A COMPARATIVE ANALYSIS OF THESIS GUIDELINES AND MASTER THESIS ABSTRACTS WRITTEN IN ENGLISH AT UNIVERSITIES IN TURKEY AND IN THE USA

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ABSTRACT

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This study examines master of art (MA) theses abstracts written in English in terms of their texual structures. In order to design a comparative study, abstracts are collected from universities (i) with a guideline in Turkey (ii) without a guideline in Turkey and (iii) with a guideline in the USA. 94 abstracts, randomly selected from these three groups of universities, are analyzed according to a content criteria list developed on the basis of Swales (1981, 1990, 2004), and Hyland's (2000) textual structure models and content instructions provided in thesis writing guidelines. The analysis of data is accomplished using MS Excel 2010 ve SPSS 16.0. The comparison between abstracts written at universities with and without a guideline in Turkey revealed a significant difference in terms of methodology and statement of the problem. Also, with regards to the order of the rhetorical elements (Introduction+Methodology+Results+Conclusion), universities with a guideline in Turkey displayed more consistency than the universities without a guideline. As for the comparison between the universities with a guideline in Turkey and the USA, the results showed that there is a significant difference between the two abstract sets in terms of their methodology, results, and conclusion parts. Besides, the texual pattern analysis showed that abstracts collected from universities with a guideline in Turkey follow a more consistent order than their counterparts in the USA. The results of the thesis have pedagogical implicatons for students, teachers, academics who prepare thesis writing guidelines, and researchers who want to make publications internationally.

Keywords: MA thesis, abstract, guideline, rhetorical structure, textual pattern.

ÖZ

A COMPARATIVE ANALYSIS OF THESIS GUIDELINES AND MASTER THESIS ABSTRACTS WRITTEN IN ENGLISH AT UNIVERSITIES IN TURKEY AND IN THE USA

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Bu tez çalışması yüksek lisans tezlerinin İngilizce yazılmış öz/özet kısımlarını metinsel yapı açısından inceler. Karşılaştırma yapmak amacıyla; Türkiyede (i) tez yazma kılavuzu olan, (ii) tez yazma kılavuzu olmayan ve (iii) Amerika'da tez yazma kılavuzu olan üniversiteler şeklinde üç grup oluşturulmuştur. Üç gruptan raslantısal olarak toplanan 94 öz/özet, Swales (1981, 1990, 2004), ve Hyland'in (2000) metinsel yapı modellerinden faydalanılarak ve kılavuzlarda üniversiteler tarafından verilen yönergeler doğrultusunda oluşturulan içerik kriterlerine göre incelenmiştir. Analizler MS Excel 2010 ve SPSS 16.0 programları kullanılarak hesaplanmış ve karşılaştırmalar yapılmıştır. Türkiyede kılavuzu olan ve olmayan üniversitelerde yazılan öz/özetler arasında yapılan karşılaştırmada, çalışmada kullanılan yöntem ve problemin ifade edilmesi açılarından önemli fark bulunmuştur. Ayrıca kılavuzu olan üniversitelerde yazılan öz/özetlerin metinsel yapı elemanlarının sıralaması (Giriş+Yöntem+Sonuç+Sonuçları Bağlama), kılavuzu olmayan üniversitlere göre daha tutarlı olduğu gözlemlenmiştir. Türkiye ve Amerikada bulunan ve kılavuzları olan üniversitelerde yazılmış öz/özet bölümleri arasında da çalışmada kullanılan yöntem, sonuçlar ve sonuçları bağlama yönlerinden önemli fark elde edilmiştir. Metinsel yapı elemanlarının sıralaması açısından da Türkiyeden toplanan örnekler daha tutarlı sonuçlar sergilemiştir. Bu tez ve sonuçları, öğrenciler, öğretmenler, üniversitede tez kılavuzu hazırlayanlar ve uluslararası düzeyde yayın yapmak isteyen araştırmacılar için önemli bilgiler ve çıkarımlar içerir.

Anahtar kelimeler: Yükseklisans tezi, öz, kılavuz, metin yapısı, sözbilimsel örüntü.

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LIST OF ABBREVIATIONS

ANSI:	American Standards Institute
BOUN:	Boğaziçi University
C:	Conclusion
CGS:	Council of Graduate Schools
CoHe:	Council of Higher Education
D:	Discussion
EAP:	English for Academic Purposes
ELT:	English Language Teaching
ESP:	English for Specific Purposes
I:	Introduction
IUPUI:	Indiana University – Purdue University Indianapolis
Lr:	Literature Review
M:	Methodology
MA:	Master of Arts
METU:	Middle East Technical University
MS:	Master of Science
P:	Purpose
PhD:	Doctor of Philosophy
R:	Results
RA:	Research Article
RAA:	Research Article Abstract
S:	Summary
UNESCO:	United Nations Education Science and Cultural Organization

CHAPTER 1

INTRODUCTION

1.0.Presentation

This chapter presents background information about the study, its significance and research questions to be answered in order to explain the scope of the research at hand. In background of the study, the importance of English language in academic writing contexts, and the changing trends in teaching academic writing are discussed building on the previous research. Later, the importance of abstracts in information retrieval is underlined as this study basically focuses on them. Lastly, research questions to be answered are presented.

1.1.Background of the Study

English language plays an important role in international communication in the present age of economic and technological globalization. Due to social, economic and/ or educational reasons, English is now thought to be the most widely used language. Even some quantitative research shows that nonnative speakers of English outnumber native speakers three to one (e.g., Crystal, 1997). Particularly, written English is considered to be the common tool of research and publication. Owing to the increasing acceptance of English as the medium of scholarly communication, a number of universities and institutes all around the world recognized English as the language of instruction (Flowerdew and Peacock, 2001). Also, many non-native English-speaking scholars tend to publish their findings in English because

publishing in English can help the scholars gain an enhanced reputation (Shim, 2005). Needless to state, the increase in the number of research in English results in easy information retrieval. Because of these reasons, the importance of English in education and publication seems to grow more in the future. Therefore, an appropriate instruction is required to supply the needs of non-native English writers and to help them participate in this international community.

To provide a suitable education for language learners, it is crucial to know the basic needs of novice and/ or non-native writers. In relevant research this issue is first raised by Kaplan (1966) referring to his frequently quoted statement that non-native writer texts often appear indirect, undeveloped, and vague. For Kaplan, the main reason for weakness in non-native writings is rooted in socio-cultural differences. According to him, different language groups follow different rhetorical patterns in writing, so what appears vague in one language group may be quite clear and appropriate for another group of language. Based on these ideas, he proposed contrastive rhetoric as a field of study. The underlying premise of this field of study is that a written text contains identifiable rhetorical and linguistic features which may differ across cultures and languages (e.g., Kaplan 1966; Connor, 1996). Based on his arguments, teaching rhetorical patterns to non-native writers is helpful in catering the students' needs.

However, on the pedagogical front, the early trends and preferences were far away from a socio-cultural perspective. In the early practices of teaching writing, which was around 1980s, *process approach* was a popular way to teach writing. The process approach has been influential in writing research and instruction because it has changed the direction of writing instruction from a traditional, product-oriented understanding to a process-focused view. The proponents of this approach (e.g., Leki, 1992; Zamel, 1983) view writing as a "non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (as cited in Shim, 2005:2; Zammel, 1983:165). Some of the

main characteristics of this approach are recursive procedure of prewriting, multiple drafting, editing, revising and peer reviewing. The approach gives much importance to what individual writers do when they write and underlines the complexity of writing process.

Although the process approach has been widely used because of its new way of looking at the writer and the writing process, there have been a number of studies revealing its shortcomings as a teaching approach (e.g. Zhang, 1995; Nelson and Carson, 1998; Allaei and Connor, 1990; Guleff, 1997; Hyland, 2003). The mostly criticized weakness of this approach is its focus on the individual writer rather than on the social context in which the texts are produced (Guleff, 1997). Similarly, Hyland (2003: 19) argues that, in this approach, writers as individuals lack "a systematic understanding of the ways language is patterned in certain context". Therefore, for Hyland (2003) process models are not effective in revealing why some writers make certain linguistic and rhetorical choices. As a result, the process models seem to be insufficient to supply the needs of non-native English writers. As the process-oriented models do not give any explicit instruction of linguistic and rhetorical preferences in particular text types, the non-native writers continue to appear vague and indirect to native readers.

As opposed to the process-oriented approach, *social constructionist approach* of writing aims to provide what the former ignores, so it places much emphasis on the social contexts in which time, place, people, and purposes play a part to produce a written text. Basically, writing in *genre approach* is seen as "purposeful, socially situated responses to particular contexts and communities" (Hyland, 2003b: 17). On the pedagogical front, the typical example of the social constructionists' view is English for Specific Purposes (ESP) genre approach which was proposed and systemized by Swales (1990, 1985), Bhatia (1993), and Evans (1986). To teach research writing to non-native speakers systematically, they analyzed writings and found out some common rhetorical patterns and linguistic features. The rhetorical

patterns constitute the macro structure whereas the linguistic features are seen as the microstructure of writings. To Swales (1985) a research article is organized in the order of Introduction (I), Method (M), Results (R) and Discussion (D), which is also known as IMRD structure. Each section comprises substructures expressed in certain language conventions. Swales (1990, 2004) studied more on the introduction section because he considered that part most problematic to write. He also identified some recurring rhetorical structures serving for common communicative purposes and called his research "move analyses". Following Swales, some other researchers adopted or adapted his analyses to abstract parts (Meyer, 1990; Keogh, 1994; Santos, 1996; Chan and Foo, 2000), or discussion sections (Evans, 1986). The main aim in genre analysis was to specify some prototypical rhetorical structures or particular linguistic features of academic or professional genres. Therefore, it became possible to help novice and/or non-native writers write in the appropriate scholarly style following these established moves.

Teaching recurring rhetorical structures and linguistic features explicitly is favored because explicit teaching is seen as the "shortcuts to the successful processing and producing of written texts" (Johns, 2003: 196). Similarly Hyland (2003: 24) argues that:

> Genre knowledge is important to students' understanding of L2 environment, and crucial to their life chances in those environments. The teaching of key genres is, therefore, a means of helping learners gain access to ways of communicating that have accrued cultural capital in particular professional, academic, and occupational communities. By making the genres of power visible and attainable through explicit instruction, genre pedagogies seek to demystify the kinds of writing that will enhance learners' career opportunities and provide access to a greater range of life choices.

It is clear that genre-specific pedagogies help novice and/or non-native writers be more successful because they help writers to be more aware of diversity in audiences, preferences, expectations in different discourse communities. Also

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teaching genre assists learners to have a rhetorical understanding of the texts and linguistic realization of language forms (Swales & Feak, 1994).

1.2.Purpose of the Study

In our internationalized, global world it is very crucial to communicate the new knowledge in a quick and effective way. Particularly, novice or professional researchers from all academic discourse communities want to publish their research findings as thesis, research articles, books, or conference papers. In this respect, they need a good command of academic discourse conventions which are instrumental in academic writing. Academic discourse conventions are important because they are closely related to socio-cultural factors which account for rhetorical variation (Martin & Martin, 2003). Lack of awareness of cross-cultural differences in academic discourse is thought to be the main reason for non-native writers' lack of success in the international community (Connor, 1996). The thought is also supported by empirical studies. Powers (1994), for example, conducted a study which showed the writing needs of the non-native graduate students. The results of her study revealed the problems with non-native graduate students' writing such as organization, synthesis, and clear, concise and correct writing. To sum up, there is an obvious need to help non-native students and/or academics write effectively in English to be a part of the international academic community.

To specify the variations between different discourse communities and cultures, more contrastive rhetoric studies focusing on specific genres are needed. Up to now, there have been some influential studies on abstract (Meyer, 1990; Keogh, 1994; Santos, 1996; Chan & Foo, 2000), introduction (e.g., Swales, 1981, 1990, 2004), discussion (e.g., Holmes, 1997; Hopkins & Dudley-Evans, 1988) and the results (e.g., Brett, 1994; Williams, 1999) sections of research articles (RAs). However, the analysis of thesis abstracts has not received its deserved place in the literature although thesis abstracts have a crucial function as a useful surrogate tool.

The development of advanced technologies in information transfer methods enabled by computers and the Internet has made finding, collecting, and storing the needed information much easier. Academic researchers now can access databases of theses, research articles, and e-books conveniently. However, the common problem is that inquiries for specific information generally results in a huge number of products. Researchers are required to filter the most relevant products in an efficient way since they have little time and they are faced with information overload. Reading full texts which often includes many details is not a practical way because the identification of critical and precise information intended by the author could be difficult and time consuming. Thus, the researchers have needed abstracts since they summarize the main focus in an academic text. The American National Standards Institute (ANSI) defines abstract as follows: "[it] is an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it" (ANSI, 1979, p.1, as cited in Bhatia, 1993, p.78). Because of their practical function, and concise nature abstracts have been useful surrogate tools for effective and quick information retrieval since 1960s (Keng & Foo, 2001).

Many researchers (Pinto & Lancaster, 1999; Fidel, 1986; Tenopir, 1985) empirically supported the effectiveness of abstracts in exchanging academic information. Berkenkotter and Huckin (1995), for instance, examined the importance of abstracts in information retrieval process. To this end, they interviewed seven scientists extensively to investigate their research habits. The results indicated that scientists practiced a scanning strategy in order to access new information. The strategy included steps like reading the title first and then the abstract to get the important information. Later, the scientists decide on whether to read the full document or not. Similarly, Dronberger and Kowitz (1975) found out that reading level of abstracts is considerably higher than the reading level of the full documents when they examined the abstracts published in Research in Education.

Consequently, abstracts fulfill an important role in information retrieval for the academic community and because of their concise nature and critical function; the

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present research focuses on them to help non- native writers to produce better abstracts and get better career opportunities and life chances.

Another important aspect of this study at hand is to analyze universities' thesis writing guidelines / manuals in terms of their content and format requirements. During the thesis writing process, thesis guidelines prepared and provided by institutes or graduate schools are helpful to organize the thesis in terms of required content and format. A master's student has no experience in doing a deep research and writing a long text like master's thesis. Therefore, thesis writing handbooks or guidelines are important to them because they help them save time. Students can look at the manual and find an answer for their questions instead of trying to find someone to ask. MA students may find easier to use old theses written at the same university and department. Since the guidelines can be updated in time, using an old thesis can mislead the new student. Therefore, thesis guidelines are in fact helpful tools for novice writers because of the fact that they are clear on what is expected and what processes should be followed.

To the best knowledge of the researcher, there are no academic investigations aiming to reveal the effectiveness of using a thesis guideline or the frequency of using it among master's students. However, there is one research (Gürel, 2010) focusing on the strategies utilized by Turkish doctoral students to overcome challenges during thesis/dissertation writing.

Table 1 Mean Scores of the Strategies Utilized during Thesis Writing

Strategies utilized	Mean scores
Looking for published research for text format and content	3.681
Doing a great deal of reading of the literature	3.590
Taking other dissertations as sample models	3.409
Asking/getting feedback from the advisor or other professors	3.295
Relying on past experiences in academic writing	3.186
Making use of guidelines provided by course instructors or advisor	3.186
Revising and writing drafts	3.119
Selecting proper vocabulary (words or phrases) from written sources	3.068
Using spell-checks or manuals to edit mechanical mistakes	2.976
Using source books or dictionaries	2.976
Having discussions with senior students or peers (or people within academic circle)	2.954
Planning/Outlining	2.906
Summarizing and paraphrasing materials to avoid plagiarism	2.809
Making use of peer help in reviewing writing in terms of mechanical mistakes	2.750
Relying on native language to sharpen meaning	2.744
Making use of peer help in reviewing writing in terms of content	2.452
Using a native speaker or professional editor to check mistakes	2.190

As presented in Table 1, Gürel (2010) shows that doctoral students prefer to "look for published research for text format and content" and "take other dissertations as sample models" rather than using the guidelines provided. Needless to state that old publications and dissertations set a great example and they help a lot in the thesis writing process. However, it might be better to follow the guidelines first and then benefit from the old publications in order not to skip an updated requirement both in terms of content and format.

In the big picture, even for doctoral students, the importance of guidelines is clear. Although they have already known what the content and format of each part of the thesis should be, they refer to guidelines often. The results of Gürel's (2010) study show that using guidelines is the fifth strategy utilized out of eighteen. Therefore based on these results it can be assumed that master's students check the thesis guidelines more often as they have much less familiarity with the academic discourse and no experience in thesis writing.

Considering the above-stated needs of non-native students or academics who wish to be a part of international community through successful publications this study aims to investigate :

    i)   Rhetorical features used in the abstracts.

    ii)   Order of the rhetorical units embedded in the abstracts.

The above mentioned points of investigation are aimed to be carried out on three sets of data comprising:

    i)   MA thesis abstracts written in English by students at universities with a thesis writing guideline in Turkey

    ii)   MA thesis abstracts written in English by students at universities without thesis writing guideline in Turkey

    iii)   MA thesis abstracts written in English by students at universities with a thesis writing guideline in the USA

1.3.Research Questions

Driven by the gap in the literature focusing on Turkish students' academic writing skills in English, and as a consequence driven by the practical and pedagogical needs summarized above, this study attempts to address the following questions:

1.   <u>Analysis of Guideline Instructions at Universities in Turkey and in the USA</u>

    1.1. What are the instructions about **the content of abstract parts** in the thesis guidelines?

    1.2. What are the instructions about **the format of abstract parts** in the thesis guidelines?

1.3. Is there a **variation in instructions** provided in the thesis guidelines by the universities in Turkey and the USA in terms of content and format?

1.4. Is there a **variation in the content instructions** (theory) provided by guidelines both in Turkey and in the USA and students **abstracts** (practice)?

2. Abstract Analysis at Universities in Turkey and in the USA

2.1. What are **the rhetorical features of MA thesis abstracts** written by students at universities **with a thesis guideline** in the USA?

2.2. What are **the rhetorical features of MA thesis abstracts** written by students at universities **with a thesis guideline** in Turkey?

2.3. What are **the rhetorical features of MA thesis abstracts** written by students at universities **without a thesis guideline** in Turkey?

2.4. Is there a **variation in the rhetorical features of MA thesis abstracts** written at the universities **with and without** a thesis guideline?

2.5. Is there a **variation in the rhetorical features of MA thesis abstracts** written at the universities **with** a thesis guideline in **Turkey** and in **the USA**?

3. Generic (I+Lr+M+R+C) Analysis of Abstracts Written in Turkey and the USA

3.1. What is the most common **order of textual pattern** followed in abstracts written at **universities with guideline in Turkey**?

3.2. What is the most common **order of textual pattern** followed in abstracts written at **universities without guideline in Turkey**?

3.3. What is the most common **order of textual pattern** followed in abstracts written at universities **with guideline in the USA**?

3.4. How many words are there in each part, I-Lr-M-R-C, of the abstracts written at universities with and without a guideline in Turkey and with a guideline in the USA?

3.5. Significance of the Study

The research at hand is the first comparative study focusing on thesis guidelines and MA thesis abstracts written by native speakers of Turkish and international students in the fields of English Language Teaching (henceforth ELT) and Applied Linguistics. Therefore, this study aims to contribute to filling the gap in the literature regarding the contrastive rhetoric study of the abstract parts in master's thesis. It also aims to contribute to the fields of cross-cultural communication, ELT and English for Academic Purposes (henceforth EAP) in terms of different aspects.

(a) Thanks to this study Turkish and international learners of English language can have a better understanding of the cross-cultural variation in academic writing because one of the major aims in this research is to raise awareness on the importance of genre and discourse community. Therefore, with an appropriate instruction, novice writers can produce more internationalized or discourse community targeted abstracts and publish their work.

(b) To provide a better instruction about the genre and discourse community, material developers, textbook writers and program coordinators for learners of academic English can be provided with the results of the recent research about rhetorical structures and its teaching in the classroom. Therefore, the current theoretical findings can be incorporated to the classroom materials and textbooks with the aim of a fruitful instruction.

(c) The results of the study are expected to be useful for English language teachers, too. The explicit instruction of rhetorical structures is proved to be effective to show the difference between the languages and cultures (Hyon, 2001; Connor, 2003; Hyland, 2003; Cheng, 2005; Johns, 2005; Shim, 2005). Therefore, the research results from the field of contrastive rhetoric and genre analysis should be placed in the teacher training courses in order to make the teachers more aware of the issue and to lead them to guide the activities in the textbooks in a more professional way. When teachers become aware of the

rhetorical conventions used in the thesis abstracts, they will provide a better and more focused instruction in the field of EAP.

(d) There is no other study investigating the content and format of guidelines prepared and provided by the graduate schools or institutes in Turkish context. Thus this study may stimulate further research on the guidelines and on their use during the thesis writing process. Also, it aims to give an opinion to the academicians or the professionals who prepare those thesis guidelines about the applications at other universities in Turkey and in the USA. Thus this study is expected to contribute to writing more clear guidelines in terms of the instructions for the abstract parts.

(e) The explicit teaching, informative and clear guidelines and a quality teaching of the academic discourse conventions in thesis abstracts are all expected to lead to more standardized abstracts. More standardized abstracts means an easier access to the wanted information. As a result, the researchers, academics and students will reach the desired information in a short time.

(f) The study is also important because it provides a comprehensive picture of ELT departments in Turkey. It presents current numbers and names of universities with ELT departments providing undergraduate and/or graduate education in Turkey. In that sense, it is helpful for Turkish and/or international students who want to pursue an ELT education in Turkey. The list can also be taken as a preliminary study and used for further research.

