



Hacettepe University Graduate School of Social Sciences
Department of English Linguistics

**MOVE ANALYSIS OF TURKISH RESEARCH ARTICLE
ABSTRACTS: A COMPARATIVE STUDY**

Muhammet Ali ARIK

Master's Thesis

Ankara, 2024

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YAYIMLAMA VE FİKRİ MÜLKİYET HAKLARI BEYANI

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Yükseköğretim Kurulu tarafından yayınlanan **“Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge”** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Açık Erişim Sisteminde erişime açılır.

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- o Tezimle ilgili gizlilik kararı verilmiştir (3).

..... / /

Muhammet Ali ARIK

“Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge” Madde 6.

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ETİK BEYAN

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ABSTRACT

ARIK, Muhammet Ali. *Move Analysis of Turkish Research Article Abstracts: A Comparative Study*, Master's Thesis, Ankara, 2024.

Abstracts are important parts of research articles in that they give the reader preliminary information about the article. In addition abstracts encourage the reader to read the article, and give clues about the conclusion of the article. Various rhetorical structures are employed in abstracts to fulfill these functions of providing information, encouraging the reader, and giving clues about the result of the study. These rhetorical structures in the abstracts of research articles written in different languages and fields are examined by linguists using various models. The current study aims to examine the rhetorical structure of the abstracts of research articles focusing on the moves used. For this purpose, the abstracts of a total of ninety research articles written in the last ten years in the fields of biology, measurement and evaluation in education, and linguistics were selected and examined. The similarities and differences among the abstracts, the reasons for the differences, if any, the organization of the move structures, and also, the move structures in the abstracts in terms of abstract length, move frequency, move pattern, and words per move and the tenses used in the moves have been analyzed. The abstracts examined in the thesis were selected from the articles scanned in Dergipark (ULAKBİM) and met the specified criteria -being single or double-authored and written in period of time from 2013 to 2023. Hyland's (2000) Five-Move Model was used to analyse the data obtained. Although there are some differences between the abstracts, it is concluded that the abstracts mostly share the basic rhetorical structures and include at least one of the moves in the model used.

Keywords

RA abstracts, Hyland's Five-Move Model, Move Structure

ÖZET

ARIK, Muhammet Ali. *Türkçe Araştırma Makale Özlerinin Adımlar Açısından İncelenmesi: Karşılaştırmalı Bir Çalışma*, Yüksek Lisans, Ankara, 2024.

Özler okuyucuya makale hakkında ön bilgi vermeleri, okuyucuyu makaleyi okuma konusunda teşvik etmeleri ve makalenin sonucuna dair ipuçları vermeleri açısından araştırma makalelerinin önemli bir parçasını oluşturmaktadır. Özler bu bilgi verme, okuyucuyu teşvik etme ve çalışma sonucuna dair ipuçları verme işlevlerini yerine getirmek için çeşitli retorik yapılar kullanmaktadır. Farklı dillerde ve alanlarda yazılan araştırma makalelerinin özlerinde bulunan bu yapılar dilbilimciler tarafından çeşitli modeller kullanılarak incelenmektedir. Mevcut çalışma araştırma makalelerinin özlerinin retorik yapısını ve her bir özde kullanılan adımları incelemeyi amaçlamaktadır. Bunun için, her bir alandan otuzar tane olmak üzere, eğitimde ölçme ve değerlendirme, biyoloji ve dilbilim alanına ait son on yılda yazılmış tek veya çift yazarlı toplam doksan araştırma makalesinin özü incelenmiştir. Araştırma sorularına cevap bulmak amacıyla özler arasındaki benzerlikler ve/veya farklılıklar, varsa farklılıkların nedenleri, retorik yapıların organizasyonu ve son olarak özdeki adım yapıları, öz uzunluğu, adım sıklığı, adım düzeni ve adım başına kelime sayısı ve adımlarda kullanılan zaman açısından incelenmiştir. Çalışmada incelenen özler Dergipark'ta (ULAKBİM) taranan, belirlenen kriterleri, tek yada çift yazarlı olmak ve 2013 ile 2023 yılları arasındaki bir dönemde yazılmış olmak, taşıyan makalelerden seçilmiştir. Toplanan veriler Hyland'ın (2000) Beş-Adım Modeli kullanılarak çözümlenmiştir. Özler arasında küçük farklılıklar olsa da çoğunlukla temel retorik yapıları paylaştıkları ve kullanılan modeldeki adımların en az bir tanesini içerdiği sonucuna varılmıştır.

Anahtar Sözcükler

Araştırma Makalesi Özleri, Hyland'ın Beş-Adım Modeli, Adım Yapısı

TABLE OF CONTENT

ACCEPTANCE AND APPROVAL	iv
YAYIMLAMA VE FİKRİ MÜLKİYET HAKLARI BEYANI.....	v
ETİK BEYAN.....	vi
ACKNOWLEDGEMENT	iv
ABSTRACT	v
ÖZET.....	vi
TABLE OF CONTENT	vii
ABBREVIATIONS	ix
LIST OF TABLES	x
INTRODUCTION.....	1
CHAPTER 1	6
LITERATURE REVIEW.....	6
1.1. GENRE ANALYSIS.....	6
1.2. RESEARCH ARTICLE (RA) ABSTRACTS	12
1.2.1. Move Analysis	14
1.2.2. Rhetorical Structure	16
1.2.3. Research on the Rhetoric Structures of Research Article (RA) Abstracts	16
1.2.4. Studies on the Research Article (Ra) Abstracts and Move Analysis in Turkish	19
1.3. HYLAND’S FIVE-MOVE MODEL.....	22
1.3.1. The Introduction Move	23
1.3.2. The Purpose Move	23
1.3.3. The Method Move	24
1.3.4. The Product Move	25
1.3.5. The Conclusion Move.....	26
1.4. CROSS-DISCIPLINARY MOVE ANALYSIS in RA ABSTRACTS	27
CHAPTER 2	28
METHODOLOGY.....	28
2.1. THEORETICAL FRAMEWORK	28
2.2. SAMPLE	29

2.3. DATA COLLECTION PROCEDURE	29
2.4. DATA ANALYSIS	30
CHAPTER 3	31
RESULTS AND DISCUSSION OF FINDINGS	31
3.1. FINDINGS CONCERNING MOVE STRUCTURES RECOGNIZED IN THE ABSTRACTS	31
3.2. FINDINGS CONCERNING TENSE MARKERS and WORD COUNT in EACH MOVE IN THE ABSTRACTS.....	50
3.2.1. Tense Markers in Turkish.....	50
3.2.1.1. Present Tense	50
3.2.1.2. Past Tense	51
CONCLUSION.....	64
Conclusion Concerning the Research Questions.....	64
Implications of the Study	66
Suggestions for Further Studies.....	66
REFERENCES	68
APPENDIX 1: TITLES OF THE RESEARCH ARTICLES.....	75
APPENDIX 2: THE INFORMATION ABOUT THE JOURNALS.....	83
APPENDIX 3: THE LIST OF RESEARCH ARTICLE ABSTRACTS	85
APPENDIX 4: FREQUENCY DISTRIBUTION (%) OF MOVES ACROSS THREE DISCIPLINES	92
APPENDIX 5: TENSE MARKERS IN EACH MOVE IN THE ABSTRACTS .	93
APPENDIX 6: ETHICS BOARD WAIVER FORM	94
APPENDIX 7: ORIGINALITY REPORT.....	96

ABBREVIATIONS

B	: Biology Article
Bio	: Biology
CARS	: Creating a Research Space
EAP	: English for Academic Purposes
ELT	: English Language Teaching
ESP	: English for Specific Purposes
FLE	: Foreign Language Education
L	: Linguistics Article
Ling	: Linguistics
M&E	: Measurement and Evaluation in Education
MA	: Master of Arts
ME	: Measurement and Evaluation in Education Article
PhD	: Doctor of Philosophy
RA	: Research Article

LIST OF TABLES

Table 1. Bhatia’s Structural Description for Sales Promotion Letters	9
Table 2. Bhatia’s Four-move Pattern for the Structure of Legitimate Processes	10
Table 3. Hyland’s Five-Move Model of Research Article Abstracts	28
Table 4. The Move Patterns Recognized in Each Discipline	32
Table 5. The Move Structures of Abstracts across three disciplines.....	33
Table 6. Most Frequent Move Patterns in the Abstracts of Each Discipline	35
Table 7. Tense Markers Recognized in Each Move in the Biology Abstracts.....	53
Table 8. Tense Markers Recognized in Each Move in Linguistics Abstracts.....	54
Table 9. Tense Markers Recognized in Each Move in Measurement and Evaluation in Education Abstracts	54
Table 10. Word Count Per Move in Total	58
Table 11. Word Count Per Move in Biology Abstracts	60
Table 12. Word Count Per Move in Linguistics Abstracts	61
Table 13. Word Count Per Move in Measurement and Evaluation in Education Abstracts	62

INTRODUCTION

Background

Given that an exact and concise knowledge of the full article is required (Bhatia, 1993: 78), the abstract has become an inseparable part of the research article. Abstracts are now one of the necessary parts of research articles (RA) published in almost all academic journals, regardless of the language in which they are published. This trend comes out of the significant role the abstract plays in the growth of scientific knowledge. It is a fact that the heart of a study is composed essentially of the headway of the researcher to make or keep up his name and the summary (abstract) for the growth of science. In addition, the abstract is frequently vital for the publication of a research article in an academic journal. Since it is the abstract together with the title of the article that above all else pulls in the reader's consideration, so with the end goal to be perceived and acknowledged by the discourse community, the writer frequently relies upon it, the abstract is likewise of pivotal significance.

Swales (1990: 179) states that readers of RAs are to a great degree variable: of the individuals who will read the title, just some who will read the abstract, and of the individuals who read the abstract just some who will read the article.

The RA abstracts have an imperative communicative capacity. Van Dijk (1980: 100-1) proposes that the RA abstracts "show a suitable reading for the content, by communicating the macrostructure of the text as proposed by the writer, with the goal that right comprehension of the content is conceivable." Moreover, Van Dijk (1980: 101) adds that the RA abstracts additionally fill in as free sorts of discourse. They are usually discourse-length expressions of the macrostructures of a discourse. Bazerman (1984: 18) also asserts that the abstract is essentially a depiction of the article which is "one further advance in turning the article into a body, for the abstract considers the article in general and afterward makes a depiction of it." In addition, the way toward

composing a RA abstract is a profession which requires "the utilization of broad reading, analysing, writing, and editing abilities" (Cremmins, 1996: 3).

Many academics are persuaded to conduct various studies about research abstracts due to their distinctive purpose (Doró, 2013). This is demonstrated in one respect by the fact that research abstracts are one of the key sections in academic writing (Doró, 2013; Marefat & Mohammadzadeh, 2013; Saboori & Hashemi, 2013; Van Bonn & Swales, 2007). To demonstrate the noteworthy capacity of the RA abstracts, Lorés (2004: 281) calls them as "the gateway that leads readers to take up an article, journals to select contributions or organizers of conferences to accept or reject papers." Besides, to show the crucial function of research abstracts, Doró (2013) regards them as "a lens through which research becomes available to larger audiences". In Hyland's (2000) view, all RA abstracts are the initial segment the reader reads; in this way, it may induce the reader to proceed or quit reading the paper. Accordingly, it is not odd to consider a "gatekeeping capacity" for abstracts, as Porush (1995: 76) states.

In order to explore the RA abstracts' internal structure and their rhetorical arrangement in various academic networks, different models have been proposed to examine, compose, and organize abstracts. Such models are mostly used in the fields of genre analysis and discourse analysis. A genre study of research papers in the field of academic writing (English for Academic Purposes) reveals that "it has a standardized layout, form, and stylistic standards to an excessive degree" (Dudley-Evans, 1994). One activity that should be done by academicians in writing journal article is to represent their research in a short brief way. In representing their research in a brief way, they should make a good abstract. Abstract is the shortest part of research that is positioned at the beginning of the research article and is a factor in whether a journal article is interesting and meets the requirements of the author's guidelines. Other than that, an abstract is considered as the "face" of the research article since readers tend to read the abstract first before reading the article completely.

Swales (1981) proposed a four-move model as one of the first theoretical frameworks to analyze the abstracts. His model involves the following moves: (1) Establishing the field; (2) Reporting previous research; (3) Preparing for the present research, and (4)

Introducing the present research. Swales (1990) revised this version and projected a new three-move model and called it Create a Research Space (CARS).

Comprising three major components, this model is based upon an outline of academic articles that represent various writing manners. By establishing a point for the investigation, summarizing the major findings of previous research, and laying out a gap or potential extension of that work that will frame the premise of the journalists' cases, the model must be able to capture the ways in which academics emphasize and attest to their contributions to academia.

Swales' model influenced other researchers to propose new models (Cotos, Huffman & Link, 2015). Bhatia (1994) also suggested a four-move model which includes the following: (1) Introducing the purpose; (2) Describing the methodology; (3) Summarizing the results, and (4) Presenting the conclusions. Researchers such as Dos Santos (1996) and Promsin (2006) acknowledged this model. Hyland (2000) suggested a five-move model containing (1) Introduction; (2) Purpose; (3) Method; (4) Product; and (5) Conclusion. As Saboori and Hashemi (2013) indicated, the detachment of the purpose from the introduction in Hyland's model is because of the diverse jobs that these two areas play in research abstracts. Utilizing the previously mentioned analysis models, numerous researchers have explored the abstract parts of research articles in various fields (e.g. Promsin, 2006; Ren & Li, 2011; Stotesbury, 2003). Lorés (2004) and Pho (2008) examined research abstracts in applied linguistics for their linguistic realization of rhetorical structures. In addition, Hyland studied the schematic structures of research articles, including abstract parts.

Statement of the Problem

Abstracts of the RA written in various disciplines are examined from distinct perspectives in different languages. Through these studies, dominant trends and established ways in RAs of different disciplines are revealed. Various models are used to identify these common patterns employed in the RA abstracts. Although studies are being conducted on the abstracts of Turkish research articles, more findings are needed to obtain detailed information about the production of abstracts. Because the current

information about the abstracts in various fields seems not enough to provide a comprehensive framework for the abstracts of Turkish research papers. Move analysis of the research article abstracts in Turkish are important to fill an important gap in the existing literature to understand the dominant tendencies of Turkish research article writers when writing abstracts.

Aim of the Study

This study aims to compare the move structures of Turkish abstracts written in the fields of biology, linguistics, measurement, and evaluation in education. It also aims to shed light on the use of these move structures and highlight the rhetorical features that are in these abstracts in terms of sentence length, word count, and tense markers.

Research Questions

In line with these aims, the study attempts to answer the following research questions:

1. What are the move structures of Turkish research article abstracts written in the fields of biology, measurement and evaluation in education, and linguistics, and are there any differences or similarities in the use of these structures among these three fields?
2. How do these abstracts differ in terms of tense, sentence length, and number of words per move?

Significance of the Study

By comparing the abstracts after analyzing the moves contained in the abstracts of Turkish biology, measurement and evaluation in education and linguistics research articles, the patterns created by the moves, the length of these moves in terms of word count, and the tense structures used in the moves, it is anticipated that this study will fill a gap in the literature. In addition, the fact that Turkish articles written in the mentioned fields are not examined in detail makes the study important. Also, one of the notable points is that the tense markers of the moves in the articles written in Turkish have not

been examined. Thus, more detailed information will be available on the tendencies of Turkish article writers in the abstract production in the three mentioned fields.

Limitations

One of the study's limitations is that it only examined abstracts from three disciplines: biology, linguistics, and measurement and evaluation in education. As such, the study's conclusions are restricted to these fields. Another limitation of the study is the number of abstracts analysed in that the analysis is limited to thirty abstracts for each field. Therefore, the conclusions of the study cannot be generalized to writing tendencies of Turkish scholars as a whole.

Organization of the Study

Chapter 1 presents the related models and the findings of the previous studies carried out on the analysis of the RA abstracts. Chapter 2 introduces the methodology of the study reporting the sample, data collection and data analysis processes. Chapter 3 presents the results and discussion of the findings of the study. Finally, Chapter 4 reports the answers to the research questions in addition to implications of the study and suggestions for future research on the topic.

CHAPTER 1

LITERATURE REVIEW

This section includes a brief overview of genre analysis, register analysis, research article (RA) abstracts, studies on the rhetoric structures of RA abstracts, studies on RA abstracts, move analysis in Turkish, rhetoric structure, Hyland's five-move model, cross-disciplinary move analysis in RA abstracts.

1.1. GENRE ANALYSIS

Worldwide communication takes numerous structures these days, going from composed paper-and-pen correspondence to e-communication. Business letters, scholarly addresses, talks on the control tower, various interviews, e-conferences and so on are only a couple of models. Obviously, one point is very clear: to be viable, any case of communication ought to embrace a structure that is known to and generally rehearsed by gatherings on the two sides of the communication line. Hence, it is important to have a strategy for depicting the proper structure of any occasion of communication. This is the activity of Genre Analysis (GA).

Genre analysis was first come out in the field of ESP during the 1980s. Past investigations around there demonstrated the distinctive effects on Genre Analysis, for example, "type as social activity", the examination of pupils' composition skills, and type as new rhetoric (Paltridge & Starfield, 2007). Especially, the word "genre" demonstrates different sorts of masterful and literary works; notwithstanding, linguists have extended its use to cover classes of language use and all zones of communication (Allison, 1999). The expression "genre" characterized by Swales (1990) as "a class of communicative occasions, the individuals from which share some arrangement of communicative purposes". Obviously, this definition reveals that a genre is arranged because of its communicative purpose.

The portrayal of rhetorical structure of genre plays a crucial role in the field of genre analysis.

In English for Specific Purposes (ESP) orientated studies genre analysis is a crucial field. The very first usage of the term regarding ESP is Swales (1981), who specifies it as 'a system of analysis that can uncover something of the examples of organization of a "genre" and the language used to express those examples'. A common description of genre may clarify that a genre is a text or discourse type which is considered as such by its users by its typical character of style or form, which will be specifiable through stylistic and text-linguistic/discourse analysis, as well as by the specific capacity of texts having a place with the genre. Swales (1981) records as 'exemplary endeavours at genre analysis in Applied Linguistics writing' investigations of doctor-patients cooperations in loss wards (Candlin et al. 1978), of technical presentations (Hutchinson, 1978), of governed post-employable surgical reports (Pettinari, 1983) and of the examination of certifying explanations in legitimate archives (Bhatia, 1981). Swales (1990) contends that genre analysis ought to involve the contrasts between, for instance, medical journal editorials and medical journal articles, which are a piece of a similar register, yet comprise diverse genres. Genre analysis is not, nonetheless, primarily involves the categorization of genres, yet with the analysis of uniformity of communicative goal and language structure in genres that can instruct ESP materials for writing and teaching. Swales' own work has concentrated on the academic article, and specifically on the article presentation. In his *Creating a Research Space (CARS)* Swales presents a model for the pattern of organization of the article introduction. This comprises of three primary moves every one of which has various steps. The full CARS model is:

Move 1: Establishing a Territory

Step 1: Claiming centrality.

and/or

Step 2: Making topic generalizations.

and/or

Step 3: Reviewing items of previous.

Move 2: Establishing a Niche

Step 1A: Counterclaiming

or

Step 1B: Indicating a gap.

or

Step 1C: Question raising.

or

Step 1D: Continuing a tradition.

Move 3: Occupying a Niche

Step 1A: Outlining purposes

or

Step 1B: Announcing present research.

Step 2: Announcing principal findings.

Step 3: Indicating research article (RA) structure.

The advancement of genre analysis and the teaching of academic writing in English for Academic Purposes (EAP) have been significantly affected by this model. It is the earliest exhaustive example of move analysis, a way to deal with text analysis which Skelton (1994) characterizes as below:

Move structure analysis probably appoints a capacity to a stretch of written or spoken text, distinguishes that work with one, or a lot of types which flag its essence, and tries to build up whether the pattern recognized is a general pattern, by reference to analogous texts.

Following the basic work in the Introduction, work in the field of move analysis has focused on different parts of the article and relevant segments in the master's or Ph.D. theses. A move analysis method has likewise been utilized for the analysis of different parts of the research article, for example, the abstract (Salager-Meyer, 1990), the Methods part (Wood, 1982), the Results part (Brett, 1994; Williams, 1999), the Discussion part (Belanger, 1982; Dudley-Evans 1994), and for the analysis of theses (Hopkins & Dudley-Evans 1988).

Dudley-Evans's (1994) model for the Discussion part includes nine moves which are given below:

Move 1: Information move.

Move 2: Statement of the result.

Move 3: Finding

Move 4: (Un)expected outcome.

Move 5: Reference to previous research.

Move 6: Explanation

Move 7: Claim

Move 8: Limitation

Move 9: Recommendation

Writers won't utilize every one of these moves in a Discussion part, however, will assemble their contention through the convenient choice of the moves and forming them into cycles. Though genre analysis has generally been related to written academic texts, its approaches are similarly applicable to the analysis of texts in business (English for Occupational Purposes or EOP).

Bhatia (1993: 45-75) analysed two kinds of business letters which he addresses as promotional genres – the marketing advancement letter and the job application letter. He decides that the two types of letters pursue fundamentally the same pattern of moves and in this way comprise one genre. Table 1 below presents the moves that Bhatia defines for these two types of business letters.

Table 1. Bhatia's Structural Description for Sales Promotion Letters

	Sales promotion letter	Job application letter
Move 1	Establishing credentials	Establishing credentials
Move 2	Introducing the offer	Introducing the candidature
Move 3	Offering incentives	Offering incentives
Move 4	Enclosing documents	Enclosing documents
Move 5	Soliciting response	Soliciting response
Move 6	Using pressure tactics	Using pressure tactics
Move 7	Ending politely	Ending politely

As seen in Table 1, the letters form a pattern containing nearly the same moves.

Bhatia (1993: 118) additionally proposes a four-move pattern for the structure of legitimate processes. Table 2 contains explanations of the moves in Bhatia's four-move pattern for the structure of legitimate processes.

Table 2. Bhatia's Four-move Pattern for the Structure of Legitimate Processes

Move 1	Identifying the case
Move 2	Establishing the facts of the case
Move 3	Arguing the case 3.1 stating the history of the case 3.2 presenting arguments 3.3 deriving ratio decidendi (the principle of law that the judge wishes to set down for application to future cases of a similar description)
Move 4	Pronouncing judgment

As seen in Table 2, there are a total of four moves in Bhatia's Structure of Legitimate Processes and move 3 contains the lower three moves.

Genre analysis is additionally suitable for spoken text, however, the problem of collecting data has implied substantially less analysis has been done into oral genres. Charles' analysis of business sales agreements is a perfect case of what is achievable when spoken data has been gathered (Charles, 1996).

The research findings stated above handle texts and moves. Though the first researchers under genre analysis were of this kind, in later a long time (especially in the USA) genre studies have concentrated somewhat more on the discourse communities that use and form genres.

This concern with the context in which genres are made and employed by the discourse community has included an additional, helpful aspect in genre studies and their significance in ESP work.

The study of transformation in genres has prompted the development of a particular research field studying the manners by which basic genres, for example, the research article has indicated change in specific disciplines over a particularized period.

Hyon (1996) recommended a route by methods for which genre can be comprehended as a concept and its extension can be characterized. As indicated by Hyon (Ibid), the advancement of genre owed a lot to three research schools named North American New Rhetoric (NANR) studies, Australian Systemic Functional Linguistics, and English for Specific Purposes (ESP).

1. North American New Rhetoric (NANR) studies: Specialists were keen on the social and ideological hugeness of genres. The fixation on form was not exactly the attention on the social setting. Most members of this exploration ponder were Native English Students at college.
2. Australian Systemic Functional Linguistics: Specialists explored the expansive genres of teaching and learning. In systemic functional linguistics, social setting and function were as significant as content and structure. Most subjects for these examinations were grown-up foreigners.
3. English for Specific Purposes (ESP): Scientists were keen on hypothetical and academic parts of the language that made genres. Both composed and spoken discourses were significant for ESP analysts. Students who had been selected for genre studies were non-local students of English in university settings.

