REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECTS OF EXPLICIT TEACHING OF METADISCOURSE MARKERS ON WRITING PROFICIENCY OF EFL STUDENTS AND STUDENTS' VIEWS ON THE PROCESS

Fatma KAYA

PhD. DISSERTATION

ADANA / 2019

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PhD. DISSERTATION

ADANA / 2019

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- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. …./…./2019

Fatma KAYA

ÖZET

ÜSTSÖYLEM BELİRTİCİLERİNİN DOĞRUDAN ÖĞRETİMİNİN ÖĞRENCİLERİN YAZMA YETERLİLİKLERİNE ETKİSİ VE ÖĞRENCİLERİN SÜREÇ HAKKINDAKİ GÖRÜŞLERİ

Fatma KAYA

Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Prof. Dr. Hatice SOFU
Haziran 2019, 184 sayfa

Bu çalışmaya esas oluşturan üstsöylem belirticileri yazar ile okuyan arasında iletişimi artırmak için kullanılan dilsel araçlar olarak tanımlanmaktadır. Bu çalışmanın amacı üstsöylem belirticilerinin doğrudan öğretiminin yabancı dil öğrencilerinin yazma yetkinliklerine etkilerini araştırmaktır. Ayrıca, öğrencilerin süreç hakkındaki görüşleri araştırılmıştır. Katılımcılar Türkiye' de bir devlet üniversitesinde İngilizce öğretmenliği bölümünde öğrenim gören 21 üniversite öğrencisinden oluşmuştur. Öncelikle, problem öğrencilerin yazı yazarken bütünlük sağlamada ve farklı üstsöylem belirticilerini doğru olarak kullanmada sorunlar yaşadıkları olarak belirlendikten sonra, bir öğretim programı hazırlanmıştır. Bu programı uygulamadan önce tek grup olan katılımcılara yazma becerilerini ve üstsöylem belirticileri konusundaki bilgilerini ölçmek amacıyla öntestler uygulanmıştır. Ön testten sonra, yazı yazmada süreç ve tür e dayalı bir yaklaşım benimsenerek bir yazma dersi programı hazırlanmış ve üstsöylem belirticileri doğrudan öğretilmiştir. Eğitimin sonunda, üstsöylem belirticilerinin doğrudan öğretiminin katılımcıların üstsöylem belirticileri hakkında bilgilerine ve yazma becerilerine etkisi olup olmadığını anlamak için katılımcılara öntestler ile aynı olan son-testler uygulanmıştır. Öğrencilerin yazma süreçleri hakkında daha açıklayıcı ve detaylı bilgi sahibi olmak için öğrencilerden yansıtıcı düşünme formları doldurmaları istenmiş ve öğrencilerin bir kısmıyla yarı-yapılandırılmış görüşme gerçekleştirilmiştir.

Veri toplama ve analizi için hem nitel hem de nicel veri toplama araçları ve analiz yöntemleri benimsenmiştir. Ön test/son test sonuçlarını bulmak ve karşılaştırmak için nicel bir analiz yöntemi olan SPSS kullanılmıştır. Katılımcı sayısı, normal dağılım/normal olmayan dağılım gibi faktörler göz önünde bulundurularak hem

parametrik hem de parametrik olmayan testler uygulanmıştır. Farklı zaman dilimlerinde toplanan öğrencilerin yansıtıcı düşünme yazıları ve öğrencilerle gerçekleştirilen yarı-yapılandırılmış görüşmeler yoluyla elde edilen nitel verilerin analizi için, içerik analizi uygulanmıştır. Çalışmanın bulguları göstermiştir ki öğrenciler üstsöylem belirticilerini tanıma ve kullanmada ilerleme kaydetmişlerdir. Bunun yanında, yazma becerilerini geliştirmişlerdir. Öğrencilerin yazma ödevleri ile ilgili yansıtıcı düşünceleri göstermiştir ki yazı yazarken tutarlılık/uyum, dil ve içerikle ilgili meselelere dikkat eden ve eksikliklerini görüp düzeltmeye çalışan öğrenci sayısında artış olmuştur. Son olarak, öğrencilerin yazma becerileri dersinde üstsöylem belirticilerinin doğrudan öğretimi ile ilgili olumlu görüşlere sahip oldukları saptanmıştır.

Anahtar kelimeler: Üstsöylem belirticileri, tutarlılık/uyum, beceri olarak yazma, süreç-tür' e dayalı yazma

ABSTRACT

THE EFFECTS OF EXPLICIT TEACHING OF METADISCOURSE MARKERS ON WRITING PROFICIENCY OF EFL STUDENTS AND STUDENTS' VIEWS ON THE PROCESS

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Ph. D. Dissertation, English Language Teaching Department

Supervisor: Prof. Dr. Hatice SOFU

June 2019, 184 pages

Meta-discourse markers, the primary foci of this study, refer to linguistic devices which promote interaction between writer and the audience. The purpose of the present study was to investigate the effects of explicit teaching of meta-discourse markers on EFL students' writing proficiency. Students' views on the process were also searched. The participants (N: 21) were undergraduate students majoring in teaching English as a foreign language at a state university in Turkey. After ensuring that the participants were not able to achieve coherence and cohesion especially usage of a variety of meta-discourse markers correctly in their essay writing, a treatment class was formed. A writing course syllabus, in which process-genre based approach was adopted and meta-discourse markers were taught explicitly, was designed. Before the treatment, two pretests were administered to participants to determine their Metadiscourse marker knowledge and their writing proficiency. After the treatment, same tests were administered to participants as posttests to explore effects of the treatment on participants' metadiscourse knowledge and writing proficiency. In order to explore participants' views on the process to gain an indepth understanding of the process, all of the participants were asked to reflect on their writing process throughout the term and some of them were interviewed at the end of the term.

To collect and analyze the data, both quantitative and qualitative data collection tools and analysis methods were employed. To find out and compare pretests/posttests results, SPSS, a quantitative analysis method, was used. Both parametric and non-parametric tests were employed considering the factors like sample size, normal/non

normal distribution. As for qualitative data, which were collected through student reflections at different time intervals and semi-structured interviews with them, content analysis was employed. Findings of the study revealed that students made considerable progress in both recognizing and using meta-discourse markers. Besides, they improved their writing as a skill. Students' reflections on writing assignments showed that there was increase in the number of the students who paid attention to issues related to content, language, MD usage in essay writing and coherence/cohesion, and who attempted to improve their writing. Lastly, it was found that students were content with being exposed to explicit teaching of meta-discourse markers in writing class.

Key Words: Meta-discourse markers (MD markers), coherence/cohesion, writing as a skill, process-genre based writing

ACKNOWLEDGEMENTS

I would like to express my sincere thanks and gratitude to my supervisor Prof. Dr. Hatice SOFU for her immense guidance during supervision meetings, invaluable support and encouragement throughout this study.

I would like to offer sincere thanks to Prof. Dr. Ergün SERİNDAĞ and Assoc. Prof. Dr. Gülden İLİN who were examining committee members of the study for their valuable feedbacks and suggestions for my study from the onset. I also would like to thank to Prof. Dr. Türkay BULUT and Prof. Dr. Şehnaz ŞAHİNKARAKAŞ who were members of my final committee for their contributions to the final version of my study.

I am especially indebted to my colleagues Asst. Prof. Dr. Adnan YILMAZ, Dr. Osman SOLMAZ, Research Assistant Dr. Gonca ÇAKMAK, Research Assistant Dr. Melahat GEZER and Research Assistant Dr. Zeynep YAPRAK for their support and assistance during data collection and data analysis processes. I also wish to thank to my students who took part in the study for their effort and giving their time throughout the research.

Finally, I wish to thank my family for their concern and support throughout my study. My greatest debt is to my beloved husband, Şeyhmus KAYA for his endless patience, love and encouragement.

Fatma KAYA

Adana / 2019

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LIST OF ABBREVIATIONS

CEFR: The Common European Framework of Reference for Languages

EFL: English as a Foreign Language

ESL: English as a Second Language

MD Markers: Meta-discourse markers

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CHAPTER I

INTRODUCTION

1.1. Overview

The current position of English as a lingua franca in today's world is widely acknowledged, which pushes constantly foreign language educators to decide on ideal teaching methods and ideal content to be taught. Especially, teaching of speaking and writing challenges educators since they require learners to be more actively involved in the language instruction process. Beside expectation of accurate usage, need for appropriate usage of foreign language in both speaking and writing make them much more demanding both to teach and learn as contextual factors and discourse community need to be taken into consideration at this point. The limitation of the EFL context which does not provide students with immediate access to target language turns it into a more serious problem. Therefore, special consideration needs to be given to appropriate usage of language in given contexts while teaching productive skills. Even though a good number of studies related to appropriateness or pragmatics of spoken language; such studies related to writing is quite limited (Cohen &Tarone, 1994; Cohen, 2014). However, considering the strength of written language and its role in interaction between people, it is highly suggested that communicative function of writing should be emphasized in foreign language teaching pedagogy (Olshtain, 2001). To maintain interaction between writer and the readers, the writer needs to employ several strategies. Using metadiscourse markers, as being one of them, enables accomplishing interactive function of texts. (Crismore, 1985).

In order to highlight such function of writing in EFL context and help learners recognize and use metadiscourse markers to promote interaction with readers and convey their intended message clearly within the discourse community, the present study was carried out. The introduction chapter of the dissertation highlights the rationale behind the study explaining aims and significance of the study in addition to statement of the problem for the relevant field in detail. The second chapter, literature review, presents the related literature explaining the issues which form the basis of the present research. In the third chapter, research design including setting, participants, instruments and data collection procedure is mentioned in detail to shed light on the implementation process of the study and concerns related to reliability and validity of

the research. The fourth chapter aims to give details about findings of the study which were obtained through qualitative and quantitative data analysis adopted for the present study. The fifth chapter of this study discusses the results obtained from the participants referring to related literature analyzing and comparing with findings of previous studies. The last chapter, conclusion part of the study, includes pedagogical implications based on the findings of the study and contributions of the study to the relevant field.

1.2. Problem Statement

While defining metadiscourse, main focus of the present study, Hyland (1998) highlights its pragmatic function as he claims that metadiscourse is a means for the writer to affect what and how the readers comprehend the text, how they perceive the message and target audience. Hyland (2017) further claims that metadiscourse facilitates dual interaction between the writer and readers thanks to its pragmatic function. Pragmatics refers to using language appropriately in a given context (Deda, 2013). The following factors are effective in determining pragmatic competence of the students: target language proficiency, learners' age, status, gender, experiences and familiarity with native speakers and L2 culture (Cohen, 2014). It is usually challenging for EFL students to use target language successfully with regard to pragmatics since they do not have immediate and constant access to target language. Especially in productive skills, writing and speaking, learners tend to display language performance similar to their L1 (Muir &Xu, 2011). Therefore, it is confirmed that learners need instruction on pragmatics since most of them are not successful at learning and using pragmatics of L2 with their own efforts (Bardovi-Harlig, 1996). In particular, explicit teaching of pragmatics proved to improve both ESL and EFL students' language proficiency (Kasper &Rose, 2001).

Most of the studies related to the pragmatics, however, dealt with pragmatics of spoken language; pragmatics in writing was relatively neglected (Cohen &Tarone, 1994; Cohen, 2014). For a long time, L2 writing instruction has consisted of teaching basic grammar rules to write and enabling students to examine written samples of native speakers to benefit while writing their essays. However, there are other factors which predict writing proficiency of students, and appropriateness is one of them. Appropriate use of language in writing enhances interaction between writer and reader (Amiryousefi &Rasekh, 2010; Dafouz-Milne, 2008). Usage of Metadiscourse markers helps fulfilling

such interactive function of texts building a bridge between reader and writer and informing reader on the authors' beliefs, attitudes etc. (Crismore, 1985). For this reason, this study aims to investigate possible effects of explicit instruction of Metadiscourse markers on writing proficiency of students and students' views on the process.

1.3. Aim of the Study

The need for emphasizing communicative function of writing in EFL classes has been widely recognized in the relevant field (Olshtain, 2001). Its communicative nature challenges both the writer and reader. Unlike speaking, written message is not supported by tones, gestures and facial expressions which make the intended message comprehensible. Therefore, the writer has to ensure that his message is clear by means of the text itself (Al-Mahrooqi, 2015; Harmer, 2001). One of the important factors which affect comprehensibility of the written message is usage of metadiscourse markers as they make writer's message and attitude towards readers and the context explicit, and enhances readers' understanding of the text (Hyland, 1998). To this end, the present study aims to find out whether explicit instruction on metadiscourse markers promotes writing proficiency of EFL students. Students' views on the process are also investigated to reach at more sound results.

To this end, the present study attempted to answer the following research questions:

1. What is meta-discourse knowledge of students at the beginning of the term?
2. What is meta-discourse knowledge of students at the end of the term?
3. Does explicit instruction on meta-discourse markers used in argumentative writing affect students' final performance in argumentative writing compared to their initial performance in argumentative writing?
4. What do learners think about explicit instruction on meta-discourse markers in writing class?

1.4. Significance of the Study

Teaching English as a foreign language holds its significance for years. In contemporary methods, main purpose of teaching English is to build bridges between people from different parts of the world. Communicative Language teaching is the most

popular one among such methods and authentic language use in meaningful contexts is emphasized in this method (Deda, 2013). Appropriate language use requires pragmatic competence which plays an important role in maintaining the relationship between language use and context (Bachman, 1990). It reflects real language use (Fasold, 2006). Majority of the learners including advanced ones experience failure in using target language appropriately in a given context (Kasper &Rose, 2001) since they are not exposed to context specific input and interpretation of language (Bardovi-Harlig &Mahan-Taylor, 2003). This is especially true for students in EFL context, where learners do not have immediate access to target language and L2 community (Shokouhi &Rezaei, 2015). For this reason, teachers should give priority to teaching pragmatic properties of language focusing on different contexts (Shokouhi &Rezaei, 2015) to help students understand when and why they should use certain forms of language in their practices (Bardovi-Harlig &Mahan-Taylor, 2003).

A great number of studies conducted to investigate effects of pragmatics instruction on learners' L2 performance concluded that teaching pragmatics is possible and beneficial for students in EFL classes with the help of authentic language materials which can be accessed through internet technology (Bardovi-Harlig &Mahan-Taylor, 2003; Tanaka, 1997; Eslami-Rasekh &Eslami-Rasekh &Fatahi, 2004; Muir &Xu, 2011; Khodareza &Lotfi, 2012; Faghih &Ansari, 2013; Abolfathiasl &Abdullah, 2015; Zeff, 2016). It has been acknowledged that teaching pragmatics in classroom has raised awareness level of the students in choosing appropriate language forms. Besides, students' interest in learning different forms of language has improved (Potts, 2009; Faghih & Ansari, 2013).

The role of internet technology in teaching pragmatics cannot be underestimated. In EFL context where students are not exposed to target language outside of the classroom, it is the only source which students can benefit from to see language in context. Therefore, use of internet technology for providing real contexts to show appropriate language use have been emphasized in majority of these studies. Likewise, students were required and encouraged to use Internet technology throughout the semester in which the present study was conducted. However, most of such studies focused on teaching pragmatic properties of speaking; only a few studies investigated effects of pragmatic instruction on writing skills of students. Possible reasons for neglecting teaching pragmatic properties of writing can be listed as in the following: teaching writing is more challenging than teaching speaking since it takes much more

time and demands effort; teaching speaking has always been prioritized over teaching other skills; speaking is considered as the only way for communication.

For many years, teaching writing has implied teaching of grammar points necessary to write and providing students with opportunities to perform through observing written samples of native speakers for many years. However, grammatical knowledge is only one component of writing proficiency (Amiryousefi &Rasekh, 2010). Cultural, personal and contextual factors which influence spoken language are also at play in written language (Muir &Xu, 2011; Faghih &Ansari, 2013). The current position of English as an international language with its wider function across different situations makes writing demanding as a skill on the part of the learners (Jalilifar, 2008). With the emphasis on communicative function of writing as a skill, appropriateness, being a pragmatic construct, has been recognized as an important part of written language. Appropriate use of language considering readers and context facilitates comprehensibility of the text (Dafouz-Milne, 2005). To make it more specific, writing, with a communicative component, provide writers with having interaction and negotiation with the reader (Akbarpour &Sadeghoghli, 2015). Metadiscourse markers play a significant role at this point since they are capable of fulfilling such functions in written text (Çubukçu, 2017).

Social dimension of writing has come to consideration along with attempts for understanding discourse communities and how they differ from each other since discourse communities have both linguistic and non-linguistic aspects which characterizes them and guides those who are member of a specific discourse community (Abdi & Rizi & Tavakoli, 2010). According to Hyland (2004) metadiscourse markers specifies characteristics of a particular discourse community especially rhetorical and social qualities of it. Being part of pragmatics in writing, metadiscourse helps promoting interaction between authors and the readers. Appropriate use of metadiscourse markers reveals writers' attitude towards readers and the context and enhances readers' interpretation of the text (Hyland, 1998). For better understanding of function of metadiscourse in a piece of writing, Armbruster &Anderson (1981 cited in Crismore 1984; Crismore 1984) make a distinction between considerate/inconsiderate texts. Considerate texts are the ones which communicate the writer's the message successfully adopting Gricean maxims for quantity, quality, relevancy and manner. Special consideration of coherence, appropriate language, characteristics of potential readers, and purpose of the text are among the qualities of such texts. Writers need to

adopt a rhetorical style with metadiscourse to fulfill requirements of a considerate text. On the other hand inconsiderate texts are the ones which fail to address to a specific group of audience.

In the present research, thus, use of metadiscourse markers as an aspect of pragmatic construct was investigated. Even though a good number of studies were conducted related to use of metadiscourse markers, most of these studies were descriptive in nature and lack of practical pedagogical implications for writing courses. (Akbas, 2012; Simin & Tavangar, 2009; Dafouz-Milne, 2008; Hyland, 2004; Hyland, 1998). Therefore, purpose of this study was to investigate whether explicit instruction on appropriate use of metadiscourse markers in writing class facilitated learners' writing proficiency and students' views on the process. A teaching plan with a focus on use of metadiscourse markers was conducted to undergraduate students. Authentic materials were used to provide contextual learning and to present conventions of using metadiscourse markers explicitly. This study seeks to find an alternative way to teach writing in EFL context, which focuses on appropriate and contextualized use of metadiscourse markers in written language. Knowing and applying writing conventions of target language are crucial for EFL learners' success in L2 writing. This study is expected to provide insights for teachers to teach writing focusing on relevant or different pragmatic elements. Learners can also benefit from this study through adopting the strategies for effective writing mentioned in the study.

1.5. Limitations

Focus group of the present study was freshman students who were enrolled at a state university in English Language Teaching Department. Therefore, the learner group involved in the study may not represent the larger learner group in Turkey. The reason for choosing freshman students was that writing course was delivered in the first year of English Language Teaching Programme. Majority of the students did not have any experience in essay writing. They did not know how to start, to conclude, to write main ideas, supporting ideas etc. It took one semester for the instructor to teach essentials of essay writing, and actual study was carried out in the following term. Moreover, the focus group was heterogeneous including students with poor English language proficiency. What is worse, some of those with poor English language proficiency did nothing to improve in writing class as essay writing was highly discouraging for them.

Therefore, they were excluded from the study. The others who were striving to improve experienced difficulty in integrating metadiscourse markers into their essay since they had a lot of concerns about their essays like correct usage of language, maintaining variety in vocabulary usage, fulfilling requirements of essay writing etc., and usage of metadiscourse markers was of secondary concern for them. Therefore, it was quite challenging for the instructor to persuade and encourage students for the usage of metadiscourse markers in their essays at first.

Time constraint was the other major limitation of the study. Leaners were expected to adopt and use metadiscourse markers flexibly most of which they have encountered for the first time in a limited time like twelve weeks. Considering the nature of writing as a skill, it becomes much more demanding for students to internalize usage of metadiscourse markers since students have to take into consideration a lot of issues ranging from using language correctly to adopting requirements of a specific genre taught by the instructor. They were required to reflect on the writing tasks and their learning process three times during the study. More sound results could be obtained if the researcher had the chance to go on the study for one more semester.

1.6. Definitions of Key Concepts

In this section, several definitions of metadiscourse, main focus of the present study, will be given. Giving an exact definition of metadiscourse as a concept is quite challenging since there is no consensus on boundaries of it, and the need for an explicit definition for metadiscourse is obvious (Hyland, 2005). Still, several definitions that occupied a place in the relevant literature will be mentioned in an attempt to shed some light on what is meant by metadiscourse. Proposed first by Harris (Hyland, 2005), metadiscourse highlights the interactive function of language focusing on the negotiation process between writer and reader. According to Vande Kopple (1985, p.83) “metadiscourse helps readers organize, evaluate, classify, interpret, evaluate and react to written material. Metadiscourse is therefore discourse about discourse or communication about communication”. Considering metadiscourse as an interactional tool, he highlights that it contributes to the understanding of the person being addressed. Similarly, Crismore (1985) emphasizes that metadiscourse makes the written text comprehensible for the reader. He argues that “metadiscourse is a set of rhetorical characteristics used to communicate attitudes as well as to indicate the structural

properties of the content (p.6). Nash (1992) also emphasizes the interactional feature of it by claiming that metadiscourse refers to linguistic devices which clarifies the meaning for the reader.

Hyland (2005, p.37), renowned with contributing to the research in the relevant issue, defines it as ‘‘the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assist the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community.’’ It is implied that writer recognizes and appreciates reader’s background and expectations, and convey his message accordingly by employing metadiscourse markers (Tannen &Wallat, 1999). Actually, Hyland portrays it from the standpoint of writer describing how use of metadiscourse markers helps writers to fulfill certain requirements of an interaction. Moreover, Hyland (1998) emphasizes that there should be a match between writer’s intention and reader’s expectation. He further explains that metadiscourse makes it possible for the reader to comprehend the message within the context as intended by the writer. All these processes occur compatible with characteristics of the discourse community they belong to.

In the present chapter, problem statement, aim of the study, significicance of the study were explained in detail. Limitations and definitions of the key concepts were also mentioned respectively.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This study was aimed at exploring impact of teaching metadiscourse markers explicitly on students writing performance and students' views on the process. This chapter addresses to the literature review related to research focus of the present study. Firstly, features of written language will be explained briefly. It will be followed by teaching writing as a skill in foreign language teaching pedagogy. Then, coherence &cohesion will be mentioned. Metadiscourse, main focus of this study, will be explained along with functions of metadiscourse and classifications of metadiscourse. Implicit/Explicit instruction in foreign language teaching pedagogy will be also touched on. Finally, previous studies on metadiscourse markers will be reviewed.

2.2. Writing as a Communication Tool

The function of writing as a communication tool cannot be underestimated considering the characteristics of the current era (Olshtain, 2001). The advent of current formal education has also confirmed that written language has an undeniable strength (Al-Mahrooqi, 2015). Besides making spoken language durable and saving information, it enables people to communicate their ideas with its own means to readers who may be strangers or acquaintances irrespective of physical distance with traditional and technological options (White &Arndt, 1991; Olshtain, 2001). In that respect, it is recommended that communicative function of writing should be emphasized in foreign language instruction (Olshtain, 2001).

2.2.1. Nature of Written Language

Writing is more than transferring spoken language to written symbols. People cannot improve it without having any intervention even though they can acquire speaking without any instruction (Brown, 2001). In speaking, as highlighted in Levelt's model (1989, 1999 cited in Schoonen &Snellings &Stevenson &Gelderen, 2009) related to producing spoken language, there are several processes that people need to go through to produce spoken language. These are conceptual preparation (including

planning), linguistic formulation and physical production. Likewise, written production requires similar processes.

To start with conceptual preparation, the writer needs to know about the topic to create a coherent text. A coherent text requires planning which is also a crucial part of conceptual preparation. For linguistic formulation, the writer needs to know about the language: knowledge of words, phrases, sentence frames, and morphological units. Considering physical production, it can be said that there is no immediate production in writing. The writer has enough time to think about content and form while writing (Schoonen et al., 2009). All in all, it can be claimed that writing is the most demanding language skill since socio-cultural factors and social context have great effect on both the writing process and the end product of it. Besides, it has various dimensions addressing to social and cognitive dimensions (Storch, 2009, p.105).

2.2.2. Decoding Written Message

The notion of writing as communication highlights interaction between writer and readers through written product (Olshtain, 2001). This approach focuses on the message conveyed thorough the texts and the target reader. However, it is usually difficult to grasp the message in a piece of writing since the writer does not have the chance to support or clarify her message immediately through tones, gestures, facial expressions which enhance understanding in spoken language. Instead, the writer has to clarify her message within the text addressing to the reader (Al-Mahrooqi, 2015; Harmer, 2001). For this reason, ensuring coherence and cohesion in a piece of writing is vital to facilitate communication between reader and the writer (Harmer, 2001). The writer needs to adopt Grice's (1975) cooperative principle to take into consideration reader's response to the text. According to Cooperative principle, both sides of the interaction cooperate to negotiate and clarify the message. To do this, people need following maxims:

-maxim of quality (quality of information),
-maxim of quantity (quantity of information),
-maxim of relation (relevancy),
-maxim of manner (clarity, conciseness, appropriate order)

Considering these maxims, the writer has to create a text which is comprehensible, coherent, elucidative and reliable for the reader. On the other hand, to some extent; it is reader's duty to understand the message. However, the reader needs some clues like correct use of grammatical forms, clear and appropriate organization of ideas to decode the written message (Olshtain, 2001). Reader's background is also effective in decoding the message communicated by the writer. Considering all these challenges, it can be claimed that writing is a complicated skill to master (Al-Mahrooqi, 2015).

2.3. Teaching Writing as A Skill

It is widely acknowledged that writing as a skill is the most challenging to improve among the four basic skills (Raimes, 2002). It usually requires a great amount of time and effort to create a piece of writing especially in target language since creating a piece of writing requires consideration of issues related to accurate language use, context, organization, writing conventions and target audience (Olshtain, 2001; Polio &Williams, 2009). English, as the target language, has its own theoretical conventions, which make it much more difficult for language learners to write in the target language (Ahmed, 2010; Raimes, 2002). While writing in target language, it is essential to recognize communicative goals, target readers and context of writing, which require hard work and attention on the part of the learners (Ahmed, 2010). On the whole, writing is a quite challenging task which requires learners to pay attention to issues both at language level and skill level since writers have to think about conventions or patterns of writing like organizing ideas together with language issues like word usage, grammatical correctness (Raimes, 2002; Polio &Williams, 2009).

Developing writing skill is significant for students in that it helps students to learn about appropriate usage of target language as learners discover how to negotiate their messages by means of target language (Rames, 2002). In fact, there is mutual effect between language proficiency and writing; while language proficiency is essential for writing, it can also be improved through writing (Polio &Williams, 2009). On the other hand, Harmer emphasizes communicative function of writing as a productive skill claiming that purpose of teaching writing should be to provide students with necessary skills to communicate their ideas, through writing (Harmer, 2001). Therefore, content which will be used for teaching writing should be handled with considerable attention. The problem with determining content is that there are many issues at play in writing:

content, style, organization, fluency, grammar, rhetorical forms of discourse and the like. It is impossible to cover all these issues equally in a class which lasts for one or two terms. For this reason, it is strongly advised that the instructor choose between them to focus on based on needs of students and her teaching philosophy (Raimes, 2002).

It is important to recognize that learning context determine the route and ultimate goal of EFL students' writing to a great extent. This specific context influences learners' meta- knowledge about writing (conventions and aims of writing etc.), textual and linguistic knowledge. How learners perceive and approach to the writing is also affected by EFL context which is embedded in social and cultural factors. (Manchon, 2009). EFL writing is considered to improve students' language proficiency in general. For this reason, characteristics of instruction and availability of feedback are acknowledged to be important since language learning can be facilitated with intentional learning in EFL context where there is limited exposure to target language (Manchon, 2009; Polio &Williams, 2009).

Assessment is another significant issue to consider in teaching writing. It is obvious that assessing students' written work is quite complicated since the lecturer needs to look for a lot of entities to evaluate ranging from register, style, organization, to grammatical accuracy, appropriacy of words or phrases etc. (Cohen 1990 cited in Oraif, 2016). The primary types of scoring are analytic scoring and holistic scoring. In analytic scoring, the text is evaluated based on several specific categories which are constituents of a larger category like organization, language use. Holistic scoring refers to evaluation of a piece of writing as a whole. (Seow, 2002).

Even though various classifications related to approaches to teaching writing have been proposed, product, process and genre approaches are the most commonly recognized in the field (Badger &White, 2000). In the coming section three approaches to teaching writing will be touched on: product approach, process approach, genre-based writing. It will be followed by process-genre based approach which is synthesis of process and genre based approach (Badger &White, 2000) and was adopted as a teaching approach in the present study.

2.3.1. Product Approach

As can be understood from the name of it, product approach prioritizes student's end product. Needless to say, grammatical accuracy is major criteria sought in student's

text. In product approach, context is not considered as part of learning to write in target language (Panofsky et al., 2005). There are four steps which students are expected to complete in product based approach:

- First, students are given sample tests to examine, and they are informed about characteristics of the genre and genre-specific language,
- Second, students are provided with controlled practice in which they work on points they were taught irrespective of the context,
- Then, students arrange their ideas logically together with the language they are going to use,
- As the final step of product based approach, students create their compositions on their own employing what they have learnt to show their competence in writing (Steele, 2004).

Initially, syllabuses with product based approach adopted both controlled and guided practice. (Panofsky et al., 2005). Controlled writing refers to practicing language in a limited way at sentence level than gradually and slowly proceeding towards paragraph writing (Bracy, 1971) whereas guided writing is a bit more flexible since students are free to choose between several lexical items and structural patterns presented obeying to the directions related to content. (Khatri, 2014). To sum up, the emphasis is on accurate use of language forms in product approach. To achieve this, students are expected to stick to the guidelines provided by the teacher imitating what they learnt (Badger &White, 2000).

2.3.2. Process Approach

The need for more effective approaches to writing has led to emergence of process based writing since the traditional product approach to teaching writing has proved to be unsuccessful in helping students to write effectively (Zamel, 1982). According to Kroll (2001, p.220-221), in the process approach:

> Student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going

through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.

Contrary to product approach which expects accuracy in students' end product, process approach prioritizes student's writing process in which students write several drafts before creating their final text (Badger &White, 2000). This process is feedback oriented: students get feedback from both the teacher and their peers several times when necessary (Polio &Williams, 2009). According to Shih (1986) process approach prioritizes student' needs and the syllabus is constructed during the leaning process of the students based on their needs. Besides, students' essays are accepted as the main course material to work on. Lastly, Boscolo (2008) highlights that process approach gives students the freedom to decide on the topic before writing, features the teacher as a feedback provider rather than the traditional teacher who marks students' essays.

As stated above, feedback is one of the most significant characteristics of process approach since students are expected to improve their writing through revising their essays based on the feedback they received from the instructor or their peers (Patthey-Chavez &Matsumura &Valdes, 2004). In particular, feedback provided by the lecturer is of great importance: instructor and students can create and improve knowledge together thanks to teacher feedback supported by instruction which is characterized by explicit teaching of language choices considering each student as individual (Patthey-Chavez et al., 2004). Generally, the instructor chooses between two types of feedback: direct and indirect while giving written feedback. He/she makes use of direct feedback to edit linguistic structures. Indirect feedback is preferred by the lecturer to show where students have made mistakes through highlighting with circling, coding etc. without supplying the correct form. Student is expected to find out how to correct his errors (Hyland &Hyland 2006 cited in Oraif, 2016).