CHAPTER 2

LITERATURE REVIEW

2.0.Presentation

This chapter introduces the key concepts that the present study discusses. After a brief overview of *Contrastive Rhetoric* developed by Kaplan (1966), Swales' (1990) *Moves Analysis Theory* is presented in detail as it is instrumental in formulating the objectives and predictions of this thesis. Later, a review of the studies on abstract parts both in international and Turkish contexts is presented.

2.1.Contrastive Rhetoric

Contrastive rhetoric was first introduced by Kaplan (1966) in his pioneering study which focuses on the organization of paragraphs in ESL students' essays. In this study, he identifies five types of paragraph development. Each of these types reflects distinctive rhetorical tendencies. Based on this study, Kaplan (1966:15-16) proposes that:

> Anglo-European expository essays follow a linear development; Semitic languages use parallel coordinate clauses; Oriental languages prefer an indirect approach and come to the point at the end, in Romance languages and in Russian, essays employ a degree of digressiveness and extraneous material that would seem excessive to a writer of English.

Below the types of rhetorical structures are drawn in order to visually demonstrate the patterns of thought in different language groups (Shim, 2005: 12).

English   Semitic   Oriental   Romance   Russian
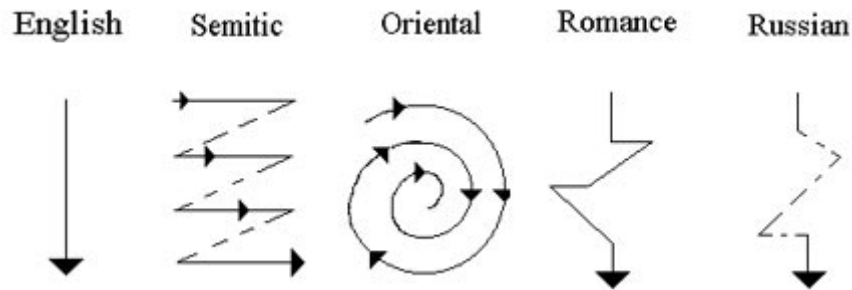
Figure 1 Types of Rhetorical Structure

Based on a commonly observed problem that writing of students from some other nations like Arabic, Chinese, Japanese, Korean and Indonesian frequently appears vague and indirect to native speakers of English, Kaplan studied the students' writings in different languages and explained the differences from a cultural perspective. Kaplan's findings paved the way for the development of contrastive rhetoric, which was a new field of study in linguistics. However, his study and his proposed diagrams have been widely criticized. The critics have seen Kaplan's work as privileging the writing of native English speakers, so they have thought that his study is ethnocentric. Besides, Kaplan is thought to ignore linguistic and cultural differences in writing among closely related languages. He is claimed to make some overgeneralizations and disregard probable distinctive features in related languages and cultures. Furthermore, his samples were collected from developmental writers, not professionals, and this, as a result, weakens the reliability of his results.

Kaplan himself (Connor & Kaplan, 1987) has referred to his early position as a *notion.* He has also noted the underdeveloped nature of written text analysis at the time of his 1966 paper, which limited his own analysis of the sample student writing (Connor, 2002: 495).

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Since Kaplan's introduction of rhetorical patterns in 1966, some other contrastive rhetoric studies with different approaches have been conducted in expository prose in a variety of languages. These studies have provided evidence of differing rhetorical patterns across languages (e.g., Hinds, 1983, 1987; Hinkel, 1997; Leki, 1991, 1992; Martin, 2003; Ostler, 1988). According to Connor (2002) the research following Kaplan's work can be categorized in four domains sharing some specific purposes. She lists the four domains as: (1) contrastive text linguistic studies; (2) studies of writing as a cultural and educational activity; (3) classroom based studies of writing; (4) contrastive genre-specific studies. Connor's categorization of contrastive rhetoric studies and their main purposes are presented in the table below (Shim, 2005: 13-14).

Table 2 Historical Development of Contrastive Rhetoric Studies

Domain	Purpose
1.Contrastive text linguistic studies	Examine, compare, and contrast how texts are formed and interpreted in different languages and cultures using methods of written discourse analysis.
2.Studies of writing as a cultural and educational activity	Investigate literacy development on native language (L1) and culture and examine on the development of second language literacy (L2).
3.Classroom based studies of writing	Examine cross-cultural patterns in process writing, collaborative revisions, and student-teacher conferences.
4.Contrastive genre-specific studies	Examine academic and professional writings.

As it is clear from the categorization of the relevant literature, the early contrastive studies are generally based on the investigation of student compositions. Ostler (1988), for instance, studied essays by Arabic, Spanish, Japanese, and English speakers for rhetorical organizational patterns. The English data was collected from freshmen who were native speakers of English. The nonnative data was taken from

essays in English by Arabic, Spanish, and Japanese speakers. She analyzed 160 essays in total and concluded that Arabic-speaking students used parallel structures (restating of ideas in different words) most commonly; Spanish students made longer sentences and used sentential elaboration; Japanese students did not use syntactic elaboration and native speakers of English used nominalizations and passives a lot more with respect to other language groups. Moreover, Arabic-speaking students had elaborate introductions but less consistent conclusions while Japanese students moved away from the initial topic in the latter parts of their essays.

Similarly, Hinkel (1997) conducted a research on indirectness strategies and markers by examining 30 native speakers' and 120 nonnative speakers' writings in English. The nonnative group is made up of Chinese, Japanese, Korean and Indonesian students who were all raised in Confucian, Taoist, and Buddhist societies. The results of the study indicates that Chinese, Japanese, Korean and Indonesian students use some types of indirectness markers like rhetorical questions and tags, vagueness and ambiguity, and repetition more frequently than native speakers do, which might be a partial justification of a perception that the essays of some students from Asia sound vague and indirect to native speakers of English.

Traditional understanding of contrastive rhetoric has always been the target of criticism. According to Spack (1988; 1997), contrastive rhetoric studies label ESL/EFL students by their L1 backgrounds and see them as a stereotype member of distinct cultural communities. Another problematic notion is the directing non-native English writers to use Anglo-American genre patterns. Moreover, traditional research has generally focused on the static binaries between English and other languages. The notion of culture as "discrete, discontinuous, and predictable" has also been disapproved (Zamel, 1997: 343).

In contrast to the above mentioned criticism of contrastive rhetoric, for Tannen (1985) cultural differences should be stated and examined in cross-cultural studies. She argues that "some people object to any research documenting cross-cultural differences, which they see as buttressing stereotypes and hence exacerbating discrimination," but she claims that ignoring cultural differences leads to misinterpretation and "hence discrimination of another sort" (Tannen, 1985: 212).

Recently, contrastive rhetoric researchers attempt to explore texts as social activities, so new contrastive rhetoric studies have embraced the increasingly context-sensitive research approach which often involves studying the talk surrounding text production and interpretation along with writing processes (Connor, 2002). Thus the recent research has become "more sensitive to social context and local-situatedness and particularity of writing activity" (Connor, 2002: 506). Another important characteristic of recent contrastive rhetoric studies is the relationship between the writer and the reader and reader's preferences. Connor (2002: 497) emphasizes the expectations of readers as they "determine what is perceived as coherent, straightforward writing". Thus the writers should follow the preferences of the readers. Teachers, also, "need to educate students or clients about readers' expectations" (Connor 2002: 505).

Thus, now it is clear that contrastive rhetoric studies are quite important to the field of English for Specific Purposes and recently there has been a great interest in the area. The genre-specific research in the field includes "newspaper writing: both news stories and editorials; academic writing; and professional writing" (Connor, 1996: 55). The main aim is to identify the preferred textual patterns within the context of each culture in order to help "teachers and students (and writers) around the world in many situations, especially as regards English for specific purposes" (Connor, 2003: 218).

To sum up, starting with Kaplan's pioneering study, contrastive rhetoric has been an issue of discussion. Recent changes have led us to conclude that learning about readers' expectations is helpful in understanding the genres appropriate to the target community. Following the norms and expectations of the discourse community would always be advantageous. Thus the conclusion should be considered carefully in multilingual environments and in language classrooms in order to get the biggest benefit.

2.2.Swales' Move Analysis Theory

John Swales (1981; 1990) made an important contribution to genre analysis by creating a discourse approach of move analysis in the field of English for Specific Purposes. In his influential study, Swales (1981) investigated 48 research article introductions in various disciplines. His main aim in the study was to find out the communicative functions in research articles (RAs) in order to address the needs of non-native English speakers who want to keep up with English publications or NNS academicians who want to publish their studies in English. The results of his study revealed a consistent rhetorical action in the article introductions. These consistent rhetorical actions led Swales to propose 'rhetorical movement' or 'move and step' analysis (1990: 140). According to him, a specific genre is based on communicative movements which are similar in form or language content. In fact, these movements are used as the representation of shared communicative purposes by the members of the same discourse community (1990: 47). Building on his approach of shared communicative purposes by a specific discourse community, he proposed that each genre is generated by moves which are defined by Lorés (2004: 282) as functional terms that refer to "defined and bounded communicative acts that are designed to contribute to one main communicative objective, that of the whole text." In the case of his RA introductions study, Swales (1981) posited a four-move structure. Later in 1990 and the in 2004, he revised and modified his move-structure because of the criticism made by the academic community (e.g; Lopez, 1982; Bley-Vroman and

Selinker, 1984; Crookes, 1986) and the problems he himself realized. The first reason of the revision was the criticism of four-move model due to the difficulties of separating Move 1 (Establishing the field) from Move 2 (Summarizing previous research) by some researchers (Lopez, 1982; Bley-Vroman and Selinker, 1984; Crookes, 1986). Secondly, Swales wanted to analyze social science RA introductions which he believed to be different from the experimental research. According to him, social sciences focus more on literature review rather than research methods. Therefore, taking the criticisms into account, Swales (1990) offered a modified version of his original model called Create a Research Space (CARS). In his latest version of Create a Research Space (CARS) 2004 model he proposed an elaborated version including 3 Moves and several steps. His CARS models have been used by many scholars (Huang, 2009; Martin & Martin, 2003; Lorés, 2004; Posteguillo, 1996; Samraj, 2005; Yakhontova, 2006; Cava, 2007) in the field of contrastive rhetoric and led them to reach insightful results. Figure 2 shows 2004 version of Cars model in detail (Swales, 2004: 232).

Move 1 Establishing a territory (citations required)
    Via
        Topic generalizations of increasing specificity

Move 2 Establishing a niche (citations possible)

Possible recycling of
increasingly specific
topics

    Via
    Step 1A Indicating a gap
        or
    Step 1B Adding to what is known
    Step 2 (optional) Presenting positive justification

Move 3 Presenting the present work (citations possible)
    Via
    Step 1 (obligatory) Announcing present research
                descriptively and/or purposively
    Step 2* (optional) Presenting RQs or hypotheses
    Step 3 (optional) Definitional clarifications
    Step 4 (optional) Summarizing methods
    Step 5 (PISF**) Announcing principle outcomes
    Step 6 (PISF) Stating the value of the present research
    Step 7 (PISF) Outlining the structure of the paper
* Steps 2-4 are not only optional but less fixed in their order
of occurrence than others.
** PISF: Probable in some fields, but unlikely in others

Figure 2 Swales' 2004 Version of the CARS Model

Apart from the microstructural study of introduction sections which resulted in the proposal of three-move structure given above, Swales (1981) also investigated the overall textual organization of RAs from different disciplines. He claimed that all research papers are organized in the order of Introduction (**I**), Method (**M**), Research (**R**) and Discussion (**D**), which is also known as IMRD structure. In addition, he also

concluded that the macrostructure, IMRD, is also replicated in the introduction sections of RAs.

Following Swales' ideas, later many other researchers attested his macro and microstructural moves in many different studies. In terms of macrostructure of academic discourse products, Martin & Martin (2003), Lorés (2004), Posteguillo (1996) and Huang's (2009) studies are prominent because they look for the I+M+R+D the structure in the abstract parts in research articles (see part 2.3). Their aim was to find out whether the abstract mirror the structure of the whole text or not.

Similarly, some other researchers have used CARS model in the analysis of different genres (e.g. doctoral dissertations, master's theses, lectures, presentations, research articles, and textbooks), different parts of the academic studies (e.g. abstract, introduction, literature review, discussion) or different disciplines (History, Political Science, Sociology, Biology, Physics, Environmental Science, Business, Language and Linguistics, and Law). Swales models were instrumental in those studies reaching sound and important results.

Apart from the studies in different disciplines, and genres, Swales' moves models were also utilized in the analysis of different parts of academic texts. A deep research in the field of genre analysis and contrastive rhetoric has revealed that many researchers have studied the Introduction, Method, Results or Discussion sections. Prominent studies on move analysis of research article introductions includes Swales (1971; 1980); results section, Thompson (1993) and Brett (1994), discussion section Dudley-Evans (1994), Holmes (1997), Lindeberg (1994), and Berkenkotter and Huckin (1995), Peacock, (2002). Thus, it can be concluded that although the Swales' macro and microstructural models were sorted out by the analysis of introduction parts of RAs, the models have been used and attested in many influential studies and resulting in reliable and important results.

2.3.Studies on Research Article Abstract

There have been a number of studies examining the different parts of research articles since Swales (1981; 1990), Dos Santos' (1996) research on textual organizations. The studies used the methods like genre analysis, text analysis and corpus linguistics in order to investigate the academic discourse in different academic communities and find out whether there are socio-cultural factors that may condition the preferences for specific rhetorical strategies. With this purpose in mind some researchers (e.g. Martin & Martin, 2003; Huang, 2009) explored the macro-organization of Introduction and/or Abstract parts of RAs in terms of their constituent moves and made a lexico-grammatical research to find out the features characterize these moves. Some others focused more on genre variation across different or related disciplines and associated specific discursive features with disciplinary communities (e.g. Samraj, 2005). Still others attempted to determine the effects of language choice on the linguistic and rhetorical features of abstracts. Another important issue that has been a major focus of investigation is the authorial stance and the evaluative language in the academic texts. Thus it is possible to say that abstracts from different disciplines and different languages have been a subject matter of a number studies and below there is a review of the recent publications grouped on the basis of their research goals.

The majority of the present literature on RA abstracts deals with its textual **organization**. One of the significant macro-organizational studies was conducted by Martin & Martin (2003). In his research, he examined the rhetorical variation between the research article abstracts written in English for international journals and those written in Spanish and published in Spanish journals. With this aim in mind, he randomly selected 80 Spanish and 80 English research article abstracts (RAAs) from the fields of phonetics and psychology. In his study, following Dudley-Evans (1986), Salager-Meyer (1990), Santos (1996), and Swales (1981; 1990), he analyzed the macrostructure of abstracts by looking at the overall textual organization which is called I+M+R+C (Introduction + Method + Results + Conclusion) structure. Then he worked on the textual boundaries of the macrostructural units one by one in terms of

semantic rather than linguistic criteria. As a result, he found out that in the Spanish abstracts there is a strong tendency to omit Results section. All members of the both groups used Move 3 in which the purpose of the study is explained. However, in Spanish abstracts there is a strong tendency to delete Move 2 which is the part of previous research criticism. Martin & Martin thought that Spanish researchers in this specific community which his study depends on consider that it is unconventional to criticize the works of previous authors. Therefore he concludes that international journals more closely reflect Swales's (1990) model as regards the use of 3 moves in the introduction parts of abstracts of their research articles. In terms of overall textual patterns, linear sequence of Introduction + Methods + Results + Conclusion is found to be present in both cases. However, a variation to some extend was also observed in both groups of data. In English, two different patterns (I+M+C+R and M+I+R+C) and in Spanish 5 different patterns (I+C+R, I+C+R+M, I+C+M+R, I+M+C+R, I+M+C+R) were observed.

Along with a study at the macro level, Huang (2009) made a transitivity and lexical analysis in order to explain the use of key aspects of language in each move. The main aim in her study was to find out the abstract writing conventions preferred by Chinese and international authors. To this end she established a small corpus with 64 journal RAAs from four international TESOL-related journals and four Chinese TESOL journals written in English in 2003. For her analysis she used Swales' (1981; 1990) move structure model and Halliday's (1994) description of Transitivity Processes[1]. Apart from that she also benefitted from a concordance program which is a software program providing concordance utilities for the lexis analysis. The results in both sample sets confirmed Swales' four structural moves model, but some differences in their distribution were observed. Secondly, allocation of transitivity processes in the moves was related to the move structure and it was concluded that lexical analysis provided further evidence of Swales' moves structure.

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[1] Transitivity system is a set of grammatical system which construes the world of experience into a manageable set of process types (Halliday, 1994:106). Halliday (1994) identified three forms of presentation of experience: the "outer" experience, the "inner" experience, and "generalization" (see Halliday, 1994).

Similarly Rosa Lorés (2004) made macro organizational study but different from the research above she attempted to show if the abstracts have a textual organization similar to introductions or RAs themselves. Thus, she analyzed 36 RAs from linguistic journals on the basis of their rhetorical organization and thematic structure. In terms of rhetorical organization, both Swales' (1981, 1990) IMRD model, which shows the general structure of RA, and his CARS model, which exemplifies the structural organization of Introduction parts in RAs, were used. Therefore, the aim was to explore whether abstracts followed the textual mechanisms of the general RA or they exhibited the organizational characteristics of RA Introductions. The results showed that the majority of abstracts displayed IMRD structure. In other words, they mirrored the organization of RAs. About one third of the abstracts were matched with the structure of the introductory section of RAs: the CARS structure. In terms of thematic structure, distinct patterns of thematic distribution and choice were observed in the two types of structures, namely IMRD and CARS. This also shows that thematization can also contribute in the understanding of the complex structures of the abstract as a distinct genre.

Disciplinary variation in academic writing is another focus that many researchers explored. The most substantial is Posteguillo (1996) who presented a linguistic description of the textual organization of research articles in the field of computer science. He analyzed forty articles from three different academic journals in computing research. He found out that Swales' (1981) IMRD structure did not occur systematically in the computer science research articles he examined. Depending on his findings, Posteguillo did not fully agree with Swales that RAs have the IMRD pattern and abstracts mirror the IMRD structure of the articles, but he agreed that abstracts reproduce the organizational pattern of their own full texts. His conclusions showed that disciplinary variation is an important factor in the patterns preferred since the discourse communities that are addressed change.

Similarly, Önder (2011) designed a study which aims to reveal the order of rhetorical units followed in the research article abstracts. To this end she built a corpus of 100 abstracts from two journals in Studies in Second Language Acqusition (SSLA) and

English for Specific Purposes (ESP). In the analysis she followed Hyland's (2000) classification of moves: Introduction (I), Purpose (P), Results (R), and Conclusion (C). The results of the study revealed that in the field of ESP two move sequence (P+M+R+C and I+P+M+R+C) are found to be common whereas in the field of SSLA three move sequence (P+M+R+C, P+M+R, and I+P+M+R+C) were identified. The difference between two sets of data was attributed to the field's organizational structure.

Samraj (2005) conducted an interdisciplinary study in order to explore the relationship between abstract and introduction parts of RAs from two related but different fields; namely Conservative Biology and Wildlife Behavior. Her aim was not only to see the structure of abstracts but also to analyze the relationship between abstract and introduction parts in two different disciplines. In the study introduction and abstract parts of 48 texts from Conservative Biology and Wildlife Behavior were analyzed. For the analysis of the introduction part, Swales' (1990) CARS model was used. Abstract analysis was conducted based on five moves; purpose, situating the research, methods, results and conclusions following Bhatia (1993), Salager-Meyer (1990, 1992) and Santos (1996). The results indicated that in the field of Conservative Biology, there is more similarity in the communicative purpose and the rhetorical structure of Introduction and Abstract parts of RAs than in the field of Wildlife Behavior. Also, abstracts from both sample sets fail to mention the methods employed in the study which can imply that the genre of abstract is not a simple summary of the full length article. Furthermore the study revealed not only the variation in the abstract and introduction structure across disciplines, but also the change in the generic interrelatedness across disciplines. Consequently, generic structure of academic writing varies depending on disciplines and the relationship among the genres change accordingly.

Although the conference abstract is a different genre (Swales & Feak, 2000), it is worth stating Yakhontova's (2006) observation since it also proves interdisciplinary variation between abstracts in the fields of applied mathematics and applied linguistics. She built a corpus consisting of 100 conference abstracts in the field of

applied mathematics of which 50 were written by English speakers and another 50 by the speakers of two Slavic languages, Ukrainian and Russian. She made an analysis based on the features including rhetorical moves by using a modified version of Swales' CARS model, textual distribution of moves, the syntactic structure of titles, and the use of personal pronouns I/we. In the last part of her study she compares her results to one of her previous studies which is a comparative investigation of linguistics conference abstracts (Yakhontova, 2002). The findings revealed interdisciplinary variation between two sets of data, highlighting the importance of established traditions in different academic disciplines and cultures.

Some researchers combined a discipline-based generic study with the use of evaluative language. Hyland and Tse (2005), for example, examined disciplinary differences in the frequencies, forms and functions of evaluative *that* in 465 research article abstracts across 6 disciplines. Comparing student and expert writers' use of the structure, they found that evaluative *that* was widely employed in the abstracts and was an important means of providing author comment and evaluation.

The use of evaluative language in the RA abstracts has also been the concern of other researchers. In another important thesis, Cava (2007) investigated the signals of Research-Oriented Evaluation in research article abstracts. The hypothesis to test was whether evaluated entities in a specific genre 'collocate' with specific terms or group of terms. The corpus (about 190,000 words) is made up of research article abstracts from two international scientific journals: 360 texts from The International Journal of Primatology and 675 from Mathematics and Computers in Simulation 4. The methodology included a move analysis following Swales (1990) and Dos Santos (1996), a lexical analysis using WordsmithTools 4^2, and fragments of words used near the investigated words. The results indicated that terms that occur often in the abstract parts fall under the categories of 'significance', 'newness' and 'usefulness'.

