



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

DISCOURSE STRUCTURE AND DISCOURSE MARKERS IN THE
ARGUMENTATIVE ESSAYS OF ENGLISH AND TURKISH LANGUAGE
TEACHING STUDENTS

Betül ÖZDAMAR

Master's Thesis

Ankara, (2020)

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İNGİLİZCE VE TÜRKÇE DİL ÖĞRETMEN ADAYLARININ TARTIŞMACI
DENEMELERİNDE SÖYLEM YAPISI VE SÖYLEM BELİRTEÇLERİ

Betül ÖZDAMAR

Master's Thesis

Ankara, (2020)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **BETÜL ÖZDAMAR** and entitled “Discourse Structure and Discourse Markers in the Argumentative Essays of English and Turkish Language Teaching Students” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

Chair Prof. Dr. Hacer Hande UYSAL

Member (Supervisor) Prof. Dr. Nuray ALAGÖZLÜ

Member Assist. Prof. Dr. Pelin İRGİN

This is to certify that this thesis has been approved by the aforementioned examining committee members on 14/09/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from...../...../.....

Prof. Dr. Selahattin GELBAL
Director of Graduate School of Educational Sciences

Abstract

The aim of this contrastive rhetoric study was to investigate the discourse structure of Turkish and English essays based on the seven linearity parameters and discourse markers. The data was collected from 52 participants chosen from the English Language Teaching Department (ELT) and Turkish Language Teaching Department (TLT) at the Burdur Mehmet Akif Ersoy University. The ELT students were asked to write argumentative essays in English and Turkish, while the TLT students were supposed to write argumentative essays in Turkish. The linear structure of the essays was examined using seven parameters: (1) thematic unit, (2) thematic progression, (3) paragraph unity, (4) personal tone, (5) inter-paragraph cohesion, (6) concreteness and (7) sentence simplicity. The results of this analysis showed that the structures of the Turkish essays written by the ELT students were more linear. Furthermore, the discourse markers used in the English essays were analyzed and grouped into four categories: (1) additive, (2) adversative, (3) causal, and (4) temporal. The DMs used in the Turkish essays were examined based on thirty-seven categories. The study identified the frequency and classification of the DMs. As a result, in the English essays, 'and' was the most preferred DM which belongs to the additive DM category. In the Turkish essays, the most frequently used DMs by both ELT and TLT students is 've (and)'. Contrary to the claim, no relationship between the frequency of using discourse markers and the linear structure of the essays was found.

Keywords: discourse structure, discourse markers, rhetoric, contrastive rhetoric, linearity.

Oz

Karşılaştırmalı retorik çalışması olan bu çalışmanın amacı Türkçe ve İngilizce metinlerdeki metin yapılarını yedi parametreye göre incelemek ve bu metinlerdeki söylem belirteçlerini belirlemektir. Çalışmanın verileri Burdur Mehmet Akif Ersoy Üniversitesi İngilizce Öğretmenliği ve Türkçe Öğretmenliği Bölümlerinde öğrenim gören ikinci sınıf öğrencilerinden toplanmıştır. Çalışmaya toplamda 52 öğrenci katılmıştır. İngilizce Öğretmenliği Bölümündeki öğrencilerden İngilizce ve Türkçe tartışmacı metin yazmaları istenirken Türkçe Öğretmenliği Bölümünde okuyan öğrencilerden sadece Türkçe tartışmacı metin yazmaları istenmiştir. Toplanan metinlerin söylem yapıları 7 parametre kullanılarak incelenmiştir: (1) tematik bütünlük, (2) tematik devamlılık, (3) paragraf bütünlüğü, (4) yazma üslubu, (5) paragraflar arası uyum, (6) somutluk ve (7) cümle basitliği. Sonuç olarak İngilizce Öğretmenliği Bölümü öğrencileri tarafından yazılan Türkçe metinlerin yapılarının daha doğrusal bir anlatıma sahip olduğu bulunmuştur. Metinlerin söylem yapılarının yanında metinlerde kullanılan söylem belirteçleri de belirlenmiştir. İngilizce metinlerde kullanılan söylem belirteçleri dört ana grup altında incelenmiştir: (1) ek belirten, (2) karşıtlık belirten, (3) neden belirten ve (4) zaman belirten. Türkçe metinlerde kullanılan söylem belirteçleri ise 37 farklı kategoriden oluşan bir sınıflandırma kullanılarak incelenmiştir. Araştırmanın sonucu göstermektedir ki İngilizce Öğretmenliği Bölümü öğrencileri İngilizce makalelerinde sıklıkla ek kategorisinde olan 've' söylem belirtecini kullanmışlardır. Türkçe makaleler incelendiğinde ise hem İngilizce Öğretmenliği Bölümündeki öğrencilerin hem de Türkçe Öğretmenliği Bölümündeki öğrencilerin makalelerinde 've' söylem belirtecini sıklıkla kullandığı tespit edilmiştir. Çalışmanın sonucunda, öğrencilerin söylem belirteçlerini kullanma sıklıklarıyla metinlerinin doğrusal yapısı arasında anlamlı bir ilişki olmadığı saptanmıştır.

Anahtar sözcükler: söylem, söylem yapısı, söz bilim, karşılaştırmalı söz bilim, söylem belirteçleri.

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Symbols and Abbreviations

L1: First/Native language

L2: Second/Foreign language

ELT: English Language Teaching

TLT: Turkish Language Teaching

FLT: French Language Teaching

DMs: Discourse Markers

TU: Thematic Unit

TP: Thematic Progression

PU: Paragraph Unity

PT: Personal Tone

CO: Inter-paragraph Cohesion

CON: Concreteness

SS: Sentence Simplicity

EFL: English as a Foreign Language

Chapter 1

Introduction

The significance of learning English as a second language or a foreign language has been accepted as an undeniable fact for a long time. When the major developments in technology, current political situation, world trade and globalization are analyzed, the reason why English is important and why English is accepted as a lingua franca that was stated as a chosen foreign language of communication by Firth (1996) can be explained. The spread of the English languages through the world enables English to become a lingua franca. Hamid and Nguyen (2016) explained this English spread as the only way to catch up with the current developments in technology, science and education.

Being a proficient language learner of English has become crucial. Language proficiency can be defined as an ability to know how to use meaningful utterances in an appropriate context. The level of a learner's language proficiency uncovers how well the learner has achieved to master a language. A proficient English learner should know how to read, how to write, speak, and understand in order to reach a successful communication in English. Therefore, language proficiency has four skills which are listening, speaking, reading and writing. These skills are also subcategorized as receptive skills and productive skills. The receptive skills are reading and listening, while the productive skills are writing and speaking (Alderson, 2005). The productive skills are accepted as challenging skills for language learners as writing in a foreign language requires a certain level of proficiency in that language, and it is possible that nonnative writers experience difficulty while writing (Amnuai, 2019). The difficulty that learners face while writing in English has led to many studies in which researchers aimed to find out the factors affecting learners and solutions to enhance writing ability.

Culture or characteristic features shaped by culture has been considered as an important factor that affects the language learning process. Kaplan (1966) argued that the writing process was influenced by one's culture. The culture people were born in and the language they speak affect their writing pattern.

It is an undeniable fact that culture plays an essential role in shaping one's thoughts and personality. Because of this reason, there is a considerable amount of cross-cultural studies conducted to examine to what extent one's native language interferes in writing in a second or foreign language. Hence, it is very fundamental to examine the relationship between L1 and L2 in written discourses to understand the cultural effects on the written discourse structure.

Considering the information provided above, the effects of culture on written discourse can be seen from a broader perspective. Therefore, it is stated that analyzing written discourses and their structures in great detail enables researchers to gain a valuable insight into teaching and learning a target language. Having a flawless structure is not the only required component of a well-designed written discourse as a well-designed written discourse. A well-designed written discourse should also have a meaningful introduction and conclusion. Namely, a well-designed written discourse is composed of coherent and cohesive parts in which the main idea or thesis statement is clarified in a logical manner not only at the beginning but also in the end of the written discourse (Halliday, 1978). The relationship between culture and rhetoric in written texts was analyzed by Arsyad et al. (2020). They examined the rhetorical problems experienced by Indonesian lecturers by analyzing the sections of research article drafts. The study revealed that most Indonesian lecturers faced considerable problems in the introduction, results and discussion sections of their research articles. They also emphasized the importance of the rhetorical structure of articles by saying that "Indonesian authors must learn the rhetorical styles of research article introductions and discussions, especially the use of references in order to be accepted in international journals" (p.116). In the same vein, Chien (2019) claimed that L2 researchers could experience some difficulties in international publication. Based on this conception, studies have been conducted not only in Turkey but also in other countries in order to examine discourse markers and discourse structure used in written discourse to determine how they are used in written discourse and how they affect written discourse structure. As cohesion has a huge effect on written discourse structure (Halliday and Hasan, 1976) ,DMs, which are crucial for cohesion, should also be examined to explain this relationship.

Fraser (1999) stated that some studies should be conducted to answer questions such as how discourse markers can be compared across languages, what the similarities or differences of DMs are when languages are examined and compared and whether DMs are separated words or can be bound morphemes.

Taking into consideration assumptions about discourse structure and discourse markers above, the current study aims to examine the linearity structure of argumentative essays written by students of the English Language Teaching Department and Turkish Language Teaching Department. The discourse markers and discourse structure of the argumentative essays that are written in English and Turkish are analyzed by using qualitative research methods with the aim to explain determine whether the discourse structure of the essays has a linear pattern which is shaped by native language and culture. Moreover, it was examined if there is a linear pattern in Turkish and whether this pattern is affected by English or affects English discourse written by Turkish. DMs are also analyzed to find out whether there are any similarities and differences in terms of their usage in English and Turkish argumentative essays. Lastly, whether the relationship between DMs and the discourse structure and whether DMs affect discourse structure are explored.

Statement of the Problem

As a human being we live in a society, interact with other people and adapt to the society whether we want or not. Being in the society leads to the essential need of interaction with other people. As an inevitable consequence of this interaction between human and society, some social and cultural norms of the society shape our behaviors, habits, character and even thoughts. Sapir (1929) discussed this topic based on language. He claimed that our perception of the real world is built on language habits of the society which we live in. How we behave, solve problems, interact others, and show our attitudes towards situations we face in the daily life are affected by the language we use.

Consequently, a language cannot be considered as a separate phenomenon from the society in which it emerges. Therefore, a language is not a simple interaction tool which is defined as a form that consists of only grammar and linguistic.

The language which people use in a certain society plays a very important role in shaping one's point of view to certain situations. Whorf (1946) compared Hopi and eastern European languages based on their structural features. He defended that the perception of understanding of words is shaped by the language which people used. People even use their own language as a tool to examine other languages.

All in all, some researchers (Sapir, 1929; Whorf, 1946; Kaplan, 1966; Grabe and Kaplan, 1996) have argued that the language we speak exists in every aspect of our lives. Since culture and language of a society interact constantly, it is inevitable that they affect each other, and they cannot be considered separately from each other. This strong bond emerging from the mutual relations between culture and language manifests itself wherever we use the language.

A language has two products which are speaking and writing. Writing is as important as speaking for people when expressing their thoughts, opinions and ideas. People started to write because they wanted to make discourse permanent and transfer culture and thoughts from generation to generation. Writing is not an easy skill to learn as knowing how to read and write does not mean that you are capable of writing a good paragraph, composition or essay. Acquired information about the organization, clarity, range of vocabulary, and accuracy is necessary to form a well-prepared writing. Namely, writing skill competency is acquired through education (Aktaş and Gündüz, 2001; Binyazar and Özdemir, 1978; Kantemir, 1995).

Even though this study aims to examine written discourses as a product not a process, it is borne in mind that written discourse is a product of careful and rigorous thinking and planning process. Before starting writing, writers need to follow some steps in the planning process of writing. First, writers should choose a topic which is worth reading and attracts attention of the readers, and then they should decide how to write and express themselves accurately and clearly (Kantemir, 1995).

Based on this process, people sometimes write to express their thoughts and feelings about certain topics; therefore, it is unavoidable that researchers have

focused on the areas of how people think, what their interactions with the real world are, and how their point of views affect written discourse.

At this point, the importance of cultural awareness in teaching and learning a new language started to be discussed. The role of culture and cultural features on personality and thinking system in written discourse, discourse structure, and word choice has been studied in order to find the factors which affect writing proficiency. Contrastive rhetoric studies examining rhetoric and discourse in writing have been conducted in European and Asian countries to find whether logic, thoughts, real world perception play a role while writing (El-daly,2012; Hryniuk,2018; İnceçay,2015; Krampetz,2005; Nasiri et al,2012; Şimşek,2017; Uysal,2012).

It is also fundamental to note that differences are not limited to word selection or sentence forming level since some differences in forming sentences are inevitable to emerge from structural differences of languages themselves while writing. The aim should be to examine and find specific pattern differences done by native speakers of the language in written discourse between the native and target language. Examining these specific patterns of written discourses in different languages changes researchers', teachers' and learners' thoughts towards native speakers' logic system or world perception of a target language. This examination can be useful during the planning process and writing process as one of the purposes of writing is to be understood by readers. If someone writes in a second language which will be read by native speakers, the topic which is explained, expressed or argued should be well-organized, understandable and accurate and meet the expectation of readers (Aktaş and Gündüz, 2001; Grabe and Kaplan, 1996). Abdollazzadeh (2011) explains the relationship between rhetoric and discourse organizations by stating "the way writers present themselves, negotiate an argument, and engage with their readers is closely linked to the norms and expectations of the particular cultural and professional communities" (p.296).

Taking into consideration the above factors, it is assumed that discourse structure and DMs play an important role in written discourse and teaching written discourse. Therefore, it can be said that writing is a complex process involving not only planning, observing, analyzing a topic but also forming sentences,

paragraphs and expressing opinions and thoughts in a comprehensive way so as to convey the intended main idea to readers without confusion and misunderstanding. Based on these assumptions, cohesion is essential for structural development of texts in order to accomplish a well-prepared written discourse. Halliday and Hassan (1976) explained and classified components providing cohesion. Moreover, these components were named as cohesive ties which were examined under elaborative sub-headings by Halliday and Hassan (1976). Components creating cohesion in written discourse have been analyzed under different names and sub-headings like cohesive ties (Halliday & Hassan, 1976), discourse connectors (Cowan, 2008) and discourse markers (Fraser, 1999). The names given to the cohesive components are not explained and argued here as discourse markers will be mentioned in detail in literature review. The cohesive components have been labelled differently and in this current study they are analyzed under the name of discourse markers.

Discourse structure and discourse markers have been analyzed under different titles, considering different purposes and examining different contexts as it will be pointed in the literature review of the study. The usage of discourse markers and the effect of language learning on discourse structure have been investigated; however, both of them have not been analyzed considering the seven linearity parameters. As native language affects the way people think discourse structure is also affected by language. The writing proficiency of TLT students have been examined in many studies. The academic articles published on pre-service Turkish teacher between 2014 and 2018 have focused on writing proficiency compared to reading proficiency of students (Ari et al, 2020). However, a contrastive rhetoric study in which argumentative essays written by ELT and TLT students have been examined has not been conducted. This contrastive rhetoric study has two different groups of participants. First group consists of students from English Language Teaching department and second group consists of students from Turkish Language Teaching department.

The Turkish and English argumentative essays written by Turkish ELT students and Turkish argumentative essays written by Turkish TLT students is collected. The data is analyzed in terms of written discourse structure and discourse markers.

Aim and Significance of the Study

The purpose of this study is to analyze discourse structure and discourse markers in written discourse. Collecting Turkish and English argumentative essays from the ELT students and Turkish argumentative essays from the TLT students is the distinctive feature of this study. The argumentative essays of the TLT students are also analyzed because it was found crucial to explore whether Turkish has a linear discourse pattern and whether the linear pattern of Turkish, if it exists, affects Turkish and English discourse structure written by the ELT and TLT students. The study is a contrastive rhetoric study in which the Turkish and English argumentative essays are examined. The effect of learning a second language on discourse structures and the usage of discourse markers is investigated by examining argumentative essays written by the ELT and TLT students. The essays are compared to reveal how a native language and second language affect the discourse structure, the usage of discourse markers, and the rhetorical transfer between languages while writing. Hence, it is aimed that the result of the study provides a valuable insight for not only teachers but also learners into teaching and learning how to write.

The relationship between L1 and L2 should be examined because even if a proficient learner is capable of knowing how to form a sentence or paragraph linguistically and grammatically correct, it does not mean that the learner expresses his / her thoughts and feelings about the topic cohesively and coherently to form a composition or an essay in which sentences are ordered logically and comprehensively. That is why teaching writing in a foreign language should not be limited to grammar, sentence structure and vocabulary usage. A language or foreign language should be considered as a whole which is affected by logic and rhetoric of language (Wei, 2020).

The Turkish and English essays written by the ELT students and Turkish essays written by the TLT students enable the researcher to examine the Turkish and English essays at the same time to reveal whether L1 is a fundamental factor on the discourse structure and discourse markers. If a foreign culture and language, (in the current study being English), have an influence on learners' written discourse, it should be asked and examined to what extent the native

language is assimilated by a foreign language and to what extent the native language affects a foreign language while writing in English and Turkish (İnceçay, 2015).

Another factor affecting written discourse structure is discourse markers. DMs should be analyzed as they play an important role while forming a cohesive written discourse structure. A well-designed and seamless written discourse needs cohesive ties, in the current study discourse markers, in order to produce a cohesive, understandable, logically structured and appropriate written discourse (Muhyidin, 2020), thus in the study discourse markers and the relationship between discourse markers and discourse structure is analyzed.

Consequently, it is aimed that the results reveal the differences and similarities between Turkish and English in terms of discourse structure and usage and preference of DMs. Furthermore, the effects of a native language on a target language or a target language on a native language in written discourse are explored. The results of the current contrastive rhetoric study are significant for language teachers and learners as the differences, the similarities and the relationship between L1 and L2 is aimed to be investigated in the current study, which enables to present a different perspective to language teachers and learners.

Research Questions

Based on the aim of the study, the research questions, given below, are investigated:

1. Based on the linearity parameters;
 - a. Do English argumentative essays written by the ELT students have the properties of a linear structure?
 - b. Do Turkish argumentative essays written by the ELT students have the properties of a linear structure?
 - c. Do Turkish argumentative essays written by the TLT students have the properties of a linear structure?

2. What are the similarities and differences between;
 - a. The Turkish and English argumentative essays written by the ELT students in terms of the linearity parameters?
 - b. The Turkish argumentative essays written by the ELT and TLT students in terms of the linearity parameters?

3. What are the common preferences in use of DMs;
 - a. in the English argumentative essays written by the ELT students?
 - b. in the Turkish argumentative essays written by the ELT students?
 - c. in the Turkish argumentative essays written by the TLT students?

4. What are the similarities and differences between;
 - a. The Turkish argumentative essays written by the ELT and TLT students in terms of the preference of the DMs?
 - b. The Turkish and English argumentative essays written by the ELT students in terms of the preference of the DMs?

5. Is there a relationship between the frequency of DMs in the essays and linearity structure of the essays?

Assumptions

It is assumed that all the ELT students have almost same educational background in English and Turkish and all TLT students have also same educational background in Turkish. Moreover, it is assumed that all participants have enough proficiency in writing based on their academic achievement. All participants are presumed that they know how to write an argumentative essay.

Limitations

The current study has limitations which should be considered while analyzing the result of the study. It is important to note that the pilot study had been conducted before the current study. The pilot study was also a contrastive study in which the essays of the ELT and TLT students were analyzed; however, only discourse markers were analyzed. The discourse structure and linearity were not analyzed in the pilot study.

Three different topics were provided to the students for each type of argumentative essay being Turkish and English. They were asked to write about the topic they chose. When the findings of the study are interpreted, it should be considered that the topic choice of the students may affect the structure of their essays.

The DMs used in the English and Turkish argumentative essays written by the ELT and TLT students are analyzed by using two different classifications.

The classification of Haliday and Hassan (1976) is used for the DMs used in the English argumentative essays and the classification of Atabey (2007) is used for the DMs used in the Turkish argumentative essays. Using two different classifications for the DMs is the other limitation of this study.

Moreover, the study is limited with the ELT and TLT students. Students are selected from the Burdur Mehmet Akif Ersoy University. Furthermore, the study is limited with second-grade students. Due to the selection of a certain level, the study includes the participants within a certain age range between the ages of 18

and 23. This study is limited to 52 participants. 26 participants are selected from the ELT Department and 26 participants are selected from TLT Department. The reason of limiting the number of participants is the technique which is used to analyze the collected data as qualitative research techniques are used to analyze the data.

