. (2011) Electroral reform and public policy outcomes in Thailand: The politics of the 30-Baht health scheme. *World Politics, 63/1, 165-202.*

RA15 Lerner, H. (2013) Permissive constitutions, democracy, and religious freedom in India, Indonesia, Israel, and Turkey. *World Politics, 65/4, 609-655.*

RA16 Baccini, L. & Koenig-Archibugi, M. (2014) Why do states commit to international labor standards?: Interdependent ratification of core ILO conventions, 1948-2009. *World Politics, 66/3, 446-490.*

RA17 Stanley, E. A. (2009) Ending the Korean War: The role of domestic coalition shifts in overcoming obstacles to peace. *International Security, 34/1, 42-82.*

RA18 Beckley, M. (2011) China's century? Why America's edge will endure. *International Security, 36/3, 41-78.*

RA19 Green, B. R. (2012) Two concepts of liberty. U.S. Cold war grand strategies and the liberal tradition. *International Security, 37/2, 09-43.*

RA20 Downes, A. B. & Monten, J. (2013) Forced to be free? Why foreign-imposed regime change rarely leads to democratization. *International Security, 37/4, 90-131.*

RA21 Jackson, G. (2015) The showdown that wasn't: U.S.-Israeli relations and American domestic politics, 1973-75. *International Security, 39/4, 130-169.*

APPENDIX C: Codes for Move-Step Analysis

Code	Move - Step
M1	Move 1: Establishing Territory via topic generalizations of increasing specificity
M1S1	Move 1 - Step1: Presenting a case with factual details to give background information / historical account
M1S2	Move 1 - Step 2: Quotation to support ideas
M2	Move 2: Establishing a Niche
M2S1A	Move 2 - Step 1A: Indicating a Gap
M2S1B	Move 2 - Step 1B: Adding to What is Known
M2S2	Move 2 - Step 2: Presenting Positive Justification
M3	Move 3: Presenting the Present Work
M3S1	Move 3 - Step 1: Announcing Present Research Purposively and/or Descriptively
M3S2	Move 3 - Step 2: Presenting Research Questions / Hypotheses
M3S3	Move 3 - Step 3: Definitional Clarifications
M3S4	Move 3 - Step 4: Summarizing Methods
M3S5	Move 3 - Step 5: Announcing Principal Outcomes
M3S6	Move 3 - Step 6: Stating the Value of Present Research
M3S7	Move 3 - Step 7: Outlining the Structure of the Paper
M3S8	Move 3 - Step 8: Limitations of research study
M3S9	Move 3 - Step 9: Evaluating the method selected

APPENDIX D- Full-Text Versions of the Truncated Excerpts in Chapter 3

Excerpt 3.1

I develop this argument in several stages. First, I situate my research design within the geopolitical constraints of the Cold War. Next, I briefly review the literature on liberal ideology and explain my theory of liberal foreign policy. I then explore primary documents to measure the concepts of liberty present in the Eisenhower and Kennedy administrations and generate testable predictions for these cases. Subsequently, I show how the shift in U.S. Cold War grand strategy was a product of changes in the liberal ideas of the two administrations. Finally, I examine three alternative explanations for the strategic change. I conclude with some thoughts on the future of U.S. liberalism and grand strategy. (RA19, 15-22)

Excerpt 3.2

The article proceeds as follows. In the next section I describe the data. I then present some basic regressions similar to the pooled cross-sectional approach of the existing literature, documenting a negative correlation between oil and democracy. I proceed by showing the results when including country fixed effects. I then discuss the robustness of the results and conclude. (RA3, 81-85)

Excerpt 3.3

I present a brief review of this work below. I build on the opportunity-cost argument, and, in view of some recent criticisms, I focus on its crucial assumption that war has an adverse effect on commerce. Following that, I use a simple war-of- attrition model to formalize the intuition for why interdependence, conceptualized as the higher opportunity costs within a dyad, should decrease the expected duration of militarized conflict. I then evaluate the latter proposition through a series of duration models applied to all MIDs between 1950 and 1992. I consider alternative specifications and estimate a two-stage model to control for the potentially non-random selection when dyads cross the MID thresh- old. Generally, the results support the theoretical expectation. I conclude by discussing the implications of my findings for the broader study of trade and conflict. (RA1, 7-13)

Excerpt 3.5

State behavior as the rational actors of the international system has been the main subject matter of the study of international relations for a very long time where it still preserves its prime position. Dissolution of the Soviet Union

demonstrated to us, the students of international relations that the need to know more about the inside of the state is vital as well for the understanding of international relations rather than accepting the state as a solid "black box". The impact of the dissolution of the Soviet Union on the study of International Relations was not only about its contribution to the understanding that there is a need to realize the importance of in-state dynamics for better understanding of the state behaviors in international relations. It also offered a wide geographical range of states to the scholarly research with different ethnic, demographic, geographic and economic realities. What was interesting in terms of these newly independent states was the very fact that they were providing the scholarly interests with the opportunity of examining an new version of political economy which was different from that of Western Europe which come into existence as a result of a "Great Transformation" as Karl Polanyi (1944) puts it that took more than five hundred years. (PhDT2, 4-8)

APPENDIX E- Summary Table of Inter-Rater Reliability of RAs and PhDTs

Summary table of inter-rater analysis of RAs					
	Coded Sentence	Agreement	Disagreement	K	Percent
Move 1	114	114	0		
Move 2	58	43	15		
Move 3	121	106	15		
Total	293	263	30	.878	89.76

Summary table of inter-rater analysis of PhDTs					
	Coded Sentence	Agreement	Disagreement	K	Percent
Move 1	707	679	28		
Move 2	87	43	44		
Move 3	396	304	92		
Total	1190	1026	164	.820	86.22

APPENDIX F- Summary Table of Intra-Rater Reliability of RAs and PhDTs

Summary table of intra-rater analysis of RAs					
	Coded Sentence	Agreement	Disagreement	K	Percent
Move 1	134	132	2		
Move 2	118	108	10		
Move 3	95	92	3		
Total	347	332	15	.947	95.68

Summary table of intra-rater analysis of PhDTs					
	Coded Sentence	Agreement	Disagreement	K	Percent
Move 1	445	428	17		
Move 2	103	92	11		
Move 3	471	432	39		
Total	1019	952	67	.919	93.42

APPENDIX G

Table 4.22 Frequent 100 Content Words in the Corpus of PhDT Introductions

RANK	FREQUENCY	WORD	RANK	FREQUENCY	WORD
1	346	INTERNATIONAL	41	107	CENTRAL
2	323	EU	42	107	COUNTRY
3	288	POLICY	43	106	CHANGE
4	274	TURKEY	44	106	COMPETITION
5	272	STATE	45	106	DIFFERENT
6	270	POLITICAL	46	106	POLICIES
7	238	RELATIONS	47	105	HISTORICAL
8	227	STATES	48	103	POLITICS
9	213	CHAPTER	49	102	ROLE
10	211	STUDY	50	99	ACTORS
11	195	POWER	51	99	SYRIA
12	184	TURKISH	52	98	COMMUNICATION
13	182	WORLD	53	98	EUROPEAN
14	177	GLOBAL	54	97	POST
15	177	SYSTEM	55	95	COLD
16	176	FOREIGN	56	95	PERIOD
17	175	COUNTRIES	57	93	TRANSFORMATION
18	163	REGION	58	92	DYNAMICS
19	157	SECURITY	59	92	IMPORTANT
20	152	NATIONAL	60	85	CONTEXT
21	148	KAZAKHSTAN	61	80	BASED
22	148	PROCESS	62	79	THESIS
23	145	WAR	63	78	CASE
24	142	TELECOMMUNICATIONS	64	78	ECONOMY
25	138	DEVELOPMENT	65	77	INFORMATION
26	137	SOVIET	66	77	SOCIETY
27	135	HEGEMONY	67	75	BUDGET
28	130	LEVEL	68	75	NEOLIBERAL
29	127	ORDER	69	74	OIL
30	126	ECONOMIC	70	71	EUROPE
31	126	INFORMAL	71	71	PART
32	125	ANALYSIS	72	71	RELATIONSHIP
33	123	STRUCTURE	73	70	NATION
34	121	IDENTITY	74	69	LITERATURE
35	121	SOCIAL	75	69	PUBLIC
36	120	MAIN	76	66	DOMESTIC
37	117	REGIONAL	77	66	GOVERNANCE
38	113	STRUCTURES	78	66	HISTORY
39	110	FRAMEWORK	79	65	CONFLICT
40	108	RESEARCH	80	65	GREEK

(Table cont'd)

81	64	COMMUNITY
82	64	PARTICULAR
83	63	SERVICES
84	63	TERRITORIAL
85	62	END
86	62	FACT
87	62	UNDERSTANDING
88	62	UNION
89	61	CYPRUS
90	61	ENP
91	61	MAINLY
92	61	RUSSIAN
93	61	STUDIES
94	60	ALBANIA
95	60	THEORETICAL
96	59	BUILDING
97	59	EASTERN
98	59	INTEGRATION
99	57	HEGEMONIC
100	57	TRADE

Table 4.23 Most Frequent 100 Function Words in the Corpus of PhDT Introductions

RANK	FREQUENCY	WORD	RANK	FREQUENCY	WORD
1	7375	THE	41	135	WERE
2	4000	OF	42	127	TWO
3	2709	AND	43	122	FIRST
4	2320	IN	44	117	HAD
5	1799	TO	45	114	HOW
6	1210	A	46	108	DURING
7	882	AS	47	108	ONE
8	820	IS	48	103	CAN
9	754	THIS	49	102	BOTH
10	640	THAT	50	101	BUT
11	582	ON	51	97	HOWEVER
12	571	WITH	52	97	SINCE
13	532	FOR	53	93	THEY
14	465	BE	54	92	THERE
15	397	BY	55	91	OVER
16	391	IT	56	89	I
17	352	ITS	57	88	ALL
18	333	ARE	58	86	AFTER
19	313	AN	59	85	WOULD
20	299	WHICH	60	77	OUT
21	291	FROM	61	76	WHILE
22	278	HAS	62	73	ABOUT
23	268	WILL	63	73	ONLY
24	266	THESE	64	73	SECOND
25	255	WAS	65	70	MOST
26	236	AT	66	65	THEREFORE
27	230	HAVE	67	64	THUS
28	227	NOT	68	63	SOME
29	215	BETWEEN	69	62	END
30	202	OTHER	70	61	MAINLY
31	194	BEEN	71	61	THAN
32	194	THEIR	72	58	EACH
33	189	US	73	58	TOWARDS
34	184	WITHIN	74	54	WHAT
35	183	OR	75	53	AMONG
36	182	ALSO	76	53	WHERE
37	140	SUCH	77	51	DUE
38	139	MORE	78	50	THREE
39	137	THROUGH	79	49	BECAUSE
40	136	INTO	80	48	GENERAL

(Table cont'd)

81	48	MIDDLE
82	48	UNDER
83	47	WHO
84	45	WE
85	43	SEVERAL
86	43	SO
87	42	ANOTHER
88	42	ANY
89	42	CERTAIN
90	42	VERY
91	41	COULD
92	41	DID
93	41	EVEN
94	41	MOREOVER
95	41	WHETHER
96	40	EARLY
97	40	HENCE
98	40	SHOULD
99	39	THEN
100	39	WHEN

Table 4.24 Most Frequent 100 4-Word Strings in the Corpus of PhDT Introductions

RANK	FREQUENCY	WORD
1	34	OF THE COLD WAR
2	30	THE END OF THE
3	28	ON THE OTHER HAND
4	27	AT THE GLOBAL LEVEL
5	23	END OF THE COLD
6	20	AS WELL AS THE
7	20	OF THE INTERNATIONAL COMMUNITY
8	19	AS A RESULT OF
9	19	THE POST COLD WAR
10	18	CENTRAL AND EASTERN EUROPE
11	18	COMPETITION LAW AND POLICY
12	17	OF THE INTERNATIONAL SYSTEM
13	17	THE BLACK SEA REGION
14	17	WITHIN THE FRAMEWORK OF
15	16	DURING THE COLD WAR
16	16	IN THE MAGHREB REGION
17	16	OF COMPETITION LAW AND
18	16	ONE OF THE MOST
19	16	THE INTERNATIONALIZATION OF COMPETITION
20	15	INTERNATIONALIZATION OF COMPETITION LAW
21	15	WITH REGARD TO THE
22	14	EU DEVELOPMENT POLICY CHANGE
23	14	IN THE INTERNATIONAL SYSTEM
24	14	INFORMAL DYNAMICS IN SHAPING
25	14	OF THE CYPRUS PROBLEM
26	14	OF THE EU S
27	14	OF THE SOVIET UNION
28	14	THE BEGINNING OF THE
29	13	IN LINE WITH THE
30	13	IN THE BLACK SEA
31	13	OF INFORMAL DYNAMICS IN
32	13	OF THE EU BUDGET
33	13	THE ANALYSIS OF THE
34	12	BETWEEN SYRIA AND TURKEY
35	12	IN THE AFTERMATH OF
36	12	ROLE OF INFORMAL DYNAMICS
37	12	THE ROLE OF THE
38	12	TO THE FACT THAT
39	11	IN THE FORM OF
40	11	IN THE POST COLD
41	11	IS ONE OF THE
42	11	OF CENTRAL AND EASTERN
43	11	OF THE UNITED STATES
44	11	ON THE BASIS OF
45	11	THE US AND THE

(Table cont'd)

46	11	THIS STUDY ARGUES THAT
47	11	WITHIN THE CONTEXT OF
48	10	IN SHAPING KYRGYZ POLITICS
49	10	IN THE MIDDLE EAST
50	10	IN THIS CONTEXT THE
51	10	OF EU DEVELOPMENT POLICY
52	10	S PERCEPTION OF TURKEY
53	9	A GLOBAL COMPETITION REGIME
54	9	AN INFORMAL HEGEMON IN
55	9	AT THE INTERNATIONAL LEVEL
56	9	BULGARIA AND THE NETHERLANDS
57	9	DECISIVE ROLE OF INFORMAL
58	9	DYNAMICS IN SHAPING KYRGYZ
59	9	IN THE CONTEMPORARY WORLD
60	9	INFORMAL HEGEMON IN THE
61	9	IT IS ARGUED THAT
62	9	OF THE EU TO
63	9	OF THE OTTOMAN EMPIRE
64	9	THE CONTINUING INSTABILITY IN
65	9	THE DECISIVE ROLE OF
66	9	THE ESTABLISHMENT OF THE
67	9	THE INTERNATIONAL COMMUNITY IN
68	9	THE INTERNATIONAL SYSTEM AND
69	8	A RESULT OF THE
70	8	AT THE SAME TIME
71	8	IN BULGARIA AND THE
72	8	IN THE ABSENCE OF
73	8	IN THE REGION THE
74	8	KAZAKHSTAN S PERCEPTION OF
75	8	OF THE TULIP REVOLUTION
76	8	POST COLD WAR PERIOD
77	8	REGIONAL AND GREAT POWERS
78	8	ROLE OF THE INTERNATIONAL
79	8	SECURITY PARADOX IN CYPRUS
80	8	SINCE THE BEGINNING OF
81	8	TELECOMMUNICATIONS SECTOR WILL BE
82	8	THE COLD WAR THE
83	8	THE DYNAMICS OF THE
84	8	THE EFFECTIVENESS OF THE
85	8	THE FRAMEWORK OF THE
86	8	THE SECURITY PARADOX IN
87	7	AFTER THE END OF
88	7	COMMUNITIES IN BULGARIA AND
89	7	DUE TO THE FACT
90	7	FOR THE CONTINUING INSTABILITY
91	7	FROM THE PERSPECTIVE OF

(Table cont'd)

92	7	HEGEMON IN THE MAGHREB
93	7	IN CENTRAL AND EASTERN
94	7	OF THIS STUDY IS
95	7	RELATIONS BETWEEN SYRIA AND
96	7	STATES OF CENTRAL AND
97	7	THE AFTERMATH OF THE
98	7	THE BASIS OF THE
99	7	THE COLD WAR AND
100	7	THE COLLAPSE OF THE

APPENDIX H

Table 4.25 Most Frequent 100 Content Words in the Corpus of RA Introductions

Rank	Frequency	Word	Rank	Frequency	Word
1	109	STATES	41	25	SCHOLARS
2	81	POLITICAL	42	25	SYSTEM
3	73	DEMOCRACY	43	25	THEORY
4	71	INTERNATIONAL	44	24	EFFECTS
5	69	ECONOMIC	45	24	EXTERNAL
6	69	WAR	46	24	LABOR
7	67	POLICY	47	24	PEACEKEEPING
8	67	STATE	48	24	STUDY
9	46	DOMESTIC	49	23	ANALYSIS
10	45	RELIGION	50	23	DATA
11	43	DEMOCRATIC	51	23	ELECTORAL
12	42	CIVIL	52	23	FOREIGN
13	41	ELECTIONS	53	23	OPENNESS
14	40	ELECTION	54	23	REGIME
15	40	OIL	55	23	SUPPORT
16	39	ARTICLE	56	22	INCOME
17	38	GOVERNMENT	57	22	WARS
18	36	CHANGE	58	20	ACTORS
19	36	UNITED	59	20	ECONOMY
20	34	RELIGIOUS	60	20	INTERVENTION
21	33	COUNTRY	61	19	CHINA
22	32	CONSTITUTIONAL	62	19	DIFFERENT
23	32	LITERATURE	63	19	EFFECT
24	31	COUNTRIES	64	19	EXISTING
25	31	POWER	65	19	INTERSTATE
26	31	RESEARCH	66	19	MODELS
27	31	STUDIES	67	19	VOTERS
28	31	WORLD	68	18	CONSTITUTION
29	30	CONFLICT	69	18	GOVERNMENTS
30	30	POLITICS	70	18	GROUPS
31	30	SOCIAL	71	18	ILO
32	30	TRADE	72	18	LEADERS
33	29	EMPIRICAL	73	18	PARTIES
34	28	SECTION	74	18	RATIFICATION
35	27	ROLE	75	18	RELATIONSHIP
36	26	CONVENTION	76	18	THEORETICAL
37	26	DEMOCRATIZATION	77	18	VIOLENCE
38	26	VOLATILITY	78	17	CASE
39	25	CONDITIONS	79	17	EVIDENCE
40	25	LEVEL	80	17	INSTITUTIONS

(Table cont'd)

81	17	PROTEST
82	17	RELATIONS
83	17	RISK
84	16	ADOPTED
85	16	ARGUE
86	16	COMMON
87	16	CONFLICTS
88	16	CONVENTIONS
89	16	CROSS
90	16	FINDINGS
91	16	MAKING
92	16	RECENT
93	16	RESULTS
94	16	STRATEGY
95	15	ARGUMENT
96	15	CASES
97	15	EXAMPLE
98	15	MECHANISMS
99	15	NEGATIVE
100	15	PEACE

Table 4.26 Most Frequent 100 Function Words in the Corpus of RA Introductions

RANK	FREQUENCY	WORD	RANK	FREQUENCY	WORD
1	1219	THE	41	39	ABOUT
2	756	OF	42	39	HOW
3	558	AND	43	36	SHOULD
4	539	TO	44	34	TWO
5	518	IN	45	33	ONE
6	333	A	46	32	BECAUSE
7	289	THAT	47	32	BEEN
8	195	IS	48	32	INTO
9	187	ON	49	32	LIKELY
10	167	FOR	50	31	ALSO
11	160	AS	51	31	FIRST
12	157	BY	52	31	SOME
13	132	THIS	53	30	IF
14	126	ARE	54	30	THAN
15	93	IT	55	29	WILL
16	92	WITH	56	28	HOWEVER
17	89	OR	57	27	DO
18	88	BE	58	27	OVER
19	82	MORE	59	26	ONLY
20	79	HAVE	60	25	BOTH
21	78	THEIR	61	24	OUR
22	77	NOT	62	24	WAS
23	74	I	63	23	THOSE
24	68	FROM	64	23	UNDER
25	66	WHICH	65	23	WOULD
26	61	HAS	66	22	LESS
27	60	THEY	67	22	WHO
28	59	THESE	68	21	NO
29	57	WHEN	69	21	THUS
30	52	AN	70	20	EVEN
31	51	WE	71	20	SECOND
32	49	ITS	72	20	THEN
33	49	MOST	73	19	THROUGH
34	48	BETWEEN	74	19	WHILE
35	48	BUT	75	18	DOES
36	46	AT	76	18	WHETHER
37	43	CAN	77	17	AFTER
38	42	OTHER	78	17	DURING
39	41	MAY	79	17	MANY
40	41	SUCH	80	17	SO

(Table cont'd)

81	17	THERE
82	17	WERE
83	16	WHAT
84	16	WITHIN
85	15	AMONG
86	15	HAD
87	15	THEM
88	15	WHY
89	14	ALL
90	14	DID
91	14	MUCH
92	14	MY
93	14	SINCE
94	14	WHERE
95	13	END
96	12	FINALLY
97	11	COULD
98	11	HIS
99	11	THEREFORE
100	11	THIRD

Table 4.27 Most Frequent 100 4-Word Strings in the Corpus of RA Introductions

RANK	FREQUENCY	WORD
1	7	ADOPTED IN AND RATIFIED
2	7	CONVENTION NO ADOPTED IN
3	7	IN AND RATIFIED BY
4	7	NO ADOPTED IN AND
5	7	THE UNITED STATES AND
6	5	AND RATIFIED BY STATES
7	5	ARTICLE PROCEEDS AS FOLLOWS
8	5	IN THE CONTEXT OF
9	5	MORE LIKELY TO BE
10	5	OF THIS ARTICLE IS
11	5	OPENNESS AND EXTERNAL RISK
12	5	THE CONDITIONS UNDER WHICH
13	5	TO HOLD CLEAN ELECTIONS
14	4	ARE MORE LIKELY TO
15	4	BETWEEN OIL AND DEMOCRACY
16	4	CHARACTER OF THE STATE
17	4	IS MORE LIKELY TO
18	4	OF RELIGION STATE CONNECTIONS
19	4	OF THE COLD WAR
20	4	ON THE OTHER HAND
21	4	RELIGION STATE CONNECTIONS AND
22	4	RELIGIOUS CHARACTER OF THE
23	4	THE ARTICLE PROCEEDS AS
24	4	THE END OF THE
25	4	THE EXTENT TO WHICH
26	4	THE OPENNESS VOLATILITY RELATIONSHIP
27	4	THE RELIGIOUS CHARACTER OF
28	4	TO INTERNATIONAL LABOR STANDARDS
29	3	A DISCUSSION OF THE
30	3	AFTER WORLD WAR II
31	3	AND THE CONVENTION CONCERNING
32	3	AS IS THE CASE
33	3	AT THE HEART OF
34	3	BE INFLUENCED BY THE
35	3	COUNTRY FIXED EFFECTS ARE
36	3	ECONOMIC CRISES AND MARKET
37	3	END OF THE COLD
38	3	FIXED EFFECTS ARE INCLUDED
39	3	FOR LEADERS TO HOLD
40	3	FOR THE MOST PART
41	3	FOREIGN IMPOSED REGIME CHANGE
42	3	IN THE MIDDLE EAST
43	3	IN THE UNITED STATES
44	3	IN THIS ARTICLE I
45	3	INCENTIVES FOR LEADERS TO

(Table cont'd)

46	3	INCREASE INCENTIVES FOR LEADERS
47	3	LITTLE SUPPORT FOR THE
48	3	OF THE MOST IMPORTANT
49	3	OF THE OPENNESS VOLATILITY
50	3	OF THE UNITED STATES
51	3	ONE OF THE MOST
52	3	OVER THE RELIGIOUS CHARACTER
53	3	RELATIONSHIP BETWEEN OIL AND
54	3	RELIGION AND INTERNATIONAL RELATIONS
55	3	SINCE THE END OF
56	3	SOUTH OSSETIA AND ABKHAZIA
57	3	THE CASE OF THE
58	3	THE DETERMINANTS OF DEMOCRACY
59	3	THE HEART OF THE
60	3	THE RISE OF CHINA
61	3	THE SIGNIFICANCE OF RELIGION
62	3	THE UNITED STATES IS
63	3	THE WHITE HOUSE TO
64	3	U S FOREIGN POLICY
65	3	WHEN COUNTRY FIXED EFFECTS
66	3	WITH A DISCUSSION OF
67	2	A GIVEN COUNTRY WITH
68	2	A KEY ROLE IN
69	2	A PEACEKEEPING MISSION TO
70	2	A RESTRICTIVE CONSTITUTIONAL APPROACH
71	2	A UNIVERSAL HEALTH CARE
72	2	ABOUT THE QUALITY OF
73	2	AIM OF THIS ARTICLE
74	2	ALL COUNTRIES IN THE
75	2	AN ANALYSIS OF THE
76	2	AND DEMOCRACY PERSISTS WHEN
77	2	AND DEMOCRACY RATHER THAN
78	2	AND FREEDOM FROM RELIGION
79	2	AND MOBILIZATIONAL CAPACITY OF
80	2	AND RATIFIED BY COUNTRIES
81	2	AND RESTRICTIVE CONSTITUTIONAL ARRANGEMENTS
82	2	AND THE VOTING PROCESS
83	2	ANSWER TO THIS QUESTION
84	2	ARE FAVORABLE TO DEMOCRACY
85	2	ARE LESS STABLE THAN
86	2	ARE LIKELY TO BE
87	2	ARE THE CONVENTION CONCERNING
88	2	ARE THE MAIN REASONS
89	2	ARGUMENT IS THAT THE
90	2	AS A SHARE OF
91	2	AS ONE OF THE
92	2	AT MOBILIZING PEASANTS TO

(Table cont'd)

93	2	AT THE CROSS SECTIONAL
94	2	BE MORE WILLING TO
95	2	BETWEEN ECONOMIC OPENNESS AND
96	2	BETWEEN NATURAL RESOURCES AND
97	2	BETWEEN RESOURCE INCOME AND
98	2	BY A TO MARGIN
99	2	BY MEARSHEIMER AND WALT
100	2	CAN FACILITATE SELF ENFORCING

APPENDIX I

Table 4.28 Most Frequent 1000 Words in the Corpus of PhDT Introductions

RANK	FREQUENCY	WORD	RANK	FREQUENCY	WORD
1	7375	THE	44	189	US
2	4000	OF	45	184	TURKISH
3	2709	AND	46	184	WITHIN
4	2320	IN	47	183	OR
5	1799	TO	48	182	ALSO
6	1210	A	49	182	WORLD
7	882	AS	50	177	GLOBAL
8	820	IS	51	177	SYSTEM
9	754	THIS	52	176	FOREIGN
10	640	THAT	53	175	COUNTRIES
11	582	ON	54	163	REGION
12	571	WITH	55	157	SECURITY
13	532	FOR	56	152	NATIONAL
14	465	BE	57	148	KAZAKHSTAN
15	397	BY	58	148	PROCESS
16	391	IT	59	145	WAR
17	352	ITS	60	142	TELECOM
18	346	INTERNATIONAL	61	140	SUCH
19	333	ARE	62	139	MORE
20	323	EU	63	138	DEVELOPMENT
21	313	AN	64	137	SOVIET
22	299	WHICH	65	137	THROUGH
23	291	FROM	66	136	INTO
24	288	POLICY	67	135	HEGEMONY
25	278	HAS	68	135	NEW
26	274	TURKEY	69	135	WERE
27	272	STATE	70	130	LEVEL
28	270	POLITICAL	71	127	ORDER
29	268	WILL	72	127	TWO
30	266	THESE	73	126	ECONOMIC
31	255	WAS	74	126	INFORMAL
32	238	RELATIONS	75	125	ANALYSIS
33	236	AT	76	123	STRUCTURE
34	230	HAVE	77	122	FIRST
35	227	NOT	78	121	IDENTITY
36	227	STATES	79	121	SOCIAL
37	215	BETWEEN	80	120	MAIN
38	213	CHAPTER	81	117	HAD
39	211	STUDY	82	117	REGIONAL
40	202	OTHER	83	114	HOW
41	195	POWER	84	113	STRUCTURES
42	194	BEEN	85	110	FRAMEWORK
43	194	THEIR	86	108	DURING

(Table cont'd)

87	108	ONE	130	75	BUDGET
88	108	RESEARCH	131	75	NEOLIBERAL
89	107	CENTRAL	132	74	OIL
90	107	COUNTRY	133	73	ABOUT
91	106	CHANGE	134	73	ONLY
92	106	COMPETITION	135	73	SECOND
93	106	DIFFERENT	136	71	EUROPE
94	106	POLICIES	137	71	PART
95	105	HISTORICAL	138	71	RELATIONSHIP
96	103	CAN	139	70	MOST
97	103	POLITICS	140	70	NATION
98	102	BOTH	141	69	LITERATURE
99	102	ROLE	142	69	PUBLIC
100	101	BUT	143	66	DOMESTIC
101	100	WELL	144	66	GOVERNANCE
102	99	ACTORS	145	66	HISTORY
103	99	SYRIA	146	66	WAY
104	98	COMMUNICATION	147	65	CONFLICT
105	98	EUROPEAN	148	65	GREEK
106	97	HOWEVER	149	65	THEREFORE
107	97	POST	150	64	COMMUNITY
108	97	SINCE	151	64	PARTICULAR
109	95	COLD	152	64	THUS
110	95	PERIOD	153	63	SERVICES
111	93	THEY	154	63	SOME
112	93	TRANSFORMATION	155	63	TERRITORIAL
113	92	DYNAMICS	156	62	END
114	92	IMPORTANT	157	62	FACT
115	92	THERE	158	62	UNDERSTANDING
116	91	OVER	159	62	UNION
117	89	I	160	61	CYPRUS
118	88	ALL	161	61	ENP
119	86	AFTER	162	61	MAINLY
120	85	CONTEXT	163	61	RUSSIAN
121	85	WOULD	164	61	STUDIES
122	80	BASED	165	61	THAN
123	79	THESIS	166	60	ALBANIA
124	78	CASE	167	60	THEORETICAL
125	78	ECONOMY	168	60	USED
126	77	INFORMATION	169	59	BUILDING
127	77	OUT	170	59	EASTERN
128	77	SOCIETY	171	59	INTEGRATION
129	76	WHILE	172	59	TIME