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[2] It is a lexical analysis program providing a collection of corpus linguistics tools like concordance and word-listing facilities.

Authorial stance and the use of language also attracted some researchers' attention. Along with a move study, Pho (2008) aims at exploring authorial stance in abstract moves in the fields of applied linguistics and educational technology. Santos's (1996) model is used as the analytical framework for the move study. In order to identify the features indicating authorial stance MacDonald's (1992, 1994) classification of grammatical subjects and Martinez' (2003) categorization of epistemic subjects were taken into consideration. The results indicated that Presenting the research, Describing the methodology, Summarizing the results were the obligatory moves in the analyzed sample set. Furthermore, it was observed that some linguistic features such as grammatical subjects, verb tense and voice can help distinguish moves in the abstract.

Language choice has been thought to be one of the variables that can affect the rhetorical and linguistic features. In his doctoral thesis, Duncan (2008) studied on biomedical research abstracts in order to investigate the differences in the rhetorical conventions between Korean and English publications. To this end, three corpora: biomedical abstracts written by American researchers and published in American journals, biomedical abstracts written by Korean researchers and published in American journals, and biomedical abstracts written by Korean researchers and published in Korean journals, were built. To define the variation in the linguistic features, Coh-Metrix, a computational tool designed to assess linguistic and rhetorical elements within texts was used. The findings showed a wide variety of distinctions between abstracts produced by Korean biomedical researchers and those produced by their native speaker of English counterparts. The differences between American biomedical abstracts published in American journals and Korean biomedical abstracts published in Korean journals differ significantly at word, sentence, and discourse level.

The survey, above, shows that there is a great number of contrastive and comparative studies of abstracts mainly in English and other major European and Asian languages. Table 3 gives a summary of the previously mentioned RA abstract studies.

Table 3 Previous Studies on Research Article Abstracts (RAAs)

Authors	Methodology	Focus of the Study	Discipline of RAs	Languages
Posteguillo (1996)	Swales (1981) Move Analysis	Schematic structure	Computer Science	English
Hyland & Tse (2005)	Hyland (2000) Interpersonal Metadiscourse	Frequencies, forms and functions of evaluative *that*	6 different disciplines	English
Martin, Martin (2003)	Swales (1981, 1990), Dos Santos, Salager-Salager-Meyer Move Analysis	Schematic structure of abstracts	Phonetics, Psychology	Spanish & English
Lorés (2004)	Swales (1981, 1990) Move Analysis	Schematic & Thematic structures	Linguistics	English
Samraj (2005)	Swales (1990) Move Analysis and Bhatia (1993)	Schematic structure	Conservative Biology & Wildlife Behavior	English
Yakhantova (2006)	Swales (1990) Adapted Version of Move Analysis	Schematic structure & syntectic structures of titles & the use of personal pronouns I/we	Applied linguistics & applied mathematics	Ukranian and Russian & English

Table 3(cont'd)

Cava (2007)	Swales (1990) and Dos Santos (1996) Move Analysis	Schematic structure & lexical analysis	Primatology & Mathematics , Computer Science	English
Bonn & Swales (2007)	Swales (1981, 1990); Dos Santos (1996); Hyland (2000)	Schematic structure & choice of voice & sentence lenght & personal pronoun use & transition word selection	Linguistics, EAP	English & French
Duncan (2008)	Coh-Metrix	Linguistic features of abstracts	Biomedicine	Korean & English
Pho (2008)	Dos Santos (1996) Move Analysis	Schematic structure & authorial stance	Linguistics & educational technology	English
Huang (2009)	Swales (1981, 1990); Halliday's (1994) Transitivity Processes	Schematic structure & transitivity and lexical analysis	ELT	Chinese & English

and from the findings of those studies mentioned above, it can be concluded that the rhetorical structure of abstracts varies quite considerably according to discipline and language choice. The change and/or similarites between languages and disciplines are context sensitive, so it is not possible to generalize the coclusions for different languages and disciplines.

2.4.Studies on Academic Writing in Turkish Context

In Turkish context, the studies focusing on Turkish students' academic writing abilities in English are limited in number and scope. Most of the studies observe the process of writing in the foreign language at the high school or undergraduate level (Akyel, 1994; Akyel & Kamışlı, 1996; Huber & Uzun, 2000; Huber & Uzun, 2001; Alagözlü, 2007; Enginarlar, 1990; Oktar, 1991; Uysal, 2008). Some others focus on the probable problems in EFL writing classes (Inal, 2006), the teachers' attitudes towards western approaches and towards the teaching of writing in the foreign language (Clachar, 2000), the role of feedback (Tümkaya & Seferoğlu, 2003), anxiety of writing in the foreign language (Atay & Kurt, 2006; Öztürk & Çeçen, 2007), and ways of successful publication in English on international level (Poyrazlı & Şahin, 2009). However, there is a wide gap in English academic writing competence and needs of Turkish scholars or scholar candidates. Only one study (Gürel, 2010) examines the challenges the graduate students face and the variables which play a part in the process of writing a doctoral dissertation and a very limited number of research deals with the academic writing abilities of graduate students (Buckingham, 2008; Ekoç, 2008; Karakaş, 2010). In this part, studies focusing on Turkish students' writing abilities both in Turkish as L1 and English as L2 are reviewed.

Emel Huber and Leyla Uzun (2001) studied the acquisition of academic writing skills in Turkish based on a corpus collected from Turkish university students. In their study, it is assumed that there are three main requirements that an academic text should meet in order to communicate its goals to its target discourse community. In the study, three major features of an academic text are given as clarity, objectivity, and reader-friendliness. The results of the study show that majority of the academic texts in the corpus lack a well-developed organization because they lack coherent continuity of the topic, and they do not present the results of the study. Thus the research reveals the need for academic writing instruction to make Turkish students more aware of academic writing as a genre and of its purposes.

Another important study conducted by the same researchers, Emel Huber and Leyla Uzun, (2000) focuses on research articles written in Turkish within the field of linguistics. The aim is to analyze the discourse organization in introduction and conclusion parts of the RAs. To this end 88 academic texts randomly chosen from proceedings of a national linguistic conference, 'Dilbilim Kurultayı' between 1990 and 1998. The data are examined through content analysis. The findings of the study show that in the majority of RAs, introduction parts serve as just the first words to start the texts. They lack their communicative purposes such as creating an interest in the readers' minds to continue reading, introducing the text and creating an expectation about the structure of the study in the mind of the readers and leading the text to the goals of the study in a coherent way. Also, it has been found out that there is a close interaction between introduction and conclusion parts. Therefore, the introduction and conclusion parts of Turkish academic texts are found to be vague and they do not fulfill their rhetorical functions in the correct way.

Enginarlar (1990) analyzed Turkish rhetorical pattern by conducting a study on monolingual and bilingual high school students' L1 and L2 expository essays. His findings show that Turkish students commonly follow 'situation + problem + solution + evaluation' pattern both in their L1 and L2. However, the essays written by bilingual students who attended an English immersion school are found to be more linear in both languages. While monolingual Turkish speakers' essays include indirectness, digression, embellishment and poetic endings; bilingual students write more direct and shorter introductions when compared to their peers.

A recent study by Çandarlı (2011) also examines the rhetorical variations between 20 Turkish and 20 English research abstracts in the field of education. In the analysis, Swales' (2004) CARS model is utilized in order to identify the moves and the steps. The results revealed that both groups showed a clear preference to use of Move 3 where the writers outline the purposes and announce the recent research. However, a significant difference between the two sets of data is observed in terms of the use of Move 2 where writers justify their work in their research field as a way of *establishing a niche*. In other words, abstracts composed by Turkish writers lack the

statements which show the significance of the study and indicate a gap in the field. The study concludes that abstracts written in English reflect Swales' (2004) CARS model.

Another important study by Akbaş (2011) aims to examine interactional metadiscourse resources in MA dissertations (introductions and conclusions) of Turkish students written in Turkish and English. In the analysis Hyland and Tse's (2004) framework was utilized. The results indicated a statistically significant difference between the two groups of wirters in their introductions in terms of their use of hedges, boosters, attitude markers, self mentions, and engagement markers. However, no significant difference in the conclusion parts is observed.

Karakaş (2010) analyzed 144 MA and PHD theses written by 72 NST and 72 NSAE in order to find out pragmatic and discourse strategies used by the authors in the texts written in English. In terms of generic structure of acknowledgements, it is concluded that NSAE compose more creative and unique acknowledgements with richer vocabulary when compared to NST. Also, 'Reflective Move' is used less frequently in the NST theses than in the ones written by NSAE. In other words, NST tend to mention their own experiences, their own reflections on the writing process less than NSAE.

Buckingham (2008) examines a group of thirteen Turkish scholars' perceptions of their own acquisition and development of scholarly writing in English. Data comes from a humanities faculty at a university in Turkey. To this end, interviews are conducted in order to investigate the participants' attitudes towards writing in their first language versus foreign language, difficulties encountered and strategies followed during the process of writing in the foreign language. The results reveal that in terms of difficulties encountered, Turkish scholars reports that there is lack of sophistication in their writings in English in terms of the richness of the vocabulary, and tone of writing. They also noted that writing in English requires a long time when compared to writing in Turkish. As for the strategies they utilize, the

participants say that they note vocabulary and expressions to use them later. They also state that they ask their peers or colleagues for review.

As the review of literature presented above clearly shows, there is a big gap in the contrastive rhetoric studies focusing on Turkish scholars' academic writing abilities and development. There is only one study (Ekoç, 2008) aiming to examine Turkish MA students' lexical hedging strategies in MA theses abstracts. However, this study aims to make a metadiscourse analysis of MA thesis abstracts related to different disciplines (i.e. ELT, Chemistry, Biology and International Relations and Political Science) and it only focuses on MA theses written by Turkish students. The study is confined to the analysis of Turkish theses writers' use of hedging strategies. Therefore, there is still a need for a comprehensive study to reveal the macrostructure of the MA thesis abstracts and to compare them to their counterparts written on international level.

In conclusion, the present research, as the first one to analyze MA abstracts at macrostructural level in Turkish context, aims to be an important contribution to fill the gap in the relevant fields. Also, as it is the first comparative study focusing on MA abstracts, it aims to help Turkish students and/ or academics write effectively in English to be a part of the international academic community.

CHAPTER 3

METHODOLOGY

3.0.Presentation

This chapter first presents background information about the higher education system in Turkey and in the USA since it is considered to be significant in the design of the corpus. Later the data collection procedures, the corpus of MA thesis abstracts written at universities with and without a guideline in Turkey and at universities with a guideline in the USA are introduced. Lastly, the data analysis procedures along with the research questions are presented.

3.1.Background : Higher Education System in Turkey and in the USA

Before explaining the data collection and analysis procedures, a brief introduction of higher education systems in Turkey and in the USA is provided as background information.

3.1.1. Higher Education System in Turkey

In Turkey, formal education comprises preprimary education, primary education, secondary education and higher education. Figure 3 shows the general structure of education in Turkey (CoHE, 2010).
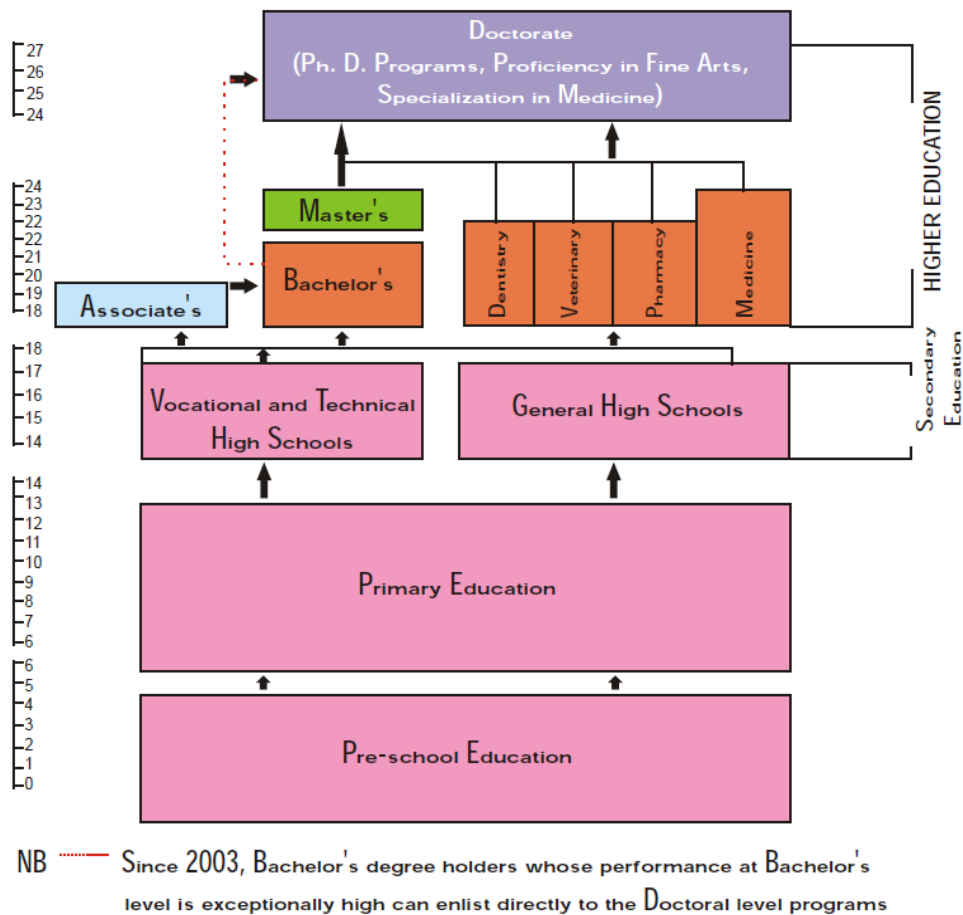
Figure 3 Education System in Turkey

After graduating from high school, students can enroll in a higher education institution to get their bachelor's degree. Admission to all undergraduate programs in Turkey requires a valid high school diploma and a sufficient score on central university entrance examinations, officially called the Student Selection and Placement Examinations (YGS and LYS). These examinations are administered in two stages throughout the country simultaneously by the Student Selection and Placement Centre (SSPC). The first stage YGS is usually administered in April. The score obtained from the first stage (YGS) is both used in acceptance to the 2-year post secondary vocational schools and in calculation of the total composite scores of the students in LYS. The second stage (LYS) is usually administered in June. The total score which is required to get an admission to an undergraduate institution is calculated based on the students' composite scores, which take into account the YGS

and LYS scores and the high school grade point averages. Based on their final scores, students get admission from one of the universities that they have selected.

There are both Public and Non-profit Foundation Universities in Turkey. Apart from them there are some other types of higher education institutions, namely Institutes of High Technology, Foundation Post Secondary Vocational Schools, and Other Higher Education Institutions (Military and Police Academies). Table 4 shows the number of higher education institutions in Turkey (CoHE, 2010).

Table 4 Number of Higher Education Institutions in Turkey

Public Universities	95
Non-profit Foundation Universities	51
Foundation Post-Secondary Vocational Schools	9
High Technology Institutes	2
Other Higher Education Institutions	6
Total	163

The higher education in Turkey is administered by an institution called Council of Higher Education (henceforth, CoHE) founded in 1981. All the universities in Turkey are tied to CoHE which is a key institution to centralize the student application and placement stages, and expansion of higher education throughout the country.

Faculties, as one of the major units in universities, are responsible for carrying out an educational program of at least four years' duration. The students who meet all the requirements of the program are awarded with a Bachelor's degree. Graduate School is another important division in universities and they are mainly concerned with graduate education, scholarly research and applications. They are called Institutes and they award the Master of Arts (MA) or Master of Sciences (MS) and Philosophy of Doctorate (PhD) degrees.

There are two types of Master's programs in Turkey, which are programs with or without a thesis. The Master's with thesis program is a two-year program. Generally, the Master's with thesis programs include seven courses with a minimum of 21 credits followed by submission of a thesis. Non-thesis Master's programs are to be completed in one and a half years. The candidates need to take ten graduate courses with a minimum of 30 credits followed by a term project.

Admission to the graduate programs is carried out by the higher education institutions. Thus the requirements for application to a Master's program change from one university to another. However, there are some common regulations made by CoHE. According to these regulations, most universities require their applicants to hold an undergraduate degree preferably with a high grade point average. The candidates also need to have taken and passed the Graduate Education Entrance Examination (*ALES*). Another important requirement is the language proficiency. The applicants are required to have taken and passed an English language proficiency test administered and accepted in Turkey such as KPDS, UDS, TOEFL, or IELTS. Along with these exam scores, candidates need to submit reference letters from professors and a letter of motivation for a Master's degree. Having an oral interview with the applicant is another crucial requirement. Admission depends on composite scores which take into account the score obtained from the Graduate Education Entrance Examination (*ALES*), the undergraduate grade point average, and interview results.

In order to finish a Master's degree with a thesis the students must complete their courses at most in 4 semesters. Until the end of their second semester, students must assign their thesis advisors and choose a field of study to write a thesis. The thesis must be written in accordance with the thesis writing guideline provided by the universities. The guidelines for writing a thesis change from one university to another because the senate of each university decides the content and the format of a thesis. When the thesis is finished and approved by the thesis advisor, the candidate must do an oral defense of the thesis, explaining each step of the research. After the

jury members and the institution approve the thesis, the student is granted a master's degree.

During the academic term in 2008 – 2009, the number of students at higher education institutions was almost three million. The number of Master's students was around one thousand and ten. Table 5 shows the numbers in detail (CoHE, 2010).

Table 5 Number of Students at Higher Education Institutions

Education Type	Female	Male	Total
Post-Secondary Vocational Schools	374.137	500.560	874.697
Undergraduate	823.231	1.059.900	1.883.131
Master	52.038	57.807	109.845
Doctorate	16.004	19.942	35.946
Specialization in Medicine	9.208	11.454	20.662
Total	1.274.618	1.649.663	2.924.281

The medium of instruction in the higher education institutions is Turkish, but some universities use English, German and/or French as the language of instruction. At the departments like English Language Teaching (ELT) and other English language studies, the medium of instruction is English even if the university's medium of language is Turkish. However, there are some ELT Master's with thesis programs which require MA students to write a thesis in Turkish. In other words, writing a thesis in English is not compulsory even if the students complete an English language studies program in English unless the medium of instruction of the university is English.

3.1.2. Higher Education System in the USA

Like the education system in Turkey, the formal education in the USA includes preprimary school, primary school, and high school (see Figure 4). After high school

students can pursue their educations in higher education institutions like colleges, vocational schools or universities (UNESCO, 2011).
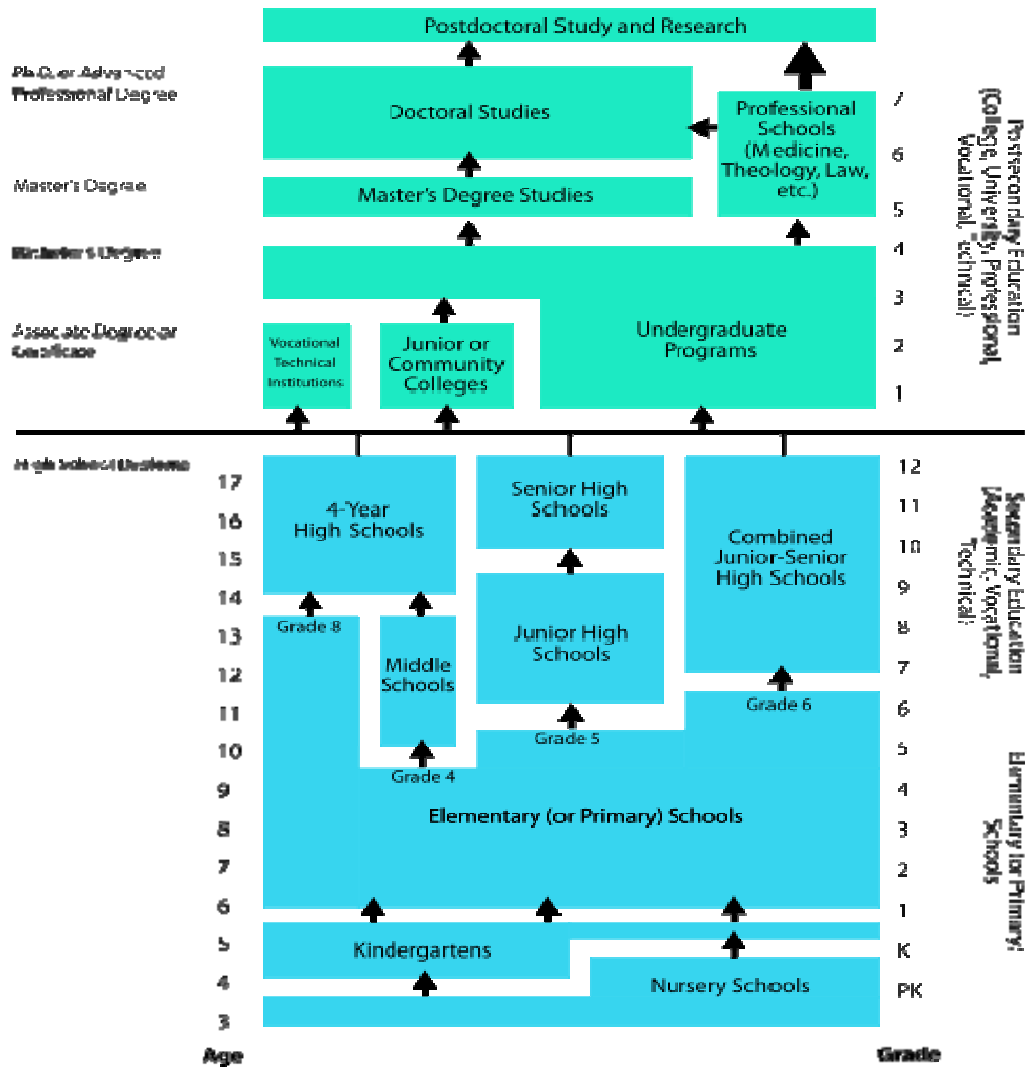
Figure 4 Education System in the USA

In order to get admission as an undergraduate from a university in the USA, a candidate must have a valid high school diploma and an official transcript showing the completed college coursework while in high school. Also a score from the exams like the SAT or ACT is required. The SAT (Scholastic Aptitude Test) is an aptitude test testing reasoning and verbal abilities while the ACT (American College Testing)

is an achievement test measuring what a student has learned in school. The SAT is composed of two different tests, namely SAT 1 (Reasoning Test) and SAT 2 (Subject Test). The students who want to pursue their education in the USA must take SAT 2 whereas a valid score at the SAT 1 is enough for admission to universities in many other countries like Turkey. The ACT is a national college admission examination. Apart from the test scores, universities may require candidates to fill an application form of the university, submit essays and reference letters. According to the statistics on the website of the National Center for Education Statistics (2011), the number of the higher education institutions in 2009 and the number of the students enrolling at these institutions in 2009 are as the following.

