METADISCOURSE IN EAP CLASSES:
A COMPARATIVE ANALYSIS OF TEACHER DISCOURSE IN ONLINE AND FACE-TO-FACE MODES OF INSTRUCTION

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ABSTRACT

METADISCOURSE IN EAP CLASSES: A COMPARATIVE ANALYSIS OF TEACHER DISCOURSE IN ONLINE AND FACE-TO-FACE MODES OF INSTRUCTION

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Metadiscourse, which refers to the features used to organize discourse and orient the audience, has been studied profoundly in written language modalities. By focusing on spoken academic language, this study attempts to address the research gap by investigating the metadiscourse functions employed by EAP teachers in both online and face-to-face (F2F) lessons. In order to identify the similarities and differences in the employment of metadiscourse functions in EAP lessons, a small-scale teacher language corpus, which consists of 14 online and 14 F2F lessons, was created. Based on Ädel's (2023) metadiscourse model, the transcriptions of classroom discourses of EAP teachers were analysed with a mixed-methods approach, which combines both quantitative and qualitative corpus-based discourse analysis aided by the UAM Corpus Tool. According to the quantitative findings, the EAP teachers utilized metadiscourse primarily to engage and orient the students and to signpost topics and information flow. The findings also suggest that the requisites of teaching in a digital environment seem to influence the prevalence of some functions like managing phorics in online teaching, whereas the physical availability of the audience in F2F teaching might

pertain to the intense use of some functions such as managing audience behaviour. In addition, the study implies that the rapid shift in focus in EAP lessons can lead to an intertwinement of various metadiscursive functions and categories in an unpredictable manner, which seems to be connected to teachers' instructional and pedagogical decisions in real time. The implications of the study point to the need for a systematic approach in language teacher training and EAP teacher development that encompasses metadiscursive skills.

Keywords: Metadiscourse, teacher classroom discourse, EAP instruction, online mode of teaching, face-to-face mode of teaching

ÖZ

AKADEMİK AMAÇLI İNGİLİZCE SINIFLARINDA ÜSTSÖYLEM: ÇEVRİMİÇİ VE YÜZ YÜZE EĞİTİMDE ÖĞRETMEN SÖYLEMİNİN KARŞILAŞTIRMALI ANALİZİ

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Söylem düzenlemek ve dinleyici yönlendirmek üzere kullanılan unsurlar olarak tanımlayabileceğimiz üstsöylem, yoğun olarak yazılı dil türlerinde araştırılmıştır. Bu çalışma, sözlü akademik dile odaklanarak Akademik Amaçlı İngilizce (AAİ) öğretmenleri tarafından çevrimiçi ve yüz yüze derslerdeki üstsöylem kullanımlarını inceleyerek bu araştırma ihtiyacına cevap vermeyi amaçlamaktadır. AAİ derslerindeki üstsöylem işlevlerinin kullanımları arasındaki benzerlik ve farklılıkları belirlemek için 14 çevrimiçi ve 14 yüz yüze dersten oluşan küçük çaplı bir öğretmen dili derlemi oluşturulmuştur. AAİ öğretmenlerinin derslerinde kullandıkları söylemlerinin transkripsiyonları Ädel'in (2023) üstsöylem modeline dayalı olarak, UAM Derlem Aracı yardımıyla hem nicel hem nitel derlem-temelli söylem analizi içeren karma yöntem aracılığıyla incelenmiştir. Sayısal bulgulara göre, AAİ öğretmenleri üstsöylemi temel olarak öğrencileri derse dahil etmek ve yönlendirmek ve konu-bilgi akışını belirgin hale getirmek için kullanmışlardır. Ayrıca bulgular çevrimiçi öğretimde dijital ortamın gerekliliklerinin söylem içi atıf yönetimi gibi bazı işlevlerin yoğun olarak görülmesi ile ilgili olabileceğini göstermektedir. Öte yandan bulgulara

göre yüz yüze öğretimde dinleyicinin fiziksel olarak ulaşılabilirliğinin dinleyici davranışını yönetme gibi bazı işlevlerin yoğun olarak kullanılması ile ilişkili olabileceği düşünülmektedir. Bunlara ilaveten, bu çalışma AAİ derslerinde sıkça görülen odak değişiminin üstsöylem işlevleri ve kategorilerinin öğretmenlerin eğitim ve öğretim ile ilgili gerçek zamanlı kararlarıyla bağlantılı görünen tahmin edilemez bir biçimde iç içe geçmesine yol açtığını göstermektedir. Çalışmanın sonuçları dil öğretmeni eğitimi ve AAİ öğretmen gelişiminde üstsöylem becerilerini kapsayan sistematik bir yaklaşım ihtiyacına işaret etmektedir.

Anahtar Kelimeler: Üstsöylem, akademik amaçlı İngilizce öğretimi, çevrimiçi öğretim, yüz yüze öğretim

To my beloved son

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LIST OF ABBREVIATIONS

EAP	English for Academic Purposes
ESP	English for Specific Purposes
ESL	English as a Second Language
ELT	English Language Teaching
L2	Second Language
F2F	Face-to-face
ERT	Emergency Remote Teaching
OnEAP-TC	Online EAP Teacher Corpus
F2FEAP-TC	Face-to-face EAP Teacher Corpus
UAM-CT	Universidad Autónoma de Madrid Corpus Tool
CL	Corpus linguistics
SFL	Systemic Functional Linguistics
MD	Metadiscourse
EMI	English Medium Instruction

CHAPTER 1

INTRODUCTION

In this chapter, first, the preliminary theoretical foundations regarding the concept of metadiscourse are provided as a background to the study. This background is followed by the detailing of the purposes and significance of this study, focusing on metadiscourse functions used by EAP teachers in the classroom. After the provision of the purposes and the significance of the study are given, the noteworthy factors that are likely to restrict the study in certain ways are explained. Finally, the chapter concludes with the explanation of the operational definitions for the terms that are frequently resorted to throughout the upcoming text.

1.1. Background to the Study

Metadiscourse is one of the concepts that has recently gained increasing popularity in the fields of pragmatics, discourse analysis, and language teaching. The term, coined by Harris (1959, cited in Beauvais, 1989), is considered an umbrella term used for linguistic elements that function as *organizers of discourse and facilitators of the interaction with the listeners or readers of the texts generated* (Hyland, 2017). In other words, metadiscourse refers to the features of language which help the authors clarify what they say in the way they desire the reader or listener to understand and to convey their attitude toward what they say.

According to Hyland (2010), metadiscourse is considered to have led to a change in the conceptualization of the scholar's communication, which was envisioned to be just a delivery of information, and paved the way for an understanding of communication which took into account the judgment and attitude of the interlocutor toward the content they are presented with.

Metadiscourse has been shown to have a significant place in teaching and learning. The advantages of metadiscourse suggested by researchers have reiterated the relevance and impact of metadiscourse in teaching. For example, Lemke (1990) provided an account of the ways in which metadiscourse can help science teachers in the classroom control the flow of activities as an important strategy for them to manage classroom discourse. Also, Tang (2017) illustrated in his own study that metadiscourse could facilitate the teaching of science by enabling teachers to navigate between the units of interactional and thematic development by means of organizational and evaluative metadiscourse. In addition, several studies investigating the structure of lecture discourse have revealed that integrating metadiscourse into EAP materials could facilitate student comprehension of the lectures (Aguilar, 2008). Utilizing metadiscourse resources effectively in teaching can have a strong impact on the successful delivery of lessons by teachers, regardless of their subject matter. Therefore, it is evident that lecturers can benefit from specialized training in, for example, sharing the purpose of the lecture, signalling when the lecture is going off the text, and displaying the structure of the discourse (Vande Kopple, 1985).

Similarly, being familiar with how metadiscourse is used in written and spoken discourse can undoubtedly be equally useful for the learners. Hyland (2005) proposed several benefits of teaching metadiscourse explicitly, as they refer to the enhanced interaction between the writer and the reader. Explicit knowledge of metadiscourse can benefit students both as a reader and a writer. For instance, successful employment of metadiscourse may allow a writer to achieve coherence and cohesion in the text, add a personal presence to the text, or increase the persuasiveness of a text while it may enable a reader to distinguish between the organizational language/content and propositional information, understand a writer's attitude towards a subject or readers, comprehend and recall the content of a text and so on (Hyland, 2005, pp. 178-179).

Furthermore, being informed about these advantages can help learners of additional languages in improving their literacy skills in the target language. For instance, Mokhtari and Reichart (2002) underscored the importance of paying attention to metadiscourse as a metacognitive reading strategy in order to become a responsive reader. Also, Crawford Camiciottoli (2003) suggested that when texts contained

metadiscourse, the L2 readers' comprehension of these texts was boosted. When informed about metadiscourse, L2 learners will have an opportunity to understand what linguistic elements are likely to help them comprehend texts better. Additionally, as novice writers in L2, they will be able to recognize what they can do in order to generate texts which can be easily followed and which are seen as relevant by a specific audience.

Recognized as an important aspect of both written and spoken language, metadiscourse has been investigated by many researchers from various points of view, though they all have not used the term itself directly. For example, sequencers and topicalizers (Williams, 1981), illocution markers (Vande Kopple, 1985), evaluation (Hunston & Thompson, 2000), attitude (Halliday, 1994), stance (Biber, 2006; Hyland & Guinda, 2012;), boosters and hedges (Akbas & Hardman, 2018; Crismore & Farnsworth, 1990; Hyland, 1994; Salager-Meyer, 1997), and appraisal (Martin & White, 2005) can be cited among the many topics investigated.

Metadiscourse has prolifically been studied in the written language, particularly within written academic language. One of the genres that has historically received much attention in the literature is research articles (Dahl, 2004; Kim & Lim, 2013; Mur Dueñas, 2011), which are still widely investigated (Bal Gezegin & Bas, 2020; Güçlü, 2020; Çapar & Turan, 2020; Malasavi, 2021). This research strand has focused on how academic writers used metadiscourse in research articles, usually focusing on a certain section of it (Abdi, 2011; Akbas, 2012; Bruce, 2014). In addition, textbooks (Hyland, 1999, 2000), book reviews (Bal-Gezegin, 2016; Bal-Gezegin & Işık-Güler, 2017), blurbs (Jalilifar, Hayati & Don, 2018), graduate theses (Afzaal, Chishti, Liu & Zhang, 2021; Atmaca, 2016; Bunton, 1999; Hyland, 2004; Hyland & Tse, 2004), student essays (Crismore, Markkanen & Steffensen, 1993; El-Dakhs, 2020; Intaraprawat and Steffensen, 1995) and teacher feedback (Ädel, 2017, 2018) are types of written academic genres that have previously attracted the attention of scholars. In parallel to the increasing attention paid to the analysis of metadiscourse in academic genres, there have also been increasingly more studies in non-academic genres, such as advertisements in different modes (Gül, 2020; Huang, 2012), emails (Jensen, 2009), journalistic genres like editorials (Le, 2004), newspaper articles (Dafouz-Milne,

2008), popular science articles and opinion texts (Fu & Hyland, 2014), job postings (Fu, 2012), corporate press releases (Chen, 2020; Mclaren-Hankin, 2008), CEO's letters (Hyland, 1998) and travel blogs (Huang, Wang, & Tang, 2020).

On the other hand, metadiscourse in spoken language has not historically attracted as much interest from researchers as that in written language, except for several researchers focusing on casual conversations (Shiffrin, 1980) and academic lectures (Chaudron & Richards, 1986). Nevertheless, currently, there is a significant surge of interest in the study of the concept in various types of speech, including both academic and non-academic genres, academic lectures (Deroey & Johnson, 2021; Vasheghani Farahani, 2020) conference talks or academic presentations, peer seminars (Aguilar, 2008), and student presentations, oral business presentations (Kuswoyo & Siregar, 2019) being the most prevalent ones.

Metadiscourse has a significant place in academia both linguistically and pedagogically. In other words, in the analyses of language and in teaching and learning processes, it serves as a valuable tool and focus for understanding human communication. Consequently, it is no surprise that it has attracted the attention of many scholars working within the fields of linguistics and education, studying metadiscourse from various aspects such as cross-cultural (e.g., Blagojevic, 2004; Çapar, 2014; Çapar & Turan, 2020; Mur Duenas, 2011) and cross-disciplinary differences (e.g., Dahl, 2004; Hyland, 1998, 1999). With its inherent value in these fields in mind, the current dissertation project was embarked on with the belief that metadiscourse needs to be further explored in spoken academic discourse so that teaching and learning of academic discourse can be enhanced further in online and face-to-face environments.

1.2. Purpose of the Study

This study focuses on the use of metadiscourse in EAP instruction with the assumption that EAP teachers have a key role in familiarizing their students with the vital skills needed to fulfil the requirements of their disciplinary courses. According to Lee and Subtirelu (2015):

> …[U]nlike general English as a second language (ESL) teachers, EAP instructors have the challenging task of simultaneously developing ESL students' "situated language use" and academic skills (Basturkmen, 2009, p. 8), such as writing academic essays, listening to academic lectures, and taking lecture notes, in order to undertake academic work as university students. Adopting pedagogical practices that simulate academic tasks, and at the same time developing students' linguistic and communicative competence, EAP teachers assist such learners in unpacking, navigating, and practicing academic discourse. (p.52)

Taking the challenging responsibility of EAP teachers to guide their students towards independent academic studies into account, analysis of how these teachers help their students achieve this goal, both online and face-to-face, can be enlightening in terms of understanding the principles underlying their discoursal preferences during lessons.

The present study aims to look into the functions of metadiscourse in the EAP teachers' classroom discourse in online and face-to-face modes of instruction. The broader goals of the study can be considered (i) to contribute to the research into metadiscourse in spoken academic language, (ii) to provide an account of how teachers use metadiscourse in online education, and (iii) to explore in what ways EAP teachers can be supported in terms of their language awareness as part of their professional development.

With these purposes in mind, this study attempts to provide answers to the following research questions:

1. What are the primary functions of metadiscourse utilized by EAP teachers in both online and face-to-face lessons?
2. What is the frequency and distribution of the metadiscourse functions used by EAP teachers in online and face-to-face lessons?
3. What are the key qualitative and linguistic characteristics that differentiate the use of metadiscourse functions in online versus face-to-face EAP lessons?

1.3. Significance of the Study

Considering the scarcity of studies of metadiscourse in spoken language, this study aims to contribute to the existing body of knowledge on how metadiscursive features

are used in spoken academic language. Metadiscourse in teachers' classroom discourse has been investigated in various contexts, such as science education in secondary schools (Tang, 2017) or university lectures in English-medium education (Doiz & Lagabaster, 2022; Molino, 2018). Nevertheless, the use of metadiscourse in EAP instruction has remained under-researched, despite some exceptions, such as Friginal, Lee, Polat, & Roberson (2017), Lee & Subtirelu (2015), and Wu & Yang (2022).

Furthermore, this study has an added significance in that its findings have the potential to shed light on the EAP-specific teacher qualifications with a focus on teachers' awareness of academic discourses and the needs of the EAP students. As can be observed in various teacher competency frameworks, the teachers' awareness and use of the language they are teaching is an important part of quality language teaching. In specific relation to the teaching of English for Academic Purposes, British Association of Lecturers in English for Academic Purposes (BALEAP) generated a document entitled Competency Framework for Teachers of English for Academic Purposes in order to "provide teachers new to the field, and those responsible for training them, with clear goals and understanding of the role of an EAP teacher" (BALEAP, 2008, p.2). Table 1 shows an example.

Table 1. Language-Related EAP Teacher Competencies (Adapted from BALEAP, 2008)

Main Competency Category	Sub-category	Competency Statements
Academic Practice	Academic Discourse	An EAP teacher will have a high level of systemic language knowledge including knowledge of discourse analysis.
EAP Students	Student Needs	An EAP teacher will understand the requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.

The two statements quoted in Table 1 below refer to the fact that how an EAP teacher uses and conceives the language has a connection with how effectively she delivers her instruction. Beyond academic discourse awareness, an EAP teacher's understanding of students' needs is vital for tailoring lessons. Metadiscourse serves as

a tool that allows teachers to align content with students' backgrounds and characteristics. Hyland (2017) states that metadiscourse has a role in relating a text to its context with a consideration of "the readers' needs, understandings, existing knowledge and prior experiences" (p.19). This is very similar to how a teacher accords her lesson to the needs of the students and the main tool that achieves this aim is the way language is used by the teacher. Thus, the current study can make visible the metadiscursive language functions which help an EAP teacher navigate through the lesson in a way that foregrounds the students' backgrounds, characteristics and momentary needs.

At this point, the relationship between metadiscourse and EAP must be clarified. Above all, EAP is a pragmatic approach that focuses on teaching academic language via academic tasks, texts and content (Carkin, 2005). EAP instruction deals with accounts of language as it is used in specific target situations (Flowerdew & Peacock, 2001) and aims to equip the students with the skills that will enable them to carry out the everyday academic tasks in their university life. These tasks can range from answering an exam question to making a presentation to writing a research paper. Fundamentally, the students must gain skills for understanding the structure of texts and recognising the relationships between ideas in texts as they do academic reading or listen to lectures. Besides, they need to develop their productive academic skills by learning to organise their ideas as they speak or write, express their positions on issues clearly, and apply disciplinary conventions in their speech or writing (Bailey, 2011). The quality of all these tasks is dependent on to what extent the EAP students are informed about the functions of metadiscourse within academic discourse. Therefore, it is critical for EAP teachers to be knowledgeable enough about this matter if they are to impact their students' socialisation into academia positively.

On the other hand, knowledge about metadiscourse seems essential for EAP teachers in terms of utilising it to organise their teaching and classroom discourse, establish relationship with the students, and better engage them in the lessons. Involving a specific kind of language awareness, knowledge of metadiscourse can be regarded as a facilitator of content knowledge of teachers (Shulman, 1987). In addition to being aware of the importance of metadiscourse, EAP teachers should also be trained on it

systematically. Moreover, how metadiscourse is used by EAP teachers in actual classroom settings and how it affects their lessons needs to be unveiled.

According to Hamp-Lyons (2001):

> EAP research includes studies of spoken texts and genres such as seminars (e.g., Furneaux et al. 1991; Prior 1991) and lectures (most notably Flowerdew 1994a). Studies of the textual practices of academics (e.g., Latour and Woolgar 1986; Myers 1990; Dudley-Evans 1993, 1994b) offer another interesting area that feeds into EAP practice and theory: by understanding what 'experts' do, novice academics can shape their own academic language towards those models. (p. 128)

Therefore, sketching what an EAP teacher does to deliver her content to make it accessible for the learners will generate some findings that can be of great use for novice teachers**.** By understanding how expert EAP teachers use metadiscourse to shape their lessons, novice teachers can enhance their own academic language practices.

Another significance of the study is that it contributes to the literature regarding the use of metadiscourse in online communication. There are also a relatively small number of studies researching the employment of metadiscourse in digital modalities and platforms (Ryoo, 2005; Zhang & Sheng, 2021). However, the use of metadiscourse in the teaching of English for academic purposes online is yet another under-researched subject, and therefore, this study seems to possibly generate some findings that may inform future studies in this area.

1.4. Limitations of the Study

This study is not without limitations. First of all, metadiscourse functions revealed in the study are limited to the classroom talk of the teachers who volunteered to participate in the study. The combinatory effect of several characteristics, such as educational background, experience, proficiency, type of course, teaching styles, and strategies, may have been present. In addition, EAP lessons analysed in this study are not to be regarded as generic representatives or typical examples of the genre *EAP lessons.* Different findings might emerge with a different cohort or context.

Given that the study focuses on a specific time period (2021-2023), the results are limited by the changing nature of discourse over time. As Baker (2006) notes, "non-diachronic corpora offer snapshots of language in use at best, and the situation regarding discourse is always likely to change in the future" (p. 178). The teachers, materials, syllabuses, and students have already changed in the institution where the data were collected. While some teachers left the department, those who did not, have most probably changed as they have gained further experience and possibly expanded their knowledge of teaching EAP. As a consequence, the findings are reflections of the discourse of the teachers in this EAP context at the time of data collection and cannot be generalized to this context diachronically.

Besides, only the metadiscourse used by the teachers is analysed in the current study. Although the amount of learner contributions is not substantial, it is likely that students in the lessons recorded had displayed certain types of metadiscourse functions in their speeches. However, this study concentrates only on teachers' use of the phenomenon in question. In addition, the annotation of the metadiscourse functions in the EAP lessons was carried out manually using the UAM Corpus Tool. The nature of the study inevitably entailed intensive inferencing processes during the analysis of the data. As a result, the study bears a limitation of subjectiveness in the identification of metadiscourse functions and the possibility of overlooking certain functions. While manual annotation of metadiscourse functions may involve some subjectivity, efforts were made to minimize bias. A co-annotator was utilized to ensure interrater reliability. This process involved cross-checking annotations to confirm consistency and accuracy (See Section 3.9 for further details on this process).

1.5. Operational Definitions

Corpus: A collection of written or spoken language samples that reflect the authentic use of language.

Corpus-Based Discourse Analysis: The analysis of language in the context of its real use, which utilizes a corpus to describe the forms and meanings under investigation.

English for Academic Purposes (EAP): "The language and associated practices that people need in order to undertake study or work in English medium higher education" (Gillette, 2024, para.1).

Metadiscourse: Linguistic and non-linguistic resources that speakers or writers use to organize and comment on their own/interlocutors' discourse and engage their listeners or readers in this discourse.

Metadiscourse function: Discourse acts (e.g., clarifying, exemplifying, etc.) or rhetorical steps (e.g., announcing topic, concluding topic, etc.) for which lexico-grammatical patterns at varying lengths are used in a specific discourse.

CHAPTER 2

REVIEW OF LITERATURE

This chapter provides further theoretical considerations regarding metadiscourse and an account of research trends focusing on this phenomenon. To begin with, two main approaches to metadiscourse are explained. This is followed by an overview of the research on metadiscourse both in written and spoken language. Finally, a summary of the chapter is given.

2.1. Approaches to Metadiscourse

Undoubtedly, how metadiscourse is defined and how metadiscursive elements are categorized are the major issues in the study of the concept. The literature reveals two main approaches adopted by the researchers of metadiscourse as to how it is defined: (1) Integrative or interactive model, (2) Non-integrative or reflexive model (Ädel & Mauranen, 2010). Since in the former approach (integrative model), a broad definition of metadiscourse is used, it is also called the *broad approach*. In the latter, a narrow definition is adopted, and it is considered the *narrow approach* (Ädel & Mauranen, 2010).

According to Ötügen, Takkaç, and Yağız (2021), these approaches appeared as a result of the disagreement as to whether the *interpersonal* metafunction of language, one of the three metafunctions (the other two being *ideational* and *textual*) suggested by Halliday (1994) in his Systemic Functional Linguistics (SFL)[1] theory, should be included in the classification of metadiscourse or not (p.76).

[1] Halliday's Systemic Functional Linguistics (SFL) views language as a social semiotic system, emphasizing that language use is shaped by and functions within social contexts. SFL posits that language has three metafunctions—ideational, interpersonal, and textual—that allow individuals to convey experiences, interact with others, and organize discourse coherently (Halliday & Matthiessen, 2014).

Broad, or integrative, approach assumes that metadiscourse cannot be separated from propositional content; that is, it can bear content and transfer information (Aguilar, 2008). Textual interaction is regarded as foundational and focuses on the fact that the speakers or writers use certain linguistic features in order to create some kind of interaction with their listeners or readers (Ädel, 2006; Ädel & Mauranen, 2010). According to this view, "metadiscourse is about interaction in text so both interactive and textual resources are used to create and maintain relations with readers" (Aguilar, 2008, p. 87). Therefore, the conceptualization of metadiscourse as having an interpersonal and social role is fundamental to the integrative approach.

On the other hand, the narrow approach focuses only on linguistic elements that are used to achieve textual functions (Ädel, 2006; Mauranen, 1992; Schiffrin, 1980). In this approach, the concept of metadiscourse is confined strictly and the reflexivity of the language is viewed as the basis for the analysis of metadiscourse (Ädel & Mauranen, 2010, p. 9). Reflexivity refers to the view that "text about text is part of the text itself" (Mauranen, 1993, p.145).

In line with these two approaches, different classifications of metadiscourse have been proposed over the years, with some earlier taxonomies later revised. According to Aguilar (2008), although there were studies on metadiscursive elements in the 1970s such as those on conjunctions, adverbials and signalling (Meyer, 1975; Mittwoch, 1977; Schreiber, 1972; Winter, 1977), it was in early 1980s when studies on metadiscourse first appeared. Crismore (1983), modifying the models proposed by Williams (1981) and Meyer (1975), suggested that metadiscourse could be classified into two major categories as the informational or referential metadiscourse and the attitudinal metadiscourse (p.11). The former had four subtypes: *goals* (global goal statements), *pre-plans* (global preliminary statements), *post-plans* (global review statements) and *topicalizers* (local topic changes). The latter category, attitudinal metadiscourse consists of three subtypes which are *saliency* (importance of an idea), *emphatics* (the certainty degree of argument), *hedges* (the degree of uncertainty) and *evaluative* (the writer's attitude toward a fact or an idea) (Crismore, 1983, pp.12-14). However, this classification needed to undergo some modification later as a result of

Crismore's subsequent study with colleagues (See Crismore, Markkanen and Steffensen, 1993).

Vande Kopple (1985), like Crismore (1983), proposed a taxonomy with two major categories, but in a different way. Vande Kopple (1985) followed Halliday's metafunctions for linguistic analysis and distinguished between textual and interpersonal metadiscourse, accepting that "propositional content or primary discourse conveys what Halliday calls ideational meanings "(Vande Kopple, 1985, p.86). He claimed that when engaging with metadiscourse, "We do not add propositional material but help our readers organize, classify, interpret, evaluate, and react to such material. Metadiscourse, therefore, is discourse about discourse or communication about communication" (p. 83). Drawing on Williams' (1981) and Lautamatti's (1978) work, he identified seven subcategories of metadiscourse under the interpersonal and textual categories: *text connectives*, *code glosses*, *illocution markers, narrators* (Textual metadiscourse markers) and *validity markers*, *attitude markers* and *commentaries* (Interpersonal metadiscourse markers) (Vande Kopple, 1985, pp. 83-85). However, Vande Kopple (1985) stated his concern that some usages of metadiscourse could be labeled with more than one subcategory.

Crismore, Markkanen and Steffensen (1993) used Vande Kopple's (1985) categorization of textual and interpersonal metadiscourse with some modification in their cross-cultural investigation of metadiscourse in persuasive texts produced by American and Finnish university students. Nevertheless, the subcategories of these two main categories were organized differently in their study. Textual metadiscourse was classified into "textual markers" (*logical connectives, sequencers, reminders, topicalizers)* and "interpretive markers" (*code glosses, illocution markers, announcement*s). Interpersonal metadiscourse was categorized as *hedges, certainty markers, attributes, attitude markers* and *commentaries.* However, according to Aguilar (2008), Crismore et al's (1993) classification had several problems in terms of some issues like the uncertainty of why they differentiated between reminders and announcements and whether they distinguish between internal logical connectives and external logical connectives (p. 73).

According to Hyland and Tse (2004), metadiscourse is classified into two major categories: interactive and interactional. Interactive metadiscourse facilitates the organization of the text so as to make it accessible to the reader. For the purpose of structuring a text for the benefit of the reader, the author uses *transitions* for signalling relations between main clauses, *frame markers* to cue text boundaries, *evidentials* for referring to information from outside sources, and *code glosses* for providing additional information. As for the interactional metadiscourse, it contributes to the writer's endeavours to involve the reader in the text and convey their views to the reader. This process is accomplished by means of *hedges* for avoiding commitment, *boosters* for acknowledging certainty, attitude markers for displaying the author's attitude, self-mentions for signalling authorial presence, and engagement markers for overtly addressing readers. Despite drawing on the previous classifications of metadiscourse, this taxonomy eliminated some of the problems related to missing functions or overlaps (Güçlü, 2020) found in previous models.

Moreover, Ädel (2006) provided a novel taxonomy of metadiscourse based on the conceptualization of reflexivity. In this view, instead of Halliday's (1994) distinction of linguistic metafunctions, Jakobson's (1998) functional model of language is adopted and three of the functions he offered, namely the *metalinguistic*, the *expressive* and the *directive*, are utilized and addressed as functions concerning the "text/code", the "writer" and the "reader", which Ädel (2006) refers to as 'the reflexive triangle' (p. 182). In this reflexive model, metadiscourse is considered "metatext" and "writer-reader interaction". The former is concerned with the writer's explication of the speech act and commenting on the discourse actions they themselves do, such as introducing a topic or announcing an aim. In addition, it accommodates the textual features such as organization or wording of it. As for "writer-reader interaction", it is related to the resources that the writer uses in order to involve the reader in the text and they indicate to what extent the writer is conscious of the presence of the reader and how they interact with this reader (Ädel, 2006, pp. 36-37). Later, she provided a revised version of this taxonomy which was based on only written discourse by adding the metadiscourse functions in spoken language (Ädel, 2010, p. 82). This revised version consists of 23 discourse functions categorized into four main groups, three under Metatext and one under Audience interaction. As such, *Metalinguistic comments*,

Discourse organization, and *Speech act labels* are regarded as Metatext and *References to the audience* as Audience interaction (Ädel, 2010).

As is apparent from the diverse conceptualizations and classifications of metadiscourse, metadiscursive markers are found in fluid forms and functions and the same form of markers is very likely to be employed in different ways (Hyland, 2017). As a consequence, metadiscourse turns out to be a highly complex and elusive phenomenon to be categorized and conceptualized.

2.2. Metadiscourse in Written Language

Metadiscourse in written language allows the writers to present the content in a way that they want their readers to interpret what is written. It is considered that "both professional and nonprofessional writers project themselves into texts, guiding and directing readers so that readers can better understand the content and the writer's attitudes toward the content and the readers" (Crismore, Markkanen & Steffensen (1993, p.40). Thus, how writers created this personal projection and guidance for readers has become an important focus of interest in the metadiscursive accounts of writing. According to Hyland (2017), writing is one of the keywords which are most frequently used with metadiscourse, which he found in his analysis of the titles of the studies concerned with the term metadiscourse (p.23). As has been observed by many scholars previously, the literature on metadiscourse is dominated by the studies of written academic language. In the cluster analysis Hyland (2017) conducted it was revealed that, "Research article", "Academic writing", and/or "Academic discourse", were the most frequently co-occurring keywords in studies of metadiscourse (Hyland, 2017, p. 24). In line with this finding of Hyland's, as mentioned earlier, the majority of the work on metadiscourse was concerned with research articles. This genre is likely to have seemed appealing and relevant in that it is a highly prestigious and high-stakes undertaking in academia, which novice academics need to get proficient at in order to have a voice in their disciplinary community. As suggested by Hyland (2004), metadiscourse serves as "a way of understanding how academic writers express their interpersonal understandings, how they shape their propositions to create convincing, coherent discourse in particular social and institutional contexts" (p.138). In addition,

metadiscourse indicates in what ways the propositional content is displayed and negotiated by the writers to make a certain disciplinary community to perceive it as relevant and fitting (Hyland, 2004, p.136). In this regard, metadiscourse seems to have a role in the acculturation of novices into their disciplines in that its analysis can overtly inform the novices about how expert writers create their written product for their specific audience.

The research into written metadiscourse substantially involves studies of genre-specific characteristics and comparisons of uses of metadiscourse in different genres and disciplines. For example, Hyland (2005) compared "hard sciences" and "soft sciences" in terms of the way metadiscourse is used in each of them and found that in the former group, authors tended to avoid personal voice and have less attitudinal metadiscourse whereas in the latter authors utilized interactional metadiscourse to create an interpersonal bond with readers. Khedri, Ebrahimi and Heng (2013) analysed interactional metadiscourse markers used in the result and discussion sections of 16 academic research articles written in four disciplines: ELT, Civil Engineering, Biology and Economics. They did not find statistically significant differences in the employment of interactional metadiscourse markers across four disciplines, except for boosters. However, they explain the similarities and differences among these disciplines with regard to genre-specific features. Kawase (2015) studied how metadiscourse differed in the introductions of PhD theses and in the publications of these theses.

Another variable analysed in the studies of written metadiscourse was cross-cultural and cross-linguistic differences in specific genres. For example, Mur-Dueñas (2011) analysed 24 research articles in the field of Business Management in order to compare the differences in the use of interpersonal features by North American scholars and Spanish scholars. Bal-Gezegin (2016) and Bal-Gezegin & Işık-Güler (2017) investigated how interpersonal metadiscourse was used in book reviews written in English and Turkish. Akbaş and Hardman (2018) studied the use of hedges and boosters in the Discussion sections of dissertations written by Turkish and British post-graduate students. The majority of intercultural comparisons of metadiscourse seem to be on research articles and graduate theses written in L1 and L2.

Metadiscourse has also been studied considerably in L2 student writing. In a recent study, El-Dakhs (2020) investigated how metadiscourse varied in L2 writing with a concentration on the influence of language proficiency and learning context. Using Hyland's (2005) taxonomy of metadiscourse, she analysed the frequency of metadiscourse markers in argumentative essays written by native speakers of English, EFL learners (Japanese learners of English) and ESL learners (Hong Kong learners of English as a second language), which she obtained from International Corpus Network of Asian Learners of English (ICNALE). Her findings indicate significant differences across the three groups in their use of interactive and interactional metadiscourse markers.

Metadiscourse has also been studied in non-academic written registers. Metadiscourse is widely researched in news media and business-related communication (Hyland, 2017). "Online Consumer Reviews" (Vasquez, 2015), "websites" (Perez, 2014), and "For-Your-Information" letters (Vergaro, 2005) can be named as a few examples of the studies of metadiscourse in non-academic registers (cited in Hyland, 2017, p. 25). The investigation of metadiscourse in written language has turned out to be highly prolific and seems likely to continue in the near future.

2.3. Metadiscourse in Spoken Language

Although there are now more examples of studies of metadiscourse focusing on various spoken registers such as public speeches, advertisements, student presentations and classroom discourse, the research into spoken metadiscourse has concentrated on the analysis of academic lectures by far (Ädel, 2010; Ädel, 2012; Aguilar, 2008; Chaudron & Richards, 1986; Crawford Camiciottoli, 2008; Deroey & Johnson, 2021; Zare & Tavakoli, 2017).

One of the earliest studies on academic lectures is by Chaudron & Richards (1986). In their study, they sought answers to the question *What kind of effect "*macro markers*" and "*micro markers*" have on L2 learners' understanding of lectures?* (Chaudron & Richards, 1986, p. 69-70). By macro markers, they refer to the signals that indicate the major organization of the lecture, while micro markers refer to the features that

connect sentences or function as fillers within a lecture. They prepared four versions of a lecture on American history, each of which included different combinations of micro and macro markers, for two groups of ESL students, namely a pre-university group (N=71) and a university group (N=81), which had different levels proficiency (Chaudron & Richards, 1986, p. 73). The researchers found that an academic lecture that contains a higher number of macro markers is likely to be followed with more ease.

Chaudron & Richards' (1986) study highlights the importance of metadiscourse for L2 listeners in that it assists them with the top-down processing of the content provided by the lecturers. If the listener is informed about the macro-structure and discursive organization of lectures, they are likely to confirm this knowledge with the speaker's use of discourse signals pointing to the connection between the moves and sections of the lecture, and thus to understand the lecture better. The study seems to have revealed important implications for the teaching of academic listening skills to L2 learners and the teaching of departmental/disciplinary subjects to non-native learners.

Ädel (2012) studied metadiscourse in academic lectures by comparing it with that of advanced student writing and published academic texts. She analysed the second person '*you'* across these three genres, with a focus on the discourse functions including this word. She created a corpus of randomly chosen 150 examples for each genre and coded the metadiscourse functions using Ädel's (2010) taxonomy. In this study, it was shown that the discourse functions had a similar distribution in all genres analysed, though the spoken lectures contained metadiscourse with a higher frequency.

Kashiha (2021) studied monologic seminars and dialogic discussions in terms of how stance-taking varies between these two spoken academic genres, using Hyland's (2005) taxonomy of stance markers. It was found that speakers in dialogic discussions used stance markers more frequently since they were concerned with reinforcing their discoursal identity and articulating their voice. The findings also indicated that hedges were employed more frequently in seminars compared to the discussions, while it was the opposite for self-mentions. Another notable point uncovered by this study was that some linguistic features had functions specific to only these two spoken academic

genres (e.g., The verb “agree” was typical of discussions). The results seem to be of importance for raising the awareness of novice or non-native speakers of English about how stance is taken by the presenters and how one’s voice is expressed in arguments.

Ryoo (2005) studied metadiscourse in computer-mediated communication (CMC), which can be regarded as one of the pioneers in the research into the concept in digital environments. The researcher looked into how metadiscourse is constructed in CMC and which roles it has in this mode of communication and whether it is formed variably by people having ethnically and linguistically different backgrounds. In this study, a dataset from an online discussion group (Usenet) was used in order to compare the formulations of texts in CMC by people from different ethnic backgrounds based on Halliday’s (1994) metafunctional framework of metadiscourse. The study revealed that the data from native speakers included more frequent use of function words and more frequent and diverse use of modals than the data from non-native speakers. Besides, native speakers’ discourse had features similar to spoken discourse and seemed more reader-friendly, whereas non-native speakers’ discourse bore the characteristics of written discourse.

Cucui (2019) analysed the lecturers’ use of metadiscourse in MOOC Video Lectures by using Hyland’s (2005) and Ädel’s (2010) metadiscourse frameworks. The researcher created a self-compiled corpus and annotated each metadiscourse marker/strategy by utilizing UAM CorpusTool. According to the qualitative and quantitative analyses conducted, it was revealed that the lecturers employed interactive metadiscourse so as to structure the lecture and ease its comprehension by the students and interactional metadiscourse in order to form a sense of community and involve the audience in the lecture.

Similarly, in a recent investigation of MOOCs in terms of the use of metadiscourse, Zhang and Sheng (2021) analysed the EFL lecturer’s use of metadiscourse in their MOOC lessons during COVID-19. By recognizing a gap in the study of MOOCs in terms of lecturer discourse, the researchers conducted a comparative analysis in the use of metadiscourse by lecturers teaching courses with different types of content. Their main findings were that the frequency of metadiscourse was low and the use of

metadiscourse markers was primarily aimed at making the content more intelligible, reliable and interactive. More specifically, they found that the discourse of the lecturers in courses requiring the transmission of procedural knowledge contained metadiscourse targeting to leverage the intelligibility and interactivity of the content. On the other hand, in courses that entailed the lecturer dealing with declarative knowledge, metadiscourse was used to support the reliability of the content delivered.

Giordano and Marongiu (2019) is another study which focused on how metadiscourse was used in online teaching. In their study, they investigated the commentaries made by the lecturers' of online teaching methodology courses. They analysed whether and to what extent the lecturers' commentaries could be interpreted as tools that convey the attitudes of speakers towards what they were talking about (content) and the people they were talking to (audience). Giordano and Marongiu (2019) state that they followed Hyland's (2005) taxonomy to categorize the commentaries they examined and they adopted a rhetorical perspective in the analysis of metadiscourse following Conley (1983, as cited in Crismore, 1989). The speakers' commentaries that were used to express intentions and to show their degree of confidence in what they were saying were examined with some rhetorical aspects in mind, such as figures of presence, focus and communion (Giordano & Marongiu, 2019).

Correia, Mamede, Baptista and Eskenazi (2016) studied metadiscourse in 180 TED Talks, which were randomly selected. They used Ädel's (2010) taxonomy with some adaptations so as to annotate metadiscourse. They used 16 categories from the 23-item taxonomy for the annotation of the data with the crowdsourcing method. Correia et al. (2016) report on the execution of this method and the applicability of Ädel's taxonomy of metadiscourse on *metaTED*, the corpus they created.

Aguilar (2008) studied academic lectures and peer seminars (academics speaking to academics) in order to analyse metadiscourse from the perspective of Relevance Theory. She compared how speakers used metadiscourse in 4 academic lectures and 4 peer seminars by developing a taxonomy of metadiscourse with a consideration of *Relevance in the Context* and *Relevance to the Individual*, which she referred to as Type I and Type II Metadiscourse respectively. She found that although the use of Type I metadiscourse, that is, the metadiscursive features employed to create relevance

in the context (*Sequencers, Topicalizers*, and *Labelling markers)*, was similar in both genres, it was more intensive in lectures than in seminars (p. 249). Aguilar (2008) asserts that this is likely to stem from the fact that in lectures, lecturers, who are experts, are concerned with helping their students, novices in the field, understand the content and therefore, use metadiscourse that structures and clarifies this content (p.249). On the other hand, the results indicated that the frequency of Type II metadiscourse (which included hedges and attitude markers) was lower in lectures in comparison with the seminars and this could be attributed to the fact that lecturers speak with more certainty and the academics delivering an oral report of their studies with a cautious commitment.

Lee and Subtirelu (2015) studied the use of metadiscourse in EAP lessons and academic lectures. They analysed in what ways the EAP teachers and university lecturers used metadiscourse in their classes. They suggest that the use of metadiscourse by teachers in the classroom is closely connected to the teaching aims and content of the lesson. While the university lecturers were mainly concerned about the intelligibility of the logical relationship of arguments they were talking about and providing disciplinary knowledge for their students, the EAP teachers primarily focused on facilitating the negotiation with non-native students. As a result of these priorities, the university lecturers employed more transition markers, and the EAP teachers used more metadiscursive resources, the majority of which were frame markers and engagement markers (Lee & Subtirelu, 2015).

Tang's (2017) study can be considered one of the most rigorous in the literature of spoken academic metadiscourse. He investigated the use of metadiscourse in the teaching of science. He sought answers to the questions: (1) "What kinds of metadiscourse were used by the teachers in their classroom talk with the students in the classrooms?" and (2) "How did the teachers use metadiscourse to construct scientific knowledge through classroom discourse?" (p.2). The participants of his study were 6 teachers and 173 students from primary and secondary public schools that followed a standardized curriculum developed by the Ministry of Education. His primary source of data was 125 lessons he observed and videotaped. Tang (2017) demonstrated the ways teachers employed metadiscourse in relation to teacher-learner

interaction and the development of content by analysing his data at three levels: interaction-discursive analysis, content-semantic analysis, and metadiscourse analysis. By drawing on Vande Kopple's (2012, cited in Tang, 2017, p. 6) model of metadiscourse (which had 6 major categories of metadiscourse: *text connectives, code glosses, illocution markers, epistemology markers, attitude markers,* and *commentaries*), he looked into organizational metadiscourse and evaluative metadiscourse of science teachers and he found that metadiscourse was intensely used at the opening and reviewing stages whereas at the developing stage, interactions and content development occurred.

The current research into spoken metadiscourse shows that the spoken language has started to receive the attention that it deserves. It is seen that more and more genres are added to analyses and studied from various angles with the consideration of factors such as genre-specific features, cross-cultural and cross-disciplinary differences, multimodality, different content, and classroom discourse. The present study attempts to fill one of the research niches in the study of spoken metadiscourse, that is, its use by EAP teachers in their (online and face to face modes of) instruction. The next section outlines the methodological considerations for the study.

CHAPTER 3

METHODS

In this chapter, the methodology adopted for collecting and analysing data regarding metadiscourse functions in EAP teachers' classroom discourse will be presented. Firstly, a description of the overall research design will be provided. Then, information regarding the context, data collection and transcription processes will be given. Next, the details on how the corpora for online and face-to-face teacher classroom discourse were created will be elaborated on. Finally, the ways in which the annotation process was carried out will be explained from both a theoretical and practical perspective.

3.1. Research Design

In order to investigate how metadiscourse is used by EAP teachers in online and face-to-face lessons and explore the similarities and differences among them, this study combines corpus-linguistic methods with discourse analysis. A small-scale spoken corpus, consisting of the transcriptions of 28 lessons (14 online lessons and 14 face-to-face lessons) was created. Both online and face-to-face lessons are part of compulsory courses offered to the freshman, sophomore and junior year students of English-medium departments in the focal foundation university.

For the purposes of the study, both statistical (quantitative) and descriptive (qualitative) analyses were conducted in order to identify and examine the patterns in which metadiscourse functions have been used. An adapted version of Ädel's (2023) taxonomy of metadiscourse was used in order to identify the metadiscourse functions and UAM CorpusTool (O'Donnell, 2008) version 6.2 was used to annotate these functions.

3.2. The Context

The focal university context from which the data was sourced is a private foundation university in Türkiye, providing English Medium Instruction (EMI). More specifically, the lessons being investigated in terms of metadiscourse are delivered by the EAP teachers working as instructors at the Department of Modern Languages (DML), which aims to support the students studying in their departments, fulfilling the requirements of their course work, that is, help them follow their courses and do the required tasks effectively. The students studying in English-medium departments are required to take 6 compulsory English courses offered by DML. The objectives and content of these courses can be seen in Table 2:

Table 2. The Objectives and Content of the DML Courses

Year	Course	Objectives	Content
1st	ENG101 - English for Academic Purposes I ENG102 - English for Academic Purposes II	-To help the freshman students acquire and practise basic academic English skills and improve their overall proficiency in English (B1)	reading comprehension, analysis of academic texts, reading strategies, vocabulary building, classroom discussions, presentations, writing practice (graph description and response writing)
2nd	ENG201 - English for Academic Purposes III ENG202 - English for Academic Purposes IV	-To help the students further improve their academic reading and writing skills. -To further develop the students' lexical competence in English to raise them to a degree of spontaneity and fluency. -To enable the students to recognize and apply basic steps in academic research, -To help the students write a research report abiding by the academic conventions, -To enable the students to practice presentation skills.	critical reading skills analysis of academic texts and their organization, reading strategies, vocabulary building, classroom discussions, argumentative essay writing. library and electronic research, extensive academic reading paraphrasing, summarizing, note-taking and citation skills, group work, drafting a research paper, revising a research paper, presenting a research paper.
3rd	ENG301 - English for Occupational Purposes I ENG302 - English for Occupational Purposes II	-To enhance students' language skills and competencies in English, which they can apply in professional life, -To help the students interact appropriately using proper register, formal vocabulary and expressions in business-related environments, -To familiarize the students with the issues that are common in business life.	developing a project to save/improve a business in pairs or groups, preparing the written parts of the project/ producing business-related documents such as meeting minutes and memorandum, developing a website for a business, present the project, class discussions on topics such as communication in business life, risk-taking, crisis management, management styles, marketing strategies, etc., the process of applying for a job position (including the steps of finding a job advert, writing a CV and writing a cover letter), writing a suggestion letter.

As seen in Table 2, the students studying in their departments are given opportunities to improve their written and spoken academic skills, starting from the most basic ones to the more advanced ones. In the 1st year, they focus on basic academic reading and writing skills, whereas in the 2nd year, they are able to approach academic texts from a critical perspective and experiment with developing arguments and generate a coherent written report based on their research, applying the basic citation conventions. In the 3rd year, the students are provided with linguistic resources and conceptual insights that can help them communicate effectively in business life and with opportunities to be involved in certain business-related procedures like writing a cover letter or writing a business-related document (e.g., meeting minutes or memorandum). As of March 2020, all these courses started to be offered online due to the COVID-19 pandemic. Part of the data used in this study was collected from some of these online courses. The teachers who shared the recordings of their lessons taught ENG102, ENG202 and ENG302, which were offered in the Spring semester of the 2019-2020 Academic Year. On the other hand, the recordings of face-to-face lessons and some online lessons were collected during the Academic Year 2021-2022 and the Fall Term of the Academic Year 2022-2023. The instructors recorded one or more of their face-to-face lessons by informing their classes and only filming themselves.

3.3. Data Collection and Transcription of Video Recordings

The research study was granted ethical permission with the protocol number "*281-ODTU-2021*" on June 23, 2021, by the METU Human Subject Ethics Committee (See Appendix A for a copy of the Committee's permission letter). Next, the administration of the School of Foreign Languages and the relevant department were contacted, and permission was obtained from them to conduct the research in the institution. After being granted permission, individual teachers were contacted and invited to participate in the study. When a teacher agreed, they were asked to share one or more recordings (if they already had any recent classroom recordings) or to record one or more of their lessons. Although most teachers agreed to share video recordings of their lessons, some agreed only to share audio lessons. However, these audio recordings were not included in the analysis as they would have created validity issues since a substantial amount of nonverbal contextual information could not be observed in audio

recordings. The recordings of the lessons were obtained from the teachers with their written consent (see Appendix B for a sample consent form).

As can be seen in Table 3, the total duration of 14 online lessons was 646 minutes, while the total duration of 14 face-to-face lessons was 599 minutes. The online corpus consisted of 3 freshmen, 10 sophomore, and 1 junior level lesson; on the other hand, the face-to-face corpus was composed of 5 freshmen, 8 sophomore and 1 junior level lesson.

Table 3. Duration of the Online and Face-to-Face Lessons

	ONLINE LESSONS		**FACE-TO-FACE LESSONS**	
	Number	**Duration**	**Number**	**Duration**
FRESHMAN	3	159'	5	197'
SOPHOMORE	10	455'	8	350'
JUNIOR	1	33'	1	52'
TOTAL	**14 lessons**	**646'**	**14 lessons**	**599'**

The recordings obtained from teachers were transcribed with the use of a standardized transcription convention, which is provided in Appendix C. Although this study explores teachers' use of metadiscourse, all teacher and student speech were included in the transcriptions since having access to as much linguistic and non-linguistic context as possible would help interpret the background of teachers' choice of metadiscourse functions. In addition, during the transcription process, all the captured non-linguistic data were added as explanations in the files (See Appendix D for a sample transcription).

3.4. Formation of F2FEAP-TC and OnEAP-TC

The transcribed lessons were processed through a screening stage in which the commentary notes were taken out of the files, and the total number of words in both student and teacher speech (*T+Student*) was calculated, which equals 100,606 words. Then, in the next step, the student speech was also cleaned out of the files, and finally, the total number of words in the teacher's speech was identified, and these files were named with the label *T-only* (Teacher-only), indicating that they contained only

teacher speech. The total number of words with and without student speech can be seen in Table 4 below:

Table 4. Total Number of Words in the Online and Face-to-Face Lessons

	ONLINE LESSONS			**FACE-TO-FACE LESSONS**	
Lesson Number	T+Student	T-only	Lesson Number	T+Student	T-only
1	5665	5378	1	1941	1736
2	3649	2794	2	5005	3536
3	4335	3519	3	3788	3231
4	2918	2482	4	2635	2082
5	3341	2976	5	3305	3095
6	5514	4717	6	2813	2432
7	2321	1938	7	3587	3257
8	3042	2584	8	3118	2256
9	4199	3710	9	1868	1613
10	3172	2436	10	1418	1369
11	4018	3769	11	3651	3390
12	5207	4732	12	2657	2346
13	3936	3281	13	4834	2929
14	5429	4090	14	3068	2448
TOTAL	**56,746**	**48,406**	**TOTAL**	**43,860**	**35,720**

Based on the T-only text files, two sub-corpora titled "Online EAP Teacher Corpus" (OnEAP-TC) and "Face to Face EAP Teacher Corpus" (F2FEAP-TC) were created in UAM CorpusTool 6.2. (O'Donnell, 2008). OnEAP-TC consisted of 14 files/lessons with 48,406 words and F2FEAP-TC consisted of 14 files/lessons containing 35,720 words, with a grand total of 84,126 words. T-only files were annotated with the help of UAM CorpusTool 6.2, which is considered to be robust in carrying out both qualitative and quantitative analyses of discourse by means of important functions such as *layers*, *annotation*, *search*, *statistics*, and *lexis*.

Table 5 below illustrates the information about the professional and educational background of the 17 teachers who participated in this study and information regarding the course and lesson content from which the data were collected.

Table 5. Metadata About EAP teachers and Course Content

ONLINE LESSONS						FACE-TO-FACE LESSONS					
Lesson Number	**Course**	**Main Content**	**Teacher Code**	**Teacher Info BA / Exp.**	**UAM CODE**	**Lesson Number**	**Course**	**Main Content**	**Teacher Code**	**Teacher Info**	**UAM CODE**
1	202	Research report writing	T1	ELT 6-10 years Female	On1	1	201	Reading about Photography as Art	T11	ELT 16-20 years Male	F2F1
2	302	Business English – Customer Service	T2	Non-ELT 6-10 years Male	On11	2	101	Reading about Supply and Demand in Economy	T12	ELT 15-20 years Female	F2F2
3	102	Opinion paragraph writing	T3	Non-ELT 11-15 years Female	On14	3	101	Describing a graph			F2F3
4	202	Research report writing	T4	Non-ELT 6-10 years Female	On4	4	101	Reading about business and sustainability	T13	Non-ELT 1-5 years Male	F2F4
5	202	Research report writing	T5	Non-ELT 6-10 years Female	On3	5	201	Reading about Photography as Art			F2F5
6	202	Research report writing	T6	Non-ELT 6-10 years Female	On6	6	101	Reading about alternative education	T14	ELT 16-20 years Female	F2F6
7	102	Reading about Immigration	T7	Non-ELT 1-5 years Female	On15	7	201	Talking about renewable energy	T15	Non-ELT 11-15 years Female	F2F7
8	102	Reading about Design	T8	Non-ELT 6-10 years Female	On8	8	201	Reading about recycling, reducing and reusing			F2F8

Table 5. (continued)

ONLINE LESSONS						FACE-TO-FACE LESSONS					
Lesson Number	**Course**	**Main Content**	**Teacher Code**	**Teacher Info BA / Exp.**	**UAM CODE**	**Lesson Number**	**Course**	**Main Content**	**Teacher Code**	**Teacher Info**	**UAM CODE**
9	202	Research report writing	T9	Non-ELT 1-5 years Female	On12	9	201	Studying collocations about energy	T15	Non-ELT 11-15 years Female	F2F9
10	202	Research report writing		Non-ELT 1-5 years Female	On13	10	201	Reading about Photography as Art	T16	Non-ELT 6-10 years Female	F2F10
11	202	Research report writing	T10	Non-ELT 15-20 years Female	On17	11	202	Practicing citations techniques and APA rules	T10	Non-ELT 16-20 years Female	F2F11
12	202	Research report writing	T1	ELT 6-10 years Female	On2	12	301	Discussing about international marketing & Vocab.	T3	Non-ELT 11-15 years Female	F2F12
13	202	Research report writing	T4	Non-ELT 6-10 years Female	On5	13	201	Reading about Photography as Art	T7	Non-ELT 1-5 years Female	F2F13
14	202	Research report writing	T6	Non-ELT 1-5 years Female	On6	14	101	Discussing on internet and economy and graphs	T17	Non-ELT 16-20 years Female	F2F14

3.5. Ädel's (2023) Taxonomy for the Annotation of Metadiscourse

In the annotation of the metadiscourse functions in the online and face-to-face lessons of EAP teachers, the taxonomy suggested by Ädel (2023) was adopted. This taxonomy is a modified version of an earlier proposal (Ädel, 2010), which consisted of 23 functions and was designed based on academic lectures and graduate student essays. As discussed above, in the earlier version, which can be seen in Figure 1 below, the functions were mainly differentiated as metatext and audience interaction.

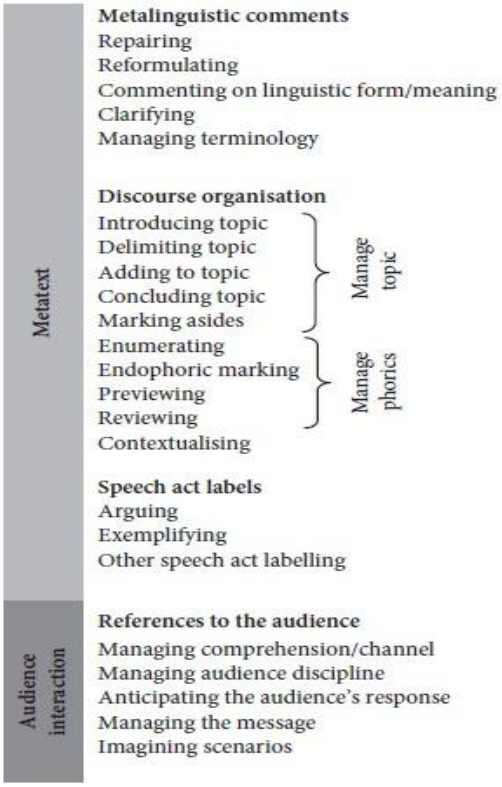


Figure 1. Ädel's (2010) Taxonomy of Metadiscourse

While metatext was further arranged into three categories as metalinguistic comments, discourse organization and speech act labels, audience interaction was considered references to the audience.

Based on a later study which concentrated on student presentations, Ädel (2023) proposed a modified taxonomy that consisted of 4 sections containing 21 major metadiscourse functions and 6 sub-functions. The titles of the sections in her latest taxonomy are as follows: *words and their meaning*, *topics and information flow*,

comments on discourse and *audience orientation*. Noticeably, Ädel (2023) preferred to use different names for the main categories of metadiscourse functions in the new version. In addition, she took out some functions and added some others, as can be seen in Table 6.

Ädel's conceptualization of metadiscourse follows a *move approach*, as she names it in her later study (2023) and compares it to the *marker approach*. She states that the move approach "operates at the level of discourse or rhetoric, while a marker approach operates at the level of lexis or vocabulary" (p. 5).

Table 6. Taxonomy of Metadiscourse Functions (Ädel, 2023)

MAIN CATEGORIES	FUNCTIONS
Words and their meaning	1. REPAIRING 2. REFORMULATING 3. COMMENTING ON LINGUISTIC FORM/MEANING 4. CLARIFYING 5. MANAGING TERMINOLOGY
Topics and information flow	1. MANAGING TOPIC - ANNOUNCING TOPIC - CONCLUDING TOPIC 2. MANAGING PHORICS - ENUMERATING - ENDOPHORIC MARKING - PREVIEWING - REVIEWING 3. MARKING ASIDES 4. MARKING INTERRUPTION IN FLOW
Comments on discourse	1. LABELLING SPEECH ACT 2. EXEMPLIFYING 3. CONTEXTUALISING 4. COMMENTING ON GENRE 5. REFERRING TO LINKED GENRE
Audience orientation	1. ACKNOWLEDGING THE AUDIENCE 2. MANAGING COMPREHENSION/CHANNEL 3. MANAGING AUDIENCE BEHAVİOUR 4. ANTICIPATING THE AUDIENCE'S RESPONSE 5. MANAGING THE MESSAGE 6. IMAGINING SCENARIOS 7. LABELLING AUTHOR PERSONA

It is contended that the move approach has a considerable potential in understanding the nature and purpose of metadiscourse in a broader sense, and therefore, it would aid research into this linguistic phenomenon substantially (Ädel, 2023). Unlike the marker

approach, the move approach takes an account of the phraseological patterns and the immediate context in which the pre-defined lexis exist, and thus, it makes it possible to investigate metadiscourse at a rhetorical level (Ädel, 2023, p. 7).

The move approach can be considered similar to the *thick approach,* which was mentioned in one of her previous co-authored studies (Ädel & Mauranen, 2010). It was claimed that this approach could allow for more opportunities for qualitative analyses. The thick approach, as opposed to the thin approach, which is quantitatively-oriented and usually deals with a large dataset and based on a predefined list of metadiscursive elements (e.g., Hyland, 2010), initially entails the retrieval of likely candidates for metadiscursive elements, then, the irrelevant items are sorted out, and finally, extended units are analysed. In the final step of the analysis, the patterns of lexico-grammatical co-occurrences are scrutinized, or the discourse functions fulfilled by a larger unit are identified (Ädel & Mauranen, 2010, p.3). This approach, focusing on smaller units of language, is considered useful in that it facilitates the comparison of frequency and distribution patterns within large datasets in an automatized manner, and thus, it becomes easier to compare genres, registers, etc.

However, if the examples of metadiscourse are not examined closely, the findings are seen as superficial and the conceptualization of metadiscourse is likely to be static (Ädel & Mauranen, 2010, pp. 2-3). Move approach, on the other hand, focuses on larger units of analysis and deals with what purpose is achieved and how it is achieved. For example, in Example (1) below, while the word *but* is a target for analysis in the marker approach and accepted as a metadiscourse element, the whole utterance is the focus of the move approach and this utterance, as a whole, is considered a metadiscoursal feature (Ädel, 2023, p. 5).

(1) but there's a big technical word for it

Also, the personal pronouns which have been examined in many studies as instances of interactional metadiscourse can be attributed to various metadiscoursal functions, together with the lexico-grammatical patterns in which they appear. Ädel illustrates this situation in Figure 2 below:

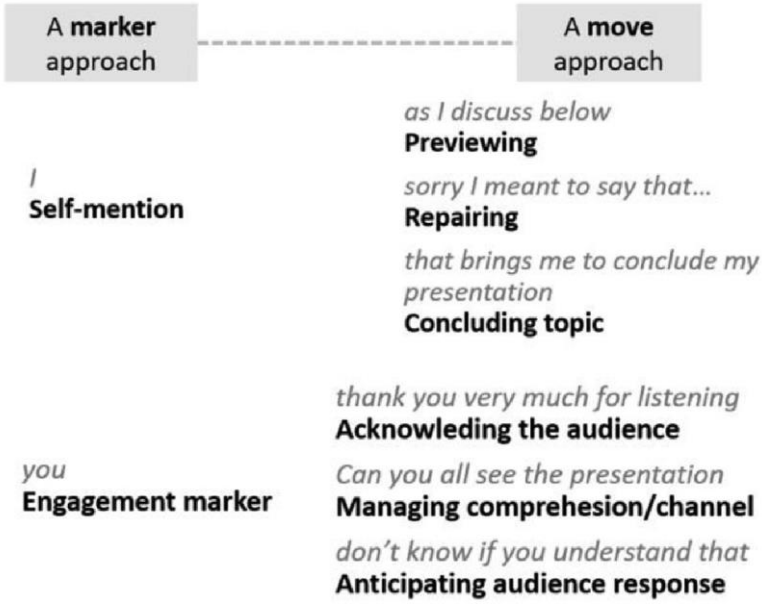


Figure 2. Examples of Units of Meaning Involving I and You in a 'Marker' Compared to a 'Move' Approach. (Ädel, 2023, p. 5)

Thus, in comparison to all other available frameworks, Ädel's dialogic approach to spoken academic metadiscourse can provide a more fruitful means to understand the functions of metadiscourse in EAP lessons as they are used by teachers.

Bernad-Mechó (2017), who used Ädel's (2010) taxonomy in his study of lectures with a multimodal perspective, claims that "the study of organizational metadiscourse as it is being used in an academic lecture will shed light on the process of organizing and structuring lectures and could further be applied to the training of new lecturers" (p.42). This view can be applied to the context of the current study as well, i.e. the examination of how EAP teachers use metadiscourse for structuring their lessons, especially for managing the topic (e.g., introducing the topic, delimiting the topic, etc.) and managing the phorics (e.g., endophoric marking, previewing, reviewing, etc.) has a potential to benefit the training of EAP teachers new to the field.

3.6. The Rationale for the Analytical Framework

Since the focus of this study is dialogic spoken language, Ädel's (2023) taxonomy of metadiscourse was selected as the analytical framework because spoken language forms its basis and it contains consideration of the interactional aspect of spoken

language as well. Ädel originally included academic lectures in the 2010 version of her metadiscourse model and updated it with a reference to the metadiscourse functions in student presentations in the 2023 version.

This is a critical point in that the characteristics of spoken language are different from written language. Spoken language "is produced and processed differently from written texts (Rehbein et al., 2016), and often lacks explicit discourse connectives that are more frequent in written language" (Wang et al. 2017, p.264). Dialogic spoken language, such as in EAP lessons or most language lessons, is usually spontaneous and unstructured and there is not much time to refine utterances. Besides, spoken language is accompanied by non-linguistic elements (e.g., tone of voice, mimics, gestures, etc.) to support and expand the meaning in linguistic communication (Biber, 1988). Also, it encompasses discourse functions at the lexico-grammatical level as well as at the rhetorical level. Focusing on both micro and macro aspects of metadiscourse in teachers' classroom language can help us better understand the bigger picture and to more fully benefit from the findings in pre- and in-service teacher education.

3.7. The Annotation Process

During the annotation process, several considerations were taken into account to ensure the reliability and consistency of the annotated data to be analysed. First of all, based on the taxonomy of metadiscourse functions by Ädel (2023), a coding scheme was created for annotation, as in the one in Figure 3, which was modified as the annotation process continued and new sub-functions and their subtypes were also added to the scheme (See Appendix F for the new functions added to Ädel's taxonomy and Appendix G for the revised coding scheme). An additional category entitled *Other* was added to the scheme in order to make a list of any emerging functions.

This was important in that since the taxonomy was shaped according to student presentations, which are monologic in nature, and the *EAP lesson* can be considered a dialogic or interactive genre, there were differing, additional functions or sub-functions in the study data. According to Ädel (2023):

> Even if there are certain core metadiscursive discourse functions that occur in a range of different genres, there may also be subtypes that tend to occur in some genres but not others. A "unified" taxonomy may help us find patterned usage not only across genres but also across different populations. There may be preferences for using both (i) specific types of and (ii) more or less of metadiscourse linked to different discourse types or populations. The taxonomy may be used to investigate preferences among different groups of speakers based on culture, whether 'small' or 'big'. (p. 17)

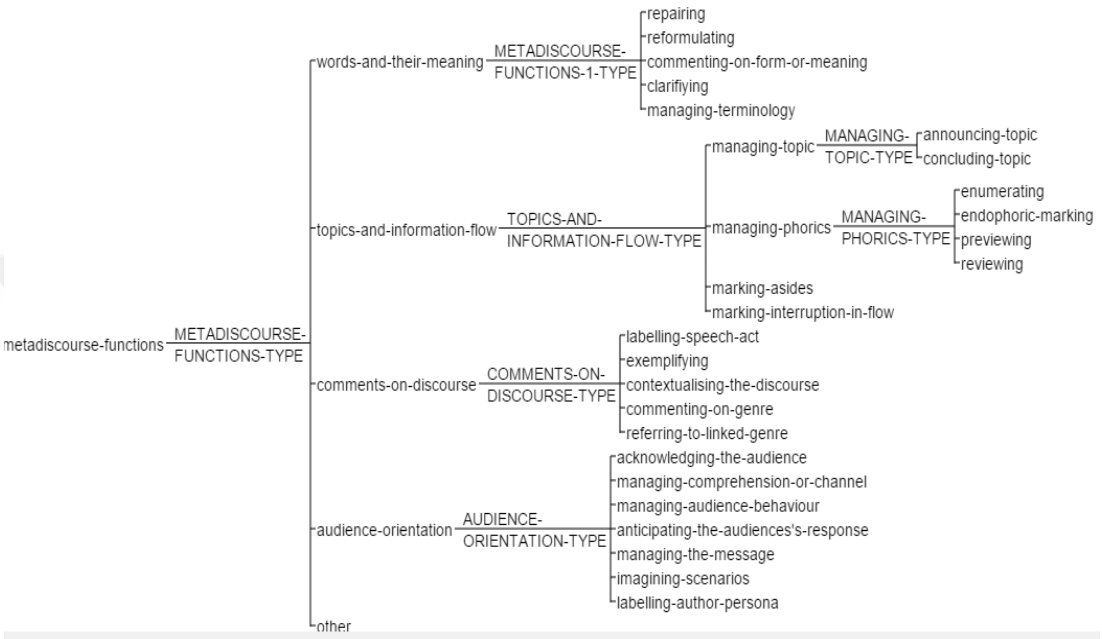


Figure 3. Coding Scheme Used for Annotation

Thus, expectedly, the application of the taxonomy on other genres carries a possibility of identifying other metadiscourse functions. Therefore, the cases that were worthy of attention in this respect were annotated as *other* and re-examined, and later renamed and reclassified.

Based on the coding scheme created, each file in the OnEAP-TC and F2FEAP-TC was annotated with reference to Ädel's taxonomy. As can be seen in the screenshot of the annotation of a file in F2FEAP-TC in Figure 4, segments of a certain number of words were selected to be labeled as a function in the coding scheme. UAM-CT allows for the selection of the relevant major category, then a function or a sub-function. For example, in order to make the annotation *announcing topic* seen in Figure 4, first *metadiscourse functions* is chosen in the area entitled *Selected* and then, in the box

entitled *To choose* appear the main 4 categories, i.e. *words and their meaning, topics and information flow, comments of discourse* and *audience orientation*.

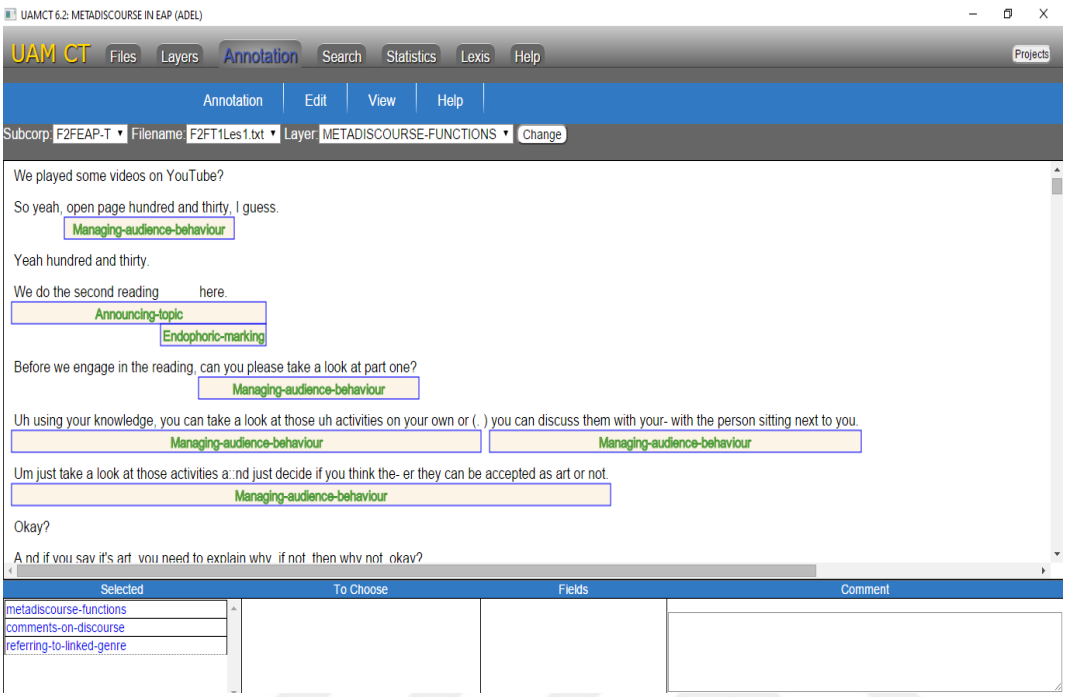


Figure 4. A Sample Screenshot Annotations Made on a File in UAM-CT

Next, the selection of *topics and information flow* among these categories is made, and in the next step, the two sub-functions of this category, *announcing topic* and *concluding topic* are obtained. Finally, *announcing topic* is selected. The selection is observed as a rectangular box below the selected segment in the file. This process was carried out with utmost care, taking account of all categories and functions/sub-functions that were likely to describe each annotation. During the annotation process, the original transcriptions which included the actual classroom interaction segment, the student speech (which was not in the T-corpus) was also tracked and made use of so that the determined functions reflected the real interactive purpose of the utterances.

