



**AN ANALYSIS OF SPOKEN METADISCOURSE IN ACADEMIC  
SETTINGS: AN EXPLORATORY STUDY IN ELF CONTEXT**

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## TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Aslıhan Tuğçe GÜLER GÜLLÜ tarafından hazırlanan “An Analysis of Spoken Metadiscourse in Academic Settings: An Exploratory Study in ELF Context” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

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*Canım kardeşim, Ece'ne*

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**AKADEMİK BAĞLAMDA SÖZLÜ ÜST-SÖYLEM ANALİZİ:  
İNGİLİZCE'NİN ORTAK DİL OLARAK KULLANIMINDA BİR  
KEŞİF ÇALIŞMASI  
(Yüksek Lisans Tezi)**

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**ÖZ**

Bu çalışma, İngilizce'nin ortak dil olarak kullanımı (ELF) bağlamında akademik İngilizcedeki dönüşlü üst söylem bileşenlerini incelemektedir. Spesifik olarak, mevcut çalışma, doktora tezi savunma komitelerinde öğrenci ve komite üyesi konuşmasında ayrı ayrı kullanılan dönüşlü üst-söylemsel araçları araştırmaktadır. Bu amaçla, Adel (2010) tarafından sözlü ve yazılı İngilizcede üst-söylem taksonomisine dayalı olarak söylem işlevlerinin kullanım ve sıklığına ilişkin öğrenci ve komite üyesi konuşmaları analiz edilmiştir. Çalışmada metot olarak, derlem tabanlı bir karma yöntem analizi benimsenmiştir ve analiz, açık erişimli English as a Lingua Franca in Academic Settings (ELFA) derlemindeki sekiz savunma tartışmasından elde edilen veriler üzerinde yapıldı. Bu çalışmanın bulguları, doktora savunma tartışmalarında dönüşlü üst-söylem bileşenlerinin kullanıldığını ve bunun veriler aracılığıyla gözlemlenebildiğini, ancak öğrenci ve sınav görevlisi konuşmalarında söylem işlevlerinin sıklığı ve kullanımı konusunda bazı farklılıklar olduğunu göstermektedir. 'Söz eylemi' etiketleri alt türündeki *tartışma* ve *örnekleme* gibi söylem işlevlerinin, *dilsel biçim/anlam üzerine yorum yapma* ve *açıklama* gibi 'üst-dilsel yorumlar' alt türüne ilişkin söylem işlevlerinin öğrenci konuşmalarında sıkça görüldüğü gözlemlenmiştir. Bununla birlikte, öğrenci konuşması, 'söylem organizasyonu' alt türü altında konuyu yönetme ilgili söylem işlevlerine ilişkin daha düşük bir sıklık oranını korur. 'İzleyiciye göndermeler' alt tipinde söylem işlevleri *senaryoları tahayyül etme* açısından da öğrenci konuşmalarının sık olduğu görülmektedir. Komite üyesi konuşmasında, özellikle *mesajın yönetimi* ve *dinleyici disiplininin yönetimi* ile ilgili olarak, 'izleyiciye göndermeler' alt türünde ve 'söylem organizasyonu' alt türünde *konuya ekleme* ve *konuyu kapatma* söylem fonksiyonlarında söylem işlevlerinin daha yüksek bir sıklıkta gerçekleştiğini göstermektedir.

Son olarak hem öğrenci hem de komite üyesi konuşmaları, *numaralandırma* ve *endoforik işaretlemeler* gibi belirli ‘söylem organizasyonu’ ile ilgili söylem işlevlerinin yüksek bir sıklık oranına sahiptir. Çalışmanın sonuçları, doktora savunmalarının doğasına ilişkin bilgiler vermektedir.



Anahtar Kelimeler : Söylem özellikleri, üst-söylem, derlem-temelli analiz  
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**ABSTRACT**

This study investigates the reflexive metadiscourse components in academic English as a Lingua Franca (ELF) context. Specifically, the current research explores the reflexive metadiscursive devices employed in student and examiner talk separately in PhD thesis defense discussions. With this aim, student and examiner talks have been analyzed regarding the frequency and use of discourse functions based on the taxonomy of metadiscourse in spoken and written English by Adel (2010). Concerning methodology, a corpus-based mixed-method analysis was adopted, and the analysis was performed on the data taken from eight defense discussions in the open-access English as a Lingua in Academic Settings (ELFA) corpus. Findings of this study indicate that reflexive metadiscourse components are used in PhD thesis defense discussions, which is observable through data. However, there are certain discrepancies regarding the frequency and use of the discourse functions in student and examiner talks. It has been analyzed that discourse functions in the ‘speech act labels’ subtype such as arguing and exemplifying, and discourse functions related to ‘metalinguistic comments’ subtype such as commenting on linguistic form/meaning and clarifying are observed to be frequent in student talk. However, student talk maintains a lower frequency regarding discourse functions related to managing topic under the ‘discourse organization’ subtype. Student talk is also frequent in terms of imagining scenarios discourse functions in the subtype of ‘references to the audience.’ Examiner talk shows a higher frequency of cases, especially regarding managing the message and managing the audience discipline discourse functions in the ‘references to the audience’ subtype and adding to topic and concluding topic discourse functions in the ‘discourse organization’ subtype. Lastly, student and examiner talks have a high-frequency rate of certain ‘discourse organization’ related discourse functions such as enumerating and

endophoric markings. The results of the study offer insights into the nature of the PhD thesis defense discussions.



Key Words : Discourse functions, metadiscourse, corpus-based analysis  
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## **CHAPTER I**

### **INTRODUCTION**

This chapter includes the following sections: background of the study, statement of the problem, aim of the study, significance of the study, assumptions of the study, limitations of the study, and definitions of key terms.

#### **Background of the Study**

The process of using the language as a way of communication brings together many elements. This process includes an array of metalinguistic devices with different purposes and the knowledge that is supposed to be shared. Any type of meaningful and purposeful communication, either written or formal or informal, usually contains hidden clues further than the explicit message given. These clues may vary from a demonstration of attitude, a level of certainty, taking a stance, or making further comment, and some discourse organizing features such as emphasizing, ranking, or listing that spoken or written discourse entails. Independent from the information given, human communication is full of these devices regardless of culture or context in some instances. In this respect, metalanguage, or language about language, differs from object language, used to define things. Metalanguage can instead be defined as demonstrating language knowledge to draw conclusions from the object language (Hyland, 2017).

Discourse, dating back to the 14th century, means ‘conversation’ in Latin (McArthur, 1992), and it is any conversational occurrence such as dialogue, monologue, or talk. The discourse is context-dependent; thus, it may show varieties depending on where, how, and among whom it is administered. There are various discourse analysis studies in the research fields of politics, ethnography, and gender studies, as well as linguistics, proving that it is an interdisciplinary research field.

An approach of linguistic analysis, discourse analysis, on the other hand, is a way of analyzing the language that is in use to be delivered among individuals, and it is not limited to any type of linguistic form of descriptions, purposes, and functions (Brown & Yule, 1983). Discourse studies are broad in scope, varying systematically in linguistic, non-linguistic, and interdisciplinary perspectives (Yang & Sun, 2010).

Considered a sub-disciplinary area of discourse, metadiscourse is a way of commenting on one's own spoken or written discourse that they produce during speaking or writing it. This way allows the audience to organize, interpret, and evaluate the context to a greater extent. Therefore, metadiscourse allows us to make further analyses on the varieties of language and general competencies (Hyland, 2017).

Although there are two main areas of inquiries of metadiscursive components as written and spoken metadiscourse, it is difficult to categorize them into two groups. A reason for such a difficulty is that metadiscursive components are considered to be a way of communication both between the writer and reader in a written context and between the speaker and listener in a spoken context (Hyland, 2004; Hyland 2005a, 2005b; Hyland & Tse, 2004a). Nevertheless, this categorization has often been made as there are varieties of language used in written and spoken contexts. Written metadiscourse studies include various metadiscourse markers used to comment on the propositional content uttered or produced. Various studies are entitling written metadiscourse markers in different languages, contexts, and disciplinary areas. Spoken metadiscourse markers differ from the written metadiscourse markers as the way spoken and written languages also differ. There is time to think, produce or start from scratch while writing, while speakers have no time to think about what is being said, and this renders spoken metadiscourse more complicated to investigate in certain aspects. Adel (2006) gives another reason and states that since metadiscourse markers are context-dependent, it becomes rather complicated to investigate these items out-of-context.

For a language to be used as a lingua franca, it needs to communicate between more than two people with different first languages (Samarin, 1987). From this definition, it is clear that for English to be used as a lingua franca, none of its speakers are supposed to be native speakers of English in a possible context (Seidlhofer, 2004). Using one specific language as all citizens of the world with different native languages provides us one unified context to share our commonalities and other benefits. English as a lingua franca enables all speakers of English to exchange knowledge in the form of ideas or information in countless fields from politics to economics or from daily life to academia, and this is only one of the reasons

why English as a lingua franca (henceforth ELF) is a significant and developing field in language studies in recent years.

### **Statement of the Problem**

Either consciously or not, people with higher status tend to use their power for various errands, even in some critical situations or decision-making processes. In the academy, individuals tend to have two relational tensions: academics acknowledge status differences, though they seem to give importance to treat one another as equals (Lakoff, 1990, as cited in Shrikant, 2020) and valuing criticism and hostile conversations that may create tension (Tannen, 2002, as cited in Shrikant, 2020). These tensions may create a physical or mental burden for others with a lower status at many points, which may end up in stressful professional life.

Having defined doctoral supervision as a ‘most genuinely complex’ and ‘least discussed’ topic of tertiary-level teaching, studying for a post-doctoral degree is a highly stressful research training (Connel, 1985, p. 38). It requires a lot of effort, time, and hard work and being organized and intellectual about specific topics related to the area of study. The process of creating PhD publications is another critical issue that requires full pedagogical attention from higher education institutions (Kamler, 2008). Ph.D .defense discussions, in a similar context, Ph.D .defense discussions require more attention as well in understanding its nature as it is the most critical part of a PhD level education. Therefore, carrying out such a study will help us explore the nature of PhD thesis defense discussions in tertiary level education by analyzing both parties, students and examiner talks separately. Conducting such a study in the English as a Lingua Franca context will also shed light on the student and teacher relations among nonnative speakers of English and international academic context.

### **Aim of the Study**

The current study aims to investigate the nature of dialogic speech events in academia regarding spoken metadiscourse. Specifically, the study will reveal the use of reflexive metadiscourse components in student and examiner talks during PhD thesis defense discussions. This investigation will be conducted by analyzing spoken English as a Lingua Franca corpus in academic settings. With this aim, the nature of student and examiner talks

in PhD thesis defense discussions will be analyzed based on the taxonomy of metadiscourse in spoken and written contexts by Adel (2010).

### **Research Questions**

By the aims of the current research study stated above, the following research questions will be aimed to provide answers:

1. How is academic interpersonal communication established in doctoral defense discussions via metadiscursive items in the ELF context?
  - a. What reflexive metadiscursive components of speech are employed by students in doctoral defense discussions in the ELF context?
  - b. What reflexive metadiscursive components of speech are employed by examiners in doctoral defense discussions in the ELF context?

### **Significance of the Study**

Written metadiscourse studies have been explored in different genres, including academic writing (Crismore et al., 1993; Hyland, 2004; Hyland & Tse, 2004a, Hyland & Tse, 2004b), comparative studies of native and nonnative speakers (Blagojevic, 2004; Mur-Duenas, 2011; Simin & Tavangar, 2009) as well as learner corpora (Carrio-Pastor, 2021; Hong & Cao, 2014; Noble, 2010). There are also spoken metadiscourse studies with a variety of genres across different registers (Zhang et al., 2017), such as moderated group discussions (McKeown & Ladegaard, 2020) and university lectures (Bu, 2014; Lee & Subtirelu, 2015; Molino, 2018).

Although studies exploring metadiscourse in written academic texts are pretty standard, research investigating academic speech has not been fully explored yet (Adel, 2010). Therefore, the study is important in exploring a specific type of academic spoken discourse, PhD thesis defense discussions, in English as Lingua Franca context.

This study is also crucial in investigating reflexive metadiscursive components in dialogic speech events applied in academic settings by the users of English as a common language of communication. Ways of demonstrating attitudes towards an assessment of propositional content are explored through discourse functions to search for the nature of the PhD thesis defense discussions in the current study.

For the analysis of the corpus data, a corpus-based approach is adopted. In this approach, the compiled corpus is used to ‘expound, test or exemplify theories and descriptions formulated before large corpora became available to inform language study’ (Tognini-Bonelli, 2001, p. 65). In this respect, the current corpus is utilized to exemplify and describe the PhD thesis defense discussion talks by applying the taxonomy of metadiscourse in spoken and written academic English by Adel (2010).

### **Assumptions**

The current study has several assumptions in terms of the data collection process and context.

The primary assumption of the study is that corporal data retrieved for this study are extensive and reliable enough to make analyses and further interpretations. Corpus data have been taken from the ELFA corpus, English as a Lingua Franca in Academic Settings; therefore, it is assumed that the context of the study is accurate, and participants of the current study are nonnative English speakers with differing mother tongues.

At the beginning of each transcribed spoken corpus data file, necessary information about the participants and context (i.e., age, status, the native language of participants, number of speakers, the topic of the defense discussions, and disciplinary area of each defense discussion) are stated openly, so it is also assumed that all participants are nonnative speakers of English, so all spoken data are gathered from PhD thesis defense discussions among nonnative speakers of English.

### **Limitations**

This research study has its limitations. The first limitation is the sample size. Although rich in context, there will be eight recordings to examine the data, which may not be sufficient to generalize the results.

The specific context investigated in the current study, English as a Lingua Franca in academic settings, naturally accommodates common errors and personal mistakes in the use of the target language, which can be counted as another limitation of the study. However, as the purpose is to communicate, language errors are ignored in the analysis.

Although corpus size is clearly stated at the top of each transcribed data file, each participant's word counts are not given. The study aims to investigate the nature of the PhD thesis defense discussions rather than quantifying the data; therefore, word count is out of

the scope of this study. However, it is still required to be stated as a limitation. In this respect, it is also important to mention that there are no remarkable differences in terms of word count and speech length among participants.

### **Definition of Key Terms**

*Metadiscourse:* Metadiscourse is one of the two components -propositional and non-propositional meaning- of communication. Assuming communication occurs at two fundamental levels, metadiscourse is a method of interpreting the propositional content. The role of metadiscourse is to emphasize the intent of the speaker and interpret what has been said as well as its interpretation on the part of the listener/reader (Flowerdew, 2015).

*English as a Lingua Franca:* ‘English as a Lingua Franca (ELF) could be considered as any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option’ (Seidlhofer, 2011, p. 7).

*Corpus-based Linguistic Approach:* The corpus-based linguistic approach is fundamentally adapted to expound, test or exemplify theories and descriptions formulated before large corpora became available to inform language study’ (Tognini-Bonelli, 2001, p. 65).

*ELFA Corpus:* ‘English as a Lingua Franca in Academic Settings’ (ELFA) suggests an empirical alternative for studying and analyzing this variety of English. It serves three kinds of research interests: theoretical, descriptive, and applicational.

*PhD Thesis Defense Discussions:* PhD thesis defense discussions are academic gatherings where a PhD candidate is required to justify their thesis/dissertation regarding its problem studied, significance, and the result of the study to a doctoral defense committee commonly consisting of three or more examiners depending on the institution.

## CHAPTER II

### RELATED STUDIES

This chapter aims to review the literature related to findings of a variety of research written in the field to provide insights into the use of metadiscursive components in English as a Lingua Franca related context. Specifically, the current chapter will summarize studies in the field to review the use of metadiscourse in written and spoken discourse in the ELF context. Then the chapter will continue with the inclusion of the most recent studies that have investigated metadiscourse in native and nonnative contexts.

#### Discourse

Defined as ‘the analysis of language in use’ by Brown and Yule (1983), discourse analysis aims to analyze the interactive language in use in primarily social contexts such as dialogues, talks, conversational exchanges, and written texts (Stubbs, 1983). McCarthy (1996, p. 6) adds more types of speech to the spoken discourse, including “telephone calls, interviews, classroom, monologues, casual conversations” McCarthy (1996, p. 12) also exemplifies the written contexts with “newspaper articles, letters, stories, recipes, instructions, notices, comics, billboards, and leaflets.”

As the study of language-in-use, discourse analysis has a variety of approaches. Analyzing discourse may emphasize the use of linguistic forms and how they function, or it may stress the themes and messages in written or spoken communication; the latter could also be named content analysis (Gee, 2011). Three main discourse analysis approaches can be classified according to their orientations: formal linguistic discourse analysis, empirical discourse analysis, and critical discourse analysis. *Formal linguistic discourse analysis* explores samples of written or spoken language data and adopts the microanalysis approach of linguistic, grammatical, or semantic uses and meanings of a text. *Empirical discourse*

*analysis* explores data on the use of texts in social settings and samples of written and spoken language data and uses the approach of microanalysis and macroanalysis of social practices that any text employs. *Critical discourse analysis* takes a larger sample of data, including the use of samples of written and spoken language data in social settings and data used in institutions and individuals that produce the language and analyzes these data by applying a macroanalysis approach to find out how such data can be constructed and what forms of these data are used to produce the language (Hodges et al., 2008).

Despite the employment of various approaches, there is a lack of consensus on the definition and theoretical framework of terms that enable the analysis of discourse (Schiffrin, 2001; Schourup, 1999). Schiffrin (1987) preferred to label eleven word/phrases including *oh, well, and, but, or, so, because, now, then, y'know* and *I mean* as 'discourse markers' and characterized the discourse markers (henceforth DMs) from a sociolinguistic perspective, in contrast to the pragmatic characterization of Fraser (1990). Schiffrin (1987, pp. 24-27) states that conversation is multilayered and includes five planes of talk that contribute to successful communication. These are *exchange structure* (ES), *action structure* (AS), *ideational structure* (IdS), *participation framework* (PF), and *information state* (Ins).