Genre was classified into two groups by Bruce (2008): (a) social genre, and (b) cognitive genre. In the social genre, writings were arranged concurring their social purposes, however, in the psychological genre, the model for the characterization of writings was the inside association of composing. Personal letters, books, and scholastic articles were some instances of social genre. The sequence of events and argued points of view were kinds of rhetorical purposes that were identified with intellectual genres.

The differences between social genre and cognitive genre were made clearer by Bruce (2008): Social genre alludes to socially perceived constructs according to which whole texts are classified in terms of their general social reason. The reason here is interpreted as the goal to deliberately impart a collection of learning identified with a specific setting to a specific target group of audiences. The cognitive genre alludes to the overall subjective introduction and internal association of a segment of composing that understands a solitary, more general rhetorical reason to represent one sort of data within the discourse. Examples of kinds of general rhetorical reasons identifying with cognitive genres are to describe sequenced occasions, to clarify a procedure, and to contend a point of view, each of which will utilize an alternate cognitive genre. According to Hyland and Candlin (1999), genre studies had two huge inspirations: (a) finding the connection between language and the setting where the language was utilized, and (b) helping understudies to deliver real content by acquainting with them

the acknowledged moves recorded as a hard copy. At the end of the day, the second reason for existing was improving proficiency instruction in social orders.

1.2. RESEARCH ARTICLE (RA) ABSTRACTS

As indicated by Berkenkotter and Huckin (1995), there are four reasons make the abstract significant in research articles. First, it gives significant data or explanations that are anything but difficult to get to. Secondly, it functions as a screening tool to help readers determine whether or not to finish the full article. Thirdly, it provides a way for readers to browse the content. Finally, it provides summaries of a research article's main goals.

Among various academic discourse genres, written or spoken (e.g., research articles, short reports, meeting introductions, lectures), abstracts have been perceived as a standout amongst the most widely recognized methods for communication. Explicitly in the scholastic field of linguistics, the need for fast spread of scientific learning over the globe adds to the expanding fundamental significance of abstracts, researchers can remain associated, offering results to peer partners and improving the nature of research in their orders. Since abstracts ordinarily give readers a short outline of the examination being accounted for, they additionally assume a significant job affecting the acknowledgment or dismissal of submitted inquiries about articles for production, and therefore deciding researchers' expert development and accomplishment to a limited degree.

A brief and well-written abstract summarizes the main points of the entire work in a clear and ordered manner. These points include the study's overall goal, the research problem or problems you looked into, the study's fundamental design, the key discoveries or patterns you discovered during your analysis, and a synopsis of your interpretations and conclusions.

Abstracts can be seen as a discrete genre in academic writing. As Lorés asserts, "There is by all account's general concession to three manners by which investigate research abstracts vary from RAs. They are dissimilar in their function, rhetoric structures, and linguistic realizations." Swales describes the genre as below:

A genre is a category of communication events that share common aims among its members. By establishing the purpose for the genre, these objectives are understood by the authorities within the parent discourse community. This drive shapes the discourse's schematic arrangement and influences and limits choices about content and style. The communicative goal of existence serves as both an advantageous principle and a means of maintaining a genre's limited scope, as it is here, around comparable rhetorical activity. Regardless of the intention, exemplars of a genre show distinct instances of similarity in terms of substance, style, structure, and target audience. The example will be viewed as prototypical by the parent discourse community in the unlikely event that all high-likelihood assumptions are met (Genre Analysis, 1990:58).

According to all accounts, genre recognition is unclear based on Swales' original description since abstracts serve a variety of communication functions, some of which may not be evident in all sections of the abstracts. In his later studies, Swales himself has noted these concerns (e.g. Askehave & Swales, 2001). The authors advance a genre analysis dependent on both bottom-up (content-based) and top-down (discourse community practices, values, convictions-based) descriptions. They also point out that the capacity and structures of genres change throughout time and amongst discourse communities. When these ideas about RA abstracts are specified, it can be assumed that RA abstracts can vary greatly among fields and publications even though they are easily recognized by their format and placement in published works. The length and substance of the abstracts are up to the editors, who can also choose the label given to these brief texts. As an illustration, although abstracts can be thought of as short summaries of the main ideas in papers, journals are more likely to ask for summaries rather than abstracts, whose main goal is data collection rather than a presentation of the research questions and methods. Nevertheless, usually, these terms are utilized reciprocally. Even with the identification, it is difficult to evaluate the published text's originality and extra substance if noteworthy information about the study's extension and conclusions isn't provided.

Scholars have concentrated on RA abstracts' communicative functions. A few preliminary investigations support the idea that abstracts have an informational purpose. For instance, alludes to the abstract as a "credible and exact outline, which is illustrative of the entire article". This ability of the RA abstracts to provide detailed summaries of

the articles has also been highlighted in other research (Dos Santos, 1996; Ek Lon, Tan & Nadzimah-Abdullah, 2012). Given that an abstract can be the shortest kind of article, Bhatia proposed a rhetorical structure that illustrates the introduction, method, findings, and conclusion—the four main sections of a research paper. Also, some researchers have pointed out the convincing instead of a basic descriptive capacity of abstracts. Abstracts should persuade the reader to continue reading and review the entire paper, as stated by Hyland (2000). Since it is impossible to read the massive amount of freshly published research data stream, readers must be selective about what they obtain and digest. Additionally, if readers are not persuaded by the convenience of articles, they won't further look up, procure, read, and refer to them. Accordingly, if their abstracts are not descriptive and persuading enough, even distinguished research papers may remain unnoticed. Intending to convince their readers, while assembling their abstracts, writers make satisfactory structural and linguistic decisions.

1.2.1. Move Analysis

Linguists from a variety of backgrounds have examined corpus-based moves in detail. The study of moves, according to Schiffrin, Tannen & Hamilton, (2001), may be divided into three main categories: (1) language usage; (2) linguistic structure; and (3) social practices and ideological presumptions that interact with language and communication. The first two of the three fundamental approaches to move analysis focused on textual linguistic characteristics or discourse analysis of linguistic association that extended beyond the textual sentence dimensions. According to Upton and Cohen (2009), research from this perspective has often been conducted as qualitative inquiry research, and is based on a thorough analysis of a small number of texts.

Containing ideas that are like Swales' (2004), Ding's study (2007) characterizes the word 'move' as, "A practical unit in a content, being identified with the general task, which is utilized to recognize the literary regularities in specific classes of composing."

Forming the class's expository structure and communicative reasoning in general is one of the move's components (Bawarshi & Reiff, 2010; Sadeghi & Samuel, 2013; Parodi,

2014; Kanoksilapatham, 2015). In keeping with the purpose of this study, the term "move" is limited to the move of an abstract English postulation context. Many scholars have focused their attention on class/move assessment of RA abstracts. In 2011, Tseng broke down the move structure and tense of ninety research article abstracts in linguistics journals (*TESOL Quarterly, Applied Linguistics, and Language Learning*). The results of his investigation demonstrated that abstracts that were scrutinized generally utilized a four-move structure.

In 2013, Alhuqbani supervised a genre-based study of Arabic research paper abstracts from four Middle Eastern disciplines: law, linguistics, medical, and police. The findings of the examination revealed that medical concepts were inconsistent with either Bhatia's or Hyland's model. Then, abstracts from the law, linguistics, and police fields were not consistent with both models.

In a study investigating the errors in the material provided by prospective journalists and the real synthesis of 137 TESOL abstracts collected in Thailand. The analysis's findings demonstrated that there were errors between the essayists' understanding and the actual conference abstracts.

Additionally, Abarghooeinezhad and Simin (2015) looked at the move structure of 50 abstracts from Iranian journals on electrical design.

Examination which is finished by hand. This can question the quantitative investigation and the unwavering quality of the outcomes. Also, the linguists as the scientists who are masters in the field of language appear to know, when contrasted with the specialists in different fields, how to utilize meta-discourse highlights in their works. Recognizing these holes, this examination explores the way meta-discourse highlights are utilized and disseminated in content written in this field of the request. Moreover, as a development, this investigation misuses corpus-based programming for a superior quantitative investigation.

1.2.2. Rhetorical Structure

Thanks in part to Swales's remarkable links between the linguistic instances of genre and discourse community, rhetorical devices, and communicative aim, genre study now encompasses both rhetoric and linguistics.

Scholars from diverse conventions of genre studies have come together through ongoing conversations at the worldwide meeting Genre 2012 and other meetings. These scholars recognize the amount we share and the amount we need to acquire from one another. Such cross-disciplinary collaborations have been fueled and strengthened by John Swales' Genre Analysis. Because the concepts he establishes are so powerful and broadly applicable to genre theory and education alike, Swales' influence on genre theorists beyond the field of practical linguistics. Additionally, they contain a lot of rhetorical elements, such as the goal, audience group, and methods.

Swales' genre is significant because it consistently corresponds with a common, noble motive that society recognizes and excuses.

Conversely, rhetoric, as articulated by inductive rhetoricians such as Carolyn Miller, provides an original interpretation of genre that is "appropriate for the connected reasons for this examination" and excellent with her own. (1990: 41). However, rhetoric provides a definition of genre that is "appropriate for the applied purposes of this study" and consistent with his own, as demonstrated by inductive rhetoricians such as Carolyn Miller.

1.2.3. Research on the Rhetoric Structures of Research Article (RA)

Abstracts

A noteworthy pattern in the investigation of RA abstracts is cross-disciplinary. In order to look at possible disciplinary variance, several scholars have examined the rhetorical structure, meta-discourse, and numerous linguistic highlights across distinct fields. Sample studies include comparisons between Applied Linguistics and English as a Second Language (Al-Shujairi, Ya'u & Buba, 2016), Applied Linguistics, Applied Mathematics and Applied Chemistry (Darabad, 2016), five sub-disciplines of

Engineering (Maswana, Kanamaru & Tajino, 2015), Linguistics and Literature (Doró, 2013), Applied Linguistics, Applied Economics and Mechanical Engineering (Saboori & Hashemi, 2013) and Linguistics and Applied Linguistics (Suntara & Usaha, 2013).

Significant changes to the teaching of writing in English for Specific Purposes (ESP) have resulted from the correlations, which revealed notable similarities and differences across the target disciplines.

Since many RA abstract analyses were carried out in various languages, there is also a cross-linguistic pattern. Such cross-linguistic analyses, which include the English language, are growing and producing intriguing results due to the growing urge to engage in constructive conversation with the global discourse community. The research has so far shown some amazing similarities and differences in the development of certain language features, the use of meta-discourse, and rhetorical structure. These results have important pedagogical implications for English language learning, and they may be partially explained in terms of shifting social standards.

Comparisons between the RA abstractions of native and non-native English speakers are equally significant for teaching and learning the language. These correlations provide useful insights for language teachers and students regarding how English language learners' abstracts compare to or may differ from those of native English speakers. As a result, students are able to enhance their composition skills based on the findings of these examinations. Sample studies have focused on students of English with different first dialects, for example, Chinese (e.g., Hu, Gu, Liu and Huang, 2017), Persian (e.g., Ebrahimi and Motlagh, 2015), and Turkish (e.g., Kafes, 2012). An alternative approach to handling RA abstracts pertaining to writers is to consider the abstracts of professional and amateur writers, the latter of which are frequently portrayed by former students (e.g., Byun, 2015; Menezes, 2013; San & Tan, 2012). For instance, Byun (2015) planned to distinguish the features of RA abstracts delivered by EFL (English as a Foreign Language) graduate students. The study looked at how different Korean academic authors who were new to the language from native English speakers' English abstracts in terms of rhetorical structure and meta-discourse.

The analysis distinguished between ninety-one abstracts from a university annual publication written by Korean graduates majoring in English and ninety-one abstracts from seven internationally renowned publications written by experienced native speakers. The research relied on the five-move model developed by Hyland (2000), the three-move model developed by Swales (2004), Hyland's (2005) meta-discourse scientific classification, and Swales's (2004) model for analyzing rhetorical structure. The outcomes uncovered that the amateur authors' abstracts will in general pursue Swales' (2004) model and show inclination for the utilization of evidential, sponsors, and commitment markers. The abstracts of amateur scholars also demonstrated an increasing degree of cross-disciplinary diversity and an essentially original use of meta-discourse.

Although the prior cross-disciplinary, cross-linguistic, and writer-dependent approaches to handling the investigation of RA abstracts are widely used, studies focusing on the composition of the abstracts of highly positioned and listed journals in explicit are generally rare, even with the growing demand for this course. An example that considers concentrating on exceptionally positioned journals is Oneplee (2008) who inspected the association of journal article abstracts in two lofty journals: *Science* and *Nature*. In order to do this, five linguists and scientists assisted in the examination of 100 abstracts, disseminated between 2006 and 2008, using Dos Santos' (1996) abstract move designs hypothesis. The outcomes demonstrated that the abstracts for the most part contained the 5 moves of foundation, reason, strategy, results, and end. The examination likewise uncovered that the outcomes move comprised the biggest piece of the abstracts (i.e., 25.8%) trailed by the foundation data (21.8%) and end (15.8%). Despite this, the approach move received less space (11% in the two journals), a fact that was seen as reflecting a general example in the logical discipline.

Researchers have long been concerned with the rhetorical structure of research article parts; the earliest investigations were carried out in the 1980s. In 1981, Swales developed a four-move approach for introductions that included defining the research area, summarizing previous research, planning, and finally presenting the current research. He later went back to the model, and this updated version has three specific moves. Establishing the territory, establishing the niche, and occupying the niche are the

corresponding basic moves of the Create a Research Space (CARS) model (Swales, Genre Analysis). Following a few years, he concluded that this format had become standard in many publications' introductions (Swales, Research Genres). Swales additionally set up different strides inside his moves. For instance, creating the niche might be carried out by calling attention to gaps in earlier research, raising questions, or maintaining certain research conventions. While the introduction is generally the main full segment of a research paper that we experience, abstracts have played a noteworthy job in illuminating readers about the extension and substance of the paper. The examination of RA abstracts has received more attention than the first investigation of the introductory sections conducted by Swales.

1.2.4. Studies on the Research Article (Ra) Abstracts and Move Analysis in Turkish

With the increase in move analysis studies, the studies in this field in the academic community in Turkey have been also increasing. Research article abstracts are one of the focal points of these studies. Some of these studies are carried out at the article level, while others are conducted at the thesis level. Such studies in Turkey generally examine the content and presentation of these abstracts and address issues such as effectiveness, clarity, and comprehensiveness of the abstracts. These studies include analyses and evaluations to understand how successful the abstracts of research articles are in promoting effective communication across scientific communities and how adept researchers are at effectively summarizing their work. In addition, Turkey's compliance with international standards and its active role in academic research literature are among the focal points of these studies. These studies looked at how different fields' research article abstracts, particularly those published in Turkish and English, were written, and how they employed language.

By comparing and contrasting the rhetorical structures of fifty abstracts written in each language, Coşmuş (2011) determined the similarities and differences between the abstracts of Turkish and English papers in applied linguistics and educational technology. The Introduction, Method, and Conclusion moves were found to be the

most frequently occurring in papers published in both languages, according to her mixed-method study. The study's most notable conclusion is that, although the Discussion move is absent from abstracts written in Turkish, it is over 50% more common in abstracts published in English.

Kafes (2012), who deals with the rhetorical differences in the articles written by American, Taiwanese, and Turkish academics in the field of social sciences, used Swales' model in his study and examined a total of 138 articles, forty-six for academics from each country. The analysis found that the abstracts were consistent with the M2-M3-M4 pattern and included a sizable number of similar movements. In general, it has been seen that commonly used moves are used more than uncommon moves.

In her study using the Swales' (2004) CARS Model to determine rhetorical differences, Çandarlı (2012) examined the abstracts of twenty English and twenty Turkish articles in the field of education. The study's findings showed that while there are notable variations in how Move 2 is used, there are also common uses for moves.

Ülker Eser (2012), who analysed the abstracts of MA theses written in English in her study using the models of Swales (1981, 1990, 2004) and Hyland (2000), examined the abstracts of ninety-four MA theses with and without guidelines in Turkey and those with guideline in the USA. It has been observed that theses with a guideline and guidelines in Turkish differ significantly in terms of method and the statement of the problem. It has also been observed that universities with a guideline are more consistent in complying with the order of rhetorical elements: Introduction-Methodology-Results-Conclusion than universities without. According to the study, there are significant differences between the universities with a guideline in Turkey and the USA in terms of the organization of the methodology, results, and conclusion sections in the abstracts. Additionally, because of the textual pattern analysis, the researcher concluded that the theses in the universities with a guideline in Turkey follow a more consistent order compared to those in the USA.

Geçikli (2013) investigated whether academics at various institutions within the same discourse community employed the same rhetorical patterns by looking at the

introduction sections of twenty PhD theses in the field of ELT published in both Turkish and English. The study revealed that the introduction sections of doctorate theses produced in English had a more complicated rhetorical structure.

Sarı (2014) coded all the sentences in 8 articles in his study in which he examined the dominant move structure in articles written in the field of Aerospace Engineering, using an adapted version of the move structures created by Kanoksilapatham (2005) for biochemistry research articles. The results revealed that the research articles selected for the study had consistent move structures.

In his study using Lim's (2006) model, Kafes (2016) examined the method sections of the twenty RAs written by senior authors and the MA theses of twenty inexperienced authors. As a result of the study, it was seen that the corpora contained the moves of Lim's model, that there were no significant differences between the articles and theses examined, and that the microstructure of the method section was shaped and limited by disciplinary differences.

In his study in 2016, Özmen (2016) examined the abstract sections of 147 doctoral theses written in ELT programs in Turkey between 2010 and 2015, based on Swales' IMRD model. The result of the study showed that most of the abstracts had deficiencies in the conceptual framework and that the Discussion sections were also problematic.

In his study, Kafes (2018) employed Swales' (1990) CARS model to analyze the introduction sections of seventy-five research papers in the social sciences. The study's corpus includes publications authored in English by American academics and in Turkish and English by Turkish academics. The findings demonstrate that the corpora adhere to the model and make extensive use of the three moves. However, how the steps are applied varies between the introductions. Turkish academic writers' article introductions in both English and Turkish resemble accepted English discourse standards. However, they also deviate in some ways from the accepted discourse norms of English, demonstrating adherence to regional discourse community norms.

Deveci (2019) conducted research with the goal of learning how English and Turkish authors introduced educational sciences research articles between 2012 and 2018. To this goal, using the CARS model and authorial voice, he examined sixty-two journal papers' introduction sections, thirty-one for each language. He concluded that the sub-moves in CARS were used more frequently in the English collection. Moreover, it made other moves that were missing from the Turkish text collection (such as telling key findings and outlining the methods employed). The usage of authorial voice by the English introductions and the Turkish authors also varied greatly from one another. The active voice was employed by the former more frequently than the passive voice.

In their research, Kaya and Yağız (2020) looked at 390 RA abstracts from Turkish and non-Turkish academics working in the subject of ELT and found no statistically significant difference in the way the two groups used moves. However, in this study, using Hyland's (2000) model, it was shown that Turkish authors used the purpose, method, and product moves in their abstracts more frequently than non-Turkish writers did, who tended to employ the purpose, method, product, and conclusion moves.

Sükan and Mohammadzadeh (2022) looked at fifty MA and PhD abstracts in the field of FLE published by Turkish students between 2009 and 2019 using Hyland's (2000) model as a basis for their investigation. The investigation revealed that forty out of the fifty abstracts looked at did not follow the moves in Hyland's model.

1.3. HYLAND'S FIVE-MOVE MODEL

An investigation of academic abstracts may be conducted using the five-move framework established by Hyland (2000): Introduction, Purpose, Method, Product, and Conclusion. Similar to this, Swales & Feak (2004) suggested that structured digests should consist of the same five elements as a paper: Background, Aim, Method, Results, and Conclusion. From these rules, it very well may be seen that a five-move model is a proposed structure of a dynamic although the moves are entitled diversely in various examinations. Hyland's (2000) five-move design for was received as the system for the move investigation of the RA abstracts in this study.

1.3.1. The Introduction Move

The "Introduction" move establishes the scene for the reader, provides the article's fundamental framework, and shows how important the subject is to the target audience and the author's command of the relevant issues. The introduction move establishes the context of the article. The "Introduction" discusses the background and makes links between the current study and earlier research, highlighting its applicability by identifying the gap in the literature.

This move of abstract is utilized to put the examination in a specific context. The creators of these abstracts endeavour to "showcase" their research to those inspired by this field. Therefore, this influential capacity is utilized to talk about earlier research or express the present learning in this field. An example from the field of measurement and evaluation in education is shown below.

(1)

Bu çalışmada, eğitimde ölçme değerlendirme sürecine ilişkin etkinliği, uygulama biçimleri ve geliştirilmesine yönelik çalışmalar saptanmaya çalışılmıştır.

In this study, it has been tried to determine the effectiveness of the measurement and evaluation process in education, its application forms and studies on its development.

1.3.2. The Purpose Move

The 'Purpose' move traces the objectives of the examination, expressing where the research will reach. Consequently, the Purpose demonstrates objectives, theory, or speculation, and traces the goal of the paper. The objectives and goal of the investigation are exceptionally critical to research in all the subdisciplines. The objectives or objectives may not just guide the essayist to the anticipated goal but additionally help the reader judge the estimation of the investigation.

The following example, written in the field of biology, illustrates this move.

(2)

AMAÇ: Hematopoetik kök hücre nakli (HKHN) çocukluk çağının benign ve malign pek çok hastalığı için küratif tedavi seçeneğidir. Hastalara kök hücre infüzyonundan önce uygulanan tedaviler ve hastaların anksiyetesi beslenmelerinin bozulmasına neden olur. Beslenmenin bozulması sonucu gelişen malnütrisyon hastaların yaşam kalitesini ve tedavi başarısına negatif yönde etkiler. Nazogastrik sonda (NGS) ile beslenme, gastrointestinal yolu fonksiyonel tutması ve daha fizyolojik olması nedeniyle ön plana çıkmıştır. Bu araştırmada nakil sürecinde farklı beslenme yöntemleri uygulanan üç grup tedavi sonuçları ve komplikasyonlar açısından karşılaştırılması amaçlanmıştır.

OBJECTIVE: Hematopoietic stem cell transplantation (HSCT) is a curative treatment option for many benign and malignant childhood diseases. Treatments that are given to patients before stem cell infusion and anxiety cause malnutrition. Malnutrition affects patients' quality of life and treatment success negatively. Nasogastric catheter (NGS) feeding has become more prominent in the last years due to the fact that the gastrointestinal tract is functional and more physiological. The aim of this study was to compare three groups of treatment methods and complications with different feeding methods during transplantation.

Here the author states his purpose in doing his work.

1.3.3. The Method Move

The 'Method' move gives a depiction of research structure, techniques, information, and approach. In addition, it features the corpus, the hypothetical methodology utilizing Hyland's (2000) model of organizing abstracts, and the scientific procedure of the corpus by excusing the determination of the equivalent.

The method move is utilized by creators to portray the component of leading their exploration by displaying the population and sample, materials, and instruments, inquiring about methods, and the structure of the examination.

An example written in the field of measurement and evaluation in education is presented below.

(3)

Materyal-Metot: Çalışma karma araştırma deseninde tasarlandı. Araştırma evreni olarak ölçme/değerlendirme uygulamalarının birçok kez yapıldığı dönem 1, 2, 3 ve 4 öğrencileri tercih edildi (N:1168). Çalışmanın nicel tarafında araştırmacılar tarafında oluşturulmuş 6 sorudan oluşan bir anket kullanıldı. Bu ankette öğrencilerin sisteme erişim, sistemin kullanımı, ölçümün şeffaflığı, adilliği, öğrenmeye katkısı ve memnuniyet düzeyini değerlendirecek önermeler hazırlandı. Araştırmanın nitel tarafında öğrencilerin çevrimiçi uygulamaları ile ilgili görüşleri değerlendirildi.