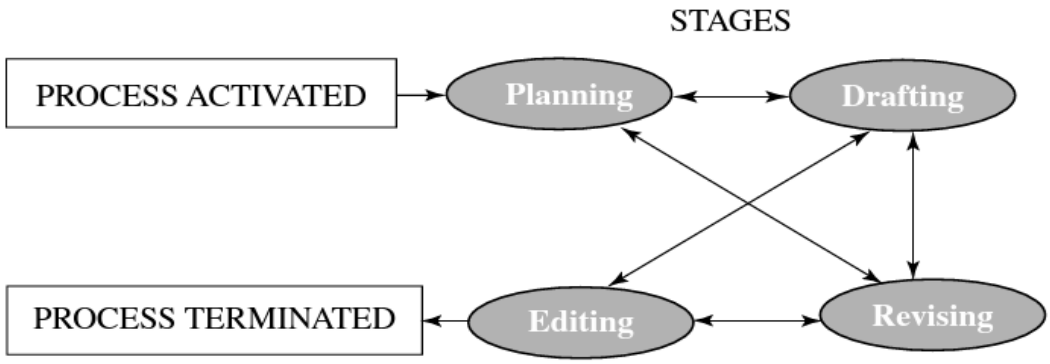


Figure 1. The writing process
Source: Seow, 2002, p.315

As shown in Figure 1, process approach includes four main steps: planning, drafting, revising and editing. These steps are complemented by responding, evaluating and post-writing. In process approach, steps need to be followed rigidly to achieve the defined purpose:

- Planning (Pre-writing): It is the starting point for students consisting of several activities to foster students thorough helping them to create ideas and collect information before writing. Group brainstorming, clustering, rapid free writing, asking wh-questions are among the activities to help students achieve the purposes mentioned.
- Drafting: After fulfilling prerequisites for writing, students are expected to write immediately with a focus on fluency. In this step, inaccurate uses of language forms are not taken into consideration.
- Responding: It is a kind of feedback provided by teacher or peers to help students edit and improve their first draft.
- Revising: Students revise their drafts considering the feedback they received for both fluency and accuracy
- Editing: Students make necessary changes in their drafts and reshape it for the instructor's evaluation: they correct mistakes related to grammar, handle problems with organization of ideas etc.
- Evaluating: The instructor evaluates students' writings based on the criteria announced to the students beforehand. Students are expected to fulfill task requirements addressing to the audience effectively, using a range of

grammatical structures and words, putting together ideas successfully, and conveying the message to the audience clearly.

- Post-writing: It refers to any kind of activities like posting, reading in front of the class, sharing of written product to stimulate students and show that what they have done is valuable (Seow, 2002).

2.3.3. Genre-based Approach

Among a variety of methods promoted, genre based approach has gained privilege as a method to teach writing in 1980s. Actually, its rising was a reaction to the process approach since it required students to investigate and discover accurate and appropriate language forms through trial and error moving between stages of a cycle on their own (Ahn, 2012; Henry &Roseberry, 1998). The research suggests that the process approach was far from meeting the expectations about students' success in L2 writing as it neglected social and communicative function of language excluding factors affecting goal of writing, interaction between constituents of writing. Only the writer himself and his reactions were prioritized (Hyland, 2003).

Genre refers to a piece of writing or a piece of speech created for achieving a specific goal within a community (Henry &Roseberry, 1998). In fact, "It is based on the assumptions that the features of a similar group of texts depend on the social context of their creation and use, and that those features can be described in a way that relates a text to others like it and to the choices and constraints acting on text producers" (Hyland, 2003, p.21). It includes several 'moves' which means parts of a whole. Main purpose of these moves to improve interactive function of the text which is ultimate goal desired in the genre (Henry &Roseberry, 1998). Genre approach considers the social context as crucial in writing since it shapes the written text (Nordin &Mohammed, 2006). In genre teaching, the lecturer introduces several text types determined before teaching elements which constitutes them explicitly (Johns, 2011). While creating a text, the writer needs to consider features or expectations of target audience, the specific context and the goal he wants to accomplish which determine characteristics of the text. In other words, genre-based writing instruction highlights that target reader, aim of writing and language preference are all dynamically interrelated with each other (Yasuda, 2011). Actually, what differentiates genre based teaching form

previous approaches is that it appreciates the context which is socially constructed and shapes the written text (Myskow &Gordon, 2009).

The teacher has an important role in genre based teaching. Based on Vygotsky's (1978) notion of scaffolding, Hyland (2003) suggests that teachers should provide support through modeling and discussing texts of a specific genre with analysis of linguistic structures and organization. Martin (2009) further claims that learners need to know about both language and context. Teaching about how genre and linguistic features are connected is of special importance to raise students' awareness about them. Such instruction helps learners recognize contextual factors essential for appropriate language use and guide them in determining their purposes for writing (Yasuda, 2011). Genre based teaching does not reject essentials of process writing. However, it attracts attention to contextual factors which are socially constructed. For this reason, learners need explicit instruction about language use appropriate for a specific genre to negotiate their messages meaningfully (Hyland, 2003).

To sum up, purpose of genre based teaching is to help learners recognize both linguistic and contextual factors which are at play in a piece of writing through analyzing specific genres. Genre analysis includes investigating features of a genre which determines organization, language preferences of the writer to realize genre-specific language, and finally effects of social and psychological contexts on these language preferences (Henry &Roseberry, 1998).

2.3.4. Process-Genre based Approach

It is clear that all approaches mentioned above have both strengths and weaknesses, which means none of them is an ideal approach on its own to teach writing. However, all of them have a point to teach writing as stated by Badger &White (2000, p.157-158):

> Writing involves knowledge about language (as in product and genre approaches), knowledge of context in which writing happens and especially the purpose for writing (as in genre approaches), and skills in using language (as in process approaches). Writing development happens by drawing out the leaner's potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches)

Combining powerful sides of the process and genre approach, process-genre approach requires learners to experience a number of processes through writing several

drafts based on feedback, and help them to recognize and learn about contextual factors which are effective in determining structure of the text (Dressen-Hammouda, 2008). Process-genre based approach provides the students with both input and interaction which are essential for improvement of students' writing (Myles, 2002). Teacher mainly supplies ınput through introducing the genre, and thanks to feedback especially during the steps of writing process interaction is facilitated between teacher and the students (Nordin &Mohammed, 2006).

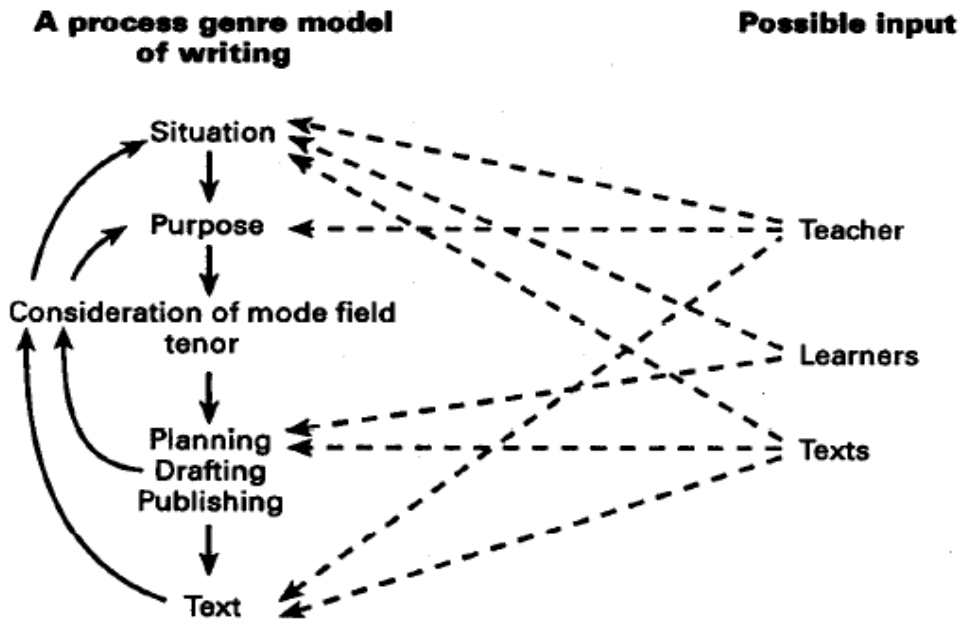


Figure 2. A Genre-process Model (Badger &White, 2000, p.159)

The process-genre approach has six steps to follow (Yan, 2005, p. 21-22):

- Preparation: the teacher introduces the genre supporting it with a description of a situation to write about.
- Modeling &reinforcing: the teacher brings a sample text of a specific genre to discuss and show contextual issues like aim of the text, characteristics of the audience, and structure of the text
- Planning: this step aims to stimulate students to decide on what to write through brainstorming, discussions etc.

- Joint constructing: After brainstorming and discussing ideas together, teacher and students create a model text which students will benefit from while writing their own essays
- Independent constructing: After being familiar with the requirements of the genre, students write their own texts. These essays can be written partly in the class to get support from the teacher, and completed at home.
- Revising: students revise and edit their text based on the feeding they received from the teacher or their peers.

Studies in the relevant literature confirm that process-genre based approach has yielded to positive learning outcomes in writing classes (Agibuay, 2017; Arteaga-Lara, 2017; Eliwarti &Maarof, 2016; Gupitasari, 2013; Babalola, 2012). Adopting action research as the research method, Agibuay (2017) explored whether process-genre based approach had any positive effect on students' descriptive writing performances. Pursuing the research cycle, he found that process-genre based approach contributed to students' performances in descriptive writing. Likewise, Artega-Lara (2017) conducted an action research in which he collected data through teachers' journals, learners' journals and a focus group interview in addition to students' written performances to investigate impacts of process-genre based approach on students' writing achievement. Based on the analyses of the data, it was revealed that paragraph writing of elementary students improved a lot thanks to process-genre based approach. Moreover, this approach raised students' awareness in necessity for consideration of readers while writing and genre features of narrative writing. Lastly, Eliwarti &Maarof (2016) carried out an experimental study to examine whether process-genre based approach contributes to EFL students' writing performance. They also administered a questionnaire to both students and lecturers. They found that students in experimental group were more successful in posttest performances than those in control group. Besides, both lecturers and students had positive attitudes towards methods employed in a writing class in which a genre-process based approach was adopted.

2.4. Coherence and Cohesion in Writing

Attempts for enhancing writing instruction have urged researchers to go beyond investigating errors and issues related to syntax since they did not meet the

expectations. Writing was more than elements of a sentence, it was a larger unit seeking semantic and structural relationship within and between sentences, which was called as cohesion. Even cohesion itself was not adequate to explain how to increase quality in a text as it was more than sentences. Contextual factors including audience, purpose and discourse medium were also needed to be considered in a piece of writing. Such factors which make a text comprehensible for the reader in real situation were constituents of coherence (Witte, 1980; Witte &Faigley, 1981). There is a general consensus that achieving cohesion and coherence is essential to increase quality of a text (Crossley &McNamara, 2010), since they contribute to how the reader decodes the intended message in a piece of writing (Briesmaster &Etchegaray, 2016).

2.4.1. Coherence

Coherence is an indispensible entity looked for in a piece of writing since it is almost impossible to decode the message intended for the reader in an incoherent text (Bamberg, 1983). However, it is challenging to define coherence exactly since it has a larger scope including both linguistic and non-linguistic factors (Johns, 1986). Halliday &Hasan (1985) define it as a mean for providing unity with style and cohesion in a text. Hyland (2006, p.311) provides a broader definition. According to him, coherence refers to "the ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories".

Based on numerous definitions, it can be assumed that coherence has two dimensions: text-based and reader-based (Johns, 1986). Coherence, as text-based, emphasizes characteristics of a text which helped understanding of the text. According to Halliday &Hasan (2013) use of cohesive devices to connect sentences with each other was at the core of coherence. Coherence as reader-based has emerged as a result of shift from focus on textual dimension to focus on social dimension prioritizing the reader by scholars in the related fields (Lee, 2002a). Reader-based coherence highlights importance of mutual interaction between reader and the text. In other words, the text is required to include essential clues to be comprehensible for the reader. Reader's background and knowledge also affect understandability of a text (Cuffey, 2015). Drawing from the literature, Lee (2002b, p.33) proposes five main constituents to define coherence:

- Macrostructure: Function of macro structure is to provide readers/writers with understanding of relationship between sentences and between sentences and the whole text (Hoey, 1983; Martin &Rothery, 1986).
- Connectivity of the surface text: It is promoted through cohesive devices which refer to words to connect sentences or elements in a sentence. Pronouns and conjunctions are example for cohesive devices (Halliday &Hasan, 1976).
- Appropriate meta-discourse: Meta-discourse markers clarify the intended message for the reader (Crismore &Markkanen &Steffensen, 1993; Vande Kopple, 1985).
- Connectivity of underlying content: Unity of the text in terms of meaning is promoted thorough statements which supplement or clarify each other (Kintsch &van Dijk, 1978; van Dijk, 1980).
- Information structure: It is related to organization and improvement of the ideas in a text (Danes, 1974; Firbas, 1986).

Teaching coherence is also as challenging as defining it. However, it is teachers' responsibility to teach coherence including both text-based features and reader-based features of it (Johns, 1986). Lee (2002a) further claims that specifying what is meant by coherence explicitly is essential to help learners understand and maintain coherence. In this respect, Lee suggests teaching of following constituents some of which mentioned earlier in given order:

- Purpose, audience and context of situation,
- Macrostructure,
- Information distribution and topic development,
- Propositional development and modification,
- Cohesion,
- Metadiscourse

To teach coherence, four steps are proposed by discourse linguists: explicit teaching, sample-text analysis, manipulation exercises and writing practice (Boudıaf, 2013). Explicit teaching through authentic texts and tasks including text-analysis is essential especially in EFL context since it helps students to understand how to maintain

coherence in their writing (Lee, 2002b). Second step, sample-text analysis is also called as awareness-raising step. Purpose of sample-text analysis to show students how texts are organized and which strategies are employed to communicate the intended message so that students can become more conscious about issues related to coherence and finally accomplish coherence in their essays (Byrne, 1988). Manipulation exercises provide students with practicing and consolidating ıssues that they have learnt since they are asked to maintain coherence in given exercises referring to prior instruction. Manipulation exercises prepare students for free writing. It is expected that students employ issues they learnt to accomplish coherence in their writing (McCarthy &Carter, 1994 cited in Boudıaf, 2013).

2.4.2. Cohesion

Despite having been confused with coherence, cohesion differs from it in theory. Still, there is strong relationship between them since use of cohesive devices is believed to increase coherence in a text (Yang &Sun, 2012). Likewise, Parsons (1991) highlights that cohesion is a precondition for achieving coherence in a text. Coherence refers to maintaining unity throughout the text with regard to ideas mentioned whereas cohesion is unity within and between the sentences (Tangkiengsirisin, 2010).

Halliday&Hasan (2013, p.4), proponents of the concept of cohesion, define it as "relations of meaning that exists within the text, and that define it as a text." Function of cohesive devices is to establish relationships between sentences to create a unity in the text (Horning, 1991). A text differs from a non-text with cohesive devices integrated into it (Tangkiengsirisin, 2010). It is not easy to interpret a text as a whole in absence of cohesive devices as they help the reader to follow ideas or topics in a text smoothly (Hinkel, 2004). Halliday&Hasan (2013) further explain this relationship with 'the presupposed' and 'the presupposing'. According to them, understanding the parts in text requires recognizing the relation between them. Cohesion actually refers to promoting the relationship between the presupposed and presupposing as one part or section presupposes the next one or presupposed by it. Such semantic relationship can be established within or between sentences by cohesive devices which have semantic /syntactic functions. In short, cohesion consists of a number of linguistic devices used to link sentences to each other for the purpose of highlighting the association between them directly (Boudiaf, 2013).

Halliday & Hasan (2013) proposed the following cohesive devices: reference, conjunctions, substitution, and ellipsis, lexical. While reference, substitution, conjunctions and ellipsis can be classified under grammatical cohesion, lexical cohesion is divided into two: reiteration and collocation (Johnson, 2017). To start with constituents of grammatical cohesion, reference as a cohesive device refers to an item which is used for indicating a component in a sentence to clarify it. Substitution is using a different word for an element when mentioning about it second time. However, this cannot be a personal pronoun. Another group of cohesive device, conjunctions connect sentences to each other meaningfully. Based on their functions, there are five types of conjunctions: additive, adversative, casual, temporal, and continuative. Lastly, ellipsis means crossing out some words or phrases. When it comes to lexical cohesion, collocation refers to employing related words together while reiteration is repeating a word several times (Halliday & Hasan, 2013).

Table 1

Categories of Cohesion

Category	Example
Reference	
Pronominal	The woman lost track of her little boy at the mall. *She* became very worried.
Demonstrative	*That* was the worst exam I had all term.
Comparative	It is the *same*-band we heard last week.
Substitution	My computer is too slow. I need to get a faster *one*.
Ellipsis	I wish I had more talent. My sister has a lot *more* than I do.
Conjunction	Melissa flunked out of school, *so* she is looking for a job.
Lexical	
Reiteration	I saw a boy win the spelling bee. The *boy* was delighted afterward.
Synonymy	I saw a boy win the spelling bee. The *lad* was delighted afterward.
Hyponymy	I saw a boy win the spelling bee. The *child* was delighted afterward.

Source: Carroll, 2004, p.155

There has been growing interest in issue of cohesion in writing among researchers in the last several decades (Tangkiengsirisin, 2010). While native speakers are able to learn and use cohesive devices without having difficulty, for those who speak English as a second/foreign language, learning and employing cohesive devices is demanding (Bacha et al., 1980). For teaching cohesion to non-native speakers of English, several remedies were proposed. Zamel (1983) suggests exercises like sentence completion, combining, reordering of scrambled sentences. Students are expected to recognize how semantic and structural issues affect construction of meaning within and between sentences. As in coherence and being a part of coherence, explicit teaching of cohesive devices is supported by research in the relevant area (Lee, 2002a; Rassouli & Abbasvandi, 2013; Steffensen &Cheng, 1996). Johnson (2017) proposes three steps for teaching both grammatical and lexical cohesion: text analysis, vocabulary development and revision. To start with text analysis, it is the modeling stage which helps students to recognize how cohesive devices are used and facilitate connection between sentences. Vocabulary development aims at teaching students lexical cohesion, and purpose of revision is to make it closer to the ideal one. Lastly, Tangkiengsirisin (2010) emphasized importance of feedback to improve accurate and appropriate use of cohesive devices in students' texts.

Even though there is not total consensus on positive effects of cohesion on students' writing competence (Crossley &Kyle & Mcnamara, 2016), studies in the relevant field mainly focused on how to improve cohesion or/and coherence in students' writing to increase writing quality of the students (Briesmaster &Etchegaray, 2017; Crossley et al., 2016; Fu &Chen, 2011; Tangkiengsirisin, 2010). Briesmaster and Etchegaray (2017) carried out an action research study to explore whether metacognitive training helps EFL students to achieve coherence and cohesion in their writings. The results of the study revealed that students were better in organizing ideas logically and utilizing linking devices in their posttest writings. In their study, Crossley et al., (2016) investigated development of cohesion in L2 students' essays and it impact on their writing quality. They found that there was improvement in cohesion in students' essays especially in noun overlap between paragraphs. Besides, their writing quality was positively related to their improvement in cohesion. Fu &Chen (2011) specifically explored students' use of conjunctions as cohesive devices and whether use of conjunctions lead to better their writing quality. Comparing pretest and posttest results, they reported that there was positive correlation between use of conjunctions

and writing proficiency of students. Finally, Tangkiengsirisin (2010) conducted an experimental study to investigate EFL students' development in use of cohesive devices and its impact on writing quality. The results suggested that students became better users of cohesive devices especially referential, conjunctive and lexical cohesive ties. However, it was reported that usage of cohesive devices was only one aspect of a good writing therefore writing quality could not be explained only with successful usage of cohesive devices.

2.5. Metadiscourse Markers

The rising demand for defining discourse communities with their distinguishing qualities has brought on social function of writing as discourse communities include linguistic and non-linguistic patterns specific to them to help insiders keep up with the discourse community they belong to (Abdi et al., 2010). Actually, purpose of Kaplan's (1966 cited in Abdi et al., 2010) studies on contrastive rhetoric was to emphasize how rhetorical styles differ among cultures to help speakers of other languages interact with insiders of a discourse community in English. In that respect, metadiscourse markers are considered to be indicators of a specific community, especially pedagogic ones exposing rhetorical and social qualities of it (Hyland, 2004).

It should be noted that discourse itself, especially scientific discourse has two dimensions: primary and secondary discourse. Primary discourse is information which contributes to reality whereas secondary discourse refers to using language structures for the purpose of clarifying the content in the primary discourse for the readers. Another term used for secondary discourse is metadiscourse which emphasizes social dimension of language (Crismore &Farnswarth, 1990). To highlight role of metadiscourse in a written text, Armbruster &Anderson (1981 cited in Crismore 1984; Crismore 1984) proposes the dichotomy of considerate/inconsiderate text. While inconsiderate texts refer to texts unable to reach to the audience, considerate texts are the ones which convey the intended message as they follow Gricean maxims for quantity, quality, relevancy and manner. Moreover, issues like coherence, appropriate language, characteristics of potential readers, and purpose of the text are prioritized in considerate texts. To create a considerate text, writer needs to follow a rhetorical style with metadiscourse (Crismore 1984). Finally, research in the relevant area was mostly about metadiscourse in written discourse. Capturing feature of written language in every

area ranging from social to professional may be determiner in this tendency as it is through writing that experiences and social identities of people are expressed. Moreover, analysis of metadiscourse to comprehend how it operates in a discourse is realized best in writing (Hyland, 2005). According to Hyland (2005, p.37), it is ‘‘the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assist the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community.’’ In fact, nature of the meaning intended by the writer or the message of the writer characterizes what metadiscourse stands for. To prevent misunderstandings about the related concept, Hyland (2005) clarifies that meaning or message in a text cannot be restricted to its ‘content’. It is more than content affected by all the elements which constitute a text. In other words, meaning is achieved with cooperation of propositional and metadiscoursal constituents. When it comes to ‘content’, both propositional and metadiscoursal elements have their particular contents. Propositional content refers to realities encountered in the outer world whereas metadiscoursal content is related to text characteristics.

To sum up, researchers in the relevant field agree that metadiscourse has a communicative function to facilitate interaction between writer and the reader. Thanks to metadiscourse, writers are able to convey their messages clearly and meaningfully considering characteristics of the context and the reader so that it makes sense for the reader. This communicative function of metadiscourse affected by social considerations “makes it a central pragmatic construct which allows us to see how writers seek to influence readers’ understandings of both the text and their attitude towards its content and the audience” (Hyland, 1998, p.437).

2.5.1. Functions of Metadiscourse

Considering the position of English as a lingua franca, making functions of metadiscourse explicit has gained greater importance for teaching L2 writing. With the increasing popularity of the communicative function of language, how interaction is achieved in speaking or writing with the use of linguistic devices/expressions has gained significant consideration since they help the writer to organize the text to communicate his message successfully (Kuhi &Asadollahfam &Anbarian, 2014). One important factor for maintaining effective communication in writing is use of metadiscourse markers. While defining metadiscourse, Hyland (1998) emphasizes its

pragmatic function as he indicates that metadiscourse helps writer to reveal his messages communicatively recognizing the claim that writing is a kind of tool which enables readers and the writer to be socially engaged in communicative events. Being part of pragmatics metadiscourse helps promoting interaction between authors and the readers in writing (Hyland, 2017). Such interactive function of metadiscourse is fulfilled partly by informing reader on the authors' beliefs, attitudes etc. (Crismore, 1985), which in turn facilitates readers' interpretation of the text (Hyland, 1998). Similarly, Hyland (2005) claims that metadiscourse markers facilitate interaction between writer and the audience within a specific discourse community since they reveal characteristics of a specific social group. Thus, "metadiscourse suggests a familiarity within an audience and so connects texts with contexts" (Hyland, 2017, p.17). In this respect, Abdi et al., (2010) further explains that participants belonging to different societies with different L1s are likely to demonstrate similar language behaviors while communicating within a specific discourse by means of lingua franca even though it is demanding for both sides of the interaction. Therefore, it is urgent that characteristics of genres are to be made explicit with reference to authentic written samples by successful writers to help novice participants of the community. Metadiscourse markers are among those which characterize a specific genre within a discourse community.

Based on the view that metadiscourse is 'reflexive', it is assumed that metadiscourse is both 'writer-oriented' and 'reader-oriented' since it reveals characteristics of both the writer and the reader targeted (Adel, 2006 cited in Hyland, 2017). Hyland&Tse (2004) further emphasizes that all metadiscourse is interpersonal which prioritizes 'negotiation of meaning'. On the one hand, it considers reader's background along with possible drawbacks related to comprehending. On the other hand, it helps the writer to reach to the reader through providing linguistic devices/choices to realize this purpose. Thanks to metadiscourse, the writer arranges how to order content, which guides the reader to follow the text. Use of metadiscourse help readers to process the text by means of reconstructing, decoding and interpreting. Benefits provided by metadiscourse for both reader and the writer promote interaction through creating a bond between the reader and the writer (Anwardeen &Luyee &Gabrıel &Kalajahi, 2013). In short, employing metadiscourse in a text make it sound more personal on the part of the writer and interesting on the part of the reader respectively (Hyland, 2005).

Another function of metadiscourse is related to the text itself: metadiscourse markers maintain coherence and cohesion in a written work (Akbaş, 2012). As Halliday &Hasan (2013) points out a text is much more than a number of sentences arranged in a row. It has also a semantic dimension, which suggest that issues related to both grammar and discourse need to be taken into consideration while organizing a text. To achieve such purpose, use of metadiscourse is obligatory as it provides meaningful connection between sentences and paragraphs, which makes it easier for the reader to comprehend the overall content in relation with the context (Kalajahi &Abdullah &Mukundan &Tannacito, 2012). In other words, "metadiscourse options are the ways we articulate and construct interactions, stressing the fact that, as we speak or write, we negotiate with others, making decisions about the kind of effects we are having on our listeners or readers" (Hyland, 2010, p.126).

Finally, Halliday (2004) proposes the following meta functions of language, which are also concerns of metadiscourse, based on a distinction between the ideational elements of a text and its textual and interpersonal functions:

- The ideational function: the purpose of using language is expressing about one's own life and viewpoints,
- The interpersonal function: using language for promoting communication and creating an emotional bond with others,
- The textual function: using language to create unity in a text by maintaining coherence to help target reader to understand the intended message.

2.5.2. Classifications of Metadiscourse

Several classifications of metadiscourse have been proposed and acknowledged recently. Throughout the time, classifications have become more satisfactory since they have become more comprehensive, clear and less complex (Vande Kopple, 1985; Crismore &Markkanen & Steffensen, 1993; Hyland, 2005; Abdi et al., 2010). Referring to works of Williams and Liisa Lautamatti, Vande Kopple (1985) proposes seven types of metadiscourse which are likely to be exposed to further investigation. These are text connectives, code glosses, illocution markers, validity markers, narrators, attitude markers and commentary.

To start with text connectives, they are used to arrange the text, which is expected to help the reader to keep up with the text. They also point to the relationship between elements of a text, and consist of sequencers, markers showing logical/temporal relationship, reminders about materials presented earlier, topicalizers, and statements of what material one is on the verge of presenting. Code glosses, on the other hand, refer to markers which writers use to convey the meaning intended by them exploiting definitions and explanations. Illocution markers are used when the writer wants to express the speech or discourse act he will employ explicitly such as hypothesizing, summing up, giving example, making claim whereas validity markers are those which reveal writer's attitude towards validity of propositional material mentioned by the writer. They involve hedges, emphatics and attributors.

Table 2

Vande Kopple's Classification of Metadiscourse

Category	**Function**	**Examples**
Text connectives	Used to help readers follow the text, and show them organization of the text and relationship between parts of the text	**Sequences** (first, next, in the third place) **Logical or temporal relationship** (however, nevertheless) **Reminders about materials presented earlier** (as I noted in chapter I) **Statements of what material one is on the verge of presenting** (what I wish to do now is develop the idea that) **Topicalizers** (for example, there are, in regard to)
Code glosses	Used to help readers comprehend the intended meaning through definitions and explanations	

Illocution markers	Used to inform readers about specific speech or discourse acts employed by the writers in a text	I hypothesize that, to sum up, I promise to, we claim that
Validity markers	Used to aid readers to appreciate the truth value of the prepositional content as intended by the writer	**Hedges** (perhaps, might, seem, to a certain extent) **Emphatics** (clearly, undoubtedly, it is obvious that) **Attributers** (according to)
Narrators	Used when the writer wants to inform the reader who wrote or said something	According to James, Mrs Wilson announced that, the principal reported that
Attitude markers	Used to help readers recognize writers' attitude towards propositional content	Surprisingly, I find it interesting that, it is alarming to note that
Commentary	Used when the writer wants to directly address to the readers to involve them in a dialogue with him	Most of you will oppose the idea that, you might wish to read the last chapter first, you will probably find the following material difficult at first

Source: Vande Kopple, 1985, p. 83-85

Narrators, another type of metadiscourse, are used to convey to the readers what others wrote or said. Attitude markers refer to markers which aid writers to comment on the content through expressing their attitude towards content. Lastly, commentary is used by the writer to promote interaction between writer and the readers through indirect dialogue. It is noted that some words can be considered under more than one kind of metadiscourse since they have more than one function to carry out (Vande Kopple, 1985).

Vande Kopple (1985) further claims that kinds of metadiscourse mentioned above have interpersonal or textual function. Those categorized under interpersonal metadiscourse are employed by the writers to reveal their personalities and attitudes

toward the content. Furthermore, interpersonal metadiscourse markers determine mode of interaction between the writer and the readers. These are illocution markers, validity markers, narrators, attitude markers and commentary. Textual metadiscourse markers, on the other hand, are exploited by the writers to achieve coherence and cohesiveness to create unity in a text. These include text connectives and code glosses.

An updated version of taxonomies of metadiscourse proposed by Vande Kopple was asserted by Crismore et al. (1993). While two major categories which are textual and interpersonal remained unchanged, subcategories placed under these major categories were rearranged. Several new subcategories were added whereas some of the previous ones were eliminated. What is more, they separated textual metadiscourse into two as textual and interpretive. Textual metadiscourse is related to organization of discourse in a text. They are logical connectives, sequencers, reminders and topicalizers. Interpretive metadiscourse, on the other hand, refers to features which aid readers to comprehend message conveyed by the writer. They are code glosses, illocution markers and announcements. Lastly, interpersonal metadiscourse include hedges, certainty markers, attributers, attitude markers and commentary as shown in Figure. (Crismore et. al., 1993 cited in Amiryousefi &Rasekh, 2010). Inspired from Vande Kopple's (1985) and Crismore's et al. (1993) taxonomy, Hyland (2005) developed interpersonal model of metadiscourse. His taxonomy is claimed to be superior to previous models since characteristics of metadiscourse markers defined are more intelligible, which can be identified easily (Anwardeen, et al., 2013).

Table 3

Metadiscourse Categorization

Category	**Function**	**Examples**
Textual metadiscourse		
1.Textual markers		
Logical connectives	Show connection between ideas	Therefore; so; in addition; and
Sequencers	Indicate sequence/ordering of materials	First; next; finally; 1,2,3
Reminders	Refer to earlier text material	As we saw in chapter one
Topicalizers	Indicate a shift in topic	Well, now we discuss …
2.Interpretive markers		
Code glosses	Explain text material	For example; that is
Illocution markers	Name the act performed	To conclude; in sum; I predict
Announcements	Announce upcoming material	In the next section
Interpersonal metadiscourse		
Hedges	Show uncertainty to the truth of assertion	Might; possible; likely
Certainty markers	Express full commitment to the assertion	Certainly; know; shows
Attributers	Give source/support of information	Smith claims that …
Attitude markers	Display writer's affective values	I hope/agree; surprisingly
Commentary	Build relationship with reader	You may not agree that

Source: Crismore et al. (1993, p. 47-54 cited in Amiryousefi &Rasekh, 2010, p.166)

This model adopted the following principles (Hyland &Tse, 2004):

- metadiscourse is not related to propositional aspects of discourse,
- metadiscourse consists of features characterizing interaction between reader and writer,
- metadiscourse differentiates between internal and external relations of a text.

Contrary to dichotomy of textual-interpersonal suggested by Vande Kopple (1985) and Crismore et al., (1993), Hyland (2004) rejected textual function since it is

widely accepted that metadiscourse cannot have sole textual role. He further claims that textual function, as called by the previous researchers mentioned above, actually has interpersonal aspect since it helps writer to reveal how elements of a text are connected to each other to facilitate comprehension of readers and aid them to decode writer's message (Hyland, 2004). When it comes to textual function, it is not easy to separate textual function from propositional or interpersonal aspects. In fact, it exists in language itself and acts as a facilitator in that it helps reader to interpret both prepositional and interpersonal as a whole unit (Hyland, 2017). To put it simply, it is not a distinct entity functioning separately from other functions. Lastly, Hyland's metadiscourse model is a 'dynamic' and 'inclusive' one since it adopts the idea that "we monitor our production as we speak or write, often unconsciously, by making decisions about the kind of effects we are having on our listeners or readers" (Hyland, 2017, p.20).

Hyland's metadiscourse model (2010) is divided into two main categories: interactional and interactive. These terms were adopted from Thompson (2001). While interactive resources aid readers to follow the content and comprehend the message intended by the writer, interactional resources are related to features of interaction between writer and audience and the text besides degree of formality and objectivity of the text. Interactive resources involve:

- Transitions: indicate addition, contrast or sequences in a text, and conjunctions are main transitions.
- Frame markers: used to reveal boundaries of a text informing readers about sequences, topic shifts, text stages or purpose of content.
- Endophoric markers: used to clarify writer's messages resorting to other parts of the text.
- Evidentials: concerned with reference to sources of information taken from others.
- Code glosses: restating information mentioned in the text before.

