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Stance-Taking through Metadiscourse in Doctoral Dissertations [1]

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ABSTRACT

The authorial stance in academic genres is conveyed with the use of linguistic conventions of disciplines, one of which is metadiscourse. The aim of this study was to compare the use of interactional metadiscourse features (IMDMs) by native academic authors of English (NAAEs) and Turkish-speaking academic authors of English (TAAEs) for the construal of their stance in their doctoral dissertations. In a corpus of 120 doctoral dissertations, IMDMs were analyzed according to Hyland's (2005) taxonomy by using Wordsmith Tools 6.0. Log likelihood statistics was conducted to see whether there was a statistically significant difference between these two groups in their use of IMDMs in terms of frequency and variety. A statistically significant underuse of IMDMs by Turkish-speaking academic authors of English regarding the overall use of 5 subcategories of IMDMs was found.

Key Words: Academic writing, Doctoral dissertations, Author stance, Interactional metadiscourse markers.

1. Introduction

In the globalised academic world where English is used as a lingua franca, the traditional view of objective and impersonal academic writing has been displaced by a new form which is seen as more personal and more persuasive. Lafuente-Millán (2010) states that science is based on empirical results that are not related to personal feelings or subjective opinions of individuals. Hence, academic writing is generally considered to be impersonal and objective. On the contrary, academic writing is "a persuasive endeavour" shaped by the perceptions of writers (Jiang and Hyland, 2015). Be it through the engagement of the readers in their texts, academic authors seek to lessen the risk of readers' objection. This said, they present their arguments, results, and interpretations in a way to convince their readers (Hyland, 2001a). This negotiation between the author and the readers is a prerequisite of academic writing. Thus, a successful academic text shows the evidence of author's awareness of both his readers and the consequences of his/her claims.

In addition, success on academic writing does not only lie in the social negotiation between the authors and the readers across academic genres. At the heart of academic writing is the authors' attempt to position themselves as a competent member of their disciplines. One consequence of this attempt is that academic authors are obliged to embody their authorial stance in their texts. Hyland (1999) defines stance as "the ways that writers project themselves into their texts to communicate their integrity, credibility, involvement, and a relationship to their subject matter and their readers" (p. 101). Biber (2006) labels stance as the expression of "many different kinds of personal feelings and

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assessments, including attitudes that a speaker has about certain information, how certain they are about its veracity, how they obtained access to information, and what perspective they are taking" (p. 99).

Academic authors utilize a variety of rhetorical strategies not only to get a credible place in their discipline, but also to present their authorial stance. Among these strategies, the use of metadiscourse is widely recognized as an effective means of achieving the disciplinary and culturally constructed norms of academic genres. Hyland (2005) uses metadiscourse as an umbrella term to refer to linguistic devices that writers utilize to guide their readers to perceive the text. Sanderson (2008) describes MD as "the rhetorical strategy authors use when they talk about their own text. It is a way of organizing discourse and explaining this organization to readers and helps structure and guide author-reader interaction with the text" (p. 165).

MD has long been a question of interest in the literature. Some studies were specifically conducted on cross-cultural and cross-linguistic variations regarding the use of MD (Abdi, 2009; Blagojevic, 2004; Burneikaite, 2008; Dofouz-Milne, 2005; Mur-Duenas; 2011). The issue of gender has also received attention in the literature (Yavari & Kashani, 2013). There is also substantial research on the analysis of particular genres or particular features of MD (Adel, 2010; Abdi, Rizi, & Tavakoli, 2010; Bondi, 2010; Bunton, 1999; Gillaerts & Van de Velde, 2010; Ifantidou, 2005; Halabisaz, Pazhakh, & Shakibafar, 2014; Kondowe, 2014).

Nevertheless, MD on the construal of authorial stance in academic genres has received a passing mention (Akbaş, 2012a; Hyland, 1999; Lafuente-Milan, 2010). As Pho (2008) suggests the investigation of linguistic features across genres may give a fuller picture of authorial stance. Considering this gap, the aims of the study are twofold: a- to explore the use of interactional metadiscourse features (IMDMs) by native academic authors of English (NAAEs) and Turkish-speaking academic authors of English (TAAEs) for the construal of their stance in the genre of Ph.D. dissertations; b- to figure out whether TAAEs significantly differ from NAAEs in their use of IMDMs. More specifically, we seek to answer the following research questions:

1. What types of interactional metadiscourse markers do native academic authors of English and Turkish-speaking academic authors of English employ to build their stance in their Ph.D. dissertations?

