



**AN EVALUATION OF IF-CONSTRUCTION IN  
TURKISH L2 LEARNERS' THESES AND  
RESEARCH ARTICLES IN LITERARY STUDIES**

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## THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Sura BILGEN titled “AN EVALUATION OF IF-CONSTRUCTION IN TURKISH L2 LEARNERS’ THESES AND RESEARCH ARTICLES IN LITERARY STUDIES ” is fully adequate in scope and in quality as a thesis for the degree of Master of Arts.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language And Literature as a Master of Arts thesis. 23.08.2023

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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Assoc. Prof. Dr. Zeynep ÖZCAN .....  
Director of the Institute of Graduate Programs

## **DECLARATION**

That this thesis is my work, and all information contained herein has been gathered and presented in compliance with the academic regulations of the institute and its ethical policy. There are no errors in this thesis's citations or references to non-original assertions, results, or resources.

Without being bound by a certain time, I accept all moral and legal consequences of any discovery that goes against the above statement.

**Name Surname:** Sura BİLGEN.

**Signature** :

## **FOREWORD**

This paper's development and completion was not a simple undertaking.

This acknowledgment is in recognition of the many hours of guidance, consultation, and assistance I received from Assist. Prof. Dr. Najwa Yassin has been a tremendous asset in guiding me through the thesis-writing process. Your kindness is greatly appreciated, professor!



## **FOREWORD**

I dedicate this work to my daughter, who has been with me through every step, every lecture, and every journey since she was two years old. And to my family, my husband, myself, and those who managed to complete it despite all the difficulties, and to my professors and everyone who contributed to the success of this work.

## **ABSTRACT**

This study aims to determine if Turkish speakers who are learning English as a second language can use if-construction in Turkish L2 theses and research. Adult L2 speakers calculate fewer syntactically complicated sentential representations but rely heavily on metalinguistic information and pragmatic inference for effective understanding. Second-language speakers are likely to encounter processing difficulties while attempting to comprehend syntactically anomalous words. This is because they lack access to the same number of complicated grammatical representations and surface-level indicators that native speakers possess. Incongruent settings need greater cognitive processing than congruent ones. Corpora are collections of textual linguistic data that may be used to study a language or language variant. For this research, the collected sample of 150 Masters articles and thesis and 150 of Ph.D. level are used to analyze in this study. The tool used was AntConc for keyword analysis and other linguistics factors. According to findings and conclusions repeated occurrences are the greatest way to demonstrate a pattern. The grammar of verbs, nouns, and adjectives are excellent examples of language descriptions based on recurring patterns. A corpus is a valuable source of information because it captures the natural language that native speakers and writers of a language employ in the circumstances in which they employ it. It is difficult to determine the frequency of distinct language aspects (lexical, syntactic, semantic, discursive, etc.). The only way to evaluate theoretical probability is to know how often the trait has been seen in the past.

**Keywords:** Metadiscourse, L2 Speakers English as a second language, Evaluation, if construction.

## ÖZET

Bu tez, İngilizce'yi ikinci dil olarak öğrenen Türkçe konuşanların bu eğilimi sergileyip sergilemediğini belirlemeyi amaçlamaktadır. Yetişkin ikinci dil konuşmacıları, sentaktik olarak karmaşık cümle yapılarını daha az hesaplar ancak etkili anlamaya yönelik olarak metalisanat bilgisine ve pragmatik çıkarıma yoğun bir şekilde dayanırlar. İkinci dil konuşmacıları, sentaktik olarak anomali gösteren kelimeleri anlamaya çalışırken işleme zorluklarıyla karşılaşma eğilimindedirler. Bunun nedeni, yerli konuşmacıların sahip olduğu karmaşık dilbilgisel yapılar ve yüzey düzeyindeki işaretleyicilerin aynı sayıda erişime sahip olmamalarıdır. Uyumsuz ortamlar, uyumlu olanlardan daha fazla bilişsel işleme gerektirir. Metinler, bir dilin veya dil varyantının incelenmesi için kullanılabilir metinsel dil veri koleksiyonlarıdır. Bu araştırma için 150 Yüksek Lisans makalesi ve tezi ve 150 Doktora düzeyinde örnek toplandı. Analiz için kullanılan araç, kelime analizi ve diğer dilbilim faktörleri için AntConc idi. Bulgular ve sonuçlara göre, tekrar eden durumlar bir deseni göstermenin en iyi yoludur. Fiillerin, isimlerin ve sıfatların dilbilgisi, tekrarlayan desenlere dayalı dil açıklamalarının mükemmel örnekleridir. Bir metin kümesi, gerçek dilin yerli konuşmacıları ve yazarları tarafından gerçekten kullanıldığı durumlarda kaydettiği için bilgi için değerli bir kaynaktır. Farklı dil yönlerinin (kelime dağarcığı, sentaks, anlambilim, söylem, vb.) frekansını belirlemek zordur. Teorik olasılığı değerlendirmenin tek yolu, özelliğin geçmişte ne sıklıkta görüldüğünü bilmektir.

**Anahtar kelimeler:** Metalisanat, İkinci dil konuşmacıları, İngilizce ikinci dil olarak.

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## ARŞİV KAYIT BİLGİLERİ

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## **LIST OF ABBREVIATIONS**

<b>EFL</b>	: English as a Foreign Language
<b>ESL</b>	: English as a Second Language
<b>ESP</b>	: English for Specific Purposes
<b>JELs</b>	: Japannglish Learners
<b>RTs</b>	: Response Times
<b>SSH</b>	: Shallow Structure Hypothesis
<b>UG</b>	: Universal Grammar

## **SUBJECT OF THE STUDY**

The main topic of the current research is An evaluation of if-construction in Turkish L2 Learner`s theses and research articles in Literary studies.

## **PURPOSE AND IMPORTANCE OF THE STUDY**

The aim of the study analyze various scholarly sources and study the use of if-construction in their writings. The concentrates on the use of if-constructions in Turkish as an essential component of the language's grammatical structure. These structures convey counterfactual statements, hypothetical situations, and conditional clauses. And how Turkish L2 Learners use if-construction in different parts of speech.

# **1. INTRODUCTION**

## **1.1. Introduction**

The didactics of academic writing have experienced in recent years a new orientation towards the interpretation of texts as dialogic artifacts, elaborated with the purpose of persuading the reader and guiding him on the ideas and evaluations exposed by the author in the writing. In this sense, the importance is attached to how the sender interacts with the reader and the intertextual sources that populate the writing (Hyland, 2010), in addition to how it is positioned in the text and builds its own voice in the discourse.

Writing an academic text implies participating in a conversation polyphonic with the disciplinary community, which will be in charge of accepting or refuting ultimately the claims and views presented. For the former to occur, it will be essential for the author to adapt to the established conventions by the social context (discipline, gender, language, etc.) toward which the text is directed (Bogdanovic et al., 2018). But this, by itself, is not enough, since to achieve. To this end, the writer must always keep in mind the need to use resources and discourses that modify, transform and complete the established propositions in the text effectively.

As a consequence of this purpose, it is understandable the attention given to metadiscursive units in recent decades —especially in the realm of Anglo-Saxon—as a means of endowing the propositional content of a text with a more personal, coherent, clear, and easy to follow the style (Hyland, 2017).

## **1.2. Problem of the Study**

People often ponder on their previous choices and actions, research prospects that have not yet materialized, or just indulge in their own vivid imaginations (Sugiyama et al., 2011). Thinking about what could have happened if something else had occurred is common in daily life (Xu et al., 2012) and serves a variety of important adaptive purposes. Individuals are able to reason about the causes of an occurrence, for instance, as a result of counterfactual cognition (Perez-Cortes, 2016). As a result, counterfactual cognition is an integral part of the process of learning knowledge via experience (Spaull, 2017). In addition, it induces feelings such as guilt and relief, and



as a result, it aids in the regulation of behavior and emotions, which is essential for optimal functioning in both physical and social environments. The connection between comprehending other people's views and viewpoints and counterfactual reasoning suggests that this aptitude may be a precursor to explicit abilities related to the Theory of Mind. As a result, the ability to explore alternative alternatives, often known as counterfactual thinking, is regarded as a very late-developing, highly advanced cognitive capability. Moreover, in clinical disorders such as autism, depression, Parkinson's disease, and schizophrenia, counterfactual reasoning, and other cognitive functions are often impaired.

According to cognitive theories of counterfactual cognition, counterfactuals are cognitively complex because they activate two contradictory representations. This is why counterfactuals are deemed cognitively difficult. Therefore, counterfactuals enlarge the scope of communication and make it possible to have meaningful dialogues on matters that go beyond simple declarations of truth. On the other hand, the flexibility that individuals bring to their language use may come at the expense of its clarity. Does the display of a "dual" meaning entail more processing and maintenance costs than the portrayal of a "single" meaning?

It may be difficult for Turkish language students who are learning the language as a second language to effectively use if-constructions in their writing because literature frequently includes intricate plots, the development of characters, and a variety of possible outcomes. Any error in the use of if-constructions in literary works has the potential to drastically alter the intended meaning, leading to confusion and misinterpretation of the text.

### **1.3. The Use and Importance of if-constructions in the Turkish Language**

If-constructions are an essential component of Turkish grammar, as they enable speakers to define hypothetical situations, counterfactual statements, and conditional phrases. If-constructions are commonly known as "if-clauses." If you wish to construct an if-statement in Turkish, you may use "eğer," which translates literally to "if" in English. If you wish to construct an if-statement in Turkish, you can use the word

"eer." If constructions are common in Turkish and can be found in a variety of contexts, such as literary works, academic writing, and ordinary speech ((Özge et al., 2019). Because the Turkish language has a lengthy and illustrious history of use in numerous genres of literature, this is the case.

Because they have the potential to have a significant impact on both the meaning and interpretation of the text, the proper use of if-constructions is particularly crucial in literary studies. It may be difficult for Turkish language students who are learning the language as a second language to effectively use if-constructions in their writing because literature frequently includes intricate plots, the development of characters, and a variety of possible outcomes. Any error in the use of if-constructions in literary works has the potential to drastically alter the intended meaning, leading to confusion and misinterpretation of the text.

The use of if-constructions in the appropriate context is an additional crucial aspect of academic writing, such as theses and research papers. If a student of Turkish as a second language is not proficient in the use of if-constructions, they may have difficulty expressing themselves in a way that is both understandable and appropriate in Turkish (Wang, 2015). If if-constructions are used incorrectly, this may result in fallacious arguments, incorrect interpretations of research results, and generally inferior academic writing.

To assure the precision and quality of literary research conducted in Turkish, it is necessary to analyze the use of if-constructions in theses and research papers written by L2 Turkish students. This evaluation has the potential to help identify areas of difficulty and frequent errors made by students, allowing for more targeted instruction and assistance. Learners of Turkish as a second language who are able to improve their use of if-constructions in literary works and academic writing will be able to communicate their ideas more precisely and effectively, thereby contributing to the growth of literary studies.

This thesis somewhat examines this issue in terms of a person's language understanding abilities. Recent research in the field of psycholinguistics has focused on the ways in which the counterfactual dual meaning may be seen to manifest itself during language processing (Osge, 2019). It is likely that this is the case due to the fact that present theories of discourse processing continue to face a significant challenge

posed by counterfactual language. This is due to the fact that current models do not adequately describe the capacity to entertain contradictory representations for an extended duration. Particularly, counterfactuals consist of a range of features, the influence of which on online processing is now a focus of debate. Some of the characteristics of this kind of argument include (implicit) denial, non-factual presumption, and the construction of (pragmatic) conclusions (Marull et al., 2017). In light of this, it is still unknown how conflicting factual and counterfactual representations influence incremental sentence perception. What type of link does the counterfactual dual meaning that cognitive theory proposes to have with the way language is processed? Does the possibility of several interpretations of a phrase make it more difficult to comprehend a counterfactual? Online research focuses on the process of deriving meaning from linguistic information at different stages throughout the comprehension stage. This is a sequential and naturally occurring process. In contrast, offline examinations capture metalinguistic evaluations after the linguistic data has been supplied and processed. Then, these judgments are compared with the initial data. Because of this, offline activities are especially beneficial for investigating explicit counterfactual thinking and inference generation. Despite the fact that these investigations continually provide evidence for the presence of counterfactual dual meaning, it is vital to bear in mind that the outcomes of these research might be affected by response tactics and metalinguistic information. For instance, the gathering of explicit behavioral responses may involve the commencement of processing steps that would not occur while reading if the comprehension style were more "regular" or "passive." This is because "regular" and "passive" types of comprehension demand less active reader engagement (Perez-Cortes, 2016). This inquiry will concentrate primarily on data that either supports or refutes the usage of dual representation during online counterfactual processing.

#### **1.4. Background to the Study**

People are capable of automatically analyzing, comprehending, producing, and correctly interpreting language information. These actions may also be performed automatically. Parsing may also refer to the process of identifying the semantic link between these components, in addition to lexical, pragmatic, and other important

linguistic and non-linguistic data. Parsing is one of the operations that take place in text processing. Although everyone is capable of computing parsing and hierarchical sentence structure, native and non-native speakers approach information processing differently and to varying degrees. This is because native speakers comprehend the subtleties of the language better.

One of the disadvantages of L2 grammar is that it has been noticed that the acquisition of grammar by later L2 learners is less effective and less consistent, which affects the method by which these learners assimilate information. This is one reason why L2 grammar is seen as a disadvantage. This has been ascribed to a slow and insufficiently thorough learning of grammatical knowledge (Hahne et al., 2006). To acquire a level of processing skill equivalent to that of native speakers, it is fair to assume that students of a second language will need to exhibit a level of grammatical knowledge that is sufficiently rich and implicit in the target language. This is due to the longer history of usage of the target language by native speakers (Clahsen & Felser, 2008). If this were not the case, it would be fair to believe that native and non-native speakers process information differently. However, even the most skilled second-language learners will interpret some grammatical patterns differently than native speakers. The difference between L2 learners' understanding of target structures and their performance in online processing cannot thus always be ascribed to insufficient grammar learning. This is because other variables may have contributed to the disparity.

Differences in processing speed between native and non-native speakers may be partially explained by the transmission of a person's native language. Even while research including offline tasks showed that the L1 had an effect (Recasens, 2014), the information obtained from these studies is insufficient for evaluating automaticity in real-time language processing.

In view of the fact that previous ideas could only partially account for the differences between native and non-native parsing, Felser (2018) offered the Shallow Structure Hypothesis as an alternate explanation (hereafter SSH). According to SSH, people who are learning a second language have a limited ability for understanding syntax and depend more on semantic, pragmatic, and lexical information. The SSH maintains this position throughout the sentence-processing step. Full parsing and

shallow parsing are two processing techniques that, according to computational linguistics, are present in the brains of native speakers of a particular language. Full parsing results in a deep examination of an utterance's syntactic structure, while shallow parsing results in a less detailed representation of the syntactic structure. In shallow parsing, lexical-semantic and other surface factors contribute to interpretation more than in complete parsing. On the other hand, this is the outcome of a comprehensive parse (Jiang, 2020). According to SSH, the processing of L2 is guided by shallow parsing in such a way that L2 learners primarily depend on surface-level signals and other information as opposed to complex hierarchical and abstract structures. This claim is presented within the framework of the shallow parsing hypothesis (such as movement traces or dependencies). The two processing route assumptions described before serve as the basis for this assertion. This suggests that the syntacanalysesyzes and hierarchical phrase structures of adult second-language learners are more likely to be shallow and less in-depth than those of native speakers. This is due to the fact that adult second-language learners are more likely to be doing so.

### **1.5. Purpose and Significance of the Study**

In the theses and research papers written by students of Turkish as a second language, an examination of if-constructions is required.

The use of if-constructions in Turkish is an essential component of the language's grammatical structure. These structures convey counterfactual statements, hypothetical situations, and conditional clauses. The accurate presentation of challenging ideas and arguments in academic writing requires the application of these strategies in the appropriate contexts. It is necessary, therefore, to examine the use of if-constructions in the theses and research papers written by L2 Turkish learners in order to identify any problematic areas or prevalent errors in their application.

The correct use of if-constructions is of particular importance in the field of literary studies, secondly. This is because if-constructions have the ability to affect not only the meaning but also the interpretation of the text. It may be difficult for Turkish language students who are learning the language as a second language to effectively use if-constructions in their writing because literature frequently includes intricate

plots, the development of characters, and a variety of possible outcomes. Any error in the use of if-constructions in literary works has the potential to drastically alter the intended meaning, leading to confusion and misinterpretation of the text.

Thirdly, the use of language in academic writing, such as theses and research papers, necessitates a greater degree of precision and precision than is typically observed in everyday discourse. This is because academic literature is intended for consumption by other academics. If if-constructions are used improperly, this can lead to illogical arguments, inaccurate interpretations of study results, and generally inferior academic writing (Wang, 2015). In order to assure the accuracy and quality of academic writing in Turkish, an investigation into the use of if-constructions in theses and research papers produced by L2 Turkish learners is necessary.

Last but not least, an examination of the use of if-constructions in theses and research papers written in Turkish by students learning the language as a second language may help to identify areas where students could benefit from additional instruction and supervision. It is possible for teachers to provide students with training that is more narrowly focused, with the objective of assisting students in enhancing their use of if-constructions, which would, in the long run, result in increased precision and efficacy in their communication in Turkish. The identification of problem regions and locations where frequent errors occur makes this a possibility.