3.8. The Criteria for Annotation

The criteria for metadiscourse that were used in Ädel's 2010 study were also taken into account at the stage of annotation. According to Ädel (2010), for a discourse unit to be identified as metadiscourse, it has to comply with the following criteria:

1. *Explicitness:* This criterion, which is based on Mauranen (1993), states that for a phraseology to be counted as metadiscourse, its function should be explicit or it must be an intended comment on discourse. In the annotation process, this criterion pertains to whether the function of a discourse unit is clearly seen in the context. For example, in (2) below, if the teacher had not used 'for example', there would not be an annotation for the function *exemplifying.*

   (2) And you need to start every, each and every section on a new page – on a separate page. ***For example,*** your first section was your introduction. (On12)

2. *World of discourse:* It indicates that the action which the discourse unit refers to takes place in the world of discourse, not in the 'real world'. It is possible that teachers refer to situation or actions in the real world while giving information about their subject matter. However, such cases are not accepted as metadiscourse since they do not cover references to the world of discourse. For instance, Example (3) below shows that the teacher employs the function *labelling discourse* and the italicised and bolded 'a good question' is annotated as *labelling discourse* because it refers to the utterance of a student as the audience. However, if the teacher were commenting on a question imprinted in the course book, it would not have been annotated as metadiscourse.

   (3) <A STUDENT ASKS A QUESTION> That's ***a good question***. (On16)

3. *Current text:* It refers to the reference of metadiscourse to the current text or ongoing discourse, rather than other texts (causing intertextuality) (Mauranen, 1993). Therefore, a distinction needs to be made between the current discourse and an outside discourse. For example, during a talk about feedback, when the teacher refers to a student comment mentioning 'as you said in the first paragraph', the part 'as you said' is not accepted as *labelling speech act* because it does not refer to the current discourse of the student. However, in Example (4), 'as you said' is annotated as *labelling speech act* since it belongs to the current discourse of the student.

(4) *Labelling speech act*

S: ...There are covid situations, right, customer is (.) wrong and (.) I think for the workers, that is a bit, you know, annoying (the student laughs) because they have this motto. But it's not always (..) right so, ehm, I guess, it could be a bit **frustrating** for them but, (..) ehm, er I mean, when they work for their company, they have to at least act like this to this situation, you know, customer is always right. Ehm- (..)

T: Right =

S: <UNCLEAR>

T: let's say, hm-hm, we are working for a company and there are so many customers and er we are doing, you know, eh, our job in a very good way. So we are working very hard, and we are working everything right. But the customer is always right. The customer is never wrong. So ***as you said*** (.) this can be annoying for the worker or the employee. And it may also put a pressure or maybe a burden on them... (On11)

On the other hand, Ädel (2010) states that the criterion of 'current text' needs special attention in that the boundaries between events in spoken and written genres could be considered differently. She elaborates on this difference as follows:

> In spoken lectures, we often need to consider a class or a lecture series as one and the same 'speech event' or 'text', even though it is spread out in time and space. As well as referring to preceding and following locations within one and the same lecture unit, lecturers also refer backwards and forwards to previous and coming sessions, much in the same way as writers refer back and forth to sections and chapters … The position adopted here is that, as long as a stretch of discourse points to a lecture on a similar theme (with the same overarching purpose) by the same lecturer, addressing the same audience, it does not matter whether the lecture is not contiguous in time with the stretch of discourse in which the utterance was made. In other words, it is possible to consider something the 'current text' rather than 'intertextual' (which is by definition not metadiscourse) regardless of whether it takes place today, a week ago, or in a week's time. (pp. 75-76)

Therefore, cases where the teachers referred to topics or activities, such as discussions or explanations that took place at a time prior to the current one or that is to take place subsequent to the current one, were regarded as metadiscourse and annotated under the relevant category. Discourse units such as Examples (4) – (6) were accepted as

managing phorics within the category *topics and information flow* and coded as the sub-function *reviewing*, whereas stretches of discourse like Examples (7) – (9) were viewed and coded as the sub-function *previewing* in the same category and function.

(4) ***In our last class, we talked about*** art to some extent. (*Reviewing*, F2F1)

(5) ***Last lesson you said*** that the video was uh useful about supporting details, remember? (*Reviewing*, F2F6)

(6) So, ***if you remember, I told you*** that this week and next week we will be dealing mostly with graph writing. (*Reviewing*, F2F3)

(7) Okay, I will do the er fourth exercise ***later in the third lesson***. (*Previewing*, F2F10)

(8) We're going to discuss ***that next block.*** (*Previewing*, F2F12)

(9) ***In the next hour***, let's do it ***in the next hour.*** (*Previewing*, On13)

4. *Speaker-writer qua speaker-writer:* This criterion denotes the necessity for metadiscourse to refer to the current speaker-writer as the discourse participant. Quoted discourse may contain mentions of the first person singular or first personal plural, but as this kind of mention does not refer to the speaker as speaker, they are not annotated as metadiscourse.

(10) So you are not writing for evidence. Evidence is here to support you. So actually this is the first thing you need to keep in mind while writing the body part. It is not a collection, patchwork, puzzle of references, citations. ***I need to see*** you, but stronger than an opinion essay because now you have reliable and solid support. (On6)

In Example (10), the EAP teacher talks about her expectations from her students. She explains what she must see in the students' papers in the process of evaluation. The teacher's mention of first-person singular does not refer to the speaker as

speaker, but it refers to her role in the future as the reader of the students' research paper.

5. *(Imagined or actual) audience qua audience:* This indicates the necessity for metadiscourse to refer to the current audience as the discourse participant. As shown in Example (11) below, the teacher's use of 'you' in this context does not address the audience directly, which means it does not fulfil the criteria for audience orientation in metadiscourse. Also, 'you' does not refer to the audience as audience, but their role in real life.

> (11) So, you can do your er online procedures, whether they are medical or educational - or anything else (F2F14)

Now, let's consider a more explicit case where the teacher directly engages the students. While giving instructions, for example, what the teacher says is more concerned with the current situation and they address the audience as a real listener, so there is an overt audience orientation in such cases and they need to be annotated as metadiscourse. As can be seen in Example (12), the teacher directly engages the students, shows a slide on the digital tool *Mentimeter* and asks students to write some words that they remember from the video they were assigned.

> (12) <T SHOWS A QUESTION ON MENTIMETER> (a) ***Could you please open*** menti.com from your mobiles and you will see the place where you need to write the code. I will show you from the cam by using my mobile. (b) ***Here*** you will see a page (c) ***like*** that. (d) ***Could you please enter*** the code there so that you will see the same screen ***like*** mine? And ***you can write*** the words that you remember from video ten. (On4)

While the EAP teacher is giving instructions in Lesson On4, she first (a) asks the students to open menti.com (annotated as *eliciting digital action* under *managing audience behaviour* in the category *audience orientation*). Then she draws students' attention to (b) a screen (by saying 'here', which is annotated as *endophoric marking* under *managing phorics* in the category *topics and information flow,* and) and

mentions that it is an example (c) for what students will see (by saying 'like that', which is annotated as *exemplifying* in the category *comments on discourse*). Next, she (d) requests students to enter a code, which is annotated as *eliciting digital action* under *managing audience behaviour* in the category *audience orientation.*

Based on these criteria, the discourse units which were not explicit and which did not belong to the world of discourse and the current discourse were not annotated as metadiscourse.

3.9. Inter-Rater Reliability

To ensure that the annotations of metadiscourse functions are consistent and objective, an inter-rater reliability test was conducted. This test aimed to validate that the two raters interpreted Ädel's (2023) taxonomy of metadiscourse functions in a similar manner. The co-rater, a researcher who was equally well-informed about Ädel's (2023) taxonomy of metadiscourse functions, identified the metadiscourse functions in a test consisting of 130+ excerpts randomly taken from F2FEAP-TC and OnEAP-TC. The number of the excerpts approximately reflected the proportion of the numbers of functions in each category in Ädel's (2023) metadiscourse taxonomy, and each excerpt contained a pre-selected phraseology, which was to be assigned a function out of all the functions in each category (i.e. Words and Their Meaning, Topics and Information Flow, Comments on Discourse and Audience Orientation).

The agreement between the interpretations of each co-rater was determined using percent agreement and Cohen's kappa (κ). The percent agreement was calculated as 79,54% initially, which is considered moderate to good. Then, the co-raters discussed the items on which they disagreed (See Figure 5 for a screenshot of a sample comment on Google E-Tables), and they overviewed each other's opinion on the conflicting items with reference to the broader context of the samples. Upon resolving some more cases, a second calculation of percent agreement was done, and it generated the result 94%, which can be regarded as excellent agreement.

Although percent agreement is a useful initial measure, it has limitations, particularly when the number of raters increases. It assumes that a 100% agreement is ideal, and

smaller disagreements may be harder to interpret (Kanoksilapatham, 2005). Given these limitations, Cohen's kappa was used as a more robust measure of inter-rater reliability, as it accounts for the possibility of chance agreement (Kim et al., 2024).

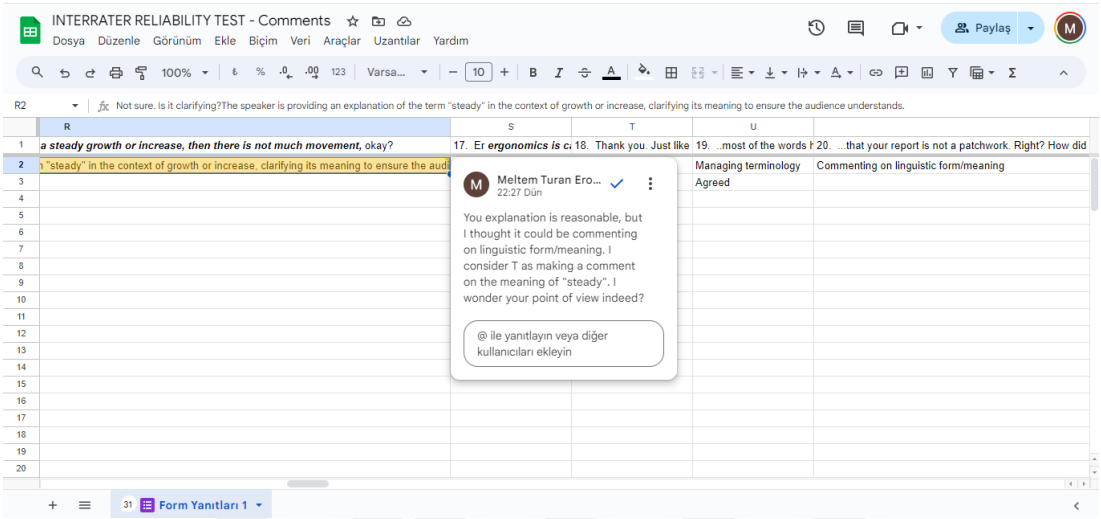


Figure 5. Screenshot of Exchange of Opinions About Annotations on Google E-Tables

According to Rau and Shih (2021), "κ is a statistical measure of the agreement in assignment of units to categories in excess of what would be expected by chance, based on each rater's tendency to assign units to each category" (p. 5). Cohen's kappa measures the agreement between raters, adjusted for chance. A value between the range 0.61-0.80 indicates 'substantial agreement', while a value between the range 0.81-1.00 demonstrates 'almost perfect agreement' between the two raters (values closer to 1 indicate stronger agreement) (Landis & Koch, 1977, p. 165).

In order to conduct Cohen's kappa analysis in the current study, the judgments of the two raters were assigned specific numbers, which actually denote the number of metadiscourse functions in each part of Ädel's taxonomy. As such, Part I categories (Repairing, Reformulating, Commenting on linguistic form/meaning, Clarifying, Managing terminology and Other) were assigned numbers from 1 to 6, Part II categories (Announcing topic, Concluding topic, Enumerating, Endophoric marking, Previewing, Reviewing, Marking asides, Marking interruption in flow, and Other) were assigned numbers from 7 to 15, Part III categories (Labelling speech act,

Exemplifying, Contextualizing, Commenting on genre, Referring to linked genre, Other) were assigned numbers from 16 to 21, and finally, Part IV categories (Acknowledging the audience, Managing comprehension/ channel, Managing audience behaviour, Anticipating the audience's response, Managing the message, Imagining scenarios, Labelling author persona, and Other) were assigned a number from 22 to 29.

After Rater 1's and Rater 2's judgments for each metadiscourse function were entered in an SPSS data file in two columns, and CrossTabs in Descriptive Statistics was selected to run the Kappa analysis. As a result of this analysis Cohen's Kappa was determined as $\kappa=0.785$ before the negotiation between the raters/annotators ($p < .001$) and another Kappa analysis was run based on the decisions of the raters after discussion, which generated the value $\kappa=0.944$ ($p < .001$).

These results show that after discussing the conflicting items, the raters reached a high level of consensus in their interpretations. Both the percent agreement and the Cohen's Kappa analysis indicated that Rater 1 and Rater 2' judgments of the metadiscourse functions extracted from the data were compliant with each other. In other words, the way both Raters interpreted Ädel's metadiscourse taxonomy to identify functions in the data examined in this study exhibited notable parallelism.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the findings of the data analysis process are provided in two main steps, quantitative and qualitative results, with reference to both the whole corpus and sub-corpora separately. This will be followed by an interpretation of the results in relation to the research questions. The detailed discussion of the results and the conclusion will be made in the following chapter.

4.1. Frequency and Distribution of the Metadiscourse Functions

In this section, the employment frequency of metadiscourse functions by EAP teachers in online and face-to-face lessons and the distribution of these frequencies by each lesson will be explained. A total of 5995 instances of metadiscourse were identified.

4.1.1. Results for the Whole Corpus

According to the statistical analysis of the feature patterns in the corpus, which are summarized in Table 7*, audience orientation* (N=3489, 58,2%) and *topics and information flow* (N=1981, 33,05%) were identified as the two metadiscursive categories with the highest frequency by far. They were followed by *comments on discourse* (N=384, 6,4%) and *words and their meaning* (N=141, 2,35%). Apparently, it is found that EAP teachers' discourse was dominated with metadiscursive patterns that were basically used to involve the students in the lesson, manoeuvre them into carrying out tasks and activities and to navigate between these activities and tasks.

This result seems to reflect the nature of the genre of EAP lesson, which is dialogic and interactive. The engagement of the learners in the lesson actively is considered

the essence of language lessons. According to the interactionist theories, "Interaction provides learners with input containing data they need for acquisition. It also affords

Table 7. Distribution of Metadiscourse Function Categories

Metadiscourse Function	N	%
Words-and-their-meaning	141	2,35
Topics-and-information-flow	1981	33,05
Comments-on-discourse	384	6,4
Audience-orientation	3489	58,2
TOTAL:	**5995**	100

opportunities to experiment through production and to receive feedback on these attempts, thereby making the 'facts' of the L2 salient" (Ellis, 2008, p. 205). In addition, the role of interaction and dialogue are viewed foundational in the learning process in the Sociocultural Theory. According to Lantolf and Thorne (2007), participation of the individual in cultural, linguistic and historically composed contexts like family and peer group activities and in institutional settings facilitate developmental processes and "most important forms of human cognitive activity develop through interaction within these social and material environments" (pp.197-198). These conceptualizations of the role of interaction in learning and, language learning in particular, are embodied in most language classrooms, with teachers making use of nearly every opportunity to involve learners in some type of verbal interaction. Thus, the fact that the use of metadiscursive functions for audience orientation prevails in EAP classes under scrutiny in the current study seems to reflect teachers' conscious attempts to orient and engage the students in both online and F2F lessons.

In line with this finding of the current study, Lee and Subtirelu (2015), who compared EAP teachers' classroom discourse to that of the university lecturers' classroom discourse, found that the engagement markers and frame markers (as stated in Hyland's 2005 interpersonal model of metadiscourse) were more prevalent in EAP teachers' discourse than in university lecturers' discourse. Although the researchers used a different model of metadiscourse, the role of engagement markers and frame

markers can be considered corresponding to the functions in the categories Audience Orientation and Topics and Information Flow in Ädel's (2023) model respectively. At this point, a parallelism between the current study and that of Lee and Subtirelu (2015) arises in that the EAP teachers were purposefully and primarily concerned with setting up activities and engaging their learners in the lessons.

Table 8. Distribution of Sub-Types of Metadiscourse Functions (Whole Corpus)

Words and their meaning		**Topics and information flow**		**Comments of discourse**		**Audience orientation**	
Repairing	10 7,1%	Managing topic	448 22,61 %	Labelling speech act	160 41,6 %	Acknowledging the audience	266 7,63%
Reformulating	34 24,11%	Managing phorics	1494 75,42 %	Exemplifying	185 48,2 %	Managing comprehension channel	549 15,74 %
Commenting on linguistic form/meaning	40 28,37%	Marking asides	14 0,7%	Contextualizing	0 0,0%	Managing audience behaviour	1878 53,83%
Clarifying	24 17,02%	Marking interruptio n in flow	25 1,27%	Commenting on genre	0 0,0%	Anticipating the audience's response	49 1,4%
Managing terminology	33 23,4%			Referring to linked genre	20 5,2%	Managing the message	133 3,81%
				Labelling discourse	6 1,6%	Imagining scenarios	89 2,56%
				Preliminary announcing speech act	13 3,4%	Labelling author persona	14 0,4%
						Building rapport with audience	8 0,22%
						Managing situation	503 1,41%
TOTAL	141	TOTAL	1981	TOTAL	384	TOTAL	3489

As for the analysis of the functions in the four categories of metadiscourse in F2FEAP-TC and OnEAP-TC (see Table 8), it was found that in the functional category 'Audience Orientation', which had the highest overall frequency of use, sub-categories managing audience behaviour (N=1878), managing comprehension channel (N=549) and managing situation (N=503) were the functions EAP teachers prevalently resorted

to. These prevalent functions point to the endeavour of the EAP teachers to ensure that learners execute their tasks in the way required, that communication is smooth, and that everyone comprehends speakers and follows what is in focus in real-time. This finding relates to what Zare and Tavakoli (2017) found in their study on the use of personal metadiscourse in monologic and dialogic academic speech. Their study revealed that in dialogic academic speech (i.e., discussions), references to audience prevailed as compared to monologic academic speech (i.e., lectures). This can be attributed to the fact that, in dialogues, a direct audience was present, which engenders opportunities for interaction and discourse functions are directed to the audience (Ädel, 2010). Therefore, whether online or face-to-face, EAP teachers prioritized interacting with their students for effective engagement in the lesson.

Secondly, in both online and F2F EAP lessons, in the functional category 'Topics and Information Flow', the sub-functions *managing phorics* (N=1494) and *managing topic* (N=448) were utilized more predominantly. The domination of these two functions suggest that EAP teachers were highly concerned with signposting the ongoing discourse in order to draw students' attention to the change of focus, topic or activity during the lessons. As Lee and Subtirelu (2015) note, they found that EAP teachers employed frame markers far more frequently than university lecturers, and this may stem from EAP teachers' sensitivity to the needs of their students for further assistance in following the lessons as their language learning process is still in progress and their comprehension should be facilitated. Furthermore, the current study revealed that EAP teachers' discourse contained a high amount of metadiscourse pertinent to phorics management, which also signifies the importance attached to the orientation of the EAP students toward the materials and the aspects of lessons content which are under real-time scrutiny during the lessons.

As shown in Table 7, the functional categories 'Comments on Discourse' and 'Words and Their Meaning' constituted the least resorted to, with a frequency taking up only 8,75% of all the metadiscursive functions. In other words, commenting on discourse and its linguistics aspects did not serve as a primary concern for EAP teachers. As regards to 'Comments on Discourse', *exemplifying* (N=185) and *labelling speech act* (N=160) stand out as the most prevalent sub-functions within this category, as can be

seen in Table 8, implying that the classroom discourse of EAP teachers involved metalinguistic comments so as to give examples and refer to speech acts in the flow of the lesson to some extent. On the other hand, *contextualizing* and *commenting on genre* were totally absent in the corpus. This appears as genre-related since EAP lessons have a dialogic nature as opposed to monologic presentations or lectures, the speakers of which may prefer to justify the planning process of their discourse (Ädel, 2010, 2023; Zare & Tavakoli, 2017). Concerning the other infrequent category '*Words and Their Meaning', commenting on linguistic form/meaning* (N=40), *reformulating* (N=34), and *managing terminology* (N=33) were the most prevalent functions. Despite emerging occasionally, there were some attempts by EAP teachers to aid the students to understand the underlying meaning of specific lexical items or expressions.

4.1.2. Results for the Sub-corpora

When the two sub-corpora, namely OnEAP-TC and F2FEAP-TC, were compared in terms of the frequency of the metadiscourse functions used by the EAP teachers, as Figure 6 indicates, all categories of metadiscourse functions tended to be used more frequently in F2F mode than in online mode, apart from *Topics and Information Flow* (See Appendix H for the summary of results for all categories and functions with their significance and Appendix I for the comparison tables generated by UAM).

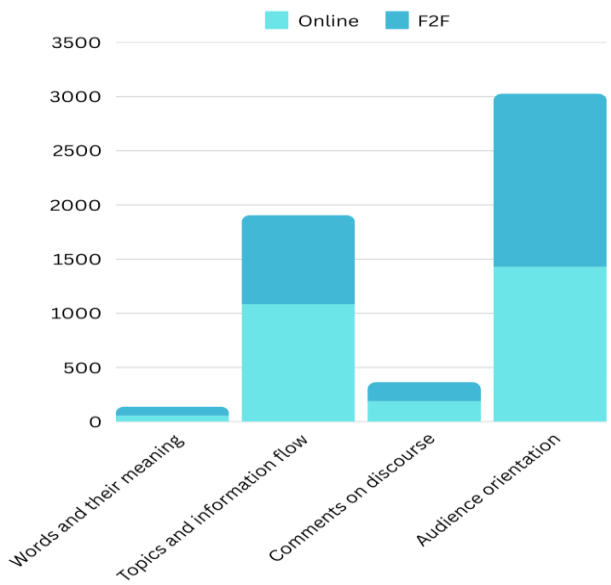


Figure 6. Distribution of MD functions in online and F2F lessons

In Table 9 below, it is seen that the functions in the category *audience orientation* were used significantly more frequently in face-to-face lessons χ^2 (1, N=3489) =37,20, p<.001) than in online lessons. This result exhibits resemblance to the findings yielded in the studies comparing spoken academic genres of dialogic nature with monologic ones. Lee and Subtirelu's (2015) study showed that in EAP lessons, representing a dialogic genre, teachers' priority was involving the students and increasing their participating in the lesson, whereas the university lecturers were more preoccupied with creating connections between ideas in their lecture discourses. In addition, Aguilar (2008) found that audience interaction was prioritized in dialogic seminars in comparison with academic lectures. Also, Kashiha (2022) found a higher use of interactional metadiscourse in lectures compared to political speeches, which have a more monologic nature. Consistent with these studies, face-to-face EAP lessons appear to have more teacher use of metadiscourse functions pertaining to audience orientation than online EAP lessons.

Table 9. Distribution of Sub-Types of Metadiscourse Functions (Sub-corpora)

	OnEAP-TC		**F2FEAP-TC**		**Comparison**		
					χ^2	**P**	**Effect Size**
Words and their meaning	57	1,9%	84	2,8%	5,23	0,0222 ++	0,059
Topics and information flow	1120	37,4%	861	28,7%	51,48	0,0000 +++	0,186
Comments on discourse	191	6,4%	193	6,4%	0,01	0,9348	0,002
Audience orientation	1626	54,3%	1863	62,1%	37,20	0,0000 +++	0,158
TOTAL	2994	100%	3001	100%			

++ Statistically medium significance +++Statistically high significance

On the other hand, the functions in the category '*topics and information flow'* were employed significantly more frequently χ^2 (1, N=1981) = 51,48 p<.001) in online lessons (37,4%) than in face-to-face lessons (28,7%). This finding seems consistent with the finding in several studies on university lectures and presentations, which are spoken academic genres of monologic nature. These studies demonstrated that lecturers were more sensitive to how they organized their discourse than engaging their

students (Aguilar, 2008; Lee & Subtirelu, 2015; Molino, 2018). Therefore, structuring of the discourse seems to be more of a concern for EAP teachers in online teaching than in face-to-face lessons, which may point to a more monologic nature in online EAP lessons.

The online and F2F EAP lessons did not display a significant difference regarding the teachers' use of metadiscourse functions in the category 'Comments on Discourse'. In both modes, during their lessons, teachers utilized comments on speech acts and units of discourse, examples, references to EAP-related genres in the same way and in the same quantity (6.4%). Thus, it can be assumed that the EAP lesson genre under investigation in the current study involves teacher use of comments on discourse as a tertiary resort, following audience orientation and topics and phorics management.

Finally, as can be seen in Table 9, the category '*Words and Their meaning'*, exhibited a moderately significant difference between online and F2F EAP lessons (χ^2 (1, N=141) = 5,23 p<.05), which points to a higher degree of usage concerning metalinguistic comments in F2F EAP lessons. Although this category was the least resorted category in both modes of teaching, EAP teachers' in-person classroom discourse involved more elaboration of lexical aspects of their own and students' discourse.

The comparison of the two sub-corpora in terms of the functions of the category *words and their meaning* generated the results in Table 10. According to these results, there were no statistically significant differences in the use of functions in this category by EAP teachers in online and F2F modes of teaching, except for *reformulating* and *managing terminology*. *Reformulating* was deployed in online mode significantly (χ^2 (1, N=34) = 6,30 p<.05) more frequently than in face-to-face mode. This implies that teachers preferred to offer alternative phraseologies for more words or phrases in online teaching. Despite being infrequent in the whole corpus, in online teaching there was slightly more effort to ensure students' understanding of specific lexis. On the other hand, *managing terminology* was observed in face-to-face mode significantly (χ^2 (1, N=33) = 8,85 p<.05) more frequently than in online mode. This result indicates that the EAP teachers delivering F2F lessons also endeavoured to facilitate their

learners' comprehension of certain lexical items by providing definitions or descriptions. However, it seems that the frequency differences in the functions repairing, commenting on linguistic form/meaning, and clarifying were not significant.

Table 10. Comparison of the Frequency of the Functions in the Category '*Words and Their Meaning'*

	OnEAP-TC		**F2FEAP-TC**		**Comparison**		
					χ^2	**P**	**Effect Size**
Repairing	5	8,8%	5	0,41	0,41	0,5221	0,108
Reformulating	20	35,1%	14	16,7%	6,30	0,0121 +++	0,427
Commenting on linguistic form/meaning	14	24,6%	26	31,0%	0,68	0,4087	0,143
Clarifying	12	21,1%	12	14,3%	1,10	0,2941	0,178
Managing terminology	6	10,5%	27	32,1%	8,85	0,0029 +++	0,545
TOTAL	57	100%	84	100%	5,23	0,022 ++	0,059

+++Statistically high significance

As for the functions in the category *topics and information flow*, the chi-squared comparison conducted on UAM-CT 6.2, as Table 11 shows, revealed that the number of the cases identified as *managing topic in* F2FEAP-TC (N=263) was significantly higher (χ^2 (1, N=448) = 57,74 p<.001) than in OnEAP-TC (N=185). However, the function *managing phorics* was observed in OnEAP-TC (N=913) statistically significantly more (χ^2 (1, N=1494) = 51,74 p<.001) than it was in F2FEAP-TC (N=581). At this point, it is seen that, although EAP teachers put in effort to establish relationships between ideas in their discourse and organize the flow of information in both instructional modes to a great extent (33,05% as shown in Table 7), how this establishment and organization is executed displayed significant variation.

Despite the fact that there was considerably greater attempt in F2F lessons to manage the structuring of the topics, the management of phorics was employed more significantly in online EAP lessons. The conditions of online teaching, especially the

lack of a shared physical environment, might have obliged the EAP teachers to make use of more phraseologies to manage phorics and aid students to direct their attention to the points in focus in the flow of the lesson.

According to Bamford (2004) and Friginal et al. (2017), spatial deixis is deemed central in face-to-face teaching, as it helps the teacher draw students' attention to the objects or materials in the context of the classroom. However, the lack of a shared deictic space in online lessons may have impacted how teachers managed to direct students' attention to certain points in online lessons and led them to use more verbal expressions to clarify these points.

Table 11. Comparison of the Frequency of the Functions in the Category '*Topics and Information Flow'*

	OnEAP-TC		**F2FEAP-TC**		**Comparison**		
					χ^2	**P**	**Effect Size**
Managing topic	185	16,5%	263	30,5%	54,74	0,0000 +++	0,334
Managing phorics	913	81,5%	581	67,5%	51,74	0,0000 +++	0,325
Marking asides	8	0,7%	6	0,7%	0,00	0,9634	0,002
Marking interruption in flow	14	1,3%	11	1,3%	0,00	0,9565	0,002
TOTAL	1120	100%	861	100%	51,48	0,000 +++	0,186

+++Statistically high significance

When a closer look is taken at the category *comments on discourse,* the statistics indicate that there are no significant differences in the employment of the functions of this category, as can be seen in Table 12. As shown in Table 12, we see a very similar distribution of the frequencies in online and F2F EAP lessons. In both modes, labelling speech act and exemplifying are seen as the most frequently used functions, referring to linked genre, whereas labelling discourse and pre-liminary announcing speech act seem to be occasionally deployed. Nevertheless, contextualizing and commenting on genre are totally absent, which can be attributed to the generic features of EAP lessons.

Table 12. Comparison of the Frequency of the Functions in the Category '*Comments of Discourse'*

	OnEAP-TC		F2FEAP-TC		Comparison		
					χ^2	P	Effect Size
Labelling speech act	80	2,6%	80	2,6%	0,01	0,9313	0,000
Exemplifying	88	2,9%	97	3,2%	0,67	0,4118	0,017
Contextualizing	0	0,0%	0	0,0%	0,00	1,0000	-
Commenting on genre	0	0,0%	0	0,0%	0,00	1,0000	-
Referring to linked genre	11	0,4%	9	0,3%	0,23	0,6289	0,012
Labelling discourse	3	0,1%	3	0,1%	0,00	0,9897	0,000
Pre-liminary announcing speech act	9	0,3%	4	0,1%	2,04	0,1527	0,149
TOTAL	111	6,4%	165	6,4%	0,01	0,916	0,002

As Ädel (2010, 2023) states, the functions *contextualizing* and *commenting on genre* seem to occur when the speakers talk about their planning for their ongoing discourse or comment on it, yet these purposes seem irrelevant considering the nature of EAP lessons and the role of EAP teachers. These lessons are scheduled at the beginning of the term and are carried out weekly, and the students are already familiar with how the lessons are conducted. Also, EAP teachers need not normally spell out and justify their planning for the lesson, unless there is an extraordinary situation. However, as regards the other functions, teachers might have felt the need to explicate who said what in the flow of the lesson when they resorted to the function *labelling speech act* and *labelling discourse* since it is important for teachers to make explicit the contribution of individual students for the others in order to assist learners to understand what is going on in the lesson.

Finally, the comparative analysis of the category *audience orientation*, which is the most frequently used category in both sub-corpora, disclosed that the uses of the functions *acknowledging the audience* (χ^2 (1, N=266) = 64,98 p<.001) , *managing the message* (χ^2 (1, N=133) = 26,45 p<.001), *imagining scenarios* (χ^2 (1, N=89) = 9,77

p<.05), and *building rapport with audience* (χ^2 (1, N=8)= 9,19 *p*<.05) were statistically significantly more frequent in online mode of delivery than those in face-to-face mode (see Table 13 for details). Greater prevalence of *acknowledging the audience* and *building rapport with audience* in online teaching may suggest that the EAP teachers made more effort in online lessons in order to make their students feel recognized, and create more positive environment in the lessons. As noted by several researchers (e.g. Hodgson, 2005; Mortiboys, 2012), engaging students in online classes is one of the prominent obstacles in online teaching, but creating emotional connections with students can help overcome this impediment. In addition, EAP teachers in online lessoned predominantly attempted to ensure that the students perceived the importance of some messages as they desired and aid their understanding of certain explanations through imagining hypothetical examples. It is possible that the teachers' concern for future assessment of students might have played a role in their higher preference for *managing the message* and *imagining scenarios* in online lessons. In the context of the current study, special attention is paid to the application of rubrics in the assessment of students' written and spoken work and teachers are expected to display accountability for their evaluation of these works. Therefore, pertinent to this expectation, teachers might have felt an urge to make more explicit the points that are likely to influence future evaluations. On the other hand, there was a significantly greater use of the function *managing audience behaviour* in face-to-face teaching (χ^2 (1, N=1878) = 79,79 *p*<.001) than in online teaching. This result suggests that sharing the same physical environment with the students and having them in front of them directly might have led EAP teachers to use more interactional metadiscourse in order to have them participate and engage in the lesson, which is vital for language lessons to be effective. Although the centrality of interaction and engagement is also valid in online language lessons, the EAP teachers do not seem to employ metadiscourse to orient and engage their students as frequently as the teachers in face-to-face lessons. This can partially be attributable to the invisibility of the students in online lessons, students' lower willingness-to-communicate (which was commonly observed in the context of the present study), and widespread absenteeism (since attendance was not compulsory during COVID-19) might have affected the virtual classroom interactional dynamics. In a study investigating how lecturers transformed their teaching from face-to-face mode to online mode, it was revealed that some lecturers found face-to-face

teaching more "natural" since discussions were more profound and students did not have an option of hiding "behind the technology" and they could "feel the pulse of the class" for comprehension (Terras, 2017, p. 44). Also, in that study, some lecturers reported that their role minimised to 'coaching' in online teaching. Therefore, it is likely that face-face lessons paved the way for the EAP teachers to feel more power to manage the students' behaviours.

Table 13. Comparison of the Frequency of the Functions in the Category '*Audience Orientation'*

	OnEAP-TC		**F2FEAP-TC**		**Comparison**		
					χ^2	**P**	**Effect Size**
Acknowledging the audience	187	11,5%	79	4,2%	64,98	0,0000 +++	0,277
Managing comprehension/channel	268	16,5	281	15,1%	1,28	0,2576	0,038
Managing audience behaviour	744	45,8%	1134	60,9%	79,79	0,0000 +++	0,304
Anticipating the audience's response	28	1,7%	21	1,1%	2,22	0,1364	0,050
Managing the message	91	5,6%	42	2,3%	26,45	0,0000 +++	0,176
Imagining scenarios	56	3,4%	33	1,8%	9,77	0,0018 +++	0,106
Labelling author persona	8	0,5%	6	0,3%	0,63	0,4283	0,027
Building rapport with audience	8	0,5%	0	0,0	9,19	0,0024 +++	0,140
Managing situation	236	14,5%	267	14,3	0,02	0,8784	0,005
TOTAL	1626	100%	1863	100%	37,20	0,0000 +++	0,158

+++Statistically high significance

As for the functions *managing comprehension/channel*, *anticipating the audience's response*, *labelling author persona*, and *managing situation,* as can be observed in Table 13, it was found that they displayed similar frequencies in both online and face-to-face lessons since no significant differences were found between both modes of instruction. The EAP lessons, regardless of the mode, seem to have entailed the teachers firmly control the quality of communication channels and comprehension of the students, considering the frequency and percentage of the function *managing*

comprehension/channel. Another function to which EAP teachers attached considerable importance was *managing situation*, which was created based on Mauranen (2023) and added to the coding scheme. Pertaining to this function, it was seen understood that the parallel deployment of this function in both modes reveals that ensuring proper conduction of interactions, clear communication among all participants, smooth transition between activities and efficient use of time were among the priorities of EAP teachers in online and face-to-face lessons in the same way. Furthermore, the teachers of online and face-to-face lessons utilized *imagining scenarios* and *labelling author persona* with similar frequencies. Imagining scenarios seems to be helpful for teachers to clarify their explanations and examples through the use of hypothetical situations. The occasional use of *labelling author persona,* which was also similar in online and F2F lessons, being used in cases such as not understanding what a student says (by labelling oneself as 'deaf') or not remembering a student's name and looking at the class roster (by labelling oneself as 'still' learning names even at the end of the semester) points to the fact that the EAP teachers displayed a humble attitude in these cases.

When the findings revealed by the quantitative analysis are considered with respect to the theoretical frameworks pertinent to the field of discourse analysis, we can better understand how the purposes of the EAP lesson genre are handled in classroom teaching. To begin with, according to Swales (1990), a genre is established and utilised with certain communicative purposes by a 'discourse community', which is deemed as a group of people who share these communicative purposes as well as the knowledge about the genre and ways of communicating within this genre. From a genre analysis perspective, the EAP lesson genre seems to have two main communicative purposes, which are also in line with the pedagogical aims of EAP lessons. Firstly, the EAP lesson aims to make content and task/activity steps clear for students so that they are informed enough to prepare themselves for the upcoming tasks or activities. Secondly, EAP teachers aim to engage their students in the lesson so that input, interaction and output are created in order to facilitate their (academic) language development.

The first communicative purpose of the EAP lesson seems parallel to writers' or

lecturers' concern to make their content explicit and orderly for their audience. EAP teachers also appear to do the same to make what is going on in the lesson for their students to make meaning out of the content (e.g., how to make presentations, what constitutes the body sections of a research paper, and so on.) and the activities or tasks simulating those required in the academic 'discourse community'. As for the second communicative purpose, EAP teachers' efforts to orient and engage their students in the lesson can be viewed analogous to what writers and lecturer do to orient and engage their readers or audience in the ongoing discourse.

Despite these similarities in the goals or impetuses between EAP teachers and other writers or lecturers, EAP teachers differ in their methods or strategies, whereby EAP teacher discourse community diverges from, say a twilight series writer or lecturer of sociology. For example, as shown in the present study (in line with Lee & Subtirelu, 2015 and Lee, 2016) EAP teachers, both online & F2F prioritise checking audience's/students' understanding too often so as to make the content and tasks adequately explicit for their students (which seems essential to achieve the first communicative goal mentioned above). In a similar vein, EAP teachers tend to ask questions prevailingly to have their students participate in the lesson actively, which can be regarded pivotal for accomplishing the second communicative purposes stated above.

However, when differences between the findings of online EAP lessons and F2F EAP lessons are taken into consideration, we can see some nuances in the methods and strategies of EAP teachers, which point to a phenomenon that can be termed as 'sub-discourse community'. In online EAP lessons, as shown earlier, phorics management turned out to be a primary concern, which even predominated topic management. Yet it was not more prevalent than managing audience behaviour, pointing to the fact that an EAP lesson genre is still in question.

4.1.3. The Distribution of Main Categories of MD Functions by Lesson

In this next section, a lesson/teacher-based comparison for the distribution of the main categories of metadiscourse functions will be presented (See Appendix J. for the

distribution of metadiscourse functions by all lessons).

Online Lessons

According to Table 14, the distribution of the metadiscourse functions by lesson reveals that On1 *(N=492)* and On2 *(N=488)* were the lessons in which the highest number of metadiscourse functions were identified. In contrast, On3 *(N=170)* and On15 *(N=148)* were the lessons which contained the least number of metadiscursive functions. On the other hand, the average deployment frequency of metadiscourse functions in online lessons was around *281*.

In lessons On1 and On2, the same teacher, Teacher 'T1' was teaching the same subject 'How to write a body section of a research report' in an ENG202 class and they were consecutive lessons. She was trying to address both the theoretical and practical aspect of writing a body section. In lesson On3, Teacher 'T5' was teaching another ENG202 class with a different topic, 'How to do research online', which contained more of a theoretical overview whereas, in On15, Teacher 'T7' was doing a reading lesson with an ENG102 class, which concerned pre-reading activities and reading a lengthy text about immigrants and how they affect both their home country and the host country.

Table 14. Distribution of the Main MD Functions by Lesson (Online)

		WTM	TIF	COD	AUO	TOTAL
1	**On1**	10	189	52	241	492
2	**On2**	0	184	49	255	488
3	**On3**	9	41	19	101	170
4	**On4**	3	113	5	143	264
5	**On5**	2	124	19	203	348
6	**On6**	3	56	16	268	343
7	**On8**	3	80	0	183	266
8	**On11**	11	60	8	81	160
9	**On12**	8	109	21	105	243
10	**On13**	4	121	9	69	203
11	**On14**	1	58	18	179	256
12	**On15**	5	44	8	91	148
13	**On16**	1	81	33	230	345
14	**On17**	1	123	4	89	217
	Total	61	1383	261	2238	3943

WTM: Words and Their Meaning COD: Comments on Discourse
TIF: Topics and Information Flow AUO: Audience Orientation

In line with the overall quantitative results, in almost all of the lessons, the frequency of functions aiming for *Audience Orientation* was the highest as compared to the other categories, except for On12 *(N=109)*, On13 *(N=121)* and On17 *(N=123)*, in which the *Topics and Information Flow* was the category with the highest frequency of functions. In On12 and On13 Teacher 'T9' was teaching an ENG202 class, where she was dealing with writing a body section. On the other hand, in On17, Teacher 'T6' was teaching ENG102, in which she was doing a report writing lesson with a concentration on how to write the body and conclusion sections. Finally, in all the lessons, the teachers utilized metadiscourse functions in the category *Words and Their Meaning* the least, with an average frequency of 4.7. The only exception was lesson On11 *(N=11)*, in which Teacher 'T2' resorted to functions of this category more frequently than *Comments on Discourse (N=8).*

Face-to-face Lessons

As for the distribution of the metadiscourse functions by F2F lessons, the highest number of metadiscourse functions were employed in lessons F2F1 *(N=366)* and F2F14 *(N=399)* (See Table 15). In lesson F2F1, Teacher 'T11' was teaching a reading lesson with an ENG201 class, and pre-reading vocabulary and discussion on the topic were covered in most of the lesson. In F2F14, Teacher 'T17' was also doing pre-reading activities with an ENG102 class.

On the other hand, in F2F4 *(N=131)* and F2F9 *(N=134),* the teachers 'T13' and Teacher 'T1' respectively) exploited the least number of metadiscursive functions. In lesson F2F4, Teacher 'T13' was teaching reading in one of the freshman classes (ENG101), whereas, in F2F9, Teacher 'T15' was doing a reading lesson with a second-year class (ENG201). The average deployment frequency of metadiscourse functions in online lessons was around *228*.

Table 15. Distribution of the Main MD Functions by Lesson (F2F)

		WTM	TIF	COD	AUO	TOTAL
1	**F2F1**	11	107	30	218	366
2	**F2F2**	9	58	15	89	171
3	**F2F3**	15	79	24	111	229
4	**F2F4**	4	58	10	59	131

Table 15. (continued)

5	**F2F5**	7	78	10	88	183
6	**F2F6**	6	59	15	126	206
7	**F2F7**	5	47	11	200	263
8	**F2F8**	4	46	14	126	190
9	**F2F9**	4	41	3	86	134
10	**F2F10**	4	56	6	213	279
11	**F2F11**	4	92	8	158	262
12	**F2F12**	10	49	39	105	203
13	**F2F13**	3	62	31	92	188
14	**F2F14**	8	78	16	297	399
	Total					

WTM: Words and Their Meaning COD: Comments on Discourse
TIF: Topics and Information Flow AUO: Audience Orientation

Again, there seems to be a parallelism in the categorical distribution of the metadiscursive functions. As in the online lessons, *Audience Orientation* was the functional category which displayed the highest frequency in almost all F2F lessons, in comparison with the other categories. Yet in three of the F2F lessons, namely, F2F4 *(N=59)*, F2F5 *(N=88),* and F2F9 (N=86) audience orientation was the least used functional category. In two of these lessons (F2F4 and F2F5), the *Topics and Information Flow* follows *Audience Orientation*, with the next highest frequency. In both of these lessons, the same teacher 'T13' was delivering reading lessons, in F2F4 being a freshman ENG101 class and in F2F5 being a second-year ENG201 class. In F2F9, which was a second-year EAP lesson, focusing on reading-related video, the frequency of the metadiscourse functions was lower in comparison with the other lessons. Another point that merits attention in relation to the frequency of functions in the Audience Orientation category is that in lesson F2F14, the teacher 'T17' employed much more *(N=297)* metadiscourse compared to the other lessons, F2F1 being the closest *(N=218)*. Finally, in accordance with the results of the online lessons, *Words and Their Meaning* has turned out to be the category with the least frequency of metadiscourse functions among all.

4.1.4. The Distribution of Sub-functions of MD Functions by Lesson

For the distribution of MD functions by each lesson, see Appendix G.

Words and Their Meaning

The distribution of the sub-functions in the category 'Words and Their Meaning' displayed parallelism to a large extent as can be seen in Tables 16 and 17.

Table 16. Distribution of metadiscourse sub-functions in 'Words and Their Meaning' by online lessons

		REP	REF	COM	CLA	MAN	WTM
1	**On1**	0	9	0	1	0	10
2	**On2**	0	0	0	0	0	0
3	**On3**	3	2	1	3	0	9
4	**On4**	0	3	0	0	0	3
5	**On5**	0	0	0	2	0	2
6	**On6**	0	1	1	1	0	3
7	**On8**	0	0	2	0	1	3
8	**On11**	0	0	7	2	2	11
9	**On12**	1	2	0	3	1	7
10	**On13**	1	2	1	0	0	4
11	**On14**	0	0	1	0	0	1
12	**On15**	0	1	2	0	2	5
13	**On16**	0	0	0	1	0	1
14	**On17**	0	0	0	1	0	1
	Total	5	19	15	14	6	59

REP: Repairing REF: Reformulating COM: Commenting on linguistic form/meaning
CLA: Clarifying MAN: Managing terminology WTM: Words and their meaning

In Table 16, one of the most striking findings is that in lesson On1, Teacher T1 employed the sub-function 'Reformulating' 9 times whereas in all the other lessons the frequency ranged between 0 and 3 (0 in seven lessons, 1 in two lessons, 2 in three lessons, and 3 in one lesson). This could be resulting from the fact that Teacher T1 could be more concerned with ensuring that the students get the meaning of certain words or expressions accurately which might affect the engagement of the students, as most of them kept silent (both verbally and non-verbally) most of the class time. With the hope that she could make a difference in motivation and willingness-to-communicate of the students, she might have sought ways such as reformulating.

Another remarkable point relating to the findings about sub-function in this category is that in On11, the teacher deployed more cases of 'commenting on linguistic form/ meaning'. This result was most probably caused by that the main focus of the lesson

was review of the main vocabulary of a unit about customer services. An analysis of the transcription and the video of this lesson shows us that the teacher, as he shares a PPT with students and goes over the vocabulary items one by one, he also makes explanations about words such as 'compensation', 'refund', etc. Thus, it can be said that the type of lesson could have had an influence on the variety of subfunctions used by the teacher.

As seen in Table 17, the main difference in this category was that in F2F lessons teachers utilized the sub-function 'Managing terminology' (N=34) much more frequently than in online lessons (N=6).

Table 17. Distribution of metadiscourse sub-functions in 'Words and Their Meaning' by F2F lessons

		REP	REF	COM	CLA	MAN	WTM Total
1	**F2F1**	1	5	3	1	1	11
2	**F2F2**	0	2	3	1	3	9
3	**F2F3**	1	2	6	3	3	15
4	**F2F4**	0	0	0	2	2	4
5	**F2F5**	3	2	1	1	0	7
6	**F2F6**	0	1	5	0	0	6
7	**F2F7**	0	0	1	0	4	5
8	**F2F8**	0	0	0	2	2	4
9	**F2F9**	0	0	0	0	4	4
10	**F2F10**	0	0	2	0	2	4
11	**F2F11**	0	0	0	1	3	4
12	**F2F12**	0	0	2	1	7	10
13	**F2F13**	0	0	1	0	2	3
14	**F2F14**	0	2	4	1	1	8
	Total	5	14	28	13	34	94

REP: Repairing REF: Reformulating COM: Commenting on linguistic form/meaning
CLA: Clarifying MAN: Managing terminology WTM: Words and their meaning

This difference could be stemming from the fact that the most of the F2F lessons whose recordings were shared by the teachers were related to reading as can be seen in the metadata in Chapter 3. In most of the first year and second year lessons of F2F lessons,

pre-reading, while-reading and vocabulary activities were covered, and these activities might have involved some work on providing definitions of unfamiliar lexical items.

Topics and Information Flow

The distribution of the sub-functions in the category 'Topics and Information Flow' displayed parallelism to a large extent as can be seen in Tables 18 and 19.

Table 18. Distribution of metadiscourse sub-functions in 'Topics and Information Flow' by online lessons

		TOP	PHO	ASI	INT	TIF Total
1	**On1**	25	163	1	0	189
2	**On2**	29	151	3	1	184
3	**On3**	8	31	0	2	41
4	**On4**	10	96	1	6	113
5	**On5**	23	95	3	3	124
6	**On6**	9	47	0	0	56
7	**On8**	20	57	0	3	80
8	**On11**	22	38	0	0	60
9	**On12**	19	90	0	0	109
10	**On13**	14	104	1	2	121
11	**On14**	12	46	0	0	58
12	**On15**	8	35	1	0	44
13	**On16**	8	72	1	0	81
14	**On17**	21	101	1	1	123
	Total	228	1126	12	18	1383

TOP: Managing topic ASI: Marking asides TIF: Topics and information flow
PHO: Managing phorics INT: Marking interruption in flow

As stated in the overall results for the frequency and distribution of main functions, Table 18 portrays that managing phorics was the sub-function with the highest frequency (N=1126). It was followed by the sub-function 'managing topic' with a frequency of 228. On the other hand, marking asides and marking interruption in flow had the least frequency, N=12 and N=18 respectively.

In Table 18, a significant finding seems to be that in On1 and On2 Teacher T1 employed most of the cases in the sub-function category 'managing phorics'. Teacher T1's efforts to make her online/digital instructional activities clear for the students could be related to this outlying finding regarding phorics management in online

lessons. Also, she exerted much effort in referring to examples, sentences, etc, in the course materials (i.e. course book and additional worksheets) with 'here' and 'this' quite a lot. According to the wordings produced by UAM for the endophoric marking under the 'Describe each file' in the Statistics tab (See Appendix K), 'Here' as a phorics marker was used 494 times in all online lessons and 51 of them occurred in On1 and 39 occurred in On2. On the other hand, 'This' was used 1049 times in online lessons (See Appendix L), 119 times in On1 and 138 times in On2. These examples illustrate the extent to which the teacher tried to direct the students' attention to various aspects of online/electronic and digital materials and tools. Pertaining to the use of 'here', Friginal et al (2017) compared their findings to those of Bamford (2004), who investigated the use of 'here' in university lectures (both in MICASE and her Siena corpus), and identified more frequent use of this locative adverb. This higher deployment of 'here' in EAP lessons can stem from the fact that EAP teachers "need to physically contextualize lesson content and activities" whereas academic lecturers can make use of other types of linguistic options "to guide learners' focus through the cognitively challenging task of listening to lectures over a lengthy period of time", in which subject concept and ideas are covered in large quantities (Lee & Subtirelu, 2017, cited in Friginal et al, 2017, p. 125).

According to the description of metadiscourse functions by each face-to-face lesson, it is seen that in F2F1 and F2F11, EAP teachers used metadiscourse for managing topics and information flow, as can be seen in Table 19 below. in F2F1, teacher T11 was teaching reading about photography and art and in F2F11, teacher T10 was reviewing and practicing citation techniques and APA rules. On the other hand, metadiscourse functions in this category was used the least in F2F8 and F2F9, which were taught by the same teacher (T15) consecutively with a focus on reading practice. In the video recordings, a difference between the lessons with high frequency and low frequency of metadiscourse is observable in that in F2F1 and F2F11, the students respond to teacher questions actively and frequently, whereas in F2F8 and F2F9, the student participation is low and the teacher tries to motivate the students to talk and respond. The reasons for the students' low willingness to communicate could be related to the topic of the reading, the class dynamics, the time of the day, and the time of the semester (e.g., In the context of this study, departmental course exams usually

decrease the students' motivation in English lessons). The average frequency of the metadiscourse functions in the category 'Topics and information flow' was 64,85.

Table 19. Distribution of metadiscourse sub-functions in 'Topics and Information Flow' by F2F lessons

		TOP	PHO	ASI	INT	TIF
1	**F2F1**	19	86	2	0	107
2	**F2F2**	20	38	0	0	58
3	**F2F3**	28	47	1	3	79
4	**F2F4**	21	36	0	1	58
5	**F2F5**	14	61	0	3	78
6	**F2F6**	22	36	0	1	59
7	**F2F7**	26	21	0	0	47
8	**F2F8**	13	33	0	0	46
9	**F2F9**	16	25	0	0	41
10	**F2F10**	29	24	1	0	54
11	**F2F11**	15	72	2	3	92
12	**F2F12**	33	15	1	0	49
13	**F2F13**	18	44	0	0	62
14	**F2F14**	22	56	0	0	78
	Total	296	594	7	11	908

TOP: Managing topic ASI: Marking asides TIF: Topics and information flow
PHO: Managing phorics INT: Marking interruption in flow

Comments on Discourse

The distribution of the sub-functions in the category 'Comments on Discourse' can be seen in Tables 20 and 21. As can be seen in Table 20, in lessons On1 and On2, teacher T1 used metadiscourse in this category the most frequently (N=52 and N=49 respectively) while in On8, teacher T8 used none in this category, which seems interesting, and in On4 and On17, teachers T4 and T6 employed very few functions of 'Comments on discourse' (N=5 and N=4 respectively). The average frequency in this category of metadiscourse functions was 18,6. In lesson On1 and On2, as mentioned above, the teacher was teaching how to write the body and conclusion sections of a report and was making deliberate efforts to increase interactivity in the lesson. Again, this could have resulted in that she labelled her own speech and students' contributions.

Table 20. Distribution of metadiscourse sub-functions in 'Comments on Discourse' by online lessons

		LSA	EXE	CON	GEN	RLG	LDI	PRE	COD
1	**On1**	25	24	0	0	1	1	1	52
2	**On2**	27	20	0	0	0	0	2	49
3	**On3**	6	13	0	0	0	0	0	19
4	**On4**	0	3	0	0	1	0	1	5
5	**On5**	14	3	0	0	0	0	2	19
6	**On6**	5	8	0	0	1	0	2	16
7	**On8**	0	0	0	0	0	0	0	0
8	**On11**	1	5	0	0	0	1	1	8
9	**On12**	9	5	0	0	5	0	2	21
10	**On13**	4	5	0	0	0	0	0	9
11	**On14**	7	9	0	0	0	2	0	18
12	**On15**	2	3	0	0	3	0	0	8
13	**On16**	9	19	0	0	0	4	1	33
14	**On17**	1	2	0	0	0	1	0	4
	Total	110	119	0	0	11	9	12	261

LSA: Labelling speech act
EXE: Exemplifying
GEN: Commenting on genre
RLG: Referring to linked genre
CON: Contextualizing
LDI: Labelling discourse
PRE: Preliminary speech act announcing
COD: Comments on Discourse

The use of metadiscourse functions of 'Comments on discourse' in face-to-face lessons was very similar to that in online lessons despite being a little less frequent. In lesson F2F1, F2F12 and F2F13, teachers used the functions in this category the most frequently, whereas in F2F9, F2F10, and F2F11, the teachers deployed these functions the least frequently. The average frequency in this category of metadiscourse functions was 16,57.

Table 21. Distribution of metadiscourse sub-functions in 'Comments on Discourse' by F2F lessons

		LSA	EXE	CON	GEN	RLG	LDI	PRE	COD
1	**F2F1**	14	12	0	0	2	0	2	30
2	**F2F2**	5	9	0	0	1	0	0	15
3	**F2F3**	4	20	0	0	0	0	0	24
4	**F2F4**	0	10	0	0	0	0	0	10
5	**F2F5**	2	5	0	0	2	1	0	10
6	**F2F6**	4	9	0	0	1	0	1	15
7	**F2F7**	5	6	0	0	0	0	0	11
8	**F2F8**	8	3	0	0	3	0	0	14
9	**F2F9**	0	3	0	0	0	0	0	3

Table. 21 (continued)

10	**F2F10**	4	2	0	0	0	0	0	6
11	**F2F11**	1	6	0	0	0	1	0	8
12	**F2F12**	7	32	0	0	0	0	0	39
13	**F2F13**	26	4	0	0	0	0	1	31
14	**F2F14**	7	8	0	0	0	1	0	16
	Total	87	129	0	0	9	3	4	232

LSA: Labelling speech act
GEN: Commenting on genre
CON: Contextualizing
PRE: Preliminary speech act announcing
EXE: Exemplifying
RLG: Referring to linked genre
LDI: Labelling discourse
COD: Comments on Discourse

Audience Orientation

As can be seen in Tables 22 and 23, the distribution of the sub-functions in the metadiscourse category 'Audience orientation' across online and face-to-face lessons displayed parallelism to a large extent. The total frequency in online lessons was 2238, with an average of 159,85, while face-to-face lessons had a total frequency of 1930, with an average of 137,85. In online lessons (Table 22), lesson On6 (N=268) and On 2 (N=255) had the highest number of uses by the EAP teachers T6 and T1, in both of them had a high number of word count as can be seen in the Table 4 in Chapter 3. In both of these lessons, the teachers were teaching second-year courses and dealing with the theoretical and practical aspects of report writing. On the other hand, lesson On11 contained the least number of metadiscourse uses. In this lesson, teacher T2 was teaching a third-year course, which was based on occupational purposes of English combined with academic purposes; however, there was only one student in the lesson, which could have influenced the frequency and type of metadiscourse functions used by the teacher in that lesson.

Table 22. Distribution of metadiscourse sub-functions in 'Audience Orientation by online lessons

		ACK	MCC	MAB	AAB	MTM	ISC	LAP	BRA	MSI	AUO
1	**On1**	41	70	58	4	15	15	6	0	32	241
2	**On2**	34	49	108	1	2	4	1	4	52	255
3	**On3**	12	34	29	6	12	3	0	2	3	101
4	**On4**	12	9	80	0	22	0	0	1	19	143
5	**On5**	7	29	112	2	15	2	1	0	35	203
6	**On6**	9	34	150	3	9	21	0	1	41	268
7	**On8**	17	25	119	1	0	1	0	0	20	183
8	**On11**	14	10	37	4	0	5	0	0	11	81

Table. 22 (continued)

9	**On12**	19	7	39	5	10	1	0	0	24	105
10	**On13**	8	9	33	0	4	1	1	0	13	69
11	**On14**	2	27	106	0	5	2	0	0	37	179
12	**On15**	13	7	52	3	1	1	0	0	14	91
13	**On16**	23	18	128	6	1	6	0	12	36	230
14	**On17**	8	14	39	1	16	4	0	0	7	89
	Total	219	342	1090	36	112	66	9	20	344	2238

ACK: Acknowledging the audience
MAB: Managing audience behaviour
MTM: Managing the message
LAP: Labelling author persona
MSI: Managing situation
MCC: Managing comprehension/channel
AAB: Anticipating audience behaviour
ISC: Imaging scenarios
BRA: Building Rapport with Audience
AUO: Audience orientation

As for the distribution of the metadiscourse functions by face-to-face lessons, we can see in Table 23 that in lesson F2F14 and F2F1 the metadiscourse subtypes pertaining audience orientation were employed more than in the other lessons, while in lesson F2F9 and F2F13, the use of these subtypes was the least. The average use of metadiscourse functions in the category 'Audience orientation' was 137.85, which was significantly lower than that of the online lessons. Table 23 shows that the sub-function 'managing audience behaviour' was the most frequent in lessons F2F14 (N=188), F2F7 (N=126) and F2F1 (N=121). Besides, this sub-function was the most frequently used audience-related metadiscourse function in all lessons, which is quite reasonable given the interactive and dialogic nature of EAP lessons, as well as language lessons, whereby teachers mostly use learner-centred techniques such as eliciting background knowledge, asking display questions, give feedback and praise, give instructions every now and then, and so on.

The lessons in which managing audience behaviour was used the least frequently were lesson F2F4 and F2F5, both of which were taught by T13, who was one of the teachers who had the least teaching experience as can be seen in Table 5 in Chapter 3. Therefore, the teacher's insufficient experience in classroom teaching might have brought about his reserved use of metadiscourse functions that aim to facilitate learner interactivity. The average use of managing audience behaviour was 86.85.

Table 23. Distribution of metadiscourse sub-functions in 'Audience Orientation' by F2F lessons

		ACK	MCC	MAB	AAB	MTM	ISC	LAP	BRA	MSI	AUO
1	**F2F1**	10	27	121	1	4	5	4	0	46	218
2	**F2F2**	5	10	65	2	0	2	0	0	5	89
3	**F2F3**	4	16	65	1	7	3	0	0	15	111
4	**F2F4**	4	4	31	0	0	2	0	0	18	59
5	**F2F5**	4	8	58	3	1	1	0	0	13	88
6	**F2F6**	3	10	91	4	0	0	0	0	18	126
7	**F2F7**	11	24	126	0	1	14	0	0	24	200
8	**F2F8**	0	36	79	0	2	0	0	0	9	108
9	**F2F9**	1	20	54	1	0	0	0	0	10	78
10	**F2F10**	26	58	84	2	1	0	2	0	40	213
11	**F2F11**	5	18	99	1	16	3	0	0	16	158
12	**F2F12**	8	4	82	0	2	1	0	0	8	105
13	**F2F13**	2	4	73	1	2	1	0	0	9	80
14	**F2F14**	4	46	188	5	8	2	0	0	44	297
	Total	87	285	1216	21	44	34	6	0	275	1930

ACK: Acknowledging the audience
MCC: Managing comprehension/channel
MAB: Managing audience behaviour
AAB: Anticipating audience behaviour
MTM: Managing the message
ISC: Imaging scenarios
LAP: Labelling author persona
BRA: Building Rapport
MSI: Managing situation
AUO: Audience orientation

4.1.5. The Distribution of Metadiscourse Functions by Teacher

In the Table 24 below, the frequency of the metadiscourse uses in online lessons for each teacher can be seen. Only one lesson for each teacher has been included in the descriptive statistics.

Table 24. Distribution of metadiscourse functions in online lessons by teacher

Teacher	Lesson	WTM	TIF	COD	AUO	TOTAL
T1	On1	10	189	52	241	492
T2	On11	11	60	8	81	160
T3	On14	1	58	18	179	256
T4	On5	2	124	19	203	348
T5	On3	9	41	19	101	170
T6	On6	3	56	16	268	343

Table 24. (continued)

T7	On15	5	44	8	91	148
T8	On8	3	80	0	183	266
T9	On12	7	109	21	105	242
T10	On17	1	123	4	89	217

In the Table 25 below, the frequency of the metadiscourse uses in online lessons for each teacher can be seen. Only one lesson of each teacher has been included in the descriptive statistics.

Table 25. Distribution of metadiscourse functions in F2F lessons by teacher

Teacher	**Lesson**	**WTM**	**TIF**	**COD**	**AUO**	**TOTAL**
T11	F2F1	11	107	30	218	366
T12	F2F2	9	58	15	89	171
T13	F2F4	4	58	10	59	131
T14	F2F6	6	59	15	126	206
T15	F2F7	5	47	11	200	263
T16	F2F10	4	54	6	213	277
T17	F2F14	8	78	16	297	399
T3	F2F12	10	49	39	105	203
T7	F2F13	3	62	31	80	176
T10	F2F11	4	92	8	158	262

In addition, the uses of metadiscourse functions by teachers in online and face-to-face mode were compared via Mann-Whitney U test, which is a non-parametric statistical test used to compare two independent samples (Green, Salkind, & Akey, 2000).

Table 26. The Mann-Whitney U test for comparing teacher difference

Test Statistics[a]

	Mode	N	WTM	TIF	COD	AUO
Mean Rank	1	10	9,20	11,60	10,25	10,60
	2	10	11,80	9,40	10,75	10,40
Sum of Ranks	1	10	92,00	116,00	102,50	106,00
	2	10	118,00	94,00	107,50	107,50
Mann-Whitney U			37,00	39,000	47,500	49,000
Wilcoxon W			92,000	94,000	102,500	104,000
Z			-,988	-,833	-,189	-,076
Asymp. Sig. (2-tailed)			,323	,405	,850	,940
Exact Sig. [2*(1-tailed Sig.)]			,353[b]	,436[b]	,853[b]	,971[b]

a. Grouping variable
b. Not corrected for ties

According to the results of this test, it is understood that the teachers on online mode and those in face-to-face mode did not have a statistically different use of metadiscourse. As can be seen in Table 26 above, the difference in the use of metadiscourse by the two groups (teachers delivering online lessons and teachers delivering F2F lessons) is not statistically significant. In other words, when only one lesson of each teacher is included in the comparison, the online lessons and F2F lessons displayed similarity as to how often metadiscourse was utilized in EAP lessons.

4.2. Key Qualitative Characteristics of Metadiscourse Functions

When the results are analysed qualitatively, one of the most significant characteristics of the metadiscourse functions in online and face-to-face EAP instruction is that phraseological patterns in which the functions identified in teacher discourse display a considerable structural variety. In addition, the construction of the metadiscourse does not take place in teacher speech in a way isolated from student speech, whether

teacher-prompted or naturally-occurring. The production of these types of metadiscourse functions are executed collaboratively by the teacher as the main speaker and the students as the audience. As Ädel (2023) states:

> The audience (or "other") orientation will of course be much more prominent and direct in spoken interactions. Overall, some types of metadiscourse are likely to be jointly produced rather than managed by a single discourse participant (and this could be coded for in the analysis). (p.17)

Another important qualitative finding from the data is the multifunctionality of the functions and the complexity of metadiscourse in EAP lessons. It was frequently seen that the teachers utilized several metadiscourse functions at the same time. For instance, in the following example (13), the teacher is announcing the topic/activity with reference to the fact that it is a topic that started in the previous lesson. For this reason, the bolded part is considered to be performing a metadiscourse function *announcing topic* and the non-bolded part is performing the function *reviewing*.

(13) ***Er then I will go on with these er important notes*** er *that I was mentioning in the previous hour.* (On13)

Due to the higher level of interactivity and multiple factors influencing the classroom teaching such as late-coming students, students who could not understand instructions, outside noise, approaching exams, standardized curriculum, and so on, teachers tend to pay attention to several aspects of the lesson and teaching/learning. In many teaching environments, teachers usually feel the pressure of both covering the daily agenda according to the syllabus determined by the institution and ensuring a positive learning atmosphere in the classroom. In Example (14) below, which is immediately following the one (13) above, it is seen that with her utterance, the teacher starts with the metadiscourse (sub)function *enumerating* (i.e. the next one) and then she wants to emphasize that the notes are very important and employs the function managing the message (i.e. 'this is quite important that is why'). But the teacher's attempt for *managing the message* is interrupted with a student's comment in the chat box of Zoom. When the original transcription of this utterance with its broader context is examined, it is understood that earlier in the lesson the teacher has asked the student whether he has written an introduction paragraph or not, but no answer came from the

student most probably because he had some technical problems. As the teacher was moving on, the student wrote that he had written an introduction paragraph, and the teacher reflected this sudden interruption in her speech.

(14) ***The next one*** is that *this is quite important that is why-* ***Okay <NAME S2>, you wrote one.*** (On12)

On the other hand, the teacher's speech goes on as in the example (15) and she asks the student to read the introduction paragraph. Therefore, with the utterance 'Can we please hear yours?', she utilizes the metadiscourse function *managing audience behaviour*, more specifically *eliciting verbal responses, using directives, requesting.*

(15) Okay, before moving on, ***can we please hear yours?*** (On12)

As a consequence, the EAP lessons seem to be a spoken genre that creates an inevitable and almost inextricable intertwinement of metadiscourse functions due to the interplay of numerous internal and external factors impacting the roles of the teacher in the physical or virtual classroom.

4.2.1. MD Functional Category '*Words and Their Meaning*'

The results of the qualitative data analysis revealed that the teachers utilized self-initiated and other-initiated metadiscourse to address *words and their meaning* in their lessons. The other-initiated metadiscourse functions usually occur within the I-R-F (Initiation-Response-Feedback) patterns (Sinclair & Coulthard, 1975). When a student answers a question or comments on a topic, the teacher provides corrective feedback to the response of the student in various ways.

4.2.1.1. Repairing

For *repairing*, in both face-to-face and online teaching, the teachers basically relied on the words 'Not', 'Sorry' and 'I mean' as can be seen in the examples (16)-(18).

(16) But this is objective - ***not objective, sorry*** - subjective. The artist uh, you know affects the …

(Self-initiated *Repairing*, F2F1)

(17) … consider something like water ballet as a sport? ***I mean*** artistic sport? Water ballet.

(Self-initiated *Repairing*, F2F5)

(18) It means I take this silence as a yes. ***I mean no***. No question. Uh okay let's talk about …

(Self-initiated *Repairing*, On3)

4.2.1.2. Reformulating

For *reformulating*, on the majority, the phrases such as 'let's say', 'yani', 'in other words', 'or', and 'you know' were used by the teachers in face-to-face teaching, some of which are demonstrated in Example (19)-(20).

(19) …very sudden unexpected. Significant again, ***important you know*** …

(Self-initiated *Reformulating*, F2F3)

(20) *Graph Analysis*

S: Gross national income per person in some countries-

T: -Okay-

S: In 2010

T: <WRITES WHAT STUDENT SAYS ON THE BOARD> Could you please put it again?

S: Gross national income per person-

T: Hmm. ***Yani, in other words***, GNI.

(Other-initiated *Reformulating*, F2F14)

In online teaching, the most frequently used phrase to perform *reformulating* was '*let's say'*, which was followed by *'this/it means, 'I mean', 'we can say', 'you know'* and '*in other words'*. Some examples of the uses of these phrases can be found below in examples (20)-(22).

(21) Alright then right now we need to think about, ***you know*** focus on

let's say, the theory, alright, shortly because I assume that you watched …

(Self-initiated *Reformulating*, On1)

(22) And finally give your own comments for the proof, ***it means*** citation, like we talked about the …

(Self-initiated *Reformulating*, On5)

(23) <NAME S1> remembers maybe. Er you are er suggested, ***let's say, you are advised,*** to keep it as a discussion, discuss things …

(Self-initiated *Reformulating*, On12)

4.2.1.3. Commenting on linguistic form/meaning

For commenting on linguistic form/meaning, teachers chose to point out several aspects of some words, such as how they are used in Turkish, their part of speech, how they cannot pronounce them, associated words/collocations, and their attitude towards these words. In the following examples (23)-(26), some of these aspects are illustrated.

(23) Because if there is a lot of demand, they should also have products to sell to people. ***Supply and demand are closely connected concepts.***

(Self-initiated *Commenting on linguistic form/meaning g*, F2F2)

(24) For instance, when we talk about an increase in the numbers, we can use increase, go up, rise, grow. ***So these words are all verbs*** and …

(Self-initiated *Commenting on linguistic form/meaning g*, F2F3)

(25) *Pre-reading vocabulary activity*

T: What is banal? Is it-

S: (XXX) derler ya.

T: ***Yes, we use it in Turkish, too.***

(Other-initiated *Commenting on linguistic form/meaning*, F2F13)

(24) T: <OVERHEARS A WORD MENTIONED IN PAIRWORK> Hmm. ***I hear a (good) word,*** just like revenues.

(Other-initiated *Commenting on linguistic form/meaning*, F2F14)

(25) Okay, great. 'Guarantee.' ***This is the word that we always use in Turkish as well***.

(Self-initiated *Commenting on linguistic form/meaning*, On11)

(26) Firstly, JeWELL or Jewell, ***I don't know how to pronounce it*** …

(Self-initiated *Commenting on linguistic form/meaning*, On13)

4.2.1.4. Clarifying

For clarifying, in face-to-face teaching, teachers made use of phrases or structures 'I mean', 'it means' 'actually', 'yani', 'By X, we mean', 'When X, then Y', and 'If X, Y', some cases of which are as follows in examples (27)-(28).

(27) Because if the author organization is credible, ***I mean if you can believe them***, er of course, er when you have to see some…

(Self-initiated *Clarifying*, On3)

(28) *Pre-reading Topic Discussion*

T: So do you- does anybody have an idea what renewable energy is?