Table 6 Higher Education Institutions and Student Numbers in the USA in 2009

Type of Higher Education Institution	Number of Institutions	Number of Enrollment
Public 4-Year Institutions	652	10,044,000
Private 4-Year Institutions	2,067	
Public 2-Year Institutions	1,024	7,521,0000
Private 2-Year Institutions	596	
Total	**4,339**	**17, 565,000**

Graduate education in the USA is governed by Council of Graduate Schools (henceforth CGS). The main mission of the institution is to improve and advance graduate education. Like in Turkey, universities in America also have Graduate Schools which mainly concerned with graduate education, scholarly research and applications. The Graduate Schools award mainly two degrees, namely, the Master of Arts (MA) or Master of Sciences (MS) and Philosophy of Doctorate (PhD). The minimum requirements for admission to a graduate program in the USA include a bachelor's degree with a grade point average of at least 3.00 (on a 4.00 scale), official test scores (GRE, GMAT, TOEFL, ELTS), letters of recommendation and some departmental requirements such as statement of purpose, writing samples, and

portfolios. The number of students awarded a master's degree in the academic year of 2009 and 2010 by broad field and gender is given in Table 7 (National Center for Education Statistics, 2011).

Table 7 Master's Degrees Awarded by Broad Field and Gender

Broad Field	Total	Men		Women	
Total	495.999	197.670	40,0%	296.696	60,0%
Arts and Humanities	23.212	9.376	40,4%	13.811	59,6%
Biological and Agricultural Sciences	11.759	5.204	44,4%	6.525	55,6%
Business	103.890	57.623	55,6%	46.065	44,4%
Education	112.774	26.327	23,4%	86.309	76,6%
Engineering	30.358	23.435	77,2%	6.907	22,8%
Health Sciences	36.945	6.528	17,7%	30.385	82,3%
Mathematics and Computer Sciences	17.270	11.890	68,9%	5.356	31,1%
Physical and Earth Sciences	6.002	3.425	57,1%	2.570	42,9%
Public Administration and Services	22.438	5.032	22,5%	17.356	77,5%
Social and Behavioral Sciences	31.275	11.036	35,3%	20.237	64,7%
Other Fields	29.072	10.561	36,4%	18.490	63,6%

Table 7 shows that fields of education and business has awarded the highest number of master's degree. The total number of the students who have completed a master's degree is 495,999 which is quite a large number when compared to the number of master's students (N= 109,845) in Turkey.

Most full-time master's degree programs take two years (four semesters or six quarters) to complete whereas in a part-time master's degree program, completing the

courses may take three or four years. Most English Language Teaching master's degree programs in the United States require students to complete between 30 and 36 hours of coursework. Minimum six hours out of 30 or 36 hours of coursework are allocated for the thesis studies. Similar to the procedure in Turkey, the thesis must be written in accordance with the thesis writing guideline provided by the relevant Graduate School. When the thesis is completed and approved by the thesis advisor, the candidates are often required to participate in an oral defense of their thesis. After the committee members and the institution approve the thesis, the student is granted with a master's degree.

3.2.Data Collection Procedures

This study aims to do a comparative analysis of both thesis writing guidelines provided by the universities in Turkey and in the USA and the MA thesis abstracts written at three groups of universities:

(i)   with a guideline in Turkey,
(ii)   without a guideline in Turkey and
(iii)   with a guideline in the USA.

To this end, two main bodies of data have been collected. The first one is 15 guidelines provided by 12 universities in Turkey and 3 universities in the USA. The other group of data is composed of 94 abstracts written by MA students at universities (i) with a guideline in Turkey, (ii) without a guideline in Turkey and (iii) with a guideline in the USA.

The first group of data includes 15 thesis writing guidelines from 12 Turkish and 3 American universities (see Section 3.2.1). The guidelines are collected to make content and format analysis of the instructions given for the abstract parts of the MA theses at universities in two different countries. Another important point in building a guideline corpus is to see to what extent MA students take those instructions given in

the guidelines into consideration when writing their abstracts. In other words, the aim is to analyze the probable variance between the theory which are the abstract writing instructions in the guidelines and the final products which are the abstracts written by MA students.

This last purpose in the analysis of thesis guidelines has led to another important issue concerning the probable differences between the rhetorical features of MA thesis abstracts written at universities **with** and **without** a thesis guideline. Therefore, to reach sound findings not only the instructions for abstract parts in the thesis guidelines and the abstracts as end products are compared, but also the abstracts from universities with and without thesis guidelines are checked against each other in order to see the probable variance. Therefore, the collection of thesis abstracts has turned into a more detailed procedure than the collection of guidelines.

The corpus of thesis abstracts as the second group of data consists of 94 MA thesis abstracts written in English. Since the present research was designed as a comparative study, data for abstract analysis were collected in three sets (see Figure 5 for the design of the study).

The first set consisted of 32 theses abstracts written by English Language Teaching Master's students at three reputable universities in Turkey (see Section 3.2.2.). One important aspect of these universities which are chosen for the present study is that they all **supply** a thesis writing **guideline** for their MA students. The second set was also collected from the universities in Turkey, but this time they were obtained from three universities **without** an available thesis guideline. The second set of data also consisted of 32 MA thesis abstracts written by native speakers of Turkish. In that sense, these two sets provided the data to observe if there is variation between the abstracts written at universities providing a thesis guideline and the ones written at universities without a thesis writing guideline. The comparison also aimed to reveal if the rules stated in the thesis writing guidelines create a difference in the abstract parts of theses written at these universities in Turkey.

The third set involved 30 MA theses abstracts written by international students at three prominent universities in **the USA** (see Section 3.2.3.). One common aspect of these universities was that they all supplied MA students **with** a thesis writing **guideline**. Figure 5 shows a general structure of the design of the data.
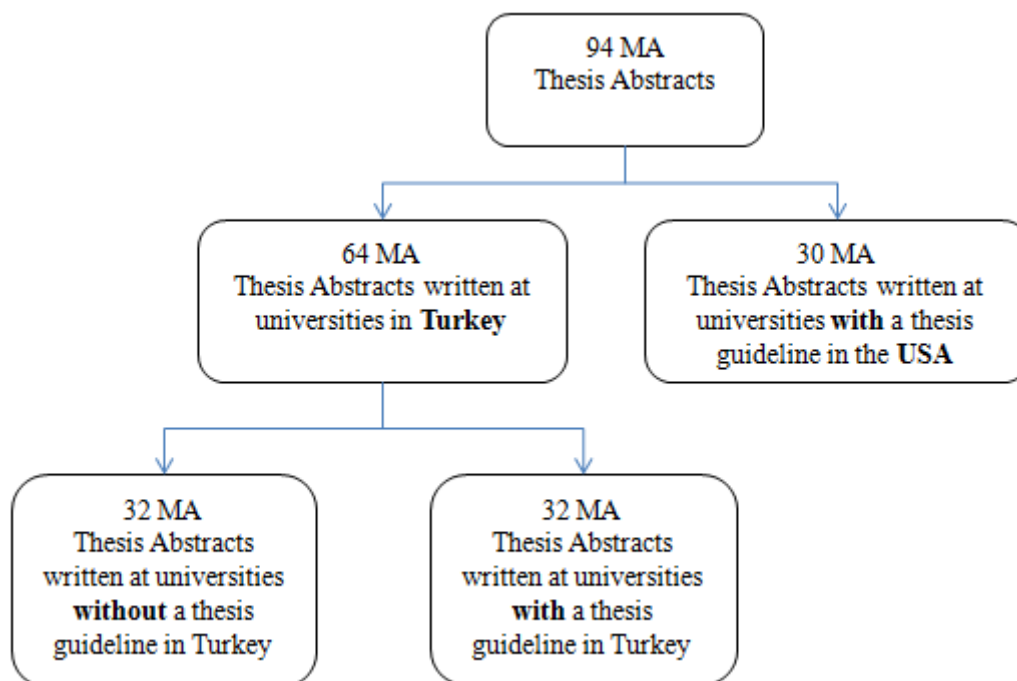
Figure 5 Design of the Corpus

During the data collection procedure many factors are taken into account by the researcher. First, all of the collected theses were written between the years 2007 and 2011 by the graduate students enrolled in the English Language Teaching (ELT) or Applied Linguistics MA programs at universities in Turkey and in the USA. Another important feature of the collected data is the overall design of the thesis. All of the theses included in the study comprised 5 main parts which are Introduction (I), Literature Review (Lr), Methodology (M), Results (R) and Discussion (D). The rationale behind setting this criterion is to build a comparable ground, referred as tertium comparationis, to produce useful results (Connor, 2005).

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In order to reach valid and reliable results, discipline, and time factors are also taken into account in the construction of the present corpus. First, previous studies showed that textual structures in an academic text vary depending on the discipline to which the texts belong (e.g. Gnutzmann & Oldenburg, 1991). Thus, to prevent a discipline related bias, all of the theses in this study are randomly selected from the theses written in the field of English Language Teaching and Applied Linguistics. Secondly, since the present study does not aim to do a diachronic research, the years are limited between 2007 and 2010. Additionally, the dates of guideline retrieval from the university websites were also noted in case the university uploads a thesis guideline or replace the present one with a newer version. The dates of analysis step by step were also saved with the documents and presented with the results in this study.

3.2.1. Corpus of Guidelines Collected from Universities in Turkey and the USA

This study aims to make content and format comparison between the thesis guidelines supplied by universities in Turkey and the USA. To this end, 15 guidelines are collected from 12 Turkish and 3 American Universities.

As for thesis guidelines derived from 12 Turkish universities, a comprehensive study is designed. First, a list of all state universities with a Master of Arts program with thesis (N=19) is made. Then, the websites of all 19 universities are visited with the purpose of attaining the thesis writing guidelines. One important factor in the retrieval of the guidelines is to check the institute to which ELT MA program belongs since different institutes comprise different fields of studies and the guidelines may change according to the field of study (see Section 3.1. for more information about the higher education system in Turkey). Then the guideline which is specific to the ELT MA program is retrieved. As a result, 12 universities out of 19 have an available guideline on their websites. All of these 12 guidelines are retrieved in order to see what kind of instructions universities in Turkey provide concerning the abstract parts of thesis. This analysis is aimed to reveal the general tendency of

the university guidelines in Turkey in terms of the instructions provided for content and format of MA abstract parts.

As the next step, the number of MA theses written in the field of ELT at these 12 universities is checked using the website of National Thesis Center. The reason behind this investigation is to find which universities have enough number of theses in order to make this comparative study possible. The results show that 3 universities (Boğaziçi University, Hacettepe University and Middle East Technical University) out of 12 have more than 10 theses registered on the National Thesis Center. Therefore three thesis writing guidelines from Boğaziçi University, Hacettepe University, and METU are collected with the purpose of comparing them to their counterparts selected from the universities in the USA.

The other set of guidelines are derived from three universities - San Diego State University, University of Texas at Austin, and Indiana University - Purdue University (IUPUI) -in the USA. Convenience sampling is employed in the choice of the universities for practical purposes. However, these three universities share all key characteristics crucial for this study. These common key characteristics are the field of the thesis, the number of the thesis available written between the years 2008 and 2011, and easily accessible guideline specific to the MA students' field of study. These characteristics make the study possible by building a basis to compare Turkish set to American set both in terms of guideline instruction and abstract texts.

3.2.2. Corpus of MA Thesis Abstracts Written at Universities in Turkey

In order to build the set of Turkish data, first of all, a list of all Turkish universities was obtained using the 2011 Preference Form on the website of Higher Education Council Student Selection and Placement Center. According to the form, the total number of non-profit foundation and state universities in Turkey is 159. Secondly, list of universities providing an undergraduate degree of English Language Teaching was formed. It included 47 universities. Then in line with the target of this research, non-profit foundation universities were excluded from the list and only 31 state

universities with an undergraduate ELT degree remained. Later, in order to make a list of the universities with a Master of Arts degree with thesis in English Language Teaching, websites of 31 universities were checked. The number of state universities with an MA degree with thesis in English Language Teaching was found out as 19. The websites of these 19 universities were checked again to find out if there is a guideline / manual to help ELT MA students write their thesis. 12 universities out of 19 had an available thesis guideline on their institute websites and 7 universities didn't have a guideline that could be reached. In order to make a comparison between the thesis abstracts written at universities providing a thesis guideline and the ones without a guideline, two sets of universities were formed. Three universities out of 12 universities with guidelines and another 3 universities out of 7 universities that do not have a guideline for thesis writing are chosen. Figure 6 shows the design of the data collected from universities in Turkey with dates.
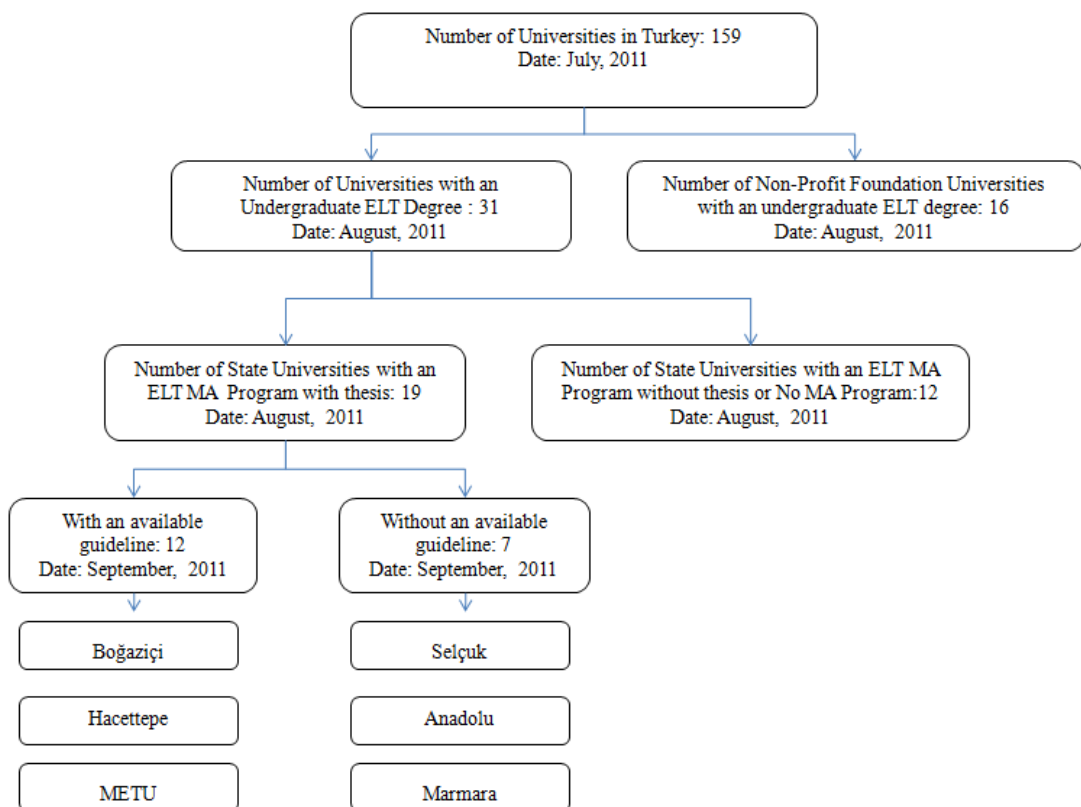
Figure 6 The design of the data collected from universities in Turkey

The reason behind the choice of these universities to make the sets of "with a thesis guideline" and "without a thesis guideline" was that the number of students completed an ELT Master's program at these universities was high. In other words it was convenient to obtain sufficient number of thesis abstracts to analyze. Additionally, at the universities with a thesis guideline, the guidelines were old enough to be used during the thesis writing processes by MA students between the years 2007-2010. That is, these guidelines were prepared before 2007 and assumed to be used by MA students in their thesis writing processes. Moreover, MA students having a degree in ELT at the universities like Boğaziçi, METU and Hacettepe were expected to be a competent user of English language due to the high standard of the universities' student admission criteria and the high quality of education students receive during their MA. Therefore a baseline for a comparison of the Turkish set and the American set was aimed at. To this end, three most prominent universities with thesis writing guideline in Turkey and three reputable American universities with thesis writing guideline were chosen to be compared.

The MA thesis abstract data were collected mainly via the National Thesis Centre of the Council of Higher Education in Turkey. As a secondary source, the universities' electronic thesis databases were utilized. In order to find abstracts which completely meet the criteria set for this study, advanced search options such as selection of years, university, program, and department were also benefitted.

3.2.3. The Corpus of MA thesis abstracts written by students at universities in the USA

The MA thesis abstracts written by students (N=30) at universities in America are selected from three reputable universities in the USA, San Diego State University (N=10), University of Texas at Austin (N=10), and Indiana University - Purdue University Indianapolis (IUPUI) (N=10). Because of the high number of the higher education institutions in the USA (N=4,339), convenience sampling is employed in the choice of universities for practical purposes (see Section 3.1.2). However, all these three universities meet the criteria important to this study. One common

characteristic of these three universities is that they all have a Master of Arts program with a thesis in the field of English Language Teaching and Applied Linguistics. Therefore, the content of the MA thesis written at these universities are quite similar to the ones written at universities in Turkey. Secondly, all three universities have a guideline available on their websites for their MA students. Thirdly, the number of MA thesis written at these universities is enough to make a comparative study. Also the theses are easy to access.

The data are collected mainly via a thesis search database; the ProQuest Thesis and Thesis Centre. As a secondary source, the universities' digital thesis databases are utilized. In order to find abstracts which completely meet the criteria set for this study, advanced search options such as selection of years, university, program, and department are benefitted. Therefore 30 abstracts written between the years of 2008 and 2011 by students at these three universities are collected.

As this is a comparative study aiming to see the variance and/ or similarities between the format and content instructions for the abstract parts in the guidelines and variance and/ or similarities between rhetorical usages in abstract parts of MA thesis written at universities in Turkey and the USA, the nationality of thesis' writers is disregarded. The writers of American set of data are called international students since it is not possible to make a sound judgment about their first language by solely considering the name of the writer. Also, unlike PhD dissertations, most MA theses do not include curriculum vitae of the writer and this makes the situation even more complicated. Therefore this study aims to make a cross-country comparison instead of a cross-cultural one aiming to reveal the variance in the theory (instructions in guidelines) and the practice (textual organization of abstracts) in those two countries.

3.3. Data Analysis Procedures

Guideline Analysis and abstract analysis procedures are presented in this part respectively.

3.3.1. Guideline Analysis Procedures

The data of guidelines which are collected in two sets from three universities in Turkey and three universities in America are analyzed in terms of two main aspects:

(i) the instructions about **the content of abstract parts** in the thesis guidelines

(ii) the instructions about **the format of abstracts parts** in the thesis guidelines

In order to scrutinize the above mentioned aspects of the MA thesis guidelines, qualitative content analysis has been employed. As a result of the first analysis of 12 guidelines from universities in Turkey and 3 guidelines from the universities in the USA, some qualitative categories about abstract parts are derived inductively. The categories to be used in the analysis of the instructions about **the content of abstract parts** in the thesis guidelines are presented in Table 9 with examples from the collected data in order to show a sample analysis followed in this study. However, before that, a framework adopted from Hyland (2000) is presented with the purpose of statting the territory of each function used in the abstracts.

Table 8 A Classification of Rhetorical Moves in Article Abstracts

Moves	Function
1. Introduction	Establishes the context of the paper and motivates the research or discussion.
2. Purpose	Indicates the purpose or hypothesis, outlines the intention behind the paper.
3. Method	Provides information on design, procedures, assumptions, approach, data, etc.
4. Results	States the main findings, the argument, or what was accomplished.
5. Conclusion	Interprets or extends the results, draw inferences, points to wider implications.

As it is clear in Table 8, each move in the abstracts are defined with the help of the function definitions provided by Hyland (2000). Table 9 presents the units mentioned in the guidelines along with an example chosen from the data collected in this study.