Fraser (1999) provides a more comprehensive definition of DMs from a pragmatic perspective as follows:

Discourse markers are expressions drawn from the syntactic classes of conjunctions, adverbials, or prepositional phrases, have the syntactic properties associated with their class membership, have a meaning which is procedural, and have co-occurrence distinctions that are in complementary distribution with their conceptual counterparts. (p. 946)

Fraser (1999) further argues that DMs have a procedural meaning rather than a conceptual one, and their interpretation is 'negotiated' in the specific context. He also adds that there are two types of DMs: "those that relate aspects of the explicit message conveyed by S2 with aspects of a message, direct or indirect, associated with S1; and those that relate the topic of S2 to that of S1" (p. 950). Some instances of this relation proposed by Fraser (1988, p. 20) are *topic change* (incidentally), *parallelism* (similarly), *reorienting* (anyway), *dissonance* (well), and *consequence* (so). Besides its relation to a consequence, the discourse marker *so* was also found to be marking inferences (Blakemore, 1988), directing the listener for a further move in a conversation (Raymond, 2004), and functioning as a topic developer (Johnson, 2002). In another study in the ELF context by House (2013), the discourse marker *so* was found to be a speaker supportive element. These studies show that the functions of DMs may differ depending on the context they are used.

Studies comparing DMs in native and non-native contexts also include significant differences regarding the use of DMs. Fung and Carter (2007) found that DMs are employed to organize speech for interactional purposes both in native and learner corpora, although functional DMs such as *and*, *so*, *but* *because*, and *OK* are more frequently used by non-native speakers. Native speakers use DMs for more various pragmatic purposes. Min (2011) also found that learners use fewer textual DMs in number, and the use of interpersonal DMs is relatively lower for interpersonal DMs when compared to native speakers. According to Aşık and Cephe (2013), Turkish learners could choose various DMs for different functions such as using *I know* for sharing knowledge, *I mean* for reformulation or self-correction, and *actually* for indicating attitude. However, the nonnative learner corpus lacks frequency and variety of DMs in terms of their functions. Even if Turkish learners use specific DMs more frequently than native speakers of English, they use these DMs by denoting only one function. For example, in the case of *uhh*, the use of this specific DM is more frequent than native speakers of English. Still, Turkish learners use *uhh* for a variety of functions such as hesitating, taking time for the thinking process, searching the right word, and as a conversation filler.

Comparison of native and non-native teacher talk also show similar results to native and non-native learner corpora. In their corpus-based study on EFL classroom interaction, Ding and Wang (2015) indicated that local English teachers use as many DMs as native English teachers; however, the DMs show discrepancies in terms of preferences. While local English teachers prefer to use the DM *OK* with *now* together, native English teachers prefer to use the DM *OK* with *so* more often. In a corpus-driven study in the Turkish context, Zorluoğlu Özer and Okan (2018) highlighted the underuse of DMs regarding variety and frequency among Turkish-English teachers compared to native English teachers.

Verschueren (2000) argues that highlighting the metalinguistic meaning is essential as it contributes to pragmatic functioning than any other aspect of the language both in terms of self-monitoring and audience design and linguistic choices at lower levels. In this respect, DMs also functionalize in a meta-pragmatic aspect of language by showing the intention and emotions of the speaker and regulating the interpersonal distance and relations to guide the discourse for successful communication (Liu, 2016). Zhao (2014) also found that DMs are crucial regarding discourse-related functions such as utterance production and interpretation and serve primarily for meta-pragmatic functions like for the listener to understand the

implicatures in a communication correctly according to the framework based on the relevance theory.

Having discussed discourse from different aspects, we can conclude that discourse markers help us navigate through spoken or written contexts by guiding us in various ways regarding text organization and interpretation of the propositional content. However, communication includes two different levels of interaction (Vande Kopple, 1985). The first one is the propositional content, the information required to be given, and the second one includes communication with the reader/listener. This level of communication, the non-propositional content, provides more information on the propositional content, including comments, attitudes, or ideas towards the given context, which is defined as “writing about writing” (Williams, 1981, as cited in Vande Kopple, 1985) or “communication about communication” (Vande Kopple, 1985).

### **Metadiscourse**

Metadiscourse gained the attention of researchers in the 1980s and has become a favored research field of linguistics since then thanks to the efforts of significant theoretical contributions (Adel, 2006; Crismore, 1989; Hyland, 2005a; Mauranen, 1993; Vande Kopple, 1985). Upon the popularity of metadiscourse as a research field, novel approaches of analysis have been created with the synchronization of corpus-based/corpus-driven research methods. Metadiscourse has been classified variously by different scholars, and these classifications help analyze it from different angles depending on the context.

Based on M.A.K. Halliday’s textual and interpersonal functions of language theory, Vande Kopple (1985) classifies metadiscourse in six groups: text connectives, code glosses, illocution markers, validity markers, attitude markers, and commentaries. The first of these categories are *text connectives* to help the reader follow through the texts and create accurate images of the propositional content in their mind (e.g., in the *first place, secondly*). There are two sub-categories of text connectives. The first, *reminders*, show how the text parts are connected and how previous and forthcoming parts are highlighted (e.g., *as we saw in chapter one, as we shall see in the next chapter*). He also adds *topicalizers*, words for gathering attention on a specific point in the text (e.g., *as for, with regard to, in connection with*) into this category. *Code glosses*, the second category of the taxonomy, are for helping the reader to understand the meaning of a specific word or a phrase. Code glosses could be borrowed words from another language within a text, or it could be a word that should be

redefined by the author (e.g., *so-called, strictly speaking, roughly speaking, technically, what I mean to say is, I will put it this way*). The third category is *illocution markers* used to notify the reader about some acts of the author. These acts may include hypnotizing, claiming, summing up, or exemplifying (e.g., *we claim that, to sum up, I promise to*). The fourth category is *validity markers* that evaluate the validity of the propositional content we give. Validity markers can be hedges (e.g., *perhaps, may, might, seem, to a certain extent*), emphatics (e.g., *clearly, undoubtedly, it's certain that*), or attributes (e.g., *according to Einstein*). The fifth category of the taxonomy by Vande Kopple (1985) is *narrators* employed to imply the readers who said or wrote the information given (e.g., *Mrs. Wilson announced that*). The next category is *attitude markers* that are used to show the author's attitude towards the propositional content (e.g., *I find it interesting*). Finally, the last category is *commentary* which consists of the phrases that we use to directly address the readers in the text (e.g., *most of you will oppose the idea that, we recommend you read the last chapter first*).

In the review of the taxonomy, Vande Kopple (1997) offers several new sub-categories. Under the umbrella terms 'kinds of metadiscourse' including text connectives, code glosses, illocution markers, a new sub-category named *epistemology markers* is added. Epistemology markers are the phrases that indicate the level of assessment of the author regarding the truth condition of the propositional content (Vande Kopple, 2002). There are two kinds of epistemology markers; *modality markers* that we employ to display our belief in the truth-conditional of the message. For this, the writers can benefit from adverbs, auxiliary verbs, verbs, some phrases, or some clauses including referential material (e.g., *think, guess, to our knowledge, there is the possibility that*). The following kind, *evidentials* that may result from our beliefs (e.g., *I believe that*), inductions (e.g., *I induce that, evidently*), sensory experiences (e.g., *it sounds like, looks like, it feels like*), others' materials (e.g., *Sarah told me, the principal reported that*), and our deductions (e.g., *should, oddly enough, presumably*). Vande Kopple (2012) also adds that it is possible to adjust the significance of illocution markers with the help of *mitigators* such as modal verbs (e.g., *I must ask you*) or boosters (e.g., *most sincerely*).

Table 1

*Vande Kopple's Classification System for Metadiscourse (1997)*

| TEXTUAL METADISCOURSE       |                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------|
| Text Connectives            | Text organization ( <i>first, second, however</i> )                                |
| Code glosses                | Interpretation of the meaning ( <i>X means Y</i> )                                 |
| Illocution Markers          | Speech acts ( <i>to sum up, to give an example</i> )                               |
| Validity Markers            | Truth-value of propositional content ( <i>might, perhaps, clearly, obviously</i> ) |
| Narrators                   | Information provided by others ( <i>According to</i> )                             |
| INTERPERSONAL METADISCOURSE |                                                                                    |
| Attitude Markers            | Author's stance ( <i>surprisingly, it is fortunate</i> )                           |
| Commentaries                | Implicit dialogue ( <i>you may not agree that</i> )                                |
| Epistemology Markers        | Modalities ( <i>think, guess</i> ) Evidentials ( <i>should, I believe that</i> )   |

Crismore et al. (1993) redefine 'metadiscourse' as linguistic material in spoken and written texts that do not add up to the propositional content but rather organize content and redirect the reader/listener and show the author's stance towards the propositional content. Vande Kopple's classification system for metadiscourse was revised by Crismore et al. (1993), keeping the two main categories, textual and interpersonal metadiscourse, and reorganizing the subcategories. Textual markers are the features that help organize the text. In contrast, interpretative markers help communicate with the reader by easing the comprehension process or explaining the writer's ideas better.

Crismore et al. (1993) also argue that metadiscourse markers do not add to the propositional content; they instead help organize the coherence in discourse; therefore, they assume metadiscourse markers are syntactic rather than functional. For that reason, although coordinating conjunctions (*and, but, or, so*) and conjunctive adverbs (*therefore, in addition*) are regarded as metadiscourse markers, subordinating conjunctions (*because which*) are not regarded as metadiscourse functions (Hyland, 1998).

Table 2

*A Revised Classification System for Metadiscourse Categories*

- 
- I. TEXTUAL METADISCOURSE (logical and ethical appeals)
    - 1. Textual Markers
      - a. Logical Connectives
      - b. Sequencers
      - c. Reminders
      - d. Topicalizers
    - 2. Interpretive Markers
      - a. Code glosses
      - b. Illocution markers
      - c. Announcements
  - II. INTERPERSONAL METADISCOURSE
    - 3. Hedges (epistemic certainty markers)
    - 4. Certainty markers (epistemic emphatics)
    - 5. Attributors
    - 6. Attitude markers
    - 7. Commentary
- 

*Adapted from Crismore et al. (1993)*

In the revised classification system for metadiscourse categories, narratives and temporal connectives were eliminated, while sequencers, reminders, logical connectives, and topicalizers remained. Also, the category of text connectives was renamed as text markers since the category named text connectives was restrictive. A new category, ‘interpretive markers,’ was also added, and code glosses, announcements, and illocution markers were shifted into this category. Validity markers were also divided into three subcategories: hedges, certainty markers, and attributors, named ‘interpersonal metadiscourse.’ Lastly, narrators and attributors were combined as the same category since they are both utilized to persuade and inform the reader (Crismore et al., 1993).

Later, in his model of metadiscourse, as given in Table 3 below, Hyland (1999) mentions interactive and interactional categories in written discourse. The former category guides the reader, and the latter involves the reader in the text.

Table 3

*A Model of Metadiscourse in Academic Texts*

| Category                | Function                                                    | Examples                                |
|-------------------------|-------------------------------------------------------------|-----------------------------------------|
| Interactive Resources   | Help to guide the reader through the text                   |                                         |
| Transitions             | express semantic relation between main clauses              | in addition / but / thus / and          |
| Frame markers           | refer to discourse acts, sequences, or text stages          | finally / to conclude / my purpose is   |
| Endophoric marker       | refer to information in other parts of the text             | noted above / see Fig / in section 2    |
| Evidentials             | refer to a source of information from other texts           | according to X / (Y, 1990) / Z states   |
| Code glosses            | help readers grasp meanings of ideational material          | namely / e.g./such as / in other words  |
| Interactional Resources | Involve the reader in the argument                          |                                         |
| Hedges                  | withhold writer's full commitment to the proposition        | might / perhaps / possible /about       |
| Boosters                | emphasize force or writer's certainty in the proposition    | in fact / definitely / it is clear that |
| Attitude markers        | express writer's attitude to the proposition                | unfortunately / I agree / surprisingly  |
| Engagement marker       | explicitly refer to or build a relationship with the reader | consider / note that / you can see      |
| Self-mentions           | explicit reference to the author(s)                         | I / we / my / our                       |

*Adapted from Hyland (1999)*

According to Hyland (2005a), academic discourse also features interaction through positioning, expressing personal stance, and evaluating the propositional content. This interaction is achieved in two ways: stance and engagement. Stance is a way for authors to express themselves by conveying their beliefs, ideas, and judgments (Hyland, 1999). Therefore, stance includes *writer-oriented* features and conveys three broad meanings to the reader: evidentiality, affect, and presence (Hyland, 2011). *Evidentiality* can be defined as the author's assurance of the existing propositional content. The author may or may not choose to rely on the accuracy of what is written and using metadiscursive markers expresses this to the reader.

Moreover, the author can take a specific attitude towards the content, which is defined as *affect*. *Presence* is the writer's degree of projecting themselves in the written content. These three ways of conveying the meaning are carried out using linguistic devices such as hedges, boosters, attitude markers, and self-mentions. *Hedging* is a rhetorical strategy employed to change the meaning of an expression so that hedges can contribute to a sentence a variety of

linguistic functions such as vagueness, intensification, limitation, or politeness (Fraser, 2010). Modals, expressions such as strictly/loosely/technically speaking, as far as I know/heard, are examples of hedges. *Boosters* such as definitely, sure, help increase the certainty of the propositional content by minimizing the alternative possibilities. *Attitude markers* convey the meanings related to the agreement, surprise, importance, and frustration instead of commitment. This is commonly stated with attitude verbs, sentence adverbs, and adjectives and allows writers to take a stance towards the propositional content of the text. Using *self-mentions* is the act of referring to first-person pronouns and possessive adjectives throughout the text (Hyland, 2001).

On the other hand, engagement is a way to connect with the readers by calling their attention, engaging them with the arguments, and notifying the uncertainties the propositional content may have (Hyland, 2001). It is different than highlighting stance as it is *reader-oriented*; the reader is included in the text. Engaging the reader is achieved through reader pronouns, personal asides, references to sharedness directives, and questions. *Reader pronouns*, the most straightforward way of engaging the reader in the discourse, is carried out through second personal pronoun and possessive adjectives, ‘you, your’, or inclusive personal pronoun and possessive adjectives ‘we, us.’ *Personal asides* are used to communicate with the reader by interrupting the ongoing discussion directly. This communication could be commenting on what has been just said or giving extra information to the reader. *References to sharedness* is the act of asking the reader to accept a piece of information as familiar and valid. The aim of sharing the knowledge with the reader is to involve the reader while moving on with the discussion or sometimes create the argument to the reader. *Directives* are imperative and obligation modals that engage the reader through textual, physical, and cognitive acts. Lastly, *questions* are used to directly affect the reader by inviting them to actively participate in the shared discourse.

Numerous studies on written discourse have attempted to explore different academic contexts based on Hyland’s taxonomy of written metadiscourse. Hyland and Jiang (2016), for instance, analyzed the metadiscourse markers in scientific papers finding that a decrease in the author’s stance and an increase in formality in research articles published in different areas in recent years, which may be interpreted as an indicator of a highly objective and informative way of writing is becoming more common. Based on the results of another study comparing the use of metadiscourse in theses and dissertations written in various disciplines in both soft and hard sciences, Hyland (2004) states that studies in social sciences employ

metadiscourse more often, especially interactional metadiscourse markers such as hedges, attitude markers, and self-mentions.

In the same vein, interactional metadiscourse markers such as hedges, attitude markers, and self-mentions are used predominantly in the introduction and conclusion chapters of master theses written by Turkish writers of English (Akbas, 2012), unlike Can and Yuvayapan (2018). They have found that Turkish academic authors employ fewer and less various interactional metadiscourse markers such as hedges, boosters, attitude markers, engagement markers, and self-mentions. In another study based on Hyland's metadiscourse taxonomy (2005), it has been indicated that hedges are employed more frequently in applied linguistics BA theses abstracts, followed by engagement markers and boosters which contrasts with of material science and electronical engineering department BA theses abstracts, found to include more engagement markers followed by hedges and boosters (Jin & Shang, 2016). Hedging has also been used three times more frequently than boosting in literature doctoral dissertation abstracts (Kondowe, 2014).

Written metadiscourse studies on thesis abstracts also yield significant results regarding the use and variety of metadiscourse markers in different contexts. Findings of the cross-cultural study by Ozdemir and Longo (2014) indicate several varieties regarding metadiscourse across cultures. According to the study results, Turkish students use fewer metadiscourse markers regarding evidentials, endophorics, code-glosses, boosters, attitude markers, and self-mentions. In contrast, more transitions, frame markers, and hedges are employed in their thesis abstracts than US students. Similarly, the results of a bundle-driven metadiscourse analysis study investigating the initial bundles in English thesis abstracts by Chinese students show that lexical bundles are employed as interactive metadiscourse devices functioning as text organizers, stance indicators, and engagement markers (Li et al., 2018). A cross-cultural study of Indonesian and American students' thesis abstracts has also shown that interactional metadiscourse markers are used more often than textual markers. The number of use in logical connectives and frame markers is also similar. However, no endophoric and relational markers have been found to be used by American students (Nugroho, 2019). Another cross-cultural study among native Persian students, EFL learners, and native English also indicate that native Persian students and EFL learners use fewer metadiscourse markers in the discussion/conclusion chapter of master's theses, and that might result from insufficient language awareness of metadiscourse markers or intercultural differences (Mirshamsi & Allami, 2013).

Hyland and Tse (2004b) indicate that acknowledgment parts in dissertations is not a section that writers put their academic identities aside; it is rather the section that postgraduate students show their professional and personal identities together. Another study on written teacher feedback by Hyland and Hyland (2001) also shows that using an indirect language lacking stance can result in communication problems regarding several functions such as praising, criticizing, and suggesting.

### **Spoken Metadiscourse**

Though there are different classifications of metadiscourse approaches in the field, ‘interactive’ metadiscourse (Crismore et al., 1993; Hyland 1998; Vande Kopple, 1985) and ‘reflexive’ metadiscourse (Adel, 2006; Mauranten, 1993) are two standard categorizations in the field. Hyland (1998) adds interactional elements of stance and engagement as critical resources of academic interaction in the written metadiscourse. Mauranten, on the other hand, (1993, p.13) coined the term ‘reflexivity’ in the field, and it is defined as “the capacity of language to refer to itself.” The integrative or broad approach is added into the field of metadiscourse by Adel as the narrow approach “restricts the concept of metadiscourse too severely” and leaves out the interaction between the writer and reader (2006, p. 180).

