Hacettepe University Graduate School of Social Sciences
Department of English Linguistics

A DIACHRONIC AND GENDER-BASED ANALYSIS OF TURKISH MA THESES: THE USE OF METADISCOURSE MARKERS

Ruhan GÜÇLÜ

Ph.D. Dissertation

Ankara, 2022

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KABUL VE ONAY

Ruhan GÜÇLÜ tarafından hazırlanan “A Diachronic and Gender-Based Analysis of Turkish MA Theses: The Use of Metadiscourse Markers” başlıklı bu çalışma, 10 Ocak 2022 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Doktora Tezi olarak kabul edilmiştir.

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24/01/2022

Ruhan GÜÇLÜ

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***** *Tez **danışmanının** önerisi ve **enstitü anabilim dalının** uygun görüşü üzerine **enstitü** veya **fakülte yönetim kurulu tarafından karar verilir.***

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24/01/2022

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To my lovely son and daughter…

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ABSTRACT

GÜÇLÜ, Ruhan. *A Diachronic and Gender-Based Analysis of Turkish MA Theses: The Use of Metadiscourse Markers*, Ph.D. Dissertation, Ankara, 2022.

Metadiscourse has been particularly valuable in written discourse as they help organizing and producing persuasive texts with textual and interpersonal functions. This study aims to reveal how the authors of Turkish master's theses construct metadiscourse in the conclusion sections and how these rhetorical devices are manifested from gender-based and diachronic perspectives. To this end, the corpus of this study is comprised of a total of 80 conclusion sections of Turkish master's theses in social science and humanities published in 2004 and 2019. Hyland's (2005) Interpersonal Model of Metadiscourse was used as the analytical framework. Frequency analysis and Log-likelihood analysis were carried out to disclose the metadiscourse use in the corpus. Results revealed that metadiscourse categories have similar distributional patterns both across gender and across years of publication. Specifically, the authors employed more transitions, frame markers, code-glosses and less metadiscoursal evidentials and endophoric markers to guide the readers through the text. In regard to the use of interactional categories, both female and male authors used more boosters, hedges, attitude markers to interact with their readers and less engagement markers and self-mentions. In addition, interactional devices accounted for a greater proportion of metadiscourse resources in master's theses' conclusions and also in corpora of both genders and years of publication. Comparative analysis revealed that there is no statistically significant difference between the corpus of female and male authors in regard to the overall use of metadiscourse markers. All these similarities can be ascribed to the evaluative, interpretative, interpersonal and subjective nature of social science and humanities and the master's theses conclusions as an educational genre in which the authors need metadiscourse to persuade their readers about the results of their studies. On the other hand, the use of metadiscourse markers increased significantly in 2019, and also both in corpus of female and male authors. This difference may prove

to be the evolutionary nature of academic genre and increasing awareness of discourse communities regarding the essential use of metadiscourse markers in master's theses conclusions for more persuasive, more reader-friendly and more coherent texts.

Keywords

Metadiscourse markers, master's theses' conclusion sections, social science and humanities, diachronic analysis, gender-based analysis

ÖZET

GÜÇLÜ, Ruhan. *Türkçe Yüksek Lisans Tezlerinin Art Zamanlı ve Cinsiyet-Temelli Çözümlemesi: Üstsöylem Belirleyicilerinin Kullanımı*, Doktora Tezi, Ankara, 2022.

Üstsöylem, metinsel ve kişilerarası işlevleri olan ikna edici metinlerin düzenlenmesine ve üretilmesine yardımcı oldukları için yazılı söylemde oldukça değerli olmuştur. Bu çalışma, Türkçe yüksek lisans tezlerinin yazarlarının sonuç bölümlerinde üstsöylemi nasıl yapılandırdıklarını ve bu retorik araçların toplumsal cinsiyet temelli ve art zamanlı bakış açılarıyla nasıl gösterildiğini ortaya koymayı amaçlamaktadır. Bu amaçla, bu çalışmanın derlemi, 2004 ve 2019 yıllarında yayımlanan sosyal ve beşeri bilimlerdeki Türkçe yüksek lisans tezlerinin toplam 80 sonuç bölümünden oluşmaktadır. Analitik çerçeve olarak Hyland'ın (2005) Kişilerarası Üstsöylem Modeli kullanılmıştır. Derlemi üstsöylem kullanımını ortaya çıkarmak için frekans analizi ve Log-olasılık analizi gerçekleştirilmiştir. Sonuçlar, üstsöylem ulamlarının hem cinsiyetler arasında hem de yayım yılları arasında benzer dağılıma sahip olduğunu ortaya koymaktadır. Özellikle, yazarlar okurları metin boyunca yönlendirmek için daha fazla bağlayıcı, çerçeve belirleyici, kod-çözümleyici ve daha az üstsöylemsel tanıtlayıcı ve metin içi belirleyici kullanmıştır. Etkileşimsel ulamların kullanımıyla ilgili olarak hem kadın hem de erkek yazarlar, okurlarıyla etkileşime geçmek için daha fazla vurgulayıcı, kaçınsama, tutum belirleyici ve daha az kendini anma ve bilgi açısından sorumluluk belirleyicisi kullanmıştır. Ayrıca, etkileşimsel araçlar, yüksek lisans tezlerinin sonuçlarında ve ayrıca hem cinsiyet hem de yayım yılları derleminde üstsöylem kaynaklarının büyük bir oranını oluşturmuştur. Karşılaştırmalı çözümleme, üstsöylem belirleyicilerinin genel kullanımı açısından kadın ve erkek yazarların derlemleri arasında istatistiksel olarak anlamlı bir fark olmadığını ortaya koymaktadır. Bütün bu benzerlikler, sosyal ve beşeri bilimlerin değerlendirici, yorumlayıcı, kişilerarası ve öznel doğasına ve yazarların çalışmalarının sonuçları hakkında okurlarını ikna etmek için üstsöyleme ihtiyaç duyduğu bir eğitim türü olarak yüksek lisans tezlerinin sonuçlarına bağlanabilir.

Öte yandan, üstsöylem belirleyicilerinin kullanımı 2019 yılında ve hem kadın hem de erkek yazarların derleminde önemli ölçüde artmıştır. Bu farklılık, akademik türün evrimsel doğasına ve daha ikna edici, daha okur dostu ve daha tutarlı metinler için yüksek lisans tezlerinin sonuçlarında üstsöylem belirleyicilerinin kullanımının gerekliliğine ilişkin söylem topluluklarındaki artan farkındalığına kanıt olabilir.

Anahtar Sözcükler

Üstsöylem belirleyiciler, yüksek lisans tezi sonuç bölümleri, sosyal ve beşeri bilimler, artzamanlı çözümleme, cinsiyet-temelli çözümleme

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LIST OF ABBREVIATIONS

AOR	: Aorist
AUX	: Auxiliary verb
COND	: Conditional
COP	: Copula
CMAM	: The Corpus of Male Authors' MA Theses
CFAM	: The Corpus of Female Authors' MA Theses
C2004M	: The Corpus of 2004 MA Theses
C2019M	: The Corpus of 2019 MA Theses
C2004FAM	: The Corpus of 2004 Female Authors' MA theses
C2019FAM	: The Corpus of 2019 Female Authors' MA theses
C2004MAM	: The Corpus of 2004 Male Authors' MA theses
C2019MAM	: The Corpus of 2019 Male Authors' MA theses
F	: Frequency
FUT	: Future
HIS	: History
IMPF	: Imperfective
LL	: Log-likelihood
MDMs	: Metadiscourse Markers
OBLG	: Obligative
PASS	: Passive
PF	: Perfective
PHI	: Philosophy
PL	: Plural
PSB	: Possibility
PSY	: Psychology
SG	: Singular
SOC	: Sociology
TLL	: Turkish Language and Literature

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INTRODUCTION

Genre studies have gained particular attention in the field of linguistics in recent years. Hyland (2015) defines genre “as a term that is used for grouping texts together, representing how writers typically use language to respond to recurring situations” (p.87). The genre represented in this description is the one that is often used in academic community. Academic prose is thought as “a unique form of argument because it depends on the presentation of the truth, empirical evidence or flawless logic” (Hyland, 2005b, p.173). Readers expect to learn the facts about the issue or argument they are reading about.

Theses and dissertations are educational genres which are produced by graduate students to be awarded master's or PhD degrees. According to Thompson (2013), these academic texts characterize as “the longest and most challenging piece of assessed writing” for the graduate students (p. 284). Many studies have focused on the several sections of the masters’s theses and PhD dissertations. Some of them are as the following: introduction and conclusion sections by Bunton (1999, 2005), literature review sections by Kwan (2006) and discussion sections of master's theses by Dudley-Evans (1994).

In genre analysis, texts can be classified based on their move structure, communicative goal and rhetorical elements. Up to now, a great deal of research on the side of academic genres has been carried out from each of these aspects (e.g., Bhatia, 1993; Swales, 1990, 2004).

Hyland (2005b) claims that academic writing is “a persuasive endeavor involving interaction between writers and readers” rather than just being an objective form of writing. To put it another way, academic writers do not just produce texts that represent the outside world; they also utilize language to develop social relationships and make linguistic choices which make audience feel that they are being engaged, influenced and persuaded. The persuasion in the framework of metadiscourse refers to the authors’ skills in sequencing their arguments so that

they are well received by their readers (Hyland, 2005). This act of persuasion is carried out by the author's use of logical reasoning in conveying the arguments by employing linguistic features which build relationship with the readers. At this point, metadiscourse use is one of the crucial strategies in this persuasive act. Similarly, Abdi et al. (2010) argue that persuasion is partially accomplished through the use of metadiscoursal elements.

Hyland (2000) defines metadiscourse as "the linguistic resources used to organize a discourse or the writer's stance towards either its content or the reader" (p. 109). According to this definition, writing is "a social and communicative engagement between writer and reader" (Hyland & Tse, 2004, p. 156). In fact, writers might use metadiscourse to exhibit themselves in their texts in order to convey their attitude towards both the content and the readers. That is to say, with the help of metadiscourse use, the writers can transfer their intended messages effectually to the readers and thus they can construct a social interaction with the reader. In particular, metadiscourse use highlights that the writer supports the need of the reader by making explanation and engagement. Such traits enlighten the readers why the topic is believed to be a crticial one for researchers.

Metadiscourse then is an important pragmatic feature which shows how the writers are aware of representing themselves and their research (Hyland, 1998). According to Chambliss and Garner (1996) and Hyland (1996), metadiscourse is recognized as one of the significant rhetorical features in producting any piece of discourse as it is believed to play a vital role in organizing and producing persuasive text. In other words, "metadiscourse is interpersonal in that it takes account of the reader's knowledge, textual experiences, and processing needs and that it provides writers with rhetorical appeals to achieve this" (Hyland, 2005a, p. 69).

As metadiscourse can be recognized as a way of facilitating social interaction between writer and reader in academic texts (Hyland, 1998; Tavanpour et al.,

2016), it is possible to say that metadiscourse markers can effectively help the writers create more reader-friendly and coherent academic texts (Karimi et al., 2017).

The quality of academic texts can be improved with the effective employment of metadiscourse markers (Letsoela, 2014). Specifically, it is claimed that the use of metadiscourse increases the readability of the text (Zarrati et al., 2014). Accordingly, the authors should be aware of the power of metadiscourse markers as they make the text more persuasive.

The importance of metadiscourse in academic discourse has received growing scholarly prominence over the last decades (e.g., Abdi et al., 2010; Dahl, 2004; Gillaerts & Van de Velde, 2010; Hyland, 1998; Hyland, 1999; Hyland, 2005b; Hyland & Tse, 2004; Mauranen, 1993; Vande Koople, 1985) and many studies have examined whether the metadiscourse use is affected by some factors such as different genres (e.g., Gezegin & Baş, 2020), disciplines (e.g., Abdi & Ahmadi, 2015), cultures (e.g., Özdemir & Longo, 2014), languages (e.g., Aertselaer & Dafouz-Milne, 2008), years of publication (e.g., Hyland & Jiang, 2018).

CHAPTER 1
THE STUDY

1.1. STATEMENT OF THE PROBLEM

Over the last decades, the role of metadiscourse has raised great interest among researchers in variety of genres and contexts, including research articles (e.g., Dahl, 2004; Cao & Hu, 2014; Gholami & Ilghami, 2016; Hyland & Jiang, 2016), book reviews (e.g., D'Angelo, 2008; Junqueira & Cortes, 2014), casual conversation (Schiffrin, 1980), newspaper (e.g., Hashemi & Golparvar, 2012; Kuhi & Mojood, 2014; Makkonen-Craig, 2011; Tavanpour et al., 2016), textbooks (e.g., Crismore et al., 1993; Hyland, 2000; Kuhi & Behnam, 2011); company annual reports (Hyland, 1998), advertisements (e.g., Nurhayati et al., 2017; Shahab & Assadi, 2014), student writing (e.g., Crismore et al., 1993; Lee & Deakin, 2016), doctoral dissertations (e.g., Bunton, 1999; Kondowe, 2014), across languages (e.g., Kuhi & Mojood, 2014; Lee & Casal, 2014), across disciplines (e.g., Aluthman, 2018; Cao & Hu, 2014; Hyland, 2004), across cultures (e.g., Boshrabadi et al., 2014), across gender (e.g., Pasaribu, 2017; Tse & Hyland, 2008) and across years (e.g., Hyland & Jiang, 2016, 2018; Rezaei-Keramati et al., 2019, 2021).

In additon, researchers have also conducted many studies to examine the metadiscourse use in master's theses (e.g., Mirshamsi & Allami, 2013; Rasooyar & Hosseini, 2019; Rezaei-Zadeh et al., 2015; Salahshoor & Afsari, 2017) and focused on the use of metadiscourse markers (henceforth, MDMs) from mostly cross-disciplinary, cross-cultural, cross-lingual, cross-sectional perpectives. However, there is scant attention on the use of metadiscourse markers in MA theses from the point of view of gender-based and diachronic perspectives.

Considering the metadiscourse studies in Turkish language, researchers have focused on MDMs (metadiscourse markers) predominantly in research articles (e.g., Çakır, 2011; Çapar & Turan, 2019; Dağ Tarcan, 2017, 2019; Doyuran, 2009; Kan, 2016; Karahan, 2013; Şen, 2019), argumentative essays (e.g., Algı,

2012; Can, 2006) and academic book reviews (e.g., Bal-Gezegin, 2016). As for MA theses written in Turkish language, few studies have concentrated on MDMs in MA theses and they mainly focus on cross-linguistic (Akbaş, 2012; Atasever-Belli, 2019), cross-genre (Atmaca, 2016) and cross-disciplinary variations (Ekoç, 2010). Along with the contribution of these studies to the area of metadiscourse, more studies are required to concentrate on the metadiscourse use in MA theses from other perspectives as gender-based and diachronic variations owing to the dynamic nature of metadiscourse.

Moreover, in Turkish language, gender studies are limited and mostly based on the use of the oral language by women and men (e.g., Açıkalın, 2001; Bayyurt, 1999; Özçalışkan,1994; Ruhi et al., 1997). Tse and Hyland (2008) called for further research into the role of the writer's gender in discourse. Therefore, this study is expected to shed light on the relation between written language and gender. Overall, this study is the preliminary one as it addresses a need to examine the metadiscourse use in Turkish MA theses from gender-based and diachronic perspectives.

1.2. AIM OF THE STUDY

Taking into consideration all the arguments above, this study aims to reveal the Turkish authors' general tendencies in employing MDMs in their MA theses' conclusion sections written in Turkish with an in-depth analysis of all main and sub-categories of the MDMs. Another purpose of this study is to analyze the use of MDMs from gender-based perspective and diachronic perspective. Moreover, this study also investigates the gender-based metadiscourse use diachronically.

1.3. RESEARCH QUESTIONS

In parallel to the aims given above, this study addresses the following research questions:

1) What are the functions and frequencies of interactive and interactional MDMs used in Turkish MA theses' conclusion sections?

2) What are the significantly employed interactive and interactional MDMs in MA theses' conclusion sections according to gender?
3) Does the use of interactive and interactional MDMs in MA theses' conclusion sections change from the year 2004 to 2019? If yes,
    a. Is there any change from 2004 to 2019 MA theses written by male authors regarding the use of interactive and interactional MDMs?
    b. Is there any change from 2004 to 2019 MA theses written by female authors regarding the use of interactive and interactional MDMs?

1.4. RATIONALE FOR THE STUDY

We attempt to analyze MDMs only in the sections of conclusion since there is a scarcity of research which focused on Turkish MA theses' conclusion sections and the use of metadiscourse devices varies across the sub-genres (Introduction, Method, Results, and Discussion/Conclusion) (e.g., Hopkins & Dudley-Evans, 1988; Marandi, 2003; Salager-Meyer, 1994; Smith, 1984). More specifically, authors utilize more MDMs in the sections of conclusion to influence and persuade their audience (Falahati, 2006; Kuhi et al., 2012) in contrast to abstracts, literature review, methodology sections which mainly include citations from other studies, tables, figures, graphics, quotations and paraphrases.

Furthermore, we intend to investigate the MA theses written in social science and humanities as they provide more and varied metadiscourse patterns grounding on the view that "the more 'soft knowledge' social science disciplines employed more metadiscourse markers" (Hyland, 2010). According to Biglan's (1973) model of disciplines, academic disciplines can be categorized into four groups such as hard-pure, hard-applied, soft-pure, and soft-applied. Soft pure disciplines include social sciences (e.g., sociology, anthropology, psychology, economics), fine arts (e.g., theatre, music), communications (e.g., journalism, communication disorders), humanities (e.g., languages, history, philosophy). For these disciplines, content knowledge is constructive, formative, interpretative and qualitative. Previous studies have approved that soft sciences draw on metadiscourse markers in the texts more than hard sciences (e.g., Dahl, 2004;

Hyland & Jiang, 2018; Hyland & Tse, 2004; Khedri et al., 2013; Peacock, 2010; Ünsal, 2008) due to their interpretative nature rather than relying on scientific methods and writers' argumentative efforts to convince their readers (Akbarpour & Sadeghoghl, 2015). Accordingly, the disciplines were chosen from social science and humanities in the category of soft pure sciences in order to reveal how metadiscourse devices function in Turkish MA theses' conclusions.

As years of publication, 2004 and 2019 years were determined to track the changes in the metadiscourse use. Because, for the disciplines as History, Philosophy and Turkish Language and Literature there were some sections such as discussion and conclusion, conclusion and evaluation before 2004. For this reason, the theses published before 2004 were not taken into consideration.

1.5. OUTLINE OF THE STUDY

This study has been organized as six chapters which begins with Introduction part and ends with Conclusion part. Introduction part introduces the topic by clearing the grounds. Chapter 1 presents the study by giving information about the statement of the problem, purpose and rationale for the study. Chapter 2 presents the therotical framework of the study by presenting the definitions and models of metadiscourse by some scholars. Chapter 3 involves the review of the literature in regard to the studies regarding MDMs deployed in Turkish language and gender-based and diachronic perspectives. Chapter 4 presents data collection and analysis procedure and the analytical framework adopted in the present study. Chapter 5 constitutes the analysis of the data and discussion of the findings regarding the MDMs used in MA theses' conclusion sections and their gender-based and diachronic distribution. Conclusion part lays out the concluding remarks of the current work through addressing the research questions, limitations of the study and suggestions for the future studies.

CHAPTER 2
THEORETICAL FRAMEWORK

2.1. DEFINITIONS OF METADISCOURSE

The term metadiscourse was coined by the structural linguist Zelig Harris in 1959 for the first time and refers to “a writer’s or speaker’s attempts to guide a receiver’s perception of a text” (as cited in Hyland, 2008). Later on, it has been further elaborated by some scholars.

Metadiscourse is defined as “signaling devices” (Crismore, 2004), “expressing the writer’s acknowledgment of the reader” (Dahl, 2004, p.1811), “metatalk or metacommunication” (Vande Kopple, 2012, p.37), “discourse about the evolving discourse, or the authors’ explicit commentary on their own ongoing text” (Ädel, 2006, p. 2), “metatext which refers to writer’s self-awareness of organizing the text and guiding readers to figure out the intended organization” (Bunton, 1999), “discourse about discourse or talk about talk” that can also be seen as “the author’s linguistic manifestation in a text’” (Hyland, 1999, p.5).

Kuhi et al. (2012) assert that because of its fuzzy nature, it's difficult to come up with a universally agreed-upon description of the term metadiscourse. As a result, the metadiscourse literature contains a high density of definitions. Hyland and Tse (2004, p.159) based the term metadiscourse on three main principles: “1. Metadiscourse is distinct from propositional aspect of discourse; 2. The term ‘metadiscourse’ refers to those aspects of the text that embody writer-reader interactions; 3. Metadiscourse distinguishes relations which are external to the text from those that are internal.” These key concepts serve as the foundation for a structure that conceptualizes interpersonal relations in academic writing and are realized with the use of interactive and interpersonal tools. Among these principles, first one is one of the characteristics of metadiscourse what makes it both subjective and fuzzy. This fuzziness is explained by Khabbazi-Oskouei (2013), who claims that a single expression can be recognized as propositional

or non-propositional depending on the context, or judged differently by different readers and asserts that it's even more difficult to determine whether an expression functions as metadiscourse or not if the expressions are in the same grammatical category. For instance, Crismore et al. (1993) give the following two examples to reveal the function of “really”:

(1) “Really, it was terrible.”
(2) “It was really terrible” (Alkaff, 2000, p.80)

In the sentence (1), “really” is considered non-propositional and thus it functions as a metadiscourse marker. On the other hand, “really” in the sentence (2) is considered propositional in nature and functions as an adjective. Similarly, the sentence below illustrates another example of the fuzzy nature of metadiscourse:

(3) “Among the great and wonderful institutions of the republics and principalities of antiquity that have now gone into disuse, was that by means of which towns and cities were from time to time established; and there is nothing more worthy the attention of a great prince…” (Crismore & Farnsworth, 1989, p.11)

Regarding the sentence (3), Khabbazi-Oskouei (2013) considers that “great” and “wonderful” function as adjectives and are more propositional when compared with the impersonal expression “there is nothing more worthy” as it reflects the writer's attitude towards the topic under discussion.

In the framework of propositional and non-propositional distinctions, metadiscourse is defined by the scholars as “non-topical linguistic material” (Lautamatti, 1978), “as anything which does not refer to the subject matter being addressed” (Williams, 1981, p.226), “the author’s intrusion into the discourse, either explicitly or non-explicitly, to direct rather than inform, showing readers how to understand what is said and meant in the primary discourse and how to ‘take’ the author” (Crismore, 1983, p.2). Vande Kopple (1985, p. 83) is another scholar

who pointed out that metadiscourse is something that writers are doing in the text by stating that “we do not add propositional material but help our readers organize, clarify, interpret, evaluate, and react to such material”.

Hyland (2005b) also takes attention to the presence of the writer in the text and presents the following definition for the term metadiscourse:

> “Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (speaker) to express a view point and engage with readers as members of a particular community” (p. 37).

This new approach to defining metadiscourse centers the role of the reader in the construction of argument. Moreover, Hyland (2005b) uses metadiscourse as an umbrella term to refer to linguistic tools used by writers to guide their readers to perceive the text.

To sum up, the writer employs metadiscourse to direct the reader's interpretation of the debate in the text so that they can create the text and engage with the reader. However, as previously mentioned, the word's ambiguous meanings and differences between "propositional" and "metadiscoursal" make it difficult to grasp and apply the term. At this point, Hyland's (2005b) account of metadiscourse, which focuses on the relationship between writers and their readers, appears to be a more pragmatic and detailed view of metadiscourse.

In the next part, the writer-reader aspect of metadiscourse will be elaborated and metadiscourse classifications will be reported.

2.2. METADISCOURSE MODELS

Halliday (1994) puts forth that people use language generally to satisfy three macro functions. They endeavor to convey their experience, to organize their expressions into cohesive texts and to build up interaction with their readers. In other words, Halliday (1994) proposes that people communicate with messages which express three different types of meaning; ideational, interpersonal, and

textual. These functions are dissimilar to one another but behave at the same time.

The ideational function of language conveys our feelings and “meanings about how we represent experience in language” (Eggins, 1994, p. 12). The interpersonal function allows us to communicate with others and to express our attitudes which maintain social relations. Finally, the textual function constructs cohesive and coherent texts, namely it is related with the organization of the text itself. Martin and Rose (2003) affirm that these macrofunctions (also referred to as metafunctions) are used in tandem to accomplish the desired social functions.

Many classifications of metadiscourse have used Halliday’s (1994) tripartite distinction of metafunctions. Specifically, the ideational function is related to the propositional meaning whereas the interpersonal and textual functions are the sphere of metadiscourse. Some linguists classified metadiscourse for its interpersonal and textual functions while some depend only on the linguistic items which are employed to achieve textual functions.

According to Ädel (2006), there are broad and narrow approaches to metadiscourse, respectively. The narrow approach to metadiscourse is represented by the taxonomies of Mauranen (1993), Bunton (1999), Dahl (2004), Ädel (2006, 2010) and supports that metadiscourse comprises only linguistic devices which are employed to achieve textual functions. On the other hand, some scholars adopt the broad approach to metadiscourse such as Meyer (1975), Williams (1981, 1982), Crismore (1983), Vande Kopple (1985, 1997), Crismore et al. (1993), and Hyland (1998, 2005b), Dafouz-Milne (2003) and supports that metadiscourse covers both linguistic devices used for textual organization and interpersonal communication. According to broad approach to metadiscourse, ‘‘all metadiscourse is interpersonal in that it takes account of the reader’s knowledge, textual experiences, and processing needs’’ (Hyland & Tse, 2004, p.161).

This section presents the metadiscourse classifications based on the broad approach and narrow approach in a diachronic way.

(i) Meyer's (1975) classification

Meyer (1975) presented a classification system for signaling. This system is based on four main criteria: (a) The specification of the structure of relations in the content structure. This form contains clearly defined terms indicating the discourse type, such as problem and answer, as well as words like two, one, and the other. (b) Prospectively declared information abstracted from content which is given later in the text. This type employs paraphrases to provide details at the beginning of a paragraph which is later mentioned in the text. It's often used in introductory sentences and paragraph titles (c) summary statements. The paraphrased wording already presented are mentioned again at the end of a paragraph and (d) pointer words. These words clearly remind the reader of the author's point of view on a topic.

(ii) Williams' (1981) metadiscourse taxonomy

Williams (1981) divides metadiscourse into six categories of markers that serve textual and interpersonal purposes. These categories are classified into three common types: hedges and emphatics; sequencers and topicalizers; narrators and attributors (Crismore, 1983). Table 1 summarizes each of these types.

Table 1

Williams' (1981) Metadiscourse Taxonomy

Metadiscourse category	Function and Example
Hedges	Show readers the degree of uncertainty an author has about an assertion (possibly, in my opinion, may)
Emphatics	Show the reader the degree of certainty the author has about an assertion (certainly, obviously, it is clear that)
Sequencers	Words that move the reader through a text. They help make a discourse cohesive and help carry readers from one sentence to the next, clarifying the discourse for them (in the next section of the chapter, the first thing I want to say about this subject is)

Topicalizers	Focus attention on a particular phrase as the main topic of a sentence, paragraph, or whole section (in regard to, in the matter of)
Narrators	Words that tell the reader where the author's ideas or facts or opinions come from. Sometimes when authors try to determine what they really want to say, they offer a narrative of their thinking rather than the results (I was concerned with, I think)
Attributors	When the observer is unspecified, attributions of idea/opinion source is slipped into discourse indirectly by stating that something has been observed to exist, is found to exist, is seen, noticed, noted, determined, and so on (…is found to exist, …is seen/noticed)

As explained in Table 1, hedges and emphatics show the writer's level of certainity in the arguments. Hedges lower the degree of certainty, while emphatics increase it. On the other hand, sequencers and topicalizers are used to make the text more coherent and understandable. Finally, the source of the information presented in the text is indicated by narrators and attributors. They are called narrators if the source is provided explicitly by the writer in narrative form, and attributors if the source is given indirectly. According to Hyland (2005b), this taxonomy was a little vague and difficult for the researchers to use.

(iii) Williams' (1982) metadiscourse taxonomy

Williams (1982) has reclassified metadiscourse into three general types as (a) advance organizers, (b) connectives, and (c) interpersonal discourse which resembles to Meyer's classification with preliminary and final statements or summaries, specification of structure of relations in the content structure, and pointer words respectively.

(iv) Crismore's (1983) metadiscourse taxonomy

Crismore used a typology of metadiscourse system based on the categories of both Meyer's (1975, as cited in Crismore, 1983, p. 12) and Williams (1981) with some modifications and categorized metadiscourse into two main categories: informational and attitudinal, each with sub-categories. The first category includes goals (e.g. the purpose of this study), pre-plans (e.g. this chapter is

about), post plans (e.g. in the previous section), and topicalizers. Saliency, emphatics, hedges, and evaluatives fall into the second group. These two categories seem close to the textual and interpersonal function of metadiscourse.

(v) Vande Kopple's (1985) metadiscourse taxonomy

One of the major early attempts to classify metadiscourse was made by Vande Kopple (1985). His taxonomy grounds on the suggestions made by Williams (1981). Vande Kopple proposed seven types of metadiscourse which were composed of textual and interpersonal categories. Textual types include text connectives, code-glosses, validity markers, narrators. On the other hand, interpersonal types include illocution markers, attitude markers, commentaries. Vande Kopple's (1985) metadiscourse classification is presented in Table 2, with the functions and examples.

Table 2

Vande Kopple's (1985) Metadiscourse Taxonomy

Textual metadiscourse	Functions and Examples
Text connectives	Used to help show how parts of a text are connected to one another. Includes sequencers (first, next, in the second place), reminders (as / mentioned in Chapter 2), and topicalizers, which focus attention on the topic of a text segment (with regard to, in connection with)
Code-glosses	Used to help readers to grasp the writer's intended meaning. Based on the writer's assessment of the reader's knowledge, these devices reword, explain, define or clarify the sense of a usage, sometimes putting the reformulation in parentheses or marking it as an example, etc.
Validity markers	Used to express the writer's commitment to the probability or truth of a statement. These include hedges (perhaps, might, may), emphatics (clearly, undoubtedly), and attributors which enhance a position by claiming the support of a credible other (according to Einstein).

Narrators	Used to inform readers of the source of the information presented- who said or wrote something (according to Smith, the Prime Minister announced that).
Interpersonal metadiscourse	Function and Examples
Illocution markers	Used to make explicit the discourse act the writer is performing at certain points (to conclude, I hypothesize, to sum up, we predict).
Attitude markers	Used to express the writers' attitudes to the prepositional material they present (unfortunately, interestingly, I wish that, how awful that).
Commentaries	Used to address readers directly, drawing them into an implicit dialogue by commenting on the reader's probable mood or possible reaction to the text (you will certainly agree that, you might want to read the third chapter first).

Hyland (2005) states that Vande Kopple's (1985) model were unclear and impractical in application as there were some functional overlaps between the categories.

vi) Metadiscourse categorization by Crismore, Markkanen and Steffensen (1993)

Various writers (e.g. Crismore et al., 1993; Nash, 1992) revised and improved Vande Koople's (1985) metadiscourse taxonomy. Hyland (2005) points out that the most comprehensive revision has been carried out by Crismore, et al. (1993) who proposed that textual markers which help organize the text, and interpretive markers which help readers better understand the writer's intended meaning.

Table 3

Crismore et al.'s (1993) Metadiscourse Taxonomy

Textual Metadiscourse	Functions and Examples

Text markers	
Logical connectives	Show connections between ideas (therefore; so; in addition; and)
Sequencers	Indicate sequence/ordering of material (first; next; finally; 1, 2, 3)
Reminders	Refer to earlier text material (as we saw in Chapter one)
Topicalizers	Indicate a shift in topic (well; now I will discuss . . .)
Interpretive markers	
Code-glosses	Explain text material (for example; that is)
Illocution markers	Name the act performed (to conclude; in sum; I predict)
Announcements	Announce upcoming material (in the next section . . .)
Interpersonal metadiscourse	
Hedges	Show uncertainty to truth of assertion (might; possible; likely. .)
Certainty markers	Express full commitment to assertion (certainly; know; shows)
Attributors	Give source/support of information (Smith claims that . . .)
Attitude markers	Display writer's affective values (I hope/agree; surprisingly …)
Commentary	Build relationship with reader (you may not agree that …)

Hyland (2005) asserts that although Crismore et al.'s (1993) improved Vande Kopple's approach successfully in some ways, there are still remaining problems. For example, while reminders serve as textual markers for earlier content, announcements serve as interpretive markers for upcoming content. Another issue with Crismore et al's (1993) categorization is that logical connectives are identifed syntactically rather than functionally. Only when logical connectives joined two main clauses did they play a metafunctional role in this model.

Specifically, coordinating conjunctions (e.g. and and but) and conjunctive adverbs (therefore, moreover) function as metadiscourse while subordinating conjunctions (e.g. because and although) carries a syntactic function as a consequence of this categorization system.

vii) Mauranen's (1993) metadiscourse taxonomy

Mauranen's taxonomy is another representative of narrow view on metadiscourse. She uses the term "reflexivity" for metadiscourse and divided the reflexivity into two categories as highly explicit reflexivity and reflexivity of low explicitness. Table 4 illustrates her categorization with examples.

Table 4

Mauranen's (1993) Metadiscourse Taxonomy

Category	Examples
Reflexivity of high explicitness	
References to the text	The paper, in this article, in the following section
Discourse labels	To illustrate, as noted earlier, this argument
Addressing the reader	Note, recall, the reader
Reflexivity of low explicitness	
Internal connectors	However, second, also
Discourse labels	Question, it is reasonable to think (our present data) show
References to the text	Now, as a first step
Addressing the reader	There is reason to remember

viii) Valero-Garces' (1996) metadiscourse taxonomy

Valero-Garces (1996) defined narrow approach to metadiscourse according to the following four textual functions and provided examples from the corpus which includes economic research texts written in English by Spanish and Anglo-Ameican academics.

Table 5

Valero-Garces's (1996) Metadiscourse Taxonomy

Category	Functions and Examples
Connectors	Basically conjunctions, and adverbial and prepositional phases, which indicate relationships between the text itself and its content (however, for example, therefore).
Reviews or earlier markers	These contain an explicit indicator that an earlier stage of the text is being repeated or summarized (so far we have assumed that)
Previews or later markers	These contain an explict indicator that a later stage of the text is being anticipated. They can be words, expressions, phrases and sometimes clauses or abbreviated clauses (we show below that).
Action markers	These are indicators of discourse acts performed in the text (the explanation is, to illustrate this)

(viii) Vande Kopple's (1997) metadiscourse taxonomy

In 1997, Vande Kopple developed his 1985 taxonomy by removing validity markers (i.e., hedges, emphatics, and attributors), introducing epistemology markers, and adding modality markers and evidentials as their subcategories. It's likely that the terms modality markers and evidentials are presented to substitute for hedges and attributors, respectively, but emphatics have been omitted. Table 6 presents Vande Kopple's (1997) classsification of metadiscourse.

Table 6

Vande Kopple's (1997) Metadiscourse Taxonomy

Category	Functions and Examples
Textual Metadiscourse	
Text connectives	Used to help show how parts of a text are connected to one another. Includes sequencers (first, next, in the second place), reminders (as / mentioned in Chapter 2), and topicalizers, which focus attention on the topic of a text segment (with regard to, in connection with)
Code-glosses	Used to help readers to grasp the writer's intended meaning. Based on the writer's assessment of the reader's knowledge, these devices reword, explain, define or clarify the sense of a usage, sometimes putting the reformulation in parentheses or marking it as an example, etc.
Interpersonal metadiscourse	
Illocution markers	Used to make explicit the discourse act the writer is performing at certain points (to conclude, I hypothesize, to sum up, we predict).
Epistemeology markers	Used to indicate some stance on the part of writer toward the epistemological status of the referential material conveyed. Includes modality markers (possibly, might, may, suppose), evidentials which stem from personal beliefs (I believe that), an induction (I induce that), sensory experience (it sounds like), other people's words (reportedly), and a deduction (should, presumably).
Attitude markers	Used to express the writers' attitudes to the prepositional material they present (unfortunately, interestingly, I wish that, how awful that).
Commentaries	Used to address readers directly, drawing them into an implicit dialogue by commenting on the reader's probable mood or possible reaction to the text (you will certainly agree that, you might want to read the third chapter first).

(ix) Hyland's (1998) metadiscourse model

According to Hyland's taxonomy of metadiscourse (1998), interpersonal metadiscourse includes five sub-categories, hedges, emphatics (boosters), attitude markers, relational markers, and person markers. Each category is summarized in Table 7.

Table 7

Hyland's (1998) Metadiscourse Taxonomy

Interpersonal Metadiscourse	Function and Example
Hedges	Withold writer's full commitment to statements (e.g. might, perhaps, about)
Emphatics	Emphasize force of writer's certainity in message (e.g. in fact, definitely, obvious)
Attitude markers	Express writer's attitude to prepositional content (e.g. surprisingly, I agree, X claims)
Relational Markers	Explicitly refer to/build relationship with reader (e.g. frankly, note that, you can see)
Person markers	Explicitly reference to author(s) (e.g. I, we, my, mine)

(x) Bunton's (1999) metadiscourse taxonomy

According to Bunton (1999), the focus of metadiscourse is limited to text elements referring to the text itself which make text more cohesive and coherent. Bunton (1999) created a taxonomy which is composed of six categories: text reference (a. previews b. reviews. c. overviews), nonlinear text references, inter-text references, text act markers, text connectors and text glosses. These categories fulfill Halliday's textual function by organizing the text.

(xi) Dafouz-Milne's (2003) metadiscourse taxonomy

In Dafouz-Milne's (2003) taxonomy, there are seven subcategories of textual metadiscourse markers and five subcategories of interpersonal metadiscourse markers. These subcategories allow us to show not only the pragmatic functions of metadiscourse markers, but also they inform us about the linguistic devices which serve these functions.

Table 8

Dafouz-Milne's (2003) Metadiscourse Taxonomy

Category	Function	Examples
Textual metadiscourse		
Logical markers	Express semantic relation between discourse stretches	And, furthermore, therefore, finally
Sequencer	Mark particular positions in a series	First/ second /on the one hand
Reminders	Refer to previous sections	Let us return/as was mentioned
Topicalisers	Demonstrate topic shifts	in political terms/ in the case of
Code-glosses	Explain, rephrase, or exemplify textual material	For example, in other words
Illocutionary markers	Explicitly name the act the writer performs	I propose/I hope to persuade
Announcements	Refer towards to future sections in the text	There are many good reasons
Interpersonal metadiscourse		
Hedges	Express partial commitment to the truth-value of the text	May, might, probably, perhaps, maybe, it is likely
Certainity markers	Express total commitment to the truth-value of the text	Undoubtedly, clearly, certainly
Attributors	Refer to the source of information	X's claims that…, As the Prime Minister remarked…
Attitude markers	Express writers" affective values towards text and readers	Have to, unfortunately, it is absurd, I feel
Commentaries	Help to establish reade-rwriter rapport through the text	What is the future of Europe, You must understand, we all believe, Diana (ironically for a Spencer) was not

(xii) Dahl's (2004) metadiscourse taxonomy

According to Dahl (2004), metadiscourse is composed of two categories of metatextual elements as locational metatext and rhetorical metatext. Locational metatext comprises linguistic items referring to the text itself while rhetorical metatext includes meta-elements which make explicit the rhetorical acts performed by the writer in the processing of the text. Both categories serve textual functions in the text.

(xiii) Hyland's (2005) metadiscourse taxonomy

Hyland and Tse (2004) and Hyland (2005) adopted a functionalist approach to metadiscourse which supports that the authors employ metadiscoursal devices to refer to the writer, reader or the text. Hyland's (2005) taxonomy model focuses on the interactive role of metadiscourse. As shown in Table 9, the scheme has two dimensions of interaction: "interactive" and "interactional" metadiscourse.

Table 9

Hyland's (2005) Metadiscourse Taxonomy

Category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	Express semantic relation between main clauses	And, in addition, but, consequently
Frame markers	Refer to discourse acts, sequences, or text stages	Finally, to conclude, my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above, see Fig.,in Section 2
Evidentials	Refer to source of information from other texts	According to X, (Y, 1990), Z states
Code-glosses	Help readers grasp meanings of ideational material	Namely, e.g., such as, in other words
Interactional	Involve the reader in the text	Resources
Hedges	Withhold writer's full commitment to proposition	Might, perhaps, possible, about

Boosters	Emphasize force or writer's certainty in proposition in fact / definitely / it is clear that	In fact, definitely, it is clear that
Attitude Markers	Express writer's attitude to pro-position	Unfortunately, I agree, surprisingly
Engagement Markers	Explicitly refer to or build relationship with reader	Consider, note that, you can see that
Self-Mentions	Explicit reference to author(s)	I, we, my, our

According to Hyland (2005), there are two categories of metadiscourse as interactive and interactional, the details of which are shown in Table 9.

Interactive metadiscourse helps to guide the reader through the text by organizing the propositional information of the text. This provides the audience to get the idea of the text and the writer to write a more coherent and cohesive text (Hyland, 2005). It includes categories as transitions, frame markers, code glosses, endophoric markers and evidentials.

Interactional metadiscourse enables the writer to express the voice of the text (Ramoroka, 2016) and in this way it indicates the writer's attitude towards the propositional content (Hyland, 2004). The purpose of interactional markers is to establish suitable relationships with the readers in the discourse (Hyland, 2010). As linguistic resources, it includes the use of five strategies such as hedges, boosters, attitude markers, engagement markers and self-mentions.

Thompson (2001) explains that interactive metadiscourse is comparable with Halliday's (1994) textual metafunction as it functions to organize discourse (Gillaerts & Van de Velde, 2010), whereas interactional metadiscourse is related to Halliday's (1994) interpersonal metafunction as it functions to convey the writer's opinions and to build interaction with the person who reads the text.

(xiv) Ädel's (2006) metadiscourse taxonomy

Ädel (2006) uses a narrow approach to describe and classify metadiscourse, clearly differing from previous taxonomies. She describes metadiscourse as explicit linguistic elements marking references to the text itself (text-oriented metadiscourse, e.g. in this essay), references to the writer of the text (writer-oriented metadiscourse, e.g. finally), references to the reader of the text (reader-oriented metadiscourse, e.g. there were many reasons for..), and references to both the writer and reader of the text (participant-oriented metadiscourse, e.g. what do you mean by … then?).

(xv) Ädel's (2010) metadiscourse taxonomy

In Ädel's (2010) publication, she presents a revised taxonomy of metadiscourse in both written and spoken English and asserts that metadiscourse is a discourse-functional category which can take various forms and structures. She points out that forms and functions should not be combined when categorizing and labeling metadiscourse. For example, instead of logical connectives, which are labeled based on grammatical status in Crismore et al.'s (1993) taxonomy, Ädel calls this functional category "discourse organization" in her model. As a result, her current taxonomy is divided into four major categories, each of which is labeled according to its basic discourse function: discourse organization, metalinguistic comments, speech act labels, and references to audience. The first three categories are concerned with textual elements, while the fourth and final category is concerned with audience engagement. Table 10 illustrates Ädel's (2010) metadiscourse taxonomy.

Table 10

Ädel's (2010) Metadiscourse Taxonomy

Category	Functions
Metalinguistic comments	
Repairing	Used to refer to self- and other-inititated suggestions or alterations which correct or cancel a preceding contribution
Reformulating	Used to pffer an alternative ter mor expression
Commenting on linguistic form/meaning	Used to refer to linguistic form, Word choice and/ or meaning
Clarifying	Used to spell out the addresser's intentions in order to avoid misinterpretation
Managing terminology	Used to give definitions and provide terms or labels for phenomena that are talked about
Discourse organization	
Introducing topic	Used to open the topic
Delimiting topic	Used to explicitly state how the topic is constrained
Adding to topic	Used to explicitly comment on the addition of a topic or subtopic
Concluding topic	Used to close the topic
Marking asides	Used to open or close a topic sidetract or digression
Enumerating	Used to show how different parts of the discourse are ordered
Endophoric marking	Used to point to a specific location in the discourse which is not clear whether what is referred to occurs before or after the current point
Previewing	Used to point backward in the discourse in order to remind readers what has already taken place

Contextualizing	Used to comment on the situation/conditions of writing or speaking
Speech act labels	
Arguing	Used to stress the action of arguing for or against an issue
Exemplifying	Used to introduce examples
Other speech act labelling	I am suggesting that…; I am just mentioning it here as…
References to the audience	
Managing comprehension/channel	Used to ensure the addresser and addressee are on the same page
Managing audience discipline	Used to adress readers directly and instruct them to do something
Anticipating the audience's response	Used to predict readers' reaction to what is said
Managing the message	Used to emphasize the core message in what is being conveyed
Imagining scenarios	Used to ask readers to see something from a specific perspective and engage readers into texts

This taxonomy excludes certain forms of interpersonal markers (evaluation in Ädel's terms) such as attitude markers and validity markers (i.e., hedges and emphatics). She argues that the writers/speakers use evaluation markers to communicate their feelings about the material as a real-world experiencer, and that the markers do not apply to the text or engage with the reader.

From a review of taxonomies given above, most of the metadiscourse taxonomies such as Williams (1981), Vande Kopple (1985), Crismore et al. (1993), Hyland (2005), and Ädel (2006, 2010) are similar, except for Mauranen's (1993), Bunton's (1999), Dahl's (2004) and Ädel's taxonomies as the narrow approach is more likely to delimit subcategories of metadiscourse to the textual features only. While Ädel includes some interpersonal features in her recent taxonomy, such as

audience interaction, the majority of interpersonal features, such as stance markers, are not included.

Before going into details about metadiscourse use, it would be better to briefly go through the characteristic features of academic discourse and its relation to metadiscourse.

2.3. METADISCOURSE AND ACADEMIC WRITING

Writing is a medium of communication which has a variety of forms. Academic writing is one of the most well-known forms of writing. Irvin (2010) defines academic writing as “the form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting and presenting” (p. 8).

Academic writing is widely regarded to be objective, informative, and impersonal. Academic texts usually use formal language, in comparsion with other kinds of writings. Furthermore, Hyland (2011) introduces some characteristic features of academic discourse as follows: 1) academic texts are generally persuasive in nature. That is, academic writers tend to persuade their readers to agree with the arguments given in the text; 2) arguments in academic texts are commonly given in manners specific to a particular field of study. More clearly, writers of academic texts follow the norms of particular fields of the study while presenting the arguments. For example, writers in the field of physics would most likely convey their arguments in a different manner compared to writers in the field of philosophy; 3) different cultures have different ways of expressing arguments and ideas in academic texts. This means that culture influences how people convey their ideas and opinions; 4) presenting academic arguments include interpersonal negotiations between the readers and writer. That is, academic texts must interact between the reader and writer in such a way that the message is clearly conveyed from writer to reader.

Based on the description above, academic texts differ from the other texts with specific characteristics. Specifically, academic writers utilize language to maintain rhetorical goals by establishing interactional elements which both reflect the writer's perpective and the propositional context (Hyland, 1994). This means that academic writing is a socially-constructed process (Burke, 2010). This process requires the writers to follow expected conventions in a shared academic context and to use strategies at the interpersonal level. As such, writers tend to make their argument as persuasive as possible by using language to acknowledge, build, and negotiate interpersonal relations. Accordingly, it is obvious that academic discourse is closely relevant to metadiscourse markers as it includes the way writers tranfer their arguments and ideas. Moreover, the use of metadiscourse provide the writers with organization of the arguments in such a way that the readers feel involved in the arguments while they are easily following the writer's chain of thoughts.

Along with the fact that rhetorical devices have a crucial role in persuading and engaging readers to agree to the writer's claims (Rubio, 2011), academic texts including the proportionally appropriate use of rhetorical devices are more convincing for the audience in regard to reader persuasion (Dafouz-Milne, 2008). That is to say, writers are expected to redress the balance in order not to be seen too rhetorical, as it may harm objectivity of the academic writing. Demir (2019, p. 154) confirms that "any immoderate and unbalanced use of these rhetorical devices could lead to a counter effect on writers' credibility in the readers' eyes."

In conclusion, metadiscourse is an essential component of academic writing. The significance of academic discourse in research and how it diverges across genres, disciplines and cultures have recently drawn the attention of linguists.

CHAPTER 3
LITERATURE REVIEW

Previous studies show that metadiscourse use is influenced by the author's cultural background (e.g., Abdi, 2009; Boshrabadi et al., 2014; Pérez-Llantada, 2010), by the native language of the author (e.g., Jalilifar, 2011; Kuhi, 2014; Lee & Casal, 2014; Mur-Dueñas, 2011; Mirshamsi & Allami, 2013; Yang, 2009), according to the genre and context the text is written in (e.g., Gholami & Ilghami, 2016; Hashemi & Golparvar, 2012; Makkonen-Craig, 2011; Nurhayati et al., 2017) and the field the text is written in (e.g., Aluthman, 2018; Cao & Hu, 2014; Hyland, 2004). Below is given the influence of such parameters on the use of MDMs respectively. Later on, the relationship between gender of the author and the diachronic influence on the metadiscourse use are explained with the previous studies.

There have also been studies which emphasize the effect of culture in the use of MDMs. Boshrabadi et al. (2014) found out that the American authors were more inclined to use hedges in economic news reports while the Persian group tended to employ more emphatics in their texts. According to Boshrabadi et al. (2014), this finding indicated that American authors may be more conservative and more inclined to convey their affective values in their texts.

In another comparative study, Dontcheva-Navratilova (2016) brought to the light that Anglophone linguists hedge and boost their statements more than Czech linguists in their research articles which projects that Anglophone academic community is large, culturally heterogenous interacting with different views and have highly competitive character whereas the Czech community is small, culturally rather homogeneous, epistemologically less diversified.

In a similar way, Akbaş's (2012) study showed that contrary to English L1 writers, Turkish L1 writers were found to minimize their involvement in the dissertation

abstracts by not employing self-mentions; they just use a few exclusive *we* items implying the presence of their supervisors.

Some authors have specifically been concerned with disciplinary influences on the use of MDMs. For example, Rezaei-Zadeh et al. (2015) compared the interactive and interactional MDMs in conclusion sections of English Translation, English Teaching and English Literature master theses in accordance with Hyland's (2005) Taxonomy. The results showed that interactional markers were employed more than interactive ones among these disciplines and transitions were applied more than other interactive markers.