Table 9 Content Criteria Suggested for Abstract Parts in Guidelines with Examples

Criteria	Example
Purpose	The present study aimed to explore EFL teachers' beliefs on reading strategies...
Statement of the Problem	The challenges of learning academic language for students learning English as a second language has been the focus of much attention in education in the past decade.
Particularity of the Study	Although the relationship between phonological awareness and reading has been extensively investigated, the resources on bilingual reading acquisition are still limited and no previous study has investigated…
Methods	36 junior ELT students participated in on-line chat sessions for six weeks…
Data Collection Tools	In order to identify teachers' beliefs regarding reading strategies, a questionnaire was administered to forty two reading teachers…
Data Analysis	The transcribed classroom data were analyzed using an adaptation of the Sinclair and Coulthard (1992) Classroom Discourse Analysis Model.
Summary of Parts of Thesis	The first chapter aims to present the background to the study as well as the purpose of the study, statement of the problem, method of the study and limitations. The second chapter concerned …
Results	The findings of the study indicated that the students in the experimental class outperformed the students in the control class…
Conclusions	Identification of these beliefs and their effects on learners' expectations and strategy use on language learning process can inform future syllabus design and teacher practice courses at universities as further studies.

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As it is clear from the example given in Table 9, *purpose* as a part of the abstract has the function of providing the intention behind the research or the hypothesis of the study. When writers want to state the *particularity of the study*, they talk about the difference of the present study from the relevant research or they state the gap in the literature by underlying the significance of the study just like the writer does in the example provided. The third criterion, *statement of the problem*, has the function of creating a need for the research by presenting a problem. The first three criteria (*purpose, particularity of the study,* and *statement of the problem*) can be considered as the units involved in the introduction part of the abstract. However, they are stated in the guidelines independently. Due to this reason, they are given as an individual criterion. A similar situation is also exists in the *methodology* part. In fact, *methodology* is an umbrella term involving the *data collection tools* and *data analysis*, but in some of the guidelines *data collection tools* and/or *data analysis* are mentioned independently. For this reason, they become a criterion on their own. *Summary* of parts of thesis is the place where writers give the general structure of their studies. In the *results* section, writers state the main findings and arguments and in the *conclusion* part writers are expected to extend the results and make suggestions for further research just like the writer does in the example provided above.

Similarly the qualitative content analysis of the guidelines reveals the categories to be used in the format analysis. The categories to be used in the analysis of the instructions about **the format of abstract parts** in the thesis guidelines are shown in Table 10.

Table 10 Format Criteria Suggested for Abstract Parts in Guidelines

Format Criteria
Page format
Line spacing
Font face
Font size
Number or words
Number of pages
Figures, diagrams, reference, footnotes

3.3.2. Abstract Analysis Procedures

The data collected in three sets of MA thesis abstracts a) written at universities **without a thesis guideline in Turkey**, b) written at universities **with a thesis guideline** in Turkey, and c) written at universities **with a thesis guideline** in the USA are analyzed in two main stages. In each stage the three sets of data are scrutinized in order to answer the related questions.

In the first stage of the analysis the rhetorical features of the thesis abstracts are investigated with respect to each of the aspects stated below:

i) to much extend there is a **conformity between the content criteria** provided in the thesis guidelines and **the abstracts**
   a) written at universities **without a thesis guideline** in Turkey
   b) written at universities **with a thesis guideline** in Turkey
   c) written at universities **with a thesis guideline** in America

ii) whether the textual mechanism of the whole thesis (I+Lr+M+R+C) is mirrored in the abstracts
   a) written at universities **without a thesis guideline** in Turkey
   b) written at universities **with a thesis guideline** in Turkey
   c) written at universities **with a thesis guideline** in America

iii) the number of words in each part, I+M+R+C, of the abstracts
   a) written at universities **without a thesis guideline** in Turkey
   b) written at universities **with a thesis guideline** in Turkey
   c) written at universities **with a thesis guideline** in America

In order to reveal the range of **conformity between the content criteria** provided in the thesis guidelines and **the abstracts**, the content criteria derived from the analysis of the abstract parts in thesis writing guidelines (see Table 11) is used for the analysis of all three sets of data. In the analysis the technique of 'quantitizing' is utilized in

order to produce numerical tabulations (Dörnyei, 2007: 269-270). In that way, the qualitative data is turned into numerical codes which make a statistical calculation possible. The 'quantitizing' is made through an 'absence' (0) and 'presence' (1) type of analysis. The analysis is repeated for all three sets of data by the same researcher with an interval of five weeks to establish the intra rater reliability. The intra rater reliability for the analysis of three sets of data is calculated as 98,70 %. Table 11 shows the results for the two analyses and the reliability percentages for each set of data.

Table 11 Intra Rater Reliability Results

Data Sets/ Criteria	UNIVERSITIES WITH A GUIDELINE IN TURKEY		UNIVERSITIES WITHOUT A GUIDELINE IN TURKEY		UNIVERSITIES WITH A GUIDELINE IN THE USA		OVERALL	
	Analysis 1	Analysis 2	Analysis 1	Analysis 2	Analysis 1	Analysis 2	Analysis 1	Analysis 2
Purpose	32	32	31	31	29	29	92	92
Statement of Problem	0	0	6	6	16	16	22	22
Particularity of Study	3	3	1	2	9	9	13	14
Data Collection Tools	31	32	29	29	12	12	72	73
Data Analysis	26	26	18	18	8	8	52	52
Summary	1	1	5	5	4	4	10	10
Results	32	32	28	29	16	18	76	79
Conclusion	13	13	9	9	20	20	42	42
Total	138	139	127	129	114	116	379	384
Intra-rater Realibility	99%		98%		98%		99%	

Later using 'quantitized' data, mean scores and percentages are calculated on MS Office Excel 2010 in order to make a comparison among the three sets and reveal the variance or conformity between the content criteria provided in the thesis guidelines and the abstracts. Along with MS Office Excel 2010, a statistical program for social sciences, SPSS 16.0 is utilized as the tool of analysis. In order to see whether there is a significant difference between content analysis results of abstracts written between the sets of abstracts, Independent Samples T-Test is used.

As for the second aspect, concerning the textual mechanism of the abstracts an analysis is done following Dudley-Evans (1986), Salager-Meyer (1991), Santos (1996) and Swales (1981,1990). Questioning whether the abstracts follow the order of the whole text (I+Lr+M+R+C), again 'quantitizing' is benefitted. First each of the abstracts in three sets are analyzed by the researcher herself and tagged according to their content as Introduction (I), Literature Review (Lr), Methodology (M), Results (R) and Conclusion (C). Since the order of the units are important, each unit is given the number of its order and then the sequence of the rhetorical units are written one by one for each of the 94 abstracts in three sets of data. Later the repeated patterns are counted in order to find the most frequent patterns followed in each group of data.

Lastly, the number of words in each abstract and the number of words in each parts of abstract – Introduction, Literature Review, Methodology, Results, Conclusion are calculated by using the word count application on MS Word. The reason behind counting the number of words is to find out which part is seen as the most worth talking about by writers of three sets of MA theses. The numbers derived from MS Word are noted on an Excel sheet to calculate the percentages of each part in each abstract. One important aspect of the calculation is that the percentage of each part is calculated by division of the number of words in each part by the total number of words contained in the same abstract. Later, means of the percentages are calculated to make comparison among the three sets.

CHAPTER 4

RESULTS

4.0. Presentation

This chapter presents the results of the present study. The results of the analysis are introduced in four main parts. The first section focuses on the guidelines provided by 12 universities in Turkey and three universities (University of Texas at Austin, San Diego State University, and Indiana University – Purdue University Indianapolis) in the USA. The thesis guidelines provided by these universities are analyzed in terms of the criteria they suggest for the content and format of abstract parts. In the second section, the abstracts gathered from universities (i) with an available guideline in Turkey, (ii) with an available guideline in America, (iii) without an available guideline in Turkey are analyzed according to the criteria suggested in the guidelines. The results for each set of data are also compared. Third section introduces the analysis on the textual structure of the abstracts for three groups of data. It also presents the distribution of textual patterns in abstracts. The results are discussed by making a comparison among data gathered from universities. The final section presents an analysis on word numbers in the abstracts for three sets of data and the length of each generic part of the abstracts. A comparison of the word number analysis results are also made among three sets of data.

4.1. Analysis of Content and Format Criteria Suggested for Abstract Parts in Thesis Writing Guidelines

A content and format analysis of guidelines provided by universities in Turkey and the USA is conducted in this part. The aim here is to find out the universities' obligations and suggestions for the content and the format of the abstract parts in the MA theses. To this end, 12 guidelines from universities in Turkey and 3 guidelines from universities in the USA are analyzed. The reason behind the analysis of 12 university guidelines in Turkey is to see the collective tendency of universities in terms of their expectations for MA theses abstract parts. To create a comparable ground equal number of university guidelines is gathered from Turkey and the USA and compared. The results both for the format and the content analysis of the guideline gathered from two countries are presented below.

4.1.1. Analysis of Format Criteria Suggested for Abstract Parts in Thesis Writing Guidelines at Universities in Turkey

The results of the analysis of format criteria proposed by the universities in Turkey are presented in Table 12. It shows 12 universities and 9 criteria proposed by the guidelines provided by these universities. The analysis is done on the basis of presence (1) and absence (0) of each criterion.

Table 12 Percentages of Format Criteria Suggested in Guidelines in Turkey

Format Criteria / Universities	Page format	Line spacing	Font face	Font size	No of pages	No Figures, diagrams, reference, footnotes	Identification block	Uniqueness of the study	No of words
Atatürk	0	1	1	1	1	1	0	1	250-500
İstanbul	0	0	0	0	0	0	1	0	250
Yıldız	0	0	0	0	1	0	1	0	200
Pamukkale	1	1	0	1	0	0	0	0	250
Trakya	0	0	0	0	0	0	0	0	200
Uludağ	1	1	1	1	0	1	1	0	250
Çanakkale	0	0	0	0	0	0	0	0	250
Çukurova	0	0	0	0	0	0	0	0	300
Boğaziçi	0	0	0	0	1	1	0	0	250
Metu	1	1	0	0	1	1	0	0	250
Hacettepe	0	0	0	0	0	0	1	0	300
Gazi	0	0	0	0	1	1	1	1	200
Total	**3**	**4**	**2**	**3**	**5**	**5**	**5**	**2**	**12**
Percentages	**25%**	**33 %**	**7%**	**25 %**	**42%**	**42%**	**42%**	**17%**	**100 %**

The results derived from 12 Turkish university guidelines showed that all universities give importance to the length of the abstract by specifying a word number limit ranging between 200 and 500. Yıldız Technical University, Trakya University and Gazi University require maximum 200 words. Half of the universities (N=6) approve maximum 250-word-length abstracts. While two universities (Hacettepe University and Çukurova University) put a maximum limit of 300 words, only Atatürk University allows students to write an abstract up to 500 words. Similarly, 'the number of pages' which is another criterion relating to the length of abstracts is given a place in the 42 % of 12 thesis writing guidelines (N=5).

Instructions about identification block are also given in 42 % of guidelines. In other words, 5 universities (İstanbul University, Yıldız Technical University, Uludağ University, Hacettepe University, Gazi University) clearly state that the students

should write the title of the thesis, their names, the degree being awarded, the university name and year before they write the abstract text.

The guidelines contain not only instructions about what is expected in terms of abstract format, but also some guidelines tell what students should not write. 41,67 % of universities do not allow their students to involve figures, diagrams, reference and footnotes in the abstract parts.

Line spacing is another criterion mentioned in 33, 33 % of guidelines. Page format and font size are given a place in 25 % of the guidelines whereas 16, 67 % of guidelines provide information about the font face. Lastly, only 2 universities (Atatürk University, Gazi University) suggest that students should write an original abstract without any copy-paste sentences emphasizing the uniqueness of the study.

Apart from written the rules and regulations, some university guidelines provide an example which shows the general abstract page layout including all of the specified criteria. Table 13 shows the presence (1) and absence (0) of abstract page format examples.

Table 13 Results for Abstract Page Format Examples in Guidelines in Turke

Language / Universities	Turkish	English	Filler text
Atatürk	1	1	0
İstanbul	0	0	0
Yıldız	1	1	0
Pamukkale	1	1	0
Trakya	0	0	0
Uludağ	1	1	0
Çanakkale	0	0	0
Çukurova	1	1	0
Boğaziçi	0	1	1
Metu	1	1	0
Hacettepe	1	0	0
Gazi	1	0	0
Total	8	7	1

The analysis of abstract page format examples in the thesis writing guidelines revealed that 5 universities (Atatürk University, Yıldız Technical University, Pamukkale University, Uludağ University, Çukurova University, METU) present a format example both in English and Turkish while 2 university guidelines (Hacettepe University, Gazi University) include an example only in Turkish. Some of these examples (N=5) include a meaningful content but the others only contain the identification block part without a text below. To fill the text part dashes are used in the examples. Different from the other universities, Boğaziçi University supply a filler text known as 'lorem ipsum text' since it is the beginning of the **pseudo**-**Latin passage** used with the function of a placeholder text. The aim in the use of this passage is to demonstrate the visual elements such as font type, size and page layout in a clearer way since the passage does not give a content to focus on (see Appendix A).

The remaining three universities (İstanbul University, Trakya University, Çanakkale University) do not provide an example either in English or Turkish.

4.1.2. Analysis of Format Criteria Suggested for Abstract Parts in Thesis Writing Guidelines at Universities in the USA

The format analysis of thesis writing guidelines provided by three universities, namely University of Texas at Austin, San Diego University, and Indiana University - Purdue University in the USA are presented in Table 14.

Table 14 Results for Format Criteria Suggested in Guidelines in the USA

Criteria / Universities		Texas at Austin	San Diego State	Indiana-Purdue	Total
Format Criteria	NO of Words	350	350	350	3
	Page Format	1	1	0	2
	Line Spacing	1	1	1	3
	No citations	0	1	0	1
	Identification block	1	1	1	3
	Format Example	1	1	1	3

The maximum limit for the number of words in the abstract texts is given as 350 in three of the university guidelines. The reason for this limit is that MA or PhD graduates can publish their thesis abstracts on ProQuest Dissertation Abstracts International (DAI) if they write an abstract with maximum 350 words. Also, all three university guidelines include a requirement about line spacing and they all present a format example and state the necessities for identification block part. In terms of page format both San Diego State University and University of Texas at Austin equip their manuals with an example showing the page format to give information about the general layout and spaces. Lastly, only San Diego State university make an explanation about what students should not add in their abstract text by stating that abstracts do not contain any citations.

4.1.3. Analysis of Content Criteria Suggested for Abstract Parts in Thesis Writing Guidelines at Universities in Turkey

The presence (1) and absence (0) analysis of 12 guidelines in terms of content of abstract parts is demonstrated in the Table 15.

Table 15 Percentages of Content Instructions in Guidelines in Turkey

Content Criteria / Universities	Purpose	Statement of Problem	Particularity	Methods	Data Collection Tools	Data Analysis	Summary	Results	Conclusion	Key
Atatürk	1	0	0	1	1	1	0	1	0	0
İstanbul	0	1	0	1	0	0	0	1	0	0
Yıldız	1	0	0	1	0	0	0	1	1	1
Pamukkale	1	0	0	1	0	0	0	1	0	1
Trakya	1	0	1	0	0	0	0	1	0	1
Uludağ	0	1	0	1	0	0	1	1	0	1
Çanakkale	0	0	0	0	0	0	1	0	0	0
Çukurova	0	0	0	0	0	0	0	0	0	1
Boğaziçi	1	0	0	1	0	0	0	1	1	0
METU	0	1	0	1	0	0	0	1	1	0
Hacettepe	1	0	0	1	0	0	0	1	0	1
Gazi	1	0	0	1	1	1	0	1	0	0
Total	**7**	**3**	**1**	**9**	**2**	**2**	**2**	**10**	**3**	**6**
Percentages	**58 %**	**25%**	**8 %**	**75%**	**17%**	**17%**	**17%**	**83 %**	**25 %**	**50%**

The content analysis of 12 guidelines provided by universities in Turkey presented in Table 15 revealed that there are ten content criteria that might be considered while writing a thesis abstract. In fact the first three of the criteria (Purpose, Statement of Problem, and Particularity of Study) give an idea to write an introduction section in an abstract. Similarly the next three criteria represent the methodology part. However, since the guidelines require specific information to be written in the abstract, that specific information is determined as a criterion on its own. In other words, some universities only want the students to write the purpose of the study whereas the others want them to state the problem not the purpose. Then although they constitute the introduction part, both purpose and statement of problem become an independent criterion.

As for the results, majority of the guidelines make an emphasis on writing *results*, *methods* and *purpose* in the abstract parts. As it is seen in Table 15, 83% of the universities require their students to write a results section in the abstract parts. Secondly 75% of 12 university guidelines (N=7) address the need to write methods of the study in the abstract texts. Thirdly, 58% of guidelines analyzed in this part want their students to write the purpose of the study in the abstract section.

Half of the universities (50 %) also emphasize the importance of key words by stating the number of key words required. 25 % of the universities call for a conclusion or recommendation part. Similarly, the same amount of guidelines (25 %) also expects students to write the statement of the problem which has led to the present study.

Some university guidelines (17 %) want students to give more detailed information about the methodology of their studies and they specifically require information about the data collection tools and data analysis in the abstract parts. Some others (17 %) define abstract as a place where students write a summary of their works. Lastly, only one university (Trakya University) wants students tell the reason what makes their studies particular.

Apart from the written criteria, some guidelines provide content examples for students to follow. Table 16 demonstrates whether there is a content example of abstract parts included in the thesis guidelines or not.

Table 16 Results for Content Examples in Guidelines in Turkey

Language / Universities	Turkish	English	Filler text
Atatürk	0	0	0
İstanbul	0	0	0
Yıldız	0	0	0
Pamukkale	0	0	0
Trakya	0	0	0
Uludağ	0	0	0
Çanakkale	0	0	0
Çukurova	1	1	0
Boğaziçi	0	1	1
Metu	1	1	0
Hacettepe	1	0	0
Gazi	1	0	0
Total	4	3	1

The analysis on presence (1) and absence (0) of content examples revealed that only five university guidelines (Çukurova University, Boğaziçi University, METU, Hacettepe University, Gazi University) contain examples for the content of abstract texts. Two universities (Çukurova University and METU) out of five give an example both in Turkish and English (for an example abstract in English provided in METU guideline see Appendix B). Only Boğaziçi University provides a placeholder text and one meaningful abstract example in English. Two others (Hacettepe University, Gazi University) just present an example abstract text in Turkish.

The results of content analysis (See Table 15) also reveal some combinations of rhetorical units universities expect students to follow in their abstracts. Although universities do not give any instructions about the order of the units, they state the need to involve these units in the abstracts. Based on the information provided in Table 15, Table 17 is designed in order to find the most common combination of units expected by universities in Turkey. Different from table 15, in Table 17 introduction contains purpose, statement of the problem, and particularity of the study. Similarly, methodology includes data collection tools and data analysis. It

shows the combinations of rhetorical units. In Table 17, 1 means the combination is expected and 0 stands for the absence of the expectation.

Table 17 Rhetorical Units Expected by Universities in Turkey

Expected Units / Universities	I+M+R+C	I+M+R	I+M+S+R	I+R	S
Atatürk	0	1	0	0	0
İstanbul	0	1	0	0	0
Yıldız	1	0	0	0	0
Pamukkale	0	1	0	0	0
Trakya	0	0	0	1	0
Uludağ	0	0	1	0	0
Çanakkale	0	0	0	0	1
Çukurova	0	0	0	0	0
Boğaziçi	1	0	0	0	0
METU	1	0	0	0	0
Hacettepe	0	1	0	0	0
Gazi	0	1	0	0	0
Total	**3**	**5**	**1**	**1**	**1**
%	**25**	**42**	**8**	**8**	**8**

As it is clear from Table 17 that almost half of the universities (N=5) expect a three-unit abstract including Introduction + Methodology + Results (42 %). The next most common combination is I+M+R+C (25 %). Different from the other universities, only Uludağ University talks about including introduction, methodology, results and summary parts. Similar to Uludağ University provides instruction about introduction and results units and lastly only Çanakkale University states that abstract is the place where students make a summary of the thesis.

4.1.4. Analysis of Content Criteria Suggested for Abstract Parts in Thesis Writing Guidelines at Universities in the USA

The results of the analysis of content criteria proposed by the universities in the USA are presented in Table 18. In the table, **1** represents presence and **0** shows the absence of the criterion.

Table 18 Percentages of Content Instructions in Guidelines in the USA

Criteria / Universities		Texas at Austin	San Diego State	Indiana-Purdue	Total
Content Criteria	Summary of Contents	1	1	1	**3**
	Significance / Particularity	0	1	0	**1**
	Objectives / Pupose	0	1	0	**1**
	Methodology	0	1	0	**1**
	Conclusion or Recommendation	0	1	0	**1**
	No citations	0	1	0	**1**
	Content example	0	0	0	**1**

As it is shown in Table 18, all three universities provide the same content requirement for the abstract text by stating that students need to write a summary of contents of the whole thesis in this part. In fact Indiana-Purdue University guideline also underlines that students should spend a good bit of effort in the composition of their abstracts in order to convey the flavor of their work, not just the bare bones of their findings. The same guideline also emphasizes that the abstract should be succinct, quickly comprehensible, accurate and informative. However, just like the guideline provided by University of Texas at Austin, it lacks any clear requirements relating to the parts of the abstract. Only in the guideline of San Diego State

University, there is some information about what an abstract should contain. Very briefly, the guideline of San Diego State University tells the necessity to write the significance, methodology and conclusion or recommendation parts in abstract text. It also states that students shouldn't give any citations or references in the abstract parts. None of the universities provide an example displaying the content requirements. Only San Diego State University presents an example including half of an abstract text. This example is given for format criteria concerns rather than giving information about content, so it is not evaluated to be an example for content part (see Appendix C).

