ANADOLU ÜNİVERSİTESİ

A COMPARATIVE ANALYSIS IN WRITTEN DISCOURSE:

A CORPUS-BASED STUDY ON FRAME MARKER USE

IN NATIVE AND NON-NATIVE STUDENTS'

ARGUMENTATIVE ESSAYS

Serap ATASEVER

(Yüksek Lisans Tezi)

Haziran, 2014

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MA THESIS

Department of Foreign Language Education

MA in English Language Teaching Program

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Eskişehir

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ANADOLU ÜNİVERSİTESİ

JÜRİ VE ENSTİTÜ ONAYI

Serap ATASEVER'in "A COMPARATIVE ANALYSIS IN WRITTEN DISCOURSE: A CORPUS-BASED STUDY ON FRAME MARKER USE IN NATIVE AND NON-NATIVE STUDENTS' ARGUMENTATIVE ESSAYS" başlıklı tezi 13.06.2014 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

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Argumentative writing can be challenging for student writers as it requires them to organize their claim, counter/arguments and discourse through the use of linguistic expressions and communicate successfully with readers. Among these expressions, as an essential part of written discourse, frame markers are central to explicit structuring of discourse, organization of ideas, points and counter/arguments in sequences and different segments of discourse. They are also considered to be the best representatives of organizational structure of discourse (Hempel & Degand, 2006) and serve a variety of different functions including sequencing (*i.e.first/ly, second/ly*), announcing goals (*i.e. purpose, focus*), labeling stages of a text (*i.e. to sum up, in conclusion*) and topic shift (*i.e. now, so*) (Hyland, 2005a). However, in second/foreign language writing courses, little attention is given to how frame markers are helpful in processing the written texts and thus non-native students find it difficult to use them effectively and rely heavily on restricted types. Due to the scarcity of research on Turkish non-native students' writings from metadiscoursal aspect, an insight into how Turkish non-native language learners employ these markers in their essays would provide fruitful findings for the outcomes of the study in order to detect and take precautions related to frame

marker use in text organization and for the clarification of differences in frame marker use by different discourse societies. It is also worth comparing non-native students with native American students in order to highlight how they typically use frame markers rather than relying on 'native intuition' (Nesselhauf, 2004: 125) and to reveal the variation between native and non-native students. In this sense, the aim of the current study is to examine frame marker use in English argumentative essays written by Turkish 1st year university students majoring at English Language Teaching (ELT) Department and American university students to find out the dis/similarities in terms of frequency and functions of frame markers.

For the purposes of the study, 100 American argumentative essays are drawn from Louvain Corpus of Native English Essays (LOCNESS) and 100 Turkish language learners' argumentative essays are compiled in a corpus via simple random sampling. Frame markers are identified with the help of the AntConc 3.2.4 concordance software and analyzed manually using Hyland's (2005a) taxonomy of functions and verified with the help of another rater, a researcher in the institution where the study is conducted. According to this taxonomy, frame markers served the functions of sequencing, labelling stage, topic shift and announcing goal. Then, the frequency analysis is carried out via word-based method, that is, the frequency of occurrences are analyzed per 10,000 words for standardization of sizes of two corpora to a common basis along with calculation of raw numbers and percentages, and Log-Likelihood statistical test is used to compare them to find out if the differences are significant or not.

The findings of the study reveal variation across four categories of frame markers in each corpus and between two corpora in terms of frequency of occurrence and types of items. Overall, sequencing items abound in number and the items used for announcing goal are quite limited in number and types in both corpora. In addition, non-native students employed frame markers much more frequently and with more diverse types compared to native students. The findings are hoped to raise awareness in frame marker use and suggest providing L2 learners with the opportunity to explore and practice the uses of a variety of frame markers in structuring their arguments in their academic texts.

Key words: Argumentative essays, corpus-based study, frame markers, metadiscourse, native and non-native students

ÖZET

YAZILI SÖYLEMDE KARŞILAŞTIRMALI ANALİZ:
ANADİLİ İNGİLİZCE OLAN VE İNGİLİZCE'Yİ YABANCI DİL
OLARAK ÖĞRENEN ÖĞRENCİLERİN SAVLAMA TEMELLİ
METİNLERİNDE ÇERÇEVE BELİRLEYİCİLERİNİ KULLANIMI
ÜZERİNE BİR DERLEM ÇALIŞMASI

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Savlama temelli metin yazımı, belirli dil ifadelerinin kullanımı ile düşüncelerin, savların ve karşıt fikilerin okuyucuya belirli bir düzen içerisinde aktarılmasını, söylemin düzenlenmesini ve okuyucu ile başarılı iletişim kurmayı gerektirdiğinden öğrenciler için zorluk oluşturmaktadır. Bu dil ifadelerinden biri olan çerçeve belirleyicileri, yazılı söylemin önemli bir öğesidir ve söylemin açıkça düzenlenmesinde ve savların, karşıt fikirlerin, ve metnin bölümlerinin belirli bir düzen içerisinde sunulmasında önemli rol oynamaktadır. Söylemin içeriğinin ve yapısının en iyi biçimde düzenlenmesi en başta çerçeve belirleyicileri ile sağlanmaktadır (Hempel ve Degand, 2006) ve sıralama (*ilk olarak, ikinci olarak*), yazarın amacını açıkça ifade etme (*amacım…niyetim…*), metin aşamalarına gönderimde bulunma (*sonuç olarak, kısaca*), ve konular arası geçişi işaretleme (*açısından, şimdi*) olmak üzere dört işlevi bulunmaktadır (Hyland, 2005a). Ancak, yazılı metinlerde okuyucuyu yönlendiren ve metnin anlaşılmasını sağlayan çerçeve belirleyicileri kullanımı yabancı dil öğretiminde, yazma derslerinde çok önemsenmemektedir ve İngilizce'yi yabancı dil olarak öğrenen öğrenciler çerçeve belirleyicilerini etkili biçimde kullanmakta zorlanmaktadır ve çeşit olarak az sayıda

çerçeve belirleyicisini sık olarak kullanmaktadır. Bu bağlamda, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin yazılı metinlerinde üstsöylem düzeyinde çerçeve belirleyici kullanımlarını inceleyen çalışma oldukça azdır. Bu nedenle, Türk öğrencilerin yazılı metinlerini düzenlerken hangi çerçeve belirleyicisini hangi amaçla kullandıklarının incelenmesi sonucunda farklı söylem topluluklarında metnin düzenlenmesinde çerçeve belirleyicilerinin kullanımına ilişkin ortaya konacak bulguların konuya açıklık getirmesi hedeflenmektedir. Ayrıca, anadili İngilizce olan öğrencilerin 'önsezisi'ne güvenmekten ziyade (Nesselhauf, 2004: 125) yazılı metinlerinde tipik çerçeve belirleyicileri kullanımlarının belirlenmesi, Türk öğrencilerin çerçeve belirleyicilerini kullanımları ile karşılaştırılması ve anadili İngilizce olan ve olmayan öğrencilerin kullanım farklılıklarının ortaya çıkarılması hedeflenmektedir. Bu doğrultuda, bu çalışma, İngilizce Öğretmenliği Programı'nda okuyan 1. sınıf Türk üniversite öğrencileri ile Amerikalı üniversite öğrencilerinin İngilizce savlama temelli metinlerinde çerçeve belirleyicilerini kullanımlarını, kullanım sıklığı ve işlevleri bakımından incelemeyi amaçlamaktadır.

Çalışmanın amaçları doğrultusunda, Louvain Amerikalı ve İngiliz Öğrencilerin İngilizce Derlemi (LOCNESS)'nden basit rastgele örnekleme yöntemi ile alınan 100 savlama temelli metin ile Türk üniversite öğrencilerinin savlama temelli metinlerinden oluşturulan derlemden aynı yöntem ile alınan 100 savlama temelli metindeki çerçeve belirleyicileri ve sıklığı AntConc 3.2.4. yazılımı aracılığıyla saptanmış ve Hyland (2005a)'in çerçeve belirleyicileri işlev modeli kullanılarak çalışmanın yapıldığı kurumda çalışan ikinci bir araştırmacı ile manuel olarak incelenmiştir. Buna göre, çerçeve belirleyicileri sıralama, metin aşamalarına gönderimde bulunma, amacı açıkça ifade etme ve konular arası geçişi işaretleme işlevleri bakımından incelenmiştir. Daha sonra, sıklık analizi için çerçeve belirleyicilerinin sayı ve yüzdeliklerinin hesaplanmasının yanısıra iki derlemde her 10,000 kelimedeki kullanım sıklıkları hesaplanmış ve iki grubun çerçeve belirleyicileri kullanımı arasında anlamlı fark olup olmadığını belirlemek amacıyla Log-Likelihood istatistik testi yapılmıştır.

Çalışma bulguları, her bir derlemde ve iki derlem arasında çerçeve belirleyicilerinin işlevlerine göre kullanım sıklıkları ve çeşitliliğinde farklılık olduğunu göstermiştir. Her iki grupta da sıralama ifadelerinin diğer tüm çerçeve belirleyicilerinden daha fazla sıklıkta ve çeşitte kullanıldığı ve konular arası geçişi

işaretleme işlevini gören ifadelerin oldukça az kullanıldığı belirlenmiştir. Ayrıca, Türk öğrencilerin çerçeve belirleyicilerini Amerikalı öğrencilere kıyasla oldukça sık ve fazla çeşitte kullandığı saptanmıştır. Bu araştırma sonucunda, İngilizce'yi yabancı dil olarak öğrenen öğrencilerin çerçeve belirleyicileri kullanarak üstsöylem boyutunda savlarını daha düzenli ve açık bir şekilde okuyucuya iletebilmeleri, daha etkili metinler yazabilmeleri için akademik yazma dersleri düzenlenmesinin ve çerçeve belirleyicilerin kullanılması için çeşitli eğitim amaçlı uygulamaların yapılmasının yararlı olacağı düşünülmektedir.

Key words: Anadili İngilizce olan ve olmayan öğrenciler, çerçeve belirleyicileri, derlem temelli çalışma, savlama temelli metin, üstsöylem

ANADOLU ÜNİVERSİTESİ

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ANADOLU ÜNİVERSİTESİ

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Conferences

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ANADOLU ÜNİVERSİTESİ

TABLE OF CONTENTS

LIST OF TABLES

ANADOLU ÜNİVERSİTESİ

LIST OF FIGURES

ABBREVIATION LIST

BNC	British National Corpus
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FM	Frame Markers
L1	First Language
L2	Second Language
LL	Log-likelihood
LOCNESS	Louvain Corpus of Native English Essays
MM	Metadiscourse Marker

ANADOLU ÜNİVERSİTESİ

1. CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Metadiscourse has been considered as a fuzzy term and defined by a number of researchers who understood it in different ways (e.g. Crismore, 1983; Hyland, 1998, 2005; Vande Kopple, 1985). For instance, Crismore (1983: 2) defines it as 'simply an author's discoursing about discourse' which refers to 'the author's intrusion into the discourse, either explicitly or non-explicitly, to direct the reader rather than inform'. According to Vande Kopple (1985:83), metadiscourse refers to 'discourse about discourse or communication about communication' which does not add propositional material but enables readers 'organize, classify, interpret, evaluate and react' to this material and signals the presence of the author. Valero-Garcès (1996) defines it as metatext referring to linguistic units ranging from affixes to sentences and text-level rhetoric features. Considering these definitions, Hyland (1998; 2005a: 17) argues that some of them have narrowed down the focus only to textual/rhetorical organization and described it as metatext or text reflexivity (i.e. Bunton; 1999; Mauranen, 1993; Valero-Garcès, 1996) while some other definitions are partial and restricted to 'simply discourse about discourse' or 'talk about talk' (i.e. Crismore, 1983; Vande Kopple, 1985). Thus, Hyland (2005a)'s notion of metadiscourse is adopted in the current study. Accordingly, metadiscourse is defined as 'the linguistic expressions which refer to the evolving text and to the writer and imagined readers of that text' (Hyland, 2005a: ix). It is based on two dimensions: interactive and interactional dimension. In interactive dimension, the writer's aim is to shape and constrain a text to meet the needs of readers and goals. It is concerned with the organization of discourse and consisted of five resources: transitions, frame markers, endophorics, evidentials and code glosses. In interactional dimension, the writer's aim is to show his/her views explicitly and construct the text in collaboration with reader by allowing him/her to response to the unfolding text. It is concerned with the writer's intrusion and comment on his/her message to have interaction with readers and consisted of five resources: hedges, boosters, attitude markers, self-mentions and engagement markers. Metadiscourse resources are considered to make a text reader-friendly and enable the writer to reach

the audience' (Crismore & Abdollehzadeh, 2010: 196) by involving the reader and his/her reactions to text and to the most salient features of discourse organization, which lead addressees receive high level of awareness and engagement (Alavinia & Zarza, 2011).

Among these markers, frame markers that are argued to be an essential component of structuring academic writing (Hempel & Degand, 2006) are analyzed within the scope of the study. They are defined as 'references to text boundaries or elements of schematic text structure' (Hyland & Tse, 2004: 168), and provide 'framing information about the elements of discourse' and serve four functions (Hyland, 2005a: 51). Accordingly, they are used to order ideas and counter/arguments or sequence parts of the text (*i.e. first/ly, second/ly, next, then*), label text stages explicitly (*i.e. in sum, briefly, to conclude*), announce the goal of writer *(i.e. my purpose is, focus, want to)* and indicate topic shifts (*i.e. now, well, so*) (Hyland, 2005a).

Having mentioned what frame markers are and how they function in the text, in terms of its importance, frame markers are considered to be the best representatives of organizational structure of discourse among all other interactive resources (Hempel & Degand, 2006). They constitute an important part of written discourse and vitally important in structuring discourse due to a variety of functions they perform in different contexts where they occur. In this sense, they are essential to discourse organization and explicitly reveal the schematic structure of discourse, provide references to its different parts, points and arguments (Hyland, 1999). They are also important in that they make the argumentation easier to perceive and allow writers keep track of argumentation by enabling writers order different segments of a discourse in relation to each other and explicitly organize their claims and counterarguments (Ädel, 2006). These features make frame markers more essential to the organization of argumentative type of writing which is a common genre and the core text type in academic writing and central to undergraduate environment where language learners are mostly asked to write (Ho, 2011: 2; Lee, 2006; Özhan, 2012).

Argumentative writing is defined as a kind of text in which the writer puts forward a claim and supports it with evidence by using the ways of improving thinking and refutes the opposite ideas and brings the subject to an end with them (Coşkun & Tiryaki, 2011) and the use of linguistic resources in this type of writing is essential to

the students' acquisition of the discourse of argumentation and its skills (Coffin & Hewings, 2005). In addition, careful organization, which is achieved by frame marker use, is of importance for an argumentative essay to be persuasive and students are expected to adhere to its features and explicitly organize their ideas, claims, and the text itself and reveal their aims with an awareness of the audience to guide them through the text. In an attempt to highlight this issue, this study makes an in-depth investigation into the role of frame marker use in organization of argumentative essays written by Turkish non-native university students and American university students.

1.2. Statement of the Problem

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

that they lacked the idea about how to organize English writings and composed them in Chinese way and had difficulties in the use of linguistic resources for making associations between the ideas. In addition to this, the failure of non-native learners in totally harmonizing themselves with the reader-oriented target language, that is, English language is another possible reason that cause them hinder explicitly stating their goals and organizing shifts between topics (Akbaş, 2012; Hyland, 2005a). In addition, the lack of knowledge and instruction as well as confidence account for avoiding typical framing and thus, non-native learners attempt to use other strategies to organize their essays instead of using frame markers (Noble, 2010).

Besides these problems experienced in student writing in English in general, argumentative type of writing in English, which is a common genre that language learners are often asked to write in academic environment, is also challenging for students, due to the lack of linguistic and cultural knowledge or educational experience in this form of writing which requires students structure their discourse, develop their talents in organizing and supporting their own ideas with evidence to persuade readers and argue against opposing ideas through the use of appropriate language use (Ho, 2011; Lee, 2006; Özhan, 2012). As 'an essential part of academic writing' (Kuteeva, 2011: 48), 'achieving involvement through a convergence of the reader with the reader-in-the-text is a crucial step in most of argumentative, persuasive texts' (Thompson, 2001:62). It has a number of rules which constitute the text and reflects culture-specific values and explicitness in expression of points, aims, and structuring the discourse based on this is important and central to production of good text (Mauranen, 1993). Thus, the discourse knowledge is of great value, which makes argumentative writing more challenging for students (Wu, 2008), since this text type requires them to acquire the discourse of argumentation and the linguistic resources that enable students track the flow of argumentation and text (Coffin & Hewings, 2005). Non-native learners may sound less convincing when they do not explicitly express themselves, their aims and text organization in their written texts and make the reader aware of them, and this may reduce their control over their communicative output (Mauranen, 1993). Considering the roles of frame markers in making discourse goals and organization explicit, absence of frame markers can be disadvantageous as it could affect both structuring the argumentative text and persuasiveness of the text. In addition, excessive use of certain

ANADOLU ÜNİVERSİTESİ

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

The studies that handled the issue of frame marker use of non-native learners of English revealed that non-native learners of English do not make much use of frame markers in organization of written texts (Khajavy et al., 2012; Mur-Dueñas, 2011; Noble, 2010; Noorian & Biria, 2010a), or frequently employ sequencing devices (Dafouz-Milne, 2008; Heng & Tan, 2010; Li & Wharton, 2012) or underuse certain sequencing devices (Hempel & Degand, 2006), and do not use frame markers to announce their goals and make topic shift in organization of their ideas (Dafouz-Milne, 2008; Farrokhi & Ashrafi, 2009; Heng and Tan, 2010; Marandi, 2003), or overrely on limited types of frame markers (Anwardeen et al., 2013; Burneikaitė, 2009a).

In addition to this, a majority of the comparative studies revealed that both native and non-native speakers of English mostly favor sequencing items to order the sequence of a series of ideas (Heng & Tan, 2010; Hyland, 1999; Li & Wharton, 2012; Noble, 2010; Noorian & Biria, 2010a; Pooresfahani et al., 2012; Ünsal, 2008) whereas they rarely use frame markers in announcement of writer's goal in argumentative essays (e.g Ädel, 2006; Heng & Tan, 2010), master theses (e.g. Burneikaitė, 2008; Marandi, 2003) and research articles (e.g. Farrokhi & Ashrafi, 2009). For instance, in his study of metadiscourse use in argumentative essays written by second language learners, Noble (2010) suggested that the low frequency of frame marker use were either the result of students' avoidance of typical framing or overusing or the lack of knowledge on how to use them or employed other strategies to organize their essays.

As far as the studies that revealed differences between native and non-native learners of English with different L1 are considered, compared to non-native students, native English speakers are found to use frame markers more frequently with more diverse types (Heng & Tan, 2010), to be more inclined to announce the topic that is to

be discussed in the following in the text through frame markers (Blagojevic, 2004) and to shift the topic of argument and introduce a new one (Farrokhi & Ashrafi, 2009).

As for the literature on metadiscourse conducted by Turkish researchers, the studies are quite limited in number. Among few studies, one study examined the organizational patterns and metadiscourse use in Turkish and English argumentative essays written by native Turkish students, Turkish non-native speakers of English and native English speakers and yielded higher frequency of frame marker occurrence in native students' essays (Can, 2006). The study of Can (2006) only provided frequency of occurrence and neither frame marker categories nor the types of items were within the scope of this study as in the study of Akbaş (2012) who also presented only frequency analysis. More specifically, examining metadiscourse use in master dissertations' abstracts written by native Turkish students, Turkish non-native speakers of English and native English students, Akbaş (2012) found that native English abstracts included the highest frequency of frame marker occurrence among all groups' abstracts. Focusing on the disciplinary differences in terms of metadiscourse use in research articles from Oxford Journals, the study of Ünsal (2008) showed that the category of frame markers was revealed to be the least frequently occurred category among other metadiscourse marker categories in all disciplines and had higher occurrences in science articles compared to social science articles. All these results considered, to what extent Turkish students employ frame markers to organize their essays and which frame marker items they use and for what function they employ these items were not targeted and only the quantitative results were provided.

Due to scarcity of research in Turkish context, this issue of frame marker analysis calls for investigation and there is a need for a study which specifically focuses on frame markers. In this sense, this study is believed to contribute to our understanding of the importance of frame marker use in organization of texts. In addition, comparing Turkish non-native students with native American students could provide fruitful insights into the picture how frame markers manifest themselves in written products of native and non-native students and through which frame markers their texts are characterized depending on their functions to reveal the parallelisms and differences both groups share in frame marker use, which enables us to have a clear picture of the

differences and variation in their language use (Leńko-Szymańska, 2008), and it is better than focusing on 'native intuition' (Nesselhauf, 2004: 125).

1.3. The Purpose of the Study

The crux of the thesis is to investigate whether the 1st year Turkish university students majoring at English Language Teaching (ELT) Department make use of frame markers and which frame markers they employ in their argumentative essays. Secondly, this study aims to investigate the frame marker use in the American university students' argumentative essays. Thirdly, this study attempts to make a comparative analysis of the argumentative essays written by the Turkish non-native university students and native American university students in order to find out how frequently frame markers occur and which functions they serve thereby providing insight into the dis/similarities in organization of students' discourse.

1.4.Research Questions

To provide comprehensive explanations for the purposes of this corpus-based discourse analysis, the targeted research questions are constructed as follows:

1) Which frame markers are used in English argumentative essays written by Turkish 1st year university students at ELT Department and American university students?

2) What is the frequency of frame marker use in English argumentative essays written by Turkish 1st year university students at ELT Department and American university students?

3) Are there any differences betweeen Turkish and American university students in terms of frequency and functions of frame marker use?

1.5.Significance of the Study

Firstly, this study is believed to contribute to our understanding of frame marker use in Turkish non-native students' argumentative essays in that Turkish students involved in this study are educated on each genre which requires appropriate use of language in terms of organization of ideas and the text itself and could produce carefully organized texts. In genre-based teaching of writing, the main focus is not the subject but the linguistic patterns beyond the subject content and the main concern of teachers is to

teach learners write to achieve a particular goal in relationship with his/her reader through the organization of ideas (Hyland, 2003). Thus, an insight into how frame markers shape the organization of students' written texts is of pedagogical value not only for students in their academic achievement and, as future language teachers, to be skilled in writing skill to teach their students how to organize their texts and write in different genres, but also for teachers of English in providing their students opportunity to identify and practice the use of frame markers in writing.

Secondly, the majority of the studies on the issue of metadiscourse have concentrated on the overall use of metadiscourse resources including frame markers and revealed only the frequency of their occurrences (Ädel, 2006; Aertselaer, 2008; Anwardeen et al., 2013; Mostafavi & Tajalli, 2012; Khedri et al., 2013; Yazdanmehr & Samar, 2013). However, most of these studies did not specifically analyze specific functions of frame markers in different contexts where they occur and did not present the frequency analysis of sub-categories of frame markers. Apart from that, a number of studies have devoted all their attention to interactional dimension of metadiscourse (e.g. Abdi, 2002; Çapar, 2014; Fatemi & Mirshojaee, 2012; Fu, 2012; Gillaerts & Van de Velde, 2010; Hewings & Hewings, 2002; Lee, 2006; Noorian & Biria, 2010b; Sukma & Sujatna, 2014; Tavakoli et al., 2012) and individually analyzed sub-categories of this dimension such as engagement resources (Mei, 2007; Lafuente- Millán, 2013), hedging devices (Ekoç, 2010; Peterlin, 2010), hedges and boosters (Algı, 2012; Vázquez & Giner, 2009), stance (Çakır, 2011), stance and engagement (Hyland, 2005b; Lee, 2011) and self-mentions (Ädel, 2010; Hyland, 2001), and self-mentions and illocution markers (Bondi, 2010) in different types of discourses in various contexts. Thus, considering the relevant gap in the literature, there is also a necessity for more research on the interactive aspect of metadiscourse especially frame markers due to its importance in explicit structuring of discourse, expression of goals and its essential role in directing reader throughout the text (Anwardeen et al., 2013; Farrokhi & Ashrafi, 2009).

Thirdly and lastly, the majority of the previous studies relevant to this field of research mainly concentrated on the texts like textbooks (Hyland, 1999; 2000; Davtalab, Hosseini & Yousefi, 2012; Wang, 2012), research articles (Blagojevic, 2004; Hyland, 1999; Valero- Garcès, 1996), master and doctoral dissertations (Burneikaitė, 2006; 2008; 2009b; Hyland, 2004a; 2010; Hyland & Tse, 2004), novels (Sadeghi &

Esmaili, 2012), and advertising (i.e. slogans) (Fuertes-Olivera et al., 2001). For the student writing, the few studies revealed either the effect of metadiscourse instruction on metadiscourse use or the quality of text (Anwardeen et al., 2013; Intarapraw & Steffensen, 1995; Simin and Tavangar, 2009) or provided overall frequency analysis of metadiscourse markers (Anwardeen et al., 2012; Can, 2006). Regarding the studies conducted in Turkish context, they focused on cohesion and syntactic and semantic roles at micro-structural level in writings produced in English (Altunay, 2009; Babanoğlu, 2012; Can, 2011; Goldman & Murray, 1989; Shea, 2009) and in Turkish (Karatay, 2010). Therefore, considering the importance of metadiscourse in student writing, this study is expected to provide insights into the organization of specifically 'student writing' through frame marker use, which has drawn little attention in literature especially in Turkish context with a focus on the functions that frame markers serve based on the qualitative analysis of each individual item functioning on metadiscourse level.

