THE EFFECT OF EXPLICIT TEACHING OF FORMULAIC LANGUAGE ON TURKISH ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS' WRITING PERFORMANCE

A MASTER'S THESIS

BY

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Işıl Ergin

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To my beloved family

&

To the memory of my dear grandfather who

is somewhere in heaven being proud of me

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ABSTRACT

THE EFFECT OF EXPLICIT TEACHING OF FORMULAIC LANGUAGE ON TURKISH ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS' WRITING PERFORMANCE

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July 2, 2013

This study investigates the effect of explicit teaching of formulaic language on Turkish English as a Foreign Language (EFL) learners' use of formulaic language and overall writing performance. The study was carried out with 31 Upper Intermediate level EFL learners at Bülent Ecevit University, Foreign Languages Compulsory Preparatory School. In order to examine the effect of formulaic language instruction, two treatment classes were formed for the study. Before the treatment, all students in each treatment class were administered a pre-test to determine their use of formulaic language and overall writing performance. After the pre-test, all students received a four-week formulaic language training. At the end of this period, the students were given the same test as the post-test to see if the training had any effect on their formulaic language use and writing performance.

The results of the content analysis conducted by counting the number of multi-word metadiscourse markers used accurately or inaccurately in the pre and the post-test revealed that the number of discourse markers the students used accurately in the post-test has increased to a great extent. The data gained through the

comparison of the pre and post-test scores of the students through Wilcoxon Signed Ranks test also indicated that there was a statistically significant difference in their writing performance after the training. These findings suggest that formulaic language training has been effective in improving the students' formulaic language use and overall writing performance.

In light of the findings, the study provides insights into the future teaching practices in regards to formulaic language. All stakeholders such as administrators, instructors, material designers, and curriculum developers can benefit from the results of the present study to develop materials, create syllabi, shape curricula, and conduct classes accordingly.

Key words: formulaic language, formulaic language training/treatment, multi-word metadiscourse markers, discourse markers, improve

ÖZET

KALIPLAŞMIŞ DİL İFADELERİNİ DİREKT BİR ŞEKİLDE ÖĞRETMENİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN YAZMA PERFORMANSLARINA ETKİSİ

Işıl Ergin

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü
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2 Temmuz, 2013

Bu çalışma kalıplaşmış dil ifadelerini direkt bir şekilde öğretmenin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin bu ifadeleri kullanımlarına ve yazma performanslarına etkisini incelemektedir. Çalışma Bülent Ecevit Üniversitesi Yabancı Diller Zorunlu Hazırlık Okulunda, İngilizceyi yabancı dil olarak öğrenen, seviyeleri orta düzey üstü olan 31 öğrencinin katılımıyla yürütülmüştür. Kalıplaşmış dil ifadeleri üzerine verilen eğitimin etkisini incelemek amacıyla, iki eğitim sınıfı kullanılmıştır. Eğitim öncesinde, tüm öğrencilere onların bu kalıpları kullanımlarını ve yazma performanslarını belirlemek amacıyla bir ön test uygulanmıştır. Ön testin ardından, tüm öğrenciler kalıplaşmış dil ifadeleri üzerine dört haftalık bir eğitim almıştır. Bu sürecin sonunda, öğrencilerin bu ifadeleri kullanımında ve yazma performansları üzerinde eğitimin herhangi bir etkisi olup olmadığını görmek amacıyla ön testle aynı olan bir son test uygulanmıştır.

Ön test ve son testte doğru ya da yanlış olarak kullanılan çok kelimeli söylem ifadelerini sayarak uygulanan içerik analizinin sonuçları öğrencilerin son testte kullandığı söylem ifadeleri sayısının büyük ölçüde arttığını ortaya çıkarmıştır. Öğrencilerin ön test ve son test notlarının Wilcoxon Signed Ranks testi ile

karşılaştırılması sonucu elde edilen veriler de eğitim sonrasında öğrencilerin yazma becerilerinde istatistiksel olarak anlamlı derecede bir fark olduğunu göstermiştir. Bu bulgular, kalıplaşmış dil ifadeleri üzerine verilen eğitimin öğrencilerin bu kalıpları kullanımları ve onların yazma becerilerini geliştirme konusunda etkili olduğunu onaylamaktadır.

Bu bulgular doğrultusunda, bu çalışma kalıplaşmış dil ifadelerinin gelecekteki öğretim uygulamaları konusunda iç görü sağlamaktadır. Yöneticiler, öğretmenler, materyal hazırlayanlar ve müfredat geliştirenler gibi tüm ilgililer materyal geliştirmek, izlence hazırlamak, müfredat geliştirmek ve dersleri bunların doğrultusunda uygulamak için bu çalışmanın sonuçlarından yararlanabilirler.

Anahtar sözcükler: kalıplaşmış dil ifadeleri, kalıplaşmış dil ifadeleri eğitimi, çok kelimeli söylem ifadeleri, geliştirmek

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CHAPTER I: INTRODUCTION

Introduction

In recent years, the phenomenon of formulaic language has gained great interest and has become one of the foremost issues examined in applied linguistics (Schmitt, Dörnyei, Adolphs, & Durow, 2004). Because of the high number of studies conducted from divergent points of views, the related literature is full of definitions and terms used to capture this phenomenon. Yet, the reached consensus is that formulaic expressions are multi-word units or chunks of words that are stored and recalled from memory as a whole and that they have fundamental functions in production and communication (Wood, 2006). In addition, they have a remarkable impact on language processing by accelerating the language acquisition and development (Wei & Ying, 2011).

Since formulaic language has gained much recognition, there has been a growing body of research investigating its impact on the development of various language skills and language acquisition in general. However, in Turkey where English is taught as a foreign language, there have been a limited number of studies conducted on formulaic language. Moreover, the implications of these multi-word lexical units for teaching, whether they facilitate language acquisition and production, and how students learn and use them effectively have been overlooked in the literature. Therefore, this study aims to find out whether explicit teaching of formulaic language contributes to Turkish English as a foreign language (EFL) students' development of writing skill, particularly the use of formulaic language in their writing and their overall writing performance.

Background of the Study

Formulaic language is defined as multi-word units of language which are recalled whole from memory as if they are single units (Myles, Hooper & Mitchell, 1998; Nattinger & DeCarrico, 1992; Wray, 2002). They are memorized as chunks; therefore, when the learners use them, they do not process them word by word. Chen and Baker (2010) state that a variety of terms are used to describe the same conception of co-occurrence of words. In addition, Schmitt and Carter (2004) suggest that researchers have investigated formulaic language from diverse perspectives and this has led to a variety of terminology. *Formulaic language* (Wray, 2002), *formulaic sequences* (Schmitt & Carter, 2004), *lexical bundles* (Biber & Barbieri, 2007), *recurrent word combinations* (Adel & Erman, 2012), *prefabricated patterns* (Granger, 1998), *lexical phrases* (Nattinger & DeCarrico, 1992) are some of the common terms used to refer to this concept. The present study uses the term *formulaic language* which is defined by Wray (2002) as follows:

> a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar (p. 9).

Stengers, Boers, Housen, and Eyckmans (2011) point out that formulaic language is an umbrella term for a "variety of related phenomena also referred to as *lexical phrases* or *chunks*, including collocations (e.g., *tell a lie; heavy traffic*), idioms (e.g., *turn the tide; back to square one*), binomials (e.g., *cuts and bruises; research and development*), standardized similes (e.g., *clear as crystal; dry as dust*), proverbs and clichés (e.g., *When the cat's away…; That's the way the cookie crumbles*), discourse

organizers (e.g., *On the other hand; Having said that*) and social routine formulae (e.g., *Nice to meet you; Have a nice day*)" (p. 322) (emphasis original).

Formulaic language has a crucial impact on language learning and teaching. Using these formulaic expressions effectively is considered to be of great benefit to students as they facilitate communication, contribute to fluent language production in spoken and written discourse, and ease the language processing (Boers, Eyckmans, Kappel, Stengers, & Demecheleer, 2006; Ellis & Sinclair, 1996; Wei & Ying, 2011). Mastery of these unanalyzed chunks is also essential for appropriate and natural language use (Nattinger & DeCarrico, 1992; Schmitt & Carter, 2004; Wray, 2002). Moreover, the acquisition of these memorized sequences of language constitutes a significant proportion of language learning (Jones & Haywood, 2004). They are found across languages; as a result, having knowledge of formulaic language in one language may have an influence on the way it is learned in another (Schmitt & Carter, 2004).

Using formulaic language appropriately is also a prerequisite for writing well; therefore, failure to employ these native-like sequences makes target language learners' writing sound non-native (Li & Schmitt, 2009). Hyland (2008a) highlights the importance of these formulaic sequences in writing by noting that the absence of formulaic sequences may indicate "the lack of fluency of a novice or newcomer to that community" (p. 5). In other words, learning these fixed expressions of a discipline help learners gain communicative competence; for this reason, the clusters should be identified to raise the learners' awareness of rhetorical practices. According to Coxhead and Byrd (as cited in Li & Schmitt, 2009), formulaic sequences are of great advantage to second language (L2) writers for several reasons. Firstly, the frequent use of formulaic sequences not only makes students' writing

sound fluent but also meets the expectations of readers. In addition, they facilitate the writing process by providing advanced writers with the benefit of multi-word lexical units rather than demanding them to write each sentence word by word by generating grammatical, freely generated utterances.

Within formulaic language, multi-word meta-discourse markers are the ones that are most frequently used in writing. According to Williams (1990), they are used to announce to the reader that in the following sentences the writer will "explain, show, argue, claim, deny, describe, suggest, contrast, add, expand, and summarize" (p. 40). Meta-discourse markers are defined by Hyland (1998) as "aspects of a text which explicitly organize the discourse, engage the audience and signal the writer attitude" (p. 437). Hyland (1998) claims that meta-discourse has a significant effect on facilitating communication as it focuses the readers' attention on how the writers express their communicative intentions. Therefore, by providing a communicative engagement between the reader and the writer, meta-discourse markers help the readers understand not only the text but also the writers' stance about the content (Hyland, 1998). Moreover, teaching these multi-word units is of great importance in writing since they assist writers to express their ideas and interact with their readers effectively (Hyland, 2005). Using these meta-discourse markers appropriately is also an indicator of becoming proficient writers and effective communicators; for that reason, more explicit instruction in metadiscourse markers is needed for learners (Dastjerdi & Shirzad, 2010).

Norris and Ortega (2000) point out that when the learners' attention is directed to particular forms and when the rules are explained overtly, the instruction is considered to be explicit. On the contrary, when the learners are not directed to pay attention to target forms and when the rules are not presented clearly, the instruction

is thought to be implicit. Implicit instruction differs from explicit instruction in the sense that there is a lack of awareness of what is being learned (Ellis, 2008). Ellis (1996) also notes that "explicit instruction concerning the underlying rule system can facilitate acquisition" (p. 114).

In recent years, many studies have been conducted on the use of formulaic language. Research relating formulaic language to second or foreign language learning has investigated the relationship between formulaic language and speaking and listening abilities (e.g., Khodadady & Shamsaee, 2012), the processing advantage of formulaic language while reading (e.g., Conklin & Schmitt, 2008), the uses and functions of formulaic language in second language speech (e.g., Wood, 2006), the most frequently used word combinations in native and nonnative speakers' academic writing (e.g., Chen & Baker, 2010), the use of formulaic language in academic writing in the EAP context (e.g., Jones & Haywood, 2004) as well as lexical bundles in postgraduate writing (e.g., Hyland, 2008b). These studies all indicated that formulaic language plays a significant role in the development of different language skills so more attention should be given on different ways of teaching them in the classroom.

Statement of the Problem

Formulaic language plays a vital role in language development by facilitating communication, contributing to fluency, and providing ease in language processing and appropriateness in natural language use (Wei & Ying, 2011). A great deal of research has been conducted on formulaic language with regard to its importance in the development of different language skills. While some researchers have examined the role of formulaic language on speaking and listening skills (e.g., Khodadady & Shamsaee, 2012; Stengers, Boers, Housen, & Eyckmans, 2011; Wood, 2009), others

have investigated its effect on writing (e.g., Jones & Haywood, 2004; Li & Schmitt, 2009). Within the research on formulaic language and writing, the research has looked at the use of lexical bundles in academic writing (e.g., Adel & Erman, 2012; Byrd & Coxhead, 2010; Chen & Baker, 2010; Hyland, 2008b), pre-fabricated patterns in EFL writing (e.g., Granger, 1998), and disciplinary variation of lexical bundles (e.g., Hyland, 2008a). In addition, the related literature has investigated the effect of formulaic language instruction on the development of different language skills (e.g., Bardovi-Harlig & Vellenga, 2012; Boers, Eyckmans, Kappel, Stengers, & Demecheleer, 2006). However, to the knowledge of the researcher, there is no study that has explored how explicit instruction of formulaic language, multi-word metadiscourse markers, in particular, affects students' writing performance.

In Turkey, one of the common problems EFL learners have is that they often struggle with productive skills, notably writing. Although EFL learners are especially familiar with multi-word meta-discourse units, those formulaic expressions used in written register, they find it difficult to integrate them effectively and appropriately in their writing. They are more likely to write sentences one after the other without combining them, which might disrupt the flow of their ideas. Moreover, the absence of these multi-word units or learners' failure to use them appropriately may make their writing incoherent and lead to ineffective communication between the reader and the writer. In other words, because of this incoherence and disconnectedness among the ideas, the readers might have some difficulties in following the ideas from one sentence to another and making the connections between them. As a result, EFL learners might not achieve their communicative purpose in writing since they have some difficulties in delivering their intended messages to their audience. Because of all these reasons, their writing might result in failure. As the students may not have

the opportunity to acquire these meta-discourse markers naturally in an EFL context, drawing learners' attention to appropriate use of these markers by providing explicit instruction might be one of the solutions to this problem. Therefore, the purpose of this study is to examine whether explicit teaching of formulaic language will result in any changes in Turkish EFL students' use of meta-discourse markers in their writing. In that sense, the present study will address the following research questions:

Research Questions

1) How does the explicit teaching of formulaic language affect Turkish EFL learners'
    a) use of formulaic language in their writing?
    b) overall writing performance?

Significance of the Study

Although using formulaic language might be a major problem in students' writing, this difficulty may be coped with by providing overt explanation of how they are used. However, the literature has failed to investigate whether the explicit teaching of formulaic language makes any difference on learners' formulaic language use in their writing and whether it helps learners deal with the aforementioned problems. The results of this study may contribute to the existing literature by exploring any possible effects of instruction on students' writing performance.

At the local level, in many university prep schools in Turkey, writing is not taught separately but integrated with other skills in the course-book; therefore, not much information about the features of rhetoric in written discourse is provided for the students. In addition, the students do not receive explicit instruction on how to use formulaic language effectively. If explicit instruction is provided, it may help

students to use formulaic language more effectively and it may have a positive effect on the overall quality of their writing; as a result, using these expressions may make their writing more native-like. The results of the study may shed light on the issue of how to develop Turkish EFL students' writing performance by raising their awareness of how to use these multi-word units appropriately. It may provide pedagogic implications for English language teachers with regard to their classroom instruction by allowing them to pay more attention to providing instruction on these prefabricated units. Furthermore, this study may provide guidance for teachers and administrators during the process of curriculum and syllabus development. They can offer a writing course and pay attention to teach these multi-word units in their curriculum. The results will offer suggestions to materials designers, as well; for example, while developing materials, they can benefit from formulaic language to provide coherence and cohesion in the texts which, in turn, facilitates the students' comprehension of the texts.