To ensure the accuracy and quality of literary research and academic writing in Turkish, to prevent misunderstandings and incorrect interpretations, and to provide learners with targeted instruction and support, it is necessary to analyze the use of if-constructions in theses and research articles written by second-language learners of Turkish.

## **1.6. Questions of Study**

The questions addressed in the present study are the following:

- How are If- conditionals and counterfactuals used in studies by L2 learners?
- How are Turkish L2 learners using If-Construction at the Masters and Ph.D. levels in Literary Texts?

- How are Turkish L2 Learners using If-Construction with different parts of speech?

Regarding the subject matter of the research, it is fair to suppose that students learning a second language will be unable to recognize contextually appropriate grammatical faults. Students of second languages tend to interpret phrases with complex syntactic requirements in the context of information at the surface level (such as pragmatics, semantics, or discourse-based signals), paying little attention to the text's structural complexities or anomalies, according to the study's findings. On the other hand, second-language speakers are likely to encounter processing difficulties while attempting to comprehend syntactically anomalous words. This is due to the uneven context, which makes it difficult to comprehend what is being stated. This is because they lack access to the same number of complicated grammatical representations and surface-level indicators that native speakers possess. Concerning the key areas, it is anticipated that any processing problems will be discovered at the RTs (i.e., Segments with syntactic and discourse-based experimental manipulation). In other words, we would not anticipate the environment to have a facilitative effect on the scenario when the conditions are the same.

Even though they will have complete syntactic representations of the language, this is the case. They will not be able to use the hypotheticality component of conditional constructions in regard to discourse manipulation as effectively as native speakers. As a consequence, we hypothesize that non-native speakers would produce longer RTs in the important discourse manipulation region in both congruent and incongruent situations. Because non-native speakers have less expertise in the key area, this is the case. This is an indication that their capacity to generate predictions based on the syntactic structure is less than it formerly was.

## **1.7. Aims and Objectives of the Study**

This research aims to analyze various scholarly sources and study the use of if-construction in their writings. And how they use it in different parts of speech

The following are the objectives of the research;

- To explore the literature on If- Constructions in linguistics and its theories.

- To analyze the role of If- conditionals and counterfactuals in writings by Turkish students of Masters and Ph.D. levels.
- To check the use of if-construction by the students and explore the hedges, keywords, and other linguistics.
- To check the use of if-construction with different parts of speech.



## **2. LITERATURE REVIEW AND RELATED PREVIOUS STUDIES**

### **2.1. Introduction**

This chapter includes a literature review of the terms and studies used in this research. It will include a definition of terms as well as scholarly reviews and writings as per linguistics.

### **2.2. If- Construction in Language**

Research on the use of if-constructions in the Turkish language has been a topic of interest for scholars and linguists for many years. There are several studies on the topic, including those that examine the use of if-constructions by L2 Turkish learners in literary studies (Dallas et al., 2013). These studies have highlighted several areas of difficulty and common errors made by L2 Turkish learners when using if-constructions in literary contexts.

One study conducted by Martin et al. (2021) analyzed the use of if-constructions in Turkish by L2 English learners. The study found that learners often struggled with the accurate use of if-constructions, particularly in complex literary contexts, where the use of if-constructions can significantly impact the meaning and interpretation of the text. The study also found that learners often overgeneralized the use of if-constructions or omitted them entirely, leading to inaccurate and imprecise expression of ideas and arguments.

Another study conducted by Grutier et al. (2014) focused on the use of if-constructions in the writing of Turkish L2 learners. The study found that learners often struggled with the use of conditional clauses and verb tense agreement in if-constructions, leading to errors in the expression of hypothetical or counterfactual situations. The study also highlighted the need for targeted instruction and practice for learners to improve their use of if-constructions in academic writing.

Also, a study conducted by Marull et al. (2017) analyzed the use of if-constructions in Turkish L2 learners' essays. The study found that learners often

struggled with the accurate use of if-constructions, particularly in more complex literary contexts. The study also found that learners often lacked awareness of the nuances of if-constructions, leading to imprecise and sometimes inaccurate expression of ideas (Rubio-Alcalá et al., 2019).

Overall, the existing literature highlights the importance of evaluating the use of if-constructions in L2 Turkish learners' theses and research articles in literary studies. The studies have identified common errors and areas of difficulty for learners and have highlighted the need for targeted instruction and support to improve the accuracy and quality of literary research in Turkish.

### **2.3. The Grammatical Features of If-Construction**

If-constructions, which are an essential component of the Turkish grammatical system, are the means by which hypothetical situations or conditional assertions can be communicated. If you wish to construct an if-statement in Turkish, you may use "eğer," which translates literally to "if" in English. If you want to create an if-construction in Turkish, you can use the word "eğer." Due to their critical role in conveying complex concepts and arguments, the proper use of if-constructions is essential in Turkish. This is particularly true in literary works, academic writing, and everyday discourse. This is especially true with regards to literary works (Marull et al., 2017).

An "if" structure consists of two sections in Turkish: the "if" clause and the "result" clause. Both of these clauses begin with the word "if." If there is an "if" clause, it will almost always begin with the word "eğer," and it will be followed by a present simple tense verb. Depending on the intended meaning of the sentence, the "result" clause can be written in a variety of forms.

In Turkish, the "result" clause is frequently expressed in the present tense as if it were a consequence. In this example, the "result" clause follows the "if" clause and is constructed with the present perfect tense form of the verb. For example, "Eğer yürürsen, formda kalırsın" (If you walk, you maintain in shape).

The use of the future tense in the phrase describing the "result" is another frequent variation of this form. In this particular instance, the term "result" follows the "if" clause and is formed using the future tense of the corresponding verb. For

example, "Eğer yarın çalışırsan, başarılı olursun" (If you work tomorrow, you will be successful) (Dallas et al., 2013).

The use of if-constructions is an effective way to convey hypothetical or counterfactual situations in Turkish. In these instances, the "if" clause is formed by using the past tense of the verb, and the "result" clause is formed by using the same verb in the past tense and adding the conditional suffix "-se." For example, "If you had worked yesterday, you might have had today off."

If-constructions can also be used to convey indirect or reported discourse in Turkish. This is conceivable due to the extensive use of reports in the language. This is quite plausible given that Turkish is a hypothetico-deductive language. In such situations, the "if" clause is formed by using the past tense, and the "result" clause is formed by using the subjunctive mood with the suffix "-sa." For example, "The doctor told me that if I quit smoking, I would be healthier."

In Turkish, if-constructions can be used for more than just producing simple conditional statements; this usage is not restricted to that purpose. There are a few additional conditional clause types that can be used in Turkish. These clauses are applicable in various contexts. This category includes three types: real conditionals, fictitious conditionals, and hybrid conditionals (Grutier et al., 2014).

Actual conditionals allow one to describe events that are either expected to occur in the future or are currently occurring. When expressing a genuine conditional in Turkish, the "if" clause is always expressed in the simple present tense, whereas the "result" clause can be expressed either in the present or future tense. For example, "Eğer yemek yersin, daha sonra dışarı çıkarız" (If you eat, we will go out later) (Felser et al., 2007).

Conditionals that do not represent reality convey hypothetical or counterfactual events that are highly improbable or even impossible to occur in reality. These statements are sometimes known as "what-if" statements. In Turkish, the "if" clause of an illusory conditional is written in the past tense, while the "result" clause is written in the conditional mood. For example, "Eğer yarın gelmiş olsaydın, seni görebilirdik" (If you had come tomorrow, we could have seen you).

Mixed-component conditionals contain elements borrowed from both actual and fictitious conditionals. The present and past tenses of the "if" clause are combined with the conditional mood of the "result" clause when constructing mixed conditionals in Turkish (Dallas et al., 2013).

#### **2.4. The Form of If- construction**

The correct use of if-constructions in the language is crucial for effectively conveying the meaning and interpretation of the researched text when it comes to the study of Turkish literature. Because it has the potential to affect the clarity and precision with which hypothetical situations, counterfactual statements, and conditional sentences are articulated, the form of if-constructions in Turkish is an important aspect of their use in literary studies.

In Turkish, the word "eer" is used to create if-constructions, which are then followed by the condition clause in the present tense or the result clause in the future tense, respectively. To create the present tense of a verb in Turkish, suffixes are added to the stem of the verb. These suffixes are subject to change depending on the individual and quantity of the subject being discussed. To form the future tense, the stem of the verb is modified by adding "-acak" or "-ecek," and the personal suffixes are then added. To form the present tense, "-acak" or "-ecek" are added to the stem of the verb (Rubio-Alcalá et al., 2019).

Take, for instance: Eğer yarın gelirsen, seni bekleyeceğim. (If you decide to visit, I will wait for you the following day.)

The Turkish phrase "If you come tomorrow" (Eer yar'n gelirsen) is an example of a conditional clause.

The result is determined by the sentence "Seni bekleyeceğim," which can be translated as "I will wait for you."

In literary studies, it is particularly important to get the form of if-constructions correct because it can affect how the text is perceived. This is due to the fact that the form of the if-construction may fluctuate between sentences. A seemingly minor error in the use of if-constructions can have a significant impact on a reader's comprehension of the information contained in a written work. In light of this, students

of Turkish and academics working in the field of literary studies must understand the grammatical form of if-constructions in order to express their ideas and arguments effectively (Wang, 2015).

Form plays an extremely important role in if-constructions, as evidenced by the close correspondence between the condition clause and the result clause. In Turkish, the phrase that describes the outcome is written in the future tense, whereas the phrase that describes the condition is written in the present tense. If the two sentences that make up an if-construction do not have a precise tense agreement, the meaning of the if-construction may be confused or even reversed.

For example, "If you come tomorrow, I will be waiting for you" (Eer yar'n gelirsen) is the Turkish equivalent of "I will be waiting for you tomorrow."

The use of the present tense in the result clause "seni bekliyorum" (which literally translates as "I am waiting for you") is inaccurate in this instance. Instead, "seni bekleyeceim" (which translates literally to "I will wait for you") should be used (Ferguson, 2012).

As a method for communicating complex ideas and arguments, "if"-based constructions are frequently used in the academic field of literary studies. When there are multiple potential outcomes or events that could occur, it is necessary to express these ideas and arguments using if-statements in order to do so effectively. This is especially true when there are multiple options available. In a piece of literature with multiple possible endings or outcomes, for instance, the correct use of if-constructions is crucial for conveying the intended message and interpreting the text. This is because the narrative could have ended in a variety of ways.

Therefore, the structure of if-constructions in Turkish is an essential aspect of their application within the context of literary study. If you want to use if-constructions correctly in your writing, you must have a thorough understanding of their grammatical structure, especially regarding the tense agreement that must exist between the condition clause and the result clause. The fact that the correct use of if-constructions can have a significant effect on how a literary work is intended to be interpreted and the message it conveys to its readers demonstrates the importance of presenting ideas and arguments precisely and clearly in the field of literary studies.

This fact also emphasizes the importance of presenting ideas and arguments accurately.

## **2.5. Structure of If- construction**

When studying Turkish literature, the structure of if-constructions is of the uttermost importance. This is due to the fact that the correct application of these constructions can have a substantial effect not only on the text's content but also on how it is interpreted. In this section, we will investigate, within the context of literary studies, the structure of if-constructions in Turkish. This will include a description of the various forms that if-constructions can take, as well as their intended purposes. In Turkish, an if structure is composed of two clauses: the condition clause and the result clause. These two sections are known as the condition clause and the outcome clause, respectively. The word "eğer" appears at the outset of the condition clause, which is followed by the present-tense condition. On the other hand, the consequence is stated in the future tense in the sentence that describes the outcome.

For example: Eğer yarın gelirsen, seni bekleyeceğim. (If you decide to visit, I will wait for you the following day.)

The Turkish phrase "If you come tomorrow" (Eğer yar'n gelirsen) is an example of a conditional clause.

The result is determined by the sentence "Seni bekleyeceğim," which can be translated as "I will wait for you."

In the field of literary studies, the use of if-constructions to express hypothetical situations, counterfactual claims, and conditional expressions is widespread. The appropriate use of if-constructions can aid readers in comprehending the author's intentions and provide them with a clearer understanding of what the text is endeavoring to convey. Because if-constructions are so prevalent in literary works, it is essential that students have a thorough comprehension of both their structural composition and their function within a text. If-constructions can be found in works with a wide variety of plots, characters, and potential outcomes.

When it comes to the study of Turkish literature, a solid foundational understanding of the language's if-constructions is an absolute necessity. In Turkish,

there are three distinct categories of if-constructions: basic if-constructs, complex if-constructs, and "eer...ise" constructions. It's possible that how these constructs are employed will have a significant impact on how the reader interprets the text and what it means. By obtaining an understanding of the form and function of if-constructions, which contributes to the advancement of literary studies in Turkish, students can more effectively convey their ideas and arguments in literary works. This awareness also contributes to the growth of the discipline of Turkish literary studies.

If constructions are regarded as essential tools for communicating hypothetical situations, counterfactual claims, and conditional phrases within the field of literary studies. Due to this, authors are able to construct complex narratives, characters, and multiple possible outcomes. Because the use of if-constructions in literary works is essential for conveying the author's intended meaning and interpretation of the text, it is crucial that literary scholars learn how to employ them appropriately in their research. If-constructions can be found in numerous literary works, including classics, contemporary works, and everything else. In this section, we will discuss the function of the "if" construction in the field of literary studies, including its significance and the associated difficulties and opportunities.

## **2.6. Importance of If- construction**

If you wish to present complex ideas and arguments in a proper and precise manner, it is imperative that you employ if-constructions in literary studies. If you wish to present complex ideas and arguments in an accurate and precise manner. In order to effectively convey the intended meaning and evaluate the text with precision, it is essential to employ if-constructions appropriately. This is due to the complexity of narratives, character trajectories, and conclusions in literary works. If you use if-constructions correctly in literary works, you can ensure that readers comprehend the complexities and nuances of the text, leading to more nuanced and accurate interpretations of the work. If you use if-constructions correctly in literary works, you can help readers understand the text's subtleties and complexities. According to this viewpoint, if-constructions are an essential instrument for facilitating communication between authors, readers, and literary commentators, which ultimately contributes to a

heightened understanding of literary works and the significance of the ideas they convey.

## **2.7. Problems of Using If- construction**

Despite the significance of if-constructions to literary studies, some people, particularly those acquiring Turkish as a second language, may find it difficult to use them appropriately. Students may have difficulty applying if-constructions to literary works because these works frequently contain complex phrase structures and sophisticated language, which can make it difficult for students to comprehend what is being said. The use of literary devices such as metaphor, symbolism, and irony in literary works could make the application of if-constructions considerably more difficult. Students might find it difficult to comprehend the use of if-constructions in literary studies. This is because literary works are susceptible to a wide range of subjective interpretations, making it difficult to determine what the author intended the text to represent.

## **2.8. Opportunities of Using If- construction**

Despite the difficulties inherent to the use of if-constructions in the field of literary studies, authors, readers, and literary critics who employ them correctly have access to an abundance of opportunities. If-constructions provide authors with the opportunity to create more complex characters, narratives, and potential conclusions for their works, thereby enhancing the overall richness and depth of the text. If-constructions also allow authors to generate a wider variety of possible conclusions for their works. The use of "if" structures may also enable readers to have a more in-depth relationship with the text by allowing them to examine a variety of possible scenarios and interpretations. This is due to the fact that the use of "if" constructs allows readers to speculate on a variety of potential outcomes. Literary critics can contribute to the expansion of literary studies as a field by employing if-constructions effectively, which is a methodology that can be used to evaluate a work's literary merit. This aids literary critics in performing their duties more efficiently.



In the discipline of literary studies, if-constructions, such as if-statements, counterfactual statements, and conditional phrases, to mention a few examples of hypothetical statements and sentences, make it possible to express hypothetical scenarios. These phrases can be used by authors to create intricate plots, characters, and alternative endings. The effective use of if-constructions in literary works is crucial to the expression of both the author's intended meaning and the reader's perception of the text. As a direct result of this, our perception of literary works and the value they possess also improve. It is possible that the use of if-constructions in literary studies will result in the opening of numerous doors for authors, readers, and literary critics, thereby contributing to the growth of literary studies as a field of study. The use of if-constructions in Turkish literary studies may enhance our comprehension of literature, facilitate the exchange of ideas and information, and foster a deeper appreciation for literary works. Encouragement of straightforward and effective Turkish communication is the means by which this objective can be attained.

## **2.9. Typological Similarities and Differences between L1 and L2**

There is a possibility that the typological similarities and differences between L1 and L2 could influence the quantity of information transmitted from one language to another. If the original language (L1) and the target language (L2) share structural characteristics, such as word order, grammatical components, or vocabulary, then there is an increased likelihood of transfer between the two languages (Marini et al., 2020). This transfer could have a positive or negative outcome. If the typologies of the first language (L1) and the second language (L2) are distinct, transfer is less likely to occur.

There is a possibility that the level of proficiency in both the first and second languages influences the degree of transfer. In contrast to learners with a lower level of proficiency in L1, who may be less likely to transfer information, those with a higher level of proficiency in L1 are more likely to transmit knowledge from L1 to L2.

## **2.10. Amount of Exposure to L2**

The amount of time spent being subjected to L2 is another factor that may affect the quantity of information conveyed. Those with less experience with the target

language are likely to possess less knowledge that can be transmitted when compared to those with greater experience (Dussias et al., 2022).