2.CHAPTER TWO
LITERATURE REVIEW

This chapter presents the conceptual background which forms the basis of this study and a comprehensive analysis of the relevant studies previously conducted. More specifically, first of all, the concepts of discourse analysis, corpus and corpus analysis and argumentative writing are highlighted. Next, the notion of metadiscourse, interactive metadiscourse and frame markers are defined and explained in detail. Then, the earlier studies on metadiscourse as well as frame markers in the literature are discussed. Finally, the earlier studies conducted in Turkish context are analyzed.

2.1.Conceptual Background

2.1.1.Discourse Analysis

Discourse analysis has become a central tool for identification of certain language features in particular genres written by the members of their community (Hyland, 2009b). It is defined as 'the way of studying language in action, looking at texts in relation to the social contexts in which they are used' (Hyland, 2009a: 20). More specifically, it is an approach to the analysis of language which looks at language patterns and their organization across texts and focuses on the relationship between the language and the social and cultural contexts in which the language is used (Paltridge, 2006). It is concerned with how the language is used to communicate ideas or goals, to interact within particular groups or other societies and cultures and to present what people convey (Paltridge, 2006).

Discourse analysis is an area in which 'corpus linguistics has been adopted as a means of looking at language patterns' over large datases with a focus on key word searches and wordlists (McCarthy & O'Keeffe, 2010: 9). In regard to this, this study addresses to the issue of discourse analysis with a focus on metadiscursive language use in particularly argumentative genre based on the application of computer-assisted techniques and corpus analysis. Thus, it is necessary to highlight the concept of corpus and corpus analysis, argumentative genre and metadiscourse.

2.1.2.Definitions of Corpus and Corpus Analysis

The studies on the analysis of language use in texts produced by speakers of a native language and/or language learners of a foreign/second language which have recently begun to use computer-assisted methods have gained prominence (e.g. Liu, 2008; Shea, 2009) and corpus-based discourse analysis has begun to be an important area of research in terms of the exploration of language features or patterns in different contexts and certain types of discourse (e.g. Hyland, 2005a; 2010).

The term 'corpus' has been defined in a number of ways by different scholars (Biber et. al, 1998; McEnery & Wilson, 2001). A corpus is described as 'a finite-sized body of machine-readable text, sampled in order to be maximally representative of the language variety under consideration' (McEnery & Wilson, 2001:32). According to Hunston (2002:2-3), the definition of whom is adopted in this study, a corpus is a store of used language and a collection of texts compiled for a purpose to study any aspect of language non-linearly and both qualitatively and quantitatively. A corpus can be either compiled on a basis of criteria such as the written and/or spoken language, the text or register type, the level and L1 background of the speaker and so on. and analyzed through concordance programs for identifying language use in corpus samples, or, it can be annotated by tagging the words, parts of speech or errors for data analysis, the criteria of which apply to both learner and native speaker corpora (Nesselhauf, 2004).

A corpus is essential to exploring various aspects of language use and addressing the issues related to this (Reppen, 2010). The studies that make use of corpus for data analysis offer opportunities for researchers or linguists to examine features of particular source of language use based on frequency analysis and functions. In this sense, such an approach 'brings a distributional perspective to linguistic analysis' in that it provides a systemic analysis of how frequently and in what way an item occurs in a specific context with a focus on their meanings; not based on intuitions (Hyland, 2004b: 89). Biber et al. (1998) also state that such analysis of language use enables revelation of typical patterns rather than intuitions.

A corpus is generally compiled for a specific purpose and corpus studies make use of general or specialized corpora depending on the aim of the researcher (Connor & Upton, 2004). General corpora allow researchers to investigate a wider sample of spoken and/or written texts across a variety of genres and represent language patterns as

a whole whereas specialized corpora that include a certain type of genre and are small compiled for specific purposes represent the discourse under investigation as well as language patterns with more detailed contextual information (Connor & Upton, 2004; Flowerdew, 2004). As the current study focuses on specifically argumentative essays written by Turkish language learners of English and American native speakers, specialized corpus is compiled for the aims of the research.

Hunston (2002) below gives a detailed description of specialized corpus which is adopted in the present study:

> Specialised corpus: A corpus of texts of a particular type, such as newspaper editorials, geography textbooks, academic articles in a particular subject, lectures, casual conversations, essays written by students etc. It aims to be representative of a given type of text. It is used to investigate a particular type of language. Researchers often collect their own specialised corpora to reflect the kind of language they want to investigate. There is no limit to the degree of specialisation involved, but the parameters are set to limit the kind of texts included (p.14).

The use of such specialized corpus has several advantages. For one, this type of corpus is said to be 'useful for context-sensitive analyses' in that it enables analysts have a much closer insight into the corpus and the contexts where certain language patterns occur and serve specific functions due to its small sample size (Connor & Upton, 2004: 2; Flowerdew, 2004; Koester, 2010) For this reason, qualitative research is more suitable for analysis of specialized corpus. Another advantage is that its small sample size allows researchers to easily make comparative and contrastive analyses such as the analysis of writings in native and nonnative learner corpora (Flowerdew, 2004). Last but not least, the small size of such corpus is said to 'offer a 'balanced' and 'representative' picture of a specific area of language' and mostly designed by the analyst for pedagogical purposes (Nelson, 2010: 54). By the way, the term 'small' may refer to any quantity of data depending on the needs of investigation and it is generally assumed to be in the range of up to 250,000 words but may also even refer to millions of words, too (Flowerdew, 2004). Thus, specialised corpus may vary in size and there is no ideal limit to the quantity of texts included in such kinds of corpora because of the reason that it is generally carefully designed for a specific purpose by the researcher and thus reliably represents a certain type of genre (Flowerdew, 2004; Koester, 2010). In regard to this, small corpus analysis of genres is worth dealing with in that it provides

'bountiful and crucial information for language teaching and other purposes' (Ghadessy et al., 2001: xx).

Considering the aim of the present study, there is much contribution of 'computerized discourse corpora' also to metadiscourse research in that the use of such corpora provides with more reliable and systematic means of identifying the regularities of language use (Hyland, 2005a: 201). Thus, corpus analyses are said to 'provide a grounded basis for discourse studies' based on qualitative and quantitative methods for analysis of frequency and revelation of certain patterns of language use in particular contexts (Hyland, 2009a: 29). Biber et al. (1998: 4) point out that there are four characteristics of corpus-based analysis:

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

Corpus analysis is done by the use of corpus analysis tools that are used by the researchers to narrow down their focus on a particular subject or broadly study their interests (Noble, 2010). In other words, it is carried out via concordancing programs. Concordance tools are software programs that are designed to observe specific language features in their contexts in a data set in the form of concordance lines based on a collection of spoken or written texts (Anwardeen et al., 2013). These tools are suitable for corpus-based language studies due to their high reliability and generalizability analyses and facility for examining large amounts of language data (Hyland & Paltridge, 2011). Moreover, such computer programs can be considered to be powerful electronic facilitators in that they provide accessibility of the information searched such as frequency analysis and specific uses of a particular linguistic item in a corpus which is presented with the surrounding co-text in which it fulfills its function (Heng & Tan, 2010; Hyland, 2009a). Therefore, concordances are essential to analysis of discourse features in that they display all instances of a discourse item in its specific immediate context in concordance lines and provide writers with access to its wider context to be able to identify its functions and possible ambiguities (Hyland, 2004b).

As this corpus-based study deals with discourse analysis, specifically, argumentative writing, it is necessary to highlight the concept of argumentative writing.

2.1.3. Argumentative Writing

In educational settings, written discourse is an important and challenging part of language learning process especially for students learning English as a foreign/second language (EFL/ESL), which requires them to develop their communicative competence and to use the appropriate language for effective communication with readers and construction of successful texts (Milton & Tsang, 1993; Özhan, 2012). In regard to this, essay writing being one of 'the most common undergraduate genre' assists students with the ability to organize and evaluate evidence and support a sustained argument (Hyland, 2009a: 130). In this sense, a common genre, central to undergraduate environment, which language learners are mostly asked to write and which 'constitutes the core text type in academic writing' is 'argumentation' (Ho, 2011: 2; Lee, 2006; Özhan, 2012). Özhan (2012) defines argumentation as follows:

> Argumentation is a 'discourse mode' where the intention is to persuade the audience to accept a proposition. To achieve that, an argumentative writing requires a debatable topic, a strong claim which is further supported by various forms of evidence, acknowledgement of opposing viewpoints and the refutation of these oppositions (p.10).

According to Coşkun and Tiryaki (2011), argumentative writing is a kind of text by which a writer supports the idea that s/he puts forward and gives evidence and refutes the counter arguments and comes to conclusion by connecting them. The use of language plays an important in the organization of writer's ideas and opposing claims in this discourse mode. In this sense, argumentative writing has its own features regarding the use of language, the organization of the discourse itself and its segments. Student writers are expected to adhere to the features of this particular discourse type in which the ideas that the writer supports, evidence that the writer provides to support his/her claims and the counterarguments which the writer tries to refute are important elements and needed to be organized in a logical way since the aim is to convince the reader. However, argumentative writing is said to be problematic for students in that students do not have necessary linguistic and cultural knowledge or educational experience in this form of writing which requires students structure their discourse, develop their

talents in supporting their own ideas with evidence to persuade readers and argue against opposing ideas through the use of appropriate language use (Ho, 2011; Lee, 2006; Özhan, 2012). For that reason, the structuring of different segments in text and the organization of information presented to readers which form a crucial aspect of metadiscourse in writing specifically argumentative writing is questioned within the scope of the current study.

Regarding this, a large quantity of research has provided various insights into the study of argumentative genre from different aspects such as the analysis of stance and engagement (Mei, 2006), connector use (Can, 2011; Milton & Tsang, 1993; Özhan, 2012; Tankó, 2004), textual and rhetorical organizational patterns (Hirose, 2003). Still, the metadiscursive analysis of language use in the argumentative writing has been underexplored field of research. In fact, argumentative writing is said to 'lend itself well to the use of metadiscourse' (Williams, 1981; cited in Crismore & Abdollehzadeh, 2010: 201). In parallel with this, Heng and Tan (2010: 127) also state that 'it is deemed to be a rhetorical form that is most likely to exhibit varieties of metadiscourse markers'. Moreover, the knowledge of accurate metadiscourse use in writing especially in argumentative writing is crucial for students to be able to create successful texts which effectively interact with the reader to engage or convince (Anwardeen et al., 2013; Noorian & Biria, 2010a). Moreover, according to Morgan (2011), argumentative writing entails the writer grasp the reader's interpretations related to the organization of ideas within the text and mastery of linguistic expressions which are employed in order to convey the meaning, which is realized by metadiscourse use. Therefore, the analysis of argumentative writing could reveal much about metadiscourse marker use in that it is said to include large amounts of metadiscourse (Ädel, 2006; 2008) and the presence of metadiscourse in this form of writing has been largely neglected (Dafouz Milne, 2003).

2.1.4. The Concept of Metadiscourse

An overview of studies has suggested a number of definitions for the concept of metadiscourse (e.g. Crismore, 1983; Hyland, 1998; 2004a; 2005a; Vande Kopple, 1985). Crismore (1983:4) defines metadiscourse as 'author's discoursing about discourse' functioning on informational plane by referring to the structure and content of the message and author's aims and on attitudinal plane by referring to author's

perspective, attitude or stance towards the discourse. Similar to this, according to Vande Kopple (1985:83), metadiscourse refers to 'discourse about discourse or communication about communication' and is used to enable readers 'organize, classify, interpret, evaluate and react' to the propositional information of the text. In the current study, Hyland (2005a)'s notion of metadiscourse is adopted. As for Hyland (2005a), the concept of metadiscourse either has been narrowed down to certain aspects of text concerned with meanings (Crismore, 1983; Vande Kopple, 1985), or has been restricted to the features regarding rhetorical organization and defined as metatext or text-reflexivity (Bunton 1999; Mauranen, 1993; Valero-Garcės, 1996) in these definitions. Considering these, Hyland (2005a) proposes a definition of metadiscourse as follows:

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

Hyland (2005a: 38) bases this notion of metadiscourse on three principles as indicated below:

1) that metadiscourse is distinct from propositional aspects of discourse;

2) that metadiscourse refers to aspects of the text that embody writer-reader interactions;

3) that metadiscourse refers only to relations which are internal to the discourse.

According to Hyland (2005a: 39), the first key principle is based on the notion that propositional aspect of discourse is related to the activities that are going on in the world; not related to internal argument in discourse and metadiscourse is 'the means by which propositional content is made coherent, intelligible and persuasive to a particular audience'. In other words, metadiscourse is concerned with the internal relation between the writer, the text and the reader within discourse whereas the propositional material is related to 'thoughts, actors and states of affairs in the world out of text' and experiential in time (Hyland & Tse, 2004: 159). Thus, there is a distinction between metadiscourse and propositional aspects of discourse.

Secondly, metadiscourse is said to be interpersonal as it embodies the interaction between readers and writers by allowing writers interact with readers by taking the textual experiences, background and needs of readers into consideration (Hyland, 2005a; Hyland & Tse, 2004).

Lastly, Hyland (2005a) states that for a linguistic device to act as a metadiscourse marker, it should realize its function which is internal to the discourse and concerned with the organization of discourse itself; not concerned with organization of experiences that are related to external world. Hyland (2005a) supports his view based on Martin and Rose (2003)'s division of conjunctions as external and internal based on roles they play in discourse functioning. According to Martin and Rose (2003), external conjunctions function to add, order, compare and contrast activities or events related to the world outside whereas internal conjunctions, which are mainly concerned with the scope of the present study, function to add or/and order the sequence of arguments making the steps of arguments or discourse clearer for readers, to compare, contrast and justify arguments and counterarguments, give examples and to indicate conclusion for arguments.

Metadiscourse is said to facilitate communication, comprehension of the intended message of the writer and the processing of a text which offers a number of linguistic cues writers employ in explicit organization of discourse and ideas, engagement of readers and conveyance of attitudes to the audience (Hyland & Tse, 2004; Hyland, 2004a). In tandem with this view, metadiscourse resources are considered as 'rhetorical tools that make a text reader-friendly and as such enable the writer to reach the audience' (Crismore & Abdollehzadeh, 2010: 196) and the most salient features of discourse organization, which lead addressees receive high level of awareness and engagement (Alavinia & Zarza, 2011).

A number of taxonomies have been suggested for the classification of metadiscourse features in terms of their functions (e.g. Ädel, 2006; Crismore, 1983; Hyland, 1998; Hyland 2005a; Rahman, 2004; Vande Kopple, 1985; 1997), and in general, except some (Ädel, 2006; Ifantidou, 2005; Rahman, 2004), researchers have divided metadiscourse into two basic domains that are textual and interpersonal domains. The textual domain is related to the explicit organization of texts and includes the items that are used to link ideas or arguments, to indicate sequences, topic shifts, goals of discourse and to refer to other parts of texts or other texts, regarding writers' intentions and readers' needs whereas interpersonal domain is related to the involvement of readers and writers' attitude, reactions to the texts through hedging, self-mentions, attitude markers and so on (Hyland & Tse, 2004; Hyland 2005a).

Different from other taxonomies (e.g. Crismore, 1983; Vande Kopple, 1985; 1997) which are said to have vague categories overlapping in terms of functions, the metadiscourse taxonomy developed by Hyland (2005a) which is adopted in the current study for data analysis is said to be the most commonly used, much more comprehensive and analytically reliable model in that it has clear-cut and distinct sub-categories (Akbaş, 2012; Alavinia & Zarza, 2011; Amiryousefi & Rasekh, 2010; Hyland, 2005a; Heng & Tan, 2010; Khajavy et al., 2012; Nasiri, 2013; Sanford, 2012). Accordingly, 'all metadiscourse is interpersonal' in overall sense since it embodies all the considerations of reader's background knowledge, textual experiences and processing needs along with rhetorical tools (Hyland & Tse, 2004: 161). Based on this view, Hyland (2005a) divides metadiscourse features into two main headings which are borrowed from Thompson (2001), that are, interactive and interactional rather than textual and interpersonal. Interactive metadiscourse consists of five sub-categories: transitions, frame markers, endophoric markers, code glosses and evidentials. Interactional metadiscourse is comprised of five sub-categories: hedges, boosters, attitude markers, engagement markers and self-mentions.

As the main focus of the current study is on the category of frame markers, which is a component of interactive metadiscourse resources, only the interactive metadiscourse and frame markers and their types of functions are explained in the following sections.

2.1.5. Interactive metadiscourse

Interactive dimension of metadiscourse is concerned with the way of how writer structures discourse in regard to readers' expectations by constraining or guiding their interpretations of text (Hyland, 2004a). In other words, interactive aspect of writing is related to 'the management of the flow of information' and guiding 'readers through the content of the text' (Thompson, 2001: 59).

Interactive metadiscourse includes the items that refer to 'features which set out an argument to explicitly establish the writer's preferred interpretations' (Hyland & Tse, 2004: 168). Acccording to Khajavy et al. (2012), interactive resources are concerned with 'ways of organizing discourse to anticipate readers' knowledge and echo the

writer's assessment of what needs to be made explicit to constrain and guide what can be recovered from the text' (151).

This dimension of metadiscourse also fulfills a persuasive function in that the uses of sequencing items, items used for introducing or shifting topic or other kinds of devices enable writers convey a sense of conviction (Dafouz-Milne, 2003; Khedri et al., 2013). In parallel to this view, Hyland and Tse (2004: 170) suggests:

> Choices of interactive devices address readers' expectations that an argument will conform to conventional text patterns and predictable directions, enabling them to process the text by encoding relationships and ordering material in ways that they will find appropriate and convincing.

In addition, interactive dimension of metadiscourse is emphasized to have a significant role in capturing the intended meaning which is conveyed by the writer of a written product and in guiding readers through discourse which is claimed to be barely understood without their use (Anwardeen et al., 2013).

2.1.6. Frame markers

As a sub-component of interactive metadiscourse, frame markers refer to the items which indicate discourse acts and introduce goals of writers and changes within discourse and prepare reader for the following stages or steps in the argument (Can, 2006; Li & Wharton, 2012). These markers are defined as 'references to text boundaries or elements of schematic text structure' (Hyland & Tse, 2004: 168) and their function is to 'sequence, label, predict and shift arguments, making the discourse clearer to readers' (Hyland 2005a: 51). According to Hyland (2005a), frame markers are mainly used to serve four functions which are defined and illustrated as follows:

Firstly, they can be used to explicitly signal the sequences of parts of a text or internally order an argument through the use of items such as *'firstly, secondly, then, next, etc.'*. These sequencing devices which are also called 'sequencers' by some researchers (e.g. Aertselaer, 2008; Dafouz-Milne, 2003) are used to mark certain positions in a series of ideas for readers to be able to go through the lines of argument (Aertselaer, 2008). Hence, they are considered to be essential to the organization of discourse and especially persuasiveness of a text in that they are employed to list the arguments for and/or against a topic and enable readers follow the flow (Ädel, 2006; Dafouz-Milne, 2008; Farrokhi & Ashrafi, 2009). For instance, the example (1) given

below is taken from Hyland (2005:47) and demonstrates how the sequencing devices are used as frame markers for the organization of discourse.

(1) *Firstly*, the importance of complete images in compression is described in section one. *Secondly*, predictors used for lossless image coding are introduced. *Thirdly*, the results and analysis are used to show the performance of the proposed compression. (PhD dissertation)

As it is clearly seen, the frame markers *firstly, secondly* and *thirdly* by the PhD writer in (1) to unveil the organization of sections in the Phd dissertation and sequence the steps that s/he will go through within discourse on metadiscourse level.

Secondly, frame markers can be used to label text stages through the use of items such as *'to sum up, to conclude, briefly, now and so on.'* to signal the end of the essay as illustrated in (2) below.

(2) *In conclusion***,** the group is very optimistic about the prospects of the plastics industry. (Wing On, 1994)

The extract in (2) is taken from business letters provided in Hyland (2005a)'s book, and the frame marker '*in conclusion'* is used to sum up what has been mentioned so far in the letter and to explicitly signal the end of the argumentative text thereby directing the reader to a different discourse act that is being performed at a certain point in the discourse.

Thirdly, frame markers can be used to announce discourse goals through the use of frame marker items such as *'my aim/goal is to, focus, desire etc.'* to inform the reader about his/her goal. The example (3) below is an extract taken from the study of Khedri et al. (2013:327), which demonstrates the use of *aim* as a frame marker by a writer in Applied Linguistics (AL) to announce his/her goal in his/her study explicitly to the reader.

(3) ..., this study *aims to* identify which metadiscourse categories predominate in this type of newspaper discourse and how they are distributed according to cross-cultural or cross-linguistic preferences. [AL]

Fourthly and lastly, frame markers can be used to indicate topic shifts through the use of *'now, well, back to and so on.'* as in example (4) below taken from an English native student essay in the study of Bruce (2010: 161), which indicates the use of *now* as a frame marker to introduce a shift in the following part of text.

(4) Ted Crossett endeavoured to show how the English public schools were a pivotal institution in disseminating the gender ideology, and his evidence for this shall now be discussed. (Sociology Text 6).

As it is clear in (4), it is mentioned that evidence shall be provided for the point that Ted Crosse tried to reveal related to the dissemination of gender ideology and will discuss it in the forthcoming part. At this point, the employment the frame marker *now* signals the shift in topic and guides reader to the next point.

As it is obvious, according to Hyland (2005a), frame markers serve a variety of functions in discourse depending on the context they occur on metadiscourse level and all the lists of items in all four categories suggested by Hyland (2005a) are provided in Appendix F.

These markers are especially crucial among other textual resources in that they explicitly reveal the schematic structure of discourse and provide references to its different parts, points, arguments, and ideas (Hyland, 1999).

Other than Hyland (2005a), some other researchers (Dafouz-Milne, 2003; 2008; Farrokhi and Ashrafi, 2009; Hempel and Degand, 2008; Mauranen, 1993; Rahman, 2004) also proposed different classifications and included the types of frame markers in different sub-categories. It is worth highlighting these categories and the terms in order to better understand the results of previous studies which used these taxonomies that will be provided in the next section.

For instance, in Mauranen (1993)'s classification, there are two basic categories of *high* and *low explicitness* that also consist of sub-categories in terms of text reflexivity and the items which are used for sequencing are included in the category of *low explicitness* and the sub-category of *internal connectors*. The items that introduce the next section and shift the topic are included in the category of *high explicitness* and the sub-category of *references to the text*. In addition, some other items that also shift the topic and make a turn to the previous topic or argument are included in the category of *high explicitness* and the sub-category of *discourse labels*. There seems to be fuzziness in that different items that serve similar functions are included in different sub-categories. Different from the classification of Mauranen (1993) who divided the items having similar functions into different categories, all the markers that introduce a

new topic or shift in topic are considered to serve one type of function in the taxonomy of Hyland (2005a).

There is another classification which does not include all the items that fulfill one of the four functions of frame markers within the scope of the current study in one category but provides different sub-categorizations regarding types of frame markers. According to the categorization of Dafouz-Milne (2003; 2008:97) who followed the classification of Crismore et al. (1993), the items used for sequencing are called *sequencers,* which refer to the items that 'mark particular positions in a series and serve to guide reader in the presentation of different arguments in particular order'. Another sub-category is *topicalizers* that include the items which explicitly indicate topic shift. However, some frame marker items that are used for topic shift in the classification of Hyland (2005a) are not included in the list of topicalizers but in the sub-category of *reminders* in Dafouz-Milne (2008)'s model of metadiscourse, which is defined as the items 'referring back to previous sections in the text' (98). Adapting the classification of Crismore et al. (1993), Marandi (2003) also classified the items which fulfill different functions of frame markers in the current study into different sub-categories. For example, Marandi included all the items that are used for announcing author's goals, intentions for the forthcoming parts in the text and for labeling stages in the category of *intention markers*. However, the researcher states that if an author announces his/her purpose using past tense in the text, then, this item functions as a *reminder*, not as an *intention marker*. Thus, it is obvious that there is confusion and vagueness in the sub-categorization of items.

Other than those aforementioned, in Dahl (2004)'s taxonomy of meta-elements, basically there are two categories which are *locational* and *rhetorical metatext. Locational metatext* includes the items that refer to the text or different parts of text whereas *rhetorical metatext* includes the items that refer to discourse acts. However, both categories include the items that serve the function of frame markers within the scope of this study. For instance, different items fulfilling the same function of topic shift belong to the category of either rhetorical or locational metatext. Moreover, as it is also mentioned in the study of Dahl (2004), even though the rhetorical metatext category correspond to the frame marker category in Hyland (2005a)'s taxonomy, it does not include the sequencing items and does not provide as comprehensive and

diverse list of items both functionally and linguistically as in Hyland (2005a)'s taxonomy.