S: It is about recycling?

T: Yes, something like that but ***if something is a renewable energy, it's more like er solar power, wind power.***

(Other-initiated *Clarifying*, F2F4)

In online teaching, the phrases and structures which helped teachers to construct the metadiscourse sub-function *clarifying* were 'we can say', 'that is to say', 'When X, Y', 'let's say' 'that means', and 'I mean'. Among these phrases/structures, 'let's say' was the most utilized one. Some examples regarding these usages are as in the following instances (29)- (30).

(29) Right? How did we explain this term, ***let'say,*** that your report is not a patchwork? <NAME S2>, <NAME S3>, do you have any ideas?

(Self-initiated *Clarifying*, On12)

(30) And, why might corporations, which means companies, okay –

companies, businesses - manufacture products being resistant to environmental laws? Why do they not want environmental laws, ***it means.***

(Self-initiated *Clarifying*, F2F8)

4.2.1.5. Managing Terminology

As for managing terminology, which was significantly more frequently employed in face-to-face teaching than in online teaching, teachers resorted to phrases and structures such as 'It means', 'which means', 'X means', 'X is', 'X is a kind of Y that…', and 'this/it is called.' Out of these elements, 'this is', 'X means', and "this is called' were also used in online teaching as well. In addition, 'X is called' was also used. The examples (31)-(33) are illustrations for some of these phraseologies.

(31) Uh so ***supply means*** the business having enough of the product that they want to sell.

(Self-initiated *Managing terminology*, F2F2)

(32) We need to go green. ***It means that*** our actions should protect the environment, right?

(Self-initiated *Managing terminology*, F2F8)

(33) If you remember the definition in the first paragraph, ***a skilled worker is*** a person or a worker who design and create product using modern technologies.

(Self-initiated *Managing terminology*, On15)

To sum up, EAP teachers deployed the metadiscourse sub-functions in the category *words and their meaning* in order to perform several actions such as providing the correct form of a wrongly used word, reformulating an answer, making a comment on a word's or phrase's form or meaning, clarifying a word or expression, and giving the definition of a word/phrase or providing the term for a given definition or description. The structural and functional characteristics of the metadiscourse in this category exhibited similarities between OnEAP-TC and F2FEAP-TC, including their frequencies. Particularly, the lexical patterns used for functions *repairing*, *reformulating* and *clarifying* were very similar.

4.2.2. MD Functional Category '*Topics and Information Flow*'

The most frequently employed metadiscourse functions in the category *topics and information flow* were *managing topic and managing phorics* in both sub-corpora, as can be seen in Table 27 below.

Table 27. Comparison of the Frequency of the Functions in the Category '*Topics and Information Flow*'

	OnEAP-TC		**F2FEAP-TC**	
Managing topic	185	6,1%	263	8,7%
Managing phorics	913	30,2%	581	19,2%
Marking asides	8	0,3%	6	0,2%
Marking interruption in flow	14	0,5%	11	0,4%
TOTAL	**1120**	37,0%	**861**	28,4%

4.2.2.1. Managing topic

In terms of managing topic, throughout the annotation process, as the data were analysed closely, new sub-types emerged due to the nature of the EAP lessons, primarily its being an interactive or dialogic genre, as Ädel (2023) stated. In addition to announcing topic and concluding topic, the new sub-functions marking topic/activity shift, announcing the sub-topic and adding to the topic were also annotated in the data.

To begin with, *announcing topic* and *concluding topic* were the two sub-types that exist in Ädel's (2023) taxonomy, under the category *topics and information flow*. It is clearly demonstrated by the quantitative results that '*announcing topic'* was performed significantly more frequently than '*concluding topic'* in both modes of delivery, online (N=34, N=14) and face-to-face (N=64, N=12), respectively. It was also disclosed in the statistical comparison on UAM-CT that teachers deployed the sub-type *announcing topic* almost significantly more frequently in face-to-face lessons,

(p=0,053). In Examples (34)-(37) below several ways EAP teachers announced topics can be seen:

(34) ***Okay, now we will move on to the reading skills development part.*** As always, we will start with a main idea check.

(*Announcing topic*, F2F4)

(35) This is just theoretical information for the time being. ***Let's have a look at the skill practice*** (.) so that you can also practice using these numbers.

(*Announcing topic*, F2F13)

(36) Exactly, thank you. Er, ***now you are going to listen to the text, okay, ergonomics***. But first of all, you are going to er listen to the first two paragraphs.

(*Announcing topic*, On8)

(37) ***Okay, so (..) now er we will – we will complete the beginnings of the sentences*** (.) and then match the sentences- to make them a full sentence.

(*Announcing topic*, On11)

Nevertheless, interestingly, the sub-function *concluding topic* does not seem to have been resorted to much by the EAP teachers in both delivery modes. Teachers appear to put more explicit effort into the beginnings of the activities and topics than they do to the boundaries between topics and activities. Below are some examples (38)-(42) for these subtypes.

(38) And finally, the cost of butter has continued to (.) grow, rise, go up or increase in the 21st century. ***So you get the point here.*** Turn the page. We're going to do the skill practice 2 and then …

(*Concluding topic*, F2F3)

(39) <SS DISCUSS SOME QUESTIONS> ***Okay that's enough, I think.*** Uh can I get some words from each pair to answer these questions.

(*Concluding topic*, F2F6)

(40) Okay thank you very much, professor <T ADDRESSES SS THIS WAY POSSIBLY TO MAKE THEM FEEL RESPECTED/NO SARCASM

HERE> ***Then right now I'm going to stop*** and we will have a break, my dear friends. But please …

(*Concluding topic*, On1)

(41) And let's remember these things. ***Then I'm going to stop this one.*** Any problems up to now? Anything unclear up to now?

(*Concluding topic*, On2)

(42) T: Erm and now I would like to share a personal (.) er anecdote, a personal story, with you and then maybe (.) if you have a personal story to share with me, I can also listen to it and I will be glad to hear it. So, erm, (.) mostly my friends say that I have patience, but er last week I lost my cool, er because I was on the phone er with an internet company. And, eh, when I er phoned them, I had to choose a series of options during my call, and er you know, how it works. (XXX) They ask you to dial nine if you want to talk to the, you know, er personal, you know, problems, and if you would like to, eh, pay, make a payment, then you need to dial another number and so on. So this is endless, right? It never ends. So I was very, eh, let's say, furious, I was angry. And I lost my cool, that was the main reason. Eh, so this is one of the, you know, er problems, that I have encountered recently. Eh, it happened on the phone. And it, it never ends, so I always choose a series of options. And I- I cannot reach the person who will help me. So that is a big problem, I think. Because that makes me question about the, you know, time we are living right? We are living in twenty-first century. But still we have to choose a lot of, eh, options to reach the right person. ***That is one particular story that I would like to share with you.*** And if you have any stories to share with me about, you know, such issues, I will be very glad to hear as well.

(*Concluding topic*, On11)

As mentioned above, in both online and F2F lessons EAP teachers did not conclude topics/activities explicitly; they signalled the end of them and the start of upcoming topics or activities by using discourse markers, such as '*now', 'okay', and 'so',* which are used along with either '*announcing topic/sub-topic'* or '*marking topic/activity shift'* as can be seen in the examples below*:*

(43) *Making a shift in topic/activity in an online lesson*

T: As a reader, I need to follow your body, like your whole report actually, easily. Because you include so much information. You have the advantages, some of them. And you have disadvantages, three of

them. So if I want to follow and read smoothly (with gestures: two hands going down in parallel indicating smoothness), you need to ORGANIZE. So, the- the shape, the design, how it looks also matters when you write your report. ***Okay*** so ***let's continue.*** <SCROLLS DOWN THE PAGE ON THE SCREEN> This is the longest part. But actually I think the most exciting part because finally (.) you get to talk about your ideas in real life.

(On6)

In Excerpt 43, taken from lesson On6, although the teacher does not explicitly end the topic 'importance of organization while writing a report' but only says 'okay', which inherently conveys that 'something new is happening in the discourse'.

Apart from the above-illustrated two subtypes of *managing topic* that exist in Ädel's (2023) taxonomy, the metadiscourse sub-function *marking topic/activity shift* was created since it was observed in the recordings and transcriptions that teachers sought some linguistic ways of indicating the upcoming of new topics and activities and directing the audience's attention towards these topics and activities. Mostly, by using discourse markers and/or particles on their own or combining them with other lexical patterns and structures, sometimes repeatedly, and even with hedges, teachers marked topic/activity shifts. As Walsh (2014) maintains, transition markers, especially discourse markers such as *okay*, *now*, *so, right*, and *alright*, are frequently deployed by the teachers to indicate the start and ending of activities and stages during the lessons. The functions of some of these discourse markers in teacher discourse have been investigated in various instructional contexts, including EMI (e.g., in Türkiye, Akbaş & Bal-Gezegin, 2022) and EFL (e.g., in Korea, Lee, 2017). In their study of 'Okay' in a mathematics course, Akbaş and Bal-Gezegin (2022) identified "five context-specific functions", two of which are "*an indicator of an upcoming significant point*" and "*an indicator of opening/pre-closing a teacher-inform exchange.*" Also, "metadiscursive function; working as transition activator" was one of the uses of 'Okay' in Korean EFL teachers in the classroom. These examples regarding the functions of discourse markers in teacher discourse seem to be in line with the emerging function "*marking topic or activity shift*" in the current study. It has been observed in our data that upcoming changes in the topic or activity were frequently

signalled by means of discourse markers and the above-mentioned structural combinations. Some instances of this sub-function can be found in the following examples (43)-(50).

(44) ***All right, um so***, what about the paragraphs?
(Marking topic or activity shift, F2F1)

(45) ***Okay.*** Let's go over the reading together. It starts with …,
(Marking topic or activity shift, F2F2)

(46) ***Okay, then. Let's start.*** The first reading text in unit three …
(Marking topic or activity shift, F2F2)

(47) ***Okay then.*** Let's move on to the next page one hundred thirty-three.
(Marking topic or activity shift, F2F5)

(48) ***And let's open something else.*** And let's try to understand the organization and content together more, okay?
(Marking topic or activity shift, On2)

(49) ***Okay then let's start together, if you wish***, okay?
(Marking topic or activity shift, On2)

(50) ***Here we go. Let's start with this.*** Have a look at the paragraph …
(Marking topic or activity shift, On5)

(51) ***Huh, I will open something new.*** I was just gonna (save) it. Here um are there – I will show you three samples of a paragraph in the body section.
(Marking topic or activity shift, On5)

In addition, a new sub-type termed as *announcing sub-topic* was identified and annotated in the current study. As a result of the statistical comparison of the sub-corpora OnEAP-TC and F2FEAP-TC (see Appendix H), it was found that this subtype occurred in face-to-face instructional mode significantly more than it appeared in online mode EAP lessons consist of a series of events such as discussions, matching or sentence-filling exercises, activity check/feedback sessions, explanations on forms /content, instructions, dialogues or 'multilogues' (Schwab, 2011), pair- or group-work,

lesson-openings and closings and so on. Teachers start and end these activities in various way; however, still they need to indicate what is to come next within the period of each major activity. For instance, after a feedback session for a gap-filling exercise is started, teachers need to signal that it is time to talk about each item in the exercise. Of course, they usually signal these sub-topics, or sub-activities, by eliciting responses from the students because of the pedagogical reasons that lessons become more learner-centred and students have more opportunities to speak and interact (Harmer, 2007).

Also, *announcing sub-topic* can take the form of, or collocate with, *enumerating*, a sub-type of *managing phorics* in the major metadiscourse category *topics and information flow* in Ädel's taxonomy. Moreover, teachers prefer to announce the sub-topics by using the phrases 'What about …?', 'How about …?', and 'Okay/now, let's have a look at/do/read/discuss the next one/number 5/item 4/etc.' The difference between *marking topic/activity shift* and *announcing sub-topic* is considered to be that the former tends to appear at the beginning of a new and broad topic, whereas the latter seems to take place within a single topic or activity and for each item addressed related to that topic or activity. Some instances of elicited sub-topic announcing can be seen in examples (52)-(54), and in examples (55)-(56), direct, or non-elicited, subtopic announcing is illustrated.

(52) Machines. Okay, mechanical. ***Next one***?

(*Announcing sub-topic,* F2F1)

(53) First sentence? Okay. Uh-huh, thank you. ***Yes three***?

(*Announcing sub-topic,* F2F10)

(54) …is producing the things our mind thinks. Yes. ***What about gardening***?

(*Announcing sub-topic,* F2F13)

(55) …affecting their attitudes towards the lesson. Thank you. ***How about*** this one? Let's have a look at ...

(*Announcing sub-topic,* On5)

(56) … final comparison between 'refund' and 'compensation'. ***So let's see*** 'refund'.

(*Announcing sub-topic*, On11)

The final emerging sub-type of metadiscourse function in this study is *adding to topic* although there are only 3 cases for it. Originally, this subtype existed in Ädel's 2010 taxonomy. Like *announcing sub-topic*, *adding to topic* seem to collocate with *enumerating*, under function *managing phorics*. The examples (57) – (59) display these usages.

(57) Do you remember all those? Huh, ***one more thing*** I remember. We we have quoting, okay. But we have a quote which has fifty-two words.

(*Adding to topic*, F2F11)

(58) But I would like to highlight uh ***another uh important thing about*** content. It is the current info; it should be …

(*Adding to topic*, On3)

(59) … This is the first important difference. ***And the second thing***. What could it be? When you look – when you see this, what do you notice?

(*Adding to topic*, On3)

4.2.2.2. Managing Phorics

Another function identified as one of the two most frequent ones in this study, *managing phorics* appeared in the online lessons (N=913) statistically significantly more than they did in face-to-face lessons (N=581). All subtypes of this function except for *previewing* (i.e. *enumerating*, *endophoric marking*, and *reviewing*) were utilized in online teaching almost twice as much as they were in face-to-face teaching. Reviewing was found in F2FEAP-TC significantly more frequently than in OnEAP-TC.

4.2.2.2.1. Enumerating

For *enumerating* in both face-to-face (N=146) and online (N=205) teaching, teachers

benefitted the words and phrases such as first, first of all, second, secondly, third, thirdly, then, next, and then, after that, last, lastly, etc. to indicate the order of the concepts they were talking about. Some examples are as follows:

> (60) Let's have a little chat, okay? So how to construct this body section because ***first of all*** we need to focus on this body section. We are going to understand, you know, how to construct this body section in detail. ***Then*** we can talk about the conclusion part. Okay? (On1)

> (61) ***Finally***, very quickly let's turn to page ninety-four. (F2F2)

In the examples above, the teacher is enumerating the topics/activities to be covered at that stage of the lesson. Although in Example (60) the teacher announces topics, in Example (61), the teacher announces a topic/activity by first marking phorics, i.e. where the next focus of the lesson will be (e.g., page ninety-four).

> (62) Okay, ***first*** we have the introduction sentence. ***Then*** we have the citation and ***afterward*** we have commentary part, commentary sentence in our own words in – each paragraph in the body section, by the way. Okay, ***the last thing*** is that you should avoid using only direct quotation or only paraphrasing or only summarizing. (On13)

In Example (62), we can see that the teacher is enumerating the contents of a paragraph in the body section of a research report and at the same time she reminds what the students should be careful about as they write this body section paragraph.

> (63) So we can start with the first one. <STUDENT NAME>, would you like to do it? Yes, can you read the question ***first and then*** the answer? (On8)

In Example (63), an example for how the teacher enumerates what she expects the student to do first and next can be seen. It can be said that by enumerating, she clarifies that she wants the student to do the mentioned actions in the mentioned order.

4.2.2.2.2. Endophoric Marking

In addition, *endophoric marking,* in both face-to-face (N=306) and online (N=541) teaching, is used in order to refer to a figure/table/chart/graph and a specific point in the discourse and in the referred material. In online lessons endophoric marking was deployed statistically more significantly. EAP teachers used words or phrases such as here, as you see, as we can see, have a look at, look at, in this part, in the first part, in the first paragraph, in the text, on page sixty-three, in the table, on the righthand side of the exercise. Endophoric marking is executed through the use of demonstrative adjectives and pronouns, adverbs, and attention-drawing phrases (e.g., as you can see, as you see, etc.). The most common phraseologies to fulfil this function were 'Here', 'This', 'This + Noun', 'That', 'That + Noun', 'These', 'These + Noun', 'Those + Noun', and expressions such as 'As you (can) see' and 'In this part/text/section/ paragraph'.

'This' and 'This + Noun'

"*This*" and '*This + Noun'* combinations were used the most frequently, with 310 times in F2F lessons and 739 times in online lessons, which equals a total of 1049. However, there were cases in which the teacher was not referring to a place in their or the audience's discourse; for example, they were just quoting a sentence or question from the course book or a material at hand or an adverbial or conjunction such as 'That's why' and 'so that' was used. As such, not all of the usages were annotated as endophoric marking. Some examples of EAP teachers' preferences of endophoric marking with '*This*' and '*This + Noun'* can be seen below:

(64) ***This*** is a bad sample. (On5)

(65) I think ***this*** is a good chance if you want to catch. (On

(66) Okay, you listened to paragraph three and four. Now, please try to write the keywords of paragraph three on Padlet, please. Go to Padlet and- oh efficiency, exactly. ***This*** is one of the principles of a good design. Ergonomic design. Exactly. What else? (On8)

(67) *Online Instruction-giving for an activity on Google Docs*

T: Hm-hm. (..) Okay, eh, <STUDENT NAME>, I think you said that you have some questions. (..) Yes. Okay, <STUDENT NAME>, ***this*** is your space. You are student number five. <ON THE SHARED SCREEN, T SHOWS THE PAGE ON WHICH 'STUDENT NAME', IS EXPECTED TO WORK> So find your space here, ***this*** is your space, to create an outline. So last week (..) we talked about how to outline, how to make an outline your paragraphs before writing. Outlining is quite important. So in your outline you have to think about your topic sentence before writing. (…) And then find two reasons to support your argument (..) topic sentence. And then you need to find two examples to (..) exemplify (..) your reasons. So ***this*** is your task.

(On14)

(68) *Sample body section analysis*

T: So let's do in that way. Uh first of all, have a look at the subheadings. Then we will continue about the differences. So ***this*** is our first subheading. Am I right? <T HIGHLIGHTS THE SUBHEADING IN GREEN COLOUR>

S: Yes, hocam.

T: How about this? "Ease of finding new material" <T HIGHLIGHTS THE NEXT SUBHEADING>

S: Genelden özele gidiyor gibi bir şey,hocam. Şey olarak.

T: I am not sure. So er - this is also subheading. Right?

S: Evet.

T: How about ***this***? <T HIGHLIGHTS THE FIRST SUBHEADING OF THE NEXT BODY SECTION>

S: O da subheading.

T: This is also subheading. <HIGHLIGHTS THE SUBHEADING> How about ***this***? <SHOWING THE NEXT SUBHEADING IN THE SECOND BODY SECTION>

S: Aynı şekilde.

T: How about ***this***? <SHOWING THE NEXT SUBHEADING IN THE SECOND BODY SECTION>

S: Evet, subheading.

T: ***This*** is subheading as well.

(On4)

Some examples (69)-(71) of 'This' and 'This + Noun' from the face-to-face lessons

can be found in the following:

(69) That is why we can say that this is a paraphrasing. Okay, after our introduction we have ***this citation*** in our paragraph.

(On13)

(70) And you are gonna take notes er under your number so if you are student one you are gonna use ***this space***. Double-click. If you double-click on ***this graphic organizer,*** a new screen will pop up.

(On14)

(71) Then let's hear our 'No' first and then I'll hear 'Yes' as well because I'm also really interested in ***this topic.***

(F2F1)

The common occurrence of the pattern 'This + noun' in the data can also be considered from a genre-related perspective. According to Charles (2003), this pattern, consisting of a noun and sentence-initial 'This', functions as a 'retrospective label' (Francis, 1994) and is used to encapsulate the preceding propositions. It is believed that, by aiding the organisation of the text and how the writer's message should be perceived by the audience, the use of this lexico-grammatical pattern allows the writers to display their competency as a member of the discipline by showcasing their stance. Two types of head noun of labels are identified: metalinguistic (Francis, 1994) and non-metalinguistic. (Charles, 2003). Metalinguistic nouns refer to a certain length of discourse by assigning it to a specific type of language, such as "point, distinction, expressions" whereas non-metalinguistic nouns are exemplified with nouns such as "effect, result, observation" (Charles, 2003, p. 316). It I argued that these labels have an interactive nature in that they can influence the way the writer's propositions are understood by the audience. In her study on theses from politics/international relations and materials science, Charles (2003) found that there were disciplinary differences in the choice of nouns, thereby favouring metalinguistic nouns or nouns with an inherent stance. She asserts that research practices and knowledge building conventions within specific disciplines can affect this type of differences.

Considering that Charles' (2003) study was on the written academic genre of 'thesis',

the frequency of the 'This + noun' pattern in the present study, especially in the online lessons brings to mind that online EAP lessons could be partially characterised by monologic features associated with written academic genres and lectures, which are delivered by scientific experts of various disciplines. For this reason, this finding needs to be addressed in relation to other findings points to further monologic features.

'These' and 'These+ Noun'

Similar to the use of 'This + Noun' the demonstratives 'That', 'These' and 'Those' seem to be used with nouns. Examples (72)-(76) are illustrative of these patterns.

(72) Er so **these movements** hurt your hands, maybe your shoulders, your legs in time.

(On8)

(73) What about ***these other titles***?

(On12)

(74) And ***these subheadings*** are all related with the major heading.

(On17)

(75) *Discussion about headings and subheadings in body sections*

T: Why professor?

S: It says er with the thesis statement and it is relative to its heading or, let's say, title and subtitle yes subtitle it starts with the author's own ideas and ends with a conclusion sentence.

T: Okay so thinking about all ***these***, then we would say okay. This is something okay. This is the good sample, we would say I guess, <STUDENT NAME>. I can conclude

that. And at the same time if we remember the first and the second one <T GOES BACK TO THE PREVIOUS SAMPLES AND THEM COMES BACK> then we would say this is very good, you know, accordingly. Then yeah you are right.

(On2)

(76) *How to write a comment after a citation*

T: And then follow your quotation with your comment. Introduction,

quotation, your comment. When you're giving your comment, I left you some useful language ideas. 'It can be said that', 'It is understood that', 'Therefore', 'Regarding the ideas of Smith and Johnson, it is clear that', 'Depending on' blah, blah, blah. ***These*** are some useful language ideas.

(On15)

'That' and 'That + Noun'

In addition to This and This + Noun, another marker or phraseology to signify endophorics was 'That' and 'That + Noun' combination, which was recorded with 1003 times in the data. "That" is used 387 times in F2F lessons and 616 times in online lessons. Some examples for this type of phorics marking can be seen in (77)-(80) below.

(77) T: ***That*** might be the reason"

(On5)

(78) Just like we started, you know. Uh everybody cooks, but not everybody cooks an art. So just like ***that***, I guess.

(F2F1)

(79) *Instruction-giving to students who did not attend the previous class*

T: Again, if you were absent, er, on Thursday last week, my suggestion for you is to study the document, the opinion paragraph input document, (..) in order to (..), eh, understand what an outline is and how to do an outline. (…) So please read **that document**. Please check the opinion paragraph input. <T SHOWS THE FOLDER WHERE THE STUDENTS CAN FIND THE DOCUMENT ON MOODLE>. (…) For some technical reason I can't open ***that document***. I don't know why. Erm I remember encountering a similar problem but for, but I forgot how to. Hmm I think I need to mainly restart the Word, but I can't do ***that*** right now. I'll try to deal with that on the break.

(On14)

(80) *Contingency solution for an activity*

T: Did you choose any quota- citations according to your topic from the resources that you found? Do you have some citations?
S: (No answer)
T: No?

S: No.
T: So could you please uh (.) find uh (.) Let's do it ***that way***. Do you have at least one or two resources that you found? (..) No one gives me an answer. (..) So can we do in ***that way***? Um like we did in the previous hour. If I give you, if I give early break, could you please find at least uh one quotation from your resources about your topics? (...) No one wants to do the- these kinds of things. I mean you will get feedback before you take grades. I think this is a good chance, if you want to catch. <STUDENT NAME1>, <STUDENT NAME2>, <STUDENT NAME3>, <STUDENT NAME4> and <STUDENT NAME5>, I know you are there.

(On5)

In Excerpt 80, the teacher uses endophoric marker 'that way' to talk about an upcoming information. This way she orients the students to the message or information that is to follow.

Major characteristics of Endophoric Marking in EAP Lessons

A significant finding regarding this subtype of metadiscourse function, *endophoric marking*, is that it is fulfilled by the teacher in an interwoven way. In Example (76), the first marking is made with 'these', which refers to a piece of information written by an author. And then 'here' is used to mark a specific discourse location, to which the teacher is drawing students' attention as the place where the author's expression in question. Finally, 'this', the last case of endophoric marking in the example here, is used to refer to the author's mentioning of these specific points in the preceding discourse.

(81) If the writer says ***these here, this*** means that the writer mentioned about them before.

(*Endophoric marking*, On5)

The phraseologies for endophoric marking in F2F lessons seemed to be used densely with other types of phraseologies as can be seen in Examples (82)-(83). In (82) below, for example, the teacher makes use a number of endophoric markers along with 'This', i.e. 'Here', 'As you see' These, 'In that paragraph'.

(82) *Explaining main idea question on the reflected screen*

T: The first one, you say. Yeah well, it starts with the- let's take a look. <T SCROLLS DOWN THE PAGE> It starts with ***this one here***. The production of Fine Art. So ***here***, ***as you see***, the Fine Art is defined. The production is defined ***here***. Use of skills, imagination, creating aesthetic objects. We talked about ***these***. Remember? So, and also (..) later ***in that paragraph***, photography is also defined. Okay, so we can say that fine art and photography uh are defined ***here*** (..) showing or comparing them, let's say, showing the differences, right? So, ***this*** is one. Good. Photography is more objective than other kinds of art. ***This*** is paragraph? (F2F1)

(83) *Explaining trends in a chart*

T: Okay. Now we have a little chart. It's about global emissions from fossil fuels, increasing from 1950s to 2010. Er, ***as you can see***, our vertical axis is about gigatons of carbon per year and our horizontal axis is about the years. ***As you can see***, there is an increasing trend ***in this graph***. So now uh ***this section*** gives us three again supporting details about using gasoline in a car is not sustainable and has some negative consequences. What are the three examples even ***in the article***? (F2F4)

There were also cases where *endophoric marking* was performed for the upcoming pieces of utterances. Such cases can also be identified as 'labelling (upcoming) discourse' One example of this type of marking can be seen below in (84):

(84) Also he followed with ***this comment.*** "For this reason, some students have a big and serious problem about financial issues." He gave his comment as well. For this reason, because of this blah, blah, blah. I like that.

(*Endophoric marking*, On16)

Here, the teacher marks the quoted information with the phrase 'this comment' and signals that a comment will be shared instantly. However, this comment is not only read by the teacher, but also seen by the students on the Google document shared on Zoom.

Previewing

EAP teachers informing the present study tended to utilize the previewing function

relatively less frequently in online and F2F lessons. When they preferred to use this function, it usually had the purpose of announcing lesson aims and/or lesson content, announcing activity aims and/or activity steps, and announcing what will be covered in the following lessons. Some examples can be seen in (85)-(86) below:

(85) T: Okay, I will do the er fourth exercise ***later in the third lesson***.
(F2F10)

(86) *Planning for the next hour*
T: Okay, okay. Very good. Er we have actually one (must) practice, exercise but we have done with the er Word document here. <T STOPS SHARING THE WORD DOCUMENT, EXERCISE FILE>. Er ***I will ask you to write such a paragraph***, like this one, with a citation. In the er next hour, ***let's do it in the next hour***, er so I guess, you have done research so far and you have found some citations, sources, right, for your reports?
(On13)

As in some of the functions, previewing can also be enacted with the joint construction of the teachers and students. In Example (86) below, we can see that the teacher is previewing a topic which is inquired by a student.

(86) *Joint previewing*
T: Ladies and gentlemen, what do you think about the conclusion part? We did everything, let's say we finished the body part, and we have done everything so far. What are we going to do in the conclusion part?
S2: Complete everything, what we do.
T: Or what we shouldn't? What we should do, what we shouldn't do, what do you think? Complete yes, this is the final part. What do you think? What can be a mistake? What we shouldn't do in the conclusion part?
S: Giving new ideas
S2: Before...
T: Yeah, sorry <STUDENT NAME1>?
S2: Before I can tell about the what we should do,
T: Okay.
S2: We will summarize our findings, what we found. And er we should mention the most important and most significant meaning of our research.
T: Correct.

S2: we shouldn't say new ideas.
T: So, perfectly.
S2: Are we doing any recommendation?
T: Yes, ah yes, ***we are coming to that.*** Nice, so I'm wrapping up what <STUDENT NAME2> and <STUDENT NAME1> said. We are just wrapping up everything.

In joint production, the student is asking whether it is possible to make recommendations in the conclusion section of reports. Then, T tells him that it is going to be discussed in the later part of the lesson although the word 'later' is not used. Thus, a previewing is fulfilled in collaboration of both T and the student. The student mentions the topic and the T points forward and marks the place of that topic (i.e. recommendation) in the discourse.

Reviewing

EAP teachers used self- and other-initiated reviewing or, as Mauranen (2023) states, ego-centric (i.e. 'I') and alter-centric (i.e. 'You' and '<STUDENT NAME>') retrieving in both online and F2F lessons. However, it was also observed that instructors resorted to jointly-constructed (i.e. 'We') speech actions in order to make 'discoursal reference' or 'refer to earlier utterances' (Wang & Kataari, 2021). On the whole, this function was enacted by means of phraseologies constructed with speech-related verbs, e.g., SAY, TELL, TALK, STATE, MENTION, EXPLAIN, DISCUSS etc. (rarely with other verbs like STUDY or DO, which are used to review the activities carried out previously), and one of the subjects mentioned above, as can be seen in examples (87)-(93) below:

(87) After giving reasons thenwe gave the examples about our own experiences, ***as <STUDENT NAME> stated***.

(On1)

(88) So I – I would like to (.) give you (.) let's say s-seven. Not seven, but maybe **four** to five minutes, okay, for this part. (.) Also, we we need to take a break soon er righter because it is (.) ten fifteen. Maybe er we can take a break. Fifteen minutes. And after the break we can carry on and, ***as I said***, I could keep you **four** minutes for this part. And you can

do it. An if time is not enough, I can give you extra time. Then we can continue together.

(On11)

(89) Yes, it's okay, but still you cannot finish your, end your paragraph er with a citation. You need to comment on this. But er this paragraph lacks it here. Er and (.) ***as you said***, and explained very er properly, let's say, thank you very much.

(On13)

(90) So ***last week*** (..) ***we talked*** about how to outline, how to make an outline your paragraphs before writing. Outlining is quite important.

(On14)

(91) Cell phones, for instance, ***as you said***, they have gone up in price?

(F2F2)

(92) ***As your friend suggested***, geographical segmentation and demographic – it depends on the needs.

(F2F12)

(93) Yes. (...) Effec-tive-NESS. Are they the same? Or is there a difference between them? Yes, <STUDENT NAME> I think ***we have talked*** about them before, haven't we? (F2F14)

The phraseology 'As ONE said was also accompanied with different variations of the verb 'remember' and/or time adverbials such as 'before, earlier, already, again, at the beginning, last week, in the previous semester, at the beginning of the semester, during the first semester, in the previous case, in the previous weeks, in the previous session, previous hour, at the very beginning of this term, during the last hour, the code of a previous course (e.g., ENG101 or ENG102) etc.' Some phraseologies integrating such type of adverbials can be seen in (94)-(98) below:

(94) ***If you remember, last week we talked*** about some examples of standardized tests you may want to (..) write them for example.

(On14)

(95) ***If you remember*** from the case study that ***we talked about***...

(F2F12)

(96) Okay, ***we said*** this: Good. But I think you are uh missing

something. Missing a point that you just er average or bad just because of its length? Huh why? I said that- ***I will remind you something***, <STUDENT NAME> - I said that for the – this is the easiest thing you can catch for this paragraph

(On5)

(97) So ***we talked*** about it in the intro, ***remember*** you have some audience basically me and your friends.

(On6)

(98) "Yes, uh we ***we discussed*** that paragraph, ***remember?*** In the first part. Photography is being u:m, let's say, explained as an art.

(F2F1)

In addition to the usages illustrated above, instead of 'as', 'like' and 'just like' were also used as can be seen in (99)-(100):

(99) ***Like I said***, please try to do a pair work (.) with someone that you prefer to do with in the class.

(F2F5)

(100) And you see aesthetics. So yeah well ***just like you said***. So there's something else that is needed here.

(F2F1)

4.2.2.2.3. Marking Asides and Marking Interruption in Flow

On the other hand, *marking asides* and *marking interruption in flow* were the least frequently used functions of metadiscourse category *managing phorics* in both corpora. In the example (101), the teacher marks that she is making non-essential remark by using the phrase 'by the way'. In example (102), an unplanned interruption in the discourse flow is marked with 'but where is my-' and in example (103), another unplanned situation occurs and the teacher marks this by 'I need to take a minute' as she leaves the virtual class to check the internet connection at her home.

(101) It is a very short text, ***by the way.***

(*Marking aside,* F2F1)

(102) I have some notes about education, ***but where is my-? Okay I forgot my phone there.***

(*Marking interruption in flow*, F2F6)

(103) … to the booklets. And then please look at here. ***I need to – I need to take a uh – I take one minute.*** I'm coming in one minute, okay? I need to uh check the internet connection.

(*Marking interruption in flow*, On3)

4.2.3. MD Functional Category '*Comments on Discourse*'

This category of metadiscourse functions was observed in the data relatively less frequently in both OnEAP-TC (N=166) and F2FEAP-TC (N=161) and there were not any significant differences in their uses in, as can be seen in Table 28 below. The functions that were the most frequent was *exemplifying* and *labelling speech act*. Nevertheless, the functions *contextualizing* and *commenting on genre* were not existent at all.

Table 28. Comparison of the Frequency of the Functions in the Category '*Comments on Discourse*'

	OnEAP-TC		**F2FEAP-TC**	
Labelling speech act	39	1,9%	60	2,3%
Exemplifying	63	3,0%	96	3,6%
Contextualizing	0	0,0%	0	0,0%
Commenting on genre	0	0,0%	0	0,0%
Referring to linked genre	9	0,4%	9	0,3%
TOTAL	**111**	5,3%	**165**	6,2%

4.2.3.1. Labelling Speech Act

Like the functions in the category '*words and their meaning'*, the functions *labelling speech act* was carried out in both self-initiated and other-initiated manners. In addition, *labelling jointly constructed speech act* and labelling textual speech act was identified. As a result, *labelling speech act* was further categorized as 1) *self-initiated*

speech act labelling, 2) *other-initiated speech act labelling*, 3) *labelling jointly constructed speech act*, and *4) labelling textual speech act.*

4.2.3.1.1. Self-Initiated Speech Act Labelling

The EAP teachers from time to time label the speech acts they perform for various purposes such as nominating, addressing, and reviewing. For example, in Example (104) below, the teacher first asks the question "So which techniques are used here, if you remember?" And immediately after this, she nominates a specific student and explicitly labels her speech act of "asking" by "<STUDENT NAME> let me ask you."

> (104) *Eliciting and reviewing citation techniques*
> T: As you can see here <HIGHLIGHTING THE PART IN THE BOOKLET> we have this introduction sentence: "Nowadays global warming is the most common issue that people argue about". This is our introduction here. After that you can see we have this citation <HIGHLIGHTING>. So which technique is used here, if you remember? (.) <STUDENT NAME>, ***let me ask you***. (On13)

Some other examples regarding self-initiated speech act labelling can be found in (105)-(106) below:

> (105) Yes, now, before we start reading arkadaşlar, it's a very short text by the way, I ask you to uh preview the text.
>
> (Self-initiated *labelling speech act*, F2F1)
>
> (106) And of course, I would like to remind, yes (..) your deadline …
>
> (Self-initiated *labelling speech act*, F2F10)

In some lessons, it was observed that the teacher labelled her own 'future' speech act. In Example (107) below, a self-initiated speech act labelling which refers to a future time can be seen.

> (107) <LAUGHS> Allah Allah, (XXX) We will see. ***I will actually ask you to*** give comments to each other. What do you think? Er, so this one, nowadays, studying abroad, I think this belongs to <STUDENT

NAME>, the owner of the citation. (On16)

Although it refers to the future, it is understood that the speech act is actually happening as it is labelled. The question "What do you think?" immediately following the labelled speech act gives us the impression that the teacher has already asked the students to give comments on the writing samples of other students.

EAP teachers seem to be resorting to preliminaries as well, which can be considered the announcement or declaration of an upcoming speech act, such as "saying", "asking", "recommending", etc. In the example above, the teacher is announcing that she is going to say something and she says what she wishes to tell the students, while in Example (108), the teacher announces that she is going to ask a question. These preliminaries can assist the teachers in attracting the attention of the students to follow what is to come next in classroom discourse. (As transition and attention-getter)

(108) Er okay but before listening I have a question. (On8)

4.2.3.1.2. Other-Initiated Speech Act Labelling

When analysed qualitatively, it was seen that EAP teachers used the function other-initiated speech act labelling in order to review the earlier content of the discourse and referring the action of SAY-ing (or other verbal actions e.g., STATE, EXPLAIN, etc.). In the Example (109) below, we can see that the teacher is labelling the speech act of two students as she reviews what they have said to emphasize a similarity with what she is currently talking about, i.e. allowing "global companies to increase profits and growth".

(109) *Checking students' answers to reading comprehension questions*

T: Yes <STUDENT NAME1> it was (.) the one of the opportunities in the first paragraph. In the second one? (..)

Increasing employment opportunity to get- to reach this opportunity the: people in developing countries, not the developed ones (.) are

doing wha:t? (..)

Ss: To improve their education?

T: Yes, they are improving their education. So outsourcing (.) helps (.) these (.) countries to improve, thanks to their education. So that they can meet the demand for worke:r

T: Profit and gro- umm growth. *It allows global companies to increase profits and growth.* Er it is similar to what ***<STUDENT NAME1> said*** and ***<STUDENT NAME2> said.*** It saves money.

(On15)

In the examples (110)-(111), on the other hand, the teacher is referring to the action of SAY:

(110) "Photography is not an art", ***<NAME S5> says.***

(Other-initiated *labelling speech act,* F2F13)

(111) … it means it is about your ideas only. Okay then. <NAME S1> stated 'your experiences'.

(Other-initiated *labelling speech act,* On1)

Another purpose for the use of labelling other-initiated speech act in EAP classes is a direct reference to the action of 'saying' something. In the example below, the teacher returns to a student who had been saying something when he was interrupted by the teacher and he refers to the student's action of 'saying' with the utterance "You were saying something I interfered" and implicitly asks him to repeat or continue what he was saying.

(112) *Getting back to a student after sharing feelings about the topic*

T: Well maybe this is because you don't like it. Maybe because –
E: No, I like it –
T: you can't believe how I feel when I when I play some of the games. when the game finishes my part of my life ends with that game and I really long for that game. I really miss that game. I really want to be in that game again. Because I feel everything that the creators create there. Actually well. Yeah thank you for your opinion. ***You were saying***

something <T POINTS TO ANOTHER STUDENT WHO HAS BEEN TRYING TO ANSWER THE QUESTION> I interfered.
SX: No I said I am also into gaming.
T: Uh-huh.
SX: But I don't think it's art.
T: Yeah yeah. Okay yes, thank you. Anyone else?

(F2F1)

Some instances for these functions can be found in examples (113) - (114) below:

(113) Um so uh it it could be- it could have been that as well but here ***we were talking*** about a camera.

(*Labelling jointly constructed speech act*, F2F1)

(114) … your titles here and subtitles here, okay? Then ***we are going to talk about*** some stuff okay that is top secret?

(*Labelling jointly constructed speech act*, On1)

4.2.3.1.3. Labelling Jointly-Constructed Speech Act

"Labelling jointly constructed speech act" is used in EAP classrooms for five purposes. When the teacher is:

(a) referring to a piece of information that the teacher has mentioned earlier in the lesson, in the week, semester, etc. or that a student has mentioned previously, or that has taken place in a discussion,

(115) If you remember in our last class, ***we talked about*** art to some extent.

(F2F1)

(b) when labelling jointly-constructed speech act in order to summarize what answer has been given by a student or the class (sometimes after a discussion as in the example above),

(116) S: Hocam ilk boşluğa B mi geldi?
T: Okay ***we said*** this (sample is) good.

(On5)

(c) or with the aim of reminding the specific topic that is currently under discussion,

(117) Oh there are two different topics here ***we are talking*** about in this sense, right?

(On5)

Nevertheless, there were cases where labelled speech acts and its variations did not refer to the world of discourse. In the example below, although we see the phrase "we talk", it is not used to label the joint speech act of "talking", but to explain what should be done in the conclusion section of the research report.

(118) *Explaining the content of the conclusion section in a report*

T: As <STUDENT NAME> said, we shouldn't give new ideas. Conclusion is not a part to give new ideas. We just put everything together, put what we have said in the body together. So, ***we talk*** about the significance of our topic. We summarize our findings and emphasize their importance. Why are they important?

(On16)

Thus, it is not related with the world of discourse, but the real world itself: an aspect of how to write a conclusion. Therefore, "we talk" is not annotated as labelling speech act in such cases, when the word or expression does not refer to an aspect of the agenda of the lesson discourse.

d) asking for confirmation regarding what a student has just mentioned or reporting what is said by the student,

(119) *Eliciting answers about key terms in a reading text*

T: Very good. Yes, <STUDENT NAME>. <HEADS TO THE BOARD TO WRITE IT> Yes, of course. Gross national income. (..) Another question, what does it mean? (.) How can we formulize it? (..)
S: Average salary of in year.
T: Average salary, ***you say?***

S: The average salary (.) of the internet.
T: Of the internet? Are you sure?
S: Yeah, I'm not sure that much. (F2F 14)

e) referring to the action of SAY and other VERBAL ACT.

(120) ***What can we say about*** this of kind of titles – in our body part, body section? Main headings, main titles, okay. Er thank you very much. (On12)

(121) ***How can we say*** this is a major title, this is a main title? (On12)

(122) Okay, <STUDENT NAME> says, we will learn body and conclusion paragraphs. I'm not sure about the paragraph but ***let's say*** section because we have a report and we know that's longer and more serious but actually you are right body and conclusion, ***let's say***. (On1)

At this point, the expression 'Let's say' requires more of our attention as it takes of several functions in discourse. To begin with, it is one of the phrases used to fulfil a pragmatic function.

(123) … and for example, I'm going to click on <STUDENT NAME>'s, you know, blank body section, ***let's say***.
(On1)

Here the teacher has made up the name '*Blank body section'* to describe the blank Google Document she had prepared prior to the lesson in order for the students to draft a body section for their research paper during the lesson. In this case the teacher can be said to be using the verb SAY with the meaning CALL and the structure LET'S with its primary function 'suggesting'. Therefore, as the teacher is labelling the speech act SAY, she is actually deploying ….

Additionally, 'Let's say' can function as a discourse filler. In Example (124), 'Let's say' is used to fill the pause or gap in the teacher's speech as she is looking for an explanation in her mind, thus, here it functions as a filler.

(124) *Comparison of introduction and conclusion sections of reports*

S2: Yes, but I thought wrong (cite) because if introduction is not, actually if introduction is too weak the reader doesn't take it. That's right, I thought like that but I understand the baby example with it, everything is clear.

T: So, like introduction is of course it should be powerful to affect me but in the conclusion, ***let's say,*** you can rely on something, you have a wall against you like you can rely on this, you have your bodies and evidences, so you give your conclusions summarizing and emphasizing their importance, what you have said so far, and then you discuss the implications. What are the implications?

(On16)

Although structurally we have the phenomenon of 'Labelling speech act', it fulfils the pragmatic function 'discourse filler'. According to Wang and Kataari (2021), who looked into the phraseological patterns of SAY in academic ELF communication, a discoursal filler "seems to be dangling outside a proposition; it does not contribute to the meaning of the proposition, and is used to fill the void when the speaker is looking for words or organizing mentally incoming thoughts and ideas" (p. 4). As can be seen in the example, 'Let's say' is not bound up with the proposition that precedes or follows itself and hence it merely functions as a filler in the discourse of the teacher.

4.2.3.1.4. Labelling Textual Speech Act

In addition to the variety in the agency in the labelling speech acts, EAP lessons also contained a considerable number of cases when the teachers referred to the texts, paragraphs, sentences, etc. In these cases verbal words such as SAY are used to label the speech act figuratively performed in the texts. Some examples from both online and face-to-face lessons can be seen below:

(125) What do you understand from the text? ***It says***.. (F2F8)

(126) Uh-huh. Okay. No? Same, alright? ***So the writer says that*** … (F2F8)

(127) This is another worksheet. ***Part one says that***… (On2)

4.2.3.2. Exemplifying

'Like' and 'for example' were the most frequently employed forms to exemplify. In addition to these, "Let's say" is also used to give examples. In Example (128) below, one example of 'let's say' can be seen.

> (128) What are their brands? ***Let's say***, Apple is an American brand; Samsung is a Korean brand.
>
> (On15)

In this context, the teacher first asks several questions to activate the schemata of the students about the topic. Although she waits for a while between her questions, students do not reply her questions, and she goes on asking and apparently assumes that she is simplifying her questions. She answers one of her questions and talks about mobile phones and asks "What are their brands?" Then supposing that the students might not have understood the word brand, she explains its meaning by giving examples. At that moment, she uses the phrase "Let's say" instead of "For example" before giving examples and then continues with the examples "Apple is an American brand, Samsung is a Korean brand".

4.2.3.3. Referring to Linked Genre

In addition, *referring to linked genre* was exploited sparingly, an example of which can be seen in items (129)-(131) below. Here the 'argumentative essay' can be considered a linked genre to the present genre *EAP lesson* since it is part of these types of lessons.

> (129) And then, what are the aspects that is said to influence photographs? According to the ***article***, of course.
>
> (*Referring to linked genre*, F2F5)

> (130) I have some ***notes*** about education but where is my …
>
> (*Referring to linked genre*, F2F6)

(131) … most of have written ***an argumentative essay*** in the previous semester. Right? Anyone?

(*Referring to linked genre,* On12)

4.2.3.4. Labelling Discourse

As a difference from Ädel's 2023 taxonomy, but similar to her 2006 taxonomy, I annotated "labelling discourse" in the data as it occurred a few times. Some examples for the employment of this function can be seen below. In Example (132), the teacher makes a suggestion as she gives feedback to a student and she labels that utterance as a suggestion openly. In Example (133), the teacher labels the audience's discourse retrospectively and evaluates other-initiated discourse at the same.

(132) ***If you want you can also give that as an example***. That's yeah, I mean that's just ***a suggestion***. (On14)
(133) That's a good ***question***". (On 16)

However, sometimes discourse labelling is carried out prospectively. In the example below, the teacher is labelling his own upcoming discourse as 'my questions' and in this manner, she draws the attention of the audience, i.e. the students, to the upcoming questions.

(134) ***So my questions would be*** 'What is the passage telling about?', 'What about the paragraphs?', 'And how does the author think about the issue?'

(F2F1)

4.2.4. MD Functional Category '*Audience Orientation*'

This functional category of metadiscourse deserves substantial attention as it is the most critical aspect of EAP lessons, which are featured by a high level of interactivity, as compared to spoken monologic genres, like conference speeches or less dialogic genres like most EMI lessons. This criticality is instantly understood when a quick look at the frequency of some functions and their subtypes, as well as the frequency of the whole category itself both in OnEAP-TC (N=1462) and in F2FEAP-TC (N=1531),

summing up to 3213 in the whole corpus. By far, the most employed function in this category was *managing audience behaviour* (N=1960, whole corpus). This was followed by the function *managing comprehension/channel* (N=391, whole corpus) and *acknowledging the audience* (N=310).

This result does not seem to be unexpected given that EAP teaching is not drastically different from other types of L2 classroom teaching. In other words, in EAP lessons, most of the teacher actions concern orienting students as audience in multiple contexts, using multiple materials, utilizing various ways, mostly systematic, automatic, and/or generic, unlike less dialogic types of genres. They are required to make students carry out a number of activities and fulfil several actions, to acknowledge their presence and progress and cater for their affective needs, and to ensure students receive the right message. Hence, a skillful navigation among all these entailments require EAP teachers to substantially deploy metadiscourse functions.

The EAP teachers utilized the metadiscourse phraseologies that focus on the hearer, i.e. audience/students, as the second person pronoun 'you' had a raw frequency of 3182, while self-mentioning marker 'I' (N=1424) and inclusive 'we' (N=1325) had a lower frequency. This result seems in line with the quantitative results of Wu and Yang's (2022) study, in which they analysed personal metadiscourse in the classroom discourse of four native English-speaking EAP teachers in the UK and concluded that the EAP teachers took active engagement of students seriously in their classrooms.

In line with Ädel's (2023) explanations for the functions in her taxonomy and the findings of Wu and Yang (2022), who also applied Ädel's (2010) taxonomy, and a consideration of the interactive and multi-dimensional nature of EAP lessons, some new sub-functions emerged in the process of annotation of the metadiscourse in OnEAP-TC and F2FEAP-TC. Firstly, five sub-types were added within the function *managing comprehension/channel*, which are *checking audience comprehension*, *confirming speaker's understanding*, *informing about failure in channel*, *asking for repetition or clarification* and *offering solutions to the channel/comprehension problem*. Secondly, the function managing audience behaviour was detailed with the use of 5 sub-types and their further sub-types.

As summarized at the beginning of this chapter, there were significant differences in the use of *acknowledging the audience, managing audience behaviour, anticipating the audience's response, managing the message and imagining scenarios* between OnEAP-TC and F2FEAP-TC.

4.2.4.1. Acknowledging the Audience

To start with, the frequency of *acknowledging the audience* was significantly higher in online teaching (N=231 vs N=79). This could have been stemming from the fact that, in online teaching, teachers might have made additional effort to make students feel comfortable in the virtual classes, to motivate students and to enable them to actively participate in the lesson. Teachers generally used different patterns combined with 'thank you', greeted, enacted small talk on students' personal lives (e.g., a visit to the dentists'), praised in an exaggerated way, etc. Some examples for *acknowledging the audience* are as in the following, (135) – (141):

(135) So ***how are you guys***? (On1)

(136) ***Thank you, guys, for your help***. (On1)

(137) ***I liked it, I appreciate it a lot.*** (On1)

(138) ***Thank you very much*** for your answers, opinions so far. (On8)

(139) <***STUDENT NAME> is here.*** <T COMMENTS AS A NEW STUDENT JOINS CLASS> (On16)

(140) Yeah***, thank you for your opinion.*** (F2F1)

(141) ***Thank you for bringing this***. (F2F6)

"Acknowledging the audience" comes to foreground as an indispensable aspect of managing the rapport in the EAP lessons. As Ädel explains, this type of metadiscourse helps the speaker execute face work in their lessons. For example, greeting the students at the start of the lesson, thanking a student or the class at the end of an activity or

saying farewell at the end of the lesson are ways of showing "an awareness of the audience and attending to face needs" (2023). However, thanking the student(s) at the end of an activity also operates as a way of bringing closure to an activity before starting a new one. In the example above, the teacher thanks all the students who gave answers and shared opinions. Then she states that they (the teacher and the students) have read the text, and they (the students) read the whole text and they "found the main idea of the text, focused on the purpose of the author, text type". With this statement, the teacher is wrapping up or reviewing what has been done till that moment. Next, she makes a transition to the next issue or event or activity: having a break, by saying "I think it is time to have a break".

The phrase "As you know" contains the verb "know", which is related to epistemological state of the audience; however, here it is used to acknowledge the audience, i.e. the students, and their awareness of the information she is conveying (i.e. that usually they more people in the lesson). According to Ädel (2023), the metadiscourse function "acknowledging the audience" can be used to address the face needs and display a recognition of their presence. Hence, the expression "as you know" helps the speaker/teacher to make explicit their understanding and consciousness of the audience and their knowledge of the information they are giving. In other words, by using "as you know", the teacher is showing her awareness of the fact that the students also know that usually there are more students in the lessons.

Acknowledging the audience seems to be one of the aspects of the classroom discourse, on which the teachers can apply their own personal strategies. For example, in the examples (142)-(143) below, the teacher, who seems to be using more expressions or utterances to acknowledge the students or building rapport, has her own reactions upon contributions of the students, no matter how small they are.

(142) Thank you so much Professor <STUDENT NAME> (On1)

(143) … Okay, thank you so much Professor. You helped me a lot.

(On1)

4.2.4.2. Managing Comprehension/Channel

Secondly, as for *managing comprehension/channel*, which showed no significant differences between OnEAP-TC and F2FEAP-TC when compared as a whole, was examined in relation to 5 emerging sub-functions in this study, which can be seen in Table 29.

Table 29. Emerging Sub-functions of *Managing Comprehension/Channel*

MANAGING COMPREHENSION/CHANNEL (AUDIENCE ORIENTATION)
1. Checking audience's understanding
2. Confirming speaker's understanding
3. Informing about failure in channel
4. Asking for repetition or clarification
5. Offering solutions to the channel/comprehension problem
6. Checking audience confirmation

4.2.4.2.1. Checking Audience's Understanding

Checking the interlocutor's comprehension is part of ordinary talk regardless of the roles or the context of the participants of the interaction in order to maintain the communication (Heritage, 1984; Schegloff, 1992). In institutional talk, particularly in academic settings, EAP lessons, as in most other language lessons, the teachers are usually observed to be monitoring to what extent their learners can follow the instructions and the lessons content. In language teacher education, prospective or in-service, teachers are counselled to timely check the comprehension of the learners (Long, 1983; Brown, 2007). In our data, the metadiscourse function 'checking audience comprehension' was enacted with the use of diverse lexico-grammatical patterns and preferences such as the following examples (144)-(147):

(144) <STUDENT NAME> is everything clear for you, by the way? (On12)

(145) Is it clear now <STUDENT NAME1>, <STUDENT NAME2?
(On16)

(146) Do you understand it now, <STUDENT NAME>?
(On17)

(147) <STUDENT NAME> do you have any questions about that?
(On5)

In these examples, the teachers address specific students who have asked questions or indicated a type of problem in understanding. However, teachers checked the students' understanding addressing the whole class most of the time, some cases for which can be found in examples (148)-(155) below:

(148) Any questions, any problems up to now about theory? (On1)
(149) Now can you hear me? (On3)
(150) Do you understand what I mean? (On3)
(151) Is it clear? (On5)
(152) Do you want me to repeat them again (On14)
(153) Can you see the board? (On15)
(154) Do you understand what you are going to do? (F2F2)
(155) Okay, any questions? (F2F11)

4.2.4.2.2. Confirming Speaker's Understanding

In everyday communication, in times of confusion, ambiguity or insufficient acoustics, hearers may not be able to understand what the speaker is trying to tell them. In such cases, they try to figure this out by using several strategies like explicitly asking the interlocutor to repeat or clarify what they have said (Schegloff, 2007), repeating (echoing) some part or all of what is said by the speaker (Sacks, Schegloff, & Jefferson, 1974), using tag questions to confirm and so on. It is of great importance for language teachers and to ensure all the students hear and understand what is said in the class.

Therefore, they frequently seek approval of their understanding from the students. In the EAP lessons analysed in this study, the teachers resorted to some expressions to ensure that they had understood the students' answers or comments properly. Some of the patterns used by the teachers can be seen in the examples (156)-(158):

(156) ***Do you mean*** the texts with multiple choice question type? (On14)

(157) ***Did you say*** sharply? (F2F3)

(158) Food storage items, ***you mean?*** (F2F8)

In Example (159) below, the teacher is not sure about the organizational pattern that the student(s) she is talking to will use but makes a guess and she asks the student for confirmation.

(159) But the pattern you want to use is compare and contrast, right? (On3)

Here the teacher checks the comprehension of the students with the use of 'right?' Because she first explains the answer to the question and then uses "Right?" as a tag question.

"Okay?" is used frequently by the EAP teachers, as identified in the literature.

(160) So can you find your quotations during the break then? Okay because we are going to practice, okay. I want to see how you do it, guys. ***Alright?***

4.2.4.2.3. Informing About Failure in Channel/Comprehension

Both in online lessons and face-to-face lessons, EAP teachers informed the students when a communication problem occurred due to a failure in channel, e.g., a connection or microphone problem in online lessons, or in comprehension because of low tone of voice or overlapping noise. Examples (161-162) below illustrate some cases for this kind of function:

(161) ***I cannot hear your voice*** <NAME S2> (On4)

(162) Sorry, <NAME S1>'cım, I – ***we couldn't hear you***, okay? (F2F10)

When used on their own such kind of expressions imply that the teacher expects the addressed student to repeat or clarify what they have said.

4.2.4.2.4. Asking for Repetition / Clarification

In times of trouble in the channel or comprehension or a failure in the way a student words their utterance, teachers directly asks the student to repeat or clarify what they have said. Some examples are seen in (163) and (164) below:

(163) Can you repeat it please? (On3)

(164) Can we make it clear? (F2F14)

4.2.4.2.5. Offering Solutions to the Channel/Comprehension Problem

Upon a detection of a sort of problem in the channel of communication or in the wording or meaning of the utterance by a student, the teachers offered certain solutions to resolve the problem. At times, there occurred problems due to a lack of course material or the lighting of the classroom and the teachers offered solutions in these situations as well.

(165) Um can you- ***if you don't have your books***, can you take a picture of this first part, and I will ... (On15)

(166) ***Let me make the classroom darker more*** <HEADS TO THE WINDOWS> (F2F6)

(167) Also, ***you can read from the board***. (F2F10)

For example, in example (165) above, during an online lesson, the teacher is trying to ensure that the students who do not have their course books with them can also follow

the lesson and she asks those without books to take a photo of the screen which displays the part to be studied during the lesson. On the other hand, in example (166), the teacher realizes that the computer screen projected on the board is not visible enough for the students as she walks around the classroom and she decides to pull the curtains so that the daylight does not hinder the visibility of the projected screen. In the final example (167), the teacher suggests that the students who do not have a laptop computer so as to follow the digital book, but only their cell phones, read from the projected screen on the board. In all of these cases, the teachers are concerned with the accessibility of the course material which will be the main reference for the effectiveness of the lesson, and hence, they attempt to take measures to ensure that accessibility.

4.2.4.3. Managing Audience Behaviour

As for the third function *managing audience behaviour*, which was significantly more frequently used in face-to-face lessons (N=1134) as compared to online lessons (N=744), was analysed with reference to the emerging subfunctions and their subtypes (see Appendix F and Appendix H). The resulting classification of these emerging subfunctions can be seen in Table 30 below.

Table 30. Emerging Sub-functions of *Managing Audience Behaviour*

MANAGING AUDIENCE BEHAVİOUR *(AUDIENCE ORIENTATION)*	
1. Eliciting audience's responses	a) Eliciting verbal responses i) Instructional questioning - Display questions - Referential questions - Probing - Scaffolding - Prompting - Cloze-prompting - Interpersonal projection - Rhetorical questions ii) Using directives - Ordering - Requesting - Mitigated directives

Table 30. (continued)

	b) Eliciting action responses i) Eliciting cognitive action ii) Eliciting physical action iii) Eliciting textual action iv) Eliciting digital action v) Eliciting other action
2. Commenting on audience behaviour	a) Evaluating audience response (i) Giving positive feedback on audience behaviour (ii) Giving negative feedback on audience behaviour (iii) Giving corrective feedback (iv) Confirming comprehension b) Managing rapport i) Using humour and playfulness ii)Showing care c) Maintaining discipline d) Responding to audience question
3. Checking in	

In this category, one of the points that draw our attention immediately is the functional and structural variety of metadiscourse. The teacher can manage learner behaviour by giving instructions, by making requests, by asking them to perform an action or a verbal behaviour, such as elaborating on an answer they have already given or turning the page, by commenting on their answers in a positive or negative way, by providing feedback on student responses, and so on. In order to ask students to do something, the teachers made use of direct requests (e.g., Tell me. / Please go to Padlet) and indirect requests (e.g., Would you like to read it? / Could you please put it again?). Also, teachers used metadiscourse functions for addressing cases involving individual students and the whole class collectively. The way the teacher addresses or makes elicitations from the whole class may not be the same. Similarly, the way they give instructions in a crowded class can vary from that are given in a class where there are only a few students.

To sum up, the use of different styles and choice of diverse lexis in the fulfillment of metadiscoursal functions regarding particularly *managing audience behaviour* can be regarded as connected to a number of factors, such as number of the students in the

class, the teacher's relationship with them, and teacher characteristics (e.g., experience, age, personality, teaching style, etc.) as well as time constraints, the load in the lesson agenda, i.e. the number of topics to be covered in the lesson in question.

4.2.4.3.1. Eliciting Audience's Responses

As mentioned earlier, one of the most prominent findings of the present study is the amount of audience orientation. The majority of the cases in this category is related to eliciting audience's responses, which equals a frequency of 1477 (see Appendix I). In this category, I created two sub-categories, i.e. eliciting verbal responses and eliciting actions responses. The EAP teachers resorted to directives both in online and F2F lessons. Directives can be defined as the speech acts that are fulfilled to get the hearer to do something or not to do something and they are enacted via in the forms of advice, command, order, question, request, and so on (Searle, 1969). Therefore, all kinds of directives in this study are annotated as 'eliciting audience's behaviour' whether they are operating as directives for the audience to provide a verbal response or to perform an action. As such, 'eliciting audience's behaviour' is categorized into two major classes as 'eliciting verbal response' and 'eliciting action response'.

Eliciting verbal responses

According to the UAM produced statistical analyses (Appendix H and Appendix I), this subtype was employed in F2F lessons (N=693) significantly more frequently than in online lessons (N=432). This function is enacted by the structural and pragmatic preferences of the teachers when demanding verbal responses from their students. Under this title emerged two main sub-categories, namely, *instructional questioning* and *using directives* were identified.

The ultimate aim of language lessons can be regarded as helping learners understand and produce the target language, given the contemporary language educational practices that attribute substantial importance to active learning (Elmetaher, 2021; Harmer, 2007; Richards a& Rodgers, 2014). Teachers in language classes, therefore, are expected to find ways of promoting the learners' production of the target language

and questions are deemed to play a key role in the active engagement of the learners in the lessons (Savignon, 2002). “The students are no longer passive learners and the teacher is no longer the only source of knowledge. Teachers, however, are acting as guiders who ask ‘good questions’ that should lead the whole learning process (Waterloo, 2017; IGCSE, 2015; WNET, 2004; Felder & Brent, 2009)” (cited in Elmetaher, 2021, p. 312). For this reason, whenever possible and whenever teachers can think of, they resort to questions in order to let the students talk about their weekend or health genuinely, activate their schemata about a topic, review a grammar structure, check instructions, engage other learners immediately after eliciting responses from a certain learner (which can happen either anonymously or directly nominating a student), give corrective feedback, ask for repetition/ clarification/ confirmation, probe into a given response, evaluate learner responses and behaviour, etc.

Conventionally, teacher questions can take four main forms as revealed in the literature which are 1) Yes-No questions, 2) Wh-questions, 3) Tag questions, 4) Declarative sentences with a rising intonation (Ciccillini & Triki, 2024). In addition, designedly incomplete utterances (DIUs), which are “comprised of incomplete utterances produced by teachers as a means to elicit missing information in the shape of utterance completion” (Margutti, 2010, p.316). All these structural types of questions were identified in the both online and face-to-face EAP classes. All types, except tag questions, were annotated. However, tag questions were annotated as asking for confirmation (i.e. comprehension check) or confirming speaker’s understanding. Furthermore, Adapting the taxonomy of EMI teacher questions by Sanchez-Garcia (2020), Ciccillini and Triki (2024) grouped teacher questions under two main categories as instructional and regulative. Adapting from this classification, for instructional questioning, display questions (i.e. questions to which they knew the answers), referential questions (i.e. questions to which they did not know the answers), rhetorical questions were used in the current research. Besides, prompting and close-prompting, interpersonal projection were also added to the analysis of the function *instructional questioning.* On the other hand, as for regulative questions such as procedural questions (Ciccillini & Triki, 2024) were also analysed in relation to the

functions managing situation and checking in. It was observed that teachers utilized a wide variety of questions with respect to lexico-grammar and function.

Display-Referential Questions

In example (168), we can see a referential asked by the teacher. Such kind of questions were usually asked at the beginning of the lessons as a warm-up strategy. Also, in pre-reading and post-reading discussions, EAP teachers asked referential questions to give students opportunities to express their opinions about topics freely.

(168) How was your weekend? (F2F11)

(169) Does the writer support online education? (On14)

Example (169) illustrates a display question, whose answer is already known by the teacher. This kind of questions were used abundantly in both online and F2F lessons, as a prevalent strategy to engage the students in the lesson and promote interaction.

Scaffolding-Probing

The emerging sub-functions 'Scaffolding' and 'probing' can be considered indispensable parts of contemporary (language) teaching owing to the research into the effectiveness of inquiry-oriented. When teachers ask questions, it turns out that students cannot figure out what the teacher is exactly asking for and they either give incorrect answers or give no response at all. At those times, teachers feel the need to simplify or rephrase the previous versions of their questions so that they become clearer. These kinds of questioning modifications are called scaffolding strategies, which can take in other forms as well, such as scaffolding activities. Sometimes teachers utilize scaffolding strategy for questioning even if they do not wait for any reaction for their questions, just by experience, they intuit that some students will not comprehend the original question in the beginning. An example for scaffolding can be seen in Example (170).

(170) *Scaffolding*

T: Summarizing. Very good. Well, what, ***what do we need to focus our***

attention when we summarize? <T WAITS A FEW SECONDS TO GET AN ANSWER>

Sx: (XXX)

T: We only use the (.) important information the main idea there. ***Do we use the examples and the details?*** No. ***Do we use our personal opinion at the end***? No. Okay, we only use what the author actually gives us as an information, but only the (.) highlighted ones. Only the major ones. Do you remember those? (.)

(On17)

Probing is a questioning strategy used by the teacher when student is expected to provide more detailed evidence or rationale for the response, they give preceding the probing question. In Example (171), the teacher asks the rationale for the answer and the student makes further explanation for her earlier answer.

(171) *Probing*

T: ...Conclusion is not a part to give new ideas. We just put everything together, put what we have said in the body together. So, we talk about the significance of our topic. We summarize our findings and emphasize their importance. Why are they important? So, while you are doing so, you need to keep your thesis statement in your mind. Okay, imagine like this, introduction and conclusion may be very close to each other actually. But how is conclusion different from introduction? How it should be different from introduction? Which one is stronger? (..)

S2: I think introduction part is more.

S1: I guess conclusion is more stronger.

T: Why, <NAME S1>? ***Why do you think so***?

S1: Because we write our titles again.

(On16)

Interpersonal Projection

Projection in linguistics is a concept of Systemic Functional Linguistics which is introduced by Halliday (1977) and used to "refer to quoting and reporting of saying and thinking, which is discussed with the terms such as speech reporting, speech

presentation, discourse presentation, citation, quotation" (Xuan & Chen, 2020, p. 1). According to Halliday (1994), projection is one of two ways of creating logico-semantic relationship, which is realized by the use of a primary clause and a secondary clause, whereby the primary clause projects the secondary clause initiating it as a locution or an idea (cited in Xuan & Chen, 2020). In the present study, questions embedding an interpersonal projection were employed by the EAP teachers considerably. Some examples can be found in (172)-(179) below:

(172) Er for the readers in order to understand the subject in your report clearly, ***what do you think*** you can include in the body of your report?

(On17)

(173) ***What do you think*** will happen to the piece of a dozen eggs in the future?

(F2F3)

(174) ***Do you have any idea*** what is sustainable in terms of business?

(F2F4)

(175) ***Do you have any idea*** why businesses are turning to a more sustainable point of view today?

(F2F4)

(176) ***Why do you think*** football is an art form?

(F2F5)

(177) ***Would you think*** photographs are an art form?

(F2F5)

(178) ***Do you know*** what fine art is?

(F2F5)

(179) ***What do you think*** alternative means when it is used in phrases such as alternative fuel or alternative music?

(F2F6)

Rhetorical Questions

Rhetorical questions are defined as "questions to which no answer is expected and are meant to make the audience think and reflect on something" (Dafouz-Milne, & Sánchez-Garcia, 2013, p.134). As revealed by several studies into metadiscourse, rhetorical questions are attributed to have two important roles in academic lectures as discourse structuring and engaging the audience (Khan & Aguilar, 2023). They are assumed to be more effective in lecture comprehension than "micro monosyllabic markers (e.g.,, *so, ok, right* [italics original])" due to their salience in content bearing like other "macro-organizing phrases that signal topic shift (e.g.,, *let's start topic number 4, let's take a peek at these slides* [italics original])" (Khan & Aguilar, 2023, p.16). Therefore, in the present study the rhetorical questions operating as tools for announcing topic were not annotated as question, but labelled as topic announcement as in the following examples. Except for these cases, questions used for micro-level purposes, as in Example (180), were considered as examples for rhetorical questions.

(180) *Rhetorical Questions*

> Okay, have you heard "Köy Enstitüleri". Yes, it was one of er one of the altertative educations uh in world uh education history. But especially for our culture and for our history uh it is a cornerstone and cornerstone yeah cornerstone education because – I I have some notes about education <T SEARCHES FOR HER NOTES IN HER BAG> but where is my – Okay I forgot my phone there. Yes er let me write, let me write. Probably you you all have heard about Village Institute <T SEARCHES ABOUT THE TOPIC ON THE INTERNET> (..) Yeah as you see um they were a group of rural schools – rural. So they are all in in villages, not in cities towns. Uh in Turkey and founded in accordance with a project by Hasan Ali Yücel, who was the minister of education at the time. So have you heard this? This is an education model um and it worked really good for some time. How many years? Uh starting uh with late 30s like 37, 38 and longing a nearly 10 years active lifelong. Okay. Let me write that as a good example for alternative education <T GRABS A MARKER AND GOES TO THE BOARD TO WRITE THE TERM ON IT> ***Why alternative?*** You search for the details, please.
>
> (F2F6)

In addition to instructional questioning, *using directives* was identified in the form or *ordering* (Examples 181-182), *requesting* (Examples 183-184) and *mitigated directives* (Examples 185-186). Some examples for these usages can be found below:

(181) Have a look at it and tell me (F2F11)

(182) Tell me about your ideas, guys. (On2)

(183) Could you please put it again? (F2F14)

(184) Can we make it clear? (F2F14)

(185) Maybe you can tell me. (F2F12)

(186) Let's answer the questions. (F2F8)

Eliciting action responses

EAP teachers asked their students to perform certain acts other than verbal ones as part of the activities or tasks required from them. This emerging function was classified partly based on Hyland's (2021) characterization of the engagement in 3-minute-theses presentations. These presentations are made within an annual competition that "challenges students to squeeze their research into a 3-minute speech without the assistance of visual aids and in a form that can be understood by an intelligent audience with no background in the research area" (Hyland & Zou, 2022, p.22). This challenge requires speakers to make use of audience engagement strategies. One of these strategies is directives, which are reported to be enacted as asking the hearer to execute textual acts (e.g., Look at slide X), physical acts (e.g., Stand up!), and cognitive acts (e.g., Consider this!) (Hyland, 2002). In addition to eliciting these types of acts, in the present study, eliciting digital acts, and eliciting other acts also emerged. Some examples for the subtypes of *eliciting action response* can be found in (187)-(196) below:

(187) Yes, ***write it please***, poor posture. (On8)

(188) Before we engage in reading, can you please ***take a look at*** Part One?