Material-Method: The study was designed in a mixed research design. As the research universe, 1, 2, 3, and 4 students were preferred in the period in which measurement/evaluation applications were performed many times (N:1168). On the quantitative side of the study, a questionnaire consisting of 6 questions created by the researchers was used. In this questionnaire, propositions were prepared to evaluate students' access to the system, use of the system, transparency and fairness of measurement, contribution to learning, and satisfaction level. On the qualitative side of the study, students' opinions about online applications were evaluated.

In this move, the author gives information about the sample and method of his study.

1.3.4. The Product Move

The 'Product' move introduces the primary discoveries of the examination, proposing a result that the reader may discover intriguing or astonishing. Fundamentally, the Product states primary outcomes, the contention, or what has been accomplished. It reports the discoveries of move analysis and the linguistic highlights utilized as techniques by the analysts in a well-ordered strategy, considering the recurrence of events to enable readers to comprehend the analysis effectively.

The example below belongs to the field of measurement and evaluation in education.

(4)

Çalışma için 591 öğrenci görüş bildirdi (n:591). Çalışmada sisteme erişim $7,25 \pm 1,95$, sistemin kullanımı $7,22 \pm 1,79$, ölçümün şeffaflığı $7,14 \pm 2,01$, adilliği $6,64 \pm 2,42$, öğrenmeye katkısı $6,76 \pm 2,24$ ve memnuniyet düzeyi $7,10 \pm 2,07$ olarak değerlendirildi. Tüm dönemlerin değerlendirmesinde yüksek memnuniyet sisteme erişim ve kullanım alanlarında iken düşük memnuniyet adalet ve öğrenmeye katkı alanında değerlendirildi. Tüm sorularda dönem 2 ve 3 öğrencilerinin değerlendirmelerinin dönem 1 ve 4 öğrencilerine göre daha olumlu değerlendirdiği görüldü. Nitel verilerin analizinde kodlar memnuniyet ifadeleri,

öğrenci veya altyapı kaynaklı erişim sorunları ve ölçme/değerlendirme önerileri olarak 3 tema altında toplandı.

591 students reported opinions for the study (n:591). In the study, access to the system was 7.25 ± 1.95 , the use of the system was 7.22 ± 1.79 , the transparency of the measurement was 7.14 ± 2.01 , its fairness was 6.64 ± 2.42 , the contribution to learning was 6.76 ± 2.24 and satisfaction level was evaluated as 7.10 ± 2.07 . In the evaluation of all periods, high satisfaction was evaluated in the areas of access and use of the system, while low satisfaction was evaluated in the area of justice and contribution to learning. In all questions, it was seen that the evaluations of semester 2 and 3 students evaluated more positively than semester 1 and 4 students. In the analysis of qualitative data, codes were collected under 3 themes: satisfaction statements, student or infrastructurebased access problems, and measurement / evaluation recommendations.

The article author gives information about the findings of his study here.

1.3.5. The Conclusion Move

The ‘Conclusion’ move translates results and determines the examination. It, as a rule, broadens results past the extent of paper and indicates applications or more extensive ramifications. Besides, outlines for the readers the real discoveries dependent on the two research questions, assessing both the educational and linguistic significances.

Example (5) was written in the field of measurement and evaluation in education.

(5)

Araştırma sonucunda; beden eğitimi ve spor öğretmenleri kullanımı en kolay ve en az zaman alan ölçme ve değerlendirme yöntemlerini tercih ettiklerini, geleneksel ve alternatif ölçme ve değerlendirme yöntemlerinin hazırlanmasında maddi bir yük altına girdiklerini, sınıf mevcudu

açısından kalabalık sınıfların ölçme değerlendirme araçları kullanımını olumsuz yönde etkilediği ve ölçme değerlendirme yöntemlerinin uygulanması açısından gerek geleneksel gerekse alternatif ölçme değerlendirme araçları hakkında yeterli bilgi ve donanımına sahip olmadıkları söylenebilir.

As a result of the research; Physical education and sports teachers prefer the easiest and least time-consuming measurement and evaluation methods, they are under a financial burden in the preparation of traditional and alternative measurement and evaluation methods. In terms of implementation, it can be said that they do not have sufficient knowledge and equipment about both traditional and alternative measurement and evaluation tools.

Here the author gives information about the results of his study.

1.4. CROSS-DISCIPLINARY MOVE ANALYSIS in RA ABSTRACTS

The move structures of RA abstracts across controls have been analysed in a couple of studies in the previous two decades. Melander, Swales & Fredrickson (1997), for example, looked at RA abstracts in Swedish and English from the fields of science, medicine, and linguistics. The results showed that discipline had an impact on RA abstract composition in the same manner that culture did. Nevertheless, during the course of the three orders, this influence varied. That is, linguistics RA abstracts were shaped by culture, but science articles, which were consistent throughout the two languages, did not exhibit this. Concerning medicine, neither control nor culture affected RA abstract composing.

Ren and Li (2011) examined forty RA abstracts from two unrelated orders: science and linguistics in both English and Chinese. Applicable to the cross-disciplinary focal point of examination mentioned is Li's adjustment of the five-move structure by Hyland to investigate her information. She discovered that whereas science RA abstracts did not follow this pattern, linguistics RA abstracts followed it (reason, strategy, item, determination). Instead, science RA abstracts in Chinese featured three moves (method, item, end) but science RA abstracts in English included just two moves (reason, strategy). It was noted that the strategy was the primary required move in the two areas.

Sidek, Mat-Saad, Baharun and Idris, (2016) the conducted study endeavoured to analyse whether the abstracts given in the meeting procedures incorporate the basic explanatory moves and whether the moves are exhibited in the grouping as indicated by the chosen arrangement. Purposive inspection was used to collect data for this analysis from 23 abstracts of precisely based examinations from the selected meeting. The abstracts were produced in English by scholars from higher education institutions across several countries that specialize in language. To identify the move structure of the selected abstracts in this analysis, Hyland's five-move model of logical moves was applied as the coding. Hyland incorporated new moves to his characterisation based on the selected papers. The information about the moves' structure was examined using show content research, and the information about the moves' order was investigated using idle substance analysis.

CHAPTER 2

METHODOLOGY

This chapter presents the theoretical framework, sample selection, data collection procedure and data analysis.

2.1. THEORETICAL FRAMEWORK

The abstracts collected are analyzed using the five-move model developed by Hyland (2000). This conclusion was reached using the following reasoning process: Hyland (2000) examined 800 study papers in order to create his five-move model. Consequently, compared to other models, this model seems to be considerably more dominating in addressing distinct explanatory move structures (Suntara & Usaha, 2013). The ensuing component advancements compose Hyland's (2000) five-move model.

In Hyland's model (2000) there are five moves: The Introduction, Purpose, Method, Product, and Conclusion. Table 3 lists these moves with their functions in the RA abstracts.

Table 3. Hyland's Five-Move Model of Research Article Abstracts

Moves	Functions
Introduction	It creates the paper's background and motivates the study.
Purpose	It describes the purpose of the paper and its overall goal.
Method	It gives details on method, design, data analysis, etc.
Product	It represents the argument and the findings.
Conclusion	It refers to applications or broader implications and the scope of the paper's interpretation.

Table 3 displays Hyland's (2000) model, and it is clear that every move in the model has a specific purpose in the abstract.

2.2. SAMPLE

A total of ninety research articles (RA) from biology, educational measurement and evaluation, and linguistics constitute the sample of the study. There are thirty articles from each discipline. The purpose of selecting RA abstracts from biology, measurement and evaluation in education and linguistics is to have a representative sample from three major branches of disciplines. Biology samples represent natural sciences, measurement and evaluation in education is part of humanities, and linguistics belongs to social sciences. The first criterion is that the abstracts were written over ten years between 2013 and 2023. Secondly, these abstracts are from articles written by single or double authors to reduce variation due to multiple authors. The other criterion is that all the abstracts sampled are taken from open-access articles which are indexed in the Ulakbim-Dergipark. Another criterion used in the sample selection was that abstracts should be from the research articles.

2.3. DATA COLLECTION PROCEDURE

The first step in the data collection was to collect RAs written in the fields of Biology, Linguistics and Measurement and Evaluation in Education. These fields were selected in order to represent different disciplines. Of them biology represents natural sciences, linguistics is one of the social sciences, and measurement and evaluation in education is part of humanities, Given that there would be a comparison among the RA abstracts the sample should include the necessary data set which makes it possible to achieve this comparison.

After identifying the disciplines to be covered the corpora of the study were formed as follows: (a) the 'Bio' subcorpus (i.e., abstracts distributed in the field of Biology), (b) the 'Ling' subcorpus (i.e., abstracts distributed in the field of Linguistics), and (c) the M&E subcorpus (abstracts distributed in the field of Measurement and Evaluation in Education). Consequently, the corpora contain abstracts of Turkish research articles, which gives us the likelihood of further correlations, to check if the rhetoric decisions made by Turkish essayists in Turkish present varieties.

Among the single or double-authored articles available as open access on the ULAKBİM index, thirty Turkish articles written in the last ten years from 2013 to 2023 were downloaded to the computer of the researcher for each field, and the abstracts of these articles were examined as the sample of the study.

Each article in the sample was coded using the related abbreviation of the field. For instance, articles written in biology were coded as B1, B2, B3, ..., etc. Those written in linguistics are coded as L1, L2, ..., etc. Articles written in measurement and evaluation in education were coded as ME1, ME2, ME3, ..., etc. These codes are given in the examples where these are employed in the study.

2.4. DATA ANALYSIS

The data obtained were analyzed employing descriptive statistics. The abstracts were analyzed as far as the recurrence of move and dispersion of move designs over writings. A sentence served as the foundational unit for move analysis in this study. The model aims to reveal an existing situation as it is. The event, individual, or object that is the subject of the research is tried to be defined in its own conditions and as it is. The purpose here is to observe and determine what is desired to be known.

The moves in the analyzed abstracts were classified according to Hyland's (2000) model. In this analysis, which was conducted using the descriptive statistics model, the frequency of the moves in the abstracts and their usage percentages were determined. In order to carry out the study according to Hyland's (2000) model, counting by matching method was also used. In the counting by matching method, an attempt is made to find the number of elements of a set by matching them one-to-one with the elements of the set of counting numbers. In the study, move structures, the most frequent move patterns, tense markers and word count in moves determined by the descriptive scanning method were matched with positive integers and the resulting numerical data were tabulated with the help of Microsoft Excel. The obtained data were tabulated under the headings Move Patterns Recognized in Each Discipline, The Move Structures of Abstracts across three disciplines, The Most Frequent Move Patterns in the Abstracts, Tense Markers Recognized in Each Move and Word Count in Each Move in the Abstracts.

CHAPTER 3

RESULTS AND DISCUSSION OF FINDINGS

This part reports the results of the study and also, presents the discussion of the findings.

3.1. FINDINGS CONCERNING MOVE STRUCTURES RECOGNIZED IN THE ABSTRACTS

The study's first research question is “What are the move structures of Turkish research article abstracts written in the fields of biology, measurement and evaluation in education, and linguistics, and are there any differences or similarities in the use of these structures between these three fields?” Using Hyland’s (2000) five-move model of rhetorical move structure, the move patterns recognized in each discipline, the dominant move pattern, common discourse patterns of research article abstracts across three disciplines, analysis of types of missing moves structure, frequency distribution of the percentages of each move across three disciplines, tense markers recognized in each abstract in three disciplines, words count per move and discipline were obtained.

In order to address the research questions, the selected abstracts underwent analysis by utilizing the modified Hyland's (2000) moves classification to classify each concept's move structure. Additionally, the information was analyzed by indicating whether each rhetorical move was present or absent in accordance with the modified Hyland's (2000) moves order. Thus, the Introduction move, the Purpose move, the Method move, the Product move, and the Conclusion move were the codes utilized to analyze the sequence.

Tables 4 and 5 present the overall move structures of ninety Turkish research article abstracts from the three fields in response to the study's first research question- What are the move structures of Turkish research article abstracts written in the fields of biology, measurement and evaluation in education, and linguistics, and are there any differences or similarities in the use of these structures between these three fields?

In contrastive research, a comparable number of the corpus was picked to confirm the findings. thirty abstracts were chosen from each order amid the underlying part. Subsequently, a total number of ninety abstracts were analyzed in this examination. As demonstrated in Table 4-5, they outline the move patterns perceived in each order and article.

Table 4. The Move Patterns Recognized in Each Discipline

The Move Patterns Recognized in Each Discipline			
MOVE PATTERN	Biology (n=30)	Linguistics (n=30)	Measurement & Evaluation (n=30)
Introduction	1	9	1
Purpose	-	1	-
Introduction-Purpose-Method-Conclusion	-	1	1
Introduction-Method-Conclusion	1	-	-
Introduction-Method-Product-Conclusion	1	2	-
Purpose-Method-Product-Method	-	-	1
Introduction-Product	-	2	-
Introduction-Purpose-Method-Product	1	1	1
Introduction-Purpose-Method-Product-Conclusion	3	2	1
Introduction-Purpose-Product	-	1	1
Introduction-Purpose-Product-Introduction	-	1	-
Purpose-Introduction-Method-Product	-	-	1
Purpose-Method-Product	-	2	9
Purpose-Method-Product-Conclusion	14	1	8
Introduction-Product-Conclusion	4	1	-
Introduction-Method-Product	2	-	-
Purpose-Method	1	-	-
Purpose-Introduction-Conclusion	1	-	-
Purpose-Introduction-Product-Conclusion	-	1	-
Introduction-Purpose	-	1	-
Introduction-Method	-	1	-
Introduction-Purpose-Method	-	1	1
Purpose-Method-Product-Method-Product	-	-	1
Introduction-Method-Purpose	-	1	-
Introduction-Purpose-Conclusion	1	-	-
Purpose-Method-Product-Conclusion	-	-	1
Method-Product	-	-	1
Purpose-Introduction-Method-Product-Conclusion	-	-	2
No Move	-	1	-

In Table 4, the patterns seen in each abstract examined are given in the section under the heading "Move Pattern". Under the fields to which the abstracts belong, the total number of times which pattern appears in the abstract of which field is indicated.

Table 5 shows the move structures detected in the RA abstracts of each examined discipline.

Table 5. The Move Structures of Abstracts across three disciplines

Order	Bio	Ling	M&E
1.	Purpose-Method-Product-Conclusion	Introduction-Purpose-Method-Conclusion	Purpose-Method-Product-Conclusion
2.	Introduction-Purpose-Method-Product	Introduction	Purpose-Method-Product-Method-Product
3.	Introduction-Purpose-Method-Product-Conclusion	No move	Purpose-Method-Product-Conclusion
4.	Introduction-Purpose-Method-Product-Conclusion	Introduction-Purpose-Product-Introduction	Purpose-Introduction-Method-Product-Conclusion
5.	Introduction-Product-Conclusion	Introduction-Method-Product-Conclusion	Introduction-Purpose-Method
6.	Introduction-Method-Prproduct	Introduction	Purpose-Method-Product-Conclusion
7.	Introduction	Introduction-Product-Conclusion	Purpose-Method-Product-Conclusion
8.	Purpose-Method	Introduction-Purpose-Method-Product	Purpose-Method-Product
9.	Introduction-Method-Product	Introduction	Purpose-Method-Product-Conclusion
10.	Introduction-Method-Conclusion	Introduction-Purpose-Method-Product-Conclusion	Purpose-Method-Product
11.	Purpose-Introduction-Conclusion	Introduction - Purpose - Product	Introduction-Purpose-Method-Product
12.	Purpose-Method-Product-Conclusion	Introduction	Purpose-Method-Product
13.	Purpose-Method-Product-Conclusion	Introduction-Purpose-Method-Product-Conclusion	Purpose-Method-Product-Conclusion
14.	Introduction-Method-Product-Conclusion	Purpose-Method-Product	Introduction-Purpose-Method-Conclusion
15.	Purpose-Method-Product-Conclusion	Introduction-Product	Purpose-Method-Product-Conclusion
16.	Purpose-Method-Product-Conclusion	Purpose-Method-Product-Conclusion	Purpose-Method-Product
17.	Purpose-Method-Product-Conclusion	Purpose-Introduction-Product-Conclusion	Purpose-Method-Product-Conclusion
18.	Purpose-Method-Product-Conclusion	Introduction-Purpose	Purpose-Method-Product
19.	Introduction-Purpose-Conclusion	Purpose-Method-Product	Purpose-Method-Product
20.	Purpose-Method-Product-Conclusion	Introduction-Method	Method-Product
21.	Purpose-Method-Product-Conclusion	Introduction-Purpose-Method	Purpose-Method-Product
22.	Purpose-Method-Product-Conclusion	Introduction	Introduction-Purpose-Method-Product-Conclusion
23.	Purpose-Method-Product-Conclusion	Introduction-Method-Product-Conclusion	Purpose-Method-Product-Method
24.	Introduction-Purpose-Method-Product-Conclusion	Purpose	Introduction
25.	Introduction-Product-Conclusion	Introduction-Method-Purpose	Purpose-Introduction-Method-Product-Conclusion
26.	Purpose-Method-Product-Conclusion	Introduction	Introduction-Purpose-Product
27.	Introduction-Product-Conclusion	Introduction-Product	Purpose-Method-Product
28.	Introduction-Product-Conclusion	Introduction	Purpose-Method-Product
29.	Purpose-Method-Product-Conclusion	Introduction	Purpose-Method-Product-Conclusion
30.	Purpose-Method-Product-Conclusion	Introduction	Purpose-Introduction-Method-Product

Table 5 is divided into four columns and thirty-one rows. Order of the RA abstracts are given in the left column, then the field names coded as Bio, Ling, and M&E are written from left to right, respectively, and numbers from 1 to 30 are listed in the order section of the table from top to bottom. Each number here represents the article order.

When looking at Tables 4 and 5, it is seen that a total of twenty-eight different move patterns occurred in the ninety articles examined. The number of uses of these detected patterns varies between one and twenty-three. The emergence of so many different patterns in abstracts may be due to the different acceptance criteria of the journals in which research articles are published. For example, in the *Karaelmas Fen ve Mühendislik Dergisi*, there is the following rule in the abstract section of the article publishing criteria: *Abstracts should present the results obtained from the article*. As can be understood from this rule, while there must definitely be a section about the conclusion in the abstract, there is no rule for the other sections of the article. This means that for any research article to be published in this journal, the conclusion move must be included in the abstract. One of the article writing rules of the *Disiplinler Arası Dil Araştırmaları* is as follows: *This abstract should be of a nature that provides information about the entire article*. This rule states that the abstract must contain information about the entire article, but does not set any limits on the size of this information. The moves to be used for the information to be given here are left to the discretion of the article author. In *Milli Eğitim Dergisi*, the rule for writing an abstract is as follows: *The abstract should reflect the entire text in the shortest and most concise manner (especially the purpose of the study, research method and result)*. According to this rule, the author should include the purpose, method, and conclusion moves in the abstract of his article. As a result of different publishing criteria of journals, the number and order of moves in abstracts change. Therefore, different move patterns emerge.

The total number of times the three most frequent move patterns—identified as a consequence of the analysis in ninety abstracts—appeared in the abstracts to which they belonged is displayed in Table 6.

Table 6. Most Frequent Move Patterns in the Abstracts of Each Discipline

Frequent Move Pattern	Biology	Linguistics	Measurement & Evaluation
Purpose-Method-Product-Conclusion	14	1	8
Introduction	1	9	1
Purpose-Method-Product	0	2	9

Since each journal has different criteria for accepting articles, the abstracts of the articles published in these journals also differ in their quality. Accordingly, the moves in which the information in the abstracts is conveyed to the reader also create different patterns. However, the findings of the study revealed that some move patterns were used more than others in the examined abstracts. As seen in Table 6, the Purpose-Method-Product-Conclusion pattern ranks first among the most frequent move patterns that appear in all abstracts examined. The conclusion here is that purpose, method, product, and conclusion have an important place in biology and measurement and evaluation abstracts in education. In contrast, the introduction move comes to the fore in linguistics abstracts. Based on this, it can be seen that although journals have different criteria, journals belonging to the same or similar fields ask authors for similar information about the article in their abstracts, and as a result, although different move patterns occur in different fields, similar moves are used more frequently in abstracts of different articles in the same field. In addition, journals may have determined these rules by taking into account general trends in the literature and asked authors to write their articles within the framework of these rules.

The move structure of just seven (7.78%) abstracts adheres to Hyland's (2000) five-move pattern. Three of these are biology, two are linguistics, and two are measurement and evaluation abstracts. An example written in biology is as follows:

(6)

*Sığır yetiştiriciliğinde önemli sorunlardan biri olan yeni doğan buzağı ishallerinde sığır Coronavirus (BCoV) enfeksiyonları çok sık görülmektedir (**introduction move**). Bu çalışmanın amacı Şanlıurfa ilindeki ishallerde BCoV enfeksiyonunun araştırılmasıdır (**purpose move**). Bu çalışmada, klinik muayeneyi takiben ishalleri (≤ 3 ay) 94 buzağı örneklenmiştir. BCoV antijen varlığının tespiti için Enzyme-linked immunosorbent assay (ELISA) kullanıldı (**method move**). Toplamda 5 dışkı numunesi BCoV pozitif (%5.32) belirlendi. Elde edilen bu sonuç BCoV Şanlıurfa ilindeki ishallerde buzağılarda düşük oranda olduğunu gösterdi (**product move**). Bununla beraber enfeksiyonun, sığır popülasyonlarında hızlı bir*

yayılma eğiliminde olduğu göz önünde bulundurularak tedavi maliyetleri ve buzağı ölümlerinden kaynaklanan büyük ekonomik kayıplara neden olabileceği düşünülmektedir (**conclusion move**). (B24)

Bovine Coronavirus (BCoV) infections are very common in newborn calf diarrhea, which is one of the important problems in cattle breeding (introduction move). The aim of this study is to investigate BCoV infection in diarrheal calves in Şanlıurfa province (purpose move). In this study, 94 calves with diarrhea (≤ 3 months) were sampled following clinical examination. Enzyme-linked immunosorbent assay (ELISA) was used to detect the presence of BCoV antigen (method move). A total of 5 stool samples were determined to be BCoV positive (5.32%). This result showed that BCoV was at a low rate in diarrheal calves in Şanlıurfa province (product move). However, considering that the infection tends to spread rapidly in cattle populations, it is thought that it may cause major economic losses due to treatment costs and calf deaths (conclusion move).