Definitions

Discourse: It is a speech or writing in which a message is conveyed.
(<https://www.teachingenglish.org.uk/article/discourse>)

Discourse Markers: Discourse markers are words which have different discourse functions. They are defined as “a group of discourse operators that are universally used as coherent language markers in discourse” by Redeker (1991, p.29).

Rhetoric: It is the way of how a person expresses himself/herself and organizes the thoughts and opinions in communication or writing (Knoblauch, 1985).

Contrastive Rhetoric: It deals with the rhetorical differences and discourse components stemming from different languages and cultures (Liu, 2011).

Linearity: The structure of writing or communication in which the argumentation and thoughts are stated clearly and comprehensively (Taggart, 1996).

Argumentative essay: A type of writing in which writer makes a claim and tries to convince the reader to prove the claim (Özdemir, 2002).

Chapter 2

Literature Review

In the current study, discourse structure and discourse markers of written texts are analyzed with the help of contrastive rhetoric and discourse analysis. In this chapter, discourse and discourse markers are explained in two parts.

Discourse

Discourse is a broad term which has been tried to be defined by many researchers. It therefore is hard to write a single and standard definition of discourse which is accepted by most people. The term discourse is related to many different fields like linguistics, pragmatics, literature, sociology, anthropology, psychology, and philosophy, which is the reason why discourse has been defined differently. Generally, discourse is defined as “language in use” by most researchers (Blommaert, 2004). Discourse, language, people, society, and culture have an inevitable mutual relationship between one another. In other words, discourse affects the communication, people, society and culture while it is affected by them (Johnstone, 2008).

In a broad sense, discourse is related to language usage, no matter written or oral communication. Communication between people is not just a simple process where words form sentences randomly. When people want to communicate many features affect communication like word choice, how to form sentences, and structures that is used. It does not matter that communication is oral or written. Every feature even punctuation in written or spoken language is chosen purposely by people involved in communication (Paltridge, 2013). For example, communication between literate and illiterate people, young and old people, men and women, the list goes on, is not similar and linguistic performance displayed by these people is totally different one another. Linguistic performance in a communication is a changeable variation; therefore, it exhibits different features according to where, by whom and for what purpose it is used (Jaworski and Coupland, 2006). Discourse is interested in this diversity and any factors causing this diversity.

Discourse thus provides crucial, valuable, and beneficial information related to society, social backgrounds of people, and culture when it is analyzed carefully as it is stated by Starke-Meyerring et al. (2014) that “discourse and writing as historically evolved social and ideological practices” (p.A-14).

Discourse Analysis

How and why discourse has been shaped differently by different person, communication in different setting, and culture in time has aroused interest among researchers for many years, almost 70 years. Zelling Harris (1952) was the first person who came up with the term discourse analysis. Harris aimed to analyze the language features which affected the structure of texts by defining their role in texts.

As mentioned above, discourse can be defined as ‘language in use’ thus discourse analysis tries to find out and describe how language is used in specific settings, different text genres, and different cultures by different people. Moreover, how people form sentences, paragraphs or communicative utterances in a communication has been examined. McCarthy (1991) made a detailed definition of discourse analysis:

“Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used... Discourse analysis is not concerned with the description and analysis of spoken interaction... Discourse analysis / analysts are equally interested in the organization of written interaction.” (McCarthy, 1991:12)

Discourse has been analyzed by many researchers in different ways. The early years of discourse analysis researchers mostly focused on linguistic features, sentence forms, paragraphs, their relationships one another, and contribution of each of them to discourse as a whole. They tried to identify every unit which composes a discourse. Then, discourse analysts gained a new perspective on discourse analysis in 80s and 90s. Discourse analysts started to focus on components in a discourse beyond the lexical level.

They tried to understand and find out the phenomena affecting discourse formation. In recent years, analyzing discourses based on corpora has gained popularity (Webber and Prasad, 2009).

Corpus studies or the studies in which genre of the texts are analyzed provide a valuable insight into discourse analysis. Bozkurt (2019) investigated pre-service Turkish language teachers' awareness of the genre and the thematic structure of the texts. He suggested that students should be trained to raise genre awareness for efficient writing and reading.

Rhetoric

In today's globalized world, as the interaction between people who speak a different native language and have different culture has increased the need for a common language which helps people communicate and understand each other has become a necessity. Because of the inevitable situation arising from globalization and international trade a common language should be used. This phenomenon is called lingua franca and most people use English as lingua franca. Firth (1996) explained this situation as "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication". The spread of English all over the world enables English to become a lingua franca. That English has become a lingua franca is not surprising at all since the number of people talking English is increasing day by day.

The spread and popularity of English have affected not only spoken language but also written language. Having writing proficiency in English is an important skill to be needed to be developed and accomplished for writing tasks giving at school or university. As English has become a lingua franca and the demand to English has led learners of English to become proficient in writing for different purposes (Ruiz-Garrido, 2009).

Because of the English spread all around the world, academic discourses or writings patterns have been affected by English writing pattern. Hamid and Nguyen (2016) explained the situation in Asia by saying that education policy makers in Asia support English in schools because of the English spread.

Having English proficiency is very crucial to catch up with the current developments in technology, education and also enhance the national development. In academic world, the academic language is English. Researchers written in English are mostly cited and have become popular. If scholars want people to read, understand, and cite their studies they are supposed to write their papers in English. This causes some problems for old scholars who are non-native of English (McKinley, 2013).

It is undeniable that there are many ways in which discourses can be structured differently. In other words, how to start writing, how to combine and link sentences and paragraphs one another, how to present the topic of the discourse, how to present sub-topics, and also the flow of the discourse vary from person to person depending on their native language, nationality, and culture. Researches, for example, have been conducted studies in order to compare the rhetorical differences and rhetorical patterns between different cultures such as English and Korean. The results of the study have showed that Korean and English have different rhetorical pattern; however, written discourse that are written by Korean writers have been recently started to resemble to English due to the impact of English on academic fields. The resemblance has increased year by year (Eggington, 1987).

Brown and Lee (2015) list and clarify characteristics of written language under seven titles: permanence, processing time, distance, orthography, complexity, vocabulary and formality. In the formality part, they stated that a written text should have 'rhetorical or organizational formality', that is to say, writer is responsible for construct a logical order in written discourse in which writer organize how to express or explain his/her opinion on the basis of a topic with the intention of conveying a comprehensible message to reader.

Rhetoric and rhetorical patterns are accepted as culture related phenomena by some researchers. Namely, while analyzing a written discourse the native language of writer plays a significant role in forming rhetorical structure of discourse. By the same token, writers having the same native language tend to use the similar rhetorical patterns while writing. Conversely, there are also researchers who object such a strong view and defend that discourses written in different languages can demonstrate similar rhetorical patterns.

These patterns cannot be explained depending on sharing the same native language or culture since many different phenomena affect the rhetorical pattern of written discourse (Paltridge, 2013).

Contrastive Rhetoric

Language has changed over times while not only affecting its users but also being affected by them. Language therefore is not examined and treated as a separated phenomenon from the society in which it is used. Based on this notion, contrastive rhetoric deals with factors affecting language use besides; it tries to find out whether these factors effectuate similarities or differences in different languages. The similarities and differences, however, arising from linguistic structure of language like differences in forming subject-verb agreement across languages are not exactly concerned by contrastive rhetoric. Rhetorical organization in which the text is formed is mostly examined by contrastive rhetoric (Grabe and Kaplan, 1996).

Connor (1996) makes a definition of contrastive rhetoric, and then Connor (2004) named contrastive rhetoric as intercultural rhetoric, as:

“an area of research in second language acquisition that identifies problems in composition encountered by second language writers, and by referring to the rhetorical strategies of the first language, attempts to explain them” (Connor, 1996, p. 5).

Contrastive rhetoric studies, as Grabe and Kaplan (1996) stated, started to be conducted in the middle 1960s. Kaplan (1966) conducts a study in which he collects several written discourse in English produced by students who have different native languages with the aim of defining differences in written discourses. Kaplan (1966) was accepted as the pioneer researcher in contrastive rhetoric field by investigating the differences in discourse structures of different languages. He claimed that differences in discourse structures stemming from cultural and rhetorical differences between languages (Almuhailib, 2019; Panetta, 2001). Some researchers have investigated the texts written by EFL learners in order to detect systematic textual differences between L1 and L2.

Other researchers, on the other hand, have analyzed the texts in order to detect cultural features and their positive or negative effects on writing quality. In general, however, contrastive rhetoric studies tended to compare L1 and English (Leki, 1991).

Early contrastive rhetoric studies focused on only smallest features of the texts and text structure (Leki, 1991; Matsuda, 1997) as L2 writing was associated with English text pattern. Raimes (1983) explained this approach as:

“copy paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences (p.8, cited by Matsuda in 1997: 46).”

The current contrastive rhetoric studies, on the other hand, have not just focused on only text structure. They have been also interested in analyzing the other factors which affect the writing quality apart from culture like writer identity. Walker (2016) explains the relationship between identity and writing as “the learners may choose to accommodate to the speech of their audiences, conform to norms, negotiate identity via linguistic choices to express him or herself” (Walker, 2016.p.36). Xinghua (2011) claimed the similar point of view by suggesting that contrastive rhetoric studies should broaden its viewpoint culture to ‘interpersonal aspects of writing’ by analyzing written texts not only in L1 but also in L2 so as to gain a valuable insight into contrastive rhetoric. Hence how successful language learners are at writing in L1 is an effective factor in second language writing, which should be considered while conducting contrastive rhetoric studies (Carson, 1992). Rhetorical transfer in second language learning is not a brand new issue; however, the reasons which are related to 'L2 writers' agency' have been investigated (Wei, 2020). In his study, Wei (2020) aimed to investigate the relationship between metacognitive awareness of L1 to L2 rhetorical transfer and proficiency level of Chinese EFL writers in their writings.

Wei found out that writers that had higher proficiency in L2 were aware of L1 to L2 rhetorical transfer and metacognitive awareness of L1 to L2 rhetorical transfer is related to the proficiency level of writers.

Namely, studies conducted in contrastive rhetoric over time have contributed greatly to this field, causing the studies to change direction. Contrastive rhetoric studies have started to analyze other rhetorical components while not being limited to paragraph level analysis.

The main reasons why contrastive rhetoric studies have started are that it is hoped that the results of the contrastive rhetoric studies, by comparing different languages and spelling forms, will benefit the writing problems encountered by students whose mother tongue is not English or who need to write in a language other than their mother tongue (Connor, 1990). The pedagogical ties between contrastive rhetoric and education are based on this point of view. Contrastive rhetoric provides a different point of view to teachers and learners in order to have an insight about the target language, its discourse structure, and its features which help to form an appropriate, coherent, and logically structured written discourse (Traversa and Connor, 2014).

Grabe and Kaplan (1996) state why contrastive rhetoric is important for teaching writing by explaining what learners should know while writing in target language. They argue that learners or writers should be aware of patterns of target language, how the pattern affect the flow of the written discourse, useful strategies helping to composing a written discourse, how to write a proper and coherent text in target language, how to combine words and sentences in a proper way in target language, and how to choose a topic and write an appropriate and comprehensible discourse which appeals to target audience. If topical structuring is provided properly in essays the essays are considered more cohesive and coherent (Kılıç et al., 2016). Being aware of these kinds of features, the list can be increased, is significant and beneficial for not only learners also teachers in order to generate a proper written discourse. Contrastive rhetoric is such a substantial resource as contrastive rhetoric study which is conducted by considering multiple dimensions affecting written discourse offers several useful pedagogical perspectives.

It is also worthwhile to note that contrastive rhetoric studies provide important insights into showing language learners the cultural conventions of target audience. Kaplan (1988) stated that even though language learners could be familiar with the writing system of their native language they might not comprehend the writing system or text structure affected by culture of the target language.

In the current study, it is not argued that which group, critics or supporters of contrastive rhetoric is right; however, it is believed that the results of contrastive rhetoric studies are remarkable and worth considering in the field of writing education.

In view of these explanations, in the current study, both English and Turkish argumentative essays written by the ELT students were analyzed by aiming to compare L1 and L2 at the same time. Texts written in Turkish by the TLT students, moreover, analyzed to have a better understanding of contrastive rhetoric. It is also claimed that the reason of structural and rhetorical differences between languages may be influenced by genre of the text (Leki, 1991). Kaplan analyzed expository texts by comparing and contrasting these texts with English text pattern; however, Eggington (1987) also analyzed expository texts and concluded that Korean and English expository texts had the similar text pattern that was introduction-body-conclusion pattern. It was explained that the differences found between languages were due to the content and function of these three sections. The current study, on the other hand, analyzed argumentative essays in order to detect similarities and differences are caused by the structure of argumentative essay. Initial rhetoric studies analyzed cross-linguistic transfer between languages and it was claimed that L1 affected the writing quality in L2 with negative interference. Xinghua (2011) opposed this claim and stated that cross-linguistic transfer might be positive and bidirectional. Based on this point, the current study also aimed to investigate the essence of the cross-linguistic transfer between Turkish and English.

Kaplan's Rhetoric. Structure composes of text and text is composed of sentences, words, and clauses; namely any utterances made by speaker or writer. It is mentioned above utterances are affected by speaker or writer; as a consequence of this phenomenon, it is inevitable that cultural differences affect discourse structure. The language of a community can play a vital role in shaping the points of view of its speakers unconsciously (Sapir, 1929).

Kaplan (1966) explained this phenomenon as cultural thought patterns. He stated that language we talk plays important role in written discourse. For example, English has a linear pattern. An English expository paragraph has a specific pattern. It starts with a topic statement, and then, the writer continues with subdivisions of topic statement by supporting the idea and giving examples. The main purpose of every body paragraphs and every given examples is to clarify and support the main idea, topic statement or thesis statement. Kaplan gave various examples in his study to support his idea; moreover, he presented the patterns graphically (Figure 1).

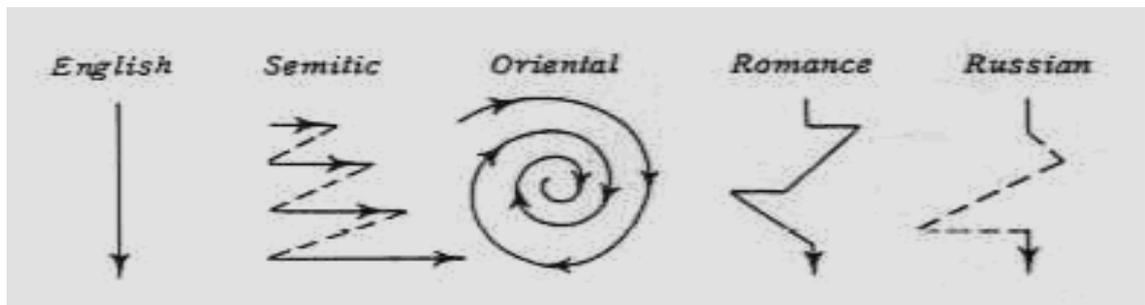


Figure 1. Graphics from Kaplan 1966, p.15

The aim of this classification is not to criticize languages or claim that one language is better than others; on the contrary, the classification provides an insight into teaching and also learning a new language. Teachers should be aware of cultural differences while teaching as learners might face some problems stemming from their mother tongue while meeting the expectations of the teacher or the readers in their texts in terms of text structure and cohesion. Even though students or language learners are proficient in grammar or linguistics it does not mean that they can write a perfectly coherent text which has a logical flow as cohesion of the text is affected by many variables.

Güven and Akpınar (2020) investigated these variables and aimed to find out how the international students who learn Turkish as a foreign language use

cohesion elements in their free and guided writings. The participants were found more successful in providing cohesion in their free-writing than guided-writing. The study provides a very valuable insight into the variables that affect the level of using cohesive devices.

In other words, the knowledge of how to structure sentences, paragraphs, and form an essay is not enough to write an appropriate discourse as the written discourse should also convey a message and also the readers understand what is supposed to be explained and expressed in the written discourse (Kaplan, 1966).

Linearity. Taking this point of view as a starting point, Kaplan (1966) introduced Cultural Thought Patterns (see Figure 1) based on the findings of his study. He defended that English has a linear rhetorical pattern compared to Semitic languages, oriental languages, Russian, and Romance. Linear pattern makes the organization of the text more logically organized and coherent. The findings of the study conducted by Qi and Liu (2007) supported the Kaplan's Rhetoric. An informative language and clear statements are used in English texts because English is accepted as writer-responsible language (Hinds, 1987). On the other hand, the language used in Chinese is more expressive and reader-responsible. Like the given study, in the current study, the components of linear pattern of English and Turkish argumentative essays are aimed to investigate but using different parameters.

Monroy (2008) conducted a study, named Linearity in Language Rhetorical-discursive Preferences in English and Spanish in the light of Kaplan's Model, in which he compared English and Spanish using Kaplan's Model in order to find out linearity of English and Spanish texts and compare these two languages. In his study, he analyzed the texts considering seven parameters established by Monroy and Scheu in 1997 so as to define whether texts written in English and Spanish are linear or not.

These seven parameters are thematic unit, thematic progression, paragraph unity, personal tone, inter-paragraph cohesion, concreteness and sentence simplicity. Monroy and Schue (1997) state each of these parameters help to provide the linearity in writing and explain these seven parameters.

In the current study, essays of students are analyzed considering these seven parameters used by Monroy (2008). In addition to the seven parameters, DMs used by the ELT and TLT students are examined to gain a better understanding about discourse. The features of the seven parameters are explained as follows:

1. Thematic Unit (TU): This qualification means that the text is built on a consistent thesis statement without distracting the main idea and confusing the reader.

- The argumentative essay is built on one thesis statement.

2. Thematic Progression (TP): Besides having a consistent thesis statement, linking sentences, and paragraphs each other while relating them to the thesis statement of the text in a logical way and order is very important to provide linearity in the text.

- Sentences or claims which are not related to the thesis statement are considered as elements that disrupt thematic progression.
- Introduction paragraph, body paragraph/s, and conclusion paragraph have the required elements- thesis statement, sub-claims, and conclusion. If one of them is missing or not clearly stated this means that thematic progression is not provided.

3. Paragraph Unity (PU): Paragraphs in the text should be related to each other and support the thesis statement of the text. Moreover, sentences in each paragraph also should be related each other and paragraphs should be coherently structured. Using internal links within paragraphs provides better cohesion and coherence in texts (Tovar, 2016).

When totally different things are discussed in every paragraphs linearity and cohesion of the text are violated. An argumentative essay consists of at least three paragraphs: Introduction, body, and conclusion. If an essay has a thematic progression thesis statement will be placed in introduction paragraph and then in body paragraph/s sub-claims should be stated and explained considering the thesis statement. In conclusion paragraph, the thesis statement and sub-claims are summarized and linked to a conclusion (Göçer, 2018).

- In the introduction paragraph, thesis statement explained clearly.
- In the body paragraph/s, sub-claims are related to the thesis statement and used to reinforce the thesis statement.
- In conclusion paragraph, writer expresses the result of his/her argumentation based on thesis statement and sub-claims.

4. Personal Tone (PT): A writer should use a clear and comprehensible language while writing in order not to confuse the readers. S/he therefore should be careful about explaining ideas based on a consistent point of view. Writer-responsible languages, explained above, provide personal tone in texts (Hinds, 1987). Bolgün and Mangla (2017) conducted a contrastive rhetoric study in which they analyzed English and Hindi editorials. It was found out that New York Times editorials are more writer-responsible compared to Navbharat editorials as a direct and comprehensible language is used in New York Times.

- The writer expresses his/her thoughts using a direct and comprehensible language without causing ambiguity.

5. Inter-paragraph Cohesion (CO): As mentioned above, paragraphs should be related to each other for thematic progression. Hence with the help of linking words paragraphs can be tied to each other in a logical order (Halliday&Hassan, 1976).

- Linking words or sentences are used to continue the flow of the essays between paragraphs.

6. Concreteness (CON): Using a concrete language in writing makes the meaning more understandable and clear. It reduces the ambiguity in meaning. Allen et al. (2018) states that word concreteness helps writers to compose more comprehensible texts.

- Thoughts and ideas which support the argumentation - thesis statement, sub-claims - are explained giving concrete examples clearly and comprehensibly.

7. Sentence Simplicity (SS): It basically means that avoiding using long, complex and subordinate clauses in writing because when complex sentences are used frequently this can distract readers' and even writers' attention from the main

idea. Shorter sentences are related to simple syntax because there is a relationship between syntactically simple texts and comprehension (Allen et al., 2018).

- Using complex and subordinated sentences which interrupt the logical flow of the paragraph and prevent the paragraph unity is an obstructive factor for linearity in the essay.