(F2F1)

(189) Could you please ***put these three parts of a paragraph in the correct o- in the right order?***

(On5)

(190) ***Think about*** this argumentative essay.

(On1)

(191) Just ***try to remember*** your essays.

(On12)

(192) <STUDENT NAME>, ***please sit next to*** <STUDENT NAME>.

(On1)

(193) ***Can you click on i***t and find me here, please? (On1)

(194) ***You are going to find*** a citation (On1)

(195) ***So you finish your outlines***. (On12)

(196) ***I want you to answer*** those five questions. (F2F12)

In (187)-(189), examples for *eliciting textual act* are provided. As can be seen from these examples, learners are asked to take a look at a text, do something with the text, or write a piece of text. In (190) and (191), we can see examples of *eliciting cognitive act* how EAP teachers asked the students to do cognitive acts of thinking and considering. Although both are in the form of imperatives, the former is bold-on-record, while the latter is preceded by the mitigator 'just' to decrease the power imposed by the teacher. In Example (192), a case for *eliciting physical act* is illustrated. Example (193) represents an instance for how EAP teachers asked the students to some actions on the digital environment, and such cases were annotated as eliciting digital action, which emerged in the present study and is considered as a contribution to the study of teacher discourse within the fields of online teaching and technology-enhanced language learning. Some other kinds of eliciting action were identified as eliciting other action, as in examples (194)-(196).

4.2.4.3.2. Commenting on Audience Behaviour

During EAP lessons teachers responded to audience behaviour in four main ways. Firstly, they evaluated student responses. Secondly, they made efforts to maintain

rapport. Thirdly, they attempted to maintain discipline. Finally, they responded to learners' questions.

Evaluating audience response

EAP teachers evaluated student responses with positive feedback, negative feedback, and corrective feedback. They also confirmed comprehension of contributions by the students.

Giving positive feedback to audience behaviour

One of the most prominent findings regarding "managing audience behaviour" and "responding to audience behaviour" is that the frequency of the sub-type "giving positive feedback on audience behaviour" was much higher than that of the sub-type "giving negative feedback on audience behaviour".

The statistical results of the UAM analyses indicated that EAP teachers, both in online and F2F lessons, paid attention to keeping a positive atmosphere in the class and they exerted plenty of effort to provide positive feedback (e.g., very good, perfect, right, that's right, cool, etc.) to the students whenever relevant no matter how small the contribution was. This is a finding in line with the pedagogical principles that in-service and pre-service teachers are usually prescribed to follow in their classrooms, which prioritizes the use of a positive discourse in order to build a rapport in class for a safe learning atmosphere and downgrade the use of direct negative feedback. Some examples from both modes of instruction can be seen in (197)-(201) below:

(197) Pollution, okay. Very good. (F2F9)

(198) Okay. Uh-huh, thank you. Yes three? (F2F10)

(199) Exactly, exactly. You are right. (F2F12)

(200) Yes, definitely. (On12)

(201) Your explanation, your reasons are quite right. (On13)

Giving positive feedback to audience behaviour took place individually or collectively. Most of the cases concern giving positive feedback to individual students. This is important since it indicates that EAP teachers showed substantial care for motivating students to be able to engage them in the lessons as much as possible. However, there were also cases when the teachers provided positive feedback to all the participating students at the end of activities.

Giving negative feedback to audience behaviour

Although there were cases in which EAP teachers directly rejected or disagreed a student's answer by saying 'no', some teachers preferred more indirect or implicit ways to give negative feedback, such as 'negotiation moves' (Oliver, 1995). In online teaching during ERT, in the context of the present study, teachers had substantial difficulty in enabling students participate actively in the lessons. As a consequence, they used less intimidating language to engage their students as in Examples (202)-(204) below:

(202) Why do you think so? Okay we said this: good. But ***I think you are uh missing something.***

(On5)

(203) About the first one, compensation? Erm, not ex-, ***not really.***

(On11)

(204) So what's the problem? O***kay, you're not telling me.*** (F2F14)

These examples illustrate that teacher provided a negative feedback; however, he avoided saying 'no' directly and preferred to mitigate by saying 'I think you are missing something', 'not really', and 'you're not telling me'. By doing so, teachers endeavour to avoid causing negative feelings and frustration on the part of the students.

Maintaining Discipline

Despite not being predominantly, EAP teachers employed several strategies to maintain discipline in their online and F2F classes. One of these strategies was use of L1. Example (205) below illustrates how a teacher used Turkish L1 in order to make a difference in the participation and contribution of some students.

(205) *Maintaining discipline in L1*

T: Ah, that one is going well. (…) <STUDENT NAME1>, <STUDENT NAME2> ***aşk olsun. Siz de D ile geçersiniz inşallah.***
S: Hocam atıyorum ben şimdi.
T: Tamam, geri aldım tamam. <LAUGHS> As I say, it doesn't have to be so long or perfect.

(On16)

In Example (205), the teacher gives positive feedback to a student's activity/task performance, but immediately she realizes that another student is not on task and she exclaims "<STUDENT NAME> ***Aşk olsun!*** (*Eng.* Horsefeathers to you then!)". Shortly after this, she wishes him ill, saying <***Siz de D ile geçersiniz inşallah!***> (Eng. You pass the course with D, God willing.). The 'cursed' student defends himself. Other strategies of the teachers to maintain discipline in class was irony, warning, reminders, criticisms, and saying 'please' with a higher intonation.

Responding to an audience question

In online lessons, the teacher is obliged to react to student responses and questions in different modes, i.e. spoken verbal responses/questions, written verbal responses/questions in the chat, visual responses in the chat or digital meeting platform (e.g., emojis). However, this creates an additional load to the mental capacity of the teachers and it is reflected in the fragmented utterances containing pauses and hesitation markers in their speeches. In Excerpt 206 below, we can see that, in an online lesson, the teacher is attempting to respond to both the verbal questions of the students and simultaneously reacting to contributions of the students on a digital tool either by reading them, figuring out the meaning attempted by the student, and giving feedback to these contributions.

(206) *Managing a brainstorming activity on Google Docs*

T: Hyphens, eh, yeah. You can (..) write a new item below. As a new

item. (…) Hm-hm <REACTING TO AN ANSWER ON THE GOOGLE DOC>, ***stress management. Okay, interesting. Hm-hm. Would you like to explain,*** <STUDENT NAME1>, why (...) stress (.) management comes to your mind (..) when we say exams, tests? (...)

S2: Sorry, ma'm, (..) Ee, can I say?

T: Yes, <STUDENT NAME2>? Hm-hm?

S2: I'm thinking an, er::, write something my, but not like self-improvement, just one phrase like an opinion, how to be evaluate and measure to success of students.

T: Okay okay. Write it, please, type it. Very good.

S2: Just like a paragraph? Not-

T: Uh, wait for the long paragraphs. I'll give you **(..)** time **(..)** to write your opinions and your paragraphs. But right now, **(..)** just jot down **(...)** the phrases, keywords **(...)**

S2: Maybe: can I say, er, the social the social skills have has to be measured or something?

T: Yeah. Go for it.

S1: Did you (..) ask something for me?

T: No. no. (..) ***Okay, more keywords are coming.*** Social skills, we haven't changed to question our information. Er, huh. You have a *chance*. ***I think these two words are often confused*** it's fine to if you have a chance to question your information if you can say I've a chance to question your learning to what extent have you learned or not. You can measure rather than question, you can say measure your learning. ***Uh-huh, but question is also a good word but not the best word for this context***. Like Socratic questioning, that's more philosophical. ***So, but measure is more appropriate***. Okay?

(…) ***Good. Permanent knowledge***. Hm, so, er, would you like say you can try to remember what you know and it can improve that skill (..) or remembering, your memory, maybe.

Okay. Good. Express Yourself. Hm-hm. ***You have very nice ideas***. **What about the others?** Because I can see there are three people who have joined the Google Documents. I know <STUDENT NAME 3> has some technical problems. (…) But I hope he can solve the issue, er, as soon as possible.

Okay everyone. Good. If you don't have any other keywords to write,

oh one is coming. <ONE MORE ANSWER IS TYPED ON THE GOOGLE DOC>

Cap-capable. Capable of, hm-hm, arguing. (.....) Capable (..) of arguing? ***Would you like to explain*** what you mean (..) by *that*?

S2: Eh, it's, I think, eh, lost skill (..) of many people. They are pressure and (..) just manipulate, eh, just want manipulate other peoples. And they are not capable of arguing. Just they are fighting. And our nation, er, suffer from this problem. And I think this has to be testing and evaluating. This children can arguing and discussing or just fighting or something.

(On14)

4.2.4.3.3. Checking in

This type of metadiscourse function is deployed by the EAP teachers to monitor and make instant decisions to find contingency solutions for the problems related to the performances of the students in the activities or tasks they are involved in. Some examples can be seen in (207)-(212) below:

(207) So right now, are you ready a little bit? (On1)

(208) Do you need extra time or have you all finished? (On15)

(209) How is it going? (On16)

(210) Have you finished reading? (F2F2)

(211) Actually, you can start doing three if you have finished? (F2F7)

(212) Shall we check or not? (F2F12)

4.2.4.4. Anticipating Audience's Response

The EAP teachers are likely to be deploying the metadiscourse function "anticipating the audience response" particularly when they feel they are saying something familiar

for the students and thus could be received as boring, time-consuming, repetitive. By so doing, they could be targeting to acknowledge their proficiency, competency or knowledge. Some examples can be seen in (213)-(218).

(213) Okay, this is something we already know. (On2)

(214) Normally, I would give you ten minutes to read them all and answer the questions ***but it is too long so let's move on with chapter by chapter.*** (On15)

(215) Okay, today we're going to work on how to construct a body section. Let's have a look at. ***Er you're familiar with writing essays***. (On17)

(216) But ***this is kind of a hard sentence to understand***. (F2F5)

(217) ***Probably you all have heard about*** Village Institute. (F2F6)

(218) ***If you have difficulty here, you can*** look at these sentences. (F2F9)

4.2.4.5. Managing the Message

In both online and F2F lessons, EAP teachers highlighted the importance of certain information they gave or some points in the instructions that required special attention of the students. Nevertheless, in online lessons EAP teachers used more phraseologies pertaining to managing the message, which constituted 5,6 % of the total metadiscourse usage in teacher discourse in online education, whereas it was 2,3 % in F2F mode of teaching. In both modes of instruction, four core phraseologies seemed to be common. These most widely exploited lexico-grammatical patterns were as in the following:

1. This/That/It/X is (very/really/highly/quite) important /of (great) importance.
2. Be careful that/about ...
3. You should not / Don't/ Do not forget that / about ...
4. Remember / Keep in mind X/that ...

Concerning the first pattern, which can be termed as 'relevance adjective' according to Deroey and Taverniers (2012), 45 cases out of 91 were observed in online teaching, whereas 25 cases out of 42 in F2F teaching. As can be seen in Examples (219)-(221) below, most of these usages contained an intensifier or pre-modification such as *very, highly, really*, and *quite*. Besides, as in Example 220, the teacher reviews or retrieves (e.g. by saying "as I said before") that the importance of the subject in question was addressed earlier.

(219) Yeah, ***your message is highly important***. (On1)

(220) But at least one in each paragraph, er you need to include er one citation. <T READS A NOTE FROM THE COURSE BOOK> "Remember not to begin or end a paragraph without commenting on it." ***This is, as I said before, something quite important***. (On12)

(221) Font size fourteen and in bold. ***That's really important.*** (On17)

As for the second most commonly used pattern of managing the message, EAP teachers utilized phraseologies with the expression "Be careful" far more frequently in online lessons (N=24 cases out of 91), than in F2F lessons (N=6 out of 42). The main combinations of lexical grammar in this category are as in the following:

- Be careful that *Subject + Verb + Complement*
- Be careful with X
- *So* be careful (about/with that/it).
- *But* be careful
- You should/need to/have to be careful about ...
- What you need to be careful (about) here is that ...

Examples for these combinations can be found below (222-227):

(222) Yes, while including information, including citations in your report, in your paragraphs, ***be careful that*** your work, your report is not a patchwork. (On12)

(223) So there is a very good harmony in your research report. And here you can see and ***be careful with*** the er format of it. (On17)

(224) You're only allowed to use your own booklets. ***So be careful with it.*** (F2F11)

(225) No I don't think standardized tests are fair, yeah. Yes er so you have to decide which you'll take. ***But be careful*** – do we have to talk about some countries?

(226) So you can use some of these words as a verb and also as a noun, ***so you should be careful with that.*** (F2F3)

(227) So ***what you need to be careful here is that*** what is the most important difference between them is our heading, major heading written in capital letters.

Another core phraseology regarding *managing the message* was 'Don't/ Do not forget that / about ...', but there were several variations such as 'You/ We should not forget that ...' and 'What you should not forget is that ...' The phraseologies containing the verb 'forget' were observed in online lessons more in online lessons (N=21) in comparison with F2F lessons (N=1). Examples (228-231) illustrate some usages of this kind of managing the message.

(228) And but you know that we are going to make this paragraph indentation as well. ***Don't forget about it.***

(On2)

(229) So the writer integra- integrated the citation well enough. ***And don't forget that*** there is an introduction part, the writer explains what's going on, then gives the citation here and then the comment.

(On5)

(230) ***What you shouldn't forget here is that*** um every subtitle and title should be supported with a citation.

(On4)

(231) And of course, by the way, I would like to remind, yes (..) your deadline- the deadline of your IT is very close, huh? Yes, don't forget it.

(F2F10)

The final most common phraseology that EAP teachers utilized for managing the

message was 'Remember / Keep in mind X/that ...' Again this phraseology was more frequently employed in online lessons (N=9) as compared to F2F lessons (N=1). Some examples can be found below (232-234):

(232) ***So actually we will remember*** our thesis statement, okay, all the time, we already mentioned this one before, right? (On1)

(233) Okay, so I am going to give you 10 minutes to finish your outlines. ***Remember,*** except for the topic sentence, it has to be a sentence, you don't need to write long sentences or examples. (On14)

(234) Next up we will continue with the er, reading article on page one hundred thirty-three. I will give you five minutes to read it because it is really short. And try to understand the general meaning of the article because I'll ask you two questions. The first one is relatively easy, I mean, when you're reading maybe you can try to figure out "Who has the most expensive photograph sold in two thousand eighteen or up until two thousand eighteen?" And then maybe you can try to identify er "Which aspects influence er the photographers while taking the photograph?" I mean "Which aspects influence photograph taking?" And of course, er then we will move on to main idea part. ***So, keep that in mind as well.*** (F2F5)

In addition to these most commonly deployed core patterns of marking importance, EAP teachers utilized more personalized wordings which include the use of idioms (Example 235), hedging (in Example 236), adding a confirmation check or comprehension check (Example 237), and emphasizing the importance of a student contribution (Example 238), and the use of alternative lexis to highlight importance and attention gathering (Example 239-240).

(235) When we just remember how many major types of citation techniques? <A STUDENT REPLIES 'THREE'> Three. What were they? <SS REPLY> Okay, in-text citation and end-of-text citation. ***Okay we put it in our pocket.*** What - <A STUDENT SPEAKS> Huh. Parenthetical and signal, okay. When we do in-text citation, we do parenthetical and signal citation format.

(F2F11)

(236) So out of what you have said altogether two professors er then I

think something like, you know, then I have my thesis statement, ***I guess this is important again as always,*** okay, because I need to follow this thesis statement throughout my body section as well.

(On1)

(237) ***Please do not forget about it***, alright? (On1)

(238) ***<STUDENT NAME> said something very important.*** (On1)

(239) So, ready? ***It's a <u>big day</u> today, <u>the big part of the report</u> we're going to work on.*** So, have you watched the video ten on Moodle?

(On17)

(240) You said create. Right? Create, okay. ***So that's <u>critical</u>.*** And also there's something else. You create what?

In Example (235), the teacher uses the idiom '*putting it in our pocket'*, which seems to bear L1 transfer from Turkish since it is usually used especially when teaching young learners, the concept of *carrying over a number* in during the operation of addition in mathematics. She uses this idiom in order to imply that the reply "In-text citation and end-of-text citation" is important and needs to be kept in mind, yet she is looking for something else. We see that this marking was relevant as, in the end, she integrates 'in-text citation', one part of the students' answer, in her explanation regarding parenthetical and signal citation format, which was the reason for putting it pocket or keeping in mind. As for Example (236) the teacher seems to use 'I guess' so as to soften her commitment to the message (Brown & Levinson, 1987); as such, the teacher decreases the power caused by the authority enacted by marking importance. Another point worthy of noting is that the phraseologies of managing he message were sometimes followed by a comprehension check such as "Okay?" and "Alright?" as can be seen in Example (237). The teacher uses these checks to make sure that the students pay attention to and understand the importance marked. Finally, as can be seen in Example (238), the teacher emphasized the importance of a student contribution, which indicates another example of other-initiated case of metadiscourse, i.e. *other-initiated* managing the message. Finally, teachers deployed several items of alternative lexis as seen in Examples (239)-(240).

To sum up, in both modes of teaching, EAP teachers preferred to highlight the importance of a topic by using own varied forms of the four core lexico-grammatical patterns and their personalized ways of emphasizing importance. On the other hand, in online teaching, they seemed to be more concerned with ensuring that learners grasped the importance of the subject under the spot light. This may be pertinent to assessment issues in the courses taught online. Given that most of these lessons were related to research report writing and the points emphasized concerned certain aspects of report writing that were commonly overlooked by the students, the teachers might have wished to attract additional attention to these points.

4.2.4.6. Imagining Scenarios

Imagining scenarios is one of common metadiscourse functions used by EAP teachers in both F2F and online lessons. It can also be regarded as a common teaching strategy because it helps teachers to enable the students to visualize alternative situations in the real world. Some examples are illustrated in Excerpts 241-242:

(241) *Explaining the function of introduction through a metaphor*

T: ***Let's imagine like this***, in the intro you're just a baby in the report. I don't know who you are, I don't know what your evidence is, so you just tell me something and I'm like okay, but in the conclusion, I have read the whole report. I have seen your evidence, data, your body parts, so now in the conclusion your language should be more clear, strong, and precise because you're not a baby anymore in your idea, in your discussion. You're stronger. You can say, depending on what I have told you, because you have told me for ten pages, you have given me something. So, conclusion is stronger.

(On16)

(242) *Helping students imagine a situation about customer services*

T: This is more like, ***let's say***, you did everything, right, but you had a problem with a certain product and you return it to er the company. And they give you something, er to make it up for.

(On11)

4.2.4.7. Labelling Author Persona

The EAP teachers sometimes used several descriptions to project some of their temporary or permanent personal qualities in cases of making mistakes, their general attitudes or teaching-related habits, emotional reaction toward student contributions or behaviours. Some examples (243-246) are illustrated below:

(243) This is my, you know, reaction, ***weird one.*** (On1)

(244) Do you have any questions, by the way? ***I may forget to ask.*** (On13)

(245) Sen <NAME>'i mi kullanıyorsun? On ikinci hafta oldu ***hala isimleri öğreniyorum.*** (F2F1)

(246) Okay, thank you <NAME>. I'm sorry again. ***I am confused today.*** (F2F10)

4.2.4.8. Building Rapport with Audience

This function could exist independently of other functions, i.e. the teacher can make a remark like complimenting or making a joke or just performing a speech act playfully primarily in order to build rapport with the students and create a positive learning atmosphere for them. Although another subtype, namely *maintaining rapport*, has been identified within the subfunction commenting on audience behaviour, the subfunction *building rapport with audience* is different from the subtype *maintaining rapport* in terms of its initiation. To clarify, when the teacher uses *maintaining rapport*, they do it as they comment on student behaviour and the teacher refers to this aspect of student behaviour in a more friendly, humorous, playful, and caring way. (e.g., '<T COMMENTS ON THE SILENCE OF A STUDENT> <NAME> Oruç mu vurdu başına? (On6)' or '<T COMMENTS ON THAT A STUDENT GIVES CORRECT RESPONSES TO ALL QUESTIONS SHE ASKS> You don't need to take the quiz. You are all done. Yes, you may leave. (F2F11)> On the other hand, *building rapport with audience* is used in situations when the teacher wants to motivate the students to actively participate in the lesson or to show their respect for them. (e.g.,

‘<T READS AN INSTRUCTION FOR AN ACTIVITY> Okay so I trust you again even if this is longer (On1)’ or <T TRIES TO FIX A TECHNICAL PROBLEM> I am very sorry for the inconvenience (On3).

4.2.4.9. Managing Situation

This sub-function of metadiscourse was identified in the dataset of the current study taking into account Mauranen’s (2023) conceptualization of metadiscourse. According to this conceptualization, which is based on her study analysing and comparing the spoken and digital use of metadiscourse, she considers metadiscourse as fulfilling two main functions, namely managing discourse and managing situation. While managing discourse is viewed to be functioning with linguistic references to the self-generated (“egocentric”) and other-generated (“altercentric”) discourse retrospectively (“retrieving”) and prospectively (“orienting”) (Mauranen, 2023). Mauranen explains the operative features of managing situation referring to the conference question-and-answer sessions, where a moderator or chair manages how and when turns are distributed and the real-time flow of the discussions. Given these kinds of responsibilities of a chair and moderator, an EAP teacher fulfils similar tasks in the classroom. Therefore, an EAP teacher’s management of how the mutually-built discourse is organized and linguistic and interpersonal factors affecting this discourse was analysed and the subtypes ‘managing channel’, ‘managing audience engagement’, ‘managing time’, ‘real-time reporting’, managing transitions, and ‘self-questioning’ emerged. Some phraseologies could not be categories and they were left unidentified and annotated as ‘other unnamed regulative discourse’. Some examples for managing situation and its subtypes can be found in (247)-(262) below:

Managing channel

(247) Can you hear me guys? (On1)

(248) Any problems about Padlet? (On2)

(249) <STUDENT NAME> are you here? (On13)

(250) Are you numbers clear? (On14)

(251) Is it readable? (On15)

(252) Are we back? (On16)

(253) It is barely visible? (F2F1)

(254) Let me project the paragraph? (F2F1)

(255) Do you have the text, do you have the book? (F2F8)

Managing audience engagement

(256) What about other silent professors (On1)
(257) Anybody else? (On1)

(258) Can you help me guys? (On1)

(259) Do you agree with <NAME>? (On2)

(260) How about the others? (On5)

(261) What about you? (On6)

(262) Yes, do you want to add anything <STUDENT NAME>? (F2F1)

(263) Okay uh then <STUDENT NAME>. (F2F4)

(264) Any opinions? (F2F5)

(265) Any other addition? (F2F7)

(266) Any other ideas? (F2F7)

(267) Do you have any idea? (F2F9)

(268) <STUDENT NAME>? (F2F10)

(269) Do you all agree, my dear friends? (F2F10)

Managing time

(270) Er I'm going to give you about ten minutes. (On14)

(271) Okay, time's up but do you need extra time to read? (On15)

(272) Okay your time has started. (F2F2)

(273) I'll give you five minutes again. (F2F3)

(274) You have one more minute. (F2F7)

Real-time reporting

(275 <STUDENT NAME> is connecting right now.
(On1)

(276) I'm waiting for an answer, yeah. <T LITERALLY SPARES TIME FOR STUDENTS PREPARE>
(On1)

(277) Okay, professor <STUDENT NAME> answered the question immediately. <T REPORTS THAT A STUDENT RESPONDED ON THE CHAT>
(On2)

(278) Okay, I can see there are three people who have joined the Google Documents. <T REPORTS THAT SOME STUDENTS JOINED THE GOOGLE DOC ACTIVITY>
(On14)

(279) You are viewing my screen right now. (On17)

(280) <STUDENT NAME> is not in class any more. (F2F4)

(281) I'll give you five minutes again. (F2F3)

(282) You have one more minute. (F2F7)

(283) I am waiting for the exact number for it. (F2F11)

Managing transitions

(284) <T STOPS SCREEN SHARING FOR AN ACTIVITY> ***Let me share the course book again on my screen.***
(On11)

(285) Now, (..) now, our next step is-. ***Okay let's see.*** (On14)

(286) What does it mean? ***Let's see it together.*** (On15)

(287) Let's see if you can find them. (F2F1)

(288) Let's give a fifteen-minute break and then continue. (F2F4)

Self-questioning

(289) Why did it happen that way? (On14)

(290) I'm going to share it in a minute. Er it's quite short. Where is it? (On12)

(291) Let's see the original version. Where is that? (On16)

(292) We will watch the video and find the answers. Where is the play? (F2F9)

Other unnamed regulative discourse

(293) And er you may want to prepare for that paragraph during the break, if you like. (On12)

(294) I just cleaned them. Would you like them back? <T CLEANS HER NOTES ON THE WHITEBOARD OF ZOOM BUT LATER REALIZES THAT SOME STUDENTS MIGHT WISH TO GET THE NOTES> (On16)

(295) Let's highlight the answer. (On8)

(296) Where is my attendance sheet? (F2F1)

(297) Kapatalım şunu. <T FEELS COLD AND HEADS TO THE WINDOW TO CLOSE IT> (F2F2)

(298) Has everyone signed? (F2F3)

(299) Please sign. (F2F6)

(300) İkinci üniteden sorumlu olacaksınız. (F2F6)

4.3. Comparison of Metadiscourse in Online and F2F Lessons

In this section the major similarities and differences between online and face-to-face lessons in terms of EAP teachers' use of metadiscourse functions will be explained.

4.3.1. Similarities Between Online and F2F Lessons

A closer look at the similarities between online and F2F lessons reveals the following:
1. Frequencies of metadiscourse functions are distributed across online and F2F lessons in similar proportions. In other words, what is frequent/infrequent in one mode is also frequent/infrequent in the other mode. To be more specific, *audience orientation* and *topics and information flow* were the categories used by EAP teachers more frequently, whereas *comments on discourse* and *words and their meaning* were the ones that were infrequent in both modes of teaching.

2. The metadiscursive category '*Audience orientation'* was utilized by EAP teachers the most frequently, which reveals that the dialogic an interactive nature of EAP lessons compelled teachers to deploy functions pertaining to this category more frequently than those in the other categories. As mentioned earlier, interactivity is an indispensable aspect of language lessons and teachers endeavour to both orient and engage the students in most of the time allocated for their lessons. Besides, they conventionally make little use of monologic discourses in their lessons. Unveiled by several studies, monologic genres are usually characterized by the prominence of functions concerning *managing topic* (Ädel, 2023) or structuring of the discourse (Lee & Subtirelu, 2015); however, in the current study, *managing audience behaviour* is distinctly more prominent, standing out as a fundamental feature for a dialogic genre.

3. In terms of *audience orientation,* the frequencies of the functions *managing comprehension/ channel, anticipating audience behaviour*, *labelling author persona* and *managing situation* were not significantly different. To put simply, these functions, regardless of their subfunctions, were employed by EAP teachers in similar quantities in both modes. In this respect, it can be argued that, overall, teachers tried to secure a seamless communication, show their recognition for the opinions of the

students, create a humble image, and ensure an orderly execution of the interactions during activities.

3. Although there was a significant discrepancy in the frequencies of the function *managing audience behaviour*, some of its subfunctions demonstrated similarity. These subfunctions are *display questions, rhetorical questions, giving positive feedback, giving negative feedback, giving corrective feedback, responding to audience question, using humour and playfulness,* and *responding to audience question.* Thus, taking the distribution of these subfunctions into account, EAP teachers utilized display questions in order to achieve lessons aims and engage students, praised them substantially, avoided giving negative feedback, and tried to maintain a positive atmosphere.

4. The subfunctions *managing channel, self-questioning* and *other unnamed regulative discourse* within the function *managing situation* were also employed with a comparable frequency in both modes, which suggests a concern for proper management of real-time communicative and interactional issues in the lessons.

5. Regarding *topics and information flow*, in both modes, teachers resorted to *managing topic* and *managing phorics* substantially because the direction of the students toward upcoming topics and activities and focusing their attention on the points required in the real-time flow of the lessons were pivotal for the effectiveness of the lessons. *Managing phorics* was the most frequent in this category in both online and F2F lessons. Within the function *managing topic*, unlike *announcing topic*, the subfunction *concluding topic* was one of the functions which were not widespread in either of the instructional modes. This shows that although EAP teachers paid attention to the beginning of the topics/activities, they did not prefer overt conclusions for the topics or activities, and they seem to have used other ways of signalling that a topic was concluded, such as discourse markers. Furthermore, emerging functional subtypes, such as *marking shift in topic/activity*, *announcing sub-topic*, *adding to topic* and *initiating topic* also exhibited similarity; that is, they were identified in both datasets, despite diversity in the number of cases. Moreover, *marking asides* and *marking interruption in flow* were only occasionally used in both modes. Therefore, it

can be asserted that the navigation between topics and activities in EAP lessons, regardless of whether online or in-person, suggested uniformity.

6. As for comments on discourse, there was almost a total correspondence in the use of *metadiscourse functions* in both online and F2F lessons. *Labelling speech act* and *exemplifying* were the functions with a greater frequency than the other functions, which indicate a strategic choice of EAP teachers in the elaboration of their explanations and in aiding student orientation concerning what is going on in the lesson. *Labelling discourse* and *preliminary announcing speech act* were exploited in a few occasions, which may unveil a personal preference of some teachers. On the other hand, *contextualizing* and *commenting on genre* were not used at all, which seems to be genre-related as, conventionally, EAP teachers need not make explanations regarding how they planned their lessons or what an EAP lesson looks like. Thus, they can be assumed irrelevant for the context.

7. *Words and their meaning* was the aspect EAP teachers appeared the least concerned about in their classroom discourse and it was deployed with the smallest frequency This may be interrelated with the generic characteristics of EAP lessons in that they are not monologic and teacher-centred. To put in other words, EAP teachers, do not tend to repair, manage terminology, clarify, reformulate in the way lecturers or presenters do, as identified by Ädel (2010, 2023). Lecturers and presenters typically convey information to their audience and their speech is usually filled with technical terms or unfamiliar concepts for the audience, which entail the speaker's conscious efforts to make their meanings explicit for the audience (Flowerdew & Miller, 1996; Zhou, 2005). The main focus of EAP lessons is improving the academic and language skills of the students and enabling their language socialization into the university's academic context rather than teaching them formal properties of the language (Bankier, 2022; de Chazal, 2014; Duff, 2010). Therefore, a special focus on explaining word meanings every now and then is not a common scene in EAP lessons, but eliciting word meanings, explanations or elaborations with questions is a more widespread phenomenon.

In terms of the *corresponding qualitative aspects*, the following findings can be

mentioned:

1. EAP teachers seem to have made use of similar phraseologies in terms for words and their meaning, topics and information flow and comments on discourse.

2. When they wanted to comment on words and their meaning and discourse units, they did so with reference to self-initiated, other initiated, or jointly-constructed contributions. This can also be recognized as a feature of the dialogic genres, which accommodate interaction abundantly (e.g. Resnik, 2017).

3. Teachers took into account the importance of keeping a good rapport with the students and creating a positive teaching-learning environment. They generally avoided negativity and direct orders.

4. They prioritised the strategies of eliciting learners' response during the conduction of activities, which allowed for two affordances: engaging the students via interactions and achieving instructional goals.

5. Furthermore, the multidimensional nature of the lessons brings about an unforeseeable realisation of the metadiscourse functions, which can be termed as 'intertwinement'. In other words, whenever an issue rises in the lesson, the teacher has to address it, thereby derailing the course of predetermined agenda. For instance, when no student responds to a question, the teacher may need to delay the start of the next activity and prefer to recapitulate the relevant content so as to make it clearer for them. It is also an option for the teacher to reformulate or clarify the question or the key words in the question. Alternatively, or in addition, the teacher may prefer to scaffold the original question. Thus, it can be claimed that, although there can be density of certain functions at specific stages/phases of the lessons, they are likely to occur anywhere in teachers' classroom discourse.

6. Instruction-giving can be considered an aspect of the EAP lessons that entails profound efforts of the teacher to be successfully executed. The covering of all the requirements to do a task or activity in the instructions may not be straightforward in

that there are many details in the instruction and students may have instant or urgent needs to attend to.

7. Some phraseologies bear more than one metadiscursive function, which can be interpreted as multifunctionality of certain language patterns.

8. Interpersonal projection, purposeful use of L1 and personal preferences are identified as some of the major features of EAP lessons that are deployed in online and F2F modes.

4.3.2. Differences Between Online and F2F Lessons

The current study showed several differences in the metadiscourse use between online lessons and F2F EAP lessons, which are summarized as follows:

1. One of the main differences is that the category '*Audience orientation'* was more prevalent in F2F lessons. The main reason for this was that the function 'managing audience behaviour' was employed in F2F lessons more pervasively, compared to online lessons. Nevertheless, four functions (*acknowledging the audience*, *managing the message, imaging scenarios* and *building rapport with audience* were found significantly more in online lessons. This can be regarded as although, in online lessons, EAP teachers prioritised ensuring a positive communication with the students and successful delivery of their messages, their physical distance might have created some kind of barrier for managing their verbal and action responses, as explained above. On the contrary, having more students in a shared physical space might have facilitated the teachers' job to get into direct communication with them.

2. The category '*Topics and information flow'* was utilized more frequently in online lessons, which may indicate that teachers put a greater deal of effort into structuring topics and activities and channelling the flow information. However, the comparison of functions revealed that *managing topic* was used more prevailingly in F2F teaching, while *managing phorics* was predominant in online mode. While *announcing subtopic* was more frequent in F2F lessons, *marking topic/activity shift* and *concluding topic*

was predominant in online mode. As mentioned earlier, the greater frequency of *announcing subtopic* in F2F lessons may have a connection to the fact that F2F lessons were mostly focusing on pre- and while- reading exercises, consisting of a number of items studied one by one. However, it appears that differently from F2F lessons, in online lessons, the boundaries between activities were taken more seriously by the teachers. The other subfunctions *announcing topic, adding to topic, initiating topic/activity,* and *concluding subtopic* were similarly used.

3. The instructional modes differed in terms of the use of the function *managing audience behaviour*, being more prevalent in F2F lessons. Having students in front of them physically seems to influence EAP teachers' ability to involve more intervention into directing and evaluating their verbal responses. The main factor that had an impact on this difference is the greater use of *instructional questioning* in F2F lessons. Because of the mentioned reason, teachers seem to have asked more questions to the students since they were available in the same physical space.

4. As for words and their meaning the greatest difference was in managing terminology, indicating that in F2F lessons, teachers provided more definitions or descriptions for words or expressions. This most probably resulted from the content of the F2F lessons because they were mostly reading lessons and during the pre-reading and while-reading stages, teachers provided or elicited word definitions.

5. In online lessons, drawing students' attention to certain material turned out to be more challenging because of being in physically distant spaces. This seems to have influenced EAP teachers' predominant use of endophoric marking and reviewing in online lessons. This was enacted in density of the deictic markers 'This' and 'here' (See Appendix K and L).

6. Getting attention of the students and engaging them in online lessons seemed to be a more challenging task for teachers. Online teaching comprised an increased use of *enumerating, endophoric marking* and *reviewing* on teachers to attract the attention of the learners. Therefore, these conditions led EAP teachers to take measures to manage

the attention of their students and to navigate their lessons in different ways than they do in F2F lessons.

7. Again, in online lessons, students were predictably asked to carry out digital actions more frequently. That was inevitable in that because of the difficulty for having students speak using their microphones, they were asked to engage in some digital or web tools.

8. Previewing was more frequent in F2F lessons, pointing to the convention of teachers' announcing lesson or activity aims. Again, EAP teachers seem to have applied one of the procedures of F2F lessons.

9. In F2F lessons, the predominance of *eliciting other action*, which accommodated actions such as FIND, WRITE, READ, MATCH, HIGHLIGHT, PUT A CHECK/TICK, INDICATE, GO ON, TRY, FINISH, EXCLUDE, TURN TO PAGE X, and so on, reflected the dominant content of the lessons (i.e. mostly reading lessons) and the affordances of F2F lessons and the lower level of the tasks cognitively (Krathwohl, 2002). The number of activities/ in F2F lessons was higher than that of the online lessons and the demands of these activities/tasks from students were more frequent. Since teachers and students were in a shared space, it was more convenient for the teachers ask them to do a variety of actions which cannot be classified into physical, cognitive and textual action categories. Thus, eliciting other action seemed to create a considerable discrepancy between online and F2F lessons.

4.4. Major Features of EAP Lessons

In the EAP lessons analysed in this study, five key characteristics seemed to be prominent. The first feature that comes to the forefront in the overall landscape of the metadiscourse deployment is that the functions are intertwined and they follow an unforeseeable flow. Secondly, the teachers' concern for audience engagement leads them to carry out interpersonal projection, which is believed to elicit increased verbal response from the students.

4.4.1. Intertwinement of Metadiscourse Functions

In the transcriptions of the investigated lessons, it was observed that the multidimensional (Huang et al., 2021) nature of EAP lessons is enacted in the rapid change in the order and flow of the metadiscursive functions, which results in the intertwinement of several functions. A close analysis of the unfolding of the metadiscourse functions in the classroom interactions can provide a general overview of the extent to which the teacher has made use of the linguistic resources to organize the speech events at both lower and higher levels (e.g., lesson, activity, students' participation, sequences and turns), to structure the discourse of their own and that of the students, to ensure that communication is smooth, and to keep the pedagogic and instructional goals on track. Excerpt 301 (from On1) below illustrates how the teacher had to deal with students' unresponsiveness when she wanted to check the understanding of her instruction and showed her reaction to the situation.

(301) *Instruction-checking for an online activity on Google Drive*

	Teacher Discourse of Instruction	**Metadiscourse Functions**
1	…… So you just - <u>you are going to</u>	***(Eliciting action***
2	<u>work on your titles</u> and i'm going to	***response)***
3	see if you have understood this	
4	formatting properly.	
5	Okay?	***(Checking audience comprehension)***
6	And that's why you can see your	***(Eliciting action***
7	names in each file and <u>you can start</u>	***response)***
8	dealing with your own formatting.	
9	Do we have a deal? (..)	***(Checking audience comprehension)***
10	Is it understood?	***(Checking audience comprehension)***
11	Is the task easy to understand? (…)	***(Checking audience comprehension)***

12	Yes, no?	***(Eliciting audience's responses)***
13	Somebody, <u>tell me</u> something.	***(Eliciting verbal responses)***
14	Then I can repeat the information (….) <TEACHER SUMMARIZES THE INSTRUCTION>	
15	Is this understood guys? (..)	***(Checking audience comprehension)***
16	Somebody?	***(Eliciting audience's responses)***
17	Yes-no, guys? (..)	***(Eliciting audience's responses)***
18	Anybody? (..)	***(Eliciting audience's responses)***
19	Oh my!	***(Responding to audience behaviour - Maintaining discipline***
20	Can you hear me guys?	***(Checking audience comprehension) - Checking channel***
21 22 23	Okay, some friends are here, but nobody tells me something so I cannot be sure if you are really here or not.	***(Commenting on audience behaviour - Maintaining discipline***

(On1)

In this case of instruction-giving illustrated in Example (301), the teacher first explains what the students are going to do in the upcoming activity, and then she tries to check the students' understanding of the instruction, yet each time she makes such an attempt (Lines 9-13), the students do not give any response. Then she decides to repeat the instruction (Line 14) briefly in order to help the students understand it. After she

summarizes the instruction, the teacher attempts to check the comprehension of the students again; however, when she receives no response from them (Line 15), she becomes obliged to seek for a response from the students (spoken through the microphone or written on the chat verbally or visually e.g., emoji – thumbs up). Yet her efforts seem to be in vain as she cannot get any reaction for a while. As a result, she grows quite perplexed, and unsurprisingly, she cannot stop herself from exclaiming "On my!", and employs the metadiscourse function of *maintaining discipline* embodied within *commenting on audience behaviour*, Following this step, she continues to check whether her audience can hear her or not (Line 20). Again, the students do not respond to the teacher's question. Finally, she comments of this uncooperative behaviour of the students and somewhat reproaches them (Lines 21-24). This example provides a case for how teachers used different ways of *managing audience behaviour*.

Another example case for such an intertwinement can be seen in Excerpt 302 below:

(302) *Announcing a new activity and giving time for students to do it*

T: <SCROLLS DOWN TO THE NEXT EXERCISE> Again right now "put the following body chapter paragraphs in the right order." <READS THE INSTRUCTION) Here (..) <HIGHLIGHTS THE PREVIOUS SENTENCES> you know we decided these sentences all right but here we have something bigger, right, paragraphs in the right order, they say. Okay so I trust you again even if this is longer. (..) Okay <STUDENT NAME>çim, I didn't understand what you have said. Can you help me? Was it about the other one? (..) Huh, okay okay. so here take your time. And I'm going to show you all of it maybe like that so that it can be more helpful. Sorry guys <SCROLLS DOWN AND MAKES ARRANGEMENTS WITH THE WORD DOCUMENT TO CREATE A BETTER LAYOUT> Scheduled time <READS OUT THE SUBHEADING IN THE DOCUMENT> Huh, okay I forgot something <GOES BACK TO THE PREVIOUS ACTIVITY> Okay here <HIGHLIGHTS THE FIRST ACTIVITY ALTOGETHER> guys actually we put the introduction part in the right order right and they mentioned the sections, okay. Right now we are dealing with the INSIDE, okay? So sorry I forgot to mention. All right, right now I guess we can see everything all together or right now more. <T MANAGES TO FIT ALL THE PARTS TO BE ORDERED INTO

THE SCREEN SO THAT STUDENTS CAN SEE ALL OF THEM AT THE SAME TIME>

(On2)

Like in Example (302), EAP teachers sometimes accomplished the task of announcing the topic by simply reading out the titles, with no accompaniment of a discourse marker or metadiscourse marker. In the example here, the teacher tries to show the rest of the text or section that the students see on the screen and scrolls down the page and makes arrangements with the font size or display percentage. Meanwhile, as something technical goes wrong, she apologizes for that and then she reads the subheading "Scheduled time" to announce the title of the text to be read. Yet suddenly she realizes that she has forgotten something about the previous part and she scrolls up to get to that part. As she highlights the part she wants to talk about, she says "Okay, here, guys actually we put the introduction part in the right order and they mentioned the sections, okay. Right now, we are dealing with the INSIDE, okay? So, sorry I forgot to mention". Upon making this remark, she then makes a transition to the issue of fitting the whole text (introduction) into the screen by saying "All right, right now" and then says "I guess we can see everything altogether or right now more".

In these few seconds, the teacher is trying to manage multiple tasks or responsibilities. First, she tries to ***signal that the topic/activity*** has changed; then, she tries to manage the technicalities about the text visibility on the screen; next, as something goes wrong, she tries to pay attention to ***rapport with the students*** and thus apologizes for that; and then, she tries to ***clarify something*** that is likely to be confusing in the previous instruction.

In the last case of clarifying something in the instruction written in the course book, the teacher is exhibiting her sensitivity about the language use and makes an intervention to prevent a misunderstanding on the part of the students once she realizes the potential confusing matter. In other words, she shows her "teacher language awareness" (TLA).

(303) So you think this is poor. <REFERRING TO PARAGRAPH'S QUALITY> ***Alright. Let's look at this one.*** Let me not give you er some

time as you are the only one here. Just let me know whenever you are finished.

(On13)

(304) It's almost er this is week seven and so please be careful with your timing. Please don't miss the deadline. Er please check it. ***Right, so let's begin what we're going to do today.***

(On14)

Another type of intertwinement regarding the metadiscourse functions in EAP lessons was that they appeared sequentially with discourse markers (e.g., alright, right, so, okay) and phorics markers (e.g., this one, here), enumerators (e.g., the next one, the last one), and so on.

4.4.2. Interpersonal Projection

As Yang & Yin (2022) contend, teachers frequently employ interpersonal projection when they ask questions, no matter they are display, closed or referential, open questions. Although in casual talk interpersonal projection is considered to create distance, it is likely to be functioning in reverse direction; that is, they can enhance students' willingness to communicate (WTC) and their "actual use of English to communicate" (p. 7). The addition of interpersonal projection to teacher questions is viewed as a way of raising students' desire to verbalize their thoughts by inviting them to give response from their perspective (Yang & Yin, 2022). In this respect, examples (305)-(307) and excerpt (308) illustrate that the teacher is focusing on eliciting more ideas.

(305) Okay, so ***do you think*** tests foster or encourage critical thinking?

(On14)

(306) So ***do you think*** we need to clean this sentence totally or we need to maybe add something?

(On16)

(307) So ***do you think*** this writer writes this text to show you that recycling or reusing is better?

(F2F8)

(308) *Interpersonal projection*

T: Next word we have is "acknowledge", "Although I do not think Banksy has the right to paint on buildings without permission, I do

> acknowledge that his work is very imaginative." ***Do you know*** who Banksy is? He is a graffiti artist, so it maybe makes it easier to understand the sentence. He's a graffiti artist and so does acknowledge means agree and admit something is true or make a guess about something?
>
> (F2F5)

One of the reasons underlying the use of interpersonal projection in EAP or any classroom teaching can be attributed to the fact that display questions are not accepted as boosting much interaction as referential questions. For example, in a study analysing six lectures, Morell (2004) found that the students provided higher number of and longer responses in lectures which included higher number of referential questions. Therefore, when display questions are changed into referential questions by syntactical intervention, they are more likely to create a relatively higher interactivity. For example, in Example (309), the teacher uses interpersonal projection instead of the display question 'Can we use a scientist's idea?" assuming that the students will share their 'thoughts'.

> (309) Perfect. You can give other people's opinions, perfect. (uses gestures to emphasize the concept "others") What else? <NAME>, ***do you think we can use a scientist's idea***?
>
> (On16)

On the other hand, the use of interpersonal projection can be automatic, rather than planned. As emphasized by teacher educators, teachers are generally aware of the fact that they need to tap into their students' opinions and ideas in order to create a foundation to build on the upcoming topics, activities or information. For this reason, they often apply interpersonal projection, which is considered to be of great use in classroom teaching.

4.4.3. Purposeful Use of L1

As can be seen from the above example, the teacher sometimes resorts to Turkish L1 for managing discourse and audience orientation. In this example, by saying "Bir şey diyeyim mi?" (*Eng.* Shall I say something?), the teacher is performing a preliminary

before saying "You are very supportive commenters, guys". With the use of Turkish and a preliminary, the teacher is likely to be aiming at attracting the students' attention to what she is planning to say. It could be considered an effective discourse act pedagogically since the teacher wants to ensure that all the students can hear her praise on their peer-feedback performance and that her efforts to build rapport with them are not wasted.

(310) *Eliciting students' comments of classmate's written products*

S: May I ask something?
T: Of course.
S: Is it okay to use something like near half of them succeeds to go abroad? Should we give a reference for that?
S2: Maybe some is better for it, if we give our idea.
T: Yes, yes, yes, perfect comment. ***Bir şey diyeyim mi***, you are very supportive commenters, guys. Totally. How nearly half of them is like, I would say, how do you know as a feedback? So you are trying to give a detailed number. So many people may not afford, you can say.

(On16)

In Example (311) we can see another case of L1 use, which concerns a non-instructional, i.e. regulative, situation and in such cases, teachers can be said to be conveying the positivity they desire to express in a relatively rapid and clear way.

(311) *Appreciating a student*

T: Sorry for the bad colours of the theme, I mean, of the book. <AS T CLIMBS ONTO THE STAGE, HE POINTS TO THE PROJECTED PAGE AND SEEMINGLY HE ATTEMPTS TO FIND A WAY TO IMPROVE THE DISPLAY QUALITY BUT CANNOT> It's not, it's barely visible. Especially here, the third one <T POINTS TO THE PART WHICH IS NOT EASILY SEEN. THEN T GOES BACK TO WANDERING AROUND.> (...) Where's my attendance sheet? (..) Huh I see it. <T SEES THE SHEET ON THE T'S DESK AND GETS IT> When did I get this? Did you bring it? Someone brought it, I guess.
S: Yeah.
T: ***Teşekkür ederim. Ne ara yaptın?*** <T SAYS THE ITALIC PART LAUGHINGLY> Okay.

(F2F1)

From the data, it is understood that EAP teachers exploit their Turkish L1 to invigorate the lessons and strengthen the social bridges between their students and themselves, i.e. reinforce the rapport they have with the students. In the example above, we can see that the teacher thanks the student who has submitted the attendance sheet (with the signatures of the students). Then he says "Ne ara yaptın?" (*Eng.* When on earth have you done that?) in order to show that he appreciates this favour of the student and still he is surprised at this happening.

In addition, L1 Turkish can also be seen as an effective tool for managing the classroom and maintaining discipline. It is a common finding in the literature regarding the purposes of use of L1 in the language classrooms that the teacher resorts to L1 in order to maintain order during the lesson. This is attributed to the effectiveness and speed of L1 in getting the attention of the learners to the issue that has become the subject under the spotlight pertaining to the classroom management. In line with this finding, we have come across several times when the teacher conveys her disciplinary message in Turkish L1. One example case can be seen in Excerpt 312 below:

(312) *Use of L1 to maintain discipline*

T: Ah, that one is going well. (…) ***<STUDENT NAME>, aşk olsun. Siz de D ile geçersiniz inşallah.***
S: Hocam atıyorum ben şimdi.
T: Tamam, geri aldım tamam. (laughs) As I say, it doesn't have to be so long or perfect.

(On16)

In Example (312), the teacher gives positive feedback to a student's activity/task performance, but immediately she realizes that another student is not on task and she exclaims "<STUDENT NAME> Aşk olsun! (*Eng.* Horsefeathers to you then!)". Shortly after this, she wishes him ill, saying <Siz de D ile geçersiniz inşallah!> (Eng. You pass the course with D, God willing.). When the 'cursed' student defends himself saying that he is going to upload the required document, the teacher takes back her 'curse' at once, and she reviews what she has said previously regarding the parameters of the task and repeats them with the wording "As I say, it doesn't have to be so long or perfect".

4.4.4. Personal Preference

According to Wang and Kataari (2021), speakers can adopt a certain preference for a set of phraseologies or formulaic utterances. In the data of the present study, several cases for this type of preferences were encountered. For example, Teacher 'T4' used the formula 'DO + THAT WAY' in various expressions as can be seen below. As a matter of fact, she has preferred to use various ways of 'Let's do it that way' and 'Can we do it that way?' in her lessons.

(313) *Making reminders as fixing technical problems online*

T: By the way, uh be careful about the linkers that the writer uses. This is an important clue for you.
S: Okay hocam.
T: And I will try something else for you. <T TRIES TO FIX A PROBLEM> If it works. (..) In a minute. (..) Uh if it works, you will see the all parts of it. (.) Hm ***let's do in that way.*** (..) Now you can see the whole page. <T SHARES THE WORD DOCUMENT WHICH SHOWS THE EXERCISE FULLY>

(On5)

(314) *Contingency solutions for an activity problem online*

T: Did you choose any quota- citations according to your topic from the resources that you found? Do you have some citations?
S: <NO ANSWER>
T: No?
S: No.
T: So could you please uh (.) find uh (.) ***Let's do it that way***. Do you have at least one or two resources that you found? (..) No one gives me an answer. (..) So ***can we do in that way***? Um like we did in the previous hour. If I give you, if I give early break, could you please find at least uh one quotation from your resources about your topics? (...) No one wants to do the- these kinds of things. I mean you will get feedback before you take grades. I think this is a good chance, if you want to catch.

(On5)

Another example for a personal preference can be '*Let's say'*, which is used by Teacher 'T10' in a third-year lesson which was basically consisted of vocabulary

review activities and thematic discussion (on customer services/ customer rights). In the following are a few of 16 cases for this phraseology.

(315) *Sharing an anecdote about customer services*

T: Erm and now I would like to share a personal (.) er anecdote, a personal story, with you and then maybe (.) if you have a personal story to share with me, I can also listen to it and I will be glad to hear it. So, erm, (.) mostly my friends say that I have patience, but er last week I lost my cool, er because I was on the phone er with an internet company. And, eh, when I er phoned them, I had to choose a series of options during my call, and er you know, how it works. (XXX) They ask you to dial nine if you want to talk to the, you know, er personal, you know, problems, and if you would like to, eh, pay, make a payment, then you need to dial another number and so on. So this is endless, right? It never ends. So I was very, eh, ***let's say***, furious, I was angry. And I lost my cool, that was the main reason. Eh, so this is one of the, you know, er problems, that I have encountered recently. Eh, it happened on the phone. And it, it never ends, so I always choose a series of options. And I- I cannot reach the person who will help me. So that is a big problem, I think.

(On 11)

(316) *Helping students imagine a situation to make a word meaning clear*

Let's say they are firing you from a company and they give you compensation. They give you certain money to live on. (…) Is it clear now <STUDENT NAME>?

(On11)

4.4.5. Complexity of Instruction-Giving

Instruction-giving is one of the challenging tasks of a language teacher. It requires experience for most teachers to give effective instructions. It is emphasized that for instructions to be successful, they need to be clear, short, simple, and informative enough. For complex tasks and activities, the teachers are advised to stage the instructions. It is stated that writing instructions on the board and checking them by asking students to repeat or key points can be of great use to ensure that instructions

are understood. However, the everyday teaching is sometimes so hectic that the ideal instruction-giving procedures may not be applied from time to time.

Instructions usually include information about:

1. What is to be done (Discuss, match, fill in the gaps, write, listen, look, think
2. By using what material (Book, exercise, worksheet, sample paragraph/text, etc.)
3. How it should be done (With a linguistic focus, with a focus on content, looking at the example, etc.)
4. With whom it should be done (In pairs, in groups, individual)
5. In how much time. (3 minutes, 5 minutes, 10 minutes, etc.)

As can be seen, from a rhetorical perspective, the teacher needs to control the flow of the lesson, the flow of the major activities, and the flow of the sub-activities / subtopics within major activities. In language lessons, teachers are required to carry out a number of activities and tasks and this means that they need to give instructions every now and then. However, as various dimensions of the lessons keep tugging the teachers, instruction-giving process can be interrupted by diverse (discourse) events. The example in the following illustrates such a case:

(317) *Early responses and reactions in the middle of an instruction*

T: Okay, you listened to paragraph three and four. Now, please try to write the keywords of paragraph three on Padlet, please. What are the most important words in paragraph three? Go to Padlet and – **Oh efficiency, exactly**! This is one of the principles of a good design. Ergonomic design. Exactly. What else? What about the second one? Second principle? (..) Human comfort! Very good. Efficiency is the first principle, human comfort is the second principle. Okay, very good. So, please write the keywords of paragraph four on Padlet now. (.) Write the keywords of paragraph four. Yes, injury is also a keyword in paragraph three. Workstations, exactly. Er, injuries often occur at workstations, badly designed workstations. Very good. Uh-huh. What are the causes of injury? (..) What are the causes of injure to – <STUDENT NAME>?

(On8)

In this example, the teacher closes the previous activity and says “You listened to paragraph three and four”. Then she makes a transition to the next activity and gives the instruction for it by saying “Now please try to write the keywords of paragraph three on Padlet, please.” Next, she further helps the students by asking a question to make them think of the keywords as she says “What are the most important words in paragraph three?” Then she continues with the phorics management of the activity and instructs the students “Go to Padlet”. However, before she finishes giving instruction there appears an early response and the teacher exclaims saying “Oh!” out of contentment because her instruction-giving is interrupted with this response and she reads the word “efficiency” and says “exactly” and she approves the answer. The Padlet can be seen in the figure below. (See Figure 7)

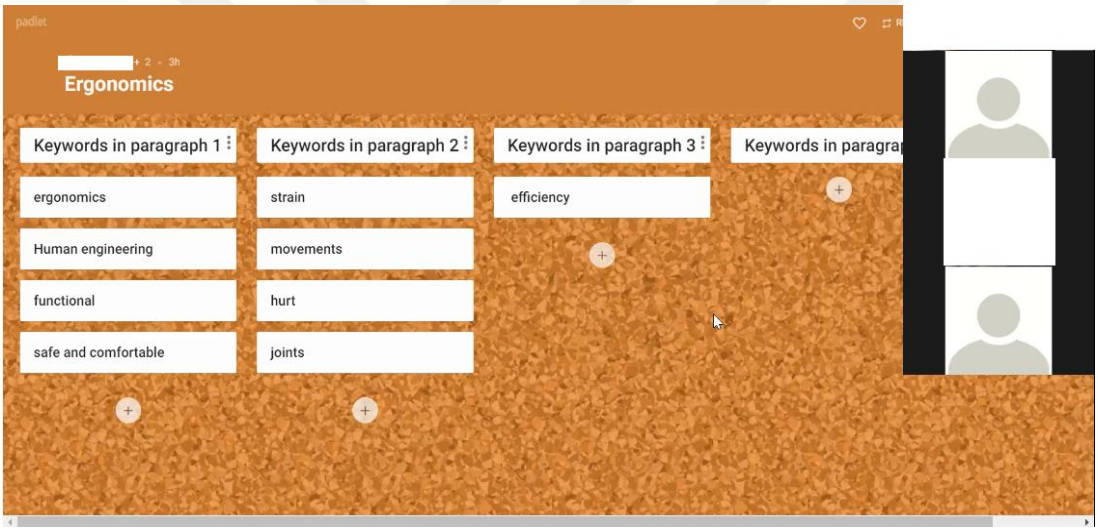


Figure 7. Screenshot of a Padlet Activity in an Online Lesson

Upon this approval, she makes an explanation related to the importance of the keyword in Paragraph 3. And then she asks for other keywords by saying “What else?”, which is followed by “What about the second one? Second principle?” As she speaks, the next response appears on the Padlet and she exclaims once more “Human comfort!” In this scene, we can see that instruction-giving process is interrupted by early responding students.

4.4.6. Multi-functionality of Phraseologies

There were some cases which had to be annotated with more than one category of metadiscourse functions. The excerpt below illustrates how overlapping of functions has turned out to be inevitable due to the multiple functions executed by the phraseologies or lexico-grammatical patterns.

(318) *Multifunctional phraseologies 1*

S: Production.
T: Production, okay. <WRITES ON THE BOARD> Serious, health, environmental.
S: Problem.
T: Okay, problem. <WRITES ON THE BOARD> ***Now, we will complete these sentences with these collocations, okay?*** For example, air pollution, nuclear energy, health problem, energy production, okay? We will find the correct collocation from exercise one. To complete sentences, okay? Let's give you a few minutes. <CLEANS WHITEBOARD> <STANDS NEXT TO THE T'S DESK AS SS COMPLETE THE EXERCISE, SHORT AFTER SITS DOWN> (…) Ready? (.) "Critics of blah blah energy say that the risks to the environment outweigh the benefits of cheap electricity." Which energy?
S: Nuclear?
T: The risks are more, much more than its costs, it means. Which energy is risky? Which energy? Huh? Which energy is risky?
S: Nuclear.
T: Nuclear, right? Nuclear. Critics of nuclear energy, right? <STANDS UP TO WRITE THE ANSWER ON BOARD> It says the risks are much more than its costs. That's why it is nuclear. Solar energy is not risky, right? There's no risk to the environment, that's why. Asthma and diabetes are increasingly common? <LOOKS AT SS TO IMPLY THAT SHE IS EXPECTING AN ANSWER>

(F2F9)

The utterance '***Now, we will complete these sentences with these collocations, okay?'*** bears the function '*announcing topic'* since ***'Now'*** informs the students that the previous exercise check is over and something new is coming up. And the following part ***'we will complete these sentences with these collocations'*** indicates the content of the next topic/activity in the lesson agenda. Thus, it is understood that the next issue in the agenda will concern completing sentences with some collocations. In addition

to the announcing topic, the teacher also attempts to '*manage audience behaviour'* due to the fact that she '*elicits action response'* from the students, i.e. the textual act of completing sentences (because it involves writing). In the final part, the teacher asks for students' confirmation as she desires to ensure that they understand she expects their commitment to the task. However, she actually does not expect an answer from students since she does not insert a wait-time in her speech.

(319) *Multifunctional phraseologies 2*

T: Right, what aspect of photography is given here? Yes? No idea? Look at the first sentence. (..) Is the answer too simple too obvious? Let's say, uh <NAME>? <T CHOOSES A STUDENT'S NAME FROM THE CLASS LIST>
S: "Most photographs are basically objective records."
T: So what is the aspect here? That is being mentioned. ***You said it.*** Objectivity, right? Objectivity? Uh what does that mean? What's that uh photographs being objective records? How is it objective? I mean, we said that uh when something is objective, it's based on facts not opinions, right? So how is photography objective?

(F2F1)

In Example (319) above, the teacher executes two metadiscursive functions by "You said it". First, he *labels the student-initiated speech act* of 'saying' and he also marks the phorics of this speech act by *reviewing*.

In the Example (320) below, by saying "*Sorry, you were saying something",* the teacher refers to the student who has been saying something and by labelling the student's speech act of 'saying' she implicitly requests him to repeat or continue what he has been saying. Therefore, two functions are employed at the same time.

(320) *Multifunctional phraseologies 3*

S1: Like there is so many things that you can do [XXX]
T: [Okay, doing your online-] So you can do your, er online procedures (..) whether they are medical or educational-
S1: - (XXX)
T: Or anything else.
S1: I totally agree that. So this is why I'm thinking internet is so

important right.
T: <FINISHES WRITING ON THE BOARD AND GETS DOWN THE PLATFORM> Okay, <STUDENT NAME> ***Sorry, you were saying something.***
S2: I said er it is good for searching news.
T: Uh-huh. You seach the news yeah you search the net, actually. I'm sorry. <T GOES BACK TO THE BOARD AND WRITES SOMETHING>
(F2F14)

In Example (321) also there is a case of multifunctionality, which depicts the existence of clarifying, self-initiated speech act, and endophoric marking.

(321) *Multifunctional phraseologies 4*

T: Main headings, main titles, okay. Er so thank you very much. I appreciate your answers by the way. Er so <NAME>, how do we decide that this a major heading, this is a er main heading or main title?
S: Uh, we should start with the main and its advantages of nuclear energy.
T: Okay but (.) how can we say this is a major title, this is a main title? <HIGHLIGHTS THE MAIN TITLE>
S: Because our reports er include the advantages and disadvantages.
T: Okay <T AND THE STUDENT GIGGLE> any specifics, for the titles. For the titles, as you can see, just – Just try to compare them with the others – to the others, to the other headings, titles, let's say. (..) Or here disadvantages of nuclear energy <SCROLLS DOWN AND HIGHLIGHTS THE PARTS THAT SS SHOULD PAY ATTENTION TO> and other titles after them. What is difference between them? ***That's what I am asking.*** Maybe that will be helpful for you. (..) Okay, so, er as you can see, they start with Roman numbers. So it means that these are major titles and, as you can see, all of the letters are in capital. They are – The whole title is in capital letters.
(On12)

4.4.7. The Role of Metadiscourse in Transitioning Between Classroom Contexts

According to Doyle (2006), transitions refer to specific points of contextual change in social interactions. They can be regarded as boundaries or lines between two consecutive contexts, whether they are minor such as two different turns or major like

two activities or two phases of lessons. Metadiscourse can be regarded as an essential tool for teachers in their efforts navigating between the different classroom contexts and activities. The timely and relevant use of metadiscourse can facilitate the existence of smooth transitions between the tangible classroom activities and between classroom contexts.

Teachers need to have transitions between the main phases of the lessons, between major and minor activities, but although it is not very tangible, they also should make transitions between the different classroom contexts, namely (I) Form and accuracy contexts, (ii) Meaning and fluency contexts, (iii) Task-oriented contexts and (iv) Procedural contexts (Seedhouse, 2004). They are regarded as the "sub-varieties of L2 classroom interaction in which a particular pedagogical aim enters into a reflexive relationship with a particular organization of the interaction" (Seedhouse, 2019, p. 11)

Unfortunately, this situation increases the pedagogical burden on the shoulders of the teachers because "as the pedagogical focus varies, so the organization of turn-taking, repair and sequence varies" (Seedhouse, 2019, p. 10). Sometimes even if the main topic, or theme, stays the same, activity focus changes, say, from pre-reading discussion (meaning-fluency), to pre-reading vocabulary review, then to silent reading and open-ended question answering, and brief focus-on-forms, giving a break time. In between all these activities, the teacher is supposed to direct students' attention to the activities, tell them what and how they need to do, check or monitor the progress of the students, elicit answers, ensure all students' engagement, pay attention to the accessibility of the materials and solve any problems, deal with disciplinary issues such as off-task students or disruptive behaviours, and so on. All of these teacher and student activities demand the teacher's skillful and resourceful management of her own and students' classroom discourse. However, if they are competent users of metadiscourse, they can successfully craft most of the events, if not each and every, that take place in their lesson.

4.4.8. Challenge of Online Attention-Getting

According to the findings of the study, it was seen that EAP teachers used the

metadiscourse function managing phorics, especially endophoric marking, more frequently in online lessons. According to Hyland, Wang and Jiang (2022), "distinct purposes and audiences lead [authors] to make very different choices" (p.6). The limitations of online teaching such as lack of sufficient contextual cues and cognitive load on the part of the learner (Skulmowski & Xu, 2022; Sweller, van Merrienboer, & Paas, 1998) are likely to influence the ways teachers make the structure/organization of their lessons and the information flow more explicit. Online teaching seems to have imposed an increased use of *enumerating, endophoric marking* and *reviewing* on teachers to attract the attention of the learners. Therefore, the conditions of online lessons caused EAP teachers to take measures to manage the attention of their students and to navigate their lessons rhetorically and lexico-grammatically in different ways than they do in F2F lessons.

CHAPTER 5

CONCLUSION

This chapter provides an overall conclusion for the study. First, a summary of both quantitative and qualitative findings is provided. Next, the general implications of the current study for the research into metadiscourse in spoken language and implications or ELT teacher education are explained. Finally, the chapter concludes with recommendations for further research on metadiscourse and its use in spoken academic language.

5.1. Summary of Findings

This study aimed to reveal the functions for which metadiscourse serves in the classroom discourse of EAP teachers in online and face-to-face modes of instruction. The quantitative findings have shown that overall, metadiscourse was highly frequent in EAP lessons. More than half of the cases of metadiscourse use in each instructional delivery mode, i.e., online (62.1%) and F2F (54.3%), concerned *Audience Orientation* (were related to 'audience orientation', implying that metadiscourse primarily served to engage and orient the students in both online and face-to-face EAP lessons.

Furthermore, the metadiscoursal functions in the category 'topics and information flow' were the second most frequent in both online (37.4%) and face-to-face (28.7%) EAP instruction. It was revealed that the teachers substantially utilized metadiscourse functions of *managing topic* and *managing phorics* in this category in order to ensure that the students could recognize the key points in the flow of lessons. *Managing topic* was statistically significantly shown to be employed more in face-to-face lessons than in online lessons.

This could have been resulting from the fact that the face-to-face lessons allowed a snappier pacing and more interactions and more activities were more possible. Therefore, in order to navigate through all this agenda, there could have arisen a need to make use of linguistic signposts to regulate the classroom discourse and help students follow the lesson with ease. However, *managing phorics* was significantly more frequently used in online lessons, which can be attributed to the fact that in the digital environment, teachers need to exert conscious efforts to attract students' attention toward the materials, content and media in order to engage them in the lesson. By directing their attention toward materials, content and media, teachers seem to help the students cope with their 'cognitive load' (Sweller et al., 1998).

The results also indicate that in online lessons EAP teachers utilized the functions of *acknowledging the audienc*e, *managing the message*, and *imagining scenarios* significantly more frequently than in face-to-face lessons. However, the function *managing audience behaviour* was deployed by EAP teachers significantly more frequently in face-to-face lessons. Besides, they managed the behaviours of their students in sophisticated and intricate ways, linguistically and functionally. This could partly stem from the multi-dimensionality of the language classrooms, which prioritize the active involvement of the learners in the lessons and creation of a positive learning environment.

On the other hand, according to the qualitative analysis of the use of metadiscourse functions by EAP teachers, the current study revealed that metadiscourse is used for the same main functions as the monologic and less dialogic genres (like presentations or university/ EMI lectures), i.e., for organizing discourse (Metatext for *words and their meaning, topics and information flow, comments on discourse*) and guiding and engaging the audience through the discourse (*audience orientation*) (Ädel, 2006, 2010, 2023).

Due to the nature of EAP lessons, new sub-functions have been identified and they added variety to the sub-functions of these main categories of metadiscourse. Firstly, the sub-function *managing topic* was expanded by the addition of *marking topic/activity shift, announcing sub-topic, initiating topic/activity, concluding sub-*

topic. Secondly, the main category *comments on discourse* was expanded by the addition of the identification of *labelling discourse*, which was included in Ädel's (2006) earlier impersonal metadiscourse framework, and *preliminary announcing speech act* and the sub-function *labelling speech act* was expanded by the identification of self-initiated speech act labelling, other-initiated speech act labelling, labelling jointly-constructed speech act and labelling textual speech act.

Thirdly, the main category *audience orientation* was expanded by the emergence of a number of sub-functions and subtypes of metadiscourse. To begin with, within the sub-function *managing comprehension/channel*, the following six subtypes were identified: 1) checking audience confirmation, 2) confirming speaker's understanding, 3) informing about failure in channel, 4) asking for repetition/clarification, 5) offering solutions to the channel comprehension problem and 6) checking audience understanding (two of which are based on Wu &Yang, 2022).

In addition, within *managing audience behaviour,* there emerged three primary subfunctions, namely *eliciting audience responses* and *commenting on audience behaviour*, both of which are based on Wu and Yang (2022) and checking in. Eliciting audience behaviour was further classified into eliciting verbal response and eliciting action response as Wu and Yang (2022) did. However, eliciting verbal responses was categorized into instructional questioning and using directives. The subtypes of these functions are as follows: instructional questioning- 1) display questions, 2) referential questions, 3) probing, 4) scaffolding, 5) prompting, 6) cloze-prompting, 7) interpersonal projection, 8) rhetorical questions, and using directives- 1) ordering, 2) requesting, mitigated directives.

Moreover, eliciting action responses was divided into five more classes three of which are based on Hyland (2002, 2021). Hyland (2021) categorized action responses demanded by the 3-minute thesis presenters of their audience as eliciting cognitive acts, eliciting physical acts and eliciting textual act. In addition to these subtypes, in the current study, a new type of action, namely eliciting '*digital action'* demand by the speaker was identified. The other action demands were labelled as 'eliciting other action.'

As for *commenting on audience behaviour,* four subfunctions emerged, which are 1) evaluating audience response, 2) maintaining rapport, 3) maintaining discipline, and 4) responding to audience question. The subfunction *evaluating audience response* is comprised of the following subtypes: giving positive feedback on audience behaviour, giving negative feedback on audience behaviour, giving corrective feedback, confirming comprehension. The subfunction maintaining rapport consists of two subtypes, using humour and playfulness and showing care.

The dataset of the present study revealed the use of two distinct subfunctions pertaining audience orientation, in addition to the seven subfunctions in Ädel's (2023) taxonomy of metadiscourse functions. These two emerging subfunctions are *building rapport with audience* and *managing situation*.

The other emerging subfunction in audience orientation is *managing situation,* which is further classified into seven categories: 1) managing channel, 2) managing audience engagement, 3) managing time, 4) real-time reporting, 5) managing transitions, 6) self-questioning and 7) other unnamed regulative discourse. These subtypes reflect the tasks which the teacher needs to carry out in order to ensure the seamless operation of activities. This involves monitoring how the basic communicational components are working (e.g., a student's tone of voice, a microphone's sound quality, visibility of text on a projected screen, etc.), how time is used by people and for activities, and whether everyone is following what is going on in the lesson. These subfunctions and subtypes that have emerged in the present study can be modified and applied in other similar genres or discourses.

In addition to the identification of new subfunctions and subtypes of metadiscourse, the qualitative analysis of the teachers' use of metadiscourse in the current study unravelled that overall, EAP teachers employed metadiscourse in similar manners in online and face-to-face lessons in terms of frequency and variety, apart from some variation in certain subfunctions.

Main qualitative similarities can be listed as in the following:

1. In both modes, the majority of the metadiscourse subfunctions and subtypes (both identified by Ädel (2023) and identified in the current study) were used by EAP teachers, except for contextualizing and commenting on genre, which seemed not very relevant in the EAP classroom context.

2. In both modes, teachers basically used similar phraseologies for metadiscourse functions (e.g., it means, let's say, you could say, now let's move on to, let's have a look at, first, and then, next one, what about, how about, here, this, okay, if you remember, we talked/discussed/studied/did, as you said, as I said, as X said, by the way, I would like to ask you, the paragraph says, it says, a good question, my suggestion, any questions?, is it clear?, can you see?, you mean?, right?, can you repeat? etc.).

3. In both modes, EAP teachers' use of metadiscourse involved multifunctionality, whereby discursive and instructional-pedagogical functions met.

4. In both modes, EAP teachers exploited self-initiated, other initiated and jointly-constructed metadiscourse. Yet since EAP lesson is not a monologic genre, self-initiated metadiscourse seems to be utilized to a lesser extent. Even if it is self-initiated, it is usually derived from course book or course materials (e.g., clarifying or reformulating a word in an exercise in the course book). The elicitation of most information from students, actually, seems to have led to the high interactivity and interpersonal construction of metadiscourse.

5. In both modes, EAP teachers tended to use MD functions according to the instructional and pedagogical necessities. That is to say that, whether online or F2F, teachers tended to use metadiscourse in line with lesson or activity aims and student needs. For instance, when students do not understand a question, the teacher scaffolds it and asks further simpler questions, thus changing the quantity of quality of metadiscourse. Or the degree to which a student group is active can affect the quantity and quality of metadiscourse employed by the teacher.

6. In both modes, EAP teachers avoided directness and negativity on the whole. They gave positive feedback considerably more than negative feedback and they used more requests than orders.

To summarize the major takeaways of the present research, it can be asserted that, in the EAP lesson, *audience orientation* is prioritized by teacher due to the importance of learner engagement. The second prioritized metadiscoursal aspect is management of *topics and information flow*, which is another major component of EAP lessons, as it is central to the smooth operation of activities in the lessons. Despite not being as prioritized as these two aspects, EAP lessons involve teachers' comments of discourse and comments /elaborations regarding words and their meaning. The lower frequency of the latter two aspects is likely to be pertinent to the primary goals of EAP lessons, which are improving students' academic skills expected of them to fulfil the requirements of their departmental courses and support their L2 development. Therefore, in general English classes, a higher frequency might have been found with respect to these two categories.

With regard to the possible influence of online versus F2F mode on the use of metadiscourse, it can be said that EAP teachers are aware of the main aims of their instruction (i.e., to prepare their students for the academic tasks in their departments) and the necessary pedagogical and instructional approach to achieve these aims (i.e., a learner-centred, interactive and dialogic approach). That is probably why the frequencies of metadiscourse categories showed a parallel distribution in online and F2F modes. For this reason, mode itself does not seem to bring about the discrepancies in the way metadiscourse is used in both modes of instruction. As Bouziri (2021) contends, how speakers use metadiscourse can be influenced by certain contextual and individual factors, such as genre, context, personal preferences and goals and their interpretations of the contexts. These factors can also be related to teachers' experience, personality, educational background, lesson and course content, class size, learners' willingness-to communicate, time and syllabus constraints, teacher-learner relationship and so on. Therefore, the differences in the frequencies of metadiscourse functions in each mode cannot be attributed solely to the effect of the mode per se, but only partially.

5.2. Implications for Research into Metadiscourse in Spoken Academic Language

As Ädel (2023) mentioned, "it is an empirical question 'to what extent adaptations are required if applied to interactive spoken data'" (p. 17). In this study, as foreseen by her, the taxonomy was explanatory to a great extent. In EAP lessons, the teachers employed almost all the metadiscourse functions used by presenters in the monologic genre of student presentations and university lectures, on which the taxonomy was built. However, because of the fact that students verbally contributed to the lessons more than the audience in monologic genres, the teachers needed to resort to other-initiated metadiscourse functions, e.g., completing a student answer with a reformulated phrase, clarifying student response so that the other students do not misunderstand the answer given, o labelling other- or jointly-constructed speech act.

This study, by providing a close analysis of the metadiscourse functions in 28 EAP classes, has revealed that metadiscourse is an indispensable aspect of classroom discourse of the teachers. Also, it can be maintained that a considerable quantity of the language generated by the teachers in EAP classes is concerned with orienting the audience, i.e. the students. Surely, this is not an unpredictable result in that the interactional or dialogical nature of the "EAP lesson" genre entails the speaker/ teacher to exert a tight control over how the audience should perceive every word uttered throughout the process.

Teachers have several roles and identities in the classroom, whether physical or virtual and they have many responsibilities and endless details to attend to. As this study portrayed to a certain extent, teachers take on the required roles and shape their discourse, and their students' when need be, depending on the context (Seedhouse, 2004), or mode (Walsh, 2006), taking place at a given time period during the lesson. However, these contexts or modes also unfold as part of larger phases of the lessons, which can be considered more generic (see Lee, 2016). Therefore, teachers' classroom discourse should be examined with regard to both at which phase and at which context it occurs, as well as with respect to its granulated linguistic and pragmatic features, so as to yield results that are more viable to apply in language teacher education.

The results obtained in the present study have contributed to the existing knowledge about the ways in which metadiscourse manifests itself in classroom discourse, which is an academic and dialogic spoken genre. Although classroom discourse and classroom interaction have been investigated from different perspectives (Cazden, 1986; Mehan, 1979; Seedhouse, 2006; Sinclair & Coulthard, 1975; Walsh, 2011), how metadiscourse is used in the classroom is one of the areas of applied linguistics on which there is a need for more comprehensive and holistic studies on metadiscourse in language classes and EAP classes since the available studies mostly concentrate on how metadiscourse is used in EMI or certain aspects of classroom discourse focusing on metadiscourse partially (such as hedges, boosters, interactive metadiscourse, interactional metadiscourse, self-mentions, engagement markers, etc.). The findings of the current study are likely to expand the conceptualisation of reflexive metadiscourse in the classroom, and more specifically, Ädel's (2006, 2010, 2023) taxonomy of metadiscourse in that it points to the fact that classroom discourse and EAP lessons sustain the features of institutional talk, e.g., the teachers' instructional and regulative questioning, or managing situation by nominating students to answer questions, giving time limits and managing time and so on, but they also share the dialogic and interactive features of the ordinary talk or everyday conversations, which is different from monologic or less dialogic academic genres such as presentations or university lectures.

As Kumpulainen and Wray (1997) maintain, classroom discourse involves diverse discourse genres and these genres change as new teaching methodologies are adopted in the classroom. For example, the triadic IRF structure is a discourse genre that is "typical of direct instruction in which teacher initiates the discussion, usually by asking questions to which children [or students] respond" (Kumpulainen & Wray, 1997, p. 3). On the other hand, the studies investigating discursive strategies for scaffolding (Palinscar & Brown, 1984) and for classroom discussions (Orsolini & Pontecorvo, 1992) and similar studies "give evidence of the existence of new discourse genres in classrooms" (Kumpulainen & Wray, 1997, p. 3).

As mentioned above, the discourse genres in EAP (and language & literacy) lessons seem to follow both conversational and institutional talk and the understanding of

these genres can be facilitated by the use of a functional and reflexive approach to metadiscourse in the study of classroom discourse. The current study revealed that metadiscourse is used for the same main functions as the monologic and less dialogic genres, i.e., for organizing discourse (Metatext for *words and their meaning, topics and information flow, comments on discourse*) and guiding the audience through the discourse (*audience orientation*) (Ädel, 2006, 2010, 2023). Therefore, EAP lessons seemingly bear features of both monologic and dialogic.

Another implication of the present study for research into metadiscourse in spoken language could be taking the theoretical discussion of the role of metadiscourse in dialogic genres one step further. As Mauranen maintains, there is a need to for more "fundamental research, i.e. new theoretical and methodological models" because, as she believes, this will keep "moving a field forward, seeing things in a new light, and ensures the continuing relevance of the field's practices" (2024, 6th International ESP Conference). This study, by looking into a dialogic genre, i.e. EAP lessons, has revealed significant findings and has contributed to the theory of the 'meta' function of language to a certain degree by attempting to conceptualize how metadiscourse operates in a dialogic academic genre.

5.3. Implications for ELT Teacher Education

As in all communicative situations, the use of metadiscourse by teachers can be considered compulsory if the message is to be delivered successfully. By and large, teachers make use of metadiscourse functions in their speeches intuitively and automatically. However, as Rose (2014) argues, "What makes classroom teaching and learning so complex is that all semiotic dimensions are unfolding simultaneously, moment-by-moment, in a social context involving 20–30 or more learners, exchanging knowledge through multiple modalities in a great variety of activities" (p. 2). As a consequence, teachers need to handle this constant state of flux, i.e. ever-changing agenda of events in interactive lessons, in a way that prioritises the building and maintaining learning opportunities for learners. At this point, there occurs a convergence of pedagogical goals and emerging classroom interactions (Seedhouse, 2004; Walsh, 2011; Sert, 2015, 2019), which requires teachers to instantly respond to

requirements of the classroom situations and make decisions momentarily. Thus, an explicit knowledge of metadiscourse functions by teachers can make their classroom teaching, no matter whether it is in-person or virtual, more organised and effective, for both students and themselves. Also, being aware of the available metadiscourse-related linguistic resources can help them navigate through the unpredictability of the activities and situations of the classrooms (Huang et al., 2021). As a result, this suggests that it can be beneficial if the teachers' awareness of metadiscourse and how it can be utilized in classrooms are raised overtly.

As Walsh (2013) contends, there is a close connection between classroom activities and interactions; in other words, pedagogic goals for an activity seem to determine the way language is used for interactions taking place in the classroom. Therefore, "as the focus of a lesson changes, interaction patterns and pedagogic goals change too" (p. 73). This change of focus obviously requires teachers to exploit different types of metadiscourse to perform certain discourse functions. For example, the managerial mode in L2 classroom may entail the teacher to employ functions from a*udience orientation* and *managing audience behaviour* while giving instructions or the functions *announcing topic* or *concluding topic* while ending an activity and starting a new one. Or the teacher may benefit from metadiscourse functions such as *repairing, reformulating* or *commenting on linguistic form/meaning* from the category *words and their meaning,* while the focus of the classroom interaction is on the 'skills and systems mode', whereby the learners are expected to produce language and the teacher provides corrective feedback. To illustrate, in the 'managerial mode' or 'skills and systems mode,' the teacher can adopt an approach which may sound more powerful and authoritative in their metadiscourse use (since in the teacher is more likely to have more extended turns, where they provide explanations or give instructions) than that they adopt in the classroom context, where the learners need to be freely expressing themselves. Teachers' knowledge about language and its use is critical since it has a direct impact on the teachers' self-confidence in performing their jobs. In addition to this, equipping teachers with a good knowledge of language is a common concern of most institutions because it can reflect the quality of the institution in question or indicate that the standards of that place are high or in line with the internationally recognized standards.

Knowledge of metadiscourse and using it appropriately in one's speech can be conceived as part of strategic competence, which is, according to Andrews (2003), is an element of teacher language awareness, along with psychomotor skills, language competence i.e. "knowledge of language", subject matter cognitions i.e. "knowledge about language at their core" and knowledge of learners i.e. "knowledge of learners as it relates to subject matter" (p. 90). Andrews (2003) bases strategic competence in Figure 8 on Bachman's (1990) model of Communicative Language Ability (CLA) Framework. In this framework, strategic competence is defined as "the mental capacity for implementing the components of language competence in contextualized communicative use" (p. 84, cited in Andrews, 2003, p. 93).

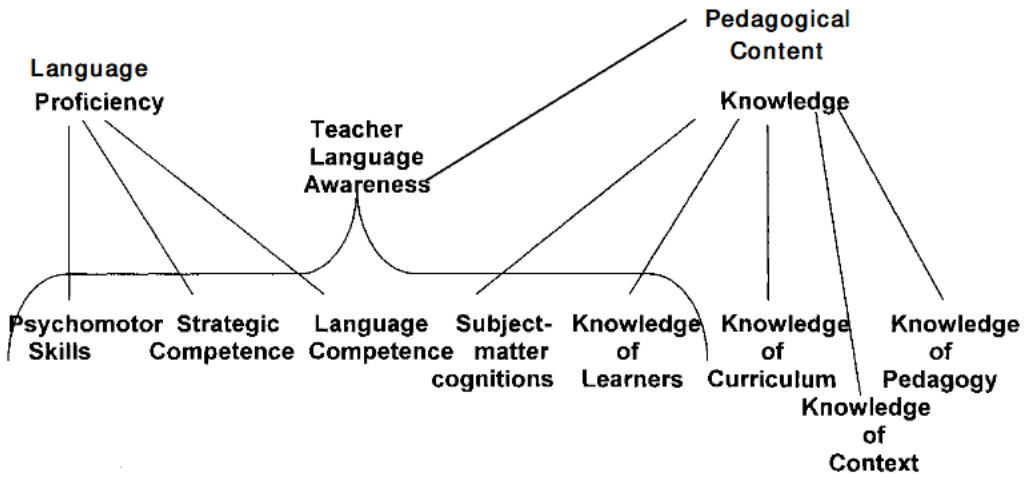


Figure 8. Teacher Language Awareness (Andrews, 2003)

Andrews (2001) provided an account of diverse angles in which TLA can affect the way each teacher treats language in the classroom in a study on the impact of TLA on professional practices of 17 teachers. His study revealed the extent to which a language teacher considers his/her awareness of language adequate can have an effect on the way he/she uses and deals with language in the classroom. This is likely to apply for discourse competences and interactional competences of teachers in that the more competent teachers perceive their interactional skills, the more confident they will be in using language (and metadiscourse). Teachers need to be aware that they are using metadiscourse and its effect on lesson management and learner orientation. If their

consciousness regarding how to make metadiscourse explicit in their lessons is raised (Tang, 2021), it would benefit the quality of teaching and learning.

Considering all the aforementioned points together, in teacher education, the EAP lesson genre (also other language lesson genres) can be taught by following a '*macros and micros approach'*. The macros are concerned with the generic phases (Lee, 2016) and lengthier generic events can be focused. As for the micros, the smaller generic events and discourse units can be analysed. For example, giving instructions can be analysed with its all components and variations for different types of lessons, either skills or systems.

As Khan and Aguilar (2023) suggest in their study of rhetorical questions in L1 and EMI lectures, the metadiscursive role of rhetorical questions used by a lecturer could be attributed to the fact that he was rated highly by his students, which was actually verified by this lecturer's own statement of his concerns for facilitating students' comprehension and thinking. However, although his use of rhetorical questions decreased in L1, it was still satisfactory for students, and this is regarded likely to be stemming from having more confidence in mother tongue when making elaborations on the lecturing content (Khan & Aguilar, 2023). Obviously, this lecturer intuitively adopted a discovery-oriented teaching method that foregrounds active learning and this resulted in higher student motivation, more learning at higher cognitive levels, and better retention of knowledge, a connection emphasized by a number of studies such as Albanese and Mitchell, (1993), Muehlenkamp et al. (2015), Nilson (1998), Richmond et al. (2015) (as cited in Nicol, et al., 2018).

In line with these, we can say that a teacher's or a lecturer's professional development in terms of improving their discourse structuring style and learner engagement strategies, which are apparently pertinent to appropriate use of metadiscourse, is of paramount importance. On the contrary, it is essential and urgent as it permeates in all layers of classroom teaching, whether they are minute as thanking a student for answering a question or macro issues like announcing lesson aims or wrapping up the information given in a teacher monologue.

Furthermore, teachers' awareness of the role and features of metadiscourse in online

education also needs to be raised. One of primary reasons for this necessity is that online education imposes more interaction types and patterns. According to York and Richardson (2012), there are three basic types of interactions in the classrooms: learner-learner, learner-instructor, learner-content. In the light of the findings from the field of communication technologies, this typology was expanded with the addition of learner-interface and learner-self. For this reason, it can be interpreted that, while in face-to-face education the interaction patterns are basically in the form of *teacher-learner*, *learner-learner*, *teacher-content*, and *learner-content*, in online education, a more varied set of interaction patterns become visible, which can be identified as *teacher-learner*, *teacher-interface*, *learner-interface*, *teacher-content*, *learner-content*. However, the interaction patterns in online education can be more than what is assumed because there seem to be additional factors such as the learning environment and the tools (York & Richardson, 2012). Considering the Emergency Remote Teaching conditions in the time of COVID-19, the majority of learners attended online lessons at their home environment and that created an immense hinderance for a smooth and homogenic learning atmosphere as in the classrooms. Thus, it can be said that this led to the generation of one more interaction, that is, *learner-(home) learning environment.*

Furthermore, the concept of interface can be more complicated than it seems in that there is not only one interface in online education any more. Along with the developments in instructional technologies, innumerable webtools or digital tools, learning management systems and platforms have emerged. As matter of fact, this situation engendered many interfaces. For instance, in the online EAP lessons analysed in this study, teachers utilized Zoom for delivering their lessons. On the other hand, some of them used only a PPT presentation as an additional interface, whereas some others utilized Google Documents and Padlet and asked students to work on them in addition to the main interface Zoom. Therefore, if we take this multiple-interfaces assumption into account, the interaction patterns in online education can be considered to be as the number of interfaces are concerned. However, the number of interfaces could be more in language lessons as compared to discipline specific online lectures, due to the aforementioned reasons for the need to promote interaction in language classes.

The primary implication of the multiple interfaces and increased number of interaction patterns in online education seems to be the frequent shift in focus of the lessons. On the other hand, the learners' decreased willingness to communicate (WTC) due to the perceived or inherent complexity and multiplicity of the educational technologies bring about the need for more effort to enhance (verbal and multimodal) interaction in online lessons. In addition, in online mode, learners have difficulty in processing the information they receive because of the cognitive load conceived by the number of procedures of the digital interfaces and the delivery of content via these interfaces. As a result, in online lessons, the massive amount of data and stimuli cause students to have difficulty in directing and maintaining their attention (Mercer, 2019). In line with this, there occurs the significance of effective use of metadiscourse in online education, which can make a difference in the motivation, participation, and interaction of the students. They can be better oriented by the help of appropriately used metadiscourse in terms of following the discourse flow, topic and information flow, and when and how to take action in relation to activities.

According to Perrot (1980), the attitudes of teachers toward the learning process and the roles played by teachers, learners and the language in this process influence the verbal behaviour of teachers. If the teachers' awareness of their own deployment of metadiscourse is raised systematically, they will have better opportunities to improve their micro- and macro- skills in teaching.

A Proposal for Teacher Training on Metadiscourse for Teaching Purposes

As explained above, metadiscourse is an indispensable aspect of teaching regardless of content or context. Hence, teachers should be provided with opportunities to become familiar with the metadiscourse functions that have a high potential to facilitate classroom teaching and develop their skills for using them properly in their lessons. Therefore, not only teachers' knowledge of metadiscourse for teaching purposes needs to be raised, but also their practice ought to be supported with a systematic program which allows them to reflect on their practices. To this end, teachers can be provided with a training program which is similar to Anderson's (1983, 1985) processing model of Adaptive Control of Thought rooted in cognitive psychology. In this model, "[P]ractice leading to automatization ... plays a central

role. It enables **declarative knowledge** (knowledge *that* something is the case) to become **procedural knowledge** (i.e. knowledge how to do something)" (Mitchell & Myles, 2004, p.102, emphasis in original). This process involves three stages: The cognitive stage, the associative stage and the autonomous stage (Mitchell & Myles, 2004.) In this section, a four-step framework that encompasses the three stages of the ACT model is proposed.

Step 1: Awareness-Raising

To begin with, both in-service and pre-service teachers can be familiarised as to what metadiscourse is and how it can impact the lessons and student learning. As mentioned in the introduction, Chapter 1, it is acknowledged that EAP teachers need to have a sound knowledge base on how metadiscourse is applied in academic discourse and academic context in order to support their students effectively to become competent members of academia. As a matter of fact, they should be highly informed about how metadiscourse impacts the quality of the written and spoken academic genres. Taking this as a point of departure, teachers are invited to ponder upon the role of metadiscourse in language or EAP lessons and then they engage with the concept explicitly, tapping into their declarative knowledge of metadiscourse.

For in-service teachers, *workshops or peer-observations* can be used so as to raise their awareness of the role of metadiscourse in the classroom. In workshops, they can be provided with excerpts from the transcriptions of actual lessons that feature both appropriate and inappropriate uses of metadiscourse and they can be asked to closely examine the ways metadiscourse influences teaching and learning. Next, they can be introduced with the metadiscourse functions and subfunctions that have a pivotal role in the flow of language/EAP lessons and how these functions and subfunctions are enacted within specific phraseologies. Based on the findings of the current research, priority can be given to the categories '*audience orientation'* and '*topics and information flow'* and the functions/subfunctions such as managing audience behaviour, eliciting verbal response, eliciting action response, managing topic, managing phorics, endophoric marking, and reviewing. At the end of this step, teachers, in groups, can be asked to think of and given scenarios which requires writing up the lexico-grammatical enactment of certain metadiscourse functions.

Alternatively, teachers can be asked to do peer-observations of more experienced ones by focusing on certain metadiscursive aspects of their lessons. It is important for the observing teachers to avoid being judgmental since, as Richards and Farrell (2005) argue, "Assigning the observer a non-evaluative task goes some way toward minimizing the sense of threat, as does pairing teachers by choice and letting them negotiate the goals and procedures for observations" (p. 94). Consequently, by applying utmost care to this sensitive issue, teachers can be given tasks including questions as in the following, which concentrate on major and minor aspects of metadiscourse use in the classroom:

1. What kind of language patterns has the teacher you observed used in order to move from one topic/activity to another?

   *(*Focusing on 'topics and information flow': *managing topic, announcing topic/subtopic, initiating topic, concluding topic, marking topic/activity shift)*

2. How did the teacher build relationship with the students? Give examples for the situations and language use.

   (Focusing on 'audience orientation': *acknowledging the audience, managing discipline, maintaining rapport)*

3. How did the teacher respond to student contributions? Which techniques did s/he use? Think of her/his style, body language, lexico-grammatical choices when responding to student contributions.

   (Focusing on 'audience orientation': *managing audience behaviour, commenting on audience behaviour, evaluating learner response, giving positive feedback, giving negative feedback, giving corrective feedback)*

4. How did the teacher ensure communication and learners' comprehension were smooth? Which techniques did s/he use?

   (Focusing on 'audience orientation': *managing comprehension/channel, asking for audience comprehension/confirmation, asking for repetition/clarification, informing about failure in channel, offering solutions to channel problem)*

5. How does the teacher's use of language affect his/her relationship with the students and their learning?

As a variation, Adel's (2023) taxonomy of metadiscourse functions and the new functions identified in the current study can also be provided for teachers to identify the functions/subfunctions that emerge in the lesson they observe. By reflecting on their peer's use of metadiscourse, less experienced teachers will have a chance to familiarise themselves with the ways in which macro and micro aspects of metadiscourse are realized in the classroom.

For pre-service teachers, this awareness-raising step can be integrated into 'methodology' or 'discourse analysis for teachers' courses in pre-service teacher education programs by using the similar content and methodology with slight adaptation. Instead of workshops, some modules can be created within the course so that mini-sessions regarding metadiscourse can be incorporated into the program.

Step 2: Guided Practice

At the second step of our proposed teacher training framework, teachers are engaged with methods that are necessary for performing the skill (Mitchell & Myles, 2004). They are expected to plan for incorporating metadiscourse purposefully in various stages or aspects of their lessons, apply it in class, and evaluate and reflect on their practice. This step can be part of an observation program in which trainers visit in-service teachers' classes with a special focus on the use of metadiscourse. In this process, the teachers can be asked to prepare a lesson plan which includes how metadiscourse will be used in the lesson, and then, after the observation, the teacher is asked to reflect on the experience and the trainer provides feedback and together, they identify areas to be improved, which will be followed up afterwards. Also, lesson study can be utilized as it allows for a collaborative preparation, implementation, and reflection of a lesson (Yoshida, 2005). For pre-service teachers, if they are taking the 'practicum' course, the procedure can be applied. If not, observations can be replaced with micro-teachings and their in-class peer-assessment, which is likely to allow for an open discussion and collective reasoning as to how and why metadiscourse can be used in language teaching. Student teachers can be asked to work in pairs or groups in

order to do microteaching in order to help them pay more attention to the content rather than the procedures of the task. Again, some areas for improvement can be identified to be addressed afterwards.

Step 3: Self-monitoring

At this step, which can be viewed as a transition to 'the autonomous stage' in Anderson's ACT model, teachers are expected to consciously track their own development in terms of employing metadiscourse in line with pedagogical and instructional goals. They can be given an opportunity to choose their own method of self-monitoring. For instance, they can prefer to video-record their lessons and reflect on their use of the metadiscourse functions that have been specified as areas to be improved. Or they can prepare lesson plans including written phraseologies with metadiscursive functions, teach the lessons using these plans and then reflect on the taught lesson. The teachers can share these reflections with their trainers. Pre-service teachers can also video-record their micro-teachings and self-reflect on their use of metadiscourse. Self-monitoring is critical since it serves as a threshold towards gaining automaticity in using metadiscourse effectively. After this step, the teachers' explicit knowledge is likely to gradually turn into implicit and automatic in the daily teaching practices of teachers.

Step 4: Follow up

As the final step of the framework for teacher training in metadiscourse for teaching purposes, a specific form of follow up can be utilised in order to revisit the skill. For example, groups of teachers can do an action/teacher research looking into a specific metadiscourse function or a functional category and share the results of their research with their colleagues. One research topic could be comparing two teachers' preferred phraseologies of metadiscourse and the relationship between these phraseologies and several aspects like lesson flow, students' contributions/responses, or rapport. As an alternative, teachers can monitor their use of metadiscourse more extensively by keeping journals or making notes about their strengths and points to consider.

Needless to say, this framework can be subject to changes depending on the context of in-service and pre-service teachers; however, it can still offer a general approach to

addressing teachers' needs as to how to achieve structuring their classroom discourse, navigating the classroom activities smoothly, establishing appropriate relationships with the students, and orienting and engaging them in the lesson properly.

5.4. Recommendations for Further Research

In this study, the extent to which reflexive metadiscourse and Ädel's taxonomy of metadiscourse functions can be applied to the analysis EAP lessons, a dialogic spoken academic genre was investigated. The main criterion for the comparative analysis was the mode of instruction. However, it is highly likely that the personal characteristics of the teachers can be directly or indirectly related to the quantity and qualities of metadiscourse use in EAP classes. For instance, the experience and educational background of the teachers can influence their classroom language use. Therefore, future research can look into such variables in metadiscourse use in language classes as well as EAP lessons. Also, other contextual factors such as course type, course content, time and syllabus constraints can be taken into consideration or they can be used as variables in the research design. In addition, when doing analysis, particularly qualitative, of the metadiscourse functions, lesson plans and materials the teachers followed during their lessons can also be referred to. In this way, the rationale for the teachers' discoursal preferences could be conceived more comprehensively.

Finally, further research could investigate metadiscourse functions in relation to discourse functions, rhetorical functions and generic moves and steps inherent in the EAP lessons. Although this type of analysis might require profound effort quantitatively and qualitatively, it would yield explanations for the subtle relationships between the micro- and macro-levels of metadiscourse pertinent to the EAP lessons genre.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 / 281

23 Haziran 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Hale Işık GÜLER

Danışmanlığını yürüttüğünüz Meltem TURAN EROĞLU'nun "Metadiscourse Use in EAP Instruction" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **281-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Dr.Öğretim Üyesi Ali Emre TURGUT
İAEK Başkan Vekili

B. INTRUCTOR'S INFORMED CONSENT FORM

Araştırmaya Gönüllü Katılım Formu (Öğretim Görevlisi)

Bu araştırma, Meltem Turan Eroğlu tarafından Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü'nde Doç. Dr. Hale Işık-Güler danışmanlığında yürütülen doktora tez çalışmasının bir bölümünü oluşturmaktadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek ve gönüllü katılımızı belgelemek üzere hazırlanmıştır.

Araştırmanın amacı Akademik amaçlı İngilizce öğretiminde kullanılan bazı dil özelliklerini incelemektir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, en az bir tane veya dilerseniz daha fazla dersinizin kaydını yapmak ve araştırmacı ile paylaşmaktır. Ayrıca 2020-2021 akademik yılında önceden kaydettiğiniz dersleriniz var ise bunları da mevcut araştırmada kullanılmak üzere paylaşmanızdır. Eğer birden fazla çeşit ders veriyor iseniz araştırmanın geçerliliğine destek vereceği için farklı derslere ait kayıtları paylaşmanız önemlidir. Bununla birlikte derslerinizde kullandığınız bazı dilsel ögelerle ilgili görüşlerinizi tespit etmek üzere kısa bir yarı-yapılandırılmış mülakata katılmanız beklenmektedir.

Araştırmaya katılımınız tamamen gönüllülük esasına dayalıdır. Ders kayıtlarınız tamamıyla **gizli** tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Bu kayıtlardan ve sizinle yapılabilecek mülakattan elde edilecek bilgiler yalnızca bilimsel araştırma amaçlı kullanılacaktır ve çalışmada kişisel bilgileriniz / verileriniz **anonim** bir şekilde yer alacaktır.

Herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmadan çekilebilirsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemeniz yeterli olacaktır. Çalışma sonunda, bu araştırmayla ilgili sorularınız olursa cevaplanacaktır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Meltem Turan Eroğlu ile [redacted] ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad Tarih İmza
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B. INTRUCTOR'S INFORMED CONSENT FORM (CONT'D)

Ders Kayıtlarının Araştırma için Kullanılması İzni ve Katılımcı Bilgileri Formu

Yukarıda, Meltem Turan Eroğlu'nun Orta Doğu Teknik Üniversitesi'nde yapmakta olduğu doktora çalışmasının araştırma koşullarını ve gönüllü katılım konusunda verdiği bilgileri okudum.

Kendisi ile paylaştığım ders kayıtlarımın araştırmacı tarafından Akademik amaçlı İngilizce öğretiminde kullanılan bazı dil özelliklerinin incelenmesi için kullanılmasına izin veriyorum. Bu izni aşağıdaki Katılımcı Bilgileri kısmında paylaşacağım kişisel bilgilerimin yalnızca araştırmanın geçerli bilimsel veriler sağlaması için gerekli olduğunun ve kimliğimin çalışmanın her aşamasında anonim olacağının bilincinde olarak veriyorum.

İsim Soyad Tarih İmza

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Katılımcı Bilgileri

Doğum Tarihi:	
Cinsiyet:	
Mezun Olunan Lisans Programı	
Lisans Üstü Derece	**MA/MS:** Yok ____ Tamamlandı ____ (Bölüm: _____) Devam ediyor ____ (Bölüm: _____)
	PhD: Yok ____ Tamamlandı ____ (Bölüm: _____) Devam ediyor ____ (Bölüm: _____)
Öğretmenlik Deneyimi:	1-5 yıl _____ 6-10 yıl _____ 11-15 yıl _____ 16-20 yıl _____ 20 ve daha fazla _____
Üniversitede Öğretmenlik Deneyimi:	1-5 yıl _____ 6-10 yıl _____ 11-15 yıl _____ 16-20 yıl _____ 20 ve daha fazla _____
Anadil	

C. TRANSCRIPTION CONVENTIONS

Convention	Element	Description
T	Teacher	All the utterances that belong to the teacher
S	Student	The utterances that belong to a student. Which student is speaking is not important or unidentified.
S1, S2, etc.	A specific student	This indicates a specific student who is speaking. Used when a prolonged exchange takes place between a student and the teacher.
<NAME S1> <NAME S2>, etc.	A student who is called on	A student who is addressed to directly, or whose name is mentioned during the lesson
(XXX)	Unintelligible material	This indicates an utterance of varying length which is not understood due to a noise in the original lesson (e.g., a coughing participant, or a rustling sound of pages turned, or overlapping speech) or due to a problem in the recording
< >	Commentary notes	Comments or explanations regarding the non-linguistic events (e.g., writing on the board, cleaning the board, or sharing a PPT) and kinesics (e.g., nodding, smiling, pointing to the board, walking) that occur at the time of an utterance or turn
(.) (..) (…)	Pauses at varying length	A silent period during the lesson with different durations
CAPITALS	Capitalized words	Emphasized words are indicated in a fully capitalized form
-	False starts or interruption in speech	Hyphens at the end of a word or an interrupted word indicate either the speaker's sudden pause or false start or the interruption of speaking by another speaker
[ ]	Overlapping speech	This indicates that the speech marked with the square brackets overlap with an utterance that follows or precedes it
er, uh, erm, um,	Fillers	All cases of fillers were transcribed.
uh-huh, hmm, hm-hm, oh, yeah	Backchannels	All cases of backchannels were transcribed.
(word)	Guesses	Guesses of unintelligible parts are indicated within parentheses.

C. TRANSCRIPTION CONVENTIONS (CONT'D)

Convention	Element	Description
04:30, **25:15**, etc.	Time stamps	Time stamps were added manually so as to make a quick reference to the timing of the events or utterances in the lessons
"Nuclear energy" *Caesarean delivery*	Quoted material	The phrases, sentences or discourse that does not belong to the speaker are indicated in quotation marks or underlined.

D. SAMPLE TRANSCRIPTION

METADATA
Mode: Online (Zoom)
Course Level: Sophomore
Course: ENG202
Lesson Type: Advanced Writing
Teacher: Female, Non-ELT graduate, 5-10 years' experience
Class size: 7
Time: 2020 Spring
Schedule: 1st of 3 consecutive lessons

Transcription

0:00
S: Hello
T: Hi good afternoon, <NAME S1>. What's up?
S: Everything is going well what about you?
T: Fine much better. Have you visited the dentist <NAME S1>?
S: Yeah but the not yours. (T laughs) It's a little bit far away for me.
T: Doesn't matter. Did you have any operations?
S: Er they (T makes the gesture of so-so) told us it's my 20s.
T: Okay, it's uh you mean the wisdom tooth (touches her cheek pointing to her teeth)
S: Yeah.
T: Huh. They (T makes of the gesture of pulling and grimaces)
S: I don't know the name- its name.
T: Yes it's the wisdom tooth. I know that. Did they tell you that they need to take it out pull It?
S: Yeah because it needs an operation like uh which means "gömülü"?
T: Uhh okay. Best of luck, <NAME S1>. I don't wanna talk about dentistry issues anymore. I
got my (touches her chest) share last week. So I'm done. Others! Welcome. <NAME S2>, <NAME S3>. Hello!
S: Hello teacher! How are you ?
T: Fine what about you? How was your week? <NAME S3> is connecting, I guess. Still. Okay. Uh is it all you? You three of you? <NAME S4>,! It's another very common visitor of this lesson. Are you here <NAME S4>,? Can you hear us? (.) We don't often get to see you in the lesson, which is interesting. Okay. (T responds to something written by a student) Yeah I'm following the chat box, okay. Thank you. <NAME S3> is still - Yeah I saw your message <NAME S4>. Okay if you have a microphone if you could use it, you would make me much happier. Huh you have - of course - you have microphone problems, okay. But I'll be following the chat box. Welcome. <NAME S3>, can you hear us? Still trying to connect? (.) <NAME S5>, welcome. Hello? (T waves at the camera.)
S: Hi teacher.
T: Hi what's up? How are you?
S: I'm fine. What about you?
T: Much better. Okay, so <NAME S5>, I think you're again the only person from your group, right?
S: I'm not look looking at the participants, yes, I guess.

T: Yes, I feel like they always send you as a representative but – Okay, it doesn't matter as long as you get the part you need. <NAME S3> is also having problems. So I guess we will be
this much probably. Okay let's start. While we're waiting for the others, newcomers maybe.

02:50
T: Have you watched the video? Video 10? Before you come to lesson? (..) Surprise (T laughs) Anyone? No?
S: (XXX) after me because I couldn't remember something like we need to do.
T: Okay the videos that you are supposed to watch before you come to the lesson. (laughs) S: Yeah you're right. (laughs)
T: Yeah, right. The FLP videos (T makes a gesture of quoting with two fingers of both her hands) uploaded on Moodle. Has anyone watched? <NAME S5>? <NAME S2>? (laughs)
S: I watched, teacher.
T: Okay, <NAME S6> welcome. What about you? (..) No, not even a reaction. Okay so-
S: Merhaba hocam.
T: Merhaba <NAME S6>. Have you watched the video?
S: İzlemedim hocam.
T: Ya, ah be <NAME S6>! (T bends her head toward one side, laughs and makes gestures with two hands and arms) You just - you just came to the lesson. Okay, so let me change the Question. Do you have any ideas what's going to happen today? What we are going to talk about?
S: We are going to uh learn how to write body (paragraph)?
S2: (XXX) Body paragraphs
T: Perfect. Okay at least - Okay at least yeah we have something but you didn't choose the to watch the video. Okay so do you have any ideas what's going to happen?
S: We are trying to find some articles?
T: Maybe. Probably. It's a nice idea <NAME S5> because we will need to do so. Okay. Any other? Nope? Perfect, that this is what happens when you don't watch the videos but okay let's see (T shares a PPT) what we can do.

04:33
T: O::kay so, yes, as <NAME S1> said, we going to talk about how to write your body (.) and your conclusion sections today. Uh so actually you may be ready for this. Because this is not the first body part you're going to write. So let me ask you this first. What are you doing when you write a body section? Not only for a research report. For any kind of writing, in an email in an essay. (Speaks with gestures) What do you do?
S: Firstly, I write a general sentence but after then I write detail about my topic.
T: Perfect. You give the details about your topic, perfect. What else?
S: Then give examples about my –
T: You give examples. (T gestures in a friendly way) Nice. What else?
S: (XXX)
S2: [we prove our ideas.]
T: Again <NAME S5>, <NAME S1>. Okay. (laughingly) Okay <NAME S5>. Yeah yeah (most probably reacting to something written in the chat box.) At the same time, all the time. <NAME S5> let's start with you.
S: We are trying to pro- prove our ideas, giving examples.
T: Right. <NAME S1>, you were saying?
S: Like these, identifying what we are going to say and giving detailed examples to uh support our main idea or improve our main idea to believe readers our idea.
T: Okay yes, you mean to make the readers believe, maybe yeah persuade way change their minds. <NAME S3>, there's a problem on my zoom I don't know what it is. (T responds to a student comment or question in the chat.) Sorry, okay. <NAME S3>, no problem. Maybe

you can just uh try to reconnect, try it again. But I'll be following the chat box if you cannot use the microphone. No problem.

06:26

T: Okay so, as all of you have mentioned, this is the the body. (explains with gestures) The name suggests, right, the body, the biggest part. So now after a little introduction, it is time to make everything a little bit more clear for the reader. Perfect. (T changes the slide) So let's start with looking at the body paragraphs in an essay before we go on with the report because we know how to write. Last semester we did it in two oh one. We all wrote an argumentative essay. What can you include in your body in an essay? Imagine you are in an exam I give you a blank page and a pen. Write about it. What can you do to support your ideas?
S: Giving an example.
T: Perfect. What else? How can you make me believe? How can you explain yourself?
S: Your reference about the topic.
T: Reference?
S: Yes.
T: Um how are you planning to do it, <NAME S2>, in an essay? Here is your paper; here is your pencil (T raises the paper and pencil in her hands up to the camera) You have one hour. Sit down and write. Hmm, how is it going to be?
S: Maybe you can mention about your experiment.
T: Maybe. The things that you have lived,
S: Yes.
T: You experienced. Perfect. What else? <NAME S6>, any ideas? <NAME S7>, welcome. Hello. (T greets the late-comers as their names appear in the participants list or as some of them greets the T in the chat) Yes, newcomers, we are talking about the body paragraphs in an essay. How can you support your ideas, your topic sentence, your thesis statement in an essay. We can talk about our experiences, examples from where? What kind of examples can you provide?
S: I explain opposite opinion I write in this.
T: Perfect. You can give other people's opinions, perfect. (uses gestures to emphasize the concept “others”) What else? <NAME S5>, do you think we can use a scientist's idea? Can we use a quotation?
S: No.
T: (makes gestures significantly) It's - it’s like - actually yes. Please don't because it would be plagiarism probably. How can you even remember something when you're writing an essay? So when you're writing an essay, you have an idea. You need to support it but you're all alone with yourself, your mind, your experiences. So how can you support? You can give your ideas. (T makes the “your ideas” in the PPT visible – in an animated slide) “I think face to-face education is better than online education”. How? (T makes “your experience” visible in the PPT) Last year I had a lesson and I suffered from blah blah in the online Lessons. That's why I think” My experiences. Or “one of my friends told me that”, “I witnessed blah blah that”. I can give examples from my neighbors, my family, my friends, myself, my ideas. And also (T makes “common knowledge” visible on the slide) common knowledge? What is it? Common knowledge?
S: Something everybody (XXX)
S2: Everybody knows yeah.
T: For example?
S: The biggest team is Beşiktaş.
T: (Laughs) Ya <NAME S2>, ortalığı karıştırma. It’s not it's not common knowledge. Maybe Fenerbahçe is the worst team this season. Yeah it's a common knowledge. Beşiktaş, I'm not sure. Anything scientific maybe?

S: When we cut our finger, there will be blood maybe.
T: (Laughs) Okay. When you cut somewhere, you will bleed. <NAME S5>, sorry what were you saying?
T: Vegetables is good for health.
T: Perfect. Yes if you are comparing um two kinds of diets, for example, in an opinion essay. You can say everybody knows this. Vegetables, eating vegetables is healthy in your diet. Perfect. Water boils at 100 degrees, common knowledge. So for this kind of information, you don't have to give a reference because we all know it. So when you're writing an essay you're all alone. With your mind, what you have learned so far and everything else, okay.

10:59
T: So (shows the next slide, which reads "What about the body section in a 'Research Report'?) What happens when you come to writing a research report? What is this new superpower you gain? What do we call it? (.) You're not alone anymore? What is that new Superpower?
S: Scientific information.
T: Yes.
S: Articles,
T: Articles. Perfect.
S: Books.
T. Books. Perfect, nice (nodding). <NAME S6>, <NAME S7>? Any ideas? How can you feel stronger (.) when writing a research report? (.) Articles, books. Everything basically, right? Google (laughingly) you have all the internet, all the sources. Uh so you need to feel stronger. You're not all alone. And you will be more reliable now. Because it's not your cousin, your Fatma Hala, your Ahmet Amca. Now you're going to give solid, clear, reliable examples. (making the gesture of the concept of "concreteness") So you can actually change my mind. I can actually believe in what you say. (shifts to the next slide) So this new serum. (Here T uses this metaphor consciously as the current slide features a cartoon depicting two people looking at a yellow lab tube, which looks like a serum) So this new serum (making the gesture of a "test tube" in the form of the fingertips of both hands first touching each other and then diverging), this new superpower, which is Google basically (laughingly), and the libraries (makes a big circle with two arms), we can give some evidence (.) in our body parts.

12:28
T: Some details (shifts to the next slide). What are the details? What do I mean? By details?
S: Maybe some percentages.
T: Perfect. Maybe percentages.
S: Number values.
T: Perfect. Values, numbers, percentages. So when I'm writing an essay –
S: (XXX)
T: Sorry yes.
S: Survey.
T: Yes (nods) Perfect. Good job, <NAME S2>.
S: Results of experimental tests.
T: Perfect. (nods)
S: Discussions
T: Perfect. (nods) Discussions, the numbers, the percentages, findings. So when writing an opinion essay, I say ***many students think that face-to-face education is better.*** When I'm doing it in a research report, as <NAME S5> said, I share some statistics maybe like ***85% of the students according to this research they think that*** blah blah blah. (T speaks with

exaggerated gestures) So now you're more reliable. Not so many people think like this. *According to a research conducted in X University, 85% of all engineering students think that*. Details. (T makes the word "data" visible on the slide) Data. (makings a big circle with one hand) All of them can be data actually. (clicks to make the next item on the slide and reads it) "Results of other researches." How can you make use of them? Have you checked any other researches when you were doing your research?
S: Yeah yes
S: Yes, teacher.
T: Did it help you? How did it go?
S: We use it like secondary source they have used. And we got some idea about their research. Then we use it, their result.
T: Perfect. Anything else? <NAME S6>, <NAME S7>, <NAME S4>? Nope? Okay, you can also check the other researches people had DONE before you did your research. They can also be helpful for you. They can show you something; they can give you some suggestions. Maybe they only did their research about Group A. Now you can do the same research for Group B. So the former, past researches can give you suggestions and ideas. This is also useful. Facts (makes this word visible on slide) The things we can actually believe in, some realities. Not only my imagination, my cousin's experiences. Fact. (with a gesture referring to concreteness) And also findings. (This word is made visible) The researches other people had done, the things they had found. So all of them can be reliable solid support for your ideas in your
body part in the research report.

15:16
T: (New slide comes) So time to take action now. (claps her hands once) Okay, so (shares a page from the course book now) as you remember, we talked about writing your introduction. Actually, we have done like 10% of your body section in the introduction. How is it possible? Or in the outline? What have we done so far? How can they help you, guide you (both hands raised at the chest's height moved together from left to the right) for your body part? Can they? I don't know. (..)
S: They will help us because we mainly mention about what are we going to tell
in our body paragraph. that's why we will give some references about them also.
T: Perfect, what else?
S: Actually in the introduction we decide about our body paragraph. How it is going to be and what's the results and so.
T: Perfect. Anything else? Okay so actually as <NAME S2> said, (highlighting some sentences on the page) in the preview part, the last part of your introduction if you remember, was like
the trailers for your body section. It showed me what's coming up. I know that huh I'm going to read about - Okay first part (highlights this part in the text), "advantages of nuclear energy." The second part, "the disadvantages of nuclear energy." And what does this writer think? Conclusion (highlight this part in the sample introduction in the book) shows why disadvantages overweigh the advantages. So I have a trailer; I know what coming up. You have already planned what's going to happen in the body. But, the body, as you may imagine, is the longest, the biggest (with gestures) part of your report. So I need to do what? What do you think? How can you help your reader? When you write a long, long (with gestures) part? What would be helpful for me when I read your body?
S: It should be clear, not complicated.
T: Please (whispering). Please. (smiling and bending her head toward one side)
S: It should be going well while you are uh writing. You shouldn't be bored.
T: Yeah please. Yes nice ideas.
S: Maybe interesting details. More -better better.

T: It would be fun to read it, yes. I would be interested. Nice what else in terms of design, organization? What do you think? (..) Because you are the writer.
S: (XXX)
T: Yes <NAME S2>.
S: Between the topics, didn't - shouldn't be sharp.
T: Okay. Transition should be smooth.
S: Yes.
T: What else? <NAME S5>. What would be really helpful when I read the report of 10 pages? (mimicking a teacher reading a student paper with a pen) When I follow it?
S: Not contain too much details.
T: Maybe yes. But it's all about the content of the report. What you put in the report. I'm asking more about how you put in the report. Like would you like to give me a whole page, block page, without any paragraphs, titles and I'm supposed to read and group and – Or?
S: Make a paragraph and each paragraphs have a small su- su- summary. (T nodding)
T: Yes. I would appreciate it, please. I wouldn't like to do that. As a reader, I need to follow your body, like your whole report actually, easily. Because you include so much information. You have the advantages, some of them. And you have disadvantages, three of them. So
if I want to follow and read smoothly (with gestures: two hands going down in parallel incidating smoothness), you need to ORGANIZE. So the the shape the design how it looks also matters when you write your report.

19:42
T: Okay so let's continue. (scrolls down the page on the screen) This is the longest part. But actually I think the most exciting part because finally (.) you get to talk about your ideas in real life.
S: Can I ask you a question?
T: Yes please.
S: After the research about our topic, can we change or each topic for examp for example for example I say our topic is nuclear energy
T: Uh-huh?
S: Renewable energy is energy and solar –
T: It's too late (mimicking singing) (laughs)
S: But (XXX)
T: No like why? Would you like to change something? But why you were going very well.
S: I don't I didn't know detail about topic. But after the research maybe change my my decision. Maybe renewable energy is the most –
T: Okay, uh yeah. You can in your – Yes. in your comparison, you can come to a different conclusion. That's okay. After the research, you change your mind when you compare two things. It may be okay. But changing the topic all over again -
S: Okay.
T: - is not possible. But for example, if you: were thinking that wind energy was better but after some research you saw that *uh hydroelectric is better actually* you can change it.
S: I mentioned it
T: Yeah yeah I got it now okay. You were comparing wind and hydroelectric right?
S: Yes teacher.
T: Okay. (..) In Turkey (gesturing quoting) specifically.
S: Yes.
T: Yeah I remember that. Yeah we we did some research. (laughingly) Okay, so keep these questions. At the end I'm going to have a 10 or 15 minutes of questions answer session, okay?

S: Okay.
T: We can actually uh look at some details. So it is the longest part. It is the part where we support our ideas, perfect, we give evidence. (highlighting) But can I ask you something? What do you think about the balance between your ideas and evidence? (making a gesture of scaling) (..)
S: I think if you if I give percent, 40 per cent ours, 60 per cent (XXX).
T: Maybe. Okay not bad.
S: The conclusions are - should be same.
T: Yes perfectly. The evidence should be in parallelism with your idea. They should be supporting you. Perfectly. But more evidence more Professor blah blah or more <NAME S5>. What do I need to see? (making a gesture of scaling, one hand at a higher point in the air than the other) (..) Should should I see?
S: Equals maybe
T: No (laughingly). No not equal. (laughingly) Nice try, not equal. Actually um this would be the biggest mistake you can make. Research report is not a collection of (making big circles in the air turning hands inwards) researches, basically. I would Google them if I wanted to see the references; I would read them by myself. So it is still you (holding a hand horizontally up in the air, at the level of her eyes) supported by the evidence (mimicking a backing movement towards the hand held in the air). So you are here, your ideas, your thesis statement, your (..) opinions (moving the hand representing "you") and evidence comes as a support (the hand representing evidence backing the other hand) basically. So you are not writing for evidence. Evidence is here to support you (T making the same gesture). So actually this is the first thing you need to keep in mind while (making a circle with a finger in the air) writing the body part. It is not a collection, patchwork, puzzle of references, citations. I need to see you, but stronger than and opinion essay because now you have reliable (making fists with both hands) and solid support you supported by evidence. Please pay attention, okay? Don't overwhelm (grimacing) your report with suggestions, paraphrases, quotations, summaries (gesturing as if she is mimicking swimming). I still need to see YOU. This is your report. Okay? Don't forget it. Okay, we have an idea. We have the thesis statement. We showed some evidence. (highlighting in the book) What is this? Discussions. (highlighting) What do I mean? (..) *İşte hocam I gave the evidence.* (mimicking a typical student reaction) *Eee? What is the discussion?*
S: Opposite side of the –
T: Maybe (gesturing toward the camera) Opposite side. (moving an index finger from one side to the other in the air) How other group or how other people think about this Issue? What else?
S: The evidence is not enough so we should make it um longer. (laughing)
T: Yeah it's coming. Yes.
S: Türkçe'ye çeviriken –
T: Do not translate, just tell the way you wish. I feel like I can understand. (laughs) Okay, evidence is not enough; you're right. Like evidence is a quotation you give to me. *According to the researches, 85% of the students feel like this* (with exaggerated gestures) Evidence. Okay, what what I'm going to do with this evidence? Is it enough? Am I using you to do some (.) Google search for me? (making a gesture of "so what?") I don't know. What do you think? Silent people? <NAME S6>, <NAME S7>? If you keep silent, I hope you fail. (T laughs, probably after reading a student comment in the chat) Yeah use
S: It is the best wishes
T: Yes, huh? *Beddua* (curse). Worst *dua*, actually. Guys, please. <NAME S4>, I'm following the chat box. Say it. What do you think? Discussion? What do I need you to do after you give me some evidence? Your idea. And then some evidence. And then some? (the same gestures)
What?
S: Discussions.

T: Yes. You need to actually give your comments on the evidence as well. Like you cannot just give me the evidence. *Hocam, take this quotation; do whatever you want to do with it.* No. I still need to see your comments on the evidence as well. So evidence itself is not speaking for you. You just use it. Okay? It doesn't tell your story to me. It doesn't tell your ideas to me. So your idea. Support it with evidence and then comment on the evidence as well. (with gestures) Okay? So sandwich (gesturing) this evidence for me. Your idea, support, a quotation, a paraphrase whatever, and then your comment. Huh, *according to what Professor blah blah says it is clear that, it can be understood that.* So don't leave it to me, okay? Give your discussion, your comments after giving evidence as well, okay? *It is understood that, it is presented that blah blah blah.* So -
S: It's a bit –
T: (gesturing that she is all ears)
S: It's a bit rewrite, about paraphrasing?
T: Yeah, kind of (smiling, gesturing) actually. But I - more I'm looking for some explanations
Actually. Like I need to see, for example, <NAME S2> you use the quotation. I want you to explain why you chose it? Why do you think it is suitable for your report? What do I need to understand from this quotation?
S: Okay teacher.
T: Okay so yeah. *Evidence is talking for itself.* No. You need to talk for the evidence as well Okay? It is just a little support for you. Do not rely on the evidence. Evidence is clear enough hocam. No, give your discussion, give your comment, okay? It is here to support you. Evidence is here to support you. It's like not like you are supporting the Evidence, okay? Be careful. So –
S: Can I ask one question?
T: Yes please.
S: Can we do also we can give some opposite ideas and then uh we can give some discussions about it and refute it.
T: Yes also. Uh yes
S: It is more stronger.
T: Yeah, yeah. It is. Possibly. It would be much stronger. *Many people believe that blah blah* but actually -
S: There are some evidence then give refute it
T: Yes. You're trying to manipulate the readers.
S: Maybe.
T: I liked it. Okay. So yes discussion. It means that you are the main part of this idea. You are the main part of this report okay? So everything is here to support you and your thesis statement. Okay, so we include some details, data, facts and findings. We are doing everything to change the reader's idea or serve some present some facts for the reader. So we make some analysis. (highlighting in the book) We choose our uh quotations to support our ideas. We give them we present them - please – clearly. Like if there is a history we follow it okay? We design, we present, we use the language well to put all of these things together. So when I look at your body, I don't want to see um a half-puzzle okay? I don't want to see a collage, a mash-up. I I don't want a patchwork okay? So it needs to feel smooth, planned by you and just by you okay? You need to be in control in charge of your body part.

29:46
T: And then paragraphs. (highlighting) Please. That's also important. They need to follow each other. Tell me a story. How is it possible? How can you tell a story well to a person? How would you start? From specific to general? From general to specific? One from this one, from that? How would you do it? Good storytelling? How is

S: Once upon a time. (T laughs) Of course not.
T: No. Not not that kind of story.
S: General to specific much better I think.
T: Okay. <NAME S1> says from general to specific. What do you think others? <NAME S2>, <NAME S5>?
S: Because if we give the general idea, the readers got the main point of idea. Then when we give the specification - Is it the noun form of it? I don't know but –
T: (laughs) I don't know but I'm saying something. Yeah, you're right. Better for readers. Yes you're right. Actually, have some pity for your poor teacher. Because, <NAME S2>, how am I supposed to know about hydroelectric energy Turkey? So what would you like your reader to do? Like do I need to do some research before I read your report, <NAME S2>?
S: No teacher.
T: (laughs) I I don't want to actually. So how can you help me as a
Reader? First?
S: Inform you. Then, explain it.
T: Yes but <NAME S2>, directly tell me that story like I know nearly nothing about it okay? Because I don't have to - I cannot actually know about all of your topics. So as we talked about it in the intro, remember you have some audience basically me and your friends. So you need to take me to your topic step by step from general to the details to the more specific point. So imagine like we are all together when you are doing your research. How do you start? First you look at the general information and then you look at advantages disadvantages. So imagine I'm always with you during this research process So you need to show it, how you do your research, in your body
design as well. Okay?

32:22
T: So let's come to a more technical part. Dividing into relevant sections. (highlighting) What do I mean? What are the sections? (..) Sections in the body. How can you separate?
S: Advantages disadvantages for –
T: Perfect. (nods) The the major heading (with gestures), the title, main title. Advantages disadvantages. And then under them <NAME S2>? (gesturing like mimicking a caterpillar so as to give a clue to the student)
S: Compare them. No?
T: Do you? If you are writing a compare-contrast one and you are writing actually, compare-contrast one, so yes, your main titles are what but on - Imagine your outline? What is number two? Remember your outline. Let me show you (T opens a sample outline) Okay, this is an advantages-disadvantages type of report. So part one is advantages. Part two is disadvantages. If you are writing a compare-contrast? What is this part? (T highlights the second main part in the outline) <NAME S2>? In your report?
S: (Body part)
T: Yeah. So first wind energy and then advantages, disadvantages (gesture of sweeping the air with one hand) And then hydroelectric, advantages, disadvantages. So it may change depending on your choice. For <NAME S5>, for example, it is, <NAME S5>, it's advantages-disadvantages right?
S: Yes right.
T: Yours okay. So it looks much like this one (gestures).
S: Yes
T: Okay so you need to divide it into sections. Titles and subtitles. (gestures) I mean headings, major titles and the little ones under it. But of course we
have some rules while doing that. What are these rules? I took a sample outline. Because it is basically your body. Which parts in your outline constitutes your body, guys? Which parts make your body?
S: Two point one, two point two. All of them.

T: Huh.
S2: Except introduction.
T: Yes. The part between introduction and conclusion actually. (highlights the part in the sample outline) It's your body. So you have some titles and subtitles under them. I took the sample outline for you. But of cours, I played with it a little bit. I distorted, I broke it a little bit. Who in the chat box? Okay. So let's make it much better because I took it but I wish I hadn't. Can you please help me to fix this one several problems? How can you turn this outline - I took it as an outline actually - now when you write something under them, it becomes your body. But shape, style, format. (gesturing "it's all gone") All over the place. What do you think?
S: Two point one, it shouldn't be in Roman, Roma rakamları.
T: Yes, it's not. Yeah, it shouldn't be. So I change it as two point one and two point two. And this one, <NAME S5>?
S: Yes again
T: Three point one, three point two, three point three.
S2: A bit inside of the page.
T: Yeah yeah it is actually. How can I fix it? (..) It's all over the place. (gestures)
S: Double tab.
S2: One tab.
T: One tap for what? Which one? The main heading?
S: Two point one and two point two.
T: You mean subtitles?
S: Yeah.
T: Okay. One tab.
S: My internet connection has gone, sorry.
T: Okay no problem.
S: It took me me out.
T: I'm following, no problem. One tab, indentation, indentation, indentation. (T indents each subheading one tab) Eh. Slightly better. (laughs) We have we still have a lot to change. <NAME S6>, are you here?
S: yes teacher
T: <NAME S6>, did you like the colour red? Would you like another colour?
S: Black
T: Yeah. Wouldn't it be much better <NAME S6>? Can I use colours decorations in my research
report? (T gestures "no") <NAME S6>? Don't! (Whispering and laughing) No. If you have any plans to do so, please don't. There there is no room for colours. Black is the best option. What else? S: There should be two up down? What is the name of it?
T: You mean the paragraphing space?
S2: Between the lines.
T: Between the lines. I choose it. Paragraph. (T chooses paragraph settings window on Word and shows how to do the right settings) Which spacing? Single, one and half, double?
Ss: Double.
T: Double, much better. (smiling and gestures "there is a lot to do") It's a start. What else? What about the capital letters? Uppercase, lower case? Is everything okay?
S: Subtitles can be small.
T: Yes, subtitles shouldn't be in uppercase. (highlighting a subtitle) How can I do it in the shortest way? Do you know? Anyone? Are you good at Microsoft Word? How can I –
S: We did it before but I can't remember.
T: Okay, just for you. Special edition. I'm showing it right here, guys. Over the colouring, highlighting colour, sentence casing. Okay I change them into lower case. Let me choose them lower case. (T changes all subtitles to lowercase) Is it okay now?
S: no we should uh make Capital

the first letter of the sentence.
T: Yes first letters initials should be upper case, capital letter. Okay (reads the subtitles as she capitalizes the initials) zero emission. Ease of finding. Risk of nuclear energy. Blah blah blah.
S: Teacher, which version is that? Word? Which year I mean?
T: This one I'm not sure. Not the latest not the oldest. I'm not sure.
S: (xxx)
T: Yeah two thousand and ten, let's say (laughs and gestures) What else? Is it nice now?
S: Font size 12.
T: Uh <NAME S6> welcome! 12 for all of them.
S: No 13 is the
S2: No.
Sx: For the others.
T: Hmm. Okay let's make it clear. For the main titles I mean Roman numerals? (highlighting) Two, three, four, five. Roman numerals. What is the font size?
S: 14
T: 14. Perfect it is 14. I got it right. 14,14. What about the subtitles? Are they –
S: 13.
T: 13 One step shorter. 14 for the main headings. 13 for the subheadings.
S: For the normal right (Student most probably intends to mean "writing" or "text") 12. T: Yes and for the the, right, the text you write, it is 12. So I make it. Let me choose it. I make it 13. So 14 for the main heading, the heading. And then one step smaller 13 for the sub. And then 12 for the original text. Is it okay?
S: Um the last one, I guess, uh right left and bottom.
T: (T claps) Margins (pronounces melodically) Okay. How am I going to find it? Where are the margins? (moves the cursor over the word panel searching for the layout menu) Layout. Yes Margins. Custom, special for you. Custom margins. (T chooses the right setting from the layout menu) How much? <NAME S2>, do you remember, top and bottom? (gestures)
S: Three.
T: Three, perfect. Top and bottom, three. And left and right?
S: (XXX)
T: What will? Again?
S: Two and a half.
T: Two and a half okay. Two and a half for left and right okay. Advantages I got my main heading uh Bold, all capital, 14. And then my subtitles. Perfect. 13. All of them Times New Roman. Can I make the main headings Arial, subheadings Times New Roman?
S: No
T: No? E öyle diyordu sanki booklet'te. Arial or Times New Roman. Isn't it okay?
S: yeah if you start with Ariel it should be in Ariel. then then as same with time (this one).
T: Perfect. You just follow it however you started. Just go on with that. So Times New Roman, make all of it Times New Roman. Perfect. It is much better. I guess.

42:01
T: And then, okay. I wanna start writing. Because actually when you make these arrangements, copy your outline make the arrangements. Say *hi* to your body part actually. You have done 10% of your body part. You're just going to write something under subtitles. It's the easiest part. (T makes space below the first subtitle) So can I start writing about zero emission directly?
S: I think (XXX)
T: N'apayım, <NAME S2>? How can I make it right? What am I going –
S: we should give uh some informations like abstract before two point one.

T: Uh perfect. (T creates space just below the main title so as to show that Ss are expected to write an introduction to their main body section). So you say that I need something before I start writing under my subtitles.
S: for example in the first part of that body paragraph, it is the nuclear energy. Like the Earth
Energy, needs something like this give some information.
T: Perfect. You give some general information. Do not forget always prepare your reader for what's coming up. What's coming? When I read your report, you need to take me step by step to every heading and subheading okay? I don't need to put a lot of energy. You need to guide me in your report. So please tell me. What's going to happen in this part? Blah blah blah will be mentioned in this part? *Advantages will be discussed such as blah blah blah. There are so many advantages and blah blah blah will be presented in this part.* So prepare the reader, okay? So tell me something. Don't say. First, say *Hi, Hello, How are you? Is everything okay?* Make a little introducing all the time in every heading. So I prepared a little text for you. "*Insert your sentences, insert your sentences"*. Of course, I'm not going to write your report. So I'm just going to copy it. Is it okay? Does it look nice?
S: No we should [XXX]
S2: [XXX]
S: Yeah, one tab.
T: Huh.
S: Before our first sentence.
T: Perfect. So whenever I start a new paragraph, whenever I open a new paragraph, I give one indentation, one tab (gestures) All the time whenever I take it. And then <NAME S5>, what about this? (moves cursor at the end of the lines which are not justified) Does it look nice and neat? To the left, to the right? Can I write it like this? As much as I want from the left to the right? How can I fix it?
S: (XXX) justified of the paragraph
T: Maybe or? (..) I can choose this one, right? (T chooses "aligned" on the Word panel)
S: Yes.
T: Aligned. Perfect. I can make it neat and nice (gestures) by aligning it to the both sides, to the left and to the right. After I finish writing I can do it. And then now finally after a little introducing part, I can start writing my first advantage: Zero emission. Perfect. Any question so far? Anything we need to clarify?
S: No teacher.
T: Everything is going very well.
T: Okay. <NAME S5>, <NAME S6>? <NAME S7>, are you here? <NAME S7>, oruç mu vurdu başına? Niye sessizsin?
S: It's okay teacher.
T: (laughs) If it's okay, let's give a little break of 14 minutes okay? it is 16 now for my watch. Let's give a break of 14 minutes. Let's be back at sharp half past four, okay?
S: Okay teacher.
T: See you in 14 then. Bye-bye.

E. ÄDEL'S TAXONOMY OF METADISCOURSE FUNCTIONS

Ädel, A. (2023). Adopting a 'move' rather than a 'marker' approach to metadiscourse: A taxanomy for spoken student presentation. *English for Specific Purposes 69*, 4-18.

The left column presents the categories and their definitions, while the right column offers examples from the corpus of student presentations.

Words and their meaning	
REPAIRING refers to both self- and other-initiated suggestions or alterations which correct or cancel a preceding contribution.	*… sorry I meant to say that…*
REFORMULATING refers to the offering of an alternative term or expression not because the preceding contribution was seen as erroneous (as in REPAIRING), but because of the added value of expansion.	*… in other words…*
COMMENTING ON LINGUISTIC FORM/MEANING includes metalinguistic references to linguistic form, word choice and/or meaning. It is limited to small discourse units, such as words and expressions.	*in brief this study is…;* *um I don't know if successful is a good word um;* *maybe I'm pronouncing that wrong*
CLARIFYING is used to spell out the author's intentions to avoid misinterpretation. It does not refer to a specifically interactive function, in which case it would be classified as "Audience orientation"; it involves examples of the addresser wishing to specify what he or she is (not) saying.	*and that is um to say that*
MANAGING TERMINOLOGY typically involves giving definitions and providing terms or labels for phenomena that are talked about.	*not exactly what I call an inconsistency;* *I will be referring to […] as […] at times;* *um I can't remember what they're called now*

Topics and information flow	
MANAGING TOPIC refers to explicit ways of signalling for example the start of a new topic or the conclusion of a topic.	
ANNOUNCING TOPIC is used to open a topic.	*I'll be discussing…;* *um my focus in this presentation anyway is on…*
CONCLUDING TOPIC is used to close a topic.	*And um that brings me to conclude my presentation;* *Well, that's it*

MANAGING PHORICS refers to explicit ways of showing how items are connected through numbering or pointing the audience in different directions, e.g. by referring to a figure on a slide. Phorics point to various locations in the discourse.	
ENUMERATING is used to show how specific parts of the discourse are ordered in sequential relation to each other through numbers or letters.	*The first thing is… the next thing is…*
ENDOPHORIC MARKING is used to point to a specific discourse location; it refers to cases in which it is not clear or relevant whether what is referred to occurs before or after the current point (unlike PREVIEWING and REVIEWING), as for example when the audience is instructed to look at a table, or turn to a specific point on a slide.	*in table one;* *um as you can see;* *but this bit up here*
PREVIEWING points forward in the discourse and is used to announce what is to come.	*but we'll get back to this;* *I'll talk a little bit about that in a second*
REVIEWING points backward and reminds the audience about something has already taken place in the discourse.	*As I said earlier we have...;* *it's just like the comment that I made before*
MARKING ASIDES labels material as a topic sidetrack or digression.	*That is not a key point, but I just wanted...;* *Anyway, this is a- this is a- a tangent*
MARKING INTERRUPTION IN FLOW refers to expressions that mark an unplanned interruption in the discourse flow. Actual wording to mark the interruption is needed, so pauses or *ums* are excluded.	*um let me see*

Comments on discourse	
LABELLING SPEECH ACT refers to cases when the author refers to their own discourse act that is being performed, such as summarising or adding (not already covered by a category in the taxonomy).	*um but I'll try to sum- to sum to summarise it;* *I would strongly recommend that…;* *I would also like to mention that…*
EXEMPLIFYING refers to a way of marking a unit serving as an example in the current author's discourse. It is thus a way of labelling a specific speech act.	*so for example;* *so it's like like when you use…*
CONTEXTUALISING is used to comment on the planning stage: (the conditions of) the situation of writing or speaking, and thus contains traces of the production of the discourse. This may include spelled-out justifications for choices made in planning or organising the discourse.	*um I could have done some background reading but maybe I'll- I didn't have time, but maybe I'll do that some other time;* *I'm using a different computer today so I guess I won't have any complications*
COMMENTING ON GENRE refers to explicit comments on the genre that the author is using. The comment may also refer to a part genre, such as a summary part in a longer presentation.	*This presentation is not very long;* *Anyway, the paper is a bit... it's a hodgepodge*
REFERRING TO LINKED GENRE includes references to other genres and texts that are related to the current discourse in that the current audience or presenter are involved in some way, such as in the case of a script for the spoken presentation, or a conversation with the teacher before giving the talk.	*um I believe [name of fellow student] will cover this in way more details;* *I've got my own notes here;* *...because I had a very very good PowerPoint presentation but then I thought that maybe I saved it one my OneDrive but I didn't so I lost everything and I I had to restart doing this yesterday*

Audience orientation	
ACKNOWLEDGING THE AUDIENCE refers to instances when the author explicitly shows an awareness of the audience and attends to face needs by for example greeting, welcoming, or thanking the audience. The audience may be referred to as a collective, or a selection of any number of people.	*Hello everyone [GREETING] welcome to my presentation [WELCOMING];* *Thank you very much for listening;* *Hope you enjoyed it*
MANAGING COMPREHENSION/CHANNEL functions to ensure that the author and audience are "on the same page". It is used to check or at least refer to participants' understanding and uptake in relation to the channel. No assumptions of shared understanding are necessarily made, but it is rather about checking understanding and channel.	*OK then Oops Let's see if I can upload my presentation;* *Can you all see the presentation? Excellent. Nice.;* *Can you hear me now?*
MANAGING AUDIENCE BEHAVIOUR refers to cases where the audience is directly addressed and typically instructed to do something (except look at a visual, which is classified as ENDOPHORIC MARKING); it may also include cases in which the audience is reprimanded or complimented for their behaviour. Direct audience address is not necessarily involved, as in *it would be good to have a discussion on this*, where the author expresses a desire for a future discussion with the current audience on a particular topic.	*And an- another thing that I found interesting that you might, too, is…;* *I wonder if you agree with some of the um conclusions they make;* *I wonder if anybody else picked up on this?*
ANTICIPATING THE AUDIENCE'S RESPONSE pays special attention to predicting the audience's reaction to what is said, often by attributing statements to the audience as potential objections or counterarguments.	*um I hope I'm not repeating myself I feel like I am but;* *But fear not: I'll take you through it;* *[laughter] Don't know if you understand that [laughter]*
MANAGING THE MESSAGE is used to emphasise the core message in what is being conveyed; as such, it tends to provide the big picture, or at least state what the addresser wishes the audience to remember or experience based on the discourse. It also refers to cases where the author explicitly comments on the desired uptake.	*This is an important point to remember;* *For me, the interesting part is more about the-;* *I thought they'd be useful for all of us to know*
IMAGINING SCENARIOS asks the audience to see something from a specific perspective, often in a vivid way. It is a strategy for engaging the audience and can be thought of as a mutual thought experiment between the author and audience, taking place in the shared world of discourse.	*So at the very beginning stage, you know when you're giving a preview of your PowerPoint*
LABELLING AUTHOR PERSONA refers to instances when authors describe their persona, e.g. in terms of a personality type they may belong to, or a temporary characteristic that may (or may not) be ascribed to them, in ways that will affect the discourse. For example, if a person is hypercritical, the discourse performance will be affected by this; if a person is slow or fast, this will affect the rate of speech.	*I'm easily confused but I found that difficult to follow;* *I don't mean to seem arrogant in that way so;* *I tend to be cynical but but I don't mean to undermine the whole project*

F. NEW FUNCTIONS AND SUBFUNCTIONS ADDED TO ÄDEL (2023)

	Topics and information flow	
	MANAGING TOPIC	
1	a. **Marking topic/activity shift** refers to the situations the speaker indicates that a new topic/activity is going to take place without directly announcing the topic.	*All right um so* *Okay, then* *Let's do something* *Shall we begin?*
2	b. **Adding to topic** is used to indicate an addition to the topic being discussed.	*One more thing* *Another important thing about*
3	c. **Announcing sub-topic** refers to the start of an aspect or part of a topic/activity.	*Next one?* *Yes, three?* *What about gardening?*
4	d. **Initiating topic/activity** refers to the situation when a topic/activity is started by the speaker.	*Here we go.* *Go ahead.* *We can start, I think.* *Haydi!*
5	e. **Concluding sub-topic** is used to indicate the end of a sub-topic/sub-activity.	*Okay.* *So, you brainstormed* *Let me stop share this*

	Comments on discourse	
	LABELLING SPEECH ACT	
6	a. **Self-initiated speech act labelling** refers to the speaker's labelling of a speech act they produce themselves.	*And of course, **I would like to remind**, yes (..) your deadline …*
7	b. **Other-initiated speech act labelling** is used to mark the speaker's labelling of a speech act produced by another participant/audience.	Photography is not an art", ***<NAME S5> says.***
8	c. **Labelling jointly constructed speech act** refers to marking of the speaker's labelling of a speech act produced by mutually with another participant/audience.	*Um so uh it it could be- it could have been that as well but here **we were talking** about a camera.* Oh there are two different topics here ***we are talking*** about in this sense, right?
9	d. **Labelling textual speech act** is used to indicate the speaker's labelling of a speech act figuratively produced by a text or material.	This is another worksheet. ***Part one says that***…
10	**LABELLING DISCOURSE** refers to the speaker's labelling of a piece of discourse produced by themselves or the other participants/audience.	That's a good ***question***". That's yeah, I mean that's just ***a suggestion***.
11	**PRELIMINARY ANNOUNCING SPEECH ACT** is used to indicate a speaker is planning to produce a speech act.	*I am going to say something.* *Can I ask you something else?*

	Audience orientation	
	MANAGING COMPREHENSION/CHANNELL	
12	a. **Checking audience confirmation** refers to the situations where the speaker intends to have the audience verify what they have said	*Andin the body section again, you needed to convince people about your idea.* ***Am I right?*** *This is a bit annoying,* ***isn't it?*** *You said it. Objectivity,* ***right?***
13	b. **Confirming speaker's understanding** is used to indicate that the speaker wants to confirm what they have understood.	***Did you say*** sharply? Food storage items, ***you mean?***
14	c. **Informing about failure in channel** refers to the situations that the speaker intends to express a problem with the communication channel.	I cannot hear your voice <NAME S2> Sorry, <NAME S1>'cım, I – ***we couldn't hear you***, okay?
15	d. **Asking for repetition/clarification** is used to signal the speaker's demand from the interlocutor to repeat or clarify what they have said.	Can you repeat it please? Can we make it clear?
16	e. **Offering solutions to the comprehension/ channel problem** refers to	Um can you- ***if you don't have your books***, can you take a picture of this first part, and I will ... Also, you can read from the board
17	f. **Checking audience's understanding** is used to indicate the speaker's intention for checking whether the audience have understood the information given/discussed or activity done	*Any questions, any problems up to now about theory? Is everything alright for you? (Am I) Clear? Okay, are you following?*
	MANAGING AUDIENCE BEHAVIOUR	
18	a. **Eliciting audience responses** refers to the speaker's attempts to have the audience or a discourse participant say or do something	
19	(i) **Eliciting verbal responses** is used to indicate that the speaker intends the audience or a discourse participant say something	
20	**Instructional questioning** the speaker's questioning that aims to achieve an instructional objective.	
21	**Display questions** is used to signal that the speaker asks a question to which they know the answer.	What's the clue? Does the writer support online education?
22	**Referential questions** is used to indicate that the speaker asks a question to which they don't know the answer.	*So, which one of them do you find the most interesting?*
23	**Probing** refers to the speaker's questioning that aims to get to the root of the reason for or details of a response.	Why, <NAME S1>? ***Why do you think so***? Perfect. What else? ***How can you make me believe? How can you explain yourself?***

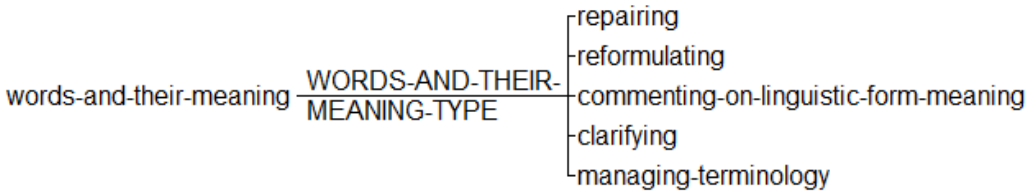
24	**Scaffolding** refers to the speaker's questioning that provides simpler questions when the audience do not understand a question	T: Summarizing. Very good. Well, what, what do we need to focus our attention when we summarize? <T WAITS A FEW SECONDS TO GET AN ANSWER> Sx: (XXX) T: We only use the (.) important information the main idea there. ***Do we use the examples and the details?***
25	**Prompting** is used to indicate a questioning strategy that provides a clue related to the response and aim to remind the audience of an aspect of it, accompanied with a rising intonation.	Yes or no? Your evidences?
26	**Cloze prompting** is used to indicate prompting that	What is pound? ***It's the unit of-?***
27	**Interpersonal projection** refers to the questioning strategy of the speaker which focuses on eliciting the opinions of the audience by projecting a secondary clause within a main clause.	Er for the readers in order to understand the subject in your report clearly, ***what do you think*** you can include in the body of your report? ***Do you have any idea*** what is sustainable in terms of business?
28	**Rhetorical questions** is used to indicate the speaker's questioning with no expectation of any response from the audience.	***Why alternative?*** You search for the details, please.
29	**<u>Using directives</u>** is used to indicate that the speaker asks the audience or a discourse participant to say something orally.	
30	**Ordering** is used to indicate that the speaker orders the audience or a discourse participant to say something orally.	*Just tell me.* *And explain your reasons orally.*
31	**Requesting** refers to the speaker's politely asking the audience or a discourse participant to say something orally.	*Would you like to tell me what's in your mind?* *Can we please hear yours?*
32	**Mitigated directives** is used to is used to indicate that the speaker orders, accompanied with a mitigating word/phrase such as maybe, just, can, etc., the audience or a discourse participant to say something orally.	*Maybe we can discuss the quotation provided here.* *Maybe you can tell me.*
33	**(ii) Eliciting action responses** is used to indicate that the speaker intends the audience or a discourse participant do something	
34	**Eliciting cognitive action** is used to is used to indicate that the speaker intends the audience or a discourse participant to do a cognitive action.	***Think about*** this argumentative essay.
35	**Eliciting physical action** is used to indicate that the speaker wishes the audience or a discourse participant to do a physical action.	<STUDENT NAME>, ***please sit next to*** <STUDENT NAME>.

36	**Eliciting textual action** is used to is used to indicate that the speaker wants the audience or a discourse participant to do a textual action.	Before we engage in reading, can you please ***take a look at*** Part One?
37	**Eliciting digital action** is used to indicate that the speaker desires the audience or a discourse participant to do a digital action.	***Can you click on i***t and find me here, please?
38	**Eliciting other action** is used to is used to indicate that the speaker wants the audience or a discourse participant to do something other than a cognitive, physical, textual and digital action.	*You are going to find a citation* *So you finish your outlines.*
39	**b. Commenting on audience's responses** is used to indicate that the speaker intends the audience or a discourse participant do something	
40	**(i) Evaluating audience response** refers to the speaker's attempts to provide an assessment of an audience response.	
41	**Giving positive feedback** refers to the speaker's provision of positive feedback on an audience response or performance on an activity.	Pollution, okay. Very good. Exactly, exactly. You are right.
42	**Giving negative feedback** refers to the speaker's provision of negative feedback on an audience response or performance on an activity.	Er, not ac-, ***not really.***
43	**Giving corrective feedback** is used to indicate that the speaker provides the audience/interlocutor feedback that guides them to modify their responses/performances on an activity.	*I would improve it by adding something* *Yes, but you need to express it in a full sentence*
44	**Confirming comprehension** is used to indicate that the speaker has understood what the audience/interlocutor has said.	*I got your point <NAME>*
45	**(ii) Maintaining rapport** is used to indicate the speaker's reaction to an audience response in a way that reinforces the rapport between the speaker and the audience.	
46	**Using humour and playfulness** refers to the situations where the speaker responds to the audience's responses in a humorous and playful way.	*You don't need to take the quiz anyway <T PRAISES A STUDENT WHO ANSWER ALL QUESTIONS CORRECTLY>* *Okay I'm listening to you because you are the teacher now.*
47	**Showing care** is used to indicate the speaker's checking on the well-being of the audience	*<NAME> are you fine?* *<NAME> are you okay?*
48	**(iii) Maintaining discipline** is used to indicate the situations where the speaker responds to the audience's responses in a humorous and playful way.	"<STUDENT NAME> Aşk olsun! (*Eng.* Horsefeathers to you then!)". İnşallah D ile geçersiniz! (Eng. You pass the course with D, God willing.).
49	**(iv) Responding to audience question** refers to the speaker's answers to the questions asked by the audience.	*No problem.* *Sure!* *You can, you can.* *Don't ask any questions about examination.* *Not now.*

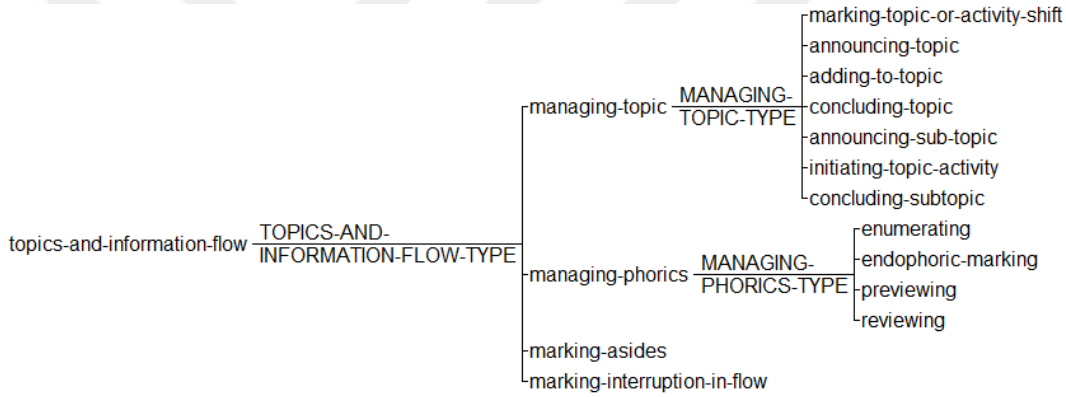
50	**c. Checking in** is used to monitor the progress of the audience on the task they are assigned.	Do you need extra time or have you all finished? Have you finished reading?
51	**BUILDING RAPPORT WITH AUDIENCE** refers to the speaker's own initiation to connect with the audience socially	*<NAME> is this photo taken in Bolu?* *No judgment, we're just trying.* *I am very sorry about the inconvenience.*
52	**MANAGING SITUATION** refers to the speaker's acts for organizing the conditions of the speech event e.g., the way an activity should be carried out, turn distribution, etc.	
53	**a. Managing channel** is used to monitor and organize the effectiveness of the communication channels.	Can you hear me guys? Any problems about Padlet? Are you numbers clear?
54	**b. Managing audience engagement** refers to the speaker's attempts to invite the audience to respond to a question or do an activity	How about the others? Anybody else? What about you?
55	**c. Managing time** is used to monitor and organize the use of time during an activity.	Er I'm going to give you about ten minutes. You have one more minute.
56	**d. Real-time reporting** refers to the speaker's reporting on instant updates regarding the execution of an activity or the speech event or genre. (e.g. changes in channel, connecting an online lesson, etc.)	<STUDENT NAME> is connecting right now. You are viewing my screen right now. I am waiting for the exact number for it.
57	**e. Managing transitions** is used to connect the end of an activity to the start of a new activity. It aims to guide the audience by attracting attention to the upcoming topic/activity.	What does it mean? ***Let's see it together.*** <T STOPS SCREEN SHARING FOR AN ACTIVITY> ***Let me share the course book again on my screen.***
58	**f. Self-questioning** refers to the situations in which the speaker questions to themselves about the regulation of the lesson	***Why did it happen that way?*** (..) I need to check. Uh –
59	**g. Other unnamed regulative discourse r**efers to the situations where the speaker attempts to carry out actions related to the regulation in the lesson.	Where is my attendance sheet? Kapatalım şunu. (Eng. Let's close that.) <T FEELS COLD AND HEADS TO THE WINDOW TO CLOSE IT> Has everyone signed?

G. THE REVISED CODING SCHEME

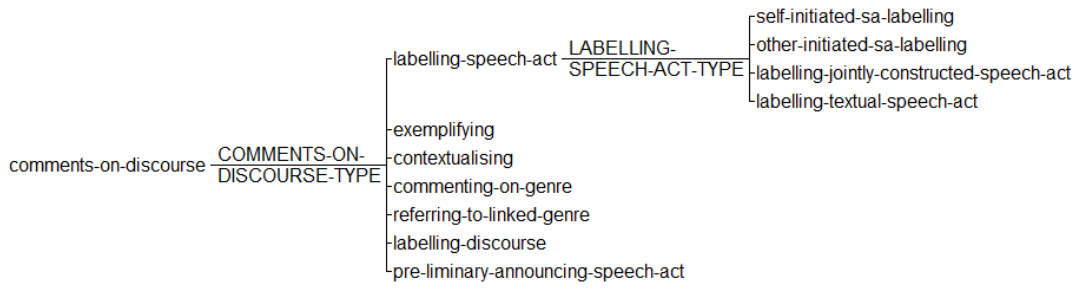
Words and Their Meaning



Topics and Information Flow

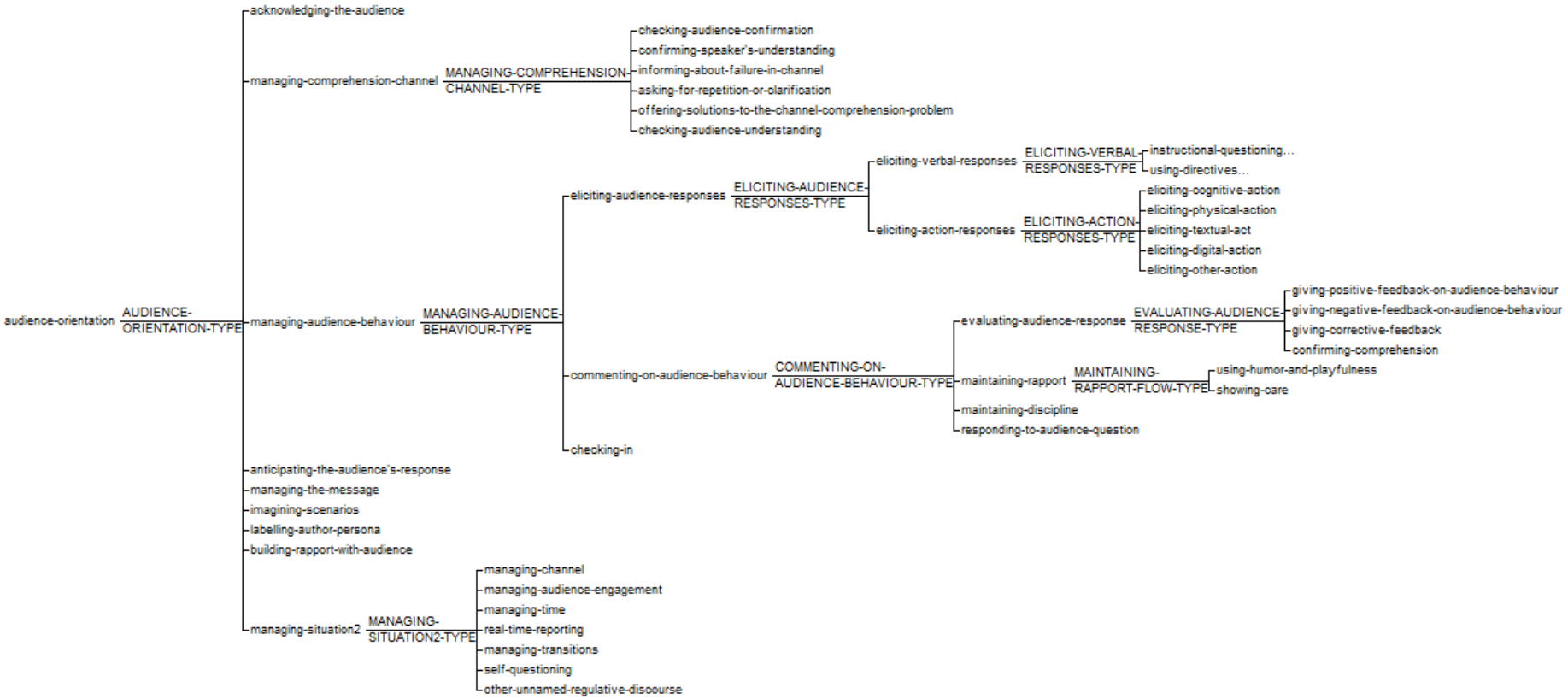


Comments of Discourse



THE REVISED CODING SCHEME (Cont'd)

Audience Orientation



H. FREQUENCIES OF METADISCOURSE USE IN ONLINE AND F2F EAP LESSONS

MAIN CATEGORIES	Functions	Online	F2F	Significance
Words and their meaning	**WORDS AND THEIR MEANING**	57	84	++
	1. REPAIRING	5	5	-
	2. REFORMULATING	20*	14	-
	3. COMMENTING ON LINGUISTIC FORM/MEANING	14	26	+
	4. CLARIFYING	12	12	-
	5. MANAGING TERMINOLOGY	6	27*	+++
Topics and information flow	**TOPICS AND INFORMATION FLOW**	1120	861	+++
	1. MANAGING TOPIC	185	263*	+++
	- Announcing topic	47	68	-
	-Marking topic/activity shift	65*	57	+++
	-Adding to topic	3	1	-
	-Announcing sub-topic	41	123*	+++
	-Initiating topic/activity	4	3	-
	-Concluding sub-topic	1	0	-
	- Concluding topic	24*	11	+++
	2. MANAGING PHORICS	913*	581	+++
	- Enumerating	205	146	-
	- Endophoric marking	569*	330	+++
	- Previewing	27	53*	+++
	- Reviewing	112*	52	+++
	3. MARKING ASIDES	8	6	-
	4. MARKING INTERRUPTION IN FLOW	14	11	-
Comments on discourse	**COMMENTS ON DISCOURSE**	191	193	-
	1. LABELLING SPEECH ACT	80	80	-
	-Self-initiated speech act labelling	27	20	-
	-Other-initiated speech act labelling	30	36	-
	-Labelling jointly constructed speech act	18	17	-
	-Labelling textual speech act	5	7	-
	2. EXEMPLIFYING	88	97	-
	3. CONTEXTUALISING	0	0	-
	4. COMMENTING ON GENRE	0	0	-
	5. REFERRING TO LINKED GENRE	9	11	-
	6. LABELLING DISCOURSE	3	3	-
	7. PRELIMINARY ANNOUNCING SPEECH ACT	9	4	-

Audience orientation	**AUDIENCE ORIENTATION**	1626	1863*	+++
	1. ACKNOWLEDGING THE AUDIENCE	187*	79	+++
	2. MANAGING COMPREHENSION/ CHANNEL	268	281	-
	-Checking audience confirmation	177*	131	+++
	-Confirming speaker's (teachers') understanding	21	23	-
	-Informing about failure in channel	8	9	-
	-Asking for repetition/clarification	8	52*	+++
	-Offering solutions to the comprehension/ channel problem	9	5	-
	-Checking audience (students') understanding	46	61	-
	3. MANAGING AUDIENCE BEHAVIOUR	744	1134*	+++
	a. Eliciting audience (students') responses	549	928*	+++
	(i) Eliciting (students') verbal responses	432	693*	+++
	Instructional questioning	384	624	-
	Display questions	168	176	
	Referential questions	107	157*	+++
	Probing	12	36*	+++
	Scaffolding	58	128*	+++
	Prompting	24	56*	+++
	Cloze prompting	6	43*	+++
	Interpersonal projection	9	25*	+++
	Rhetorical questions	3*	0	+
	Using directives	48	69	-
	Ordering	13	14	-
	Requesting	32	54*	+++
	Mitigated directives	3	1	-
	(ii)Eliciting (students') action responses	117	235*	+++
	Eliciting cognitive action	30	30*	
	Eliciting physical action	25*	12	++
	Eliciting textual action	18	41*	+++
	Eliciting digital action	21*	4	+++
	Eliciting other action	23	148*	+++
	b. Commenting on audience' (students') responses	186	181	-
	(i) Evaluating audience response	159	138	-
	Giving positive feedback	146	127	-
	Giving negative feedback	7	4	-
	Giving corrective feedback	3	7	-
	Confirming comprehension	3	0	-
	(ii) Maintaining rapport	12	27*	+++
	Using humour and playfulness	10	14	
	Showing care	2	13*	+++
	(iii) Maintaining discipline	13	13	-
	(iv) Responding to audience question	2	3	-

c. Checking in	9	25*	+++
4. ANTICIPATING THE AUDIENCE'S RESPONSE	28	21	-
5. MANAGING THE MESSAGE	91*	42	+++
6. IMAGINING SCENARIOS	56*	33	+++
7. LABELLING AUTHOR PERSONA	8	6	-
8. BUILDING RAPPORT WITH AUDIENCE	8*	0	+++
9.MANAGING SITUATION	236	267	-
-Managing channel	15	9	-
-Managing audience engagement	134	199*	+++
-Managing time	19	39*	+++
-Real-time reporting	39*	2	+++
-Managing transitions	15*	4	+++
-Self-questioning	4	1	
-Other unnamed regulative discourse	10	13	

I. 'COMPARE DATASET' TABLES ON UAM-CT 6.2

Unit of Interest: <Metadiscourse-Functions feature="metadiscourse-functions"/>

Aspect: feature

Counting: local

METADISCOURSE-FUNCTIONS-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- words-and-their-meaning	84	2.8	57	1.9	5.23	0.0222	++	0.059
- topics-and-information-flow	861	28.7	1120	37.4	51.48	0.0000	+++	0.186
- comments-on-discourse	193	6.4	191	6.4	0.01	0.9348		0.002
- audience-orientation	1863	62.1	1626	54.3	37.20	0.0000	+++	0.158
TOTAL:	**3001**	**100.0%**	**2994**	**100.0%**				

WORDS-AND-THEIR-MEANING-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- repairing	5	6.0	5	8.8	0.41	0.5221		0.108
- reformulating	14	16.7	20	35.1	6.30	0.0121	+++	0.427
- commenting-on-linguistic-form-meaning	26	31.0	14	24.6	0.68	0.4087		0.143
- clarifying	12	14.3	12	21.1	1.10	0.2941		0.178
- managing-terminology	27	32.1	6	10.5	8.85	0.0029	+++	0.545
TOTAL:	**84**	**100.0%**	**57**	**100.0%**				

TOPICS-AND-INFORMATION-FLOW-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- managing-topic	263	30.5	185	16.5	54.74	0.0000	+++	0.334
- managing-phorics	581	67.5	913	81.5	51.74	0.0000	+++	0.325
- marking-asides	6	0.7	8	0.7	0.00	0.9634		0.002
- marking-interruption-in-flow	11	1.3	14	1.3	0.00	0.9565		0.002
TOTAL:	**861**	**100.0%**	**1120**	**100.0%**				

MANAGING-TOPIC-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- marking-topic-or-activity-shift	57	21.7	65	35.1	9.93	0.0016	+++	0.300
- announcing-topic	68	25.9	47	25.4	0.01	0.9145		0.010
- adding-to-topic	1	0.4	3	1.6	1.89	0.1691		0.132
- concluding-topic	11	4.2	24	13.0	11.65	0.0006	+++	0.325
- announcing-sub-topic	123	46.8	41	22.2	28.33	0.0000	+++	0.526
- initiating-topic-activity	3	1.1	4	2.2	0.74	0.3907		0.081
- concluding-subtopic	0	0.0	1	0.5	1.42	0.2326		0.147
TOTAL:	**263**	**100.0%**	**185**	**100.0%**				

MANAGING-PHORICS-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- enumerating	146	25.1	205	22.5	1.41	0.2344		0.063
- endophoric-marking	330	56.8	569	62.3	4.52	0.0335	++	0.113
- previewing	53	9.1	27	3.0	26.63	0.0000	+++	0.268
- reviewing	52	9.0	112	12.3	4.00	0.0456	++	0.108
TOTAL:	**581**	**100.0%**	**913**	**100.0%**				

COMMENTS-ON-DISCOURSE-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- labelling-speech-act	80	41.5	80	41.9	0.01	0.9313		0.009
- exemplifying	97	50.3	88	46.1	0.67	0.4118		0.084
- contextualising	0	0.0	0	0.0	0.00	1.0000		
- commenting-on-genre	0	0.0	0	0.0	0.00	1.0000		
- referring-to-linked-genre	9	4.7	11	5.8	0.23	0.6289		0.049
- labelling-discourse	3	1.6	3	1.6	0.00	0.9897		0.001
- pre-liminary-announcing-speech-act	4	2.1	9	4.7	2.04	0.1527		0.149
TOTAL:	**193**	**100.0%**	**191**	**100.0%**				

	N	%	N	%	ChiSqu	P	Signif	Effect Size
- self-initiated-sa-labelling	20	25.0	27	33.8	1.48	0.2244		0.193
- other-initiated-sa-labelling	36	45.0	30	37.5	0.93	0.3353		0.153
- labelling-jointly-constructed-speech-act	17	21.3	18	22.5	0.04	0.8483		0.030
- labelling-textual-speech-act	7	8.8	5	6.3	0.36	0.5483		0.095
TOTAL:	**80**	**100.0%**	**80**	**100.0%**				

AUDIENCE-ORIENTATION-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- acknowledging-the-audience	79	4.2	187	11.5	64.98	0.0000	+++	0.277
- managing-comprehension-channel	281	15.1	268	16.5	1.28	0.2576		0.038
- managing-audience-behaviour	1134	60.9	744	45.8	79.79	0.0000	+++	0.304
- anticipating-the-audience's-response	21	1.1	28	1.7	2.22	0.1364		0.050
- managing-the-message	42	2.3	91	5.6	26.45	0.0000	+++	0.176
- imagining-scenarios	33	1.8	56	3.4	9.77	0.0018	+++	0.106
- labelling-author-persona	6	0.3	8	0.5	0.63	0.4283		0.027
- building-rapport-with-audience	0	0.0	8	0.5	9.19	0.0024	+++	0.140
- managing-situation2	267	14.3	236	14.5	0.02	0.8784		0.005
TOTAL:	**1863**	**100.0%**	**1626**	**100.0%**				

MANAGING-COMPREHENSION-CHANNEL-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- checking-audience-confirmation	131	46.6	177	65.8	20.52	0.0000	+++	0.389
- confirming-speaker's-understanding	23	8.2	21	7.8	0.03	0.8701		0.014
- informing-about-failure-in-channel	9	3.2	8	3.0	0.02	0.8768		0.013
- asking-for-repetition-or-clarification	52	18.5	8	3.0	34.11	0.0000	+++	0.543
- offering-solutions-to-the-channel-comprehension-problem	5	1.8	9	3.3	1.36	0.2437		0.100
- checking-audience-understanding	61	21.7	46	17.1	1.86	0.1724		0.117
TOTAL:	**281**	**100.0%**	**269**	**100.0%**				

MANAGING-AUDIENCE-BEHAVIOUR-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- eliciting-audience-responses	928	81.8	549	73.8	17.31	0.0000	+++	0.194
- commenting-on-audience-behaviour	181	16.0	186	25.0	23.34	0.0000	+++	0.225
- checking-in	25	2.2	9	1.2	2.50	0.1137		0.078
TOTAL:	**1134**	**100.0%**	**744**	**100.0%**				

ELICITING-AUDIENCE-RESPONSES-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- eliciting-verbal-responses	693	74.7	432	78.7	3.06	0.0803	+	0.095
- eliciting-action-responses	235	25.3	117	21.3	3.06	0.0803	+	0.095
TOTAL:	**928**	**100.0%**	**549**	**100.0%**				

ELICITING-VERBAL-RESPONSES-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- instructional-questioning	624	90.0	384	88.9	0.38	0.5373		0.038
- using-directives	69	10.0	48	11.1	0.38	0.5373		0.038
TOTAL:	**693**	**100.0%**	**432**	**100.0%**				

QUESTIONING	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- display-questioning	176	28.2	168	43.8	25.55	0.0000	+++	0.326
- referential-questioning	157	25.2	107	27.9	0.90	0.3430		0.061
- probing	36	5.8	12	3.1	3.66	0.0556	+	0.130
- scaffolding	128	20.5	58	15.1	4.62	0.0316	++	0.142
- prompting	56	9.0	24	6.3	2.41	0.1202		0.103
- cloze-prompting	43	6.9	6	1.6	14.59	0.0001	+++	0.281
- interpersonal-projection	25	4.0	9	2.3	2.02	0.1556		0.096
- rhetorical-questions	3	0.5	0	0.0	1.85	0.1736		0.139
TOTAL:	**624**	**100.0%**	**384**	**100.0%**				

USING-DIRECTIVES-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- ordering	14	20.3	13	27.1	0.74	0.3910		0.160
- requesting	54	78.3	32	66.7	1.95	0.1622		0.261

- hedged-directives	1	1.4	3	6.3	1.98	0.1598		0.264
TOTAL:	**69**	**100.0%**	**48**	**100.0%**				

ELICITING-ACTION-RESPONSES-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- eliciting-cognitive-action	30	12.8	30	25.6	9.16	0.0025	+++	0.331
- eliciting-physical-action	12	5.1	25	21.4	21.96	0.0000	+++	0.505
- eliciting-textual-act	41	17.4	18	15.4	0.24	0.6256		0.056
- eliciting-digital-action	4	1.7	21	17.9	31.25	0.0000	+++	0.613
- eliciting-other-action	148	63.0	23	19.7	58.68	0.0000	+++	0.915
TOTAL:	**235**	**100.0%**	**117**	**100.0%**				

COMMENTING-ON-AUDIENCE-BEHAVIOUR-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- evaluating-audience-response	138	76.2	159	85.5	5.07	0.0243	++	0.236
- maintaining-rapport	27	14.9	12	6.5	6.92	0.0085	+++	0.279
- maintaining-discipline	13	7.2	13	7.0	0.01	0.9425		0.008
- responding-to-audience-question	3	1.7	2	1.1	0.23	0.6305		0.050
TOTAL:	**181**	**100.0%**	**186**	**100.0%**				

EVALUATING-AUDIENCE-RESPONSE-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- giving-positive-feedback-on-audience-behaviour	127	92.0	146	91.8	0.00	0.9484		0.008
- giving-negative-feedback-on-audience-behaviour	4	2.9	7	4.4	0.47	0.4937		0.081
- giving-corrective-feedback	7	5.1	3	1.9	2.30	0.1290		0.179
- confirming-comprehension	0	0.0	3	1.9	2.63	0.1048		0.276
TOTAL:	**138**	**100.0%**	**159**	**100.0%**				

MAINTAINING-RAPPORT-FLOW-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- using-humor-and-playfulness	14	51.9	10	83.3	3.48	0.0622	+	0.693
- showing-care	13	48.1	2	16.7	3.48	0.0622	+	0.693
TOTAL:	**27**	**100.0%**	**12**	**100.0%**				

MANAGING-SITUATION2-TYPE	f2f		online		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
- managing-channel	9	3.4	15	6.4	2.46	0.1170		0.140
- managing-audience-engagement	199	74.5	134	56.8	17.64	0.0000	+++	0.377
- managing-time	39	14.6	19	8.1	5.28	0.0216	++	0.209
- real-time-reporting	2	0.7	39	16.5	41.65	0.0000	+++	0.664
- managing-transitions	4	1.5	15	6.4	8.13	0.0043	+++	0.264
- self-questioning	1	0.4	4	1.7	2.22	0.1363		0.139
- other-unnamed-regulative-discourse	13	4.9	10	4.2	0.11	0.7350		0.030
TOTAL:	**267**	**100.0%**	**236**	**100.0%**				

J. DISTRIBUTION OF METADISCOURSE FUNCTIONS BY LESSON

1.a)

METADISCOURSE-FUNCTIONS-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Onli
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
- words-and-their-meaning	10	2.0	11	6.9	8	3.3	4	2.0	1	0.4	5	3.4	1	0.3	1	0.5	0	0.0	9	5.3	
- topics-and-information-flow	189	38.4	60	37.5	109	44.9	121	59.6	58	22.7	44	29.7	81	23.5	123	56.7	184	37.7	41	24.1	1
- comments-on-discourse	52	10.6	8	5.0	21	8.6	9	4.4	18	7.0	8	5.4	33	9.6	4	1.8	49	10.0	19	11.2	
- audience-orientation	241	49.0	81	50.6	105	43.2	69	34.0	179	69.9	91	61.5	230	66.7	89	41.0	255	52.3	101	59.4	1
TOTAL:	492	100.0%	160	100.0%	243	100.0%	203	100.0%	256	100.0%	148	100.0%	345	100.0%	217	100.0%	488	100.0%	170	100.0%	2

WORDS-AND-THEIR-MEANING-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Onl
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
- repairing	0	0.0	0	0.0	1	12.5	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	NaN	3	33.3	
- reformulating	9	90.0	0	0.0	2	25.0	2	50.0	0	0.0	1	20.0	0	0.0	0	0.0	0	NaN	2	22.2	
- commenting-on-linguistic-form-meaning	0	0.0	7	63.6	0	0.0	1	25.0	1	100.0	2	40.0	0	0.0	0	0.0	0	NaN	1	11.1	
- clarifying	1	10.0	2	18.2	4	50.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0	0	NaN	3	33.3	
- managing-terminology	0	0.0	2	18.2	1	12.5	0	0.0	0	0.0	2	40.0	0	0.0	0	0.0	0	NaN	0	0.0	
TOTAL:	10	100.0%	11	100.0%	8	100.0%	4	100.0%	1	100.0%	5	100.0%	1	100.0%	1	100.0%	0	NaN%	9	100.0%	

TOPICS-AND-INFORMATION-FLOW-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
- managing-topic	25	13.2	22	36.7	19	17.4	14	11.6	12	20.7	8	18.2	8	9.9	21	17.1	29	15.8	8	19.5
- managing-phorics	163	86.2	38	63.3	90	82.6	104	86.0	46	79.3	35	79.5	72	88.9	101	82.1	151	82.1	31	75.6
- marking-asides	1	0.5	0	0.0	0	0.0	1	0.8	0	0.0	1	2.3	1	1.2	1	0.8	3	1.6	0	0.0
- marking-interruption-in-flow	0	0.0	0	0.0	0	0.0	2	1.7	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5	2	4.9
TOTAL:	189	100.0%	60	100.0%	109	100.0%	121	100.0%	58	100.0%	44	100.0%	81	100.0%	123	100.0%	184	100.0%	41	100.0%

MANAGING-TOPIC-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online/On4.tx
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
- marking-topic-or-activity-shift	7	28.0	5	22.7	5	26.3	6	42.9	2	16.7	6	75.0	3	37.5	12	57.1	5	17.2	4	50.0	4	40
- announcing-topic	8	32.0	7	31.8	4	21.1	3	21.4	4	33.3	1	12.5	1	12.5	4	19.0	6	20.7	2	25.0	2	20
- adding-to-topic	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	4.8	0	0.0	1	12.5	1	10
- concluding-topic	7	28.0	4	18.2	2	10.5	2	14.3	2	16.7	0	0.0	0	0.0	2	9.5	5	17.2	1	12.5	0	0
- announcing-sub-topic	3	12.0	5	22.7	8	42.1	2	14.3	0	0.0	0	0.0	3	37.5	1	4.8	12	41.4	0	0.0	3	30
- initiating-topic-activity	0	0.0	1	4.5	0	0.0	1	7.1	3	25.0	1	12.5	0	0.0	1	3.4	0	0.0	0	0.0	0	0
- concluding-subtopic	0	0.0	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	1	4.8	0	0.0	0	0.0	0	0.0	0	0
TOTAL:	25	100.0%	22	100.0%	19	100.0%	14	100.0%	12	100.0%	8	100.0%	8	100.0%	21	100.0%	29	100.0%	8	100.0%	10	100.0

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1.b)

t	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
0	9	5.3	3	1.1	2	0.6	3	0.9	3	1.1	11	3.0	4	1.4	4	1.5	10	4.9	3	1.6	8	2.0	9	5.3	15	
7	41	24.1	113	42.8	124	35.6	56	16.3	80	30.1	107	29.2	56	20.1	92	35.1	49	24.1	62	33.0	78	19.5	58	33.9	79	
0	19	11.2	5	1.9	19	5.5	16	4.7	0	0.0	30	8.2	6	2.2	8	3.1	39	19.2	31	16.5	16	4.0	15	8.8	24	
3	101	59.4	143	54.2	203	58.3	268	78.1	183	68.8	218	59.6	213	76.3	158	60.3	105	51.7	92	48.9	297	74.4	89	52.0	111	
%	170	100.0%	264	100.0%	348	100.0%	343	100.0%	266	100.0%	366	100.0%	279	100.0%	262	100.0%	203	100.0%	188	100.0%	399	100.0%	171	100.0%	229	

xt	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
aN	3	33.3	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	
aN	2	22.2	3	100.0	0	0.0	1	33.3	0	0.0	5	45.5	0	0.0	0	0.0	0	0.0	0	0.0	2	25.0	2	22.2	2	
aN	1	11.1	0	0.0	0	0.0	1	33.3	2	66.7	3	27.3	2	50.0	0	0.0	2	20.0	1	33.3	4	50.0	3	33.3	6	
aN	3	33.3	0	0.0	2	100.0	1	33.3	0	0.0	1	9.1	0	0.0	1	25.0	1	10.0	0	0.0	1	12.5	1	11.1	3	
aN	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	9.1	2	50.0	3	75.0	7	70.0	2	66.7	1	12.5	3	33.3	3	
%	9	100.0%	3	100.0%	2	100.0%	3	100.0%	3	100.0%	11	100.0%	4	100.0%	4	100.0%	10	100.0%	3	100.0%	8	100.0%	9	100.0%	15	

2.txt	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Text
%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
15.8	8	19.5	10	8.8	23	18.5	9	16.1	20	25.0	19	17.8	29	51.8	15	16.3	33	67.3	18	29.0	22	28.2	20	34.5		
82.1	31	75.6	96	85.0	95	76.6	47	83.9	57	71.3	86	80.4	26	46.4	72	78.3	15	30.6	44	71.0	56	71.8	38	65.5		
1.6	0	0.0	1	0.9	3	2.4	0	0.0	0	0.0	2	1.9	1	1.8	2	2.2	1	2.0	0	0.0	0	0.0	0	0.0		
0.5	2	4.9	6	5.3	3	2.4	0	0.0	3	3.8	0	0.0	0	0.0	3	3.3	0	0.0	0	0.0	0	0.0	0	0.0		
0.0%	41	100.0%	113	100.0%	124	100.0%	56	100.0%	80	100.0%	107	100.0%	56	100.0%	92	100.0%	49	100.0%	62	100.0%	78	100.0%	58	100.0%		

e/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
4	50.0	4	40.0	6	26.1	6	66.7	5	25.0	3	15.8	4	13.8	3	20.0	2	6.1	2	11.1	8	36.4	4	20.0	1	3.6	
2	25.0	2	20.0	7	30.4	0	0.0	10	50.0	7	36.8	4	13.8	2	13.3	10	30.3	5	27.8	2	9.1	2	10.0	9	32.1	
1	12.5	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
1	12.5	0	0.0	1	4.3	0	0.0	1	5.0	0	0.0	1	3.4	1	6.7	1	3.0	2	11.1	0	0.0	0	0.0	2	7.1	
0	0.0	3	30.0	6	26.1	3	33.3	4	20.0	9	47.4	19	65.5	7	46.7	20	60.6	9	50.0	12	54.5	14	70.0	16	57.1	
0	0.0	0	0.0	2	8.7	0	0.0	0	0.0	0	0.0	1	3.4	1	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
0	0.0	0	0.0	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
8	100.0%	10	100.0%	23	100.0%	9	100.0%	20	100.0%	19	100.0%	29	100.0%	15	100.0%	33	100.0%	18	100.0%	22	100.0%	20	100.0%	28	100.0%	

Windows'u Etkinleştir

1.c)

s/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4	1.5	10	4.9	3	1.6	8	2.0	9	5.3	15	6.6	4	3.1	7	3.8	6	2.9	5	1.9	4	2.1	4	3.0
92	35.1	49	24.1	62	33.0	78	19.5	58	33.9	79	34.5	58	44.3	78	42.6	59	28.6	47	17.9	46	24.2	41	30.6
8	3.1	39	19.2	31	16.5	16	4.0	15	8.8	24	10.5	10	7.6	10	5.5	15	7.3	11	4.2	14	7.4	3	2.2
58	60.3	105	51.7	92	48.9	297	74.4	89	52.0	111	48.5	59	45.0	88	48.1	126	61.2	200	76.0	126	66.3	86	64.2
62	**100.0%**	**203**	**100.0%**	**188**	**100.0%**	**399**	**100.0%**	**171**	**100.0%**	**229**	**100.0%**	**131**	**100.0%**	**183**	**100.0%**	**206**	**100.0%**	**263**	**100.0%**	**190**	**100.0%**	**134**	**100.0%**

s/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	2	25.0	2	22.2	2	13.3	0	0.0	2	28.6	1	16.7	0	0.0	0	0.0	0	0.0
0	0.0	2	20.0	1	33.3	4	50.0	3	33.3	6	40.0	0	0.0	1	14.3	5	83.3	1	20.0	0	0.0	0	0.0
1	25.0	1	10.0	0	0.0	1	12.5	1	11.1	3	20.0	2	50.0	1	14.3	0	0.0	0	0.0	2	50.0	0	0.0
3	75.0	7	70.0	2	66.7	1	12.5	3	33.3	3	20.0	2	50.0	0	0.0	0	0.0	4	80.0	2	50.0	4	100.0
4	**100.0%**	**10**	**100.0%**	**3**	**100.0%**	**8**	**100.0%**	**9**	**100.0%**	**15**	**100.0%**	**4**	**100.0%**	**7**	**100.0%**	**6**	**100.0%**	**5**	**100.0%**	**4**	**100.0%**	**4**	**100.0%**

exts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15	16.3	33	67.3	18	29.0	22	28.2	20	34.5	28	35.4	21	36.2	14	17.9	22	37.3	26	55.3	13	28.3	16	39.0
72	78.3	15	30.6	44	71.0	56	71.8	38	65.5	47	59.5	36	62.1	61	78.2	36	61.0	21	44.7	33	71.7	25	61.0
2	2.2	1	2.0	0	0.0	0	0.0	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	3.3	0	0.0	0	0.0	0	0.0	0	0.0	3	3.8	1	1.7	3	3.8	1	1.7	0	0.0	0	0.0	0	0.0
92	**100.0%**	**49**	**100.0%**	**62**	**100.0%**	**78**	**100.0%**	**58**	**100.0%**	**79**	**100.0%**	**58**	**100.0%**	**78**	**100.0%**	**59**	**100.0%**	**47**	**100.0%**	**46**	**100.0%**	**41**	**100.0%**

xt	Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	2	6.1	2	11.1	8	36.4	4	20.0	1	3.6	3	14.3	7	50.0	6	27.3	4	15.4	5	38.5	7	43.8
3	10	30.3	5	27.8	2	9.1	2	10.0	9	32.1	9	42.9	4	28.6	8	36.4	7	26.9	5	38.5	4	25.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	1	3.0	2	11.1	0	0.0	0	0.0	2	7.1	0	0.0	1	7.1	4	18.2	0	0.0	0	0.0	0	0.0	0	0.0
7	20	60.6	9	50.0	12	54.5	14	70.0	16	57.1	9	42.9	2	14.3	4	18.2	15	57.7	2	15.4	5	31.3	0	0.0
7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
%	**33**	**100.0%**	**18**	**100.0%**	**22**	**100.0%**	**20**	**100.0%**	**28**	**100.0%**	**21**	**100.0%**	**14**	**100.0%**	**22**	**100.0%**	**26**	**100.0%**	**13**	**100.0%**	**16**	**100.0%**

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MANAGING-PHORICS-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online/On4.tx	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
- enumerating	52	31.9	9	23.7	15	16.7	24	23.1	15	32.6	10	28.6	25	34.7	17	16.8	31	20.5	10	32.3	19	19.
- endophoric-marking	81	49.7	23	60.5	60	66.7	59	56.7	18	39.1	21	60.0	38	52.8	72	71.3	105	69.5	14	45.2	68	70.
- previewing	3	1.8	4	10.5	2	2.2	6	5.8	3	6.5	1	2.9	2	2.8	1	1.0	3	2.0	2	6.5	2	2.
- reviewing	27	16.6	2	5.3	13	14.4	15	14.4	10	21.7	3	8.6	7	9.7	11	10.9	12	7.9	5	16.1	7	7.
TOTAL:	163	100.0%	38	100.0%	90	100.0%	104	100.0%	46	100.0%	35	100.0%	72	100.0%	101	100.0%	151	100.0%	31	100.0%	96	100.0

COMMENTS-ON-DISCOURSE-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
- labelling-speech-act	25	48.1	1	12.5	9	42.9	4	44.4	7	38.9	2	25.0	9	27.3	1	25.0	27	55.1	6	31.6	
- exemplifying	24	46.2	5	62.5	5	23.8	5	55.6	9	50.0	3	37.5	19	57.6	2	50.0	20	40.8	13	68.4	
- contextualising	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
- commenting-on-genre	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
- referring-to-linked-genre	1	1.9	0	0.0	5	23.8	0	0.0	0	0.0	3	37.5	0	0.0	0	0.0	0	0.0	0	0.0	
- labelling-discourse	1	1.9	1	12.5	0	0.0	0	0.0	2	11.1	0	0.0	4	12.1	1	25.0	0	0.0	0	0.0	
- pre-liminary-announcing-speech-act	1	1.9	1	12.5	2	9.5	0	0.0	0	0.0	0	0.0	1	3.0	0	0.0	2	4.1	0	0.0	
TOTAL:	52	100.0%	8	100.0%	21	100.0%	9	100.0%	18	100.0%	8	100.0%	33	100.0%	4	100.0%	49	100.0%	19	100.0%	

LABELLING-SPEECH-ACT-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Onl
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
- self-initiated-sa-labelling	7	28.0	0	0.0	5	55.6	1	25.0	4	57.1	1	50.0	5	55.6	0	0.0	6	22.2	4	66.7	
- other-initiated-sa-labelling	8	32.0	0	0.0	1	11.1	2	50.0	1	14.3	1	50.0	2	22.2	1	100.0	13	48.1	2	33.3	
- labelling-jointly-constructed-speech-act	10	40.0	1	100.0	3	33.3	1	25.0	0	0.0	0	0.0	1	11.1	0	0.0	3	11.1	0	0.0	
- labelling-textual-speech-act	0	0.0	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0	1	11.1	0	0.0	5	18.5	0	0.0	
TOTAL:	25	100.0%	1	100.0%	9	100.0%	4	100.0%	7	100.0%	2	100.0%	9	100.0%	1	100.0%	27	100.0%	6	100.0%	

2.b)

Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
10	32.3	19	19.8	22	23.2	7	14.9	11	19.3	16	18.6	17	65.4	12	16.7	4	26.7	13	29.5	12	21.4	10	26.3	9	
14	45.2	68	70.8	62	65.3	29	61.7	37	64.9	53	61.6	7	26.9	51	70.8	2	13.3	22	50.0	27	48.2	21	55.3	23	
2	6.5	2	2.1	1	1.1	2	4.3	1	1.8	7	8.1	2	7.7	3	4.2	3	20.0	4	9.1	7	12.5	4	10.5	10	
5	16.1	7	7.3	10	10.5	9	19.1	8	14.0	10	11.6	0	0.0	6	8.3	6	40.0	5	11.4	10	17.9	3	7.9	5	
31	100.0%	96	100.0%	95	100.0%	47	100.0%	57	100.0%	86	100.0%	26	100.0%	72	100.0%	15	100.0%	44	100.0%	56	100.0%	38	100.0%	47	100

n2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Text
%		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
55.1		6	31.6	0	0.0	14	73.7	5	31.3	0	NaN	14	46.7	4	66.7	1	12.5	7	17.9	26	83.9	7	43.8	5	33.3	
40.8		13	68.4	3	60.0	3	15.8	8	50.0	0	NaN	12	40.0	2	33.3	6	75.0	32	82.1	4	12.9	8	50.0	9	60.0	
0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
0.0		0	0.0	1	20.0	0	0.0	1	6.3	0	NaN	2	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	
0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	NaN	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0	1	6.3	0	0.0	
4.1		0	0.0	1	20.0	2	10.5	2	12.5	0	NaN	2	6.7	0	0.0	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0	
00.0%		19	100.0%	5	100.0%	19	100.0%	16	100.0%	0	NaN%	30	100.0%	6	100.0%	8	100.0%	39	100.0%	31	100.0%	16	100.0%	15	100.0%	

/On2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Te
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
	22.2	4	66.7	0	NaN	2	14.3	3	60.0	0	NaN	2	14.3	3	75.0	1	100.0	2	28.6	4	15.4	1	14.3	0	0.0	
	48.1	2	33.3	0	NaN	2	14.3	2	40.0	0	NaN	6	42.9	1	25.0	0	0.0	4	57.1	22	84.6	3	42.9	3	60.0	
	11.1	0	0.0	0	NaN	5	35.7	0	0.0	0	NaN	6	42.9	0	0.0	0	0.0	1	14.3	0	0.0	2	28.6	2	40.0	
	18.5	0	0.0	0	NaN	5	35.7	0	0.0	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	
	100.0%	6	100.0%	0	NaN%	14	100.0%	5	100.0%	0	NaN%	14	100.0%	4	100.0%	1	100.0%	7	100.0%	26	100.0%	7	100.0%	5	100.0%	

2.c)

t	Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
7	4	26.7	13	29.5	12	21.4	10	26.3	9	19.1	11	30.6	28	45.9	4	11.1	5	23.8	4	12.1	5	20.0
8	2	13.3	22	50.0	27	48.2	21	55.3	23	48.9	21	58.3	23	37.7	22	61.1	14	66.7	26	78.8	20	80.0
2	3	20.0	4	9.1	7	12.5	4	10.5	10	21.3	3	8.3	8	13.1	3	8.3	1	4.8	1	3.0	0	0.0
3	6	40.0	5	11.4	10	17.9	3	7.9	5	10.6	1	2.8	2	3.3	7	19.4	1	4.8	2	6.1	0	0.0
%	**15**	**100.0%**	**44**	**100.0%**	**56**	**100.0%**	**38**	**100.0%**	**47**	**100.0%**	**36**	**100.0%**	**61**	**100.0%**	**36**	**100.0%**	**21**	**100.0%**	**33**	**100.0%**	**25**	**100.0%**

2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
%		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12.5		7	17.9	26	83.9	7	43.8	5	33.3	4	16.7	0	0.0	2	20.0	4	26.7	5	45.5	8	57.1	0	0.0
75.0		32	82.1	4	12.9	8	50.0	9	60.0	20	83.3	10	100.0	5	50.0	9	60.0	6	54.5	3	21.4	3	100.0
0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0.0		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0.0		0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	2	20.0	1	6.7	0	0.0	3	21.4	0	0.0
12.5		0	0.0	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0
0.0		0	0.0	1	3.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0
100.0%		39	100.0%	31	100.0%	16	100.0%	15	100.0%	24	100.0%	10	100.0%	10	100.0%	15	100.0%	11	100.0%	14	100.0%	3	100.0%

/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	100.0	2	28.6	4	15.4	1	14.3	0	0.0	0	0.0	0	NaN	2	100.0	4	100.0	2	40.0	1	12.5	0	NaN
0	0.0	4	57.1	22	84.6	3	42.9	3	60.0	1	25.0	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0	0	NaN
0	0.0	1	14.3	0	0.0	2	28.6	2	40.0	3	75.0	0	NaN	0	0.0	0	0.0	3	60.0	1	12.5	0	NaN
0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0	0	NaN	0	0.0	0	0.0	0	0.0	6	75.0	0	NaN
1	**100.0%**	**7**	**100.0%**	**26**	**100.0%**	**7**	**100.0%**	**5**	**100.0%**	**4**	**100.0%**	**0**	**NaN%**	**2**	**100.0%**	**4**	**100.0%**	**5**	**100.0%**	**8**	**100.0%**	**0**	**NaN%**

3.a)

AUDIENCE-ORIENTATION-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Onlin
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
- acknowledging-the-audience	41	17.0	14	17.3	19	18.1	8	11.6	2	1.1	13	14.3	23	10.0	8	9.0	34	13.3	12	11.9	1
- managing-comprehension-channel	70	29.0	10	12.3	7	6.7	9	13.0	27	15.1	7	7.7	18	7.8	14	15.7	49	19.2	34	33.7	
- managing-audience-behaviour	58	24.1	37	45.7	39	37.1	33	47.8	106	59.2	52	57.1	128	55.7	39	43.8	108	42.4	29	28.7	8
- anticipating-the-audience's-response	4	1.7	4	4.9	5	4.8	0	0.0	0	0.0	3	3.3	6	2.6	1	1.1	1	0.4	6	5.9	
- managing-the-message	15	6.2	0	0.0	10	9.5	4	5.8	5	2.8	1	1.1	1	0.4	16	18.0	2	0.8	12	11.9	2
- imagining-scenarios	15	6.2	5	6.2	1	1.0	1	1.4	2	1.1	1	1.1	6	2.6	4	4.5	4	1.6	3	3.0	
- labelling-author-persona	6	2.5	0	0.0	0	0.0	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4	0	0.0	
- building-rapport-with-audience	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12	5.2	0	0.0	4	1.6	2	2.0	
- managing-situation2	32	13.3	11	13.6	24	22.9	13	18.8	37	20.7	14	15.4	36	15.7	7	7.9	52	20.4	3	3.0	1
TOTAL:	241	100.0%	81	100.0%	105	100.0%	69	100.0%	179	100.0%	91	100.0%	230	100.0%	89	100.0%	255	100.0%	101	100.0%	14

MANAGING-COMPREHENSION-CHANNEL-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		On
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
- checking-audience-confirmation	59	84.3	6	60.0	2	28.6	6	60.0	11	40.7	1	14.3	11	61.1	6	42.9	39	79.6	
- confirming-speaker's-understanding	0	0.0	0	0.0	1	14.3	2	20.0	10	37.0	0	0.0	3	16.7	0	0.0	2	4.1	
- informing-about-failure-in-channel	0	0.0	0	0.0	0	0.0	0	0.0	2	7.4	2	28.6	0	0.0	1	7.1	0	0.0	
- asking-for-repetition-or-clarification	0	0.0	0	0.0	1	14.3	0	0.0	1	3.7	1	14.3	1	5.6	0	0.0	2	4.1	
- offering-solutions-to-the-channel-comprehension-problem	0	0.0	0	0.0	0	0.0	1	10.0	2	7.4	3	42.9	0	0.0	1	7.1	1	2.0	
- checking-audience-understanding	11	15.7	4	40.0	3	42.9	1	10.0	1	3.7	0	0.0	3	16.7	6	42.9	5	10.2	
TOTAL:	70	100.0%	10	100.0%	7	100.0%	10	100.0%	27	100.0%	7	100.0%	18	100.0%	14	100.0%	49	100.0%	

MANAGING-AUDIENCE-BEHAVIOUR-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
- eliciting-audience-responses	47	81.0	31	83.8	36	92.3	26	78.8	66	62.3	48	92.3	63	49.2	31	79.5	60	55.6	17	58.6
- commenting-on-audience-behaviour	10	17.2	6	16.2	3	7.7	7	21.2	40	37.7	1	1.9	64	50.0	8	20.5	44	40.7	12	41.4
- checking-in	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	3	5.8	1	0.8	0	0.0	4	3.7	0	0.0
TOTAL:	58	100.0%	37	100.0%	39	100.0%	33	100.0%	106	100.0%	52	100.0%	128	100.0%	39	100.0%	108	100.0%	29	100.0%

ELICITING-AUDIENCE-RESPONSES-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
- eliciting-verbal-responses	37	78.7	23	74.2	32	88.9	13	50.0	29	46.8	33	68.8	38	63.3	25	80.6	38	63.3	16	94.1
- eliciting-action-responses	10	21.3	8	25.8	4	11.1	13	50.0	33	53.2	15	31.3	22	36.7	6	19.4	22	36.7	1	5.9
TOTAL:	47	100.0%	31	100.0%	36	100.0%	26	100.0%	62	100.0%	48	100.0%	60	100.0%	31	100.0%	60	100.0%	17	100.0%
Uncoded:	0	-	0	-	0	-	0	-	4	-	0	-	3	-	0	-	0	-	0	-

Windows'u etkinleştir
Windows'u etkinleştirmek için Ayarlar'a gidin.

3.b)

.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts
%		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
13.3		12	11.9	12	8.4	7	3.4	9	3.4	17	9.3	10	4.6	26	12.2	5	3.2	8	7.6	2	2.2	4	1.3	5	5.6	
19.2		34	33.7	9	6.3	29	14.3	34	12.7	25	13.7	27	12.4	58	27.2	18	11.4	4	3.8	4	4.3	46	15.5	10	11.2	1
42.4		29	28.7	80	55.9	112	55.2	150	56.0	119	65.0	121	55.5	84	39.4	99	62.7	82	78.1	73	79.3	188	63.3	65	73.0	6
0.4		6	5.9	0	0.0	2	1.0	3	1.1	1	0.5	1	0.5	2	0.9	1	0.6	0	0.0	1	1.1	5	1.7	2	2.2	
0.8		12	11.9	22	15.4	15	7.4	9	3.4	0	0.0	4	1.8	1	0.5	16	10.1	2	1.9	2	2.2	8	2.7	0	0.0	
1.6		3	3.0	0	0.0	2	1.0	21	7.8	1	0.5	5	2.3	0	0.0	3	1.9	1	1.0	1	1.1	2	0.7	2	2.2	
0.4		0	0.0	0	0.0	1	0.5	0	0.0	0	0.0	4	1.8	2	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
1.6		2	2.0	1	0.7	0	0.0	1	0.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
20.4		3	3.0	19	13.3	35	17.2	41	15.3	20	10.9	46	21.1	40	18.8	16	10.1	8	7.6	9	9.8	44	14.8	5	5.6	1
.0%		101	100.0%	143	100.0%	203	100.0%	268	100.0%	183	100.0%	218	100.0%	213	100.0%	158	100.0%	105	100.0%	92	100.0%	297	100.0%	89	100.0%	11

n17.txt		Online/On2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Te
%		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
42.9		39	79.6	23	67.6	3	33.3	3	10.3	17	50.0	15	60.0	21	77.8	29	50.0	6	33.3	0	0.0	0	0.0	9	19.6	
0.0		2	4.1	4	11.8	0	0.0	8	27.6	5	14.7	7	28.0	1	3.7	9	15.5	0	0.0	0	0.0	1	25.0	2	4.3	
7.1		0	0.0	2	5.9	1	11.1	3	10.3	1	2.9	1	4.0	2	7.4	1	1.7	1	5.6	0	0.0	0	0.0	1	2.2	
0.0		2	4.1	1	2.9	0	0.0	3	10.3	2	5.9	1	4.0	1	3.7	8	13.8	1	5.6	1	25.0	0	0.0	15	32.6	
7.1		1	2.0	0	0.0	1	11.1	4	13.8	2	5.9	0	0.0	1	3.7	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	
42.9		5	10.2	4	11.8	4	44.4	8	27.6	7	20.6	1	4.0	1	3.7	10	17.2	10	55.6	3	75.0	3	75.0	19	41.3	
00.0%		49	100.0%	34	100.0%	9	100.0%	29	100.0%	34	100.0%	25	100.0%	27	100.0%	58	100.0%	18	100.0%	4	100.0%	4	100.0%	46	100.0%	

ne/On2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
60	55.6	17	58.6	72	90.0	84	75.0	104	69.3	77	64.7	111	91.7	75	89.3	72	72.7	41	50.0	66	90.4	133	70.7	49	75.4
44	40.7	12	41.4	7	8.8	28	25.0	46	30.7	42	35.3	10	8.3	5	6.0	16	16.2	39	47.6	7	9.6	55	29.3	15	23.1
4	3.7	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0	0	0.0	4	4.8	11	11.1	2	2.4	0	0.0	0	0.0	1	1.5
08	100.0%	29	100.0%	80	100.0%	112	100.0%	150	100.0%	119	100.0%	121	100.0%	84	100.0%	99	100.0%	82	100.0%	73	100.0%	188	100.0%	65	100.0%

e/On2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
8	63.3	16	94.1	50	69.4	62	74.7	103	99.0	62	80.5	87	78.4	57	76.0	65	90.3	30	81.1	48	72.7	91	68.4	27	55.1
2	36.7	1	5.9	22	30.6	21	25.3	1	1.0	15	19.5	24	21.6	18	24.0	7	9.7	7	18.9	18	27.3	42	31.6	22	44.9
0	100.0%	17	100.0%	72	100.0%	83	100.0%	104	100.0%	77	100.0%	111	100.0%	75	100.0%	72	100.0%	37	100.0%	66	100.0%	133	100.0%	49	100.0%
0	-	0	-	0	-	1	-	0	-	0	-	0	-	0	-	0	-	4	-	0	-	0	-	0	-

Windows'u Etkinleştir
Windows'u etkinleştirmek için Ayarlar'a gidin.

3.c)

F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
5	3.2	8	7.6	2	2.2	4	1.3	5	5.6	4	3.6	4	6.8	4	4.5	3	2.4	11	5.5	0	0.0	1	1.2
8	11.4	4	3.8	4	4.3	46	15.5	10	11.2	16	14.4	4	6.8	8	9.1	10	7.9	24	12.0	36	28.6	20	23.3
9	62.7	82	78.1	73	79.3	188	63.3	65	73.0	65	58.6	31	52.5	58	65.9	91	72.2	126	63.0	79	62.7	54	62.8
1	0.6	0	0.0	1	1.1	5	1.7	2	2.2	1	0.9	0	0.0	3	3.4	4	3.2	0	0.0	0	0.0	1	1.2
6	10.1	2	1.9	2	2.2	8	2.7	0	0.0	7	6.3	0	0.0	1	1.1	0	0.0	1	0.5	2	1.6	0	0.0
3	1.9	1	1.0	1	1.1	2	0.7	2	2.2	3	2.7	2	3.4	1	1.1	0	0.0	14	7.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	10.1	8	7.6	9	9.8	44	14.8	5	5.6	15	13.5	18	30.5	13	14.8	18	14.3	24	12.0	9	7.1	10	11.6
8	**100.0%**	**105**	**100.0%**	**92**	**100.0%**	**297**	**100.0%**	**89**	**100.0%**	**111**	**100.0%**	**59**	**100.0%**	**88**	**100.0%**	**126**	**100.0%**	**200**	**100.0%**	**126**	**100.0%**	**86**	**100.0%**

s/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29	50.0	6	33.3	0	0.0	0	0.0	9	19.6	1	10.0	6	37.5	3	75.0	2	25.0	2	20.0	9	37.5	29	80.6	14	70.0
9	15.5	0	0.0	0	0.0	1	25.0	2	4.3	2	20.0	1	6.3	0	0.0	1	12.5	1	10.0	3	12.5	2	5.6	0	0.0
1	1.7	1	5.6	0	0.0	0	0.0	1	2.2	0	0.0	0	0.0	1	25.0	1	12.5	1	10.0	0	0.0	1	2.8	0	0.0
8	13.8	1	5.6	1	25.0	0	0.0	15	32.6	3	30.0	5	31.3	0	0.0	4	50.0	1	10.0	6	25.0	3	8.3	5	25.0
1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	30.0	0	0.0	0	0.0	0	0.0
10	17.2	10	55.6	3	75.0	3	75.0	19	41.3	4	40.0	4	25.0	0	0.0	0	0.0	2	20.0	6	25.0	1	2.8	1	5.0
58	**100.0%**	**18**	**100.0%**	**4**	**100.0%**	**4**	**100.0%**	**46**	**100.0%**	**10**	**100.0%**	**16**	**100.0%**	**4**	**100.0%**	**8**	**100.0%**	**10**	**100.0%**	**24**	**100.0%**	**36**	**100.0%**	**20**	**100.0%**

Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
72	72.7	41	50.0	66	90.4	133	70.7	49	75.4	45	69.2	29	93.5	57	98.3	81	89.0	88	69.8	73	92.4	49	90.7
16	16.2	39	47.6	7	9.6	55	29.3	15	23.1	19	29.2	2	6.5	1	1.7	9	9.9	33	26.2	5	6.3	4	7.4
11	11.1	2	2.4	0	0.0	0	0.0	1	1.5	1	1.5	0	0.0	0	0.0	1	1.1	5	4.0	1	1.3	1	1.9
99	**100.0%**	**82**	**100.0%**	**73**	**100.0%**	**188**	**100.0%**	**65**	**100.0%**	**65**	**100.0%**	**31**	**100.0%**	**58**	**100.0%**	**91**	**100.0%**	**126**	**100.0%**	**79**	**100.0%**	**54**	**100.0%**

exts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
65	90.3	30	81.1	48	72.7	91	68.4	27	55.1	32	71.1	22	75.9	44	77.2	67	82.7	69	78.4	48	65.8	36	73.5
7	9.7	7	18.9	18	27.3	42	31.6	22	44.9	13	28.9	7	24.1	13	22.8	14	17.3	19	21.6	25	34.2	13	26.5
72	**100.0%**	**37**	**100.0%**	**66**	**100.0%**	**133**	**100.0%**	**49**	**100.0%**	**45**	**100.0%**	**29**	**100.0%**	**57**	**100.0%**	**81**	**100.0%**	**88**	**100.0%**	**73**	**100.0%**	**49**	**100.0%**
0	-	4	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-

Windows'u etkinleştirin
Windows'u etkinleştirmek için Ayarlar'a gidin.