As for the expected combination of rhetorical units, based on the information provided in the guidelines and in Table 18, it is possible to state a pattern for only San Diego State University. According to the information provided in the guideline of San Diego State University, four units (I+M+R+C) are mentioned.

Just like in Turkish case, it is important to indicate that represented American universities do not specifically give information about the order of the units but this result is obtained from the absence or presence of the instructions related to these units in the university guidelines.

4.1.5. Comparison of Content Analysis of Guideline Instructions and Student Abstracts

Following the analysis of format and content instructions given in the guidelines both in Turkey and the USA, this part of the analysis focuses on the comparison of three university guideline instructions and student abstracts to check the conformity between theory and its application.

Table 19 shows the comparison between Boğaziçi University (BOUN), METU, and Hacettepe University's expectations about the content of thesis abstracts and the percentages of the students who applied those criteria in their abstracts. In the table 1

stands for the presence and 0 represents the absence of the criterion in the university guidelines.

Table 19 Conformity Between Student Abstracts and Guideline Instructions in Turkey

Universities / Content Criteria	BOUN	BOUN STUDENT %	METU	METU STUDENT %	HACETTEPE	HACETTEPE STUDENT %
Purpose	1	100%	0	0%	1	100%
Statement of Problem	0	0%	1	0%	0	0%
Particularity	0	0%	0	0 %	0	0%
Methods	1	100%	1	100%	1	100%
Summary	0	0%	0	0%	0	0%
Results	1	100%	1	100%	1	100%
Conclusion	1	54%	1	27%	0	0%

As it is clearly seen in Table 19, almost all students fulfill their universities' requirements. Only in the conclusion part, there is a divergence from the universities expectation. Although writing a conclusion is advised in the guidelines of BOUN and METU, 55% of BOUN students and only 27% of METU students wrote a conclusion in their abstracts.

The results for three universities in the USA are presented in Table 20. It shows the comparison of university instructions for abstracts and student applications of these instructions.

Table 20 Conformity Between Student Abstracts and Guideline Instructions in the USA

Universities / Content Criteria	Texas at Austin	Texas Student %	San Diego State	San Diego Student %	Indiana-Purdue	Indiana-Purdue Student %
Purpose	0	90%	1	100%	0	100%
Statement of Problem	0	70%	1	50%	0	40%
Particularity	0	30%	1	50%	0	10%
Methods	0	40%	1	60%	0	40%
Summary	0	30%	0	0%	0	10%
Results	0	70%	1	90%	0	20%
Conclusion	0	70%	1	80%	0	50%

The findings reveal that only San Diego State University has clear instructions about the content of abstracts. However, different from their peers in Turkey, less conformity is observed between the criteria and students applications. Although there is no clear guide in terms of content of abstracts, almost all students at three universities wrote the purpose of their study. Next, there is also conformity among the students at three universities in terms of conclusion part. The remaining criteria are applied in changing percentages.

4.2. Content Analysis of Abstracts

4.2.1. Content Analysis of abstracts written by Turkish students at universities in Turkey with a thesis guideline

Following the analysis of thesis guidelines, abstracts are scrutinized in terms of the provided content criteria. This analysis helps to see the possible variance between the content requirements and abstracts as the end-products. Table 21 shows the total

number of students who fulfilled the criteria in their ELT MA abstracts for each university.

Table 21 Content Analysis of Abstracts at Universities with a Guideline in Turkey

| Universities | NO of Students | Introduction | | | Methodology | | Summary | Results | Conclusion |
		Purpose	Statement of Problem	Particularity of Study	Data Collection Tools	Data Analysis			
METU	11	11	0	0	11	11	0	11	3
BOUN	11	11	0	2	11	7	1	11	6
HACETTEPE	10	10	0	1	10	8	0	10	4
SUM	32	32	0	3	32	26	1	32	13
Percentage	100%	100%	0%	9%	100%	81%	3%	100%	41%

The results show that all students include a part to state their purpose, data collection tools and the results of their studies. 81% of the students write how they analyzed their data and 41% of the students made conclusion of their studies in the abstract part. A minority of the students (9%) stated the particularity of their studies and only 3% of the students included a summary part where they make explanations following the order of chapters in their thesis.

4.2.2. Content Analysis of abstracts written by Turkish students at universities in Turkey without a thesis guideline

The analysis in this part aims to reveal possible variance between the criteria stated in thesis writing guidelines and the MA abstracts written at universities without a thesis guideline. Therefore, this analysis makes a comparison between abstracts written at universities with a guideline and its counterpart written at universities without a guideline possible.

Table 22 Content Analysis of Abstracts at Universities Without a Guideline in Turkey

Universities	NO of Students	Introduction			Method		Summary	Results	Conclusion
		Purpose	Statement of Problem	Particularity of Study	Data Collection Tools	Data Analysis			
ANADOLU	11	11	3	2	11	7	0	11	6
SELÇUK	11	10	2	0	8	5	5	8	3
MARMARA	10	10	1	0	10	6	0	10	0
SUM	**32**	**31**	**6**	**2**	**29**	**18**	**5**	**29**	**9**
Percentage	**100%**	**97%**	**19%**	**6%**	**91%**	**56%**	**16%**	**91%**	**28%**

The results of this analysis in Table 22 show that nearly all students (7%) wrote the purpose of their studies. Similarly, majority of them (91%) talked about their data collection tools and results of their studies. While 56 % of the students explained their data analysis methods, only 28% wrote a conclusion in the abstract part.

Only a small percentage of students (16%) prefer to include a summary part in their abstracts and even a smaller percentage (6%) stated the particularity and significance of their studies.

When the individual university results are compared to each other, it is possible to say that the numbers for each part are quite close to one another. Only in summary part there is a difference in the results between Selçuk University and the others. Nearly half of the abstracts written by Selçuk University students contain a summary part along with an introductory material or methodology part.

4.2.3. Content analysis of abstracts written by Students at universities in the USA with a thesis guideline

The results of the content analysis of abstracts written at universities in the USA are presented in Table 23.

Table 23 Content Analysis of Abstracts written at Universities with a Guideline in the USA

Universities	NO of Students	Introduction			Method		Summary	Results	Conclusion
		Purpose	Statement of Problem	Particularity of Study	Data Collection Tools	Data Analysis			
INDIANA	10	10	4	1	4	2	1	2	5
SAN DIEGO	10	10	5	5	6	2	0	9	8
TEXAS	10	9	7	3	2	4	3	7	7
SUM	30	29	16	9	12	8	4	18	20
Percentage	100 %	97%	53%	30%	40%	27%	13%	60%	67%

The total numbers show that purpose (97%) and conclusion (67%) are two parts included in abstract texts by a majority of students. Also, students wrote a results section (60%), a part where they stated the problem (53%) and their data collection tools (40%).

When the results of each university are compared, the difference in the results section seems quite clear. Only two Indiana University students wrote results in their abstracts whereas the majority of San Diego State and Texas at Austin University students gave a place for the results section in their abstracts.

4.2.4. The Comparison of Three Abstract Sets' Content Analysis Results

The results obtained from the content analysis of abstracts written at (i) three universities with an available guideline in Turkey; (ii) three universities with an available guideline in America; (iii) three universities without an available guideline in Turkey are compared in this part.

Table 24 compares the percentages for each criterion applied in the abstract parts by the students from universities with and without a thesis guideline.

Table 24 Comparison of Content Criteria Analysis Results for With and Without a Guideline Groups in Turkey

Content Criteria/ Data Sets	Introduction			Method		Summary	Results	Conclusion
	Purpose	Statement of Problem	Particularity of Study	Data Collection Tools	Data Analysis			
With Guideline	100%	0%	9%	100%	81%	3%	100%	41%
Without Guideline	97%	19%	6%	91%	56%	16%	91%	28%

The results are presented in percentages in Table 24. However, in order to reach sound results, a statistical program for social sciences, SPSS 16.0 has been utilized. Means and the significance values are calculated (see Appendix D). The results of SPSS analysis show that there is a significant difference between content analysis of abstracts written at universities with an available guideline and the ones at universities without a guideline in terms of two criteria. The first criteria revealing a significant difference $(0,012 < 0,05)$ is **the statement of the problem**. At universities with a guideline no students wrote a statement of problem whereas at universities without a guideline 19 % of the students stated the problem that led to their studies. The other significant difference $(0,031 < 0,05)$ is determined between the results concerning **data analysis**. As it is clear from the table, a higher percentage of students at universities with a guideline wrote their data analysis methods in their abstracts.

As it has been stated before the first three criteria represent the introduction part, and the following two criterions can constitute the methodology part. It is also possible to see the results from a bigger picture, when the data gathered up. To this end, the new list consists of five criterion including Introduction, Methodology, Results, Conclusion and Summary. The analysis conducted on SPSS 16.0 for each part revealed no significance difference between the two sets of data (See Appendix E).

Secondly, a comparison between the content analysis of abstracts written at universities in Turkey and the USA is designed. Table 25 compares the percentages of two sets of data.

Table 25 Comparison of Content Criteria Analysis Results for With a Guideline Groups in Turkey and the USA

| Content Criteria/ Data Sets | Introduction | | | Method | | Summary | Results | Conclusion |
	Purpose	Statement of Problem	Particularity of Study	Data Collection Tools	Data Analysis			
With a Guideline in Turkey	100%	0%	9%	100%	81%	3%	100%	41%
With a Guideline in the USA	97%	53%	30%	40%	27%	13%	60%	67%

Also, the data are analyzed on SPSS 16.0 to reveal whether there is a significant difference between the two groups in terms of the criteria presented in the table below. The results of the Independent T-Test showed that there is a significant difference between the two groups in terms of **the statement of the problem** ($0 < 0,05$), **particularity of the study** ($0,044 < 0,05$), **data collection tools** ($0 < 0,05$), **data analysis** ($0 < 0,05$) and **results** ($0 < 0,05$) sections. Students at universities in the USA more often wrote the statement of the problem and the particularity of the study when compared to their counterparts in Turkey. However, when another analysis is done by gathering up the introduction (including purpose, statement of the problem an particularity of the study) and methodology (including data collection tools and data analysis) criterions, the T-Test analysis shows that there is not a significant difference between introduction parts of the abstracts, but it reveals a consistent and significant difference in methodology ($0 < 0,05$), results ($0 < 0,05$) and conclusion ($0,041 < 0,05$) parts between two sets. The percentage table (Table 25) also shows that more Turkish students gave a place to the methodology part where they explained the data collection tools and data analysis than students at American universities. Also, all Turkish students wrote a results part whereas their counterparts tend to write significantly more conclusions than results.

Lastly, Figure 7 visually shows the percentages of each criterion applied in the abstract by students from three different sets.
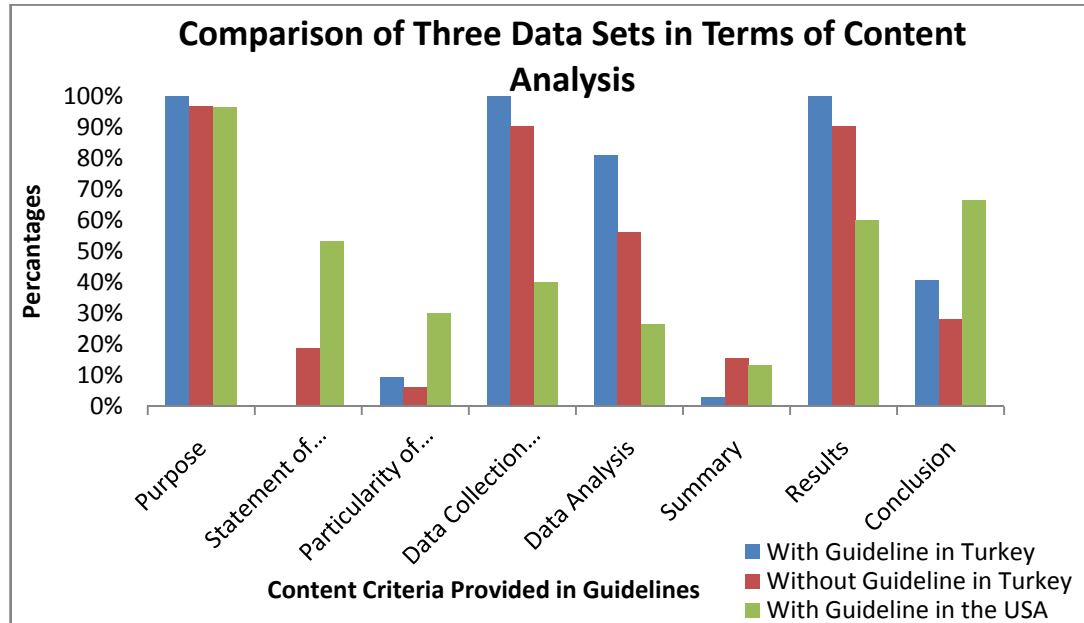
Figure 7 Comparison of Three Data Sets in Terms of Content Analysis

In line with the above mentioned results, the visual chart (Figure 7) also presents the resemblance between the two Turkish data sets gathered from the universities with and without guideline.

4.3. The Generic (I+Lr+M+R+C) Structure of Abstracts Written at Universities in Turkey and the USA

In order to find out the textual mechanism followed by the students at (i) universities with a guideline in Turkey, (ii) universities with a guideline in the USA and (iii) universities without a guideline in Turkey, the patterns followed in the abstracts are analyzed. In the analysis, each part (I+Lr+M+R+C) is tagged in accordance with its number of order in the pattern of each abstract. Later, a list of patterns followed in each data set is made and the number of students who followed those patterns is

noted down. The results for each data set are presented one by one in the following sections (Section 4.3.1, 4.3.2, 4.3.3) and a comparison of three data sets is presented in Section 4.3.4.

4.3.1.The Generic (I+Lr+M+R+C) Structure of Abstracts Written at Universities with a Guideline in Turkey

Two textual sequences are found out within the abstracts written at universities with a guideline in Turkey. Since no students prefer to write part related to the literature review, this unit is removed from the analysis sequence. Table 26 shows the list of patterns found out in the abstracts written at universities with a guideline in Turkey and the number of students who followed them in their abstracts.

Table 26 Identified Patterns and Student Percentages at Unversities with a Guideline in Turkey

Universities/ Patterns in Abstracts	BOUN		METU		HACETTEPE		Total Number s	%
	No of Students	%	No of Students	%	No of Students	%		
I+M+R	3	27	6	55	4	40	13	41
I+M+R+C	8	73	5	45	6	60	19	59

Two types of patterns are identified in the abstracts written by students at universities with a guideline in Turkey. It is clear from Table 26 that majority of the students followed I+M+R+C structure at Boğaziçi University and Hacettepe University whereas 55 % of students at METU prefer following I+M+R sequence.

The overall results show that 59 % of abstracts written at universities with a guideline in Turkey contain I+M+R+C structure while 41 % of them are written in the I+M+R order. The example abstract text below shows I+M+R+C structure.

Table 27 An Example of I+M+R+C Structure

Title of the Thesis: Effects of multimedia modality and L2 working memory capacity on L2 comprehension (Kozan, 2009)
Purpose: This investigation aims at exploring immediate and delayed effects of extraneous cognitive load caused by the presentation mode of an English text and of English verbal working memory capacity of advanced learners …
Methodology: English text was presented in two different presentation modes on a website on the computer environment: 1) text with pictures; and 2) narration with pictures. 29 advanced ELT students were randomly assigned to the experimental groups and were asked to read or listen ...
Results: Results indicated that it was the combined effect of time, extraneous cognitive load and L2 verbal working memory capacity that had a significant effect on retention of information from the treatment text. In other words, the results of the study indicated that …
Conclusion: The results provided additive information on the modality principle of cognitive theory of multimedia learning under the conditions of high intrinsic cognitive load and low prior knowledge in an L2 multimedia learning environment. Finally, it is claimed that the assumptions of modality principle may change…

4.3.2. The Generic (I+Lr+M+R+C) Structure of Abstracts Written at Universities without a Guideline in Turkey

As a result of the generic analysis of 32 abstracts gathered in the group of universities without a guideline in Turkey, 6 patterns are found out. These 6 units of patters do not contain a literature review part since no studies included such a part in their abstracts. Therefore this part is eliminated from the analysis, too. Table 28 shows the patterns, and percentages of abstracts written following these patterns.

Table 28 Identified Patterns and Student Percentages at Universities Without a Guideline in Turkey

Universities/ Patterns in Abstracts	ANADOLU		MARMARA		SELÇUK		Total Numbers	%
	No of Students	%	No of Students	%	No of Students	%		
I+M+R	5	45	10	100	4	36	19	59
I+M+R+C	6	55	0	0	2	18	8	25
I+S+R+C	0	0	0	0	1	9	1	3
I+M+S	0	0	0	0	2	18	2	6
I+M+S+R	0	0	0	0	1	9	1	3
I+S	0	0	0	0	1	9	1	3

The results in this part revealed 6 different patterns. However, different from Selçuk University, the results of Anadolu University and Marmara University are found to be more consistent in terms of the patterns they contain. 55% of abstracts written at Anadolu University followed I+M+R+C structure and 45% of them followed I+M+R sequence.

The results obtained from abstracts written at Marmara University are more consistent than ones from Anadolu University. All students (N=10) at Marmara University write their abstracts in I+M+R pattern. However, a closer look to the abstracts written at this university indicates some characteristics specific to this group of data. For example, when compared to all 94 abstracts analyzed in this study only in this group of data, students (N=4) write their research question when they want to state their purpose of the study. The part of an abstract text below is an example for this type of abstracts.

Table 29 An Example Abstract Involving all Research Questions of the Study

Title of the Thesis: The effect of process-oriented writing instruction on writer's block, writing apprehension, attitudes towards writing instruction and writing performance (Akpınar, 2007)
Purpose: The present study aimed to investigate the effect of process-oriented writing instruction on writer's block, writing apprehension, students' attitudes towards writing instruction and writing performance. The study also attempted to investigate the relationship between writer's block, writing apprehension, attitudes towards writing instruction and writing performance. The following questions were particularly addressed: **Questions:** 1. What is the level of writer's block, writing apprehension, attitudes towards writing instruction and writing performance of Turkish EFL university students?   2. Do students who receive process-oriented writing instruction significantly differ from the ones who receive product oriented writing instruction in terms of writer's block, writing apprehension, attitudes towards writing instruction and writing performance?   3. Do students' writer's block, writing apprehension, attitudes towards writing instruction and writing performance change after they have process-oriented writing instruction?

In the example above only the purpose unit of abstract is presented along with three research questions. The total abstract text is composed of 415 words and includes 5 research questions. Later, methodology and results sections follow. As it has been

stated above 4 abstracts are written in the same sequence and the reason behind involving research questions in the abstract could be an attempt to be clear in terms of the scope of the study.

Also in one abstract in the data collected from Marmara University the expected results are given just before the findings of the study are presented. This example is also unusual among the data analyzed. In Table 30, a part of an abstract text including the expected results and results is presented.

Table 30 An Example Abstract Involving the Expected Results

Title of the Thesis: The impact of the task-based instruction on the students' vocabulary learning in an English as a foreign language context (Karadağlı, 2009)
Expected Results: With the study carried out it was expected that the Task-Based Instruction would have had a significant effect on vocabulary learning of the participant students. Moreover, it was estimated that the students in the experimental group would have become more aware of the techniques of the Task-Based oriented Instruction compared to the students in the control group. It was also expected that … **Results:** The results of the comparison between the post-test scores of the control group and the experimental group indicated no significant difference. The same was true for the scores of Quiz 1. However, there was a significant difference between the groups in Quiz 2. With regard to the comparison within the groups, it was found that…

The results for the data collected from Selçuk University display a variety of rhetorical patterns (See table 30). The abstracts in this group of data follow six different patterns. Different from the abstracts written at Anadolu and Marmara Universities, 5 of the abstracts in this set include a summary part. The abstract text

below is taken from Selçuk University abstract set to exemplify I+S pattern only found in this group of data.

Table 31 An Example Abstract Involving I+S Pattern

Title of the Thesis: Testing and assessment of speaking skills in preparatory classes (Önal, 2010)

Introduction (Statement of the Problem + Purpose): There is no need to say that learning a foreign language has become the primary necessity for all fields of academic study. In line with this fact, most universities stipulate that their students take intensive preparatory classes for about a year. The main problem encountered in our national language education policy has been the inability to use or speak the target language. In other words, speaking skills are usually ignored first by the teachers and then by the students. The processes of teaching and testing always have a close relationship and the testing of the speaking skills is also neglected by foreign language teachers. This study is aimed to offer some practical ways of testing speaking skills.

Summary: The first chapter of the study contains some information about the importance of the subject, hypothesis, goal and type of the study.

The second and third chapters include a comprehensive review of literature related to the subject. Introduced in these chapters are the views and opinions of experts and methodologists about testing and assessment of speaking as well as strategies and methods in use today.

The fourth chapter includes the application and interpretation of the interviews designed to compile relevant data as to the assessment procedures of the case of the study, namely SDU (Suleyman Demirel University), SOFL (School of Foreign Languages).

In the fifth (last) chapter there are some evaluations and discussions, with the help of the data collected through the interviews, and some suggestions for individuals and institutions related to foreign language teaching.

In the abstract, writer first talks about a problem in order to create a place and reason for his study. Later, the aim of the study is stated. Next, a structure summary of the thesis is presented. The summary is partially related to the research at hand. Very general points are mentioned about what might be included in each chapter of the thesis, but no clear information is provided related to methodology, results and conclusions.