Reflexivity provides the basis for the fundamental uses of language, such as experience sharing and negotiation of interaction (Mauranten, 2010). In this respect, with the aim of sharing experience, speakers may employ reflexivity to understand each other, indicate their future intentions or highlight discourse retrospectively, offer or take the floor for speech or impose order on the discourse. Similarly, reflexivity can be used with the aim of negotiating the discussion, and speakers may want to avoid or set aside a specific topic, classify topics, or evaluate contributions on a topic in an ongoing discourse, which are all unique to human communication. Therefore, reflexive language, whether it is monologic or dialogic, is interactive and does not include reformulations of alternative expressions such as *rather*, *as it were*, or *well* (Mauranten, 2010, pp. 16-17).

Besides written metadiscourse studies, Adel also carried out research on spoken metadiscourse. Adel (2006) created a taxonomy of discourse functions of written academic discourse. Later, she extended and revised this taxonomy to apply to both written and spoken metadiscourse with a rationale of creating a unified approach with the purpose of easing the process of comparing spoken and written genres not only in terms of seeking their differences but observing the points that these two different genres are remarkably similar

(Adel, 2010). Adel (2006) redefines metadiscourse as ‘evolving text or explicit commentary on the ongoing discourse’ as well as classifying it according to four main criteria as explicitness, world of discourse, current discourse, and speaker/writer qua speaker/writer and audience qua audience (Adel, 2010, p. 75).

*Explicitness* is defined as the explicit and intended commentary on the ongoing discourse. The *world of discourse* refers to the actions taking place in the world of discourse, internal discourse, rather than the real world, external discourse. The *current discourse* includes the speech events that make references to the ongoing discourse rather than the other discourses, and also that the speech events that refer to the other discourses would be instances of intertextuality. Lastly, the *writer/speaker qua writer/speaker and audience qua audience* criterion refers to the instances that individuals communicate according to their roles as participants of that discourse (Adel, 2010).

Another essential term, *metatext*, “spells out the writer’s (and the reader’s) discourse acts or refers to the aspects of the text itself, such as its organization and wording, or the writing of it” (Adel, 2006, p. 36). Writer-reader interactions are linguistic expressions used to involve the readers in dialogue. These two basic types of metadiscourse are also sub-categorized in Adel’s model of metadiscourse (2006). Metatext could be personal or impersonal, while writer-reader interaction can only be personal. However, personal writer-reader interaction could be reader-oriented (written discourse) or participant-oriented (spoken discourse).

An analysis of the discourse functions in the taxonomy of written and spoken metadiscourse (Adel, 2010) shows that the first categorization has been made between metatext and audience interaction. *Metatext* includes all the discourse functions directed into the discourse, *audience interaction*, however, refers to the discourse functions directed into the audience (Adel, 2006).

The category of metatext is also divided into three sub-types: *metalinguistic comments*, *discourse organization*, and *speech act labels*. Discourse organization sub-type consists of two groups labeled *managing topic* and *managing phorics*. The audience interaction category has only one sub-type named *references to the audience*.

Each sub-type includes a variety of discourse functions. Metalinguistic comments sub-type includes five discourse functions: *repairing*, *reformulating*, *commenting on linguistic form/meaning*, *clarifying*, and *managing terminology*. Discourse organization subtype includes *introducing topic*, *delimiting topic*, *adding to topic*, *concluding topic*, and *marking*

asides in the managing topic group and *enumerating*, *endophoric marking*, *previewing*, *reviewing*, and *contextualizing* in the managing phorics group. Speech act labels sub-type includes *arguing* and *exemplifying* as well as *other speech labeling* discourse functions. References to the audience sub-type includes *managing comprehension/channel*, *managing audience discipline*, *anticipating the audience's response*, *imagining the message*, and *imagining scenarios* discourse functions (see Figure 1).

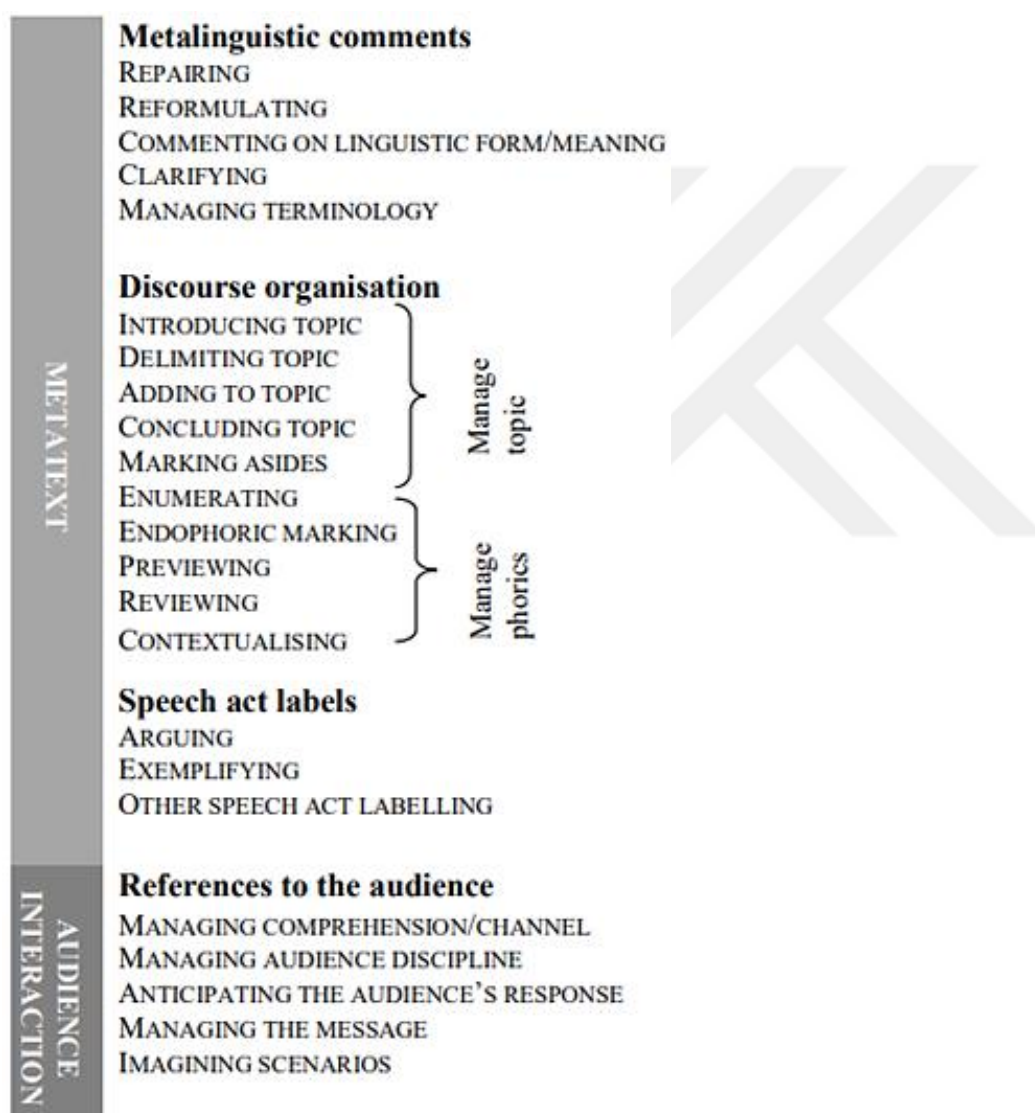


Figure 1. The subtypes and discourse functions of Adel's taxonomy of metadiscourse (2010)

Among the five discourse functions in the metatext subtype, the first of these, *repairing* discourse function, refers to the instances of corrections, suggestions, or alterations that are either self or other initiated (e.g., *uh... maybe I should've said the possibility, I didn't mean*

*to say that out loud*). *Reformulating* is also about suggesting an alternative term, not because it is mistaken grammatically or in terms of meaning, instead, the new version adds a valuable expansion to the previously produced content (e.g., *so if you will allow me just, rephrase it a little...*). *Commenting on linguistic meaning/form* discourse function refers to metalinguistic utterances regarding word choice or meaning (e.g., *i don't know exactly how to put it but...*). The following discourse function, *clarifying*, refers to the instances in which the speaker or writer would like to clarify their intention to avoid misinterpretation (e.g., *environmental things can cause mutations i'm not saying that but i'm saying that an organism...*). The last discourse function in the metatext sub-type is *managing terminology* includes creating definitions or terminology for phenomena occurring in the ongoing discourse (e.g., *...term which we'll use quite a bit, which we might as well define now, is that if...*).

In the subtype of discourse organization, discourse functions are grouped under managing topic and managing phorics. In the group of managing topic, five different discourse functions exist. The first of these is *introducing topic* used to open a new topic (e.g., *what we're gonna do in today's lecture is...*), *delimiting topic* used to restrict a topic explicitly (e.g., *okay we won't go into that, that's a little too much for us to consider.*), *adding to topic* used to state an extra addition to the current topic (e.g., *uh i should add too that that uh, Ueda Akinari was known as a contemporary of Motoori Norinaga*), *concluding topic* used to close an ongoing topic (e.g., *okay, so we've now talked in detail about the first two steps, we've now covered the types of sediments...*), and lastly, *marking asides* used to open or close a side topic apart from the topic in the ongoing discourse (e.g., *and now um, actually i want to do a little aside here...*).

In the group of managing phorics, five discourse functions are included as well. *Enumerating* discourse function refers to various discourse parts and states how these various parts are related to each other (e.g., *uh we wanna deal with two things, one thing we wanna do is with, the concept of...*). The following discourse function, *endophoric marking*, is used to show a specific point in the discourse, especially when a point is irrelevant or problematic (e.g., *okay so if you look at question number one, uh in your handout...*). *Reviewing* and *previewing* discourse functions are used to refer to previous and following sections of the discourse (e.g., *okay we ended the class last time talking about..., uh in in more technical language that we'll get to next week, they're...*), and *contextualizing* is used to comment on

the plan or organization of the current discourse (e.g., *okay let's uh we're doing pretty well on time so let's...*).

In the subtype of speech act labels, discourse functions are classified into three different categories. The first speech act label is *arguing* used to state to agree or disagree with an idea explicitly (e.g., *it's an extremely profound point i argue cuz...*), *exemplifying* is employed to give examples explicitly (e.g., *these people were part of that group of painters we're talking Helen...*). The last discourse function in this subtype is *other speech act labeling* is an umbrella term that includes other speech acts occurring with a lower frequency in the data. These may include making suggestions, mentioning, emphasizing, and giving hints (e.g., *that's the only hint I'm gonna give you for that question, um..., I wanna remind you that we do not have a class meeting..., I will unpack that for you...*).

The only subtype in the audience interaction category, references to the audience, includes five discourse functions. The first discourse function is *managing comprehension/channel* is used to make sure if all the discourse participants understand each other correctly, and no communication breakdowns occur (e.g., *... more compact digital you know what I mean?, did I answer your question?*), *managing audience discipline* is used to address the audience directly, especially to instruct to take action, or either compliment or reprimand the audience for a specific behavior (e.g., *alright, can I get your attention please?, due to your extremely short attention span I will now skip right to the end...*). *Anticipating the audience's response* refers to the instance that one of the discourse participants make guesses about the other participant's/participants' potential reactions or arguments (e.g., *you guys'll probably end up thinking... that I'm a twisted for for uh giving the, I don't know if that explains it...*). The following discourse function, *managing the message*, is used to promote the main idea, provide a bigger picture, or state what is important to remember or to experience depending on the discourse (e.g., *that's a very powerful theory but what I want you to remember is..., but one lesson you should also take away here of course is, is we've run through, some data, that was...*). *Imagining scenarios* is used to encourage the discourse participants to see the things from a more different perspective (e.g., *we'll give this guy a name we'll call him A. and let's say, there is..., so suppose you're the researcher, hired by Columbia University, you're just down here doing research...*) (Adel, 2010).

Fewer studies are found to be investigating the spoken metadiscourse. Mauranen (2010) explored the discourse reflexivity in academic spoken dialogue and has found that thanks to reflexivity, fluent and successful communication is possible even in complex interactions

with multiple participants. Reflexivity also improves the clarity and precision of the communication. Thompson (2003) investigated the roles of text structuring metadiscourse and intonation in EAP academic talks, finding that metadiscourse and intonation are used hand in hand in academic lectures to create a mental map in the audience's mind. In another study exploring discourse function in written and spoken metadiscourse in the EAP context, it has been indicated that instances of discourse functions are evenly distributed, with a slightly typical distribution in the sub-type of discourse organization. According to the findings of the study, audience presence and power relations are observed with higher frequencies of managing comprehension/channel and managing the message (Adel, 2012).

Zare and Tavakoli (2017) explored personal metadiscourse in monologic and dialogic academic speech events based on Adel's (2010) taxonomy. As a result of the data analysis consisting of eight monologic lectures and dialogic discussions on academic subjects in an Iranian post-graduate class, the results showed slight and significant differences between monologic and dialogic speech events regarding the use of personal metadiscourse. In dialogic discussions, managing comprehension/channel discourse functions are more frequent due to the nature of dialogic speech events and active participation. The slight differences regarding the use of personal metadiscourse include mostly metalinguistic comments such as repairing, reformulating, clarifying, and discourse organization features including marking asides, introducing, delimiting, concluding, adding to topic, and speech act labels such as arguing and exemplifying.

Broggini and Murphy (2017) compared personal and impersonal metadiscourse markers in EMI lectures in the ELF context and have found the number of personal metadiscourse marker instances has a higher frequency than impersonal metadiscourse markers. In a cluster analysis study, Zhang (2018) explored the personal metadiscourse markers (PMMs) both in written and spoken contexts finding that three types of personal metadiscourse markers are PMMs of the addresser, PMMs of the addressee, and PMMs of addresser and addressee. The three types of personal metadiscourse markers functionalize in the following discourse functions: sending messages, receiving messages, and organizing discourse. That means the discourse function of sending messages is 'addresser-oriented,' that of receiving messages is 'addressee-oriented,' and that of organizing discourse is 'text-oriented' (p. 17).

Bernad-Mecho (2017) analyzed the introducing topic discourse functions in academic lectures based on Adel's metadiscourse taxonomy (2010) through a multimodal analysis based on the spoken language modes such as intonation, gestures, posture, and gaze has

provided more profound insight into the academic lectures. The results of the multimodal analysis have shown that the organization of the academic lectures requires high-level actions and verbal interactions. Also, metadiscourse does not play a central role in the discourse; it is rather context-dependent and organizes the propositional content in the background.

A contrastive analysis of two interlanguage corpora (i.e., LINDSEI-TR and LOCNEC) based on metadiscourse taxonomy (Adel, 2010) has concluded that managing the message was the highest frequency, especially in dialogic speech events in both native speaker and non-native speaker corpora. Similarly, managing comprehension/channel discourse markers are employed both by native and non-native speakers to avoid communication breakdowns. The results of the analysis have also shown that non-native speakers of English use fewer metadiscourse markers in the audience interaction category. In the same category, audience interaction, no occurrences of managing audience discipline were found in the data, which could be relatable with the data, as it is not a one-to-many speech event (Şahin Kızıl, 2017).

In an experimental study on the accuracy of discourse functions used in TED talks, four discourse functions were analyzed from Adel's taxonomy of metadiscourse (2006). The experimented discourse functions were *introducing topic* and *concluding topic* from the subtype of discourse organization and *exemplifying* and *emphasizing*, the speech act labels subtypes in the metatext category. Among four discourse functions, it has been found that exemplifying is the discourse function used with higher accuracy, followed by emphasizing (Correia et al., 2014).

### **English as a Lingua Franca (ELF)**

English as a Lingua Franca (ELF) is the type of English used chiefly by non-native speakers (native speakers as well) with communicative purposes. It may be used among ELF speakers and native speakers or other non-native speakers of English. ELF may vary greatly in terms of accent, pronunciation, or vocabulary choice as the native language of ELF speakers is usually different.

According to the ELF context, a Japanese speaker of English may travel to Athens and use English to communicate with local Greek people as they both know English better than each other's first language. Or in another case, a native speaker of English from Canada may encounter an Australian native speaker of English, and they may communicate with each

other by using English as a Lingua Franca as both their local regions; thus, accents and dialects are different from each other. In both situations, English is applied as the language of communication, and the content of the message in the communication is more critical than using English fluently and accurately.

It may be necessary to discuss the use of a common language before getting into details of English as a lingua franca. The need for a common language cannot be ignored when technology has advanced this much. For a pilot or a commander of ships at international waters, for example, it is critical to communicate instantly with one another. For the world of science, the percentage of papers published in English has increased from 36% to around 90% in the last century (Melitz, 2018).

One of the popular terms of English learning and teaching environments, English as a Lingua Franca, has existed for a few decades. Kachru (1985) defines the three concentric circles of countries speaking English and suggests that these three circles (see Figure 2) may shed light on the research related to sociolinguistic profiles of English speakers, in other terms World Englishes (as cited in Xiaoqiong & Xianxing, 2011). Kachru (1985) further states that linguistic norms cannot be thoroughly researched without considering various attitudinal, cultural, and language behaviors.

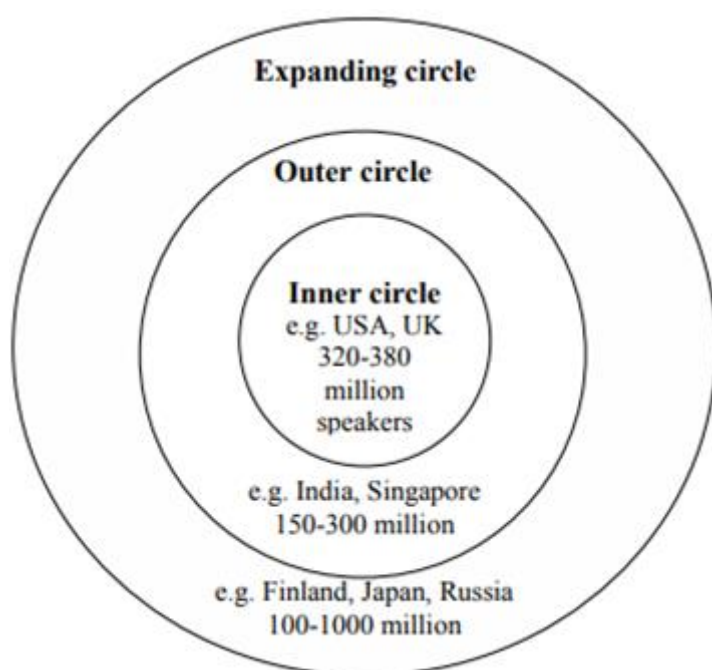


Figure 2. The three circles of English speakers by Kachru (1985)

Jenkins (2009) defines English as a Lingua Franca as ‘the common language’ of speakers with various linguistic or cultural backgrounds. She further suggests that speakers of ELF (English as a Lingua Franca) need to apply necessary regulations in their speech to create a common ground for mutual negotiation regardless of being a native speaker. These regulations that create the critical elements of ELF communication are accommodation, the use of certain strategies to avoid misunderstanding, and the effort to maintain a collaborative interaction (Jenkins et al., 2011).