Conclusion

In this chapter, the background of the study, the statement of the problem, the significance of the study together with the research questions of the study and key terminology that will recur throughout the thesis have been presented. The next chapter presents an overview of the related literature on formulaic language, meta-discourse markers, and the effects of instruction on pragmatic development. In the third chapter, the methodology which explains the participants and settings, instruments, data collection procedures and data analysis of the study is explained in detail. The fourth chapter elaborates on the results of the data analysis by presenting the quantitative data and the content analysis. The last chapter is the conclusion chapter which draws some conclusions based on the results from Chapter IV, as well

as presenting pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

Introduction

The aim of this chapter is to introduce and review the literature related to this research study exploring the effect of explicit teaching of formulaic language on students' use of formulaic language in their writing and their overall writing performance. In order to present an overview of the subject, the literature will be reviewed in three main sections. In the first section, a general introduction to the term, formulaic language, will be provided along with its various definitions, terms and types. This part will continue with the discussion of the significance of formulaic language in language development and its relationship with the writing skill of language learners. In the second section, information about meta-discourse units including its definitions, different classifications, and role in writing as well as the advantages of teaching meta-discourse features, some teaching strategies and related studies will be covered. In the third section, the definitions of explicit and implicit teaching, and the effects of instruction on pragmatic development will be presented.

Formulaic Language

Definitions and Various Terms of Formulaic Language

While it is accepted that formulaic language exists, agreement about what it is exactly remains unknown (Wray, 2008). Formulaic language takes various forms that it is hard to provide a broad definition of the phenomenon. The lack of clarity concerning its definition is one of the primary problems in the related literature (Schmitt & Carter, 2004).

According to Hyland (2012) formulaic sequences are "extended collocations that appear more frequently than expected by chance, helping to shape meanings in specific contexts and contributing to our sense of coherence in a text" (p. 150).

Nattinger and DeCarrico (1992) define lexical phrases as “multi-word lexical phenomena that exist somewhere between the traditional poles of lexicon and syntax, conventionalized form/function composites that occur more frequently and have more idiomatically determined meaning than language that is put together each time” (p. 1). The definition of the term provided by Kecskes (as cited in Ortaçtepe, 2012) is that they are “multi-word collocations which are stored and retrieved holistically rather than being generated de novo with each use” (p. 21). These expressions are also described as “multi-word or multi-word strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules” (Wood, 2002, p. 3). Although, there have been a variety of definitions of formulaic language, one of the most common and comprehensive definition of the term is as follows:

> a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar (Wray, 2002, p. 9).

A plethora of terms have been used to discuss formulaicity (Meunier, 2012). It has been pointed out that to refer to formulaic expressions, diffuse use of terminology has been used such as “*chunks, formulas, formulaic utterances, frame structures, idioms, lexicalized sentence stems, memorized sentences, patterns, prefabricated chunks, pre-fabricated or ready-made language, routines, speech formulas, and unanalyzed language or wholes*” (Wei & Ying, 2011, p. 708) (emphasis added). Formulaic sequences have been examined by various researchers and different results have been found which has led to a wide range of terminologies to express different viewpoints (Schmitt & Carter, 2004). The terms Wray (2002) found to

describe the phenomenon of formulaic language provide evidence to this variety (See Figure 1).

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amalgams – automatic – chunks – clichés – co-ordinate constructions – collocations – complex lexemes – composites – conventionalized forms – F[ixed] E[xpressions] including I[dioms] – fixed expressions – formulaic language – formulaic speech – formulas/formulae – fossilized forms – frozen metaphors – frozen phrases – gambits – gestalt – holistic – holophrases – idiomatic – idioms – irregular – lexical simplex – lexical(ized) phrases – lexicalized sentence stems – listemes – multiword items/units – multiword lexical phenomena – noncompositional – noncomputational – nonproductive – nonpropositional – petrifications – phrasemes – praxons – preassembled speech – precoded conventionalized routines – prefabricated routines and patterns – ready-made expressions – ready-made utterances – recurring utterances – rote – routine formulae – schemata – semipreconstructed phrases that constitute single choices – sentence builders – set phrases – stable and familiar expressions with specialized subsenses – stereotyped phrases – stereotypes – stock utterances – synthetic – unanalyzed chunks of speech – unanalyzed multiword chunks – units

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Figure 1. Terms used to describe aspects of formulaicity (Adopted from Wray, 2002, p. 9)

Types and Characteristics of Formulaic Language

Boers and Lindstromberg (2012) assert that formulaic sequences are characteristic units that have specific communicative purposes. They constitute a vital part of one's command of vocabulary and have a fundamental impact on the

ease of comprehension and interpretation of messages which are otherwise unlikely to be conveyed. According to Boers and Lindstromberg (2012);

> Many (e.g., collocations: *blow your nose, running water*; and complex verbs: *give up, talk it over*) have primarily a referential or ideational function and thus function as content words do. Others (e.g., exclamations: *What the heck, no kidding*, and idioms: *get an even break, jump the gun*) are particularly helpful for conveying an evaluative stance. Some ensure smooth social interaction (pragmatic formulae such as *See you later* and *I'm so sorry to hear that*), while others are more like function words serving, for example, to organize discourse (e.g., *on the other hand, having said that*) (p. 84) (emphasis original)

According to Nattinger and DeCarrico (1992), the categorization of lexical phrases varies to a great extent. They are classified as *polywords* (e.g., for that matter; in essence), *institutionalized expressions* (e.g., have a nice day; nice meeting you), *phrasal constraints* (e.g., in summary; for instance), and *sentence builders* (e.g., I think it is a good idea; my point is that…). They group lexical phrases as *social interactions, necessary topics, and discourse devices* with regard to their functions. *Social interactions* are markers that deal with social relations (e.g., see you later; if you don't mind); *necessary topics* are those that are vital in daily communication (e.g., what time X?; how much is…?), and *discourse devices* are lexical phrases that "connect the meaning and the structure of the discourse" (p. 64) (e.g., as a result; in other words).

Wood (2002) notes that formulaic language consists of "fixed phrases and idiomatic chunks such as *on the other hand, all in all, hold your horses,* and longer

phrases, clauses, and sentence-building frameworks of words such as *the bigger the better* or *if X, then Y*" (p. 2) (emphasis original).

The types, terminology, and the definitions of formulaic language vary to a great extent; thus, it is more useful to discuss the characteristics of this phenomenon and identify formulaic expressions by looking at these particular characteristics (Schmitt and Carter, 2004). The characteristics of formulaic sequences are listed by Schmitt and Carter (2004) as follows:

> *Formulaic sequences appear to be stored in the mind as holistic units, but they may not be acquired in an all-or nothing manner* (p. 4).
>
> *Formulaic sequences can have slots to enable flexibility of use, but the slots typically have semantic constraints* (p. 6).
>
> *Formulaic sequences can have semantic prosody* (p. 7).
>
> *Formulaic sequences are often tied to particular conditions of use* (p. 9) (emphasis original)

Moon (as cited in, Schmitt & Carter, 2004) also asserts that "institutionalization, fixedness, and non-composionality" (p. 2) are the fundamental characteristics of multi-word units. Another characteristic of a sequence to be regarded as formulaic is the frequency of occurrence because "if a sequence is frequent in a corpus, this indicates that it is conventionalized by the speech community" (Schmitt & Carter, 2004, p. 2).

Significance of Formulaic Language in Language Development

The pervasiveness of formulaic language in natural language use attributes it an indispensable role in language acquisition, processing, and use (Ellis, 1996; Millar, 2010; Wray, 2002). Nattinger and DeCarrico (1992) highlight the significant role of these prefabricated patterns on the acquisition of a language by stating that "a

great deal of language that people are exposed to every day is very routine and predictable" (p. 27). The importance of multi-word lexical phrases is also stressed by Wood (2002) that "formulaic language is basic to language development, processing, production and learning" (p. 2).

Among their fundamental functions in language learning and development, formulaic expressions are known to decrease the cognitive load and ease the language processing effort as they are stored in and recalled from memory as unanalyzed wholes (e.g., Boers & Lindstromberg, 2012; Ellis, 1996; Kecskes, as cited in Ortaçtepe, 2012; Nattinger & DeCarrico, 1992; Pawley & Syder, 1983; Wei & Ying, 2011; Wood, 2002; Wray & Perkins, 2000; Wray, 2002). There are several studies confirming that formulaic language has a processing advantage. For instance, Conklin and Schmitt (2008) aimed to examine whether the formulaic sequences have an advantage in terms of processing by comparing the time spent on reading formulaic sequences with their non-formulaic equivalents by native and non-native speakers. The researchers found that formulaic sequences were processed more quickly than non-formulaic language by both groups indicating that formulaic language has a noteworthy advantage over non-formulaic language in terms of language processing. The study which Underwood, Schmitt, and Galpin (2004) carried out to investigate how formulaic sequences are processed also supported the claim that formulaic sequences accelerate language processing.

Another function of formulaic language that has a major impact on language development is their role in facilitating communicative functions. Even when learners lack sufficient linguistic knowledge, they can achieve their interactional purpose and become successful communicators by using formulaic language (Wei & Ying, 2011). Formulaic language is also considered to be of paramount importance

in enabling fluent language production (e.g., Boers, Eyckmans, Kappel, Stengers, & Demecheeler, 2006; Hyland, 2008; Pawley & Syder, 1983; Stengers, Boers, Housen, & Eyckmans, 2011; Raupach, as cited in Myles, Hooper, & Mitchell, 1998; Wei & Ying, 2011; Wood, 2002). Stengers, Boers, Housen, and Eyckmans (2011), in their study with L2 learners of English and Spanish examined whether there is a connection between the use of formulaic sequences and oral proficiency. The results again confirmed that formulaic sequences facilitate L2 oral proficiency by helping learners become fluent speakers.

In another study concerned with the effect of formulaic language in language production, Wood (2006) aimed to find out whether the use of formulaic language has a role in the development of fluent language production. The subjects were 11 English as a second language (ESL) learners at a college in Canada. The proficiency level of the participants was intermediate and with regard to first language (L1), they had three different backgrounds; Spanish, Chinese, and Japanese. In order to analyze those types of formulaic sequences that promoted fluency, the speech samples of the participants were collected through narratives that they retold after viewing silent animated films. The findings of the study indicated that a variety of formulaic sequences having diverse functions were used by the participants and the use of these sequences led to increased fluency.

Ortaçtepe (2011), in her study, explored the impact of conceptual socialization in the U.S on Turkish study abroad sojourners' use of formulaic language. The participants were seven American and seven Turkish students. In order to compare the overall performance of Turkish students with the American students', three different instruments; discourse completion test, role-enactments, and picture description were used. The data collected through a pre and post-test design

revealed that the Turkish students overall demonstrated an increase in the post-test in regards to formulaic language use although this increase could not reach the frequencies of American students'. The analysis of the data also indicated a positive change in Turkish students' nativelikeness in the post-test though they were not rated as high as the American students. The overall findings suggested that the use of formulaic language is highly related to native-like use of language.

The Relationship with Formulaic Language and Writing Skill

The main goal of language teaching is to make learners understand the crucial impact of linguistic items in discourse on communication and that it can be realized by having them acquire form/function combinations that are called lexical phrases (Nattinger & DeCarrico, 1992). Formulaic language has a substantial role as a guide in indicating the discourse structure (Li & Schmitt, 2009), and in fact, one of the most important functions of it is that of discourse organization such as the use of discourse markers (e.g., in other words, in conclusion) (Schmitt & Carter, 2004). Lexical bundles, frequently used in academic language (Hyland, 2012), are building blocks of written register (e.g., Biber & Barbieri, 2007; Li & Schmitt, 2009) and writing well requires using them appropriately (Li & Schmitt, 2009). They "facilitate pragmatically efficient communication, and in academic discourse often function to structure a discourse by guiding readers through a text (*in the next section, as shown in figure*) or by linking ideas (*is due to the, in contrast to*)" (Hyland, 2012, p. 153). Hyland (2008) asserts that

> if learning to use the more frequent fixed phrases of a discipline can contribute to gaining a communicative competence in a field of study, there are advantages to identifying these clusters to better help learners acquire the specific rhetorical practices of their communities (p. 5).

Research investigating the relationship between formulaic language and writing has mainly focused on lexical bundles used in academic writing (e.g., Adel & Erman, 2012; Byrd & Coxhead, 2010; Chen & Baker, 2010; Granger, 1998; Hyland, 2008; Li & Schmitt, 2009; Simpson-Vlach & Ellis, 2010); however, there is only one study (e.g., Jones & Haywood, 2004) that examines whether exposure to formulaic sequences raises English for Academic Purposes (EAP) learners' awareness about using these sequences in their writing.

In their exploratory study, Jones and Haywood (2004) first examined four writing textbooks to see how much attention is paid to formulaic language. They found out that the coursebooks failed to teach strategies for acquiring these sequences implying the teachers' role to teach those formulaic expressions that are used in academic prose. For this reason, the researchers conducted a study with 21 learners who were undergraduates and postgraduates attending an intensive pre-sessional EAP course in England. The purpose of the study was to find a possible approach to teach formulaic sequences in order to raise the students' awareness about learning strategies and how to use these sequences accurately and appropriately. Out of these participants, one treatment group and one control group were formed. The treatment group received formulaic language training during ten weeks, while the control group did not. For the training, in the reading classes, the notion of formulaic language was explained, students' awareness of the formulaic sequences in academic texts, their importance and usage was raised, and related learning strategies were taught. In the writing classes, the formulaic expressions that had been learned in the reading classes was revised and improved and the students' use of formulaic language was supported in a productive way. The findings of the study revealed that through exposure to these sequences in various ways, most of the students showed

greater awareness of formulaic language and a few students were able to integrate them into their essays appropriately. This study then indicated that awareness-raising activities such as highlighting of formulaic sequences in a text, using concordance to examine the usage of these sequences, and recycling these fixed expressions through writing tasks can play a role in students' appropriate use of formulaic language.

On the basis of aforementioned studies, formulaic language promotes language development, eases processing load, provides fluent language production, and facilitates both oral and written communication. In the next section, meta-discourse markers that are types of formulaic language frequently used in written register will be presented along with their definitions, classifications, role in writing, and advantages and ways of teaching these markers.

Meta-discourse

Definitions and Classifications of Meta-discourse

There is a compromise that metadiscourse refers to material that surpasses the subject matter to indicate the presence of the author; however, there is a lack of clarity and imprecision in defining the term (Hyland, 2005). According to Hyland (2005), as there is a variety of resources that can be utilized to organize a discourse, and the stance of writers' towards the discourse are divergent, definition and categorization of metadiscourse are also diverse and extensive.

Metadiscourse is defined by Hyland (2005) as "the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community" (p. 37). It is a cover term that includes diverse set of cohesive devices and interpersonal features that assist "relating the text to its context" (p. 16). It includes aspects of language that characterizes not only how we arrange our ideas

but also how we communicate with our readers or listeners (Hyland, 2005). Adel (2006) points out that “Metadiscourse is a text about the evolving text, or the writer’s explicit commentary on her own ongoing discourse” (p. 31). The main functions of metadiscourse include directing the reader through the text and remarking on the use of language in the text (Adel, 2006). Metadiscourse is characterized as “Linguistic material in texts, written or spoken, which does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret and evaluate the information given” (Crismore et al., as cited in Hyland, 2005, p. 19). It is also described by Beauvais (as cited in Hyland, 2005) as “explicit markers which help readers to identify how a writer’s arguments are to be understood” (p. 20).