4.3.3. The Generic (I+Lr+M+R+C) Structure of Abstracts Written at Universities with a Guideline in the USA

As a result of the generic analysis of abstracts written at universities in the USA, 11 different types have been discovered. Similar to the other sets of data, no parts related to literature review is found, therefore it is discarded. Table 32 shows textual patterns and percentages of abstracts which followed these patterns.

Table 32 Identified Patterns and Student Percentages at Universities with a Guideline in the USA

Universities/ Patterns in Abstracts	TEXAS AT AUSTIN		SAN DIEGO STATE		INDIANA-PURDUE		Total Numbers	%
	No of Students	%	No of Students	%	No of Students	%		
I	0	0	0	0	2	20	2	7%
I+C	1	10	1	10	3	30	5	17%
I+M	0	0	0	0	2	20	2	7%
I+M+C	0	0	0	0	1	10	1	3%
I+M+R	2	20	1	10	1	10	4	13%
I+M+R+C	2	20	4	40	0	0	6	20%
I+R	1	10	0	0	0	0	1	3%
I+R+C	1	10	3	30	0	0	4	13%
I+S+C	2	20	0	0	0	0	2	7%
I+S+R+C	1	10	0	0	1	10	2	7%
M+I+R	0	0	1	10	0	0	1	3%

As it is clear in Table 32, at University of Texas at Austin, 7 different patterns are utilized by MA students when they write their abstracts, while students at Indiana University – Purdue University Indianapolis employ 6, and their counterparts at San Diego University follow 5 different textual patterns. Although the results for each university are quite scattered, the overall results show the general tendency in using textual patterns. According to Table 32, I+M+R+C is the most common type of pattern (N=6) that is used by students at universities in the USA. The following most frequent types are I+C (N=5), I+M+R (N=4), and I+R+C (N=4).

Although I+C structure is the second most common type which exists in three data set gathered from the USA, no abstracts are found in the Turkish data sets following the same pattern. Therefore, an example abstract text from Indiana University-Purdue University Indianapolis is provided in Table 33.

Table 33 An Example Abstract Involving I+C Pattern

Title of the Thesis: Master's Thesis Writing of Thai Students: A Contrastive Study Using Genre Analysis (Phornprapha, 2009)
Introduction (Statement of the Problem + Purpose): Writing effectively in an academic setting is a challenge for many students, especially at the graduate level. Graduate students often struggle with the demands of writing a thesis, which is a specific genre of writing with its own set of standards, norms and conventions. The difficulties described above deepen for students who have to write in their second language. Since language and writing are culture specific, each language has its own unique rhetorical conventions. By comparing three different theses, this study aims to identify the differences between Thai and English discourse. **Conclusion:** Understanding these differences will provide some guidance to Thai students who are writing their theses in English.

The writer first indicates the problem that led the present research, then she states the purpose of the study. Without giving information about the methodology, and the results, she points to implications of the results for Thai students.

4.3.4. Comparison of Generic (I+Lr+M+R+C) Structure of Abstracts Written at Universities in Turkey and in the USA

In this part, all three sets of abstracts written at (i) universities with a guideline in Turkey, (ii) universities with a guideline in America and (iii) universities without a guideline in Turkey are compared. Table 34 shows the overall numbers and percentages of abstracts for each data set.

Table 34 Identified Patterns of Abstracts in Three Sets

Data Sets	Universities With a Guideline in Turkey	Universities Without a Guideline in Turkey	Universities With a Guideline in The USA	Total	%
Total No of Sudents/ Patterns of Abstracts	32	32	30	94	100
I	0	0	2	2	2
I+C	0	0	5	5	5
I+M	0	0	2	2	2
I+M+C	0	0	1	1	1
I+M+R	19	19	4	42	45
I+M+R+C	13	8	6	27	29
I+R	0	0	1	1	1
I+R+C	0	0	4	4	4
I+S+C	0	0	2	2	2
I+S+R+C	0	1	2	3	3
M+I+R	0	0	1	1	1
I+M+S	0	2	0	2	2
I+M+S+R	0	1	0	1	1
I+S	0	1	0	1	1
No of Patterns Followed	2	6	11		

As a result of the generic analysis of 94 abstracts, 14 different patterns are found out. The analysis shows that the total number of patterns followed by the students at universities in the USA (N=11) is 5,5 times bigger than the ones followed by students at universities with guideline in Turkey (N=2). Also, the variety in the patterns followed in the abstracts written at American Universities is 1,83 times bigger than their counterparts written at universities without a guideline in Turkey (N=6).

As for generic structure followed in the abstracts, it is possible to say that I+M+R is the most frequently used pattern in the data collected from the universities in Turkey. Although I+M+R+C is the second most common pattern found in the abstracts written by the students at universities in Turkey, the same pattern is the most common in the abstracts written by students at American universities.

When compared to the data gathered from universities in Turkey, the structures used in the data collected from American universities display a more homogeneous distribution. Although I+M+R+C structure (N=6) is the most commonly used, some other patterns like I+C (N=5), I+M+R (N=4) and I+R+C (N=4) are also frequently observed.

Abstracts written by students at universities without a guideline in Turkey display a more varied structure in comparison to the ones written at universities with a guideline. However, different from the data gathered from the universities in the USA, the variety of the patterns is not distributed homogeneously among the generic structure types. The majority of students in this group followed I+M+R (19) and I+M+R+C (8) type of patterns whereas 2 students followed I+M+S pattern in their abstracts.

As a result of the whole analysis in this part, it can also be concluded that no part related to literature review is encountered in three sets of abstract.

4.4. Analysis of Number of Words in I+M+R+C+S Parts of MA Abstracts for Three Data Sets

Following the presence and absence analysis of the guideline criterions in the abstracts as end-products, and the analysis of the most frequent generic structure embedded in the abstracts, an analysis of the number of words in each part (I+M+R+C+S) of abstracts is made. The purpose in this analysis is to reveal which part takes the largest section in the abstracts written at each university. Later universities are grouped again into three sets as (i) guideline available Turkey, (ii) guideline available America and (iii) no guideline Turkey in order to compare the results from these three groups of data. Before presenting the results it is worth stating that in the analysis of abstracts' generic structures no literature review part is encountered, however, a part where the writers give the general structure of the thesis is found. This part is categorized as summary (see Section 4.3.2). Therefore in this part, a word analysis is conducted for each part of I+M+R+C+S structure instead of I+Lr+M+R+C pattern which was intended in the beginning of the research.

4.4.1. Analysis of Number of Words in I+M+R+S+C Parts of MA Abstracts Written at Universities with a Guideline in Turkey

Table 35 shows the results for three universities constituting guideline available Turkey group with percentages of word numbers for each part.

Table 35 Number and Percentages of Words in Abstracts at Universities with a Guideline in Turkey

Universities/ Rhetorical Units in Abstracts	METU		BOUN		HACETTEPE		OVERALL	%
	No of Words	%	No of Words	%	No of Words	%		
I	63	22	71	24	79	26	71	24
M	126	45	94	30	125	40	115	38
R	77	28	121	38	90	30	96	32
C	19	6	29	8	12	4	20	6
S	0	0	0	0	0	0	0	0

When each university results are compared to its own parts, it is possible to say that the longest part in abstracts is the methodology part for Hacettepe University (40%) and METU (45%) whereas results part takes a longer part in abstracts written at Boğaziçi University (38%).

When the universities compared to each other individually for each part, the results show that in terms of introduction, abstracts written at Hacettepe University contain the highest number of words (N=79) when compared to the other universities' introduction part word numbers and percentages. In terms of methodology METU has the highest number of words (N=126) and the highest percentage (45%) of words. Finally, the percentages and word numbers show that Boğaziçi University students write longer results and conclusion sections than their peers at Hacettepe University and METU.

When seen as a group, the average of the word analysis results obtained from abstracts written at three universities show that the average number of all words in abstracts is 302. The individual results for the total number of words are 315 for Boğaziçi University, 285 for METU and 306 for Hacettepe University. In the group the highest number of words (N=115) is used in methodology part. Second highest

number of words (N=96) is used in the results section. Therefore, it is possible to say that in abstracts written at guideline available universities methodology and results sections constitute a larger place when compared to the other parts of abstract.

4.4.2. Analysis of Number of Words in I+M+R+S+C Parts of MA Abstracts Written at Universities without a Guideline in Turkey

The total word numbers in abstracts written at each university involved in the group without a guideline in Turkey are 409 for Anadolu University, 230 for Selçuk University and 375 for Marmara University. The total average number of the words used in the abstract parts for this group is 338.

The analysis results of word numbers for each rhetorical unit are presented in Table 36.

Table 36 Number and Percentages of Words in Abstracts at Universities Without a Guideline in Turkey

Universities/ Rhetorical Units in Abstracts	ANADOLU		SELÇUK		MARMARA		OVERALL	%
	No of Words	%	No of Words	%	No of Words	%		
I	99	25	47	21	111	31	86	25
M	136	35	78	36	120	34	111	35
R	153	36	32	14	144	35	110	28
C	20	5	7	2	0	0	9	2
S	0	0	66	27	0	0	22	9

When the results are discussed for every individual university, it is possible to say that students at Marmara University and Anadolu University write the highest number of words (144, and 153 respectively) to explain the results of their studies. However, Selçuk University students prefer to explain their methodologies in more words (N=78) when compared to the number of words in other parts of their abstracts.

If each university's results are compared to one another for every section of abstracts, it is possible to say that Marmara University students write the longest introductions (N=111). Selçuk University students allocate a significant place (36%) to write about their methodology parts and they also spend a considerable number of words (N=66) to make summary of each part of their studies (see example in Section 4.3.2). Lastly, results (36%) and conclusion (35%) sections has the longest part in the abstracts written at Anadolu University.

The averages of the results obtained from the word number analysis of abstracts from three universities without a guideline bring out that first methodology (35%), next results (28%) and intoduction parts (25%) occupy the largest places in abstracts.

4.4.3. Analysis of Number of Words in I+M+R+S+C Parts of MA Abstracts Written at Universities with a Guideline in the USA

Lastly, the word number analysis for the average number of all words written in abstracts at universities with a guideline in the USA shows that students at Indiana-Purdue University uses around 136 words in their abstracts, while students at San Diego State University and University of Texas at Austin spend around 270 and 145 words respectively.

The word analysis results for each rhetorical part identified in abstracts are presented in Table 37.

Table 37 Number and Percentages of Words in Abstracts at Universities With a Guideline in the USA

Universities/ Rhetorical Units in Abstracts	INDIANA-PURDUE		SAN DIEGO STATE		TEXAS AT AUSTIN		OVERALL	%
	No of Words	%	No of Words	%	No of Words	%		
I	86	50	106	41	63	41	85	44
M	23	27	42	15	21	16	29	19
R	4	4	76	28	25	17	35	16
C	24	19	48	17	18	13	30	16
S	0	0	0	0	20	14	7	5

The results show that introduction part occupies the largest place (50%, 41%, and 41%) in the abstracts written at each American university. If the results obtained from each university are compared to one another, it can be clearly seen that Indiana-Purdue University students allocate a larger place for introduction (50%), methodology (27%) and conclusion (19%) sections in their abstracts. Students at San Diego University allocate 28% of their abstracts to write their results while students at Texas at Austin University use 14% of their abstract words to make a summary of their works.

The total results show that introduction parts take the largest place (44%) in an abstract written at universities in America. The percentage representing the word number in the methodology part (19%) comes in the second place and percentages for results (16%) and conclusion (16%) follows it.

4.4.4. Comparison of Generic (I+Lr+M+R+C) Structure of Abstracts Written at Universities in Turkey and in the USA

Figure 8 visually represents the results for three sets of data making a comparison of them possible.
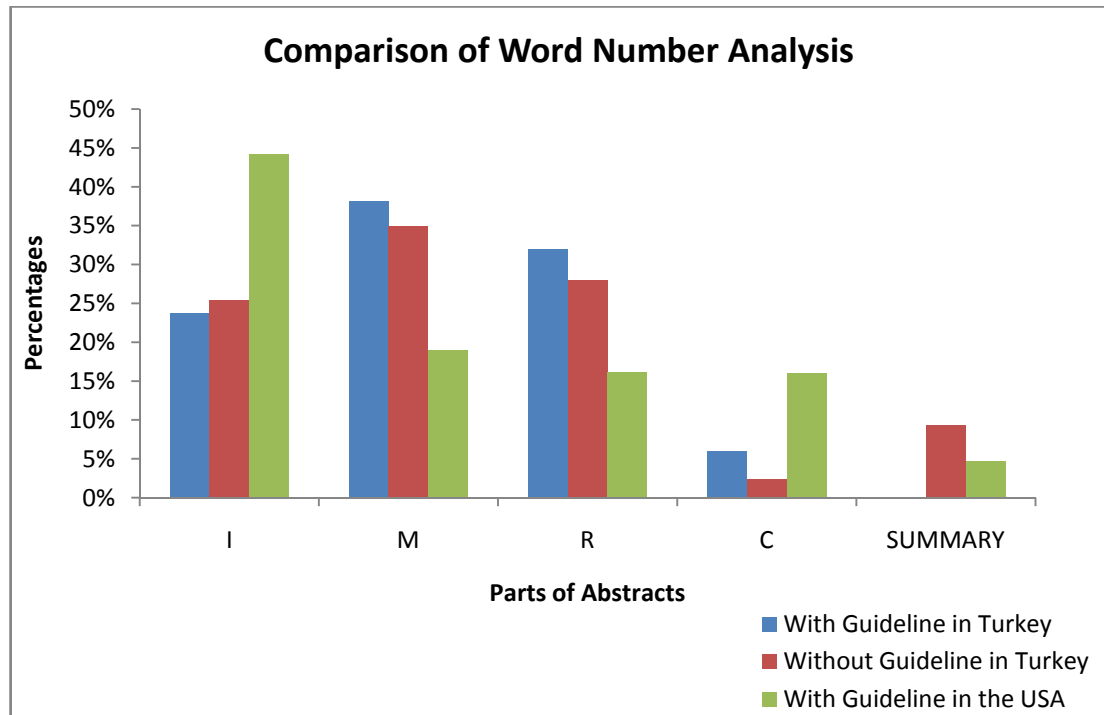
Figure 8 Comparison of Three Data Sets in Terms of Their Word Numbers

According to Figure 8, it is possible to say that there is a similarity between two sets of abstracts written at universities with and without a guideline in Turkey while results obtained from the abstracts written at American universities differ from them.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0. Presentation

In this chapter, a short summary of the study, conclusions and the implications of this work for teachers, researchers and writers in the ELT field, and the limitations of the study along with the suggestions for further research is presented respectively.

5.1. Summary of the Study

Abstracts as a part of theses, dissertations and research articles play a significant role because after the title it is the first piece of writing that readers encounter. They usually provide readers with the necessary information about the study in a limited number of words. Therefore, they create the first impression on readers about the whole study.

Motivated by the important role abstracts play for the academic discourse community and driven by the gap in the related literature, this study aims to examine possible variance (i) between **instructions about writing an abstract** in the guidelines provided by **universities in Turkey and in the USA** with regards to content and format, (ii) between the **content instructions in the guidelines** (theory) and **the MA theses abstracts** (practice) written at three groups of universities; (a) **with** and (b) **without a guideline in Turkey** and (c) **with a guideline in the USA**, (iii) among the

three sets of abstracts (written at universities with and without a guideline in Turkey and with a guideline in the USA) in terms of the order of patterns followed and the word numbers written in each rhetorical unit (I+M+R+C+S).

In order to examine the above mentioned aspects in the MA writing guidelines, initially, two groups of guidelines are formed. The first group includes guidelines from 12 universities with an ELT MA program in Turkey. The second group contains guidelines from three universities in the USA (i.e., The University of Texas at Austin, San Diego State University, Indiana University-Purdue University Indianapolis). The guidelines are analyzed in terms of content and format instructions.

Secondly, an MA abstract corpus including three sets of data is constructed. The first group of data consists of 32 abstracts written at universities which provide an MA thesis writing guideline in Turkey (i.e., Boğaziçi University, Hacettepe University, Middle East Technical University). The second group of data is also gathered from three universities in Turkey, but different from the first group, the abstracts in this set (N=32) are written at universities **without** an MA thesis writing guideline (i.e., Anadolu University, Marmara University, Selçuk University). The third group includes 30 abstracts from three universities in the USA (i.e., The University of Texas at Austin, San Diego State University, IndianaUniversity-Purdue University Indianapolis). Similar to the first group, the universities in the third group all provide an MA thesis guideline. At this stage, all of the 94 abstracts are analyzed based on the 8 content criteria stated in the guidelines (N=15) examined in order to see the consistency between theory and its application. In the analysis presence (1) or absence (0) of each criterion in the abstracts is checked. Microsoft Office Excel 2010 is utilized to calculate the percentages of the results for the three sets of data. In order to see whether the differences among the results of data sets are meaningful or not, Independent T-Test is performed on SPSS 16.0.

In the third step of the study, the order of the rhetorical units are analyzed in order to reveal the different kinds of patterns embedded in MA abstracts in three sets of data. To this end, each unit (I+M+R+C) is hand-tagged and then the pattern used in each abstract is noted down for 94 abstracts. The results of three sets are compared. Also, the number of words in each rhetorical unit is counted with the aim of revealing the size of each part in the abstracts. The results are computed with the help of Microsoft Office Excel 2010 and presented in percentages.

5.2. Summary of the Results

The first stage of the analysis, in which the investigation of guideline instructions about content and format of abstracts is done, revealed the following results:

1) In terms of content of abstracts, guidelines provided by 12 universities in Turkey showed that there are ten content criteria (i.e., purpose, statement of problem, particularity, methods, data collection tools, data analysis, summary, results, conclusion, key words) that students need to consider when writing an abstract. The most frequent four criteria stated in the guidelines are **results** (83%), **methodology** (75%), **purpose** (58%), and **key words** (50%). Conclusion and statement of problem follow the above mentioned criteria in the fifth rank with a percentage of 25%. As for the results of the guideline content analysis of three universities in the USA, it is observed that all three universities provide the same content requirement for the abstract text by stating that students need to write a summary of contents of the whole thesis in this part. Only San Diego State University states the necessity to write purpose, particularity, methodology, results and conclusion parts in the abstract. Guidelines of Indiana University-Purdue University Indianapolis and University of Texas at Austin do not contain any clear requirements relating to the rhetorical units in the abstract.

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2) The results also reveal some combinations of rhetorical units universities expect students to embed in their abstracts. The order of units in the combinations may change according to their applications in the abstracts by students but the most common expected type by universities in Turkey is Introduction + Methodology + Results (N=5). The next most common combination is Introduction + Methodology + Results + Conclusion (N=3).

3) The comparison of content criteria provided in thesis writing guidelines and their applications in the abstracts as end products reveal consistency between the theory and practice to some extent. For three universities in Turkey, nearly all students fulfill the content requirements of their own universities when they write their abstracts. Only the criterion which is writing a conclusion is disregarded by some students at Boğaziçi University (45%) and at Middle East Technical University (73%). However, the results obtained from the USA set reveal a smaller consistency between theory and practice when compared to Turkish set because out of 7 only one criterion which is the purpose of the study is followed by all 10 students at San Diego State University. The other 6 criteria are followed by changing numbers of students.

4) The analysis of the format instructions in guidelines reveals 9 criteria. The results show that the word number for all universities both in Turkey (N=12) and the USA (N=3) are important. The maximum word number limit for Boğaziçi University (250), METU (250) and Hacettepe University (300) is smaller than the maximum limit identified for San Diego State University (350), University of Texas at Austin (350), and Indiana University – Purdue University Indianapolis (350).

The second stage of the study includes the analysis of MA abstracts in terms of (i) the rhetorical units they include, (ii) the order of the rhetorical units they contain and

(iii) the word numbers of each textual parts in abstracts. The analysis is applied on three sets of data. The first data consists of 12 abstracts written at three universities with a guideline in Turkey. The second set of data is made up of 12 abstracts written at three universities without a guideline in Turkey and the last group includes 10 abstracts composed by students at three universities with a guideline in the USA. The analysis revealed the following results:

1) The content analysis of 64 abstracts written at universities **with** and **without a guideline in Turkey** shows that all abstracts written at universities with a guideline in Turkey include purpose (100%), data collection tools (100%), and results (100%) parts. In spite of the change in the percentages, abstracts written at universities without a guideline in Turkey also contain purpose (97%), data collection tools (91%), and results (91%) with the highest percentages among its own results. As a result of the analysis conducted on SPSS 16.0 some significant differences between two sets are determined in terms of criteria like the statement of the problem (0,012 < 0,05), and data analysis methods (0,031 < 0,05).

2) The content analysis of 62 abstracts written at universities **with a guideline in Turkey** (N=32) and **in the USA** (N=30) displays some significant differences between the two groups in terms of the statement of the problem (0 < 0,05), particularity of the study (0,044 < 0,05), data collection tools (0 < 0,05), data analysis (0 < 0,05) and results (0 < 0,05) sections. However, when another analysis is done by gathering up the introduction (including purpose, statement of the problem an particularity of the study) and methodology (including data collection tools and data analysis) criterions, the T-Test analysis shows that there is a significant difference in methodology (0 < 0,05), results (0 < 0,05) and conclusion (0,041 < 0,05) parts between two sets.