Table 4

An Interpersonal Model of Metadiscourse

Category	**Function**	**Examples**
Interactive	Help to guide the reader through the text	Resources
Transitions	Express relations between main clauses	In addition; but; thus; and
Frame markers	Refer to discourse acts, sequences and stages	Finally; to conclude; my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above; see figure; in section 2
Evidentials	Refer to information from other texts	According to X; Z states;
Code glosses	Elaborate propositional meaning	namely; e.g.; such as; in other words
Interactional	Involve the reader in the text	Resources
Hedges	Withhold commitment and open dialogue	Might; perhaps; possible; about
Boosters	Emphasize certainty and close dialogue	in fact; definitely; it is clear that
Attitude markers	Express writer's attitude to proposition	Unfortunately; I agree; surprisingly
Self-mentions	Explicit reference to authors	I; we; my; me; our
Engagement markers	Explicitly build relationship with reader	Consider; note; you can see that

Source: Hyland, 2005, p. 49

Interactional resources are those:

- Hedges: indicate writer's hesitations related to the content.
- Boosters: to indicate emphasis and strengthen the effect message on the reader.
- Attitude markers: indicate how the writer evaluates or approaches to the content.
- Self-mentions: indicate reference to authors with pronouns and possessives.
- Engagement markers: used to engage with the readers explicitly involving them in the text using second person pronouns, questions, imperatives or

asides.

2.6. The Dichotomy of Explicit/Implicit Instruction

It is possible to see that learners are exposed to both explicit and implicit instruction in EFL learning environments (Talley &Hui-ling, 2014). Role of both explicit and implicit dimensions in students' success in language learning and use has been questioned by the researchers for a few decades (Sanz &Leow, 2011). To have a better understanding of implicit/explicit distinction in language instruction, it is essential to know about related concepts: explicit/implicit learning and explicit/implicit knowledge. Therefore, they will be mentioned briefly.

Rooted in cognitive psychology, dichotomy of explicit/implicit dimensions is characterized by two significant features highlighting distinctions between them: firstly, implicit learning does not require attentional resources, which leads to 'subsymbolic knowledge' while explicit learning includes conscious process supported with memorization of several facts, which leads to 'symbolic knowledge'. Secondly, unconscious learning happens in implicit learning and learners cannot talk about the knowledge they mastered explicitly. However, learners are attentive to the learning process and therefore, can talk about the end product in explicit learning (Ellis, 2009).

It is worth mentioning that dichotomy of explicit/implicit learning differs from explicit/implicit knowledge in that the first one refers to a process whereas the latter one is related to end product However, it should be noted that explicit learning can be resulted in implicit knowledge or implicit learning may lead to explicit knowledge (Ellis, 2009). While traditional grammar translation method and cognitive code approaches highlighted importance of explicit teaching of language forms for language improvement of students, relatively recent approaches like natural and communicative teaching methods adopted implicit learning in which learners are supposed to learn best language forms through meaningful interaction. However, there has been a rising interest among scholars in the relevant field towards possibility of language acquisition via explicit instruction ((Martinez-Flor &Soler, 2007).

Table 5

Features of Implicit/Explicit Knowledge

Characteristics	**Implicit Knowledge**	**Explicit Knowledge**
Awareness	Learner is intuitively aware of linguistic forms.	Learner is consciously aware of linguistic norms.
Type of knowledge	Learner has procedural knowledge of rules and fragments.	Learner has declarative knowledge of grammatical rules and fragments.
Systematicity	Knowledge is variable but systematic.	Knowledge is often anomalous and inconsistent.
Accessibility	Knowledge is accessible by means of automatic processing.	Knowledge is accessible only through controlled processing.
Use of L2 knowledge	Knowledge is typically accessed when learner is performing fluently.	Knowledge is typically accessed when learner experiences a planning difficulty.
Self-report	Non-verbalizable.	Verbalizable
Learnability	Potentially only learnable within the 'critical period'.	Learnable at any age

Source: Ellis, 2008, p.418

2.6.1. Explicit Instruction

Explicit instruction refers to a kind teaching method in which students are expected to improve slowly through several stages through being involved in learning practices and getting feedback related to their practices. (Berliner &Rosenshine, 1987). It is also called as intentional learning (Brown, 2007). By explaining rules, giving corrective feedback, and encouraging students to talk about their learning process, teacher aims at helping students to understand how the target language works with explicit instruction (Cutrone, 2016). To put it more simply, explicit teaching "involves directing learners' attention towards the target forms with the aim of discussing those forms" (Martinez-Flor &Soler, 2007, p.50). Learners are exposed to a teaching programme in which content is divided into teachable parts with an order planned before (Kaburise, 2014). Oxford (1990) suggests that explicit instruction is targeted at aiding students to consciously attend to learning process to be aware of choices for

learning the target language, maintaining collaboration between teacher and learners, and stimulating recognition and use of techniques that help students to be self-reliant.

It is widely acknowledged that explicit instruction should have place in language classrooms since it yields to more beneficial results compared to implicit instruction (White, 1998). Especially for teaching of complicated rules, explicit instruction is superior to implicit teaching as it may be demanding and time consuming for the learners to find out complex mechanisms of the target language; even, they may not notice or discover the rule as opposed to simple rules which may be acquired by learners incidentally (Hulstijn & de Graaff, 1994). This means explicit instruction is likely to facilitate language learning in a shorter time (Ellis, 2002). Moreover, conscious learning aids students to become aware of the problems or weakness they have in target language and attempt to overcome these handicaps. It also helps learners to evaluate effectiveness of the instruction and feedback provided by the instructor (Klein, 1986).

The question of whether explicit or implicit instruction is more effective has also been asked for teaching of pragmatics. It is highly approved that teaching pragmatics is necessary for learners since most of the students are not successful at learning and using pragmatics of L2 with their own efforts (Bardovi-Harlig, 1996). In EFL context, where students do not have immediate access to L2 community, teaching pragmatics has great significance and research in the relevant issue verify the need for instruction on pragmatics (Brock &Nagasaka, 2005). Especially explicit instruction has been found to be more advantageous for teaching pragmatics as it develops students' pragmatic competence with more favorable learning options (Rajabia &Azizifara &Gowhary, 2015; House, 2013; Ifantidou, 2012; Aufa, 2011; Ghobadi &Fahim, 2009; Cohen, 2008; Soler, 2005; Kasper &Rose, 2001). Moreover, students are not likely to learn some pragmatic aspects incidentally unless they are not given explicit explanation about those pragmatic aspects (Aufa, 2011). Similarly, Schmidt (1993) highlights that students need to be engaged with grammatical features, function/meaning of language and characteristics of the context consciously to improve L2 pragmatics. In brief, it has been proven by the recent research that explicit instruction, which was also preferred as a teaching method in the present study, is essential for L2 learning and especially for improvement of competence in L2 forms (Rahimpour &Salimi, 2010).

2.6.2. Implicit Instruction

Unlike explicit instruction, implicit teaching refers to a kind of teaching consisting of learning tasks in which learners are presented with language samples with a focus on meaning and expected to infer the grammatical rules from the samples (Ellis, 1994; Ellis, 2009). Likewise, Doughty &Williams (1998) define it as a kind of instruction purpose of which is grasping students' attention and abstaining from any intervention as possible to maintain meaningful interaction in target language. It is also called as incidental learning (Brown, 2007). Contrary to widespread assumptions, implicit instruction does not reject students' engaging with language forms. However, it proposes a different method for teaching them: it provides learners with communicative samples of grammatical forms and expects students to understand logic behind them. In other words, proponents of implicit instruction believe that providing students with target language samples should be enough for them to grasp the rationale behind the linguistic forms to use them in their later L2 practices (Cutrone, 2016). Still, ıt does not look for intentionally directing students' attention to language rules behind the grammatical forms presented (Ellis, 2012). In fact, as mentioned above, major characteristic of implicit instruction is that learners are expected to acquire language forms incidentally when dealing with communicative activities without paying purposeful attention to learn them. Moreover, implicit instruction does not aim at equipping students with metalinguistic knowledge about target language, which is among the major purposes of explicit instruction (Ellis, 2015).

Implicit instruction has its theoretical base in Long's (1991) focus on form, which prioritizes meaning over form. It is a learning model which is targeted at engaging students in meaningful and communicative learning tasks together with a secondary purpose, which is helping students to learn grammatical forms incidentally (Ellis, 2015). Similarly, Krashen &Seliger (1976) suggests that language learning is not conscious by nature. It entails a process which does not seek for awareness. To this end, Krashen (1976) makes a distinction between conscious and unconscious proposing the dichotomy of acquisition/learning. He explains language learning with acquisition. As can be understood from its theoretical background, emphasis is on learning process in implicit instruction: ıt proceeds in a natural, spontaneous way, which does not involve any conscious attempt to raise awareness of students about linguistics forms (Ellis, 1994).

To summarize, implicit teaching of language forms or implicit form focused instruction is targeted at exposing students to authentic language embedded in communicative tasks or samples in meaningful contexts to help them learn and use the target language spontaneously. To achieve this, teacher does not intervene in the process unless there is urgent need for it. There is no room for metalinguistic discussions, explicit explanation of grammatical rules or conscious effort for finding out the rules. Since the ultimate goal is achieving meaningful communication, language is only a medium to achieve this purpose (De Graaff &Housen, 2009).

2.7. Previous Studies on Metadiscourse Markers

A wide range of studies were carried out in the relevant field with regard to use of metadiscourse markers in writing. Majority of these studies were descriptive, which investigated whether students used metadiscourse markers in their essays whereas other group of studies were interventional or remedial, which explored effects of use of metadiscourse instruction on students' writing success. Influence of type of instruction (explicit/implicit) on teaching of metadiscourse in writing classes was also investigated in several studies. To begin with descriptive studies, their purpose was to reveal students' or researchers existing tendency to use metadiscourse markers and propose pedagogical implications for writing classes (Hyland, 2004; Dafouz-Milne, 2008; Blagojevic, 2009; Hyland, 2010; Akbaş, 2012; Anwardeen, et al., 2013; Sukma &Sujatma, 2014; Tan &Eng, 2014; Akbarpour &Sadeghoghli, 2015; Alipour &Jahangard &Bemani, 2015; Jin &Shang, 2016; Kobayashi, 2016; Çubukçu, 2017; Mahmood &Javaid &Mahmood, 2017; Mohamed &Rashid, 2017). While some of these studies focused on usage of metadiscourse markers in research papers including PhD and MA theses, course books and newspapers, rest of them investigated use of metadiscourse in student essays.

To illustrate, accepted as one of the pioneers in the relevant issue, Hyland (2004) conducted a study to reveal which metadiscourse markers are used and why they are used by graduate students. He explored a corpus including 240 doctoral and masters dissertations written by students enrolled at different Hong Kong universities, and conducted interview with 24 of the students who wrote dissertation. Dissertations were taken from six academic disciplines in equal numbers: Electronic Engineering (EE), Computer Science (CS), Business Studies (BS), Biology (Bio), Applied Linguistics

(AL), and Public Administration (PA). Results of the study demonstrated that number of both interactional and interactive metadiscourse markers used in PhD dissertations exceeded the number of those employed in masters' theses. While transitions in interactive metadiscourse were the most frequently used markers in both doctoral and masters' dissertations, hedges in interactional category were the most frequently preferred ones in both doctoral and masters theses. With regard to comparison of usage of metadiscourse markers among disciplines, it was found that both interactive and interactional sources were mostly used in dissertations written in the field of applied linguistics. Drawing from the data, Hyland proposed his current model of metadiscourse which has been widely acknowledged in the relevant field. Another study carried out by Akbaş (2012) examined use of interactional metadiscourse markers in introduction and conclusion parts of MA dissertations written in Turkish and English by Turkish writers. Comparing mentioned parts of the dissertations written in Turkish and English, he found that introductions written in these two languages differed considerably in number of the interactional metadiscourse markers they involved. Turkish writers used interactional metadiscourse markers more frequently in their introductions written in English with the exception that they employed engagement markers more frequently in their introductions in Turkish. Likewise, in conclusion part also; the number of interactional metadiscourse used in English conclusions exceeded the number of those exploited in Turkish conclusions. Still, their performance was better in terms of usage of boosters and engagement markers in conclusions written in Turkish.

As stated above, a group of studies investigated use of metadiscourse markers in newspapers or research articles. To exemplify, Dafouz-Milne (2008) examined use of metadiscourse markers in an English and a Spanish newspaper which are renowned to find out role of usage of metadiscourse markers in creating a persuasive text. Moreover, she administered an open-ended questionnaire to a group of participants to find out whether they found the articles written in the newspapers examined for the study persuasive. They were also asked to rate the articles in terms of persuasiveness. It was revealed that the number of textual metadiscourse markers especially code glosses were higher in Spanish newspaper. However, interpersonal metadiscourse markers were more frequently used in English newspaper. It was noteworthy that hedges were the most commonly used interpersonal metadiscourse markers in both newspapers. This implied that merging both reality and opinions was important to increase persuasiveness in a newspaper article. Lastly, participants in the study confirmed that usage of a certain

number of metadiscourse markers made the newspaper articles more persuasive. In his study, Blagojevic (2009) compared research articles written in English (by English writers) and Serbian (by Serbian writers) in the field of humanities in terms of expressions they made use of to indicate their attitudes towards research issue. Analyzing the research articles written by English and Serbian writers, he found that Serbian writers tended to use attitude markers more frequently in their articles written in both Serbian and English compared to their English counterparts. Still, it was revealed that both group of writers used a fair amount of attitude markers. It was inferred that attitude markers were exploited by the writers to emphasize their voice and help the writer to follow the article easily.

Similar studies were conducted in the field of ELT to reveal students' tendency to use metadiscourse markers and the rationale behind their preferences. Anwardeen et al., (2013) carried out a corpus-based study to explore performance of Malaysian college students in using metadiscourse markers in argumentative essay. In addition to investigating which metadiscourse markers are exploited and how often they are used by the college students, they also identified students' errors with regard to usage of metadiscourse markers. Obtaining data from the corpus called as MCSAW (Malasian corpus of students' argumentative writing), they analyzed students' essays using a statistical tool called as Word Smith 4.0. As a result of the study, it was revealed that students made use of textual metadiscourse markers more frequently compared to interpersonal metadiscourse. It was also noted that code glosses and attitude markers were the least used metadiscourse markers by the students, which demonstrated that they were not good at indicating their perspectives, attitudes while writing. Lastly, errors were detected especially in the use of logical connectors as students attempted to use logical connectors to link sentences or ideas which were irrelevant. Another study conducted by Kobayashi (2016) compared L2 essays of students with different L1 with regard to use of metadiscourse markers (Chinese, Indonesian, Japanese, Korean, Taiwanese and Thai). The essays were obtained from the International Corpus Network of Asian Learners of English (ICNALE). Using a heat map with hierarchical clustering, he examined the differences between six groups with different L1s whose level were B1. It was found that self-mentions, boosters, attitude markers and frame markers were most frequently used by Japanese learners whereas transitions and evidentials were mostly used by Korean students. Chinese students mostly preferred endophoric markers. On the other hand, Taiwanese students made use of hedges more than any other

metadiscourse markers. While Thai students most frequently employed engagement markers Indonesian students fell behind the other five groups of students in using interactional metadiscourse markers and one group of interactive metadiscourse (frame markers). It was noteworthy that students' performances in using metadiscourse reflected characteristics of their L1s.

In their study, Mohamed&Rashid (2017) explored usage of metadiscourse markers by successful students. To this end, essays written by successful Malaysian undergraduate students were chosen. These essays were written in the final exam of an English course and marked as successful by the course lecturer. To find out metadiscourse markers in student essays, WordSmith, a concordance programme, was employed. It was revealed that number of interactive metadiscourse markers used in essays exceeded the number of interactional metadiscourse markers exploited by students. Among interactive metadiscourse, transitions were the most frequently used ones whereas evidentials were the least frequently used ones. As for interactional metadiscourse, hedges were the most preferred interactional metadiscourse while self-mentions were the least preferred ones. These results were attributed to students' lack of experience by the researchers as more experienced writers were found to be successful in using interactional metadiscourse efficiently. Lastly, Çubukçu (2017) conducted a study to find out whether there were any differences between successful and less-successful students performances with regard to usage of metadiscourse markers in L2 writing. Students were from different nationalities including New Guinea, Mongolia, Columbia, Tunisia, Palestine, Algiers, Lebanon, Syria, Iraq, Afghanistan, Uzbekistan, Ethiopia, Nigeria, Sudan, Morocco and Iran. Comparing essays written by successful students (N=20) and less successful students (N=20), she found that interactive metadiscourse markers were more frequently encountered than interactional ones in both groups. Among the interactional resources, hedges and boosters were the least frequently used ones. The results were contradictory in that there was not any significant difference between two groups in terms of usage of metadiscourse markers in their essays even though they differed in language proficiency with one group low proficiency and the second group higher proficiency.

As mentioned above, second group of studies have been mostly interventional or remedial investigating whether instruction on use of metadiscourse influence students' writing proficiency (Steffensen&Cheng, 1996; Dastjerdi &Shirzad, 2010; Tavakoli &Bahrami &Amirian, 2012; Taghizadeh&Tajabadi, 2013; Yaghoubi &Ardestani, 2014;

Farhadi &Aidinloo &Talebi, 2016). Steffensen &Cheng (1996) carried out a study to explore possible effects of metadiscourse instruction on students' writing proficiency. Following an experimental design, they divided the participants into two classes. While control class was exposed to process approach only, experimental group had instruction on metadiscourse markers explicitly. Based on the classroom discussions, peer reviews and student journals, it was found that explicit instruction raised students' awareness on use of metadiscourse as a pragmatic aspect of writing. While there was a not a significant difference between pretests of the two groups in terms of writing proficiency and appropriate usage of metadiscourse markers, posttests of both groups showed that students of experimental group was much more successful than those of control group in appropriate use of metadiscourse, and recognizing readers' needs, expectations, which made their essays more proficient. In their study, Dastjerdi &Shirzad (2010) investigated whether explicit instruction on metadiscourse had positive effect on writing proficiency of elementary, intermediate and advanced EFL students. Pretest was administered to these three groups of undergraduate students enrolled at English Literature to determine their current performance in writing and use of metadiscourse markers. After getting explicit instruction on metadiscourse markers supported with sentence level exercises that encourage use of metadiscourse markers in six sessions, they were given posttest to see the possible changes between pretest and posttest and possible differences between the three groups. The results indicated that writing proficiency of the three groups improved considerably after intervention. Moreover, the greatest development was seen in intermediate students.

Adopting qualitative and exploratory design, Tavakoli et al., (2012) conducted a study to investigate students' progress in appropriate use of interactive metadiscourse. Participants, intermediate EFL students, were exposed to process based writing in which they received feedback especially related to their use of metadiscourse markers. They wrote three essays throughout the semester each one including first draft, revised one and final draft. Students were also interviewed to find out their views on such instruction and level of self-assurance in employing interactive metadiscourse. The results suggested that students were better in terms of appropriate use of interactive metadiscourse in their final drafts compared to their first drafts in each essay writing process. Besides, interview results demonstrated that students were satisfied with the kind of instruction provided to them, and their self-assurance in using interactive metadiscourse increased by the end of the semester. A similar study carried out by

Taghizadeh &Tajabadi (2013) explored effect of metadiscourse instruction on EFL students' writing proficiency and performance in appropriate use of metadiscourse markers. Participants were exposed to a four week instruction of metadiscourse markers. Comparison of pretest and posttest results showed that there was significant difference between students' former and later performances. In other words, posttest analyses revealed that students were able to integrate metadiscourse markers into their essays successfully after four-week training.

Finally, Yaghoubi &Ardestani (2014) compared implicit and explicit instruction on metadiscourse markers in writing class. Embracing an experimental design, they assigned students to one control group and two experimental groups. While one experimental group was exposed to explicit instruction on metadiscourse, the other experimental group received implicit instruction on metadiscourse. After 8 session of instruction posttest and pretest results of the three groups were compared. It was revealed that control group fell behind the two experimental groups in posttest in terms of effective metadiscourse usage and writing success even though all the groups had similar performances in pretest. Besides, it was found that there was not considerable difference between the two experimental groups with regard to writing success and use of metadiscourse.

2.8. Conclusion

This chapter reviewed the literature in connection with the research focus of the present study. It began with characteristics of written language highlighting communicative function of it and teaching writing as a skill in foreign language education. In addition, coherence and cohesion were addressed. Then, metadiscourse with a special focus on functions of it and classifications of it was indicated in detail. It was followed by implicit/explicit instruction. Previous studies which explored use of metadiscourse markers in foreign language writing were also mentioned.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of the present study was to reveal possible effects of explicit teaching of meta-discourse markers on students' meta-discourse knowledge, their performance in argumentative essay writing. Participants were also asked to reflect on their assignments chosen by the researcher to learn about their views related to actual writing process to gain an indepth understanding of the process. To get feedback from participants about the treatment process, they were interviewed after the study. In this chapter, research process of the present study will be highlighted in a detailed way. The chapter begins with setting and the participants involved in the study. It goes on with instruments exploited for data collection in the study, which is followed by data collection procedure. Lastly, process of data analysis in which collected data was handled systematically is displayed.

3.2. Settings and Participants

The present study was conducted during the spring term of 2017/2018 academic year. Participants for the present study were students who were enrolled at English Language Teaching department at a state university. Only first year students were included in the study since the study aimed at improving students' writing as a skill. Courses focusing on the four basic skills including writing are taught in the first year as determined by the curriculum approved by Council of Higher Education. As stated by the participants throughout the semester, writing class is the first place to create a piece of writing for majority of the participants, which make the writing class extremely challenging for them. Students' essays which they wrote during the first semester also demonstrated that they were not good at especially maintaining coherence and cohesion.

A placement test (McMillian, 2012) was administered to students to determine their English Language Proficiency since they had different backgrounds. Besides, a writing task was applied to students, and they were evaluated using Cambridge assessment scale. Students whose levels were under B1 were excluded from the study. At the beginning, the whole class volunteered for the study. They were informed about

the purpose of the study. However, not all of them attended to the class regularly. Therefore, a total of 21 students took part in the study. They were chosen via convenience sampling as students attending the writing classes regularly fulfilling all of the requirements of the writing course took part in the study. However, for interview 12 participants were chosen randomly from among those 21 students who were involved in the study. Their ages ranged between 18 and 34, and majority of them were in their twenties. There was not equality in gender distribution since only five of the participants were male. However, gender was not determined as a variable in the present study.

3.3. Instruments

Mixed method was adopted in the present study to increase strength and reliability of the research. Supported with pragmatism, mixed method has been recognized as more favorable compared to pure qualitative or pure quantitative method in recent decades (McKim, 2015; Johnson &Onwuegbuzie &Turner (2007). In mixed method, both qualitative and quantitative methods are appreciated since they complete each other (Johnson &Onwuegbuzie, 2004). Inferencing from a number of definitions made by the renowned scholars in the field, Johnson et al., (2007, p.123) define mixed method as:

> the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

Called also as multi-strategy or pragmatist research, mixed-method is considered as the most effective research method to respond research questions put forward in a study in spite of the fact that benefits of using only one method, qualitative or quantitative, are recognized. Since it presents multiple data from various perspectives to the researchers, it is easier to realize purposes of the study. Especially in social research, it is highly appreciated since each method compensates for the drawbacks of the other method. While qualitative research process lead to creating surveys for quantitative research though forming and working on hypothesis, quantitative research is source for

sampling (Poni, 2014). As mentioned above, the rationale behind mixing methods is pragmatism. Therefore, Bryman (1988) highlights that mixed method is superior to single method and is essential to get optimum results.

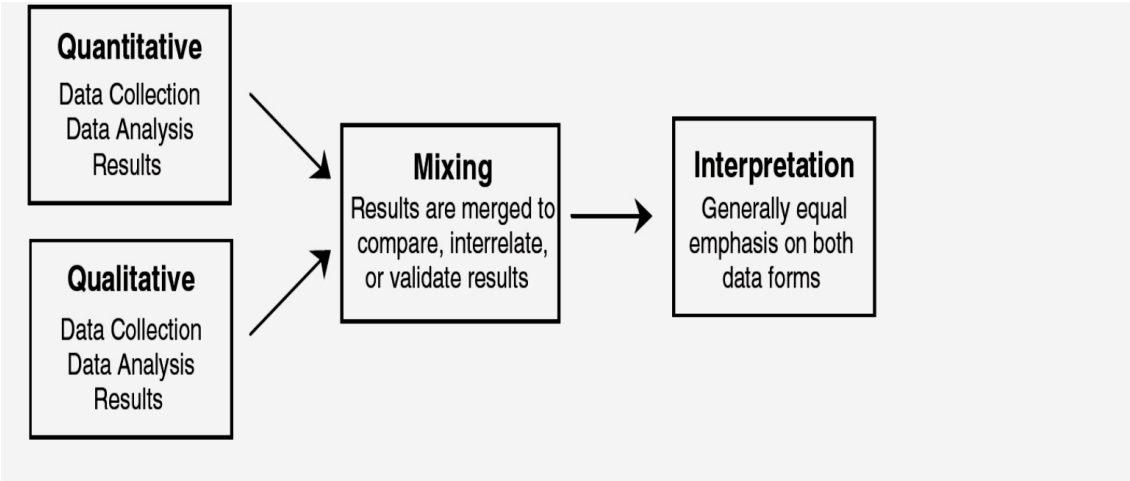


Figure 3. Mixed Method (Triangulation)
Source: taken from Plano-Clark&Huddleston-Casas&Churchill&Green&Garrett, 2008

According to Greene et al. (1989 cited in Schoonnenboom &Johnson, 2017), mixed method design aims at achieving five goals:

- *Triangulation*
- *Complementarity*
- *Development*
- *Initiation*
- *Expansion*

To get more sound results, multiple instruments were used in the present study to answer all of the research questions. Meta-discourse knowledge test, argumentative essay task (written as both pretest and posttest), students' reflections and semi-structured interview were exploited in this study.

3.3.1. Meta-discourse Knowledge Test

For the purpose of measuring students' meta-discourse knowledge, a test consisting of three parts was designed by the researcher. The first part included a list of

several meta-discourse markers and their functions in a scrambled way, and they were expected to be matched by the participants. Second part was in cloze-test (taken from https://nyelvkonyvbolt.hu/uploads/files/ ImproveFirstUse.pdf) format in which students were supposed to fill in blanks with given meta-discourse markers. In the last section, sentences (taken from https://percybal.files.wordpress.com/2008/11/cohesive-devices-list-of-items-for-writing-a-composition.pdf and http://www.equityreleasesupermarket.co.uk/news/tag/equity-release-interest-rates/) were given and students were required to combine these sentences with given meta-discourse markers. Meta-discourse knowledge test was applied both at the beginning and at the end of the term as pre-posttest to the participants.

3.3.2. Argumentative Essay Task

One of the research questions of the present study was: Does explicit instruction on meta-discourse markers used in argumentative writing affect students' final performance in argumentative writing compared to their initial performance in argumentative writing? To find an answer to this question, the researcher prepared two similar argumentative tasks which were administered to students as pre-test and post-test. The first task (pre-test) was applied at the beginning of the term. The instructor wanted students to write an argumentative essay answering the following question: "Should government censor the media to prevent violence among young people?". Before students began to write, the lecturer discussed the topic with students in class. After collective brainstorming, ideas generated were written on the board by the instructor. Short videos were watched to the students related to the issue. Lastly, the instructor showed several statistics and expert opinions about the issue. All these were done to help students to write without thinking much about the content since purpose of this task was to reveal only their writing performance in a limited time. At the end of the term, a similar task (post-test) was given to the students following the same process mentioned above. This time they were expected to answer the following question: "Should advertising be banned?" in argumentative essay format.

3.3.3. Students' Reflections

Qualitative data collection methods are favored in the field of education since they require detailed analysis of data which was obtained from the participants. This

provides researchers with rich descriptions of the issue investigated and help them to find solutions to promote implementations related to education (James &Milenkiewicz &Bucknam, 2008). Another superiority of qualitative data collection methods is that participants direct the process determining breadth and depth of the data in their answers. Such participant-directed process supplies the researcher with different viewpoints of the participants. Moreover, the researcher has the chance to understand the rationale behind certain behaviors performed by the participants (Sutton &Austin, 2015; Mackey &Gass, 2005).

In addition to being recognized as an effective tool for learning, reflection is widely used as qualitative data collection tool in the field (Gibbs &Nazemi, 2013). There are three commonly used types of reflection: prompted reflection and free-form reflection and critical incident (Kerchner, 2014). To get to the point answers corresponding to the purpose of the research, prompted reflection was employed in this study. Contrary to free-form reflection which is a kind of "stream of consciousness" report, prompted reflection involves a number of questions prepared before by the instructor. Prompted reflections encourage students to think about their learning consciously and evaluate the process (Kerchner, 2014).

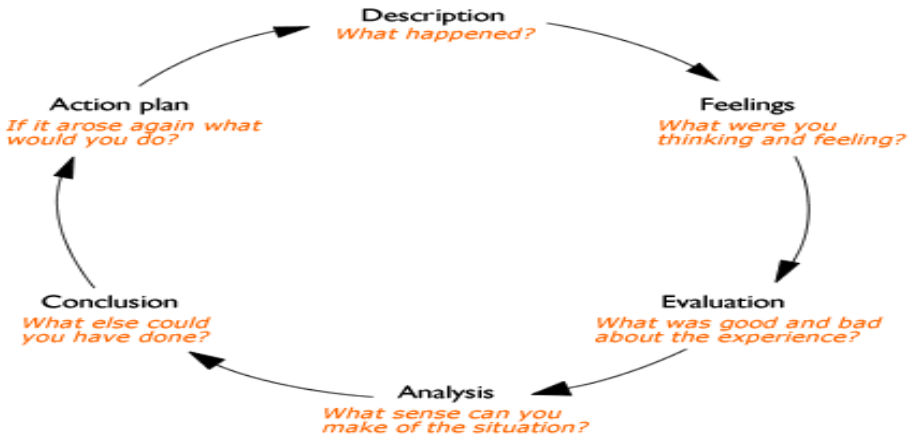


Figure 4. Gibbs Reflective Cycle
Source: Gibbs, 1988

In this study, all of the participants (N=21) were asked to reflect on their before-during-after essay writing process after assignments chosen by the researcher to reveal what students think about the actual writing process throughout the treatment to clarify and confirm findings obtained through statistical data (pre-posttests). To this end,

students were expected to answer questions about preparation before writing, checking for use of meta-discourse markers, coherence &cohesion etc. The reflection paper, also called as prompted reflection, used in the present study consisted of three parts. Questions in the first part were related to pre-writing process. Second part questions were about while-writing process. In the third section, students were expected to answer questions regarding post writing. Since students tended to give shorter answers especially in the 2nd reflection, the researcher changed the format of the reflection paper in the 3rd reflection to get more explanatory responses.

Table 6

1st and 2nd Reflection Questions

Reflection for the Assignment
Pre-writing
Do you think that your preparation process for the essay writing (ex: planning, research) was satisfactory? Explain briefly**.**
While-writing
What were the weaknesses you noticed while writing the essay? What did you do to overcome them?
Do you think that the training contributed to the "while-writing" process?
Post-writing
Do you think that you maintained cohesion within and between sentences in your essay? Did you check for it?
Do you think that you maintained coherence in your essay? Did you check for it?

The third reflection included two parts. In the first part the participants were asked to compare their later assignments with their former assignments in terms of pre-writing, while-writing and after writing process. In the second part, students were expected to mention about challenges they experienced in using meta-discourse markers.

3.3.4. Semi-structured Interview

Becoming widely used as a data collection tool in qualitative research, interviews help the researcher to get rich data source since they clarify how people practice, perceive, and feel about a specific issue (Blandford, 2013; Nunan &Bailey, 2009). While structured interview focusing on predetermined questions is considered as too strict in providing data, in unstructured interview, both interviewer and interviewee may get distracted and wander off the topic (Blandford, 2013). For this reason, semi-structured interview was preferred in this study. Nunan &Bailey (2009, p.316) define it as "…less rigid than structured interviews but more systematic than unstructured interviews. The interviewer uses predetermined questions but also allow for expansion and elaboration in responses." To put it more simply, nor too strict neither too flexible, semi-structured interview gives the interviewer opportunity to direct the process taking into consideration interviewee's answers (Dörnyei, 2007).

In the present study, semi-structured interview was employed to reveal what students think about explicit instruction on meta-discourse in writing class at the end of the term. A total of 12 participants were interviewed. The interview questions were adapted from Pearson (2006). Besides, several questions were added by the researcher. The interview consisted of two main parts. First part was related to writing class in general. In the second part, interviewees were expected to answer questions about effectiveness of explicit instruction on meta-discourse markers; issues related to coherence-cohesion. For getting valid and reliable data from the interviews, the researcher determined the skeleton before conducting the interview:

- by ensuring that the domain is properly covered and nothing important is left out by accident,
- by suggesting appropriate question wordings,
- by offering a list of useful probe questions to be used if needed,
- by offering a template for the opening statement,
- by listing some comments to bear in mind (Dörnyei, 2007, p.137).

Table 7

Interview Protocol

Views about the Writing Class
How do you find writing class?
Did writing course help you improve your writing skills? If yes, please specify.
What is the most important thing that you have learnt in this course? And the least important thing?
What aspects of this course did you have trouble in coping with?
Views on the Treatment (Explicit Instruction on Meta-discourse Markers)
Do you think that it is beneficial to focus on coherence and cohesion in writing course? Why?
Do you think that it is beneficial to teach meta-discourse markers explicitly for students in writing course? Why?
Do you think using meta-discourse markers in your essays make your essays more successful?

A total of 12 participants who were volunteered were interviewed. The interview was conducted face-to-face and in Turkish to prevent any misunderstanding that may emerge because of inefficiency in target language.

3.4. Data Collection Procedure

The one group pretest-posttest design was adopted as the research design in the present study to collect data. Sometimes called as pre-experimental design, it is generally subsumed under quasi-experimental designs, and widely used in educational research to investigate possible effects of a new learning or teaching method, a new approach to the teaching/learning etc. (Cohen&Manion&Morrison, 2007; Thyer, 2012). Even though the one group pretest-posttest design is criticized for not including a control group, it is widely agreed that control group does not guarantee that the research is truly controlled (Campbell&Stanley, 1963). Moreover, concerns have been raised about assigning students into control and experimental groups as it has been considered as unethical by several reserachers in the field of education (Robbie, 1998). Furthermore, as stated in Robbie's study (1998), the primary purpose of the study was

to gain in-depth understanding about how the intervention guided students' writing processes and their thoughts about writing class through student reflections and semi-structured interviews in addition to statistical analysis.

3.4.1. Identifying the Problem

As the first step of the study, the problem was identified. Based on the data obtained from students' essays during the first semester, it was revealed that students used limited number of meta-discourse markers, which made their sentences less cohesive and less relevant in their essays. Moreover, they did not know correct and appropriate usage of some meta-discourse markers. Another problem with students' writings was that they did not attempt to use different words especially meta-discourse markers, phrases, grammatical structures and their essays were weak in content which showed that content or topic was not adequately searched by the students before writing. Based on the problems identified, following research questions and hypotheses were put forward:

1. What is meta-discourse knowledge of students at the beginning of the term?
2. What is meta-discourse knowledge of students at the end of the term?
3. Does explicit instruction on meta-discourse markers used in argumentative writing affect students' final performance in argumentative writing compared to their initial performance in argumentative writing?
4. What do learners think about explicit instruction on meta-discourse markers in writing class?

$H_{1:}$ Explicit teaching of Metadiscourse markers will change students' knowledge of meta-discourse markers

$H_{2:}$ Explicit teaching of Metadiscourse markers will affect students' writing Proficiency

3.4.2. The Treatment

Initially, a writing course syllabus was designed in which process-genre based approach was adopted and meta-discourse markers were taught explicitly. Being an eclectic approach, process-genre based approach has come out as a result of the need for

a versatile approach which empowers students with effective writing skills and awareness about context and conventions of a piece of writing (Nordin &Mohammad, 2006). Emerging as a combination of powerful sides of both process and genre based approaches to writing, process-genre based approach aims at:

- informing students about social context and purpose of a piece of writing,
- helping students to become aware that writing patterns differ in texts based on purpose, audience and the message,
- helping students to write considering audience and organizational patterns of the text including language and structure,
- helping students to improve their writing skills through stimulating them with steps including planning, writing, editing, rewriting (Rusinovci, 2015; Macken &Horarik, 2002 cited in Rusinovci, 2015).

Process-genre based approach provides students with both input and interaction which are crucial in language learning (Myles, 2002). On the whole, according to Gao (2007) process-genre based approach highlights both social-contextual factors employed in a piece of writing and necessities of writing as a skill.

In accordance with the purpose of the study, process-genre based approach to writing was employed supported with explicit teaching of meta-discourse markers. The courses were shaped around genres. For each essay, genre-specific meta-discourse markers were chosen to teach maintained by explicit explanation of their meanings and functions supported with sample sentences (ex: for comparison-contrast essay, meta-discourse markers indicating contrast or comparison like: whereas, likewise were taught explicitly). Exercises related to use of meta-discourse markers students were going to learn were prepared to be completed by them after instruction. Since process-genre based approach was adopted, syllabus was designed considering following steps which are part of process approach: writing first draft, receiving feedback from the instructor, editing, writing final draft, evaluation by the instructor. To mark students' assignments, Cambridge writing assessment scale (2014) was chosen.

To collect relevant data, following instruments were exploited: Meta-discourse knowledge test as pre-posttest, Argumentative essay as pre-posttest, student reflections and semi-structured interview. Meta-discourse knowledge test was given at the beginning of the term as pre-test to determine students' meta-discourse knowledge

based on Hyland's (2004) classification of meta-discourse markers. The same test were given at the end of the term as posttest to find out whether there was any change or improvement in students' meta-discourse knowledge after taking explicit instruction on meta-discourse markers. Likewise, students were asked to write an argumentative essay on a topic determined by the instructor at the beginning of the term to examine students' writing performance and usage of meta-discourse markers in context. After intervention, they wrote another argumentative essay on a similar topic determined by the instructor at the end of the term to reveal whether participants showed marked improvement in their writing skill and performance in usage of meta-discourse markers in context. In pre-test and posttest session, the topic which students were going to write about were introduced to students. They were shown a short video about the topic, and a short PowerPoint presentation in which others' opinion and statistical facts about the issue were displayed to make students get acquainted with the issue. After a collective brainstorming, students wrote their essays in the class.

Writing class, in which the present study was conducted, lasted for 10 weeks. Three hour long lesson was delivered by the instructor each week. In addition to essay teaching-writing and explicit teaching of meta-discourse markers, coherence-cohesion were introduced to the students in the first several weeks to raise students awareness about issues such as unity, comprehensibility, clarity which are indispensible for a piece of writing. It is widely accepted that cohesion and coherence are two crucial factors that need to be taken into consideration while teaching writing to enhance quality of writing (Crossley &McNamara, 2010). Needless to say, meta-discourse markers are only one class of linguistic devices necessary for improving cohesion in a piece of writing. They are also crucial for maintaining coherence (Akbaş, 2012). Through teaching coherence and cohesion, the instructor aimed to motivate and persuade students about necessity of using meta-discourse markers in writing. To achieve this, sample sentences, paragraphs which were incoherent or incohesive were shown to the students, and they were asked to identify the problems in given samples and correct them. Possible solutions to eliminate the problems were discussed in the class. During the treatment, issues related to coherence-cohesion were touched on since they were among the writing assessment criteria applied by the researcher to assess students' writing assignments.

Throughout the term, students wrote three essays in three different genres (compare-contrast, cause-effect, argumentative essay) introduced by the instructor. In addition, two argument-opinion writing tasks were given to students to help students

practice and gain familiarity with argumentative writing throughout the term, and they were written in essay format by the students. To evaluate students' writing proficieny, they were asked to write argumentative essay as pretest and posttest. The reasons why argumentative essay was chosen for the present study were that it was one of the main genres which students had to learn ,and interaction between reader and the writer, which can be achieved through using MD markers, is of great importance in argumentative writing (Anwardeen, et al., 2013). However, since the writing class was among the primary classes to help students develop their basic writing skills in English, other genres (cause-effect and compare-contrast) were also introduced to students. Topics for each genre were determined by the students and then, approved by the instructor. Process-genre based approach was adopted in the writing class. For all essay-genre teaching, same procedure was followed: initially, essay genre was introduced to the students with sample essays. Then, specific meta-discourse markers which could be used in given genre were taught explicitly. Explicit instruction was supported with sample essays and exercises. Thanks to sample essays, students saw usage of meta-discourse markers in context, and they were also given exercises related to meta-discourse markers in the class to help them strengthen what they learnt. These exercises were in the following formats: fill-in-blanks, matching meta-discourse markers with their functions, combining sentences with appropriate metadiscourse markers, cloze tests with metadiscourse markers missing, finding functions and synonyms for given meta-discourse markers in sample essays. Then, students were expected to write their first drafts using meta-discourse markers taught by the instructor. The instructor gave detailed feedback with a special focus on usage of meta-discourse markers to each student's first drafts stimulating them to use meta-discourse markers that they learnt, their synonyms and also new ones after searching by themselves. After editing based on the feedback from the instructor, students wrote their final drafts in a week. In addition to the criteria included in the writing assessment scale, students' final drafts were especially marked on their ability to make use of a variety of meta-discourse markers appropriately and correctly. The instructor especially checked whether students considered warnings related to use of meta-discourse markers addressed to them in their first drafts. Same procedure was followed for the argument-opinion writing tasks. However, it would not be realistic to anticipate that they would correct all their mistakes in a week since majority of the students had a lot of mistakes, especially in appropriate and correct usage of language at the beginning. As time passed, their mistakes

decreased and it became easier for them to correct their mistakes pointed out by the lecturer.

The instructor attempted to stimulate students to promote their writing considering issues related to coherence and cohesion with a specific focus on metadiscourse markers through continuous and individualized feedback during the term. Specifically, learners were stimulated to use a variety of meta-discourse markers both they learnt in the class and new ones (ex: synonyms). Furthermore, the instructor encouraged students to improve their writing through searching for both content and language to use in their essays, and gave individualized feedback related to these issues. Needless to say, special attention was given to the correct and appropriate usage of meta-discourse markers. Based on the feedback given to them, students were expected to revise their essays. The instructor taught explicitly both meta-discourse markers and genre-specific words, phrases. However, it was up to students to decide what to write, since they determined their essay topics, when and how to use these linguistic –lexical devices. After writing their final drafts, students' common mistakes related to use of meta-discourse markers were shown in the class by the instructor and were discussed with students. However, name of the students who did the mistakes were kept secret to avoid from discouraging them to write. Besides, students were asked to reflect on their writing process after writing their assignments. They wrote three reflections during the semester, which urged students to evaluate their performance.

For the interaction needed between students and the instructor to achieve this process, Edmodo, was used. In virtual classrooms created by the instructors, students can complete their assignments together, get feedback from both instructor and each other, share documents, videos etc. via Edmodo. Throughout the semester, students sent their written assignments and received feedback from the instructor through Edmodo. In each step of writing (ex: pre-writing, drafting, editing etc.) students contacted with instructor when they needed via Edmodo. Course documents, videos and extra materials that students demanded were also shared on Edmodo.

As a part of the present study, all of the participants reflected on the two writing assignments (one argument-opinion writing task and one argumentative essay) chosen by the instructor one week after completing each assignment (First drafts). In the third reflection, students were asked to compare their former and later essays in terms of essay preparation/writing process. The instructor asked students to reflect on their writing process to get multiple prespectives related to how explicit instruction on

metadiscourse markers guided students' writing process based on the voices of the participants. Students wrote three reflections in class hours during the semester at 4 weeks intervals. First reflection papers were given to students at 4th week after they wrote their first assignments (writing task) for the term, and they completed 2nd reflection paper 4 weeks later when they wrote their second essays. Lastly, they reflected on their writing process as a whole comparing their former and later writing assignments in terms of before-during-after writing processes at 12th week. While 1st and 2nd reflection papers had totally same questions, last reflection paper was a bit different to get more clarified answers since participants tended to give shorter answers in the second reflection papers. Students were expected to answer such questions in their reflections: What were the weaknesses you had while writing your essay? What did you do to overcome them? Do you think that you maintained cohesion within and between sentences in your essay? Did you check for it?.

In addition to students' reflections, semi-structured interview was employed to learn students' views on explicit instruction on meta-discourse markers in writing class. A total of 12 undergraduate students were interviewed at the end of the term. They were asked questions like: Do you think that it is beneficial to focus on coherence and cohesion in writing course? Why?, Do you think that it is beneficial to teach meta-discourse markers explicitly for students in writing course? Why?, Did writing course help you improve your writing skills? If yes, please specify.

3.4.3. Meta-discourse Markers Taught in Writing Class

As stated above, specific meta-discourse markers used for each essay genre was determined and taught explicitly immediately after the genre was introduced. The following genres were included in writing class: compare-contrast, cause-effect and argumentative essay. To determine which meta-discourse markers will be taught, the researcher benefited from BNC (British National Corpus) along with several teaching documents shared by schools, organizations on the internet (http://www.is34.org/pdfs/Examples_of_Argumentative_Language.PDF, http://ngl.cengage.com/assets/downloads/greatwi_pro0000000335/gw5_unit6.pdf, https://www.sbcc.edu/clrc/files/wl/downloads/WritingaCompareContrastEssay.pdf http://www.eapfoundation.com/writing/essays/candc/, http://writing.itu.edu.tr/ce1.pdf).

Majority of the meta-discourse markers were repeated in two or three of the genres to facilitate reinforcement of these markers. Based on the Hyland's (2004) classifications, use of the metadiscourse markers belonging to the following categories were taught: interactive resources: transitions, frame markers, evidentials and code glosses; interactional resources: attitude markers and boosters (see appendix). Pretest results, students' language level and writing experience were mainly taken into consideration while deciding on subcategories; the other subcategories (endophoric markers, hedges and engagement markers) were omitted since they were only barely used by the participants and they were less compatible with the discourse conventions compared to the other subcategories. They were more commonly used in academic writing (Hyland, 2004). Therefore, categories usage of which students have the potential to improve were selected primarily for the present research. Self-mentions were also excluded since students made use of them in pretest essays. For the selected subcategories, frequency of the occurrences of each meta-discourse marker was counted by two raters.

3.4.4. Assessing Participants' Writing Performance (Assessment Scale)

To evaluate students' argumentative essays written before and after the study (pre-posttests), and other essays and writing tasks written during the term, a writing assessment scale prepared by Cambridge English (2014) was exploited in this study. Based on the Common European Framework of Reference for Languages (CEFR), Cambridge English writing assessment scale consists of following subscales:,

Content,
Communicative achievement,
Organization,
Language.

It is divided into six bands from 0 to 5 to mark students' written performances. While 0 refers to lowest performance, 5 refers to highest.

3.4.4.1. Content

In this subscale, the rater looks for relevancy between the task directed to the student and his/her writing. Answers for the following questions give an idea about student's success on content:

"Is all content relevant to the task?"
"Is the target reader fully informed?"

3.4.4.2. Communicative Achievement

This subscale looks for appropriacy in fulfilling requirements of the task and using register necessary for the task. For instance, if students are asked to write a letter, the rater concentrates on whether students followed essentials of letter writing. Answers for the following questions give an idea about student's success on communicative achievement:

"Does the writer use the conventions of the task in generally appropriate ways?"
"Does the writer communicate straightforward/simple/complex ideas?"

3.4.4.3. Organization

This part focuses on coherence and cohesion. Students are expected to maintain coherence by pursuing relevancy between paragraphs, sentences in terms of meaning throughout the text. The rater also looks for cohesion; whether students' used cohesive devices including meta-discourse markers correctly and appropriately when necessary. Answers for the following questions give an idea about student's success on organization:

"Is the text connected and coherent?"
"Does the writer use basic linking words and a limited number of cohesive devices?"

3.4.4.4. Language

This part is related to vocabulary and grammar. The rater looks for variety and accuracy in language forms used by students. Students are expected to use both everyday vocabulary and less common lexis appropriate for the context. Likewise, they are anticipated to employ both simple and complex grammatical forms correctly and appropriately to communicate their messages. Answers for the following questions give an idea about student's success on language:

"Does the writer use everyday vocabulary generally appropriately?"
"Does the writer use simple grammatical forms with a good degree of control?"
"How far can meaning be determined despite errors? (Non-impeding/impeding errors)"

3.5. Analyzing Data

In the present study, both qualitative and quantitative analysis methods were used to answer the research questions posed by the researcher.

3.5.1. Quantitative Data Analysis

Based on positivism, quantitative research emphasizes that there is one fact which is not affected by perceptions of people. The researcher conducts his research objectively irrespective of the phenomenon itself (Sale &Lohfeld &Brazil, 2002). Quantitative research deals with numerical data obtained from fixed and pre-determined designs to attain generalizations about an issue (Rasinger, 2013). Furthermore, it is easier to maintain validity in quantitative research. The need for quantitative research is highly recognized in the field of education since the ultimate goal of quantitative research is to develop system of education through investigating routines and abnormalities of it along with exchanges between foundations and individuals (Poni, 2014).

To this end, to explore the relationships between the variables indicated in the study irrespective of subjective issues, quantitative research was employed as a part of the study. Number of the meta-discourse markers used by students was calculated and students' pre-posttest performances were compared through quantitative analysis. First, students' argumentative essays were evaluated by the researcher using Cambridge

assessment scale. To maintain reliability, five of students' essays, which comprise more than %10 of the participants, were evaluated by two raters. The results were compared and it was found that there was agreement between raters in scoring students' essay. To find out and compare both students' former and later meta-discourse knowledge and writing performance in argumentative essay quantitative analysis method were used. They were analyzed thorough Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used to interpret the quantitative data. To start with descriptive statistics, frequencies of meta-discourse markers used by students while writing argumentative essay in both pre-test and post-test were calculated. Likewise, mean scores of students' performances in pre-tests and post-tests which measure students' meta-discourse knowledge and ability to use meta-discourse markers in argumentative essay were figured out to compare their former and later performances.

When it comes to inferential statistics, both parametric and non-parametric statistics were employed in the present study. Even though the number of the participants was below 30, paired samples *t*-test was applied to compare students' knowledge of metadiscourse markers and their overall writing performance at the beginning and at the end of the term since the data had normal distribution. For other statistical operations, non-parametric test was applied. That is to say, non-parametric tests are preferred when assumptions required by parametric tests are not achieved (Mackey &Gass, 2005). To investigate the differences between students' pre-posttest writing performances in terms of content, communicative achievement, language and organization, which are the subscales of writing scale used for the present study, Wilcoxon Signed Ranked Test was applied since the data did not have normal distribution in addition to small sample size. Equivalent to paired t-test among parametric tests, it is a non-parametric test employed for comparing two groups (Mackey &Gass, 2005).

3.5.2. Qualitative Data Analysis

Unlike quantitative research, qualitative research "relies primarily on human perception and understanding". In qualitative research personal experience, intuition and skepticism work alongside each other to help refine the theories and experiments (Stake, 2010, p.11). Qualitative research highlights that meaning is not something discoverable; it comes into existence through construction. Therefore, there is not a sole

fact but many. Meaning is constructed by the subjects in various ways, which means facts or realities are directly affected and shaped by human perceptions (Robson, 2002; Kivunja &Kuyini, 2017). In this respect, qualitative research focuses on how people perceive and interpret their social context. Behaving as 'human instrument", the researcher does not intervene with the natural setting while collecting data, and describe and narrate the results with giving participants' interpretations directly (Hoepfl, 1997). Qualitative research involves qualities which are also addressed in educational studies like empathy, contextualization, flexibility and problem-solving (Poni, 2014).

Considering the power of qualitative research as mentioned above, the researcher made use of qualitative data collection tools in addition to the quantitative ones in this study. In order to find out how the instruction imposed by the researcher affected participants' writing process from students' perspectives, and learn about their views on the process, qualitative analysis methods, student reflections and semi-structured interview, were employed by the researcher respectively. As a type of content analysis, conceptual analysis was adopted in the present study to interpret qualitative data obtained through student reflections and semi-structured interviews. While all of the participants wrote reflection about their writing process three times during the term, 12 of the participants were interviewed at the end of the study to learn about their views on the process. Interviews were recorded and transcribed by the researchers. Both reflections and interviews were completed in Turkish to eliminate drawbacks that can emerge because of students' inefficiency in target language. Inductive content analysis process was embraced in which following steps were adopted:

- open coding,
- creating categories,
- abstraction (Elo &Kyngas, 2008).

Open coding, determining categories while reading the material, prioritizes the researcher since he decides on which concepts to include drawing from the responses obtained from participants (Corbin &Strauss, 2015). After analyzing reflections and the interviews, categories and frequencies of categories along with number of participants were listed in tables, which were accompanied by detailed interpretations by the researcher.

3.6. Conclusion

This chapter aimed to shed light on the research process of the present study with a focus on stages experienced. Firstly, settings and participants were described, which was followed by instruments. Then, data collection procedure was explained step by step by the researcher. Finally, qualitative and quantitative data analyses employed to analyze the data were mentioned.

CHAPTER IV

FINDINGS

4.1. Introduction

This study was conducted to investigate whether explicit instruction of meta-discourse markers improved students' writing proficiency. Students' views on the process were also examined. Data were collected from pre/posttests measuring students' knowledge of metadiscourse markers and their writing proficiency, student reflections and semi-structured interviews with the participants. To find out whether there was any difference between participants former and later performances in knowledge and use of meta-discourse markers in essay writing, two separate pre-tests and post-tests were applied. Students were asked to reflect on their writing assignments three times during the semester and they were interviewed at the end of the term to learn about their views on the process. Participants were 21 freshman students enrolled in ELT department at a state university in Turkey. The study lasted for 10 weeks, and during the semester learners were exposed to process-genre based approach in writing course and experienced explicit classroom instruction on use of meta-discourse markers. Meta-discourse markers which were to be taught were chosen based on the essay genres introduced during the semester.

To this end, the present study attempted to answer the following research questions:

1. What is meta-discourse knowledge of students at the beginning of the term?
2. What is meta-discourse knowledge of students at the end of the term?
3. Does explicit instruction on meta-discourse markers used in argumentative writing affect students' final performance in argumentative writing compared to their initial performance in argumentative writing?
4. What do learners think about explicit instruction on meta-discourse markers in writing class?

This chapter attempts to shed light on the issues pointed out in research questions through detailed descriptions of the findings based on results of pre-post test scores and content analyses of students' reflections and interviews. Firstly, scores of

pre-posttests which measure students' meta-discourse markers knowledge will be displayed. It will be followed by scores of pre-posttests which are meant for evaluating students' writing performance. In the second part, analyses of students' reflections will be given to reveal students' views related to actual writing process to clarify how training they received affected their writing process. Lastly, qualitative data obtained from interview analyses will be presented to reveal what students think about explicit instruction of meta-discourse markers in writing class after the treatment.

4.2. Participants' Meta-discourse Markers Knowledge at the Beginning of the Term

In order to ascertain students' existing knowledge of metadiscourse markers, a pre-test aimed at measuring metadiscourse knowledge was administered to the students at the very beginning of the term. The test consisted of three parts: in the first part students were asked to match given meta-discourse markers with their functions. In the second part, they filled in blanks with given meta-discourse markers, and lastly they were asked to combine given sentences using meta-discourse markers indicated in the test. Based on the mean scores calculated, pre-test results revealed that students' were not good at identifying meaning and functions of meta-discourse markers in given exercises (M=63, 71).

Table 8 demonstrates participants' scores in the first part of the Meta-discourse knowledge pre-test which required students to match given Meta-discourse markers with their functions. As shown in table 8, the highest score in this part was 48 whereas the lowest score was recorded as 28 out of 50. Moreover, the average score of the study group for the first part was 37.

Table 8

Scores of Participants in the First Part of the Meta-discourse Knowledge Pre-test

Participants	**Part I-Matching MD markers with their functions (Out of 50)**	**Percentage**
P1	48	96
P2	46	92
P3	44	88
P4	44	88
P5	41	82
P6	40	80
P7	38	76
P8	38	76
P9	37	74
P10	37	74
P11	36	72
P12	35	70
P13	35	70
P14	34	68
P15	34	68
P16	34	68
P17	33	66
P18	31	62
P19	30	60
P20	30	60
P21	28	56
Total Mean (rounded)	37	74

As illustrated in Table 9, which shows students' scores in the second part of the Meta-discourse knowledge pre-test, the highest score was found as 16 while the lowest score was 2 out of 20. The lowest total score among the three parts of the Meta-discourse knowledge pre-test belonged to the second part as total score of second part was found as 8 out of 20. It indicates that majority of the students failed in cloze-test part where they were given two paragraphs of reading passages with missing words and were asked to fill the missing parts with the correct meta-discourse markers choosing from the options given by the instructor

Table 9

Scores of Participants in the Second Part of the Meta-discourse Knowledge Pre-test

Participants	**Part II-Cloze Test (Out of 20)**	**Percentage**
P1	16	80
P2	16	80
P3	12	60
P4	12	60
P5	12	60
P6	12	60
P7	10	50
P8	10	50
P9	8	40
P10	6	30
P11	6	30
P12	6	30
P13	6	30
P14	4	20
P15	4	20
P16	4	20
P17	4	20
P18	4	20
P19	4	20
P20	2	10
P21	2	10
Total Mean (rounded)	8	40

Lastly, Table 10 displays the participants' scores in the third part of the Meta-discourse knowledge pre-test in which they were asked to combine given sentences by using given Meta-discourse markers. As indicated in the table, the lowest and the highest scores were recorded as 12 and 24 respectively. Furthermore, the average score in third part was found as 19 out of 30.

Table 10

Scores of Participants in the Third Part of the Meta-discourse Knowledge Pre-test

Participants	**Part III- Sentence Combining with MD Markers (Out of 30)**	**Percentage**
P1	24	80
P2	24	80
P3	24	80
P4	24	80
P5	24	80
P6	24	80
P7	24	80
P8	21	70
P9	21	70
P10	21	70
P11	21	70
P12	18	60
P13	18	60
P14	18	60
P15	18	60
P16	15	50
P17	15	50
P18	15	50
P19	12	40
P20	12	40
P21	12	40
Total Mean (rounded)	19	63

As can be seen above, students had lower performance in meta-discourse knowledge pre-test. Especially, they failed to fill in blanks with meta-discourse markers in the second part.

4.3. Participants' Meta-discourse Markers Knowledge at the End of the Term

After experiencing explicit instruction on meta-discourse markers throughout the semester, students were given the same test to complete as post-test. Compared to pre-test results, post-test results with M=84, 09 showed that learners improved their knowledge of meta-discourse markers after being exposed to explicit teaching of them. Especially in the second part where students had the lowest score in pretest, participants

performed significantly well in the same part of the posttest measuring students' meta-discourse knowledge. Still, remarkable progress was observed in the first and last part of the knowledge test, where students were asked to match the metadiscourse markers with their functions and they were required to combine sentences with given metadiscourse markers considering issues of coherence and cohesion respectively.

Table 11 shows scores achieved by the participants in the first part of the Meta-discourse Knowledge Post-test. As depicted in the table, the average score of the participants in the first part of the test was 43 while it was 37 in the pre-test. On the other hand, the lowest score encountered in the first part was 31 whereas the highest score was recorded as 50 in this part. Scores of the large majority of the participants (N:14) were above 40 out of 50 in this part of the meta-discourse knowledge post-test.

Table 11

Scores of Participants in the First Part of the Meta-discourse Knowledge Post-test

Participants	**Part I-Matching MD markers with their functions (Out of 50)**	**Percentage**
P1	50	100
P2	49	98
P3	48	96
P4	47	94
P5	47	94
P6	47	94
P7	47	94
P8	47	94
P9	45	90
P10	44	88
P11	44	88
P12	43	86
P13	43	86
P14	42	84
P15	40	80
P16	38	76
P17	37	74
P18	36	72
P19	36	72
P20	34	68
P21	31	62
Total Mean (rounded)	43	86

Table 12 highlights students' scores in the second part of the Meta-discourse knowledge post-test. As the table demonstrates, the top and bottom scores recorded in this part were 20 and 6 respectively. In addition, the average score calculated in this part was 17 out of 20. The most considerable improvement was seen in this part, as the average score recorded in the second part of the pretest was 8 out of 20, which means there was more than two-fold increase in the scores of the participants in the second part.

Table 12

Scores of Participants in the Second Part of the Meta-discourse Knowledge Post-test

Participants	**Part II-Cloze Test (Out of 20)**	**Percentage**
P1	20	100
P2	20	100
P3	20	100
P4	20	100
P5	20	100
P6	20	100
P7	20	100
P8	20	100
P9	20	100
P10	20	100
P11	20	100
P12	18	90
P13	18	90
P14	18	90
P15	14	70
P16	12	60
P17	12	60
P18	12	60
P19	12	60
P20	10	50
P21	6	30
Total Mean (rounded)	17	85

In Table 13, students' scores in the third part of the Meta-discourse knowledge post-test are demonstrated. As seen in the table, the highest score was 30 out of 30, which was achieved by six of the participants, and the lowest score was recorded as 15. Additionally, the average score was calculated as 25 out of 30. Finally, the difference between total scores of third part of pre/posttests was 6 points.

Table 13

Scores of Participants in the Third Part of the Meta-discourse Knowledge Post-test

Participants	**Part III-Sentence Combining with MD Markers (Out of 30)**	**Percentage**
P1	30	100
P2	30	100
P3	30	100
P4	30	100
P5	30	100
P6	30	100
P7	27	90
P8	27	90
P9	27	90
P10	27	90
P11	27	90
P12	24	80
P13	24	80
P14	24	80
P15	21	70
P16	21	70
P17	21	70
P18	21	70
P19	18	60
P20	15	50
P21	15	50
Total Mean (rounded)	25	83

Lastly, Table 14 highlights total scores of the participants in both Meta-discourse knowledge pretest and posttest. When we compare students' pretest and posttest performances, we can see that there is significant improvement in students' Meta-discourse knowledge. While the average total score was 64 in pretest, it was found as 84 in posttest.

Table 14

Comparison of Participants' Total Scores in Metadiscourse Knowledge Pretest/Posttest

Participants	**Total Score Out of 100**	**Total Score Out of 100**
P1	88	94
P2	74	100
P3	62	94
P4	60	84
P5	64	90
P6	64	90
P7	70	78
P8	52	88
P9	54	78
P10	48	78
P11	46	70
P12	68	86
P13	64	74
P14	76	82
P15	66	82
P16	72	76
P17	64	84
P18	54	84
P19	72	92
P20	62	82
P21	58	80
Total Mean (rounded)	64	84

Table 15 illustrates total average scores achieved by the participants in both pretest and posttest regarding meta-discourse knowledge along with standard deviation and standard error mean. Comparison of mean scores of pre-test and posttest shows that students performed considerably well in post-test with total average score of 84.

Table 15

Descriptive Statistics of the Focus group

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair I	Pre-test	63,7143	21	9,96566	2,17468
	Post-test	84,0952	21	7,44248	1,62408

To find out whether the difference between pre-post-test results is significant, Paired Samples Test was applied. As indicated in table 16, the mean difference between pretest and posttest results were found as MD=20, 38. Besides, it was revealed that there

was a significant difference between students' pre-test and post-test performances with t (20) =10, 22 and p value=0.000.

Table 16

Comparison of Meta-discourse Knowledge of Participants in Pre/Posttests by Paired Samples t-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair I Pre/ post test	-20,38095	9,13497	1,99341	-24,53914	-16,22277	-10,224	20	,000

4.4. Comparison of Participants' Performances in Argumentative Writing Before and After Explicit Instruction on Meta-Discourse Markers

To answer whether explicit instruction of meta-discourse markers affects students' writing performance, students were asked to write an argumentative essay at the beginning of the term. After twelve weeks, students wrote another argumentative essay about a similar topic at the end of the term. Cambridge's assessment scale with four sub-scales for writing was used to mark students' essays. Students' essays were evaluated from 0 to 5 based on the following sub-scales: Content, communicative achievement, organization and language.

Table 17

Descriptive Statistics of the Focus group

		Mean	N	Std. Deviation	Std. Error Mean
Pair I	Pre-test	14,7143	21	2,19415	,47880
	Post-test	17,0952	21	2,07135	,45200

Table 17 displays participants overall writing performance in both pretest and posttest essays together with standard deviation and standard error mean. Comparison of mean scores of pre-test and posttest essays demonstrates that students writing

performance improved after experiencing process-genre based writing instruction supported with explicit teaching of meta-discourse markers. .

Table 18

Comparison of Participants' Overall Writing Performance in Pre/Posttests by Paired Samples t-Test

	Paired Differences					t	**df**	**Sig. (2-tailed)**
	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
Pair I Pre/ post test	-2,38095	1,39557	,30454	-3,01621	-1,74570	-7,818	20	,000

As shown in table 18, the question of whether there was significant difference between students writing performances before and after intervention was also answered. The mean difference between pretest and posttest essay results were recorded as MD=2, 38. Overall, it was found that there was a statistically significant difference between students' pre-test and post-test results with t (20) =7, 81 and p value=0.000 in terms of writing performance in general, which meant that teaching approach adopted by the instructor had positive affect on students' writing performance.

4.4.1. Content

This subscale focuses on relevancy between the task directed to the student and his/her writing. In fact, the rater seeks answers for the questions like "Is all content relevant to the task?" or "Is the target reader fully informed?" In order to compare students' pretest and posttest writing performances in terms of content, Wilcoxon Signed-Ranks test was applied. It was found that the least significant difference existed in content among the four subscales. Actually, students both pre-test and post-test performances in terms of content were satisfying in that they all obeyed to requirements of the task, and wrote about what they were supposed to write.

Table 19

Comparison of Participants' Writing Performance with regard to Content in Pre/Posttests by Wilcoxon Signed Ranks Test

		Pre-test scores	Post-test scores
		Mean	Mean
N			
21		4.0952	4.3333
Z	-2.236		
Asymp.Sig. (2-tailed)	.025		

Wilcoxon Signed-Ranks test (table 19) shows that there was still meaningful difference between pre-test and post-test scores of the participants in terms of content with Z=2.23 and p=.025. On the other hand, the mean difference between pretest and posttest performances was MD=0.24.

4.4.2. Communicative Achievement

This subscale is related to appropriacy in fulfilling requirements of the task and using appropriate register essential for the task. In this subscale, the rater attempts to find out whether the writer uses the conventions of the task in generally appropriate ways and the writer communicates straightforward/simple/complex ideas. In order to compare students' pretest and posttest writing performances in terms of Communicative achievement, Wilcoxon Signed-Ranks test was applied. It was revealed that Communicative achievement was the category which showed second least difference between pre-test and post-test performances. However, it is still obvious that learners demonstrated better performance in fulfilling requirements of essay writing in given genre in post-test as illustrated in table 20. Analysis of students' pretest and posttest essays in terms of communicative achievement by Wilcoxon Signed Ranks Test suggests that the difference between students pretest and posttest performances in communicative achievement was statistically significant with Z=2,5 and p value=.012. The mean difference between pretest and posttest performances in communicative achievement was found as MD=0.48.

Table 20

Comparison of Participants' Writing Performance with regard to Communicative Achievement in Pre/Posttests by Wilcoxon Signed Ranks Test

		Pre-test scores	Post-test scores
		Mean	Mean
N			
21		3.6190	4.0952
Z	-2.500		
Asymp.Sig. (2-tailed)	.012		

Extract 1:

"Child therapists are the scientists who work on children with behavioral, emotional and mental disorders. They have a mutual opinion on the censorship of the media in terms of protecting children" **(taken from introducing part of the 1st body paragraph in pre-test: P1).**

As seen in extract one taken from pre-test, the writer begins body paragraph with a definition which cannot be a topic sentence of this body paragraph since the main idea of this paragraph is not about child therapists. Second sentence could be a better topic sentence for this paragraph.

Extract 2:

"Undoubtedly, one of the main disadvantages of advertisement is making people buy things even if they don't need them. Advertisements are designed very well by the experts in order to control people's desires." (**taken from introducing part of the 1st body paragraph in post-test: P1).**

Topic sentence written by the same writer in post-test better represents the main idea of the paragraph since it informs the reader about what the writer is going to mention about in this paragraph and it is followed by further explanations to support the topic sentence. The writer specifies and justifies his topic sentence claiming that advertisements have the power to persuade people and direct their ambitions.

Another student (P8) fails in maintaining communicative achievement in her thesis statement as seen in extract 3 taken from pre-test. Since participants were required to write an argumentative essay in which they were asked whether they agreed

or disagreed with the statement given, they were expected to give their opinions clearly about the issue. However, the writer does not share her opinion with the readers in extract 3, which makes her thesis statement unclear. It is not possible for the reader to understand whether positive or negative effects of the media outweigh for the writer.

Extract 3:

"People cannot imagine their daily life without TV, radio or internet. Despite that media has become a part of our life, there are disputes about its positive and negative effects on human beings." (**taken from concluding part of introduction including thesis statement in pre-test:P8)**

However, in extract 4 taken from posttest, writer's position about the issue presented can be understood easily as she explains her opinion with its reasons. The reader can easily understand that the writer stands for ads. She supports her opinion claiming that ads are source of income for some people and inform people about the products.

Extract 4:

"Although some people claim that ads pollute children's brain and promote unhealthy products, I think they are useful because of being source of income for some people and informing people about new products. Hence, they shouldn't be banned." **(taken from concluding part of introduction including thesis statement in post-test:P8)**

4.4.3. Language

In this subscale, the rater looks for variety and accuracy in language forms used by students. Moreover, the writer attempts to find out whether students use both everyday vocabulary and less common lexis appropriate for the context, and employ both simple and complex grammatical forms correctly and appropriately to communicate their messages. For comparison of students' pretest and posttest writing performances in terms of Language, Wilcoxon Signed-Ranks test was applied. It was found that learners were more successful in using language after instruction given by the researcher. They showed better performance in using both basic and less common vocabulary maintaining variety in word usage. Likewise, participants improved their

grammar by using not only simple forms but also complex forms, and were able to use both common and less common words correctly (Cambridge Assessment Scale, 2014).

Table 21

Comparison of Participants' Writing Performance with regard to Language in Pre/Posttests by Wilcoxon Signed Ranks Test

		Pre-test scores	Post-test scores
		Mean	Mean
N			
21		3.5714	4.3333
Z	-3.557		
Asymp.Sig. (2-tailed)	.000		

Wilcoxon Signed Ranks Test (Table 21) illustrates that there was meaningful difference between students' pretest and posttest essay writing performances with regard to language with Z=3.55 and p value=.000. Moreover, the mean difference between students' language performances in pretest and posttest essays was 0.76.

In extract 5 taken from pretest, the writer does not use complex sentences with good degree of control; mistakes that both impede and do not impede communication can be noticed easily. For instance, in the sentence starting with "while thinking about the beneficial of pre-education and….." the first part or dependent clause is not compatible with the independent part in terms of meaning and structure, which violates communication and form of complex sentence since the subject of the first part is not clear. Besides, some common words are used incorrectly such as assisting, which should be assistance.

Extract 5:

"Talking about TV, a time limitation can be put to decrease damage of programmes. While thinking about the beneficial of pre-education and family control of kids, parents have a really vital duities for their children who need assisting during youth ages." **(supporting ideas for the main idea of body paragraph in pre-test:P9)**

When we look at the extract 6 taken from posttest essay of the same participant, we can see that the writer uses complex sentence structures confidently and flexibly as

in the sentence starting with “Undoubtedly, the consuming culture drag human being to unhealthy life conditions since…” Besides, writer uses both everyday vocabulary like effect, health etc. and less common vocabulary such as subconscious appropriately and correctly.

Extract 6:

“Advertisements have negative effects on human health because of commercials’ “consume more” messages which affect our subconscious mind. Undoubtedly, the consuming culture drag human being to unhealthy life conditions since fast food advertisements have strict control on them.” **(supporting ideas for the main idea of body paragraph in post-test:P9)**

In extract 7 written by another student in pretest, incorrect usage of some common (ex: affect) and less common words (ex: impressionable) are encountered. Besides, other words ‘control’ and ‘mind’ are used inappropriately as it is not sensible to control somebody’s mind.

Extract 7:

“The other negative affect is sleeping problems of child. Because of these harmful programmes, kids can have nightmares. Children are very impressionable and it is important to control their minds.” (**supporting ideas for the main idea of body paragraph in pre-test: P6).**

On the other hand, in extract 8 written by the same participant in posttest session, both everyday vocabulary (ex: health, need) and less common words (ex: point out, mental) are used correctly and appropriately.

Extract 8:

“*Most researchers point out that advertisements increase obesity and mental illnesses such as depression. They make us buy things even if we don’t need. Due to unhealthy foods, especially children’s health is in danger.”* (**supporting ideas for the main idea of body paragraph in post-test: P6).**

4.4.4. Organization

This subscale is related to coherence and cohesion. The rater looks for whether students maintain coherence between paragraphs, sentences in terms of meaning throughout the text. The rater also looks for cohesion; whether students' used cohesive devices including meta-discourse markers correctly and appropriately when necessary. In order to compare students' pretest and posttest writing performances in terms of Organization, Wilcoxon Signed-Ranks test was applied. As expected, it was found that Organization was the sub-category in which students improved most. Students showed worst performance in this sub-scale in the pre-test since they had very limited knowledge about cohesive devices especially meta-discourse markers. However, analyses of the pre-posttest results highlight that participants performed better in terms of achieving coherence and cohesion in posttest essays. As displayed in Table 22, the difference between participants' pretest and posttest essay performances in organization was significant with Z=4.14 and p value=.000. Lastly, the mean difference between students' performances in pretest and posttest essays with regard to organization was found as 0.91.

Table 22

Comparison of Participants' Writing Performance with regard to Organization in Pre/Posttests by Wilcoxon Signed Ranks Test

		Pre-test scores	Post-test scores
N		Mean	Mean
21		3.4286	4.3333
Z	-4.146		
Asymp.Sig. (2-tailed)	.000		

When it comes to comparison of pre-test and post-test performance of participants with regard to organization, differences in how students organized and linked sentences can be noticed easily. For example, while the writer finishes his essay with a weak conclusion in extract 9 taken from pretest, he uses a variety of meta-discourse markers which make his position clear and conclusion sound more confident by using 'in conclusion', 'I accept', 'in spite of', in extract 10, which he wrote as a part of posttest essay.

Extract 9:

"Media has a great impact on society. Despite its positive effects, it has negative effects that cannot be solved by an individual or a group." **(from introducing part of the conclusion paragraph in pre-test: P2)**

Extract 10:

"In conclusion, advertisement is not all of a healthy-wealthy life. I accept that it may have little negative sides too, but in spite of some debates about them to ban or not,…" **(from introducing part of the conclusion paragraph in post-test: P2)**

Another participant does not use any meta-discourse markers taught in class as seen in extract 11 taken from pretest. However, she connects her sentences with several meta-discourse markers (furthermore, to put it more simply) in extract 12 in posttest, which make her sentences more meaningful and relation between sentences more obvious. To give additional information she uses 'furthermore' and to restate what she talked about in the whole paragraph, she uses 'to put it more simply'.

Extract 11:

"*The increasing presence of violence in films, games and TV programs affect children's' personal characteristics. To be exposed to violence at early ages could cause bad habits."* **(from concluding part of 1st body paragraph in pre-test :P19)**

Extract 12:

"Furthermore, the small and growing companies can advertise their products and compete with others in this way. To put it more simply, ads help some people continue their life and contribute to economic growth." **(from concluding part of 1st body paragraph in post-test :P19)**

4.4.4.1. Meta-discourse Markers Used by Participants in Pretest-Posttest Argumentative Essays

Since learners wrote four-paragraph argumentative essay as both pre-test and post-test on similar topics in addition to argumentative essays written during the semester, meta-discourse markers which could be utilized in an argumentative essay were taught. Even though students were familiar with some of logical connectives and

frame markers since they can be used in any type of essay, they were reminded to students. Beside meta-discourse markers taught in the writing class, participants were encouraged to find out and use synonyms of the metadiscourse markers mentioned above in class discussions and feedback sessions to maintain variety in metadiscourse usage. It should be also noted that participants made use of some of the metadiscourse markers mentioned in the previous chapter in their pretest essays. However, while some of them were rarely used by them (ex: thanks to, in addition), some others were used incorrectly (ex: but, despite, due to, obviously, think) in pretest essays. Therefore, they were also repeated in explicit teaching sessions.

4.4.4.1.1. Meta-discourse Markers Used by Participants in Pre-test

Based on the Hyland's (2004) classifications, use of the following categories of metadiscourse markers were analyzed: interactive resources: transitions, frame markers, evidentials and code glosses; interactional resources: attitude markers and boosters. They were chosen based on the pretest results and considering students' language level and writing experience; the other subcategories (endophoric markers, hedges and engagement markers) were omitted since they were only barely used by the participants and they were not compatible with the discourse conventions. They were more commonly used in academic writing (Hyland, 2004). Therefore, categories usage of which students have the potential to improve was selected primarily for the present research. Self-mentions were also excluded since students made use of them in pretest essays. For the selected subcategories, frequency of the occurrences of each metadiscourse marker was counted by two raters.

Table 23

Frequency of Interactive/Interactional Resources of Metadiscourse Usage in Participants' Argumentative Writing (Pre-test)

Interactive Resources	**Frequency**	**Percentage**
Transitions	127	70,02
Frame markers	27	14,9
Evidentials	15	8,3
Code glosses	12	6,6
Total	181	100
Interactional Resources	**Frequency**	**Percentage**
Attitude markers	17	60,7
Boosters	11	39,3
Total	28	100

As shown in table 23, transitions were by far the most frequently used metadiscourse markers comprising 70,2% of the all metadiscourse markers used in the category of interactive resources in pretest results. It was followed by frame markers and evidentals respectively. Code glosses were the least commonly used metadiscourse markers. As for interactional resources, usage of attitude markers exceeded use of boosters in pretest analyses. All in all, frequency of usage of evidentials, code glosses, attitude markers and boosters were less than the number of the participants of the study, which meant that there were students who did not use any metadiscourse markers belonging to the one or more of the subcategories mentioned above.

Interactive Resources:

Table 24

Frequency of Transitions Used in Pretest Essays

Transitions	Frequency	Percentage
Because/because of	27	21,2
Therefore	12	9,4
But	11	8,6
When	11	8,6
While	8	6,2
Besides	6	4,7
Thus	6	4,7
And	4	3,1
Although	4	3,1
Since	4	3,1
As	3	2,3
For this reason	3	2,3
Moreover	3	2,3
Not only-but also	3	2,3
That is why	3	2,3
As a result	2	1,5
Consequently	2	1,5
Despite/despite that	2	1,5
Due to/due to the fact that	2	1,5
Even though	2	1,5
Furthermore	2	1,5
Hence	2	1,5
However	2	1,5
Yet	2	1,5
As a consequence	1	0,7
In addition	1	0,7
On the other hand	1	0,7
Thanks to	1	0,7
Unless	1	0,7
Total	127	100

Table 24 demonstrates frequency of transitions used by participants in their argumentative essay which was accepted as pretest in the present study. While ‘because/because of’ was the most frequently used transition by the participants with the frequency of 27, ‘therefore’ was the second mostly used ones taking place 12 times

in students' argumentative essays. Coming after 'therefore', transitions 'but' and 'when' were also ranked among the most commonly employed ones in pretest essays. Transitions including 'as a consequence', 'in addition', 'on the other hand', 'thanks to', 'unless' were listed as the least preferred ones as they were encountered only once in students' essay in total.

Table 25

Frequency of Frame Markers Used in Pretest Essays

Frame markers	Frequency	Percentage
In conclusion	9	32
Firstly	4	14
Secondly	4	14
At first	2	7
Finally	2	7
To summarize	2	7
In brief	1	4
Then	1	4
To conclude	1	4
To sum up	1	4
First of all	1	3
Total	27	100

As illustrated in Table 25, frame markers appeared in students' essays 27 times at total, which is far below the frequency of transitions employed by the participants. Students mostly employed 'in conclusion', 'firstly', 'secondly' respectively in this subcategory. On the other hand the following frame markers were only encountered for once in student pretests: 'first of all', 'in brief', 'then', 'to conclude', 'to sum up'.

Table 26

Frequency of Evidentials Used in Pretest Essays

Evidentials	Frequency	Percentage
According to	10	67
Believe	2	13
Say	2	13
Think	1	7
Total	15	100

Frequency of the evidentials is lower as shown in table 26 considering the number of the participants (n: 21) involved in the study. This means that several participants did not employ any evidentials in their argumentative essay. The most commonly used metadiscourse in this subcategory was ‘according to’ which appeared 10 times in students’ pretest essays. While ‘believe’ and ‘say’ were encountered twice in argumentative pretest essays, ‘think’ was only used once by a participant.

Table 27

Frequency of Code Glosses Used in Pretest Essays

Code glosses	Frequency	Percentage
For example	4	34
For instance	4	33
Such as	4	33
Total	12	100

Table 27 illustrates that frequency of the use of code glosses is also below the number of the participants since they were used 12 times at total. Likewise, a limited variety of code glosses was exploited. Only the following code glosses were used with the equal frequency: ‘for example’, ‘for instance’ and ‘such as’.

Interactional Resources:

Table 28

Frequency of Boosters Used in Pretest Essays

Boosters	Frequency	Percentage
Especially	3	28
Of course	2	18
Actually	1	9
Even if	1	9
It is clear that	1	9
It is obvious that	1	9
Obviously	1	9
Undoubtedly	1	9
Total	11	100

Table 28 demonstrates frequency of usage of boosters by the participants in their argumentative essays. As can be understood from the table, the number of the boosters

employed by the participants is limited. While ‘especially’ had the highest frequency in this subcategory, the following boosters were used only once at total: ‘actually’, ‘even if’, ‘it is clear that’, ‘it is obvious that’, ‘obviously’, and ‘undoubtedly’.

Table 29

Frequency of Attitude Markers Used in Pretest Essays

Attitude markers	Frequency	Percentage
I disagree	4	23
I think	4	23
I believe	3	18
In my opinion	3	18
Unfortunately	2	12
I agree	1	6
Total	17	100

Table 29 reveals the frequency of usage of attitude markers by the participants while writing their argumentative essay. Among the six attitude markers used, ‘I disagree’ and ‘I think’ had the highest frequency. They were followed by ‘I believe’ and ‘in my opinion’. Appearing once, ‘I agree’ was the least frequently used attitude marker.

4.4.4.1.2. Meta-discourse Markers Used by Participants in Post-test

After 12 weeks of explicit instruction on metadiscourse, students were required to write another argumentative essay which was accepted as posttest for the present study. As in pretest analyses, frequency of the occurrences of each metadiscourse marker was calculated by two raters.

Table 30

Frequency of Interactive/Interactional Resources of Metadiscourse Usage in Participants' Argumentative Writing (Post-test)

Interactive Resources	**Frequency**	**Percentage**
Transitions	288	68,6
Frame markers	56	13,3
Code glosses	40	9,5
Evidentials	36	8,6
Total	420	100
Interactional Resources	**Frequency**	**Percentage**
Boosters	62	53,9
Attitude markers	53	46,1
Total	115	100

As shown in table 30, there is considerable increase in the frequency of usage of metadiscourse markers in all sub categories in students' posttest argumentative essays. As in pretest results, transitions had the highest frequency among interactive resources and all subcategories. Frame markers were recorded as the second mostly used interactive resources. While code glosses were the least used among interactive resources in pretest essays, evidentials became the least commonly used metadiscourse markers in posttest argumentative essays. As for interactional resources, boosters were more commonly employed than attitude markers by the participants as interactional resources in posttest essays whereas attitude markers were more frequently used than boosters by participants in pretest essays.

Interactive Resources

Table 31

Comparison of Frequencies of Transitions Used by Participants in Pretest and Posttest Essays

Transitions	Frequency (Pretest)	Frequency (Posttest)	Percentage (Pretest)	Percentage (Posttest)
Because/because of	27	30	21,2	10,4
Therefore	12	16	9,4	5,5
But	11	9	8,6	3,1
When	11	26	8,6	9,02
While	8	6	6,2	2,08
Besides	6	5	4,7	1,7
Thus	6	8	4,7	2,7
And	4	19	3,1	6,5
Although	4	5	3,1	1,7
Since	4	12	3,1	4,1
As	3	19	2,3	6,5
For this reason	3	7	2,3	2,4
Moreover	3	7	2,3	2,4
Not only-but also	3	3	2,3	1,04
That is why	3	3	2,3	1,04
As a result	2	4	1,5	1,3
Consequently	2	-----	1,5	-----
Despite/despite that	2	3	1,5	1,04
Due to/due to the fact that	2	13	1,5	4,5
Even though	2	5	1,5	1,7
Furthermore	2	10	1,5	3,4
Hence	2	6	1,5	2,08
However	2	21	1,5	7,2
Yet	2	1	1,5	0,3
As a consequence	1	1	0,7	0,3
In addition	1	5	0,7	1,7
On the other hand	1	------	0,7	------
Thanks to	1	6	0,7	2,08
Unless	1	-----	0,7	-----
Total (Rounded)	127	250	100	86

Table 31 lists the transitions exploited by the participants in both pretest and posttest argumentative essays. It is obvious that there is considerable increase in

frequency of transitions used by the participants in posttest essays compared to pretest essays. As in pretest essays, ‘because/because of’ was the most commonly preferred transition with the frequency of 30 in posttest essays. The second highest frequency belonged to ‘when’, which was followed by ‘however’, ‘and’, ‘as’ respectively. On the other hand, transitions involving ‘as a consequence’ and ‘yet’ had the least frequency of usage in posttest argumentative essays. There was substantial increase especially in the usage of following metadiscourse markers by the participants in posttest essays: ‘when’, ‘and’, ‘since’, ‘as’, ‘for this reason’, ‘moreover’, ‘due to/due to the fact that’, ‘furthermore’, ‘however’, ‘in addition’. On the other hand, the following metadiscourse markers were used less frequently in posttest essays: ‘but’, ‘while’, ‘besides’. Transitions including ‘consequently’ and ‘on the other hand’ were rarely used in pretest essays, but they were not used in post-test essays although they were taught by the instructor. Lastly, there was increase in the usage of following transitions which were not taught by the instructor: ‘hence’, ‘thanks to’.

Table 32

Frequencies of Transitions Used by Participants Only in Posttest Essays

Transitions	**Frequency**	**Percentage**
Also	6	2,08
As if	4	1,3
Additionally	3	1,04
After	3	1,04
Before	3	1,04
In contrast	3	1,04
In short	3	1,04
In spite of	3	1,04
Owing to	3	1,04
Likewise	2	0,6
Nevertheless	2	0,6
As long as	1	0,3
Once	1	0,3
Until	1	0,3
Total (rounded)	38	13

Table 32 displays metadiscourse markers which were only used in posttest essays by the participants. The following transitions which did not take place in pretest

essays were encountered in posttest essays: ‘also’, ‘as if’, ‘additionally’, ‘in contrast’, ‘likewise’, ‘nevertheless’, ‘after’, ‘before’, ‘in short’, ‘in spite of’, ‘owing to’, ‘as long as’, ‘once’ ‘until’. While some of them including ‘also’, ‘in contrast’, ‘likewise’, ‘nevertheless’ were taught explicitly during the term, others involving ‘after’, ‘before’, ‘in short’, ‘in spite of’, ‘owing to’, ‘as long as’, ‘once’ ‘until’, ‘as if’, ‘additionally’ were not taught by the instructor. Lastly, the following transitions were not used both in pre-test and post-test essays even though they were taught by the instructor: ‘similarly’, ‘on the contrary’, ‘whereas’, ‘otherwise’. Here are several examples for usage of various transitions by the participants taken from posttest essays:

Extract 13:

“When we watch them we feel as if we need to buy product and we buy even if we do not need it.” (P10).

Extract 14:

“To begin with, advertisements cannot fulfill people expectation, nevertheless; they promote people’s expectation” (P17).

Extract 15:

“To begin with, kids’ psychology is so sensitive that it can be easily affected by the advertisements that are shown on TV or billboards. Additionally, children under the age of 13 are accepted as the ones who are in the most innocent period of their life” (P9).

Table 33

Comparison of Frequencies of Frame Markers Used by Participants in Pretest and Posttest Essays

Frame markers	**Frequency (pretest)**	**Frequency (posttest)**	**Percentage (pretest)**	**Percentage (posttest)**
In conclusion	9	10	32	18
Firstly	4	10	14	18
Secondly	4	17	14	30
At first	2	1	7	2
Finally	2	----	7	----
To summarize	2	1	7	2
In brief	1	1	4	2
Then	1	1	4	2
To conclude	1	----	4	----
To sum up	1	2	4	3
First of all	1	1	3	2
Total	27	44	100	79

Table 33 shows frequencies of Frame markers used by students in pretest and posttest essays. As represented in the table, frame markers indicating sequence (‘secondly’, ‘firstly’, ‘in conclusion’) had the highest frequency in this subcategory in posttest essays. Frame markers including ‘at first’, ‘first of all’, ‘in brief’, ‘then’, ‘to summarize’, were the least frequently employed ones by the participants in their posttest argumentative essays. Compared to pretest essays, there was considerable increase in the usage of following frame markers in posttest essays: ‘firstly’ and ‘secondly’. Moreover, the frame markers ‘in conclusion’ and ‘to sum up’ were used more than once in posttest essays. On the other hand, there was decrease in the usage of ‘to summarize’, and frame markers including ‘finally’ and ‘to conclude’ were not employed by the participants in posttest essays even though they were encountered in pretest essays. Finally, the following frame markers which were not taught by the instructor appeared in both pretest and posttest essays: ‘at first’, ‘first of all’, ‘then’, ‘to summarize’.

Table 34

Frequencies of Frame Markers Used by Participants Only in Posttest Essays

Frame Markers	**Frequency**	**Percentage**
In terms of	5	9
All in all	3	5
To begin with	2	3
On the whole	1	2
To start with	1	2
Total	12	21

Table 34 illustrates frame markers employed by the participants only in posttest essays. The following frame markers were not used in pretest essays but appeared in posttest essays after being taught by the instructor: 'all in all', 'to begin with', 'to start with'. Frame markers involving 'on the whole', 'in terms of' were encountered in post-test essays for the first time although they were not included in class teaching. Lastly, the following frame markers which were included in class teaching were not used by the participants in posttest essays: 'overall', 'next', 'lastly', 'finally', 'in regard to/with regard to', 'in this case'. The following sentences in which various frame markers were used were taken from posttest essays written by participants:

Extract 16:

"On the whole, ads are unnecessary and they are waste of time. When considering the technology around us, ads are not needed anymore." (P7).

Extract 17:

"When it comes to positive aspects of advertisement in terms of consumers, it is clear that advertisement raise the life standards of them as it introduces many new possibilities for consumers "(P2).

Extract 18:

"To begin with, advertisements can easily pollute children's pure minds." (P6)

Table 35

Comparison of Frequencies of Evidentials Used by Participants in Pretest and Posttest Essays

Evidentials	Frequency (pretest)	Frequency (posttest)	Percentage (pretest)	Percentage (posttest)
According to	10	9	67	25
Believe	2	2	13	6
Say	2	3	13	8
Think	1	9	7	25
Total	15	23	100	64

Table 35 reveals evidentials exploited by the participants in pretest and posttest essays. As can be seen, there is considerable increase in the usage of 'think' by the participants in posttest essays even though it was not taught by the instructor. While 'say' appeared three times, 'according to' was encountered 9 times in posttest essays. Lastly, frequency of 'believe' remained as the same in both pretest and posttest essays.

Table 36

Frequencies of Evidentials Used by Participants Only in Posttest Essays

Evidentials	Frequency	Percentage
Claim	4	11
Point out	4	11
Show	3	8
Regard	1	3
Argue	1	3
Total	13	36

Table 36 demonstrates Evidentials exploited by the participants only in posttest essays. As indicated in the table, evidentials including 'claim', 'point out', 'show', and 'argue' did not appear in pretest essays, but were encountered in students' posttest essays after being taught. Evidential 'regard' was used in posttest by the participants even though it was not focused on in class teaching. Finally, the evidental 'suggest' was not used by the participants although it was taught by the instructor. Examples for students' usage of different evidentials in posttest essays are listed as in the following:

Extract 19:

"Some researchers point out that advertisements are reasons of mental illness, like lack of self-esteem and depression" (P4).

Extract 20:

"In conclusion, even though some people regard the advertisements as an important necessity and indispensable, l believe that they are not indispensable" (P3).

Extract 21:

"Results show that marketing messages can be perceived as truths and those messages can stay with them until they become adults." (P6).

Table 37

Comparison of Frequencies of Code Glosses Used by Participants in Pretest and Posttest Essays

Code glosses	Frequency (pretest)	Frequency (posttest)	Percentage (pretest)	Percentage (posttest)
Such as	4	12	34	30
For instance	4	11	33	27
For example	4	9	33	22
Total	12	32	100	79

Table 37 illustrates code glosses encountered in pretest and posttest argumentative essays. According to this, 'such as' was recorded as the most commonly used code glosses, which was followed by 'for instance' and 'for example' respectively in posttest essays. Moreover, considerable increase was observed in the frequency of usage of code glosses involving 'such as', 'for instance' and 'for example', which were the only code glosses encountered in pretest essays.

Table 38

Frequencies of Code Glosses Used by Participants Only in Posttest Essays

Code Glosses	**Frequency**	**Percentage**
In other words	3	8
That is to say	2	5
To put it simply	2	5
This means	1	3
Total	8	21

As shown in table 38, the following Code glosses were not used by the participants in their pretest argumentative essays but appeared in posttest argumentative essays: 'in other words', 'that is to say', 'to put it simply' and 'this means'. Among those, 'that is to say' and 'to put it simply' were not taught by the instructor. The following sentences taken from posttest essays illustrate students' usage of various code glosses:

Extract 22:

"In other words, because of advertisements, people think fast foods are more delicious and beneficial for them. (P14).

Extract 23:

"That is to say, by creating different options ads give people a chance to reach the most convenient product." (P19).

Extract 24:

"This means that advertisements help us to get rid of our confusion and make logical decision" (P21).

Interactional Resources:

Table 39

Comparison of Frequencies of Boosters Used by Participants in Pretest and Posttest Essays

Boosters	Frequency (pretest)	Frequency (posttest)	Percentage (pretest)	Percentage (posttest)
Especially	3	3	28	4,8
Of course	2	1	18	1,6
Actually	1	6	9	9,6
Even if	1	8	9	12,9
It is clear that	1	5	9	8,06
It is obvious that	1	1	9	1,6
Obviously	1	4	9	6,4
Undoubtedly	1	11	9	17,7
Total (rounded)	11	39	100	63

In table 39, Boosters employed by the participants in both pretest and posttest essays are illustrated. It was observed that there was significant increase in frequency of boosters used in posttest essays compared to pretest essays. As depicted in the table, ‘undoubtedly’ was the most commonly exploited booster by the participants in their posttest argumentative essays even though it was used only once in pretest essays. The following boosters were used much more frequently in posttest essays: ‘actually’, ‘even if’, ‘it is clear that’ and ‘obviously’. Even though boosters including ‘especially’, ‘it is obvious that’ and ‘of course’ were not taught by the instructor, they were encountered in both pretest and posttest essays.

Table 40

Frequencies of Boosters Used by Participants Only in Posttest Essays

Boosters	Frequency	Percentage
It is known that	9	14,5
It is essential that	6	9,6
In fact	2	3,2
Particularly	2	3,2
Definitely	1	1,6
Even when	1	1,6
It is a fact that	1	1,6
It is widely accepted that	1	1,6
Total (rounded)	23	37

Table 40 displays boosters exploited by the participants only in posttest essays. As depicted in the table, the following boosters were not used in pretest essays but were encountered in posttest essays: ‘it is known that’, ‘it is essential that’, ‘in fact’, ‘definitely’, after explicit instruction of them. The following boosters were not taught but were used by the participants: ‘even when’, ‘particularly’, ‘it is a fact that’ and ‘it is widely accepted that’. Lastly, ‘certainly’ was not exploited by the participants even though it was included in class teaching. Here are several examples for usage of various boosters by the participants taken from posttest essays:

Extract 25:

“Undoubtedly, people learn a great deal of information about products when they are exposed to advertisements” (P16).

Extract 26:

“It’s widely accepted that such advertisements make us feel that there is something missing in our lives” (P8).

Extract 27:

“*It is known that producers sought for new markets to sell their goods after the Industry Revolution” (P2).*

Table 41

Comparison of Frequencies of Attitude Markers Used by Participants in Pretest and Posttest Essays

Attitude markers	**Frequency (pretest)**	**Frequency (posttest)**	**Percentage (pretest)**	**Percentage (posttest)**
I think	4	9	23	17
I disagree	4	2	23	4
I believe	3	8	18	15
In my opinion	3	7	18	13
Unfortunately	2	5	12	9
I agree	1	3	6	6
Total	17	34	100	64

Table 41 lists attitude markers encountered in pretest and posttest argumentative essays. As illustrated, ‘I think’ had the highest frequency in posttest essays. It was

followed by ‘I believe’ and ‘In my opinion’ respectively. Among these attitude markers, ‘in my opinion’ were not included in class teaching. Even though there was increase in the usage of attitude markers as mentioned in table 41 in posttest essays compared to the pretest essays, there was decrease only in the usage of ‘I disagree’ in posttest essays.

Table 42

Frequencies of Attitude Markers Used by Participants Only in Posttest Essays

Attitude Markers	**Frequency**	**Percentage**
Not surprisingly	5	9
Even	4	7
I personally believe	3	6
I strongly believe	3	6
I accept	1	2
I am in favor of	1	2
It is important that	1	2
Naturally	1	2
Total	19	36

In table 42, Attitude markers exploited by the participants in posttest essays are shown. As in boosters, there was also considerable increase in frequency and variety of attitude markers used in posttest essays compared to attitude markers used in pretest essays. Attitude markers including, ‘even’, ‘I personally believe’, ‘I strongly believe’, ‘I accept’, ‘I am in favor of’, and ‘naturally’ appeared in posttest argumentative essays although they were not taught by the instructor. On the other hand, the following attitude markers which were included in class teaching were not employed by the participants: ‘it is disappointing that’ and ‘fortunately’. The following sentences in which various attitude markers were used were taken from posttest essays written by participants:

Extract 28:

“While some people think that advertising should be banned because of its negative effects on human, l personally believe that advertising should not be banned in terms of its benefits to the national economy and giving us a chance to compare the products and choose the suitable one for ourselves.” (P5).

Extract 29:

"Not surprisingly, most people support the idea of banning advertisements to avoid the negative outcomes among kids and adults." (P8).

Extract 30:

"Even though some people think advertisements augment the life standards of people, I strongly believe that advertisement should be banned since they make people buy the products which are unnecessary" *(P14).*

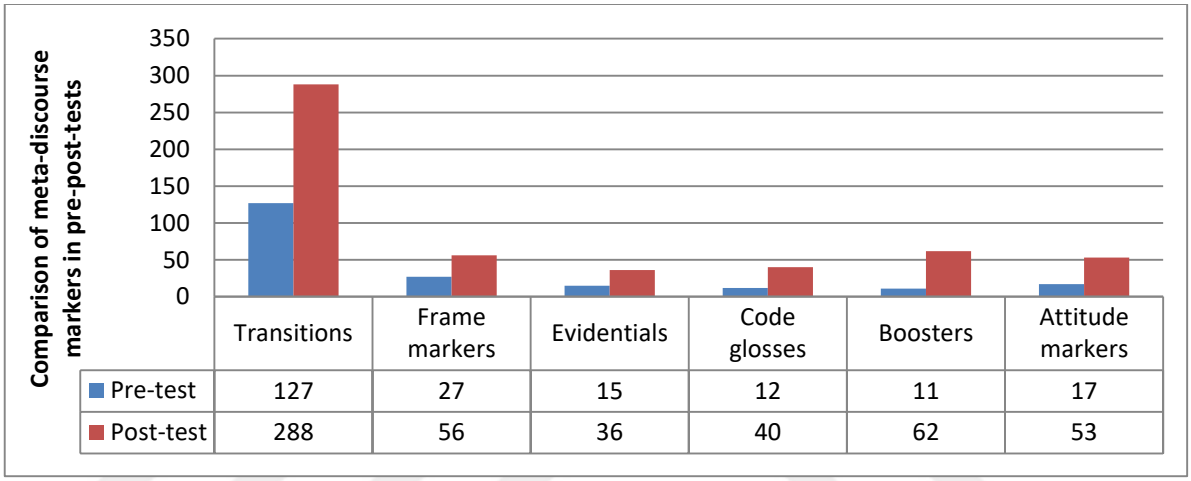


Figure 5. Comparison of Usage of Meta-discourse Markers in Pre-Post Tests

Figure 5 presents the overall picture of students' performances in integrating metadiscourse markers into their argumentative essays. It is clear that participants made considerable progress in usage of metadiscourse markers in their argumentative essays. The most remarkable improvement was in the subcategory of boosters with four-fold increase of usage. It was followed by code glosses, attitude markers respectively. Framer markers were the last in this ordering.

4.4.4.2. Mistakes Related to Use of Metadiscourse Markers in Pretest/Posttest Essays

In this section, common student mistakes related to use of meta-discourse markers in pre/posttest essays will be demonstrated. While sentence fragment was the most common mistake performed by the participants, using wrong meta-discourse marker and incorrect usage of metadiscourse markers were also encountered. To exemplify

sentence fragment, following sentences taken from student pre/posttest essays were listed:

Extract 31:

"Because it does not mean that our children learn everything from TV and internet." (P10 taken from pre-test).

Extract 32:

"In conclusion, in spite of some advantages of advertisements." (P14 taken from post-test).

As seen in extract 31 and extract 32, sentences are incomplete. In extract 31, the writer starts his sentence with a dependent clause using 'because', but does not finish the sentence with an independent clause which is necessary to complete the dependent part. In extract 32, the participant does not complete the main sentence part, he uses full stop after indicating contrast.

On the other hand, several students used wrong metadiscourse marker which violated cohesion and comprehensibility of sentences:

Extract 33:

"Due to the fact that both social media and visual media are accepted as the main reason of violence between young people, I disagree with the claim that it should be solved by adults and authorization". (P9 taken from pre-test).

In extract 33, there is incoherency between the dependent and independent sentence as the writer claims that the problem of media violence should not be solved by the authorization but the dependent part contradicts with his claim. Instead of using 'due to the fact that', the writer could use 'in spite of the fact that' to back up his claim since there is contrast between dependent and independent clauses. The relationship between the dependent and independent sentences does not indicate cause-effect.

Extract 34:

"It's essential that advertising has a great influence on consumers" (P8 taken from post-test).

In another extract (34) the writer uses booster of ‘it is essential that’ which indicates necessity. However, the sentence comes after the booster is not about a necessity; it refers to an informative claim.

Incorrect usage of meta-discourse markers were also observed in students’ essays. Some students had problems in using that+sentence forms instead they wrote that+noun or phrase as in extract 35:

Extract 35:

“<u>It is essential that</u> comparing products with each other to find inexpensive and appropriate thing regarding amount of customers money.” (P11 taken from post-test).

As shown in extract 35, the author does not write a complete sentence after using ‘it is essential that’ even though he should do so.

4.5.Findings for Investigating Participants’ Views on the Process

In this part of the study, data related to students’ views on the process whcih was collected through students’ reflections and semi-structured interviews will be presented in detail.

4.5.1.Reflection Findings for Investigating Participants’ Views on the Process throughout the Treatment

As a part of the present study, learners were asked to reflect on their writing assignments chosen by the researcher in an attempt to learn students’ views related to actual practice and to clarify how training they received guided their writing process. However, it was not in the form of free writing, the researcher wanted the participants to answer several questions related to their writing process. In other words, prompted reflection was preferred as a research tool for the present study. The reflection paper consisted of three parts: questions in the first part were related to pre-writing process. Second part questions were about while-writing process. In the third section, students were expected to answer questions regarding process after writing. Adopting conceptual analysis, the researcher determined categories and presented frequencies of them, which is also called as open coding. Participants reflected on two writing assignments (one argument-opinion writing task and one argumentative essay) chosen by the instructor throughout the term at 4-week intervals. First reflection papers were given to students at

4th week after they wrote their first assignments for the term, and they completed 2nd reflection paper 4 weeks later when they wrote their second essays. While 1st and 2nd reflection papers had totally same questions, last reflection paper was a bit different to get more clarified answers since participants tended to give shorter answers in the first two reflection papers. Therefore, participants were asked to compare their former and later writing assignments in terms of pre-writing, while-writing and post-writing processes in the third reflection session.

4.5.1.1. Findings for 1st Reflection

After completing their first writing assignment, students were required to reflect on their writing process to figure out the steps they followed before-during-after writing. To obtain to the point answers, students were asked to answer several questions related to their writing process such as "Do you think that your preparation process before writing the essay was satisfactory. Explain briefly." to learn about pre-writing process or "What were the weaknesses you noticed while writing your essay?" or "Dou you think that the treatment contributed to the essay writing?" to know about while-writing process.

4.5.1.1.1. Before Writing

Table 43 displays preparations conducted by the students before writing their assignment. It is seen that majority of the participants were concerned about requirements of the writing genre as more than half of the participants (N: 13) studied sample essays, and 5 of the students stated that they referred to course book or course notes delivered by the lecturer to review characteristics of the genre. When it comes to search for topic content 13 of the participants indicated that they had searched for the topic about which they chose to write. However, nearly half of them (N: 6) benefited from Turkish resources in their research and then translated what they found into English. Among those who searched for the topic and its content, several participants (N: 6) claimed that their research was not adequate to meet their purposes. They indicated that they were not satisfied with their research process since they had difficulty in generating ideas while writing their essay.

Table 43

Preparation Before Essay Writing

		Number of the Participants
Preparation for Essay Writing	Reading similar essay samples	13
	Using online dictionary	8
	Preparing a framework (planning)	8
	Internet research in L2 for content of essay	7
	Internet research in L1 for content of essay and translating into L2	6
	Asking friends for help	6
	Reviewing course notes delivered by the instructor	5
	Resorting to personal experiences and observations	4
	Deciding on what and how to write while writing (writing spontaneously)	3
	Reviewing course book for essay genre	2
	Watching YouTube videos for content/organization	1
	Summarizing the chosen sources searched on the internet	1

On the other hand, 3 of the participants claimed that they decided on subtopics and supporting ideas for each paragraph before writing, and 5 of the participants expressed that they prepared an outline determining main ideas, supporting ideas, key words and phrases. Moreover, these participants made use of online dictionary while preparing their framework. Several students (N: 6) stated that they received help from their friends for conventions of the genre, determining their subtopics, supporting ideas etc. Among participants, 4 of them preferred resorting to their personal experiences and observations to conducting research on the internet before writing their essays. They further claimed that they did not need extra research for their essay. Likewise, 3 of the participants did not plan their essay; they wrote spontaneously and decided what to include while writing. Therefore, they were not satisfied with the preparation process.

4.5.1.1.2. While Writing

Second part of reflection was about actual writing process of the participants. They were asked about their weaknesses while writing their essays. Then, they were asked whether the treatment stimulated them to attempt to improve their essay writing .

When students were asked to mention about their weakness while writing, it was found that they had different concerns about writing as depicted in table 44. Lack of grammar knowledge and using Turkish sources were at the top in their 1st reflections. Participants who claimed that they had problem with grammar stated that they had difficulty in making complex and longer sentences correctly. One of the participants claimed to have problem with tense agreement. Two of the participants specifically stated that it was difficult for them to make longer and elaborated sentences. Research in L1 was another problem as some of the students using Turkish sources indicated that it was time consuming for them to translate Turkish content into English. Other two participants claimed that translating from L1 to L2 was challenging; especially several phrases and complex sentences were much more difficult to translate.

Table 44

Shortcomings Noticed by the Participants While Writing and Attempts to Improve Their Essays

		Number of the Participants
Shortcomings Noticed in Essay Writing	Using Turkish sources	5
	Lack of grammar knowledge	5
	Lack of vocabulary knowledge	4
	Having difficulty in writing introduction	3
	Having difficulty in making longer and elaborated sentences	2
	Lack of knowledge about topic	2
	Having difficulty in generating ideas	2
	Spending too much time to write	1
	Having difficulty in writing conclusion	1
	Using the same common MD markers	1
Attempts to Improve Essay Writing	Using new word (s)	5
	Using new phrase (s)	4
	Using new metadiscourse marker (s)	4
	Using new sentence structure (s)	2

Lack of vocabulary knowledge was another problem experienced by the participants (N: 4). While one of them expressed that he used the same words repeatedly and did not use less common words since he had concerns about appropriate and correct usage of them, another student expressed that his vocabulary knowledge was too limited to write an essay and it was discouraging for him to write essay. Some participants reported that writing introductory paragraph was challenging for them. One of the

students indicated that deciding on how to start was the most difficult as he did not know how to gather ideas together using general statements at once. Finally, spending too much time to write, having difficulty in writing conslusion, using the same common MD markers, were the least encountered problems by the participants in the 1st reflection. Among those, only six of the participants tried to overcome shortcomings they experienced during essay writing.

Secondly, participants talked about the steps they attempted to improve their essays. Among the participants, some of them (N: 5) claimed that they used new words in their essays. While one of them used several new words to avoid repetition, another participant used new words as his essay topic was a technical one and required him to do so. Another group of participants (N: 4) claimed to make use of new phrases to maintain variety in language usage. Different metadiscourse markers were also employed by several participants (N: 4) to enhance their writing. One of the participants stated that she used several metadiscourse markers taught in the class to maintain meaning between sentences. Another participant expressed that teaching session about metadiscourse markers encouraged him to utilize different metadiscourse markers in his essay. Two participants used different sentence structures as one of them indicated that she often used simple sentences and it made her essay sound monotonous. To get rid of this situation, she claimed to use several complex sentences. Lastly, however, among those who attempted to improve his/her essay, several participants claimed that they were not sure about correctness or appropriateness of the words, phrases or metadiscourse markers they employed.

4.5.1.1.3. After Writing

In the last part, participants mentioned about their post writing process. They were asked whether their essays were successful in terms of coherence and cohesion. 15 of the participants stated that they revised their essays as illustrated in table 45. While 5 of them checked their essays for coherence, 10 of the participants checked for cohesion. To go on with revision for coherence, other 5 of the participants claimed that they were not sure whether their essay was coherent and they did not check for it.

Table 45

Revision After Writing

Revision		Number of the Participants
	Revision for cohesion	10
	Revision for coherence	5

On the other hand majority of the participants (N: 11) claimed that they did not revise their essay for coherence but they thought that it was already coherent. When it comes to revision for cohesion, among those who claimed to have checked their essay for cohesion 5 of them stated that they were not sure whether they achieved cohesion in their essays even though they checked for it. Finally, 9 of the participants indicated that they did not check for cohesion but thought that they already maintained cohesion in their essays.

"I checked for cohesion, and I did not notice incohesiveness. Still, I am not sure whether I maintained cohesion since there were times when there was discrepancy between your feedback and my perception related to cohesion" (Respondent 19).
"I paid attention to meaning relations between sentences and paragraphs especially cause-effect relationships" (Respondent 2).
"I did not check whether it was coherent, but I don't think that I am good at achieving coherence for the whole essay" (Respondent 14).

4.5.1.2. Findings for 2nd Reflection

Students were expected to reflect on their essay writing process for the second time after writing their second essay homework. Same questions were directed to students to learn about whether there was any change or improvement in their views related to processes related to essay writing experienced by the participants.

4.5.1.2.1. Before Writing

Table 46 illustrates participants' preparation for the second essay written during semester. Compared to 1st reflection papers, it can be seen that there was increase in the number of participants who claimed that they had done sufficient research to meet their purpose before beginning to write their essays in 2nd reflections as nearly all of them (N:

20) indicated that they did research on the internet in L2 to know about the topic about which they were going to write. However, 3 of them stated that they were not satisfied with their research as they had difficulty in writing about subtopics.

Table 46

Preparation Before Essay Writing

		Number of the Participants
Preparation for Essay Writing	Internet research in L2 for content of essay	20
	Reading similar essay samples	19
	Preparing a framework	19
	Using online dictionary	12
	Asking friends for help	10
	Reviewing course notes delivered by the instructor	7
	Reviewing course book for essay genre	3
	Watching YouTube videos for content/organization	3
	Resorting to personal experiences and observations	1

As in first reflection papers, 2nd reflection papers revealed that they were worried about the criteria that must be fulfilled for the genre of the essay because 19 of the participants claimed to have read similar essay samples. Moreover, 3 of the participants studied course book whereas 7 of them reviewed course notes delivered by the instructor for the essay genre. When it comes to planning, majority of the participants (N: 19) stated that they prepared an outline determining what and how to write for each paragraph after completing their research. Among those, several participants (N: 5) indicated that they determined subtopics (main ideas for each paragraph) and 10 of them stated that they decided on key words and phrases they were going to use in addition to main ideas and supporting ideas after searching on the internet for essay topic. Several participants also expressed that they decided on the metadiscourse markers they were going to exploit in their essay considering the essay genre. During this process, 12 participants benefited from online dictionary, and 10 participants asked their friends for help about essay genre or essay content. While 3 of the participants watched YouTube videos for content/organization, only one participant resorted to his personal experiences and observations before essay writing.

4.5.1.2.2. While Writing

As in 1st reflection, second part was about weaknesses students experienced while writing and their efforts to improve their essay writing. Lacks of vocabulary and grammar knowledge were still a significant handicap for the participants in 2nd reflections as demonstrated in table 47. Being unable to maintain variety while using metadiscourse markers was another important shortcoming expressed by the participants. Several students stated that they did not have enough knowledge about the content of the essay topic. Two of them indicated that their research about the content was not satisfactory; therefore they needed additional research. In parallel with this, two of the participants had difficulty in generating ideas. Another problem stated by participants (N: 3) was experiencing difficulty in making longer and elaborated sentences. Lastly, spending too much time to write, lack of knowledge about essay genre, having difficulty in writing introduction were the least experienced weaknesses by the learners in the 2nd reflection. While only six participants indicated that they took necessary steps to overcome problems they mentioned in the 1st reflection, 12 participants attempted to handle their shortcomings in the 2nd reflection:

"Making longer sentences were difficult for me; therefore I looked into sample sentences I have found on the internet (Respondent 19).
"I confused use of some MD markers, and I searched for their uses" (Respondent 6).
"I noticed that I used same and common words in my essay after writing; therefore I looked at synonyms of some words and searched for their uses to achieve variety" (Respondent 9).
"After writing, I realized that I used the same MD markers; I looked at alternatives, checked their uses and utilized them in my essay" (Respondent 11).

Compared to 1st reflections, more participants claimed to have used different sentence structures, words and phrases while writing the essay in the 2nd reflections; especially number of the participants (N: 15) who attempted to use different metadiscourse markers that they did not use before increased in the 2nd reflection. Among those (N: 14) who employed new words, some of the participants expressed that they used different words that they encountered while they were searching for content of the topic.

Table 47

Shortcomings Noticed by the Participants While Writing and Attempts to Improve Their Essays

		Number of the Participants
Shortcomings Noticed in Essay Writing	Lack of vocabulary knowledge	6
	Using the same common metadiscourse markers	6
	Lack of knowledge about topic	4
	Lack of grammar knowledge	4
	Having difficulty in making longer and elaborated sentences	3
	Having difficulty in generating ideas	2
	Lack of knowledge about essay genre	1
	Having difficulty in writing introduction	1
	Spending too much time to write	1
Attempts to Improve Essay Writing	Using new metadiscourse marker (s)	15
	Using new word (s)	14
	Using new sentence structure (s)	7
	Using new phrase (s)	4

Several participants stated that they used different metadiscourse markers to emphasize meaning relations between sentences. Moreover, 7 of the participants attempted to write complex sentences. Two of these participants stated that they made complex and longer sentences using several metadiscourse markers. It was also noted that number of those (N: 4) who were hesitant about correctness and appropriateness of different sentence structures, words and phrases that they used decreased in 2nd reflections.

"I used a number of new words and phrases which I noted while searching for the essay content" (Respondent 19).

"Writing on internet search engine 'how to use…' I searched for several words and phrases, and used them" (Respondent 8).

"I used different metadiscourse markers to promote unity in my essay, to organize ideas effectively and to link sentences meaningfully" (Respondent 7).

"I used simple and shorter sentences to be clear, since I am not good at making complicated sentences; I hesitated to write longer and complicated sentences" (Respondent 17).

4.5.1.2.3. After Writing

Majority of the participants (N: 16) reported that they did not examine their essays for coherence in the 1st reflection. Nevertheless, there was significant increase in the number of students (N: 16) who checked whether their essays were coherent in the 2nd reflection as illustrated in table 48. However, some of the participants (N: 6) claimed that they were not sure whether they maintained coherence in their essay even though they revised for it. Lastly, some participants claimed that they thought that their essays were coherent although they did not check for it.

Table 48

Revision After Writing

Revision		**Number of the Participants**
	Revision for cohesion	17
	Revision for coherence	16

Although nearly half of the participants stated that they had checked whether they had maintained cohesion in their essays in the 1st reflection, 17 of the participants claimed to have checked for cohesion after writing in the 2nd reflection. As in 1st reflection, 5 of the participants were hesitant about maintaining cohesion in their essay even though they revised for it. Two participants claimed that their essay were cohesive although they did not check for it.

"I checked for cohesion after writing my essay, and I did not notice any absurdity in terms of cohesion" (Respondent 2).

"After writing my essay, I had three of my friends to check my essay for coherence and cohesion. Based on their feedbacks, I made some changes, and I think I did" (Respondent 8).

"After writing, I checked for cohesion, and I noticed that there was incohesiveness between several sentences; therefore I added some more sentences with metadiscourse markers to link them meaningfully. Still, I am not sure whether it became cohesive" (Respondent 16).

4.5.1.3. Findings for 3rd Reflection

Four weeks after writing 2nd reflection, participants were asked to reflect on their writing process as a whole comparing their former and later essay writing processes. However, the questions were slightly changed by the instructor to obtain more explanatory answers since participants tended to give shorter answers in 2nd reflection session. When participants were asked to compare their former and later essays with regard to essay preparation/writing process, all of the participants pointed out that there was a wide gap between their former and latter essay preparation/writing process, and writing class contributed to their essay preparation (planning, research etc.) and essay writing process as displayed in table 49.

Table 49

Comparison of Former and Later Essays in Terms of Essay Preparation /Writing Process by the Participants

Duration Spend for Preparation and Writing Process
"Previously, I had to spend much more time for both preparation and writing. Now, however, I know what and how to write with planned and detailed search, which shorten both preparation and writing process."(P3) *"Formerly, I used to search from Turkish sources. Then, I translated into English and it was time consuming. Translating some sentences, phrases into English was also challenging. Now, I benefit from English sources and use different words, phrases, MD markers which I have encountered."(P7)*
Research Process
"At first, I used to search superficially just to have an idea about the topic which I was going to write on, but now my research process is much more comprehensive and deliberative since I search for each paragraph, each aspect after determining main and supporting ideas."(P1) *"In former essay homeworks, it was difficult for me to start writing since I did not know how to conduct a pragmatic research, and I used to get lost in vast amount of web pages. Now, I know which sources to choose when I search on the internet and am more conscious about how I can use in my essay what I have found thanks to your feedbacks and class discussion sessions"(P5)*
Planning
"It was difficult for me to write an essay in the beginning as I did not know how and what to write, but throughout the time I learnt planning, searching and writing technics."(P18) *"I used to write a paragraph then think about how to write the coming paragraph without searching comprehensively, now I make a plan for the whole essay, and organize what and how to write for each paragraph beforehand after a detailed research process."(P11)*
Consideration of Coherence
"It was difficult for me to draw the boundaries of the topic while writing my essay. I did not know how to start, how to conclude…. This class was my first experience for writing an essay. Throughout the time, I became familiar with the concept of coherence thanks to your feedbacks to our essays, and realized importance of it."(P12) *"I think my first essays were not coherent and I did not care of it. Actually I had different concerns like correct usage of language, submitting the essay homeworks in time etc. Thanks to writing practices, such concerns diminished and I became more careful about coherence."(P4)*
Consideration of Cohesion
"My knowledge of cohesive devices, especially metadiscourse markers, was very limited. Even, I was not aware that using cohesive devices was essential for successful writing. Thanks to this class, I learnt various cohesive devices and used them in my essays. It became easier for me to link sentences meaningfully and to proceed to the next part".(P8) *"This class made more conscious about use of cohesive devices. When I look back my former essays, I can easily see that sentences stand alone and as if they are not related to each other. Metadiscourse markers connect sentences and help us to maintain comprehensibility and create unity in our essays."(P20)*

Some participants (N: 7) claimed that both preparation and essay writing process were much more time consuming at the beginning as they did not know exactly what and how to write. However, they were more successful in managing subsequent essay tasks through planning, practicing and teacher feedbacks, which made the whole process less time-consuming. Moreover, majority of the students (N: 14) stated that their preparation and writing process were more planned in later essay writing tasks. Likewise, 11 of the participants indicated that they had more comprehensive and deliberative research process in later essay tasks. Lastly, 15 of the participants expressed that they were more careful about maintaining cohesion and coherence in their last essay.

Participants also mentioned about integrating metadiscourse markers they learnt into their essays. Even though most of the participants stated that they used metadiscourse markers taught in writing class in their essays, some of them claimed that they were hesitant about using some metadiscourse markers as shown in table 50.

Table 50

Integration of Metadiscourse Markers Into Essays

		Number of the Participants
Integration of Metadiscourse Markers into Essays	Attempting to use metadiscourse markers learnt in writing class in essays	16
	Being hesitant about using metadiscourse markers learnt in writing class in essays	5

"At first, it was difficult for me because I did not know use of various metadiscourse markers and therefore I used only most common ones (and, but). Now, I use different metadiscourse markers thanks to writing class and your feedback" (Respondent 6).

"Usually, I don't have difficulty using metadiscourse markers I have learnt after looking at additional examples and explanations. However, sometimes I don't want to take risk and use metadiscourse markers I know" (Respondent 7).

"I used same metadiscourse markers in former essays, but with practices in class and your feedbacks I began to use different metadiscourse markers and now, it is easier for me to use metadiscourse markers I have learnt" (Respondent 13).

"Generally, I can use metadiscourse markers I have learnt correctly but there are a great number of metadiscourse markers and I am hesitant about uses of some of them; therefore, I cannot dare to use them" (Respondent 15).

"I try to use metadiscourse markers I have learnt paying attention to their correct use and variety even though I did not do in former essays" (Respondent 18).

4.5.2. Interview Findings for Participants' Views About Explicit Teaching of Metadiscourse Markers

In addition to students' reflections which were collected to learn about their views on the process throughout the semester, students were also interviewed at the end of the term to obtain a whole picture about their views on the treatment. As stated in chapter three and just above, conceptual analysis, a kind of content analysis was embraced to analyze interview results. Through open coding, categories were detected and presented with the frequencies calculated based on the participants' responses.

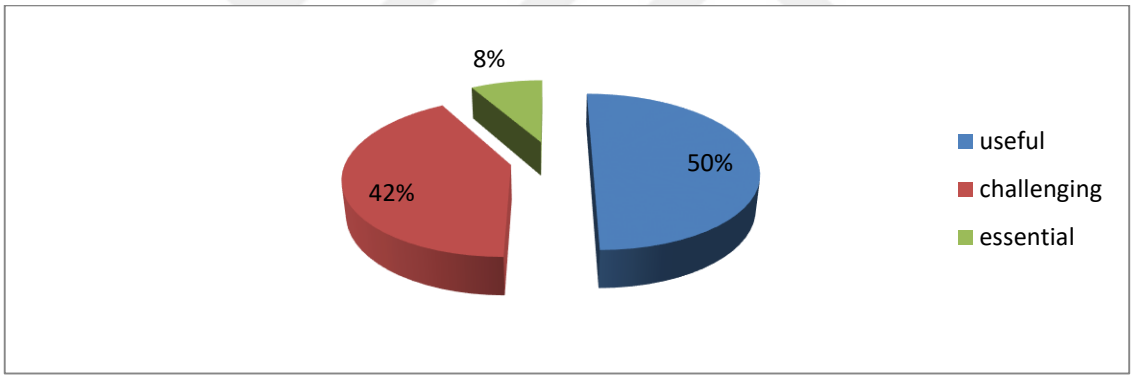


Figure 6. Participants' Responses to Their Views on Writing Class

Firstly, participants were asked about their views on writing class. As shown in Figure 6, half of the respondents stated that they found writing class useful whereas others claimed that writing class was challenging. Some of the participants who thought that the class was useful stated that writing class contributed to both their writing skills and grammar. The class was demanding for some of the participants as completing pre-writing and writing process required a lot of time. Besides, essay genre requirements and language requirements were among the challenges reported by the participants. On the other hand, one participant indicated that writing class was essential since it gave him the chance to put into practice what he had learnt.

"I find it useful since it helped me to improve in writing an essay in given genre" (Respondent 1).

"I find it useful especially because it helped me to improve in essay preparation process including planning and research" (Respondent 2).

"It is challenging. I used to spend a lot of time for essay preparation and writing at first, but the duration I have spent for preparation and writing has shortened through the time. Now, I can write better in shorter time" (Respondent 3).

"It is challenging both before writing and while writing since there are lots of things you need to take into consideration like using language correctly, organizing ideas logically, fulfilling essay requirements" (Respondent 4).

Table 51

Participants' Responses to Why Coherence-Cohesion Should Be Taught In Writing Class

Reasons Why Coherence-Cohesion Should Be Taught in Writing Class	**Number of the Participants**
To make written work more comprehensible	5
To communicate intended message clearly	5
For maintaining unity in a piece of writing	3
To link both ideas and sentences effectively	3
To make written work powerful and persuasive	2

Table 51 depicts reasons reported by the participants related to integration of coherence and cohesion into writing course. When participants were asked if they thought that it was beneficial to focus on coherence and cohesion in writing class, all of them answered yes asserting various reasons. Majority of the participants stated that it was necessary for increasing comprehensibility of the written work and conveying the message intended by the writer to the readers clearly. Some of the participants indicated that it was essential for maintaining unity in written work. Likewise, several other participants expressed that coherence and cohesion needed to be taught for connecting sentences and ideas meaningfully. Lastly, for two of the participants it was a necessity to make written work powerful and meaningful.

"I think it is useful. At first, my essays were not fluent and easy to understand, but now my essays are more comprehensible and easy to follow; I can link sentences and ideas meaningfully. Maintaining coherence-cohesion power up our essays" (Respondent 3).

"It is essential. They make our writing more powerful and meaningful. I can express my ideas more successfully thanks to cohesive devices. It contributes to even my speaking skills" (Respondent 4).

"Yes it is beneficial, achieving coherence and cohesion in writing is more important for the reader since they make writing more comprehensible and clear which reader needs to decode writer's message" (Respondent 6).

"Definitely, while writing our aim is to convey our message to the reader, to do this we need to maintain unity in our writing linking our sentences and ideas meaningfully. We can do this by considering coherence and cohesion while writing." (Respondent 11).

Table 52

Participants' Responses to Why Meta-Discourse Markers Should Be Explicitly Taught In Writing Class

Reasons why Meta-discourse Markers Should Be Taught Explicitly in Writing Class	**Number of the Participants**
To learn how to use meta-discourse markers in context	5
To maintain variety in use of meta-discourse markers	4
To link sentences or ideas meaningfully	4
To maintain consistence for the whole essay	2
To make their message more comprehensible	2
To empower their writing	1

A similar question related to integration of meta-discourse markers into writing class was directed to the students. Table 52 highlights that all of the participants agreed that meta-discourse markers should be taught explicitly in writing class. Majority of the participants stated that explicit instruction on metadiscourse markers was essential as they needed to see and learn usage of them in context. Some other participants indicated that it was necessary for linking sentences or ideas meaningfully. Maintaining consistence in essay and making written message more understandable were among the reasons reported by the participants.

"Yes, I did not know how to use most of the meta-discourse markers I know; in this course I saw them in context and learnt how to use them" (Respondent 3).

"Of course it is beneficial, thanks to meta-discourse markers, now I know how to link my sentences; how to express cause, how to express contrast, how to indicate result…we need them. They help even while speaking" (Respondent 5).

"Absolutely yes. They help us to maintain consistency in our writing and to connect sentences meaningfully. I was using only a limited number of meta-discourse markers like "and, but" before this course. Now, I try to use different meta-discourse markers looking back on your feedbacks and searching on the internet" (Respondent 8).

"Definitely, our knowledge of meta-discourse markers was very limited (and, but). Now, I can use a variety of meta-discourse markers. They help us to relate our sentences and ideas to each other, which makes our message more comprehensible" (Respondent 11).

Table 53

Role of Meta-Discourse Markers in Writing As Stated By the Participants

Contributions of Meta-discourse Markers to the Writing	Number of Participants
Making easy to understand and follow for the reader	7
Maintaining consistency and relevancy in writing	5
Being able to write compound-complex sentences	3
Facilitating to link sentences formally and meaningfully	1

All of the participants acknowledged that usage of meta-discourse markers contributed to their essays for similar reasons mentioned just above. As demonstrated in Table 53, more than half of the participants reported that making use of meta-discourse markers helped readers to understand and follow the text easily. While some participants stated that meta-discourse markers contributed to unity of the essay, some others claimed that they helped writers to write compound-complex sentences. Lastly, connecting sentences meaningfully was among the benefits of using meta-discourse markers stated by the participants.

"Meta-discourse markers maintain unity in a piece of writing and make it more effective" (Respondent 1).

"Using meta-discourse markers we can make complicated and compound sentences, and meta-discourse markers make an essay more comprehensible" (Respondent 4).

"Using Meta-discourse markers we can communicate our message clearly and effectively; for example when we want to indicate a contrast we use a MD marker to emphasize it, or when we want to indicate a result or a cause we use a relevant MD marker; otherwise it would be difficult to decode our message for the reader" (Respondent 6).

"Meta-discourse markers help us to make longer sentences, which make our writing sound more professional" (Respondent 8).

Table 54

Participants' Responses to Contributions of Writing Class to Their Writing Skills

Benefits of Writing Class to Participants' Writing Skill	**Number of Participants**
Improvement in planning and organizing before writing	3
Learning how to write essays in different genres	3
Learning how to do research	3
Learning coherence-cohesion	3
Maintaining variety in use of meta-discourse markers and words	3
Being able to write compound-complex sentences	3
Improvement in grammar	2
Expressing themselves better in written language	2

When participants were asked whether writing class contributed to their writing skills, all of the participants answered yes, specifying their responses as displayed in Table 54. Improvement in planning and organizing before writing, learning how to write essays in different genres, learning how to do research, learning coherence-cohesion, maintaining variety in use of meta-discourse markers and words and being able to write compound-complex sentences were among the mostly reported benefits of writing class by the participants. Several participants claimed that they made progress in grammar whereas some others stated that they learnt to express themselves better in written language.

"I learnt how to get prepared and plan before writing, I improved in grammar also thanks to your feedbacks to our essays, after which we revised and corrected our mistakes" (Respondent 2).

"This course was really beneficial for me. I learnt how to plan and organize my ideas, how to introduce, to improve and conclude an issue. Thanks to this course, now I know how to do research before writing, I search on the internet use of several words, meta-discourse markers, grammatical structures to use in my essays" (Respondent 4).

"Thanks to this course, we learnt cohesion-cohesion, which helped us to connect our sentences meaningfully. This course contributed to my reading skills also, I read more consciously paying attention to coherence-cohesion in text" (Respondent 5).

"I can express myself better in written language since I connect my sentences to each other more easily" (Respondent 7).

Table 55

Participants' Responses to the Most Important Thing about The Writing Class

The Most Important Things Pointed out by the Participants in Writing Class	**Number of Participants**
Essay homeworks	8
Feedback to homeworks	8
Exercises related to meta-discourse markers	4
Preparing essay outline in the class	2

As mentioned in Table 55, according to participants, essay home works and feedback to essay home works were the most important in writing class since they helped students to improve in many aspects. Exercises related to meta-discourse markers and preparing essay outline in the class were also among the most important things as stated by the several participants.

"Essay homeworks were very important; they help us to learn how to express ourselves in written language" (Respondent 1).
"Your feedbacks to our essays were the most important for me since they showed us our mistakes" (Respondent 2).
"Essay homeworks were important; especially pre-writing process really improved my research skills and reading skills" (Respondent 8).
"Meta-discourse markers were important; thanks to them I can write longer and related sentences" (Respondent 12).

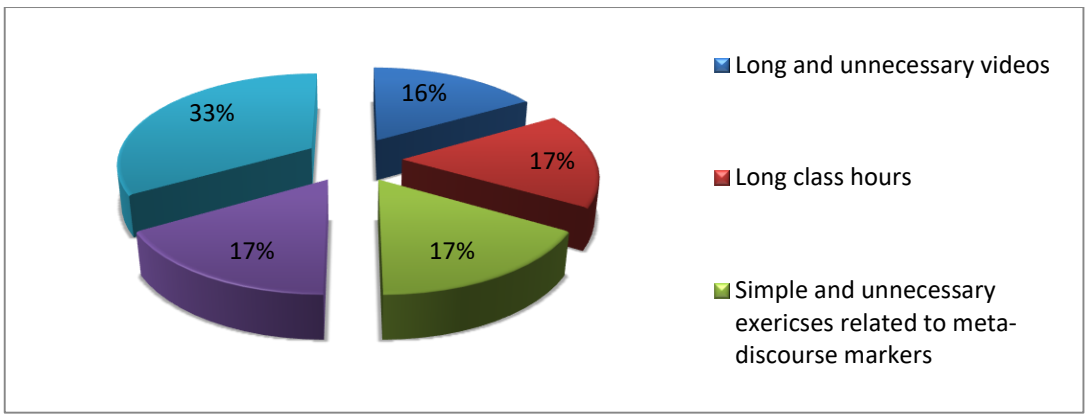


Figure 7. Least Important Thing or Things about the Writing Class

Students were also asked about the least important thing in writing class. Various responses were given to this question by the participants; rather than talking about the least important things in the class, they preferred to talk about the things they did not like in writing class as shown in Figure 7. However, four of the participants avoided answering this question as they claimed that they could not decide on the least important thing in writing class. Two of the participants stated that videos related to essay genres were long and difficult to follow sometimes as the speakers talked too fast; therefore they were unnecessary. Other two participants were unhappy with the class documents delivered by the instructor as they were too much to study. Furthermore, class hours were too long for some students. Lastly, several students found several exercises related to meta-discourse markers such as fill-in blank exercises very easy and unnecessary.

Table 56

Participants' Responses to Challenges that Students Had to Cope with in Writing Class

Challenges Experienced by Participants in Writing Class	**Number of the Participants**
Essay homeworks	6
Writing complex-compound sentences	4
Using different meta-discourse markers (variety)	4
Writing introduction	1

Table 56 reveals aspects of the writing class students had trouble to cope with. Majority of the participants claimed that essay home works was the most challenging for them as they required them to do a lot of research , plan and create a piece of writing to be sent to instructor for evaluation. Some participants had difficulty in writing complex-compound sentences as this class was their first experience in writing in target language. Some others stated that maintaining variety in usage of meta-discourse markers was demanding for them as they were hesitant about usage of several meta-discourse markers. For another participant, writing introduction part of an essay was the most difficult thing in writing class.

"Writing complex and compound sentences is difficult even though I improved to some extent by using meta-discourse markers" (Respondent 5).

"Essay home works are challenging: searching, planning and writing take a lot of time" (Respondent 2).

"Essay home works are challenging: searching, planning and writing take a lot of time. Sometimes I cannot find what I search for" (Respondent 7).

"Sometimes I have difficulty in using different meta-discourse markers, I am afraid of using them incorrectly, therefore I turn back to the common ones" (Respondent 10).

4.6. Conclusion

In this chapter, findings for answering the research questions mentioned at the beginning were presented in detail. Firstly, participants' knowledge of meta-discourse markers both at the beginning and at the end of the term were reported and compared. Then, participants' writing performance before and after explicit instruction on meta-discourse markers was revealed. Participants' writing performance was evaluated based on the following subcategories: content, communicative achievement, organization and language. Frequencies of meta-discourse markers used by students in both pre-test and post-test essays were also calculated. It was found that students made considerable progress in both recognizing and using meta-discourse markers in addition to improvement in writing as a skill based on pre-posttests' results. Finally, content analysis of students' reflections and semi-structured interviews was displayed to learn about participants' views on the process.

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter aims at reviewing findings presented in the previous chapter with reference to former studies in the field of foreign language teaching. It begins with a brief summary of the present research with a focus on research questions, method and findings of it. Then, findings of the study will be discussed in the light of relevant literature taking into account order and content of research questions put forward in previous chapters.

The present study was designed to explore possible effects of explicit instruction of meta-discourse markers on students' writing proficiency and to learn about students' views on the process. Data obtained from pre-posttests measuring students' knowledge of meta-discourse markers and students' pretest/posttest essays revealed that participants made significant progress in recognizing and using meta-discourse markers. There was considerable increase in the use of various meta-discourse markers by the participants in their essays. Statistical data analysis also showed that there was improvement in the quality of participants' writing in the following sub-categories: content, communicative achievement, language and organization which were adapted from Cambridge assessment scale. The most considerable development was recorded in organization.

Qualitative data analysis obtained through students' reflections on writing course displayed that students adopted several strategies before-during –after essay writing thanks to the activities and tasks demanded by the instructor in writing class. Lastly, semi-structured interviews with the participants demonstrated that students were content with the type of instruction they were exposed to. Majority of the participants claimed to believe that explicit instruction on meta-discourse markers raised their awareness on issues like coherence and cohesion which are indispensable qualities that should be found in a piece of writing. Detailed interpretation and discussion of the findings of the present study will be presented under the headings of each research question posed by the researcher.

5.2. Participants' Meta-discourse Markers Knowledge at the Beginning of the Term

Prior to conducting the present study, a test was administered to the participants to find out their knowledge of meta-discourse markers, which is necessary to compare students' actual performances before and after intervention process. The test included three parts. First part was about matching given meta-discourse markers with their functions. Following part required students to fill in blanks with given meta-discourse markers, and lastly they were asked to combine given sentences using meta-discourse markers indicated in the test.

Surprisingly, majority of the participants even the ones who showed higher performance in placement test (McMillian, 2012) and essay writing (pre-test) scored lower on the knowledge test. This finding contradicts with Dastjerdi &Shirzad (2010) study in which they found that there was difference in terms of knowledge of meta-discourse markers between students' from different language proficiency level as elementary students had the lowest score while advanced students had the highest in pretest on meta-discourse knowledge before intervention. Especially in the second part where students were expected to fill in blanks with given meta-discourse markers (cloze test), participants failed to pick out the correct meta-discourse markers for the blanks even though they were familiar with some of the meta-discourse markers given in the test. It was inferred that students may have had difficulty in completing and understanding the paragraphs as a whole probably because of absence of meta-discourse markers which were to maintain cohesion and coherence in the texts (Akbaş, 2012). When it comes to first part, students were able to match meta-discourse markers with their functions to a certain extent. However, majority of the participants failed in matching meta-discourse markers functions of which were showing reformulation (code glosses), expressing writer's attitude, showing emphasis (boosters) and referring to information from other sources (evidentials). It was obvious that most of the meta-discourse markers with functions mentioned just above were new for students. This was also confirmed in students' essays written at the beginning of the term. On the other hand, students were successful in recognizing functions of meta-discourse markers which are subsumed under transitions indicating contrast, addition and frame markers indicating sequencing since participants were familiar with some of them.

In the last part where students were requested to combine sentences with meta-discourse markers given, students' performances were satisfactory to a certain degree compared to their performances in part two. However, majority of the students confused the following meta-discourse markers: 'to sum up' and 'in other words' and they used them interchangeably. In feedback session, participants indicated that they did not notice any difference between these two as they perceived them to be synonyms because of closeness of their meanings.

5.3. Participants' Meta-discourse Markers Knowledge at the End of the Term

Fulfilling a pragmatic function, meta-discourse markers facilitate negotiation of meaning between writer and the audience (Hyland, 1998). The reader both becomes aware of writer's attitude and beliefs, and is able comprehend the intended message by the writer clearly thanks to meta-discourse markers (Crismore, 1985; Hyland, 1998). As an important aspect of writing and L2 writing, meta-discourse markers subsumed under the following subcategories of interactive-interactional meta-discourse markers were taught in the present research: transitions, frame markers, evidentials and code glosses which are classified under interactive meta-discourse resources and boosters and attitude markers which are categorized under interactional meta-discourse resources. Explicit instruction was adopted as teaching method since it is accepted to be superior to implicit instruction in L2 classrooms (White, 1998). To guarantee students' learning, explicit instruction is considered to be essential as students are likely to rely on explicit explanation to learn complex rules of target language (Hulstijn & de Graaff, 1994).

In the present study, students were exposed to explicit instruction on meta-discourse markers in writing class for 12 weeks. Throughout the semester, they were given opportunities to practice what they learnt through exercises related to meta-discourse markers. These exercises were in the following formats: fill-in-blanks, matching meta-discourse markers with their functions, finding synonyms for given meta-discourse markers in sample essays. Students were also asked to make various types of sentences using meta-discourse markers which were taught. In the last week, students were given the same meta-discourse markers' knowledge test as post-test which was given at the beginning of the study as pre-test.

Not surprisingly, analysis of post-test results showed that there was a significant difference between students' performances in pre-test (M=63,71) and post-test

(M=84,09). Thanks to explicit instruction on meta-discourse markers, participants were able to recognize meta-discourse markers and their functions and complete the test much more successfully. Especially in the first part, majority of the participants recognized functions of meta-discourse markers given in the test. The last part was also completed successfully by the participants, in which they were expected to combine given sentences with given meta-discourse markers. Confusion of several meta-discourse markers (ex: 'to sum up' and 'in other words') was overcome by most of the participants. Since they learnt functions and usage of meta-discourse markers and strengthened their knowledge with the help of exercises and essay home works throughout the term, they completed the post-test more successfully and confidently in as acknowledged by the participants during interview sessions too. Several students still had problems in the second part where students were required to fill in blanks in given paragraphs with meta-discourse markers mentioned in the test possibly because of the reason that they had problems in comprehending the paragraphs as whole since several words (meta-discourse markers) were missing as mentioned above. However, overall score of the second part showed that there was considerable improvement in students' performances in completing the paragraphs with appropriate meta-discourse markers.

Favorable effects of explicit instruction of meta-discourse markers on students' awareness of using them is also acknowledged in the study of Farhadi et al., (2016) since they found that participants who experienced explicit instruction on meta-discourse markers did better in post-test which included exercises requiring students to use meta-discourse markers compared to control group who did not receive explicit instruction on meta-discourse markers.

5.4. Comparison of Participants' Performances in Argumentative Writing Before and After Explicit Instruction on Meta-Discourse Markers

Current trends in foreign language pedagogy prioritizes communicative aspect of language with a focus on understanding contribution of linguistic devices/expressions to maintaining interaction in spoken and written mode of language as it is confirmed that such devices facilitate conveying the intended message clearly between stakeholders (Kuhi et al., 2014). Meta-discourse markers are among those devices fulfilling the function of promoting interaction. In this respect, Hyland (1998) reports that meta-discourse markers are essential part of a piece of writing as they make the written message comprehensible for the reader emphasizing the author's intention, attitude etc.

within the social context. Actually, meta-discourse markers clarify the message intended by the writer performing a pragmatic function as mentioned above (Hyland, 2005). It is widely acknowledged that EFL students need instruction with a special focus on pragmatics since they do not have immediate contact with the target language. (Brock &Nagasaka, 2005). According to Schmidt (1993), learners should be given opportunities to work on grammatical features, function/meaning of language and characteristics of the context in a conscious manner in order to promote L2 pragmatics. Aufa (2011) further claims that several pragmatic aspects of language are difficult to be learnt incidentally by the students. Therefore they need explicit instruction about those pragmatics aspects. It has been highly proved that explicit teaching of pragmatics has yielded to more favorable outcomes providing students with more beneficial learning opportunities (Rajabia et al., 2015; House, 2013; Ifantidou, 2012; Aufa, 2011; Ghobadi &Fahim, 2009; Cohen, 2008).

Usage of meta-discourse was commonly investigated in written discourse since it is believed that understanding how meta-discourse markers operate within context is best realized in written discourse (Hyland, 2005). To this end, students' performances in argumentative writing were investigated at the beginning and at the end of the term after intervention. In the first week of the semester, students were required to a write an argumentative essay about a topic determined by the instructor. After being exposed to explicit instruction on meta-discourse markers in writing class where process-genre based approach was adopted for 12 weeks, students were asked to write another argumentative essay (post-test) at the end of the semester about a different topic assigned by the instructor following the same process experienced by the students while writing argumentative essay at the beginning of the term.

Analysis of comparison of students' overall writing performances in pre-test essays (M=14,71) and post-test essays (M=17,09) demonstrated that participants became better L2 writers after experiencing explicit instruction on meta-discourse markers supported with process-genre based approach. This finding corresponds to findings of the studies carried out by Steffensen &Cheng (1996), Dastjerdi &Shirzad (2010), and Yaghoubi &Ardestani (2014) since they also found that explicit instruction on meta-discourse markers improved students' writing proficiency. However, when it comes to analysis of comparison of pre-test and post-test essays in terms of each subscale mentioned above, there were differences in terms of students performances in pretest and posttest essays.

To begin with, the least difference between students pre-test and posttest writing performances was found in content subscale. In fact, students' performances in both pre-test (M=4.0952) and post-test (M=4.3333) essays were convincing with regard to the criteria mentioned under content subscale. Majority of the participants fulfilled task requirements and wrote about the topic they were expected to write informing reader about purpose and theme of the essay satisfactorily. One reason for this can be students' familiarity with essay writing process at the beginning of the term. Since this study was conducted in spring term, students had already learnt about essentials of essay writing in fall term writing class prior to the present research, and had experience in essay writing. Still, more students had problems in covering the topic comprehensively in pre-test essays.

Second less remarkable difference between students' pre-test (M=3.6190) and post-test (M=4.0952) writing performances was found in communicative achievement subscale even though the difference between students' pre-test and post-test performances with regard to communicative achievement was still evident. In this scale students' essays were marked on conventions of essay writing in terms of given genre. In their pre-test argumentative essays, several students did not fulfill conventions of argumentative essay writing such as writing topic sentences, supporting ideas and thesis statements clearly and comprehensively. For instance, some of them wrote topic sentences which were too vast to cover in a paragraph, whereas some others wrote topic sentences which were not narrow enough to be covered in a paragraph. Number of those who failed to meet criteria mentioned in communicative achievement subscale decreased in post-test argumentative essays. On the other hand, as indicated above, the present study was conducted in spring term writing class and students had familiarity with essay writing since they had a writing class in fall term just before the intervention. It is clear that it was not easy for students to learn conventions of essay writing within a semester. During feedback and reflection sessions, large majority of the participants claimed that essay writing was quite challenging for them since they did not have experience in essay writing before attending to the writing class delivered by the researcher.

Students' essays were also marked on language which is the third subscale of the Cambridge assessment scale for writing (2014). While assessing students' essays in terms of language, issues like appropriate vocabulary usage, maintaining variety in vocabulary usage, using simple and complex grammatical forms correctly,

impeding/non-impeding errors were considered. Expectedly, students' post-test performances (M=4.3333) in language were considerably better than their language performance in pre-test argumentative essays (M=3.5714). There was decrease in the following type of errors encountered in pre-test essays in students' post-test essays: incorrect or inappropriate vocabulary usage, errors especially impeding communication, incorrect usage of grammatical forms and sentence forms. Moreover, majority of the students avoided using complex sentences and less common words in their pre-test essays whereas more students attempted to make complex and longer sentences and use less common words in post-test essays. In semi-structured interviews with the participants, some of them verbally confirmed that they began to make longer and complex sentences more confidently thanks to the writing class since they were encouraged to use various meta-discourse markers to connect sentences or ideas by the instructor.

It is not surprising that the most significant difference between students' pre-test (M=3.4286) and post-test (M=4.3333) writing performances was encountered in organization which is the last subscale of writing assessment scale. While assessing students' essays with regard to organization, the following criteria were taken into consideration: maintaining coherence and cohesion, usage of various meta-discourse markers. In pretest essay performances by the participants, it was seen that they used a limited number of meta-discourse markers especially in the following subcategories: evidentials, code glosses, boosters and attitude markers, which meant that there were participants who did not use any meta-discourse markers belonging to one or more than one of the subcategories mentioned above. Only in the subcategory of transitions, a fair amount of meta-discourse markers were used by the participants in pre-test since they were familiar with some of the transitions. Still, only the most common transitions such as because, but, therefore were commonly used by the participants in pretest. Problems in achieving coherence and cohesion especially because of lack of usage of appropriate meta-discourse markers were frequently encountered in pretest performances. Comparison of students' pretest and posttest performances revealed that participants performed better with regard to using various and appropriate meta-discourse markers and achieving coherence and cohesion in their posttest essays. Besides, participants' mistakes related to usage of meta-discourse markers decreased considerably in posttest essays.

As mentioned above, a fair amount of transitions (N=127) were used by the participants in pre-test as some of them like because, but, therefore, when were already known by the participants and were frequently preferred in pre-test essays. On the other hand, transitions such as consequently, despite, thanks to, furthermore, yet, in addition etc. were rarely encountered in pre-test essays. The number and range of transitions (N=288) exploited by the participants considerably increased in posttest essays. It was noteworthy that participants made use of several transitions which were not taught by the instructor in posttest essays. While some of these were common ones like after, before, until etc. others were less common ones such as owing to, in short, thanks to, in spite of etc. This can be explained by the following reasons: firstly, majority of the participants claimed in both feedback sessions and interview sessions that they were hesitant about using meta-discourse markers even the ones they knew in pretest at the beginning of the term since they had only one semester of essay writing practice experience and were afraid of making mistakes. Therefore, they may have not used the transitions they knew (ex: after, before, until) in pretest essays.

Secondly, participants were encouraged to search for and use various meta-discourse markers by the instructor in feedback sessions and their essays were checked and given another feedback on this issue throughout the semester. These feedback sessions may have encouraged students to use different meta-discourse markers (ex: owing to, in short, thanks to, in spite of) which were not taught by the instructor in posttest essays. Even in interview sessions, several students confirmed that they searched for usage of different meta-discourse markers and included them in their essays thanks to feedback sessions. On the other hand, transitions like on the contrary, similarly and whereas were not used by the participants in both pretest and posttest essays even though they were taught by the instructor. This can be explained by participants' preferences for using certain transitions or challenging nature of the writing as a skill (Storch, 2009) as during feedback sessions several participants claimed that they had many concerns while writing essays such as correct and appropriate L2 usage, fulfilling requirements of essay genre, and therefore, they could not pay enough attention to maintaining variety in usage of metadiscourse markers. Finally, there was considerable increase in the usage of 'however' which is more commonly used in formal language and slight decrease in the usage of 'but' which is more frequently used in informal language in posttest essays compared to usage of both in pretest essays.

When it comes to comparison of usage of frame markers in participants' pretest and posttest essays, there was two-fold increase in the usage of frame markers in students' posttest essays. It was also found that learners employed different frame markers taught by the instructor in posttest such as in terms of, all in all, to begin with, to start with. As in transitions, it was revealed that several frame markers which are not common were employed by the participants in posttest essays although they were not introduced by the instructor. This can be also explained by participants' individual effort to use various metadiscourse markers as they were stimulated to exploit different metadiscourse markers by the instructor throughout the semester. However, several frame markers taught by the instructor were not used at all in posttest essays, which was also encountered in the usage of transitions by the participants. This finding could be attributed to nature of writing as mentioned above or students' preferences for using certain frame markers.

Similar results were found in the remaining subcategories: code glosses, evidentials, boosters and attitude markers. While participants exploited majority of the metadiscourse markers taught in the class in posttest essays, several metadiscourse markers were not preferred at all despite that they were introduced to them. Likewise, various metadiscourse markers which were not taught in writing class and were not used by the participants in pretest essays were encountered in posttest essays probably because of the reasons mentioned above. It should also be noted that majority of the metadiscourse markers employed by the participants in all subcategories were synonyms of each other and new synonyms were added by the participants in posttest essays.

The greatest difference between pretests and posttests in terms of usage of metadiscourse markers was seen in the subcategory of boosters as there was more than five-fold increase in usage of boosters in posttest essays compared to usage of boosters in pretest essays. The main reason for such increase in the use of boosters can be features of the essay genre in which students were asked to write as they wrote argumentative essay which required them to make their opinion explicit and support it with examples, evidences or reasons. This finding of the present research was confirmed in a study conducted by Escobar &Fernandez (2017) as they also found that students had the tendency of using boosters more frequently than other linguistic/rhetorical devices (discourse organizers) in their argumentative essays after experiencing 5-month class teaching which focused on usage of such devices. Lastly,

boosters was the subcategory in which students' attempts for using different metadiscourse markers which were not included in class teaching were the most successful as exactly half of the boosters reported to have been used by the participants in posttest essays were not used in pretest essays and were not taught in the class.

5.5. Participants' Views on Explicit Teaching of Metadiscourse Markers

In addition to pre-post test argumentative writing taks and knowledge tests, students were asked to reflect on their writing assignments and were interviewed to confirm the statistical data and to get more clarified results. As stated by Dörnyei and Dörnyei &Csizer (2001; 1998 cited in Pearson, 2006), an ideal teaching plan is the one which prioritizes what learners need and aim to achieve. Therefore, participants' views on the actual practice during the semester and the teaching practice which they were exposed to were investigated at the end of the term in the present study.

To begin with, all of the students who took part in the study were asked to reflect on their before-during-after essay writing processes three times throughout the semester to learn about their views related to actual writing practice. First reflection was about the first writing assignment they wrote for the semester. In the first part of the reflection students were requested to mention about their preparation for essay writing. Obviously, participants faced problems in research process for the topic as nearly half of the participants who searched for the content of the essay topic stated that their research did not meet their purposes adequately. Moreover, among the ones who searched on the internet, nearly half of them benefited from Turkish resources and then translated them into English, which was demanding and time-consuming as indicated by the participants. Disappointingly, several participants number of which cannot be underestimated claimed that they did not need to search for the topic as they benefited from their personal experiences or wrote spontaneously without any preparation. It was also frustrating that only less than half of the participants prepared a framework before writing. On the other hand, majority of the participants were concerned about the essay genre as they stated that they read sample essays and referred to course book to review features of the essay genre.

Second part of the reflection was about shortcomings noticed in essay writing and attempts to improve essay writing. Not surprisingly, lack of grammar knowledge/vocabulary knowledge and using Turkish sources were the most commonly experienced weaknesses as stated by the majority of the participants. Not being able to

fulfill requirements of essay writing was also listed among the weaknesses experienced by the participants. Students were also asked to talk about their effort to improve quality of their essays. Even though several participants attempted to improve his/her essay through using various new words, metadiscourse markers or sentence structures, more than half of them claimed that they were unsure whether they used them correctly or appropriately. This could be explained by their lack of experience in essay writing as stated by majority of the participants in reflection and interview sessions, it was the first time they took a writing class in which they were required to write one-page essays.

Last part of the reflection was related to revision (for coherence/cohesion) after essay writing. Although more than half of the participants stated that they revised their essays for cohesion, several students were still hesitant about maintaining cohesion. Other participants did not check their essays for cohesion since they thought that their essays were already cohesive. Likewise, majority of the participants did not revise their essays for coherence since they believed that they already maintained coherence. Only far less than half of the participants checked for coherence.

Students were expected to reflect on essay writing process for the second time, four weeks after they completed first reflection. They reflected on another essay homework (argumentative essay). Surprisingly, there was recognizable increase in the number of the participants who did internet research and prepared an outline before writing as mentioned in second reflection session. It was noteworthy that all of the participants who claimed to conduct research before writing did internet research in L2 as a fair amount of participants stated that they did internet research in L1 in the first reflection session. Since they noticed shortcomings of search in L1 as stated by them again in the first reflection, they gave up search in L1. Learners also reflected on shortcomings noticed and attempts to improve during writing as they did in the first reflection. Lack of grammar and vocabulary knowledge was still among the most commonly experienced shortcomings by the participants. It was noteworthy that another commonly experienced weakness by the participants was using the same and common metadiscourse markers in their essays as only one participant had such a concern in the first reflection. Such difference between 1st and 2nd reflection sessions suggest that participants' awareness on the need for using metadiscourse markers was raised to some extent till 2nd reflection session since they were exposed to written samples to draw students' attention to usage of metadiscourse markers in context in teaching sessions, which is the first step for teaching pragmatics in EFL classes (Brock &Nagasaka, 2005).

On the other hand, usage of different sentence structures, words and phrases by the participants increased especially there was improvement in the usage of different metadiscourse markers as reported by the participants in the second reflection, which can be considered as a step towards learner autonomy in language class (Nunan, 2003). Likewise, majority of the participants stated that they checked their essays for coherence and cohesion, which implies that they became more conscious and attentive to the issues of coherence and cohesion. However, there were still several participants who were not sure whether they maintained coherence or cohesion even though they revised for it. This could be explained by novelty of the issues of coherence and cohesion for the participants as they were not familiar with those concepts prior to this class and revision and experience (Brock &Nagasaka, 2005) necessary for getting familiarity with them (coherence-cohesion) were not provided sufficiently since participants had chance for revising and experiencing them in a short period of time like three months. Even if they achieved coherence/cohesion, it was difficult for several participants to evaluate their essays in terms of coherence and cohesion as some participants who actually maintained coherence/cohesion as evaluated by the instructor claimed that they were not confident in evaluating their essays with regard to coherence and cohesion.

In the 3rd reflection, participants compared their former and later writing assignments (essays and tasks) with regard to essay preparation/writing and research process. In the third reflection, majority of the participants stated that training they received greatly contributed to their essay preparation (planning, research etc.) and essay writing process. They were more successful and confident in conducting deliberative and comprehensive research and planning their essay. Moreover, they paid conscious attention to issues of coherence and cohesion while writing their essays. On the other hand, there were still participants who were hesitant about using some of the newly learnt metadiscourse markers in their essays as they were afraid of making mistakes in using them. As inferred from participants' reflections on writing class, several participants had various concerns about essay writing, which discouraged them to use different metadiscourse markers; instead, caused them to focus on other aspects of writing such as correct language use, fulfillment of requirements of essay writing etc. Thus, usage of metadiscourse markers was of secondary concern for some of the participants as mentioned in previous chapter. This is confirmed by Olshtain (2001) and Polio &Williams (2009) as they indicate that creating a piece of writing in L2 includes

paying attention to issues such as accurate language use, context, organization, writing conventions and features of target audience, and, therefore, demands a great amount of time and effort on the part of the learners.

Secondly, a total of 12 participants were interviewed at the end of the term to obtain a whole picture related to students' views on the explicit teaching of metadiscourse markers in writing class. Firstly, they were asked about their views on writing class. Satisfyingly, half of the participants stated that writing class was useful for them as they improved their writing skill and gained practicality and familiarity with research and planning before writing. However, a fair amount of participants claimed that writing class challenged them as preparation for writing and writing process was time consuming and writing itself was discouraging since it is a challenging skill which forces learners to consider issues related to language, context and rhetoric as stated by them in reflection sessions too, which in turn raised their tension in writing class. This finding contradicts with study of Tavakoli et al. (2012) in that participants in their study indicated that training they received with a focus on explicit instruction on usage of metadiscourse markers helped them to overcome their anxiety to a certain extent.

Another question directed to students was about integration of metadiscourse markers into writing class. Even though several students complained about the difficulty of writing class as mentioned above, all of the students agreed that usage of metadiscourse markers contributed to their writing and should be taught explicitly in writing class for various reasons. Especially, they claimed that they needed to see the usage of metadiscourse markers in context, and seeing usage of them in sample essays helped them to understand their functions better. This suggests that their awareness on usage of metadiscourse markers in writing increased and majority of participants recognized importance of usage of metadiscourse markers in essay writing. Based on their experiences in writing class, they acknowledged that metadiscourse markers had several functions such as connecting sentences meaningfully, maintaining consistency and conveying the intended message clearly to the audience. Therefore, they should be taught in writing class. This finding is also confirmed in Tavakoli et al.'s (2012) study as they found that there was a rise in awareness level of students related to metadiscourse. Likewise, participants stated that coherence and cohesion should be integrated into writing class on account of similar reasons as mentioned just above.

Participants were also asked whether they benefited from the writing class. Favorably, all of the participants stated that writing class contributed to their writing

skills proposing various reasons. Improvement in planning and organizing before writing, learning how to write essays in different genres, learning how to do research, learning coherence-cohesion, maintaining variety in use of meta-discourse markers and words, being able to write compound-complex sentences were the most commonly reported benefits of the writing class by the participants. Some students directly pointed out that they learnt and practiced various metadiscourse markers in their essays thanks to the writing class. On the other hand, those who stated that writing class helped them to maintain coherence and cohesion and to write complex/compound sentences also acknowledged using various metadiscourse markers in the interview sessions. Since metadiscourse markers were a part of coherence/cohesion and complex/compound sentences, they indirectly confirmed that maintaining variety in use of meta-discourse markers was one of the benefits of the writing class for them.

The most important things in the writing class were essay homework and feedback to essay homework for the participants. Majority of the interviewees claimed that essay homeworks promoted their writing skills so that they could express themselves more successfully in written language. Feedback to essay homeworks was especially considered to be important as it gave them the opportunity to notice and correct their mistakes, which was invaluable for students of writing class (Granville &Dison, 2009). Students specified their answers in interview sessions as most of them claimed that both essay homeworks and feedbacks promoted their research skills, grammar, knowledge and use of various words, metadiscourse markers, and ability to write complex/compound sentences, and write essays in different genres considering their specific features. Exercises related to metadiscourse markers were also regarded as important by several participants even though it fell behind essay homework and feedback to essay homework.

Lastly, participants talked about the challenges they had to cope with in writing class. It was surprising that essay homework was at the top although it was previously claimed to be among the most important and useful tasks in writing class by the participants. Most of the participants stated that essay homework was demanding as they had to do a lot of research, plan and create a piece of writing taking into account issues like correct and appropriate usage of language, essay conventions etc. Other challenges reported by the participants were writing complex-compound sentences and using different meta-discourse markers (variety). As mentioned above in the present chapter, some of the participants stated that they had various concerns about writing

such as language use and writing conventions; therefore, it was not easy for them to adopt and use all metadiscourse markers they learnt in their essays successfully at once. This suggest that several learners were not confident in using metadiscourse markers in their essays since they were afraid of making mistakes, which was also mentioned by some participants in reflection sessions. This finding contradicts to the findings of Tavakoli et al.' (2012) as they found that leaners became more confident in using metadiscourse markers after being exposed to explicit instruction on metadiscourse markers.

All in all, a fair amount of participants stated that they were hesitant about using several metadiscourse markers because of reasons such as being afraid of making mistakes or having other concerns like correct language use, fulfilling essay writing requirements which were considered to be more important issues by them and prevented them from focusing on usage of metadiscourse markers. Considering the research findings which suggest that there was considerable improvement in both students' usage of metadiscourse markers and their writing performance, it can be said that some participants were not satisfied with their progress. Another reason for such conflict can be related students' proficiency level as several students were average B1 while some others were late B1. Even, there were participants whose levels were slightly above B1.

5.6. Conclusion

In the present chapter, findings of the study were discussed referring to the previous literature in the relevant field. They were interpreted in detail with a focus on results which were significant or unexpected under headings which address to each research question posed by the researcher one by one.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

6.1. Introduction

The present chapter displays conclusions induced from the research along with pedagogical implications for the relevant field. It is followed by recommendations for future research.

6.2. Conclusion &Pedagogical Implications

The overall findings of the study revealed that learners came to know majority of the metadiscourse markers which were taught by the instructor. Besides, they learnt several metadiscourse markers with their own efforts as detected in their posttest essay performances. Likewise, they made progress in terms of integrating metadiscourse markers into their essays, and the training they received contributed to their writing skills in general. On the other hand, when it comes to learners' views on the process, students were not entirely positive and satisfied about the training process, which was also confirmed in reflection sessions by some of the participants. In interview sessions, several interviewees, number of whom cannot be underestimated, complained about the difficulties of writing as a skill. Even though they acknowledged that they learnt essentials of essay writing including usage of metadiscourse markers and essay writing process thanks to writing class, they indicated that the writing class challenged them to a great extent.

It was interesting to find out that there was a partial conflict between qualitative and quantitative data. While statistical data showed that there was improvement in students' performance in terms of essay writing and integration of metadiscourse markers into essay writing, qualitative data revealed that students experienced hesitations about usage of several metadiscourse markers and other aspects of writing. As indicated by them in both reflection and interview sessions, they had various concerns about writing such as language use and writing conventions; therefore, it was not easy for them to pay attention to all aspects of writing adequately including correct and appropriate usage of metadiscourse markers. Qualitative data was enlightening in that it informed the researcher about the process. On the whole, the results suggest that

the writing class made students become more concerned about usage of metadiscourse markers and thus, caused them to pay more attention to correct and appropriate usage of them in their essays even though they were not aware that they needed to integrate them into their essays at the beginning.

Findings of the study suggest several implications for the foreign language teaching pedagogy especially for teaching writing in Turkey. Since pragmatic aspects of language are indispensable part of it, they should be taught from the very beginning as it requires a great amount of time and effort for students to improve their L2 writing along with its pragmatic properties. Research in the relevant field suggests that leaners need to have training which prioritizes pragmatic properties of L2 because they are not exposed to authentic language in foreign language teaching context (Brock &Nagasaka, 2005). Schmidt (1993) further emphasizes that students should be provided with learning environments where they study grammatical features, function/meaning of language and characteristics of the context in a conscious manner in order to master L2 pragmatics. Moreover, they should be taught explicitly in EFL context to ensure that learning has taken place (White, 1998) since learners may fail to notice pragmatic properties of language, especially written language which has many aspects requiring attention of students. Participants in the present study confirmed that explicit instruction aided them to understand better functions of metadiscourse in context, which in turn raised students' awareness on usage of metadiscourse markers in essay writing. When teaching pragmatics, the teachers should start with getting students' attention to pragmatic properties of language. Importance of raising students' awareness, which is the first step for teaching pragmatics (Brock &Nagasaka, 2005), was widely acknowledged in the present study as most of the students felt the need for using and began to pay attention to using metadiscourse markers during the semester thanks to activities in which students examined sample essays with regard to metadiscourse markers included, coherence and cohesion. In reflection and interview sessions it was revealed that students recognized the significance and functions of them as stated by Hyland (1998; 2005; 2017).

Importance of teaching writing as a skill is widely recognized in the relevant field as instruction on writing aid students to make progress in using target language appropriately through opportunities students have to convey their messages in L2 (Raimes, 2002). Polio &Williams (2009) further clams that language proficiency and students' proficiency in L2 writing are interrelated as student's success in one of them

positively affect success of student in the other. What needs to be considered is of great importance while teaching L2 writing as it is not easy to decide on the content of a writing class. In fact, writing as a skill requires students to take into account various issues such as content, style, organization, fluency, grammar, rhetorical forms of discourse etc. However, it is not possible for the instructor to address all of them equally in a writing class. Therefore, it is teacher's responsibility to decide on which one of the issues related to writing will be emphasized in writing class considering students' needs and his teaching philosophy shaped by the learning context and experience. In other words, teacher should seek for the balance between the issues which he prioritizes and the other features of writing that needs to be taught as it is not wise to omit and not to talk about any component of writing all of which are indispensable for a piece of writing. According to Harmer (2001) the focus should be communicative aspect of writing in a writing class, which means the instructor should help students to master skills which they can use to communicate successfully by writing in L2. To this end, the writing class in the present study focused on usage of metadiscourse markers in written discourse since they help fulfilling communicative function of writing. However, it was not easy for students to write focusing fully on usage of metadiscourse markers as expected by the instructor since issues such as appropriate language use and fulfilling essay conventions were also at play to create a piece of writing. Therefore, students had to deal with such issues too, which increased their affective filter, as stated by several participants in both reflection and interview sessions. This confirms that characteristics of instruction and feedback are of great importance in writing class in EFL context (Manchon, 2009; Polio &Williams, 2009) as the class is the sole place where students are exposed to target language.

Another issue which needs to be emphasized is that students did not have the same language proficiency level as they had different educational backgrounds. Even though most of the students' level was B1 and some of others were slightly above B1 as determined by placement test (Mc Millian, 2012) and a writing task included in the present study, there were differences between students in terms of writing performances. While some students were an average B1, others were a very secure B1, and some others were slightly above B1. Majority of those who were average B1 were more anxious about the writing process throughout the semester. Understanding and acknowledging challenges of writing class for students and the teachers, the teacher should provide students with scaffolding. The first step to help students to be successful

L2 writers is recognizing and appreciating stages and features of writing process taking account of students' characteristics and proficiency level. Scaffolding, a Vygotsykian concept, suggests that the instructor should support and guide the students to complete the writing task till they can achieve it by themselves (Yau, 2007). Teachers could provide this support through giving continuous feedback on students' essays as it is a crucial stage which is likely to guide students in writing process (Kamal &Faraj, 2015). Scaffolding helps students to become aware of the writing process and take steps accordingly such as conducting deliberative research before writing, integrating it into his essay etc. Moreover, scaffolded learning cause students to notice their weakness and strengths, and stimulates them to overcome or improve them, which promotes their autonomy in L2 writing (Kamal &Faraj, 2015). All in all, scaffolded learning is essential especially for L2 writing class as it is the most challenging skill to improve for foreign language learners.

6.3. Suggestions for Future Research

The present study was an interventional one which investigated possible effects of training with an explicit focus on metadiscourse markers on students writing proficiency in Turkish EFL context. More studies are needed to understand how students convey and clarify content of their messages for the audience in written language through instruction with emphasis on usage of metadiscourse markers in Turkish context as majority of the studies related to metadiscourse markers are descriptive exploring which metadiscourse markers are used by the EFL learners examining their essays. Moreover, explicit teaching was adopted in the present study as it was considered to be superior to implicit teaching. However, effects of both explicit and implicit teaching of metadiscourse markers on writing proficiency could be explored and compared in further studies. This study was conducted in spring term and lasted for 10 weeks. However, this time period was not enough to get more sound and favorable results as it was mentioned elsewhere in the present research it requires time and effort on the part of the learners to promote L2 writing. To adopt and integrate metadiscourse markers into their essays at once was not possible for the students as highlighted in the present study. Even, only raising students' awareness on the usage of metadiscourse markers, which was the first step of intervention, took quite a lot of time.

Therefore, studies which last for at least one year are needed to keep track of students' progress in writing and effects of such training on students' development.

In the present study, four sub-groups of metadiscourse markers were not taught at all, and time limitation as mentioned above was one of the reasons for this. In future studies, all sub-categories of metadiscourse markers could be introduced to the participants. Furthermore, this study was conducted at a state university with a total of 21 participants. More studies could be conducted at different universities in Turkey with more crowded groups to increase generalizability of the findings. The results of the study revealed that several metadiscourse markers which were taught by the instructor were frequently made use of by the participants whereas some others were not preferred by any participant although they were also introduced to the participants. Reasons for why participants preferred using several metadiscourse markers to the others could be investigated in future research.

Lastly, this study revealed that several students were hesitant about using meta-discourse markers and had concerns about other issues related to writing, which came out in reflection and interview sessions even though they made progress in terms of essay writing and usage of metadiscourse markers in essay writing. It was important in that students' reflections and interview sessions informed the instructor about the learning process of students in writing class. In future studies, the researchers could exploit alternative qualitative data collection tools like think aloud protocols during the intervention to get feedback about the process and proceed accordingly taking into account students' needs and concerns.

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APPENDICES

Appendix 1. Meta-discourse Markers Taught in Writing Class

Meta-discourse markers taught to be used in compare-contrast essay

Logical connectives (Compare)	Logical connectives (Contrast)	Frame markers	Code glosses
Similarly	However	In conclusion	For example
Likewise	In contrast	All in all	For instance
Not only-but also	On the other hand	To sum up	Such as
In addition	While	To begin	In other words
	Whereas	First/firstly	Simply put
	On the contrary	Second/secondly	
	Even though	Finally	
	Although	Lastly	
	Nevertheless		
	But		

Meta-discourse markers taught to be used in cause-effect essay

Logical connectives (Cause)	Logical connectives (Effect)	Frame markers	Code glosses
Since	As a result	To start with	This means
As	Thus	To begin	In other words
Due to (the fact that)	Therefore	First/firstly	Simply put
Because/because of	Furthermore	Second/secondly	
Despite	In addition	All in all	
	For this reason	Overall	
		In brief	

Meta-discourse markers taught to be used in argumentative essay

Logical connectives	Code glosses	Frame markers	Evidentials	Attitude markers	Boosters
Therefore	For example	In conclusion	According to	I agree	Actually
Thus	For instance	To sum up	Say	I disagree	Certainly
Similarly	Such as	Overall	Point out	It is disappointing	It is clear that
Moreover	In other words	All in all	Argue	Unfortunately	Definitely
Furthermore	This means	To start with	Claim	Surprisingly	Obviously
In contrast	Simply put	First/firstly	Believe	It is important	Undoubtedly
As a result		Second/secondly	Show	Fortunately	It is essential that
Although		Next	Suggest	I think	It is known that
Consequently		To begin		I believe	In fact
On the other hand		Lastly			Even if
On the contrary		Finally			
Besides		With regard to /in regard to			
		In this case			
Also		In brief			
Whereas					
While					
Nevertheless					
Otherwise					

Appendix 2. Meta-discourse Knowledge Test

1-Match the linking words with their functions.

Also, as a result , because (of) , despite, I disagree, even though, for example, with regard to, furthermore, argue, however, it is disappointing that, in addition, , such as, according to, therefore,since,next, otherwise, claim, in this case,overall, in brief,simply put, obviously,to begin with, it is essential that, unfortunately, in other words, in fact

to show contrast :
to show addition:
to show result :
to show emphasis:
to show summary :
to express writer's attitude:
to show reason:
to introduce an example:
to show sequence:
to show reformulation:
to show inference:
to refer to information from other sources:

2-Fill in blanks using following transition words:

because (of) , despite, however, even though, therefore, in fact, for example, also, furthermore, as a result ,and, in other words, argue, it is disappointing that

a)Some people disapprove of the number of mature students. I think it's a positive thing, (1) ----------and I think they have a lot to offer. My university experience is a lot richer (2) ----------some of the older friends I've made. I think it's wonderful that people can study when they're older, (3) ---------- they might have been away from education for a long time. One friend, who's in his forties, had always wanted to study philosophy, (4) ---------- he sold his business to pay for the course!

b)I wasn't expecting the college to be so encouraging, to be honest. (5) --------- , they were very encouraging(6)---------- my lack of qualifications.They were (7)---------- very flexible about family commitments, which helped a lot. (8) ---------- , studying alongside young people really helped me. (9) ----------, I completed my studies with no problems (10) ---------- now, in my forties, I've got a degree. Amazing!

3-Combine the sentences using the following transition words. Each words can be used only once.

Moreover, therefore, in other words, to sum up, surprisingly, in contrast, however, while, obviously, unfortunately, firstly, for example

- ✓ Many students cannot get a place on a regular degree course. Home-based study and distance learning are more popular than ever.
- ✓ Learning a trade when you're older can improve job prospects. It gives people a sense of achievement.
- ✓ Here are the steps to make a delicious cake. You need to buy the ingredients from the supermarket
- ✓ Towards the end of the party he got up and danced on the table. He made a complete fool of himself.
- ✓ The film has a very unusual plot, with plenty of action. This is a film you should not miss.
- ✓ Foot-binding was a painful process for girls in China.Girls considered it a great honor.
- ✓ Women wore moderately wide shoes. Men went to extremes with the fashion.
- ✓ In Europe, robes were associated with feminity. In China, robes were associated with social status.
- ✓ Mr & Mrs Chambers are aged 67 & 64 respectively and own a property valued at £250,000. Mrs Chambers had cancer last year and they now realised how important it is for them to enjoy their retirement
- ✓ Economy is not doing well. If some new solutions are not carried out, it will get worse.

Appendix 3. Writing Assessment Sheet

Blank assessment sheets to copy

Photocopy this page and the next one.

PRELIMINARY (FOR SCHOOLS)/ BUSINESS PRELIMINARY (LEVEL B1) WRITING CONTENT	
Name of student:	
Is all content relevant to the task? Good	Not so good
Is the target reader fully informed? Good	Not so good
Content Mark:	
COMMUNICATIVE ACHIEVEMENT	
Does the writer use the conventions of the task in generally appropriate ways? Good	Not so good
Does the writer communicate straightforward ideas? Good	Not so good
Communicative Achievement Mark:	

ORGANISATION	
Is the text connected and coherent? Good	Not so good
Does the writer use basic linking words and a limited number of cohesive devices? Good	Not so good
Organisation Mark:	
LANGUAGE	
Does the writer use everyday vocabulary generally appropriately? Good	Not so good
Does the writer use simple grammatical forms with a good degree of control? Good	Not so good
How far can meaning be determined despite errors? Non-impeding errors	Impeding errors
Language Mark:	
Comments	

Taken from Cambridge English (2014). Assessing Writing Performance.UCLES

Appendix 4. Writing Tasks (pre-posttests)

Pre-test writing task

Topic: Government should censor the media to prevent violence among young people

Do you agree or disagree with this statement. Explain and give your opinion about the issue.

Materials used in the lesson (for pre-writing task)

Should the government the media?

35% Say Yes

65% Say No

Those who says yes:

Hate speech is unacceptable

Are there cases where it is beneficial for the government to censor television and other media? The answer is yes. If there was a television program that was hideously racist, called for harm against a specific group of individual, it would be a clear harm to society. The government should intervene in these cases to protect the rights of those at risk of harm or whom are actively being harmed.

Yes, to an extent.

Showing of overly graphic photos and videos is unnecessary, the fact that elementary school children were shot to death is a difficult enough reality to endure, we (the public) do not need to see pictures of five year olds with their heads blown off. Though there are many issues I believe the government

should not be able to censor, such as complaints against the government, there are certain topics that need to be censored for the good of society.

Child therapist says Definitely.

In my office every day I see children anxious, scared, hypersexualized, and even traumatized partially from things they are seeing, hearing and experiencing on various media including TV, movies and the internet. Kids are much more sensitive little beings than most people realize. For proper development they must feel safe. No child should have free access to pornography on the internet or TV. No child should be exposed to extreme violence, or hear extremel language, for the same reason as a society we know it's inappropriate and harmful to expose them to these things in real life. Saying they will probably hear or see it elsewhere is not a valid reason to do the wrong thing.

Think about the kids.....

Imagine you and your child sitting down watching a movie and then bad words come up he is going to say them like mad plus, studies show that children will repeat any word they hear be it in the house, cinema or adverts. I strongly suggest that ALL movies should censor their bad words unless the age is above 16.

Those who says no:

I don't find it useful

Violence and sex exist with or without media. Ask any third world or pre-historic society. Why would it be thought that media would be a prime influence? Will I say that people may conjure ideas up from the media in front of them....Yes, of course...But does censorship truly serve as the solution? No, I think it goes down to the parents, the education system and the society's crime & punishment system as a whole. Censorship is a band-aid solution.

Besides, when it comes to language, when they "censor" over a word and it's so obvious...In my view, it draws more attention to the obscenity than less. And people fill in the blanks so easily it's useless.

What are they protecting us from?

Try to think about it. What would censorship accomplish? Children wouldn't be able to see nudity? Oh yeah, it's not like that kind of stuff is on the internet or anything. Children might hear swear words? If they listen real carefully to when mom and dad fight, they can hear words much worse than "stupid face". The fact that the government wants to censor TV for kids who are gonna see this kind of thing everywhere else is ridiculous.

Censoring Our Media Imposes on Our Freedom of Expression

I believe that as citizens, with free speech, should be able to watch regular TV without censorship. Censorship ruins some of the shows and songs we hear as a country.

Censoring movies on TV damages films

I believe that no matter what sex and violence are everywhere and that censoring language from a movie doesn't draw more attention to the language.It makes you fill in the blanks. I believe the government shouldn't control what we see or hear.Its the parents job to educate their children about things like sex and violence because they will find out about it eventually anyways.Censoring language takes away the effect the movie has.

It's not fair

I think that we should all have a chance to watch/see or hear what we want to hear. Our parents should decide what we do not the government. If we want to see a film which is out of our age group then thats not the governments choice its ours.

Taken from https://www.debate.org/opinions/should-the-government-censor-the-media

According to researchers:

"While the causes of youth violence are multifactorial and include such variables as poverty, family psychopathology, child abuse, exposure to domestic and community violence, substance abuse and other psychiatric disorders, the research literature is quite compelling that children's exposure to media violence plays an important role in the etiology of violent behavior."
https://www.aacap.org/aacap/Medical_Students_and_Residents/Mentorship_Matters/DevelopMentor/The_Impact_of_Media_Violence_on_Children_and_Adolescents_Opportunities_for_Clinical_Interventions.aspx

"Television has the potential to generate both positive and negative effects. Evidence suggests that television's influence on children and adolescents is related to how much time they spend watching television. İt is parents' responsibility to monitor screen time of their children." https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/

Post-test writing task

Topic: Advertising should be banned

Do you agree or disagree with this statement. Explain and give your opinion about the issue.

Materials used in the lesson (for post-writing task)

Should advertising be banned?

63% Say Yes

38% Say No

Those who says yes:

Yes we should.

Advertisements can easily warp and pollute children's once innocent minds. They can encourage to drink, overspend and many other terrifyingly horrible things. Lets ban

advertisements. Do the right thing, make the right choice.™ Unless, of course, you want our generation of children to be dirty-minded, drunk and delusional. Thanks, A humbly amazing hater

A gradual banning of some types of adds would be perhaps the right way to do it.

A gradual banning of advertisements that promote unhealthy products should be considered. Banning tobacco advertising for example or Fast food.. In principle it is logical to protect the consumer from products that are damaging to him.Also protect children's minds from manipulation.This is not a yes or no questions.

They are just there to annoy

Ads should definitely be banned. To me, ads never really work. They are just really annoying. Honestly, I don't really see how they could work. If I am playing a game, for example, and if there is a repetitive ad for another game, I would click on the ad and write a bad review about the game simply because the advertisement is really annoying. Ads are a waste of my time, it stresses me out, and it never works.

Ads should be illegal

They distract people from work and school if they use the internet on a daily basis. They also make false claims so that people buy more of their fake product that does not work. They use psychology against us to get use to buy more scams and people lose more money. They also take advantage of the poor that way

Ads encourage alcohol use

The ads aimed at children encourage drug and alcohol use by making it seem fun and cool. Just like how coca cola commercials advertise for a drink that is refreshing. They even play the ads on commercial breaks during shows that teenagers watch. What they obviously dont show in these commercials is how bad alcohol is for children and teenagers. Long term consumption can lead to brain damage, ive heard of a lot of underage drinkers binge drinking. This all stems from advertisements encouraging children my age to drink up.

Those who says no:

Advertisement are a source of income for someone

No, I do not believe that advertisements should be banned. Just as television shows and movies have the right to profit, so does advertisers. Granted sometimes the advertisement themselves and the content have no meaning to the viewer, some may gain information from the advertisement. I am sure that at some point an ad has been useful to everyone.

Subtraction from liberties and harmful to all

Banning advertisement is not only harmful to companies it can also be quite harmful to the citizens that the advertisements are meant for. Banning advertisements would diminish rights including free speech and others, it would also limit the amount of money that a company can make. With no advertisements consumers would not get notified on the different products that could be useful to them. You see as the consumers buy things they need the companies take that info and create ads that give us options of different products we may want or need.

This is why you can use so many things for free

Ads are the reason we have t.v. Some ads are even fun to watch. Ads are also good for small and growing businesses, if we ban ads now we will only know about older bigger businesses.

Think of what this will do for the economy!

Ads are one of companies main ways of promoting their company and without ads there is little chance of small businesses growing at all and large companies have sleek chance of improving their revenue to the desired amount. This will cause inadequate things to happen to the economy and it shows little hope for aspiring business owners.

No, ads directed at children should not be banned.

What is needed is more media literacy education. Children need to know that they are being bombarded by messages (both good and bad) every day. They need to be taught

how to discern these messages from a very early age and to decide how to react to the messages based on content AND controller.

Taken from https://www.debate.org/opinions/should-advertisements-be-banned

According to researchers…..

"As consumers we are all, more or less unconsciously, constantly influenced by marketing and advertising. Therefore we need to scrutinize market communications and brands way more seriously. They are replacing and gaining influence as symbols of culture and tradition, and are as bearers of ideals telling us how to reach our true potential as human beings." **Jacob Östberg (Professor of Advertising & PR at Stockholm University)**

taken from https://www.youtube.com/watch?v=bEULSwE5GEk

"Just by banning ads for fast food, one study says we could decrease obesity and overweight by 17 percent." That reduction in childhood obesity alone should be enough to ban fast food advertising.**Dr. Victor Strasburger**

taken from https://debatewise.org/debates/3569-we-should-ban-fast-food-advertising/

"Bans on alcohol and tobacco marketing are among the least effective tactics for combating underage drinking and smoking. My conclusion is that the emphasis on advertising bans and similar regulations in the public health literature is misplaced. More effective policies need to be sought to deal with issues of youthful risk-taking associated with alcohol and tobacco".**Jon Nelson**

Taken from https://www.futurity.org/do-advertising-bans-deter-youth/





Taken from https://www.slideshare.net/sindhujagopal/impact-of-advertisement

Appendix 5. Course Syllabus

Week	Topics (Genres)	Assignment	Evaluation
1	**Introduction, Assessing students'writing performance (writing argumentative essay as pre-test)**	Virtual Classroom-Personal Accounts(Edmodo)	-------
2	**Assessing students' knowledge of meta-discourse markers (MD knowledge pre-test), Theoretical Information: Argument/Opinion Essay (powerpoint), Related grammar points, coherence/cohesion**	Exercises related to coherence/cohesion	
3	**Steps for writing Argument/Opinion Essays (revision), MD markers used in Argument/Opinion Essays, exercises related to usage of MD markers**	Presentation design (only assigned students), Writing Task 1st (reflecting on a speech about happiness: agree/disagree)	5
4	**Reflection for the assignment, Students' presentations , Theoretical Information: Cause&Effect essay, coherence/cohesion**	Cause&Effect essay topic selection and research, Presentation design (only assigned students), Exercises related to coherence/cohesion	
5	**MD markers used in Cause&Effect essay, related videos and exercises, exercises related to usage of MD markers , sample essays**	Writing 1st essay (Cause&Effect), revision of MD markers	10
6	**Theoretical Information: Argumentative Essay, steps for writing Argumentative essay, coherence/cohesion**	Topic selection for argumentative essay, Presentation design (only assigned students), Exercises related to coherence/cohesion	
7	**Class discussion on common mistakes in Essay 1st (with a focus on use of MD markers), Students' presentations, MD markers used in argumentative essay, related videos, exercises related to**	Writing 2nd essay (argumentative essay), revision of MD markers	10

	usage of MD markers, sample essays		
8	**Reflection for the assignment, Students' presentations, Theoretical Information: compare-contrast Essay, steps for writing argumentative essay**	Topic selection for compare-contrast essay, Presentation design (only assigned students),	
9	**Class discussion on common mistakes in Essay 2nd (with a focus on use of MD markers), Students' presentations, MD markers used in compare-contrast essay, related videos, sample essays**	Writing 3rd essay (compare-contrast essay), revision of MD markers	10
10	**Mid-term**		
11	**Class discussion on common mistakes in Essay 3rd (with a focus on use of MD Markers), Movie Critique: The analysis and evaluation of films and the film medium, MD markers used in movie critique**	Writing task 2nd (Write a movie critique) Presentation Design (Only assigned students)	5
12	**Movie Presentations, reflection for the assignment, Movie Critique Feedbacks (focusing on use of MD markers)**		
13	**Assessing students' writing performance (writing argumentative essay as post-test),**		20
14	**Assessing students' knowledge of meta-discourse markers (MD knowledge post-test)**		
15	**Final**		

GRADING:

Evaluation Criteria	**Grading**
Midterm (%40)	
• Assignments	40
• Written Exam	60
Final (%60)	
• Writing task	20
• Written Exam	80

Appendix 6.

Sample Lesson Plan

Week 6:

Learning Objective: Students will be able to understand essentials and steps of argumentative essay

Supporting Materials: Activity sheet, sample essay sheet, video

Step one (connection):

Students watch a short video which support the claim that video games cause children to aggressive. After students watch the video, teacher asks students whether they agree or disagree, than they discuss possible answers to this question in the class, and through collective brainstorming, teacher writes the answers (ideas) on the board

Step two (ınstruction):

Teacher introduces argumentative essay in steps through giving theoretical information about it.

Step three (practice):

Teacher shows sample argumentative essay. After students read the essay, the teacher asks students questions about structure of the essay and they examine the essay together (ex. Finding the thesis statement, finding the main ideas and supporting ideas.)

Step four (Application):

The teacher wants students to write a thesis statement and three main ideas and supporting ideas for each main idea about the topic discussed at the beginning of the lesson (creating an outline) in groups of two. The teacher gives feedback about the outlines, and problematic ones are improved through class discussion.

Step five (Closure):

Lastly, teacher asks students to determine possible argumentative essay topics to write about till next week.

Week 7:

Learning Objective: Students will be able to identify and use suitable MD markers in argumentative essay

Supporting Materials: Activity sheet, sample essay sheet, video

Step One (connection):

The instructor shows students two paragraphs taken from different argumentative essays which are lack of coherence and cohesion and ask students to identify the problems in the paragraphs. Students work on paragraphs individually, and then they discuss on the paragraphs as whole class.

Step Two (instruction):

The teacher introduces the metadiscourse markers used in argumentative essay, and show sample sentences in which these MD markers are used. The teacher has students watch a short video related to usage of metadiscourse markers used in argumentative essays with sample sentences and paragraphs.

Step Three (Practice):

After talking about how MD markers are used in sentences and paragraphs, the students are asked to do several exercises related to MD markers. Firstly, students are given a text in which MD markers are missing and they are asked to fill in the blanks with suitable MD markers given. Secondly, sentences are given and students are asked to complete these sentences with given MD markers. Finally, they are asked to order several sentences which were scrambled referring to the MD markers used in the sentences to create a whole paragraph.

Step Five (Practice within the sample essay):

The teacher shows a sample argumentative essay and asks students to find the meta-discourse markers in the essay, and identify their functions within the essay. After talking about their functions, the teacher asks students to find synonyms and opposites for the metadiscourse markers used in the essay.

Step Six (Application):

The teacher asks students to improve the paragraphs which are lack of coherence-cohesion (discussed at the beginning of the lesson) considering the MD markers taught in the class, and give feedback to them.

Step Seven (Closure):

After approving topics chosen by students for argumentative writing, the teacher asks students to write their first draft for the next week**.**

Appendix 7.

Interview Questions

1. Dersi genel olarak nasıl buluyorsunuz?
2. Yazma becerileri dersinde “coherence-cohesion” konusu üzerinde durulmasını faydalı buluyor musunuz? Neden?
3. Yazma becerileri dersinde üst-söylem belirticilerinin (metadiscourse markers) doğrudan öğretimini faydalı buluyor musunuz? Neden?
4. Yazma becerileri dersinin İngilizce yazma becerinize katkısı oldu mu? Varsa hangi yönlerden katkısı oldu?
5. Yazılarınızda üst-söylem belirticilerini kullanmanın yazılarınızı (essaylerinizi) daha başarılı hale getirdiğini düşünüyor musunuz?
6. Bu derste öğrendiğiniz en önemli şey nedir? Ve size göre en önemsiz şey?
7. Bu dersin zorlandığınız yönleri nelerdir?
8. İngilizce yazma dersinde bu derste gördükleriniz dışında neyin öğretilmesini isterdiniz?

Appendix 8. Reflection Papers

1st and 2nd reflection papers

Reflection for the assignment

-Essay i yazmadan önce yeterince hazırlık yaptığınızı (ör: planlama, araştırma) düşünüyor musunuz?

-Essayinizi yazarken kendinizde hangi eksiklikleri gördünüz? Bu eksiklikleri gidermek için neler yaptınız?

-Bu dersin bu essayi yazma sürecinize katkıda bulunduğunu düşünüyor musunuz? Kısaca açıklayınız?

-Essayiniz de cümlelerin yapısal olarak (cohesion) birbiri ile alakalı bir bütün oluşturduğunu düşünüyor musunuz? (kontrol ettiniz mi?)

-Essayiniz de cümlelerin anlamsal olarak (coherence) birbiri ile alakalı bir bütün oluşturduğunu düşünüyor musunuz? (kontrol ettiniz mi?)

3rd Reflection Paper

1-İlk yazdığınız essayler ile son yazdığınız essaylerinizin yazma-hazırlık süreçlerini karşılaştırınız:

2-Bu dersin essay öncesi hazırlık (araştırma vs) ve essay yazma sürecinize katkısı oldu mu? Kısaca açıklayınız.

3-Derste öğrendiğiniz bağlaçları (MD markers) yazılarınızda kullanma da sorun yaşıyor musunuz? Ya da öğrendiğiniz bağlaçları zorlanmadan yazılarınızda kullanmaya geçebiliyor musunuz?

Appendix 9: Consent Form (Gönüllü Katılım Formu)

Bu çalışma Çukurova Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi programı doktora öğrencisi Fatma KAYA tarafından yürütülmektedir. Çalışmanın amacı Üstsöylem belirticilerinin doğrudan öğretiminin öğrencilerin yazma yeterliliklerine etkisini ve öğrencilerin süreç hakkındaki görüşlerini araştırmaktır. Çalışmaya katılım gönüllük esasına dayalı olup, çalışma sonucunda yapılacak yayınlarda kimlik bilgileriniz hiçbir şekilde kullanılmayacaktır. Çalışmaya katılımınız ve katkılarınız için teşekkür ederim.

Fatma KAYA

Bu formdaki bilgileri okudum ve çalışmaya katılmayı kabul ediyorum.

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