In their corpus-based study, Salahshoor and Afsari (2017) analyzed the discussion and conclusion sections of 30 natural and social science master theses, in a period of six years (2010-2016) in regard to the type and frequency of interactional MDMs. The results demonstrated that the interactional MDMs were employed more frequently in social science master theses than in natural science. More specifically, hedges were the most frequently used interactional marker in both corpora. On the other hand, self-mention in natural science and attitude markers in social science was the least frequently deployed marker.

3.1. GENDER IDENTITY IN METADISCOURSE

Language and gender research had been dominated by three major themes from 1973 to the end of the twentieth century as the following: deficit, dominance, and difference approaches.

According to the "Deficit" approach which was supported by Otto Jespersen, Robin Lakoff and Mary Ritchi Key, women langauage is weak, lacking and deficient (Klann-Delius, 2005). Lakoff (1973, 1975) described male language as stronger, more prestigious and more desirable.

As for the “Dominance” approach supported by Zimmerman, West and Fishman, men language is dominant over women language and women language is powerless in their interaction with men (Eckert & McConnell-Ginet, 2003). On the other hand, the “Difference” approach explains the differences between men and women communication and how they adopt and exhibit different ways of interacting. In this view, the language of women was considered, not as a deficiency, but as a difference that did not need to be changed (Tannen, 1990). Each of these approaches emphasized the notion of gender dichotomy (Baxter, 2011).

However, in the 1990s, the “Difference” approach was replaced by a new approach which involves the social construction of gender. In this view, there is a historical, social and situational classification of the gender category. With this view, instead of the female language-male language concepts, the concept of social gender (gender) has started to be used. According to this approach, women and men are socially different and language literally reflects this social reality (Trudgill, 2000, p. 79).

Gender variables are a result and indicator of this social difference (Holmes, 1998; Trudgill, 1983). Thereby, language and gender research recently has moved on from merely revealing the differences to involving research methods grounding on social constructivist view. Social constructionist theorists are “typically engaged in qualitative analysis of discourse paying careful attention to the context of interaction” (Frawley, 2003, p. 90).

More clearly, West and Zimmerman (1987) explains that gender is not something we are born with, and not something we have, but something we do. In parallel with this argument, Butler (1990) puts forth that gender is something we perform at specific times and in specific circumstances. Therefore, gender representation may vary depending on the environment and context in which people are located.

Within the social constructionist framework, the concept of “community of practice” (CofP) has developed. Moreover, it has been the current tendency in recent language and gender research. Eckert and McConnell-Ginet (1992b), defined community of practice as “an aggregate of people who come together around mutual engagement in an endeavour. Ways of doing things, ways of talking, beliefs, values, power relations, in short, practices emerge in the course of this mutual endeavour” (p. 464).

According to Eckert and McConnell-Ginet (2003), CofP includes a family, a friendship group and an academic department. Within CofPs approach, several studies have “called the attention to the fact that neither women nor men constitute monolithic groups but that the various aspects of their identities are continually modified during social interaction” (Mondorf, 2004, p. 28).

According to Ghafoori and Oghbatalab (2012), writing and construction of writer’s identity are closely connected to each other. Identity refers to “an individual/ group sense of who they are, as defined by them or others and can be expressed in terms of nationality, geographical, location, ethnicity, social class, gender, and many others” (Swann et al., 2004, p.140). In regard to discourse and identity, Paltridge (2006) describes identity as something that is constantly created and rebuilt as people communicate with one another, rather than something that is fixed and permanent. As we become more involved in specific communities of practice, our identities become more established. These identities are founded on a common set of principles, cultural understandings, and philosophies that guide our use of spoken and written language.

Writing is one of the ways in which the writer's personality is understood and exercised. Indeed, as Bazerman (1988) and Hyland (2000) point out, writing helps to construct the disciplines as well as practitioners' identities. The expression of the writer's gender in written discourse is one aspect of the writer's identity. Hyland and Tse (2004) claim that the writers can establish their identities by guiding the readers through the text with the use of metadiscoursal devices.

The metadiscourse literature revealed that the analysis of metadiscourse markers from gender-based perspective has not received adequate attention although the researchers are concerned with the metadiscourse investigation in the written language. According to Tse & Hyland (2006b), gender is a comparatively under-appreciated factor in the literature on academic discourse variation and they explain that “we know very little about gender-preferential features in academic writing” (p.177).

In particular, two subcategories of metadiscourse, hedging and boosting, have been extensively studied in linguistics to reveal gender effects on writing; for example, Holmes (1990) appears to be the first to examine hedges and boosters from gender-based perspective. Holmes concluded that women and men differed in their speech styles, with women being more submissive and males being more dominant while speaking.

In support of the importance of gender, Tardy (2006) states that “interactions are influenced by many factors, one of which is the gender of the writer of the text; male and female writers might not do the act of interaction with equal use of language resources.” In addition to the functions as organizing the text and constucting writer-reader relationship, the use of metadiscourse elements is said to be one way in which the writer's identity (gender) is exposed in written discourse and may help writers develop their identities (Hyland & Tse, 2004).

There have been few studies which have looked at the impact of gender on how writers and speakers use language (Crismore et al., 1993; Francis et al., 2001; Herbert, 1990; Johnson & Roen, 1992; Tse & Hyland, 2008). These studies popularized the role of gender in how language is used, revealing that male and female authors employed different strategies.

Ädel (2006) claimed that the gender could impact on the use of metadiscourse markers and particularly has influence on what type of or how much metadiscourse is deployed.

Crismore et al. (1993) investigated the metadiscourse use in persuasive essays written by U.S female and male university students to reveal the role of gender on the metadiscourse use. The findings revealed that Finnish females tended to use hedges more frequently than US females. Furthermore, Finnish females employed hedges the most and US males the least.

Serholt (2012) found that both females and males employed hedges significantly more than boosters. However, females were inclined to propose stronger commitments to the propositional context more than males.

Tse and Hyland (2008) investigated academic book reviews written by male and female writers in the fields of philosophy and biology. Their study revealed that male writers used more hedges, boosters, self-mentions and engagement markers while the book reviews of female writers included more transitions and evidentials when compared to male writers' book reviews. Nevertheless, there was no significant difference between the corpora of female and male authors in regard to the use of code-glosses.

Yeganeh and Ghoreyshi (2015) found out that the use of hedges and boosters is influenced by the gender of the authors. More specifically, Iranian males preferred to employ boosters in their writing while Iranian females tended to use hedges more frequently. Their study concluded that women "were more cautious in writing and reporting their opinions" (p. 688).

A recent study by Seyyedrezaie and Vahedi (2017) revealed that both male and female writers used the same pattern of stance markers except the epistemic markers in English articles and except the deontic ones in Persian articles. However, male writers employed epistemic markers more frequently than female writers.

Taking all the above research into account, it appears that there are still few studies investigating the role of gender in metadiscourse use. Thus, it is required to conduct a thorough study and to touch on this issue more comprehensively.

3.2. DIACHRONIC STUDIES OF METADISCOURSE MARKERS

Swales's (1990) notion of dynamic nature of genre can be considered as a rationale for the importance of interactional nature of writing. Diachronic analysis of language concerns the evolution and change over time of that which is studied. The number of studies on the interactional elements from a diachronic perspective appears to be relatively limited in the existing literature.

Gillaerts and Van de Velde (2010) investigated the use of interactional MDMs in seventytwo abstract sections in a diachronic way. The study revealed that interactional MDMs especially attitude markers and boosters have undergone notable changes in the course of 30 years.

Kuhi and Dust-Sedigh (2012) examined the use of interactional MDMs in the chemistry articles of native and Iranian journals during two decades. The analysis of their study demonstrated the substantial growth in the frequency of interactional metadiscourse markers.

In the same vein, Gillaerts (2014) analyzed the interactive and interactional MDMs in sixty abstracts written in applied linguistics published in 1987 and 2007 and found a decrease in interactional metadiscourse and overall increase of interactive metadiscourse.

Kuhi and Mousavi (2015) scrutinized the use of hedges, boosters and attitude markers in fifty applied linguistics research articles in a diachronic way.The findings of their study revealed that there was a revolutionary change in the use of these interactional markers over time especially by means of devoting most of discussion section to hedging markers. Moreover, they also argue that

interactional markers were highly used in prestigious journals with the aim of producing more persuasive texts which reflect the competitive nature of academic discourse.

Through the diachronic study of a corpus of 2.2 million words from articles in the top journals in four disciplines, Hyland and Jiang (2016, 2018) ascertained a significant decrease in interactional metadiscourse and increase in interactive metadiscourse between 1965 and 2015.

Hyland and Jiang (2019) analyzed the research articles in applied linguistics, sociology, electrical engineering and biology diachronically in regard to the use of interactive metadiscourse. The results of their study showed that there had been a substantial increase in interactive metadiscourse features from 1965 to 1985 and to 2015. Specifically, it was revealed that transitions and evidentials were the most frequently employed categories and code-glosses and endophoric markers increased in all four disciplines.

Rezaei-Keramati et al. (2019) examined 4.3 million words in research articles in applied linguistics in order to trace the diachronic evolution of stance and engagement markers from 1996 to 2016. The analysis demonstrated a significant decrease in the overall use of metadiscourse markers in all sections of research articles. According to Rezaei-Keramati et al. (2019), “this fall may be related to a converging move of (applied) linguistics towards the hard sciences."

In sum, metadiscoursal devices have gained much attention in the literature. These studies which investigate MDMs from a variety of perpectives outline a crucial role of MDMs for academic writers for an effective communication in academic genres. Researchers have also paid attention on the use of metadiscourse markers in Turkish academic texts. Below are given the characteristics of Turkish language and most well-known Turkish studies on metadiscourse markers.

3.3. TURKISH STUDIES ON METADISCOURSE MARKERS

Turkish is an SOV language with the characteristics as “exclusively suffixing, postpositional, preposed relative clauses along with general modifier head order” (Slobin & Zimmer, 1986, p. 2). Specifically, Underhill (1986) states:

> “Turkish is often cited as a canonical example of an agglutinating language, meaning a language in which the grammatical elements are joined together in such a way that segmentation is relatively easy” (p.14).

Being an agglutinating pro-drop language, Turkish language has a suffix which represents pronouns such as *-mIz* and functions as a hedging device as in the following sentence.

(1) *İnternetin genel olarak fayda ve zararlarına baktığı**mız**da internetin insan yaşamında artık farkedilebilir ve vazgeçilmez bir yeri vardır* “When we think about the benefits and harms of the Internet in general, Internet has a noticeable and indispensable place in human life" (Bayyurt, 2012).

In the sentence numbered (1), the writer hedges his opinion by using the suffix *-mIz* which stands for the plural/collective first person pronoun “we” to minimize his presence in the text.

Over the past several decades, Turkish researchers have paid much attention on the use of MDMs in academic texts and metadiscourse features have been analyzed from various perspectives.

Fidan (2002) examined the use of metadiscourse markers in Turkish written in the fields of psychology, linguistics and medicine according to Hyland’s (1998) categories and revealed the interdisciplinary differences in the use of metadiscourse markers.

Ünsal (2008) explored the types of MDMs in a total of eighteen research articles, science and social science articles in six disciplines and found out that the writers use different metadiscoursal items to build their stance across disciplines, specifically interpersonal devices is more frequently used in science articles than in social science articles.

Doyuran (2009) focused on the purposes, distribution and major forms of hedges in Turkish scientific articles in the fields of geological engineering and linguistics and revealed that hedges were realized by epistemic modals, inferential modals, epistemic reporting verbs, adverbials, abstract rhetors. The findings also showed that hedges were more frequently employed in linguistic papers than in geological engineering.

Bayyurt (2010) analyzed the essays written in Turkish and English in regard to the use of hedges and intensifiers. The findings revealed that the students employed more hedges than intensifiers in their arguments in English and Turkish essays.

In his study titled *Interactional Metadiscourse in Turkish Postgraduates' Academic Texts: A Comparative Study of How They Introduce and Conclude*, Akbaş (2012) described the frequency of use of interactional metadiscourse markers in the introduction and conclusion parts of the master theses written in English and Turkish by Turkish students. In terms of overall five subcategories, there was a statistically significant difference between two groups of writers' introductions, while their use of interactional metadiscourse in conclusions was statistically insignificant.

In another master's thesis, Algı (2012) investigated the type, frequency, and functions of hedge and boosters in discussion paragraphs written in native language (Turkish) and second language (English) by Turkish people with intermediate-level English and revealed that the types, frequencies, and

meanings of hedges and boosters are culture and language-specific and moreover they are topic and genre-dependent.

Çapar (2014) analyzed the use of interactional metadiscoursal devices in 150 research articles written by Turkish and American academic writers in the field of foreign language teaching and demonstrated that American academic writers used interactional MDMs more frequently than Turkish academic writers.

Özdemir and Longo (2014) compared the use of metadiscourse in MA theses abstracts written by Turkish and USA postgraduate students in English according to Hyland's (2005) taxonomy. The analysis showed that transitions, frame markers and hedges were employed more frequently by Turkish students than USA students. On the other hand, Turkish students used less evidential, endophoric markers, code-glosses, boosters, attitude markers and self-mentions than USA students. Their study concluded that cultural differences may have impact on the amounts and types of metadiscourse.

Atmaca (2016) compared the hedges in MA thesis and PhD dissertations in English Language Teaching discipline and found that Ph.D. dissertations included considerably more hedges than M.A. theses. Moreover, it was revealed that nouns were the least frequently employed form of hedging while modals-followed by passivization-are the leading hedging type.

Kan (2016) investigated the use of interactional metadiscourse in articles in the fields of Turkish education and Literature and found out that interactional metadiscourse markers were significantly more used in the field of Turkish education than in the field of literature. Furthermore, it was disclosed that there are significant differences between these disciplines in terms of the use of both hedges and boosters, but there is no significant difference in the uses of attitude markers, engagement markers, and self-mentions.

Esmer (2018) examined the interpersonal metadiscourse markers in Turkish speeches by two political leaders who follow different ideologies of nationalism. The analysis according to Dafouz-Milne's (2008) classification of interpersonal metadiscourse markers uncovered that both party leaders employed similar interpersonal metadiscourse markers, however they used the metadiscourse markers with different functions.

Can and Yuvayapan (2018) compared the use of interactional metadiscourse features in 120 doctoral dissertations written by Turkish-speaking academic authors of English and by native academic authors of English, according to Hyland's (2005) taxonomy. The analysis showed that native academic authors of English significantly overused the interactional MDMs than Turkish-speaking academic authors of English.

Hatipoğlu and Algı (2018) examined the type, frequency, functions and accuracy of hedges employed by Turkish students' argumentative paragraphs in English. The participants were native speakers of Turkish learning English with pre-intermediate level of proficiency. According to the findings of the study, native speakers of Turkish employed eight modal hedges such as "should, can, will, may, must, might, could, would" and the most frequently used one was "should" and all of its uses were correct. On the other hand, modals such as "can" and "could" were used less frequently but also less accurately. The results illustrate that as metadiscourse markers are culture dependent and multifunctional, second language learners have difficulty in employing modal hedges.

Köroğlu (2019) conducted a study to evaluate the transition marker usage in the introduction, results and discussion, and conclusion sections in the master's theses written by the Turkish speakers of English and by the native speakers of English. The results indicated that the frequencies of transition marker were different according to the sections. Moreover, additive transitions were the most employed transiton type by Turkish speakers of English while the sequential transitions were used the least in their MA theses. When compared to native

speakers of English, Turkish speakers of English significantly underused all the transition types.

Dağ Tarcan (2019) analyzed the MDMs in Turkish scientific texts in the fields of Psychology, History, Sociology, Educational Sciences, Philosophy, Linguistics, Tourism, according to Hyland's (2005) metadiscourse model. The study revealed that the metadiscourse use varies according to the branch of the scientific texts.

Şen (2019) investigated the metadiscourse markers in research article abstracts of Biology, Physics, Chemistry, Mathematics in life sciences and the abstracts of Linguistics, Philosophy, Psychology, History in social sciences. The results indicated that the abstracts in social sciences have more frequent and various markers than abstracts in life sciences. Moreover, abstracts in life sciences have interactive metadiscourse markers more than articles in social sciences whereas writers in social sciences use interactional metadiscourse markers in their abstracts more than writers in life sciences.

Güçlü (2020) analyzed Turkish research article abstracts in three leading linguistics journals in Turkey in regard to the use of interactive markers in a diachronic way. The analysis which was carried out in the framework of Hyland's (2005) taxonomy revealed that 2017-2018 corpus included significanlty more evidentials than 2008-2009 corpus. This showed that through time writers were more inclined to declare being member of a specific discourse community with the use of evidentials.

In his master's thesis, Önel (2020) analyzed the use of metadiscourse markers in the introduction, findings, discussion and result parts of the master thesis in the field of Turkish Education written in five different universities. His study revealed that there is no significant difference in the use of interpersonal metadiscourse markers in Turkish Education master theses in the selected universities. The frequencies of use of interpersonal metadiscourse markers in the introduction, findings-discussion and conclusion parts are respectively as follows: self-

mentions (0.00%), engagament markers (1.22%), boosters (24.92%), hedges (34.81%) and attitude markers (39.05%).

3.3.1. Categories of Interactional Markers in Turkish

This section presents the types and functions of interactional markers such as hedges, boosters, attitude markers, self-mentions and engagement markers revealed by the previous studies investigating Turkish language. Interactional markers involve the reader in the argument and give them opportunity to contribute to it. In this way, the readers can get involved in the discourse. These resources help the writers to lead the readers into their ideas (Hyland, 2005).

3.3.1.1. Hedges

Hedge, one of the interactional MDMs, enables the authors hide their authorical identity and suppress their presence. Falahati (2006) asserts that the employment of hedges leave some room for the reader to think about the writer's arguments and judge the truth value of the assertion.

Hyland (1996) points out that there are four forms of hedges mostly employed in academic writing: epistemic adverbs (e.g. slightly, virtually, barely, presumably), epistemic adjectives (e.g. possible, likely, presumable, probable), epistemic lexical verbs (e.g. suggest, believe, conclude), epistemic modal verbs (e.g. must, should, ought, will, may, shall, would).

Taking into consideration the findings of previous studies investigating Turkish language, hedges soften the strength of statements and add probability, subjectivity, uncertainity, indefiniteness to the proposition with epistemic adverbs, epistemic adjectives, epistemic lexical verbs, pronouns and epistemic modal suffixes (see Table 15). These categories are explained below by referring to the related previous studies.

(i) Epistemic adverbs

Epistemic adverbs have “a lowering effect on the force of the verb” (Quirk et al, 1972, p.452) and indicate the speaker’s degree of commitment to the truth of claims by revealing a certain degree of doubt, assumption and ungeneralization. In Turkish, the following linguistic resources as *büyük ölçüde* “to a great extent”, *hemen hemen* “almost” (indefinite adverbs), *belki* “perhaps”, *muhtemelen* “probably” (possibility/probability adverbs), *sık sık* “often”, *bazen* “sometimes (adverbs of frequency) are given as the examples of epistemic adverbs by Turkish writers (Akbaş, 2014; Atabay et al., 1976; Bal-Gezegin, 2016; Bayyurt, 2010; Can, 2006; Dağ Tarcan, 2019; Doyuran, 2009; Esmer, 2018; Kan, 2016; Kerimoğlu, 2010; Ruhi et al., 1992; Şen, 2019; Erguvanlı-Taylan & Özsoy, 1993; Yarar, 2000).

Overall, Turkish epistemic adverbs can function as hedges as they add probability, uncertainity and indefiniteness meaning to the subsequent proposition.

(ii) Epistemic adjectives

Writers may hedge their statements with epistemic adjectives which express the uncertainity/indefinitess such as *belirsiz* “doubtful”, *bazı* “some”, *birçok* “several”, *az* “few”*, bolca* “plenty of”*, çokça* “a good many”*, çeşitli* “various”*, epeyce, hayli* “quite” and possibility/probability such as *muhtemel* “liable, probable, likely” (Ağçam, 2014; Can, 2006; Dağ Tarcan, 2019; Kan, 2016; Şen, 2019).

(iii) Epistemic lexical verbs

Dontcheva-Navratilova (2018) explains that epistemic lexical verb is one of the most common rhetorical items used to help the writers express their subjective evaluations in academic discourse.

The following examples clearly show the author’s tentativeness on the subject being discussed with the main lexical verbs: *öner-* “to suggest”, *kuşkulan-* “to doubt”*, şüphelen-* “to suspect”*, san-* “to suppose”, *inan-* “to believe”, *çalış- (mAyA*

çalış-) “to try to” (Akbaş, 2014; Algı, 2012; Bayyurt, 2010; Doyuran, 2009; Kerimoğlu, 2010; Şen, 2019).

Epistemic lexical verbs may also be formed in passive structure such as *-il* as in *iddia edil-* “to be claimed”, *öneril-* “to be suggested”, *çalışıl-* “to be worked”, *düşünül-* “to be thought” (Akbaş, 2014; Doyuran, 2009; Kan, 2016). In addition, previous studies also showed that epistemic lexical verbs appear in the form of copulas such as *görün-, gözük- “*seem” (Bal-Gezegin, 2016; Doyuran, 2009; Kan, 2016).

Doyuran (2009) explained that the use of passive voice minimizes the authors’ involvement in the text, thus reduces the probability of refutation and lead to less responsibility in their writing. In Turkish, *-Il* and *-In* suffixes serve as passive suffix (Özsoy, 1999).

(2) *Bu etkenler … kitle hareketleri olarak izlenen birikim ve faylanma olarak gözlenmektedir* “These factors …are observed as broad erosion along the strait floor, deposition, which is mainly observed as the sediment drifting and fault activity” (Doyuran, 2009).

In the sentence numbered (2), *izlenen* “which is observed” and *gözlenmektedir* “are observed” are hedges which are realized through passives.

Overall, Turkish epistemic lexical verbs can function as hedges as they have speculative function and add uncertainity to the proposition by weakening the writer’s commitment towards the propositional content.

(iv) Pronouns

Pronouns soften the strength of statements and add indefiniteness meaning to the proposition with the following indefinite pronouns as *biri/birisi/birileri* ‘somebody/anybody’, *bir kimse* “someone”, *bir şey* “something”, *herhangibiri/herhangibirisi* “anyone” *herhangibir şey* “anything” (pronominal quantifiers), *insan* “person; human being” in the singular or plural (nonspecific

indefinite pronoun ‘one’) and pronominalized determiners as *bazı(ları)mız/ bazı(ları)nız /bazısı/ bazıları/ kimi/ kimimiz/ kiminiz/ kimisi/ kimileri* “some of us/ you/them”, *birimiz/biriniz/birileri* “one of us/one of you/one of them”, *birçoğu* “many (of them), *çoğu* “most (of them)” (Bayyurt, 2010; Can, 2006; Esmer, 2018; Göksel & Kerslake, 2005; Kornfilt, 1997; Şen, 2019).

In addition, Turkish has following personal pronouns: first person plural pronoun *biz* “we, first person plural suffix *-Ik, -Iz*, first person plural possessive pronoun *bizim* “our”, first person plural possessive pronoun with the particle *ki(n) bizimki* “ours”, first person plural possessive suffix *-(I)mIz,* first person plural object pronouns *bizi/bize* “us”, first person plural reflexive pronoun *kendimiz “ourselves”,* first person plural reflexive possessive pronoun with the particle *ki(n) kendimizinki “*that which is ours” (Göksel & Kerslake, 2005; Kornfilt, 1997; Underhill, 1979).

These pronouns can also be analyzed as hedges when the single author of the text uses the first person plural suffix to avoid using “I” (Şen, 2019). It is named as “editorial we” (Ädel, 2006, p. 31-33). Because of the fact that the authors do not prefer reflecting themselves on the text, hedging enables the writers to minimize their presence in the text by highlighting the tentativeness of propositions (Bayyurt, 2010).

(v) Epistemic modal suffixes

Epistemic modals avoid commitment to categorical assertion by merely expressing “the modality of reasoning and belief” (Hyland, 1998, p.105). In other words, Coates (1995) explains that epistemic modals focus on the belief or the lack of belief related with the speaker’s proposition. Erguvanlı-Taylan (2018) studied Turkish modality markers in the framework of Palmer’s (2001) classification of possibility and necessity modality and suggested that epistemic modality markers have three readings as prediction (*-(y)Abil+-(A/I)r* “PSB-AOR”), assumption(*-(A/I)r* “AOR”), deductive reasoning (*ol+mAlı* “AUX-OBLG”). On the other hand, non-epistemic modality markers have permission *-(y)Abil+(A/I)r*, ability (*-Abil*) and deontic (*-mAlI*) readings.

Accordingly, the morpheme *–(y)Abil* has the competence, permission and prediction readings (Güven, 2001; Savaşır, 1986). In addition, Kerslake (1990) states that the morpheme *–(y)Abil* is the chief grammatical marker of possibility in Turkish. The combination of *-(y)Abil* with the aorist *-(A/I)r* is the representation of epistemic modality (Algı, 2012; Doyuran, 2009; Erguvanlı-Taylan, 2018; Hatipoğlu & Algı, 2017; Yarar, 2000).

The modal force of possibility including prediction reading of *-(y)Abil+-(A/I)r* reduces the validity of truth to gain acceptance (Akbaş, 2012, 2014; Bal-Gezegin, 2016; Bayyurt, 2010; Can, 2006; Dağ Tarcan, 2019; Doyuran 2009; Erguvanlı-Taylan, 2018; Esmer, 2018; Hatipoğlu & Algı, 2017; Göksel & Kerslake, 2005; Kan, 2016; Kerimoğlu, 2010; Kornfilt, 2013; Şen, 2019).

On the contrary, the ability and permission readings of (*-(y)Abil+-(A/I)r*) are given as non-epistemic markers (see Erguvanlı-Taylan, 2018). Similarly, *-(y)Abil+AcAk* illustrates the abilitative in the future tense (Kornfilt, 1997) and has ability reading, hence does not function as a hedge.

The other epistemic modality markers functioning as hedge are as follows: *-mAlı* "OBLG"*, –(A/I)r* "AOR"*, –DIr* "COP"*, –(y)AcAk+DIr* "FUT-COP" (Erguvanlı-Taylan, 2018; Yangın, 2020). Below each of these modality markers is explained respectively.

Besides frequently co-occurring with *–(y)Abil* to give epistemic meaning, the suffix *-(A/I)r* may reflect epistemic possibility without *–(y)Abil* (Aksu-Koç, 1988; Kerslake, 1990; Sebzecioğlu, 2004; Yavaş, 1982).

(3) *Ali problemi çözer* "Ali solves the problem"

(4) *Ali problem çözer* "Ali solves problem" (Erguvanlı-Taylan, 2018).

The suffix *-er* in example (3) carries assumptive reading because of the object taking case suffix whereas it has the generalization reading in example (4) as the object is generic (Erguvanlı-Taylan, 2018).

As a particle, the suffix *-DIr* has two functions as a) expressing emphatic certainity at a formal, official, stylistic level and b) expressing inferred probability dependent on both grammatical and discursive context proposition rather than being used as merely third person suffix (Kerimoğlu & Aksu, 2015; Kornfilt, 1997; Tura, 1986).

The suffix *-DIr* can be used in nominal sentences as copular predicate and adds inferred probability to the proposition. For instance, in a situation when a teacher shows the students a picture of an animal that they do not know and asks what it is, if a students answers as in example (5), the suffix *-tır (-DIr)* adds strong assumption to the proposition as the student infers this information from its fins.

(5) *Bence bir balıktır, çünkü yüzgeçleri var* “I think it's a fish-because it has fins” (Erguvanlı-Taylan, 2018).

In addition to nominal sentences, *-DIr* can be used in verbal sentences and expresses inferred probability (Kornfilt, 1997).

(6) *Bölüm başkanı dekan olmuştur* “The department head has become a dean”

In example (6), the suffix *-DIr* follows *-mIş* and gives inference reading to the proposition (Kornfilt, 1997). According to Aksu-Koç (1988) and Sebzecioğlu (2004), the modality marker *-mIş* reflects possibility as in the following sentences:

(7) *Anlamışlardır* “They’ve probably understood”

(8) *Yürümekteymişler* “Apparently they are/were walking”

As another example, Göksel and Kerslake (2005) give the following sentences:

(9) *Yorgunsundur* “You must be tired”

(10) *Toplantı artık bitmiştir* “The meeting will have finished by now”

In the sentences numbered (9) and (10), *-DIr* is a non-fact modality marker which adds assumption meaning to the proposition (Göksel & Kerslake, 2005).

When *-(y)AcAK* is followed by the aorist *-DIr,* it shows the belief and knowledge of the speaker and it makes the sentence open to the epistemic commentary, namely it reflects an assumption or hypothesis (Algı, 2012; Göksel & Kerslake, 2005; Hatipoğlu & Algı, 2017; Kerimoğlu, 2010; Sansa-Tura, 1986; Şen, 2019). Hatipoğlu and Algı (2017) explain that *-(y)AcAK+-DIr* assigns possibility reading in the following example:

(11) *Günümüzde yabancı dil öğrenimi gitgide arttığı için her insan bu eğitimi alacaktır.* "Today, as foreign language learning has become more common, every individual will get this education."

The suffix *-Dır* is also used to emphasize the definiteness and shows the author's objective attitude to the information (Kornfilt, 1996). However, merely the assumption reading of *–DIr* (in nominal predicate or after *-mIş, -(y)AcAK)* functions as a hedging marker.

Besides being the grammatical indicator of the necessity proposition in Turkish (Kocaman, 1988, 1990), the suffix *-mAlI* may also carry deduction proposition when used with the verb "-be" (Corcu, 2005, 2006; Erk-Emeksiz, 2008). Palmer (2001) suggested that deduction is one of the subtypes of epistemic modality. Erguvanlı-Taylan (2018) exemplifies the deductive meaning of *-mAlI* in the following example:

(12) *Ali Bey sağlık konusunda ne kadar bilgili. Tavsiye ettiği ilaçlara bakılırsa, doktor olmalı* "How knowledgeable Ali Bey is about health issues. Considering the medications that he recommends, he must be a doctor."

Doyuran (2009) argues that *mAlI+DIr* is a hedging device when it has inferential reading as in the following example:

(13) …*herhangi bir aşınım meydana gelmiş ol-malıdır* "any erosion must have occured"

Furthermore, Corcu (2003) puts forth that by the help of *ol-* “be” as the syntactic buffer, different aspect markers such as *-mIş, -(I)yor, -AcAk* can be suffixed to *–mAlI* and reveal epistemic meaning (e.g. *…sarsmış olmalı* “…must have shocked”; ***…tadını çıkarıyor olmalı*** “…must be enjoying”. Moreover, *-mAlI* can be placed after the passive marker *(I)n/l* and the causative markers *-DIr, -Ir, -T.*

Overall, the suffix *-mAlI(+dIr)* used after V-*mIş ol-,* V-*(I)yor ol-,* V-*AcAk ol-* gives inferential meaning to the proposition as hedging marker.

3.3.1.2. Boosters

Different from hedges, boosters highlight writer’s certainty and represent a confident voice. Hyland (2005, p. 52) defines boosters as "words which allow writers to close down alternatives, head off conflicting views and express their certainty in what they say."

Boosters could be investigated under four sub-categories as universal pronoun, amplifier, emphatics, modal suffixes indicating certainity (see Table 15). These categories are explained respectively by referring to the related previous studies.

(i) Universal pronouns

Universal pronouns refer to a general audience with the following resources: as all, each, every-pronominals (everybody, everyone, everything), none, no one, nothing (Hinkel, 2005).

(ii) Amplifiers

Amplifiers represent a large class of intensifiers (e.g. always, so (+adjective/adverb), too (+adjective), very, very much, never (Hinkel, 2005). They increase the lexical intensity of gradable adjective or verb (Quirk et al., 1985) and functions as intensifiers, exaggerative, and overstatement.

Bayyurt's (2010) study revealed that Turkish writers employed the following amplifiers as *tamamen* "exactly", *kolaylıkla* "easily", *yakından* "closely", *kimse* "no one" in order to boost the effect of their viewpoint on the reader and to support the truthiness of their opinion about the topics raised in essays.

Göksel and Kerslake (2005) state that the connectives such as *aksine, tersine, bilakis* "on the contrary" introduce a statement that amplifies the statement in the first conjunct, which is always negative.

(15) *Erol Semra'yı görmek istemiyor. Aksine, görecek diye ödü kopuyor*
"Erol doesn't want to see Semra. On the contrary, he dreads seeing her."

As can be undertood from the example (15), *aksine* "on the contrary" does not carry an adversative meaning rather it is an amplifier.

(iii) Emphatics

The function of emphatics is similar to that of amplifiers. They have the reinforcing effect on a propositon and strengthen the writer's conviction (Hyland, 2005). In other words, emphatics emphasize force or writers' certainty in message such as *elbet* "sure"*, elbette* "for sure", *asla* "no way" *bile* "even"*, hatta* "even"*, gerçekten* "indeed", *özellikle* "especially"*, tek şeyse* "one thing", *en mükemmel* "the greatest"*, bir gerçektir* "it is a fact that"*, bir tuş kadar bize yakın* "as close as a button" (Bayyurt, 2010; Can, 2006).

(iv) Modal suffixes indicating certainity

The suffix *-DIr* is used to emphasize the truth of the explanation and longterm validity of the facts (Tura, 1986; Underhill, 1979). Moreover, it shows the definiteness, rule in a formal way and the author's objective attitude to the information (Kornfilt, 1996).

Sansa-Tura (1986) and Yavaş (1980, 1982) argue that in nonverbal sentences, *-DIr* follows the zero-tense marker. Kornfilt (1997) explains that *-DIr* has two functions, one of which is to express certainity, the other one is to express inferred

probability. Similarly, Erguvanlı-Taylan (2018) puts forth the +/- factual meaning of a proposition. For example, in the example (5), *-tır (-DIr)* expresses inferred probability whereas in the example (16), the suffix *-tır (-DIr)* adds factual meaning to the propositon.

(16) *Balina memeli bir balıktır* "Whale is a mammal-fish"

Göksel and Kerslake (2005) give the following example to explain that *-Dır* is a non-fact modality marker which makes generalization.

(17) *Demir ağırdır "*Iron is heavy".

Whereas its assumption reading is evaluated as hedging marker, *-DIr* which gives certainity/generalization meaning to the proposition may function as a booster.

The other modality markers functioning as booster are as the following: *-mIş, -mAktA, -AcAk.* These markers can be followed by the aorist *-DIr* (e.g., Kan, 2016; Şen 2019). Below each of these modality markers will be explained in detail.

Akbaş's (2012, 2014) studies showed that Turkish writers employed *-mIş+DIr* to signal their confidence over a statement such as *farklılık bulunmuştur* "revealed differences"*, göstermiştir* "…demonstrated", *ortaya çıkmıştır* "…revealed", *kanıtlamıştır* "…proved"*, bulunmuştur* "was found out".

Kan (2016) gives the following example to illustrate the certainity reading conveyed with *-AcAk+Dır*:

(18) Bu nedenle Türkçe derslerinde dil becerilerini kazandırmada dramanın kullanımı fayda sağlayacaktır "Therefore, the use of drama would increase the gain in language abilities in Turkish courses."

Şen (2019) points out that in the following sentence, *-mAktA+dIr* is employed in order to increase the reliability of the proposition, hence functions as booster:

(19) *Hem Gazali hem de Hume, nedensellik konusunda benzer fikirlere sahip olsalar da anlama ve anlamlandırma açısından farklılıkları olduğu açıkça görül-mektedir* "Although both Ghazali and Hume have similar ideas

about causality, it is clear that they differ in terms of understanding and interpretation."

The suffix *-er* in the example (3) carries prediction reading because of the object taking case suffix whereas it has the generalization reading in the example (4) as the object is generic (Erguvanlı-Taylan, 2018).

Some instances of boosters employed in Turkish texts are as follows: ***aslında*** "in fact", *gerçekten* "really", *gerçekte* "in fact", ***doğrusu*** "as a matter of fact", *oysa* "in fact"*, hep,* "always", *her zaman* "always", *kesinlikle* "definitelly", *muhakkak* "surely"*, elbette* "certainly", *çok* "very", *pek* "quite", ***aslında*** "actually*", kanıtla-* "to prove"*, açık(tır)* "(it is) clear", ***açıkça*** "clearly", ***aşikar*** "explicit"*, asla* "never", *ancak* "merely" *son derece* "extremely"*, (hiç) şüphesiz (ki)* "undoubtedly"*, bilhassa* "in particular", *vurgula-* "to emphasize"*, yadsınamaz* "undeniable", ***en+sıfat*** "the most+adjective" (e.g., Bal-Gezegin, 2016; Dağ Tarcan, 2019; Esmer, 2018; Kan, 2016; Şen, 2019).

3.3.1.3. Attitude Markers

Attitude markers indicate the writer's affective attitudes to the ideas such as surprise, agreement, obligation, frustration rather than epistemic attitude to propositions (Hyland, 2005: 53).

According to Hyland (2008), attitude markers mosly include attitude verbs (e.g. agree, prefer), sentence adverbs (unfortunately, hopefully), and adjectives (appropriate, logical, remarkable). Dueñas (2010) called attitude markers as ROA (research-oriented attitude) as writers evaluate some aspects of their own research.

Considering the findings of previous studies investigating Turkish language, attitude markers could be investigated under five categories as attitudinal verbs, attitudinal adjectives, attitudinal adverbs, deontic modal suffixes, deontic lexical

verbs (see Table 15). These categories are explained respectively with referring to the related previous studies.

(i) Attitudinal verbs

The writers employ attitudinal verbs such as *inanıyorum ki* “I believe in that”, *önemlidir* “…is important” *bunu yapmak zorundayız* “we have to do that”*, dikkate değ-* “to be remarkable”*, dikkat çek-* “to draw attention”, *destekle-* “to support”, *tercih et-* “to prefer”, *inanıyorum* “I believe”, *önem kazan-* “to gain importance” *aydınlat-* “to enlighten”*, hak et-* “to deserve”*, ışık tut-* “to shed light” (Akbaş, 2014; Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Kan, 2016; Şen, 2019).

(ii) Attitudinal adjectives

Previous studies show that writers deploy attitudinal adjectives to indicate their attitudes such as *dikkat çekici* “remarkable” or *önemli* “important”, *interesting* “ilginç”, *uyumlu* “compatible with”, *ile tutarlı* “consistent with”, *ilginç bir biçimde* “interestingly, *şaşırtıcı* “surprising”, *farklı* “different”, *iyi* “good”, *kötü* “bad”, *faydalı ol-* “be useful”, *etkili* “effective” (Akbaş, 2012; 2014; Bal-Gezegin, 2016; Dağ Tarcan, 2019; Esmer, 2018; Kan, 2016; Şen, 2019).

(iii) Attitudinal adverbs

Attitudinal adverb is another category of attitude marker by which the writers express their attitudes in their texts such as *maalesef* “unfortunately”*, umarım* “hopefully”, *neyse ki* “fortunately”, *bence* “in my opinion”, “as expected”*,* “*en azından* “at least” (Bal-Gezegin, 2016; Dağ Tarcan, 2019; Esmer, 2018; Kan, 2016; Şen, 2019).

(iv) Deontic modal suffixes

There are some modality markers which give deontic meaning to the proposition. The grammatical indicator of the concept of necessity in Turkish is *-mAlI* suffix, a main modal inflectional suffix (Corcu, 2003; Erguvanlı-Taylan, 2018; Erk-Emeksiz, 2008; Kocaman, 1988, 1990).

Erguvanlı-Taylan (2018) asserts that along with its deductive reading (epistemic) which is investigated as hedging marker (see p. 45), *-mAlI* has the force of deontic modality (non-epistemic), too. Specifically, the linguistic context in which *-mAlI* is used reveals whether the proposition expresses the deontic or deduction reading. In the example (20), *-mAlI* morpheme carries the deontic modality proposition.

(20) *Sabah beşte kalkacaksan bu gece erken yatmalısın* “If you're going to get up at five in the morning, you should go to bed early tonight” (Erguvanlı-Taylan, 2018).

Even if both deductive and deontic modal meanings have a force of necessity, deontic meaning of *-mAlI* is analyzed as attitude marker as it does not include epistemicity, but rather includes the requirement of written or unwritten social rules (e.g., Bal-Gezegin, 2016; Esmer, 2018). In addition, the use of *-DIr* which is used after *-mAlI* emphasizes the force of obligation/necessity and it has a descriptive value as in the example (21):

(21) *Dil, bilimsel bir yöntemle incelenmelidir* “Language must be studied scientifically” (Kocaman, 1990).

(v) Deontic lexical verbs

Another common marker of the necessitative mood in Turkish which indicates the obligation or necessity is *gerek-* “to be necessary” (Kocaman, 1990). In Turkish, *gerek* can be used as a verb with the meaning of “to be necessary, to be needed, to be required, to be lacking” (Corcu, 2003). *Gerek* “it is necessary” and *lazım* “it is necessary” are used to express deduction and prediction and they are used with a noun as in the example (22):

(22) *Bize kitap gerek/lazım* “A book is necessary to us” (Kerimoğlu, 2010).

Writers employ deontic lexical verbs such as *gerek-* “need”, *gerek gör-* “to regard necessary”*, zorunda/mecbur bırak-* “to compel”*, zorunda hisset-* “to feel obliged

to”, *zorunlu/mecbur tut-* “to make obligatory”, *zorunlu/mecbur/şart kıl-* “to oblige to do”, *zorunlu gör-* “to regard necessary”, *mecbur et-* “to force”, *şart koş-* “to impose conditions” to express their attitude towards a proposition in the texts In (e.g. Bal-Gezegin, 2016; Corcu, 2003, Esmer, 2018).

3.3.1.4. Self-Mentions

Self-mentions embody "the degree of explicit author presence in the text measured by the frequency of first-person pronouns (I, we) and possessive adjectives (me, our) (Hyland, 2005) and the authors use these devices to include themselves in their proper text.

Self-mentions could be investigated under two sub-categories as explicit authorial references and implicit authorial references (see Table 15). These categories are explained respectively by referring to the related previous studies.

(i) Explicit authorial references

The use of I- and we-based instances were labelled as explicit authorial references as they explicitly manifest the presence of the writer (Göksel & Kerslake, 2011).

Previous studies which investigate Turkish MDMs illustrate that writers explicitly refer to themselves and their individual contribution in their texts with explicit authorial references by employing first person singular/plural pronouns *ben* “I,” *biz* “we”, *benim* “my”, *bizim* “our”, *beni/bana “*me”, *bizi/bize* “us”, *kendim/kendimiz* “myself/ourselves” and first person singular suffixes *-(I)m, -(U)m* and first person plural suffixes such as *–(I)mIz, –(U)mUz, -(I)k, -(I)z* (e.g., Akbaş, 2012; Bal-Gezegin, 2016; Bayyurt, 2010; Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Kan, 2016; Şen, 2019).

In addition, Turkish has the following first person pronouns: first person singular/plural possessive pronoun with the particle ki(n) *benimki* “mine”, *bizimki*

“ours”, first person singular/plural reflexive possessive pronoun with the particle *ki(n) kendiminki* “that which is mine”, *kendimizinki* “that which is ours” (Underhill, 1979; Kornfilt, 1997).

These pronouns could be categorized as self-mention as the writers exclusively refer to themselves with these pronouns. The use of “we” as explicit authorial reference is referred as the “collective we” or “exclusive we” as it refers to each author in the text which has more than one author (Hyland, 2001; Ädel, 2006).

However, as a thesis is not written more than one author, the use of “we” as “exclusive we” was not searched and included in the analytical framework for Turkish metadiscourse markers given in Table 15. Therefore, only first person singular pronouns/suffixes were analyzed as explicit authorial references in this study.

(ii) Implicit authorial references

Implicit authorial references, on the other hand, reveal that the authors simply background their authorial-self and construct an authorial invisibility to some extent, which is regarded as “intentional stylistic manoeuvre” (Akbaş, 2014, p.95) to restrict their involvement by using an inanimate subject.

It was found out that the writers marked their personal identity implicitly by referring to themselves as *araştırmacı* “the researcher” (e.g., Akbaş, 2012; Dağ Tarcan, 2019; Kan, 2016).

In addition to these inanimate subjects, Akbaş and Hardman’s (2017) study revealed that the writers also refer to themselves with agentless passives such as *rastlanmıştır* “It was found” and *incelenmiştir* “It was examined”.

3.3.1.5. Engagement Markers

Engagement markers are used to “explicitly address readers either to focus their attention or include them as discourse participants" (Hyland, 2005b, p.53),

namely to “treat readers as "the real players of the text rather than merely implied observers of the discussion” (Hyland, 2001, p.552).

According to Hyland (2005), engagement markers have five sub-categories as reader pronouns (e.g. “you” singular/plural); personal asides (e.g. personal ideas given in the parantheses or between two short lines); appeals to shared knowledge (e.g. obviously); questions and directives (imperatives such as “consider”, “note”, “imagine”).

Engagement markers could be investigated under six sub-categories as reader pronoun, inclusive we, directives, personal asides, appeals to shared knowledge, rhetorical questions (see Table 15). These categories are explained respectively by referring to the related previous studies.

(i) Reader pronoun

Reader pronouns such as *sen/siz* “you”, *kendin/kendiniz* “yourself/yourselves” bind writer and reader together. Previous studies illustrate that writers involve the reader in the discussion by employing the engagement markers such as *sen/siz* “you”, *sizlere* “to you”, *size* “you”*, sizin* “your”*, senin* “your”*, sana* “you”*, düşünün* “think” (Can, 2006; Dağ Tarcan, 2019; Kan, 2016; Şen, 2019,).

The other second person singular/plural pronouns and suffixes could be considered as reader pronouns as they may be used for including the reader in the text by addressing the reader: second person singular/plural pronouns *sen/siz* “you”, second person singular/plural suffixes *–(I)n/–n(I)z,* second person singular/plural possessive pronoun *senin/sizin* “your”, second person singular/plural possessive pronoun with the particle ki(n) *seninki/sizinki* “yours”, second person singular/plural possessive suffix *–(I)n/–(I)nIz, second* person singular/plural object pronouns seni/sana/sizi/size, second person singular/plural reflexive pronoun *kendin/kendiniz* “yourself/yourselves”, second person singular/plural reflexive possessive pronoun with the particle *ki(n)*

kendininki/kendinizinki “that which is yours” (Kornfilt, 1997; Göksel & Kerslake, 2005).

(ii) Inclusive we

Writers draw readers into the text through not only the use of “you” but also by employing “inclusive we”. Inclusive “we” is used to refer to both reader and writer (Martin, 2004).

Inclusive “we” establishes “common ground” and “solidarity” with reader (Fu & Hyland, 2014, p.10). More specifically, it displays the authors’ “collective social identity in which people are quite conscious of social norms in developing their arguments” (Hyland, 2002). The authors tend to involve their readers by equating themselves with their intended readers with *biz, -dIk, -mIz* (Akbaş, 2014; Şen, 2019).

The following third person plural pronouns and suffixes could be considered as engagement markers as they may be employed for including the readers in the text: first person plural pronouns *biz* “we”, first person plural suffixes *–(I)z, -(I)k*, first person plural possessive pronoun *bizim* “our”, first person plural possessive pronoun with the particle ki(n) *bizimki* “ours”, first person plural possessive suffix *–(I)mIz,* first person plural object pronouns *bizi/bize* “us”, first person plural reflexive pronoun *kendimiz* “ourselves”, first person plural reflexive possessive pronoun with the particle *ki(n) kendimizinki* “that which is ours”, first person plural reciprocal pronoun *birbirimiz* “each other”, “one another” (Göksel & Kerslake, 2005; Kornfilt, 1997).

(iii) Directives

Directives are markers which are used to instruct the readers to perform an action or to follow a certain reasoning and are often signalled by three ways; by imperative words (e.g. compare), by modals of obligation (e.g. must and should) or by predicative adjectives showing judgement of necessity or importance (e.g.

It is necessary to view these results in the light of, it is important to understand) (Hyland, 2005).

As for the Turkish language, Ergin (1993), Gencan (2001) and Korkmaz (2003) state that imperatives are realized with the following personal pronoun suffixes as *–(y)AyIm /Ø/-sIn/-(y)AlIm/-In(Iz)/-sInlAr.* Specifically, Göksel and Kerslake state that the first person optative forms *-(y)AlIm* and *–(y)AyIm* express action that the speaker proposes for performance jointly with the reader (e.g. *Biraz konuşalım* “Let’s have a little talk”).

Previous studies show that authors employ the directives such as *bakınız* “look”*, düşünün* “think”, *bak/bakınız* “see”, *Tablo 1’e bakınız* “see Table 1" (Akbaş, 2014; Can, 2006; Dağ Tarcan, 2019; Kan, 2016).

As for the modals of obligaton, previous studies in Turkish showed that writers employed directives such as *-mAlI* “must/should/ought” (Şen, 2019) to direct the readers to take some action, e.g. *unutulmamalıdır ki* “it should be remembered that”, *verilmelidir* “it should be given”, *kazandırılmalıdır* “it shoud be gained” (Akbaş, 2014; Dağ Tarcan, 2019).

According to Erk-Emeksiz (2008), the morpheme *-mAlI* has two deontic interpretations with agent subjects that can impose an action: obligaton and suggestion. The suffix *mAlI* “must” in the sentence *ders çalışmalısın* “you must study” carries obligation meaning while in the sentence *bu filmi izlemelisin* “you should watch this movie” it expresses suggestion. Both of them participate the readers in the arguments for authors. The other directive form could be the necessity predicates which show judgement of necessity or importance (e.g. It is necessary/important to.., it is essential that).

(iv) Personal asides

Personal asides “briefly interrupt the argument to offer a comment on what has been said” (Hyland, 2005, p.152) and thus allow writers not only to “intervene” so

as to convey an opinion but also to “initiate a brief interpersonal dialogue” (Hyland, 2005b, p.183). These devices are mostly realized as a stream of words within brackets or hyphens.

(v) Appeals to shared knowledge

The other category of engagement marker is “appeals to shared knowledge” by which the writers involve the readers explicitly in the text by sharing the same understanding with the reader such as “obvious”, “as seen”, “we already know”.