In the current study, both discourse structure and discourse markers are examined as it is aimed that the results of the study provide valuable and significant insights into contrastive rhetoric and language transfer.

Discourse Markers

One of the main objectives of a writing class is to teach how to write a comprehensive text having required features. Being a proficient learner in grammar does not mean that this quality is enough to write an appropriate text as writing sentences consecutively does not form a meaningful text. Sentences in the text should be complete each other cohesively and coherently around a context. To accomplish this objective, cohesive devices or sentence connectives should be used while writing (Halliday and Hasan, 1976).

In the current study, cohesive devices are examined under the name of Discourse Markers as there has been a conflict about discourse markers since 1990s. How to label DMs, how to classify them, and how to define their functions have been discussed by many researchers in many studies (Fraser, 1999; Rezvani et al., 2012). As a result of these studies, there have been various names, classifications and functions which have been attributed to DMs in literature. In the following paragraphs, DMs are explained briefly and then the classifications made by Halliday & Hasan (1976) and Atabey (2007) are clarified in detail because in the study, DMs are examined based on these classifications.

As it is stated above, DMs have been named differently by different researchers like sentence connectives (Halliday and Hasan,1976), conjuncts (Quirk et al, 1985), pragmatic markers (Fraser,1988; Schiffrin,1987), discourse markers (Fraser, 1999; Biber et al,1999), linking adverbial (Biber et al,1999) ,and

discourse connectors (Cowan, 2008; Rezvani et al., 2012). These are some specific examples from vast literature.

DMs are used to build a relationship between what is said and what is going to be said by a speaker or writer even though they do not have a meaning as a word in a sentence or where they are used. DMs, however, make sense according to their context; in other words, where they are used and for what purpose they are used affect their meaning in a text or conversation (Schiffrin, 1987; Cowan, 2008). In a contrastive study, Lubishtani (2019) examined function and argumentation of connectors in terms of textual connectivity in argumentative texts written in English and Albanian so as to identify the semantic relationship and function of connectors.

DMs are necessary to write a coherent text as DMs create cohesive relations between sentences which are called S1 and S2 by Fraser (1988). DMs function as “cohesive ties” in a text (Halliday and Hasan, 1976). Allen et al. (2018) analyzed the deep cohesion of the texts. It is stated in the study that there was a relationship between deep cohesion and comprehension of the texts. Furthermore, deep cohesion was defined as using connectives which these are categorized as causal, intentional, and temporal.

DMs have been examined and classified as components of not only written language but also spoken language. Discourse markers are named differently depending on whether they are used orally or in writing. Discourse markers used in a discourse are labeled and examined under different names such as linking adverbials (Biber et al,1999), conjuncts (Quirk et al,1985), discourse connectors (Cowan,2008), and conjunctive adverbials (Celce-Murcia and Larsen-Freeman,1999). Linking adverbials include conjunctions which are examined as cohesive ties by Halliday and Hasan (1976). In many studies, on the other hand, discourse markers have been investigated and analyzed as components of written language (Alahmed, Mohammed, and Kirmızı,2020; Al-khazraji, 2019; Aysu, 2017; Gönen,2011; Modhish, 2012; Muhyidin, 2020; Tiryaki,2017; Yunus and Haris, 2014).

In the current study, the discourse markers used in the English argumentative essays are examined based on the classification made by Halliday

and Hasan (1975). On the other hand, the discourse markers in the Turkish argumentative essays are analyzed based on the classification of Atabey (2007).

The classification of Halliday and Hasan. Halliday and Hasan (1976) analyze discourse markers as cohesive ties by classified them into categories named “reference, substitution, ellipsis, conjunction and lexical cohesion”. Any text should be semantically related in order to form a coherent text no matter whether it belongs to spoken or written language. Discourse markers make texts more cohesive and coherent.

In the current study, the discourse markers used by the ELT students in English argumentative essays are analyzed. The conjunctions are divided into four categories: “additive, adversative, causal, and temporal” based on their function in a text. Additive conjunctions enable to maintain the idea and add new information to what is said. Adversative conjunctions are used to state the contrast between ideas or given information. Causal conjunctions build a causative relationship between sentences. Furthermore, temporal conjunctions provide a temporal and sequential connection between sentences (Halliday and Hasan, 1976).

The detailed classification of these categories are given below in the following figures all DMs are given in detail (see Figure 2.,3.,4. and 5.).

ADVERSATIVE	
<ul style="list-style-type: none"> • but • and • however • on the hand • at the same time • as against that • in fact • as a matter of fact • to tell the truth • actually • in point of fact • instead • rather • on the contrary • at least 	<ul style="list-style-type: none"> • rather • I mean • yet • though • only • nevertheless • despite this • all the same • in any / either case / event • in any / either way • whichever • anyhow • at any rate • in any case • however that may be

Figure 2. Adversative DMs.

CAUSAL	
<ul style="list-style-type: none"> • in this respect /connection • with regard to this • here • otherwise • in other respects • aside / apart from this • so • thus • hence • therefore • consequently • accordingly • because of this • for this reason • on account of this • it follows (from this) 	<ul style="list-style-type: none"> • with this in mind / view • with this intention • to this end • for • because • then • in that case • that being the case • in such an event • under those circumstances • under the circumstances • otherwise • on this basis • as a result (of this) • in consequence (of this) • arising out of this • for this purpose

Figure 3. Causal DMs.

ADDITIVE	
<ul style="list-style-type: none"> • further (more) • moreover • besides that • add to this • in addition • and another thing • additionally • alternatively • incidentally • for instance • for example • thus • and • and also • and ... too • or • or else 	<ul style="list-style-type: none"> • by the way • likewise • similarly • in the same way • in (just) this way • on the other hand • by contrast • conversely • that is • I mean • in other words • to put it another way • nor • and ... not • not ... either • neither

Figure 4. Additive DMs.

TEMPORAL		
• (and) then	• first... next	• on a previous occasion
• next	• first...	• next day
• afterwards	• second...	• five minutes later
• after that	• at first... finally	• five minutes earlier
• subsequently	• at first ... in the end	• meanwhile
• (just) then	• then	• all this time
• at the same time	• next	• by this time
• simultaneously	• secondly...	• up till that time
• earlier	• finally	• until then
• before then / that	• as a final point	• next moment
• previously	• in conclusion	• at this point / moment
• at once	• first... next	• the previous moment
• thereupon	• first... then	• finally
• on which	• first... secondly...	• at last
• just before	• in the first place...	• in the end
• soon	• to begin with...	• eventually
• presently	• ... finally	• first... then
• later	• ... to conclude with	• to get back to the point
• after a time	• up to now	
• sometime earlier	• up to this point	
• formerly	• hitherto	
• next time	• heretofore	
• on other occasion	• at this point	
• this time	• here	
• on this occasion	• from now on	
• the last time	• henceforward	
• briefly	• to sum up	
• to resume	• in short	
	• anyway	

Figure 5. Temporal DMs.

The Classification of Atabey. Discourse markers in Turkish argumentative essays written by the ELT and TLT students were examined using the classification made by Atabey (2007). DMs or sentence linkers do not have meaning; however, they link meaningful relations between sentences in which they are used. He classifies DMs according to their functions like DMs stating contrast. He makes discrimination between conjunctions and sentence linkers. Conjunctions are used as a general term for the words which connect words and sentences, but on the other hand, sentence linkers are defined as words which connect sentences like discourse markers. DMs named sentence linkers are classified under 37 titles. The classification of DMs made by Atabey is turned into a table and they are listed in detail in the following figures (see the Figures 6.- 16.).

Açıkçası	Bana sorarsan	Bir de bakarsın	Bu sebepten	Düşünüyorum da	Hele
Allah bilir ya	Bari	Bir de ne görsün	Bu sırada	eh-işte- ne yapayım	Hele gel bakalım
Allahtan ... ki	Başka bir deyişle/ıfadeyle/söyleyişle/tabirle	Bir de öyle	Canım	Elbet/elbetteki/elbette	hem/...de
Ama	Belki	Bir de şu var tabi	Çoğu zaman/ çok defa da	En azından	Hep
Ama velakin	Belki de	Bir deyişle	Çünkü/zira	Esasen	Her ne kadar
Ancak	Belli ki	Bir kere/ kez	Daha	Evet	Her şeyden önce/evvel
Anladığım kadıyla	Bereket ki	Bir yönüyle	Daha açık bir ifadeyle	Evet ne diyorum	Her şeye rağmen/karşın
Anlaşılan	Besbelli	Bittabi	Daha doğrusu	Fakat	Hiç değilse
Anlıyorsun ya	Bildiği kadıyla	Boylece	Dediğim gb	Filhakika	Hiç olmazsa
Artık gayri	Bildiğin gibi	Boyle de olsa	Dediklerine bakılırsa	Gariptr ki/ne... / ne garip	Hiç şüphesiz
Artık bilmem	Bilen bilir ki	Boyle iken	Demek/... ki	Genellikle/ekseriya/umumiyetle	Hiç unutmam
Asil önemli olan/ asil önemlisi	Bilesin ki	Boyle olsa/... bile	Demek istiyorum ki	Gerçekte/hakikatte	Hususiyetle
Aslına bakarsan	Bilindiği gibi/üzere	Bu açıdan/... bakılınca	Demek oluyordu ki	Gerçekten/...de/Hakikaten	İnşallah/ umanm
Aslında ise	Bilindiği kadıyla	Bu arada	Demek oluyor ki	Gerçi	İsterse
Asımın ararsan	Biliysin	Bu bakımdan	Demem şu ki	Gördüğün gibi	İşin aslına bakarsan
Az kalsın unutuyordum	Biliyor musun	Bu böyle iken	Denilebilir ki/denebilir ki	Göreceksin	İşin kötüsü
Bak	Biliyorum	Bu defa/kere/kez/sefer/kez de	Diğer ederseniz/ edilirse	Görüyor msun işte	İşin tuhafı
Bakarsın	Bilmem nasıl oldu	Bu demektr ki	Diyebilirim ki	Görüyorsun/...ki/...ya	İşte
Bakıyorunuz	Bilsen	Bu durumda	Doğal olarak	Ha/...bak	İyi böyleyse
Bakıyor/ bir de bakıyor	Binaenaleyh	Bu maksatla	Doğrusu	Hah	İyi ya/...işte
Bakma	Bir anlamda	Bu münasebetle	Doğrusunu istersen	Halbuki	Kaldı ki
Baksana	Bir bakarsın... bir bakarsın	Bundan böyle	Doğrusunu söylemek gerekirse	Hani/...canım	Kesinlikle/muhakkak/mutlaka
Baktu ki/bir de	Bir bakma/...da	Bundan dolayı/...da	Doğrusu yöle	Hasılı	Keza
Bana/bize kalırsa	Bir...bir/...de	Bundan sonra	Dur bakayım	Hatta/...ve...	Ki
Bana / bize öyle geliyor ki	Bir de	Bu sebeple/...dir ki/ nedenle	Dur hele/ hele dur	Hayır	Kimi zaman

Figure 6. Açıklama DMs (part 1).

Kimi zaman...kimi zaman da	Ne geçer	Onun içindir ki	Sen kalk	Tam.S
Korkanım	Ne hikmetse	O takdirde	Sen misin bunu diyen	Tevakkeli/... değil
Kuşkusuz	Ne imiş	O vakit de	Siz de kabul edersiniz ki	Tutmuş
Maalesef	Ne ise/...ki	Oysa/... ki	Sonunda/ensonunda	Tuttu
Maazallah	Neme lazım	Önce/ewela	Söylediklerine bakılırsa	Uzatmayalım
Malum ya	Ne olsun	Öncelikle	Sözgelimi	Ustelik/... de
Mamañh	Nereden nereye	Önemli olan	Sözüm ona	Üstüne üstlük
Meğer/...ise	Neticede	Öyle	Şahsen	Vakta
Mesela/örneğin	Ne var ki	Öyle ki	Şaka bir yana	Vakta ki
Mı	Ne yapalım/... ki	Öyle olduğu halde	Şimdi	Vallahi
Nasıl demeli bakayım	Ne yapmalı ki	Öyle sanıyorum ki	Şimdi bak	Valahi bilmem ki
Nasıl desem	Ne yazık ki	Öyle ya	Şimdilik	Yalnız/ yalnızca
Nasıl olsa	Niçin/ niye dersen	Öyleydi ama	Şimdi ise	Yalnız şu var ki
Nasıl oluyor da	Nihayet	Öyleyse bile	Şöyle	Yani
Ne aci ki	Nitekim	Özellikle	Şu kadanni söyleyeyim ki/şimdilik	Zaten
Ne bileyim/...işte	O bir şey değil de	Sade/sadece	Şundan ki	Şunu da söylemeliyim ki
Ne demişler	O da	Sadece ve sadece	Şunu da söyleyeyim ki	Şurası bir gerçek ki /şurası muhakkak ki
Neden dersen	O halde/ şu halde	Sakın/... ha	Şurası da /şurası/şu var ki	
Nedense	O kadar ki	Salt	Şu şartla ki	
Ne de olsa/ ne olsa	Oldum olası	Sanıyordum ki	Şüphesiz	
Nedir işte	Ondan ötürü/o nedenle	Sanki	Tabiatıyla/haliyle	
Ne diyeyim	O neyse ya	Senin anlayacağın	Tabii/... ki/tabii	
Ne gelir elden ki	Onun için değil midir ki	Sen işe bak ki	Ta ki	

Figure 7. Açıklama DMs (part 2).

Aksi halde	Boylelikle	Da	İyisi/...mi	Neticede	Sonuç olarak/... denilebilir ki
Al sana	Boyle olunca	Demek/... ki	İyi ya/... işte	Ne var ki	Sonuçta
Ama	Bu açıdan/... bakılınca	Desene	Kaldı ki	Ne yazık ki	Sonunda/ensonunda
Ancak	Bu bakımdan	Doğal olarak	Ki	Neylersin	Şimdi
Asil şimdi	Bu böyle iken	Dolayısıyla	Korkanım	Neyleyeyim	Şimdilik
Aynı sebeple/ nedenle	Bu defa/kere/kez/sefer/kez de	En başta	Madem ki	Nihayet	Tabiatıyla/haliyle
Bakalım/ haydi bakalım	Bu demektr ki	Fakat	Madem ki... demek ki/ o halde	Nitekim	Tabii/... ki/tabii
Bakar ki	Bu durumda	Gel/ gel de	Madem öyle	O halde/ şu halde	Tamam
Bak bakalım	Bu gidişle	Gör/... bak	Meğer/... ise	Ola ki	Tutmuş
Bakıyor/ bir de bakıyor	Bu itibarla	Gördüğün gibi	Mı	Ona bakarsan	Tuttu
Bakmış... ki/olmuyor/bir de	Bu maksatla	Göreceksin	Nasıl olmuştü da	Ondan ötürü/o nedenle	Uzatmayalım
Baksana	Bu münasebetle	Görüldüğü gibi	Nasıl olsa	Onun için değil midir ki	Ustelik/... de
Baktu ki/bir de	Buna göre	Görüldüğü kadıyla	Nasıl oluyor da	Onun içindir ki	Vakta
bana/bize kalırsa	Bundan dolayı/...da	Görülüyor ki	Nasılsa	O sebeple/...de/...nedenle	Var
Bana Kalsa	Bundan ötürü/...De	Görünüşe bakılacak olursa	Ne çare ki	O takdirde	Ve işte
Belli ki	Bunun için/...de	Görüyorsun/...ki/...ya	Ne diyeyim	O vakit de	Yani
Bile	Bunun içindir ki	Halbuki	Ne garip/ne gariptr ki	Oysa/... ki	Yine/...de/gene
Bilmem nasıl oldu	Bunun sonucu olarak da	Her nedense	Ne gezer	O zaman	Yok ama
Bilsen	Bunun üzerine	Her neyse	Ne hikmetse	Öyle iken	Yoksa
Binaenaleyh	Bu sayede	Her ne olursa olsun/... pahasına	Ne imiş	Öyle ise	
Bir bakıma/...da	Bu sebeple/...dir ki/ nedenle	Heyhat/... ki	Ne ise/... ki	Öyle ki	
Bir de ne görsün	Bu sebepten	Hiç de	Ne kadar olsa	Pekala	
Bir türlü	Bu suretle	Hiç değilse	Neme lazım	Sakın/... ha	
Boylece	Bu takdirdde	Hiç olmazsa	Ne olsun	Sen işe bak ki	
Boyle iken	Bu yüzden/-de/ -dir ki	İster istemez	Nerede ise/ handiyse	Sen misin bunu diyen	

Figure 8. Sonuç DMs.

ÖZETLEME	BENZERLİK	ŞART	TAHMİN	SORU
Bir kelimeyle	Adeta	Aksi halde	Ancak	Anlat bakalım söyle
Daha kısacası	Aynı şekilde	Aksi takdirde	bana/bize kalırsa	Bilmem/... ki
Demek istiyorum ki	Güya	Bir	Bana kalsa	eee anlat bakalım/söyle bakalım
Deyeceğim /... o ki/... şu ki	Nasıl/... ki	Bir de	Bana / bize öyle geliyor ki	Hiç
En azından	Öylesine/... ki	Bir tek	Dedim	Ne dersin
En başta	Sanki	Değilse/... bile	Değilse/... Bile	O halde/ şu halde
Hasılı	Sanki...da	Eğer	Galiba	ya,
Hülasa	Tipki/... bunlar gibi/... onun gibi	En başta	Herhalde	Yoksa
Kısaca/kısacası		Hele	İnşallah/ umanm	
Ne ise/...ki		İlla/...ki/ille/...de	İster misin	
Özetle		İsterse	Kim bilir	
Senin anlayacağın		Kesinlikle/muhakkak/mutlaka	Olsa olsa	
Sonuç olarak/... denilebilir ki		Meğer ki	Öyle sanıyorum ki	
Sonuçta		Nasıl/...ki	Sanırım	
Sonunda/en sonunda		Önce/ewela	Sanıyorum ki	
Sözün kısası		Sayet	Yoksa	
Saka bir yana		Şu şartla ki		
Şu kadarını söyleyeyim ki/şimdilik...		Tek		
Toparlarsak		Velev/... ki		
Uzatmayalım		ya		
Vakua		Yeter ki		
		Yok		

Figure 9. Özetleme – Benzerlik – Şart – Tahmin – Soru DMs.

CEVAP			ZİTLİK	
Allah bilir ya	Doğrusunu istersen	Nasıl desem	Aksine ... olarak	Lakin
Anladığım kadarıyla	Doğrusunu söylemek gerekirse	Ne acı ki	Ama	Ne çare ki
Anlaşılan	Doğrusu ya	Ne bileyim/...ište	Ancak	Ne gezer
Aslına bakarsan	Evet	Neden dersin	Belki ... Belki	Ne var ki
Aslını ararsan	Galiba	Ne diyeyim	Belki ... belki de	Oysa/... ki
bana/bize kalırsa	Gerçekte/hakikatte	Ne olsun	Bilakis	Öyleydi ama
Bana / bize öyle geliyor ki	Gördüğün gibi	Niçin/ niye dersin	Böyle olsa/... bile	Öyleyse bile
Bana sorarsan	Görüldüğü gibi	Öyle sanıyorum ki	Buna karşılık/karşılaşman	Tam aksine/...olarak/...tersine
Bildiği kadarıyla	Görüldüğü kadarıyla	Sanırım	Buna mukabil	Tersine
Bildiğin gibi	Görülüyor ki	Sanıyorum ki	Bununla beraber/ birlikte	Velakin
Bilindiği gibi/üzere	Görünüşe bakılacak olursa	Söylediklerine bakılırsa	Da	Yok eğer
Bilindiği kadarıyla	Hayır	Sözgelimi	Evet ama	Yoksa
Bilirsin	İşin aslına bakarsan	Şu kadarını söyleyeyim ki/şimdi	Fakat	
Çünkü/zira	Korkarım	Şundan ki	Halbuki	
Dediklerine bakılırsa	Maalesef		Hem... hem/...de	
Demek istiyorum ki	Maazallah		Hiç de	
Diyebilirim ki	Malum ya		Hos	
Doğrusu	Mesela/örneğin		İyi hoş	

Figure 10. Cevap – Zıtlık DMs.