3) The analysis of generic structure of the abstracts reveals 14 different textual patterns. 11 of those patterns are used in the abstracts written by students at

universities with a guideline in the USA. 6 patterns are embedded in abstracts written by students at universities without a guideline. However, the group composed of abstracts written by students at universities with a guideline in Turkey includes only 2 patterns. Whereas Introduction + Methodology + Results + Conclusion is the most common pattern followed in the abstracts written at universities in the USA, the highest number of abstracts written at universities with (N= 19) and without (N= 19) a guideline in Turkey follow Introduction + Methodology + Results order.

4) The analysis of word numbers in each part of the abstracts reveals that students at universities with and without a guideline in Turkey write the longer abstracts (338, 302 words respectively) than their counterparts (184) in the USA. Also the students in Turkey spend the highest number of words (111, 115 respectively) to explain their methodologies, whereas their peers in the USA allocate a larger place for their introductions (44%) and conclusions (16%).

5.3. Discussion and Conclusion

The results of the present study examining the rhetorical differences among abstracts written at universities i) with a thesis guideline in Turkey, ii) without a thesis guideline in Turkey, and iii) with a thesis guideline in the USA are interpreted considering various factors like face saving strategies, concerns for addressing the expectations of target community, and local contexts. Apart from these elements, personal choice of writers and the influence of Turkish writing norms on writing in English are also considered to be instrumental in explaining the differences or similarities among these three groups of data. Also the results are compared to the findings of relevant literature to see the consistency and/or the divergence.

In terms of rhetorical elements used by students at universities with a guideline in Turkey and in the USA, results revealed significant differences between two groups in terms of introduction units like **statement of the problem** and **particularity of the study**. Consistent with the results obtained from analysis of rhetorical elements, the word number analysis also shows that students at universities with a guideline in the USA write longer introductions than their peers in Turkey. However, the no significant difference is identified between two groups in terms of introduction (including purpose, statement of the problem, and particularity of the study).

Three studies reviewed supports the results related to the **statement of the problem** in this study. Statement of the problem as a rhetorical unit in this study has a function of establishing a niche (Move 2). Therefore the results of the studies adopting move step analysis can be compared to the results obtained here.

 The findings of previous studies on research article abstracts are parallel to this study. Çandarlı (2011) finds a significant difference between Turkish and English abstracts in terms of establishing a niche (Move 2). According to her results, in the abstracts written by scholars in Turkish scientific community, indicating a gap, making counter-claims, raising questions (steps of Move 2) are employed 2 times less than they are used in English abstracts published in an international journal. Parallel to the results of the present study and Çandarlı (2011), the findings of Salihoğlu (2005) show that Turkish authors avoids indicating a gap in their introduction parts of RAs when compared to their English-speaking counterparts. Similarly, Martin (2003) show that in Spanish abstracts there is a strong tendency to delete Move 2 in comparison to the research article abstracts written in English and published internationally. Therefore, the results obtained from three independent studies show that abstracts written in English are stronger in terms of establishing a niche (Move 2) than their Turkish counterparts.

The **particularity of the study** as a communicative unit in this study functions as a place where writers state the significance of their study and its difference from the related literature. The results for this unit also revealed significant difference between universities with a guideline in Turkey and in the USA. Parallel to this result, Çandarlı (2011) reveals that a higher percentage (30%) of English abstracts indicate the significance of the study when compared to the abstracts written in Turkish (5%).

The reason for the absence of statement of the problem and particularity of the study as communicative categories in abstracts written by Turkish researchers might be considered as a strategy for saving face[3]. For Spencer- Oatey (2008: 264), face concerns basically represent human beings' desire for approval and autonomy in their actions. The authors of abstracts written at universities with a guideline in Turkey avoid being assertive in their claims and statements because they do not want to receive criticism. Also the absence of these communicative categories might be related to the lack of competition among MA students to publish their studies.

Secondly, a significant difference is observed between the abstracts written at universities with a guideline in Turkey and in the USA in terms of **methodology**, **results** and **conclusion** parts of their abstracts. Consistent with these results, word number analysis shows that students at universities with a guideline in Turkey write more words to explain their methodologies and results while their counterparts in the USA write longer conclusions.

The findings show that the abstracts written at universities with a guideline in Turkey contain methodology (including data collection tools and data analysis) and results part more often than their counterparts in the USA. The reason might be related to

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[3] Brown and Levinson (1987: 61) defines face as "the public self-image that every member wants to claim for himself".

addressing the expectations of the university and/or their advisors. As it is clear from guideline analysis revealing the expected rhetorical units by universities, methodology and results are two of the obligatory units to be involved in the abstracts. 75% of the universities expect a methodology part and 83% of the universities in Turkey provide instructions about writing results in abstracts (see Table 15).

The abstracts written at universities with a guideline in the USA have a **conclusion** part more often than the abstracts in Turkish university set. This result is also consistent with the findings of Martin (2003) and Çandarlı (2011). The frequency of occurrence of the conclusion unit in English abstracts is higher than Spanish abstracts (Martin, 2003) and Turkish abstracts (Çandarlı, 2011). Parallel to the the related studies results, Huber and Uzun (2000) also revealed that introduction and conclusion parts of Turkish academic texts are found to be vague and they do not fulfill their rhetorical functions in the correct way.

In terms of the analysis of patterns embedded in the abstract parts, it is possible to conclude that the abstracts written at universities with a guideline in Turkey reveal more consistent results as in this group only two rhetorical patterns are used (I+M+R and I+M+R+C). This result also reveals the consistency between the expected patterns by the universities obtained from the analysis of guidelines. When this group is compared to the set of abstracts written at universities without a guideline in Turkey, differences in the embedded patterns are observed. 6 different patterns are employed in the abstracts at universities without a guideline in Turkey, which shows the divergence between the expected abstracts pattern and the ones used in these abstracts. The difference between the two groups may be attributable to the importance of clear guidelines.

The comparison between the abstracts written at universities with a guideline in Turkey and the abstracts written at universities with a guideline in the USA displays a difference in the number of patterns employed in these two sets of abstracts. The abstracts written at universities in the USA follow 9 different patterns that are not encountered in the analysis of the abstracts written at universities with a guideline in Turkey. The variety of the patterns used in these abstracts might be an outcome of the absence of clear guidelines at these universities in the USA. Another factor which might be important in interpreting the variety in patterns embedded in this group of abstracts is that universities in USA accept students from all over the world. As nationality is not defined as one of the key points in data collection, the abstracts in this set of data might be written by students with completely different educational backgrounds and different mother tongues. Therefore it is difficult to attribute the variety in the patterns to a single culture.

The most common rhetorical pattern embedded in the abstracts written at universities with a guideline in the USA is found out as I+M+R+C. This result is consistent with the results of Önder (2011). In her analysis of 100 research article abstracts, Önder finds out that I+P+M+R+C (38%) and P+M+R+C (34%) are the most common patterns in the research article abstracts written in the field of ESP and SSLA. As the purpose is considered to be unit involved the introduction part in this study, Önder's (2011) results for research article abstracts are consistent with present findings.

Lastly, the patterns found in the abstracts show that literature review is not a part of the MA thesis abstracts analyzed in this study. Different from what is expected in the beginning of this research, a unit, summary, is found out as a part where students give the general outline of the parts of the thesis though it is not a common case for the abstracts written at universities with a guideline in Turkey and in the USA. Thus, it can be concluded that MA abstracts analyzed in this study do not mirror the general structure of the whole thesis. Although one study on the variance between the rhetorical structure of research articles and their abstracts displays a consistency

(Lorés, 2004) between these two, another study (Posteguillo, 1996) concludes that abstracts do not always reproduce the organizational pattern of their own full texts. Therefore, they can be regarded as a distinct genre with complex structures. Parallel to Posteguillo (1996), this study also suggests that abstracts do not always mirror the general structure of the whole text.

5.5. Implications and Suggestions for Further Research

The results of the present study are expected to help post-graduate students, non-native writers, researchers, material developers, language teacher and guideline writers become more aware of the rhetorical organizations in abstracts and lead them to use the latest theories in their applications.

The results and discussions in this study have pedagogical implications to help post-graduate students and non-native writers in their academic writing. The relevant research (Hyland, 2002; Bhatia, 1997; Loi & Evans, 2010) has shown that genre-specific pedagogies help novice and/or non-native writers be more successful because they help writers to be more aware of diversity in audiences, preferences, expectations in different discourse communities. In this way, novice writers/scholars can produce more internationalized or discourse community targeted abstracts and publish their work.

The findings of this study may also help material developers, textbook writers and program coordinators for learners of academic English since this research provides the results of the recent research about rhetorical structures. In this way, material developers, textbook writers and program coordinators may incorporate the current theoretical findings about the macrostructure of genre to the classroom materials and textbooks with the aim of a fruitful instruction.

The results of the study are also expected to be useful for English language teachers, and teacher trainers too. Selection of MA abstacts or parts of abstracts to show the macrostructure of the genre could be given a place in teacher training courses by teacher trainers to make the teachers more aware of the rhetorical conventions used in the thesis abstracts issue and to lead them to guide the activities in the textbooks in a more professional way.

Also the results of this study can be incorporated in the undergarduate, MA, PhD programs and/or academic writing courses in order to help students see the diffecences in the expectation of discourse communities and the variences based on language, culture and/or discipline. In this way, the results of this study can help novice writers to develop their critical thinking skills and writing abilities in English and lead them to produce more discourse community targetted and rhetorically effective abstracts.

Since the present research is the first one focusing on the content and format instructions in guidelines, the results of this study is important since it gives an opinion to the academicians or the professionals who prepare those thesis guidelines about the applications at other universities in Turkey and in America. Moreover, this study reveals that the guidelines are not consistent across universities in Turkey. Therefore, this study may initiate research/studies on standardization processes and procedures.

The study is also important to Turkish or international students who want to pursue an ELT education in Turkey or in the USA since it provides information about undergraduate and/or graduate education in both countries.

5.6. Limitations of the Study

The scope of this study is restricted to 94 MA theses abstracts. The future research should be conducted on a larger corpus. The number of abstracts in each data set can be increased to reach more generalizable results.

Also, the scope of this research is limited to MA thesis abstracts. The following research might be conducted on PhD dissetations to see the relationship between the thesis and the abstract text. Furthermore, this study only focuses on the MA thesis written in the field of ELT and Applied Linguistics. Similar studies might be done by comparing different disciplines.

In order to create sound conclusions about the rhetorical preferences of Turkish scholars, abstracts written both in Turkish and in English should be investigated to specify the interrelation between the first and second language and reach more dependable conclusions about the Turkish writers choices when compared to other group of writers.

To the best knowledge of the researcher, the study is the first one investigating the content and format of instructions in guidelines prepared and provided by the graduate schools or institutes both in Turkey and in the USA. Thus this study may stimulate further research on the guidelines and on their use during the thesis writing process.

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APPENDICES

Appendix A

Sample of a Filler Text Provided by Boğaziçi University

Tez Özeti

Emine Lale Yazıcı, "Defining a Population:Graduation Dissertation Writers in Early

Twenty-First Century Istanbul Universities, 2000-2010"

Lorem ipsum ea suas legere qualisque vix. Ius sonet accusata quaerendum id. Sit dolorum commune an. Ea habeo dolores liberavisse has, sea tollit iracundia argumentum at. Simul vulputate reprehendunt te nec, commune propriae eum no. Propriae probatus corrumpit per ut.

In mei enim vivendo maluisset, te nam decore graeco maiestatis, cu vim putent intellegebat. Eam et soluta eleifend, similique instructior id vim, debet dissentias ea his. Inani putent facilis

nec et, kasd movet offendit in vim, est tollit comprehensam ex. Vix eu erat iusto dicunt. Partem oblique duo ex, habeo dolore per ea. Fugit minimum partiendo cu est, puto referrentur

ea mea. Wisi dicam quaeque mei et, mei vide eruditi propriae id, id zzril aliquyam explicari sit.

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Appendix B

Sample Abstract provided by Çukurova University

ABSTRACT

TIME AS AN ISSUE IN FOOD SHOPPING AND MEAL PREPARATION
Mehmet TAN
Ph.D. Thesis, Business Department
Supervisor : Prof. Dr. Ahmet ŞAFAK
January 1997, 113 pages

Within this study, "Time as an Issue in Food Shopping and Meal Preparation" will be discussed. The study begins by providing introductory information about "time" and "various research done on time". This section offers a general overview of the literature related to "time".

A significant amount of variance in food shopping goals and behaviour remains unexplained. Shopping goals and behaviour are related with patterns of family influence, decision making, and task assumption, or sharing, and therefore can be explained only by a detailed investigation of family structure and behaviour as it relates to meal preparation and food shopping. This research will determine, whether time-pressured consumers (e.g. employed women) do many things the same way their mothers did or whether they are highly organised in their approach to a variety of household tasks.

From the literature review, brief information about time, time orientation, time attitude of consumer, time-styles and life-styles has been obtained, in order to clarify the terms that will be used in the whole study. The main purpores of the literature review is to provide a discussion on the relationship between "time orientation", "time perception" and the food purchase and use behaviour of consumers. "Time" will be examined as both duration and succession based in case of food purchase and meal preparation behaviour of consumers. Food purchase and meal preparation of households will be examined in detail by using the massive literature about contemporary home economics research, mainly concentrated on the increasing participation of women in the labour force.

Keywords : Time, Consumer Behavior, Food Shopping, Food Consumption.

Appendix C

Sample Abstract Provided by San Diego State University
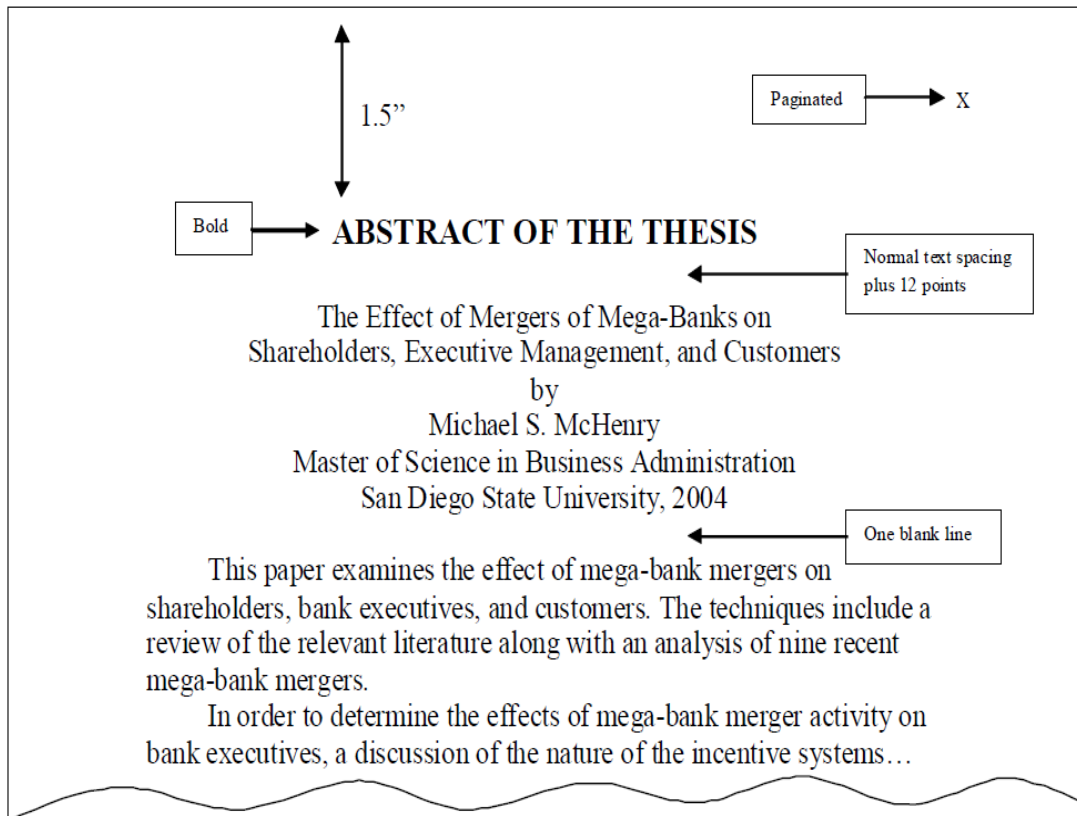
Appendix D

Results for the Statistical Analysis with a Guideline in Turkey and the USA Cases

Group Statistics

	1=with a guideline-Turkey; 2=without a guideline - Turkey; 3=with a guideline-The USA	N	Mean	Std. Deviation	Std. Error Mean
Purpose	1	32	1,0000	,00000	,00000
	3	30	,9667	,18257	,03333
StatementofProblem	1	32	,0000	,00000	,00000
	3	30	,5333	,50742	,09264
ParticularityofStudy	1	32	,0938	,29614	,05235
	3	30	,3000	,46609	,08510
DataCollectionTools	1	32	1,0000	,00000	,00000
	3	30	,4000	,49827	,09097
DataAnalysis	1	32	,8125	,39656	,07010
	3	30	,2667	,44978	,08212
Summary	1	32	,0312	,17678	,03125
	3	30	,1333	,34575	,06312
Results	1	32	1,0000	,00000	,00000
	3	30	,6000	,49827	,09097
Conclusion	1	32	,4062	,49899	,08821
	3	30	,6667	,47946	,08754

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Purpose	Equal variances assumed	4,582	,036	1,033	60	,306	,03333	,03226	-,03119	,09786
	Equal variances not assumed			1,000	29,000	,326	,03333	,03333	-,03484	,10151
StatementofProblem	Equal variances assumed	6936,774	,000	-5,949	60	,000	-,53333	,08965	-,71266	-,35401
	Equal variances not assumed			-5,757	29,000	,000	-,53333	,09264	-,72281	-,34386
ParticularityofStudy	Equal variances assumed	20,730	,000	-2,093	60	,041	-,20625	,09853	-,40333	-,00917
	Equal variances not assumed			-2,064	48,594	,044	-,20625	,09991	-,40707	-,00543
DataCollectionTools	Equal variances assumed	743,226	,000	6,816	60	,000	,60000	,08803	,42391	,77609
	Equal variances not assumed			6,595	29,000	,000	,60000	,09097	,41394	,78606
DataAnalysis	Equal variances assumed	2,181	,145	5,076	60	,000	,54583	,10753	,33075	,76092
	Equal variances not assumed			5,055	57,902	,000	,54583	,10797	,32970	,76197
Summary	Equal variances assumed	9,952	,003	-1,477	60	,145	-,10208	,06910	-,24030	,03613
	Equal variances not assumed			-1,449	42,565	,155	-,10208	,07044	-,24417	,04001
Results	Equal variances assumed	743,226	,000	4,544	60	,000	,40000	,08803	,22391	,57609
	Equal variances not assumed			4,397	29,000	,000	,40000	,09097	,21394	,58606
Conclusion	Equal variances assumed	1,324	,254	-2,093	60	,041	-,26042	,12444	-,50933	-,01151
	Equal variances not assumed			-2,096	59,960	,040	-,26042	,12427	-,50900	-,01183

Appendix E

Results for the Statistical Analysis without a Guideline in Turkey and the USA Cases

Group Statistics

	1=with a guideline - Turkey; 2=without a guideline – Turkey ; 3=with a guideline – the USA	N	Mean	Std. Deviation	Std. Error Mean
Purpose	1	32	1,0000	,00000	,00000
	2	32	,9688	,17678	,03125
StatementofProblem	1	32	,0000	,00000	,00000
	2	32	,1875	,39656	,07010
ParticularityofStudy	1	32	,0938	,29614	,05235
	2	32	,0625	,24593	,04348
DataCollectionTools	1	32	1,0000	,00000	,00000
	2	32	,9062	,29614	,05235
DataAnalysis	1	32	,8125	,39656	,07010
	2	32	,5625	,50402	,08910
Summary	1	32	,0312	,17678	,03125
	2	32	,1562	,36890	,06521
Results	1	32	1,0000	,00000	,00000
	2	32	,9062	,29614	,05235
Conclusion	1	32	,4062	,49899	,08821
	2	32	,2812	,45680	,08075

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Purpose	Equal variances assumed	4,271	,043	1,000	62	,321	,03125	,03125	-,03122	,09372
	Equal variances not assumed			1,000	31,000	,325	,03125	,03125	-,03248	,09498
StatementofProblem	Equal variances assumed	48,360	,000	-2,675	62	,010	-,18750	,07010	-,32763	-,04737
	Equal variances not assumed			-2,675	31,000	,012	-,18750	,07010	-,33047	-,04453
ParticularityofStudy	Equal variances assumed	,854	,359	,459	62	,648	,03125	,06805	-,10478	,16728
	Equal variances not assumed			,459	59,977	,648	,03125	,06805	-,10487	,16737
DataCollectionTools	Equal variances assumed	15,959	,000	1,791	62	,078	,09375	,05235	-,01090	,19840
	Equal variances not assumed			1,791	31,000	,083	,09375	,05235	-,01302	,20052
DataAnalysis	Equal variances assumed	17,202	,000	2,205	62	,031	,25000	,11337	,02338	,47662
	Equal variances not assumed			2,205	58,748	,031	,25000	,11337	,02313	,47687
Summary	Equal variances assumed	14,384	,000	-1,729	62	,089	-,12500	,07231	-,26955	,01955
	Equal variances not assumed			-1,729	44,524	,091	-,12500	,07231	-,27069	,02069
Results	Equal variances assumed	15,959	,000	1,791	62	,078	,09375	,05235	-,01090	,19840
	Equal variances not assumed			1,791	31,000	,083	,09375	,05235	-,01302	,20052
Conclusion	Equal variances assumed	4,011	,050	1,045	62	,300	,12500	,11959	-,11406	,36406
	Equal variances not assumed			1,045	61,522	,300	,12500	,11959	-,11410	,36410

Appendix F

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı :
Adı   :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: