

**A CROSS-CULTURAL STUDY ON DISSERTATION
ACKNOWLEDGMENTS WRITTEN IN ENGLISH BY NATIVE
SPEAKERS OF TURKISH AND AMERICAN ENGLISH**

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ABSTRACT

A CROSS-CULTURAL STUDY ON DISSERTATION ACKNOWLEDGMENTS WRITTEN IN ENGLISH BY NATIVE SPEAKERS OF TURKISH AND AMERICAN ENGLISH

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The aim of this thesis is to compare and contrast the ways in which native speakers of Turkish (NST) and native speakers of American English (NSAE) write the acknowledgment sections of their MA and PhD dissertations. The analysis in the study focuses on the pragmatic and discourse strategies used by the authors in the texts written in English. First, the study uncovers the organization of the dissertation acknowledgments and the thanking strategies employed in the acknowledgment sections written in English by native speakers of Turkish and American English in their MA and PhD dissertations. Then, the authors' choices of expressions of gratitude for specific addressees (e.g., supervisors vs. friends) are discussed. Data examined in the study comprise 144 dissertations written by 72 NST and 72 NSAE and are collected from sources such as the National Theses Centre of The Council of Higher Education of Turkey, ProQuest dissertation services. The thesis aims to contribute to the areas of foreign language education, pragmatics and cross-cultural communication.

Keywords: Dissertation Acknowledgments, Thanking Expressions, Contrastive Pragmatics, Rapport Management Model, Native Speakers of Turkish, Native Speakers of American English

ÖZ

ANADİLİ TÜRKÇE VE AMERİKAN İNGİLİZCESİ OLAN KONUŞMACILAR TARAFINDAN İNGİLİZCE OLARAK YAZILMIŞ TEZ TEŞEKKÜR KISIMLARI ÜZERİNE KÜLTÜRLERARASI BİR ÇALIŞMA

Özlem, Karakaş
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Bu çalışmanın amacı anadili Türkçe ve Amerikan İngilizcesi olan tez öğrencilerinin Yüksek Lisans ve Doktora tezlerinin teşekkür kısımlarında kullandıkları dili karşılaştırmalı olarak incelemektir. Çalışma içerisinde tez yazarlarının İngilizce olarak yazdıkları tez teşekkür kısımlarının edimbilimsel ve söylembilimsel stratejileri üzerinde yoğunlaşılacak ve metnin nasıl organize edildiği ve metinde hangi teşekkür etme stratejilerinin kullanıldığı tartışılacaktır. Ayrıca yazarların belirli kişilere (örn. tez danışmanları, arkadaşları) teşekkür ederken seçtikleri teşekkür etme biçimleri de incelenecektir. Bu çalışmanın araştırma sorularını cevaplamak için YÖK'e ait Ulusal Tez Merkezi, ProQuest tez veri tabanı gibi veri kaynaklarından 144 yüksek lisans ve doktora tezi seçilmiştir (72 anadili Türkçe, 72 anadili Amerikan İngilizcesi). Tezin amacı yabancı dil eğitimi, edimbilim ve söylembilim alanlarına katkıda bulunmaktır.

Anahtar kelimeler: Tez Teşekkür Kısımları, Teşekkür İfadeleri, Karşılaştırmalı Edimbilim, Uyum Yönetimi Modeli, Anadili Türkçe olan Konuşucular, Anadili Amerikan İngilizcesi olan Konuşucular

In memory of
my dear Grandmother

&

To my family
for their infinite love and trust

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LIST OF ABBREVIATIONS

ACA:	Academics
ADJ:	Adjective
ANM:	Announcing Move
AS:	Acknowledgment Section
CLAN:	Computerized Language Analysis
DIT:	Direct Thankings
ELT:	English Language Teaching
FAM:	Family
FTA:	Face Threatening Act
FRI:	Friends
H:	Hearer
INT:	Introductory Phrases
MA:	Master of Arts
NOM:	Nominalizations
NSAE:	Native Speakers of American English
NST:	Native Speakers of Turkish
PAS:	Passives
PASW:	Predictive Analysis Software
PER:	Performatives
PhD:	Doctor of Philosophy
REM:	Reflective Move
S:	Speaker
SIP:	Sociopragmatic Interactional Principle
THM:	Thanking Move

CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter presents the background of the study, its significance and the research questions to be answered.

1.1. Background of the Study

With the paramount influence of globalization and the technological advances, various cultures come to interact with one another owing to social, educational and/ or economic reasons. In time, these interactions raised people's awareness both on their own and on the other party's cultural values. Either through the revelation of similarities or differences, the values and norms dominating cultures attracted the attention of experts carrying out studies in social sciences, such as sociology, psychology, anthropology and inevitably studies in language which acts as the primary tool for communication among people.

To this end, it is not surprising to see that in recent years studies in social and interactional aspects of language have gained a significant attention and the number of studies have increased considerably. Researchers have attempted to find out the universal paradigms of the interactional use of language to help people construct fine interactions with the most *appropriate use of language*, which is predominantly discussed under the concept of *politeness*. Ide (1988: 371), in this line of argument, asserts that people choose their utterances not only concerning the content of the message, but also in regard to the appropriateness of the context, which enables a smooth interaction between participants of the communication (cited in Ide, 2001).

In this regard, as the studies have started to address specific cultures, it is revealed that the concept of appropriateness in language differs from culture to culture since different cultures are governed by some relatively different values and norms and these are reflected by different choice of language patterns in communication.

Currently, in the light of numerous studies that have been done (e.g., Eisenstein and Bodman, 1993; Koutlaki, 2000; Kumaratoridani, 1999; Ruhi, 2006; Pederson, 2009), we can better talk about the different tendencies of cultures in regard to performing certain acts (i.e., thanking expressions, requests, apologies etc.) in language, which is determined by that culture's specific understanding of/ orientations to life, i.e., individualism vs. collectivism, high-context vs. low context, etc. (see Hofstede, 1984, 1991, 2001).

Depending on the above-mentioned developments and tendencies in the field of linguistics, the present study aims to compare and contrast the acknowledgment sections (henceforth ASs) of the Master of Arts (henceforth MA) and Doctor of Philosophy (henceforth PhD) dissertations written in English by native speakers of Turkish (henceforth NST) and native speakers of American English (henceforth NSAE).

The examination of the ASs will be handled in two stages:

(1) The Analysis of the Generic Structure: The word length of the ASs, the word ranges in ASs (i.e., the number of different words used), the move structure of the ASs and the thanking order in ASs will be analyzed.

(2) The Analysis of the Thanking Patterns: The frequencies of the thanking patterns (adapted from Hyland and Tse, 2004) used by NST and NSAE and the distribution of thanking patterns in relation to the receiver will be investigated using the Rapport Management Model proposed by Helen Spencer-Oatey (2008).

1.2. Significance of the Study

With no doubt, writing a dissertation either for a Masters or a Doctorate student is a difficult process requiring not only days and nights of devoted times of the writer, herself, but also the support and encouragement of the people around, who will all be with her in both academic and/or moral sense.

Therefore, acknowledgments are most probably the sections of the dissertations that the writers write with utmost joy. Now that they have finished their dissertations after all times of struggle, it is the time for them to record their comments on their research process and to acknowledge the ones who helped them in this long journey of writing a dissertation.

Acknowledgments are the sections of the dissertations that are read first by the ones who were with the MA and/ or PhD students throughout this difficult process and maybe by the ones wondering the academic and social network of the authors. Furthermore, these are the parts of the texts where the writers need to express their gratitude to the ones helped them appropriately considering the very intricate rules of communication (e.g., the face needs of the other and the self, the social context, representation of the self). Therefore, as Hyland (2004) argues, these sections are significant in enabling authors build a credible scholarly and social character in readers' mind.

Despite this important function of the acknowledgments, the analysis of the genre and its components (e.g., the move structure, thanking order and the thanking patterns) has not received its deserved place in the literature yet. The literature of the acknowledgments comprises very few studies conducted in recent years (i.e., Al-Ali, 2010; Gesuato, 2004; Hyland, 2003; Hyland 2004; Hyland and Tse, 2004). The common point of research in acknowledgments is that there is a crucial necessity for further research in the area since insufficient knowledge in constructing acknowledgments may lead to improper expressions of gratitude, which may result in a reflection of an incompetent academic and social identity of the students completing their Masters and Doctorate degrees (Hyland, 2004).

As Büyükkantarçioğlu (1998: 159) asserts “the choice language is very significant in maintaining social relationships.” As for thanking expressions, which constitute the main body of the acknowledgments, the choice of language is especially important. Thanking, as inherently being a face-enhancing act, can become face-threatening with an inappropriate use of language, when the contextual (e.g., cultural environment) and/or personal factors (e.g., degree of intimacy) are disregarded. In the same vein, Eisenstein and Bodman (1993: 64) argue that while, as a ubiquitous speech act, the act of thanking can “engender feelings of warmth and solidarity among interlocutors” when properly performed, it can also endanger the course of relations when performed otherwise. Moreover, if the act, expected by the reader/ hearer, is

not performed at all, the hearer/ reader may get hurt or annoyed (Spencer-Oatey, 2008).

To this end, this current study hopes to contribute to the fields of pragmatics, sociolinguistics, cross-cultural communication and English Language Teaching (henceforth ELT) in following respects:

In regard to the generic structure analyses of the ASs the study will;

(1) reveal for the first time the organisation, i.e. the move structure, the thanking order in Turkish students' acknowledgments, and display how they formulate their thanking expressions addressed to the ones supported them in their journey of writing their MA or PhD dissertations,

(2) act as the first comparative study in the analysis of dissertation acknowledgments written by NST and NSAE,

(3) raise awareness on the importance of the genre, leading possibly to better organized and written acknowledgments, in which a more unique and creative tone of voice sounds.

In regard to the analyses of the thanking patterns in ASs,

(1) This study will unravel the available thanking structures used in dissertation acknowledgments, which will be quite for the benefit of the future authors of acknowledgments.

(2) Analysis of the interaction models of both groups, i.e. NST and NSAE, in thanking will add both to language learners' and practitioners' socio-pragmatic knowledge. The knowledge of the possible socio-cultural factors behind interactional principles will probably lead to a better understanding of the communications and to a finer pragmatic competence in interacting cross-culturally.

(3) Indirectly, the study will also contribute to the teaching of the thanking expressions in an academic context to learners of English by (i) examining the available strategies of thanking, and (ii) displaying the choice of thanking formulae in Turkish and American cultures in accordance with the addressee of thanking.

What the author believes is that, especially for language users, who have the greatest possibility to be in contact with the world academia, either as a student or as a researcher/ academician, the awareness on the use of language forms, the speech acts, different from their own is very important in order to gain better skills in both encoding and/or decoding of messages that they will be sending and/or receiving, respectively.

1.3. Research Questions

The aim of the current study is to answer the following research questions:

1. What is the average length of the acknowledgments written by NST and NSAE?
2. What is the range of words that NST and NSAE use in their dissertation acknowledgments?
3. How do NST and NSAE organize the acknowledgment sections of their dissertations?
 - a) What is the structure of the moves that they follow frequently?
 - b) In what order do they thank to their addressees?
4. What types of lexico-grammatical patterns of thanking are used by NST and NSAE?
5. What possible socio-cultural factors might influence the choice of thanking patterns employed by NST and NSAE in their acknowledgments?

CHAPTER 2

THEORETICAL FRAMEWORK

2.0. Presentation

In this chapter, the theoretical framework of the current research is introduced. The Rapport Management Model developed by Helen Spencer-Oatey (2008) is presented in detail as the framework of analysis in this study after a brief overview of politeness theories.

2.1. Background: Politeness Theories

The theories of politeness since the very influential study of Brown and Levinson (1978; 1987) have attempted to conceptualize the key issues governing human interaction in language. They have tried to shed light on the issues regarding the appropriate and inappropriate uses of language, why to use such forms and what such uses might result in.

Though the concept of *politeness* has been viewed from very different perspectives in the literature, the concept of “face” has always been at issue in the discussions of the theories of politeness. Deriving from Goffman’s

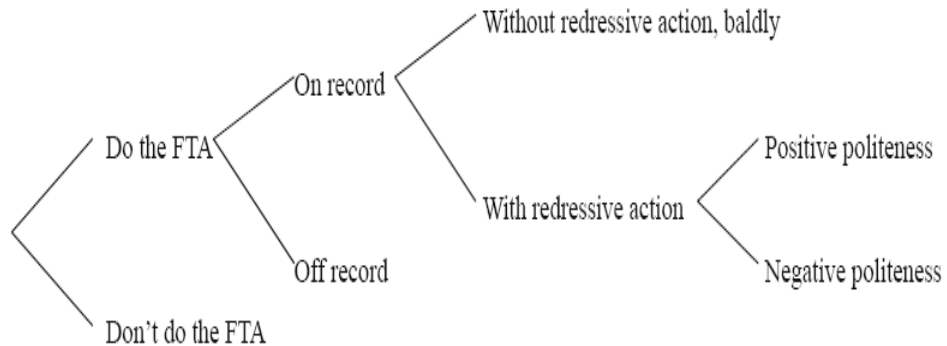
understanding of face, that is “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact” (1967: 5), Brown and Levinson (1987: 61) define face as “the public self-image that every member wants to claim for himself” and take the concept “face” as the centre of their politeness theory. They suggest that the face wants of people have two basic dimensions; positive face and negative face. Positive face refers to a person’s desire to be appreciated by others, and negative face to the desire to be unimpeded, not to be imposed upon in one’s actions. Spencer-Oatey (2008: 264) states that these face concerns basically represent human being’s desire for approval and autonomy in their actions, respectively.

Constructing an additional significant part of their theory, Brown and Levinson (1987) propose that some illocutionary acts in language inherently threaten the positive and negative face of the hearer and/or the speaker, which they call the “Face Threatening Acts” (henceforth FTAs). As Hatipoğlu (2009) quotes from Thomas (1995: 169):

An illocutionary act has the potential to damage the hearer’s (H’s) positive face (by, for example, insulting H or expressing disapproval of something which H holds dear), or H’s negative face (an order, for example, will impinge upon H’s freedom of action); or the illocutionary act may potentially damage the speaker’s (S’s) own positive face (if S has to admit to having botched a job, for example) or S’s negative face (if S is concerned into making an offer of help).

The speaker, according to Brown and Levinson (1987: 69), follows some strategies in interaction when she faces the possibility of doing an FTA.

Figure 2.1: *Possible strategies to follow in doing FTAs*
Source: Brown and Levinson, 1987: 69



Here, to state very briefly, if the speaker chooses to do a FTA she may either reflect it with an utterance ambiguous in meaning so that she distances herself from any imposition of her words (i.e., off record) or may choose to perform an act directly, by being clear in her intentions (i.e., on record – without redressive action). One other possibility is to employ some redressive acts in language, hence, to avoid threatening the positive and negative face wants of the hearer (i.e., on record- with redressive action). In those instances, she may choose to follow one of the two politeness strategies;

- (i) Positive politeness: the S claims that she and the H share the same wants by attending to the points of “mutual appreciation and interest”, “common world and background knowledge” (Hatipoğlu, 2009: 25).
- (ii) Negative politeness: Following this “avoidance-based” strategy, the S recognizes and protects the H’s right for freedom, for not to be imposed (Brown and Levinson, 1987: 70).

Many studies taking the Brown and Levinson model as the theoretical basis have argued that the theory does not reflect the universal paradigms in communication sufficiently (Ide, 1989; Koutlaki, 2002; Matsumoto, 1988; Ruhi, 2006). Matsumoto (1988), for instance, asserts that the theory is so much governed around individual's self-face concerns and ignores the social-interactive aspects of face, which is seen in Japanese culture as seeking for the acceptance of others, or as one's understanding herself in her position among the other members of a society (cited in Spencer-Oatey, 2008).

Ruhi (2006: 44), in a very detailed manner, puts together the reasons for critique on the theory with the references as follows:

- (a) Anglo-Saxon bias in defining (aspects of) face (e.g., Wierzbicka 1991);
- (b) ambivalence of the politeness strategies regarding the kind of face that these attend to and the inconsistencies between studies that employ the model (e.g., Meier 1995);
- (c) description of nearly all speech acts as face-threatening and the related idea that politeness functions primarily to redress face threat (e.g., Kasper 1990)
- (d) focus on hearer-oriented politeness at the expense of the speaker (e.g., Chen 2001);
- (e) bias in the model towards of the polite end of the continuum in interaction (e.g., Culpeper 1996); and
- (f) little attention it devotes to the socio-psychological context in communication (e.g., Fraser 1990; Eelen 2001).

Bayraktaroğlu and Sifianou (2001: 4), in this respect, illustrate how one behaviour may be considered as improper or even rude in one society, while it can have a "relation-consolidating" influence in another by referring to the

works of Schrifin (1984) where Jewish Americans argue to socialize and Dunden et. al. (1972) in which Turkish boys utter “duelling rhymes” to have fun but not to hurt.

Before moving on to a more comprehensive framework for analyzing the function of language as the manager of social relations, what should be noted lastly in this background section is the paramount effect of the Brown and Levinson model in conceptualizing face and politeness. By creating a significant basis for many cultural studies, the theory gave way to the revelation of various emic understandings on the concepts of face and politeness, and thus, it lead the way to the emergence of new models (e.g., Watts, 2003; Spencer-Oatey, 2000; 2008).

2.2. Spencer-Oatey’s Rapport Management Model

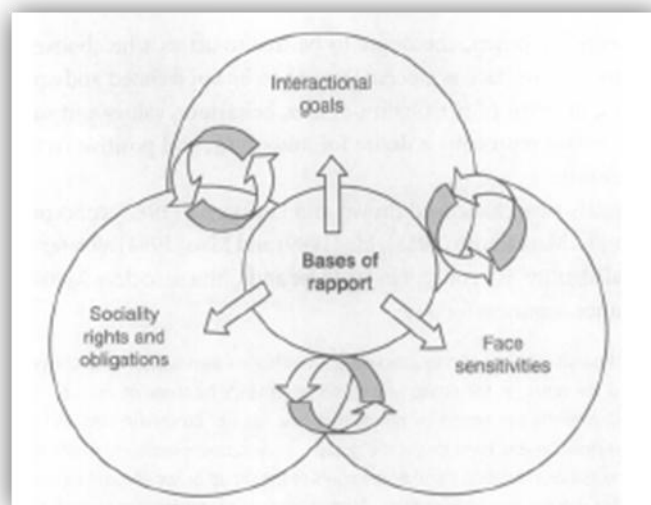
What the key motivation of Spencer-Oatey (2008) in proposing a new framework for analyzing the interaction in language is basically the insufficiency of “face-management only” models in describing the phenomenon. Spencer-Oatey (2008) argues that the “face” centred models of politeness do emphasize only the desires/wants of the self, i.e., desires for autonomy and approval, while the term “rapport” takes both the self and the other into account in examining the way language is used. She prefers not to use the term “politeness” in explaining her model mainly for two reasons:

- (i) The term represents the use of a more *formal* language, which may not be the most appropriate form of language use in some contexts.

- (ii) The term reminds of a more *harmonious* use of language; however, language can sometimes be used to attack rather than to please the other party of the communication.

The term “rapport management” is used to examine the various uses of language in managing the social interaction, referring to “the management of harmony-disharmony among people” (Spencer-Oatey, 2008: 13). Spencer-Oatey (2005) argues that what she intends to explore in her theory is the *grounds* on which social judgements are made in interaction and proposes a three dimensional model of rapport management: (i) the management of face, (ii) the management of sociality rights and obligations and (iii) the management of interactional goals (Spencer-Oatey, 2008: 14).

Figure 2.2: *The bases of rapport*
Source: Spencer-Oatey, 2008: 14



The concept of **face** in the Rapport Management model is defined as “people's sense of worth, dignity and identity, and is associated with issues such as respect, honour, status, reputation and competence” (Spencer-Oatey, 2008: 14). The relation between face and a person's self-identity is viewed in three respects: self as an individual (individual identity), self as a group member (collective identity), self in relationship with others (relational identity) (Spencer-Oatey, 2008:14).

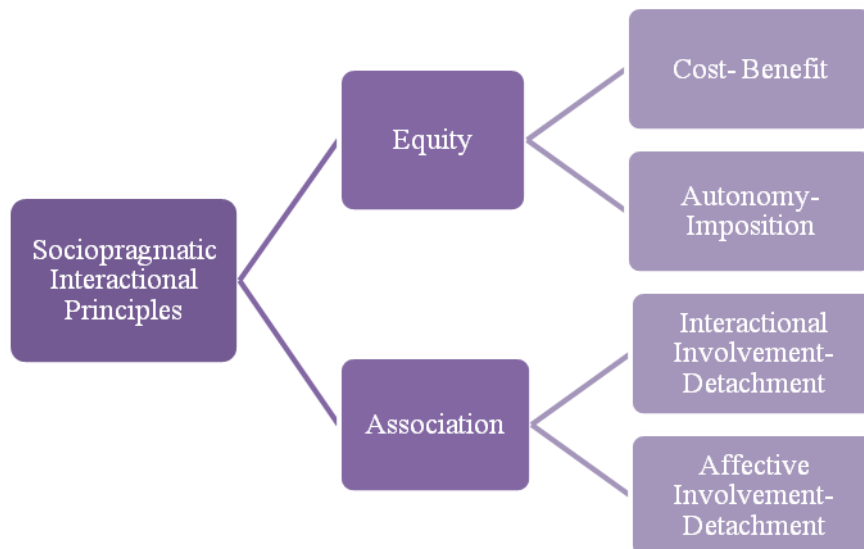
In order to establish interpersonal rapport, one other factor to be considered is the management of **sociality rights and obligations**. As displayed in Table 2.1, some social rights and obligations result in some behavioural expectations for the self and the other interlocutor(s), the breach of which may cause some interactional and interpersonal problems.

Table 2.1: *Bases of perceived sociality rights and obligations*
Source: Spencer-Oatey, 2008: 15

Basis of perceived sociality rights and obligations	Types of behavioural expectations for self and other
Contractual/legal agreements and requirements	Behavioural expectations based on business or other types of contract, as well as societal requirements such as equal opportunities of employment and avoidance of discriminatory behaviour
Explicit and implicit conceptualizations of roles and positions	Behavioural expectations associated with roles and social positions. Although they can be contractually based (e.g. the duties specified in a job contract), very often they are far more implicit. They include three key elements: equality-inequality, distance-closeness and the rights and obligations of the role relationship.
Behavioural conventions, styles and protocols	Behavioural expectations associated with the conventions, styles and protocols that people are used to encountering. For example, work groups usually develop conventions for handling team meetings, such as whether there is an agenda and if so, how strictly it is adhered to, or whether they can sit where they like or whether they should sit according to status or role.

Spencer-Oatey (2008) argues that the behavioural characteristics of people and their expectations (i.e., what she calls as Sociopragmatic Interactional Principles (SIPs)) are based on two principles which are equity (i.e., being treated fairly), and association (i.e., the degree of closeness-distance in relations) (see Figure 2.3). The **equity** principle is based on two components in the model, which are the “cost-benefit” and the “autonomy-imposition” notions. The **association** principle is also explained in relation to two components, the interactional involvement-detachment; the affective involvement-detachment. Spencer-Oatey (2008) assert that the context, the goal of the interaction and the personal values of the interlocutors determine the priority and the extent of equity and association principles.

Figure 2.3: *The components of SIPs in Rapport Management*



The other component determining the rapport of interaction in Spencer-Oatey's framework is the **interactional goal** of the conversations, which may be **transactional** and/or **relational**. What the purpose of interaction requisites is important in that, again, if the conditions are not satisfied the interactional purposes may fail to be achieved.

In the framework of rapport management, the FTAs are also discussed in parallel with the three components of the model: **face-threatening behaviour**, **rights threatening/ obligation-omission behaviour**, and **goal-threatening behaviour** (Spencer-Oatey, 2008: 17). Providing some illustrations for the possible rapport threatening and rapport enhancing acts, and giving a rapport management model way of understanding in some speech acts, Spencer-Oatey asserts that what defines an act as threatening or enhancing are the circumstances and interpretations rather than the content of the act itself.

Spencer-Oatey (2008) also gives a thorough explanation of the framework in respect to the possible strategies to follow in rapport management (i.e., choice of speech act sets, directness vs. indirectness, use of upgraders vs. downgraders etc.) and the motivational factors behind the employed strategies (i.e., rapport orientation, contextual variables, pragmatic principles and conventions)

The types of rapport orientation in the model are dealt in four categories (Spencer-Oatey, 2008: 32):

1. Rapport enhancement orientation: a desire to strengthen or enhance harmonious relations between the interlocutors;
2. Rapport maintenance orientation: a desire to maintain or protect harmonious relations between the interlocutors;
3. Rapport neglect orientation: a lack of concern or interest in the quality of relations between the interlocutors;
4. Rapport challenge orientation: a desire to challenge or impair harmonious relations between the interlocutors.

Furthermore, the **contextual factors** are determined as power and distance relations among interlocutors, the number of participants in conversations, cost-benefit considerations, social and interactional roles etc. , while under the **pragmatic principles and conventions** Spencer-Oatey deals with the sociopragmatic and pragmalinguistic principles followed to manage the rapport between interlocutors (2008: 40 – 43).

Spencer-Oatey's Rapport Management model is chosen as the theoretical framework for this study mainly due to two reasons. The first reason is the model, differently from other politeness models, argues that a rich combination of both social and contextual factors should be taken into consideration when defining the rules of the appropriate use of the language. Because of this it is believed that the model would be more successful, than any other model, in providing comprehensive analysis of the corpora of acknowledgments gathered for this thesis.

The second reason derives from the nature of the analysed texts. When acknowledgments are taken into consideration it becomes clear that the choice of language in acknowledgments not only depends on the authors' being sensitive to the face wants of the addressees and of the authors themselves, but also on the authors' concern for the sociality rights of the people who supported them (e.g., the expected behaviour from an individual in a certain position; equality/ inequality in role relationships) and the purpose for the construction of the acknowledgments (e.g., to follow formalities of writing a dissertation and/ or to be in good relations with the addressees). Therefore, a model able to account for this intricate and multifaceted web of relations is needed and Spencer-Oatey's Rapport Management Model is such a model.

CHAPTER 3

REVIEW OF THE LITERATURE

3.0. Presentation

This chapter dwells on the key concepts that the present study discusses. First, the review of the studies on thanking as a speech act is given; and then, the studies on acknowledgments are reviewed.

3.1. Studies on Thanking as a Speech Act

Thanking is one of the most frequently occurring acts in daily interactions (Hinkel, 1994) and it has been defined as an important speech act and a politeness marker in the literature (Wong, 2009). This important speech act has a controversial status, though. While, on the one hand it is inherently polite (Leech, 1983) since it satisfies the needs of the positive face of the hearer, on the other hand, it is threatening for the negative face of the speaker because by saying ‘thank you’ she states that she is indebted to her interlocutor (Brown and Levinson, 1987). Therefore, Eisenstein and Bodman (1993: 65) argue that “expressing gratitude is a complex act potentially involving both positive as well as negative feelings on the part of giver and receiver.”

When the place of the expressions of gratitude is scrutinised in the speech act theories, it is seen that they are classified under “behabitives” by Austin (1962) among the five categories of speech acts he proposes (Austin 1962, cited in Hatipoğlu, 2009: 11). Together with speech acts such as apologies, greetings, wishes and expressions of sympathy, the expressions of gratitude reflect S’s attitude towards a past or imminent action (Searle, 1979).

Verdictives give a finding or verdict (e.g., analyse, assess, characterise, date, describe, estimate, hold, rank)

Exercitives exercise of a power or right (e.g., advise, command, direct, order, recommend)

Commissives commit you to an action (e.g., contracts, embrace, guarantee, pledge, promise, swear, vow)

Behabitives expressing attitudes about social behaviour (e.g., apologise, express gratitude, express sympathy, greet, wish)

Expositives fit utterances into conversations (e.g., affirm, answer, call, class, deny, emphasise, identify, illustrate)

Later Searle (1979), Austin’s student, developed a new classification scheme for the various speech acts arguing that the classification proposed by Austin was not a classification of linguistic acts but of the verbs in English (Hatipoğlu, 2009). In Searle’s classification (1979: 12-26) there are the following five main categories and this time the expressions of gratitude are placed in the group of Expressives:

Representatives show speaker's belief on the truth or falseness of a proposition (e.g., I state that it is raining);

Directives reflect speaker's attempts to make the hearer do something (e.g., I order you to leave);

Commissives express speaker's future action (e.g., I promise to pay you the money);

Expressives show speaker's emotions towards some kind of an action (e.g., I thank you for giving me the money);

Declaratives reflect speaker's performance of an act, resulting in change in the status of the referred object if done successfully (e.g., I now pronounce you man and wife).

Searle (1979) argues that in the class of Expressives there is not any intention on the side of the speaker to create a match between the world and the words. According to him, expressives only help the speakers to reflect their psychological state. Searle (1969: 67) asserts that the act of thanking is governed by four rules:

Propositional content rule: Past act *A* done by *H* (hearer)

Preparatory rule: *A* benefits *S* (speaker) and *S* believes *A* benefits *S*

Sincerity rule: *S* feels grateful or appreciative for *A*

Essential rule: counts as an expression of gratitude or appreciation

Though the essentials of a thanking act have been identified as expressions of "gratitude" and "appreciation" by Searle and in many other influential studies (Ohashi, 2008), from a cross-cultural perspective the two components seemed insufficient in describing the act of thanking. For instance, Ohashi (2008) asserts that in the Japanese society the concept of *rei* is expressed through the expression of gratitude and the expression of respect verbally and/or via the

presentation of a gift or bowing, signing many verbal and/or non-verbal behavioural expectations. Considering this, Ohashi (2008: 2153) reports a more culture neutral definition of thanking, suggested by Wierzbicka (1987: 214) based on reductive paraphrasing:

I know that you have done something that is good for me
I say: I feel something good towards you because of that
I say this because I want to cause you to know what I feel towards you
I assume that you would want to hear me say this to you.

Referring to the definition, Ohashi (2008) asserts that while concepts of “gratitude” and “appreciation” are successfully avoided with the use of *good*, both the strategic (i.e., I say this because I want to cause you to know what I feel towards you) and anticipated (i.e., I assume that you would want to hear me say this to you) aspects of thanking are described.

The reactive aspect of thanking is also mentioned in many studies (e.g., Coulmas, 1981; Haverkate, 1988, cited in Ohashi, 2008). Coulmas (1981), for instance, in his commonly cited article on thanking, points to the resemblance between thanking and apologising due to their responsive nature and indicates that they are performed as an implication of indebtedness to the S (cited in Ohashi, 2008). Coulmas (1981) argues that thanking has various functions in the society and constructs the taxonomy presented in Table 3.1.

Table 3.1 : Coulmas' Taxonomy for Thanking
Source: Hinkel, 1994: 6

1. thanks ex ante (for a promise, offer, invitation)
2. thanks ex post (for a favour, invitations)
3. thanks for material goods (gifts, services)
4. thanks of immaterial goods (wishes, compliments, congratulations)
5. thanks for some action initiated by the benefactor
6. thanks for some action resulting from a request/ wish/ order by the beneficiary
7. thanks that imply indebtedness
8. thanks that do not imply indebtedness

In addition to the functions listed by Coulmas (1981) researchers frequently focused on and discussed the discourse organizing function of the expressions of gratitude. Aijmer in her 1996 study focused on the thanking expressions in the London-Lund corpus and in her Results and Discussions section the author reports that 131 of 199 thanking expressions used for immaterial contexts are instances of thanking as response to proposals (i.e., functioning as conversation ending signals) (cited in Wong, 2009). Eisenstein and Bodman (1993) also refer to this use of thanking by citing Rubin's (1983) study where the "thank you" appeared in closings and compliments.

Selnick (2001), in her MA thesis which is conducted within the framework of Brown and Levinson's politeness theory, investigates the social

appropriateness of the use of “thank you” from hearer’s (H) point of view. She questions the effect of the degree of politeness, the degree of closeness/distance in relationships and the effect of gender in determining the extents of an appropriate “thank you” (i.e., when a “thank you” threatens the H’s negative face and when does not). She (2001) bases her study on six “thank you” situations and 200 respondents among college students in the US from different backgrounds.

Selnick (2001) finds that both high and low degree of politeness threaten the negative face of the H in the pre-determined thanking situations. For instance, when a H awaits for a thank you, her negative face is threatened in both conditions: when she receives an overwhelming thank you and when she receives none. When discussing relationship differences Selnick (2001) states that close friends allow more for ‘improper’ behaviour and she argues that the solidarity in friendships is the reason for that. However, her research does not reveal any gender difference in determining the extent of a socially appropriate behaviour in thanking situations.

In regard to what determines the appropriacy of a thanking act, Coulmas (1981), states that (cited in Aston, 1995: 57):

The social relation of the participants and the inherent properties of the object of gratitude work together to determine the degree of gratefulness that should be expressed in a given situation. Differences in this respect are obviously subject to cultural variation

From a cross-cultural perspective, Aston (1995) asserts that the performance and perception of thanking expressions show variation across cultures like many other occasions requiring polite behaviour. A number of studies investigating the use of thanking expressions focus on the culture-specific perspective of thanking acts (e.g., Koutlaki, 2000 - Persian vs. English; Kumatoridani, 1999 - Japanese vs. English; Pederson, 2009 - Swedish vs. English). For instance, Koutlaki (2000), tests the validity of Brown and Levinson's politeness theory on the thanking in Persian. She indicates that the concept of face in Persian is more like a society-oriented phenomenon than being individual-centred. What is more is that rather than being a face-threatening act (on speaker's negative face) as claimed by Brown and Levinson, thanking in Persian has the function of face-enhancing as it signals the recognition of socially accepted rules. In this line of argument, Coulmas (1981) underscores the possible difficulties that may arise between cultures in communication due to not properly expressed or understood thanking expressions (cited in Eisenstein and Bodman, 1993). Spencer-Oatey (2008) also asserts that cultures may vary in the frequency of the use of some speech act strategies in certain situations and in perceiving the face-enhancement and/or face-threatening value loaded in those strategies.

Spencer-Oatey (2008), though, giving the explanation for how some speech acts (i.e., orders and requests, apologies, compliments) are viewed from the aspect of Rapport management does not give an explanation for the expression of gratitude. However, considering her reflections on other speech acts,

especially on compliments, some interpretations on rapport management view of gratitude expressions might be made.

In the Rapport management model thanking would be viewed as a way for building positive rapport among people, since thanking expressions are uttered to reflect S's pleasure for some kind of a verbal or non-verbal (i.e., material) act done by the H and they enhance the relation between the interlocutors. However, as in the case with compliments, if the thanking expressions is not uttered as it is expected from the H, either as too personal or too distant, it may damage the face or the sociality rights of the H and may turn into an act threatening the face and/or sociality rights of H and create disharmony between interlocutors, rather than a harmony. Thus, rather than the act itself the situational and social factors in which thanking is constructed and the way it is uttered determines whether the act is a rapport enhancing or a threatening one.

In Turkish, the expressions of gratitude, as far as the author is aware, have been a direct focus of scrutiny only in a one study, i.e., Hatipoğlu (2010). In her study, the author examined whether or not the participant structure and the level of closeness among the interlocutors affect the characteristics of the expressions of gratitude used in e-mails. Her corpus consisted of 375 'thank you' e-mails sent between 2005 and 2009. Following Herring (2007), Hatipoğlu (2010) classified the 'thank you' mails in five groups (i.e., one-to-one, one-to-one but many, one-to-many, many-to-one and many-to-many) according to the number of the writers and receivers of e-mails. After analysing

her data, the researcher reported that the factor ‘participant structure’ did affect both the quality and quantity of the electronic expressions of gratitude in Turkish. When there was only one writer and only one recipient of the ‘thank you’ mail (i.e., one-to-one context) the authors used a wider variety of strategies (e.g., *teşekkürler* (thank you), *sağ ol* (be healthy), *yaşa* (live!), *ellerine sağlık* (health to your hands)). With the increase of the number of the interlocutors, however, the number of the used strategies decreased. That is, in the overwhelming majority of the one-to-many, many-to-one and many-to-many contexts the writers used only one strategy ‘thank you’.

In addition to this study there are a number of other studies which discuss the use of ‘thank you’ expressions in Turkish even though it is not their primary focus. One such study is Ruhi’s “Politeness in compliment responses: A perspective from naturally occurring exchanges in Turkish” published in 2006. In her paper Ruhi (2006) scrutinises the use of thanking expressions together with other speech acts that are used in compliment responses. In her paper, Ruhi (2006: 43) aims to conceptualize the presentation of self in politeness while examining the compliment responses within the framework of the “conversational maxim approach” of Leech and the “face-management approach” of Brown and Levinson in politeness. Ruhi (2006: 54) referring to two thanking formulas uttered as a compliment response in Turkish, *teşekkür et-AOR-SING/PLU* ‘I do my gratitude’; *sağol-* ‘be alive.well’ in the article, notes the differences between them from a sociopragmatic aspect. She asserts that while the first pattern is a more respectful form of thanking, that it has a

rare use among intimates, the second pattern is used as a token of appreciation, indicating a stronger indebtedness felt by the S. She puts forward that as a response to compliments patterns of gratitude are expressed “as a way of balancing the payment of the C(ompliment) (2006: 66).”

3.2. Studies on Acknowledgments

With its particular place in dissertations and its particular purpose to be written, acknowledgments are the sections of the academic papers where the authors gain an opportunity to express their indebtedness, gratitude and/ or appreciation to the ones supported them intellectually morally and/ or financially during their studies. Besides, the text is admitted to be serving not only for the purpose of expressing debts and gratitudes but also for author’s reflecting an ideal scholarly identity carrying academic values of modesty, self-effacement by a display of their academic and social networks (Hyland, 2004). The history of acknowledgments actually goes back to the times when the authors were dependent on the powerful ones in authority in order to publish their academic works (Giannoni, 2002). Though in time the reasons for including acknowledgments in academic papers have changed, they were always a part of published texts appearing either as a part of preface or as a separate section (Giannoni, 2002).

The first study in literature on acknowledgments, as far as the author is aware, is the one conducted by Mackintosh in 1972 (cited in Tiew and Sen, 2002: 44). In the article, Mackintosh (cited in Tiew and Sen, 2002) examines the structure of acknowledgments and determines a three step move as the acknowledgment of the (i) help of individuals, (ii) access to data, (iii) facilities.

In 1987, Ben-Ari, investigates two hundred anthropological ethnographies and defines acknowledgments as genres having a peculiar construct that differ from the main text it is added. He, mainly, asserts that (1987: 65) acknowledgments are:

formulations that take on an intermediate position between the internal contents of the ethnography and the people and relationships outside it: They are both an introduction to an intellectual product and a reconstruction of the external contributions that have gone towards its realization.

Cronin and his colleagues (1992, 1993, 1994, 1995), on the other hand, have a number of studies on acknowledgments, scrutinising the frequency of acknowledgments in academic papers over years, the role of acknowledgments and the patterns of acknowledgments. Cronin (1995), for instance, searches over nine journals published between 1971 – 1990 for the frequency of the acknowledgments section in the articles and finds out that the number of articles giving place to acknowledgments increased from 42.9% in 1971 to 61.2% in 1990.

The literature on dissertation acknowledgments, on the other hand, is quite limited. Despite acknowledgments' being a very common section of dissertations (i.e., 80% of MA and 98% of PhD dissertations in Hyland and Tse, 2004) very few studies in linguistics/applied linguistics have examined the structure of the acknowledgments written by MA and PhD students. The literature mainly comprises the studies conducted by Hyland (2003, 2004) and Hyland and Tse (2004), which aim at exploring the structure of the acknowledgments and the patterns of thanking expressions appearing in acknowledgments based on a corpus of 240 MA and PhD dissertations written by non-native speakers of English in six academic fields (i.e., Applied Linguistics, Biology, Business Studies, Computer Sciences, Electronic Engineering and Public Administration).

More specifically, Hyland (2003) focuses on the textualization of the gratitude suggesting that acknowledgments reflect authors' unique rhetorical choices which are shaped by the authors' social and cultural characteristics and by the field they get specialized in. He (2003) investigates the frequency of the acknowledgees in dissertations (academicians, friends, family, etc.) and the activities acknowledged (academic support, moral support, technical support etc.) by comparing both MA and PhD students and the fields in which they study. The results of the study show that academicians and academic support are the most acknowledged ones representing about half of the acknowledgments.

Hyland (2004) generates a content-based framework for acknowledgments by introducing three separate moves: *Reflective Move*, the section where the author comments on her experiences; *Thanking Move*, the place presenting gratitude to academic assistance, resources, family and friends; and *Announcing Move*, the last part including the acceptance of responsibilities for flaws or errors and the dedication of the thesis.

Hyland’s subsequent study co-authored by Polly Tse (2004) continues to examine the same corpus of dissertations. In this article in addition to the previous findings on acknowledgments, Hyland and Tse demonstrate the lexico-grammatical patterns of the thanking expressions by categorising them under five categories as shown in Table 2.

Table 3.2: *Pattern expressing gratitude*
Source: Hyland & Tse, 2004: 266

Nominalization	“My sincere thanks to...” “The author’s gratitude goes to...”
Performative verb	“I thank...” “The author appreciates...”
Adjective	“I’m grateful to...” “The author is thankful for...”
Passive	“Y is thanked for...” “Appreciation is given to...”
Bare mention	“I cannot go without mentioning...” “X was helpful in...”

Scrutinising the PhD dissertation acknowledgments written by native speakers of Arabic in his two articles, Al-Ali (2004) first draws a picture of how Arab students organize their acknowledgments written in English; then he (2010), in

a much more detailed manner, analyzes how the Arab students in social sciences construct their acknowledgments in Arabic.

Al-Ali (2004) works on a corpus of 100 acknowledgments written by Arabic native speakers in English within the framework of the move structure proposed by Hyland (2004), the Reflective – Thanking – Announcing Move structure. He studies in what number the Arabic native speakers employ the Reflective, Thanking and Announcing moves in their PhD dissertation acknowledgments and finds the results in Table 3. . As one additional move he encounters with the “Thanking Allah” pattern in the Arabic PhD dissertation.

**Table 3.3 : Number of Move Components in Arab
Dissertation Acknowledgments**
Source: Al-Ali, 2004: 37

Component Moves of acknowledgements, n:100	Number of Moves
Reflective Move	- 8
Thanking Move	
- Thanking Allah (God)	- 19
- Presenting Participant	- 40
- Thanking supervisors and other academics	- 100
- Thanking for data access and clerical and technical support	- 70
- Thanking for financial support	- 40
- Thanking for moral support	- 84
Announcing Move	
- Accepting responsibility	- 9
- Dedicating the thesis	- 6

In his latter article, Al-Ali (2010) reviews 100 acknowledgments written in Arabic by students from soft sciences. Examining the acknowledgments, Al-Ali builds a new move structure (see Table 3.4) for the Arabic acknowledgments, observes the thanking strategies employed in the moves and makes a socio-cultural analysis of the PhD dissertation acknowledgments written by the native speakers of Arabic.

Table 3.4 : *Number of Move Components in Dissertation Acknowledgments written in Arabic*

Source: Al-Ali, 2010: 8

Component Moves of Arabic acknowledgements, n:100	Number of Moves
1. Opening	25
2. Praising and Thanking Allah (God)	70
3. Thanking Supervisor(s) and other Academics	100
4. Acknowledging Access to Resources	62
5. Thanking for Moral Support	61
6. Invoking and Blessing	68
7. Closing	52
8. Signing off	20

Al-Ali (2010) maintains that the choice of language in acknowledgments very much depend on some socio-cultural and religious motivations. For instance, he (2010: 20) reveals that 25% of the acknowledgments written in Arabic start with verses from Qur'an or sayings of the Prophet, emphasizing the significance of praising Allah and 70% of the acknowledgments include the "Thanking Allah" move. Reporting from Hyland (2005: 197) Al-Ali states that metadiscourse of the similar texts show notable differences in accordance with the cultural background of the authors.

One contrastive study in literature, as far as the author is aware, is Giannoni's (2002) study on the ASs of English and Italian research articles. In his article, he compares and contrasts the structure of acknowledgments on the basis of a move structure he develops (i.e., Introductory move, Main move). His corpus of acknowledgments consists of 100 acknowledgments (50 acknowledgments for each set of English and Italian corpora) collected from 50 English and 19 Italian research journals written in six academic fields (i.e., three social sciences and three natural sciences).

The study (Giannoni, 2002) reveals that while the Italian acknowledgments are more elaborate than the English ones regarding the move structure, English employ more variation in wording. Moreover, while impersonal constructions are higher in percentage in Italian acknowledgments, English thanking expressions appear more with direct constructions of thanking. One of the findings of the study that Giannoni states is that the difference in focus between the corpora. He (2002: 25) argues that the focus of acknowledgments is on "help" in English acknowledgments, but on the "value" in Italian ones, which might be an indication of the "utilitarian" understanding of Anglo-Saxon academicians and the "value-favoured" understanding among Italian ones.

In Turkish context, however, neither acknowledgments of research articles nor dissertation acknowledgments have been a topic of research in the fields of linguistics, applied linguistics or in English Language Teaching so far. This study will also be addressing this gap in Turkish context and will add a new dimension to the research on acknowledgments by examining the patterns of thanking in accordance with their addresses for the first time.

CHAPTER 4

METHODOLOGY

4.0. Presentation

In this chapter of the thesis the data collection procedures, the design of the corpus of acknowledgments and the data analysis procedures are presented.

4.1. Data Collection Procedures

Two sets of data are collected for the study of dissertation acknowledgments written in English. The first set includes the acknowledgments written by the native speakers of Turkish (NST) and the second set comprises the acknowledgments written by the native speakers of American English (NSAE).

The data are collected among the dissertations written after 2000 and written by the MA and PhD students from the departments of English language studies, i.e., departments of English language teaching, linguistics and literature. The purpose behind the choice of these departments is that it is expected that MA and PhD students having a degree in the departments mentioned above have the strongest background in various aspects of English

due to the education they receive, which will most likely result in a competent use of the English language.

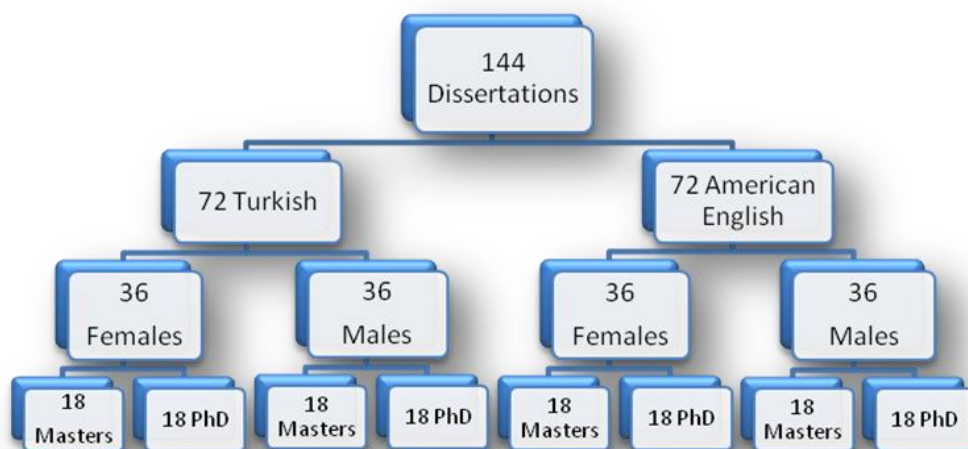
The dissertation acknowledgments written by NST MA and PhD students are collected from three universities: Boğaziçi University, Middle East Technical University and Hacettepe University. The rationale for this step is to further warrant that the chosen MA and PhD students have a full competence in various aspects of the English language. First, two of the universities' being English medium institutions (i.e., Boğaziçi University, Middle East Technical University), these universities all have top rankings among Turkish universities. Thus, the students accepted to those universities are also selected based on high criteria and they receive a good quality education in Turkey. To this end, it is thought that NST having an MA and/ or PhD degree from the departments of English Language studies within these universities are the ones to compose the best possible dissertation acknowledgments language wise.

The texts in NST corpus are collected from two sources: (i) the National Thesis Centre of the Council of Higher Education in Turkey and (ii) the universities' electronic thesis databases. The limitation options of the databases as to years, and department and as to specific keywords (e.g., English, Language, Linguistics, Literature, Pragmatics, Teaching) allowed the researcher to search the dissertations in a more systematic way.

The second corpus includes the acknowledgments written by NSAE who also specialised in English Language Studies, Language Teaching, Literature and Linguistics. The data in this set are collected from the top fifty universities of America. In this study, the ranking list published on **Top Universities.com**'s website is taken as a basis since it ranks the universities depending on their success in Social Sciences to which group the examined departments belong. The list starts with Harvard University, University of California, Berkeley and Stanford University and ends with the University of Florida (see Appendix A). For the construction of this second corpus the ProQuest Thesis and Dissertation Centre and the electronic/ digital dissertation databases of the universities are used. Again, the advanced search tools of the databases are utilized to reach the acknowledgments required for the study.

4.2. Design of the Corpus

Figure 4.1: *Design of the Corpus*



As can be seen in Figure 4.1, a total of 144 acknowledgments are collected for this present study. This main corpus of acknowledgments constitutes of two separate sub-corpora of acknowledgments written by the NST (N=72) and NSAE (N=72), respectively.

Each of the sub-corpora are composed of 36 acknowledgments written by females and 36 acknowledgments written by males; and these sets of 36 acknowledgments are collected from 18 MA students and 18 PhD students in order to ensure the reliability and validity of the results against any gender-bias and bias that may result from the completed degree, i.e. MA and PhD.

4.3. Data Analysis Procedures

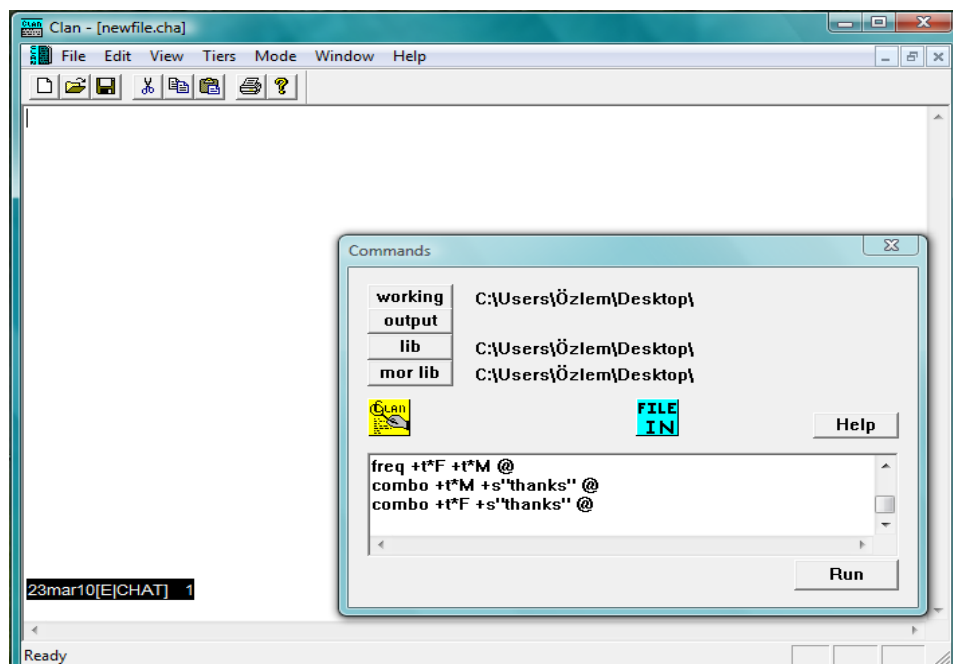
Following the studies examining the acknowledgment sections of academic papers (Hyland, 2004; Hyland and Tse, 2004), several aspects of acknowledgments are scrutinised in the current study:

- (i) the average length of the acknowledgments
- (ii) the range of words used in the texts
- (iii) the move structure of the acknowledgments
- (iv) thanking order in acknowledgments
- (v) the patterns of thanking

In order to be able to complete all of the analyses related to the examined texts the CLAN (Computerized Language Analysis) Program which is designed to analyze data transcribed in Child Language Data Exchange System

(CHILDES) is utilised (see Figure 4.2). The CLAN program has two parts: the CLAN Editor and the Commands Window. The CLAN Editor is the part where the data are entered for analysis and the Commands Window is used to enter the formulas to obtain the desired results for the analysis. The results are reported in a separate CLAN output file (Using CLAN, 2003).

Figure 4.2: A view of the CLAN program



A grouping procedure of data following the model presented in Figure 4.1 was done before the beginning of the analysis. That is, the acknowledgment sections of the MA and PhD dissertations were grouped into 8 categories each of which consisted of eighteen acknowledgments (i.e., Turkish Female MA, Turkish Male MA, English Female PhD, etc.). After that, the data were entered

into the CLAN program in separate files following the predetermined classification.

In the analysis of the data, first of all the length of the acknowledgments written by NST and NSAE is calculated. The freq function of the CLAN program is used to calculate the number of words used in the acknowledgments. Later the average lengths for the pre-determined groups (i.e., NST, MA, male; NST, PhD, male; etc.) is calculated the MS Excel program.

Later, different from the previous studies done on acknowledgments the range of words used by NST and NSAE is computed, again with the freq function of the CLAN program. It is aimed to calculate how many different words are employed by the groups in writing an acknowledgment.

In the second stage of the analysis a more detailed examination of the acknowledgments is performed. This analysis focused on two features related to acknowledgments: the move structure (Hyland 2004) followed by the authors in the texts and the order and type of thanking utilised by the writers when addressing various the acknowledgees. In the move structure analysis, the presence or absence of the three moves identified by Hyland (2004) (i.e., Reflective Move, Thanking Move and Announcing Move) are determined. Later, the analysis of the order of thanking expressions, i.e., the ordering of academics, friends and family, in the texts is checked out. These two analyses

are done by scrutinising each of acknowledgments and taking note of the search results into the MS Excel program, which enabled the researcher to find the sum and the percentages of the examined moves/strategies in the corpus.

After that, the scrutiny of the thanking patterns in acknowledgments is done by using a categorization for the thanking expressions in dissertations that is adapted from the study of Hyland and Tse (2004). The examination of the thanking formulae is done by checking the explicit thanking patterns and the implicit patterns are not analyzed in this study. An overview of the data showed that implicit forms of thanking such as “X was kind/ supportive” are not placed alone to express gratitude in the texts where an overt acknowledgment of gratitude is expected; but they follow an explicit thanking to indicate the reason of gratitude (e.g., **M12, MA, NSAE**: *I would like to thank Prof. X for her support during the past year with guiding me through the development and completion of this thesis. She always had time listen to and critique my ideas, concerns, and progress*).

The analysis of the thanking patterns in acknowledgments is conducted via the **combo function** of the CLAN program. In this part, the frequencies of the thanking patterns are found. Formulas such as “**would^like**”, “**wish^to**”, “**my^*^thanks**” are developed at first for the analysis of the thanking patterns adapted from the study of Hyland and Tse (2004). The results appearing in the

output file are recorded in MS Excel program with their addressees, again for the purpose of summing up the results and representing them in percentages.

The statistical analysis of the data is done by using the PASW (Predictive Analysis Software) Statistics 18 program. The statistical tests such as T-test and Mann-Whitney U Test are used to examine whether the differences in the average length of the acknowledgments, the word ranges, the move structure and in the use of thanking patterns are statistically significant or not.

CHAPTER 5

RESULTS AND DISCUSSIONS

5.0. Presentation

This chapter presents the results of the present study and the discussions related to them. It is divided into two main sections: 5.1. The Analysis of the Generic Structure of Acknowledgments (Sections 5.1.1 – 5.1.4) and 5.2. The Analysis of the Thanking Patterns in Acknowledgments (Sections 5.2.1 – 5.2.4). In the first section, the results related to the average length of the acknowledgments (Section 5.1.1), the word ranges in acknowledgments (i.e., the number of different words used by both groups of speakers) (Section 5.1.2), the organization of the acknowledgments (i.e., the move structure) (Section 5.1.3), and the thanking order of the acknowledgments (Section 5.1.4) in NST and NSAE data is presented. In the second section, the frequencies of the thanking patterns employed by NST and NSAE in the acknowledgments of their MA and PhD dissertations (Section 5.2.1.) and the distribution of the thanking patterns according to the addressees (Section 5.2.2 – 5.2.4) is discussed.

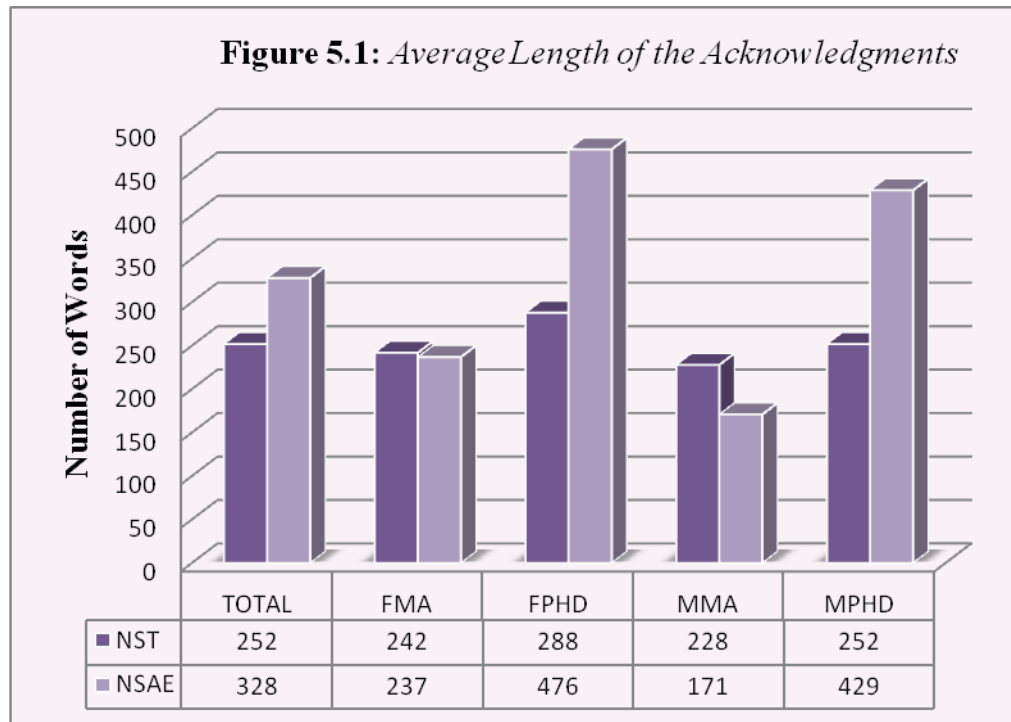
5.1. The Analysis of the Generic Structure of Acknowledgments

5.1.1. The Average Length of the Acknowledgments

In the literature on acknowledgments the length of the text is usually associated with the complexity of the written material. That is, it is argued that the longer the acknowledgments the more elaborate they are (Gesuato 2004). The researchers in the field argued that when authors write longer acknowledgments they usually put more effort into the text and they regard it as a significant part of their dissertation (Hyland, 2004; Hyland and Tse, 2004). Using these studies as a springboard, the first step of the analysis in this thesis is to calculate the average length of the acknowledgments written by NST and NSAE.

The comparison of the average lengths of the texts in both corpora showed that NSAE write 1.3 times longer acknowledgments than NST (see Figure 5.1). The statistical analysis (i.e., independent samples T-test results) also reveals that the average length of the acknowledgments written by NST and NSAE groups is statistically significantly different from each other ($p < .05$, see Appendix B.1). However, when the acknowledgments written by MA and PhD students are examined an interesting picture emerges. While the acknowledgments written by MA students in both groups are more or less with similar lengths ($MA_{NST}=235$, $MA_{NSAE}=204$), considerable differences between the lengths of the acknowledgments at PhD level are found. The analysis showed that the

acknowledgments written by NSAE at PhD level are 1.6 times longer than the ones written by NST.



When the data are examined across MA and PhD students, it is found that NST at PhD level write 1.2 times more than NST at MA level and NSAE at PhD level write 2.2 times more than NSAE at MA level. Hyland (2004) argues that the reason for the PhD students' writing a more elaborate acknowledgment than MA students might be that PhD students regard themselves more as a part of the academia than MA students and they feel the need to address all the academic network they have been in contact with throughout their studies in a more sophisticated manner. Besides, since PhD dissertations are likely to be a product of a longer and a more challenging process than MA dissertations, students might be in contact with more people at the end of their research

process. Thus, the reason for NST PhD students writing less than NSAE PhD students might be because they do not feel themselves as part of academia as much NSAE do or the perception of writing an acknowledgment does not differ for an MA and PhD student in Turkish context.

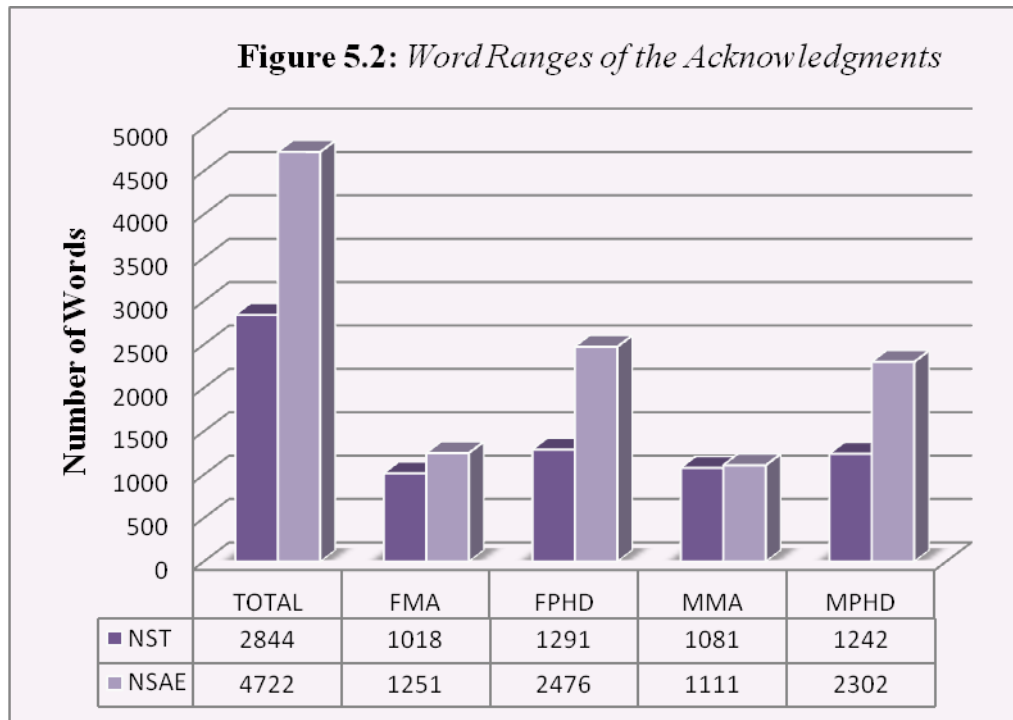
Lastly, examining the average lengths for NST and NSAE in the corpus it can be seen that NSAE write longer acknowledgments because they give much more place to their own experiences throughout their writing process (see the results for the inclusion of Reflective Move in Section 5.1.3), while NST focus only on acknowledging of the gratitude to the ones who supported them in their studies.

5.1.2. Word Ranges in the Acknowledgments

To get a more detailed picture of the acknowledgments written by the NST and NSAE, the use of different words (i.e., word ranges) in these texts is examined. Because the length might be misleading, in that it may be a representation of repetitive words, it is thought that the word ranges may provide more reliable results regarding the elaborateness of the acknowledgment texts. As the acknowledgments comprise gratitude expressions addressed to various people (i.e., supervisors, co-advisors, friends and family), the aim in this section is to uncover with how many different words writers express their gratitude to these people. The hypothesis is that the wider the range of words the more effort they

put into writing their thanks to their audiences and the more unique and creative is the acknowledgment texts.

As seen in Figure 5.2 below, the results related to the range of words in acknowledgments are parallel to the results on average length. It is found that the range of words employed by the NSAE is 1.6 times larger than the one utilised by NST (NSAE: 4772 vs. NST: 2844). When a T-test is applied on the use of the range of different words by NST and NSAE groups, it is founded that the word ranges used by NSAE is statically significantly bigger than the one used by NST ($p < .01$, see Appendix B.2). However, when the MA and PhD sub-corpora are compared it becomes clear that the difference stems from the variation in the word range in PhD texts. While the word range differences between the MA corpora are minimal ($MA_{NST}=1050$, $MA_{NSAE}=1081$), the ones between the PhD texts are significant ($MA_{NST}=1267$, $MA_{NSAE}=2389$). That is, NSAE use almost two times more varied vocabulary in their PhD acknowledgments than NST.



Gesuato (2004: 311) claims that,

the semantic richness of the acknowledgments (which clusters relevant concepts around each benefactor's act of kindness) shows that the writer remembers, values, and likes what he has received and who he has received it from; also, its original and accurate encoding shows that the PhD acknowledgments is not considered a mere formality, but that time and attention are devoted to it so that it can be tailored to a unique (set of) individuals; this way, articulate and elaborate acknowledgments signal that the dissertation writer not only fulfils interactional expectations, but also expresses social involvement with his benefactors.

In light of what Gesuato (2004) argues, the following tentative conclusion might be suggested in relation to the analysis of the word range in the acknowledgments written by NST and NSAE. From NST writers' point of view acknowledgments may be regarded just as a part of the must do things related to MA and PhD dissertations and they may not be seeing these texts as real reflections of their gratitude towards the acknowledgees. For this reason maybe the gratitude patterns in the NST corpus includes a lot of repetitions, while for NSAE these sections are a bit more personal and probably because of that they decorate their texts with richer variety of words.

Depending on the author's experiences and personal conversations with native speakers, what might be very tentatively claimed for thanking in Turkish culture is that, especially when the debt of the beneficiary is bigger and the act done is for the great help of the beneficiary, people tend to express their thanking not only by verbal acts but by presenting a gift, hugging, kissing and/or phoning, i.e., by showing appreciation through non-verbal acts (cf. Ohashi, 2008). Thus, the verbal expressions of thanking in the examined academic context might be recognized just as one of the many parts of the thanking act that NST use to show their gratitude to the ones that supported them. Thus, it might be that NST do not put as much effort as NSAE in offering their gratitude in acknowledgments.

5.1.3. The Organization of the Acknowledgments (The Move Structure)

The move structure of the acknowledgments is one other aspect of the acknowledgments that the literature in the field discusses frequently (Giannoni, 2002; Hyland & Tse, 2004; Hyland, 2004; Al-Ali, 2004; Al-Ali 2010). Under this heading, the researchers discuss in what systematic patterns the authors of the acknowledgments build up their writings.

The current study also seeks to uncover the move structure of the acknowledgments written by NST and NSAE as part of their MA and PhD dissertations. The structure of the acknowledgments is examined within the framework of the move structure offered by Hyland (2004) by referring to the frequency of the inclusion of each move. An overview of the corpus of acknowledgments displayed that Hyland's move structure accommodates well with the current data and no new move is encountered in the MA and PhD dissertation acknowledgments written by NST and NSAE. Hyland (2004) builds the structure of acknowledgments on three moves in his article: Reflective Move, Thanking Move and Announcing Move (see Table 5.1).

Hyland (2004) proposes that the **Reflective move** is the part where the authors comment on their experiences while writing their MA and PhD dissertations. It acts as an introduction to the main body of the acknowledgments (i.e., the thanking move) (see Examples 5.1 and 5.2). In this move, the author, by sharing her personal experience and showing the relationship between this

private experience and the research process, creates a more personal text, which in turn allows her both to raise the value of the received help from the acknowledgees and the value of her own expressions of thanking.

Example 5.1:

For me, the tricky thing about grad school was that staying here and doing this seemed like the path of least resistance—I'd already been at it for four years, and that was a lot of fun, so why not keep going? It has been fun, absolutely, but also tremendously frustrating and exhausting (emotionally, mentally, physically). I never imagined the blood, sweat, and tears that would go into this degree—and not just my own.

(F3, NSAE, PhD)

Example 5.2:

When I read that Terence wrote “Nummumst iam dictum quod non dictum sit prius” (Nothing has yet been said that has not been said earlier) as early as the second century BC, I was dismayed. I wondered whether it was still possible to have anything worth saying. As I had to quote my own thoughts – unfortunately, someone else had written them before I did – I nearly lost hope. “But strong in will, to strive, to seek, to find, and not to yield”, I came up with the study you are now holding in your hands eventually.

(F14, NST, MA)

The **Thanking move**, on the other hand, is the main body of the ASs. The authors sometimes begin this move by an introductory thanking statement in which they introduce the acknowledgees (e.g., **M4, NSAE, PhD:** *I have many people to thank for helping me through the long process of writing this dissertation and for putting up with me in general during my graduate career*). Then, they start offering their thanks to every person/group of people individually (e.g., the supervisors, co-supervisors, instructors, colleagues, family and friends etc.); and because of that, this is usually, the longest part of the acknowledgments.

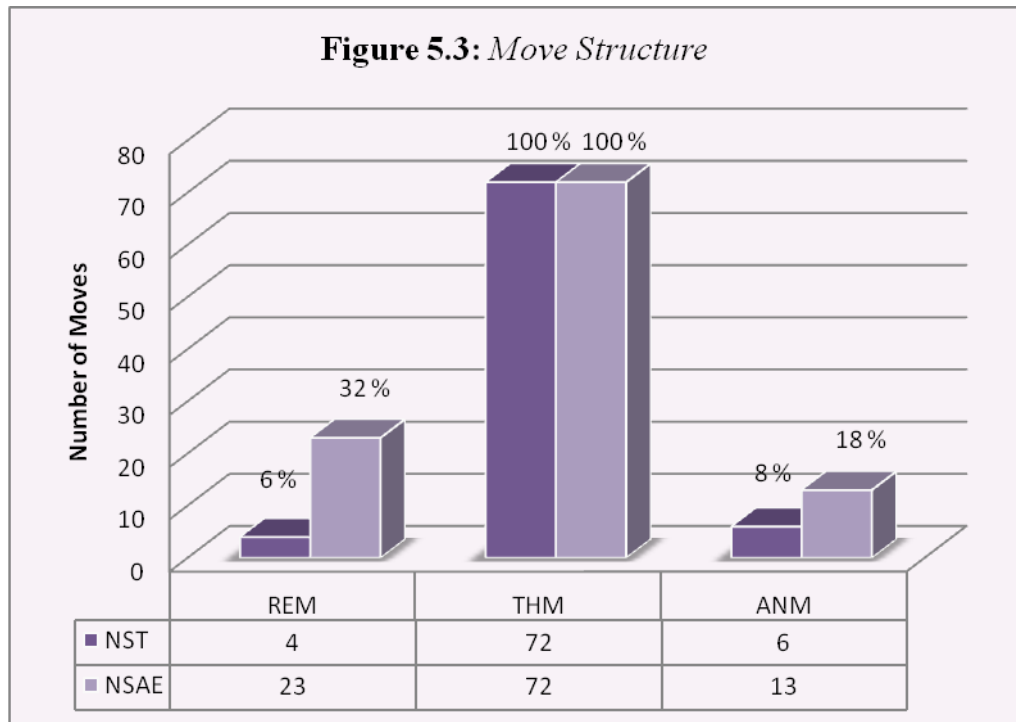
The last move in Hyland's (2004) classification is the **Announcing move**. This is the section in which the authors reveal the people to whom they dedicate their work and take responsibility of all the errors encountered in their dissertations.

Table 5.1: Move Structure of Dissertation Acknowledgments

Source: Hyland, 2004: 308

Reflecting Move	introspective comment on the writer's research experience
Thanking Move a. presenting participants b. thanking for academic assistance c. thanking for resources d. thanking for moral support	mapping credit to individuals and institutions a. introducing those to be thanked b. thanks for intellectual support, ideas, analyses, feedback, etc. c. thanks for data access and clerical, technical or financial support d. thanks for encouragement, friendship, sympathy, patience, etc.
Announcing Move a. accepting responsibility b. dedicating the thesis	statements delineating responsibility and inspiration a. an assertion of authorial responsibility for flaws or errors b. a formal dedication of the thesis to an individual(s)

Following the above categorisation of the Hyland (2004), the corpus of acknowledgments written by NST and NSAE are analysed regarding the frequency of the moves: Reflective Move, Thanking Move and Announcing Move, in acknowledgments.



Having examined the frequency of the moves appearing in the acknowledgments, the results in Figure 5.3 are obtained. Regarding the presence of the Reflective Move in the dissertation acknowledgments, it is found that while NST employ the Reflective Move in only 6 % of their dissertation acknowledgments, NSAE employ the move in about one third, i.e., 32 %, of their acknowledgments. When the two groups are compared, it is seen that NSAE make use of the Reflective Move about 6 times more than NST. When the Mann-Whitney U Test is calculated, it shows that the examined groups do employ the Reflective Move in statistically significantly different frequencies ($p < 0.02$, see Appendix B.3).

When the employment of the Thanking Move is examined, as expected, it is found that both groups of NST and NSAE have this move in all their acknowledgments since this move acts as the ‘head of the acknowledgment sections’.

Finally, the scrutiny of the use of the Announcing Move in both corpora reveals that the move is used more frequently by the NSAE (i.e., in 18% of the acknowledgments) than by NST (only in 8% of the acknowledgments). The results of the statistical analysis show, however, that the difference is numerical only and that it does not have a statistical significance ($p < .225$, see Appendix B.4).

As part of Turkish culture, Turkish authors may like to represent themselves with an identity of “self in relation” with others rather than “self as an individual” (Spencer-Oatey, 2008) in a text that will stay forever as part of their theses. Ruhi and Işık-Güler (2007), in this regard, indicate that in Turkish context the motivation behind an (im)polite behaviour is primarily individual’s concern for the other’s feelings, values and inner desires. To this end, Turkish authors may not want to talk about their own research experience in a text reserved to mirror an ideal academic and social identity by giving credit to the ones supported the authors throughout their research. However, NSAE may be more inclined to represent themselves as the owner of their thesis that they give more place to their comments on their research process.

Here, the styles of communication as “self-effacement” and “self-enhancement” might also have an influence on the language choices of NST and NSAE too (Spencer-Oatey, 2008). As Spencer-Oatey reports from Ting-Toomey (1999: 107-8):

The self-enhancement verbal style emphasizes the importance of boasting about one’s accomplishments and abilities. The self-effacement verbal style, on the other hand, emphasizes the importance of humbling oneself via verbal restraints, hesitations, modest talk, and the use of self-deprecation concerning one’s effort or performance.

It might be claimed at this point that NST are culturally more apt to use a language of self-effacement, while NSAE are a language of self-enhancement. Thus, NSAE display their authorship of the theses with their research experiences, while NST hide themselves and give the whole priority to their thanking expressions. In this regard, Ruhi (2006) also argues that individuals concern for their self-presentation in accordance with the way they want to represent themselves influence the way they manage their relations with others, besides their concern for their interlocutors’ face. Therefore, as modesty is a highly valued feature in Turkish culture (Ruhi and Doğan, 2009) NST may want to exclude themselves in the presentation of their dissertations. However, as members of an individualistic culture (Ting-Toomey and Oetzel, 2004) in which people are encouraged to “sell and boast about themselves” (Ting-Toomey, 1999: 107-8 in Spencer-Oatey, 2008) NSAE may be more inclined to use self-enhancement strategies in their use of language.

As for the Announcing move, the Turkish writers may not want to add the dedication and the taking the responsibility of errors section in their acknowledgments because they have already declared the responsibility of errors in their thesis and written the names to whom they dedicate their thesis in the previous two sections of their dissertation (i.e., plagiarism and dedication sections). The presence of the author as an individual might influence the number of Announcing move in acknowledgments in NSAE data. As the data from NSAE is collected from the top 50 university in US, it is difficult to comment on the formal regularities of those universities.

Lastly, the results related to the reflective move in acknowledgments present another plausible explanation for the difference in the length of acknowledgments and the range of words used in the both corpora. While NSAE included a reflective move in almost one third of their acknowledgments (i.e., talked about their personal experiences while writing their MA and PhD dissertations), NST very rarely commented on their personal experiences. Keeping in mind that every writer experiences different things while writing their MA and PhDs, it is not surprising then that the vocabulary in the American corpus is much richer than the one in the NST corpus and the average length of acknowledgments is higher.

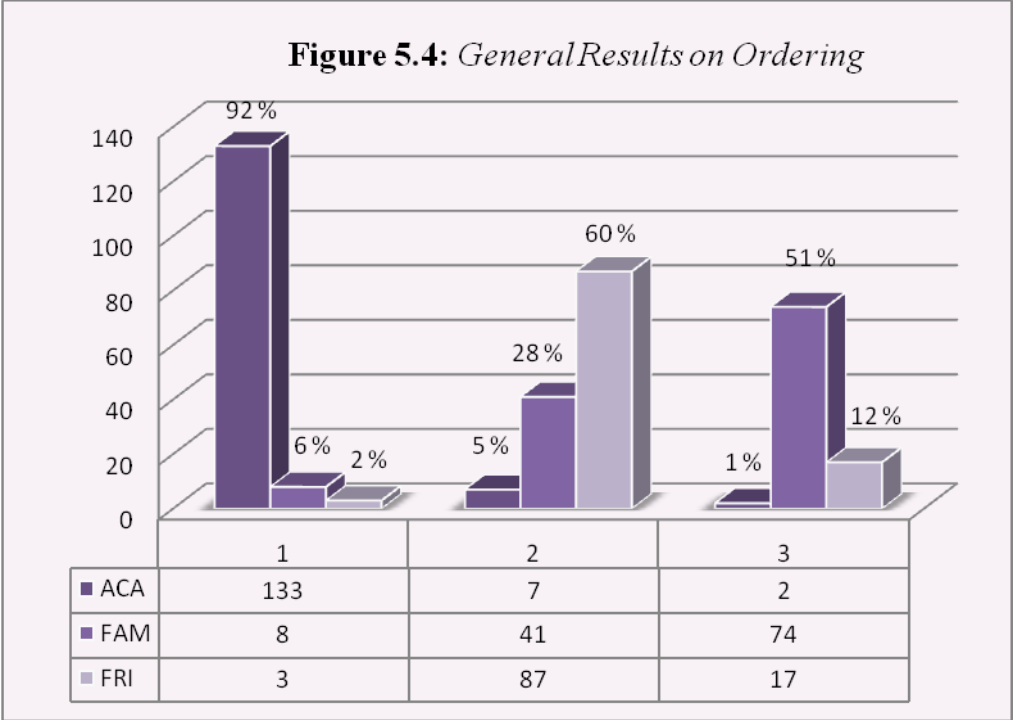
5.1.4. The Thanking Order in the Acknowledgments

5.1.4.1. General Results

Before continuing with the analysis of the thanking patterns used in acknowledgments in overall and with referring to the specific addressees in the last sub-section of this part, the ordering of acknowledgees in addressing the thanking expressions is analysed. It is believed that the analysis of the ordering of the addressees in acknowledgments may shed some light on authors' perception of their addressees and the text itself.

In the corpus of acknowledgments, the ordering of academics, family members and friends is analysed. Admitting the thanking move as a three step movement (i.e., thanking to academics, thanking to friends and thanking to family members), the place of the acknowledgees is examined.

At first the whole corpus is analysed in terms of the ordering of the audiences in thanking and the following figure is found (Figure 5.4). As displayed in the figure, the overwhelming majority of the thanking expressions, 92 %, are offered to the academics at the first floor among the all types of thanking. Family and friends occurs in only 6% and 2 % at this first step, respectively. It is counted that the academics are thanked 17 times more than family, having the second floor at this first stage.



When the second step is examined it is seen that the distribution of gratitude expressions among the audiences does not sharply differ as it does in the first step. At this step, thanks expressed to friends constitute 60 % of the thanking expressions. Family and academics are expressed thanking by 28 % and 5 %, respectively.

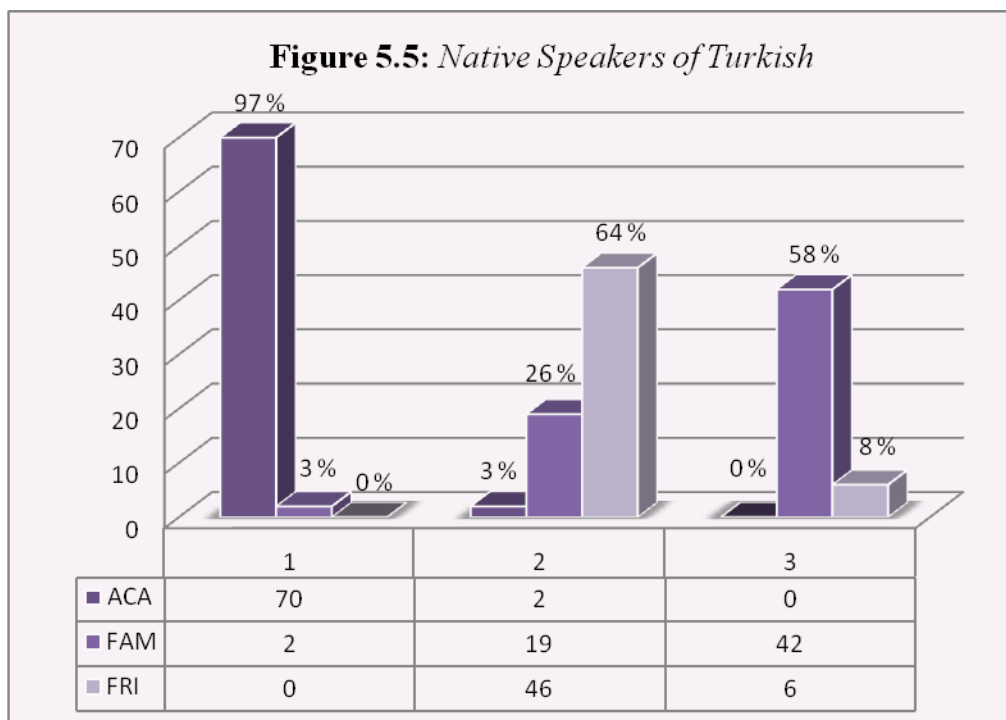
In the last and third stage of the thanking move, the majority of the gratitude expressions are addressed to the family members with 51%. It is followed by thanking expressions addressed to friends constituting 12% of thanking expressions at this step. Academics are thanked only 2 times in this last stage.

It may be argued that students in overall order their thanking in accordance with the acknowledgees distance/close relation to the process of their writing dissertation. Needless to say, the academics are the ones that have the biggest share in the completion of dissertations, with the intellectual and moral support they provide. The second place of friends can be explained by their closeness to the writers throughout their process of writing. Either being a friend of good and bad days for years or as a class-mate of the writer, friends seem to provide writers with both moral and/ or academic support they need. The family, though being with the author all times of trouble and happiness, takes the third place in most of the instances. This may be because of their distant relation with the writing process of the dissertation and their lack in providing academic support.

5.1.4.2. Ordering in Native Speakers of Turkish

Following the analysis of the whole corpus in terms of the order of thanking, the NST and NSAE corpora are examined separately to figure out the tendencies of both groups in addressing their acknowledgees.

Observing through the NST data, it is observed that the ordering of thanking expressions as (i) academics, (ii) friends, and (iii) family is more apparent with NST than it is in the whole corpus.

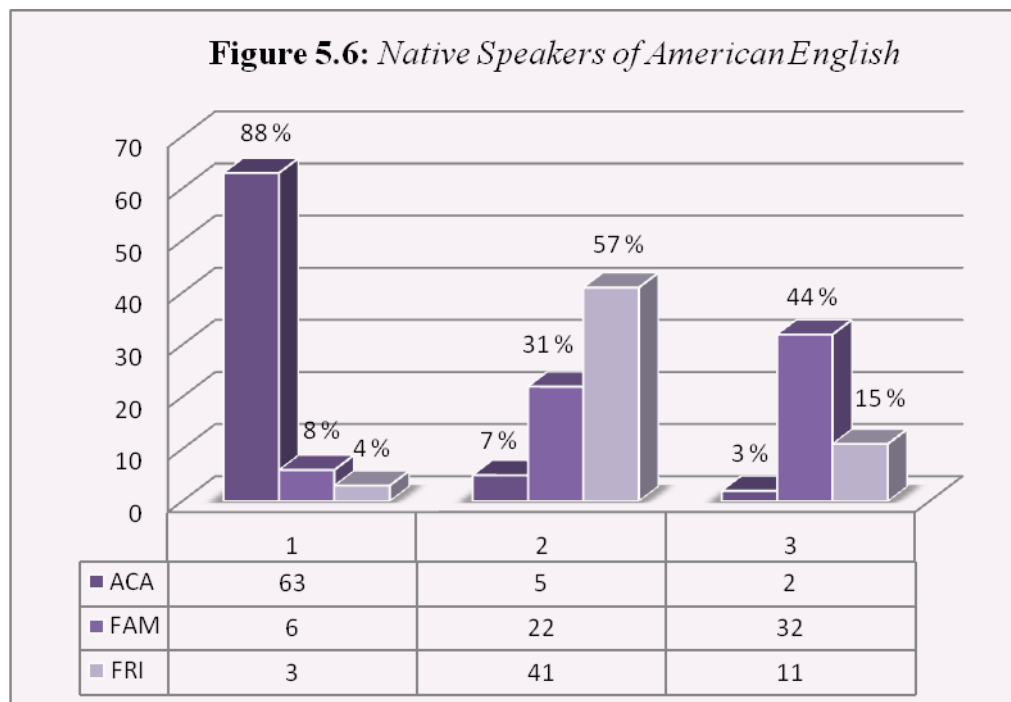


As shown in Figure 5.5, except the two instances addressing family members in thanking, all other dissertation acknowledgments begin expressing gratitude to academics, constituting the 97% of the corpus. The second step, on the other hand, is occupied by thanking expressions offered to friends with 64 %. Saying it differently, friends are thanked 2.2 times more than the total of gratitude expressions addresses to family and academics. In the same step, thanking expressions addressing family members constitute about one fourth of all thankings. At the last and the third place in acknowledgments, NST offer their gratitude to their family members in more than half of the dissertation acknowledgments. While academics are never thanked at this step, friends are thanked in 8% of the acknowledgments.

5.1.4.3. Ordering in Native Speakers of American English

The distribution of the addressees in the three steps of the thanking move in NSAE is not as sharp as in the NST data, though the ordering of thankings as (i) academics, (ii) friends and (iii) family does not change (see Figure 5.3).

At the first step of the thanking move, the academics constitute 88% of the thanking expressions. When the result for NSAE is compared with NST data, it is observed that the instances for the gratitude expressions offered to academics in the first step is about 10% lower in NSAE data. While Turkish writers address their academics at the beginning in nearly all of their MA and PhD dissertations, NSAE give place to their family and friends in 12% of the thankings in this first step, which is four times more than the Turkish writers.



It might be put forward that the high-power distance in Turkish culture when compared to the American society (Zeyrek, 2001) may prevent the occurrences of the family and friends at this first step of the thanking move. American society, on the other hand, may give the authors more place to address their thankings to other acknowledgees than the academics.

Spencer-Oatey (1997) argues that culture of the individuals have an effect on their perception of power relations and the perception of closeness/ distance among people. Discussing the issue from the perspectives of students and their tutors in Britain and China, respectively representing a low and a high power distance society, Spencer-Oatey (1997) found out that while both groups accept the existence of power between tutors and students, British society is more egalitarian and Chinese accept the superordination of the tutors over students significantly more than British. Regarding the distance/ closeness parameter Spencer-Oatey (1997) asserts that Chinese students and tutors seem to have more close relations than British.

Here, in the analysis of the order of thanking in acknowledgments NSAE seems to be more flexible than NST in all three steps of thanking. Keeping the results for Britain and Chinese in mind, in our context the differences may be explained by referring to Spencer-Oatey's "the sociality rights and obligations" in her Rapport Management model. Relying on the behavioural expectancies from an MA and/or a PhD student, Turkish students may choose to prioritize their supervisors, advisors, and instructors more than American students.

5.2. The Analysis of the Thanking Patterns in Acknowledgments

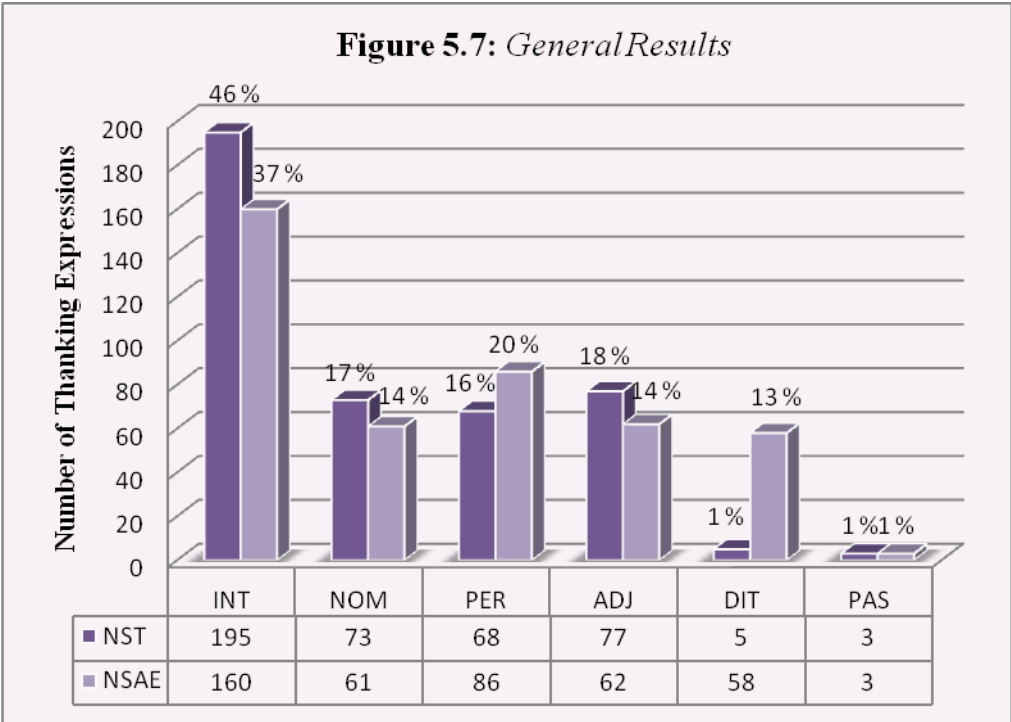
5.2.1. General Results

In this second section, the analysis of the thanking structures used by NST and NSAE in overall (Section 5.2.1) and the distribution of the thanking patterns in different audience groups (i.e., academics, family and friends) (Sections 5.2.2 – 5.2.4) is presented. The framework for the analysis of the NST and NSAE at this part of the study is adapted from the lexico-grammatical patterns of thanking put forward in Hyland and Tse's (2004) paper on dissertation acknowledgments (see Table 5.2). In addition to the patterns found by Hyland and Tse (2004) one new category is also observed in the present corpus of acknowledgments and added for analysis of the data, which is named as "Direct Thanking".

Table 5.2: Patterns expressing thanks
 (adapted from Hyland and Tse, 2004: 266)

Thanking Pattern	Example
Nominalizations	My sincere thanks go to... The author's gratitude goes to...
Performative Verbs	I thank... The author appreciates...
Adjectives	I'm grateful to... The author is thankful for...
Introductory Phrases	I would like to express my gratitude... I want to thank...
Passives	X is thanked for... Appreciation is given to...
Direct Thanking	Thank you X ...

The corpus of acknowledgments is examined as a whole at first to see the overall frequencies of the thanking patterns employed by both groups of NST and NSAE. The number of patterns used by the NST and NSAE groups is found with the *combo* function of CLAN program. The formulas written for the analysis of the data (e.g., “would^like”, “want^to”, “wish^to”, “thank^you”) are entered into the Command windows of the program and the following results are obtained:



The analysis of the patterns expressing gratitude shows that the use of thanking expressions written with Introductory Phrases (henceforth INT) is higher in number for both groups of writers when compared with the other patterns of thanking. However, when the two groups are compared it is seen that NST form their thanking expressions 9% more with INT than NSAE, in other words they write 1.2 times more with INT. While the structure constitutes nearly half of all thanking expressions in NST data, it forms slightly more than the one third of the thanking expressions in NSAE data. The Mann-Whitney U Test also displays that the NST and NSAE groups' employment of INT is statistically significantly different from one another ($p < .02$, see Appendix B.5).

Though the results obtained for the frequencies of the use of Nominalizations (henceforth NOM), Performatives (henceforth PER), Adjectives (henceforth ADJ) is not significantly varied between NST and NSAE, they differed for some small percentages. While NOM and ADJ are used 3% and 4 % more by NST, respectively, PERs are used 4 % more by NSAE. The statistical analysis of the data also confirmed that there is not a statistically significant difference between the groups' use of NOM, PER and ADJ (see Appendix B.5).

The greatest distinction between NST and NSAE groups is gained concerning the gratitude done with Direct Thanking (henceforth DIT) expressions. The structure is used only 5 times (i.e., 1%) in the NST corpus, while it constitutes 13% of the thanking expressions used by NSAE, which mirrors a wider use of the structure in NSAE corpus. The use of DIT across groups shows a statistically significant difference too, when the results are tested by the Mann-Whitney U Test ($p < .02$).

Passive use, on the other hand, represents only the 1% of all thanking expressions in both corpora, which reflects that both NST and NSAE do not rely much on this form of thanking in their acknowledgments. As Baratta (2009) argues the use of passive is one of the ways that writers use to convey their stance towards the text and the audiences, and it indicates a de-emphasis on the semantic role of the subject. While Brown and Levinson (1987: 190) propose the avoidance of "I", i.e., impersonalization, as a strategy employed to

avoid threatening the negative face of the H, here in this context of thanking the impersonalization is avoided not to threaten the positive face of the acknowledgees. To this end, both NST and NSAE may probably be reluctant in their use of passive considering that their absence in their gratitude expressions may threaten the rapport between themselves and their acknowledgees.

If the overall picture for the results of the data at hand is interpreted, it may at first be concluded that NSAE employ the patterns available more with an even distribution than NST (excluding the passive constructions). While NSAE seem to employ a wide variety of thanking strategies in their acknowledgments, NST appear to construct nearly half of their thanking expressions with INT and give relatively a narrow place for the use of other formulae.

Hatipoğlu (2010) in her research on e-mail gratitude expressions of Turkish also reaches a parallel conclusion. In the study, she examines the thanking expressions under five categories: “teşekkür ederim (thank you)”, “teşekkürler (thanks)”, “yaşa (live!)”, “eline sağlık (health to your hands)”, and “sağol (be healthy)” and scrutinizes the use of structures in accordance with the number of interlocutors as “one to one”, “one-to-one but many”, “one to many”, “many to one”, and “many to many”. Observing the employment of the structures, she finds that the range of structures get less in number when the number of interlocutors increase in instances of thanking. Keeping in mind that the dissertation acknowledgment are also read by the many acknowledgees and

also other readers, it might be interpreted that Turkish native speakers rely on more norm-like forms of thanking while addressing their audiences. Spencer-Oatey (2008), confirming this, also indicates that as a contextual variable the number of participants in interactions have an influence on the choice of rapport-management strategies.

The widely use of the INT structure is reasoned by the Hyland and Tse (2004) as a way to weaken the possible imposition of the thanking expressions on the addressees. Hyland and Tse (2004) argue that by distancing themselves from thanking acts writers want to prevent any possible threat on addressees' negative face. Besides, what could be hypothesized for NST's INT use in the current corpus is that the frequent use of the form seems to depend on the power distance between students and their supervisors, behavioural expectations and authors' self-presentation of themselves in a publicly recorded text, maybe more than their concern for the negative face of the addressees.

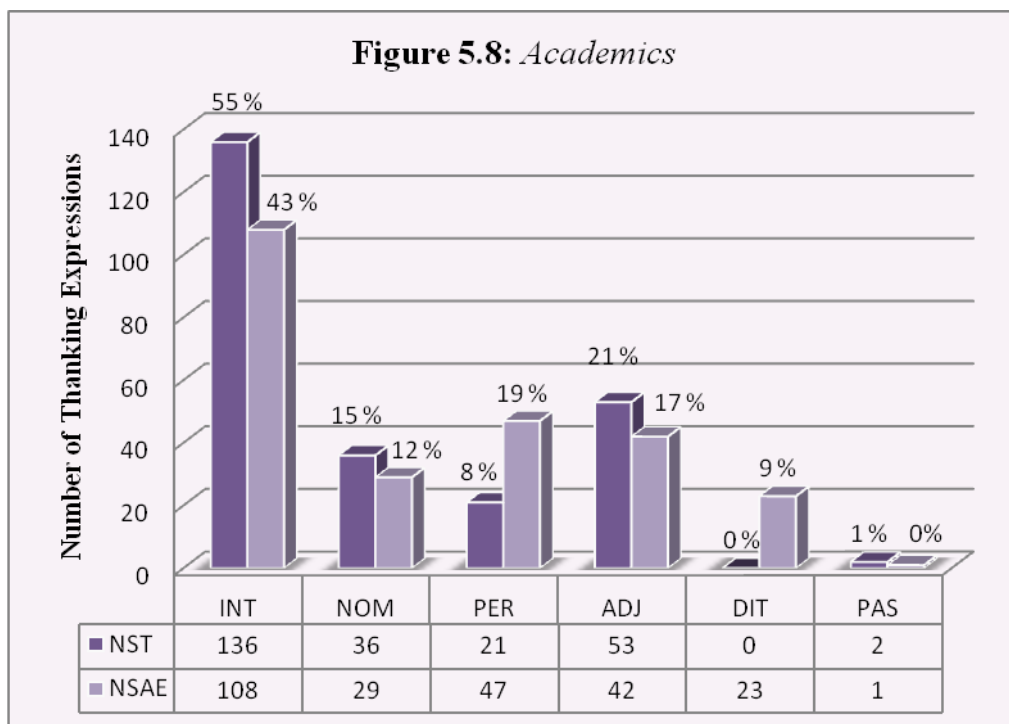
On the other hand, American English native speakers' use of INT is fewer than NST and they give a wider place to the use of PERs, DITs, the forms which indicate a more direct way of thanking. Yu (2003), reporting from Cohen (1987) asserts that in American culture what is appropriate is the use of a more straight language, in which the people tell what they want to tell, which acts as a feature of a low-context culture. To this end, NSAE may be inclined to use similar strategies in their acknowledgments too.

5.2.2. Thanking to Academics

After the corpus of acknowledgments is examined in terms of the frequencies for the use of thanking patterns, the employment of patterns are observed in relation to the addressees of thanking, i.e., academics, friends and family. First the distribution of thanking patterns in addressing academics is presented, and then the distribution for friends and family is given in the following sections of the study.

As a part of an academic text, dissertation acknowledgments give the widest place to the thanking expressions offered to academics. Needless to say, the role of academics in supporting the students intellectually and morally from the very beginning to the very end of their writing process is very significant and valued by MA and PhD students. Hence, the first place of acknowledgments is in the majority of instances reserved for supervisors, co-advisors and the committee members.

Though the presence of academics in the acknowledgments is almost an unvarying tradition of acknowledgments (i.e., in 98.6% of the acknowledgments in the present corpus), the gratitude patterns addressed to them show some variation. As seen in Figure 5.8, the writers of acknowledgments employ all of the available strategies while offering their gratitude to the academics, though with different percentages.



The use of INTs constitutes the highest number of thanking expressions employed to address the academics in both NST and NSAE corpora (i.e., 55% and 43 %, respectively). The comparison of the groups, however, reveals that again NST rely 1.3 times (i.e., 12 %) more on INT than NSAE in expressing gratitude to their academics; in other words, they give 12% narrower place for the use of other forms of thanking than NSAE.

When the other patterns of gratitude are examined, it is observed that while NSAE use PER 11% more than NST, NST employ higher number of NOM, ADJ (i.e., 3% and 4% more, respectively). The most intriguing picture is obtained again regarding the use DIT. The pattern is employed 23 times by NSAE in expressing thanking to academics, however, in no instance by NST in the acknowledgment sections.

When the Mann-Whitney U Test is used to reveal whether the use of thanking patterns differ statistically significantly across NST and NSAE groups, it is found that while the use of INT and DIT statistically significantly differ, the use of NOM, PER, ADJ and PAS does not (see Appendix B.6).

Scrutinizing the disagreement and the correction situations taking place in unequal relations in Turkish, Doğançay-Aktuna and Kanişlı (2001) finds that the ones being in a lower status feel the need to employ more polite forms while addressing the ones having a superior role. Though disagreements and corrections may require more redressive action and lead the interlocutors make use of a more polite language, the reason for the employment of more INT in thanking to academics may also be because of the different status of the students and their instructors.

Doğançay-Aktuna and Kanişlı (2001), reporting from Wolfson (1989), state that American people employ a more direct communication style. Considering the use of PER as a more direct way of thanking than INT, it might also be hypothesized that American MA and PhD students use a more direct tone of voice than NST in their gratitude expressions addressing academics.

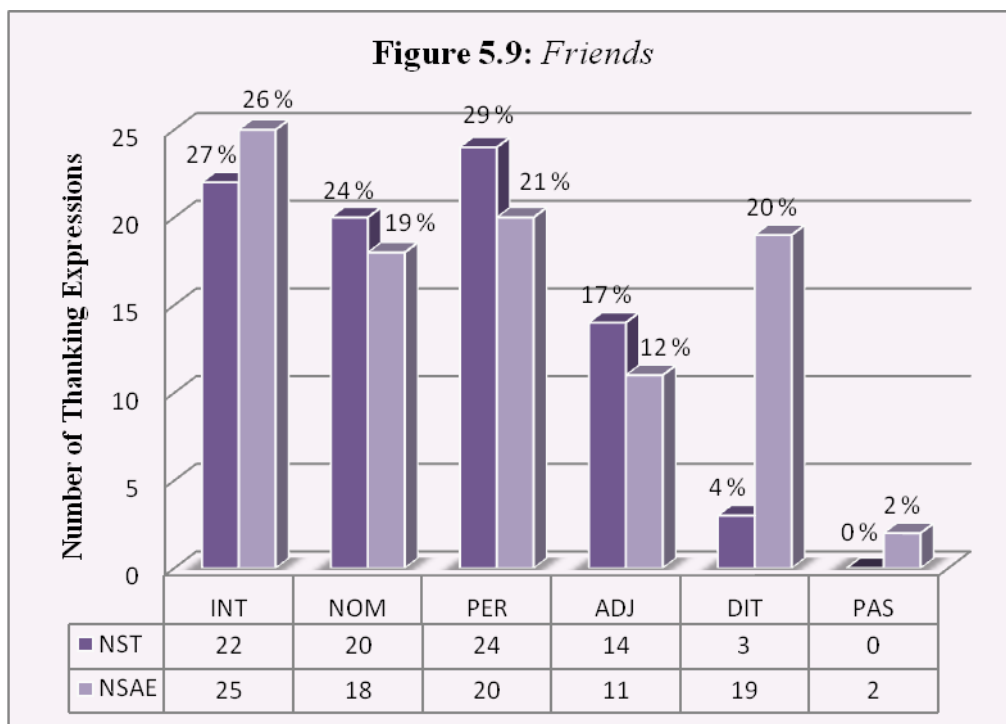
The findings might also be discussed in terms of the SIPs that Spencer-Oatey (2008: 16) proposes, i.e., the equity and association concerns of the interlocutors. It might be claimed that the interaction between a student and her instructors in the American context is governed more by the equity concerns of

the interacting parties. That is, in the American culture, the role relations in an academic context might have a more autonomy-imposition basis. In Turkish context, however, the relationship between students and academics might have a more affective nature. That is, it might have a more emotive basis. This might lead NST grow a higher concern for the face needs of the others, resulting in the use of more formal patterns of thanking (i.e., INT and ADJ), while the nature of the relationships in the American culture may result in the use of more direct strategies of thanking. This claim should, of course, needs to be validated with further studies examining the thanking behaviour of the both groups of writers.

5.2.3. Thanking to Friends

Who the MA and PhD students thank following to their instructors are their friends. As the results for the ordering of thanking expressions display, friends are thanked subsequent to the academics in most of the instances in the acknowledgments written by NST and NSAE.

Encouraging MA and PhD students during the difficult times of their writing process, friends are given a significant place in dissertation acknowledgments. In this section of the analysis, the frequency of the thanking patterns that NST and NSAE use to offer gratitude to their friends is examined (see Figure 5.9).



In contrast with the high priority of the use of one form of thanking (i.e., INT) for academics, it appears that none of the patterns seem to be prioritized significantly more than other forms while thanking to friends. All available strategies are followed by the NST and NSAE in their MA and PhD dissertations. However, the considerable distinction between NST and NSAE in the use of DIT is still preserved in the thanking expressions addressed to friends. Supporting the results obtained, the statistical analysis of the use of thanking patterns addressing friends also displays that only the use of DIT by the NST and NSAE statistically significantly differ from each other, while the use of other patterns does not (see Appendix B.7).

Although the percentages for the employment of patterns are rather closer to one another, it is observed that NST follow the order of (i) PER (29%), (ii) INT (27%), (iii) NOM (24%), (iv) ADJ (17%) and (v) DIT (4%) in their choice of patterns for thanking friends and NSAE follow (i) INT (26%), (ii) PER (21%), (iii) DIT (20%), (iv) NOM (19%), (v)ADJ (12%) and (vi) PAS (2%) order in their choice of gratitude expressions for friends.

The friendship relations in Turkish culture as Zeyrek (2001: 48) suggests “are expected to be close, intimate, and warm, enhancing supportiveness and generosity”. Thus maybe, friends of the NST receive thanks constructed by PER primarily. While in thanking to academics, the gratitude patterns formed other than INT constitute 45% of the thanking expressions, here in friends they constitute 73% of the thanking patterns. Here, as it might be expected, more direct forms of thanking expressions are given place.

Similar with the NST corpus, the choice of patterns excluding INT is higher in NSAE corpus when compared to the thanking expressions addressed to academics. While the percentage of the forms of thanking expressions used other than INT is 57% in thanking to academics, it is 74% with thanking to friends. Selnick (2001: 11), reporting from Dillard, Wilson, Tusing and Kinney, 1997, indicates four traits of friendship as equality, mutual obligation, shared common history and knowledge and valued openness. It might at this point be claimed that all these features of friendship may lead to the choice of closer patterns of thanking while addressing friends.

The closer distinction between the use of none-INT patterns for academics and friends in NSAE data (57% vs. 74%) when compared to NST data (45% vs. 73%), on the other hand, may result from the lower power distance between students and their instructors in Western societies bearing the Spencer-Oatey's power dimension as a contextual variables in managing rapport in mind.

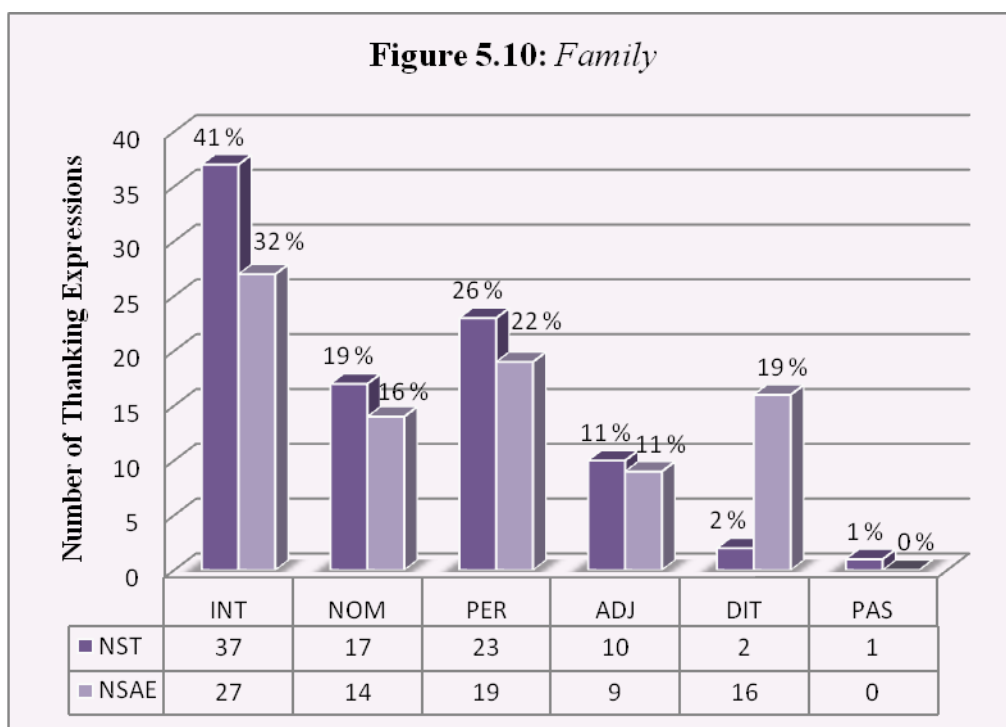
The place of INTs among the other thanking patterns when addressing friends, however, can be explained by the "activity type" component of the contextual variables proposed by Spencer-Oatey (2008). Although it might be expected that the use of INT for thanking friends with whom closer relations are developed might not be very appropriate, Spencer-Oatey (2008) suggests that the kind of communicative genre have a major influence in the chosen rapport management strategies. Quoting Thomas (1995: 190 – 1), she states that the choice of language regarding its formality is also affected by the communicative activity taking place. Thus, although the relations with friends are rather intimate in daily conversations, the forms chosen while acknowledging them in a text being part of an academic paper are more indirect and formal.

5.2.4. Thanking to Family Members

In the acknowledgments written by NST and NSAE, the family members are offered gratitude after thanking to academics and friends in half of the instances (see Figure 5.4, Section 5.1.4.1).

As Hyland (2003: 261) suggests the presence of friends and family members in the dissertation acknowledgments apparently display that the text is more than gratitude expressions offered as a part of “political strategizing” adopted to construct a strong academic identity. To this end, the acknowledgment sections also serves for the MA and PhD students reflect their gratitude to their family members due to the encouragement and support they provided; understanding and affection they showed while they were completing their studies and thus create an appreciated social character besides an academic one. When we consider that the gratitude expressions addressed to the family members are present in 85% of the acknowledgments, the importance attached to the family members becomes more apparent.

At this point of the research, the thanking expressions addressed to the family members by NST and NSAE are scrutinized in terms of the strategies employed in them.



As Figure 5.10 displays, similar with the gratitude offered to academics (though in different percentages), family members are thanked with the INT in most of the instances when compared to the other patterns of gratitude employed. However, though it is not found to be statistically significantly different from each other, it is observed that the use of INT by NST is 11 % higher than the use of INT by NSAE.

Though the higher use of INT by NST and NSAE in addressing family members may seem interesting, there might two possible reasons be hypothesised. First, in a publicly recorded text writers' public face might be evoked and they might feel the necessity to use more formal forms of thanking rather than more informal and direct ways of thanking used in daily

interactions among family members. Second, the “formality of the genre” (Hyland, 2003: 263) being a part of an academic paper may get writers be more inclined to use more formal forms of thanking regardless of whom they thank.

Although the results for the use of NOM, ADJ, PER and PAS do not show difference across NST and NSAE corpora, the greatest distinction between NST and NSAE corpora is again found in the groups’ use of DIT. The statistical analysis of the gratitude expressions addressing family members also shows that NST and NSAE statistically significantly differ from each other in their use of DIT (see Appendix B.8)

If NST’s using a smaller number of DIT (i.e., only two times) when compared to NSAE is to be examined, it might be suggested that the dominant collectivist nature of the Turkish society (Zeyrek, 2001) may also result in the employment of more formal, more deferential forms of thanking by Turkish authors while thanking to their family members. As Zeyrek (2001) puts forward family is one of the most important institutions in Turkish culture, in which relatedness and group consciousness are valued. This collective identity of the NST may also lead them to represent their families as the ones valued and respected with their choice of thanking patterns.

CHAPTER 6

CONCLUSION

6.0. Presentation

In this chapter of the study, first, short summary of the study is presented. Then, the results of the study, the conclusions and the implications of this work for the ELT field are discussed. Finally, the limitations of the study and the suggestions for further research are given.

6.1. Summary of the Study

This research examines MA and PhD dissertation acknowledgments composed by Native Speakers of Turkish (NST) and American English (NSAE). The aim of the study is to unravel the general structure of the acknowledgments; (i) the average length of the acknowledgments, (ii) word ranges in the acknowledgments, (iii) the move structure, (iv) the thanking order, and the strategies employed while thanking specific audiences (i.e., academics, family and friends). The thesis also aimed to investigate the possible social and cultural factors behind writers' choices of certain formulae in their gratitude expressions.

In order to scrutinize the above-mentioned aspects in the dissertation acknowledgments 144 MA and PhD dissertations are collected from three Turkish (i.e., Boğaziçi University, Hacettepe University and Middle East Technical University) and fifty American universities (see Appendix A). The dissertations are chosen from the departments of English language studies, i.e., departments of language teaching, linguistics and literature and among the dissertations written after the year 2000. The purpose in determining such criteria for the selection of acknowledgments was to ensure that NST have a strong competence in the English language. According to The Council of Higher Education (YÖK), the chosen three universities have top ranking among the Turkish universities and the selected departments are the ones offering a good quality of education on various aspects of English.

The gender and the completed degree of NST and NSAE are also taken into consideration in the data collection procedure, in that in the corpus there are equal numbers of MA and PhD dissertations and they are written by equal numbers of male and female authors. The aim using such selection procedures is to prevent a ‘biased’ effect of the level of education and gender on the thanking patterns used in the gathered texts.

The generic structure of acknowledgments is analyzed in line with the move structure proposed by Hyland (2004). The framework suggests a three move structure for acknowledgments: (i) Reflective Move, (ii) Thanking Move and (iii) Announcing Move. Besides the move structure, in the analysis of the

general structure, the average length of acknowledgments, the ranges of words in acknowledgments and the thanking order are discussed. The thanking patterns in the acknowledgments, on the other hand, is examined within a framework adapted from Hyland and Tse (2004) which includes six categories: (i) Introductory phrases (INT), (ii) Nominalizations (NOM), (iii) Performatives (PER), (iv) Adjectives (ADJ), (v) Direct Thanking (DIT), and (vi) Passives (PAS).

Finally, the analysis of the data is done with the CLAN program. First, the groups of data are entered into the program; and then with the freq and combo functions of the program the analysis is conducted. The analysis of the move structure and the thanking order are done manually; in that the acknowledgments are scrutinised to uncover the existing moves utilised by each of the authors and in what order they thank to their acknowledgees.

6.2. Summary of the Results

The results of the data are interpreted within Spencer-Oatey's Rapport Management Model. The first stage of the analysis, in which the investigation of the generic structure of the dissertation acknowledgments is done, revealed the following results:

- (1) Overall, the acknowledgments written by the NSAE are longer than the ones written by NST. When the results related to the MA and PhD dissertations written by NST and NSAE are compared, however, it is seen that the average length of the acknowledgments does not vary significantly across the MA groups but the difference is significant between the PhD groups (i.e., the average length of the PhD dissertation acknowledgments written by NSAE is 1.6 times longer than the one written by NST).
- (2) Overall, the range of words employed by NSAE is again wider than the one utilised by NST. However, when the MA and PhD acknowledgments are compared it is observed that the significant distinction between NST and NSAE emerges only at PhD level. NSAE at PhD level write their acknowledgments with nearly two times richer vocabulary than the NST.
- (3) The move structure of the dissertation acknowledgments written by NST and NSAE shows notable variation in relation to the Reflective and Announcing Moves. The results show that the Reflective Move is present

almost six times more in the corpus collected from NSAE (N: 23) than in the one collected from the NST (N:4) and that the Announcing Move is included in about two times more acknowledgments in the NSAE (N:13) corpus than in the NST (N:6) corpus. On the other hand, it is also found that the Thanking Move is included in all acknowledgments examined in this study (i.e., there is not a difference between the NST and NSAE corpora in that sense).

- (4) Regarding the overall ordering of the thanking expressions in accordance with the addressees (i.e., academics, family and friends) in the examined MA and PhD dissertation acknowledgments, it is observed that both NST and NSAE follow a fixed order: (i) academic, (ii) friends, (iii) family. That is, in the majority of the situations, writers in both groups, first thank academics that helped them (i.e., supervisors, jury members) write their dissertations, and only then, they express their gratitude to their friends and family members. When the texts that do not follow the common pattern are examined, then, it can be seen that the NSAE deviate from the academics–friends–family pattern more than the NST. For instance, while NST offer gratitude to the academics at the first step of the thanking move in 97% of the acknowledgments, NSAE thank academics in 88% of the acknowledgments at the first step of the thanking move.

In the second part of the analysis, which aimed to uncover the thanking patterns used by NST and NSAE, it is found that,

- (1) The choice of thanking patterns by the NST and NSAE groups display both similarities and differences. When the general results are considered, both groups have a tendency to use more INT than other forms of thanking. However, in the use of the forms other than INT, writer groups show difference. While NSAE seem to employ more PER and DIT, NST offer their gratitude to their acknowledgees more with NOM, ADJ.
- (2) Both groups of speakers thank academics with INT in the majority of the instances. Nevertheless, NST use this form more frequently than NSAE (NST: 55% vs. NSAE: 43%). NSAE, on the other hand, express their thanking to academics with PER and DIT more than NST who also employ more NOM and ADJ than NSAE.
- (3) The strong emphasis on the use of INT disappears only when speakers thank their friends. In this situation, the NST and NSAE use a variety of the available thanking strategies. NST, for instance, thank their friends by using PER (29%) as well as INT (27%), and NSAE say thank you by INT (26%), PER (21%) and DIT (20%) .

(4) Family members are offered gratitude more with INT by both NST (in 41% of the texts) and NSAE (in 32% of the texts). While speaker groups' use of ADJ have similar percentages (11%) in thanking family members, NSAE thank their family members more with DIT (NSAE: 19% vs. NST:2%), while NST use NOM 3% and PER 4% more than NSAE while thanking family members.

6.3. Conclusions

In accordance with the research questions asked in this study, several conclusions are drawn depending on writers' choice of organizational and gratitude patterns in their dissertation acknowledgments and depending on the previous literature on the key concepts of the research.

The results for the generic structure of the data showed that NSAE compose their acknowledgments in more creative and unique ways, with richer vocabulary. The less number of words and the narrower vocabulary in NST corpus may indicate that formality of the genre and its being publicly recorded as part of an academic paper lead NST to use more restricted vocabulary and rely on more conventional forms of thanking. This may, on the other hand, be because NST attach less importance to the genre and write these sections of their dissertations rather perfunctorily.

One other thing that should also be mentioned at this point is that though it is out of the focus of the present study and it is not tested, Turkish students' use of English as a second language might also have had an effect on the length of the acknowledgments and the level of creativity and originality with which they used the English language.

The Reflective Move is used less frequently in the NST dissertations than in the ones written by NSAE. There are two plausible explanations for this phenomenon. First, it may be argued that the collectivist character of the Turkish culture (Hofstede, 2001) leads NST to adopt a “self-in-relation” identity while writing their dissertations acknowledgments than a “self-as-an-individual” identity and as a result, they give less place to their own experiences in a text primarily aimed to offer gratitude to the ones who supported them throughout the writing process. In contrast, the individualistic character of the NSAE may get them reflect their attitudes and emotions in relation to the process of writing a dissertation more frequently. Additionally, it may also be argued that the self-effacement and self-enhancement communication styles have an influence in NST and NSAE's, respectively, choice of language. While the self-effacing nature of communication in NST may get them hide their authorship in a text reserved to acknowledge gratitude, the self-enhancing communication style of NSAE may lead them first display themselves as the author of their dissertation by expressing their comments on the process of writing.

In regard to the ordering of acknowledgees in thanking and the choice of thanking formulae by NST and NSAE, it is considered that the perception of equity and association in Turkish and American cultures, the context of writing (“activity type”, Spencer-Oatey, 2008: 38), the communication styles, i.e. self-effacement and self-enhancement, and the social-behavioural expectancies of societies have an influence in speaker groups’ choice of pragmatic and discursive strategies.

This study might reveal that though the academic rules, regulations and conventions might constraint writers’ choice of thanking expressions to more uniform forms of thanking across cultures (Al-Ali, 2010; Hyland, 2003; Hyland, 2004), the social and cultural background of writers’ still have an effect on their language choices (Hatipoğlu, 2007).

The analysis of NST and NSAE corpora implies that, supporting the previous studies done on the communicative behaviours of people in Turkish and American context (Eisenstein and Bodman, 1993; Hatipoğlu, 2010; Ruhi, 2006; Ruhi and Işık-Güler, 2007; Yu, 2003; Zeyrek, 2001), NST are more inclined to use hedged and formal forms of thanking, maybe by following self-presentational and self-effacing strategies; while NSAE are apt to use more direct and informal forms of thanking than NST.

It might also be asserted that NST are more audience-sensitive in their choice of thanking expressions than NSAE. The distributions of thanking expressions in relation to their addressees change more in NST corpus than it is in NSAE corpus. This may result from Turkish speakers high concern for the well-being of the other parties (Ruhi and Işık-Güler, 2007), in that their language choices are affected by the addressee of the thanking. In more general sense, the results may imply that while NST rely on more distant and affective strategies of thanking than NSAE, NSAE, on the other hand, adhere to closer and interactional strategies than NST.

Lastly to mention, the present research, being the first to analyze the MA and PhD dissertation acknowledgments in Turkish context, is significant in revealing how they organize their acknowledgments and what thanking expressions are employed by the writers. Besides it is the first comparative study done on dissertation acknowledgments, as far as the author is aware and therefore, it proposes the first insights into Turkish speakers' choice of thanking formulae in comparison with the NSAE and tries to shed light on the possible socio-cultural factors behind the selected organizational patterns and thanking strategies. Needless to say, however, the hypotheses drawn from the analysis in the study needs to be validated with other studies in fields such as sociolinguistics, pragmatics, applied linguistics, cross-cultural communication. When the very few number of studies in thanking, especially in Turkish culture, are considered there is an urgent need for studies analysing the speech act behaviours of NST and NSAE.

6.4. Implications for ELT

The cross-cultural differences in the employment of certain strategies in certain acts have been widely discussed in the literature of language studies such as pragmatics, sociolinguistics, and second/ foreign language teaching (e.g., Eisenstein and Bodman, 1993; Hatipoglu, 2009; Ohashi, 2008; Ruhi, 2006; Yu, 2003). In majority of the studies, it is discovered that the socio-cultural and/ or situational factors have great influence on the choice of language forms while performing some language acts. Stated differently, the choice of speech act patterns shows variation across cultures since language forms function differently in different cultures.

The previous discussions are obviously significant regarding the management of relations/ rapport/ face in cross-cultural communication. As the grounds for cross-cultural communication get more in number and more variant, the concern for politeness across cultures get bigger. The studies, of which the current study is a modest sample, aim in this respect to shed light on the communicative behaviours of the cultures in certain acts to reduce the risk of possible infringement of rapport between interlocutors. And, since the communication across cultures is held more in the second/ foreign language of the speakers than in their native languages, the research in the field has a great importance for the development of second / foreign language learning and teaching.

Non-native speaker of the English language, in this sense, need to be aware of the functions of the patterns of the language, e.g., which pattern is best to convey the intended message, which emotional response the chosen pattern results in. Likewise, language methodologies and materials also need to address the intricate rules of conversations; give wider place to the various socio-cultural and situational contexts in accordance with which the language shapes itself.

The current study serves to sample the thanking strategies of the native speakers of American English addressing various audiences in their dissertation acknowledgments and displays their tendencies in using those thanking strategies with their percentages. To this end, the research contributes to the pragmatic knowledge of the NNS. Eisenstein and Bodman (1993: 67) emphasize that thanking is a complex act in which the parties of the interaction need to display proper demeanour and deference, which are culturally and contextually bounded. Thus, it is important that learners of English attend to the necessities of the present socio-cultural contexts in order to not to threaten the rapport between interlocutors. In this line of argument, Thomas (1983) proposes that the problems in cross-cultural speech act realizations do not occur due to the poor competence in language performances, but also due to the lack of socio-pragmatic knowledge (cited in Eisenstein and Bodman, 1993). The NST corpus at this point can also help the language practioners to identity the areas that may lead problems while Turkish native speakers communicate with people from other cultures and focus on those areas in language teaching.

In addition, the present study unravels Turkish MA and PhD students' composition of the dissertation acknowledgment sections. As an interactive text, the forms of thanking employed in the genre are very important in maintenance of the face of the addressee and the self. Thus, it is important that NNS are trained in such contexts of thanking. Additionally, Hyland (2004: 306) argues that as acknowledgments mirror authors' academic and social identity by referring to their networks and help them build a credible identity, teachers should train the students in writing acknowledgments.

At this point it should also be noted that the MA and PhD students in the current study might also be lacking formal training in writing acknowledgments and this might also act as a drawback for the students in constructing their dissertation acknowledgments and thus lead them model some other acknowledgments and write in more uniform ways.

6.5. Limitations of the Study and Suggestions for Further Research

This is the first attempt to analyse the MA and PhD acknowledgments written by NST in English and again the first attempt to compare the qualitative and quantitative features of those texts with the ones written by native speakers of American English. Because of these, the present analysis has some limitations and it urges for further research in the field and here are some suggestions:

- (1) The data examined in this study comprised 144 dissertation acknowledgments collected from three Turkish and 50 American universities. Even though this is not a small number, in order to claim more valid generalizability of the results the corpus examined in future studies can be enriched by adding data coming both from other departments and a bigger number of universities in Turkey and the USA.
- (2) In order to be able to obtain more reliable results related to the organisation of acknowledgment texts in the Turkish culture, the findings of the current study should be compared with results derived from the analysis of a corpus of M.A and Ph.D. dissertation acknowledgments written in Turkish.
- (3) In this study we examined various characteristics of the acknowledgments written by NST and NSAE (e.g., move structure, thanking order) and we interpreted those findings using the Rapport Management Model developed by Spencer-Oatey (2008). However, qualitative research based on

interviews with the writers of the acknowledgment texts could give researchers a fuller, more thorough understanding of the reasons behind their choices.

- (4) Besides the lexico-grammatical patterns of thanking expressions, further research can address the range of thanking expressions (e.g., thank, express gratitude, offer gratitude, express appreciation) and/ or the range of adjectives and adverbs (e.g., special, heartfelt, sincerely, gratefully) in order to be able to draw a more detailed picture of the linguistic choices of the authors while addressing their addressees.

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APPENDICES

Appendix A: Top Fifty Universities in the US (Ranking for Social Sciences)

1. Harvard University
2. University of California, Berkeley
3. Stanford University
4. University of Chicago
5. Yale University
6. Princeton University
7. Columbia University
8. Massachusetts Institute Technology
9. University of California, Los Angeles
10. Cornell University
11. New York University
12. University of Michigan
13. University of Pennsylvania
14. Duke University
15. Northwestern University
16. University of California, San Diego
17. University of Wisconsin-Madison
18. Boston University
19. Johns Hopkins University
20. Carnegie Mellon University
21. Georgetown University
22. University of Illinois at Urbana-Champaign
23. Brown University
24. University of Minnesota
25. Pennsylvania State University
26. University of Texas at Austin

27. University of North Carolina, Chapel Hill
28. University of Washington
29. Ohio State University
30. California Institute of Technology
31. Dartmouth College
32. Michigan State University
33. University of Maryland, College Park
34. University of California, Irvine
35. Purdue University
36. University of Virginia
37. Indiana University Bloomington
38. Arizona State University
39. University of New Jersey
40. University of Arizona
41. University of California, Santa Barbara
42. University of Rochester
43. University of California, Davis
44. University of Southern California
45. George Washington University
46. Texas A&M University
47. Emory University
48. University of Massachusetts, Amherst
49. Vanderbilt University
50. University of Florida

**Appendix B:
Results for the Statistical Analysis**

B.1. Word Length

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
LENGTH	Equal variances assumed	23,989	,000	-2,027	142
	Equal variances not assumed			-2,027	97,829

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
LENGTH	Equal variances assumed	,045	-76,208	37,594
	Equal variances not assumed	,045	-76,208	37,594

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
LENGTH	Equal variances assumed	-150,524	-1,893
	Equal variances not assumed	-150,813	-1,603

B.2. Word Ranges

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
RANGE	Equal variances assumed	29,532	,000	-2,663	142
	Equal variances not assumed			-2,663	99,819

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
RANGE	Equal variances assumed	,009	-46,889	17,604
	Equal variances not assumed	,009	-46,889	17,604

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
RANGE	Equal variances assumed	-81,689	-12,089
	Equal variances not assumed	-81,816	-11,962

B.3. Reflective Move

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of REFLECTIVE is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.019	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

B.4. Announcing Move

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of ANNOUNCING is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.225	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

B.5. General Results for Thanking Patterns

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of INT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.021	Reject the null hypothesis.
2	The distribution of PER is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.766	Retain the null hypothesis.
3	The distribution of ADJ is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.468	Retain the null hypothesis.
4	The distribution of NOM is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.663	Retain the null hypothesis.
5	The distribution of DIT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.020	Reject the null hypothesis.
6	The distribution of PAS is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	1.000	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

B.6. Thanking Academics

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of INT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.038	Retain the null hypothesis.
2	The distribution of PER is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.468	Retain the null hypothesis.
3	The distribution of ADJ is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.559	Retain the null hypothesis.
4	The distribution of NOM is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.554	Retain the null hypothesis.
5	The distribution of DIT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.047	Retain the null hypothesis.
6	The distribution of PAS is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.495	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

B.7. Thanking Friends

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of INT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.659	Retain the null hypothesis.
2	The distribution of PER is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.536	Retain the null hypothesis.
3	The distribution of ADJ is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.659	Retain the null hypothesis.
4	The distribution of NOM is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.766	Retain the null hypothesis.
5	The distribution of DIT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.037	Retain the null hypothesis.
6	The distribution of PAS is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.127	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

B.8. Thanking Family Members

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of INT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.297	Retain the null hypothesis.
2	The distribution of PER is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.457	Retain the null hypothesis.
3	The distribution of ADJ is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.659	Retain the null hypothesis.
4	The distribution of NOM is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.767	Retain the null hypothesis.
5	The distribution of DIT is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	.034	Retain the null hypothesis.
6	The distribution of PAS is the same across categories of CULTURE.	Independent-Samples Mann-Whitney U Test	1.000	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

**Appendix C:
Samples of Acknowledgments**

Sample 1 (NST, MA, F3):

I would like express my gratitude to my supervisor X because but for his/her continuous support and guidance, this study would never have been accomplished. I am grateful for his/her constructive feedback after reading my numerous revisions as well as the enthusiastic and inspiring conversations we had during this exhausting process. I would also like to thank my committee members Y and Z for their invaluable feedback and supportive suggestions.

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Sample 2 (NST, PhD, M11):

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Sample 3 (NSAE, MA, M8):

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...

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...

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Sample 4 (NSAE, PhD, F10):

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