2. Do native academic authors of English and Turkish-speaking academic authors of English significantly differ in the use of interactional metadiscourse markers in terms of frequency and variety?

2. Literature Review

The concept of metadiscourse (MD) has been defined by many scholars. Broadly speaking, it is described as "expressing the writer's acknowledgment of the reader" (Dahl, 2004, p. 1811). Vande Kopple (2012) views metadiscourse to refer to "metatalk or metacommunication". Namely, MD is the components of texts that reflect the referential meanings of them (p. 37). Adel (2006) labels MD as "text about text. Metadiscourse is discourse about the evolving discourse, or the writer's explicit commentary on his/her own ongoing text" (p. 2). For Bunton (1999), metadiscourse is metatexts which refer to writer's self-awareness of organizing the text and guiding readers to figure out the intended organization. A broad definition is provided by Hyland (2005) who uses the term to focus on the organization of the interactions between writers and the readers. It is also a dynamic process in which we plan the effects of our talk on readers or listeners. MD devices also make a text more personal and easier to follow.

A number of studies have been conducted to investigate the use of MD in academic texts regarding different variables such as genres, disciplines, and languages. Many scholar have argued that the use of MD varies across cultures. Özdemir and Longo (2014) compared the use of metadiscourse between Turkish and USA postgraduate students' in abstracts in MA thesis written in English by using the taxonomy of Hyland. The analysis confirmed that there were some cultural differences in the amounts and types of metadiscourse. In her doctoral dissertation, Çapar (2014) analyzed the use of interactional MD devices in research articles written by Turkish and American academic writers across a corpus of 150 research articles in the field of teaching a foreign language and demonstrated that interactional metadiscourse markers (IMDMs) were used more frequently by American academic writers than by Turkish academic writers. It is also noteworthy that Turkish writers utilized more IMDMs when they write in English rather than Turkish.

Some researchers have highlighted the relevance of cultural differences and disciplines. In his comparative analysis of MD markers across two corpora including 36 Persian and 36 English research articles, Abdi (2009) reported that Persian writers hold a specific cultural identity in their use of interactional MD features. Similarly, Blagojevic (2004) attempted to analyze the use of MD markers in research articles written by English and Norwegian academic writers in three disciplines. He specifically focused on the cultural rhetoric habits of academic writers and pointed that Psychology writers used more standard forms in writing while Philosophy writers organized their writing in a more diversed way. Sociology writers took a position in the middle.

A search of the literature revealed a plenty of studies which examined the use of MD among different disciplines. Rezaei Zadeh, Baharlooei, and Simin (2015) investigated the frequency and types of interactive and interactional metadiscourse markers in the conclusion sections of 30 English master theses using Hyland's taxonomy (2005). They concluded that interactional markers were used more often than interactive ones in three disciplines. Specifically, interactional markers were employed more frequently in English Translation comparing English Literature and English teaching. In another study, Hyland (1998) claims that metadiscourse has a central role in persuasive writing by maintaining a contact between the writer and the readers. He further explains that it is a pragmatic feature used by the writers to express themselves and their research in a disciplinary context. Detailed examination of 28 research articles in 4 disciplines proved that disciplinary context might affect the choice of metadicourse.

Some studies were specifically concerned with the use of MD in particular genres. Bunton (1999) searched for the use of metatext to guide readers in a corpus consisting of 13 Ph. D theses. He identified scope and distance as the major factors of determining the level of metatextual references. So as to achieve cohesion and coherence, higher level metatextual references seemed more effective than lower level ones. Additionally, the use of metatext occurred more consistently at theses level than at chapter level. Gillaerts and Van de Velde (2010) traced the historical changes of three subcategories of MD (hedges, boosters and attitude markers) in the research article abstracts in the field of applied linguistics. The findings showed that an abstract can be considered as a different genre dependent from its research article regarding the distribution of three interactional MD markers. The use of boosters and attitude markers in abstract has dropped while the use of hedges has increased in the last 3 decades. This might be explained by the fact that writers attempt to make scientific claims rather than taking a stance of omniscient academic.

In spite of extensive research into the use of metadiscourse in academic genres, investigations exploring how metadicourse features contribute to stance-taking are still scarce. (Hyland, 1999; Lafuente-Milan, 2010; Akbaş, 2012a). Hyland (1999) examined the ways that writers employ to present themselves and their readers in their texts in a corpus of research articles in eight disciplines. He reported that the social practices of an academic discipline that a writer belongs to have an influence on his/her stance. Thus, MD reflects the rhetorical knowledge of different disciplines and the

expression of stance is an important aspect of academic writing. Additionally, Lafuente-Milan (2010) provided an analysis of self-mention markers in a corpus of 96 journal articles across four disciplines. She alleged that self mention markers can be regarded as one of the major sources of MD features for writers to construct their presence in academic writing.

Overall, these studies prove that MD cannot be seen as merely naive linguistic features to maintain organization in texts, but it has a potentially important role in stance-taking across academic genres. It can also offer researchers insights about how academics build an interaction with their readers through their texts. In this sense, MD may function as one of the most prominent linguistic patterns of academic writing. Thus, the mastery of these patterns both for native and nonnative academics of English increases the possibility of taking a prominent place in the academic world where English is the ultimate lingua franca. To this end, they have to create an influential stance in their academic texts.

3. Methodology

In selecting the methodological framework, contrastive analysis was deemed the most suitable as it is one of the most common approaches in corpus-based studies. It allows the researchers to identify similarities and differences across languages. As Granger (2003) explains, CA "consisted in charting areas of similarity and difference between languages and basing the teaching syllabus on the contrastive findings" (p. 17).

3.1. Data collection

The primary concern of the present study was to compare the use of IMDMs in doctoral dissertations of Turkish-speaking academic authors of English (TAAEs) and native academic authors of English (NAAEs). For this study, we first complied an electronic corpus based on 120 doctoral dissertations written between 2010 and 2015. All the dissertations were included in the corpus after getting the consents of the authors via e-mail. We, then, created two more specialized corpora: CTAE (The corpus of Turkish- speaking academic authors of English) included 60 dissertations totaling 1.330.093 words across 3 disciplines (English Language Teaching, English Language and Literature and Linguistics). The dissertations in CTAE was selected through one specific channel: Thesis Center of Council of Higher Education. Similarly, CNAE (The corpus of native academic authors of English) consisted of 60 dissertations totaling 1.202.456 words. The dissertations in this corpus were selected randomly from many disciplines regarding English language such as Education, English literature, Linguistics, Comparative Literature, Cognitive Science on Proquest database. The reason underlying beneath this change was there are various departments regarding English language in the USA.

The text corpus consisted of some particular sections of doctoral dissertations: introductions, findings and discussion, conclusion, suggestions for further studies. It is assumed that authors mostly reflect their authorial stance in these sections. The excluded sections (abstracts, literature review and the methodology sections) mainly consist of citations from other studies in the literature and do not signal an authorial stance. Additionally, all titles, tables, figures, quotations and paraphrases were not included. Subsequently, they were converted into a text file format.

The present study adopted Hyland's taxonomy (2005) as an instrument to analyze IMDMs in the corpus. The taxonomy suggests two types of MD markers interactive and interactional resources. In this study, only interactional metadiscourse markers (IMDMs) were exposed to analysis since they reflect author stance in a text. As displayed in Table1, IMDMs have five sub-categories: hedges, boosters, attitude markers, self-mentions, engagement markers.

Table 1. Hyland's taxonomy of interactional metadiscourse markers

Interactional	Involve the reader in the text	Resources
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty or 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 author(s)	I; we; my; me; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

Hyland (2005, p. 49)

3.2. Instruments

All the sections were automatically explored by using Wordsmith Tools 6.0 to examine what types of IMDMs were used by TAAEs and NAAEs. This tool supplied us the occurrences of IMDMs in the corpus so we could identify the most frequent items of IMDMs in each corpus. "Word Smith Tools provides almost instantaneous display of word frequency lists; concordances, which allow all the uses of a given word in its contexts; and lists of keywords, words that appear more often in a corpus than chance alone would dictate" (Ghadessy et al. 2001, p. xix). Log likelihood (LL) statistics was applied as the second tool for analysis in this study. Baker, Hardie, and McEnery (2006) define it as a test to calculate statistical significance that is commonly applied in corpus analysis.

3.3. Data analysis

Initially, each set of corpus was uploaded to Wordsmith program and a total of 318 items of IMDMs were individually searched across each corpus. Each instance was also manually checked because some usages of some specific items might not be considered as metadiscouse (MD). Based on the process described above, raw frequencies of each item of IMDMs for each corpus were calculated. The raw frequencies were also normalized per 10.000 words to compare each corpus. To calculate the normalized frequency of an item, raw frequency of the item was multiplied by 10.000 and then, the outcome was divided by the size of the corpora. The normalized frequencies enabled us to figure out how often we could come up with a particular item per 10.000 words. In order to find out whether there was a statistically significant difference between the two corpora regarding the use of each item of IMDMs, log likelihood statistics was run.

4. Findings and Discussion

4.1. Overview of IMDMs in two corpora

Table 2 represents the overall distribution of IMDMs in two sets of corpora. As can be clearly seen from the mean frequency of IMDMs in both corpora, NAAEs had a notably greater tendency to use IMDMs to build their stance in their doctoral dissertations. It had a frequency of 34192 in CTAE and 50396 in CNAE. The normalized frequencies were 257.0 and 419.1 for CTAE and CNAE respectively. They appeared almost twice more common in CNAE than in CTAE. It was observed that 24 IMDMs were not used by NAAEs while 37 IMDMs were not displayed in the doctoral dissertations of TAAEs. Thus, 294 IMDMs were observed in CNAE whereas 281 IMDMs were found in CTAE. Clearly, NAAEs and TAAEs differed in terms of the raw frequencies of IMDMs.

Table 2. Overall distribution of IMDMs in two corpora

	CTAE	CNAE
Corpus size in words	1.330.093	1.202.456
Number of IMDMs used(n)	34192	50396
n /10.000	257.0	419.1
Number of IMDMs used	281	294
Number of IMDMs not used	37	24

n: raw frequency of IMDMs
n /10.000: frequency of IMDMs per 10.000 words

From the data in Table 2, it is apparent that there is an underuse of IMDMs by TAAEs with respect to NAAEs. Hyland (2004) states that metadiscourse is closely related to authors' awareness of self, text and audience. Besides, it plays a key role for authors to announce themselves as competent academics in their discipline. The dissimilarity between the two corpora in terms of the frequency counts may reflect that TAAEs do not utilize IMDMs as satisfactorily as NAAEs to signal their stance in their doctoral dissertations.

Log likelihood analysis was calculated to see whether NAAEs and TAAEs significantly differed in their use of IMDMs in terms of frequency. As regards to the findings of log likelihood (LL) statistics about the overall use of IMDMs in two sets of corpora, we observed a statistically significant underuse of IMDMs with -4973.21 LL value by TAAEs as shown in Table 3. O1 and O2 show the overall frequency counts of IMDMs in the two sets of corpora in CTAE and CNAE respectively. % 1 refers to relative frequency of IMDMs in CTAE. It displays that 2.57 IMDMs were employed in CTAE per 100 words while 4.19 IMDMs were used per 100 words in CNAE, as %2 shows.

Table 3. LL ratio of IMDMs in two corpora

	CTAE (O1)	%1	CNAE (O2)	%2	LL Ratio (p< 0.05)	ELL
IMDMs	34192	2.57	50396	4.19	- 4973.21	0.00019

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

4.2. Categorical use of IMDMs in Two Corpora

Figure 1 displays an overview of the use of IMDMs by NAAEs and TAAEs. This figure is quite revealing regarding the categorical use of IMDMs in both corpora. NAAEs used all subcategories of IMDMs more frequently than TAAEs. The most frequented category in both corpora is hedges followed by boosters. A likely explanation for the similar frequency counts of self-mentions and engagement markers in CNAE is that NAAEs favored a more personal style supported by the engagement of their readers into their doctoral dissertations. Contrarily, following a more vague representation of their self, TAAEs had the tendency of pushing their readers into their doctoral dissertations. In both corpora attitude markers stood as one of the least applied sub-categories of IMDMs. It can be inferred that neither NAAEs nor TAAEs were not prone to present their personal attitudes towards the propositional content.

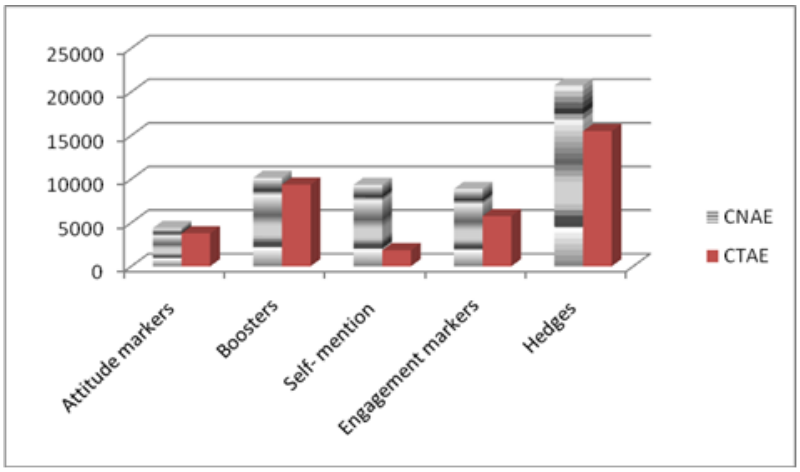

Figure 1. Distribution of IMDMs in two corpora

To see whether there was a statistically significant difference between CTAE and CNAE in terms of the categorical use of IMDMs, log likelihood analysis was run, as displayed in Table 4. We have found that all categories of IMDMs differed significantly with respect to their frequency in the two corpora. Having the highest LL value of-6296.23, self-mentions were at the top of the table. The LL value for engagement markers was -1020.51, while it was calculated -866.00 for hedges. The differences between the two sets of corpora in terms of attitude markers and boosters were also considered as statistically significant. The LL values for the categories in concern were -315.33 and -161.12 and respectively. The ELL values for each category of IMDMs which vary between 0 and 1 also supported these statistically significant differences.

Table 4. LL ratio of categorical IMDMs in two corpora

IMDMs	CTAE n	CNAE n	LL Ratio ($p< 0.05$)	ELL
Self- mentions	1837	9344	- 6296.23	0.00029
Engagement markers	5755	8871	-1020.51	0.00005
Hedges	14215	17865	-866.00	0.00004
Attitude markers	3031	4173	-315.33	0.00002
Boosters	9354	10143	-161.12	0.00001

n: raw frequency of each category of IMDMs
+ indicates overuse in O1 relative to O2
- indicates underuse in O1 relative to O2

Up to now, we have figured out that NAAEs and TAAEs represented their authorial stance with the use of different subcategories of IMDMs and the differences between the two groups were statistically significant. Table 5 indicates a more detailed picture of the frequency distribution of sub-categories of IMDMs in the two corpora. Let us focus on the use of each subcategory of IMDMs in the two corpora in detail.

Table 5. Frequency distribution of IMDMs categories in two corpora

CTAE				CNAE			
IMDMs	**n**	**n/10.000**	**%**	**IMDMs**	**n**	**n/10.000**	**%**
Hedges	14215	106.8	42	Hedges	17865	148.5	35
Boosters	9354	70.3	27	Boosters	10143	84.3	20
Engagement markers	5755	43.2	17	Self- mentions	9344	77.7	19
Attitude markers	3031	22.7	9	Engagement markers	8871	73.7	18
Self- mentions	1837	13.8	5	Attitude markers	4173	34.7	8

n: raw frequency of each category of IMDMs
n /10.000: frequency of each category of IMDMs per 10.000 words

Hedges

Apparently, NAAEs preferred to use more hedges (f=17865) than TAAEs (f =14215). The normalized frequency of hedges per 10.000 words was 148.5 in CNAE while it was 106.8 in CTAE. However, regarding their percentage in the whole corpora, they constituted 42 % of CTAE and 35 % of CNAE. Obviously, both NAAEs and TAAEs employed hedges more frequently than the other subcategories to build their stance. It is probable that TAAEs are not fully committed to the certainty of the propositional content in their doctoral dissertations. Perhaps, they tended to downplay their commitment to truth of their claims to gain acceptance of their readers.

As Hyland (1994) explains, hedging can be conveyed across a variety of syntactic frames such as modals, verbs and adverbials. In our corpus, modals such as *might, would, may, could, should* were the mostly employed items of hedges. This finding may be attributed to the important role of modal verbs as hedges on the construal of author stance. As Biber (2006) claims, modals are the most common stance features in academic registers. Apparently, such items are a means of low commitment. That is, they allow academic authors to tone down their claims and reduce the possibility of readers' rejection to their claims. Hyland (1995) examined hedges in a corpus of 26 research articles and found that *would, may* and *could* were the most frequent items of modal verbs.

To illustrate, in the examples of below, the use of *would* was concerned with a tentative stance. It can be inferred that modals were dominant when academics seek to downtone their claims. As Akbaş (2012a) claimed, Turkish speakers of English utilized modals to weaken the force of their claims and to gain acceptance of readers.

1) The hierarchy led by the omnipotence of the word and/or the text is subverted; theatricality **would** find its proper place within life.

Extracted from CTAE 37

2) Rather, I **would** argue that the apparent flaws in his philosophical reasoning are actually symptomatic of a much deeper engagement with aesthetic philosophy than is generally recognized.

Extracted from CNAE 59

This finding is consistent with many studies of Hyland who is at the initial vanguard of MD research (Hyland 1995, 1998, 2010). In 2010, he examined MD in a corpus of 240 Ph.D. and Master Theses written in English in 6 disciplines and revealed that hedges were the most frequented sub-category of IMDMs in both genres.

Boosters

Boosters had the second highest frequency in both corpora constituting 20 % of CNAE and 27 % of CTAE of all instances. Although 70.3 boosters per 10.000 words were found in CTAE, they appeared 84.3 times per 10.000 words in CNAE. Some verbs such as *find, show* and *think* were among the most frequent items of boosters in both corpora. What is striking is that although *must* had a high frequency in CNAE, it was quite less frequented in CTAE. It was almost 4 times more common in CNAE than in CTAE. Thus, it would not be wrong to propound that NAAEs took a stronger stance with the use of *must* when compared to TAAEs.

In the following examples, we see the use of *show* as an item of boosters. Here both authors expressed their confidence about their findings, which were supported with their data. That is, the use of *show* enabled them to take a strong stance. Specifically, in sample 4, the determiner for strong stance-taking is centered on the objectivity of the claims supported with the findings of the results.

3) The further break down of the responses to this item **s h o w s** how firmly they believe advocacy is part of their role as ESOL teachers.

Extracted from CNAE 9

4) Both experiments **showed** faster comprehension times in conditions in which accent placement was appropriate for the information structure of the sentence.

Extracted from CTAE 8

The results match those observed in earlier studies (Hyland, 1998; Abdi 2009; Akbaş 2012b). Akbaş (2012b) found that Turkish-speakers of English had the tendency of using hedges more often than boosters in the abstracts of their master dissertation like native speakers of English. This finding also reveals contradictory results compared to some previous studies. Rezaei et al. (2015) investigated MD in a corpus of 30 MA theses and revealed that boosters had the highest percentage with 46.68 and with 3 % of MD markers, hedges were among the least frequent items. In another study conducted by Özdemir and Longo (2014), boosters were observed 2.8 times per 10.000 words in the master's theses of Turkish students while it was employed 73.2 times in the master's theses of American students. There was a striking difference in the use of boosters in their study.

Another point is that, as Hyland (1998) emphasizes, "the expression of doubt and certainty", which he refers as "hedging and boosting is in the centre of rhetorical and interactive character of academic writing (p. 349). In our study, closer inspection of frequency counts of hedges and boosters highlights the importance of them on the construal of stance for academic authors. The fact that hedges were utilized twice as much as boosters revealed that both NAAEs and TAAEs were aware of the risks of claim-making and preferred to make temporary claims rather than assertive ones.

Engagement Markers

73.7 engagement markers per 10.000 words were observed in CNAE whereas 43.2 items per 10.000 words were examined in CTAE. They almost appeared twice more common in CNAE than in CTAE. Namely, NAAEs used engagement markers more often than TAAEs. With respect to their percentage in the corpus, 18 % of IMDMs in CNAE and 17 % of IMDMs in CTAE were comprised of engagement

markers. This means that being aware of the negotiation with their readers, both groups of academic authors strongly emphasize their readers as active participants of their doctoral dissertations, which is conveyed with the use of engagement markers.

Some stance verbs of engagement markers *see, find, do not* and *use* were the mostly applied items in both corpora. The pronoun *we* also excessively used by both NAAEs and TAAEs to include their audience into their arguments. This finding is in agreement with the one obtained by Hyland (1999). *We* was the sixth most frequented item of MD in his corpus consisting of 56 research articles.

In the first example below, the author used the pronoun *we* (inclusive) to promote a close relationship with the readers by equating themselves with their readers. In this way, he/she might seek to establish an academic solidarity in his/her disciplines and to gain acceptance in the field through this joint solidarity. The next example suggested that the items in concern might lead readers to particular interpretations. Namely, the authors wanted readers to see things in the lens of them.

5) **We** are earthly beings bound to a specific space of living (whether **we** consider that space to be the earth, our country, our city, or our house).

Extracted from CNAE 58

6) One certain fact, however, is that corpus linguistics presents us with profound changes in the way that **we** study, teach and learn languages all over the world due to its huge potential to present entirely authentic, genuine, qualitative and quantitative findings related to the nature of language.

Extracted from CTAE 25

This finding is contrary to some previous studies. Lee and Casal (2014) revealed significant cross-linguistic differences for the use of MD in the results and discussion chapters of 200 MA theses written by native speakers of English and Spanish-speakers of English. Specifically, engagement markers were seen 22.4 and 45.4 in English and Spanish corpora respectively. Hyland and Tse (2004) analyzed 240 postgraduate dissertations in terms of the use of metadiscourse and labeled the most frequent IMDMs per 10.000 words in L2 doctoral dissertations as: hedges (95.6), engagement markers (51.9), self-mentions (40.2), boosters (35.3), and attitude markers (18.5). This differs from the findings presented here.

Self-mentions

The most influential finding of the analysis was the huge gap between CNAE and CTAE concerning the frequencies of self-mention markers. The frequency of self-mention markers was 77.7 per 10.000 words in CNAE. Surprisingly, they were ranked as the least frequently used IMDMs (f = 13.8 per 10.000 words) in CTAE. Among all the categories of IMDMs in the corpus, they took a share of 19 % of IMDMs in CNAE but 5 % of IMDMs in CTAE. The limited use of self-mentions in CTAE may be attributed to TAAEs' tendency of presenting themselves as the implicit contributors of the research. Contrarily, higher frequencies of self-mentions in CNAE may be explained by the explicit attempts of NAAEs' establishing their discoursal self in their texts and labeling themselves as the original contributors of their study.

Among the most frequent self-mentions were *I* and *we.* NAAEs explicitly emphasized their stance in their text with the use of *I* as seen in example 7. It seems that they took on the responsibility as active researchers by the use of first person pronoun *I*. However, TAAEs employed *we* as the most frequented self-mention but it was four times less common in CTAE than in CNAE. The use of *we* as self-mentioning in CTAE may be explained by the cultural norms. In example 8, it is quite clear the

author refers to his/her self but he/she uses the pronoun *we* to avoid a strong sense of personal investment.

7) Based on original field work, **I** show that pluractionals in Kaqchikel derive predicates of at least three different types of plural event, each of which is familiar from the nominal domain, namely count, group, and evaluation pluralities.

Extracted from CNAE 15

8) Accordingly, **we** formulated our last main hypothesis as "There are statistically significant differences between males and females in certain fallacies.

Extracted from CTAE 50

It is also worthy commenting on the percentages on self-mention and engagement markers in the corpus. Self-mention items had the same percentage with engagement markers in CNAE, which showed how NAAEs balanced their explicit presence with the participation of readers into their dissertations. Obviously, self-mentions were the least frequented items in CTAE. Undoubtedly, TAAEs did not feel comfortable using self-mentions to promote their individual opinions but were aware of the crucial importance of pushing their readers into their doctoral dissertations.

These results support previous research on the use of self-mentions. Abdi (2009) reported that the most significant difference between Persian and English authors was their use of self-mentions. Persian authors preferred a faceless form of stance in their research articles unlike English authors. In 240 research articles in 8 disciplines, Hyland (2001b) examined the use of first person pronouns and observed that the pronouns *I* and *we* were the most frequented items. In the corpus of Mur-Duenas (2011), self-mentions were seen less frequent in Spanish corpora when compared to English corpora.

Attitude Markers

As for attitude markers, 34.7 per 10.000 words items were utilized by NAAEs while 22.7 items per 10.000 words were employed by TAAEs. They represented 8 % of IMDMs in CNAE and 9 % of IMDMs in CTAE. Apparently, they cannot be considered as an important rhetorical strategy for establishing stance for the academic authors in concern. However, reflecting emotional evaluation of authors, their potential of contributing to the unique quality of Ph.D. dissertations cannot be ignored.

Even was the mostly applied item of attitude markers in both corpora. The occurrences of other frequented items included a wide range of adjectives such as *important, appropriate* and *expected*. The following examples chosen randomly from the corpus are the illustrations of some items of attitude markers. We revealed that the authors shared their opinions rather than persuading the readers about the accuracy of the truth in these examples. Namely, they just expressed their personal attitudes towards the proposition.

9) Such a finding supports the argument that Edited American English is a racialized standart, an **important** step in understanding and preventing racism, albeit unintentional in the writing center.

Extracted from CNAE 4

10) The sample of the research is an **important** limitation for this research because it only involves a limited number of freshman and senior pre-service English language teachers in the ELT departments of three public universities in Turkey.

Extracted from CTAE 16

This finding supports the findings of related studies in the literature. Akbaş (2012a) revealed that Turkish academic authors of English used attitude markers 3.6 times per 1000 words while American authors employed 6.2 times per 1000 words. Özdemir and Longo (2014) reported that American students used higher frequencies of attitude markers (140.5 per 10.000 words) than Turkish students (53.9 per 10.000 words). Contrary to our study, Blagojevic (2004) investigated the use of MD markers in research articles written by English and Norwegian academic writers in 3 disciplines and found that hedges and attitude markers were applied at higher frequencies in research articles written by English and Norwegian academic authors.

4. Conclusion

This paper set out to compare the use of interactional metadiscourse markers to (IMDMs) signal author stance in the doctoral dissertations of Turkish-speaking academic authors of English (TAAEs) and native academic authors of English (NAAEs). Being corpus-based in nature, the study analyzed IMDMs following Hyland's (2005) taxonomy to answer two research questions: The first research question was concerned about the types of interactional metadiscourse markers that native academic authors of English and Turkish-speaking academic authors of English employ to build their stance in their Ph.D. dissertations. The most obvious finding to emerge from this study was the frequent use of hedges and boosters in both corpora. Hedges enabled both TAAEs and NAAEs to disguise their commitment to the propositional content. The use of boosters displayed that both groups of authors also made assertive claims provided that the truth of the proposition was supported with their data. NAAEs established a good balance between explicit signaling of their self and a negotiation with their readers. On the other hand, the biggest challenge for TAAEs was to construct an explicit discoursal self. Namely, TAAEs adopted a more impersonal style but had an understanding of the importance of their negotiations with their readers. What is common for both groups is that they did not seek to present their personal attitudes towards the propositional context. The second research question was associated with whether native academic authors of English and Turkish-speaking academic authors of English significantly differ in their use of IMDMs in terms of frequency and variety. Considering the results of LL statistics about the overall frequency of IMDMs in the two corpora, we found a statistically significant underuse of IMDMs in CTAE in terms of frequency and variety compared to CNAE.

Overall, the findings of the current study highlight the importance of metadiscourse (MD) in academic writing. However, Mauranen (1993) claims that nonnative speakers of a language are usually unaware of features of universal science language. Thus, they mostly use foreign features at the discourse level which brings about misconception. In the same vein, Biber and Conrad (2009) point out that the task of learning the expected norms of genres is a challenging issue for non-native speakers of language. Thus, they need to have the knowledge of these features to be able to write effectively in a second language, mainly English in academic world.

In this regard, Hyland (2004) states that metadiscourse provides teachers an effective means of presenting disciplinary-sensitive writing materials. Because it has an active role in organizing the texts, projecting the stance and engaging readers to the texts. He suggests a particular method to teach MD which is called *Rhetorical Consciousness Raising Method*. It aims to create better writers rather than producing better texts and requires four main steps: a- analyzing texts: getting familiar with the linguistic features of MD; b-manipulating texts: encouraging students to change the sample texts through some activities; c-understanding the audiences: the incorporation with real or stimulated audiences; d- creating texts: assisting students to produce their own texts which are constructed for particular audiences.

This particular study is limited to the analysis of doctoral dissertations written by Turkish-speaking academic authors of English and native academic authors of English in the fields related to English Language. So, it would not be wise to generalize the results to other contexts. More research investigating the use of IMDMs in different academic genres written by Turkish-speaking academic authors of English and native academic authors of English is needed. Another possible area of further research is to figure out the reasons of the underuse of IMDMs by Turkish-speaking academic authors of English. Interviews with the authors in concern might be done to examine the reasons of the underuse. Historical studies could assess the use of IMDMs in decades.

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