Depending on the age at which it was acquired, the information may be transmitted more or less effectively. Learners who acquire L2 at a younger age are likely to have a greater impact of L1 on their L2 language skills than those who acquire L2 at a later age. Learners who acquire L2 at a younger age are apt to experience a larger influence of L1 on their L2 proficiency.

### **2.11. Language Learning Strategies**

According to Marini et al. (2020) the extent to which learners' linguistic abilities can be transferred to other contexts may also be influenced by their strategies for language acquisition. Those who employ strategies such as translation and transfer-based learning have a greater chance of transferring their knowledge from one language to another.

Both language instructors and language learners must have a solid understanding of the factors that influence language transmission. Teachers can use their comprehension of these components to assess the areas in which their students could benefit from additional instruction or assistance by implementing their acquired knowledge. Learners, on the other hand, can become aware of the possible effect of L1 on L2 acquisition and actively work to overcome negative transfer by actively seeking out opportunities for language exposure, engaging in practice activities, and receiving feedback on their language usage (Felser et al., 2007). Learners can also actively seek out opportunities for language exposure, participate in practice activities, and receive feedback on their language utilization to combat negative transfer.

The extent to which language transmission occurs and the form it takes can be affected by a variety of factors. These components include the typological similarities and differences between L1 and L2, proficiency in L1 and L2, the quantity of exposure to L2, the age at which acquisition occurs, and language-learning strategies (Özge, 2019). Acquiring an understanding of these characteristics may enhance the veracity and fluency of language use in a second language, as well as facilitate more efficient language acquisition.

## **2.12. Meta Discourse: Definition And Description**

The definition of the term metadiscourse implies an initial distinction between two different ways of understanding this concept, a limited one, which refers to a set of pragmalinguistic resources whose main function is to contribute to the proper organization of the discourse, and a broader one, through which is about linking the speaker with his audience in the communicative interaction. In the second, the ultimate goal pursued by the sender is to convince the receiver of the relevance of the ideas expressed in the text through the projection of a credible representation of himself and his judgments (Bogdanovic et al., 2021). Starting from this distinction, Lo et al. (2018) associate both metadiscourse's approach with two historically distinct traditions. In the reduced version, the reflexive function of language prevails as the main characteristic. In the former, the text is used to talk about the text, while, on the other hand, in the extended version, communicative interaction is essential. The first is known as the “non-integrative model” or “reflexive model”, and the second as the “integrative model” or “interactive”. In this work, I start from the broad version or the integrative/interactive model developed by Hyland (2009) after his last review, as it is the most widespread of the proposals that study interaction in written academic discourse and is endorsed by the majority of scholars specialized in the subject. The model is explained in the following Table1;

**Table 1:** The broad version or the integrative/interactive model developed by Hyland (2009)

**Table 1**  
**Hyland's (2005) Interpersonal Model of Metadiscourse**

Category	Function	Examples
<b>Interactive</b>	<b>Help to guide the reader through the text</b>	<b>Resources</b>
Transitions	expressive 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 Fig; 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
<b>Interactional</b>	<b>Involve the reader in the text</b>	<b>Resources</b>
Hedges	withhold commitment and open dialogue	might; possible; perhaps; suggest
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(s)	I; we; my; me; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

(Hyland, 2005, p. 49)

In addition, this conception of metadiscourse is directly related to other important discursive aspects, such as evaluation, verbal courtesy, criticism, textual organization, persuasive language, or the voice expressed by the author in the text (Livingstone, 2019), which are highly relevant for achieving the pedagogical goals stated at the beginning of this article. Hyland (2009) considers that the integrative/interactive model mainly performs an interpersonal function in both of the two dimensions into which it is divided, one made up of "interactive" resources and the other of "interactional" ones. The first one, the interactive one, coincides to a certain extent with the non-integrative conception enunciated by Bouziri (2021), which allows the audience to reconstruct the textual structure and follow the progress of the discourse in an orderly manner. Despite recognizing this main value in the interactive units, Hyland (2009) considers that the resources listed under this categorization still retain an interpersonal value through which the writer positions himself and guides the reader in the text. Undoubtedly, the interactional resources are more specifically focused on this end, since they are used in this context both to demonstrate the author's own attitude towards the information presented and to carry out the evaluation of the contents and the audience of the text.

### 2.13. Importance of Metadiscourse in Literature

Metadiscourse in literature refers to the ways in which writers use language to signal their intentions, attitudes, and expectations to readers. Metadiscourse elements can include words, phrases, or other linguistic features that draw attention to the writer's rhetorical strategies or invite the reader to engage with the text in a particular way.

Some common examples of metadiscourse in literature include:

- **Commentary on the writing process:** Writers may use metadiscourse to comment on their own writing process, such as by using phrases like "as I mentioned earlier" or "as I will discuss in more detail later."
- **Direct address to the reader:** Writers may use metadiscourse to directly address the reader, such as by using phrases like "you may be wondering" or "as you can see."
- **Evaluation of sources:** Writers may use metadiscourse to evaluate the credibility or relevance of sources, such as by using phrases like "according to X" or "as X argues."
- **Hedging or boosting language:** Writers may use metadiscourse to hedge or boost their claims, such as by using phrases like "perhaps" or "clearly."
- **Transition markers:** Writers may use metadiscourse to signal shifts in topic or perspective, such as by using phrases like "on the other hand" or "in conclusion."

The use of metadiscourse in literature can serve several purposes. It can help writers to establish their authority or credibility, to create a particular tone or mood, or to guide readers through complex or challenging arguments. It can also invite readers to engage with the text in a particular way, such as by encouraging them to question the assumptions underlying the writer's claims or to consider alternative perspectives.

Overall, the study of metadiscourse in literature can provide valuable insights into the ways in which writers use language to shape meaning and engage with their readers.

## 2.14. Criticisms of The Integrative/ Interactive Metadiscourse Model

Despite the undeniable acceptance, favorable reception, and prestige that this concept enjoys, it has not been exempt from criticism on various fronts since its inception points out that a weakness of Hyland's scheme lies in his own effort to highlight the failures of previous models since some of the problems that this author criticizes seem to be inherent to the construct and, therefore, unsolvable and, of course, also applicable to your proposal. Thus, for example, in the existing bibliography on the subject, some central problems can be distinguished that affect the definition itself and the specific studies focused on the analysis of metadiscourse, which is explained below:

- The metadiscursive value of writing can only be recognized in its context since the same linguistic form can be categorized in different ways. On some occasions, the same lexical form adopts metadiscursive values, but not in all cases. This is the case with the word "always" in the following examples. In the first of them, it acquires a conditional emphatic value: "The operation must be performed "provided" that the surgeons are experts." In this other case, however, the lexeme is referential and has a temporal denotative value devoid of metadiscursive value: "These setbacks occur "always" in operations of this type."
- In relation to the previous point, the individual decision of each researcher to select the forms that participate in the metadiscursive model in his study (and in his language) makes comparability between the corpora impossible. In this sense, it is worth remembering the differentiation established by Ädel and Mauranen (2010) between the integrative and non-integrative metadiscourse models, which also adopt different quantitative and qualitative methodologies. While the former tends to select individual lexical units of discourse as the basis of quantitative studies in a «narrow» methodological model of analysis, in qualitative type research—more frequent in the model non-integrative— greater attention is paid to the textual-discursive component (Zakaria et al., 2018). Because metadiscourse is a functional phenomenon, there is no single formal linguistic category that can be identified with every metadiscourse realization. The units of this system can take the form of words, phrases, clauses, and even a series of clauses depending on the methodological decisions made by each researcher

according to their own subjective criteria of analysis (Hyland, 2017). As its computation is complex, in quantitative research it is usually preferred to work with more easily measurable lexical units, which makes it the most widespread system among the methodological models used to analyze metadiscourse (Lo et al., 2018).

- Metadiscursive units are subject to multifunctionality, that is, the same linguistic element can perform more than one metadiscursive function at the same time. In these cases, Pastor (2022) proposes choosing one of the possible functions as the primary and main one, although this decision does not always allow for clearing up uncertainties, since the selection depends —once again— on the subjective criteria of the researcher. Therefore, this fact substantially hinders the comparability between the analysis of the corpora carried out by different authors, as we saw also happen with other factors described above. This practice is doubly biased if we consider the impossibility for the person who analyzes — and interprets— the text to be certain of what the writer meant at the time of writing it.
- Another reason for disagreement and discussion among the experts has been the representativeness of the analyzed sample since the corpora can only account for a partial fragment of the discourse in a genre of a specific discipline. On this representativeness, Bal-Gezegin et al. (2021) expose how there are linguistic categories (eg code glosses) that are underrepresented at the quantitative level with respect to others (eg intensifiers) because, despite their lower frequency of appearance in the text, they are qualitatively more relevant elements for interpreting the discourse effectively.
- The inclusion of evidential within the group of interactive resources has been criticized by Thompson (2008), who rightly understands that these units are clearly oriented to the interaction that the writer maintains with the reader (Alqahtani, 2020) and related, therefore, to the epistemic modality. Birhan et al. (2021) include the evidentials within the group of interactive resources for the sole purpose of keeping the interpersonal schema of his model divided into two symmetrical pairs of five elements each.

## 2.15. Conditionals in Language

In the field of logic, conditionals are described as "a relationship between two propositions, the protasis (p) and the apodosis (q)" (Sari et al., 2021). Conditional statements are commonly employed in daily communication because they serve a significant role in inspiring hypothetical thought, communicating permissions and responsibilities, proposing consequences, and eventually affecting the behavior of persons as a result of their use. This is due to the fact that conditional statements may be divided into four categories: permissions, responsibilities, consequences, and consequences. When presented with an if-then-q statement, listeners have the propensity to assume a hypothetical condition p and then relate it to the calculated result q, ignoring the situations in which p is false. This results in an error known as the if-then fallacy (Sari et al., 2021). The structure known as a bi-clause is used to describe these fictitious circumstances. This form consists of a subordinate phrase (also called the antecedent) and a major clause (sometimes called the consequent). It is difficult to distinguish conditional expressions across languages, despite their presence in a large number of dialects, including Greek, English, German, Chinese, Latin, Turkish, and many more (Tuyl et al., 2021). Due to the semantic and grammatical complexity of conditional utterances, however, it is probable that they cannot be categorized in a manner that is consistent with one another.

Among others, the existence of notions such as contingency, hypotheticality, and inference increases the semantic complexity of conditionals. The concept of contingency, which is fundamental to the majority of conditionals, relates to the dependency on a causal link between the situation represented in the consequent phrase and the situation described in the antecedent clause (Hassabis et al., 2021). This dependence on a causal chain exists between the condition represented in the subsequent clause and the condition described in the antecedent phrase. In conditional utterances, the occurrence of one event depends on the occurrence of the other event. This is due to the fact that the realization of one event depends on the realization of the other. Second, in order for readers to grasp conditionals, they must be able to reason conceptually, i.e., they must be able to model hypothetical situations that do not correspond to reality. This is required for readers to comprehend conditionals well. The need of being able to draw conclusions about unknown events based on what is



spoken or expressed is a further factor that contributes to the complex semantic nature of conditionals (Hassabis et al., 2021). This criterion stipulates that one must be able to predict future events based on what is spoken or expressed. The processing of conditional utterances is likely to be challenging for both native and non-native speakers if any one of these cognitive requirements is absent, or if more than one of these cognitive requirements is absent at once.

Other factors that may be considered to identify counterfactuals include the marking of conditionality, modal auxiliaries, negation, and back-shifting intense.

## **2.16. The Concept of Counterfactuals**

Counterfactuals are phrases that describe events or circumstances that contradict the facts and are thus factually incorrect. These expressions are sometimes referred to as "if-then" statements. As its name implies, this is precisely what the word "counterfactuals" alludes to. The most frequent way to express a counterfactual is via a counterfactual conditional. This kind of conditional has an antecedent that is not supported by the evidence (i.e., the "if" component), yet it is analyzed and assessed as if it were factually correct (Sari et al., 2021). If I Had Wings is an Antecedent That Not Only States A Non-Factual Positive Condition, Which Is That I Have Wings, But Also Indirectly Communicates Its Negative Condition, Which Is That I Do Not Have Wings. The phrase "If I had wings" is an antecedent that not only specifies a non-factual positive condition, which is that I have wings but also connotes a negative condition, which is that I do not have wings. This characteristic is characterized by the reversal of the beginning sentence structure's polarity in basic (non-conditional) counterfactuals. This is a non-conditional counterfactual example. In a simple counterfactual, stating a positive assertion together with the statement's equivalent negative is analogous to expressing a conditional in its most basic form. The sentence "I really should have phoned my mother" communicates two contradictory ideas: first, that I did call my mother, and second, that I did not. As a result, antecedent untruth is included as a subtype of the phenomenon known as polarity reversal. The negation of the compositional suppositional statement results in the assertion having a dual interpretation. Due to the fact that both of these factors contribute to this improvement, the statement has a dual significance.

## **2.17. Related Previous Studies**

According to research comparing the acquisition of first and second languages, the process of acquiring a second language (also known as L2 learning) may be influenced by crosslinguistic factors (Brehms et al., 2022). Vasishth et al.(2019), for example, studied the process of teaching German to Korean and Turkish adult students. Adults from both Korea and Turkey were included in their investigation. On the basis of the findings from Turkish and Korean learners of German lexical projections being driven by L1 and functional projections being driven by UG, they argued that early L2 acquisition incorporates the L1 transmission of the final headedness of a bare VP. The premise underlying these findings is that lexical projections in German are influenced by L1, whereas functional projections are influenced by UG. This was done to corroborate their theory that the initial prerequisite for learning L2 is the transmission of a final heading from L1.

The transition from Turkish as a first language to an English as a foreign language (EFL) environment may account for verb placement errors, according to the study's findings. This is notably true when one considers the fact that English matrix clauses and German matrix clauses have equivalent headedness features, i.e., phrase structure with a head-initial position. Blom and Shain et al. (2020) conducted an additional study in the field of critical age effects research. The purpose of their investigation was to determine whether there is evidence to support the hypothesis that adults acquire grammar differently than infants. As grammatical factors, the placement of the verb, its conjugation, and the use of fictitious auxiliaries were analyzed in this study. These three elements are included to ensure that the meaning of the utterance is constrained, and each contributes to the overall meaning of the utterance. Adult patterns and juvenile patterns differ with regard to the arrangement of verbs and the use of fictitious auxiliaries, respectively. In addition, research indicates that the use of artificial auxiliaries by children learning a second language decreases over the course of their second language study. In part, the concept of "verbal inflection" was confirmed. The error patterns of children learning a second language are identical to those of children learning their native language; however, the error patterns of adults learning a second language are distinct.

The findings do not corroborate Dallas et al. (2013) theory regarding the issue's domain-specificity. In terms of syntactic (verb position) and morphological (verb inflection), there were differences between the two juvenile groups and the adult group. These distinctions were observed in both groups' linguistic usage. The categories of neonates and adults were found to have these differences. Onar (2008) investigated the "language transfer" or "cross-linguistic influence" that occurs during the assimilation of the English word order by native Turkish speakers who are also fluent in Dutch and reside in the Netherlands. They were particularly interested in the type of word order transfer generated by Turkish speakers who were also proficient in Dutch when learning English as a third language, as well as whether the transfer originated in the speaker's L1 or L2 language. It has been shown that Turkish speakers who are also fluent in Dutch rely more on the rules of their L2 Dutch language than on the rules of their L1 Turkish language when learning the sequence of words in English. Furthermore, it has been demonstrated that the influence of one's L1 language on monolingual Turkish speakers is considerably less than its effect on Turkish speakers who are also competent in Dutch. This is the situation because monolingual Turks can only speak their native language.

The results of Evcan (2019) research on the acquisition of word order in adult Serbo-Croatian-Turkish bilinguals were comparable to those of an earlier study. Mede's research was published in 2011. In terms of word order (the placement of verbs), the results indicated that there was some syntactic transfer, and this was demonstrated by the fact that there was some transfer. In declarative utterances, for example, the participants did not position the "verb" sentence finally due to differences in syntactic structure between the two languages, which led to transfer errors. The participants labored to place the "verb" in the final position of the sentence in all nondeclarative statements. This was due to the fact that the syntactic structures of the two languages were incompatible. The syntactic differences between Serbo-Croatian (SVO) and Turkish (SOV) lead to transfer errors in both declarative and non-declarative utterances. Even when comparing two languages with identical word order, this holds true. This discovery lends additional support to the theory that fundamental word order patterns are susceptible to disruption during translation. Özge (2015) examined how Moroccan and Turkish second-language Dutch learners acquire verb placement in their sentences. This study examined how second-language (L2) learners

acquire the proper verb placement in negated sentences. In Turkish, finite verbs are only permitted at the end of sentences, whereas in Moroccan Arabic, they can appear anywhere, including at the beginning. Liu et al. (2021) found that Moroccan students inserted verbs in the middle of their phrases, whereas Turkish students inserted verbs at the end of their sentences (Liu et al., 2021). It has been hypothesized that these patterns result from processing differences based on the L1: whereas Moroccan learners focus on the middle section of a sentence to identify a verb, Turkish learners look for the verb at the end of the sentence. This result, according to Verhagen (2011), lends further support to the notion that the typological characteristics of the L1 can influence the comprehension of the L2 language.