ÜSTELEME			EK	
Ama	Hani/...canım	Öyle ki	Ardından-arkasından	Sonra belki de
Anladık	Hatta/... ve...	Özellikle	Ayrıca ... da	Şimdi de
Asıl	Haydi haydi	Pek güzel	Belli ki	Tam o sırada
Asıl o zaman	Hele	Peki/... ama	Beri yanda	ve/... de
Behemehal	hem/...de	Sadece ve sadece	Bir de öyle	Yalnız/ yalnızca
Bilhassa	Heyhat/...ki	Sahi	Bir de şu var tabii	Yine/... de/gene
Bilirsin	İlla/...ki/ille/...de	Şimdi	Bundan başka	
Bir de	İsterse	Tabii/... ki/tabii	Bunun dışında	
Bir kere/ kez	İyi ama	Tekrar	Da	
Böyle de olsa	İyi ya/...ište	Tevekkeli/... değil	Daha olmazsa	
Bunlar yetmezmiş gibi	Kaldı ki	Üstelik/... de	Dahi	
Canım	Kesinlikle/muhakkak/mutlaka	Üstüne üstlük	Derken	
Da	Ne bileyim/...ište	Vallahi	Dur	
Daha da öte	Ne çıkar/...sanki	Var	Dur bakayım	
Dahası/... da var	Ne de	Varsa da ... yoksa da	Ha/... bak	
Dedim ya	Ne demek	Varsa yoksa	Hele	
Demek/...ki	Ne olursa olsun/ ne pahasına...	Velev/... ki	Hiç değilse	
Diyorum ya	Ne yazık ki	Yeniden	Ne de	
eee anlat bakalım/söyle bakalım	Nihayet	Yatmış	Neden sonra	
Elbet/elbetteki/elbette	Nitekim	Yine/... de/gene	Ne diyordum	
Esasen	O bir şey değil de	Yok	Nihayet	
Evet	O da	Zaten	Obür yandan	
Gerçekten/...de/Hakikaten	O kadar ki		önce... sonra/...da/ewela... sonra	
Ha/... bak	Oldum olası		Ote taraftan	
Hadi hadi	Öyle ama		Sonra/... da/sonradan	

Figure 11. Üsteleme – Ek DMs.

BERABERLİK	YAKLAŞMA	KUVVETLENDİRME	MERAK	TEKLİF	İHTİMAL
Aynı zamanda	Az kalmış ki	Bak	bakalım/ haydi bakalım	Bakalım/haydi bakalım	Bakarsın
Bir taraftan...bir taraftan	Az kalsın	Ben diyeyim sen de		Bir	Belki
Bir taraftan da	Hani neredeyse	Bilsen		Diyordum ki	Belki de
Bir taraftan diğer tarafta	Hemen hemen	Bir tek		Diyorum ki	Belki... Belki
Bir yandan...bir yandan	Nerede ise/ handıyse	Dur hele/ hele dur		Dur	Belki... belki de
Bir yanda... diğer yanda	Tam	Geçtim		En iyisi	Bilmem/ Ki
Hem... hem/ de		Hele de		Gel/ gel de	Bir de bakarsın
		İyi ki		Görelim bakalım	Gayri...gayri
		Ki		Hadi/haydi	Ola ki
		Koy ki		Hani desem ki/... diyorum ki	Olur ki/olur ya
		Ne bileyim/...işte		Hele	ya da
				hem/ de	Yahut/... da/... ki
				İster...ister/isterse...isterse	Ya... veya/ya...ya/ya...ya da/ya... yahut
				İsterse	
				Ne dersin	
				Şimdi	

Figure 12. Beraberlik – Yaklaşma – Kuvvetlendirme – Merak – Teklif – İhtimal DMs.

İSTEK	TAMAMLAMA	HATIRLATMA	FARZETME	TASDİK	TERCİH
Bari	Bir de	Dediğim gibi	Desem ki	Doğru ya	En iyisi
Keşke	Böyle olmakla birlikte	Dedim ya	Diyelim/...ki,	Elhak	ha...ha
Ne fayda/...ki	Bunun yanında/ yanısıra	Diyorum ya	Faraza	Evet	Hiç değilse
Ne olur/ ne olurdu	Diğer taraftan/...da	Ha/ bak	Hadi/haydi	Gerçekten/...de/Hakikaten	Hiç olmazsa
	Evet ne diyorum	Hani/...canım	Hani desem ki/... diyorum ki/...	Hadi/haydi	İnşallah/ umanm
	Şunu da söyleyeyim ki	Hiç unutmam	Hani neredeyse	Hah işte/...öyle/...tamam işte	İster...ister/isterse...isterse
	Şunu da söylemeliyim ki	Malum ya	Say ki	İyi hoş	İyi ki
	Şurası da /şurası/şu var ki		Sözüm ona	Keza	veya
			Tutalım/tutalım ki/ tut ki	Öyle ya	ya da
			Tuttun		Yahut/... da/... ki
					Ya ki
					Yoksa

Figure 13. İstek – Tamamlama – Hatırlatma – Farzetme – Tasdik – Tercih DMs.

SIRALAMA	HAYRET	OLUMSUZLUK	ŞÜPHE	TEREDDÜT	REDETME
gah...gah/kah...kah	Gariptir ki/ne.../ ne gariip	Güya	Güya	Güya	Hadi canm/... Sende
	Hiç	Maalesef	Kim bilir	Her ne kadar	Hadi hadi
	İşe bak	Ne acı ki		Heyhat/...ki	Hadi oradan
	İyi ama	Ne fayda/...ki		Kim bilir	Hayır
	İyi ya/...işte	Ne gelir elden ki			Yok canım
	Nasıl olmuştu da	Ne hikmetse			
	Nasıl oluyor da	Ne imiş			
	Nasılca	Ne...ne/...de			
	Nedense	Nerde			
	Ne gariip/ne gariiptir ki	Ne yazık ki			
	Sen kalk	Yazık ki			
	Yok canım				

Figure 14. Sıralama – Hayret – Olumsuzluk – Şüphe – Tereddüt – Reddetme DMs.

KABULLENME	ÖNCELİK VERME	GAYE	DENKLEŞTİRME	FIRSAT	BOŞVERME
Her neyse	Her şeyden önce/ewel	Ki	veya	Hazır	Hele bakalım
İyi öyleyse	Öncelikle	Ta ki	ya		Ne ise/..ki
Koy ki			ya da		
Madem öyle			Yahut/... da/... ki		
Ne demek					
Ne ise/..ki					
Ne olursa olsun/ ne pahasına					
Ne yapalım/ ... ki					
Ne yapmalı ki					
Neyleyeyim					
Oyle ise					
Pekala					
Pek güzel					
Peki/...ama					
Tamam					
Valahi bilmem ki					
Varsın/... olsun					

Figure 15. Kabullenme – Öncelik Verme – Gaye – Denkleştirme – Fırsat – Boşverme DMs.

SEBEP		KARŞILAŞTIRMA
Bakalım/haydi bakalım	Nedense	Ben diyeyim... sen de
Baksana	Ne de olsa/ ne olsa	Bir bakarsın... bir bakarsın
Bir kere/ kez	Ne kadar olsa	Bir...bir/..de
Bir nedeni ... bir nedeni de	Ne var ki	Bir taraftan...bir taraftan da
Bir sebebi... bir sebebi de	Neylersin	Bir taraftan...diğer taraftan
Çünkü/zira	Niçin/ niye dersen	Bir yandan...bir yandan da
Değil mi ki	Öyle ya	Bir yanda... öbür yanda
Demek/..ki	Sade/sadece	Buna karşılık/karşı/rağmen
eh-işte- ne yapayım	Salt	Buna mukabil
Hele	Sıf	gah...gah/kah...kah
Keza	Şu itibarla ki	ha...ha
Ki	Şundan ki	Hem...hem/..de
Maazallah	Ta ki	ister...ister/isterse..isterse
Madem	Tek	Kimi zaman...kimi zaman da
Madem ki	Yine/... de/gene	Ne...ne/..de
Madem ki... demek ki/ o halde/varsın		önce...sonra/...da/ewela...sonra
Neden dersen		Ya... veya/ya...ya/ya...ya da/ya... yahut

Figure 16. Sebep – Karşılaştırma DMs.

Related Research Studies

The studies related to the current study are presented in two parts: the studies related to rhetoric and the studies related to discourse markers.

Research Studies Related to Rhetoric in Turkey. Rhetoric studies have been mostly carried out to make comparison between English and Turkish written texts. Oktar (1993) investigated the syntactic structures of English and Turkish expository texts written by Turkish university students. At the end of the study, it was found that the syntactic structure was transferred from Turkish to English.

Can (2006) conducted a study in which metadiscoursal markers and organizational patterns of the argumentative texts written by Turkish and American students were aimed to investigate. Both bilingual and monolingual Turkish students and monolingual American students were chosen as participants. As a result of the study, The Turkish and English essays written by bilingual Turkish students consisted of more similar features. The essays of Monolingual Turkish students exhibited different features in terms of structure compared to other essays. Furthermore, the result also showed that Turkish students were affected by rhetoric of English in their writings.

Yazıcı (2013) investigated the relationship between L1 and L2 writing proficiency. She stated in her study that Turkish learners were affected by their mother tongue because they tended to think in Turkish then they translate their sentences into English. This result shows Turkish learners are affected by their mother tongue while they write in English.

İnceçay (2015) examined the rhetorical patterns in Turkish and English essays so as to determine the difficulties which second language learners encounter and the relationship between L1 and L2 in terms of rhetorical patterns in writing. In the study, the placement of the thesis statement, discourse markers, and cultural influences were aimed to be analyzed. It was found out that both L1 and L2 affected the rhetorical patterns and discourse markers used by the participants. For example, the fact that the participants used the thesis statement in initial position in the English essays was considered as L2 effect on writing. Even there are differences in terms of methodology, in his study; İnceçay analyzed not only rhetorical patterns but also discourse markers like the current study.

Similarly, Koç (2018) also examined the similarities and differences between English argumentative essays written by native speakers of Turkish and English considering thematic pattern and cohesive devices using in the essays. It was resulted that essays written by native speakers of English were more capable of using cohesive devices. The structure and usage of cohesive devices in the essays written by Turkish have different features compared to the essays of native speakers of English.

Research Studies Related to Rhetoric in Other Countries. Pushpa and Ahmadi (2012) investigated the effect of language on text organization comparing the research articles of Persian and English speakers by using metadiscourse classification. When the texts were examined, it was concluded that the culture of participants played an important role in writing structure.

El-daly (2012) carried out a cross-cultural study with Arabic and Spanish speakers. Participants were asked to write a persuasive text and answer a questionnaire and then, they were interviewed. Some Arab speakers stated that their writings were influenced by their native language in the interviews.

Another contrastive study was conducted by Lu, Li and Ottewell (2016) in which English essays written by Chinese and native speakers were examined in terms of linking words. It is found out that Chinese students had some problems stemming from their native language using linking words in their writings.

Research Studies Related to Discourse Markers in Turkey. Another study was conducted with the ELT students and FLT students. Written discourses in English and Turkish of both groups were collected and then, conjunctions were analyzed. The results show that students were capable of using conjunctions in English and Turkish essays and the most used conjunctions were '*and*' and '*but*' (Kurtul, 2011).

Instead of analyzing all DMs, some studies just examine certain DMs like the study conducted by Özhan (2012). In the study, it is aimed to investigate the connectives which are '*but*', '*however*', and '*although*' and their usage in English essays that were written by native speakers of Turkish and English.

As a result of the research, noticeable difference was not found between the English and Turkish argumentative essays in terms of usage of these connectives.

Another study was conducted by Çepik, Karaata and Çetin (2012). In this experimental study, the effect of the use of DMs on text cohesion was mentioned and it was claimed that overuse and incomplete use of DMs impair the flow of the text hence this situation affected the reader. Therefore, the importance of discourse markers is emphasized. The aim of the study was to improve the use of DMs in written discourse by using direct teaching and indirect education methods. As a result of the study, it was stated that these methods gave successful results in term of frequency and variety of DMs; however, the students needed more training to learn how to use DMs correctly.

The relationship between reading and DMs has been also investigated. Abal (2016) examined the relationship between identifying DMs in reading and writing them in English essays written by prospective teachers at ELT Department. The correct use, misuse and overuse of DMs were clarified. DMs were examined based on the classification made by Halliday and Hasan (1976). It was found that the ELT students were capable of identifying DMs in readings; however, they had some problems in terms of their usage.

Another study conducted by Alahmed, Mohammed and Kırmızı (2020) was also studied in Turkey; however, in the study, the participants were Iraqi M.A. students studying in Turkey. The aim of the study was to investigate the use of DMs and classify them according to their categories. It was concluded that the participants overused the elaborative markers. The participants also misused some DMs. At the end of the study, it is suggesting that language learners should learn how to use discourse markers adequately to become a proficient writer.

Research Studies Related to Discourse Markers in Other Countries. In the study conducted by Bahaziq (2016) was aimed to investigate the cohesive devices using the classification of Halliday and Hasan because DMs were accepted as essential features for cohesion.

As a result of the study, it is found out that reference and conjunction among other discourse markers were mostly preferred in the English writings.

Another contrastive study was carried out by Appel and Szeib (2018) as a corpus study in which linking adverbials were defined in English argumentative essays written by different native languages (Arabic, Chinese, and French). The results indicated that different language backgrounds affect the usage of linking adverbials in written discourse. The writers from different backgrounds preferred using different linking adverbials.

In the study which was lately carried out by Ni'mah (2019), the DMs used by EFL students were aimed to be described. The usage and the classification of DMs were defined in order to find out their effect on cohesion. The result of the study indicated that DMs play a crucial role in provided cohesion; however, there were some problems in their correct use.

Chapter 3

Methodology

In this chapter, research design setting and participants, data collection procedure, instruments used to collect data, and lastly data analysis of the study are explained in detail.

Research Design

This study has been carried out with a qualitative type of research design to describe, compare and contrast the discourse markers (DMs) and linearity parameters in English and Turkish argumentative essays written by the ELT and TLT students who are native speakers of Turkish. Qualitative research provides insights into the constructions of reality which is experienced by people based on their experiences, emotions and behaviors (Cropley, 2019; Tong et al, 2012). This contrastive rhetoric study aims to examine differences and similarities between two languages therefore a detailed qualitative text analysis was conducted. Paltridge and Phakiti (2015) stated that qualitative research provides a detailed understanding of the issue because the aim of the qualitative research is to examine the research objective by considering all aspects of the issue.

The ELT students were required to write argumentative essays in English and Turkish while TLT students were asked to write argumentative essays in Turkish. A small-size corpus was constructed by using the collected writings. In this corpus-based research, Contrastive Rhetoric Analysis has been implemented as the primary methodology to discover similarities and differences in the essays in terms of the seven linearity parameters and discourse markers, identified in the corpus. Woolever (2001) stated that Contrastive Rhetoric analyzes “the way we put together language to affect an audience, when each audience has certain expectations of rhetorical structure based on the traditional forms of rhetoric in their culture”.

A corpus-based approach is adopted for the study because a corpus-based approach is “a methodology that avails itself of the corpus mainly to expound, test or exemplify theories and descriptions that were formulated before large corpora became available to inform language study” (Tognini- Bonelli, 2001 p.65).

Hasko (2012) stated that qualitative corpus analysis is used to investigate the language phenomena in great detail and this detailed investigation provides the classification of linguistic forms.

Linearity in the structure of argumentative the Turkish and English essays written by the ELT and TLT students was examined based on seven parameters. These parameters are a thematic unit, thematic progression, paragraph unity, personal tone, inter-paragraph cohesion, concreteness, and sentence simplicity. The findings of each parameter in the English essays written by the ELT students, the Turkish essays written by the ELT students, and the Turkish essays written by the TLT students were compared with one another. The purpose was to determine not only the similarities and differences between the structure of Turkish and English essays and also the effects of L1 on L2 or L2 on L1 in terms of discourse structure in writing.

The other objective of the study is to examine the discourse markers in English and Turkish essays. Therefore, DMs in the essays were analyzed to define their categories and frequencies. The frequency and types of DMs in the English and Turkish essays were compared and listed. It was aimed to find out similarities and differences between discourse markers used in the English and Turkish essays if there was any.

The Turkish and English argumentative essays were analyzed by two independent raters as it is aimed to increase the reliability of the study. One of the raters was the researcher of the study and the second-rater, who is a native speaker of Turkish, is a proficient user of English and works as an English language teacher.

Setting and Participants

In the study, the participants were chosen from the English Language Teaching (ELT) Department and the Turkish Language Teaching (TLT) department at Burdur Mehmet Akif Ersoy University. In the ELT Department, there are 240 ELT students however only second-year students, in the fall semester of the academic year 2019-2020, were chosen as participants. Participants were selected through purposive sampling as all of the 52 students were second-year university students, and they were purposively chosen for the objective of the

study by the researcher since they shared similar characteristics; second language learners, second-year university students, and similar language proficiency levels.

The second-year ELT students are chosen as participants because they had already taken the course named Writing Skills I-II. Both female and male students were included in the study. Their ages range from 19 to 23. There is a compulsory English preparatory education at the Department of English Language Teaching. The students have to pass the exemption exam to be a student at the Department of English Language Teaching. Twelve students in the study attended the one year compulsory English preparatory education. The number of 2nd-year students at the Department of ELT is 47; however, 26 students participated in the study because other writings were not appropriate for the study. One of the reasons why some writings were eliminated is that some of them were too short to evaluate as the essays should be consists of at least three paragraphs: Introduction, body and conclusion. The other reason is that the same students had to write both in English and Turkish as it is necessary for the study to analyze both Turkish and English essays written by the same students.

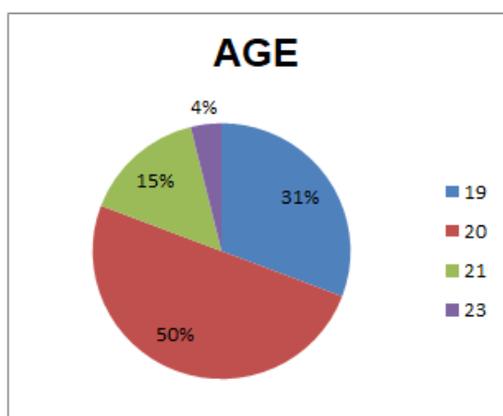


Figure 17. Distribution of the ELT students participated in the study by age.

N(19)=8

N(20)=13

N(21)=4

N(23)=1

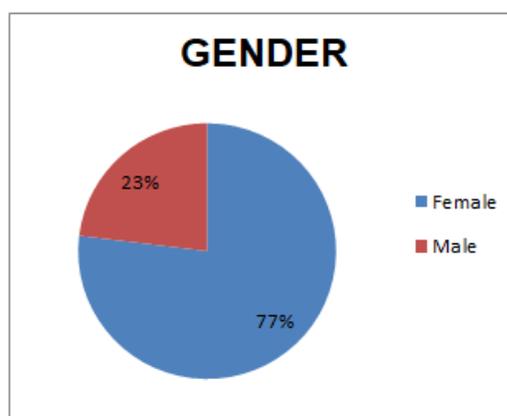


Figure 18. Distribution of the ELT students participated in the study by gender.

N(f)=20

N(m)=6

The study is also conducted with students from the TLT Department since the students are proficient in writing in Turkish. Proficiency is important because if they are able to write in the required essay the results will be more meaningful and comparable. In the TLT Department, there are 350 students; however, second-year students from the fall semester of the academic year 2019-2020 were chosen for the study. The number of 2nd-year students was 45 but 26 students were chosen as participants. Their ages range from 18 to 22. It should be noted that the level of English language proficiency of the TLT students was elementary as they just took English I and English II courses in their first year of university.

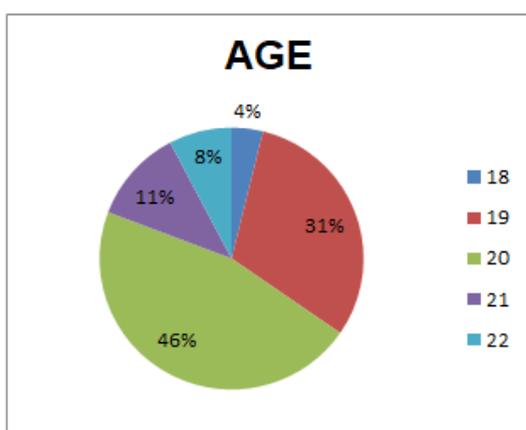


Figure 19. Distribution of the TLT students participated in the study by age.

N(18)=1

N(19)=8

N(20)=12

N(21)=3

N(22)=2

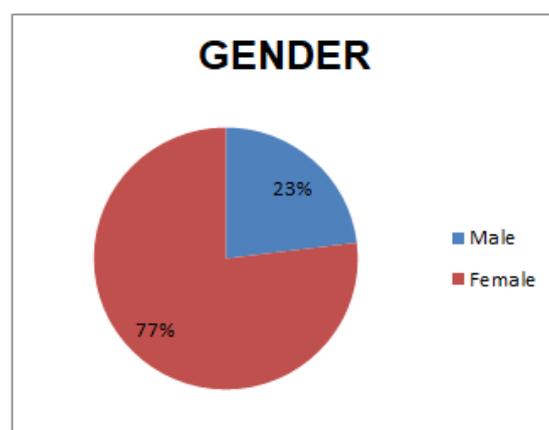


Figure 20. Distribution of the TLT students participated in the study by gender.

N(f)=20

N(m)=6

An equal number of students were chosen from both departments to be able to conduct a comparative study. Both females and males were included to the study. The number of female and male students at TLT Department is the same as the students at ELT Department but the number of female and male students was not intentionally planned. The ages of students range from 18 to 23. 12 students from the ELT department attended the one year compulsory English preparatory

education. Both ELT and TLT students are native speakers of Turkish and monolingual. The Grand Point Average (GPA) of ELT and TLT students is higher than 3.0 out of 4.0. The essays which were too short to evaluate were not analyzed.

The number of participants should be restricted because, in the study, qualitative research methods that take time to analyze the findings are used, but on the other hand, the findings of the study should be analyzed in a limited time. The number of the participants is limited with 2nd-year students because 2nd- year students had taken writing courses, so they are supposed to be proficient in writing for the objectives of the study. The other reason is that the number of students in the 2nd- year is the highest compared to the number of students among others (1st, 3rd, and 4th year students). Lastly, some students were unwilling to sign the consent form and participate in the study therefore it was said that they did not have to participate in the study if they did not want to.

Data Collection

In the current study, the participants are students at ELT and TLT Departments at Burdur Mehmet Akif Ersoy University. The Hacettepe University Ethics Commission gave the required permission for the study before the data was collected (see the Appendix-H). Also, the permission was taken from the ELT and TLT Departments at Burdur Mehmet Akif Ersoy University (see the Appendix-F and Appendix-G)

The argumentative essays written in Turkish and English were collected. Firstly, students studying at the ELT Department were asked to read and sign the consent form before the participants started to write if they wanted to participate in the study (See Appendix-A). Then, the writing sheets which consist of personal and educational information form and the argumentative essay topics were distributed (See Appendix-D). The students were asked to write a Turkish argumentative essay in the class. Three topics were given and they chose one of them. Before the students started to write, it was clearly stated that they should write an argumentative essay. Before applying the forms, necessary explanations about how to answer the forms and the purpose of the research were explained by the researcher. Moreover, the questions of the students were also answered.

Students were informed about how to write an argumentative essay which consists of at least three paragraphs, introduction, body and conclusion.

The essays were written by hand with a time limit in the classroom environment and with a supervisor. The essays were supposed to write in 50 minutes and nobody asked for extra time. At the end of the time limit, all essays were collected.

Secondly, one week later, the same ELT students were asked to write an English argumentative essay. Three different topics were given as an option thus they could write an argumentative essay about the topic they want. The topics were different from Turkish argumentative essay topics as the students could write the same essays which they wrote in Turkish (See Appendix-C). The students were allowed to use an English dictionary while writing because it was aimed that the students write a proper essay. The time limit was 50 minutes and all students were able to finish their writing in a given time. After they finished writing all essays were collected.

Lastly, the Turkish argumentative essays were collected from students at TLT Department. First of all, the consent forms were given to the students (See Appendix-B). They were supposed to read and signed the consent form if they wanted to be a participant in the study. After signing the consent form, the students were asked to write an argumentative essay in Turkish by choosing from the same three topics given to the ELT students (See the Appendix-D). The same writing sheets used for the ELT students were distributed. Hence, the writing sheets consisted of personal and educational information form and the argumentative essay topics. The participants were informed about argumentative essay and asked to write an argumentative essay that consists of at least three paragraphs, introduction, body, and conclusion. Furthermore, they wrote the essays by hand, in a given time, and in the classroom environment with the supervisor. All students submitted their essays in a given time. All essays were collected when the time limit ended.

The topics of the study, given below (See Figure 21), were determined after asking opinions of 23 English language teachers among several topics.

The six topics which were found appropriate considering the ages and the proficiency levels of participants were selected.

The students were supposed to write the essays in the class under the supervision of the researcher because they might use online translate or find an essay from the internet if the essays were given as homework.

English Argumentative Essay Topics:

1. Which job do you prefer? A job you earn much money or having a job you like? Why?
2. Most people in Turkey defend that death penalty should be allowed. What do you think about this issue?
3. Do you advocate the use of animals as subjects for scientific researches?

Turkish Argumentative Essay Topics:

1. Sosyal medyanın Türkçeyi etkilediğini düşünüyor musunuz?
2. Yeni neslin hayal gücü teknoloji tarafından tehdit edilmekte olduğu savunuluyor. Bu konu hakkında ne düşünüyorsunuz?
3. Ülkemizde üniversitelerin sayısı artırılmış ve neredeyse birçok ilde üniversite kurulmuştur. Sizce bu durum ülkemiz eğitim sistemini ve istihdam yapısını nasıl etkilemektedir?

Figure 21. English and Turkish Essay Topics.

In Turkish argumentative essays written by the ELT and TLT students, twenty-seven participants wrote about the first topic. The number of participants who chose the second topic was thirteen and the third topic was chosen by twelve participants. On the other hand, in English argumentative essays written by the ELT students, sixteen participants chose and wrote about the first topic. Five participants chose the second topic and the same number of participants also wrote about the third topic.

Instruments

The participants were asked to write argumentative essays (see the Appendix-C and Appendix-D). Argumentative text type was chosen in order to gain a valuable understanding of the participants, as Arsyad (1999) states "... writing an argumentative text involves a reasoning process which is potentially bound to cultures." Moreover, analyzing of argumentative texts provides a valuable insight into rhetorical patterns. Keraf (2007) explained how to the argumentative essay was related to rhetoric as claiming that "argumentative essay is a form of rhetoric composition that seeks to influence the attitudes and opinions of others (readers), so that readers trust and ultimately act according to the wishes of the writer or speaker" (Keraf 2007: p.3, cited by Sujito & Muttaqien, 2016: p.157). The collected essays were examined by conducting qualitative textual analysis.

Data Analysis

At the end of the data collection procedure, 78 argumentative essays were collected. 26 argumentative essays written in Turkish and 26 argumentative essays written in English by the ELT students were collected. Moreover, 26 argumentative essays written in Turkish were collected from TLT students. In total, 78 papers of the students were computerized into Microsoft word file in accordance with the sequence numbers given for each participant and then the data were carefully read and examined. The collected data was analyzed in two phases by conducting qualitative textual data analysis in order to analyze the discourse markers identified in the essays and the linearity structure of the essays. The parameters and discourse markers were examined qualitatively and quantitatively. Qualitative data of the study was obtained by using rhetorical text analysis. By concentrating on the underlying conceptual and cultural meanings of a text, textual analysis that is a qualitative method aims to reveal the meaning of utterances in a written text (Fürsich, 2018).

In the first phase of the data analysis, the essays were examined so as to identify the seven linearity parameters which were established to define the linear rhetorical pattern of writings by Monroy and Scheu (1997).

Sujito & Muttaqien (2016) also used seven similar parameters to define rhetorical patterns in the argumentative texts of participants. They analyzed the texts by using seven categories: background information, rational appeal, thesis statement, reservation affective appeal, conclusion, and hesitation. In the current study, the seven parameters used to analyze the argumentative texts are thematic unit, thematic progression, paragraph unity, personal tone, inter-paragraph cohesion, concreteness, and sentence simplicity. The seven linearity parameters were analyzed qualitatively so as to determine and clarify similarities and differences between English and Turkish argumentative essays. The findings are explained and supported by examples taken from students' essays in the Discussion section in detail. Each parameter identified in the essays was scored as 1. But on the other hand, if the parameter was not detected in the essay that parameter was scored as 0. At the end of the analysis, all points were calculated and if a text had all of the seven parameters total point of the text was 7, which means that the text provides all linearity parameters. In the Findings section of the study, the statistical analysis of parameters is presented with the help of the tables. Even though qualitative analysis was conducted in the study in order to detect and clarify similarities and differences between Turkish and English argumentative essays the parameters were evaluated by using statistical data since the aim of this kind of evaluation was to get the data which was grounded in the measurable and comparable results and also the quantitative information helped the researcher to conduct insightful qualitative analysis (Yıldırım and Şimşek, 2011).

In the second phase of the data analysis, the collected data was analyzed qualitatively and quantitatively in order to identify the discourse markers (DMs) used in English and Turkish argumentative essays. DMs used in argumentative essays written by the ELT and TLT students were also analyzed. For what purpose and which DMs were used in the Turkish and English argumentative essays were determined. The DMs in Turkish essays written by the ELT and TLT students were examined using the classification made by Atabey (2007) under 37 titles. The DMs in English essays were analyzed using the classification made by Halliday and Hasan (1976) under 4 titles: additive, adversative, causal, and temporal. The frequency and categories of the DMs were defined.

Finally, the data collected from the Turkish and English argumentative essays were compared to each other to clarify the frequencies, similarities and differences between the Turkish and English essays written by the ELT and TLT students.

All the discourse markers identified in the collected corpus were typed in Microsoft Excel 2010 program by the researcher. Quantitative analysis was conducted to present the data statistically by determining the frequency and percentages of discourse markers. On the other hand, qualitative analysis was carried out in order to identify the categories of discourse markers. The frequency and type of discourse markers were elicited through a manual corpus analysis by using Microsoft Excel 2010 program. The researcher compared and contrasted the results between the sub-corpora by calculating the frequencies, percentages, and categories of discourse markers. The results of the data analysis were presented in the forms of tables and then the tables were explained.

The collected data were analyzed by two raters to increase the reliability of the findings. If both raters find the same parameter in the same student's essay the features of that parameter are considered to exist in the essay. On the contrary, if both raters conclude that the essay is not appropriate for the parameter that parameter is marked as absent in the essay. The inter-rater reliability was established using the Kappa statistic in SPSS 20.2 (Statistical Package for Social Sciences). The Kappa statistic was used to measure inter-rater reliability as the Kappa statistic is more appropriate for the studies in which there are two independent raters (Viera and Garrett, 2005). Based on the Kappa statistic, substantial agreement was provided in the Turkish and English essays of the ELT and TLT students. The highest inter-rater reliability value between the raters was found in the Turkish essays of the ELT students. The Kappa values are calculated as .63 in English essays of the ELT students, .80 in Turkish essays of the ELT students, and .71 in Turkish essays of the TLT students.

All in all, this contrastive rhetoric study which has a qualitative type of research design is based on qualitative and quantitative data analysis methods, within a corpus-based approach to text analysis of argumentative essays because the findings of the study were based on qualitative textual data analysis.

Chapter 4

Findings

In this chapter, the findings of the current study are discussed in two parts as the study consists of two phases. In the first phase of the study, the structures of argumentative essays were analyzed based on seven linearity parameters. Therefore, the results were examined in order to answer the first and second research questions and their sub-questions in the first part. In the second part of this chapter, the discourse markers used in Turkish and English argumentative essays written by the ELT and TLT students were analyzed to answer the third and fourth research questions and their sub-questions. The results of linearity parameters and discourse markers analyses were examined to define the relationship between the usage of discourse markers and the linearity parameters so as to answer the research question five.

Findings on Linear Structure of English and Turkish Argumentative Essays

Research question 1.a. Based on linearity parameters, do English argumentative essays written by the ELT students have the properties of a linear structure? English argumentative essays written by the ELT students were analyzed based on seven linearity parameters. Among these parameters, sentence simplicity is the most observed features which the ELT students applied in their English essays (18.8%). Students mostly avoided using complex and subordinated sentences. The parameter which the ELT students did not provide in the English essays is paragraph unity (10.6%).

When paragraphs were examined it was found out that in the paragraphs there were incoherency between sentences which damage the linear structure of the essays.

Consequently, the results of the qualitative and statistical quantitative analysis show that the English argumentative essays written by the ELT students have mostly a linear structure ($\bar{x}=4.6/7$). Table 1 shows the value and percentages of each linearity parameters.

Table1

Results of the Seven Parameters in English Essays of ELT Students

Parameters	f	%
SS	23	18.8
PT	21	17.2
TU	18	14.7
CON	17	13.9
TP	16	13.1
CO	14	11.4
PU	13	10.6

Note. $n = 26$, $f =$ frequency.

Research question 1.b. Based on linearity parameters, do Turkish argumentative essays written by the ELT students have the properties of a linear structure? Turkish argumentative essays written by the ELT students were examined in order to determine determine the seven parameters. According to the results, thematic unit is found in most Turkish argumentative essays of the ELT students (17.4 %), but on the other hand, inter-paragraph cohesion (6.8%) is not detected in most of their essays. All in all, when all essays were considered most of the essays have a linear structure ($\bar{x}=5.07/ 7$). Table 2 shows the results statistically.

Table 2

Linearity Results of Turkish Essays of ELT Students

Parameters	f	%
TU	23	17.4
SS	22	16.6
TP	21	15.9
PT	21	15.9
CON	19	14.3
PU	17	12.8
CO	9	6.8

Note. $n = 26$, $f =$ frequency.

Research question 1.c. Based on linearity parameters, do Turkish argumentative essays written by the TLT students have the properties of a linear structure? After analyzing Turkish argumentative essays written by the TLT students, it is found out that the TLT students write their essays by taking into account of thematic unity (18.6 %) and concreteness (18.6 %) since these two parameters are the most observed features among seven parameters. Moreover, the TLT students have difficulty in providing inter-paragraph cohesion (12.1 %) in their essays. When all the essays are considered and evaluated the essays of TLT students are found linear ($\bar{x}=4.7$) in terms of their structure and the seven parameters. The results of each parameter are given in the Table 3.

Table 3

Linearity Results of Turkish Essays of TLT Students

Parameters	f	%
TU	20	18.6
CON	20	18.6
SS	19	17.7
PT	18	16.8
TP	17	15.8
PU	17	15.8
CO	13	12.1

Note. $n = 26$, $f =$ frequency.

Research question 2.a. What are the similarities and differences between, the Turkish and English argumentative essays written by the ELT students in terms of the linearity parameters? When the results of Turkish and English argumentative essays written by the ELT students were analyzed and compared it was resulted that thematic unit is a distinctive feature for the Turkish argumentative essays while in the English argumentative essays, sentence simplicity stands out. Furthermore, the students do not provide the features of paragraph unity in their English argumentative essays whereas their Turkish essays do not have required features in terms of inter-paragraph cohesion so as to build a linear structure.

When the results of each the ELT student were analyzed the results showed most of the Turkish argumentative essays of the ELT students had a more linear structure compared to their English argumentative essays. 5 out of 26 students got the same point both in their Turkish and English argumentative essays. The Table 4 demonstrates the detailed results of the comparisons:

Table 4

The Results of the Comparison between English and Turkish Essays of ELT

Parameters	ELT Turkish F	ELT English f
TU	23	18
SS	22	23
PT	21	21
TP	21	16
CON	19	17
PU	17	13
CO	9	14
Average	5.07	4.6

Note. $n = 26$, $f =$ frequency.

Research question 2.b. What are the similarities and differences between the Turkish argumentative essays written by the ELT and TLT students in terms of the linearity parameters?

In the study, the TLT students were also asked to write an argumentative essay in Turkish as Turkish argumentative essays written by the ELT and TLT students gave an opportunity in order to examine the effects of learning English as a second language on Turkish argumentative essays of the ELT students. The findings indicate that the features of inter-paragraph cohesion are not provided by both ELT and TLT students in their Turkish essays, but on the other hand, most of their Turkish essays have features of thematic unit. In addition to this result, the TLT students also develop concreteness in their essays. The Table 5 gives a very detailed insight about all the parameters based on the collected data.

Table 5

The Results of the Comparison between Turkish Essays of ELT and TLT Students

Parameters	ELT f	TLT f
TU	23	20
SS	22	19
PT	21	18
TP	21	17
CON	19	20
PU	17	17
CO	9	13
Average	5.07	4.7

Note. $n = 26$, $f =$ frequency.

Findings on the DMs used in English and Turkish Argumentative Essays

Research question 3.a. What are the common preferences in use of DMs in the English argumentative essays written by the ELT students? Additive, adversative, causal, and temporal DMs in English argumentative essays written by the ELT students were examined and the frequency of them given in the following tables. It was concluded that the mostly preferred DMs are ‘*and*’ ($f = 64$, 74.4%) among additive DMs, ‘*but*’ ($f = 49$, 79%) among adversative DMs, ‘*because*’ ($f = 28$, 54.9%) among causal DMs, and ‘*in conclusion*’ ($f = 9$, 28.1%) among temporal DMs respectively. After all kind of DMs were examined the results (See the Table 10) show that the ELT students mostly use additive DMs ($f = 86$, 37.2%). The following tables present the statistical results of DMs:

Table 6

Results Additive DMs of ELT Students in English Essays

DMs	f	%
And	64	74.4
Or	7	8.13
for example	6	6.97
Moreover	4	4.65
on the other hand	3	3.48
for instance	1	1.16
I mean	1	1.16

Note. *f* = frequency of DMs.

Table 7

Results of Adversative DMs of ELT students in English Essays

DMs	f	%
But	49	79
However	6	9.6
And	4	6.5
Yet	1	1.6
Actually	1	1.6
Nevertheless	1	1.6

Note. *f* = frequency of DMs.

Table 8

Results of Causal DMs of ELT students in English Essays

DMs	f	%
Because	28	54.9
So	16	31.3
Because of	3	5.8
For this reason	1	1.9
In this case	1	1.9
Consequently	1	1.9
Just because	1	1.9

Note. *f* = frequency of DMs.

Table 9

Results of Temporal DMs of ELT students in English Essays

DMs	f	%
In conclusion	9	28.1
Firstly	5	15.6
Secondly	3	9.3
To sum up	3	9.3
Then	3	9.3
Lastly	1	3.1
Next	1	3.1
Eventually	1	3.1
In short	1	3.1
At this juncture	1	3.1
After that	1	3.1
First...then	1	3.1
In the end	1	3.1
Briefly	1	3.1

Note. *f* = frequency of DMs.

Table 10

Results of all DMs used in English Essays by ELT Students

Category of DMs	f	%
Additive	86	37.2
Adversative	62	26.8
Causal	51	22
Temporal	32	13.8

Note. f = frequency of DMs.

Research question 3.b. What are the common preferences in use of DMs in the Turkish argumentative essays written by the ELT students? The Turkish argumentative essays were analyzed considering 37 categories; however, the ELT students just used DMs from 18 categories in their Turkish essays. When discourse markers were evaluated regardless of their categories it was found that 've' (and) (f=40), which belongs to the category of Ek (additional), became the most used DMs among other DMs. Moreover, when the categories were examined the result was different because Açıklama (descriptive) DMs (f=51, 24%) were the most used category among others and 'örneğin' (for example) (f=14, 27.4 %) was the most used DMs in Açıklama category. The DMs categories which were not preferred by the ELT students in their Turkish essays are given in the Table 19.

Table 11

Results of Açıklama DMs of ELT Students in Turkish Essays

Açıklama	F	%
Örneğin	14	27.4
Artık	7	13.7
Tabii ki	4	7.8
Mesela	3	5.8
Ki	3	5.8
Öncelikle	2	3.9
İşte	2	3.9
Şöyle	2	3.9
Fakat	2	3.9
Kesinlikle	1	1.9
Ancak	1	1.9
Yine	1	1.9
Önemli olan	1	1.9
Daha	1	1.9
Çünkü	1	1.9
Hatta	1	1.9
Maalesef	1	1.9
Elbette	1	1.9
Tabii	1	1.9
Ama	1	1.9
Ne var ki	1	1.9

Note. f = frequency of DMs.

Table 12

Results of Sonuç DMs of ELT Students in Turkish Essays

Sonuç	F	%
Ki	4	14.2
Haliyle	3	10.7
Bu nedenle	2	7.1
Bu durumda	2	7.1
Sonuç olarak	2	7.1
Doğal olarak	2	7.1
Tabii ki	1	3.5
Pekâlâ	1	3.5
Da	1	3.5
Bile	1	3.5
Bundan dolayı	1	3.5
Fakat	1	3.5
Bu yüzden	1	3.5
Bunun için de	1	3.5
Öyleyse	1	3.5
Ama	1	3.5
İster istemez	1	3.5
Böyle olunca	1	3.5
Dolayısıyla	1	3.5

Note. *f* = frequency of DMs.

Table 13

Results of Üsteleme DMs of ELT Students in Turkish Essays

Üsteleme	F	%
Peki	4	21
Özellikle	3	15.7
Hatta	2	10.5
Elbette	2	10.5
Dahası	1	5.2
Bunlar yetmezmiş gibi	1	5.2
Üstelik	1	5.2
Hem de	1	5.2
Şimdi	1	5.2
Öyle ki	1	5.2
Zaten	1	5.2
Kesinlikle	1	5.2

Note. f = frequency of DMs.

Table 14

Results of Zıtlık DMs of ELT Students in Turkish Essays

Zıtlık	F	%
Fakat	13	46.4
Ancak	6	21.4
Ama	5	17.8
Bununla birlikte	2	7.1
Yoksa	1	3.5
Rağmen	1	3.5

Note. f = frequency of DMs.

Table 15

Results of Ek DMs of ELT Students in Turkish Essays

Ek	F	%
Ve	40	83.3
Da	4	8.3
Sonra	2	4.1
Dahi	1	2
Sonra da	1	2

Note. f = frequency of DMs.

Table 16

Results of Özetleme-Sebep-İhtimal-Benzerlik-Tamamlama DMs of ELT Students in Turkish Essays

	F	%
Özetleme		
Sonuç olarak	5	83.3
Kısacası	1	16.6
Sebep		
Çünkü	11	91.6
Sadece	1	8.3
İhtimal		
Belki de	1	50
Belki	1	50
Benzerlik		
Tıpkı	1	50
Adeta	1	50
Tamamlama		
Bunun yanı sıra	2	66.6
Bunun yanında	1	33.1

Note. f = frequency of DMs.

Table 17

Results of Denkleştime-Şart-Soru-Cevap-Olumsuzluk-Beraberlik-Tasdik-Öncelik Verme DMs of ELT Students in Turkish Essays

	F	%
Denkleştime		
Ya da	3	100
Şart		
Eğer	4	100
Soru		
Yoksa	1	100
Cevap		
Çünkü	1	100
Olumsuzluk		
Ne yazık ki	1	100
Beraberlik		
Hem... hem de	1	100
Tasdik		
Evet	1	100
Öncelik verme		
Öncelikle	1	100

Note. f = frequency of DMs.

Table 18

Results of all DMs Categories used by the ELT Students in Turkish Essays

Categories of DMs	F	%
Açıklama	51	24
Ek	48	22.6
Sonuç	28	13.2
Zıtlık	28	13.2
Üsteleme	19	8.9
Sebep	12	5.6
Özetleme	6	2.8
Şart	4	1.8
Denkleştirme	3	1.4
Tamamlama	3	1.4
Benzerlik	2	0.9
İhtimal	2	0.9
Soru	1	0.4
Cevap	1	0.4
Olumsuzluk	1	0.4
Beraberlik	1	0.4
Tasdik	1	0.4
Öncelik verme	1	0.4
TOTAL	212	

Note. *f* = frequency of DMs.

Table 19

Results of all DMs Categories not used by the ELT Students in Turkish Essays

Categories of DMs
Tahmin
Yaklaşma
Kuvvetlendirme
Merak
Teklif
Karşılaştırma
İstek
Hatırlatma
Farzetme
Tercih
Sıralama
Hayret
Şüphe
Tereddüt
Reddetme
Fırsat
Boşverme
Kabullenme
Gaye

Research question 3.c. What are the common preferences in use of DMs in the Turkish argumentative essays written by the TLT students? Based on the findings of the study, the most frequently used DMs in the Turkish argumentative essays is 've' (*and*) (f=60) which belongs to the category of Ek DMs. When the DMs were classified by categories it was concluded that among 19 categories, DMs in Ek (Additive) category were mostly preferred (f=60, 26.5%). As stated above, there are 37 different categories but DMs in other categories were not ascertained. The Table 28 shows the DMs categories which were not used by the TLT students in their Turkish essays.

Table 20

The Results of Açıklama DMs used in Turkish Essays of TLT Students

DMs	F	%
Artık	11	18.9
Örneğin	7	12
Mesela	6	10.3
Sadece	6	10.3
Özellikle	4	6.8
Önemli olan	3	5.1
İşte	3	5.1
Şimdi	2	3.4
Tabii	2	3.4
Elbette	1	1.7
Öncelikle	1	1.7
Hatta	1	1.7
Hem	1	1.7
Zaten	1	1.7
Hep	1	1.7
Ki	1	1.7
Tabii ki	1	1.7
Nitekim	1	1.7
Sanki	1	1.7
Hem de	1	1.7
Şöyle	1	1.7
Öyle	1	1.7
Haliyle	1	1.7

Note. *f* = frequency of DMs.

Table 21

The Results of Sonuç DMs used in Turkish Essays of TLT Students

DMs	F	%
Ki	4	19
Bu yüzden	3	14.2
Bile	2	9.5
Dolayısıyla	2	9.5
Bu yüzden de	1	4.7
Böyle olunca	1	4.7
Yani	1	4.7
Bu sefer de	1	4.7
Öyle ise	1	4.7
Gene	1	4.7
Bu durumda	1	4.7
Böylece	1	4.7
O zaman	1	4.7
Bundan dolayı	1	4.7

Note. *f* = frequency of DMs.

Table 22

The Results of Zıtlık DMs used in Turkish Essays of TLT Students

DMs	F	%
Ama	11	52.3
Fakat	5	23.8
Ancak	2	9.5
Lakin	1	4.7
Da	1	4.7
Bununla beraber	1	4.7

Note. *f* = frequency of DMs.

Table 23

The Results of Üsteleme DMs used in Turkish Essays of TLT Students

DMs	F	%
Hatta	3	20
Hani	2	13.3
Özellikle	1	6.6
Peki	1	6.6
Kesinlikle	1	6.6
Gerçekten	1	6.6
Yine	1	6.6
Kaldı ki	1	6.6
Elbette	1	6.6
Sadece	1	6.6
Dahası	1	6.6
Hem de	1	6.6

Note. f = frequency of DMs.

Table 24

The Results of Benzerlik-Şart DMs used in Turkish Essays of TLT Students

DMs	F	%
Benzerlik		
Adeta	1	33.3
Sanki	1	33.3
Aynı şekilde	1	33.3
Şart		
Eğer	3	60
Bir de	1	20
Önce	1	20

Note. f = frequency of DMs.

Table 25

The Results of Denkleştirme-Sebep-Beraberlik-Cevap- Tamamlama-Tercih - Tahmin-İhtimal DMs used in Turkish Essays of TLT Students

DMs	F	%
Denkleştirme		
Ya da	4	57.1
Ve ya	3	42.8
Sebep		
Çünkü	8	88.8
Zira	1	11.1
Beraberlik		
Hem...hem de	3	60
Aynı zamanda	2	40
İhtimal		
Ya...ya	1	50
Belki	1	50
Tamamlama		
Bir de	1	50
Bunun yanı sıra	1	50
Tercih		
Hiç olmazsa	1	50
Ya da	1	50
Tahmin		
Kim bilir	1	50
Sanırım	1	50
İhtimal		
Ya...ya	1	50
Belki	1	50

Note. *f* = frequency of DMs.

Table 26

The Results of Ek- Özetleme-Cevap-Olumsuzluk-İstek-Yaklaşma DMs used in Turkish Essays of TLT Students

DMs	F	%
Ek		
Ve	60	100
Özetleme		
Sonuç olarak	4	100
Cevap		
Evet	4	100
Olumsuzluk		
Maalesef	4	100
İstek		
Keşke	1	100
Yaklaşma		
Hemen hemen	1	100

Note. *f* = frequency of DMs.

Table 27

The Results of all DMs used in Turkish Essays of TLT Students

DMs	F	%
Ek	60	26.5
Açıklama	58	25.6
Sonuç	21	9.2
Zıtlık	21	9.2
Üsteleme	15	6.6
Sebep	9	3.9
Denkleştirme	7	3
Beraberlik	5	2.2
Şart	5	2.2
Cevap	4	1.7
Olumsuzluk	4	1.7
Özetleme	4	1.7
Benzerlik	3	1.3
İhtimal	2	0.8
Tahmin	2	0.8
Tamamlama	2	0.8
Tercih	2	0.8
İstek	1	0.4
Yaklaşma	1	0.4
Total	226	

Note. *f* = frequency of DMs.

Table 28

The Results of DMs not used in Turkish Essays of TLT Students

The Categories of DMs
Soru
Kuvvetlendirme
Merak
Teklif
Karşılaştırma
Hatırlatma
Farzetme
Tasdik
Sıralama
Hayret
Şüphe
Tereddüt
Reddetme
Fırsat
Boşverme
Kabullenme
Öncelik Verme
Gaye

Research question 4.a. What are the similarities and differences between the Turkish argumentative essays written by the ELT and TLT students in terms of preference of DMs? As a result of the analysis of the frequency and categories, it was concluded that there were not significance differences between the ELT and TLT students in their Turkish essays in terms of frequency of DMs. However, it is concluded that the differences and similarities stem from their usage and categories which were explained by supporting with the examples taken from students' essays in the discussion part. The statistical results of the comparison were presented in Table 29.

Table 29

The Frequency Results of DMs in Turkish Essays of ELT and TLT Students

DMs Categories	TLT F	ELT f
Ek	60	48
Açıklama	58	51
Sonuç	21	28
Zıtlık	21	28
Üsteleme	15	19
Sebep	9	12
Denkleştirme	7	3
Beraberlik	5	1
Şart	5	4
Özetleme	4	6
Cevap	4	1
Olumsuzluk	4	1
Benzerlik	3	2
Tamamlama	2	3
Tercih	2	-
Tahmin	2	-
İhtimal	2	2
İstek	1	-
Yaklaşma	1	-
Soru	-	1
Tasdik	-	1
Öncelik Verme	-	1
TOTAL	226	212

Note. *f* = frequency of DMs.

Research question 4.b. What are the similarities and differences between the Turkish and English argumentative essays written by the ELT students in terms of preference of DMs? When the DMs in Turkish and English argumentative essays of ELT students are compared it is found out that the students used more DMs in their English essays than their Turkish essays. As a result of this, the number of DMs in English essays is higher than the number of DMs in Turkish essays. The Table 30 shows the statistical comparison of DMs.

In the current study, two different classification is used for the English and Turkish argumentative essays. The categories of DMs used in English and Turkish were analyzed and compared; however, three categories in Turkish classification are not included in this comparison because their functions are different from DMs in English classification. These categories are İhtimal (possibility), Olumsuzluk (negativeness), and Öncelik Verme (prioritizing). Tables from 31 to 35 show the comparison of Turkish and English DMs used by the ELT students.

Table 30

The Number of DMs in Turkish and English Essays of ELT Students

	Turkish	English
S1	9	11
S2	6	10
S3	1	11
S4	12	13
S5	4	9
S6	7	9
S7	0	4
S8	6	6
S9	6	8
S10	9	5
S11	15	5
S12	8	1
S13	14	8
S14	8	9
S15	8	9
S16	12	8
S17	8	12
S18	8	10
S19	8	6
S20	10	11
S21	12	13
S22	14	18
S23	8	9
S24	6	4
S25	6	10
S26	7	12
TOTAL	212	231

Table 31

Results of DMs in English and Turkish Essays of ELT Students

English DMs	F	Turkish DMs	f
Additive	86	Açıklama	51
		Ek	48
		Üsteleme	19
		Tamamlama	3
		Denkleştirme	3
		Benzerlik	2
		Beraberlik	1
Adversative	62	Zıtlık	28
		Tasdik	1
Causal	51	Sonuç	28
		Sebep	12
		Şart	4
		Soru	1
		Cevap	1
Temporal	32	Özetleme	6

Note. *f* = frequency of DMs.

Table 32

Results of Additive DMs in English and Turkish Essays of ELT Students

Turkish DMs	F	English DMs	f
Ek		Additive	
Ve	40	and	64
Açıklama			
Örneğin	14		
Üsteleme			
Peki	4		
Denkleştirme			
ya da	3		
Tamamlama			
bunun yanı sıra	2		
Benzerlik			
Tıpkı	1		
Adeta	1		
Berberlik			
hem... hem de	1		

Note. *f* = frequency of DMs.

Table 33

Results of Causal DMs in English and Turkish Essays of ELT students

Turkish DMs	f	English DMs	f
Sebep		Causal	
Çünkü	11	Because	28
Şart			
Eğer	4		
Sonuç			
Ki	4		
Soru			
Yoksa	1		
Cevap			
Çünkü	1		

Note. *f* = frequency of DMs.

Table 34

Results of Adversative DMs in English and Turkish Essays of ELT students

Turkish DMs	F	English DMs	f
Zıtlık		Adversative	
Fakat	13	but	49
Tasdik			
Evet	1		

Note. *f* = frequency of DMs.

Table 35

Results of Temporal DMs in English and Turkish Essays of ELT students

Turkish DMs	F	English DMs	f
Özetleme		Temporal	
sonuç olarak	5	in conclusion	9

Note. *f* = frequency of DMs.

It cannot be said that all the ELT students used more DMs in their English argumentative essays as some of them used more DMs in their Turkish essays. The number of the ELT students who used more DMs in their English essays is eighteen while the number of the ELT students who used more DMs in their Turkish essays is seven. One student used the same number of DMs in her Turkish and English essays.

It is concluded that the number of DMs used in English argumentative essays is the highest among other student groups ($f=231$) and the next group in which the most DMs were used is Turkish argumentative essays written by TLT students ($f=226$). Lastly, the ELT students used DMs ($f=212$) in their Turkish essays less frequently compared to other groups.

As a result, the findings of the study were given with detailed statistical tables by answering the research questions. The differences and similarities between English and Turkish essays of ELT and TLT students were found and listed. The statistical findings were interpreted and discussed in the conclusion part by giving examples from students' essays.

Chapter 5

Conclusion, Discussion and Suggestions

The overview of the study, discussion of the findings, and conclusion of the study are presented in this final chapter. After these parts, pedagogical implications and suggestions for further studies are also presented.

An Overview of the Study

The current study which is a contrastive rhetoric study has a qualitative research design. It is aimed to clarify the discourse structure of argumentative essays and discourse markers used in the essays written in Turkish and English. The linear structure of the essays and DMs used in the essays were examined because both linear structure and DMs are related to the cohesion of the written text. The ELT and TLT students in the second-year of university were chosen as participants. The ELT students were asked to write argumentative essays in English and Turkish while the TLT students wrote argumentative essays in Turkish so as to clarify the effects of the first language of students on the second language and the second language on the first language. The students were supposed to write an argumentative essay consisting of at least three paragraphs that are introduction, body, and conclusion in the class with a supervisor.

Firstly, the argumentative essays written by both ELT and TLT students were analyzed using seven linearity parameters which are thematic unit, thematic progression, paragraph unity, personal tone, inter-paragraph cohesion, concreteness, and sentence simplicity. Each parameter was examined in both Turkish and English argumentative essays by two independent raters. The features of discourse structure in Turkish and English essays were compared to one another and the parameters which were the most and least implemented by the students were determined.

Secondly, the frequency and categories of the DMs in these essays was analyzed. The DMs in the English argumentative essays were analyzed using the classification of Halliday & Hasan which consists of four categories: Additive, adversative, causal, and temporal DMs.

The frequency of DMs and their categories were found out and listed. DMs in the Turkish argumentative essays were examined using the classification of Atabey. The classification consists of thirty-seven categories: Açıklama, özetleme, benzerlik, sonuç, şart, zıtlık, cevap, üsteleme, tahmin, soru, ek, beraberlik, yaklaşma, kuvvetlendirme, merak, teklif, ihtimal, karşılaştırma, sebep, istek, tamamlama, hatırlatma, farzetme, tasdik, tercih, sıralama, hayret, olumsuzluk, şüphe, tereddüt, reddetme, fırsat, boşverme, kabullenme, öncelik verme, gaye, and denkleştirme. The frequency and categories of DMs used in the essays were classified and listed in the light of the findings. At the end of the examination, the DMs in the Turkish and English argumentative essays were compared based on the use of DMs and their categories.

Discussion of the Results

Linearity Analysis. In this part, the research question 1 and 2, and their sub-questions are explained based on the findings. After each parameter, examples from the English essays of ELT students, the Turkish essays of TLT students, and the Turkish essays of ELT students are given in order to support and clarify the results.

Thematic Unit (TU). Most of the ELT students (N=18) wrote their English essays based on a thesis statement that was related to the essay topic which they chose to write about. The thematic unit was not provided in some essays in which the thesis statement was not given in the introduction paragraph or the thesis statement was not stated clearly.

S5: *“Do you ever think about doing the thing that you don’t like? Without loving it, without passion...”* (The topic: Which job do you prefer? A job you earn much money or having a job you like? Why?)

S22: *“All over the World everyday there are a lot of crime about any type. Countries have their own punishments for all the crimes, violence, murder etc. And about our country we have it too. But if we think about what is the purpose of punishment we can say that to reduce the rate of crime for sure. However in Turkey day by day we see that as opposite in social media and news as the*

crimes are rising, so we should think about it whether the penalties are the ones that are correct way to decrease the crime or not. If we look at our system the judgement doesn't work, everyday bad news come out on televisions, phones, laptops. So most of the people in my country think about death penalty and they defend it. Because according to them being punished by death is the most effective way to prevent other people from doing bad things.” (The topic: Do you advocate the use of animals as subjects for scientific researches?)

On the contrary to these examples, the following introduction paragraph is written based on a thesis statement which expresses the argument of the writer.

S12: “Tech is developing day by day. Many inventions are found by scientists. Scientists use animals for testing whether these inventions are safe or not. Especially, scientists mostly are using mice and monkeys. It is done for individual's sake but this point is very detrimental for animals. While animal using is good for people, it is hurtful for animals like guinea pig. I don't advocate the use of animals. I think It should stop immediately.” (The topic: Do you advocate the use of animals as subjects for scientific researches?)

Thematic unit is detected in most of the Turkish essays written by ELT students (N=23). Some ELT students implemented a thematic unit in their Turkish essays while they did not provide it in their English essays. For example, the same ELT student did not use a thesis statement in her Turkish essay as it is seen in her introduction paragraph:

S5: “Birçoğumuz, günlük hayatımızda sosyal medyada sıkça kullandığımız kelimeleri kullanmaya başladık. Peki bu ne kadar doğru?”

The TLT students wrote their Turkish essays based on a thematic unit since the thematic unit is the most detected parameter in the essays of TLT students (N=20) whereas a few students did not write their essays thematically united by using a thesis statement. For example, the introduction paragraph taken from the participant is given below to show the essays which do not have a thematic unit.

S21: *“Z kuşu nesli, aynı zamanda tehlike saçan bir nesil. Günümüzde teknolojinin gelişmesiyle birlikte birçok alanda işlerimiz kolaylaştırılmıştır. Fakat hayatımıza giren cep telefonları, tabletler, televizyonlar bizi gerçekten etkiliyor mu?”*

Thematic Progression (TP). The English argumentative essays (N=16) have the necessary features of thematic progression. The sentences that are irrelevant to the thesis statement and two thesis statements in one essay interrupt the thematic progression in the essays. Sujito & Muttaqien (2016) explain the relationship between reasoning and conclusion. Good reasoning in writing helps writers to write an appropriate conclusion as good reasoning is related to logical thinking. The following example shows the last sentence, which is the thesis statement of the essay, of the introduction paragraph and the other part is the beginning of the conclusion paragraph. Therefore, there is an obvious contradiction between these statements, which disrupts the thematic progression of the essay.

S19: *“.... In my opinion Money is more important because we don't live in a utopia sometimes the thing we love may be impossible to reach.*

....

In conclusion, Money may bring happiness to your life. But it is not certain. Because sometimes money is not enough and ineffective in some cases.”

Most of the Turkish argumentative essays of the ELT students were written considering the thematic progression (N=21) as the introduction, body, and conclusion paragraphs are related to each other and based on a thesis statement.

S16 is the example in which thematic progression was found as the student clearly and coherently stated her opinions/claims from the beginning to the end of the essay:

S16: "...Birçok kişi de yeni neslin hayal gücünün teknoloji tarafından tehdit edildiğini savunur. Bende bu görüşteyim.

Öncelikle teknoloji sunduğu imkânlarla çocukların birçok şeye çabuk ulaşmasını sağlıyor. Bu da çocukların telefon ve tablete bağımlılığını artırıyor....

Daha sonra, teknoloji çocukların hayal gücünü kısıtlıyor. Mesela eskiden çocuklar saatlerce dışarıda futbol, saklambaç ve birçok geleneksel oyunlar oynarlardı bir kağıt parçası bile oyun üretmeleri için yeterdi. ...

Sonuç olarak, yeni nesli teknoloji, köreltiyor, kendine hapsediyor ve hayal gücünü kısıtlıyor. ...Doğru şekilde kullanılan teknolojinin zarar vermeyeceğini unutmamalıyız."

The TLT students encountered problems in maintaining the thematic progression in their Turkish essays. The reason why some the TLT students did not provide thematic progression is that the flow of the essays was interrupted by irrelevant sentences (N=17) as seen the following examples which are the parts taken from the introduction paragraph and conclusion paragraph to show the semantic mismatch between the introduction paragraph and the conclusion paragraph:

S11: "...Ülkemiz bazında, özellikle teknolojimizin sosyal medya adı verilen ağlarının da tesiriyle birlikte fahiş derecede dezenfarmasyon göze çarpmaktadır....

....

Ezcümlle, zihnimizde oluşan düşüncelerin neyi anlattığını bilemeyiz. Bundan dolayı paradigmayı ve epistemolojik kopuşu iyi irdelemek lazımdır."

Paragraph Unity (PU). Among the seven linearity parameters, paragraph unity (N=13) is the least detected feature in the English argumentative essays. When paragraphs are evaluated as a unit, every sentence and every example should be related not only to each other but also to the thesis statement. The example presents how paragraph unity is not provided by the student in the body paragraph as irrelevant sentences break the flow of the essay.

S7: “Animals for example are one of the most fertile creatures for scientific researches as well as human beings. Most of them are useless anyways we might as well use them for something useful. Humans can be also used for scientific research, there are so many people on the earth that nothing other than waste of oxygen, and these people don’t deserve to live on the planet earth unless they do something useful for humanity by giving their useless bodies.”

The ELT students wrote their Turkish essays in which paragraph unity was presented (N=17). They used more coherent sentences in their Turkish essays because they were able to express themselves using their native language. This result is supported by the study conducted by Yazıcı (2013) as students may tend to think in Turkish while writing. However, there are also essays that do not have the paragraph unity features because of incoherent sentences. For instance;

S12:“Türkiye’de açılan her üniversite eğitimde niceliği arttırırken, nitelik kavramı önemsenmemiştir. Türkiye’de yaklaşık 200 civarı üniversite bulunmaktadır. Ayrıca diğer bir sorun ise Fen Edebiyat Fakültelerinin açılmış olmasıdır...”

The features of paragraph unity were detected in the essays of the TLT students (N=17) because the sentences in their essays are coherently related to each other in the paragraph while paragraph unity was not found in the essays of some TLT students (N=9). The following examples show how the irrelevant sentences interrupt paragraph unity:

S2: “Binlerce öğretmenlik okuyan olduğu için binlerce işsiz atama bekleyen öğretmen de var. Ayrıca eğitim sistemi ezbercidir. Ezberleterek öğretme vardır. Anlayarak, kavrayarak öğretme yönetmelikte varsa bile çoğu hoca bunu uygulamıyor. Öğrenci öğretmenden ne gördüyse ilerde eğitimci olduğunda o da aynısını yapacaktır.”

Personal Tone (PT). The ELT students in the study provided personal tone (N=21) by clarifying their opinions directly and avoiding using ambiguous expressions in their English essays.

Moreover, the Turkish essays written by the ELT students exhibit the features of personal tone (N=21). The consistent point of view in the essays makes the conveyed message more comprehensible. The reason why the ELT students used a direct language can be explained by language transfer as Bolgün and Mangla (2017) revealed in their study that the statements in English were directly presented. Enginarlar found out in his study conducted in 1990 (cited in Uysal, 2008) that the students who had studied English used a linear structure in both Turkish and English texts.

Lastly, most of the TLT students also used a comprehensible language in their Turkish essays. Additionally, there is a slight difference in terms of personal tone when compared to ELT students (N=18).

The following examples from the English and Turkish essays give an insight into how the students are aware of personal tone by making explanations to make the meaning clear.

S13: "...Firstly, different research institutions in the world say that with the help of such experiment, there is still live at Earth. Just recall the testing with dogs which led to discovering of insulin. Today the medical drug is used in order to save the lives of diabetics. And now imagine how many ill people were recovered and how many people need insulin right now...." (Taken from the English essays of ELT students)

S26: "Başka bir örnek de ise instagramdan türeyen bir kelime "stalk" (stoklamak). Anlamı "gizlice bakmak, gizli bir şekilde gözetlemek" demek." (Taken from the Turkish essays of ELT students)

The following examples nevertheless are insufficient to convey the intended meaning.

S1: *“One can do so many things without money and these things are always good and healthy. Also they can be funny and entertainment stuff.”* (Taken from the ELT students’ English essays)

S11: *“Çocuklar muhayyilesinden dünyayı tanıma, insan ilişkilerine muntazam derecede adapte olma döneminin bu kritik evresinde, teknolojik gelişmeler biçiminde karşımıza çıkan modernist tutumların bireyi önceleyerek işe girdiği ama umumi insan fitratını bozan içerikleri piyasacı “alan razı satan razı” etiketiyle sunması tehdidin miktarını da artırmaktadır. Eğer internet şebekesi gibi bilimsel tüm gelişmeleri veritabanı aracılığıyla evrene aktaran bu mekanizma neden tehdit oluyor sorusunun yanıtı da aslında burada mahfuz.”* (Taken from the Turkish essays of TLT students)

Inter-paragraph Cohesion (CO). In the essays written in English, the ELT students built the relationship between paragraphs using DMs (N=14). The reason why inter-paragraph cohesion was not provided in the essays (N=12) is the lack of cohesion between paragraphs stemming from irrelevant utterances. The examples which are given below show how ELT students build inter-paragraphs cohesion.

S1: *“... First off all and the most important at all, jobs are much more important...*

Secondly, money is not also important I think. ...

As I said before, money isn’t important ..”

S8: *“First of all, money is requirement for life...*

Second thing is a job ...

To sum up,...”

On the other hand, the ELT students did not build inter-paragraph cohesion in their Turkish essays. The features of this parameter were presented by some students (N=9). The students provided inter-paragraph cohesion in their English essays but they did not implement inter-paragraph cohesion in their Turkish essays. Based on this fact, it is concluded that the ELT students did not use the strategy which they used in their English essays to link paragraphs one another in their Turkish essays.

The TLT students (N=13) developing inter-paragraph cohesion in their Turkish essays used DMs in order to build meaningful relations between paragraphs. When the students did not write coherently related paragraphs, the semantic transitions between paragraphs are neglected. Therefore, it is hard to understand the relation between the sentences. The following statement shows an example:

S5: "...Eğer kişi bunu güzel değerlendirirse dilimizi korumakta üstüne düşecek görevini yapacağını düşünüyorum. Fakat bu sosyal medya bilinci ve asıl ilk olarak Türklük bilincini öğrenemeyen kimse ise hayatında bocalayacağını düşünüyorum.

Sosyal medya deyip geçme bugün, şu an milyonlarca kişi şu an bir saatte onlarca tweet, instagram gönderici gibi birçok yazı oluyor. ..."

Concreteness (CON).In the English (N=17) and Turkish (N=19) essays of the ELT students and in the Turkish (N=20) essays of the TLT students, concrete expressions were detected. This result supports the findings of the study conducted by Uygur (1984).

In the study, it is stated that words in Turkish have a concrete structure. On the other hand, the results are not compatible with the study of Allen et al. (2019). They found out that the participants generally used abstract language in their English essays.

The examples are taken from the English essays. The first example shows that the use of too many abstract words caused the expressions to lose clarity and

in the second example, giving real life examples using concrete words strengthens the meaning for the readers.

S4: *“Moreover, our feelings reflect our environment (society). People who work by loving their job can treat to people more kind, sincere because they start this job willingly but if they are not, they can have unhappy, cold face, also their job doesn’t help anything or anyone, just do it.”*

S12: *“People detect new things like chemicals using for our skin such as baby cream, miscellaneous lotion, soaps. For these stuffs, many animals are used as a guinea pig. They are exposure to different drugs for testing. They are suffering from drugs. Some animals are losing their babies. As a human, we should stop this process.”*

The example is taken from the Turkish essay written by ELT student in order to show the using concrete language:

S1: *“Gençler hayatlarını internette, sosyal medya uygulamalarında geçiriyorlar. Bu tip uygulamalarda vakitlerinin büyük çoğunluğunu boşa harcıyorlar. 8-10 saati bulan kullanımlar söz konusu olabiliyor. Bir günün 24 saatinin 10 saatini internette ve sosyal medyada dolaşmaya harcayan bir genç, doğal olarak ailesine, arkadaşlarına, okuluna ve kendini gerçekleştirmesine yardım edecek sanatsal ve edebi alanlara vakit ayıramıyor.”*

Sentence Simplicity (SS): Both the TLT (N=19) and ELT (N=23 in the English essays and N=22 in Turkish essays) students avoid using complex sentences in their Turkish essays and English essays. In the English essays, the ELT students used simple sentence structures even though they were capable of writing better essays. The result is supported by Allen et al. (2019). They revealed that skilled readers produced more syntactically simple sentences than less skilled readers. The students who violate the understandability of essays using very long sentences without using conjunctions could not provide cohesion in their essays.

The following examples from both Turkish and English essays show how the students used complex sentences which interrupt the flow of writing.

S1: But one can't anything with the thing that having a lot of money but doesn't having the time to do anything good and making unwanted jobs. I don't think that money is important for being a happy person. (Taken from the essay of ELT student)

S1: "... Çocuklar muhayyilesinden dünyayı tanıma, insan ilişkilerine muntazam derecede adapte olma döneminin bu kritik evresinde, teknolojik gelişmeler biçiminde karşımıza çıkan modernist tutumların bireyi önceleyerek işe girdiği ama umumi insan fitratını bozan içerikleri piyasacı "alan razı satan razı" etiketiyle sunması tehdidin miktarını da artırmaktadır..." (Taken from the essay of TLT student)

Consequently, when the Turkish and English essays of the ELT students are examined as an individual, it is possible to see the similarities and differences between L1 (Turkish) and L2 (English) (The research question 2). Twelve ELT students provide at least five parameters out of seven in their English essays while in their Turkish essays, the number of the students who present the features of at least five parameters out of seven is eighteen.

On the other hand, the number of the TLT students who wrote their Turkish essays considering at least five parameters out of seven is sixteen. This result of the study shows that there is not a huge difference between the structures of Turkish and English essays. This result is not supported by Kaplan's rhetoric that states that English has a linear structure compared to other languages. The result of the current study, on the other hand, is supported by the contrastive study conducted by Uysal (2012). In the study, Turkish and English essays of participants who were native speakers of Turkish were examined and it was found out that the claims in the argumentation were explicitly stated in both English and Turkish essays.

Furthermore, the English essays of the ELT students have also features of the linear structure as it is found out that the ELT students wrote their Turkish essays with the help of their writing proficiency in English. This result supports the claim that L1 and L2 affect each other. It is compatible with the study of İnceçay (2015). For example, the same student provided concreteness in his/her both English and Turkish essays. Another example given below demonstrates how the ELT student uses DMs in order to maintain inter-paragraph cohesion in her Turkish and English essays.

S8: *“Öncelikle, dilimiz bizi biz yapan her şeydir. ...*

Özetlemek gerekirse, Türkçe hayatımıza giren sosyal medya aracılığıyla değişmekte. ...”

S8: *“First of all, money is requirement for life. ..*

To sum up, we should prefer that we want. ...”

Lastly, it was detected that some ELT and TLT students experienced difficulties in writing argumentative essays hence the participants encountered some problems in providing the linearity parameters like TP and TU.

The result is supported by the study in which pre-service Turkish language teachers' awareness of the genre and the thematic structure of the texts were examined by Bozkurt (2019). As a result of the study, it was revealed that the majority of the participant Turkish teacher candidates did not classify the texts according to their genre because they did not aware of the schematic structure of the texts.

The DMs used in the English and Turkish Essays of ELT and TLT Students

In this part, the findings of DMs examined in Turkish and English essays of the ELT and TLT students are discussed. The research questions and sub-questions are answered in light of the findings. Firstly, the research question 3 and its sub-questions are explained. Then, the research question 4 and its sub-

questions are clarified. The results and discussions are supported by the examples from the essays of the ELT and TLT students.

The most frequently used DMs category is additive DMs in which “*and*” is the most used DMs (f=64). Furthermore, “*ve (and)*” is also the most used DMs in the Turkish essays of the ELT students (f=40) and the Turkish essays of the TLT students (f=60). The result is compatible with the results of Lubishtani’s study. In a contrastive study, Lubishtani (2019) examined the functional and argumentation of connectors in terms of textual connectivity in argumentative texts written in English and Albanian. The connectors were identified according to their semantic relationships and functions in the texts, and it was found out that the connectors were frequently used to build additional relationships in the argumentative texts when English and Albanian texts were analyzed and compared.

In the Turkish essays, ‘*ve*’ (*and*) belongs to the category named Ek DMs. The other frequently used DM is ‘*but*’ that is an adversative DMs category in English essays (f=49). The result is supported by the study of Kurtul (2011). In his study, ‘*and*’ and ‘*but*’ were the most preferred DMs. Moreover, the next frequently used category in English essays is the causal DMs in which ‘*because*’ is the most used DMs (f=28). The last category is temporal DMs in which the most frequent discourse marker is ‘*in conclusion*’ (f=9).

In the Turkish essays of ELT students, ‘*ve*’ (*and*) is the most used DM which in the category of Ek DMs but the most preferred DMs category is Açıklama DMs. Furthermore, ‘*örneğin*’ (*for example*) whose category is Açıklama DMs is the second frequently used DMs (f=14). The result is compatible with the study conducted by Tiryaki (2017). She conducted a study with Turkish teacher candidates to determine how the participants provide reason in an argumentative text. The results showed that Turkish teacher candidates mostly used explanation (38, 91 %) and exemplification (23.15 %) to support their ideas among the other ways to improve thinking. Furthermore, ‘*fakat*’ (*but*) that is the third frequently preferred DMs (f=13) among other DMs is in the category of Zıtlık DMs.

Lastly, the TLT students used ‘*ama*’ (*but*) in the category of Zıtlık DMs and ‘*artık*’ in the category of Açıklama DMs are used with the same frequency in their Turkish essays (f=11).

The frequency results of 'and / but' are similar to the findings of the studies that examine the DMs (Abal, 2016; Altunay, 2009; Bahaziq, 2016; Dumlao and Wilang, 2019; Kurtul 2011; Yin, 2015). They also identified 'but' and 'and' as the most frequently used DMs in their studies. The following example taken from the essays of ELT students shows how frequently the students used 'and' and 'but' DMs.

S9: "Because even though you are well paid, if your job isn't suitable for you and you get bored, you'll hate it. And, yes maybe can make you happy but until somepoint, after that, Money won't be useful for you."

S15: "I have never once saw a sad rich person no matter how hard they work. For example my uncle works in a car factory and his work is hard. But it pays good and my uncle saved a lot of money from there. Now he's happy and always travelling and living his best life while all of his other sibling are suffering."

It is clear that not only similarities but also differences are found between English and Turkish essays (research question 4). When the frequency of preferred DMs is considered, it is obvious that there are similarities in both Turkish and English essays. The result is supported by the study of Özhan (2012). On the other hand, the ELT students in their English essays experienced some difficulty in expressing themselves clearly while writing; hence they used the same DMs frequently and consecutively. The results are supported by the study conducted by Ahmad (2019). At the end of the study, it is revealed that the students tended to use a certain type of conjunctives such as 'for example', 'however', 'but', 'on the other hand', 'because', 'so', 'in conclusion' to achieve their discourse objectives in the argumentative essay of undergraduate students. The possible reason why they used the DMs very frequently is that they wanted to make their opinions and arguments clear yet they were not proficient enough in writing. The results were found consistent when compared to the study conducted by Derman (2020). Derman (2020) stated that the proficiency of most participants in text production was found insufficient as a result of analyzing different criteria such as paper

layout and being able to pass between paragraphs. The results also revealed that how cohesion was provided in the texts and its importance in writing proficiency were neglected while teaching writing.

Moreover, the comparison made between the categories in the English and Turkish essays written by the ELT students reveals that the ELT students tended to use the same discourse markers in both English and Turkish essays. In Additive DMs category, they used ‘and’ in English and ‘ve’ (and) in Turkish. In Causal DMs category, they preferred using the DMs ‘because’ in English essays and ‘çünkü’ (because) in Turkish essays. When the Adversative DMs category was examined it was concluded that in their English essays, ‘but’ was used and in their Turkish essays ‘fakat’ (but) is used. Lastly, in Temporal DMs category, the most used discourse marker is ‘in conclusion’ in the English essays and ‘sonuç olarak’ (in conclusion) in the Turkish essays.

It is also found out that the ELT students wrote long sentences and paragraphs rather than using the same DMs over and over again in their Turkish essays. The assumption is seen more clearly in the following examples taken from the Turkish and English essays which belong to the same ELT student.

S4: “Düşünemeyen, üretemeyen, hayal kuramayan bunlarla birlikte zihni, bedeni uyuşmuş tembel nesiller, isteksiz ve umutsuz nesiller, insanlar karşımızda beliriyor. Tüm gözler telefon, bilgisayar ekranında, toplumdan izole olunmuş, kimse kimsenin umurunda olmaz olmuş bir şekilde ömür geçiriyor. Çevremizle, sorunlarımızla ilgilenmeden, gerçekliğe dönmeden nasıl parlak, üretken zihinlere, hayal gücüne sahip olabiliriz? Sanal dünyadan belirli müddet uzak durup, şöyle bir kafamızı kaldırdığımızda birçok şeyi değiştirecek, üretecek zihne ve güce sahibiz.”
(Taken from the Turkish essays of ELT students)

S4: “People who work by loving their job can treat to people more kind, sincere because they start this job willingly but if they are not, they can have unhappy, cold face, also their job doesn’t help anything or anyone, just do it. Also it can be same for us. If we add our emotions, works will not be on the way.”
(Taken from the English essays of ELT students)

Furthermore, the TLT students also used frequently the same DMs ('ama' and 've') compared to ELT students. They also wrote long sentences without using DMs as Turkish is their native language. They express their opinions better while writing in Turkish as they are trained professionally in Turkish. The result found out in the Turkish essays is compatible with the result of the other studies (Oktar, 1993). This result indicates the importance of proficiency in writing for the study. After conducting a study with Chinese EFL learners, Wei (2020) found out that rhetorical transfer and metacognitive awareness of L1 to L2 rhetorical transfer is related to the proficiency level of writers. The next examples show the explained point:

S26: "Sosyal medyayı bir tehlike görmekten çok onu faydalı bir şekilde kullanmaya çalışıp, yanlış kullanmaktan, kısa cevaplarla sözcükleri kısaltmaktan çok doğru kullanmak için büyük bir mücadele içinde olmalıyız."(Taken from the Turkish essays of ELT students)

S22:"Bu insanlar görevlerinden habersiz bir şekilde sosyal medya gibi yanlış bilgilerin hızla yayıldığı bir ortamda umarsızca her öğrendikleri yeni sözcükleri sorgulamadan kabul etmeleri kullandıkları dile zarar vermektedir, bu şekilde birçok dil zarar görmüştür." (Taken from the essays of TLT students)

In conclusion, each linearity parameter, their usage in the Turkish and English essays, similarities, and differences between the Turkish and English essays are explained by giving examples from both Turkish and English essays. After that, the frequency and categories of DMs and the similarities and differences in the Turkish and English essays are presented by supporting examples taken from the students' essays. When the relationship between the usage of DMs and the linearity parameters (research question 5) was tested using Pearson correlation analysis and the SPSS 20.2 (Statistical Package for Social Sciences) program, it was concluded that there was no statistically significant correlation between linearity of the texts and the use of DMs in the Turkish essays

of ELT students ($r=0,347$; $p>0,05$) the English essays of ELT students ($r=0,202$; $p>0,05$), and the Turkish essays of TLT students ($r=0,240$; $p>0,05$). (See Appendix E)

However, it is not concluded that DMs do not play important role in the linear structure of the argumentative essays as DMs helped to provide the inter-paragraph cohesion in the Turkish and English essays (see the detailed examples given in the inter- paragraph cohesion section) as Muhyidin (2020) found out that the students who could use discourse markers properly could also write expository texts. A positive relationship between the use of discourse markers and expository text writing proficiency was detected. This is also supported by the study of Manan and Raslee (2016). In the study, it is concluded that the usage of DMs is affected by the proficiency level of the participants in writing therefore there are overuses and misuses of DMs. They suggest that DMs should be used properly by language learners to improve writing performance.

Conclusion

This study was conducted to investigate the linear structure of the Turkish and English argumentative essays written by the ELT and TLT students based on the seven linearity parameters. The similarities and differences between the Turkish and English essays were compared in terms of discourse structure. Furthermore, the frequency of DMs and their categories in the Turkish and English argumentative essays of the ELT and TLT students were examined.

The DMs were categorized and the similarities and the differences between the Turkish and English essays were also analyzed in terms of frequency of DMs and their categories. Lastly, the relationship between the frequency of DMs and the linearity structures of the Turkish and English essays was investigated.

It was found out that there is not much difference between the Turkish and English texts written by the ELT students when evaluated structurally. The result supported the study conducted by Can (2006). The Turkish essays written by the ELT and TLT students had a linear structure.

The structure of the Turkish essays of the ELT students was found linear. It is found out that L2 affected L1 in the Turkish essays of the ELT students. The

result is compatible with the study of İnceçay (2015). He found out that both L1 and L2 played an important role in discourse organization. The Turkish and English essays of the ELT students showed that the transfer between languages was positive and bidirectional, which was supported by Xinghua (2011).

Even though they are 2nd -year students at the ELT Department, some problems were found about their writing proficiency in English. The result is supported by the study conducted by Biria & Yakhabi (2013). They also revealed that the Persian EFL learners encounter some difficulty in writing argumentative essay because of cultural and rhetorical differences. For instance, the ELT students in the current study tended to write short essays using mostly simple sentences that were insufficient to explain their claim; on the other hand, they were capable of writing in Turkish. It could be originated from the participants who are not proficient enough in writing.

In the study of Kılıç, Genç, and Bada (2016), it was found out that the EFL learners could not produce coherent argumentative essays. The result is explained as "this situation may be the inadequacy of coherence training in EFL classes in Turkey, interference of other major or minor cognitive processes in the formation process of the essays, or simply a lack of focus on writing on the side of the learners." (p.113). It is also supported by the study of Sujito & Muttaqien (2016). They revealed that coherence and rhetorical patterns were not employed by the EFL learners.

It was revealed that the ELT and TLT students used similar kinds of DMs in their English and Turkish essays. When the variety of usage is evaluated, it was found out that a variety of DMs was used in the Turkish texts by both the TLT and ELT students contrary to the English essays in which the ELT students frequently used the same DMs. The results are supported by the corpus study conducted by Aysu (2017). She revealed that the most occurred discourse marker in the writings was 'and', 'but' and 'because' respectively. In terms of the number of DMs used in essays, it is concluded that the English essays written by the ELT students have the highest frequency in the usage of DMs.

DMs and linearity are claimed as required features so as to provide cohesion in written discourse; however, the relationship between the frequency of

DMs and linear structure in the essays was not detected when the results were examined. This supported the view that frequency and variety of DMs are important factors but the accuracy in the use of DMs should be also taken into account (Çepik, Karaata, and Çetin, 2012). Hinkel (2001) explains that “the uses of sentence transitions in L2 texts do not necessarily mark a contextualized flow of information when sentence transitions are intended to identify the meaningful relationship of ideas in discourse” (p.128).

Furthermore, some DMs were used very often even though some DMs were neglected because they were never used in the English and Turkish argumentative essays of ELT and TLT students. The results are supported by the study of Yunus and Haris (2014). They concluded that the coherence of the written texts is affected by misuse or overuse of discourse markers.

The structure of English and Turkish essays written by the ELT and TLT students was found similar; however, the differences were detected based on the seven parameters provided by the participants. Bidirectional language transfers between L1 and L2 were detected. The result was supported by Uysal (2008). In her study, bidirectional transfers between L1 and L2 were found in terms of rhetorical preferences. The English and Turkish essays written by the ELT and TLT students had some similar features such as thesis statements. Most of the participants stated their thesis statement clearly in their essays, which is related to Thematic Unit parameter. Furthermore, both the ELT and TLT students used clear statements to write a comprehensible essay instead of using complex sentences and ambiguous claims. The result is compatible with the study conducted by Uysal (2012). It was concluded that the participants used comprehensible and explicit claims in their English and Turkish essays to support their arguments. Some problems were detected in building an argument that affected the usage of the parameters.

Considering the results of the study, it can be concluded that the participants' second language (English) and mother tongue (Turkish) affected each other in written discourse in terms of discourse structure and discourse markers. Consequently, the results of the study can be summarized as follows:

In the English argumentative essays, the ELT students present Sentence Simplicity and the features of Paragraph Unity are not detected while the same ELT students wrote their Turkish essays considering Thematic Unit but the least presented parameter in their Turkish essays is Inter-paragraph Cohesion.

Most of the TLT students, on the other hand, wrote their Turkish argumentative essays considering Thematic Unit and Concreteness whereas most of them did not present the features of Inter-paragraph Cohesion in their essays like the Turkish argumentative essays of ELT students.

Both the ELT and TLT students avoided using complex sentences and ambiguous statements in their Turkish and English argumentative essays to write a comprehensible essay.

It is concluded that Sentence Simplicity, Personal Tone, and Concreteness were provided by most participants hence most of the participants used a writer-responsible language (Hinds, 1987) in their argumentative essays.

When all the essays were examined it was found out that ELT students encountered some problems in writing their English essays as they could not express their thoughts and claims in English while in their Turkish essays, they explained what they thought about the topic they defended. They wrote longer essays in their native language compared to the essays written in the target language.

The Turkish essays of ELT students were affected by features of English structure. Namely, the ELT students benefited from their English writing proficiency. The findings clearly indicate that the English and Turkish argumentative essays of the ELT students shared some similar structural features in terms of linearity as L1 and L2 of the students affected each other. Positive and bidirectional transfers between languages were revealed.

In the Turkish and English argumentative essays written by the ELT and TLT students, the most frequently used DMs is 'and' in English and 've' (*and*) in Turkish. In English essays, the most preferred DMs category is Additive DMs. Even though 've' is the most frequently used DMs in Turkish essays of ELT students the most preferred DMs category is Açıklama DMs in which the most

used DMs is 'örneğin'. Moreover, in the Turkish essays of TLT students, the most preferred DMs category is Ek DMs which 've' (and) belongs to.

The number of DMs is more than two hundred in both Turkish and English argumentative essays written by the ELT and TLT students. However, it is found out that the ELT students frequently use discourse markers in their English essays (N=231).

It was concluded that the TLT students wrote long sentences without using DMs whereas the ELT students used DMs frequently in their English essays. Furthermore, the ELT students tended to use the same DMs frequently. The reason why the ELT students used DMs frequently and also used the same DMs constantly can be that they are not proficient enough in writing English.

As the same DMs were used frequently and constantly by all the ELT and TLT students in their writings, they can be trained and encouraged to use different DMs in order to write more appropriate essays.

Pedagogical Implications

The purpose of the study was to define the similarities and differences between the English and Turkish argumentative essays in terms of the linear structure and the use of DMs. It was not aimed to determine that language had a better discourse structure. The effects of L1 on L2 or L2 on L1 were tried to be defined. Therefore, the study presents a beneficial perspective and some implications for teachers, language learners, and researchers. Instructors should be aware of positive and negative impacts of L1 on L2 and L2 on L1. While teaching writing, instructors should pay attention to the rhetorical differences. Purves (1988) stated that "differences among rhetorical patterns do not represent differences in cognitive ability, but differences in cognitive style" (p. 19).

The result showed that the ELT and TLT students faced some difficulties in building an argument in their essay. Therefore, both ELT and TLT students can be trained in how to build and maintain the argumentation in their argumentative essays. Foreign language teachers can be recommended to teach DMs and their correct use in writing to make learners more proficient in writing. The reasons why

the participants encountered some problems while writing should be considered as different variables may affect writing proficiency.

Gökçe and Sis (2017) examined the proficiency of writing argumentative texts of the students by considering different variables such as genders. The results of the study indicated that the achievements of learners in argumentative text writing are affected by different variables. Moreover, students who learn another language can be informed about different rhetorical styles and how DMs affect the cohesion in their writings. How to use DMs efficiently and how discourse structure affects cohesion of the texts should be taught directly or indirectly even to the proficient ESL learners. This may help them to achieve discourse competence. Lastly, the learners should be informed about the genres in writing. Therefore, the norms and features in specific genres should be explained to language learners.

Suggestions for Further Research

For further research, the same study may be conducted by including a third group in which participants are native speakers of English. Moreover, if the same study is conducted the participants may be asked to write about the same topic. Therefore, the structural differences resulting from the topic may be eliminated. Researchers may investigate the awareness of the ELT and TLT students about discourse structure and the use of DMs. The correct use of DMs in essays may also be examined to compare the relationship between discourse structure and DMs. The number of participants may be increased by collecting data from university students studying at different universities to gain different perspectives.

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APPENDIX-A: The Consent Form for the ELT Students

GÖNÜLLÜ KATILIM FORMU

.... /.... /

Sayın Katılımcı,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve bana ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Çalışmanın amacı İngilizce Öğretmenliği Bölümünde öğrenim gören ikinci sınıf öğrencilerin yazdığı tartışmacı anlatım özelliği taşıyan metinleri incelemek ve bu metinlerin söylem yapılarının ve söylem belirteçlerinin analiz etmektir. Katılmış olduğunuz çalışma, Prof. Dr. Nuray Alagözlü danışmanlığında hazırlanacak Hacettepe Üniversitesi İngiliz Dili Öğretmenliği Bölümü yüksek lisans tezidir. Bu sebeple de, yazacağın metinler çalışma için çok önemlidir.

Katılmış olduğunuz çalışma iki aşamadan oluşmaktadır. İlk aşamada sizden tartışmacı anlatım özelliği taşıyan Türkçe bir makale yazmanız istenecektir. Tartışmacı anlatım özelliği taşıyan Türkçe makalelerinizi verilen süre zarfında ve bir gözetmen eşliğinde sınıfta yazmanız gerekmektedir. Verilen süre sonunda yazdığınız metinler sizden toplanacaktır. Çalışmanın ikinci aşamasında sizden İngilizce tartışmacı anlatım özelliği taşıyan bir metin yazmanız istenecektir. Yazılı metnizi verilen süre içerisinde ve bir gözetmen eşliğinde sınıfta yazmanız gerekmektedir. İngilizce metnizi yazma esnasında İngilizce sözlük kullanımı serbesttir. Yazılı metinleriniz verilen süre sonunda sizden toplanacaktır.

Türkçe ve İngilizce yazılı metinler aynı gün yazılmayıp aralarında bir hafta süre olacaktır. Türkçe ve İngilizce makalelerinizin konu başlıkları farklı olup konu başlıkları sizlere verilecektir.

Çalışmaya katılım gönüllülük temelindedir. Çalışmada sizden ad ve soyad bilgileriniz istenecektir. Kimlik bilgilerinizin istenmesinin bir sebebi İngilizce ve Türkçe olarak yazılan metinlerin karşılaştırılacak olmasıdır. Diğer sebebi ise, bu çalışmanın sadece İngilizce Öğretmenliği üçüncü sınıf öğrencilerine yönelik olmasından kaynaklanmaktadır. Metinleriniz ve isim bilgileriniz araştırmacı tarafından bilimsel bilgi üretmekte kullanılacak ve kimseyle paylaşılmayacaktır. Adının araştırmada kullanılması gerekecekse,

bunun yerine takma bir ad kullanılacaktır. Yazmış olduğunuz metinler size not olarak yansıtılmayacaktır.

Çalışma sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz araştırmayı yarıda bırakmakta serbestsiniz. Bunun için herhangi bir hak kaybına uğramayacaksınız. Böyle bir durumda uygulayıcıya araştırmadan çekilmek istediğinizi söylemeniz yeterlidir. Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsin. Formu okuyarak imzaladığın için çok teşekkür ederim.

Katılımcı Öğrenci

Adı, soyadı:

Bölümü:

İmza:

Sorumlu Araştırmacı

Prof. Dr. Nuray ALAGÖZLÜ

HÜ Eğitim Bilimleri Enstitüsü

0 (312) 297 8575

nuray.alagozlu@hacettepe.edu.tr

İmza:

Araştırmacı

Betül ÖZDAMAR

Mehmet Akif Ersoy Üniversitesi

Rektörlük

0 (248) 213 10 11

betulozdamar@hacettepe.edu.tr

İmza:

APPENDIX-B: The Consent Form for the TLT Students

GÖNÜLLÜ KATILIM FORMU

.... /.... /

Sayın Katılımcı,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve bana ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Çalışmanın amacı Türkçe Öğretmenliği Bölümünde öğrenim gören ikinci sınıf öğrencilerin yazdığı tartışmacı anlatım özelliği taşıyan metinleri incelemek ve bu metinlerin söylem yapılarının ve söylem belirteçlerinin analiz etmektir. Katılmış olduğunuz çalışma, Prof. Dr. Nuray Alagözlü danışmanlığında hazırlanacak Hacettepe Üniversitesi İngiliz Dili Öğretmenliği Bölümü yüksek lisans tezidir. Bu sebeple de, yazacağın metinler çalışma için çok önemlidir.

Katılmış olduğunuz çalışmada sizden tartışmacı anlatım özelliği taşıyan Türkçe bir metin yazmanız istenecektir. Tartışmacı anlatım özelliği taşıyan Türkçe makalelerinizi verilen süre zarfında ve bir gözetmen eşliğinde sınıfta yazmanız gerekmektedir. Yazacağınız metnin konusu sizlere verilecektir. Metinleriniz verilen süre sonunda sizden toplanacaktır.

Çalışmaya katılım gönüllülük temelindedir. Çalışmada sizden ad ve soyad bilgileriniz istenecektir. Kimlik bilgilerinizin istenmesinin sebebi çalışmanın sadece Türkçe Öğretmenliği Bölümü üçüncü sınıf öğrencilerine yönelik olmasından kaynaklanmaktadır. Metinleriniz ve isim bilgileriniz araştırmacı tarafından bilimsel bilgi üretmekte kullanılacak ve kimseyle paylaşılmayacaktır. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. Yazmış olduğunuz metinler size not olarak yansıtılmayacaktır.

Çalışma sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz araştırmayı yarıda bırakmakta serbestsiniz. Bunun için herhangi bir hak kaybına uğramayacaksınız. Böyle bir durumda uygulayıcıya araştırmadan çekilmek istediğinizi söylemeniz yeterlidir.

Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanı ve sana verdiğim güvenceye dayanarak bu formu imzalamanı rica ediyorum. Sormak istediğin herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsin. Araştırma sonucu hakkında bilgi almak için

iletifim bilgilerimden bana ulařabilirsın. Formu okuyarak imzaladıđın iin ok teřekkür ederim.

Katılımcı Öđrenci

Adı, soyadı:

Bölümü:

İmza:

Sorumlu Arařtırmacı

Prof. Dr. Nuray ALAGÖZLÜ

HÜ Eđitim Bilimleri Enstitüsü

0 (312) 297 8575

nuray.alagozlu@hacettepe.edu.tr

İmza:

Arařtırmacı

Betül ÖZDAMAR

Mehmet Akif Ersoy Üniversitesi

Rektörlük

0 (248) 213 10 11

betulozdamar@hacettepe.edu.tr

İmza:

APPENDIX-C: English Argumentative Essay Topics

...../...../.....

Please complete the required information before you start writing your essay.

Name & Surname:

Age:

Gender:

Nationality:

Native Language:

*** If you have another native language:**

University / Department:

Did you attend compulsory preparatory program? Yes () No ()

Your General Academic Average:

Please choose one topic given below and write an argumentative essay.

1. Which job do you prefer? A job you earn much money or having a job you like? Why?
2. Most people in Turkey defend that death penalty should be allowed. What do you think about this issue?
3. Do you advocate the use of animals as subjects for scientific researches?

APPENDIX-D: Turkish Argumentative Essay Topics

...../...../.....

Lütfen, makalenizi yazmaya başlamadan önce gerekli bilgileri cevaplayınız.

Adınız / Soyadınız:

Yaşınız:

Cinsiyetiniz:

Uyruğunuz:

Anadiliniz:

* Birden fazla anadiliniz var ise lütfen hangi dil olduğunu belirtiniz:

Bölümünüz:

Hazırlık eğitimi aldınız mı? : Evet () Hayır ()

Genel Akademik Ortalamanız:

Lütfen, aşağıda verilmiş olan konu başlıklarından istediğiniz bir tanesini seçerek tartışmacı anlatım (argumentative) türünde bir makale yazınız.

1. Sosyal medyanın Türkçeyi etkilediğini düşünüyor musunuz?
2. Yeni neslin hayal gücü teknoloji tarafından tehdit edilmekte olduğu savunuluyor. Bu konu hakkında ne düşünüyorsunuz?
3. Ülkemizde üniversitelerin sayısı arttırılmış ve neredeyse birçok ilde üniversite kurulmuştur. Sizce bu durum ülkemiz eğitim sistemini ve istihdam yapısını nasıl etkilemektedir?

APPENDIX-E: Correlation Between the Linear Structure of the Essays and the Use of DMs

Table 1. Shows the correlation between linear structure and the use of DMs in the Turkish essays written by ELT students

→ Correlations

[DataSet0]

Correlations			
		ELTTurkishD Ms	ELTTurkishLi nearity
ELTTurkishDMs	Pearson Correlation	1	,192
	Sig. (2-tailed)		,347
	N	26	26
ELTTurkishLinearity	Pearson Correlation	,192	1
	Sig. (2-tailed)	,347	
	N	26	26

Table 2. Shows the correlation between the linear structure and the use of DMs in the English essays written by ELT students

→ Correlations

[DataSet0]

Correlations			
		ELTEnglishD Ms	ELTEnglishLi nearity
ELTEnglishDMs	Pearson Correlation	1	,258
	Sig. (2-tailed)		,202
	N	26	26
ELTEnglishLinearity	Pearson Correlation	,258	1
	Sig. (2-tailed)	,202	
	N	26	26

Table 3. Shows the correlation between the linear structure and the of DMs in the Turkish essays written by the TLT students

→ Correlations

[DataSet0]

Correlations			
		TLTDMs	TLTLinearity
TLTDMs	Pearson Correlation	1	-,239
	Sig. (2-tailed)		,240
	N	26	26
TLTLinearity	Pearson Correlation	-,239	1
	Sig. (2-tailed)	,240	
	N	26	26

APPENDIX-F: Research Permission for the ELT Students



T.C.
BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ
Yabancı Diller Eğitimi Bölüm Başkanlığı



Sayı : 33356827-100--64903
Konu : Araştırma İzni

29/11/2019

EĞİTİM FAKÜLTESİ DEKANLIĞINA

İlgi : 27/11/2019 tarihli, sayılı ve "Betül ÖZDAMAR" konulu yazı

Hacettepe Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans programı öğrencisi Betül ÖZDAMAR'ın, "İngilizce ve Türkçe Dil Öğretmen Adaylarının Tartışmacı Denemelerinde Söylem Yapısı ve Söylem Belirteçleri" adlı tez çalışmasını Bölümümüz 2. sınıf öğrencilerine uygulama isteği ders dışı saatlerde ve öğrencinin gönüllü olması esasına dayalı olarak araştırmacı tarafından yapılması şartıyla uygundur.
Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Ferit KILIÇKAYA
Yabancı Diller Eğitimi Bölüm Başkanı

Evrak Doğrulamak İçin : <https://ebya.mehmetakif.edu.tr/en/Vision/Dogrula/ZL4J24R>

İstiklal Yerleşkesi 15030 / BURDUR
Telefon:+90 248 213 40 00 Faks:+90 248 213 41 60
e-Posta : egitim@mehmetakif.edu.tr Elektronik Ağ:<http://egitim.mehmetakif.edu.tr> Kep Adresi : msku@hs01.kep.tr

Ayrıntılı bilgi için irtibat: Semra Türkler
Evrak Pin Kodu: 03102

APPENDIX-H: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 19.08.2019 11:11
Sayı: 35853172-300-E.00000724147



0000724147

Sayı : 35853172-300
Konu : Betül ÖZDAMAR (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 22.07.2019 tarihli ve 51944218-300/00000692037 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden Betül ÖZDAMAR'ın Prof. Dr. Nuray ALAGÖZLÜ danışmanlığında yürüttüğü "İngilizce ve Türkçe Dil Öğretmen Adaylarının Tartışmacı Denemelerinde Söylem Yapısı ve Söylem Belirteçleri" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 06 Ağustos 2019 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden 425359a5-9ace-4267-a4b5-17cd4f0c2588 kodu ile erişebilirsiniz. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
Telefon:0 (312) 305 3001-3002 Faks:0 (312) 311 9992 E-posta:yazim@hacettepe.edu.tr İnternet
Adresi: www.hacettepe.edu.tr

Sevda TOPAÇ