The contradictory definitions of metadiscourse and uncertainty regarding the term have led to difficulties in the classifications of these features. Since, there is a breadth of meanings of the term; the categorization of metadiscourse is also varied (Hyland, 2005).

According to Vande Kopple (1985), one way to get a clear perspective of what metadiscourse is, is to investigate the particular kinds that the researchers classify. The types of metadiscourse include *text connectives, code glosses, illocution markers, validity markers, narrators, attitude markers, and commentary* (See Figure 2).

Category	Function	Examples
Text connectives	Text connectives are used to guide readers through the text and help them understand how texts are organized and how various parts relate to each other	**Sequences:** *first, next, in the third place* **Logical or temporal relationship:** *however, as a consequence, nevertheless* **Reminders about materials presented earlier:** *as I noted in Chapter One* **Statement of what material one is on the verge of presenting:** *what I wish to do now is to develop the idea that* **Topicalizers:** *for example, there are, as for, in regard to*
Code glosses	The main function of code glosses is to aid readers to interpret the appropriate meanings of components in texts by the help of definitions and explanations provided in the text	
Illocution markers	illocution markers are used to hypothesize, sum up, make claims, make promises, and give examples	*as I hypothesize that, to sum up, we claim that, I promise to, for example*
Validity markers	Validity markers are used to indicate the probability, validity, and truth of the meaning that the writer conveys	**Hedges**: *perhaps, may, might, seem, to a certain extent* **Emphatics**: *clearly, undoubtedly, obviously* **Attributors**: *according to Einstein.*
Narrators	Narrators are used to assist readers recognize who said or wrote something	*Mrs. Wilson announced that, the principal reported that*
Attitude markers	attitude markers let the writers express their attitudes toward the propositional content	*surprisingly, I find it interesting that, and it is alarming to note that*
Commentary	Commentary is used to remark on readers' possible reactions to writers' material, recommend a mode of procedure, let the reader know what to expect	*most of you will oppose the idea that, you might wish to read the last chapter first, you will probably find the following material difficult at first*

Figure 2. Vande Kopple's classification of metadiscourse (1985, p. 83-85).

While Crismore, Markkanen, and Steffensen (as cited in Hyland, 2005) classify metadiscourse into two categories; textual metadiscouse and interpersonal metadiscourse (See Figure 3); Hyland (2005) puts metadiscourse into two broad

categories; interactive (e.g., transitions; frame markers; endophoric markers; evidentials; code glosses) and interactional (e.g., hedges; boosters; attitude markers; self-mentions; engagement markers) (See Figure 4).

Category	*Function*	*Examples*
Textual Metadiscourse		
Textual Markers		
Logical connectives	Show connections between ideas	Therefore; so; in addition; and
Sequencer	Indicate sequence	First; next; finally
Reminders	Refer to earlier text material	As we saw in Chapter 1
Topicalizers	Indicate a shift in topic	Well; now I will discuss…
Interpretive Markers		
Code glosses	Explain text material	For example; that is
Illocution Markers	Name the act performed	To conclude; in sum; I predict
Announcements	Announce upcoming material	In the next section…
Interpersonal Metadiscourse		
Hedges	Show uncertainty to truth of assertion	Might; possible; likely
Certainty Markers	Express full commitment to assertion	Certainly; know; shows
Attributors	Give source/support of information	Smith claims that…
Attitude Markers	Display writer's affective values	I hope/agree; surprisingly…
Commentary	Build relationship with reader	You may not agree that…

Figure 3. Crismore et al.'s categorization of metadiscourse (as cited in, Hyland, 2005, p. 34)

Category	Function	Examples
Interactive	***Help to guide the reader through the text***	***Resources***
Transitions	express relations between main clauses	in addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information in other parts of the text	noted above; see Figure; in section 2
Evidentials	refer to information from other texts	according to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as; in other words
Interactional	***Involve the reader in the text***	***Resources***
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear that
Attitude markers	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self-mentions	explicit reference to author	I; me; my; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

Figure 4. An Interpersonal Model of Metadiscourse (Hyland, 2005, p. 49)

As presented in the figures above, meta-discourse is defined and classified in a variety of ways. Having diverse categories that include different functions, meta-discourse markers have a fundamental role in writing; in addition, teaching these markers has some advantages which will be discussed in great detail in the next section.

The Role of Meta-discourse in Writing and the Advantages of Teaching Meta-discourse Markers

Personal experiences and social identities can be expressed through writing which has a crucial role in one's social, professional, and academic facets of life. Managing social relations is essential in writing because only if the writer can estimate the readers' resources for making sense of the text and their possible reactions to it, successful communication is achieved (Hyland, 2005). According to Hyland (2005), having a consciousness of metadiscourse provides learners with three main advantages. First, it assists readers' comprehension of the cognitive demands of texts by aiding them to process information. Second, it enables them to communicate their ideas by taking an appropriate stance. Third, it helps them to negotiate this stance and maintain an appropriate dialogue with their readers. By means of metadiscourse, writers build a relationship and engage with their audience, support their stance, and convey their ideas to readers effectively; therefore, it is an important component that facilitates communication in writing. Hyland (2005) asserts that "It is in our writing that an understanding of the workings of metadiscourse is likely to have the greatest payoff" (p. 6). Without metadiscourse, readers would struggle with contextualizing the text, and writers would be incapable of accomplishing their communicative purposes. Being a vital part of a text, metadiscourse contributes to the way the text is comprehended by affecting how it is presented and read; thus, integration of these features are necessary to infer meanings from a text (Hyland, 2005). Adel (2006) also highlights that writers benefit from metadiscourse to sustain a relationship and interact with their readers by guiding them through the text in different ways. If writers are aware of the functions of metadiscourse and use them

appropriately, they can meet the particular needs of their readers (Vande Kopple, 1985).

The advantages of teaching metadiscourse and its contributions to a text can be summarized as follows:

1. It provides a context in which to place prepositional information.

2. It injects a human presence into a written text and so makes students more attentive and engaged with a text.

3. It increases the persuasiveness of a text.

4. It aids comprehension and recall of text content.

5. It assists coherence and relates issues clearly to each other.

6. It helps mediate the real world and the school world through a real writer.

7. It highlights writer uncertainties and makes readers aware of the subjective interpretation of truth.

8. It helps show the author's position on the propositional information in a text.

9. It indicates the writer's attitude to the reader of the text, including intimacy, relative power, status, etc.

10. It relieves the reader's processing load by highlighting important points, indicating direction, anticipating structure, linking sections and ideas, etc.

11. It shows readers that the writer recognizes their needs and is seeking to engage them in a dialogue.

12. It reveals the writer's awareness of the interactional conventions of a community (Hyland, 2005, p. 179)

Crismore (1983) also outlines the advantages of metadiscourse by stating that it is used by writers to announce the readers about;

> Changing the subject (e.g., Let us now turn to…); coming to a conclusion (e.g., In conclusion); asserting something with or without certainty (e.g., Surely, probably); pointing out an important idea (e.g., It is important to note…); defining a term (By x, I mean…); acknowledging a difficult line of thought (That's a difficult notion…); noting an existence of a reader (e.g, You will remember that…); indicating cause or other relationships between ideas such as contrasts (e.g., thus, but); continuing the discourse (at least, second); expressing an attitude toward an event (e.g., Interestingly…) (p. 4-5).

When all of these advantages are taken into consideration, it can be inferred that importance should be given to how to teach meta-discourse markers in order to help learners benefit from them in an effective way.

Teaching Strategies of Meta-discourse Markers

Hyland (2005) claims that metadiscourse, the way material is negotiated through interactions with others, has important pedagogical implications. Therefore, teaching learners to use metadiscourse markers effectively provides insights into not only the ways language is used in various genres but also the significance of making use of them to interact with other members of a social community. In order to understand and use metadiscourse effectively, it is of paramount importance that learners receive instruction on the functions of metadiscourse markers and the consequences of integrating them into the text they will produce. The research with regard to metadiscourse suggests that "good writers are people who are better able to imagine how their readers will respond to their texts because they are familiar with the conventions and expectations which operate in particular settings" (Hyland, 2005, p. 198). As a result, raising learners' awareness about interactional patterns of a particular genre and providing proper schemata might be of great benefit to learner

writers to meet the needs and expectations of their readers. Learners should be encouraged to realize that choosing appropriate grammar and vocabulary for particular purposes and audience enables effective communication and helps them understand “how texts relate to particular contexts and ways of using language” (Hyland, 2005, p. 183).

According to Hyland (2005), in order to familiarize students with meta-discourse markers, first their attention should be drawn to tasks that do not require production. For example, gapped concordancing printouts from authentic texts can be provided to students who can complete them using contextual clues. The students can be encouraged to identify the examples of interactive meta-discourse in a text and assign a meaning to them. Classifying transitions used in a text such as addition (furthermore) and comparison (on the other hand), and deciding which categories are commonly used is another strategy to teach meta-discourse markers. Furthermore, they can be asked to identify all hedges, boosters, or attitude markers in a text and decide if the writer takes a consistent position.

Many studies have been conducted to explore the ways to teach metadiscourse. The study carried out by Dastjerdi and Shirzad (2010) investigated the effect of explicit instruction of metadiscourse markers on advanced, intermediate, and elementary English as a foreign language learners’ writing performance. The participants were 94 Iranian undergraduate students majoring in English Language Literature. Before the treatment, a pre-test, in which the participants were required to write a paragraph consisting of around 10 lines, was administered to each group in order to determine their prior knowledge of metadiscourse markers. Then the participants in each level of proficiency received a six-week training on textual and interpersonal metadiscourse markers. At the end of the training, the participants were

administered a post-test in which they were supposed to write a 250-word informative essay to check their writing ability after having been exposed to instruction. The scores of both tests were compared using Paired Sampled T-Test to decide whether exposure to explicit instruction made any difference in the students' writing performance with regard to use of metadiscourse markers. The results revealed that explicit instruction significantly improved EFL learners' writing performance. It was also found out that the intermediate level learners showed greater improvement than the advanced and elementary level learners. The researchers, Dastjerdi and Shirzad (2010) suggested that it might be because advanced learners unconsciously integrated meta-discourse markers as they were already proficient, and elementary learners showed less improvement because of their insufficient language competence.

In their study, Intaraprawat and Steffensen (1995) examined the metadiscourse in persuasive essays written by 12 English as second language (ESL) learners at a Midwestern college. Four of the subjects were upper-intermediate level undergraduates and eight of them were first-year graduate students, assigned to good and poor groups. The data gathered by the essays of the students revealed a strong correlation between the use of metadiscourse and the quality of writing. The good essays contained more and a wide range of metadiscourse features when compared to poor essays. Overall findings of the study indicated that using metadiscourse, which has a major impact on the quality of an essay is an indispensable aspect of a written text.

Cheng and Steffensen (1996), in their quasi-experimental study with 46 participants at a large Midwestern university, divided the participants equally to experimental and control group to explore, a) how metadiscourse can raise the

writers' awareness of readers' needs, and b) how the use of metadiscourse is related to the quality of the students' writing. While the students in the experimental group were taught the function and use of metadiscourse for 16 weeks, in addition to a process writing method, those in the control group were taught how to write an essay by being exposed to only a process writing method. Based on the data analyzed by pre and post treatment papers, the researchers found that the students in the experimental group used more metadiscourse markers than the ones in the control group, and they received significantly higher grades. These results suggested that instruction about how to use metadiscourse appropriately had a major impact on improving writing skills. As these studies suggest instruction on metadiscourse plays a significant role in learners' writing performance. Since there have been a limited number of studies on how to teach formulaic expressions, the next section will present a brief discussion on the definitions of explicit and implicit instruction and the effects of instruction on the use of formulaic language.

Explicit and Implicit Instruction

Definitions of Explicit and Implicit Instruction

Norris and Ortega (2000) note that if there is an overt explanation of the rules and learners' attention is drawn to them, the instruction is regarded as explicit. On the other hand, if particular forms of a language are not explained overtly and learners' awareness about target forms is not raised, the instruction is considered to be implicit. Ellis (2008) suggests that when implicit instruction is offered, learners are provided with particular examples of a rule and they deduce rules without trying to learn them; their attention is drawn to more on meaning; therefore, "they internalize the underlying rule/pattern without their attention being explicitly focused on it" (p. 16). However, explicit instruction requires learners to develop

metalinguistic knowledge of the rule "by providing them with a grammatical description of the rule or assisting them to discover the rule for themselves from the data provided" (p. 17).

Housen and Pierrard (2006) provide a detailed definition of implicit and explicit form-focused instruction in terms of a number of different characteristics, as shown in Figure 5.

Implicit FFI	**Explicit FFI**
attracts attention to target form	*directs* attention to target form
is delivered *spontaneously* (e.g., in an otherwise communication-oriented activity)	is *predetermined* and *planned* (e.g., as the main focus and goal of a teaching activity)
is unobstrusive (minimal interruption of communication of meaning)	is obstrusive (interruption of communication of meaning)
presents target forms in context	presents target forms in isolation
makes no use of metalanguage	uses metalinguistic terminology (e.g., rule explanation)
encourages free use of target form	involves controlled practice of target form

Figure 5. Implicit and Explicit Forms of Form- Focused Instruction (Housen & Pierrard, 2006, p. 10).

Effects of Instruction on Pragmatic Development

Several researchers have investigated the role of instruction on the use of formulaic language. The case study carried out by Wood (2009) tried to investigate whether the instruction of formulaic sequences had an effect on L2 oral fluency in narratives. The participant was a female English as a second language learner (ESL) studying abroad at a university. Before the focused instruction was provided, the

participant was asked to produce narratives. Then, the subject was provided with several workshops that focused on the role of formulaic sequences in communication with the aim of improving her oral fluency. The workshop sessions which lasted for six weeks included the following stages "input, automatization, practice and production, and free talk" (p. 48). After these workshops, the participant was asked to tell narratives again to decide whether the instruction made any difference in her oral performance. The findings of the study showed that the subject was able to speak more fluently by using a greater amount of formulaic sequences after the treatment. Therefore, overall results indicate that focused instruction positively affected the use of formulaic sequences and promoted fluency in one's speech.

In their experimental study, Boers, Eyckmans, Kappel, and Demecheleer (2006) examined a) whether the use of formulaic language assists learners to become a competent L2 speaker, and b) whether the instruction provided through noticing activities helps learners to integrate formulaic sequences into their linguistic repertoire. The subjects were 32 university students in Belgium. Their majors were English and their proficiency levels were upper-intermediate to advanced. Two groups were formed out of these participants and they were randomly assigned to experimental group (N=17) and control group (N= 15). Both of the groups received the same language input, were taught by the same teacher, and were exposed to same amount of instruction. The only variable that differed was the emphasis given to phrase-noticing activities. While the experimental group's attention was drawn to formulaic language, control group did not have this experience. To evaluate their oral production, two judges counted the amount of formulaic sequences the subjects used during the interviews conducted to collect data. The results of the study suggested that the experimental group was more proficient than the control group, indicating

that raising learners' awareness about formulaic sequences might contribute to their oral proficiency and using these sequences appropriately helps learners become fluent speakers.