Seidlhofer (2011) summarizes the common mistakes that ELF speakers tend to make; no use of the third-person singular present tense -s marking, the interchangeable use of relative pronouns ‘who’ and ‘which,’ omission of definite and indefinite articles where necessary or overuse of articles where unnecessary in Standard English, pluralization of uncountable nouns, use of demonstratives *this* and *that* with plural nouns as well, extending the use of general verbs such as *make*, *have*, *do*, *put* to cover more meaning, using a standard invariable tag for (e.g., *isn't it?*) instead of using the correct variation, and overuse of prepositions or nouns to increase the clarity of the sentence. Lexicogrammatical features of ELF speech in the Asian context is classified into six categories, dropping the third person singular -s in the present tense, a confusion of relative pronouns who and which, marking or non-marking of indefinite articles, other use of prepositions, wrong marking of pluralization and errors in the tag question forms (Imperiani & Mandasari, 2019).

Studies in the ELF context mainly investigate the use of English as a common language in various contexts among speakers with different first languages, the strategies employed for communication, and the common errors that ELF speakers make in the communication language. A study by Gotti (2014) investigates the communicative strategies lecturers employ in EMI courses. Data indicated the frequent use of interactive strategies such as checking participants' understanding, increasing interactivity by answering questions, providing necessary explanations where necessary, and negotiating meaning and clarifying. Mezek (2018) investigates humor and laugh in ELF defense discussions by analyzing humor and laughter as a reaction to humor in PhD thesis defense discussions in the ELF context, finding that humor is co-constructed, and making humor creates a feeling of sharedness and community in the defense gatherings. It was also found that making humor and reacting to it with laughter is related to communicative purposes. In this respect, communicative strategies in the ELF context may show similarities though ELF speakers may come from different cultural backgrounds (Reershemius, 2012).

Another study in ELF context analyzing spoken interaction in informal settings has shown that metadiscourse plays a crucial role among Erasmus students in Austria, and Erasmus students use metadiscursive strategies for successful communication. It is also indicated that explicit metadiscursive strategies such as asking questions improve interaction among individuals, and argumentative strategies such as confirming, interpreting, or paraphrasing ensure comprehension in informal ELF context (Jokic, 2017).

### **ELFA Corpus**

The English as a lingua franca in academic settings corpus (ELFA) is a one-million word (roughly 131 hours of recorded speech) spoken academic corpus compiled in 2008. The corpus includes 650 speakers with 31 different native languages, with only 5% of native speakers of English. The data collected from different departments, including social sciences (29%), technology (19%), humanities (17%), natural sciences (13%), medicine (10%), behavioral sciences (7%), and economics and administration (5%) (see Figure 3).

Gathered data contains monologic speech events such as presentations and lectures (33% of the data), and dialogic/polylogic speech events including seminars, thesis defenses, and conference discussions, making up 67% of the data (see Figure 3). While collecting the data, genre/event types and social/institutional hierarchies were the primary reasons for labeling the data rather than the linguistic features of the data; therefore, the ELFA corpus is likely to serve varieties of discourse. Primary selection criteria for the speech events were prototypicality, influence, and prestige of the collected data (Mauranen, 2003).

Mauranen (2006) states there are three distinctive pedagogical features of spoken corpora. A spoken corpus helps to observe the repeated speech patterns in the ongoing talk, and academic speaking tasks constitute a large part of the academic speech and a spoken corpus provides observation and learning opportunities for delayed use, and lastly, it provides us with more and less frequently used expressions in spoken language. In this respect, spoken corpora assist learning and teaching by creating a more authentic real language context. However, a speech event may lose its originality to some extent during the process of transcription.

### Studies Based on the ELFA Corpus

Since the compilation of the corpus, numerous studies have been carried out with the driven data. The research-based on the corpus is various: theses, research articles, books, and editorial books, as well as conference papers, are among the publications so far. The first publications related to the ELFA corpus were in 2003. In one study, Mauranen (2003) explains the need for an academic ELF corpus from theoretical, descriptive, and practical perspectives. According to Mauranen (2003), there has long been a necessity for an academic ELF corpus as English is spoken as a contact language.

Contrary to other contact languages, it is also taught in educational institutions. That is, ELF speakers share a common educational background at some point. Moreover, discourse marking is a universal feature that could be researched in the ELF context (Sinclair, 1991, as cited in Mauranen, 2003). The reason for compiling a spoken corpus was a lack of research within the field of ELF speech. Therefore, variables such as the negation of meaning and interactive patterns were not studied extensively in spoken discourse.

Among studies based on ELFA corpus, the results of a study by Metsa-Ketela (2006) have shown that *more or less* use is prevalent with 1.58 standardized frequency in the academic ELF setting, compared to the 0.2 standardized frequency of *more or less* in the native MICASE corpus. A further contextualized analysis also shows that *more or less* is used for two different purposes: modify discourse and modify information, and with three functions: minimizing, comparing similarities, and approximating quantities, while only the first function, 'minimizing,' is frequently observable in the academic ELF setting. Denoting a new function to *more or less* in the ELF context shows that ELF speakers can create unique functions for existing words (Metsa-Ketela, 2006).

The analysis of fourteen doctoral defense discussions in the ELFA corpus to investigate the functions of '*I don't know*' as an academic stance-taking act in dialogic speech events shows that '*I don't know*' enables speakers to construct stance and adopt a face-maintaining strategy in five different functions: prefacing suggestions, looking for acceptance, hedging/mitigating, checking agreement, and expressing uncertainty. The use of '*I don't know*' variously as an epistemological stance marker with various strategies also indicates that stance-taking is highly context-dependent and negotiated by the users of ELF in the academic ELF context (Çiftçi & Akbaş, 2021).

A review of related literature shows that although there is a variety of discourse studies based on different perspectives and written metadiscourse studies based on a variety of classifications by different scholars (Crismore et al., 1993; Hyland, 1998; Hyland, 2005a; Vande Kopple, 1985), fewer studies are investigating the spoken metadiscourse (Mauranen, 2003; Adel, 2006; Adel, 2010), and there is a lack of investigation spoken metadiscourse especially in ELF context. In this respect, the current study focuses on exploring spoken metadiscourse in the academic ELF context.



## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the research methodology for the current study is explained in detail in five sections. The first section outlines the corpus selection procedure and states the rationale behind it. In the following sections, data collection and participants are explained in detail. The fourth section starts with the setting and continues with the data analysis process.

#### **Corpus Selection**

As the study aims to investigate the spoken metadiscourse in the academic ELF setting, choosing an academic corpus compiled from the speakers of English as a Lingua Franca has been the primary concern of the current research. With this aim, the ready-made ELFA corpus has been chosen as a primary data source. The project director of the ELFA corpus project was Anna Mauranen, and the two team researchers were Elina Ranta and Maria Metsä-Ketela from the University of Tampere. The ELFA corpus was compiled from roughly 650 speakers representing 51 different first languages. The Finnish English speakers' proportion was kept to 28.5%, and native/bilingual English speakers to 5.1% in the corpus. The Academy of Finland funded the project from 2004 to 2007.

The ELFA corpus consists of one million words of transcribed spoken academic English as a Lingua Franca. The data contain both recordings and their transcriptions of approximately 131 hours of recorded speech. The data were recorded at Tampere University, the University of Helsinki, and Helsinki University of Technology. The ELFA corpus project is freely available online for researchers at <https://www.kielipankki.fi/corpora/elfa/> (see also Appendix 5).

The speech events in the ELFA corpus contains both monologic events, such as course lectures and conference presentations (33% of the data) and dialogic/polylogic events, such as seminars, thesis defenses, and conference discussions (67% of the data) (see Figure 3). Collected data compiled from a variety of disciplinary domains: social sciences (29%), technology (19%), humanities (17%), natural sciences (13%), behavioral sciences (7%), and economics and administration (5%) (see Figure 3).

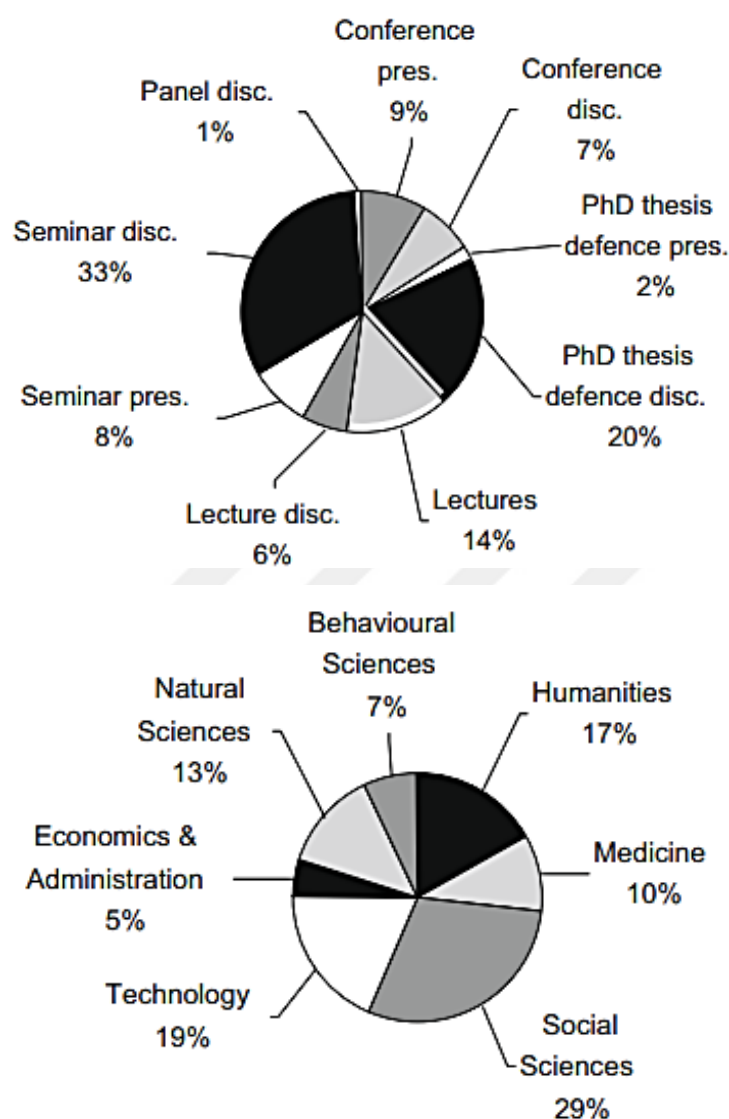


Figure 3. Type of events and disciplinary domains in the ELFA Corpus

The speakers in the ELFA corpus also represent a variety of first languages around the world. There are roughly 650 speakers with 51 first different languages in the corpus data. Among the first languages, 28.5% of the tokens are Finnish, making up the highest percentage of the corpus data though relatively low compared to the whole data. German as a first language

comes as second with 8.1%, and speakers of English as a first language is the sixth with 5.1%.

The process of compilation of the ELFA corpus is authentic, as it was not compiled for research purposes. None of the transcribed sessions include data with speakers sharing the same first language, however, if one of the speakers is a native speaker of English, it was coded. Two primary specific criteria were employed to categorize the transcribed data: genre/event type and discipline; to exemplify, a thesis defense presentation in translation studies, or a conference presentation in politics.

The selection of event types was based on the significance for one aspect or another. The selection procedure was done based on prototypicality, influence and prestige. Prototypicality is the degree of an example representing that category (Rosch, 1973, as cited in Nedungadi & Hutchinson, 1985); influence is the degree of inclusion of a category, and prestige is related with a higher hierarchical status in the discourse community (Mauranen et al., 2010).

### **Data Collection**

To search for the study's objectives, the ELFA corpus constituted by the ELFA project research team was used. The reason behind choosing this specific corpus was its being an English as a Lingua Franca corpus in the academic setting. The selection criteria of compiling the ELFA corpus: prototypicality, influence and prestige, were appropriate for the study. From fourteen doctoral defense discussions in the ELFA corpus, eight of the discussions were taken and analyzed for the study. Eight of the discussions provided sufficient data to conduct a corpus-based study to investigate the nature of PhD thesis defense discussions. The sample data taken from the ELFA corpus was also representative as the eight discussions were various regarding disciplines, topics and number of participants. The sample corpus taken from the ELFA consists of 164,414 words.

### **Participants**

There are twenty-six participants in this study. Of all the participants, 8 are doctoral defense students and their academic roles varied as research students or junior academic staff. The rest of the participants are senior academic staff appointed as doctoral defense examiners by the doctoral committee.

Most of the recorded discussions took place among three senior academic staff as examiners and one junior academic staff/research student as a doctoral defense student. In four of the discussions, there are three participants: two examiners and one doctoral defense student. In contrast, there are four participants in three of the discussions: three examiners and one doctoral defense student. There were only two participants in one of the defense discussions: the examiner and the doctoral defense student (see Table 5).

Almost all of the participants' age and academic titles were specified at the beginning of each transcription file. Only one of the doctoral defense students (the student in the last discussion) was under 31 years old (24-30), and the rest ranging between 31-50. The age range of the senior academic staff was either between 31-50 or over 51. Among the participants, there were 24 males and two females.

## **Context**

For this specific study, eight doctoral defense discussions were taken from the ELFA corpus. All the defense discussions took place at different departments at the University of Helsinki. The length of each recorded discussion ranged between 90 and 140 minutes. The doctoral defense discussions were in different academic domains, including technology, social sciences, and humanities (see Table 5).

Doctoral defense discussions were also in various specific disciplines such as material engineering, social policy, industrial engineering and management, information technology, translation studies, and journalism and mass communication. Specific discipline and dissertation titles were also stated at the top of each transcribed file. The information related to age, gender, number of participants, the participants' first language, academic roles, and name of the doctoral defense discussions (see Appendix 4).

Table 4

*Description of ELFA Corpus Transcripts*

| No    | Number of participants | Academic domain | Discipline                          | Word count | Duration (minutes) |
|-------|------------------------|-----------------|-------------------------------------|------------|--------------------|
| 1     | 3                      | Technology      | Material Engineering                | 14.866     | 124                |
| 2     | 3                      | Social Sciences | Social Policy                       | 16.958     | 108                |
| 3     | 4                      | Technology      | Industrial Engineering & Management | 12.086     | 90                 |
| 4     | 3                      | Technology      | Information Technology              | 15.756     | 109                |
| 5     | 3                      | Humanities      | Translation Studies                 | 15.985     | 108                |
| 6     | 4                      | Technology      | Information Technology              | 11.966     | 92                 |
| 7     | 2                      | Social Sciences | Journalism & Mass Communication     | 18.951     | 116                |
| 8     | 4                      | Technology      | Information Technology              | 57.846     | 140                |
| Total | 26                     |                 |                                     | 164.414    | 887                |

**Data Analysis Procedures**

Analysis of the data from the ELFA corpus was done with an approach of mixed-method analysis. Quantitative analysis was carried out to find descriptive statistics. Descriptive text statistics illustrate the cases and distribution of metadiscourse markers through lexical size and frequency counts in the transcribed spoken data. Pearson's chi-square tests of equal frequencies for each discourse function between the student and examiner cases was conducted through SPSS v26. For the qualitative part of the study, examples representing the results of the quantitative analysis were shown and explained in detail.

Conducting a study of a spoken corpus differs from analyzing written corpus in several ways. Recording and transcribing the collected data to form a corpus are the primary steps of conducting spoken corpus studies as such. For this specific study, these steps have not been followed as open-source, and ready-made ELFA corpus already provides us with transcribed files.

For the qualitative part of the study, a qualitative text analysis tool was applied to the data. UAM (Version 3.3, O'Donnell, 2021) corpus toolkit allows users to carry out linguistic annotation with layers and segment/document coding options. For the current study, layer annotation was done based on the taxonomy of metadiscourse in spoken and written academic English (Adel, 2010). Then, segment coding was done manually based on the layer annotation. Each transcribed data file in the corpus was analyzed in detail by the researcher based on the taxonomy of metadiscourse (see Appendix 1, 2, and 3). UAM corpus tool is also equipped with several essential statistical text analysis tools, enabling the researchers to compare each file in the corpus by applying different types of analyses, such as feature coding (O'Donnell, 2008).

For data analysis procedures, inter-rater and intra-rater reliabilities were regarded, using the formula suggested by Tawney and Gast (1984). For intra-rater reliability, roughly 40% of the data (four of the PhD thesis defense discussions, word count: 59.666) were analyzed twice within an eight-week interval. The intra-rater reliability using the formula was calculated to be .86. For inter-rater reliability, 10% of the data (one of the PhD thesis defense discussions, word count: 14.886) was also analyzed by a fellow researcher, and the reliability was .91.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter includes the findings obtained from the corpus analysis of the PhD thesis defense discussions. The results are categorized and presented in line with the linguistic analysis features, layering, and feature coding explained in the previous chapter. In the first section of this chapter, the results of general text statistics are presented and explained. Next, results from the text annotations according to feature coding based on Adel's (2010) taxonomy of metadiscourse in spoken and written academic English are shown in excerpts and discussed in detail.

#### **Research Questions**

By the aims of the current research study stated above, the following research questions will be aimed to provide answers:

1. How is academic interpersonal communication established in doctoral defense discussions via metadiscursive items in the ELF context?
  - a. What reflexive metadiscursive components of speech are employed by examiners in doctoral defense discussions in the ELF context?
  - b. What reflexive metadiscursive components of speech are employed by students in doctoral defense discussions in the ELF context?

#### **The Establishment of Academic Interpersonal Communication in PhD Thesis Defense Discussions**

Analysis of the data from the ELFA corpus has been carried out with an approach of mixed-method analysis. Transcribed data taken from the PhD thesis defense discussion talks in the ELFA corpus were firstly analyzed for descriptive statistics. According to Adel's taxonomy

of metadiscourse, there are two main types, namely metatext and audience interaction, shown in Table 6 below. Metatext category includes three subtypes: metalinguistic comments, discourse organization, and speech act labels. The audience interaction category involves one subtype, and that is references to the audiences. The cases and distribution of metadiscourse markers quantitatively through lexical size and frequency counts of each category and subtype are illustrated in Table 6.

Table 5

*General Text Statistics*

| Metadiscourse Feature   | Case | Percentage |
|-------------------------|------|------------|
| METATEXT                | 887  | 66.19%     |
| Metalinguistic comments | 150  | 11.19%     |
| Discourse organization  | 456  | 34.03%     |
| Speech act labels       | 281  | 20.97%     |
| AUDIENCE INTERACTION    | 453  | 33.81%     |
| Total                   | 1340 | 100%       |

Descriptive analysis of the general text statistics illustrates that the ‘metatext’ category is more frequently used compared to audience interaction in the taxonomy of metadiscourse (see Table 6). There are 887 cases of metatext type with 66.19%. The most frequent subtype of the metatext category is *discourse organization*, with 456 cases (34.03%). *The speech act labels* subtype of metatext category is the second most frequent with 281 cases (20.97%), followed by *metalinguistic comments* with 150 cases (11.19%). The other type of the proposed metadiscourse taxonomy, ‘audience interaction,’ is observed with 453 cases at 33.81%.

A further description of the frequency counts of metalinguistic comments subtype with its discourse functions in the metadiscourse taxonomy is given in detail in Table 7 below.

Table 6

*Metalinguistic Comments Subtype Discourse Functions*

| Metalinguistic Comments               | Case | Percentage |
|---------------------------------------|------|------------|
| Repairing                             | 23   | 1.72%      |
| Reformulating                         | 11   | .82%       |
| Commenting on linguistic form/meaning | 35   | 2.61%      |
| Clarifying                            | 40   | 2.99%      |
| Managing terminology                  | 41   | 3.06%      |
| Total                                 | 150  | 11.19%     |

General text statistics of the ‘metalinguistic comments’ subtype shows *managing terminology* is the most frequent discourse function seen in the defense discussions with 41 cases (3.06%). It is preceded by *clarifying* discourse function with 40 cases (2.99%). *Commenting on linguistic form/meaning* is the third most frequent discourse function with 35 cases (2.61%). The fourth discourse function, *repairing*, is observed with 23 cases (1.72%), and lastly, the least frequent discourse function in the subtype of metalinguistic comments is *reformulating* with 11 cases (.82%) throughout the corpus.

Another subtype of the metadiscourse taxonomy, ‘discourse organization,’ is divided into two with the names of *managing topic* and *managing phorics*. Descriptive analysis of the discourse organization subtype is shown in Table 8 below in detail.

Table 7

*Discourse Organization Subtype Discourse Functions*

| Discourse Organization  | Case | Percentage |
|-------------------------|------|------------|
| <i>Managing Topic</i>   | 131  | 9.78%      |
| Introducing topic       | 15   | 1.12%      |
| Delimiting topic        | 12   | .9%        |
| Adding to topic         | 66   | 4.93%      |
| Concluding topic        | 32   | 2.39%      |
| Marking asides          | 6    | .45%       |
| <i>Managing Phorics</i> | 325  | 24.25%     |
| Enumerating             | 87   | 6.49%      |
| Endophoric marking      | 87   | 6.49%      |
| Previewing              | 71   | 5.30%      |
| Reviewing               | 70   | 5.22%      |
| Contextualizing         | 10   | .75%       |
| Total                   | 456  | 34.03%     |

As seen in Table 8, the ‘discourse organization’ subtype of the metatext category is observable with 456 cases with a 34.03% frequency rate. In managing topic, with 131 cases (9.78%), the most frequent discourse function is *adding to topic* with 66 cases (4.93%).

At this point, it is crucial to explain how the researcher interpreted adding to topic discourse function. As PhD thesis defense discussions is a particular type of academic discourse as it is a highly formal dialogic speech event in which the aim is to evaluate a literary production from all aspects, adding to topic discourse function was regarded as moving onto the next part of the discussion, article, book chapter, or chapter of the defended thesis. However, a clear distinction was made, and special attention was paid not to misinterpret this specific discourse function with *previewing*, another discourse function under managing phorics (see Table 8), and that will be explained thoroughly in the main analysis section of this chapter with sample excerpts from the talks.

Next, *concluding topic* is the second most frequent discourse function with 32 cases and a 2.39% frequency rate. Concluding topic is preceded by *introducing topic* discourse function with 15 cases (1.12%). Due to the number of examiners in each defense discussion, there could be more than one introducing and concluding topic discourse function in each talk. There are 12 cases of *delimiting topic* (.9%), and the least frequent discourse function of managing topic and the whole corpus was *marking asides* with only 6 cases (.45%).

Managing phorics, the other umbrella term of discourse organization, consists of 5 different discourse functions. The first two are *enumerating* and *endophoric marking* with the exact case number, 87, and frequency rate, 6.49%. Given that analyzed discourse is specific, all participants discuss one topic from every aspect possible and evaluate a written piece of material altogether; the high frequency of enumerating and endophoric marking is predictable (see Table 8). *Previewing* and *reviewing* were the two other discourse functions with 71 and 70 cases and 5.30% and 5.22% frequency rates, respectively. Lastly, there were 10 cases of *contextualizing* with .75%.

The last subtype of the metatext category is ‘speech act labels’. This subtype consists of three discourse functions in the taxonomy. These are *arguing*, *exemplifying*, and *other speech act labeling*, a broad category including other speech acts such as explaining, mentioning, outlining, and emphasizing. However, analysis of this specific academic discourse requires extracting one discourse function *suggesting* from the broad category of other speech labeling and creating a new category on its own due to its high number of cases and frequency rate compared to other speech acts. In Table 9, general text statistics of the ‘speech act labels’ subtype are illustrated below.

Table 8  
*Speech Act Labels Subtype Discourse Functions*

| Speech Act Labels          | Case | Percentage |
|----------------------------|------|------------|
| Arguing                    | 105  | 7.84%      |
| Exemplifying               | 86   | 6.42%      |
| Suggesting                 | 18   | 1.34%      |
| Other speech act labelling | 72   | 5.37%      |
| Total                      | 281  | 20.97%     |

The cases and frequency rates of each discourse function in the ‘speech act labels’ subtype are illustrated in Table 9 above. As is predictable from the specific discourse, *arguing* speech act as a discourse function is the most frequent with 105 cases and a 7.84% frequency rate. This is followed by *exemplifying* speech act with 86 cases (6.42%) and other speech act labeling with 72 cases (5.37%).

It is important to note that the thanking speech act is pervasive in other speech acts. This may result from the register of the academic setting. Other observed speech acts in this category were *apologizing*, *mentioning*, *proposing*, *explaining*, and *assuming*. *Suggesting* is another discourse function that is remarkably frequent in the data with 18 cases and 1.34% frequency. Considering the specific context of PhD thesis defense discussions as examining and evaluating a specific work, this result is predictable; however, further assumptions could be made at this point, which will be dealt with in the main analysis section of this chapter.

Having stated the descriptive statistics of the metatext category of metadiscourse taxonomy with its subtypes and discourse functions of each subtype, the second category, ‘audience interaction,’ requires further analysis. Audience interaction includes only one subtype, ‘references to the audience,’ heavily based on interaction (Adel, 2010). The details of general text statistics of audience interaction are illustrated in Table 10 below in detail.

Table 9

*Audience Interaction Type & Subtype & Discourse Markers*

| Audience Interaction                 | Case | Percentage |
|--------------------------------------|------|------------|
| Reference to the audience            |      |            |
| Managing comprehension/channel       | 50   | 3.73%      |
| Managing audience discipline         | 119  | 8.88%      |
| Anticipating the audience’s response | 12   | .9%        |
| Managing the message                 | 149  | 11.12%     |
| Imagining scenarios                  | 123  | 9.18%      |
| Total                                | 453  | 33.81%     |

The next category in the metadiscourse taxonomy, audience interaction, consists only of one subtype, ‘references to the audience,’ and interactive discourse functions. There are a total of 453 cases of references to the audience with a 33.81% frequency rate. As the name

suggests, referring to the audience, waiting for a response or a reaction, being in full interaction at speaking was significant to count one occurrence under this category.

*Managing the message* is the most frequent discourse function of references to the audience subtype with 149 cases (11.12 %). The frequency of this finding corroborates with the assumptions of Adel (2010), who suggested that the existence of a high frequency of managing the message in the spoken data could be related to power relations, and the specific context is likely to involve power elements in nature.

It is also significant to mark that the examples of *managing audience discipline* in the data are not relatable with the ones in Adel's taxonomy (2010), as the data come from a different context, unlike the classroom discourse data used to form the taxonomy. Therefore, the definition of managing audience discipline "refers to the cases in which the audience is directly addressed and typically instructed to do something; it may also include situations in which the audience is reprimanded or complimented for their behavior" was regarded when analyzing the data. Therefore, the example sentences may not seem to be complying with the given example sentences (Adel, 2010, p. 89). The number of cases of *managing audience discipline* in the corpus was 119 with an 8.88% frequency rate, right after *imagining scenarios* with 123 cases with a 9.18% frequency rate. *Imagining scenarios* was a strategy used by the examiners mostly to ask further questions on the findings or assumptions based on the thesis, which will be discussed with detailed samples from the talks in the main analysis section of this chapter.

### **Reflexive Metadiscursive Components of Speech Employed by Students and Examiners in Doctoral Defense Discussions in ELF Context**

The high-frequency rate and number of cases of discourse functions suggest that reflexive metadiscourse is used often in spoken academic discourse, and it is observable through data. However, a more detailed analysis is required to make further interpretations of the findings. With this aim, detailed quantitative and qualitative analyses have been conducted to explore the nature of PhD thesis defense discussions. The in-depth analysis aims to investigate the number and use of discourse functions in the student and examiner talk separately. To this end, this analysis will guide us to understand the nature of interpersonal communication in PhD thesis defense discussions in particular.

Table 11

*Chi-Square Test Statistics of Each Discourse Function Between Students and Examiners*

| Discourse Function                    | Observed N |           | Expected N | Chi-Square | df |
|---------------------------------------|------------|-----------|------------|------------|----|
|                                       | Students   | Examiners |            |            |    |
| METATEXT                              |            |           |            |            |    |
| Repairing                             | 10         | 13        | 11.5       | 0.39       | 1  |
| Reformulating                         | 2          | 9         | 5.5        | 4.46*      | 1  |
| Commenting on linguistic form/meaning | 11         | 24        | 17.5       | 4.83*      | 1  |
| Clarifying                            | 10         | 30        | 20         | 10.00*     | 1  |
| Managing terminology                  | 9          | 32        | 20.5       | 12.90*     | 1  |
| Introducing topic                     | 0          | 15        | NA         | NA         | NA |
| Delimiting topic                      | 7          | 5         | 6          | 0.33       | 1  |
| Adding to topic                       | 5          | 61        | 33         | 47.52*     | 1  |
| Concluding topic                      | 0          | 32        | NA         | NA         | NA |
| Marking asides                        | 0          | 6         | NA         | NA         | NA |
| Enumerating                           | 22         | 65        | 43.5       | 21.25*     | 1  |
| Endophoric marking                    | 18         | 69        | 43.5       | 29.90*     | 1  |
| Previewing                            | 5          | 66        | 35.5       | 52.41*     | 1  |
| Reviewing                             | 35         | 35        | 35         | 0.00       | 1  |
| Contextualizing                       | 0          | 10        | NA         | NA         | NA |
| Arguing                               | 54         | 51        | 52.5       | 0.09       | 1  |
| Exemplifying                          | 47         | 39        | 43         | 0.74       | 1  |
| Suggesting                            | 3          | 15        | 9          | 8.00*      | 1  |
| Other speech act labelling            | 28         | 44        | 36         | 3.56       | 1  |
| AUDIENCE INTERACTION                  |            |           |            |            |    |
| Managing comprehension/channel        | 10         | 40        | 25         | 18.00*     | 1  |
| Managing audience discipline          | 6          | 113       | 59.5       | 96.21*     | 1  |
| Anticipating the audience's response  | 3          | 9         | 6          | 3.00       | 1  |
| Managing the message                  | 15         | 134       | 74.5       | 95.04*     | 1  |
| Imagining scenarios                   | 57         | 66        | 61.5       | 0.66       | 1  |

*Note.* \*  $p < .05$ . In instances where there are no cases, the chi-square statistic could not be calculated; therefore, "NA" was written.

Pearson's chi-square tests of equal frequencies for each discourse function between the student and examiner cases were carried out, and the results of the tests are presented in Table 11 above. Half of the 24 discourse functions yielded statistically significant differences in the frequencies of cases between PhD students and examiners. In all these statistically significant results, the frequencies of cases in examiner talk were much higher than those in student talk. However, it was impossible to conduct the test in four of the discourse functions (viz., *introducing topic*, *concluding topic*, *marking asides*, and *contextualizing*) as there were no cases in student talk for those functions. In addition, the discourse function *reviewing* returned with a chi-square statistic of 0.00 ( $\chi^2 (1, N = 70) = 0.00, p = 1.00$ ) because the frequency was the same for both student and examiner cases.

The two biggest statistically significant differences were observed in the "audience interaction" category, with *managing audience discipline* ( $\chi^2 (1, N = 119) = 96.21, p < .05$ ) and *managing the message* ( $\chi^2 (1, N = 149) = 95.04, p < .05$ ) taking the lead. These were followed by *previewing* ( $\chi^2 (1, N = 71) = 52.41, p < .05$ ) and *adding to topic* ( $\chi^2 (1, N = 66) = 47.52, p < .05$ ) in the "metatext" category. Other notable differences were in *endophoric marking* ( $\chi^2 (1, N = 87) = 29.90, p < .05$ ) and *enumerating* ( $\chi^2 (1, N = 87) = 21.25, p < .05$ ) in the same category. There was another significant difference in frequencies in the "audience interaction" category, which was *managing comprehension/channel* ( $\chi^2 (1, N = 50) = 18.00, p < .05$ ). The rest of the statistically significant results were in the "metatext" category, in order of chi-square statistic: *managing terminology* ( $\chi^2 (1, N = 41) = 12.90, p < .05$ ), *clarifying* ( $\chi^2 (1, N = 40) = 10.00, p < .05$ ), *suggesting* ( $\chi^2 (1, N = 18) = 8.00, p < .05$ ), *commenting on linguistic form/meaning* ( $\chi^2 (1, N = 35) = 4.83, p < .05$ ), and *reformulating* ( $\chi^2 (1, N = 11) = 4.46, p < .05$ ). These findings are further supported by excerpts from both student and examiner talks, which are explained below.

### **Metalinguistic Comments**

In Table 12 below, the number of cases of each discourse function of metalinguistic comments subtype of metatext category for both students and examiners.

Table 12

*Number of Metalinguistic Comments Used by Examiners and Students*

| Metalinguistic Comments               | Case | Students | Examiners | Percentage |
|---------------------------------------|------|----------|-----------|------------|
| Repairing                             | 23   | 10       | 13        | 1.72%      |
| Reformulating                         | 11   | 2        | 9         | .82%       |
| Commenting on linguistic form/meaning | 35   | 11       | 24        | 2.61%      |
| Clarifying                            | 40   | 10       | 30        | 2.99%      |
| Managing terminology                  | 41   | 9        | 32        | 3.06%      |
| Total                                 | 150  | 42       | 108       | 11.19%     |

As shown in Table 12 separately, each discourse function in the subtype of metalinguistic comments is more frequently seen in examiners' talk. *Managing terminology* is the most frequent discourse function used by examiners with 32 cases. It is followed by *clarifying* with 30 cases, *commenting on linguistic form/meaning* with 24 cases, and *repairing* with 13 cases. In contrast, the most frequent discourse function is *commenting on linguistic form/meaning* with 11 cases in student talk, which is preceded by *clarifying* and *repairing* with 10 cases, followed by *managing terminology* with 9 cases. However, the least frequently used discourse function is *reformulating* among both examiners with 9 cases and students with 2 cases.

Overall, there are 10 *repairing* cases in student talk, while 13 cases have been analyzed in examiner talk (see Table 12). Sample sentences of *repairing* discourse function, defined by Adel (2010, p. 84) as "self- and other-initiated suggestions or alterations which correct or cancel a preceding contribution," from both student and examiner talks are also given in Excerpt 1 below.

## Excerpt 1

*Repairing in student talk*

- (1) oh pardon erm I have to go er back a bit 'cause er this thing is slightly...
- (2) you pick up as lines of tangential force that has impact on articulation of a theory of of a policy I am sorry, then you begin to tell...

### *Repairing in examiner talk*

- (3) you are using in your er PhD as I counted six different semantics maybe I'm wrong maybe I've missed one but er er this is already a good variety.
- (4) so you would like to keep it totally and , delivery-unaware if you like or or I'm sorry player-unaware...
- (5) maybe er I must read line by line your PhD maybe I didn't get the right place but er the problem is er this is different...

The second discourse function of the metalinguistics category is *reformulating*, which is defined as “the offering of an alternative term or expression not because the preceding contribution was seen as erroneous as in the case of repairing, but because of the added value of expansion” by Adel (2010, p. 84). There are only 2 cases of reformulating discourse function in student talk and 9 cases in examiner talk. In examples 6, 7, and 10 (see Excerpt 2 below), the coordinating conjunction ‘or’ was interpreted as a coordinator used to add extra meaning to the preceding part of the sentence not to correct the previously uttered wrong word/phrase. To denote this meaning of addition to the coordinating conjunction, the occurring context was highly benefitted.

### *Excerpt 2*

#### *Reformulating in student talk*

- (6) I think it represents that , we don't want to or er we cannot model what is exactly going on but we just give our alternatives...
- (7) however of course if you rely on Kauppi's er theory or let's say Kangassalo's interpretation of Kauppi's theory...