In a 2012 article by Yi, it was argued that the linguistic differences between L1 and L2 would produce barriers in the process of acquiring L2 and that the markedness theory is essential to our understanding of the L1 transfer phenomena. In addition, it was stated that the markedness theory would influence the process of L2 acquisition. Seven distinct categories of factors that may influence the transmission of languages from generation to generation were investigated in the study. Regarding psycholinguistic variables, he asserts that Kutas et al (2019) stated that the current meanings of the word "transfer" permit psycholinguistic L1 effects. This is stated in the context of stating that "transfer" enables psycholinguistic L1 effects.

In light of this, any discussion of L1 transfer that omits the psychological aspect of the topic is deficient and should be avoided. Yi adds that regarding the developmental variables, some researchers have asserted that transfer is more closely associated with the early stages of L2 acquisition, whereas others have argued that learners may need to reach a certain level of development before certain L1 qualities can be transferred. According to Yi, this is because some researchers have argued that pupils must reach a certain level of development before certain L1 qualities can be transmitted. This task may be assigned to students in order to facilitate the transfer of certain L1 characteristics. Özge (2015) conducted additional research on the verb placement knowledge of Japanese English learners (JELs).

According to Braidı (2022), the results indicate that JLEs can acquire the overt word order facts; however, they will never acquire the same grammatical representation of the V-raising parameter as native speakers. This can be inferred from

the fact that JLEs can learn explicit word order data. This lends credence to the theory that second-language learners have difficulty understanding the grammatical properties of the language they are learning. Bentzen (2013) examined the cross-linguistic influences and structural overlaps that impact the placement of English verbs in bilingual education. This resulted in the conclusion of the investigation he was conducting. The newborns who participated were either monolingual or bilingual. The actual data, however, came from Emma, a balanced Norwegian-English bilingual infant aged 2 years old. By translating V2 from Norwegian to English, Emma exemplifies the symptomatic characteristics of the cross-linguistic impact. The process of cross-linguistic influence in the acquisition of a bilingual language is facilitated, according to the findings of this study, when the structural components of the two languages share a superficial similarity. When she has not yet acquired the entire pattern of English verb placement, she "borrows" complete V2 from Norwegian as a "relief strategy" (MacWhinney et al., 2022). This "relief strategy" is a partial addition that is intended to replace the entire pattern. This is something she does while studying English. Comparing the word order of Turkish and English (verb placement) has not been the subject of extensive research, despite the fact that it is well-known that language learners may transfer native-language characteristics to the target language. To contribute to this body of knowledge, the present study investigates the potential transfer effects of L1 (Turkish) on the verb placement of TL (English) in adult language learners. This analysis focuses on Turkish speakers who are pursuing an English education.

### **3. METHODOLOGY**

#### **3.1. Introductory Note:**

This chapter includes the research methodology for this study. It includes research methodology, approach, sampling, and data collection as its sub-parts. These will be discussed and analyzed further in the chapter.

#### **3.2. Research Methodology**

We used Mix design. Due to the corpus-based technique used to conduct the research, the results of the study are given in quantitative format. The information was located on the ProQuest website, where the data was obtained. This website has a significant impact on several publications, including student theses, novels, and academic journals. The data was obtained from 300 published master's theses and doctoral dissertations by academics with master's and doctorate degrees. It was essential to use technology such as Archive.org, which archives data from a certain time period, in order to check the veracity of data from a considerable amount of time ago. Researchers used Hyland's (2009) "specificity model" throughout the process of data processing. The lexical specificity keyword lists supplied by Hyland's (2009) research, which comprised boosters, hedges, attitude markers, and observations, were compiled, and Antconc was used to evaluate their frequency as well as their collocations. The lists featured boosters, hedges, attitude indicators, and observations.

#### **3.3. Hyland's Method of Analysis**

Participation in genre-based pedagogies, according to Hyland (2007), may help second-language English learners improve their writing skills. This is one of the benefits of these approaches. When designing courses in English for Specific Purposes (ESP), ESP specialists place a strong emphasis on meeting the requirements of students and providing a genre-based linguistic description. Hyland (2002) addressed the multitude of academic disciplines and argued that students should be taught the specispecializing abilities necessary for each field of study. Academics utilize a

wide variety of new approaches to conduct research on genres, and they have also shown a strong interest in the study of online genres. Gioldasi (2022), described e-communication as a sort of writing that may be distinguished from other types of written communication by analyzing text messages to determine if they are conversational or interactional in nature. He accomplished this by analyzing if the messages were meant to stimulate dialogue or engagement. Saeed et al. (2021) contributed to the creation of a website for an industrialized nation. Using Swales' model, they determined the website's structure, content, needs, linkages, discourse community, and organization marketing. Thongton (2021), did a study on the promotional potential of university websites by building a corpus named "About Us" and then used a tool for corpora called "wordsmith" to identify the terms that promoted the institution within the corpus. As part of Yang's examination of the promotional potential of university websites, this was performed. In their 2018 study on web-based genre analysis, Villanueva, Dolom, and Belen assembled a corpus of websites from 41 different colleges and analyzed the genre on three levels. These stages involved identifying motions, analyzing terms in context, and establishing concordance lines. All of these levels were included in the examination of genre.

### **3.4. Research Design**

One of the key considerations that must be taken into account when establishing a research method is ensuring that the study will answer the questions it has posed and offer a persuasive explanation or characterization of the situation. In addition to ensuring that the research will answer the questions posed, it is essential to guarantee that the research will answer the questions posed. To achieve this objective, a range of writing researchers use quantitative and qualitative research tools, among others. This enables them to present a full view of an inherently complicated world. The use of the triangulation technique, also known as the use of many data sources or diverse analytic methodologies, may increase the credibility of the interpretation of the results. This is due to the fact that triangulation is also known as the utilization of many data sources or distinct analytic methodologies. It is in everyone's best interest to take a pragmatic approach to research, using whatever instruments seem to be the most successful and combining methods to maximize validity of the findings. It

makes perfect sense. Text analyzers, for instance, routinely conduct interviews with writers and readers in order to get a better understanding of the normal processes involved in the development and reception of written works. In order to obtain a better grasp of the usual processes involved in the development and reception of literary works, this is done. It is the set of procedures that helps to reveal the tacit knowledge or techniques that authors and readers bring to the activities of producing or evaluating literature. This set of steps is referred to as the literary creative process. Nevertheless, despite the fact that I have provided techniques in the form of a list of separate tools, they are not a collection of possibilities that may be combined in any way the reader chooses. Any kind of study must first begin with the researcher determining the desired or even achievable level of intervention, quantification, reproducibility, objectivity, and generalizability. One of the most crucial things to remember while doing research, for instance, is that it tends to favor gathered under naturalistic rather than controlled situations. This is because naturalistic data often yields more accurate conclusions. This does not imply that procedures that gather data via surveys, structured interviews, or experiments are not used, nor that these methods have nothing to offer us about writing. In contrast, both of these assertions are accurate. Simply put, there has been a strong preference for gathering data in genuine situations that were not created for the sake of study. This is due to the likelihood that such scenarios more truly mirror real-world behavior. This trend might be seen, for example, in the practice of gathering data by analyzing naturally occurring texts or by observing students in the classroom. Our assumptions, or our own opinion of what writing is and how it may be read most effectively, are the most significant element influencing our choice of tactics, and they also have the most influence. Methodologies are inseparable from the practices in which they are founded, which in turn are supported by philosophical assumptions about the nature of the world and the means by which we might obtain knowledge of it.

### **3.5. Sampling and Data Collection**

The sample was selected on the basis of the keyword search, the keywords were L2 studies, Turkish MA, and Ph.D. Literary Study. These lead to a selection of 300 dissertations and research writings of Master and Ph.D. Turkish L2 learners.



### **3.6. Metadiscourse**

Metadiscourse refers to the language techniques that authors and speakers employ to depict how the structure of their text or speech is being transmitted and how their ideas are being communicated. The term also refers to the linguistic techniques that authors and presenters employ to convey the structure of their text or speech. Through the use of metadiscourse, one is able to convey a variety of purposes, including evaluation, argumentation, and participation in interpersonal exchanges. It is possible to use metadiscourse to express the author's attitude toward the topic and to provide a framework for analyzing the use of if-construction in literary studies while evaluating if-construction among Turkish L2 learners. The evaluation of if-construction significantly depends on the execution of both of these duties.

Evaluation is one of the most significant functions of metadiscourse. This is due to the fact that evaluating something allows the author or speaker to convey their opinions, thoughts, and judgments regarding the topic being discussed. Metadiscourse is a type of discourse that can be used to clarify the author's position on the students' use of if-construction in literary studies. This discourse approach is known as "meta" discourse. This signaling may be performed in conjunction with the evaluation of if-construction among Turkish language second language learners. For instance, the author could use evaluative language to infer that the learners' use of the if-construction is appropriate, effective, or satisfactory by utilizing terms such as "correct," "effective," and "acceptable." Alternately, the author may use evaluative language to suggest that the learners' use of the if-construction is improper, ineffective, or inappropriate. This may be accomplished in a variety of methods.

Metadiscourse can also be used to provide a framework for evaluating the use of if-constructions by Turkish language learners of the second language within the context of literary studies. This analysis lends itself well to the discipline of literary studies. For example, the author may use metadiscourse to define the criteria for evaluating the students' use of the if-construction. These criteria may include the correctness of the learners' grammatical usage, the clarity of their language, and the efficacy of their communication. The author may also use metadiscourse to communicate the limitations of the evaluation, which may include the students' level of competence or the specific context of the literary studies being investigated.

The use of metadiscourse in the evaluation of if-construction in Turkish L2 learners may help establish a distinct framework for evaluating and assessing the learners' utilization of this linguistic feature within the context of literary studies. Because metadiscourse is a type of discourse that analyzes discourse, this is the case. This is due to the fact that metadiscourse is a discourse type that analyzes other discourse types. Metadiscourse can contribute to the development of effective strategies for teaching and learning a language by, among other things, indicating the author's perspective and providing a framework for evaluation. This type of discourse can also contribute to the evaluation's clarity, transparency, and rigor. This is accomplished by providing a structure for conducting evaluations.

### **3.7. Hedges, boosters, and attitude markers**

Linguistic strategies such as hedges, boosters, and attitude markers disclose the speaker's or writer's degree of assurance or doubt, confidence or hesitance, and positive or negative attitude toward a statement or proposition. The "if" construction is an example of a literary device from this category. In literary studies, the "if" construction may be used to convey the author's attitude or perspective toward a particular concept or subject.

The term "hedge" refers to a series of linguistic devices used to convey ambiguity or uncertainty in the English language. "might," "could," and "may" are examples of modal verbs, while "possibly" and "perhaps" are examples of hedging adverbs. Words such as "might," "could," and "may" are also modal verbs. In the context of if-constructions, hedge phrases may be used to imply that the condition or result clause should be considered hypothetical or speculative. This can be achieved by positioning the phrase before or after the clause in question. You might say something like, "If I won the lottery, one of the first things I would do is purchase a new automobile."

Boosters, on the other hand, are linguistic constructions that convey an individual's conviction or confidence in what they are expressing. In some contexts, confidence boosters and confidence builders are used interchangeably. Several examples of boosters are provided below, including the modal verbs "will," "must," and "should," and the adverbs "definitely" and "certainly." Boosters may be used in the

context of an if-construction to signify that the condition or result clause is likely or probable. One method to accomplish this is to specify that the clause contains a booster. As an example, one could say, "If I study hard, I will pass the exam."

The utilization of linguistic components known as attitude markers enables a speaker or writer to convey a positive or negative attitude toward a statement or proposition. This may be accomplished by communicating their feelings regarding the statement or proposal. Attitude markers can be expressed as adverbs, such as "fortunately" or "unfortunately," or as adjectives, such as "amazing" or "disappointing." Regarding the if-construction, attitude markers may be used to convey the speaker's or writer's perspective or tone in relation to the hypothetical or prospective condition or result clause. These clauses are suitable for use in construction. Depending on the circumstances, this can be achieved in a number of different methods. One could use the following scenario as an illustration: "Had I studied more, I would have passed the exam." In literary studies, the use of hedges, boosters, and attitude markers in conjunction with an if-construction may reveal the author's perspective, tone, and attitude toward hypothetical or speculative possibilities. For instance, "I'm sorry to say that I didn't."

### **3.8. Data analysis through Text Analysis**

Texts may be analyzed in a number of ways and for a variety of purposes, such as examining decision processes, institutional ideologies, L1 and L2 practices, what they reveal about user communities, and how they relate to other texts. A text may generally be interpreted in one of two ways. They may first be seen as systems of forms with an emphasis on grammatical objects or patterns. This viewpoint might aid us in gaining a deeper understanding of the patterns evident in student mistakes and the texts we analyze. Texts are analyzed second, and more commonly, in terms of discourse, which refers to how they operate to communicate within certain situations. This sort of study focuses on the communication function of texts within certain situations. In this way, writings serve both as instruments for writers to utilize in pursuit of their objectives and as examples of language in use. Often, the emphasis is on certain sorts of writing, such as a newspaper editorial, a business report, or an essay that takes a contentious viewpoint on a subject. Not only is the notion that forms

transmit functions vital to the very fruitful concept of genre, but it is also one of the most important aspects of discourse analysis. Genres may be seen as abstract, widely recognized patterns of deploying language, and they are symbolic representations of writers' typical reactions to repeating situations. Genres may be split into subgenres, and each subgenre can be further subdivided. The manner in which individuals write is often not the product of conscious awareness, but rather of routine and habit, which are acquired via repeated contact and may be modified by those experiences. Individuals' writing styles are often the consequence of regularity and habit rather than conscious knowledge. People generally utilize concordance programs to search specialized corpora for evidence of this routine behavior when they are looking for evidence of this routine behavior. These programs gather all instances of a search term or phrase in the corpus and present them as a list of unconnected text lines. Reading the list horizontally exposes examples of real language use, but reading it vertically reveals systemic patterns. In the process of analyzing corpora, one may use either corpus-based or corpus-driven approaches (Roudsari et al., 2018). The first strategy is one in which the researcher starts with a pre-selected list of potentially productive objects and then searches the corpus for instances of those items and how they behave. This strategy is sometimes referred to as the "potentially productive things strategy." Alahmed et al. (2016)'s study on passive voice is an excellent demonstration of this technique in action. Much less often are corpus-driven approaches used in the subject of writing studies, in which the corpus itself serves as the foundation for any discoveries made. In the study conducted by Roudsari et al. (2018), for example, a corpus-driven technique was employed to determine the multi-word patterns that appear most often in curricular materials.

## **4. THE RESULTS OF THE STUDY**

### **4.1. An Introductory Note:**

This chapter presents the analysis of collected data which has been obtained from the sample of the study. The sample analysis of thesis and studies conducted by 300 Masters and ph.D. Turkish students resulted in following outcomes of requery distribution among the metadiscourse of the study. To achieve the aims of the current study and answers its questions, some statistical means have been used and the results show many points as it has been presented in the following:

### **4.2. Outcomes of Frequency distribution**

The collected outcomes from the sample of the study show the use of If-Construction with the EIGHT parts of speech in English which are:

1. Nouns.
2. Prounouns (Personal, Interrogative, Personal Pronouns).
3. Adjectives.
4. Adverbs.
5. Prepositions.
6. Articles.
7. Verbs.
8. Conjunctions.

The obtained results of frequent distribution can be shown clearly in the following table:

**Table 2:** The obtained results of frequent distribution can be shown clearly in the following table

<b>Frequency Distribution of Interactive Metadiscourse Markers</b>					
<b>Category</b>		<b>F</b>	<b>%</b>		
Frame markers		134	6.85%		
Transitions		1599	81.7%		
Endophoric markers		28	1.4%		
Evidential		88	4.5%		
Code glosses		106	5.4%		

<b>Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Range</b>	<b>NormFreq</b>	<b>NormRange</b>
If	1	5306	100	1000000.00	0.980

The metadiscourse elements such that hedges and boosters were analysed and the results are represented in Table 3 below;

**Table 3:** The metadiscourse elements such that hedges and boosters were analysed and the results are represented in Table 3 below;

<b>Frequency Distribution of Interactional Metadiscourse Markers</b>		
<b>Category</b>	<b>F</b>	<b>%</b>
Hedges	166	12.7%
Boosters	168	12.9%
Attitude markers	140	10.7%
Engagement markers	538	41.4%
Self-mentions	286	22%

The analysis of the sample was conducted in AntConc. Therefore after critically analyzing various factors we get the following results for use of if-construction with each type of parts of speech ;

**Table 4: AntConc result**

Cluster	Rank	Freq	Range	NormFreq	NormRange
<b>If The</b>	1	2284	258	0.122	0.878
<b>If You</b>	2	2184	209	0.117	0.711
<b>if They</b>	3	1746	231	0.094	0.786
<b>if I</b>	4	1215	170	0.065	0.578
<b>if It</b>	5	951	200	0.051	0.68
<b>if We</b>	6	770	152	0.041	0.517
<b>if A</b>	7	619	190	0.033	0.646
<b>if Not</b>	8	588	153	0.031	0.52
<b>if There</b>	9	586	177	0.031	0.602
<b>if He</b>	10	569	117	0.03	0.398
<b>if Any</b>	11	325	116	0.017	0.395
<b>if She</b>	12	280	90	0.015	0.306
<b>if One</b>	13	250	107	0.013	0.364
<b>if This</b>	14	241	114	0.013	0.388
<b>if Material</b>	15	204	202	0.011	0.687
<b>if So</b>	16	160	68	0.009	0.231
<b>if Students</b>	17	148	70	0.008	0.238
<b>if That</b>	18	133	70	0.007	0.238
<b>if Their</b>	19	107	67	0.006	0.228
<b>if At</b>	20	101	47	0.005	0.16
<b>if These</b>	21	96	67	0.005	0.228
<b>if Only</b>	22	85	56	0.005	0.19
<b>if An</b>	23	82	60	0.004	0.204
<b>if In</b>	24	80	46	0.004	0.156
<b>if Teachers</b>	25	77	39	0.004	0.133
<b>if Yes</b>	26	70	28	0.004	0.095
<b>if Your</b>	27	67	32	0.004	0.109

<b>If Anything</b>	28	66	43	0.004	0.146
<b>If No</b>	28	66	34	0.004	0.116
<b>If My</b>	30	65	38	0.003	0.129
<b>If Someone</b>	31	60	35	0.003	0.119
<b>If Necessary</b>	32	58	37	0.003	0.126
<b>If His</b>	33	55	32	0.003	0.109
<b>If Needed</b>	34	54	32	0.003	0.109
<b>If Applicable</b>	35	49	19	0.003	0.065
<b>If Such</b>	36	44	31	0.002	0.105
<b>If As</b>	37	41	25	0.002	0.085
<b>If All</b>	38	40	38	0.002	0.129
<b>If People</b>	38	40	25	0.002	0.085
<b>If For</b>	40	39	27	0.002	0.092
<b>If To</b>	40	39	26	0.002	0.088
<b>If And</b>	42	36	20	0.002	0.068
<b>If Our</b>	42	36	19	0.002	0.065
<b>If More</b>	44	35	27	0.002	0.092
<b>If Some</b>	45	32	17	0.002	0.058
<b>If Al</b>	46	31	6	0.002	0.02
<b>If Ever</b>	46	31	22	0.002	0.075
<b>If Those</b>	46	31	26	0.002	0.088
<b>If Anyone</b>	49	28	19	0.001	0.065
<b>If Given</b>	50	26	19	0.001	0.065
<b>If H</b>	50	26	2	0.001	0.007
<b>If Participants</b>	52	25	16	0.001	0.054
<b>If Present</b>	52	25	11	0.001	0.037
<b>If Used</b>	52	25	13	0.001	0.044
<b>If Possible</b>	55	24	22	0.001	0.075
<b>If Certain</b>	56	22	20	0.001	0.068



<b>Íf Each</b>	56	22	14	0.001	0.048
<b>Íf Íf</b>	56	22	5	0.001	0.017
<b>Íf Íts</b>	56	22	16	0.001	0.054
<b>Íf Something</b>	56	22	18	0.001	0.061
<b>Íf Student</b>	56	22	13	0.001	0.044
<b>Íf Additional</b>	62	20	6	0.001	0.02
<b>Íf Required</b>	62	20	13	0.001	0.044
<b>Íf Learners</b>	64	19	10	0.001	0.034
<b>Íf God</b>	65	18	12	0.001	0.041
<b>Íf Her</b>	65	18	15	0.001	0.051
<b>Íf Other</b>	65	18	15	0.001	0.051
<b>Íf Women</b>	68	17	10	0.001	0.034
<b>Íf Asked</b>	69	16	14	0.001	0.048
<b>Íf By</b>	69	16	13	0.001	0.044
<b>Íf Both</b>	71	15	12	0.001	0.041
<b>Íf Data</b>	71	15	8	0.001	0.027
<b>Íf Faculty</b>	71	15	9	0.001	0.031
<b>Íf Indeed</b>	71	15	14	0.001	0.048
<b>Íf L</b>	71	15	5	0.001	0.017
<b>Íf School</b>	71	15	9	0.001	0.031
<b>Íf Social</b>	71	15	4	0.001	0.014
<b>Íf Two</b>	71	15	14	0.001	0.048
<b>Íf Either</b>	79	14	14	0.001	0.048
<b>Íf Individuals</b>	79	14	8	0.001	0.027
<b>Íf On</b>	79	14	10	0.001	0.034
<b>Íf What</b>	79	14	13	0.001	0.044
<b>Íf Nothing</b>	83	13	10	0.001	0.034
<b>Íf Or</b>	83	13	8	0.001	0.027
<b>Íf Parents</b>	83	13	7	0.001	0.024

<b>Íf Reading</b>	83	13	5	0.001	0.017
<b>Íf Refugee</b>	83	13	2	0.001	0.007
<b>Íf Schools</b>	83	13	12	0.001	0.041
<b>Íf Appropriate</b>	89	12	10	0.001	0.034
<b>Íf English</b>	89	12	8	0.001	0.027
<b>Íf G</b>	89	12	4	0.001	0.014
<b>Íf Like</b>	92	11	10	0.001	0.034
<b>Íf Another</b>	93	10	10	0.001	0.034
<b>Íf Educators</b>	93	10	10	0.001	0.034
<b>Íf Everyone</b>	93	10	9	0.001	0.031
<b>Íf International</b>	93	10	3	0.001	0.01
<b>Íf Learning</b>	93	10	7	0.001	0.024
<b>Íf Self</b>	93	10	6	0.001	0.02
<b>Íf Done</b>	99	9	7	0	0.024
<b>Íf Just</b>	99	9	5	0	0.017

**Table 5: AntConc result**

<b>Pre-If Sentences</b>	<b>If usage</b>	<b>Post-If Sentences</b>
the student may flee from the situation by ignoring the criticism or acting out in defiance of it. In truth,	if	the students are not able to find useful ways of handling or confronting the different stressors in their lives,
signal for attention, and how to ensure that students are on-task. With technology, it's pretty hard to tell	if	the students are using the right app or right website, and I wish my college had taught me some
teach a diverse group of language learners who are in the same classroom setting. The strategies will also work well	if	the students are all non-English speakers as well. Cooperative learning has been argued to assist ELLs interact more
newcomers express the importance of providing low-literate secondary students explicit and intensive literacy programs based on early literacy development	if	the students are to make-up the significant gap in their education and reach their full English potential (Freeman &
teach a diverse group of language learners who are in the same classroom setting. The strategies will also work well	if	the students are all non-English speakers as well. Cooperative learning has been argued to assist ELLs interact more
a book.” She continued, “It will take me 16-20 [hours] to QM it, using OERs. But again, it's worth it,	if	the students are getting the correct information and getting the correct message and getting the practical application as part
and how they can design listening tasks in ways that can help students choose effective strategies to use while learning.	If	the students are not learning by using the strategies offered by the teachers, teachers should help the students to
effort and performance (Kendall). They, however, made it clear that they would never even consider “allowing flexibility to the students	if	the students were not doing then part ” (Casey). Rubrics A second key factor influencing grade inflation according to the
were three limitations in the study. First, the booklets were provided to students. It would have been more ecologically valid	if	the students were handed actual dictionaries. Second, there were 9 lexical collocation types on a 13-item test. Finally, each group
journal, or another activity) adds the ability of students to comment, but not in the ways that would be expected	if	the students were using notebook and pencil journals. The variations include using a keyboard and typing the content creating

mysterious beings, like Bigfoot, which was a beginning step to videos they subsequently created on their topic. Maggie felt that	if	the students were forced to look for specific things, either to answer specific questions or because they needed to
And we're just, like, reading and at some point, like, we didn't even care. We didn't care	if	the students were whatever. We were just going through. (Zora) Daniela: I left before the rally ended but was
their participation was made in order to avoid prejudicial answers in favor of or against traditional or live-virtual classes.	If	the students were aware that their views or preferences towards one method of learning versus another could influence policies
Spanish... translation, or a picture. And again this is ... [a] thing I [can] create, but we're trying to see	if	the students can create it. So, there's just... so many things that could be done. (Post observation interview, 04/25/14)
just words. Now they could point their iPad, and the words would "come to life" to support their learning. And	if	the students created it, then they would be actively involved in the creation of the tools other students need,
hurdles. Unlike many L1 children (or even adults), L2 students need to learn the words they are putting to print.	If	the students did not understand an oral command by their teacher, they would not engage as they could not
them purchased motorbikes. However, before buying the motorbike, the 112 students had to take a driving test and pass the test.	If	the students did not pass the test, they could still buy a motorbike, but they would have to ride
course as opposed to a traditional English course. Additionally, quest completion data was used in combination with observation to see	if	the students exhibited "self-determined" actions or results. It is worth noting that while there was initial concern that
for that client. Students may find themselves in fight-or-flight situations when being evaluated by their professors or supervisors.	If	the students fight, they may use constructive criticism to strengthen themselves and their practice of therapy. Additionally, they may
in fact a natural physical reaction for native Chinese speakers to make the tone contours clear and visible when speaking.	If	the students find this technique helpful, then one can encourage them to use it while speaking if they wish
student success at a Midwest technical college. Data acquired from sixteen manufacturing	if	the students found servant leader teaching behaviors important to their ability to

students from two programs were analyzed to determine		succeed as students in their respective programs.
and the distance of the schools. However, there is only a vocational high school in Zubeyde Hanim. In other words,	if	the students have other preferences, the high school in Zubeyde Hanim is not an option. Not all residents in
Extracurricular activities were seen as unnecessary and getting in the way of graduation. Counselors, however, had contrary responses. Counselors felt	if	the students joined clubs where there were American-born students, it would increase the immigrant students' sense of belonging.
and their (e) difficulty finding travel information. The fourth construct of the survey, supportive services, consisted of ten questions measuring	if	the students needed assistance in (a) academics, (b) course advising, (c) accommodations, (d) medical services, and (e) financial support.
question. The committee sought to know if the faculty noticed a positive change in the students' attitudes about work and	if	the students noted a change in their inherent thinking about work and its importance. The study asked the following
could influence policies or decision regarding the delivery of classes, it could have compromised the assumed impartiality of the data.	If	the students perceived that the information they shared on the end of term evaluations were part of a standard
to work independently of a teacher. As she said: I guess after my first year of teaching, I realized that	if	the students still need me at the end of the year, I haven't done my job. So my
MCD, it should be noted that students had to manually thumb through the dictionary pages in search of collocations. Even	if	the students thumbed through the dictionary pages, the students might have liked MCD because it listed collocation choices similarly
wrong predictions about molecular polarity (Perez, et al., 2017). The question about the polarity of NH <sub>3</sub> is used to find out	if	the students understand the shape of the molecule. It is difficult to assess what the students know or do
application that the students attach to their English learning process, the confidence (or lack of) students are experiencing, and also	if	the students value the application. This information can be critical especially if any aspect of the application is viewed
signature section was created regarding whether they approve or not. After getting the wet	if	the students were also volunteers, the interviews were conducted within the knowledge of the Turkish teachers and in

signed consent from the parents,		the
two ways to solve it, create chat relays that would be bounced around and then I bought radar that determined	if	the students were within the 20-meter range. Table 55 provides evidence of the challenges for instructional design in Second Life
interviewed. It was determined exactly how many weeks of participation the students who may have dropped out actually engaged in.	If	the students who dropped out of the study were involved in it for less than two weeks, they may
root cause of the lack of some participants to complete the requirements is not entirely clear in this case, but	if	the students who did not complete all of the minimum requirements suffered from a lack of self-efficacy which
observed the verbal and nonverbal rapport that took place between teachers and students when instructors elicited participation from students even	if	the student did not volunteer to answer; while other instructors would ask a question and wait for a student
they had nothing to fear and that students' responses would only be read by the me. I also reiterated that	if	the student did not feel entirely comfortable with the interview, the student was free to opt out of the
pressure . . . , I don't see that as pressure." This participant did not acknowledge the mere act of asking as pressure	if	the student did not approach it with a "I deserve a better grade than this" attitude and manner. This
they simply expect the teacher to tell them where their faults are and correct them. Some teachers do that, even	if	the student did not want a thorough line edit. Does the student learn from this process? That can be
attributes assessed in the ESPRI V-2 (Roblyer et al., 2008). Such an instrument would thus be less time consuming to determine	if	the student is ready for the online FL course. Achievement and self-esteem beliefs (incorporating motivation), responsibility/risk- taking,
of critical pedagogy and on whether the student has actually taken the action within the semester of the course or	if	the student is making a future commitment. A future commitment would have to be somehow verified in order to
before his teacher [having mentioned it]. 12. If the teacher hands him something, he should receive it with his right hand. 13.	If	the student is walking with his teacher, he should be in front of him (the teacher) in the night,

the self-reporting method is of the comparison, his/her anxiety level increases (Price, 1991). frequently used by researchers (Scovel, 1991). However,	if	the student has reached a positive evaluation result, this feeling helps her learn foreign languages (MacIntyre, Horwitz et al.
in this study. However, both survey and interview results included that a sub-category of motivation should also be assessed, “	if	the student has a motive or concrete use for the FL.” Oxford and Shearin (1994) were correct that it is
Touchette, 2014). The live virtual classroom learning environment can be an extraordinary experience, retained in the student’s long-term memory	if	the student is motivated by student-student and student-instructor synchronous engagement and interactions (presence and immediacy). Students who
foreign language research, Educational Success Prediction Instrument Chapter I Introduction A challenge to every foreign language instructor is to know	if	the student is understanding and learning the target language. Such tasks can be complicated when the instruction is exclusively
Assistant posted survey responses to Ethos’ Office of Education after she removed all demographic information, except the specific question asking	if	the student was a freshman or rising graduate. Those results were then forwarded to the researcher. WORK ETHIC 58 The
or her webcam. 20 Linked to the technology is the reliance on the student’s personal connections to the Internet. However,	if	the student was able to access the central Florida media arts university’s online platform and the Go To
useful for a student of any racial, ethnic or national background, and in fact such a course would be diminished	if	the student body were homogenous in any sense. A study of Jewry guided by critical whiteness studies also brings
family in addition to graduate work, there is always a possibility for these various areas of life to be integrated	if	the student chooses — and of course this could be true at the undergraduate level as well. For instance, in
The selection process started with the pool of students that were assigned to English Composition 1 for the month of November.	If	the student consent was received and the calculated sample size (G*Power analysis) of N=156 was not reached, the
were not allowed to go off topic, and they were permitted to discuss topics pertinent only to	if	the student diverged from the topic, the interviewer was required by the research

the research. But		protocol of this study to listen
tend to compare their abilities with someone The self-reports method is easier to use in anxiety data collection else.	if	the student evaluates his / her ability negatively as a result than other methods. For this reason, the self-reporting
repeating his words a second time. 9. The student should address his teacher in an excellent manner to the extent possible. 10.	If	the student heard the teacher mention a ruling on a particular issue, or an unfamiliar useful point, or related
can have the opportunity to form a relationship that allows the student to independently self-advocate (Dryden et al., 2014; Worman, 2014).	If	the student moves to another institution, then campus disability services and rehabilitative services are urged to reach out to
it scary. They would tell others to help them, 'cause when I was in summer school I helped my friends'.	If	the student quote was plausible as spoken or if the direct quote enhanced the understanding of either the level
a test or an oral examination. The problem can also be isolated in persistent careless errors in spelling or syntax.	If	the student realizes he/she is making avoidable errors during a test or an oral exam, anxiety and errors
These questions are rather interdependent in that VSEPR theory is used to determine the shape. This allows one to see	if	the student uses VSEPR to get the correct shape even if they may not know how to define it
a Likert-type scale. The first question asked if the training met the student's expectations. The second question asked	if	the student valued the training. The third and fourth questions were open-ended. The first open-ended question asked
include all of the vowels, place dots on each letter, clarify obscure words, and examine words that have been altered. 8.	If	the student wants to write a note in the margins, he should place a line in the location slightly
the exuding of confidence by the teacher in the way that he/she brings across the lesson. She affirmed that	if	the teacher does not know what to do then he/she cannot do a good job. She recalled how
to that desire? 4. All that said, what do you think about the role of catechesis in high school religious education? 5. (	If	the teacher does not view catechesis favorably) What other forms of religious education do you pursue apart from catechesis,
catechesis favorably) What other forms of religious education do you pursue apart from catechesis, and why do	If	the teacher does view catechesis favorably) How do you present catechesis 148 to your non-



you pursue them? 6. (		Catholic students? How do you
catechesis” mean to you? a. What do you think about the role of catechesis in Catholic high school religious education? 7. (	If	the teacher does view catechesis favorably) How do you present catechesis to your non-Catholic students? 334 a. How do
students? 334 a. How do you differentiate between the goals of catechesis for students of different religious or non-religious backgrounds? 8. (	If	the teacher does not view catechesis favorably) What other forms of religious education do you pursue apart from catechesis,
to guide this dissertation study. Facilitation Theory The basic idea of Carl Rogers’ (1989) theory is that learning will occur effectively	if	the teacher acts as a facilitator. Teachers should create such an atmosphere in which students feel comfortable to examine
learners; there were Smartboards and all. But this semester this state school is different, so how I behave changes. (ST3)	If	the teacher cannot manage the students, it does not matter how knowledgeable, understanding, talented s/he is. ... Classroom management
all negatively impacted how much students learned. One respondent wrote: [[I] feel like my interest sort of has to do	if	the teacher cares . A teacher who doesn’t care if we learn or enjoy the class gives worksheets and
about students enjoying assignments as a potential factor in interest. I feel like my interest sort of has to do	if	the teacher cares. A teacher who doesn’t care if we learn or enjoy the class gives worksheets and
the conversation regarding the benefits of learning English with instructors who spoke Spanish. However, Participant 6 said that it was better	if	the teacher did not speak Spanish because “that way you are forced to learn English” (personal communication, March 1, 2016). In
lead to a radical understanding of the possibility of equality in educational institutions and in our attitudes towards knowledge? (p. 36)	If	the teacher encounters the alterity of her students, this means learning from her students and allowing students, to use
be continued. What this study does support is the premise that Interactive read-alouds related to mathematics are more effective	if	the teacher engages the students with questioning, inferring, and discussion of the text while she is reading the book.
else. He should not express his knowledge of it nor his knowing about it before his teacher [having mentioned it]. 12.	If	the teacher hands him something, he should receive it with his right hand. 13. If the student is walking with

connect. It requires extra effort to make it happen, and that can be uncomfortable. Int1 shared that sometimes it helps	if	the teacher is engaged and that connecting with others is required. Int1 shared the perspective that “the teachers who
speaking Sources of Motivation Immediate feedback Complimentary Technological Learning Tools ...Learn something new every time...you can have inner motivation...	if	the teacher is not making it interesting...not want to come...gives us many different sites...like it for
of students and asking them to create activities using computers to foster language learning can be both daunting and scary	if	the teacher is uncomfortable with the use of computers in the first place. Consequently, Hubbard (2008) suggested that simply training
toward students because the students may not stay motivated (Student, personal communication, May 31, 2017), or students may engage in “adolescent behavior”	if	the teacher is “too empathetic” (Student, personal communication, May 17, 2017). 100 80 60 40 20 0 Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Figure 60. Orange
through consistent communication and placing students' needs above their own” (Student, personal communication, May 18, 2017). A second Orange program participant stated, “	If	the teacher makes a bond with the students, the students will feel more comfortable, and then they will learn
reading and ultimately decides what knowledge is valued or worth knowing. For example, in reading a text about the Holocaust,	if	the teacher or curriculum instructs the student to read for the meaning of the word “ghetto,” then the student
teacher) in the night, and behind him during the daytime. The Ādāb of the teacher in relation to his lessons. 1.	If	the teacher sets out to a lesson, he should purify himself from ritual impurity, and filth. He should clean
board. Both Fakhira and Afia, enrolled in the Beginning ESL Literacy class, mentioned that sometimes they did not write something	if	the teacher told them it was not important or that they did not need to copy it down; otherwise
Tello, 2015; Tomlinson, 1999, 2000, 2005, 2012). 32 Differentiation emphasized the importance of the learning environment as invariably linked to curriculum and	if	the teacher was unsuccessful in alleviating the affective influences in the classroom, cognition and learning would be negatively impacted.