Previous studies on Turkish MDMs reveal that the writers appeal to shared knowledge with the following markers to minimize one-sided argument: *bilindiği üzere* “as known”, *Tablo X göstermektedir* “Table X shows”*, görmekteyiz* “we see that”, *göstermektedir* “it shows that”, *anlaşılmaktadır* “it is realized that”*, öngörülmektedir* “it is predicted that”; *dikkat edilirse* “if paid attention”*, görülmektedir* “was/were seen”, *dikkat edilecek olursa* “if paid attention*”* (in passive construction) (Dağ Tarcan, 2019; Kan, 2016; Şen, 2019).

(vi) Rhetorical questions

According to Hyland (2005b), the writers may also employ rhetorical questions in order to attract and engage the readers. With these questions, the writers invite readers for dialogic involvement and do not require any answer.

3.3.2. Categories of Interactive Markers in Turkish

This section presents the types and functions of interactive markers such as transitions, frame markers, endophoric markers, metadiscoursal evidentials and code-glosses revealed by the previous studies investigating Turkish language. Interactive markers help to guide the reader to understand the text by organizing propositional information in the discourse. In other words, the writers employ the interactive markers to maintain the coherence in the text by managing the flow of information (Hyland, 2005).

3.3.2.1. Transitions

Transitions are indispensable linguistic items of academic writing as they provide the writers with representing various argumentations in their writings (Hyland, 2010). Thus, they help readers follow the steps of the authors' arguments. These markers make semantic relation between main clauses and include a group of devices used to indicate additive (and, furthermore, by the way etc.), consequential (because, thus, therefore, consequently, etc.), comparison relations (similarly, in contrast, but, on the other hand, etc.) (Hyland, 2005).

Taking into consideration the findings of previous studies investigating Turkish language, transitions could be investigated under three sub-categories as addition, comparison and consequence (see Table 15). These categories are explained respectively by referring to the related studies.

(i) Addition

Writers make addition to other ideas with additive transitions such as *-(n)In yanı sıra* "in addition (to)", *-(y)Ip* "by", *-(n)In yanında* "besides", *aynı zamanda* "at the same time", *ilaveten* "in addition", *hatta* "moreover", *aslında* "in fact" (Dağ Tarcan, 2019; Esmer, 2018; Şen, 2019).

(ii) Comparison

Transitions of comparison signalize that the discourse turns in a direction contrary to what has been previously built. These linguistic devices are as follows: *aksine* "on the contrary", *ancak* "however", *bilakis* "on the contrary", *fakat* "but", *oysa* "however", *yine de* "nevertheless" (Esmer, 2018; Dağ Tarcan, 2019; Şen, 2019).

(iii) Consequence

Consequential transitions link two propositions in order to build up a causal link and a consequential result such as *çünkü/zira* "because", *bunun için/onun için/bundan dolayı/bu nedenle* "because of this/that", *-(y)la/ile* "with, because of", *-dan/-den ötürü* "due to, because of", *gereği* "because of", *böylece* "thus", *sonuç*

olarak “as a result” (Dağ Tarcan, 2019; Esmer, 2018; Göksel & Kerslake, 2005; Şen, 2019).

3.3.2.2. Frame Markers

Frame markers are used for the organization of the texts. These linguistic devices make the discourse clear for the reader as they help the reader identify textual boundaries and the shift of arguments. According to Hyland (2005), this category can be used for many reasons: to sequence, to identify, to label text stages, to declare discourse purposes or to indicate a change in topic position.

Considering the findings of previous studies about Turkish language, frame markers could be analyzed under four categories as sequencing, labelling text stages, announcing goals and indicating topic shift.

(i) Sequencing

Studies show that writers use frame markers to sequence the stages of the text such as *ilk/olarak* “first/ly”, *birinci/olarak* “first/ly”, *sonra/daha sonra* “then, next” (Akbaş, 2012; Atasever-Belli, 2019; Can, 2006; Esmer, 2018; Dağ Tarcan, 2019; Şen, 2019).

(ii) Labelling text stages

Labelling text stages is another category of frame markers by which writers deploy in the text in order to guide the reader (e.g. *kısaca* “in sum”, *sonuç bölümünde* “at the conclusion section”*, özet olarak* “in summary”*, son olarak* “finally”) (Akbaş, 2012; Atasever-Belli, 2019; Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Şen, 2019).

(iii) Announcing goals

Some studies in Turkish language also show that writers employ frame markers to announce goals with the following resources: *bu araştırmada* “in this research”, *amaçla-* “to aim”, *hedef/le-* “to target”, *çalış/ıl-* “to try”, *dene-* “to attempt” (Akbaş,

2012; Atasever-Belli, 2019; Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Şen, 2019).

(iv) Indicating topic shift

Indicating topic shift is the other way of organizing texts for the readers. Previous studies show that writers employ this function of frame markers to make the discourse clear for the reader such as *bu bağlamda* “in this context”, *bu çerçevede* “within this perspective”, *bu kapsamda* “within this scope”*, değerlendirildiğinde* “considering”, *bakıldığında* “in terms of” (Akbaş, 2012; Atasever-Belli, 2019; Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Şen, 2019).

3.3.2.3. Endophoric markers

Endophoric markers are phrases which signify a relation to other parts of the text (Hyland, 2005) and they facilitate comprehension by supporting the reader’s interpretations of the text. Endophorics are indicated by expressions like "noted above", "in section 4" and "see Fig".

Endophoric markers could be analyzed into two subcategories as referring to the previous parts of the text and referring to the next parts of the text (see Table 15).

(i) Referring to the previous parts of the text

Writers use endophoric markers to refer to the previous parts of the text such as *söz konusu* “aforementioned”*, yukarıda* “above”*, bahse konu olan* “mentioned”*, bahsedilen* “mentioned”*, sözü edildiği gibi* “as mentioned”*, görüldüğü gibi* “as seen, *yukarıda da geçtiği üzere* “as mentioned above” (Dağ Tarcan, 2019; Şen, 2019).

(ii) Referring to the next parts of the text

Referring to the next parts of the text is another category of endophoric markers writers use in their texts to refer to the next parts such as *aşağıda* “below”*, aşağıdaki* “the below”*, tablo* “the table”*, çizelge* “the chart” (Dağ Tarcan, 2019; Şen, 2019).

3.3.2.4. Metadiscoursal Evidentials[1]

Metadiscoursal evidentials are "metalinguistic representations of an idea from another source" (Thomas & Hawes, 1994, p.129) and they help the author empower the persuasiveness in the text by referring to the information which originates outside of current text. In academic discourse, these markers typically take the form of academic attributions and expressions like "according to X" and "Z states that".

In Turkish language, the following metadiscoursal items such as “(Hunston, 2000)”, *Hyland (1988a)’nın da eklediği gibi* “as Hyland (1998) adds”, *sözü edilen* “mentioned”*, alanyazın* “the literature”, *benzer bir araştırmada* “in a similar study” are given as examples of metadiscoursal evidentials as they refer to material from other sources of knowledge (see Table 15) (Dağ Tarcan, 2019; Şen, 2019).

However, evidentials refer to the suffix *-mIş* in Turkish grammar books (e.g. Erguvanlı-Taylan, 1984; Göksel & Kerslake, 2005) and *-mIş* is used to mark the past events indirectly, namely it is used to encode events which are not consciously experienced by the speaker, instead based on someone else’s hearsay or physical act (Aksu-Koç, 1986).

3.3.2.5. Code-glosses

Writers employ code-glosses to express “additional information by rephrasing, explaining or elaborating what has been said” (Hyland, 2005a, p. 52). By providing the additional information, the authors ensure the reader to be able to recover their intended meaning in the academic text. The function of elaboration is categorized into two subfunctions: reformulation and exemplification.

Reformulation serves as a discourse function which provides a restatement of the first part for better understanding of the second part using different wording (e.g.

[1] Evidential markers present information from other texts from metadiscoursal perspective (Hyland, 2005a). Therefore, the category of evidential is labelled as “metadiscoursal evidential” in the current study as the metadiscoursive functions are investigated, not the suffix *-mIş* indicating the past events indirectly experienced which is given in Turkish grammar books.

in other words, specifically, in particular) and parantheses. On the other hand, by exemplification, the writer supports the first part by providing an example in the second part (e.g. like, for instance, say, e.g., for example, and such as). (Hyland, 2007). Code-glosses are analyzed under two categories as reformulation and exemplification (see Table 15).

(i) Reformulation

In Turkish language, the following examples as *(olarak) tanımla-* “to define as”*, …olarak* “as”*, yani* “namely/that is”*, (olarak) adlandır- / (olarak) isimlendir-* “to name as”*, başka bir ifadeyle* “in other words”*, daha açık bir ifadeyle* “more clearly”*, deyim yerindeyse* “so as to say”*, diğer bir değişle* “in other words”, *bu anlamda* “in this sense”*, anlamına gel-* “to mean”, *diyorum ki* “I mean”, (…) are given as reformulation markers as they reformulate statements (e.g., Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Şen, 2019).

(ii) Exemplification

On the other hand, the following linguistic items as *… gibi* “like…”*, vb./vs.* “etc”*, mesela/örneğin* “for example”, *yani* “that is to say” are given as exemplification type of code-glosses as they exemplify the statements (e.g., Can, 2006; Dağ Tarcan, 2019; Esmer, 2018; Şen, 2019).

CHAPTER 4
METHODOLOGY

This study is an attempt to investigate the use of MDMs in conclusion sections of MA theses written in the Turkish language and to reveal gender-based and diachronic influences. A detailed information about the methodology of the present study such as the corpus of the study, data collection and procedure and analytical framework is given below.

4.1. CORPUS

In this study, MA theses were compiled from the website of the the Council of Higher Education (YÖK) National Theses Center (https://tez.yok.gov.tr/UlusalTezMerkezi/). The disciplines of MA theses were randomly chosen among the disciplines within social sciences on this website. These disciplines are History (HIS), Sociology (SOC), Turkish Language and Literature (TLL) and Philosophy (PHI), which are soft pure sciences according to Biglan's (1973a) classification of academic disciplines. Within soft pure sciences, History, Language, Literature, Philosophy are humanities while Sociology is a social science (Becher & Trowler, 2001; Biglan, 1973a).

In the current study, MA theses in the field of HIS, SOC, TLL and PHI are analyzed. In the pilot study, MA theses in the field of Psychology (PSY) were examined along with HIS, TLL and PHI (for more details, see 4.5). However, as it was detected that there were not any theses having conclusion sections written in PSY before the year of 2005 on the website, the field of PSY was not included in data analysis of the current study. Instead of PSY, the field of SOC was added to the data analysis, as another discipline of social science.

Moreover, the corpus was composed of MA theses published in 2004 and 2019 years. Because, MA theses in HIS, PHI and TLL published before 2004 included titles like conclusion and evaluations, discussion and conclusion, conclusion and suggestions, but not a separate conclusion section. On the other hand, the other

publication date was determined as 2019 as it is the starting date of the current study.

The corpus of the study includes a total of 80 MA theses. Table 11 illustrates the number of MA theses according to the gender of the authors and MA theses' years of publication.

Table 11

The Categorization of the Corpus

	Male	Female	Total
2004	20	20	40
2019	20	20	40
Total	40	40	80

As given in Table 11, a total of 80 MA theses of which 40 was written by female authors, 40 were written by male authors, 40 were published in 2004, 40 were published in 2019 were sampled for the present study. More specifically, the corpus of the study was distributed and categorized into four corpora regarding the years of publication of MA theses and gender of the authors and each corpus includes 20 MA theses' conclusion sections (for the list of MA theses from which data were selected, see Appendix-1).

The corpus of the present study comprised a total of 60654 words. Table 12 clearly demonstrates the quantification of words in the extracted conclusion sections of Turkish MA theses.

Table 12

Corpus size (Word Count) in regard to the Gender of the Authors and Years of Publication

	Male	Female	Total
2004	17989	12501	30490
2019	14567	15597	30164
Total	32556	28098	60654

As indicated in Table 12, the number of the words in MA theses written by male authors (32556) is more than in the MA theses written by female authors (28098). Similarly, the number of words in 2004 corpora (30490) is more than in 2019 corpora (30164).

4.2. DATA COLLECTION PROCEDURE

As for the collection process, stratified random sampling method was applied as the corpus was divided into smaller groups such as the gender of the author and years of publication.

Firstly, MA theses written in Turkish and published in the fields of HIS, TLL, SOC and PHI and the accessible ones in 2004 and 2019 years were listed automatically as the website provides this type of search (https://tez.yok.gov.tr/UlusalTezMerkezi/). The following numbers of MA theses published in 2004 and 2019 years were achieved respectively: 29 and 345 in PHI MA theses; 184 and 162 in TLL MA theses; 158 and 149 in HIS MA theses; 74 and 95 in SOC MA theses.

Secondly, these MA theses were manually scrutinized one by one for detecting the MA theses to be investigated in the current study. Then, the MA theses which do not have conclusion sections, which have non-Turkish named supervisors, which were written by non-Turkish named authors and by unisex-named authors were excluded and the suitable MA theses for investigation were determined.

Table 13 illustrates the numbers of these theses according to the year of publication, gender and disciplines.

Table 13

The Numbers of MA Theses which are Suitable for the Analysis

	HIS		TLL		SOC		PHI	
	F	M	F	M	F	M	F	M
2004	47	65	68	61	15	32	10	13
2019	67	59	76	42	43	10	106	72

As having the least number of MA theses at the end of the elimination process, the number of MA theses written by female authors in the field of Philosophy and published in 2004 (n=10) was taken as a base for determining the number of MA theses to be investigated. Accordingly, for each discipline 20 MA theses were compiled considering the equal gender and year distribution as each comprising 5 MA theses randomly.

4.3. ANALYTICAL FRAMEWORK

We have adopted Hyland's (2005a) classification model of metadiscourse as the theoretical framework. The reason behind is that this model is believed to be designed specifically for academic writing (Zarei & Mansoori, 2011, p. 45). In addition, as Hyland (2005a) states this model includes the previous models in such a way that it overcomes the gaps and overlaps them.

Hyland’s (2005a) model includes two main categories as interactive and interactional metadiscourse devices. Table 14 clarifies these metadiscourse types with the functions and examples of its sub-categories.

Table 14

Hyland's (2005a) Metadiscourse Taxonomy

Category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	Express semantic relation between main clauses	And, in addition, but, consequently
Frame markers	Refer to discourse acts, sequences, or text stages	Finally, to conclude, my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above, see Fig.,in Section 2
Evidentials	Refer to source of information from other texts	According to X, (Y, 1990), Z states
Code-glosses	Help readers grasp meanings of ideational material	Namely, e.g., such as, in other words
Interactional	Involve the reader in the text	Resources
Hedges	Withhold writer's full commitment to proposition	Might, perhaps, possible, about
Boosters	Emphasize force or writer's certainty in proposition in fact / definitely / it is clear that	In fact, definitely, it is clear that
Attitude Markers	Express writer's attitude to pro-position	Unfortunately, I agree, surprisingly
Engagement Markers	Explicitly refer to or build relationship with reader	Consider, note that, you can see that
Self-Mentions	Explicit reference to author(s)	I, we, my, our

As shown in Table 14, in Hyland's (2005a) model, MDMs are grouped into two main categories according to their prevailing function in writer-reader interaction. First category includes interactive metadiscourse devices which help the writer manage the information in the text organization and guide the reader through the text. Another main category is composed of interactional metadiscourse devices which function to involve the reader in the text and to display the writers' affective values.

In the present study, Hyland's (2005a) list was not taken as the sole reference in the analysis of MDMs as previous studies have confirmed that the use of MDMs differs according to the writers' cultural background (e.g., Akbaş, 2012; Boshrabadi et al., 2014; Dontcheva-Navratilova, 2016) and language (e.g., Yang, 2009; Jalilifar, 2011; Mur-Dueñas, 2011; Mirshamsi, 2013; Kuhi, 2014; Lee & Casal, 2014; Mu et al., 2015). Along with these reasons and that Turkish language is morphologically different from English (for information about Turkish language, see section 3.3.), we created a search list for each category of MDMs to analyze the data in this study (see section 4.3.1)

There are some remarkable points to be taken into consideration in the analysis of MDMs. One of them is that in a multiple metadiscoursal situation the most striking metadiscourse item was taken into consideration rather than counting all the occurrences of various types of metadiscourse within a clause as separate tokens. For example; *daha önce de vurguladığımız gibi* "as we emphasized before" includes three different metadiscoursal functions such as endophoric marker (*daha önce de vurguladığımız gibi* "as we emphasized before", booster (*vurgula-* "emphasize") and self-mention (*–(I)mIz)*. However, in the present study, the metadiscourse function which mostly contributes to the clause for making it a metadiscourse marker, namely its primary/dominant function was taken into consideration; hence *daha önce de vurguladığımız gibi* "as we emphasized before" functions as an endophoric marker as it refers to the previous part of the text. Accordingly, in this study we adopted Hyland's functional approach to the analysis drawing on Halliday's SFL model of language (Halliday & Matthiessen 2004), (see the section 2.2. for details) rather than Ädel's (2006) micro-level perspective.

Another point is that the same linguistic item can have more than one metadiscourse marker in different contexts. Along with the presence of homograph words in Turkish language, their different functions should also be taken into consideration in the analysis of MDMs. For example; the resource *sonuç olarak* "finally/consequently" may function as a frame marker to label text

stage which shows the end with the meaning “finally” as in the example (23) or as a transition marker with the meaning “consequently” which is used to connect two statements by a consequential result as in the example (24).

(23) ***Sonuç olarak****, Hak gazetesi hem siyasî ve sosyal olayları hem de edebî ve kültürel faaliyetleri yansıtan önemli bir kaynak olarak değerlendirilebilir* (CFAM_TLL_2019-2). “**Finally**, Hak newspaper can be considered as an important source that reflects both political and social events and literary and cultural activities.”

(24) *Rusların gücüne karşı koyamadılar, açlık ve kolera salgını da başlamıştı.* ***Sonuç olarak*** *silah bırakmak zorunda kaldılar* (CFAM_HIS_2019-1). “They could not resist the power of the Russians; hunger and an epidemic of cholera had begun. **Consequently**, they had to lay down arms.”

Accordingly, we determined the category of the metadiscourse marker after recognizing the context that the linguistic item exists and listed each metadiscourse marker in its sub-category separately.

The other point taken into consideration in the analysis of MDMs is related to the non-propositional nature of metadiscourse markers. As explained in section 2.1., Hyland (2005a) proposes that metadiscourse is distinct from propositional material as propositions refer to all that which concerns thougths, actors or states of affairs in the world outside the text. However, metadiscourse is something that writers are doing in the text such as organizing, clarifying, evaluating the texts (Vande Kopple, 1985).

Moreover, quotes and paraphrased references were omitted in the analysis procedure. When there is a paraphrased reference to a previous study, the surrounding text is analyzed in order to determine whether it includes metadiscoursal element or not.

4.3.1. Analytical Framework for Turkish Metadiscourse Markers

To investigate the MDMs in Turkish MA theses' conclusions in the present study, a list of Turkish MDMs was compiled and adapted from the works of Ağçam (2014), Akbaş (2012, 2014), Akbaş and Hardman (2017), Algı (2012), Atasever-Belli (2019), Bal-Gezegin (2016), Bayyurt (2010), Corcu (2003, 2005, 2006), Çakır (2011), Dağ Tarcan (2019), Doyuran (2009), Ekoç (2010), Erk-Emeksiz (2008, 2009), Güven (2001), Hatipoğlu and Algı (2017, 2018), Işık-Taş (2008), Kan (2016), Karahan (2013), Kerimoğlu (2010), Kerimoğlu and Aksu (2015), Korkmaz (2003), Köroğlu (2019), Sebzecioğlu (2004), Şen (2019) which investigated Turkish MDMs and the properties of Turkish language (for details, see section 3.3).

After the search list was created for each metadiscourse category, the corpus of the present study was examined for all instances of the listed Turkish metadiscourse categories based on Hyland's (2005a) metadiscourse model. Table 15 illustrates the list of metadiscourse categories.

Table 15

The Categorization of MDMs for the Analysis of Turkish Corpus

Interactional Categories	Functions and Examples
HEDGES	
Epistemic adverbs	Indefinite adverbs (e.g. *hemen hemen* "almost", *kısmen* "relatively") Possibility/probability adverbs (e.g. *belki* "perhaps", *muhtemelen* "probably") Adverbs of frequency (e.g. *genellikle* "usually", *nadiren* "rarely")
Epistemic adjectives	Indefinite adjectives (e.g. *belirsiz* "doubtful", *bazı* "some") Possibility and probability adjectives (e.g. *muhtemel* "liable, probable, likely")
Epistemic lexical verbs	e.g *kuşkulan-* "to doubt"

	Passive forms –(I)n/I (e.g. *gözlenmektedir* “It is observed”); Copulas (e.g. *görün*- “seem”)
Pronouns	Indefinite pronouns (e.g. *biri/birisi/birileri* “somebody/anybody”, *bir kimse* “someone”, *bir şey* “something”, *herhangibiri* “anyone” *herhangibir şey* “anything”, *insan* “person; human being” in the singular or plural) Pronominalized determiners (e.g. *bazı(ları)mız/ bazı(ları)nız /bazısı/ bazıları/ kimi/ kimimiz/ kiminiz/ kimisi/ kimileri* “some of us/ you/them”) Editorial we (e.g. first person plural pronouns b*iz* “we”, first person plural suffixes *–(I)z, -(I)k,* first person plural possessive pronoun *bizim* “our”, first person plural possessive pronoun with the particle ki(n), *bizimki* “ours”, first person plural possessive suffix *–(I)mIz,* first person plural object pronouns *bizi/bize* “us”, first person plural reflexive pronoun *kendimiz* “ourselves”, first person plural reflexive possessive pronoun with the particle *ki(n) kendimizinki* “that which is ours”)
Epistemic modal suffixes	*-(y)Abil+(A/I)r* “PSB-AOR” *-(A/I)r* “AOR” *-DIr* “COP” (in nominal predicate) *-(y)AcAK+DIr* “FUT-COP” *-mIş+DIr* “PRF-COP” *-mIş ol+mAlI+DIr* “PF AUX-OBLG-COP” *-(I)yor ol+mAlI+DIr* “IMPF AUX-OBLG-COP” *-AcAk ol+mAlI+DIr* “FUT AUX-OBLG-COP”
BOOSTERS	
Universal pronouns	e.g. *her*- “every”, *hiç*- “no-”
Amplifiers	e.g. *tamamen* “exactly”, *kolaylıkla* “easily”, *yakından* “closely”, *çok* ‘extremely’, *aşırı* ‘extremely’
Emphatics	e.g. *elbette* “for sure”, *asla* “no way”, *kesinlikle* “absolutely”, *göster*- “to demonstrate”
Modal suffixes indicating certainity	*-(A/I)r* “AOR” *-Dır* “COP” (in nominal predicate) *-(y)AcAK+DIr* “FUT-COP”

	-mIş+DIr “PRF-COP” *-mAktA+DIr* “IMPF+COP”
ATTITUDE MARKERS	
Attitudinal verbs	e.g. *dikkat çek-* “to attract attention”, *endişe duy-* “to worry”
Attitudinal adjectives	e.g. *önemli* “important”, *farklı* “different”, *iyi* “good”
Attitudinal adverbs	e.g. *maalesef* “unfortunately”, *umut verici şekilde* “promisingly”
Deontic modal suffixes	*-mAlI* “OBLG” *-mAlI+dIr* “OBLG+AOR”
Deontic lexical verbs	*…gerek-* “need”, *zorunlu/mecbur tut-* “to make sth obligatory”
SELF-MENTIONS	
Explicit Authorial References	e.g. first person singular pronouns *Ben* “I”, first person singular suffixes *–(I)m,* first person singular possessive pronoun *benim* “my”, first person singular possessive pronoun with the particle *ki(n) benimki* “mine, first person singular possessive suffix *–(I)m,* first person singular object pronouns *beni/bana* “me”, first person singular reflexive pronoun *kendim* “myself”, first person singular reflexive possessive pronoun with the particle *ki(n) kendiminki* “that which is mine”
Implicit Authorial References	Agentless passives (e.g. *rastlanmıştır* “It was found”; *incelenmiştir* “It was examined”) Inanimate subjects (e.g. *araştırmacı* “the researcher”, *araştırma ekibi* “the research team”, *tarafımızca* “by ourselves”)
ENGAGEMENT MARKERS	
Reader pronoun	e.g. second person singular/plural pronouns *sen/siz* “you”, second person singular/plural suffixes *–(I)n/–n(I)z,* second person singular/plural possessive pronoun *senin/sizin* “your”, second person singular/plural possessive pronoun with the particle *ki(n) seninki/sizinki* “yours”, second person singular/plural possessive suffix *–(I)n/–(I)nIz, second* person singular/plural object

	pronouns *seni/sana/sizi/size* “you”, second person singular/plural reflexive pronoun *kendin/kendiniz* “yourself/yourselves”, second person singular/plural reflexive possessive pronoun with the particle *ki(n) kendininki/kendinizinki* “that which is yours”
Inclusive “we”	e.g. first person plural pronouns *biz* “we”, first person plural suffixes *–(I)z, -(I)k,* first person plural possessive pronoun *bizim* “our”, first person plural possessive pronoun with the particle ki(n) *bizimki* “ours”, first person plural possessive suffix *–(I)mIz,* first person plural object pronouns *bizi/bize* “us”, first person plural reflexive pronoun *kendimiz* “ourselves”, first person plural reflexive possessive pronoun with the particle *ki(n) kendimizinki* “that which is ours”, first person plural *birbirimiz* “each other”, “one another”
Directives	Imperative suffixes (e.g. *-AyIm /Ø/-sIn/-AIlm/-In(Iz)/-sInlAr)* Necessity modals (e.g. *mAlI* “must, should”) Necessity predicate (e.g. *Bu konuyu anlamak önemlidir/gereklidir* “It is important to understand this issue”)
Personal asides	(), / - - (personal ideas given in the parantheses or between two short lines)
Appeals to shared knowledge	e.g. *görmekteyiz* “we see that”, *göstermektedir* “it shows that”; passive forms (e.g. *görülmektedir* “was/were seen”, *anlaşılmaktadır* “it is realized that”*, öngörülmektedir* “it is predicted that”)
Rhetorical questions	e.g. *Bu tutsak kültürde, neyi savunabiliriz, neyi amaç olarak belirleyebiliriz?* “In this captured culture, what can we defend, what can we determine as the goal*?*
Interactive Categories	
TRANSITIONS	
Addition	e.g. *ve* “and”*, ayrıca* “in addition”*, bundan başka* “moreover”
Comparison	e.g. *aynı şekilde* “in the same way”*, keza* “likewise”

Consequence	e.g. *çünkü* "because"*, bu yüzden* "for this reason"*,* dolayısıyla "thereby", *böylece* "by this way"
FRAME MARKERS	
Sequencing	e.g. *ilk/olarak* "first/ly", *birinci/olarak* "first/ly", *sonra/daha sonra* "then, next"
Labelling text stages	e.g. *sonuç bölümünde* "at the conclusion section"*, özet olarak* "in summary"
Announcing goals	*bu araştırmada* "in this research", *bu çalışmada* "in this study", *bu amaç/la* "purpose"
Indicating topic shift	e.g. *değerlendirildiğinde* "considering", *bakıldığında* "in terms of", *bu bağlamda* "in this context"
ENDOPHORIC MARKERS	
Referring to the previous parts of the text	e.g. *yukarıda da geçtiği üzere* "as mentioned above", *yukarıdaki* "the above"
Referring to the next parts of the text	e.g. *aşağıda belirtildiği gibi* "as stated below*, aşağıdaki* "the below"*, bir sonraki* "the next"*, ilerleyen bölümlerde* "in the nexts sections"
METADISCOURSAL EVIDENTIALS	e.g. (Hunston, 2000), *Hyland (1988)'ın da eklediği gibi* "as Hyland (1998) adds", *alanyazın* "the literature"
CODE-GLOSSES	
Reformulation	e.g. *bu demek* "this means"*, diyorum ki* "I mean"*, diğer bir deyişle* "in other words", *anlamına gel-* "mean", *(olarak) tanımla-* "define as" The use of parantheses e.g. *tecrübi* (empirik)
Exemplification	e.g. *…gibi* "like"*, vb./vs.* "etc"*, mesela/örneğin* "for example"

4.4. DATA ANALYSIS PROCEDURE

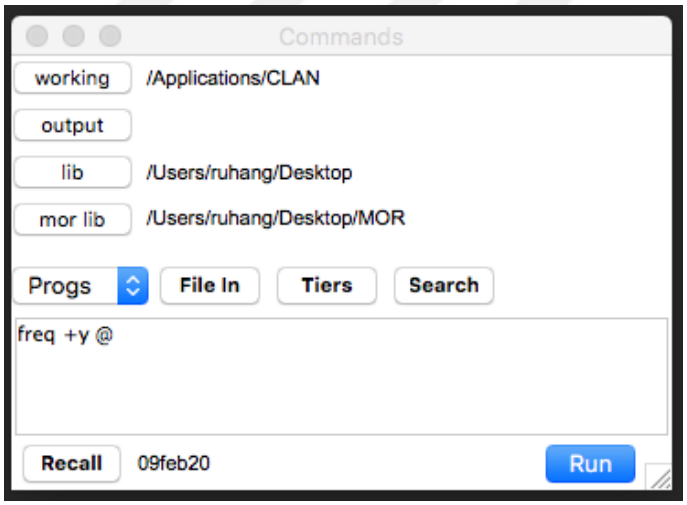
This research was employed by combining qualitative and quantitative research methods. That is, metadiscourse items of each category were classified in their corresponding groups based on Hyland's interpersonal model of metadiscourse (2005) and their frequency of use was statistically analyzed.

In addition to the list of MDMs proposed by Hyland (2005a), previous studies focusing on Turkish metadiscourse resources were scrutinized to create a search list for each metadiscourse device (a detailed information was given in 4.3.1 Analytical Framework).

MA theses retrieved from the website of the Turkish National Thesis Center were all in pdf form. The format of the files was all converted into Word document (.docx) to be compatible with the format of the CLAN Program which is a program used to calculate the frequency of each word in the texts (FREQ). Figure 1 is a screen from FREQ search for each word in the MA theses' conclusion sections written by five female writers in 2004 in the field of Philosophy (CFAM_PHI_2004).

Figure 1

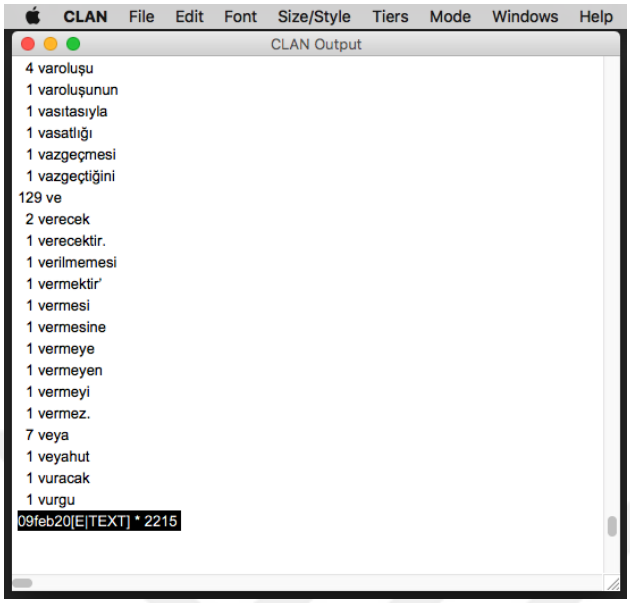
An Example of FREQ Search for Each Word



After the FREQ option is selected among Progs, +y is written on the Commands page as +y option allows us to work on non-CHAT files, namely non-conversational data (for details, see https://talkbank.org/manuals/CLAN.pdf). Then, the file to be analyzed is selected with "file in" button and the program is run. Figure 2 is a screen from FREQ output which shows the frequency occurrences of each word.

Figure 2

A Screenshot of FREQ Output Page

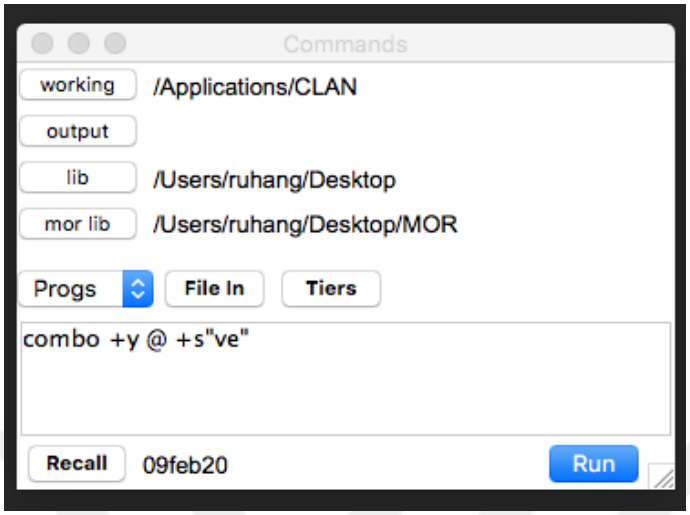


The frequency of occurrences of the words in the corpus can be clearly understood from Figure 2. For example, there are 129 occurrences of *ve* “and” in the MA theses written by female authors in the field of Philosophy in 2004 (CFAM_PHI_2004).

To count a linguistic item as a metadiscourse resource, we also run another CLAN program, named as COMBO as it provides context in which the linguistic forms are used. Figure 3 displays an example of COMBO search for *ve* “and” in CFAM_PHI_2004.

Figure 3

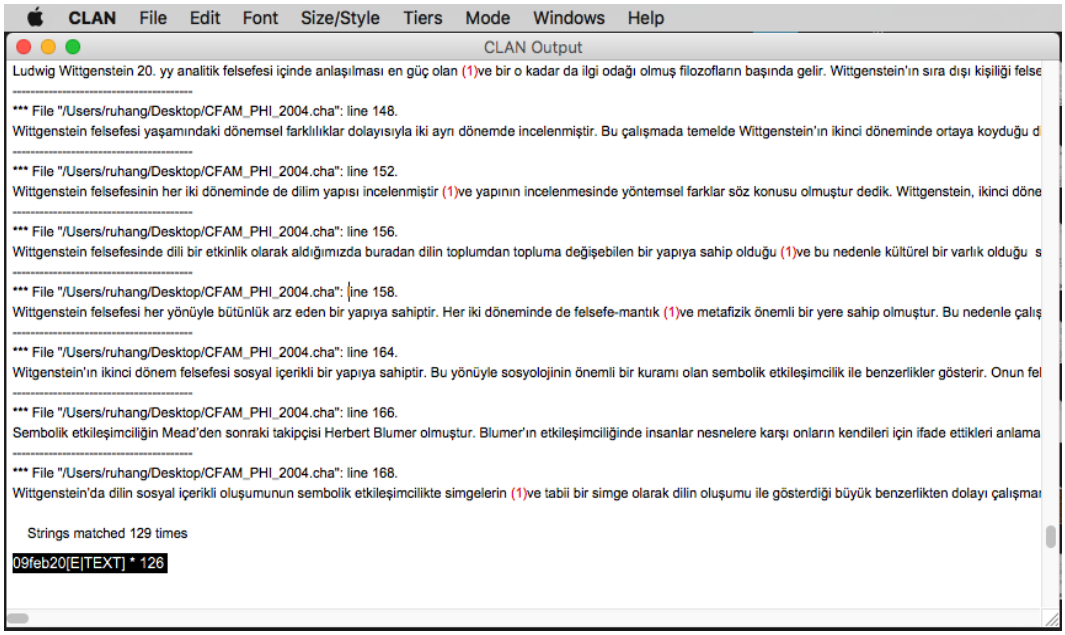
An Example of COMBO Search for “ve”



‘+s’ option, displayed in Figure 3 is used to specify the search for “ve” in the data with the use of COMBO program. Below is given a screenshot of the output of COMBO search above.

Figure 4

A Screenshot of COMBO Output Page



In Figure 4, some of the instances of *ve* “and” can be seen. By triple clicking on the line with the three asterisks at the beginning of the File name, the researcher can be taken directly to the correct line in the corpus. In this way, the co-occurring linguistic forms can be seen and it can be realized that whether they have metadiscourse value or not. For example; whereas *ve* “and” in line 152 in Figure 4 functions as a transition marker, it is not a transition marker in line 158 as it does not connect clauses.

As metadiscourse features are multifunctional (Hyland, 2005a) and context-dependent (Hyland, 2017), both automatic searching procedure mentioned above and manual analysis were carried out to avert error in the analysis.

To increase the degree of reliability of the analysis and the findings regarding MDMs, a second rater in the field of Linguistics analyzed the 20% of the corpus (n=16) which were selected randomly taking into account the homogeneous distribution for the gender of the author, disciplines and years of publication of MA theses. To assess the agreement between two raters in detecting the categories of metadiscourse markers, an inter-rater reliability analysis was performed using Cohen’s Kappa in the “irr” package (Gamer et al., 2019) in R (R Core Team, 2013). There was a substantial agreement between the two raters, kappa=0.76, $p<0.0001$.

Following the agreement between the raters, raw frequencies, overall percentages (per 100 words) and cumulative percentages of MDMs were calculated to reveal the frequencies of main and sub-categories of MDMs used in Turkish MA theses’ conclusion sections. However, as the word sizes of the data groups analyzed in the present study were not equal (see Table 13), they were normalized to per 100 words depending on the item being investigated as Friginal and Hardy (2014) suggest that normalization allows the researchers to compare texts and corpora of differing lengths.

In addition to the frequency counts, log-likelihood statistics was run to find out whether there was a statistically significant difference between male-female corpora, 2004-2019 corpora, 2004 female-2019 female corpora and 2004 male-2019 male corpora in the use of MDMs.

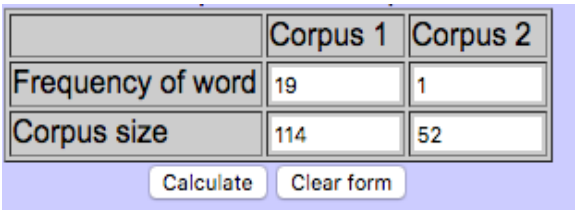
Log-likelihood (LL) is useful for contrastive studies since it compares the raw frequency of metadiscourse items between unequal corpora and determines whether a frequency is statistically higher or lower in one corpus relative to another (Ädel & Erman, 2012; Dunning,1993; Lancaster, 2016; Oakes, 1998). In a similar vein, Simpson-Vlach and Ellis (2010, p. 492), have argued that statistics like loglikelihood are ‘‘useful for comparing the relative frequency of words or phrases’’ across corpora.

As the present study involves uneven distributions of corpus data (see Table 13), log-likelihood was chosen for comparison of corpus data in this analysis as a significance testing method, instead of a factor analysis like Analysis of Variance Test (ANOVA) because this technique requires homogeneity of variances and normality of data distribution.

The Web-based Log likeli-hood wizard (http://ucrel.lancs.ac.uk/llwizard.html) was provided by Paul Rayson (Computing Department, University of Lancaster). Below is the screenshot of Log-likelihood calculator on the given webpage address with an instance of corpus.

Figure 5

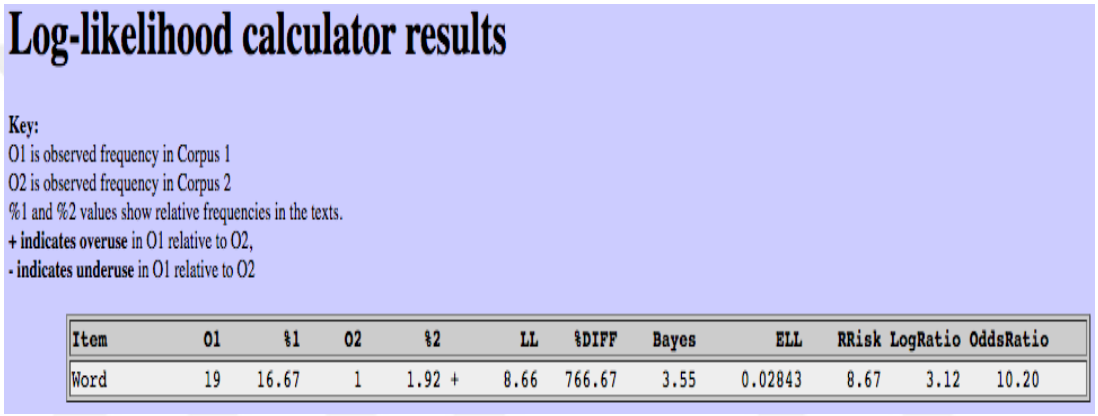
A Screenshot of Log likeli-hood Calculator



To run the Log-likelihood calculator, we should enter the information regarding two corpora separately: total number of words (corpus size) and frequency of words. After the necessary information is entered and “calculate” button is clicked, this test calculates the statistical significance and gives the relative frequencies of the item in both corpora and illustrates the results as shown in Figure 6.

Figure 6

A Screenshot of Log likeli-hood Calculator Results



Log-likelihood calculator results

Key:
O1 is observed frequency in Corpus 1
O2 is observed frequency in Corpus 2
%1 and %2 values show relative frequencies in the texts.
+ indicates overuse in O1 relative to O2,
- indicates underuse in O1 relative to O2

Item	O1	%1	O2	%2	LL	%DIFF	Bayes	ELL	RRisk	LogRatio	OddsRatio
Word	19	16.67	1	1.92 +	8.66	766.67	3.55	0.02843	8.67	3.12	10.20

Some of the symbols shown in Figure 6 represent the following points: O1 displays the frequency of the item in the Corpus1; O2 displays the frequency of the item in the Corpus2; %1 and %2 values show the relative frequencies in Corpus 1 and Corpus 2 respectively; LL gives the LL ratio of the Corpus 1 against Corpus 2 with the symbol (+) which indicates overuse in O1 relative to O2 or with the symbol (-) which indicates underuse in O1 relative to O2. For example, in the result of the analysis above, the item in the Corpus 1 is overused (LL ratio=+8.66) against the Corpus 2.

Another remarkable point is that the higher log-likelihood value means the more significant difference between two frequency scores. Rayson (as cited in Iyabo, 2019) provides the following scale on the basis of which significance of log-likelihood values can be interpreted.

> “95th percentile; 5% level; *p<0.05;* critical value= 3.84
> 99th percentile; 1% level; *p<0.01*; critical value= 6.63
> 99.9th percentile; 0.1% level; *p<0.001;* critical value= 10.83
> 99.99th percentile; 0.01% level; *p<0.0001*; critical value= 15.13”

According to Montoro (2012), we can understand from the scale above that “the higher the LL cut-off point (15.13), the lower the possibility that the statistical significance of the results is fortuitous” or in other words “the more likely it is that the observed frequencies are being infuenced by something other than chance” (McEnery & Wilson 2001, p. 84-85). Therefore, if the log likeli-hood is 3.84 or more, the probability of its happening by chance is less than 5% and it is expressed as p<0.05.

As for the current study, this scale enables the researcher to interpret the LL values as whether two corpora (e.g. male vs. female, 2004 vs. 2019, 2004 female vs. 2019 female, 2004 male vs. 2019 male corpora) significantly differ from each other or not in the employment of metadiscourse items. In the example given in Figure 6, LL ratio is +8.66 which corresponds to 99th percentile with p<0.01 value. It means that there is statistically significant difference between two corpora in regard to metadiscourse use as it is higher than the critical value, 3.84.

Accordingly, we use LL calculator in the present study to figure out whether metadiscourse use in MA theses differs significanly in regard to the gender of the authors and year of publication and learn about the overuse or underuse of MDMs according to these parameters.

4.5. THE PILOT STUDY

This section briefly overviews the procedure and findings of the pilot study. The main purpose of this pilot study was to examine the feasibility of the intended study for investigating the MDM use from diachronic and gender-based perspectives. Accordingly, the pilot study was conducted with the following research method and revealed the following results.

The corpus of the pilot study featured a total of 7050 words in conclusion sections of 8 Turkish MA theses written in the fields of HIS, TLL, PSY, PHI published in 2005 and 2018 years and written by 4 male and 4 female authors. All the data used in this study was extracted from only the website of the Higher Education Institution (YOK) National Thesis Center. The stratified random sampling method was used as the collection process involved the division of the corpus into smaller groups. Below is presented the quantification of the words in the corpus.

Table 16

Corpus Size and Composition of the Pilot Study

Years	Male	Female	Total
2005	2012	2942	5054
2018	885	1111	1996

In data analysis procedure, metadiscourse items used in this corpus were classified in each category based on Hyland's Interpersonal Model of Metadiscourse (2005a) and calculated manually by the raters. Another researcher in the field of Linguistics analyzed the corpora after receiving the sufficient training in doing the task. To determine consistency among the raters, an inter-rater reliability analysis using the Kappa statistics was performed. The inter-rater reliability for the raters was found to be Kappa = 0.92 ($p<0.001$). Inter-rater reliability between 0,81-1,00 means almost a perfect agreement between raters (Weingart et al., 2005).

As indicated in Table 16, word sizes of the corpus are not equal. For this reason, they were normalized to per 100 words for comparison. The collected data were put into Log likeli-hood calculator and the frequency counts of the uses of each interactive and interactional MDMs in the data were calculated. At the end of the analysis, a total number of 1411 items of MDMs were detected in the corpus over 7050 words. Considering the gender of the authors, 602 MDMs were observed in the corpus of male authors' MA theses (CMAM) over 2997 total number of words

whereas 809 IMDMs were found in the corpus of female authors' MA theses (CFAM) over 4053 total number of words. Below are given the frequency of MDMs deployed in corpora of female authors and male authors and the Log-likelihood result.

Table 17

Overall Frequency (per 100) and Log-Likelihood Result of Total MDMs in CMAM and CFAM

	CMAM f	Tokens (per 100)	CFAM f	Tokens (per 100)	LL Ratio
MDMs	602	20.09	809	19.96	+0.01

+ indicates overuse in CMAM relative to CFAM

As can be seen in Table 17, overall metadiscourse use did not differ significantly according to the gender of the authors (LL Ratio: +0.01, $p<0.05$).

As for the analysis of metadiscourse markers diachronically, data analysis revealed that 373 MDMs were observed in 2005 corpus over 1996 total number of words whereas 1068 MDMs were found in 2018 over 5054 total number of words. Table 18 shows the frequencies and Log-likelihood result of overall use of metadiscourse markers in 2018 and 2005.

Table 18

Overall Frequency (per 100) and Log-Likelihood Results of Total MDMs in 2018 MA Theses and 2005 MA Theses

	2018 f	Tokens (per 100)	2005 f	Tokens (per 100)	LL Ratio
MDMs	1068	21.13	343	17.18	+11.49***

Asterisks indicate levels of significance as determined by the log-likelihood test: ***= 'significant at p<0.001 (log-likelihood> 10.83)'
+ indicates overuse in 2018 relative to 2005

As shown in Table 18, LL value is +11.49 which means that metadiscourse markers are significantly overused in 2018 corpus when compared with 2005 corpus.

Overall, the pilot study revealed that there is no significant difference in the use of MDMs according to the gender of the authors. On the other hand, the use of MDMs has increased in the corpus of 2018. Considering the findings attained through the analysis of 8 MA theses' conclusions, the pilot study has verified the feasability of the research method for a large-scale investigation.

The corpus of the pilot study was investigated according to Hyland's (2005) classification of metadiscourse markers, as stated earlier. The pilot study provided insights on the adaptation of metadiscourse categories to Turkish language. Therefore, at the end of the pilot study, it was determined to create a new search list for the analysis of each metadiscourse category based on the previous studies on Turkish language and metadiscourse taking Hyland's (2005a) interpersonal model of metadiscourse.

The pilot study also provided that the use of analysis tool like a CLAN program would be more practical for a larger corpus, instead of detecting the markers manually. Therefore, the researcher learned about the use of this program, prior to the intended study.

In addition to these contributions, the pilot study also suggested that the field of Psychology be excluded from the data analysis of the current study. Because, there was not a conclusion part in the theses published before 2005 in the discipline of Psychology. Accordingly, it was decided to add MA theses in another dicipline of social science namely Sociology to the corpus of the intended study.

CHAPTER 5
FINDINGS AND DISCUSSION

This chapter basically deals with the findings related to the following research questions: 1) What are the functions and frequencies of MDMs used in Turkish MA theses' conclusion sections? 2) What are the significantly employed MDMs in MA thesis' conclusion sections according to gender? 3) Does the use of MDMs in MA theses' conclusion sections change from the year 2004 to 2019? If yes, a) Is there any change from 2004 to 2019 MA theses written by male authors regarding the use of MDMs? b) Is there any change from 2004 to 2019 MA theses written by female authors regarding the use of MDMs?

In the present study, frequency counts were performed in order to reveal the frequencies of overall MDM use, interactive and interactional MDM use and the use of their sub-categories in Turkish MA theses' conclusions. Moreover, Log-likelihood analysis was performed: (i)- to figure out whether academic authors of 2004 and 2019 significantly differed in the use of MDMs (ii)- to examine whether there is a statistically significant diffference in the use of MDMs in regard to gender perspective (iii)- whether there are diachronic variations in MDMs from gender-based perspective.

Overall, in this chapter the overall distribution of interactive and interactional MDMs employed in Turkish MA theses' conclusion sections is presented and discussed in Section 5.1. In this section, each category of interactive MDMs (i.e. transitions, frame markers, endophoric markers, metadiscoursal evidentials, code-glosses) and interactional MDMs (i.e. hedges, boosters, attitude markers, self-mentions, engagement markers) and their subcategories are presented with extracted sentences from the corpus of the study and discussed together with their frequency one by one in the order from the most frequently used sub-categories to the less frequently used ones.

Later, for each category the findings related with gender-based and diachronic influences are shared with their frequency and interpretations in Section 5.2. and 5.3. relatively. Sections 5.4. and 5.5. present the findings and interpretations of overall interactive and interactional MDMs used by female and male authors from diachronic perspective respectively.

5.1. METADISCOURSE MARKERS IN MA THESES CONCLUSIONS

Before moving on to the analysis and findings of the use of MDMs, it would be useful to recall the Hyland's (2005a) taxonomy of MDMs once more.

Interactional MDMs which involve the reader in the text include five subtypes: (1) *Hedges* reflect the authors' opinions. Contrarily, (2) *Boosters* allow the authors express certainty about the proposition. (3) *Attitude markers* are employed to display the authors' affective values. (4) *Engagement markers* involve the readers explicitly in the text. *(5) Self-mentions* are used to explicitly refer to the authors through personal pronouns and possessive adjectives (Hyland, 2005).

On the other hand, interactive MDMs which guide the reader throughout the text include five subtypes: *(6) Transitions* involve a variety of devices, mainly conjunctions to make addition, comparison and consequential steps in the discourse. *(7) Frame markers* refer to items of schematic text structure including items used to sequence, to label text stages, to announce discourse goals, and to represent topic shift. *(8) Endophoric markers* point to other parts of the text *(9*) *Metadiscoursal evidentials* are employed to refer to a source which originates outside of the text. *(10) Code-glosses* refer to the restatement of the ideational information. Each category of MDMs was investigated according to the analytical framework for Turkish metadiscourse markers given in the previous chapter (see section 4.3.1).

The analysis of the study shows that all the categories of MDMs are deployed in Turkish MA theses' conclusion sections. A total number of 8511 items of MDMs is detected and investigated over 60654 total number of words in the corpora.

The overall percentage of MDMs is found to be 14.02 tokens per 100 words which goes in line with the findings of the pilot study of this thesis (20,01 tokens per 100 words). For details of the pilot study, you can see the section 4.5.

To answer the first research question (What are the functions and frequencies of MDMs used in Turkish MA theses' conclusion sections?), interactive and interactional metadiscourse markers used in Turkish MA theses' conclusion sections are presented with their frequency in section 5.1.1 and subsections.

5.1.1. The Overall Distribution of the Interactive and Interactional MDMs in the Conclusion Sections of Turkish MA Theses

Firstly, in order to reveal whether and to what extent the MA theses' conclusions comprise interactive or interactional markers for a more reader-friendly and persuasive text, the overall distribution of interactive and interactional metadiscourse markers was revealed in the present study without considering the sub-categories of metadiscourse markers.

Interactive resources are used to structure the argument into a cohesive and convincing text by organizing the propositional information in the discourse effectively. This allows directing the reader through the text and so meets the needs of the reader (Hyland, 2005). It includes the use of five elements such as transitions, frame markers, code glosses, endophoric markers and evidentials.

Interactional metadiscourse conveys the writers' reactions to the propositional content. With the use of these linguistic resources, the writer constructs a particular interaction with the readers effectively by involving the reader in the argument (Hyland, 2005). Under the interactional dimension, there are several subcategories such as hedges, boosters, attitude markers, engagement markers and self-mentions.

The overall distribution of the interactive and interactional MDMs is given in Table 19 with their frequency, tokens per 100 words with respect to total number of words and percentage with respect to total number of MDMs.

Table 19

The Overall Distribution of Interactive MDMs and Interactional MDMs

	Total corpus (60654 words)		
Category	f	Tokens	%
Interactional MDMs	4856	8.00	57.06%
Interactive MDMs	3655	6.02	42.94%
Total	8511	14.02	100%

The total number of interactive MDMs used in the conclusion section of Turkish MA theses is 3655 while the total number of interactional MDMs is 4846. Moreover, Table 19 also shows that there are 6 interactive devices in every 100 words whereas there are 8 interactive devices in every 100 words in the corpus of the study. It was found that both interactional devices (57.06%) and interactive devices (42.94%) were employed highly in MA theses conclusions. This shows the authors' awareness regarding the importance of interactive and interactional usage in MA theses conclusions.

However, the frequency of interactional markers is found to be significantly higher than interactive markers (LL ratio: 170.04, $p<0.0001$). This shows that the authors paid more attention on writer-reader organization by involving the readers in the arguments through the use of markers in interactional dimension than organization of the discourse.

In parallel with the findings of this study, Kuhi et al. (2012) revealed that the authors of applied linguistics research articles utilized more interactional resources than interactive resources in discussion and conclusion sections. This discloses that the high use of interactional markers could be due to the nature of conclusion section in that the authors make interaction with readers by involving

them in the arguments regarding the conclusions of the study and alerting the readers to the their perspective towards propositional information.

In the present study, it could be understood that the authors are aware of the subjective nature of conclusion sections which are explicitly interpersonal and evaluative. Specifically, the use of interactional features especially highlighted the presence of the writer as comments, evaluations, recommendations and deductions commonly take place in conclusion sections. Similarly, Salek (2014) puts forth that conclusion section is an important section because of high number of interactional markers by which the participants are more visible.

The categories of interactive and interactional MDMs employed in Turkish MA theses conclusions are presented and discussed in Section 5.1.2 and in Section 5.1.3 respectively, in descending order according to their frequency of use.

5.1.2. Categorical Distribution of the Interactive MDMs

Interactive markers provide the author to manage the propositional information in the discourse and to guide the reader through the text. In other words, the use of the categories in the interactive dimension helps the author to compose a unified and comperehensible text by organizing the propositional information.

The authors employed all the categories of interactive metadiscourse markers to guide their readers throughout the text in the present study. Table 20 illustrates the categorical distribution of interactive markers employed in the conclusion sections of Turkish MA theses, ranked in an descending order of frequency.

Table 20

Categorical Distribution of Interactive MDMS

	Total corpus (60654 words)		
Interactive Categories	f	Tokens	%
Transitions	1700	2.82	46.51%

Frame markers	1175	1.93	32.15%
Code-glosses	721	1.18	19.73%
Metadiscoursal evidentials	32	0.05	0.88%
Endophoric markers	27	0.04	0.74%
Total	3655	6.02	100%

As seen in Table 20, the most frequently employed category of interactive markers was transitions among the other categories of this group with the highest proportion of total interactive MDMs (46.51%) and 2.82 instances of occurrences per 100 words. This shows that authors of Turkish MA theses heavily inclined to draw their readers' attention to the links that existed in the ideas so as to help the readers understand the text in a clear way. Hyland (2005a, p. 56) explains the transitions' being the most frequent subcategory as a "demonstration of writer's concerns that readers are able to recover their reasoning unambiguously."

The second mostly employed interactive metadiscourse category in the present study is frame markers with the highest proportion of interactive metadiscourse marker (32.15%) and 1.93 tokens per 100 words. This means that the authors of Turkish MA theses paid much attention on organizing their texts in the conclusion sections to make the discourse clearer and to guide their readers through the text.

The category of frame markers is followed by code-glosses in regard to frequency of use. This shows that the authors are aware of the advantage of applying additional information by elaborating what has been said. Thus, the readers can easily recover the author's intended meaning in the academic text.

The categories of metadiscoursal evidentials and endophoric markers have low instances of occurrences in the corpus among interactive markers with 0.05 tokens per 100 words with 0.04 tokens per 100 words, respectively. It can be realized that the authors did not need building relation to other parts of the text as they write about the conclusions of their theses (i.e. endophoric markers) and

to support their argument with referring to the sources of information from other texts again (i.e. metadiscoursal evidentials) because of the fact that the writers do not write about the literature review or discuss the findings, but they just sequence the concluding remarks of their theses.

In regard to the distribution of the sub-categories of interactive markers, the results are in parallel with the studies of Akbaş (2012), Dağ Tarcan (2019), Şen (2019), Özdemir and Longo (2013) as these studies also reveal that transition was the most frequent interactive category in MA theses. Specifically, Özdemir and Longo (2013) found out that firstly transitions, secondly frame markers and thirdly code-glosses were were frequently used categories in Turkish and American post-graduate students' abstracts whereas metadiscoursal evidentials and endophoric markers had the lowest frequency among all the interactive categories. These similar findings with the present study could be attributed to a particular academic genre convention in terms of the distribution of interactive metadiscourse.

The following sections present the frequency, tokens per 100 words and percentages of sub-categories of transitions, frame markers, code-glosses, endophoric markers and metadiscoursal evidentials starting from the most frequently used category of interactive marker to the least one as in the following sequence: transitions, frame markers, code-glosses, metadiscoursal evidentials, endophoric markers.

5.1.2.1. Transitions in MA theses conclusions

Transitions are logical connectors which express the semantic relation between main clauses or sentences. They function to help the readers follow the arguments. In academic texts, as in the texts in other genres, transitions help the readers follow the text with its communicational aspects by organizing the propositions between clauses.

As the category of transition topped the ranking among the interactive markers in the present study (see Table 20), we can support the idea that the authors are aware of the power of transitions in their MA theses' conclusion sections for the organization of the text. In the present study, the use of transition markers is analyzed into the types of addition, comparison and consequence (see Table 15). The frequency, tokens (per 100 words), percentages of the types of transitions are illustrated in Table 21.

Table 21

Distribution of Types of Transitions

	Total corpus (60654 words)		
Categories of Transitions	f	Tokens	%
Addition	840	1.38	49.41%
Consequence	465	0.77	39.57%
Comparison	395	0.65	33.62%
Total	1700	2.80	100%

As shown in Table 21, all the types of transitions were employed in the corpus. Among the transition types, addition resources had the highest ranking (49.41%) with 1.38 tokens per 100 words. That is, the authors of Turkish MA theses' conclusion sections showed a preference to apply additive markers rather than comparative and consequential markers to indicate semantic and structural relationships between stretches of discourse.

Hyland (2005a) takes attention into academic authors' "tendency to produce much longer sentences which need to be coordinated by additive markers." The study of Mina and Biria (2017) revealed the high frequency of additive markers when compared with consequential and comparative markers in discussion sections of social and medical science articles. Similarly, Sancak's (2019) study also pointed out that the highest transition type is additive markers in Turkish EFL learners' opinion paragraphs. In addition, some studies investigating persuasive

essays revealed that comparative marker was the least frequently used transition type (e.g., Anwardeen et al., 2013; Asassfeh, et al. 2013; Chan & Tan, 2010). These similar findings may show that addition was generally mostly preferred transition type in written language in spite of different disciplines and genres investigated. In other words, this similarity can be attributed to the nature of written academic language.

The frequent use of additive and consequential devices in the corpus of the study may also show that the authors need these devices more than comparative devices as they write about the results of their studies in the conclusion section successively in the text. Therefore, the distribution of the transitions may change depending on the part-genres which are investigated.

Below you can find the excerpted sentences from the corpus which include additive, consequential and comparative items. The complete list of transitions can be found at Appendix 2. The examples of transitions are given in sequence from the most frequently used transition type to the least frequently used one in the corpus:

(25) *O, felsefesinin tüm noktalarını insana bir şekilde ilintilemekte **ve** Tanrı'nın varlığını adeta, insanın varlıgı ile beslemektedir* (CMAM_PHI_2004-1). "He relates all the points of his philosophy to man in some way **and** feeds the existence of God with the existence of man."

*(26) Yoğun geçecek bir yayın faaliyetinin ilk ürünleri olan Aşk Bahçesi (1925), Coşkun Gönül (1926), Gönül Yuvası (1926), Kızıl Serab (1926), Ayten (1927), Harp Dönüşü (1928) ve Hizmetçi Buhranı (1928) adlarını taşıyan ilk yedi roman,1925-1928 yılları arasında neşredildiği için **hem** Cumhuriyet'in ilk yıllarındaki romancılığımızın örnekleridir **hem de** bir muharririn kalem faaliyetinin ilk ürünleridir* (CMAM_TLL_2004-2). "The first seven novels, titled Aşk Bahçesi (1925), Coşkun Gönül (1926), Gönül Yuvası (1926), Kızıl Serab (1926), Ayten (1927), Harp Dönüşü (1928) and Hizmetçi Buhranı (1928), which are the first products of an intense publishing activity, are the examples of our

novelism in the first years of the Republic and were published between 1925 and 1928, they are **both** examples of our novelism in the first years of the Republic **and** the first products of a writer's pen activity."

(27) ***Bunun yanısıra****, bireysel yaşamlarda psiko-sosyal açıdan da yaralanmalar söz konusudur* (CMAM_SOC_2004-3). "**Besides**, there are psycho-social injuries in individual lives."

As can be seen in the examples (25), (26), (27), the authors use additive markers such as *ve* "and"*, hem… hem de* "both…and"*, bunun yanısıra* "besides" to express semantic relation between main clauses by making addition to the proposition so that these devices help to guide the readers through the text.

Transitions of addition are followed by transitions of consequence with 39.57% proportion within the transition types and 0.77 instances of occurrences in the corpus. Some of the consequential devices used in the corpus are given below:

(28) *Ötenazi eylemi yaşamla ölüm arasında mevcut olan bir durumdur. Her ne kadar kelime anlamı olarak 'iyi ölüm' şeklinde ifade edilse de insanın herhangi bir sebeple kendini öldürmesi veya bir başkası tarafından öldürülmesi durumunun ne kadar iyi olduğu tartışmalı bir meseledir.* ***Çünkü*** *bu eylem insanın en temel haklarından biri olan yaşama hakkı çerçevesinde gündeme gelmektedir* (CFAM_PHI_2019-5). "The act of euthanasia is a state that exists between life and death. Although it is expressed as 'good death' as the meaning of the word, it is a controversial issue how good the situation is when a person kills himself for any reason or is killed by someone else. **Because** this action comes to the fore within the framework of the right to life, which is one of the most fundamental human rights."

(29) ***Bu nedenle****, başta tarihçiler olmak üzere tüm araştırmacıların, bu alandaki bütün belge ve kaynakları inceleyip aydınlatması gerekmektedir* (CMAM_HIS_2004-1). "**For this reason**, all researchers, especially historians, need to examine and illuminate all documents and sources in this field."

(30) *Fakat Batı'nın bilimsel ve teknolojik üstünlüğü onlarda hayranlık uyandıracak boyutlara da varır.* ***Dolayısıyla*** *"bilim ve teknoloji açısından üstün olan Batı'dan yararlanmak gereklidir" düşüncesi, genel kabul gören bir yaklaşımdır* (CMAM_HIS_2004-5). "But the scientific and technological superiority of the West reaches admirable extent for them. **Therefore**, the idea that "it is necessary to benefit from the West, which is superior in terms of science and technology" is a generally accepted approach."

The transitions of consequence given in the examples (28), (29), (30) show the cause-effect relationship between the clauses. The authors sequence the propositions by explaining how and why something happened in order to persuade their readers to agree with the arguments given.

Lastly, transition of comparison was the least frequently employed type among the three main categories of transitions with 33.62% proportion among the transition types and 0.65 tokens per 100 in the conclusion sections of Turkish MA theses. This finding shows that the authors did not much feel the need to signal the contrastive relationship between discourse segments in the conclusion sections. Below are presented some examples of transitions of comparison employed in the corpus:

(31)***Ancak****, bu noktada üzerinde durulması gereken bu insanların giriştikleri her yeni yönelimde ne denli bilinçle hareket ettikleri sorusudur.* (CMAM_SOC_2004-5). "**However**, the question that needs to be emphasized at this point is how consciously these people act in every new orientation they undertake."

(32)*Merkez-çevre ilişkisine dair makalesini 1973'te yayımlamasın****a rağmen****, 1950'li yıllarda bu düşüncenin Mardin'in zihninde rüşeym halinde bulunduğu anlaşılmaktadır* (CMAM_HIS_2004-2). "**Although** she published her article on

the center-periphery relationship in 1973, it is understood that this thought was in the mind of Mardin as a germ in the 1950s."

(33) *Göç eden kişilerin kültürlerinin ve alışkanlıklarının da yaşam alanlarının değişmesi sonucunda kendileriyle birlikte hareket etmesi göçün doğal bir sonucudur.* ***Fakat*** *göç edilen yeni yaşam alanına ve içerisine girilen yeni topluma uyum sağlamak adına, sahip olunan kültür ve alışkanlıklarda değişiklikler meydana gelmektedir* (CFAM_SOC_2019-1). "It is a natural consequence of migration that people move with them as a result of the change in their cultures and habits, as well as their living spaces. **However**, in order to adapt to the new living space and the new society, there are changes in the culture and habits."

The examples (31), (32), (33) illustrate that the authors use comparative transitions which help readers to construe pragmatic connections between steps in an argument.

5.1.2.2. Frame markers in MA theses conclusions

Frame markers serve "to structure the local and global organization in the text" (Hyland, 2005). According to Bhatia (1993), frame markers are important elements of the persuasive texts (as cited in Hyland, 2005). Accordingly, the authors can increase the persuasiveness of the arguments in their academic texts and contribute to the acceptability and understandability of the content of the text with the use of frame markers as they help the readers follow the text stages easily.

Having the second highest frequency of occurrence among five interactive categories with 32.15% proportion and 1.93 tokens per 100 words (see Table 20), frame markers were heavily preferred in the corpus in guiding the reader through the text as these devices frame the propositions to make the conclusions attractive for the readers.

In the present study, frame markers are investigated under four types such as sequencing, labelling text stages, announcing goals, indicating topic shift. Table 22 presents the distribution of types of frame markers in Turkish MA theses' conclusion sections.

Table 22

Distribution of Types of Frame Markers

	Total corpus (60654 words)		
Categories of Frame Markers	f	Tokens	%
Indicating topic shift	766	1.26	65.19%
Sequencing	220	0.37	18.72%
Announcing goals	111	0.18	9.45%
Labelling text stages	78	0.12	6.64%
Total	1175	1.93	100%

As can be understood from Table 22, all the types of frame markers were employed by the authors in the conclusion sections of Turkish MA theses. Indicating topic shift type of frame markers was overwhelmingly preferred by the authors with 1.26 per 100 words and 65.19% percentage. It was followed by sequencing (18.72% and 0.37 tokens), announcing goals (9.45% and 0.18 tokens) and lastly labelling text stages (78% and 0.12 tokens) types of frame markers. These findings apparently show that the authors of Turkish MA theses mostly made use of items to indicate topic shifts and sequence ideas or points rather than announcing goals and labelling text stages.

This distributional pattern of types of frame markers could be the result from the properties of the conclusion section as a part-genre. Atasever Belli's (2019) study which investigated the types of frame markers in MA theses abstracts written in Turkish (by Turkish native students) and in English (by English native and non-native postgraduate students) revealed that topic shift items were barely used while announcing goals were frequently deployed to frame information in the

abstract. Therefore, the frequent use of announcing goals in her study elucidates the nature of the sectional properties since abstracts introduce the main parts of the study such as the aim, data collection and analysis procedure and results. On the other hand, conclusion sections reveal different concluding remarks which require topic shifts which could explain the higher use of indicating topic shift items in the current study.

Regarding the corpus of the present study, the examples of frame marker types are given below according to their frequency distribution of types from the highest to the least used ones as indicating topic shift, sequencing, announcing goal, and labelling text stage. You can find the complete list of frame markers at Appendix 2.

Some of the frame markers which indicate topic shifts in the authors' arguments are given in the following sentences taken from the corpus of the study:

(34) *Kant'ın ödev ahlakı **ise**, insanı bir amaç olarak görmekte, bireysel bir eylemin doğruluğunu evrensel bir ilke olmasıyla ve ödev duygusuyla yapılmasıyla ölçmektedir* (CFAM_SOC_2004-2). "Kant's morality of duty, **on the other hand**, sees man as a goal and measures the correctness of an individual action by being a universal principle and doing it with a sense of duty."

(35) *İbn Sina'nın sembolik hikayelerin**e gelince**, bu hikayeler onun batını yönünü gösterirler* (CFAM_PHI_2004-2). "**As for** the symbolic stories of Ibn Sina, these stories show her esoteric side."

(36) *Ahmet Cevdet Pasa, Bosna'daki askeri, idari, mali konularda yaptığı düzenlemeler**e bakıldığında** sorunlarin temeline indiği ve bu sorunlara kaynaklik eden ya da sorunlarin kaynaklik ettiği, halkın zihniyetinin değiştirilmesi üzerinde durduğu ve düzenlemelerine bu noktadan başladığı görülmektedir* (CFAM_HIS_2004-2). "**Considering** the arrangements, he

made in military, administrative and financial matters in Bosnia, it is seen that Ahmet Cevdet Pasha went to the root of the problems and focused on changing the mentality of the people, which caused or caused these problems, and started his regulations from this point."

In the examples (34), (35), (36), the authors use frame markers indicating topic shift in order to indicate the shifting from one idea to another with the use of items such as *ise* "as for", *-yA gelince* "as regards to" and *-**a bakıldığında*** "considering". Through such markers, the authors make their text attractive for them.

Sequencing has the second highest frequency of use among the types of frame markers (18.72%). This shows that the authors pay attention to sequencing of ideas appropriately to frame the propositional material. Some of the sequencing devices used in the corpus are given below:

(37) *Bu şiirleri incelerken **öncelikle** şiirin muhtevasi hakkinda bilgi vererek, **daha sonra** şekil özelliklerini belirttik* (CMAM_TLL_2004-1). "While examining these poems, we **first** gave information about the content of the poem and then specified the morphological features."

(38) *Hikâyeler okunduk**tan sonra** çalışmanın alt başlıklarının "Ailenin Oluşumu, Ailenin Boyutu, Aile Bireyleri, Aile ve Çocuk, Aile ve Eğitim" şeklinde olmasına karar verilmiştir* (CFAM_TLL_2019-4). "**After** the stories were read, it was decided that the subtitles of the study would be 'Ailenin Oluşumu, Ailenin Boyutu, Aile Bireyleri, Aile ve Çocuk, Aile ve Eğitim'."

(39) *Ayıntab şer'iyye sicilinden 136 no'lu şer'iyye sicilinin 1'den 103'e kadar olan sayfalarını transcript ed**ip** değerlendirmeye çalıştık* (CMAM_HIS_2019-3). "We tried to transcribe **and after that** evaluate pages from 1 to 103 of the şer'iyye register no. 136 from Ayıntab şer'iyye register."

The sequencing items such as *öncelikle* “first of all”*, daha sonra* “later on”*, -tan sonra* “after that”*, -ip* “and after that” in the examples (37), (38), (39) respectively order the arguments and make them more dimensional and directional for the readers.

The percentage of announcing goals is 9.45% as shown in Table 22. When compared with the indicating topic shift and sequencing types of frame markers, it can be said that the authors did not much prefer announcing discourse goals in conclusions. Some frame markers announcing goals are given in the following examples:

(40) ***Bu çalışmada*** *öncelikle Topçu’nun düşünce dünyasının kaynaklarına, temel fikirlerine yer vererek onun modernizme yönelik bakış açısı ele alınmaya çalışılmıştır* (CFAM_SOC_2019-1). “**In this study,** first of all, Topçu's perspective on modernism has been tried to be discussed by giving place to the sources of her world of thought and her basic ideas.”

(41) *Bu bakımdan,* ***bu araştırmanın temel amacı****, Bursa’da yaşayan Suriyeli sığınmacıların ekonomik etkilerini tekstil sektörü örneğinden yola çıkarak anlamaktır* (CMAM_SOC_2019-3). “In this respect, **the main purpose of this research** is to understand the economic effects of Syrian refugees living in Bursa, based on the textile industry example.”

(42) *Olay örgüsünü dikkate alarak varyantları karşılaştırmalı epizot tahlilini yaparak genel bir yargıya ulaşmayı* ***hedefledik*** (CFAM_TLL_2004-1)*.* “Considering the plot, we **aimed** to reach a general judgment by making a comparative episode analysis of the variants.”

In the examples (40), (41), (42), metadiscoursal items such as *bu çalışmada* “in this study”*, bu araştırmanın temel amacı* “main aim of this study”*, hedefledik* “we aimed” announce the authors’ intentions explicitly.

Labelling text stages has the lowest frequency of use in Turkish MA theses' conclusion sections (6.64%). Below are given the labels to mark the stages of textual development.

(43) ***Kısacası,*** *bu çalisma; (1786-1789) Adana Eyaleti'nin sadece bir yüzünü yansitmaktadir* (CFAM_HIS_2004-5)*.* **"In short**, this study; (1786-1789) reflects only one face of Adana Province."

(44) ***Sonuç olarak****, bu mecmuayı MESTAP'a uygun bir tasnifle ele alarak Türk kültür ve edebiyatının o görkemli sarayına Köprülü'nün ifadesiyle "bir tuğla taşıyarak" katkı sağladığımıza inandığımızı belirtmek isteriz* (CMAM_TLL_2019-5). **"In conclusion**, we would like to state that we believe that we have contributed to the magnificent palace of Turkish culture and literature by "carrying a brick", as Köprülü put it, by handling this magazine with a classification in accordance with MESTAP."

(45) ***Genel bir yaklaşımla söyleyecek olursak****, bir anlamda Berkeley nazariyesinin altyapısında Locke'un felsefi nazariyesi yatar* (CMAM_PHI_2004-3). **"In a general sense**, Locke's philosophical theory lays in the foundation of Berkeley's theory."

The labels used to mark text stages in the examples (43), (44), (45) are *kısacası* "to sum up"*, sonuç olarak* "in conclusion"*, genel bir yaklaşımla söyleyecek olursak* "overall". These devices are essential for producing well-organized conclusions as they function to label the end stage of the conclusions in this study.

5.1.2.3. Code-glosses in MA theses conclusions

Code-glosses provide elaboration about the arguments in the texts. Hyland (2007) explains that these devices help the writer produce reader-friendly texts as it shows that the authors has the reader in mind. Accordingly, in academic discourse code-glosses are essential metadiscoursive devices as these markers

guide the reader through the text in interpreting points with clarification and examples.

Having the third highest frequency of occurrence among five interactive categories with 19.73% proportion and 1.18 tokens per 100 words (see Table 20), code-glosses are preferred by the authors in the corpus of the study to provide additional information through explaining and giving examples. In the current study, code-glosses were examined under two types as reformulation and exemplification. Table 23 presents the distribution of code-glosses in Turkish MA theses' conclusion sections.

Table 23

Distribution of Types of Code-Glosses

	Total corpus (60654 words)		
Categories of Code-Glosses	f	Tokens	%
Reformulation	482	0.79	66.85%
Exemplification	239	0.39	33.15%
Total	721	1.18	100%

Table 23 presents the frequencies, tokens per 100 words and percentages of code-glosses in the corpus and indicates that both types of code-glosses are employed by the authors. Reformulation type was overwhelmingly preferred by the authors with 0.79 tokens per 100 words and 66.85% percentage when compared with exemplification markers which had 0.39 tokens and 33.15% percentage. This finding apparenty shows that the authors of Turkish MA theses preferred code-glosses in the conclusion sections mostly to reword an idea so that it is understood more easily.

Regarding the corpus of the present study, some examples of code-glosses types are given below according to their frequency distribution in the corpus from the

highest to the least used ones as reformulation and exemplification. You can find the complete list of code-glosses at Appendix 2.

Some of the code-glosses which reformulate the ideas are given in the following sentences taken from the corpus of the study:

(46) *Antikçağ dönemindeki bu uğraşın amacı hakikat arayışıydı **yani** bir yaşam bilgeliğine ulaşmaktı* (CFAM_PHI_2019-4). “The purpose of this pursuit in antiquity was the search for truth, **that is**, to reach a wisdom of life.”

(47) ***Diğer bir deyişle**, aydının kimliği hakkındaki öz-tanımı önce düzenin idamesi ile belirlenmiştir* (CMAM_HIS_2004-2). “**In other words**, the self-definition of the intellectual's identity was first determined by the maintenance of order.”

(48) *Bu bağlamda, Berkeley Locke’u aşan bir yaklaşım gösterir ve deneyciliğinde **(reflexsion anlamında)** tutarlı bir tavır sergiler* (CMAM_PHI_2004-2). “In this context, Berkeley shows an approach that goes beyond Locke and exhibits a consistent attitude in his empiricism **(in the sense of reflexion.)”**

In the examples (46), (47), (48), the authors use reformulation markers such as *yani* “that is to say”*, diğer bir deyişle* “in other words” and paranthesis which paraphrase and elaborate the meaning of previous unit to facilitate comprehension. Hyland (2005a) confirms that in academic writing reformulation markers are often signalled parenthetically or lexically. These markers provide the readers to recover the writer’s intended meaning in conclusion sections.

Halliday (1994) argues that second unit “provides a further characterisation of one that is already there, restating it, clarifying it, refining it, or adding a descriptive attribute or comment” (p. 225), not introducing a new element. In other words, it

tends to be an equivalance operation as two different units express the single idea.

Exemplification is another sub-function of code-glosses which is used with percentage of 33.15% in the current study. This finding shows that the authors also employ examples to make their ideas accessible and persuasive. Some of the exemplification devices used in the corpus are given below:

(49) *Şehir merkezi ile ilgili, davaları ise komşuluk ilişkileri, hırsızlık, haneye tecavüz, sokak kavgaları ve esnaf tartışmaları* ***vb.*** *davalar oluşturmaktadır* (CMAM_HIS_2019-4). "The cases related to the city center are neighborhood relations, theft, break-in, street fights and tradesmen disputes, **etc.** constitute lawsuits."

(50) *Atasözlerinin çocukluk ile ilgili, dikkat çeken bir diğer konusu ise, çocuğun sabırsız oluşu, içinden geldiği gibi davranması, masumiyeti* ***gibi*** *davranış biçimleridir* (CFAM_TLL_2019-1). "Another noteworthy subject of proverbs about childhood is the behaviour patterns **such as** child's impatient behavior, behaving spontaneously, innocence."

(51) ***Örneğin****, Marx ve Durkheim'ın çalışmalarında Darwin'in evrim anlayışı etkisini göstermektedir* (CMAM_SOC_2019-4). "**For example,** Darwin's understanding of evolution shows its influence in the works of Marx and Durkheim."

As seen in the examples (49), (50), (51), the authors use exemplification markers *vb.* "etc", *gibi* "such as", *örneğin* "for example" to facilitate communicative purpose through making abstract more concrete. Through such markers, the authors engage their readers in the text and persuade them that the phenomenon actually exists (Hyland, 2005).

5.1.2.4. Metadiscoursal Evidentials in MA theses conclusions

Metadiscoursal evidentials are "metalinguistic representations of an idea from another source" (Thomas & Hawes, 1994, p. 129) and these markers refer to material from other sources of knowledge.

According to Hyland (2005a), including references in the text has two strong points: Firstly, it represents an appropriate disciplinary orientation. Secondly, it tells readers that the arguments held in the text are a response to previous arguments and are thus open to more arguments by others. In academic discourse, evidential markers typically appear in the form of academic attributions or citations. These metadiscoursal resources are helpful in supporting the writer's arguments and enable the reader to understand the discourse.

Metadiscoursal evidentials have the low frequency in the corpus of the study with 0.05 tokens per 100 words and 0.88% percentage (see Table 20). As being the forth frequently used interactive metadiscourse marker, metadiscoursal evidentials were employed by the authors in the conclusion sections of Turkish MA theses to apply more support and justification in their writing by using citations or academic attributions. Some examples of metadiscoursal evidentials which have metadiscoursive function in the present study are given below:

(52) ***Bursa'da yapılan bir çalışmada****, işgücü temini konusunda en büyük talebin dikiş makinecilerine ve dokumacılara yönelik olduğu gözlenmiştir* ***(Kolaşın, Genç ve Kavuncu, 2019: 1)*** (CMAM_SOC_2019-3). "**In a study conducted in Bursa**, it was observed that the greatest demand for labor supply was for sewing machine manufacturers and weavers **(Kolaşın, Genç, and Kavuncu, 2019: 1)."**

(53) ***Tahminlere göre****, dünya genelinde yetmiş milyondan fazla insan çatışma, şiddet ve insan hakları ihlalleri nedeniyle evlerini terk etmek zorunda kalmıştır* ***(UNHCR, 2018: 2)*** (CMAM_SOC_2019-3). "**According to estimates,** more than seventy million people around the world have been

forced to leave their homes due to conflict, violence and human rights violations **(UNHCR, 2018: 2).”**

(54) *O halde bugün **tıbbi literatürde** bir kişinin yaşamına son verme eyleminin gerçekleştirilebilme koşulları arasında sıralanan; ölümün yakınlığı, hastalık nedeniyle çekilen acı ve ızdırap gibi koşullamaların da yaşama son verme eylemi için yeterli olmadığını söyleyebiliriz* (CMAM_PHI_ 2004-2). “Then, **in the medical literature** today, we can say that the conditions such as the proximity of death, the pain and suffering due to illness listed among the conditions for the act of ending a person's life are not sufficient for the act of ending life.”

As shown in the examples (52), (53), (54), metadiscoursal evidentials have various types of realizations in the corpus of the study: (author+date) forms such as (*Kolaşın, Genç ve Kavuncu, 2019: 1)* “(Kolaşın, Genç and Kavuncu, 2019: 1), *(UNHCR, 2018: 2);* noun patterns such as *tıbbi literatürde* “in medical literatüre” and adjuncts *-e göre* “according to”.

5.1.2.5. Endophoric markers in MA theses conclusions

Endophoric markers function as signifying a relation of the propositional material to other parts of the text and thus facilitate the comprehension of text by supporting the readers’s interpretations.

In this study, endophoric markers are the least frequently employed subcategory of interactive metadiscourse marker with 0.74% percentage (see Table 18). This might be ascribed to the low use of words in conclusions (approximately 520 words) and to the functional feature of the endophoric markers. More clearly, the parts of the theses that the writers mostly direct readers to tables, statistics, and pages are methodology and discussion sections with the aim of making the point more understandable. However, methodological problems and discussion of the results are not covered in the conclusion section.

There are other studies of metadiscourse in academic writing which also revealed that the type of endophoric markers have a low frequency of use (Alsubhi, 2016; Chen, 2011; Davaei, 2013; Hyland, 1999, 2010; Tan, 2010). Chen's (2011) study revealed that the frequency of endophoric markers are not really large in literature reviews in Doctoral dissertations. This similar finding could be seen as a result of the properties of literature review like conclusion sections which do not require referring to information in other parts of the text. Moreover, the short nature of conclusions can be another factor for the less need of employing endophoric markers.

The other assessment worth mentioning is that endophoric markers are most often used to indicate the relationship between visual and verbal data in order to make the material more explicit which are commonly used in hard sciences texts such as science and engineering. However, the low use of endophoric markers is an expected result in this study as the MA theses in the corpus are in the fields of Philosophy, Turkish Language and Literature, Sociology and History, which are considered as the branches of social science and humanities.

As endophoric markers are phrases which function as referring to earlier or next material in the discourse (Hyland, 2005), in the present study they were examined under two types as markers referring to the previous parts of the text and markers referring to the next parts of the text. Table 24 presents the distribution of endophoric markers in Turkish MA theses' conclusion sections.

Table 24

Distribution of Types of Endophoric Markers

	Total corpus (60654 words)		
Categories of Endophoric Markers	f	Tokens	%
Referring to the previous parts of the text	23	0.03	85.19%
Referring to the next parts of the text	4	0.01	14.81%

Total	27	0.04	100%

As can be understood from Table 24, both sub-functions of endophoric markers are employed by the authors. When compared with the function referring to the next parts of the text, endophoric markers referring to the previous parts of the text are used more frequently by the authors with 0.03 tokens per 100 words and 85.19% percentage. Naturally, due to the fact that the corpus is composed of the last sections of the MA theses, the authors steer the readers to the previous reading of the discourse to persuade them about the validity of the argument.

Regarding the corpus of the present study, some examples of endophoric markers are given below according to their frequency distribution in the corpus from the highest to the least used ones as referring to the previous parts of the text and referring to the next parts of the text. You can find the complete list of endophoric markers at Appendix 2.

Some of the endophoric markers which refer to the previous parts of the text are given in the following sentences taken from the corpus of the study:

(55) ***Çalışmamızın başında yer alan tablo*** *hangi şairin hangi sözcüğü ne kadar sıklıkla kullandığını göstermektedir* (CMAM_TLL_2019-3). "**The table at the beginning of our study** shows which poet used which word and how often."

(56) *"Anlama" eylemini nasıl sınırlandırmak gerektiğini* ***yukarıda*** *anmıştık.* (CMAM_PHI_2019-3). "We mentioned **above** how to limit the act of 'understanding'."

(57) ***Bu çalışmanın bundan önceki bölümlerinde****, Bertolt Brecht'in epik tiyatrosu bağlamında tiyatroda toplumsalın temsili incelenmiştir* (CFAM_SOC_2004-4). "**In the previous parts of this study**, the

representation of the social in theater in the context of Bertolt Brecht's epic theatre."

In the examples (55, (56), (57), the authors use endophoric markers such as *çalışmamızın başında yer alan tablo* "the table at the beginning of our study"*, yukarıda* "above"*, bu çalışmanın bundan önceki bölümlerinde* "in the previous section of this study" which direct the readers to previous parts of the text. They help to minimize the weight of new propositional material by referring to previously described and explained material.

Referring to the next parts of the text is another function of endophoric markers in the corpus of the study, with 0.01 tokens per 100 words in total corpus and having 14.81% percentage among interactive markers. Even if these devices were rarely used in the text, they play crucial role in making the propositional material more understandable. Some of the endophoric markers referring to the next parts of the text in the corpus are given below:

58) *Çalışmamızda ele aldığımız 105 varaklık Müfîd'in ilk 35 varakı başka bir yüksek lisans çalışmasına konu edildiğinden* ***bu kısımdan sonraki bölüm*** *olan 35a-105a varakları arası transkripsiyonlu şekilde yazılmıştır* (CMAM_TLL_2019-2)*.* "Since the first 35 pages of the 105-leaf Müfîd which we discussed in our study, were the subject of another graduate study, **the section after this section**, between 35a-105a leaves, was written with transcription."

59) ***Aşağıda tartışılacağı gibi****, bundan dolayı insanlar tek başına veya sürü halinde değil de bir devlet, yani polis altında bir arada yaşarlar* (CMAM_SOC_2019-4)*.* "**As will be discussed below**, therefore, people live together under a state, namely the police, rather than alone or in herds."

60) *Bu konuya* ***ileride*** *yeniden değineceğiz* (CMAM_PHI_2004-3)*.* "We will return to this subject **later on**."

As seen in the examples (58), (59), (60), the authors employ endophoric markers *bu kısımdan sonraki bölüm olan* “the next section after this section”, *aşağıda tartışılacağı gibi* “as discussed below”*, ileride* “in the future” to refer to the next parts in the conclusions of their Turkish MA theses. Through these markers, readers can learn about the author’s intentions and realize that the more detailed information will be given in the next parts of the text so that the readers feel engaged in the text.

5.1.3. Categorical Distribution of the Interactional MDMs

With the emlpoyment of interactional categories, authors can communicate with their readers by expressing their attitudes and ideas explicitly and allowing them to respond to the text. Interactional markers build up an imaginary dialogue with the readers by involving them in the argument.

In the present study, the analysis showed that the authors employed all the categories of interactional metadiscourse markers to involve the reader in the in conclusion sections of Turkish MA theses. Table 25 illustrates the categorical distribution of interactional markers employed in the conclusion sections of Turkish MA theses.

Table 25

Categorical Distribution of Interactional MDMs

	Total corpus (60654 words)		
Interactional Categories	f	Token	%
Boosters	1710	2.82	35.21%
Hedge	1688	2.78	34.76%
Attitude Markers	852	1.40	17.55%
Engagement markers	383	0.63	7.89%
Self-mentions	223	0.37	4.59%
Total	4856	8.00	100%

As seen in Table 25, the most frequently employed category of interactional marker was booster among the other categories of this group with the highest proportion (35.21%) and 2.82 instances of occurrences per 100 words. This shows that authors of Turkish MA theses heavily inclined to emphasize their certainty in proposition to close dialogue. Given that boosters increase the precision of information (Hyland, 2005), it may be concluded that the authors provide readers with precise information mostly.

Hyland (2008) also asserted that authors in the soft fields pay much more attention to demonstrating the significance of their work against other interpretations by employing boosters. Some previous studies investigating soft disciplines (e.g., Hyland, 1998; Peacock, 2006) also revealed the high use of boosters. Moreover, Hyland (1998) put forth that in the sciences, there is a "low use of boosters" (p. 359) due to a "preference for impersonal strategies" (p. 371) and writers “in the soft fields relied more on personal projection” (p. 372). As the current study only investigates the metadiscourse markers in social disciplines, booster’s being the mostly used category among interactional markers is an expected result according to the previous discussions.

Another reason of booster’s being the most frequently employed interactional metadiscourse marker in the corpus of the study may be because of the functional nature of conclusion sections. That is to say, as the conclusion section is not just a re-statement of the research points bringing forward the results and findings but also a synthesis of key points stressing their significance, boosters are likely to be used highly in conclusion sections to emphasize arguments.

The second mostly employed interactional metadiscourse category in the present study is the category of hedge with the second highest proportion of interactional metadiscourse marker (34.76%) and 2.78 tokens per 100 words. This means that the authors of Turkish MA theses were aware of the risks of claim making and preferred to make temporary claims and opinions rather than presenting a fact.

In their study which explores the use of interactional metadiscourse markers in academic research article result and discussion sections, Khedri et al. (2013) asserted that the high use of hedges may disclose that authors are aware of the crucial importance of the distinction between fact and idea in academic writing, and that they must withhold full commitment to the ideational material, thereby carefully manipulating information load.

Even if it seems confusing that both hedges and boosters are highly employed by the authors in MA theses' conclusion sections, it could be pointed out that the authors are "confidently uncertain" for presenting their ideas in the conclusion sections (Biook & Mohseni, 2014). Furthermore, considering that hedges limit the information conveyed by the author (Hyland, 2005), it can be concluded that Turkish authors are more deliberate in offering knowledge.

According to Vande Kopple and Crismore (1990), readers are more enthusiastic and evaluative about the reading of hedged texts. Moreover, the finding of the present study shows that the authors are aware of the power of hedging devices in their texts. Abdi and Behnam (2014) also state that authors' ideas seem to be offensive and arrogant when the hedges are used with low frequency.
The use of hedges was followed by attitude markers with 17.55% percentage among interactional markers and 1.40 tokens per 100 words in total corpus, which means that the authors were also inclined to reflect their affection to the propositions to show their engagement with the texts and the topics and tend to work more to create connections with readers.

In parallel with the findings of this study, Gillaerts and Van de Velde (2010) disclose that modifying their claims through strengthening, downplaying and commenting, namely with employing boosters, hedges and attitude markers, the authors may consciously choose how to dialogue with their readers.

Engagement markers and self-mentions had the low frequency of use in the corpus among the interactional categories with 7.89% and 4.59% percentages

respectively. Considering the total corpus, the use of engagement markers was 0.63 tokens per 100 words which shows that the authors rarely preferred to bring the readers into the text as participants.

Self-mentions had low instances of occurrence with 0.37 occurrences in total corpus which indicates that the authors did not much prefer building the authorial identity in Turkish MA theses conclusions. Kan's (2016) study also revealed that self-mentions are the least commonly used metadiscourse markers followed by engagement markers in Literature and Turkish Education articles' conclusion sections. This may show that self-mention and engagement markers are barely used in conclusion sections in academic texts regardless of the disciplines and genres.

The following sections present the frequency, tokens per 100 and percentages of sub-categories of boosters, hedges, attitude markers, engagament markers and self-mentions sequentially, namely from the most frequently used category to the least one in the conclusion sections of Turkish MA theses.

5.1.3.1. Boosters in MA theses conclusions

Boosters are metadiscoursal devices which create an impression of certanity and assurance and these features can be used to convey confidence to the readers. According to Hyland (1998), academic authors use boosters in their texts with the aim of building interpersonal solidarity and to establish an interaction with other colleagues in their academic environment. Accordingly, the use of boosters is related to the certain pragmatic conventions in academic writing.

As the boosters topped the ranking among the interactional markers in the corpus of the study (see Table 25), we can support the idea that the authors are more inclined to create emphatic impression in the reader which allow them to close down alternatives and head off conflicting views. You can find the complete list of boosters at Appendix 2.

In the present study, all the types of boosters (see Table 15) were employed by the authors. These booster types are universal pronouns, amplifiers, emphatics, modal suffixes indicating certainity. The frequency, tokens (per 100 words), percentages of these types of boosters are illustrated in Table 26.

Table 26

Distribution of Types of Boosters

	Total corpus (60654 words)		
Categories of Boosters	f	Tokens	%
Amplifiers	652	1.08	38.13%
Modal suffixes indicating certainity	629	1.03	36.78%
Emphatics	397	0.66	23.22%
Universal pronouns	32	0.05	1.87%
Total	1710	2.82	100%

As shown in Table 26, all the types of boosters were employed by the authors in the conclusion sections of Turkish MA theses. Having the highest frequency of use in Turkish MA theses conclusions among booster types, amplifiers had the highest ranking (38.13%) with 1.08 tokens per 100 words. That is, the authors of Turkish MA theses showed a preference to increase the size or effect of the statements in the conclusion sections.

Some of the amplifiers from the corpus are given in the following extracted sentences:

(61) *Konu edilen dönem Gaziantep için* ***oldukça*** *hareketli geçmiştir* (CFAM_HIS_2004-1). “The period in question was **quite** active for Gaziantep.”

(62) *Bu **tamamen** epistemolojiyle ilgili bir durum olup ontolojik anlamda bedeni değersiz kılmaz* (CFAM_PHI_2004-2). “This is a **completely** epistemological issue and does not ontologically render the body worthless.”

(63) *İki karakter arasındaki ilişkisi **hiçbir zaman** anne-kız ilişkisine dönüşmez* (CFAM_TLL_2019-5). “The relationship between the two characters **never** turns into a mother-daughter relationship.”

As can be seen in the examples (61), (62), (63), the authors used amplifiers such as *oldukça* “quite”*, tamamen* “completely”*, hiçbir zaman* “never” to express certainty of their assertions by modifying gradable adjectives or verbs and increasing their scalar lexical intensity in conclusions.

Modal suffixes indicating certainty were placed in the second rank among booster types with a percentage of 36.78% and 1.03 instances of occurrences in total corpus. Some of the modal suffixes indicating certainity used in the corpus are given below:

64) *Yakut türklerinde “Evlilik sönmez bir ateş yakmaktır” sözü evliliğe ilişkin, güzel bir tanım**dır*** (CFAM_TLL_2004-3). “The statement “Marriage is to light an unquenchable fire” in Yakut Turks is a beautiful definition**-COP-3SG** of marriage.”

65) *Gazete devrin siyasî ve sosyal olaylarının yanı sıra edebî ve kültürel faaliyetlerini de yakından takip et**miştir*** (CFAM_TLL_2019-2). “The newspaper closely follow**-PRF-COP-3SG** the literary and cultural activities as well as the political and social events of the period.”

66) *Elbette gayrimüslimler hakkında, birçok konuda dilek ve şikâyetler söz konusu ol**maktadır*** (CFAM_HIS_2019-3)**. “**Of course, there be-**IMPF.COP.3SG** many wishes and complaints about non-Muslims.”

Modal suffixes indicating certainity given in the examples (64), (65), (66) are *-DIr* “COP-3SG”, *-mIştIr* “PF-COP”, *-mAktAdIr* “IMPF-COP-3SG”. These suffixes create emphatic impressions in the reader and strengthen the authors’ statements on the issue.

The third most frequently employed booster type was emphatics which emphasized writers’ certainty in message. They occurred 23.22% among booster types and 0.66 tokens per 100 words in total corpus. Below are given some of the extracted sentences including emphatics.

67) *Rüyalar masallar ve mitler* ***kesinlikle ama kesinlikle*** *gelişmemiş insan beyninin faaliyetleri ve fantezi alanları değildir* (CMAM_HIS_2019-1). “Dreams, fairy tales and myths are **definitely** not the activities and fantasy areas of the rudimentary human brain.”

68) ***Şüphesiz*** *İbn Sina filozof olmanın yanı sıra İslam kültürünün teşekkül ettiği bir ortamda yetişmiş bir müslümandır* (CMAM_PHI_2004-2). “**Undoubtedly**, besides being a philosopher, Ibn Sina is a Muslim who grew up in an environment where Islamic culture was formed.”

69) *Aşk hikayeleri çok geniş bir sahada anlatilması sebebiyle bunların hepsine ulaşmak ve derlemek* ***elbette*** *çok zor ve zahmetli bir iştir.* (CFAM_TLL_2004-1). “Since love stories are told in a very wide area, it is **certainly** a very difficult and laborious task to reach and compile all of them.”

The examples (67), (68), (69) illustrate that the authors use emphatics such as *kesinlikle ama kesinlikle* “definitely”*, şüphesiz* “undoubtedly”*, elbette* “certainly” which mark that the authors are certain of what they are writing.

As being the least frequently employed type among booster types in the conclusion sections of Turkish MA theses, universal pronouns had very low use of frequency with 1.87% percentage (0.05 tokens per 100 words). This finding

shows that the authors did not feel very much the need to mark the extremes of the continuum of meanings. Below are presented some examples of universal pronouns employed in the corpus:

70) *Eski Türklerin bereket kaynağı olan kadın **herkesin** önünde saygıyla eğildiği bir şeref abidesi olmuştur* (CMAM_TLL_2004-3). "The woman, who was the source of blessings of the ancient Turks, became a monument of honor in front of **everyone**."

71) *İbn Arabi için **her şey** Tanrıyla bir ağırlık kazanır ve evren ikinci derecede bir işlevselliğe sahiptir* (CMAM_PHI_2004-1). "For Ibn Arabi, **everything** gains weight with God and the universe has a secondary functionality."

72) *Bu iç savaş sırasında Birleşmiş Milletlerin yetersizliği ya da egemen güçlerin iki ay süren iç savaş boyunca bilinçli olarak **hiçbir şey** yapmaması Otel Ruanda filminde tüm çıplaklığıyla ortaya konulmaktadır* (CMAM_PHI_2019-2). "During this civil war, the incompetence of the United Nations or the consciously doing **nothing** of the sovereign powers during the two-month civil war is revealed in all its nakedness in the movie Hotel Rwanda."

As seen in the examples (70), (71), (72), the authors employed universal pronouns such as *herkes* "everybody"*, her şey* "everything"*, hiçbir şey* "nothing" to convince the readers emphasizing the force of propositions by referring to general audience.

5.1.3.2. Hedges in MA theses conclusions

Hedging devices are "vitally important" (Salager-Mayer, 1994, p. 241) and they help to create a rhetorical and interactive tone that conveys both epistemic and affective meanings (Hyland, 1998). Accordingly, they should be used even in textbooks on top of academic writing (Hyland, 1994). Hedges are either used to

distinguish facts from opinion, or "honesty, modesty and proper caution" (Swales, 1990, p. 174).

In order to meet the standards of their academic communities, researchers may choose to be careful in their presentation of the information and, rather than saying, "Penguins are birds" they should put it as "Penguins are considered to be/sort of birds" (Varttala, 2001, p.7).

In the present study, hedges recorded the second highest frequency of use among interactional markers with 34.76% percentage (2.78 tokens per 100 words); it is closely followed by the use of boosters in conclusion sections in Turkish MA theses. Considering that hedge is the reflection of uncertainty, it can be deduced that the authors are much more aware of the risks of claimmaking and more cautious in writing and reporting their opinions. This is also observed in conclusion sections. You can find the complete list of hedging devices in Appendix 2.

In the present study, the frequency, tokens (per 100), percentages of types of hedges are illustrated in Table 27.

Table 27

Distribution of Types of Hedges

	Total corpus (60654 words)		
Categories of Hedges	f	Tokens	%
Pronouns	545	0.90	32.29%
Epistemic lexical verbs	436	0.72	25.83%
Epistemic adjectives	311	0.51	18.42%
Epistemic adverbs	269	0.44	15.94%
Epistemic modal suffixes	127	0.21	7.52%
Total	1688	2.78	100%

As shown in Table 27, all the types of hedges which were determined in the present study and shown in Table 15 were employed by the authors in the conclusion sections of Turkish MA theses.

Pronouns had the highest ranking (32.29%) among hedging types with 0.90 tokens per 100 words. That is, in the present study the authors conveyed vagueness purposively to make the propositions more acceptable to the reader with the use of indefinite pronouns, pronominalized determiners and editorial "we". Thus, they could reduce the risk of negation which could be arised from the readers' perspective and increase their chance of radification.

Some of the pronouns from the corpus are given in the following extracted sentences:

73) *Ancak **insan** yetkilerini kontrol altına alabilirse o zaman özgür olur* (CFAM_PHI_2019-3). "Only if **man** can control his powers, then he will be free."

74) *Gayrimüslim memurlar ise ilk tahsillerini kendi oturdukları mahallelerdeki Ermeni, Amerikan, Protestan gibi azınlık mekteplerinde tamamlamış ve **bazıları** başka illerde üst öğrenim kademelerine geçerek eğitimlerini tamamlamışlardır* (CFAM_HIS_2019-2). "Non-Muslim civil servants, on the other hand, completed their primary education in minority schools such as Armenian, American and Protestant in their neighborhoods, and **some of** them went to higher education levels in other provinces and completed their education."

75) *Üzerinde çalıştığı**mız** Eşrefoğlu Rûmî Divanı arkaik unsur bakımından oldukça zengin bir eserdir* (CFAM_TLL_2019-3). "The Eşrefoğlu Rumi Divan, which **we** are working on, is a very rich work in terms of archaic elements."

As seen in the examples (73), (74), (75), the authors employ pronouns *insan* “man” as an indefinite pronoun which functions as hedging marker as the person is indefinite in the sentence*; bazıları* “some of (them)” as a pronominalized determiner which functions as hedging marker as it refers to things that is not specified*, üzerine çalıştığımız* “which we are working on” which includes the first person plural suffix *-ImIz* functioning as hedging marker as the author does not prefer reflecting himself/herself on the text.

The use of we in single-authored texts as in the present study indicates “humility, modesty, and distance, and reminds the reader of the collaborative nature of the research activity” (Hyland, 2001, p. 218). Accordingly, it could be attributed to the collaborative nature of the MA theses and collectivist cultures like Turkish culture rather than individualistic properties (Hofstede & Hofstede, 2005, p. 75; Karahan, 2013). As the uses of we-based references in single-authored texts would be a signal to downgrade the explicit manifestation of a considerably powerful reference (I-based), it functions as hedge in the text (Yakhontova, 2006).

Pronouns functioning as hedges are followed by epistemic lexical verbs with 25.83% proportion within the types of hedges and 0.72 tokens per 100 words in total copus. Some of the epistemic lexical verbs used in the corpus are given below in the extracted sentences:

> 76) *“Osmanlı Devleti’nin Kurtuluşunda Rüya motifi” adlı tez çalışmamızda dönemi için bir saltanat manifestosu niteliği taşıyıp saltanatı müjdeleyen rüyaların, hanedanının hakimiyet yetkisinin Allah tarafından verilmiş olduğu düşüncesinin halk arasında yerleşmesini hedeflediğini açıkla**maya çalış**tık* (CMAM_HIS_2019-1). “In our thesis titled “Osmanlı Devleti’nin Kurtuluşunda Rüya motifi”, we **tried to explain** that the dreams that were a sultanate manifesto for the period and the idea that the sovereignty of the dynasty was given by Allah aimed to be established among the people.”

77) DP'nin çok partili siyasi yaşamın gerektirdiği toplumsal vizyona sahip olmadığı, heterojen ve hazırlıksız bir siyasi yapı olduğu *düşün**ül**müştür* (CMAM_HIS_2004-2). "It **was thought** that the DP did not have the social vision required by the multi-party political life and was a heterogeneous and unprepared political structure."

78) *Bilişim teknolojilerinin çalışma yaşamında etkin kullanımıyla ortaya çıkan işsizlik sorunu, yeni teknolojilerin ürettiği yeni işler tarafından karşılanmaktan uzak **görünmek**tedir* (CFAM_SOC_2004-2). "The problem of unemployment that arises with the effective use of information technologies in working life **seems** far from being met by new jobs produced by new technologies."

As seen in the examples (76), (77), (78), the authors employ epistemic lexical verbs *-maya çalışmak* "to try to", *-Ül* (passive form), *görün-* "seem" (copulas) respectively. The authors used the pronouns functioning as hedges to reduce the force of statements while writing about the results of their studies, namely they applied a face-saving strategy.

The third most frequently employed hedging type was epistemic adjective with 18.42 percentage among the types of hedges (0.51 tokens per 100 words). This shows that the authors were also inclined to deploy adjectives functioning as hedges to gain reader acceptance of claims by conveying their attitudes to the truth of their statements. In the corpus, it was detected that the epistemic adjectives appeared in two ways as indefinite adjectives such as *belirsiz* "doubtful", *bazı* "some" and possibility and probability adjectives such as *muhtemel* "liable, probable, likely". Below these functions of epistemic adjectives are given within the sentences extracted from the corpus:

79) *İran edebiyatının **bazı** şairlerinin Türk şairlerince usta kabul edildikleri bilinmektedir* (CMAM_TLL_2004-1). "It is known that **some** poets of Iranian literature are considered masters by Turkish poets."

80) *Temelde amaç; her iki kavramın **olanaklı** anlamlarını açıklığa kavuşturmak böylece muasır tartışmalarda ele alındıklarında nasıl düşünülmeleri gerektiklerini ortaya koymaktır* (CMAM_PHI_2019-3). “Basically the purpose; is to clarify the **possible** meanings of both concepts, thus to reveal how they should be contemplated when considered in contemporary debates.”

81) *Türk edebiyatı tarihi boyunca, **birçok** dergi yayımlanmış olsa da kimisi ekonomik nedenlerle kimisi sürdürülebilirliğini kaybetmesi nedeniyle **kimi** dergiler de siyasi-sosyal nedenlerle kapanmıştır* (CMAM_TLL_2019-1). “Although **many** journals have been published throughout the history of Turkish literature, some have been closed due to economic reasons, some due to losing their sustainability, and **some** journals due to political-social reasons.”

In the examples (79), (80), (81), the authors use epistemic adjectives such as *bazı* “some” which functions as indefinite adjective, *olanaklı* “possible” which functions as probability adjective, *birçok* “a lot of” which functions as indefinite adjective, *kimi* “some” which functions as indefinite adjective respectively to avoid from certain statements but to open the arguments for discussion.

Epistemic adverb is another type of hedge employed in the conclusion sections in Turkish MA theses with the percentage of 15.94% among the types of hedges (0.44 tokens per 100 words). This indicates that the authors employed adverbs functioning as hedges in order to communicate their standpoint about the proposition material.

It was observed that the epistemic adverbs appeared in three ways as indefinite adverbs such as *hemen hemen* “almost” and *kısmen* “relatively”, possibility/probability adverbs such as *belki* “perhaps” and *muhtemelen* “probably” and adverbs of frequency such as *genellikle* “usually”, *nadiren* “rarely”.

Below are given the extracted sentences from the corpus of the study including these functions of epistemic adverbs:

82) *Yirmi birinci yüzyılın ilk iki onyılı ise **belki de** yirminci yüzyıl deneylerinin ters çevrilip gerçekleştirildiği bir dönem olarak görülecektir* (CFAM_SOC_2019-2). "The first two decades of the twenty-first century on the other hand will **perhaps** be seen as a period in which the experiments of the twentieth century were turned upside down and carried out."

83) *İstifa eden memurlar ise, **genellikle** aynı hizmeti vermeye devam etmiş, sadece bulundukları kurumlardan aynı mahiyeti taşıyan başka kurumlara geçiş yapmışlardır* (CFAM_HIS_2019-2). "Civil servants who resigned **generally** continued to provide the same service, only transferred from the institutions they were in to other institutions of the same nature."

84) *Bu nedenle çalışma izninin işçiler tarafından alınabiliyor olması, hem ücret eşitsizliğini **kısmen** ortadan kaldırabilecek –asgari ücret uygulaması ile–hem de işçilerin haklarını arama mekanizmalarının önü açılabilecektir* (CMAM_SOC_2019-3). "For this reason, the fact that the work permit can be obtained by the workers will both **partially** eliminate the wage inequality – with the application of the minimum wage – and pave the way for the mechanisms to seek the rights of the workers."

The extracted sentences given in (82), (83), (84) include epistemic adverbs such as *belki* "perhaps" which functions as a possibility/probability adverb, *genellikle* "usually" which functions as an adverb of frequency, *kısmen* "partially" which functions as an indefinite adverb respectively to express the authors' assessment of the truth value of the proposition.

The least frequently employed category of hedge in the corpus is epistemic modal suffixes with 7.52% percentage among the other categories of hedges as shown in Table 27. This indicates that the authors did not prefer frequently the

modal suffixes to hedge their statements. In the corpus of the study, epistemic modal suffixes were observed in the following forms: *-(y)Abil+(A/I)r* “PSB-AOR-3SG”, *-DIr* “COP-3SG” (after *-(y)AcAK* “FUT”), *-mAlI+dIr* “OBLG-COP-3SG” *(*after *-mIş ol-* “PF AUX”). The extracted sentences from the corpus including epistemic modal suffixes are given below:

85) *Araştırmada elde edilen veriler bu bağlamda değerlendirildiğinde, Fromm’un yaşadığı çağın ve olayların düşüncelerini yansıttığı* ***söylenebilir*** (CFAM_PHI_2019)***.*** “When the data obtained in the research is evaluated in this context, it say-**PASS-PSB-AOR-3SG** that Fromm reflects the thoughts of the era and events in which he lived.”

86) *Gullitaire’in bize aktardığı Ayşe Hanım ile Valide Sultan’ın zaman zaman sohbet ettiği görüşü de bunlara eklendiğinde padişah haremi ile vakit geçir****miş olmalıdır*** (CFAM_HIS_2019-5)*.* “When Gullitaire's opinion that Ayşe Hanım and Valide Sultan chatted from time to time were added to these, and padishah spend-**PF AUX-OBLG-COP-3SG** time with his harem.”

87) *Belki de bir gün, kültürel üretim alanının toplumsal mantık kavramına göre yazma isteği, Yapıtlar bilimi projesinin olanağı ile gerçekleştir****ilecektir*** (CFAM_SOC_2004-3). “Perhaps, one day, the desire to write according to the concept of social logic of the field of cultural production **realize-PASS-FUT-COP-3SG** with the possibility of the science of Works project.”

In the examples (85), (86), (87), epistemic modal suffixes *-nAbilir* “PASS-PSB-AOR-3SG”, *-mIş olmalıdır* “PF AUX-OBLG-COP-3SG”, *-AcAktIr* “PASS-FUT-COP-3SG” were used respectively to express the possibility and deduction in the proposition by giving present, past and future reference.

In addition to the sub-categories and their forms discussed above, in the corpus of the study, it was also detected that *olsa gerek* “must be” was employed to

restain from certain statements as anticipating possible objections. This can be exemplified in the following excerpted sentences from the corpus:

88) *Tanrı'nın, ya "Hz. Muhammed'in dediği gibi, "kulların zannına göre olduğunu" kabullenmek ya da O'nu evrende işleyen ebedî ve tümel bir zekâ ve enerji saymak zorunlu olur" diyen Cemil Sena, pragmacı-realist tavrının bir sonucu* ***olsa gerek****, insanların her çeşit inançlarla bağnazlıklardan kurtulup irade ve özgürlüğünü korumaları açısından için böyle bir inancın pratik yararlar sağlayabileceği görüşündedir* (CMAM_PHI_2004-5). "Cemil Sena, who said, "It is necessary to accept that God is either according to the beliefs of the servants, as the Prophet Muhammad said, or to regard Him as an eternal and universal intelligence and energy operating in the universe," **must be** a result of his pragmatic-realist attitude, has the opinion that such a belief can provide practical benefits for people to get rid of all kinds of beliefs and bigotry and protect their will and freedom."

In the example (88), *olsa gerek* "must be" expresses the author's logical deduction and uncertain statements. Göksel and Kerslake (2005) and Kerimoğlu (2019) explain that *olsa gerek*, as a non-fact modality marker and a lexical-morphological-syntactic structure consists of the conditional *-sA* "if" and *gerek* "necessity" which expresses probability/possibility.

5.1.3.3. Attitude markers in MA theses conclusions

Attitude markers are used to express writer's affective attitude towards the propositonal material. Crismore et al. (1993) explained that attitude markers appear both with the positive meaning such as "outstanding", "fortunately", and the negative meaning such as "with little justification."

Table 25 illustrates that attitude markers were the third frequently used category among interactional markers with 17.55% percentage (1.40 tokens per 100 words) in the corpus of the study. This finding suggests that the authors engage with the topics in the conclusions through the employment of attitude markers.

This means that the authors prefer conveying their attitudes while explaining the concluding remarks of their studies which appear to be another feature of stance-taking preferred by the authors in the conclusion sections.

In the present study, all the types of attitude markers (see Table 15) were employed by the authors. These types of attitude markers are attitudinal verbs, attitudinal adjectives, attitudinal adverbs, deontic modal suffixes, deontic lexical verbs. The frequency, tokens (per 100), percentages of these types of attitude markers are illustrated below.

Table 28

Distribution of Types of Attitude Markers

	Total corpus (60654 words)		
Categories of Attitude Markers	f	Tokens	%
Attitudinal adjectives	561	0.92	65.85%
Attitudinal verbs	113	0.19	13.26%
Attitudinal adverbs	84	0.14	9.86%
Deontic lexical verbs	57	0.09	6.69%
Deontic modal suffixes	37	0.06	4.34%
Total	852	1.40	100%

As shown in Table 28, attitudinal adjectives had the highest ranking (65.85%) among attitude marker types, with 0.92 tokens per 100 words. That is, the authors of Turkish MA theses' conclusion sections showed a preference to express their attitude to proposition by employing adjectives mostly rather than the other categories.

Some of the attitudinal adjectives from the corpus are given in the following extracted sentences:

89) *Bu da eserde **sıkıcı** bir üslubun oluşmasına neden olmuştur (*CFAM_TLL_2004-4). "This caused the formation of a **boring** style in the work."

90) ***Can alıcı** soru şurada yatıyor* (CMAM_SOC_2019-2). "The **crucial** question lies here."

91) *Gazi Antep'in kültürel yapısı incelenirken derlenmiş olan halk hikayelerin değerlendirilmesi bu alanda yapılacak olan çalışmalara **önemli** katkılarda bulunacağı kanısındayım* (CFAM_TLL_2004-1). "I believe that the evaluation of the folk tales compiled while examining the cultural structure of Gazi Antep will make **significant** contributions to the studies to be carried out in this field."

In the corpus, adjectives as attitude markers were found to be functioning as noun premodifiers, as in the examples (89), (90), (91). The authors use epistemic adjectives such as *sıkıcı* "boring"*, can alıcı* "vital"*, önemli* "important" respectively to make the conclusions more evaluative.

The second most frequently employed type of attitude marker was attitudinal verbs with 13.26 percentage among the types of hedges (0.19 tokens per 100 words). This shows that the authors were also inclined to deploy verbs reflecting their attitude which indicate their own ideas about the content such as surprise, obligation, interest, etc. Below some of attitudinal adverbs are given within the sentences extracted from the corpus:

(92) *Biz bu çalışmayla aslında yıllarca tekdüze oldukları, farklı imgeler kullanmadıkları için eleştirilen divan şairlerine haklarını teslim et**mek istedik*** (CMAM_TLL_2019-3). "With this study, we **wanted to** give their rights to divan poets who were criticized for being monotonous and not using different images for years."

(93) *Ayıntapda birçok atama yapıldığını ve bunlar genellikle vakıf ve cami ile ilgili olmakla birlikte bir gayri müslim doktorun ataması da* ***dikkatimizi celb etmektedir*** (CMAM_HIS_2019-3). "Many appointments have been made in Ayıntap, and these are generally related to foundations and mosques, in addition the appointment of a non-Muslim doctor also **draws our attention**."

(94) *Arap harflerinden latin harflerine transkripsiyonu yapılan ve türkiye Türkçesine aktarması yapılan eserin dil tarih arkeoloji folklor gibi pek çok sahaya ışık tutacağı genel türk tarihi alanındaki çalışmalarda kaynak olacağı* ***umut edilmektedir*** (CMAM_HIS_2019-2). "**It is hoped** that the work, which was transcribed from Arabic letters to Latin letters and translated into Turkey Turkish, will shed light on many fields such as language, history, archeology, folklore, and will be a source for studies in the field of general Turkish history."

In the examples (92), (93), (94), the authors employed attitudinal verbs such as *-mek istemek* "to want to"*, dikkati celp etmek* "to attract attention"*, umut etmek* "to hope" respectively in order to express their personal evaluation through the use of verbs which carry evaluative meaning.

In the corpus of the study, the third most frequently deployed type of attitude marker was attitudinal adverbs with 9.86% percentage (0.14 tokens per 100 words). This indicates that the authors employed adverbs functioning as attitude markers in order to reflect their personal judgement.

Below are given some of the attitudinal adverbs deployed in the corpus of the study.

95) *Sahib'in dini konulu şiirlerinde dini unsurları* ***ustalıkla*** *şiirlerine yansıtmıştır* (CFAM_TLL_2004-5). "In Sahib's religious-themed poems, she **skillfully** reflected the religious elements in her poems."

96) ***Neyse ki****, filozofların zorunluluğa yani yaşamın tamamını olumlamaya ilişkin, görüşlerini gördüğümüzde bu bağın daha da köklü olduğunu görmüş*

olduk (CMAM_PHI_2019-1). "**Fortunately**, when we see the views of philosophers on necessity, that is, on affirming the whole of life, we see that this bond is even more rooted."

97) *Mücadeleci bir kişiliğe sahip olan Hitler vücut dilini de* ***etkin bir biçimde*** *kullanmıştır* (CFAM_PHI_2019-1). "Hitler, who has a fighting personality, also used body language **effectively**."

The attitudinal adverbs are *ustalıkla* "expertly"*, neyse ki* "fortunately"*, etkin bir biçimde* "effectively" in the examples (95), (96), (97) respectively by which the authors of Turkish MA theses express their personal evaluation and value judgement towards the statements presented by the sentences in the conclusion sections.

The forth frequently used type of attitude markers in the corpus is deontic lexical verbs with 6.69% percentage (0.09 tokens per 100 words). This shows that the authors were not much inclined to deploy deontic lexical verbs to express their attitudes towards the statement in the sentence. Some of the sentences including deontic lexical verbs are given in the following extracted sentences from the corpus:

98) *O sebeple yalnızca antropolojik temellendirmenin üzerinde şekillenmiş ahlak anlayışları ile değil teolojik/dini temellendirmeye yaslanan ahlak anlayışlarının yaygınlık kazanmasına da* ***ihtiyaç vardır*** (CMAM_PHI_2019-1)***.*** "For this reason, **there is a need** for not only moral understandings shaped on anthropological grounding, but also moral understandings based on theological/religious grounding to become widespread."

99) *Son olarak; Piri-zade Mehmed Sahib Efendi'nin klasik edebiyatımızın büyük şairleri arasında yer alamamasına, onlar kadar şöhret bulamamasına ve Nabi'nin gölgesinde kalmasına rağmen şiirleri incelendiğinde edebiyat ve kültür tarihimiz içerisinde göz ardı edilemeyecek bir şahsiyet olarak yer*

alabileceğini ***belirtmek gerekir*** (CFAM_TLL_2004-5). “Finally; Although Pirizade Mehmed Sahib Efendi could not be among the great poets of our classical literature, did not find as much fame as them and remained in the shadow of Nabi, **it should be noted that** when his poems are examined, he can take place as a person who cannot be ignored in our literary and cultural history.”

100) *Bu sebeplerden dolayı tarımda kredi kullanımının yeniden yapılandırılması* ***gerekmektedir*** (CMAM_SOC_2004-4)***.*** “For these reasons, **it is necessary** to restructure the use of credit in agriculture.”

In the examples (98), (99), (100), the authors employed deontic lexical verbs such as *ihtiyaç ol-* “to require*”, mEk gerek-* “be necessary to”, *gerek-* “need” in order to to express their attitude towards a proposition in the texts.

Deontic modal suffixes had very low use of frequency among the types of attitude markers with 4.34% percentage (0.06 tokens per 100 words). The reason why the authors did not prefer to employ deontic modal suffixes in the conclusion sections can be explained with that the authors did not much give place to the suggestions for further studies. Below are given some of the deontic modal suffixes deployed in the corpus of the study.

101) *Bir kişinin yaşamına son verilmesi ile sonuçlanabilecek bir durumda hekim, hem kendisini hem de içinde bulunduğu durumu doğru değerlendir****melidir*** (CMAM_PHI_2004-2)***.*** “In a situation that may result in the death of a person, the physician **evaluate-OBLG-COP-3SG** both herself and the situation she is in.”

102) *Bıraktığı mirasın ve muakkiplerinin türkiyenin düşünce geçmişi toplumsal siyasal hareketleri ile uyuşup ayrıştığı noktaların detayı daha disiplinlerarası bir çalışma ile yeniden ele al****ınmalıdır*** (CMAM_PHI_2019). “The details of the points where the legacy she left and the intellectual past of her followers and

the social and political movements of Turkey matched and diverged **reconsider-PASS-OBLG-COP-3SG** with a more interdisciplinary study."

103) *Çevre eğitimi dersi sadece eğitim fakültelerinde değil aynı zamanda üniversitelerin tüm bölümlerinde seçmeli ders olarak okut**ulmalıdır*** (CMAM_SOC_2019-4)**.** "Environmental education course **teach-PASS-OBLG-COP-3SG** as an elective course not only in education faculties but also in all departments of universities."

As seen in the examples (101), (102), (103), the authors employ deontic suffix -*mAlı* "OBLG" in order to build relationships with the readers by expressing their personal feelings.

5.1.3.4. Engagement markers in MA theses conclusions

Engagement markers are employed to refer to "devices that explicitly address readers either to focus their attention or include them as discourse participants" (Hyland, 2005b, p. 53). It could be inferred from this definition that these rhetorical tools help the authors support their arguments by means of participating their readers in the arguments.

As a metadiscourse marker, significance of engagement marker lies in its role of bringing readers into the text as participants. In other words, engagement markers help the authors reduce the possible objection of the readers regarding the arguments in the text by establishing relation between the argument and readers. As a consequence, readers are treated as "the real players of the text rather than merely implied observers of the discussion (Hyland, 2001). Similarly, Susanti et al. (2017) assert that the engagement markers function as taking the readers to be involved in the discourse as active participants and hence help the authors make their idea clearer.

In the present study, engagement markers were observed to be the forth frequently used interactional metadiscourse category with 7.89% percentage

(0.63 tokens per 100 words) as shown in Table 25. Compared with hedges, boosters, attitude markers, the authors used less metadiscoursive features to address the discourse participants and position readers into the discourse in Turkish MA theses' conclusions.

In the present study, all of the types of engagement markers (see Table 15) were employed by the authors. These types of engagement markers are reader pronouns, inclusive "we", directives, personal asides, appeals to shared knowledge, rhetorical questions. The frequency, tokens (per 100), percentages of these types of engagement markers are illustrated in Table 29.

Table 29

Distribution of Types of Engagament Markers

	Total corpus (60654 words)		
Categories of Engagement Markers	f	Tokens	%
Inclusive "we"	275	0.45	71.8%
Appeals to shared knowledge	57	0.09	14.88%
Rhetorical questions	30	0.05	7.83%
Directives	16	0.02	4.18%
Reader pronoun	4	0.01	1.04%
Personal asides	1	0.01	0.26%
Total	383	0.63	100%

As shown in Table 29, all the types of engagement markers were employed by the authors in the conclusion sections of Turkish MA theses. Having the highest frequency of use in Turkish MA theses conclusions among types of engagement markers, inclusive "we" had the highest ranking (71.8%) with 0.45 tokens per 100 words. That is, the authors of Turkish MA theses' conclusion sections showed a preference to engage readers with the use of first-person plural pronouns and suffixes and to build relationships with them to ensure that they are following the

text. Some of the sentences from the corpus including the use of inclusive we are given below:

104) *Tractatus'ta sorun şu idi: dilin sadece dış dünyanın ifadesi olması durumunda* ***biz*** *dilde gördüğü****müz*** *nesnelerin dışına çıkamamaktaydı****k*** (CFAM_PHI_2004-5)**.** "The problem in the Tractatus was that when language was only an expression of the external world, **we** could not go beyond the objects **we** saw in language."

105) *Nurettin Topçu "Dünya'nın büyüsünün bozulduğu" modern zamanlarda Batı'nın üzeri****miz****e yüklediği ev ödevlerinden kurtulup,* ***bizi*** *toprakla buluşmaya, düşünceye, ahlâka, eğitime, erdemli bir yaşantıya,* ***birbirimizle*** *yeniden tanışmaya davet etmiştir* (CFAM_SOC_2019-2)*.* "Nurettin Topçu got rid of the homework imposed on **us** by the West in modern times when the "world was disenchanted", and invited **us** to meet with the land, to think, to morality, to education, to a virtuous life, to meet **each other** again."

106) *Eserde, Arapça ve Farsça kelimelerin yaninda, bugün kullandığı****mız*** *veya kullanmadığı****mız*** *pek çok Türkçe kelime yer almaktadir* (CFAM_TLL_2004-4)*.* "In the work, besides the Arabic and Persian words, there are many Turkish words that **we** use or **we** do not use today."

In the examples (104), (105), (106) , the use of inclusive "we" was carried out with the following resources respectively: *biz* "we" (first person plural pronouns), *–(I)mIz* in *gördüğümüz* "that we saw" (first person plural possessive suffix)*, -(I)k* in *çıkamamaktaydık* "we could not go beyond" (first person plural suffix), *–(I)mIz* in *üzerimize* "that imposed on us" (first person plural possessive suffix), *bizi* "us" (first person plural object pronouns), *birbirimize* "one another" (first person plural reciprocal pronoun), *–(I)mIz kullandığımız* "that we use" and *kullanmadığımız* "that we don't use" (first person plural possessive suffix). The authors employed these pronouns in order to involve the reader in the text.

The high use of first person pronouns as engagement markes in the corpus of the study may be attributed to the target audiences of MA theses. The authors of MA theses address the readers with similar levels of specialized knowledge as themselves.

He and Rahim (2019) argued that the writers of opinion pieces in the newspapers are likely to highlight individual thinking and address a wider general public than research articles; hence they employ less inclusive “we” instances.

It could be said that the authors of MA theses in the present study tend to use inclusive “we” heavily in order to “emphasize collective thinking over individual thinking” and to foreground a framework based on shared knowledge (Vassileva, 1998, as cited in Lafuente-Millán, 2014, p.207). Accordingly, the authors strived for producing a persuasive text by including the readers in the conclusion section.

The second most frequently employed type of engagement marker was appealed to shared knowledge with 14.88 percentage among the types of hedges (0.09 tokens per 100 words). This shows that the authors were also inclined to appeals to shared world knowledge in order to engage them as discourse participants. Below some of appeals to shared knowledge are given within the following sentences extracted from the corpus:

107) *Nitekim Mchiavaelli’nin tüm bu önlemleri almasının ana gayesinin devletin tüm unsurları ile güçlü olması istemesinden ileri geldiği* ***görülmektedir*** (CMAM_PHI_2019-4)***.*** “As a matter of fact, it **is seen that** the main purpose of Mchiavaelli's taking all these measures is that she wants the state to be strong with all its elements.”

108) ***Hatırlanacağı üzere,*** *temel felsefesi öyle bir büyük yalan söyle ki herkes inansın olan Goebbels, geliştirdiği strateji ve etkili propagandasıyla asıl düşüncelerini kamufle ederek halkı etkisi altına almayı başarmıştır* (CFAM_PHI_2019-1). “**As it may be recalled**, Goebbels, whose basic

philosophy was to tell such a big lie that everyone would believe it, succeeded in influencing the public by camouflaging his real thoughts with the strategy and effective propaganda he developed."

109) *Terörizmin varlığından söz edebilmek için şu üç unsurun mutlak surette bir arada olması gerektiği* ***anlaşılmaktadır****; bunlar, ideoloji unsuru, örgüt unsuru ve de eylem unsurudur* (CMAM_SOC_2004-5)*.* "In order to be able to talk about the existence of terrorism, **it is understood that** the following three elements must come together; these are the element of ideology, the element of organization and the element of action."

In the examples (107), (108), (109), the authors employed engagement markers to appeal to shared knowledge with the following resorces such as *görülmektedir* "it is seen that", *hatırlanacağı üzere* "it may be recalled that"*, anlaşılmaktadır* "it is understood that" respectively. With such devices, the authors lead the readers into a discussion of the research's background knowledge, allowing the concept that the new research provides advanced knowledge toward the current one to be fully grasped.

Table 29 illustrates that category of appeals to shared knowledge are followed by rhetorical questions among the categories of engagement markers with 7.83% percentage (0.05 tokens per 100 words). This finding suggests that the authors of Turkish MA theses also employed rhetorical questions. Below are given some of the rhetorical questions deployed in the corpus of the study.

110) ***Peki, insanoğlu sınırları, duvarları nasıl yıkabilir?*** (CMAM_HIS_2019-1). "**Well, how can human beings break down borders and walls?"**

111) ***Duyulanım duyu organlarını gerektirmez mi?*** CMAM_PHI_2004-3). "**Does not sensation require sense organs?"**

112) ***Bu tutsak kültürde, neyi savunabiliriz, neyi amaç olarak belirleyebiliriz?*** (CFAM_PHI_2004-4). "**In this captive culture, what can we defend, what can we set as a goal?"**

As shown in the examples (110), (111), (112), the authors use rhetorical questions in the conclusion sections of Turkish MA theses to catch readers' attention and encourage them to participate in the debate by questions believing that readers are interested in the topic.

The forth frequently used type of engagement markers in the corpus is directives with 4.18% percentage (0.02 tokens per 100 words). This shows that the authors were not much inclined to deploy directives to intrude the text and engage with readers explicitly. Data analysis showed that the directives employed by the authors in the corpus were realized by imperative suffixes, necessity modals and necessity predicate. Some of the sentences including these forms of directives which function as engagement markers are given in the following extracted sentences from the corpus:

113) *Locke'un bileşik fikirlerin oluşmasının iradi olduğu iddiasına* ***bakalım*** (CMAM_PHI_2004-3)*.* "**Let's consider** Locke's claim that the formation of compound ideas is voluntary."

114) *Her şeyden önce şu* ***unutulmamalıdır ki*** *İslam kültüründe beden insanı günaha sevk eden bir güç olarak algılanmaz* (CFAM_PHI_2004-2). "First of all, it **should not be forgotten** that the body is not perceived as a force that leads people to sin in Islamic culture."

115) *Bunu anlamak gelecek dönemdeki felsefi düşünceyi anlamlandırmak açısından çok* ***önemlidir*** (CMAM_PHI_2019-4)*.* "Understanding this **is very important** in terms of making sense of future philosophical thought."

As seen in the examples (113), (114), (115), the authors employ directives to initiate reader participation through imperatives such as *bakalım* "let's consider"

and through necessity modal as in *unutulmamalıdır* “It should not be forgotten” (necessity modal) and through necessity predicate as *önemlidir* “is very important”

Reader pronoun had very low frequency among engagement markers (1.04%) and total corpus (0.01). This finding indicates that the authors were not prone to take readers into discourse by the use of second person pronouns. The reader pronouns employed in the corpus of the study are given below:

116) *Yahut **siz** onu siyah, yumuşak, mayhoş bir tarzda duyumsatabilir **misiniz**!* CMAM_PHI_2004-3). “Or can **you** make it feel black, soft, sour!”

117) *Bedeni bir makineye **benzettiğinizde** onu masum ve günahsız olarak **kabul edersiniz** ve bu bağlamda, sorumluluk onun kullanıcısı olan düşünen bene yüklenir* (CMAM_PHI_2004-2). “When **you** compare the body to a machine, **you** accept it as innocent and sinless, and in this context, the responsibility is placed on the thinking self, which is its user.”

In the examples (116), (117), the use of reader pronouns was carried out with the following resources respectively: *siz* “you” (second person singular/plural pronoun), *misiniz?* “do you?” (second person singular/plural suffix), ***benzettiğinizde*** “when you compare” (second person singular/plural suffix), *kabul edersiniz* “you accept” (second person singular/plural suffix). The authors employ these pronouns in order to place readers into the texts directly and build a relationship with the readers directly.

Personal asides were the least frequently used engagement markers such that only one occurrence was observed in the corpus of the study. Therefore, it has 0.26 % percentage among the engagement markers and 0.01 tokens per 100 words in total corpus. This shows that the authors did not prefer to employ personal asides to engage readers in the text. Below is the example of personal asides in the corpus of the study.

118) *Yirminci yüzyıl sanatının yeni-insanı **(bu tezde tartıştığımız mekanik-insan ütopyaları gibi)** politik ütopyalardı* (CMAM_SOC_2019-2). “The new-man of twentieth-century art **(like the mechanical-human utopias we discussed in this thesis)** were political utopias.”

In the example (118), the author interrupts the ongoing discourse by offering comment on the discussion with the use of parenthesis.

5.1.3.5. Self-mentions in MA theses conclusions

Self-mentions refer to the degree of explicit author presence (Hyland, 2005a, p.53). According to Hyland (2005a), self-mentions strenghten the authors’ presence in the academic writing and promote solidarity between the writer and reader.

Self-mentions had the lowest frequency of use among interactional markers with 4.59% percentage (see Table 25). In the present study, self-mentions were examined under two types as explicit authorial references and implicit authorial references. Table 30 presents the distribution of self-mentions in Turkish MA theses’ conclusion sections.

Table 30

Distribution of Types of Self-mentions

	Total corpus (60654 words)		
Categories of Self-mentions	f	Tokens	%
Implicit Authorial References	216	0.36	96.86%
Explicit Authorial References	7	0.01	3.14%
Total	223	0.37	100%

As can be understood from Table 30, both sub-functions of self-mentions were employed by the authors. However, when compared with explicit authorial

references, self-mentions applying implicitly to authorial references were used more frequently by the authors in Turkish MA theses' conclusion sections with 96.86% percentage among self-mention types and 0.36 tokens per 100 words in total corpus. This means that the authors were more inclined to avoid supporting their claims or arguments by emphasizing their individual contribution and presenting their discoursal self and establishing their authority explicitly. That is, the analysis illustrates that the authors are more keen on implictly building authorial identity in conclusions.

This might be due to the fact that Turkish education system favors depersonalization in academic writing as also suggested by Karahan (2013) in her study which investigated the scientific articles written by Turkish and non-Turkish authors in regard to the use of first-person pronouns. As it is commonly believed, depersonalization leads to objectivity. As a result, the use of passives are more encouraged in Turkish academic writing. Another explanation may be that modesty is valued and promoted in Turkish culture. The use of the pronoun "I" could be discouraged in the interest of modesty (Karahan, 2013).

Hyland (2001) found out that native English scholars abundantly used self-mentions in their research articles in social fields while the study by Ali (2016) revealed the low use of self-mentions in English research articles written by Sudanese scholars. Hyland (1998, p.448) also pointed out that "metadiscourse is socially authorized." Accordingly, such differences in the use of self-mentions may project the cultural identities.

Regarding the corpus of the present study, some examples of self-mentions are given below according to their frequency distribution in the corpus from the highest to the least used ones, that is firstly implicit authorial references and secondly explicit authorial references.

Implicit authorial references come out in the present study with the use of agentless passives and inanimate subjects. Langacker (1990) supports that the

explicit reference of the authors to themselves with first person pronouns (e.g. I argue) conduce to a less interpersonal construction than the reference implicitly carried out (e.g. it is argued). Some of the self-mentions which implicitly apply to the authorial references are given in the following sentences taken from the corpus of the study:

119) *Varyantların epizot bakımından, karşılaştırılması ve varyantların yapısı ile ilgili, derli toplu bir değerlendirme ikinci bölümde* ***yapıldı*** (CMAM_TLL_2004-4)***.*** "A comprehensive evaluation of the variants in terms of episode comparison and the structure of the variants **was done** in the second part."

120) *Dünya üzerinde büyülerin amacı ak ve kara olarak sınıflandırılmasına karşın Konya'da her iki türün özelliklerini barındıran büyülerin varlığı* ***ortaya koyulmuştur*** (CMAM_TLL_2019-4)*.* "Although the purpose of magic in the world is classified as white and black, the existence of magic that has the characteristics of both types **has been revealed** in Konya."

121) *Doğu Türkistan'ın önemli tarihi şehirleri anlatılırken* ***yazar*** *bu faaliyetlere ve sonuçlara yer vererek bölgenin kültür ve medeniyetlerinin anlaşılmasını somut örneklerle değerlendirmiştir* (CMAM_HIS_2019-2)*.* "While describing the important historical cities of East Turkestan, **the author** evaluated the understanding of the culture and civilizations of the region with concrete examples by including these activities and results."

As can be understood from the examples (119), (120) and (121) taken from the corpus, self-mention is achieved with the use of agentless passives such as *yapıldı* "was carried out"*, ortaya koyulmuştur* "was revealed" and inanimate subjects such as *yazar* "the author"*,* respectively. The authors of MA theses refer to themselves with these resources in the conclusion sections to implicitly establish their presence in the texts as the researcher. Karahan (2013) explains that depersonalization brings about objectivity and Turkish education system

favors depersonalization in academic writing. Therefore, it could be said that the implicit authorial references such as passive constructions ensure objectivity in Turkish MA theses.

Explicit authorial references is another way of self-mentioning in the corpus of the study with 3.14% percentage among self-mention types and 0.01 tokens per 100 words in total corpus. Some of the self-mentions which help the authors explicitly refer to themselves in the text are given below:

122) *Dziga Vertov ve Alexandr Medvedkin gibi devrimci sinemacılar, her ne kadar üretimlerini yüz yıl önce yapmış olsalar bile bizim zamanımızın çağdaşı olduklarını düşünüyor**um*** (CMAM_SOC_2019-2). "**I** think that revolutionary filmmakers like Dziga Vertov and Alexandr Medvedkin are contemporaries of our time, even though they produced them a hundred years ago."

123) *Yüksek lisans tezi olarak hazırladığ**ım** "İpek Yolu ve Uygurlar" isimli eser Arap harfleri kullanılarak Çağdaş Uygur Türkçesiyle yazılmıştır* (CMAM_HIS_2019-2). "The work titled "The Silk Road and the Uyghurs", which **I** prepared as a master's thesis, was written in Contemporary Uyghur Turkish using Arabic letters."

124) *Bunu hem göç olgusunun kendisine hem de kendisine göç ve mültecilik sorunlarını mesele yapmış ve sinemaya uyarlanmış iki senaryo üzerinden uygulad**ım*** (CMAM_PHI_2019-2)**.** "**I** applied this through two screenplays that made the migration and refugee issues an issue both to the phenomenon of migration itself and to itself."

As seen in the examples (122), (123, (124), the authors employ explicit authorial reference with the use of *–(I)m* (first person singular suffix) to build authorial identity explicitly and to inform readers about their presence as the researcher of their studies by explicitly referring to themselves.

5.1.4. Overall Discussion of the Findings regarding the Overall and Categorical Distribution of MDMs

The analysis reveals that the authors employed all the main and sub-categories of interactional and interactive metadiscourse markers in their MA theses' conclusions. This finding shows that metadiscourse markers are important rhetorical items in Turkish MA theses' conclusions that the authors employ to persuade their readers about the results of their study. Moreover, it could be supported that the categorization of MDMs for the analysis of the corpus in Turkish language taking Hyland's (2005a) taxonomy (see Table 15) is useful for identifying and categorizing metadiscourse features in this genre.

The high use of both interactional devices and interactive devices in the corpus shows that the authors benefit from these devices to make their theses' conclusion sections more persuasive, more reader-friendly and more coherent.

When the use of interactional and interactive categories were compared, it was observed that interactional devices were used more frequently than interactive devices in the corpus of the study. This reveals that the authors paid more attention on writer-reader interaction by involving the readers in the arguments through the use of markers in interactional dimension than organization of the discourse. It could be understood that the authors are aware of the subjective, interpersonal and evaluative nature of soft sciences. According to Neumann et al. (2002), content knowledge in soft pure sciences is formative, qualitative, constructive and interpretive. In his study, Şen also (2019) found out that writers in social sciences use more interactional metadiscourse markers and less interactive metadiscourse markers in their abstracts more than writers in life sciences.

By the use of interactional categories, writers could higlight their presence as comments, evaluations, recommendations and deductions that commonly take place in conclusion sections. Similarly, Salek (2014) argues that the conclusion

is an important section due to the large number of interactional devices that make the participants more visible. Therefore, high use of interactional markers in the corpus can be a result of authors' rhetorical strategies adopted in accordance with the nature of the conclusion section of MA theses. Moreover, Hyland (2005a) also suggested that interactional metadiscourse is a feature of overtly argumentative and persuasive genres. Thus, it's not surprising that interactional devices account for a greater proportion of metadiscourse resources in the MA theses' conclusions.

Boosters and hedges were the most frequently employed categories among interactional ones. This finding could be attributed to the functional nature of conclusion sections as boosters are used to emphasize arguments. Moreover, it is because of the subjective nature of conclusion sections as the authors present their ideas by employing hedges. More specifically, the analysis reveals that the authors indicate their certainity with the use of amplifiers and modal suffixes and hedge their statements with mostly deploying pronouns and epistemic lexical verbs for plausable reasoning.

Moreover, it was an expected result as high use of boosters were also observed in some previous studies investigating soft disciplines (e.g., Hyland, 1998; Peacock, 2006) and low use of boosters is expected to be detected in sciences (Hyland, 1998) as the authors persuade their readers with empirical findings. Similarly, Hyland (2011) argues that researchers in soft sciences and humanities use hedges twice as common than in hard sciences to eschew the direct involvement in the text.

As for interactive categories, the authors of the MA theses mostly employed transitions and frame markers in the conclusion sections to guide their readers throughout the text and to make the discourse clearer. Previous studies which investigate metadiscourse use in research articles (Dağ Tarcan, 2019; Şen, 2019; Vasheghani-Farahani, 2018) and postgraduates' academic texts (Akbaş, 2012) also detected the high use of transitions and frame markers among other

interactive categories. These similar results could be attributed to the nature of written academic language as transitions help the organization of the propositions in the text and frame markers were used to frame the propositions to make the text attractive for the readers.

Specifically, the analysis of the corpus shows that authors feel the need to signal semantic relations between main clauses by mostly making addition to the proposions and frame the propositions mostly by indicating topic shifts. The high use of frame markers which indicate topic shifts rather than sequencing propositions, announcing goals and labelling text stages could be explained with the nature of sectional properties since conclusion sections are expected to uncover the concluding remarks by indicating topic shifts.

When the findings of previous metadiscourse studies in other genres were taken into consideration, it could be asserted that the findings of the present study are genre-specific. For example; it was found out that interactive markers were more employed overwhelmingly more than interactional markers in book reviews (e.g., Hyland, 1999; Hyland & Tse, 2004; Hyland, 2005a; Jallifar et al., 2018), research articles (Attarn, 2014; Nugrahani & Bram, 2020), abstracts (Hadi et al., 2020; Wang & Zhang, 2016) and introductions (Aimah et al., 2019). These studies include corpus from different academic genres and part-genres and their findings generally indicate that the differences in the discoursal functions of different sections and genres may play significant role in authors' employment of interactive and interactional features.

5.2. GENDER-BASED INFLUENCES ON METADISCOURSE MARKERS

In this section, firstly all the overall use of MDMs were analyzed in CFAM (the corpus of female authors of MA theses) and CMAM (the corpus of male authors of MA theses) and compared to detect whether there is any significant difference between these corpora. Secondly, interactive and interactional MDMs were compared to reveal the gender-based use of these main metadiscourse categories. Lastly, the categorical use of interactive and interactional MDMs such

as transitions, frame markers, code-glosses, endophoric markers, metadiscoursal evidentials (interactive MDMs) and hedges, boosters, attitudinal markers, self-mentions, engagement markers (interactional markers) were revealed and discussed from gender-based perspective. The analysis was based on Hyland's taxonomy of IMDMs (2005a).

5.2.1. The Overall Use of MDMs in the Corpus of Male Authors and Female Authors

To investigate the gender-based use of metadiscourse markers, the first step was to measure it in the overall use of metadiscourse markers. The analysis indicates that female authors employed 3908 metadiscourse markers in the conclusions (n=28098) whereas male authors used 4603 metadiscourse markers in the conclusions (n= 32556). Table 31 shows the overall frequency distribution of MDMs in two corpora and Log-likelihood result.

Table 31

Overall Frequency (per 100) and Log-Likelihood Result of Total MDMs in CMAM and CFAM

	CMAM f	Tokens (per 100)	CFAM f	Tokens (per 100)	LL Ratio
MDMs	4603	14.14	3908	13.91	+0.57

+ indicates overuse in CMAM relative to CFAM

As illustrated in Table 31, the frequency of MDMs employed in CMAM and CFAM were close with 14.14 tokens and 13.91 tokens per 100 words, respectively. LL ratio of CMAM against CFAM has indicated that there is no significant difference in the use of MDMs as the value above 3.84 would be considered significant. This finding suggests that both female and male authors of Turkish MA theses conclusions had similar tendencies in employing markers regarding frequency of use.

Some previous studies (e.g. Ghafoori & Oghbatalab, 2012; Saraswati & Pasaribu, 2019; Tse & Hyland, 2008) also found out that male and female authors were inclined to employ metadiscourse markers in the same way in applied linguistics research articles, humanity and science journal articles and academic book reviews respectively and suggested that there is no straightforward relation between gender and the use of metadiscourse markers. Considering the current study investigating MA theses, the similar results with the previous studies may show that metadiscourse markers are used in written academic language with similar frequency, without gender-based influence.

Similarities in female and male corpora in the present study in regard to the overall frequency of metadiscourse use might be taken as evidence for existence of normative constraints in academic discourse. Specifically, academic discourse traditionally was viewed as objective, rational and impersonal academic text (Bacang et al., 2019). As Tse and Hyland (2009) explain the tight restrictions in academic writing may affect the opinion of writers. For example, according to Robson et al. (2002), academic discourse include assertive and conflictual expressions as a general feature and these expressions are employed by both men and women.

As an academic genre, MA theses have the evaluative nature and are expected to include many metadiscourse markers as an academic genre. Swales (1990) also suggests that “the key differentiating aspect of dissertation writing is a much greater use of metadiscourse." Therefore, as Demir (2019) supports, the authors should be aware of the crucial importance of metadiscourse use not to have a non-academic style.

Demir (2019) also proposed that “academic writers need to be independent from national, personal, and psychological influences, and need to agree with the rules regarding rhetorical strategies if the focus is reader persuasion over the proposition.” Thereby, academic authors, more than any other writers who create texts for various genres, must be certain that their communication is appropriate.

Considering the findings of the present study, it could be deduced that any effective writing is expected to include metadiscoursal elements whether it has female of male author. Franchis et al. (2001) also asserted that academic writing is less likely to elicit gender differences due to the formal and traditional nature of academic writing.

The arguments given above support the concept of Community of Practice (CofP) which was developed by Social constructivists. According to Eckert and McConnell-Ginet (1992b), CofPs is “an aggregate of people who come together around mutual engagement in an endeavour” (p.464) and involve a family, friendship or an academic group. As it emphasizes the homogeneity of thought among the members of the community engaged in shared activity, we can consider academic discourse as a CofPs environment where the author and the reader are prepared for interpersonal communication.

In the present study, how female and male authors use metadiscourse markers is constructed and transformed by social behaviors influenced by specific social settings, power relations rather than being explicitly dictated by their gender. More clearly, Butler (1990) explains that gender is not a biologically determined quality, instead reinforced by societal norms. Gender is not an inherent identity, not something we have, but rather we perform at specific circumstances. Therefore, gender representation may vary depending on the environment and context in which people are located.

These suggestions support the current research which reveals that there is no one-to-one relation between gender and language in academic discourse. Instead, we give space to multiple relations which may have influence in the relation between the gender of the author and metadiscourse use. Despite the fact that there are only a few studies on the subject, it is clear that social and intra-personal factors have an impact on writing style. Based on these arguments, it would be wrong to discuss the findings merely as the product of the authors as MA thesis is product of a collective work. As the author works with a supervisor,

members of thesis committee throughout theses writing process and end up with this work with jury members in thesis defence.

Specifically, the supervisor may affect the use of language in the thesis by suggesting the novice writer to write the theses more reader friendly and by making corrections which enhance the cohesion and coherence in the text. Similarly, Tse and Hyland (2008) put forth that in a research article “authority is exercised by peers, editors, reviewers and other members of one’s community over writing” and they add that “such constraints contribute to the meanings that can be created and to evaluations of persuasiveness by readers” Based on this viewpoint, the contributions of the supervisors in the persuasiveness of the theses could be also regarded.