#### *Reformulating in examiner talk*

- (8) er let me put this rephrase the question otherwise take take the left picture...
- (9) as I have been a bit long I will rephrase my question as follows...
- (10) I have a well some comments or criticism on two figures namely figure number three...

In the metalinguistic comments subtype, *commenting on linguistic form/meaning* refers to denoting the utterance of a linguistic meaning related to its word choice or form (Adel, 2010). However, for this specific context, pronunciation is also counted as a linguistic form.

Since the world language of academia is English (Mauranen, 2010), and this specific context is ELF, using linguistic strategies to accommodate meaning, especially on phonological and lexicogrammatical forms, is given priority in ELF research (Jenkins, 2006). For this reason, the data occurrences accommodating pronunciation and form and meaning were analyzed under the discourse function of *commenting on linguistic form/meaning*. Accommodating pronunciation is observed both in student (see Example 13) and examiner talk (see Example 15).

#### Excerpt 3

##### *Commenting on linguistic form/meaning in student talk*

(11) I don't know how to express this concept maybe it will occur me afterwards but...

(12) well I don't know either I would rather use the functional dependency or the er like constraint between those concepts but I don't know if that is orthodox...

(13) I would say there is a critical juncture as er as this (ca-carrut) and (co-carnet) or how do you pronounce them as they suggest...

##### *Commenting on linguistic form/meaning in examiner talk*

(14) you are looking at individual lexical items you're not looking at say er er usage acronyms and things like that ...

(15) ... distinguished from I don't know actually what this means I checked it from er the dictionary but I can't pronounce it from exigencies of practical exposition...

(16) well I yeah okay . I understand it's it reflects er if if I understand correctly that that is my point the the fraction of er of the oligomers connected to caprolactone...

*Clarifying* as a discourse function is frequently observable both in student talk with 10 cases and examiner talk with 30 cases. At this point, it is essential to underline that none of the occurrences categorized here carry an interactive function. As Adel (2010) states, clarifying refers to the situations in which speakers highlight what they mean or do not mean to avoid misinterpretations. Sample sentences are given in excerpt 4 below.

#### Excerpt 4

##### *Clarifying in student talk*

(17) I think that would have been erm complicating the matter and why I didn't define more categories I didn't feel the actual need for that...

(18) well it started basically at (xx) and there was I mean there were some activities also in the 1980s or early 90s but they were just small er (xx) so but then then in the 1990s...

*Clarifying in examiner talk*

(19) and I say again it doesn't mean that your program works badly or that it's bad its this this is more about the kind of theoretical foundations...

(20) but it could be applied very well it's not , it's not painless I I'm I'm not saying it is painless because they are often...

(21) you meaning on the technical point of view because clearly I mean technically you have to have the properties of the relations to compare...

*Managing terminology* as the last discourse function of the metalinguistic comments subtype in the metadiscourse taxonomy is frequent in both student talk with 9 cases and examiner talk with 32 cases. Managing terminology includes defining terms or labels for concepts that are mentioned (Adel, 2010). When analyzing the data, it was somewhat surprising to see some instances (see Example 22) have very similar wording to those classified as written language in Adel's study (2010). A reason for such a resemblance may be the high-level formality of the specific context.

Excerpt 5

*Managing terminology in student talk*

(22) the first paper here basically (where) we define the context of customization but...

(23) the other part why when we talk about intensional languages I selected something that has er concepts and intensional containment in the set of concepts...

(24) I would rather say that er the language that I have er defined in chapter two page 19...

*Managing terminology in examiner talk*

(25) you want to explain that is what is you call in a way the the success of the employment policy...

(26) the explanation er thing is that you have groups that you haven't really defined like product variety er similar products and...

(27) and If I were to define identify , your development theoretical perspective I would like to call you a critical modernizer...

(28) for this you have made a valid implementation I will just refer to that as your validation system...

### Discourse Organization

Discourse organization is the second subtype of the metatext category in the metadiscourse taxonomy defined by Adel (2010).

Table 13

*Number of Discourse Organization Discourse Functions Used by Examiners and Students*

| Discourse Organization  | Case | Students | Examiners | Percentage |
|-------------------------|------|----------|-----------|------------|
| <i>Managing Topic</i>   | 131  | 12       | 119       | 9.78%      |
| Introducing topic       | 15   | 0        | 15        | 1.12%      |
| Delimiting topic        | 12   | 7        | 5         | .9%        |
| Adding to topic         | 66   | 5        | 61        | 4.93%      |
| Concluding topic        | 32   | 0        | 32        | 2.39%      |
| Marking asides          | 6    | 0        | 6         | .45%       |
| <i>Managing Phorics</i> | 325  | 80       | 235       | 24.25%     |
| Enumerating             | 87   | 22       | 65        | 6.49%      |
| Endophoric marking      | 87   | 18       | 69        | 6.49%      |
| Previewing              | 71   | 5        | 66        | 5.30%      |
| Reviewing               | 70   | 35       | 35        | 5.22%      |
| Contextualizing         | 10   | 0        | 10        | .75%       |
| Total                   | 456  | 92       | 354       | 34.03%     |

When investigating the compiled corpus regarding student and examiner talks separately, it was observed that there were no instances of introducing topic, concluding topic, or marking asides in student talk (see Table 13). On the other hand, examiners employed introducing/concluding topic metadiscourse functions more than once in each PhD thesis

defense discussion. This may result from two reasons: It is either the responsibility of the examiners to start the talk, or it is because examiners have a higher academic status, and this can be traced through managing topic since topic control is associated with greater power status in terms of power relations in social contexts (Grimshaw, 1990).

The data analysis indicates that delimiting the topic is the only discourse function applied more frequently in student talk (7 cases) compared to the examiner talk (5 cases). Although not rich in number to make further assumptions based on the data, it is still required to be mentioned here as one of the results of this study. Another discourse function, *adding to topic*, was excessively used more often by the examiners (61 cases) when compared to the PhD students (5 cases). Table 13 above shows the number of each discourse function used by examiners and PhD students separately.

The analysis of 'managing topic' shows that *adding to topic* is the most frequent discourse function in examiner talk with 61 cases. This is followed by *concluding topic* with 32 cases, *introducing topic* with 15 cases, *marking asides* with 6 cases, and, lastly, *delimiting topic* with 5 cases. In student talk, however, the most frequently used discourse function is *delimiting topic* with 7 cases, preceded by *adding to topic* with only 5 cases. There are no instances of *introducing topic*, *concluding topic*, and *marking asides* in student talk.

Under 'managing phorics,' *contextualizing* discourse function is only used by examiners, though not high in number (10 cases). Again, this can be attributed as an indication of the higher power status of examiners (Grimshaw, 1990). Use of *enumerating* and *endophoric marking* discourse functions is high in number through the data, and it is likely that this is due to the nature of the gatherings, evaluation of a recently produced work, so PhD dissertations are located in the center of each discussion and managing phorics is mainly related to that. *Endophoric marking* is the most frequent discourse function used among examiners with 69 cases while *contextualizing* is the least frequent discourse marker seen in examiner talk with 10 cases. Lastly, *reviewing* is the most frequent discourse function used in student talk with 35 cases. In contrast, the least frequent discourse function is *previewing* (5 cases), excluding *contextualizing*, with no instances in student talk.

The first discourse function defined under the category of topic management is *introducing topic*, which refers to the statements opening a topic (Adel, 2010). There are no instances of introducing topic in student talk; therefore, only samples from examiner talk are shown below in Excerpt 6.

#### Excerpt 6

##### *Introducing topic in examiner talk*

- (29) we can consider the topic to be very important and interesting both from the scientific and industrial perspective let us start the detailed information...
- (30) so I start with my first question erm , so what my first question is juds- just what was your main interest in the theme in this subject?
- (31) and I will start by putting your work into a kind of landscape in into the landscape of corpus linguistics...
- (32) and let me begin by saying that I wasn't disappointed when I read <NAME1'S> dissertation...

*Delimiting topic* discourse function is used when highlighting a limitation related to topic (Adel, 2010). It is worth mentioning that delimiting topic is the only discourse function observed to be more frequent in student talk (7 cases) compared to the examiner talk (5 cases). Although it is evident that data is not sufficient to make further assumptions or generalizations, it can still be interpreted as a strategy observed more often in student talk.

#### Excerpt 7

##### *Delimiting topic in student talk*

- (33) in a way I don't want to open er a different window if you're on this...
- (34) erm I have to say that that's not exactly my expertise and I might not know enough about that er but as for...
- (35) yes er I have I have been doing research on on other other operators than the ones that are that are presented here although that that resu- those results are not presented here...

##### *Delimiting topic in examiner talk*

- (36) right . I think I won't go into about the word and that could be a topic a debates fairness...
- (37) I think that's very important , now (collective) service is also an an issue that's you er is out of the scope of this thesis but of course it is very important quality...

*Adding to topic* is used to add a new topic or subtopic to the current context (Adel, 2010). In this part of the analysis, it needs to be clarified that example sentences in Adel's paper (2010)

carry some differences due to some reasons. The first reason is the nature of the data;. In contrast, the data utilized to create the metadiscourse taxonomy were large lectures given by professors, a largely monologic genre, the data in this study consist of dialogic speech events among examiners and PhD students requiring full and meaningful interaction among participants. Also, the purpose of the gatherings is strictly defined at the beginning of each discussion, and participants hardly know each other, which is observable through data. Therefore, it is crucial to mention at this point that *adding to topic* discourse function is assumed to be used under the following circumstances as well: when moving onto the next part of the discussion, article, book chapter, or the next chapter of the defended dissertation at hand (see examples 38, 41, 42, and 44).

#### Excerpt 8

##### *Adding to topic in student talk*

(38) this thesis is of self and responsibility erm which er which I also explained in the book...

(39) this is a discussion that I talked with my wife a week ago less than a week ago we went in a shop to buy candies...

##### *Adding to topic in examiner talk*

(40) mhm yes I'm still looking at page 19 as a minory comment I just have to say that the please use either decimal po- points or other (xx) points...

(41) so moving . moving a bit now to experimental details it's again the same line of question...

(42) then I would also to what concerns the conclusions at the theoretical part level and I like to erm er to talk about this...

(43) okay erm , yes so then we come to the actor you have interviewed...

(44) since I have too much questions er I would like to change again the discussion a bit differently er er different erm path...

The following discourse function is *concluding topic*, referring to the closing topic, which is only observable through data from examiner talks. All the occurrences related to concluding topic are observed at the end of each talk and are primarily used in multiple types by each examiner.

Excerpt 9

*Concluding topic in examiner talk*

(45) okay erm , erm er we have gone through all my four points , erm and I you have written to me which revisions you have done...

(46) so I would like to come I would like now to behold my final summary...

(47) we come , come to the last meters of questions...

(48) that's it I guess I think this was the last one yes that's my summing up of it...

(49) answering going back and forth erm so I would say as a kind of summary and and I have written here too that that that's a really really impressing empirical study...

The last discourse marker under managing topic is *marking asides*, 'employed to open or close 'a side track or digression' (Adel, 2010). Marking asides discourse markers are also observed only in examiner talk.

Excerpt 10

*Marking asides in examiner talk*

(50) er I have been told that there is coffee and I think all of us will need come coffee but you will I'm not going to let you off the hook yet...

(51) one thing I wonder I don't know if i- if this is relevant (at all) I think...

(52) and we'll get back to that , er now I'm er kind of ad-libbing I am not following these...

Discourse function *enumerating* is defined by Adel (2010) as discourse particles employed to indicate that the various parts of the discourse are interrelated and ordered one after another. As understood from the analyzed data, there are preceding PhD thesis defense presentations made by the students right before the discussion sessions, so some of the enumerating discourse functions referred to those presentations and the PhD dissertations and/book chapters at hand.

Excerpt 11

*Enumerating in student talk*

(53) well with the , first of all I have to say that I didn't I didn't notice that the in in that way as er as you put it right now...

(54) and erm then after I have discussed the the background for all these erm all these four levels then I come erm in the second part to the label market crisis...

*Enumerating in examiner talk*

(55) you basically say that they are constituted by four different things which are the polymers ... then you have the resins that are like let's say the muscles... then you have waxes or something like that... and then you have the kind antioxidants...

(56) yes this is my first comment that I told you in the general comments that I think you have lots of problems with your graph...

(57) okay and in the next page you have again one of these sentences that is difficult in the second in the second section you say...

Just as enumerating, *endophoric markings* as a discourse function also refer to previous PhD thesis defense presentations made by the students and the dissertations or book chapters. Adel (2010) describes endophoric markers as discourse particles employed to specify a location in context. Although endophoric marking seems similar to enumerators, they are distinguishable through data as endophoric markers usually require an action such as looking at a Ph.D. dissertation, paper, book chapter/section/page, or presentation slides in this context.

Excerpt 12

*Endophoric marking in student talk*

(58) in paper four I also described that as you mentioned that it was a little bit different from the other four papers so I only considered the adhesive part...

(59) erm I think I point out in my conclusion that the finnish er that the tampere is in the line of the finnish erm er of the finnish approach...

(60) erm er if we talk about the criteria on page 82 I suppose erm a clear distinction between er the language that is expressions occurrences things...

(61) I suppose you refer to the comment on page er 47 the intensional representation of...

*Endophoric marking in examiner talk*

(62) even the small things in a dissertation should be correct one thing I was looking where this figure two where as a polymer person I am...

(63) here I don't find the vinyl acetate nor I find the ethylene units , is this really the way to present the composition...

(64) it's again the same line of questions if you go to page nine let's say the adhesive...

(65) but then I found it erm on page 246 out of where you report on the results I could I think it is erm it's in four factors...

Discourse functions *previewing* and *reviewing* state forward and backward in the discourse, respectively (Adel, 2010). It is important to note that certain discrepancies were observed in previewing and reviewing discourse functions in both student and examiner talks. First, the number of previewing discourse markers used is relatively low in student talk with only 5 cases compared to reviewing discourse function with 35 cases. Second, in student talk, reviewing discourse function is observed to be primarily used for self-referencing as in Excerpt 14 (see examples 74 and 77). It was also observed that reviewing discourse function was mostly used in examiner talk before asking further questions based on some points/parts in the Ph.D. dissertations (see 78, 79, and 80). Example sentences including previewing and reviewing discourse functions from student and examiner talks are given in Excerpts 13 and 14 below.

Excerpt 13

*Previewing in student talk*

(66) well erm to give a very short and shallow answer I would say that er it's a language...

(67) it's a hybrid and I'll give you a very finnish story that I experienced during the (xx) early days of my coming to finland...

(68) so that obviously I will consider the generation of africa african scholars who are uncomfortable talking about hybridity...

*Previewing in examiner talk*

(69) erm er let let's not open the pandora's box erm er this way but let's first what is is-a relationship for you?

(70) and for this reason maybe er er during er late night we will come up with the solution...

(71) yeah one more thing before I before I go on to the next slide...

(72) and we'll return a bit to these issues as well this is and and I say again...

(73) quite (agreed) . maybe I can finish this line of questioning before giving the floor to the other opponent...

Excerpt 14

*Reviewing in student talk*

(74) hot melt adhesive which is like I told in the introduction lecture is the most used material within the packaging area...

(75) so er the company envivo was mentioned earlier as far as I know their product they're not using D-MIF...

(76) because you said in somewhere in the paper that there should be this er er they should probably you should the politicians should act...

(77) , well it er , I I said in the beginning why why I chose this er this actor centered approach was I wanted to avoid this...

*Reviewing in examiner talk*

(78) another figure is figure five which you showed already in your lecture er by reading this one could understand that...

(79) for this reason maybe I should er go back again to your Ph.D. , er I think I have questions I should ask you...

(80) actually in your in in your introductory lecture you partly answered this question already but...

(81) when you started this discussion you said that the ordinary people in Ghana...

(82) and we actually discussed this before before this defence that the resource will be more useful I already mentioned the (xx) publications...

The last discourse function of discourse organization subtype is *contextualizing*, which is mainly employed to comment on the current circumstances and involves 'spelled-out justifications for choices made in planning or organizing the discourse' (Adel, 2010, p.87). Since no instances of contextualizing were analyzed in student talk, only examples from examiner talk are shown in Excerpt 15 below.

#### Excerpt 15

##### *Contextualizing in examiner talk*

(83) erm I am looking at the clock and think it's really amazing er amazing how quickly how quickly it is moving I have time...

(84) we are going to go on a little bit longer but then I will let you off because we need some coffee before we continue the seminar...

(85) there's there's no obligation to continue but if you feel that there is still some issue that needs to be discussed...

(86) are you both ready , we still have time for questions if you have still...

#### **Speech Act Labels**

The last subtype of the metatext category is 'speech act labels' as discourse functions. The number of arguing discourse marker cases was observed to be high in number both in student (54 cases) and examiner (51 cases) talks. Among all speech act labels, arguing is also the most frequently employed speech act in analyzing the corpus data. *Exemplifying* speech acts is also used relatively more frequently both by the Ph.D. defense students (47 cases) and examiners (39 cases) compared to other speech acts. *Suggesting* as a speech act as extracted from the other speech act labeling was observed with 3 cases among students, whereas there were 15 cases of suggesting in examiner talk. The number of cases both in student and examiner talks is illustrated in Table 14 below.

Table 14

*Number of Speech Act Labels used by Students and Examiners*

| Speech Act Labels         | Case | Students | Examiners | Percentage |
|---------------------------|------|----------|-----------|------------|
| Arguing                   | 105  | 54       | 51        | 7.84%      |
| Exemplifying              | 86   | 47       | 39        | 6.42%      |
| Suggesting                | 18   | 3        | 15        | 1.34%      |
| Other speech act labeling | 72   | 28       | 44        | 5.37%      |
| Total                     | 281  | 132      | 149       | 20.97%     |

*Arguing* as a discourse function is used to stress the action of arguing for or against an issue' (Adel, 2010, p. 88). Setting out from this definition, it is essential to underline that certain reflexive metadiscourse markers, including expressions such as 'in my opinion, I agree, I understand, I think...' were defined under the discourse function arguing. Considering the nature of Ph.D. defense discussions, it is predictable that *arguing* speech act label as a discourse function is frequently observable in the data.

Excerpt 16

*Arguing in student talk*

(87) mhm I think I agree mostly what you what you say on these GPC values I also have a have a feeling that when the experiments were done with the

(88) but I agree that er that this picture could be more more clearly defined...

(89) just cannot agree with that er I didn't see it er er the way that er that you just er put it before...

(90) yeah I agree more or less on that but er how do entanglements er reduce adhesion...

*Arguing in examiner talk*

(91) of course I understand but does it give you any useful information from a practical point of view let's say...

(92) yeah that's that's that's yeah that's that's I I I I most certainly agree that you can't publicize in scientific journals...

(93) that I agree that's why I say it is not possible to add the weakest equivalent in this notion...

(94) so you're saying that probabilistic system is fair at least under some er [a reasonable probabilistic system is going to be fair]...

The next speech act label, *exemplifying* as a discourse function, used to give examples overtly, was also frequent in the data. One of the characteristics of the analyzed corpus data was the redundancy of exemplification instances. Several instances of exemplifying were employed at specific points in which an explanation or definition was needed. However, the excessive use of exemplification discourse markers, either reflexive (Adel, 2006) or contextual (Luakka, 1994), can be attributed to circumlocution, a communication strategy used to avoid communication breakdowns in the target language (Dörnyei & Scott, 1997). An important point to note, these instances were disregarded from the analysis for two

reasons; first, most of the instances were not in the reflexive metadiscourse category, and second, these instances did not comply with the feature coding as they did not function as actual example sentences.

#### Excerpt 17

##### *Exemplifying in student talk*

(95) erm just to give you an example in the case of Giessen there was one er in Giessen in in Germany it's not usual to have...

(96) because if we if we look erm on the higher political level like for example national or the European levels...

(97) for instance I erm in er chapter two where we discuss the er erm working model of the categorization...

##### *Exemplifying in examiner talk*

(98) okay let's take a erm an example okay we've been dealing with communication protocols, and there is clearly a fairness assumption...

(99) what we want to see all we are educated in er an environment where we can let's say er live this belief...

(100) and that means that you know I meant the biggest rap one of the biggest rap communities in the world is in the Senegal for instance...

Another speech act label, *suggesting*, is employed when someone is explicitly instructed to do something for a particular purpose. Suggesting discourse function is observable more frequently in examiner data. However, it is interesting that all three instances of suggesting discourse function in student talk are the instances repeating, summarizing, or restating what the examiners just uttered like in example 101 (see Excerpt 18 below).

#### Excerpt 18

##### *Suggesting in student talk*

(101) you basically suggest that I should've taken maybe more than one region

##### *Suggesting in examiner talk*

(102) so I suggest we postpone the discussion on this point...

(103) okay let's go back to my two direction I suggest we explore the first direction is customer...

(104) so another idea I would suggest is that when you're looking at fairness constraints...

Other speech act labels instances occurring in the data include thanking, proposing, regretting, recommending, mentioning, inviting, implying, and assuming. Thanking is the most frequent discourse function of the speech acts seen both in examiner and student talk.

Excerpt 19

*Other speech act labelling in student talk*

(105) I thank you very much for your comments as well as the interesting debate...

(106) well er one thing I regretted about this er the vastness of the field so er I had to do many things and compile them into one book...

(107) well . it's not yet over I now invite er those members of the audience who may wish to bring up any comments or questions concerning my dissertation...

(108) hegemony comes to us without an inventory , it comes to us (only) we can't really unpack it and tell what it is and as a method of articulation...

(109) so like I I would say that I cannot give an exact definition but the ideas of where...

*Other speech act labelling in examiner talk*

(110) second I would like to apologize not being able to speak finnish...

(111) but now I would like to ask you er why did you sort of choose this hermeneutical er framework of understanding...

(112) I should propose that you are somehow succeeded in defending your Ph.D....

(113) but you imply by the title of your thesis that the goal is to verify , and I have two basic questions about this...

(114) so I thank you and I thank the university of tampere for letting me having the opportunity and being part of this discussion thank you very much...

### **Audience Interaction**

The other category of the metadiscourse taxonomy is 'audience interaction,' which consists of only one subtype, 'references to the audience,' and five discourse functions are listed in this subtype. In this category, *managing the message* discourse functions were observed to

be most frequent in examiner talk with 134 cases, and this was preceded by *managing audience discipline* with 113 cases, *imagining scenarios* with 66 cases, *managing comprehension/channel* with 40 cases, and lastly *anticipating the audience's response* with 9 cases. In student talk, on the other hand, the most frequent discourse function was *imagining scenarios* with 57 cases, which was followed by *managing the message* with 15 cases, *managing comprehension/channel* with 10 cases, *managing audience discipline* with 6 cases, and, last, *anticipating the audience's response* with only 3 cases. Each discourse function occurring in the references to the audience subtype is illustrated in Table 15 below.

Table 15

*Number of References to the Audience Used by Students and Examiners*

| Audience Interaction                 | Case | Students | Examiners | Percentage |
|--------------------------------------|------|----------|-----------|------------|
| Reference to the audience            |      |          |           |            |
| Managing comprehension/channel       | 50   | 10       | 40        | 3.73%      |
| Managing audience discipline         | 119  | 6        | 113       | 8.88%      |
| Anticipating the audience's response | 12   | 3        | 9         | .9%        |
| Managing the message                 | 149  | 15       | 134       | 11.12%     |
| Imagining scenarios                  | 123  | 57       | 66        | 9.18%      |
| Total                                | 453  | 91       | 353       | 33.81%     |

The first of the discourse functions in the references to the audience subtype is *managing comprehension/channel*, which is used to make sure that addresser and addressee are on the same page as well as checking comprehension of the participants (Adel, 2010, p. 89). It was observed that among 50 cases, 40 instances were used by examiners, while Ph.D. defense students employed 10 cases during the defense discussions.

Excerpt 20

*Managing comprehension/channel in student talk*

(115) are you sure it was in this article 'cause I can't remember that kind of an example...

(116) now I missed your questions could you repeat...

(117) <S1>mhm you mean figure 10 </S1> <S3> figure 10 like always</S3>

*Managing comprehension/channel in examiner talk*

(118) then you try the other one , you understand what I mean...

(119) so er am I right if I er interpret you that you basically say that that that er those er issues er in data collection that...

(120) did I understand right is it standard procedure for hot melt...

(121) so you mean I-is the am I understanding y-you right to say that...

(122) okay I I I don't quite understand your answer you see...

The next discourse function in the references to the audience subtype is *managing audience discipline*, which is defined as situations in which 'the audience are reprimanded or complimented for their behavior and the cases which the audience is directly addressed and instructed to do something' (Adel, 2010, p. 89). There is a need to highlight that the example sentences in the research corpus and in the paper that the metadiscourse taxonomy was defined seem to be various. It was not possible to find sample sentences such as 'can we have a little bit of quiet?' or 'can I get your attention please?' or 'due to your extremely short attention span...' in the research corpus. This may again result from two possibilities; first, the research corpus is dialogic, as opposed to the other one, and second, a Ph.D. defense discussion is a highly formal context where participants hardly know each other. However, all the examples comply with the definition above (see Excerpt 21).

Excerpt 21

*Managing audience discipline in student talk*

(123) I have to say that I found it also rather interesting with regard to these erm labor market reforms...

(124) but now that you mention it er being once again boringly I have to w- find the page where I talk about IFO mapping...

*Managing audience discipline in examiner talk*

(125) I think you I would like you to explain better why you went for for PLA PLLA and not for instance PLDA...

(126) of course , as an opponent I have to say that this is very general and very short...

(127) for somebody that is reading the thesis and is not expert on on hot melt adhesives it would be good for instance if you just read all the alternatives...

(128) and also I liked very much the graphs that you have er er put inside so and they are very they visibelelise nicely your arguments....

(129) in this case it's a very harassing sexual term and in the other case it is a compliment er then in this case maybe er you should be very careful with using er er this kind of wording...

(130) I would then like to hear your your definition of this hermeneutics how you understand this...

The third discourse function is *anticipating the audience's response*, which was frequent in neither student talk (3 cases), nor examiner talk (9 cases). As the name suggests, anticipating the audience's response is about what has just been said or will be said, so making arguments beforehand. Example sentences are given in Excerpt 22 below.

#### Excerpt 22

##### *Anticipating the audience's response in student talk*

(131) I tell you that my job is done , if you ask me then where you next I'll tell you I actually don't know...

(132) I presented the way here but of course there might be different possibilities to make it more clear...

##### *Anticipating the audience's response in examiner talk*

(133) so I guess you're already guessing my next question er how does this er er this comply with er confidentiality...

(134) so you would simply have to modify D-MIF to be able to play games , er I'm sure you you're aware of the M-PEG4...

Defined as 'used to emphasize the core message in what is being conveyed, it tends to provide the big picture' by Adel (2010, p. 89), *managing the message* was one of the most frequent discourse functions observed in the examiner talk. Overall, there were 134 cases of managing the message in examiner talk, while in student talk, there were 15 cases (see Table 14). Therefore, it can be stated that managing the message discourse functions tend to be used more frequently by examiners or by those at higher academic status in this context. Furthermore, Mauranen (2001) also hypothesizes that the reflexive expressions are likely to be used more often by those more dominant in a talk (Mauranen, 2001, as cited in Adel,

2010). Also, due to the context of the study, most of the managing the message discourse functions are seen in the question form in especially examiner talk.

#### Excerpt 23

##### *Managing the message in student talk*

(135) yeah and this this is er of course considered in the future studies when we hope to make a commercial adhesive out of out of this...

(136) there's one thing that I I was un-happy about in my work is that er they are just general er or just er cases er this word and that word and then...

(137) what we have to understand in social theory whether we are discussing Africa or we are discussing finland or Europe or any part is that culture has never been authentic...

##### *Managing the message in examiner talk*

(138) but it's not been done , why , why not why didn't you have linear reference sample...

(139) now that we talked about the concept I would like to know how did you operationalize or so measure this concept in your work...

(140) I'm asking you now what is what would be your proposal er to collaborate er among applications...

(141) that's the kind of thing I'm asking for what how how would you that's that's actually the first...

(142) I guess my question to you now is that in the semantics you've studied is there semantics that corresponds to this...

(143) and my question here is you know why didn't you immediately use you know components with let's say büchi (xx) conditions...

The last discourse function, *imagining scenarios*, are employed when the audience is asked to imagine the things or events from a different perspective outside the real world. The point that differs *imagining scenarios* discourse function from exemplifying is the interaction. In each case of imagining scenarios, there is a real interaction as the speaker engages the audience actively in the conversation instead of providing an example. Example sentences both from student talk and examiner talk are given in Excerpt 24 below.

#### Excerpt 24

##### *Imagining scenarios in student talk*

(144) however if I would all my notes er and people who has similar background then I have should have come at least similar results not exactly the same results...

(145) for instance erm it would have been quite interesting to find the er quality criteria in a manner that people actually use the language...

(146) to give a let's a very futuristic scenario er it would be probably something that interacts in the real time with the real TV content...

##### *Imagining scenarios in examiner talk*

(147) let's say your samples were already dry and because they were already dried there was no need for pre-drying you would agree with that...

(148) what would you do differently if you were to do this work all over again...

(149) this is my next to the last question I'm going to ask you what would you do if you were minister of communication and information in ghana...

#### **Reflexive Metadiscursive Components of Speech Employed by Students in Doctoral Defense Discussions in ELF Context**

The in-depth qualitative analysis indicates that student talk in Ph.D. defense discussions accommodates several distinctive components in terms of metatext and audience interaction categories in the metadiscourse taxonomy in academic settings by Adel (2010).

The discourse functions in the metatext category of the metadiscourse taxonomy are employed more frequently by the students in Ph.D. defense discussions. Among all three subtypes in the metatext category, the 'speech act labels' subtype was most frequent in student talk. *Arguing* and *exemplifying* speech acts labeled discourse functions are seen to benefit most often by the Ph.D. defense students. In the 'metalinguistic comments' subtype, *commenting on linguistic form/meaning*, *clarifying*, and *repairing* occurred most frequently in student talk. The talk, however, seems to be not very rich regarding the 'discourse organization' subtype, especially in terms of managing topic features during Ph.D. defense talks. Although there are some *delimiting topic* and *adding to topic* discourse functions observed, there are no discourse functions related to *introducing topic*, *concluding topic* and *marking asides* in student talk. On the other hand, in terms of managing phorics, *reviewing*

is observed to be occurring very frequently, especially in the sense of self-referring. This discourse function is followed by *enumerating* and *endophoric markings* discourse functions, which is predictable since the talks are centered on evaluating a written piece of product.

The most frequently observed discourse function in the audience interaction category of the metadiscourse component is *imagining scenarios* in student talk in the ‘references to the audience’ subtype, the only subtype of this category. This is followed by *managing the message* and *managing comprehension/channel* though there are very few cases compared to the examiner talk.

### **Reflexive Metadiscursive Components of Speech Employed by Examiners in Doctoral Defense Discussions in ELF Context**

The qualitative data analysis also shows some distinctive features of examiner talk in terms of Ph.D. defense discussions based on the taxonomy of metadiscourse in academic settings by Adel (2010).

In the category of metatext, ‘discourse organization’ subtype discourse functions are employed most frequently by the examiners during Ph.D. defense discussions. It has been observed that examiner talk is dominantly affluent in terms of topic management discourse functions such as *adding to topic* and *concluding topic*. It is also required that specific discourse functions such as *introducing topic*, *concluding topic*, and *marking asides* are unique to the examiner talk, so non-existent in the student talk. The use of these specific discourse functions only by examiners may be interpreted as the traces of being dominant in terms of power relations in Ph.D. defense discussions.

Examiner talk is also rich regarding managing phorics discourse functions such as *endophoric markings*, *previewing*, and *enumerating* when compared to the student talk. The second subtype in the metatext category, the ‘metalinguistic comments’ subtype, is also rich in *managing terminology* and *clarifying* discourse functions. In terms of ‘speech act labels,’ discourse functions *arguing* and *exemplifying*, which is predictable considering the nature of the Ph.D. discussions. This result is also in line with a previous study by Correia et al. (2014), who found that exemplifying discourse function was the most frequently and accurately used discourse function among three others, emphasizing, introducing topic, and concluding topic. Explicit *suggesting* as a discourse function is also seen only in examiner

talk, which could be related to power relations, considering the nature of suggesting. Examiner talk is also richer in *other speech act labeling* such as thanking, proposing, and implying.

Investigating the audience interaction category gives us more clues about the nature of the Ph.D. defense discussions as the use of discourse functions varies greatly in student and examiner talks. In the ‘references to the audience’ subtype, *managing the message* discourse functions are observed to be most frequent in examiner talk in line with the previous literature (Adel, 2012). In line with a previous study by Şahin Kızıl (2017), this result can be interpreted as a natural outcome of power relations. Mauranen (2001) also argues that those who are dominant in the talk will use the reflexive metadiscourse devices more frequently. Adel (2010) also states that managing the message is frequently used when the addresser and addressee are not equal in power relations.

Lastly, in examiner talk, *managing audience discipline* is the second frequent discourse function occurring. This finding, however, is in contrast with Zare and Tavakoli (2017), who found no occurrences of managing audience discipline in academic speech. The analysis of managing audience discipline requires clarification at this point. The analysis of the occurrences categorized for this discourse function was based on the instances ‘referring to cases in which audience is reprimanded or complimented for their behavior’ rather than the instances ‘audience is addressed and instructed to do something’. The context is highly formal and includes one-to-one speech events instead of one-to-many. The audiences are never instructed to do something directly, unlike the classroom environment. For this reason, the occurrences of managing audience discipline discourse function were categorized based on the definition, which may not seem to be in line with the examples given in the taxonomy of metadiscourse at first glance (Adel, 2010).

## CHAPTER V

### CONCLUSION

This study aims to analyze a specific type of spoken academic discourse regarding the use of reflexive metadiscourse components. Specifically, the aim is to explore a context that has not been investigated much before. The results showed traces of different characteristics in Ph.D. defense discussion talks regarding metadiscursive devices and their discourse functions.

#### Conclusion

The study aims to investigate the nature of Ph.D. defense discussions between examiners and Ph.D. defense students in the academic ELF context. To this end, data have been taken from the open-access ELFA corpus analyzed with the UAM corpus tool. A mixed-method analysis has been adopted in this corpus-based study, and layer annotation, frequency analysis, and feature coding of the data are done based on the metadiscourse taxonomy by Adel (2010).

The frequency and feature coding analysis results showed that both metatext and audience interaction discourse function cases have been observed in student and examiner talk. However, the frequency and use of discourse functions show discrepancies in student and examiner talks in defense discussions in the ELF context.

Student talk is affluent in terms of ‘speech act labels’ such as *arguing*, ‘managing phorics’ such as *enumerating* and *endophoric markings*, and ‘metatext’ related discourse functions, including *commenting on linguistic form/meaning* and *clarifying*. Although not observed as frequently as those in examiner talk, certain discourse functions in the ‘audience interaction’ category, such as *imagining scenarios* and *managing the message*, are seen with a relatively higher frequency in student talk.

Examiner talk, however, is more frequent regarding ‘audience interaction’ and ‘discourse organization’ discourse functions. In the category of ‘audience interaction,’ for instance, *managing the message* has been observed to occur most frequently in examiner talk, which can be interpreted as a natural result of power relations as well as audience existence (Adel, 2012).

Several other discourse functions in the same category, such as *managing audience discipline* and *imagining scenarios*, have also been detected with a high frequency in examiner talk. ‘Managing phorics’ discourse markers such as *enumerating* and *endophoric markings* are also observed to be frequent in examiner talk, similar to student talk in this respect. This finding is consistent with the results of Zare and Tavakoli’s (2017) study suggesting slight differences are observed regarding the use of discourse functions in the discourse organization sub-type in dialogic academic speech events.

However, certain managing topic discourse functions such as *introducing topic*, *concluding topic*, and *marking asides* have only been observed to occur in examiner talk. As a final note, the use of discourse functions is seen more frequently in all categories in examiner talk. Although this might be accounted for the word count/speech length of examiners and no investigation has been made related to this as it is not within the scope of the study, no remarkable differences have been observed in terms of word count/speech length during the analysis of examiner and Ph.D. student talks.

## **Implications**

This study has several possible implications regarding PhD thesis defense students, examiners in the thesis defense committees, teaching English as a Lingua Franca, and teaching English as a foreign language.

One of the contributions of this study is enlightening PhD thesis defense discussions in terms of the use of metadiscourse. Reflexive metadiscursive components are frequently seen in PhD thesis defense talks, though they vary in terms of use and frequency. This ensures that metadiscourse functions are frequently used in the academic ELF settings, highlighting the importance of integrating teaching metadiscourse strategies into ELF and EFL curricula. Previous studies also suggest that EFL teachers should teach metadiscourse strategies with different functions in various contexts (Zarrati et al., 2014).

Another implication, a similar model to ‘the model of cooperating principle in the employment of metadiscourse strategies based on the disciplinary and generic culture in the research articles’ by Abdi et al. (2010), can be proposed and trained for the spoken metadiscourse markers at academic setting.

For foreign language teaching contexts, activities and materials focusing on increasing awareness towards these metadiscourse strategies can be added and highlighted. To this end, the course materials can include more activities to present the metadiscourse components through implicit or explicit teaching. In addition, the language teachers need to be aware of the significance of the use of these strategies and include them in their courses.

Although it is not within the scope of this study, it has also been observed that the environment of PhD thesis defense discussions is challenging both for examiners and students. There are certain moments, questions, and comments that are challenging to speak up both for examiners and students. In this respect, official education in the format of training courses, workshops, or elective courses is necessary both for students and examiners. It is essential to organize such courses in terms of gaining experience. Integrating metadiscourse into lessons is also likely to ensure successful communication (Bu, 2014).

## **Future Studies**

Based on the implications of the current study, several future studies can be suggested.

The focus of this current study is not to provide quantitative data based on the use of discourse functions; it is instead to explore the nature of PhD thesis defense discussions by providing some qualitative data based on the feature coding analysis method. Therefore, future studies may focus on further linguistic analysis of Ph.D thesis defense talk in a different context. Further research may include various content, such as the use of speech acts in defense discussions.

A deeper linguistic analysis is also suggested based on the audience interaction category of metadiscourse taxonomy by Adel (2010). The use of discourse functions is given, and possible assumptions are made based on the frequency of the discourse markers in this study. However, the possible reasons behind the use of these discourse markers and other pragmatic aspects such as turn-taking, the occurrences of overlapping speech, rising and falling intonation, and the nature of asking questions in PhD thesis defense discussions are open to further exploration.

Finally, metadiscourse, primarily spoken metadiscourse, requires and deserves further explorations as a research field.



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## **APPENDICES**



## Appendix 1. Frequency Rates and Number of Cases in the Data

CorpusTool 3.3v: Metadis Power

Project Misc Windows Help

Files Layers Search AutoCode **Statistics** Explore Options

Type of Study: Describe a dataset Aspect of Interest: Feature Coding Counting: Global Help

Unit: elf\_disc + Show

| Feature              | N      | Percent |
|----------------------|--------|---------|
| ELF_DISC-TYPE        | N=1340 |         |
| - metatext           | 887    | 66.19%  |
| - interaction        | 453    | 33.81%  |
| METATEXT-TYPE        | N=1340 |         |
| - metalinguistic     | 150    | 11.19%  |
| - discourse          | 456    | 34.03%  |
| - speech-acts        | 281    | 20.97%  |
| METALINGUISTIC-TYPE  | N=1340 |         |
| - repairing          | 23     | 1.72%   |
| - reformulating      | 11     | 0.82%   |
| - linguistic_meaning | 35     | 2.61%   |
| - clarifying         | 40     | 2.99%   |
| - managing_terms     | 41     | 3.06%   |

## Appendix 2. Sample Cases of Managing the Message in Examiner Talk

CorpusTool 3.3v: Metadis Power

Project Misc Windows Help

Files Layers **Search** AutoCode Statistics Explore Options

Text-based search: Search for: `<ELF_Disc feature="message_ts">` Show Context: 3 Help

Hits: 14-28 of 134 <Prev Next>

|                | <code>&lt;ELF_Disc feature="message_ts"/&gt;</code>                                            | PostT              |
|----------------|------------------------------------------------------------------------------------------------|--------------------|
| S1> <S2> yes   | i wish still to stay on page seven                                                             | in the to better ^ |
| ons properties | but it's not been done , why , why not why didn't you have linear reference sample             | </S2> <S1> er      |
| l> yeah </S1>  | is that right how do you feel how does this reaction occur is it very complete                 | </S2> <S1> w       |
| C why is       | why is 15 minutes why is 160 degrees you try the other temperatures                            | <S1> [er]          |
| ] @@ </S1>     | [you try the other times] why 600 microns and not 1,000 microns                                | </S3> <S1> ye      |
| on on on       | on a thesis you should discuss more of experimental details                                    | otherwise you j    |
| 1> erm </S1>   | what you just told me should be written here                                                   | or something li    |
| kind of thing  | if you want to do the detail er experimental part you should put much more details than you he | otherwise you c    |
| ation methods  | i would like to know what what what is your , opinion of the                                   | , errors or devi   |
| it is enough   | but of course it has to be mentioned clearly                                                   | and maybe i w      |
| urements er er | you did use it for glass transition er measurements is DSC the right method for that           | </S2> <S1> er      |
| on page 11     | could you briefly describe er the procedure                                                    | </S2> <S1> sc      |
| he correct one | but the the the question is why didn't you report                                              | crystallinities a  |
| all , and      | what is the another point is that                                                              | , you report tha   |

### Appendix 3. Sample Cases of Endophoric Markings in Student Talk

CorpusTool 3.3v: Metadis Power

Project Misc Windows Help

Files Layers Search AutoCode Statistics Explore C

Text-based search: Search for: <ELF\_Disc feature="endophoric: Show Context: 3 Help

Hits: 0-18 of 18 <Prev Next>

|           | <ELF_Disc feature="endophorics_sts"/>                                                          |          |
|-----------|------------------------------------------------------------------------------------------------|----------|
| ore that  | it was also covered in paper three that                                                        | we see ^ |
| es and    | in chapter nine erm i discuss the lessons                                                      | that can |
| 2> erm    | i think i point out er in my conclusion that                                                   | the finn |
| 1> erm    | if we talk about chapter two to start with                                                     | there th |
| > <S1>    | i suppose you refer to the comment on page er 47                                               | intensio |
| erm er    | if we talk about the criteria on page 82                                                       | i supp   |
| at the co | it is quite close to the question i posed in the er slide                                      |          |
| at the co | that is expressed over here in chapters four and five here we er actually i think even express |          |
| this er   | this information in the table on er page 162 is just er pleri- preliminary results             | <S3> r   |
| > er the  | i would refer to the the figure on page                                                        | <P:10>   |
| i </S3>   | so this would be a method of us doing this would be is described in er the last chapter        | <S3> r   |

#### **Appendix 4. Sample Raw Data from the Corpus / Defense Discussion 1**

<TITLE: Lactic Acid Based Hot Melt Adhesives: Preparation and Properties

ACADEMIC DOMAIN: technology

DISCIPLINE: materials engineering

EVENT TYPE: doctoral defence discussion

FILE ID: UDEFD010

NOTES: continuation of UDEFP010

RECORDING DURATION: 124 min 34 sec

RECORDING DATE: 25.4.2003

NUMBER OF PARTICIPANTS: unknown

NUMBER OF SPEAKERS: 3

S1: NATIVE-SPEAKER STATUS: Finnish; ACADEMIC ROLE: research student;  
GENDER: male; AGE: 31-50

S2: NATIVE-SPEAKER STATUS: Finnish; ACADEMIC ROLE: senior staff; GENDER:  
male; AGE: 31-50

S3: NATIVE-SPEAKER STATUS: Portuguese; ACADEMIC ROLE: senior staff;  
GENDER: male; AGE: 31-50

SS: several simultaneous speakers>

<PRESENTATION UDEFP010 by S1>

<S2> mr <FOREIGN> kustos </FOREIGN> mr candidate ladies and gentleman the dissertation of <NAME S1> lactic acid based hot melt adhesives preparation and properties er deals with one of the hot topics in modern polymer science and technology namely synthesis and applications of biopolymers , er biopolymers may be defined in several ways er they they may be , er based on renewable crude materials they usually are environmentally or in vivo degradable or er to harmless substances er and they may be biocompatible in many applications , here we can see some , of the general classes of of biopolymers of course , there there there is a huge number of biopolymers according to the mentioned er definitions , er many of them are natural polymers or or modified natural polymers er in this case er the main focus was on aliphatic polyesters and their copolymers based mainly mainly on lactic acid and teflon caprolactone . er lactic acid is a a biomaterials based hydro- er hydroxy acid er produced through fermentation epsilon caprolactone is a synthetic er monomer er these <COUGH> monomers in copolymer form enable a large spectrum of properties to be tailored from crystalline high melting poly L lactic lactide to partly crystalline rather low melting polycaprolactone the intermediate grades being amorphous of the nature , er degradation rate and physical properties can be adjusted rather nicely within this polymer family biopolymers have already found substantial applications in biomedical field however in bulk applications and in everyday life the biopolymers are just in their emerging phase last summer science published er this kind of table of the production capacities of biopolymers and cargill dow of course is the major producer today , in the dissertation of <NAME S1> a copolymer of lactic acid and caprolactone with a composition of 81 to 19 molar ratio was investigated with the aim to use them as a hot melt adhesive in industrial applications , this dissertation er consists of five publications in four of which <NAME S1> is the first author all the papers have er already passed er critical referee procedures , in general as already mentioned we can consider the topic to be very important and interesting both from the scientific and industrial perspective let us start the detailed examination of the dissertation <P:12> <WHISPERING> (xx) </WHISPERING> </S2>

<S3> i will also start with some general comments on the thesis , it's quite original work in fact it's the first paper that there is on the using of polylactide based materials on hot melt adhesives it has a good planning of experiment and it was well carried out i think it's quite relevant it's tried to propose is new applications for PLA that but i believe they can only come to industry with a large scale production and a low cost for polylactides and we are going to discuss that later on and it is generally well written and presented it has just enough results not too many but enough for for a PhD thesis tries to uses to use different techniques and it's very applied let's say there is a very clear industrial aim in the thesis and that's very well carried out but because of that sometimes the scientific level is not so good as the as the applied level let's say , and in fact in some cases more techniques could be used to to characterise the materials , it is also my feeling that paper number four is a bit out of the thesis let's say it's not very well in (incorporated) with the all the other four papers , this is now some criticism the bibliographic review could be better it could be much more extensive and detailed it's only 67 references and some topics could be better treated in there and there are also some several graphs that are quite strange in the scales that we are also going to see and there is a little bit lack of statistical analysis in some of the this is my general comments , i don't want to i don't if you want to comment on any of those please </S3>

<S1> in paper four i also described that as you mentioned that it was little bit different than the other four papers so i only considered the adhesive part of this polymer and these subchapters are done by me </S1>

<S2> in this work structural property correlation is one of the key issues and interests at least myself a a lot er in the introductory part one expects to find clearly defined the definition of an ideal hot melt polymer . how would candidate define an ideal hot melt polymer and the mechanism in from the polymer's perspective of the performance of the polymer in hot melt processing , is it more based on crystalline melting or is it (xx) should we focus the interest more on the properties of the amorphous phase </S2>

<S1> of course there are many many polymeric materials which can act as hot melt material in page three i made some basic requirements for the hot melt adhesive and as a reference material i always carried out E-V-I-based based hot melt adhesive which is like i told in the introduction lecture is the most used material er within the packaging area for the structural requirements in general i tried to concentrate to , to find a suitable hot melt formulation based on polylactic acid and of course in that way there are also fields that are uncovered </S1>

<S2> should we . think that the adhesion is based mainly on mechanical locking or secondary chemical interactions or even primary chemical bonds </S2>

<S1> it cannot be solely said so that er this one factor that affects to the bond strength but normally it's a combination of all this and with the adhesive adhesive as a first requirement must wet the surface and and then it's possible to have good bond through mechanical attachment or by , other chemical forces </S1>

<S2> yeah but er do you expect the chemical primary bond formation in these polymers </S2>

<S1> no no it's not the main mechanism </S1>

<S2> okay </S2>

<S3> my question is also on the this hot melt adhesives and the way they usually are defined the typical ones and i had some papers that try to say that you could make a analogy with human body to define this erm hot melt adhesives and they basically say that they are constituted by four different things which are the polymers and the polymers are the kind of the human skeleton then you have the resins that are like let's say the muscles in that will provide the strength to our to our body then you have waxes or something like that you feel kind of the water you know human body that are there to plasticise and to provide some bulk and solidity to the structure and then you have the kind of er antioxidants that are let's say our vitamins that are there to provide for the health and <S1> yeah </S1> so what i would like you to do is to try to see in your systems which thing would be what so where is your polymer your resin your wax and your [antioxidant] </S3>

<S1> [okay] that is true what you said and also this E-V-A-based adhesive is not solely consisting of E-V-A but it also has has lower molecular weight resins and also waxes the composition in my system er it's totally different system in that way because it's one one basic polymer which does [all all all this kind] </S1>

<S3> [so it's clear that you have you have the polymer in there] <S1> yeah </S1> it's also clear that you have the let's say the antioxidant will be your treatment for stabilising the [polylactide] </S3>

<S1> [yeah] yeah and also if you can describe it so that maybe the caprolactone is the <S3> the wax </S3> or the resin phase of the </S1>

<S3> and that's the point that's what that was the question that i was <S1> yeah </S1> expecting you to say so you have a kind of let's say a human body without water <S1> yeah </S1> if you don't consider the wax </S3>

<S1> and an interesting topic which is not covered here is might be in the future considered a blending of <S3> yeah </S3> of this system </S1>

<S3> don't you think you could use some plasticides or something like that </S3>

<S1> yeah with the plasticisers it might be , the problem might be that er that you make the adhesive too soft and maybe towards er pressure sensitive [adhesive] </S1>

<S3> [mhm] of course you could play with the amount of polycaprolactone and the plasticisers </S3>

<S1> yeah yeah and also because available of the as professor <NAME S2> said in the introduction phase the available of the polylactide for this kind of bulk purposes is very limited at the moment so it might be useful to think of blending some biodegradable <S3> mhm </S3> components to the system </S1>

<S2> yeah i think we go on more or less page by page and we both said the questions we have found here in my case small and small things and more general things because even the small things in a dissertation should be correct er one thing i was looking where this figure two where as a polymer person i am used to find the compositions er and find the monomer units in the polymeric change er , here i don't find er vinyl acetate nor i find ethylen units , is this really the way to present the composition </S2>

<S1> mhm , i presented it that way here but of course there might be different possibilities to make it more clear </S1>

...

## Appendix 5. Publicly Available ELFA Corpus Webpage:

<https://www.kielipankki.fi/corpora/elfa/>

### ELFA – English as a Lingua Franca in Academic Settings

Current versions of this resource:

|                                                                                                                             |                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>The Helsinki Korp Version of the ELFA Corpus</b><br>📄 Metadata and license<br>🗨️ Attribution instructions                | ➔ Select the corpus in Korp ?                                        |
| <b>The Transcriptions of the ELFA Corpus, Downloadable Version</b><br>📄 Metadata and license<br>🗨️ Attribution instructions | ➔ Download the resource                                              |
| <b>The Audio Files of the ELFA Corpus, Downloadable Version</b><br>📄 Metadata and license<br>🗨️ Attribution instructions    | ➔ Apply for rights to access the resource<br>➔ Download the resource |

Search for other versions of this resource

The ELFA corpus (English as a Lingua Franca in Academic Settings) contains approximately 1 million words of transcribed spoken academic English as a Lingua Franca (approximately 131 hours of recorded speech).

The data consists of both recordings and their transcripts, which are available in several versions:

- The transcripts can be queried via the Korp interface (The Helsinki Korp Version of the ELFA Corpus). The Korp version of the corpus is publicly available.
- The transcripts can be downloaded in plain text and XML format (The Transcriptions of the ELFA Corpus,

## The Transcriptions of the ELFA Corpus, Downloadable Version 📄

👁 199 ✓ 7

▶ View resource name in all available languages

*ELFA-txt&xml-dl*

Persistent Identifier of this resource: <http://urn.fi/urn:nbn:fi:lb-2016050303>

Access location: <http://urn.fi/urn:nbn:fi:lb-2014052721>

The transcriptions of the ELFA Corpus are available for download in Kielipankki - The Language Bank of Finland at <http://urn.fi/urn:nbn:fi:lb-2014052721>

Formats: xml and txt

For more information see <http://urn.fi/urn:nbn:fi:lb-201403262>

You can find the resource unpacked in Taito and Taito-shell... [Read More](#)

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## Appendix 6. Ethics Committee Approval Form

Evrak Tarih ve Sayısı: 29.06.2021-E.117115



**T.C.  
GAZİ ÜNİVERSİTESİ  
Etik Komisyonu**

Sayı : E-77082166-302.08.01-117115  
Konu : Bilimsel ve Eğitim Amaçlı

29.06.2021

**EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : 09.04.2021 tarihli ve 80287700-302.08.01- 72001 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Yüksek Lisans Öğrencisi Ashhan Tuğçe GÜLER GÜLLÜ'nün, Doç.Dr.Asuman AŞIK'ın** danışmanlığında yürüttüğü *"Power Relations In Interactive Metadiscourse: An Exploratory Study in Elf Context"* adlı tez çalışması ile ilgili konu Komisyonumuzun **20.04.2021** tarih ve **07** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2021 - 682

**Prof. Dr. İsmail KARAKAYA**  
Komisyon Başkanı

Ek:1 Liste

Bu

**GAZİ ÜNİVERSİTESİ  
ETİK KOMİSYONU KATILIM LİSTESİ**

| TOPLANTI TARİHİ : 20.04.2021         |  | TOPLANTI SAYISI : 07 |  |
|--------------------------------------|--|----------------------|--|
| ADI – SOYADI                         |  | İMZA                 |  |
| Prof. Dr. İsmail KARAKAYA<br>BAŞKAN  |  |                      |  |
| Prof.Dr.Kemal ÖZTEMEL<br>BAŞKAN YRD. |  |                      |  |
| Prof.Dr.C.Haluk BODUR                |  |                      |  |
| Prof.Dr.Seçil ÖZKAN                  |  |                      |  |
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| Doç.Dr.Nihan KAFA                    |  |                      |  |
| Doç.Dr.Melek Gülşah ŞAHİN            |  |                      |  |



*GAZİLİ OLMAK AYRICALIKTIR..*