Another study that examined the effects of instruction on pragmatic development, in particular, the oral production of formulaic language, was carried out by Bardovi-Harling and Vellenga (2012). In their study, the researchers tried to explore if the production of selected conventional expressions was facilitated through noticing activities and if the ability to produce them was generalizable to oral production of other expressions that were not taught. The data were collected through a pre-test and a post-test that included recognition and production tasks. The participants were 36 college students at an Intensive English Program. Their ages ranged from 18 to 45 and their L1 background differed to a great extent. They were assigned to two groups that each consisted of three classes. Both of these groups received instruction for six weeks on diverse set of formulaic expressions and they were trained in order to recognize conventional expressions outside the formal setting. The results of the study showed that the use of some formulaic expressions was promoted through contextualized input combined with metapragmatic noticing activities, but not all. It can be inferred from the findings that more research is needed on formulaic expressions to investigate the effect of instruction on the acquisition of these fixed expressions.

Conclusion

In this chapter, the relevant literature about formulaic language, its definitions and various types, and characteristics, the significance of formulaic language in language development, and its relationship with writing skill have been presented. Next, definitions and classifications of meta-discourse, its role in writing, the

advantages of teaching meta-discourse together with teaching strategies, and related studies have been reviewed. Finally, definitions of explicit and implicit instruction and the effects of instruction on the use of formulaic language have been discussed in the light of the relevant literature. The next chapter will provide information about the methodology of the study including the setting and participants, the research design, materials and instruments, and finally procedures and data analysis.

CHAPTER III: METHODOLOGY

Introduction

The aim of this study is to investigate whether explicit teaching of formulaic language has an impact on Turkish EFL students' formulaic language use in their writing and their overall writing performance. In this respect, the present study addresses the following research questions:

1) How does the explicit teaching of formulaic language affect Turkish EFL learners'
    a) use of formulaic language in their writing?
    b) overall writing performance?

This chapter gives information about the methodology of the study. It consists of five main sections as the setting and participants, the research design, materials and instruments, data collection procedures, and data analysis. In the first section, the setting where the study was conducted and the participants who took part in the study are discussed. In the second section, the research design that was employed in this study is described. In the third section, the instruments and materials used to collect data are explained in detail. In the fourth section, the procedure for data collection is mentioned step by step. In the last section, the procedure for data analysis is provided.

Setting and Participants

The study was conducted at the Compulsory Preparatory School of Bülent Ecevit University which is a state university in Zonguldak, Turkey. This particular setting was chosen because of eligibility and convenience issues. The participants of the present study are English Language Literature students whose ages are around 18

and whose levels are Upper-Intermediate. These students are those who failed to get 65 out of 100 points in the proficiency test conducted at the very beginning of the year. This test included grammar, vocabulary, and all four skills (reading, writing, listening, speaking) and the results of the students were very similar. Therefore, a placement test was not required to be administered. The students were assigned to two different classes by taking into account the distribution of male and female students in each class that is taught by a different instructor. There were two treatment classes in the study. In one of the classes, there were 17 students, and in the other class, there were 14 students, in total 31 students. Table 1 shows the details about the participants.

Table 1

The distribution of the participants in the treatment classes

	Treatment Class I	Treatment Class II
Female	13	10
Male	4	4
Total	17	14

The students have 22 hours of instruction per week and the only course they take is the main course in which all four skills are integrated. Their textbook for the main course lesson is Language Leader Upper-Intermediate. The students started the semester at Intermediate level based on the proficiency test results, and when the Intermediate level course-book was covered, they continued with Upper-Intermediate level. Throughout the academic year, assessment is based on quizzes, a writing portfolio, four mid-term exams, and a final exam administered at the end of the year. These particular participants were chosen for the study since their proficiency level was thought to be more suitable for the training provided when compared to lower

level students. The treatment focused on explicit teaching of multi-word discourse markers, such as *in other words, on the other hand, as well as*. These are the discourse markers that lower level students might have some difficulties in using, so upper intermediate level was considered to be more appropriate. It was also assumed that the training might be of great benefit to these particular students as they will be required to write a lot of essays in their departments and need to use formulaic language appropriately to write an effective paper so that they can get their message across and achieve their communicative purpose.

Research Design

In this study, quasi-experimental research design was adopted in order to investigate the effect of explicit instruction of formulaic language on EFL learners' use of formulaic language in their writing and overall writing performance**.** In accordance with the research design mentioned above, data were collected through pre-test and post-test (See Appendix 1). The participants in both treatment classes were given explicit instruction in formulaic language by means of training materials designed and compiled by the researcher. The materials used for the training will be discussed in detail in the following section.

The Treatment

Selection of the discourse markers

The materials used for the training included explicit instruction of formulaic language and practice with various activities (See Appendix 2, 3, 4, 5). After reviewing the related literature and searching web-sites related to the topic of the study, the materials and activities were designed or arranged by the researcher so that they were comprehensible for the students and suitable for formulaic language training. First, in order to categorize the multi-word meta-discourse markers

according to their functions, many sources were examined and depending on the whole list that was made; they were classified such as comparison and contrast, cause-effect, reformulation etc. Then, using the Corpus of Contemporary American English (COCA), the frequency of these discourse markers was examined. Based on the frequency of occurrence, the most frequent ones in the corpus were chosen to teach; that is, the least frequent ones were eliminated not to make the students confused with so many discourse-markers.

Developing the materials

Once the discourse markers to be examined were selected, the next step was to develop the materials that would be used. First, sample essays from various websites were sought in order to provide the students with examples of discourse markers. The materials used for instruction purposes were basically retrieved from three different websites that provide sample essays to be prepared for IELTS. The reason why these websites were chosen was because of their reliability compared to others that were searched for. The selected websites covered sample essays that received feedback from IELTS instructors; therefore, it was easy to determine the quality of the samples that would be provided for training. The essays chosen were not the original essays written by test-takers under actual exam conditions but were ones written by people who were preparing for the exam. What these people did was to submit their essays on the possible topics they might encounter in this exam and to receive feedback from IELTS instructors for their overall writing performance and get a score for their essays. As for the selection of the essays that were covered, first and foremost, the ones that got the highest score by the raters and the ones that might be of interest to students, were chosen in order to equip them with not only good samples but also motivating ones so that they would be eager to complete the tasks

and express their own opinions on the topics provided for them to write. Another criterion considered while choosing the sample essays was whether a variety of discourse markers could be integrated or not. In that sense, particularly, the sample essays that could expose the students to a variety of discourse marker types were selected and some of the discourse markers were adapted or some extra ones were included so that they were in line with the purpose of the study.

The treatment process

With regard to the treatment process, initially, the researcher tried to elicit what the students already know by giving them a blank discourse markers table in which they were required to list as many discourse markers as they could under each category. The purpose of the activity was to activate the students' schemata and have an idea about their knowledge about discourse markers and their lacks and needs. Then, the original list was given to the students and they were asked to compare it with their own list (See Appendix 2).

There were various activity types that were utilized for practice of discourse markers. For the first week of the training, in addition to providing the table of discourse markers whose categories and functions were explained, more guided activities were organized in order not to challenge the students at the very beginning of the treatment process. For one of the activities, the first halves of sentences with discourse markers were given and the students completed the rest of the sentences in an appropriate way. Next, they matched statements in different columns and rewrote the statements using discourse markers. In addition, they were provided with a text in which they were asked to underline the discourse markers, identify their functions, and classify them such as *addition (as well as), comparison (on the other hand)* (See Appendix 2 for the materials used in the first week).

For the second week of the training, the students were given an essay without discourse markers and required to add discourse markers where necessary, and then they compared the essay with the original one to decide what kind of effect discourse markers have on cohesion and coherence in addition to identifying the function of each discourse marker. Furthermore, the students were asked to put into order the paragraphs of a scrambled essay by focusing on the function of discourse markers used in each paragraph. In another activity, the students were provided with essays with deleted meta-discourse markers and they supplied the suitable discourse markers (See Appendix 3 for the materials used in the second week).

For the third week, an essay outline was given and the students were asked to write an essay by integrating suitable discourse markers. In addition, the students wrote essays by using discourse markers on the topic they were given (See Appendix 4 for the materials used in the third week).

For the final week, the same activity (the students were required to write an essay on the topic provided) was conducted so as to give the students more opportunities to use discourse markers and further practice their writing skills. Finally, the students generated meaningful sentences by using discourse markers supplied for them (See Appendix 5 for the materials used in the final week). When the order of the activities were taken into consideration, it can be said that the materials were organized in a way that they started with guided activities that required less production, and led to ones that entailed more production by the students.

Data Collection Procedure

The researcher first requested a permission from the coordinator of Bülent Ecevit University to conduct the study. Following the permission of the coordinator,

the participating students, as well as their classroom teachers, the data collection procedure was determined. In order to collect the data, two treatment classes were selected to explore the effects of instruction, if any. Before the treatment began, the participants were provided with a consent form in which they were informed that the participation was voluntary and the information about their identification would be kept confidential (See Appendix 6 for Consent Form). After preparing the materials for the training and completing the instruments, pre-test and post-test, the first phase of the data collection procedure was initiated in February 2013.

Before the training, a pre-test was administered to the students in each treatment class, and the treatment started the following day. In the pre-test, the participants were asked to write an essay stating their opinion about the topic *"Everyone should learn at least one foreign language."* The topic was developed by the researcher and was assumed that it would capture the participants' interests since they are English Language Literature students. It was also thought that they could generate a lot of ideas about this particular topic as they had language learning experiences and had awareness of the benefits of learning a foreign language. In addition, the topic was considered to give students an opportunity to use formulaic language, specifically, multi-word meta-discourse markers while expressing their own opinions.

After collecting the pre writing tests, the treatment, which consisted of explicit formulaic language instruction, was started on the same week and it went on for the following four weeks. Since each class was taught by different teachers, the treatment was provided by the researcher herself in order to eliminate any possible interfering teacher effects; in other words, to prevent the students from experiencing different teaching styles of two different teachers. For each treatment class, two

hours of instruction were provided per week (one class hour-50 minutes) and the lessons were conducted on the first two hours of one school day in each treatment class, respectively. At the end of the treatment, as a post-writing test, the students were administered the same test under the same condition as in the pre-test to determine their use of formulaic language after being exposed to explicit instruction; that is, to compare their writing performance at the beginning and at the end of the training. Figure 1 shows the data collection procedures.

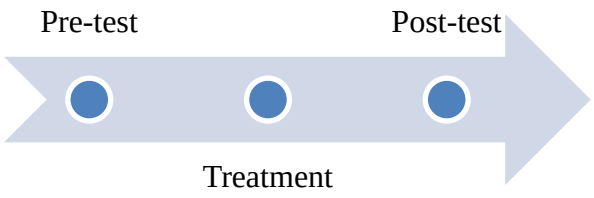

Figure 6. Data Collection Procedures for Treatment Class I and II

Data Analysis

In the present study, quantitative data analysis was adopted in order to answer the research questions that were addressed to determine whether the explicit instruction of formulaic language had an influence on the participants' use of formulaic language and their overall writing performance.

The data collected through pre- and post-writing tests were analyzed quantitatively by using version 18 of Statistical Package for Social Sciences (SPSS). Firstly, two external raters scored the pre-writing test by using criteria, adapted from ESL Composition Profile, which consists of a scale with four steps (from *very poor* to *excellent to very good*) to evaluate six different traits of language (content, organization, discourse markers, vocabulary, sentence construction, and mechanics)

(See Appendix 7 for the criteria). The ESL Composition Profile is a widely used analytic scale in which "a range of scores is associated with each descriptor, allowing the scorer to vary the score assigned in accordance with how well the performance fits the descriptor" (Hughes, 2003, p. 105). These criteria were chosen because the raters were familiar with using them; as a result, they did not need any extra training. However, there was a discrepancy between the scores these raters assigned to students' pre-tests; therefore, two more raters were chosen and one of them evaluated the papers of treatment Class I, and the other rater evaluated the papers of treatment Class II (these four raters also evaluated the post-test). The reason why different third raters were used for each class while scoring the pre-test and post-test was to decide which one of them was more consistent with the first two raters. In order to determine the consistency between each rater, an Intraclass Correlation Coefficient test was run, and based on the results of the test, the rater that had the highest Intraclass Correlation with the first two raters was chosen, and the other rater was eliminated. The rater that was eliminated had read the papers of Class II; thus, the rater who was chosen was asked to evaluate the pre-test and post-test of Class II. After this rater completed the evaluation process, the Intraclass Correlation Coefficient test was run again in order to determine the two raters with the highest consistency. According to the consistency level, two raters were selected and their scores were averaged. Then, the average scores of the pre-test and post-test were entered into SPSS and Wilcoxon Signed Ranks Test, a non-parametric test, was run to determine if there was a significant difference between the pre-test and post-test results of the students. In other words, this test was run to decide if the training made any difference in the students' overall writing performance. This whole process was done in order to increase the reliability of the scoring procedure.

Finally, the researcher conducted the content analysis of formulaic language used in the students' pre and post writing tests. This analysis was done by counting the number of the multi-word meta-discourse markers the students used and noting whether they were used accurately or inaccurately.

Conclusion

In this methodology chapter, the information about the participants and settings of the present study, the research design which consists of the treatment process, procedures followed to collect data as well as a brief introduction to data analysis was provided. In the next chapter, in depth analysis of quantitative data obtained from pre- and post- writing test results and the content analysis will be presented.

CHAPTER IV: DATA ANALYSIS

Introduction

This quasi-experimental study aimed to explore the effects of explicit instruction of formulaic language on Turkish EFL learners' use of formulaic language in their writing and their overall writing performance. The research questions addressed in the study were as follows:

1) How does the explicit teaching of formulaic language affect Turkish EFL learners'
    a) use of formulaic language in their writing?
    b) overall writing performance?

In order to answer the research questions of this study, data were collected through a pre- and post-test design. The participants of the study were 31 English Language Literature students studying at Compulsory Preparatory School at Bülent Ecevit University. Two treatment classes, one consisting of 17 students, and the other consisting of 14 students were selected. Before the treatment, the students in each class were administered a pre-test in order to determine their use of formulaic language as well as their writing performance before the treatment. Following the pre-test, the students in each treatment class received a four-week training on formulaic language, particularly on multi-word metadiscourse markers. After four weeks, the students were administered the same test as the post-test in order to examine any improvement the students had made in writing and to what extent they were able to integrate the discourse markers into their writing after the treatment. The data collected through the pre-test and post-test were analyzed quantitatively.

In this chapter, the findings that emerged out of the quantitative data analysis will be presented in reference to the research questions in two sections. In the first section, the effect of explicit instruction of formulaic language on Turkish EFL learners' use of formulaic language in their writing will be explained in line with content analysis of multi-word discourse markers used in the pre-test and post-test. In the second section, the impact of formulaic language training on the students' overall writing performance will be discussed with respect to pre-test and post-test results.

Data Analysis Procedures

After the pre- and post-tests were administered, the initial step of data analysis was to score the participants' writing tests according to ESL Composition Profile criteria. Once the scoring procedure was completed, the data obtained were entered into SPSS. A nonparametric Wilcoxon Signed Ranks Test was run in order to determine if there was a statistically significant difference between the pre- and post-test results of the students. Then, the content analysis of the formulaic language was conducted by the researcher in order to decide whether there was an increase in the number of multi-word metadiscourse markers used in the students' post-test by comparing the number of discourse markers used in the pre and post-tests.

Results

The results will be presented in accordance with the research questions of the study. First the answer to research question 1a *"How does the explicit teaching of formulaic language affect Turkish EFL learners' use of formulaic language in their writing?* will be discussed, then the answer to research question 1b *"How does the explicit teaching of formulaic language affect Turkish EFL learners' overall writing performance?"* will be presented.

Research question 1a: The effect of explicit instruction of formulaic language on Turkish EFL learners' use of formulaic language in their writing

In order to see whether formulaic language training made any difference in the students' use of formulaic language in their writing, a content analysis was conducted by counting the number of multi-word metadiscourse markers used accurately or inaccurately in the pre-test and post-test. Figure 7 shows the number of discourse markers used in the pre-test and post-test.

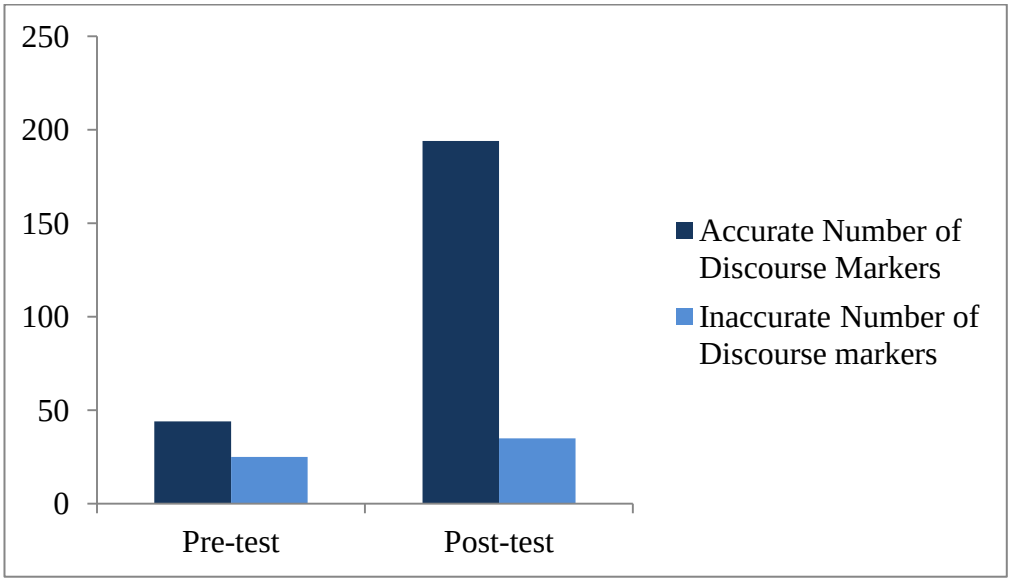

Figure 7. The number of discourse markers used in the pre- and post-tests

As shown in Figure 7, after the students were exposed to formulaic language treatment, there was a major increase in the number of discourse markers they used accurately in the post-test when compared to the pre-test. This finding might indicate that the training the students received was effective in improving their use of formulaic language since they tried to use multi-word metadiscourse markers that were taught during the training in the post-test. However, there was also a slight increase in the number of discourse markers used inaccurately in the post-test compared to the pre-test. It can be explained as evidence of improvement since it might suggest that after formulaic language training, the students took more risks

integrating discourse markers into their writing although they could not use them accurately.

Comparison of the pre and post-test regarding the use of formulaic language

As discussed earlier, the number of multi-word metadiscourse markers used accurately in the post-test increased to a great extent compared to those in the pre-test. Some of the discourse markers were not used in the pre-test at all but used in the post-test. Table 2 shows the content analysis of discourse markers that were newly used in the post-test.

Table 2
Content Analysis of Discourse Markers That Were Newly Used in the Post-test

Category	Discourse Markers	Accurate Inaccurate	Post-test
Example or Illustration	***Such as***	**Accurate**	5
		Inaccurate	
	In particular	**Accurate**	
		Inaccurate	3
	To illustrate	**Accurate**	1
		Inaccurate	
	As an example	**Accurate**	1
		Inaccurate	1
	For instance	**Accurate**	10
		Inaccurate	1
Adding/Giving Details	***As well as***	**Accurate**	2
		Inaccurate	1
	In fact	**Accurate**	3
		Inaccurate	1
	A further point is that	**Accurate**	2
		Inaccurate	
	What's more	**Accurate**	10
		Inaccurate	
	Another thing is	**Accurate**	1
		Inaccurate	
	On top of that	**Accurate**	1
		Inaccurate	
Cause-Effect/Reason-Result	***In view of***	**Accurate**	1
		Inaccurate	
	The consequence is	**Accurate**	1
		Inaccurate	
	Owing to	**Accurate**	
		Inaccurate	1
	For this reason	**Accurate**	1
		Inaccurate	1
	For these reasons	**Accurate**	2
		Inaccurate	1
	The result is	**Accurate**	1
		Inaccurate	
	Due to the fact that	**Accurate**	2
		Inaccurate	2
	As a consequence	**Accurate**	4
		Inaccurate	2
	As a result	**Accurate**	3
		Inaccurate	
	Due to	**Accurate**	
		Inaccurate	2
	As a result of	**Accurate**	5
		Inaccurate	
	Because of the fact that	**Accurate**	1
		Inaccurate	2

Contrast/ Concession	***Even though***	**Accurate**	
		Inaccurate	1
Comparison	***Compared to***	**Accurate**	2
		Inaccurate	
To emphasize/To intensify	***As a matter of fact***	**Accurate**	
		Inaccurate	1
To indicate a purpose or reason	***So as to***	**Accurate**	1
		Inaccurate	
	For this purpose	**Accurate**	
		Inaccurate	1
	To that end	**Accurate**	2
		Inaccurate	
	So that	**Accurate**	
		Inaccurate	1
Reformulation/ Clarifying	***To clarify***	**Accurate**	
		Inaccurate	1
To express attitude	***According to***	**Accurate**	2
		Inaccurate	
	To tell the truth	**Accurate**	2
		Inaccurate	
Generalizing	***On the whole***	**Accurate**	2
		Inaccurate	
	In general	**Accurate**	1
		Inaccurate	
	To a great extent	**Accurate**	2
		Inaccurate	
Sequence	***To begin with***	**Accurate**	3
		Inaccurate	
	At the same time	**Accurate**	2
		Inaccurate	
	To start with	**Accurate**	2
		Inaccurate	
Summary/Conclusion	***In brief***	**Accurate**	1
		Inaccurate	
	In summary	**Accurate**	3
		Inaccurate	
	All things considered	**Accurate**	1
		Inaccurate	
To concede	***It is true that***	**Accurate**	2
		Inaccurate	
	There is no doubt that	**Accurate**	9
		Inaccurate	1
TOTAL			118

As it is shown in Table 2, the number of discourse markers the participants used in the post-test but did not use at all in the pre-test increased to a great extent. A

wide range of discourse markers from diverse categories were used in the post-test when compared to those in the pre-test. More specifically, in the post-test, the participants used 62 discourse markers that were not used in the pre-test. This suggests that the participants integrated the lexical bundles they learned during training into their essays in the post-test. The table also points out that although the students used some of the discourse markers infrequently and inaccurately, the treatment raised their awareness in regards to the use of them. The participants tried to use as many different discourse markers as possible after the training, which might indicate that the treatment they were exposed to was effective in improving their use of formulaic language. This improvement might also be explained as evidence of risk-taking since the students used the discourse markers (either accurately or inaccurately) that were never used in the writing pre-test.

For example, the lexical bundle *'there is no doubt that'* was used 10 times (9 accurate, 1 inaccurate) in the post-test although it was not used at all in the pre-test. Here are some examples of accurate and inaccurate uses:

Accurate use

"There is no doubt that learning various languages has a major impact on our lives."

"There is no doubt that learning a foreign language is one of the most important qualities in the world."

"If you learn a foreign language, there is no doubt that finding a job will be easier than before."

"There is no doubt that you will be a qualified person when you learn another language."

Inaccurate use

"In conclusion, learning a foreign language has a great importance at work life and in communication with the foreign people as well as getting avails, there is no doubt that."

Another discourse marker *"for instance"* was used with a frequency of 11 (10 accurate, 1 inaccurate) in the post-test despite its never being used in the pre-test. Following are the accurate and inaccurate uses of this particular discourse marker:

Accurate use

"English isn't only the national or official language, but it is also the major international language of communication. For instance, when you apply for whichever job, they ask that 'Do you know a foreign language?'."

"If you want to work under good conditions, you had better know another language. For instance, if you learn two foreign languages, you can improve yourself in your company."

"People must have so many qualities. For instance, people should know a foreign language."

"A further point is that being bilingual helps us abroad to a great extent. For instance, when we go abroad for work or travel, we can be more self-confident or we can make good first impressions."

Inaccurate use

"To begin with, there are many languages in the world so we can easily learn at least one foreign language. For instance, English, German, Russian."

Another discourse marker that was not used at all in the pre-test but used frequently in the post-test is *'what's more'*. It was used 10 times, and they were all accurately used. Some examples of accurate uses are as follows:

“What’s more, you can understand people wherever you go.”

“What’s more, you can learn about the culture and customs of the country.”

“What’s more, when you know many languages, you can meet new people from different countries.”

“What’s more, your salary increases and you promote in your job.”

“What’s more, it changes your point of view for life.”

As the above mentioned excerpts from the participants’ essays suggest, some multi-word units were used frequently in the post-test even though they were never used in the pre-test. In addition, when the students integrated them into their essays, they used them accurately most of the time. In line with this finding, it can be concluded that formulaic language training made a difference in the students’ use of formulaic language in their writing.

In addition to the discourse markers that were newly used in the post-test, there were also those that showed an increase in the post-test when compared to their frequency of occurrence in the pre-test. Table 3 displays the content analysis of these discourse markers.

Table 3
Content Analysis of Discourse Markers That Showed an Increase in the Post-test

Category	Discourse Markers	Accurate Inaccurate	Pre-test	Post-test
Adding/Giving details	***In addition***	**Accurate**	2	21
		Inaccurate		
	Not only but also	**Accurate**	2	3
		Inaccurate	1	1
Cause-Effect/Reason-Result	***Because of***	**Accurate**	2	6
		Inaccurate	2	3
	The reason why	**Accurate**	1	2
		Inaccurate		
	Owing to the fact that	**Accurate**		2
		Inaccurate	1	1
To indicate a purpose or reason	***In order to***	**Accurate**		5
		Inaccurate	1	
Reformulation/Clarifying	***In other words***	**Accurate**		6
		Inaccurate	2	2
To express attitude	***I think***	**Accurate**	2	4
		Inaccurate		
Sequence	***First of all***	**Accurate**	1	13
		Inaccurate	1	
Summary/Conclusion	***In short***	**Accurate**	2	5
		Inaccurate		
	In conclusion	**Accurate**	6	11
		Inaccurate	1	
TOTAL			27	85

As illustrated in Table 3, there was a great increase in the number of discourse markers used in the post-test compared to those in the pre-test. While the frequency of these multi-word units was 27 in the pre-test, this number increased to 85 in the post-test, which might indicate that the treatment the participants received had a positive influence on their use of formulaic language. It can also be inferred from the table that although the number of discourse markers used inaccurately in the pre-test (N= 9) and the post-test (N= 7) does not show a big difference, when the total number of discourse markers used in both of these tests are taken into consideration, it might show a great difference. The table also suggests that the participants used some of the multi-word metadiscourse markers (e.g., *because of, in conclusion, in other words, first of all, in addition, in order to*) more frequently than

others in the post-test. The frequency of these particular discourse markers might be due to the students' exposure to them in the sample essays provided for instruction purposes more than other discourse markers.

Although the frequency of most of the multi-word metadiscourse markers increased in the post-test, some experienced a decline in the post-test. Table 4 shows the content analysis of discourse markers that showed a decrease in the post-test.

Table 4
Content Analysis of Discourse Markers That Showed a Decrease in the Post-test

Category	**Discourse Markers**	**Accurate Inaccurate**	**Pre-test**	**Post-test**
Example or Illustration	***For example***	**Accurate**	9	6
		Inaccurate	5	
To Emphasize or To Intensify	***Of course***	**Accurate**	1	1
		Inaccurate	1	
Summary/Conclusion	***All in all***	**Accurate**	6	6
		Inaccurate	2	
	To sum up	**Accurate**	7	5
		Inaccurate	1	
Indicating a Shift/Transition	***As for***	**Accurate**		
		Inaccurate	1	
TOTAL			33	18

As it is clear from Table 4, some of the discourse markers the participants used were subjected to a decrease in the post-test. This decline might be derived from the participants' use of a similar discourse marker from the same category more frequently in the post-test. To be more specific, while they used *'for example'* 14 times (9 accurate, 5 inaccurate) in the pre-test, this particular discourse marker was used 6 times in the post-test. However, the participants used *'for instance'*, a discourse marker having the same function with *'for example'*, 11 times (10 accurate, 1 inaccurate) in the post-test (See Table 2). This finding might be of importance since it was not used at all in the pre-test. Moreover, the frequency of discourse markers, *'to sum up'* and *'all in all'* also decreased in the post-test, and it might be due to the same reason. The students used a similar discourse marker, *'in conclusion'*

with a frequency of 11 in the post-test (See Table 3). The discourse markers *'as for'* and *'of course'* were not used much in the pre-test so the decrease in their frequency in the post-test is not that important.

While the frequency of some discourse markers decreased in the post-test, there were also a few that were not exposed to any change in regards to the frequency across pre and post-test. Table 5 demonstrates the content analysis of discourse markers that did not change in the pre and post-test.

Table 5
Content Analysis of Discourse Markers That Did Not Change in the Pre-test and the Post-test

Category	**Discourse Markers**	**Accurate Inaccurate**	**Pre-test**	**Post-test**
Contrast/Concession	***On the other hand***	**Accurate**		1
		Inaccurate	5	4
To express Attitude	***I believe***	**Accurate**		1
		Inaccurate	1	
	In my opinion	**Accurate**	3	3
		Inaccurate		
TOTAL			9	9

As illustrated in Table 5, the frequency of some discourse markers stayed the same across the pre- and post-test. However, when their accuracy was considered, it can be seen that there was a slight decrease in their inaccurate use. For example, *'on the other hand'* was used 5 times inaccurately in the pre-test, but this number decreased to 4 in the post-test besides its being used once accurately. There was also a decrease with regard to the inaccurate use of '*I believe'*. The students used it only once in the post-test and it was accurate. The reason why the frequency of this discourse marker was not subjected to any change might be because of the students' preference to use a similar discourse marker *'I think'* more frequently (See Table 3). There was also no change in the frequency of *'In my opinion'* in the post-test, which could also be explained by the selection of a synonymous discourse marker *'I think'* more frequently.

When the overall results of the content analysis of the discourse markers were taken into account, it can be said that the explicit instruction of formulaic language had a positive effect on the students' use of formulaic language in their writing. This finding might be supported by the fact that the number of discourse markers used accurately in the post-test increased to a great extent when compared to those in the pre-test. Furthermore, based on the analysis, it can be concluded that formulaic language training was effective since after the treatment, the participants tried to use various discourse markers that were never used in the pre-test. Based on these results, it can be inferred that the training the participants received contributed to their use of formulaic language.

Research question 1b: The effect of explicit instruction of formulaic language on Turkish EFL learners' overall writing performance

In order to examine the difference between the pre and post-test results of the treatment classes on overall writing performance, first, the descriptive statistics were calculated. Figure 8 shows the means of the treatment classes' pre and post-test.

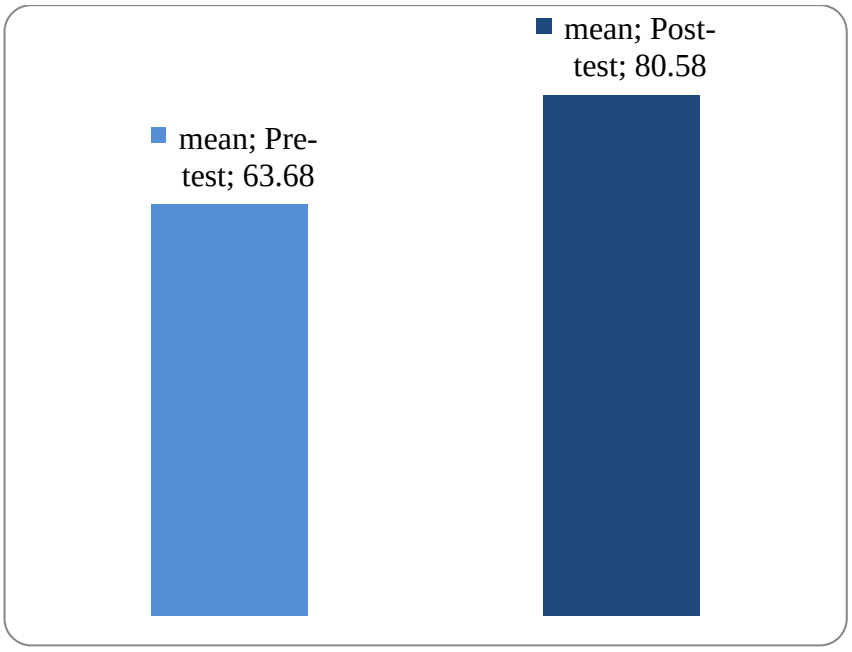

Figure 8. Pre and post-test means of the treatment classes on overall writing performance

According to the descriptive statistics, the mean of the students' post-test scores ($\bar{x}$ = 80.58) was higher compared to their pre-test scores mean ($\bar{x}$ = 63.68). In order to determine whether there is a significant difference between the pre-test and post-test results of the students, a Wilcoxon Signed Ranks test was run (see Table 6).

Table 6

Comparison between participants' pre and post-test writing scores

	N	Mean Rank	Sum of Ranks
Negative Ranks	1[a]	4.00	4.00
Positive Ranks	27[b]	14.89	402.00
Ties	3[c]		
Total	31		

Z= - 4.533

p < .001 level.

As can be seen in Table 6, there was a statistically significant increase in the number of the students who got higher scores after formulaic language training. In

the post-test, there was 1 (Negative) student out of 31 (total N) who received a lower score than the pre-test. On the other hand, 27 (Positive) students out of 31 scored higher in the post-test. There were also 3 (Ties) students out of 31 who gained the same score in the pre-test and post-test. As the table shows, the mean rank of the positive ranks is much higher than the negative ranks. The Z value is -4.533, which is significant at the level of .001. This indicates a highly statistically significant difference between the pre-test and post-test results of the students. A follow up analysis was also conducted to see whether the significant change in the total score resulted from the *Discourse Markers* component of the rubric (See Appendix 7 for the rubric) or any other components have increased the total writing scores of the students. The results revealed that there was a statistically significant change in all aspects of the rubric confirming that the training has influenced their overall writing skill. This finding concurs with the content analysis presented above in such a way that after the training, there was a great increase not only in the number of discourse markers the students used but also in their writing scores. In light of these results, it can be concluded that explicit formulaic language instruction was effective in improving the students' overall writing performance. To sum up, the findings of the study might highlight the positive influence of instruction on the use of formulaic language and overall writing performance.

Conclusion

In this chapter the data gained from the pre- and post-test were analyzed quantitatively and discussed in two sections. In the first section, in order to answer the first research question, the content analysis of the multi-word metadiscourse markers used in the pre- and post-test were presented along with some excerpts from the participants' essays with regard to the accurate and inaccurate use of discourse

markers. In the second section, the findings of Wilcoxon Signed Ranks Test were reported in order to answer the second research question that aims to determine whether explicit teaching of formulaic language has an effect on Turkish EFL learners' overall writing performance. The next chapter will present an overview of the study, the findings and discussions, pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER V: CONCLUSION

Introduction

The purpose of this quasi experimental study was to investigate the effect of explicit teaching of formulaic language on Turkish EFL learners' use of formulaic language, multi-word metadiscourse markers in particular, in their writing and their overall writing performance. In this respect, the research questions addressed in this study were:

1) How does the explicit teaching of formulaic language affect Turkish EFL learners'
    a) use of formulaic language in their writing?
    b) overall writing performance?

In order to answer these research questions, two treatment classes were formed at Bülent Ecevit University Compulsory Preparatory School. The sample size comprised of 31 students, with 17 of them in Treatment Class I, and 14 of them in Treatment Class II. The departments of these participants were English Language Literature and their proficiency levels were Upper-Intermediate. All students in each treatment class were administered a pre-test before the formulaic language training to identify their use of multi-word metadiscourse markers in their writing and their overall writing performance. After the pre-test, the students in both treatment classes received a four-week formulaic language training. At the end of this four-week period, the students were administered the same test as the post test in order to decide the effect of explicit instruction of formulaic language, if any, on the students' use of formulaic language in their writing and their writing performance.

As the first step of data analysis, the content analysis of the multi-word metadiscourse markers used in the pre- and post-test was conducted by counting the number of discourse markers used accurately or inaccurately. Then, the participants' pre- and post-tests were scored by two external raters, and all the test scores were entered into SPSS in order to analyze the data quantitatively. Wilcoxon Signed Ranks test was conducted to examine the difference between the pre- and post-test results of the students in each treatment class in order to answer the second research question.

This chapter consists of four main sections. In the first section, the findings emerging from this research will be discussed in detail referring to the relevant literature. In the next section, the pedagogical implications will be introduced. In the third section, the limitations of the study will be discussed, and in the final section, in relation to the limitations of the study, suggestions for further research will be presented.

Findings and Discussion

The effect of explicit teaching of formulaic language on Turkish EFL learners' use of formulaic language in their writing

The first research question of the study aimed to explore whether explicit instruction of formulaic language would have an effect on the students' use of formulaic language. To this end, the content analysis of the multi-word metadiscourse markers used in both pre- and post-test were conducted by counting their frequency of occurrence and identifying whether they were used accurately or inaccurately. The results of the content analysis revealed that the number of discourse markers used in the post test was greater than the pre-test. This increase in number may be attributed to the formulaic language treatment the participants

received. The results of the content analysis also indicated that the number of discourse markers used by individual students in the post-test increased to a great extent when compared to those used by the same student in the pre-test. Based on the analyses, it was also evident that a much wider variety of discourse markers from different categories occurred in the post-test. Another important finding that emerged from this analysis was that although some of the discourse markers were used inaccurately and infrequently in the post-test, the participants tended to integrate some of the discourse markers that did not occur at all in the pre-test. This finding might reveal that formulaic language training raised the awareness of the students with regard to the use of discourse markers since they took more risks using them either accurately or inaccurately. The results of the study conducted by Ortaçtepe (2012) might support this finding. In her study, she found out that although the participants were not competent enough to produce formulaic expressions that were appropriate in a particular context, they still tried to use them. She concluded that a process of trial-and-error is required for the full mastery of formulaic expressions; however, this process might also result in inaccurate or inappropriate use of these expressions. In line with her findings, the attempt of this study's participants' use of more multi-word metadiscourse units either accurately or inaccurately in the post-test might be considered as part of the trial-and-error process.

The findings of the present study are parallel to the findings of Bardovi-Harling and Vellegna's (2012) study in the sense that raising students' awareness through formulaic language training might contribute to their use of formulaic language. In their study, which explored whether the students' use of conventional expressions is facilitated through noticing activities, it was found out that through instruction combined with noticing activities, their use of formulaic language was

promoted. The results of this study might also corroborate with the findings of the research conducted by Jones and Haywood (2004). In their study, carried out with 21 undergraduates and postgraduates attending an EAP course, they found out that after the students were exposed to awareness raising activities, their use of formulaic language improved in the sense that they were able to integrate more discourse markers appropriately into their essays. In another study, Boers, Eyckmans, Kappel, and Demecheleer (2006) explored whether the instruction provided through noticing activities helps learners integrate formulaic sequences into their linguistic repertoire. The results indicated that awareness raising activities facilitate students' use of formulaic language appropriately. On the basis of these findings, it can be concluded that if students' awareness is raised through instruction and noticing activities, their use of formulaic language is affected positively.

The effect of explicit teaching of formulaic language on Turkish EFL learners' overall writing performance

The second research question of the present study aimed to investigate whether Turkish EFL learners' overall writing performance is affected by the explicit instruction of formulaic language. Wilcoxon Signed Ranks test was conducted to explore any possible changes in the students' writing performance by comparing the results of their pre- and post-tests that were assessed according to an analytic rubric adapted from ESL Composition Profile. The findings of the study indicated a significant difference between the students' pre- and post-test results and revealed that their writing performance improved a lot at the end of the four-week period. The students gained significantly higher scores in the post-test after they were trained in using formulaic language, specifically, multi-word metadiscourse makers. Therefore,

it might be possible to claim that the significant difference in the students' writing scores was attributable to the training they received.

This finding concurs with the previous studies that investigated the influence of formulaic language on overall writing performance. In their study, Dastjerdi and Shirzad (2010) examined the effect of instruction on EFL learners, who were at different proficiency levels. The findings of their study are in line with the findings of the present study, in that they both revealed that when students are provided with instruction on metadiscourse markers, it is possible to improve their writing performance. Other researchers, Cheng and Steffensen (1996), in their quasi-experimental study, also explored how the use of metadiscourse was related to the quality of students' writing. It was found out that the students who received instruction regarding metadiscourse markers gained significantly higher scores than those who were not taught the use and function of these discourse markers. In another study conducted by Intaraprawat and Steffensen (1995), the metadiscourse markers used by ESL learners in their essays were investigated. A strong correlation was found between the use of discourse markers and the quality of the students' writing. Based on the results of all these studies, it might be concluded that students' writing performance is affected positively by the use of discourse markers. In addition, the instruction on metadiscourse markers might play a substantial role in students' writing performance. Therefore, the explicit teaching of formulaic language might have developed the participants' writing performance since they organized their ideas and thoughts in a better way by linking them using more discourse markers. This finding might support Hyland's (2005) assertion that learners should receive instruction on these multi-word units in order to integrate them into their writing effectively.

It is noteworthy to mention that the rubric mentioned in this study consists of six components that are *content, organization, discourse markers, vocabulary, sentence construction, and mechanic.* Based on the descriptions of some of these components, it might be inferred that the rubric paid attention to coherence and communication that are two aspects the use of formulaic language provides and facilitates (e.g., Boers & Lindstromberg, 2012; Hyland, 2008, 2012; Nattinger & DeCarrico, 1992). In that sense, the use of formulaic language could have helped learners to have more coherent essays and convey their messages in an effective way. This claim can be supported by previous studies that looked at the effect of use of formulaic language on coherence and communication.

The literature (e.g., Boers & Lindstromberg, 2012; Hyland, 2012), which examines the effect of formulaic language on coherence, asserts that the use of formulaic language eases the comprehension in a particular context, contributes to the coherence of a text, and facilitates the interpretation of messages in a text. The results of this study might verify the related literature in that the explicit instruction of formulaic language was effective in terms of improving Turkish EFL learners' overall writing performance by making their writing more coherent and comprehensible. Furthermore, the coherence provided by the use of these discourse markers might have contributed to the positive development of fluency in the students' writing and allowed them to be effective communicators.

In the literature, there are also several studies that investigated the impact of formulaic language on communication. Some researchers (e.g., Wei &Ying, 2011; Hyland, 2008, 2012; Nattinger & DeCarrico, 1992) claim that the use of formulaic language helps learners become successful communicators as it facilitates the communication in a discourse; thus, these multi-word units should be acquired by

learners to gain a communicative competence (Hyland, 2008). This assertion might also be in accordance with what Hyland (2005) suggests in regards to the function of metadiscourse markers, which are types of formulaic language. He highlights that with the help of these discourse markers, writers convey their ideas more effectively as they allow them to take an appropriate stance and accomplish their communicative purposes. Metadiscourse markers also help readers contextualize the text they read since they contribute to its comprehension. Moreover, the use of these discourse markers assists writers in establishing a relationship and rapport with their readers, which might be a factor that facilitates communication. It is also emphasized that using metadiscourse markers appropriately help writers interact with their readers, meet the communicative needs of their readers, and guide the readers through the text they are engaged with (e.g., Adel, 2006; Vande Kopple, 1985). As suggested by the literature (Biber & Barbieri, 2007; Hyland, 2008, 2012; Li & Schmitt, 2009; Schmitt & Carter, 2004), multi-word metadiscourse markers are also of paramount importance in organizing the written discourse, indicating the discourse structure, and facilitating efficient communication by helping writers express their ideas and thoughts in a more organized way. Confirming these arguments, it can be implied that the participants of the present study achieved their communicative purpose better in their writing post-test which might be indicators of the significantly higher scores they received after formulaic language treatment. In addition, the findings might lend support to the literature that metadiscourse markers enable writers to organize their ideas and promote effective communication with their readers by allowing them to interpret the arguments writers made and infer meanings from the text (e.g., Adel, 2006; Beauvais, as cited in Hyland, 2005; Crismore at al., as cited in Hyland, 2005; Hyland, 2005).

Another reason for the improvement of the students' writing performance might be that these particular students were exposed to writing skill only in their coursebooks in which all language skills (e.g., listening, speaking, reading, and writing) are integrated. They did not have an extra writing course in their curriculum, which might mean that there was a lack of opportunity for them to develop their writing skills. As far as the coursebook the students covered is concerned, it does not put emphasis on teaching multi-word metadiscourse markers. That is, although the coursebook was the only source that could provide practice with regard to the use of these discourse markers, it lacked to do so. Therefore, the reason why the students did not organize their ideas and thoughts by connecting between and among the sentences and paragraphs in the pre-test might be stemmed from their lack of exposure to such kind of practice in their classes. It can be argued that the training in formulaic language helped the students improve their writing performance by providing them with the chance to practice and apply these discourse markers into their writing.

In light of the findings of the present study, it can be concluded that this study confirms the previous literature on the effect of formulaic language instruction on students' writing performance. The quantitative analysis conducted by comparing the results of the pre- and post-test of the students indicated that after the treatment the students attained significantly higher scores. The content analysis conducted by comparing the number of discourse markers used in the pre- and post-test also revealed a great increase in the number of discourse markers used accurately. In accordance with these findings, it can be argued that receiving treatment is of great importance in developing students' writing skill since it has a positive influence on students' writing performance.

Pedagogical Implications

According to the findings of the study, at the end of four-week formulaic language training, the students significantly developed their writing performance. The content analysis of the discourse markers used in their pre and post-tests also showed that they used a wide range and a great number of discourse markers in their essays after being exposed to treatment. Therefore, the significantly higher development in their writing performance and their abundant use of formulaic language can be ascribed to the treatment they received. In that sense, the present study points out important pedagogical implications that can provide insights into the future teaching practices regarding formulaic language.

The first and foremost pedagogical implication that can be drawn from this study is that more attention should be given to teach formulaic language since the findings of the present study revealed that explicit instruction plays a vital role in students' writing performance and their use of formulaic language in their writing. Therefore, the results of this study may give further insights to English Language Teaching instructors in the sense that since writing is not taught as a separate language skill in many universities in Turkey including the institution the present study was conducted, it should be the their responsibility to provide information about the features of rhetoric in written discourse and put an emphasis on teaching discourse markers that have a fundamental influence on the writing quality. Instructors should focus on providing instruction on these multi-word units and raise students' awareness regarding how to use them appropriately and effectively in order to develop the quality of their writing. The findings of the content analysis might also provide implications in regards to the effectiveness of formulaic language instruction since it revealed that the students used as many multi-word metadiscourse markers

from various categories as possible after they were exposed to treatment. In addition, in the post-test, they used many discourse markers that were never used in the pre-test which might indicate that raising students' awareness through a training makes a difference in their use of these multi-word units. Moreover, the literature supports the claim that the use of these multi-word metadiscourse units is of great importance in written register and using them appropriately is a prerequisite of writing well and achieving a communicative purpose by interacting with the readers (e.g., Biber & Barbieri, 2007; Hyland, 2005, 2008, 2012; Li & Schmitt, 2009; Vande Kopple, 1985). In line with the literature and the findings of the study, it is of great importance that students should receive instruction in order to improve their formulaic language use so that they can convey their messages to their readers in a more effective way and accomplish their communicative purposes.

Another pedagogical implication of this study derives from the setting it was conducted. At Bülent Ecevit University Compulsory Preparatory School, all language skills are taught in an integrated approachwith the use of a particular textbook so the students are not exposed to a separate writing course to have more opportunities to improve their writing skills. Furthermore, the textbook does not focus on teaching multi-word metadiscourse markers although it is the only language teaching material that is covered to teach all four skills. As a result, the training the participants received might have contributed to their writing performance to a great extent because the students were provided with much chance to develop their writing skills through various instructional activities that required production. This finding has an important implication for administrators in language teaching institutions. They should encourage the instructors, who develop curriculum and create syllabus, to offer a separate writing course in addition to the main course in order to provide

students with the opportunity to further practice their writing skills. However, not only should administrators offer a writing course but teaching discourse markers should also be a part of the curriculum. The findings of the study also suggest implications for materials designers. While developing their materials, they should pay more attention to cover units that deal with metadiscourse markers to teach an important aspect of writing skill that is cohesion and coherence. In addition, they should give importance to use discourse markers while designing their materials so that students get enough exposure to formulaic language without fully attending to it.

To conclude, all stakeholders including the administrators, curriculum developers, material designers, and instructors can draw on the conclusions of the present study to shape curricula, create syllabi, develop materials, and conduct classes accordingly.

Limitations of the Study

There are several limitations of the present study suggesting that the findings should be treated with caution. The major limitation of the study was time constraint. As there was limited time for conducting this research, the formulaic language training only lasted for four weeks. Even though there was a statistically significant difference in the students' use of formulaic language and overall writing performance after the treatment, it would have been better if the time frame for the treatment period had been longer. Because of the time problem, the researcher tried to cover as many activities as possible regarding multi-word metadiscourse markers in four weeks' time and it may have affected the participants' motivation negatively by causing a feeling of boredom. If there had been more time spent on formulaic language training, the quality of the instruction would have been much better. Another negative effect of the time constraint was the interval between the end of the

formulaic language training and the administration of the post-test. The post-test was administered three days after the training ended up. The results would have been much more convincing if a follow up test had been administered later. In addition, although a great deal of improvement was observed in the students' overall writing performance and their use of formulaic language after the training, a four-week period is not enough for the participants to develop a language skill that is writing and use all the discourse markers appropriately in their writing. Moreover, because of the time limitation, only the researcher conducted the content analysis of the multi-word metadiscourse markers used in the pre and post-test. If inter-rater reliability was checked by allowing external raters to conduct this analysis as well, the results would have been more reliable.

Another limitation of the study was that it was carried out with only 31 Upper-Intermediate level students at Bülent Ecevit University; therefore, it might not be possible to generalize the findings since they may change depending on the number of the participants, different proficiency levels of the students, and the institution the study is conducted. With a larger number of students from various language proficiency levels, and institutions, the results would have been more reliable and generalizable.

The fact that the departments of the participants are English Language Literature may have also affected the results of the study. Even though, in the pre-test, they did not use most of the discourse markers the training aimed to teach, it might not necessarily mean that the participants were exposed to these multi-word metadiscourse units for the first time. In other words, the training may have only activated their already existing knowledge or schemata.

Suggestions for Further Research

On the basis of the findings and the limitations of the study, suggestions can be provided for further research. To begin with, since the present study was carried out with a limited number of participants, another study could be conducted with a larger number of participants to reach more generalizable findings. Secondly, when the duration of the current study is taken into consideration, it might be advisable to explore the effect of explicit instruction of formulaic language on students' writing performance over longer period of time since a four-week training might not be enough for a language skill to develop. In addition, the effect of recall might be measured with a one month interval between the end of formulaic language training and the administration of a post-test. A follow up study could also be carried out with the same participants when they start their freshman year so that more in-depth information can be gained in regards to the long-term effects of formulaic language instruction on their writings. In other words, another study can examine whether these students are able to use the discourse markers they learned during the training when they are required to write an essay in their departments despite the longer time period that has been passed. Furthermore, the findings of the study are limited to the students at Bülent Ecevit University, so further research could be done in another setting. Moreover, the present study investigated the effect of explicit teaching of formulaic language on only upper-intermediate Turkish EFL learners' writing performance and their use of formulaic language in their writing; therefore, further studies could be conducted with students from different proficiency levels. In line with the aim of the study, for further research, different research designs could be adopted. For example, the participants could be assigned to three different groups; one explicit teaching, one implicit teaching, and one control group in order to

examine which type of instruction is more effective on students' writing performance. Another research design could be one experimental and one control group to investigate whether explicit teaching of formulaic language makes any difference in the students' writing quality.

Considering the data collection instruments in this study, it can be suggested that, for another research, interviews can be conducted with participants in order to gain more insights regarding their attitudes toward formulaic language training they have received. Interviews can also be conducted with class teachers of participants in order to gain in-depth information about the long term effect of formulaic language training on students' writing performance.

The content analysis of the study revealed that students use some discourse markers more frequently when compared to others; however, the aim of the study was not to investigate the categories or specific discourse markers that are used frequently and the reasons of why they are preferred by the participants. Based on this finding, further research could be conducted to investigate which discourse markers students integrate more into their writing along with the reasons of doing so.

Finally, further studies could look at the effectiveness of instruction on formulaic language, particularly multi-word metadiscourse markers on students' speaking performance. More specifically, whether using these discourse markers enables fluent language production or facilitates students' oral proficiency could be examined in another research.

Conclusion

This quasi-experimental study, conducted with 31 upper-intermediate level English Language Literature students, investigated whether the explicit teaching of formulaic language affected Turkish EFL learners' writing performance and their use

of formulaic language in their writing. The findings revealed that formulaic language training is effective in improving the students' writing performance. The results of the post-test that was administered at the end of the training indicated a significant difference in the students' overall writing scores, which might suggest that explicit teaching of formulaic language affects students' writing performance positively. In addition, the content analysis that was conducted by counting the number of multi-word metadiscourse markers used accurately or inaccurately also showed that there was a great increase in the frequency of discourse markers used in the post-test compared to those in the pre-test. The findings of the study are also in accordance with the literature which highlights that instruction on formulaic language has a positive impact on students' writing performance (e.g., Cheng & Steffensen, 1996; Dastjerdi & Shirzad, 2010; Intaraprawat & Steffensen, 1995; Jones & Haywood, 2004).

One of the major problems Turkish EFL learners face in writing might be related to the use of discourse markers; however, to the knowledge of the researcher, how to teach them and the effect of instruction have not been subjected to any research before. Therefore, this study might contribute to the literature by looking at the effect of instruction on Turkish EFL learners' writing performance. To conclude, it is hoped that findings of the study and pedagogical implications discussed in this chapter will help practitioners gain insight into the effectiveness of training in formulaic language and assist learners in overcoming the problems they face regarding this particular language skill.

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APPENDICES

Appendix 1: Pre/Post Writing Test

Draft # 1 (Pre-test)

Date:

"Everyone should learn at least one foreign language".

Use the box below to write an essay stating your own opinion about this topic.

Draft # 2 (Post-test)

Date:

"Everyone should learn at least one foreign language".

Use the box below to write an essay stating your own opinion about this topic.

Appendix 2: Training Materials Used in the First Week

DISCOURSE MARKERS

EXAMPLE ILLUSTRATION	ADDING/GIVING DETAILS	CAUSE-EFFECT/REASON-RESULT	CONTRAST CONCESSION

COMPARISON	TO EMPHASIZE or TO INTENSIFY	TO INDICATE A PURPOSE or REASON	REFORMULATION CLARIFYING

TO EXPRESS ATTITUDE	GENERALIZING	SEQUENCE

SUMMARY/CONCLUSION	TO CONCEDE	INDICATING A SHIFT/TRANSITION

DISCOURSE MARKERS

EXAMPLE ILLUSTRATION	**ADDING/GIVING DETAILS**	**CAUSE-EFFECT/REASON-RESULT**	**CONTRAST CONCESSION**
for example	in addition (to)	because of	in contrast
for instance	what is more	as a result	on the other hand
in particular	as well as	due to (the fact that)	even though
such as	in fact	owing to (the fact that)	in spite of
to show that	on top of that	in view of	despite the fact that
as an example	for that matter	now that	as opposed to
to illustrate	as a matter of fact	the result is	on the contrary
to demonstrate	not only…but also	the consequence is	
	both…and	as a consequence	
	another thing is	the (main) reason	
	further to this	why	
	a further point	for this/that reason	

COMPARISON	**TO EMPHASIZE or TO INTENSIFY**	**TO INDICATE A PURPOSE or REASON**	**REFORMULATION CLARIFYING**
similar to compared to in the same way in comparison with	of course in fact after all above all as a matter of fact most (important) of all	so that in order to so as to to that end for this purpose	that is in other words that is to say to clarify

TO EXPRESS ATTITUDE	**GENERALIZING**	**SEQUENCE**
I think I believe I suppose In my opinion To tell the truth According to	in general in all/most/many /some cases to some/a great extent on the whole	at first to begin with to start with first of all in the first place at the same time

SUMMARY/CONCLUSION	**TO CONCEDE**	**INDICATING A SHIFT/TRANSITION**
in conclusion	it is true that	as for
in short	after all	as to
in summary	there is no doubt that	with regard to
in brief		with respect to
on the whole		when it comes to
in all		in relation to
to conclude		
to summarize		
to sum up		
all in all		
all things considered		
for these reasons		

Exercise 1: Match each statement in column A with one in column B. Then rewrite the statement in column B, using an alternative connector. Number 1 has been done for you as an example.

A	B
1. The economic news from Europe was particularly disappointing in the first half of the year.	**a.** Interest rates decline when inflation is low.
2. I haven't seen him for almost 15 years.	**b.** There were so many interruptions.
3. The risk of infection hasn't decreased at all.	**c.** In the United States life expectancy for women is75, while it is 73 for men.
4. High inflation usually leads to high interest rates.	**d.** Recent surveys from the region imply little prospect of improvement in the near future.
5. The meeting went on for much longer than we had expected.	**e.** I can't even remember what he looks like
6. Cancer and heart diseases are on the increase.	**f.** They should be able to make inferences about information that is conveyed indirectly or partially.
7. Women generally live longer than men.	**g.** They want better working conditions.
8. Good readers should be able to read between the lines.	**h.** It has increased.
9. He lacks self-confidence.	**i.** A great deal of money is being spent on research into them.
10. The striking workers want higher wages.	**j.** He is unlikely to be successful.

1. The economic news from Europe was particularly disappointing in the first half of the year. **In addition**, recent surveys from the region imply little prospect of improvement in the near future.

Exercise 2: Read the beginning of each sentence and complete them appropriately.

1. Mary is an optimistic person. **In other words, …**
2. David is a wealthy businessman**. In fact, …**
3. Cheating is a dishonest activity**. In addition, …**
4. The two candidates for the job application were similar **with regard to …**
5. I don't think that air fares will rise sharply, but **in the same way, …**
6. Many children in underdeveloped countries die before they reach even one year old **as a result of ...**
7. The grade you will get from the final exam depends **to a great extent** on...
8. He wants to have a prestigious career after graduation; **for this purpose, …**
9. There are a couple of ways to improve English **such as** …
10. The development of new technology has made our lives easier**; on the other hand…**

Exercise 3: Underline the discourse markers used in the following text and identify their function.

Improvements in health, education and trade are essential for the development of poorer nations. However, the governments of richer nations should take more responsibility for helping the poorer nations in such areas.

Today's world has been divided into developing and industrialized countries where the main difference between them is the amount of money that governments apply in important sectors such as education, health and commerce. Most of the poorer nations are buried in debts as a result of their unbalanced finances which are reflected in a poor health care, an unstructured education system and a weak international trade. This vicious cycle will continue indefinitely unless wealthier nations show interest in minimizing the worldwide economic differences, as well as taking more responsibility for assisting less fortunate countries.

Most of the African countries live in inhuman conditions because of the extreme poverty, upheaval, hunger, disease, unemployment, lack of education and both inexperienced and corrupt administrations. The devastating consequences of the AIDS epidemic in those countries could improve if the infected population were to receive free drugs to control the disease, have access to health professionals and get information on how to prevent its spread. But this can only be achieved through international help programs in which leaders of the world's richest countries donate medicine and also send doctors and nurses to treat and educate those in need.

What's more, most of the poor countries rely on selling agricultural products and raw materials to rich nations and buying industrialized products from them

which results in a huge financial deficit. As a consequence, they borrow a significant amount of money from the World Bank to try to improve their broken economies, but sometimes the money disappears with no significant changes and they cannot even pay the interest to the bank. With respect to this issue, last year the G8, which is comprised of leaders of the eight richest nations, decided to forgive billions of dollars worth of debt owed by the world's poorest nations. In addition, they developed adequate loan programs to financially assist those countries.

In conclusion, leaders of the industrialized countries play an indispensable role in assisting developing nations in dealing with essential areas such as health, education and trade. Also, their aid is the key to breaking the vicious cycle, which results in poverty and death.

Retrieved from http://www.ielts-blog.com/ielts-writing-samples/ielts-essays-band-8/ielts-essay-topic-rich-countries-should-help-the-poor/

Appendix 3: Training Materials Used in the Second Week

Exercise 4:

A) Read the text below, and add discourse markers where necessary.

As computers are being used more and more in education, there will be soon no role for teachers in the classroom. Do you agree or disagree?

Education and the learning process have changed since the introduction of computers: The search for information has become easier and amusing, and connectivity has expedited the data availability. Expert systems have made computers more intelligent, they have not yet become a substitute of the human interaction in the learning process. What can be expected is a change of the teachers' role, but not their disappearance from the classroom.

Nobody can argue that the acquisition of knowledge is more fun and easier with computers. The mere activity of touching and exploring this device constitutes an enjoyable task for a child. This, accompanied by the relaxing attitude and software interactivity, usually contributes to a better grasping of new knowledge. At a higher educational level the availability of digital books, simulators and other academic materials provide the student with an accessible source of information, that otherwise would not be at hand.

But, the increasing complexity and behavior of intelligent software, which is usually embedded in the academic digital material, the need for human interaction in the learning process will always be present, at least in the foreseeable future. There is the necessity for a human being to be able to determine what the specific needs of

each individual are. The expertise of a teacher in how to explain and adapt complex concepts to different individuals can hardly be mimicked by a computer, no matter how sophisticated its software is.

As computers are becoming a common tool for teaching, teachers should be more aware of their role as guides in the acquisition of knowledge rather than transmitters of facts. They have to be open minded to the changes that are taking place, keep updated and serve as problem solvers in the learning process, allowing students to discover the facts for themselves.

Teachers play and will continue to play an important role in the classroom, especially at the primary level. No matter how complex computers become, there will be no replacement for the human interaction, but in the way this interaction takes place.

B) Compare your answers with the original text and decide what effect discourse markers have on coherence and cohesion.

C) Identify the function of each discourse marker. Look at the highlighted words in the text and decide which of them are used to do the following:

1. **Concede**
2. **Introduce a conclusion**
3. **Express attitude**
4. **Give example**
5. **Show result**
6. **Add points**
7. **Restate what has been said**

8. Show contrast

ORIGINAL TEXT

There is no doubt that education and the learning process has changed since the introduction of computers: The search for information has become easier and amusing, and connectivity has expedited the data availability. **Even though** expert systems have made computers more intelligent, they have not yet become a substitute of the human interaction in the learning process. **In my opinion** what can be expected is a change of the teachers' role, but not their disappearance from the classroom.

Nobody can argue that the acquisition of knowledge is more fun and easier with computers. The mere activity of touching and exploring this device constitutes an enjoyable task for a child. This, accompanied by the relaxing attitude and software interactivity, usually contributes to a better grasping of new knowledge. **For instance**, at a higher educational level, the availability of digital books, simulators and other academic materials provide the student with an accessible source of information, that otherwise would not be at hand.

However, **in addition to** the increasing complexity and behavior of intelligent software, which is usually embedded in the academic digital material, the need for human interaction in the learning process will always be present, at least in the foreseeable future. **In other words**, there is the necessity for a human being to be able to determine what the specific needs of each individual are. The expertise of a teacher in how to explain and adapt complex concepts to different individuals can hardly be mimicked by a computer, no matter how sophisticated its software is.

Computers are becoming a common tool for teaching; **as a result**, teachers should be more aware of their role as guides in the acquisition of knowledge rather than transmitters of facts. They have to be open minded to the changes that are taking place, keep updated and serve as problem solvers in the learning process; thus, allowing students to discover the facts for themselves.

To summarize, I think, teachers play and will continue to play an important role in the classroom, **in particular** at the primary level. No matter how complex computers become, there will be no replacement for the human interaction, but in the way this interaction takes place.

Retrieved from http://www.ielts-blog.com/ielts-writing-samples/ielts-essays-band-8/ielts-essay-topic-computers-instead-of-teachers/ **(some of the discourse markers were changed)**

Exercise 5: Order the scrambled paragraphs.

(Scrambled paragraphs were provided for the students)

Who learns faster?

Do children learn more quickly than adults?

Small children seem to learn very quickly, while adults sometimes appear to lose the ability to pick up new subject such as languages, music, games, or computer programs. In this essay, I will discuss whether children or adults make the best learners.

It is undoubtedly true that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They even have time for sports

and hobbies, and become experts in their favorite pastimes. However, how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects. Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. **In summary**, children may enjoy learning, but their environment also is a big motivating factor.

Adults, **on the other hand** are supposed to be poor learners. However, I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but even despite these physical challenges, their motivation can often be higher than a child's. Unfortunately, society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further learning is pointless, since they have already achieved many goals at work or in their personal life.

In conclusion, I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

Retrieved from the website **http://writefix.com/?page_id=1875**

Exercise 6: Read the following text and fill in the blanks with a suitable discourse marker in the box.

As a result / in addition / as well as / on the other hand / a further point / first of all / in fact / in conclusion

Children: Cooperate or Compete?

Some people view the world as a competitive place, and push their children to win;----------(1) others value cooperation, and encourage their children to share, play and work together. In this essay, I will ask if winning always means that the other person loses, and whether teaching our children to win is the best preparation for life.

Competition is undoubtedly good.----------**(2)**, it pushes us to do well, both as children and adults. Our physical limits are tested in competitive sports. Competition in business helps companies to produce new products and services, and competition in politics ensures that different opinions get heard and represented. For children, learning to compete is good preparation for the world. A second point is that competition does not just mean winning: children have to learn to lose well and to learn from their mistakes. ----------**(3)**, competition does not just mean success for the individual. When competing as part of a team, children learn the need to share and cooperate.

However, a focus on competitiveness is not always beneficial for children. To begin with, very young children are naturally egocentric. ----------(4), they have to learn that there are others around them. Children have to be taught the skills of cooperation and sharing. ----------**(5)** is that by learning to cooperate and work in teams, children learn to share responsibility when things go badly ----------

------**(6)** when they go well. Finally, in our highly-interdependent knowledge society, very few breakthroughs happen as a result of one person's work or ideas. No matter how brilliant an individual is, his or her work is the result of working in a team or a community. ----------**(7)**, many people now believe that all learning is social, rather than individual.

----------**(8)**, it is almost impossible to separate these two strands of our lives. We are individuals but we are also social. In his book "The Seven Habits of Highly Effective People," Steven Covey suggests we need to develop a "win-win" attitude. We need to be true to ourselves and what we need, but also to think about the other person's needs. If we can help our children to do this, we will be doing future generations a huge service.

Retrieved from the website http://writefix.com/?p=143

(some discourse markers were changed)

Appendix 4: Training Materials Used in the Third Week

Exercise 7: Write an essay stating your own opinion about the topic *"Knowing a foreign language is the most important quality to find a good job"*. To what extent do you agree or disagree with this statement?

Use the box below to write your essay.

Exercise 8:

A) Write an essay according to the outline provided below. Add discourse markers where necessary.

As computers are being used more and more in education, there will be soon no role for teachers in the classroom. Do you agree or disagree?

OUTLINE

I. There have been immense advances in technology in most aspects of people's lives, especially in the field of education.

A. Nowadays, an increasing number of students - computers for research / produce a perfect paper for school purposes

B. Others – leave the original way of learning / get knowledge through online schools

Thesis Statement: These changes in the learning process have brought a special concern / the possible decrease of importance of teachers in the classroom.

II. Some people believe the role of teachers started to fade - computers have been helping some students to progress in their studies quicker / studies in an original classroom

A. In the same classroom students have different intellectual capabilities

1. some would be tied to a slow advance in their studies - others' incapability of understanding

2. pupils could progress in their acquisition of knowledge at their own pace using computers instead of learning from teachers.

III. The presence of a teacher is essential for students because the human contact influences them in positive ways.

A. Students realize that they are not dealing with a machine but with a human being who deserves attention and respect.

B. They learn the importance of studying in a group and respect for other students, which helps them improve their social skills.

IV. Teachers are required in the learning process

A. they acknowledge some students' deficiencies

B. help them to solve their problems / repeating the same explanation, giving extra exercises / suggesting a private tutor.

C. students can have a better chance of avoiding a failure in a subject.

V. **Conclusion**: The role for teachers in the learning process is still very important and it will continue to be such in the future - no machine can replace the human interaction and its consequences.

B) Read the original essay and compare it with yours. Classify the discourse markers into categories.

There have been immense advances in technology in most aspects of people's lives, especially in the field of education. Nowadays, an increasing number of students rely on computers for research and in order to produce a perfect paper for school purposes. Others have decided to leave the original way of learning and to get

knowledge through online schools. These changes in the learning process have brought a special concern **with regard to** the possible decrease of importance of teachers in the classroom.

Some people believe the role of teachers started to fade because computers have been helping some students to progress in their studies quicker **compared to** studies in an original classroom. **For example**, in the same classroom, students have different intellectual capacities; **as a consequence**, some would be tied to a slow advance in their studies **because of** others' incapability of understanding. In this way, pupils could progress in their acquisition of knowledge at their own pace using computers **as opposed to** learning from teachers.

However, the presence of a teacher is essential for students because the human contact influences them in positive ways. **First of all**, students realize that they are not dealing with a machine but with a human being who deserves attention and respect. **Further to this**, they learn the importance of studying in a group and respect for other students, which helps them improve their social skills.

In addition, teachers are required in the learning process because they acknowledge some students' deficiencies and help them to solve their problems by repeating the same explanation, giving extra exercises or even suggesting a private tutor. **As a result**, students can have a better chance of avoiding a failure in a subject.

All in all, the role for teachers in the learning process is still very important and it will continue to be such in the future because no machine can replace the human interaction and its consequences.

Retrieved from http://www.ielts-blog.com/category/ielts-writing-samples/ielts-essays-band-8/page/7/

(some discourse markers were changed)

Appendix 5: Training Materials Used in the Final Week

Exercise 9: Write an essay in which you state and support your opinion about the topic *"Always telling the truth is the most important consideration in any relationship"*. Do you agree or disagree with the following statement?

Use the box below to write your essay.

Exercise 10: Make sentences by using the following discourse markers.

1. **That is/in other words**

2. **in the same way**

3. **as a matter of fact**

4. **to that end**

5. **to a great extent**

6. **it is true that**

7. **with respect to/with regard to**

8. **on the other hand/in contrast**

9. **for instance**

10. **due to/owing to (the fact that)**

Appendix 6: Consent Form (English/ Turkish)

INFORMED CONSENT FORM

This study is being conducted by Işıl Ergin, who is currently enrolled in Bilkent University MATEFL program. The aim of this study is to explore the effect of explicit teaching of formulaic language on students' writing. The participation to the study is completely voluntary and the answers will be used only for scientific purposes. The information about your identification will be kept confidential and will not be published in any reports at the end of the research. If you would like to get further information about the study, please, get into contact with Işıl Ergin (isil.ergin@bilkent.edu.tr). Thanks for your participation in the study.

I have read the information in this form and I accept participating in the study.

Name and Surname: …….

(Your signature below means that you voluntarily agree to participate in this thesis study.)

Signature: ……

Date: …….

Gönüllü Katılım Formu

Bu çalışma Bilkent Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Dil Olarak İngilizce Öğretimi programında yüksek lisans yapmakta olan Işıl Ergin tarafından yürütülmektedir. Bu çalışmanın amacı kalıplaşmış dil ifadeleri üzerine verilen eğitimin öğrencilerin yazma becerilerine bir etkisi olup olmadığını incelemektir. Çalışmaya katılım tamamen gönüllülük esasındadır. Ve elde edilen sonuçlar sadece bilimsel yayınlarda kullanılacaktır. Bu araştırma sonunda hazırlanacak olan herhangi bir raporda kimliğinizle ilgili hiçbir bilgi kullanılmayacaktır. Çalışma hakkında daha fazla bilgi edinmek isterseniz, lütfen Işıl Ergin (isil.ergin@bilkent.edu.tr) ile iletişim kurunuz. Çalışmaya katılımınız için teşekkür ederim.

Işıl ERGİN

Tez Danışmanı: Dr. Deniz ORTAÇTEPE

MA TEFL PROGRAMI

İhsan Doğramacı Bilkent Universitesi / ANKARA

Bu formdaki bilgileri okudum ve çalışmaya katılmayı kabul ediyorum.

AD ve SOYAD:

İMZA:

TARİH:

Appendix 7: Criteria for scoring the students' pre and post-tests

ESL COMPOSITION PROFILE*		
	RANGE	CRITERIA
Content	25-22	**EXCELLENT TO VERY GOOD:** knowledgeable—substantive—thorough development of thesis/genre—relevant to assigned topic
	21-17	**GOOD TO AVERAGE:** some knowledge of subject—adequate range—limited development of thesis/genre—mostly relevant to topic, but lacks detail
	16-11	**FAIR TO POOR:** limited knowledge of subject—little substance—inadequate development of thesis/genre
	10-5	**VERY POOR:** does not show knowledge of subject—non-substantive—not pertinent—OR not enough to evaluate OR no relation to assigned thesis/genre
Organization	15-13	**EXCELLENT TO VERY GOOD:** organization clearly stated and supported—well organized and very through development of introduction, body and conclusion, well-organized and very through development of supporting details
	12-9	**GOOD TO AVERAGE:** somewhat choppy—main ideas stand out, but organization unclear—limited development of introduction, body and conclusion—and/or limited development of supporting details
	8-5	**FAIR TO POOR:** ideas confused or disconnected—lacks logical sequencing and development of introduction, body and conclusion, and/or limited development of supporting details
	4-2	**VERY POOR:** does not communicate—no organization—OR not enough to evaluate
Discourse Markers	10-9	**EXCELLENT TO VERY GOOD:** Appropriate use and wide range of cohesive devices (signal words, pronouns, key words, demonstrative adjectives)
	8-6	**GOOD TO AVERAGE:** Mostly appropriate use and range of cohesive devices (signal words, pronouns, key words, demonstrative adjectives)
	5-3	**FAIR TO POOR:** Limited use and range of cohesive devices (signal words, pronouns, key words, demonstrative adjectives)
	2-1	**VERY POOR:** little or no linkage between sentences
Vocabulary	15-13	**EXCELLENT TO VERY GOOD:** sophisticated range—effective word/idiom choice and usage—word form mastery—appropriate register
	12-9	**GOOD TO AVERAGE:** adequate range—occasional errors of word/idiom form, choice, usage but meaning not obscured
	8-5	**FAIR TO POOR:** limited range—frequent errors of word idiom form, choice, usage and/or meaning confused or obscured
	4-2	**VERY POOR:** essentially translation—little knowledge of English vocabulary, idioms, word form OR not enough to evaluate
Sentence Construction	30-26	**EXCELLENT TO VERY GOOD:** effective use of simple, compound, and complex sentences—effective use of coordinators, subordinators, and transitions—few errors of S-V agreement, verb tense, number, word order/function, articles, pronouns, prepositions
	25-20	**GOOD TO AVERAGE:** inconsistent control of simple, compound and/or complex sentences—minor problems in the use of coordinators, subordinators, and transitions—several errors of S-V agreement, verb tense, number, word order/function, articles, pronouns, prepositions
	19-14	**FAIR TO POOR:** major problems in simple, compound and or complex sentences—frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and or fragments, run-ons, comma splice—meaning confused or obscured
	13-6	**VERY POOR:** virtually no mastery of sentence construction rules—dominated by errors—does not communicate—OR not enough to evaluate
Mechanics	5	**EXCELLENT TO VERY GOOD:** demonstrates mastery of conventions—few errors of spelling, punctuation, capitalization—includes clearly defined paragraphs and title—legible handwriting
	4	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization—unclear paragraphing—but meaning not obscured
	3	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing—poor handwriting—meaning confused or obscured
	2	**VERY POOR:** no mastery of conventions—dominated by errors of spelling, punctuation, capitalization, paragraphing—handwriting illegible—OR not enough to evaluate

* Adapted from Holly L. Jacobs, V. Faye Hartflel, Jane B. Hughey, and Deanna R. Wormut (1981). Newbury House Publisher.