(Table cont'd)

173	59	UNITED	216	46	VARIOUS
174	58	EACH	217	46	YEARS
175	58	TOWARDS	218	45	ASIA
176	57	HEGEMONIC	219	45	NATURE
177	57	TRADE	220	45	WE
178	56	APPROACH	221	44	EAST
179	55	PLACE	222	44	EXTERNAL
180	55	PROVIDE	223	44	FOCUS
181	54	HUMAN	224	44	OTTOMAN
182	54	INSTITUTIONS	225	44	PEOPLE
183	54	RUSSIA	226	43	DISSERTATION
184	54	WHAT	227	43	GREAT
185	53	AMONG	228	43	KAZAKH
186	53	SECTOR	229	43	MADE
187	53	SYRIAN	230	43	PROVIDES
188	53	WHERE	231	43	REGIME
189	52	AMERICAN	232	43	SEVERAL
190	52	LAW	233	43	SO
191	52	PROCESSES	234	43	WESTERN
192	52	QUESTION	235	42	ANOTHER
193	52	TURKIC	236	42	ANY
194	51	CHANGES	237	42	CERTAIN
195	51	DUE	238	42	DEFENSE
196	51	GEOPOLITICAL	239	42	EVENTS
197	50	FOLLOWING	240	42	HAND
198	50	NEO	241	42	MILITARY
199	50	PRACTICES	242	42	POINT
200	50	THREE	243	42	VERY
201	49	BECAUSE	244	41	AID
202	49	ISSUES	245	41	ANALYZED
203	49	PROBLEM	246	41	COULD
204	49	THEORY	247	41	CULTURAL
205	48	CRITICAL	248	41	DECISION
206	48	GENERAL	249	41	DEFINED
207	48	MIDDLE	250	41	DID
208	48	SIGNIFICANT	251	41	ERA
209	48	UNDER	252	41	EVEN
210	47	CONVERGENCE	253	41	MAJOR
211	47	QUESTIONS	254	41	MOREOVER
212	47	UZBEK	255	41	PERSPECTIVE
213	47	WHO	256	41	POSSIBLE
214	46	RESULT	257	41	TERM
215	46	SAME	258	41	WHETHER

(Table cont'd)

259	40	AGREEMENT	302	37	RELATED
260	40	AIMS	303	37	SHAPING
261	40	APPROACHES	304	37	TERMS
262	40	CONCEPT	305	36	AIM
263	40	COOPERATION	306	36	ALTHOUGH
264	40	EARLY	307	36	BECOME
265	40	ETHNIC	308	36	ENERGY
266	40	GIVEN	309	36	INDEED
267	40	HENCE	310	36	MEMBER
268	40	REVENUES	311	36	PERCEPTION
269	40	SHOULD	312	36	RESOURCES
270	39	EFFORTS	313	36	SOURCES
271	39	GOODS	314	36	STRUCTURAL
272	39	LIBERAL	315	35	CASES
273	39	MARKET	316	35	CONDITIONS
274	39	OWN	317	35	ESTABLISHED
275	39	STRATEGIC	318	35	FINANCIAL
276	39	THEN	319	35	FORMATION
277	39	UZBEKISTAN	320	35	ISRAEL
278	39	WHEN	321	35	ISRAELI
279	38	ACTOR	322	35	KYRGYZ
280	38	ALBANIAN	323	35	POPULATION
281	38	COMMUNITIES	324	35	SPECIFIC
282	38	KYRGYZSTAN	325	35	UPON
283	38	MAY	326	35	VIEW
284	38	MODEL	327	34	FORM
285	38	POWERS	328	34	IDENTITIES
286	38	RATHER	329	34	MAGHREB
287	38	REGARD	330	34	PARTICULARLY
288	38	SYSTEMS	331	34	PROVIDED
289	38	TERRITORIALITY	332	34	REVOLUTION
290	38	THIRD	333	34	UKRAINE
291	38	UP	334	34	WHY
292	37	BILATERAL	335	33	ATTEMPTS
293	37	CITIZENS	336	33	FORMS
294	37	DEVELOPMENTS	337	33	GROUPS
295	37	ESPECIALLY	338	33	IMPORTANCE
296	37	EXAMINED	339	33	INDEPENDENCE
297	37	FACTORS	340	33	LANGUAGE
298	37	INFLUENCE	341	33	SOCIETAL
299	37	LINE	342	32	ADDITION
300	37	MARKETS	343	32	CONFLICTS
301	37	PRODUCTION	344	32	DISCUSSED

(Table cont'd)

345	32	INDEPENDENT	388	29	LED
346	32	ISSUE	389	29	RIPENESS
347	32	LONG	390	29	SUPPORT
348	32	MECHANISM	391	29	THOSE
349	32	MECHANISMS	392	28	AGAINST
350	32	NEED	393	28	ANALYSES
351	32	NON	394	28	BEGINNING
352	32	TECHNOLOGIES	395	28	COMMUNICATIONS
353	31	ACCORDING	396	28	DILEMMA
354	31	BECAME	397	28	EXISTENCE
355	31	CONSIDERED	398	28	LEVELS
356	31	ESTABLISHMENT	399	28	PROJECT
357	31	FINALLY	400	28	REFERS
358	31	GOVERNMENT	401	28	THEM
359	31	HEGEMON	402	28	TRANSNATIONAL
360	31	HIS	403	27	ACCOUNT
361	31	IMPACT	404	27	AREA
362	31	INTERESTS	405	27	EURASIAN
363	31	INTERVIEWS	406	27	EXTENT
364	31	MAKING	407	27	FIELD
365	31	NATIONALISM	408	27	MANY
366	31	NECESSARY	409	27	POSITION
367	31	POTENTIAL	410	27	REGIONS
368	31	PROBLEMS	411	27	RULES
369	31	SCHOLARS	412	27	SATELLITE
370	31	SENSE	413	27	STABILITY
371	31	UNDERSTAND	414	27	TAKEN
372	30	ARGUED	415	26	ARGUES
373	30	BEING	416	26	ATTEMPT
374	30	CHANGING	417	26	BASIS
375	30	CONSTRUCTION	418	26	BIH
376	30	EMPIRE	419	26	BLACK
377	30	ITSELF	420	26	CONSEQUENTLY
378	30	NAZARBAYEV	421	26	CREATED
379	30	NO	422	26	DESPITE
380	30	PEACE	423	26	DISCOURSE
381	30	REGARDING	424	26	FOCUSES
382	30	SEA	425	26	GEOPOLITICS
383	30	STATUS	426	26	INCLUDING
384	30	STRUGGLE	427	26	INSTITUTIONAL
385	29	ASPECTS	428	26	MEDIA
386	29	ASSUMPTIONS	429	26	PARTY
387	29	IDEAS	430	26	RESPECT

(Table cont'd)

431	26	SIMILAR	474	23	INTELSAT
432	26	TAKING	475	23	INTERNATIONALIZATION
433	26	TERRITORY	476	23	INVOLVEMENT
434	26	TULIP	477	23	LAST
435	25	ACTIONS	478	23	NATIONS
436	25	AREAS	479	23	NETWORKS
437	25	DEFINE	480	23	OFFICIAL
438	25	DISCOURSES	481	23	PRINCIPLE
439	25	FURTHER	482	23	PROVIDING
440	25	HOMELAND	483	23	PUT
441	25	IDEOLOGY	484	23	REGULATORY
442	25	IMPACTS	485	23	SMALL
443	25	INDUSTRY	486	23	STRATEGY
444	25	INSECURITIES	487	22	AGREEMENTS
445	25	NEGOTIATIONS	488	22	ARGUMENT
446	25	ORGANIZATIONS	489	22	AUTHORITY
447	25	PERIODS	490	22	CONDUCTED
448	25	PRIVATIZATION	491	22	CRISIS
449	25	SLAVIC	492	22	DO
450	25	STRONG	493	22	EXPERIENCES
451	25	TRUST	494	22	FINDINGS
452	25	UNTIL	495	22	FORCES
453	25	USE	496	22	GREECE
454	25	VALUES	497	22	GREEKS
455	25	YET	498	22	GROUP
456	24	ANALYZE	499	22	HIGH
457	24	ASIAN	500	22	INTERACTION
458	24	BUDGETARY	501	22	LEADERS
459	24	CHAPTERS	502	22	NEEDS
460	24	CONCEPTUALISATION	503	22	PERCEPTIONS
461	24	EFFECTIVE	504	22	SECTION
462	24	EVOLUTION	505	22	SPECIAL
463	24	EXAMINE	506	22	WITHOUT
464	24	EXISTING	507	22	WORDS
465	24	HE	508	21	BEHIND
466	24	IRAQ	509	21	ENVIRONMENT
467	24	MULTI	510	21	EURASIANISM
468	24	RELATION	511	21	FORMAL
469	24	SHAPE	512	21	FURTHERMORE
470	23	COMMON	513	21	IDEOLOGICAL
471	23	CURRENT	514	21	IMPLICATIONS
472	23	DEVELOPED	515	21	INCREASING
473	23	INSTABILITY	516	21	LEADERSHIP

(Table cont'd)

517	21	LIMITED	560	19	IF
518	21	LINK	561	19	INTER
519	21	MARCH	562	19	INTERNAL
520	21	NETWORK	563	19	LACK
521	21	ORGANIZATION	564	19	LARGE
522	21	PRINCIPLES	565	19	LIKE
523	21	REFORM	566	19	MAINSTREAM
524	21	SEPTEMBER	567	19	NORMS
525	21	SET	568	19	POINTS
526	21	STUDIED	569	19	PRESENTED
527	20	ACCORDINGLY	570	19	PRESIDENT
528	20	AFTERMATH	571	19	PROCUREMENT
529	20	ALTERNATIVE	572	19	RESULTED
530	20	COMPONENT	573	19	SHAPED
531	20	DEVELOPING	574	19	TAKE
532	20	DOMINANCE	575	19	THEORIES
533	20	DOMINATION	576	19	WEST
534	20	EXPENDITURES	577	18	BEFORE
535	20	GEOGRAPHICAL	578	18	BETTER
536	20	HERE	579	18	BEYOND
537	20	IMAGE	580	18	CANNOT
538	20	PARTNERSHIP	581	18	CHARACTERISTICS
539	20	PERCEIVED	582	18	COMPARED
540	20	REPUBLIC	583	18	COURSE
541	20	ROLES	584	18	CREATION
542	20	SITUATION	585	18	CULTURE
543	20	TOOLS	586	18	EMERGED
544	20	TRADITIONAL	587	18	FISCAL
545	20	VIS	588	18	FOUR
546	19	ABILITY	589	18	INTEREST
547	19	ABLE	590	18	LIBERALIZATION
548	19	BACKGROUND	591	18	MAKE
549	19	BALANCE	592	18	MODERN
550	19	BASIC	593	18	MULTILATERAL
551	19	CAPACITY	594	18	ORDERING
552	19	CIVIL	595	18	OVERALL
553	19	CONCERNS	596	18	PRIMARY
554	19	CONTEMPORARY	597	18	TRANSITION
555	19	DEFINITION	598	18	WORK
556	19	EFFECTS	599	17	ABOVE
557	19	EXAMINES	600	17	ALLIANCE
558	19	GENERALLY	601	17	AROUND
559	19	IDEA	602	17	CONTINUING

(Table cont'd)

603	17	DETERMINING	646	16	MUCH
604	17	DOES	647	16	NATIONALIST
605	17	EFFECTIVENESS	648	16	NORTH
606	17	EITHER	649	16	OUR
607	17	ELITE	650	16	OUTCOME
608	17	EXAMPLE	651	16	PARTS
609	17	FACTOR	652	16	PAST
610	17	GAP	653	16	PLAN
611	17	GLOBALISATION	654	16	PRESENT
612	17	HAVING	655	16	PREVIOUS
613	17	INTRODUCTION	656	16	RE
614	17	LOCAL	657	16	REFERENCE
615	17	MENTIONED	658	16	SECONDARY
616	17	PARTICIPATION	659	16	SEE
617	17	REALIST	660	16	SEEN
618	17	RELATIONSHIPS	661	16	SELF
619	17	SCOPE	662	16	SOCIO
620	17	SUB	663	16	SPACE
621	17	SUBJECT	664	16	STARTED
622	17	TIES	665	16	TECHNOLOGY
623	17	TODAY	666	16	THOUGH
624	17	TOOL	667	16	THROUGHOUT
625	17	WELFARE	668	16	VARIABLES
626	16	AFFECTED	669	15	ADVANCED
627	16	AIMED	670	15	AFFAIRS
628	16	ALLY	671	15	ALONG
629	16	ANALYSED	672	15	APS
630	16	ARAB	673	15	BEGUN
631	16	ARGUE	674	15	BESIDES
632	16	CAPABILITIES	675	15	BROUGHT
633	16	COMPREHENSIVE	676	15	BULGARIA
634	16	CONCEPTS	677	15	COME
635	16	DECISIONS	678	15	COMPANIES
636	16	DECISIVE	679	15	COMPETITIVE
637	16	DEPENDENT	680	15	CONSTRUCTIVE
638	16	EMERGENCE	681	15	CREATE
639	16	INCREASED	682	15	DECADES
640	16	INDICATORS	683	15	DEFINING
641	16	KNOWLEDGE	684	15	DEREGULATION
642	16	LAWS	685	15	DISCUSSION
643	16	LEADING	686	15	ELITES
644	16	MATTER	687	15	ESTABLISHING
645	16	MEANS	688	15	FAILURE

(Table cont'd)

689	15	FEDERALISM	732	14	COMPONENTS
690	15	FEDERATION	733	14	COMPOSED
691	15	FORMER	734	14	CONCEPTUAL
692	15	FORWARD	735	14	CORE
693	15	GLOBALIZATION	736	14	CREATING
694	15	GROUNDS	737	14	CYPRIOT
695	15	MEMBERS	738	14	DEVELOP
696	15	MEMBERSHIP	739	14	DOMINANT
697	15	NEGOTIATION	740	14	EFFECT
698	15	NEVERTHELESS	741	14	ESTABLISH
699	15	NUMBER	742	14	FAILED
700	15	ORGANISATIONS	743	14	FEBRUARY
701	15	OUTCOMES	744	14	FIVE
702	15	PARADOX	745	14	FUTURE
703	15	PARTIES	746	14	IPE
704	15	PRIVATE	747	14	ISLAND
705	15	PRODUCING	748	14	LATE
706	15	PROJECTS	749	14	LOOK
707	15	RADNITZ	750	14	LOOKING
708	15	REASON	751	14	MAKERS
709	15	REASONS	752	14	MATERIAL
710	15	RELIGIOUS	753	14	MEDITERRANEAN
711	15	REPRESENTATIVES	754	14	NATURAL
712	15	RESTRUCTURING	755	14	NEIGHBOURHOOD
713	15	ROMANIA	756	14	NEOCLASSICAL
714	15	STILL	757	14	OPEN
715	15	THREAT	758	14	OPPORTUNITY
716	15	TOGETHER	759	14	PARAMETERS
717	15	TREATY	760	14	RENTIER
718	15	USING	761	14	RICH
719	15	VALUE	762	14	SHIFT
720	15	WEAKNESS	763	14	SIGNIFICANCE
721	14	ACCEPTED	764	14	WORKS
722	14	ALWAYS	765	14	WTO
723	14	BASE	766	13	ACCOUNTS
724	14	BEGAN	767	13	ACTIVITIES
725	14	BRIDGE	768	13	ADMINISTRATION
726	14	CALLED	769	13	ARGUMENTS
727	14	CAPITAL	770	13	ASPECT
728	14	CENTER	771	13	ATTENTION
729	14	CLEAR	772	13	BALKANS
730	14	COMMUNIST	773	13	BEHAVIOR
731	14	COMPLEX	774	13	BOUNDARIES

(Table cont'd)

775	13	BRING	818	12	ALMOST
776	13	BROADER	819	12	ALREADY
777	13	CLASSICAL	820	12	ANALYTICAL
778	13	CLOSE	821	12	ASSISTANCE
779	13	CONSEQUENCES	822	12	BLOC
780	13	CONSTRUCTIVIST	823	12	BOOKS
781	13	CORPORATIONS	824	12	BOOTH
782	13	DATA	825	12	CLASS
783	13	DEFINES	826	12	CONDITIONALITY
784	13	DEMOCRACY	827	12	CONSENSUS
785	13	DIFFERENCES	828	12	CONSTRAINTS
786	13	DIGITAL	829	12	CONSTRUCT
787	13	ELEMENTS	830	12	CONTINUED
788	13	EMERGING	831	12	CONTRIBUTE
789	13	EXPLAIN	832	12	DEBATE
790	13	EXPLAINING	833	12	DEMOCRATIC
791	13	EXPLORE	834	12	DETAILED
792	13	GEMED	835	12	DETERMINED
793	13	GROWTH	836	12	DIASPORA
794	13	IMPLEMENTATION	837	12	DOWN
795	13	INTENDS	838	12	EFFECTIVELY
796	13	KEY	839	12	EMPHASIS
797	13	LEGAL	840	12	EXAMINATION
798	13	MODERNIZATION	841	12	FORMED
799	13	MOSTLY	842	12	GOALS
800	13	NAMELY	843	12	GOVERNMENTS
801	13	NETHERLANDS	844	12	ICT
802	13	OBJECTIVE	845	12	IMF
803	13	OTHERIZATION	846	12	IMPERIAL
804	13	PARTNER	847	12	INCLUDE
805	13	PATH	848	12	INFORMED
806	13	PRE	849	12	INITIALLY
807	13	PROBLEMATIC	850	12	LEGITIMATION
808	13	QUO	851	12	LESS
809	13	STRESSED	852	12	METHODS
810	13	TIMES	853	12	MIGHT
811	13	TRIED	854	12	ORGANISATION
812	13	USEFUL	855	12	POLAND
813	13	VIEWS	856	12	PRIMARILY
814	13	WHOLE	857	12	PROGRAM
815	13	XE	858	12	REFORMS
816	12	ACADEMIC	859	12	RELATIONAL
817	12	AGENT	860	12	RELEVANT

(Table cont'd)

861	12	REPRESENTED	904	11	FOUND
862	12	RESPECTIVELY	905	11	FOURTH
863	12	RISE	906	11	FUNCTIONS
864	12	SERVE	907	11	GENERATE
865	12	SERVICE	908	11	GOING
866	12	SETTLEMENT	909	11	ICTS
867	12	SPHERE	910	11	IMMEDIATE
868	12	SYSTEMIC	911	11	INITIAL
869	12	TRANSFORM	912	11	INITIATED
870	12	WEAK	913	11	INSTANCE
871	12	WHEELER	914	11	INTERNATIONALISATION
872	12	WHOSE	915	11	INTERNET
873	11	ACTION	916	11	INVESTMENT
874	11	ADDRESSING	917	11	KIND
875	11	AGENCY	918	11	MANAGE
876	11	AIRCRAFT	919	11	MEET
877	11	ALGERIA	920	11	MY
878	11	ANKARA	921	11	NATO
879	11	APPLIED	922	11	OPERATING
880	11	ASSOCIATION	923	11	OTHERS
881	11	ATLANTIC	924	11	OVERVIEW
882	11	BORDERS	925	11	PATTERNS
883	11	BRIEF	926	11	PRIORITIES
884	11	BUILD	927	11	PROPOSALS
885	11	BUSINESS	928	11	PROVISION
886	11	CHALLENGES	929	11	PURPOSE
887	11	CHANGED	930	11	PURPOSES
888	11	CHINA	931	11	RECONCILIATION
889	11	CHOICES	932	11	REMAINED
890	11	COMPARISON	933	11	RETHINKING
891	11	CONDUCT	934	11	SEEMS
892	11	CONFERENCE	935	11	SIDE
893	11	DESIGNED	936	11	SOLUTION
894	11	DIRECTLY	937	11	SOUTH
895	11	EMP	938	11	TARGET
896	11	EMPIRICAL	939	11	TNCS
897	11	EURASIA	940	11	TRANSFORMING
898	11	EXPECTED	941	11	TRANSNATIONALISM
899	11	FINANCE	942	11	TRANSPORT
900	11	FIND	943	11	TURKS
901	11	FOCUSED	944	11	TURNED
902	11	FOCUSING	945	11	UAVS
903	11	FOLLOWED	946	11	UNIVERSITY

(Table cont'd)

947	11	VARIABLE	975	10	DISCUSSIONS
948	11	WIDER	976	10	DISSOLUTION
949	10	ABSENCE	977	10	DISTINCTION
950	10	ACADEMICS	978	10	EFFICIENT
951	10	ACT	979	10	ENTITY
952	10	AGAIN	980	10	EXAMINING
953	10	AIMING	981	10	EXPERIENCE
954	10	ALLIANCES	982	10	EXPLANATIONS
955	10	ANALYSE	983	10	FEW
956	10	ANTICOMPETITIVE	984	10	FOLLOW
957	10	ARMS	985	10	FOLLOWS
958	10	ASSUMPTION	986	10	FORMULATION
959	10	BANK	987	10	GIVE
960	10	BEST	988	10	GOOD
961	10	BOOK	989	10	GROUND
962	10	BTS	990	10	HAFIZ
963	10	CAPITALIST	991	10	HILLS
964	10	CHARACTERISTIC	992	10	IDENTIFICATION
965	10	COLLAPSE	993	10	IDENTIFY
966	10	CONCERN	994	10	INDIVIDUAL
967	10	CONCLUSION	995	10	INSIGHTS
968	10	CONSTITUTED	996	10	INSTEAD
969	10	CONSTITUTES	997	10	INSTRUMENT
970	10	CONTRIBUTION	998	10	INTERVENTION
971	10	CONTRIBUTIONS	999	10	INTRODUCED
972	10	DEMOCRATISATION	1000	10	JUST
973	10	DEMOS			
974	10	DIRECT			

Table 4.29 Most Frequent 1000 Words in the Corpus of RA Introductions

RANK	FREQUENCY	WORD	RANK	FREQUENCY	WORD
1	1219	THE	44	46	AT
2	756	OF	45	46	DOMESTIC
3	558	AND	46	45	RELIGION
4	539	TO	47	43	CAN
5	518	IN	48	43	DEMOCRATIC
6	333	A	49	42	CIVIL
7	289	THAT	50	42	OTHER
8	195	IS	51	41	ELECTIONS
9	187	ON	52	41	MAY
10	167	FOR	53	41	SUCH
11	160	AS	54	40	ELECTION
12	157	BY	55	40	OIL
13	132	THIS	56	39	ABOUT
14	126	ARE	57	39	ARTICLE
15	109	STATES	58	39	HOW
16	93	IT	59	38	GOVERNMENT
17	92	WITH	60	36	CHANGE
18	89	OR	61	36	SHOULD
19	88	BE	62	36	UNITED
20	82	MORE	63	34	RELIGIOUS
21	81	POLITICAL	64	34	TWO
22	79	HAVE	65	33	COUNTRY
23	78	THEIR	66	33	ONE
24	77	NOT	67	32	BECAUSE
25	74	I	68	32	BEEN
26	73	DEMOCRACY	69	32	CONSTITUTIONAL
27	71	INTERNATIONAL	70	32	INTO
28	69	ECONOMIC	71	32	LIKELY
29	69	WAR	72	32	LITERATURE
30	68	FROM	73	31	ALSO
31	67	POLICY	74	31	COUNTRIES
32	67	STATE	75	31	FIRST
33	66	WHICH	76	31	POWER
34	61	HAS	77	31	RESEARCH
35	60	THEY	78	31	SOME
36	59	THESE	79	31	STUDIES
37	57	WHEN	80	31	WORLD
38	52	AN	81	30	CONFLICT
39	51	WE	82	30	IF
40	49	ITS	83	30	POLITICS
41	49	MOST	84	30	SOCIAL
42	48	BETWEEN	85	30	THAN
43	48	BUT	86	30	TRADE

(Table cont'd)

87	29	EMPIRICAL	130	20	EVEN
88	29	WILL	131	20	INTERVENTION
89	28	HOWEVER	132	20	SECOND
90	28	SECTION	133	20	THEN
91	27	DO	134	19	CHINA
92	27	OVER	135	19	DIFFERENT
93	27	ROLE	136	19	EFFECT
94	26	CONVENTION	137	19	EXISTING
95	26	DEMOCRATIZATION	138	19	INTERSTATE
96	26	ONLY	139	19	MODELS
97	26	VOLATILITY	140	19	THROUGH
98	25	BOTH	141	19	VOTERS
99	25	CONDITIONS	142	19	WELL
100	25	LEVEL	143	19	WHILE
101	25	SCHOLARS	144	18	CONSTITUTION
102	25	SYSTEM	145	18	DOES
103	25	THEORY	146	18	GOVERNMENTS
104	24	EFFECTS	147	18	GROUPS
105	24	EXTERNAL	148	18	ILO
106	24	LABOR	149	18	LEADERS
107	24	OUR	150	18	PARTIES
108	24	PEACEKEEPING	151	18	RATIFICATION
109	24	STUDY	152	18	RELATIONSHIP
110	24	WAS	153	18	THEORETICAL
111	23	ANALYSIS	154	18	VIOLENCE
112	23	DATA	155	18	WHETHER
113	23	ELECTORAL	156	17	AFTER
114	23	FOREIGN	157	17	CASE
115	23	NEW	158	17	DURING
116	23	OPENNESS	159	17	EVIDENCE
117	23	REGIME	160	17	INSTITUTIONS
118	23	SUPPORT	161	17	MANY
119	23	THOSE	162	17	PROTEST
120	23	UNDER	163	17	PUBLIC
121	23	WOULD	164	17	RELATIONS
122	22	INCOME	165	17	RISK
123	22	LESS	166	17	SO
124	22	WARS	167	17	THERE
125	22	WHO	168	17	WERE
126	21	NO	169	16	ADOPTED
127	21	THUS	170	16	ARGUE
128	20	ACTORS	171	16	COMMON
129	20	ECONOMY	172	16	CONFLICTS

(Table cont'd)

173	16	CONVENTIONS	216	14	THEORIES
174	16	CROSS	217	14	WHERE
175	16	FINDINGS	218	13	BASED
176	16	IMPORTANT	219	13	COLLECTIVE
177	16	MAKING	220	13	EAST
178	16	NATIONAL	221	13	END
179	16	RECENT	222	13	FOCUS
180	16	RESULTS	223	13	FOLLOWING
181	16	STRATEGY	224	13	GREATER
182	16	WHAT	225	13	IMPORTANCE
183	16	WITHIN	226	13	INFLUENCE
184	15	AMONG	227	13	INFORMATION
185	15	ARGUMENT	228	13	LIBERAL
186	15	CASES	229	13	MADE
187	15	EXAMPLE	230	13	MEARSHEIMER
188	15	HAD	231	13	MILITARY
189	15	MECHANISMS	232	13	RESOURCES
190	15	NEGATIVE	233	13	SENSE
191	15	PEACE	234	12	APPROACH
192	15	STANDARDS	235	12	CITIZENS
193	15	THEM	236	12	FACTORS
194	15	WHY	237	12	FINALLY
195	15	WORK	238	12	FREEDOM
196	14	ALL	239	12	GROWTH
197	14	COSTS	240	12	HIGH
198	14	DEMOCRACIES	241	12	INDEPENDENCE
199	14	DID	242	12	INSTITUTIONAL
200	14	DISPUTES	243	12	INTEREST
201	14	HEALTH	244	12	INTERESTS
202	14	ISRAEL	245	12	MAKE
203	14	LITTLE	246	12	MARKET
204	14	MATERIAL	247	12	PROCESS
205	14	MODEL	248	12	PROVIDE
206	14	MUCH	249	12	QUESTIONS
207	14	MY	250	12	REBELS
208	14	OUTCOMES	251	12	RELATIVE
209	14	PARTY	252	12	RULES
210	14	POLICIES	253	12	RUSSIA
211	14	POTENTIAL	254	12	TAKE
212	14	QUESTION	255	12	UNDERSTANDING
213	14	REFORM	256	12	WALT
214	14	SIGNIFICANT	257	11	ADDITION
215	14	SINCE	258	11	ALTERNATIVE

(Table cont'd)

259	11	AMERICAN	302	10	GIVEN
260	11	CENTRAL	303	10	GLOBALIZATION
261	11	CHANGES	304	10	HE
262	11	CHINAS	305	10	INCENTIVES
263	11	CLEAN	306	10	INCREASE
264	11	CONCLUDE	307	10	KEY
265	11	CONSTITUTIONS	308	10	LED
266	11	CONTEXT	309	10	LIBERALIZATION
267	11	COULD	310	10	LOW
268	11	CPN	311	10	MIGHT
269	11	FIND	312	10	OTHERS
270	11	FRAUD	313	10	PERIOD
271	11	FUTURE	314	10	PERSPECTIVE
272	11	HIS	315	10	POINT
273	11	HOLD	316	10	POSTELECTION
274	11	IMPACT	317	10	RATHER
275	11	IMPLICATIONS	318	10	SEVERAL
276	11	INCLUDING	319	10	SOCIETY
277	11	LARGE	320	10	STRONG
278	11	MEMBERS	321	10	UP
279	11	MIDDLE	322	10	VERY
280	11	OBSERVATION	323	9	ANY
281	11	OBSERVERS	324	9	CAUSAL
282	11	PARTICULARLY	325	9	CLAIM
283	11	PRESENT	326	9	COLD
284	11	QUALITY	327	9	CONTROL
285	11	RESOURCE	328	9	CORE
286	11	RIGHTS	329	9	DECLINE
287	11	SUGGEST	330	9	FURTHER
288	11	THEREFORE	331	9	HEGEMONY
289	11	THIRD	332	9	HUMAN
290	11	THREE	333	9	HYPOTHESES
291	11	USE	334	9	HYPOTHESIS
292	11	WEALTH	335	9	II
293	10	ACCOUNT	336	9	IR
294	10	ACROSS	337	9	LONG
295	10	ATOMIZATION	338	9	MAJOR
296	10	DECISION	339	9	NATURAL
297	10	DEVELOPMENT	340	9	OFTEN
298	10	EMERGENCE	341	9	OPEN
299	10	EXPLAIN	342	9	OPPORTUNITIES
300	10	FIXED	343	9	OUT
301	10	FORCED	344	9	OWN

(Table cont'd)

345	9	PART	388	8	IMPOSED
346	9	PERMISSIVE	389	8	INFLUENCES
347	9	POST	390	8	IRAQ
348	9	RATIFIED	391	8	LEAD
349	9	REGION	392	8	MEANS
350	9	RESTRICTIVE	393	8	MEASURED
351	9	SELF	394	8	OPPORTUNITY
352	9	SHOW	395	8	ORGANIZATIONS
353	9	SOCIETIES	396	8	PAST
354	9	SPECIFIC	397	8	PRIOR
355	9	SUGGESTS	398	8	QUANTITATIVE
356	9	TERMINATION	399	8	REASONS
357	9	TERMS	400	8	REGIMES
358	9	TESTS	401	8	RESULT
359	9	TIME	402	8	SET
360	9	TYPE	403	8	SIMILAR
361	9	VARIATION	404	8	SIMILARLY
362	9	WEAK	405	8	TEST
363	9	YEARS	406	8	UN
364	9	YET	407	8	VIOLENT
365	8	ACCOUNTS	408	7	ACEMOGLU
366	8	ACTION	409	7	ADOPT
367	8	ARGUMENTS	410	7	ARRANGEMENTS
368	8	ASSOCIATED	411	7	ASSOCIATION
369	8	COALITION	412	7	AVAILABLE
370	8	COMPARATIVE	413	7	BEHAVIOR
371	8	COMPETITIVE	414	7	BEING
372	8	CONSTRUCTIVIST	415	7	CHALLENGE
373	8	CONTRAST	416	7	CHOICES
374	8	DEBATE	417	7	COALITIONS
375	8	DEVELOP	418	7	COMMITMENT
376	8	DISCUSS	419	7	COMMITMENTS
377	8	DISTRIBUTION	420	7	CONCERNING
378	8	DIVIDED	421	7	CONCERNS
379	8	ECONOMIES	422	7	CONNECTIONS
380	8	ENFORCING	423	7	CONTEMPORARY
381	8	EUROPEAN	424	7	CRISES
382	8	EXTENT	425	7	DEBATES
383	8	FEW	426	7	DECISIONS
384	8	FIRC	427	7	EFFECTIVE
385	8	FORCE	428	7	EITHER
386	8	GDP	429	7	ESPECIALLY
387	8	GENERAL	430	7	EUROPE

(Table cont'd)

431	7	EXAMINE	474	7	SUCCESSFUL
432	7	EXAMINES	475	7	TARGETED
433	7	FAVORABLE	476	7	TOO
434	7	FINDS	477	7	UNION
435	7	FOLLOWS	478	7	VIEW
436	7	FRAUDULENT	479	7	VOTER
437	7	GENERALLY	480	7	WITHOUT
438	7	GOVERNING	481	6	ACTIVITY
439	7	GRAMSCI	482	6	ADMINISTRATIONS
440	7	GRAND	483	6	AFFECT
441	7	HAND	484	6	AFFECTED
442	7	HIGHER	485	6	ALMOST
443	7	HOME	486	6	ALTHOUGH
444	7	IDEAS	487	6	ANALYZING
445	7	INCLUDED	488	6	BECOME
446	7	INDIVIDUAL	489	6	CLAIMS
447	7	INSURGENCY	490	6	COMPARED
448	7	INTERNAL	491	6	COMPETITION
449	7	ISSUES	492	6	CONTROLLING
450	7	JUST	493	6	CREDIBLE
451	7	KOSOVO	494	6	DEAL
452	7	LEAST	495	6	DESIGN
453	7	MAIN	496	6	DETERMINANTS
454	7	MASS	497	6	DETERMINE
455	7	NEED	498	6	DISCUSSION
456	7	NEOLIBERAL	499	6	DRAFTING
457	7	PLAY	500	6	DURATION
458	7	POPULATION	501	6	EACH
459	7	POWERFUL	502	6	ELITE
460	7	PRESENCE	503	6	EXIST
461	7	PROBLEMS	504	6	EXPECTED
462	7	PROCEEDS	505	6	EXPLICITLY
463	7	RECOGNIZED	506	6	FACE
464	7	REFORMS	507	6	FACT
465	7	REGARDING	508	6	FORD
466	7	RELATIVELY	509	6	FOUND
467	7	RUSSIAN	510	6	FRAMEWORK
468	7	SAME	511	6	FREQUENTLY
469	7	SECTIONAL	512	6	GROUP
470	7	SEE	513	6	HIGHLY
471	7	SIZE	514	6	HOUSE
472	7	SOURCES	515	6	IDEOLOGICAL
473	7	SUCCESS	516	6	IDEOLOGY

(Table cont'd)

517	6	INSTITUTIONALISM	560	5	AMERICA
518	6	ISRAELI	561	5	ANSWER
519	6	ISSUE	562	5	ARMED
520	6	KNOWLEDGE	563	5	ASSESS
521	6	KURTZ	564	5	ATTENTION
522	6	LACK	565	5	AUTHORITY
523	6	LATIN	566	5	BACK
524	6	LINK	567	5	BARGAINING
525	6	LOBBY	568	5	BECOMES
526	6	NATURE	569	5	BETTER
527	6	OFF	570	5	BRIEFLY
528	6	OMITTED	571	5	BROADER
529	6	ORGANIZATIONAL	572	5	CANDIDATES
530	6	PANEL	573	5	CARE
531	6	PHENOMENON	574	5	CENTURY
532	6	POLITICIANS	575	5	CHARACTER
533	6	PRESIDENT	576	5	CHOOSE
534	6	PRESSURE	577	5	COMMIT
535	6	PREVIOUS	578	5	COMPENSATION
536	6	PROVIDES	579	5	COMPETITORS
537	6	RATIFY	580	5	CONCERN
538	6	RELEVANT	581	5	CONCLUDES
539	6	REVIEW	582	5	CONSEQUENCES
540	6	RISE	583	5	CONSIDERABLE
541	6	SECTOR	584	5	CONSTRUCTIVISM
542	6	SECURITY	585	5	CONTRARY
543	6	SOCIETAL	586	5	CORRELATION
544	6	SPENDING	587	5	COST
545	6	STRATEGIC	588	5	CURRENT
546	6	STRATEGIES	589	5	DEEP
547	6	TEND	590	5	DETAILED
548	6	TERM	591	5	DISCRIMINATION
549	6	THAILAND	592	5	DISPUTE
550	6	TURN	593	5	DUE
551	6	UNLIKELY	594	5	EFFORTS
552	6	US	595	5	ELITES
553	6	VARIABLES	596	5	ENGAGE
554	6	VARIOUS	597	5	ETHNIC
555	6	VOTING	598	5	EXPECTATION
556	6	WRITING	599	5	EXPECTATIONS
557	5	ACCEPTED	600	5	EXPERIENCE
558	5	ADVANTAGE	601	5	EXPORTS
559	5	AGAINST	602	5	FOUR

(Table cont'd)

603	5	GEORGIA	646	5	POTENTIALLY
604	5	GERMANY	647	5	PRACTICES
605	5	HELD	648	5	PRE
606	5	HISTORICAL	649	5	PREFERENCES
607	5	IDENTITIES	650	5	PRESENTS
608	5	IDENTITY	651	5	PRIMARILY
609	5	INCREASES	652	5	PRIMARY
610	5	INCREASINGLY	653	5	PRO
611	5	INCUMBENT	654	5	PROBLEM
612	5	INDEED	655	5	RATES
613	5	INDEPENDENT	656	5	RATIONALIST
614	5	INDICATORS	657	5	REGRESSIONS
615	5	INSTANCE	658	5	ROSS
616	5	INSTEAD	659	5	SALIENCE
617	5	INTENSE	660	5	SECTIONS
618	5	INTERDEPENDENCE	661	5	SECTORS
619	5	INTERVENTIONS	662	5	SELECTION
620	5	ITSELF	663	5	SHARE
621	5	KISSINGER	664	5	SHIFTS
622	5	LABOUR	665	5	SHORT
623	5	LAND	666	5	SIGNIFICANCE
624	5	LEGITIMACY	667	5	SOUTH
625	5	LIGHT	668	5	STILL
626	5	LIMITED	669	5	SUBSTANTIAL
627	5	MAJORITY	670	5	SUCCEED
628	5	MAKES	671	5	THEMSELVES
629	5	MATTER	672	5	THESIS
630	5	MILITARIZED	673	5	THOUGH
631	5	MOSTLY	674	5	TREATY
632	5	NATIONS	675	5	UNDERLYING
633	5	NECESSARY	676	5	UNDERMINE
634	5	NEXT	677	5	USING
635	5	NORMATIVE	678	5	VARIABLE
636	5	NUMBER	679	5	VOTE
637	5	NUMEROUS	680	5	WANT
638	5	OCCURS	681	5	WIDELY
639	5	OFFICIALS	682	4	ACADEMIC
640	5	OPPOSITION	683	4	ACCORDING
641	5	ORGANIZATION	684	4	ACCOUNTABLE
642	5	OSSETIA	685	4	ACTIVITIES
643	5	PARTICIPATION	686	4	ADDING
644	5	PERSONAL	687	4	ADDRESS
645	5	POSSIBLE	688	4	AGREEMENT

(Table cont'd)

689	4	AIM	732	4	DECIDE
690	4	AIMS	733	4	DEMOCRATIZING
691	4	AL	734	4	DEMONSTRATED
692	4	ALREADY	735	4	DESPITE
693	4	ANALYSES	736	4	DEVELOPING
694	4	ARAB	737	4	DIFFERENCES
695	4	ARGUED	738	4	DIFFICULT
696	4	ASPECTS	739	4	DIRECTLY
697	4	ATTEMPTED	740	4	DISTANCE
698	4	ATTEMPTS	741	4	DOCUMENTED
699	4	AVOID	742	4	DOCUMENTS
700	4	BALANCE	743	4	DOWN
701	4	BEFORE	744	4	DRAW
702	4	BEGIN	745	4	DRAWING
703	4	BELLIGERENTS	746	4	DYADS
704	4	BENEFIT	747	4	DYNAMIC
705	4	BIAS	748	4	DYNAMICS
706	4	BIRTH	749	4	EARLIER
707	4	BOOK	750	4	EMPIRICALLY
708	4	BRING	751	4	EQUAL
709	4	BROAD	752	4	EQUATION
710	4	CAMPAIGN	753	4	EQUILIBRIUM
711	4	CAPACITY	754	4	ESTIMATOR
712	4	CAUSES	755	4	ET
713	4	CERTAIN	756	4	EVALUATE
714	4	CHARACTERISTICS	757	4	EXAMINING
715	4	CHARACTERIZED	758	4	EXAMPLES
716	4	CHILD	759	4	EXPLAINING
717	4	CLEAR	760	4	EXPLANATIONS
718	4	COMMUNITY	761	4	FACILITATE
719	4	COMPELLING	762	4	FAILURE
720	4	COMPETITIVENESS	763	4	FAVOR
721	4	CONCLUSION	764	4	FINAL
722	4	CONCLUSIONS	765	4	FINDING
723	4	CONSIDER	766	4	FOCUSED
724	4	CONSISTENT	767	4	FOCUSING
725	4	CONSTANT	768	4	FORCES
726	4	CONSTITUTIONALISM	769	4	FORMAL
727	4	CONSUMPTION	770	4	FORMATION
728	4	CONTRIBUTES	771	4	FORMS
729	4	COX	772	4	FUNDAMENTAL
730	4	CRUCIAL	773	4	GAIN
731	4	DECADE	774	4	GMM

(Table cont'd)

775	4	GOODS	818	4	ORIENTED
776	4	GOVERNANCE	819	4	PARTICULAR
777	4	GRIEVANCES	820	4	PEER
778	4	GROWING	821	4	PERHAPS
779	4	HEGEMONIC	822	4	PERMANENT
780	4	HELPS	823	4	PERMISSIVENESS
781	4	HENCE	824	4	PERSISTENT
782	4	HYPOTHESIZE	825	4	PERSPECTIVES
783	4	IMPROVE	826	4	PLATFORMS
784	4	INDIVIDUALS	827	4	PLAYS
785	4	INFLUENCED	828	4	POLICYMAKERS
786	4	INSIGHTS	829	4	POSITIVE
787	4	INTEGRATION	830	4	POSSIBILITY
788	4	INTERDEPENDENT	831	4	PRECONDITIONS
789	4	INTERESTING	832	4	PRODUCT
790	4	INTERVENING	833	4	PROPOSED
791	4	KING	834	4	PROSPECTS
792	4	LATER	835	4	PROTESTS
793	4	LATTER	836	4	PROVIDED
794	4	LAW	837	4	PROVIDING
795	4	LEADERSHIP	838	4	QUALITATIVE
796	4	LEAVE	839	4	RANGE
797	4	LEGAL	840	4	RE
798	4	LEGITIMATE	841	4	REBEL
799	4	LEVELS	842	4	REFERS
800	4	LOGIC	843	4	REGIONAL
801	4	LOOK	844	4	RELIGIOUSLY
802	4	MANDATE	845	4	REMAIN
803	4	MAOIST	846	4	REMOVAL
804	4	MECHANISM	847	4	REQUIRED
805	4	METHODS	848	4	RESOLUTION
806	4	NATION	849	4	REVENUES
807	4	NEARLY	850	4	ROBINSON
808	4	NEO	851	4	ROBUST
809	4	NEPAL	852	4	ROBUSTNESS
810	4	NON	853	4	SAY
811	4	NOW	854	4	SCHOLARSHIP
812	4	NUCLEAR	855	4	SCIENTISTS
813	4	OBJECTIVE	856	4	SEATS
814	4	OFFER	857	4	SETTLE
815	4	OFFERS	858	4	SIGNIFICANTLY
816	4	ONCE	859	4	SINGLE
817	4	ORDER	860	4	SOCIOLOGICAL

(Table cont'd)

861	4	SOUGHT	904	3	ANOTHER
862	4	SPECIAL	905	3	APPLIED
863	4	STATISTICAL	906	3	APPROACHES
864	4	STATUS	907	3	APPROPRIATE
865	4	SUBJECT	908	3	AREAS
866	4	SUFFICIENT	909	3	ASSUME
867	4	SUPPORTERS	910	3	ASSUMPTION
868	4	TARGET	911	3	ASSUMPTIONS
869	4	TESTED	912	3	ATTRACT
870	4	THAI	913	3	ATTRACTIVE
871	4	TIMES	914	3	AWAY
872	4	TREATIES	915	3	BARRIERS
873	4	TURKEY	916	3	BELIEF
874	4	UNDERSTAND	917	3	BOTTOM
875	4	USED	918	3	BROADLY
876	4	USEFUL	919	3	CALL
877	4	USUALLY	920	3	CALLED
878	4	VALUE	921	3	CALLING
879	4	WAY	922	3	CAPABILITIES
880	4	WAYS	923	3	CAPITA
881	4	WESTERN	924	3	CASUALTIES
882	4	WHEREAS	925	3	CATCHING
883	4	WHITE	926	3	CATEGORIES
884	4	WIDESPREAD	927	3	CHALLENGERS
885	4	WISDOM	928	3	CIRCUMSTANCES
886	3	ABILITY	929	3	CIVILIZATIONS
887	3	ABKHAZIA	930	3	CLASH
888	3	ABOLITION	931	3	CLASS
889	3	ACCURATE	932	3	COLLIER
890	3	ACTUALLY	933	3	COMMUNIST
891	3	ADDRESSING	934	3	COMPARISON
892	3	ADOPTING	935	3	CONSIDERATIONS
893	3	ADVANCING	936	3	CONSTRAINTS
894	3	ADVANTAGES	937	3	CONTAIN
895	3	ADVOCATES	938	3	CONTRIBUTE
896	3	AFFECTS	939	3	CONVENTIONAL
897	3	AFGHANISTAN	940	3	COUNCIL
898	3	AGRARIAN	941	3	CREATE
899	3	AGREE	942	3	CURSE
900	3	ALLOW	943	3	DANGEROUS
901	3	ALONG	944	3	DECADES
902	3	ANALYSTS	945	3	DECLINIST
903	3	ANALYZES	946	3	DEEPLY

(Table cont'd)

947	3	DEMAND	978	3	ERAS
948	3	DEMONSTRATE	979	3	ESTIMATED
949	3	DEMONSTRATING	980	3	ESTIMATION
950	3	DEPENDENCE	981	3	EVERYONE
951	3	DEPENDENT	982	3	EXAMINATION
952	3	DERIVES	983	3	EXPECT
953	3	DESIRE	984	3	EXPLAINED
954	3	DEVELOPED	985	3	EXPLORE
955	3	DIFFER	986	3	EXTENSIVE
956	3	DIFFERENCE	987	3	FACED
957	3	DIFFUSION	988	3	FACTION
958	3	DIPLOMACY	989	3	FACTO
959	3	DISAGREEMENT	990	3	FAIL
960	3	DISAPPEARS	991	3	FAILED
961	3	DISCOVERY	992	3	FAIR
962	3	DISTINCTION	993	3	FEATURES
963	3	DOING	994	3	FIRE
964	3	DONE	995	3	FOLLOW
965	3	DRAMATICALLY	996	3	FORM
966	3	DRIVE	997	3	FORMULATION
967	3	DRIVEN	998	3	FOURTH
968	3	EARLY	999	3	FOX
969	3	ECONOMETRIC	1000	3	FREE
970	3	EDUCATION			
971	3	EFFECTIVELY			
972	3	EISENHOWER			
973	3	EMPHASIZE			
974	3	EMPLOYMENT			
975	3	ENDED			
976	3	ENOUGH			
977	3	ERA			

APPENDIX J

Table 4.30 Most Frequent 1000 4-Strings in the Corpus of PhDT Introductions

RANK	FREQUENCY	WORD
1	34	OF THE COLD WAR
2	30	THE END OF THE
3	28	ON THE OTHER HAND
4	27	AT THE GLOBAL LEVEL
5	23	END OF THE COLD
6	20	AS WELL AS THE
7	20	OF THE INTERNATIONAL COMMUNITY
8	19	AS A RESULT OF
9	19	THE POST COLD WAR
10	18	CENTRAL AND EASTERN EUROPE
11	18	COMPETITION LAW AND POLICY
12	17	OF THE INTERNATIONAL SYSTEM
13	17	THE BLACK SEA REGION
14	17	WITHIN THE FRAMEWORK OF
15	16	DURING THE COLD WAR
16	16	IN THE MAGHREB REGION
17	16	OF COMPETITION LAW AND
18	16	ONE OF THE MOST
19	16	THE INTERNATIONALIZATION OF COMPETITION
20	15	INTERNATIONALIZATION OF COMPETITION LAW
21	15	WITH REGARD TO THE
22	14	EU DEVELOPMENT POLICY CHANGE
23	14	IN THE INTERNATIONAL SYSTEM
24	14	INFORMAL DYNAMICS IN SHAPING
25	14	OF THE CYPRUS PROBLEM
26	14	OF THE EU S
27	14	OF THE SOVIET UNION
28	14	THE BEGINNING OF THE
29	13	IN LINE WITH THE
30	13	IN THE BLACK SEA
31	13	OF INFORMAL DYNAMICS IN
32	13	OF THE EU BUDGET
33	13	THE ANALYSIS OF THE
34	12	BETWEEN SYRIA AND TURKEY
35	12	IN THE AFTERMATH OF
36	12	ROLE OF INFORMAL DYNAMICS
37	12	THE ROLE OF THE
38	12	TO THE FACT THAT
39	11	IN THE FORM OF
40	11	IN THE POST COLD
41	11	IS ONE OF THE

(Table cont'd)

42	11	OF CENTRAL AND EASTERN
43	11	OF THE UNITED STATES
44	11	ON THE BASIS OF
45	11	THE US AND THE
46	11	THIS STUDY ARGUES THAT
47	11	WITHIN THE CONTEXT OF
48	10	IN SHAPING KYRGYZ POLITICS
49	10	IN THE MIDDLE EAST
50	10	IN THIS CONTEXT THE
51	10	OF EU DEVELOPMENT POLICY
52	10	S PERCEPTION OF TURKEY
53	9	A GLOBAL COMPETITION REGIME
54	9	AN INFORMAL HEGEMON IN
55	9	AT THE INTERNATIONAL LEVEL
56	9	BULGARIA AND THE NETHERLANDS
57	9	DECISIVE ROLE OF INFORMAL
58	9	DYNAMICS IN SHAPING KYRGYZ
59	9	IN THE CONTEMPORARY WORLD
60	9	IN THE S THE
61	9	INFORMAL HEGEMON IN THE
62	9	IT IS ARGUED THAT
63	9	OF THE EU TO
64	9	OF THE OTTOMAN EMPIRE
65	9	THE CONTINUING INSTABILITY IN
66	9	THE DECISIVE ROLE OF
67	9	THE ESTABLISHMENT OF THE
68	9	THE INTERNATIONAL COMMUNITY IN
69	9	THE INTERNATIONAL SYSTEM AND
70	8	A RESULT OF THE
71	8	AT THE SAME TIME
72	8	IN BULGARIA AND THE
73	8	IN THE ABSENCE OF
74	8	IN THE REGION THE
75	8	KAZAKHSTAN S PERCEPTION OF
76	8	OF THE TULIP REVOLUTION
77	8	POST COLD WAR PERIOD
78	8	REGIONAL AND GREAT POWERS
79	8	ROLE OF THE INTERNATIONAL
80	8	SECURITY PARADOX IN CYPRUS
81	8	SINCE THE BEGINNING OF
82	8	TELECOMMUNICATIONS SECTOR WILL BE
83	8	THE COLD WAR THE
84	8	THE DYNAMICS OF THE
85	8	THE EFFECTIVENESS OF THE
86	8	THE FRAMEWORK OF THE
87	8	THE SECURITY PARADOX IN

(Table cont'd)

88	7	AFTER THE END OF
89	7	COMMUNITIES IN BULGARIA AND
90	7	DUE TO THE FACT
91	7	FOR THE CONTINUING INSTABILITY
92	7	FROM THE PERSPECTIVE OF
93	7	HEGEMON IN THE MAGHREB
94	7	IN CENTRAL AND EASTERN
95	7	OF THIS STUDY IS
96	7	RELATIONS BETWEEN SYRIA AND
97	7	STATES OF CENTRAL AND
98	7	THE AFTERMATH OF THE
99	7	THE BASIS OF THE
100	7	THE COLD WAR AND
101	7	THE COLLAPSE OF THE
102	7	THE EUROPEAN UNION EU
103	7	THE EVOLUTION OF THE
104	7	THE FACT THAT THE
105	7	THE GLOBAL LEVEL AND
106	7	THE HISTORICAL BACKGROUND OF
107	7	THE OTHER HAND THE
108	7	THE SOCIAL CONSTRUCTION OF
109	7	THE TURKISH COMMUNITIES IN
110	7	THE US IN THE
111	7	TURKISH COMMUNITIES IN BULGARIA
112	7	US AND THE EU
113	7	WILL BE DISCUSSED IN
114	7	WITH A VIEW TO
115	7	WITH THE UNITED STATES
116	6	AN ANALYTICAL FRAMEWORK FOR
117	6	ARGUMENT OF THE DISSERTATION
118	6	AS ONE OF THE
119	6	AS WELL AS IN
120	6	BECOME AN INFORMAL HEGEMON
121	6	BEGINNING OF THE COLD
122	6	BEGINNING OF THE S
123	6	BETWEEN SYRIA AND ISRAEL
124	6	BY THE LISBON TREATY
125	6	CHANGES BROUGHT BY THE
126	6	CONCEPTUALISATION OF INFORMAL HEGEMONY
127	6	DESPITE THE FACT THAT
128	6	DEVELOPMENT POLICY CHANGE IS
129	6	EU S DEVELOPMENT POLICY
130	6	FOREIGN POLICY DURING THE
131	6	IN ORDER TO UNDERSTAND
132	6	IN POLAND AND ROMANIA
133	6	IN THE CASE OF
134	6	IT IS IMPORTANT TO
135	6	KAZAKHSTAN S NATIONAL IDENTITY

(Table cont'd)

136	6	OF A GLOBAL COMPETITION
137	6	OF ALBANIAN FOREIGN POLICY
138	6	OF THE GREEK OTHER
139	6	OF THE THESIS IS
140	6	OF THE TURKISH NATIONAL
141	6	OF THE WORLD ORDER
142	6	ON EU DEVELOPMENT POLICY
143	6	ON THE EU S
144	6	ON THE ONE HAND
145	6	ON THE WAY TOWARDS
146	6	SOCIAL CONSTRUCTION OF THE
147	6	STUDY ARGUES THAT THE
148	6	SUB SAHARAN AFRICAN COUNTRIES
149	6	THAT EU DEVELOPMENT POLICY
150	6	THE ABSENCE OF A
151	6	THE AIM OF THE
152	6	THE ALBANIAN FOREIGN POLICY
153	6	THE BUDGET OF THE
154	6	THE CENTER OF THE
155	6	THE CHANGES IN THE
156	6	THE CONTEXT OF THE
157	6	THE EU DEVELOPMENT POLICY
158	6	THE EURASIAN IDENTITY OF
159	6	THE GLOBAL LEVEL THE
160	6	THE IMPACT OF THE
161	6	THE INTERNATIONAL FINANCIAL INSTITUTIONS
162	6	THE POLITICAL AND SOCIETAL
163	6	THE QUESTIONS OF HOW
164	6	THE SECOND PART OF
165	6	THE TRANSFORMATION OF THE
166	6	THE TURKISH NATIONAL IDENTITY
167	6	THE UNITED STATES AND
168	6	THIS STUDY ATTEMPTS TO
169	6	TO BECOME AN INFORMAL
170	6	TO SHAPE THE STRUCTURES
171	6	TO THE ESTABLISHMENT OF
172	6	UZBEK AND TURKISH NATION
173	5	A BETTER UNDERSTANDING OF
174	5	A MATTER OF FACT
175	5	A PART OF THE
176	5	A PERCEIVED WAY OUT
177	5	ABSENCE OF A GLOBAL
178	5	AN UNDERSTANDING OF THE
179	5	AND IN THIS WAY
180	5	AND THE EUROPEAN UNION
181	5	AND THE UNITED STATES
182	5	AND THE WORLD BANK

(Table cont'd)

183	5	AS A MATTER OF
184	5	AS A PART OF
185	5	AS A SMALL STATE
186	5	AT THE BEGINNING OF
187	5	AT THE EXPENSE OF
188	5	BANDWAGON WITH THE US
189	5	BE DISCUSSED IN THE
190	5	BOOTH AND WHEELER S
191	5	BUDGET OF THE EU
192	5	CENTRAL AND EASTERN EUROPEAN
193	5	CHANGE OF THE INTERNATIONAL
194	5	CHANGES IN THE INTERNATIONAL
195	5	COMMUNICATION AND INFORMATION ORDER
196	5	CONFLICTS WITH TURKEY AND
197	5	CONTINUING INSTABILITY IN ITS
198	5	COUNTRIES OF THE WORLD
199	5	DEREGULATION AND PRIVATIZATION POLICIES
200	5	EARLY S IMPACTS OF
201	5	EFFECTIVENESS OF THE ENP
202	5	IN GENERAL AND THE
203	5	IN ORDER TO PROVIDE
204	5	IN OTHER WORDS THE
205	5	IN RELATION TO THE
206	5	IN S AND S
207	5	IN THE EU S
208	5	IN THE REGION IN
209	5	IN THE SECOND PART
210	5	IN THE STATES OF
211	5	IN THIS RESPECT THE
212	5	IN THIS SENSE THE
213	5	IN THIS STUDY THE
214	5	INSTABILITY IN ITS AFTERMATH
215	5	INTERNATIONAL SYSTEM AND THE
216	5	IS AN ATTEMPT TO
217	5	IS BASED ON THE
218	5	MORE THAN HALF OF
219	5	NON REGIONAL GREAT POWERS
220	5	OF AFFAIRS OF SECURITY
221	5	OF FEBRUARY MARCH EVENTS
222	5	OF THE EU IN
223	5	OF THE INFORMAL DYNAMICS
224	5	OF THE INTERNATIONALISATION OF
225	5	OF THE SO CALLED
226	5	POLITICAL AND SOCIETAL INSECURITIES
227	5	POLITICAL ECONOMY OF COMMUNICATION
228	5	POTENTIAL INFORMAL HEGEMONIC POWERS
229	5	POWER TO SHAPE THE

(Table cont'd)