Ädel (2006) proposes another taxonomy of metadiscourse consisting of personal and impersonal metadiscourse. Impersonal metadiscourse consist of four sub-categories, that are, *references to the text/code, phoric markers, code glosses and discourse labels* and each category includes frame marker items. For example, *phoric markers* include the items that signal shifts in topic, signal sequence of arguments and *discourse labels* include the items that indicate the writer's aim, text stages in discourse along with other functions.

In another taxonomy proposed by Burneikaitė (2008), there are three headings consisting of text-oriented, participant-oriented and evaluative categories. The items which fulfil the function of frame markers are included in the sub-categories of text-organizing category. For instance, the markers which are used for sequencing and labelling stages are included in the sub-category of *text-connectives*. The markers which are used to announce discourse goal and topic shift are included in the sub-category of *discourse labels*.

Hempel and Degand (2008) also propose a categorization of frame markers. Based on the typology proposed by Hempel and Degand (2008), frame markers consist of four sub-categories of *sequencers, topicalisers, illocution markers* and *reviews/previews*. Accordingly, first of all, the category of *sequencers* refers to elements that introduce a new sequence in a text and has three subdivisions. This category includes *spatial sequencers* including items relative to space, *temporal sequencers* covering items that introduce a temporal sequence, and numerical sequencers including items relative to enumeration. Secondly, *topicalizers* consist of the elements which introduce a new subject. Thirdly, *illocution markers* consist of items that introduce the author's illocutionary acts. Lastly, *reviews/previews* include the items that are used to repeat or anticipate a stage in the text. The list of items provided by the researchers for each sub-category is given in Appendix C. However, these sub-categories are also said to overlap each other (Hempel & Degand, 2008).

Apart from that, Farrokhi and Ashrafi (2009) categorize textual metadiscourse markers into sub-categories based on a number of previous classifications suggested by researchers and do not provide the four types of frame marker items in one category as

Hyland (2005a). Farrokhi and Ashrafi (2009) call the items that are used to make topic shifts as *topicalizers* and the ones that are used to sequence as *sequencers*. Moreover, the markers that are used to announce discourse goal are included in the category of *illocutionary resources*. However, in the taxonomy of Farrokhi and Ashrafi (2009) there is not a clear-cut distinction in the sub-categories. For instance, some items which are used for topic shift are included in the list of both *topicalizers* and *code glosses*. Thus, they overlap each other in terms of their functions. As it is the case with the taxonomy of Farrokhi and Ashrafi (2009), the taxonomy of Mur-Dueñas (2011) also included the sub-categories of *sequencers* and *topicalizers* within the category of interactive metadiscourse. Accordingly, *sequencers* are 'the elements which connect parts of the discourse in a linear, progressive manner and which structure arguments into different chunks, parts or sections' and *topicalizers* refer to 'linguistic signals that writers include in the text to organise the discourse mainly with the specific aims of introducing related topics, of changing the topic or of resuming a topic introduced earlier on' (Mur-Dueñas, 2011: 3070). In addition, the items used for labelling stages in discourse, that are listed in the category of frame markers in Hyland (2005)'s taxonomy are included in the category of *code glosses* which also have other items with different functions such as exemplifying or reformulating in Mur-Dueñas (2011)'s classification. The list of items in Mur-Dueñas (2011)'s classification is provided in Appendix D.

2.2. The Studies on Metadiscourse

A number of studies have investigated the use of frame markers along with other metadiscourse markers and have suggested that these markers occur in different frequencies in different text types such as in research articles (Blagojevic, 2004; Dahl, 2004; Hyland, 1998; Khajavy et al, 2012; Khedri et al., 2013; Mur-Dueñas, 2011; Zarei & Mansoori, 2007; 2011a; 2011b), textbooks (Hyland, 1999), newspapers (Dafouz-Milne, 2008), websites (González, 2005), undergraduate lectures and talks from English for Academic Purposes (EAP) materials (Thompson, 2003), novels (Esmaili & Sadeghi, 2012; Sadeghi & Esmaili, 2012), master theses and/or dissertations (Bunton 1999; Hyland 2004a; Hyland & Tse, 2004) or more than one type of genre (Hyland, 1999; Kuhi & Benham, 2011). Based on the findings of these studies, frame marker use was found to be crucial in written discourse in that it guides the reader to the intended

message through the text and facilitates organization of text and comprehension of message; but, the comparison of frame marker use to other sub-components of textual and interpersonal metadiscourse yielded inconsistency among the findings of these studies in terms of frequency analysis. For example, Marandi (2003) examined the use of metadiscourse in introduction and discussion sections of 90 master theses written by Persian native speakers, Persian speakers of English and British native speakers in terms of frequency and types of markers based on his own typology of metadiscourse. The results of the study yielded variation in the use of sub-categories of metadiscourse in introductions and discussion sections in three groups' master theses. In terms of frame marker use, among the sub-categories of Marandi (2003)'s typology, the analysis of reminders (e.g. *this study aimed to*), topicalizers (e.g. *regarding*) and intention markers (e.g. *in the next chapter we will discuss, I conclude*) under the heading of text connectives which served the functions of frame markers within the scope of the present study showed that reminders occurred in discussion sections more frequently than in introductions in which, on the other hand, intention markers occurred more frequently compared to discussion sections in all groups' master theses. Furthermore, topicalizers did not occur differently across two sections of master theses and were rarely used by all three groups of writers.

Focusing on overall frequency of metadiscourse use, the study of Hyland and Tse (2004) analyzed 240 second language postgraduate dissertations written in different disciplines and found that both master and doctoral students made much more use of hedges, transitions and evidentials and used frame markers less frequently along with endophorics and attitude markers. Additionally, despite the variation in metadiscourse use across different disciplines, frame markers were among the least frequently occurred metadiscourse markers in dissertations from all disciplines. In contrast to these findings, in Burneikaitė (2008)'s study that focused on metadiscourse in 40 English master theses in the discipline of Linguistics written by British native students and Lithuanian students, text connectives and discourse labels which include items of frame markers were found to be frequently used and certain frame markers were also found to be far more frequently used by Lithuanian students compared to native students. Additionally, frame markers were found to be used especially to explicitly structure the discourse and stages of text rather than explicitly announce discourse goal. Similar to

this, Burneikaitė (2009a) conducted one more research on 70 master theses written in the discipline of Linguistics in English by Lithuanian students of English and English native students with a focus on only metadiscoursal use of connectors with a variety of their functions which also included sequencers, a functional category of frame markers within the scope of the current research. The findings revealed over reliance of non-native students on text connector use compared to English native students. However, this study presented only the overall quantitative result of text connector occurrence and did not provide detailed analysis of sub-categories of text connectives depending on their functions.

Different from these studies, Mirshamsi and Allami (2013) conducted a contrastive study to examine the metadiscourse use and focused on 60 discussion and conclusion sections of master theses written in Persian and English by native speakers of English, native speakers of Persian and Persian learners of English. The findings revealed the use of large amount of metadiscourse markers by native English postgraduate students followed by Persian postgraduate students and Persian learners of English respectively. Considering frame marker analysis, the results indicated that all groups of students used frame markers frequently in similar proportions compared to other sub-classes of metadiscourse markers; but native speakers of English had the highest frequency of frame marker use. More specifically, the distribution of frame marker occurrence in native English theses, non-native English theses, and native Persian theses were found to reveal the frequency of 408, 321 and 268 occurrences respectively.

Apart from postgraduate dissertations, metadiscourse studies also focused on research articles and their different sections (e.g. Blagojevic, 2004; Dahl, 2004; Djuwari, 2013; Faghih & Rahimpour, 2009; Khajavy et al., 2012; Mauranen, 1993; Yazdanmehr & Samar, 2013). Accordingly, overall finding of these studies suggests that metadiscourse use is more prevelant in native writers' research articles compared to their non-native counterparts. For instance, Mauranen (1993) examined examples of English research articles that are obtained from previously conducted contrastive analysis and produced by Anglo-American and Finnish writers to find out the rhetorical and cultural differences in terms of text structuring and textual reflexivity, which was also mentioned to be concerned with metadiscoursal aspect of writing in the study.

Accordingly, the findings yielded the use of quite lower numbers of reflective expressions such as discourse labels, references to text which serve the functions of frame markers and connectors by Finnish writers compared to Anglo-American writers.

Similar to this study, Valero- Garcės (1996) conducted a study to examine the use of metatext in four English articles from economic journals written by Spanish and Anglo-American writers and found that native English writers employed metatext more frequently than their Spanish counterparts in guiding readers through the text, relating different segments of text and expressing steps in reasoning, which is partly concerned with the functions of frame markers in the scope of the current study.

In parallel to the findings of this study, Farrokhi and Ashrafi (2009) examined the use of textual metadiscourse resources in 30 English research articles from three different disciplines of Mechanical Engineering, Applied Linguistics and Medicine written by native writers of English and Persian non-native writers of English. The findings of the study showed difference in the use of textual resources across three disciplines and between the native and non-native writers of English. The result of the study yielded higher frequency of these markers in native writers' articles than non-native ones. Regarding frame marker analysis, the category of topicalizers, which is partly concerned with the functions of frame markers, had the lowest numbers of occurrences. The low frequency of topicalizers is also observed in the findings of the study of Noorian and Biria (2010a). More specifically, the researchers made a comparative analysis of the American and Iranian English texts, that are, 12 opinion articles from two newspapers based on Dafouz-Milne (2003)'s classification of metadiscourse. Frame marker analysis of the findings revealed that sequencers, announcements and topicalizers as functional categories of frame markers occurred in very low frequencies in all texts. Moreover, the comparison between American and Iranian English texts showed that while sequencers occurred twice in both groups, items of the other two categories occurred more frequently in Iranian non-native writers' texts than in their American counterparts.

In addition to comparative analyses of research articles written in English by native and non-native writers in terms of metadiscourse use stated above, contrastive analyses between English and other languages were also carried out in order to find out similarities and differences in metadiscourse use (Abdi, 2009; Faghih & Rahimpour,

2009; Khajavy et al., 2012; Mur-Dueñas, 2011; Shokouhi & Talati Baghsiahi, 2009; Sultan, 2011; Zarei & Mansoori, 2007). In general, the findings revealed that research articles written in English had more instances of frame markers than those written in other languages such as Persian (Shokouhi & Talati Baghsiahi, 2009; Khajavy et al., 2012; Yazdanmehr & Samar, 2013; Zarei & Mansoori, 2007;), Chinese (Kim & Lim, 2013), and Arabic (Sultan, 2011) and frame markers in general had the lowest numbers of occurrences among other metadiscourse resources (Kim & Lim, 2013; Mur-Dueñas, 2011). For example, in the analysis of English and Spanish research articles, Mur-Dueñas (2011) examined both the interactive and interactional metadiscourse use and found that interactional metadiscourse resources outnumbered the interactive ones in both corpora and English texts included higher numbers of metadiscourse items than Spanish texts. As for frame marker analysis, the findings showed that sequencers and topicalisers had the lowest numbers of occurrences among all other resources. Moreover, the comparison of two languages revealed that English texts included more sequencers and less topicalisers than Spanish texts. Similar findings were also observed in the contrastive analysis of English and Persian research articles in the study of Khajavy et al. (2012). The authors mainly concentrated on interactive metadiscourse in discussion sections of 20 research articles in the discipline of sociology written in English and Persian and found that frame markers were among the least frequently used markers in both corpora. As for the comparison of frame markers between English and Persian discussion sections, the study also showed that frame markers occurred in discussion sections in English much more than those in Persian. Similar to the findings of Khajavy et al. (2012), Kim and Lim (2013) examined employment of both interactive and interactional metadiscourse in introductions in 40 research articles written in English and Chinese based on Hyland (2004a)'s taxonomy of metadiscourse and showed that frame markers had the least frequency of occurrence among other interactive metadiscourse markers in both corpora. Moroever, the comparison between English and Chinese articles revealed that English texts included far more frame marker instances than Chinese ones. However, the findings of the study conducted by Faghih and Rahimpour (2009) coincide and contrast with those aforementioned studies in two aspects. First, similar to those, the study of Faghih and Rahimpour (2009) that investigated metadiscourse use in ninety discussion sections of research articles written

in English by Iranian and English writers and in Persian by Iranian writers based on Hyland (2004a)'s typology of metadiscourse revealed that frame markers were among the least frequently used items in both all corpora. Second, in contrast to these studies, Persian texts included more frame markers than English ones in the study of Faghih and Rahimpour (2009). In contrast to these findings, in another contrastive study which examined metadiscourse markers in 100 Persian and English research article abstracts written by Persian writers in Applied Linguistics, Yazdanmehr and Samar (2013) found that frame markers were the most frequently used interactive metadiscourse markers in English abstracts and the second most frequently used markers in Persian abstracts. Furthermore, the analysis of frame marker functions revealed that they were specifically used to organize text boundaries between the moves and clarify research goals and to indicate stages of the research.

Focusing on the analysis of intorduction and discussion sections of researcher articles, Pérez-Llantada (2010) examined the discourse functions of metadiscourse in 114 research articles written in English by native English speakers and in English and Spanish by Spanish scholars, Spanish research articles included the lowest numbers of metadiscourse resources. As for frame marker use, the items that introduce the topic and announce goals had higher frequency of occurrence in introductions in research articles written by all groups of writers whereas the items that are used to signal the end of the discourse occurred in high numbers in discussions.

The studies of Dafouz-Milne (2003; 2008) also contrastively investigated metadiscourse use in written products, specifically in English and Spanish articles. Significant variations were observed between British and Spanish articles in terms of textual and interpersonal metadiscourse use (Dafouz Milne, 2003). In the other study, Dafouz-Milne (2008) applied qualitative method and examined the responses of the native speakers of Spanish and English to a questionnaire for the evaluation of persuasiveness of selected 12 columns besides frequency analysis of metadiscourse use in English and Spanish newspaper opinion columns that were previously analyzed in her study in 2003 along with an analysis of both the linguistic forms and a functional categorization of metadiscourse. Regarding frame marker use, the results of both studies showed that Spanish writers used sequencers which also fulfill one particular function of frame markers much more frequently than British writers. However, despite the

higher numbers of sequencers in Spanish texts, there was not an equal distribution among the texts in terms of sequencer occurrence because of the reason that while some authors presented their arguments in a sequence, some others did even not attempt. In quantitative terms, the researcher came to the conclusion that there is a significant difference between the English and Spanish texts in terms of sequencer use because of the reason that the former included only 6 instances of these markers whereas the latter included 65 instances. Additionally, announcements and topicalizers which also serve the functions of frame markers were found to have quite few occurrences in both English and Spanish articles in her recent study.

In contrast to the study of Dafouz-Milne (2008), native texts included higher numbers of frame markers in the study of Rashidi and Souzandehfar (2010). More specifically, the researchers looked into the metatext use in 18 research articles written in English and Persian languages by constraining the analysis of only the reviews and previews which include the items *such as next, so far, in this section, and so on.* that function as frame markers within the scope of the current study based on Mauranen (1993)'s classification and found that English texts included higher numbers of reviews and previews than Persian texts.

In addition to contrastive metadiscourse analysis in more than one language, research articles were also examined depending on the discipline they were written in as in the study of Dahl (2004) that investigated rhetorical markers and locational markers from textual markers which include frame marker items in 180 research articles from three disciplines of linguistics, economics and medicine in three languages of French, English and Norwegian. The results of the study demonstrated that Economics had the highest numbers of markers in all languages whereas Medicine included the lowest numbers of markers compared to other disciplines. In terms of languages, French research articles in all disciplines included the least numbers of markers compared to other languages. As for frame marker occurrence, English and Norwegian economics were found to have the highest numbers of frame markers and medicine included the lowest frequency of frame marker instances in all languages.

Different from the study of Dahl (2004), focusing on research articles from the disciplines of psychology, sociology and philosophy written in English by Norwegian non-native and English native speakers, Blagojevic (2004) examined metadiscourse use

to reveal the similarities and dissimilarities between native and non-native writers of English in terms of frequency and discipline-specific differences. The results of the study concluded that both groups of writers used interpersonal and textual metadiscourse markers almost to the same extent in their English writings, former with higher frequency. In regards to discipline-specific differences, philosophy articles had the highest numbers of both kinds of metadiscourse markers whereas psychology articles had the lowest instances. Concerning frame marker use, the results of the study yielded similarity in the use of categories of announcements, sequencers and action and text references in both corpora with lower frequencies; but variation in frequency of three categories of action and text references, announcements and sequencers respectively from the highest to the lowest. Furthermore, sequencers also had the lowest numbers of instances among other textual and interpersonal markers in both corpora.

Similar to this, the study of Pooresfahani et al. (2012) that investigated the overall metadiscourse use in 16 research articles in total from two disciplines of applied linguistics and engineering also found the fewer numbers of frame marker occurrences. Accordingly, significant differences were observed in the use of sequencers and topicalisers as components of frame markers in two disciplines. In other words, sequencers and topicalisers were found to occur more frequently in research articles written in applied linguistics compared to those written in engineering. The researchers suggested that writers in applied linguistics tend to use these markers to link different parts of discourse in a sequence and introduce relevant topics into the argument more frequently than the writers in engineering.

The study of Hernández Guerra and Hernández Guerra (2008) shares both similarities and differences with the findings of aforementioned studies. Accordingly, 10 research articles written in four sub-genres of Economics including Quantitative Economy, Financial Economy, Applied Economy and Management and Business were investigated in terms of discoursive and metadiscursive analysis and in parallel to the results of previously mentioned studies, the findings indicated variation among different disciplines in terms of overall metadiscourse use and presence of more interpersonal metadiscourse use in all research articles. As for frame marker use, different from the studies of Blagojevic (2004) and Pooresfahani et al. (2012), research articles from almost all disciplines included higher percentages of frame marker occurrence among

other sub-classes of textual metadiscourse and Business papers had the most frequent numbers of frame markers among articles from other disciplines. In contrast to the high frequency of frame marker occurrence in the research articles in the study of Hernández Guerra and Hernández Guerra (2008), the study of Mostafavi and Tajalli (2012) yieded to the low frequency of frame marker instances in texts. More specifically, the researchers examined the metadiscourse features in three successive paragraphs extracted from two types of 30 articles in total, namely medical and literary texts written in English based on Vande Kopple (1985)'s taxonomy of metadiscourse to find out the dis/similarities between two disciplines. According to the findings of the study, significant differences were observed between two types of texts in terms of types and frequency of metadiscourse markers and literary texts were found to contain higher numbers and wider types of metadiscourse markers. In terms of frame marker occurrence, both text types included sequencers, topicalisers and reminders in low and similar frequencies compared to other metadiscourse markers.

Similar to the findings of Mostafavi and Tajalli (2012), in the study of Khedri et al. (2013) that aimed to discover the use of interactive metadiscourse markers in 60 research article abstracts in two disciplines of Applied Linguistics and Economics based on Hyland (2005a)'s interpersonal model of metadiscourse, frame markers were found to occur in lower frequencies than other interactive resources such as transitions and code glosses in both disciplines. Additionally, the comparison between two disciplines showed that writers differed too much in terms of frame marker use and revealed that writers in Appied Linguistics made use of frame markers to a great extent compared to those in Economics for the function of sequencing, announcing goal and shifting topics.

In addition to analysis of master theses, dissertations, research articles their different sections and newspaper columns, the analysis of textbooks in terms of metadiscourse use highlights the occurrence of fewer numbers of frame markers (Crismore, 1983; Hyland, 1999). For example, in the study of Crismore (1983), topicalizers had fewer instances in textbooks in social science as only four textbooks out of eighteen textbooks were found to include topicalizers. Apart from this, regarding other functions of frame markers, the items which are used to announce goals occurred only in a few number of textbooks, which means that textbook writers did not make use of such kinds of frame markers in organization of textbooks.

The study of Hyland (1999) also confirms the findings of Crismore (1983). Specifically, the analysis of textbooks in terms of metadiscourse in the study of Hyland (1999) shows that textbooks from different disciplines vary in terms of frame marker occurrences; but, in general, they include small proportion of frame marker instances among other metadiscourse resources. Moreover, the comparison of textbooks to research articles in this study reveals that the latter includes higher proportion of frame markers than the former. In terms of their functions, frame markers were mostly used to announce the purpose of research and to list certain points in a sequence.

In contrast to the findings in the study of Hyland (1999), the study of Kuhi and Benham (2011) reveals the opposite findings in that the selected English research articles include less instances of frame markers compared to textbooks. More specifically, in the analysis of different types of textbooks written in English along with research articles and handbooks in terms of metadiscourse use, the researchers found that introductory textbook chapters had the highest numbers of frame marker instances whereas research articles had the lowest numbers of frame markers among other four types of genres examined.

The studies focusing on metadiscourse in novels suggest that writers use frame markers to a very limited extent (Esmaili & Sadeghi, 2012). In the study of Esmaili and Sadeghi (2012) which compared the use of textual metadiscourse resources in an original novel and its simplified version based on Hyland and Tse (2004)'s model of metadiscourse, frame markers were found be among the least frequently used textual metadiscourse markers. More specifically, sequencers as one functional category of frame markers occurred in lower and similar frequencies in both versions of the novel compared to other sub-categories of textual resources. Topicalizers, another functional category of frame markers occurred only three times in the original novel and two times in the simplified version.

The studies of Hempel and Degand (2006; 2008) and Ho-Dac et al. (2012) are different from the studies aforementioned in that the previously mentioned studies dealt with overall metadiscourse use including either textual metadiscourse or both textual and interpersonal aspects whereas these three studies only focused on enumerative structures and sequencers as frame markers and analyzed their use. For instance, Hempel and Degand (2006) compared the occurrence of sequencers in English and

French academic texts. The analysis of texts yielded similarity in the use of types of sequencers in both languages and homogenous sequencer use in French texts and underuse of particular ones in English texts. Two years later, the researchers analyzed only sequencers in three types of written texts including academic writing, fiction and journalese retrieved from British National Corpus (BNC). Hempel and Degand (2008) found that academic writing included the highest numbers of sequencers whereas fiction had the lowest frequency of sequencer instances. In the other study conducted by Ho-Dac et. al. (2012) that investigated the use of enumerative structures in textual organization of French expository texts found that enumerative structures frequently occurred in texts.

As the main focus of the present study is on student writing, it is worth providing further insight into studies that investigated metadiscourse use in student written discourse. In general, some of these studies attempted to investigate only the effect of metadiscourse instruction on metadiscourse use in student writing and lacked functional analysis of metadiscourse resources (Dastjerdi & Shirzad, 2010; Sanford, 2012; Simin & Tavangar, 2009; Taghizadeh & Tajabadi, 2013) and some others presented the frequency analysis of frame markers as well as other textual and interpersonal metadiscourse markers in students' essays rather than specifically analyze their specific functions (Ädel, 2006; Aertselaer, 2008; Anwardeen et al., 2013; Heng & Tan, 2010; Li & Wharton, 2012; Rustipa, 2014).

To start with, Intaraprawat and Steffensen (1995) aimed to investigate the relationship between quality of writing and metadiscourse use and examined the use of metadiscourse in persuasive texts written by 12 English as a Second Language (ESL) university students from different nationalities. The findings of the study showed that well-written texts included much more metadiscourse markers than poor essays and had higher percentage of interpersonal features. Regarding the analysis of frame marker use, based on the model of metadiscourse proposed by Vande Kopple (1985), Intaraprawat and Steffensen (1995) analyzed frame markers within the sub-categories of connectives and found that these markers had the highest frequency of occurrences.

Secondly, among a number of researchers focusing on metadiscourse instruction, Simin and Tavangar (2009) investigated the effect of metadiscourse instruction on writing based on analysis of 360 argumentative essays written by 90

Iranian students majoring at English Literature Department in one-term period and found that metadiscourse instruction contributed to the correct use of metadiscourse markers. In other words, the students with higher proficiency used more metadiscourse markers whereas students with lower proficiency were found to use less metadiscourse markers, which supports the findings of Intraprawat and Steffensen (1995).

Thirdly, in parallel to the findings of these studies, the study of Taghizadeh and Tajabadi (2013) that examined the English essays written by 32 Iranian EFL students in terms of metadiscourse use based on Hyland (2000)'s taxonomy of metadiscourse also concluded that metadiscourse instruction contributed to the quality of writing.

Similarly, the positive correlation between metadiscourse use and writing quality was also observed in the study of Sanford (2012) who examined 67 students' narrative writings. Besides this, the researcher also analyzed metadiscourse use based on Hyland (2005)'s model of metadiscourse and found that the number of frame markers outnumbered all other categories of metadiscourse resources.

Apart from these studies mentioned above that mainly analyzed the correlation between writing quality and metadiscourse use or instruction, a small body of reseach has provided insight into the metadiscourse use in written texts that are produced in English and/or other languages and revealed variation in the use of frame markers (Ädel, 2006; Bruce, 2010; Noble, 2010). For example, in the study of Ädel (2006) on metadiscourse use in English argumentative texts written by British and American speakers of English and Swedish learners of English, the results of quantitative analysis demonstrated that English argumentative texts written by Swedish learners had the highest numbers of both personal and impersonal metadiscourse markers followed by American university students and British university students. In terms of frame marker use, Swedish learners were found to overuse discourse labels, references to the text/code, phoric markers which are included in categorical distribution of frame markers in the present study. However, British native writers made much more use of the items used for sequencing which Ädel (2006) calls 'enumerators' compared to other writer groups.

Apart from this, there is a contrastive study which focused on persuasive writings in two languages of English and Spanish written by expert writers in terms of three sub-categories of textual metadiscourse containing logical connectors, sequencers

and code glosses and three of interpersonal ones including hedges, certainty markers and attitude markers based on Dafouz-Milne (2007)'s taxonomy of metadiscourse (Aertselaer, 2008). Regarding the concern of the present study, the results of Aertselaer (2008)'s study revealed that sequencers occurred with the lowest frequencies in both English and Spanish texts among all other types of metadiscourse markers and that there was a significant difference between two languages in that English texts included much lower numbers of sequencers compared to Spanish texts.

The lower frequency of frame marker occurrences was also observed in the study of Noble (2010) in which the researcher analyzed metadiscourse use with a focus on four categories of metadiscourse consisting of connectives, frame markers, code glosses and self-mention in high and low graded 80 English argumentative essays written by first-year university students who are learners of English as a second or other language majoring in business and computing that were compiled in a learner corpus. The findings of the study yielded differences in the use of metadiscoursal items in high and low graded essays in terms of frequency and types of metadiscourse markers and students' heavy reliance on connectors. As for frame marker analysis, only two functions of frame markers were examined in Noble (2010)'s study including labeling stages and sequencing and the results demonstrated that students employed very few numbers and types of frame markers in their texts mostly to sequence labels.

The study of Bruce (2010) also supports the findings of Aertselaer (2008) and Noble (2010) in that frame markers occurred in low frequencies in the students' writings. More specifically, Bruce (2010) examined 20 student essays from Sociology and English disciplines in terms of textual analysis including rhetorical purposes, discoursal elements and textual resources and found differences in two disciplines. As for frame marker use, frame markers were observed to be infrequent in both Sociology and English essays with 6 and 2 instances respectively.

In additon to analysis of disciplinary differences as in the study of Bruce (2010), Li and Wharton (2012) investigated dis/similarities in terms of contextual factors in metadiscourse use in English writings of two groups of Mandarin undergraduate students studying in China and the UK in two different disciplines of Literary Criticism and Translation Studies. The results of the study revealed contextual and disciplinary differences in terms of interactive and interactional metadiscourse resources. Apart from

the predominance of interactive resources over interactional resources in both contexts, differences were observed among different sub-categories of both types of metadiscourse. In terms of frame marker occurrence, despite the substantial use of transitions with the highest frequency, students in both contexts also employed frame markers to a certain extent compared to other textual resources such as endophoric markers and code glosses. Moreover, the comparison of frame marker use between two contexts showed that students in Chinese context employed frame markers as much as half of those in UK context mostly for the function of sequencing as the students who used for the same purpose in the study of Noble (2010) and announcing goals.

Apart from analysis of contextual and disciplinary differences in metadiscourse use, Heng and Tan (2010) made a comparative analysis between Malaysian undergraduate students and British writers in terms of metadiscourse use in argumentative texts based on Hyland (2005a)'s interpersonal model of metadiscourse. The findings demonstrated that native writers used metadiscourse markers especially those which are employed to organize discourse much more frequently than Malaysian students (Heng & Tan, 2010). Additionally, in regard to frequency analysis, British writers' texts had the lowest numbers of frame markers among other interactive resources whereas Malaysian students' texts included frame markers with the highest frequency along with code glosses following transitions. However, it was also found that British texts included richer variety of frame markers than Malaysian texts. In terms of functional analysis of frame markers, the most frequently occurred frame markers in both corpora were found to be used to label and sequence text stages.

Finally, the study of Anwardeen et al. (2012) supports partly the results of Heng and Tan (2010)'s study in that the Malaysian EFL college students used frame markers with limited variety; but, quite frequently in their argumentative texts. More specifically, Anwardeen et al. (2013) analyzed metadiscourse use and errors in use in 440 argumentative texts written by Malaysian EFL college students based on taxonomies proposed by Hyland (1998) and Hyland and Tse (2004) and found that students used textual metadiscourse especially logical connectors and frame markers much more frequently than interpersonal metadiscourse. Additionally, the more frequent use of only 6 frame markers among 50 types of frame markers occurred in

texts showed that students used some certain frame markers in limited variety with high frequency to emphasize the importance of an argument and sequence the ideas.

To sum up, the results of all these studies suggest that there is a variation in frequency analysis of frame markers in different text types in different languages written by writers from different language background. Thus, the analysis of which frame markers are used and which functions they serve in argumentative writings written by the Turkish language learners of English majoring at ELT Department in Turkish context in comparison with their native counterparts in the current study is expected to contribute to the relevant literature by revealing the role of frame markers in this type of writing as organizers of discourse and arguments.

2.3. The Studies on Metadiscourse in Turkish Context

There is less empirical research on the exploration of written discourse from metadiscoursal standpoint in Turkish context compared to aforementioned studies conducted in different settings in the relevant literature.

To begin with, one of the few studies conducted to analyze metadiscourse use in written language in Turkish context is the study of Can (2006) in which the writer analyzes both the organizational patterns and metadiscourse use in English and Turkish argumentative texts written by monolingual and bilingual Turkish students and English argumentative texts written by American students. Can (2006) bases his metadiscourse analysis on the taxonomy of metadiscourse proposed by Hyland (1998). The findings of his study show that there is a variation in organizational patterns and in the use of metadiscourse markers in terms of types and frequency distribution in argumentative texts written by different learner groups. Considering the aim of the present study, frame marker analysis in the study of Can (2006) reveals only the quantitative results and shows that bilingual Turkish students and American students had the highest frequency of frame marker use in their English texts followed by Turkish students' writings in Turkish and monolingual Turkish students' writings in Turkish.

The second major study on metadiscourse conducted in Turkish context is the master thesis of Ünsal (2008). In the study, the researcher investigated textual and interpersonal metadiscourse markers in 18 research articles in disciplines of science and social sciences along with three sub-disciplines of each discipline based on Hyland

(1998)'s taxonomy of metadiscourse concluded variation across disciplines in metadiscourse use in research articles. According to the findings of the study, as for frame marker use, frame markers were found to have the lowest frequency in research articles written in both disciplines compared to other sub-categories of textual metadiscourse. Additionally, the comparison of frame markers between two disciplines also revealed that science articles included much greater numbers of frame markers than those occurred in social science articles. More specifically, among the sub-disciplines of science investigated in the study, that are, medicine, molecular biology and mathematics, medicine had the highest frequency of frame marker instance while among the sub-disciplines of social sciences, sociology articles had far more frame marker instances at a significant level compared to econometrics and history articles respectively. Moreover, history writers hardly used frame markers in their research articles. In terms of their functions, frame markers were used to indicate text boundaries and cause-effect relationships.

Thirdly, the study of Önder (2012) focused on metadiscourse use in two book chapters written by two different researchers, that are, Ken Hyland and John Swales. The results revealed similarity between two books in terms of frequency of metadiscourse marker occurrence and differences in the use of self-mentions (*I, we, you*), references to text (*section*), phoric markers (*first, next, now*), discourse labels (*in summary, conclusion, purpose*) and code glosses (*briefly*). It was found that the frame marker items which are analyzed in the current study were not frequently employed by the two writers. However, this study only provided the most frequently used items and thus the analysis of the frame marker items and their occurrences were not presented.

Fourthly and lastly, a more recent study that was conducted with the aim of investigating metadiscourse is the study of Akbaş (2012) which concentrated on 90 masters dissertation abstracts written by three groups of student writers, namely, native Turkish speakers, Turkish learners of English and native speakers of English in the discipline of Social Sciences based on the analysis of Hyland and Tse (2004)'s taxonomy of metadiscourse. The results of the study indicated that dissertations produced by native speakers of English included the highest numbers of metadiscourse markers compared to other groups of students and interactional resources were used much more frequently than interactive ones in all abstracts. As for frame marker use,

only overall frequency of frame marker instances were provided and to what extent they served the four functions of sequencing, labelling, shifting topic and announcing goal was not within the scope of the aims of this study. Thus, the frequency analysis revealed that native student writers of English made much more use of frame markers compared to Turkish speakers of English and Turkish native students respectively.

Considering the fact that very few studies were conducted in the Turkish context and only provided frequency analysis, the current study is an attempt to provide a comprehensive analysis of four functions of frame markers realized in the argumentative essays written by Turkish non-native university students in comparison to the native university students.

A visual representation of all these studies and their findings are provided in Appendix E. In addition, these studies will be comprehensively discussed in relation to the findings of the current study in Results and Discussion Chapter (see Chapter 4).

3.CHAPTER THREE

METHODOLOGY

This chapter presents an overview of the design of the study, data collection and data analysis procedure carried out in order to meet the aims of the current study. More specifically, in this chapter, the compilation of the native and non-native corpora and the selection of the argumentative essays are explained in detail. The software program used for the analysis of data and the procedure how the items are analyzed in terms of frequency of occurrence and functions through the use of a concordance tool are described. Then, the statistical test that is used to check the statistical differences and similarities between the native and non-native corpora and whether the revealed patterns are meaningful or not is described and how it is used is explained.

3.1.Research Design

The main purpose of this study is to investigate how the argumentative essays written by two groups of American native and Turkish non-native university students are shaped by the employment of frame markers. So an ethnographic research design is applied, that is the document analysis is carried out both quantitatively and qualitatively using the methods of text linguistics. In this case, the documents are the language productions of two discourse societies which have common points as being university students. This will be further explained in the following parts. For the quantitative analysis, the frequency of frame marker occurrences is found and for the qualitative analysis, functions of frame markers that they fulfill in each particular context they occur in both native and non-native data are analyzed.

3.2.Participants of The Study

The participants of the study consist of two groups of students.

One group is comprised of Turkish university students enrolled at ELT Department majoring in their first year of education at a state university, Anadolu University in Turkey. These students get Academic Writing and Report Writing course in ELT B.A. program in the first year of their education. In this course, students are given a pack as learning material and they receive instruction on each genre and

linguistic cues specific to each genre including opinion, expository, cause and effect, problem-solution and argumentative genres. More specifically, as for argumentative genre, the topic and title selection, writing thesis statement and planning and organizational structure of the argumentative writing are explained in detail in this course. Students are informed about the process in supporting the claims and refutation of counterarguments. In addition, the importance of language use is emphasized in organizing the essay and credibility of writers and linguistic cues that are used for making transitions between ideas and different parts of text are provided. After the teaching and practice session, the students are asked to write an essay on given series of topics at the end of each genre teaching in the course and they are required to upload their homework papers on Turnitin program which is used by the institution and teacher educators for the evaluation and checking the originality of students' documents.

The other group is comprised of native American 1st year university students studying in a number of different universities in the United States including Marquette University, Indiana University, Prebyterian College, University of South Carolina, and University of Michigan. The students are fully English native speakers having both parents with native English mother tongue. Their age ranges from 17 to 22. They receive education on composition writing in their institutions.

3.3.Data Collection

For the aims of the present study, data are gathered from the corpus of argumentative essays written by the students described above.

A corpus is compiled from the non-native students' argumentative essays which are written by Turkish 1st year university students studying in their first year of education in 2011- 2012 and 2012-2013 academic years as mentioned above, and are drawn from the Turnitin program.

As it is already mentioned in Chapter 2 in Section 2.1.1, the term 'corpus' is defined in a number of different ways by a lot of researchers (i.e. Connor & Upton, 2004; Flowerdew, 2004; Nesselhauf, 2004; McEnery & Hardy, 2012) and the definition suggested by Hunston (2002) is adopted in this study. Accordingly, a corpus is 'a store of used language' and refers to a collection of texts that are compiled for a purpose and stored and accessed electronically (Hunston, 2002: 2-3). The corpus that is used in this

study is a small and 'specialized' one which is defined by Hunston (2002:14) as 'a corpus of texts of particular text type' to investigate particular type of language. This type of corpus is useful for 'context-sensitive analysis' (Connor & Upton, 2004: 2) and due to its small sample size, it enables analysts have a much closer insight into the corpus and the contexts where certain language patterns occur and serve specific functions (Flowerdew, 2004; Koester, 2010).

Based on the above description, each argumentative writing obtained from the institution is compiled in a file on computer and the Turkish corpus is gathered. The topics include the following ones:

The use of drama in lessons	Introduction to art, music and drama should/not be a part of every university student's education
Facebook is /not the beginning of the new era.	
Facebook is/not the end of privacy.	Selfishness is /not a new virtue for the new generation.
The necessity of art lessons in university education	
Government should/not use surveillance mechanisms on society.	Involvement of music in ELT Department
Law enforcement agencies should/not be allowed to tap telephone lines.	Media should/not show respect for celebrities' desire for privacy.

The native students' argumentative essays are gathered from Louvain Corpus of Native English Essays (LOCNESS). It is a collection of British and American essays of different types (e.g. argumentative, literary-mixed) compiled at the Catholic University of Louvain in Belgium. The corpus consists of 288,177 words and essays comprised of argumentative essays of American university students, argumentative essays of British A-level students, literary-mixed essays of American students and argumentative essays of British students as indicated in detail below:

-149,574 words of argumentative essays written by American university students

-18,826 words of literary-mixed essays written by American university students

-59,568 words of argumentative and literary essays written by British university students

-60,209 words of British A-level argumentative essays

The argumentative essays drawn from the LOCNESS corpus are the essays written by American university students and are based on the following topics:

-euthanasia
-capital punishment
-pride or segregation
-surrogate motherhood
-prozac: the wonder drug
-animal testing
-prayer in schools
-water pollution
-legalization of marijuana
-racism
-adoption/biological parents
-crime
-homelessness
-the welfare system
-divorce
-corporal punishment/paddle
-gender roles
-salary caps
-sex in the media
-feminism
-US government
-vilolence on television
-gun control
-recycling

-sex equality
-Aids
-orphanages
-profit: good or evil
-freedom of the press
-sex in schools
-abortion
-ethics
-would anyone care for a drink
-suicide
-the confederate flag
-rules and regulations
-death penalty
-teachers deserve recognition and reward
-football
-drinking age
-professors that don't speak English shouldn't teach English speaking students
-great inventions and discoveries of 20th century and their impact on people's lives (one per interview - computer, television, nuclear power, etc.)
-portrayal of women in fashion magazines
-journalists should not reveal their sources

In order to meet the aims of the current study, from each corpus, 100 argumentative essays are drawn through Simple Random Sampling method for data analysis for the selection of the representatives of Turkish and American students' essays. Based on this method, each argumentative essay is assigned a number randomly and each number is put into a box for equal chance for selection and 100 papers are chosen from the box. Then, the essays which have these selected numbers ascribed are compiled in another file for data analysis. The rationale behind applying this type of sampling method is that it is the most commonly used type of probability sampling which allows researchers select the participants or the material who are representatives of a particular population by giving equal probability of being selected (Creswell, 2005).

In total, the non-native corpus consists of 86,554 words and the native corpus consists of 84, 851 words.

In a comparative study, the type or length of discourse and the level of native and non-native learners who produce these writings should be comparable to be able to determine the similarities and differences in both corpora (Ädel, 2006; Granger &

Tyson, 1996; Crismore & Abdollehzadeh, 2010). Therefore, the English essays produced by American native speakers of English in LOCNESS Corpus and the essays written by Turkish 1st year students in the non-native corpus chosen for data analysis are comparable in terms of type of discourse and word-frequency and participants since both native and non-native corpora are written discourse consisting of argumentative essays with similar amounts of word-tokens 84, 851 and 86,554 words respectively and both groups are university students. Thus, there lies a reliable base for comparison of both corpora. Other than this, LOCNESS corpus can also be considered as an extremely reliable data since in the relevant literature in corpus-based analyses of language use, mostly LOCNESS corpus have been used for comparison to non-native learner corpora in numerous studies (e.g. Akbana, 2011; Babanoğlu, 2012; Can, 2011; Granger & Tyson, 1996; Leńko-Szymańska, 2008; Özhan, 2012).

3.4. Data Analysis

3.4.1. The frame markers

The frame marker items included in the frame marker list, which is suggested by Hyland (2005a) and provided in Appendix F, are searched in both corpora via AntConc. 3.2.4 concordancing program. Moreover, other types of items that are suggested by different researchers are also added to the list and searched in data because of the fact that the list of metadiscourse items presented in his book is not the whole and it is open-ended. In regard to this, Hyland (2005a) states "metadiscourse can be seen as an open category to which writers are able to add new items according to the needs of the context" (27). Thus, apart from the items listed for each type of functions in the list proposed by Hyland (2005a), the items also included in the lists of Aertselaer (2008), Anwardeen et al. (2013), Dafouz-Milne (2008), Hempel and Degand (2008), Farrokhi and Ashrafi (2009), Kim and Lim (2013) and Mur-Duen̄as (2011) were added and analyzed depending on their functions in their own contexts. Some of the items included in the list of Farrokhi and Ashrafi (2009) are *one/another, concerning X, in the case of X, respectively and so on. S*ome of the items included in the list of Hempel and Degand (2008) which is presented in Appendix C are *let us do Y, before doing X.* In addition, the items *Let us return to, in ..(political) terms, in the first place and so on. are included in the list of Dafouz-Milne (2008) which is provided in Appendix D.*

Furthermore, the items which realize any of four types of frame marker function which are not included in these lists but are detected in the word-frequency list were also added. For instance, the items *other, taking everything into account, all things considered* are not included in the lists suggested by these aforementioned researchers but found in word-frequency list. The item *other* served as a sequencing item and the items *taking everything into account* and *all these considered* served to label stages in certain contexts and they are illustrated in the analysis of native and non-native data in Results Chapter. All these frame marker items detected in the non-native and native corpora are provided in Appendix A.

3.4.2. The data analysis procedure

The procedure in data analysis is based upon the following phases:

Firstly, 100 writings of Turkish 1st year university students at ELT department and 100 writings of American university students consisting of one type of text, that are, argumentative essays are compiled in two corpora separately as explained in detail in the previous section.

Secondly, a computer concordancing tool is used in order to analyze two corpora for quantification of the qualitative analysis. A corpus is generally accessed via concordance tools which are the software programs that are designed to observe specific language features in their contexts in a data set in the form of concordance lines based on a collection of spoken or written texts (Anwardeen et al., 2013). Such computer programs can be considered to be powerful electronic facilitators in that they provide accessibility of the information searched such as frequency analysis and specific uses of a particular linguistic item in a corpus which is presented with the surrounding co-text in which it fulfills its function (Heng & Tan, 2010; Hyland, 2009a). Among different tools, AntConc3.2.4. concordance software is used in this study for the analysis of native and non-native corpora. A visual representation of AntConc3.2.4. is indicated in Figure 1, which demonstrates all the occurrences of the item *secondly* in the non-native corpus. This software program, which is used for detection of items, displays the item searched in which context it occurs and makes the automatic frequency analysis and manual analysis possible. By using this program, each instance of target frame marker is extracted from each corpus and analyzed manually along with its adjacent contextual

information. In regard to this, manual analysis is helpful in the interpretation of data and evaluation of the context where metadiscourse items occur because of the fact that 'metadiscourse is a contextual phenomenon' (Ädel, 2006: 10). The items that are found to be irrelevant or used as propositions, not as frame markers are detected manually and discarded from the search. In addition, any type of frame marker item which is included in quotations is also discarded from the search.

Figure 1: A Screenshot of AntConc 3.2.4. Concordance Tool

During this process, each frame marker item is checked three times and verified with the help of another researcher in the institution where the study is conducted for interrater reliability. More specifically, in order to establish interrater reliability for qualitative analysis of the data, peer debriefing was used in the study, which is 'a widely accepted and encouraged method to improve the credibility of qualitative research' (Barber & Walczak, 2009: 4). In this qualitative research method, the researcher works with another researcher who becomes the peer debriefer whose task is to serve as 'both conscience and critic for the researcher's work' (p.6). Accordingly, the

researcher is generally the one who collects, interprets the data and the peer debriefer is the one who 'provides a valuable second opinion on the meaning of data, proposed categories, and the emerging theory' (p.6). Based on this, in the current study, both the researcher and the other researcher who is peer debriefer worked on the data by reviewing 25 % of data and read each context line-by-line where items occurred and identified the ones which function as frame markers. In a total of 200 argumentative essays (100 native and 100 non-native students' essays), 50 essays (25 essays from native data and 25 essays from non-native data) were drawn randomly from the two corpora and reviewed by both the researcher and the peer debriefer independently. Then, the corpus instances which the researcher found problematic and which the researcher and peer debriefer disagreed on were discussed during meeting and the discrepancies between them were resolved. After checking the interreliability of the qualitative research through the application of this method, the instances of frame markers are interpreted and conclusions are drawn based on findings obtained from two corpora in terms of functions and frequency of occurrence.

Thirdly, to calculate the frequency of frame marker occurrences in both corpora, both raw numbers and percentages are counted and presented in the Results Chapter. In addition, word-based method is applied for frequency in order to compare two corpora. Most of the previous corpus-based studies also applied this method in calculating the hits for the searched items per number of words and in comparing the proportions of metadiscourse across various corpora with unequal sizes (e.g. Ädel, 2006; Hyland, 1998; 2005a; 2010; Kuhi & Benham, 2011; Liu, 2008; Shokouhi & Talati Baghsiahi, 2009). Thus, in detection of items for frequency analysis, the findings are standardized to a common basis since the two corpora used in the study are not totally equal in size. Thus, the overall frequencies of frame marker instances are normalized to occurrences per 10,000 words for validity and equality in the comparison of two corpora.

Fourthly and lastly, to check the statistical importance, after detection process, frame markers are calculated via Log-likelihood calculator to find out whether there are any significant differences between two corpora in terms of frequency of frame marker occurrence and frame marker categories based on the adopted model in terms of functions of frame markers. In this statistics test, the frequency of occurrence of an item in both corpora and the size of each corpus are entered in the related parts in table as

shown below in Figure 2 to provide the Log-likelihood values for each item and underuse or overuse of an item in one corpus relative to the other corpus. The occurrences of the sequencing item *firstly* in both non-native and native corpora are compared in Figure 2, and in Figure 3, the statistical test result, that is, the Log-likelihood ratio is indicated. The results are interpreted as follows:

	Corpus 1	Corpus 2
Frequency of word	21	1
Corpus size	86554	84851

Calculate LL   Clear form

Figure 2: A Screenshot of Log-Likelihood Calculator

Item	O1	%1	O2	%2		LL
Word	21	0.02	1	0.00	+	21.97

Figure 3: A Screenshot of Log-Likelihood Statistics Test Result

O1 refers to the frequency of the searched item, that is, *firstly*, in the non-native corpus, which is 21 occurrences and O2 refers to the frequency of the same item, that is, *firstly*, in the native corpus, which is 1 occurrence. %1 and %2 values indicate the relative frequencies in both corpora. + indicates overuse and – indicates underuse in the non-native corpus relative to native corpus. In this statistical test, the Log-Likelihood (LL) value is found to be + 21.97 which means that there is an overuse in the non-native corpus compared to native corpus.

Through this test, the comparison of two corpora could reveal much about overuse and underuse of frame markers whether frame markers occur with higher or lower frequencies in Turkish students' corpus relative to American students' corpus. Thus, the terms 'overuse' and 'underuse' will be used based on the frequency analysis of comparison between two corpora, that are, native university student data and non-native university student data as in the studies conducted by Ädel (2006) and Burneikaitė (2008). Accordingly, overuse is used to refer to higher frequency of occurrence in Turkish non-native corpus relative to native corpus whereas underuse is

used to refer to lower frequency of occurrence in Turkish non-native corpus in comparison to native corpus. The point here is that this study attempts to highlight the variations between two corpora in terms of patterns of frame marker distribution and reveal the differences and similarities in writing conventions which are typical of two educational institutions rather than deviation from native speaker writing as in the study of Burneikaitė (2008) in her analysis of master theses.

4. CHAPTER FOUR
RESULTS AND DISCUSSION

In this chapter, the findings of both qualitative and quantitative analyses are provided regarding the sequence of the research questions addressed in the study. Firstly, the analysis of the frame marker items, their functions and frequencies detected in the Turkish non-native students' argumentative essays will be presented. Secondly, the findings obtained from the American corpus will be documented regarding the frame markers, their types and frequency analysis. Thirdly, the findings of the two corpora will be compared and analyzed to find out the dis/similarities and to check their statistical importance in terms of frequency of frame marker use and their functions. Finally, the findings are discussed in the light of the relevant literature.

4.1. The Frame Marker Use in the Argumentative Essays of the 1st Year Turkish Students at ELT Department

In order to identify which frame markers are used and which functions these markers serve, each item detected in the Turkish students' argumentative essays is analyzed in its own context and the number of items per each category of frame markers is computed for frequency and percentage analysis.

Table 1 gives an overview of frame marker items that are employed by the 1st year Turkish university students and their frequency of occurrences. Along with the frame markers found in the non-native data, all the other items that were searched in the corpus and not used as frame markers and which did not even occur are also provided with total numbers of occurrences in Appendix A.

Table 1. *Frame Marker Items, Functions and Frequency of Occurrences in Turkish Students' Argumentative Essays*

Type of function	Type of item	Frequency of occurrence	Percentage %
Sequencing	*Another*	**45**	**13,63**
	One	**25**	**6,66**
	First/ly	**38**	**11,51**
	(First)	(17)	5,15
	(Firstly)	**(21)**	**6,36**
	First of all	10	3,03
	To start with	2	0,60
	To begin with	2	0,60
	Second/ly	**45**	**13,63**
	(Second)	(15)	4,54
	(Secondly)	**(30)**	**9,09**
	Third/ly	**24**	**7,27**
	(Third)	(12)	3,63
	(Thirdly)	(12)	3,63
	Fourth/ly	3	0,90
	(Fourth)	(2)	0,60
	(Fourthly)	(1)	0,30
	Final/ly	**21**	**6,36**
	(Final)	(1)	0,30
	(Finally)	(20)	**6,06**
	Last/ly	14	4,24
	(Last)	(9)	2,72
	(Lastly)	(5)	1,51
	Last of all	2	0,60
	Then	1	0,30
	Other	2	0,60
Total	**20**	**231**	**70**
Topic shift	*So*	**5**	**1,51**
	In terms of	**4**	**1,21**
	As for	3	0,90
	Now	2	0,60
	Well	1	0,30
Total	**5**	**15**	**4,54**
Labelling stage	*In conclusion*	**26**	**7,87**

	Consequently	**13**	**3,63**
	To sum up	**11**	**3,33**
	All in all	7	2,12
	In this point	2	0,60
	At this point	2	0,60
	Briefly	4	1,21
	To conclude	3	0,90
	In short	4	1,21
	All things considered	2	0,60
	Taking everything into account	3	0,90
	In brief	1	0,30
	In summary	1	0,30
	To summarize	1	0,30
	As a consequence	1	0,30
	Above all	1	0,30
Total	**16**	**82**	**24,24**
Announcing goal	*Want to*	3	0,90
	Would like to	1	0,30
Total	**2**	**4**	**1,21**
Total frame marker	**43**	**332**	**100**

As Table 1 shows, the analysis of Turkish non-native students' argumentative essays indicates that a total of 43 different types of frame marker items were employed with 332 occurrences. More specifically, the findings of the study reveal that sequencers abound in number in Turkish students' essays compared to other types of frame markers with different functions. In contrast to this, the frame markers that are used to announce discourse goal and shift topic are quite limited in number and variety. Figure 4 below is a visual representation of the differences in the categories of frame marker types employed in the non-native data based on their functions.
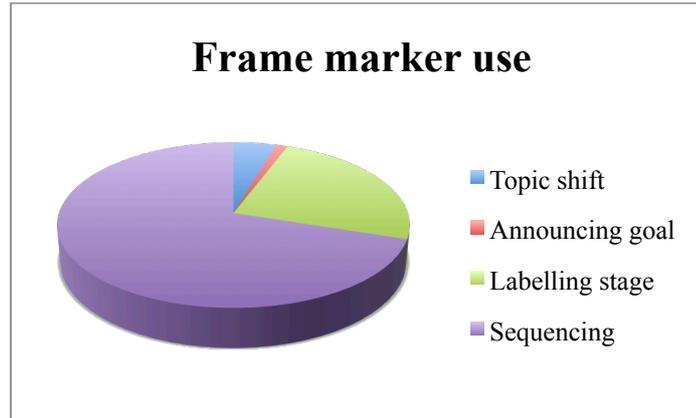
Figure 4: The Pie Chart of Frame Marker Types Employed by the Turkish students

4.1.1. Sequencing Items in Non-native Students' Argumentative Essays

Turkish non-native students employ the frame markers that serve the function of sequencing very frequently with a variety of items to list their arguments or ideas and organize their discourse. In quantitative terms, non-native students used 20 types of sequencing items that fulfill the function of indicating the explicit structuring of sequences. All these items had 231 occurrences in total in the non-native data. In other words, among all four categories, sequencing items comprised 70 % of all frame marker occurrences in the non-native data.

Among all the items detected, the frame marker '*another*' had the highest frequency of use in non-native students' argumentative essays, which is 45 times. It comprises 13,63 % of all frame marker use in the data. In fact, a total of 76 instances of *another* was detected in the non-native corpus, however, 45 instances had the metadiscursive function to list a sequence of points in the discourse. Here is an extract from the non-native corpus in which the frame markers *one* and *another* are used with the aim of sequencing the points of view against the use of surveillance mechanisms in the argumentative writing below:

(5) There is a great controversy among people with respect to the use of surveillance mechanisms on society. *One point of view* against the use of surveillance mechanisms is related to following of credit cards transactions. Opponents say that... However, they are wrong with their claim because… *Another point of view* against the use of surveillance mechanisms has to do with

the right of privacy. "Surveillance cameras creates weird situations for people during their special moments and disturb the privacy of people.".(surveillancehiddencameras.com).

As it is clear from the extract (5), the controversial ideas among people regarding surveillance mechanism use is explained in each paragraph and the counterarguments against the benefits of surveillance mechanisms are listed through the use of frame markers *'one'* and *'another'* thereby guiding the readers among the arguments. Apart from the expressions such as *one/another point of view,* a list of points in different argumentative essays are also expressed by using these items as *'one/another reason, one/another opinion, one/another argumentation/claim, one/another opponent idea, another thing that refutes this claim, another disadvantage'*.

In addition to the frequent use of *one* and *another*, the items *first, firstly* and *first of all* also occurred in great numbers in Turkish students' essays, that is, 48 times in total. Following these, the items *second/ly and third/ly* also had high numbers of occurrences with a total of 45 and 24 occurrences and comprising 13,63 % and 7,27 % of all frame marker use respectively, which are used in relation to *first, firstly* and *first of all* to list the arguments or counterarguments as in the example (6) below.

(6) People who support the tapping people's phones believe that it is useful in many aspects. *Firstly,* they think that when a person commits a crime, his/her telephone can be tapped to understand whether he/se committed the crime or not…Nevertheless, this isn't very effective way…

Secondly, people think that phone tapping can prevent crimes…However, if a person decides to commit crime, he/she doesn't think its results...

Third, people think that phone tapping can provide evidence to courts. For instance, there is a person who is charged with killing a man, however ; there is no enough evidence to prove this…

The excerpt in (6) obtained from Turkish data shows that three aspects related to phone tapping that people support are explained in a sequence through the use of the sequencing items *firstly, secondly* and *third* and each of these aspects are refuted at the end of each paragraph.

Findings also reveal that the sequencing item *finally* occurred frequently in the non-native corpus, which is, 20 occurrences. For instance, in the following extract, *finally* denotes the last counterargument about the negative effect that the courses of drama, music and art have on students among a series of counterarguments related to taking drama, music and art lessons.

(7) *Finally*, another opinion of opponent of combining education with drama, music and art is that these type of courses distract students' attention and draw students' interest to different way , they believe. Some parents say that after their children took these courses, they wanted to continue them or join another course like them.

In contrast to the frequent numbers of the sequencers that have been aforementioned, some frame markers such as *fourth/ly, to start/begin with, last of all, other, then and final* had the lowest numbers of instances in Turkish non-native students' argumentative essays, which are 3, 2, 2, 2, 2, 1, and 1 occurrences respectively comprising only a total of 3.9 % of all frame markers.

(8) I oppose that the media tamper celebrities' private lives for the sake of making news and they should show more respect to celebrities' desire for privacy. (Dolgun, 2008, p.22*)…*
To start with, the media hide behind the statement that "People want to get more information about celebrities they adopt." They prefer to admire according to the celebrities' private lives and… But, unless it is not a public welfare, they mustn't interfere in people's private lives, they needn't to violate someone's personal rights.

(9) *To begin with*, those who are against this idea may assert that because people who are in front of the public eyes have a transparent life their privacy can be shared by means of the media…However, celebrities have also right to privacy. When the media reveals their photos…, situation may cause serious problems and harm celebrities' private rights easily.

In extract (8), the item *to start with* states the sequence of writer's ideas related to manipulation of celebrities' privacy rights and it is used as a frame marker to guide the reader in the flow of ideas. Similarly, in extract (9), the item *to begin with* refers to the first counterargument which other people support but the student writer does not.

Thus, in both cases, the use of these sequencing items represents the organization of arguments and counterarguments respectively in the argumentative essays.

The analysis of word-frequency list revealed that the item *other* also functions as frame marker to sequence the ideas or reasons in the essays. It occurred twice in the non-native data and is illustrated below:

(10) *First reason* why an introduction to art, music and drama should be a part of every university student's education is that…..

The other reason is that the university should have drama, music hours and other social activities to change the perception of the students about university, which is perceived only as a place for studying. This will help the students improve their social personality…

The last reason may be the most important reason. Students are able to learn their lessons with some activities efficiently.

As it is clear in the extract (10), *other* is used in relation to first and last to sequence a number of reasons which are given to support the idea that university should have drama, art and music courses. Hence, all these three items are used as frame markers and have the function of sequencing reasons in this example.

Analysis of another item *fourth/ly* reveals that this item also occurred in the non-native students' argumentative essays with a total of 3 instances. The following extracts (11) and (12) are the illustration of *fourth* and *fourthly* in different essays.

(11) *Fourth* and the most important benefit of Facebook is that it strengthens family and friendship ties. Its' users can easily find their old friends or relatives through Facebook.

(12) *Fourthly,* introduction to the fine arts make the students feel independent. Thanks to the fine arts, students can get rid of their stress and their monotonous lives.

The item *fourth* in extract (11) indicates the sequence of benefits that Facebook use provides which the non-native student writer supports and in the other extract (12), the item *fourthly* is used to refer to the sequence of the positive aspects that introduction to fine arts has. Hence, in both instances, *fourth* and *fourthly* are used as sequencing items on metadiscourse level.

Regarding the use of *then*, it was revealed that only one instance of *then* was used as a frame marker for sequencing on metadiscourse level whereas this item occurred 65 times in total in the non-native corpus. The following excerpt illustrates the use of *then* as a frame marker in (13) to explain how the student organizes his/her discourse in a sequence.

(13) There are several main arguments against my view that my generation is selfish and concerned with Money and comforf. I will note these objections and *then* reply, since I believe my view is slightly more likely than the other options.

As it is obvious in (13), the item *then* is used as a frame marker on metadiscourse level to indicate the organization of the discourse and its sequence. According to the extract above, the idea that the student's generation is selfish is supported by the student writer but not by some other people. Thus, the counterarguments related to this topic will be explained at first and will be refuted after that. Thus, the sequence of the organization of discourse is announced by the use of the sequencing item *then*.

In addition to this, some other types of items were also searched in the corpus such as *at first, next, part, section*; however, these items were not used as a frame marker for sequencing in organization of students' argumentative essays although they existed in the corpus.

Apart from this, the Turkish data was also analyzed in order to search for other frame marker items such as *fifth/ly, subsequently, chapter, last but not least,* however, none of these items were found to occur in argumentative essays of Turkish students.

4.1.2. Items Used for Topic Shift in Non-Native Students' Argumentative Essays

The frequency analysis of the frame markers used for shifting the topic of counter/argument shows that the Turkish non-native students do not make much use of these items in their discourse. In other words, these types of frame markers which fulfill the function of topic shift occurred in very restricted numbers in terms of variation and frequency in non-native students' argumentative essays. In quantitative terms, 5 types of items were detected to be used for topic shift in non-native data with a total of 15 occurrences. Namely, only 4, 54 % of the total frame markers used by the non-native students was comprised of these types of markers that are used for topic shift. The

following excerpt is taken from the Turkish students' corpus, which indicates the use of the item *as for* to make topic shift:

> (14) *As for* its definition, the term of drama comes from a Greek word meaning "action", which is derived from "to act", "to do". As we can get, drama originates in classical Greece.

In the essay from which this extract is taken, the idea that 'introduction to art, music and drama should be a part of university education' which non-native student writer supports is discussed and the claims against this idea are refuted. Then, before ordering the reasons for supporting the writer's idea, there is an attempt to clarify the terminology and the paragraph begins with the item *as for* which indicates shift in topic for the definition of the term 'drama'.

The analysis of non-native data also shows that another item of topic shift, that is, *in terms of* occurred 27 times, but only 4 out of 27 instances were used on metadiscourse level for topic shift. In the excerpt (15) below which is taken from another student's essay, the item *in terms of* indicates a change in topic on metadiscourse level.

> (15) In general, drama is considered as a different concept among any school lessons. ?... However, according to Wright and Garcia (1992), "theatre/drama has never been a part of the curriculum for all students, and.."(p.25)….
> *In terms of* parents' views to this issue; using drama activities in classes may hinder students from concentrating their mind on important lessons. Most students will have benefit of having these kind of activities especially for language learning because they focus on acting and using the language accurately…

As it is obvious in the excerpt (15) above, *in terms of* denotes a shift in topic on metadiscourse level. The analysis of this specific context in the data reveals that a number of authors are given as evidence to support the inclusion of drama lessons into teaching by the student writer in the preceding part and then the topic changes in the following paragraph by using the frame marker *in terms of* and the views of families about integration of drama lessons into classroom are discussed. Thus, the topic shift from the refutation of the general idea that people share to the idea of student' parents is made via the use of *in terms of*.

Regarding other items, item *so* occurred in substantial amounts in the non-native data with a total of 303 occurrences, it functions as a frame marker only in 5 instances to shift the topic of argument as illustrated below:

(16) It is commonly said that cameras are tool using for justice by the government. Most of the surveillance devices enforce people good-laws. In this case, surveillance devices are like a police gun…On the other hand, Even government use lots of surveillances mechanism, there are many criminal living outside. This is a bit ironic not to solving problems with these tools. *So,* another question comes to mind, have you ever thought that surveillance devices help increasing crime. We can be observed for criminal aim.

The analysis of the specific context in which *so* occurs reveals that there is an argument about what camera tools are useful for which is justice, and then, this argument is refuted by indicating the presence of criminals still living around. Then, the idea that these tools are not useful is stated. At this point, the use of the item *so* changes the topic to draw readers' attention to the fact that whether these devices increase crime. Thus, the readers are brought to a halt to think about this issue through the use *so*.

Another frame marker *now* which functions either to make a shift in the topic of argument or to label the stage in the text depending on the context it occurs is also searched in the data. Based on this functional analysis, out of 49 occurrences, only two instances of *now* were used for topic shift which is exemplified in the following extract (17).

(17) Some of the people think that if someone has a talent and has an interest with art, he or she would have chosen fine arts departments beforehand so, there is no need to art lessons for other departments.

Now we should ask a question: Is the art just belong to artists and art students? Of course, the answer is no. Since art is global it belongs to everybody, it is related to human race because artworks made by people who can feel as communities but who can see the world multidirectional.

As it is clear in the example (17), in the first paragraph, the counterargument supported by some people is explained which is that art lessons are not necessary for other departments. Then, there is a shift in topic from the counterargument to the idea that the writer supports. Here, before the non-native student supports his/her idea, s/he

brings the reader to a halt and asks a question to think about this idea. Thus, the reader is stopped to focus on the following point that will be stated and for this, the item *now* is used to as a frame marker.

Apart from that, all occurrences of the item *well* is also analyzed and only one instance denotes a shift in topic as illustrated below:

(18) *Well,* after telling these, the question is : Are these points enough for us to accept benefits of art lessons? The answer for some people is no. They have still reasons for not supporting this.

In the context where the item well is used in (18), the positive sides of having art lessons are presented in the previous paragraph in the argumentative essay and then there is a shift in topic which is signalled with the use of *well* and the attention is drawn to the people who do not support the necessity of art lessons for the positive sides that have been aforementioned.

The items like *back to, regarding* and *concerning* that occur in these essays were also analyzed; however, none of these items were used as frame markers in students' essays to show the topic shifts. Moreover, some other items such as *digress, in regard to, move on, resume, return/turn to, shift to* and *to look more closely on* that fulfill the same function of shifting topic on metadiscourse level were also searched; however, none of them occurred in the corpus.

4.1.3. Items Used for Labelling Stages in Non-native Students' Argumentative Essays

The analysis of the items that are used to label text stages in the Turkish students' argumentative essays demonstrates that students use frame markers for this function quite frequently. In total, students employed 16 types of items to label stages with a total of 82 occurrences. These types of items consisted of 24,24 % percent of all frame marker instances in the whole data. Among these items, especially the marker *in conclusion* has the highest frequency of use to end the discourse which occurred 26 times and comprised 7,87 % of all frame markers. The use of this item is illustrated in (19) below.

(19) *In conclusion,* it might be beneficial to ban Facebook for people all over the
world who use Facebook addictively. It helps maintain their privacy to be secret

and saves people's productive time and lastly, makes people closer to each other and make strong relationships with real individuals not with virtual and fake ones.

As it is clearly understood from the extract above, the non-native student employs *in conclusion* as a frame marker in textual organization of his/her discourse to explicitly guide the reader to the end of the text after discussing his/her claims and refuting the counterarguments related to the banning of Facebook.

Apart from this, however, there is not an equal frequency distribution in the use of the items that fulfill the same function. For instance, the items *to sum up, all in all, in short* and *briefly* occur 11, 7, 5, 5 times respectively comprising 7,87 % of frame marker use whereas some other items including *in brief, in summary, as a consequence, above all,* and *to summarize* occur only once and comprise only 1,5 % of all frame marker use. Here are examples of *to sum up* in (20), *all in all* in (21), and *in short* (22) below.

(20) *To sum up,* people have a lot of ideas about the negative and positive sides of Facebook and to my way of thinking Facebook has so many importance for communication and moreover it is the beginning of a new era.I recommend that users should use Facebook more regularly in order to understand the benefits of it.

(21) *All in all,* having considered both sides of this argument, I must say that the media shouldn't think only itself.The private life is a subject that everybody has a right to privacy.There should be taken some measures to prevent this threat.Everyone must be free in this case.

(22) *In short,* almost all of the buildings on the streets, banking systems, in many parts of the cities have survellience devices to protect personal and public safety. Safety cameras, if used to watch personal or society characteristic, are normally formed in an area be clearly seen. In most cases, being of these cameras can decrease the amount of crime. Not only safety cameras but also other surveillance mechanisms are useful for the government. Today they are widespread to many countries and they wil be much more used in the future.

In (20) above, the frame marker *to sum up* is used with a metadiscursive function to label stages in one of the argumentative texts and signals the end of

discourse after discussion of both the negative and positive effects that Facebook have. As in the case of (20), the use of the frame marker *all in all* in (21) also signals the point that the student summarizes what s/he has mentioned so far in his or her essay and ends it. In addition to this, in the extract (22), *in short* also refers to the end stage of discourse where the surveillance devices are claimed to be necessary and useful for safety and will be used in the future.

Other items that are used for labelling stages in discourse are also illustrated below in (23) and (24).

(23) *Briefly,* it is nonsense to assume that face book is ending of privacy. It is up to users to share special things with the limited number of trusted people. There is no mandatory action to make them to give information about their personal qualities, or what they do, where they go and without password nobody else can reach their information.

(24) *In brief*, it is so clear that surveillance mechanisms are necessary for every society because they make many things easier and save people and authorities from many difficult situations.

In the extract (23), *briefly* is used as a frame marker in order to summarize the argumentative essay after discussion of the negative and positive sides of facebook use whereas in the extract (24), *in brief* is used to signal the last comments of the student writer before concluding the essay. Thus, in both cases of (23) and (24), the items *briefly* and *in brief* direct the reader to the end of the discourse and indicate discourse acts.

Among the items that are found in the non-native corpus which served metadiscursive function to label text stages, the other three items *as a consequence* and *above all* and *to summarize* are also illustrated in (25), (26) and (27) respectively.

(25) *As a consequence*, art is not an evil or waste of time. Its effects on our lives are undeniable. Putting art classes in college syllabus is a start. People's prejudice about art in school needs to be broken. Art presents a sharpener of mind, promoter of thinking way. Art gives our life a soul. Parents or students should ask for art classes in college.

(26) *Above all,* it is a fact that Facebook Marks an era by providing incredible facilities in globalizing world.

(27) *To summarize*, telephone tapping is used commonly by law enforcements for the purpose of providing a peaceful environment.Although there are also people abusing this tool for their own purposes,advantages of telephone tapping outwighs it.

In the example (25), *as a consequence* guides the reader to the end in the last stage of discourse, after explaining all the positive effects art has. In the other example (26), *above all* is also used with the same purpose and indicates the end stage of discourse where Facebook is said to offer numerous facilities. In the last example (27), *to summarize* is also used to label the text stage and as the name suggests, the reader is guided toward the end of the essay and provided with the summary.

In addition, the items *all things considered* and *taking everything into account* which are not included in the lists proposed by the researchers but found in the corpus had 2 and 3 instances respectively. One example from each type of these two items is provided in the following extracts.

(28) *All things considered,* we can see the media almost all parts of our lives. However , they generally attend to celebrities life and this can be annoying for famous people. They are obliged to live their lives by hiding every time. Every people want to spend their time freely in the streets. So the media should leave them in peace and show more respect to their privacy life.

(29) *Taking everything into account,* despite of the fact that Facebook may be a wonderful way to keep in touch with friends and do other activities, it is a reality that it brings to our life more harms than benefits.

As it is clear from the extract (28), the item *all things considered* signals that it is the end of discourse and there is the summary of what has been mentioned related to the topic of celebrities' privacy life and the role of media. Having discussed the positive and negative aspects of privacy issue, the non-native writer ends the discourse by expressing his/her idea which reveals that media should respect the celebrities' privacy. In the other extract (29), the use of the item *taking everything into account* is also an indication of the end of the discourse to the reader and used as a frame marker.

Apart from these, other various types of items that fulfill the function of indicating stages in discourse such as *now, overall, so/by far,* and *in/for this point* were

also searched in the corpus of Turkish students' essays; however, none of them were used to serve the function of labelling stages.

In addition to this, some other items such as *at this stage, in sum, on the whole, thus far, for the moment* and *to repeat* were also searched in the Turkish corpus in order to determine whether there were any instances of these items as frame markers; but none of them occurred in the corpus.

4.1.4. Items Used for Announcing Goal in Non-native Students' Argumentative Essays

The frequency analysis of the items that are used for announcing goal reveals that the Turkish non-native students rarely employed them for this function. Quantitative results indicate that only two types of items totally occurred in students' essays four times. Among all other categories, this category consisted of only 1,21 % of the whole frame marker occurrences in the non-native data. Namely, only the items *want to* and *would like to* are used for explicit announcement of discourse goal. Out of 108 occurrences, only three instances of *want to* were found to be used as frame markers in the non-native students' essays to announce the goal of the writer as in the example below:

(30) Also, you have photos on facebook. If these photos are taken by malicious people, this situation occurs some difficult conclusion for you. I *want to* give you an example. I had a friend in high school. She busts up a friend. He wants to take revenge. He takes her head from photos and he add head on naked bodies with photoshop. She had a trouble against to her family and friends.

In the extract (30), the use of the item *want to* announces the aim of the student writer to give an example in a certain part of discourse. In this point, there is an interaction with readers and the evidence is provided to support the claim about the malicious people who worsens the situation regarding facebook use.

Similar to such use of *want to*, in the other instance, *want to* is used again to present an evidence for what has been discussed related to the in the argumentative essay as illustrated below.

(31) Thanks to tapping telephone lines terrorist attack can be learned previously and government officials like policeman could prevent these attacks. I *want*

to share with you my experience about this topic.Last year,when I came to Eskişehir I wanted to work very much in working places as a part time…

In the extract (31), one of the benefits of tapping telephone lines is mentioned at the beginning and then *want to* is used to announce to the reader that an experience of the non-native student writer will be provided in the following to support this idea.

The other item detected in the non-native corpus is *'would like to'* which occurred only once to indicate their purpose in their argumentative texts. Here is an example (32) from the corpus in which the Turkish non-native student employs the item *'would like to'* to announce his/her goal in the argumentative essay:

(32) As a member of ESL/EFL classes, I *would like to* demonstrate to you how drama affected my language in positive way.

In the extract (32) above, *would like to* announce the goal of the student to present an evidence to support his/her opinion on metadiscourse level. More specifically, it is announced that the evidence will be supplied by the student writer from his/her real life experience in supporting his/her ideas related to the benefits of introduction of drama in education.

In addition, various kinds of items such as *in this part/section, aim, purpose, desire, focus, goal, intend to* and *wish to* that fulfill the same function of announcing discourse goal were also analyzed in order to determine whether the Turkish students used them on metadiscourse level or not; however, none of these items fulfilled this function of announcing goal. Others as *seek to, objective* and *in this chapter/section* that are also used to announce the goal in discourse were also searched; but, none of these items occurred in the corpus.

Apart from these, the item *part* is also searched in the non-native corpus in order to detect the items that are used as frame markers to serve the function of either announcing the goal or sequencing. The analysis of data indicated that *part* occurred 111 times in the Turkish students' essays. Most of the instances showed that the item is used as a noun, or complement of a noun, verb or etc. as adverbial, or used as subjects. However, the functional analysis of the item indicated that none of these occurrences were employed for the textual organization of argumentative writings on metadiscourse level with the function of announcing goal or sequencing.