instruction. This was because		
card with the triangle symbol. c. Place the remaining 12 cards in the middle pile – under the circle symbol. d. Ask	if	the participant has questions before they begin. 3. Please sort the card in each of the three piles (separately) from
Address terms of confidentiality. • Explain the format, structure, and process of the interview. • Ask if the participant feels comfortable. • Ask	if	the participant has any questions about any of the discussed items thus far. • Request consent to record the interview. •
interview: • Thank the participant for his/her participation. • Explain that participant will be contacted in a follow-up email. • Ask	if	the participant has any questions. 165 Appendix E: Focus Group Protocol for Educational Technology Leaders Before the interview begins: • Explain
informed consent form. During this time, each participant reviewed the informed consent form and asked questions about the research study.	If	the participant expressed interest in participating in the study, he or she was given the consent form to sign,
informed consent form. During this time, each participant reviewed the informed consent form and asked questions about the research study.	If	the participant expressed interest in participating in the study, he or she was given the consent form to sign,
well as memoing. At the beginning of each scheduled interview, the researcher reviewed the Informed Consent form again and inquired	if	the participant had any questions before the interview began. It was also emphasized that participation was completely voluntary and
or as an additional language. The participant needed to feel confident in expressing their thoughts, experiences, and feelings in English.	If	the participant had any reservations about self-expression during the interview, I was prepared to discuss future options for
sciences and humanities (N = 114, 77%) and those who studied business and technical subjects (N = 32, 21%). Employment sector had four categories and indicated	if	the participant worked for a government sector (N = 40, 27%), non-governmental sector (N = 27, 18%), business or another sector (N = 69, 46%) or was
sciences and humanities (N = 114, 77%) and those who studied business and technical subjects (N = 32, 21%). Employment sector had four categories and indicated	if	the participant worked for a government sector (N = 40, 27%), non-governmental sector (N = 27, 18%), business or another sector (N = 69, 46%) or was

any questions about any of the discussed items thus far. • Request consent to record the interview. • Turn on the recorder	if	the participant consents. Interview questions aligned with research questions: Research Question 1: What factors contributed to middle school teachers' acceptance
be only addressed as "Participant" during the interview. Then a verbal confirmation was obtained during the interview for the recording.	If	the participant declined to participate in the interview, the interview had to end. The interview began by providing a
Confirm that the participant is 18 years of age or older. 3. Request permission to record the meeting with the participant. a.	If	the participant declines to be recorded, ask for permission to record the meeting in writing. 4. Remind the participant they
before the interview can take place.) • Address terms of confidentiality. • Explain the format, structure, and process of the interview. • Ask	if	the participant feels comfortable. • Ask if the participant has any questions about any of the discussed items thus far. •
Each participant was informed that the interview will be recorded and were given the opportunity to review the transcribed interview.	If	the participant is unsatisfied with the transcribed interview, he/she had the option for a follow-up interview for
this study, the general opinion is positive towards web comics as an educational tool, but that could very well change	if	the participant pool were greater. Further research with a larger participant base of course directors and instructors would improve

Further plot analysis can be found in Appendix.

### 4.3. Conditionals in English and in Turkish

It is true that the semantic and cognitive complexity of conditional statements, as explained in the section before this one, are applicable across all languages. On the other hand, the syntactic representation of conditionals may vary across languages. The methods in which circumstances are conveyed in Turkish and English could hardly be more different from a language standpoint.

Both the truth value (that is, real, possible, or counterfactual) and the time (that is, the past, the present, or the future) of the occurrences are clarified by three aspects of the verb phrases in the subordinate clause and the main clause of English conditionals. These characteristics include the [past], [perfect], and [modal auxiliaries]. The factual conditional is one of the two basic groups that may be divided linguistically depending on how they represent the concept that the potential of anything occurring in the future may be acknowledged on the condition that the antecedent phrase is met. The second main category consists of hypothetical conditional clauses. On the other hand, the phrase "counterfactual conditionals," also known as "imaginative conditionals," refers to imaginary outcomes that are believed to occur if the condition indicated in the preceding clause, which cannot be achieved, is realized. In other words, "counterfactual conditionals" refer to fake outcomes that are supposed to occur if "imaginative conditionals" relate to imaginary outcomes that are presumed to occur if "counterfactual conditionals" occur. Typically, while speaking English, factual future conditionals are stated in the present tense, but counterfactual present events are expressed in the past tense and counterfactual past events are described in the past perfect tense. This technique is often known as "back-shifting tense," which directly translates to "turning the past into the present. The realization that counterfactuals may traverse the past, present, and future tenses is one of the grammatical complexities that conditionals bring about. This factor adds to the complexity of conditionals. In addition to modal auxiliaries, bi-clausal structures, tenses, and aspects, tense shifting in counterfactuals also contributes to the intricacy of this situation. The use of tense shifting in counterfactuals further increases the intricacy of this situation.

In addition to the use of if-conditionals, additional conditional connectors allow for the derivation of semantic differences. For instance, "unless" is used to convey a circumstance that is either exceptional or remarkable. In other words, it highlights the notion that there is no alternative condition that will result in the stated conclusion. This is due to the fact that there is no alternative condition that will result in the stated outcome. In contrast, the criteria expressed by if and if...not are weaker and more neutral. In these cases, neither the exclusion nor the exception is emphasized. As a direct result, the semantic linkages expressed by these two conditional subordinators are entirely distinct from one another. Since the exceptive component of the form

communicates the negative connotation of unless conditionals, an explicit negation marker (-not) is not required in unless sentences. Additionally, it is often believed that unless is the most difficult conditional to apply since it has a negative implication, making it most difficult. If I may put it another way, the legitimacy of connections signaled by except depends on the falsity of the other statement: If one proposition is true, the other must be false for the connection to be valid. As a direct consequence, except may need an additional processing step.

In Turkish, it is feasible to build conditional sentences without adding conditional suffixes to the words themselves. This is one of several conceivable methods for this to occur. These types of formations have a similar look to formulations with non-finite adverbials (as in 15). If-conditionals, on the other hand, are expressed with a conditional marker (-sA), whereas expressions have no conditional suffix when written out. Bakrli (2010) asserts that the Turkish word for unless is -mEdIkçE, and this word has an unambiguous negative sign.

Despite the fact that hypotheticality and counterfactuality are often communicated using conditional statements in both languages, their syntactic representations are diverse. In Turkish, formulations must have a clear negation indicator, but in English, the presence of such a marker would disturb the grammatical structure of the phrase.

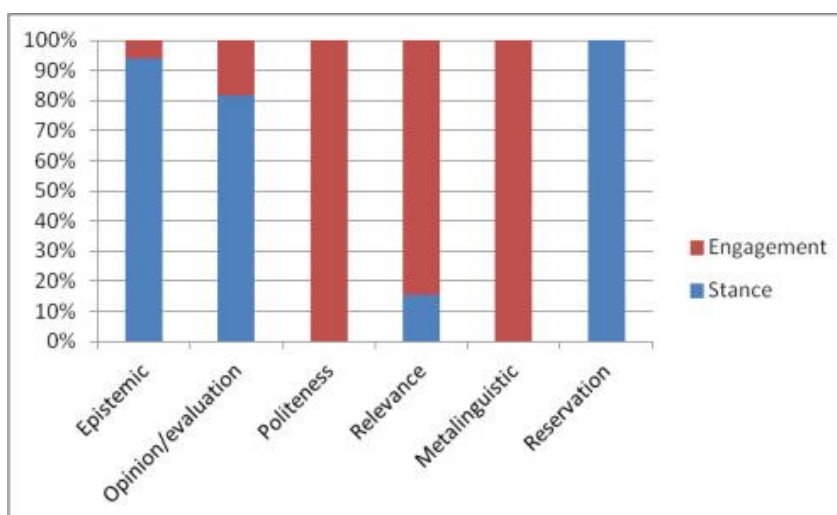
#### **4.4. Findings of the Study with Previous Studies**

According to the results of the great majority of research done in L1, findings show that children do not use conditional sentences until considerably later in their speech, frequently not until the end of the third year. These findings indicate that children do not use conditional sentences until much later in their speech. Contrary to factual conditionals, which contain terms such as "Present Generic" and "Future Predictive," the development of counterfactual conditionals occurred a great lot earlier. In particular, people were more accurate when the events in two sentences were related favorably by a subordinating conjunction. Young individuals have the greatest trouble analyzing the conjunction unless, which acts as a sign of skepticism and negative entailment, according to a number of studies. Here are Crutchley's observations about the concept of gaining earlier counterfactuals (2004). She could have prevented the

rabbit from escaping during an elicitation experiment with children aged six to eleven by simply closing the door. According to the statistics, children begin using target counterfactuals around the age of six, and both the frequency and accuracy of previous counterfactuals increase steadily with age. On the other hand, some 11-year-olds were unable to create target structures, indicating that control over previous counterfactuals may not be fully developed at this age.

**Table 6:** Target structures

Subfunction			Stance vs Engagement		
Type	N	%	Type	N	%
Epistemic	98	40.83	Stance	168	70.00
Opinion/evaluation	76	31.67	Engagement	72	30.00
Politeness	31	12.92			
Relevance	13	5.42			
Reservation	12	5.00			
Metalinguistic	10	4.16			
Total	240	100	Total	240	100



Research has been conducted on the acquisition of conditionals in L2, but more is required. This practice is based on the assumption that the pattern seen during the

acquisition of L1 may be transferred to the acquisition of L2. Berent (1985) performed research on developmental disparities among English language learners and analyzed the sequence in which English conditionals are acquired by English language learners from a variety of L1 backgrounds. In accordance with the sequence in which children learn factual, unreal, and past unreal conditionals, it was discovered that learning factual conditionals was the simplest, followed by learning unreal conditionals, and lastly learning past unreal conditionals, in that order of competence. In addition, Martin (2016) investigated the English productivity of Chinese speakers learning English as a second language. He discovered that L2 learners exhibited consistent fluctuation in their output, which was interpreted as evidence of L1 transfer effects. In addition, it is crucial to note that the effects of L1 interference interact with the syntactic complexity of English conditionals, with more complicated formulations resulting in a larger amount of L1 interference. After the indepth analysis and study of the sample, the overall distribution was analysed and represented in Table 6.

**Table 7: Interactive and interactional metadiscourse**

<b>Overall Distribution of Interactive and Interactional Metadiscourse</b>			
	<b>Interactive</b>	<b>Interactional</b>	<b>Total</b>
	<b>Metadiscourse</b>	<b>Metadiscourse</b>	
<b>Frequency</b>	1955	1298	3253
<b>Percentage</b>	60.09%	39.9%	100%

#### **4.5. The Cognitive Theory of Counterfactuals and Their Two Different Interpretations**

Nikolayeva (2015), is credited with having successfully completed the formalization of the dual representation of counterfactuals within the cognitive semantic framework of mental spaces. It is possible to define mental representations and the underlying processes that are responsible for cognition and language by referring to abstract cognitive domains that are known as mental spaces. According to this paradigm, counterfactual conditionals are believed to work as mental space



builders. They convey information that departs from their preceding 'parent' space, which represents genuine events, and they do so in a way that can be comprehended. According to the common understanding of the term, counterfactual mental spaces are those that comprise information that is discordant with that of the factual parent space to which they are associated and to which they belong. This is true for erroneous beliefs, unsatisfied wants, and even negations, which are all instances of mentalist expressions. Because of this, it is clearly obvious that the framework of mental spaces postulates the existence of a dual cognitive representation of counterfactuals. However, when dual representation is taken into consideration, this paradigm does not yield any hypotheses or predictions that are either evident or capable of being tested. It does not explain whether the construction of a new mental space incurs a processing cost, when that cost arises, or how long novel mental spaces are maintained once they have been formed. It also does not explain how long new mental spaces are kept after they have been formed. Nevertheless, the framework gives a formalization of counterfactuality that is intuitively clear, and it answers, among other things, for the occurrence of dual meaning in counterfactual conditionals as well as in non-conditional formulations.

## **5. DISCUSSION OF THE RESULTS AND CONCLUSIONS OF THE STUDY**

### **5.1. Introduction**

This chapter presents the discussion of the results with the results of previous studies. It shows the contribution of this study and its pedagogical implications. This chapter also sheds light on limitations and suggestions for future directions. Finally, conclusions and outcomes which have been reached according to results have been presented forward.

### **5.2. Discussions of The Obtained Results.**

According to the study, those who speak English as a second language are solely helped by the message-level context, as opposed to native speakers who make efficient use of lexical prediction in addition to the message-level context. This may be one aspect that leads to the difference between native and second-language English speakers. In general, these results demonstrated that speakers of a second language make less active predictions about incoming information than speakers of a first language.

In addition, they made a concerted effort to demonstrate beyond a reasonable doubt that the reduced competency of L2 learners was due to assignment mistakes and not agreement issues. It suggests that learners were effective in learning the gender characteristic in the target language since highly advanced L2 participants fared as well as native speakers on a sentence-to-image matching test (Kuperberg et al., 2016). The purpose of the exam was to evaluate the participants' capacity to comprehend gender distinctions in the target language. The first experiment resulted in the development of a production task, which was then used in a study to investigate whether non-native speakers had trouble with gender assignment or agreement in spoken production. The participants were presented with two photos of the same item (for instance, a butterfly, or mariposa) in two different colors or shapes, and then asked to pick one by identifying it ("Which butterfly do you prefer?" "¿Cuál mariposa prefieres?"). The results of the production experiment suggested that the persistent

difficulty that non-native speakers have with grammatical gender may be related to the lexical rather than syntactic components of gender. According to the findings of the manufacturing experiment, this was the case. Although the participants performed to the best of their ability offline, it was observed that they made production errors throughout online processing (Kim et al., 2014). The vast majority of these errors were of a lexical character, and they included misusing particular terminology. It was revealed that non-native speakers had a worse capacity to construct hypotheses than native speakers since discrepancies between L1 and L2 were connected to correlations between words and gender nodes accessible in both lexicons. This was the case due to the fact that the gender nodes in both lexicons were connected to the word associations. It was discovered that this diminished ability may be a result of modifications to the word learning environment.

Previous research on gender concordance, which will be described in more depth in this article, used individuals whose native languages lacked gender concordance (such as English). Girn et al. (2015) undertook eye-tracking research with Italian-speaking Turkish learners to see whether speaking a language with gender-marked articles facilitates information processing in a second language. The researchers intended to determine whether or not speaking a language with gender-marked articles facilitates information processing in a second language. These researchers used a range of participant profiles and introduced significant determine-noun pairings in a context that was more complex and varied than in previous trials. Those older tests used verbal instructions in a static environment (e.g., "find the ball"), but these more recent trials included a diversity of participant profiles. In expectancy-based processing explanations, the role of invariant context in the prediction and identification of incoming nouns is highlighted (Mathôt et al., 2012). It is assumed that phrases in settings that are invariant impose lower cognitive demands than those in circumstances that are rich in pragmatic complexity. As a result, the purpose of this study was to examine the influence of overlapping gender systems in L1 and L2 on predictive processing, as well as the effect of more flexible and richer settings, which contradicted the results of earlier research.

Thus, even when they were paying attention to other components of the statement, this was the case. These results demonstrate, although in a roundabout way, that prior discoveries were not solely the result of the used experimental design.

Regarding student data, both English-Turkish and Italian-Turkish bilinguals demonstrated sensitivity to gender concord in Turkish; however, the degree of sensitivity varied depending on the levels of competence of the learners. This study is very significant because it reveals that Turkish language learners are able to rapidly integrate gender information in Turkish when confronted with a task that needs a substantial amount of resources. Due to the fact that this exercise requires the learner to simultaneously assess the semantic plausibility of the sentence and click on the picture, the outcome reveals that learners of a second language are capable of doing both tasks concurrently.

Wang (2015) found that L2 and native speakers had distinct phrase processing and anticipatory capacities, which contradicts the results of prior studies Grin et al. (2015) did the aforementioned prior research Participants in this research who understood Italian expected the noun to contain a feminine determiner, but not a masculine one. This seemingly conflicting result was likely caused by the fact that Italian has two male determiners whereas Turkish has just one masculine determiner. In this context, it is necessary to explore not only whether individuals who are learning a second language and native speakers employ predictive mechanisms differently, but also the variables that inspire these processes. In this context, it is necessary to explore not only whether persons who are learning a second language and native speakers employ predictive processes differently, but also the extent to which these differences exist.

Iiang (2020), it is unclear whether the above-mentioned findings generalize to other types of syntactic and morphological phenomena, or to languages or L1/L2 combinations other than those previously examined. In addition, it is uncertain whether the results are applicable to other kinds of morphological occurrences. Consequently, the objective of this work is to address this deficiency by presenting evidence from conditional constructions in a Turkish-English L1/L2 combination that has never been investigated in this area. This combination has never been tried in this domain before. On both a syntactical and semantic level, these formations are challenging for L2 learners to comprehend. Second, we aim to undertake more studies on Grüter and his colleagues' intuition on the restricted capacity of the L2 processor as a result of lexical and structural information integration (Kim et al., 2014) . This is because Grüter and his colleagues feel that the mix of lexical and structural information causes this

constraint. The conditionals do not include any grammatical ambiguities or long-distance dependencies, unlike prior representations of linguistics, which were analyzed to confirm their validity. In the part that follows, you will be given a concise introduction of the structure that is the major focus of this study, namely conditional structures.

### **5.2.1. Influence of L1 on L2 Turkish Learners ' If-Construction**

The process of learning a second language (L2) is complex and influenced by various factors, including the learner's first language (L1). This essay aims to examine the influence of L1 on the acquisition and use of if-construction in L2 Turkish. By exploring how L1 background impacts the learning process, this essay contributes to the understanding of cross-linguistic influence and its implications for teaching and learning L2 Turkish.

### **5.2.2. Cross-Linguistic Influence and Transfer**

#### **5.2.2.1. The Concept of Language Transfer in Second Language Acquisition**

Language transfer refers to the influence that one's L1 has on the process of learning an L2. It is a significant factor in second language acquisition (SLA) and can manifest as errors, avoidance, or facilitation in the target language .

Language transfer refers to the impact of a learner's first language (L1) on their capacity to acquire and use a second language (L2), and it is a crucial issue in second language acquisition. Both language instructors and language pupils must have a thorough comprehension of the dynamics underlying language transfer and its function in the educational process. Language transfer may facilitate or impede the learning process in positive or negative ways.

When a person is first exposed to a new language, they carry with them their previous linguistic competence, including their comprehension of their L1 language. This prior knowledge may affect the individual's ability to acquire and use L2, particularly in grammatical and syntactical matters. A variety of factors can influence

the extent and nature of language transfer. The degree of typological similarity and difference between the first language (L1) and the second language (L2), the level of proficiency in both languages, and the quantity of exposure to the second language (L2) are all included (Kim et al., 2014).

Positive transfer is the method of utilizing prior knowledge of one language (L1) to facilitate the acquisition of another language (L2). Such pupils may be able to transmit their vocabulary, sentence structures, and grammatical norms to the target language. This is due to the similarity between the two languages. When positive transfer is used as an instructional strategy, students are afforded the opportunity to expand upon the linguistic knowledge they already possess. This makes it possible to accelerate the learning process (Ferguson and Cane, 2015).

Negative transfer, on the other hand, refers to the use of material learned in L1 in a way that hinders one's progress in acquiring L2. A pupil may have a negative transfer experience if they overgeneralize the grammatical norms from their L1 to their L2 or if they commit syntax, diction, or terminology errors. When a pupil overgeneralizes the grammatical principles from their L1 to their L2, this is another cause of negative transfer. Negative transfer may result in errors that are difficult to correct, especially if they become ingrained in the linguistic patterns of the learners. It is conceivable for a negative transfer to have the opposite of its intended effect.

Both language instructors and their pupils must have a comprehensive understanding of the processes and outcomes of language transfer. Teachers' knowledge of their students' first languages (L1) may be a useful aid for identifying areas in which their students may benefit from receiving additional instruction or support. For instance, teachers can predict the areas where students are most likely to experience negative transfer and provide instruction that is crystal plain on the differences between the grammatical rules of L1 and L2 languages. Additionally, instructors can predict the areas where students are most likely to experience negative transfer. Learners, on the other hand, may become aware of the effect that L1 may have on L2 acquisition and actively work to surmount negative transfer by actively seeking out language exposure opportunities, participating in practice activities, and receiving feedback on their language usage (Nieuwland and Martin, 2012). Learners may also be made aware of the potential impact of L1 on L2 acquisition.

Thus the process of acquiring a second language involves the concept of language transfer, which is a crucial component of the process. Depending on the type of transfer that occurs and the extent to which it does so, the influence of L1 on L2 acquisition may either facilitate or hinder the process of learning L2, depending on the nature and extent of the transfer. It is essential for language teachers and students to be aware of the effects that language transfer has on the acquisition of L2 [second language] because this knowledge enables them to anticipate problems, provide targeted instruction and support, and promote effective language learning.

### **5.2.3. Positive and Negative Transfer**

When attempting to acquire a foreign language from a native speaker, it is essential to have a thorough comprehension of both positive and negative information transmission. According to Kulakova et al. (2014) transfer is the process by which a learner's first-language knowledge influences the acquisition and use of a second language (L2). This process occurs when the learner is simultaneously exposed to both languages. Positive transfer is exemplified by the process by which knowledge from L1 can be utilized to facilitate learning in L2. Negative transfer occurs when the first language (L1) is used in a manner that makes it more difficult to acquire the second language (L2).

Positive transfer is possible when there are similarities between the structures and vocabulary of the language being learned in L1 and the language being learned in L2. For example, a pupil who is already fluent in a language with a word order that is similar to that of the L2 will find it simpler to acquire sentence patterns in the L2 because they are already accustomed with the word order (Marull et al., 2017). When it comes to acquiring new vocabulary, a student who is familiar with cognates, which are phrases that are common across languages and have extremely similar meanings and spellings, may have an advantage over his or her peers.

If, on the other hand, there are structural differences between L1 and L2, negative transfer is possible. For instance, if a student's L1 employs a verb tense system that differs from the system used in the L2, the student may transmit the L1 verb tense system to the L2, resulting in improper use of verb tenses in the L2 language. This can be avoided by not transmitting the verb tense system from the L1 to

the L2. Another instance of negative transfer is when the pronunciation of the L1 influences the pronunciation of the L2, resulting in accent and intonation difficulties.

The level of proficiency in both the L1 and L2 as well as the quantity of exposure to the L2 as well as the typological similarities and differences between the L1 and L2 are variables that can influence the degree and type of transfer. In addition, the typological similarities and differences between the L1 and L2 may influence the form of transfer (Marull et al., 2017). The placement of words within a sentence and the presence or absence of grammatical cases are examples of cross-linguistic structural differences. These are only two of the numerous occurrences that can be discovered. The typological similarities and differences allude to these structural differences.

It is essential that both students and their language instructors make an effort to comprehend the nature of transfer and its implications. Teachers may be able to anticipate the various areas of difficulty that students may have, and if they have done so, they may then provide instruction that is explicitly tailored toward preventing negative transfer. Learners may also become aware of the possibility of negative transfer and actively endeavor to surmount it by actively practicing what they have learned, exposing themselves to new situations, and receiving feedback on how well they performed in previous settings.

Positive transfer occurs when knowledge of L1 makes learning L2 easier, whereas negative transfer occurs when information from L1 makes learning L2 more challenging. Positive transfer occurs when knowledge of L1 facilitates the study of L2, whereas interference is an example of negative transfer. The process of acquiring the *if*-construction when learning Turkish as a second language may be affected by either type of transfer. Therefore, in order to effectively acquire a language from a distinct language system, a thorough understanding of positive and negative transfer is required. Positive transfer may facilitate the ability to acquire a second language, whereas the incapacity to do so due to negative transfer may make the process more difficult. By obtaining an understanding of the factors that influence language transfer and the regions that are likely to present difficulties in language acquisition, instructors and students can increase the likelihood of successful second language acquisition.



#### **5.2.4. Factors Affecting Language Transfer**

Language transfer may be affected by the distance between the languages being taught, the aptitude level of the learner, and the degree of structural similarity between the L1 and L2 languages. Other factors that can influence language transfer include the degree to which the L1 and L2 share structural similarities (Marull et al., 2017).

When we discuss language transfer, we refer to the effect of a learner's native language (L1) on their capacity to acquire and use a second language (L2). The manner in which language is transmitted from one generation to the next and the extent to which it is transmitted can be influenced by a variety of factors, including those listed below.

#### **5.2.5. L1 Interference**

The first realization is that Turkish speakers studying English as a second language are incapable of seeing grammatical errors in real-time. This failure to detect violations may be attributable to the fact that native speakers of L2 languages have an explicit negation marker (-not) in their native tongues, which is absent from the unless...not condition (Hırçın Çoban, 2017). In other words, the data collected online indicates that second-language learners have valued unless in the target language as unless...not as often as if...not and accept unless...not as the fundamental form. Despite the fact that the fundamental form of unless...not is, this is the case. The Interface Hypothesis is one potential explanation for the observed disparity. It claims that having several representations of grammar increases cognitive cost since L2 speakers must exert more effort to block one of the representations, which increases the total amount of work necessary to understand grammatical information (usually their L1) (Rapiso, 2018). The capacity to suppress one's native language is referred to as language inhibition, and it is often recognized as one of the most essential aspects of a bilingual brain. Given that the same circumstance applies to our L2 speakers, a portion of their cognitive resources must be devoted to the suppression of their native tongue; consequently, even if the fundamental representations of their linguistics are comparable to those of native speakers, there may be differences in how they perform.

According to the theory's premises, the results of our research indicated that learners of English as a second language whose native language is Turkish had residual effects in their online processing due to their native language (Aljassmi et al., 2016). In addition to the resources provided for inhibitory control, participants must periodically absorb the discourse and update their prior syntactic representation with each new word given. In addition to the resources made accessible for inhibitory control, this is provided. In addition to the resources allocated for inhibitory control, this resource will also be made accessible. This is extra financing for inhibitory control, in addition to the funds previously allocated. As a result, the diminished ability of our participants to detect syntactic violation in the unless...not condition and to process sentences in the unless condition inadequately during the SPR task is primarily attributable to (a) the deployment of cognitive resources for the integration of different types of information. In other words, our research participants had a more difficult time processing English when exposed to the unless condition. This was revealed when the competitors were given the SPR exercise to execute as part of the competition (specifically, lexical, syntactic, and discourse-based in our study). Our participants were required to simultaneously integrate lexical, syntactic, and discourse-based information; however, (b) they had less automatic access to knowledge; (c) interference from L1 occurred during periods of high processing demand; and/or (d) there was a mismatch between their expected structural patterns and the information that was accessible (Hırçın Çoban, 2017). In other words, our participants were asked to simultaneously integrate lexical content, grammatical structure, and conversational information.

### **5.2.6. Outcomes from evidence**

The outcomes offer evidence that L2 speakers give semantic, pragmatic, and discourse-based information precedence over syntactic information concluded from AntConc analysis. We anticipate that our Turkish-speaking L2 students will grasp statements in the unless and unless...not condition equally well when the context is consistent with the SSH's prediction (Aljassmi et al., 2016). This is a legitimate expectation, in our opinion. As long as participants were supplied with contextual information that matched the speech, it was predicted that their RTs would drop, which

is a measure of processing efficiency owing to the availability of surface-level signals. In other words, it was predicted that their RTs would drop if they were supplied with contextual information that matched the speech. On the other hand, it was hypothesized that they would only be unable to recognize grammatical anomalies when presented with an incongruent context. This was because the surface-level signals could not be used in this circumstance. As a direct result, L2 students were needed to demonstrate longer response times (RTs) while reading phrases provided under the unless..., not a condition. The results revealed an altogether different picture, which is not consistent with the SSH-derived assumptions.

Learners of Turkish as a second language do not seem to prioritize information at the discourse level over information at the syntactic level when processing conditional structures. This is one of the findings of our investigation. Although congruent situations evoked considerably shorter response durations (RTs) than incongruent contexts regardless of connection type, the unless condition generated significantly longer RTs in congruent settings than the unless...not and if..., not conditions. Despite incongruent settings eliciting considerably longer RTs than congruent contexts regardless of connection type, this was the case. Unless...not was believed to be the right construction at the time, we would want to call your attention once again to the processing pattern that our participants displayed. Contrary to what was predicted by the SSH, the grammatical alternative "unless" caused more processing problems as a result. Even though the speech was useful under the condition, our participant-sample academics did not overlook the grammatical structure's irregularities. In other words, individuals did not take contextual information into account when their expectations about the grammatical organization were violated. In addition, contrary to what the SSH recommended for L1 interference, our sample sources perceived that constructs were similar to the equivalent in their home language during online processing. Despite the fact that our sample sources were subjected to the L1 interference theory, this was the case. As a direct result, it looks like the representation in their home language has supplanted the representation in their target language (i.e., unless appears to be replaced with unless...not as the base form). According to the results of our study, second-language learners are largely led by syntactic restrictions and put a larger value on syntactic information than they do on surface-level signals. In the unless the condition, they are unable to discern the impacts

of context and perceive congruent and in-congruent sentences equally slowly. Even if their structural expectations are met, as in unless the condition, this is the case (due to the absence of an overt negative sign). This trend demonstrates that second-language learners do not always depend on surface-level cues while ignoring their understanding of grammatical structures. Consequently, in the following part, we will examine the techniques used by second-language learners.

### **5.3. The Reduced Ability to Integrate Contextual Information**

People who speak a second language seem to be able to grasp sentences by predicting future utterances based on existing syntactic and discourse-level signals. This is inconsistent with what RAGE has claimed. In contrast, the unless condition was handled differently in both situations, as follows: The substantial difference in the influence of the context on the ease and/or difficulty of processing reported in the if...not and unless...not conditions were not detected in the unless condition (as a consequence of match or mismatch). This may indicate that, as a result of an expectation violation in the unless condition (due to the absence of an overt negation marker), our L2 speakers were either unable to update their existing expectations or (ii) unable to generate any expectations to integrate discourse under the condition that their structural expectations were not met. This may indicate that our L2 speakers were either (i)unable to update their existing expectations or (ii)unable to generate any expectations to integrate discourse. Therefore, it is important to update our earlier explanation for Segment 3 (which indicated that L2 speakers may predict the following utterances properly) as follows: As long as their expectations at lower levels (i.e., lexical and syntactic) are realized, L2 speakers are able to integrate information at higher levels (i.e., discourse-based) efficiently. In other words, it is plausible that non-native speakers' capacity to anticipate outcomes is proportional to the degree to which syntactic prerequisites are met. In terms of grammatical structure, L2 speakers expect an explicit negation marker in the unless the condition, according to our study. In the absence of this, their reaction times in incongruent contexts were shorter than incongruent contexts. This assumption is reinforced by studies indicating that second-language learners make predictions mostly based on the areas in which they are stronger (i.e., syntactic, lexical, or morphosyntactic) (Rapiso, 2018).

In other words, second-language learners place more emphasis on the assimilation of the knowledge with which they are most familiar. In a similar line, the cognitive resource allocation theory suggested by Kapatsinski (2014) assumes that non-native speakers use a single source of information and devote their attentional resources toward integrating that source. Consequently, the integration of additional information sources may be delayed or blocked. In addition, Crutchley et al. (2018) capacity theory suggests that lower-level processes are satisfied when cognitive demands are higher as a result of multiple competing information sources (i.e., lexical, syntactic, morphosyntactic, semantic, pragmatic, and discourse-based). As a result, higher-level processes may not be implemented or will be more expensive to implement. As long as some clarifications are made, these preexisting hypotheses are able to accommodate our data. Priority is given to lower-level processes, such as syntactic information, according to our findings. If the parser is unable to locate the desired information, an expectation violation occurs; consequently, higher-level processes cannot be executed effectively. The native speaker control group offers additional evidence in support of our hypothesis. They exhibited similarly shorter RTs in both congruent and incongruent settings in the unless not a condition, indicating a diminished capacity to integrate contextual information. They were capable of detecting syntactic irregularities in the unless...not a condition in both congruent and incongruent circumstances. However, the fact that they were able to demonstrate greater RTs in later segments in incongruent circumstances in the unless...not condition may still be able to partially account for our suggestion with a slight tweak. Integration of syntactic information is a major priority for both native and non-native speakers. As a result of the expectation violation, however, native speakers demonstrate delayed effects of integrating discourse-based information, but nonnative speakers are unable to dissociate the influence of context.