An example written in linguistics is as follows:

(7)

Bu çalışmada ses kayıtları üzerinde yapılan manipülasyonların belirlenebilmesi için analiz edilmesi gereken görselişitsel ve dilbilimsel parametreler tasnif edilerek açıklanmış ve adli amaçlı yapılan incelemelere nasıl katkı sağlayacağı üzerinde durulmuştur (introduction move). Ortaya konulan parametrelerle oluşturulan inceleme formu ile ses kayıtları üzerinde yapılmış olan manipülasyonların tespitinde etkin bir yöntemin ortaya konulması amaçlanmıştır (purpose move). Önerilen yöntem, kesme (X), kopyalama (C) ve karıştırma (M) yöntemleriyle manipülasyon yapılarak, anlam bütünlüğü bozulmuş test kayıtları üzerinden sınanmıştır. Araştırmaya incelemeci olarak katılan ses inceleme alanında uzman gönüllü katılımcılardan, önerilen yöntemdeki parametrelerle oluşturulmuş inceleme formu aracılığı ile manipüle edilmiş test kayıtları üzerinde inceleme yapmaları istenmiştir. Katılımcılarca belirlenen bulgular üzerinde yapılan analizler sonucunda; katılımcıların önerilen yöntem ile test kayıtlarındaki manipülasyonların belirlenmesine yönelik bulgular elde ettiği görülmüştür (method move). Karıştırma ve kopyalama yöntemiyle yapılan manipülasyonlarda katılımcılarca tespit edilen bulgu sayısının, kesme yöntemiyle yapılan manipülasyonlara nazaran daha yüksek olduğu görülmüştür. Öte yandan bu fark görsel ve işitsel incelemede görülürken, dilbilimsel incelemede görülmemektedir (product move). Bu nedenle gerek kesme yöntemiyle gerekse diğer yöntemlerle yapılan manipülasyonların belirlenmesinde dilbilimsel inceleme ile elde edilen bulguların önerilen yöntemin tutarlılığına önemli katkılar sağladığı sonucuna varılmıştır (conclusion move). (L13)

In this study, the audiovisual and linguistic parameters that need to be analyzed in order to determine the manipulations made on sound recordings are classified and explained, and how they will contribute to forensic investigations is emphasized (introduction move). With the review form created with the parameters set forth, it is aimed to reveal an effective method for detecting manipulations made on sound recordings (purpose move). The proposed method was tested on test records whose semantic integrity was corrupted by manipulation with cutting (X), copying (C) and

*mixing (M) methods. Volunteer participants who are experts in the field of voice analysis and participated in the research as reviewers were asked to examine the manipulated test recordings through a review form created with the parameters of the proposed method. As a result of the analyzes made on the findings determined by the participants; It was observed that the participants obtained findings for determining the manipulations in the test records with the proposed method (**method move**). It was observed that the number of findings detected by the participants in the manipulations made with the mixing and copying method was higher than in the manipulations made with the cutting method. On the other hand, while this difference is seen in visual and auditory analysis, it is not seen in linguistic analysis (**product move**). For this reason, it was concluded that the findings obtained through linguistic analysis made significant contributions to the consistency of the proposed method in determining the manipulations made by both the cutting method and other methods (**conclusion move**).*

Below is an example written in the field of measurement and evaluation in education.

(8)

*Dil öğretimi; dinleme/izleme, konuşma, okuma ve yazma olmak üzere dört temel dil becerisi üzerinden gerçekleştirilmektedir. Türkçe ders kitaplarında da programda yer alan dil becerileri kazanımlarına yönelik etkinlikler yer almaktadır. Öğretim programlarında dil becerilerinin ölçme-değerlendirme süreçlerinde tamamlayıcı ölçme-değerlendirme araçlarından yararlanılması önerilmektedir. Tamamlayıcı ölçme-değerlendirme araçlarından biri de öz değerlendirme (**introduction move**). Bu bağlamda araştırmanın amacı, ortaokul Türkçe ders kitaplarında öz değerlendirme uygulamalarını incelemektir (**purpose move**). Araştırma, nitel araştırma yöntemlerinden temel nitel araştırma ile gerçekleştirilmiştir. Araştırmanın çalışma materyallerini, 2019-2020 eğitim-öğretim yılından itibaren uygulamada olan ortaokul Türkçe ders kitapları oluşturmaktadır. Araştırmanın verileri, ders kitaplarında yer alan etkinlikler ve tema sonu ölçme-değerlendirme sorularının incelenmesi ile toplanmıştır. Araştırmanın verileri, betimsel analiz tekniği ile çözümlenmiştir. Ders kitapları, MAXQDA 20 nitel veri analiz programına aktarılmış ve analizler program üzerinden yapılmıştır (**method move**). Araştırma ile ortaokul Türkçe ders kitaplarında öz değerlendirme uygulamalarına çok az yer verildiği, 6. sınıf düzeyinde hiç yer verilmediği, konuşma ve yazma becerilerine yönelik öz değerlendirme uygulamalarına yer verildiği ancak okuma ve dinleme/izleme becerilerine yönelik öz değerlendirme uygulamalarına 5. sınıf dışında yer verilmediği sonuçlarına ulaşılmıştır (**product move**). Bu sonuçlardan hareketle öz değerlendirme uygulamalarına her sınıf düzeyi ders kitabında yer verilmesi, her metnin sonunda metne yönelik kazanımlarla ilişkili öz değerlendirme uygulamasının yer alması ve Türkçe öğretiminde öz değerlendirme uygulamasının daha sık kullanılması önerileri geliştirilmiştir (**conclusion move**). (ME22)*

*Language teaching is carried out through four basic language skills: listening/watching, speaking, reading and writing. Turkish textbooks also include activities aimed at acquiring language skills in the program. It is recommended to use complementary measurement-evaluation tools in the measurement-evaluation processes of language skills in teaching programs. One of the complementary measurement-evaluation tools is self-assessment (**introduction move**). In this*

context, the purpose of the research is to examine self-assessment practices in secondary school Turkish textbooks (**purpose move**). The research was carried out with basic qualitative research, one of the qualitative research methods. The study materials of the research consist of secondary school Turkish textbooks that have been in practice since the 2019-2020 academic year. The data of the research was collected by examining the activities in the textbooks and the end-of-theme measurement-evaluation questions. The data of the research were analyzed with the descriptive analysis technique. The textbooks were transferred to the MAXQDA 20 qualitative data analysis program and the analyzes were carried out through the program (**method move**). The research concluded that self-assessment practices are included very little in secondary school Turkish textbooks, not at the 6th grade level, self-assessment practices for speaking and writing skills are included, but self-assessment practices for reading and listening/watching skills are not included outside the 5th grade. has been achieved (**product move**). Based on these results, suggestions have been developed to include self-assessment practices in every grade level textbook, to include self-assessment practices related to text-related achievements at the end of each text, and to use self-assessment practices more frequently in Turkish teaching (**conclusion move**).

Although all the moves are included in one of the measurement and evaluation abstracts in education, these moves are not included in the abstract in order. The order of the moves is Purpose-Introduction-Method-Product-Conclusion. (e.g. *Bu araştırma kültürel spor ahlaki bilinci kazanma amacına erişim düzeyini ölçen geçerli ve güvenilir bir ölçek geliştirmeyi hedeflemektedir* (**purpose move**). *Sporun icra edildiği ortamlar bir bakıma bireylerin aldıkları ahlak eğitiminin uygulama alanıdır. Ayrıca spor, bireylerin kötü alışkanlıklardan uzaklaşmasının bir yoludur. Bu bakımdan sporla ilgilenen herkese hitap eden, Türk kültürüne özgü bir ölçeğin geliştirilmesini amaçlayan bu araştırma kültürel ve eğitimsel bir ihtiyacı karşılamaktadır* (**introduction move**). *Çalışmada karma yöntem desenlerinden keşfedici sıralı desen kullanılmıştır. Araştırmada çalışma grubu Sivas ilinde ortaokul ve lise düzeyinde öğrenim gören öğrencilerdir. Çalışmada uygun örnekleme yoluyla açımlayıcı faktör analizi ve güvenilirlik analizi için 334, doğrulayıcı faktör analizi için 306 öğrenciye ulaşılmıştır. Çalışma grubundan elde edilen veriler SPSS 23 paket programı aracılığıyla analiz edilmiştir* (**method move**). *Çalışma sonucunda 16 madde ve iki boyuttan oluşan bir ölçek geliştirilmiştir. Ölçeğin Cronbach Alfa değeri .88, iki yarı güvenilirliği .77'dir. Doğrulayıcı faktör analizi sonucunda ortaya çıkan modelin uyum indeksleri $\chi^2/sd=2.393$, $RMSEA=.065$, $RMR=.028$, $SRMR=.047$, $NFI=.901$, $GFI=.915$, $AGFI=.886$, $CFI=.940$, $TLI=.928$, $IFI=.940$ şeklindedir* (**product move**). *Bu sonuçlar geliştirilen ölçeğin geçerli ve güvenilir olduğunu göstermektedir* (**conclusion move**.) (ME4)-

This research aims to develop a valid and reliable scale that measures the level of access to the purpose of gaining cultural sports ethics awareness (**purpose move**). *The environments where sports are performed are, in a way, the application area of the moral education that individuals receive. In addition, sports are a way for individuals to get away from bad habits. In this respect, this research, which aims to develop a scale specific to Turkish culture that appeals to everyone interested in sports, meets a cultural and educational need* (**introduction move**). *In the study, exploratory sequential design, one of the mixed method designs, was used. The study group consists of students studying at secondary and high school levels in the province of Sivas. In the study, 334 students were reached for exploratory factor analysis and reliability analysis through convenient sampling, and 306 students*

were reached for confirmatory factor analysis. The data obtained from the study group were analyzed using the SPSS 23 package program (**method move**). As a result of the study, a scale consisting of 16 items and two dimensions was developed. The Cronbach Alpha value of the scale is .88, and the split-half reliability is .77. The fit indices of the model resulting from the confirmatory factor analysis are $\chi^2/sd=2.393$, $RMSEA=.065$, $RMR=.028$, $SRMR=.047$, $NFI=901$, $GFI=.915$, $AGFI=.886$, $CFI=.940$, $TLI=.928$, $IFI=.940$ (product move). These results show that the developed scale is valid and reliable (**conclusion move**)).

Purpose-Method-Product-Conclusion pattern was used twenty-three times, all in biology and measurement and evaluation abstracts, and one in linguistics abstracts.

Below, there is an example written in biology.

(9)

Amaç: *Helicobacter pylori* insan mide mukozasına yerleşen ve dünyadaki insanların yarısını etkilediği bilinen bir bakteridir. Peptik ülser, mide adenokarsinomu ve mukoza ilişkili lenfoid doku (MALT) lenfomalarında etken olarak tanımlanmaktadır. Ancak, bakterinin doğal konağı ve rezervuarı kesin olarak bilinmemektedir. Bulaşmasında fekal-oral, oral-oral, gastro-oral yolların etkili olduğu; kontamine besin ve suyun bu yollara kaynak olabileceği ileri sürülmektedir (present tense). Bakterinin virülansında önemli rol oynayan uyum kabiliyeti ve biyofilm oluşturma özelliği su ile bulaşmasına yönelik çalışmaların temelini oluşturmuştur. Bununla ilişkili olarak birçok çalışmada bakteri DNA'sı içme sularında, yüzey sularında, yeraltı sularında ve atık sularda saptanmıştır. Bu ön çalışmada içme suyu örneklerinde *H. pylori* DNA'sının araştırılması amaçlanmıştır.

Yöntem: Farklı markalara ait 35 içme suyu (500 mL'lik) Mart-Haziran 2019'da İstanbul çevresinden toplanmıştır. İncelenen su örneklerinin pH aralıklarının alkali pH'ya yakın (pH:6,6 - 8,45 aralığında) olduğu görülmüştür. Su örnekleri 0,22 µM por çaplı membran filtrelerde süzülüş ardından her bir filtre içeren Beyin Kalp İnfüzyon sıvı besiyerinde (BKI)'da oda sıcaklığında 30 dakika bekletilmiş ve filtrelerin bulunduğu besiyerleri soğutmali santrifüjde (+4 °C) çevrilmiştir. Daha sonra besiyerlerinden DNA izolasyonu yapılmıştır. Bakterinin ureC (glmM) geni Polimeraz Zincir Reaksiyonu (PZR) ile çoğaltılmış ve ürünler %1,5'lük agaroz jel elektroforezinde görüntülenmiştir.

Bulgular: Bu çalışmada incelenen su örneklerinde *H. pylori* DNA'sı saptanmamıştır.

Sonuç: Bu ön çalışmanın sonuçları, bu coğrafyada içme sularının *H. pylori* bulaşmasında rolü olmadığını düşündürmüştür. Ancak bu çalışmada incelenen örnek sayısının az olması ve sadece 500 mL'lik ambalajda satılan şişelerin değerlendirilmiş olmasından dolayı daha geniş kapsamlı çalışmaların yapılması önemlidir. Bu nedenle 19L'lik olarak şişelenmiş damacana suları, musluk suları ve çeşitli su tankları gibi su kaynaklarının incelenmesi, bakterinin bulaşmasında suyun rolünün anlaşılması için yararlı olabilir. (B30)

Purpose: *Helicobacter pylori* is a bacterium that settles in the human gastric mucosa and is known to affect half of the people in the world. It is identified as a causative agent in peptic ulcer, gastric adenocarcinoma and mucosa-associated lymphoid tissue (MALT) lymphomas. However, the natural host and reservoir of the bacterium are not known with certainty. Fecal-oral, oral-oral and gastro-oral routes are effective in transmission; It is suggested that contaminated food and water may be a source of these pathways (present tense). The adaptability and biofilm formation properties of the bacterium, which play an important role in its virulence, have formed the basis of studies on water contamination. Related to this, bacterial DNA has been detected in drinking water, surface water, groundwater and wastewater in many studies. This preliminary study aimed to investigate *H. pylori* DNA in drinking water samples.

Method: 35 drinking water bottles (500 mL) of different brands were collected from around Istanbul in March-June 2019. It was observed that the pH ranges of the water samples examined were close to alkaline pH (pH: 6.6 - 8.45). Water samples were filtered through membrane filters with 0.22 µM pore diameter, then they were kept in the Brain Heart Infusion broth (BKI) containing each filter at room temperature for 30 minutes, and the media containing the filters were rotated in a refrigerated centrifuge (+4 °C). Then, DNA was isolated from the media. The *ureC* (*glmM*) gene of the bacteria was amplified by Polymerase Chain Reaction (PCR) and the products were visualized in 1.5% agarose gel electrophoresis.

Results: *H. pylori* DNA was not detected in the water samples examined in this study.

Conclusion: The results of this preliminary study suggest that drinking water does not play a role in *H. pylori* transmission in this geography. However, since the number of samples examined in this study was small and only bottles sold in 500 mL packages were evaluated, it is important to conduct more comprehensive studies. Therefore, examining water sources such as 19L bottled water, tap water and various water tanks may be useful to understand the role of water in the transmission of bacteria.

Below is an example of measurement and evaluation in education abstracts.

(10)

Bu çalışmada Türk dili ve edebiyatı öğretmenlerinin ölçme ve değerlendirmeye yönelik yeterliklerini ölçmek amacıyla güvenilir ve geçerli bir yeterlik ölçeği geliştirmek amaçlanmıştır (purpose move). Bu çerçevede ilgili literatür incelenip 40 madde ile madde havuzu oluşturulmuştur. Hazırlanmış olan taslak ölçek formu, 5 ölçme değerlendirme ve 3 dil uzmanının görüşlerine sunulurarak gerekli düzeltmeler yapılmıştır. Sonrasında ise 35 maddelik taslak ölçek formu oluşturulmuştur. Taslak ölçek formu 2018- 2019 eğitim öğretim yılında Afyon, Ağrı, Artvin, Balıkesir, Bayburt, Bingöl, Elazığ, Erzurum, Gaziantep, Hatay, Kahramanmaraş, Kütahya, Samsun, Sivas, Trabzon, Van, Yalova orta öğretim kurumlarında görev yapan 225 Türk dili ve edebiyatı öğretmenine uygulanmıştır. Ölçeğin faktör yapısını belirlemek amacıyla açımlayıcı ve doğrulayıcı faktör analizi yapılmıştır (method move). Açımlayıcı faktör analizi sonuçlarına göre

ölçek; 20 maddeden oluşan, %58.814 toplam varyansa sahip ve 3 faktör altında toplanan bir yapı göstermiştir. Faktör yük değerlerinin ise .563 ile .811 arasında değiştiği görülmüştür. Ölçeğin model uyumunun da iyi düzeyde olduğu sonucuna varılmıştır ($X^2=341.61$, $sd=164$, $p=.00$, $X^2/sd= 2.07$, $RMSEA= .069$, $SRMR= .050$, $RMR= .034$, $NFI= .96$, $NNFI= .97$, $CFI= .98$, $IFI= .98$, $RFI= .95$, $GFI= .87$) (**product move**). Araştırmadan elde edilen bulgular doğrultusunda, "Türk Dili ve Edebiyatı Öğretmenleri Ölçme Değerlendirme Yeterlik Ölçeği"nin Türk dili ve edebiyatı öğretmenlerinin ölçme değerlendirme yeterliklerini ölçmede güvenilirliği ve geçerliği olan bir ölçme aracı olduğu ifade edilebilir (**conclusion move**). (ME29)

*In this study, it was aimed to develop a reliable and valid competency scale to measure the competencies of Turkish language and literature teachers regarding measurement and evaluation (**purpose move**). In this context, the relevant literature was examined and an item pool was created with 40 items. The prepared draft scale form was presented to the opinions of 5 assessment and evaluation experts and 3 language experts and necessary corrections were made. Afterwards, a draft scale form with 35 items was created. The draft scale form was used for 225 Turkish language teachers working in secondary education institutions in Afyon, Ağrı, Artvin, Balıkesir, Bayburt, Bingöl, Elazığ, Erzurum, Gaziantep, Hatay, Kahramanmaraş, Kütahya, Samsun, Sivas, Trabzon, Van, Yalova in the 2018-2019 academic year. and was applied to the literature teacher. Exploratory and confirmatory factor analysis was conducted to determine the factor structure of the scale (**method move**). According to the results of exploratory factor analysis, the scale; It showed a structure consisting of 20 items, with a total variance of 58.814% and collected under 3 factors. It was observed that factor load values varied between .563 and .811. It was concluded that the model fit of the scale was good ($X^2=341.61$, $df=164$, $p=.00$, $X^2/df= 2.07$, $RMSEA= .069$, $SRMR= .050$, $RMR= .034$, $NFI= .96$, $NNFI= .97$, $CFI= .98$, $IFI= .98$, $RFI= .95$, $GFI= .87$) (**product move**). In line with the findings obtained from the research, it can be stated that the "Turkish Language and Literature Teachers Assessment and Evaluation Competency Scale" is a reliable and valid measurement tool in measuring the assessment and evaluation competencies of Turkish language and literature teachers (**conclusion move**).*

Purpose-Method-Product is one of the move structures that form a pattern by being used a total of eleven times, nine of which are in measurement and evaluation and two in linguistics.

Below there is an example from measurement and evaluation in education.

(11)

*Bu araştırmanın amacı, Türkçe Yeterlik Sınavı'nı (TYS) uluslararası alanda uygulanan dil yeterlik sınavlarıyla ölçme ve değerlendirme ölçütleri açısından karşılaştırıp TYS'nin niteliksel görünümünü tespit etmektir (**purpose move**). Araştırmanın veri kaynağını Yunus Emre Enstitüsü tarafından yapılan Türkçe Yeterlik Sınavı (TYS) ve uluslararası alanda yapılan ve sınav sonuçları ÖSYM'nin*

eşdeğerlik tablosunda yer alan dil yeterlik sınavları (İngilizce için CPE, CAE, TOEFL iBT, PTE Akademik; Almanca için TestDaF, DSD II, telc Deutsch ve Goethe-Zertifikat; Fransızca için DELF & DALF, İspanyolca için DELE, İtalyanca için CELI, Rusça için TORFL) oluşturmaktadır. TYS ile uluslararası geçerliğe sahip dil yeterlik sınavlarına ait örnek sınavların içeriklerine ait dokümanlar, bilgi ve belgeler bu araştırmanın veri kaynağı olarak içerik analizi tekniğiyle incelemeye tabi tutulmuştur (**method move**). Sınavların ölçme-değerlendirme ölçütlerindeki farklılıklara ilişkin bulgularda, TYS'nin 100 puan üzerinden değerlendirilen sınavlarla benzer bir değerlendirme sürecine tabi tutulduğu, TYS'de ve çoğu sınavda toplam puanın becerilere eşit oranda dağıtıldığı belirlenmiştir. Alınan puanların denk geldiği sertifika seviyesi puan aralıklarının ise çoğu sınavda birbirinden farklı olduğu saptanmıştır (**product move**). (ME21)

*The purpose of this research is to compare the Turkish Proficiency Exam (TPE) with internationally administered language proficiency exams in terms of measurement and evaluation criteria and to determine the qualitative view of the TPE (**purpose move**). The data source of the research is the Turkish Proficiency Exam (TPE) conducted by Yunus Emre Institute and the language proficiency exams held internationally and whose exam results are included in the equivalence table of ÖSYM (CPE, CAE, TOEFL iBT, PTE Academic for English; TestDaF, DSD II for German). , telc Deutsch and Goethe-Zertifikat; DELF & DALF for French, DELE for Spanish, CELI for Italian, TORFL for Russian). Documents, information and documents regarding the contents of sample exams of TYS and internationally valid language proficiency exams were examined with the content analysis technique (**method move**) as the data source of this research. In the findings regarding the differences in the measurement-evaluation criteria of the exams, it was determined that the TYS was subjected to a similar evaluation process with the exams evaluated over 100 points, and the total score in the TYS and most exams was distributed equally to the skills. It has been determined that the certification level score ranges that correspond to the scores obtained are different from each other in most exams (**product move**).*

The following example is written in linguistics.

(12)

*Bu çalışma, Peyami Safa'nın Cingöz'ün Esrarı (1925) başlıklı eserini psikanalitik-dilbilimsel açıdan incelemeyi hedefler (**purpose move**). Birbirine benzer olaylardan oluşan romanda, çekirdek bir yapıya ulaşmak ve bununla ilgili kapsayıcı değerlendirmelere ulaşmak mümkündür. Bunun için Jacques Lacan'ın psikanalitik-dilbilimsel teorisi dışında Siegfried Kracauer ve Slavoj Žižek'in görüşlerinden de yararlanılmıştır. Romandaki boşluklar Lacan'ın "eksiklik" kavramıyla açıklanmış ve bu "eksiklik" in fantezi nesnesi sorgulanmıştır. Romanda ideolojik alanlar (katmanlar), Kracauer ve Lacan teorilerinden hareketle irdelenmiş, polisin ve suçlunun yöntemlerinde gösterenin ne şekilde kullanıldığı (eğre tileme-düzdeğişmece) tespit edilmiştir (**method move**). Böylece çalışma, daha önce yapılmış çalışmalardan farklı olarak, özde Cingöz'ün Esrarı, genelde diğer Cingöz Recai serisi için genel bir çerçeve çizerek bunlar için psikanalitik-dilbilimsel bir yöntem önermiştir. Romanda Cingöz Recai, olay örgüsünde (gösteren zincirinde) boşluklar/eksiklikler yaratırken Komiser Mehmet Rıza*

*bunları doldurmak için iz sürer. Romanın sonuna kadar Cingöz'ün "yanılmazlığı" ile yeniden yazılan bir metin göze çarpar. "Eksiklik" her defasında Cingöz tarafından geri dönüşlü olarak doldurulur. Cingöz hırsızlık yapmadan komiser de iz sürmeden duramaz. Bununla birlikte roman kişilerinin simgesel alanla ilişkisi farklıdır. Mehmet Rıza, mevcut düzenin devamlılığını sağlamaya çalışırken Cingöz, düzen eleştirisi yapar. Dolayısıyla ikisinin fantezi nesnesi farklıdır ve ikisi, farklı simgesel alanları fakat aynı katmanları temsil eder. Cingöz'ün Esrarı'nda Mehmet Rıza'nın ve Cingöz Recai'nin kişiliğinde ortaya çıkan, akla dayalı bir katman vardır. Cingöz'ün ve komiserin aldığı eğitimler ya da kullandığı yöntemler medeni ve rasyonelleşmiş dünyaya aittir. Ancak roman karakterlerinin kullandıkları yöntemi, işlev bakımından birbirinden ayrılır. Cingöz Recai, gösterenlerin benzerliklerini dolayısıyla dizisel ilişkiyi, komiser gösterenlerin parça-bütün ilişkisini dolayısıyla dizimsel ilişkiyi kullanır. Çalışmada, suçlu ve polis arasındaki bu farklılıklar dilbilimsel açıdan anlamlandırılmış, bunlarla ilgili kapsayıcı sonuçlara ulaşılmıştır (**product move**). (L14)*

*This study aims to examine Peyami Safa's work titled *Mystery of Cingöz* (1925) from a psychoanalytical-linguistic perspective (**purpose move**). In the novel, which consists of similar events, it is possible to reach a core structure and comprehensive evaluations about it. For this purpose, in addition to Jacques Lacan's psychoanalytical-linguistic theory, the views of Siegfried Kracauer and Slavoj Žižek were also used. The gaps in the novel are explained with Lacan's concept of "lack" and the fantasy object of this "lack" is questioned. In the novel, ideological areas (layers) were examined based on the theories of Kracauer and Lacan, and how the signifier was used (metaphorical) in the methods of the police and the criminal was determined (**method move**). Thus, unlike previous studies, the study draws a general framework for *Mystery of Cingöz* in particular and the other *Cingöz Recai* series in general, and proposes a psychoanalytical-linguistic method for them. In the novel, while *Cingöz Recai* creates gaps/deficiencies in the plot (signifier chain), Commissioner Mehmet Rıza follows suit to fill them. Until the end of the novel, a text rewritten with *Cingöz's* "infallibility" stands out. The "lack" is filled reversibly by *Cingöz* each time. *Cingöz* can't stop stealing and the commissioner can't help but track him down. However, the relationship between the characters of the novel and the symbolic field is different. While Mehmet Rıza tries to ensure the continuity of the existing order, *Cingöz* criticizes the order. Therefore, the fantasy object of the two is different and the two represent different symbolic fields but the same layers. In *The Mystery of Cingöz*, there is a layer based on reason that emerges in the personalities of Mehmet Rıza and *Cingöz Recai*. The training *Cingöz* and the commissioner received or the methods they used belong to the civilized and rationalized world. However, the methods used by the characters in the novel differ from each other in terms of function. *Cingöz Recai* uses the serial relationship due to the similarities of the signifiers, and uses the syntagmatic relationship due to the part-whole relationship of the commissary signifiers. In the study, these differences between the criminal and the police were interpreted linguistically and comprehensive conclusions were reached about them (**product move**).*

The Introduction pattern is used eleven times in total, nine in linguistics and one in biology and measurement and evaluation abstracts.

Below is an example written in biology.

(13)

*Biyolojik çeşitlilik çevre sorunlarının önemli bileşenlerinden biridir, fakat son birkaç on yılda görülen biyolojik çeşitlilikteki dramatik azalma insanlığın geleceğini tehdit eder duruma gelmiştir. Bu bağlamda, çevre sorunlarının kavşak noktasında, kilit öneme sahip bir sorun olan biyolojik çeşitlilik kaybı, bu çalışmada diğer sorunlarla ilişkisi bağlamında, fakat özellikle bir sağlık sorunu olarak ele alınacaktır (**introduction move**). Geleneksel toplumlarda bitki ve hayvan türleri doğrudan ve dolaylı insan sağlığı için önemli hizmetlerde bulunmuştur. Bugün de modern tıbbi araştırmalar ve eczacılık sektörü için büyük imkanlar sunan biyolojik çeşitlilik gelecekte de tıp ve sağlık alanının ana unsurlarından biri olacaktır. Bu nedenle biyolojik çeşitlilik bir tıp ve sağlık sorunu, dolayısıyla insanoğlunun varoluş soru olarak ele alınarak analiz edilecektir (**introduction move**). Bu çalışmada, biyolojik çeşitliliğin alt alanlarında yapılan monografik araştırmalar ve raporların bulguları üzerinden biyolojik çeşitlilik ve sağlık sorunu arasındaki ilişkiler saptanmaya, biyolojik çeşitlilik kaybının insan sağlığı alanında yaratacağı muhtemel sonuçlar belirlenmeye çalışılacaktır (**introduction move**). (B7)*

*Biological diversity is one of the important components of environmental problems, but the dramatic decrease in biodiversity seen in the last few decades has become a threat to the future of humanity. In this context, biodiversity loss, which is a key problem at the crossroads of environmental problems, will be discussed in this study in the context of its relationship with other problems, but especially as a health problem (**introduction move**). In traditional societies, plant and animal species have provided important services for human health, directly and indirectly. Biodiversity, which today offers great opportunities for modern medical research and the pharmaceutical industry, will be one of the main elements of the field of medicine and health in the future. For this reason, biodiversity will be analyzed as a medical and health problem, and therefore as a question of human existence (**introduction move**). In this study, we will try to determine the relationships between biodiversity and health problems through the findings of monographic research and reports conducted in the sub-fields of biodiversity, and to determine the possible consequences of biodiversity loss in the field of human health (**introduction move**).*

The following example belongs to linguistics.

(14)

İnsan, duygu ve düşüncelerini dile getirebildiği gibi, çeşitli davranış biçimleriyle de ifade edebilir. Bu durum, dilbilimsel (linguistik) ve kültürel semiotiğin birlikte incelenmesi gerektiğini ortaya koyar. Dilin dilbilimsel yapısı ile kültürü arasında karşılıklı bir belirleme ilişkisi vardır. Bu nedenle bize yabancı bir dili konuşan bir insanın jestlerini, mimiklerini de anlamayız. Semiotiğin iki ana bölümü olan sözdizim (sentaks) ile anlambilim (semantik) arasında da bağıntı vardır. Ancak bu bağıntı, her dilde aynı değildir. Bu da bütün diller için geçerli bir anlam kuramının

olamayacağını gösterir. Ben bu makalede, Türkçedeki bu bağıntı durumunu göz önüne alarak dil felsefesi açısından, özellikle anlamın belirlenmesi konusunda bazı yeni öneriler sunuyorum (**introduction move**). (L6)

*A person can express his feelings and thoughts through various forms of behavior as well as expressing them. This situation reveals that linguistic and cultural semiotics should be examined together. There is a mutual determination relationship between the linguistic structure of the language and its culture. For this reason, we cannot understand the gestures and facial expressions of a person speaking a foreign language. There is also a relationship between the two main parts of semiotics, syntax and semantics. However, this relationship is not the same in every language. This shows that there cannot be a theory of meaning valid for all languages. In this article, taking into account this relationship situation in Turkish, I offer some new suggestions in terms of philosophy of language, especially on the determination of meaning (**introduction move**).*

Example (15) presents measurement and evaluation in education.

(15)

*Ölçme ve değerlendirme eğitim-öğretim sisteminin en önemli parçalarından birisidir. Verilen eğitimin, kazandırılmak istenen davranışın ne derecede etkili olduğunu görmek için sağlıklı bir ölçme ve değerlendirme yapılmalıdır. Bu yöntem yalnızca öğrenciler değil; aynı zamanda öğretim elemanları ve öğretim araçları için de bir ölçme-değerlendirme mekanizmasıdır. Bu doğrultuda daha avantajlı olması nedeniyle en çok tercih edilen ölçme ve değerlendirme aracının çoktan seçmeli testler olduğu söylenebilir. Değerlendirmede kişisel görüşlere yer verilmeden tamamen objektif davranabilmesi bu aracın en önemli özelliğidir. Soru kökü ve seçeneklerin dikkatli ve kapsamlı hazırlanmasıyla bu testin tek dezavantajı olan şans faktörü de en aza indirilebilir. Çoktan seçmeli testlerin objektifliğini en üst seviyeye taşıyan faktörlerden biri de gramer sorularıdır. Ölçülmek istenen bilginin kapsamının net bir şekilde bilinmesi ve yoruma kapalı olması nedeniyle, gramer konuları çoktan seçmeli testlerle sağlıklı bir şekilde ölçülebilir. Gramer dışındaki konularda doğrudan bilgi sorusu sorulduğunda öğrenci ezberlemişse cevabı doğrudan bulma olasılığı yüksektir. Bununla birlikte, yoruma kapalı bir soru hazırlayıp öğrencilerin analitik düşünceleri istendiğinde gramer sorularının daha uygun olduğu görülecektir. Ölçülen kelimenin cümlede birden fazla görev üstlendiği durumlarda sorunun ayırt ediciliği daha da artacaktır. Bu çalışmada gramer alanında hazırlanacak çoktan seçmeli testlerle ilgili bir algoritma modeli sunulmuş; Arapça gramer konularından isim cümlesinin çoktan seçmeli test üzerinden ölçme ve değerlendirilmesi üzerine bir değerlendirme yapılmıştır (**introduction move**). (ME24)*

Measurement and evaluation is one of the most important parts of the education system. A healthy measurement and evaluation should be made to see how effective the training given and the desired behavior are. This method is not only for students, it is also a measurement-evaluation mechanism for faculty members and teaching tools. In this regard, it can be said that the most preferred measurement and evaluation tool is multiple choice tests because they are more advantageous. The most important feature of this tool is that it can be completely objective

without including personal opinions in the evaluation. By carefully and comprehensively preparing the question stem and options, the luck factor, which is the only disadvantage of this test, can be minimized. One of the factors that maximize the objectivity of multiple choice tests is grammar questions. Since the scope of the information to be measured is clearly known and is open to interpretation, grammatical topics can be measured accurately with multiple-choice tests. When asked a direct knowledge question on subjects other than grammar, the student is likely to find the answer directly if he has memorized it. However, when you prepare a question that is closed to interpretation and ask students to think analytically, it will be seen that grammatical questions are more appropriate. In cases where the measured word has more than one function in the sentence, the distinctiveness of the question will increase even more. In this study, an algorithm model for multiple choice tests to be prepared in the field of grammar is presented; An evaluation was made on the measurement and evaluation of the noun phrase, one of the Arabic grammar subjects, through a multiple-choice test (introduction move).

One of the abstracts for linguistics stands out for not having any moves that satisfy the move criteria in Hyland's model.

Example (16) is taken from the linguistics abstract.

(16)

Her iş alanının kendi içerisinde kullandığı hatta bazen sadece o meslek dalıyla ilgilenenlerin anladığı bir dil oluşur. Çağdaş dilbilimsel araştırmaların önemli konularından birisi dilsel kimlik. Dilsel kimlik; bir metni oluşturan kişinin dünya algısı, kültürel değer dünyası, töreleri, beğeni ve korkularını yansıtırken bir çözümleme yöntemi olarak yazınbilim başta olmak üzere bilimsel faaliyetlerde giderek önem kazanan bir yaklaşıma dönüşmektedir. Artan bu önemi nedeniyle yoğunlaşan araştırmalar sonucunda Rus dilbilimsel ekolde mesleki dilsel kimlik başlığı altında daha dar bir kavram ortaya çıkmıştır. Mesleki dilsel kimlik günlük hayatımızın bir parçası olarak zaman içerisinde bizi etkileyerek konuşma dilimize, kullandığımız kelimelere yansır. Nispeten yeni bir alt kavram olarak doğsa da Rus araştırmacılar tarafından dilsel kimlik kuramları temelinde incelenen bir araştırma konusu haline gelmiştir. Tüm bilimsel eksikliklerine karşın bugüne kadar Rus dilbilimciler tarafından ortaya konulan kavramsal ve kuramsal temellerine dayanarak konuyu somutlaştırmak ve pekiştirmek için yazınbilim çözümleme yöntemine başvurmak olasıdır. Bu kapsamda Rus yazar Nikolay Gogol tarafından kaleme alınan ünlü “Palto” öyküsü içerisinde geçen memurluk ve terzi uğraşlarına dair tümceler mesleki dilsel kimlik örneği sunmaları bakımından incelenmeye uygun olup, yapının anlatım biçimi yönünden zenginliğine işaret etmektedir. Yaratılan memur karakteriyle “küçük insan” kavramının muhteşem bir şekilde işlendiği bu eser mesleki dilsel kimlik kavramının gözlemlenmesi açısından örnek teşkil etmektedir (no move). (L3)

There is a language that each business field uses within itself, and sometimes only understands those who are interested in that profession. One of the important

topics of contemporary linguistic research is linguistic identity. Linguistic identity; While reflecting the world perception, cultural values, customs, tastes and fears of the person who created a text, it is becoming an increasingly important approach in scientific activities, especially in literary studies, as an analysis method. As a result of intensive research due to this increasing importance, a narrower concept under the title of professional linguistic identity has emerged in the Russian linguistic school. Professional linguistic identity affects us over time as a part of our daily lives and is reflected in our spoken language and the words we use. Although it emerged as a relatively new subconcept, it has become a research topic examined by Russian researchers on the basis of linguistic identity theories. Despite all its scientific shortcomings, it is possible to resort to the literary analysis method to concretize and consolidate the subject, based on the conceptual and theoretical foundations put forward by Russian linguists to date. In this context, the sentences about civil servant and tailor occupations in the famous story "The Overcoat" written by the Russian writer Nikolay Gogol are suitable for examination as they present an example of professional linguistic identity and point to the richness of the work in terms of narrative style. This work, in which the concept of "little person" is handled magnificently with the civil servant character, serves as an example for observing the concept of professional linguistic identity (*no move*).

To determine whether the moves in each abstract are in order or not, all of the missing moves in Tables 8, 9, and 10 were carefully examined. For this study, there were only seven RA abstracts that included every move, and they were arranged in digest form with a rhetorical move sequence. (The articles named: 1. *Türk kızılağacı (Alnus orientalis Decne.)'nın tohum özellikleri*, 2. *Giresun Pazarlarında Satışa Sunulan Peynir Örneklerinden Enterococcus faecalis izolasyonu, Moleküler Tanımlanması ve Antibiyotik Duyarlılıklarının Araştırılması*, 3. *Şanlıurfa İlindeki İshalli Buzağılarda Bovine Coronavirus Varlığının ELISA Yöntemi ile Araştırılması- **biology***. 1. *Adli Bilimlerde Ses Kayıtları Üzerinde Manipülasyon İncelemesi*, 2. *Çeviri Odaklı Derlemlerin Metin Türü Tabanlı Bir Modelle Yeniden Kavramsallaştırılması- **linguistics***. 1. *Eğitimde Kültürel Spor Ahlakı Bilinci Kazanma Amacına Erişim Düzeyi Ölçeği: Geçerlik Güvenirlik Çalışması*, 2. *Türkçe Öğretiminde Öz Değerlendirme Uygulamaları- **measurement and evaluation***). Conversely, abstracts without rhetorical moves and sequential organization were arranged as abstracts with missing moves.

The example below is taken from biology abstracts.

(17)

Amaç: Bu çalışma, tuzlu koşullar altında mikoriza (*Glomus fasciculatum*) uygulamasının kopya tipi biber (*Capsicum annuum L. cv Aydemir F1*) fidelerinde bitki gelişimi, bazı fizyolojik özellikler (yaprak oransal su içeriği, membran geçirgenliği, prolin, klorofil ve karetenoid içeriği) ve yapraklardaki antioksidatif enzim aktiviteleri (superoksit dismutaz-SOD, katalaz-CAT, peroksidaz-POX) üzerine etkisini belirlemek amacıyla iklim kabininde yürütülmüştür.

Materyal ve Metot: Denemede fideler 1.0 litrelik toprak doldurulmuş saksılara dikilmiş, fide şaşırtması ile beraber mikoriza uygulaması yapılmış ve fidelere

dikimden 10 gün sonra 50 mM NaCl uygulanmıştır. NaCl uygulamasından 40 gün sonra köklerdeki mikoriza kolonizasyon oranı, bitki gelişimi, bazı fizyolojik özellikler ve yapraklardaki antioksidatif enzim aktiviteleri incelenmiştir.

Bulgular: 50 mM tuz seviyesi kontrol uygulamasına göre incelenen tüm parametreleri olumsuz etkilemiştir. Tuz uygulanan parsellerde, mikoriza uygulaması bitki gelişimini, yaprak oransal su içeriğini, fotosentetik pigment korunumunu artırmış, prolin miktarını azatmıştır. Tuz ve mikoriza uygulanan bitkilerde antioksidatif enzim aktivitesi sadece tuz uygulanan bitkilerle karşılaştırıldığında azalmıştır. Bu etkiler saksı başına 2 g mikoriza dozunda (TM2) saksı başına 1 g dozuna (TM1) göre daha belirgindir.

Sonuç: Orta tuzlu koşullar altında kapyra tipi biber yetiştiriciliğinde *Glomus fasciculatum* cinsi mikoriza uygulaması tuz zararının etkilerini hafifletmede iyi bir alternatif olabilir. **(B15)**

Purpose: This study investigated the effects of mycorrhiza (*Glomus fasciculatum*) application on capia type pepper (*Capsicum annum L. cv Aydemir F1*) seedlings under saline conditions, some physiological characteristics (leaf relative water content, membrane permeability, proline, chlorophyll and carotenoid content) and It was carried out in a climate chamber (purpose move) to determine its effect on antioxidative enzyme activities (superoxide dismutase-SOD, catalase-CAT, peroxidase-POX) in the leaves (**purpose move**).

Materials and Methods: In the experiment, seedlings were planted in 1.0 liter pots filled with soil, mycorrhiza was applied along with seedling transplantation, and 50 mM NaCl was applied to the seedlings 10 days after planting. 40 days after NaCl application, the mycorrhizal colonization rate in the roots, plant development, some physiological characteristics and antioxidative enzyme activities in the leaves were examined (**method move**).

Results: 50 mM salt level negatively affected all parameters examined compared to the control application. In plots where salt was applied, mycorrhiza application increased plant growth, leaf relative water content, photosynthetic pigment preservation and decreased the amount of proline. Antioxidative enzyme activity in plants treated with salt and mycorrhiza decreased compared to plants treated with salt only. These effects are more pronounced at a dose of 2 g mycorrhiza per pot (TM2) than at a dose of 1 g per pot (TM1) (**product move**).

Conclusion: Application of mycorrhiza of the *Glomus fasciculatum* genus in capia type pepper cultivation under moderately salty conditions may be a good alternative to alleviate the effects of salt damage (**conclusion move**).

In this abstract from biology, the Introduction move is missing.

According to the study's findings, the majority of abstract writers omit one or more rhetorical moves. This conclusion is reached in spite of the fact that abstract writing frequently employs the rhetorical moves noted by Hyland (2000). The majority of writers appear to ignore the Introduction move.

Regarding the results of the sequential structural analysis of rhetorical moves, the most notable conclusion is consistent with the results of the study of Introduction moves. Purpose-Method-Product-Conclusion is the most common move structure sequence (22 out of 90). There appears to be variation in the pattern of missing moves, with a minimum of one and a maximum of four missing moves. (e.g., *Bu çalışma, çeviribilimin kuramsal ve tarihsel gelişimine dair bir felsefe oluşturmayı amaçlayarak, bilgisayarın ilerlemesi ve dilbilimsel kuramların bu disiplini nasıl etkilediğini araştırmaktadır. Modern dilbilimin çeviribilim üzerindeki etkisini tartışmakta ve çeviribilimin nasıl kendi başına ayakta duran bir bilimsel disiplin olarak teorik ve metodolojik soruşturmalar yürüttüğünü irdelemektedir. Çalışma, hermeneutik ile çeviribilim arasındaki yakın ilişkiyi vurgulamakta ve metinlerin anlaşılmasında ve çevrilmesinde yorumun kritik rolünü tartışmaktadır. G. Frege tarafından ortaya atılan anlam ve gönderim ayrımı, çeviribilimde dil içi anlamla (mana) ve dilsel olmayan nesneye dilin atıfta bulunması (gönderim) arasındaki ayrımı belirlemede önemli sonuçlara sahiptir. Ayrıca, çalışma W.V.O. Quine'in çeviri belirsizliği, L. Wittgenstein'in aslan analogisi ve H.-G. Gadamer'in anlamayı etkileyen gelenek kavramlarına değinmektedir. Söz konusu düşünceler çevirinin karmaşık sürecine ışık tutmaktadır. Çevirinin çok dilli ve çok yönlü doğasını kabul eden çalışma, felsefeden, bilimden ve çeviribilimden gelen içgörülerini birleştiren disiplinler arası bir yaklaşımı savunmaktadır. Çalışma, dilin, kültürün, bilişin ve yorumun özniteliklerini derinlemesine düşünen bir çeviribilim felsefesi oluşturma çağrısı yapmaktadır. Çalışma ayrıca, çeviriyi yalnızca bir aktarım olarak değil, kültürel ve kavramsal ayrımlar arasında köprü kuran inceleklilikli bir eylem olarak ele almaktadır. Sonuç olarak, çeviribilimin küresel iletişime katkıda bulunan ve kültürler arası anlayışı teşvik eden dinamik bir alan olarak tanınmasını savunmaktadır. Akademik disiplin içinde devam eden tartışmalara ve değişimlere dair içgörü sağlanmakta ve kapsamlı bir felsefi çerçeveye duyulan ihtiyaç vurgulanmaktadır. (L2) -This study aims to develop a philosophy of the theoretical and historical development of translation studies, investigating how the advancement of computers and linguistic theories have influenced this discipline. It discusses the influence of modern linguistics on translation studies and how translation studies has come to be a stand-alone scientific discipline with theoretical and methodological investigations. The study emphasizes the close relationship between hermeneutics and translation studies and discusses the critical role of interpretation in understanding and translating texts. The distinction between meaning and reference put forward by G. Frege has important consequences in determining the distinction between intralinguistic meaning (meaning) and linguistic reference to non-linguistic objects (reference) in translation studies. In addition, the study touches upon W. V. O. Quine's translation ambiguity, L. Wittgenstein's analogy of the lion, and H.-G. Gadamer's concepts of tradition affecting understanding. These ideas shed light on the complex process of translation. Recognizing the multilingual and multifaceted nature of translation, the study advocates an interdisciplinary approach that combines insights from philosophy, science, and translation studies. The study calls for a philosophy of translation studies that considers the attributes of language, culture, cognition, and interpretation. The study also considers translation not as mere transmission but as a nuanced act that bridges cultural and conceptual divides. As a result, it advocates for the recognition of translation studies as a dynamic field that contributes to global communication and promotes cross-cultural understanding. It provides insight into ongoing debates and changes within the academic discipline and highlights the need for a comprehensive philosophical framework.) The abstract has only the Introduction move. While eleven abstracts in this study contained the four missing moves, this finding has a*

significant negative connotation because it indicates an academic's understanding of what should be in an abstract, which is one of the fundamental knowledge areas in writing research articles.

The different missing moves structures in comparison to Hyland's (2000) widely recognized moves structure, in general, raises concerns about the degree and scope of academics' knowledge and proficiency in producing research papers.

3.2. FINDINGS CONCERNING TENSE MARKERS and WORD COUNT in EACH MOVE IN THE ABSTRACTS

The use of present tense and past tense in the "moves" is also the subject of the study. In this section, first, brief information about past and present tenses in Turkish will be given, and then the analysis of tense markers and word count will be carried out.

3.2.1. Tense Markers in Turkish

In Turkish, tenses are primarily indicated through suffixes that attach to the root of the verb. The present tense includes markers for both habitual and continuous actions, while the past tense has markers for completed actions and reported or indirect actions.

3.2.1.1. Present Tense

For the present tense, Turkish uses the simple present (or aorist) tense marker and the present continuous tense marker. It indicates habitual actions or general truths. Here's how they work:

Formation: To form the simple present tense, the suffix. -r / -ar / -er (depending on vowel harmony) is added to the verb stem.

Examples:

- Gelir (He/She/It comes) from the verb root gel- (come).
- Giderim (I go) from the verb root git- (go).

The choice between -r, -ar, and -er depends on the vowel harmony rules of Turkish.

3.2.1.2. Past Tense

For the past tense, Turkish uses the simple past tense marker and the narrative or reported past tense marker. Here's how they function:

1. Simple Past Tense:

In Turkish, the simple past tense is called "di'li geçmiş zaman", and it is used to describe actions that were completed in the past.

Formation: To form the simple past tense, the suffix "-dı, -di, -du, -dü" (or their voiced counterparts "-tı, -ti, -tu, -tü" depending on vowel harmony) is added to the verb stem.

Examples:

- Geldim (I came) from the verb root gel-.
- Gittim (I went) from the verb root git-.

The choice of -di, -dı, -du, or -dü follows vowel harmony rules.

2. Reported or Narrative Past Tense

The suffix *-miş* is used to indicate that the speaker is reporting something that they did not witness personally but learned from another source. It is often translated as “apparently,” “it is said,” or “I heard that” in English.

Formation: To form reported past tense, the suffix “-miş, -miş, -muş, -müş” (depending on the vowel harmony) is attached to the verb stem.

Examples:

- Gelmiş (He/She/It apparently came) from the verb root gel-.

- Görmek (to see) → Görmüş (He/She/It has seen, according to reports)

“-dir” (Causative/Resultative Suffix)

The suffix “-dir” is used to indicate causation or to report something as a result of a particular action. In indirect or reported speech, it can show that something is true because of some reason or cause.

Formation:

- Attach *-tir* to the verb root.
- The suffix may change to *-tir*, *-tur*, *-dur*, or *-dir* depending on vowel harmony and the verb root.

Examples:

- Yazmak (to write) → Yazdırmak (to have someone write, or to make someone write)
- Anlamak (to understand) → Anlatmak (to explain, to make someone understand)

Combining “-miş” and “-dir”

When “-miş” and “-dir” are combined, the suffix “-miş” is typically used to indicate that the information is based on hearsay or indirect sources, and “-dir” is used to convey that this reported information leads to a specific conclusion or result.

Example:

- Görmek (to see) → Görmüş (He/She/It has seen) + Görmüştür (It is said that he/she/it has seen; it implies a conclusion based on this report)

In practical use, the combination is less common in everyday speech but can appear in more complex narrative contexts or formal writing. It’s often used to relay information that’s believed to be true based on indirect evidence or reports.

The following is the analysis process. First, the tense marker detected in the predicate is determined as the tense of that move. (e.g., *Bu araştırmada öğrencilerin söz konusu konularla ilgili farklı nedenlerden ötürü ürettikleri yanlışların değerlendirilmesi ve çözümlenmesi hedeflenmiştir. (L11) -In this research, it is aimed to evaluate and analyze the mistakes made by students for different reasons regarding the subjects in question (purpose move in the past tense. – the Purpose move in the past tense). Second, only the tense in move in the predicate was included in the analysis if a move was realized in a sentence or phrase. (e.g. *Bulgular: Sıçan dalağında marjinal bölgede yerleşen makrofajların karbon partiküllerine karşı zayıf fagositoz yeteneği gösterdiği, lizozomal enzim aktivitelerinin zayıf olduğu, morfolojik yönden kırmızı pulpada yerleşen makrofajlardan farklı oldukları belirlendi. (B29) -Results: It was determined that macrophages located in the marginal region of the rat spleen showed weak phagocytosis ability against carbon particles, had weak lysosomal enzyme activities, and were morphologically different from macrophages located in the red pulp.-the product move). Third, both tenses were added to the data bank if a move was represented by many sentences that contained both the present and past tenses. (e.g. (1) *Araştırmanın sonunda kontrol ve deney grubunun ölçme değerlendirmeye yönelik bilgi düzeyi anlamlı seviyede artmıştır. Ancak yalnızca deney grubunun ölçme değerlendirmeye yönelik tutum ve öz-yeterlik inanç düzeyinde anlamlı bir gelişme olduğu saptanmıştır. (ME13) – the Product move: past tense. (2) *Ayrıca deney grubunun bilgi, tutum ve öz-yeterlik inanç düzeyleri kontrol grubundan anlamlı seviyede daha yüksektir. (ME13) -the Product move: present tense. -(1) *At the end of the study, the knowledge level of the control and experimental groups towards measurement and evaluation increased significantly. However, it was determined that there was a significant improvement only in the attitude and self-efficacy belief level of the experimental group towards measurement and evaluation – the Product move: past tense. (2) *In addition, the knowledge, attitude and self-efficacy belief levels of the experimental group were significantly higher than the control group - the Product move: present tense).******

Table 7 provides a summary of the tense markers in biology abstracts pertaining to the second research question-How do these abstracts differ in terms of tense, sentence length, and number of words per move?- after providing examples from the abstracts.

Table 7. Tense Markers Recognized in Each Move in the Biology Abstracts

Biology				
	Present Tense (n=70)		Past Tense (n=187)	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Introduction	23	71,8%	9	28,2%
Purpose	15	48,3%	16	51,7%
Method	0	0%	69	100%
Product	10	12,6%	76	87,4%
Conclusion	22	56,4%	17	43,6%

Table 7 shows the use of present tense and past tense markers in biology abstracts.

Table 8 shows the frequencies and percentages of tense markers in linguistics.

Table 8. Tense Markers Recognized in Each Move in Linguistics Abstracts

Linguistics				
	Present Tense (n=126)		Past Tense (n=69)	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Introduction	102	82,9%	21	17,1%
Purpose	10	71,4%	4	28,6%
Method	3	11,5%	23	88,5%
Product	6	25%	18	75%
Conclusion	5	62,5%	3	37,5%

Table 8 gives information about the use of tense markers in linguistics abstracts.

Table 9 shows the frequencies and percentages of tense markers in recognized in each move in measurement and evaluation in education abstracts.

Table 9. Tense Markers Recognized in Each Move in Measurement and Evaluation in Education Abstracts

Measurement and Evaluation in Education				
	Present Tense (n=81)		Past Tense (n=159)	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Introduction	15	83,3%	3	16,7%
Purpose	22	68,7%	10	31,3%
Method	20	19,2%	84	80,8%
Product	14	20,2%	55	79,8%
Conclusion	10	58,8%	7	41,2%

Table 9 gives the percentage and number of tense markers used in measurement and evaluation abstracts.

In Table 7, 8 and 9, the tenses in which the moves identified in the abstracts examined are given in detail. In the upper heading of the table, the field name of the abstracts is given, in the outer left column, move names are given from top to bottom, and right next to these move names, a cell is divided into two, and present and past tense are placed. The data show that the present tense was the preferred tense in Move 1(Introduction) (*e.g. Bu makalenin çıkış noktası dünyada önemli bir çalışma alanına sahip bilişsel dilbilimin kuramsal yönü olan içeriği, anahtar kavramları, tarihsel gelişimi, amacı, görevleri ve yaklaşımlarıyla ilgili detaylı çalışmalara Türk literatüründe yeterince yer verilmemesidir. Bu çalışmada bilişsel dilbilim kuramsal açıdan ele alınacaktır. Çalışmanın yeniliği ve önemi ise bilişsel dilbilimin kuramsal çerçevesinin Rusça kaynaklar temelinde ana hatlarıyla tasvir edilecek olmasıdır. (L20)* - *The starting point of this article is that detailed studies on the content, key concepts,*

historical development, purpose, tasks and approaches of cognitive linguistics, which is an important field of study in the world, are not given enough place in Turkish literature. In this study, cognitive linguistics will be discussed from a theoretical perspective. The novelty and importance of the study is that the theoretical framework of cognitive linguistics will be outlined on the basis of Russian sources.), Move 2(Purpose) (e.g. *Bu çalışmada dilde anlam üretim dinamiklerinden biri olan etkin alanlar olgusunun sıfatlar üzerinde nasıl çalıştığını temellendirmek amaçlanmaktadır.* (L8) - *In this study, it is aimed to establish how the phenomenon of active fields, which is one of the dynamics of meaning production in language, works on adjectives.*), and Move 5(Conclusion) (e.g. *Sıfat-ad eşleşmesinin her zaman nitelenen adın tamamına yönelik olmadığı; sıfatların, adın öngörülebilir ya da öngörülemez belirli bir bölümüyle etkileşim kurabildiği, söz konusu etkileşimin aynı zamanda bağlamdan da etkilenmediği elde edilen sonuçlar arasındadır.* (L8)- *Among the results obtained is that adjective-noun matching is not always directed towards the entire noun being qualified; adjectives can interact with a certain part of the noun, which can be predicted or unpredictable, and this interaction can also be affected by the context.*) and that the past tense was used more frequently in Move 3(Method) (e.g. *Çalışmada kırmızı sıfatının TUD v3 aracılığıyla bağımlı dizinleri elde edilmiş ve söz konusu bağımlı dizinlerdeki örüntüler içerik analizi yöntemiyle çözümlenmiştir.* (L8) - *In the study, the dependent indexes of the adjective red were obtained through TUD v3 and the patterns in the dependent indexes were analyzed by the content analysis method.*), and Move 4(Product) (e.g. *Bu dilbilgisel ulamların aktarma yoluyla başka bir dilbilgisel ulama dönüşebildikleri, yapısal, biçimsel ve sözdizimsel bakımdan farklılıklar sundukları ve bundan ötürü öğrencilerin farklı nedenlerden dolayı değişik yanlışlar ürettikleri saptanmıştır. Öğrencilerin bu konularla ilgili gerek dil içi gerekse dil dışı yanlış nedenlerinden kaynaklanan yanlış türlerini yaptıkları anlaşılmıştır. Sırasıyla bu yanlışlarından en çok seçme, daha sonra dizim, eksiltme ve ekleme yanlış türleri ile karşılaşmıştır.* (L11)- *It has been determined that these grammatical categories can be transformed into another grammatical category through transfer, that they present structural, formal and syntactic differences and that therefore students produce different errors for different reasons. It has been understood that students make types of errors related to these subjects, which are caused by both intra-linguistic and extra-linguistic reasons. The most common types of errors encountered among these errors are selection, then syntax, deletion and addition.*).

Similarities and differences may be observed between the findings of this study and Salager-Meyer's (1992) research. In Move 5 (Conclusion) of both studies, for instance, the present tense was employed, although Moves 3 (Method) and 4 (Results) utilized the past tense. The present tense was used in this study's realization of Move 2, whereas Salager-Meyer (1992) used the past tense. This difference may result from different disciplinary practices (biology vs linguistics, for example) when it comes to the use of tense markers in abstract writing.

When the tense markers of the moves in abstracts are examined, simple present tense, past simple tense, present simple tense+*dır*, and reported past tense+*dır*. On the other hand, it was observed that the authors did not use reported past tense. There may be

different reasons for these usage preferences. Turkish abstract writers, like many academic writers, often use the simple present tense in the introduction and conclusion moves of their abstracts for several reasons. One of the reasons is that in the introduction, writers often introduce the topic by making general statements about the current knowledge, issues, or trends in the field. These statements are considered universally or generally true at the time of writing, which makes the present tense appropriate. In addition, the simple present is used to indicate the current relevance of the research topic. Furthermore, writers may want to show that the problem or gap they are addressing is ongoing or still unresolved. Also, the simple present gives the impression that the ideas presented are not tied to a specific moment in time, making them appear more timeless and widely applicable. Finally, in many academic writing conventions, the simple present is preferred when discussing well-established knowledge or the current state of the field. Turkish academic writers may be following similar global conventions, adhering to the norms of their academic community.

Turkish authors, similar to writers in many academic traditions, often use the simple past tense in their abstracts' aim, method, and product moves for various reasons. Since the aim, method, and results of the study have already occurred by the time the abstract is written, authors naturally use the past tense to reflect this. A clear distinction is made between the specific, time-bound actions of the study (given in the simple past tense) and the ongoing significance of the research (usually presented in the present tense in the introduction and conclusion). This is achieved by using the simple past tense in the aim, method, and product moves. This supports the idea that the study was carried out in a particular period and that the data it produced was acquired during that time.

Authors generally avoid using the reported past tense in their research since it is typically linked with storytelling, in which events are narrated sequentially and anecdotally. To report particular, finished actions in a factual and direct manner, the simple past tense is preferred. The purpose, method, and findings of the research are all briefly summarized in abstracts. The main objective of an abstract is not usually to emphasize the process or sequence of events in a more descriptive way as the reported past tense does. Rather than including unnecessary details regarding the research methodology, abstracts concentrate on sufficiently and clearly expressing the study's

main findings and contributions. Globally, including in Turkey, RA abstracts are now required to use the simple past tense. This tense is employed to provide an accurate and objective narrative of the actions and discoveries. The formal rules of scientific research would be violated by the reported past tense, which would imply a more personal tone.

The suffix “-*dır*” adds an element of certainty or definitiveness to the statement. It implies that the information presented is factual, verified, and not open to dispute, aligning with the academic goal of presenting established conclusions.

Example:

Bu durum alternatif ölçme ve değerlendirmenin ölçme değerlendirmeye yönelik tutum, öz-yeterlik inanç ve bilginin gelişimine katkı sağladığını göstermektedir.

This shows that alternative measurement and evaluation contributes to the development of attitudes, self-efficacy beliefs and knowledge towards measurement and evaluation.

The “-*dır*” suffix helps in maintaining a formal and impersonal voice, distancing the writer from the research, which aligns with the norms of scientific writing.

Example:

Elde edilen veriler sonucunda, peynir örneklerinde bu patojenin saptanması, halk sağlığını ciddi anlamda etkileyen potansiyel risk faktörü olarak karşımıza çıkmaktadır.

As a result of the data obtained, the detection of this pathogen in cheese samples appears as a potential risk factor that seriously affects public health.

To sum up, Turkish writers emphasize objectivity, certainty, and formality in abstracts by using the simple present +*dır*, adhering to the rules of academic discourse.

In Turkish academic writing, the combination of the simple past tense and the suffix “-*dır*” is used strategically in abstracts for several reasons. For instance, the combination of the simple past tense with the suffix “-*dır*” adds a level of formality and authority to the statements. The suffix “-*dır*” elevates the verb, making the sentence sound more

objective and impersonal, which is key in academic writing. By using this form, the writer implies that the research is conclusive and the results are definitive.

Example:

Öğrencilerin bu konularla ilgili gerek dil içi gerekse dil dışı yanlış nedenlerinden kaynaklanan yanlış türlerini yaptıkları anlaşılmıştır.

It has been understood that students make various types of mistakes related to these topics, both due to intra-linguistic and extra-linguistic reasons.

In this example, "*anlaşılmıştır*" emphasizes that the research was completed in the past, and the findings are stated with formality and certainty, which adds weight to the conclusions.

In addition, the suffix "*dır*" adds a level of formality and authority to the statement, making it sound definitive and factual. In Turkish academic writing, this suffix is commonly used to make statements appear more objective and detached from the author's personal perspective. Also, the combination of the simple past tense +*dır* implies that the results were deduced from the research rather than reflecting the author's personal views. The simple past tense ("-di/-ti") is used to refer to actions that have been completed. In the context of an academic abstract, this is essential because the research has already been conducted and the results obtained. When combined with "*-dır*," it not only indicates the completion of the research but also emphasizes that the results are definitive. All these items given seem to be important factors in the selection of tense markers in Turkish RA abstracts.

Concerning the number of words in each of the moves addressed in the second research question, the results are similarly displayed in Table 10.

Table 10. Word Count Per Move in Total

	Biology (n= 4892)	Linguistics (n= 3858)	Measurement and Evaluation (n=4573)
Introduction	745	2304	315
Method	540	313	651
Purpose	1290	511	1657
Product	1586	560	1532
Conclusion	731	173	418

The overall word count in the moves across all abstracts is displayed in Table 10. In this table, each move is coded from top to bottom on the left by giving its first or first two letters. The headings of biology are given in the left column, linguistics in the middle, and measurement and evaluation in education on the right, and how many words are in which move is written in the cell where the move name and the field name intersect.

Like many other academic publications worldwide, Turkish scientific journals place word limits on abstracts in order to maintain conciseness and clarity. Abstracts function as a synopsis of the study, enabling readers to comprehend the goals, procedures, findings, and conclusions of a study with ease. Journals seek to promote accuracy, expedite evaluation, preserve coherence, and enhance readability by restricting the length of abstracts. The reflections of the word restrictions imposed by the journals are seen in Table 10. Accordingly, based on the data in Table 10, it is seen that also move structures in abstracts affect word count. In word count, biology comes first, followed by measurement and evaluation in education, and finally linguistics. It can be considered that the article publishing the editorial board's criteria are the primary factor in this ranking. For example, the rule of the *Türk Hijyen ve Deneysel Biyoloji Dergisi* regarding the number of words in abstracts is as follows: *The abstract must contain at least 250 and at most 400 words*. Here, a lower limit is set for authors and they are asked to use enough words to provide the desired information in the article abstract. In linguistics and educational measurement and evaluation journals, the number of words in abstracts is more limited. For example, the word count rule of *Dilbilim Araştırmaları Dergisi* is as follows: *Please make sure that your abstract does not exceed 150 words*. In *Gazi Eğitim Bilimleri Dergisi*, the rule is that *the abstract should be written in Turkish and English, between 200-250 words*. These rules and restrictions of journals directly affect the word count of abstracts. Considering this, it can be said that the difference between the move structures and word count in abstracts is directly related to the article criteria of the journals. Thus, first, the move structures and then the word count in abstracts change according to the field and journal in which the article is written. In addition, the content of the abstracts and the ability of the authors to convey information are also important factors in the number of words used.

The overall word count in the moves in biology abstracts is displayed in Table 11.

Table 11. Word Count Per Move in Biology Abstracts

	Biology					Total
	Introduction	Purpose	Method	Product	Conclusion	
1	0	9	61	25	15	110
2	65	23	47	42	0	177
3	14	8	61	83	31	197
4	19	25	18	68	36	166
5	42	0	0	54	21	117
6	25	0	78	103	0	206
7	69	0	0	0	0	69
8	0	0	21	87	0	108
9	15	0	91	18	0	124
10	65	0	36	0	21	122
11	32	13	0	0	0	45
12	0	24	55	54	17	150
13	0	61	46	73	32	212
14	59	0	18	12	17	106
15	53	0	48	63	22	186
16	0	29	60	64	26	179
17	0	32	18	134	21	205
18	0	29	64	134	34	261
19	37	0	0	57	22	116
20	0	19	67	70	33	189
21	0	23	134	88	59	304
22	0	34	51	36	63	184
23	0	25	44	28	51	148
24	17	10	21	21	25	94
25	81	0	0	58	10	149
26	0	15	77	52	50	194
27	63	0	0	86	20	169
28	89	0	0	38	28	155
29	0	60	89	28	13	190
30	0	101	85	10	64	260
	745	540	1290	1586	731	4892

Table 11 displays the total amount of words in the abstract as well as the number of words in each move for the thirty papers in the field of biology that were looked at.

The overall word count for the moves in linguistics abstracts is displayed in Table 12.

Table 12. Word Count Per Move in Linguistics Abstracts

	Linguistics					Total
	Introduction	Purpose	Method	Product	Conclusion	
1	30	19	64	0	16	129
2	212	0	0	0	0	212
3	0	0	0	0	0	0
4	66	18	0	55	0	139
5	86	0	95	36	18	235
6	102	0	0	0	0	102
7	82	0	0	37	25	144
8	46	17	20	32	0	115
9	21	0	0	0	0	21
10	138	19	21	14	23	215
11	25	16	0	61	0	102
12	201	0	0	0	0	201
13	30	20	65	32	25	172
14	0	13	49	15	0	77
15	163	0	0	54	0	217
16	0	17	80	22	18	137
17	29	64	0	90	30	213
18	69	12	0	0	0	81
19	0	23	25	41	0	89
20	57	0	8	0	0	65
21	87	17	18	0	0	122
22	26	0	0	0	0	26
23	61	0	22	40	18	141
24	0	35	0	0	0	35
25	95	23	44	0	0	162
26	70	0	0	0	0	70
27	152	0	0	31	0	183
28	143	0	0	0	0	143
29	111	0	0	0	0	111
30	202	0	0	0	0	202
	2304	313	511	560	173	3861

Table 12 shows the overall number of words in the abstract for each of the thirty research article abstracts that were examined in the linguistics discipline, together with the number of words in each move.

Table 13. Word Count Per Move in Measurement and Evaluation in Education Abstracts

	Measurement and Evaluation in Education					Total
	Introduction	Purpose	Method	Product	Conclusion	
1	0	18	34	30	49	131
2	0	16	39	29	0	84
3	0	18	50	100	30	198
4	42	18	51	40	9	160
5	11	41	138	0	0	190
6	0	20	37	62	31	150
7	0	25	69	20	41	155
8	0	29	102	63	0	194
9	0	12	31	15	50	108
10	0	16	86	62	0	164
11	51	14	70	40	0	175
12	0	18	39	23	0	80
13	0	28	65	46	31	170
14	47	33	73	0	34	187
15	0	73	32	19	27	151
16	0	14	19	129	0	162
17	0	15	83	39	28	165
18	0	21	77	88	0	186
19	0	32	38	46	0	116
20	0	0	52	87	0	139
21	0	24	87	44	0	155
22	47	12	59	45	36	199
23	0	38	23	41	0	102
24	29	0	0	0	0	29
25	26	15	48	70	19	178
26	54	24	0	73	0	151
27	0	16	24	118	0	158
28	0	26	40	63	0	129
29	0	22	84	63	33	202
30	8	13	107	77	0	205
	315	651	1657	1532	418	4573

Table 13 shows the overall word count of the thirty research article abstracts that were examined in the area of measurement and evaluation in education, as well as the word count in each move.

It was observed that different move patterns occurred in the abstracts examined. In these patterns, the frequency of move use varied according to the fields and journals in which articles published, resulting in differences in word count. For instance, the frequency of use of method and product moves in biology, and measurement and evaluation in education abstracts also led to a high word count in these moves. However, in linguistics abstracts, the word count in the introduction move is high. From these data, it can be concluded that depending on the move that conveys the information pieces to be

given in the abstracts of the journals in which the articles are published, the authors use more words to better express the information to be given in those moves to the reader. In other words, the authors preferred to use the word limit set for the abstract in the relevant move in the information transfer criteria set by the journal for the content. In addition to the rules set by journals, factors such as the content of the researched topic, the awareness of the topic and related concepts in the literature, and the competence of the article author in conveying information affect the moves and word counts in abstracts.

CONCLUSION

This section gives information about the conclusion concerning the research questions, implications of the study, and suggestions for further studies.

Conclusion Concerning the Research Questions

The examination of Turkish research article (RA) abstracts reveals several key insights about how writers construct these abstracts, particularly in relation to rhetorical moves, tense markers, and word count across different disciplines. Turkish article writers tend to adhere to Hyland's model for RA abstracts, which consists of key rhetorical moves such as introducing the article, engaging the reader, and presenting the outcomes of the study. These moves are important for structuring abstracts in a clear, informative way. The use of these moves across various abstracts results in a certain level of uniformity, suggesting that many writers consciously include the necessary elements to convey the essence of their research. However, while these moves are commonly used, the frequency and emphasis on specific moves vary from abstract to abstract.

This variation is likely influenced by a number of factors. First, the academic discipline in which the article is written plays a significant role. Different fields of study prioritize different aspects of research, which is reflected in the abstract. For example, while linguistics abstracts often emphasize the introduction move, providing detailed background and context, biology abstracts focus more on the product move, highlighting the research findings. In contrast, abstracts in the field of measurement and evaluation in education allocate more words to the method move, emphasizing the importance of research methodology. These discipline-specific preferences suggest that abstract structures are not uniform across all fields, but rather adapted to the conventions and expectations of each discipline.

In addition to disciplinary influences, individual writing styles and familiarity with Hyland's model also contribute to the differences in how abstracts are written. Writers' personal preferences, as well as their understanding of the rhetorical moves, impact the

structure of their abstracts. Some writers may place more emphasis on certain moves based on their individual approach to academic writing, resulting in variability. Moreover, the study did not specifically investigate the mastery of Hyland's model, leaving room for the possibility that some writers may not fully adhere to its guidelines.

Furthermore, the tense usage in Turkish RA abstracts provides additional insight into how these abstracts are constructed. The present tense is commonly used in the introduction, purpose, and conclusion moves, which are generally aimed at conveying broad, ongoing information or universally applicable insights. This is aligned with the grammatical function of the present tense, which is used to discuss general truths or continuous actions. On the other hand, the past tense is more prevalent in the method and product moves, where writers describe completed actions or specific research outcomes. This tense usage reflects a clear understanding of the function of each tense, and despite the lack of a standardized structure for rhetorical moves, Turkish writers tend to use tense markers appropriately in relation to their grammatical function.

Word count analysis further underscores the discipline-specific tendencies in abstract writing. Different fields prioritize different rhetorical moves, allocating more space to the moves that are deemed most important within their respective disciplines. For instance, in linguistics, the introduction move often has a higher word count, reflecting the field's focus on contextualizing the research and providing a comprehensive background. In contrast, in the field of measurement and evaluation in education, more words are dedicated to the method move, as the detailed explanation of research processes is crucial in this discipline. In biology, the product move, which deals with the outcomes of the study, is given the most emphasis, showcasing the importance of results in biological research. This variation in word count distribution highlights the absence of a one-size-fits-all approach to abstract writing in Turkish academic articles. Instead, each discipline tailors its abstracts to meet its own communicative needs and academic standards.

Another important factor contributing to the variability in abstract writing is the influence of journal-specific criteria. The fact that Turkish articles are published in a wide range of journals, each with its own guidelines and expectations, also affects how

abstracts are structured. Different journals may have distinct preferences for what they want to see in an abstract, influencing the inclusion or emphasis of particular moves. This suggests that the flexibility seen in Turkish abstracts is not only a product of disciplinary and stylistic differences but also a reflection of external factors such as journal requirements.

In conclusion, Turkish RA abstracts exhibit both consistency and variability in how they employ rhetorical moves, tense markers, and word count. Writers generally adhere to the core principles of Hyland's model, including the use of key moves to structure their abstracts effectively. However, the frequency and emphasis of these moves vary depending on the discipline, the nature of the research, individual writing styles, and the requirements of the journals in which the articles are published. Tense usage aligns with the grammatical functions of the present and past tenses, and word count analysis highlights the varying priorities across disciplines, with each field emphasizing the moves most relevant to its research tradition. Ultimately, while there is no single standardized approach to abstract writing among Turkish article writers, the flexibility observed reflects the diversity of academic practices and the specific needs of different research communities.

Implications of the Study

The results of this study provide information about the tendencies of Turkish article writers in abstract production and can be used in composition or academic writing skills courses and in programs teaching Turkish as a foreign language.

Suggestions for Further Studies

This study examined only the abstract sections of Turkish research articles. Other sections in the articles can also be examined to obtain more information about the nature of the articles.

Moreover, this study examined Turkish research article abstracts only in three disciplines and using a limited number of samples. Therefore, more fields can be examined with more samples to reach general results.

Additionally, the moves in the study were examined according to Hyland's (2000) Five-Move Model. Studies using different models can also be conducted to see the tendencies of Turkish research article writers.

Also, only Turkish abstracts have been examined in different disciplines, and no comparison has been made between Turkish and abstracts written in any other language. Other studies can be conducted examining abstracts based on the language they are written in.

In addition, it can be investigated how the editorial boards of journals determine the rules for publishing articles.

Finally, the study did not consider gender as any variable. It is also possible to conduct studies in which gender can be evaluated as a variable.

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APPENDIX 1: TITLES OF THE RESEARCH ARTICLES

Code	Discipline	Database	Title of The Article (Turkish)	Title of The Article (English)
B1	Biology	Ulakbim/DergiPark	Formaldehit'in Agaricus Bisporus' daki Etkilerinin İncelenmesi	Investigation of the Effects of Formaldehyde on Agaricus bisporus
B2	Biology	Ulakbim/DergiPark	Yeni Nesil Bir Nanokanal Tasarımı ile Yüksek Verimli ve Hedefe Yönelik Mikroakışkan Hücre Füzyonu Platformlarının Fabrikasyonu	Fabrication of Target Oriented High Yield Microfluidic Cell Fusion Platforms with a Novel Nanochannel Design
B3	Biology	Ulakbim/DergiPark	Türk kızılğacı (Alnus orientalis Decne.)'nin Tohum Özellikleri	Seed Characteristics of Turkish Alder (Alnus orientalis Decne.)
B4	Biology	Ulakbim/DergiPark	Giresun Pazarlarında Satışa Sunulan Peynir Örneklerinden Enterococcus Faecalis İzolasyonu, Moleküler Tanımlanması ve Antibiyotik Duyarlılıklarının Araştırılması	Isolation, Molecular Identification and Antibiotic Sensitivity of Enterococcus faecalis from Cheese Samples Sold in Giresun Public Markets
B5	Biology	Ulakbim/DergiPark	Bitki Patojeni Alternaria tenuissima'ya Karşı Bazı Bitki Ekstraktlarının Vitro Etkinliği	In Vitro Efficiency of Certain Plant Extracts Against The Plant Pathogen Alternaria tenuissima
B6	Biology	Ulakbim/DergiPark	Sığırlarda Enfeksiyöz Solunum Sistemi Hastalıkları Kompleksinde (BRDC) Klinik, Hematoloji, Biyokimya, Oksidatif Stres, Akut Faz Proteinler Üzerinde Araştırmalar	Investigations on Clinic, Haematology, Biochemistry, Oxidative Stress, Acute Phase Proteins in Infectious Respiratory Disease Complex (BRDC) in Cattle
B7	Biology	Ulakbim/DergiPark	İnsanlığın Sağlık Sorunu ve Biyolojik Çeşitlilik	Health Problem of Humanity and Biodiversity Abstract
B8	Biology	Ulakbim/DergiPark	Gaziantep İli Zeytin Genetik Kaynaklarının Morfolojik, Pomolojik ve Fizikokimyasal Özelliklerinin Belirlenmesi	Determination of Morphological, Pomological and Physicochemical Properties of Olive Genetic Resources in Gaziantep Province
B9	Biology	Ulakbim/DergiPark	Plati Balığı, Xiphophorus maculatus Günther, 1866'nda Glutasyon Redüktaz Geninin Biyoformatiği	Bioinformatics of Glutathione Reductase Gene of Platy Fish, Xiphophorus maculatus Günther, 1866
B10	Biology	Ulakbim/DergiPark	Korelasyon Temelli Özellik Seçimi, Genetik Arama ve Rastgele Ormanlar Tekniklerine Dayanan Yeni Bir Rahim Ağzı Kanseri Teşhis Yöntemi	A New Cervical Cancer Diagnosis Method Based on Correlation-based Feature Selection, Genetic Search and Random Forests Techniques
B11	Biology	Ulakbim/DergiPark	Escherichia Coli Ekspresyon Plazmiti pToIT'nin Nokta Mutasyonu Yöntemiyle Moleküler Modifikasyonu	Molecular Modification of Escherichia coli Expression Plasmid pToIT by Point Mutation Method

B12	Biology	Ulakbim/DergiPark	Balıkesir Bölgesinde Ailesel Akdeniz Ateşi Öntanısı Alan Hastalarda MEFV Mutasyon Sıklığı	MEFV Mutation Frequency Patients With Pre-Diagnosis Familial Mediterranean Fever In The Balıkesir Region
B13	Biology	Ulakbim/DergiPark	Biyolojik İlaç Kullanan Romatoloji Hastalarında HBV ve HCV Seroprevalansı	HBV and HCV Seroprevalence in Rheumatology Patients Using Biological Drugs
B14	Biology	Ulakbim/DergiPark	Biyolojik Gölet Tasarımında Bitkisel Materyal Kullanımı	Using Planting Material in Biological Pond Design: The Case of CANAKKALE
B15	Biology	Ulakbim/DergiPark	Tuzlu Koşullarda Mikoriza Uygulamasının Kapya Biberde (<i>Capsicum Annuum</i> L.) Fide Gelişimi ve Antioksidant Enzimler Üzerine Etkisi	The Effects of Mycorrhiza Application on Growth and Antioxidative Enzymes of Capia Type Pepper (<i>Capsicum Annuum</i> L.) Seedling Under Salty Conditions
B16	Biology	Ulakbim/DergiPark	Civan Perçemi (<i>Achillea millefolium</i>)'nin Diyabetik Sıçanların Karaciğer Dokusundaki Antioksidan Enzimler Üzerine Koruyucu Etkisinin Araştırılması	Investigation of The Protective Effect of Civan Perçemi (<i>Achillea millefolium</i>) on Antioxidant Enzymes in Liver Tissue of Diabetic Rats
B17	Biology	Ulakbim/DergiPark	<i>Cephalaria Tchihatchewii</i> Boiss. Ekstrelerinin Antioksidan Aktivitesi, Metabolik Enzimler Üzerine Etkisi ve UPLC-MS/MS Analizi ile Kimyasal Karakterizasyonun Belirlenmesi	Determination of <i>Cephalaria tchihatchewii</i> Boiss.'s Extracts Antioxidant Activity, Effect on Metabolic Enzymes, and Chemical Characterization by UPLC-MS/MS Analysis
B18	Biology	Ulakbim/DergiPark	Yüksek Enerjili Yemlere Biberiye Yaprağı (<i>Rosmarinus officinalis</i>) İlavesinin, Yumurtacı Tavuklarda Performans, Yumurta Kalite Kriterleri, Serum Lipit Profili ve Karaciğer Yağ Oranı Üzerine Etkisi	The Effect of Rosemary Leaves (<i>Rosmarinus officinalis</i>) Addition to Diets with High Energy On Laying Hen Performance, Egg Quality Parameters, Serum Lipid Profile and Liver Fat Rate
B19	Biology	Ulakbim/DergiPark	Model Organizma <i>Galleria mellonella</i> L.'da Bakır Nanopartiküllerinin Oksidatif Stres Üzerine Etkilerinin Değerlendirilmesi	Evaluation of the Effects of Copper Nanoparticles on Oxidative Stress in the Model Organism <i>Galleria mellonella</i> L.
B20	Biology	Ulakbim/DergiPark	CCI4 ile Oksidatif Stres Oluşturulan Sıçanlarda <i>Pholiota Aurivella</i> Liyofilize Ekstrenin Bazı Biyokimyasal ve Hematolojik Parametrelere Etkisi	Effect of <i>Pholiota aurivella</i> Lyophilized Extract On Some Biochemical and Hematological Parameters Against CCI4-Induced Oxidative Stress In Rats
B21	Biology	Ulakbim/DergiPark	Enzim İlave Edilmeden Mısır Yerine Farklı Seviyelerde Tritikale Kullanımının Etlik Piliç Cıvıvlerin Büyüme Performansı Üzerine Etkisi	Effects of Replacing Corn with Various Level Triticale without Enzyme Supplementation in the Diet on Growth Performance of Broiler Chicks

B22	Biology	Ulakbim/DergiPark	Megakaryoblast ve Bazofil Hücre Tipine Sahip Ph (+) KML Hücre Hatlarının Wnt ve Frizzled İlişkili Gen İfadelerinin Karşılaştırılması	Comparison of Wnt and Frizzled Related Gene Expressions of Ph (+) CML Cell Lines With Megakaryoblast and Basophil Cell Types
B23	Biology	Ulakbim/DergiPark	Van Yöresinde Bulunan Çeşitli Su Kaynaklarından Escherichia Coli, Koliform Bakteri ve Arcobacter Spp İzolasyonu	Isolation of Escherichia Coli, Coliform Bacteria and Arcobacter Spp. From Various Water Resources In Van Region
B24	Biology	Ulakbim/DergiPark	Şanlıurfa İlindeki İshalli Buzağılarda Bovine Coronavirus Varlığının ELISA Yöntemi ile Araştırılması	Investigation of the Presence of Coronavirus by ELISA Method in Diarrheic Calves in Sanliurfa Province
B25	Biology	Ulakbim/DergiPark	Mineral Madde Kaynağı Olarak Bazı Bitki ve Bitki Çaylarının Araştırması	Investigation of Some Herbs and Their Infusions As Mineral Resources
B26	Biology	Ulakbim/DergiPark	Çorum Kargı Yöresi Su ve Mera Bitki Örneklerinde Mevsimsel Flor Düzeyleri	Seasonal Fluor Levels in Water and Pasture Plant Samples of Kargı Province of Çorum
B27	Biology	Ulakbim/DergiPark	Nilüfer Çayı ve Farklı Arıtma Tesisleri Atıksularının, Toprak Özellikleri ve Bitki Gelişimi Üzerine Etkilerinin Belirlenmesi	Determining the Effects of Nilufer River and Different Wastewater Treatment Plant's Sewage on Soil Properties and Plant Growing
B28	Biology	Ulakbim/DergiPark	Bitki Büyümesini Teşvik Eden Rizobakteri Uygulamalarının Armut Fidanlarının Vejetatif Gelişim Özelliklerine Etkileri	Effect of Plant Growth Promoting Rhizobacteria Applications on Vegetative Development of Pear Seedlings
B29	Biology	Ulakbim/DergiPark	Sıçan Dalağında Makrofaj Alt Gruplarının Farklı Morfolojik Teknikler Kullanılarak İncelenmesi	Investigation of Macrophage Subgroups in Rat Spleen by Using Different Morphological Techniques
B30	Biology	Ulakbim/DergiPark	Şişelenmiş içme sularında Helicobacter Pylori DNA'sının Araştırılması: Bir Ön Çalışma	The investigation of Helicobacter pylori DNA in bottled drinking water: A preliminary study

Code	Discipline	Database	Title of The Article (Turkish)	Title of The Article (English)
L1	Linguistics	Ulakbim/DergiPark	Öğrencilerin Metin Dil Bilim ve Metinsellik Ölçütlerine Yönelik Görüşleri Üzerine Bir Değerlendirme	An Evaluation on Students' Opinions Towards Text Linguistics and Textuality Criteris
L2	Linguistics	Ulakbim/DergiPark	Çeviribilim Felsefesine Doğru: Lakonik Bir Düşünce Yolculuğu	Towards a Philosophy of Translation Studies: A Laconic Journey of Thought
L3	Linguistics	Ulakbim/DergiPark	Rus Dilbilimsel Ekolde Mesleki Dilsel Kimlik Bağlamında Nikolay Vasilyeviç Gogol'ün "Palto" Adlı Yapıtının Çözümlemesi	An Analysis of Gogol's Work "The Overcoat" in the Context of Professional Linguistic Identity in the Russian Linguistic School ³
L4	Linguistics	Ulakbim/DergiPark	Farklı Disiplinlerde Kesinlik Arayışı	The Search for Precision in Different Disciplines
L5	Linguistics	Ulakbim/DergiPark	Adbilim ve Kültürbilim Bağlamında Lakaplar Üzerine Bir Araştırma: TOKAT-NEBİKÖY Örneği	A Research on Nicknames in The Context of Onomastics and Cultural Linguistics: The Case of TOKAT-NEBİKÖY
L6	Linguistics	Ulakbim/DergiPark	Sözdizim ile Anlambilim Arasındaki Bağlantıya Türkçe Açısından Bir Bakış	On the Relationships between Syntax and Semantics With Regard to The Turkish Language
L7	Linguistics	Ulakbim/DergiPark	Belirtlilik Kavramı Çerçevesinde "Dehşet", "Manyak" ve "Korkunç" Dilsel Birimlerinin Türkçe Ulusal Derlemindeki (1989-2013) Kullanımları Üzerine	Use of The Lexical Units "Dread", "Maniac" and "Terrible" with in The Framework of The Concept of Markedness in The Turkish National Corpus 1989-2013)
L8	Linguistics	Ulakbim/DergiPark	Türkçede Etkin Alanların Bilişsel Anlambilim Açısından İncelenmesi: "KIRMIZI" Sıfatı Örneği	An Analysis of Active Zones in Turkish in terms of Cognitive Semantics: Example of Adjective "kırmızı"
SL9	Linguistics	Ulakbim/DergiPark	Wittgenstein'in Dünyasının Sınırlarına Çağdaş Dilbilim Penceresinden Bakış	Viewing The Limits of Wittgenstein's World From A Contemporary Linguist Window
L10	Linguistics	Ulakbim/DergiPark	Çeviri Odaklı Derlemlerin Metin Türü Tabanlı Bir Modelle Yeniden Kavramsallaştırılması	Reconceptualizing Translation-Oriented Corpora With a Text-Type Based Model
L11	Linguistics	Ulakbim/DergiPark	Fransızcada İlgeç Tümlenci ve Dolaylı Tümlenin Biçimsel-Sözdizimi Aktarması ve Yanlış Çözümlemesi	Morphosyntactic Translation of Complement Indirect Object and Prepositional Complement in French and Error Analysis
L12	Linguistics	Ulakbim/DergiPark	Dil İlişkilerinde Kullanım Temelli Yaklaşım	Usage-based Approach in Language Contacts
L13	Linguistics	Ulakbim/DergiPark	Adli Bilimlerde Ses Kayıtları Üzerinde Manipülasyon İncelemesi	Forensic Manipulation Analysis on Digital Audio Recordings
L14	Linguistics	Ulakbim/DergiPark	Polisiye Romana Psikanalitik-Dilbilimsel Bir Yaklaşım: Cingöz'ün Esrarı	A Psychoanalytic-Linguistic Approach to the Detective Novel: Cingöz'ün Esrarı
L15	Linguistics	Ulakbim/DergiPark	Türkçede Nezaket ve Yüz Tehdit Eden Eylemler	Politeness and Face Threatening Actionsin Turkish

L16	Linguistics	Ulakbim/DergiPark	Öğretmen Adaylarının Yazılı Anlatımlarında Sözcük Seçimi ve Sözdizim Hataları	Choice of Vocabulary and Syntax Mistakes of Novice Teachers in Writing
L17	Linguistics	Ulakbim/DergiPark	Toplum Dilbilimsel Kategoriler Olarak Türkçede Gerekliklik ve Zorunluluk	Necessity and Obligation in Turkish as Sociolinguistic Categories
L18	Linguistics	Ulakbim/DergiPark	Dilbilimsel Yapısalcılıktan Yapısal Antropolojiye:Ferdinand de Saussure ve Claude Lévi-Strauss	From Linguistic Structuralism to Structural Anthropology: Ferdinand de Saussure and Claude Lévi-Strauss
L19	Linguistics	Ulakbim/DergiPark	Akademik Söylem ve Örnekleme: Fen ve Sosyal Bilimler Makalelerinde Örnekleme Belirleyicileri	Academic Discourse and Exemplification: Exemplificatory Markers in Hard and Soft Science Articles
L20	Linguistics	Ulakbim/DergiPark	Kuramsal Yönleriyle Bilişsel Dilbilim	Cognitive Linguistics with Its Theoretical Aspects
L21	Linguistics	Ulakbim/DergiPark	Noam Chomsky'nin Dilbilim Kuramı Bağlamında Dil ve Zihin İlişkisi	The Relationship Between Language and Mind in the Context of Noam Chomsky's Linguistic Theory
L22	Linguistics	Ulakbim/DergiPark	Gerçekçi Bir Söylemin Analizi: Bereketli Topraklar Üzerinde	Analysis of A Realistic Discourse: Bereketli Topraklar Üzerinde
L23	Linguistics	Ulakbim/DergiPark	Televizyon Haber ve Tartışma Programlarının Dili: Yeniden Söyleyiciliğe Yönelik Bazı Gözlemler	The Language of Television News and Debates: Some Observations Oriented Towards Respeaking
L24	Linguistics	Ulakbim/DergiPark	Miras Dil Kavramı ve Miras Dil Konuşucuları	The Concept of Heritage Language and Heritage Language Speakers
L25	Linguistics	Ulakbim/DergiPark	Türkçede Soru Kategorisinin Biçimsel Özellikleri, Evrensel Gramer ve Beyin Çalışmaları Açısından Yabancılarla Öğretimi	The Formal Characteristics of Interrogative in Turkish, Teaching to Foreigners in Terms of Universal Grammar and Brain Studies
L26	Linguistics	Ulakbim/DergiPark	Bir Dilsel Çevre İncelemesi: Van'ın Merkez İpekyolu İlçesine Bağlı Cumhuriyet Caddesi	A Linguistic Landscape Study: Cumhuriyet Street in the İpekyolu District of Van
L27	Linguistics	Ulakbim/DergiPark	Yabancı/İkinci Dil Olarak Türkçe Öğretiminde Biçimbilim ve Söz Dizimi Farkındalığını Geliştirmede Araç Dil Kullanımı	The Use of Intermediary Language in Developing Morphological and Syntactic Awareness in Teaching Turkish as a Foreign/Second Language
L28	Linguistics	Ulakbim/DergiPark	Özbek Türkçesinde Edilgen Yapıların Görünümü	Appearance Of Passive Structures In Uzbek
L29	Linguistics	Ulakbim/DergiPark	Chomsky'nin Problemi: Dilin Evrimi	Chomsky's Problem: Evolution of Language
L30	Linguistics	Ulakbim/DergiPark	Söylem Göstergelimi: Yazınsal anlatılarda sözcükmeden sözcüğe anlamlama süreçleri	Semiotics of Discourse: Signification Process From Enunciation to Utterance in Literary Narratives

Code	Discipline	Database	Title of The Article (Turkish)	Title of The Article (English)
ME1	M & E	Ulakbim/DergiPark	Türkçe Öğretmenlerinin Dil Becerilerini Ölçme ve Değerlendirme Yeterlikleri	Competencies of Turkish Teachers in Measuring and Evaluating Language Skills
ME2	M & E	Ulakbim/DergiPark	Eğitimde Ölçme ve Değerlendirmede Sınıf Öğretmenlerinin Öz Yeterlik Algıları	Classroom teachers' Perceptions of Self-Efficacy in Measurement and Evaluation in Education
ME3	M & E	Ulakbim/DergiPark	Covid-19 Pandemi Sürecinde Lisansüstü Eğitimde Değerlendirme Yaklaşımları ve Yansımaları	Evaluation Approaches and Reflections in Postgraduate Education during the Covid-19 Pandemic
ME4	M & E	Ulakbim/DergiPark	Eğitimde Kültürel Spor Ahlakı Bilinci Kazanma Amacına Erişim Düzeyi Ölçeği: Geçerlik Güvenirlik Çalışması	The Scale of Level of Reaching the Goal of Gaining of Cultural Sport Moral Awareness in Education: A Study of Validity and Reliability Study
ME5	M & E	Ulakbim/DergiPark	Öğretmen Adaylarının Ölçme ve Değerlendirmeye Yönelik Genel Yeterlik Algıları İle Tutumları Arasındaki İlişkinin İncelenmesi	Investigation of The Relationship Between General Competency Perceptions and Attitudes to Measurement and Evaluation for Pre-Service Teachers
ME6	M & E	Ulakbim/DergiPark	Türkçe Öğretmenlerinin Sınıf İçi Öğrenme Becerilerini Ölçme ve Değerlendirme Yeterlikleri	Measuring and Evaluation Competencies of Turkish Teachers' In-Class Learning Skills
ME7	M & E	Ulakbim/DergiPark	İlahiyat Öğrencilerinin Ölçme ve Değerlendirme Dersi Tutumları	Attitudes of Students of Faculty of Theology Towards Measurement and Assessment Course
ME8	M & E	Ulakbim/DergiPark	Dinamik Matematik Öğretimine Uygun Ölçme Değerlendirme: Öğretmen ve Öğretmen Adaylarının Görüşleri	Assessment and Evaluation Relevant to Dynamic Mathematics Instruction: Opinions of Teachers and Pre-Service Teachers
ME9	M & E	Ulakbim/DergiPark	Lise Öğretmenlerinin Ölçme ve Değerlendirmeye Yönelik Öz-Yeterliliklerinin İncelenmesi	Investigation of Self-Efficacy of Teachers in High Schools for Measurement and Evaluation
ME10	M & E	Ulakbim/DergiPark	Ana Dili Olarak Türkçe Öğretiminde Ölçme Değerlendirme Temalı Bilimsel Araştırmalar: Bir İçerik Analizi Çalışması	Assessment and Evaluation Themed Scientific Studies in Teaching Turkish as a Mother Tongue: A Content Analysis Study
ME11	M & E	Ulakbim/DergiPark	Kesirler Konusuna İlişkin Öz Değerlendirme Ölçeği Geliştirilmesi	Development of Self Evaluation Scale Related to Fractions

ME12	M & E	Ulakbim/DergiPark	Teknoloji Destekli Ölçme-Değerlendirme Uygulamasının İncelenmesi	Examination of Technology Supported Measurement and Evaluation Application
ME13	M & E	Ulakbim/DergiPark	Alternatif Ölçme ve Değerlendirme Tekniklerinin Temel Alındığı Öğretimin Fen Bilgisi Öğretmen Adaylarının Ölçme ve Değerlendirmeye Yönelik Öz-Yeterlik İnanç, Tutum ve Bilgi Düzeylerine Etkisi	The Effect of Teaching Based on Alternative Measurement and Evaluation Techniques on Pre-Service Science Teachers' Self-Efficacy Beliefs, Attitudes, and Knowledge Levels toward Measurement and Evaluation
ME14	M & E	Ulakbim/DergiPark	Öğretmen Adaylarının Ölçme ve Değerlendirme Genel Yeterlik Algıları: Atatürk Üniversitesi İlahiyat Fakültesi Örneği	General Competency Perceptions on Measurement and Evaluation of Teacher Candidates: Atatürk University Faculty of Theology Example
ME15	M & E	Ulakbim/DergiPark	Çok Boyutlu Sportmenlik Yönelimi Ölçeğinin Ölçme Eşdeğerliğinin Test Edilmesi	Testing the Measurement Invariance of the Multidimensional Sportspersonship Orientation Scale
ME16	M & E	Ulakbim/DergiPark	Uluslararası Öğrenciler İçin Hazırlanan Akademik Türkçe Setindeki Ölçme-Değerlendirme Etkinliklerinin İncelenmesi	Investigation of The Assessment-Evaluation Activities in The Academic Turkish Set Prepared for International Students
ME17	M & E	Ulakbim/DergiPark	Öğretmenlerin Alternatif Ölçme Değerlendirme Tekniklerini Kullanımına Yönelik Yeterlik Algılarının İncelenmesi	Investigation of Teachers' Opinions on Alternative Assessment and Evaluation Techniques
ME18	M & E	Ulakbim/DergiPark	İlkokulda Ölçme Değerlendirme Alanında Yazılan Lisansüstü Tezlerin İncelenmesi	Analysis of Graduate Theses Written in the Field of Assessment and Evaluation in Primary School
ME19	M & E	Ulakbim/DergiPark	Öğrencilerin Muhasebe Eğitimine Bakış Açıları ve Muhasebe Eğitiminde Ölçme ve Değerlendirme	Aspects of the Students to Accounting Education and Measurement and Evaluation at Accounting Education
ME20	M & E	Ulakbim/DergiPark	Müziksel Performansın Ölçülmesinde Dereceli Ölçme Aracına İlişkin Öğretim Elemanı Görüşleri	Instructor's Opinions About Graduated Measuring Instrument of Musical Performance Measurement

ME21	M & E	Ulakbim/DergiPark	Türkçe Yeterlik Sınavı'nın (TYS) Uluslararası Geçerliğe Sahip Bazı Dil Yeterlik Sınavlarıyla Ölçme ve Değerlendirme Ölçütleri Açısından Karşılaştırılması	Comparison of Turkish Proficiency Exam (TPE) With Some International Language Proficiency Exams in Terms of Measurement and Evaluation Criteria
ME22	M & E	Ulakbim/DergiPark	Türkçe Öğretiminde Öz Değerlendirme Uygulamaları	Self-Assessment Practices in Turkish Teaching
ME23	M & E	Ulakbim/DergiPark	Bolu İlindeki Öğretmenlerin Ölçme ve Değerlendirme Genel Yeterlilik Algılarının İncelenmesi	The Analysis of The Competency Perception on Measurement and Evaluation of The Teachers' in BOLU
ME24	M & E	Ulakbim/DergiPark	Arapça Gramerde Ölçme-Değerlendirme Aracı Olarak Çoktan Seçmeli Testler-İsim Cümlesi Örneği	Multiple Choice Tests as an Assessment-Evaluation Tool in Arabic Grammar-Noun Phrase Example
ME25	M & E	Ulakbim/DergiPark	Kimya Öğretmenlerinin Yazılı Sınavlarının İncelenmesi: Artvin İli Örneği	An Investigation of the Chemistry Teachers' Written Exams: Artvin Sample
ME26	M & E	Ulakbim/DergiPark	Öğretmen Adaylarının Ölçme ve Değerlendirme Dersine İlişkin Tutumları: Anadolu Üniversitesi Örneği	Attitudes of Prospective Teachers Towards Measurement and Assessment Course: Anadolu University Example
ME27	M & E	Ulakbim/DergiPark	Salgın Sürecinde Uzaktan Eğitim ve Öğrenci Başarısını Değerlendirmeye İlişkin Öğretmen Görüşleri	Teachers' Views on Distance Education and Evaluation of Student Success in The Pandemic Process
ME28	M & E	Ulakbim/DergiPark	Öğretmen Adaylarının Ölçme ve Değerlendirmeye Yönelik Yeterlilik Algılarının İncelenmesi (Kafkas Üniversitesi Örneği)	The Analysis of Teacher Candidates' Competency Perceptions Toward Measurement and Assessment (Example of Kafkas University)
ME29	M & E	Ulakbim/DergiPark	Türk Dili ve Edebiyatı Öğretmenleri Ölçme Değerlendirme Yeterlilik Ölçeği Geçerlik ve Güvenirlilik Çalışması	Validity and Reliability Study of Turkish Language and Literature Teachers Assessment and Evaluation Proficiency Scale
ME30	M & E	Ulakbim/DergiPark	İlkokulda Görev Yapan Öğretmenlerin Ölçme ve Değerlendirmeye Yönelik Görüşlerinin İncelenmesi	Examining the Views of Teachers Working in Primary School on Measurement and Evaluation

APPENDIX 2: THE INFORMATION ABOUT THE JOURNALS

ORDER	NAME OF THE JOURNAL (BIOLOGY)	DATABASE	YEAR
1	<i>Balkan&Balkan/Kırklareli University Journal of Engineering and Science</i>	ULAKBİM	2022
2	<i>Research Journal of Biomedical and Biotechnology</i>	ULAKBİM	2020
3	<i>Ağaç ve Orman</i>	ULAKBİM	2020
4	<i>Karadeniz Fen Bilimleri Dergisi</i>	ULAKBİM	2023
5	<i>Balkan&Balkan/Kırklareli University Journal of Engineering and Science</i>	ULAKBİM	2022
6	<i>Atatürk Üniversitesi Veteriner Bilimleri Dergisi</i>	ULAKBİM	2017
7	<i>Trakya Üniversitesi İktisadi ve İdari Bilimler Fakültesi E-Dergi</i>	ULAKBİM	2018
8	<i>Atatürk Üniversitesi Ziraat Fakültesi Dergisi</i>	ULAKBİM	2015
9	<i>Atatürk Üniversitesi Ziraat Fakültesi Dergisi</i>	ULAKBİM	2020
10	<i>Avrupa Bilim ve Teknoloji Dergisi</i>	ULAKBİM	2020
11	<i>Avrupa Bilim ve Teknoloji Dergisi</i>	ULAKBİM	2019
12	<i>Balıkesir Medical Journal</i>	ULAKBİM	2017
13	<i>Dicle Tıp Dergisi</i>	ULAKBİM	2020
14	<i>Peyzaj Araştırmaları ve Uygulamaları Dergisi</i>	ULAKBİM	2021
15	<i>Ege Üniversitesi Ziraat Fakültesi Dergisi</i>	ULAKBİM	2019
16	<i>Erciyes Üniversitesi Sağlık Bilimleri Dergisi</i>	ULAKBİM	2019
17	<i>Iğdır Üniversitesi Fen Bilimleri Enstitüsü Dergisi</i>	ULAKBİM	2023
18	<i>Tekirdağ Ziraat Fakültesi Dergisi</i>	ULAKBİM	2021
19	<i>Anadolu Çevre ve Hayvancılık Bilimleri Dergisi</i>	ULAKBİM	2021
20	<i>Mantar Dergisi</i>	ULAKBİM	2018
21	<i>Hayvansal Üretim Dergisi</i>	ULAKBİM	2014
22	<i>Cukurova Medical Journal</i>	ULAKBİM	2021
23	<i>Van Sağlık Bilimleri Dergisi</i>	ULAKBİM	2021
24	<i>Harran Üniversitesi Veteriner Fakültesi Dergisi</i>	ULAKBİM	2022
25	<i>Ömer Halisdemir Üniversitesi Mühendislik Bilimleri Dergisi</i>	ULAKBİM	2019
26	<i>Bülent Ecevit Üniversitesi Fen Bilimleri Dergisi</i>	ULAKBİM	2017
27	<i>Uludağ Üniversitesi Ziraat Fakültesi Dergisi</i>	ULAKBİM	2018
28	<i>Gaziosmanpaşa Üniversitesi Ziraat Fakültesi Dergisi</i>	ULAKBİM	2018
29	<i>Ankara Üniversitesi Tıp Fakültesi Mecmuası</i>	ULAKBİM	2017
30	<i>Türk Hijyen ve Deneysel Biyoloji Dergisi</i>	ULAKBİM	2020

ORDER	NAME OF THE JOURNAL (LINGUISTICS)	DATABASE	YEAR
1	<i>Bilge International Journal of Social Research</i>	ULAKBİM	2019
2	<i>Karamanoğlu Mehmetbey Üniversitesi Uluslararası Filoloji ve Çeviribilim Dergisi</i>	ULAKBİM	2023
3	<i>RumeliDE Journal of Language and Literature Studies</i>	ULAKBİM	2023
4	<i>Disiplinler Arası Dil Araştırmaları Dergisi</i>	ULAKBİM	2023
5	<i>Avrasya Uluslararası Araştırma Dergisi</i>	ULAKBİM	2023
6	<i>Kaygı. Bursa Uludağ Üniversitesi Fen-Edebiyat Fakültesi Felsefe Dergisi</i>	ULAKBİM	2013
7	<i>Dil Araştırmaları Journal of Language Studies</i>	ULAKBİM	2023
8	<i>Mersin Üniversitesi Dil ve Edebiyat Dergisi</i>	ULAKBİM	2019
9	<i>Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i>	ULAKBİM	2023
10	<i>RumeliDE Journal of Language and Literature Studies</i>	ULAKBİM	2023
11	<i>HUMANITAS- Uluslararası Sosyal Bilimler Dergisi</i>	ULAKBİM	2023
12	<i>Hacettepe Üniversitesi Türkiyat Araştırmaları Dergisi</i>	ULAKBİM	2023
13	<i>Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi</i>	ULAKBİM	2023
14	<i>Turcology Research</i>	ULAKBİM	2023
15	<i>Akademik Dil ve Edebiyat Dergisi</i>	ULAKBİM	2023
16	<i>Elektronik Sosyal Bilimler Dergisi</i>	ULAKBİM	2013
17	<i>Korkut Ata Türkiyat Araştırmaları Dergisi</i>	ULAKBİM	2022

18	<i>International Journal of Interdisciplinary Language Studies</i>	ULAKBİM	2022
19	<i>DEÜ Edebiyat Fakültesi Dergisi</i>	ULAKBİM	2022
20	<i>Uludağ Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi</i>	ULAKBİM	2022
21	<i>Tabula Rasa: Felsefe ve Teoloji</i>	ULAKBİM	2022
22	<i>Uluslararası Dil, Edebiyat ve Kültür Araştırmaları Dergisi</i>	ULAKBİM	2022
23	<i>Dilbilim Araştırmaları Dergisi</i>	ULAKBİM	2021
24	<i>Kafkasya Çalışmaları- Sosyal Bilimler Dergisi</i>	ULAKBİM	2022
25	<i>Rumelide Dil ve Edebiyat Araştırmaları Dergisi</i>	ULAKBİM	2022
26	<i>Dilbilim Dergisi- Journal of Linguistics</i>	ULAKBİM	2021
27	<i>Uluslararası Yabancı Dil Olarak Türkçe Öğretimi Dergisi</i>	ULAKBİM	2021
28	<i>Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi</i>	ULAKBİM	2021
29	<i>Çukurova Üniversitesi Türkoloji Araştırmaları Dergisi</i>	ULAKBİM	2021
30	<i>Rumelide Dil ve Edebiyat Araştırmaları Dergisi</i>	ULAKBİM	2021

ORDER	NAME OF THE JOURNAL (MEASUREMENT & EVALUATION)	DATABASE	YEAR
1	<i>Milli Eğitim Dergisi</i>	ULAKBİM	2019
2	<i>Rumelide Dil ve Edebiyat Araştırmaları Dergisi</i>	ULAKBİM	2023
3	<i>Pamukkale Üniversitesi Eğitim Fakültesi Dergisi</i>	ULAKBİM	2023
4	<i>Pamukkale Üniversitesi İlahiyat Fakültesi Dergisi</i>	ULAKBİM	2021
5	<i>Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi</i>	ULAKBİM	2023
6	<i>Eğitim ve İnsani Bilimler Dergisi</i>	ULAKBİM	2022
7	<i>Türkiye Din Eğitimi Araştırmaları Dergisi</i>	ULAKBİM	2021
8	<i>Trakya Journal of Education</i>	ULAKBİM	2023
9	<i>Bayburt Eğitim Fakültesi Dergisi</i>	ULAKBİM	2020
10	<i>Türkiye Eğitim Dergisi</i>	ULAKBİM	2022
11	<i>Hatay Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi</i>	ULAKBİM	2018
12	<i>Recep Tayyip Erdoğan Üniversitesi Eğitim Fakültesi Dergisi</i>	ULAKBİM	2021
13	<i>Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi (GEFAD)</i>	ULAKBİM	2023
14	<i>Atatürk Üniversitesi İlahiyat Fakültesi Dergisi</i>	ULAKBİM	2018
15	<i>International Journal Sport, Exercise & Training Sciences</i>	ULAKBİM	2022
16	<i>Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi</i>	ULAKBİM	2023
17	<i>International Journal of Current Approaches in Language, Education and Social Sciences</i>	ULAKBİM	2020
18	<i>Gazi Eğitim Bilimleri Dergisi</i>	ULAKBİM	2022
19	<i>Ağrı İbrahim Çeçen Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i>	ULAKBİM	2019
20	<i>NWSAFA-FINE ARTS</i>	ULAKBİM	2018
21	<i>Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi</i>	ULAKBİM	2020
22	<i>The Journal of Turkish Education Sciences</i>	ULAKBİM	2021
23	<i>Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi</i>	ULAKBİM	2013
24	<i>Bozok Üniversitesi İlahiyat Fakültesi Dergisi</i>	ULAKBİM	2023
25	<i>Erzincan Üniversitesi Eğitim Fakültesi Dergisi</i>	ULAKBİM	2020
26	<i>Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi</i>	ULAKBİM	2018
27	<i>Milli Eğitim Dergisi</i>	ULAKBİM	2020
28	<i>Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi</i>	ULAKBİM	2017
29	<i>Journal of Turkish Researches Institute</i>	ULAKBİM	2020
30	<i>Academic Social Studies</i>	ULAKBİM	2020

APPENDIX 3: THE LIST OF RESEARCH ARTICLE ABSTRACTS

List of Biology Research Articles

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**APPENDIX 4: FREQUENCY DISTRIBUTION (%) OF MOVES ACROSS
THREE DISCIPLINES**

MOVE	Biology		Linguistics		Educational Measurement and Evaluation	
	N	%	N	%	N	%
Move 1 (Introduction)	15	50	25	83,33	9	29,99
Move 2 (Purpose)	18	50,99	14	46,66	28	93,33
Move 3 (Method)	23	76,66	12	39,99	28	93,33
Move 4 (Product)	27	89,99	14	46,66	27	89,99
Move 5 (Conclusion)	24	79,99	8	26,66	12	39,99

APPENDIX 5: TENSE MARKERS IN EACH MOVE IN THE
ABSTRACTS

		Tense Markers Recognized in Biology Abstracts																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Introduction	Present		4	1	1	1		3		1	3	2			3					1					1	2		-	-		
	Past		-	-	-	1	1	-		-	1	-			1					-					-	1			3	1	
Purpose	Present	1	1	-	-							1	1	3		-	1	1	-		-	-	-	-	1		-			1	4
	Past	-	-	1	1						-	-	1		1	1	-	1		1	1	1	1	-	1		1			2	3
Method	Present	-	-	-	-																										
	Past	4	3	4	1		4		1	3	2		3	2	1	2	4	1	2		1	5	3	2	2		7			7	5
Product	Present	-	4	-	-	-			-	1				-	1	1	-	3	-	-	-	-	-	-	-	-	-	-	-	-	-
	Past	1	-	4	3	3	5		3	-				3	4	-	3	2	2	9	2	4	5	2	2	2	4	3	5	3	1
Conclusion	Present	-		1	2	1					1				2	-	1	2	-	-	1	2	1	-	1	1	1	2	1	-	2
	Past	1		-	-	-					-		1	-	1	-	-	-	1	2	-	1	1	3	2	-	-	1	-	1	1

		Tense Markers Recognized in Linguistics Abstracts																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Introduction	Present	2	11		1	4	8	5	3	-	7	-	10	-		5		-	3		3	3	1	2		5	1	5	7	7	9	
	Past	-	-		6	1	-	1	-	1	-	1	-	1		3		1	-		-	1	-	1		-	-	-	2	-	2	
Purpose	Present	-							1		1	-			1	1	1	1	1		1				1	1						
	Past	1			1				-		-	1		1	-		-	-	-	-		-			-	-						
Method	Present	-				-															1	1		-		1						
	Past	4				5		1	1				3	3		4				1	-	-		1		-						
Product	Present						2	1		-	-					-	-	2														
	Past				3	2		-	-		1	3		2	1	2	1	1							1				1			
Conclusion	Present					1	1				1						1	1							-							
	Past	1				-	-				-			1			-	-							1							

		Tense Markers Recognized in Measurement and Evaluation Abstracts																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Introduction	Present				3	1						3			2									4		-	-	1			1
	Past				-	-						-			-									-		1	1	1			
Purpose	Present	1	1	1	1	1	1	1		1	1	1	-	-	1	1	1	1	1			1	1	1		-	1	1	1	1	1
	Past	-	-	-	-	-	-	1	-	-	-	-	1	1	-	5	-	-	-	-			-	-		1	-	-	-	1	-
Method	Present	-	-	-	2	1	-	1	1	-	1	-	-	1	-	1	1	2	1			1	4			1			1		1
	Past	2	4	3	2	6	4	4	7	3	4	5	2	4	2	2	1	5	2	1	2	1	1	2		1		2	1	5	6
Product	Present	3	-	-	2		1	-	-	-	-	-	-	1		-	-	-	2	-	2	-	-	1		-	-	2	-	-	
	Past		2	4	1		1	1	3	1	3	3	1	2		1	5	2	2	1	2	2	1	1		3	1	3	2	3	4
Conclusion	Present	3			-	1	-							2	-	-			1							1					1
	Past	-		1	-	-	1	2						-	1	1		-						1		-					-

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		Yayın Tarihi Date of Pub.	22.11.2023
	FRM-YL-09 Yüksek Lisans Tezi Etik Kurul Muafiyeti Formu <i>Ethics Board Form for Master's Thesis</i>	Revizyon No Rev. No.	02
		Revizyon Tarihi Rev.Date	25.01.2024

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLBİLİMİ ANABİLİM DALI BAŞKANLIĞINA

Tarih: 23/09/2024

Tez Başlığı (Türkçe): Türkçe Araştırma Makale Özlerinin Adımlar Açısından İncelenmesi: Karşılaştırmalı Bir Çalışma.....

Tez Başlığı (Almanca/Fransızca)*:

Yukarıda başlığı verilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır.
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3. Beden bütünlüğüne veya ruh sağlığına müdahale içermemektedir.
4. Anket, ölçek (test), mülakat, odak grup çalışması, gözlem, deney, görüşme gibi teknikler kullanılarak katılımcılardan veri toplanmasını gerektiren nitel ya da nicel yaklaşımlarla yürütülen araştırma niteliğinde değildir.
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Hacettepe Üniversitesi Etik Kurullarının Yönergelerini inceledim ve bunlara göre çalışmamın yürütülebilmesi için herhangi bir Etik Kuruldan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

Muhammed Ali ARIK

Öğrenci Bilgileri	Ad-Soyad	Muhammet Ali ARIK
	Öğrenci No	N21223186
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	Programı	Yüksek Lisans

DANIŞMAN ONAYI

UYGUNDUR.
(Doc. Dr. Emine YARAR)

* Tez **Almanca** veya **Fransızca** yazılıyor ise bu kısımda tez başlığı **Tez Yazım Dilinde** yazılmalıdır.

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	FRM-YL-09 Yüksek Lisans Tezi Etik Kurul Muafiyeti Formu <i>Ethics Board Form for Master's Thesis</i>	Revizyon No Rev. No.	02
		Revizyon Tarihi Rev.Date	25.01.2024

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LINGUISTICS

Date: 23/09/2024

Thesis Title (In English): Move Analysis of Turkish Research Article Abstracts: A Comparative Study.....

My thesis work with the title given above:

1. Does not perform experimentation on people or animals.
2. Does not necessitate the use of biological material (blood, urine, biological fluids and samples, etc.).
3. Does not involve any interference of the body's integrity.
4. Is not a research conducted with qualitative or quantitative approaches that require data collection from the participants by using techniques such as survey, scale (test), interview, focus group work, observation, experiment, interview.
5. Requires the use of data (books, documents, etc.) obtained from other people and institutions. However, this use will be carried out in accordance with the Personal Information Protection Law to the extent permitted by other persons and institutions.

I hereby declare that I reviewed the Directives of Ethics Boards of Hacettepe University and in regard to these directives it is not necessary to obtain permission from any Ethics Board in order to carry out my thesis study; I accept all legal responsibilities that may arise in any infringement of the directives and that the information I have given above is correct.

I respectfully submit this for approval.

Muhammet Ali ARIK

Student Information	Name-Surname	Muhammet Ali ARIK
	Student Number	N21223186
	Department	English Linguistics
	Programme	Master's (MA)

SUPERVISOR'S APPROVAL

APPROVED
(Assoc. Prof. Dr. Emine YARAR)

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		Yayın Tarihi Date of Pub.	04.12.2023
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		Revizyon Tarihi Rev.Date	25.01.2024

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLBİLİMİ ANABİLİM DALI BAŞKANLIĞINA

Tarih: 23/09/2024

Tez Başlığı: Türkçe Araştırma Makale Özlerinin Adımlar Açısından İncelenmesi: Karşılaştırmalı Bir Çalışma.....

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Yukarıda başlığı verilen tezimin a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 70 sayfalık kısmına ilişkin, 21/04/2024 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda işaretlenmiş filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 29 'dur.

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- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

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Gereğini saygılarımla arz ederim.

Muhammet Ali ARIK

Öğrenci Bilgileri	Ad-Soyad	Muhammet Ali ARIK
	Öğrenci No	N21223186
	Enstitü Anabilim Dalı	İngiliz Dilbilimi
	Programı	Yüksek Lisans

DANIŞMAN ONAYI

UYGUNDUR.
(Doç.Dr. Emine YARAR)

* Tez Almanca veya Fransızca yazılıyor ise bu kısımda tez başlığı Tez Yazım Dilinde yazılmalıdır.

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GRADUATE SCHOOL OF SOCIAL SCIENCES
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Kindly submitted for the necessary actions.

Muhammet Ali ARIK

Student Information	Name-Surname	Muhammet Ali ARIK
	Student Number	N21223186
	Department	English Linguistics
	Programme	Master's (MA)

SUPERVISOR'S APPROVAL

APPROVED
(Assoc. Prof. Dr. Emine YARAR)

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		Revizyon Tarihi <i>Rev.Date</i>	25.01.2024

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	FRM-YL-15 Yüksek Lisans Tezi Orijinallik Raporu <i>Master's Thesis Dissertation Originality Report</i>	Revizyon No <i>Rev. No.</i>	02
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