Considering the gender of the supervisors in the corpus of the present study, it was detected that female authors (n=40) have 85% male supervisors (n=34) and 15% female supervisors (n=6) whereas male authors (n=40) have 87.5% male supervisors (n=35) and 2.5% female supervisors (n=5). This shows that the MA theses chosen for this study were dominantly supervised by male supervisors. The majority of males among supervisors could be the reason of no difference between corpora of male and female authors in regard to the use of MDMs.

As a result, academic writing is less likely to evoke gender-based differences because of its formal and traditional nature. In addition, MA theses’ being a collective work may also have influence on genderless language.

5.2.2. The Use of Interactional and Interactive MDMs in the Corpus of Male Authors and Female Authors

In the present study, MDMs employed by male and female authors in their MA theses’ conclusion sections were analyzed into two main types of IMDMs: interactive MDMs and interactional MDMs. Table 32 illustrates that the frequency of interactive and interactional MDMs (per 100 words) with respect to total

number of MDMs utilized by MAMs and the frequency of interactive and interactional MDMs with respect to total number of MDMs utilized by FAMs and LL ratios are illustrated.

Table 32

Overall Frequency (per 100) and Log-Likelihood Results of Interactive and Interactional MDMs in CMAM and CFAM

Category	CMAM f	Tokens (per 100)	CFAM f	Tokens (per 100)	LL Ratio
Interactional MDMs	2686	8.25	2170	7.72	+5.25*
Interactive MDMs	1917	5.89	1619	5.76	+0.41

*Asterisks indicate levels of significance as determined by the log-likelihood test: *= 'significant at p<0.05 (log-likelihood> 3.84)'
+ indicates overuse in CMAM relative to CFAM

As shown in Table 32, LL Ratio of the corpus of CMAM over CFAM in the use of interactional markers (+5.25, p<0.05) shows that interactional metadiscourse features were much more preferred by MAMs which reveals the male authors' attempts to make their views explicit by constructing engagement with the readers and by anticipating their possible objections to the conclusions. The higher use of interactional markers by male authors may be attributed to the male authors' inclination to feel their presence noticed in their texts and expecting more of the reader in working with them.

On the other hand, LL Ratio (+0.41, p>0.05) indicates that there is no significant difference between male and female group in the use of interactive metadiscourse markers. This means that the corpus of both male authors and female authors guided the readers through the text by showing up their interpretations explicitly with similar frequency of metadiscourse use.

Moreover, the striking similarity between male and female group is that both male authors and female authors used more interactional features than interactive.

This finding shows that both male and female authors pay much attention on involving the readers in the argument instead of organization of the discourse and organized their texts in a similar way. The results of the present study go in line with the results of some previous studies (Crismore et al., 1993; Rezai et al., 2015; Tse & Hyland, 2008; Rezaei-Zadeh et al., 2015). Crismore et al. (1993), for example searched the employment of metadiscourse in persuasive essays written by U.S male and female university students. Their study demonstrated that both male and female writers applied interactional metadiscourse more than interactive one. Similarly, Francis et al. (2001) and Tse and Hyland (2008) claimed that the academic writing shows more similarities than differences considering the gender of the authors.

In another study, Rezai et al. (2015) examined the interactive and interactional MDMs in conclusion sections of English master theses written in the fields of English Teaching, English Literature, and English Translation to see how male and female writers have employed MDMs based on Hyland's (2005a) IMDM model. The results indicated that interactional resources were more frequently employed in the fields of Translation, Teaching and Literature by both male and female writers. Similarly, Tse and Hyland (2008) examined gender-based metadiscourse use in book reviews in the fields of Biology and Philosophy and found that interactional metadiscourse markers were overused than interactive ones by both female and male writers. In another study, Rezaei-Zadeh et al. (2015) found out that both male and female writers employed more interactional markers than interactive ones in conclusion sections of English master theses.

As Crismore and Abdollahzadeh (2010) argue, metadiscoursal features are significantly important in writing as a social phenomenon. Therefore, in general, we see that both male and female authors pay attention on the use of metadiscourse markers and especially on the interactional markers for enhancing the persuasiveness of their conclusions.

5.2.3. The Categorical Distribution of Interactive MDMs in the Corpus of Male Authors and Female Authors

This section reports the findings regarding the employment of interactive metadiscourse categories found in CMAM and CFAM. Table 33 illustrates the frequency of occurrence with respect to the total number of interactive MDMs and Log-likelihood analysis of categorical use of IMDMs employed in CMAM and CFAM.

Table 33

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactive MDMs in CMAM and CFAM

Interactive MDMs	CMAM f	Tokens (per 100)	CFAM f	Tokens (per 100)	LL Ratio
Transitions	940	2.89	760	2.70	+1.80
Frame markers	548	1.68	627	2.23	-23.31****
Code-glosses	382	1.17	220	0.78	+23.54****
Metadiscoursal evidentials	28	0.09	4	0.01	+16.89****
Endophoric markers	19	0.06	8	0.03	+3.14

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in CMAM relative to CFAM
- indicates underuse in CMAM relative to CFAM

As shown in Table 33, all of the categories of interactive metadiscourse markers were employed by female and male authors in their MA thesis conclusion sections.

Both female authors and male authors employed the interactive categories with similar frequencies. Specifically, the interactive markers which are employed in the corpus of both female authors and male authors can be given in the following sequence starting from the most frequently used categories to the least frequently used ones: transitions, frame markers, code-glosses, endophoric markers,

metadiscoursal evidentials. These categories will be discussed in detail below, in order of frequency of use.

Transitions take place at the top of the metadiscourse categories in both CMAM and CFAM with 2.89 and 2.70 percentages respectively. It could be asserted that that both female and male authors had frequently employed transitions to make the argument clear for readers. Moreover, they were aware of the power of the transitions in the conclusion sections of their MA theses in organizing the propositional information. LL ratio (+1.80, $p>0.05$) shows that there is no statistically significant difference between the corpus of male authors' MA theses and the corpus of female authors' MA theses in regard to the use of transitions. The high use of transitions by both male and female authors with similar frequencies indicates a property of MA theses' conclusion sections. In other words, the authors mostly prefer connecting the propositions to the previous propositions in order to organize the information in the corpus.

The second mostly employed interactive category in CMAM and CFAM is frame markers with 1.68 and 2.23 percentages respectively which reveals that both female and male authors frequently preferred referring to discourse acts, sequences, or stages heavily while guiding the readers throughout the text. LL ratio of the frame markers used by male authors over those employed by female authors (-23.32, $p<0.0001$) shows that female authors were more inclined to structure the organization in the conclusions with frame markers.

Code-glosses category is the third most frequently employed interactive category in both CMAM and CFAM with 1.17 and 0.78 percentages, respectively (see Table 33). This result reveals that both female and male authors were frequently employed code-glossed to supply additional information so that they help the reader grasp their intentions and obviate processing difficulties that the reader might encounter throughout the discourse. LL ratio (+23.54, $p<0.0001$) displays that when compared to female authors, male authors appeared to give a higher

priority to giving additional information to the propositional material for the readers to follow the arguments easily.

The other categories as endophoric markers and metadiscoursal evidentials are the least employed interactive categories in both CFAM and CMAM. This shows that both female and male authors did not give importance to refer to information in other parts of the text and to source of information from other texts. This may be result of the less need of these markers in conclusion sections. There is no significant difference between CMAM and CFAM in regard to the use of endophoric markers (LL ratio: +3.14, $p<0.05$) while male authors were prone to use more metadiscoursal evidentials in their MA theses conclusions (+16.89, $p<0.0001$). It can be inferred that male authors had more interest than female authors in reviewing items of previous research which helps them to establish a territory.

The findings above show that the distribution of interactive metadiscourse markers is similar in CMAM and CFAM when their frequency of occurence per 100 words is considered. In CMAM and CFAM, transitions, frame markers and code-glosses are the most employed interactive MDMs whereas metadiscoursal evidentials and endophoric markers are the least employed interactive MDMs. This shows that both male and female authors arranged their texts in a similar manner in regard to these interactive markers.

Although there are some different tendencies in using interactive metadiscourse markers, the use of interactive categories in the conclusion sections by both male and female authors and the use of the categories with the same frequency order shows us that the authors wrote their MA theses conclusions paying attention to the necessities of academic language use which reveals that metadiscourse use is genre-specific rather than gender-based, in this study.

The nature of conclusion sections as a part-genre can be another reason of the similarities between the corpus of female and male authors in regard to the use

of interactive categories. In an academic writing, conclusion section brings together the main arguments of the study by interpreting the findings and gives a final comment. The final comment may also include making suggestions for future work. Thus, both female and male authors need endophoric markers and metadiscoursal evidentials less but transitions, frame markers and code-glosses more in order to make the text reader-friendly. In other words, the authors used the metadiscourse categories in such a way that they are congruent with the nature of conclusion sections.

In addition to genre-specific metadiscourse use, the common features in the use of interactive MDMs could be due to the fact that social science and humanities form the corpus of this study. Similarly, According to D'Angelo (2008), Francis et al. (2001) Tse and Hyland (2008), the overall use of metadiscourse markers in soft disciplines tends to be more discipline-specific than gender-based, having more similarities than discrepancies between men and women's academic writing. It appears that the gender of the writer has little bearing on the integration of metadiscourse elements into written discourse.

5.2.4. The Categorical Distribution of Interactional MDMs in the Corpus of Male Authors and Female Authors

This section reports the findings regarding the employment of interactional metadiscourse categories found in CMAM and CFAM. Table 34 illustrates the frequency of occurrence with respect to the total number of interactional MDMs and Log-likelihood analysis of categorical use of MDMs employed in CMAM and CFAM.

Table 34

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactional MDMs in CMAM and CFAM

Interactional MDMs	CMAM f	Tokens (per 100)	CFAM f	Tokens (per 100)	LL Ratio

Boosters	965	2.96	745	2.65	+5.25*
Hedges	947	2.91	741	2.64	+4.01*
Attitude Markers	484	1.49	368	1.31	+3.38
Engagement markers	197	0.61	186	0.66	-0.77
Self-mentions	93	0.29	130	0.46	-12.82***

*Asterisks indicate levels of significance as determined by the log-likelihood test: *= 'significant at p<0.05 (log-likelihood> 3.84)'; ***= 'significant at p<0.001 (log-likelihood> 10.83)'
+ indicates overuse in CMAM relative to CFAM
- indicates underuse in CMAM relative to CFAM

As shown in Table 34, all of the categories of interactional metadiscourse markers were employed by female and male authors in their MA thesis conclusion sections. It is also obvious that the distribution of metadiscourse markers is in the same order in CMAM and CFAM when their frequency of occurence per 100 words is considered. Specifically, interactional categories from the most frequently used ones to the least frequently used ones in both corpora are as the following: boosters, hedges, attitude markers, engagement markers, self-mentions. In other words, hedges, boosters and attitude markers appeared to be frequently occurring categories of MDMs while self-mentions and engagement markers are the least frequently employed interactional MDMs in both corpora.

In the corpus, both male and female authors made more use of boosters with 2.96 tokens per 100 words among interactional categories. This can be a proof for both genders' tendency in expressing their certainty in what they say. Concerning boosters, Hyland (1998) argued that they "allow writers to express conviction and asserted a proposition with confidence, representing a strong claim about a state of affairs" as well as they "mark involvement and solidarity with an audience, stressing shared information, group membership, and direct engagement with readers" (p. 350). However, LL ratio (+5.25, p<0.05) shows that male authors are more inclined to offer stronger commitments to the propositional information than female authors and intend to be more emphatic in expressing their ideas than females by employing a more confident writing style.

The second mostly employed interactional category by both male authors and female authors in their MA theses' conclusion sections is the category of hedges with 2.91 tokens per 100 words and 2.64 tokens per 100 words, respectively. Accordingly, it could be understood that both male and female authors preferred leaving open the possibility of being mistaken and emphasizing their subjectivity and conveying indirectness. This shows both female and male authors' awareness towards the importance of using hedges in their academic writing. On the other hand, LL ratio (+4.01, $p<0.05$) shows that male authors tend to employ more hedging markers to soften the force of statements than female authors.

Attitude markers are the third most frequently deployed interactional category by both male authors and female authors with 1.49 frequency of occurrences per 100 words and 1.31 occurrences per 100 words, respectively. This finding shows that both female and male authors preferred expressing their perspective or evaluation of the propositional content in conveying a message to build relationship with the readers. LL ratio (+3.38, $p>0.05$) reveals that there is no significant difference between CMAM and CFAM in the use of attitude markers, which displays that both male and female authors benefit from the attitude markers to convey their attitude toward both propositions and readers in their MA theses' conclusions with similar frequency.

Table 34 shows that the category of engagement markers is the forth most frequently used interactional marker in CMAM and CFAM with 0.61 tokens per 100 words and 0.66 tokens per 100 words respectively which means that both female and male authors were not much inclined to attract their readers' attention to important points of their arguments or include the readers in a task as participants in the discourse. LL ratio (-0.77, $p>0.05$) reveals that there is no significant difference between CMAM and CFAM in regard to the use of engagement markers, which means that both male and female authors projected themselves into their texts with similar frequency by involving readers with the arguments.

The least frequently employed interactional metadiscourse marker in both CMAM and CFAM is self-mentions with 0.29 tokens per 100 words and 0.46 tokens per 100 words, respectively which means that male authors and female authors rarely asserted their authorial persona by which they seek recognition for their endeavor. LL ratio (-12.82, $p<0.001$) in Table 34 illustrates that female authors used significantly more self-mentions than male authors. This finding reveals that female authors were more prone to putting emphasis on their contribution to the field by explicit or implicit reference to themselves, thus increasing the level of authorial presence.

The findings above show that the distribution of interactional metadiscourse markers is similar in CMAM and CFAM when their frequency of occurence per 100 words is considered. In CMAM and CFAM, boosters, hedges and attitude markers are employed more than engagement markers and self-mentions. This displays that both male and female authors employed metadiscourse markers in a similar manner to include the reader in the conclusion sections and express their viewpoints.

Considering the frequencies of interactional categories, similarities between CMAM and CFAM stand out rather than differences. In addition to the use of all interactional categories in the conclusion sections, both female and male authors employed interactional categories with the same frequency order. These are evidence to the importance of interactional metadiscourse in MA theses conclusions and the authors' awareness in its usage, regardless of their gender.

The higher use of hedges and boosters than the other interactional categories in the corpus by both female authors and male authors can be result from the nature of social science and humanities. Specifically, the authors were cautious in their statements in the conclusions in order to reveal the claims and opinions rather than facts. In other words, they softened their arguments to avoid criticism for being radical with the use of hedges. This is a property of social science and humanities which includes the author's claims related to the findings rather than

the concrete laws and rules that the studies in hard sciences propose. Moreover, the higher use of boosters by both male and female authors among the interactional categories also shows that the authors showed their commitments to their claims in accordance with the nature of social science and humanities. Thus, the authors employed hedges and boosters as communicative tactics to either minimise or maximise the force of their statements.

In addition to the nature of social science and humanities, it can be understood that the authors used the hedges and boosters more than other interactional categories in accordance with the necessities of MA theses conclusions, namely genre-specific features. The authors employed boosters to show their confidence in the proposition given in the conclusions of MA theses, as an educational genre. Both female and male authors strived for expressing the contribution of their MA theses to the literature, by the use of boosters. Furthermore, the authors used hedges and boosters not only to soften their arguments, but also to be accepted in interpersonal relationships. In other words, regardless of the gender, the authors were aware of the important role of these devices in academic discourse as they both show the commitment to their claims and the attitude to the discourse community. Hyland and Bondi (as cited in Alonso, Alonso, & Mariñas, 2012, p. 48) also argued that hedges and boosters are important elements as they “create a pathway for scholars to be part of the global academic village.”

5.2.5. Overall Discussion of the Findings regarding the Distribution of MDMs in Corpus of Male Authors and Female Authors

The corpus of female and male authors share considerably similar tendencies in some aspects of metadiscourse use. The analysis of the data reveals that both female and male authors employed all the main and sub-categories of interactional and interactive metadiscourse markers in their MA theses’ conclusions. This preliminary finding in both corpora demonstares that female and male authors were apparently aware of the significant role of metadiscourse in persuasive writings (Hyland, 2005).

Regarding the use of interactional and interactive categories, it was observed that both female and male authors used predominantly more interactional markers than interactive devices. This could be attributed to the nature of social science and humanities as interactional markers “focus on the participants of the interaction and seek to display the writer’s persona and a tenor consistent with the norms of the disciplinary community” (Hyland 2004, p.139). Moreover, the explicit persuasive nature of interactional metadiscourse can explain the higher use of interactional markers over interactive ones.

Among interactive categories, both female authors and male authors employed mostly transitions, frame markers, code-glosses and less metadiscoursal evidentials and endophoric markers in their MA theses conclusions (see Table 33). In regard to the use of interactional categories, both female and male authors deployed mostly boosters, hedges, attitude markers to interact with their readers and less engagement markers and self-mentions (see Table 34). Moreover, in regard to the overall use of MDMs, there is no significant difference between the corpus of female authors and the corpus of male authors.

Thus, it could be asserted that the similarity in the overall use of MDMs and the similar distribution of subcategories of interactive and interactional MDMs in corpora of female and male authors derive from the nature of written academic language in general and genre-related factors specifically. In an academic writing, the authors strive for proving a thesis and convincing the readers that their thesis statement is a valid one. Accordingly, common communicative aspects in an MA thesis and their conclusions as an academic genre may give rise to similar distribution of metadiscourse categories, regardless of the gender of the authors.

These findings ascertain that genre-specific features seem to be more relevant on the use of metadiscourse markers rather than gender-based language use. Swales (2004) put forth that the author of a thesis tends to be more explicit in their exposition rather than a research article. As MA thesis functions as a final examination for the student after the courses taken, MA students are expected to

make their contribution to knowledge original and take on their personal stamp on their research problem to justify their research in conclusions (Kamler&Thomson, 2006).

For this reason, to enter a community of scholars, the author would prefer to apply a more transparent communicative style as it is safer (Ädel, 2006). Metadiscourse plays an important role in theses on grounding that it helps constructing interaction between the authors and readers and provides “an overarching organizational scaffold” in the text (Paltridge & Starfiedl, 2007, p.89). As all of the authors aim to write convincing conclusion sections in their MA theses, it appears that they obey the rules of MA thesis as educational genre and hence the gender of the author has little bearing on the integration of metadiscourse elements into written discourse.

As for the differences between male and female groups, it was also observed that the overall use of interactional categories were overused by male authors in their texts. In other words, male authors were inclined to bring forward the subjective nature of conclusion sections more than the female authors.

The analysis of the use of sub-categories of interactive and interactional categories in CMAM and CFAM disclosed that male authors tended to use code-glosses, metadiscoursal evidentials, boosters and hedges more than female authors. On the other hand, female authors were inclined to employ frame markers and self-mentions more than male authors.

It could be understood from the previous studies that even these differences may be generated from genre-specific features. Specifically, Hyland (2008), Nasri et al. (2018), Tse and Hyland (2008), Yeganeh and Ghoreyshi (2015) investigated argumentative written discourse, reviews, academic research articles respectively and revealed that males were more inclined to use boosters than female authors. On the other hand, this finding does not match with what Herbert (1990) found in compliment behaviours, where females used more boosters than

males and used a more confidenty style. Thus, even the difference tendencies in the use of some metadiscourse categories can be explained with the nature of genre and discourse communities under the study.

Moreover, since MA thesis is a collective work, it may not be appropriate to talk about strict differences regarding the authors' tendencies in metadiscourse use. Specifically, taking into consideration that both female authors and male authors in the corpus of this study have overwhelmingly male supervisors, it could be argued that the metadiscourse use in both corpora may have male dominant reflections.

To put it in a nutshell, gender does not seem to be a determining factor for Turkish MA theses conclusion sections when it comes to the overall use of metadiscourse markers and order of frequency of use in the categorical distribution of interactive and interational markers. In other words, genre conventions may determine the authors' choice of some metadiscourse resources which resulted with the similar distribution of these devices.

5.3. DIACHRONIC INFLUENCES ON METADISCOURSE MARKERS

In this section, first of all overall use of MDMs were analyzed in C2004M (the corpus of 2004 MA theses) and C2019M (the corpus of 2019 MA theses) and compared to detect whether there is any significant difference in the use of MDMs in a diahronic way. Secondly, interactive and interactional MDMs were compared to realize whether there is any difference through the years. Thirdly, the categorical use of sub-categories of MDMs such as the use of transitions, frame markers, code-glosses, endophoric markers, metadiscoursal evidentials (interactive MDMs) and hedges, boosters, attitudinal markers, self-mentions, engagement markers (interactional markers) were compared to discuss the similarities and differences between the categories diachronically.

5.3.1. The Overall Use of MDMs in the Corpus of 2019 and 2004 MA Theses

The analysis indicated that the authors of MA theses published in 2004 employed 4085 metadiscourse markers over 30956 total number of words whereas the authors of MA theses published in 2019 employed 4426 metadiscourse markers over 30164 total number of words. Table 35 shows the overall frequency distribution of MDMs in C2004M and C2019M and the Log-likelihood results.

Table 35

Overall Frequency (per 100) and Log-Likelihood Results of Total MDMs in C2019M and C2004M

Category	C2019M f	Tokens (per 100)	C2004M f	Tokens (per 100)	LL Ratio
MDMs	4426	14.6	4085	13.2	+23.93****

****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in 2019 corpus relative to 2004 corpus

As given in Table 35, 2019 corpus and 2004 corpus include 4426 items of MDMs with 14.6 tokens per 100 words and 4085 items with 13.2 tokens per 100 words, respectively. LL Ratio is +23.93 (p<0.0001) which shows that MDMs are remarkably overused by 2019 authors in comparison with 2004 authors and there is statistically significant difference between two corpora in regard to metadiscourse use as p<0.0001 value means that the difference between the groups is highly significant as it was attributed to chance only 1 time out of 10,000.

This finding shows that metadiscourse use has changed over time as also indicated in the studies of Kuhi and Mousavi (2015) and Hyland and Jiang (2019) which illustrate that the metadiscourse use increased through time. It can be deduced from the findings of the present study that there is a direct relationship between academic writing output and the authors' awareness of its conventions and this awareness regarding the writer-reader interaction increased from 2004 to 2019.

This study also shows that metadiscourse resources have gone through diachronic evolution. It has been put forward by some researchers that this evolution happens amongst the academic conventions in order to fulfill new social and epistemological demands of discourse communities (e.g. Gillaerts, 2014; Gillaerts & Van de Velde, 2010; Hyland & Jiang, 2016, 2018; Kuhi & Dust-Sedigh, 2012; Kuhi & Mousavi, 2015). Gillaerts and Van de Velde (2010) asserted that “even in highly condensed genres like RA abstracts, interpersonal considerations are pervasive, and show striking diachronic dynamics”.

Accordingly, it could be understood that metadiscourse markers are sensitive to changes within their academic practices. Systemic-Functional Linguistics (SFL) supports this view as it sets up a relationship between language and social structure (Halliday & Hasan, 1985). In other words, members of a discourse community share "similar educations and professional initiations" (Kuhn, 1970, as cited in Flowerdew, 2000, p. 129).

Thereby, the present study shows that MA theses as a type of genre has been developed diachronically in regard to the use of metadiscourse markers with more awareness of the academic community about the rhetorical power of MDMs in academic discourse. The increase in the use of MDMs in MA theses’ conclusions may be relavant to an increasing awareness and desire of their authors about the crucial role of metadiscourse use in producing more persuasive texts. Thus, the authors strive for their MA theses being accepted in the academic community.

In addition, it would be appropriate to assert that the increasing access to national and international academic resources in Turkey over 16-year-period leads to following up-to-date studies and the authors focus on how to persuade the readers of the results of their study. Moreover, as Hyland (2017) explains in his article *Metadiscourse: What is it and where is it going?* that metadiscourse use has increased substantially since about 2004, and continues to rise. This may be because of the publication of two influential books by Hyland in 2005 and by Ädel

in 2006 at that time. Thereby, it could be concluded that as the corpus is comprised of Turkish MA theses, the authors might not have followed the international resources in 2004 as much as the authors in 2019 did.

According to Hyland and Jiang (2018, p.29), the shift in academic traditions could imply that the competitive publication industry may have impact on the changes in the nature of disciplines. The changes in MDMs appear to have been primarily driven by the necessity to adapt to an ever-diversifying audience over time. As a result, MDM use has evolved significantly through time in order to better reach their target market.

Below, the findings regarding the interactive and interactional metadiscourse use through time will be discussed to understand which category mostly contribute to the increase of the overall use of MDMs in the conclusion sections.

5.3.2. The Use of Interactional and Interactive MDMs in the Corpus of 2019 and 2004 MA Theses

This section presents the evolution of MDMs in Turkish MA theses conclusion sections in regard to two main types of MDMs as interactive and interactional MDMs over the 16-year period. Table 36 illustrates the frequency of interactive MDMs and interactional MDMs employed in C2004M and C2019M and the Log likely-hood results.

Table 36

Overall Frequency (per 100) and Log-Likelihood Results of Interactive and Interactional MDMs in C2019M and C2004M

Category	C2019M f	Tokens (per 100)	C2004M f	Tokens (per 100)	LL Ratio
Interactional MDMs	2563	8.50	2293	7.41	+22.87****
Interactive MDMs	1863	6.18	1792	5.79	+3.84*

*Asterisks indicate levels of significance as determined by the log-likelihood test: *= 'significant at p<0.05 (log-likelihood> 3.84); ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in 2019 corpus relative to 2004 corpus

As illustrated in Table 36, LL Ratio of the corpus of C2019M over C2004M in the use of interactional markers (+22.87, p<0.0001) shows that the authors of MA theses published in 2019 paid much more attention to interact with the readers by intruding and commenting on their own argumentation, considering that interactional MDMs “represent a very different style of argument, altogether more personal and intrusive, confronting and challenging the reader with a more explicitly committed and engaged stance and expecting more of the reader in working with the writer” (Tse & Hyland, 2008, p. 1242).

Moreover, LL Ratio (+3.84, p<0.05) in Table 36 also reveals the significant overuse of interactive markers by the authors of C2019M. This indicates that the authors of 2019 corpus were more inclined to deploy interactive resources to organize the propositional content in the conclusions and guide the readers to interpret the conclusions correctly.

Accordingly, these LL values mean that interactional and interactive MDMs were significantly overused in MA theses’ conclusions published in 2019 than 2004. The study of Kuhi and Mousavi (2015) also indicated that there was a revolutionary change over time as the degree of interpersonality increased over time in applied linguistics research articles. They claimed that writers in high prestigious journals tend to apply high degree of resources to produce more persuasive texts that reflect competitive nature of academic discourse.

So, metadiscourse markers seem to have grown fairly substantially in academic writing in the past 16 years. Moreover, it can be claimed that this is entirely due to an increase in interactional forms. The rise in the use of interactional markers may show that the authors are getting aware of rhetorical power of the metadiscourse markers in their arguments in the social science and humanities. Because when compared to hard sciences, social science and humanities are expected to include more interactional markers rather than interactive markers as the studies in social science and humanities include interpretations and discussions. These changes may be the result of getting aware of the research

practices in social science and humanities with growing emphasis on building relationship with the reader and a change in rhetorical practices.

Another striking finding is that both the authors of C2019M and the authors of C2004M used more interactional features than interactive. This finding shows that both C2019M and C2004M authors payed more attention on involving the readers in the argument instead of the organization of discourse. Another reason may be attributed to the evaluative nature of the genre.

As Crismore and Abdollahzadeh (2010) argue, interactional features are significantly important in writing. In addition, Hyland (1994) writes that "effective academic writing actually depends on interactional elements which supplement propositional information in the text and alert readers to the writer's opinion" (p. 240). This indicates that authors in the present study embrace a certain view and worked hard to convince the readers to agree with a careful presentation in persuasive and appealing manners in the conclusion sections of MA theses.

5.3.3. The Categorical Distribution of Interactive MDMs in the Corpus of 2019 and 2004 MA Theses

This section reveals the evolution of categories of interactive MDMs and the degree to which MDMs in Turkish MA theses conclusion sections have undergone over a 16-year period. To investigate the distributional pattern of interactive markers such as transitions, frame markers, metadiscoursal evidentials, code-glosses, endophoric markers diachronically, frequency of occurrence and Log-likelihood analysis was conducted. Table 37 illustrates the frequency of occurrence and Log-likelihood analysis of categorical use of interactive MDMs employed in 2019 and 2004 years of publication.

Table 37

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactive MDMs in C2019M and C2004M

Interactive Categories	C2019M f	Tokens (per 100)	C2004M f	Tokens (per 100)	LL Ratio
Transitions	772	2.56	928	3.00	-10.58**
Frame markers	669	2.22	506	1.63	+27.11****
Code-glosses	383	1.27	338	1.09	+4.10*
Metadiscoursal evidentials	24	0.08	8	0.03	+8.79**
Endophoric markers	15	0.05	12	0.04	+0.42

*Asterisks indicate levels of significance as determined by the log-likelihood test: *= 'significant at p<0.05 (log-likelihood> 3.84)'; **= 'significant at p<0.01 (log-likelihood> 6.63)'; ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in 2019 corpus relative to 2004 corpus
- indicates underuse in 2019 corpus relative to 2004 corpus

As shown in Table 37, all of the categories of interactive metadiscourse markers were employed in both the corpus of 2019 MA theses and the corpus of 2004 MA theses.

It is also obvious that the distribution of categories of interactive MDMs is similar in C2019M and C2004M when their frequency of occurence per 100 words is considered. Specifically, in C2019M and C2004M, transitions, frame markers and code-glosses are the most employed interactive MDMs whereas metadiscoursal evidentials and endophoric markers are the least employed interactive MDMs. This may be related to the rise of commodified discourse due to a drastic shift in the essence of professionalism, which could be linked to the creation of a promotional and consumer-oriented discourse.

These categories will be discussed in detail below, firstly in regard to the similar distributional patterns in both corpora and then in regard to the increasing and decreasing frequency of use through time.

Transitions take place at the top of the categories of interactive MDMs in both C2019M and C2004M with 2.56 and 3.00 tokens per 100 words respectively which shows that both the authors of 2019 corpus and the authors of 2004 corpus are careful in assisting and directing their readers to understand the messages while reading the text by connecting two or more ideas or clauses in a sentence. High use of transitions illustrate that transitions are among the integral part of MA theses' conclusions as these markers can be used to represent various argumentations in the text.

The second most frequently interactive category employed by the authors of C2019 and C2004 with 2.22 and 1.63 tokens per 100 words is frame markers which reveal that both the authors of 2009 and 2004 corpus heavily preferred frame markers in order to make their writing good among the other interactive markers by referring to discourse acts, sequences, or stages.

Code-glosses category is the third most frequently employed interactive category in both the corpus of 2019 and 2004 MA theses with 1.27 and 1.09 percentages, respectively (see Table 37) which discloses that both the authors of C2019 and C2004 payed attention to clarifying their communicative purpose by elaborating the meaning of a clause.

The other categories as endophoric markers and metadiscoursal evidentials are the least employed interactive categories in both C2019M and C2004M. While endophoric marker is the least frequently employed interactive metadiscourse category in C2019M with 0.05 tokens per 100 words, the least used interactive category in C2004 is metadiscoursal evidentials with 0.03 tokens per 100 words. These findings reveal that both authors of 2019 and 2004 did not need employing metadiscoursal evidentials and endophoric markers because conclusion sections do not discuss the findings by referring to source of information from other texts and by referring to information in other parts of the text.

Table 37 also shows the LL ratios of C2019M against C2004M in regard to the interactive markers. According to these ratios, there are significant differences between the corpora diachronically in regard to the use of transitions (LL ratio: -10.58, $p<0.01$), frame markers (LL ratio: +27.11, $p<0.0001$), code-glosses (LL ratio: +4.10, $p<0.05$) and metadiscoursal evidentials (LL ratio: +8.79, $p<0.01$).

On the other hand, there is no significant difference in the use of endophoric markers over time (LL ratio: +0.42, $p>0.05$) which shows that both authors of 2004 and 2019 did not prefer referring to information in other parts of the text.

The use of interactive categories which increased significantly in 2019 corpus when compared to 2004 corpus are frame markers (LL ratio: +27.11, $p<0.0001$), code-glosses (+4.10, $p<0.05$) and metadiscoursal evidentials (LL ratio: +8.79, $p<0.01$). This means that the authors of 2019 corpus structure organization of the conclusion sections considerably more than the authors of 2004 corpus, with the overuse of frame markers. In addition, the authors of 2019 MA theses appeared to give higher priority to code-glosses than 2004 authors in order to ensure the readers to understand the intended meaning in the conclusion by applying additional information. Moreover, the authors of 2019 MA theses were more interested in referring to the items of previous research for a persuasive conclusion.

The only decrease among interactive markers diachronically is in the category of transitions with a dramatic change in the frequency of use (LL ratio: -10.58, $p<0.01$). This finding means that while the authors of 2004 corpus made more use of transitions among other interactive markers with the tendency in making the argument clear for readers, the authors of 2019 corpus were inclined to use the other interactive markers to guide the readers throughout the text, especially frame markers (LL ratio: +27.11, $p<0.0001$).

The findings of the present research lend support to the view that the MA theses conclusions in social science and humanities are becoming more persuasive than

they used to be in the past especially with the use of frame markers, code-glosses, endophoric markers and metadiscoursal evidentials. Speculatively, this may be due to the increasing specialization of research in the soft sciences for, as topics become more focused and the literature more concentrated, audiences are themselves becoming more specialized.

5.3.4. The Categorical Diachronic Distribution of Interactional MDMs in the Corpus of 2019 and 2004 MA Theses

To investigate the evolution and distributional pattern of the interactional markers such as hedges, boosters, attitude markers, self-mentions, engagement markers over 16-year-period, the frequency of occurrence and Log-likelihood analysis was conducted. Table 38 illustrates the frequency of occurrence and Log-likelihood analysis of categorical use of interactional MDMs employed in 2019 and 2004 years of publication.

Table 38

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactional MDMs in C2019M and C2004M

Interactional Categories	C2019M f	Tokens (per 100)	C2004M f	Tokens (per 100)	LL Ratio
Hedge	808	2.68	880	2.84	-1.49
Boosters	969	3.21	741	2.39	+36.69****
Attitude Markers	415	1.38	443	1.43	-0.33
Engagement markers	207	0.69	176	0.57	+3.38
Self-mentions	164	0.54	59	0.19	+54.21****

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019M relative to C2004M
- indicates underuse in C2019M relative to C2004M

As shown in Table 38, all of the categories of interactional MDMs were employed in C2019M and C2004M. It is also obvious that the distribution of metadiscourse markers is similar in C2019M and C2004M when their frequency of occurence

per 100 words is considered. Specifically, in C2019M and C2004M, hedges, boosters and attitude markers are the most employed interactional MDMs whereas engagement markers and self-mentions are the least employed interactive MDMs.

These categories will be discussed in detail below, firstly in regard to the similar distributional patterns in both corpora and then in regard to the increasing and decreasing frequency of use through time.

As it can be understood, boosters stand in the first place of Table 38 in C2019M while they are the second most frequently employed interactional MDMs in C2004M with 3.21 and 2.39 percentages respectively. This indicates that the authors of both corpora were inclined to offer stronger commitments to the propositional information.

Hedges are the second most frequently employed interactional MDMs in C2019M. This category has its place at the top of interactional MDMs in C2004M. This finding reveals that the authors of both corpora are aware of the risks of claimmaking and more cautious in writing and reporting their opinions.

Attitude markers are the third most frequently employed interactional MDMs in C2019M and C2004M with 1.38 and 1.43 tokens in every 100 words which reveals that the authors frequently prefer expressing and displaying their attitudes such as surprise, obligation, interest while they are pulling readers along with their arguments in their MA thesis conclusion sections.

Engagement markers are followed by the attitude markers in regard to the distribution among interactional markers in C2019M and C2004M with 0.69 and 0.57 tokens per 100 words. This finding reveals that both corpus include devices used to address readers directly by taking their attention or include them as discourse participants so as to build a relationship with the reader.

The lowest frequencies in the whole corpus among interactional metadiscourse markers in both C2019M and C2004M is self-mentions with 0.54 and 0.19 tokens per 100 words. This shows that self-mentions were not much preferred in Turkish MA theses conclusion sections in 2004 and 2019.

Table 38 also illustrates LL ratios of C2019M against C2004M in regard to the use of interactional categories. The employment of boosters and self-mentions revealed a clearer diachronic difference as the authors of 2019 MA theses used them more than the authors of 2004 MA theses.

On the other hand, there is no significant difference between the corpora of 2019 MA theses and 2004 MA theses in the use of hedges (LL ratio: -1.49, $p>0.05$), attitude markers (LL ratio: -0.33, $p>0.05$), and engagement markers (LL ratio: -3.38, $p>0.05$. This shows that both authors of 2004 and 2019 MA theses used hedges, attitude markers and engagement markers with similar frequencies in order to present the information as an opinion, to express their affective values and to explicitly address the readers, respectively. The use of these categories with similar frequencies in MA theses of both 2004 and 2019 years shows that MA theses preserved the frequency of use of these interactional categories within themselves, despite the intervening years. Thus, the similarities may indicate genre-specific properties of MA theses and conclusion sections.

As can be understood from Table 38, the use of boosters (LL ratio: +36.69, $p<0.0001$) and self-mentions (+54.21, $p<0.0001$) increased significantly in 2019 corpus when compared to 2004 corpus. This shows that when compared to the authors of 2004 MA theses, the authors of 2019 MA theses were more inclined to express conviction and represent strong claims with confidence regarding the conclusions about their theses.

The massive rise of self-mentions in 2019 corpus with almost three times more than 2004 corpus shows that the authors of 2019 corpus were more keen on marking their personal identity than the authors of 2004 corpus. Considering that

self-mention is considered “a powerful rhetorical strategy for constructing authorial identity in research articles” (Wu & Zhu, 2014, p. 133), the increasing use of personal reference reflects the need of soft science authors to express their contributions to their field of research. The dramatic increase in use of self-mentions in the present study may plausibly lend support to the view that the object-centered approach seems to slide gradually into the author-centered approach.

Overall, from the point of view of interactional metadiscourse markers, it appears that with the significant increase of self-mentions and boosters, we are witnessing radical changes in traditional knowledge construction practices in social science and humanities. Thereby, it appears that, over time, while the authors of MA theses’ conclusions are becoming increasingly “present” in terms of self-mentions and boosters, the other categories such as hedges, attitude markers and engagement marker have no significant difference over time.

Considering the selective use of interactional resources in the conclusion sections over time, we might support that the use of metadiscourse is sensitive to changes in social science and humanities within their academic practices. Similarly, Hyland and Jiang (2016, 2018) argue that particular conventional practices of a discipline may be dominant in a given age, but they are not permanent.

Along with the fact that the similar distribution of interactional markers both in C2019M and C2004M reveals some genre-specific features, the common academic practices may also develop over time with the increasing awareness about the vital role of metadiscoursal devices in constructing persuasive conclusions. In other words, the increase in the employment of some categories over time may demonstrate that the importance given to rhetorical practice has increased and novice members of academic discourse communities in the social science and humanities adopt the rhetorical practices, not just mastering a set of rules with a normative language use.

5.3.5. Overall Discussion of the Findings regarding the Distribution of MDMs in the Corpus of 2019 and 2004 MA Theses

The diachronic analysis of the data revealed that all the main and sub-categories of interactional and interactive metadiscourse markers were used in MA theses' conclusions published in both 2004 and 2019. This means that both groups utilized metadiscourse to explicitly indicate text organization, evaluate its contents, and persuade their readers.

The findings suggest that the authors of C2019M and C2004M opted for the use of more interactional metadiscourse than interactive in order to persuade their readers about the acceptability of concluding remarks by building up solidarity with their readers. It appears that the authors of MA theses' conclusion sections pay much more attention to interact with the audience by intruding and commenting on their own argumentation. Both C2019M and C2004M authors payed more attention on involving the readers in the argument instead of organization of the discourse.

The authors of both C2004M and C2019M employed transitions, frame markers, code-glosses more frequently than other interactive categories which are metadiscoursal evidentials and endophoric markers (see Table 37). As for the interactional categories, the authors of both corpora employed boosters, hedges, attitude markers more frequently and other categories such as engagement markers and self-mentions less frequently (see Table 38).

These similarities in both corpora indicate that MA students are familiar with the use of metadiscourse markers in this genre. Their familiarity can be attributed to exposure to academic writing in Turkish texts from a related genre, academic writing courses they may have attended in the previous years of their academic life. In addition, this may derive from features specific to MA thesis genre which are the evaluative nature of conclusion sections and soft fields.

It was also revealed in this study that there is significant increase in the overall use of MDMs through time. The authors consider the writer-reader interaction more in 2019 when compared to 2004. Thus, it can be stated that MA theses as a type of genre have been developed diachronically in regard to the use of metadiscourse markers with more awareness of the academic community about the rhetorical power of MDMs in academic discourse.

It has been put forward by some researchers that this evolution happens amongst the academic conventions in order to fulfill new social and epistemological demands of discourse communities (e.g. Gillaerts, 2014; Gillaerts & Van de Velde, 2010; Hyland & Jiang, 2016, 2018; Kuhi & Dust-Sedigh, 2012; Kuhi & Mousavi, 2015). In other words, the differences between the corpora suggest that there are some factors which may affect the writing style of MA theses such as the changes in social practices of discourse communities namely in the nature of professionalism. Moreover, it could be asserted that the increasing access to national and international academic resources in Turkey over 16-year-period may lead to following up-to-date studies and hence, authors give importance to persuade their readers of the results of their study.

It is obviously seen that the substantial increase in metadiscourse markers at the end of 16-year-period seems to be entirely due to a rise in interactional forms which may be the result of becoming aware of the research practices in social science and humanities with growing emphasis on building relationship with the reader especially by making their views explicit and engaging the reader by anticipating their objections and responses to the text.

The significant increase in interactional markers in 2019 corpus, particularly due to boosters and self-mentions, may reflect the nature of traditional rhetorical practice of social science and humanities, which includes the authoritative posture of the authors. Moreover, the incerase in the use of boosters could be due to the soft sciences' preservation of their characteristics within themselves instead of an orientation towards hard sciences. As empirical findings are mostly

given in hard sciences, the low use of boosters is expected. Hyland (1998a) explains that authors used more boosters in soft sciences as they rely on “personal projection” (p.372) while the authors of hard sciences used fewer boosters as they prefer “impersonal strategies” (p. 371).

On the other hand, the use of interactive metadiscourse also significantly increased in 2019 mainly as a result of a rise in the number of frame markers, code-glosses, endophoric markers, evidentials to make the conclusions more fluent and comprehensible. Among these markers, the most dramatic change is in the growth of frame markers. According to Hempel and Degand (2006), frame markers are the best representatives of organizational structure of discourse. Thus, it can be understood that the authors of 2019 MA theses were more inclined to provide framing information while revealing the conclusions of their study.

The only category which decreased significantly in 2019 corpus is transitions among MDM categories. This means that the authors opted for employing other interactive categories more than the transitions for the organization of the discourse.

These diachronic changes demonstrate the dynamic nature of the genre of MA theses conclusions in regard to the metadiscourse use. This move is a consequence of changing rhetorical practices. Accordingly, there is a direct relationship between academic writing output and the authors’ awareness of its convention. As a result, it could be supported that metadiscourse markers are sensitive to changes within the academic practice.

5.4. DIACHRONIC VARIATIONS IN METADISCOURSE MARKERS IN THE CORPUS OF FEMALE AUTHORS

In the sections above, we discussed the findings regarding the use of metadiscourse markers by years of publication of MA theses and gender of the authors. This section presents the use of metadiscourse markers in a diachronic way in C2004FAM (the corpus of 2004 Female Authors’ MA theses) and

C2019FAM (the corpus of 2019 Female Authors' MA theses), illustrating the overall use of MDMs, main categories of MDMS (interactive and interactional categories) and sub-categories of interactive MDMs (transitions, frame markers, endophoric markers, metadiscoursal evidentials, code-glosses) and interactional MDMs (hedges, boosters, attitude markers, self-mentions, engagement markers).

5.4.1. The Overall Use of MDMs in the Corpus of 2019 Female Authors and 2004 Female Authors

The total number of metadiscourse items used in the MA theses' conclusion sections used in 2004 female corpus is 1627 over 12501 total number of words whereas the female authors of MA theses published in 2019 employed 2281 metadiscourse markers over 15597 total number of words. Table 39 shows the overall frequency distribution of MDMs in C2019FAM and C2004FAM and Log-likelihood results.

Table 39

Overall Frequency (per 100) and Log-Likelihood Results of Total MDMs in C2019FAM and C2004FAM

Category	C2019FAM f	Tokens (per 100)	C2004FAM f	Tokens (per 100)	LL Ratio
MDMs	2281	14.62	1627	13.01	+12.99***

*Asterisks indicate levels of significance as determined by the log-likelihood test: ***= 'significant at p<0.001 (log-likelihood> 10.83)'
+ indicates overuse in C2019FAM relative to C2004FAM

As given in Table 39, metadiscourse markers in C2019FAM and C2004FAM were employed with 14.62 and 13.01 tokens per 100 words, respectively. LL Ratio is +12.99 (p<0.001) which shows that MDMs are remarkably overused by female authors of 2019 corpus in comparison with female authors of 2004 corpus and there is statistically significant difference between two corpora in regard to metadiscourse use as p<0.0001 value means that the difference between the groups is highly significant as it was attributed to chance only 1 time out of 10,000.

This finding shows that female authors have gained awareness about the rhetorical power in MA theses' conclusions by the use of metadiscourse markers over time. In other words, female authors consider the writer-reader interaction more in 2019 when compared to 2004.

Considering that a community of practice (CoP) is a group of people who share a concern about something they do by interacting regularly, it could be said that students, supervisors and even thesis defence juries could make up a community of practice in the process of writing of MA theses. Hence, as community of practice is a social network, the increase in the use of metadiscourse in the social sciences may show that more collaboration has resulted in improved performance for female authors.

Therefore, it could be deduced from the use of more metadiscourse markers by female authors in 2019 year that the awareness and tendency of academics on the use of MDMs has increased, that is, more emphasis is placed on how the thesis is written in addition to content development such as what is written in the thesis.

Overall, in order to produce a successful academic text, female authors have been found to express themselves more with an academic identity rather than the traditional gender identity.

5.4.2. The Use of Interactional and Interactive MDMs in the Corpus of 2019 Female Authors and 2004 Female Authors

The overall distribution of interactive and interactional metadiscourse markers used in Turkish MA theses conclusion sections written by female authors in 2019 and 2004 is given below with their frequency, tokens per 100 words with respect to total number of words and percentage in regard to total number of MDMs are illustrated in Table 40.

Table 40

Overall Frequency (per 100) and Log-likelihood Results of Interactive and Interactional MDMs in C2019FAM and C2004FAM

	C2019FAM f	Tokens (per 100)	C2004FAM f	Tokens (per 100)	LL Ratio
Interactional MDMs	1246	7.99	924	7.39	+3.22
Interactive MDMs	1035	6.64	703	5.62	+11.58***

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.001 (log-likelihood> 10.83)'
+ indicates overuse in C2019FAM relative to C2004FAM

As illustrated in Table 40, the frequency of interactional MDMs employed in C2019FAM and C2004FAM were 7.99 and 7.39 per 100 words respectively. LL ratio (+3.22, p>0.05) show that there is no statistically significant difference between the corpus of 2019 female authors and the corpus of 2004 female authors in terms of the use of interactional MDMs. This means that both female authors of MA theses published in 2019 and female authors of MA theses published in 2004 tended to interact with readers and highlight their stance towards the viewpoint.

Moreover, LL ratio (+11.58, p<0.001) shows that there is significant difference between 2004 corpus of female authors and 2019 corpus of female authors in regard to the use of interactive markers. Specifically, 2019 corpus of female authors were much more aware of the power of interactive metadiscourse markers in their MA theses than 2004 female authors which help them organize propositional content and guide their readers throughout the conclusion section.

Thereby, it could be said that metadiscourse markers seem to have grown fairly substantially in academic writing of female authors in 16-year-period due to a significant increase in the use of interactive metadiscourse markers.

When the LL ratios of C2019FAM over C2004FAM in the use of both interactive and interactional categories are taken into consideration, it is observed that

interactional categories were employed more than interactive categories both in C2019FAM and C2004FAM. This finding shows that female authors preferred involving the readers in the argument more than organization of the discourse in both 2019 corpus and 2004 corpus. Rahimivanda and Kuhi (2014) assert that interactional markers are very important in academic writing as they show the awareness of the writers regarding their position within the academic community. Therefore, these interactional devices support the authors to show their academic authority.

Similarly, Hyland writes that “effective academic writing actually depends on interactional elements which supplement propositional information in the text and alert readers to the writer’s opinion” (1994, p.240). In other words, what makes a text “good” is related to the author’s ability in providing their readers with a tentative interpretation of the findings of the study as this leaves the door open to alternative opinions.

Accordingly, female authors may be claimed to have awareness of the rhetorical power of interactional metadiscourse markers in both 2004 corpus and 2019 corpus. Moreover, the increase in the use of interactional markers over time by female authors also illustrate that they are aware of that organization of the text and the guiding the readers throughout the text with metadiscourse markers make the text reader-friendly.

5.4.3. The Categorical Distribution of Interactive MDMs in the Corpus of 2019 Female Authors and 2004 Female Authors

This section reveals the evolution of categories of interactive MDMs and the degree to which MDMs in Turkish MA theses conclusion sections have undergone over a 16-year period in C2019FAM and C2004FAM. To investigate the distributional pattern of interactive markers diachronically, frequency of occurrence and Log-likelihood analysis was conducted. Table 41 illustrates the frequency of occurrence and Log-likelihood analysis of categorical use of interactive MDMs employed in C2019FAM and C2004FAM.

Table 41

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactive MDMs in C2019FAM and C2004FAM

Interactive Categories	C2019FAM f	Tokens (per 100)	C2004FAM f	Tokens (per 100)	LL Ratio
Transitions	387	2.48	373	2.98	-6.44*
Frame markers	422	2.71	205	1.64	+36.32****
Code-glosses	220	1.41	119	0.95	+12.35***
Endophoric markers	5	0.03	3	0.02	+0.16
Metadiscoursal evidentials	1	0.01	3	0.02	-1.54

*Asterisks indicate levels of significance as determined by the log-likelihood test: *= 'significant at p<0.05 (log-likelihood> 3.84); ***= 'significant at p<0.001 (log-likelihood> 10.83)'; ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019FAM relative to C2004FAM
- indicates underuse in C2019FAM relative to C2004FAM

As shown in Table 41, all of the categories of interactive metadiscourse markers were employed in both C2019FAM and C2004FAM. It is also obvious that the distribution of categories of interactive MDMs is similar in C2019FAM and C2004FAM when their frequency of occurence per 100 words is considered. Specifically, in C2019FAM and C2004FAM, transitions, frame markers and code-glosses are the most employed interactive MDMs whereas metadiscoursal evidentials and endophoric markers are the least employed interactive MDMs.

These categories will be discussed in detail below, firstly in regard to the similar distributional patterns in both corpora and then in regard to their increasing and decreasing frequency of use through time.

While transitions take place at the top of the categories of interactive MDMs in C2004FAM with 2.98 tokens per 100 words, female authors payed much more attention on the use of frame markers in their MA theses' conclusions in 2019 with 2.48 tokens per 100 words, hence being at the top of interactive categories

in 2019. It means that whereas female authors of 2004 corpus were careful in assisting and directing their readers to understand the messages while reading the text by connecting two or more ideas or clauses in a sentence, female authors of 2019 preferred more to logically link the ideas in the text to increase the level of cohesion.

The second most frequently used category of interactive markers is frame marker in C2004FAM with 1.64 tokens per 100 words while transitions take the second place among interactive categories in C2019FAM with 2.48 tokens per 100 words following the frame markers. Accordingly, diachronic analysis illustrates that female authors were inclined to employ more frame markers than transitions in 2019 while female authors of 2004 corpus more heavily employed transitions rather than frame markers.

The third interactive MDM category in C2019FAM and C2004FAM is code-glosses with 1.41 and 0.95 tokens, respectively. This finding shows that female authors in both 2004 and 2019 payed attention to signal reformulation, restatement, or exemplification of the ideational message they wanted to convey to the readers.

The other categories as endophoric markers and metadiscoursal evidentials are the least employed interactive categories in both C2019FAM and C2004FAM which reveals that female authors rarely pointed to sources of information outside the current text and rarely referred to the other parts within the text over 16-year-period.

Table 41 also illustrates LL ratios of the corpus of 2019 female authors' MA theses against the corpus of 2004 female authors' MA theses in regard to the use of interactive categories. There are significant differences in the use of transitions (LL ratio: -6.44, $p<0.05$), frame markers (LL ratio: +36,32, $p<0.0001$) and code-glosses (LL ratio: +12.35, $p<0.001$) by female authors diachronically.

On the other hand, there is no significant difference between the corpus of 2019 female authors' MA theses and the corpus of 2004 female authors' MA theses in the use of endophoric markers (LL ratio: +0.16, $p>0.05$) and metadiscoursal evidentials (LL ratio: -1.54, $p>0.05$). This shows that there is no significant change in the use of endophoric markers and metadiscoursal evidentials through time. The reason of this finding may be attributed to the sectional properties as conclusion section in MA theses is expected to demonstrate the authors' overall understanding of the research problem to the reader. Thereby, in contrast to introduction, method and discussion sections which include the details about the study, conclusion sections mostly focus on the main points regarding the study and hence the authors may not feel the need of deploying endophoric markers and metadiscoursal evidentials.

As can be understood from Table 41, the use of transitions (LL ratio: -6.44, $p<0.05$), frame markers (LL ratio: +36,32, $p<0.0001$), and code-glosses (LL ratio: +12.35, $p<0.001$) increased significantly in 2019 corpus when compared to 2004 corpus.

Highly significant increase in frame markers with double times means that female authors in 2019 used the advantage of frame markers to make their discourse clearer to readers by sequencing, labelling, predicting and shifting arguments which help framing information about the parts of the conclusion sections. The fact of longer conclusion sections written by female authors in 2019 may lead to the higher use of frame markers as longer texts are expected to require more sequencing, labelling, predicting and shifting patterns of the arguments in the discourse (see Table 12, for the corpus size according to the gender of the authors and years of publications).

It can also be drawn from the significant increase of code-glosses in 2019 that female authors of 2019 corpus preferred more to clarify the concluding remarks of their theses by elaborating the propositional meanings.

The only category which decreased significantly in the corpus of 2019 female authors' MA theses is transitions among interactive categories. Although female authors employed transition markers frequently both in 2004 and 2019, the reason why they used significantly less transition markers in 2019 may be attributed to the fact that female authors in 2019 corpus conveyed the concluding remarks with mostly frame markers not with the transitions in order to increase the coherence in their writing.

To sum up, the similar distributional patterns between the corpus of 2019 female authors' MA theses and the corpus of 2019 female authors' MA theses can be concluded that the organization of discourse could be specific to the genre of the discourse. On the other hand, diachronic changes in the use of interactive categories could be related to the increasing awareness and change in the tendencies about the use of some interactive categories.

5.4.4. The Categorical Distribution of Interactional MDMs in the Corpus of 2019 Female Authors and 2004 Female Authors

This section reveals the frequency of categories of interactional MDMs employed in C2019FAM and C2004FAM and the degree of change interactional MDMs have undergone over a 16-year period. To investigate the distributional pattern of interactional markers diachronically, frequency of occurrence and Log-likelihood analysis was conducted. Table 42 illustrates the frequency of occurrence and Log-likelihood analysis of categorical use of interactional MDMs employed in C2019FAM and C2004FAM.

Table 42

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactional MDMs in C2019FAM And C2004FAM

Interactional Categories	C2019FAM f	Tokens (per 100)	C2004FAM f	Tokens (per 100)	LL Ratio
Hedge	413	2.65	328	2.62	+0.02
Boosters	428	2.74	317	2.54	+1.14

Attitude Markers	194	1.24	174	1.39	-1.16
Self-mentions	95	0.61	35	0.28	+17.08****
Engagement markers	116	0.74	70	0.56	+3.59

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019FAM relative to C2004FAM
- indicates underuse in C2019FAM relative to C2004FAM

Table 42 illustrates that all of the categories of interactional metadiscourse markers were employed in both C2019FAM and C2004FAM. It is also obvious that the distribution of categories of interactional MDMs is similar in C2019FAM and C2004FAM when their frequency of occurence per 100 words is considered. Specifically, in C2019FAM and C2004FAM hedges, boosters and attitude markers are the most employed interactional MDMs whereas self-mentions and engagement markers are the least employed interactional MDMs.

These categories will be discussed in detail below, firstly in regard to the similar distributional patterns in both corpora and then in terms of the diachronic perspective.

While hedges take place at the top of the categories of interactional MDMs in C2004FAM with 2.62 tokens per 100 words, female authors payed much more attention on the use of boosters in their MA theses' conclusions in 2019 with 2.74 tokens per 100 words, hence being at the top of interactional categories in 2019 corpus. It means that whereas female authors of 2004 corpus were much inclined to indicate that information is offered as opinion rather than qualified fact, female authors of 2019 preferred more to offer stronger commitments to the propositional information in their MA theses' conclusions.

Attitude markers were used with 1.24 and 1.39 tokens in total corpus in C2019FAM and C2004FAM respectively. This finding shows that both female authors in the corpus of 2019 and female authors in the corpus of 2004 payed attention to expressing and displaying their attitudes such as surprise, obligation,

interest while they are pulling readers along with their arguments in their MA thesis conclusion sections.

Engagement markers is the forth frequently employed metadiscourse marker both in C2019FAM and C2004FAM with 0.74 tokens per 100 words and 0.56 tokens per 100 words, respectively. This illustrates that female authors in C2019M and female authors in C2004M used the engagement markers with similar distribution.

The least frequently employed interactional metadiscourse marker in C2004FAM and C2019FAM is self-mention with 0.28 tokens per 100 words and 0.61 tokens per 100 words, respectively. This shows that both female authors in 2004 and female authors in 2019 employed self-mentions with the least frequency among interactional MDMs. On the other hand, LL ratio (+17.08, $p<0.0001$) illustrates that the use of self-mentions were significantly overused in 2019 corpus of female authors when compared with the 2004 corpus of female authors. This shows that the female authors of 2019 corpus were more inclined to mention themselves with explicit and implicit authorial references indicating that object-centered approach seems to slide gradually into the author-centered approach. Moreover, self-mention is the only interactional category significantly differed through the years in terms of frequency of use.

On the other hand, the similarities in the distribution of interactional categories in the corpus of 2019 female authors' MA theses and the corpus of 2019 female authors' MA theses shows that there should be a particular genre convention belonging to MA theses and conclusion sections.

5.4.5. Overall Discussion of the Findings regarding the Diachronic Distribution of MDMs in the Corpus of Female Authors

The findings reveal that female authors of MA theses published in 2019 and 2004 employed all metadiscourse categories in the conclusion sections. Moreover, both groups predominantly used interactional markers in their corpora more than

interactive markers. This may be an indication of that female authors embraced a certain view and wrote their MA theses' conclusions building relationship with the readers with a persuasive manner.

The other similarity between two corpora is about the distribution of sub-categories of interactive and interactional markers. Specifically, female authors in both corpora mostly preferred transitions, frame markers and code-glosses to enhance the cohesion and explicitness of their arguments and to make their ideas more transparent and their texts more persuasive. As for interactional markers, the authors opted for the use of hedges, boosters and attitude markers so as to intrude more into the texts and involve the readers in their arguments.

These findings show that female authors of MA theses follow academic norms in a similar way in regard to rhetorical language use in the conclusion sections regardless of year of the publication and they appear in academic text with their academic identity, not with their gender.

The diachronic investigation of the corpora of female authors in regard to the use of interactional markers discloses that there is statistically significant increase only in the use of self-mentions. The drastic rise in the use of self-mentions could support the idea that the object-centered approach is gradually giving way to the author-centered approach, which represents the evaluative and intreractional nature of soft science texts. Another note-worthy finding was that changes in the use of interactive markers; frame markers and code-glosses were significantly overused whereas transitions were underused. In other words, the authors of C2019FAM did not much prefer easing readers' difficulty in interpreting the texts with logical connections between clauses.

The present study interprets variations in the use of the above-mentioned interactional and interactive resources by arguing that more personal and organizational constructions in MA theses' conclusions are closely related to the

genre-specific features and nature of the social science and humanities rather than gender.

5.5. DIACHRONIC VARIATIONS IN METADISCOURSE MARKERS IN THE CORPUS OF MALE AUTHORS

This section presents the findings and discussion regarding the use of metadiscourse markers in C2004MAM (the corpus of 2004 Male Authors' MA theses) and C2019MAM (the corpus of 2019 Male Authors' MA theses) by illustrating the overall use of MDMs, main categories of MDMS (interactive and interactional categories) and sub-categories of interactive MDMs (transitions, frame markers, endophoric markers, metadiscoursal evidentials, code-glosses) and interactional MDMs (hedges, boosters, attitude markers, self-mentions, engagement markers).

5.5.1. The Overall Use of MDMs in the Corpus of 2019 Male Authors and 2004 Male Authors

The total number of metadiscourse items used in the MA theses' conclusion sections used in 2019 male corpus is 2145 metadiscourse markers over 14567 total number of words whereas the male authors of MA theses published in 2019 employed 1627 metadiscourse markers over 17989 total number of words. Table 43 shows the overall frequency distribution of MDMs in C2019MAM and C2004MAM and Log-likelihood results.

Table 43

Overall Frequency (per 100) and Log-Likelihood Results of Total MDMs in C2019MAM and C2004MAM

Category	C2019MAM f	Tokens (per 100)	C2004MAM f	Tokens (per 100)	LL Ratio
MDMs	2145	14.73	1627	9.04	+222.57****

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019MAM relative to C2004MAM

As given in Table 43, metadiscourse markers in C2019MAM were overused with 14.73 tokens per 100 words than C2004MAM with 9.04 tokens per 100 words. The difference between two corpara is statistically significant as p<0.0001 value means that the difference between the groups is highly significant as it was attributed to chance only 1 time out of 10,000. (LL ratio: +222.57, p<0.0001). This finding shows that male authors have substantially gained awareness about the rhetorical power of metadiscourse markers in MA theses' conclusions over time. In other words, male authors of 2019 corpus consider the writer-reader interaction more when compared to the corpus of 2004, by employing more metadiscourse markers.

Moreover, as discussed in section 5.4.1., it could be asserted that the increasing access to national and international academic resources in Turkey over 16-year-period may lead to following up-to-date studies and hence, authors give importance to persuade their readers of the results of their study.

Now, it will be revealed and discussed which main category (interactive vs interactional) lead to this considerable growth.

5.5.2. The Use of Interactional and Interactive MDMs in the Corpus of 2019 Male Authors and 2004 Male Authors

The overall distribution of the metadiscourse markers as interactive and interactional metadiscourse markers in C2019MAM and C2004MAM is given below with their frequency, tokens per 100 words with respect to the total number of words.

Table 44

Overall Frequency (per 100) and Log-Likelihood Results of Interactive and Interactional MDMs in C2019MAM and C2004MAM

Category	C2019MAM f	Tokens (per 100)	C2004MAM f	Tokens (per 100)	LL Ratio
Interactional MDMs	1317	9.04	1369	7.61	+19.88****

Interactive MDMs	828	5.68	1089	6.05	-1.87

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019MAM relative to C2004MAM
- indicates underuse in C2019MAM relative to C2004MAM

As illustrated in Table 44, the frequency of interactive MDMs employed in C2019MAM and C2004MAM were 5.68 tokens per 100 words and 6.05 per 100 words respectively, which shows that interactive markers decreased in C2019MAM against C2004MAM. However, as LL ratio is -1.87 (p>0.05), the difference between two corpora in regard to the use of interactive markers is not statistically significant. The frequency of interactive markers in both corpora shows that both male authors of 2019 corpus and male authors of 2004 corpus preferred organizing propositional content and guiding the readers throughout the texts by establishing their interpretations explicitly with some resources such as transtions, frame markers, endophoric markers, code-glosses and metadiscoursal evidentials.

On the other hand, the frequency of interactional MDMs employed in C2019MAM and C2004MAM were 9.04 tokens per 100 words and 7.61 per 100 words respectively which showed that both male authors of MA theses published in 2019 and male authors of MA theses published in 2004 tended to interact with readers and signal their truth-value about current propositional information. Moreover, it also shows the significant overuse of interactional MDMs in C2019MAM (LL ratio= +19.88, p<0.0001). This finding reveals that male authors of MA theses published in 2019 heavily highlighted their stance towards the viewpoint to make the text more attractive for the readers with resources as hedges, boosters, attitude markers, self-mentions and engagement markers.

When the LL ratio of interactional markers and interactive markers were compared, it apparently seems that metadiscourse markers have grown fairly substantially in MA theses' conclusion sections written by male authors due to an increase in interactional forms.

Another striking finding is that both the authors of C2019MAM and the authors of C2004MAM used more interactional features than interactive ones. This finding shows that male authors payed more attention in involving the readers in the argument instead of organization of the discourse in both 2019 and 2004 corpora. Rahimivanda and Kuhi (2014) also assert that interactional markers are very important in academic writing as they show the awareness of the writers regarding their position within the academic community. Therefore, these interactional devices support the authors to show their academic authority. Similarly, Hyland (1994) writes that “effective academic writing actually depends on interactional elements which supplement propositional information in the text and alert readers to the writer’s opinion” (p. 240). Moreover, the competitive nature of the research community leads to the conclusion sections to serve as a display window of their MA theses for leaving an overall impression on the readers. Thus, the conclusion sections include the main points regarding the study and interactional markers are the most important means of interpersonality in MA theses conclucions in both 2019 and 2004 corpus written by male authors.

5.5.3. The Categorical Distribution of Interactive MDMs in the Corpus of 2019 Male Authors and 2004 Male Authors

This section reveals the evolution of categories of interactive MDMs and the degree to which MDMs in Turkish MA theses conclusion sections have undergone over a 16-year period in C2019MAM and C2004MAM. To investigate the distributional pattern of interactive markers diachronically, frequency of occurrence and Log-likelihood analysis was conducted. Table 45 illustrates the frequency of occurrence and Log-likelihood analysis of categorical use of interactive MDMs employed in C2019MAM and C2004MAM.

Table 45

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactive MDMs in C2019MAM and C2004MAM

Interactive Categories	C2019MAM f	Tokens (per 100)	C2004MAM f	Tokens (per 100)	LL Ratio
Transitions	385	2.64	555	3.09	-5.49*
Frame markers	247	1.70	301	1.67	+0.02
Code-glosses	163	1.12	219	1.22	-0.67
Metadiscoursal evidentials	23	0.16	5	0.03	+16.65****
Endophoric markers	10	0.07	9	0.05	+0.47

*Asterisks indicate levels of significance as determined by the log-likelihood test: *= 'significant at p<0.05 (log-likelihood> 3.84)'; ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019MAM relative to C2004MAM
- indicates underuse in C2019MAM relative to C2004MAM

As shown in Table 45, all of the categories of interactive metadiscourse markers were employed in both C2019MAM and C2004MAM. It is also obvious that the distribution of categories of interactive MDMs is similar in C2019MAM and C2004MAM when their frequency of occurence per 100 words is considered. Specifically, in C2019MAM and C2004MAM, transitions, frame markers and code-glosses are the most employed interactive MDMs whereas metadiscoursal evidentials and endophoric markers are the least employed interactive MDMs.

These categories will be discussed in detail below, firstly in regard to the similar distributional patterns in both corpora and then in regard to the increasing and decreasing frequency of use through time.

Transition is the most frequently used interactive metadiscourse marker both in C2004MAM with 2.64 tokens per 100 words and C2019MAM with 3.09 tokens per 100 words. It means that male authors of both 2004 and 2019 corpora were

careful in assisting and directing their readers to understand the messages while reading the text by connecting two or more ideas or clauses in a sentence.

The second most frequently used interactive marker in both C2004MAM and C2019MAM is frame markers with 1.70 tokens and 1.67 tokens per 100 words, respectively. This shows that both male authors of 2019 and 2004 preferred to contribute to the readability of the conclusions by conveying logical linkage between ideas in the texts to increase the level of cohesion.

The third interactive category in C2019MAM and C2004MAM is code-glosses with 1.12 and 1.22 tokens per 100 words, respectively. The authors of both groups tended to ensure the reader to recover their intended meaning in the text and clarified their communicative purpose with elaborating the meaning of a clause by specifying, qualifying, describing or extending it. Moreover, male authors in 2004 and 2019 used code-glosses in their texts more than metadiscoursal evidentials and endophoric markers and less than transitions and frame markers. This finding also matches with the finding of female authors in 2019 corpus and 2004 corpus (see section 5.4.3.).

The frequency of code-glosses is followed by metadiscoursal evidentials in C2019MAM with 0.16 tokens while followed by endophoric markers in C2004MAM with 0.05 tokens per 100 words. It means that whereas male authors of 2004 corpus were more inclined to refer to the sections within the text, male authors of 2019 preferred to give more importance to citing others or giving examples to support their arguments.

Diachronic comparison between C2019MAM and C2004MAM in regard to the interactional categories revealed that there are significant differences between two corpora in terms of the use of transitions (LL ratio: -5.49, $p<0.05$) and metadiscoursal evidentials (LL ratio: +16.65, $p<0.0001$).

The significant decrease of transitions (LL ratio: -5.49, $p<0.05$) over time discloses that male authors did not much prefer assisting and directing their readers to understand the messages by connecting two or more ideas or clauses in a sentence in the corpus of 2019 against the corpus of 2004.

Considerable increase in the use of metadiscoursal evidentials in conclusion sections (LL value: +16.65, $p<0.0001$) with five times may be the projection of that male authors seem to be the member of shared academic community by reference to previous works or ideas within the field. In other words, this may be due to the growing specialization of study in the social science and humanities, as audiences become more specialized as subjects become more focused and literature becomes more concentrated.

Table 45 also shows that there is no significant difference in the use of frame markers (LL ratio: +0.02, $p>0.05$), code-glosses (LL ratio: -0.67, $p>0.05$) and endophoric markers (LL ratio: +0.47., $p>0.05$) diachronically. The reason could be attributed to the shorter conclusion sections in 2019 written by male authors which may not require interactive resources as much as in 2004 corpus (see Table 12, for the corpus size according to the gender of the authors and years of publications).

When the use of interactive category of male authors in 2004 and 2019 was compared with the use of interactive category of female authors in 2004 and 2019, it was observed that the distributional pattern is similar, namely both female authors and male authors employed transitions, frame markers and code-glosses more while endophoric markers and metadiscoursal evidentials less.

5.5.4. The Categorical Distribution of Interactional MDMs in the Corpus of 2019 Male Authors and 2004 Male Authors

This section reveals the frequency of categories of interactional MDMs employed in C2019MAM and C2004MAM and the degree of change interactional MDMs have undergone over a 16-year period. To investigate the distributional pattern

of interactional markers diachronically, frequency of occurrence and Log-likelihood analysis was conducted. Table 46 illustrates the frequency of occurrence and Log-likelihood analysis of categorical use of interactional MDMs employed in C2019MAM and C2004MAM.

Table 46

Overall Frequency (per 100) and Log-Likelihood Results of Categorical Use of Interactional MDMs in C2019MAM and C2004MAM

Interactional Categories	2019MAM f	Tokens (per 100)	2004MAM f	Tokens (per 100)	LL Ratio
Hedge	395	2.71	552	3.07	-3.54
Boosters	541	3.71	424	2.36	+49.63****
Attitude Markers	221	1.52	263	1.46	+0.16
Engagement markers	91	0.62	106	0.59	+0.17
Self-mentions	69	0.47	24	0.13	+33.24****

*Asterisks indicate levels of significance as determined by the log-likelihood test: ****= 'significant at p<0.0001 (log-likelihood>15.13)'
+ indicates overuse in C2019MAM relative to C2004MAM
- indicates underuse in C2019MAM relative to C2004MAM

As shown in Table 46, all of the categories of interactional metadiscourse markers were employed in both C2019MAM and C2004MAM. It is also obvious that the distribution of categories of interactional MDMs is similar in C2019MAM and C2004MAM when their frequency of occurence per 100 words is considered. Specifically, in C2019MAM and C2004MAM hedges, boosters and attitude markers are the most employed interactional MDMs whereas self-mentions and engagement markers are the least employed interactional MDMs.

These categories will be discussed in detail below, firstly in regard to the similar distributional patterns in both corpora and then in regard to the diachronic change.

While hedges take place at the top of the categories of interactional MDMs in C2004MAM with 3.07 tokens per 100 words, male authors payed attention on the use of boosters in their MA theses' conclusions in 2019 with 3.71 tokens per 100 words, hence being at the top of interactional categories in 2019 corpus. It means that whereas male authors of 2004 corpus were much inclined to indicate that information is offered as opinion rather than qualified fact, male authors of 2019 preferred more to offer stronger commitments to the propositional information in their MA theses' conclusions.

The second most frequently used category of interactional markers is boosters in C2004MAM with 2.36 tokens per 100 words while hedges take the second place among interactional categories in C2019MAM with 2.71 tokens per 100 words following the boosters. Accordingly, male authors were inclined to employ more boosters than hedges in 2019 while male authors of 2004 corpus more heavily employed hedges than boosters.

The third interactional MDM category in C2019MAM and C2004MAM is attitude markers with 1.52 and 1.46 tokens, respectively. This finding shows that both male authors in 2004 and male authors in 2019 payed more attention to the use of attitude markers in their texts than self-mention and engagement markers.

Engagement markers is the forth frequently employed metadiscourse marker both in C2019MAM and C2004MAM with 0.62 tokens per 100 words and 0.59 tokens per 100 words, respectively. This illustrates that male authors in 2004 and male authors in 2019 employed engagement markers less among interactional category. The authors employed these markers to engage readers in the arguments in conclusion section and to alert the readers to their perspectives both toward a propositional content and readers themselves.

The least frequently employed interactional metadiscourse marker in C2004MAM and C2019MAM is self-mention with 0.62 tokens per 100 words and 0.59 tokens

per 100 words, respectively. This means that self-mention was not preferred much by male authors in both corpus of 2019 and 2004.

Considering the diachronic change in the use of interactional markers, it could be said that there are significant differences between C2004MAM and C2019MAM in regard to the use of boosters (LL ratio: +49.63, p<0.0001) and self-mentions (LL ratio: +33.24, p<0.0001).

Boosters increased significantly in 2019 corpus (LL ratio: +49.63, p<0.0001) while the use of hedges has no significant change. The more frequent use of boosters in MA theses conclusions by the male authors can be seen as a way of maximizing their role in interpreting data, evaluating claims, and appealing to readers. Moreover, the dramatic increase in the use of boosters may be a sign of keeping the traditional knowledge construction practices. Similarly, Becher and Trowler (2001) interpret the decrease in the use of boosters as growth of scientism in applied linguistic practices.

Self-mentions were overused significantly (LL value: +33.24, p<0.0001) in C2019MAM against C2004MAM which shows that the male authors of 2019 corpus were more inclined to mention themselves with explicit and implicit authorial references indicating that object-centered approach seems to slide gradually into the author-centered approach. This finding is line with the results of Rezaei et al.'s (2021) study which reveals that self-mention (+34%) has undergone the greatest changes of all stance categories, increasing dramatically over the past 20 years. This shows that regardless of the genre the academic texts were produced, self-promotion and academic recognition are an inherent quality of all academic texts (Kuhi & Behnam, 2011).

Table 46 also reveals that there is no significant difference in the use of hedges, attitude markers and engagement markers by male authors through time. In other words, male authors of 2004 and 2019 employ these categories with similar frequency. Specifically, male authors in both corpora preferred conveying their

attitudes such as surprise, obligation, interest while they are pulling readers along with their arguments in their MA thesis conclusion sections.

Moreover, when the distribution of interactional markers in C2019FAM, C2004FAM, C2019MAM and C2004MAM are compared, Table 42 and Table 46 disclose that interactional categories from the most frequently used to the least frequently ones in corpus of 2019 MA theses written by female authors and in corpus of 2019 MA theses written by female authors are as follows: hedges, boosters, attitude markers, engagement markers, self-mentions. The distribution among interactional markers in C2004MAM and C2004FAM is the same with the distribution in C2019MAM and C2019FAM only with one difference. That is, male and female authors of 2004 corpus used more hedges than boosters.

The distribution and evolution of interactional markers according to the gender of the authors and years of publication of MA theses make it possible to explain the reason of both male and female authors' practicing interactional metadiscourse markers in almost the same rhetorical organization in MA theses' conclusions as properties of genre or social sciences instead of gender identity of the authors.

5.5.5. Overall Discussion of the Findings regarding the Diachronic Distribution of MDMs in the Corpus of Male Authors

The analysis of corpus of male authors in 2004 and 2019 uncovers that all interactive and interactional categories were deployed in both corpora. It also shows that both corpora showed prevalance of interactional over interactive markers. That is, male authors opted for having interaction with the readers in order to provide a clearer interpretive situation which also shows the awareness of male authors about the power of these markers in soft fields. As for the sub-categories, male authors of both C2004M and C2019M mostly employed transitions, frame markers and code-glosses as interactive categories in order to construct the reader's needs by signalling how discourse is organized. On the other hand, male authors of both corpora used hedges, boosters and attitude markers overwhelmingly more than the other interactional categories with the aim

of making their views explicit and involving readers by allowing them to respond to the text.

A noteworthy finding in data analysis is that the distribution of interactive and interactional categories in CMAM in 2004 and 2019 is similar with the distribution of CFAM in 2004 and 2019, which can be ascribed to the functionally same communicative purposes in MA theses conclusions irrespective of the author's gender and theses' years of publication.

Swales (1990) stresses the importance of a communicative purpose and defines genre as "a class of communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community" (p.58). Thus, the stability in the distribution of interactive and interactional categories could be viewed as patterns in discourse community of MA theses for a specific communicative purpose to realize a social goal, namely persuading their readers about the readability of the thesis.

The diachronic comparison shows that interactional markers were preponderant in male authors' MA theses published in 2019 when compared to the male authors' theses in 2004, with the dramatic increase in boosters and self-mentions, like in between 2004 and 2019 female corpora. On the other hand, there is no significant difference in the overall use of interactive markers, only difference in the transitions which were significantly underused in 2019 and metadiscoursal evidentials which were significantly overused in 2019 male corpus.

It could be clearly seen that this is the only corpus which have the significant increase in the use of metadiscoursal evidential. This shows that male authors preferred to make the conclusions more persuasive with presenting information from other texts more than the male authors of C2004M. Hyland (1999) found out that soft disciplines include notably more evidential markers than hard disciplines. Along with the fact that less use of evidentials in both corpora could be explained with the nature of conclusion sections, the higher use of evidentials in C2019MAM

than C2004MAM could be attributed to the awareness regarding their power in social science and humanities.

CONCLUSION

The present study attempted to uncover the Turkish authors' general tendencies in employing MDMs in their MA theses' conclusion sections written in Turkish with an in-depth analysis of all main and sub-categories of the MDMs. This study also investigated the deployment of MDMs (both interactive and interactional) in the MA theses' conclusion sections from gender-based and diachronic perspectives. Moreover, the gender-based metadiscourse use was investigated diachronically. To this end, an analytical framework for investigating Turkish metadiscourse markers was created based on the findings of previous Turkish metadiscourse studies and taking Hyland's (2005a) interpersonal model of metadiscourse. Using this framework, a total number of 8511 items of MDMs were detected across the corpora compiled from 80 MA theses of native academic authors of Turkish written in 2004 and 2019 in the social science and humanities such as History, Sociology, Turkish Language and Literature and Philosophy. Frequency analysis and Log likely-hood calculator were used for data analysis.

Considering the above-mentioned points, this chapter summarizes the findings of the analysis in relation to the research questions below:

1) What are the functions and frequencies of interactive and interactional MDMs used in Turkish MA theses' conclusion sections?

   All the main and sub-categories of interactive and interactional MDMs were found to be employed in the conclusion sections of Turkish MA theses. This reveals that metadiscourse is an important characteristic feature of Turkish MA theses' conclusions. Furthermore, it could be concluded that the new search list which was created for the analysis of Turkish corpus grounding on Hyland's (2005a) taxonomy is useful to identify and categorize the metadiscourse elements used in this genre.

Moreover, the results showed that the authors of MA theses employed interactive and interactional resources with similar frequency of use considering the whole corpus. High use of both interactive and interactional markers in the corpus demonstrates that the authors are aware of the power of these devices in making their theses' conclusions more persuasive and reader-friendly.

Interactive categories which were used in the whole corpus from the most frequently to the least frequently ones are as follows: transitions (addition, consequence, comparison), frame markers (indicating topic shift, sequencing, announcing goals, labelling text stages), code-glosses (reformulation, exemplification), metadiscoursal evidentials, endophoric markers (referring to the previous parts of the text, referring to the next parts of the text). On the other hand, interactional categories from the most frequently used to the least ones are as follows: boosters (amplifiers, modal suffixes indicating certainity, emphatics, universal pronouns), hedges (pronouns, epistemic lexical verbs, epistemic adjectives, epistemic adverbs, epistemic modal suffixes), attitude markers (attitudinal adjectives, attitudinal verbs, attitudinal adverbs, deontic lexical verbs, deontic modal suffixes), engagement markers (inclusive "we", appeals to shared knowledge, rhetorical questions, directives, reader pronoun, personal asides), self-mentions (implicit authorial references, explicit authorial references).

More clearly, the authors employed mostly transitions and frame markers as interactive categories in order to guide the readers throughout the conclusion section explicitly. On the other hand, the authors deployed predominantly hedges and boosters as interactional categories to make their views related to the conclusions explicit and to engage the readers in the text by anticipating their objections or responses to the arguments regarding the conclusion remarks.

The analysis also revealed that interactional categories were significantly more employed than interactive ones in total corpus. It could be deduced that the authors paid more attention on writer-reader interaction by involving their readers in the arguments. This finding could be attributed to the interpersonal and evaluative aspect of social science and humanities and the subjective nature of conclusion sections.

2) What are the significantly employed interactive and interactional MDMs in MA theses' conclusion sections according to gender?

The findings revealed that metadiscourse markers, both in the interactive or the interactional dimension were all used in MA theses' conclusion sections of female and male authors. This finding demonstates that both female and male authors were apparently aware of the significant role of metadiscourse in persuasive writings.

In both female and male corpora, the frequent use of metadiscourse markers was observed in the interactional metadiscourse category, which could be attributed to the explicit persuasive nature of interactional metadiscourse. In addition, the categories of interactive and interactional markers employed by female and male authors have similar distributional patterns. Specifically, categories of interactional markers which were used from the most frequently ones to the least are as boosters, hedges, attitude markers, engagement markers and self-mentions without gender difference. Besides, categories of interactive markers from the most frequently ones to the least ones are as transitions, frame markers, code glosses, metadiscoursal evidentials, endophoric markers with only one difference in female authors' corpus that endophoric markers were used more frequently than metadiscoursal evidentials.

The similar distribution of subcategories of interactive and interactional MDMs in both corpora of female and male authors may derive from the nature of

written academic language in general and genre-related factors specifically, such as the nature of MA thesis and conclusion sections.

On the other hand, significantly high use of interactional markers by the male group when compared to the female group reveals that male authors attempted to represent a more intrusive manner in marking their epistemic stance while revealing the conclusions about the study. Significant differences which were observed with the overuse of code-glosses, metadiscoursal evidentials, hedges and boosters by male authors and overuse of frame markers and self-mentions by female authors illustrate that male and female authors may have different strategies in employing some metadiscourse categories.

However, they somewhat follow the same disciplinary culture within social science and humanities identified by the genre. Moreover, there is no significant difference in the overall use of MDMs between female and male corpora. All these similarities in the frequency use of MDMs from gender-based perspective show that academic writing is less likely to elicit gender differences due to the formal and traditional nature of academic writing and its normative constraints, more specifically the evaluative nature of MA theses and conclusion sections. Thus, the authors prefer appearing in academic text with their academic identity, rather than with their gender.

3) Does the use of interactive and interactional MDMs in MA theses' conclusion sections change from the year 2004 to 2019?

Diachronic analysis of MDMs revealed that all main and sub-categories were employed in both C2004M and C2019M and they have similar proportions of categories in regard to the frequency of use which may be the indication of the rhetorical organization of Turkish MA theses' conclusion sections.

Another striking similarity is that the use of interactional markers mainly dominates both corpora rather than the markers of interactive dimension, which shows that both C2019M and C2004M authors payed more attention on involving the readers in the argument instead of organization of the discourse. This may be an indication of that authors embraced a certain view to convince the readers building relationship with them to agree with a careful presentation in persuasive manners in MA theses.

The interactional markers in 2019 corpus and 2004 corpus have similar proportions of categories in regard to the frequency of use. Specifically, the categories of interactional markers used from most frequently ones to the least are as boosters, hedges, attitude markers, engagement markers and self-mentions with only one difference in the corpus of 2004 that hedges were used more frequently than boosters. Thereby, it could be deduced that over time the authors payed much attention on boosters than hedges which shows that they prefer demonstrating a confident image and their certainity in the arguments.

Besides, categories of interactive markers from the most frequently ones to the least ones used in both 2004 and 2019 corpora are as transitions, frame markers, code glosses, metadiscoursal evidentials, endophoric markers. The similarity in the distributional patterns of interactive and interactional categories in conclusion sections may be the indication of the rhetorical organization of Turkish MA theses' conclusion sections.

As for the diachronic changes from 2004 group to 2019 group, we detected the less use of transitions and the higher use of frame markers, metadiscoursal evidentials, code-glosses, boosters and self-mentions. The increase appears to be due to a rise in the use of interactional forms which may be the result of the increasing awareness about the research practices in social science and humanities and the growing emphasis on building relationship with the reader.

It could be deduced from the remarkably overuse of the MDMs in 2019 than 2004 that the authors of 2019 corpus consider the writer-reader interaction more than the authors of 2004 and there is a direct relationship between academic writing output and the authors' awareness of its convention. In other words, the difference might be attributed to diachronic changes in the rhetorical conventions of the genre and that metadiscourse markers are sensitive to changes within their academic practices. Specifically, it is asserted that academic writing tends to be moving towards less objective and more author responsible, persuasive and reader-friendly texts in MA theses' conclusions.

Overall, while the similarities between 2004 and 2019 corpora show the characteristic features of MA theses conclusions, the differences in the use of MDMs diachronically reveal the evolving and dynamic nature of this genre.

a. If yes, is there any change from 2004 to 2019 MA theses written by male authors regarding the use of interactive and interactional MDMs?

The diachronic investigation of interactive and interactional metadiscourse markers by male authors show that the use of transitions dramatically decreased over time while the use of frame markers, code-glosses and self-mentions significantly increased in 2019.

Moreover, it apparently seems that metadiscourse markers have grown fairly substantially in MA theses' conclusion sections written by male authors in 2019 due to an increase in interactional forms which reveals that male authors of MA theses published in 2019 heavily highlighted their stance towards the viewpoint to make the text more attractive for the readers.

As for the categorical distribution of interactive and interactional markers, the analysis reveal that both the male authors of 2019 corpus and 2004 corpus employed interactive markers with similar distributional pattern. Specifically, the most frequently deployed interactive MDMs to the least ones in

C2019MAM are as the following: transitions, frame markers, code-glosses, metadiscoursal evidentials, endophoric markers. On the other hand, the male authors of 2004 corpus employed the interactive markers with the same distributional pattern except that they used more endophoric markers than metadiscoursal evidentials.

As for the distribution of interactional markers, the male authors of 2004 employed hedges, boosters, attitude markers, engagement markers and self-mentions as from the most frequently used to the least frequently used. The male authors of 2019 also employed the interactional markers with only one difference in that boosters are employed more frequently than hedges in C2019MAM.

Along with some changes, the similar categorical distributional pattern of interactive and interactional markers and higher use of interactional markers in both corpora can be ascribed to the characteristics of genre and social science and humanities.

b. If yes, is there any change from 2004 to 2019 MA theses written by female authors regarding the use of interactive and interactional MDMs?

The comparison of the corpus of female authors diachronically showed that female authors of MA theses published in 2019 substantially overused MDMs, specifically interactive markers which may indicate that they tended to guide the readers through the text by building up their interpretations regarding the conclusions in an explicit manner than the female authors of 2004 corpus.

On the other hand, when the use of interactive and interactional categories in both C2019FAM and C2004FAM is considered, it was revealed that the both included more interactional features than interactive. This finding shows that female authors payed more attention in involving the readers in the argument instead of organization of the discourse in both 2019 and 2004 corpora.

In considering the categorical use of metadiscourse markers, the analysis reveals that both female authors of 2019 corpus and 2004 corpus employed interactive markers with similar distributional pattern. Specifically, from the most frequently deployed interactive MDMs to the least ones in C2004FAM are as the following: transitions, frame markers, code-glosses, endophoric markers, metadiscoursal evidentials. On the other hand, the female authors of 2019 corpus employed the interactive markers with the same distributional pattern except that they used more frame markers than transitions. The only difference in distribution of interactive markers is that female authors tended to provide more framing information about elements of the discourse and to make the discourse clearer to readers by sequencing, labelling, announcing goals and shifting arguments.

As for the distribution of interactional markers, female authors of 2004 employed hedges, boosters, attitude markers, engagement markers and self-mentions as from the most frequently used to the least frequently used. The female authors of 2019, on the other hand, employed the interactional markers with only one difference in the sequence that boosters are employed more frequently than hedges in C2019FAM.

This finding also matches with the distributional pattern of the interactional markers in male authors' corpora of 2004 and 2019 which reveals that both male and female authors are more keen on expressing their certainty in what they say and prefer demonstrating a confident image in their MA theses than in the past.

These distributional patterns mainly show that both female and male authors have similar tendencies about the use of interactive and interactional MDMs categories on the construction of their stance and organizing the flow of information in the text.

The insights gained from this study make noteworthy contributions to our understanding of Turkish MA theses' conclusions about the functions of MDMs and their distributional patterns across gender of the authors and theses' years of publication.

The overall MDM use, the male group, female group, 2004 group, 2019 group, 2004 male group, 2019 male group, 2004 female group, 2019 female group share the following common points regarding the distribution of MDMs: 1) Total use of interactional markers were overwhelmingly more than the total use of interactive ones. 2) The most frequently deployed interactive MDMs to the least ones are generally as the following: transitions, frame markers, code-glosses, metadiscoursal evidentials, endophoric markers. 3) The most frequently deployed interactional MDMs to the least ones are generally as the following: boosters, hedges, attitude markers, engagement markers, self-mentions.

In addition to these common points, the finding that there is no significant difference in the use of overall MDMs from gender-based perspective could be explained in regard to genre-specific needs, specifically the evaluative and subjective nature of MA theses' conclusions and soft fields. In other words, this finding ascertains that genre-specific features seem to be more relevant on the use of metadiscourse markers rather than gender-based language use. On the other hand, the greater or less use of some metadiscourse categories with particular functions according to gender can be a result of the authors' rhetorical strategies adopted in response to the nature of the section of the genre.

Considering the substantial increase in the frequency of MDM use diachronically (as 2004 group vs. 2019 group) and from diachronically gender-based perpective (as 2004 female group vs 2019 female group; as 2004 male group vs 2019 male group) reveal the evolutionary nature of academic writing, specifically MA theses as educational academic genre. Moreover, the authors' awareness of the power of metadiscourse markers to persuade their readers is directly linked with the academic writing output and they pay much attention on the reader-author

interaction. This may be related to the rise of commodified discourse due to a drastic shift in the essence of professionalism.

All these similarities and differences could be explained with the dynamic, evolving and hybrid nature of genre. These can be called as “flexible macrostructures” (Cap & Okulska, 2013, p. 4). It could be interpreted as that the use of metadiscourse markers are flexible as it can vary and increase or decrease through time. Moreover, metadiscourse has macrostructures which may preserve its nature and distributional pattern of its sub-categories, even across gender and time.

The distributional patterns of interactive and interactional markers may also indicate the culture-specific academic language use in addition to the authors’ individual preferences and genre-specific features. Specifically, it could be asserted that the low frequency use of self-mentions in this study, especially the low use of explicit authorial references reflects the community conventions among Turkish novice academic writers who traditionally tend to avoid showing their authorial presence overtly as modesty is valued and promoted in Turkish culture. More clearly, Turkish authors are more inclined to take their authors’ attention on their work by effacing themselves from their texts in order to gain acceptance for their work. Accordingly, the low use of self-mentions observed in this corpus may project the possibility that metadiscourse is contextually constrained by the cultural identiy in which it occurs. It could be deduced that the findings of this study are valuable in regard to cultural perspective, too.

In addition to culture-specific reflections on metadiscourse use, Turkish language is also seen to be linked to the metadiscourse use. Unlike English, in which the most common elements of metadiscourse in the category of boosters appeared as adverbs and quantifiers (Algı, 2012), Turkish language is classified as agglutinative language (Underhill, 1986) which pave the way for the high occurrences of boosters in this study as modal suffixes indicating certainity such as *-DIr* “COP-3SG” (in nominal predicate), *-(A/I)r* “AOR-3SG”, *-mIş+DIr* “PRF-

COP-3SG”, *-mIş+lAr-DIr* “PRF-3PL-COP”, *-Il-mIş+DIr* “PASS+PRF-COP-3SG”, *-mAktA+DIr* “IMPF+COP-3SG”, *-(y)AcAK+DIr* “FUT-COP-3SG”. It could be asserted that highly agglutinative structure of Turkish language resulted in high employment of boosters in this corpus. As a consequence, the results of this study also point to the awareness about language-specific lexicogrammatical realisations of metadiscourse units.

All in all, the findings of this study will provide useful insights, especially for early career researchers aspiring to write theses. It seems that the authors of 2019 Turkish MA theses in the present study were inspired by the current importance of metadiscourse markers in academic writing. As metadiscourse markers are teachable, the current study could be perceived as a substantial step towards developing features of language pedagogy, namely the teaching and learning the use of rhetorical tools which serve as persuasive acts in academic writings.

Moreover, the results of this study support the need for metadiscourse markers (both interactive and interactional) to be taught in classrooms and the supervisors and advisors assist the students to an awareness of metadiscourse so that students may gain explicit awareness of how to use metadiscourse elements effectively. Furthermore, as students may have some difficulties in expressing their ideas in a second language in an appropriate way, the L2 teacher education curriculum needs to place more focus on the use of metadiscourse markers.

This study adopted both corpus-based approach and corpus-driven approach. More clearly, the researcher prepared the analytical framework for Turkish metadiscourse markers according to the previously identified metadiscoursal items and also uncovered new metadiscoursal items through the inductive analysis of the corpus. As listed in Appendix 2, Turkish metadiscoursal items uncovered in this study are expected to contribute to the following metadiscourse studies and corpus studies in Turkish language. This metadiscourse list also provides an important key for teachers of Turkish as a foreign language to support

them in using metadiscourse more effectively, taking into consideration the language-specific aspects of metadiscourse use.

The results of this study were limited to MA theses' conclusion sections published in 2004 and 2019 in the fields of History, Philosophy, Turkish Language and Literature and Sociology. In other words, they might not be generalized to other parts of MA theses, other disciplines or to all native Turkish-speaking academic authors' academic writing output. Accordingly, these limitations might affect the generalizability of the findings as the analysis of metadiscourse use does not illuminate the full range and potential use of metadiscourse markers in Turkish MA theses.

Furthermore, metadiscourse use across universities in which MA theses are published may show different results because of the publication principles. Moreover, the other metadiscourse models (see section 2.2) may produce other results. A word to touch on the limitations is related to the number of MA theses.

A number of suggestions which might direct the future studies in the field can be given as the following:

The present study has expanded our knowledge of metadiscourse variation from gender-based and diachronic perspective. However, more studies are needed to extend this study to find their probable evolutionary variations as the evolving nature of metadiscourse markers has been attested only in MA theses in the present study. Future research may go beyond the date of 2004 in order to track changes in metadiscourse use through time in other disciplines and other sections of MA theses. Accordingly, the manifestation of metadiscourse markers in MA theses need to be further investigated in order to suggest that the findings of this study form the conventionalised use of MDMs in MA theses, namely to achieve more plausible and attestable insights about the fixedness of patterns of MDMs. Moreover, further study could be conducted with more than 80 MA theses.

Disciplinary variations could also be investigated in a further study. A thesis written in Philosophy may involve the readers more explicitly in the text when compared to other disciplines, as the philosophical discussions may include more occurrences of inclusive “we” as engagement markers (e.g. *dünyamız* “our world”). A diachronic cross-disciplinary study is suggested particularly to examine the use of engagement markers, as it was expected that the use of engagement markers increased diachronically along with the increased importance of social media through years, especially in knowledge sharing practices.

Metadiscourse use could also be investigated in theses according to whether they carry out theoretical or applied research. Specifically, a thesis written in the field of Turkish Language and Literature which includes text analysis may contain more interactional markers than a thesis which includes a theoretical analysis.

This study could also be extended with doing interviews with the authors in order to disclose the influence of supervisors in the use of MDMs in theses. Researcher can make interviews with the authors of the theses in order to learn about whether the authors received support from supervisors about the use of MDMs and changed metadiscourse expressions after recommendations by supervisors.

In this study, some combinations of metadiscourse categories, such as booster and attitude markers were observed in the corpus. In a further study, the combinations of MDMs categories could be examined in the framework of Larsson’s (2017) classification model to scrutinize the functions of lexical bundles.

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APPENDIX 1. SOURCES OF THE SELECTED MA THESES

2004-Philosophy-Female

CFAM_PHI_2004-1:

Kurtar, S. (2004). *Heidegger felsefesinde ölüm ve doğruluk ilişkisi üzerine bir deneme* (Thesis no: 141511) [Master's thesis, Ankara University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2004-2:

Altıntaş, H. (2004). *İbn Sina'da ruh-beden problemi* (Thesis no: 146613) [Master's thesis, İstanbul University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2004-3:

Yolsal, E. (2004). *Platon'un siyaset felsefesinde doğruluk kavramı* (Thesis no: 146616) [Master's thesis, İstanbul University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2004-4:

Demir, Ç. (2004). *Pragmatizm üzerine bir deneme* (Thesis no: 146781) [Master's thesis, İstanbul University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2004-5:

Mazman, F. (2004). *Ludwig Wittgenstein'da doğal bir insan fenomeni olarak dilin oyun ve yaşam biçimleri ile ilişkisi* (Thesis no: 147328) [Master's thesis, Mersin University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-Philosophy-Male

CMAM_PHI_2004-6:

Demirtaş, A. T. (2004). *İbn Arabi'de varlığın birliği (vahdet-i vücut) felsefesi* (Thesis no: 143711) [Master's thesis, Ankara University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2004-7:

Şimşek, T. (2004). *Felsefe açısından euthanasia sorunu* (Thesis no: 144300) [Master's thesis, Hacettepe University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2004-8:

Ergat, E. A. (2004). *J. Locke ve G. Berkeley'de dil, düşünce ve varlık ilişkisi* (Thesis no: 144665) [Master's thesis, Atatürk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

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Basat, O. (2004). *Karl Marx'ın ahlak anlayışı* (Thesis no: 144830) [Master's thesis, Gazi University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2004-10:

Topuz, Ş. (2004). *Felsefeci olarak Cemil Sena ve Türk düşüncesindeki yeri* (Thesis no: 146855) [Master's thesis, İstanbul University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-Sociology-Female

CFAM_SOC_2004-11:

Kulaber, S. (2004). *Pierre Bourdieu'nün metin teorisi: Yapıtlar bilimi* (Thesis no: 147285) [Master's thesis, Mimar Sinan University of Fine Arts]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

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Özkan, V. (2004). *Bilgi sosyolojisi ve Karl Mannheim* (Thesis no: 147970) [Master's thesis, Uludağ University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2004-13:

Vurgun, L. (2004). *Tarihsel süreçte 21. yüzyıl ailesi* (Thesis no: 148281) [Master's thesis, Sakarya University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2004-14:

Toksoy, E. (2004). *Tiyatroda toplumsalın temsili ve eleştiri: Bertolt Brecht'in epik tiyatrosu* (Thesis no: 331033) [Master's thesis, Mimar Sinan University of Fine Arts]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2004-15:

Tatar, İ. (2004). *Kore Savaşı ve dönemi siyasetin ulusal basına yansımaları* (Thesis no: 147950) [Master's thesis, Uludağ University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-Sociology-Male

CMAM_SOC_2004-16:

Erdeve, Ö, E. (2004). *Küreselleşme sürecinde ulusal kimliğin geleceği üzerine bir çalışma* (Thesis no: 148568) [Master's thesis, Yüzüncü Yıl University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2004-17:

Balcıoğlu, E. (2004). *Siyasal ve toplumsal açıdan Türkiye-AB ilişkileri* (Thesis no: 148568) [Master's thesis, Mersin University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2004-18:

Çelik, O. (2004). *1980 sonrası CHP`de ideolojik değişimleri* (Thesis no: 147257) [Master's thesis, Mimar Sinan University of Fine Arts]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2004-19:

Yakar, R. (2004). *Türkiye'de yaygın olan tarımsal üretim anlayışının tarımsal işletmeciliğe dönüşümünü engelleyen sosyo-ekonomik faktörler (İçeriçumra örneği)* (Thesis no: 147563) [Master's thesis, Selçuk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2004-20:

Şimşek, A. (2004). *Terör sorunu ve propaganda ile ilişkisi (Hizbullah örnek olayı)* (Thesis no: 147132) [Master's thesis, Kırıkkale University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-History-Female

CFAM_HIS_2004-21: Severoğlu, S. Z. (2004). *Gaziantep bibliyografyası (1790-1928)* (Thesis no: 137744) [Master's thesis, Gaziantep University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

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Akın, H. (2004). *Ahmet Cevdet Paşa'nın Bosna müfettişliği* (Thesis no: 144176) [Master's thesis, Akdeniz University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2004-23:

Duman, S. (2004). Türkiye Selçulu Devleti'nin kuruluşu (Thesis no: 145202) [Master's thesis, Gazi University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2004-24:

Karaçay-Türkal, N. (2004). *18. yüzyılın ikinci yarısında Osmanlı-Fas ilişkileri: Seyyid İsmail ve Ahmed Azmi Efendilerin Fas elçilikleri (1785-1788)* (Thesis no: 147094) [Master's thesis, Karadeniz Teknik University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2004-25:

Erdem, S. (2004). *65 numaralı Adana Şer'iyye sicili (H.1200-1203 / M.1786-1789)* (Thesis no: 146140) [Master's thesis, Fırat University). Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-History-Male

CMAM_HIS_2004-26:

Babanınoğlu, Y. (2004). *155 nolu (H.1308-1310) Gaziantep Şer'iyye sicilinin transkripsiyonu ve değerlendirmesi* (Thesis no: 140925) [Master's thesis, Gaziantep University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2004-27:

Akkaş, H. H. (2004). *Forum dergisinin öne çıkmış temel entellektüellerinin Türkiye'nin siyasal ve kültürel sorunlarına yaklaşım biçimleri (1954-1957)* (Thesis no: 141508) [Master's thesis, Ankara University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2004-28:

Yıldırım, A. (2004). *Cumhuriyet dönemi İskan politikaları (1923-1952)* (Thesis no: 143888) [Master's thesis, Anadolu University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2004-29:

Demirel, H. (2004). *Vakayi-i Zabtiye gazetesi (1869-1874)* (Thesis no: 144317) [Master's thesis, Hacettepe University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2004-30:

Özdiş, H. (2004). *Tanzimat devri Mizah gazetelerinde batılılaşma ve toplumsal-siyasal eleştiri: Diyojen (1870-1873) ve Çaylak (1876-1877) üzerinde bir araştırma* (Thesis no: 144576) [Master's thesis, Hacettepe University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-Turkish Language and Literature-Female

CFAM_TLL_2004-31:

Erbudak-Duran, S. (2004). *Hurşit ile Mihri hikayesinin varyantlarıyla karşılaştırılması* (Thesis no: 137789) [Master's thesis, Gaziantep University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2004-32:

Korkut, G. (2004). *Divan-ı le'Ali (inceleme-metin)* (Thesis no: 144336) [Master's thesis, Hacettepe University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2004-33:

Sarıkaya, B. (2004). *Türk masallarında aile yapısı ('Bacı Bacı Can Bacı' masalı esnasında)* (Thesis no: 148434) [Master's thesis, Sakarya University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2004-34:

Abul, Y. (2004). *Süleymân-Nâme-i Kebir (47.cilt) metin tenkidi ve inceleme* (Thesis no: 144696) [Master's thesis, Celal Bayar University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2004-35:

Topal, M. (2004). *Pîrî-zâde Mehmed Sâhib hayatı, edebi kişiliği, eserleri ve divanı'nın tenkitli metni* (Thesis no: 146412) [Master's thesis, Fırat University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2004-Turkish Language and Literature-Male

CMAM_TLL_2004-36:

Yılmaz, O. (2004). *Urfi'nin kasidelerine yapılan Türkçe şerhler* (Thesis no: 147127) [Master's thesis, Gaziantep University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_TLL_2004-37:

Öcal, O. (2004). *Burhan Cahit Morkaya'nın harf inkılabına kadar yayınladığı romanları üzerine bir inceleme* (Thesis no: 144596) [Master's thesis, Kırıkkale University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_TLL_2004-38:

Kolcu, A. (2004). *Musavver Fen ve Edeb mecmuası (inceleme, tahlilî fihrist ve seçme metinler)* (Thesis no: 147127) [Master's thesis, Atatürk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_TLL_2004-39:

Çimen, M. (2004). *Bamsı Beyrek Hikayesi'nin Türkiye varyantları üzerinde karşılaştırmalı bir araştırma* (Thesis no: 144644) [Master's thesis, Atatürk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_TLL_2004-40:

Yalğın, M. (2004). *Elâzığ ili (merkez) ziyaret yerleri* (Thesis no: 144644) [Master's thesis, Celal Bayar University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-Philosophy-Female

CFAM_PHI_2019-41:

Tekel, Z. (2019). *Siyasal propaganda: Alman Nazizm'i ve Goebbels örneği* (Thesis no: 583667) [Master's thesis, Atatürk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2019-42:

Gedik, K. (2019). *Erich Fromm'da insan, tanrı, din bağlamında ateizm* (Thesis no: 607401) [Master's thesis, Mersin University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2019-43:

Demir, T. (2019). *Thomas Hill Green'in siyaset felsefesi üzerine bir çalışma* (Thesis no: 607889) [Master's thesis, Çankırı Karatekin University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2019-44:

Kılıç, G. (2019). *Antikçağ'da bilge ve bilgelik kavramı* (Thesis no: 546756) [Master's thesis, Akdeniz University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_PHI_2019-45:

Nar, E. (2019). *Felsefi bir problem olarak ötenazi* (Thesis no: 583103) [Master's thesis, Atatürk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-Philosophy-Male

CMAM_PHI_2019-46:

Yücel, R. (2019). *Antik Yunan felsefesinde mutluluk düşüncesinin kaynakları* (Thesis no: 607592) [Master's thesis, Mardin Artuklu University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2019-47:

Göğebakan, İ. (2019). *Göç ve ahlak: Sinema örnekleri* (Thesis no: 605597) [Master's thesis, Ankara Yıldırım Beyazıt University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2019-48:

Aydın, M. (2019). *Ortaklığın olanağı üzerine* (Thesis no: 579331) [Master's thesis, Mimar Sinan University of Fine Arts]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2019-49:

Yalçın, M. A. (2019). *Machiavelli'de siyaset-ahlak ilişkisi üzerine bir inceleme* (Thesis no: 583095) [Master's thesis, Atatürk University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_PHI_2019-50:

İpek, Ö. (2019). *Hans Reichenbach'ın Türk düşüncesine etkisi* (Thesis no: 537678) [Master's thesis, Ankara Yıldırım Beyazıt University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-Sociology-Female

CFAM_SOC_2019-52:

Gezer, F. (2019). *Kamp dışında yaşayan Suriyeli kadınların zorunlu yaşam deneyimleri ve geri dönme planları (Gaziantep Nizip örneği)* (Thesis no: 535143) [Master's thesis, Sivas Cumhuriyet University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2019-53:

Okyay, S. (2019). *Nurettin Topçu'da batı ve modernizm yaklaşımı* (Thesis no: 563437) [Master's thesis, Fırat University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2019-54:

Çalık, A. (2019). *Neoliberal dönüşümler bağlamında öğrenci velilerinin değişen okul algıları ve okula bakış açıları* (Thesis no: 606534) [Master's thesis, Karabük University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2019-55:

Haylaz, Ö. (2019). *Aristoteles'te doğa ve aile* (Thesis no: 605629) [Master's thesis, Afyon Kocatepe University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_SOC_2019-56:

Özcan, Ö. Ö. (2019). *Kriminolojide yeni bir yaklaşım: Görsel kriminoloji* (Thesis no: 546795) [Master's thesis, Akdeniz University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-Sociology-Male

CMAM_SOC_2019-57:

Aydın, İ. (2019). *Televizyon dizilerinde milliyetçilik inşası* (Thesis no: 563767) [Master's thesis, Necmettin Erbakan University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2019-58:

Rada, T. (2019). *Erken yirminci yüzyılda demiryolları ve sinemanın karşılaşması: Agit-tren'lerden sine-tren'lere* (Thesis no: 537750) [Master's thesis, Mimar Sinan University of Fine Arts]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2019-59:

Saraç, M. E. (2019). *Suriyeli sığınmacıların Bursa'nın yerel ekonomisine etkisine sosyolojik bir bakış: Tekstil sektörü örneği* (Thesis no: 621985) [Master's thesis, Bursa Uludağ University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2019-60:

Durmaz, M. (2019). *Türkiye'de çevre eğitiminin sosyolojik çözümlemesi* (Thesis no: 607624) [Master's thesis, Yozgat Bozok University]. Council of Higher Education National Thesis Center Database.
https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_SOC_2019-61:

Karataş, A. (2019). *Türkiye'de bir Nakşibendi grubunun dönüşümü: Menzil grubu örneği* (Thesis no: 555656) [Master's thesis, Sakarya University]. Council of Higher Education National Thesis Center Database.
https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-History-Female

CFAM_HIS_2019-61:

Çiloğlu, B. (2019). *1848-1849 Macar özgürlük mücadelesi ve Macar mülteciler meselesi* (Thesis no: 577655) [Master's thesis, Hacettepe University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2019-62:

Erkabalcı, E. C. (2019). *Sicill-i Ahvâl Defterlerine göre Gaziantepli memurlar* (Thesis no: 535034) [Master's thesis, Niğde Ömer Halisdemir University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2019-63:

Aras, D. (2019). *16.yy. 1541 nolu Rodoscuk (Tekirdağ) şeriye sicili transkripsiyon ve tahlili* (Thesis no: 587319) [Master's thesis, Trakya University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2019-64:

Şafak, E. (2019). *İslam öncesi dönemde Doğu Avrupa Türklerinde mitoloji* (Thesis no: 544906) [Master's thesis, Beykent University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_HIS_2019-65:

Ünal, A. (2019). *Köprülü Ayşe Hanım ve Osmanlı'da hâne politikaları* (Thesis no: 543518) [Master's thesis, İstanbul University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2019- History-Male

CMAM_HIS_2019-66:

Özdemir, M. (2019). *Osmanlı Devleti'nin kuruluşunda rüya motifi* (Thesis no: 605245) [Master's thesis, Dokuz Eylül University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2019-67:

Cinkara, A. (2019). *İpek yolu ve Uygurlar isimli Uygurca eserin transkripsiyon, aktarma ve değerlendirmesi* (Thesis no: 597343) [Master's thesis, Gazi University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2019-68:

Yıldız, M. (2019). *136 numaralı Ayntab Şer'iyye Sicili'nin transkripsiyonu ve değerlendirilmesi (H.1215-1222/M.1800-1807) (s.1-103)* (Thesis no: 613659) [Master's thesis, Gaziantep University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2019-69:

Çil, O. (2019). *246 numaralı Adıyaman kadı sicili (H.1329/m.1911) 1-70 sayfalarının transkripsiyon ve değerlendirilmesi* (Thesis no: 577498) [Master's thesis, Adıyaman University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_HIS_2019-70:

Kesbiç, K. (2019). *Kadıköy Hilâl-i Ahmer Cemiyeti (1912-1922)* (Thesis no: 597335) [Master's thesis, Zonguldak Bülent Ecevit University]. Council of Higher Education National Thesis Center Database.
https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-Turkish Language and Literature-Female

CFAM_TLL_2019-71:

Büyükkaya, N. (2019). *Anadolu sahası atasözlerinde geçiş dönemleri (inceleme-metin)* (Thesis no: 564354) [Master's thesis, Necmettin Erbakan University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2019-72:

Mortepe, G. (2019). *Hak gazetesi (14 Mart-10 Ağustos 1912) üzerine bir inceleme* (Thesis no: 578221) [Master's thesis, Giresun University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2019-73:

Karabürk, İ. (2019). *Günümüze göre Eşrefoğlu Rûmî divanı'ndaki arkaik unsurlar* (Thesis no: 555835) [Master's thesis, Giresun University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2019-74:

Dolan, E. (2019). *İnci Mecmuası'nda edebî faaliyet* (Thesis no: 575605) [Master's thesis, Kocaeli University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CFAM_TLL_2019-75:

Yılmaz, M. (2019). *Cihan Aktaş hikayelerinde aile* (Thesis no: 559628) [Master's thesis, Tokat Gaziosmanpaşa University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

2019-Turkish Language and Literature-Male

CMAM_TLL_2019-76:

Tömük, G. (2019). *Kubbealtı akademi mecmuası'nın sistematik tahlili* (Thesis no: 593633) [Master's thesis, Van Yüzüncü Yıl University]. Council of Higher Education National Thesis Center Database. https://tez.yok.gov.tr/UlusalTezMerkezi/

CMAM_TLL_2019-77:

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APPENDIX 2. THE LIST OF METADISCOURSE MARKERS

As metadiscourse items may have different functions in different texts and contexts (Hyland, 2005), it should be taken into consideration that the following metadiscoursal items realize their functions depending on their context in the corpus of this study.

INTERACTIVE METADISCOURSE MARKERS

TRANSITIONS

(Addition)

Aynı zamanda “in addition”

Aynı şekilde “in addition”

Ayrıca “moreover”

Buna ilaveten “in addition to this”

Bunlara ek olarak “in addition to these”

Bunun dışında “in addition”

Bununla beraber “in addition”

Bununla birlikte “besides”

Bunun ötesinde “furthermore”

Bunun yanısıra/-In yanısıra “in addition/to”

Bunun yanında/-In yanında “in addition/to”

-cAğI gibi “as well as”

-DlğI/olduğu kadar “as well as”

-DlğI/olduğu gibi “as well as”

Gerek … gerek “both … and…”

Hatta “moreover”

Hem … hem de “both … and…”

Keza “not only …but also…”

-mAktA/mIş… olup “and”

-mAsI bir yana “not only … but also…”

Olmak ile/olmakla beraber “as well as”

Sadece…değil, aynı zamanda … “not only … but also…”

-sI bir kenara “not only … but also…”

Ve “and”

Ve hatta “and moreover”

Yine “also”

Zaten “besides”

(Comparison)

-A/bunlara/buna rağmen “despite this/these”

Aksi halde/takdirde “on the contrary”

Aksine/-in aksine “in contrast/ in contrast to”

Ama “but”

Ancak “however”

Bir taraftan…-ken, bir yandan… “on the one hand … on the other hand…”

Bir yandan…diğer taraftan “on the one hand … on the other hand…”

Buna/-A karşın “in spite of that”

Diğer yandan “on the other hand”

Diğer taraftan “on the other hand”

Fakat “but”

Halbuki “however”

Her ne kadar olsa da/-sA dA “although nevertheless”

-ken, iken “whereas”

Olmamakla beraber/birlikte “although”

Olsa/olmasa bile “even if/even if not”

Oysa/oysa ki “however”

Öte yandan “on the other hand”

-sA bile “even if”

Yine de “nevertheless”

Yoksa “otherwise”

(Consequence)

Böylece/böylelikle “thus”

Bu doğrultuda “accordingly”

Buna binaen “therefore”

Bundan dolayı “accordingly”

Bunun/onun için “therefore”

Bu nedenle “for this reason”

Bu sayede “thus”

Bunun sebebi “the reason for this”

Bunun sebeplerinden birisi “one of the reasons for this”

Bunun sonucu/sonucunda “As a result”

Bunun sonucu olarak/mAsI sonucu olarak “as a consequence of (doing)

Bu yüzden “therefore”

Çünkü “because”

-dAn dolayı/-dAn ötürü “due to”

DIğI/-DIklArI/-cAğI için “as”

-dIğIndan “because of”

Dolayısıyla “accordingly”

ile/ -ylA/-mAsIyla/-sIylA birlikte “by doing”

-mAk/mAsI adına “in an attempt to”

-mAk/-mAsI amacıyla “so as to”

-MAsI dolayısıyla “because of”

-mAsI/-mIz/-lArı/mAk için “in order that”

-mAsI/-lArI nedeniyle/sebebiyle “because of doing”

-MAsI sonucunda/neticesinde “as a result of”

-mAk maksadıyla “with the intention of doing”

-mAk üzere “so as to”

-mAsI sonucunda “as a result of doing”

Neticede “eventually”

Netice itibariyle “with the result that”

Nitekim “thus”

O halde “therefore”

O/bu sebeple “for this reason”

Öyle ise “if so”

Sonuç olarak “as a consequence”

Zira “because”

FRAME MARKERS

(Sequencing)

Ardından “after”

Başka bir/bir başka “another”

Başlangıçta “at the beginning”

Bir diğer(i) “another (one)”

Biri “one of them”

Birinci/si “first/firstly”

Üçüncü, dördüncü, beşinci, altıncı, yedinci “third, forth, fifth, sixth, seventh”

Daha sonra/sonraları “afterwards”

Diğer(i) “the other (of them)”

-dAn önce “before”

-dAn sonra “after”

-(y)Ip “after”

İkinci/ikinci olarak “second/secondly”

İkincil olarak “secondarily”

İlk/ilk olarak “first/first of all”

Nihai/son “last”

Öncelikle “first of all”

Son olarak “lastly”

Şu şekilde “as follows”

(Labelling text stages)

Bölümde/… bölümünde “in the section …”

Bu bölüm “this section”

Çalışmamızın (dördüncü) bölümünde “at the (forth) section of our study”

Çalışmanın son bölümü “the last section of the study”

Genel bir yaklaşımla söyleyecek olursak “in general”

Kısaca/sı “briefly”

Özetle “in sum”

Son olarak/sonuç olarak/sonuçta “in conclusion”

Sonuç kısmında “in the conclusion section”

(Announcing goals)

… amacıyla “for the purpose of”

Amaç “aim”

Amaçla-/hedefle- “to aim”

Amaçlan-/hedeflen- “to (be) aimed”

…analizi ile “with analysis”

…analizi sonucunda “as a result of the analysis”

Analiz sonuçları…göstermiştir “Analysis results have shown that…”

Araştırma “research”

Araştırma bulgularına ilişkin sonuçlar “conclusions on research findings”

Araştır(Il)- “to (be) investigate(d)”

Araştırmada elde edilen bulgulara göre “according to the findings of the research”

Araştırma kapsamında/çalışmanın kapsamı “scope of the research”

Araştırmam/ız “my/our research”

(Bu) araştırmanın amacı ‘‘purpose of (this) research”

Araştırma/araştırmalarımızın sonucunda “as a result of research/our research”

Bu amaç doğrultusunda “in accordance with this purpose”

*Bu amaçla/ Bu amaç uğrunda “*for this purpose”

Bu araştırma/da “in/this study”

Bu araştırmanın/çalışmanın sonucunda “as a result of this research/study”

Bu çalışma(da) “(in) this study”

Bu çalışma boyunca “throughout this study”

Bu çalışmada amacımız “our aim in this study”

Bu çalışmadaki amaçlarımızdan biri “one of our aims in this study”

Bu çalışmamızda “in this study”

Bu çalışmanın amacı “the aim of this study”

Bu çalışmanın/araştırmanın bulguları “findings of this study/research”

Bu çalışmanın/araştırmanın konusu “subject of this study/research”

Bu çalışmanın ortaya koymak istediği tez “the thesis that this study aims to put forth”

Bu çalışmanın sınırlılıkları “limitations of this study”

Bu çalışmanın vardığı sonuçlar “the conclusions of this study”

Bu çalışmayla “with this study”

Bulgu “finding”

Bulgulardan da görüldüğü gibi “as can be seen from the results”

Burada/ki amaç “purpose of this”

Bu sonuçlar “These results”

Bu tez çalışması “This thesis work”

Bu tez(de) “(in) this thesis”

Çalışma “the study”

Çalışmadan elde edilen sonuçlar “results from the study”

Çalışmanın sınırlılığı “limitation of the study”

Çalışmanın sonucunda “as a result of the study”

Çalışmanın sonunda “at the end of the study”

Çalışma konumuz “our working subject”

Çalışmam/ız “my/our study”

Çalışmamız/ Çalışmamızda “our study/in our study”

Çalışmamızın temel amacı doğrultusunda “in line with the main aim of our study”

Çalıştık “we studied that…”

Ele al(ın) “to (be) discuss(ed)”

Gözlemle- “to observe”

hedefimiz “our goal”

İncele(n)-/ “to (be)analyze(d)”

İste- “to want”

İşle(n)- “to (be) handle(d)”

…karşılaştırılması sonucunda “as a result of the comparison”

Konu edin- “to get a topic”

Ortaya koy(n)maya çalış(ıl)- “to try to (be) reveal(ed)”

Ortaya koy- “to reveal”

Son tahlilde “In the final analysis”

…sonucunda “as a result of…”

Sonuçlara göre/test sonuçlarına göre “According to the results/ according to the test results”

Temelde amaç “basically the purpose”

Tez çalışmamızda “In our thesis”

Tezim/iz “my/our thesis”

Tüm bunların sonucunda “as a result of all this”

Yapılan incelemeler/analizler sonucunda “As a result of the reviews/ analysis”

(Indicating topic shifts)

-A bakıldığında/baktığımızda “when examined/when we examined”

Açıdan/açısından “in terms of”

-A dair “about”

-A dayanarak “based on …”

-A gelince “as for”

-A göre “according to”

Bağlam/ında “In the context of”

Bakım/ından “in terms of”

Bu açıdan “from this point”

Bu anlamda “in this sense”

Bu bağlamda “in this context”

Bu bakımdan “in this respect”

Bu durumda “in this situation”

Bu hususta “in this respect”

Bu kapsamda “within this scope”

Bu konuda “in this regard”

Buna bağlı olarak “correspondingly”

Bu gerçekten hareketle “from this fact”

Buna göre “according to this”

Bu noktada “at this point”

Bu noktadan hareketle “from this point of view”

Bu yönde “in this direction”

Bu yönüyle “with this aspect”

Bu tahlile göre “according to this analysis”

Çerçevesinde “within the scope of”

…dAn hareketle” with reference to”

…dikkate alındığında “taking into account…”

Düşünüldüğünde “when considered”

Değerlendirildiğinde “when evaluated”

Doğrultusunda “in the direction of”

-A ilişkin “relating to”

Ele alındığında “considering that”

-A yönelik “towards”

Göz önüne alındığında “considering”

Göz önünde bulundurulduğunda “considering that”

Hakkında/ki “about”

Işığında “in the light of”

…içerisinde “in”

İle/-lA ilgil//-lA ilgili olarak “related to”

İncelendiğinde “when examined”

İse “as to*”*

Kapsamında “in the scope of”

Konusunda/ki “about”

…konusuna gelince “as for the subject…”

…konusundaki yaklaşımlarına geçebiliriz “we can move on to their approach about the subject...”

*Konuya ilişkin olarak “*regarding the subject”

…Meselesinde “in the matter of…”

Nispetinde “based upon”

Noktasında “in relation to”

Söz konusu olduğunda “when it comes to”

Yönünde/ki “in the aspect of”

Yönünden “in terms of”

Yönüyle “with the aspect of”

ENDOPHORIC MARKERS

(Referring to the previous parts of the text)

Bkz tablo … “see table …”

Çalışmamızın başında yer alan tablo “the table at the beginning of our study”

En başında söylediğimiz gibi “as we mentioned at the beginning”

Fihristte belirttiğimiz “that we mentioned in index”

Önceki bölüm “previous section”

Önceki bölümlerde de değinildiği gibi “as mentioned in the previous sections”

*Yukarıda/yukarıdaki “*above”

Yukarıda adı zikredilen “the name of which was mentioned above”

Yukarıda andığımız “that we referred above”

Yukarıda anmıştık “we referred above”

Yukarıda bahsedildiği/değinildiği/ele alındığı gibi “as mentioned above”

Yukarıda belirttiğimiz “that we mentioned above”

Yukarıda geçen “that was given above”

Yukarda ifade ettiğimiz gibi “as we mentioned above”

Yukarda izah ettiklerimiz “that we mentioned above”

Yukarıda sözü edilen/zikredilen/belirtilen “that was mentioned above”

Yukarıda tartıştığımız “that we discussed above”

(Referring to the next parts of the text)

Aşağıdaki/aşağıda “below”

Sonraki bölüm “next section”

İleride “later on”

METADISCOURSAL EVIDENTIALS

Araştırmacılar “researchers”

Araştırmalar “the studies”

Bazı yorumcular/araştırmacılar “some commentators/researchers”

Bu alandaki çalışmalar “studies in this field”

Bugün tıpta yapıldığı gibi “as carried out in medicine today”

Çeşitli filozoflar tarafından “by many philosophers”

Diğer çalışmalarda olduğu gibi “as in the other studies”

(Eser adı, sayfa) “(work title, page)”

Eser adı (tarih) “Work title (date)”

Literatür/alanyazın “literature”

Rivayete göre “according to legend”

Tahminlere göre “according to estimates”

…yapılan bir çalışmada “in a study conducted in…”

Yapılan çalışmalar “the studies carried out”

Yapılan diğer çalışmalarda olduğu gibi “as in the other studies carried out”

(Yazar+tarih) “(Author+date)”

Yazar …-DIğI gibi “as author verb”

Yazar …eylem “Author…verb”

Yazarın çalışması/araştırması “the study/research of the author”

Yazarın (tarih) çalışması “Author’s (date) study”

Yazar (tarih) eylem “Author (date) verb that”

X’a göre “according to X”

X’in araştırmalarında/çalışmalarında “the studies/researches of X”

X’in araştırmasında görüldüğü üzere “as seen in X’s research”

X için “according to X”

X modeline göre “according to X model”

CODE-GLOSSES

(Exemplification)

Bu tarz/bunun gibi/bu gibi/buna benzer/böylesi bir/böyle şey “like this”

Bu türden “of this kind”

Gibi “such as”

Örneğin/mesela/misal/misal olarak/sözgelimi “for example”

Ve benzeri “and such”

Vs./Vb. “etc.”

(Reformulation)

…anlamına gel- “to mean…”

Başka bir deyişle/ifadeyle “in other words”

Bir anlamda “in a sense”

Bu da gösteriyor ki “This shows that”

… demektir “it means that …”

Denilebilir/ki “it can be said that”

Diğer bir deyişle/ifadeyle “in other words”

Diyebiliriz/ki “we can say that”

Ki “that”

…olarak tanımlanan “defined as”

.. olarak adlandırılan “called as…”

Özetleyebiliriz “we can summarize as”

Şöyle/şöyle ki/demek ki/öyle ki/yani “that is to say”

Ya da/veya/yahut/veyahut “or”

The use of colons : (for making explanation)

The use of hypen -

The use of paranthesis ( ) (for presenting detailed information, abbreviation, terms, additional information, statistics, description, providing evidence.

The use of slash / (to indicate “or”)

INTERACTIONAL MARKERS

HEDGES

(Epistemic adverbs)

Adeta “almost”

(A/I)rcAsInA/-mIşçAsInA “as if”

-(A/I)r gibi “like…”

Az “little”

Az çok “more or less”

Bazen “sometimes”

Belki/belki de “maybe”

Benzer bir şekilde “in a similar way”

Bir nebze “a bit”

Bir nevi “a kind of”

Büyük ihtimalle “most likely”

Bir o kadar “just as much”

Bir ölçüde “to some extent”

Büyük ölçüde “highly”

Çok “many”

Çok fazla …-mAmAkta “not too many”

-DIğI gibi “just like…”

Dönem dönem “from time to time”

Elverdiği ölçüde “to the extent allowed”

Genellikle “generally”

..gibi görün- “to look like”

Hemen/hemen hemen “almost”

Kısmen “partially”

(sanki)… - (y)mIş gibi “as if”

-mIş gibi görün- “pretend to…”

Muhtemelen “probably”

Neredeyse “almost”

Sıkça “frequently”

Sık sık/sıklıkla “often”

Sürekli “continually”

Sürekli olarak “always”

Tıpkı … -DIğI gibi “just like…”

Yaklaşık “approximately”

Yok denecek kadar az “hardly any”

(Epistemic adjectives)

-A açık “-able”

-A doğru “towards the…”

-A yakın “close to”

Bazı “some”

Belirsiz “uncertain”

Birçok “many”

Birkaç “a few”

Bir takım “some”

Çoğu “most”

Fazla (Diğerine oranla) “more (compared to the other)”

…gibi “like a…”

Herhangi bir “any”

İzafi “relative”

… kadar “as…as”

Kimi “some”

Muhtemel “likely”

Olanaklı “possible”

Pek çok “most”

Şu ya da bu “this of that”

Türlü/çeşitli “a veriety of”

(Epistemic lexical verbs)

Algıla- “to perceive”

Belir- “to appear”

Belirt- “to state”

Benzerlik göster- “to show similarity”

Çıkarsa- “to infer”

Düşün- “to think”

Fark et- “to notice”

…gibi algıla- “to perceive as”

Görün-/gözük- “to seem”

İddia et-/iddiasında bulun- “to claim”

İleri sür- “to assert”

İmkan tanı- “to allow”

İnan- “to believe”

İste- “to want”

Kanaatinde ol- “to consider”

-MAyA çalış- “to try to…”

-mIş görün- “to seem as if”

Mümkün ol- “to be possible”

Olanak sağla- “to enable”

Öngör- “to foresee”

Öner- “to suggest”

Savun- “to support”

San- “to suppose”

Varsay- “to assume”

Yadsı- “to deny”

Yaklaşım/tavır sergile- “to display an atitude”

Yorumla- “to interpret”

The use of passives (e.g. *görül-* “to be seen”, *sayıl-* “to be regarded”, *gözlemlen-* “to be observed”)

(Pronouns)

Bazısı/bazıları “some”

Birçoğu “many”

Bir çoğunluğu “majority”

Biri/birisi “someone”

Bir kısmı/bölümü “some”

Bir şey/ler “something”

Çoğu “many”

Çoğunluğu “many”

Herbiri “each one”

*Herhangibiri “*anyone”

Birey/ler “individual/s”

İnsan “one”

Kişi “person”

Kimi/kimisi/kimileri “some”

Şey “thing”

Biz “we”, first person plural pronoun

Bize/bizi “us”, first person plural object pronoun

Bizim “our”, first person plural possessive pronoun

-(I)k, -(I)z, first person plural suffixes

-(I)mIz, first person plural possessive suffix

(Epistemic modal suffixes)

-(A/I)r “AOR-3SG”

-DIr (in nominal sentence) “COP-3SG”

-(y)AcAk+DIr “FUT-COP-3SG”

-mIş+DIr “PRF-COP-3SG.”

Ol+mAlI “AUX-OBLG-3SG”

-mAlI+DIr “OBLG-COP-3SG”

Ol+mAlI+DIr “AUX-OBLG-COP-3SG”

-mIş ol+mAlI+DIr “PRF AUX-OBLG-COP-3SG”

-(I)yor ol+mAlI+DIr “IMPF AUX-OBLG-COP-3SG”

-AcAk ol+mAlI+DIr “FUT AUX-OBLG-COP-3SG”

-(y)Abil+-(A/I)r “PSB-AOR-3SG”

-(I)l/(I)n+Abil+-(A/I)r “PASS+PSB-AOR-3SG”

-(I)yor ol+Abil+Ir/lAr “IMPF AUX-PSB-AOR-3SG/3PL”

-mIş ol+Abil+Ir/lAr “PF AUX-PSB-3SG/3PL”

-(I)yor ol+sun “IMPF AUX-COND-3SG”

-mIş ol+mAlI “PF AUX-OBLG-3SG”

Olsa gerek “must be”

BOOSTERS

(Universal Pronouns)

Bütünü “the whole”

Hepsi “all”

Herbiri “each one”

Her insan “every humanbeing”

Herikisi “both of them”

Herkes “everybody”

Her şey “everything”

Herüçü “each of three”

Hiçbiri “none”

Hiçbir şey “nothing”

Kimse “nobody”

Tamamı/tamamında “all/whole”

Tümü “all”

(Amplifiers)

Ağırlıklı olarak “mainly”

Asla “never”

Aslında “in fact”

Aşırı “extreme”

… *-In başında gel-* “to be the leading of”

Başta “first”

Başta …olmak üzere “notably”

Baştan aşağı “top to bottom”

Baştan sona “entirely”

*Binlerce “*thousands”

Bol bol “a lot of”

Böylesine “so”

Bütün “all”

Büyük bir (çelişki/etki) “a great (conflict/influence)”

*Büyük oranda “*substantially*”*

*Büyük ölçüde “*highly*”*

Çok “a lot”

Çokça “much”

Çok çok “very much”

*Çok daha “*much more”

Çok farklı biçimde “in a very different way”

Çok tutarsız “very inconsistent”

*Çok önemli “*very important”

Daha/daha fazla “more”

Daha da “even more”

En/en çok “the most”

Fazlaca “much”

Hayli/bir hayli “a lot”

*Hep “*always”

Her/herbir “each”

Her defasında “each time”

Her derecede “in every degree”

Her konuda “in all matters”

Her ne zaman...-sA “whenever”

Her türlü “all kinds”

Her yer “everywhere”

Her yönden “in every way”

Her zaman “anytime”

Hiç “none”

Hiçbir “no”

Hiçbir sebeple “for no reason”

Hiçbir suretle/şekilde “by no means”

Hiçbir zaman “never”

Kolaylıkla/kolayca “easily”

Oldukça “increasingly”

Onlarca “dozens”

Pek “very”

*Sadece/ancak/yalnızca “*only*”*

*Son derece “*extremely*”*

Tamamen “Completely”

Tam “full”

Tüm “all”

Yakından “closely”

Yüz binlerce “hundreds of thousands”

Yüzyıllardır “for centuries”

(Emphatics)

Açık (bir) şekilde “clearly”

Açıkça “clearly”

…apaçıktır “it is obvious that”

…aşikardır “It is obvious that…”

*Bariz “*obvious”

*Belli/açık “*clear*”*

*Bile “*even”

Bilhassa “especially”

Bul- “to find”

(Tanrıları) dahi (aşan) “even” (going beyond Gods)

Elbette “certainly”

Er ya da geç “soon or later”

Gerçekten “really”

Görül- “to be seen”

Göster- “to show”

Gözlen- “to be observed”

*Halen “*currently”

Hangi durumda bulunursa bulunsun “in any case”

Hatta “even”

Hiç kuşkusuz “no doubt”

İstisnasız bir şekilde “unexceptionally”

Kaçınılmaz olarak “inevitably”

Kanıt- “to prove”

*Kesin “*definite*”*

Kesinleş- “to become definite”

Kesinlikle “definitely”

*Kesinlikle ama kesinlikle “*definitely but definitely”

Kesin olarak “definitely”

*Kuşkusuz “*no doubt”

…muhakkaktır “it is surely that”

Net/net bir şekilde “clear/clearly”

Olsun olmasın “whether or not”

Ortada ol- (açık) “to be obvious”

Ortaya çık- “to show up”

Ortaya kon- “to be revealed”

Ortaya koy- “to reveal”

Özellikle “especially”

Sapta- “to detect”

Sımsıkı “tightly”

Sınırsız olarak “unlimitedly”

Sonucuna ulaş- “to conclude”

Suretiyle “by means of”

Şüphesiz “no doubt”

*Tek başına “*all by oneself”

Temelde “basically”

Tespit et- “to identify”

*Tek tek “*one by one”

Tek (yolu) “the only” (way)

(Modal suffixes indicating certainity)

-DIr “COP-3SG” (in nominal predicate)

-(A/I)r “AOR-3SG”

-mIş+DIr “PRF-COP-3SG”

-mIş+lAr-DIr “PRF-3PL-COP”

-Il-mIş+DIr “PASS+PRF-COP-3SG”

-mAktA+DIr “IMPF+COP-3SG”

-(y)AcAK+DIr “FUT-COP-3SG”

ATTITUDE MARKERS

(Attitudinal verbs)

Başarılı ol- “to be successful”

Başar- “to succeed”

Beklen- “to be expected”

Cesurca davran- “to brave out”

Dikkat çek- “to take attention”

Düşün- “to think”

Empoze et- “to impose”

Etkisini göster- “to show the effect of”

Göze çarp- “to draw the attantion”

Hisset-/hissettir- “to feel/to make feel”

-In yanlışına düş- “to be on the wrong track”

Kolaylık sağla- “to make it easy”

Korku ver-/dehşet ver- “to frighten”

Öne çık- “to become prominent”

Önem arz et- “to matter”

Önem kazan- “to gain importance”

Önem taşı- “to matter”

Önem ver- “to care”

Öneril- “to be recommended”

Umut et-/um- “to hope”

Yeğle- “to prefer”

(Attitudinal adjectives)

*Absürd “*absurd*”*

Akla uygun “plausible”

*Basit “*simple*”*

Belirsizlikten uzak “free from uncertainty”

*Birincil “*primary*”*

*Boş “*null*”*

*Büyük “*big*”*

*Cesur “*brave*”*

*Ciddi “*serious*”*

*-mAyA değer “*worth-” (e.g. *çalışmaya/araştırılmaya/incelenmeye değer* “worth-studying/investigating/analyzing”)

*Değişik “*unusual*”*

*Derin “*profound*”*

Doğru (yer ve zaman) “right” (place and time)

*Eleştirel “*critical*”*

*Esas “*basic*”*

*Estetik “*aesthetic*”*

*Etkin “*effective*”*

*Geniş “*large*”*

Gerçekçi “realistic”

*Güzel “*Beautiful*”*

*Hain “*traitor*”*

İkincil “secondary”

İleri “further”

İlginç “interesting”

İlkel “primitive”

İyi “good”

Karmaşık “complicated”

Kendine has “idiosyncratic”

Keskin “sharp”

Kilit (bir rol) “(a) key (role)”

Kolay “easy”

Küçük “small”

Makul “reasonable”

Mistik “mystic”

Mükemmel “perfect”

Müstehzi “sarcastic”

Olağanüstü “extraordinary”

Orijinal “original”

Özel “special”

Özgün “Original”

Parlak “shiny”

Radikal “radical”

Saçma “absurd”

Sade “simple”

Sağlam “durable”

Samimi “sincere”

*Sert “*hard*”*

*Sıcak “*hot*”*

*Sığ “*shallow”

*Sıradışı “*extraordinary*”*

Süssüz “unadorned”

Takdire şayan “admirable”

Tartışmaya açık “open to discussion”

*Temel “*basic*”*

*Ters “*opposite*”*

*Uygun “*appropriate*”*

Uzun “long”

*Üstün “*Superior*”*

*Vahşi “*wild*”*

*Yalın “*simple*”*

*Yerinde “*suitable”

*Yoğun “*intense*”*

*Yüce “*supreme*”*

*Zengin “*rich*”*

Zor “Difficult”

-An (nitelikte) “-ing” *(e.g. tenkit celbeden* “invoking criticism”, *dikkat çeken* “taking attention”)

-IcI (nitelikte) “-ing, -Ar, -ive” *(e.g. tatmin edici “*satisfying*”, yönlendirici “*leader*”, yordayıcı “*predictor*”, dikkat çekici* “striking”, *şaşırtıcı “*amazing*”, yozlaştırıcı “*corrupting*”, destekleyici “*supportive*”, öğretici “*instructive*”, ilgi çekici “*interesting*”, kapsayıcı “*inclusive*”, etkileyici “effective”, mücadeleci “fighter”)*

*-Ir (nitelikte) (e.g. güvenilir “*trustworthy”, *kolay hatırlanabilir* “easy to remember”)

-lI “-ful, ed,-Al, -ous, -ive, -able” (e.g. *Başarılı “*successful*”, güçlü “*strong*”, coşkulu “*enthusiastic*”, belirli “*clear*”, elverişli “*convenient*”, haklı “*right*”, huzurlu “*peaceful*”, tenkitli “*critical*”, detaylı “*detailed*”, tartışmalı “*controversial*”, öncelikli “*privileged*”, yararlı “*benefical*”, kapsamlı “*comprehensive*”, önemli “*important*”, istikrarlı “*stable*”, farklı “*different*”, farklı farklı “*various*”, türlü “*various*”, gerekli* “necessary”, *zorunlu “*compulsory*”, etkili* “effective”, *değerli “*valuable*”, isabetli* “accurate”, *ılımlı “*moderate*”*, *zorlu “*tough*”*, *kıymetli “*precious*”*, *güvenli “*trustworthy*”*, *sıkıcı* “boring”, *zahmetli “*troublesome”, *ihtiyatlı “*cautious”, *tartışılır “*debatable*”*)

-mAz “-Un” *(e.g. kaçınılmaz* “inevitable”, *yadsınamaz* “undeniable”, *vazgeçilmez* “indispensable”, *tartışma götürmez “*unquestionable”)

-sIz “-less, -un” (e.g. *acımasız* “unmerciful”, *haksız “*unfair*”, insafsız “*ruthless*”, eşsiz “*matchless*”, yersiz “*unwarranted*”*

-mIş “-ed” (e.g. *gelişmiş “*advanced*”)*

(Attitude adverbs)

*Anlaşılır şekilde “*understandably”

*Asıl olarak “*mainly*”*

*Çok güçlü bir şekilde “*very strongly”

Dikkatle “carefully”

*Dolaylı olarak “*relatively”

Doğru (değerlendir-) “(to evaluate) correctly”

En azından “at least”

Etkin bir biçimde “effectively”

Etraflıca “thoroughly”

Faal bir şekilde “actively”

Farklı şekilde “in a different way”

Güzel (konuş-) “(to speak) well*”*

İkna edici şekilde “convincingly”

Kapsamlı bir biçimde “comprehensively”

Korkunç şekilde “awesomely”

*Kuvvetle “*strongly*”*

*Miskince “*slothfully”

*Neyse ki “*fortunately*”*

*Net olarak “*precisely”

Özenle “Carefully”

Rahatça “easily”

Tüm çıplaklığıyla “in all its nakedness”

*Ustaca/ustalıkla “*skillfully”

*Uygun bir şekilde “*appropriately*”*

*Yoğun olarak “*intensely”

*Zorunlu olarak “*necessarily*”*

(Deontic modal suffixes)

-mAlI “OBLG”

(Deontic lexical verbs)

-(y)A ihtiyaç var/ihtiyaç duy- “to need”

Gereksinim ol-/duy-/bulun- “to need”

Gerektir- “to require”

*-mAk gerek- “*have to”

-mAm gerek “I have to”

-mAsI gerek- “it has to”

-mAk zorunda ol- “have to”

-sI lazım “it has to”

Zorunlu kıl-/zorunda bırak- “to oblige”

SELF-MENTIONS

(Explicit Authorial References)

–(I)m, first person singular suffix (e.g. *…kanısındayım* “I believe that…”)

(Implicit Authorial References)

Araştırma ekibi “the research team”

…biçimlendirildi/çizildi/tartışıldı “…was formatted/designed/discussed”

…bulunmuştur “ it was found out that…”

…incelenmiştir “it was examined that…”

Kanaatimce “in my opinion”

Kanaatimizce “in our opinion”

Kanımca “in my opinion”

…ortaya koyulmuştur “It was revealed that…”

…rastlanmıştır “it was found out that…”

Tarafımızca “by us”

ENGAGEMENT MARKERS

(Inclusive “we”)

Biz “we”, first person plural pronoun

Bizi/bize “us”, first person plural object pronouns

Bizim “our”, first person plural possessive pronoun

–(I)mIz, –(I)z, -(I)k, first person plural possessive suffixes

(Reader pronouns)

–(I)n/–n(I)z, second person singular/plural suffixes

Sen/siz “you”, second person singular/plural pronouns

(Directives)

-AIIm, imperative suffix (e.g. *İddiaya bakalım* “Let's look at the claim”, *Düşünelim* “Let’s think”)

-In(Iz), imperative suffix (e.g. Bakınız “See”)

-sIn, imperative suffix (e.g. Noktalar aydınlatılsın “Let’s the points be cleared”)

…-mAk gerekir ki “it has to do…”

…(unutulma)malıdır “it should be (noted) that…”

…(-yI anlamak) önemlidir “It is important to (understand)”

(Personal asides)

The use of paranthesis ( ) (e.g. *bu tezde tartıştığımız mekanik-insan ütopyaları gibi)* “(like the mechanical-human utopias we discussed in this thesis)”

(Appeals to shared knowledge)

…anlamaktayız “we understand that…”

…bildiğimiz “that we know”

Bilindiği gibi/üzere “As known”

…görmekteyiz “we see that…”

…göstermektedir “it shows that…”

…görülmektedir “it is observed that…”

Hatırlanacağı üzere “as may be recalled”

…öngörülmektedir “ it is envisaged that…”

(Rhetorical questions)

Duyulanım duyu organlarını gerektirmez mi? “Does not sensation require sense organs?”

Bu niteliklerin bir araya getirilmesi bizim ihtiyacımızla mı oldu?

Mesela, onun beyaz, sert basit fikirlerini alıp bunlar “acı” basit fikri ile birleştirmek benim ihtiyacımda mıdır?

Eğer fikir algı ise fikirler Tannnın zihninin içinde mi, dışında mı?

Peki, Tanrı kendi zihninin içindike fikirlerimi “duyumluyor”?

Bu tutsak kültürde, neyi savunabiliriz, neyi amaç olarak belirleyebiliriz?

Çünkü bireyselliği beden sağlıyorsa ölümden sonra beden olmayacağına göre, öte dünyada nefisler ferdiyetlerini nasıl koruyacaktır?

Peki ya, ‘Genelin Mutluluğu’ ırkçılığa ve savaşa dayanıyorsa?

Doğrudan demokrasi yaklaşımını paylaşmayan tekillerin bir-araya geldiklerine bu deneyimi gerçekleştirmelerini nasıl anlamak gerekir?

APPENDIX 3. ETHICS COMMISSION FORM

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
ETHICS COMMISSION FORM FOR THESIS

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LINGUISTICS

Date: 24/01/2022

Thesis Title: A DIACHRONIC AND GENDER-BASED ANALYSIS OF TURKISH MA THESES: THE USE OF METADISCOURSE MARKERS

My thesis work related to the title above:

1. Does not perform experimentation on animals or people.
2. Does not necessitate the use of biological material (blood, urine, biological fluids and samples, etc.).
3. Does not involve any interference of the body's integrity.
4. Is not based on observational and descriptive research (survey, interview, measures/scales, data scanning, system-model development).

I declare, I have carefully read Hacettepe University's Ethics Regulations and the Commission's Guidelines, and in order to proceed with my thesis according to these regulations I do not have to get permission from the Ethics Board/Commission for anything; in any infringement of the regulations I accept all legal responsibility and I declare that all the information I have provided is true.

I respectfully submit this for approval.

24/01/2022

Name Surname:	Ruhan Güçlü
Student No:	N15144041
Department:	English Linguistics
Program:	PhD
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ADVISER COMMENTS AND APPROVAL

(Prof. Dr. Işıl Özyıldırım)

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TEZ ÇALIŞMASI ETİK KOMİSYON MUAFİYETİ FORMU

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SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLBİLİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 24/01/2022

Tez Başlığı: TÜRKÇE YÜKSEK LİSANS TEZLERİNİN ART ZAMANLI VE CİNSİYET-TEMELLİ ÇÖZÜMLEMESİ: ÜSTSÖYLEM BELİRLEYİCİLERİNİN KULLANIMI

Yukarıda başlığı gösterilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır,
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne müdahale içermemektedir.
4. Gözlemsel ve betimsel araştırma (anket, mülakat, ölçek/skala çalışmaları, dosya taramaları, veri kaynakları taraması, sistem-model geliştirme çalışmaları) niteliğinde değildir.

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Gereğini saygılarımla arz ederim.

24/01/2022

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DANIŞMAN GÖRÜŞÜ VE ONAYI

(Prof. Dr. Işıl Özyıldırım)

APPENDIX 4. ORIGINALITY REPORT

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GRADUATE SCHOOL OF SOCIAL SCIENCES
Ph.D. DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LINGUISTICS

Date: 24/01/2022

Thesis Title : A DIACHRONIC AND GENDER-BASED ANALYSIS OF TURKISH MA THESES: THE USE OF METADISCOURSE MARKERS

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I respectfully submit this for approval.

24.01. 2022 /

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Student No:	N15144041
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Status:	☒ Ph.D. ☐ Combined MA/ Ph.D.

ADVISOR APPROVAL

APPROVED.

(Prof. Dr. Prof. Dr. Işıl ÖZYILDIRIM)

HACETTEPE ÜNİVERSİTESİ
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İNGİLİZ DİLBİLİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 24/01/2022

Tez Başlığı: TÜRKÇE YÜKSEK LİSANS TEZLERİNİN ART ZAMANLI VE CİNSİYET-TEMELLİ ÇÖZÜMLEMESİ: ÜSTSÖYLEM BELİRLEYİCİLERİNİN KULLANIMI

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 303 sayfalık kısmına ilişkin, 24/01/2022 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda işaretlenmiş filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 5'tir.

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1- ☒ Kabul/Onay ve Bildirim sayfaları hariç
2- ☒ Kaynakça hariç
3- ☒ Alıntılar hariç
4- ☐ Alıntılar dâhil
5- ☒ 5 kelimeden daha az örtüşme içeren metin kısımları hariç

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Gereğini saygılarımla arz ederim.

24.01.2022 /

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UYGUNDUR.

Prof. Dr. Işıl ÖZYILDIRIM