4.a)

ELICITING-VERBAL-RESPONSES-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		O
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
- instructional-questioning	36	97.3	15	65.2	30	93.8	7	53.8	21	72.4	31	93.9	34	89.5	24	96.0	32	84.2	15	93.8	
- using-directives	1	2.7	8	34.8	2	6.3	6	46.2	8	27.6	2	6.1	4	10.5	1	4.0	6	15.8	1	6.3	
TOTAL:	37	100.0%	23	100.0%	32	100.0%	13	100.0%	29	100.0%	33	100.0%	38	100.0%	25	100.0%	38	100.0%	16	100.0%	

QUESTIONING	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online/On4.txt		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
- display-questioning	19	52.8	4	26.7	8	26.7	2	28.6	4	19.0	16	51.6	11	32.4	11	45.8	12	37.5	9	60.0	17	38.6	
- referential-questioning	9	25.0	8	53.3	12	40.0	3	42.9	10	47.6	5	16.1	10	29.4	5	20.8	11	34.4	4	26.7	17	38.6	
- probing	0	0.0	0	0.0	2	6.7	0	0.0	0	0.0	0	0.0	4	11.8	0	0.0	9	28.1	0	0.0	0	0.0	
- scaffolding	6	16.7	1	6.7	6	20.0	0	0.0	2	9.5	1	3.2	5	14.7	7	29.2	0	0.0	1	6.7	8	18.2	
- prompting	1	2.8	1	6.7	1	3.3	1	14.3	3	14.3	2	6.5	0	0.0	0	0.0	0	0.0	1	6.7	2	4.5	
- cloze-prompting	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	12.9	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	
- interpersonal-projection	1	2.8	1	6.7	1	3.3	1	14.3	2	9.5	3	9.7	3	8.8	1	4.2	0	0.0	0	0.0	0	0.0	
- rhetorical-questions	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
TOTAL:	36	100.0%	15	100.0%	30	100.0%	7	100.0%	21	100.0%	31	100.0%	34	100.0%	24	100.0%	32	100.0%	15	100.0%	44	100.0%	

USING-DIRECTIVES-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online/On4.txt	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
- ordering	1	100.0	2	25.0	1	50.0	1	16.7	0	0.0	0	0.0	2	50.0	0	0.0	3	50.0	1	100.0	1	16.7
- requesting	0	0.0	5	62.5	1	50.0	5	83.3	8	100.0	1	50.0	1	25.0	1	100.0	3	50.0	0	0.0	4	66.7
- hedged-directives	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	1	50.0	1	25.0	0	0.0	0	0.0	0	0.0	1	16.7
TOTAL:	1	100.0%	8	100.0%	2	100.0%	6	100.0%	8	100.0%	2	100.0%	4	100.0%	1	100.0%	6	100.0%	1	100.0%	6	100.0%

ELICITING-ACTION-RESPONSES-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		O
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
- eliciting-cognitive-action	1	10.0	6	75.0	3	75.0	5	38.5	9	27.3	3	20.0	3	13.6	0	0.0	7	31.8	0	0.0	
- eliciting-physical-action	5	50.0	0	0.0	1	25.0	5	38.5	16	48.5	3	20.0	18	81.8	1	16.7	9	40.9	0	0.0	
- eliciting-textual-act	3	30.0	1	12.5	0	0.0	1	7.7	5	15.2	5	33.3	1	4.5	1	16.7	2	9.1	0	0.0	
- eliciting-digital-action	0	0.0	0	0.0	0	0.0	0	0.0	2	6.1	3	20.0	0	0.0	0	0.0	0	0.0	0	0.0	
- eliciting-other-action	1	10.0	1	12.5	0	0.0	2	15.4	1	3.0	1	6.7	0	0.0	4	66.7	4	18.2	1	100.0	
TOTAL:	10	100.0%	8	100.0%	4	100.0%	13	100.0%	33	100.0%	15	100.0%	22	100.0%	6	100.0%	22	100.0%	1	100.0%	

4.b)

	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
	15	93.8	44	88.0	62	100.0	99	96.1	51	82.3	84	96.6	50	87.7	61	93.8	23	76.7	45	93.8	83	91.2	23	85.2	30	
	1	6.3	6	12.0	0	0.0	4	3.9	11	17.7	3	3.4	7	12.3	4	6.2	7	23.3	3	6.3	8	8.8	4	14.8	2	
	16	**100.0%**	**50**	**100.0%**	**62**	**100.0%**	**103**	**100.0%**	**62**	**100.0%**	**87**	**100.0%**	**57**	**100.0%**	**65**	**100.0%**	**30**	**100.0%**	**48**	**100.0%**	**91**	**100.0%**	**27**	**100.0%**	**32**	**1**

t	Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
.0	17	38.6	23	37.1	44	44.4	26	51.0	21	25.0	6	12.0	31	50.8	9	39.1	4	8.9	21	25.3	2	8.7	11	36.7	11	
.7	17	38.6	20	32.3	22	22.2	11	21.6	25	29.8	19	38.0	1	1.6	11	47.8	18	40.0	20	24.1	14	60.9	4	13.3	3	
.0	0	0.0	13	21.0	0	0.0	1	2.0	8	9.5	5	10.0	6	9.8	0	0.0	6	13.3	3	3.6	0	0.0	0	0.0	0	
.7	8	18.2	1	1.6	22	22.2	6	11.8	15	17.9	15	30.0	13	21.3	3	13.0	11	24.4	23	27.7	1	4.3	4	13.3	2	
.7	2	4.5	1	1.6	8	8.1	7	13.7	11	13.1	4	8.0	6	9.8	0	0.0	0	0.0	5	6.0	4	17.4	3	10.0	1	
.0	0	0.0	3	4.8	2	2.0	0	0.0	3	3.6	1	2.0	4	6.6	0	0.0	3	6.7	6	7.2	1	4.3	7	23.3	0	
.0	0	0.0	0	0.0	1	1.0	0	0.0	1	1.2	0	0.0	0	0.0	0	0.0	2	4.4	5	6.0	1	4.3	1	3.3	3	
.0	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.2	0	0.0	0	0.0	0	0.0	0	
%	**44**	**100.0%**	**62**	**100.0%**	**99**	**100.0%**	**51**	**100.0%**	**84**	**100.0%**	**50**	**100.0%**	**61**	**100.0%**	**23**	**100.0%**	**45**	**100.0%**	**83**	**100.0%**	**23**	**100.0%**	**30**	**100.0%**	**20**	

.txt	Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/	
%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
00.0	1	16.7	0	NaN	2	50.0	1	9.1	1	33.3	1	14.3	1	25.0	0	0.0	1	33.3	3	37.5	1	25.0	1	50.0	0	
0.0	4	66.7	0	NaN	2	50.0	10	90.9	2	66.7	6	85.7	3	75.0	6	85.7	2	66.7	4	50.0	3	75.0	1	50.0	2	
0.0	1	16.7	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	1	12.5	0	0.0	0	0.0	0	
.0%	**6**	**100.0%**	**0**	**NaN%**	**4**	**100.0%**	**11**	**100.0%**	**3**	**100.0%**	**7**	**100.0%**	**4**	**100.0%**	**7**	**100.0%**	**3**	**100.0%**	**8**	**100.0%**	**4**	**100.0%**	**2**	**100.0%**	**2**	

	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
	0	0.0	2	9.1	5	23.8	0	0.0	3	20.0	3	12.5	0	0.0	0	0.0	1	14.3	3	16.7	10	23.8	3	13.6	2	
	0	0.0	0	0.0	9	42.9	0	0.0	1	6.7	4	16.7	0	0.0	1	14.3	1	14.3	0	0.0	0	0.0	2	9.1	1	
	0	0.0	3	13.6	5	23.8	0	0.0	2	13.3	12	50.0	2	11.1	0	0.0	0	0.0	0	0.0	6	14.3	2	9.1	4	
	0	0.0	12	54.5	1	4.8	0	0.0	6	40.0	0	0.0	2	11.1	0	0.0	0	0.0	0	0.0	2	4.8	0	0.0	0	
	1	100.0	5	22.7	1	4.8	1	100.0	3	20.0	5	20.8	14	77.8	6	85.7	5	71.4	15	83.3	24	57.1	15	68.2	6	
	1	**100.0%**	**22**	**100.0%**	**21**	**100.0%**	**1**	**100.0%**	**15**	**100.0%**	**24**	**100.0%**	**18**	**100.0%**	**7**	**100.0%**	**7**	**100.0%**	**18**	**100.0%**	**42**	**100.0%**	**22**	**100.0%**	**13**	**10**

4.c)

ts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
61	93.8	23	76.7	45	93.8	83	91.2	23	85.2	30	93.8	20	90.9	40	90.9	43	64.2	63	91.3	47	97.9	35	97.2
4	6.2	7	23.3	3	6.3	8	8.8	4	14.8	2	6.3	2	9.1	4	9.1	24	35.8	6	8.7	1	2.1	1	2.8
65	100.0%	30	100.0%	48	100.0%	91	100.0%	27	100.0%	32	100.0%	22	100.0%	44	100.0%	67	100.0%	69	100.0%	48	100.0%	36	100.0%

exts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	39.1	4	8.9	21	25.3	2	8.7	11	36.7	11	55.0	9	22.5	8	18.6	18	28.6	21	44.7	13	37.1
11	47.8	18	40.0	20	24.1	14	60.9	4	13.3	3	15.0	7	17.5	18	41.9	18	28.6	6	12.8	4	11.4
0	0.0	6	13.3	3	3.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	7.9	3	6.4	0	0.0
3	13.0	11	24.4	23	27.7	1	4.3	4	13.3	2	10.0	13	32.5	2	4.7	8	12.7	9	19.1	12	34.3
0	0.0	0	0.0	5	6.0	4	17.4	3	10.0	1	5.0	3	7.5	8	18.6	5	7.9	4	8.5	2	5.7
0	0.0	3	6.7	6	7.2	1	4.3	7	23.3	0	0.0	1	2.5	4	9.3	7	11.1	3	6.4	3	8.6
0	0.0	2	4.4	5	6.0	1	4.3	1	3.3	3	15.0	7	17.5	2	4.7	1	1.6	1	2.1	1	2.9
0	0.0	1	2.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3	1	1.6	0	0.0	0	0.0
23	100.0%	45	100.0%	83	100.0%	23	100.0%	30	100.0%	20	100.0%	40	100.0%	43	100.0%	63	100.0%	47	100.0%	35	100.0%

Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0.0	1	33.3	3	37.5	1	25.0	1	50.0	0	0.0	0	0.0	1	4.2	4	66.7	0	0.0	0	0.0
6	85.7	2	66.7	4	50.0	3	75.0	1	50.0	2	100.0	4	100.0	23	95.8	2	33.3	1	100.0	1	100.0
1	14.3	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7	100.0%	3	100.0%	8	100.0%	4	100.0%	2	100.0%	2	100.0%	4	100.0%	24	100.0%	6	100.0%	1	100.0%	1	100.0%

ts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0.0	1	14.3	3	16.7	10	23.8	3	13.6	2	15.4	1	14.3	4	30.8	0	0.0	3	15.8	1	4.0	0	0.0
1	14.3	1	14.3	0	0.0	0	0.0	2	9.1	1	7.7	0	0.0	0	0.0	1	7.1	2	10.5	1	4.0	0	0.0
0	0.0	0	0.0	0	0.0	6	14.3	2	9.1	4	30.8	1	14.3	1	7.7	1	7.1	3	15.8	5	20.0	4	30.8
0	0.0	0	0.0	0	0.0	2	4.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6	85.7	5	71.4	15	83.3	24	57.1	15	68.2	6	46.2	5	71.4	8	61.5	12	85.7	11	57.9	18	72.0	9	69.2
7	100.0%	7	100.0%	18	100.0%	42	100.0%	22	100.0%	13	100.0%	7	100.0%	13	100.0%	14	100.0%	19	100.0%	25	100.0%	13	100.0%

5.a)

COMMENTING-ON-AUDIENCE-BEHAVIOUR-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/O	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
- evaluating-audience-response	7	70.0	6	100.0	3	100.0	6	85.7	40	95.2	1	100.0	37	57.8	8	100.0	34	77.3	11	
- maintaining-rapport	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0	7	10.9	0	0.0	8	18.2	1	
- maintaining-discipline	3	30.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	9.4	0	0.0	0	0.0	0	
- responding-to-audience-question	0	0.0	0	0.0	0	0.0	0	0.0	2	4.8	0	0.0	14	21.9	0	0.0	2	4.5	0	
TOTAL:	10	100.0%	6	100.0%	3	100.0%	7	100.0%	42	100.0%	1	100.0%	64	100.0%	8	100.0%	44	100.0%	12	1

EVALUATING-AUDIENCE-RESPONSE-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
- giving-positive-feedback-on-audience-behaviour	5	71.4	5	83.3	2	66.7	4	66.7	29	72.5	1	100.0	29	78.4	7	87.5	31	91.2	11	1
- giving-negative-feedback-on-audience-behaviour	0	0.0	1	16.7	1	33.3	0	0.0	1	2.5	0	0.0	2	5.4	0	0.0	3	8.8	0	
- giving-corrective-feedback	1	14.3	0	0.0	0	0.0	0	0.0	10	25.0	0	0.0	3	8.1	1	12.5	0	0.0	0	
- confirming-comprehension	1	14.3	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0	3	8.1	0	0.0	0	0.0	0	
TOTAL:	7	100.0%	6	100.0%	3	100.0%	6	100.0%	40	100.0%	1	100.0%	37	100.0%	8	100.0%	34	100.0%	11	10

MAINTAINING-RAPPORT-FLOW-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
- using-humor-and-playfulness	0	NaN	0	NaN	0	NaN	0	0.0	0	NaN	0	NaN	1	14.3	0	NaN	8	100.0	0	0.0		
- showing-care	0	NaN	0	NaN	0	NaN	1	100.0	0	NaN	0	NaN	6	85.7	0	NaN	0	0.0	1	100.0		
TOTAL:	0	NaN%	0	NaN%	0	NaN%	1	100.0%	0	NaN%	0	NaN%	7	100.0%	0	NaN%	8	100.0%	1	100.0%		

MANAGING-SITUATION2-TYPE	Online/On1.txt		Online/On11.txt		Online/On12.txt		Online/On13.txt		Online/On14.txt		Online/On15.txt		Online/On16.txt		Online/On17.txt		Online/On2.txt		Online/On3.txt		Online	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
- managing-channel	1	3.1	0	0.0	0	0.0	1	7.7	1	2.7	5	35.7	3	8.3	1	14.3	2	3.8	1	33.3		
- managing-audience-engagement	16	50.0	1	9.1	14	58.3	10	76.9	14	37.8	2	14.3	20	55.6	5	71.4	29	55.8	2	66.7		
- managing-time	1	3.1	7	63.6	4	16.7	1	7.7	6	16.2	3	21.4	5	13.9	0	0.0	2	3.8	0	0.0		
- real-time-reporting	11	34.4	1	9.1	1	4.2	0	0.0	13	35.1	3	21.4	4	11.1	1	14.3	16	30.8	0	0.0		
- managing-transitions	1	3.1	2	18.2	1	4.2	1	7.7	3	8.1	1	7.1	1	2.8	0	0.0	3	5.8	0	0.0		
- self-questioning	0	0.0	0	0.0	3	12.5	0	0.0	0	0.0	0	0.0	1	2.8	0	0.0	0	0.0	0	0.0		
- other-unnamed-regulative-discourse	2	6.3	0	0.0	1	4.2	0	0.0	0	0.0	0	0.0	2	5.6	0	0.0	0	0.0	0	0.0		
TOTAL:	32	100.0%	11	100.0%	24	100.0%	13	100.0%	37	100.0%	14	100.0%	36	100.0%	7	100.0%	52	100.0%	3	100.0%	1	

Windows'u Etkinleştir
Windows'u etkinleştirmek için Ayarlar'a gidin.

5.b)

Online/On2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
34	77.3	11	91.7	2	28.6	21	75.0	39	84.8	42	100.0	10	100.0	5	100.0	9	56.3	37	94.9	7	100.0	46	83.6	9	
8	18.2	1	8.3	0	0.0	6	21.4	2	4.3	0	0.0	0	0.0	0	0.0	4	25.0	2	5.1	0	0.0	8	14.5	4	
0	0.0	0	0.0	5	71.4	0	0.0	5	10.9	0	0.0	0	0.0	0	0.0	3	18.8	0	0.0	0	0.0	1	1.8	2	
2	4.5	0	0.0	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
44	**100.0%**	**12**	**100.0%**	**7**	**100.0%**	**28**	**100.0%**	**46**	**100.0%**	**42**	**100.0%**	**10**	**100.0%**	**5**	**100.0%**	**16**	**100.0%**	**39**	**100.0%**	**7**	**100.0%**	**55**	**100.0%**	**15**	**10**

Online/On2.txt		Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
31	91.2	11	100.0	2	100.0	15	71.4	37	94.9	41	97.6	10	100.0	3	60.0	8	88.9	36	97.3	7	100.0	43	93.5	8	
3	8.8	0	0.0	0	0.0	1	4.8	2	5.1	0	0.0	0	0.0	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4	0	0.0	0	0.0	1	11.1	1	2.7	0	0.0	3	6.5	1	
0	0.0	0	0.0	0	0.0	5	23.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
34	**100.0%**	**11**	**100.0%**	**2**	**100.0%**	**21**	**100.0%**	**39**	**100.0%**	**42**	**100.0%**	**10**	**100.0%**	**5**	**100.0%**	**9**	**100.0%**	**37**	**100.0%**	**7**	**100.0%**	**46**	**100.0%**	**9**	**100**

txt	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
0.0	0	0.0	0	NaN	0	0.0	2	100.0	0	NaN	0	NaN	0	NaN	4	100.0	0	0.0	0	NaN	2	25.0	3	75.0	2	
0.0	1	100.0	0	NaN	6	100.0	0	0.0	0	NaN	0	NaN	0	NaN	0	0.0	2	100.0	0	NaN	6	75.0	1	25.0	2	
0%	**1**	**100.0%**	**0**	**NaN%**	**6**	**100.0%**	**2**	**100.0%**	**0**	**NaN%**	**0**	**NaN%**	**0**	**NaN%**	**4**	**100.0%**	**2**	**100.0%**	**0**	**NaN%**	**8**	**100.0%**	**4**	**100.0%**	**4**	**1**

txt	Online/On3.txt		Online/On4.txt		Online/On5.txt		Online/On6.txt		Online/On8.txt		Texts/F2F1.txt		Texts/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
3.8	1	33.3	1	5.3	1	2.9	2	4.9	1	5.0	3	6.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
5.8	2	66.7	5	26.3	16	45.7	34	82.9	16	80.0	34	73.9	39	97.5	6	37.5	6	75.0	7	77.8	35	79.5	2	40.0	11	
3.8	0	0.0	1	5.3	2	5.7	0	0.0	0	0.0	4	8.7	1	2.5	9	56.3	2	25.0	1	11.1	7	15.9	2	40.0	2	
0.8	0	0.0	4	21.1	14	40.0	2	4.9	0	0.0	0	0.0	0	0.0	1	6.3	0	0.0	1	11.1	0	0.0	0	0.0	0	
5.8	0	0.0	5	26.3	1	2.9	1	2.4	0	0.0	3	6.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
0.0	0	0.0	1	5.3	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
0.0	0	0.0	2	10.5	0	0.0	2	4.9	3	15.0	2	4.3	0	0.0	0	0.0	0	0.0	0	0.0	2	4.5	1	20.0	2	
0%	**3**	**100.0%**	**19**	**100.0%**	**35**	**100.0%**	**41**	**100.0%**	**20**	**100.0%**	**46**	**100.0%**	**40**	**100.0%**	**16**	**100.0%**	**8**	**100.0%**	**9**	**100.0%**	**44**	**100.0%**	**5**	**100.0%**	**15**

Windows'u etkinleştir
Windows'u etkinleştirmek için Ayarlar'a gidin.

5.c)

s/F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
5	100.0	9	56.3	37	94.9	7	100.0	46	83.6	9	60.0	14	73.7	2	100.0	0	0.0	1	11.1	26	78.8	5	100.0	4	100.0
0	0.0	4	25.0	2	5.1	0	0.0	8	14.5	4	26.7	4	21.1	0	0.0	0	0.0	1	11.1	6	18.2	0	0.0	0	0.0
0	0.0	3	18.8	0	0.0	0	0.0	1	1.8	2	13.3	1	5.3	0	0.0	1	100.0	5	55.6	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	22.2	1	3.0	0	0.0	0	0.0
5	**100.0%**	**16**	**100.0%**	**39**	**100.0%**	**7**	**100.0%**	**55**	**100.0%**	**15**	**100.0%**	**19**	**100.0%**	**2**	**100.0%**	**1**	**100.0%**	**9**	**100.0%**	**33**	**100.0%**	**5**	**100.0%**	**4**	**100.0%**

F2F10.txt		Texts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3	60.0	8	88.9	36	97.3	7	100.0	43	93.5	8	88.9	12	85.7	1	50.0	0	NaN	1	100.0	26	100.0	4	80.0	4	100.0
2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	NaN	0	0.0	0	0.0	1	20.0	0	0.0
0	0.0	1	11.1	1	2.7	0	0.0	3	6.5	1	11.1	2	14.3	0	0.0	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	NaN	0	0.0	0	0.0	0	0.0	0	0.0
5	100.0%	**9**	**100.0%**	**37**	**100.0%**	**7**	**100.0%**	**46**	**100.0%**	**9**	**100.0%**	**14**	**100.0%**	**2**	**100.0%**	**0**	**NaN%**	**1**	**100.0%**	**26**	**100.0%**	**5**	**100.0%**	**4**	**100.0%**

ts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4	100.0	0	0.0	0	NaN	2	25.0	3	75.0	2	50.0	0	NaN	0	NaN	0	0.0	3	50.0	0	NaN	0	NaN
0	0.0	2	100.0	0	NaN	6	75.0	1	25.0	2	50.0	0	NaN	0	NaN	1	100.0	3	50.0	0	NaN	0	NaN
4	**100.0%**	**2**	**100.0%**	**0**	**NaN%**	**8**	**100.0%**	**4**	**100.0%**	**4**	**100.0%**	**0**	**NaN%**	**0**	**NaN%**	**1**	**100.0%**	**6**	**100.0%**	**0**	**NaN%**	**0**	**NaN%**

exts/F2F11.txt		Texts/F2F12.txt		Texts/F2F13.txt		Texts/F2F14.txt		Texts/F2F2.txt		Texts/F2F3.txt		Texts/F2F4.txt		Texts/F2F5.txt		Texts/F2F6.txt		Texts/F2F7.txt		Texts/F2F8.txt		Texts/F2F9.txt	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	3	33.3	2	20.0
6	37.5	6	75.0	7	77.8	35	79.5	2	40.0	11	73.3	17	94.4	12	92.3	6	33.3	20	83.3	5	55.6	5	50.0
9	56.3	2	25.0	1	11.1	7	15.9	2	40.0	2	13.3	0	0.0	1	7.7	5	27.8	4	16.7	1	11.1	2	20.0
1	6.3	0	0.0	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0
0	0.0	0	0.0	0	0.0	2	4.5	1	20.0	2	13.3	0	0.0	0	0.0	6	33.3	0	0.0	0	0.0	0	0.0
16	**100.0%**	**8**	**100.0%**	**9**	**100.0%**	**44**	**100.0%**	**5**	**100.0%**	**15**	**100.0%**	**18**	**100.0%**	**13**	**100.0%**	**18**	**100.0%**	**24**	**100.0%**	**9**	**100.0%**	**10**	**100.0%**

Windows'u Etkinleştirin
Windows'u etkinleştirmek için Ayarlar'a gidin.

K. CONCORDANCES FOR 'HERE'

User: $Standalone

Unit of Interest: [word='here']

Number of hits: 494

File	Pretext	[word="here"]	Posttext
Online/On1.txt	zar stated your experiences. Okay, the last thing	here	, common knowledge. Right, you know if we try to...
Online/On1.txt	can remember. Okay thank you guys for your help.	Here	, you know, we talked about the difference at the...
Online/On1.txt	ing to ask the question like what are the details	here	can you give me the subcategories when we say cit...
Online/On1.txt	ideo already and I assume that we have each other	here	already. Okay, so writing the body of your report...
Online/On1.txt	hty-four eighty-five my dear friends, all right.	Here	if we try to understand, you know, the important...
Online/On1.txt	think actually and how you relate ideas okay and	here	we see "analyze interpret and evaluate the proced...
Online/On1.txt	about our thesis statement all the time, okay. So	here	(..) the second part is about this the role of th...
Online/On1.txt	ice and your purpose at the same time, okay? A:nd	here	, after understanding this, yes, we have this evid...
Online/On1.txt	e, I can benefit from them. This is my superpower	here	in order to be: let's say convincing, okay? Then...
Online/On1.txt	hile writing the paragraphs of body section. Then	here	, as [redacted] stated earlier, then I'm g...
Online/On1.txt	going to supply the evidence of support, okay?	Here	my support is proven facts let's say shortly when...
Online/On1.txt	to understand what I meant, what I'm trying to do	here	. That's why we have, you know, one (.) approved (...
Online/On1.txt	verybody can understand this issue. Okay? So (.)	here	for example we have headings and subheadings or I...
Online/On1.txt	tent so that it can be: more understandable. A:nd	here	, after, you know, mentioning everything, okay, la...
Online/On1.txt	rgy did you miss this one? Okay, we have this one	here	. So can somebody tell me what it is? Advantages o...
Online/On1.txt	et's say phase. Okay. It makes it very clear. So	here	as far as I can see all caps right I need to writ...
Online/On1.txt	need to write it in all caps, capital letters and	here	I use I guess roman numbers, okay? All right, ana...
Online/On1.txt	tail, right? You know, can I give lots of details	here	? Would it be appropriate? Lots of details? In the...
Online/On1.txt	trailer, then keep it on trailer level, okay? So	here	then I give some general information relevant to...
Online/On1.txt	of all, I'm going to mention a specific category	here	, let's say. So I'm trying to divide my contents,...
Online/On1.txt	how, right, the author is focusing on this, only	here	I'm going to see it alone. That's why I'm going...
Online/On1.txt	ers to understand my you know advantage let's say	here	more specifically and better, we can say okay. Th...
Online/On1.txt	an say okay. Thank you, guys. I like that. A:nd	here	I see the author - let's say of this report - sha...

Online/On1.txt	an say okay. Thank you, guys. I like that. A:nd	here	I see the author - let's say of this report - sha...
Online/On1.txt	major one big one then gave a little introduction	here	without extreme details then started giving the s...
Online/On1.txt	the other parts Okay for example I see something	here	. What is the category of this? "Comby says with r...
Online/On1.txt	phrase and quoting". Then okay I'm thinking. Yeah	here	they started the sentence "it is estimated that",...
Online/On1.txt	e sentence "it is estimated that", all right, but	here	they use a direct quotation we can say. Cool okay...
Online/On1.txt	ing the other part and I see a lot of blank space	here	. Okay and then, they start giving the next sect...
Online/On1.txt	ey started giving that. Okay, again I'm checking.	Here	, they use something like I'm checking this one ag...
Online/On1.txt	this one again and we have the last disadvantage	here	. Then they have lots of blank space again. I gues...
Online/On1.txt	again. I guess they are going to give conclusion	here	on a new separate page. I guess the messages unde...
Online/On1.txt	, of course. Okay can you click on it and find me	here	, please? Okay? I prepared something for each grou...
Online/On1.txt	, okay, and you can find your, you know, document	here	and for example I'm going to click on Professor S...
Online/On1.txt	example, I said something like "insert your title	here	using right numbering and following the format ru...
Online/On1.txt	y feedback. Then you can write your major heading	here	. Then I told you to insert your subtitle here usi...
Online/On1.txt	ing here. Then I told you to insert your subtitle	here	using right numbering. All right? And you are goi...
Online/On1.txt	ay I'm going to mention this one more time. Okay,	here	I prepared some files, okay, Word documents for y...
Online/On1.txt	NK, EMPTY model of your body sections. Okay? And	here	by, you know, writing your major heading and subt...
Online/On1.txt	umbering, you are going to just write your titles	here	and subtitles here, okay. Then we are going to ta...
Online/On1.txt	oing to just write your titles here and subtitles	here	, okay. Then we are going to talk about some stuff...
Online/On1.txt	! Can you hear me guys? Okay, some professors are	here	, but nobody tells me something so I cannot be sur...
Online/On1.txt	e something so I cannot be sure if you are really	here	or not. Of course Professor Onur. Thank you, okay...
Online/On1.txt	Instead of working on there you know can you come	here	? This one- That's the second subtitle, okay. Wha...
Online/On1.txt	That's the second subtitle, okay. What did you do	here	? Okay I got confused. Okay so, this this was the...
Online/On1.txt	know for example, I tried to make an indentation	here	and it didn't work while I was working on it. Rig...
Online/On1.txt	ight now it works, okay? If you give the subtitle	here	, I'm going to understand like huh? Okay, Onur kno...
Online/On1.txt	on. Onur knows that we have this indented version	here	while giving the subtitle. That is enough for me...
Online/On1.txt	enough for me for now, okay? (..) [Yes.] (.) But	here	actually if I revie:w, I already gave the place f...
Online/On1.txt	ttle bit. Okay. [If I am right-] Okay, yeah. (..)	Here	okay. Then let's say goodbye to yours, a little b...
Online/On1.txt	let's say. Right now, I can do this and right now	here	I'm going away from this place, professor, okay....
Online/On1.txt	fessor, okay. Right now you can give the subtitle	here	, if you like it right now. Huh! Okay I'm very ha...
Online/On11.txt	I will share them on on the screen again. Okay	here	are. So this is the first image I would like to s...

Online/On1.txt	let's say. Right now, I can do this and right now	here	I'm going away from this place, professor, okay....
Online/On1.txt	fessor, okay. Right now you can give the subtitle	here	, if you like it right now. Huh! Okay I'm very ha...
Online/On11.txt	I will share them on on the screen again. Okay	here	are. So this is the first image I would like to s...
Online/On11.txt	now we can discuss the video and the caricatures	here	. Er I will also help you to er make comments, so...
Online/On11.txt	ure on yourself er as you are the only student er	here	. So er I can also, you know, er help you. So er I...
Online/On11.txt	er with the video and er the images that you see	here	? Can we relate them? Do they share something in c...
Online/On11.txt	ou could maybe, eh, see the, you know, situations	here	that irritate the customers most on the phone, fa...
Online/On11.txt	o if you would like to choose any of the items in	here	, you are most welcome and maybe we discuss it tog...
Online/On11.txt	you very much. Maybe we can discuss the questions	here	. There are three questions given here. But eh we...
Online/On11.txt	e questions here. There are three questions given	here	. But eh we don't have to answer them all, if we c...
Online/On11.txt	lary. Maybe we can discuss the quotation provided	here	"The customer is never wrong" (..) I'm sure you h...
Online/On11.txt	ght, Powerpoint on your screen? Okay. So, eh, (.)	here	, there are s-, you know, the definition of the vo...
Online/On11.txt	are already familiar with most of the (eh) words	here	. So 'Compensation'. Eh, this is something done o...
Online/On11.txt	Okay let me er give you some (.) er instruction	here	. Er so we need to make sure that er the sentence...
Online/On11.txt	ing", right? Because we need to use an infinitive	here	. (.) "It is important to do something." So we can...
Online/On11.txt	ut their buying habits" That will not be suitable	here	. So we need to (.) find (.) one that will be (.)...
Online/On12.txt	. Welcome [redacted] by the way. (...) [redacted], are you	here	? Hi. How are you? I'm fine. Thank you. Okay. (....
Online/On12.txt	you are going to include? (..) What is different	here	or, let me ask you, in a report? (..) Yes, [redacted]
Online/On12.txt	body section of your reports. Let's stop sharing	here	. Okay, now er we are going to move on with our bo...
Online/On12.txt	it in a minute. Er it's quite short. Where is it?	Here	? We can er, I guess, cover every item here. No no...
Online/On12.txt	is it? Here? We can er, I guess, cover every item	here	. No not this one. Sorry. Where is the booklet? (....
Online/On12.txt	No not this one. Sorry. Where is the booklet? (.)	Here	, okay. Alright. We are on page eighty-four on our...
Online/On12.txt	r booklet - er 'writing the body of your report'.	Here	. And here of course covering this er part we are...
Online/On12.txt	- er 'writing the body of your report'. Here. And	here	of course covering this er part we are going to g...
Online/On12.txt	and analyze it, analyze some sample er body parts	here	er in this part in this section, we can say. Okay...
Online/On12.txt	he report, keep in mind three elements, which are	here	analysis, presentation and paragraphs. Er let's l...
Online/On12.txt	re going to about this in detail in a minute. But	here	what we are trying to say is that er before your...
Online/On12.txt	aragraphs. So be careful about that. This variety	here	means that. Er but still they need to be connecte...
Online/On12.txt	your tables. Er okay. We have an important note	here	. It says "Keep in mind that in this section of yo...

Online/On17.txt	about this and about that, okay? So we should see	here	the introduction er which in which subheadings ar...
Online/On17.txt	re presented. And we should finish it for example	here	in this part the type of stressors and how unders...
Online/On17.txt	plained. And let's have a look at the other ones.	Here	"In this part two ways of coping with stress and...
Online/On17.txt	on, so that's why we need to have an introduction	here	and we should give what will be presented in this...
Online/On17.txt	part of this section that what will be presented	here	. And let's have a look at the other ones. Which i...
Online/On17.txt	es" and let's have a look at it, introduction and	here	it is. See? Major section here, major heading, Ca...
Online/On17.txt	, introduction and here it is. See? Major section	here	, major heading, Caesarean delivery. And here come...
Online/On17.txt	tion here, major heading, Caesarean delivery. And	here	comes the introduction of this section. And as I...
Online/On17.txt	given what will be presented in the section. And	here	it says in the section firstly the advantages of...
Online/On17.txt	e advantages of caesarian delivery blah blah blah	here	it comes. Will be presented, okay, will be presen...
Online/On17.txt	e presented and when we look at the next section,	here	, normal birth. Okay, major section. And here is,...
Online/On17.txt	ion, here, normal birth. Okay, major section. And	here	is, the introduction here. And although caesarean...
Online/On17.txt	kay, major section. And here is, the introduction	here	. And although caesarean delivery seems so attract...
Online/On17.txt	ut the answer of this question. All right. I stop	here	now....
Online/On2.txt	s okay all together. All of the active professors	here	So, let's check here, let's start with professor...
Online/On2.txt	All of the active professors here So, let's check	here	, let's start with professor and professor ...
Online/On2.txt	o wait for that and I'm checking other professors	here	. Hm-hm. Professor have you finished thi...
Online/On2.txt	m making this thirteen bold, again the same thing	here	, okay. And "damage the physical health." I guess...
Online/On2.txt	going to give the conclusion part, should I start	here	? Like this? Okay whole page. You are the best....
Online/On2.txt	to my old page. And I'm going to start giving it	here	. all right. Again of course, I'm going to make th...
Online/On2.txt	e trailer paragraph. But I see something is wrong	here	, professor. Can you help me, professors? You jus...
Online/On2.txt	talk about it. It is indented, right. This starts	here	, okay, but this one is indented starting a little...
Online/On2.txt	cars." All caps, fourteen, bold; I liked it. Then	here	three point one, right numbering with usual numbe...
Online/On2.txt	raphs as well guys, but it is impossible to do it	here	on Docs. I'm very sorry for that. And but you kno...
Online/On2.txt	indentation as well. Don't forget about it. Then	here	if it is my, you know, first paragraph here, okay...
Online/On2.txt	Then here if it is my, you know, first paragraph	here	, okay. Then I'm going to start by giving my own s...
Online/On2.txt	Then I'm going to use my, say, citation somewhere	here	. Then I'm going to explain it. And I'm not going...
Online/On2.txt	an understand. Okay. So, we have another activity	here	, guys. And in this activity, I need your comments...
Online/On2.txt	ts like a lot, okay? Because we have some samples	here	of the very same paragraph versions of the same p...
Online/On2.txt	.) Yep, okay you said yep. Thank you so much. So	here	we have sample one. Check this paragraph. I'm goi...

Online/On2.txt	.) Yep, okay you said yep. Thank you so much. So	here	we have sample one. Check this paragraph. I'm goi...
Online/On2.txt	tions and I see that the real author is somewhere	here	. We cannot see the real author much. There's no...
Online/On2.txt	ng like world citizen, okay. This part again. But	here	if they directly start like this. I cannot see th...
Online/On2.txt	ith the citation, right? And this one for example	here	I see the introduction. Can you see it as well? "...
Online/On2.txt	a hocam they mention multiculturalism together er	here	. But I cannot see something uh very relevant in t...
Online/On2.txt	e importance of this organization. Okay? Actually	here	they share similar information but professor ...
Online/On2.txt	organization and content together more, okay? So	here	we have this one part one - this is another works...
Online/On2.txt	hen I wouldn't say anything. Then I accept it. So	here	first of all, "time is so important and caesarean...
Online/On2.txt	wing body chapter paragraphs in the right order."	Here	(..) you know we decided these sentences all righ...
Online/On2.txt	you know we decided these sentences all right but	here	we have something bigger, right, paragraphs in th...
Online/On2.txt	s it about the other one? (..) Huh, okay okay. so	here	take your time. And I'm going to show you all of...
Online/On2.txt	cheduled time. Huh, okay I forgot something. Okay	here	. Guys actually we put the introduction part in th...
Online/On2.txt	agree with professor, guys? Any other professors	here	? Okay professor nobody says anything. Okay so th...
Online/On2.txt	ll say Hocam this is the second one, let me write	here	shortly, okay. A:nd because the D is actually is...
Online/On2.txt	s kind of a comment on this long quotation shared	here	, right? And this one is the last one. Why do you...
Online/On2.txt	on can follow which one can be the first sentence	here	: a, b? A:nd which one can be the last sentence yo...
Online/On2.txt	the last sentence you know the following sentence	here	: a, b? So, take your time and read this. And then...
Online/On2.txt	being NEGATIVE, right. So we have a negative case	here	about this technological aspects of online course...
Online/On2.txt	he lessons. Okay well, well-done. Okay accepted	here	. use it because we have seen something like it c...
Online/On2.txt	ess- Is this a quotation again, Professors? (...)	Here	for example, I see something like that. Is this t...
Online/On2.txt	s yeah you know considering the information given	here	, yeah it is specific and specifically they are me...
Online/On2.txt	ght guys? A:nd you know I already gave the steps,	here	okay? First, analysis. This is something we have...
Online/On2.txt	rds, okay. Then again, I have given the reminders	here	and then we need to brainstorm on how you can int...
Online/On2.txt	quotation, then your comments. So, while working	here	, you can use this platform like by clicking on th...
Online/On2.txt	Very easy to understand or if you double click on	here	again, you will open a new box like a little shee...
Online/On2.txt	It is easy. Okay thank you so much professor. So	here	let's have a break. During this fifteen minutes,...
Online/On3.txt	se sites to the booklets. And then please look at	here	I need to - I need to have a uh - I take one minu...
Online/On3.txt	. (.) And actually uh there are so many sentences	here	. But we summarize them for you to use a final sel...
Online/On4.txt	I will show from the cam (.) by using my mobile.	Here	you will see a page like that. Could you pleas...
Online/On4.txt	are ... what about you, by the way? You were	here	; did you watch? But you are not here at all. So I

L. CONCORDANCES FOR 'THIS'

User: $Standalone

Unit of Interest: [word='this']

Number of hits: 1049

File	Pretext	[word="this"]	Posttext
Online/On1.txt	*if you are fine. Okay guys, so I told you that*	this	*week was going to be important, I hope you rememb...*
Online/On1.txt	*t, I hope you remember. What is the importance of*	this	*week? Can somebody help me? I guess we have some...*
Online/On1.txt	*r Okay what was that serious thing about*	this	*week? (...) All right. Oh my god! Okay, professor...*
Online/On1.txt	*u know, then, I have my thesis statement, I guess*	this	*is important again as always okay because I need...*
Online/On1.txt	*ant again as always okay because I need to follow*	this	*thesis statement throughout my body section as we...*
Online/On1.txt	*ss just like everything else. Then I think about*	this	*importance of thesis statement. Then I think abou...*
Online/On1.txt	*mportance of thesis statement. Then I think about*	this	*support that you have mentioned and Professor .*
Online/On1.txt	*s Professor stated and commented on*	this	*, we need to think about our own ideas at the same...*
Online/On1.txt	*t now, are you ready a little bit? Waiting again.*	This	*is my, you know, reaction, weird one. Yes no guys...*
Online/On1.txt	*dy tell me yes no. Okay, as always I guess*	this	*means yes or I want to think so. So let's start t...*
Online/On1.txt	*ough of course. So first of all, let's start with*	this	*one. Okay let's have a little chat, okay? So how...*
Online/On1.txt	*section because first of all we need to focus on*	this	*body section. We are going to understand, you kno...*
Online/On1.txt	*e going to understand, you know, how to construct*	this	*body section in detail. Then we can talk about th...*
Online/On1.txt	*you remember from the first semester? Think about*	this	*argumentative essay, right? During the first seme...*
Online/On1.txt	*you so much . All right, let's talk about*	this	*example and the features of these examples. What...*
Online/On1.txt	*sh the limits, then we shared common knowledge in*	this	*case as far as I can remember. Okay thank you gu...*
Online/On1.txt	*while writing the report. Right now I'm checking*	this	*part, what about the body section in a research r...*
Online/On1.txt	*power okay some other professors did something in*	this	*case I can share what they did for people, you kn...*
Online/On1.txt	*sults of other researches right I can do that and*	this	*is my super power indeed. Okay also "findings" we...*
Online/On1.txt	*n focus on our work. Okay? Then I'm going to stop*	this	*share and I'm going to say goodbye to this materi...*
Online/On1.txt	*o stop this share and I'm going to say goodbye to*	this	*material. All right, then, right now, we need to...*
Online/On1.txt	*eport we can start dealing with the details. Then*	this	*is from pages eighty-four eighty-five my dear fri...*
Online/On1.txt	*to understand, you know, the important details of*	this	*process then let's I would say let's start with e...*

Online/On1.txt	eport we can start dealing with the details. Then	this	is from pages eighty-four eighty-five my dear fri...
Online/On1.txt	to understand, you know, the important details of	this	process then let's I would say let's start with e...
Online/On1.txt	n example from our own lives. Right? So if I have	this	chance, why not? Right, I have to use it and disc...
Online/On1.txt	idence, I have some data, okay? but where am I in	this	report? Where am I in this body section? Okay? S...
Online/On1.txt	kay? but where am I in this report? Where am I in	this	body section? Okay? So yeah I have some informat...
Online/On1.txt	from which perspective I evaluate them? All right	this	second part that I'm mentioning is relevant the d...
Online/On1.txt	tioning is relevant the discussion part, okay? In	this	discussion part I'm going to see the researcher h...
Online/On1.txt	ent, okay, all the time, we all already mentioned	this	one before, right? We should not forget about our...
Online/On1.txt	ment never. Okay we won't do that but yeah I have	this	chance to use the evidence, data or the other cat...
Online/On1.txt	you can see but okay I'm going to show myself in	this	case okay? and you know while doing that again I...
Online/On1.txt	time, okay. So here (..) the second part is about	this	the role of the context. All right, hocam I want...
Online/On1.txt	our context, okay? So your context will determine	this	case, all right? So we have, yes, lots of categor...
Online/On1.txt	e same time, okay? A:nd here, after understanding	this	, yes, we have this evidence, I can benefit from t...
Online/On1.txt	A:nd here, after understanding this, yes, we have	this	evidence, I can benefit from them. This is my sup...
Online/On1.txt	, we have this evidence, I can benefit from them.	This	is my superpower here in order to be: let's say c...
Online/On1.txt	en yeah, we have discussions. Because you know in	this	part i'm going to show myself and what I think ab...
Online/On1.txt	f and what I think about the issue, okay, because	this	is not a copy-paste activity, actually. This is a...
Online/On1.txt	ause this is not a copy-paste activity, actually.	This	is about how do- this is about how I evaluate oth...
Online/On1.txt	y-paste activity, actually. This is about how do-	this	is about how I evaluate other kind of information...
Online/On1.txt	the body of your reports, okay? First of all, is	this	analysis, okay? When we say analysis, it looks ve...
Online/On1.txt	he meaning of verb "to analyse" okay? When we see	this	definition, I took this from Cambridge dictionary...
Online/On1.txt	nalyse" okay? When we see this definition, I took	this	from Cambridge dictionary actually, to study some...
Online/On1.txt	ematic and careful way. Yeah so why did I include	this	? Because yeah I'm on analyzing something, I'm thi...
Online/On1.txt	ces have with each other. Okay. The:n after doing	this	, okay, I let's say categorize my ideas, okay? So...
Online/On1.txt	orize my ideas, okay? So what do do I think about	this	issue, okay? I give this as an advantage but how...
Online/On1.txt	hat do do I think about this issue, okay? I give	this	as an advantage but how can I give the flow. For...
Online/On1.txt	assify these issues in analysis part. Then I have	this	presentation part while writing the paragraphs of...
Online/On1.txt	hat in which context, you know, I'm talking about	this	so that I can show this context for my readers. O...
Online/On1.txt	u know, I'm talking about this so that I can show	this	context for my readers. Okay? Then after doing th...

Online/On1.txt	u know, I'm talking about this so that I can show	this	context for my readers. Okay? Then after doing th...
Online/On1.txt	my readers. Okay? Then after doing that, we have	this	paragraph part, you know, while thinking about th...
Online/On1.txt	ow, while thinking about the elements, of course.	This	is, right now, your stage, or let's say, this is...
Online/On1.txt	se. This is, right now, your stage, or let's say,	this	is your weapon, all right? Sh- sh- In order to sh...
Online/On1.txt	order to show that, huh, okay, you have completed	this	analysis procedure. All right. You have understoo...
Online/On1.txt	going to supply the support, like your citation.	This	is the- this is paragraph writing part, right? Th...
Online/On1.txt	ply the support, like your citation. This is the-	this	is paragraph writing part, right? This is your st...
Online/On1.txt	is is the- this is paragraph writing part, right?	This	is your stage and you can show that "hocam we hav...
Online/On1.txt	while doing everything we have mentioned so far,	this	is very important, right? Yeah your message is hi...
Online/On1.txt	nization so tha- so that everybody can understand	this	issue. Okay? So (.) here for example we have hea...
Online/On1.txt	se we need to give some concrete examples. And in	this	case, you know, we are not going to use the thing...
Online/On1.txt	nk you so much professor. All right. Then we have	this	important note but but I guess I don't have to ta...
Online/On1.txt	:ch because Professor [redacted] are already stated	this	one, right? First of all, you know that in body s...
Online/On1.txt	you know that in body section I already (.) wrote	this	down in your outlines as well in every subtitle I...
Online/On1.txt	- mmm with at least one citation. Please remember	this	rule; this is highly important. And the second pa...
Online/On1.txt	at least one citation. Please remember this rule;	this	is highly important. And the second part is relev...
Online/On1.txt	where are you my dear student?" "where are you in	this	argument?" you know "in this discussion?" "how ca...
Online/On1.txt	?" "where are you in this argument?" you know "in	this	discussion?" "how can I see you?" Right, that's w...
Online/On1.txt	scussion?" "how can I see you?" Right, that's why	this	is important. Please do not forget about it, all...
Online/On1.txt	out it, all right? So I'm going to say goodbye to	this	part, okay, and we are going to focus on the samp...
Online/On1.txt	on. So okay of course nuclear energy did you miss	this	one? Okay, we have this one here. So can somebody...
Online/On1.txt	clear energy did you miss this one? Okay, we have	this	one here. So can somebody tell me what it is? Adv...
Online/On1.txt	of nuclear energy? Can you help me guys? What is	this	? Thank you so much. It's heading, a major one,...
Online/On1.txt	I guess roman numbers, okay? All right, analyzing	this	I will try to remember this while writing. Then I...
Online/On1.txt	All right, analyzing this I will try to remember	this	while writing. Then I have another question what...
Online/On1.txt	writing. Then I have another question what about	this	, guys? This part I don't know, is it something ex...
Online/On1.txt	en I have another question what about this, guys?	This	part I don't know, is it something extra or is it...
Online/On1.txt	or Shanazar, can I ask you something else? So, is	this	a must? Yes it is, okay, first of all this is a...
Online/On1.txt	, is this a must? Yes it is, okay, first of all	this	is a must, okay, let's understand that well, it i...
Online/On1.txt	what you have stated I understand something like	this	. Okay, if the:se give the real movie then this is...

Online/On1.txt	*of Shanazar, can I ask you something else? So, is*	this	*a must? Yes it is, okay, first of all this is a...*
Online/On1.txt	*, is this a must? Yes it is, okay, first of all*	this	*is a must, okay, let's understand that well, it i...*
Online/On1.txt	*what you have stated I understand something like*	this	*. Okay, if the:se give the real movie then this is...*
Online/On1.txt	*ke this. Okay, if the:se give the real movie then*	this	*is my trailer. Yeah? Okay thank you so much, you...*
Online/On1.txt	*Shanazar is a hundred percent right. Okay guys so*	this	*part is my trailer part let's say and just like P...*
Online/On1.txt	*rofessor Shanazar said "no we shouldn't" Okay, if*	this	*is just a trailer, then keep it on trailer level,...*
Online/On1.txt	*ssible. Okay, thank you so much. Then you said*	this	*is the major heading title what about this? What...*
Online/On1.txt	*u said this is the major heading title what about*	this	*? What do we call? Okay, Professor Shanazar said "...*
Online/On1.txt	*o much all right again let's remember I mentioned*	this	*but again let's remember because I have a questio...*
Online/On1.txt	*understand how, right, the author is focusing on*	this	*, only here I'm going to see it alone. That's why...*
Online/On1.txt	*because I'm introducing everything very clearly.*	This	*introduction purpose is also valid. Why not? The...*
Online/On1.txt	*that. A:nd here I see the author - let's say of*	this	*report - shared okay the heading major one big on...*
Online/On1.txt	*us case we used the roman numbers, right? I guess*	this	*is something that I'm going to be careful with. C...*
Online/On1.txt	*ple I see something here. What is the category of*	this	*? "Comby says with respect to" bla bla. It goes li...*
Online/On1.txt	*tation? (..) Okay Professor Shanazar said "Hocam,*	this	*is paraphrasing, we discussed this last week" Of...*
Online/On1.txt	*r said "Hocam, this is paraphrasing, we discussed*	this	*last week" Of course. All right then I'm checking...*
Online/On1.txt	*f course. All right then I'm checking- What about*	this	*? Is it paraphrasing, again professors? (...) Okay...*
Online/On1.txt	*ving the next section on a separate page, I guess*	this	*is what we are going to do, if I'm not wrong. And...*
Online/On1.txt	*re going to do, if I'm not wrong. And again I see*	this	*roman number three, all capitals, right and agai...*
Online/On1.txt	*apitals, right and again I see the trailer part,*	this	*one, right guys a short introduction we can say a...*
Online/On1.txt	*cking. Here, they use something like I'm checking*	this	*one again I cannot see any quotation marks, I gue...*
Online/On1.txt	*e again I cannot see any quotation marks, I guess*	this	*person paraphrased it. and earlier we have seen p...*
Online/On1.txt	*ow, summarizing. Okay then I'm checking they give*	this	*one again and we have the last disadvantage here....*
Online/On1.txt	*e first one? What do you understand when you read*	this	*one? Thank you so much. So he or she is going...*
Online/On1.txt	*sentence about that, right? And again because of*	this	*, I understand the position of the author a little...*
Online/On1.txt	*in the shortest way. Am I right? Then we can use*	this	*kind of information, I guess. And then I'm check...*
Online/On1.txt	*nuclear energy will be introduced." Then I guess*	this	*is the trailer, okay. The last sentence is the tr...*
Online/On1.txt	*because I want to be sure whether you understand*	this	*formatting and other stuff, okay, that's why I'm...*
Online/On1.txt	*itles and I'm going to see if you have understood*	this	*formatting properly. Okay? And that's why you can...*
Online/On1.txt	*n (....) Then okay I'm going to mention*	this	*one more time. Okay, here I prepared some files,...*

Online/On1.txt	e first one? What do you understand when you read	this	one? Thank you so much. So he or she is going...
Online/On1.txt	sentence about that, right? And again because of	this	, I understand the position of the author a little...
Online/On1.txt	in the shortest way. Am I right? Then we can use	this	kind of information, I guess. And then I'm check...
Online/On1.txt	nuclear energy will be introduced." Then I guess	this	is the trailer, okay. The last sentence is the tr...
Online/On1.txt	because I want to be sure whether you understand	this	formatting and other stuff, okay, that's why I'm...
Online/On1.txt	itles and I'm going to see if you have understood	this	formatting properly. Okay? And that's why you can...
Online/On1.txt	n (....) Then okay I'm going to mention	this	one more time. Okay, here I prepared some files,...
Online/On1.txt	talk about some stuff okay that is top secret? Is	this	understood guys? Somebody? Yes no guys? (..) Anyb...
Online/On1.txt	, all right. So first of all let me help you with	this	one. Is it one, actually or one was your introduc...
Online/On1.txt	because we, you know, noticed something, I guess,	this	is true. I trust you Professor so much, okay. All...
Online/On1.txt	d of working on there you know can you come here?	This	one- That's the second subtitle, okay. What did...
Online/On1.txt	at did you do here? Okay I got confused. Okay so,	this	this was the blank space, right? I didn't like th...
Online/On1.txt	d you do here? Okay I got confused. Okay so, this	this	was the blank space, right? I didn't like that. A...
Online/On1.txt	it is like that. Okay. Then yeah and we have	this	also blank pa:rt. Okay. Right now you are writing...
Online/On1.txt	use my purpose is for you to understand the- that	this	part is, you know, indented okay. If it is like I...
Online/On1.txt	stand like huh? Okay, Onur knows how to deal with	this	indentation. Onur knows that we have this indente...
Online/On1.txt	al with this indentation. Onur knows that we have	this	indented version here while giving the subtitle....
Online/On1.txt	maybe because of me. I don't know. Then we have,	this	place is my introduction, let's say. Right now, I...
Online/On1.txt	s my introduction, let's say. Right now, I can do	this	and right now here I'm going away from this place...
Online/On1.txt	an do this and right now here I'm going away from	this	place, professor, okay. Right now you can give th...
Online/On11.txt	together. Okay, so I start the video. Okay, so	this	was the video. Er and now I am going to show you...
Online/On11.txt	them on on the screen again. Okay here are. So	this	is the first image I would like to show to you. A...
Online/On11.txt	hen you need to dial another number and so on. So	this	is endless, right? It never ends. So I was very,...
Online/On11.txt	I lost my cool, that was the main reason. Eh, so	this	is one of the, you know, er problems, that I have...
Online/On11.txt	choose, any particular statements or phrases from	this	list? If you, please. Eh, for example, I would-...
Online/On11.txt	rvice become a problem? Have you ever experienced	this	? (..) So, which one of them do you find the most...
Online/On11.txt	duct. Right, and have you eve- ever experienced	this	(.) personally? Hm-hm. Hm-hm. Right. Actually,...
Online/On11.txt	en we say customer services, we mostly understand	this	support, eh, you know, team. Eh, a group of peopl...
Online/On11.txt	wrong" (..) I'm sure you have a lot to say about	this	(.) particular phrase, this particular quotation,...
Online/On11.txt	ve a lot to say about this (.) particular phrase,	this	particular quotation, uh, I will also make some c...

Online/On2.txt	*I guess, we have a deal. Or are you still editing*	this	*one? Okay, then I'm going to wait for that and I...*
Online/On2.txt	*ere. Hm-hm. Professor have you finished*	this	*one or is it the same? Okay then let's start tog...*
Online/On2.txt	*an I start with yours? Of course, all right. So,*	this	*one I guess I need to make this bold, right? What...*
Online/On2.txt	*e, all right. So, this one I guess I need to make*	this	*bold, right? What about the font size, professor?...*
Online/On2.txt	*of course. Okay you are the best. Then what about*	this	*one? Should I make it bold as well? Yes, I have...*
Online/On2.txt	*e the teacher right now. What about the font size*	this	*time? Oh my god! You are too perfect for this wo...*
Online/On2.txt	*ze this time? Oh my god! You are too perfect for*	this	*world. Then again, I'm going to check the numberi...*
Online/On2.txt	*n. I'm going to do the same and I'm going to make*	this	*bold. Then again, I'm checking your third one er...*
Online/On2.txt	*was about benefits of (them). Okay you worked on*	this	*one. We talked about it, [all right]? I did the...*
Online/On2.txt	*ing to do it fourteen, bold, all caps. Nice. Then*	this	*is your introduction part, all right. Then I see...*
Online/On2.txt	*to mental health" you said. And again, I'm making*	this	*thirteen bold, again the same thing here, okay. A...*
Online/On2.txt	*ve the conclusion part, should I start here? Like*	this	*? Okay whole page. You are the best. So, if I'm...*
Online/On2.txt	*re. all right. Again of course, I'm going to make*	this	*bold fourteen. Okay, already all caps, all right,...*
Online/On2.txt	*n checking something, all right. I say goodbye to*	this	*model. Two: "Advantages of electric cars" you sai...*
Online/On2.txt	*numbers. I liked it and already you, okay, edited*	this	*one. "Advantages of electric cars," your first se...*
Online/On2.txt	*cars," your first section in the body part. Then*	this	*is going to be your introduction, a little traile...*
Online/On2.txt	*ment" you said and yeah it is er I didn't mention*	this	*before but right now we can talk about it. It is...*
Online/On2.txt	*now we can talk about it. It is indented, right.*	This	*starts here, okay, but this one is indented start...*
Online/On2.txt	*t is indented, right. This starts here, okay, but*	this	*one is indented starting a little bit, you know l...*
Online/On2.txt	*l numbers bold. Okay. Then professor I just left*	this	*place blank. Because she's going to share a new s...*
Online/On2.txt	*gain, the same thing, okay. Then, just one thing.*	This	*little nazar point okay. Then I guess that's it....*
Online/On2.txt	*ing two with roman numbers all caps bold and okay*	this	*is 14 font size I liked it. Okay then I'm checkin...*
Online/On2.txt	*s 14 font size I liked it. Okay then I'm checking*	this	*one. Hmm a little bit maybe- let's do like that t...*
Online/On2.txt	*ybe- let's do like that to be sure. You know that*	this	*is indented, right? It's not like that; it's not...*
Online/On2.txt	*t going to be but it is going to be you know like*	this	*indentation it- this place is going to be blank;...*
Online/On2.txt	*is going to be you know like this indentation it-*	this	*place is going to be blank; we know that, okay? S...*
Online/On2.txt	*is going to be blank; we know that, okay? So then*	this	*one is the second one with right numbering, okay....*
Online/On2.txt	*logy." All caps, fourteen, bold. And I'm checking*	this	*one. Let's guarantee the situation Three point on...*
Online/On2.txt	*in normal numbers "increasing unemployment." Then*	this	*one. Okay, both of them are okay by being bold, b...*
Online/On2.txt	*e it in the next page, okay? I I'm going to leave*	this	*place blank. Deal? Okay thank you so much for yo...*

Online/On2.txt	logy." All caps, fourteen, bold. And I'm checking	this	one. Let's guarantee the situation Three point on...
Online/On2.txt	in normal numbers "increasing unemployment." Then	this	one. Okay, both of them are okay by being bold, b...
Online/On2.txt	e it in the next page, okay? I I'm going to leave	this	place blank. Deal? Okay thank you so much for yo...
Online/On2.txt	al Intelligence", bold, all caps. Approved. Then	this	one two point one given with normal numbers usual...
Online/On2.txt	parate new page. Again fourteen, all caps, bold.	This	is the introduction part, this is the real story...
Online/On2.txt	, all caps, bold. This is the introduction part,	this	is the real story part Again I'm checking; proper...
Online/On2.txt	s again by using roman numbers we are going to do	this	, okay? Then guys thank you so much. In this way,...
Online/On2.txt	to do this, okay? Then guys thank you so much. In	this	way, we visualize the actual thing that we are go...
Online/On2.txt	much for your help. And before we say goodbye to	this	activity, if we think about the general stuff tha...
Online/On2.txt	that. And but you know that we are going to make	this	paragraph indentation as well. Don't forget about...
Online/On2.txt	t's remember these things. Then I'm going to stop	this	one. Any problems up to now? Anything unclear up...
Online/On2.txt	. So, we have another activity here, guys. And in	this	activity, I need your comments like a lot, okay?...
Online/On2.txt	k you so much. So here we have sample one. Check	this	paragraph. I'm going to give you something like o...
Online/On2.txt	u something like one minute, two minutes to check	this	paragraph. A:nd please share your idea with me, o...
Online/On2.txt	lease share your idea with me, okay? If you think	this	is goodbye if you think this is average why, if y...
Online/On2.txt	, okay? If you think this is goodbye if you think	this	is average why, if you think this is poor why, ok...
Online/On2.txt	ye if you think this is average why, if you think	this	is poor why, okay? So, take your time. Okay gu...
Online/On2.txt	[Okay], Okay. So, you say hocam, first of all,	this	person started by giving a citation at the beginn...
Online/On2.txt	ight? And you say, professor , then also	this	person ended the paragraph by sharing this. And...
Online/On2.txt	n also this person ended the paragraph by sharing	this	. And also, then if we see like these are the cit...
Online/On2.txt	e time, I'm going to add something. If I focus on	this	a little bit further, then I see for example this...
Online/On2.txt	this a little bit further, then I see for example	this	first citation. It doesn't seem relevant so much....
Online/On2.txt	m I right, guys? So, multiculturalism, all right,	this	person is saying something like world citizen, ok...
Online/On2.txt	son is saying something like world citizen, okay.	This	part again. But here if they directly start like...
Online/On2.txt	part again. But here if they directly start like	this	. I cannot see the connection, I cannot see the re...
Online/On2.txt	dering what professor already stated and	this	extra information that I shared with you. Yeah, I...
Online/On2.txt	you. Yeah, I agree with him and I'm going to say	this	is poor, okay. So sample one, let's write, poor f...
Online/On2.txt	poor, okay. So sample one, let's write, poor for	this	one. A:nd what about sample two? (..) What do...
Online/On2.txt	Other professors? Again, take your time. Look at	this	. Okay Professor I am listening to you....
Online/On2.txt	nd ending with the citation. That's why you think	this	is also poor. Okay we didn't like it as well, ok...

Online/On2.txt	*nd ending with the citation. That's why you think*	this	*is also poor. Okay we didn't like it as well, ok...*
Online/On2.txt	*gree with you professor [redacted] And, let's say,*	this	*is also poor. But I'm going to say something. Uh...*
Online/On2.txt	*ed it very well. But you know when we think about*	this	*one, starting with the citation, right? And this...*
Online/On2.txt	*this one, starting with the citation, right? And*	this	*one for example here I see the introduction. Can...*
Online/On2.txt	*arose." Isn't it better than the previous one, in*	this	*case only? Uh it is better than the other, but I...*
Online/On2.txt	*urse, it depends on our perspective. I felt like*	this	*is average because, in that case in terms of orga...*
Online/On2.txt	*on, it is better than the first one. Yeah because*	this	*person, you know, formed his or her own sentences...*
Online/On2.txt	*his or her own sentences first of all then share*	this	*citation. All these making this better than the f...*
Online/On2.txt	*of all then share this citation. All these making*	this	*better than the first one. So that's why I think...*
Online/On2.txt	*better than the first one. So that's why I think*	this	*is average. But professor [redacted] al- also comme...*
Online/On2.txt	*e. But I cannot see something uh very relevant in*	this	*case. That's why he thinks this is poor. Also, po...*
Online/On2.txt	*very relevant in this case. That's why he thinks*	this	*is poor. Also, possible, why not? I wouldn't say...*
Online/On2.txt	*look at the sample reports, okay? And we discuss*	this	*, all right, professor? [But you] But okay you yo...*
Online/On2.txt	*n an effective way, you can just share, you know,*	this	*once in one paragraph, why not? It's not somethin...*
Online/On2.txt	*thinking about all these, then we would say okay.*	This	*is something okay. This is the good sample, we wo...*
Online/On2.txt	*, then we would say okay. This is something okay.*	This	*is the good sample, we would say I guess, Profess...*
Online/On2.txt	*er the first and the second one then we would say*	this	*is very good, you know, accordingly. Then yeah yo...*
Online/On2.txt	*citizenship arose." Right now, when they organize*	this	*in a logical way like this, they make it relevant...*
Online/On2.txt	*ow, when they organize this in a logical way like*	this	*, they make it relevant as well when we think abou...*
Online/On2.txt	*they make it relevant as well when we think about*	this	*subtitle. Am I right? Okay, do you feel the sam...*
Online/On2.txt	*nk so, then we would understand the importance of*	this	*organization. Okay? Actually here they share simi...*
Online/On2.txt	*and content together more, okay? So here we have*	this	*one part one - this is another worksheet. Part on...*
Online/On2.txt	*r more, okay? So here we have this one part one -*	this	*is another worksheet. Part one says "ordering the...*
Online/On2.txt	*se help me and let's put them in the right order.*	This	*one first of all, okay? Focus on the first activi...*
Online/On2.txt	*I guess she's right, I don't know. And she thinks*	this	*will be- hocam this is the first one, okay. Do yo...*
Online/On2.txt	*I don't know. And she thinks this will be- hocam*	this	*is the first one, okay. Do you agree with Profess...*
Online/On2.txt	*same. Okay, yes, it is. Then I'm writing one for*	this	*one. "In recent the decades, time is so importan...*
Online/On2.txt	*ve in that respect." Okay it it can be, possibly,*	this	*is the first sentence because I cannot see any ot...*
Online/On2.txt	*clears her throat) (..) Professor [redacted] thinks*	this	*is c. So do you agree with professor? Professor E...*
Online/On2.txt	*[redacted]*	this	*[redacted]*

Online/On2.txt	clears her throat) (..) Professor thinks	this	is c. So do you agree with professor? Professor
Online/On2.txt	uled time seems so attractive." Then after seeing	this	, I see that it looks very logical. That's why I a...
Online/On2.txt	guess, right, guys. But how would you understand	this	is the last one? Let's say we don't know anythin...
Online/On2.txt	e. There is something that we can understand that	this	is the last sentence without even thinking about...
Online/On2.txt	Most of the time right, if we see something like	this	, we can understand that ah this is the last sente...
Online/On2.txt	ee something like this, we can understand that ah	this	is the last sentence. All right thank you guys. I...
Online/On2.txt	rder, they say. Okay so I trust you again even if	this	is longer. (..) Okay professor I didn't...
Online/On2.txt	t significant advantage. Alright! Accept it then	this	one let's say this is the first one. What about t...
Online/On2.txt	tage. Alright! Accept it then this one let's say	this	is the first one. What about the second one then?...
Online/On2.txt	of a quote? Oh my god, you didn't forget about	this	this time. Okay this week I am more than happy. O...
Online/On2.txt	quote? Oh my god, you didn't forget about this	this	time. Okay this week I am more than happy. Okay t...
Online/On2.txt	god, you didn't forget about this this time. Okay	this	week I am more than happy. Okay thank you so much...
Online/On2.txt	appy. Okay thank you so much. So you'll say Hocam	this	is the second one, let me write here shortly, oka...
Online/On2.txt	because the D is actually is kind of a comment on	this	long quotation shared here, right? And this one...
Online/On2.txt	t on this long quotation shared here, right? And	this	one is the last one. Why do you think this is the...
Online/On2.txt	? And this one is the last one. Why do you think	this	is the last one by the way, Professor ?...
Online/On2.txt	, Professor ? Huh, okay whenever we see	this	"to conclude" then we are sure of that. Okay, tha...
Online/On2.txt	utting these into the correct order, then we have	this	one, my dear friends. First of all, let's focus o...
Online/On2.txt	ity. "Embedding the citation". All right, what is	this	? "When writing a research report, citations must...
Online/On2.txt	evidence proof or support from other views". Okay	this	is something we already know. "They are incomplet...
Online/On2.txt	stated that as stated the importance of	this	. "Regarding this information please complete the...
Online/On2.txt	that as stated the importance of this. "Regarding	this	information please complete the quotations with t...
Online/On2.txt	body section." Then all right they say "Regarding	this	information please find the best statement to fol...
Online/On2.txt	given below". Okay let's say I'm going to include	this	inside my paragraph in the body section, okay. Th...
Online/On2.txt	paragraph in the body section, okay. Then I have	this	quotation in the middle like a sandwich, right? S...
Online/On2.txt	middle like a sandwich, right? So, which you know	this	quotation can follow which one can be the first s...
Online/On2.txt	sentence here: a, b? So, take your time and read	this	. And then decide on the first question first of a...
Online/On2.txt	IVE, right. So we have a negative case here about	this	technological aspects of online courses. But we a...
Online/On2.txt	are talking about something negative and you say	this	B is giving that clearly. All right, accept it....
Online/On2.txt	What about the second one? (..) Why did you think	this	is A? S: Because it gives an explanation to the...

Online/On2.txt	*What about the second one? (..) Why did you think*	this	*is A? S: Because it gives an explanation to the...*
Online/On2.txt	*hing like it can be understood we understand that*	this	*person is commenting on the previous uh citation,...*
Online/On2.txt	*ay, and also in terms of context again, you know,*	this	*one "decrease student motivation" as you have sta...*
Online/On2.txt	*e second one right now. Again, the same activity,*	this	*one, I guess- Is this a quotation again, Professo...*
Online/On2.txt	*. Again, the same activity, this one, I guess- Is*	this	*a quotation again, Professors? (...) Here for exa...*
Online/On2.txt	*) Here for example, I see something like that. Is*	this	*the quotation? Okay thank you so much Professor...*
Online/On2.txt	*much Professor , okay. So, the first one*	this	*quotation can follow. Then think about it and tel...*
Online/On2.txt	*think about A er the first one? (..) Did you find*	this	*a little bit more challenging? (...) Waiting. Oka...*
Online/On2.txt	*bout it. All right. So, Professor thinks*	this	*is A the first one is A. Professor again listenin...*
Online/On2.txt	*because of being specific a:nd more meaningful in*	this	*way, you think this is B. Okay thank you so muc...*
Online/On2.txt	*cific a:nd more meaningful in this way, you think*	this	*is B. Okay thank you so much professor. You hel...*
Online/On2.txt	*So just one question. Shall we try something like*	this	*? Because if you remember, last week I told you t...*
Online/On2.txt	*by the section I told you. Do you remember about*	this	*? Yeah thank you so much Professor . Di...*
Online/On2.txt	*uotation for yourselves and we should we will try*	this	*together, okay? So you are going to for example w...*
Online/On2.txt	*introduction sentence and how you can comment on*	this	*following the quotation or paraphrase, it is up t...*
Online/On2.txt	*o it, guys. All right? Then I'm going to show you*	this	*one. And I'm going to send you the link, okay? Ok...*
Online/On2.txt	*ready gave the steps, here okay? First, analysis.*	This	*is something we have talked about today, okay? Th...*
Online/On2.txt	*say, hocam I couldn't find anything. If you have*	this	*case, then try to change your key words, okay. Th...*
Online/On2.txt	*en you need to think about how you can comment on*	this	*quotation. So, this is the model, okay? So, you...*
Online/On2.txt	*about how you can comment on this quotation. So,*	this	*is the model, okay? So, you are going to do like...*
Online/On2.txt	*is the model, okay? So, you are going to do like*	this	*. Just introduction. This introductory sentence, t...*
Online/On2.txt	*you are going to do like this. Just introduction.*	This	*introductory sentence, then your relevant quotati...*
Online/On2.txt	*our comments. So, while working here, you can use*	this	*platform like by clicking on this. Plus, then you...*
Online/On2.txt	*re, you can use this platform like by clicking on*	this	*. Plus, then you can start writing things, okay, I...*
Online/On2.txt	*uch professor. So here let's have a break. During*	this	*fifteen minutes, please come up with your quotati...*
Online/On3.txt	*cher - do other researchers cite information from*	this	*author or organization, you have to - it means th...*
Online/On3.txt	*ound of the information. I mean er who published*	this	*, who wrote this, okay? What qualification - er wh...*
Online/On3.txt	*rmation. I mean er who published this, who wrote*	this	*, okay? What qualification - er what for example c...*
Online/On3.txt	*ample certificates, education qualifications does*	this	*writer have? And blah blah. It is important. Um,...*
Online/On3.txt	*You uh want to learn what kind of restaurants uh*	this	*chef works before you. Or um what - which univers*

M. SAMPLE WORDINGS FOR 'WORDS AND THEIR MEANING'

User: $Standalone

Unit of Interest: <Metadiscourse-Functions feature="words-and-their-meaning"/>

Number of hits: 155

File	Pretext	<Metadiscourse-Functions feature="words-and-their-meaning"/>	Posttext
Online/On1.txt	*I can do that and this is my super power indeed.*	Okay also "findings" we can say.	*Okay, right now after remembering these things...*
Online/On1.txt	*t now, we need to think about, you know, focus on*	let's say	*, the theory, all right, shortly because I assume...*
Online/On1.txt	*to supply the evidence of support, okay? Here*	my support is proven facts let's say shortly when you say citations, okay.	*Then I'm going to use them, of course, as my supp...*
Online/On1.txt	*rt but before sharing that I need to have my real*	let's say base	*sentence so that in which context, you know, I'm...*
Online/On1.txt	*ts, of course. This is, right now, your stage, or*	let's say, this is your weapon	*, all right? Sh- sh- In order to show that, huh, o...*
Online/On1.txt	*here for example we have headings and subheadings*	or let's say title subtitles	*right? So we located that before but we are going...*
Online/On1.txt	*s a hundred percent right. Okay guys so this part*	is my trailer part let's say	*and just like Professor [redacted] stated I'm going...*
Online/On1.txt	*Professor [redacted] said "subheading" immediately.*	Okay subheading or subtitle we can say	*okay thank you so much all right again let's reme...*
Online/On1.txt	*I have a question again. Why do I use subtitles?*	Subheadings?	*The same thing. Why do I use them? Waiting. Hmm...*
Online/On1.txt	*ight and again I see the trailer part, this one,*	right guys a short introduction we can say	*and then they start giving the subtitles like 3.1...*
Online/On1.txt	*nced this (.) personally? Hm-hm. Hm-hm. Right.*	Actually, when we say customer services, we mostly understand this support, eh, you know, team.	*Eh, a group of people working, eh, to offer you t...*
Online/On1.txt	*e. Maybe (.) that works on a different dimension.*	That is to say, they are mostly, eh, (..) doing their best to draw	*(.) er customers to their company, or maybe produ...*
Online/On11.txt	*ustomer service. Would you agree with me? (...)*	But, mostly when we say customer service, we- we know that it is about helping customers with their products.	*If you have any, you know, er problem, eh, you ta...*
Online/On11.txt	*ometimes the, you know, customer is always right.*	We also hear that one.	*So there are two different (.) quotations but the...*
Online/On11.txt	*lso hear that one. So there are two different (.)*	quotations but they actually mean the same.	*(.) Hm-hm. Hm-hm. But, eh, this is, I think...*
Online/On11.txt	*most of the (eb) words here. So 'Compensation'.*	Eh, this is something done or given to make up for damage or trouble (	*...) And please tell me er if er it is not clear....*
Online/On11.txt	*n I pass this one? (..) O:kay. 'Complaint'. (..)*	This is 'a statement that you are unhappy or not satisfied with something' (	*...) Hm-hm And how, how about the first one, co...*
Online/On11.txt	*one. compensation? Erm, not ac-, not really. Er,*	because when you refund it, er, your maybe (.) get your money back.	*Right? But compensation is more like, er, sort of...*
Online/On11.txt	*r, your maybe (.) get your money back. Right? But*	compensation is more like, er, sort of, er, certain some of money that is paid to.	*let's say, their customer, maybe employee, for th...*
Online/On11.txt	*Is it clear now [redacted]? Okay, great. 'Guarantee'.*	This is the word that we always use in Turkish as well.	*(...) Huh-huh. (.) And 'payment'? (...) This is...*
Online/On11.txt	*ou return the product, you are paid back. But (.)*	compensation (...) is more like, you know, keeping the customer happy.	*(..) Let's say you have a problem with this phone...*
Online/On12.txt	*id. (..) Yes, you may come up with evidence as*	of research or details or data or er results in general, let's say.	*Er facts again, you can support your ideas with f...*
Online/On12.txt	*, '[redacted] remembers maybe. Er you are er suggested.*	let's say, you are advised	*to keep it as a discussion, discuss things, discu...*
Online/On12.txt	*a patchwork. Right? How did we explain this term,*	let's say, that your report is not a patchwork?	*[redacted]-,, do you have any ideas? Or [redacted]?...*
Online/On12.txt	*, for your answers. Presentation part.*	Presentation element, let's say.	*"Provide well-reasoned statements at the beginnin...*
Online/On12.txt	*ell in your paragraphs. So be careful about that.*	This variety here means that.	*Er but still they need to be connected to each ot...*
Online/On12.txt	*Okay so we have the sample body section here. (.)*	Let me go over it, not go over it, but show it very quickly	*so that er you can scan the parts in this body se...*
Online/On12.txt	*just - Just try to compare them with the others -*	to the others, to the other headings, titles, let's say.	*(..) Or here disadvantages of nuclear energy and...*
Online/On12.txt	*tles after them. What is difference between them?*	That's what I am asking.	*Maybe that will be helpful for you. (..) Okay, so...*
Online/On13.txt	*You cannot, as we said before, start a paragraph*	with a quotation, with a citation, let's say.	*First you need to have an introduction sentence...*
Online/On13.txt	*ions. Okay. Er so we are going to move on with*	another example- exercise, not example.	*Let me just find it. (searches for the document o...*
Online/On13.txt	*power plants' significant disadvantages" Firstly,*	JeWELL or Jewell, I don't know how to pronounce it.	*"and Ates raised human resource challenge Turkey...*
Online/On13.txt	*urkey. It gives Turkey here. That is why it is A.*	But for the second one, again er our comment, let's say	*, writer's comments are also er include Turkey in...*
Online/On14.txt	*r information. Er, huh. You have a chance I think*	these two words are often confused	*it's fine to if you have a chance to question you...*
Online/On15.txt	*itio:n of skills [Technologies.] Yes, very good.*	In other wo::rds, definition clu::e, there is a strong global demand for skilled workers.	*So this definiton is the definiton of skilled wor...*
Online/On15.txt	*re is a strong global demand for skilled workers.*	So this definiton is the definiton of skilled workers.	*Workers who can design and create products using...*
Online/On15.txt	*re is it? [The second sentence.] Very good.*	Er this is called outsourcing.	*We have again a definiton clue for thi:s Er movi...*
Online/On15.txt	*nce.] Very good. Er this is called outsourcing.*	We have again a definiton clue for thi:s	*Er moving parts of the manufacturing process to...*
Online/On15.txt	*member the definiton [in the first paragraph] (.)*	a skilled worker is (.) a person or a worker who	*design and create products using modern technolog...*

N. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: TURAN EROĞLU, Meltem
Nationality: [redacted]
Date of Birth: [redacted]
Place of Birth: [redacted]
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EDUCATION

Degree	Institution	Year of Graduation
MA	Middle East Technical University *English Language Teaching*	2009
BA	Hacettepe University *English Language Teaching*	2002
High School	Çine M.K. Anatolian Trade High School	1998

WORK EXPERIENCE

Year	Place	Enrollment
2005-2023	Atılım University Dept. of Modern Languages	Instructor
2004-2005	Bilkent University School of English Language	Instructor
2002-2004	Ministry of National Education Şereflikoçhisar High School	Teacher

FOREIGN LANGUAGES

English (Advanced)
Italian (Beginner)

PUBLICATIONS

Turan Eroğlu, M. & Erdem, G. (2016). Attitudes of students and instructors towards extensive reading studies. In K. Dikilitaş, J. Hanks, D. Bullock (Eds), *Teacher Engaging in Research: IATEFL Research Special Interest Group* (pp.143-159). Kent: IATEFL.

Güven, F. & Turan Eroğlu, M. (2016). Flipped Classroom in an EAP Course. In K. Dikilitaş, J. Hanks, D. Bullock (Eds), *Teacher Engaging in Research: IATEFL Research Special Interest Group* (pp.161-175). Kent: IATEFL.

CONFERENCE PRESENTATIONS

Turan Eroğlu, M., Işık-Güler, H., & Bal-Gezegin, B. (2024). *Metadiscourse in Managing Topics and Information Flow: A Comparative Study of Online and Face-to-Face EAP classes.* The 6th International English for Specific Purposes Conference, Ankara, Türkiye, 1-2 November, 2024.

Turan Eroğlu, M. (2019). *Exploring Language Teacher Identity Perceptions at Higher Education.* 19th International INGED Conference, Ankara, Turkey, 15 October 2019.

Turan Eroğlu, M. (2019). *Exploring Language Teacher Identity Perceptions at Higher Education.* Atılım University Annual ELT Teacher Research Conference, Ankara, Turkey, 13 June 2019.

Güven, F. & Turan Eroğlu, M. (2016). *Teacher Perceptions About the Appraisal Process in the Department of Foreign Languages at Atılım University.* IATEFL ReSIG Annual International Conference, İstanbul, Turkey, 24-25 June 2016.

Güven, F. & Turan Eroğlu, M. (2016). *Teacher Perceptions About the Appraisal Process in the Department of Foreign Languages at Atılım University.* Atılım University Annual ELT Teacher Research Conference, Ankara, Turkey, 21 June 2016.

Turan Eroğlu, M. & Erdem, G. (2015). *Attitudes of Students and Instructors towards Extensive Reading Studies.* IATEFL ReSIG Annual International Conference, Izmir, Turkey, 18-19 June 2015.

Güven, F. & Turan Eroğlu, M. (2015). *Flipped Classroom in an EAP Course.* IATEFL ReSIG Annual International Conference, Izmir, Turkey, 18-19 June 2015.

Turan Eroğlu, M. (2012). *Strategy Use of EFL Learners in A Presentation Skills Course*. 11th METU International ELT Convention. May 31 – June 02, 2012, Ankara, Turkey.

Turan Eroğlu, M. (2008). *Constructivist Approach to Developing Academic Writing Skills.* Atılım University, 2nd ELT Conference: Golden Implementations to Enable Students' Productive Skills to Flourish Ankara, Turkey, April 19, 2008.

Turan Eroğlu, M. (2008). *Constructivist Approach to Developing Academic Writing Skills.* Çukurova University, ELT Conference "Stepping over Thresholds: Transitions in English Language Learning and Teaching, Adana, Turkey, 23-24 April, 2008.

ADMINISTRATIVE AND ADDITIONAL DUTIES

Period	Place	Duty
2018-2023	Atılım University	Professional Development Unit Member/ Teacher Trainer
2015-2016	Atılım University	Department Vice-Chair
2010-2015	Atılım University	Course Coordinator (ESP Courses)
2009-2010	Atılım University	Course Coordinator (ENG113)
2006-2008	Atılım University	Course Coordinator (ENG101)

O. TURKISH SUMMARY / TÜRKÇE ÖZET

AKADEMİK AMAÇLI İNGİLİZCE SINIFLARINDA ÜSTSÖYLEM: ÇEVRİMİÇİ VE YÜZ YÜZE EĞİTİMDE ÖĞRETMEN SÖYLEMİNİN KARŞILAŞTIRMALI ANALİZİ

1. GİRİŞ

Konuşucuların veya yazarların kendi söylemlerini düzenlemek ve yorumlamak üzere ve dinleyicilerini ya da okuyucularını bu söyleme dahil etmek için kullandıkları dilsel ve dilsel olmayan unsurlar olarak tanımlanabilen üst söylem son birkaç on yıldır giderek artan bir ilgi görmektedir. Bu ilginin daha çok yazılı dilde olmasından ve sözlü dilde üst söylem araştırmalarına ihtiyaç bulunmasından dolayı bu çalışma sözlü akademik bir dil olan AAİ derslerinde üst söylem kullanımını incelemeyi hedeflemektedir. Daha spesifik olarak bu çalışma ile Akademik Amaçlı İngilizce öğreten öğretmenlerin çevrimiçi ve yüz yüze yaptıkları derslerde kullandıkları üst söylem işlevlerinin özelliklerinin ortaya çıkarılması amaçlanmaktadır.

Çalışmanın Amacı ve Önemi

Bu çalışma Akademik Amaçlı İngilizce (AAİ) öğreten öğretmenlerinin, bölümleriyle ilgili derslerinin gerekliliklerini yerine getirebilmeleri için öğrencilerin ihtiyaç duydukları önemli becerilerin kazandırılması konusunda anahtar bir rolü olduğu varsayımına dayanarak AAİ öğretiminde üst söyle kullanımı üzerine odaklanmaktadır. "Akademik Amaçlı İngilizce öğreten öğretmenler, genel amaçlı İkinci Dil Olarak İngilizce (İDOİ) öğreten öğretmenlerinin aksine İDOİ öğrencilerinin üniversite öğrencileri olarak akademik çalışma yürütebilmeleri için "konumlanmış (*Eng*. Situated) dil kullanımı" ve akademik denemeler yazma, akademik dersleri dinleme ve ders notları tutma gibi akademik becerileri eş zamanlı öğretme gibi zorlu bir görevleri vardır" (Basturkmen, 2009, p. 8, aktaran Lee ve Subtirelu 2015, s. 52). Bu nedenle öğrencilerinin bağımsız akademik çalışmalarında onları yönlendirmek süreçlerinde üstlendikleri bu zorlu sorumlulukları göz ününe

alındığında, AAİ öğretmenlerinin bu amaçlarını nasıl gerçekleştirdiklerinin analiz edilmesi hem çevrimiçi hem de yüz yüze derslerinde tercih ettikleri söylemlerinin temelinde bulunan ilkeleri anlamamız açısından ışık tutacaktır. Bu ilkelerin anlaşılması AAİ özelinde akademik söylemler ve AAİ öğrenci ihtiyaçları kapsamında gerekli öğretmen niteliklerinin açığa çıkarılması açısından önem teşkil etmektedir. Çeşitli öğretmen yeterlik çerçevelerinde (Ör. BALEAP, 2008) görülebileceği gibi, öğretmenlerin öğrettikleri dil hakkındaki farkındalıkları ve bu dili kullanımları kaliteli dil eğitiminin temel bir bileşenidir. Tablo 1'de Britanya Akademik Amaçlı İngilizce Okutmanları Örgütü (*Eng.* British Association for Lecturers in English for Academic Purposes (BALEAP))'nün hazırladığı yeterlikler çerçevesinde kaliteli öğretim yapabilmeleri için AAİ öğretmenlerinde akademik uygulama ve AAİ öğrencileri konusundaki beklenen yeterlik ifadeleri görülebilmektedir:

Tablo 1. Dilsel AAİ Öğretmen Yeterlikleri (BALEAP, 2008'den uyarlama)

Ana Yeterlik Kategorisi	**Alt Kategori**	**Yeterlik İfadesi**
Akademik Uygulama	Akademik Söylem	Bir AAİ öğretmeni söylem analizi bilgisi dahil yüksek bir sistemsel dil bilgisine sahip olacaktır.
AAİ Öğrencileri	Öğrenci İhtiyaçları	Bir AAİ öğretmeni öğrencilerinin girmeyi amaçladıkları akademik ortamın gerekliliklerini ve onların geçmiş öğrenme deneyimleriyle ilgili ihtiyaçlarını ve bunların mevcut eğitimsel beklentiler üzerindeki etkilerini kavrayacaktır.

BALEAP örgütü bu çerçevede, AAİ öğretmenlerinden etkili bir AAİ eğitimi yapabilmeleri için, öğrencilerinin gireceği akademik kültürü tanımalarını ve yine öğrencilerinin geçmiş öğrenim deneyimleri ile şu anki beklentiler arasındaki bağlantıyı fark edebilmelerini beklediğini açık bir şekilde belirtmiştir. Dolayısıyla AAİ öğretmenlerinin İngilizce olarak kullandıkları üst söylemin araştırılması sağlanan AAİ eğitim kalitesi ile önemli bir bağlantı taşımaktadır.

Ayrıca yukarıda belirtildiği gibi sözlü dilde üst söylem kullanımı üzerine olan araştırma ihtiyacından dolayı mevcut çalışmanın hem bu konuda hem de özellikle AAİ derslerinin karşılıklı konuşmaya dayalı bir sözlü tür olması bakımından hem de sözlü interaktif akademik türler üzerine olan literatüre katkı sağlaması beklenmektedir.

Son olarak AAİ'nin çevrimiçi öğretiminin de ele alınması nedeniyle bu çalışmanın üst söylemin çevrimiçi öğretimde kullanımı hakkında da önemli veriler sağlaması öngörülmektedir.

Mevcut çalışmada yukarıda belirtilen amaçlar dikkate alınarak aşağıda sorulara yanıtlar aranmaktadır:

1. Hem çevrimiçi hem de yüz yüze derslerde AAİ öğretmenlerin başlıca kullandığı üst söylemin işlevleri nelerdir? (İşlevsel kategoriler)
2. Hem çevrimiçi hem de yüz yüze derslerde AAİ öğretmenleri tarafından kullanılan üst söylem nasıl bir sıklığı ve dağılım sergilemektedir? (Nicel analiz)
3. Çevrimiçi ve yüz yüze derslerde kullanılan üst söylem arasında farklılık gösteren temel nitel ve dilsel özellikler nelerdir? (Nitel analiz)

2. YÖNTEM

Bu çalışmada, yukarıda belirtilen araştırma sorularının yanıtlarını aramak üzere AAİ öğretmenlerinin üst söylem kullanımlarının incelenebilmesi için nitel ve nicel incelemeleri içeren derlem-temelli bir söylem analizi yöntemi benimsenmiştir. Buna göre 17 AAİ öğretmeninin kendi rızalarıyla araştırmacı ile paylaştığı 14 çevrimiçi ve 14 yüz yüze dersin video kayıtlarının transkripsiyonundan oluşan küçük ölçekli bir derlem UAM Corpus Tool (O'Donnell, 2009) programı üzerinde oluşturulmuştur. Derlem üzerinde üst söylem içeren söz ifadeleri Ädel'in (2023) Üst Söylem İşlevleri Sınıflandırmasına göre işaretlenerek kodlanmıştır ve bu işaretlemelerin sayıları ve UAM tarafından yapılan otomatik karşılaştırmalar üzerinden nicel analiz gerçekleştirilmiştir. Yine UAM tarafından oluşturulan her işlev için kullanılan dilsel yapıların listelendiği söz dizimi listelerinden ve hem öğrenci hem öğretmen ifadelerini içeren ders kaydı transkripsiyonlarından yararlanarak nitel analiz yapılmıştır.

Araştırma Alanı, Veri Toplama Süreci ve Katılımcılar

Bu çalışmada kullanılacak verinin toplandığı alan Türkiye'de bulunan ve İngilizce Dilinde Eğitim (İDE) sağlayan bir vakıf üniversitesidir. Verileri sağlayan öğretmenler, genel olarak İngilizce hazırlık eğitimi almış ve üniversitedeki bölümlerine devam etmekte olan öğrencilere İngilizce yeterliliği ve akademik beceriler konusunda destek

olan Modern Diller Bölümünde (MDB) çalışmaktadır. İngilizce eğitim veren bölümlerde okuyan öğrencilere zorunlu olarak 3. Sınıfa kadar her dönem bir İngilizce dersi verilmektedir. Bu dersler ve amaçları Tablo 2'de görülmektedir:

Tablo 2. MDB Derslerinin Amaçları ve İçerikleri

Yıl	Ders	Amaçlar	İçerik
1	**ENG101** Akademik İngilizce I **ENG102** Akademik İngilizce II	Bölümlerindeki birinci yıllarında bulunan öğrencilere temel akademik İngilizce becerilerini edinmeleri ve genel İngilizce yeterliliklerini (B1) geliştirmelerinde yardımcı olmak	• Okuduğunu anlama • Akademik metin incelemesi • Okuma stratejileri • Sözcük bilgisi çalışmaları • Sunumlar • Sınıf içi tartışmalar • Yazma çalışmaları
2	**ENG201** Akademik İngilizce III	-Öğrencilerin akademik okuma ve yazma becerilerini daha fazla geliştirmelerinde yardımcı olmak -İngilizce kelime yeterliklerini hazırlıksız ve akıcı konuşma düzeyine yükseltecek şekilde ilerletmelerine yardımcı olmak	• Eleştirel okuma • Akademik metin yapılarının analizi • Okuma stratejileri • Sözcük bilgisi çalışmaları • Sınıf içi tartışmalar • Tartışmacı deneme yazma
	ENG202 Akademik İngilizce IV	-Öğrencilerin temel akademik araştırma adımlarını tanımalarında ve uygulamalarında destek olmak -Öğrencilere akademik uygulamalar çerçevesinde araştırma raporu yazmalarında yardımcı olmak -Öğrencilerin sunum becerilerini pratik etmelerini sağlamak	• Kütüphane ve elektronik araştırmaları • Genişletilmiş akademik okuma • Özet yazma • Not alma ve atıf yapma • Grup çalışması • Bir araştırma raporu taslağı hazırlama • Bir araştırma raporunu yeniden düzenleme • Bir araştırma raporunu sunma
3	**ENG301** İş Yaşamı için İngilizce I **ENG302** İş Yaşamı için İngilizce II	-Öğrencilerin iş yaşamında kullanabilmeleri için İngilizce dilindeki becerilerini ve yeterliklerini geliştirmek -Öğrencilerin iş ile ilgili çevrelerde uygun ağız, resmi sözcük ve ifadeleri kullanarak doğru biçimde iletişim kurmalarına yardımcı olmak	• İkili veya üçlü gruplar halinde farazi olarak bir işletmeyi kurtarmak veya geliştirme projesi hazırlama • Projenin yazılı kısımlarını hazırlama/toplantı tutanağı ve iş protokolü gibi işletmecilikle ilgili dokümanlar oluşturma

Table 2. (devamı)

		-Öğrencilerin iş yaşamında yaygın olan durumlar ve konularla ilgili farkındalıklarını artırmak	• Farazi bir işletme için basit düzeyde bir web sitesi geliştirme • Proje sunma • İş yaşamında iletişim, risk alma, kriz yönetimi, yönetim biçimleri ve pazarlama stratejileri gibi konularda sınıf içi tartışmalar • Bir iş ilanına farazi olarak başvurma süreci (iş ilanı bulma, CV yazma ve motivasyon mektubu yazma adımları) • İşletme içi tavsiye mektubu

Tablo 2'de görüldüğü gibi bu zorunlu İngilizce dersleri ile bölüm çalışmalarına başlayan öğrencilerin en temel olanlardan en ileri olanlarına kadar yazılı ve sözlü akademik ve dil becerilerini geliştirmeleri için olanaklar sağlanmaktadır.

COVID-19 pandemisinden dolayı tüm bu dersler Zorunlu Uzaktan Eğitim (ZUE) (*Eng*. Emergency Remote Teaching (ERT)) kapsamında 2020 Mart ayından başlayarak çevrimiçi verilmeye başlamıştır. Bu çalışmada kullanılan çevrimiçi derslerin verileri ZUE sürecinde 2019-2020 Akademik Yılı Bahar döneminde kaydedilen derslerden temin edilmiştir. Öte yandan yüz yüze derslerin ve bazı çevrimiçi derslerin kayıtları 2021-2022 Akademik yılı ve 2022-2023 Akademik yılı Güz dönemine aittir. Çevrimiçi derslerin kayıtları Zoom üzerinde yapılmıştır. Yüz yüze derslerin video kayıtları ise öğretmenlerin öğrencilerini bilgilendirmesi ve kamerayı yalnızca kendilerine odaklamaları ile yapılmıştır. Öğretmenler kendi seçtikleri ve yaptıkları kayıtlardan bir ya da iki tanesini araştırmacı ile kendi rızalarıyla paylaşmışlardır. Bu çalışma için araştırma izni 23 Haziran 2021'de ÖDTÜ İnsan Araştırmaları Etik Kurulu'ndan 281-ODTÜ-2021 protokol numarası ile verilmiştir (Bknz. Ek A).

Araştırmaya katılan öğretmenler çeşitli eğitim alt yapısına ve işe deneyimine sahiptir. Tablo 4'te AAİ öğretmenlerinin ve kaydı yapılan dersin içeriğine ait detaylar görülmektedir.

Tablo 3. AAİ Öğretmenleri ve Ders İçeriği Hakkında Üstveri

ÇEVRİMİÇİ DERSLER						YÜZ YÜZE DERSLER					
Ders No	**Ders Kodu**	**Ana İçerik**	**Öğretmen Kodu**	**Öğretmen Bilgisi**	**UAM Kodu**	**Ders No**	**Ders Kodu**	**Ana İçerik**	**Kodu**	**Öğretmen Bilgisi**	**UAM Kodu**
1	202	Research report writing	T1	ELT 6-10 years Female	On1	1	201	Reading about Photography as Art	T11	ELT 16-20 years Male	F2F1
2	302	Business English – Customer Service	T2	Non-ELT 6-10 years Male	On11	2	101	Reading about Supply and Demand in Economy	T12	ELT 15-20 years Female	F2F2
3	102	Opinion paragraph writing	T3	Non-ELT 11-15 years Female	On14	3	101	Describing a graph			F2F3
4	202	Research report writing	T4	Non-ELT 6-10 years Female	On4	4	101	Reading about business and sustainability	T13	Non-ELT 1-5 years Male	F2F4
5	202	Research report writing	T5	Non-ELT 6-10 years Female	On3	5	201	Reading about Photography as Art			F2F5
6	202	Research report writing	T6	Non-ELT 6-10 years Female	On6	6	101	Reading about alternative education	T14	ELT 16-20 years Female	F2F6
7	102	Reading about Immigration	T7	Non-ELT 1-5 years Female	On15	7	201	Talking about renewable energy	T15	Non-ELT 11-15 years Female	F2F7
8	102	Reading about Design	T8	Non-ELT 6-10 years Female	On8	8	201	Reading about recycling, reducing and reusing			F2F8

Table 5. AAİ Öğretmenleri ve Ders İçeriği Hakkında Üstveri (Devamı)

ÇEVRİMİÇİ DERSLER						YÜZ YÜZE DERSLER					
Ders No	**Ders Kodu**	**Ana İçerik**	**Öğretmen Kodu**	**Öğretmen Bilgisi**	**UAM Kodu**	**Ders No**	**Ders Kodu**	**Ana İçerik**	**Kodu**	**Öğretmen Bilgisi**	**UAM Kodu**
9	202	Research report writing	T9	Non-ELT 1-5 years Female	On12	9	201	Studying collocations about energy	T15	Non-ELT 11-15 years Female	F2F9
10	202	Research report writing		Non-ELT 1-5 years Female	On13	10	201	Reading about Photography as Art	T16	Non-ELT 6-10 years Female	F2F10
11	202	Research report writing	T10	Non-ELT 15-20 years Female	On17	11	202	Practicing citations techniques and APA rules	T10	Non-ELT 16-20 years Female	F2F11
12	202	Research report writing	T1	ELT 6-10 years Female	On2	12	301	Discussing about international marketing & Vocab.	T3	Non-ELT 11-15 years Female	F2F12
13	202	Research report writing	T4	Non-ELT 6-10 years Female	On5	13	201	Reading about Photography as Art	T7	Non-ELT 1-5 years Female	F2F13
14	202	Research report writing	T6	Non-ELT 1-5 years Female	On6	14	101	Discussing on internet and economy and graphs	T17	Non-ELT 16-20 years Female	F2F14

Buna göre toplam 646 dakikadan oluşan 14 çevrimiçi ders kaydının ve 599 dakikalık 14 yüz yüze ders kaydının transkripsiyonu yapıldıktan sonra UAM üzerinde çevrimiçi ders yapan öğretmenlere ait OnEAP-TC ve yüz yüze ders yapan öğretmenlere aitF2FEAP-TC adı altında iki alt gruptan oluşan bir derlem oluşturulmuştur. OnEAP-TC alt derlemi 48,406 kelimeden oluşurken, F2FEAP-TC alt derlemi ise 35,720 kelimeden oluşmaktadır. Her iki alt derlemde AAİ öğretmenleri tarafından kullanılan üst söylem ifadeleri UAM üzerinde Ädel'in (2023) sınıflandırmasına göre işaretlenmiştir.

Ädel (2023) üst söylem sınıflandırmasını Jacobson'ın (1990) dilin ana işlevleri ile ilgili çalışmasına dayandırarak kendisinin daha önce yaptığı sınıflandırmaları (Ädel, 2006, 2010) değiştirerek yapmıştır. En son güncellenmiş haliyle üst söylem sınıflandırmasında '*konu ve bilgi akışı'*, '*dinleyici yönlendirme'*, '*sözcükler ve anlamları'* ve '*söylem hakkında yorumlar'* ana kategorileri bulunmaktadır (Tablo 4).

Tablo 4. Üst söylem işlevlerinin sınıflandırması (Ädel, 2023)

ANA KATEGORİLER	İŞLEVLER
Sözcükler ve Anlamları	1. Düzeltme 2. Yeniden İfade Etme) 3. Dilsel biçim/anlam hakkında yorum yapma 4. Açıklama 5. Terminoloji yönetimi
Konu ve Bilgi Akışı	1. Konu yönetimi - Konu Duyurma - Konuyu Sonlandırma 2. Söylem içi atıf yönetimi - Sıralama - İç Gönderim Belirtme - Ön izleme yapma - Tekrar Gözden Geçirme 3. Ek bilgi belirtimi 4. Akışta kesilme belirtimi
Söylem hakkında yorumlar	1. Söz Eylem Etiketleme 2. Örneklendirme 3. Bağlamsallaştırma 4. Tür Hakkında Yorum Yapma 5. İlgili Türe Atıfta Bulunma
Dinleyici yönlendirme	1. Dinleyiciyi takdir etme 2. Anlama ve iletişim kanalı yönetimi 3. Dinleyici davranışını yönetme 4. Dinleyici tepkisini tahmin etme 5. Mesaj yönetimi 6. Senaryo varsayımı 7. Konuşmacının kişisel yönlerini vurgulama

Ädel'in sınıflandırması Tablo 4'te de görüldüğü gibi üstsöylem incelemesi adım/hareket yaklaşımı (*Eng*. Move Approach) ile yapılmaktadır. Bu yaklaşım daha sık kullanılan belirteç yaklaşımından *(Eng*. Marker Approach) (Ör. Hyland, 2005) biraz daha farklıdır. Belirteç yaklaşımı dilsel yapıların yapısal özelliklerine odaklanılarak kullanılırken, adım/hareket yaklaşımı dilsel yapıların söylem içerisinde hangi işlevleri gerçekleştirdiklerine öncelik verilerek kullanılmaktadır (Ädel, 2023). Aşağıdaki Şekil 1'de bu iki yaklaşım arasındaki fark görülmektedir.



Şekil 1. 'I' ve 'You' içeren anlam birimleri örneklerinin Belirteç yaklaşımında ve Adım/hareket yaklaşımında karşılaştırılması (Ädel, 2023, s. 5)

Temel olarak mevcut çalışmanın odak noktasının konuşma dili olması ve bundan dolayı Ädel'in (2023) üst söylem sınıflandırmasının bu dilin kullanımında ortaya çıkacak üst söylem işlevlerinin tespit edilmesine olanak sağlayacağının tahmin edilmesi nedeniyle bu sınıflandırma çerçevesi benimsenmiştir. Ädel'in (2023) çalışmasını hem akademik derslere hem de öğrenci sunumlarına dayandırmaktadır. Ayrıca sınıflandırmada karşılıklı ve interaktif konuşma unsurlarını da kapsadığı için tercih edilmiştir. Bu husus AAİ eğitiminde genellikle öğretmenlerin interaktif bir şekilde ders işlemesi ve bu üst söylem sınıflandırmasının derslerin araştırılmasında katkı sağlaması ihtimali nedeniyle önemlidir. Hyland'ın (2005) üst söylem araştırmalarında sıklıkla kullanılan sınıflandırması daha çok yazı dilinin

araştırılmasında kullanıldığı için tercih edilmemiştir. Konuşma dili "yazı dilinden farklı bir biçimde üretilir ve işlenir (Rehbein vd., 2016), ve sıklıkla yazı dilinde daha sık kullanılan söylem bağlayıcıları bulunmaz" (Wang vd., 2017, s.264). Ayrıca konuşma dilinde bulunan dil dışı unsurlar (ses tonu, jest ve mimikler gibi) dilsel iletişimdeki anlamı genişletme özelliğine sahiptir. (Biber, 1988). Bunlara ek olarak Ädel'in (2023) üst söylem sınıflandırmasının, öğretmenlerin sınıf içinde kullandığı dilin hem mikro hem de makro taraflarına odaklanması konuyla ilgili genel resmi daha iyi anlamamıza ve böylece ortaya çıkacak bulgulardan hizmet öncesi ve hizmet içi öğretmen eğitiminde yararlanabilmemize olanak sağlayacaktır.

OnEAP-TC ve F2FEAP-TC alt-derlemlerinde AAİ öğretmenlerinin derslerinde kullandıkları üst söylem ifadelerinin işaretlenmesi için Ädel'in (2006) önerdiği bazı kriterler kullanılmıştır. Bu kriterler şu şekildedir:

1. 'Açıklık' (ifadenin açıkça üst söylem özelliği taşıması veya üst söylem niyetiyle söylediğinin belirgin olması)
2. 'Söylem dünyası' (söylem biriminin ifade ettiği eylemin 'gerçek dünya' ya değil söylem dünyasına ait olması)
3. 'Mevcut metin' (kullanılan üst söylemin, dışarıdaki metinler yerine mevcut metne ya da devam etmekte olan söyleme atıfta bulunması)
4. 'Konuşmacı/yazarın mevcut konuşmacı/yazar olarak ifade etmesi' (mevcut konuşmacı/yazarın kendisini devam etmekte olan söylemin katılımcısı olarak ifade etmesi)
5. '(Hayali ya da gerçek) dinleyici/okurun mevcut dinleyici/okur olarak ifade edilmesi' (mevcut dinleyici/okurun devam etmekte olan söylemin katılımcısı olarak ifade edilmesi)

Bu kıstaslara dayalı olarak, üst söylem olduğu açık olan, söylem dünyasına ait olan, mevcut söyleme gönderme yapan, AAİ öğretmeninin derste kendisine ve öğrencilerine mevcut dersin katılımcısı olarak gönderme yaptığı ifadeler üst söylem ifadeleri Ädel'in (2023) sınıflandırmasına göre işaretlenmiştir. Bu kriterlere paralel olarak aşağıda verilen Örnek 1 üst söylem olarak işaretlenirken Örnek 2 üst söylem olarak kabul edilmemiştir çünkü Örnek 2'deki 'sen' ifadesi öğrencilerin derste söylem veya

ders katılımcısı olarak değil jenerik yani 'herhangi biri' anlamında kullanılmıştır, yani 'söylem dünyası' na değil 'gerçek dünyaya' aittir.

Ör. (1) ***Why do you think*** football is an art form? (F2F5)

Ör. (2) So, you can do your online procedures, whether they are medical or educational- or anything else (F2F14)

(Böylece çevrimiçi süreçlerinizi yapabilirsiniz, sağlıkla ya da eğitimle – veya başka bir şeyle ilgili olsun.

Değerlendiriciler Arası Güvenilirlik

AAİ öğretmenlerinin derslerde kullandıkları üst söylem ifadelerinin işlevsel kategorilerinin ifadeler üzerinde işaretlenmesinin mümkün olduğunca objektif ve güvenilir olmasının sağlanması için OnEAP-TC ve F2FEAP-TC alt derlemlerinden rastgele alınan 133 örnek durumdan oluşan bir değerlendiriciler-arası güvenilirlik testi Ädel'in (2023) sınıflandırmasına aşinalığı olan bir araştırmacı tarafından cevaplanmıştır. Bu test sonucunda iki değerlendirici arasındaki uyum %79,54 olarak hesaplanmıştır. Bu uyum düzeyinin daha da yükseltilmesi için değerlendiriciler uyumsuzluk yaşadıkları maddeler üzerinde tartışmış, birçok anlaşmazlıkta ortak bir zeminde fikir birliğine varılmıştır. Test yeniden hesaplandığında uyum oranı %94 olarak tespit edilmiştir. Ancak yüzde hesabıyla elde edilen değerlendiriciler arası güvenilirlik sonuçlarının her zaman tam bir sonuç vermemesi söz konusu olduğu için (Kanoksilapatham, 2005; Moreno & Swales, 2018, aktaran Kim, Qiu and Wang, 2024)

4. BULGULAR VE TARTIŞMA

UAM-CT programının istatistik analizine göre (Tablo X) çevrimiçi ve yüz yüze eğitim birlikte dikkate alındığında AAİ öğretmenleri '*dinleyici yönlendirme'* ve '*konu ve bilgi akışı'*, kategorilerini '*sözcükler ve anlamları'* ve '*söylem hakkında yorumlar'* kategorilerinden oldukça fazla sıklıkta kullanmıştır. Sırasıyla '*dinleyici yönlendirme'* (N=3489) %58,2, '*konu ve bilgi akışı'* (N=1981) %33,5, '*söylem hakkında yorumlar'* (N=384) %6,4 ve '*sözcükler ve anlamları'* (N=141) %2,35 olarak tespit edilmiştir. Bu ilk bulgulara göre, AAİ öğretmenlerinin kullandığı üst söylem temel olarak öğrencileri derslere dahil etme, görevler ve etkinliklerle ilgili yönlendirme ve bu görev ve etkinlikler arasında geçişleri sağlamak için kullanılmıştır. Söylem ve ifadeler üzerinde

yapılan yorumlar ise derslerde çok büyük bir yer tutmamaktadır. Bu bulgular bir iletişim türü (*Eng.* genre) olarak AAİ derslerinin diyaloglara dayanan ve etkileşimsel yönünü yansıtmaktadır. Öğrencilerin etkileşim halinde olması ve derslere etkin olarak dahil olması dil derslerinin temel, olarak kabul edilmektedir. Etkileşimci teorilere göre "Etkileşim öğrencilere dil edinimi için ihtiyaç duydukları veriyi içeren dil girdileri sağlar. Ayrıca onların dil kullanımlarını deneyimlemelerini ve bu çabalarına dair geribildirim almalarını ve ikinci dil ile ilgili bilgilerin belirgin hale gelmesini sağlar. Ayrıca, Sosyokültürel Teori'de de etkileşim ve diyalog öğrenme sürecinde oldukça etkili olarak düşünülmektedir. Lantolf ve Thorne'a (2007) göre, bireyin aile ve akran grubu etkinliklerine eşlik etmesi ve kurumsal ortamlara katılması kültürel, dilsel ve tarihsel olarak oluşturulmuş bağlamlara katılması anlamı taşımaktadır ve bu durum gelişimsel süreçleri kolaylaştırır ve " bu sosyal ve maddi ortamlardaki etkileşim yoluyla insanın bilişsel etkinliğinin en önemli yapıları gelişmektedir" (s.197-198). Öğrenmede ve özellikle dil öğreniminde etkileşimin rolüne ilişkin bu teorik değerlendirmeler, pek çok dil dersinde öğretmenlerin öğrencileri sözlü etkileşime çeşitli şekillerde dahil etmek için neredeyse her fırsatı değerlendirmesiyle somut hale gelmektedir. Bu nedenle mevcut çalışmada incelenen AAİ sınıflarında üst söylem kullanımının *dinleyici yönlendirme* amacıyla yaygın olması öğretmenlerin çevrimiçi ve yüz yüze derslerde öğrencileri yönlendirme ve onlarla etkileşim kurma yönündeki bilinçli çabalarını yansıtıyor gibi görünmektedir. AAİ derslerinde etkileşimin önemli rolü Lee ve Subtirelu'nun (2015) çalışmasında tespit edilmiştir. Hyland'ın (2005) kişilerarası üst söylem modelini kullanarak AAİ öğretmenleri ve üniversite öğretim üyelerinin sınıf içi söylemlerini karşılaştıran Lee ve Subtirelu (2015) AAİ öğretmenlerinin etkileşim belirteçlerini (engagement markers) ve çerçeve belirteçlerini (frame markers) daha yaygın şekilde kullandığını bulmuştur. Bu bulgusu ile bu çalışma mevcut araştırma ile uyumluluk göstermektedir.

AAİ öğretmenlerinin çevrim içi ve yüz yüze derslerdeki üstsöylem kullanımının karşılaştırmasında ise Tablo 5'te belirtilen bulgular elde edilmiştir:

Tablo 5. Üstsöylem İşlevlerinin Alt Türlerinin Dağılımı (Alt-derlem)

	OnEAP-TC		F2FEAP-TC		Karşılaştırma		
					χ^2	P	Etki Derecesi
Sözcükler ve Anlamları	57	1,9%	84	2,8%	5,23	0,0222 ++	0,059
Konu ve Bilgi Akışı	1120	37,4 %	861	28,7%	51,48	0,0000 +++	0,186
Söylem Üzerine Yorumlar	191	6,4%	193	6,4%	0,01	0,9348	0,002
Dinleyici Yönlendirme	1626	54,3 %	1863	62,1%	37,20	0,0000 +++	0,158
TOPLAM	2994	100%	3001	100%			

++ İstatiksel Olarak Orta Seviye Anlamlılık +++ İstatiksel Olarak Üst Seviye Anlamlılık

Tablo 9'da görüldüğü gibi *dinleyici yönlendirme* kategorisi yüz yüze derslerde çevrim içi derslerden daha sık kullanıştır (χ^2 (1, N=3489) =37,20, p<.001). Bu bulgu, diyalogla karakterize edilen sözlü akademik türleri monolojik nitelikli türlerle karşılaştıran araştırmalarda elde edilen sonuçlarla paralellik göstermektedir. Lee ve Subtirelu'nun (2015) çalışması, diyalojik türün temsilcisi olan AAİ derslerinde, öğretmenlerin öğrencileri derse dahil etmeyi v katılımlarını artırmayı öncelikli kabul ettiğini fakat üniversite öğretim görevlilerinin de ders içi söylemlerindeki fikirler arasında bağlantılar kurmanın daha fazla önem arz ettiğini düşündüğünü göstermiştir.

Ayrıca Aguilar (2008) çalışmasında diyalog özelliği taşıyan seminerlerde dinleyici etkileşiminin akademik derslerle kıyaslandığında daha öncelikli görüldüğünü bulmuştur. Buna ek olarak Kashiha (2022) monolojik siyasi konuşmalarla akademik dersleri karşılaştırdığında derslerin öğretim üyesinin karşında ona cevap verebilen diyalog kurabilen öğrencileri olduğu için etkileşimsel üst söylemin derslerde daha fazla olduğunu bulmuştur. Bu çalışmalarla uyumlu olarak mevcut çalışmada yüz yüze derslerde çevrim içi derslerle karşılaştırıldığında AAİ öğretmenlerin dinleyici yönlendirme grubundaki üst söylem özelliklerini öğrencilerle daha fazla etkileşim yaratmak üzere kullandığı bulunmuştur.

'Konular ve bilgi akışı' kategorisindeki işlevler ise çevrimiçi derslerde (%37,4) yüz yüze derslere (%28,7) göre anlamlı derecede daha sık kullanılmıştır (χ^2 (1, N=1981) = 51,48 p<.001). Bu sonuç, monolojik özellik taşıyan sözlü akademik türler olan

üniversite dersleri ve sunumları üzerine yapılan bazı araştırmalardaki sonuçlarla tutarlı görünmektedir. Bu çalışmalar, öğretim görevlilerinin öğrencileriyle etkileşim içinde olmaktan ziyade söylemlerini nasıl organize ettikleri konusunda daha dikkatli olduklarını göstermiştir (Aguilar, 2008; Lee ve Subtirelu, 2015; Molino, 2018). Bundan dolayı, AAİ öğretmenleri için çevrimiçi öğretimde söylemin nasıl yapılandırıldığı, yüz yüze derslere göre daha fazla bir ilgi kaynağı gibi görünmektedir; bu da çevrimiçi AAİ derslerinde daha monolojik bir özelliğe işaret edebilir.

Çevrimiçi ve yüz yüze AAİ dersleri, öğretmenlerin *'Söylem Üzerine Yorumlar'* kategorisindeki üstsöylem işlevlerini kullanmaları açısından önemli bir farklılık göstermemiştir. Her iki öğretimde de, öğretmenlerin dersleri esnasında *konuşma eylemi ve söylem birimi etiketleme*, *örneklendirme*, ve *AAİ ile ilgili türlere yapılan atıflar hakkındaki yorum yapma* işlevlerini aynı şekilde ve aynı miktarda (%6,4) kullandıkları görülmüştür. Bu nedenle, mevcut çalışmada incelenen AAİ ders türünün, *dinleyici yönelimi* ve *konu yönetimi* ve *söylem içi atıfta bulunma yönetimini* takiben, öğretmenlerin *söylem üzerine yorumları* üçüncül bir başvuru yolu olarak kullanmasını içerdiği varsayılabilir.

Son olarak, Tablo 9'da görülebileceği gibi, "*Kelimeler ve Anlamları*" kategorisi, çevrimiçi ve yüz yüze AAİ dersleri arasında orta düzeyde anlamlı bir fark sergilemiştir (χ^2 (1, N=141) = 5,23 p<.05). Bu bulgu yüz yüze AAİ derslerinde üst dilsel (*Eng.* meta-linguistic) yorumlarla ilgili daha fazla bir kullanıma işaret ediyor. "*Kelimeler ve Anlamları*, her iki öğretimde de en az uygulanan kategori olmasına rağmen, AAİ öğretmenlerinin yüz yüze derslerdeki sınıf içi söylemleri, kendi söylemleri ve öğrencilerinin söylemlerindeki *kelimeler ve anlamları* ile ilgili yanlarını daha fazla ele alındığını göstermiştir.

Çevrimiçi ve yüz yüze alt derlemlerinin sözcükler ve anlamları kategorisindeki üstsöylem işlevleri açısından karşılaştırılması Tablo 6'da görülen sonuçları ortaya çıkarmıştır. Buna göre bu kategoride *yeniden ifade etme* ve *terminoloji yönetimi* dışındaki işlevler açısından bir istatistiksel olarak anlamlı bir fark görülmemiştir.

Tablo 6. '*Sözcükler ve Anlamları'* Kategorisindeki İşlevlerin Sıklıklarının Karşılaştırması

	OnEAP-TC		F2FEAP-TC		Karşılaştırma		
					χ^2	P	Etki Derecesi
Düzeltme	5	8,8%	5	0,41	0,41	0,5221	0,108
Yeniden ifade etme	20	35,1%	14	16,7%	6,30	0,0121 +++	0,427
Dilsel biçim/anlam hakkında yorum yapma	14	24,6%	26	31,0%	0,68	0,4087	0,143
Açıklama	12	21,1%	12	14,3%	1,10	0,2941	0,178
Terminoloji yönetimi	6	10,5%	27	32,1%	8,85	0,0029 +++	0,545
TOPLAM	57	100%	84	100%	5,23	0,022 ++	0,059

+++ İstatiksel Olarak Üst Seviye Anlamlılık

Yeniden ifade etme çevrim içi öğretimde yüz yüze öğretimden anlamlı ölçüde daha fazla sıklıkla kullanılmıştır (χ^2 (1, N=34) = 6,30 p<.05). Bu da bize çevrimiçi öğretimde AAİ öğretmenlerinin sözcükler ve sözcük grupları için daha fazla alternatif ifade biçimi kullandıklarını göstermektedir. Öte yandan terminoloji yönetimi yüz yüze öğretimde daha sıklıkla görüldü (χ^2 (1, N=33) = 8,85 p<.05). Bu sonuç bize AAİ öğretmenlerinin yüz yüze derslerini yaparken tanımlar ve nitelememeler kullanarak öğrencilerinin belli kelimeleri anlamalarında kolaylık sağlamaya çalıştıklarını göstermiştir. Ancak düzeltme, dilsel biçim/anlam hakkında yorum yapma ve açıklama işlevlerinin kullanımında anlamlı farklılık görülmemiştir.

Konu ve bilgi akışı kategorisinde ise UAM-CT 6.2'de yapılan chi-square testleri Table 11'de görüldüğü gibi *konu yönetimi* işlevinin yüz yüze öğretimde çevrimiçi öğretimde olduğundan anlamlı ölçüde daha sıklıkla kullanılmıştır (χ^2 (1, N=448) = 57,74 p<.001). Ancak *söylem içi atıf yönetimi* çevrimiçi öğretimde anlamlı ölçüde daha sık kullanılmıştır (χ^2 (1, N=1494) = 51,74 p<.001).

Bu noktada AAİ öğretmenlerinin her iki öğretim modunda söylemlerindeki fikirler arasındaki ilişkileri açık hale getirmeye ve bilgi akışını düzenlemeye büyük ölçüde çalışmalarına (Tablo 7 de görüldüğü gibi %33,5) rağmen bu açık hale getirme ve akış düzenlemesinin nasıl yapıldığına dair gözle görülür bir farklılık ortaya çıkmıştır.

Tablo 7. '*Konu ve Bilgi Akışı'* Kategorisindeki İşlevlerin Sıklıklarının Karşılaştırması

	OnEAP-TC		**F2FEAP-TC**		**Karşılaştırma**		
					χ^2	**P**	**Etki derecesi**
Konu yönetimi	185	16,5%	263	30,5%	54,74	0,0000 +++	0,334
Söylem içi atıf yönetimi	913	81,5%	581	67,5%	51,74	0,0000 +++	0,325
Ek bilgi belirtimi	8	0,7%	6	0,7%	0,00	0,9634	0,002
Akışta kesilme belirtimi	14	1,3%	11	1,3%	0,00	0,9565	0,002
TOTAL	1120	100%	861	100%	51,48	0,000 +++	0,186

+++ İstatiksel Olarak Üst Seviye Anlamlılık

Yüz yüze derslerde konuların yapılandırılmasını yönetmek için önemli ölçüde daha fazla çaba gösterilmesine rağmen, *söylem içi atıfların yönetimi* çevrimiçi AAİ derslerinde daha önemli bir şekilde fazlaca kullanılmıştır. Çevrimiçi öğretimin koşulları, özellikle paylaşılan bir fiziksel ortamın olmaması, AAİ öğretmenlerini söylem içi atıfları yönetmek ve öğrencilerin dikkatlerini dersin akışındaki odak noktalarına yönlendirmelerine yardımcı olmak için daha fazla ifade biçimi kullanmaya zorlamış olabilir. Bamford (2004) ve Friginal ve diğerlerine (2017) göre, mekansal gösterim, öğretmenin öğrencilerin dikkatini sınıf bağlamındaki nesnelere veya materyallere çekmesine yardımcı olduğu için yüz yüze öğretimde hayati olarak kabul edilir. Ancak, çevrimiçi derslerde paylaşılan bir gösterim alanının *(Eng.* Deictic space) olmaması, öğretmenlerin çevrimiçi derslerde öğrencilerin dikkatini belirli noktalara nasıl yönlendirdiklerini etkilemiş ve bu noktaları açıklamak için daha fazla sözlü ifade kullanmalarına yol açmış olabilir.

Söylem hakkında yorumlar kategorisi daha yakından incelendiğinde, Tablo 8'de istatistikler bu kategorinin işlevlerinin kullanımında anlamlı ölçüde bir farklılık göstermemiştir.

Ädel'in (2010, 2023) belirttiği gibi *bağlamsallaştırma* ve *tür (Eng. genre) hakkında yorum yapma* konuşmacıların devam etmekte olan söylemlerini planlama süreci

hakkında konuştuklarında veya onunla ilgili yorum yaptıklarında görülen işlevlerdir. Fakat bu amaçlar AAİ derslerinin doğası dikkate alındığında ilgili görünmemektedir.

Tablo 8. '*Söylem Üzerine Yorumlar'* Kategorisindeki İşlevlerin Sıklıklarının Karşılaştırması

	OnEAP-TC		**F2FEAP-TC**		**Comparison**		
					χ^2	**P**	**Etki Derecesi**
Söz Eylem Etiketleme	80	2,6%	80	2,6%	0,01	0,9313	0,000
Örneklendirme	88	2,9%	97	3,2%	0,67	0,4118	0,017
Bağlamsallaştırma	0	0,0%	0	0,0%	0,00	1,0000	-
Tür Hakkında Yorum Yapma	0	0,0%	0	0,0%	0,00	1,0000	-
İlgili Türe Atıfta Bulunma	11	0,4%	9	0,3%	0,23	0,6289	0,012
Söylem Etiketleme	3	0,1%	3	0,1%	0,00	0,9897	0,000
Söz Eylem Duyurmaya Hazırlık	9	0,3%	4	0,1%	2,04	0,1527	0,149
TOTAL	111	6,4%	165	6,4%	0,01	0,916	0,002

AAİ dersleri dönem başında planlanır ve haftalık olarak belli saatlerde yapılırlar. Öğrenciler derslerin nasıl işlendiğinden haberdardır. Ayrıca sıra dışı bir durum olmadıkça AAİ öğretmenlerinin derslerini nasıl hazırladıklarına dair bir açıklama veya yorum yapmalarına ihtiyaç yoktur. Ancak, diğer işlevler söz konusu olduğunda, öğretmenler *söz eylem etiketleme* ve *söylem etiketleme* işlevlerine başvurduklarında ders akışı esnasında kimin ne söylediğini daha açık hale getirmek istemiş olabilirler çünkü bireysel olarak öğrencilerin katkılarını vurgulamak diğer öğrencilerin derste neler olup bittiğini anlamalarına yardımcı olmak için önemlidir.

Son olarak her iki alt derlemde de en çok kullanılan kategori olan *dinleyici yönlendirme*nin karşılaştırmalı analizi *dinleyiciyi takdir etme* (χ^2 (1, N=266) = 64,98 p<.001) *, mesaj yönetimi* (χ^2 (1, N=133) = 26,45 p<.001)*, senaryo varsayımı* , (χ^2 (1, N=89) = 9,77 p<.05)*,* ve *dinleyici ile iyi ilişki kurma girişimi* (χ^2 (1, N=8)= 9,19 p<.05)

işlevleri çevrimiçi öğretimde yüz yüze öğretimden istatistiksel olarak daha sıklıkla kullanıldığını ortaya çıkarmıştır (Tablo 9).

Tablo 9. '*Dinleyici Yönlendirme'* Kategorisindeki İşlevlerin Sıklıklarının Karşılaştırması

	OnEAP-TC		**F2FEAP-TC**		**Karşılaştırma**		
					χ^2	**P**	**Etki Derecesi**
Dinleyiciyi takdir etme	187	11,5%	79	4,2%	64,98	0,0000 +++	0,277
Anlama ve iletişim kanalı yönetimi	268	16,5	281	15,1%	1,28	0,2576	0,038
Dinleyici davranışını yönetme	744	45,8%	1134	60,9%	79,79	0,0000 +++	0,304
Dinleyici tepkisini tahmin etme	28	1,7%	21	1,1%	2,22	0,1364	0,050
Mesaj yönetimi	91	5,6%	42	2,3%	26,45	0,0000 +++	0,176
Senaryo varsayımı	56	3,4%	33	1,8%	9,77	0,0018 +++	0,106
Konuşmacının kişisel yönlerini vurgulama	8	0,5%	6	0,3%	0,63	0,4283	0,027
Dinleyici ile iyi ilişki kurma girişimi	8	0,5%	0	0,0	9,19	0,0024 +++	0,140
Gerçek-zamanlı durumyönetimi	236	14,5%	267	14,3	0,02	0,8784	0,005
TOPLAM	1626	100%	1863	100%	37,20	0,0000 +++	0,158

+++ İstatiksel Olarak Üst Seviye Anlamlılık

Dinleyici takdir etme ve dinleyici ile iyi ilişki kurma girişimi işlevlerinin çevrimiçi öğretimde daha yaygın olmasının nedeni AAİ öğretmenlerinin öğrencilerine onlara değer verildiğinin ve takdir edildiğinin gösterilmesine daha fazla çaba göstermeleri olarak görülebilir. Çevrimiçi derslerde öğrencilerin derslere etkin bir şekilde katılmalarını sağlamak zorlayıcı olabilmektedir, fakat bunun üstesinden öğrencilerle duygusal bağlar kurarak gelinebileceği düşünülmektedir (Hodgson, 2005; Mortiboys, 2012). Buna ilaveten, AAİ öğretmenleri çevrimiçi derslerde öğrencilerin öğretmenler tarafından vurgulanan mesajları istenildiği gibi aldıklarından ve farazi örneklerin

zihinde canlandırılması yoluyla bazı açıklamaların anlaşıldığından emin olmak üzere yüz yüze öğretimden daha fazla kullanmışlardır. Ayrıca mesaj vurgulama konusu ise akla öğretmenlerin ileride yapılacak değerlendirmelerde öğrencilerden kriterlerde belirtilen konuların beklenilmesi nedeniyle onlara karşı kendilerini sorumlu hissedecekleri için bu konularla ilgili mesajlar vurgulanmıştır.

Öte yandan dinleyici davranışını yönetme işlevi yüz yüze öğretimde istatiksel olarak anlamlı derecede daha yaygın kullanılmıştır (χ^2 (1, N=1878) = 79,79 p<.001). Bu durum göstermektedir ki yüz yüze öğretimde öğrencilerle aynı fiziksel ortamda bulunmak AAİ öğretmenlerinin bu üst öylem işlevini çevrimiçi öğretimde olduğundan belirgin derecede daha fazla kullanmasına etki etmiş olabilir. Fakat çevrimiçi öğretimde öğrencilerin kameralarını açmamaları, derslere yaygın bir şekilde devamsızlık yapmaları, onların da öğretmeni rahatlıkla görememeleri nedeniyle ve derslere katılma konusunda isteksiz olmaları nedeniyle öğretmenler de o ortamdaki iletişimi 'doğal' bulmadıklarından (Terras, 2017) ve öğrencilerle yukarı bahsedilen nedenlerden ötürü etkileşime yeterince giremediklerinden dolayı *dinleyici davranışını yönetme* işlevini çevrimiçi modda daha az kullanmış olabilirler. Bu nedenle, yüz yüze dersler AAİ öğretmenlerinin öğrenci davranışlarını yönetme konusunda daha fazla güç hissetmesini sağlamış olabilir.

Anlama ve iletişim kanalının yönetimi, d*inleyici tepkisini tahmin etme, konuşmacı kişiliği niteleme* ve *gerçek-zamanlı durum yönetimi* işlevlerine bakıldığında çevrimiçi ve yüz yüze derslerde benzer kullanımlar hâkim olmuştur. Öncelikle anlama ve iletişim kanalının yönetimi ve gerçek-zamanlı durum yönetimi AAİ öğretmenlerinin hangi ortamda olursa olsun derslerde iletişimin kolaylıkla ve anlaşılır olması öncelikleri olarak ortaya çıkmaktadır. *Dinleyici tepkisini tahmin etme* işlevinin çevrimiçi ve yüz yüze derslerde benzer olarak görülmesinin nedeni öğretmenlerin ortama bakılmaksızın öğrencilerin bazı durumlarda duygu ve düşüncelerinin ön görüldüğünün ifade edilmesi de aslında onların varlıklarının dikkate alındığının ve onlara değer verildiğinin gösterilmesi olarak düşünülebilir.

Niteliksel analiz sonucunda çevrimiçi ve yüz yüze yapılan AAİ derslerinde tespit edilen benzerlikler şu şekildedir:

1. AAİ öğretmenleri sözcükler ve anlamları, konu ve bilgi akışı yönetimi ve söylem hakkında yorumlar bakımından oldukça benzer ifade biçimleri kullanmışlardır.
2. Sözcükler ve anlamları ve söylem birimleri hakkında yorum yapmak istediklerinde bunu kendi kullandıkları veya öğrencilerin kullandıkları veya ifadelerle ilgili yapmışlardır. Veya üstsöylemi öğrencilerle birlikte etkileşim içinde oluşturmuşlardır. Bu durum bol miktarda etkileşim içeren diyalog ile karakterize edilen türlerin bir özelliği olarak öne çıkmaktadır.
3. Öğretmenler öğrencilerle iyi ilişki içinde olmanın ve pozitif bir öğrenme ortamı yaratmanın önemini dikkate almışlardır. Genellikle olumsuzluklardan ve doğrudan emir cümlelerinden kaçınmışlardır.
4. Öğrencileri etkileşim oluşturarak derse daha kattığı için ve ders amaçlarına ulaşmayı sağladığı için etkinlikler esnasında öğrencilerden sorularla bilgilerin parça parça alınması öğretmenlerin daha çok tercih ettiği bir strateji olmuştur.
5. Ayrıca derslerin çok boyutlu doğası gereği üstsöylem işlevleri 'iç içe geçme' olarak tabir edebileceğimiz öngörülemez bir şekilde gerçekleştirilmiştir. Diğer bir deyişle, derste bir durum ortaya çıktığında öğretmenin onunla ilgilenmesi gerekmiştir ki bu da önceden belirlenen ders akışı planının bozulmasını doğurmuştur. Örneğin hiçbir öğrenci bir soruya cevap vermediğinde, öğretmen bir sonraki etkinliği daha sonra başlatmaya karar verebilir ve anlaşılmamış olabileceği için konuyu öğrencilerin daha iyi anlaması için tekrar özetleyebilir. Öğretmenin soruyu veya sorunun içindeki anahtar kelimeleri yeniden ifade etmesi de bir seçenektir. Bunların yerine veya ek olarak, öğretmen başta sorduğu soruyu sadeleştirip ilgili daha basit sorular sorabilir. Böylece denilebilir ki derslerin belli aşamalarında bazı üstsöylem işlevlerinin yoğunluğu olsa da öğretmenlerin ders içi söylemlerinin herhangi bir yerinde ortaya çıkabilir.
6. Yönerge verme AAİ derslerinin başarılı bir şekilde yapılması için öğretmenin yoğun çabalarını gerektiren bir yönüdür. Çünkü yönergenin içinde dikkate alınması gereken çok sayıda detay vardır ve öğrencilerin anlık veya acil ihtiyaçlarının da ilgilenilmesi gerekebilir.
7. Bazı dil ifadeleri birden fazla üstsöylem işlevine sahip olabilir.

8. Kişilerarası yansıtma, birinci dilin planlı kullanımı ve kişisel tercihler çevrimiçi ve yüz yüze yapılan AAİ derslerinin önemli özellikleri olarak karşımıza çıkmaktadır

Çevrimiçi ve yüz yüze derslerin üstsöylem açısından farklılıklarına baktığımızda ise aşağıdaki noktalar tespit edilmiştir:

1. *Dinleyici yönlendirme* kategorisi, *dinleyici davranışını yönetme* işlevinin daha sık kullanılması nedeniyle yüz yüze öğretimde daha yaygın olarak kullanılmıştır. Bu da bize öğrencilerle aynı fiziksel ortamda olmanın öğretmene öğrenci davranışı yönetme açısından daha fazla olanak sağladığını göstermiştir. Fakat bu kategorinin dört işlevi (*dinleyiciyi takdir etme, mesaj yönetimi, senaryo varsayımı ve dinleyici ile iyi ilişki kurma girişimi*) çevrimiçi öğretimde anlamlı olarak daha fazla kullanılmıştır. Bu durum AAİ öğretmenlerinin çevrimiçi derslerde aynı fiziksel ortamı paylaşmamanın getirebileceği muhtemel olumsuzları (öğrencinin derse aktif olarak katılmaması, anlatılan/işlenen konuların önemli noktalarını kaçırmak gibi) engellemek için önlemler almaya çalışma girişimleri olduğunu düşündürmektedir.
2. Konular ve bilgi akışı kategorisinin çevrimiçi öğretimde yüz yüze öğretimde olduğundan daha fazla kullanılmıştır. Fakat işlevlerin spesifik karşılaştırması söylem içi atıf yönetiminin çevrimiçi öğretimde daha yaygın iken konu yönetiminin yüz yüze öğretimde daha fazla kullanıldığını göstermiştir. Çevrim içi öğretimde *konu/etkinlik değişikliği sinyali verme* ve *konu sonuçlandırma* alt işlevlerinin öğretmenler için daha fazla önem arz ettiği görülmüştür ki çevrimiçi derslerde öğrencilerin daha az bağlamsal ipucuna sahip olmasından dolayı öğretmenler bu konuları yüz yüze öğretimde olduğundan daha fazla belirginleştirmek durumunda kalmışlardır. Öte yandan detaylı incelemede konu yönetiminin yüz yüze öğretimde daha fazla olmasının nedeninin alt konu duyurma alt işlevinin bu öğretimde daha sık kullanılması olduğunu görmekteyiz. Bunun nedenin ise yüz yüze derslerin çoğunluğunun okuma derslerinden oluşması olduğu düşünülmektedir. Bu okuma derslerinde bulunan etkinlik ve etkinliklerin alt etkinlerinin sayısının fazla olması bu duruma yol açmış gibi görünmektedir.

3. Sözcükler ve anlamları kategorisinde ise en büyük farklılık terminoloji yönetiminin yüz yüze derslerde daha fazla kullanılması olmuştur. Yine bu durumun yüz yüze derslerin daha çok okuma dersi olması nedeniyle ortaya çıkmış olduğu düşünülmektedir.
4. Söylem içi atıf yönetimi çevrimiçi derslerde daha fazla kullanılmıştır ki yine bunun nedeninin öğrencilerin dikkatini belli noktalara çekmenin aynı fiziksel ortamı paylaşmama durumundan dolayı zor olması önemli bir olasılıktır. Bu neden öğrencilerin dikkatini çekmek için öğretmenleri *söylem içi atıf belirtme* ve *yeniden gözden geçirme* alt işlevlerini daha fazla kullanmaya itmiş olabilir.
5. Çevrimiçi öğretimde öğrenciler mikrofonlarını ve kameralarını genellikle açmadıkları için onları ders aktif bir şekilde katabilmek adına öğretmenlerin dijital veya web araçlarını kullandıkları ve bu araçların üzerinde neler yapmaları gerektiğini ifade etmeleri nedeniyle dijital eylem talep etme üstsöylemi bu öğretim şeklinde daha fazla ortaya çıkmıştır.
6. Konu ve bilgi akışı kategorisinin bir al işlevi olan *ön izleme* yüz yüze derslerde daha fazla kullanılmıştır. Bu da sınıf içi derslerde uygulanan bir pratik olan ders veya etkinlik amacı duyurma konusunu akla getirmektedir. Bu durum AAİ öğretmenlerinin yüz yüze derslerin normal süreçlerinden birini uygulamış olduğunu göstermektedir.
7. Yüz yüze derslerde diğer eylem taleplerinin (*Eng.* eliciting other action) daha fazla kullanıldığını göstermiştir. Bu eylemlere örnek verecek olursak, BULMAK, YAZMAK, OKUMAK, EŞLEŞTİRMEK, VURGULAMAK, TİK ATMAK, BELİRTMEK, DEVAM ETMEK, ÇABALAMAK, BİTİRMEK, DIŞARIDA BIRAKMAK, BİR SONRAKİ SAYFAYA GEÇMEK gibi konular sayılabilir. Bu ifadelerin kullanımı yüz yüze derslerin içeriğini, yüz yüze derslerin olanaklarını ve bilişsel olarak daha düşük düzeyde görevleri (ders içeriği ile bağlantılı olarak) yansıtmaktadır (Krathwohl, 2002). Yüz yüze derslerin etkinlik ve etkinlik sayısının çevrim içi derslerdekinden daha fazla olması ve bu etkinliklerle ilgili olarak öğrencilerden daha sık eylem talepleri olduğu için fiziksel, bilişsel, metinsel ve dijital eylemler dışında kalan ‘diğer eylem talepleri’ bu şekilde yüz yüze derslerde daha fazla bir yoğunluk göstermiştir.

4. SONUÇ

Mevcut çalışmada AAİ öğretmenlerinin çevrim içi ve yüz yüze derslerinde üst söylemi nasıl ve hangi sıklıkla kullandıklarının ve bu iki öğretimde ne gibi benzerlik ve farklılıklarının bulunduğunun tespit edilmesi amaçlanmıştır. Özetleyecek olursak AAİ derslerinde *dinleyici yönlendirme* öğrencinin derse dahil edilmesi önemli olduğu için öncelikli olmuştur. İkinci olarak öncelik verilen üstsöylem konusu *konu ve bilgi akışının yönetimi* olmuştur. Bu da derslerdeki etkinliklerin düzgün ilerleyişinin sağlanması açısından AAİ derslerinin kritik bir yönü olarak görülmektedir. Bu iki konu kadar büyük ölçüde olmasa da söylem hakkında ve sözcükler ve anlamları hakkında yorumlar da AAİ derslerinin parçalarıdır. Bu son iki konunun daha az görülmesi AAİ derslerinin ana hedeflerinin öğrencilerin bölüm derslerinin gereklerini yerine getirmeleri için gerekli akademik becerilerini ve genel dil yeterliklerinin geliştirilmesi olması ile ilgili olarak düşünülebilir. Bu yüzden genel İngilizce sınıflarında daha sık kullanımlar bulunabilirdi.

Çevrim içi ve yüz yüze öğretimin üst söylemin kullanımına olan olası etkileri açısından bakıldığında AAİ öğretmenlerinin verdikleri derslerin amaçlarının öneminin ve bu amaçları gerçekleştirmek için gerekli eğitim ve öğretim yaklaşımının (yani öğrenci merkezli, etkileşimsel ve diyaloğa dayanan bir yaklaşım) farkında oldukları söylenebilir. Bu yüzden üst söylem işlevlerinin kategorilere göre dağılımı her iki öğretimde de paralellik göstermiştir. Bu nedenle öğretim ortamı kendi başına çevrim içi ve yüz yüze derslerdeki üst söylem farklılıklarını ortaya çıkarmış gibi düşünülemez. Bouziri'nin (2021) savunduğu gibi üstsöylemin konuşmacılar tarafından kullanımı tür (*Eng*. genre), kişisel tercihler ve kişilerin bağlam ile ilgili hedefleri ve yorumları gibi belli bağlamsal ve bireysel faktörler tarafından etkilenebilir. Bu faktörler öğretmenlerin deneyimleri, kişilikleri, eğitim geçmişleri, ders ve kurs içeriği, sınıf mevcudu, öğrencilerin iletişim kurmaya istekli olması, zaman ve müfredat kısıtlılıkları, öğretmen-öğrenci ilişkileri gibi konularda ilgili olabilir. Bu yüzden her iki öğretim modelindeki öğretim ortamına tek başına atfedilemez, fakat kısmi etkilerinin olduğu düşünülebilir.

Mevcut çalışma Ädel'in (2023) üstsöylem sınıflandırmasının AAİ derslerinde üst söylem incelemesi için büyük ölçüde kullanışlı olduğunu göstermiştir. Fakat AAİ

derslerinin özel öğretimsel bir boyutu olduğu için bunlarla ilgili yeni alt işlevler tespit edilerek bunlar da analize dahil edilmiştir. Çalışmamız sınıf içi öğretmen söylemi ile ilgili literature katkıda bulunmuştur. AAİ derslerinin hem monolojik hem de diyalojik türlerle benzer özellikler barındırdığına işaret etmiştir. Bunun nedeni AAİ derslerinin diğer sınıf içi derslerde olduğu gibi farklı etkileşim türlerini içermesi olarak düşünebiliriz (Seedhouse, 2004; Walsh, 2006). Ayrıca üst söylem ile ilgili olarak sadece belli işlevlerle ilgili değil genel bir değerlendirme yapıldığı için Mauranen'in (2024) kapsayıcı araştırma çağrısına cevap vermeye çalışmıştır.

Öğretmenlerin derslerde anlık olarak çok sayıda ve çok modlu değişkene hitap etmeye çalışması onların işini zorlaştırmaktadır. Çünkü bunları derslerin eğitsel ve öğretimsel amaçlarını da önceliklerine alarak yapmaları gerekmektedir. Bunu başarmak için de öğretmenlerin iyi düzeyde üstsöylem bilgilerinin ve kullanma becerilerinin olması gerekmektedir. Bundan dolayı hizmet içi ve hizmet öncesi öğretmenlere Anderson'ın (1983) ACT (Adaptive Control of Thought) modeli kullanılarak üstsöylem eğitimi sağlanabilir. Bu modele göre öğretmenlerin konuyla ilgili farkındalıkları ve bilgileri arttılarak bildirime dayalı bilgileri (*Eng.* Declarative knowledge) oluşturulur. Daha sonra bu bilginin nasıl kullanıldığını pratikler yaparak deneyimlerler ve sonrasında bu bilgiler yordam bilgisine (*Eng.* Procedural knowledge) dönüşür. Uygulamada bunlar şu şekilde yapılabilir: Öncelikle atölyeler ve akran-gözlemi ile farkındalık ve bilgi sağlanır. Burada öğretmenin bu bilgilerin sınıfta nasıl uygulandığı ile ilgili ilişkileri görmesi elzemdir. Daha sonra öğretmenin rehberli uygulama yapması sağlanır. Bunun için öğretmenin kendi üstsöylem kullanımını planlaması ve değerlendirmesine öğretmen eğiticisi veya kılavuz öğretmen yardımcı olur. Somut geri bildirim sağlanır. Sonraki aşamada öğretmenin bağımsız olarak kendi öğretimini takip etmesi yer alır. Burada öğretmenin öz denetimli olarak üst söylemi derslerinin bir parçası haline getirmesi amaçlanmaktadır. Bunu kendi videolarını çekip izleyerek yapabilirler. En son aşamada tamamlayıcı takip aktivitesi yapılması vardır. Burada küçük çaplı bir araştırma yapma ve sonuçlarını diğer öğretmenlerle paylaşma, konuyla ilgili günlük tutma ve güçlü yönlerin/geliştirilmesi gereken yönlerin not alınması bazı seçenekler olabilir.

Bu çalışmadan yola çıkılarak ileride yapılacak araştırmalar için bir öneride bulunmak

gerekirse öncelikle öğretmenler arasındaki farklılıkların üstsöylem kullanımının nicel ve nitel yanları ile ilgisine bakılması belirtilebilir. Ayrıca ders türü, ders içeriği, zaman ve müfredat kısıtlılıkları gibi diğer bağlamsal özellikler de karşılaştırmalarda dikkate alınabilir. Ayrıca özellikle nitel analiz aşamasında derslerde kullanılan ders planları ve malzemeler de incelemeye dahil edilebilir. Bu şekilde öğretmenlerin söylem tercihleri ile ilgili olarak daha kapsamlı bir yoruma ulaşılabilir. Son olarak gelecekte yapılacak araştırmalar üstsöylemin AAİ derslerinin retorik ve türsel yönlerine ve daha alt düzeydeki söylemsel yönlerine detaylı nitel ve nicel olarak inceleyerek üstsöylemin AAİ ders türünün mikro ve makro yönleri arasındaki girift ilişkileri açıklamaya çalışabilir.

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