230	5	STATE OF AFFAIRS OF
231	5	STRUCTURES IN THE MAGHREB
232	5	STRUCTURES OF POLITICAL ECONOMY
233	5	STUDIES THAT STRESSED THE
234	5	SYRIA S FOREIGN POLICY
235	5	THE ARAB ISRAELI CONFLICT
236	5	THE CHANGE OF THE
237	5	THE CONCEPTUALISATION OF INFORMAL
238	5	THE CONFLICT TRANSFORMATION PROCESS
239	5	THE CREATION OF A
240	5	THE EARLY S IMPACTS
241	5	THE EMERGENCE OF THE
242	5	THE EU AND THE
243	5	THE EU IN THE
244	5	THE EXISTENCE OF A
245	5	THE GLOBAL POLITICAL ECONOMY
246	5	THE INFORMAL DYNAMICS IN
247	5	THE INTERNATIONAL SYSTEM IN
248	5	THE MAIN ARGUMENT OF
249	5	THE MIDDLE EAST AND
250	5	THE PERSPECTIVE OF THE
251	5	THE POWER TO SHAPE
252	5	THE QUESTION OF WHETHER
253	5	THE SECOND WORLD WAR
254	5	THE STATES OF CENTRAL
255	5	THE STRUCTURES OF IPE
256	5	THE STRUCTURES OF POLITICAL
257	5	THE STUDY INTENDS TO
258	5	THE SYRIAN TURKISH CONFLICT
259	5	THE TRANSFORMATION PROCESSES IN
260	5	THE TRANSNATIONALISATION OF THE
261	5	THE UZBEK AND TURKISH
262	5	TO BANDWAGON WITH THE
263	5	TO THE END OF
264	5	TO THE EU BUDGET
265	5	TRANSNATIONALISATION OF THE WORLD
266	5	TURNED OUT TO BE
267	5	WILL BE ANALYZED IN
268	5	WITH AN AIM TO
269	5	WITH TURKEY AND ISRAEL
270	5	WITHIN THE GLOBAL NEOLIBERAL
271	4	A CHANGE IN THE
272	4	ACCOUNTS FOR THE CONTINUING
273	4	AFFAIRS OF SECURITY IN
274	4	AFTER THE DISSOLUTION OF
275	4	AFTERMATH OF THE TULIP
276	4	ALL LEVELS OF GOVERNANCE

(Table cont'd)

277	4	AN ANALYSIS OF THE
278	4	AND EASTERN EUROPEAN COUNTRIES
279	4	AND PRIVATIZATION POLICIES HAVE
280	4	AND REVENUES OF THE
281	4	AND THE RUSSIAN FEDERATION
282	4	AND TURKISH NATION BUILDING
283	4	AS FORESEEN BY THE
284	4	AS OPPOSED TO THE
285	4	AS PART OF THE
286	4	AT ALL LEVELS OF
287	4	AT THE CENTER OF
288	4	AT THE CENTRE OF
289	4	AT THE END OF
290	4	BETWEEN STATE AND SOCIETY
291	4	BETWEEN THE TWO COMMUNITIES
292	4	BLACK SEA REGION DURING
293	4	BROUGHT BY THE LISBON
294	4	BTS AGREEMENT ON THE
295	4	BY BOOTH AND WHEELER
296	4	BY THE INTERNATIONAL COMMUNITY
297	4	BY THE UNITED STATES
298	4	CENTRAL ASIA IN THE
299	4	CHANGE IN MULTILATERAL DEVELOPMENT
300	4	CHANGE IN THE EU
301	4	CHANGES AT THE GLOBAL
302	4	CHAPTER THE QUESTIONS OF
303	4	COLD WAR PERIOD AND
304	4	COLD WAR PERIOD THE
305	4	COMMUNITY IN BIH THE
306	4	COMMUNITY IN THE DEMOCRATISATION
307	4	CONVERGENCE TOWARDS THE EU
308	4	DECISIVENESS OF THE INFORMAL
309	4	DEVELOPMENT POLICY AND PUT
310	4	DEVELOPMENT POLICY CHANGE IN
311	4	DEVELOPMENT POLICY THE EU
312	4	DIFFERENT PERIODS OF TIME
313	4	DISCUSSED IN THIS CHAPTER
314	4	DURING THE TULIP REVOLUTION
315	4	ETHNIC AND RELIGIOUS GROUPS
316	4	EU DEVELOPMENT POLICY AND
317	4	EU DEVELOPMENT POLICY BY
318	4	EU DEVELOPMENT POLICY IS
319	4	EU EXTERNAL RELATIONS AND
320	4	EU S GLOBAL ROLE
321	4	EU S SEARCH FOR
322	4	EURASIAN IDENTITY OF THE
323	4	EXPENDITURES AND REVENUES OF

(Table cont'd)

324	4	FOR THE ANALYSIS OF
325	4	FOREIGN POLICY IN THE
326	4	FORWARD AN ANALYTICAL FRAMEWORK
327	4	GAP IN THE LITERATURE
328	4	HOW DEREGULATION AND PRIVATIZATION
329	4	ICT GOODS AND SERVICES
330	4	IDENTITY OF THE COUNTRY
331	4	IMF AND THE WORLD
332	4	IN ADDITION TO ITS
333	4	IN EU DEVELOPMENT POLICY
334	4	IN MULTILATERAL DEVELOPMENT POLICY
335	4	IN ORDER TO PREVENT
336	4	IN POST SOVIET KYRGYZSTAN
337	4	IN SUB SAHARAN AFRICA
338	4	IN TERMS OF THE
339	4	IN THE CONTEXT OF
340	4	IN THE EARLY S
341	4	IN THE EYES OF
342	4	IN THE FIRST PART
343	4	IN THE LITERATURE ON
344	4	IN THE PARTNER COUNTRIES
345	4	IN THE PROCESS OF
346	4	IN THE S AND
347	4	IN THE SECOND CHAPTER
348	4	IN THE SENSE THAT
349	4	IN THE STUDY OF
350	4	IN THE SYRIAN ISRAELI
351	4	IN THIS CHAPTER THE
352	4	INFORMAL HEGEMONY REFERS TO
353	4	INSTITUTIONAL CHANGES BROUGHT BY
354	4	INTERNATIONAL COMMUNITY IN BIH
355	4	INTERNATIONAL COMMUNITY IN THE
356	4	INTERNATIONALISATION OF THE STATE
357	4	IS ARGUED THAT THE
358	4	IT IS POSSIBLE TO
359	4	IT SHOULD BE NOTED
360	4	KNOWLEDGE TRADE AND WELFARE
361	4	MULTI VECTOR FOREIGN POLICY
362	4	MULTILATERAL DEVELOPMENT POLICY PROCESS
363	4	NEW COMMUNICATION AND INFORMATION
364	4	OBTAINING INFORMAL HEGEMONIC STATUS
365	4	OF HOW DEREGULATION AND
366	4	OF NEO LIBERAL RESTRUCTURING
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961	2	A BUDGET SUCH AS
962	2	A CASE STUDY SINCE
963	2	A CLEAR CUT DISTINCTION
964	2	A COMPLEX ISSUE IN
965	2	A CONTRIBUTION TO THE
966	2	A CRITICAL PERIOD OF
967	2	A DETAILED ANALYSIS OF
968	2	A DETERMINING FACTOR BEHIND
969	2	A DISTINCTIVE ROLE IN
970	2	A DYNAMIC SOCIAL CONSTRUCT
971	2	A FOCUS ON THE
972	2	A FRAMEWORK FOR ANALYSING
973	2	A GLOBAL COMMUNICATIONS NETWORK
974	2	A GLOBAL POWER IN
975	2	A GOOD UNDERSTANDING OF
976	2	A HISTORICAL BACKGROUND TO
977	2	A HISTORICAL MATERIALIST PERSPECTIVE
978	2	A HOLISTIC PICTURE OF
979	2	A LABOUR MIGRANT COMMUNITY
980	2	A MAJOR DIVERGENCE IN

(Table cont'd)

981	2	A MAKE A MODEST
982	2	A MEANS FOR SUPPORTING
983	2	A MINIMUM STABILITY THE
984	2	A MODEL FOR THE
985	2	A MODEST CONTRIBUTION TO
986	2	A MORE INTEGRATED AND
987	2	A MULTILATERAL AGENCY THE
988	2	A NEW ERA IN
989	2	A NEW KIND OF
990	2	A NEW LEGAL FRAMEWORK
991	2	A NEW WORLD ORDER
992	2	A PART OF ITS
993	2	A REGIONAL GOVERNANCE MECHANISM
994	2	A RESULT OF THESE
995	2	A RESULT THERE IS
996	2	A RETHINKING OF THE
997	2	A REVIEW OF THE
998	2	A SOCIAL CONSTRUCTIVIST POLICY
999	2	A SPECIAL RELATIONSHIP WITH
1000	2	A SUI GENERIS ORGANISATION

Table 4.31 Most Frequent 1000 4-Strings in the Corpus of RA Introductions

RANK	FREQUENCY	WORD
1	7	ADOPTED IN AND RATIFIED
2	7	CONVENTION NO ADOPTED IN
3	7	IN AND RATIFIED BY
4	7	NO ADOPTED IN AND
5	7	THE UNITED STATES AND
6	5	AND RATIFIED BY STATES
7	5	ARTICLE PROCEEDS AS FOLLOWS
8	5	IN THE CONTEXT OF
9	5	MORE LIKELY TO BE
10	5	OF THIS ARTICLE IS
11	5	OPENNESS AND EXTERNAL RISK
12	5	THE CONDITIONS UNDER WHICH
13	5	TO HOLD CLEAN ELECTIONS
14	4	ARE MORE LIKELY TO
15	4	BETWEEN OIL AND DEMOCRACY
16	4	CHARACTER OF THE STATE
17	4	IS MORE LIKELY TO
18	4	OF RELIGION STATE CONNECTIONS
19	4	OF THE COLD WAR
20	4	ON THE OTHER HAND
21	4	RELIGION STATE CONNECTIONS AND
22	4	RELIGIOUS CHARACTER OF THE
23	4	THE ARTICLE PROCEEDS AS
24	4	THE END OF THE
25	4	THE EXTENT TO WHICH
26	4	THE OPENNESS VOLATILITY RELATIONSHIP
27	4	THE RELIGIOUS CHARACTER OF
28	4	TO INTERNATIONAL LABOR STANDARDS
29	3	A DISCUSSION OF THE
30	3	AFTER WORLD WAR II
31	3	AND THE CONVENTION CONCERNING
32	3	AS IS THE CASE
33	3	AT THE HEART OF
34	3	BE INFLUENCED BY THE
35	3	COUNTRY FIXED EFFECTS ARE
36	3	ECONOMIC CRISES AND MARKET
37	3	END OF THE COLD
38	3	FIXED EFFECTS ARE INCLUDED
39	3	FOR LEADERS TO HOLD
40	3	FOR THE MOST PART
41	3	FOREIGN IMPOSED REGIME CHANGE
42	3	IN THE MIDDLE EAST
43	3	IN THE UNITED STATES
44	3	IN THIS ARTICLE I
45	3	INCENTIVES FOR LEADERS TO

(Table cont'd)

46	3	INCREASE INCENTIVES FOR LEADERS
47	3	LITTLE SUPPORT FOR THE
48	3	OF THE MOST IMPORTANT
49	3	OF THE OPENNESS VOLATILITY
50	3	OF THE UNITED STATES
51	3	ONE OF THE MOST
52	3	OVER THE RELIGIOUS CHARACTER
53	3	RELATIONSHIP BETWEEN OIL AND
54	3	RELIGION AND INTERNATIONAL RELATIONS
55	3	SINCE THE END OF
56	3	SOUTH OSSETIA AND ABKHAZIA
57	3	THE CASE OF THE
58	3	THE DETERMINANTS OF DEMOCRACY
59	3	THE HEART OF THE
60	3	THE RISE OF CHINA
61	3	THE SIGNIFICANCE OF RELIGION
62	3	THE UNITED STATES IS
63	3	THE WHITE HOUSE TO
64	3	U S FOREIGN POLICY
65	3	U S MIDDLE EAST
66	3	WHEN COUNTRY FIXED EFFECTS
67	3	WITH A DISCUSSION OF
68	2	A GIVEN COUNTRY WITH
69	2	A KEY ROLE IN
70	2	A PEACEKEEPING MISSION TO
71	2	A RESTRICTIVE CONSTITUTIONAL APPROACH
72	2	A TO MARGIN ON
73	2	A UNIVERSAL HEALTH CARE
74	2	ABOUT THE QUALITY OF
75	2	ACEMOGLU ET AL FIND
76	2	AIM OF THIS ARTICLE
77	2	ALL COUNTRIES IN THE
78	2	AN ANALYSIS OF THE
79	2	AND DEMOCRACY PERSISTS WHEN
80	2	AND DEMOCRACY RATHER THAN
81	2	AND FREEDOM FROM RELIGION
82	2	AND MOBILIZATIONAL CAPACITY OF
83	2	AND RATIFIED BY COUNTRIES
84	2	AND RESTRICTIVE CONSTITUTIONAL ARRANGEMENTS
85	2	AND THE VOTING PROCESS
86	2	ANSWER TO THIS QUESTION
87	2	ARE FAVORABLE TO DEMOCRACY
88	2	ARE LESS STABLE THAN
89	2	ARE LIKELY TO BE
90	2	ARE THE CONVENTION CONCERNING

(Table cont'd)

91	2	ARE THE MAIN REASONS
92	2	ARGUMENT IS THAT THE
93	2	AS A SHARE OF
94	2	AS ONE OF THE
95	2	AT MOBILIZING PEASANTS TO
96	2	AT THE CROSS SECTIONAL
97	2	BE MORE WILLING TO
98	2	BETWEEN ECONOMIC OPENNESS AND
99	2	BETWEEN NATURAL RESOURCES AND
100	2	BETWEEN RESOURCE INCOME AND
101	2	BY A TO MARGIN
102	2	BY MEARSHEIMER AND WALT
103	2	CAN FACILITATE SELF ENFORCING
104	2	CHANGES IN ELECTORAL RULES
105	2	CHARACTERISTICS HELD CONSTANT IS
106	2	CHINA IS CATCHING UP
107	2	CLEAN ELECTIONS ARE MORE
108	2	CONCERNS HOW THE STATE
109	2	CONCLUDE BY DISCUSSING THE
110	2	CONCLUDES WITH A DISCUSSION
111	2	CONDITIONS IN THE TARGET
112	2	CONDITIONS UNDER WHICH RELIGION
113	2	CONNECTIONS AND IDEOLOGICAL DISTANCE
114	2	CONSTANT IS MORE LIKELY
115	2	CONSTRUCTIVIST ACCOUNT OF HEGEMONY
116	2	CONTAIN CHINAS GROWTH BY
117	2	CONTRA KURTZ WE FIND
118	2	CONVENTION AND THE CONVENTION
119	2	COUNTRIES IN THE WORLD
120	2	COUNTRY WITH ITS OTHER
121	2	CREDIBLE INFORMATION ABOUT THE
122	2	CRISES AND MARKET ORIENTED
123	2	CROSS SECTIONAL CORRELATION BETWEEN
124	2	DECISION TO RATIFY SHOULD
125	2	DECLINE OF THE UNITED
126	2	DEMOCRACY IT CONTRIBUTES TO
127	2	DEMOCRACY PERSISTS WHEN COUNTRY
128	2	DISTINCTION BETWEEN ECONOMIC OPENNESS
129	2	DOMESTIC ECONOMIC VOLATILITY IN
130	2	DRIVEN BY OMITTED FACTORS
131	2	DURATION OF MILITARIZED CONFLICT
132	2	DURING MOST OF THE
133	2	DYADS POWER PARITY IS
134	2	ECONOMIC OPENNESS AND EXTERNAL
135	2	EFFECT OF INTERVENTION ON
136	2	ELECTIONS ARE MORE LIKELY
137	2	EMERGENCE OF DEMOCRATIC INSTITUTIONS
138	2	ENFORCING DEMOCRACY IT CONTRIBUTES

(Table cont'd)

139	2	EVEN WHEN CONTROLLING FOR
140	2	EVERYONE WILL SAY IT
141	2	EXISTING INFERENCE MAY BE
142	2	EXTENT THAT THEY WANT
143	2	EXTERNAL RISK ON ECONOMIC
144	2	FACILITATE SELF ENFORCING DEMOCRACY
145	2	FAVORABLE TO DEMOCRACY WHEN
146	2	FIND THAT ECONOMIC LIBERALIZATION
147	2	GIVEN COUNTRY WITH ITS
148	2	HAS IT LED TO
149	2	HELD CONSTANT IS MORE
150	2	HENCE EXISTING INFERENCE MAY
151	2	I SHOW THAT THE
152	2	I THEN DISCUSS THE
153	2	IMPLICATIONS OF THIS STUDY
154	2	IN A CIVIL WAR
155	2	IN CROSS COUNTRY REGRESSIONS
156	2	IN FAVOR OF THE
157	2	IN LABOR AND SOCIAL
158	2	IN MEARSHEIMER AND WALT
159	2	IN OTHER WORDS WE
160	2	IN THE CASE OF
161	2	IN THE LEVEL OF
162	2	IN THE LONG RUN
163	2	IN THE STUDY OF
164	2	IN THE TARGET STATE
165	2	IN THE U S
166	2	IN THE WAKE OF
167	2	IN THIS ARTICLE WE
168	2	IN THIS STUDY WE
169	2	INCLUDING COUNTRY FIXED EFFECTS
170	2	INCREASE IN THE LEVEL
171	2	INFORMATION ABOUT ELECTION QUALITY
172	2	INFORMATION ABOUT THE QUALITY
173	2	INFORMATION PROVIDED BY INTERNATIONAL
174	2	INSOFAR AS THEY REFLECT
175	2	INSTITUTIONS OF A REGIME
176	2	INTERNATIONAL ECONOMIC POLICY AND
177	2	INTERNATIONAL RELATIONS IR SCHOLARS
178	2	IS THE CASE WITH
179	2	IT LED TO A
180	2	ITS OTHER CHARACTERISTICS HELD
181	2	JOINED THE CPN M
182	2	KURTZ WE FIND THAT
183	2	LABOR STANDARDS BUT ARE
184	2	LABOUR CONVENTION NO ADOPTED
185	2	LAW SHOULD PLAY IN

(Table cont'd)

186	2	LEADERS TO HOLD DEMOCRATIC
187	2	LEGITIMATE WINNERS OF ELECTIONS
188	2	LEVEL OF POLITICAL PROTEST
189	2	LIBERAL IDEAS OF THE
190	2	LIKELY TO BE RECOGNIZED
191	2	LOOK AT PEACEKEEPING FROM
192	2	MOBILIZING PEASANTS TO SUPPORT
193	2	MODELS OF TRADE POLICY
194	2	MORE LIKELY TO BECOME
195	2	NEARLY ALL COUNTRIES IN
196	2	NEEDS TO TAKE INTO
197	2	NEGATIVE RELATIONSHIP BETWEEN OIL
198	2	OF CONSTITUTION WRITING AND
199	2	OF ELECTIONS THAT WERE
200	2	OF ELECTORAL RULES ON
201	2	OF FOREIGN IMPOSED REGIME
202	2	OF LIBERAL CONSTITUTIONALISM AND
203	2	OF PERMISSIVE AND RESTRICTIVE
204	2	OF SELF ENFORCING DEMOCRACY
205	2	OF THE INTERNATIONAL ECONOMY
206	2	OF THE ISRAEL LOBBY
207	2	OF THE KOREAN WAR
208	2	OF THE POSTWAR PERIOD
209	2	OF THE RATIFICATION OF
210	2	OF THE RESULTS AND
211	2	OF THE RIGHT TO
212	2	OF THE STATE AND
213	2	OF TRADE ON CONFLICT
214	2	OIL AND DEMOCRACY PERSISTS
215	2	ON THE ONE HAND
216	2	ON THE QUESTION OF
217	2	ON THE RELATIONSHIP BETWEEN
218	2	ON THE ROLE OF
219	2	OPEN AND DEMOCRATIC POLITICS
220	2	OPENNESS AND GOVERNMENT SIZE
221	2	ORDINARY CITIZENS TO MOBILIZE
222	2	ORGANIZATIONAL AND MOBILIZATIONAL CAPACITY
223	2	OSSETIA AND ABKHAZIA HAD
224	2	OTHER CHARACTERISTICS HELD CONSTANT
225	2	PARITY IS ASSOCIATED WITH
226	2	PERMISSIVE AND RESTRICTIVE CONSTITUTIONAL
227	2	POLITICIANS ACCOUNTABLE FOR THEIR
228	2	POSTELECTION PROTEST MORE LIKELY
229	2	POWER PARITY IS ASSOCIATED
230	2	PRE AND POST ERAS
231	2	PROCEEDS AS FOLLOWS IN
232	2	QUESTIONS OF RELIGION STATE

(Table cont'd)

233	2	RATIFY SHOULD BE INFLUENCED
234	2	RELIGION AND INTERSTATE CONFLICT
235	2	RELIGION STATE CONNECTIONS THE
236	2	RESEARCH ON CIVIL WARS
237	2	RESULTS FOR EXTERNAL RISK
238	2	RESULTS IN FAVOR OF
239	2	RISK ON ECONOMIC VOLATILITY
240	2	S MIDDLE EAST POLICY
241	2	SECTION I DESCRIBE THE
242	2	SELF ENFORCING DEMOCRACY IT
243	2	SHARE FEATURES WITH THE
244	2	SHOULD BE INFLUENCED BY
245	2	SHOULD CONTAIN CHINAS GROWTH
246	2	SHOULD INCREASE INCENTIVES FOR
247	2	SHOULD MAKE POSTELECTION PROTEST
248	2	SIGNIFICANCE OF RELIGION STATE
249	2	STATE ARE FAVORABLE TO
250	2	STATE CONNECTIONS AND IDEOLOGICAL
251	2	STATES ARE EXPECTED TO
252	2	STRATEGY OF BUCK PASSING
253	2	SUBDUE CHINAS AMBITIONS BY
254	2	TARGET STATE ARE FAVORABLE
255	2	THAT AN ANALYSIS OF
256	2	THAT CHINA IS CATCHING
257	2	THAT INFORMATION PROVIDED BY
258	2	THAT MEARSHEIMER AND WALT
259	2	THAT THEY WANT TO
260	2	THE ANSWER TO THIS
261	2	THE ARTICLE REFERS TO
262	2	THE BULK OF THE
263	2	THE CASE IN THE
264	2	THE CAUSAL MECHANISMS OF
265	2	THE CONVENTION CONCERNING THE
266	2	THE COSTS OF INTERVENTION
267	2	THE CROSS SECTIONAL CORRELATION
268	2	THE DECLINE OF THE
269	2	THE EFFECT OF INTERVENTION
270	2	THE EMERGENCE OF DEMOCRATIC
271	2	THE EQUAL REMUNERATION CONVENTION
272	2	THE EXISTING LITERATURE ON
273	2	THE EXTENT THAT THEY
274	2	THE IMPACT OF OIL
275	2	THE LEVEL OF DEMOCRACY
276	2	THE LEVEL OF POLITICAL
277	2	THE LIBERAL IDEAS OF
278	2	THE MAIN REASONS WHY
279	2	THE MEARSHEIMER WALT BOOK

(Table cont'd)

280	2	THE NEGATIVE RELATIONSHIP BETWEEN
281	2	THE OPENNESS VOLATILITY LINK
282	2	THE OPPORTUNITY COST ARGUMENT
283	2	THE ORGANIZATIONAL AND MOBILIZATIONAL
284	2	THE ORGANIZATIONAL CAPABILITIES OF
285	2	THE POSSIBILITY THAT STATES
286	2	THE PRE AND POST
287	2	THE QUALITY OF ELECTIONS
288	2	THE QUESTION OF THE
289	2	THE RATIFICATION OF THE
290	2	THE RIGHT TO ORGANISE
291	2	THE SOCIAL CONSTRUCTION OF
292	2	THE SYSTEM GMM ESTIMATOR
293	2	THE TARGET STATE ARE
294	2	THE UNITED STATES SHOULD
295	2	THE VOTING PROCESS IN
296	2	THE WITHIN VARIATION HENCE
297	2	THE WORLD CAPITALIST ECONOMY
298	2	THEIR DECISION TO RATIFY
299	2	THEN THE UNITED STATES
300	2	THESE ARE THE CONVENTION
301	2	THIS ARTICLE IS TO
302	2	THOSE WHO DO NOT
303	2	TO HOLD DEMOCRATIC ELECTIONS
304	2	TO MARGIN ON THE
305	2	TO RATIFY SHOULD BE
306	2	TO TAKE INTO ACCOUNT
307	2	TO THE EXTENT THAT
308	2	TO THE UNITED STATES
309	2	TO THIS QUESTION IS
310	2	U S AND CHINESE
311	2	U S GRAND STRATEGY
312	2	UNITED STATES AND CHINA
313	2	UNIVERSAL HEALTH CARE SYSTEM
314	2	VARIABLES ARE HIGHLY PERSISTENT
315	2	VARIATION HENCE EXISTING INFERENCE
316	2	VARIATION IN THE DATA
317	2	VOTERS AND THE VOTING
318	2	WE ARGUE THAT STATES
319	2	WE CHALLENGE THE ATOMIZATION
320	2	WE FIND THAT ECONOMIC
321	2	WHEN INCLUDING COUNTRY FIXED
322	2	WHEN VARIABLES ARE HIGHLY
323	2	WILL SAY IT WAS
324	2	WITH ITS OTHER CHARACTERISTICS
325	2	WITHIN VARIATION HENCE EXISTING
326	2	WORLD POLITICS IT ALSO

(Table cont'd)

327	1	A BALANCING GRAND STRATEGY
328	1	A BANG BUT WITH
329	1	A BELIEF THAT IT
330	1	A BETTER APPROACH IS
331	1	A BETTER UNDERSTANDING OF
332	1	A BLOG POST THAT
333	1	A BOOK ARGUE THAT
334	1	A BOYCOTT OF THE
335	1	A BRIEF REVIEW OF
336	1	A BROAD CROSS SECTION
337	1	A BROAD TRANSFORMATIVE FORCE
338	1	A BROADER PATTERN OF
339	1	A BROADER THREAT TO
340	1	A CALAHAN OBSERVES THAT
341	1	A CAREFUL EXAMINATION OF
342	1	A CASE STUDY OF
343	1	A CAUSAL LINK BETWEEN
344	1	A CAUSAL MECHANISM UNDERLYING
345	1	A CEASE FIRE RUSSIAN
346	1	A CEASE FIRE WHICH
347	1	A CENTRAL PUZZLE IN
348	1	A CENTRAL ROLE IN
349	1	A CHANGE IN PERSPECTIVE
350	1	A CHANGE IN THE
351	1	A CHANGE IS NECESSARY
352	1	A CHANGE OF REGIME
353	1	A CHECK ON SPECIAL
354	1	A CIVIL WAR THE
355	1	A CIVIL WAR WE
356	1	A CLASH OF CIVILIZATIONS
357	1	A CLEAN ELECTION WILL
358	1	A CLEAR CUT VICTOR
359	1	A CLEAR PREDICTION OF
360	1	A COALITION AMONG CPN
361	1	A COALITION OF OTHER
362	1	A COLLECTION OF INSTITUTIONS
363	1	A COMMITMENT THREATEN AMERICAN
364	1	A COMPARATIVE ENDEAVOR ALMOST
365	1	A COMPELLING EXPLANATION FOR
366	1	A COMPELLING INTERNATIONAL LEVEL
367	1	A COMPREHENSIVE SET OF
368	1	A CONCEPTUAL DISTINCTION BETWEEN
369	1	A CONCERN WITH BOTH
370	1	A CONCLUSION THE FIRST
371	1	A CONDITION PRECEDENT TO
372	1	A CONDITIONAL VIEW THESE
373	1	A CONFLICT AREA AND

(Table cont'd)

374	1	A CONGRESSIONAL MAJORITY OTHER
375	1	A CONSISTENTLY SIGNIFICANT AND
376	1	A CONSTITUENT ASSEMBLY THAT
377	1	A CONSTITUTIONAL ALTERNATIVE TO
378	1	A CONSTRUCTIVIST ACCOUNT OF
379	1	A COORDINATED CITIZEN RESPONSE
380	1	A COROLLARY OF ECONOMIC
381	1	A COUNTERFACTUAL WORLD WITHOUT
382	1	A COUNTRY HOW CAN
383	1	A COUNTRY LESS COMPETITIVE
384	1	A COUNTRY S GDP
385	1	A COUNTRY S YEAR
386	1	A COUNTRYS POLITICS THE
387	1	A COUNTRYS REGION THAT
388	1	A CROSS SECTIONAL ANALYSIS
389	1	A CROSSROADS WHILE RECENT
390	1	A CURSE FOR DEMOCRACY
391	1	A DANGEROUS PRECEDENT FOR
392	1	A DATA SET AND
393	1	A DE FACTO NUCLEAR
394	1	A DECADE AND A
395	1	A DECADE IN LIMBO
396	1	A DECADE OF HARSH
397	1	A DECLINE IN THE
398	1	A DEFAULT STRATEGY OF
399	1	A DEMOCRATIC CONSTITUTION OR
400	1	A DEPENDENT VARIABLE TOO
401	1	A DESIRE TO BELONG
402	1	A DIFFERENT ANGLE AND
403	1	A DISCONNECTED SOCIAL WASTELAND
404	1	A DISCOVERY OF NATURAL
405	1	A DISCUSSION OF MY
406	1	A DISCUSSION OF PEACEKEEPING
407	1	A DISPUTE OVER THE
408	1	A DISTINGUISHED BODY OF
409	1	A DOMESTIC CONTEST BETWEEN
410	1	A DOMESTIC VIEWPOINT IT
411	1	A DRAMATIC INSTANCE OF
412	1	A DRASTIC POLITICAL CHANGE
413	1	A DUST KICKING OPERATION
414	1	A DYAD SHOULD DECREASE
415	1	A DYNAMIC ANALYSIS IT
416	1	A DYNAMIC PANEL MODEL
417	1	A FACTOR THAT ERODES
418	1	A FAIR ELECTION SO
419	1	A FEW ASPECTS FIRST
420	1	A FEW DEVELOPING COUNTRIES

(Table cont'd)

421	1	A FEW PUBLISHED STUDIES
422	1	A FINDING OF LOW
423	1	A FIRST EXAMINATION OF
424	1	A FOCAL POINT FOR
425	1	A FRACTION OF GDP
426	1	A FREQUENTLY ILL INFORMED
427	1	A FUNCTION OF ECONOMIC
428	1	A FUNCTION OF HOW
429	1	A FUNDAMENTAL ROLE IN
430	1	A GENERIC CALL TO
431	1	A GIVEN ECONOMY TRADES
432	1	A GLADIATOR STYLE OF
433	1	A GLOBALIZING WORLD FIND
434	1	A GOVERNMENT DERIVES SUFFICIENT
435	1	A GOVERNMENT PUTS OTHER
436	1	A GOVERNMENT THAT LASTED
437	1	A GRAND STRATEGY OF
438	1	A GREAT DEAL OF
439	1	A GREATER COMPARATIVE ADVANTAGE
440	1	A GREATER VOLUME OF
441	1	A GROWING UNDERSTANDING OF
442	1	A HALF DID IT
443	1	A HANDFUL OF METRICS
444	1	A HECKMAN PROBIT MODEL
445	1	A HIGH LEVEL OF
446	1	A HIGHER PROPENSITY FOR
447	1	A HUGE DEBT PROBLEM
448	1	A HUGE ENDEAVOR AS
449	1	A HUMAN BEING SEVERAL
450	1	A JOINT COMMITMENT TO
451	1	A KEY FACTOR LINKING
452	1	A KEY QUESTION IS
453	1	A KEY VARIABLE ENDOGENIZING
454	1	A LACK OF DETAILED
455	1	A LACK OF SECURE
456	1	A LAGGED DEPENDENT VARIABLE
457	1	A LARGE DISCREPANCY BETWEEN
458	1	A LARGE PROPORTION OF
459	1	A LARGE SET OF
460	1	A LEGAL PARTY FORCING
461	1	A LEGAL PROCESS BY
462	1	A LEGITIMIZING IDEOLOGY AND
463	1	A LESS CONFRONTATIONAL POSTURE
464	1	A LESS POWERFUL INDICATOR
465	1	A LEVEL PLAYING FIELD
466	1	A LIBERAL AND DELIBERATIVE
467	1	A LIBERAL INTERNATIONAL ECONOMIC

(Table cont'd)

468	1	A LITERARY GAP REGARDING
469	1	A LONG AND STALEMATED
470	1	A LONG LIST OF
471	1	A LONGITUDINAL PHENOMENON AVERAGING
472	1	A LOOSE COALITION OF
473	1	A LOW SALIENCE ISSUE
474	1	A MAJOR ROLE AS
475	1	A MAJOR SHOWDOWN WITH
476	1	A MEANS OF COMPARISON
477	1	A MECHANISM THROUGH WHICH
478	1	A MERE PROCEDURE WE
479	1	A MILITARIZED INTERSTATE DISPUTE
480	1	A MODEL WHERE THE
481	1	A MORE CENTRAL THEORETICAL
482	1	A MORE EXTENSIVE DISCUSSION
483	1	A MORE FINE GRAINED
484	1	A MORE GENERAL ARGUMENT
485	1	A MORE HETEROGENEOUS AND
486	1	A MORE OPPRESSIVE REGIME
487	1	A MORE PRECISE MODEL
488	1	A MORE SATISFACTORY THEORY
489	1	A MUCH HIGHER INCENTIVE
490	1	A MUCH WIDER LITERATURE
491	1	A NARROWLY FOCUSED INTEREST
492	1	A NATION WHERE SUCH
493	1	A NATURAL EXPERIMENT OF
494	1	A NATURAL RESOURCE TO
495	1	A NEGATIVE CORRELATION BETWEEN
496	1	A NEGATIVE EFFECT ON
497	1	A NEGATIVE STATISTICAL ASSOCIATION
498	1	A NEGLIGIBLE ROLE IN
499	1	A NEO GRAMSCIAN CONSTRUCTIVIST
500	1	A NEO MERCANTILIST INTERNATIONAL
501	1	A NET CREDITOR TO
502	1	A NEW ANALYSIS OF
503	1	A NEW CONSTITUTION IN
504	1	A NEW CONSTITUTION THAT
505	1	A NEW DATASET OF
506	1	A NEW GOVERNMENT THAT
507	1	A NEW THEORY ABOUT
508	1	A NEW THEORY TO
509	1	A NONGOVERNMENTAL INTEREST GROUP
510	1	A NORM OF APPROPRIATE
511	1	A NORM THEY BELIEVE
512	1	A NORMATIVE COMMUNITY OF
513	1	A NUCLEAR CENTRIC U
514	1	A NUCLEAR WEST GERMANY

(Table cont'd)

515	1	A NUMBER OF ANALYTICAL
516	1	A NUMBER OF REASONS
517	1	A NUTSHELL I PREDICT
518	1	A PACIFYING EFFECT ON
519	1	A PARADOX DECAPITATING A
520	1	A PARLIAMENTARY COALITION BEHIND
521	1	A PARTICULAR CASE STUDY
522	1	A PARTY SUCCEED AT
523	1	A PEACE AGREEMENT THAT
524	1	A PEASANT BASED INSURGENCY
525	1	A PERIOD WHEN VERY
526	1	A PERMANENT CONTINENTAL COMMITMENT
527	1	A PERMANENT PRESENCE IN
528	1	A PERMANENT SECURITY COMMITMENT
529	1	A PERMANENT U S
530	1	A PERMISSIVE CONSTITUTIONAL APPROACH
531	1	A PERMISSIVE OR A
532	1	A PERSONS DIGNITY WELL
533	1	A PLAUSIBILITY PROBE I
534	1	A PLAUSIBILITY PROBE OF
535	1	A PLAUSIBILITY PROBE TO
536	1	A PLURALITY OF SEATS
537	1	A POLICY BY A
538	1	A POLITICAL FORCE SINCE
539	1	A POLITICAL RATHER THAN
540	1	A POSITIVE POLICY EXTERNALITY
541	1	A POSSIBLE INTERVENING VARIABLE
542	1	A POTENTIAL PATH TO
543	1	A POWERFUL FORCE IN
544	1	A POWERFUL INTEREST GROUP
545	1	A PRE AND POSTELECTION
546	1	A PRELIMINARY COMPARISON BETWEEN
547	1	A PRIMARY FOCUS OF
548	1	A PRIOR SECESSIONIST WAR
549	1	A PRO ISRAEL DIRECTION
550	1	A PROBLEM BECAUSE INCOME
551	1	A PROCESS TRACING ANALYSIS
552	1	A PRODUCT OF A
553	1	A PRODUCT OF CHANGES
554	1	A PROPENSITY TO INTERNATIONALIZE
555	1	A PROVINCE LEGALLY BUT
556	1	A PUBLIC AND AT
557	1	A PUBLIC AND LEGALLY
558	1	A QUANTITATIVE ANALYSIS OF
559	1	A QUANTITATIVE TEST OF
560	1	A QUESTIONABLE DICHOTOMOUS CLASSIFICATION
561	1	A QUICK AND LOW

(Table cont'd)

562	1	A QUINTESSENTIAL EXAMPLE OF
563	1	A QUORUM OF THE
564	1	A RAPID RISE WORLDWIDE
565	1	A RECENT STUDY ARVIND
566	1	A REGIME BY REMOVING
567	1	A REGIME CHANGE THEY
568	1	A REGIME HOWEVER CAN
569	1	A REGIME INTACT DEMOCRATIZATION
570	1	A RELATIONSHIP BETWEEN CHANGES
571	1	A RELEVANT FRAMEWORK FOR
572	1	A REMNANT OF A
573	1	A RESULT ENDING THE
574	1	A RESULT OF THE
575	1	A RESURGENCE OF HISTORICAL
576	1	A REVIEW OF THEIR
577	1	A REVOLUTIONARY INSURGENCY AGAINST
578	1	A RIGOROUS AND GENERALIZABLE
579	1	A ROBUST AND NEGATIVE
580	1	A ROBUST POLITICAL AND
581	1	A ROLE AS A
582	1	A RUSSIAN ELITE INTENT
583	1	A SECOND LINE OF
584	1	A SECONDHAND FEEL AND
585	1	A SERIES OF DURATION
586	1	A SERIES OF EMPIRICAL
587	1	A SERIES OF MASS
588	1	A SERIOUS ASSESSMENT OF
589	1	A SHARE OF EXPORT
590	1	A SHARE OF GDP
591	1	A SIGNIFICANT ATTACK BAPAT
592	1	A SIGNIFICANT BARRIER TO
593	1	A SIGNIFICANT DETERMINANT OF
594	1	A SIGNIFICANT INCREASE IN
595	1	A SIGNIFICANT LEAD IN
596	1	A SIGNIFICANT MATERIAL DISADVANTAGE
597	1	A SIMILAR TEST A
598	1	A SIMPLE WAR OF
599	1	A SITUATION THAT IS
600	1	A SIZABLE FRACTION OF
601	1	A SIZABLE NATURAL RESOURCE
602	1	A SOCIETY IDENTIFIES E
603	1	A SPECIFIC CONFLICT FOLLOWING
604	1	A SPECTACULAR DEMONSTRATION OF
605	1	A STATE AND HOW
606	1	A STATES ELITE FOREIGN
607	1	A STATES PEER GROUPS
608	1	A STATES SUBSEQUENT DEMOCRATIC

(Table cont'd)

609	1	A STATISTICALLY SIGNIFICANT EFFECT
610	1	A STATISTICALLY SIGNIFICANT NEGATIVE
611	1	A STRATEGIC VIEWPOINT CONTINUING
612	1	A STRATEGY OF BUCK
613	1	A STRATEGY OF CALLING
614	1	A STRONG DETAILED NATIONAL
615	1	A STRUCTURAL VARIABLE IN
616	1	A STRUCTURALIST ALTERNATIVE TO
617	1	A STUBBORN BARRIER TO
618	1	A SUBSTANTIAL ROLE IN
619	1	A SUFFICIENT CONDITION TO
620	1	A SURE THING BASED
621	1	A SURVEY OF REGISTERED
622	1	A SYSTEM OF BELIEFS
623	1	A SYSTEM OF EQUATIONS
624	1	A TACIT DEAL WITH
625	1	A TARGETED STATE WE
626	1	A THEORETICAL ACCOUNT EXPLAINING
627	1	A THEORETICAL FRAMEWORK THAT
628	1	A THEORY OF HEGEMONY
629	1	A THEORY OF HOW
630	1	A THEORY WHERE DIFFERENT
631	1	A THIRD MECHANISM FOCUSES
632	1	A THIRD PARTY STATE
633	1	A TOOL FOR CONSTITUTIONAL
634	1	A TOP DOWN FASHION
635	1	A TRANSITION TO DEMOCRACY
636	1	A TWO STAGE MODEL
637	1	A UNIVERSALLY VALID CONCEPTION
638	1	A VAGUE LAND REFORM
639	1	A VARIETY OF PERMISSIVE
640	1	A VOLUMINOUS LITERATURE CAN
641	1	A WHOLE COULD BE
642	1	A WRITTEN CONSTITUTION EVEN
643	1	ABANDON ITS PREFERRED POLICY
644	1	ABANDONED ELECTORAL POLITICS ALTOGETHER
645	1	ABILITY OF ORDINARY CITIZENS
646	1	ABILITY TO GUARANTEE RELIGIOUS
647	1	ABILITY TO PROMOTE THE
648	1	ABKHAZIA GEORGIA S OTHER
649	1	ABKHAZIA HAD ALREADY PERSEVERED
650	1	ABKHAZIA HAD SUFFERED DURING
651	1	ABLE TO CONVINCE THEMSELVES
652	1	ABLE TO SHOW IT
653	1	ABOLITION OF CHILD LABOR
654	1	ABOLITION OF FORCED LABOR
655	1	ABOLITION OF FORCED LABOUR

(Table cont'd)

656	1	ABOUT CONSTITUTIONAL DESIGN TEND
657	1	ABOUT DOMESTIC COALITION SHIFTS
658	1	ABOUT ECONOMIC COMPETITIVENESS AND
659	1	ABOUT ELECTION FRAUD SHOULD
660	1	ABOUT ELECTION QUALITY GIVEN
661	1	ABOUT ELECTION QUALITY SHOULD
662	1	ABOUT ELECTION QUALITY WHICH
663	1	ABOUT GREATER ECONOMIC VOLATILITY
664	1	ABOUT HOW HEGEMONIC AUTHORITY
665	1	ABOUT HOW SELF ENFORCING
666	1	ABOUT HOW STRUGGLES OVER
667	1	ABOUT INTERDEPENDENT RATIFICATION AND
668	1	ABOUT IT IN SOME
669	1	ABOUT LOSING SUPPORT AS
670	1	ABOUT NEWS STORY OF
671	1	ABOUT OPPOSITION TO THEIR
672	1	ABOUT POLITICAL ECONOMY THIS
673	1	ABOUT SETTING POLICY BY
674	1	ABOUT SHIFTS IN DOMESTIC
675	1	ABOUT SOCIAL LIFE AND
676	1	ABOUT STALEMATES THE IRONY
677	1	ABOUT STATE EMERGENCE REVERSED
678	1	ABOUT THE CONNECTION BETWEEN
679	1	ABOUT THE INFLUENCE OF
680	1	ABOUT THE ISSUE TO
681	1	ABOUT THE POLITICAL EFFECTS
682	1	ABOUT THE ROLE OF
683	1	ABOUT THE U S
684	1	ABOUT THE WAR WHEREAS
685	1	ABOUT THEIR DOMESTIC STANDING
686	1	ABOUT VOTERS AND THE
687	1	ABOUT WHAT POLICIES VOTERS
688	1	ABOUT WHAT VOTERS WANT
689	1	ABOUT WHETHER SUSTAINABLE DEMOCRATIC
690	1	ABOUT WHETHER TO STEP
691	1	ABOVE ALSO STRESSES THAT
692	1	ABSENCE OF A EUROPEAN
693	1	ABSENCE OF FOREIGN MONITORS
694	1	ABSOLUTE QUANTITY IN CROSS
695	1	ABSOLUTELY FAIR ELECTION INFORMATION
696	1	ABUNDANCE AND DEMOCRACY IS
697	1	ABUNDANCE MEASURE AND DEMOCRACY
698	1	ABUNDANT IN IMMOBILE ASSETS
699	1	ABUNDANT NATURAL RESOURCES AND
700	1	ACADEMIC AND POLICY CIRCLES
701	1	ACADEMIC ATTENTION HAS BEEN
702	1	ACADEMIC ESSAY DETONATED WITH

(Table cont'd)

703	1	ACADEMIC RESEARCH ON THE
704	1	ACCEPT ONE TYPE OF
705	1	ACCEPTABLE AND WHICH ELECTIONS
706	1	ACCEPTANCE IMPORTANT THEORETICAL AND
707	1	ACCEPTED AS FULL SYSTEM
708	1	ACCEPTED AS STATES BY
709	1	ACCEPTED IN JULY WERE
710	1	ACCEPTED PRIMARILY BECAUSE OF
711	1	ACCEPTED THAT THE PATH
712	1	ACCORDING TO MICHAEL MASSING
713	1	ACCORDING TO SOME ANALYSTS
714	1	ACCORDING TO THE GLOBAL
715	1	ACCORDING TO WHICH GLOBALIZATION
716	1	ACCORDINGLY I START BY
717	1	ACCORDINGLY OUR AIM IS
718	1	ACCOUNT ALSO SERVES AS
719	1	ACCOUNT BY CONTROLLING FOR
720	1	ACCOUNT DOMESTIC CONDITIONS IN
721	1	ACCOUNT EXPLAINING HOW DIFFERENT
722	1	ACCOUNT LONGITUDINAL VARIATIONS WITHIN
723	1	ACCOUNT OF HEGEMONY IN
724	1	ACCOUNT OF HEGEMONY THAT
725	1	ACCOUNT THAT SUCH CONVENTIONS
726	1	ACCOUNT THEIR HUMAN RIGHTS
727	1	ACCOUNT WHICH CONFLICTS ATTRACT
728	1	ACCOUNTABILITY FROM AND REPRESENTATION
729	1	ACCOUNTABILITY OF POLITICIANS ON
730	1	ACCOUNTABLE FOR POLICY DECISIONS
731	1	ACCOUNTABLE FOR THEIR DECISIONS
732	1	ACCOUNTABLE FOR THEIR POLICY
733	1	ACCOUNTABLE FOR VOTES ON
734	1	ACCOUNTING EQUATION CAPTURING DIFFERENT
735	1	ACCOUNTING FOR MODELING DYNAMIC
736	1	ACCOUNTS DISPUTED WHO HAD
737	1	ACCOUNTS MAY HAVE INCENTIVES
738	1	ACCOUNTS OF ELECTORAL REFORM
739	1	ACCOUNTS OF HEGEMONY AND
740	1	ACCOUNTS OF HEGEMONY IN
741	1	ACCOUNTS OF RELIGION IN
742	1	ACCOUNTS SOME VIEWING THIS
743	1	ACCOUNTS THAT EMPHASIZE THE
744	1	ACCURATE AND CREDIBLE INFORMATION
745	1	ACCURATE FURTHERMORE IN THE
746	1	ACCURATE WHICH IN THE
747	1	ACCUSED OF MANIPULATION AND
748	1	ACEMOGLU ET AL OVER
749	1	ACEMOGLU JOHNSON ROBINSON EASTERLY

(Table cont'd)

750	1	ACEMOGLU JOHNSON ROBINSON HAVE
751	1	ACEMOGLU ROBINSON MODEL UNDERDEVELOPMENT
752	1	ACEMOGLU ROBINSON VERDIER S
753	1	ACHIEVE THEIR OBJECTIVES IN
754	1	ACHIEVED BY THE APPLICATION
755	1	ACROSS A LARGE SET
756	1	ACROSS ALL COUNTRIES PROVIDES
757	1	ACROSS COUNTRIES FROM TO
758	1	ACROSS GROUPS EVEN AMONG
759	1	ACROSS GROUPS WOULD BRING
760	1	ACROSS THE BLACK SEA
761	1	ACROSS THE BOARD SO
762	1	ACROSS THE PRE AND
763	1	ACROSS THE WORLD THEY
764	1	ACROSS UNIT VARIATION ALLOWING
765	1	ACT AS A SIGNIFICANT
766	1	ACT WITHOUT CONSCIOUS REFLECTION
767	1	ACTION AND THE GEOGRAPHIC
768	1	ACTION CREDIBLE INFORMATION ABOUT
769	1	ACTION ON THE ONE
770	1	ACTION ON THE PART
771	1	ACTION PROBLEMS THAT IF
772	1	ACTION SECOND MARKET REFORMS
773	1	ACTION THAT IS DEMOCRATIZATION
774	1	ACTION VARY ON THE
775	1	ACTIONS ON RELIGIOUS SENTIMENT
776	1	ACTIONS RELATIVELY CERTAIN THAT
777	1	ACTIVE COMBATANTS ANOTHER MILITIA
778	1	ACTIVELY WORKS TO MOVE
779	1	ACTIVITIES INTO THE DECISION
780	1	ACTIVITIES OF THE ISRAEL
781	1	ACTIVITIES TO GRAB THE
782	1	ACTIVITIES TO THE AVAILABILITY
783	1	ACTIVITY AND MANIPULATING THE
784	1	ACTIVITY IN PERIPHERAL PROVINCES
785	1	ACTIVITY ON THE OTHER
786	1	ACTIVITY THE LOOSENING OF
787	1	ACTIVITY TYPICAL OF THE
788	1	ACTIVITY WILL BE RESOURCE
789	1	ACTORS ANALYSTS MUST TAKE
790	1	ACTORS AS DISCUSSED LATER
791	1	ACTORS CAN INCREASE THE
792	1	ACTORS CREATING A SITUATION
793	1	ACTORS DO REACT IN
794	1	ACTORS ECONOMIC CRISES AND
795	1	ACTORS FACILITATE THIS PROCESS

(Table cont'd)

796	1	ACTORS HAVE UNEQUIVOCAL INTERNAL
797	1	ACTORS IN TURN ARE
798	1	ACTORS INFLUENCE DEMOCRATIZATION WHICH
799	1	ACTORS MAY ENGAGE IN
800	1	ACTORS MAY HAVE TO
801	1	ACTORS MAY RESPOND TO
802	1	ACTORS MORE EXPLICITLY INTO
803	1	ACTORS PORTRAY COMMITMENT TO
804	1	ACTORS TO ENGAGE IN
805	1	ACTORS TO EVALUATE WHICH
806	1	ACTORS WHO DEBATED AND
807	1	ACTORS WHO MIGHT OTHERWISE
808	1	ACTORS WILL SEEK TO
809	1	ACTUAL REMOVAL OF FOREIGN
810	1	ACTUALLY CHANGE THE EFFECTIVE
811	1	ACTUALLY SERVE TO SELECT
812	1	ACTUALLY TAKEN THE MARKET
813	1	ACUTE GRIEVANCES IS ESPECIALLY
814	1	ACUTE GRIEVANCES OR LOSSES
815	1	AD HOC COALITIONS OF
816	1	ADD INSIGHTS FROM WALLERSTEIN
817	1	ADDED FURTHER FUEL TO
818	1	ADDED IN HIGH TECHNOLOGY
819	1	ADDING MACHINE X MODELS
820	1	ADDING THE ORIGINAL EQUATION
821	1	ADDING TO OUR KNOWLEDGE
822	1	ADDING VALUABLE INSIGHT INTO
823	1	ADDITION AND AS DISCUSSED
824	1	ADDITION I EXTEND THE
825	1	ADDITION THEIR CENTRAL SOCIAL
826	1	ADDITION TO ADDING TO
827	1	ADDITION TO CONTROLLING FOR
828	1	ADDITION TO FORMALIZING THE
829	1	ADDITION TO INCOME OR
830	1	ADDITION TO REGIONAL ONES
831	1	ADDITION TO THE INTENTIONS
832	1	ADDITION UNDERSTANDING WHEN PEACEKEEPING
833	1	ADDITION UNPOPULAR POLITICAL PARTIES
834	1	ADDITIONAL RESEARCH WITH SUGGESTIONS
835	1	ADDRESS CONTENDING THEORIES ON
836	1	ADDRESS QUESTIONS OF RELIGION
837	1	ADDRESS RELIGIOUS CONTROVERSIES IS
838	1	ADDRESS THEIR INTENSE INTERNAL
839	1	ADDRESSED BY ACEMOGLU ET
840	1	ADDRESSES THE ROLE OF
841	1	ADDRESSES THESE SHORTCOMINGS BY
842	1	ADDRESSING RELIGION STATE RELATIONS

(Table cont'd)

843	1	ADDRESSING SOME POTENTIAL OBJECTIONS
844	1	ADDRESSING THIS COUNTERINTUITIVE FINDING
845	1	ADHERENCE TO INTERNATIONAL LABOR
846	1	ADJUDICATION IN THE SPHERE
847	1	ADJUST FOR THE POSSIBILITY
848	1	ADMINISTRATION WAS DOMINATED BY
849	1	ADMINISTRATIONS AND GENERATE TESTABLE
850	1	ADMINISTRATIONS APPROACH TO ARAB
851	1	ADMINISTRATIONS DECISIONS ON MIDDLE
852	1	ADMINISTRATIONS FINALLY I EXAMINE
853	1	ADMINISTRATIONS OF DWIGHT D
854	1	ADMINISTRATIONS REASSESSMENT OF ITS
855	1	ADMINISTRATIVE CONTROL OF THEIR
856	1	ADMISSION TO EMPLOYMENT CONVENTION
857	1	ADOPT A DEFAULT STRATEGY
858	1	ADOPT A DEMOCRATIC CONSTITUTION
859	1	ADOPT A LESS CONFRONTATIONAL
860	1	ADOPT A STRATEGY OF
861	1	ADOPT HUMANE CONDITIONS OF
862	1	ADOPT IT AS WELL
863	1	ADOPT THE FAMILIAR BALANCING
864	1	ADOPTED AT THE STATE
865	1	ADOPTED BY GOVERNMENTS AND
866	1	ADOPTED BY INDIA FORMAL
867	1	ADOPTED BY NEARLY ALL
868	1	ADOPTED BY THE INTERVENER
869	1	ADOPTED CONVENTIONS ON TOPICS
870	1	ADOPTED EITHER A PERMISSIVE
871	1	ADOPTED IN BUT IS
872	1	ADOPTED THIS BOTTOM UP
873	1	ADOPTING A NEO MERCANTILIST
874	1	ADOPTING IT MAY MAKE
875	1	ADOPTING THIS ESTIMATION BUT
876	1	ADOPTION OF A POLICY
877	1	ADVANCE A THEORETICAL ACCOUNT
878	1	ADVANCEMENT THROUGH PEACEFUL ACTIVITY
879	1	ADVANCES IN THE STUDY
880	1	ADVANCING A WRITTEN CONSTITUTION
881	1	ADVANCING OPPOSITE EXPLANATIONS OF
882	1	ADVANCING WASHINGTONS INTERESTS IN
883	1	ADVANTAGE IN INTERNATIONAL TRADE
884	1	ADVANTAGE IN SCIENTISTS HAS
885	1	ADVANTAGE REBELS THAT RIVAL
886	1	ADVANTAGE SUCH BLOCKING IS
887	1	ADVANTAGE THEIR ECONOMIC COMPETITORS
888	1	ADVANTAGES ATTRACTING ECONOMIC ACTIVITY
889	1	ADVANTAGES FROM ITS PREPONDERANT

(Table cont'd)

890	1	ADVANTAGES IN INNOVATION THE
891	1	ADVERSE EFFECT ON COMMERCE
892	1	ADVOCATE AGRARIAN REFORM WHEN
893	1	ADVOCATE REDISTRIBUTION OF LAND
894	1	ADVOCATED AGRARIAN REFORM IN
895	1	ADVOCATES OF THE ATOMIZATION
896	1	ADVOCATES OF THESE DIFFERENT
897	1	ADVOCATES THAT THE NEGATIVE
898	1	ADVOCATING A LIBERAL AND
899	1	AFFAIRS DO ETHNIC LOBBIES
900	1	AFFAIRS MAGAZINE PUBLISHED SAMUEL
901	1	AFFECT PUBLIC GOODS OUTCOMES
902	1	AFFECT SIGNIFICANTLY THE MANNER
903	1	AFFECT STATES INTERNAL ORGANIZATION
904	1	AFFECT THE ADMINISTRATIONS DECISIONS
905	1	AFFECT THE NATURE OF
906	1	AFFECT U S MIDDLE
907	1	AFFECTED BY TRADE POLICY
908	1	AFFECTED HEALTH CARE POLICY
909	1	AFFECTED IF THIS HYPOTHESIS
910	1	AFFECTED PUBLIC POLICY OUTCOMES
911	1	AFFECTED TWO INTERMEDIARY CHARACTERISTICS
912	1	AFFECTED WAR TERMINATION FOR
913	1	AFFECTING AN INTERSTATE DISPUTE
914	1	AFFECTS CONFLICT BEHAVIOR RELIGIOUS
915	1	AFFECTS THE LIKELIHOOD OF
916	1	AFFECTS THE SPECIFIC STRATEGIES
917	1	AFFILIATIONS PERMISSIVE CONSTITUTIONS FOR
918	1	AFFIRM BY MAKING INTERNATIONAL
919	1	AFGHAN CIVILIANS HAVE BEEN
920	1	AFGHANISTAN AND MASSIVE BUDGET
921	1	AFGHANISTAN OR U S
922	1	AFGHANISTAN THROUGH SEPTEMBER DESPITE
923	1	AFRAID WHEN THE UN
924	1	AFRICA TSUI EXPLOITS VARIATION
925	1	AFRICAN UNION BEAR THE
926	1	AFTER A DECADE AND
927	1	AFTER AND BACK TO
928	1	AFTER CHANGES IN THEIR
929	1	AFTER IN ADDITION THEIR
930	1	AFTER INTERVENTION ARE THE
931	1	AFTER ITS INEXPENSIVE COPAY
932	1	AFTER LESS DRASTIC ATTEMPTS
933	1	AFTER NEARLY A DECADE
934	1	AFTER OIL DISCOVERY IT
935	1	AFTER REBELS GROW STRONG
936	1	AFTER REVIEWING THE RESULTS

(Table cont'd)

937	1	AFTER THE FACT POLITICAL
938	1	AFTER THE FALL OF
939	1	AFTER U S POLICYMAKERS
940	1	AFTERMATH OF THAT NATIONS
941	1	AGAIN PROCEEDING CHRONOLOGICALLY FINALLY
942	1	AGAINST ECONOMIC LIBERALIZATION INCLUDING
943	1	AGAINST NEPALS DEMOCRATICALLY ELECTED
944	1	AGAINST THE ECONOMIC POLICIES
945	1	AGAINST THE WISHES OF
946	1	AGAINST THEIR JUDGMENTS IN
947	1	AGE CONVENTION ANOTHER CORE
948	1	AGE FOR ADMISSION TO
949	1	AGENDA IN ITS ELECTION
950	1	AGENTS CHOOSE TO AFFIRM
951	1	AGGREGATES FINALLY THIS STUDY
952	1	AGGREGATES THE VERY PHENOMENON
953	1	AGGREGATION IS AS SIMPLE
954	1	AGGREGATION PROCESS TO WHAT
955	1	AGGREGATIONS OF HIGHLY COMPLEX
956	1	AGGRESSOR FROM THEIR PERSPECTIVE
957	1	AGO MODERNIZATION SCHOLARS EXPLAINED
958	1	AGRARIAN REFORM IN THEIR
959	1	AGRARIAN REFORM LEGISLATION THOSE
960	1	AGRARIAN REFORM WHEN SUCH
961	1	AGREE THAT IN GENERAL
962	1	AGREE THAT THE UNITED
963	1	AGREE THAT VOTERS MATTER
964	1	AGREED THAT THERE WERE
965	1	AGREED TO ELECTIONS FOR
966	1	AGREEMENT CAFTA OPPONENTS OUTWEIGHED
967	1	AGREEMENT NIGERIA SENT ITS
968	1	AGREEMENT OFTEN REFERRED TO
969	1	AGREEMENT THAT FOR NOW
970	1	AGRICULTURAL HOUSEHOLDS CONTROL ONLY
971	1	AGRICULTURAL SECTOR THE VAST
972	1	AGRICULTURE WE DRAW ON
973	1	AID THIS APPROACH MANIFESTED
974	1	AIM IN MIND THIS
975	1	AIM IS NOT TO
976	1	AIMED AT PROMOTING POLICY
977	1	AIMED TO ESTABLISH AN
978	1	AIMS AT BRINGING THE
979	1	AIMS TO BROADEN THE
980	1	AIMS TO GAIN DEEPER
981	1	AIMS TO REFORM THE
982	1	AKIN TO DISTRIBUTIONS OF
983	1	AL FIND LITTLE SUPPORT

(Table cont'd)

984	1	AL FIND NO EVIDENCE
985	1	AL FIND THAT INTERMEDIATE
986	1	AL OVER THE PAST
987	1	ALBANIAN DOMINATION AMONG OUTSIDERS
988	1	ALBANIANS SHOULD NOT BE
989	1	ALBANIANS WOULD FINALLY GOVERN
990	1	ALBEIT ANECDOTALLY FOR EXAMPLE
991	1	ALEXANDER DOWNER ON THE
992	1	ALEXEEV CONRAD HERB SMITH
993	1	ALL AVAILABLE EVIDENCE TO
994	1	ALL BELLIGERENTS DEVELOP SIMILAR
995	1	ALL COUNTRIES PROVIDES FURTHER
996	1	ALL EXISTING STUDIES FAIL
997	1	ALL FRAUD IS DETECTED
998	1	ALL MIDS BETWEEN AND
999	1	ALL OF THE COALITIONS
1000	1	ALL OF THESE CATEGORIES

Appendix K – Sample Move-Step Analyses

Figure 4.1 A Sample Analysis Showing M1-M3 Cycle in a PhDT in IR

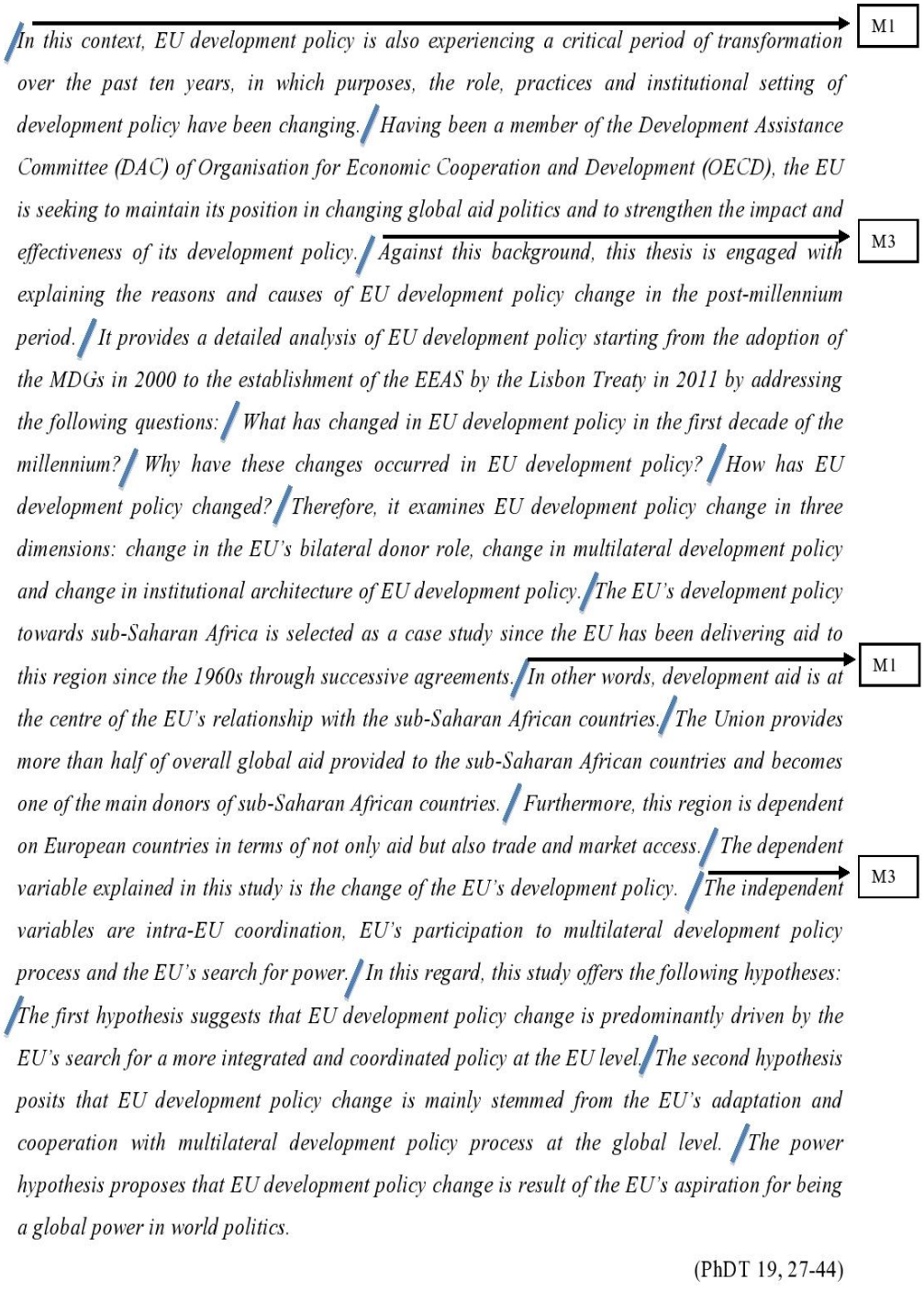
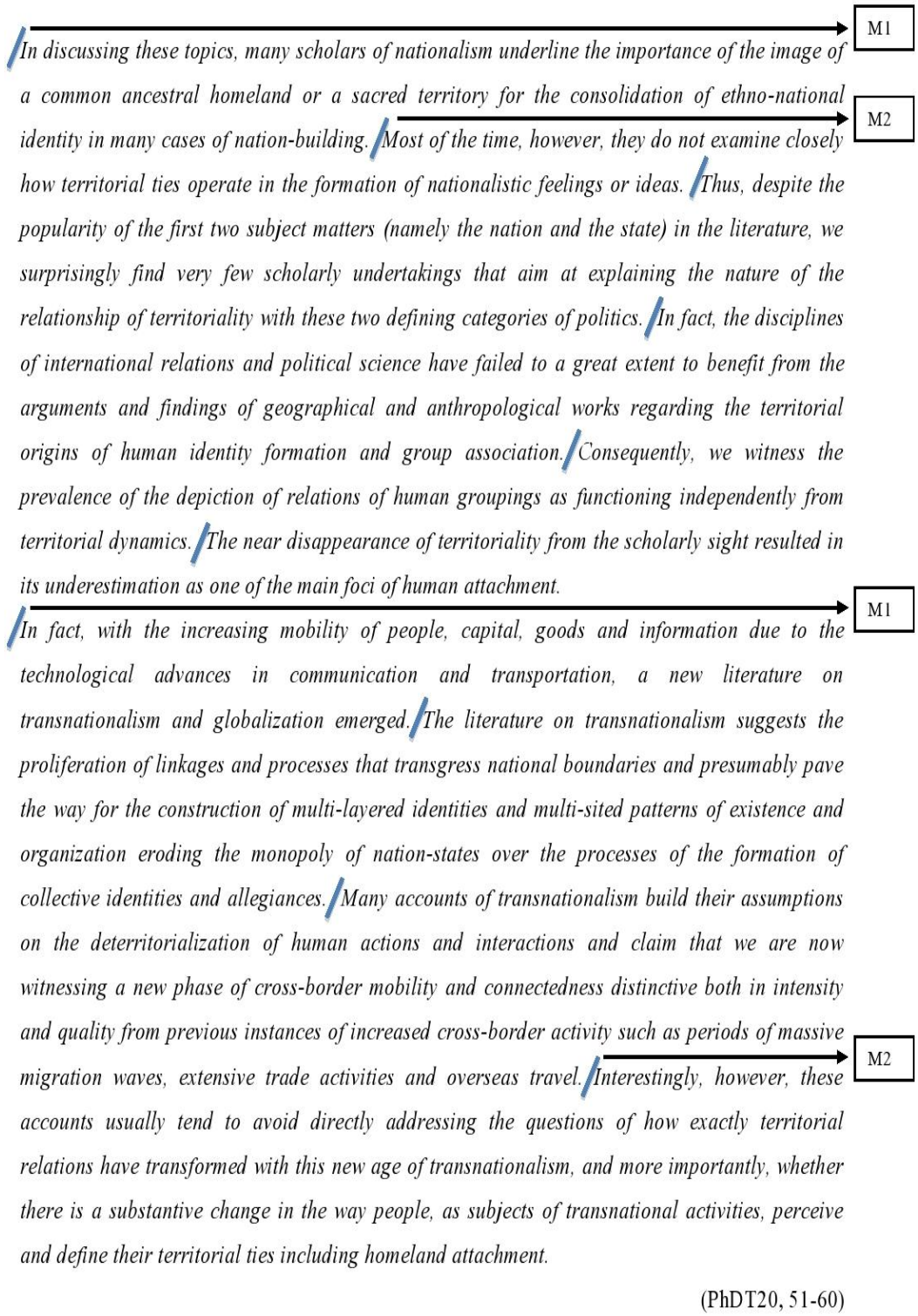


Figure 4.2 A Sample Analysis Showing M1-M2 Cycle in a PhDT in IR



(PhDT20, 51-60)

Figure 4.3 A Sample Analysis Showing M1-M2 Cycle in a RA in IR

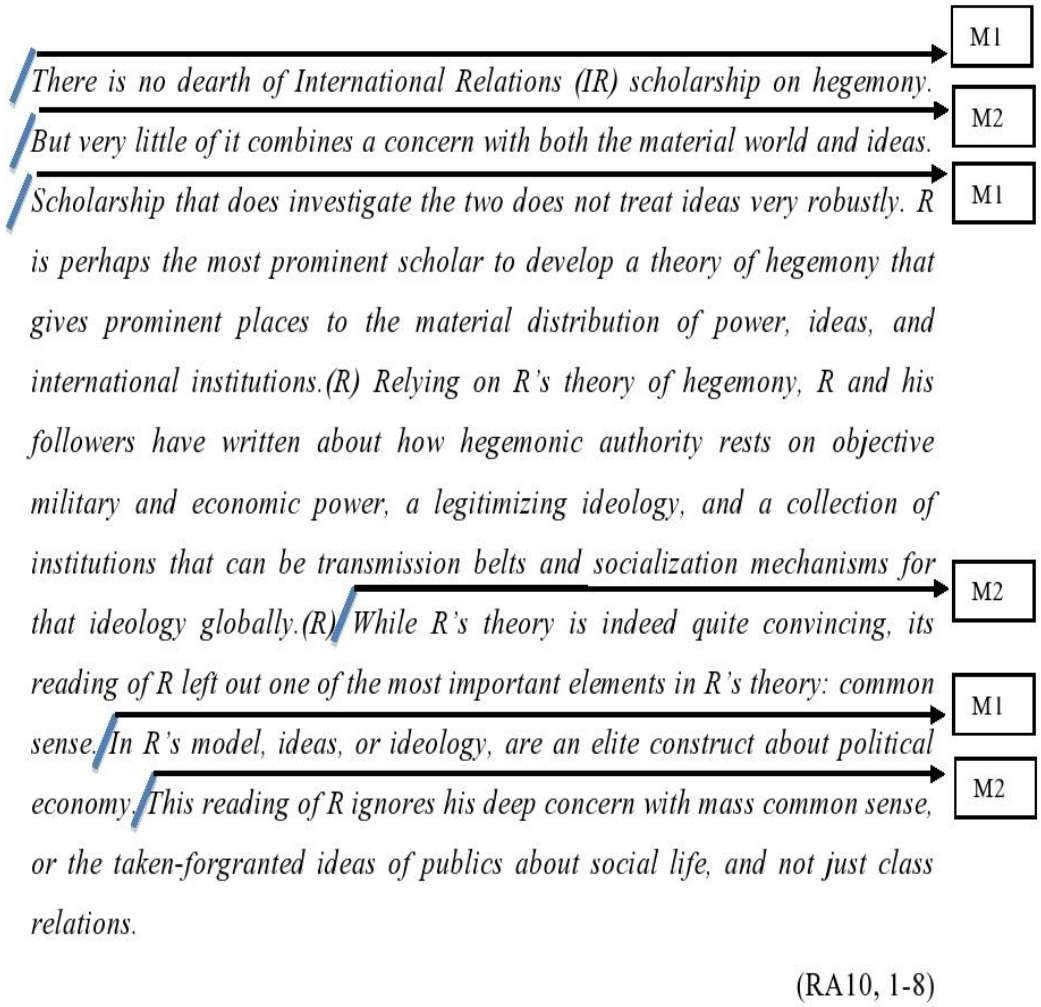
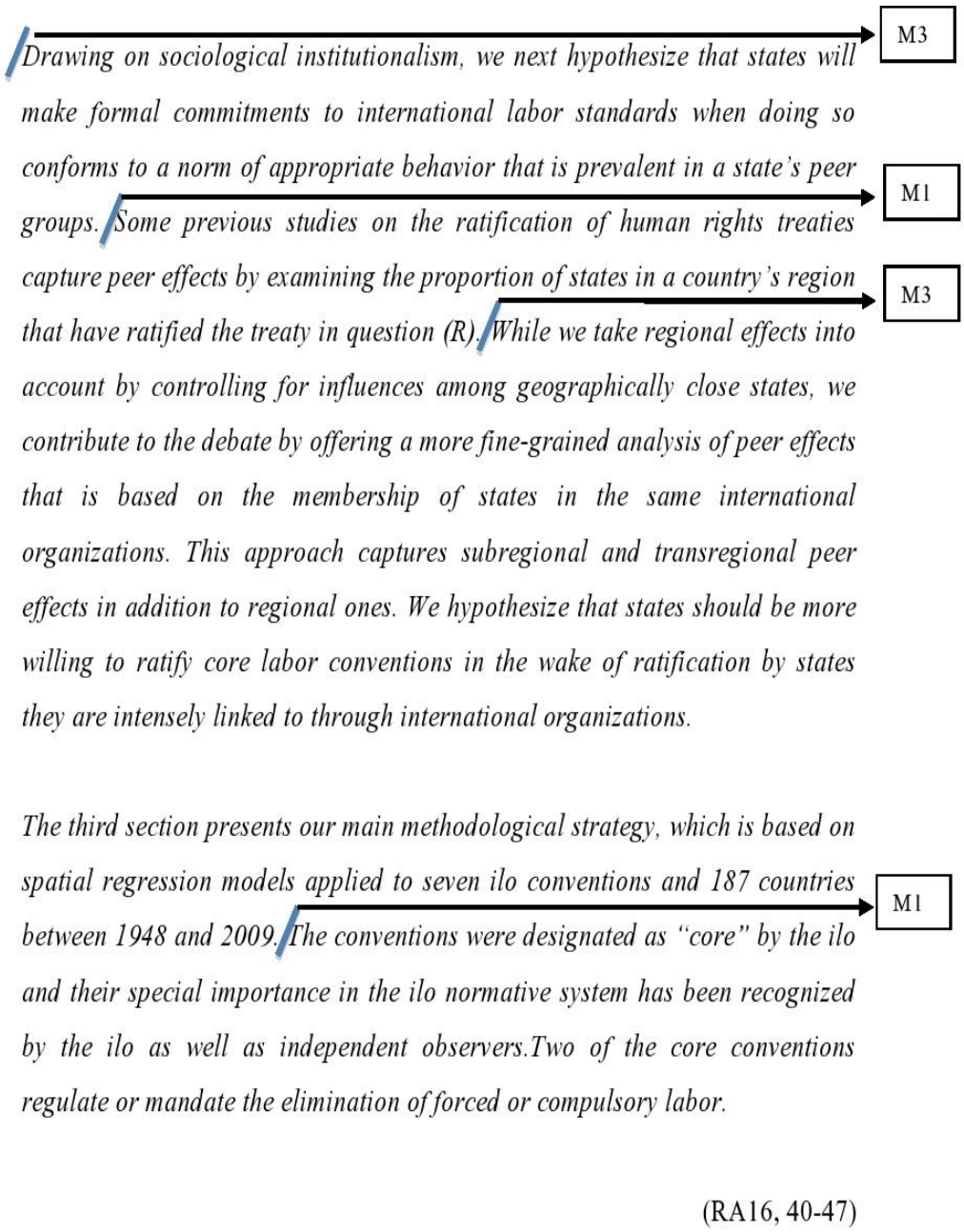


Figure 4.4 A Sample Analysis Showing M3-M1 Cycle in a RA in IR



Drawing on sociological institutionalism, we next hypothesize that states will make formal commitments to international labor standards when doing so conforms to a norm of appropriate behavior that is prevalent in a state's peer groups. Some previous studies on the ratification of human rights treaties capture peer effects by examining the proportion of states in a country's region that have ratified the treaty in question (R). While we take regional effects into account by controlling for influences among geographically close states, we contribute to the debate by offering a more fine-grained analysis of peer effects that is based on the membership of states in the same international organizations. This approach captures subregional and transregional peer effects in addition to regional ones. We hypothesize that states should be more willing to ratify core labor conventions in the wake of ratification by states they are intensely linked to through international organizations.

The third section presents our main methodological strategy, which is based on spatial regression models applied to seven ilo conventions and 187 countries between 1948 and 2009. The conventions were designated as "core" by the ilo and their special importance in the ilo normative system has been recognized by the ilo as well as independent observers.Two of the core conventions regulate or mandate the elimination of forced or compulsory labor.

(RA16, 40-47)

Appendix L– Summary of The Results For The Instances of Consecutive Use of Certain Moves in PhDT Introductions

PhDT	MOVE	M1-M2	M1-M3	M2-M1	M2-M3	M3-M1	M3-M2
1	1,3,1,3,1,3,2,3,1,2,3,2,3,2,1,3	1	4		1		2
2	1,3,1,2,3,2,3,1,2,1,2,1,2,3,1,3,2,3	1	2	2	2	1	1
3	1,3,1,2,1,2,3,1,3,1,3,1,3,1,3,1,3,1, 3	2	1			6	
4	1,2,1,3,1,3,1,3,2,3,2,3,1,3	1	4		2		
5	1,3,1,2,1,3,2,1,2,1,3,1,3,1,2,3,1,3, 2,1,3	1	3	3	1	2	
6	1,3,1,3,2,1,2,1,2,3,1,3,1,3		4	2	1		
7	1,3,1,3,2,3		2		1		
8	1,2,1,2,1,2,1,2,1,2,1,3,1,2,1,3,2,1, 2,1,2,3,1,2,1,2,1,2,3,2,3,2,3,1,3,1, 3,1,3,1,3,1,3	9	2	2	1	5	2
9	1,3,1,3,2,1,2,3,1,3,1,3		4	1	1		
10	1,2,1,2,1,2,3,2,3,2,1,2,3,1,3,2,3		4		1		3
11	3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,2,3				1	8	
12	1,2,3,1,3,2,3,1,3,1,3,1,3,1,3,1,3,1, 3	1				7	1
13	1,3,2,3,2,1,2,3,1,3,1,2,1,2,1,3,1,3, 1,3,1,3	2	6	1	2		
14	1,3,1,2,1,2,3,1,3,2,1,2,1,2,3,1,3	4	1			2	1
15	1,3,2,1,3,1,3,1,2,3,2,3,1,2,1,3	1	2	1	2	2	
16	1,3,1,2,1,3,1,2,1,2,1,2,3,2,1,2,3,1, 2,1,3,2,3,1,2,1,3,1,3,2,1,3,1,3,1,3, 1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3, 1,3,1,3	5	16	2		3	3
17	1,3,1,3,1,3,1,3,1,3,1,2,1,3,1,3,1,3, 1,3,1,3	1	10				
18	1,2,1,2,1,2,1,2,1,2,1,2,1,2,1,2,3,2, 3,1,3,2,3	8	1			1	2
19	1,3,1,3,1,3,1,3,1,3		5				
20	1,2,1,3,1,2,1,2,1,2,1,2,1,2,3,2,3,1, 3,1,2,3,1,3	6	2		1	2	1
21	1,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3		8				
TOTAL		**43**	**81**	**14**	**17**	**39**	**16**

Appendix M- Summary of The Results For The Instances of Consecutive Use of Certain Moves in RA Introductions

RA	MOVES	M1 M2	M1 M3	M2 M1	M2 M3	M3 M1	M3 M2
1	1,2,3,2,3	1					1
2	1,2,1,2,1,2,3	3					
3	1,2,1,2,3,2,1,2,1,2,1,2,3	5					1
4	1,2,1,2,3,1,2,1,2,3	2		1	1	1	
5	1,2,1,2,3,1,3	2				1	
6	1,2,1,3,1,2,1,3,2,3	2	2		1		
7	1,2,1,2,1,2,3,1,3,1,3,1,3	3				3	
8	1,2,3,2,1,2	2					1
9	1,2,1,2,1,3,1,3	2	2				
10	1,2,1,2,1,2,1,2,3	4					
11	1,2,1,3,1,3,2,3,2,3	1	2		2		
12	1,2,1,2,1,3,1,3,1,2,1,3	3	3				
13	1,2,1,2,3,2,1,2,3	3					1
14	2,1,2,1,2,1,3			3			
15	1,2,3,2,3	1					1
16	1,2,3,1,3,1,3,1,3,1,3,1,3,1,3,1,3	1				7	
17	1,2,3,1,2,3,2,3	1			2	1	
18	1,2,3,1,2,3	1			1	1	
19	1,2,1,2,3,1,3	2				1	
20	2,1,2,1,2,3			2	1		
21	1,2,3,2,3,2,3	1					2
TOTAL		**40**	**9**	**6**	**8**	**15**	**7**

Appendix N - Summary of the Results For Structural Patterns of the RA and PhDT in IR

Move Step	RA (N=21)		PhDT (N=21)		p-values
	Intro	Percent	Intro	Percent	
Move 1: Establishing a territory	**21 / 21**	**100,00**	**21 / 21**	**100,00**	
Move 1: Establishing a territory via topic generalizations of increasing specificity	19 / 21	90,48	21 / 21	100,00	0,147
*Move 1 - Step 1: Presenting a case/ situation with factual details to give background info/historical account**	7 / 21	33,33	13 / 21	61,90	0,063
*Move 1 - Step 2: Quotation to support ideas**	2 / 21	9,52	3 / 21	14,29	0,633
Move 2: Establishing a niche	**21 / 21**	**100,00**	**19 / 21**	**90,48**	
Move 2- Step 1A: Indicating a gap	19 / 21	90,48	19 / 21	90,48	0,999
Move 2- Step 1B: Adding to what is known	16 / 21	76,19	9 / 21	42,86	0,028
Move 2- Step 2: Presenting positive justification	7 / 21	33,33	13 / 21	61,90	0,063
Move 3: Presenting the present work	**21 / 21**	**100,00**	**21 / 21**	**100,00**	
Move 3 - Step 1: Announcing present research descriptively and/or purposively	20 / 21	95,24	21 / 21	100,00	0,000
Move 3 - Step 2: Presenting research questions or hypotheses	6 / 21	28,57	20 / 21	95,24	0,000
Move 3 - Step 3: Definitional clarifications	3 / 21	14,29	7 / 21	33,33	0,001
Move 3 - Step 4: Summarizing methods	14 / 21	66,67	21 / 21	100,00	0,004
Move 3 - Step 5: Announcing principal outcomes	17 / 21	80,95	10 / 21	47,62	0,024
Move 3 - Step 6: Stating the values of the present research	10 / 21	47,62	13 / 21	61,90	0,352
Move 3 - Step 7: Outlining the structure of the paper	18 / 21	85,71	21 / 21	100,00	0,072
*Move 3 - Step 8: Limitations of research study**	0	0,00	4 / 21	19,05	0,035
*Move 3 - Step 9**	0	0,00	3 / 21	14,29	0,072

*= New steps emerged in this study

APPENDIX O- Full-Text Versions of the Truncated Excerpts in Chapter 4

Excerpt 4.1

This dissertation intends to analyze the general and immediate contexts, dynamics and implications of the events that came to be known as the 'Tulip Revolution' as a stretching board to uncover not only the main parameters of Kyrgyz politics, but also to have an understanding of what accounts for the continuing instability in its aftermath. Put differently, this study endeavors to grasp the 'Tulip Revolution' in its singularity by examining its timeline, participants, major and minor roles played by the informal and formal dynamics along with its implications for Kyrgyz politics and to situate this singularity within the socio-political context of post-Soviet Kyrgyzstan. By doing so, it intends to uncover the main parameters, better-said the decisive dynamics of Kyrgyz politics in order to understand what accounts for the continuing instability in Kyrgyzstan. (PhDT11, 1-3)

Excerpt 4.3

It is widely thought that resource wealth, especially oil, is a curse for democracy (R). Existing literature looks mainly at the cross-sectional correlation between resource income and democracy rather than at the within variation. Hence existing inference may be potentially driven by omitted factors influencing both the oil abundance measure and democracy in the long run. If insights regarding income level and education have been found to change when country fixed effects are included, it is necessary to put the insights regarding oil and democracy to a similar test. A causal link between oil income and democracy suggests that we should also see a relationship between changes in oil income and changes in democracy. *In other words, we should ask whether a given country (with its other characteristics held constant) is more likely to become less democratic as it becomes richer in oil. I show that the answer to this question is yes. I show that the cross-sectional relationship between oil and democracy persists when country and time effects are included using a dynamic panel model.*
There are several reasons why the existing literature on oil and democracy may be problematic. Oil is for obvious reasons not measured in absolute quantity in cross-country regressions. What is of relevance is the value of the oil sector compared with the rest of the economy – the relative importance of oil. Therefore, in cross-country regressions (whether we rely on the stock or the flow of oil), when oil is measured as a share of GDP or as a share of export it will be subject to the same concerns as those addressed by R. Over the past decade, a distinguished body of empirical literature has emerged in support of arguments that institutional form and quality are deeply embedded in history and geography (R). (RA3, 7-19)

Excerpt 4.8

State behavior as the rational actors of the international system has been the main subject matter of the study of international relations for a very long time where it still preserves its prime position. Dissolution of the Soviet Union demonstrated to us, the students of international relations that the need to know more about the inside of the state is vital as well for the understanding of international relations rather than accepting the state as a solid "black box". The impact of the dissolution of the Soviet Union on the study of International Relations was not only about its contribution to the understanding that there is a need to realize the importance of in-state dynamics for better understanding of the state behaviors in international relations. (PhDT2, 4-6)

Excerpt 4.9

In the process of national integration, material factors and normative values are to be taken into consideration collectively since they both interchangeably play important roles on the construction of the society. There are some material factors which play significant roles over society, since they are utilized as financial tools of public or private sectors. The private sector notwithstanding, governments have specific public responsibility to deliver public goods and regulate overall economic and financial systems at the highest level, for which they employ complex methods, different resources and enter into more complicated relationships with their own citizens. There is no doubt that the budget of a government is one of the most vital economical and financial tools, which can be utilized for many different purposes including economic, political, military and social purposes. (PhDT8, 1-4)

Excerpt 4.10

Various efforts had been made during the 1990s to transform Syria's conflicts with Turkey and Israel. On the one hand, Syria and Israel participated in peace negotiations between 1991 and 2000. In October 1991, the Middle East Peace Conference opened in Madrid under the co-sponsorship of the United States and the Soviet Union. Following the conference, at which principles and goals toward solving the Arab-Israeli conflict had been established, bilateral negotiations between Syria and Israel mediated by the US began in Washington on November 3, 1991. Despite some breaks, the peace process continued until March 2000, when it concluded without agreement. (PhDT 10, 1-5)

Excerpt 4.11

Uzbekistan was the most populous of the Central Asian countries that found themselves independent after the dissolution of the Soviet Union in 1991.Last Soviet censuses of 1989 revealed that Uzbekistan had a population of 19,906,000 which was larger than any of the neighboring Central Asian countries (R). This meant that at the time of the declaration of the independence almost 40% of the Central Asian population was the citizen of Uzbekistan. Although Uzbekistan's territory of 447,400 sq. km encompasses only one ninth of whole Central Asia, its share in the total population increased in the two decades of independence. In the absence of an official population census, estimated figures of July 2011 held that the country had a population of 28,128,600 (R). It is striking that the population of the country increased 50% after the declaration of the independence. Furthermore since 26% of the population was below 14 years old, the population growth seems to continue in the following decades.(R) According to the 1989 censuses 71.4% of Uzbekistan's population was ethnic Uzbek, 8.3% Russian, 4.7% Tajik, 4.1% Kazak and 2.1% Karakalpak.(R) The trend however was the increase in the share of Uzbeks at the expense of emigrating Russian population. The percentage of the ethnic Uzbek population reached to 80% in 1996 while Russians were then just 5.5%. (PhDT12, 16-25)

Excerpt 4.14

Yet, these initiatives have failed because of lack of support; Nuri Demirağ went bankrupt due to lack of orders, Vecihi Hürkuş was unable to continue production of planes due to lack of funding, Kayseri Aircraft Factory was initially bought by American Curtiss Airplanes and then shut down and Eskisehir Aircraft Factor was turned into Air Force Maintenance Factory. Consequently, this begs the question why infant but promising Turkish aircraft industry was not supported? Why Turkey needed an arms embargo to realize the necessity of national defense industry, while it had already experienced perils of dependency on foreign sources with the Ottoman experience? Why did Turkey wait for 1980s to invest in defense industry while there have been callings for establishment since 1970? (PhDT18, 44-47)

Excerpt 4.19

The main argument of this study is that transformation processes in the states of Central and Eastern Europe are constituted by the global processes of change as well as the internal dynamics. Thus, the main concern here will be to tackle the internal-external dichotomy inherent in the mainstream analyses of transformation processes in the region. The study shall focus on socioeconomic transformation processes and in particular state-society relations and states' relation to capital in Central and Eastern Europe. (PhDT1, 14-16)

Excerpt 4.24

On the contrary, as a systemic-structural analysis of the capitalist world economy, Wallerstein's World Systems Analysis (WSA) defines the relative positions of actors in the world system with a classification as core, semi-periphery and periphery. This classification arises out of the historical formation of capitalism as a value based world system shaping de facto belief systems as well. Accordingly, hegemony refers to the dominance of a single state within the core by obtaining productive, commercial and financial superiority over other core states which also brings political, militaristic and even cultural dominance. In contradiction to HST and NHST, within the WSA's conceptualization of hegemony, change is constant as hegemonic powers rise and decline. (PhDT16, 47-50)

Excerpt 4.27

Despite President Akaev, who was depicted as an increasingly authoritarian leader towards the end of his office, was ousted as a result of these events; soon, it became clear that his ouster did not change the course of politics in the country (R); did not bring about any change in the conditions of the people for the better (R) and did not create any momentum for democratization (R). This study argues that this was mainly because the decisive role of informal dynamics in shaping Kyrgyz politics which were apparent not only in the socio-political context of post-Soviet Kyrgyzstan during its first decade of independence, but also during the 'Tulip Revolution' remained intact in the aftermath of these events as well. (PhDT11, 66-67)

Excerpt 4.30

Therefore, the main contribution of this thesis is to apply Christopher Hill and Michael Smith's general framework, which they applied in explaining "International Relations of the EU" in their edited volume "International Relations and the European Union" to specific field of EU development policy by adding "change dimension" to this analytical framework. Consequently, this thesis is an attempt to a make a modest contribution to the growing body of literature on the EU's external relations and development policy. (PhDT19, 47-48)

Excerpt 4.31

In light of this framework, the study is premised upon three parts. In the first part, it is aimed to provide the theoretical setting upon which the empirical analysis is conducted. For that matter, Chapter 2 brings forward Booth and Wheeler's assumption of security dilemma 'as an idea whose time has come' and why security dilemma is still a relevant tool in understanding world

politics. The chapter then engages in providing a conceptual overview of traditional approaches both to security and security dilemma, and analyzes the basic assumptions upon which both have been theorized by the dominant schools of realism and neo-realism during and after the Cold War. (PhDT13, 87-90)

Excerpt 4.34

So the limits of the research have to be mentioned. Firstly, it should be stated that this thesis is not an analysis of Turkish-Greek relations. Although a contribution to the analysis of the relations is aimed by this thesis, it is not a historical research on the Turkish-Greek relations, at all. The issues are mainly explained from the perspective of the Turkish side and according to its interpretation of the Greek "other". Several problematical issues between two states are given in some parts of the thesis in accordance with the context, but still this study cannot be seen as a complete analysis of the relations of Turkey and Greece. Instead of briefing the history of the relations, understanding the role of the "other" in the development of these relations is the main focus of this research. In addition, this thesis is not a specific historical study of the Turks or the Ottoman Empire. (PhDT6, 46-52)

Excerpt 4.39

In 1996, the Maoist wing of the Nepal Communist Party (CPN-M) launched a revolutionary insurgency against Nepal's democratically elected government. The inability of the government to subdue the rebellion led King Gyanendra to dismiss the government in October 2002. Eventually, he suspended democracy altogether and assumed autocratic power himself. In 2006, the parties that had been deposed by the king joined the CPN-M in calling for a boycott of the 2006 municipal elections, confronting the king with an opposition coalition between armed rebels and now-disenfranchised parliamentary parties. Following a series of mass demonstrations, King Gyanendra reluctantly restored the parliament, in April 2006, and agreed to elections for a constituent assembly that would write a new constitution. In November 2006, the Maoist rebels and the restored government signed a peace agreement that for now has ended the civil war and brought the CPN-M back into the democratic fold. (RA2, 1-6)

Excerpt 4.53

This article defines religion as a 'system of beliefs and practices oriented towards the sacred or supernatural' (R). The article refers to the religious tradition with which the majority of a society identifies – e.g. 'Muslim' or 'Christian' – as 'religious makeup'. 'Religious groups' refers to organized pressure groups that base their actions on religious sentiment. And the article refers to institutional ties between religious groups and the state, and

ideological appeals to religion on behalf of state officials, as 'religion–state connections'. (RA5, 26-29)

Excerpt 4.58

Furthermore, in the post–Cold War period in which international election observation was widely available, the evidence suggests that postelection protest was more likely and lasted longer following elections declared fraudulent by international observers, even when controlling for other factors that should predict postelection protest, such as pre-election expectations that the election will be fraudulent and the performance of the opposition in the election. Thus, our central findings show that information provided by international actors can increase the relative costs of fraud, and by implication, can facilitate self-enforcing democracy. (RA11, 42-43)

Excerpt 4.59

This article contributes to two distinct literatures. First, by providing and testing a theory of how international election observers can facilitate self-enforcing democracy, it contributes to the debate on how international actors influence democratization, which is relevant to both academic and policy circles. (R) Second, by outlining a more general argument about the role of information in self-enforcing democracy, it contributes to theoretical debates about how self-enforcing democracy can be established, and it brings international actors more explicitly into work on electoral revolutions and self-enforcing democracy.(R) (RA11, 34-36)

Excerpt 4.61

The article proceeds as follows. In Section II I review the institutional literature linking electoral rules to public policy outcomes. Following, in Section III I analyze party platforms and policy formulation in the pre-1997 and post-1997 eras. Then, in Section IV I examine the nature of health policy and health outcomes, again proceeding chronologically. Finally, in Section V I address contending theories on why we witness the change in both the party system and the policy-making environment in post-1997 Thailand. Section VI concludes. (RA14, 19-24)

Excerpt 4.62

The article proceeds as follows: Section II briefly delineates the ideal type of liberal constitutionalism and the difficulties in implementing it in religiously divided societies. Section III theorizes the alternative approach of permissive constitutions, distinguishing it from restrictive constitutions, as well as from liberal constitutions. Section V highlights the similarities in arguments raised during the debates in support of permissive constitutions. Section IV analyzes a variety of permissive and restrictive constitutional arrangements adopted by India (formal permissiveness), Israel (informal permissiveness), Turkey (imposed secularism through restrictive constitution), and Indonesia (shifting from religious constitutional permissiveness at the foundational stage to constitutional restrictiveness after 1959 and back to religious permissiveness in 1998). Section VI offers a preliminary comparison between the long-term impact of the various constitutional arrangements on the emergence of democratic institutions and on the prospects for freedom of religion and freedom from religion in the four case studies. The conclusion proposes directions for additional research, with suggestions for both conceptual and empirical studies. (RA15, 36-42)

Excerpt 4.76

The thesis will end with some proposals about the progress from negative to positive perception of the "Greek other" and the possibility of a collective identity including the Turks and the Greeks. (PhDT6, 116)

Excerpt 4.78

In the last part of the chapter, there will be an ascription of the European identity as possible ground of coexistence of the Turkish and Greek identities, which would contain self and other in the same vein. (PhDT6, 114)

APPENDIX P: TÜRKÇE ÖZET

BİR TÜR OLARAK ARAŞTIRMA SÖYLEMİNDE ULUSLARARASI İLİŞKİLER ALANINDA YAZILMIŞ OLAN DOKTORA TEZLERİ VE ARAŞTIRMA MAKALELERİNİN BÜTÜNCEYE DAYALI ÇÖZÜMLENMESİ

1. Giriş

İngilizce dili özellikle bilim ve teknoloji alanında uluslararası dil konumunu kazanmıştır (Crystal, 2003; Grabe & Kaplan, 1996; Jenkins, 2003; Johns & Dudley-Evans, 1991). Dolayısıyla, araştırmaları İngilizce dilinde basıp yayımlamak oldukça önem kazanmıştır ve akademisyenlerin bilime katkısı beklenmektedir. Yazma, akademi dünyasında araştırmacıların, okuyucuların ve yazarların aralarında bir bağ kurabilmek için gerekli bir araç olarak görülmektedir. Bilimde makale ve/veya tez yazmanın rolü oldukça güçlü ve yaygındır. (Pecorari, 2002; Salager-Meyer & Ariza, 2003). Ancak, bilimin ihtiyaçlarını karşılayacak şekilde ve dili etkili kullanarak İngilizce dilinde araştırma yayımlamak akademisyenler için zorlu bir deneyimdir. Kendi alanlarındaki söylem topluluğuna makale ve/veya tez yazmak özellikle bu alana yeni adım atan araştırmacılar için daha zordur. Hatta, bu mesele ana dili İngilizce olmayan akademisyenler için daha fazla zorluklar içerir (Canagarajah, 1996; Flowerdew, 2001; Gosden, 1995; Misak et al. 2005).

Tez ve/veya makale yazmak ve alanda kabul görmek için bilimsel alana yeni adım atan araştırmacıların izlemesi gereken bazı önemli aşamalar vardır. Swales'in (1990) de belirttiği üzere zaman içerisinde ve disiplinlerin gelişmesiyle birlikte gereklilikler ve izlenen politikalar gittikçe daha karmaşık ve detaylı hale gelmiştir. Bu durum da araştırmacıların makale yayımlamasına

yardımcı olmak için araştırma makalelerinin detaylı bir şekilde incelenmesi gerekmektedir.

Birçok araştırmacı, ana dili İngilizce olsun veya olmasın akademiye yeni adım atan tüm araştırmacıların kendi alanlarındaki söylem topluluğuna makale ve/veya tez yazmayı öğrenmesi gerektiğini savunur (Bizzell, 2003; Bartholomae, 1985; Berkenkotter & Huckin, 1995; Dudley-Evans, 1995, 1997, Flowerdew and Forest, 2009; Swales & Feak 1994, 2000; Upton & Connor, 2001). Ancak, bu süreç ana dili İngilizce olmayan deneyimsiz araştırmacılar için daha zordur (Gosden, 1995).

Sonuç olarak, bilimsel alanda akademik yazı yazabilmek üzerine yazılmış araştırmalar, son zamanlarda genç akademisyenlerin yazma becerilerini şekillendirmede söylem topluluğunun önemini vurgulamaktadır (Dias, 1994; Dudley-Evans, 1995; Flowerdew, 2000; Martin, 2003; Ruiying & Allison, 2003; Samraj, 2002, 2004; Swales, 1990, 2004). Kısaca belirtmek gerekirse özellikle son yıllarda tür analizi sadece uygulamalı dilbilimcilerin değil söylem analizcilerinin, iletişim uzmanlarının, sosyologların, çevirmenlerin de dikkatini çekmiştir (Bhatia, 2002).

Makale veya tez yazarken bütün bölümlerinin uygun bir şekilde yazılması önemliyken, özellikle giriş kısımlarının daha yavaş, zorlayıcı ve problemli olduğu kanısına varılmıştır. Swales ve Feak (2012) Yunan filozofu Eflatun'a gönderme yaparak "Başlamak bitirmenin yarısıdır" diyerek giriş bölümlerinin zorluğuna vurgu yapmışlardır. Özellikle giriş bölümlerinin zorlu olmasından dolayı bu çalışma makale ve doktora tezlerinin giriş bölümlerine odaklanmıştır.

Swales (1990, 2004) araştırma makalelerinin giriş bölümlerini inceleyerek, bu yazı türünün yapısal organizasyonunu açıklayan CARS isimli bir model öne sürmüştür. Birçok çalışma bu modeli kullanarak akademik disiplinler

arasındaki yapısal organizasyon açısından benzerlik ve farklılıklara bakmıştır. Bu çalışmalar Swales'in önerdiği CARS Modelinde yer alan adımların[6] birçok disiplinde yer aldığını; ancak birim yapıları açısından disiplinlerarası farklılıklar olduğunu ortaya çıkarmıştır (Kanoksilapatham, 2007, 2012; Khani & Tazik, 2010; Loi, 2010; Samraj, 2002, 2008; Soler-Monreal, et.al. ,2011; Swales, & Najhar, 1987; Öztürk, 2007; Taş, 2008; Yaylı & Canagarajah, 2014).

Disiplinlerarası farklılıkların ortaya çıkmasına rağmen, yapılan çalışmalar henüz yetersizdir. Özellikle de uluslararası ilişkiler alanında yapılan bir çalışmaya rastlanılmamıştır. Dolayısıyla, bu çalışma Swales'in önerdiği CARS Modelini (2004) kullanarak uluslararası ilişkiler alanında yazılmış olan makalelerin ve doktora tezlerinin giriş bölümlerinin yapısal organizasyonunu incelemeyi amaçlamıştır. Makaleler bu alandaki saygın ve etki faktörü yüksek dergilerden seçilirken, doktora tezleri Orta Doğu Teknik Üniversitesi, Uluslararası İlişkiler bölümü doktora öğrencileri tarafından yazılan tezlerden seçilmiştir.

Yapısal organizasyonun incelenmesine ek olarak, yazarın şahıs zamirleri kullanarak kimliğini ortaya koyması akademik yazı araştırmalarının diğer bir odak noktasıdır. Akademisyenlerin çalışmalarında, varlıklarını belirtme şekilleri yazar kimliklerini ortaya koymaları ve otoriterileriyle yakından ilgilidir. Yazarın şahıs zamirleri kullanarak kimliğini ortaya koyması sadece yazarın iletmek istediği fikirleri değil okuyucular üzerinde bıraktığı etkiyi de etkiler (Hyland, 2001). Bu noktadan hareketle, bu çalışma, seçilmiş olan makale ve doktora tezlerinin giriş bölümlerinde yazarların birinci kişi zamirlerinin kullanımını da incelemeyi amaçlamıştır.

[6]Move = Adım
Step = Birim Yapısı

Bu çalışma, Uluslararası İlişkiler alanında ODTÜ'de yazılmış doktora tezleri ve araştırma makalelerinin tür özellikleri üç temel açıdan incelemeyi amaçlamaktadır:

1. Dilbilgisel-Sözcüksel Öğeler
2. Metinsel Öğeler
3. Sözbilimsel Öğeler (Yazarın Metin İçerisindeki Varlığı ile İlgili Belirticiler)

Bu bağlamda, bu çalışma aşağıdaki araştırma sorularına yanıt aramayı hedeflemiştir:

1. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümlerinin tür özellikleri nelerdir?

    1.1 ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümlerinin dilbilgisel-sözcüksel ögeleri nelerdir?

    1.2. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümlerinin adım yapısı nedir?

        1.2.1. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümlerinin adım yapısı CARS Modeli ile ne kadar uyumludur?

    1.3 ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümlerinin sözbilimsel özellikleri (yazarın metin içerisindeki varlığı ile ilgili belirticileri) nelerdir?

2. Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin tür özellikleri nelerdir?

    2.1 Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin dilbilgisel-sözcüksel ögeleri nelerdir?

    2.2. Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin adım yapısı nedir?

1.2.1. Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin adım yapısı CARS Modeli ile ne kadar uyumludur?

1.3 Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin sözbilimsel özellikleri (yazarın metin içerisindeki varlığı ile ilgili belirticileri) nelerdir?

3. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümleri ve Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin tür özellikleri ne kadar uyumludur?

3.1. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümleri ve Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin dilbilgisel-sözcüksel ögeleri ne kadar uyumludur?

3.2. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümleri ve Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin adım yapıları ne kadar uyumludur?

3.3. ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümleri ve Uluslararası İlişkiler alanında yazılmış olan makalelerin giriş bölümlerinin sözbilimsel özellikleri (yazarın metin içerisindeki varlığı ile ilgili belirticileri) ne kadar uyumludur?

ODTÜ'de Uluslararası İlişkiler alanında yazılmış olan doktora tezlerinin giriş bölümleri ve Uluslararası İlişkiler alanında yazılmış olan araştırma makaleleri incelenirken aşağıda tanımlanan dilbilgisel-sözcüksel, metinsel ve sözbilimsel öğeler ele alınmıştır.

Bu çalışmada kullanılan bazı önemli terimlerin kullanımları aşağıda belirtilen anlamları çerçevesinde kısıtlıdır. Bu terimler aşağıda alfabetik sırayla sunulmuştur.

Akademik Yazı: Bu çalışmada akademik yazı, belirgin bir disiplinde yer alan üyelerin belirli bir türe mahsus olan şartları ve gelenekleri yerine getirerek tez önerileri, araştırma makaleleri ve tez gibi türlerle iletişim sağladığı bir yazı türüdür. Horowitz'in (1986: 452) de belirttiği gibi "akademik yazı yazan kişinin görevi oldukça açık olan yönergeler doğrultusunda veriyi bulmak, düzenleyemek ve sunmaktır". Bu tanımlara dayanarak, bu çalışma için diğer akademik yazı çeşitlerinin arasından iki tür akademik yazı seçilmiştir: 1. ODTÜ Uluslararası İlişkiler öğrencileri tarafından yazılmış olan doktora tezleri ve 2. Uluslararası İlişkiler alanındaki saygın dergilerde basılmış olan makaleler.

Dilbilgisel-Sözcüksel Öğeler: Bu çalışmada incelenen dilbilgisel-sözcüksel öğeler metinlerdeki içerik, yapısal, akademik sözcük ve sözcük dizinlerinin, örnek-örnekçe oranlarının ve etken-edilgen yapıların sıklık sayımlarını kapsar.

Metinsel Öğeler: Bu çalışmada metinlerdeki adım yapısı Swales'in (2004) CARS (Bir Araştırma Alanı Oluştur) Modeline göre çözümlenmiştir.

Sözbilimsel Öğeler: Bu çalışmada incelenen sözbilimsel öğeler yazarın metin içerisindeki varlığı ile ilgili belirticiler ile sınırlıdır.

Tür: Biber ve Conrad (2009) türü çeşitli metin türlerinin özellikle de yazılı metinlerin geleneksel retorik organizasyonuna odaklanmak olarak tanımlamışlardır. Connor (1996) bu tanıma ek olarak, türlerin statik olmadığını ve belirli bir kültürde, belirgin bir düzene göre yazılmış yazının yazılması ve algılanması arasında sürekli bir bağlantı olduğunu söylemiştir.

Ayrıca, Swales (1990, 2004) türün iletişimsel amaçlarına göre yapı, stil, içerik ve hedeflenen okuyucuya göre çeşitli örüntülerin olduğunu ifade etmiştir. Bu mantıksal açıklama söylem çözümlemenin temelini oluşturmaktadır ve içerik

ve stil seçimlerini sınırlamakta ve etkilemektedir. Swales (1990, 2004) tarafından önerilen tür analizi modeli, metnin bölümlerini belirli bir türe mahsus olan iletişimsel amaçlarına göre gruplandırır. Bu bağlamda, Swales'in tür analizi modeli bu çalışmada Uluslararası İlişkiler alanında yazılmış araştırma makalelerinin ve ODTÜ'de yazılmış olan doktora tezlerinin giriş bölümlerini incelemek amacıyla kullanılmıştır.

2. Önceki Çalışmalar

1950'lerden günümüze bütünceye dayalı dilbilim çalışmaları dilbilimin en faydalı ve heyecan verici çalışmalarından birisi olmuştur. Biber ve beraber çalıştığı araştırmacılar tarafından öne sürüldüğü üzere, bütünceye dayalı çalışmalar akademik metinlerin genel karakteristik yapılarını belirlemede önemli rol oynamaktadır (örneğin, Biber, 1988, 2006b; Biber, Conrad, Reppen, Byrd, & Helt, 2002; Biber, Johansson, Leech, Conrad, & Finegan, 1999).

Bütünceye dayalı yapılan en detaylı tür analizi çalışmalarından birisi Biber (1988) tarafından yapılmıştır. Biber çalışmasında İngilizce'de kullanılan hem yazılı hem de konuşma türlerinin dilbilimsel analizini yapmıştır. Ayrıca, Sun ve Wang (2003) kelime dizininin ikinci dil ya da yabancı dil öğreniminde kelime öğrenimine çok önemli katkı sağladığını belirtmiştir. Son çalışmalar yeni kelimenin öğrenimi için sadece içgüdüye bağlı olarak yeterli örnek bulmanın neredeyse imkânsız olduğunu göstermiştir. Ancak, yeterince büyük bir bütünce kullanarak, kelime dizini programı çeşitli bağlamlarda kullanılmış oldukça fazla sayıda örneği hızlı ve etkili bir şekilde listeleyebilir (Anthony, 2005).

Ancak, bütünceye dayalı dilbilim çalışmalarının temel olarak sadece dilbilgisel-sözcüksel ögelere ve bu ögelerin yerel seviyede incelenmesine odaklanması eleştirilmiştir (Flowerdew, 1998). Leech'in (1991) de söylediği

gibi çalışmaların çoğu dilbilgisi (kelime sınıflandırma) ya da kelime düzeyinde olmuş ve anlam ve/veya söylem çözümlemesi çalışmalarına çok az yer verilmiştir.

Neyse ki, son yıllarda bütünceye dayalı dilbilim çalışmaları tür analizi (Swales, 1990) gibi çalışmalara da uygulanmaya başlanmıştır. Özellikle tezlerin ve araştırma makalelerinin tür özelliklerini bütünceye dayalı olarak incelemek akademik yazı araştırmalarında önemli bir alan hale gelmiştir. Bu konuda ilk çalışmalar 1981 yılında Swales'in araştırma makalelerinde kullanılan adımları açıklamak için önerdiği *sui generis modeline* kadar uzanmaktadır. Daha sonra, Swales 1990 yılında modeli revize etmiş ve CARS Modelini oluşturmuştur. Daha sonra bu model günümüze kadar araştırma yazılarının tür analizinde önemli bir rol oynamıştır.

Connor (2007) yazı türlerinin tanımlanabilir ve büyük ölçüde öngörülebilir adım yapılarından oluştuğunu öne sürmüştür. Dolayısıyla, bu adım yapılarının araştırma yazıları yazmaya yeni adım atan yazarlara nasıl etkili ve başarılı bir şekilde yazılması gerektiğini öğretmede kullanılabileceğini belirtmiştir (Dudley-Evans, 1995). Ancak, bu yaklaşımın İngilizce öğrenen öğrencilere öğretilmesi hem öğrenciler hem de öğretmenler açısından sorun oluşturabilir. Çünkü öğrenciler ve öğretmenler araştırma yazılarını yazarken bu modelin tek alternatif olduğunu düşünebilirler. Dudley-Evans (1997: 352-353) uluslararası yayımı etkisi altına alan ve araştırma yazılarında tek uygun modelin Anglo-Amerikan bir model olduğu inancının yanlış olduğunu vurgulamıştır. Hatta bu yaklaşım Philippson (1992) tarafından öne sürülen dil sömürgeciliğine örnek teşkil etmektedir.

Connor ve arkadaşları (2007) tarafından öne sürüldüğü gibi, araştırma yazılarındaki giriş bölümleri "bir model hepsine uyar" anlayışından disiplinlere dayalı belirgin metinsel farklılıkların öngörüldüğü bir bakış açısına

dönüşmüştür. Sonuç olarak, Swales'in bütünceye dayalı adım yapısı analizi akademik ve profesyonel metinlerin incelenmesinde çok fazla sayıda araştırmaların yapılmasına sebep olmuştur. Akademik yazı araştırmaları içinde Swales'in CARS Modeli biyokimya (Kanoksilapatham, 2005; D. Thompson, 1993), biyoloji (Samraj, 2002), bilgisayar bilimi (Posteguillo, 1999), tıp (Nwogu, 1997; Williams, 1999), sosyoloji ve organik kimya (Bruce, 2009), ve mühendisliğin üç alt dalı (Kanoksilapatham, 2012) gibi çeşitli disiplinlerde kullanılmıştır. Ayrıca, bu model kitaplar (Nwogu, 1991) doktora tezleri (Hopkins & Dudley-Evans, 1988), ve üniversite ders anlatımları (S. Thompson, 1994) gibi çeşitli akademik türlerde de kullanılmıştır.

Örneğin, Kwan (2006) Swales'in CARS Modelini kullanarak uygulamalı dilbilim alanında yazılmış doktora tezlerinin adım yapısını incelemiştir. Bu tezlerin araştırma makalesinde kullanılan adım yapısı ile benzerlikler gösterdiğini ama yapısal olararak tamamen aynı olmadıklarını belirtmiştir. Nwogu (1997) beş adet tıp dergisinden seçilmiş 30 metinden oluşan bütünceyi metinsel yapısını ortaya çıkarmak için incelemiştir. Çalışmasının sonuçları doğrultusunda CARS Modelinin modifiye edilmiş bir halini önermiştir. Benzer bir şekilde, Anthony (1999) yazılım mühendisliği alanında yazılmış ve en iyi makale ödülünü almış 12 makalenin giriş bölümlerini Swales'in CARS Modeline göre incelemiştir. Çalışmanın sonuçları, modelin makalenin giriş bölümlerinin ana hatlarını yeterince açıkladığını göstermiştir. Ancak, CARS Modelinin bahsi geçen alanda yazılan makaleler için bazı değişiklikler içermesi gerektiğini önermiş ve modele yeni bir "adım"ın eklenmesi gerektiğini savunmuştur.

Son olarak, bütünceye dayalı dilbilim çalışmaları metinlerde geçen sözbilimsel öğeleri de incelemiştir. Bu çalışma kapsamında bu ögeler yazarın metin içerisindeki varlığı ile ilgili belirticiler ile sınırlıdır. Örneğin, Hyland (2001) birinci şahıs zamirlerini sekiz disiplinden gelen 240 makalenin oluşturduğu

bütüncede incelemiştir. Çalışma metinlerin analizi ve alandaki uzman kişilerle yapılan sözlü görüşmeler sonucunda çeşitli disiplinlerdeki metinlerde yazarın kendi varlığını nasıl belirttiğini, ne tür seçenekler olduğunu ve yazarın kendisini belirtmesinin nasıl algılandığını ortaya koymuştur.

3. Araştırma Yöntemi

3.1. CARS Modelinin Seçilmesi

İki bütüncenin adım yapısının ve birim yapısının araştırılması için CARS (Bir Araştırma Alanı Oluştur) Modeli (Swales, 2004) belirli birkaç sebepten dolayı seçilmiştir. Öncelikle, bu model tür analizleri çalışmalarında bir öncü olarak kabul edilmektedir ve alandaki birçok kavram ve tekniği detaylı bir şekilde örneklemektedir. İkinci olarak, bu model Swales tarafından 1981 yılında ilk öne sürüldüğünden beri birçok çalışmanın (Cooper, 1985; Crookes, 1986; Anthony, 1999; Samraj, 2002) sonuçlarına göre düzenlemeden geçmiştir. Son olarak, bu model, İngiliz Dili Öğretimi alanında direk olarak atıfta bulunulan veya modelden etkilenmiş kitapların alanda mevcut olduğu bir modeldir ki bu da modelin akademi dünyasında kabul gördüğünün önemli bir göstergesidir.

3.2 Disiplinin Seçilmesi

Araştırmanın planlanması aşamasında verilere kolay ulaşılabilmesi açısından uygun örnekleme prensibine dayalı olarak (Dörnyei, 2007; Creswell,2007) bu çalışma için seçilen disiplin Uluslararası İlişkilerdir. Aynı zamanda, bu alan en büyük sosyal gruptaki insan davranışını inceleyen 20. yüzyılın başlarında açığa çıkmış olan bir bilim dalıdır. Bu alanın öneminden dolayı bilimsel makale ve doktora tezlerini yazılması gereği aşikârdır. Buna ek olarak, bu alanın tür özelliğini araştıran, araştırmacının bildiği bu tezin yazıldığı an itibari ile daha önce yapılmış olan hiçbir çalışma yoktur. Dolayısıyla, Uluslararası İlişkiler

alanında yazılmış makale ve tezlerin giriş bölümlerinin incelenmesinin alandaki birçok akademisyen ve öğrencilere faydalı olabileceği düşünülmektedir.

3.3 Giriş Bölümlerinin Seçilmesi

Bu çalışma doktora tezlerinin ve araştırma makalelerinin giriş bölümlerini incelemeyi amaçlamaktadır. Giriş bölümlerinin seçilmesinin sebeplerinden biri, araştırma türünden bağımsız olarak bütün makale ve tezlerin bu bölümü içermesidir. Diğer bir sebep ise; bu bölümlerin neredeyse bütün akademik yazarlar tarafından zor bir bölüm olarak algılanmasıdır çünkü Swales'in (1990) de belirttiği gibi "akademik bir yazıya başlamak onun devamını yazmaktan daha zordur". Son olarak, giriş bölümleri öz kısmından hemen sonra gelen ve okuyucunun tezin ya da makalenin devamını okuyup okumaması konusunda karar vermesini belirleyen önemli bir bölümdür. Bütün bu sebepler doğrultusunda bu çalışmada giriş bölümleri incelenmiştir.

3.4 Bütüncenin Seçilmesi

Bu çalışmada her biri farklı bir yazı türünü örnekleyen iki bütünce kullanılmıştır: 1. doktora tezleri ve 2. araştırma makaleleri. Doktora tezleri ODTÜ Uluslararası İlişkiler alanında yazılmış tezlerden seçilirken, makaleler yine aynı alanda yazılmış etki faktörü yüksek saygın dergilerden seçilmiştir. Veri toplanırken ölçüte dayalı ve rastgele örnekleme teknikleri kullanılmıştır.

3.4.1. Doktora Tezi Bütüncesinin Oluşturulması

78360 kelimeden oluşan doktora tezi bütüncesi son 10 yılda (2006 ile 2015 yılları arasında) ODTÜ Uluslararası İlişkiler Bölümü doktora öğrencileri tarafından yazılan doktora tezlerinden oluşmaktadır. Doktora tezleri seçilirken

şu üç temel ölçüte dikkat edilmiştir: 1. Tezler veri toplama aşamasında erişilebilir olmalı, 2. Swales'in CARS Modeli alt başlık içeren tezleri incelemeye yönelik olmadığından tezlerin giriş bölümü alt başlıklar içermemeli, ve 3. Swales'in CARS Modeli teorik olmayan tezleri incelemek amacı ile oluşturulduğundan seçilecek tezlerin uygulamaya dayalı tezler olması. Doktora bütüncesine, bu ölçütlere uyan 21 adet doktora tezinin giriş bölümleri dâhil edilmiştir. Seçilen tezler hakkında detaylı bilgi Tablo 1 de verilmiştir.

Tablo 1. Bu Çalışmada Kullanılan Doktora Tezleri Bütüncesi

Yıl	**Tez adedi**
2006	1
2007	2
2008	2
2009	2
2010	1
2011	4
2012	2
2013	4
2014	2
2015	1
Toplam	**21**

3.4.3. Araştırma Makalesi Bütüncesinin Oluşturulması

19958 kelimeden oluşan araştırma makalesi bütüncesi son 10 yılda (2006 ile 2015 yılları arasında) değişik milliyetlere ait olan yazarlar tarafından Uluslararası İlişkiler alanındaki önemli dergilerde yayımlanmış makalelerden oluşmaktadır. Makaleler seçilmeden önce dergiler şu ölçütlere göre seçilmiştir:

1. Uluslararası İlişkiler alanındaki araştırmacıların görüşleri ve 2. Dergilerin etki faktörü. Makaleler seçilirken, doktora tezi seçilirken kullanılan ölçütlerin aynısı kullanılmıştır. Yazarların milliyetleri, giriş bölümlerinin uzunluğu ya da yazarların sayısı gibi faktörler dikkate alınmamıştır. Araştırma makalesi bütüncesine, bu ölçütlere uyan 21 adet makalenin giriş bölümleri dâhil edilmiştir. Seçilen makaleler hakkında detaylı bilgi Tablo 2 de verilmiştir.

Tablo 2. Bu Çalışmada Kullanılan Araştırma Makaleleri Bütüncesi

Dergi / Yıl	*International Security*	*International Organisation*	*Journal of Peace Research*	*World Politics*	**Toplam**
2006	-	-	1	-	**1**
2007	-	1	-	1	**2**
2008	-	-	1	1	**2**
2009	1	1	-	-	**1**
2010	-	-	1	-	**1**
2011	1	1	1	1	**4**
2012	1	-	1	-	**2**
2013	1	1	1	1	**4**
2014	-	1	-	1	**2**
2015	1	-	-	-	**1**
Toplam	**5**	**5**	**6**	**5**	**21**

3.5 Veri Analizi

Temel olarak betimsel bir niteliğe sahip bu çalışmada karma yöntem kullanılmıştır. Analizler hem nitel hem de nicel analiz içermektedir. Nitel analiz elle işaretleme yöntemi kullanılarak adım yapısı analizini (Swales 2004)

içerirken, nicel analiz bilgisayar destekli çözümleme yöntemi kullanılarak dilbilgisel-sözcüksel özelliklerin analizini ve sözbilimsel öğelerin analizini içermektedir.

Dilbilgisel-sözcüksel özelliklerin analizi için Laurence Anthony tarafından geliştirilmiş olan *AntConc3.4.4w (Windows)* ve *AntWordProfiler1.4.0w (Windows)* yazılım programları kullanılmıştır. Ayrıca, iki bütüncenin okunurluluk analizi için *Microsoft Office Word Program* (2007 sürümü) kullanılmıştır.

Metinsel öğelerin analizi için iki bütüncede yer alan metinlerdeki adım yapısı Swales'in (2004) CARS Modeline göre çözümlenmiştir. Nitel verilerin analizi, bu çalışmayı yürüten araştırmacıya ek olarak iki bağımsız değerlendirici tarafından yapılmıştır. Bu iki değerlendirici Uluslararası İlişkiler alanında en az lisans derecesine sahip olan ve İngilizce bilen kişiler olma özelliklerini taşımaktadırlar. Bu çalışmayı yürüten araştırmacı ve diğer 2 değerlendirici modeli tanıdıkları, kodlama şeklini ve örnek kodlama yaparak ne kadar uyumlu olduklarını tartıştıkları bir eğitim toplantısı yapmışlardır. Araştırmacı verilerin tümünü analiz ederken ikinci değerlendirici verilerin %40'ını bireysel bir şekilde analiz etmiştir. Bu iki değerlendirici arasında anlaşmazlık olduğunda üçüncü değerlendiricinin görüşlerine başvurulmuştur.

Son olarak, iki bütüncedeki sözbilimsel öğeler (yazarın metin içerisindeki varlığı ile ilgili belirticiler) bilgisayar destekli çözümleme yöntemi kullanılarak bulunmuştur.

3.6 Geçerlilik ve Güvenilirlik

Çalışmanın geçerliliğini sağlamak için 3 temel adım kullanılmıştır. İlk olarak, bir konuya ışık tutmak için çeşitli kaynaklardan gelen veri ve kanıtları kullanan

bir yöntem olan karma yöntem kullanılmıştır. Ayrıca veri analizini sunarken zengin ve detaylı tanımlamalar ve örnekler kullanılmıştır. Bunlara ek olarak ODTÜ'de Uluslararası İlişkiler Bölümünde görevli bir akademisyene deneysel ve teorik tezlerin ayrımına karar verirken başvurulmuştur. Örneklem seçiminde üç temel ölçüte bakılmıştır.

Tablo 3. Değerlendiriciler Arasındaki Güvenilirlik Testi Sonucu

	Cohen's Kappa	Yüzde
RA	.878	89.76
PhDT	.820	86.22

Tablo 4. Ana Değerlendiricinin Kendi İçindeki Güvenilirlik Testi Sonucu

	Cohen's Kappa	Yüzde
RA	.947	95.68
PhDT	.919	93.42

Çalışmanın güvenilirliği için hem değerlendiriciler arasındaki ve ana değerlendiricinin kendi içindeki güvenilirliği incelenmiştir. Yüksek derecede güvenilirlik elde etmek için standartizasyon toplantıları yapılmıştır. Bu çalışmada Cohen'in Kappa formülü kullanılmıştır. Yapılan güvenilirlik testi sonucunda, yukarıdaki tablolarda da (Tablo 3 ve 4) belirtildiği gibi güvenilirlik oranlarının yüksek çıktığı görülmektedir.

4. Bulgular

4.1 Dilbilgisel-Sözcüksel Öğelere İlişkin Bulgular

Çalışmanın sonuçlarına göre; kelime yoğunluğu açısından Uluslararası İlişkiler alanında yazılmış makalelerin giriş bölümleri, tezlerin giriş bölümlerine oranla daha yüksektir. Bu, makale yazarlarının kelime seçimlerinde daha fazla çeşitliliğe yer verdiklerini göstermektedir.

Her iki bütüncede, K1 (İngilizce'de en sık kullanılan ilk 1000 kelime), ve Akademik Kelime Listesi (AWL, Coxhead, 2000) kullanımı açısından önemli bir fark gözlenmemiştir. Ancak, K2 (1001-2000 kelime) kullanımı açısından belirli bir fark ortaya çıkmıştır. Tezlere oranla, makalelerin giriş bölümlerinde biraz daha fazla K2 kelimeleri kullanılmıştır. Bu da doktora tezlerinin giriş bölümlerine göre, araştırma makalelerinin giriş bölümlerindeki sözcükler daha az sıklıkta rastlanan, daha akademik sözcükler olduğunu göstermiştir.

Her iki bütüncenin okunurluluk düzeylerinin hesaplanması sonucunda, makalelere oranla tezlerin giriş bölümlerinde çok daha kelime, cümle ve paragraf olduğunu göstermiştir. Bu sonuç, tez yazarlarının kelime sınırı olmadığı göz önüne alınırsa beklenen bir sonuçtur. Ayrıca, tezlerin giriş bölümlerinde çok daha fazla edilgen çatı kullanıldığı gözlemlenmiştir. Makalelerde edilgen çatı kullanma oranı sadece %1 iken tezlerde bu oran %26'dır. Ancak, her tümceye düşen ortalama sözcük ve ortalama sözcük uzunluğu açısından iki bütüncede önemli bir farklılık gözlemlenmemiştir. Sonuç olarak, Flesch Okuma Kolaylığı testi iki bütünce arasında önemli bir fark olmadığını göstermektedir.

Son olarak, her iki bütüncede en sık kullanılan anlam yükü olan ilk 1000 kelime, dilbilgisi özelliği olan ilk 1000 kelime ve dörtlü kelime öbekleri halinde ilk 1000 sözcük öbeği ortaya çıkarılmıştır.

Bu çalışmanın sonuçları Uluslararası İlişkiler alanında yazılmış makalelerin giriş bölümlerinin, aynı alanda yazılmış doktora tezlerinin giriş bölümlerine göre, dilbilgisel-sözcüksel olarak kelime kullanımı açısından daha yoğun olduğunu göstermiştir.

4.2 Metinsel Öğelere İlişkin Bulgular

Bu bölümde Uluslararası İlişkiler alanında yazılmış araştırma makalelerinin ve ODTÜ'de yazılmış olan doktora tezlerinin giriş bölümleri Swales'in CARS Modeline göre incelenmiştir. Öncelikle, iki bütüncenin genel adım yapısı incelenmiştir. Genel adım yapısı incelenirken, bu iki bütüncenin CARS Modeli ile ne kadar uyumlu olduğuna ve bu iki bütüncenin adım yapısının birbiri ile ne kadar uyumlu olduğuna bakılmıştır. Ayrıca, iki bütüncenin birim yapıları incelenmiştir. Birim yapıları incelenirken, bu iki bütüncenin CARS Modelinde yer alan birim yapıları ile ne kadar uyumlu olduğuna ve bu iki bütüncenin birim yapısı açısından birbiri ile ne kadar uyumlu olduğuna bakılmıştır. Bu incelemenin sonuçları takip eden bölümde sunulmuştur.

4.2.1. Adım Yapısına İlişkin Bulgular

Çalışmanın sonuçlarına göre, CARS Modelinin Uluslararası İlişkiler alanında yazılmış makalelerin giriş bölümlerini ODTÜ'de yazılmış olan doktora tezlerinin giriş bölümlerine oranla daha iyi açıkladığı anlaşılmıştır. Hiçbir tez yazarı Swales'in önerdiği modele uyum göstermez iken 21 tane makale yazarı içinde 2 tane makale yazarı bu modele uygun yazmıştır. Her iki bütünce detaylı olarak incelendiğinde bazı adım yapılarının birbirini takip eden ve bazı adım

yapılarının tekrar tekrar kullanıldığı gözlemlenmiştir. Bu adım yapıları sırasıyla Adım 1- Adım 3 ve Adım 1 – Adım 2- Adım 1- Adım 3'tür.

Doktora tezi ve araştırma makalesi bütünceleri adım yapılarının kullanımı açısından bazı benzerlikler ve farklılıklar göstermiştir. Benzerlikler dikkate alındığında, öncelikle, hem makale hem de tez yazarları CARS Modelinde önerilen üç adım yapısını da giriş bölümlerinde kullanmışlardır. Üç adım yapısı da makale yazarlarının hepsi (%100) tarafından tercih edilmiştir. Tez yazarlarının hepsi (%100) Adım- 1 ve Adım- 3'ü tercih etmişken bu oran Adım 2 (%90,4) için biraz düşüktür. Genel olarak bakıldığında, bu üç adım yapısının kullanım sıklığı %50 limitinin üstünde olduğu ve hatta oldukça yüksek olduğu için her iki bütünce için de bu adım yapıları tercihe bağlı değil zorunlu adım yapıları olarak kabul edilmişlerdir. İkinci benzerlik ise, her iki bütüncede de CARS Modeli tarafından da önerildiği üzere çoğu yazar giriş bölümlerini Adım 1 ile başlayıp (20/21 tez yazarı, 19/21 makale yazarı) Adım 3 ile bitirmişlerdir (21/21 tez yazarı, 20/21 makale yazarı). Farklılıklara bakıldığında ise, doktora tezlerinin araştırma makalelerine oranla daha çok ve daha uzun adım yapısı içerdiği görülmüştür. Doktora tezi bütüncesi ortalama 20,2 adım yapısı içerirken, araştırma makalesi bütüncesi ortalama 8,7 adım yapısı içermiştir.

4.2.2. Birim Yapısına İlişkin Bulgular

Birim yapıları incelendiğinde her iki bütüncede benzerlik ve farklılıklar mevcuttur. Benzerlik ve farklılıklar her bir adım yapısı ve o adım yapısının altında yer alan birim yapıları için verilmiştir.

Yazarların alan belirlemesi yaptıkları Adım-1 ve altında olan birim yapılarına bakıldığında, iki temel benzerlik göze çarpmaktadır. Birinci benzerlik olarak, bu adım yapısının her iki bütüncede de oldukça sık kullanıldığı görülmüştür (%90,5 makale yazarı, %100 tez yazarı). İkinci benzerlik ise, Adım 1'in altında

yer alan Birim Yapısı- 2'nin kullanım sıklığıdır. Bu birim yapısını kullanarak yazarlar düşüncelerini desteklemek için çeşitli alıntılar yapmaktadırlar. Bu birim yapısı her iki bütüncede de çokça tercih edilmeyip az kullanılmıştır. (%9,5 makale yazarı, %14,2 tez yazarı). Farklılık olarak ise, Adım 1'de yer alan Birim Yapısı-1'in kullanım sıklığı verilebilir. Tez yazarları gerçek detaylarla bir durumu anlattıkları bu birim yapısını makale yazarlarına oranla neredeyse iki kat daha fazla kullanmışlardır. İstatistiksel olarak vermek gerekirse, %61,9 tez yazarı bu birimi kullanmış iken sadece %33,3 makale yazarı bu birimi giriş bölümlerinde kullanmışlardır. Adım 1'in altında yer alan Birim Yapısı 1 ve 2 ilgili diğer önemli bir özellik ise bu birim yapılarının Swales'in CARS Modelinde yer almadığıdır. Bu iki birim hakkında detaylı bilgi aşağıda yer alan 4.2.3. Yeni Çıkan Birim Yapısına İlişkin Bulgular bölümünde verilmiştir.

Yazarların araştırma alanında hiçlik (boşluk) oluşturduğu Adım 2 ve alt birim yapıları incelendiğinde, her iki bütüncede de yazarlar Adım 2- Birim Yapısı 1A'yı benzer şeklilde kullanmışlardır. Bu birim yapısında yazarlar araştırma alanında bir boşluk belirtirler. Aynı oranda tez ve makale yazarı bu boşluğa yer vermiştir (%90,4 tez ve makale yazarı). Farklılıklara bakıldığında Adım 2'nin altında yer alan diğer iki birim yapısının kullanımlarından bahsedilebilir. Bu birim yapılarından bir tanesi daha önceki çalışmalardan bilinen bilgiye ekleme yapılan Birim Yapısı- 1B'dir. Bu birim yapısı makale yazarları tarafından daha çok kullanılmıştır. %76,2 makale yazarı bu birimi giriş bölümünde kullanırken bu oranın neredeyse yarısı kadar tez yazarı (%42,9) bu birime giriş bölümünde yer vermiştir. Diğer farklılık ise Adım 2- Birim Yapısı 2'nin kullanımı ile ilgilidir. Bu birim yapısında yazarların amacı çalışmaları için olumlu dayanak sunmalarıdır. Tez yazarları makale yazarlarına oranla bu birim yapısını daha sık kullanmayı tercih etmişlerdir (%33,3 makale yazarı, %61,9 tez yazarı).

Son adım yapısı olan ve yazarların çalışmalarını sundukları Adım-3 birim yapıları ile birlikte incelendiğinde, benzerlikler şöyledir. İlk olarak, Adım 3- Birim Yapısı 1 ve Adım 3- Birim Yapısı 7 her iki bütüncede benzer bir şekilde kullanılmıştır. Bu iki birim yapısı her iki bütüncede de oldukça sık tercih edilmiştir. Yazarların araştırmalarını açık bir şekilde duyurduğu bir birim olan Adım 3- Birim Yapısı 1 %95,2 makale yazarı tarafından ve bütün (%100) tez yazarları tarafından kullanılmıştır. Yazarların çalışmalarının genel hatlarını belirlemek için kullandıkları Adım 3- Birim yapısı 7 ise %85,7 makale yazarı ve yine tüm (%100) tez yazarları tarafından kullanılmıştır. İki bütünce arasındaki diğer bir benzerlik ise her iki bütüncede de sıklıkla tercih edilmeyen (%50 limitin altında kalan) ve dolayısıyla giriş bölümleri için zorunlu olmayan birim yapıları ile ilgidir. Bu birim yapılardan bir tanesi Adım 3 – Birim Yapısı-2'dir. Bu birim yapısında araştırmada kullanılan önemli terim ve kavramların tanımları verilir. Bu birim yapısı özellikle makale yazarları tarafından daha da az tercih edilmiştir (%14,2 makale yazarı, %33,3 tez yazarı). Son olarak ise, Birim Yapısı 8 ve 9 kullanım sıklığı açısından her iki bütüncede de %50 limitinin altında kalmıştır. Aslında bu iki birim yapısı hiçbir makale yazarı tarafından kullanılmamıştır. Çalışmanın limitlerinin verildiği Birim Yapısı-8 4 tez yazarı (%19,05) tarafından kullanılmıştır. Çalışmada kullanılan yöntemin değerlendirildiği Birim Yapısı-9 ise sadece 3 tez yazarı (%14,2) tarafından kullanılmıştır. Bu iki birim yapısıyla ilgili diğer önemli bir özellik ise bu birim yapılarının Swales'in CARS Modelinde yer almadığıdır. Bu iki birim hakkında detaylı bilgi aşağıda yer alan 4.2.3. Yeni Çıkan Birim Yapısına İlişkin Bulgular bölümünde verilmiştir.

Adım Yapısı-3'e ait olan birim yapıları ile ilgili farklılıklara bakıldığında öne çıkan birim yapıları şunlardır:

a) hipotezlerin ve/veya araştırma sorularının verildiği Birim Yapısı-2,

b) araştırmada kullanılan yöntemlerin belirtildiği Birim Yapısı-4,

c) ana sonuçların verildiği Birim Yapısı-5 ve

d) çalışmanın değerinin vurgulandığı Birim Yapısı-6'dır.

Makale ve tez yazarlarının Adım 3- Birim Yapısı-2'nin kullanımı oldukça dikkat çekicidir. Bu birimde çoğu tez yazarı (%95,2) giriş bölümünde araştırma sorularını belirtirken, sadece 6 tane makale yazarı (%28,6) araştırma sorularını giriş bölümünde vermiştir. Sonuç olarak, bu birim yapısı %50 limitini doktora tezleri için aşmış olduğundan zorunlu olan birim yapıları içinde yer almaktadır. Ancak, aynı durum makalelerin giriş bölümü için söylenemez. Birim Yapısı-4, bütün tez yazarlarının (%100) tercih ettiği bir birim iken 21 makale yazarından 14'ünün (%66,7) tercih ettiği bir birim yapısıdır. Bu birim yapısı her iki bütüncede %50 limitini aşmış olmasına rağmen aralarındaki fark belirgindir. Yazarların çalışmalarının ana sonuçlarını verdikleri Birim Yapısı-5'in kullanımı da dikkat çekicidir. Bu birim yapısı makalele yazarları tarafından sıklıkla tercih edilmiş iken tez yazarlarının pek sık kullanmadıkları bir birim yapısıdır. 21 makale yazarı arasında 17 yazarın (%80,9) tercih ettiği bu birim sadece 10 tane tez yazarı (%47,6) tarafından kullanılmıştır. Son olarak, birim Yapısı-6 daha çok tez yazarının (%61,9 tez yazarı, %47,6 makale yazarı) tercih ettiği bir birim yapısıdır. Bu birim yapısının kullanımı makalelerin giriş bölümleri için %50 limitinin altında kalmış ve makaleler için isteğe bağlı olarak kullanılan birim yapılarından biri olmuştur.

4.2.3. Yeni Çıkan Birim Yapısına İlişkin Bulgular

İki bütünce incelendiğinde yeni birkaç birim yapısının çıktığı gözlemlenmiştir. Bu birim yapıları CARS Modelinde olmayan sadece bu iki bütünceye özgü birim yapılarıdır. Bu birim yapıları sırasıyla şöyledir: Adım 1- Birim Yapısı 1 (%61,9 tez yazarı, %33,3 makale yazarı), Adım 1- Birim Yapısı 2 (%14,2 tez yazarı, %9,5 makale yazarı), Adım 3- Birim Yapısı 8 (%19,5 tez yazarı, %0 makale yazarı), ve Adım 3- Birim Yapısı 9 (%14,2 tez yazarı, %0 makale yazarı). Yeni çıkan birim yapıları arasında en belirgin olanı Adım1-Birim

Yapısı 1 olandır çünkü bu birim yapısı tez bütüncesi içinde sık kullanılan tek birim yapısıdır (%61,9). Diğer birim yapıları kullanım sıklığı açısından %50 limitinin altında kalmıştır.

4.3 Sözbilimsel Öğelere (Yazarın Metin İçerisindeki Varlığı ile İlgili Belirticilere) İlişkin Bulgular

Bu çalışmada kullanılan iki bütünce incelendiğinde, yazarın metin içerisindeki varlığı ile ilgili belirticilerin karşıtsal olarak çözümlenmesi sonuncunda, bu iki bütünce arasında önemli farklılıklar ortaya çıkmıştır. Hemen hemen makale yazarlarının hepsi (21 yazarın 19'u) giriş bölümlerinde "Ben" ve/veya "Biz" kişi zamirlerini kullandıkları tespit edilmişitr. Ancak, sadece birkaç tez yazarı (21 yazarın 5'i) bu zamirleri giriş bölümlerinde kullanmışlardır.

Kullanım sıklığındaki bu farklılığının yanı sıra, her iki bütünce arasında yazarların metin içerisindeki varlığı ile ilgili olarak kullandıkları belirteçlerin geçtiği adım ve birim yapısı da farklılıklar göstermiştir. Makale yazarları tarafından bu belirteçlerin geçtiği en çok kullanılan iki adım ve birim yapısı vardır. Bunlardan birisi yazarların araştırma çalışmalarını bilerek ve tanımlayıcı bir şekilde açıkladıkları Adım 3 – Birim 1'dir (21 makale yazarı içinde 15'i). Aynı birim yapısında, 21 tez yazarının içinde sadece 3 tanesi bu birim yapısında bu belirteçleri kullanmışlardır. Makale yazarları tarafından en yaygın şekilde kullanılan diğer birim yapısı Adım 3 – Birim 7'dir. Bu birim yapısında yazarlar araştırma yazılarının genel yapısını verirler. Birçok makale yazarı (21 makale yazarı içinde 15) bu birim yapısında varlığını metin içinde belirtmiş iken sadece 3 tez yazarı varlığını belirtmeyi tercih etmiştir.

Yazarların giriş bölümlerinde varlıklarını sıklıkla belirttikleri diğer birim yapıları ise şöyledir: Çalışmanın ana sonuçlarının duyurulduğu Adım 3 – Birim 5 (11/21 makale yazarı, 1/21 tez yazarı), çalışmada kullanılan yöntemlerin

açıklandığı Adım 3 – Birim 4 (10/21 makale yazarı, 4/21 tez yazarı), çalışmanın hiptezlerinin ve/veya araştırma sorularının verildiği Adım 3 – Birim 2 (5/21 makale yazarı, 2/21 tez yazarı), çalışmanın değerinin vurgulandığı Adım 3 – Birim 6 (5/21 makale yazarı, 2/21 tez yazarı).

Araştırmanın sonuçları, makale yazarlarının kişi zamirlerini kullanarak varlıklarını metin içerisinde belirttiklerini göstermiştir. Makale yazarlarından farklı olarak, tez yazarlarının ise varlıklarını metin içinde belirtmekten özellikle kaçındıkları gözlemlenmiştir.

5. Tartışma ve Öneriler:

Bu sonuçlar doğrultusunda, doktora tezi ya da makalenin giriş bölümlerini yazmayı hedefleyen akademisyenlere bu bölümlerdeki dilbilgisel-sözcüksel özelliklerinin kullanımı açısından farkındalıklarının geliştirilmesi açısından bazı öneriler getirilmiştir.

Dilbilgisel-sözcüksel öğelere ilişkin olarak, akademisyenlerin küçük bir bütünce oluşturarak küçük çaplı bir araştırma yapmaları önerilebilir. Bu çalışmada kullanılmış olan bilgisayar yazılım programları bu küçük çaplı çalışmalarda kullanılabilir ve çıkan sonuçları tartışılabilir.

Metinsel Öğelere ilişkin olarak, üç temel öneri sunulabilir. İlk olarak, Uluslararası İlişkiler alanındaki doktora programlarında bazı değişiklikler yapılabilir (Flowerdew, 2009; Peacock, 2002; Swales, 1987; Swales & Feak, 2012). Öğrencilerin tez ve makalelerin giriş bölümlerinde metinsel öğelerin nasıl kullanıldığına yönelik farkındalıkları arttırılabilir. Swales ve Feak'in (2012) kitabında önerilen çeşitli aktiviteler bu konudaki farkındalığın arttırılması için faydalı olabilir. İkinci olarak, geleneksel olarak kullanılan tez yerine öğrenciler yayınlanmaya hazır makalelerden oluşan tezler yazabilirler

(Dong, 1998; Paltridge, 2002). Son olarak, Pecocari (2006) tarafından önerilen çıraklık yöntemidir. Bu yöntemde doktora öğrencisi ile tezin danışmanı birlikte çalışarak bir makale yazarlar.

Son olarak, sözbilimsel öğelere (yazarın metin içerisindeki varlığı ile ilgili belirticilere) ilişkin olarak, programa dâhil edilecek olan farkındalık yükseltecek aktiviteler yardımıyla doktora öğrencilerine makalelerde bu belirteçlerin daha fazla kullanıldığı gösterilebilir. Bu öğrencilere, bu belirteçlerin özellikle ne zaman, ne sıklıkla ve nasıl kullanılabileceği gösterilebilir.

Kısaca, bu çalışma Uluslararası İlişkiler alanında yazılmış olan tez ve makalelerin giriş bölümlerinin tür özelliklerini ortaya çıkarmayı amaçlayarak bu bölümü yazmayı hedefleyen akademisyenlere yardımcı olmayı amaçlamıştır. Bu çalışma zaman kısıtlamaları nedeniyle daha büyük bir bütünce ile çalışamamıştır. Ayrıca, Uluslararası İlişkiler alanındaki akademisyen ve öğrencilerle mülakat yapamamıştır. Dahası, ileriki çalışmalarda bu alanda yazılmış olan makale ve tezlerin diğer bölümleri (yöntem, sonuç blümleri gibi) incelenebilir. Ayrıca, öğrencilere ODTÜ'de verilen akademik yazma kursları detaylı bir şekilde incelenebilir.

APPENDIX R: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Küçükoğlu, Ece Selva
Nationality: Turkish (TC)
E-mail: eceselva@metu.edu.tr

EDUCATION

MA TEFL	Bilkent University, Foreign Language Education	2002
BA	Anadolu University, Foreign Language Education	1999

PERSONAL EXPERIENCE

2006-Present	METU, Department of Basic English, Lecturer
2005-2006	Ministry of Education, High School , Teacher
1999-2005	Anadolu University, Preparatory School, Lecturer

PUBLICATIONS

Küçükoğlu, E. S. , Kasapoğlu, A. (2002) The Inter-Rater Reliability of Two Alternative Analytical Grading Systems, *IATEFL Testing, Evaluation, and Assessment SIG Newsletter, Issue: October 2002.*

PAPER PRESENTATIONS

Küçükoğlu, E. S. (2014) *Writers as Evaluators: Why Not?* EWCA, Frankfurt (Oder), Germany

Küçükoğlu, E. S. (2013) *An Evaluation of the Writing Program at METU, DBE*. 34th TESOL Athens, Greece

Küçükoğlu, E. S. , Yörüdü, A. E. (2009) *Three-way observation: The Perfect Circle or The Bermuda Triangle?* 10th METU ELT Convention, METU, Ankara

Küçükoğlu, E. S. , Yörüdü, A. E. (2009) *Are Methods Dead For Teachers- II?* Back to the Future: English for All Ages, TESOL Greece, Athens

Küçükoğlu, E. S. , Yörüdü, A. E. (2009) *The Perfect Circle or the Bermuda Triangle?* Growth, The 10th International METU ELT Convention, Ankara, Turkey

CERTIFICATES

2011 Learning, Teaching & Assessing Speaking Skills, Gordion Academy, METU, Turkey

2010 School of Languages Trainer Education Program (SLTEP), Sabancı University, Turkey

APPENDIX S: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	☐
Sosyal Bilimler Enstitüsü	X
Uygulamalı Matematik Enstitüsü	☐
Enformatik Enstitüsü	☐
Deniz Bilimleri Enstitüsü	☐

YAZARIN

Soyadı : Küçükoğlu
Adı : Ece Selva
Bölümü : Yabancı Diller Eğitimi

TEZİN ADI (İngilizce) : A Corpus-Based Analysis of Genre-Specific Discourse of Research in the Phd Theses and Research Articles in International Relations

TEZİN TÜRÜ : Yüksek Lisans ☐ Doktora X

1.Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.	☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.	☐
3.Tezimden bir (1) yıl süreyle fotokopi alınamaz.	X

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: