Hacettepe University Graduate School of Social Sciences

Department of English Linguistics

A COMPARATIVE REGISTER ANALYSIS OF THE LANGUAGE OF COOKING USED IN TURKISH RECIPES

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KABUL VE ONAY

Aslıhan KOÇAK tarafından hazırlanan "A Comparative Register Analysis of the Language of Cooking Used in Turkish Recipes" başlıklı bu çalışma, 18.09.2013 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dilbilimi Anabilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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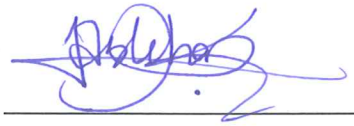
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Aslıhan KOÇAK

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ÖZET

KOÇAK, Aslıhan. *Türkçe Yemek Tariflerinde Kullanılan Dilin Karşılaştırmalı Kesit Analizi*, Master Tezi, Ankara, 2013.

Söylem çözümlemesi sözlü ve yazılı dil kullanımının betimlenmesi ve çözümlenmesi olarak tanımlanabilir (Paltridge, 2008, p. 3). Söylem çözümlemesinde farklı yaklaşımlar bulunmaktadır. Dil kullanımını incelemeye yönelik olan bu yaklaşımlardan biri de kesit çözümlemesidir. Kesit çözümlemesi hem nitel hem de nicel teknikleri kullanır. Kesit çalışmaları belirli durumlarda ortaya çıkan farklı dil kesitlerinin dilsel ve durumsal özelliklerini tanımlamayı amaçlamaktadır (Biber and Conrad, 2009). Bu master tezi Türkçe yemek tariflerinin çok boyutlu, tek kesitli çözümlemesi olarak da tanımlanabilir.

Çalışmanın amaçları 1) Türkçe yemek tariflerinin sözcüksel- dilbilgisel ve söylem özelliklerini betimlemektir, 2) sözcüksel-dilbilgisel ve söylemsel farklılıkların olup olmadığını saptamaktır. Bu çalışmada iki Türk yazar tarafından 1974 ve 2011 yıllarında yazılmış olan iki yemek kitabında bulunan ve her bir kitabı temsilen sistematik seçilmiş 322 yemek tarifi incelenmiştir. Bu yemek kitaplarından seçilen tarifler ortalama 36.000 sözcükten oluşmaktadır.

Araştırmada yöntem olarak Douglas Biber'ın (1988) çok boyutlu kesit inceleme yöntemi kullanılmaktadır. Bu yaklaşımda sözcüksel-dilbilgisel ve söylemsel özellikler incelenir. Söylemsel özellikleri betimlemek için sözcüksel-dilbilgisel özelliklerin sıklığı sayılır. Bu çalışma kapsamı içerisinde bilgi verici/etkileşimsel üretim boyutları, soyut/somut bilgi biçemi boyutları ve genel/duruma bağlı gönderim boyutları olmak üzere sadece üç boyut ve 16 dilbilgisel özellik ele alınmıştır. Bu çalışmanın bulguları Türkçe yemek tariflerinde kullanılan dilin bilgi verici, planlanmış, soyut biçemli ve genel gönderimli metin türü olduğunu göstermektedir. 1974 ve 2011 yıllarına ait Türkçe yemek tariflerinin söylemsel

özelliklerinin değişmediği fakat sonucu etkilemeyen bazı sözcüksel ve dilbilgisel özelliklerin değiştiği ortaya çıkmıştır. Bunun yanı sıra, sonuçlar Türkçe yemek tariflerinin belli dilbilimsel ve söylemsel özellikler taşıyan özel bir dil kesiti olduğunu göstermektedir.

Anahtar Sözcükler

Söylem Çözümlemesi, Kesit İncelemesi, Çok Boyutlu İnceleme, Türkçe Yemek Tarifleri.

ABSTRACT

KOÇAK, Aslıhan. *A Comparative, Register Analysis of The Language of Cooking Used in Turkish Recipes*, Master Tezi, Ankara, 2013.

Discourse analysis is defined as the description and analysis of both spoken and written language use (Paltridge, 2008, p. 3). Discourse analysis itself has various approaches. One of these discoursal approaches to the analysis of language use is register analysis. Register analysis depends on both qualitative and quantitative analytical techniques. Register studies describe the situational and linguistic characteristics of particular registers (Biber and Conrad, 2009).This study can be defined as a multidimensional, single register analysis of the Turkish cooking recipes.

The aims of the study are (1) to describe the lexico-grammatical and discoursal features of the Turkish cooking recipes, (2) to find whether there are lexical-grammatical and discoursal differences in two individual years. In the study, 322 cooking recipes were investigated systematically taken from two cookery books written by two Turkish authors in 1974 and 2011. The cooking recipes selected from the two cookery books in the study consisted of approximately 36,000 words.

For the purposes of analysis and comparison, this study adopts Douglas Biber's (1988) multidimensional (MD) register analysis approach which is based on a computer corpus to identify text-based association patterns. In this approach, lexico-gramatical and discoursal features are analysed. The number of lexico-grammatical features is counted in order to determine the discoursal features. In this study only three dimensions, 'informational versus interactional production', 'abstract versus non-abstract information style' and 'explicit versus situation-dependent reference', and 16 linguistic features are analysed. The findings of the study indicate that Turkish cooking recipes have planned and informative

discourse, abstract style and explicit references. Also, the findings have revealed that the Turkish cooking recipes in 1974 and in 2011 have no difference in discoursal features but some of the lexical and grammatical features which do not affect the results have changed. In addition to these, the results have showed that Turkish cooking recipes have a special language with certain linguistic structures and/or register markers and discoursal features.

Key Words

Discourse Analysis, Multidimensional Analysis, Register Analysis, Turkish Cooking Recipes.

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CHAPTER 1

INTRODUCTION

1.1. CLEARING THE GROUNDS: GENERAL VIEWS AND APPROACHES IN DISCOURSE ANALYSIS

No human language is fixed, uniform or unvarying. All languages exhibit internal variation. Human language is a rule-governed system within which an enormous amount of flexibility or creativity is possible (Wardhaugh, 1986, p. 2).

Discourse analysis is a rapidly growing and evolving field. There are, in fact, a number of differing views on what discourse analysis actually is. Retrospectively, it may be claimed that the origins of modern discourse analysis are classical rhetoric and grammatical, which was concerned with the rules of correct language use (Van Dijk, 1985, p. 1).

The term discourse analysis was first introduced by Zellig Harris in 1952 as a way of analysing connected speech and writing. He had two main interests: the examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behaviour (cited in Paltridge, 2008, p. 2). Discourse analysis officially flourished with the publication of the journal 'Discourse Processes' in 1978 (in Graesser, Gernsbacher and Goldman, 2003). Mitchell (1957) was one of the first researchers to examine the discourse structure of texts. He looked at the ways in which people order what they say in buying and selling interactions (cited in Paltridge, 2008, p. 4).

Discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. It looks at patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents

different views of the world and different understandings. It examines how the use of language is influenced by relationships between participants, as well as the effects of the use of language upon social identities and relations. It also considers how views of the world and identities are constructed through the use of discourse. Discourse analysis examines both spoken and written texts (Paltridge, 2008, p. 2).

Discourse analysis is interested in what happens when people draw on the knowledge they have about language… to do things in the world (Johnstone, 2002, p. 3 cited in Paltridge, 2008, p. 3). It is the analysis of language in use. Discourse analysis considers the relationship between language and the contexts in which it is used and is concerned with the description and analysis of both spoken and written language. Chimombo and Roseberry (1998) argue it is to provide a deeper understanding and appreciation of texts and how they become meaningful to their users (cited in Paltridge, 2008, p. 3). According to Richards and Schmindt (2002), the discourse analysis included work in the area of pragmatics; a consideration of the ways in which people mean more than what they say in spoken and written discourse (cited in Paltridge, 2008, p. 4).

One useful way of looking at the ways in which language is used by particular cultural groups is through the notion of the ethnography of communication (Hymes, 1964 cited in Paltridge, 2008, p. 5). Hymes's notion (1972) of communicative competence is an important part of the theoretical background to the ethnography of communication as well as communicative perspectives on language teaching and learning. Communicative competence involves not only knowing a language but also what to say to whom and how to say it appropriately in a particular situation (in Paltridge, 2008, p. 6). A further way of looking at cultural ways of speaking and writing is through the notion of discursive competence (Bhatia, 2004). Discursive competence draws together the notion of textual competence, generic competence and social competence. Textual competence refers to the ability to produce and interpret contextually appropriate texts. Generic competence describes how we are able to respond to both recurring and new communicative situations by constructing,

interpreting, using and exploiting conventions associated with the use of particular kinds of texts or genres. Social competence describes how we use language to take part in social and institutional interactions in a way that enables us to express our social identity, within the constraints of the particular social and communicative interactions (cited in Paltridge, 2008, p. 7).

Cazden (1998 cited in Paltridge, 2008, p. 8) describes two main views on discourse analysis; those which focus on the analysis of stretches of naturally occurring language and those which consider different ways of talking and understanding. Fairclough (2003 cited in Paltridge, 2008, p. 8) contrasts what he calls textually oriented discourse analysis with approaches to discourse analysis that have more of a social theoretical orientation. Fairclough argues for an analysis of discourse that is both linguistic and of social theoretical orientation. Cameron and Kulick (2003) argue that the instances of language in use that are studied under a textually oriented view of discourse are still socially situated and need to be interpreted in terms of their social meanings and functions (cited in Paltridge, 2008, p. 8).

The view of discourse as the social construction of reality sees texts as communicative units which are embedded in social and cultural practices (Johnstone, 2002 cited in Paltridge, 2008, p. 9). Discourses include socially situated identities. When we speak or write we use more than just language to display who we are and how we want people to see us. Gee (2005 cited in Paltridge, 2008, p. 11) argues the ways we make visible or recognizable who we are and what we are doing always involves more than just language. The notion of performativity derives from speech act theory and the work of the linguistic philosopher Austin (cited in Paltridge, 2008, p. 12). All texts are in an intertextual relationship with other texts. All texts, whether they are spoken or written, demonstrate their meanings against the background of other texts and things that have been said on other occasions (Lemke, 1992 cited in Paltridge, 2008, p. 13).

Stubbs (1998, p. 1) explains discourse as attempts to study the organisation of language above the sentence, above the clause and, therefore, to study larger linguistic units such as conversational exchanges or written texts.

Schiffrin, Tannen and Hamilton (2001, p. 1) summarize the main points of discourse analysis studies as follows: 1) anything beyond sentence level, 2) actual language use, 3) a broader range of social practise that includes non linguistic and non specific instances of language.

Van Dijk (1997, p. 2) summarizes three main dimensions of discourse: 1) language use, 2) communication of beliefs 3), interaction in social situations. In recent years, discourse analysis of contexts is widespread, such as law, order and academic genres. Van Dijk provides eight different contributors of discourse analysis as follows: Ethnography, structuralism and semiotics, discourse grammar, sociolinguistics and pragmatics, ethnomethodology, cognitive psychology, social psychology and incursive psychology communication studies. Each of these fields provides an integral part of modern discourse studies.

Such a rich range of contributor fields of discourse analysis certainly reflect its interdisciplinary nature. Discourse analysis could be viewed as the study of language use beyond the sentence boundaries and as an extension and/or realization of the trends that emerged in the mid-sixties. However, it is difficult to provide a straightforward definition of discourse analysis. The terms discourse and discourse analysis have different meanings to scholars in different fields (Grabe, 1984 cited in Schriffrin, Tannen and Hamilton, 2001).

In the 20th century, the quality of classroom discourse has become a prominent focus. The research is relevant to criticizing what is going on in the classroom and to the answering of questions about how and where teaching and learning succeeds or fails.

Currently there are several dominant approaches in the field of discourse; these are discourse psychology, computational discourse, discourse technologies, conversation analysis, hybrid qualitative and quantitative approaches and

corpus analysis (Graesser, Gernsbacher and Goldman, 2003). Discourse psychology covers text comprehension, language use, non literal speech acts. Discourse psychologists test theories by collecting data from humans either during or after discourse comprehension or production. Computational discourse combines discourse processes and computer science (Graesser, Gernsbacher and Goldman, 2003, p. 12). Since discourse is at the heart of any human machine system, technology designers need discourse researchers during the design process of animated conversational agents or automated telephone answering systems, therefore, technological discourse has gained importance recently. Conversational analyses moment to moment interaction and the sequences of linguistic discourse actions that create meaning. The hybrid approach covers both qualitative analysis which identifies discourse categories sequences and patterns on various dimensions and quantitative analysis which analyses data with statistics and other qualitative techniques (Graesser, Gernsbacher and Goldman, 2003). Corpus analysis is one of the most popular approaches of discourse analysis. Over the past years, corpus based studies have become more common because it can provide a scope and reliability of analysis. It is based on empirical analysis of natural texts (corpus) and depends on both qualitative and quantitative analytical techniques (Biber, Conrad and Reppen, 1996).

Bhatia (1993, p.3) classifies discourse studies into four major categories: Register analysis, functional language description, interactional analysis and genre analysis. Of these major categories of discourse studies, register analysis is one of the earliest discourse approaches to the description of language use or register. Register analysis focuses mainly on the identification of statistically significant lexico-grammatical features of a language variety (Bhatia, 1993, p.5). Functional language description or grammatical rhetoric analysis is the second major approach used in discourse studies. Its aim is to investigate the relationship between grammatical choice and rhetorical function in written English for science (Selinker, Lackstrom and Trimble, 1973, p. 1 cited in Bhatia, 1993, p. 6-7). In this approach the writer's preferences regarding syntactic structures are determined. The third approach, interactional analysis or

language description as discourse, could be defined as applied discourse analysis. The basic assumption of the interactional analysis is the interpretation of discourse by reader/listener (Bhatia, 1993, p. 8). Discourse is seen as an interactive phenomenon. This approach to language use provides us with the fact that language use whether spoken or written is an interactional activity. The last approach, genre analysis or language description as explanation, is to describe text's discoursal structures in addition to its lexico-grammatical structures. In such studies, along with the analysis of grammatical patterns of several text types, their discourse structures, communicative purposes and broader social and institutional context are also described.

In addition to these descriptive discourse studies, there are also critical forms of discourse analysis namely, critical discourse analysis and political discourse analysis. Critical discourse analysis is a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context (Van Dijk, 2001, p. 352).

Discourse analysis may be defined as the study of both spoken and written language use. Discourse analysis has various approaches. One of these discoursal approaches to the analysis of language use is register analysis. Register analysis is heavily based on the Hallidayan assumption that each register has its own lexical grammatical features since each register has unique communicative purposes. The multidimensional approach developed by Biber adopts this assumption and deals with register variation in language.

Most multidimensional (MD) studies have been undertaken to investigate the patterns of variation among 'registers': varieties of language that are defined by their situational (i.e. non-linguistic) characteristics. These analyses have shown that there are important, systematic linguistic differences among registers. Those linguistic differences exist because of the functional basis of multidimensional analysis: linguistic co-occurrence patterns reflect underlying communicative functions. Registers differ in their situational/communicative characteristics and, as a result, the dimensions identify important linguistic

differences among registers. However, it is important to note that the register categories are defined in situational rather than linguistic terms.

The development of computer-based approaches to discourse analysis has facilitated numerous corpus-based studies investigating linguistic features. These corpus-based studies have been conducted to investigate the use of linguistic features. Researchers have employed several methodologies to conduct corpus-based studies. One of the more effective tools utilized by Biber in corpus studies is a statistical method called a 'multi dimensional analysis' which was originally developed by Biber (1988) to analyze the range of spoken and written registers in English.

In addition to the descriptions of a single register, a corpus-based approach enables comparative analysis of register variation. One advantage of a comparative register perspective is to understand the linguistic characteristics of a particular register relative to a representative range of registers in the language.

1.2. AIMS

The aims of this study are to analyse and describe the lexico-grammatical and discoursal features of the Turkish cooking recipes in 1974 and in 2011 comparatively and to determine whether the Turkish cooking recipes have distinct lexico-grammatical and discoursal features in two individual years. This study seeks to identify discoursal features of the Turkish cooking recipes in terms of 'informational' (planned) versus 'interactional' (unplanned) discourse, abstract versus non abstract discourse, explicit versus situation dependent references comparatively.

1.3. RESEARCH QUESTIONS

In line with the aims of the study, the following research questions have been developed.

1. What are the lexico-grammatical features of the Turkish cooking recipes in the year 1974 and in the year 2011 respectively?

2. What the discoursal features of the Turkish cooking recipes in the tear 1974 and in the year 2011 respectively?

3. Are there any differences in the lexico-grammatical and discoursal features of the Turkish cooking recipes in two different years; 1974 and 2011?

1.4. STATEMENT OF SIGNIFICANCE

The linguistic study helps us to understand the difference between the language used in the cookery books, which not only describes the lexico-grammatical and discoursal features of the Turkish cooking recipes but also compares and contrasts these features of the Turkish cooking recipes in two individual years; 1974 and 2011. Since there is scarce research on the lexico-grammatical and discoursal features of Turkish cooking recipes concerning multidimensional register analysis, the results of this study may contribute to the literature by revealing the language used in Turkish cooking recipes. This study may also provide insights for practitioners, researchers and instructors in the field of cooking. This study may reflect the increased interest in cookery books and recipes. The present study about the Turkish cooking recipes may contribute to register analysis of written texts. As multidimensional register studies are carried out on recipes the same type of study can be applied to other texts like law or medicine.

It is interesting to investigate co-occurring patterns of linguistic features and dimensional differences either in the same discipline or across disciplines. More multidimensional analyses should be conducted to investigate linguistic features in cooking recipes both within the discipline and across disciplines. Moreover, research by a team of researchers is recommended due to the time-consuming tasks of tagging and counting. Future research may be carried out different co-occuring linguistic features and dimensions in cooking recipes. Future research may also explore how certain linguistic features are used in cooking recipes in different years or periods. It is interesting to investigate jargons and technical terms used in cooking recipes.

1.5. LIMITATIONS OF THE STUDY

As merely two Turkish cookery books from two individual years (1974 and 2011) are compared and analysed in the study, the results can not be generalized.

The sample size is nearly 36,000 words. The cookery book written in 1974 consisted of approximately 16,500 words. The cookery book written in 2011 consisted of approximately 19,500 words. This size is limited to make generalizations.

The data obtained from the two cookery books are analyzed in terms of the 16 lexico-grammatical patterns. These 16 lexico-grammatical features are related to only three dimensions. Therefore, considering the limitations of this particular study, only these three dimensions ‘informative (planned) versus interactional (involved) production’, ‘abstract versus non abstract information style’ and ‘explicit versus situation dependent reference’ are used as the method of analysis. The lexico-grammatical patterns of ‘informational versus interactional discourse’, ‘abstract versus non abstract information style’ and ‘explicit versus

situation dependent reference' are combined from the studies of Biber (1988) and adapted to Turkish.

This study is restricted to cooking disciplines. This is also applied in regional language of cookery books or texts, but these regional cookery texts are excluded.

No recipe is translated. All recipes are original to the Turkish cuisine.

To limit the scope of this study, recipes provided in spoken form are not considered. The recipes under analysis are all in written mode.

The inclusion of more cookery books in the study would have increased the reliability of the data.

In addition, in the original model of the study, the frequency of certain linguistic features is counted by using computer programs and this increases reliability. Since there is no pre-existing corpora, texts are collected and entered into a computer in Turkish. However, there is no tagging computer program available for Turkish. Most of the lexico-grammatical features are counted by hand because for Turkish there is no computer program available due to its structure and the values of the lexico-grammatical patterns are presented in terms of frequency and percentage. Only the total number of words in each cookery book is counted automatically by the word count program of the computer.

The cooking recipes are selected systematically. The following things are taken into consideration while selecting the cooking recipes systematically; the same cooking recipe, the cooking recipe cooked in a different style. If these features are not found in both cookery books, the cooking recipes are selected to have the same number from both cookery books.

This particular study does not have the hard-core scientific approach to sampling discourse excerpts because the sample size is small. This study adopts an alternative approach based on a small representative sample of cases. According to a corpus-based analysis approach, much can be learned

from a detailed analysis of a small representative sample of cases. This study might be considered as a multidimensional register analysis as well.

The recipe text as a register has not been fully analyzed. The recipe offers varied information concerning not only the realm of linguistics, but also social, cultural and historical aspects. This study explores the linguistic patterns of the Turkish cooking recipes and the changes in the register in a time span of two individual years.

1.6. METHODOLOGY

1.6.1. Method: Multidimensional Register Analysis

This study can be defined as a multidimensional single register analysis and a comparative analysis of the Turkish cooking recipes in two individual years; 1974 and 2011.

For the purposes of analysis and comparison, this study adopts Douglas Biber's (1988) multidimensional (MD) register analysis approach which is based on a computer corpus to identify text based association patterns. Biber, Conrad and Reppen (1998) named their approach as multidimensional register analysis.

This study aims at investigating the discoursal features of a single register, namely, the cooking recipe language in Turkish, by comparing and contrasting this register in two individual years; 1974 and 2011, which, in turn, provides a better understanding of the cooking recipe language. This study employs the multidimensional approach developed by Biber (1988) to describe the lexico-grammatical and discoursal features of the Turkish cooking recipe language.

The multidimensional (MD) approach gives formal status to the notion of linguistic co-occurrence, by providing empirical methods to identify and interpret

co-occurrence patterns as underlying dimensions of variation. The co-occurrence patterns comprising each dimension are identified quantitatively through factor analysis. It is not the case, though, that quantitative techniques are sufficient in themselves for multidimensional analyses of register variation. Rather, qualitative techniques are required to interpret the functional bases underlying each set of co-occurring linguistic features. (Biber, 1994, p.35)

The analysis is based on the combination of quantitative and qualitative analysis methodology. Quantitative methods of analysis deal with the differing relative distributions of some linguistic features across the recipes and with the frequency of some recurring words. Grammatical features are quantified with respect to the occurrences of some typical grammatical structures that recur throughout recipes. Discourse level features are quantified with the main focus on cohesion and coherence markers and the means used for organization of the message conveyed in the recipe texts. The quantitative analysis has been chosen and included in the methodology of the analysis on the grounds that "register distinctions are based on differences in the relative distribution of linguistic features" (Biber, 1994, p. 35).

As Biber (1994) points out, in linguistic analysis "two major types of linguistic characterization should be distinguished: First, these are register markers, which are distinctive linguistic features found only in particular registers" (Biber, 1994, p. 34). These linguistic features also "function through frequency of occurrence or conventionalized association with specific contexts, as high-profile signals of particular registers" (Biber and Atkinson, 1994, p. 369). The second linguistic characterization that should, according to Biber, be distinguished in the linguistic analysis relates to the fact that "registers are distinguished by differing exploitations of core linguistic features (e.g., nouns, pronouns, subordinate clauses)" (Biber 1994, p. 34). Additionally, Biber (1994, p. 35) emphasizes that core lexical and grammatical features are among the most pervasive indicators of register differences.

Both the two linguistic characterizations mentioned above, i.e. the register markers and the range of core linguistic features which recur in the language of

recipes, are discussed and accounted for in the analysis. The linguistic analysis is done on the lexico-grammatical and discoursal level. The analysis of every level of language of recipes is intended to reveal the characteristic features of the language that make the register distinctive.

The dimensions of variation have both linguistic and functional content. The linguistic content of a dimension comprises a group of linguistic features (e.g., nominalizations, prepositional phrases, attributive adjectives) that co-occur with a high frequency in texts. Based on the assumption that co-occurrence reflects shared function, these co-occurrence patterns are interpreted in terms of the situational, social, and cognitive functions most widely shared by the linguistic features. That is, linguistic features co-occur in texts because they reflect shared functions (Biber, 1994, p. 36).

The analysis of the language of recipes follows the guidelines given by Biber (1994) on the general characteristics of register analyses. Biber (1994) says that “typical register studies have three components: description of the situational characteristics of a register, description of the linguistic characteristics, and analysis of the functional or conventional associations between the situational and linguistics features” (Biber, 1994, p. 33). In accordance with this, the analysis is introduced by a description of the situational characteristics of the register of recipes. The account of situational characteristics is followed by a description of the linguistic, syntactic and discourse characteristics of the language of recipes as manifesting themselves on the three individual levels mentioned above. Finally, a description of the functional or conventional associations between the situational and linguistic features is attempted towards the end of the analysis.

In a multidimensional approach, the discourse corpus is analysed by counting the frequency of discourse elements, categories, and features (microscopic analysis) in order to determine patterned co-occurence of linguistic features (macroscopic analysis). This study has been organised into two types of analysis; 1) The analysis of individual linguistic features microscopic analysis of the Turkish cooking recipes and 2) The analysis of discoursal linguistic features

macroscopic analysis of the Turkish cooking recipes. These two types of analysis are interrelated in that the findings of the microscopic analysis determined the discoursal features of the Turkish cooking recipes.

In the study, both microscopic and macroscopic approaches are used. As stated by Kim and Biber (1994, p. 157), a microscopic approach focuses on the discourse functions of individual linguistic features in particular registers, while a macroscopic approach seeks to define the overall parameters of variation among registers. Microscopic and macroscopic analyses have complementary strengths in that a microscopic analysis can pinpoint the exact communicative functions of individual linguistic features in particular registers, but it does not provide the basis for overall generalizations concerning differences among registers. In contrast, the macroscopic analysis focuses on the overall patterns of variation among registers, building on previous microanalyses to interpret those patterns in functional terms.

The lexico-grammatical patterns that are analysed in this study are indicated below:

1) Specialized verb classes; private verbs

2) Tense markers; present tense verbs

3) 1st & 2nd person pronouns

4) Analytic negation

5) Lexical Classes: demonstratives, conjuncts, amplifiers, downtoners, emphatics, discourse particles

6) Questions: Yes/No questions, Wh- questions

7) Modals: possibility modals *-Ebil*

8) Nouns

9) Coordination: and clause coordination/phrasal coordination- or coordination

10) Passives: agentless passives, by passives

11) Subordination: relative clauses, adverbial clauses (multifunctional adverbial clauses, causative adverbial subordinators, conditional adverbial subordinators, complement clauses

12) Postpositions

13) Adjectives and adverbs

14) Place and time adverbials

15) Imperatives

16) Type/Token Ratio

This study includes three dimensions which are named as follows: 1) informational (planned) versus interactional (unplanned) production', 2) 'abstract versus non abstract information style', and 3) 'explicit versus situation dependent reference'. A multidimensional analysis is then carried out to make comparisons among registers in terms of the positive and negative features of Dimension 1, Dimension 2 and Dimension 3. There are two groups of features in Dimension 1, labelled positive and negative. The positive features represent discourse with interactional, affective and involved purposes, whereas negative features represent discourse with highly informational purposes, which is carefully crafted and highly edited (Biber, 1988, p. 115). There are two groups of features in Dimension 2, labelled positive and negative. The positive features represent discourse with abstract purposes, whereas negative features represent discourse with highly non-abstract purposes. There are two groups of features in Dimension 3, labelled positive and negative. The positive features represent discourse with explicit references, whereas negative features represent discourse with situation dependent references. Furthermore, the two groups have a complementary relationship. That is, if a text has frequent occurrences of the positive group of features, it will have markedly few occurrences of the negative group, and vice versa. In other words, when a cooking recipe has high frequency of the positive set of features, that same

cooking recipe will tend to have low frequencies of the negative set of features, and vice versa.

Dimension 1: Interactional / Unplanned versus Informational / Planned Production

Positive Features (Interactional / Unplanned Production)

Specialized Verb Classes; private verbs

Present tense verbs

1st person pronouns

2nd person pronouns

Analytic negation

Demonstratives

Amplifiers

Downtoners

Emphatics

Discourse particles

Questions: Yes/No questions, Wh- questions

Modals: possibility modals *-Ebil*

Causative Adverbial Subordinators (Clauses)

Conditional Adverbial Subordinators (Clauses)

Wh- Complement Subordinators (Clauses)

Or- coordination

Imperatives

Negative Features (Informational / Planned Production)

Nouns

Postpositions

Adjectives

Relative Clauses

And Clause Coordination/Phrasal Coordination

Agentless Passives

Dimension 2: Abstract versus Non Abstract Information (Style)

Positive Features (Abstract Information)

Nouns

Agentless passives

By passives

Multifunctional Adverbial Subordinators (Clauses)

Conjuncts

Negative Features (Non-Abstract Information)

Type token ratio

Dimension 3: Explicit versus Situation Dependent Reference

Positive Features

Nouns

Relative Clauses

Present Tense

Phrasal Coordination

Negative Features

Time Adverbials

Place Adverbials

Adverbs

1.6.2. Data Collection

This investigation covers one register and two individual years. The corpus contains the following register: cooking recipes. The linguistic analysis is undertaken on a sample of 322 recipes. The Turkish cooking recipes examined were taken from two cookery books written by two Turkish authors, 322 cooking recipes are selected systematically to represent each cookery book covering the two individual years; one cookery book from the year 1974 and one cookery book from the year 2011. The years 1974 and 2011 are selected randomly.

The very nature of the recipe is then formulaic in that it is made up of sections with a highly standardized use of language which can, to some extent, be predicted by the members of a particular culture. The recipe stages are TT-title, I-ingredients, P-preparation, A-application, S-storage, and E-evaluation. In this study the ingredients, the title, instructions for preparation of the dish sections of cooking recipes of cookery books are included. Subheadings, commentary and notes are excluded from the data.

A total of 161 recipes are chosen from each cookery book systematically and a total number of 322 recipes were examined. The cookery book written in 1974 consisted of approximately 16,500 words. The one written in 2011 consisted of approximately 19,500 words. The sample size is approximately 36,000 words and this is limited to make generalisations.

Recipes are various, including starters, main courses, desserts, salads and so on. Recipes in the two cookery books are grouped into nine headings (the number of item numbers are mentioned with a dash following each heading); 1) Soups-12, 2) Egg Dishes-3, 3) Hors D'ouvres and Salads and Pickles-20, 4) Pastries-13, 5) Fish and Sea Food-10, 6) Vegetable Dishes with Meat-Vegetable Dishes (Summer Vegetable Dishes-Winter Vegetable Dishes)-30, 7) Meat Dishes-28, 8) Cooking with Rice-14, 9) Desserts-Beverages- Ice Cream-Jams- Marmelade-31. The headings such as pasta, cakes, sandwiches, etc. are excluded from this study.

The material is presented in the chronological order, based on the surnames of the cookery book authors. These books are listed below, together with a short name in brackets for further reference in this study. The titles are transcribed literatim from the originals without editorial intervention:

Beşoğul, İnci. (1974). *İzahlı Yemek Kitabı.* İstanbul: Bedir Yayınevi.

Kut, İ. (2011). *Türk Mutfağı: Mutfağımızdan Muhteşem Lezzetler.* İstanbul: Net Turistik Yayınlar.

1.6.2.1. Selection Criteria of the Cookery Books

The selection criteria of the cookery books are based on the following items: variedness of recipes; same or akin recipes; similarity of content; similar narration style of both cookery books; related number of recipes in each book. In other words, the same cooking recipes or the cooking recipes cooked in a different style are taken into consideration while selecting cookery books. If these features are not found in both cookery books, the cooking recipes are selected to have the same number from both cookery books.

Authors from the same country are chosen to ensure that one variety of the same language, in this case Turkish, is used throughout the cookery books. Moreover, the cookery books were selected because they present original recipes; no recipes that are translated are considered to make sure that the language of the recipes is genuinely Turkish. The choices of cookery books that are used for data selection are dictated primarily by their availability. No regard is given to the specific topic of recipes included in the cookery books. While cookery books always focus on cooking, they can also discuss a range of culinary topics like cooking techniques, types of food, culinary culture, traditions or history, commentary, advice on purchasing quality ingredients or making substitutions. Only cooking recipes and abundance of cooking recipes in the two cookery books are taken into account. Cookery books including solely

regional cooking recipes and the ones using regional language are disregarded. Instead, the selection criteria of the cookery books is based on common cooking recipes.

1.6.3. Data Analysis

In this study, in the multidimensional analysis, 16 linguistic features are tagged, counted and normalized. The frequency of lexico-grammatical features is counted by hand since there are no pre-existing corpora; texts are collected and entered into a computer. There is no tagging computer program available for Turkish. It is very difficult to develop such a program due to the structure of Turkish. The values of the lexico-grammatical patterns are presented in terms of frequency and percentage. The raw frequencies are normalized per 100 words. Only the total number of words in each cookery book is counted automatically by the word count program of the computer. The lexico-grammatical categories of these dimensions are counted by hand in each cookery book and the results are statistically evaluated. The statistical, quantitative analysis of the lexico-grammatical patterns constitutes the microscopic analysis of the data. After this statistical, quantitative description of the data, dimensional or discoursal features of the Turkish cooking recipes are determined. Dimension scores are computed by adding the frequencies of positive features and then subtracting the frequencies of negative features. The end result refers to this mentioned score. The statistical values of the linguistic structures are identified using the SPSS (Statistical Program for Social Sciences).

In order to see whether there is a significant difference between the two individual years (1974 and 2011) in terms of lexico-grammatical and discoursal features, independent samples t-test is done. The independent samples t-test is used to compare differences between two separate groups. The independent t-test, also called the two sample t-test or student's t-test, is an inferential statistical test that determines whether there is a statistically significant

difference between the means in two unrelated groups. Sample sizes, means, standard deviations and standard errors of the means and significance appear in these tables (Laerd Statistics, n.d.). The first table is simply the “Group Statistics” table, which includes: sample sizes, means, standard deviations and standard errors of the means. The second table, labelled the “Independent Samples Test,” is what you use for determining whether or not you can reject the null hypothesis. A key statistic provided is the p-value, listed in the “Sig (2-tailed)” column. First an F-test is performed. If the p-value is low ($p<0.05$) the variances of the two samples cannot be assumed to be equal and when the p-value is less than the conventional 0.05, the null hypothesis is rejected and the conclusion is that the two means do indeed differ significantly. In other words If the p-value is less than 0.05 you can reject the null (meaning there is in fact a statistically significant difference in the means and it is not due to sampling error). If the p-value is greater than 0.05 ($0.05<p$) you fail to reject the null (meaning the difference in means is likely due to chance or sampling error) (Wikibooks, n.d.).

In this study, mean scores and p-values of the independent samples t-test are taken into consideration. Mean score is calculated in order to compare the lexico-grammatical and discoursal features of the Turkish cooking recipes in 1974 and in 2011. P-values listed in the “Sig (2-tailed)” column indicate whether there is a statistically significant difference between the two individual years.

1.7. OVERVIEW OF THE STUDY

This study is organized into five chapters.

Chapter 1 of this study gives a background for the study which naturally brings forth the problem to be discussed, purpose of the study, hypotheses, significance, limitations, methods and the techniques of data collection and of data analysis.

Chapter 2 is the theoretical background of this study. In this chapter of the study, we are going to try to reveal the previous studies related to our subject of concern in this study. In order to provide a theoretical background for our study, we are going to give information about discourse analysis, register analysis, multidimensional approach and the language of the recipes.

Chapter 3 presents the data analysis. The analysis includes the individual linguistic features and discoursal features of the Turkish cooking recipes comparatively. The frequency and rate of lexico-grammatical and discoursal features and independent samples t-test are used in the data analysis to find out whether there is a distinction between two individual years.

Chapter 4 provides a discussion and comparison of the findings of the lexico-grammatical and discoursal features.

Chapter 5 is the conclusion part which interprets and summarizes the results and makes suggestions for future research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter intends to present background information on written discourse analysis, lexico-grammatical and discoursal features of written language, recipes, the language of recipes, focusing on the grammatical and discoursal features; its functions and communicative features, register and genre. Furthermore, it aims to present an overview of literature dealing with the register analysis and multi dimensional approach.

2.1. WHAT IS A RECIPE?

To limit this research, it is necessary to define the domain of the cookery text. While cookery texts always focus on cooking, they can also discuss a range of culinary topics like cooking techniques, types of food, culinary culture, traditions or history. Texts from cookery books will always include cooking recipes. A cookery text must contain one or more recipes and can include texts on other culinary topics. A travel journal that includes recipes is considered a cookery text (Kerseboom, 2010, p. 12-13).

A recipe in the modern sense of the word is defined as “a set of instructions telling how to prepare and cook food, including a list of what food is needed for this” (Cambridge Online Dictionary). The Longman English Dictionary of Culture gives a shorter definition, saying that it is “a set of instructions for cooking a particular type of food” and the Oxford English Dictionary defines the word in a modern way as “a statement of the ingredients and procedure required for making something, (now) esp. a dish in cookery”.

The Macmillan Contemporary Dictionary defines recipe as a list of ingredients and directions for the preparation of food and drink (1986, p. 832).

All the definitions stated above describe that recipes stands for a set of instructions that describe and show how to prepare or make something; in more specific terms, this something is usually a culinary dish. The definitions provided suggest what the constituent parts of a regular recipe are. The recipe consists of several organising elements that make it one single whole. Although there are some variations in the register of recipes, there are certain features which characterize recipes and help to make it clearly recognizable and distinguishable from other registers.

Every recipe normally consists of several main components. It begins with the title, which specifies the name of the dish. The title is followed by the list of ingredients (sometimes the ingredients are listed in the order in which they are needed), which are required for the preparation of the dish. Ingredients are more often than not accompanied by their quantities and/or proportions that correspond to the number of servings (if these are specified). Finally, what a vast majority of recipes include is an ordered list of preparation steps, also called preparation procedures, preparation techniques or method (Klenova, 2010, p. 9).

The very nature of the recipe is then formulaic in that it is made up of sections with a highly standardized use of language which can, to some extent, be predicted by the members of a particular culture. The recipe stages are TT-title, I-ingredients, P-preparation, A-application, S-storage, and E-evaluation.

Apart from these mentioned parts of a recipe, there are some other components which may not be common to all recipes, but are nevertheless typical of the recipes and appear in many of recipes. Some recipes include subheadings, commentary and notes. Other recipes may give further details and specifications as to the environment and equipment needed to prepare the dish. The recipe may also provide a rough estimation of the number of servings that the dish will provide, as well as an estimation of how much time it will take to

prepare the dish. Some recipes include information on how long the dish keeps and its suitability for freezing. For many recipes, especially those concerned with a healthy lifestyle, keeping fit or with some dietary problems, it is not unusual for nutritional information and information on the amount of energy in the food to be included. The food's calorific content is typically measured and usually stated in the form of the approximate number of calories or joules contained per serving. Nutritional information includes the numbers of grams of protein, fat, and carbohydrates. As far as the length of a recipe is concerned, a regular recipe is traditionally and conventionally a rather short piece of writing, taking up approximately one page of written text (Klenova, 2010, p. 9-10).

The recipe represents a factual and expository piece of writing. Therefore, all the parts of the recipes are based on facts. The ingredients and measurements, as well as the instructions, number of servings and energetic values are supposed to correspond to reality. The only part that could show some sign of imagination may be the title, which in some cases does not give a very clear idea of what could be expected as the outcome of the dish. However, a rule followed by many professional cooks and recipe writers says that recipes should not be named in too abstract a way. Preferably, the title should reflect the true nature of the dish (Klenova, 2010, p. 34).

The purpose of transferring information is, on the other hand, rather high, which is related to the transactional nature of recipes. Recipes aim to inform and transmit culinary expertise by means of giving instructions on how to make a variety of dishes to a wider circle of people and addressees (Klenova, 2010, p. 35).

2.2. LANGUAGE OF COOKING RECIPES

While the message conveyed by the recipe may be transmitted in both oral and spoken mode, the language of the recipe would be different in terms of both

grammar and vocabulary used. Recipes delivered in spoken form may be present especially in TV cookery programmes, where the process of cooking usually takes place in a real time and place. The whole process of cooking is being orally commented upon by the presenter, which gives rise to a recipe being given in the spoken mode. However, at the end of the cookery programme, there is usually a written version of the recipe provided on the screen for the viewers to copy. This shows that the preferred way of delivering recipes is, and has usually been, in writing. The same is true for real everyday life. If someone asks for recipe, he typically asks for written version of it, unless it is a very simple recipe that does not require a complex process of preparation. The recipe is an example of a piece of writing where the structure and order of information is very important and since "there is a general expectation that people will not remember detailed facts correctly if they are only exposed to them in the spoken mode, especially if they are required to remember them over an extended period of time" (Brown and Yule, 1983, p. 13-14), it is only natural that recipients write down recipes along with other information and details they are told. We usually write down friends' addresses, telephone numbers, recipes and knitting patterns (Brown and Yule, 1983, p. 13), which are all based on factual information. In accordance with this observation, Halliday (1989) lists recipes as specimens of writing (Halliday, 1989, p. 42), classifying them functionally as used "primarily for action" (Halliday, 1989, p. 40).

A recipe can be considered as a text in which there are two participants, namely instructor and processor. Recipes in general have an immediate practical purpose and this characteristic of recipes distinguishes them from a story. According to Haynes (1989, p. 157) recipes have very close resemblance to instructional texts. Their close interaction with a practical task illustrates how texts and objects can interact. A text is not always or simply about something; it forms a part of that thing, if we count the structure of something as part of it. Haynes (1989) points out that a recipe can be regarded as a fictional story especially science fiction. It is something non-existing, but with the help of a recipe, it becomes existent. A recipe can also be viewed as a theory of

something that is not processed. Although recipes are written in the form of conversation, they are one way communication. Recipes are extremely tedious because the same words and grammatical structures keep occurring (Haynes, 1989, p. 158).

Haynes (1989, p. 162) mentions five main types of immediate settings; manner (e.g. slowly, gently), instrument (e.g. with a spoon), range (e.g. with sugar), place (e.g. in a large bowl), time (e.g. 20 minutes). According to Haynes (1989, p, 162), the coherence of the verbal part of the text does not depend on the cook, whereas the discourse as a whole does. The cook is expected to play a verbally passive part. If something goes wrong in the process or if there is a mistake in the instructions, the action will break down. The failure of the communication is inseparable from the failure of baking.

However, a recipe may be, to a certain extent, regarded as a piece of advertising. Angela Goddard (2002) in her book on the language of advertising with the same title, makes mention of cookery books too. She includes cookery books in her book concerned primarily with advertising since, as she says, “cookery books, although basically informative, are adverts in a way: they are selling us the idea of cooking dishes they feature, and in so doing, the books are selling themselves as necessary tools, as instruction manuals, as ‘how - to’ texts” (Goddard, 2002, p. 40). As such, cookery books and the recipes they contain are also expected to reflect addressors’ beliefs and convictions that the recipes ‘advertised’ and provided in the cookery books are worth the effort of trying out.

Recipes form a register of English and as such they are a proper object of linguistic study. This statement reflects for recipes the five assumptions of register variation analysts, based on Ferguson (1982, p. 57-58).

1. Register variation is universal.

2. Register exists.

3. Register systems differ cross-linguistically and change diachronically.

4. A given register is variable in the degree of distinctiveness.

5. Competence in register variation is acquired as part of language development.

All of Ferguson's assumptions are illustrated with recipes. Recipes may occur in different languages though not necessarily in all languages (especially if recipes are necessarily written). Recipes certainly exist as an identifiable entity. They differ cross-linguistically (Kittredge, 1982) and change diachronically (Culy, 1996, p. 91,105).

Sadock (1974) discussed the language of labels and wrote that recipes are syntactically similar with respect to zero objects. In particular, he claimed that zero objects occur only when there is no overt subject of the clause. This does, in fact, seem to be the case. The overwhelming majority of cases are imperatives and the other forms (participles and infinitives) also do not have overt subjects. The two instances of zeros with inflected verbs occur in coordinated structure where the subject of the clause is not expressed immediately before it, which is what Sadock meant by the lack of an overt subject.

Kittredge (1982, p. 128) discussed recipes to a certain extent. He stated that pronominalisation is significantly more frequent than in Standard English and that deletion of object NP is far more frequent than in Standard English: salient feature.

The phenomenon of ellipsis in recipes has been observed by several researchers. Among these are Brown and Yule (1983) who characterize language used in cookery texts "as the elliptical written language of a recipe" (Brown and Yule, 1983, p. 175 – 176).

Haegeman (1987) argues that object drop in recipes is topic linked and the antecedent of a missing object is a sentence peripheral topic position.

In "Recipe Context Null Objects in English", Massam and Roberge (1989) propose a set of rules for leaving out objects in what they call a "recipe context".

It seems that rather than a new grammar, the recipe context is simply an abbreviated form of the English imperative structure that has come into popular use. They give examples that are meant to demonstrate special handling of different sorts of verbs, such as 1, to show that perception verbs do not allow the object to be omitted. 1) Put pan over high heat and add water means boil before adding other ingredients. However, even if you do not omit the object, the imperative does not make a great deal of sense, as in 2. Instead, the recipe writer would say something like 3. 2) Put pan over high heat and add water means it boils before adding other ingredients. 3) Put pan over high heat and add water. Let Ø boil before adding other ingredients. They also provide the example shown in 4 to indicate that the empty object can also serve as the antecedent of a reflexive, which is true, but only because the empty object is missing due to abbreviation, not due to actual removal from the sentence. 4) Set out Ø on tray PRO to be served later. They provide a number of examples where they try to remove objects from more complex sentences and are unable to do so, as in 5 and 6. It seems that these would be grammatically acceptable (particularly 6), however they violate the convention of simple imperatives for writing recipes - these would appear in a terse cookery book even if they included the missing objects. 5) Put cake in oven to be done half an hour later. 6) You must beat Ø well and cook Ø for 5 minutes. In conclusion, it makes sense that the grammar used when writing recipes is basically the same as conventional English, except that it can be abbreviated by removing objects in places where they are understood. Objects cannot be easily removed from more complex sentences, or sentences that do not easily fit within the context of a recipe. In these cases, the recipe returns to narrative and uses conventional English.

Massam (1992) points to the link between missing subject and missing object in cooking recipes and claims that the missing object is linked to an empty discourse topic in the subject position for imperatives. That recipes are topic linked is intuitive given the important discourse dependence of this special register. This article analyses middle constructions in English, accounting for their key syntactic and semantic properties. The analysis rests on the

observation that there are certain similarities between middle, *tough* and recipe-context null-object constructions, such as in 1 a–c. 1) a) This bread cuts Ø easily. b) This bread is easy to cut Ø. c) Take bread. Cut Ø carefully (and arrange Ø nicely).

Culy represents a register study of recipes from both the synchronic and diachronic point of view. Culy points out in his study of pronoun dropping in recipe texts that apart from recipes, there are very few registers that show this phenomenon. Recipes exhibit a phenomenon that does not exist in other varieties that are commonly studied (e.g. narrative, sentences in isolation, conversational discourse, etc.) namely, zero anaphors as direct objects, as seen in zero anaphors in recipes;

a. Beat Ø until stiff

b. Put Ø in oven and bake Ø for 45 minutes. (Culy, 1996, p. 91).

Recipes and other registers in English that exhibit zero anaphors as direct objects. Zero anaphors seem to be serving the same functions both synchronically and diachronically and the most important factors influencing their use are stylistic, semantic and discourse. (Culy, 1996, p. 115).

Karlin (1988) defines the semantics of verbal modifiers in the domain of cooking tasks. Temporal modifiers are found in recipes because they are needed to specify temporal information about actions which are not inherent in the meaning of verbs and their objects. Temporal modifiers are duration and repetition as well as speed modifiers. Other categories of modifiers include quantity of the object, end result, instrument and force. The number of repetitions of the action is explained with cardinal count adverbials e.g. baste twice and frequency adverbials. Frequency adverbials describe the number of repetitions of an action using a continuous scale with gradable terms such as frequently, seldom. The use of plural objects or mass terms with a verb may or may not indicate that the action is to be repeated. Time adverbials represent the time scale and quantity adverbials represent the scale for quantity of the verbal objects. The aspectual category of an event is relevant because it affects the

types of modifiers. The events are classified as culminated processes, culminations, points or process. The repetitions, duration and speed can occur with the event. The duration of an action can be specified in different ways; explicit duration in time units, e.g. stir for 1 minute; duration is given by gradable terms, e.g. blend very briefly; duration coextensive with duration of another action, e.g. continue to cook while gently folding in the cheese with a spatula; duration is characterised by a state change. e.g. chop the onion; disjunctions (logical disjunctions) of explicit durations and state changes, e.g. steam 2 minutes or until mussels open.

The verbal modifiers modify the quantity of the object of the verb, e.g. add salt, pepper, and sage to taste. The verbal modifiers characterise the desired end result of an action, e.g. let them cool completely. The verbal modifiers introduce the instrument to be used in the action, e.g. place by table spoon. There are verbal modifiers which are gradable terms which characterise the speed of the action, e.g. quickly tilt and turn the dish. There are verbal modifiers which characterise the force with which the action is executed, e.g. pour gently, gently heat. The verbal modifiers modify other semantic roles of the action to be performed which is called degree, e.g. mix well with fork. The verbal modifiers supply a purpose or justification for the action, e.g. gently squeeze to remove water.

Lin, Mellish and Reiter (2012) summarises style variations in food recipes written by different authors. There are different types of style features in food recipes. They can be categorised into sentence level and recipe level. The style features at the sentence level are those that can be identified within one sentence, and do not have many connections outside of their sentence. The style features at the recipe level are those features which involve relationships between sentences, or cannot be simply defined within one sentence. The sentence level features include lexical preferences, skipping objects, content selection, other differences at the sentence level and orthographical differences (spelling). At the recipe level, there are content differences, order differences, structure differences and aggregation.

Authors express the same action with different words which can be synonyms with each other or not, (e.g. put the oven on, preheat the oven). These different verbs reflect the fact that the authors have different lexical preferences to express the same action. Some authors prefer to skip the objects of their verbs if they have been mentioned before, whereas others always include objects (e.g. wash the potatoes and mash; wash the potatoes and mash the potatoes). Authors present conditions using different information. Authors describe the appearance of the food when it is cooked by using golden or brown. Some authors use the cooking time, but others use subjective descriptions instead of time information. Subjective descriptions are more suitable for experienced cooks. Some authors provide fewer details or no details, but others prefer to introduce actions with clear process descriptions. Because of the flexibility in the English language, authors can structure the same words into different sequences, (e.g. peel and finely chop onion or peel and chop the onion finely). There are some orthographical differences which are recognized differently in the computer systems. However, they should be considered as one word presenting in different forms, not two different words (e.g. preheat or pre-heat) (Lin, Mellish and Reiter, 2012).

At the recipe level, some authors present certain cooking actions but others skip the actions in recipe descriptions. Most cooks only describe the food making process, (e.g. wash potatoes, wearing oven gloves, washing the pan). Different authors describe their recipes using different order. In some recipes ingredients are prepared when the time comes in the cooking process and that wash and peel potatoes are described in the cooking methods. All ingredients should be prepared properly before cooking starts (e.g. 1/2 sweet potato peeled and diced). Describing preparing ingredients in the cooking methods is more suitable for experienced cooking learners since they are more likely to be able to handle many cooking processes at the same time. Authors have different logic preferences in the sequence of the cooking actions. Sometimes one sentence in a cooking recipe contains two actions or more. This is called action aggregation. Different action aggregation habits from different authors are found in the recipes, (e.g. switch on and grease; preheat and grease), since action

aggregation is a common feature in food recipes. The aggregation between different authors is unpredictable (Lin, Mellish and Reiter, 2012).

Görlach names eight main features relating to the cookery recipe;

1. Form of the heading
2. Full sentences or telegram style
3. Use of imperative or other verbal forms
4. Use of possessive pronouns with ingredients and implements
5. Deletion of objects
6. Temporal sequence and possible adverbs used
7. Complexity of sentences
8. Marked use of loan words and of genteel diction (2004, p. 124).

Osam (1992) analyses a typical Turkish dish *Zeytinyağlı Dolma* considering Haynes' theoretical framework from a stylistic point of view. In Turkish recipes it is preferred to indicate the amount with numbers like *7-8 adet soğan* (7 or 8 pieces of onion). 7-8 pieces of onion may weigh differently at different places. Instead of 7-8 pieces of onion, it should have been stated as 50 or 60 grammes of onion. 60gr. is always the same in every part of the world. *Bir avuç nane* (a handful of mint) is not proper because avuç is a variable unit of measurement. When meat is required in the ingredients, generally the gramme is used in the Turkish recipe. Haynes' immediate settings; manner, instrument, range, place, time are analysed from the interpersonal, ideational and textual point of view. Simple present tense and passive voice are used in the recipe. From the interpersonal point of view, the passive structure achieves impersonality. A recipe is a one way text. Imperative form is used in the recipe asserting the authority of the writer. Turkish recipes are expressed briefly. Mostly no linking conjunctions are used in the flow of stage directions. While going through different Turkish recipes, some recipe writers use lexical items such as *belki* (maybe), veya (or) which raise ambiguity for the processor. In Turkish recipes temperature is indicated as *orta ateş* (mild temperature). The processor needs

to predict the centigrade level which refers to mild temperature. The main point to be emphasized is that the recipe writers should put themselves in the place of the processor and write their instructions taking into consideration the points in order to avoid misunderstanding.

2.3. A RECIPE: REGISTER OR GENRE

The term register came into currency in the 1960s. In 1964, Ure (1964) described register as a variety according to use in the sense that each speaker has a range of varieties and chooses between them at different times (Leckie-Tarry, 1995, p. 6).

Crystal and Davy (1969, p. 61) describe register as follows: register has been applied to varieties of language in an almost indiscriminate manner, as if it could be usefully applied to situationally distinctive pieces of language of any kind, including, for example, newspaper headlines, church services, sports broadcasts and advertising.

Crystal and Davy (1969, p. 61) criticise the notion of register as vague because the situational variables of many registers mentioned in the literature are so varied that it is “inconsistent, unrealistic and confusing to obscure these differences by grouping everything under the same heading”. Halliday (1964) recognizes as registers the following (among others): newspaper headlines, church services, sports commentaries, pop songs, advertising and football. Nevertheless, Crystal and Davy then go on to present taxonomy of named language varieties, including “the language conversation”, “the language of newspaper reporting”, and “the language of legal documents” which look very much like what would otherwise be called registers.

Halliday regards register as “the linguistic features which are typically associated with a configuration of situational features – with particular values of the field, mode and tenor” (Halliday, 1976, p. 22). Field is defined as the “total

event, in which the text is functioning, together with the purposive activity of the speaker or writer; it thus includes the subject-matter as one element of it" (Halliday, 1976). Mode is "the function of the text in the event, including therefore both the channel taken by the language – spoken or written, extempore or prepared – and its genre, or rhetorical mode, as narrative, didactic, persuasive, 'phatic communication' and so on" (Halliday, 1976). Finally, tenor refers to "the type of role interaction, the set of relevant social relations, permanent and temporary, among the participants involved" (Halliday 1976).

Zwicky and Zwicky (1982, p. 215-16) see register as a continuum. While they recognise clear cases of register (e.g. newspaper headlines and recipes), in their view the use of the term in dubious in cases such as the language of football. They also say that registers may exhibit stylistic variation on the dimension of formality and informality.

Ferguson (1983, p. 154) points out that register variation in which language structure varies in accordance with the occasions of use, is all pervasive in human language and the term register conveniently covers this range of variation.

A register is a language variety viewed with respect to its content of use. Register refers to a variety of language defined according to its use in social situations (Crystal, 1992).

In Dictionary of Linguistics and Phonetics, Crystal (1992, p. 295) defines register as "a variety of language defined according to its use in social situations, e.g. a register of scientific, religious, formal English." (Presumably these are three different registers). Interestingly, Crystal does not include genre in his dictionary, and therefore does not try to define it or distinguish it from other similar/competing terms.

According to Leckie-Tarry (1995, p. 5), it is essential to develop a means of registerally specifying texts, spoken or written in terms of their social, historical and discursive functions and their linguistic structure. Therefore, a theory of

register must account for the complex system of linguistic, social and cultural relationships between text and context.

Biber, (1994, p. 32) uses the term register as a general cover term for all language varieties associated with different situations and purposes. In other words, Biber and Conrad (2001) use register as a cover term for any variety associated with a particular configuration of situational characteristics and purpose. Varieties defined in terms of general situational parameters are known as registers. Thus, registers are defined in non-linguistic terms. However there are usually important linguistic differences among registers as well (Biber and Conrad, 2001, p. 175).

The term register is used as a cover term for varieties defined by their situational characteristics. Some registers can be very specific, such as novels written by Jane Austen or methods sections in biology research articles. Other registers are more general, such as conversation or student essays. Registers are defined according to their situation of use (considering their purpose, topic, setting, interactiveness, mode, etc.) (Biber, Conrad and Reppen, 1998, p. 135).

Genre, on the other hand, is the analysis of different kinds of literary texts including their structures and uses and goes back to Aristotle's poetics and the study of genres has been active from ancient times to the present. In the 1970s genre analysis became the focus of much literary research. In this period, it became clear that genres, in the sense of discourse types and message forms, exist also in non-literary spoken or written texts and in literary texts (Ferguson, 1994). The interest in the analysis of non-literary texts has been a recent development.

Rhetoricians have usually used the term genre instead of register. However literary genres often refer to varieties at an intermediate level of generality, such as essays, novels, short stories, and letters in contrast to the traditional rhetorical modes of discourse - narration, description, exposition, and argumentation - which are text distinctions at a high level of generality,

corresponding to differences in topic and purpose. These distinctions have also been referred to as text types (Faigley and Meyer, 1983).

The term genre is originally a French word and, in its broadest sense, means kind or sort and this meaning is similar to its linguistic meaning which is a variety of discourse such as conversation, lecture and prayer.

Hymes (1974) sees genres as categories such as poems, myth, tale, riddles, etc. He says that the notion of genre implies the possibility of identifying formal characteristics, traditionally recognized.

Swales (1990, p. 58) defined genre as 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 influences and constrains choice of content and style.

Genres are ways in which people get things done through their use of spoken and written discourse. A genre is a kind of text. Academic lectures and casual conversations are examples of spoken genres. Newspaper reports and academic essays are examples of written genres. Genres vary in terms of their typicality (Paltridge, 2008, p. 84-85).

Martin's (1984, p. 25) definition of genre is a 'staged, goal oriented, purposeful activity in which speakers engage as members of culture'. Social, because we participate in genres with other people, goal oriented because we use genres to get things done, staged because it usually takes us a few steps to reach our goals (cited in Paltridge, 2008, p. 86).

The setting of the text, the focus and the perspective of the text, the purposes of the text, the intended audience for the text, their role and purpose in reading the text, the relationship between writers and readers of the text, expectations, conventions, and requirements for the text, background knowledge, values and

understandings, the relationship the text has with other texts are important in the genre (Paltridge, 2008, p. 98-99).

Many corpus based studies include analysis of linguistic differences across categories. These studies often use the cover terms register and genre to refer to the text categories distinguished in corpora. Building on earlier research by Halliday, Ferguson and others (in Biber et al. 2007), Biber and Condrad (2009) distinguish between genre and register as two approaches or perspectives for the analysis of the text varieties.

Halliday (1976, p. 12) accepts register as a form of prediction. The features of context of situation determine the kind of language used or what is referred to as register that is the types of meaning that are selected and their expression in grammar and vocabulary (Halliday, 1976, p. 50). Halliday employs the term register to encapsulate the relationship between text and social processes. Halliday states that register is determined by what is taking place, who is taking part and what part the language is playing (Halliday, 1978, in Leckie-Tarry, 1995, p. 5). On the other hand, Halliday (1964) employs genre in a more limited sense. According to Halliday (1964) genre is a single characteristic of a text, it is organizational structure, outside the linguistic system. In other words, for Halliday genre is a lower order concept, register is the higher order concept subsuming genre (Leckie and Tarry, 1995, p. 7).

Ventola (1984) and Martin (1985) refer to register and genre as different semiotic planes: genre is the content-plane of register and register is the expression-plane of genre; register is, in turn, the content-plane of language (cited in Biber, 1994, p. 51). Martin (1985) states that genres are how things get done listing poems, narratives, expositions, lectures, recipes, manuals, appointment making, service encounters and news broadcasts as examples of genres. Gregory and Carroll's (1978, p. 64 cited in Biber, 1994, p. 51) and Couture's (1986, p. 80 cited in Biber, 1994, p. 51-52) characterisation of register- language in action- is similar to Martin's characterisation of genre. In contrast, Couture characterizes genre as conventional instance of organised text. Registers include the language used by preachers in sermons, the

language used by sports reporters in giving a play by play description of a football game and the language used by scientists reporting experimental research results. Genres include both literary and non-literary text varieties, for example, short stories, novels, sonnets, informational reports, proposals and technical manuals (cited in Biber, 1994, p. 52).

The two terms genre and register are the most confusing, and are often used interchangeably, mainly because they overlap to some degree. One difference between the two is that genre tends to be associated more with the organisation of culture and social purposes around language (Bhatia, 1993 cited in Swales, 1990), and is tied more closely to considerations of ideology and power, whereas register is associated with the organisation of situation or immediate context.

Ferguson (1994, p. 21) describes genre as a message type that recurs regularly in a community (in terms of semantic content, participants, occasions of use and so on), will tend over time to develop an identifying internal structure, differentiated from other message types in the repertoire of the community. Ferguson seems to regard *register* as a "communicative situation that recurs regularly in a society" (1994, p. 20) and *genre* as a "message type that recurs regularly in a community" (1994, p. 21). Ferguson also seems to equate *sublanguage* with *register* (1994, p. 20) and offers many examples of *registers* (e.g., cookbook recipes, stock market reports, regional weather forecasts) and *genres* (e.g., chat, debate, conversation, recipe, obituary, scientific textbook writing) without actually saying why any of the registers cannot also be thought of as genres or vice versa. Indeed, sharp-eyed readers will have noted that recipes are included under both *register* and *genre.* Ferguson does not justify his choice of including recipes under both the headings.

Lee (2001, p. 46-47) contends that it is useful to see the two terms genre and register as really two different angles or points of view, with register being used when we are talking about lexico-grammatical and discoursal semantic patterns associated with situations (i.e., linguistic patterns), and genre being used when we are talking about memberships of culturally-recognisable categories. Genres

are, of course, instantiations of registers (each genre may invoke more than one register) and so will have the lexico-grammatical and discoursal semantic configurations of their constitutive registers, in addition to specific generic socio-cultural expectations built in.

Ferguson (cited in Grimshaw, 2003, p. 42) explains genre and register. The two powerful tools of analysis and understanding available to the student of human language are the analysis of types of discourse and the analysis of how language varies depending on the occasion of its use. The former is the study of discourse types, is what is traditionally called genre analysis. The latter, the study of language variation by use is referred to by some as register analysis.

In the genre perspective, the focus is on the linguistic characteristics that are used to structure complete texts. These are conventional linguistic characteristics that usually occur only once in a text. For this reason genre studies must be based on analysis of complete texts from the variety. These language features are conventionally associated with genre: they conform to the culturally expected way of constructing texts belonging to the variety. For example, scientific research articles conventionally begin with an abstract, followed by the main body of the text, which is usually structured as four main sections - Introduction, Methods, Results, Discussion - which is in turn followed by the references (Biber, 2010, p. 241).

In contrast, the register perspective focuses on the pervasive linguistic characteristics of representative text excerpts from the variety. The register perspective characterises the typical linguistic features of text varieties and connects those features functionally to the situational context of the variety. Because the focus on words and grammatical features that are frequent and pervasive, the analysis can be based on a sample of text excerpts rather than complete texts. For example, from a register perspective, we can discover that business letters have a higher use of first and second person pronouns than expository registers, like newspaper reportage or scientific research articles. Similarly, there are numerous linguistic features that occur more commonly in scientific research articles than in most other text varieties such as

nominalisations, attributive adjectives, prepositional phrases, etc. These features occur frequently in the target text variety because they are well-suited functionally to the communicative purposes and situational context of the variety (Biber, 2010, p. 242).

Register analysis emphasises that text is a product. However, for genre analysis, text is a dynamic process. These two terms are also different from each other in terms of their approach towards the text; genre analysis considers text as a whole and studies the complete text within the context, while on the other hand, register analysis deals with the parts of the text. For register analysis text is not a complete whole, it deals with its parts or its constituents. (Özyıldırım, 1999)

For several reasons most corpus based studies of text varieties have taken register perspective rather than genre perspective. First corpora have traditionally been much better designed for the analysis of register than genre. That is corpora have often been composed of text excerpts rather than complete texts, making it possible to identify the linguistic features that are used pervasively throughout texts (register features), but not possible to identify conventional features that are used at a particular place in a complete text (the genre perspective). Similarly, software tools like concordances have been designed for the analysis of pervasive and frequent linguistic characteristics (register features), rather than features that occur only once or twice in a text (genre features). In fact, corpus based descriptions are usually focused on frequency analysis of lexico-grammatical features. What words or grammatical structures are common, how much more frequent are some features than others, etc. These are register characteristics rather than genre characteristics. In contrast, the genre perspective typically describes the rhetorical organisations of texts, with no consideration of frequency (Biber, 2010, p. 242).

The terminology of this study, therefore, follows the practice of Biber and Finegan, who use throughout their book Sociolinguistic Perspectives on Register (1994), the term register to refer to any language variety “associated with different situations and purposes” (Biber, 1994, p. 32) and with particular

situational or use characteristics. The language of recipes is seen as a language variety functionally associated with particular contextual or situational parameters of variation and defined by its linguistic characteristics.

2.4. REGISTER ANALYSIS

Register analysis can be regarded as a discoursal approach to language variation. Its root goes back to the situational, social, and descriptive analyses carried out by anthropological linguists such as Boas, Sapir, Malinowski, Whorf and Firth (Biber and Finegan, 1994).

The first systematic analysis of register variation began in the 1960s and it is still active today. According to Halliday (1964) register analysis focuses mainly on the identification of statistically significant lexico-grammatical features of a linguistic variety.

The components of register studies according to Biber (1994, p. 33) are situational features, linguistic forms and the analysis of functions and conventions. In short, a comprehensive register analysis should provide tools for all three components; analysis of linguistic characteristics, analysis of situational characteristics of register and analysis of the functional and conventional associations between linguistic and situational characteristics (Biber, 1994, p. 33).

The four characteristics of register studies are: (Atkinson and Biber, 1994, p. 352)

1. Register studies involve descriptive analysis of actually occurring discourse.
2. Register studies aim to characterise language varieties, rather than either the linguistic styles of individuals or specific linguistic structures.

3. Register studies present formal linguistic characterisations of language varieties-characterisations which obtain at various levels of language.

4. Register studies also analyse the situational characteristics of language varieties, and functional or conventional relationships between form and situation are posited.

Register analyses require a comparative approach; the use of a linguistic feature in a register is rare or common.

A comparative single register perspective is particularly important for two major arenas of research: 1) linguistic descriptions of lexical and grammatical features and 2) descriptions of the register itself. The comparative single register perspective provides the linguistic characteristics of any individual register (Biber & Conrad, 2001, p. 176).

In a comprehensive analysis all salient linguistic characteristics of register and the relations among the linguistic features themselves should be specified. A comprehensive analysis should also permit a complete situational characterisation of individual registers as well as precise specification of the similarities and differences among registers. All types of linguistic features can be distributed in a way that distinguishes among registers. Such features are phonological features (phones and intonation patterns, etc.) tense and aspect markers, pronouns and proverbs, questions, nominal forms (nouns, nominalisations, gerunds), passives (by passives, agentless passives) dependent clauses (complement clauses, relative clauses, adverbial subordination), prepositional phrases, adjectives (attributive and predicative), adverbs, lexical classes (hedges, emphatics discourse particles, stance markers), modals, specialised verb classes (speech act verbs, mental process verbs) reduced forms and discontinuous structures (contractions, that include deletions), coordination, negation, grammatical devices for structuring information (clefts, extra position), cohesion markers (lexical chains), distribution of given and new information and speech acts. Biber (1994, p. 35)

states that a comprehensive linguistic analysis of a register requires consideration of a representative selection of these linguistic features. Such analyses are necessarily quantitative because register distinctions are based on differences in the relative distribution of linguistic features which, in turn, reflect differences in their communicative purposes and situation.

The notion of linguistic co-occurrence has been given formal status in the multi dimensional approach to register. Biber (1988) considers where different co-occurrence patterns are analysed as underlying dimensions of variation. There are three distinctive characteristics of notion of dimension. Firstly, no single dimension is adequate in itself to account for the range of linguistic variation in a language; rather a multidimensional approach is required. Secondly, dimensions are continuous scales of variation rather than dichotomous distinctions. Thirdly, the co-occurrence patterns underlying dimensions are identified quantitatively rather than on a priori functional basis (Biber, 1988, p. 24).

Register studies can be categorized as the following (Atkinson and Biber, 1994, p. 352)

1. Single register versus register variation studies.
2. Synchronic versus diachronic register studies.
3. Analysis of spontaneous versus elicited discourse.
4. Quantitative versus qualitative research methodologies.
5. Size and type of textual database.
6. Levels of linguistic analyses (e.g. lexical, syntactic, discourse).
7. Mode.
8. Topical or disciplinary domains.
9. Language/s studied.

Apart from these register analysis categories, several other types of studies are also seen as highly relevant for register research (Atkinson and Biber, 1994, p. 367). These studies can be divided into five groups as follows: 1) studies of functional grammar and discourse; 2) psycholinguistic studies of discourse structure; 3) ethnographic speech event and speech act analysis; 4) studies of cross-cultural discourse; and 5) rhetorical text studies. Both studies of functional grammar and discourse analysis are significant for register analysis since these studies help to establish the discourse functions of particular linguistic patterns (Atkinson and Biber, 1994). The second relevant studies namely, processing-oriented and linguistic analyses of discourse structure; describe the text structural characteristics of various text types. These studies have indicated that each text type has its own structural characteristics. Ethnographic speech event and speech act analysis provides a detailed description of specific contexts of language use, which are very necessary in register analysis. Cross-cultural discourse studies (or contrastive rhetoric) have also contributions to register analysis in that these studies show the differences in the discourse strategies across several cultures and languages.

Zwicky and Zwicky (1980) consider the lexicon, syntax and discourse structure of American restaurant menus, showing how their language is designed to advertise dishes rather than accurately describe them.

In an interim report on a project investigating eleven sublanguages of written English and French, Kittredge (1982) discusses four sample registers: the language of aviation hydraulics, cookery book recipes, regional weather forecasts and stock market reports. Each shows unique features of lexicon, lexical collocations, sentence structures and intersentential linking devices. Kittredge notes the omission of definite articles in recipe language, a feature that characterises many so called simplified registers of English. French recipe language shares both of these English register features to some extent, but the incidence of the omissions is much lower and the history of the register has not been studied.

In 1983 Ferguson characterised the syntactic aspects of the register of sports announcer talk in American English. The main purpose of the paper is to show how this variety differs from others kind of talk in American English and how to fit this particular register variation into the larger picture of register variation, including processes by which structural features of language are adjusted in response to different communicative functions both in English and more generally.

Klenova examines the English recipes from a linguistic perspective. In the thesis, from a linguistic point of view, the language of recipes and cookery texts as used in three cookery books by three British chefs and cookery book authors. The thesis contains both the theoretical treatment of recipes and practical analysis of a sample of recipes; the identification of the characteristic features of a regular and typical recipe, the definition of recipe as a piece of written text from a linguistic point of view, approaches adopted in the study of recipes, explanation of methodology and data selection, and the definition of situational characteristics pertaining to the recipes under analysis. The main analysis of the data on three main levels: the lexical level, the level of syntax and the level of discourse. This analysis is followed by an analysis of the sample of recipes from the point of view of formality and informality. The findings in the research are interpreted.

Nagaral (2011) studies the linguistic analysis of the Indian cookery language. The main aim of the study is to find out the cookery language, to study the nature of discourse in cookery recipes, to study linguistic patterns in the cookery recipes. Only Indian recipe books are used which are limited in number. Only books by Indian authors are used for analysis of sentences.

Discourse analysis studies in Turkish are usually in the category of register analysis. The following studies which are important for this particular study are also structural rather than functional. Karaş (1995) analysed the discourse structure of journals. Zeyrek (1995) analysed the newspaper headlines by using Brown and Yule's approach. Demonstrative pronouns employed in newspapers are analysed in the study of Ozil and Şenöz (1996). Furthermore, connectives in

newspaper articles are studied by Ilgın (1997). A linguistic analysis of Turkish political language, sociolinguistic and discoursal perspectives, is studied by Boyer (1996). Özyıldırım (1999a, 1999b, 2000) analysed lexical, syntactic, discursive and cognitive patterns of the Turkish legislative studies. Akar (2000) examined request forms employed in business writing. Uslu (2001) studied the use of casual structure in Turkish. Yarar (2002) analysed official language of Turkish attempting to describe the lexico-grammatical features and discoursal features using Biber's approach. Doyuran (2006) has described the lexico-grammatical and discoursal features of the English medium and Turkish medium academic language in Turkish universities.

Register analysis are not only applied to the spoken texts but also to the wriiten texts as well. The present study about the Turkish cooking recipes may provide a sample of register analysis of written text.

2.5. ANALYSING WRITTEN DISCOURSE

Language use is, of course, not limited to spoken language, but also involves written language communication and interaction. Although many discourse analysts specifically focus on spoken language or talk, it is useful to include written texts in the concept of discourse (Van Dijk, 1997, p. 2).

There are number of important differences between spoken and written discourse, but there are no absolute differences between spoken and written language (Biber, 1988). Leckie-Tarry (1995, p. 102) divides discourse into two major categories as written discourse and spoken discourse. These two major areas of discourse indicate basic study areas of discourse analysis. Spoken discourse may be considered as the subject matter of spoken discourse analysis, whereas written discourse is the subject matter of written discourse analysis. Therefore, written discourse analysis could be defined as the study of language use in written (or printed) texts.

Swales (1991) provides some examples of the studies that may be regarded as written discourse analysis. These studies are concerned with the analysis of language use in different fields such as law and order, health sciences, academic genres, business writing. An example of the written discourse studies on legislative language is provided by Bhatia (1993). Another field in the written discourse analysis is the study of the language used in newspaper articles.

More recent studies in written discourse analysis are carried out with a corpus analysis perspective. Advances in computer technology have made it possible for discourse analysts to carry out their studies using corpora. Biber's (1988) and his colleagues' (1998, 2001) studies might be given as the example of this trend in the written discourse analysis.

2.5.1. Lexico-Grammatical and Discoursal Features of Written Language

The first commonly held view is that writing is more structurally complex and elaborate than speech. Written language is structurally elaborated, complex, formal and abstract, whereas spoken language is simple, concrete and context-dependent (Biber, 1988, p. 5). Halliday (1989) argues that speech is no less highly organized than writing.

Written discourse, however, according to Halliday (1989), tends to be more lexically dense than spoken discourse. Lexical density refers to the ratio of content words to grammatical, or function words, within a clause. Content words include nouns and verbs, while grammatical words include items such as prepositions, pronouns and articles.

There is a high level of nominalization in written texts, that is where actions and events are presented as nouns rather than verbs, written texts also typically include longer noun groups than spoken texts. This leads to a situation where the information in the text is more tightly packed into fewer words and less spread out than in spoken texts (Paltridge, 2008, p. 15).

At the syntactic level written language is said to have distinguishing qualities such as subordination instead of coordination, passives rather than actives, frequent conjoined phrases and prepositional phrases, greater use of relative clauses, fewer demonstrative modifiers and deictic terms (Chafe, 1982 cited in Leckie-Tarry 1995, p. 98).

Written language also differs from spoken terms in the use of conditionals. Conditionals are found to be less in written language than in spoken language (Ferguson, 2001). Another distinguishing grammatical pattern between written language and spoken language is negation.

A further commonly held view is that writing is more explicit than speech. This depends on the purpose of the text and is not an absolute. A person can stand something directly or infer something, in both speaking and writing depending upon what they want the listener or reader to understand and how direct they wish to be (Paltridge, 2008, p. 16).

Another commonly held view is that writing is more decontextualized than speech. This view is based on the perception that speech depends on a shared situation and background for interpretation, whereas writing does not depend on such a shared context. Spoken genres such as academic lectures for example do not generally show a high dependence on a shared context, while written genres such as personal letters or memos do. Both written fiction and non-fiction may also depend on background information supplied by the reader and an active role of the reader to enter into the world of the text (Paltridge, 2008, p. 17).

A further view is that speaking is disorganized and ungrammatical, whereas writing is organized and grammatical. As we have seen, spoken discourse is organized but it is organized differently from written discourse. Spoken discourse contains more half-completed and reformulated utterances than written discourse. This is because spoken discourse is often produced spontaneously and we are able to see the process of its production as someone speaks. In written discourse the text we see is simply the finished product.

Spoken discourse is able to use intonation, gesture and body language to convey meaning (Paltridge, 2008, p .17). Speaking uses much more repetition, hesitation and redundancy than written discourse. This is because it is produced in real time (Paltridge, 2008, p. 18).

Linguistic features have some functions. The notions of function and situation are closely related to a group of linguistic features which can share a common function and Biber's multidimensional approach is based on this idea because, according to Biber (1988), textual dimensions can be interpreted by determining the most widely shared functions underlying a group of co-occuring features. In fact, Biber (1988, p. 34) mentions that there are seven major functions that can be served by linguistic features. Each of these functions identifies a type of information that is marked in discourse. These are: 1) ideational, 2) textual, 3) personal, 4) interpersonal, 5) contextual, 6) processing, 7) aesthetic. The two most important functions are ideational and textual functions which are strictly linguistic. They deal with clause structure and text-internal structure.

Ideational functions refer to the ways in which linguistic form is used to convey prepositional or referential content (Biber, 1988, p. 34). In written discourse there are linguistic functions of ideational function, such as frequent nouns, prepositional phrases or a highly varied vocabulary. There are two types of textual functions: to mark information structure or to mark cohesion. Information structure includes marking of focus, topic comment constructions and theme by features such as clefts, pseudo clefts, extraposed clauses and passives. Cohesion refers to surface features that mark the use of pronominal reference, demonstratives, lexical substitution and ellipsis (Halliday and Hasan 1976 cited in Biber, 1988, p. 34).

The other functions are not as important as ideational and textual functions. Personal functions and interpersonal functions include personal style and group membership, as well as interpersonal relationship between participants and the extent of shared knowledge. Contextual functions, on the other hand, include physical and temporal setting and the purpose. Processing functions refer to the production and comprehension demands of the communicative event.

Aesthetic functions are those relating to the personal as well as cultural attitudes about the forms of language including grammatical prescriptions or individual style (Biber, 1988).

The written mode of communication provides an extensive opportunity for careful, deliberate production; written texts can be revised and edited repeatedly before they are considered complete.

Written language's basic communicative purpose is said to convey information (Biber, 1988). Written language contains fewer expression of thoughts or feelings of the addresser or addressee. Written language facilitates information gathering, record keeping and documentation, and therefore allows the monitoring and control of resources (Stubbs, 1996, p. 64).

Written language is typically produced by writers who are separated in space and time from their readers, resulting in a greater reliance on the linguistic channel itself to communicate meaning. Writers of texts typically do not address their texts to individual and specific readers; they rarely receive written responses to their messages; they do not share physical and temporal space with their readers (Biber and Conrad, 2001, p. 191).

In written discourse, the writer assumes a hypothetical reader to whom s/he is supposed to be writing and anticipating her/his reactions and adjusting her/his writing accordingly, to facilitate communication (Bhatia, 1993, p. 9).

There are various approaches in analysing written language such as multidimensional approach. In this study, the lexico-grammatical and discoursal features of the two Turkish cookery books in two individual years are analysed by using the multidimensional approach.

2.6. THE MULTIDIMENSIONAL APPROACH

Multidimensional analysis is a methodological approach that applies multivariate statistical techniques (especially factor analysis and cluster analysis) to the investigation of register variation in a language. The approach was originally developed to analyze the range of spoken and written registers in English (Biber 1985, 1986 and 1988). The multidimensional (MD) or multi feature analysis was developed by Biber in 1986 and extended in 1988. Theoretical antecedents to this approach are provided by Ervin-Tripp (1972), Hymes (1974) and Brown and Fraser (1979) (cited in Biber, 1988, p. 21).

The raw data of this approach are frequency counts of particular linguistic features. Frequency counts give an exact, quantitative characterisation of a text that can be compared in very precise terms. Frequency counts cannot identify linguistic dimensions. A linguistic dimension is determined on the basis of a consistent co-occurrence pattern among features (Biber, 1988, p. 13).

The multi feature/multi dimensional (MF/MD) approach to linguistic variation has been developed to describe the textual relations among spoken and written genres. This approach uses standardised computer based text corpora and automatic identification techniques to compute the frequencies of salient lexical and syntactic features. The co-occurrence patterns among these features are analysed through multivariate statistical techniques to identify the functional dimensions of linguistic variation among texts and to provide an overall description of relations among genres with respect to these dimensions (Biber, 1988, p. 56).

In this approach, the researcher collects or identifies a corpus of naturalistic discourse excerpts that are relevant to the particular research question being investigated. The discourse corpus is analysed by counting the frequency of discourse elements, categories, features, sequences, global patterns or combinations of these linguistic/discourse entities (Biber cited in Graesser, Gernsbacher and Goldman, 2003, p. 7). The frequency can be normalised by

the counting of occurrences per number of words (incidence score). Usually researchers collect their own corpus of discourse needs to be sampled systematically rather than with bias (Biber cited in Graesser, Gernsbacher and Goldman, 2003, p. 8).

Multidimensional analysis is a corpus driven methodological approach that identifies the frequent linguistic co-occurrence patterns in a language, relying on inductive empirical/quantitative analysis. Frequency plays a central role in the analysis, since each dimension represents a constellation of linguistic features that frequently co-occur in texts. These dimensions of variation can be regarded as linguistic constructs not previously recognised by linguistic theory. Thus, multidimensional analysis is a corpus driven (as opposed to corpus based) methodology, in that the linguistic constructs -the dimensions- emerge from analysis of linguistic co-occurrence patterns in the corpus (Biber, 2010, p. 246).

The first step in a MD analysis is to identify the set of linguistic features to study. The goal in this step is to include a wide range of the linguistic features that have functional associations. The features included in the MD analysis of English fall into sixteen major grammatical categories: A) tense and aspect markers, B) place and time adverbials, C) pronouns and proverbs, D) questions, E) nominal forms, F) passives, G) stative forms, H) subordination features, I) prepositional phrases, adjectives and adverbs, J) lexical specificity, K) lexical classes, L) modals, M) specialised verb classes, N) reduced forms and dispreferred structures, O) coordination and P) negation. Secondly, computer programs are developed to identify and count the occurrence of each linguistic feature in text. A grammatical tagger (automatic grammatical analysis by computer programs) was developed to identify many of these linguistic features while interactive programs are needed to accurately identify more complex features. All computational analyses must be checked by hand to ensure that the feature counts are accurate. After the linguistic features are counted and normalised in all texts, the analyst is faced with frequency counts. A statistical procedure is known as factor analysis. This is a correlational technique designed to identify sets of variables that are distributed in similar ways. Factor

analysis shows which of the linguistic features tend to co-occur in texts. In other words, factor analysis identifies the co-occurrence patterns among linguistic features- the sets of linguistic features that typically occur together in texts. Each set of co-occuring features is called a dimension of variation. These are groups of linguistic features that co-occur with a high frequency in texts. After the linguistic features defining a dimension are identified through factor analysis, the dimension is interpreted functionally, in terms of the situational, social and cognitive functions most widely shared by the linguistic features. This interpretation is based on the assumption that co-occurrence reflects shared function, that is linguistic features in texts because they function in similar ways. A simple example is the way in which first and second person pronouns, direct questions and imperatives tend to co-occur in texts because they all relate to interactiveness (Biber, Conrad and Reppen, 1998, p. 145-6).

Functional dimensions are; formal/informal, restricted/elaborated, involved/detached, contextualised/decontextualised, integrated/fragmented, abstract/concrete, colloquial/literary, there are dimensions that compare texts in terms of their linguistic characterisation; nominal/verbal, structurally complex/structurally simple (Biber, 1988, p. 12-13).

Douglas Biber has been engaged in a comprehensive and sustained investigation of text typology for more than ten years. In a 1988 paper he reports the general view within linguistics that “written language is structurally elaborated, complex, formal, and abstract, while spoken language is concrete, context-dependent, and structurally simple” (p. 5). Biber then identifies 67 linguistic features upon which to classify text. Six dimensional scales are “determined on the basis of a consistent co-occurrence pattern among features” (p. 13). Underlying relations are defined in terms of these dimensions and “specify the ways in which any two genres are linguistically similar and the extent to which they are similar” (p. 55).

The original model of Biber (1988) has seven dimensions. The seventh dimension is not strong enough for a firm interpretation and therefore this factor is not considered in his study. Seven major dimensions of variation were

identified in the multidimensional analysis of spoken and written English registers. The co-occuring features were associated with each of these dimensions. These sets of co-occuring features are identified quantitatively by a factor analysis. The two groups are labelled positive and negative to indicate their complementary relationship.

Biber (1988) identifies six major dimensions each compromising a distinct set of co-occuring linguistic features; involved versus informational production, narrative versus non-narrative concerns, explicit versus situation dependent reference, overt expression of persuasion, abstract versus non-abstract information, on-line informational elaboration. Each dimension defines similarities and differences among registers and registers can be compared with respect to each of these text based association patterns by computing dimension scores.

Textual variation is analysed through microscopic and macroscopic methods. Macroscopic analysis attempts to define the overall dimensions of variation in a language, whereas microscopic analysis provides a detailed description of the communicative functions of particular linguistic features, e.g. person pronouns as markers of personal involvement (Biber, 1988, p. 61). Micro and macro approaches to text analysis have complementary strengths and weaknesses. Microscopic text analysis is necessary to pinpoint the exact communicative functions of individual linguistic features. It complements macroscopic analysis in two ways: 1) it identifies the potentially important linguistic features and genre distinctions to be included in a macro analysis and 2) it provides a detailed functional analysis of individual linguistic features which enable interpretation of the textual dimension in functional terms. Microscopic analysis is not able to identify the overall parameters of linguistic variation within a set of texts because it is restricted to analysis of a few linguistic features in individual texts. In contrast, macroscopic analyses are needed to identify the underlying textual dimensions in a set of texts enabling an overall account of linguistic variation among those texts; similarities and differences. Macro analysis depends on micro analysis for the identification and functional interpretation of potentially

important linguistic features, while microscopic analysis benefits from the overall theoretical framework provided by macro analysis.

A Multidimensional analysis follows eight methodological steps:

1. An appropriate corpus is designed based on previous research and analysis. Texts are collected, transcribed (in the case of spoken texts), and input into the computer. The situational characteristics of each spoken and written register are noted (e.g. communicative purpose, production circumstances, etc.).

2. Research is conducted to identify the linguistic features to be included in the analysis, together with functional associations of the features.

3. Computer programs are developed for automated grammatical analysis, to identify or 'tag' all relevant linguistic features in texts.

4. The entire corpus of texts is tagged automatically by computer, and all texts are edited interactively to insure that the linguistic features are accurately identified.

5. Additional computer programs compute normed counts of each linguistic feature in each text of the corpus.

6. The co-occurrence patterns among linguistic features are analyzed, using factor analysis.

7. The factors are interpreted functionally as underlying dimensions of variation.

8. Dimension scores for each text are computed; the mean dimension scores for each register are then compared to analyze the salient linguistic similarities and differences among the registers being studied. The functional interpretation of each dimension is refined based on the distribution among registers.

Multidimensional studies of register variation have been used to describe the patterns of register variation in many different discourse domains, including general spoken and written registers (Biber, 1988).

Multidimensional analyses of register variation are based on corpora representing the full range of major co-occurrence patterns in a language. Such a corpus includes multiple texts from a wide range of spoken and written registers (Biber, Conrad and Reppen, 1998, p.135).

Multidimensional (MD) analyses of register variation (e.g. Biber 1986, 1988) analysed linguistic variation among the range of registers within each mode, in addition to comparing registers across the spoken and written modes. These analyses included consideration of a wide range of linguistic characteristics, identifying the way that these features configured themselves into underlying 'dimensions' of variation (Biber and Conrad , 2001, p. 183).

The multidimensional approach to register variation was developed to provide comprehensive descriptions of the patterns of register variation in a language. A multidimensional analysis includes two major components: 1) identification of the underlying linguistic parameters, or dimensions of variation and 2) specification of the linguistic similarities and differences among registers with respect to those dimensions. Methodologically, the multidimensional approach has three major distinguishing characteristics: 1) the use of computer-based text corpora to provide a broad representation of the registers in language; 2) the use of computational tools to identify linguistic features in texts; and 3) the use of multivariate statistical techniques to analyse the co-occurrence relations among linguistic features, thereby identifying underlying dimensions of variation in a language. Multidimensional studies have consistently shown that there are systematic patterns of variation among registers, and that is necessary to recognize the existence of a multidimensional space (rather than a single parameter) to adequately describe the relations among registers (Biber and Conrad, 2001, p. 184).

Multidimensional approach has been used to investigate the patterns of register variation in Non-Western languages (Biber and Conrad, 2001, p. 183). Besnier's (1988) analysis of Nukulaelae Tuvaluan; Kim's (1990 in Kim and Biber, 1994) analysis of Korean used six dimensions: on-line interaction versus planned exposition, overt logical cohesion versus implicit logical cohesion, overt expression of personal stance, narrative versus non-narrative discourse, on-line reportage of events, and honorification. Biber and Hared's (1992, 1994) analysis of Somali used three dimensions: involved discourse versus informational discourse, on-line information production versus planned/integrated information production, argumentative presentation of information versus reported presentation of information. Kessapidu's study (1997) which adopts the discourse analysis approach, analyses a corpus of Greek business letters using the multidimensional approach. It is a synchronic register analysis. In the study a total of five dimensions are used in order to explain the persuasion patterns of business letters: direct persuasion, direct versus less direct informational presentation, metacommunicative persuasion versus hedged persuasion, explicit versus implicit presentation of the self in argumentation and impersonalized versus personalized persuasion.

The Turkish MD approach has also been used in some studies. Bayyurt (2000) compares various spoken and written registers in terms of formality. Only one dimension is used; involved versus informational discourse. The samples of the study are three spoken registers, each taken from a talk show program and three written registers: an article from a magazine, introduction of a scientific book and a printed speech.

Yarar (2002) has described the lexico-grammatical and discoursal features of the official language of Turkish. The corpus of the study includes thirty-six texts taken from the Official Journal published in 1999. The text analysed represent different official text types; namely, legislative texts, juridical texts and administrative texts. There are four dimensions used in this study: 1) interactional versus informational discourse; 2) explicit versus situation dependent reference; 3) overt expression of persuasion; and 4) abstract

discourse. The findings indicate that the Turkish official language is a special language with certain linguistic structures or register markers and discoursal features.

Doyuran (2006) has described the lexico-grammatical and discoursal features of the English medium and Turkish medium academic language in Turkish universities. This study is undertaken in two different universities, namely Hacettepe University and METU in Ankara, in Turkey and the department of Geological Engineering (Faculty of Engineering) and the department of Psychology (Faculty of Letters and Humanities). METU is the representative of English medium universities while, on the other hand, Hacettepe University is representing the Turkish medium of instruction. There are three dimensions used in this study: 1) interactional /unplanned versus informational/planned; 2) argumentative versus reported presentation; 3) overt versus implicit logical cohesion. The model used in this study includes nearly 30 grammatical patterns. The findings indicate that discourse changes with the medium of instruction.

Özyıldırım (2010) studies the discoursal features of the Turkish legislative language. It is a comparative study. The aims of this study are (1) to determine the discoursal features of the Turkish legislative language, (2) to compare these features with five other registers, namely, scientific research articles, newspaper feature articles, TV commercials, man/woman magazines and stand-up shows. Turkish Criminal Code is used as the corpus of the legal register. Each text type in the study consisted of approximately 30,000 words. The multidimensional approach developed by Douglas Biber (1988) is used for the purposes of analysis and comparison. In this study, only the first dimension ‘informative/interactional production’ is analyzed. The lexico-grammatical categories of this dimension are counted in each text type and the results are statistically evaluated. The findings of the study indicate that Turkish legislative language has the highest frequencies of the features of a planned and informative discourse.

A multidimensional analysis of a corpus based study of applied linguistics research articles are studied by Getkham (2010). This paper employed a multidimensional analysis to investigate co-occurring patterns of linguistic features and compared how they were used across research sections. The corpus came from 60 research articles published in five leading Applied Linguistics journals based on the ranking of journals in Journal Citation Reports: Science Edition (2007). Twelve articles were selected to represent each journal covering the one-year period of 2006. Data were collected from the introduction, methodology, results, and discussion parts of research articles. In the multidimensional analysis, 38 linguistic features were tagged, counted and normalized. Then, the normalized frequencies of these features were entered in a factor analysis to find the co-occurring patterns. Findings indicated that there were six co-occurring patterns which were named as follows: 1) Established Knowledge/Expression of Ownership, 2) Expression of Purposes, 3) Evaluative Stance, 4) Expression of Generality, 5) Framing Claims, and 6) Conceptual Complexity**.** Findings also indicated multidimensional differences across research sections. Such knowledge may help non-native English research writers better understand the use of linguistic features in Applied Linguistics Research Articles and may help these writers produce English-medium Applied Linguistics Research Articles or related fields that would be more likely to be accepted by scholarly journals. The findings also provided significant implications for teaching research or academic writing in English for Academic Purposes (EAP) or English for Specific Purposes (ESP) classrooms.

All multidimensional studies describe linguistic features associated with different registers. In conclusion, each register has its own register markers, in other words, lexico- grammatical features and discoursal peculiarities.

CHAPTER 3

LINGUISTIC ANALYSIS OF THE TURKISH COOKING RECIPES

This chapter includes the analysis of the individual linguistic features (microscopic analysis) of the register of the Turkish recipes comparatively. Moreover, there is a comparison between the Turkish recipes in 1974 and the Turkish recipes in 2011. Furthermore, the macroscopic analysis, including the dimensional analysis, takes place in this chapter. The discussion and comparison of the lexico-grammatical features and discoursal features along dimensions takes part in the following chapter.

3.1. THE INDIVIDUAL LINGUISTIC FEATURES

This section presents the results and findings statistically and describes the individual linguistic items which aim to determine the distinctive features of the register of the recipes between 1974 and 2011. This study provides a description of the typical features of the language of recipes as a whole in those two years and shows the differences between those two years. In this study, the following lexico-grammatical features proposed by Biber (1988) are used:

1) Specialized verb classes; private verbs

2) Tense markers; present tense verbs

3) 1st & 2nd person pronouns

4) Analytic negation

5) Lexical Classes: demonstratives, conjuncts, amplifiers, downtoners, emphatics, discourse particles

6) Questions: Yes/No questions, Wh- questions

7) Modals: possibility modals *-Ebil*

8) Nouns

9) Coordination: and clause coordination/phrasal coordination- or coordination

10) Passives: agentless passives, by passives

11) Subordination: relative clauses, adverbial clauses (multifunctional adverbial clauses, causative adverbial subordinators, conditional adverbial subordinators, complement clauses

12) Postpositions

13) Adjectives and adverbs

14) Place and time adverbials

15) Imperatives

16) Type/Token Ratio

3.1.1. Specialized Verb Classes

Based on the assumption that certain verb classes have specific functions, Biber (1988) employs three main verb classes as public verbs, private verbs and suassive verbs. Public verbs involve actions, which can be observed publicly. These verbs are commonly used to introduce indirect statements. In other words, public verbs function as markers of indirect, reported speech (Quirk et. al., 1987). Examples of public verbs determined in Biber's study (1988, p. 242) are as follows: acknowledge, admit, agree, assert, claim,

complain, declare, explain, hint, mention, proclaim, protest, remark, reply, report, say, suggest, swear.

Private verbs may be considered as the verbs of intellectual states. These verbs express intellectual states or non-observable intellectual states (Biber, 1988). Private verbs are also called cognition verbs by Halliday (1985, p. 107). In Halliday's (1985) Classification, private verbs belong to mental processes that contain the processes of feeling, thinking and perceiving. Furthermore, "private verbs are used for the overt expression of private attitudes, thoughts, and emotions" (Biber, 1988, p. 105). Bayyurt (2000, p. 21) also states that private verbs may indicate a close relationship among discourse participants or between discourse participants and the topic. Instances of private verbs given by Biber (1988, p. 242) are as follows: anticipate, assume, believe, conclude, decide, demonstrate, determine, discover, doubt, estimate, fear, feel, find, forget, guess, hear, hope, imagine, imply, indicate, infer, know, learn, mean, notice, prove, realize, recognize, remember, reveal, see, show, suppose, think, understand.

The third specialized verb class, suassive verbs, indicates intentions regarding future events (Biber, 1988). "The future intentions expressed by suassive verbs could be verbally formulated as commands, suggestions" (Quirk et. al. 1987, p. 180). On the other hand, suassive verbs are said to mark the speaker's attempt to persuade the addressee regarding the fact that certain events are desirable or probable (Biber, 1988). Thus, suassive verbs may function as overt indicators of persuasion. Some of the suassive verbs identified in Biber's study (1988) are as follows: agree, arrange, ask, beg, command, decide, demand, grant, insist, instruct, ordain, pledge, pronounce, propose, recommend, request, stipulate, suggest, urge.

Some examples of public verbs in Turkish are as follows; *bildir-* (to communicate), *onayla-* (to approve), *duyur-* (to announce), *açıkla-* (to explain), etc. Some examples of private verbs in Turkish are as follows; *bekle-* (to expect), *hisset-* (to feel), *düşün-* (to think), *tahmin et-* (to anticipate, *anla-* (to understand), *bil-* (to know), *anlamına gel-* (to mean). Some examples of

suassive verbs in Turkish are as follows; *ata-* (to assign), *öner-* (to suggest), *kararlaştır-* (to decide), *iste-* (to ask), *talep ol-* (to demand), *sapta-* (to identify), *tespit et-* (to determine), etc. (Yarar, 2002, p. 133-115).

In this study, only private verbs are taken into consideration.

3.1.1.1. Private Verbs Used in the Turkish Cooking Recipes

Private verbs which are associated with the process of feeling and perceiving are used in the Turkish cooking recipes both in 1974 and in 2011. As can be seen in Table 1, the number of the private verbs is 29 (0.18%) in 1974 and 25 (0.13%) in 2011.

Table 1. Frequency and Rate of Private Verbs

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Private verbs	29 (0.18%)	25 (0.13%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of private verbs, the mean scores and p-value are examined. Independent samples t-test result of private verbs (Table 53) indicates that the mean score of the private verbs is 0.18 in 1974 and 0.16 in 2011. The independent samples t-test result shows that p-value is 0.631. P- value is greater than 0.05 and this means that there is not a statistically significant difference between 1974 and 2011.

Private verbs identified in the sample are as follows: *iste-* (wish, want) and *arzu et-* (demand), given the fact that private verbs are said to express the overt expression of private attitudes, thoughts and emotions.

Some examples of specialized verbs used in the sentences are as follows:

[Ex. 1] Ortasına *istediğiniz* malzemeyi koyunuz. (1974)

[English translation of Ex. 1] In the middle, place the stuffing you want. (1974)

[Ex. 2] Hazırladığınız salataya arzu ederseniz, domates, biber ve zeytinle garnitür yapabilirsiniz. (1974)

[English translation of Ex. 2] If you desire, you can garnish with tomato, peppers and olives to the prepared salad. (1974)

[Ex. 3] *istenirse* dövülmüş sarımsakla çırpılmış (2011)

[English translation of Ex. 3] *if* wished, with garlic (2011)

3.1.2. Tense Markers: Present Tense Verbs

Tense markers can be divided into the categories of present tense, past tense, future tense and progressive tense. Predicates that contain one of these tense markers form verbal sentences. In this study, only present tense is taken into consideration.

Present tense indicates the topics and actions of immediate relevance. Moreover, present tense markers can be used to focus on the information being presented and to remove the focus from any temporal sequencing (Biber, 1988, p. 224). It is also suggested that the present tense is employed to refer to general facts and events (Kornfilt, 1997; Nilsson, 1991). In other words, "the verbs with present tense are generic statements applicable to present, past and future" (Quirk et. al., 1987, 176), e.g. G*üneş doğudan doğar* (The sun rises in the East), etc. The present tense is also said to refer to habitual actions (Kornfilt 1991; Underhill 1987), e.g. *Ayşe sabahları süt içer* (Ayşe drinks milk in the mornings) etc. In Turkish, the suffix *-Ir*, which is called aorist; is stated as the

marker of present tense (Erkman Akerson, 1994; Kornfilt, 1997; Lewis, 1967; Underhill, 1987).

The present tense is important in this study because it is sometimes used in cooking recipes to focus on the information being presented and remove focus from any temporal sequencing.

Time and tense are different concepts. Apart from these referential distinctions of the tense markers, it is also possible to indicate the semantic functions of them. Tense markers could refer to distinct temporal meanings other than their conventional temporal references. This fact is stated by Quirk et. al (1987) for nearly all tense markers of English. Similar views have also been expressed for the Turkish tense markers. For instance, the present tense is said to express a future act in the spoken language, especially when used as a promise (Kornfilt 1997; UnderhilI 1987). *Yarın görüşürüz* (We will meet tomorrow), etc. The present tense can also be used to refer to a past event or action, particularly in narratives (Kornfilt, 1997).

3.1.2.1. Tense Markers Used in the Turkish Cooking Recipes

Table 2 shows that the number of present tense markers is 388 (2.37%) in 1974 and 34 (0.18%) in 2011.

Table 2. Frequency and Rate of Present Tense Markers

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Present Tense Verbs	388 (2.37%)	34 (0.18%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of present tense markers, the mean scores and p-value are examined. Independent samples t-test result of present tense markers (Table 54) indicates that the mean score of present tense markers is 2.41 in 1974 and

0.21 in 2011. The use of present tense might indicate that the information is given importance and general facts and events are emphasized by using present tense. The independent samples t-test result shows that p-value is 0.00 and less than 0.05. Therefore, the use of the present tense markers is statistically significantly different in the Turkish cooking recipes in 1974 and in 2011. The use of present tense markers in 1974 is more than the use of present tense markers in 2011.

Some examples of present tense markers used in the sentences are as follows:

[Ex. 4] Çorba tenceresinde unla, tereyağı karıştırılarak hafif ateşte 3-4 dakika kızartmadan *kavrulur.* (1974)

[English translation of Ex. 4] Stirring with flour and butter in the soup pot, you low heat for 3-4 minutes without frying. (1974)

[Ex. 5] …….aksi takdirde sararken *yırtılır.* (2011)

[English translation of Ex. 5] …….otherwise they will tear apart. (2011)

3.1.3. Pronouns

Pronouns are defined as words, which are used instead of a noun or a noun phrase. Pronouns could be divided into two major categories: 1) personal pronouns and 2) impersonal pronouns. In this study, only personal pronouns, especially first and second personal pronouns are emphasized. As stated earlier, impersonal pronouns have two categories: 1) demonstrative pronouns and 2) indefinite pronouns. Impersonal pronouns have two distinct and main functions in Biber's model (1988). The other category of impersonal pronouns, namely indefinite pronouns; the numeral *bir* (one), *bazı* (some), *kimi* (some), *herkes* (everybody), *herkim* (whoever), *hiç kimse* (nobody), etc. and demonstrative pronouns are not analysed in this study. In Turkish, *bu* (this), *şu* (that), and *o* (it) and their plural counterparts bunlar (these), *şunlar* (those) and

onlar (they) are stated as demonstrative pronouns (Kornfilt, 1997; Lewis, 1967; Underhill, 1987). Furthermore, "another set of demonstrative pronouns is formed by adding a third person singular possessive suffix *-(s)I* to the items *böyle, şöyle, öyle* that can be used adjectivally or adverbially" (Kornfilt, 1997, p. 311).

Major forms of personal pronouns are as follows: first person singular/plural pronouns, second person singular/plural pronouns and third person singular/plural pronouns. In English, first person pronouns are: I, me, we, us, my, our, myself, ourselves. Biber (1988, p. 225) states that "first person pronouns have been treated as markers of ego involvement in a text. They indicate an interpersonal focus and generally involve style". Second person pronouns are: you, your, yourself, yourselves. They require a specific addressee and indicate a high degree of involvement with that addressee. Impersonal pronouns include demonstrative pronouns and indefinite pronouns. It is stated that each pronoun has its own textual function (Biber, 1988).

Personal pronouns in Turkish are also called free pronouns by Kornfilt (1997). The following figure shows the Turkish personal pronouns in relation to the case markers.

Figure 1. Personal pronouns in Turkish

Singular	First	Second	Third	Plural First	Second	Third
Nominative	Ben	Sen	O	Biz	Siz	Onlar
Accusative	Beni	Seni	Onu	Bizi	Sizi	Onları
Genitive	Benim	Senin	Onun	Bizim	Sizin	Onların
Dative	Bana	Sana	Ona	Bize	Size	Onlara
Locative	Bende	Sende	Onda	Bizde	Sizde	Onlarda
Ablative	Benden	Senden	Ondan	Bizden	Sizden	Onlardan

(Adapted from Kornfilt, 1997; Underhill, 1987)

Furthermore, Turkish is known as a pro-drop language, however, pronouns are deleted but then recovered from the inflection of the verb.

Geliyorum (I'm coming) (first person) or

Geldin (You've come) (second person).

Turkish uses second person pronouns that distinguish varying levels of politeness, social distance, age, courtesy or familiarity toward the addressee. The plural second-person pronoun and verb forms are used referring to a single person out of respect. In formal situations (meeting people for the first time, business, customer-clerk, colleagues) plural second person *siz* is used almost exclusively. In very formal situations, double plural second-person *sizler* may be used to refer to a much-respected person. Rarely, third plural conjugation of the verb (but not the pronoun) may be used to emphasize utmost respect. In imperative, there are three forms: second singular person for informal, second plural person for formal and double plural second person for very formal situations: *gel* (second singular, informal), *gelin* (second plural, formal), *geliniz* (double second plural, very formal). The very formal forms are not frequently used.

In this study, only 1st and 2nd person pronouns are taken into consideration.

3.1.3.1. Pronouns Used in the Turkish Cooking Recipes

No use of 1st person pronouns is identified in the analysis of the data. As can be seen in Table 3, the number of 1st person pronouns is 0 (0.00%) in 1974 and 0 (0.00%) in 2011.

Table 3. Frequency and Rate of 1st Person Pronouns

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
1st Person Pronouns	0 (0.00%)	0 (0.00%)

First person pronouns are not used in the Turkish cooking recipes. This finding indicates that first person pronouns which are the markers of involved and

interactional texts (Biber, 1988) do not perform any significant communicative function in cooking recipes. It could be a result of non-personal and non-interactional focus of the cooking recipes

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of 1st person pronouns, the mean scores and p-value are examined. Group statistics result of 1st person pronouns (Table 55) indicates that the mean score of 1st person pronouns is 0.00 in 1974 and 0.00 in 2011. Independent samples t-test cannot be computed because the standard deviation of both groups are 0.

As can be seen in Table 4, the number of 2nd person pronouns with nouns is 2 (0.01%) in 1974 and 14 (0.07%) in 2011.

Table 4. Frequency and Rate of 2nd Person Pronouns with Nouns

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
2nd Person Pronouns with Nouns	2 (0.01%)	14 (0.07%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of 2nd person pronouns with nouns, the mean scores and p-value are examined. Independent samples t-test result of 2nd person pronouns with nouns (Table 56) indicates that the mean score of the 2nd person pronouns with nouns is 0.01 in 1974 and 0.09 in 2011. The independent samples t-test shows that p-value is 0.006. P- value is less than 0.05 and this means that there is a statistically significant difference between 1974 and 2011.

As can be seen in Table 5, the number of 2nd person pronouns with *-In* is 2 (0.01%) in 1974 and 14 (0.07%) in 2011.

Table 5. Frequency and Rate of 2nd Person Pronouns with *-In*

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
2nd Person Pronouns with *-In*	34 (0.21%)	2122 (11.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of 2nd person pronouns with *-In*, the mean scores and p-value are examined. Independent samples t-test result of 2nd person pronouns with *-In* (Table 57) indicates that the mean score of the 2nd person pronouns with *-In* is 0,21 in 1974 and 13,18 in 2011. The independent samples t-test shows that p-value is 0,000. P- value is less than 0,05 and this means that there is a statistically significant difference between 1974 and 2011. The use of the 2nd person pronouns with *-In* in 2011 is more than the use of the 2nd person pronouns with *-In* in 1974.

As can be seen in Table 6, the number of 2nd person pronouns with *-InIz* is 974 (5.96%) in 1974 and 0 (0.00%) in 2011.

Table 6. Frequency and Rate of 2nd Person Pronouns with *-InIz*

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
2nd Person Pronouns with *-InIz*	974 (5.96%)	0 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of 2nd person pronouns with *-InIz*, the mean scores and p-value are examined. Independent samples t-test result (Table 58) indicates that the mean score of the 2nd person pronouns with *InIz* is 6.05 in 1974 and 0.00 in 2011. The independent samples t-test result of 2nd person pronouns with *–InIz* shows that p-value is 0.00. P- value is less than 0.05 and this means that there is a statistically significant difference between 1974 and 2011. The use of the 2nd person pronouns with *-InIz* in 1974 is more than the use of the 2nd person pronouns with *-InIz* in 2011. The findings indicate that the language of the Turkish cooking recipes in 1974 is much more polite and formal than in 2011.

Table 7 indicates that the number of 2nd person pronouns is 1010(6.18%) in 1974 and 2136 (11.07%) in 2011.

Table 7. Frequency and Rate of 2nd Person Pronouns

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
2nd Person Pronouns with Nouns	2 (0.01%)	14 (0.07%)
2nd Person Pronouns with In	34 (0.21%)	2122 (11.00%)
2nd Person Pronouns with InIz	974 (5.96%)	0 (0.00%)
Total	1010(6.18%)	2136 (11.07%)

In this study only second person pronouns are found in the corpus. Like first person pronouns, second person pronouns are regarded as the signs of highly interactive texts. Furthermore, these pronouns require the presence of a specific addressee (Biber, 1988). It is possible to argue that cooking recipes in the two cookery books have involved and/or interactional discourse. However, in Turkish cooking recipes the aim of using second person pronouns is to give instructions to the readers by indicating politeness.

In any example, free pronouns are not used; instead personal pronouns seem to be inflected to the verb stems and to nouns.

Some examples of pronouns used in the sentences are as follows:

[Ex. 6] Bir tencerede un, irmik ve yağı on dakika karıştırıp, hafif ateşte *pişiriniz.* (1974)

[English translation of Ex. 6] (You) mix flour, semolina and oil in the pot and simmer. (1974)

[Ex. 7] Sebzeleri başka bir tencere içerisine özünü, püre halinde ezerek *geçirin.* (1974)

[English translation of Ex. 7] (You) put the vegetables into another pot by mashing crushingly. (1974)

[Ex. 8] Daha önce *hazırladığınız* domatesli kıymayı ilave ederek, *kaynatınız.* (1974)

[English translation of Ex. 8] (You) boil by adding the prepared minced meat with tomatoes. (1974)

[Ex. 9] Yağın yarısını bir tencerede *eritin.* (2011)

[English translation of Ex. 9] (You) melt half of the margarine in a large saucepan. (2011)

[Ex. 10] …*parmaklarınızla* sıkarak birbirine *yapıştırın.* (2011)

[English translation of Ex. 10] ……..squeezing with your fingers, (you) stick them together. (2011)

[Ex. 11] … margarini *erittiğinizde* 2 avuç tel veya arpa şehriyeyi ekleyin. (2011)

[English translation of Ex. 11] … when you brown butter, (you) add 2 handfuls of vermicelli or orzo. (2011)

3.1.4. Analytic Negation

Negation in written discourse has some specific features, which are different from those in spoken discourse. This difference is said to be a result of the fact that "in written text there is no physical receiver of producer's message at the moment of composition" (Pagano, 1994, p. 253). However, the writer employs a mental representation of the reader to replace the absence of a physical interlocuter. In other words, "the writer creates a picture of the reader, who becomes an 'ideal reader', and attributes to this reader certain experience, knowledge, opinions and beliefs on the basis of which the reader builds his/her message" (Pagano, 1994, p.253).

Therefore, negative forms, like their positive counterparts, provide the readers with some certain information. "Negative statements often provide information of great textual and contextual (as well as ideational) significance, or relevance, at a particular point in discourse" (Jordan, 1998, p. 747).

Biber (198, p. 245) divides negation into two categories as synthetic negation which includes the use of the words no, neither, nor and analytic negation which includes the negative marker not. For him, synthetic negation is more integrated, whereas analytic negation is more fragmented.

In Turkish, two major forms of negation have been proposed: 1) the suffix -me; and 2) the lexical negatives *değil* and *yok* (Csatô and Johanson, 1998; Erguvanlı Taylan, 1986; Kornfilt, 1997; Underhill, 1987). Negative suffix *-mE* is used in verbal sentences. It is placed before the tense suffix following other suffixes such as passive, reflexive, reciprocal, and causative, if they occur. Lexical negators *değil* and *yok* are used in non-verbal sentences.

Similar to the Biber's (1988) categorization of negation, Erguvanlı Taylan (1986, p.160), divides the Turkish negative statements into two semantic groups: Internal negation (in Biber's terms, analytic negation) and external negation (in Biber's terms, synthetic negation). Erguvanlı Taylan (1986, p. 160) argues that "the suffix *-mE* is the internal negation operator marking verbal negation and the lexical negative *değil* (and also *yok*) is the external negation operator, marking the sentential negation." Furthermore, "internal negation is associated with predicate negation, in which only the assertion, typically expressed by the predicate of the sentence, is negated with the presuppositions of the sentence remaining constant. External negation, on the other hand, is associated with the whole sentence, that is, the assertions as well as the presuppositions involved are negated" (Erguvanlı Taylan, 1986, p. 166).

In addition to this difference between the two negative markers in Turkish, it may be added that although both *değil* and *yok* are used as negative markers in external negation, *değil* is employed in the non-verbal sentences with

substantive predicates, whereas *yok* is employed in the non-verbal sentences with existential predicates (Kornfilt, 1997, p. 124).

3.1.4.1. Analytic Negation Used in the Turkish Cooking Recipes

As can be seen in Table 8, the number of the analytic negation is 35 (0.22%) in 1974 and 43 (0.22%) in 2011.

Table 8. Frequency and Rate of Analytic Negation

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Analytic Negation	35 (0.22%)	43 (0.22%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of analytic negation, the mean scores and p-value are examined. Independent samples t-test result (Table 59) indicates that the mean score of the analytic negation is 0.22 in 1974 and 0.27 in 2011. The independent samples t-test result of analytic negation shows that p-value is 0.387 and is greater than 0.05. Therefore, there is not a statistically significant difference between 1974 and 2011.

Some examples of analytic negation used in the sentences are as follows:

[Ex. 12] Haşlıyacağınız tencereye üç kaşıktan az tuz *koymayınız.* (1974)

[English translation of Ex. 12] Do not put less than 3 teaspoons of salt into the pot. (1974)

[Ex. 13] ….kıymalar kavrulurken çok *kavrulmamalıdır*.. (1974)

[English translation of Ex. 13] ….the minced meat may not be roasted. (1974)

[Ex. 14] Çok fazla pişip *kurumamasına* özen göstererek servis yapın. (2011)

[English translation of Ex. 14] taking care it does not get too dry. (2011)

[Ex. 15] Pek fazla *karıştırmayın* yoksa börek yeterince *kabarmaz*. (2011)

[English translation of Ex. 15] Do not stir too much otherwise it will not rise. (2011)

3.1.5. Lexical Classes

Lexical classes include the following categories; conjuncts, downtoners, amplifiers, emphatics, discourse particles and demonstratives. All of these lexical categories belong to metadiscourse. It has been argued that "many discourses have at least two levels" (Vande Kopple, 1980, p. 83 cited in Crismore and Farnsworth 1990, p. 119). These levels are; 1) informational (propositional) content; and 2) metadiscourse. At the first level, propositional content is provided, whereas at the second level, "(we) help our readers organize, classify, interpret, evaluate, and react to (propositional) material" (Vande Kopple, 1980, p. 83 cited in Crismore and Farnsworth, 1990, p. 119). In other words, metadiscourse might be considered as the linguistic and rhetorical manifestation of an author's presence in a text. Thus, metadiscoursal elements do not have any contribution to the informational content of texts.

3.1.5.1. Demonstratives

Demonstratives can be defined as the adjectives that demonstrate the nouns (Atabay, Kutluk and Özel, 1983). These adjectives are said to be used for both text-internal deixis and for exophoric, text-external, reference (Biber, 1988, p. 241). Therefore, these structures belong to metadiscourse, which can be defined as the presence of the author in the text (Crismore and Farnsworth,

1990). Given the fact that metadiscourse has both textual function and interpersonal function, demonstrative adjectives can be stated as members of textual metadiscourse since they may be used to direct the reader's involvement with text. Furthermore, demonstratives are considered as devices for making referential cohesion in a text (Halliday and Hasan 1976). On the other hand, Ochs (1979) argues that demonstratives are preferred to articles in unplanned discourse. In Turkish, the demonstrative adjectives *bu* (this), *şu* (that), and *o* (it) are used before the nouns, which they indicate. For instance *bu ağaç çok yaşlı* (This tree is very old); *şu ev çok güzel* (That house is very beautiful); *o bayan öğretmen* (That woman is a teacher), etc.

3.1.5.1.1. Demonstratives Used in the Turkish Cooking Recipes

As can be seen in Table 9, the number of demonstratives is 56 (0.34%) in 1974 and 34 (0.18%) in 2011.

Table 9. Frequency and Rate of Demonstratives

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Demonstratives	56 (0.34%)	34 (0.18%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of demonstratives, the mean scores and p-value are examined. Independent samples t-test result (Table 60) indicates that the mean score of the demonstratives is 0.35 in 1974 and 0.21 in 2011. The independent samples t-test result of demonstratives shows that p-value is 0.074 and is greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011.

Nearly all demonstratives are expressed by means of the demonstrative adjective *bu* (that).

Some examples of demonstratives used in the sentences are as follows:

[Ex. 16] *Bu* su sonra süzülerek dökülmelidir. (1974)

[English translation of Ex. 16] Then, this water should be poured by filtering. (1974)

[Ex. 17] *Bu* karışımı çorbaya katarak karıştırın. (2011)

[English translation of Ex. 17] Add this mixture to the soup. (2011)

3.1.5.2. Conjuncts

Conjuncts explicitly indicate the logical relations between clauses (Biber, 1988, p. 239). Because of this function they are important in discourse with highly informational focus. Furthermore, Ochs (1979) also argues that conjuncts are formal and therefore more common in planned discourse than unplanned. Quirk et al. (1987, p. 634-36) list the following functional classes of conjuncts; listing, summative, appositive, resultive, inferential, contrastive, and transitional. Biber (1986a) finds that conjuncts occur frequently in informational genres such as academic prose, official documents and professional letters. Furthermore, it is also stated that concessive conjuncts are more common in writing than speech.

The list of conjuncts in English are: as follows; alternatively, altogether, consequently, furthermore, hence, however, instead, moreover, nonetheless, nevertheless, otherwise, instead, likewise, namely, rather, similarly, therefore, thus, in contrast, in particular, in addition, for example, as a result, notwithstanding, viz, etc. In Turkish conjuncts can be exemplified as follows: *ancak* (however), *lakin* (still), *fakat* (but), *yani* (in other words), *hem* (as well as), *örneğin* (for example), *üstelik* (furthermore), *açıkçası* (in fact), *kısacası* (in summary), *oysa* (however), *öyleyse* (therefore), *nitekim* (in fact), etc. (Atabay, Kutluk, and Özel, 1983). In Turkish, conjuncts are *ayrıca* (besides), *bir de* (also),

tersine (in contrast), *benzer olarak* (similarly), *sonuçta* (in conclusion), *sonuç olarak* (in conclusion), *böylece* (thus), etc.

3.1.5.2.1. Conjuncts Used in the Turkish Cooking Recipes

As can be seen in Table 10, the number of conjuncts is 5 (0.03%) in 1974 and 10 (0.05%) in 2011.

Table 10. Frequency and Rate of Conjuncts

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Conjuncts	5 (0.03%)	10 (0.05%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of conjuncts, the mean scores and p-value are examined. Independent samples t-test result of conjuncts (Table 61) indicates that the mean score of the conjuncts is 0.03 in 1974 and 0.06 in 2011. The independent samples t-test shows that p-value is 0.269 and is greater than 0.05. Therefore, there is not a statistically significant difference between 1974 and 2011.

Some examples of conjuncts used in the sentences are as follows:

[Ex. 18] *ancak* bir dakika dinlenmeye bırakmalıdır. (1974)

[English translation of Ex. 18] however leave to rest for a minute. (1974)

[Ex. 19] *Ayrıca* bol suda pişirilmiş pirinci de buna katınız. (1974)

[English translation of Ex. 19] In addition, you add the rice which is cooked in plenty of water. (1974)

[Ex. 20] pirinç pişene kadar, *ancak* suyunu tam çektirmeden, 20 dakika pişirin. (2011)

[English translation of Ex. 20] low heat 20 minutes, until the rice is cooked, but the stock not fully absorbed (2011)

[Ex. 21] Soğanlarla etler kavrulmamalıdır, *aksi takdirde* kereviz renk değiştirir. (2011)

[English translation of Ex. 21] onions and meat should not be browned otherwise the celery will change colour. (2011)

3.1.5.3. Amplifiers

Amplifiers boost the force of the verb (Quirk et al., 1987, p. 590). In other words, "amplifiers indicate the degree of certainty towards a proposition" (Biber, 1988, p. 241). Chafe (1985) mentions that amplifiers indicate the reliability of propositions positively (cited in Biber, 1988, p. 240). These adverbs may mark solidarity with the listener or the reader in addition to referring to certainty or conviction towards the proposition. Therefore, these adverbs are also one of the members of interpersonal metadiscourse. In other words, these adverbs do not contribute to the informational content of texts, but they indicate the text producer's subjective attitudes towards the informational content of the text. The following adverbs are the examples of the amplifiers; absolutely, completely, entirely, extremely, fully, greatly, highly, intensely, perfectly, totally, very, etc. (Biber, 1988). *Tamamen* (completely), *oldukça* (very), *büyük ölçüde/oranda* (highly), etc., could be given as the examples of amplifiers in Turkish (Atabay, Kutluk ve Özel 1983).

3.1.5.3.1. Amplifiers Used in the Turkish Cooking Recipes

Table 11 indicates that the number of amplifiers is 4 (0.02%) in 1974 and 2 (0.01%) in 2011.

Table 11. Frequency and Rate of Amplifiers

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Amplifiers	4 (0.02%)	2 (0.01%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of amplifiers, the mean scores and p-value are examined. Independent samples t-test result of amplifiers (Table 62) indicates that the mean score of the amplifiers is 0.02 in 1974 and 0.01 in 2011. The independent samples t-test shows that p-value is 0.411 and is greater than 0.05. Hence, there is not a statistically significant difference between 1974 and 2011.

Some examples of amplifiers used in the sentences are as follows:

[Ex. 22] Şeker *tamamen* eridikten sonra, bir, iki taşım daha kaynayarak, biraz koyulaşmasını bekleyiniz. (1974)

[English translation of Ex. 22] After the sugar is completely melted, wait until it stiffens. (1974)

[Ex. 23] tavayı *tamamen* doldurmayın. (2011)

[English translation of Ex. 23] do not fill the pan up completely. (2011)

3.1.5.4. Downtoners

Downtoners are the opposite of amplifiers. Downtoners are adverbs, which "have lowering effect on the force of the verb" (Quirk et. al., 1985, p. 597-602). These adverbs are said to be commonly used in academic writing to indicate probability (Chafe and Daniclewicz 1986 cited in Biber, 1988, p. 240). Like amplifiers, downtoners also belong to interpersonal metadiscourse. In other words, these adverbs do not have contribution to the informational content of the texts. Biber (1988, p. 240) argues that in conversations the downtoners are quite rare, in contrast in academic texts there is a wide range of common downtoners.

Some instances of the downtoners in English are as follows; almost, barely, hardly, nearly, partially, partly, somewhat (Biber, 1988, p. 240). Some examples of downtoners in Turkish are *hemen hemen* (almost), *neredeyse* (nearly), *kısmen* (partly), *aşağı yukarı* (somewhat), *şöyle böyle* (somewhat), etc. (Atabay, Kutluk and, Özel 1983, p. 112).

3.1.5.4.1. Downtoners Used in the Turkish Cooking Recipes

As can be seen in Table 12, the number of downtoners is 6 (0.04%) in 1974 and 1 (0.00%) in 2011.

Table 12. Frequency and Rate of Downtoners

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Downtoners	6 (0.04%)	1 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of downtoners, the mean scores and p-value are examined.

Independent samples t-test result of downtoners (Table 63) indicates that the mean score of the downtoners is 0.04 in 1974 and 0.01 in 2011. The independent samples t-test shows p-value is 0.093 and is greater than 0.05. Therefore, there is not a statistically significant difference between 1974 and 2011.

Some examples of downtoners used in the sentences are as follows:

[Ex. 24] ….patatesler yumuşak bir hal alıncaya kadar *aşağı yukarı* yarım saat kadar haşlayınız. (1974)

[English translation of Ex. 24] ….You will boil for nearly half an hour or until the potatoes get fluffy. (1974)

[Ex. 25] …*neredeyse* saydamlaşana kadar (2011)

[English translation of Ex. 25] …*almost transparent* (2011)

3.1.5.5. Emphatics

“Emphatics mark the presence of the certainty towards a proposition" (Biber, 1988, p. 241). Chafe (1982, 1985 cited in Biber, 1988 p. 241) regards emphatics as one of the characteristics of informal, colloquial discourse. These words are said to reflect involved relations in the texts. Furthermore, emphatics belong to interpersonal metadiscourse (Crismore and Farnsworth 1990). Therefore, this lexical category does not make a contribution to the propositional content of a text. Some examples of emphatics are as follows: for sure, just, really. *Gerçekten* (really), *sahiden* (for sure), etc. are some examples of emphatics in Turkish.

3.1.5.5.1. Emphatics Used in the Turkish Cooking Recipes

In the analysis of the data no emphatic word is found. As can be seen in Table 13, the number of emphatics is 0 (0.00%) in 1974 and 0 (0.00%) in 2011.

Table 13. Frequency and Rate of Emphatics

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Emphatics	0 (0.00%)	0 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of emphatics, the mean scores and p-value are examined. Group statistics result of emphatics (Table 64) indicates that the mean score of emphatics is 0.00 in 1974 and 0.00 in 2011. Independent samples t-test cannot be computed because the standard deviations of both groups are 0. Therefore, it can be argued that those structures that indicate the presence of certainty are not used in the Turkish cooking recipes both in 1974 and 2011.

3.1.5.6. Discourse Particles

Discourse particles are used to maintain conversational coherence (Schiffrin, 1987). These words are used to monitor the information flow in involved discourse. Biber (1988) argues that discourse particles do not provide any contribution to the content of discourse in terms of meaning. Özbek (1998, p. 37) states that conjunctions, connectives, adverbs, etc. could function as discourse particles.

Fraser (1999, p. 931) states that these lexical expressions have been studied under various labels, including discourse markers, discourse connectives, discourse operators, pragmatic connectives, sentence connectives, and cue

phrases. Although there is an agreement that they are expressions which relate to discourse segments, there is no agreement on how they are to be defined or how they function. Fraser (1999, p. 931) states that "they have a core meaning, which is procedural, not conceptual, and their more specific interpretation is negotiated by the context, both linguistic and conceptual". 'Well', for example, as a discourse marker, refers backwards to some topics and is already shared knowledge among participants (Labov and Fanshel, 1977, p. 156 cited in Fraser, 1999, p. 932). Discourse markers have the role of relating the current utterance with a larger discourse. Schiffrin (1987) lists them as follows: and, because, but, I mean, now, oh, or, so, then, well, and y'know. Schiffrin (1987) suggests that discourse markers do not easily fit into a linguistic class, Schriffrin (1987, p. 314) then suggests what constitutes a discourse marker as follows:

It has to be syntactically detachable from a sentence.

It has to be commonly used in initial position of an utterance.

It has to have a range of prosodic counters.

It has to be able to operate at both local and global levels of discourse

It has to be able to operate on different planes of discourse.

Syntactically, discourse markers do not constitute a separate syntactic category. Three sources of discourse markers are, conjunctions, adverbs and prepositional phrases as well as a few idioms like 'still' and 'all and all'.

In Turkish, discourse markers such as *bir de* (also), *fakat* (but), *neyse* (whatever), function as explicit indicators of the structure of a discourse (Yöndem, 2000). In Turkish, discourse markers cause a pause and most of the time they are considered to be clue for topic change. Turkish is quite different than English in many ways; especially it allows variation in word order; therefore, Yöndem (2000, p. 414) states that the place of a discourse marker is important in determining the meaning of the whole sentence. They may take place at the beginning of the sentence as a temporal sentence adjunct; like *bir sabah* (one morning), *o gece'*(that night) or within the sentence.

In English, such words as well, now, anyway, anyways, etc. are given as examples of the discourse particles (Biber, 1988, p. 241). In Turkish, such words as *de, tamam mı, şey, yani, ee,* etc. are said to be discourse particles (Özbek, 1998, p. 43).

3.1.5.6.1. Discourse Particles Used in the Turkish Cooking Recipes

In the study, no example of discourse particles is found. As can be seen in Table 14, the number of emphatics is 0 (0.00%) in 1974 and 0 (0.00%) in 2011.

Table 14. Frequency and Rate of Discourse Particles

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Discourse particles	0 (0.00%)	0 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of discourse particles, the mean scores and p-value are examined. Group statistics result of discourse partiicles (Table 65) indicates that the mean score of discourse particles is 0.00 in 1974 and 0.00 in 2011. Independent samples t-test cannot be computed because the standard deviations of both groups are 0. Therefore, it can be argued that discourse particles that are concerned as a part of interactional structure of the discourse are not used in the Turkish cooking recipes both in 1974 and 2011.

3.1.5.7. Lexical Classes Used in the Turkish Cooking Recipes

As can be seen in Table 15, the total number of lexical classes is 71 (0.43%) in 1974 and 47 (0.24%) in 2011.

Table 15. Frequency and Rate of Lexical Classes

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Demonstratives	56 (0.34%)	34 (0.18%)
Conjuncts	5 (0.03%)	10 (0.05%)
Amplifiers	4 (0.02%)	2 (0.01%)
Downtoners	6 (0.04%)	1 (0.00%)
Emphatics	0 (0.00%)	0 (0.00%)
Discourse particles	0 (0.00%)	0 (0.00%)
Total	71 (0.43%)	47 (0.24%)

This table indicates that among lexical classes, the most frequently used category is demonstratives in the recipes both in 1974 and in 2011. Emphatics and discourse particles are not identified in the two cookery books.

3.1.6. Questions

3.1.6.1. Yes/No questions

Both in English and in Turkish, they indicate a concern with interpersonal functions and involvement with the addressee. Biber (1988) sometimes excludes these types of questions, because they could not be accurately identified by automatic analysis in spoken genres. However, since in this study all items are counted by hand, they are included.

In Turkish, the formation of yes-no questions are made by attaching the question particle *–ml*, again the choice depending on the last vowel of the word preceding the question suffix. Without the use of *-ml*, question formation is not possible in Turkish unless there is an overt wh-word as will be discussed in the

following section. Orthographically, the question particle is written as a separate word, not being attached to the preceding word as with other suffixes (TDK Yazım Klavuzu). The person suffix usually follows the question particle, except the definite past tense conjugation, as can be observed in the following examples: *Gidiyor musun?* (Are you going?), *Gelecek misin?* (Will you come?), *Gitmiş miyiz?* (Have we gone?), *Gittin mi?* (Did you go?)

The position of the question particle is in final position, but if one of the elements in the sentence wants to be stressed, then the question particle has to be placed right after that element, e.g. *Yarın Ayşe'yle sinemaya gidecek misin?* (Are you going to the cinema with Ayşe tomorrow?), *Yarın Ayşe'yle mi sinemaya gideceksin?*, *Yarın Ayşe'yle sinemaya mı gideceksin?*

3.1.6.1.1. Yes/No Questions Used in the Turkish Cooking Recipes

In the analysis of data no use of yes/no questions is identified. As can be seen in Table 16, the number of emphatics is 0 (0.00%) in 1974 and 0 (0.00%) in 2011.

Table 16. Frequency and Rate of Yes/No Questions

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Yes/No Questions	0 (0.00%)	0 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of yes/no questions, the mean scores and p-value are examined. Group statistics result of yes/no questions (Table 66) indicates that the mean score of yes/no questions is 0.00 in 1974 and 0.00 in 2011. Independent samples t-test cannot be computed because the standard deviations of both groups are 0. This finding is consistent with that of Biber's

study (1988, p. 254) in that the Turkish cooking recipes do not contain any instance of yes/no questions.

3.1.6.2. Wh- Questions

Turkish has a set of question words which correspond to "Wh-words" in English (Kornfilt, 1997, p. 9). Some examples of these question words are *kim, ne, hangi, neden, nasıl, niye,* and so on. Akar (2001, p. 67-68) states that, in Turkish, question words such as *kim, ne, neden*, and the like mostly occur immediately precedes the verb, e.g., *Bunu kim aldı?* (Who bought it?). However, question words may occur in the positions other than the preverbal position, e.g., *Ege kime çiçek verecek?* (Whom will Ege give flowers to?).

As mentioned in the previous section, if there is an overt wh-particle, then the question particle *-ml* is not used. Wh-words in Turkish are words such as *kim, nerede, hangi, nasıl, ne zaman, kimle, kaçta,* etc. The position of the wh-particle is fixed; it occupies the same position as the noun phrase in the relative answer, e.g. *Dün Ankara'ya kaçta vardın?* (What time did you arrive in Ankara yesterday?), *Hangi gün Ankara'ya vardın?* (On what day did you arrive in Ankara?).

3.1.6.2.1. Wh- Questions Used in the Turkish Cooking Recipes

In the analysis of data no use of wh- questions is identified. As can be seen in Table 17, the number of emphatics is 0 (0.00%) in 1974 and 0 (0.00%) in 2011.

Table 17. Frequency and Rate of Wh- Questions

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Wh- Questions	0 (0.00%)	0 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of wh- questions, the mean scores and p-value are examined. Group statistics result of wh-questions (Table 67) indicates that the mean score of wh- questions is 0.00 in 1974 and 0.00 in 2011. Independent samples t-test cannot be computed because the standard deviations of both groups are 0. This finding is consistent with that of Biber's study (1988, p. 254) in that the Turkish cooking recipes do not contain any instance of wh-questions.

3.1.6.3. Questions Used in the Turkish Cooking Recipes

In the analysis of the data, no use of questions is identified.

Table 18. Frequency and Rate of Questions

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Yes/No Questions	0 (0.00%)	0 (0.00%)
Wh- Questions	0 (0.00%)	0 (0.00%)
Total	0 (0.00%)	0 (0.00%)

3.1.7. Modals

Modality is defined as "the grammaticalization of speakers' subjective attitudes and opinions concerning the content of the sentence" (Palmer, 1986 p. 16). In other words, "modality may be defined as the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgement of the likelihood of the proposition it expresses being true" (Quirk et. al., 1987, p. 219). These definitions of modality make it clear that each utterance is made up of two levels: 1) informational (propositional) content of utterance and 2) subjective attitude of speaker towards that content. Similar to this, texts are also said to have two levels: 1) informational (propositional) content and 2) metadiscourse (Crismore and Famsworth, 1990). Metadiscourse can be defined as "the linguistic and rhetorical manifestation of an author's overt or non-overt presence in a text in order to direct rather than to inform readers" (Crismore and Farnsworth, 1990, p. 119). Metadiscourse is organized into two metatextual functions, which are based on Halliday's (1985) macrofunctions of language: 1) textual and 2) interpersonal functions. Textual functions are used to direct readers' involvement with texts. Interpersonal function, on the other hand, indicates author's (subjective) attitudes and opinions concerning the informational content of text. Modality markers are stated as one of the elements of the interpersonal metadiscourse (Crismore and Farnsworth, 1990). Therefore, modals do not convey information, but indicate the text producer's attitudes. In this way, modals could be viewed as an indicator of the interaction between the text producer and the text receivers.

Biber (1988, p. 241) argues that modals can be divided into three functional categories: 1) those marking possibility, 2) those marking necessity and obligation and, 3) those marking prediction.

In this study, only possibility modals are taken into consideration.

3.1.7.1. Possibility Modals

Possibility modals indicate the speakers' subjective evaluation towards the occurrence of an action or an event such as, may, can, etc. in English (Bybee, Perkins and Pagliuca 1994; Palmer 1986). Chafe (1985 cited in Biber, 1988) includes possibility modals among the evidentials that mark reliability.

"The morpheme *-(y)ebil* is the chief grammatical marker of possibility in Turkish. It can occur with any of the tense/aspect/modality suffixes" (Kerslake, 1996, p. 86). The combination of the suffix *-Ebil* with the aorist *-Ir* is also said to refer to possibility (Erguvanlı Taylan and Özsoy, 1993; Savaşır, 1986; Özsoy, 1999), e.g., *yağmur yağabilir* (The weather may be rainy); *yemek güzel olabilir* (Meal may be delicious), etc. "The expression of impossibility is achieved by inserting the possibility marker *-(y)E* into a verbal morphemic string immediately to the left of the negative suffıx *-mE(z)"* (Kerslake, 1996, p. 87), e.g. *bu durumda başka bir şey yapılamaz*; (In this case, nothing can be made); *bu kadar kapris çekilemez* (Such a caprice cannot be tolerated); *bu şartlarda uçak inemez* (under such circumstances, the plane cannot be landed), etc. Furthermore, the negative marker *-mE* is also used with the possibility morpheme *-Ebil*, e.g. *yağmur yağmayabilir* (The weather may not be rainy); *bir daha duygularını ifade etmeyebilir* (She may not express her feelings anymore), *seni affetmeyebilir* (she may not forgive you), etc.

3.1.7.1.1. Possibility Modals Used in the Turkish Cooking Recipes

As can be seen in Table 19, the number of the possibility modals is 16 (0.10%) in 1974 and 14 (0.07%) in 2011.

Table 19. Frequency and Rate of Possibility Modals

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Possibility Modals	16 (0.10%)	14 (0.07%)

Possibility modals mostly refer to possibility. In order to see whether there is a significant difference between the years 1974 and 2011 in terms of possibility modals, the mean scores and p-value are examined. Independent samples t-test result of possibility modals (Table 68) indicates that the mean score of the possibility modals is 0.10 in 1974 and 0.09 in 2011 and. In the two cookery books the possibility modals have the same role and they are employed nearly the same mean score. The independent samples t-test shows that p-value is 0.721 and is greater than 0.05. Hence, there is not a statistically significant difference between 1974 and 2011.

Some examples of possibility modals used in the sentences are as follows:

[Ex. 26] Üzerine zeytin koyarak *süsleyebilirsiniz.* (1974)

[English translation of Ex. 26] You may also garnish by putting olives on. (1974)

[Ex. 27] Soğutulduktan sonra da *yenebilir.* (2011)

[English translation of Ex. 27] They may also be served cool. (2011)

3.1.8. Nouns

A noun is a word that identifies the name of a person, place or thing. A noun may be common or proper. A common noun is a word, which identifies any person, place or thing. A proper noun, on the other hand, identifies a specific person, place or thing such as a person's name (*Alptekin*), a specific place (*Ankara*), or specific thing (The Washington Monument). A noun may be concrete or abstract. A concrete noun identifies things which have mass and

can be seen or held, such as man, automobile, or food. An abstract noun is a word which identifies things which have no mass, nor can be seen or held. These nouns identify a concept, a feeling, or an idea such as democracy, love, hate, peace or anxiety. Counting nouns in a text provides an overall nominal assessment of a text. Biber (1988, p. 227) argues the textual function of nouns as follows: "a high nominal content in a text indicates a high (abstract) informational focus, as opposed to primarily interpersonal or narrative foci".

In Turkish, several suffixes are used to generate nouns from other nouns, verbs and adjectives. Özel (n.d., p. 21) lists these suffixes as follows: *-mEk, -IL, -lık, -cI, -mE, -Iş, -gI, -Aç,* etc. Some nominalization examples are as follows: *bilgi, tutaç, yazıcı, sevgi, dinlence, sure, yemek, alışveriş, kıyma, yağış, akım, durak, yayın, iletki, bilgiç, vurgun, edilgen, değişken, bileşke, sömürge, ötücü, sarkaç, inanç, sayı, yetenek,* etc.

3.1.8.1. Nouns Used in the Turkish Cooking Recipes

As can be seen in Table 20, the number of nouns is 7056 (43.15%) in 1974 and 8715 (45.18%) in 2011.

Table 20. Frequency and Rate of Nouns

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Nouns	7056 (43.15%)	8715 (45.18%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of nouns, the mean scores and p-value are examined. Independent samples t-test result of nouns (Table 69) indicates that the mean score of the nouns is 43.83 in 1974 and 54.13 in 2011. The independent samples t-test shows that p-value is 0.00 and less than 0.05. Therefore, the use of the nouns is statistically significantly different in the Turkish cooking recipes

in 1974 and in 2011. The use of nouns in 2011 is more than the use of nouns in 1974. Moreover, it can be clearly seen that nouns are more frequently employed in 2011 than in 1974.

Nouns are most common lexical groups in the two cookery books. This finding is consistent with the view that written language is highly nominal (Halliday, 1985). Moreover, this finding suggests that cooking recipes have highly abstract informational focus. Nouns in the cooking recipes are generally about the ingredients, cooking utensils, kitchen utensils and cookery equipment.

Some examples of nouns used in the sentences are as follows:

[Ex. 28] Ingredients; *su, yumurta* (1974)

[English translation of Ex. 28] Ingredients; *water, egg* (1974)

[Ex. 29] Cooking utensils; *tencere, kap, bardak, çorba kaşığı, elek, bıçak, kevgir, çay kaşığı* (1974)

[English translation of Ex. 29] Cooking utensils; *pot, bowl, glass, soup spoon, sifter, knife, slotted spoon, tea spoon* (1974)

[Ex. 30] Other nouns; *Mayadağ, bulamaç, haşlama, kıvam* (1974)

[English translation of Ex. 30] Other nouns; *Mayadağ (a trademark), batter, boiling, consistency* (1974)

[Ex. 31] Ingredients; *tarhana, ekmek, domates, et suyu,* (2011)

[English translation of Ex. 31] Ingredients; *dried curds, bread, tomato, meat stock.* (2011)

[Ex. 32] Cooking utensils; *kap, tencere, tatlı kaşığı, yemek kaşığı, kepçe, servis tabağı, fırın tepsisi, tel süzgeç, kase, tava* (2011)

[English translation of Ex. 32] Cooking utensils; bowl, pot, dessert spoon, table spoon, scoop, serving plate, baking tray, wire-mesh strainer, fryer (2011)

[Ex. 33] Other nouns; *kıvam, tatlılar, damlacıkları, biçim, şekil*(2011)

[English translation of Ex. 33] Other nouns; consistency, desserts, droplets, shape, form (2011)

3.1.9. Coordination; And Clause Coordination/Phrasal Coordination, Or Coordination

Coordination is stated as one of the special cases of two types of syntactic arrangement traditionally known as parataxis ('equal arrangement') and hypotaxis ('underneath arrangement'). The other special case of these syntactic arrangements is subordination (Quirk et. al., 1987 p. 918).

"Two or more units of the same status on the grammatical hierarchy may constitute a single unit of the same kind. This type of construction is termed coordination and, like subordination, is typically signalled by a link-word termed a conjunction: in this case a coordinating conjunction" (Quirk et. al., 1987, p. 46).

Coordination can be divided into two major categories of and-coordination and or- coordination. Although they have some syntactic and semantic differences, "all types of coordination have a common essential principle: units and structures may be duplicated without affecting their position in the grammatical hierarchy" (Quirk et. al., 1987, p. 46).

Biber (1988, p. 245) states that phrase and clause coordination has complementary functions. And-coordination, as its term implies, is expressed by means of the word and, in English. It is said to have two interrelated functions; clause coordination and phrase coordination (Biber, 1988, p. 245). Both of these coordinating functions are concerned with sentential coordination. And, as a clause coordinator, is a general purpose connective that can mark many different logical relations between two clauses (Biber, 1988). Such logical relations may be temporal (e.g. They went to the bookstore and bought many new books) or causal relations (e.g. The weather was rainy and they cancelled

their trip to Hawaii). And, as a phrase coordinator, on the other hand, has an integrative function and is used for idea unit expansion (Chafe, 1982, 1985; Chafe and Danielewicz 1986 cited in Biber, 1988, p. 245). (e.g. Mary and Sue drank tea). These coordination structures are called asymmetric coordination (Lee, 2002, p. 852). The meaning of “and” is part of the propositional content of the utterance in the asymmetric coordination. The other form of the coordination, “symmetric coordination”, is also formed by “and” when it simply connects the two events without any implication of temporality or causality (Lee, 2002, p. 852).

In Turkish, a borrowed word from Arabic *ve* is stated as the major form of and coordination (Atabay, Kutluk and Özel, 1983; Csato and Johanson, 1998; Kornfilt, 1997). Additionally, the postposition *ile* (with) is also employed in the Turkish coordinating structures. "A genuine Turkish way of expressing 'and' relations is based on the postposition *ile* attached to the first element such as *onunla ben* (Csatô and Johanson, 1998, p. 227). Or-coordination in Turkish is expressed by simple conjuctors such as *ya da, veya, (ve) yahut* (Atabay, Kutluk ve Özel, 1983; Csatô and Johanson, 1998; Kornfilt, 1997; Lewis, 1967).

3.1.9.1. And Clause Coordination/Phrasal Coordination, Or Coordination Used in the Turkish Cooking Recipes

Table 21 indicates that the number of and clause coordination is 60 (0.37%) in 1974 and 89 (0.46%) in 2011.

Table 21. Frequency and Rate of And Clause Coordination

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
And Clause Coordination	60 (0.37%)	89 (0.46%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of and clause coordination, the mean scores and p-value are examined. Independent samples t-test result of and clause coordination (Table 70) indicates that the mean score of and clause coordination is 0.37 in 1974 and 0.55 in 2011 and. The independent samples t-test shows that p-value is 0.058 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011.

Table 22 indicates that the number of phrasal coordination is 212 (1.30%) in 1974 and 277 (1.44%) in 2011.

Table 22. Frequency and Rate of Phrasal Coordination

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Phrasal Coordination	212 (1.30%)	277 (1.44%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of phrasal coordination, the mean scores and p-value are examined. Independent samples t-test result indicates that the mean score of phrasal coordination is 1.30 in 1974 and 1.72 in 2011. The independent samples t-test result of phrasal coordination shows that p-value is 0.005 and less than 0.05. There is a statistically significant difference between 1974 and 2011. The use of phrasal coordination in 2011 is more than the use of phrasal coordination in 1974.

Table 23 shows that the number of or coordination is 65 (0.40%) in 1974 and 120 (0.62%) in 2011.

Table 23 Frequency and Rate of Or Coordination

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Or Coordination	65 (0.40%)	120 (0.62%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of or coordination, the mean scores and p-value are examined. Independent samples t-test result of or coordination (Table 71) indicates that the mean score of or coordination is 0.40 in 1974 and 0.75 in 2011. The independent samples t-test shows that p-value is 0.001 and less than 0.05. Therefore, there is a statistically significant difference between 1974 and 2011. The use of or coordination in 2011 is more than the use of or coordination in 1974.

Table 24 indicates that the total number of and clause coordination/phrasal coordination is 272 (1.66%) in 1974 and 366 (1.90%) in 2011. The number of or coordination is 65 (0.40%) in 1974 and 120 (0.62%) in 2011.

Table 24 Frequency and Rate of Coordination

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
And Clause Coordination	60 (0.37%)	89 (0.46%)
Phrasal Coordination	212 (1.30%)	277 (1.44%)
And Clause Coordination/ Phrasal Coordination	272 (1.66%)	366 (1.90%)
Or Coordination	65 (0.40%)	120 (0.62%)
Total	337 (2.06%)	486 (2.52%)

In the analysis it is found that both and coordination, phrasal coordination and or coordination are employed in the Turkish cooking recipes. And clause coordination and phrasal coordination are more frequently used than or coordination in the two cookery books.

Furthermore, and coordination is found to be expressed by means of *ve* (and) and *ile* (with). Or coordination occurrences are found to be expressed by *veya,ya, ya da* and *veyahut* (or).

Some examples of and clause coordination/phrasal coordination and or coordination used in the sentences are as follows:

[Ex. 34] irmik *ve* yağı on dakika karıştırıp, (1974)

[English translation of Ex. 34] mixing the semolina and oil for ten minutes, (1974)

[Ex. 35] servis tabağına muntazam olarak diziniz *ve* üzerlerine tuz serpiniz (1974)

[English translation of Ex. 35] set on the service plate and sprinkle salt on it. (1974)

[Ex. 36] 1 Limon *veya* 1 fincan sirke(1974)

[English translation of Ex. 36] 1 Lemon or a cup of vinegar (1974)

[Ex. 37] …hamuru dört ucundan sıkarak küçültünüz *veya* tamamen kapatınız. (1974)

[English translation of Ex. 37] ...make dough smaller by squeezing the four sides or completely cover. (1974)

[Ex. 38] …ayıklayıp doğradığınız soğanları kıymayı *veyahu*t eti koyarak kavurunuz. (1974)

[English translation of Ex. 38] …brown by adding shelled, chopped onions, minced meat or meat. (1974)

[Ex. 39] Ayıklanıp yıkadığımız pirinci et, *ya da* tavuk suyuyla birlikte ağır ateşte haşlayınız. (1974)

[English translation of Ex. 39] Boil the shelled washed rice with meat or chicken stock on low heat. (1974)

[Ex. 40] …yıkadığınız kabakları rendeleyip, *ya da* makinadan geçiriniz. (1974)

[English translation of Ex. 40] …grate the washed zucchini or use a blender. (1974)

[Ex. 41] Un*la* tereyağı(1974)

[English translation of Ex. 41] flour and butter (1974)

[Ex. 42] Et suyunu *ve* tarhanayı katın. (2011)

[English translation of Ex. 42] Add meat stock and dried curds. (2011)

[Ex. 43] Etsuyu tabletlerini katın *ve* kısık ateşte 15 dakika pişirin. (2011)

[English translation of Ex. 43] Add meat stock cubes and let simmer for 15 minures. (2011)

[Ex. 44] Yanında kızarmış ekmek *veya* pideyle servis yapın. (2011)

[English translation of Ex. 44] Serve with bread or pide. (2011)

[Ex. 45] Patlıcanların saplarını kesin *veya* bıçakla yontup küçültün. (2011)

[English translation of Ex. 45] Remove the stems of egg-plants or make small by cutting with a knife. (2011)

[Ex. 46] ….*ya da* kömür ateşinde (2011)

[English translation of Ex. 46] *….or wood fire* (2011)

[Ex. 47] Bıçakla *ya da* çatalla(2011)

[English translation of Ex. 47] with a knife or a fork (2011)

[Ex. 48] Mayay*la* şekeri sütle eritin. (2011)

[English translation of Ex. 48] Dissolve the yeast and sugar in the milk. (2011)

3.1.10. Passives

According to Biber (1988, p. 228) "Passive constructions have been taken as one of the most important surface markers of the de-contextualized or detached style that stereotypically characterizes writing". He adds that dropping the agent results in a static or an abstract presentation of information.

On the other hand, Leckie-Tarry (1995) argues that the use of the passives indicates a greater quality of detachment. Biber (1988) also states that passive constructions create a static, more abstract way of presenting information; therefore, agentless passives in texts indicate an abstract presentation of information. In addition, agentless passives are used when the agent does not have a salient role in the discourse. On the other hand, by passives are used when the patient is more closely related to the discourse theme than the patient.

In Turkish passive constructions have similar roles. Passives are used to present propositions with reduced emphasis on the agent. Leckie-Tarry (1995, p. 78) state that in an active construction, the agent is the subject and it appears before the verb and the affected entity, so it represents the cause-effect nature of the event as it happens in actual time. However, in a passive construction, the affected entity appears in the first position, thus representing a reclassification of phenomena. Such a construction provides prominence to an entity according to principles rather than chronological facts. In other words, in such constructions, causality is not the main concern. Instead, meanings reflect attribution or classification in passive constructions. As a result, the agent of the verb is removed from thematic position and frequently from the text.

Additionally, Leckie-Tarry (1995) indicates that passive constructions are used more in written than in spoken language. In Turkish, similar views are also expressed. Bada and Bedir (1999) conclude that the rate of passive constructions in spoken language is 5.3 %, whereas in written language it is 9.9%.

Passives are used to present propositions with reduced emphasis on the agent. “Thus the patient of the verb is given importance" (Biber, 1988, p. 228). The use of passive constructions also marks lower focus on the interpersonal level in the Hallidayan terms (Leckie-Tarry, 1995). The other function of passive constructions is that they represent a re-ordering of events, an abstraction of phenomena from actual time.

In Turkish, the primary passive suffix is *-IL.* However, if a verb stem ends in a vowel or a consonant *I*, then the suffix *-In* serves as passive suffix (Özsoy, 1999; Underhill, 1987). The process of passivization in Turkish is said to occur in the following way:

"In the passive structure of verbs that assign the accusative suffix *–(y)I* to their complements, the object of the active verb drops the accusative marker and becomes the subject of the passive sentence. The verb is marked with the appropriate form of the passive suffix *-IL* and the person/number markers that agree with the subject. The subject of the passive verb is marked with the nominative case suffix" (Özsoy, 1999, p. 34).

In Turkish as in English, passive constructions are categorized into two major classes as agentless passives and by-passives. The process of agentless passive constructions in Turkish is stated as follows: " ... when the verbs which assign the dative *-(y)A,* the ablative *-DAn*, the comitative *-(y)lA* and the locative *-DA* to their objects are passivized, the nouns do not lose their case marker. The agent is not expressed in these structures" (Özsoy, 1999, p. 34). For instance, *süt içildi* (milk is drank); *kapılar kapandı* (doors are closed); *sorular belirlendi* (the questions are determined); *ödev bitirildi* (The assignment is completed).

In the Turkish by-passives, the agent is expressed as the object of the postpositional phrase tarafından. This phrase is inflected with the possessive suffix agreeing in number and person with the noun/pronoun and it is used optionally (Kornfilt, 1997; Özsoy, 1999). For example, Türkiye Cumhuriyeti Mustafa Kemal Atatürk tarafindan kuruldu, (Republic of Turkey is founded by Mustafa Kemal Atatürk) etc. In same cases, instead of the postpositional phrase tarafindan, by-passives are expressed by means of the adverbial suffix *-CE*. "The agent in a passive sentence may also be indicated by the use of various adverbs and that adverbs formed from the same nouns by the suffix *-cE* may be used in passive constructions" (Underhill, 1976, p. 331). Özsoy (1999, p. 42) suggests the condition of this use as follows: "when the agent is an institution, it can be expressed by means of the suffix *-cE* attached to the noun". For

instance, bakanlıkça bir genelge yayınlandı (A regulation was issued by the Ministry) etc.

3.1.10.1. Passives Used in the Turkish Cooking Recipes

In the analysis of the data no by passives is found. As can be seen in Table 25, the number of by passives is 0 (0.00%) in 1974 and 0 (0.00%) in 2011.

As can be seen in Table 18.1 In the sample no use of by passives is identified.

Table 25. Frequency and Rate of By Passives

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
By Passives	0 (0.00%)	0 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of by passives, the mean scores and p-value are examined. Group statistics result of by passives (Table 72) indicates that the mean score of by passives is 0.00 in 1974 and 0.00 in 2011. Independent samples t-test cannot be computed because the standard deviations of both groups are 0. By passives are not used in the Turkish cooking recipes both in 1974 and 2011. By passives are not found in the analysis. The agents in the cooking recipe discourse are not given importance.

As can be seen in Table 26, the number of agentless passives is 375 (2.29%) in 1974 and 21 (0.11%) in 2011.

Table 26. Frequency and Rate of Agentless Passives

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Agentless Passives	375 (2.29%)	21 (0.11%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of agentless passives, the mean scores and p-value are examined. Independent samples t-test result of agentless passives (Table 73) indicates that the mean score of agentless passives is 2.32 in 1974 and 0.13 in 2011. The independent samples t-test shows that p-value is 0.00 and less than 0.05. Hence, there is a statistically significant difference between 1974 and 2011. The use of agentless passives in 1974 is more than the use of agentless passives in 2011.

Only agentless passives are used in the Turkish cooking recipes. In passive constructions, the agent is demoted or dropped altogether, resulting in a static, more abstract presentation of information. The information to be presented and the patients are important. The action is more important than the doer of the action.

Some examples of the agentless passives used in the sentences are as follows:

[Ex. 49] Karıştırılarak 10 dakika kadar *kaynatılır.* (1974)

[English translation of Ex. 49] It is boiled for 10 minures by stirring. (1974)

[Ex. 50] Nohut büyüklüğünde doğranmış etle tuz *konur.* (1974)

[English translation of Ex. 50] meat which is chopped in pea size and salt is added. (1974)

[Ex. 51] Arzu edilirse, kuşbaşı kızartılmış ekmeklerle servis *yapılabilir.* (1974)

[English translation of Ex. 51] If you wish, it may be served with chopped, fried bread. (1974)

[Ex. 52] oniki saat sonra *kullanılmalıdır.* (1974)

[English translation of Ex. 52] It should be used after 12 hours. (1974)

[Ex. 53] 1 bardak rendelenmiş domates de *konabilir.* (2011)

[English translation of Ex. 53] A glass of grated tomatoes may also be replaced. (2011)

[Ex. 54] …..aksi takdirde *sarılırken yırtılır*. (2011)

[English translation of Ex. 54] …..otherwise it will be torn apart while being rolled. (2011)

[Ex. 55] …üzeri kapalı *tutulmalıdır.* (2011)

[English translation of Ex. 55] …should be covered. (2011)

[Ex. 56] Kuzu kıyması yumurtayla *yoğurulur.* (2011)

[English translation of Ex. 56] The minced lamb is mixed with the egg. (2011)

3.1.11. Subordination

Subordination is defined as "one kind of embedding which occurs when one clause is made a constituent of another clause" (Quirk et. al., 1987, p. 44). However, subordination of clauses is not confined to clauses which are an immediate constituent of other clauses. There are also clauses which are constituents of phrases, and which therefore are only indirectly embedded within a larger clause. "Subordination involves the linking of units of the same rank. However, the subordinated units form a hierarchy, the subordinate unit being a constituent of the super ordinate unit" (Quirk et. al., 1987, p. 918).

Those sentences having only one main clause and also, having one or more subordinate clauses are called complex sentences (Quirk et. al., 1987). Concerning textual functions of the subordinating devices, use of subordination in texts is important because it is an indicator of structural complexity (Biber, 1988).

Subordinating devices could be organized into three major categories: 1) relative clauses; 2) adverbial clauses; and 3) complement clauses (Biber, 1988; Diesel, 2001; Kornfilt, 1997).

3.1.11.1. Relative clauses

Among these structures relative clauses are used to convey information; therefore, they are important for academic texts whose aim is to provide information. Relative clauses are restrictive or non restrictive modifiers of a noun or a noun phrase (Keenan, 1985 cited in Diesel, 2001, p. 435). Relative clauses are devices for providing information about the nouns. On the other hand, relative clauses could be defined as noun phrases, which consist of a head noun and a modifier (Haig, 1998). Relative clauses are said to function as restrictive or non-restrictive modifiers of noun phrases. Additionally, they are functionally similar to attributive adjectives (Erkman Akerson and Ozil, 1998; Haig, 1998; Quirk et. al., 1987). Relative clauses are the indicator of explicit and elaborated reference in planned discourse.

Biber and Conrad (2001, p. 179) state that "Most grammatical features are distributed in very different ways across registers" and it was discovered that among the various types of dependent clause in English, relative clauses are many times more common in academic texts than in conversation (Biber and Conrad, 2001).

These constructions are means of providing information about the nouns or references in the texts. Ochs (1979) states that references are marked differently in planned and unplanned discourse; simple determiners are preferred in unplanned discourse, whereas relative clauses are used for more explicit and elaborated reference in planned discourse.

Relative clauses in Turkish are in the form of participle constructions, that is, the verb of the relative clause takes one of the participle suffixes and precedes the

head noun (Erguvanlı, 1984). "Participles are verbal nominals which may occur in attributive function" (Haig,1998, p. 38). On the other hand, Csatô and Johanson (1998) state that the participles on which relative clauses are based function as subjunctors fulfilling tasks comparable to those of English subordinate conjunctions.

There are two types of participles used in Turkish relative clauses; possessed participles and free participles. Possessed participles obligatorily carry possessive marking indicating the person of the subject of the relative clause. Free participles, on the other hand, may not carry such possessive morphology" (Haig, 1998, p. 184).

This distinction is called Wa and Ga strategy by Barker, Hankamer and Moore (1990). Some of the participle suffixes used to form the Turkish relative constructions are as follows: *-En* (*oynayan çocuk* (the child who is playing), *eve giden kız* (the girl who goes home), etc.; *-EcEk* (*içilecek süt* (milk which will be drank), *görülecek film* (film which will be watched), etc.; *-Dlk* (*kedinin oynadığı fare* (mouse with which cat is playing), *onun sevdiği oyuncu* (player whom s/he likes) etc., *-mIş* (*sevinmiş çocuklar* (children who are happy), etc. (Erguvanlı, 1984; Erguvanlı Taylan, 1994; Erkman Akerson and Ozil, 1998; Haig, 1998).

Additionally, the combination of two of these participle suffixes is also used to form the relative clauses in Turkish such as *"-mIş -En"* (Gazetede *yayınlanmış olan ilan (*notice which is published in the newspaper), etc.; *" -mEktE -En"* (*gelişmekte olan sanayi* (industry which has been developing), etc.; *"-EcEk -En"* (*açılacak olan sergi* (exhibition which will be opened), etc.; *"-mIş -Dlk "*(*içine girmiş bulunduğumuz dönem* (the period into which we enter), etc. (Akerson and Ozil, 1998).

At this point, it may be necessary to state the temporal features of the free participles: "*-mIş* perfect free participle; *-EcEk* future free participle; *-Ir* aorist free participle; *-mEz* negative aorist free participle" (Haig, 1998, p. 41). The participle *-En* is regarded as neutral in terms of tense and aspect of the nominalized proposition it heads (Erkman Akerson and Ozil, 1998; Haig ,1998).

3.1.11.1.1. Relative Clauses Used in the Turkish Cooking Recipes

Relative clauses have quite similar frequencies in both 1974 and 2011. As can be seen in Table 27, the number of relative clauses is 423 (2.59%) in 1974 and 397 (2.06%) in 2011.

Table 27. Frequency and Rate of Relative Clauses

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Relative Clauses	423 (2.59%)	397 (2.06%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of relative clauses, the mean scores and p-value are examined. Independent samples t-test result of relative clauses (Table 75) indicates that the mean score of relative clauses is 2.63 in 1974 and 2.47 in 2011. The independent samples t-test shows that p-value is 0.508 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011.

Based on this finding, it is possible to argue that relative clauses occurred in the majority of the sentences in the corpus to provide elaborated information about the discourse references. Concerning the references of relative clauses, it can be stated that the relative clauses are mainly used to provide detailed information about the references.

As seen in the examples, relative clauses form parallel embeddings in the texts which is regarded as a characteristic of modern written Turkish. “In written language, there is a lot of information to be digested before we reach the subject and the main topic of the main clause (Haig, 1998, p.117).

In the analysis, it is found that relative clauses are formed by participles; *-mlş, -En, -dIK, -EcEk, , -mlş+-En, -mlş+-dIK,* in 1974 and *-En, -mlş, -EcEk,* in 2011 It can be stated that the relative clauses in the cooking recipes are expressed

by means of a rich variety of suffixes. These findings clearly indicate that the combination of two of the participle suffixes is used much more in 1974 than in 2011.

Some examples of the relative clauses used in the sentences are as follows:

[Ex. 57] Daha önce *hazırladığınız* domatesli kıymayı ilave ederek, kaynatınız. (1974)

[English translation of Ex. 57] Boil by adding the minced meat with previously prepared tomato. (1974)

[Ex. 58] 3/4 et suyu, tereyağ ile beraber pilavın *pişeceği* tencerede ateşe oturtunuz. (1974)

[English translation of Ex. 58] Have the pot in which the rice will be boiled with 3/4 meat broth, add butter. (1974)

[Ex. 59] Sonra *açmış olduğunuz* bu yuvarlak hamurları yine teker teker alarak, içinde kaynar bir halde 16 bardak tuzlu su *olan* tencereye atmak suretiyle, ancak 1 dakika kadar haşlayınız. (1974)

[English translation of Ex. 59] …….the round dough which you have opened…….by putting it into the boiling pot which is full of 16 glasses of salty water, but boil it for one minute. (1974)

[Ex. 60] Üzerine kıyılmış maydanoz ve kızarmış ekmek koyup servis yapınız. (1974)

[English translation of Ex. 60] Serve by putting chopped parsley and toasted bread on it. (1974)

[Ex. 61] …*pişmiş olan* samsa tatlısının üzerine dökülür, soğuk olarak servis yapılır. (1974)

[English translation of Ex. 61] …poured into samsa dessert which is cooked, served cold. (1974)

[Ex. 62] Soyulup ufak ufak *doğranmış* domatesi veya az suda *eritilmiş* domates salçasını katın. (2011)

[English translation of Ex. 62] Add tomatoes which are peeled and chopped or tomato paste. (2011)

[Ex. 63] Bu yuvarlak hamuru, kenarları dışarı *taşacak* şekilde, *yağlanmış* kabın içine yayın. (2011)

[English translation of Ex. 63] Place the rolled out dough whose sides are coming out of the pan into the buttered pan. (2011)

[Ex. 64] …..4 kat hamurdan sonra *istenilen* börek içini yayın. (2011)

[English translation of Ex. 64] …..after 4 layers of dough spread the filling which is desired. (2011)

3.1.11.2. Adverbial Clauses

Adverbial clauses are also important for academic texts because they indicate informational relations in a text. Furthermore, they require an interaction among the discourse participants since they express the interactional propositions like reasons, purposes, conditions or temporal settings (Biber, Conrad and Reppen, 1998, p. 140). Adverbial clauses are adjuncts functioning as adverbial or ad-sentential modifiers (Thompson and Longacre, 1985, p. 171 cited in Diessel, 2001, p. 435). However, Quirk et. al. (1987) suggest that adverbial clauses function mainly as adjuncts or disjuncts. These clauses modify an associated (main) clause or verb phrase. Such constructions are regarded as an important device for indicating informational relations in texts (Biber, 1988).

Furthermore, "adverbial clauses are subordinate clauses that include a wide variety of constructions such as causative clauses, concessive clauses, conditional clauses and purpose clauses" (Diessel, 2001, p. 434).

Causative adverbial clauses indicate a reason or a cause of the action. "Causality is a basic human need in human discourse to explain, to justify, to reason about causes, conditions and consequences. In discourse, causative clauses are important because they are used to explain or to justify, to reason about causes and conditions. People want to know about causes, reasons and consequences because they need to act" (Meyer, 2000, p. 27). Therefore, causative adverbials require an interaction among the discourse participants. "A register which is more concerned with the interaction among participants includes a concern with reasons and causes for actions, often conveyed with causative adverbials" (Biber, Conrad and Reppen,1998).

In English, 'because' is the only subordinator to function as a causative adverbial. Other forms, such as, 'as' 'for', and 'since' can have a range of functions, including causative (Biber, 1988). These clauses are expressed by the word *çünkü* and by such suffixes as *-DIğI (için / diye), -DAn* in Turkish (Kornfilt, 1997; Özsoy and Erguvanlı Taylan, 1998; Özsoy, 1999). For instance, *sinemaya gitmedik çünkü biletimiz yoktu* (We did not go to the cinema, because we did not have tickets); *biletimiz olmadığı için sinemaya gitmedik* (Since we did not have any ticket we did not go to the cinema); *vakit olmadığından sarayları gezemedik* (We could not visit the palaces since we did not have enough time). Causative adverbial subordinators are expressed by means of different structures; 1) *çünkü*, 2) *zira*, 3) *dAn* and 4) *dIğI için*. (Yarar, 2002, p. 62)

Concessive adverbial clauses can be used for framing purposes or for introducing background information (Biber, 1988). Concessive adverbial subordinators in English are 'although' and 'though'. In Turkish, concessive adverbial clauses are formed with the conditional suffix *-sE* and a particle such as *-DA* or *bile* (Kornfilt, 1997); *çok istese bile gitmedi* (although she did want, she did not go); *ne kadar ısrar etse de sorusuna bir yanıt alamadı* (She did not receive an answer to her question, although she insisted on it).

Conditional adverbial clauses are mainly used for discourse framing (Biber, 1988). It has been argued that such adverbial clauses are more commonly used in speech than writing (Athanasiadou and Dirven, 1997; Ferguson, 2001, Ford

and Thompson, 1986). A conditional sentence is made up of two clauses; an initial or an antecedent clause, and a final or a consequent clause (Kornfilt, 1997; Kuruoğlu, 1986). In Turkish, conditional adverbial clauses are formed by the suffix *-sE* that is attached to the verb stem of the antecedent clause (Kornfilt, 1997). For instance, *Ege çalışırsa başarır* (If Ege works, s/he will succeed); *çocuklar erken yatarsa erken kalkar* (If children sleep early, they wake up early). 'If' and 'unless' are the conditional adverbial subordinators in English. Conditional adverbial subordinators are expressed by means of four different structures: 1) *(aksi halde) halinde*, 2) the conditional suffix *-sE*, 3) *(aksi) takdirde* and 4) *durumunda*. (Yarar, 2002, p. 60)

In addition to these major categories of adverbial clauses, there are other adverbial suffixes that form multifunctional adverbial constructions in Turkish such as *-ErEk, -Ip, Irken. -mE, -mEk, -mEksIzIn, -mEdEn, -DIkçA*, etc. Those adverbial clauses formed by these suffixes have multiple functions (Csato and Johanson, 1998; Özsoy, 1999). Some of these adverbial suffixes and their functions can be stated as follows:

-ErEk: it is often used to describe the manner of an action and to express consecutive events, e.g. *Ege çalışarak başarılı oldu* (Ege succeeded studying hard); etc.

-Ip: it expresses simultaneous and consecutive events, e.g. *çocuklar piknikte oynayıp eğlendi* (Children played and enjoyed themselves during the picnic); etc.

-Irken: it indicates the duration of an action, e.g. *resimlere bakarken seni anımsadım (*I remembered you while looking at the photographs); etc.

- mE and -mEk: These are used in purpose adverbial clauses, e.g. *seni sevindirmek için elinden geleni yaptı* (She did everything to please you); etc.

In English these are: since, while, whilst, whereupon, whereas, whereby, such that, so that xxx, such that xxx, in as much as, for as much as, insofar as, in so much as, as long as, as soon as.

As stated earlier, adverbial constructions have four main categories: 1) multifunctional adverbial clauses; 2) causative adverbial clauses; 3) concessive adverbial clauses; (4) conditional adverbial clauses. In the analysis, multifunctional, causative and conditional adverbial clauses are identified.

3.1.11.2.1. Adverbial Clauses Used in the Turkish Cooking Recipes

Table 28 indicates that the number of adverbial clauses is 854 (5.22%) in 1974 and 1053 (5.46%) in 2011.

Table 28. Frequency and Rate of Adverbial Clauses

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Multifunctional Adverbial Subordinators	825 (5.04%)	1034 (5.36%)
Conditional Adverbial Subordinators	27 (0.17%)	18 (0.09%)
Causative Adverbial Subordinators	2 (0.01%)	1 (0.00%)
Total	854 (5.22%)	1053 (5.46%)

This table indicates that among adverbial clauses, multifunctional adverbial subordinators are the most frequently used adverbial subordinators in both 1974 and 2011. Conditional adverbial clauses, causative adverbial subordinators are less used in both 1974 and 2011.

3.1.11.2.1.1. Multifunctional Adverbial Subordinators Used in the Turkish Cooking Recipes

As can be seen in Table 29, the number of multifunctional adverbials are 825 (5.04%) in 1974 and 1034 (5.36%) in 2011.

Table 29. Frequency and Rate of Multifunctional Adverbial Subordinators

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Multifunctional Adverbial Subordinators	825 (5.04%)	1034 (5.36%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of multifunctional adverbial subordinators, the mean scores and p-value are examined. Independent samples t-test result of multifunctional adverbial subordinators (Table 76) indicates that the mean score of multifunctional adverbial subordinators is 5.12 in 1974 and 6.42 in 2011. The independent samples t-test shows that p-value is 0.002 and less than 0.05. Therefore, there is a statistically significant difference between 1974 and 2011. In other words, multifunctional adverbial subordinators are more frequently employed in 2011 than in 1974.

Multifunctional adverbial subordinators are found to be used more commonly than other adverbial subordinators in the corpus. This finding suggests that multifunctional adverbial subordinators have a significant role in the cooking recipes. The most frequently used form of the adverbial clauses, are those having multifunctional reflects manner, purpose and temporal relations. Thus, it is possible to state that the primary use of the adverbial subordination is to express the manner, purposes and the temporal relations in the Turkish cooking recipes.

The adverbial clauses play an important role in constituting the logical cohesion as well as the informational dimension (Biber, 1988).

In the analysis it is found that multifunctional adverbial clauses are formed by adverbial suffixes, *-ErEk, -mEk, -mE, -Ip, -mEksIzIn, -IrkEn, -mEdEn, -dIkçA.*

Some examples of multifunctional adverbial subordinators used in the sentences are as follows:

[Ex. 65] Servis *yaparken* su ile *sulandırıp* kullanınız. (1974)

[English translation of Ex. 65] While serving, you use it by diluting with water. (1974)

[Ex. 66] Şurubu arzu *edildikçe* kullanmak üzere, ağzı kapalı şişelere koyunuz. (1974)

[English translation of Ex. 66] Pour the syrup into the covered bottles in order to use.1974)

[Ex. 67] Üzerine kuru nane *ekerek* servis yapınız. (1974)

[English translation of Ex. 67] Serve by sprinkling dried mint. (1974)

[Ex. 68] *Büzülmesi* için bir tabağa çevrilir. (1974)

[English translation of Ex. 68] in order to be gathered. (1974)

[Ex. 69] …kadayıfı *zedelemeden* inceltiniz. (1974)

[English translation of Ex. 69] …make kadayıf (ready made dough in threads) without damaging. (1974)

[Ex. 70] Kıymayı *katıp*, ara sıra *karıştırarak*, suyunu *salıp* çekene kadar pişirin. (2011)

[English translation of Ex. 70] Add minced meat and cook until the juice evaporates, stirring from time to time. (2011)

[Ex. 71] Et *kızardıkça* uzun ve keskin özel döner bıçağıyla ince ince kesilir. (2011)

[English translation of Ex. 71] Cut thin slices of meat with special very long and sharp knife when the meat is browned. (2011)

[Ex. 72] Dolma içini *pişirirken* bunu da katın. (2011)

[English translation of Ex. 72] Add also this while cooking the pulp together. (2011)

[Ex. 73] Suyunu süzüp fazla suyunu *çıkarmak için* avuç içinde iyice sıkın. (2011)

[English translation of Ex. 73] Drain and squeeze by hand to extract excess water. (2011)

[Ex. 74] *Bekletmeden* servis yapın. (2011)

[English translation of Ex. 74] Serve without waiting. (2011)

[Ex. 75] Üstünü *örterek kabarması için* bir yana bırakın. (2011)

[English translation of Ex. 75] Cover and set aside to rise. (2011)

[Ex. 76] Servis *yapmadan* önce tahta bir kaşıkla iyice karıştırın. (2011)

[English translation of Ex. 76] Mix well with a wooden spoon before serving. (2011)

3.1.11.2.1.2. Conditional Adverbial Clauses Used in the Turkish Cooking Recipes

Table 30 shows that the number of conditional adverbial clauses are 27 (0.17%) in 1974 and 18 (0.09%) in 2011.

Table 30. Frequency and Rate of Conditional Adverbial Clauses

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Conditional Adverbial Subordinators	27 (0.17%)	18 (0.09%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of conditional adverbial subordinators, the mean scores and p-value are examined. Independent samples t-test result of conditional adverbial subordinators (Table 77) indicates that the mean score of conditional adverbial subordinators is 0.17 in 1974 and 0.11 in 2011. The independent samples t-test shows that p-value is 0.241 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011. This finding is consistent with the assumption that conditional clauses are rarely used in written language in contrast to spoken language (Ferguson, 2001).

Conditional adverbial subordinators are expressed by ***eğer,*** the conditional suffix *–sE* and *takdirde*.

Some examples of the conditional adverbial subordinators used in the sentences are as follows:

[Ex. 77] suyunun duru olmasını *isterseniz,* buğdayla…… (1974)

[English translation of Ex. 77] If you want the water clear…… (1974)

[Ex. 78] Balığın kılçıkları *çıkarılırsa* daha iyi olur. (1974)

[English translation of Ex. 78] If the fishbone is cleaned, it will be much better. (1974)

[Ex. 79] Az atılıdığı *takdirde* lezzetsiz olur. (1974)

[English translation of Ex. 79] If you add less, it will be tasteless. (1974)

[Ex. 80] …..*eğer* gevrek olmalarını *istiyorsanız*… (2011)

[English translation of Ex. 80] …..if you want them crispy… (2011)

[Ex. 81] …..içi önceden doldurulup *bekletilirse (*2011)

[English translation of Ex. 81] …..if let them stand already filled *(*2011)

3.1.11.2.1.3. Causative Adverbial Subordinators Used in the Turkish Cooking Recipes

Table 31 shows that the number of causative adverbial clauses are 2 (0.01%) in 1974 and 1 (0.00%) in 2011.

Table 31. Frequency and Rate of Causative Adverbial Subordinators

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Causative Adverbial Subordinators	2 (0.01%)	1 (0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of causative adverbial subordinators, the mean scores and p-value are examined. Independent samples t-test result of causative adverbial subordinators (Table 78) indicates that the mean score of causative adverbial subordinators is 0.01 in 1974 and 0.01 in 2011. The independent samples t-test shows that p-value is 0.563 and greater than 0.05. Hence, there is not a statistically significant difference between 1974 and 2011. Causative adverbial subordinators are not a significantly used linguistic structure in the Turkish

cooking recipes both in 1974 and in 2011. Causes, reasons and consequences are not commonly expressed in the Turkish cooking recipes.

Causative adverbial subordinators are expressed by zira, the suffix *–dEn*.

Some examples of the causative adverbial subordinators used in the sentences are as follows:

[Ex. 82] Pırasalar çabuk *dağılacağından* kaşıkla karıştırılmadan, tencereyi silkerek karışmasını sağlayınız (1974)

[English translation of Ex. 82] Because the leeks spread quickly…….. (1974)

[Ex. 83]. *Zira* karnıbahar kolayca tuz çekmez (1974)

[English translation of Ex. 83]. Because cauliflower does not absorb salt easily. (1974)

[Ex. 84] Döner aleti evlerde *bulunmadığından*, bu yemeğin evde yapılması mümkün olmadığı halde, sırf nasıl yapıldığının bilinmesi bakımından aşağıda anlatılmaktadır. (2011)

[English translation of Ex. 84] Although it is not possible to prepare this speciality of grilled meat at home (due to the lack of a special upright broiler), we will explain how the meat is prepared just for interest's sake. (2011)

3.1.11.3. Complement Clause

Complement clauses often mark the stance of the speaker or writer; the clauses function as core arguments of a predicate (Noonan, 1985, p. 42 cited in Diesel, 2001, p. 435). These clauses are usually obligatory constituents of the main clause and thus cannot be omitted. It has been argued that the complement clauses are one of the indices of integration, typical in writing (Chafe ,1982, 1985 cited in Biber ,1988, p. 230).

Ochs (1979) describes these constructions as a complex structure mostly used in planned discourse. However, Biber (1986a cited in Biber, 1988, p. 231) claims that complement clauses are more common in spoken texts than written.

In Turkish, complement clauses are formed by the nominalization of the embedded verb" (Özsoy, 1999, p. 55) by means of such suffixes as *-EcEk, -Dlk, -mEk,and -mE,* (Csatô and Johanson, 1998; Erguvanlı Taylan, 1994; Özsoy, 1999). For instance, *Ege'nin sınıfını geçtiğini duyduk* (We heard that Ege passed the final exams); *Ege'nin sınıfını geçeceğini sanmıyorduk* (We did not think that Ege could pass the final exams). On the other hand, these nominalization suffixes lead to certain semantic differences in complement clauses. The complement clauses in which the embedded verbs include *-Dlk* and/or *-EcEK* are said to express factivity (Csatô and Johanson 1998; Özsoy 1999). "Those complement clauses in which the embedded verbs are assigned *-mA* and/or *-mAk* generally express non-factivity such as wish, manner, appreciation, etc (Özsoy, 1999, p. 70).

Concerning temporal reference of the suffixes used in complement clauses, there are different views. For instance:

The suffix *-Dlk* is used to express an action i) that has occurred in the past with respect to the moment of utterance or ii) that is simultaneous with or has preceded the main action. The suffix *-(y)AcAk* expresses an action that will occur in the future with respect i) to the moment of utterance and/or ii) to the time of the action indicated by the main verb" (Özsoy, 1999, p. 55-56).

On the other hand, Erguvanlı Taylan (1988, p. 343) claims that "temporal reference in embedded structures at core juncture is set lexically, by the use of adverbs," and that "(tense) markers such as - *(y)EcEk, -Dlk, -mE* do not primarily express temporal reference but may have a modal function".

In addition to these, there are also two other categories of complement clauses; complement clauses based on non-finite form in *-Iş* (Csatô and Johanson, 1998, p. 230), e.g. *Onun gülüşünü hep anımsıyorum* (I always remember your smile), etc.; and wh-complement clauses (Biber 1988; Quirk et. al., 1987). Wh-

complement clauses involve such phrases as *ne* (what), kim (who), *ne zaman* (when), *nasıl* (how), *niye* (why), etc. For example*, Ne zaman gideceğini bilir* (She knows when she should go), etc. "The Wh-phrases *ne, kime*, and *ne zaman* occur in those positions in which their NP counterparts would be found in a regular Turkish sentence" (Özsoy, 1996, p. 141). On the other hand, "subordinate wh-interrogative clauses resemble wh-questions semantically in that they leave a gap of unknown information, represented by the wh-element" (Quirk et.al., 1987, p. 1051). This semantic feature of the wh-complements leads to a difference between that-complements and wh-complements. The known (or old) information is expressed by that-clause, whereas the unknown (or new) information by wh-clause (Erguvanlı, 1984; Quirk et. al., 1987).

In this analysis only wh- complement clauses are taken into consideration.

3.1.11.3.1. Wh- Complement Clauses Used in the Turkish Cooking Recipes

As van be seen in Table 32, the number of wh- complement clauses is 0 (0.00%) in 1974 and 1 (0.00%) in 2011.

Table 32. Frequency and Rate of Wh- Complement Clauses

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Wh- Complement Subordinators (Clauses)	0 (0.00%)	1(0.00%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of wh- complement clauses, the mean scores and p-value are examined. Independent samples t-test result of wh-complement clauses (Table 79) indicates that the mean score of wh- complement clauses is 0.00 in 1974 and 0.01 in 2011. The independent samples t-test shows that p-value is 0.318 and greater than 0.05. Therefore, there is not a statistically significant

difference between 1974 and 2011. Wh- complement clauses are not a significantly used linguistic structure in the Turkish cooking recipes both in 1974 and in 2011. This finding shows that wh-complement clauses do not have a major communicative function in the Turkish cooking recipes. This finding is consistent with the assumption that complement clauses occur with infrequent rates in written language (Biber, 1988).

Wh-complement clauses are expressed by *nasıl*.

Some examples of complement clauses used in the sentences are as follows:

[Ex. 85] ….sırf *nasıl* yapıldığının bilinmesi bakımından aşağıda anlatılmaktadır. (2011)

[English translation of Ex. 85] …..we will explain how the meat is prepared just for interest's sake. (2011)

3.1.11.4. Subordination Used in the Turkish Cooking Recipes

The total number of subordinators are 1277 (7.81%) in 1974 and 1451 (7.52%) in 2011.

Table 33. Frequency and Rate of Subordination

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Relative Clauses	423 (2.59%)	397 (2.06%)
Multifunctional Adverbial Subordinators	825 (5.04%)	1034 (5.36%)
Conditional Adverbial Subordinators	27 (0.17%)	18 (0.09%)
Causative Adverbial Subordinators	2 (0.01%)	1 (0.00%)
Wh- Complement Subordinators	0 (0.00%)	1(0.00%)
Total	1277 (7.81%)	1451 (7.52%)

The table shows that among subordination clauses the most frequently used form is multifunctional adverbial subordinators in both 1974 and 2011. Wh-complement subordinators are found to be the least used form of subordination in both 1974 and 2011. Given the fact that subordination reflects the structural complexity, it may be argued that the Turkish cooking recipes have complex structures. From this table, it may be argued that subordinators are more frequently used in 2011 than in 1974.

3.1.12. Postpositions

Prepositions are stated as important means of packing high amounts of information and that these are devices for integrating information into idea units and expanding the amount of information contained within an idea unit (Biber, 1988, p. 237). As is known, postpositions are used in Turkish instead of prepositions. Lewis (1967) states that the Turkish postpositions function similarly to prepositions in English. In academic texts prepositions usually co-occur with nominalizations and passives. Some examples of prepositions are, against, amid, amidst, among, at, besides, between, by, during, in, in for, of, off, on, opposite, out, through, to, towards, upon, versus, with, without etc.

Csatô and Johanson (1998, p. 222) distinguish four main types of postpositions based on case marking properties. The first type of postpositions has similar syntactic properties with those of genitive constructions such as *evin içinde* (in the house), *odanın içinde* (in the room), etc. In the second type, postpositions are lexicalized with a particular case suffix; *bakımından* (from the point of view), *yüzünden* (because of), *uğrun*a (for the sake of), *hakkında* (about). In the third type, the nominal is in the nominative unless it is a pronoun and no case suffix is attached to the postposition. *Gibi* (like), *için* (for), *kadar* (as much as), *ile* (with) are some of the examples of such postpositions. The fourth type of postpositions does not carry any possessive or case suffix, and takes a nominal in the dative or ablative such as *köye doğru* (towards the village), *bundan dolayı*

(because of this), etc. Apart from these four types of postpositions, there are other types of postpositions, which "are construed with the genitive of personal pronouns" (Lewis, 1967, p. 36). In other words, the genitive suffix *-In* is also used to form postpositions.

3.1.12.1. Postpositions Used in the Turkish Cooking Recipes

As can be seen in Table 34, the number of postpositions is 862 (5.27%) in 1974 and 825 (4.28%) in 2011.

Table 34. Frequency and Rate of Postpositions

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Postpositions	862 (5.27%)	825 (4.28%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of postpositions, the mean scores and p-value are examined. Independent samples t-test result (Table 80) indicates that the mean score of postpositions is 5.35 in 1974 and 5.12 in 2011. The independent samples t-test result of postpositions shows that p-value is 0.608 and greater than 0.05. Hence, there is not a statistically significant difference between 1974 and 2011. Postpositions have nearly similar statistical scores in both 1974 and 2011.

Postpositions identified in the corpus are as follows; *kadar (as much as), -lE, ile* (with)*, ile birlikte, -e göre, once* (before)*, sonra* (after)*, için* (for), *gibi* (like)*, ortasında* (in the middle of)*, -E doğru* (towards), in 1974 and *kadar* (as much as)*, il(with)e, -lE, -lE birlikte* (together with)*, -e göre, için* (for)*, gibi* (like)*, önce* (before), *sonra* (after)*, üzerine* (above)*, içinde (*in, inside), *dış (*out,outside*),* in 2011 and The language of the Turkish cooking recipes includes the idea units with heavy information loads, since postpositions are said to be used for

dividing information into units and expanding the amount of information included the idea unit (Biber, 1988).

Some examples of postpositions used in the sentences are as follows:

[Ex. 86] Yağ *ile* hafif sararıncaya kadar pişirilir (1974)

[English translation of Ex. 86] It will be cooked with oil until it gets golden. (1974)

[Ex. 87] Üzerine arzuy*a göre* iki-üç zeytin de koyabilirsiniz. (1974)

[English translation of Ex. 87] On to taste you may put two or three olives. (1974)

[Ex. 88] Kıymayı katıp, ara sıra karıştırarak, suyunu salıp çekene *kadar* pişirin. (2011)

[English translation of Ex. 88] Add minced meat and cook until the juice evaporates, stirring time to time. (2011)

[Ex. 89] tuz, kırmızı biber, limon suyu ve zeytinyağı karışımı *ile* servis yapın. (2011)

[English translation of Ex. 89] Serve with a mixture of salt, red pepper, lemon and olive oil. (2011)

3.1.13. Adjectives and Adverbs

Biber (1988) argues that both adjectives and adverbs, like postpositions, expand and elaborate the information presented in a text. However, the information presented by adjectives and adverbs is different from the information elaborated by prepositions.

3.1.13.1. Adjectives

Biber (1988, p. 237) states that adjectives expand and elaborate information presented in the text. Adjectives are distinguished as attributive and predicative adjectives. Predicative adjectives are used for making a stance (as heads of 'that' or 'to' complements. The present analysis emphasizes both stance adjectives and predicative. Predicative adjectives are formed by BE +ADJ +any word (e.g. the horse is big). An example of stance adjectives in Turkish is, "*Bu soru güzel*" (This is a good question). In Turkish adjectives are considered as a nominal category like nouns and pronouns. (Atabay, Kutluk and Özel, 1983; Csatô and Johanson, 1998). In Turkish, "a particular lexical item is classified as adjective if it is dominantly used attributively, and is used with comparative and superlative markers" (Csato and Johanson, 1998, p. 208). In addition to this distinctive feature of adjectives, there are two other distinguishing characteristics of adjectives. Firstly, "adjectives can freely occur in attributive function" (Quirk et. al., 1987, p. 402). In other words, they premodify a noun, e.g. *güzel çocuk* (beautiful child), *yaramaz Ege* (spoilt Ege) *güzel kız* (beautiful girl); *harika manzara* (wonderful scene), etc. Secondly, "adjectives can be premodified by the intensifier very" (Quirk et. al., 1987, p. 403), e.g. *çok güzel çocuk* (very beautiful child), *çok yaramaz Ege* (very spoilt Ege), etc.

3.1.13.1.1. Adjectives Used in the Turkish Cooking Recipes

Table 35 shows that the number of adjectives is 3261 (19.94%) in 1974 and 4290 (22.24%) in 2011. It is clear that adjectives are frequently used in the Turkish cooking recipes both in 1974 and 2011. It is found that adjectives are mainly used for elaborating the information about the recipes.

Table 35. Frequency and Rate of Adjectives

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Adjectives	3261 (19.94%)	4290 (22.24%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of adjectives, the mean scores and p-value are examined. Independent samples t-test result indicates that the mean score of adjectives (Table 81) is 20.25 in 1974 and 26.65 in 2011. The independent samples t-test result of adjectives shows that p-value is 0.00 and less than 0.05. There is a statistically significant difference between 1974 and 2011. In other words, adjectives are more frequently employed in 2011 than in 1974.

Adjectives are identified in the sentences are as follows:

Some examples of the adjectives used in the corpus are as follows: *1, ½ , bir* (one), *pişmiş* (cooked)*, yağlanmış* (greasy)*, istenilen* (wished)*, ıslatılan (*drenched)*, çentilmiş* (notched), *kaynayan* (boiling)*, sütlü* (milky)*, delikli* (punched)*, pirinçli* (with rice), *tuzlu* (salty), *az* (a little)*, biraz* (a few)*, bu* (this)*, bol* (a lot of), *sıcak* (hot)*, ince* (thin) in 1974 and *1, ½ , bir* (one), *doğranmış* (chopped)*, küçük* (small), *kalın* (big*), ılık* (warm)*, tatlı* (sweet)*, siyah (black), kırmızı* (red), *yeşil* (green), *bu* (this)*, her* (each), *tuzlu* (salty), *dolmalık* (stuffing)*, pürüzsüz (smooth), kızgın* (red), *delikli* (punched) in 2011.

[Ex. 90] *Rendelenmiş* domatesleri ilave ediniz. (1974)

[English translation of Ex. 90] Add grated tomatoes. (1974)

[Ex. 91] *Kavrulmuş* ıspanağı *yayvan bir* kaba koyun ve *12* tane delik açarak *her* birine *bir* yumurta kırın. (2011)

[English translation of Ex. 91] Put the browned spinach into a fat pan and make 12 hollows and break one egg into each one. (2011)

3.1.13.2. Adverbs

"Adverbs are traditionally defined as expressions that modify a verb, an adjective or another adverb. In Turkish, “adverbs generally precede the verb, adjective, or adverb they modify” (Erguvanlı, 1984, p. 136). Adverbs are said to occupy various syntactic functions in Turkish; 1) premodifier of noun phrases, 2) premodifiers of verb phrases, 3) premodifiers of adjectives, 4) premodifiers of adverbial phrases, 5) clause element (Erguvanlı Taylan and Özsoy, 1994). Furthermore, adverbs can be grouped into certain classes in terms of their structure as follows; 1) non-derived adverbs (*gene, çabuk, en, pek*, etc.), 2) Adverbs derived by re-duplication (*serin serin, güle güle, tatlı tatlı*, etc.) or suffixation (*hızlıca, yavaşça, arkadaşça*, etc.). (Atabay, Kutluk and Özel, 1983; Erguvanlı, 1984).

Adverbs are used to express quality, quantity, manner, duration, speed, frequency, force and instrument.

3.1.13.2.1. Adverbs Used in the Turkish Cooking Recipes

As can be seen in Table 36, the number of adverbs is 353 (2.16%) in 1974 and 554 (2.87%) in 2011.

Table 36. Frequency and Rate of Adverbs

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Adverbs	353 (2.16%)	554 (2.87%)

It is clear that adjectives are frequently used in the Turkish cooking recipes both in 1974 and 2011. It is found that adjectives are mainly used for elaborating the information about the recipes.

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of adverbs, the mean scores and p-value are examined. Independent samples t-test result (Table 82) indicates that the mean score of adverbs is 2.19 in 1974 and 3.44 in 2011. The independent samples t-test result of adverbs shows that p-value is 0.00 and less than 0.05. Thus, there is a statistically significant difference between 1974 and 2011. It can be clearly seen that adverbs are more frequently employed in 2011 than in 1974.

Some examples of adverbs of manner used in the sentences are as follows: *iyice* (well), *hafifçe* (gently)*, teker teker* (one by one)*, damla damla* (drop by drop),*azar azar* (little by little), *kat kat (*in layers), *çok sık* (very closely)*, biraz (*a little*), incecik* (finely)*, muntazam* (orderly), *ufak parçalar halinde* (in small pieces) in 1974.and *iyice* (well), *hafifçe* (gently), *dikkatlice* (carefully), *yavaş yavaş* (slowly), *ince ince* (finely), *dilim dilim* (in slices), *birer birer* (one by one)*, üst üste (*one after the other*) , ılık ılık* (warmly) *, incecik* (finely), *çok fazla, pek fazla* (a lot), *biraz* (a little), *bütün* (entirely), *çok sıkı bir şekilde* (in a very close shape) in 2011.

[Ex. 92] …. yağ içerisinde *hafifçe* sarartınız. (1974)

[English translation of Ex. 92] …. Yellow gently in the oil. (1974)

[Ex. 93] Tatlılar pişerken kabaracağı için tavaya *çok sık* konmamalıdır. (1974)

[English translation of Ex. 93] ……should not be put very closely in the pan.(1974)

[Ex. 94] Kaynar çorbaya katıp *iyice* karıştırın.(2011)

[English translation of Ex. 94] Add to the boiling soup, mix well. (2011)

[Ex. 95] *Yavaş yavaş* et suyundan katın.(2011)

[English translation of Ex. 95] slowly add the stock .(2011)

3.1.14. Place and Time Adverbials

Place and time adverbials could be defined as linguistic devices used for indicating place and time in sentences in which they occur. In texts, these adverbials show locative and temporal references as well as text internal references (Biber, 1988, p. 110).

3.1.14.1. Place Adverbials

Specifically, place adverbials are employed to indicate the locations that are related to the content of a text. Place adverbials often serve as deictic references that can only be understood in reference to an external physical situation. Thus, place adverbials may be considered as signals of the relationship between the text and an outside, external situation.

Regarding Turkish, Lewis (1967, p. 198) states that place adverbials indicate motion towards either in the absolute form or in the dative. He adds that these adverbials are also put in the locative form or in the ablative form. In other words, place adverbials in Turkish may occur in the absolute, locative and dative forms. The same view is also expressed by Erguvanlı (1984) and Underhill (1987). The genitive, objective and possessive forms are said to be less employed with place adverbials (Underhill, 1987, p. 137). Some examples of place adverbials in Turkish could be given as follows: İ*çeri* (inside), yukarı (upwards), *ileri* (forward), *öte* (above), *karşı* (opposite), *dışarı* (outside), *aşağı* (down), *geri* (backwards), *bura* (here), *şura* (there), *Bebek'te* (in Bebek), *önce* (before), *sonra* (after), *arka* (back), *sağ* (right), *sol* (left), *üst* (above), *önünde* (in front of), etc. (Atabay, Kutluk and Özel, 1983; Erguvanlı, 1984; Kornfilt, 1997; Lewis, 1967; Underhill, 1987).

3.1.14.1.1. Place Adverbials Used in the Turkish Cooking Recipes

As can be seen in Table 37, the number of place adverbials is 990 (6.05%) in 1974 and 1055 (5.47%) in 2011.

Table 37. Frequency and Rate of Place Adverbials

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Place Adverbials	990 (6.05%)	1055 (5.47%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of place adverbials, the mean scores and p-value are examined. Independent samples t-test result (Table 83) indicates that the mean score of place adverbials is 6.15 in 1974 and 6.55 in 2011 and. The independent samples t-test result of place adverbials shows that p-value is 0.292 and greater than 0.05. Hence, there is not a statistically significant difference between 1974 and 2011.

Some examples of place adverbials used in the sentences are as follows: *çorba tenceresinde (*in the soup pot*), hafif ateşet (*on the mild heat*), ateş üzerinde (*on the heat*), su içerisinde (*in the water*), üzerine* (over), *üzerinde* (above), *üzerinden* in 1974 and *tencerede* (in the pot), *tencereye* (into the pot), *suda* (in the water), *fırında* (on the oven), *fırından* (from the oven), *sudan* (from the water), *suya* (into the water), *orta ateşte* (on the mild heat), *içine* (in), *üstüne* (above)*, üzerinde* (above) in 2011.

[Ex. 96] Yağın yarısını bir *tencerede* eritin.(2011)

[English translation of Ex. 96] Melt half of the margarine in a large saucepan.(2011)

[Ex. 97] Bu karışımı biberlerin *içine* doldurun.(2011)

[English translation of Ex. 97] Stuff the pepper with this mixture. (2011)

[Ex. 98] Salep soğuk süt ile beraber temiz bir *tencerede* ve hafif bir ateş *üzerinde* 10-15 dakika karıştırarak pişiriniz. (1974)

[English translation of Ex. 98] Boil salep with milk in a clean pot and cook on the mild heat by stirring. (1974)

3.1.14.2. Time Adverbials

Time adverbials, especially, are linguistic devices used for indicating the temporal relations involved in a text. It is possible to regard time adverbials as linguistic devices used for indicating the temporal relations involved in a text. In Turkish, like place adverbials, time adverbs may occur in the absolute, locative and dative forms (Lewis, 1967, p. 200). Some examples of time adverbials in Turkish could be given as follows: *Önce* (before), *sonra*(after), *yarın*(tomorrow), *dün (*yesterday), *geçen hafta* (last week), *uzun zamandır* (for along time), kez (times), ertesi (the following), akşamüstü (towards evening), ilkbaharda (in autumn), *bayramda* (on holiday), 1453 'te (in 1453), 21 Mayıs'ta (on 21st May), *hemen* (at the moment), *şimdiden (*already), *eskiden* (once), *yazın* (in summer), *ilkin, demin* (just now), *sonunda* (in the end), *saatlerce* (for hours), *akşama doğru* (late afternoon), etc. (Atabay, Kutluk and Özel, 1983; Erguvanlı, 1984; Lewis, 1967; Underhill, 1987).

In English these are; afterwards, again, earlier, early, eventually, formerly, immediately, initially, instantly, late, lately, later, momentarily, now, nowadays, once, originally, presently, previously, recently, shortly, simultaneously, soon, subsequently, today, tomorrow, tonight, yesterday (Quirk et al., 1987, p. 526).

3.1.14.2.1. Time Adverbials Used in the Turkish Cooking Recipes

Table 38 indicates that, the number of time adverbials is 559 (3.42%) in 1974 and 636 (3.30%) in 2011.

Table 38. Frequency and Rate of Time Adverbials

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Time Adverbials	559 (3.42%)	636 (3.30%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of time adverbials, the mean scores and p-value are examined. Independent samples t-test result of time adverbials (Table 84) indicates that the mean score of time adverbials is 3.47 in 1974 and 3.95 in 2011. The independent samples t-test shows that p-value is 0.136 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011.

Some examples of time adverbials used in the sentences are as follows: *3-4 dakika* (for 3 or 4 minutes), *10 dakika kadar* (for ten minutes*), önce* (ago), *sonra* (later), *aynı zamanda* (at the same time)*, evvelce* (before), *bir saat sonra* (after an hour), *bu arada* (at this time), *akşamdan* (overnight), *daha evvel* (earlier), *15-20 dakika kala* (15-20 minutes before the), *ara sıra* (sometimes), *evvel* (before), *hemen* (soon), *bu müddet zarfında* (meanwhile), *ertesi gün (tomorrow), anında (immediately), bu süre içinde* (in the meantime), *bir gün once (the day before)* in 1974 and *15 dakika* (for 15 minutes), *hemen (soon), yaklaşık ½ saat* (nearly ½ hour), *önce (ago), sonra* (later), *en son* (most recently), *ara sıra* (sometimes), *akşamdan* (overnight), *ertesi gün* (tomorrow), *3 hafta kadar* (for 3 weeks), *önceden* (before) in 2011. These adverbs describe an explicit duration for an action.

[Ex. 99] …hemen ateşten indirip kaselere boşaltınız. (1974)

[English translation of Ex. 99] …take from the heat immediately, pour it into the cups. (1974)

[Ex. 100] *15 dakika* pişirin. (2011)

[English translation of Ex. 100] Cook for 15 minutes. (2011)

There are phrases in recipes which characterize the duration of an action in terms of a state change. Some examples of time adverbials characterized by a state change are as follows: *yumuşayıncaya kadar* (until it tenders), *sararıncaya kadar* (until it gets yellow), *pembe bir renk alana kadar* (until it gets pink colour), *pişene kadar* (until it cooks), *suyunu çekenen kadar* (until it evaporates), *donuncaya kadar* (until it freezes), *hafif pembe bir renk alana kadar* (until it gets a light pink colour) in 1974 *and suyunu salıp çekene kadar* (until the water evaporates)*, yumuşayana kadar* (until it tenders), *kaynayana kadar* (until it boils)*, boza kıvamına gelince* (when it gets thick as boza*), nar gibi kızarana kadar* (until golden brown), *pişene kadar* (until it cooks), *püre kıvamına gelene kadar* (until it gets the consistency of mashed potatoes) in 2011.

[Ex. 101] *Nar gibi olana kadar* kızartın. (2011)

[English translation of Ex. 101] Fry them until golden brown. (2011)

[Ex. 102] Soğan ince doğranarak 60 gr. yağ ile *hafif sararıncaya kadar* pişirilir. (1974)

[English translation of Ex. 102]……..it will be cooked until it gets light yellow. (1974)

3.1.15. Imperatives

An imperative sentence is defined as a sentence which has no surface subject (apart from occasional uses of you, as in ('You try this'), has either a main verb

or emphatic do ('Do be careful') in the base form and without any modals (Quirk et al., 1987, p. 24).

In Turkish, the imperative form is restricted to second person singular (*sen*) and second person plural (*siz*). The formation of imperative is morphologically relatively simple. For second person singular (sen) reference, the bare form of the verb root is used. Example: *Gel* (Come), *Git* (Go), *Çalış* (Study). For second person plural (*siz*), one of the suffixes *-In*, is used, the choice of which depends on the final vowel of the verb root. If the verb ends with a vowel, the buffer sound *[y]* is inserted between the root and the imperative suffix. This form can also be used as a more formal and polite form when addressing second person singular. There is yet another form of the imperative, the use of which is restricted. It is only used in very formal contexts or when the speaker is addressing a large audience, the suffix for this form *is -InIz, -UnUz* or the choice of which depends on vowel harmony. e.g. *(Sen) Gel - Uyu , (Siz) Gel-in - Uyu-y-un , (Siz) Gel-iniz -Uyu-y-unuz*

The negative of the imperative is formed by attaching the negative suffix *-me or -ma* immediately after the verb root and before the imperative suffix: *git-me, git-me-yin, git-me-yiniz* (Don't go). There is no question form.

3.1.15.1. Optative

Optative is used to make a suggestion. The suffixes for the optative is *-Elİm* depending on properties of the the last vowel of the root. If the final sound of the verb root is a vowel, then the buffer *[y]* is used before attaching the optative suffix, e.g. *Çalış-alım, Ara-yalım*.

The negative is formed by attaching the negative suffix *-mE* immediately after the verb root and before the optative suffix: *git-me-yelim, kal-ma-yalım*.

The question form is also possible for the optative form, by attaching the yes-no question particle *–mI*; *Çalış-ma-yalım mı?, Ara-ma-yalım mı?*

3.1.15.2. Imperatives Used in the Turkish Cooking Recipes

Table 39 shows that, the number of imperatives is 919 (5.62%) in 1974 and 2113 (10.95%) in 2011.

Table 39. Frequency and Rate of Imperatives

Turkish Cooking Recipes	2011 (n=19288)	1974 (n=16354)
Imperatives	2113 (10.95%)	919 (5.62%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of imperatives, the mean scores and p-value are examined. Independent samples t-test result (Table 85) indicates that the mean score of imperatives is 5.71 in 1974 and 13.12 in 2011 and. The independent samples t-test result of imperatives shows that p-value is 0.00 and less than 0.05. Therfore, there is a statistically significant difference between 1974 and 2011. It can be clearly seen that imperatives are more frequently employed in 2011 than in 1974.

Some examples of imperatives used in the sentences are as follows:

[[Ex. 103] Bir tencerede un, irmik ve yağı on dakika karıştırıp, hafif ateşte *pişiriniz.* (1974)

[English translation of Ex. 103] (You) Mix flour, semolina and oil for ten minutes, cook on low heat. (1974)

[Ex. 104] üç kaşıktan az tuz *koymayınız* (1974)

[English translation of Ex. 104] Do not put less than 3 teaspoons of salt. (1974)

[Ex. 105] Sebzeleri başka bir tencere içerisine özünü, püre halinde ezerek *geçirin.* (1974)

[English translation of Ex. 105] Blend the vegetables in another pot. (1974)

[Ex. 106] İyice *soğusunlar.*(1974)

[English translation of Ex. 106] Let them cool. (1974)

[Ex. 107] Bir gece *kalsın.* (1974)

[English translation of Ex. 107] Wait one night. (1974)

Ex. 108] Bir kapta 4 y.k. margarini *eritin.* (2011)

[English translation of Ex. 108] Melt 4 tablespoons of margarine in a saucepan. (2011)

[Ex. 109] …domates *koymayın.* (2011)

[English translation of Ex. 109] …do not add tomato. (2011)

3.1.16. Type/Token Ratio

The lexical density of a text is, by definition, “the proportion of the text made up of lexical word tokens” (Biber, 1999, p. 62). The lexical word tokens include nouns, adjectives, lexical verbs, and adverbs. All these lexical words function as the main carriers of meaning.

The lexical density of a text is significantly influenced by the mode of the text, i.e. by the written or spoken character of the message and by the size of the information load of the text. In general, “spoken English has a lower lexical density than written English” (Cornbleet and Carter, 2001, p. 63). This is exemplified by the corpus findings provided in Biber’s Grammar of Spoken and Written English (1999), where it says that “conversation has by far the lowest lexical density” (Biber, 1999, p. 62), whereas “news has the highest lexical

density" (Biber, 1999). These findings are correlated with the character of the informative load in both the texts. "The informative aspect is less pronounced in conversation than in the news text. The fact that information is less tightly packed simplifies the tasks of both the speaker and listener in online processing. Since a written text is planned and offers the possibility of re-reading, it can tolerate a much higher information load than conversation" (Biber, 1999, p. 62).

News reportage thus stands at one end of the continuum of lexical density. At the other end is, among the written registers, fiction (Biber, 1999, p. 62). The position of recipes seems to be somewhere very close to news reporting, since the lexical density of the recipe texts seems to be rather high.

3.1.16.1. Type/Token Ratio Used in the Turkish Cooking Recipes

As can be seen in Table 40, the number of type/token ratio is 27.09 (0.17%) in 1974 and 24.51 (0.13%) in 2011.

Table 40. Frequency and Rate of Type/Token Ratio

Turkish Cooking Recipes	1974 (n=16354)	2011 (n=19288)
Type/Token Ratio	27 (0.17%)	25 (0.13%)

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of type/token ratio, the mean scores and p-value are examined. Independent samples t-test result of type/token ratio (Table 86) indicates that the mean score of type/token ratio is 0.16 in 1974 and 0.15 in 2011. The independent samples t-test shows that p-value is 0.710 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011. These findings indicate that the language of Turkish cooking recipes does not have non-technical informational discourse.

Some examples of type/token ratio are as follows:

[Ex. 110] *YAYLA ÇORBASI (1974)*

Ayıklanıp yıkadığımız pirinci et, ya da tavuk suyuyla birlikte ağır ateşte haşlayınız. Ayrı bir kaba yoğurt, 2 ya da 4 yumurtanın sarısıyla, unu koyup bir güzel karıştırınız. Sonra buna azar azar 2 bardak suyu da ilave edip karıştırdıktan sonra, birkaç kepçe de kaynamakta olan pirinçli et suyundan ilave ederek karıştırınız. Bunu kaynamakta olan pirinçli et suyuna ilave ediniz. Hepsini birlikte 10-15 dakika kaynatınız. Sonra da yağı bir tavada naneyle birlikte eritip sadece bir dakika kavurup, çorbanın üzerine gezdirerek servis yapınız. (type token ratio: 6 sentences/ 80words=0.07)

[English translation of Ex. 110]

Boil the shelled and washed rice in 8 glasses of meat or chicken broth, on low heat. Put yoghurt, 2 or 4 egg yolks, flour into another bowl stir well. Then add 2 glasses of water slowly by stirring constantly. Mix by adding a few ladle spoons of the meat stock with rice. Add it to the meat stock with rice. Let simmer for 10-15 minutes.Then heat the butter with dried mint for a minute. Pour it over the soup and serve.

[Ex. 111] *YAYLA ÇORBASI (2011)*

Ayıklanıp yıkanmış pirinci 8 bardak et veya tavuk suyunda, kısık ateşte pişirin. Yoğurdu yumurta sarıları ve unla çırpın. Sürekli karıştırırken yavaş yavaş 2 bardak kaynar et suyundan katın. Bu karışımı çorbaya katın ve kısık ateşte 10 dakika pişirin. Tereyağını eritin. Kuru naneyi katın. Kısık ateşte 1 dakika bırakın. Çorbanın üzerine gezdirip servis yapın. (type token ratio: 9 sentences/ 53 words=0.16)

[English translation of Ex. 111]

Boil the rice in 8 glasses of meat or chicken broth, on low heat. Beat the yoghurt with the egg yolks and flour. Stirring constantly, slowly add 2 glasses of boiling stock. Add it to the meat stock with rice. Let simmer for 10 minutes. Heat the butter. Add dried mint. Leave on low heat for 1 minute. Pour it over the soup and serve.

3.2. THE LEXICO-GRAMMATICAL FEATURES OF THE TURKISH COOKING RECIPES ALONG DIMENSIONS

The discoursal features of the language of the Turkish cooking recipes are analysed along with the dimensional characteristics that are developed by Biber (1988). In other words the frequent co-occurrence of the lexical and grammatical features is discussed in order to present the linguistic features of the language of the Turkish cooking recipes. Three dimensions which are determined are named as follows: 1) 'informational (planned) versus interactional (unplanned) production', 2) 'abstract versus non abstract information style' and 3) 'explicit versus situation dependent reference'.

3.2.1. Dimension 1: Informational (Planned) versus Interactional (Unplanned) Production

Dimension 1: Informational (Planned) versus Interactional (Unplanned) Production: marks the difference between the texts with Informational/Planned Discourse and those with Interactional/Unplanned Discourse. There are two groups of features of this dimension; positive and negative features. Positive features are the markers of the Interactional/Unplanned Discourse, whereas negative features are the markers of Informational/Planned Discourse. The positive features represent discourse with interactional, non-informational, affective and involved purposes whereas negative features represent discourse with highly informational purposes, which is carefully crafted and highly edited. Positive and negative lexico-grammatical features of Dimension 1 in Turkish cooking recipes are as follows:

Interactional / Unplanned versus Informational / Planned Production

Positive Features (Interactional / Unplanned Production)

Specialized Verb Classes; private verbs

Present tense verbs

1st person pronouns

2nd person pronouns

Analytic negation

Demonstratives

Amplifiers

Downtoners

Emphatics

Discourse particles

Questions: Yes/No questions, Wh- questions

Modals: possibility modals *-Ebil*

Causative Adverbial Subordinators (Clauses)

Conditional Adverbial Subordinators (Clauses)

Wh- Complement Subordinators (Clauses)

Or- coordination

Imperatives

Negative Features (Informational / Planned Production)

Nouns

Postpositions

Adjectives

Relative Clauses

And Clause Coordination/ Phrasal Coordination

Agentless Passives

3.2.1.1. The Lexico-Grammatical Features of the Turkish Cooking Recipes along Dimension One

The frequency and rate of positive and negative features of Dimension 1 are as follows:

Table 41. Frequency and Rate of Positive and Negative Features of Dimension 1

Interactional/Unplanned Production Discourse **Positive Features**	**The Turkish Cooking Recipes in 1974** **N=16354**	**The Turkish Cooking Recipes in 2011** **N=19288**
Specialized Verb Classes; private verbs,	29 (0.18%)	25 (0.13%)
Present tense verbs	388 (2.37%)	34 (0.18%)
1st person pronouns	0 (0.00%)	0 (0.00%)
2nd person pronouns	1010(6.18%)	2136 (11.07%)
Analytic negation	35 (0.22%)	43 (0.22%)
Demonstratives	56 (0.34%)	34 (0.18%)
Amplifiers	4 (0.02%)	2 (0.01%)
Downtoners	6 (0.04%)	1 (0.00%)
Emphatics	0 (0.00%)	0 (0.00%)
Discourse particles	0 (0.00%)	0 (0.00%)
Questions: Yes/No questions, Wh- questions	0 (0.00%)	0 (0.00%)
Modals: possibility modals *-Ebil*	16 (0.10%)	14 (0.07%)
Causative Adverbial Subordinators (Clauses)	2 (0.01%)	1 (0.00%)
Conditional Adverbial Subordinators (Clauses)	27 (0.17%)	18 (0.09%)

Wh- Complement Subordinators (Clauses)	0 (0.00%)	1(0.00%)
Or- coordination	65 (0.40%)	120 (0.62%)
Imperatives	919 (5.62%)	2113 (10.95%)
TOTAL	**2557 (15.64%)**	**4542 (23.55%)**
Informational/Planned Production Discourse **Negative Features**	**The Turkish Cooking Recipes in 1974** **N=16354**	**The Turkish Cooking Recipes in 2011** **N=19288**
Nouns	7056 (43.15%)	8715 (45.18%)
Postpositions	862 (5.27%)	825 (4.28%)
Adjectives	3261(19.94%)	4290 (22.24%)
Relative Clauses	423 (2.59%)	397 (2.06%)
And Clause Coordination/ Phrasal Coordination	272 (1.66%)	366 (1.90%)
Agentless Passives	375 (2.29%)	21 (0.11%)
TOTAL	**12249 (74.90%)**	**14614 (75.77%)**
END RESULT	**9692 (59.26%)**	**10072 (52.22%)**

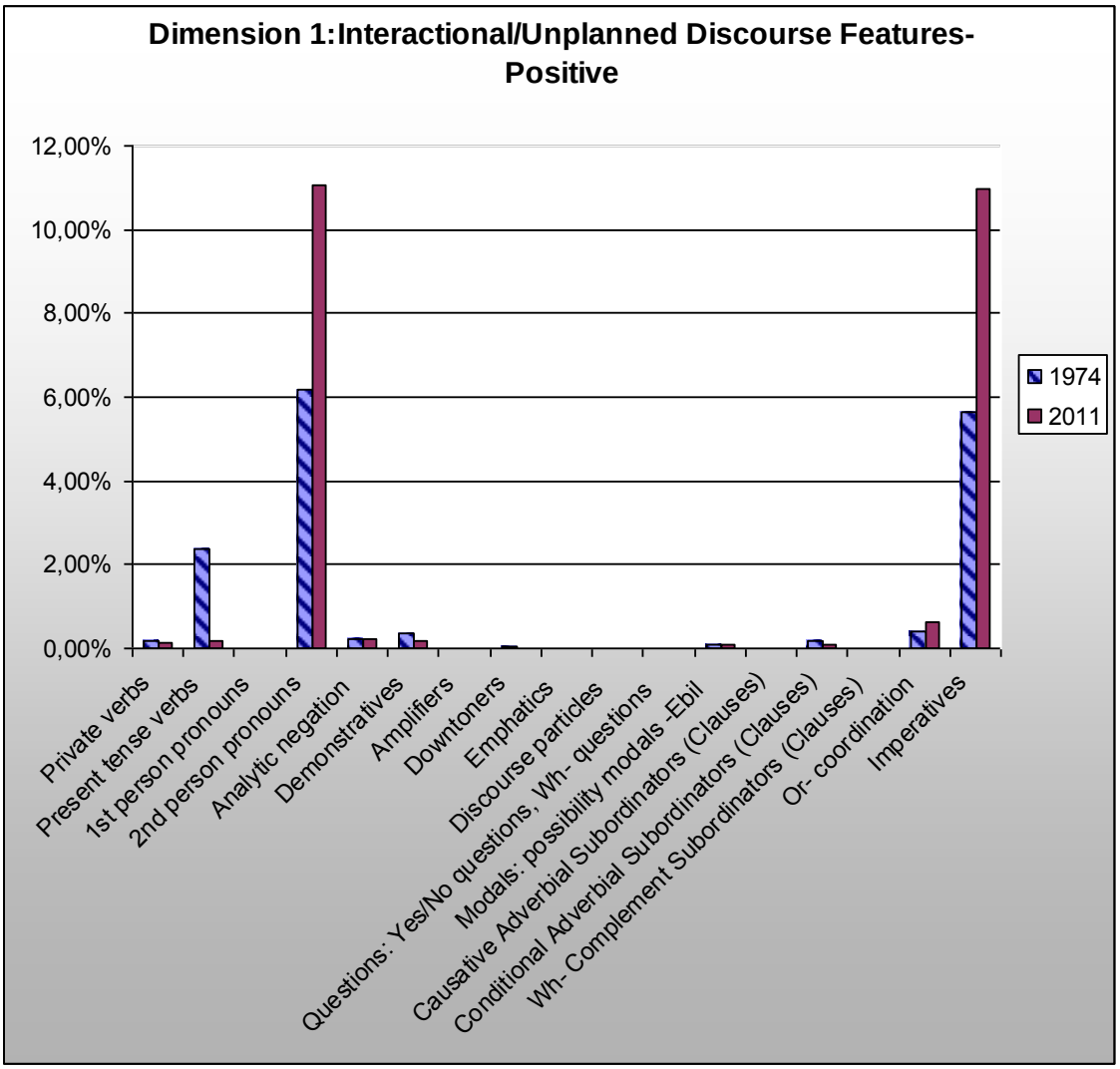
Table 41 shows the frequencies and the percentages of both positive and negative features of Dimension 1. In the first column of the table, the frequency of each linguistic feature is given and in the second column the percentages are given for the Turkish cooking recipes both in 1974 and 2011. From table 41, it can be seen that nouns, adjectives and postpositions are more frequent. In other words the negative linguistic features of dimension 1 are found to be very high. It can be said that the discourse structure is more informational and planned in the Turkish cooking recipes both in 1974 and 2011.

When the total results are considered in the table, the total number of linguistic features constituting the positive end of dimension 1 is 2557 in 1974 and 4542

in 2011 and the negative end of dimension 1 is 12249 in 1974 and 14614 in 2011. The end result is the subtraction of the negative end from the positive end. It is -9692 (59.26%) in 1974 and it is -10072 (52.22%) in 2011 which means that there is informational discourse in the two cookery books.

The positive features of Dimension 1 can be seen from the Figure 2.

Figure 2. Dimension1: Interactional/Unplanned Production Discourse Features-Positive

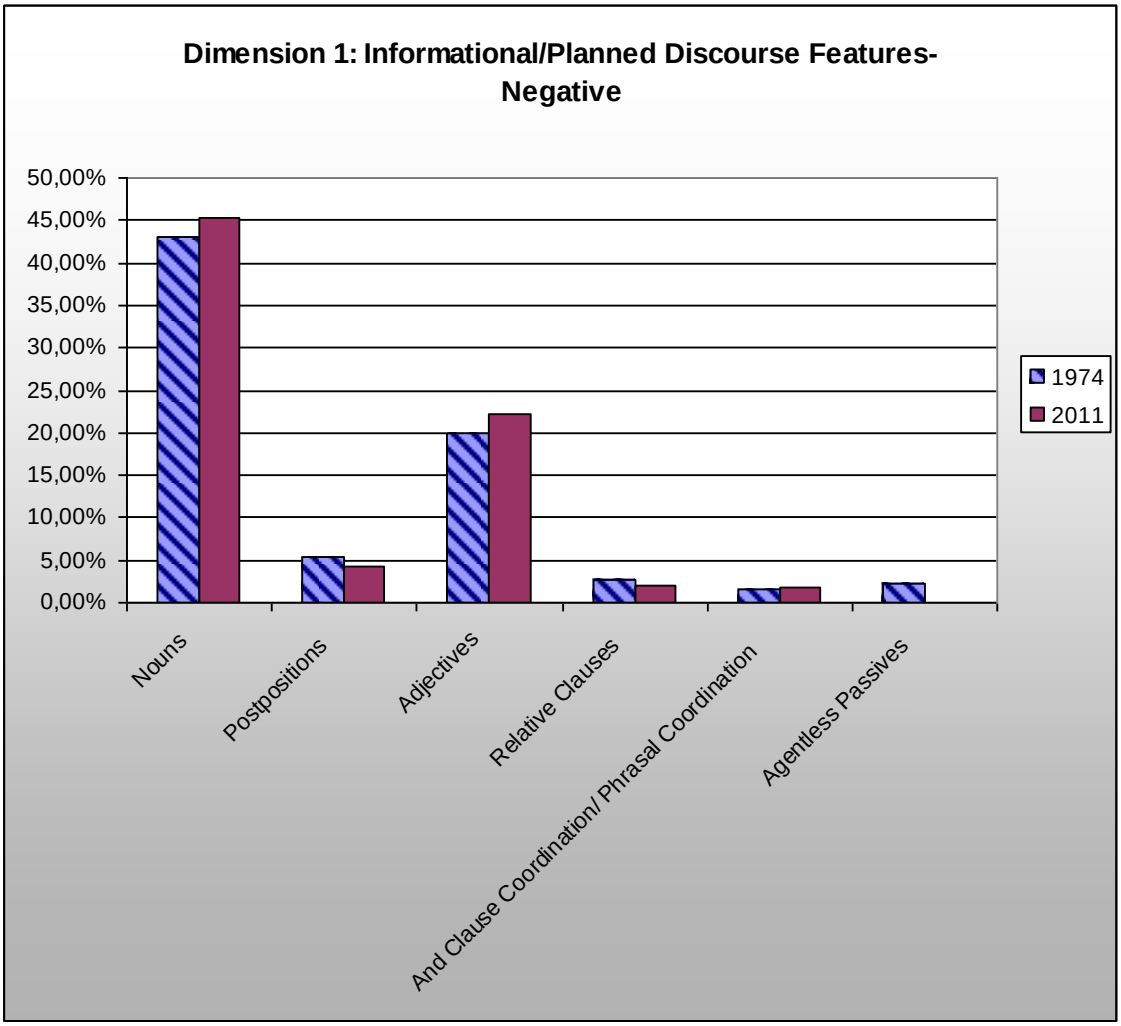


As can be seen from Figure 2 the interactional/unplanned pole of dimension 1, among positive features which constitute the interactional/unplanned pole of dimension 1 the most frequent features are second person pronouns and imperative sentences in both 1974 and 2011. The percentage of second person pronouns in 1974 is 1010 (6.18%) whereas in 2011 it is 2136 (11.07%). The percentage of the imperative sentences in 1974 is 919 (5.62%), whereas in 2011 it is 2113 (10.95%).

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of interactional discourse features the mean scores and p-value are examined. Independent samples t-test result of positive features of Dimension 1 (Table 87) indicates that the mean score of interactional discourse is 150 in 1974 and 267 in 2011. The independent samples t-test shows that p-value is 0,536 and greater than 0.05. Therefore, there is not a statistically significant difference between 1974 and 2011. It is possible to say that there is less interaction in the cooking recipes.

The negative features of Dimension 1 can be seen from Figure 3.

Figure 3. Dimension 1: Informational/Planned Production Discourse Features-Negative



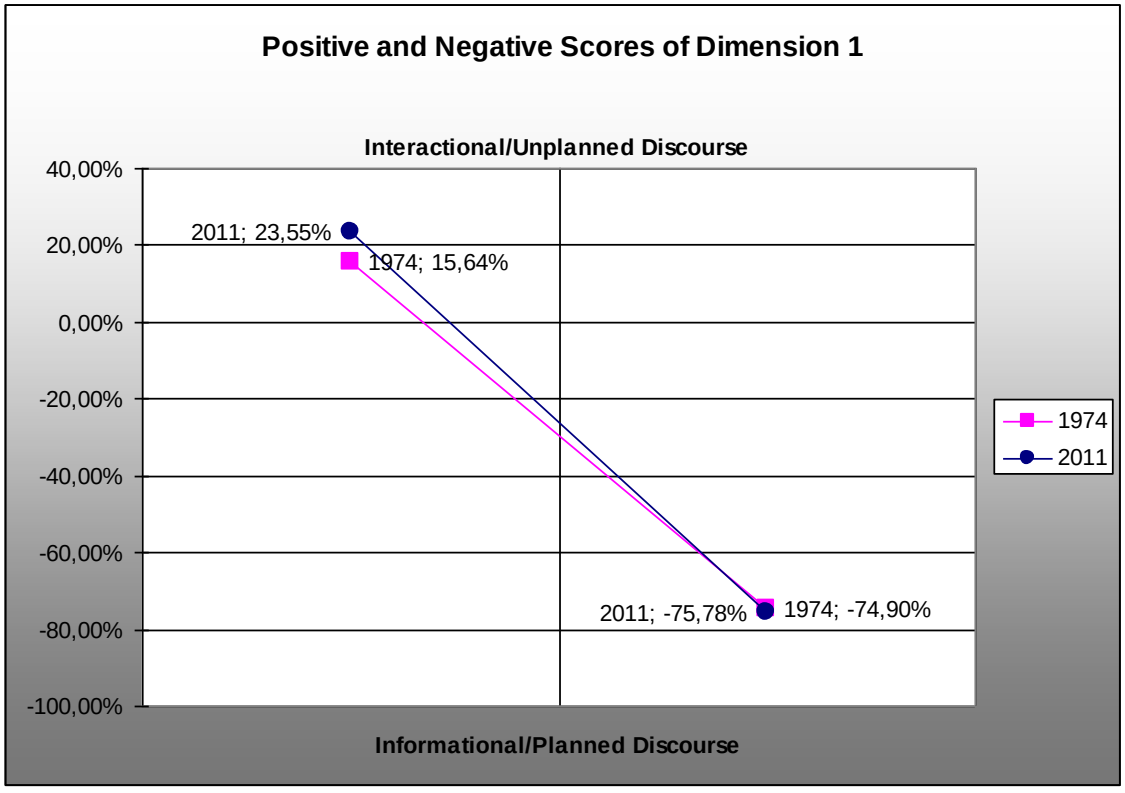
As can be seen from Figure 3 the informational/planned pole of dimension 1, among negative features nouns are the most frequent linguistic features in both 1974 and 2011. Nouns indicate a high informational focus or a high nominal content in a text (Biber, 1988). The communicative function of the Turkish cooking recipes is to give information. Adjectives are highly used in the two cookery books. When the use of relative clause is considered, it can be seen

that the major function of relative clauses in a text is to provide elaborated information.

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of informational discourse features, the mean scores and p-value are examined. Independent samples t-test result of negative features of Dimension 1 (Table 88) indicates that the mean score of informational discourse is 2041 in 1974 and 2435 in 2011. The independent samples t-test shows that p-value is 0.830 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011. It is possible to say that there is an informational discourse in the two cookery books.

The positive and negative scores of Dimension 1 can be seen from Figure 4.

Figure 4. Positive and Negative Scores of Dimension 1



Of the total lexico-grammatical features used in the Turkish cooking recipes, positive features are only 15.64% in 1974 and 23.55% in 2011 indicating a presentation of information with less interaction and acknowledgement of personal attitude. On the other hand the scores for negative features are -74.90% in 1974 and -75.78% in 2011. These findings indicate that the Turkish cooking recipes are informational and planned both in 1974 and in 2011.

3.2.2. Dimension 2: Abstract versus Non Abstract Information Style

Dimension 2: Abstract versus Non Abstract Information Style: marks the difference between the texts with Abstract Information Discourse and those with Non Abstract Information Discourse. There are two groups of features of this dimension; positive and negative features. Positive features are the markers of the Abstract Information Discourse, whereas negative features are the markers of Non Abstract Information Discourse. The positive features represent discourse with a highly abstract and technical informational and formal focus, whereas negative features represent discourse with highly non abstract, non-technical informational and informal focuses. Positive and negative lexico-grammatical features of Dimension 2 in Turkish cooking recipes are as follows:

Abstract versus Non Abstract Information (Style)

Positive Features (Abstract Information)

Nouns

Agentless passives

By passives

Multifunctional Adverbial Subordinators (Clauses)

Conjuncts

Negative Features (Non-Abstract Information)

Type token ratio

3.2.2.1. The Lexico-Grammatical Features of the Turkish Cooking Recipes along Dimension Two

The frequency and rate of positive and negative features of Dimension 2 are as follows:

Table 42. Frequency and Rate of Positive and Negative Features of Dimension 2

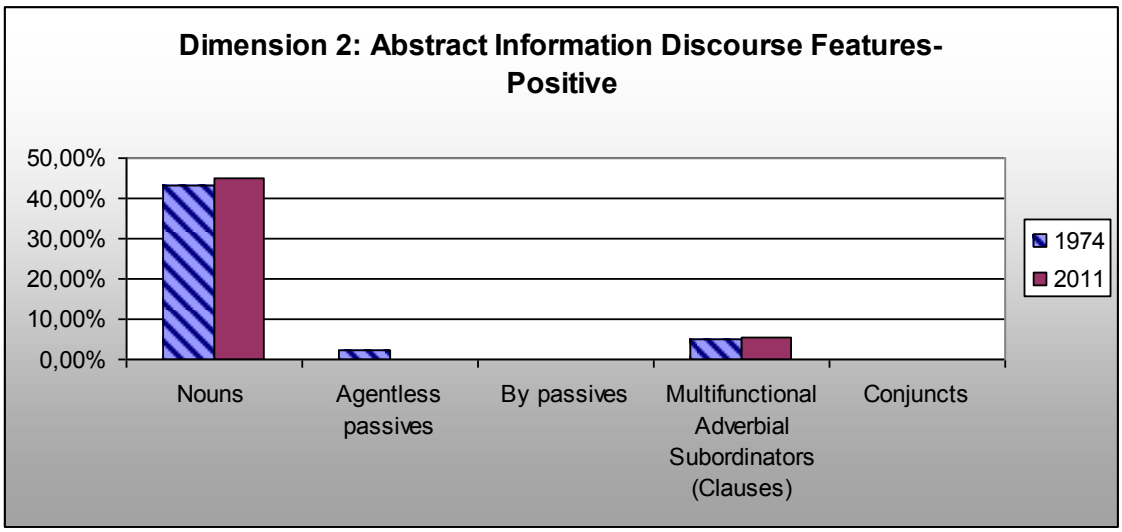
Abstract Information Discourse **Positive Features**	**The Turkish Cooking Recipes in 1974** **N=16354**	**The Turkish Cooking Recipes in 2011** **N=19288**
Nouns	7056 (43.15%)	8715 (45.18%)
Agentless passives	375 (2.29%)	21 (0.11%)
By passives	0 (0.00%)	0 (0.00%)
Multifunctional Adverbial Subordinators (Clauses)	825 (5.04%)	1034 (5.36%)
Conjuncts	5 (0.03%)	10 (0.05%)
TOTAL	**8261 (50.51%)**	**9780 (50.71%)**
Non -Abstract Information Discourse **Negative Features**	**The Turkish Cooking Recipes in 1974** **N=16354**	**The Turkish Cooking Recipes in 2011** **N=19288**
Type/Token Ratio	27 (0.17%)	25 (0.13%)
TOTAL	27 (0.17%)	25 (0.13%)
END RESULT	**8234 (50.35%)**	**9755 (50.58%)**

Table 42 shows the frequencies and percentages of both positive and negative features of Dimension 2. From table 42, it can be seen that nouns are more frequent. Nouns, passives, by passives, multifunctional adverbial subordinators and conjuncts are the markers of the abstract, technical and formal discourse. Nouns carry the abstract information; their intensive use in a text indicates the abstract nature of that text. On this dimension agentless passives are the indicators of a discourse which is technical, abstract in content and formal in style (Biber, 1988). It can be said that the discourse structure is more abstract, technical and formal in the Turkish cooking recipes both in 1974 and 2011.

When the total results are considered in the table, the total number of linguistic features constituting the positive end of dimension 2 is 8261 in 1974 and 9780 in 2011 and the negative end of dimension 2 is 27 in 1974 and in 2011. The end result is the subtraction of the negative end from the positive end. It is 8234 (50.35%) in 1974 and it is 9755 (50.58%) in 2011 which means that abstract discourse is more employed than non-abstract discourse in the two cookery books.

The positive features of Dimension 2 can be seen from Figure 5.

Figure 5. Dimension 2: Abstract Information Discourse Features-Positive

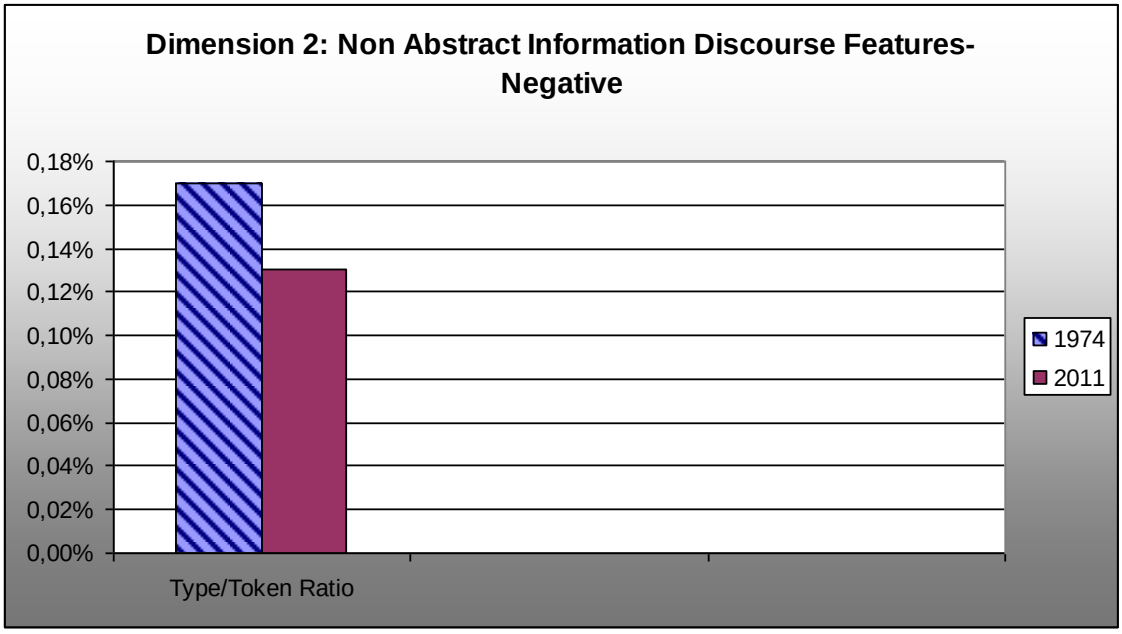


As can be seen from Figure 5, the abstract information of dimension 2, among positive features nouns are the most frequent linguistic features in both 1974 and 2011. The percentage of nouns in 1974 it is 7056 (43.15%) whereas in 2011 is 8715 (45.18%). The percentage of multi-functional adverbial clauses in 1974 it is 825 (5.04%), whereas in 2011 is 1034 (5.36%). The percentage of agentless passives in 1974 it is 375 (2.29%), whereas in 2011 is 21 (0.11%). The percentage of by passives in 1974 is 0.00, whereas in 2011 it is 0.00. The percentage of conjuncts in 1974 is 5 (0.03%), whereas in 2011 it is 10 (0.05%). These linguistic features constitute the abstract dimension and this means that abstract discourse is more employed both in 1974 and 2011.

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of abstract discourse features the mean scores and p-value are examined. Independent samples t-test result of positive features of Dimension 2 (Table 89) indicates that the mean score of abstract discourse is 1652 in 1974 and 1956 in 2011. The independent samples t-test shows that p-value is 0,893 and greater than 0.05. Hence, there is not a statistically significant difference between 1974 and 2011.

The negative features of Dimension 2 can be seen from Figure 6.

Figure 6. Dimension 2: Non-Abstract Information Discourse Features-Negative



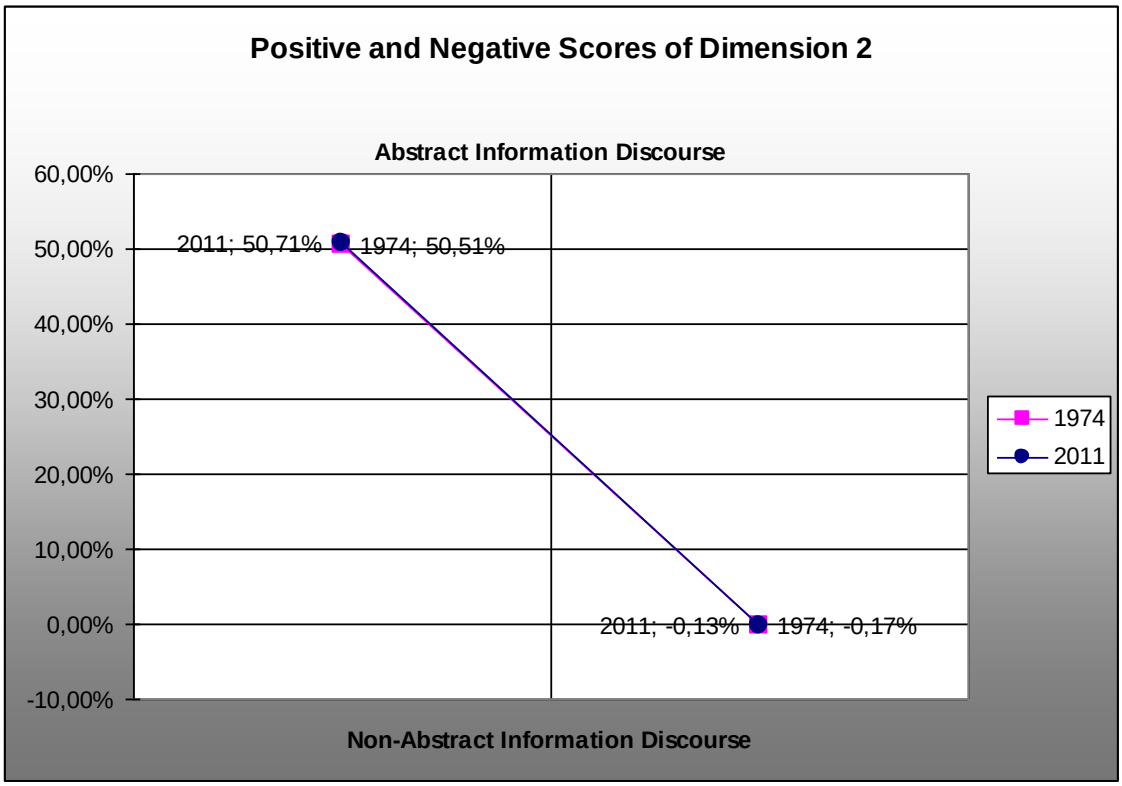
As can be seen from Figure 6, the non-abstract information pole of dimension 2, there is only one negative feature in both 1974 and 2011. The percentage of type/token ratio in 1974 is 0.17% whereas in 2011 it is 0.13%. This linguistic feature indicates that type/token ratio is observed in the Turkish cooking recipes but non-abstract information discourse is not found in the Turkish cooking recipes both in 2011 and 1974.

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of non abstract discourse features the mean scores and p-value are examined. Independent samples t-test result of negative features of Dimension 2 (Table 90) indicates that the mean score of non abstract discourse is 27 in 1974 and 24 in 2011. Type/token ratio is only one negative feature. Therefore, independent samples t-test of non- abstract discourse cannot be computed because the standard deviations of both groups are 0. The mean score of type/token ratio is 0.16 in 1974 and 0.15 in 2011. The independent samples t-test of type/token ratio shows that p-value is 0.710 and greater than

0.05 (see Table. 32). Thus, there is not a statistically significant difference between 1974 and 2011. It is possible to say that the language of Turkish cooking recipes in the two cookery books does not have non-abstract information discourse.

The positive and negative scores of Dimension 2 can be seen from Figure 7.

Figure 7. Positive and Negative Scores of Dimension 2



Of the total lexico-grammatical features used in the Turkish cooking recipes, 0.17% is negative in 1974 and 0.13% is negative in 2011. However, the scores for positive features are 50.51 in 1974 and 50.71 in 2011, which means that the discourse is more abstract both in the two cookery books.

3.2.3. Dimension 3: Explicit versus Situation Dependent Reference

Dimension 3: Explicit versus Situation Dependent Reference: marks the difference between the texts with Explicit Discourse and those with Situation Dependent Discourse. There are two groups of features of this dimension; positive and negative features. Positive features are the markers of the Explicit Discourse, whereas negative features are the markers of Situation Dependent Discourse. The positive features represent discourse where explicit (endophoric) references are employed whereas negative features represent discourse in which situation dependent (exophoric) references are commonly used. Positive and negative lexico-grammatical features of Dimension 3 in Turkish cooking recipes are as follows:

Explicit versus Situation Dependent Reference

Positive Features (Explicit Reference)

Nouns

Relative Clauses

Present Tense

Phrasal Coordination

Negative Features (Situation Dependent Reference)

Time Adverbials

Place Adverbials

Adverbs

3.2.3.1. The Lexico-Grammatical Features of the Turkish Cooking Recipes along Dimension Three

The frequency and rate of positive and negative features of Dimension 3 are as follows:

Table 43. Frequency and Rate of Positive and Negative Features of Dimension 3

Explicit Dependent Reference **Positive Features**	**The Turkish Cooking Recipes in 1974** **N=16354**	**The Turkish Cooking Recipes in 2011** **N=19288**
Nouns	7056 (43.15%)	8715 (45.18%)
Relative Clauses	423 (2.59%)	397 (2.06%)
Present tense verbs	388 (2.37%)	34 (0.18%)
Phrasal Coordination	212 (1.30%)	277 (1.44%)
TOTAL	**8079 (49.40%)**	**9423 (48.85%)**
Situation Dependent Reference **Negative Features**	**The Turkish Cooking Recipes in 1974** **N=16354**	**The Turkish Cooking Recipes in 2011** **N=19288**
Adverbs	353 (2.16%)	554 (2.87%)
Place Adverbials	990 (6.05%)	1055 (5.47%)
Time Adverbials	559 (3.42%)	636 (3.30%)
TOTAL	**1902 (11.63%)**	**2245 (11.64%)**
END RESULT	**6177 (37.77%)**	**7178 (37.21%)**

Table 43 shows the mean scores of both positive and negative features of Dimension 3. From table 43, it can be seen that nouns are more frequent. Present tense, relative clauses, and clause/phrasal coordination are all positive

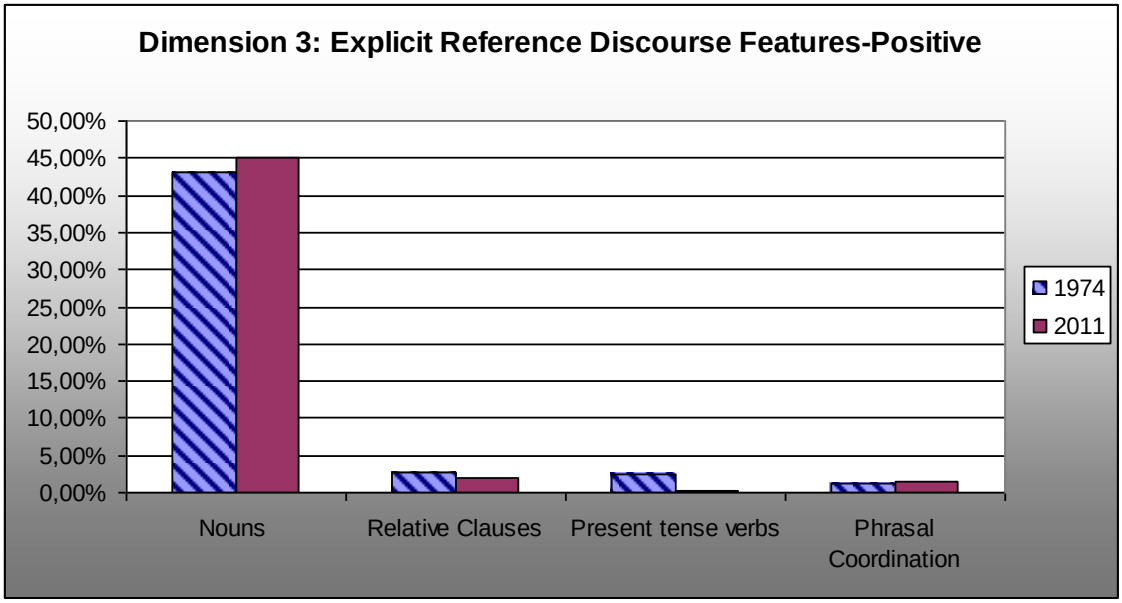
features on Dimension 3 in Turkish. Thus, these linguistic structures are the markers of the explicit reference. Relative clauses are used to specify the identity of references within a text in an explicit and elaborated manner (Biber, 1988, p. 110). The co-occurrence of coordination and nouns with relative clauses indicates that referentially explicit reference is widely used in the Turkish cooking recipes both in 1974 and 2011.

Time adverbials, place adverbials and adverbs create a situation dependent discourse. Time adverbials serve for this function since they specify the temporal boundaries of a text. Place adverbials also have a similar function as they indicate the places of the actions described in the texts. Therefore, both time adverbials and place adverbials limit discourse to certain temporal and locative boundaries.

When the total results are considered in the table, the total number of linguistic features constituting the positive end of dimension 3 is 8079 in 1974 and 9423 in 2011 and the negative end of dimension 3 is 1902 in 1974 and 2245 in 2011. The end result is the subtraction of the negative end from the positive end. It is 6177 (37.77%) in 1974 and it is 7178 (37.21%) in 2011 which means that explicit reference discourse is used more than situation dependent reference discourse in the two cookery books.

The positive features of Dimension 3 can be seen from Figure 8.

Figure 8. Dimension 3: Explicit Reference Discourse Features-Positive



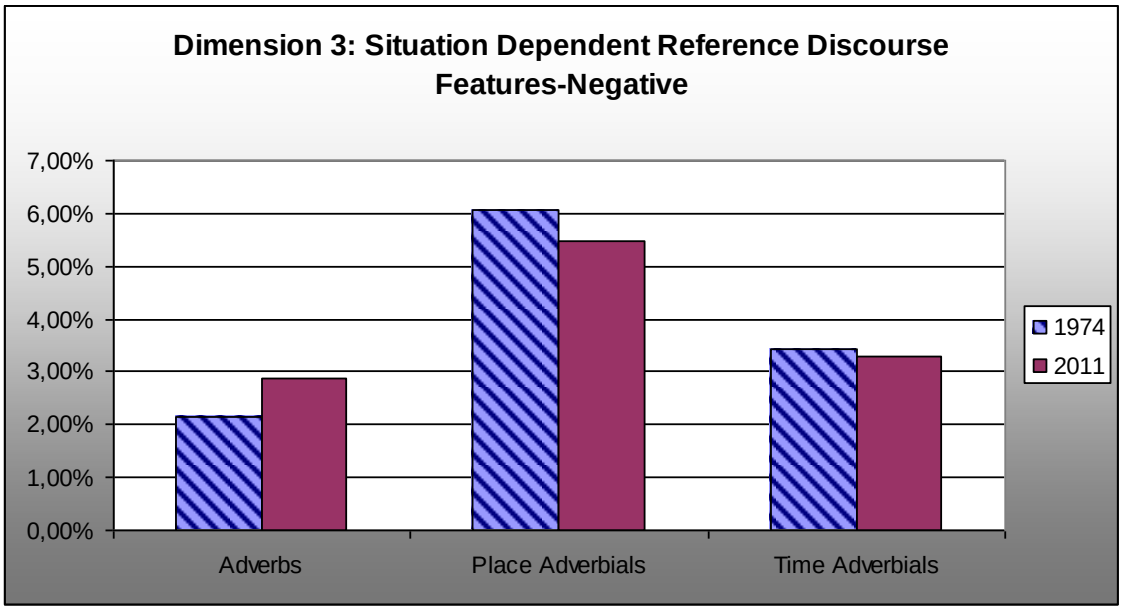
As can be seen from Figure 8, the explicit reference of dimension 3, among positive features nouns are the most frequent linguistic features in both 1974 and 2011. The percentage of nouns in 1974 it is 7056 (43.15%), whereas in 2011 it is 8715 (45.18%). The percentage of relative clauses in 1974 is 423 (2.59%), whereas in 2011 it is 397 (2.06%). The percentage of present tense verbs in 1974 is 388 (2.37%), whereas in 2011 it is 34 (0.18%). The percentage of phrasal coordination in 1974 is 212 (1.30%), whereas in 2011 it is 277 (1.44%). These linguistic features constitute the explicit reference dimension and this means that there is explicit reference discourse in the two cookery books.

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of explicit reference discourse features the mean scores and p-value are examined. Independent samples t-test result of positive features of Dimension 3 (Table 91) indicates that the mean score of explicit reference discourse is 2019 in 1974 and 2355 in 2011. The independent samples t-test

shows that p-value is 0.905 and greater than 0.05. Thus, there is not a statistically significant difference between 1974 and 2011. It is possible to say that explicit reference discourse is used more than situation dependent reference discourse in the two cookery books.

The negative features of Dimension 3 can be seen from the Figure 9.

Figure 9. Dimension 3: Situation Dependent Reference Discourse Features-Negative



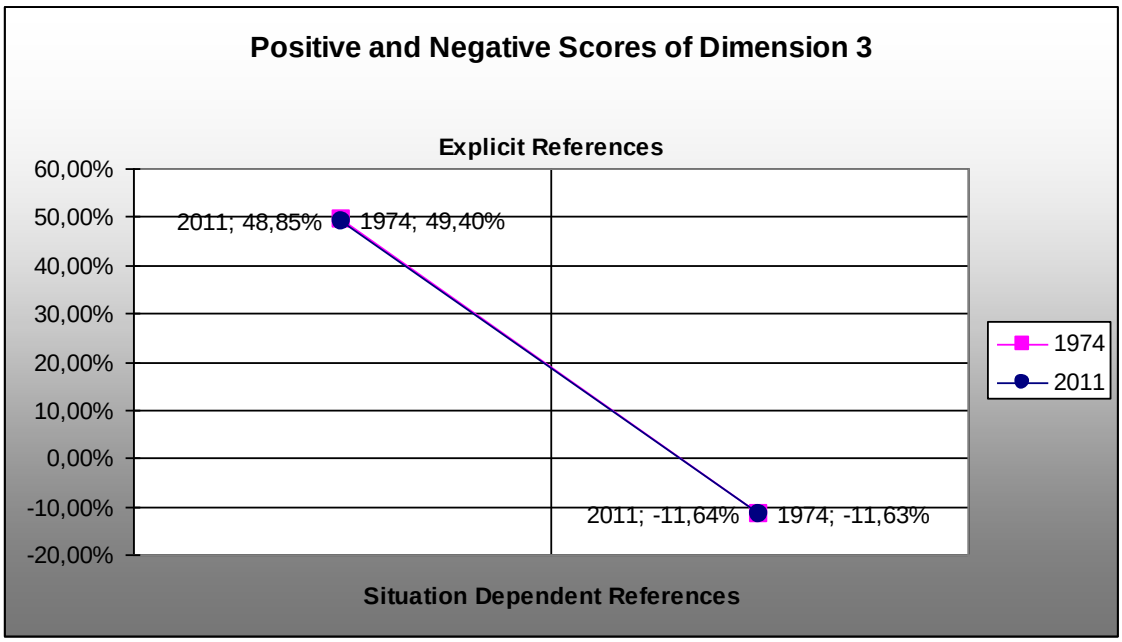
As can be seen from Figure 9, the situation dependent reference of dimension 3, among negative features place adverbials are the most frequent linguistic features in both 1974 and 2011. The percentage of place adverbials in 1974 is 990 (6.05%), whereas in 2011 it is 1055 (5.47%). The percentage of time adverbials in 1974 is 559 (3.42%), whereas in 2011 it is 636 (3.30%). The percentage of adverbs in 1974 is 353 (2.16%), whereas in 2011 it is 554 (2.87%). Situation dependent references are not often employed in the two cookery books. It is possible to say that situation dependent discourse is used less than the explicit reference discourse in the two cooking recipes. These

linguistic features limiting discourse to certain temporal and locative boundaries. These findings indicate that the Turkish cooking recipes provide a little temporal and location dependent information. Therefore, it might be argued that the Turkish cooking recipes are less limited to certain temporal and locative boundaries.

In order to see whether there is a significant difference between the years 1974 and 2011 in terms of situation dependent reference discourse features the mean scores and p-value are examined. Independent samples t-test result of negative features of Dimension 3 (Table 92) indicates that the mean score of situation dependent reference discourse is 634 in 1974 and 748 in 2011. The independent samples t-test shows that p-value is 0.663 and greater than 0.05. Therefore, there is not a statistically significant difference between 2011 and 1974. It is possible to say that situation dependent discourse is used less than explicit reference discourse in the two cooking recipes.

The positive and negative mean scores of Dimension 3 can be seen from Figure 10.

Figure 10. Positive and Negative Scores of Dimension 3



Of the total lexico-grammatical features used in the Turkish cooking recipes, negative features are 11.63% in 1974and 11.64 in 2011. However, the scores for positive features are 49.40% in 1974 and 48.85 in 2011 which means that the two cookery books have more explicit reference discourse than situation dependent discourse.

3.3. THE DISCOURSAL FEATURES OF THE TURKISH COOKING RECIPES ALONG DIMENSIONS BOTH IN 1974 AND IN 2011

3.3.1. Discoursal Features of the Turkish Cooking Recipes in 1974 along Dimension 1, Dimension 2 and Dimension 3

The frequency and rate of positive and negative features of Dimension 1 in 1974 are as follows:

Table 44. Frequency and Rate of Positive and Negative Features of Dimension 1 in 1974

Interactional/Unplanned Production Discourse **Positive Features**	**The Turkish Cooking Recipes in 1974** **N=16354**
Specialized Verb Classes; private verbs,	29 (0.18%)
Present tense verbs	388 (2.37%)
1st person pronouns	0 (0.00%)
2nd person pronouns	1010(6.18%)
Analytic negation	35 (0.22%)
Demonstratives	56 (0.34%)
Amplifiers	4 (0.02%)
Downtoners	6 (0.04%)

Emphatics	0 (0.00%)
Discourse particles	0 (0.00%)
Questions: Yes/No questions, Wh- questions	0 (0.00%)
Modals: possibility modals *-Ebil*	16 (0.10%)
Causative Adverbial Subordinators (Clauses)	2 (0.01%)
Conditional Adverbial Subordinators (Clauses)	27 (0.17%)
Wh- Complement Subordinators (Clauses)	0 (0.00%)
Or- coordination	65 (0.40%)
Imperatives	919 (5.62%)
Informational/Planned Production Discourse **Negative Features**	**The Turkish Cooking Recipes in 1974** **N=16354**
Nouns	7056 (43.15%)
Postpositions	862 (5.27%)
Adjectives	3261(19.94%)
Relative Clauses	423 (2.59%)
And Clause Coordination/ Phrasal Coordination	272 (1.66%)
Agentless Passives	375 (2.29%)

In order to see whether there is a significant difference between the positive and negative features of Dimension 1 in 1974 the mean scores and p-value are examined. Independent samples t-test result of the positive and negative features of Dimension 1 in 1974 (Table 93) indicates that the mean score of interactional discourse in 1974 is 150 and the mean score of informational discourse in 1974 is 2041. The independent samples t-test shows that p-value

is 0.008 and less than 0.05. Therefore, there is a statistically significant difference. It is possible to say that there is an informational discourse in the cookery book in 1974.

The frequency and rate of positive and negative features of Dimension 2 in 1974 are as follows:

Table 45. Frequency and Rate of Positive and Negative Features of Dimension 2 in 1974

Abstract Information Discourse **Positive Features**	**The Turkish Cooking Recipes in 1974** **N=16354**
Nouns	7056 (43.15%)
Agentless passives	375 (2.29%)
By passives	0 (0.00%)
Multifunctional Adverbial Subordinators (Clauses)	825 (5.04%)
Conjuncts	5 (0.03%)
Non -Abstract Information Discourse **Negative Features**	**The Turkish Cooking Recipes in 1974** **N=16354**
Type/Token Ratio	27 (0.17%)

In order to see whether there is a significant difference between the positive and negative features of Dimension 2 in 1974 the mean scores and p-value are examined. Independent samples t-test result of the positive and negative features of Dimension 2 in 1974 (Table 94) indicates that the mean score of abstract discourse in 1974 is 1652 and the mean score of non-abstract discourse in 1974 is 27. The independent samples t-test shows that p-value is 0.651 and greater than 0.05. Therfore, there is not a statistically significant

difference. However, type/token ratio is only one feature of non-abstract feature, The mean score indicates that type/token ratio is observed in the Turkish cooking recipes but non-abstract information discourse is not found in the cookery book in 1974. It is possible to say that abstract discourse is more employed than non-abstract discourse in the cookery book in 1974.

The frequency and rate of positive and negative features of Dimension 3 in 1974 are as follows:

Table 46. Frequency and Rate of Positive and Negative Features of Dimension 3 in 1974

Explicit Dependent Reference **Positive Features**	**The Turkish Cooking Recipes in 1974** **N=16354**
Nouns	7056 (43.15%)
Relative Clauses	423 (2.59%)
Present tense verbs	388 (2.37%)
Phrasal Coordination	212 (1.30%)
Situation Dependent Reference **Negative Features**	**The Turkish Cooking Recipes in 1974** **N=16354**
Adverbs	353 (2.16%)
Place Adverbials	990 (6.05%)
Time Adverbials	559 (3.42%)

In order to see whether there is a significant difference between the positive and negative features of Dimension 3 in 1974 the mean scores and p-value are examined. Independent samples t-test result of the positive and negative features of Dimension 3 in 1974 (Table 95) indicates that the mean score of explicit references discourse in 1974 is 2019 and the mean score of situation

dependent references discourse in 1974 is 634. The independent samples t-test shows that p-value is 0.518 and greater than 0.05. This result shows that there is not a statistically significant difference. It is possible to say that explicit references discourse is more employed than situation dependent references discourse in the cookery book in 1974.

3.3.2. Discoursal Features of the Turkish Cooking Recipes in 2011 along Dimension 1, Dimension 2 and Dimension 3

The frequency and rate of positive and negative features of Dimension 1 in 2011 are as follows:

Table 47. Frequency and Rate of Positive and Negative Features of Dimension 1 in 2011

Interactional/Unplanned Production Discourse **Positive Features**	**The Turkish Cooking Recipes in 2011** **N=19288**
Specialized Verb Classes; private verbs,	25 (0.13%)
Present tense verbs	34 (0.18%)
1st person pronouns	0 (0.00%)
2nd person pronouns	2136 (11.07%)
Analytic negation	43 (0.22%)
Demonstratives	34 (0.18%)
Amplifiers	2 (0.01%)
Downtoners	1 (0.00%)
Emphatics	0 (0.00%)
Discourse particles	0 (0.00%)

Questions: Yes/No questions, Wh- questions	0 (0.00%)
Modals: possibility modals *-Ebil*	14 (0.07%)
Causative Adverbial Subordinators (Clauses)	1 (0.00%)
Conditional Adverbial Subordinators (Clauses)	18 (0.09%)
Wh- Complement Subordinators (Clauses)	1(0.00%)
Or- coordination	120 (0.62%)
Imperatives	2113 (10.95%)
Informational/Planned Production Discourse **Negative Features**	**The Turkish Cooking Recipes in 2011** **N=19288**
Nouns	8715 (45.18%)
Postpositions	825 (4.28%)
Adjectives	4290 (22.24%)
Relative Clauses	397 (2.06%)
And Clause Coordination/ Phrasal Coordination	366 (1.90%)
Agentless Passives	21 (0.11%)

In order to see whether there is a significant difference between the positive and negative features of Dimension 1 in 2011 the mean scores and p-value are examined. Independent samples t-test result of the positive and negative features of Dimension 1 in 2011 (Table 96) indicates that the mean score of interactional discourse in 2011 is 267 and the mean score of informational discourse in 2011 is 2435. The independent samples t-test shows that p-value is 0.019 and less than 0.05. Therefore, there is a statistically significant

difference. It is possible to say that there is an informational discourse in the cookery book in 2011.

The frequency and rate of positive and negative features of Dimension 2 in 2011 are as follows:

Table 48. Frequency and Rate of Positive and Negative Features of Dimension 2 in 2011

Abstract Information Discourse **Positive Features**	**The Turkish Cooking Recipes in 2011** **N=19288**
Nouns	8715 (45.18%)
Agentless passives	21 (0.11%)
By passives	0 (0.00%)
Multifunctional Adverbial Subordinators (Clauses)	1034 (5.36%)
Conjuncts	10 (0.05%)
Non -Abstract Information Discourse **Negative Features**	**The Turkish Cooking Recipes in 2011** **N=19288**
Type/Token Ratio	25 (0.13%)

In order to see whether there is a significant difference between the positive and negative features of Dimension 2 in 2011 the mean scores and p-value are examined. Independent samples t-test result result of the positive and negative features of Dimension 2 in 2011 (Table 97) indicates that the mean score of abstract discourse in 2011 is 1956 and the mean score of non-abstract discourse in 2011 is 25. The independent samples t-test shows that p-value is 0.667 and greater than 0.05. Thus, there is not a statistically significant difference. However, type/token ratio is only one feature of non-abstract feature,

The mean score indicates that type/token ratio is observed in the Turkish cooking recipes but non-abstract information discourse is not found in the cookery book in 2011. It is possible to say that abstract discourse is more employed than non-abstract discourse in the cookery book in 2011.

The frequency and rate of positive and negative features of Dimension 3 in 2011 are as follows:

Table 49. Frequency and Rate of Positive and Negative Features of Dimension 3 in 2011

Explicit Dependent Reference **Positive Features**	**The Turkish Cooking Recipes in 2011** **N=19288**
Nouns	8715 (45.18%)
Relative Clauses	397 (2.06%)
Present tense verbs	34 (0.18%)
Phrasal Coordination	277 (1.44%)
Situation Dependent Reference **Negative Features**	**The Turkish Cooking Recipes in 2011** **N=19288**
Adverbs	554 (2.87%)
Place Adverbials	1055 (5.47%)
Time Adverbials	636 (3.30%)

In order to see whether there is a significant difference between the positive and negative features of Dimension 3 in 2011 the mean scores and p-value are examined. Independent samples t-test result of the positive and negative features of Dimension 3 in 2011 (Table 98) indicates that the mean score of explicit references discourse in 2011 is 2355 and the mean score of situation dependent references discourse in 2011 is 748. The independent samples t-test shows that p-value is 0.551 and greater than 0.05. Hence, there is not a

statistically significant difference. It is possible to say that explicit reference discourse is more employed than situation dependent references discourse in the cookery book in 2011.

CHAPTER 4

DISCUSSION

Chapter 4 includes the discussion and the comparison of both the lexico-grammatical features (microscopic analysis) and the dimensional or discoursal features (macroscopic analysis) of the Turkish cooking recipes in 1974 and in 2011. Macroscopic analysis seeks to define the overall parameters of variation among registers and it is built on the previous micro analyses to interpret the patterns in functional terms. A microscopic analysis focuses on the discourse functions of individual linguistic features in particular registers. Microscopic and macroscopic analyses have complementary strengths.

4.1. COMPARISON OF THE LEXICO-GRAMMATICAL FEATURES OF THE TURKISH COOKING RECIPES BOTH IN 1974 AND IN 2011

Based on the findings of the analysis, it could be stated that the Turkish cooking recipes have a special and restricted language with specific lexical and grammatical characteristics. In this section, the comparison of lexical and grammatical features is presented to provide a clear description of the register of Turkish cooking recipes.

The frequency and rate of the lexical and grammatical features found in the sample are as follows:

Table 50. Frequency and Rate of Lexico-Grammatical Features

LEXICAL FEATURES	**FREQUENCY and RATE 1974N=16354**	**FREQUENCY and RATE 2011N=19288**
Specialised Verb Classes; Private verbs	29 (0.18%)	25 (0.13%)
Present tense verbs	388 (2.37%)	34 (0.18%)
1st person pronouns	0 (0.00%)	0 (0.00%)
2nd Person Pronouns with Nouns	2 (0.01%)	14 (0.07%)
2nd Person Pronouns with *-In*	34 (0.21%)	2122 (11.00%)
2nd Person Pronouns with *-InIz*	974 (5.96%)	0 (0.00%)
2nd person pronouns	1010(6.18%)	2136 (11.07%)
Analytic negation	35 (0.22%)	43 (0.22%)
Demonstratives	56 (0.34%)	34 (0.18%)
Amplifiers	4 (0.02%)	2 (0.01%)
Downtoners	6 (0.04%)	1 (0.00%)
Emphatics	0 (0.00%)	0 (0.00%)
Discourse Particles	0 (0.00%)	0 (0.00%)
Conjuncts	5 (0.03%)	10 (0.05%)
Lexical Classes	71 (0.43%)	47 (0.24%)
Questions; Yes/No questions, Wh-Questions	0 (0.00%)	0 (0.00%)
Modals; Possibility modals *-Ebil*	16 (0.10%)	14 (0.07%)
Causative Adverbial Subordinators (Clauses)	2 (0.01%)	1 (0.00%)
Conditional Adverbial Subordinators (Clauses)	27 (0.17%)	18 (0.09%)
Wh- Complement Subordinators (Clauses)	0 (0.00%)	1(0.00%)
Imperatives	919 (5.62%)	2113 (10.95%)
Nouns	7056(43.15%)	8715 (45.18%)

Adverbs	353 (2.16%)	554 (2.87%)
Place adverbials	990 (6.05%)	1055 (5.47%)
Time Adverbials	559 (3.42%)	636 (3.30%)
Postpositions	862 (5.27%)	825 (4.28%)
Adjectives	3261(19.94%)	4290 (22.24%)
Relative Clauses	423 (2.59%)	397 (2.06%)
And Clause Coordination	60 (0.37%)	89 (0.46%)
Phrasal Coordination	212 (1.30%)	277 (1.44%)
And Clause Coordination/ Phrasal Coordination	272 (1.66%)	366 (1.90%)
Or Coordination	65 (0.40%)	120 (0.62%)
Agentless Passives	375 (2.29%)	21 (0.11%)
By passives	0 (0.00%)	0 (0.00%)
Multifunctional Adverbial Subordinators (Clauses)	825 (5.04%)	1034 (5.36%)
Type/ token Ratio	27 (0.17%)	25 (0.13%)

As can be observed from the table 50, at the lexical level, the use of nouns is the most marked feature of the language of the Turkish cooking recipes in both 1974 and 2011. Furthermore, the mean score of nouns reflects the highly informational status of the Turkish cooking recipes. This finding suggests that the Turkish cooking recipes have highly abstract informational focus. The common use of nouns indicates the abstract and informational nature of the Turkish cooking recipes. Moreover, the uses of nouns and relative clauses indicate the explicit reference discourse.

The use of adjectives is 3261(19.94%) in 1974 and 4290 (22.24%) in 2011. Independent samples t-test result indicates that the mean score of adjectives is 20.25 in 1974 and 26.65 in 2011. In fact adjectives also contribute to the elaborated presentation of information. In addition, adjectives serve for the communicative purpose of informational and planned discourse.

Postpositions in Turkish are important devices of packing high amounts of information. Postpositions are used in order to expand the amount of information and to cover as much detail as possible in order to be all-inclusive. The use of postpositions is 862 (5.27%) in 1974 and 825 (4.28%) in 2011. Independent samples t-test shows that the mean score of postpositions is 5.35 in 1974 and 5.12 in 2011.They are markedly important.

Subordination reflects the structural complexity. It is possible to conclude that the Turkish cooking recipes have complex structures. The use of subordinate clauses is 1277 (7.81%) in 1974 and 1451 (7.52%) in 2011. Among subordination clauses, the most frequently used form is multifunctional adverbial subordinators (clauses) in both 1974 and 2011. The use of multifunctional adverbial clauses is more frequent. The adverbial clauses play an important role in constituting the logical cohesion as well as the informational dimension (Biber, 1988). Relative clauses are the second frequent use form of subordination. Relative clauses are used for more explicit and elaborated reference in planned discourse. Relative clauses are used to convey information; therefore they are important for the Turkish cooking recipes whose aim is to provide information. Wh- complement subordinators are found to be the least used form of subordination in both 1974 and 2011.

The use of and coordinators is considered as a contribution to expand informational content of the Turkish cooking recipes. The use of and coordinators is 272 (1.66%) in 1974 and 366 (1.90%) in 2011. Independent samples t-test indicates that the total mean score of and coordinators is 1.67 in 1974 and 2.27 in 2011.

Adverbs which indicate the situation dependent discourse are used in the Turkish cooking recipes both in 1974 and in 2011. The use of adverbs is 353 (2.16%) in 1974 and 554 (2.87%). Independent samples t- test shows that the mean score of adverbs is 2.19 in 1974 and 3.44 in 2011.

Place and time adverbials are used in the two cookery books. The use of place adverbials is 990 (6.05%) in 1974 and 1055 (5.47%) in 2011. Independent

samples t-test indicates that the mean score of place adverbials is 6.15 in 1974 and 6.55 in 2011; the use of time adverbials is 559 (3.42%) in 1974 and 636 (3.30%) in 2011, independent samples t-test shows that the mean score of time adverbials is 3.47 in 1974 and 3.95 in 2011. Time adverbials create a situation dependent discourse since they specify the temporal boundaries of the text. Place adverbials also have a similar function as they indicate the places of the actions described in the texts. Therefore both time adverbials and place adverbials limit the discourse to certain temporal and locative boundaries. These findings indicate that the Turkish cooking recipes in the two cookery books have temporal and location dependent information. Therefore, it might be argued that the Turkish cooking recipes in the two cookery books are less limited to certain temporal and locative boundaries.

The use of second person pronouns is 1010(6.18%) in 1974 and 2136 (11.07%) in 2011. Independent samples t-test shows that the mean scores of the second person pronouns are 6.27 in 1974 and 13.27 in 2011. Biber (1988, p. 105) explains that second person pronouns refer directly to the addressor and addressee. This means that the cooking recipes in the two cookery books have interactional discourse. The aim of using second person pronouns is to give instructions to the readers in the two cookery books. The use of the second person pronouns with *-InIz* in 1974 is more than the use of the second person pronouns with *-InIz* in 2011. The findings indicate that the language of the Turkish cooking recipes in 1974 is much more polite and formal than in 2011.

It is clearly seen that majority of the lexical features analysed has statistically insignificant rates in the two cookery books. These lexical items are as follows: lexical classes 71 (0.43%) in 1974 and 47 (0.24%) in 2011, causative adverbial subordinators (clauses) 2 (0.01%) in 1974 and 1 (0.00%) in 2011, conditional adverbial subordinators (clauses) 27 (0.17%) in 1974 and 18 (0.09%) in 2011, wh- complement subordinators (clauses) 0.00 in 1974 and 0.00 in 2011. The use of these lexical items is similar in both 1974 and 2011.

The use of type/token ratio is 27 (0.17%) in 1974 and 25 (0.13%) in 2011. Independent samples t-test shows that the mean score of type/token ratio is

0.16 in 1974 and 0.15 in 2011. These findings indicate that the language of Turkish cooking recipes in the two cookery books does not have non-technical informational discourse.

At the grammatical level, it is found that imperative sentences are the most marked feature of the language of the Turkish cooking recipes in both 1974 and 2011. The use of imperatives is 919 (5.62%) in 1974 and 2113 (10.95%) in 2011. Independent samples t-test shows that the mean score of imperatives is 13.12 in 2011 and 5.71 in 1974.

The use of present tense verbs is 388 (2.37%) in 1974 and 34 (0.18%) in 2011. Independent samples t-test shows that the mean score of present tense verbs is 2.41 in 1974 and 0.21 in 2011. The use of present tense indicates that the information presented is given importance and general facts and events are emphasized by using present tense. The use of present tense in 1974 is more than in 2011.

The use of agentless passives is 375 (2.29%) in 1974 and 21 (0.11%) in 2011. Independent samples t-test indicates that the mean score of agentless passives is 2.32 in 1974 and 0.13 in 2011. The use of agentless passives emphasizes the actions made and described in the discourse. Their communicative function contributes to informational discourse. The use of agentless passives in 1974 is more than in 2011.

The possibility modals have the same role and they have nearly the same rate; 16 (0.10%) in 1974 and 14 (0.07%) in 2011. Independent samples t-test shows that the mean score of imperatives is 0.10 in 1974 and 0.09 in 2011. Since possibility modals indicate the speaker’s subjective evaluation, they are not significantly used in the Turkish cooking recipes.

Questions are never used in the two cookery books. Questions are the markers of interaction.

It is obvious that majority of the grammatical features analysed has statistically insignificant rates in the two cookery books. These grammatical features are as

follows: Specialised verb classes: private verbs 29 (0.18%) in 1974 and 25 (0.13%) in 2011, analytic negation 35 (0.22%) in 1974 and 43 (0.22%) in 2011, by passives 0 (0.00%) in both 1974 and 2011, modals; possibility modals *-Ebil*, 16 (0.10%) in 1974 and 14 (0.07%) in 2011. The use of these grammatical features is similar in both 1974 and 2011.

4.2. COMPARISON OF THE DISCOURSAL FEATURES OF THE TURKISH COOKING RECIPES BOTH IN 1974 AND IN 2011

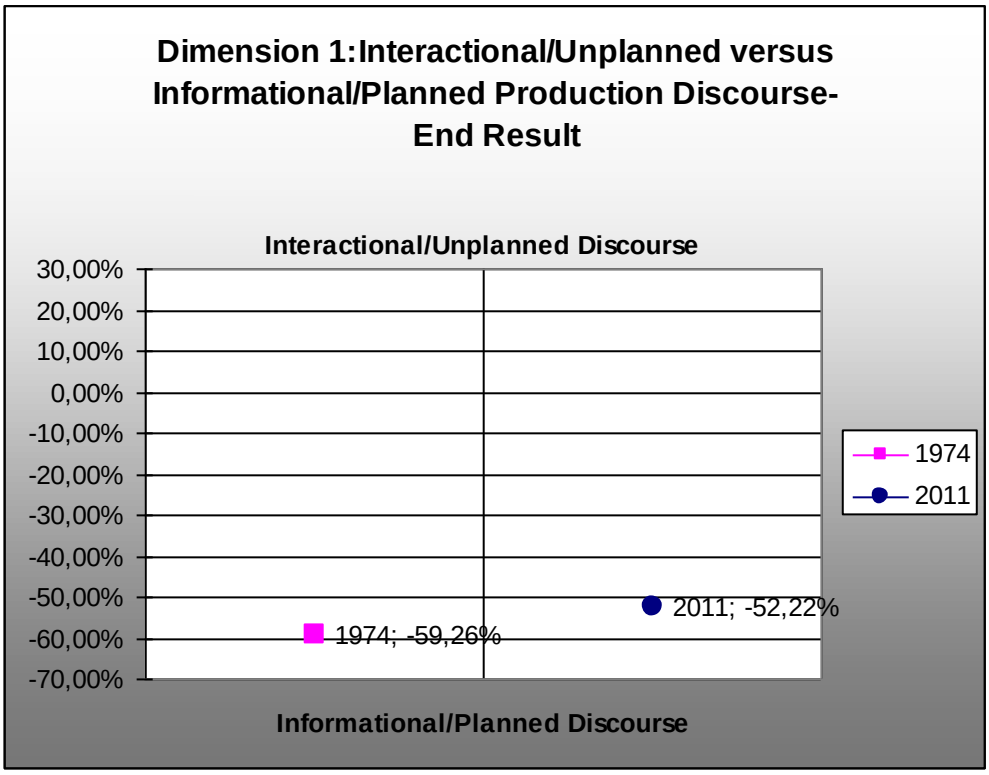
This section deals with the comparison of the discoursal features of the Turkish cooking recipes in both 1974 and 2011. In other words, this section presents the findings of the macroscopic analysis. As stated earlier, these findings are based on the statistical analysis of the individual lexical and grammatical features (microscopic analysis) presented earlier.

The discoursal features of the Turkish cooking recipes are analyzed along the dimensional characteristics that are developed by Biber (1988). Three dimensions which are significant for the Turkish cooking recipes are as follows: 1) 'informational (planned) versus interactional (unplanned) production', 2) 'abstract versus non abstract information style' and 3) 'explicit versus situation dependent reference'. These dimensions have both positive and negative features. Furthermore, the two groups have a complementary relationship, that is, if a text has frequent occurrences of the positive group of features, it will have markedly few occurrences of the negative group, and vice versa. (Biber and Hared, 1994, p.187).

4.2.1. Discoursal Features of the Turkish Cooking Recipes both in 1974 and in 2011 along Dimension One

The positive features indicate the interactive function on this dimension. In contrast the negative features indicate the explicit and elaborated presentation of information. Among positive features imperative sentences and second person pronouns express the involved discourse. Among negative features, nouns, adjectives, postpositions and relative clauses, and clause coordination, phrasal coordination, agentless passives are used. Relative clauses are devices for specifying and elaborating the presentation of information. Nouns are also explicitly marked for informative texts. These features are used to provide a dense integration of information and their function is to convey densely packed information.

Figure 11. Dimension 1: Interactional/Unplanned Discourse versus Informational /Planned Discourse End Result



As seen in Figure 11 the Turkish cooking recipes are more informational and planned both in 1974 and 2011. The Turkish cooking recipes have informational and planned discursive characteristics.

The results show that along with Dimension 1, the most significant discoursal feature of the Turkish cooking recipes is its being more informational and planned discourse. The interactional features of this dimension occur rarely, but this interaction has markedly informational purposes. This means that there is less interaction between the addressor and the addressee both in 1974 and in 2011. In other words, there is little interaction between the writer and the readers. This result is natural since the primary communicative purpose of the Turkish cooking recipes is to provide information. Moreover, the Turkish cooking recipes register in the two cookery books is planned rather than unplanned.

Information is carefully organized and this is the characteristic of the written register.

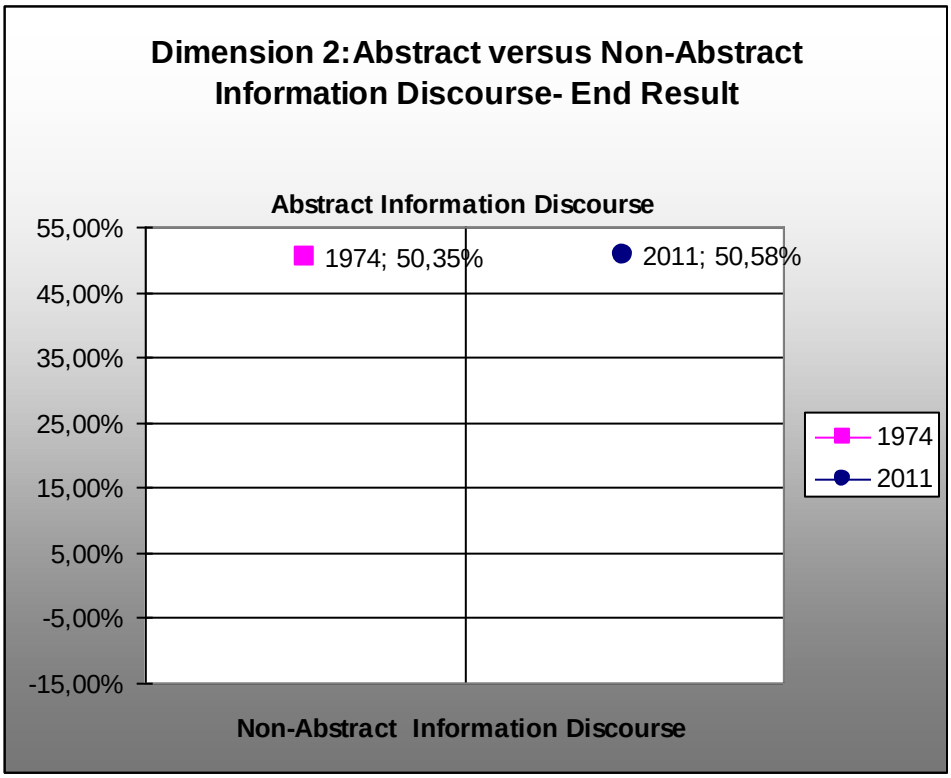
In other words, it is possible to say that the language of the Turkish cooking recipes in the two cookery books has a strong register norm favouring the lexico-grammatical features of an informational and planned discourse.

The end results are around -59.26% in 1974 and -52.22% in 2011 reflect more structural elaboration features.

4.2.2. Discoursal Features of the Turkish Cooking Recipes both in 1974 and in 2011 along Dimension Two

The positive features indicate the abstract, technical and formal discourse function on this dimension. In contrast, the negative features indicate the non-abstract, non-technical and informal discourse. In other words, in abstract discourse non-personal and technical information is presented in a formal manner, whereas in non-abstract discourse non-personal and non-technical information is provided in an informal way. Among positive features nouns, multifunctional adverbial clauses, agentless passives and conjuncts express the abstract discourse. Among negative features, type/token ratio is used.

Figure 12. Dimension 2: Abstract Information Discourse versus Non-Abstract Discourse End Result



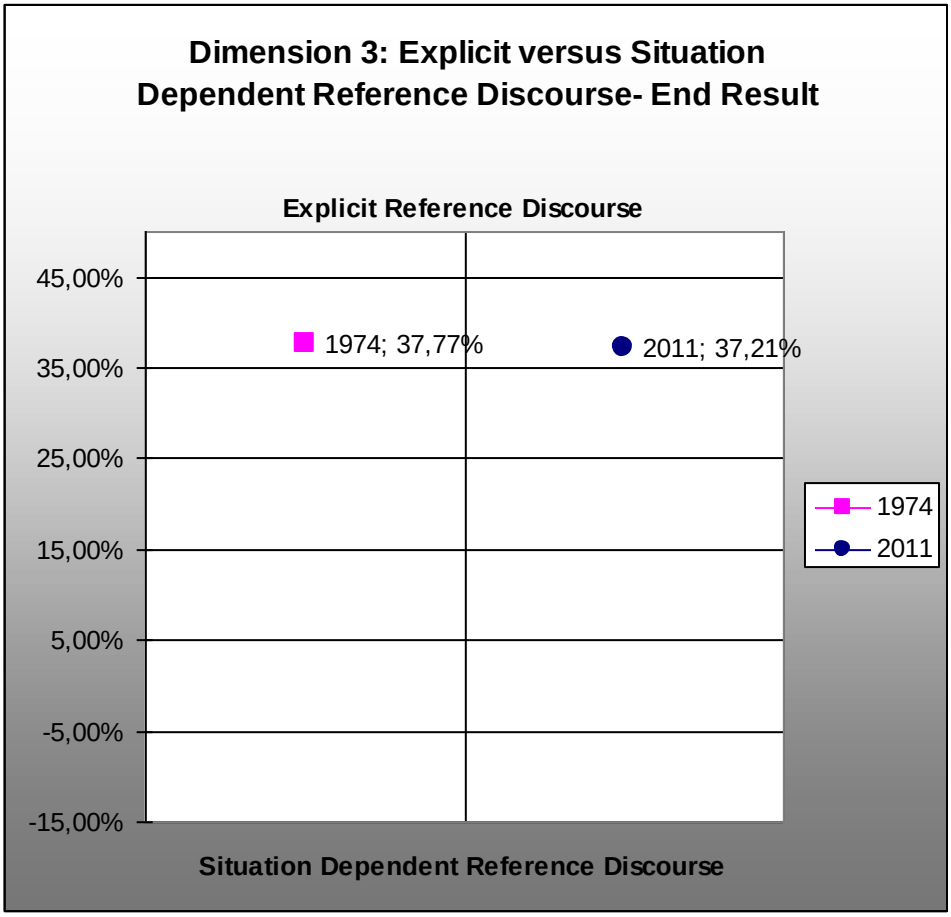
As seen in Figure 12, the Turkish cooking recipes are abstract, technical and formal both in 1974 and 2011. Abstract discourse markers are very high in the Turkish cooking recipes.

The end result values 50.35% in 1974 and 50.58% in 2011 reflect that the Turkish cooking recipes in the two cookery books provide more abstract, non-personal and technical information by means of formal style.

4.2.3. Discoursal Features of the Turkish Cooking Recipes both in 1974 and in 2011 along Dimension Three

The positive features indicate the explicit references on this dimension. In contrast, the negative features indicate the situation dependent references. Among positive features nouns, relative clauses, phrasal coordination and present tense express explicit references. Among negative features, adverbs, place adverbials and time adverbials are used.

Figure 13. Dimension 3: Explicit Reference Discourse versus Situation Dependent Discourse End Result



As seen in Figure 13, the Turkish cooking recipes have more explicit references both in 1974 and 2011. Explicit references discourse markers are very high in the Turkish cooking recipes.

The end result in 1974 is nearly similar to the end result in 2011. The end results are 37.77% in 1974 and 37.21% in 2011 reflect that the Turkish cooking recipes employ more explicit references.

The situation dependent references features of this dimension also occur. In other words, there is situation dependent references discourse both in 1974 and 2011. This means that the situation dependent references discourse occurs less than the explicit references discourse in the two cookery books.

4.2.4. Comparison of the Discoursal Features of the Turkish Cooking Recipes both in 1974 and in 2011

The following table 43 presents overall mean scores of Dimension 1, Dimension 2 and Dimension 3 for the Turkish cooking recipes in 1974.

Table 51. Turkish Cooking Recipes in 1974 N=16354

		Positive Features	Negative Features	
		Interactional /Unplanned Features (x)	Informational /Planned Features (y)	Ratio to total word count (%) (x-y)/n*100
Dimension 1	Informational (planned) versus Interactional (Unplanned) Production	2557(15.64%)	12249 (74.90%)	-9692 (-59.26%)
		Abstract Information Features	Non Abstract Information Features	Ratio to total word count (%) (x-y)/n*100
Dimension 2	Abstract versus Non Abstract Information Style	8261 (50.51%)	27 (0.17%)	8234 (50.35%)
		Explicit Reference Features	Situation Dependent Reference Features	Ratio to total word count (%) (x-y)/n*100
Dimension 3	Explicit versus Situation Dependent Reference	8079 (49.40%)	1902 (11.63%)	6177 (37.77%)

Positive features form the interactional pole of dimension 1, whereas negative features form the informational pole. For dimension 2, positive features form the abstract pole, whereas negative features form the non-abstract pole. For dimension 3, positive features form the explicit references pole, whereas

negative features form the situation dependent references pole. As can be observed from the table 51, the Turkish cooking recipes in 1974 informational features are higher than the interactional features because the mean score of the negative linguistic features is higher than the mean score of positive features. For dimension 2, it can be observed that the language of the Turkish cooking recipes in 1974 is more abstract. For dimension 3, it can be observed that the language of the Turkish cooking recipes in 1974 employs more explicit reference.

The following table 52 presents overall mean scores of Dimension 1, Dimension 2 and Dimension 3 for the Turkish cooking recipes in 2011.

Table 52. Turkish Cooking Recipes in 2011 N=19288

		Positive Features	Negative Features	
		Interactional /Unplanned Features (x)	Informational /Planned Features (y)	Ratio to total word count (%) (x-y)/n*100
Dimension 1	Informational (planned) versus Interactional (Unplanned) Production	4542 (23.55%)	14614 (75.77%)	-10072 (-52.22%)
		Abstract Information Features	Non Abstract Information Features	Ratio to total word count (%) (x-y)/n*100
Dimension 2	Abstract versus Non Abstract Information Style	9780 (50.71%)	25(0.13%)	9755(50.58%)
		Explicit Reference Features	Situation Dependent Reference Features	Ratio to total word count (%) (x-y)/n*100
Dimension 3	Explicit versus Situation Dependent Reference	9423 (48.85%)	2245 (11.64%)	7178 (37.21%)

The ‘N’ in Table 52 refers to the number of words. Positive features form the interactional pole of dimension 1, whereas negative features form the

informational pole. For dimension 2, positive features form the abstract pole, whereas negative features form the non-abstract pole. For dimension 3, positive features form the explicit pole, whereas negative features form the situation dependent pole. As can be observed from the table 44, the Turkish cooking recipes in 2011 are more informational because the means score of the negative linguistic features is higher than the mean score of positive features. For dimension 2, it can be observed that the language of the Turkish cooking recipes in 2011 is more abstract. For dimension 3, it can be observed that the language of the Turkish cooking recipes in 2011 employs more explicit reference.

Tables 51 and 52 show that the language of the Turkish recipes both in 1974 and in 2011 has high scores on the following three discoursal features: 1) informational/planned discourse (74.90% in 1974 and 75.77% in 2011); 2) abstract discourse (50.51% in 1974 and 50.71% in 2011), 3) explicit reference discourse (49.40% in 1974 and 48.85% in 2011). The findings are parallel to each other.

It is seen that the most significant discoursal feature of the language of the Turkish cooking recipes is its being an informational and planned discourse in both 1974 and 2011. It is possible to argue that the Turkish cooking recipes have highly informational focus and its primary function is to provide information on certain activities and actions. Moreover, it might be stated that the language of the Turkish cooking recipes is a planned discourse in which information provided is carefully organized prior to its presentation.

The second significant discoursal characteristic of the language of the Turkish cooking recipes is abstract discourse in both 1974 and 2011. It is possible to argue that informational content of the Turkish cooking recipes is highly abstract and technical. It could be added that the language of the Turkish recipes is presented in a formal way.

The third significant discoursal characteristic of the language of the Turkish cooking recipes is explicit reference discourse in both 1974 and 2011. It is

possible to argue that discoursal feature indicates that references used in the Turkish cooking recipes are general and explicit.

In contrast, tables 43 and 44 show that three discoursal features are less marked for the language of the Turkish cooking recipes and are as follows: 1) interactional/unplanned discourse (15.64% in 1974 and 23.55% in 2011); 2) non-abstract discourse (0.17% in 1974 and 0.13% in 2011), 3) situation dependent discourse (11.63% in 1974 and 11.64% in 2011).

It can be stated that the discourse of the Turkish cooking recipes in the two cookery books have less interactional, involved and unplanned discourse. It can be argued that the language of the Turkish cooking recipes attempt to create less interaction with the readers. The language of the Turkish cooking recipes does not have non-abstract discourse. Furthermore, it is clearly seen that the Turkish cooking recipes employ adverbs, place adverbials and time adverbials which create dependent expressions in terms of location and time. This means that the situation dependent references discourse occurs less than the explicit references discourse in the two cookery books. Instead, it uses those linguistic devices to produce general references and meanings.

CHAPTER 5

CONCLUSION

The main aim of this study is to analyse the Turkish cooking recipes in 1974 and 2011 comparatively. This study also decribes the lexical and grammatical features of the language of the Turkish cooking recipes. Furthermore, the study identified the discoursal features of the Turkish cooking recipes in terms of informational versus interactional or planned versus unplanned or abstract versus non-abstract, explicit versus situation dependent discourse comparatively.

Generally, it can be concluded that the most significant discoursal features of the Turkish cooking recipes are its being informational, planned, abstract and explicit reference discourse in both 1974 and 2011.

Considering the findings of the microscopic and macroscopic analyses presented in Chapter III and Chapter IV, it is possible to argue that the commonly used lexico-grammatical and discoursal features may not change in the register of the Turkish cooking recipes in both 1974 and 2011. In other words, the Turkish cooking recipes in 1974 and 2011 generally share the same lexico-grammatical and discoursal features. Moreover, it could be stated that the language of the Turkish cooking recipes has certain register markers or commonly used lexico-grammatical and discoursal features. In other words, the register of the Turkish cooking recipes has its own specific lexical, grammatical and discoursal peculiarities.

When the results of microscopic analysis are taken into consideration, it is possible to argue that there are not any significant differences in 1974 and 2011. Since the corpus is limited, at the lexical level nouns are frequently used in the Turkish cooking recipes both in 1974 and in 2011. The use of nouns is

7056 (43.15%) in 1974 among 16,354 words; in 2011 among 19,288 words, the use of nouns is 8715 (45.18%). Nouns are more frequently employed in 2011. This indicates that the Turkish cooking recipes register in the two cookery books has an informational, abstract and explicit referential nature. There is a high level of nominalization in written texts, that is where actions and events are presented as nouns rather than verbs, written texts also typically include longer noun groups (Paltridge, 2008, p. 15).

In the analysis it is found that the use of subordinating clauses are 1277 (7.81%) in 1974 and 1451 (7.52%) in 2011. Subordination reflects the structural complexity. It is possible to conclude that the Turkish cooking recipes have complex structures. Among subordination clauses, the most frequently used form is multifunctional adverbial subordinators (clauses) in both 1974 and 2011. Relative clauses are the second most frequent use form of subordination. The use of relative clauses is 424 (2.59%) in 1974 and 397 (2.06%) in 2011. Relative clauses are used for more explicit and elaborated reference in planned discourse. Relative clauses are used to convey information and, therefore, they are important for the Turkish cooking recipes whose aim is to provide information.

Postpositions are also used in both 1974 and 2011. The use of postpositions is 862 (5.27%) in 1974 and 825 (4.28%) in 2011. The mean score of postpositions is 5.35 in 1974 and 5.12 in 2011. Postpositions are used to expand the informational load in texts; therefore, it is natural to use postpositions in the Turkish cooking recipes.

The use of adjectives in the Turkish cooking recipes is 3261(19.94%) in 1974 and 4290 (22.24%) in 2011. The mean score of adjectives is 20.25 in 1974 and 26.65 in 2011. Adjectives are used to elaborate the information presented in a text. Furthermore, they are used for idea unit integration and expansion and elaborating descriptive kinds of information. Therefore, adjectives have a significant function in the Turkish cooking recipes.

The use of agentless passives is 375 (2.29%) in 1974 and 21 (0.11%) in 2011. The mean score of agentless passives is 2.32 in 1974 and 0.13 in 2011. The use of agentless passives emphasizes the actions made and described in the discourse. In a passive construction, dropping the agent results in a static abstract presentation of information. Their communicative function contributes to informational discourse. The mean score of agentless passives in 1974 is more than in 2011.

The use of and coordinators is considered as a contribution to expand informational content of the Turkish cooking recipes. The use of and coordinators is 272 (1.66%) in 1974 and 366 (1.90%) in 2011. The mean score of and coordinators is 1.67 in 1974 and 2.27 in 2011.

The use of second person pronouns is 1010 (6.18%) in 1974 and 2136 (11.07%) in 2011. The mean scores of the second person pronouns are 6.27 in 1974 and 13.27 in 2011. The use of the second person pronouns with *-InIz* 974 (5.96%) in 1974 more than the use of the second person pronouns with *-InIz* 0 (0.00%) in 2011. The findings indicate that the language of the Turkish cooking recipes in 1974 is much more polite and formal than in 2011. The use of imperatives is 919 (5.62%) in 1974 and 2113 (10.95%) in 2011. The mean score of imperatives is 5.71 in 1974 and 13.12 in 2011. These features are interactional and involved; their aim is to give instructions to the readers in a polite way while explaining the cooking recipes. It is possible to say that there is less interaction in the cooking recipes. In other words, the Turkish cooking recipes show low levels of interactiveness.

The use of present tense verbs is 388 (2.37%) in 1974 and 34 (0.18%) in 2011. The mean score of present tense verbs is 2.41 in 1974 and 0.21 in 2011. The use of present tense indicates that the information presented is given importance and general facts and events are emphasized by using present tense. The mean score of present tense in 1974 is more than in 2011.

The use of type/token ratio is 27 (0.17%) in 1974 and 25 (0.13%) in 2011. The mean of type/token ratio is 27 (0.17%) in 1974 and 25 (0.13%) in 2011.

Type/token ratio is used in the Turkish cooking recipes in both 1974 and 2011, but these findings indicate that the language of Turkish cooking recipes does not have non-technical informational discourse.

Adverbs which indicate the situation dependent discourse are used in the Turkish cooking recipes both in 1974 and in 2011. The use of adverbs is 353 (2.16%) in 1974 and 554 (2.87%). The mean score of adverbs is 2.19 in 1974 and 3.44 in 2011.

Place and time adverbials are used in the two cookery books. The use of place adverbials is 990 (6.05%) in 1974 and 1055 (5.47%) in 2011. The mean score of place adverbials is 6.15 in 1974 and 6.55 in 2011. The use of time adverbials is 559 (3.42%) in 1974 and 636 (3.30%) in 2011. The mean score of time adverbials is 3.47 in 1974 and 3.95 in 2011. Time adverbials create a situation dependent discourse since they specify the temporal boundaries of the text. Place adverbials also have a similar function as they indicate the places of the actions described in the texts. Therefore both time adverbials and place adverbials limit the discourse to certain temporal and locative boundaries. These findings indicate that the Turkish cooking recipes in the two cookery books have temporal and location dependent information. Therefore, it might be argued that the Turkish cooking recipes in the two cookery books are less limited to certain temporal and locative boundaries.

It is clearly seen that majority of the lexical features analysed has statistically insignificant mean scores in the two cookery books. These lexical items are as follows: lexical classes 71 (0.43%) in 1974 and 47 (0.24%) in 2011, causative adverbial subordinators (clauses) 2 (0.01%) in 1974 and 1 (0.00%) in 2011, conditional adverbial subordinators (clauses) 27 (0.17%) in 1974 and 18 (0.09%) in 2011, wh- complement subordinators (clauses) 0.00 in 1974 and 0.00 in 2011. The use of these lexical items is similar in both 1974 and 2011.

It is clearly seen that majority of the grammatical features analysed has statistically insignificant rates in the two cookery books. These grammatical features are as follows: Specialised verb classes: private verbs 29 (0.18%) in

1974 and 25 (0.13%) in 2011, analytic negation 35 (0.22%) in 1974 and 43 (0.22%) in 2011, by passives 0 (0.00%) in both 1974 and 2011, modals; possibility modals -*Ebil*, 16 (0.10%) in 1974 and 14 (0.07%) in 2011. The use of these grammatical features is similar in both 1974 and 2011.

Questions; yes/no questions, wh-questions and by passives are not used in the Turkish cooking recipes both in 1974 and 2011.

In the macroscopic analyses of the corpus, three dimensions are analyzed comparatively in two different years, 1974 and 2011. These dimensions are: informational/planned versus interactional/unplanned, abstract versus non-abstract and explicit versus situation dependent discourse.

Three discoursal features are more marked for the language of the Turkish cooking recipes and are as follows: 1) informational/planned discourse (74.90% in 1974 and 75.77% in 2011); 2) abstract discourse (50.51% in 1974 and 50.71% in 2011), 3) explicit reference discourse (49.40% in 1974 and 48.85% in 2011). The findings are parallel to each other.

In the macroscopic analysis, both in 1974 and in 2011, it is found that the most significant discoursal feature of the language of the Turkish cooking recipes in the two cookery books is its being an informational and planned discourse. Written language's basic communicative purpose is said to convey information (Biber, 1988). It is possible to suggest that the aim of the Turkish cooking recipes is to give factual information and to tell someone how to do something. Moreover, the Turkish cooking recipes language provides information which is carefully organized prior to its presentation. Writing is organized and grammatical (Paltridge, 2008, p. 18). This finding also shows the production circumstances of the Turkish cooking recipes language. If something goes wrong in the process or if there is a mistake in the instructions, the action will break down. The result of the recipe will be a failure due to the unclear instruction. The description of the steps in the process must be clear, detailed information. In contrast, there is less interaction with its receivers in the Turkish cooking recipes in the two cookery books. The cooking recipe represents a

factual and expository piece of writing. Therefore, all the parts of the recipes are based on facts. The ingredients and measurements, as well as the instructions, are supposed to correspond to reality (Klenova, 2010, p. 34). Recipes aim to inform and transmit culinary expertise by means of giving instructions on how to make a variety of dishes to a wider circle of people and addressees (Klenova, 2010, p. 35). According to Goddard, cookery books are basically informative (2002, p. 40).

The second significant discoursal feature of the Turkish cooking recipes is its abstract and technical content and formal style. In other words, the Turkish cooking recipes language provides more abstract and technical information in a highly formal manner both in 1974 and in 2011. Written language is structurally elaborated, complex, formal and abstract. (Biber, 1988, p. 5).

The third significant discoursal feature of the Turkish cooking recipes is its explicit reference discourse. The Turkish cooking recipes language employs more explicit references which generate general expressions both in 1974 and in 2011.

In contrast, three discoursal features are less marked for the language of the Turkish cooking recipes and are as follows: 1) interactional/unplanned discourse (15.64% in 1974 and 23.55% in 2011); 2) non-abstract discourse (0.17% in 1974 and 0.13% in 2011), 3) situation dependent discourse (11.63% in 1974 and 11.64% in 2011).

It can be stated that the discourse of the Turkish cooking recipes in the two cookery books are less interactional, involved and unplanned. It can be argued that the language of the Turkish cooking recipes attempts to create less interaction with the readers. The language of the Turkish cooking recipes does not have non-abstract discourse. Furthermore, it is clearly seen that the Turkish cooking recipes employ less situation dependent references which provide information in terms of location and time.

It can be concluded that the most significant discoursal characteristic feature of the Turkish cooking recipes is its being highly informational, planned and

abstract and explicit reference discourse. The Turkish cooking recipes have special lexico-grammatical features that reflect its highly informational and expository focus, careful production and explicit and elaborated presentation of information. Within this framework, it is possible to say that the Turkish cooking recipes discourse is highly informative, planned, impersonal, abstract, technical, formal and explicit reference in the two cookery books.

As a conclusion, the discoursal features of the language in Turkish cooking recipes in 1974 and 2011 have not changed. However, the languages of Turkish cooking recipes in 1974 and 2011 have some significant difference in terms of lexical and grammatical features. In other words, some of the lexical and grammatical features of the Turkish cooking recipes have changed over time.

Certainly, the conclusions presented in this study may be interpreted taking into consideration the limitations of the study. Although it has some limitations, this study also suggests a number of possibilities for further research. Various other spoken and written registers, other dimensions, other time spans and periods may also be studied. Nevertheless, this study has provided a glimpse into the value of corpus based investigations for increasing our understanding of language use. Such comparisons will provide new insights both the lexico-grammatical and discoursal features of Turkish. Moreover, for register comparison studies in Turkish, this study may be considered as a starting point.

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APPENDIX 1

SAMPLE ANALYSIS OF TURKISH COOKING RECIPES

13. AŞURE (in 1974)

MALZEME:1,5 Bardak dövülmüş aşurelik buğday,1 Kahve fincanı pirinç, 3 Bardak süt, 29-30 Bardak su, 3 bardak toz şeker, 50 gram kuru fasulye, 50 gram nohut, 100 gram iç ceviz, 100 gram çekirdeksiz kuru üzüm ,100 gram incir, 100 gram kuru kayısı, 100 gram haşlanarak ince kabukları soyulmuş iç badem, 50 gram kuş üzümü, Biraz dövülmüş ceviz ve tarçın,

YAPILMASI: Tencere içerisine buğdayla pirinci koyup, üstüne çıkacak kadar su koyduktan sonra, bir gece kabarmaları için tencerede bırakın. Ertesi gün suyunu süzerek, tencere içerisine otuz bardak su ilave ederek, orta harlı ateşte buğdaylar iyice yumuşayıncaya kadar kaynatınız. Kaynama sırasında, bir yandan karıştırarak şeker ve sütü koyunuz. Şeker tamamen eridikten sonra, bir, iki taşım daha kaynayarak, biraz koyulaşmasını bekleyiniz. Koyulaşma kıvama gelince, bir gece suda bıraktıktan sonra yumuşayıncaya kadar haşlamış olduğunuz fasulye, nohut, ince kabukları soyulmuş badem, kuru ve kuş üzümü de katınız. İncir ve kayısıları da küçük parçalar halinde içine atarak üç, dört taşım daha kaynatarak ateşten indiriniz. Parçalara bölünmüş cevizleri de içine atıp, karıştırdıktan sonra, kaselere boşaltınız. Üzerlerini servis yaparken dövülmüş ceviz ve kuş üzümü ile süsleyiniz. Üzerine çok az miktarda gül suyu da dökebilirsiniz. Buğdaylar pişerken suyu azalacak olursa, şekeri ilave etmeden, bir miktar daha sıcak su ilave ediniz. Suyunun duru olmasını isterseniz, buğdayla pirinci delikli süzgeçten öz halinde geçirip, diğer malzemeyi buna ilave ederek pişirmelisiniz.

English translation of 13. AŞURE (in 1974) WHEAT PUDDING

INGREDIENTS: ½ glass wheat, a coffee cup rice, 3 glasses milk, 29-30 glasses water, 3 glasses sugar, 50 gr. white beans, 50 gr. chick peas, 100gr. walnuts, 100gr. sultanas, 100 gr. dried figs 100 gr. dried apricots, 100gr. almonds, 50 gr. currants, cinnamon

PREPARATION: After adding water, soak the wheat, and chick rice in water overnight. Drain them the following day. By adding thirty glasses of water, boil the wheat on a high heat until it tenders. While boiling add sugar and milk. After the sugar melts, simmer it until it gets thick. When it gets thick, add soaked white beans, and chick peas, almonds which are separately in water overnight and currants. Add dried apricots and figs into 4-5 pieces cook a little, take it off the stove. Put the walnuts into the pudding, mix, share it out in individual bowls. While serving, decorate with walnuts and currants. You may also pour some rosewater. If the water evaporates while boiling wheat, add a little hot water without adding sugar. If you want the water clear, blend the rice and wheat, then you should cook by adding other ingredients into it.

Dimension 1: Interactional / Unplanned versus Informational / Planned Production Discourse

Positive Features (Interactional / Unplanned)

Specialized Verb Classes; private verbs.1 e.g. i*st*erseniz

Present tense verbs: 0 e.g.

1st person pronouns: 0

2nd person pronouns with nouns. 0

2nd person pronouns with *-In* : 1 e.g. bırak*ın.*

2nd person pronouns with *-InIz*: 12 e.g. bekley*iniz*, süsley*iniz*, indir*iniz*, *etc.*

Analytic negation: 0

Lexical Classes: demonstratives, amplifiers, downtoners, emphatics, discourse particles: 1 e.g….. *buna* ilave ederek pişirmelisiniz.

Questions: Yes/No questions, Wh- questions: 0

Modals: possibility modals *–Ebil*: 1 e.g… gülsuyu da *dökebilirsiniz.*

Causative Adverbial Subordinators (Clauses): 0

Conditional Adverbial Subordinators (Clauses): 2 e.g.Buğdaylar pişerken suyu azalacak *olursa*…..

Wh- Complement Subordinators (Clauses): 0

Or- coordination: 0

Imperatives: 9 e.g. *bırakın, koyunuz kaynatınız*, etc.

Negative Features (Informational / Planned)

Nouns: 91 e.g. *pirinç, süt, ceviz, tarçın, üzüm,* etc.

Postpositions: 16 e.g. …ceviz ve kuş üzümü *ile* süsleyiniz.

Adjectives: 49 e.g. çekirdeksiz, sıcak, *kuru, bir*, etc.

Relative Clauses: 4 e.g. *dövülmüş, soyulmuş, bölünmüş*, etc

And Clause Coordination/ Phrasal Coordination: 7 e.g. inciri *ve* kayısıları, buğday*la* pirinci…

Agentless Passives: 0

Dimension 2: Abstract versus Non Abstract Information (Style)

Positive Features (Abstract Information Style)

Nouns: 91 e.g. *pirinç, süt, ceviz, tarçın, üzüm,* etc.

Passives; Agentless passives, By passives: 0

Multifunctional Adverbial Subordinators(Clauses): 15 e.g. Ertesi gün suyunu *süzerek*, tencere içerisine 30 bardak su *ilave ederek,* orta harlı ateşte buğdaylar iyice yumuşayıncaya kadar kaynatınız.

Conjuncts: 0

Negative Features (Non-Abstract Information Style)

Type token ratio: 11 sentences/218 words= 0.05

Dimension 3: Explicit versus Situation Dependent Reference Discourse

Positive Features (Explicit References Discourse)

Nouns: 91 e.g. *pirinç, süt, ceviz, tarçın, üzüm,* etc.

Relative Clauses: 4 e.g. *dövülmüş, soyulmuş, bölünmüş*, etc

Present Tense verbs: 0

Phrasal Coordination: 5 e.g. …şeker *ve* sütü koyunuz.

Negative Features (Situation Dependent references Discourse)

Time Adverbials: 14 e.g…. üstüne çıkacak kadar su koyduk*tan sonra*….

Place Adverbials: 12 e.g. üç, dört taşım daha kaynatarak *ateşten* indiriniz.

Adverbs: 3 e.g. *biraz* koyulaşmasın bekleyiniz.

26. AŞURE (in 2011)

250 gr. aşurelik buğday, 50 gr. pirinç, 50 gr. kuru fasulye, 50 gr. kuru bakla, 50 gr. nohut, 100 gr. kuru kayısı, 100 gr. kuru incir, 150 gr. kuru üzüm, 25 gr. çam fıstığı, 25 gr. kuşüzümü, 100 gr. ceviz, 100 gr. fındık; 4 lt. su, 1 lt. süt, 3 bardak şeker, 1 nar

Buğdayı, pirinci, kuru fasulyeyi, kuru baklayı ve nohudu, ayrı ayrı akşamdan suda ıslatın. Sularını süzün. Pirinci suyun yarısıyla 30 dakika haşlayıp kendi suyunda ezin. Buğdayı suyun geri kalanında haşlayın. Pirinçli suyu katıp kısık ateşte buğdaylar iyice yumuşayana kadar 2-3 saat pişirin. Kuru fasulyeyi, baklayı ve nohudu, ayrı ayrı yumuşayana kadar haşlayın. Nohutların kabuklarını ayıklayın. Buğdaya şekeri katın. Nişastayı 1 bardak suda eritip katın ve orta ateşte sürekli karıştırarak koyulana kadar pişirin. Haşlanmış kuru fasulye, kuru bakla ve nohutları, üzümü, 4-5 parçaya bölünmüş kuru kayısı ve incirleri katın. 10-15 dakika daha pişirin. Tek tek kaselere bölüştürün. Soğuduktan sonra üzerlerini fındık, ceviz, haşlanıp kabukları soyulmuş badem, çam fıstığı, kuşüzümü, kuru üzüm ve nar taneleriyle süsleyin.

English translation of 26. AŞURE (in 2011) WHEAT PUDDING

250 gr. Wheat, 50 gr. Rice, 50 gr. white beans, 50 gr. fava beans, 100 gr. chick peas, 100 gr. dried apricots, 10 gr. dried figs, 150 gr. sultanas, 25 gr. pine nuts, 25 gr. currants, 100 gr walnuts, 100 gr. hazelnuts, 4 lt. water, 1 lt. milk, 3 glasses sugar, 1 pomagranate

Soak the white beans, fava beans and chick peas separately in water overnight. Drain them. Cook the rice for 30 minutes in half of the water and blend it into its water. Boil the wheat in other half of the water. Add the rice and cook on low heat for 2-3 hours until the wheat tender. Cook the beans and chick peas separately until they are tender. Remove the skins of the chick peas. Add sugar and milk to the wheat. Dissolve the potato starch in 1 glass of water. Add it to the pudding and cook on medium heat, stirring constantly, until it thickens. Add cooked white beans, fava beans, chick peas, sultanas, currants and dried apricots and figs into 4-5 pieces. Cook for 10-15 minutes more and share it out in individual bowls. Let cool and decorate with hazelnuts, walnuts, peeled almonds, pine nuts, currants, sultanas and pomagranade seeds.

Dimension 1: Interactional / Unplanned versus Informational / Planned Production Discourse

Positive Features (Interactional / Unplanned)

Specialized Verb Classes; private verbs: 0

Present tense verbs: 0

1st person pronouns: 0

2nd person pronouns witn nouns: 0

2nd person pronouns with *-In*: 13 e.g. ıslat*ın*, ez*in*, süz*ün*….

2nd person pronouns with *-Inız*: 0

Analytic negation: 0

Lexical Classes: demonstratives, amplifiers, downtoners, emphatics, discourse particles: 0

Questions: Yes/No questions, Wh- questions: 0

Modals: possibility modals *–Ebil*: 0

Causative Adverbial Subordinators (Clauses): 0

Conditional Adverbial Subordinators (Clauses): 0

Wh- Complement Subordinators (Clauses): 0

Or- coordination: 0

Imperatives: 13 e.g. *haşlayın, katın*, *pişirin,* etc

Negative Features (Informational / Planned)

Nouns: 79 e.g. *buğday, pirinç, incir, su, kase,* etc

Postpositions: 7 e.g. …yumuşayana *kadar* haşlayın.

Adjectives: 43 e.g. *kısık, pirinçli,kuru,* etc

Relative Clauses: 3 e.g. *haşlanmış* kuru fasulye, kabukları *soyulmuş* badem

And Clause Coordination/ Phrasal Coordination: 6 e.g. ….kuru kayısı *ve* incirleri katın. Nişastayı 1 bardak suda eritip katın *ve* orta ateşte sürekli karıştırarak koyulana kadar pişirin

Agentless Passives: 0

Dimension 2: Abstract versus Non Abstract Information (Style)

Positive Features (Abstract Information Style)

Nouns: 79 e.g. *buğday, pirinç, incir, su, kase*, etc

Passives; Agentless passives, By passives: 0

Multifunctional Adverbial Subordinators(Clauses): 4 e.g. Nişastayı bir bardak suda *eritip* katın.

Conjuncts:0

Negative Features (Non-Abstract Information Style)

Type token ratio: 14 sentences /169 words= 0.08

Dimension 3: Explicit versus Situation Dependent Reference Discourse

Positive Features (Explicit References Discourse)

Nouns: 79 e.g. *buğday, pirinç, incir, su, kase*

Relative Clauses: 3 e.g. *haşlanmış* kuru fasulye, kabukları *soyulmuş* badem

Present Tense verbs: 0

Phrasal Coordination: 6 e.g. kuru kayısı *ve* nohudu

Negative Features (Situation Dependent references Discourse)

Time Adverbials: 9 e.g. ….*akşamdan* suda ıslatın. Soğuduktan *sonra*

Place Adverbials: 7 e.g… *suda* ıslatın.

Adverbs: 3 e.g. *Tek tek* kaselere bölüştürün.

APPENDIX 2

FREQUENCIES OF LINGUISTIC FEATURES PER RECIPES IN EACH HEADING

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974- ÇORBALAR (SOUPS)													
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	Total
Private verbs	0	0	0	0	1	0	0	0	0	1	1	0	3
Present tense verbs	6	0	10	8	0	0	4	0	0	2	2	0	32
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	0	0	0	0	1	0	0	1	0	0	0	0	2
2nd person pronouns with InIz	0	4	0	0	6	8	0	6	9	2	5	6	46
Analytic negation	2	0	0	0	0	0	0	0	0	0	1	0	3
Lexical Classes; Demonstratives,	0	0	0	0	1	0	0	1	0	0	0	0	2
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	1	0	0	0	0	0	0	0	1
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	1	0	1
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	1	0	0	0	0	0	2	1	0	4
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	0	4	0	0	7	8	0	7	8	2	5	6	47
Nouns	37	45	48	39	47	34	30	29	37	51	48	45	490
Adverbs;	1	0	1	4	2	1	1	2	1	1	1	2	17
Place adverbials	5	4	8	1	5	4	3	1	5	3	7	5	51
Time Adverbials	2	1	4	1	3	1	1	2	6	4	4	5	34

Postpositions	3	0	6	1	4	2	3	4	5	7	8	4	47
Adjectives	14	15	21	11	24	15	13	11	18	27	23	27	219
Relative Clauses	1	2	3	1	2	3	1	0	4	2	1	3	23
And Clause Coordination	0	0	0	0	0	0	0	0	0	0	0	0	0
Phrasal Coordination	1	3	2	1	1	0	1	1	1	2	1	0	14
Or Coordination	0	2	0	0	0	0	0	0	0	2	0	2	6
Agentless Passives	7	0	10	8	0	0	4	0	0	1	3	0	33
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	4	3	4	4	8	4	1	2	8	1	8	7	54
Type/ token Ratio	0,12	0,11	0,12	0,14	0,09	0,18	0,1	0,14	0,10	0,07	0,08	0,07	1,32

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974 - YUMURTA YEMEKLERİ (EGG DISHES)				
Cooking Recipes	1	2	3	Total
Private verbs	0	0	0	0
Present tense verbs	1	8	0	9
1st person pronouns	0	0	0	0
2nd person pronouns with nouns	0	0	0	0
2nd person pronouns with In	6	0	0	6
2nd person pronouns with InIz	2	0	6	8
Analytic negation	0	0	0	0
Lexical Classes; Demonstratives,	0	0	0	0
Conjuncts,	0	0	0	0
Amplifiers,	0	0	0	0
Downtoners,	0	0	0	0
Emphatics,	0	0	0	0
Discourse Particles	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0
Causative Adverbial Subordinators (Clauses)	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0
Imperatives	8	0	6	14
Nouns	39	22	35	96
Adverbs;	4	2	2	8
Place adverbials	7	4	2	13
Time Adverbials	2	2	1	5
Postpositions	4	5	2	11
Adjectives	16	7	12	35
Relative Clauses	3	1	2	6
And Clause Coordination	0	0	0	0
Phrasal Coordination	1	1	1	3
Or Coordination	1	1	1	3
Agentless Passives	1	8	0	9
By passives	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	9	2	5	16
Type/ token Ratio	0,14	0,22	0,15	0,51

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974 -MEZELER-SALATALAR-TURŞULAR (HORS D'OUVRES AND SALADS AND PICKLES)																					
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Private verbs	1	2	0	0	2	0	0	1	2	2	0	1	0	0	0	0	0	0	0	0	11
Present tense verbs	1	2	1	0	2	1	0	5	0	3	0	1	0	0	0	5	10	5	14	0	50
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
2nd person pronouns with In	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5
2nd person pronouns with InIz	9	10	7	5	7	9	10	0	2	9	6	11	10	0	0	0	0	0	0	7	102
Analytic negation	0	2	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	6
Lexical Classes; Demonstratives,	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	3
Conjuncts,	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	1	0	0	0	2	1	0	0	0	0	0	4
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals - Ebil,	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	6
Causative Adverbial Subordinators (Clauses)	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Conditional Adverbial Subordinators (Clauses)	1	2	0	0	2	0	0	1	0	2	0	1	0	0	0	0	0	0	0	0	9
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	5	7	6	5	5	7	8	0	7	6	5	11	11	0	0	0	0	0	0	7	90
Nouns	45	48	40	29	28	41	48	32	31	50	33	35	39	37	30	33	37	23	48	26	733
Adverbs;	2	4	6	4	2	6	6	4	1	5	3	2	3	5	1	1	3	0	6	1	65
Place adverbials	4	9	6	6	4	6	9	3	5	5	4	5	6	7	5	4	6	3	6	5	108
Time Adverbials	3	3	1	1	1	1	1	0	3	3	0	0	3	10	2	1	1	0	1	2	37
Postpositions	8	7	2	7	4	7	5	4	9	5	5	3	5	10	5	2	5	1	4	6	104
Adjectives	19	18	26	15	6	20	23	13	7	26	13	13	19	27	16	17	15	8	17	9	327
Relative Clauses	8	3	1	1	1	2	2	0	0	2	3	0	0	8	4	1	3	0	1	0	40
And Clause Coordination	0	0	0	1	1	0	1	0	0	0	0	0	2	3	3	0	0	1	1	0	13
Phrasal Coordination	5	1	3	2	1	2	4	2	1	1	1	1	2	3	2	0	0	0	0	2	33
Or Coordination	0	0	0	0	0	0	1	0	0	0	0	0	2	1	0	0	2	0	0	0	6
Agentless Passives	0	0	0	0	2	0	0	6	0	1	0	1	0	0	0	5	11	5	14	0	45
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Multifunctional Adverbial Subordinators (Clauses)	2	5	2	4	3	5	6	1	9	6	3	5	5	5	2	1	5	2	3	5	79
Type/ token Ratio	0,10	0,12	0,11	0,11	0,11	0,10	0,09	0,11	0,10	0,08	0,11	0,16	0,16	0,05	0,07	0,10	0,16	0,2	0,20	0,13	2,37

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974 - HAMUR İŞLERİ (PASTRIES)														
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Private verbs	0	1	0	0	1	1	0	0	0	0	0	0	1	4
Present tense verbs	0	0	0	0	0	2	1	0	18	2	1	0	0	24
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with InIz	9	8	7	12	16	21	22	13	0	6	19	8	11	152
Analytic negation	0	1	0	0	0	0	1	0	1	0	1	0	0	4
Lexical Classes; Demonstratives,	0	0	2	0	0	0	4	6	2	0	1	2	1	18
Conjuncts,	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Amplifiers,	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	9	6	5	12	14	20	17	11	0	6	17	7	9	133
Nouns	53	31	30	44	48	62	78	90	93	47	84	72	26	758
Adverbs;	1	2	3	4	1	8	5	7	11	3	5	3	2	55
Place adverbials	5	4	2	6	4	10	8	21	13	5	15	12	5	110
Time Adverbials	1	1	1	0	0	4	6	12	6	0	7	6	0	44
Postpositions	4	4	4	4	5	19	16	24	13	1	8	9	3	114
Adjectives	17	12	16	30	18	44	43	61	43	14	38	29	14	379
Relative Clauses	2	1	1	10	1	5	8	14	8	0	9	5	3	67
And Clause Coordination	0	0	0	0	0	1	0	0	2	0	0	0	0	3
Phrasal Coordination	1	0	0	2	2	2	3	3	2	0	0	4	1	20
Or Coordination	2	1	1	2	1	1	0	0	1	0	0	0	1	10
Agentless Passives	0	0	0	0	0	2	1	0	18	2	0	0	0	23
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	7	7	5	4	9	9	12	20	10	2	21	10	2	118
Type/ token Ratio	0,13	0,12	0,10	0,16	0,16	0,11	0,10	0,04	0,10	0,14	0,09	0,05	0,2	1,5

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974- FISH AND SEAFOOD (BALIKLAR VE DENİZ ÜRÜNLERİ)											
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	Total
Private verbs	0	0	0	0	0	1	0	0	0	0	1
Present tense verbs	0	0	0	1	7	8	9	0	0	0	25
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with InIz	6	6	7	8	0	0	0	4	4	8	43
Analytic negation	0	0	0	0	0	0	0	0	0	0	0
Lexical Classes; Demonstratives,	0	0	1	1	0	0	0	0	0	1	3
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	1	0	0	1	0	0	0	2
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	1	1	0	0	0	2
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0
Imperatives	6	4	7	7	0	0	0	3	4	8	39
Nouns	44	37	36	48	37	32	41	29	28	64	396
Adverbs;	2	2	2	3	1	0	2	1	0	2	15
Place adverbials	6	4	5	5	5	4	2	1	3	9	44
Time Adverbials	1	2	0	3	0	2	0	4	1	6	19
Postpositions	3	5	4	8	3	2	4	1	1	5	36
Adjectives	25	12	10	16	12	12	17	15	11	40	170
Relative Clauses	4	2	3	3	2	0	4	3	2	6	29
And Clause Coordination	0	0	0	0	0	1	0	0	0	0	1
Phrasal Coordination	3	1	1	2	3	1	2	1	0	2	16
Or Coordination	0	0	0	1	1	0	1	0	0	0	3
Agentless Passives	0	0	0	0	7	8	8	0	0	0	23
By passives	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	5	2	9	7	3	1	2	6	2	3	40
Type/ token Ratio	0,1	0,09	0,12	0,07	0,15	0,19	0,16	0,06	0,12	0,07	1,13

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974 –YAZ SEBZE YEMEKLERİ- KIŞ SEBZE YEMEKLERİ (VEGETABLE DISHES WITH MEAT-VEGETABLE DISHES) (SUMMER VEGETABLE DISHES-WINTER VEGETABLE DISHES)																																
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Present tense verbs	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15	13	0	7	0	0	0	10	8	10	0	1	0	0	10	0	89
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with InIz	15	9	7	13	10	6	14	9	4	9	5	8	0	0	0	0	0	0	13	15	9	0	0	1	8	12	5	6	0	9	187
Analytic negation	0	0	0	0	1	0	3	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	9
Lexical Classes; Demonstratives,	1	0	0	0	0	0	2	2	0	1	0	0	0	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	11
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	13	9	7	13	9	6	13	8	4	8	3	7	0	0	0	0	0	0	12	14	6	0	0	0	7	11	5	6	0	9	170
Nouns	68	42	36	41	44	40	106	43	64	39	33	39	24	29	60	49	70	45	66	56	34	38	43	45	36	48	38	23	39	39	1377
Adverbs;	4	0	2	3	2	0	2	4	2	1	2	3	2	0	2	4	2	1	2	7	2	1	1	0	4	0	1	1	2	2	59
Place adverbials	12	3	5	6	5	7	16	7	7	4	2	2	4	6	9	5	8	6	12	12	6	7	6	5	4	7	5	6	6	4	194

Time Adverbials	11	3	2	2	0	1	19	3	5	0	2	6	1	3	6	2	6	1	7	7	2	1	0	1	2	0	0	0	1	3	97
Postpositions	15	2	2	5	5	6	21	9	8	4	2	3	6	2	5	6	10	3	20	7	4	1	1	8	1	4	4	1	3	3	171
Adjectives	44	15	15	12	18	12	56	21	34	20	16	25	14	10	31	22	25	20	39	25	15	15	17	18	24	18	16	9	16	16	638
Relative Clauses	5	2	5	1	4	1	6	3	2	2	3	4	1	2	5	1	4	2	4	4	3	1	2	5	7	0	1	3	1	1	85
And Clause Coordination	0	0	0	2	1	0	0	0	3	1	0	1	0	0	3	0	0	0	2	0	0	1	0	0	0	0	0	0	1	0	15
Phrasal Coordination	2	2	1	0	2	1	2	0	1	1	3	3	1	0	0	2	3	3	4	2	0	0	1	0	2	2	0	2	1	1	42
Or Coordination	0	1	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2	2	0	0	0	10
Agentless Passives	0	0	0	0	0	0	0	0	0	0	0	0	9	6	15	13	0	7	0	0	0	9	8	10	0	1	0	0	10	0	88
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	11	1	1	3	6	7	22	7	9	0	2	7	4	3	6	6	6	3	9	6	7	3	4	2	1	6	6	1	1	8	158
Type/ token Ratio *0,	,07	,19	,13	,22	,13	,10	,05	,09	,06	,18	,06	,11	,23	,15	,15	,18	,10	,11	,06	,12	,09	,16	,12	,14	,13	,18	,11	,17	,22	,13	3,94

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974-ET YEMEKLERİ (MEAT DISHES)																														
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Present tense verbs	1	0	0	0	0	18	0	0	0	0	0	0	0	0	0	7	0	7	5	8	0	0	7	0	12	0	0	9	74
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	6
2nd person pronouns with InIz	10	2	11	0	0	0	6	7	13	7	5	10	8	3	8	2	0	0	0	0	6	9	7	10	0	0	5	0	129
Analytic negation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Lexical Classes; Demonstratives,	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	4
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	9	2	11	0	0	0	5	7	13	7	5	10	8	3	8	2	0	0	0	0	6	9	7	10	0	5	5	0	132
Nouns	50	32	47	43	65	58	38	37	37	14	26	33	35	23	50	36	46	38	26	45	32	41	64	38	59	42	15	59	1129
Adverbs;	0	0	0	2	1	2	2	1	1	1	0	1	3	0	2	0	6	3	0	1	1	4	1	0	6	3	0	5	46
Place adverbials	7	3	6	4	7	11	4	5	5	3	3	5	4	1	7	4	6	2	1	4	6	4	11	5	5	6	3	8	140
Time Adverbials	3	4	1	5	5	3	4	2	2	1	5	3	7	2	7	4	5	1	0	1	0	2	6	2	3	5	1	1	85
Postpositions	6	4	2	5	6	5	2	5	4	6	1	2	6	3	11	5	5	0	0	2	2	3	3	3	4	5	2	5	107
Adjectives	26	22	22	28	45	29	19	19	9	19	9	11	19	3	26	16	27	14	7	17	10	16	27	9	24	28	23	3	527
Relative Clauses	3	2	0	5	8	3	1	5	0	4	0	0	3	0	0	0	6	2	1	1	2	2	3	1	5	5	0	1	63
And Clause	1	1	0	0	3	2	0	0	0	0	0	0	3	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	13

Coordination																														
Phrasal Coordination	1	2	1	0	5	1	1	2	1	2	0	0	1	1	0	0	1	4	1	0	0	2	1	0	0	0	0	2	29
Or Coordination	1	1	2	0	1	1	0	3	0	0	0	0	1	1	0	2	0	0	0	1	0	0	0	0	1	1	1	1	18
Agentless Passives	0	0	0	0	0	18	0	0	0	0	0	0	0	0	0	4	0	7	5	8	0	0	7	0	12	0	0	9	70
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	8	4	3	3	2	4	6	4	4	1	2	4	4	0	7	2	4	2	1	5	4	5	3	3	4	3	4	1	97
Type/ token Ratio *0,	,11	,04	,17	,04	,05	,16	,08	,12	,28	,14	,17	,25	,11	,12	,11	,11	,08	,14	,29	,17	,15	,14	,13	,23	,15	,07	,19	,13	3,93

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974- PİLAVLAR (COOKING WITH RICE)															
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Present tense verbs	0	0	0	0	0	0	0	7	0	7	0	0	7	13	34
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with InIz	6	10	16	7	8	6	9	0	12	0	11	11	0	0	96
Analytic negation	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Lexical Classes; Demonstratives,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	6	7	13	6	8	6	9	0	12	0	10	11	0	0	88
Nouns	40	41	77	35	32	74	23	32	33	23	41	55	36	45	587
Adverbs;	0	0	4	1	0	3	2	1	1	2	1	1	0	2	18
Place adverbials	7	6	11	3	3	13	2	6	7	2	3	7	6	6	82
Time Adverbials	5	3	10	5	7	11	2	4	3	2	3	2	2	3	62
Postpositions	3	4	9	3	2	13	3	3	4	0	3	2	2	2	53
Adjectives	20	18	36	17	14	42	6	22	16	6	16	15	20	23	271
Relative Clauses	3	5	5	1	2	7	1	5	3	0	1	1	2	4	40
And Clause Coordination	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Phrasal Coordination	1	1	1	0	0	2	0	0	0	0	1	1	0	0	7
Or Coordination	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Agentless Passives	0	0	0	0	0	0	0	7	0	7	0	0	7	13	34
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	5	3	15	5	6	7	3	1	5	1	4	1	0	2	58
Type/ token Ratio	0,09	0,11	0,10	0,1	0,13	0,04	0,22	0,13	0,22	0,23	0,17	0,17	0,13	0,21	2,05

THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974 - TATLILAR-ŞURUPLAR-DONDURMA-REÇELLER VE MARMELATLAR (DESSERTS-BEVERAGES- ICE CREAM- JAMS- MARMELADE)																																
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Private verbs	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	6
Present tense verbs	1	0	5	0	0	0	2	0	7	0	0	0	0	11	0	0	0	0	0	20	0	3	0	1	0	0	0	0	1	0	0	51
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2nd person pronouns with In	0	0	5	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7	0	1	0	15
2nd person pronouns with InIz	27	10	2	0	11	10	1	14	0	11	8	6	12	0	7	10	3	13	5	0	7	0	10	9	5	7	6	0	7	4	6	211
Analytic negation	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2	1	0	1	0	0	0	0	1	2	0	0	0	0	1	0	0	10
Lexical Classes; Demonstratives,	2	0	0	0	0	1	2	0	0	2	0	0	0	0	1	0	0	1	0	3	1	0	1	1	0	0	0	0	0	0	0	15
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	6
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	4
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	25	10	5	0	9	10	1	10	0	10	7	6	9	0	7	10	3	12	4	0	8	0	9	9	5	7	5	8	6	5	6	206
Nouns	112	32	27	27	59	56	49	80	42	61	49	33	91	49	45	52	24	41	28	81	49	31	46	92	33	35	28	30	47	34	27	1490
Adverbs;	10	0	1	0	3	1	2	3	2	3	2	2	3	0	5	6	0	2	1	5	2	2	3	4	0	2	1	4	0	1	0	70

Place adverbials	21	4	6	2	10	10	6	10	6	13	7	3	12	8	8	9	5	10	3	11	9	3	7	20	8	7	7	7	6	6	4	248
Time Adverbials	12	4	2	1	6	8	2	8	4	8	6	1	14	3	4	9	1	7	1	8	5	2	10	19	5	4	4	6	4	5	3	176
Postpositions	30	2	6	2	10	8	4	13	5	10	5	2	16	4	7	8	4	8	2	19	5	0	5	14	4	5	4	7	3	3	4	219
Adjectives	57	9	18	10	34	31	19	47	19	35	26	9	49	19	15	37	10	19	9	43	19	17	14	37	15	12	10	15	14	17	10	695
Relative Clauses	6	0	2	3	3	0	4	6	4	3	6	1	4	1	0	5	1	1	1	7	0	1	0	3	2	0	1	1	2	2	0	70
And Clause Coordination	0	0	0	0	1	2	0	1	0	0	1	1	0	0	0	1	0	0	0	3	0	1	0	0	0	0	1	1	0	1	0	14
Phrasal Coordination	4	1	0	0	3	0	1	4	0	2	6	1	7	2	0	4	1	1	2	4	1	1	0	0	0	1	0	0	1	0	1	48
Or Coordination	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	0	1	0	0	0	0	2	0	0	0	0	0	0	8
Agentless Passives	0	0	0	5	0	0	2	0	7	0	0	0	0	11	0	0	0	0	0	20	0	3	0	2	0	0	0	0	0	0	0	50
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	33	3	5	3	5	9	4	8	1	9	8	6	15	1	3	9	7	3	2	12	2	2	4	11	6	8	6	4	7	8	1	205
Type/ token Ratio *0,	,18	,27	,1	,16	,09	,07	,10	,06	,10	,07	,07	,12	,07	,19	,11	,06	,06	,13	,11	,11	,12	,14	,13	,07	,08	,11	,1	,11	,10	07	,15	10,34

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- ÇORBALAR (SOUPS)													
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0	0	0
Present tense verbs	0	0	0	0	0	0	0	0	0	0	0	0	0
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	8	17	9	8	12	14	4	5	7	17	4	10	115
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	0	0	0	0	0	0	0	0	0	0	0	0
Lexical Classes; Demonstratives,	0	1	1	0	0	0	0	0	1	2	0	0	5
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	1	0	0	1
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	8	17	9	8	12	14	4	5	7	17	4	10	115
Nouns	41	65	40	43	42	56	29	37	31	66	24	39	513
Adverbs;	1	3	0	2	2	2	0	0	2	5	0	2	19
Place adverbials	5	11	4	4	7	5	1	4	2	13	2	3	61
Time Adverbials	4	6	3	2	4	5	1	3	1	5	3	6	43
Postpositions	3	1	1	1	3	5	1	2	2	5	1	1	26
Adjectives	13	28	15	16	19	30	20	17	11	34	13	17	233
Relative Clauses	3	2	1	1	1	2	3	3	0	4	4	0	24
And Clause Coordination	0	1	1	0	1	1	0	0	3	3	0	1	11
Phrasal Coordination	1	1	1	0	0	1	2	2	0	0	1	1	10
Or Coordination	2	0	3	0	1	0	0	0	1	0	1	2	10
Agentless Passives	0	0	0	0	0	0	0	0	0	0	0	0	0
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	4	10	2	3	6	6	3	3	3	8	3	6	57
Type/ token Ratio	0,14	0,15	0,16	0,16	0,18	0,18	0,12	0,13	0,20	0,16	0,13	0,17	1,88

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- YUMURTA YEMEKLERİ (EGG DISHES)				
Cooking Recipes	1	2	3	Total
Private verbs	0	0	0	0
Present tense verbs	0	0	0	0
1st person pronouns	0	0	0	0
2nd person pronouns with nouns	0	0	0	0
2nd person pronouns with In	9	14	13	36
2nd person pronouns with InIz	0	0	0	0
Analytic negation	1	0	0	1
Lexical Classes; Demonstratives,	0	0	0	0
Conjuncts,	0	0	0	0
Amplifiers,	0	0	0	0
Downtoners,	0	0	0	0
Emphatics,	0	0	0	0
Discourse Particles	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0
Causative Adverbial Subordinators (Clauses)	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0
Imperatives	9	14	13	36
Nouns	28	32	41	101
Adverbs;	3	3	3	9
Place adverbials	3	2	4	9
Time Adverbials	4	5	2	11
Postpositions	1	2	3	6
Adjectives	14	22	21	57
Relative Clauses	1	3	2	6
And Clause Coordination	0	2	1	3
Phrasal Coordination	0	0	2	2
Or Coordination	0	0	0	0
Agentless Passives	0	0	0	0
By passives	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	5	6	4	15
Type/ token Ratio	0,18	0,18	0,18	0,54

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- MEZELER,SALATALAR,TURŞULAR (HORS D'OUVRES AND SALADS AND PICKLES)																					
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Present tense verbs	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	3
2nd person pronouns with In	8	20	6	11	6	11	5	3	8	5	7	17	16	10	11	7	15	3	8	9	186
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	1	2	0	2	0	1	0	0	0	1	0	0	0	2	0	0	0	0	0	0	9
Lexical Classes; Demonstratives,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	8	20	6	11	6	11	5	3	8	5	7	17	16	10	11	7	15	3	8	9	186
Nouns	71	70	25	54	24	40	20	29	46	30	35	57	69	48	43	34	53	30	40	33	851
Adverbs;	2	9	4	3	4	3	3	1	3	2	2	4	3	2	2	2	6	1	0	3	59
Place adverbials	4	12	2	6	0	6	2	2	9	0	3	6	12	4	6	3	7	2	5	1	92
Time Adverbials	2	3	1	3	0	5	0	0	2	0	4	4	7	4	5	1	1	1	2	0	45
Postpositions	4	6	2	3	1	5	3	2	7	1	2	3	4	2	5	1	9	3	5	2	70
Adjectives	41	27	14	30	12	21	8	18	18	16	13	26	29	21	18	21	26	18	17	17	411
Relative Clauses	3	4	1	4	0	1	1	3	1	0	2	1	1	1	1	2	1	0	1	2	30
And Clause Coordination	2	3	0	2	0	2	0	0	0	0	0	0	0	1	0	3	0	0	0	1	14
Phrasal Coordination	3	3	0	1	2	1	0	2	2	2	1	3	1	1	0	1	0	0	2	2	27
Or Coordination	0	4	0	0	0	0	0	0	2	0	1	0	0	1	2	0	1	1	0	0	12
Agentless Passives	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	5	13	4	7	2	6	2	2	6	2	1	8	11	9	4	2	10	4	3	1	102
Type/ token Ratio	0,11	0,13	0,18	0,15	0,22	0,13	0,25	0,10	0,11	0,2	0,15	0,18	0,14	0,15	0,16	0,17	0,16	0,12	0,14	0,20	3,15

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- HAMUR İŞLERİ (PASTRIES)														
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Private verbs	2	1	1	0	0	1	0	1	1	0	0	0	0	7
Present tense verbs	0	0	0	0	0	0	0	0	0	0	5	2	0	7
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	1	0	0	0	0	0	0	0	1	0	0	2
2nd person pronouns with In	54	18	21	19	21	11	6	25	24	24	17	11	27	278
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	0	0	0	0	0	0	1	0	0	1	2	0	4
Lexical Classes; Demonstratives,	4	3	0	1	0	0	0	1	2	0	1	1	0	13
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	2	0	0	0	0	0	0	2	0	0	4
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	54	18	20	17	21	11	6	25	24	24	17	10	27	274
Nouns	199	65	86	64	79	43	30	106	84	87	63	43	122	1071
Adverbs;	14	4	3	0	2	0	1	3	4	6	4	8	8	57
Place adverbials	18	11	8	10	7	6	4	16	15	19	10	4	13	141
Time Adverbials	11	0	6	2	5	2	2	5	6	7	5	2	11	64
Postpositions	11	10	9	11	12	4	1	12	10	17	10	2	10	119
Adjectives	98	33	44	31	39	28	12	58	42	47	37	18	56	543
Relative Clauses	8	1	6	3	4	4	2	7	4	5	5	2	5	56
And Clause Coordination	1	1	2	3	0	0	0	3	5	3	0	2	1	21
Phrasal Coordination	8	0	4	3	3	2	1	2	3	1	3	2	3	35
Or Coordination	1	1	1	2	0	0	1	0	2	0	1	0	2	11
Agentless Passives	0	0	0	0	0	0	0	0	0	0	2	0	0	2
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	21	10	10	9	11	6	4	9	9	11	12	5	10	127
Type/Token Ratio	0,16	0,12	0,14	0,13	0,15	0,12	0,17	0,12	0,13	0,13	0,14	0,13	0,13	1,77

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- FISH AND SEAFOOD (BALIKLAR VE DENİZ ÜRÜNLERİ)											
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0
Present tense verbs	0	0	0	0	0	0	0	0	0	0	0
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	6	12	5	11	7	10	20	6	14	14	105
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	0	0	0	1	0	0	0	1	0	2
Lexical Classes; Demonstratives,	0	0	0	0	0	0	0	1	0	0	1
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	0	0
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0
Imperatives	6	11	5	11	7	10	18	6	14	14	102
Nouns	68	68	28	39	26	63	89	23	54	29	487
Adverbs;	2	3	0	2	2	5	6	1	3	4	28
Place adverbials	8	4	2	5	3	1	11	2	3	4	43
Time Adverbials	3	3	2	1	1	3	6	2	4	2	27
Postpositions	6	2	5	4	3	4	17	4	10	7	62
Adjectives	24	32	12	26	8	29	39	12	29	13	224
Relative Clauses	1	5	1	4	0	6	4	3	0	3	27
And Clause Coordination	0	0	0	0	0	0	0	0	3	0	3
Phrasal Coordination	3	2	1	1	2	4	4	1	0	1	19
Or Coordination	0	0	0	0	0	0	0	0	0	0	0
Agentless Passives	0	0	0	0	0	0	0	0	0	0	0
By passives	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	4	9	4	1	7	4	14	2	7	3	55
Type/ token Ratio	0,08	0,13	0,11	0,23	0,17	0,12	0,12	0,19	0,15	0,25	1,55

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- ETLİ SEBZE YEMEKLERİ-ZEYTİNYAĞLI SEBZE YEMEKLERİ (VEGETABLE DISHES WITH MEAT-VEGETABLE DISHES (SUMMER VEGETABLE DISHES-WINTER VEGETABLE DISHES)																															
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
Private verbs	0	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	6
Present tense verbs	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	5
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	23	13	21	21	6	27	21	20	25	22	15	9	8	17	14	20	11	20	15	14	30	13	10	19	13	10	12	14	13	11	487
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	1	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	10
Lexical Classes; Demonstratives,	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Conjuncts,	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	2	0	2	1	1	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	9
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	23	13	21	21	6	27	21	20	25	22	15	9	8	17	14	20	11	20	15	14	30	13	10	19	13	10	12	14	13	11	487
Nouns	90	53	58	57	37	99	68	74	86	61	56	28	32	60	66	85	61	64	53	55	109	35	34	64	37	64	43	56	48	55	1788
Adverbs;	7	2	4	5	2	6	6	11	6	7	4	3	3	5	4	4	3	4	8	3	6	1	2	3	4	6	2	6	4	4	135
Place adverbials	11	7	9	8	4	9	9	8	12	12	8	4	5	6	7	12	8	9	7	7	10	6	5	10	3	7	4	6	5	4	222

Time Adverbials	8	6	6	5	1	4	4	4	5	3	3	2	2	4	4	6	7	7	2	4	10	3	3	6	4	4	4	4	5	1	131
Postpositions	9	3	7	6	2	5	9	5	8	7	8	10	5	2	2	9	3	5	8	5	9	7	9	9	4	3	5	5	4	3	176
Adjectives	40	29	38	30	19	53	35	39	48	28	30	17	14	32	29	37	35	33	24	29	64	20	16	30	27	43	22	40	22	29	952
Relative Clauses	4	3	2	3	1	2	2	5	5	1	3	0	0	0	2	2	3	2	3	5	5	0	1	1	2	2	2	6	2	2	71
And Clause Coordination	0	0	0	2	0	1	0	1	3	0	1	0	1	2	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	2	17
Phrasal Coordination	0	2	1	1	0	4	2	2	4	2	2	2	3	4	1	3	3	3	2	1	4	1	0	3	2	3	1	3	1	1	61
Or Coordination	2	3	2	1	0	4	0	2	0	0	2	0	0	0	2	2	4	2	0	0	1	0	0	1	0	0	0	0	0	0	28
Agentless Passives	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	12	7	11	6	8	7	8	11	8	7	6	5	5	6	6	8	8	5	5	4	11	5	4	5	4	4	6	9	7	8	206
Type/ token Ratio *0,	,23	,15	,17	,21	,15	,17	,19	,14	,16	,18	,14	,15	,14	,16	,16	,14	,11	,18	,17	,16	,15	,17	,16	,18	0,2	,10	,15	,15	,17	,15	4,84

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- ET YEMEKLERİ (MEAT DISHES)																														
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
Private verbs	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	4	0	0	0	7
Present tense verbs	0	0	0	0	0	0	1	2	1	0	0	0	0	0	1	1	1	0	0	0	8	0	0	0	1	0	0	0	16
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	1	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
2nd person pronouns with In	16	11	15	5	5	6	14	14	10	15	7	17	20	7	10	11	10	10	8	20	0	10	12	6	9	15	12	15	310
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	5
Lexical Classes; Demonstratives,	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3
Conjuncts,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	1	2	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	6
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	4
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Imperatives	16	11	15	5	5	6	14	14	10	15	7	17	20	7	10	11	10	10	8	20	0	10	12	6	9	15	12	15	310
Nouns	64	46	59	46	65	50	77	68	64	67	47	55	82	58	59	45	51	56	45	103	67	53	45	39	48	59	57	73	1648
Adverbs;	4	2	3	5	9	2	3	5	3	4	3	5	5	3	2	3	2	7	4	6	5	2	3	5	1	2	3	4	105
Place adverbials	8	6	11	4	4	4	10	7	10	6	6	6	10	5	5	5	7	6	6	12	9	3	6	6	7	9	3	4	185
Time Adverbials	3	2	4	1	4	5	5	3	2	7	2	4	5	5	0	1	2	3	1	6	2	5	3	3	3	7	6	4	98
Postpositions	5	3	3	3	3	4	7	5	5	2	3	6	8	2	7	2	5	5	1	6	5	3	1	1	4	3	2	1	105
Adjectives	30	19	29	34	41	22	39	35	38	24	26	29	39	38	23	17	23	38	24	55	11	22	22	29	19	32	27	29	814
Relative Clauses	4	1	3	5	10	2	3	10	5	1	5	2	2	6	4	2	1	6	4	7	1	4	2	5	1	2	7	2	107

And Clause Coordination	0	0	0	0	0	0	0	1	1	0	0	0	2	0	1	1	3	0	0	0	0	0	0	1	0	1	0	1	12
Phrasal Coordination	1	2	4	1	2	1	1	2	3	1	2	2	2	2	2	2	0	4	0	6	4	2	1	1	3	2	2	3	58
Or Coordination	3	0	0	0	0	0	0	2	1	0	3	0	0	2	0	0	2	0	2	2	1	2	0	1	1	0	0	0	22
Agentless Passives	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	7	0	0	1	0	0	0	0	13
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	7	4	10	5	8	5	6	3	8	7	3	8	10	5	5	4	4	4	3	10	2	7	4	6	3	7	10	9	167
Type/ token Ratio *0,	,15	,18	,14	,07	,05	,11	,13	,15	,11	,17	,11	,17	,15	,09	,12	,02	,19	,12	,15	,11	,08	,13	,21	,11	,13	,15	,13	,14	3,57

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- PİLAVLAR (COOKING WITH RICE)															
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Private verbs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Present tense verbs	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with In	11	22	20	16	12	17	12	20	11	10	13	15	15	14	208
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	0	1	0	0	1	0	1	1	1	0	1	0	1	7
Lexical Classes; Demonstratives,	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Conjuncts,	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtoners,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	11	22	20	16	12	17	12	17	11	10	13	15	15	14	205
Nouns	34	80	80	85	37	71	44	62	47	36	41	71	95	57	840
Adverbs;	3	4	7	8	3	4	4	3	4	3	2	7	8	4	64
Place adverbials	5	11	8	8	3	6	3	8	5	4	6	7	9	5	88
Time Adverbials	7	5	6	8	5	8	3	9	4	5	2	7	10	9	88
Postpositions	5	8	4	5	2	6	4	5	5	2	5	8	8	6	73
Adjectives	16	38	45	42	18	33	27	33	25	20	18	42	45	28	430
Relative Clauses	0	4	4	7	2	3	2	2	3	4	2	3	4	1	41
And Clause Coordination	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Phrasal Coordination	2	2	3	4	2	1	2	1	1	0	2	2	4	2	28
Or Coordination	2	2	0	5	2	3	1	7	0	0	0	0	0	0	22
Agentless Passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	5	11	15	9	5	12	8	7	9	5	7	12	10	7	122
Type/ token Ratio	0,18	0,19	0,15	0,14	0,19	0,14	0,16	0,16	0,16	0,17	0,18	0,12	0,08	0,16	2,18

THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011- TATLILAR- İÇECEKLER (DESSERTS-BEVERAGES- ICE CREAM- JAMS- MARMELADE)																																	
Cooking Recipes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Private verbs	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Present tense verbs	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	3
1st person pronouns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
2nd person pronouns with In	8	13	11	14	28	12	22	9	7	25	12	7	22	17	14	18	12	11	9	8	17	12	15	10	10	13	9	10	5	9	8	397
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5
Lexical Classes; Demonstratives,	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	7
Conjuncts,	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5
Amplifiers,	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2
Downtoners,	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Emphatics,	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh-Questions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Conditional Adverbial Subordinators (Clauses)	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

Wh-Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imperatives	8	13	11	14	28	12	22	9	7	25	12	7	23	17	14	18	12	11	9	8	17	12	15	10	10	13	9	10	5	9	8	398
Nouns	25	47	49	48	96	37	63	40	28	75	45	24	64	53	48	64	40	26	34	46	56	41	68	37	37	79	27	40	18	32	29	1416
Adverbs;	0	2	3	2	11	1	5	1	2	9	1	4	3	4	2	4	3	2	3	3	1	1	2	2	0	3	0	0	1	3	0	78
Place adverbials	4	9	7	9	8	7	11	5	5	12	8	7	8	8	7	10	5	5	3	4	9	9	8	7	5	7	5	8	2	7	5	214
Time Adverbials	1	2	6	4	8	3	7	3	5	7	1	3	5	5	4	5	4	2	4	4	3	7	5	3	2	9	3	4	2	4	4	129
Postpositions	5	6	7	4	11	3	12	8	5	17	7	5	8	2	10	11	5	2	0	4	3	10	8	5	3	7	2	7	2	7	2	188
Adjectives	12	19	24	19	44	14	25	14	6	37	20	6	33	27	21	30	18	11	12	18	26	21	27	16	15	43	13	18	9	19	9	626
Relative Clauses	1	1	3	3	2	2	0	1	0	3	1	0	0	2	2	1	0	1	1	2	1	0	2	0	0	3	1	1	0	1	0	35
And Clause Coordination	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	8
Phrasal Coordination	0	1	3	2	3	2	2	0	2	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	6	0	0	0	2	1	37
Or Coordination	1	0	0	0	0	0	0	2	0	2	2	1	0	0	0	0	2	0	2	0	1	0	0	0	0	0	0	2	0	0	0	15
Agentless Passives	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
By passives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clause)	1	4	7	7	10	10	12	7	6	10	9	9	8	5	8	8	6	2	4	2	10	6	8	3	2	4	3	3	3	4	2	183
Type/token Ratio *0,	,2	,16	,14	,16	,16	,19	,15	,14	,13	,14	,14	,15	,18	,21	,17	,15	,18	,26	,18	,14	,18	,17	,16	,02	,17	,12	,21	,16	,19	,12	0,2	5,03

FREQUENCIES OF LINGUISTIC FEATURES PER EACH HEADINGS IN THE COOKING RECIPES in İZAHLI YEMEK KİTABI WRITTEN by İNCİ BEŞOĞUL 1974

HEADINGS	SOUPS	EGG DISHES	SALADS…	PASTRIES	FISH…	VEGETABLE DISHES	MEAT DISHES	RICE	DESSERTS…	TOTAL
Private verbs	3	0	11	4	1	3	1	0	6	29
Present tense verbs	32	9	50	24	25	89	74	34	51	388
1st person pronouns	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	1	0	0	0	0	0	1	2
2nd person pronouns with In	2	6	5	0	0	0	6	0	15	34
2nd person pronouns with InIz	46	8	102	152	43	187	129	96	211	974
Analytic negation	3	0	6	4	0	9	2	1	10	35
Lexical Classes; Demonstratives,	2	0	3	18	3	11	4	0	15	56
Conjuncts,	0	0	1	2	0	1	1	0	0	5
Amplifiers,	1	0	0	1	0	1	0	0	1	4
Downtoners,	0	0	4	0	0	0	1	1	0	6
Emphatics,	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	1	0	6	1	2	0	0	0	6	16
Causative Adverbial Subordinators (Clauses)	0	0	1	0	0	1	0	0	0	2
Conditional Adverbial Subordinators (Clauses)	4	0	9	3	2	2	3	0	4	27
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	0	0	0	0
Imperatives	47	14	90	133	39	170	132	88	206	919
Nouns	490	96	733	758	396	1377	1129	587	1490	7056
Adverbs;	17	8	65	55	15	59	46	18	70	353
Place adverbials	51	13	108	110	44	194	140	82	248	990
Time Adverbials	34	5	37	44	19	97	85	62	176	559
Postpositions	47	11	104	114	36	171	107	53	219	862
Adjectives	219	35	327	379	170	638	527	271	695	3261
Relative Clauses	23	6	40	67	29	85	63	40	70	423
And Clause Coordination	0	0	13	3	1	15	13	1	14	60
Phrasal Coordination	14	3	33	20	16	42	29	7	48	212
Or Coordination	6	3	6	10	3	10	18	1	8	65
Agentless Passives	33	9	45	23	23	88	70	34	50	375
By passives	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	54	16	79	118	40	158	97	58	205	825
Type/ token Ratio	1,32	0,51	2,37	1,5	1,13	3,94	3,93	2,05	10,34	27,09

FREQUENCIES OF LINGUISTIC FEATURES PER EACH HEADINGS IN THE COOKING RECIPES in TÜRK MUTFAĞI MUTFAĞIMIZDAN MUHTEŞEM LEZZETLER WRITTEN by İNCİ KUT 2011

HEADINGS	SOUPS	EGG DISHES	SALADS…	PASTRIES	FISH…	VEGETABLE DISHES	MEAT DISHES	RICE	DESSERTS…	TOTAL
Private verbs	0	0	2	7	0	6	7	0	3	25
Present tense verbs	0	0	1	7	0	5	16	2	3	34
1st person pronouns	0	0	0	0	0	0	0	0	0	0
2nd person pronouns with nouns	0	0	3	2	0	0	4	0	5	14
2nd person pronouns with In	115	36	186	278	105	487	310	208	397	2122
2nd person pronouns with InIz	0	0	0	0	0	0	0	0	0	0
Analytic negation	0	1	9	4	2	10	5	7	5	43
Lexical Classes; Demonstratives,	5	0	2	13	1	2	3	1	7	34
Conjuncts,	0	0	0	0	0	4	0	1	5	10
Amplifiers,	0	0	0	0	0	0	0	0	2	2
Downtoners,	0	0	0	0	0	0	0	0	1	1
Emphatics,	0	0	0	0	0	0	0	0	0	0
Discourse Particles	0	0	0	0	0	0	0	0	0	0
Questions; Yes/No questions, Wh- Questions	0	0	0	0	0	0	0	0	0	0
Modals; Possibility modals -Ebil,	1	0	1	2	0	1	6	2	1	14
Causative Adverbial Subordinators (Clauses)	0	0	0	0	0	0	1	0	0	1
Conditional Adverbial Subordinators (Clauses)	0	0	0	4	0	9	4	0	1	18
Wh- Complement Subordinators (Clauses)	0	0	0	0	0	0	1	0	0	1
Imperatives	115	36	186	274	102	487	310	205	398	2113
Nouns	513	101	851	1071	487	1788	1648	840	1416	8715
Adverbs;	19	9	59	57	28	135	105	64	78	554
Place adverbials	61	9	92	141	43	222	185	88	214	1055
Time Adverbials	43	11	45	64	27	131	98	88	129	636
Postpositions	26	6	70	119	62	176	105	73	188	825
Adjectives	233	57	411	543	224	952	814	430	626	4290
Relative Clauses	24	6	30	56	27	71	107	41	35	397
And Clause Coordination	11	3	14	21	3	17	12	0	8	89
Phrasal Coordination	10	2	27	35	19	61	58	28	37	277
Or Coordination	10	0	12	11	0	28	22	22	15	120
Agentless Passives	0	0	1	2	0	4	13	0	1	21
By passives	0	0	0	0	0	0	0	0	0	0
Multifunctional Adverbial Subordinators (Clauses)	57	15	102	127	55	206	167	122	183	1034
Type/ token Ratio	1,88	0,54	3,15	1,77	1,55	4,84	3,57	2,18	5,03	24,51

APPENDIX 3

TABLES OF INDEPENDENT SAMPLES T-TEST

Table 53. Independent Samples T-Test of Private Verbs

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Privateverbs	2011	161	,16	,482	,038
	1974	161	,18	,446	,035

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Privateverbs	Equal variances assumed	,640	,424	-,480	320	,631	-,025	,052	-,127	,077
	Equal variances not assumed			-,480	318,088	,631	-,025	,052	-,127	,077

Table 54. Independent Samples T-Test of Present Tense Markers

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Presenttenseverbs	2011	161	,21	,832	,066
	1974	161	2,41	4,267	,336

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Presenttenseverbs	Equal variances assumed	165,706	,000	-6,418	320	,000	-2,199	,343	-2,873	-1,525
	Equal variances not assumed			-6,418	172,156	,000	-2,199	,343	-2,875	-1,522

Table 55. Independent Samples T-Test of 1st Person Pronouns

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Firstpersonpronouns	2011	161	,00	,000[a]	,000
	1974	161	,00	,000[a]	,000

a. t cannot be computed because the standard deviations of both groups are 0.

Table 56. Independent Samples T-Test of 2nd Person Pronouns with Nouns

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
SecondPPwithNouns	2011	161	,09	,324	,026
	1974	161	,01	,111	,009

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SecondPPwithNouns	Equal variances assumed	33,082	,000	2,762	320	,006	,075	,027	,021	,128
	Equal variances not assumed			2,762	197,146	,006	,075	,027	,021	,128

Table 57. Independent Samples T-Test of 2nd Person Pronouns with *-In*

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
SecondPPwithIn	2011	161	13,18	6,629	,522
	1974	161	,21	,996	,079

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SecondPPwithIn	Equal variances assumed	159,404	,000	24,547	320	,000	12,969	,528	11,929	14,008
	Equal variances not assumed			24,547	167,224	,000	12,969	,528	11,926	14,012

Table 58. Independent Samples T-Test of 2nd Person Pronouns with *-lnlz*

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
SecondPPwithInIz	2011	161	,00	,000	,000
	1974	161	6,05	5,198	,410

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SecondPPwithInIz	Equal variances assumed	277,438	,000	-14,767	320	,000	-6,050	,410	-6,856	-5,244
	Equal variances not assumed			-14,767	160,000	,000	-6,050	,410	-6,859	-5,241

Table 59. Independent Samples T-Test of Analytic Negation

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Analyticnegation	2011	161	,27	,522	,041
	1974	161	,22	,509	,040

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Analyticnegation	Equal variances assumed	2,090	,149	,865	320	,387	,050	,057	-,063	,163
	Equal variances not assumed			,865	319,800	,387	,050	,057	-,063	,163

Table 60. Independent Samples T-Test of Demonstratives

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Demonstratives	2011	161	,21	,552	,044
	1974	161	,35	,793	,062

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Demonstratives	Equal variances assumed	9,932	,002	-1,795	320	,074	-,137	,076	-,286	,013
	Equal variances not assumed			-1,795	285,752	,074	-,137	,076	-,287	,013

Table 61. Independent Samples T-Test of Conjuncts

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Conjuncts	2011	161	,06	,289	,023
	1974	161	,03	,207	,016

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Conjuncts	Equal variances assumed	4,895	,028	1,108	320	,269	,031	,028	-,024	,086
	Equal variances not assumed			1,108	289,752	,269	,031	,028	-,024	,086

Table 62. Independent Samples T-Test of Amplifiers

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Amplifiers	2011	161	,01	,111	,009
	1974	161	,02	,156	,012

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Amplifiers	Equal variances assumed	2,729	,100	-,823	320	,411	-,012	,015	-,042	,017
	Equal variances not assumed			-,823	288,969	,411	-,012	,015	-,042	,017

Table 63. Independent Samples T-Test of Downtoners

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Downtoners	2011	161	,01	,079	,006
	1974	161	,04	,220	,017

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Downtoners	Equal variances assumed	11,681	,001	-1,683	320	,093	-,031	,018	-,067	,005
	Equal variances not assumed			-1,683	200,237	,094	-,031	,018	-,067	,005

Table 64. Independent Samples T-Test of Emphatics

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Emphatics	2011	161	,00	,000[a]	,000
	1974	161	,00	,000[a]	,000

a. t cannot be computed because the standard deviations of both groups are 0.

Table 65. Independent Samples T-Test of Discourse Particles

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Discourseparticles	2011	161	,00	,000[a]	,000
	1974	161	,00	,000[a]	,000

a. t cannot be computed because the standard deviations of both groups are 0.

Table 66. Independent Samples T-Test of Yes/No Questions

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
YesNoQuestions	2011	161	,00	,000[a]	,000
	1974	161	,00	,000[a]	,000

a. t cannot be computed because the standard deviations of both groups are 0.

Table 67. Independent Samples T-Test of Wh- Questions

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
WhQuestions	2011	161	,00	,000[a]	,000
	1974	161	,00	,000[a]	,000

a. t cannot be computed because the standard deviation for both of the groups is 0.

Table 68. Independent Samples T-Test of Possibility Modals

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Possibilitymodals	2011	161	,09	,324	,026
	1974	161	,10	,300	,024

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Possibilitymodals	Equal variances assumed	,384	,536	-,357	320	,721	-,012	,035	-,081	,056
	Equal variances not assumed			-,357	318,159	,721	-,012	,035	-,081	,056

Table 69. Independent Samples T-Test of Nouns

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Nouns	2011	161	54,13	23,187	1,827
	1974	161	43,83	16,989	1,339

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nouns	Equal variances assumed	9,864	,002	4,549	320	,000	10,304	2,265	5,847	14,761
	Equal variances not assumed			4,549	293,359	,000	10,304	2,265	5,846	14,763

Table 70. Independent Samples T-Test of And Clause Coordination

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
AndClauseCoordination	2011	161	,55	,935	,074
	1974	161	,37	,757	,060

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
AndClauseCoordination	Equal variances assumed	7,580	,006	1,900	320	,058	,180	,095	-,006	,367
	Equal variances not assumed			1,900	306,718	,058	,180	,095	-,006	,367

Table 71. Independent Samples T-Test of Phrasal Coordination

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
PhrasalCoordination	2011	161	1,72	1,333	,105
	1974	161	1,30	1,328	,105

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PhrasalCoordination	Equal variances assumed	,005	,942	2,806	320	,005	,416	,148	,124	,708
	Equal variances not assumed			2,806	319,995	,005	,416	,148	,124	,708

Table 72. Independent Samples T-Test of Or Coordination

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
OrCoordination	2011	161	,75	1,163	,092
	1974	161	,40	,674	,053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
OrCoordination	Equal variances assumed	31,430	,000	3,223	320	,001	,342	,106	,133	,550
	Equal variances not assumed			3,223	256,606	,001	,342	,106	,133	,550

Table 73. Independent Samples T-Test of By Passives

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Bypassives	2011	161	,00	,000[a]	,000
	1974	161	,00	,000[a]	,000

a. t cannot be computed because the standard deviations of both groups are 0.

Table 74. Independent Samples T-Test of Agentless Passives

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Agentlesspassives	2011	161	,1304	,62380	,04916
	1974	161	2,3292	4,28336	,33758

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Agentlesspassives	Equal variances assumed	187,798	,000	-6,445	320	,000	-2,19876	,34114	-2,86991	-1,52760
	Equal variances not assumed			-6,445	166,784	,000	-2,19876	,34114	-2,87226	-1,52525

Table 75. Independent Samples T-test of Relative Clauses

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Relativeclauses	2011	161	2,47	1,997	,157
	1974	161	2,63	2,363	,186

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Relativeclauses	Equal variances assumed	2,770	,097	-,662	320	,508	-,161	,244	-,641	,318
	Equal variances not assumed			-,662	311,332	,508	-,161	,244	-,641	,318

Table 76. Independent Samples T-test of Multifunctional Adverbial Subordinators

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
MultifunctionalAS	2011	161	6,42	3,242	,255
	1974	161	5,12	4,294	,338

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MultifunctionalAS	Equal variances assumed	,725	,395	3,062	320	,002	1,298	,424	,464	2,132
	Equal variances not assumed			3,062	297,673	,002	1,298	,424	,464	2,133

Table 77. Independent Samples T-Test of Conditional Adverbial Clauses

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
ConditionalAS	2011	161	,11	,403	,032
	1974	161	,17	,451	,036

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ConditionalAS	Equal variances assumed	4,766	,030	-1,173	320	,241	-,056	,048	-,150	,038
	Equal variances not assumed			-1,173	316,111	,242	-,056	,048	-,150	,038

Table 78. Independent Samples T-Test of Causative Adverbial Subordinators

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
CausativeAS	2011	161	,01	,079	,006
	1974	161	,01	,111	,009

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CausativeAS	Equal variances assumed	1,344	,247	-,579	320	,563	-,006	,011	-,027	,015
	Equal variances not assumed			-,579	288,481	,563	-,006	,011	-,027	,015

Table 79. Independent Samples T-Test of Wh- Complement Clauses

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
WhComplementC	2011	161	,01	,079	,006
	1974	161	,00	,000	,000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
WhComplementC	Equal variances assumed	4,050	,045	1,000	320	,318	,006	,006	-,006	,018
	Equal variances not assumed			1,000	160,000	,319	,006	,006	-,006	,018

Table 80. Independent Samples T-Test of Postpositions

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Postpositions	2011	161	5,12	3,333	,263
	1974	161	5,35	4,594	,362

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Postpositions	Equal variances assumed	1,978	,161	-,514	320	,608	-,230	,447	-1,110	,650
	Equal variances not assumed			-,514	291,897	,608	-,230	,447	-1,110	,651

Table 81. Independent Samples T-Test of Adjectives

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Adjectives	2011	161	26,65	12,632	,996
	1974	161	20,25	10,896	,859

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Adjectives	Equal variances assumed	2,743	,099	4,861	320	,000	6,391	1,315	3,805	8,978
	Equal variances not assumed			4,861	313,250	,000	6,391	1,315	3,805	8,978

Table 82. Independent Samples T-Test of Adverbs

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Adverbs	2011	161	3,44	2,363	,186
	1974	161	2,19	1,983	,156

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Adverbs	Equal variances assumed	2,970	,086	5,135	320	,000	1,248	,243	,770	1,727
	Equal variances not assumed			5,135	310,617	,000	1,248	,243	,770	1,727

Table 83. Independent Samples T-Test of Place Adverbials

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Placeadverbials	2011	161	6,55	3,361	,265
	1974	161	6,15	3,502	,276

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Placeadverbials	Equal variances assumed	,574	,449	1,055	320	,292	,404	,383	-,349	1,156
	Equal variances not assumed			1,055	319,463	,292	,404	,383	-,349	1,156

Table 84. Independent Samples T-Test of Time Adverbials

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Timeadverbials	2011	161	3,95	2,312	,182
	1974	161	3,47	3,341	,263

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Timeadverbials	Equal variances assumed	10,020	,002	1,493	320	,136	,478	,320	-,152	1,108
	Equal variances not assumed			1,493	284,679	,136	,478	,320	-,152	1,109

Table 85. Independent Samples T-Test of Imperatives

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
Imperatives	2011	161	13,12	6,600	,520
	1974	161	5,71	4,666	,368

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Imperatives	Equal variances assumed	8,010	,005	11,642	320	,000	7,416	,637	6,163	8,669
	Equal variances not assumed			11,642	287,967	,000	7,416	,637	6,162	8,670

Table 86. Independent Samples T-Test of Type/Token Ratio

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
TypeTokenRatio	2011	161	,1522	,03703	,00292
	1974	161	,1683	,54412	,04288

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TypeTokenRatio	Equal variances assumed	2,898	,090	-,373	320	,710	-,01602	,04298	-,10059	,06854
	Equal variances not assumed			-,373	161,482	,710	-,01602	,04298	-,10090	,06885

Table 87. Independent Samples T-Test of Positive Features of Dimension 1

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
InteractionalDiscourse	2011	17	267,18	699,708	169,704
	1974	17	150,41	320,261	77,675

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
InteractionalDiscourse	Equal variances assumed	2,379	,133	,626	32	,536	116,765	186,636	-263,400	496,929
	Equal variances not assumed			,626	22,422	,538	116,765	186,636	-269,872	503,401

Table 88. Independent Samples T-Test of Negative Features of Dimension 1

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
InformationalDiscourse	2011	6	2435,67	3456,389	1411,065
	1974	6	2041,50	2703,757	1103,804

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
InformationalDiscourse	Equal variances assumed	,458	,514	,220	10	,830	394,167	1791,504	-3597,554	4385,887
	Equal variances not assumed			,220	9,452	,831	394,167	1791,504	-3629,141	4417,474

Table 89. Independent Samples T-Test of Positive Features of Dimension 2

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
AbstractDiscourse	2011	5	1956,00	3804,315	1701,341
	1974	5	1652,20	3039,720	1359,404

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
AbstractDiscourse	Equal variances assumed	,168	,692	,140	8	,893	303,800	2177,738	-4718,072	5325,672
	Equal variances not assumed			,140	7,628	,893	303,800	2177,738	-4760,962	5368,562

Table 90. Independent Samples T-Test of Negative Features of Dimension 2

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
NonAbstractDiscourse	2011	1	24,5100	.	.
	1974	1	27,0900	.	.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NonAbstractDiscourse	Equal variances assumed	.	.	.	0	.	-2,58000	.	.	.
	Equal variances not assumed			.	.	.	-2,58000	.	.	.

Table 91. Independent Samples T-Test of Positive Features of Dimension 3

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
ExplicitReferenceDiscourse	2011	4	2355,75	4242,188	2121,094
	1974	4	2019,75	3358,769	1679,385

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ExplicitReferenceDiscourse	Equal variances assumed	,238	,643	,124	6	,905	336,000	2705,434	-6283,959	6955,959
	Equal variances not assumed			,124	5,700	,905	336,000	2705,434	-6369,292	7041,292

Table 92. Independent Samples T-Test of Negative Features of Dimension 3

Group Statistics

	Year	N	Mean	Std. Deviation	Std. Error Mean
SituationDRDiscourse	2011	3	748,33	268,727	155,150
	1974	3	634,00	325,055	187,671

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SituationDRDiscourse	Equal variances assumed	,106	,761	,470	4	,663	114,333	243,499	-561,728	790,395
	Equal variances not assumed			,470	3,863	,664	114,333	243,499	-571,261	799,927

Table 93. Independent Samples T-Test of Positive and Negative Features of Dimension 1 in 1974

Group Statistics

	Dimension1	N	Mean	Std. Deviation	Std. Error Mean
Year1974	interactional	17	150,41	320,261	77,675
	informational	6	2041,50	2703,757	1103,804

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Year1974	Equal variances assumed	28,057	,000	-2,953	21	,008	-1891,088	640,389	-3222,849	-559,327
	Equal variances not assumed			-1,709	5,050	,148	-1891,088	1106,534	-4727,140	944,964

Table 94. Independent Samples T-Test of Positive and Negative Features of Dimension 2 in 1974

Group Statistics

	Dimension2	N	Mean	Std. Deviation	Std. Error Mean
Year1974	abstract	5	1652,20	3039,720	1359,404
	non-abstract	1	27,00	.	.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Year1974	Equal variances assumed	.	.	,488	4	,651	1625,200	3329,846	-7619,935	10870,335
	Equal variances not assumed			.	.	.	1625,200	.	.	.

Table 95. Independent Samples T-Test of Positive and Negative Features of Dimension 3 in 1974

Group Statistics

	Dimension3	N	Mean	Std. Deviation	Std. Error Mean
Year1974	Explicit Reference Discourse	4	2019,75	3358,769	1679,385
	Situation Dependent Reference Discourse	3	634,00	325,055	187,671

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Year1974	Equal variances assumed	5,232	,071	,695	5	,518	1385,750	1993,269	-3738,110	6509,610
	Equal variances not assumed			,820	3,075	,471	1385,750	1689,838	-3918,928	6690,428

Table 96. Independent Samples T-Test of Positive and Negative Features of Dimension 1 in 2011

Group Statistics

	Dimension1	N	Mean	Std. Deviation	Std. Error Mean
Year2011	interactional	17	267,18	699,708	169,704
	informational	6	2435,67	3456,389	1411,065

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Year2011	Equal variances assumed	23,827	,000	-2,546	21	,019	-2168,490	851,766	-3939,834	-397,146
	Equal variances not assumed			-1,526	5,145	,186	-2168,490	1421,233	-5791,062	1454,081

Table 97. Independent Samples T-Test of Positive and Negative Features of Dimension 2 in 2011

Group Statistics

	Dimension2	N	Mean	Std. Deviation	Std. Error Mean
Year2011	abstract	5	1956,00	3804,315	1701,341
	non-abstract	1	25,00	.	.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Year2011	Equal variances assumed	.	.	,463	4	,667	1931,000	4167,418	-9639,607	13501,607
	Equal variances not assumed			.	.	.	1931,000	.	.	.

Table 98. Independent Samples T-Test of Positive and Negative Features of Dimension 3 in 2011

Group Statistics

	Dimension3	N	Mean	Std. Deviation	Std. Error Mean
Year2011	Explicit Reference Discourse	4	2355,75	4242,188	2121,094
	Situation Dependent Reference Discourse	3	748,33	268,727	155,150

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Year2011	Equal variances assumed	5,592	,064	,640	5	,551	1607,417	2513,067	-4852,628	8067,462
	Equal variances not assumed			,756	3,032	,504	1607,417	2126,761	-5120,582	8335,415

ÖZGEÇMİŞ

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Doğum Yeri ve Tarihi : ANKARA 02.05.1978

Eğitim Durumu

Lisans Öğrenimi : HACETTEPE ÜNİVERSİTESİ İNGİLİZ DİL BİLİMİ

Yüksek Lisans Öğrenimi : HACETTEPE ÜNİVERSİTESİ İNGİLİZ DİL BİLİMİ

Bildiği Yabancı Diller : İNGİLİZCE, ALMANCA

Bilimsel Faaliyetleri :

İş Deneyimi

Stajlar :

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