#### **5.4. The Contributions of The Study**

The investigation of if-construction in the theses and research papers written by L2 Turkish learners has the potential to make numerous contributions to literary studies. Educators will be able to provide learners with targeted instruction and assistance if they first identify areas of difficulty and common errors in the use of if-

constructions. This will enable teachers to give students the greatest possible possibility of success. This has the potential to improve the precision and clarity of academic writing and literary research conducted in Turkish, thereby contributing to the expansion of literary studies. If the use of if-constructions in literary works is done correctly, it can result in more complex and accurate interpretations of the text, thereby raising the overall level of literary analysis and criticism. In addition, the use of if-constructions in literary works may result in more nuanced and precise interpretations of the text. The evaluation of if-construction in the theses and research articles written by L2 Turkish learners is crucial for the advancement of literary studies, the promotion of a better understanding of literary works, and the promotion of correct and effective Turkish communication.

Examining the use of if-constructions in theses and research papers written by Turkish language students acquiring the language as a second language is crucial for numerous reasons.

- If-constructions are a fundamental component of the grammatical structure of the Turkish language. They are utilized to convey conditional statements, hypothetical situations, and counterfactual claims. The accurate presentation of challenging ideas and arguments in academic writing requires the application of these strategies in the appropriate contexts. It is necessary, therefore, to examine the use of if-constructions in the theses and research papers written by L2 Turkish learners in order to identify any problematic areas or prevalent errors in their application.
- In the field of literary studies, the precise use of if-constructions is of utmost importance. This is because if-constructions have the ability to affect not only the meaning but also the interpretation of the text. It may be difficult for Turkish language students who are learning the language as a second language to effectively use if-constructions in their writing because literature frequently includes intricate plots, the development of characters, and a variety of possible outcomes. Any error in the use of if-constructions in literary works has the potential to drastically alter the intended meaning, leading to confusion and misinterpretation of the text.

- The use of language in academic writing, such as theses and research papers, necessitates an exceptionally high level of precision and accuracy on the part of the author. If if-constructions are used improperly, this can lead to illogical arguments, inaccurate interpretations of study results, and generally inferior academic writing. In order to assure the accuracy and quality of academic writing in Turkish, an investigation into the use of if-constructions in theses and research papers produced by L2 Turkish learners is necessary.
- The investigation of if-constructions in Turkish theses and research papers produced by L2 learners has the potential to contribute to the process of identifying areas where learners may benefit from additional instruction and assistance. It is possible for teachers to provide students with training that is more narrowly focused, with the objective of assisting students in enhancing their use of if-constructions, which would, in the long run, result in increased precision and efficacy in their communication in Turkish. The identification of problem regions and locations where frequent errors occur makes this a possibility.

To ensure the precision and quality of literary research and academic writing in Turkish, to prevent misunderstandings and incorrect interpretations, and to provide learners with targeted instruction and support, it is necessary to analyze the use of if-constructions in theses and research articles written by second-language learners of Turkish.

- There are recommendations for syllable designers to give priority and attention to the grammatical aspect when properly designing master's and Ph.D. curricula to be useful resources for students.
- Also, there are recommendations for teachers to work on improving aspects and grammar during the teaching process.
- And there are tips for master's and Ph.D. students as well, they should be aware enough of how to use aspects of grammar correctly and draw attention to the grammatical aspect to facilitate understanding for researchers to get the best results.

## **5.5. Limitations and Future Directions**

Certainly, this study contains a number of flaws, which may be seen as future research opportunities. In the beginning, the number of participants in the native control group was insufficient to produce definitive conclusions. This hindered our ability to draw any conclusions. The pattern seen in the processing of conditional constructions by native speakers offered a clear picture; nonetheless, it is possible that the findings cannot be generalized owing to the scope of the inquiry. We are now trying to expand the scope of our business.

In addition, to the best of our knowledge, no online study has been undertaken in Turkish-English or any other L1/L2 combination to determine the pattern that second-language learners follow to grasp conditional formulations. We feel that this action should be taken. This is something we believe should be accomplished. Due to this, it was hard to evaluate the importance of our findings in light of prior studies.

Due to the limited time given, we were only able to test the except, unless...not, and if...not branches of the logic tree. In order to examine the bigger picture and make direct comparisons, however, future studies must also examine if-based conditional structures.

## **5.6. Conclusions of The Study**

In conclusion, the research indicates that individuals who utilize English as a secondary language solely derive advantages from the message-level context. Conversely, native speakers effectively employ both lexical prediction and the message-level context. The study demonstrated that advanced second language learners were proficient in acquiring the gender feature of the target language, as evidenced by their performance on a sentence-to-image matching task, which was comparable to that of native speakers. This implies that the learners exhibited proficiency in acquiring the gender feature of the language being studied. The study utilized correlations between words and gender nodes that were present in both lexicons to ascertain the group of speakers who exhibited superior skills in hypothesis formulation. The research revealed that individuals who are not native speakers exhibited a lower level of proficiency in comparison to their native speaker



counterparts. The decline in ability may be attributed to potential alterations in the learning environment for vocabulary acquisition.

Based on the results, it was observed that bilingual individuals proficient in both English and Turkish, as well as those proficient in Italian and Turkish, demonstrated a level of awareness towards gender agreement in Turkish. However, the extent to which this awareness was demonstrated varied depending on their respective levels of language proficiency. The research is significant as it showcases the ability of Turkish language learners to efficiently assimilate gender information in Turkish, even when faced with a task that demands substantial cognitive resources. Wang's (2015) research revealed that contrary to previous studies, individuals who are native speakers of a language and those who speak a second language possess distinct abilities in phrase processing and anticipation. The purpose of this paper is to address a deficiency by presenting empirical data derived from conditional constructions in a Turkish-English L1/L2 amalgamation that has not yet been investigated in this domain. To date, no scholarly investigation has been conducted on this subject matter. The generalizability of the findings to other syntactic and morphological events, as well as to languages or L1/L2 combinations that have not yet been studied, remains unclear.

In contrast to previous linguistic representations, the structure of conditionals lacks grammatical ambiguities or long-distance dependencies. The phenomenon of language transfer holds significant value in the realm of second language acquisition (SLA), whereby its impact on the target language can manifest in various ways such as errors, avoidance, or assistance, contingent upon the context. Positive transfer is the term used to describe the utilization of pre-existing knowledge of one language (L1) to facilitate the acquisition of another language (L2). Negative transfer can occur when an individual utilizes knowledge acquired in their first language (L1) in a way that impedes their advancement in learning their second language (L2). Positive transfer is the utilization of pre-existing knowledge of one language (L1) to facilitate the acquisition of another language (L2).

Negative transfer can occur when an individual utilizes knowledge acquired in their first language (L1) in a way that hinders their ability to acquire their second language (L2) at an optimal pace. Language transfer is the phenomenon by which a

learner's acquisition of a second language (L2) is influenced by their pre-existing knowledge of their native language (L1). Awareness of the impact of language transfer on L2 acquisition is essential for both language learners and instructors. This knowledge enables them to anticipate potential challenges, provide targeted teaching and support, and facilitate effective language learning. Negative transfer refers to the phenomenon whereby a learner applies the grammatical rules of their first language (L1) to their second language (L2), resulting in errors that are challenging to correct. Awareness of the impact of language transfer on L2 acquisition is essential for both language learners and instructors. This knowledge enables them to anticipate potential challenges, provide targeted teaching and support, and promote effective language acquisition.

Positive transfer is the term used to describe the process of utilizing pre-existing knowledge from one language to facilitate the comprehension and acquisition of a secondary language. Negative transfer refers to the phenomenon whereby the use of one's first language impedes the acquisition of a second language. Positive transfer can occur when there are similarities in the structures and vocabulary of the first language (L1) and the second language (L2) being acquired. Negative transfer refers to the phenomenon where the use of one's first language hinders the acquisition of a second language. It is imperative that both students and language instructors possess an understanding of the nature of transfer and its associated outcomes.

The transmission of language is a complex process that can be impacted positively or negatively by various factors. Positive transfer occurs when an individual's proficiency in their first language facilitates the acquisition of a second language. Conversely, negative transfer arises when the knowledge and skills from the first language impede the learning of the second language. In order to effectively acquire a new language from a distinct linguistic system, it is imperative that both educators and learners possess a comprehensive comprehension of the factors that influence language transfer and the domains that may pose difficulties in language acquisition. Language acquisition can be effectively achieved only under such circumstances. Negative transfer, exemplified by interference, is observed when individuals who are native speakers of an L2 language are unable to detect grammatical errors in real-time due to the absence of an explicit negation sign in their native language. The Interface Hypothesis posits that individuals who are second-

language learners of English as a second language and whose native language is Turkish exhibit residual effects in their online processing due to their native language. This pertains to individuals who are acquiring English as an additional language and whose primary language is Turkish.

Researchers are expected to update their previous syntactic representation with each new word presented to them, in addition to utilizing the resources designated for inhibitory control. The participants exhibited a reduced capacity to identify syntactic errors in the unless...not condition and to process sentences effectively in the unless condition during the SPR task. This outcome can be primarily attributed to the allocation of cognitive resources towards the amalgamation of diverse information types. The present study focuses on the participants' failure to identify syntactic errors within the unless condition. The participants were anticipated to integrate lexical, syntactic, and discourse-based information concurrently. The study findings indicate that individuals who speak a second language prioritize information that is semantic, pragmatic, and discourse-based over information that is syntactic. Regarding the processing of conditional structures, the research findings indicate that Turkish second language learners do not prioritize discourse-level information over syntactic-level information.

The study found that incongruent situations resulted in significantly longer response times compared to congruent contexts. Additionally, the "unless" condition led to longer response times in congruent contexts compared to the "unless...not" and "if...not" conditions. Significantly longer reaction times were observed in incongruent contexts compared to congruent contexts. The research findings suggest that individuals acquiring a second language are primarily influenced by syntactic constraints and assign greater significance to syntactic cues than to surface-level indicators. Individuals who are in the state of "unless condition" exhibit an inability to perceive the impact of contextual factors and demonstrate equivalent processing times for both congruent and incongruent statements. The aforementioned observation offers empirical support for the notion that individuals acquiring a second language do not invariably depend on superficial cues at the expense of their understanding of syntactic patterns. Furthermore, it is noteworthy that the handling of the unless condition varied across the different scenarios, indicating that individuals who possess bilingual proficiency may have encountered difficulties in either adjusting their pre-existing

expectations or formulating new expectations to facilitate discourse integration in instances where their structural expectations were not met. Both of these challenges indicate that individuals who were proficient in a second language experienced difficulty in adjusting their expectations.

Provided that the lower-level expectations, namely lexical and syntactic, are satisfied, individuals who speak a second language are capable of proficiently incorporating information at higher levels, specifically those based on discourse. Research has indicated that individuals who acquire a second language tend to prioritize the comprehension of familiar information, thereby supporting the aforementioned proposition. The findings of the research involving the control group of individuals who are native speakers offer additional support for this concept. The study revealed a reduced capacity to assimilate contextual information, as evidenced by the participants' delayed response times in both congruent and incongruent contexts during the unless not a condition assessment. However, it was demonstrated that there was a rise in reaction times during subsequent segments, despite the lack of consistency in the conditions.

The examination of if-constructions within the academic works of second language learners of Turkish has the capacity to provide significant insights to the realm of literary scholarship. The utilization of if-constructions constitutes a fundamental element of the grammatical framework of the Turkish language. The aforementioned structures are employed to convey conditional propositions, hypothetical situations, and counterfactual statements. An investigation into the utilization of if-constructions in theses and research papers created by second language (L2) Turkish learners is imperative to identify any problematic areas or common errors in their implementation. The investigation of if-constructions is crucial for understanding their usage. The precise application of if-constructions holds great importance within the scholarly field of literary studies. Turkish language learners who are acquiring the language as a secondary language may encounter challenges in producing if-constructions that are coherent and efficacious in written form.

The investigation of the utilization of if-constructions in theses and research papers produced by second language (L2) Turkish learners holds significance in ensuring the accuracy and excellence of scholarly writing in Turkish. This

investigation holds the potential to assist in identifying domains where students could potentially gain from additional education and support.

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## APPENDIX

### Attachments 1 : Plot Analysis

R	FID	FileTokens	Freq	NormFreq	Dispersion
31	253	90961	54	593.661	0.853
32	89	32593	87	2669.285	0.85
33	91	41991	37	881.141	0.849
34	217	41991	37	881.141	0.849
35	5	73535	51	693.547	0.847
36	109	29078	72	2476.099	0.847
37	284	70910	60	846.143	0.847
38	69	118876	163	1371.177	0.846
39	201	96304	54	560.724	0.846
40	276	257193	108	419.918	0.846
41	208	68594	33	481.092	0.843
42	36	36688	65	1771.696	0.841
43	46	53426	51	954.591	0.841
44	184	98580	105	1065.125	0.841
45	185	61531	62	1007.622	0.841
46	183	57358	103	1795.739	0.839
47	95	113019	117	1035.224	0.838
48	118	88832	130	1463.437	0.838
49	210	96076	106	1103.293	0.838
50	66	24941	16	641.514	0.833
101	220	44354	22	496.009	0.799
102	108	85559	76	888.276	0.798
103	260	85559	76	888.276	0.798

104	200	51928	72	1386.535	0.796
105	96	62397	35	560.924	0.795
106	57	72598	66	909.116	0.793
107	100	106637	32	300.083	0.793
108	281	72598	66	909.116	0.793
109	275	147316	136	923.186	0.791
110	203	70029	49	699.71	0.788
111	126	36307	56	1542.402	0.787
112	254	81614	40	490.112	0.786
113	102	213878	86	402.098	0.785
114	234	213878	86	402.098	0.785
115	267	83681	68	812.61	0.783
116	177	72357	42	580.455	0.782
117	274	57311	32	558.357	0.782
118	78	29222	44	1505.715	0.777
119	182	73480	65	884.594	0.777
120	56	78049	40	512.499	0.776
121	103	85649	49	572.102	0.776
122	199	85649	49	572.102	0.776
123	81	33378	50	1497.993	0.773
124	136	59130	50	845.594	0.773
125	204	112240	70	623.664	0.773
126	52	28635	41	1431.814	0.772
127	164	44111	110	2493.709	0.77
128	247	44111	110	2493.709	0.77
129	88	77766	62	797.264	0.767
130	114	31588	43	1361.276	0.767
131	130	34479	30	870.095	0.767
132	196	77766	62	797.264	0.767



133	237	34479	30	870.095	0.767
134	218	68135	89	1306.23	0.766
135	8	85979	85	988.613	0.765
136	249	86225	185	2145.549	0.765
137	195	61462	52	846.051	0.762
138	137	51182	67	1309.054	0.76
139	146	35911	34	946.785	0.759
140	160	165729	71	428.41	0.759
141	43	23889	35	1465.109	0.758
142	169	59991	64	1066.827	0.757
143	216	124642	67	537.54	0.757
144	255	59991	64	1066.827	0.757
145	85	62313	89	1428.273	0.755
146	222	57762	217	3756.795	0.754
147	214	48083	75	1559.803	0.752
148	170	77961	86	1103.116	0.75
201	179	47802	29	606.669	0.69
202	159	50064	34	679.131	0.689
203	282	48886	83	1697.828	0.687
204	98	29926	71	2372.519	0.683
205	149	52472	45	857.6	0.68
206	229	64543	217	3362.1	0.68
207	121	31738	21	661.667	0.679
208	285	63659	40	628.348	0.679
209	129	37761	24	635.576	0.676
210	224	46634	75	1608.269	0.672
211	127	43332	26	600.018	0.67
212	138	41263	35	848.218	0.669
213	2	7935	5	630.12	0.667

214	63	35553	26	731.303	0.665
215	192	32183	55	1708.977	0.664
216	99	51154	115	2248.114	0.662
217	141	20967	9	429.246	0.651
218	228	45948	9	195.874	0.651
219	186	92128	45	488.451	0.647
220	117	41744	111	2659.065	0.645
221	271	51745	14	270.558	0.644
222	72	25806	22	852.515	0.643
223	76	16603	37	2228.513	0.642
224	273	58759	57	970.064	0.64
225	167	111048	51	459.261	0.639
226	239	111048	51	459.261	0.639
227	9	13511	8	592.11	0.637
228	161	62736	47	749.171	0.634
229	261	62736	47	749.171	0.634
230	83	34441	25	725.879	0.631
231	28	8784	11	1252.277	0.63
232	173	78543	44	560.203	0.63
233	86	17692	52	2939.182	0.629
234	246	59521	138	2318.509	0.627
235	145	32280	12	371.747	0.611
236	45	24169	55	2275.642	0.604
237	227	38101	65	1705.992	0.6
238	64	33721	15	444.827	0.599
239	143	19248	8	415.628	0.592
240	259	91611	79	862.342	0.587
241	125	13236	10	755.515	0.578
242	3	23857	7	293.415	0.571

243	174	18388	6	326.3	0.556
244	40	4018	10	2488.8	0.553
245	93	36814	32	869.235	0.546

## **CURRICULUM VITAE**

I started at Al-Yemenia University, Faculty of Language Arts and Education, Department of English in the year 2006, and I graduated in the year 2010. In 2021, I started my Master's studies in English Language and Literature at Karabük University's Institute of Graduate Education.