Having presented the results of the Turkish university students' frame marker employment and analysis of excerpts in their contexts drawn from the corpus along with a discussion of the findings of relevant studies, the findings obtained from the American corpus will be presented along with the analysis of excerpts taken from the American native students' argumentative essays in the next section.

4.2. The Frame Marker Use in the Argumentative Essays of the American University Students

As in the case with the analysis of Turkish students' argumentative essays, the American students' argumentative essays are also examined in order to detect each item that fulfills metadiscursive function in its own context and calculate frequency of frame marker occurrences.

Table 2 depicts the numbers of frame marker instances per each category and types of items drawn from the American university students' argumentative essays. Along with the items that realize functions of frame markers, all the other items that are searched in the native corpus which are found to be not used as frame markers are provided with total numbers of occurrences and the items searched but not even detected are also provided in Appendix A.

Table 2. *Frame Marker Items, Functions and Frequency of Occurrences in The American Students' Argumentative Essays*

Type of function	Type of item	Frequency	Percentage %
Sequencing	*Another*	**25**	**16,77**
	First/ly	**12**	**8,05**
	(First)	**(11)**	**7,38**
	(Firstly)	(1)	0,67
	First of all	2	1,34
	Second/ly	6	**4,02**
	(Second)	(5)	3,35
	(Secondly)	(1)	0,67
	Third	**10**	**6,71**
	Final/ly	**6**	**4,02**

	(Final)	(2)	1,34
	(Finally)	(4)	2,68
	One	**10**	**6,71**
	Next	**6**	**4,02**
	Part	4	2,68
	Last	2	1,34
	Other	1	0,67
Total	**14**	**84**	**56,37**
Topic shift	*So*	**13**	**8,72**
	Now	**6**	**4,02**
	In the case of	5	3,35
	Well	4	2,68
	As for	4	2,68
	In terms of	3	2,01
	Concerning	2	1,34
	In regard to	1	0,67
Total	**8**	**38**	**25,50**
Labelling stage	*In conclusion*	**6**	**4,02**
	Consequently	**3**	**2,01**
	Now	1	0,67
	For this point	1	0,67
	All in all	1	0,67
	To conclude	2	1,34
	In short	2	1,34
	Overall	1	0,67
Total	**8**	**17**	**11,40**
Announcing goal	*Would like to*	4	2,68
	Focus	2	1,34
	Purpose	2	1,34
	Section	1	0,67
	Intend to	1	0,67
Total	**5**	**10**	**6,71**
Frame marker Total	**35**	**149**	**100**

According to Table 2, the analysis of native university students' argumentative essays shows that frame markers differ in terms of frequency of occurrence and

variation in types. Based on the findings of the study, 35 types of frame marker items occurred with a total of 149 numbers of occurrences in the native data. Among all types of frame markers, sequencing items had the highest numbers of types, that are, 14 types and instances of occurrences, that are, 84 occurrences compared to other frame markers with different functions. Opposite to this, the items which serve the function of announcing goals had the lowest numbers of types, that are 5 types, and occurrences, that are 10 occurrences. Figure 5 below is a visual representation of the differences in the frequency distribution of categories of frame markers employed in the native data based on their functions.
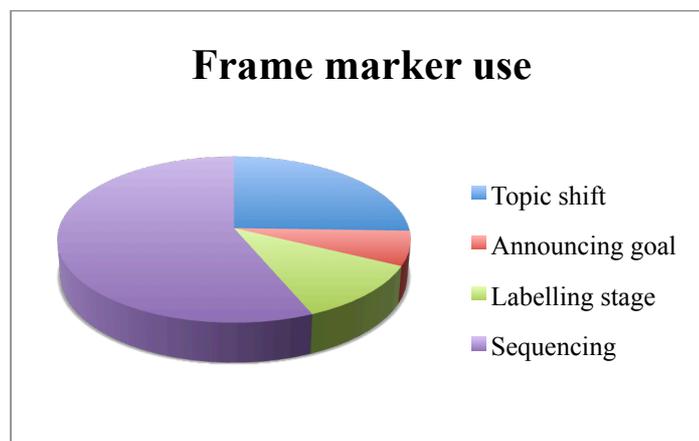
Figure 5: The Pie Chart of Frame Marker Types Employed by American Students

4.2.1. Sequencing Items in Native Students' Argumentative Essays

Sequencers occur very frequently in the argumentative texts written by native university students compared to other types of frame markers with different functions. In quantitative terms, the American university students employed 14 types of sequencers with 84 occurrences in total comprising 56,37 % of the total frame markers used in the native data.

Among all sequencers, the item *another* has the highest numbers of occurrences in the native corpus. Out of 107 hits, 25 instances of *another* had metadiscursive function and this item comprised 16,77 % of all frame marker occurrences in the native data. In extract (33) below, there is an instance of this item which is used for ordering benefits of drug legalization in relation to *one* and *next*:

(33) *One of the most important benefits* of drug legalization is the fact that the prices of drugs would decrease and there would not be as much drug trade…

Another benefit of legalizing drugs would be the decrease in crime. Because the drug prices would decrease, <*>. Therefore, when drug prices are high and hard to get people will more than likely commit a crime to get access to them…

The next benefit would have to be the fact that the drug users would be responsible for their own debts. <*> . If drugs were legal America would not be wasting money on keeping them illegal.

In the extract (33) above, the frame marker items *one, another* and *next* are used as sequencers in relation to one another to organize a list of benefits of drug legalization from different aspects in each paragraph.

Apart from *another*, the other items *first/ly, one* and *third* also occur very frequently in the American students' essays and comprise totally 21, 47 % of all frame marker use. Here is an example in (34) which illustrates the metadiscursive use of *one, second* and *third* in a native student's argumentative text.

(34) Within this paper it will be shown that *there are three ideas working against the practice of euthanasia. For one,* America is not ready to allow any human being to take an innocent, and in some cases a guilty individual from this world, whether it be his/her own or another. *The second idea* is that it is too difficult to determine if a person will suffer too much in his or her lifetime to go on living…*The third idea* is that the "law" that determines whether a life is "worth living" is too vague and allows for too many shaky judgments to be made. Because of these reasons, euthanasia should not be allowed to be practiced as freely as it is in the United States.

Obviously, in (34), all three items *one, second* and *third* function as frame markers to list the ideas which refute the practice of euthanasia in the argumentative essay.

The analysis of native data indicates that there are other items that are employed by the native university students in their argumentative essays. These items consist of *part, first of all,* and *last* are infrequent in numbers, that are, 4, 2, and 2 respectively. One instance of *part* used in relation to the item *next* is illustrated in (35). And the other three sequencing items are also illustrated in the following extracts.

(35) I have opinions on both aspects of crime. I will begin with the unorganized first and save the best for last. To me, *an unorganized criminal* must be very

ANADOLU ÜNİVERSİTESİ

good and have considered all aspects of what they are doing in order not to get caught…..This type of crime very rarely pays, because the criminals just are not that good…Aside from those, these criminals just do not have the money. This leads me to my next *part.*

In every facet of (almost) every country, there is *some type of organized* crime. (36) There are a number of statistics that demonstrate the ineffectiveness of the death penalty. *First of all,* states or countries that had the death penalty and recently abolished it have experienced a drop in their crime rates.

(37) The invention of the airplane has also affected areas other than solely (vacation) travel, business, entertainment, & intercontinental relations (politics) have also felt the impact of the airplane…

The *last* area I'm going to touch on is intercontinental relations. This area has been positively and negatively effected.

As it is obviously seen in the example (35) above, the native student announces how s/he organizes his/her discourse and discusses the two aspects of crime. At the beginning of the paragraph, the student states that s/he will focus on unorganized crime and guides the reader to the following part in which s/he will explain the other type of crime, that is, organized crime in the next paragraph by announcing it at the end of the paragraph. In doing this, she uses the expression *next part* as a frame marker to signal the sequence of points. In the extract (36), the item *first of all* refers to the first statistical evidence to support what has been claimed about the ineffectiveness of death crime. It is used as a sequencing item in the organization of evidence. In the last extract (37), at the beginning of the essay, a number of aspects are explained to be affected by the invention of airplane. After discussion of other mentioned points, *the intercontinental relations* is the last point that will be discussed in the following. This is announced to the reader by the sequencing item *last* in this example.

Apart from the infrequent numbers of the items that have been already mentioned, the items *secondly* and *other* were also searched and found to have only one occurrence in the native data, which are illustrated in (38) and (39) below.

(38) The mental effect of computers is *two-fold*. *Firstly,* computers have made mathematical computations so easy to do, many people do not fully understand

how or why their computer works. This has created a surplus of "needless" computations, figures, etc.

Secondly, computers have sometimes become more reliable than people. A computer's circuits don't get tired and, if programmed 100% correctly (another perhaps impossible computation), never make errors.

(39) The *other* disadvantage of having an ideal male image reflects the issue of sensitivity in men. According to William Masters a social scientist, school age boys are generally expected to show mascularity by demonstrating physical competence and bravery, and are criticized for showing fear or emotions after all, big boys don't cry.

As it is obvious in the extract (38), *secondly* is used as a frame marker in relation to the sequencing item *firstly* to explain the two points which reveal the mental effect of computers. More specifically, the two advantages of computers are given in a sequence through the use the items *firstly* and *secondly*. In the other extract (39), the sequencing item refers to one particular disadvantage that having an ideal male image has, which is related to the issue of sensitivity in men. Thus, the item *other* is used as a frame marker to point to one disadvantage in a sequence of disadvantages.

When we analyze the data for the item *then* was also searched in the corpus; however, none of the 111 occurrences of *then* served metadiscursive function in the argumentative essays written by native university students. The instances of *then* are used as time adverbials functioning as sequencing a series of events that occurred in time or misspelled or used as a transition marker.

Except the occurrences of 13 types of items stated above, other types of items including *to start with, to begin with, last of all, thirdly, fifthly, lastly, subsequently* and so on. that fulfill the same function were also searched; however, none of them were detected in the native corpus.

4.2.2. Items Used for Topic Shift in Native Students' Argumentative Essays

Table 2 also depicts that the American students used 8 types of items to shift topic in their discourse with 38 occurrences in total. Namely, items with this function comprised 25,50 % of all frame marker instances in the native data. For example, the item *now* was searched in the native corpus and was found to have 92 instances in the American data.

However, in order to decide whether it functions as a frame marker or not or whether it serves the function of shifting topic or labelling stages in discourse as a frame marker, each instance was analyzed in its own particular context. The findings indicated that in 6 instances, *now* served the function of topic shift and in one instance, it served the function of labelling stage. For instance, in the following excerpt (40) below, the item *now* refers to a shift in topic to announce a new point.

> (40) I told this story to make a point. *Now,* if these two guys had just robbed the convenient store and got caught, they probably would have only been punished or convicted for robbery, but since there was a weapon involved and numerous shots were fired and one of those shots just happen to make contact with another individual who just happen to be an innocent child that changes things.

As it can be seen in the excerpt (40), the item *now* serves a metadiscursive function. More specifically, the argumentation is brought to a halt and the point that the student writer is about to mention is emphasized. This gives the reader the impression that the writer of the text communicates with the reader and announces the shift in topic at that moment for reader to follow the flow of text.

As in the case of *now,* the item *so* also occurred in large quantities in the American native data with a total of 201 occurrences. Thus, each case is analyzed in detail in its own context to determine the role of the item. In most of the cases, the item is used as a quantifier, conjunction and so on and does not serve any metadiscursive function. After detection of these instances, *so* was found to occur in 13 instances with the function of topic shift on metadiscourse level and comprised 8,72 % of all frame marker instances. There is another extract in (41) in which *so* is used as a frame marker to indicate topic shift.

> (41) Running the score up is just what fans like to see when a team is struggling, because it makes the game exciting instead of watching your team get blown out of the water….So running the score up is important for weaker teams that have nothing to lose.
>
> *So* is Steve Spurrier guilty? What about Bobby Bowden? Neither is the correct answer. Both coaches along with others that are accused of running the score up are just merely trying to have a solid program and to bring money to a school.

As it is clear from the excerpt (41), the importance of running the score up is explained in the first paragraph and then *so* is employed to make a shift in topic in the following paragraph by bringing the reader to a halt to think about the two coaches and question their cases regarding the explanation of the native student writer about running the score up by reminding them these two cases at this point.

Among the other items that are detected and found to be used as frame markers except *now* and *so, in the case of* occurred 5 times in the native data and comprised 3,35 % of all frame markers. One instance of this item is as follows:

(42) In contrast to this type of approach to reporting on this issue, Newsweek only looks at the negative side. They do this by presenting facts that shock the audience and grab them into reading. They only look at facts ….
In the case of these two articles the writers assume several things about what their audiences will want to read, and they also take in to account the types of people who will be reading the essay. JAMA is very technical, and is …
In contrast, the Newsweek article does come off as rather intriguing to the general public…

As it is understood from the extract (42), *in the case of* refers to the shift in topic to the cases of the other two articles after having discussed the Newsweek article. Thus, the reader is brought to a halt in this point and the reader is guided to the change in topic to discuss the cases of the other two articles.

The results of the study also indicate that *well* and *as for* had four instances and each comprised 2,68 % of all frame marker use. In the following extracts, both items are used for topic shift in the argument as illustrated below:

(43) Once again, evidence shows that the racism in our Universities along with our societies, is not an unreality. With this negative attitude towards those of different racial background, a felling of inferiority is justified.
Well, one might ask, where does this feeling of inferiority caused by white action lead the black community? For one thing, they are caused to fight for their rights, granted by law, but not by humanity.
(44) To look at fresh water pollutants, it is best to divide then into four major categories: Infectious agents, organic chemicals, inorganic chemicals and radioactive materials.

As for sources of pollution, there are two- non-point and point source water pollution. Point source pollution is predictable and easily detected.

In the extract (43), the issue of existence of racism is discussed and has been evidenced by the examples given by the native student writer at the beginning. Then, *well* is used to signal the topic shift and brings the reader to a halt and think about another point about what this feeling causes black community do. In the other extract (44), *as for* is used as a frame marker to make a topic shift in the essay where the water pollution is discussed. At first, the four types of water pollutants are described and then *as for* is used to introduce the new topic which is related to the two types pollution sources.

In another instance*, in terms of* is used to a make a shift in topic from costs and rewards of water pollution to the topic of another aspect, that is, financial issue related to pollution in the extract (45).

(45) *In terms of* financial means, it costs more to the planet to pollute than it does to save someone time or money spent on removing waste.

The findings also indicate that concerning occurred twice in the native data for the function of topic shift comprising 1,34 % of frame marker occurrences. An illustration of this item is indicated below:

(46) *Concerning* foster care, many children are bounced from home to home, with no means for stability in their life. This "main current alternative to the biological parent" has encountered many problems on it's own. In many cases the foster care can't deal with the many psychological aspects of the orphan..

In the extract (46), the issue of orphanage is discussed and there is a shift in topic to the *foster care* which is realized by the item *concerning*.

In addition, the item *in regard to* is also searched and has only one occurrence as a frame marker as presented above:

(47) *In regard to* the Rational Choice Theory, do companies want to improve conditions of our water supply? The Rational Choice Theory states that..

In the extract (47), the issue of water supply is discussed and by the use of the frame marker *in regard to*, there is a shift in topic to explain the view of Rational Choice Theory about improving water supply conditions.

Apart from eight types of frame markers that have occurrences in the native data, other types such as *back to, return to* and *turn to* that fulfill the function of topic shift were also searched in the corpus of American students' essays; however, none of these items were used as frame markers. Furthermore, some other items including *resume, shift to, move on, digress* and *to look more closely* that fulfill the same function were also searched; however, none of them occurred in the corpus.

4.2.3. Items Used for Labelling Stages in Native Students' Argumentative Essays

The findings of the analysis of American students' argumentative essays show that native students do not much make use of frame markers for labelling stages. More specifically, they use 8 types of frame marker items in order to label the text stages in their essays with a total of 17 occurrences. In other words, these types of items consist of 11,40 % of all frame marker instances found in the native data. For instance, the item *in conclusion* has the highest numbers of instances in native data with six occurrences among other items. The following extract illustrates metadiscursive use of the item below:

(48) *In conclusion,* I feel I have given significant reasons and statistics to revoke the main arguments for the support of capital punishment. I have shown that financially this practice is only detramental to the wallets of the tax payers…

Clearly, in (48), the American native student concludes his/her discourse by pointing out the counterarguments and refutations related to the issue of capital punishment and uses *in conclusion* to label the end stage of the discourse.

Apart from *in conclusion*, among other types of items analyzed, *consequently* occurred three times and the items *in short* and *to conclude* occurred twice for labelling stages which are illustrated as follows.

(49) *In short*, I don' t know what life was like before radio, but its invention has changed the way we see and do things.

(50) It is tempting to *conclude* with the proposal that we, as a society, consciously work to raise the status of workers who care for children - but the final irony is that, until the financial status of these workers becomes more equal, they will not be judged as making a valuable "contribution to the society they live in.

In short refers to the last stage of discourse in the extract (49) and signals to the reader that a summary of the essay will be provided in this part at the very end of the argumentative essay. In the other extract (50), *to conclude* also introduces the concluding part to the reader and used as a frame marker for indicating the last stage of discourse.

Additionally, the rest of the items including *now, for this point* and *all in all* occurred only once as frame markers, which are illustrated in the following extracts.

(51) *Now,* the idea of caring for the environment is a new one. We are slowly becoming more aware & are beginning to take more precautions. The ideas above are just a few of the topics we are now concerned with. But we are heading in the right direction & hopeful by the 21st century we will have fixed everything we have destroyed!

(52) *For this point,* as a nursing student, the indications of this are ominous, patients I treat will not recieveproper care because they are afraid of it costing too much for them to take their medicine. I don't want to be the one to tell them that they can't have a certain medicine because they cant afford it. Because of this, these Federal price regulatory board are necessary to keep fairness on the mind of the pharmaceutical industry.

(53) *All in all,* I feel ATM cards are an excellent invention…The development of computerized technology has enhanced our environment providing convenience and time saving activities which reduce the stress of our every day life.

The analysis of all these three occurrences in the examples above shows that all these three items of *now, for this point* and *all in all* serve the function of frame markers. More specifically, the extract (51) is taken from the last paragraph of an argumentative essay and *now* ends the essay by signalling the end stage of the discourse to the reader. Similar to this, *for this point* also indicates the discourse act in the extract (52) where the fear of the native student writer is revealed after discussion of the indications lack of patient care in the earlier paragraphs and the idea of the writer for the support of necessity of Fedaral price regulatory board. Lastly, all in all also indicates the summary of what has been mentioned so far in the extract (53) which is taken from the last paragraph of an essay.

In addition, the analysis of *overall* showed that only one instance served the function of labelling stage in the whole corpus even though it occurred five times in the native data. The one instance is presented below:

> (54) *Overall* the television has caused a radical change in our lives-we are open
> to manipulation as well as stimulation. The television a powerful and dangerous
> tool. It can greatly inhance & improve our lives, but it is most important to be
> aware of the fact that it is a manipulator. We must watch what we watch.

In the excerpt (54) above, the frame marker *overall* denotes an end to the argumentative essay and is used to label the end stage of the discourse. Thus, what has been mentioned so far is summarized through the use of the item *overall*.

Apart from the eight types of frame markers that are used to direct readers through the stages within the discourse, some other kinds of items such as *so far and at this stage/point* were also searched in the American students' corpus; however, they were found not to serve function of labelling stages in argumentative texts.

Furthermore, the items such as *by/thus far, briefly, in brief, in sum/summary, to sum up/summarize, on the whole, taking everything into account, above all, all things considered* and *to repeat* that fulfill the same function; has not occurred in the American corpus.

4.2.4. Items Used for Announcing Goal in Native Students' Argumentative Essays

According to Table 2, the findings of the data analysis show that the items that are used to announce goals have the least numbers of occurrences with quite limited types. More specifically, American native students employed 5 types of frame marker items with 10 occurrences. In other words, only 6,71 % of all frame markers was used for the function of announcing discourse goal. The item *would like to* has the highest numbers of instances among the other items with 4 occurrences. An instance of the use of *would like to* in the American student data is presented below:

> (55) The first thing I *wold like to* address is the fact that this phrase is incorrect:
> "The Love of Money Is the Root of All Evil". I believe this corrected statement
> to be true. However, since the original subject is <*> I will have to disagree with
> this statement.

In the extract (55) above, the American student misspells the item *'would like to'* as *'wold like to'* to announce his/her aim in pointing out the first claim he/she makes about the truth of a statement. Thus, this item is used on metadiscourse level for explicitly stating the goal of the writer.

Among other items detected, which fulfill this function of frame markers, an instance of the item *purpose* is indicated below:

(56) The *purpose* of this passage is not to convince you to legalize marijuana or to more strictly enforce Marijuana laws. Rather, it's *purpose* is to inform you on all the facts about Marijuana…

The extract (56) below is a good example of the metadiscursive use of the frame marker *purpose* in both instances with the aim of announcing the discourse goal. In the extract, the topic of legalizing Marijuana laws is discussed in argumentative writing and the aim of the essay is explicitly stated to the readers to explain the facts related to Marijuana laws.

Another frame marker *focus* was also searched in the corpus and was used 12 times in total in the data. However, 2 out of 12 instances were found to be used to announce goal as in the extract (57) below.

(57) *The focus of this paper* is on water pollution and its' relationship to the Exchange Theory and the Rational Choice Theory. Human life is dependent on the presence of fresh water.

Here in example (57), the focus of the argumentative essay, that is, water pollution and its relations with theories is explicitly stated. Thus, the item *focus* is used as a frame marker to announce the goal of the discourse.

Another item *section* had only one instance as frame marker and it is illustrated below:

(58) This section is about the comparison of the articles. These two articles differ greatly with respect to physical and social context. Newsweek writes to appeal to a national audience, while JAMA writes to attract a very specific audience…

In the extract (58), the item *section* is used to announce that the two articles, that are, Newsweek and Jama will be compared in the following part. Thus, it serves a metadiscursive function and announce the goal of the writer in this part of discourse.

The results of the study indicate that the item *intend to* also had one instance of frame marker use which is provided in the example (59).

(59) This topic has many sides but can be analyzed with two: those who advocate rational suicide and those who oppose it. To analyze specific values and consequences, I will only intend to discuss the opponents of suicide.

As it is clearly seen in the extract (59), *intend to* is used to announce the goal of the native student writer to the reader on what topic s/he will focus.

In addition, other types of items that fulfill the same function such as *desire/to, goal, objective, seek to* and *wish to* were also searched in the native data. However, none of these items were used as frame markers to announce discourse goal.

In addition to this, the item *want to* was also searched whether it had metadiscursive function or not and had quite high frequency of use, that is, 44 occurrences in total. However, none of these occurrences served metadiscursive function. Other than that, some other items such as *in this chapter/part/section, aim* and *intention* were also searched in the corpus; however, none of these items occurred in the native data.

4.3. The Frequency Analysis of Frame Markers in the Native and Non-native Corpora

Table 3. *Total Frequency of Frame Marker Instances in Native and Non-Native Corpora*

	Non-native Corpus	Native Corpus	LL Ratio
Corpus size	86,554	84,851	
Total frame marker occurrence	332	149	**+ 67.82**
Token per 10,000 words	**38,35**	**17,56**	

The frequency analysis of two corpora of argumentative essays written by Turkish non-native university students and American native university students demonstrates that there are 332 frame marker instances in 86,554 words in Turkish

students' corpus and 149 frame marker instances in 84,851 words in American native university student corpus.

According to Table 3, the difference in the frequency of frame marker occurrences between two corpora is quite obvious when the raw frequencies are standardized to a common basis per 10,000 words. Regarding this, the comparison between the native and non-native data demonstrates that the argumentative essays written by the Turkish non-native students at ELT Department include much higher numbers of frame marker instances than the argumentative essays written by the American university students, which are 38,35 and 17,56 respectively. In other words, the findings of the comparative analysis indicate that native students employed less than half of frame marker items that the non-native students employed in their essays.

As for statistical analysis, there are statistically significant differences between two corpora in terms of total frame marker use. The results show that there is a significant overuse in terms of total frame marker use in the non-native students' argumentative essays relative to the native students' argumentative essays. More specifically, the ratio of overall frame marker use in the non-native corpus in relation to native corpus is + 67.82 which indicates a significant overuse by the Turkish non-native students compared to native students.

The difference between the two groups in terms of frame marker employment is also presented in the Figure 6 below which demonstrates the visual representation of frequency values of total frame marker occurrence in the native and non-native data.
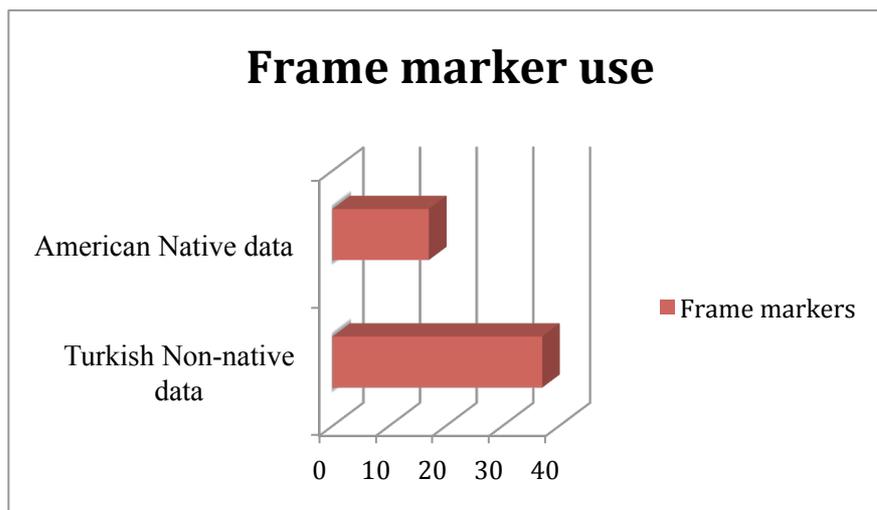
Figure 6: Frequency of Total Frame Marker Use in the Turkish and American Students' Argumentative Essays (per 10,000 words)

According to Figure 6, there is a great discrepancy between the non-native and native argumentative essays in the use of total frame marker hits. Frame markers occur in non-native corpus more than two times more frequently than in native corpus.

Further analysis of the overall frequency distribution of frame marker categories and statistical findings between two corpora are depicted in Table 4.

Table 4. *Frequency Distribution of Types of Frame Markers in Native and Non-Native Corpora (per 10,000 words and LL values)*

FM Types	Non-native Corpus (86,554 words)		Native Corpus (84,851 words)		LL Ratio
	Raw no.	Per 10,000 words	Raw no.	Per 10,000 words	
Sequencing	231	**26,68**	84	**9,89**	**+ 68.45**
Topic shift	15	**1,73**	38	**4.49**	**- 10.78**
Label stage	82	**9,47**	17	**2**	**+ 45.16**
Announce goal	4	0,46	10	1,17	**- 2.78**
TOTAL	332	**38,35**	149	**17,56**	**+67.82**

Table 4 depicts the frequency-based analysis of all four categories of frame markers employed by both Turkish and American university students in their argumentative essays. More specifically, Table 4 presents the raw numbers of frame marker instances, total frame marker occurrence per 10,000 words and Log-Likelihood values.

According to the results of the study, the comparison between native and non-native corpora reveal differences in the use of frame markers in terms of frequency of types of functions.

To begin with, the comparison between two corpora shows that the non-native corpus includes a total of 231 frame marker occurrences used for sequencing in a total of 332 tokens in all categories whereas the native corpus includes 84 instances for sequencing in a total of 149 tokens. The comparison of word-based frequency of sequencing items per 10,000 words also indicates that the non-native students employ

sequencers (26,68 occurrences per 10,000 words) as almost three times as those used by their native counterparts (9,89 occurrences per 10,000 words). Additionally, in terms of statistical difference, the LL ratio of sequencing items is + 68.45 which indicates a significant overuse in non-native data relative to native data.

Secondly, the analysis of the frame markers which serve the function of topic shift reveals that in contrast to sequencing item use, the native students' argumentative essays include higher numbers of these kinds of frame markers than the non-native students' argumentative essays. In quantitative terms, frame markers fulfilling this function occurred in 38 tokens in the native data whereas they occurred in 15 tokens in the non-native data. When the frequencies are normalized due to the inequality in corpus size to be able to compare in equal terms, the findings indicate that these types of frame markers occurred in larger quantities in the native students' argumentative essays, namely, 4,49 occurrences per 10,000 words compared to those in the non-native students' argumentative essays, which is 1,73 occurrences per 10,000 words. As for statistical results, the LL ratio of frame markers that are used for topic shift is -10.78. This means that non-native students' argumentative essays include lower numbers of frame marker items that are used for indicating topic shift than native students' argumentative essays.

Thirdly, as in the case of sequencing item use, Table 4 shows that non-native students employed frame markers in order to label stages in their argumentative essays more than four times as frequently as native students. As for quantitative results, it was revealed that non-native argumentative essays contained 82 instances of these kinds of frame markers in a total of 332 tokens whereas native argumentative essays contained 17 instances of these kinds of frame markers in a total of 149 tokens. Moreover, the comparison between the native and non-native data indicates that the former include 2,00 occurrences of frame markers fulfilling this function per 10,000 words while the latter include 9,47 occurrences per 10,000 words. In terms of statistical findings, it is revealed that the LL ratio of frame markers used for labelling stages is (+45.16) which indicates a significant overuse in the non-native data compared to native data. This means that the non-native students' argumentative essays include higher occurrences of these markers compared to native argumentative essays.

Fourthly and lastly, the comparison of frame markers which are used to announce goal in discourse reveal that there are very few instances of these kinds of frame markers in both corpora and even fewer in the Turkish non-native students' argumentative essays. Quantitatively, the results show that the non-native students employ only two types of frame markers to announce goal with 4 instances in a total of 332 tokens. In regards to frame marker use in native data, the native students use 5 types of frame markers for the function of announcing discourse goal with 10 instances in 149 tokens in total. Namely, word-based frequency analysis of frame markers that fulfill the function of announcing goal shows that native argumentative essays include higher numbers of occurrences (1,17 occurrences per 10,000 words) compared to non-native students' argumentative essays (0,46 occurrences per 10,000 words). In terms of statistical findings, the LL ratio of total frame markers used for the function of announcing goal is -2.78 which demonstrates that non-native argumentative essays include much lower numbers of these types of frame markers than native argumentative essays.

When we have a look at Figure 7 below, it is obvious that sequencing items outnumber all other sub-categories of frame markers in both native and non-native data. The frame markers which label stages follow sequencing markers in the non-native data in terms of frequency of occurrence whereas it is the category of topic shift which has the highest numbers of instances ranking the second after sequencing markers in the native data. Next, the category of topic shift ranks the third in the non-native data while it is the category of labelling stage which ranks the third in the native data. Finally, the category of announcing goal is the one that has the lowest numbers of instances and constitute a very small proportion of frame markers in both native and non-native corpora.
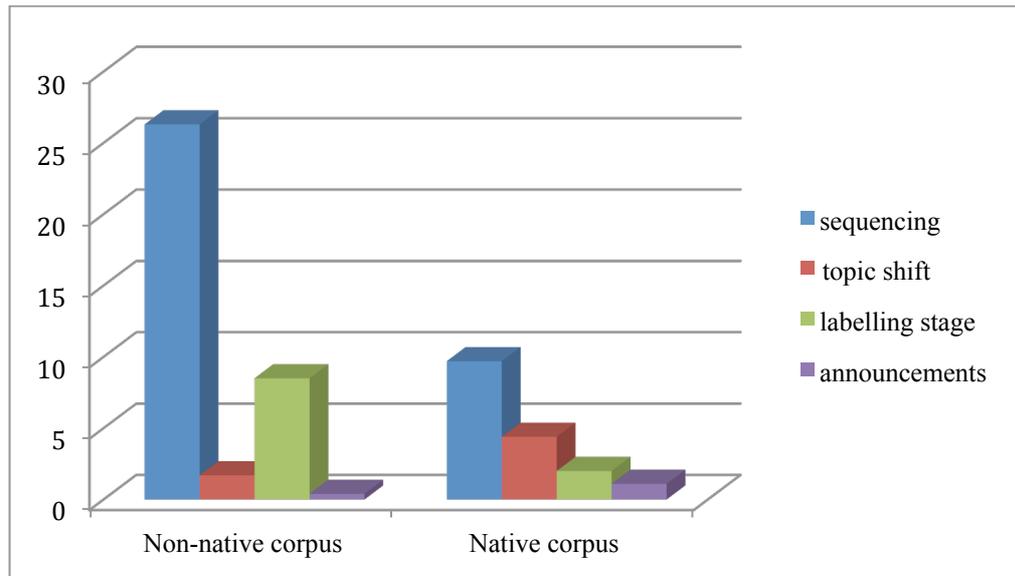
Figure 7. Frequency Distribution of Frame Marker Types in Turkish and American Students' Argumentative Essays (per 10,000 words)

Having explained the frequency occurrences of frame markers in terms of functions, Table 5 displays the variation in types of items in native and non-native corpora.

Table 5. *Frequency and Log-Likelihood Ratio of Types of Frame Marker Items in terms of Variation in Non-Native Corpus in Relation to Native Corpus*

| Type of function | Non-native Corpus | | Native Corpus | | |
	Types	per 10,000 words	Types	per 10,000 words	LL ratio
Sequencing	20	4,65	14	4	+ 0.95
Labelling stage	16	3,72	8	2,28	**+ 2.56**
Topic shift	5	1,16	8	2,28	- 0.76
Announcing goal	2	0,46	5	1,42	- 1.39
Total	**43**	10	**35**	10	**+ 0.67**

According to Table 5, the findings of the word-based frequency distribution and Log-likelihood analysis indicate that non-native data has more variation in terms of types of sequencing items and items of labelling stages than native data. In other words, the native students use less diverse types of sequencing items (14 types and 4 types per 10,000 words) and items of labelling stages (8 types and 2,28 types per 10,000 words) compared to non-native students (20 types and 4,65 per 10,000 words and 16 types and 3,72 per 10,000 words). As for statistical findings, the LL ratio of sequencing items and items used for labelling stages is +0.95 and + 2.56 respectively. In both cases, non-native data include higher variation in types of these items compared to native data. In contrast to this, non-native data include less diverse types of items used for announcing goal and topic shift compared to native data. In quantitative terms, the frame markers used for topic shift is 2.28 types per 10,000 words in the native data and 1,16 types per 10.000 words in the non-native data. The LL ratio of these types of markers is -0.76, which is not high. As for the items used for announcing goal, the LL ratio is -1.39. In both cases, there is a slight underuse in terms of employment of different types of frame marker types in announcing goal and shifting topic in the non-native corpus compared to native corpus.

In addition, the overall statistical analysis of all frame marker types shows that non-native students employ slightly more diverse types of items in their argumentative essays relative to native students. However, this overuse in the non-native data is not high. In other words, quantitative results demonstrate that the overall frequency of types of items in all categories in the native and non-native data is respectively 43 and 35 types and the LL ratio is + 0.67 which is not high

In order to examine the similarities and differences between the native and non-native corpora in terms of frequency and types of frame marker items and to better highlight whether both groups of students employ the same items or different items or with same frequency or not, each item is analyzed based on the frequency of occurrence per 10,000 words. Table 6 below demonstrates the comparative analysis of the items found in both native and non-native corpora with their frequencies.

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Table 6. *Frequency Distribution of Frame Marker Items in Turkish and American Students' Argumentative Essays (per 10,000 words and LL Ratio)*

Function	Item	Non-native Corpus Occurrence Per 10,000 words	Native Corpus Occurrence Per 10,000 words	LL Ratio
Sequencing	*Another*	**5,19**	**2,94**	+5.40
	One	**2,54**	**1,17**	+4.38
	First	1,96	1,29	+1.18
	Firstly	**2,42**	**0,11**	**+21.97**
	First of all	1,15	0,23	+5.66
	To start with	0,23	-	
	To begin with	0,23	-	
	Second	**1,73**	**0,58**	+5.04
	Secondly	**3,46**	**0,11**	**+33.57**
	Third	1,38	1,17	+0.14
	Thirdly	**1,38**	-	
	Fourth	0,23	-	
	Fourthly	0,11	-	
	Final	0,11	0,23	-0.36
	Finally	**2,31**	**0,47**	**+11.33**
	Last	**1,03**	**0,23**	+4.68
	Lastly	0,57	-	
	Last of all	0,23	-	
	Then	0,11	-	
	Other	0,23	0,11	+0.32
	Next	-	0,70	
	Part	-	0,47	
Topic shift	*So*	**0,57**	**1,53**	**-3.84**
	In terms of	0,46	0,35	+0.12
	As for	0,34	0,47	-0.16
	Now	0,23	0,70	-2.17
	Well	0,11	0,47	-1.99
	In the case of	-	0,58	
	In regard to	-	0,11	
	Concerning	-	0,23	

	In conclusion	**3,00**	**0,70**	**+13.08**
	Consequently	**1,50**	**0,35**	**+5.40**
	To sum up	1,27	-	
	All in all	0,80	0,11	+4.94
	In this point	0,23	-	
	At this point	0,23	-	
	Briefly	0,46	-	
Labelling stage	*To conclude*	0,34	0,23	+0.18
	In short	0,46	0,23	+0.64
	All things considered	0,23	-	
	Taking everything into account	0,34	-	
	In brief	0,11	-	
	In summary	0,11	-	
	To summarize	0,11	-	
	As a consequence	0,11	-	
	Above all	0,11	-	
	Now	-	0,11	
	For this point	-	0,11	
	Overall	-	0,11	
Announcing goal	*Want to*	0,34	-	
	Would like	0,11	0,47	-1.99
	Focus	-	0,23	
	Purpose	-	0,23	
	Section	-	0,11	
	Intend to	-	0,11	
Total		38,35	17,56	

Table 6 displays the word-based frequency analysis of all the items used in native and non-native corpora comparatively. The overall results show that 23 items are found to occur in both corpora with different frequencies. For instance, the sequencing item *another* had the highest frequency of occurrence in both non-native and native corpora with 5,19 and 2,94 occurrences per 10,000 words. This reveals that *another* had the highest frequency of occurrence among all other items in both corpora, yet it has much higher numbers of occurrences in the non-native corpus compared to native corpus. The sequencing items that occur in both corpora consist of *second/ly, another, one, first/ly, final/ly, third, first of all, last,* and *other*. The items that are used by both

groups for labelling stages include *consequently, in short, in conclusion, all in all,* and *to conclude*. The items of topic shift employed by both groups consist of *now, well, as for, in terms of,* and *so.* And the item of announcing goal is *would like to.* The comparison of frame marker items common in non-native and native corpora reveals that the items *another* and *one* are among the most frequently used items among all other frame markers, which belong to the category of sequencing. Other than this, *secondly, in conclusion* and *firstly* are among the top five frame markers in the non-native corpus whereas they are the items *so, first* and *third* which are among the top five frame markers. As for functions, in both data, four items belong to the category of sequencing among the top five frame markers.

As for statistical analysis, in order to compare the native and non-native corpora, the ratios of only the items that are used in both corpora are calculated. Thus, among these 23 items which are common in both corpora, 17 items revealed overuse whereas the rest of them, that is, 6 items revealed underuse in the non-native corpus relative to native corpus. A more detailed analysis of the items shows that the four items consisting of *secondly, firstly, in conclusion* and *finally* occur statistically with higher frequencies in the non-native students' argumentative essays in comparison to the native ones. Namely, the ratio of these items are respectively + 33.57, +21.97, +13.08, +11.33. In contrast to this, the item *so* occur statistically with lower amounts in the non-native students' argumentative essays in comparison to the native argumentative essays, LL ratio of which is -3,84.

Having analyzed the 23 frame markers which are common in both corpora, the analysis of frame markers different in each corpus with different frequency of occurrence reveals that there are differences in the use of types of items and their functions between native and non-native corpora.

On the one hand, the argumentative essays written by non-native students contain 20 different frame marker items occurring in different frequency of occurrences which are not found in the argumentative essays written by the native students. For instance, the sequencing item *thirdly* has the highest frequency of use (1,38 occurrences per 10,000 words) among all other items in the non-native corpus. In contrast to this, four frame markers that are *then, in brief, in summary* and *to summarize* have the lowest frequency of use with equal numbers (0,11 occurrences per 10,000 words). As for

categorical analysis of these items, apart from the 23 items analyzed above that occurred in both native and non-native data, 11 items of labelling stages, 8 sequencing items and 1 item of announcing goal also occurred in the non-native data. However, there is not any item from the category of topic shift.

On the other hand, taking the native students' argumentative essays into consideration, 12 frame marker items that are not used by the non-native students are found in the native corpus. When it is compared to the total frequency of frame marker occurrence in the non-native data, the native data contain less numbers of frame markers that are not used in the non-native data. Other than this, the items do not differ from each other much in terms of frequency of occurrence in the native data. Among all these frame markers, the sequencing item *next* has the highest frequency of use (0,70 occurrences per 10,000 words). In contrast, 6 items consisting of the items of labelling stages (*now, for this point,* and *overall*) and the items of announcing goal (*section* and *intend to*) have equal and the lowest numbers of occurrences (0,11 occurrences per 10,000 words) in the native corpus. In terms of categorical distribution, all of four categories of items are detected in the native corpus consisting of 4 items of announcing goal, 3 items of topic shift, 3 items of labelling stages and 2 sequencing items occurred in the native data.

To sum up, non-native university students employed frame markers with more diverse types of items and higher frequency of use compared to their native counterparts. However, as for categorical analysis, both native and non-native students did not use similar proportion of functions of frame markers.

4.4. Discussion

Overall findings of the analysis of frame markers demonstrate that the category of sequencing brings out the greatest difference in frequency distribution in both native and non-native corpora and outnumbered all other categories, which has been evidenced in the findings of a number of previous studies (e.g. Esmaili & Sadeghi, 2012; González, 2005; Heng & Tan, 2010; Hyland, 1999; Li & Wharton, 2012; Noble, 2010; Noorian & Biria, 2010; Pooresfahani et al., 2012). This suggests that both native and non-native university students appear to mostly favour sequencing items in order to mark certain positions in a series of ideas, claims or counter/arguments and to help readers in the process of decoding. However, this finding contrasts with some of the

studies which yielded very sparse use of sequencing items in the research articles written by the English native and Norwegian (e.g. Blagojevic, 2004) and Persian (e.g. Farrokhi & Ashrafi, 2009) non-native writers. This difference in the findings between the present study and these studies might stem from the genre difference in that these studies indicated above handled with research articles.

In contrast to abundant use of sequencing items, the rare use of the items that announce discourse goal in the writings of native and non-native essays among all four categories of frame markers that has been revealed in the present study has also been evidenced in the previous studies in various text types such as argumentative essays (e.g Ädel, 2006; Heng & Tan, 2010), textbooks (e.g. Crismore, 1983), websites (e.g. Gonzales, 2005), and master theses (e.g. Burneikaitė, 2008; Marandi, 2003) and research articles (e.g. Farrokhi & Ashrafi, 2009). This difference between the findings of studies might stem from the text type analyzed within the scope of these studies since they dealt with different genres as indicated above.

An insight into the findings in non-native data indicates that the non-native students employ a variety of different frame markers in their argumentative essays and this finding has been evidenced in the finding of the study of Anwardeen et al. (2013) revealing the use of various types of items in the Malaysian non-native students' argumentative essays. As regards the item analysis, the findings of the present study supports the findings of the previous studies (e.g. Anwardeen et al., 2013; Heng & Tan, 2010) in that *first/ly* and *in conclusion* occurred in substantial numbers in the non-native students' argumentative essays. In addition, the findings of this study are consistent with the findings of the study of Heng and Tan (2010) in that the Malaysian non-native learners did not employ frame markers to announce goals (*objective, intend to, aim, purpose*) and shift topic (*i.e. re/turn to, with regard to*) as it is the case with Turkish non-native learners. In contrast to the bare use of *now* and *want to* in the current study, Anwardeen et al. (2013) found that they frequently occurred in non-native learners' essays. This study also contradicts with the study of Heng and Tan (2010) in that the Malaysian non-native students did not employ frame markers to label text stages in the argumentative essays whereas the Turkish non-native learners frequently employed frame markers for labelling stages in their essays.

Regarding these findings, instruction-based factors related to essay writing

might account for the variability in the findings of this study as suggested by Burneikaitė (2009a). More specifically, the categorical difference in the use of frame markers in non-native students' argumentative essays could stem from the fact that they are already familiar with some of the items that are used for sequencing and labelling stages presented to students in classroom materials or guidelines in the writing course. However, the course pack given to students as writing course material does not include the items from all categories. The list given in the course material that includes the items of labelling stages and sequencing which are provided in Appendix B. More specifically, the sequencing items are included in the list given as transitions in the teaching material and students are provided with useful tips for production of well-developed essays and asked to use sequencing in organization of their essays. For instance, in the course pack, the students are informed about listing the reasons to support their ideas and the thesis statement if it is possible for reasons to be explained in a sequence. This kind of instruction might also led to the finding that most of non-native students frequently effectively listed the reasons which supported their thesis statement or refuted the opposing views. In addition, in the course material, apart from listing the reasons, they are asked to underline the sequencing items of markers used for labelling stages or complete the missing parts with these markers in different parts of argumentative essays. This kind of instruction and the excercises might have led most of non-native students to use the sequencing items more frequently than the native speakers in the organization of different ideas in their essays and they used even the ones (*i.e. all things considered, taking everything into consideration*) which had no instances in the native data. Thus, it is possible that classroom instructions and the list of markers given in course material enabled Turkish students be aware of these items and helped them use especially in making explicit references to the sequences of claims or ideas and different stages in discourse. In contrast to this, the items that are used to announce discourse goal or shift topic are not even provided. Therefore, the non-native students in the present study might have not been able to use the items serving different functions due to the inexperience with using them and lack of awareness in the target items included in different categories searched in the corpus. Hence, the lack of input provided by teaching materials or the guidelines might have led to lower numbers of items used for topic shift and announcing goal.

In addition to this, another possible reason for the rare use of items for topic shift or announcement of goal in the non-native corpus could be that the Turkish language learners have not totally harmonized themselves with the target language, the native speakers of which are generally said to make their purpose explicit, and conventions of the target language (Akbaş, 2012; Hyland, 2005a). Due to the cultural conventions, in Turkish context, non-native students seem to have less inclination to explicitly announce their goal and shift the topic or argument in their written production and more tendency to explicitly indicate a series of ideas or arguments in a sequence and label text stages whereas English language is the representative of a reader-oriented and writer responsible culture and the English texts as the cultural products are expected to make the author's aim visible, to provide explicit signposts for the reader for establishment of communication and guidance through text organization (Dahl, 2004; Mauranen 2001; Mur-Duen̄as, 2011; Noorian & Biria, 2010). Besides this, English writer or speaker has the responsibility for maintaining effective communication and making clear and well-organized statements and communicating a message to the reader (Hinds, 1987). In addition, Mok (1993) states "the reader-oriented approach of English writing makes writers responsible for presenting their views clearly" (155). Unity is central to English writing in which 'readers expect and require landmarks along the way' (67). Moreover, it is the writer's responsibility to 'provide appropriate transitions for reader to piece together the thread of writer's logic which binds the composition together' (67). Thus, the writer is expected to assume very heavy responsibility since most of propositional structure is to be provided by writers in English (Mok, 1993). Similarly, Rashidi and Souzandehfar (2010) argue that writer responsibility is favored in the American and British style of writing and that English writer guides reader through explicit references in organization of texts, which is also supported by Wolfe (2008). In addition, Hyland (2005a) argues that Anglo-American English language is more inclined to be explicit in terms of structure and purposes. Supporting this, Ädel (2008) states that American writers attempt to make themselves visible in the texts by making explicit references to structure of text and to imagined readers of text, but in her study, the author revealed that they did not even come close to extremes of Swedish learners of English in terms of metadiscourse use, which has been partly evidenced in the present study.

In the light of the above views we can say that the Turkish non-native students try to reveal their presence in the text and guide readers explicitly throughout the text. by overusing the frame markers they learned during their courses but ignored the others since either they are not aware of them or they have not fully developed a reader oriented view. As Ädel (2006) argues that language learners have less familiarity with the target language and have more awareness in choosing the appropriate linguistic devices for successful communication. This has also been evidenced in some of previous studies that investigated the writings of language learners with different L1, such as Swedish learners (Ädel, 2006), Persian learners (Faghih & Rahimpour, 2009) and which contradicts with the findings of the study with Malaysian learners (Heng & Tan, 2010) which found that native English speakers employed wider variety of frame markers (43 types) compared to Malaysian undergraduates (20 types).

Genre comparability as suggested by Ädel (2008) may also account for the differences in the results of the analysis of native and non-native students' writings. In fact, argumentative essays written by native and non-native students were specifically chosen and analyzed for comparability. However, an insight into the essays reveals that some of the native essays seem to be organized more like expository essays and provide with explanations instead of opposing, supporting or refuting the ideas or claims. In addition, some of these essays seem to be more like narratives in character in that some native students base their arguments around his/her own experiences or a specific real life event and organize their essays around this event as narrative. For instance, some of the topics in the native data were related to the great inventions or discoveries of 20th century and their impact on people's lives, inclusion of prayer in public schools, adoption, corporal punishment, violence on television, racism and AIDS and the analysis of some essays related to these topics revealed that some students defined what the related topic was, how it emerged or what benefits or advantages it had and explained the topic based on the evidences from a real experience rather than arguing for/against different opposing views. Therefore, they might have not felt necessity to sequence the ideas or points or make shifts in topic or announce their goal. In contrast to native data, an insight into non-native essays shows that most of non-native students' argumentative essays are organized in the format of argumentative type of writing in which students argued for and against the selected topics and supported their view by

refuting the opposing views in a sequence. Furthermore, they mostly made use of the sequencing items in listing the reasons while arguing for/against the related issue. In addition, they also used frame markers to label the end stage of their essays to summarize what they have discussed and supported. For instance, one of the topics in the non-native data is related to whether Facebook is the beginning of the new era or not and the analysis of some essays related to this topic revealed that the reasons why Facebook is the beginning of new era are listed or the disadvantages/advantages are ordered in sequence through the use of frame markers. In another example, the analysis of some essays related to the topic of art, music and drama inclusion in university education revealed that reasons for supporting inclusion of art and the arguments against it are sequenced through the use of frame markers. Considering this difference between two groups, the fact that native students wrote their essays in the narrative or expository mode rather than argumentative mode by selecting the argumentative topics might have led the difference in the numbers of argumentative essays and frame marker use.

Considering the item analysis in native and non-native corpora, the finding that sequencing item *then* is also almost non-existent in the written texts of native and non-native students in the current study contrasts with the findings of several studies (e.g. Hempel & Degand, 2006; Ünsal, 2008). Ünsal's findings are based on reseach articles whereas Hempel and Degand's study is on academic writing of French and English students. In the latter, English participants used the item less than the French participants on the contrary in our study neither of the groups used the item. In fact, *then* occurred 65 times in the non-native corpus and 111 times in the native corpus. However, none of these instances except one in the non-native corpus served metadiscursive function. Rather, these instances only indicate that this item was used as a time expression to sequence the events occurring in time in the arguemtnative essays in this study.

5. CHAPTER FIVE
CONCLUSION AND IMPLICATIONS

The current chapter is devoted to a brief summary and the conclusion drawn from the findings of the study and the implications suggested to both teachers and students in terms of pedagogical concerns and to researchers for further research in the light of the results of the study.

5.1. Summary of the Study

This study was designed to investigate the use of frame markers in the English argumentative essays produced by Turkish and American university students and to compare the two groups to find out the differences and similarities in terms of frequency and functions of frame markers used in the essays. In order to meet the aims of the study, 100 argumentative essays of native students are drawn from LOCNESS Corpus and 100 argumentative essays of non-native students are drawn from the collection of argumentative essays compiled for the current study through simple random sampling method. All the essays are analyzed via AntConc. 3.2.4 software program to identify the frame marker items and analyze each context where they occur one-by-one both automatically and manually with the help of another researcher. Hyland (2005a)'s taxonomy of functions was used and frame markers were analyzed depending on four categories of functions consisting of sequencing, labelling stage, topic shift and announcing goal. Besides calculation of raw numbers and percentages, the frequency of frame marker occurrence was also calculated by using word-based method and analyzed per 10,000 words to standardize the sizes of two corpora to a common basis. The findings obtained from the analysis of two corpora are compared through the use of Log-likelihood calculator to determine if the difference is meaningful or not.

The findings of the study demonstrate that 43 different types of frame marker items occurred in the non-native data 332 times. The categorical distribution of these items used by Turkish students is as follows:

Sequencing: *first/ly, first of all, to start/begin with, second/ly, third/ly, fourth/ly, final/ly, last/ly, last of all, one, another, then, other*

Labelling stage: *in/at this point, all in all, briefly, in conclusion, to conclude, in short, to sum up, consequently, all things considered, taking everything into account, in brief, in summary, to summarize, as a consequence, above all*

Topic shift: *so, in terms of, as for, now, well*

Announcing goal: *want to, would like to*

More specifically, the frequency distribution of frame marker categories shows that 20 types of sequencing items occurred 231 times, 16 types of items used for labelling stages occurred 82 times, 5 types of items used for topic shift occurred 15 times and 2 types of items used for announcing goal occurred 4 times in the non-native data.

As for the native data, 35 types of frame markers occurred in the native data 149 times. The categorical distribution of frame markers detected in the native data is as follows:

Sequencing: *first/ly, first of all, second/ly, third, final/ly, one, another, other, next, part, last*

Labelling stage: *in conclusion, consequently, now, for this point, all in all, to conclude, in short, overall*

Topic shift: *so, now, in the case of, well, as for, in terms of, concerning, in regard to*

Announcing goal: *would like to, focus, purpose, section, intend to*

The frequency distribution of frame markers in terms of functions shows that native data includes 84 occurrences of 14 types of sequencing items, 38 occurrences of 8 types of items used for topic shift, 17 occurrences of 8 types of items used for labelling stages and 10 occurrences of 5 types of items used for announcing goal.

The findings of the data analysis yield both similarities and differences between two corpora in terms of total frame marker use and categorical frequency distribution. In terms of similarity, both groups used the frame markers mostly with the aim of listing the points, counter/arguments or evidence in a sequence and used very limited types and numbers of frame markers to announce the goal of parts of the text or the discourse. The analysis of variation in the use of frame marker items also revealed similarity in two corpora in that overall, argumentative essays written by both groups include similar proportion of variety of items. As for the item analysis in both corpora, one other

similarity is that the items *another* and *one* are among the most frequently used frame markers in both native and non-native data. The items *first* and *firstly* are also among the most frequently used five frame markers in the native and non-native data respectively.

In terms of differences, there is a significant difference between the native and non-native data in terms of overall frequency of frame marker use. Namely, the non-native students employ frame markers more than two times more often than native students do. The statistical findings also confirm the findings of word-based frequency analysis in that non-native students significantly overused frame markers compared to the native students. As for categorical difference, the comparison between the two corpora indicates that the sharpest variation in native and non-native data is in the frame marker use of sequencing which occurred in non-native data almost three times more frequently than in native data. Another remarkable variation is found in the frequency of frame markers which are used for labelling stages which occurred in non-native data four times more often than in native data. As for variety in the use of items, non-native students' argumentative essays included significantly more types of items with this function. In terms of item analysis, *in conclusion* and *finally* are significantly overused in the non-native students' argumentative essays in comparison to the native students' argumentative essays. Conversely, the findings of the study reveal that this is not the case with the use of frame markers which serve the function of topic shift and announcing goal. In other words, the non-native students do not make use of the items as frequently as the native students in announcing discourse goal and making topic shift. More specifically, the findings of the study reveal that the frame markers used for topic shift and announcing goal occurred in the native data more than two times more often than in non-native data. The statistical analysis of data shows that the items that are used for topic shift are much more significantly underused in non-native corpus compared to native data. As for variation in types of items, non-native students employ less types of items for announcing goal and topic shift than native students. Statistical findings of item analysis also demonstrate that specifically *so* and *now* are significantly underused by the non-native students compared to native students.

5.2. Conclusion

Based on the findings obtained from the data analysis, we can conclude that non-native students used frame markers more frequently and with more diverse types compared to native students and there is a variation and difference in the use of frame markers between native and non-native students. Turkish students are much more concerned with the sequential organization of pieces of arguments in their argumentative essays and employ a great amount of sequencers in guiding their readers. This suggests that non-native students are aware of the necessity of being explicit and tended to provide explicit signposts for readers to follow and effectively used certain sequencing items in listing the reasons to support their ideas or refute the opposing ideas since they were taught how to use and employed most of the items that were introduced to them in their course pack within the frame of their course. Thus, giving the lists of items to students has been proved to be useful and raised students' awareness and helped them use these items in the organization of their essays. However, the lower frequency of frame markers used for topic shift and announcing goal suggests that non-native students do not tend to make their aims visible in the text and do not explicitly state their goals and make shift in topics through the use of frame markers as native university students do even though very few instances of these items were found in both corpora. This could be the indication of lack of experience and of the ongoing development stage. Further it can be concluded that nonnative students need to be informed about other types of frame markers such as the ones indicating topic shift and more experience with different text types.

5.3. IMPLICATIONS

5.3.1.Implications for Teaching

The findings of the present research provide various pedagogical implications regarding the second/foreign language teaching and suggestions for language learners and teachers.

The results of the current research proves to be useful in integrating frame marker teaching into the academic second/foreign language writing courses and increasing awareness of students in the use of frame markers and their functions within particular contexts and maximizing the variation in frame marker use. This is because of the fact that non-native students involved in the study are provided the list of items used for sequencing and labelling stages in course material and they effectively used sequencing items in listing their ideas/ supporting and refuting points, counter/arguments and organizing their essays and the items used for labelling different segments of text. However, the list given to students did not include the items used for announcing goal or topic shift. In parallel to this, non-native students used the frame markers to make topic shifts very infrequently and in restricted types and barely employed the frame marker items for announcing their goals. Based on this finding, it is reasonable to conclude that giving students the lists of items, specifically the sequencing items and items of labelling stages helped them use these markers. Therefore, teachers could tailor their writing courses to the needs of their students to train them in effective use of frame markers especially the items used for announcing goal and topic shift and help them identify occurrences of frame markers through these discourse organizers (Alavinia & Zarza, 2011).

To achieve this, raising awareness of students related to metadiscourse markers could help writers judge when and where they use them, which markers they employ and for what information they use and so on. This is particularly important at tertiary level to enable learners of English describe the way of writers' reasoning in their arguments and their positions and better structure their essays (Bruce, 1989). Also, in order to ensure that they make use of a wider repertoire of frame markers in their texts and to prevent their use of limited types and their excessive use, it is also important to introduce the different types of markers with their alternatives apart from the markers

ANADOLU ÜNİVERSİTESİ

that they consistently employ in their writings (Li & Wharton, 2012). In addition, providing frame marker items with their contextual information could be helpful for students to better understand the functions of items that occur within their specific contexts. Apart from that, peer revision groups could also be formed in order for students to discuss the metadiscourse use of their peer's text or make judgment on the writer's intended meaning and reader's expectation or interpretation, which is suggested by Vande Kopple (1985) and supported in the findings of the study of Cheng and Steffensen (1996).

Additionally, awareness in cross-cultural differences between the target language and the native language is also of value for non-native writers of English to become a part of the target language discourse community which could enable us to realize the widely accepted features of English culture and traditions of the target language and put aside the native language habits (Mok, 1993). Adjusting to the English way of writing may not be difficult for Turkish non-native students since the results have also proven that Turkish students used the linguistic signposts to explicitly guide the readers through different parts of their essays and series of ideas. Taking the centrality of writer responsibility in English language, it can be helpful for teachers to teach their students the expectations of English readers and also to make them aware of the necessity to express the discourse goal and introduce new topics through the use of frame markers since Turkish students did not make use of these markers especially for these purposes in their writings.

In addition to the contribution of metadiscourse use to the effective writing in L2 instructional settings (Faghih & Rahimpour, 2009), even in developing reading skill, the awareness of metadiscourse could facilitate comprehension in that the reader approaches to a written text with an awareness of the discourse organization with the presence of certain kinds of resources including specifically frame markers along with other markers (Aidinlou & Vafaee, 2012; Camiciottoli, 2003; Intarapraw & Steffensen, 1995). Considering this, language teachers could also encourage students to notice how frame markers are used in organization of reading texts in foreign/second language teaching in educational settings.

Moreover, a focus on the metadiscourse studies previously conducted could be included in academic writing instruction to shed light on the practices typical of native

and non-native writing (Burneikaitė, 2009). In other words, the results obtained from the metadiscourse analysis of different types of genres in the previous studies could be used in instructional settings in writing courses for students to be aware of how language is used in certain type of genre by the native and non-native students who are different in terms of conventions and educational background and to establish their patterns in frame marker use.

The final suggestion is that the native and non-native argumentative essays compiled for the purposes of the study could be applied to language teaching as a pedagogic material in educational settings for the analysis of the language use through examining the corpus instances of frame markers in their contexts written by both native and non-native speakers of English. By doing this, language learners could make use of the corpus and identify the differences between native and non-native learners and any type of difficulties that the non-native learners experience in their target language.

5.3.2.Implications for Further Research

A number of suggestions are provided for conducting further studies regarding this field of research.

For one thing, the current study has evidenced that Turkish students heavily rely on the use of sequencing items in the organization of ideas, arguments and points and those for labelling stages in their essays rather than the items that are used for topic shift and announcing their goals. Considering this, a contrastive study could be designed to investigate frame marker use in the argumentative essays written in Turkish and English by Turkish students in order to find out the parallelisms and differences between the organization of Turkish and English products. More specifically, such an analysis could provide further insights into the sources of dis/similarities in the argumentative essays and also in a variety of texts written in two languages such as L1 transfer, the cross-cultural factors, interlanguage, mother tongue effect or individual writer styles in writing and type of genre effect.

Another suggestion is that data of the present study is restricted to the corpus size of 200 argumentative texts written by native American students and the Turkish non-native students and thus could possibly be not generalized to other types of genres

or British native speakers of English or other non-native learners with different L1. For this reason, further research could be designed by considering these features and study with larger corpus comprised of different types of genres written by British native speakers of English along with non-native language learners with different L1.

As a final suggestion, further studies could also analyze other types of metadiscourse markers along with frame markers in order to make comparisons between/among these markers.

6. APPENDICES

6.1. APPENDIX A- FRAME MARKERS IN THE TURKISH NON-NATIVE AND NATIVE AMERICAN STUDENTS' ARGUMENTATIVE ESSAYS

Type of function	Type of FM item	Turkish Non-native Student Corpus		Native American student corpus	
		Raw no.	Total	Raw no.	Total
Sequencing	*Firstly*	21	26	1	1
	First of all	10	10	2	2
	First	17	54	11	61
	At first	-	2	-	6
	To start with	2	2	-	-
	To begin with	2	2	-	-
	Secondly	30	30	1	1
	Second	15	27	5	28
	Thirdly	12	12	-	-
	Third	12	21	10	21
	Fourthly	1	1	-	-
	Fourth	2	4	-	5
	Finally	20	23	4	9
	Final	1	3	2	8
	Lastly	5	6	-	-
	Last	9	33	2	19
	Last of all	2	2	-	-
	One	22	186	10	338
	Another	45	76	25	107
	Fifth/ly	-	-	-	-
	Next	-	5	6	23
	Subsequently	-	-	-	-
	Then	1	65	-	111
	Chapter	-	-	-	-
	Part	-	111	4	59
	Section	-	2	-	6
	Other	-	255	1	188
	Last but not least	-	-	-	-
	Respectively	-	-	-	-
Total	**30**	**231**	**953**	**84**	**993**

Topic Shift	Now	2	49	6	92
	So	5	303	13	201
	Well	1	71	4	95
	As for	3	3	4	5
	In terms of	4	27	3	8
	Back to	-	3	-	9
	Digress	-	-	-	-
	In regard to	-	-	1	3
	With regard to	-	1	-	-
	Move on	-	-	-	-
	Resume	-	-	-	-
	Return to	-	-	-	2
	Shift/ to	-	1	-	-
	To look more closely on	-	-	-	-
	Turn to	-	-	-	1
	Regarding	-	2	-	5
	In the case of	-	1	5	10
	Concerning	-	3	2	13
	Revisit	-	-	-	-
	Let us do	-	-	-	-
	Before doing	-	-	-	-
Total	**21**	**15**	**464**	**38**	**444**
Labelling stage	In this point	2	4	-	-
	At this point	2	2	-	1
	All in all	7	7	1	1
	In brief	1	2	-	-
	Briefly	4	8	-	-
	In conclusion	26	26	6	6
	To conclude	3	3	2	2
	In short	4	7	2	2
	In summary	1	1	-	-
	To sum up	11	11	-	-
	To summarize	1	1	-	-
	Consequently	13	13	3	3
	As a consequence	1	2	-	1
	At this stage	-	-	-	1
	For this point	-	-	1	1
	By far	-	1	-	-
	In sum	-	-	-	-
	On the whole	-	-	-	-
	Overall	-	1	1	5
	So far	-	3	-	1

Category	Term					
	Thus far		-	-	-	-
	To repeat		-	-	-	-
	In consequence		-	-	-	-
	Now		-	49	1	92
	All things considered		2	4	-	-
	Above all		1	4	-	-
	Taking everything into account		3	4	-	-
Total		**27**	**82**	**152**	**17**	**116**
	In this chapter		-	-	-	-
	In this part		-	1	-	-
	In this section		-	-	-	-
	Section		-	2	1	6
Announcing goal	*Part*		-	111	-	59
	Aim		-	21	-	-
	Desire/to		-	23	-	4
	Focus		-	17	2	12
	Goal		-	5	-	4
	Intend to		-	1	1	1
	Intention		-	1	-	-
	Objective		-	-	-	2
	Purpose		-	24	2	14
	Seek to		-	-	-	2
	Want to		3	109	-	44
	Wish to		-	3	-	2
	Propose		-	-	-	3
	Would like		1	3	4	7
Total		**18**	**4**	**320**	**10**	**160**
Total		**96**	**332**	**1889**	**149**	**1713**

6.2. APPENDIX B- A LIST OF TRANSITIONS PROVIDED IN COURSE MATERIAL

To list points	**To conclude**
One major dis/advantage of	*To sum up*
Firstly	*All in all*
First of all	*In conclusion*
To start with	*To conclude*
In the first place	*All things considered*
Secondly	*Above all*
Thirdly	*Taking everything into account*
Finally	
The first reason	
The second reason	
The third reason	
The final reason	
Last but not least	

ANADOLU ÜNİVERSİTESİ

6.3. APPENDIX C- TYPOLOGY OF FRAME MARKERS PROPOSED BY HEMPEL AND DEGAND (2008)

Frame markers

Sequencers	Introduce a new topic	
-Spatial	-Relative to space	On the one hand… on the other hand
-Temporal	-Relative to time	First…then…finally
-Numerical	-Relative to enumeration	Firstly….secondly
Topicalisers	Introduce a new subject	Concerning X…
Illocution markers	Indicate the author' s illocution act	Before doing X, I will now come to…
Reviews/Previews	Anticipate or repeat a stage in the text	In section 3… In this chapter, I have….

6.4. APPENDIX D- MUR-DUEÑAS (2011)'S TAXONOMY OF INTERACTIVE METADISCOURSE

Interactive Metadiscourse categories

Logical markers	on the one hand, on the other hand…
Code glosses	in summary, in conclusion, to conclude, overall, in sum…
Sequencers	first…second..third, to begin with, next…
Topicalisers	in terms of, with regard to, regarding…
Endophoric markers	next, section….

6.5.APPENDIX E- THE STUDIES ON METADISCOURSE

Text type	Researchers	Year	Participants	Findings
	Marandi	2003	Native Persian Persian non-native Native English	Variation in sub-categories of MM Higher numbers of reminders (*aim*) in introductions than discussion sections Rare use of topicalizers
	Hyland&Tse	2004	English	Less FM use compared to other MM Variation across disciplines
	Burneikaitė	2008	Lithuanian non-native Native English	More labelling and sequencing items and items used for announcing by Lithuanian learners
	Burneikaitė	2009a	Lithunian non-native Native English	Over-reliance on text connector use (including sequencing items) by Lithuanian learners
	Akbaş	2012	Native Turkish Turkish non-native Native English	More MM use and interactional MM use in English native theses Highest FM use in native English students
	Mirshamsi& Allami	2013	Native Persian Persian non-native Native English	Highest MM and FM use in native English theses
	Mauranen	1993	Finnish non-native Native Finnish Anglo-American	Variation in rhetoric and textual reflexivity Lower FM (*discourse label, references to text*) in Finnish non-native articles
	Valero-Garcès	1996	Spanish non-native Anglo-American	More metatext use in native English articles
	Blagojevic	2004	Norwegian non-native Native English	Similarity in frequency of MM use by both groups Philosophy- highest MM use Psychology-lowest MM use Lower & similar frequencies of sequencer, announcement and text

Left margin labels: "Master theses and/or Dissertations" (rows Marandi through Mirshamsi&Allami), "Research Articles" (rows Mauranen through Blagojevic)

| | | | | reference use by both groups |
				Sequencer-the lowest
Research Articles	Dahl	2004	French Norwegian English	FM (Rhetorical&Locational) Highest frequency in Economics in all languages Lowest frequency in Medicine Lowest frequency in French
	Ünsal	2008	English	Lowest FM use in both Science and Social Science disciplines among other MM More FM in science articles
	Faghih & Rahimpour	2009	Native Persian Native English	FM –among least frequently used MM by both groups More FM in Persian native articles
	Farrokhi&Ashrafi	2009	Persian non-native Native English	Variation in textual MM use across different disciplines More textual MM use in native articles Lowest numbers of topicalizers
	Pérez-Llantada	2010	Native Spanish Spanish non-native Native English	Lowest MM use in native Spanish articles FM used for topic shift & announce goal – more in introductions FM used for labelling – more in discussions
	Rashidi & Souzandehfar	2010	Native Persian Native English	More review and previews (*next, in this section, so far*) in English
	Noorian & Biria	2010	Iranian non-native Native English	Low frequency of topicalizer, sequencer and announcement use in all texts Much higher sequencers in both groups More topicalizers and announcements in Iranian non-native compared to native
	Mur-Dueñas	2011	Native Spanish Native English	More interactional MM use The lowest numbers of sequencers

				and topicalizers compared to other MM More sequencer and less topicalizer use in native English texts
Research Articles	Mostafavi & Tavalli	2012	English	Differences between two disciplines (Medical and Literary) Higher numbers & More varied MM Low numbers of FM use
	Khajavy et al.	2012	Native Persian Native English	Low FM use in both groups More FM in discussions sections in native English
	Pooresfahani et al.	2012	English	Fewer FM use in two disciplines (Engineering&Applied linguistics) Applied Linguistics-More sequencer & topicalizer use compared to Engineering
	Kim & Lim	2013	Native Chinese Native English	FM -the least frequently used category among interactive MM More FM use in native English
	Yazdanmehr & Samar	2013	Native Persian Native English	FM- the most frequently used category among interactive MM in English & second most frequently used in Persian
	Khedri et al.	2013	English	Lower numbers of FM use in both disciplines of Applied Linguistics & Economics among other interactive MM Applied Linguistics- more FM use
Opinion Articles	Dafouz-Milne	2003	Native Spanish Native English	Variation across two languages in terms of textual and interpersonal MM use
	Dafouz-Milne	2008	Native Spanish Native English	More sequencer use in Spanish Low topicalizer and announcements in both languages

113

Type	Author	Year	Language	Findings
Textbooks	Crismore	1983		Fewer numbers of topicalizers and announcements
Textbook and Research Articles	Hyland	1999	English	Low numbers of FM among other MM Higher numbers of FM in research articles compared to textbooks
	Kuhi & Benham	2011	English	Higher numbers of FM in textbooks compared to research articles
Novels	Esmaili & Sadeghi	2012	English	FM - the least frequently used category among textual MM in both original and simplified novels Low numbers of sequencers in both More topicalizer use in original novel
Academic Texts	Hempel & Degand	2006	Native French Native English	Similarity in sequencer use in both languages Underuse of certain sequencers in English
	Hempel & Degand	2008	English	Highest sequencer use in academic writing Lowest sequencer use in fiction
Expository	Ho-Dac et al.	2012	French	Frequent use of enumerators (sequencing items)
Argumentative writing	Intaraprawat & Steffensen	1995	L2 learners of English	More MM use in good essays and less MM use in poor essays Highest numbers of connectives (including FM items)
	Ädel	2006	Swedish non-native British Native American Native	Higher MM use by native English speakers FM use- Overuse of discourse labels, references to text/code, phorics by Swedish non-native learners More enumerator use by British

ANADOLU ÜNİVERSİTESİ

	Can	2006	Native Turkish Turkish non-native Native English	Variation among groups in MM use and organizational patterns More FM use in native English texts followed by Turkish non-native learners (in English) and Turkish native learners (in Turkish)
	Aertselaer	2008	Native Spanish Native English	Sequencers- the least frequently used category in both languages More sequencer use in English
Argumentative writing	Simin & Tavangar	2009	Iranian non-native	Effect of instruction on quality of writing and correct use of MM Higher FM use by higher proficiency groups
	Heng & Tan	2010	Malaysian non-native Native English	More MM use in native essays FM- frequently used category among interactive MM in non-native FM-the least frequently used category in native among interactive MM More variation in FM use in native More use of labelling and sequencing
	Noble	2010	Non-native English	Heavy reliance on limited numbers of connectors Few numbers of FM The effect of metadiscourse use on quality of writing
	Anwardeen et al.	2012	Malaysian non-native	FM with limited variety
	Taghizadeh & Tajabadi	2013	Iranian non-native	Effect of instruction on quality of writing
Narrative	Sanford	2012	African American Caucasian	FM- the most frequently used category
Student writing	Bruce	2010	Native English	Infrequent FM use
	Li &	2012	Mandarin non-native	Contextual and disciplinary

Wharton	differences in UK and China in terms of MM use
	Higher numbers of interactive MM
	More FM use in UK than in China for sequencing

6.6. APPENDIX F- HYLAND (2005)'S FRAME MARKER LIST

Sequencing	Label stages	Announcing goals	Shift topic
(in) chapter x	all in all	(in) this chapter	back to
(in) part x	at this point	(in) this part	digress
(in) section x	at this stage	(in) this section	in regard to
(in) the x chapter	by far	aim	move on
(in) the x part	for the moment	desire to	resume
(in) the x section	in brief	focus	now
(in) this chapter	in conclusion	goal	return to
(in) this part	in short	intend to	shift to
(in) this section	in sum	intention	so
finally	in summary	objective	to look more closely on
first	now	purpose	with regard to
first of all	on the whole	seek to	well
firstly	overall	want to	turn to
last	so far	wish to	revisit
lastly	thus far	would like to	
listing (a,b,c,etc.)	to conclude		
next	to repeat		
numbering (1,2,3, etc.)	to sum up		
second	to summarize		
secondly			
subsequently			
then			
third			
thirdly			
to begin			
to start with			

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