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HACI BAYRAM VELİ ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

**A CROSS-DISCIPLINARY CORPUS-BASED ANALYSIS
OF ANTICIPATORY 'IT' IN GRADUATE THESES
FROM ENGLISH LANGUAGE AND LITERATURE AND
ENGLISH LANGUAGE TEACHING PROGRAMS IN AN
L2 CONTEXT**

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**MASTER'S THESIS
PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE
DEPARTMENT OF ENGLISH LINGUISTICS**

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TE ONAY SAYFASI

Ankara Hacı Bayram Veli Üniversitesi Lisansüstü Eğitim Enstitüsü İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dil Bilimi Programı Aysu Esra TURHAN DEMİR öğrencisi tarafından hazırlanan A Corpus-Disciplinary Corpus-Based Analysis of Anticipatory 'it' In Graduate Thesis From English Language and Literature and English Language Teaching Program In An L2 Context Başlıklı çalışması 27/12/2024 tarih ve saatinde yapılan tez savunma sınavında aşağıdaki jüri tarafından OY BİRLİĞİ ile YÜKSEK LİSANS TEZİ olarak KABUL edilmiştir.

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İngiliz Dili ve Edebiyatı ile İngilizce Dil Eğitimi Programlarındaki Lisansüstü Tezlerde
Öncül 'it' Kullanımının İkinci Dil Bağlamında Disiplinler Arası Derlem Tabanlı Analizi
(Yüksek Lisans Tezi)

Aysu Esra TURHAN DEMİR

ANKARA HACI BAYRAM VELİ ÜNİVERSİTESİ
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ÖZET

Akademik söylemde yazar ile okuyucu arasındaki karmaşık ilişki, üstsöylem unsurların analizi yoluyla aydınlatılabilir. Bu unsurlar, yazarların akademik metinlerin içeriğini nasıl yapılandırıldığını, yorumladığını ve değerlendirdiğini gösterir. Bu çalışmada, üstsöylemin spesifik dilbilgisel özelliklerinden biri olan anticipatory 'it' (öngörücü 'it') yapısına odaklanılmıştır. Bu tür yapılar, çekinceli ifade etme, vurgulama ve bilgiyi nesnel olarak sunma gibi çeşitli retorik işlevlere hizmet eder. Bu dilbilimsel olguyu araştırmak için bilgisayarla işlenmiş iki metin derlemi oluşturulmuş ve analiz edilmiştir. Bu derlemeler, İngiliz Dili ve Edebiyatı ile İngilizce Öğretmenliği yüksek lisans programlarının 2023 yılında teslim edilmiş 40 tezini kapsamaktadır. Her iki derlem de ikinci dil bağlamında akademik yazımı temsil etmektedir. Anadili İngilizce olmayan kişilerin ileri düzey akademik yazımda bu üstsöylemsel özelliği nasıl kullandıkları hakkında içgörüler sunmaktadır. Derlem tabanlı araştırma, nicel tasarıma sahip tanımlayıcı bir çalışma yöntemi kullanmaktadır. Sıklık analizi yoluyla, her bir derlemde öncül 'it' yapılarının yaygınlığı ortaya çıkarılmaktadır. Bu yapıların işlevsel rolleri, eşdizim satırlarının ve çevreleyen bağlamın daha yakından incelenmesiyle daha da netleştirilmektedir. Araştırma soruları, öncül 'it' kullanımının sıklığını, iki disiplin arasındaki potansiyel farklılıkları, bu yapıların hizmet ettiği çeşitli işlevleri ve her bir derlemde öncül 'it' ile ilişkili en yaygın sözcük öbeklerini ele almaktadır. Öncül 'it' kullanımı, yazarlara belirli önermeleri ön plana çıkarırken kendi varlıklarını arka planda tutma imkânı sağlayarak, iddialılık ile akademik alçakgönüllülük arasında bir denge kurmalarına olanak tanır. Bu araştırma, akademik yazımda disiplinler arası farklılıkların anlaşılmasına katkıda bulunmakta ve ikinci dil bağlamındaki yazarların bilimsel söylemin karmaşık alanında nasıl yol aldıkları hakkında içgörüler sunmaktadır. Bulguların, özellikle lisansüstü öğrenciler için İngilizce Akademik Amaçlar (EAP) eğitimi bağlamında akademik yazım pedagojisi için potansiyel etkileri bulunmaktadır. Bu çalışma, öncül 'it' yapılarının işlevlerini ve modellerini aydınlatarak, akademik metasöylemin bu ince ama önemli yönünün anlaşılmasını geliştirmeyi amaçlamaktadır.

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A Cross-Disciplinary Corpus-Based Analysis of Anticipatory 'it' In Graduate Theses From
English Language and Literature and English Language Teaching Programs
In An L2 Context
(Master's Thesis)

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ANKARA HACI BAYRAM VELİ UNIVERSITY
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ABSTRACT

The intricate relationship between writer and reader in academic discourse can be illuminated through the analysis of metadiscoursal elements, which reveal how authors structure, interpret, and evaluate the content of academic texts. In this study, a specific grammatical feature of metadiscourse (constructions with an anticipatory 'it') is focused. These kinds of constructions serve multiple rhetorical functions that include hedging, emphasizing, and presenting information as objective. Two computerized text corpora were compiled and analyzed in order to investigate this linguistic pattern. These corpora include 40 Master's theses from English Language and Literature and English Language Teaching programs, submitted in 2023. Both corpora represent academic writing in an L2 context. Both of the corpora offer insights into how non-native English speakers employ this metadiscoursal feature in advanced academic writing. The corpus-based research employs descriptive study with quantitative design. Through frequency analysis, the prevalence of anticipatory 'it' constructions in each corpus is revealed. Their functional roles are further clarified by a closer examination of concordance lines and the surrounding context. The research questions address the frequency of anticipatory 'it' usage, potential differences between the two disciplines, the various functions these constructions serve, and the most common anticipatory 'it' pattern in each corpus. The use of anticipatory 'it' allows authors to foreground certain propositions backgrounding their own presence. In this way, they can achieve a balance between assertiveness and academic modesty. This research contributes to the understanding of disciplinary variations in academic writing and it shows us how L2 writers handle the complex scholarly discourse. The findings have potential implications for academic writing pedagogy, particularly in the context of English for Academic Purposes instruction for graduate students. By exemplifying the functions and patterns of anticipatory 'it' constructions, this study aims to enhance the understanding of this significant aspect of academic metadiscourse.

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Key Words : Anticipatory 'it', academic discourse, thesis, corpus linguistics, English Language Teaching (ELT), English Language and Literature (ELL), metadiscourse, academic_writing

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SYMBOLS AND ABBREVIATIONS

Abbreviations

EAP	English for Academic Purposes
ELL	English Language Teaching
ELT	English Language and Literature
LL	Log-likelihood



VOCABULARY

KWIC (Key Word in Context): A format for displaying concordance lines in corpus linguistics. It shows instances of a word or phrase with a certain amount of surrounding context on either side. This allows researchers to examine how the word is used in various contexts (Sinclair, 1991).

Token: In corpus linguistics, a token refers to each individual occurrence of a linguistic unit (such as a word) in a text or corpus. For example, in the sentence "The cat sat on the mat," there are 6 tokens (Biber, Conrad, & Reppen, 1998).

Corpus: A large, structured set of texts stored electronically that can be analyzed using corpus linguistics methods (McEnery & Hardie, 2012).

Corpora (singular: corpus): Large and structured sets of texts stored and processed electronically. Corpora which serve as empirical bases for identifying and analyzing linguistic patterns (Hunston, 2002) are designed to represent a language or language variety and are used for various linguistic analyses.

1. INTRODUCTION

Academic discourse typically presents knowledge in an ostensibly objective and impersonal manner. Especially when academic language is compared to informal language, and in the use of various linguistic strategies, this characteristic manifests in the formality of academic language. For instance, passive voice constructions often foreground research outcomes rather than the researchers themselves (Hyland, 2005). These features of academic writing create a sense of distance between the writer and the text, even as the author expresses opinions, offers commentary, and evaluates ideas.

Writers in academia follow certain rules to share information without expressing personal opinions. According to Biber et al. (1999) in *The Longman Grammar of Spoken and Written English*, there are various ways to show your stance, like word choices and sentence structures. One common strategy in academic writing is the use of anticipatory 'it'. The use of this structure is preferred to keep a sense of formality and allows for a more objective presentation by delaying the main subject until the end of a sentence and makes it sound more academic.

In the fields of English Language and Literature (ELL hereafter) and English Language Teaching (ELT hereafter), especially in second language acquisition, researchers have been paying more attention to how writers use anticipatory 'it' structures. For instance, Hewings and Hewings' (2002) influential study into anticipatory 'it' has been cited over 500 times with a marked increase in citations during the last ten years. In addition to Hewings, more up-to-date investigations like Larsson's (2017) exploration of anticipatory 'it' in Swedish L2 English writing as well as Yuvayapan and Yakut's (2022) research into its usage among Turkish graduate dissertations point to the fact that it covers a wider area. With the aim of adding a new study to this field, ELL and ELT theses have been selected as an unexplored research area. According to the research conducted by Ebrahimi & Moghaddam (2019), introduction sections typically contain the highest concentration of these structures. When writing post-graduate theses, the introduction which contains the greatest concentration of this structure (Ebrahimi, S. F., & Moghaddam, R, 2019) is crucial. Considering this point, introduction section was chosen to analyze the structure. Introduction parts set the stage by explaining the goals, objectives, and theoretical framework of the study. Therefore, it can be supposed that using anticipatory 'it' is a bit like a tool that academic

writers use to make their writing sound more formal and objective (Charles, 2000; Yuvayapan & Yakut, 2022).

When the previous corpus studies are considered, it could be realized that textbooks have been extensively analyzed (Biber & Gray, 2016; Flowerdew, 2012; Chen & Ge, 2007). For instance, Biber and Gray (2016) conducted a comprehensive corpus-based analysis of university textbooks across disciplines, while Flowerdew (2012) examined the use of signaling nouns in science and engineering textbooks. Similarly, Chen and Ge (2007) employed corpus methods to investigate the use of lexical bundles in medical textbooks. By focusing on master's theses in order to investigate the usage of anticipatory 'it' in a corpus which comprises master's theses of ELL and ELT departments instead, this study aims to contribute to a less explored area of academic writing. This choice reflects the increasing recognition of corpus linguistics as a valuable resource for language learning and research. Indeed, the principles and applications of corpus linguistics are guided by a fundamental theory that posits corpora as a foundation for linguistic inquiry. As McEnery, Xiao, and Tono (2006) argue, corpus linguistics offers a versatile methodology applicable to nearly any area of language study, not confined to any specific aspect of language use.

By examining the frequency, distribution, and functions of anticipatory 'it' constructions in these theses, it is aimed to shed light on disciplinary variations in academic writing and contribute to the understanding of how novice scholars in an L2 context navigate the complexities of academic discourse. This research not only advances the theoretical knowledge of metadiscourse in academic writing but also holds potential implications for pedagogy in English for Academic Purposes (EAP hereafter), particularly for graduate students engaged in thesis writing.

In this chapter, purpose and significance of the study, assumptions, limitations and the statement of the problem are presented.

Purpose of the Study

The primary aim of this thesis is to investigate the use of anticipatory 'it' constructions in master's theses produced by Turkish students in ELL and ELT programs. This research addresses a significant gap in the existing literature concerning the comparative analysis of anticipatory 'it' usage within these two disciplines at the master's level. Unlike previous studies that examined abstract sections of theses and

dissertations (e.g., Yuvayapan & Yakut, 2022) or compared Turkish and non-Turkish students from various departments, this study focuses specifically on master's theses written by Turkish students in ELL and ELT programs.

In the process of selecting theses for this study, several challenges were encountered. One significant issue was the accessibility of recent graduate theses. Many writers had restricted access to their work for a period ranging from one to three years following submission, limiting the pool of available recent theses. This restriction necessitated careful selection to ensure a representative sample of current studies while navigating these access limitations. The other challenge to be taken into consideration is the variety of subjects covered in ELL and ELT theses. The study acknowledges that it may not fully account for possible topic-related variations, and this diversity of thesis subjects could impact the frequency of anticipatory 'it' usage. Additionally, the study does not consider the gender of the participants as a variable, which could potentially influence language use patterns. The last challenge is related to total word count. A notable limitation in interpreting the results is the difference in total word count between the two thesis groups, which necessitates the use of normalized frequencies for accurate comparisons.

Despite these challenges, the study aims to contribute valuable insights to the field of academic writing analysis. Building upon the work of Ebrahimi and Moghaddam (2019) on anticipatory 'it' structures in applied linguistics research articles, this study extends the investigation to two closely related yet distinct disciplines. The primary objective is to observe whether there is any significant difference in the frequency of anticipatory 'it' structures between ELL and ELT theses. This comparative approach allows for a nuanced understanding of disciplinary variations in academic writing conventions. Furthermore, the study seeks to identify and categorize the functional structures associated with anticipatory 'it' in both ELL and ELT theses. This analysis is conducted using the taxonomies developed by Hewings and Hewings (2002) by providing clear insights into the respective frequencies and patterns of these structures in each discipline. By doing so, the research aims to deepen the understanding of how these structures function in academic discourse within ELL and ELT contexts. The final aim of this research is to analyze the high-frequency lexical bundles which co-occur with anticipatory 'it' in ELL and ELT theses. Thank to this analysis, typical

phraseological patterns associated with this grammatical structure in each discipline are defined and it contributes to the knowledge of disciplinary writing conventions.

By fulfilling these objectives, the thesis can be considered as a significant one for a better understanding of disciplinary differences in the field of academic writing. This study, therefore, enables an understanding of how master's level L2 writers handle the complex terrain of academic discourse in English. Thus, the findings of this study can have potential implications for academic writing pedagogy, specifically with regard to EAP instruction for graduate students.

Significance of the Study

This study analyzes the under-researched area of the anticipatory 'it' pattern within the specific context of English Studies theses. Using ELL and ELT theses as its corpus, the research shows an analysis of it to contribute to a deeper understanding of this crucial element in academic writing. This study also determines the functional categories that anticipatory 'it' patterns belong to when these are used in academic context because of the interpersonal purposes.

This study argues for a different approach to the gap that has traditionally existed between two areas of English Studies by comparing anticipatory 'it' patterns in theses from two disciplines. They could also differ in terms of emphasis. ELL theses are likely to emphasize theoretical framing and the analysis of language structures, possibly leading to more frequent use of the 'it' pattern for the introduction of complex concepts. On the other hand, ELT theses might focus on pedagogical approaches and practical applications more so, which might shift this distribution. By comparing these disciplinary variations, this study contributes another layer to a more nuanced understanding of how the 'it' pattern functions in different academic contexts. The findings of this research could impact language teaching and pedagogy in a number of ways. This research may also have clear influence over curriculum design and writing instruction by making known the purposes and proportions in which the anticipatory 'it' pattern occurs in ELL and ELT dissertations. It thus further adds to what is known in general about the uses of 'it' constructions across disciplines. This can be helpful information for researchers working with metadiscourse strategies in other areas. While academic discourse analysis is increasingly mature, studies in Türkiye that deal with the anticipatory 'it' pattern in relation to corpus analysis methods are too few to

date. This study, therefore, fills a great gap in Turkish research on metadiscourse within theses of English Language Studies. The focus of the theses themselves rather than textbooks, which form the source of analysis for many corpora, yield abundant information about how this linguistic feature functions, in fact, in the specific writing context of a graduate-level research paper. By examining anticipatory 'it' within the particular context of ELL and ELT theses, the current research yields crucial information and merges disciplinary boundaries in relation to language pedagogy. Besides, it also adds to the general body of knowledge that has been growing on the intricacies of academic writing.

Assumptions

Anticipatory 'it' is assumed to occur syntactically and functionally differently in ELT and ELL postgraduate theses, reflecting different disciplinary communicative purposes and writing styles. This assumption is based on previous research into disciplinary variation in academic writing (Hyland 2004, Swales 1990). Since ELL are supposed to bring out creative expression and literary analysis in the forefront, a more diversified and stylistically motivated use of anticipatory 'it' constructions is expected. For that reason, some of the most important functions of these structures, such as those identified in studies on literary stylistics (Leech & Short, 2007), is of paramount importance in this section. On the contrary, ELT theses are expected to place much stronger emphasis on pedagogical issues and practical language use, which might well lead to an increased frequency of anticipatory 'it' in contexts related to educational settings, teaching methodologies, and language acquisition processes. An assumption which falls in line with observations about the nature of applied linguistics writing is that both disciplines can use anticipatory 'it' frequently but the functions it serves by these constructions might be different. In ELT, "anticipatory it" might be more applied for hedging and to show the research results objectively, while in ELL, anticipatory 'it' can perform a wider range of functions from literary analysis to theoretical argumentation. Since the study is based on L2 writers, it is supposed that overuse and underuse of anticipatory 'it' compared to L1 norms might be also caused by the writers' non-native status, as detected in previous studies of L2 academic writing (Hinkel, 2011). Furthermore, generic conventions inherent in the master's thesis genre in Turkish universities may affect the use of anticipatory 'it' in ways that could be quite

different from those in other academic genres or contexts. It is these assumptions that guide the research questions and the methodology, hence providing a framework for investigating how anticipatory 'it' is used across these two related but distinct academic disciplines.

Limitations

While this study provides valuable insights, it is important to acknowledge its limitations. In the process of selecting theses for this study, several challenges were encountered. One significant issue was the accessibility of graduate theses submitted in 2023. Many writers had restricted access to their work for a period ranging from one to three years following submission, limiting the pool of available recent theses. This restriction necessitated careful selection to ensure a representative sample of current studies while navigating these access limitations. The other challenge to be taken into consideration is the variety of subjects covered in ELL and ELT theses. The study acknowledges that it may not fully account for possible topic-related variations, and this diversity of thesis subjects could impact the frequency of anticipatory 'it' usage. Additionally, the study does not consider the gender of the participants as a variable, which could potentially influence language use patterns. The last challenge is related to total word count. A notable limitation in interpreting the results is the difference in total word count between the two thesis groups, which necessitates the use of normalized frequencies for accurate comparisons.

Despite certain limitations, this research aims to achieve several key objectives related to the use of anticipatory 'it' in academic writing. First, it seeks to determine the frequencies of anticipatory 'it' usage in the graduate theses from ELL and ELT programs within an L2 context. Second, the study aims to compare these frequencies across both sections between the two disciplines to analyze if there are any significant differences. Additionally, the research analyses the primary functions of anticipatory 'it' structures in theses by providing how they are used in graduate-level academic writing. Finally, the study focuses on identifying most frequent anticipatory 'it' patterns in both ELL and ELT theses. Through these objectives, this study seeks to contribute to the role of anticipatory 'it' in academic writing and inform instructional practices for L2 graduate students. The research questions which guide this study are provided below:

- 1) How frequently is the anticipatory 'it' used in the graduate theses in English Language and Literature and English Language Teaching programs in the L2 context?
- 2) Is there a significant difference in the frequency of anticipatory 'it' usage between English Language and Literature theses and English Language Teaching theses?
- 3) What are the primary functions of anticipatory 'it' structures in the graduate theses in English Language and Literature and English Language Teaching programs in the L2 context and which function is most frequently used?
- 4) What are the most commonly anticipatory 'it' patterns in graduate theses written in English Language and Literature and English Language Teaching programs in the L2 context, in relation to their functional usage?

Statement of the Problem

Despite the growing body of research on academic writing and metadiscourse, there is limited understanding of how anticipatory 'it' structures are used in graduate-level writing, particularly in the context of English as a second language (L2) learners. While previous studies have examined anticipatory 'it' in various academic genres, there is a lack of comparative research focusing specifically on its use in ELT and ELL theses written by L2 learners.

This gap in knowledge is significant for several reasons. First, the use of anticipatory 'it' structures is a critical aspect of academic writing, serving various interpersonal functions such as hedging, emphasizing, and presenting the writer's attitude. Second, understanding how L2 writers at the graduate level employ these structures can contribute to their development of academic writing skills. Finally, comparing ELT and ELL theses can reveal disciplinary variations in the use of this linguistic feature, which has implications for discipline-specific writing instruction.

Conducting this research study is crucial for advancing the understanding of L2 academic writing and informing pedagogical approaches in EAP programs, particularly for graduate students in ELT and ELL programs. This study aims to address this gap by conducting a corpus-based analysis of anticipatory 'it' structures in ELT and ELL theses written by Turkish graduate students.

2. LITERATURE REVIEW

The literature review in this thesis is presented as a comprehensive overview of corpus linguistics, its historical development, and its application to academic writing, with a particular focus on the use of anticipatory 'it' constructions. The stage is set for understanding the importance of corpus-based studies in analyzing linguistic patterns and disciplinary variations in academic discourse. The review is initiated with a definition of corpus linguistics and a tracing of its evolution from early computational approaches to modern-day applications. Key developments are highlighted by emphasizing how these advancements have shaped the field.

A discussion is then provided on the relationship between corpus linguistics and grammar, exploring how corpus-based studies have revolutionized the understanding of language use in context. This section is used to bridge to the main focus of the study: the use of anticipatory 'it' in academic writing. The linguistic properties and functions of anticipatory 'it' are thoroughly examined, with references drawn from works by prominent scholars like Biber, Hyland, and Hewings. An exploration is conducted into how this construction serves various rhetorical purposes in academic discourse, such as hedging, emphasizing. Recent developments in anticipatory 'it' research are also discussed, with studies that have investigated its use across different disciplines and by non-native speakers being highlighted. This part of the review is effectively used to contextualize the current study within the broader field of research. A discussion is provided on how corpus linguistics approaches have informed the understanding of disciplinary writing practices and metadiscourse.

The literature review is effectively utilized to establish the theoretical framework for the study, demonstrating the relevance of corpus-based approaches to understanding academic writing conventions. The focus on anticipatory 'it' constructions is justified as a significant feature of academic discourse, and the rationale for comparing its use in ELT and ELL theses is set up. The review is successfully employed to bridge the gap between broader corpus linguistics research and the specific focus of this study, providing a solid foundation for the research questions and methodology that follow.

2.1. Definition of Corpus Linguistics

Corpus linguistics has emerged as a distinct and powerful approach within the broader field of linguistics. Unlike traditional methods that focus on analyzing specific aspects

of language through limited sets of examples, corpus linguistics leverages the vast potential of large-scale, machine-readable text collections known as corpora (singular: corpus) (McEnery & Hardie, 2012). The defining feature of corpus linguistics lies in its reliance on large datasets of authentic language. The sheer volume of data necessitates the use of computer programs to manage, search, and analyze the text efficiently (McEnery & Hardie, 2012). This shift from manual analysis to computational methods sets corpus linguistics apart from many other linguistic subfields.

It is important to acknowledge the heterogeneity within corpus linguistics. While a general definition characterizes the field as utilizing machine-readable corpora to explore specific research questions (McEnery & Hardie, 2012), different scholars propose unique perspectives. For instance, Adolphs and Lin (2011) emphasize the importance of constructing corpora in a principled way and it must be certain that the samples are carefully selected and representative of the target language variety. At its core, corpus linguistics serves as a tool for validating or challenging linguistic theories and hypotheses. By analyzing patterns and frequencies obtained in a large corpus, researchers can understand how language is actually used in real-world contexts. By providing language research with a solid base of real facts, this empirical approach enhances conventional approaches (Hunston, 2022).

Corpus linguistics has far-reaching applications across various areas of linguistic research. Researchers can utilize corpora to investigate a wide range of phenomena, including the use of vocabulary and its changes across time, grammar patterns and how frequently they occur, discourse conventions across many genres, semantic relationships, the efficiency of language instruction techniques. Corpus linguistics offers a powerful and innovative way to study language. Through the analytical capabilities of computers and large-scale text collections, this approach offers investigators a new perspective to uncover intricacies and dynamics in real-world language use. This innovative approach to linguistic analysis, however, did not emerge overnight. Its development can be traced back to the mid-20th century, marking the beginning of a new era in language research methodologies. As the study delves deeper into the development of corpus linguistics, it is helpful to explore the foundational stages and methodological shifts that have defined its progress. The following sections

covers key milestones, including the first computational approaches to corpus-based linguistics, the emergence of grammar-focused studies, the broader advancements from the 1980s to today, corpora in academic writing, anticipatory 'it' in English and its linguistics properties, recent developments in anticipatory 'it', the significance of academic writing and metadiscourse in academic writing.

2.1.1. The First Computational Corpus-Based Linguistics

One of the most significant transformations in language research methodologies was facilitated by the advent of computational corpus-based linguistics beginning in around mid-20th century. This method was the integration of conventional linguistic analysis and the processing power typical of computer technology which enabled quantitative study on massive quantities of language data. A cornerstone of computational linguistics and digital humanities was laid by Roberto Busa, an Italian Jesuit priest. Beginning in 1946, Busa embarked on the monumental Index Thomisticus project, a groundbreaking collaboration with IBM to create a computer-generated concordance of Thomas Aquinas' works and related texts. His pioneering efforts are widely credited with establishing the foundations of these fields (Busa, 1980).

Another pivotal moment arrived in the early 1960s with the creation of the first machine-readable corpus. Nelson Francis and Henry Kučera at Brown University developed the Brown Corpus, a collection of approximately one million words of edited American English text. This corpus served as a blueprint for subsequent corpus development and analysis, significantly advancing language research (Francis & Kučera, 1964).

Building on this success, there were further breakthroughs in the 1970s. In 1975, Jan Svartvik and his colleagues at Lund University computerized the spoken part of the Survey of English Usage Corpus. This corpus upon transfer to ICAME was known as the London-Lund Corpus. This was an important stage in the study of the properties of spoken text. The work of the early researchers paved the way for what eventually followed in corpus-based research; over the ensuing decades, with the aid of much improved computers and more sophisticated software, the field developed rapidly. Since then, researchers have worked with increasingly large and varied corpora of language data, and in turn, this has enabled findings that shed more light on language

structure and usage than was possible in the past (McEnery & Wilson, 2001). Today, the corpus linguistics landscape is simply teeming with a rich tapestry of computerized corpora, each characterized by size, design, and research focus. This proliferation has supported explosive growth in corpus-based studies that have irrevocably changed the understanding of language and its pedagogical applications far beyond what might have been envisioned just three decades ago (Aijmer & Altenberg, 1991; Sinclair, 2004). As it is moved into the 1980s and beyond, this rapid development in corpus linguistics continued to accelerate, ushering in a new era of sophisticated corpora and analytical techniques.

2.1.2. Corpus Linguistics from the 1980s- Present

The domain of corpus linguistics has gradually grown and evolved over the period since the 1980s. This period is kept as the creation and development era of many high standard corpora that were above and beyond the beliefs and imaginations of the early corpus linguistics. In the 1980s and the 1990s, some pioneering corpora were developed. The British National Corpus (BNC) was finalized in 1994 and was the landmark 100-million-word collection of samples of written and spoken language from a wide range of sources, designed to represent a broad cross-section of British English from the late 20th century (Leech, 1992). Simultaneously, in 1990, the International Corpus of English (ICE) project started, drawing up plans for collecting material for comparative studies worldwide. This project has been crucial in documenting and analyzing the plural World Englishes of English (Greenbaum, 1996). The 1990s also saw the founding of the Bank of English (BoE) by COBUILD and the University of Birmingham. This corpus, ever on the increase, reached a size of 450 million words by 2000; invaluable to lexicography and language description (Sinclair, 1991). A major development in the late 1990s was the establishment of the International Corpus of Learner English (ICLE).

This corpus is more specialized and focused on the written production of advanced learners of English, crucial for the study of second language acquisition and, thus, the practice of English language teaching (Granger, 2003). The turn of the millennium saw the emergence of web-based corpora. Also published in 2008 and equally in the process of receiving regular updates is the Corpus of Contemporary American English (COCA), which has proved very popular for studies of present-day English. Alongside

this general movement, there have been some more specialized corpus developments in recent years. For example, the creation of academic writing corpora, among them the Michigan Corpus of Upper-level Student Papers (MICUSP), also opened up new avenues to explore disciplinary writing practices (Adel & Römer, 2012).

Use of corpus linguistics in language learning, through data-driven learning (DDL), has also become very popular. This view is seconded by Chambers (2010), who says that learner corpora such as ICLE have not only been a useful tool to students but also to the teachers. The process of compiling the corpora for teaching purposes has helped teachers recognize the difficulties facing their students and therefore instil corpus-based solutions into their curriculum and the classroom environment. Moreover, with the development of user-friendly corpus tools like AntConc (Anthony, 2019) and Sketch Engine (Kilgarriff et al., 2014), corpus linguistics has been opened up, and ease of access to many researchers and practitioners has been facilitated. The field remains dynamic, with the current trends being characterized by the use of multimodal corpora, the application of corpus methods to discourse analysis, and the integration of corpus linguistics with other fields, for instance, cognitive linguistics and sociolinguistics (McEnery & Hardie, 2012). As corpus linguistics continued to evolve and find applications in various areas of language study, its impact on grammatical research became particularly significant, leading to new perspectives on language structure and use.

2.1.3. Corpus Linguistics and Grammar

Over recent decades, there has been a remarkable reorientation in the field of linguistic research to grammar and usage which have mainly concentrated on corpus-based description methods, realizing the importance of describing grammatical function as crucially important for use in addition to structural analysis. Corpus-based computational linguistics generally focuses on grammatical features that exhibit two or more structural or semantic alternatives, seeking the occurrence of these features in naturally-occurring discourse as a revelation of systematic variation in their functional use. This paradigm of research began to take shape in the late 1970s and early 1980s and marked an important departure in corpus work (Biber et al., 1998; McEnery & Hardie, 2012).

The pioneering studies of this period helped create a more responsive rendering of grammar in context. For instance, Prince (1978) undertook a comparison of the discourse functions of *wh*-clefts and *it*-clefts. The research was pioneering in the investigation of pragmatic contrast between these two syntactic structures, based on corpus data. Such work by Prince showed that corpus analysis enabled one to discover subtle functional differences that otherwise may have slipped attention through introspection. Thompson (1983) studied word order variability in adverbial clauses, specifically in purpose clauses. From naturally occurring data, Thompson was able to identify some patterns of placement for such clauses and he even attempted to relate these to discourse functions. The research therefore demonstrated another way in which corpus studies can bridge the gap between syntactic and discourse analysis. A complementary work that was crucial for grammar-based corpus linguistics was Biber's (1986) study of variation in spoken and written language. By using multi-dimensional analysis, Biber (1986) was able to show the way in which grammatical characteristics differed systematically across a range of spoken and written registers. It was in that way that the study pointed to how, with use of corpus methods, the complex interplay of grammatical choices with communicative context may be revealed.

These early studies opened the doors for a host of later research. For example, Sinclair's (1991) work on the relationship between lexis and grammar undermined traditional distinctions between them in such a way as to pave the way for the development of totally new theoretical frameworks, e.g. *Pattern Grammar* by Hunston and Francis (2000). Over the last decade, grammar-based corpus linguistics continued to develop with new methodologies and widened the range of linguistic phenomena it was applied to. For instance, work by Gries and Stefanowitsch (2004) on collocation analysis has shed new light on the relationship between lexical items and grammatical constructions. Certainly, corpus linguistics has brought new insight to the construction of lexis and syntax in the speech we produce to anyone interested in language theory. Römer (2008) asserts that, in the more conventional view of English language teaching, vocabulary and grammar were regarded as two independent items. Meanwhile, Meyer (2002) claims that corpus research offers rich linguistic information regarding grammatical constructions, both in terms of their diverse forms and general frequency, context of occurrence, and communicative

potential in specific. A further corollary is the amount of data being extensive, rather than superficial, which enables detailed investigation into the use of grammatical forms.

Application of corpus linguistics has proved especially useful when examining lexical and grammatical patterns evident in ELL and ELT theses. In the current study, which is about how learners use complement anticipatory 'it' patterns in L2 contexts, it is also concerned with what exactly is meant by the notion of pattern in corpus linguistics. This approach to corpus linguistics has greatly improved the knowledge of the functionality of grammar in real language use with empirical evidence, having both theoretical implications and practical applications in areas such as language teaching and natural language processing.

2.2. Corpora in Academic Writing Research

Research in academic writing has recently come to be researched with the help of corpora in ELL and ELT studies. Although there are various types of corpora available, in ELL and ELT, two types used would be those of learner corpora and academic writing corpora. Learner corpora are large, multi-text collections of the written material from a group of learners and give an important insight into the development of L2 academic writing skills. For instance, the International Corpus of Learner English (ICLE) has been widely recognized as a project that helped identify recurring features of learner writing that are independent of particular learner L1 backgrounds (Granger, 2003).

An academic writing corpus refers to a distinct type of corpus that is collected with texts written in course of academic writing. Examples include the Michigan Corpus of Upper-level Student Papers (MICUSP) (Römer & Swales, 2010) and the British Academic Written English (BAWE) corpus (Nesi & Gardner, 2012). Both these specialized corpora provide ample resources to investigate the linguistic features of academic writing at an advanced level. It is corpus-based studies that have primarily informed the understandings of academic writing within ELL and ELT contexts. They have also been instrumental in identifying key linguistic features of academic writing, like the use of evaluative that, a structure closely related to the anticipatory 'it' (Hyland & Tse, 2005). In addition, corpus studies have disclosed important disciplinary variations in academic writing. For instance, Hyland (2008) compared lexical bundles

using corpus analysis not only among applied linguistics but also literature, hence providing insight into peculiar linguistic properties of different academic fields. More important than that, they have helped indicate the problematic areas for L2 writers. Gilquin and Paquot (2008) noted overuse, underuse, and misuse of lexical items in learner academic writing using the ICLE, thus shedding some light on what is possibly impairing non-native writers. Such findings have important pedagogical implications for the development of more targeted and effective instruction in EAP. In fact, the influence of corpus findings on EAP pedagogy has been vast. Charles (2007) demonstrated how a corpus-informed teaching approach to reporting verbs may be able to facilitate student understanding and use of the target verbs, therefore offering an example of how corpus research might be useful to EAP practitioners.

Furthermore, corpus approaches have also been used in the study of metadiscourse in academic writing, with Hyland (2005) assuming a corpus-analytic approach toward how writers from different disciplines use metadiscourse to communicate with readers. In the light of this research, these corpus-driven methodologies offer an overarching frame within which to consider the use of anticipatory 'it' in ELL and ELT theses. Analyzing a small, specialized academic corpus would help writers understand the functioning of this particular linguistic feature in advanced L2 academic writing. This point of view should allow a more detailed understanding of how learners employ complex grammatical constructions in their academic writing to demonstrate control over the conventions of academic discourse and any weaknesses in that area. Among the various linguistic features that can be studied using corpus-based approaches, one structure that has garnered particular attention in academic writing research is the anticipatory 'it' construction. This syntactic feature plays a significant role in academic discourse and merits closer examination (Hyland & Jiang, 2017). Building on this corpus-based understanding of metadiscourse in academic writing, the exploration of anticipatory 'it' as a syntactic structure further enriches the insight into how L2 writers structure information for clarity and emphasis within academic discourse.

2.3. Anticipatory 'it' in English (Extraposed Subject)

Anticipatory 'it' also known as extraposition, is one of the most remarkable syntactic features of English grammar (Huddleston & Pullum, 2002). The anticipatory 'it' is a construction where the pronoun 'it' occurs when the subject is displaced in a post-

verbal position. Normally, this happens to postpone the subject. The postponed subject is normally moved to a post-verbal position. The research has revealed that these extraposed subjects have both discourse-prominent and informational functions. Consider the following examples:

(1) To understand the writer's attitude is very difficult. (2) It is very difficult to understand the writer's attitude.

In example (1), an extended infinitive clause occupies the subject position. Example (2) demonstrates the use of anticipatory 'it', where the subject is extraposed to the end of the sentence, resulting in a more balanced syntactic structure (Biber et al., 1999). Linguists have been able to recognize a number of reasons why writers and speakers use anticipatory 'it' in English. One key notion was introduced by Quirk et al. (1985) and is referred to as the "end-weight" principle. This suggests that it is tended to put longer, more complex parts of a sentence towards the end.

Working alongside this is the "end-focus" principle, which Ward and Birner (2004) describe as a way to emphasize new or important information by placing it at the end of a clause. Bloor and Bloor (1995) add that the longer and more complex a sentence is, the more likely it is to use extraposition. This makes sense when it is considered how anticipatory 'it' helps package information, especially in academic or formal writing, as Carter and McCarthy (2006) point out. Essentially, by using anticipatory 'it', writers can better manage how they present information, balancing complex ideas with clear communication. This is particularly useful in contexts where precise expression matters, like in academic papers or formal reports. Building on these fundamental syntactic concepts, a more thorough examination of anticipatory 'it's linguistic characteristics exposes more complexities in its purpose and role within sentence structure, as well as how it differs from other English it structures.

2.4. Linguistic Properties of Anticipatory 'it'

While serving primarily as a placeholder, anticipatory 'it' is not devoid of linguistic significance. Quirk et al. (1985, p. 89) describe the introductory pronoun 'it' as fulfilling "the structural requirement for an initial subject," highlighting its crucial syntactic role. Despite its limited semantic content, anticipatory 'it' carries cataphoric reference to the extraposed clausal subject, as noted by Kaltenböck (2005). Furthermore, Miller (2001) observes that when "it" is anticipated, the focus typically

shifts to the verb or, more frequently, the noun phrase following the verb, demonstrating its impact on information structure. It is crucial to differentiate anticipatory 'it' from other 'it' constructions in English, such as it-clefts (e.g., "It was John who broke the vase," as described by Collins, 1991), 'prop' it (e.g., "It's raining," discussed by Bolinger, 1977), and anaphoric it (e.g., "I bought a book. It was expensive," as explained by Halliday & Hasan, 1976). These distinctions are particularly important in corpus-based studies of anticipatory 'it', as noted by Herriman (2000), who emphasizes the need for careful manual analysis to exclude non-extraposition cases.

Anticipatory 'it' is usually part of a set phrase or lexical bundle, offering a frame for the propositional content which follows (Biber & Barbieri, 2007). These constructions typically include:

1. Anticipatory 'it'
2. A copula verb (usually 'is')
3. A predicative adjective or passive verb (e.g., important, unnecessary, suggested)
4. A subordinate clause introduced by 'to' or 'that'

It permits writers to express their attitude toward the reader explicitly. It plays a critical role in the way authors lay out claims about new knowledge and establish their authority in their disciplinary communities. On a semantic level, this kind of anticipatory 'it' is a pragmatic device whereby the pronoun is produced anaphorically prior to the explicit introduction of its referent, a noun or clausal structure. This phenomenon can have many purposes when it comes to communication: that of information management, rhetorical effect, or stylistic nuance. The intentional procrastination of the main subject can develop suspense, interest, or a specific atmospheric setting in the discourse (Deléchelle, 2018).

Researchers have identified that the anticipatory 'it' has some important functions in academic writing. According to Rodman (1991), it makes the writing more coherent and cohesive. Larsson (2012) further explains that it helps writers to express complicated concepts in a more flowing manner, by gradually adding important elements into the mix. This structure is particularly helpful when one is trying to express a writer's attitude. For instance, as Wang and associates (2022) observe, it

frequently comes along with words expressing some sort of attitude or viewpoint, such as certainty or evaluation. Yoon (2019) observed how it gives writers a chance to express his or her views without giving them the limelight, which is only among the ways that accomplishes what Hyland (2005) stated as "writer-oriented hedges". Güngör, 2019; and Flowerdew (2013) stated that it often is used as a means of structuring information because the reordering of information in a particular way would enable a writer to better walk readers through a text. Ultimately, Larsson 2018; and Charles (2000), speak of its role of showing arguments more clearly and consequently being more persuasive. In general, anticipatory 'it' is a general purpose for writers to get their points across clearly and persuasively, simultaneously with keeping an adequate scholarly tone. Having outlined the functional significance of anticipatory 'it' in academic writing, further analysis demonstrates its role in conveying rhetorical moves, structuring arguments, and fulfilling specific discourse functions".

2.5. Discourse Functions and Rhetorical Moves

Expanding on the communicative roles of anticipatory 'it' this construction further supports specific rhetorical moves within academic texts. Adel (2010) investigated how specific adjectives in anticipatory 'it' constructions (e.g., interesting, important, possible) were used for making 'rhetorical moves' in student writing. These moves included commenting on specific findings and indicating areas for future research. Adel (2010) noted that most subpatterns were found to be specialized for one or a few rhetorical moves. However, there was no one-to-one correspondence between moves and subpatterns, as evidenced by the fact that the most common rhetorical move, commenting on specific findings, was realized by all seven adjective patterns and was the most common move for six of them. This multifunctionality of anticipatory 'it' constructions is further supported by Groom (2005), who found that these patterns serve various discourse functions in academic writing, including expressing stance, organizing text, and engaging with readers. Furthermore, Herriman (2013) suggests that the anticipatory 'it' pattern allows the author to express his or her arguments as facts, not opinions, in order to lend credibility to such a claim.

Recent corpus studies have demonstrated the frequency and distribution of 'it' in anticipation across different genres. In their study, Rowley-Jolivet and Carter-Thomas (2005) revealed that the construction occurs with a considerably high frequency in

academic writing and formal spoken discourse. Groom (2005) found out that this construction in research articles is a powerful way to express arguments and findings in as objective a fashion as possible.

2.6. Recent Developments in Anticipatory 'it' Research

Following foundational findings on the frequency and functional roles of anticipatory 'it' in academic discourse, recent research has delved into its varied applications, revealing how this syntactic feature operates across diverse linguistic and disciplinary contexts. The research on the use of anticipatory 'it' in written academic texts has seen significant growth over the past decade, with analyses spanning various disciplines and contexts. In 2019, Moghaddam and Ebrahimi (2019) conducted a study on subject it-extraposition in Applied Linguistics Research Articles (AL RAs) and identified the "introductory it" pattern as a crucial element in academic discourse. However, they also highlighted the complexities and challenges this pattern presents for both native and non-native authors, underscoring the difficulties of its usage in academic writing. Expanding on this foundation, Yoon (2019) examined the frequency and structural variations of the "it" construction in Korean and English L1 student argumentative writing. Yoon's study offered valuable cross-linguistic insights into how students from different language backgrounds use this construction to express stance, further deepening the understanding of anticipatory 'it' usage.

In earlier research, Larsson (2012, 2018) focused on the "anticipatory 'it' pattern as a hedging device. By analyzing its use in Swedish and British student essays, Larsson (2020) provided a nuanced perspective on how this structure functions as a rhetorical strategy, revealing variations in its use between different linguistic groups. These studies collectively lay a solid groundwork for investigating the "introductory it" pattern specifically within the genre of English Studies theses, illustrating its importance in academic discourse and the challenges it poses, particularly for second language writers. Continuing this exploration, Wang et al. (2022) examined the various rhetorical functions of the it-clause, such as hedging claims, emphasizing key points, and managing information flow. Their study revealed disciplinary differences in the types and frequencies of anticipatory it-clauses, with Jiang and Hyland (2020) specifically analyzing its use in scientific writing. Based on a corpus of biology research articles, their work demonstrated how anticipatory 'it' contributes to

establishing an authorial stance and fostering reader engagement, allowing scientists to balance objectivity with their integration into the disciplinary community.

In 2021, Soler-Monreal expanded the investigation beyond linguistics and language education by exploring the use of anticipatory *it*-clauses in computer science research articles. This interdisciplinary approach highlighted the functionality and significance of anticipatory *it* across various academic fields, showing how it serves to present and evaluate research methods and results. Larsson (2020) introduced a novel approach by studying the use of anticipatory *it* in academic writing by non-native English speakers. Comparing texts written by Swedish and British university students, Larsson's work provided insights into the challenges faced by L2 writers and emphasized the need for targeted instruction on this complex grammatical structure in academic writing courses for non-native speakers. Taking the research further into digital contexts, Kousay and Niu (2021) investigated the use of anticipatory *it* in online academic discourse, such as scholarly blogs and social media posts. Their study observed how academic language adapts to digital platforms, with anticipatory *it* structures being used appropriately in more informal and interactive settings while retaining their central rhetorical functions.

Collectively, these recent studies underscore the increasing relevance and complexity of the anticipatory *it* form in academic writing over the past decade. Its grammatical significance extends beyond its basic function, emerging as a key rhetorical feature that permeates various disciplines and communication platforms. As the research agenda in this area continues to evolve, it is likely to yield further insights into the subtle ways in which knowledge is created and represented through this linguistic feature. As the exploration of anticipatory *it* and its rhetorical significance evolves, understanding the broader implications of academic writing within ELT and ELL contexts becomes essential, particularly when examined through a corpus linguistic lens in specific cultural settings.

2.7. The Significance of Academic Writing in ELT and ELL: A Corpus Linguistic Approach in the Turkish Context

Building on the understanding of anticipatory *it* and its role in academic discourse, it is crucial to examine how academic writing is defined and utilized within ELT and

ELL, particularly through the lens of corpus linguistics in the Turkish educational context.

Writing can take many forms as a communication medium, but academic writing is one of the most well-known types. According to Irvin (2010), academic writing serves as a type of assessment where you're expected to demonstrate your understanding and ability to apply certain thinking and interpretive skills relevant to your field, as well as your ability to communicate these effectively. This definition brings forward the fact that academic writing is many-layered, involving critical thinking, analysis, and knowledge of the discipline, among others.

Academic discourse, of which academic writing is part and parcel, represents a genre of scholarly thinking and language use within the academy. It is sustained by the doing and presenting of academic investigations and through producing academic publications such as research articles and textbooks, according to Hyland (2009). What this implies, then, is that academic discourse creates a foundation for social identities and roles between academics and students. Moreover, it creates ties between different domains and disciplines within higher education institutions, thus serving as a unifying element to the scholarly community.

Academic writing plays an integral activity in a number of disciplines in higher education, including ELT and ELL. It examines the language and, likewise, adopts the language to serve as a vehicle for knowledge and scholarship enrichment. Effective, coherent, and convincing academic writing is among the key requisites of these students or researchers in producing materials that would enable them to interact more successfully with the academic community and give their contributions towards continuing discussions and professional careers (Hyland, 2009).

In ELT, academic writing is allied with two main functions. First, it is the object of study and teaching; in many cases, ELT practitioners are required to teach the skills of academic writing to students studying in English-speaking countries. Second, it provides an avenue for ELT researchers and practitioners to share findings, methodologies, and theoretical perspectives (Coffin et al., 2005). Hyland (2013) goes further to posit that academic writing in ELT does not only represent disciplinary knowledge but has a role in its construction; that is, it forms the way language teaching is conceptualized and done.

As is the case in ELL, then, academic writing is also a tool of analysis, being both a means and the end of study. In this respect, literature scholars apply academic writing to analyze texts, create critical theories, and argue in scholarly discourses. In the meantime, ELL supports academic writing itself as a field of study, by which language is employed to build arguments, articulate ideas, and stake claims to membership in particular academic communities (Swales, 1990).

As a result of its critical role across disciplines, academics have increasingly focused on its linguistic features. One such feature is the use of anticipatory 'it' constructions. They are a key feature of academic discourse, making writers produce objective information presentations, control the flow of information, and make an interactive communication with the reader in a subtle manner (Hewings & Hewings, 2002).

In recent times, corpus linguistics has developed as an important methodology for the exploration of such features in academic writing. The availability of corpus linguistics has provided insights into patterns of language use, not otherwise accessible by intuition or small-scale analysis of text. In fact, revolutionized applications of corpus linguistics brought a change in the common perception about how language is actually used in various contexts, including academic writing, in language teaching and research (Römer, 2011). Moreover, corpus linguistics has guided ELT in a number of ways with respect to material development, syllabus design, and language assessment. It has evidenced the frequency and usage patterns of various linguistic features, thus aiding teachers and materials developers in deciding what is important to teach and in what sequence. Specifically for research, corpus linguistics has made it possible for ELT scholars to look into large samples of learner writing with a view to recognizing common errors and developmental patterns and following the acquisition of academic writing skills across time (Granger, 2015).

Corpus linguistics has also significantly impacted the field of ELT and ELL. Scholars in this field have been able to explore new areas in literature, as corpus analysis can reveal patterns within extended textual material that might not be apparent through close reading alone (Conrad, 2004). Furthermore, it has provided insights into how literary language diverges from other uses of language and has changed over time. These capabilities have opened up new avenues for literary analysis and historical linguistics within the ELL discipline (O'Keeffe, McCarthy, & Carter, 2007).

The Turkish context of English language education is interesting in the background of the study. Over the past decades, Türkiye has increasing concerns and top-down priorities regarding English as a tool of international communication, in terms of academic and economic development. Within this framework, the country has directed many reforms in enhancing the teaching of English from primary up to the universities (Kırkgöz, 2009). English has an interesting role in Turkish higher education. There are a lot of universities that prepare their programs in English or even make it a compulsory requirement for graduate study and academic careers. Such a context has put huge pressure on Turkish researchers' and students' scholarship about academic English writing, embracing transfer from Turkish and difficulties in adopting Western norms for writing academic texts. In this sense, also related to the growing field of study concerning strategies to improve writing skills is researched by Akbaş (2012).

Despite the growing interest, there is still a need to conduct more in-depth studies on specific linguistic features in academic writings produced by Turkish scholars at the graduate level. The present study aims at filling this gap by investigating the use of anticipatory 'it' constructions in master theses written by Turkish students in ELT and ELL programs. Thus, the focus of the current study is within these two related but divergent disciplines, shedding light on how disciplinary conventions along with the L2 context guide this major linguistic feature. It is expected that findings from this study are beneficial for guiding academic writing instruction in Turkish universities and help to add new knowledge concerning disciplinary variation in academic discourse as well as contribute toward the existing knowledge base about L2 academic writing in international contexts. The usage of anticipatory 'it' formulations in academic writing is examined in this study as a precursor to a more thorough analysis of metadiscourse, which reveals the complex relationships between language expression and writer-reader interaction.

2.8. Metadiscourse in Academic Writing: A Framework for Writer-Reader Interaction

Metadiscourse has become an incredibly powerful analytical tool to unpack the mysteries of academic writing due to its continuous demonstration of ways through which a writer should establish his presence, negotiate knowledge claims, and interact with the audience. According to Hyland, (2000), metadiscourse was an "interpersonal

resources used to organize a discourse or the writer's stance toward either its content or the reader" (p. 109). This concept has become increasingly central to the study of academic discourse, providing a framework that allows researchers to examine how writers guide their readers in interpretation and engagement with the text.

As Hyland (2000) states, the interactive dimension of metadiscourse deals with the author's trying to control that nature of the resonance of their text towards its readers. Essentially, this is about controlling the degree of personality in writing and establishing some rapport among the writer, data, arguments, and audiences. Through this lens, academic writing can be understood as collaborative, one that is influenced not only by the intentions of the writer but also by the anticipated needs and expectations of the readers (Hyland, 2016).

To these ends, a raft of metadiscoursal devices is used by writers to achieve these objectives: hedges, boosters, attitude markers, engagement markers. All of them play a specific role in the interpersonal relationship established by the writer with his reader. For instance, on the one hand, while hedge creates space for caution and opens up dialogic space, booster, on the other hand, is a marker of certainty that closes alternatives (Hyland, 2005). Attitude markers convey the writer's affective attitude toward propositions, whereas engagement markers directly address the reader and self-mentions explicitly represent the author in the text.

Of importance in the interactional aspect of metadiscourse is its ability to reveal how academic texts cooperatively realize reader expectations while simultaneously advancing writer's communicative goals, hence showing a dual focus which corresponds with the social constructivist view of the academic writing as a form of situated social action. The study of metadiscourse really came to the forefront in the 1980s through some influential theoretical contributions that underscored its role in text organization and interpersonal meaning making (Adel, 2006). With increasing interest in the area of metadiscourse, researchers have tried to devise new ways of analyzing it, often by combining corpus-based and corpus-driven methods. Thus, this methodological evolution has allowed more finely tuned and comprehensive analyses of metadiscoursal features across different genres and academic disciplines (Lu & Jiang, 2024).

Recent research has added to this knowledge base on metadiscourse. For example, Aull and Lancaster (2014) examined some of the ways in which the metadiscoursal features differ between novice and expert academic writers and explained how academic writing evolves. Lee and Deakin (2016), explored the cultural dimensions of metadiscourse use, showing how different linguistic backgrounds might affect the way in which writers use metadiscoursal resources. The theoretical framework metadiscourse offers in the context of the current study on anticipatory 'it' constructions in ELT and ELL theses is valuable. In other words, it would be possible to establish that the realization of this kind of construction forms part of the metadiscoursal devices by which writers arrange their information flow, express stances, and engage readers. The paper considers how this is played out across two related but distinct disciplines to show the disciplinary-specific ways in which writers in ELT and ELL negotiate their relationship with readers and position their work within the respective academic communities.

The analysis of anticipatory 'it' as a metadiscoursal feature falls under the radar of Hyland's (2005) assertion that apparently impersonal constructions can embed important interpersonal functions in academic writing. This study has been conducted to determine the frequency, distribution, and functions of anticipatory 'it' in ELT and ELL theses, thus contributing further dimensions to the understanding of how L2 writers in these particular fields deploy metadiscoursal devices to construct their scholarly identities and engage with their respective disciplinary communities.

3. METHODOLOGY

This chapter outlines the methodology for examining the use of anticipatory 'it' in ELL and ELT theses. The chapter effectively covers the research context, design, data collection procedures, and analysis methods. This study utilizes corpus analysis, which makes it possible to use a computer to evaluate authentic data. The corpus-based research employs descriptive study with quantitative design. According to Granger (2002), the benefit of corpus linguistic technique is that it makes quantitative analysis possible, allowing for quantitative analysis with representative learner corpora. The research includes some corpus-based numerical analysis of the data, which makes it a quantitative study overall (Sinclair, 1991; Biber et al, 1998). The research context is clearly defined, providing a solid basis for comparing disciplinary differences in academic writing. The data collection and corpus compilation processes are thoroughly described by demonstrating a rigorous approach to ensuring data quality and reliability. The functional categorization method is well-explained by drawing on established frameworks in the field. The data analysis section is comprehensive, justifying the choice of tools and techniques used in the study. The explanation of statistical methods shows a sophisticated approach to determining significance in corpus comparisons. This chapter has outlined a methodology that is well-suited to answer the research questions and provide insight into disciplinary differences in using anticipatory 'it' in academic writing.

3.1. Participants

The current study aims to explore the frequency of functional categories and most commonly used anticipatory 'it' patterns in graduate theses submitted to 2023 obtained from ELT and ELL departments in the L2 context. The sample is comprised of the 40 most representative theses from each department in 2023. In this way, it is ensured that current studies and the variety of their themes are well represented. Each corpus consists of theses written by Turkish master students studying in the department of ELT and ELL in Türkiye from different universities. The introduction, literature review, and conclusion parts of the theses were analyzed, since these three parts are common in both the ELT and ELL departments.

3.2. Research Design

This study utilized a quantitative research design to examine the employment of anticipatory 'it' in ELT and ELL theses. The research primarily focused on quantitative methods, with an emphasis on frequency analysis, as supported by McMillan and Schumacher (2014), who indicate that such studies often utilize frequency metrics to reveal linguistic patterns.

The primary goal is to quantify occurrences of anticipatory 'it' clauses and interpret their functional significance. Biber, Conrad, and Reppen (1998) emphasize that the inclusion of quantitative data is crucial for gaining a comprehensive view of linguistic phenomena. The quantitative measures employed in this study included raw frequency counts of anticipatory 'it' clauses and normalized frequencies (per million words) to account for variations in corpus size. Patterns of overuse and underuse of anticipatory 'it' structures were also analyzed.

To ensure statistical validation, log-likelihood tests, as recommended by Rayson and Garside (2000), were conducted. This rigorous quantitative approach enables a characterization of the nature and distribution of anticipatory 'it' clauses across the corpora, allowing for the examination of patterns and the testing of hypotheses regarding disciplinary differences. This focus on quantitative methods provides a detailed analysis of anticipatory 'it' usage in academic writing within these related but distinct disciplines.

3.3. Data Collection

The data in this corpus were gathered via purposive sampling from master's theses written in the fields of ELL and ELT through the Turkish National Thesis Center address (<http://tez.yok.gov.tr>). For the ELL corpus, the detailed search option available on the website was used to choose "Western languages and literature" under the program and "English Language and Literature" under the department. The 40 most recent theses were detected and downloaded up to November 2023 ensuring uniformity in corpus sizes for the introduction, literature review, and conclusion sections. Theses focused on ELT were similarly detected by replicating the same process used in general search and entering the same website; the only difference this time was that they chose "Institute of Educational Sciences" under the "Institute" tab. Then, under the "Index" box, they searched for "English". Again, they sorted the search

results in descending order by date and downloaded the most representative theses up to November 2023. Following the download, there was a strict data preparation process that was executed. The introduction, literature review and conclusion sections of all these theses were extracted and stored in separate word files for ELL and ELT corpora. The step was done in such a way that only the relevant text parts are included. Extracted text had been cleaned and preprocessed with several measures: text normalization (conversion into lower case, standardization of punctuation), removal of non-textual elements (removal of page numbers, figure mentions), and error cleaning. For the creation and analysis of corpora, the tool was Sketch Engine at [Sketch Engine] (<https://www.sketchengine.eu/>) by Kilgarrieff et al. (2014), on which two different corpora were created via the option "Create Corpus", followed by "Add Detail" and "Compile". This procedure ensured that the corpora were well formatted and indexed for further analysis. The corpus has undergone linguistic processing, i.e., segmentation into sentences, tokenization, part-of-speech tagging, and lemmatization. Each of these steps has been automatically carried out using computational linguistics tools and their manual verification. To ensure that the text was preserved in all its essence, custom stop words were used, and spell checking was done, followed by manual verification. Finally, both corpora were analyzed with advanced functionalities available in Sketch Engine: "Concordance," "Advanced," and functionalities enabling the user to search corpora by means of the "CQL" (Corpus Query Language). This made it possible to make a detailed study of anticipatory 'it' constructions. At each stage of corpus compilation and analysis, great care was taken to ensure that the data was of high quality and that results would be maximally reliable and valid. A system of version control was applied, and all the decisions in data processing were fully recorded to ensure repeatability and transparency of the research. This formed two well-structured, clean corpora of ELL and ELT thesis that could serve well in the comparative analysis of the use of the in these anticipatory 'it' academic contexts.

3.3.1. Linguistic Categorization

A breakdown or categorizing of the many constructions or patterns in which the pronoun "it" is used as an anticipatory phenomena in English is said to be Rodman's identifying "it" as anticipatory. "It" is used as a proceeding subject before the exposure of the sentence's real subject; it is called anticipatory 'it'. English sentences have

commonly observed the same, for stylistic interest, construction of a sentence, or even for the emphasis factor. Using Rodman's (1991) classification, the syntactic identification of anticipatory 'it' was done. The patterns "it + be + past participle clause", "it + modal verb + be + past participle clause", "it + modal verb + be + adjective clause", "it + be + adjective + to/that" and "it + seem clause". In accordance with Hewings and Hewings (2002), because of its extraposed subject function, the construction "it appears" was also included in the synthtactic form of anticipatory 'it' in the current study. Hewings' taxonomy concentrates on impersonalization in particular, where the 'it' pronoun is essential for conveying information in the absence of a distinct agent. To list the anticipatory 'it', the following code was utilized on Sketch Engine:

```
([lemma="it" & tag="PP.*"] [lemma="be" & tag="V.*"] [tag="V.*"]) | ([lemma="it" & tag="PP.*"] [lemma="be" & tag="V.*"] [tag="J.*"]) | ([lemma="it" & tag="PP.*"] [lemma="appear" & tag="V.*"] [word="that"]) | ([lemma="it" & tag="PP.*"] [lemma="seem" & tag="V.*"] [word="that"]) | ([lemma="it" & tag="PP.*"] [lemma="can" | lemma="could" | lemma="may" | lemma="might" | lemma="shall" | lemma="should" | lemma="will" | lemma="would" | lemma="must" | lemma="ought" | lemma="be" & tag="V.*"] [tag="V.*"])
```

The screenshot shows the Sketch Engine software interface. At the top, there is a search bar with the query: `QQL ([lemma="it" & tag="PP.*"] [lemma="be" & tag="V.*"] [tag="V.*"]) | ([lemma="it" & tag="PP.*"] [lemma="be" & tag="V.*"] [tag="J.*"]) | ([lemma="it" & tag="PP.*"] [lemma="appear" & tag="V.*"] [word="that"]) | ([lemma="it" & tag="PP.*"] [lemma="seem" & tag="V.*"] [word="that"]) | ([lemma="it" & tag="PP.*"] [lemma="can" | lemma="could" | lemma="may" | lemma="might" | lemma="shall" | lemma="should" | lemma="will" | lemma="would" | lemma="must" | lemma="ought" | lemma="be" & tag="V.*"] [tag="V.*"])`. Below the search bar, there is a table of concordance results. The table has three columns: 'Left context', 'KWIC', and 'Right context'. The 'KWIC' column contains the search results, which are highlighted in red. The 'Left context' and 'Right context' columns contain the surrounding text. The table is sorted by 'KWIC' and shows 20 results per page. The interface also includes a 'Details' button and a 'Jump to...' button.

	Left context	KWIC	Right context
1	on the current literature in the field of language education is analyzed,	it appears that	there are a limited number of studies on FLE and FLB and their effects
2	isibility of their own PD by employing various methods. </s></s> In fact,	it appears that	even the countries with successful education systems like the USA and
3	will help them focus on and complete their studies. </s></s> However,	it can be challenging	for students to hold their interest and ensure that they can learn the ob
4	ewed as an additional limitation of the current study. </s></s> However,	it can be concluded	that the study's goal has mostly been accomplished despite all these li
5	-generated content (Kietzmann et al. 2011, p.241). </s></s> Therefore,	it can be concluded	that the distinctions between social media and Web 2.0 technologies, i
6	ve been conducted on negative feedback are reviewed and analysed,	it can be demonstrated	that negative feedback can decrease intrinsic motivation (Deci & Casc
7	quired changes on their teacher education programs. 3 In this regard,	it can be expected	that teacher trainers of English (TTEs) teaching in education faculties
8	onation because they regard themselves as insufficient. </s></s> Thus,	it can be said	that teachers attach importance to understandability not only for comm
9	need to interact with each other (Williams, 1997). </s></s> At this point,	it can be said	that emotions can play a big role in people's lives in terms of being dec
10	online context. </s></s> Finally, in light of all that has been mentioned,	it can be said	that this study is significant because it offers a fresh perspective on Cl
11	levels indicated by Turkish English language learners are evaluated,	it can be seen	that L2 anxiety is one of the issues that students encounter (Uztosun, i
12	ia, 2017; Krulatz, 2012; Mitran, 2016; Zayed, 2014). </s></s> However,	it can be stated	that there has not been much about pre-service EFL teachers' use of r
13	nce of emotion during communication can be said based on research,	it can be thought	that emotions will also be important in teaching, which is one of the pr
14	na, level, age, and the aim of the English curriculum. </s></s> Therefore,	it can be understood	that there is no one perfect coursebook that is suitable for every type c
15	This harmony can be maintained only in this way. </s></s> Additionally,	it can be understood	from Fairbanks et al. (2000) that a teacher-trainee's way of thinking as
16	ints' regular strategies. 1.2. </s></s> Purpose of the Study In this study,	it is aimed	to investigate self-regulated learning strategies English language learn
17	ing more feasible. 1.3. </s></s> The Purpose of the Study In the study,	it is aimed	to understand the expectations and experiences of teacher-trainees st
18	; Vogt et al., 2008; Volante & Fazio, 2007). </s></s> Through this study,	it is aimed	to contribute to the literature by finding out in which skills the language
19	ot affect the success of passing grades in the 4th and 5th grades, and	it is aimed	that the students will gain knowledge in the field of foreign language fo
20	he process and motivation of language learning. </s></s> Furthermore,	it is analyzed	that no previous research has focused on FLE and FLB together conc

Figure 3.1. Screenshot from Sketch Engine Software showing “anticipatory 'it' clauses”.

The occurrences of ‘prop it’ (1), ‘object extraposition it’ (2), ‘Pseudo it-clefts’(3) and ‘constructions in which it has anaphoric reference’(4) were manually excluded from the analysis.

(1) It is a rainy day.

(2) These negative emotions can interfere with the writing process and make it difficult to produce quality work’ (Çağlar Kabinkara, 2023, p. 1).

(3) It is a sort of national or collective identity which “challenges globalization ... on behalf of cultural singularity and people’s control over their lives and environment.” (Castells 2).

(4) "The concept that is called absurd first emerged in France, that is, it is a French expression’ (Alkan, 2023, p. 3).

3.3.2. Functional Categorization

Replicability is a key idea in corpus linguistics research. The present study's functional classification was created with the intention of minimizing the influence of subjective interpretation on the classification in an effort to create a classification that more easily produces repeatable findings. That is why, the categorizations which were created by Hewings and Hewings (2002) since the study addressed the interpersonal functions of clauses beginning with anticipatory 'it' since the study analyzed the categories of lexical bundles in an academic writing were utilized in the current study to examine the functions of anticipatory 'it'. Hewings’ taxonomy has four categories such as hedge (e.g. it seems that), attitude marker (e.g. it is beneficial), emphatics (e.g. it should be noted), and attribution (e.g. it is stated). The taxonomy also has 9 subcategories shown in the Table 3.1. However, in this research in order to obtain more objective results, subcategories were omitted as Larsson (2016) stated, because a functional classification inherently relies on categories with unclear boundaries, it may be impossible to base one entirely on objective criteria. In addition to Larsson, Herriman (2000) claimed that it is not easy to arrange meanings into a comprehensive collection of semantic categories or to establish unambiguous standards for differentiating semantic categories from one another. Table 3.1 shows the taxonomy of anticipatory 'it' clauses as indicators of authorial stance created by Hewings (2002).

Interpersonal	Sub-categories	Examples
hedges	1a likelihood/ possibility/ certainty; importance/ value/ necessity etc.	it is likely, it seems improbable, it would certainly appear
	1b what a writer thinks/assumes to be/will be/ was the case	it could be argued, it seems reasonable to assume, it was felt
attitude markers	2a the writer feels that something is worthy of note	it is of interest to note; it is worth pointing out; it is noteworthy
	2b the writer's evaluation	it is important; it was interesting; it is surprising
emphatics	3a the writer indicates that a conclusion/ deduction should be reached; that a proposition is true apparent	it follows; it is evident; it is apparent
	3b the writer strongly draws the reader's attention to a point	it is important to stress; it should be noted; it must be recognized; it is essential to understand
	3c the writer expresses a strong conviction of what is possible/ important/ necessary, etc.	it is clear; it is impossible; it is safe to assume; it would be strongly desirable
attribution	4a specific attribution (with a reference to the literature) has been proposed (+reference)	it has been proposed (+ reference)
	4b general attribution (no referencing)	it is estimated (+ no reference)

Table 3.1. A classification of anticipatory it-clauses as indicators of the writer's stance.

As Table 3.1 illustrates, Hewings' classification offers a thorough framework for comprehending how anticipatory 'it' clauses serve as markers of the author's position in scholarly writing. The framework enables an in-depth analysis of the linguistic techniques that authors use to communicate their intentions and engage their readers by classifying these sentences into diverse interpersonal roles, such as attributions, attitude markers, hedges, and emphatics. In addition to supporting the methodical examination of anticipatory 'it' this taxonomy highlights the depth and complexity of metadiscursive techniques in scholarly writing. Comprehending these categories leads to a more profound understanding of the interaction between language, cognition, and reader involvement.

The functional taxonomy of it-sentences by Hewings and Hewings (2002) was applied in this research. However, as the creators of categorization acknowledged, no functional classification of language could be completely neutral; as a result, there was a fair amount of subjectivity in functional grouping and it was impossible to draw firm distinctions between any of the categories. Because of this reason, to ensure the

reliability of the categorization, the results were independently coded by the researcher and another researcher familiar with the topic. The two coders then compared their results and discussed any discrepancies. This process resulted in a high level of agreement.

3.4. Data Analysis

Raw frequencies of anticipatory 'it' constructions were calculated for both corpora, and normalized frequencies (per million words) were used to account for differences in corpus size. The log-likelihood statistic was applied to assess whether the differences in usage frequency between the ELT and ELL corpora were statistically significant. The LL values were calculated using a specialist tool that compares observed frequencies against expected frequencies to determine whether the differences exceeded random variation. For instance, a higher LL value than 3.84 at $p < 0.05$ demonstrated that the difference in frequency of anticipatory "it" use was statistically significant. LLs for higher values of p were therefore stronger indications of the presence of such differences, for instance, 6.63 at $p < 0.01$ or 10.83 at $p < 0.001$. This statistical approach granted the means for a comparison of a robust nature to be undertaken with respect to the patterns and their frequencies over the two disciplines. Ambiguous cases were revisited for reliability by going back to manual inspection. Besides, the LL tests confirmed statistical significance of the observed patterns and thus gave quantitative validation to the trends identified in the data.

3.4.1. Log-likelihood

Log-likelihood (LL) is a common measure used to establish whether a linguistic item's, such as a word or multi-word unit's, higher frequency in one corpus compared to another, and it is statistically significant (Jones & Waller, 2015). It establishes whether an item uses statistics in its data more or less in one corpus compared to the other. This was achieved through the values of the log-likelihood (LL) by determining if the two corpora had a statistically significant difference. The wizard of the log-likelihood statistic that was available via the website, Online Lancaster University Centre for Computer Corpus Research on Language <http://ucrel.lancs.ac.uk/llwizard.html> was applied. It analyzes two different corpora and produces statistics that focus on the frequency of its members to determine their significance. As Rayson and Garside (2000) note, the test enables researchers to learn whether a difference in frequency

between two corpora is significant. According to Scott (1997), the "unusual frequency" in the corpora might be determined by the LL calculations. The LL calculations considered the size of the corpora and the raw frequency in the corpora to show the probability of the frequency variations between both corpora. If the log-likelihood score is higher, the probability of a random result is lower, as determined by the test. This aligns with Dunning's (1993) observation that LL is particularly effective for identifying unusual frequency patterns, especially with low-frequency events.

Furthermore, as a result of the test, the log-likelihood wizard provides the researcher with critical G2 (results of the log-likelihood statistic) values for the significance levels. The log-ratio, which compares the likelihood of an event (such as anticipatory 'it' occurring) in one corpus (ELT theses) to another (ELL theses), is obtained from log-likelihood. Hardie (2014) emphasizes the importance of log-ratio in interpreting the magnitude of difference between corpora.

The plus (+) and minus (-) indications in the LL calculator indicated which frequencies were overused or underused, respectively. To sum up, LL may offer a statistical framework for determining the statistical significance of variations in the frequency of patterns within the corpora. As Kennedy and Miceli (2010) argue, corpus researchers are expected to use statistical tests to determine whether their results are significant. Kilgariff (2001) further notes that LL is particularly useful when comparing corpora of different sizes, as it accounts for these differences in its calculations. For this reason, this is a suitable selection for the research that is going to contrast ELT and ELL theses in which the overall word totals could differ.

In conclusion, it has been tried through LL analysis to provide a credible assessment that finds the contrasting 'it' usage patterns of ELT and ELL theses to be either real disciplinary differences or occurring by chance as it helps to enhance the increasingly popular area of research that involves corpus-based discourse analysis in academic writing (Baker, 2006).

4. FINDINGS AND RESULTS

The aim of this chapter is to present the findings and analyze the anticipatory 'it' clauses in both ELT and ELL theses written by Turkish postgraduate students in an L2 context. This study characterizes the prevalence of anticipatory 'it' clauses in these theses and examines their frequency, including aspects of overuse and underuse. The chapter is systematically organized to address key research questions. It begins with a frequency analysis of anticipatory 'it' clauses by dissecting how they are utilized in the introduction, literature review, and conclusion sections of ELT and ELL theses. This quantitative analysis employs a descriptive approach, including tables that present frequencies and log-likelihood values of the functional categories of anticipatory 'it', as previously identified by Hewings and Hewings (2002).

The findings are further categorized into several functional groups such as hedges, attitude markers, emphatics, and attribution. Each section analyzes the these functions in academic writing across both disciplines by showing discipline-specific differences and similarities. By analyzing these specific rhetorical functions, the chapter illustrates how non-native English speakers employ anticipatory 'it' as a metadiscoursal feature. Additionally, in this chapter, the most common anticipatory 'it' patterns in each corpus are identified. This analysis contributes to a deeper understanding of how anticipatory 'it' constructions support the communicative goals of graduate-level academic writing.

4.1. Frequency Analysis of Anticipatory 'it'

The frequency analysis of anticipatory 'it' structures underpin the establishment of their usage across the two disciplinary divides. This study tries to explore the frequency of occurrence of these structures in the introductory, literature review, and concluding parts of graduate theses in order to find stylistic, rhetorical, and disciplinary preferences in academic writing. Frequency analysis, especially when normalized for corpus size, provides critical insights into the prominence and variability of anticipatory 'it' usage. The inclusion of statistical measures such as normalized frequencies and log-likelihood values ensures that observed differences are both quantitatively meaningful and statistically robust. This section provides a breakdown of the frequencies of anticipatory 'it' across the three major sections of the thesis and discuss the implications of the observed patterns in academic discourse.

4.1.1. Overview of Frequency in Introductions: Comparison of ELT Introduction vs. ELL Introduction

The introduction is the foundation of the research; it orients the reader to the topic and justifies the study. It is often in this section that writers need to balance the need to present their study as novel and important, while at the same time grounding it within existing research. According to Bunton (2002), the typical purpose of an academic writing introduction is to establish a research territory, review the related literature, and provide a rationale for the study. These moves not only provide logical flow but also help to show the writer's scholarly competence.

In graduate level academic writing, the introduction is meant to consider the needs of both the expert and the novice reader. Scoping statements, research questions, and methodological statements are often made within an introduction. In many cases, the introduction tends to focus on what has not been said about the subject, so that the research represents something worthwhile to the literature being presented (Thompson, 2001). General context and specific focus are in balance, although the balance may vary according to the discipline by reflecting divergent rhetorical traditions in the fields of ELL and ELT. Table 4.1 presents a detailed summary of key metrics in the introduction section for both the ELL and ELT corpora, including the number of theses, total word count, token count, and sentence count.

	ELL INTRO	ELT INTRO
No. of Theses	40	40
Total Word Count	165.811	102.375
Total Tokens	194.896	122.222
Total Sentence	6.222	4.102

Table 4.1. Number of words/tokens/sentences in both corpora of introduction.

Table 4.1 illustrates the substantial differences in corpus size and structure between ELL and ELT, which will be critical in understanding the patterns of anticipatory 'it' usage in academic writing across these two related but distinct fields. According to Table 4.1, the ELL Corpus and the ELT Corpus, each of the containing 40 theses, showed significant difference in terms of the total number of words in general. The size of the ELL corpus is 165,811 words, while that of the ELT corpus is significantly smaller at 102,375 words. This large difference in size makes it very important for normalized frequencies, or relative frequencies, to be used in order to ensure meaningful comparisons can be made. Frequency counts are at the very base of corpus

analysis and represent a very basic unit of measuring how much a word, or phenomenon, is represented within a corpus (McEnery & Hardie, 2012). However, raw frequency counts are misleading in a cross-corpus context. Normalized frequencies, however, give better information and can give a more nuanced perspective on word use. This lets one pose questions such as: "On average how often would we expect to encounter this word per unit of text?" (McEnery & Hardie, 2012 p. 48). Many studies have previously stated that raw frequency lists are incomplete and insisted on the necessity of normalization for an adequate comparison between corpora. This is also emphasized further by Bestgen (2020) to be able to account for different levels of normalization when working with corpora of varying sizes. This normalization can be achieved through a value of normalized frequency set. In this study, normalized frequencies were calculated for the thesis introduction parts in both ELL and ELT programs. The formula used to calculate normalization is:

Normalized Frequency = (number of times the word is used in the whole corpus ÷ size of the corpus) × (base of normalization)

It was therefore automated using Sketch Engine, with a normalization base set at 1,000,000 words, as outlined in Table 4.2. In this regard, one can take an additional step in order to understand how differences in anticipatory 'it' usage might play out between the two fields of research in the introductions of theses keeping in mind that texts in the ELL are consistently longer than the ELT ones. Table 4.2 provides an overview of their frequencies in two corpora. The Table presents the normalized frequencies of anticipatory 'it' occurrences per million words, alongside their percentage within the whole corpus. Additionally, the Log-Likelihood (LL) value helps to identify significant overuse of these structures in ELT compared to ELL.

	n	No of Hits Per Million	Percent of Whole Corpus	LL value
ELT	182	1,489,1	0,1490%	+20,54
ELL	183	938,96	0,094%	

Table 4.2. Overall frequencies of anticipatory 'it' structures in introduction part.

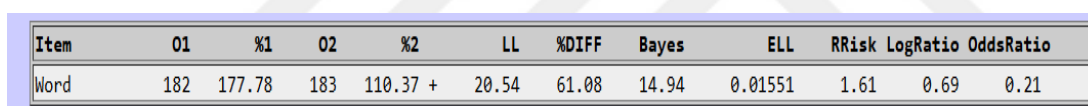
n= raw frequency of anticipatory 'it'

+ indicated overuse of anticipatory 'it' in ELT relative to ELL

Table 4.2 reveals a higher frequency of anticipatory 'it' structures in ELT theses, with a normalized frequency of 1,489,1 per million words, compared to 938,96 per million words in ELL theses. This overuse in ELT, as indicated by the positive LL value of

+20,54, suggests that anticipatory 'it' structures are more prevalent in ELT research introductions. This discrepancy may reflect stylistic or structural preferences in ELT discourse, potentially due to different rhetorical or communicative needs between the two fields. The percentage and LL values support a statistically significant tendency for ELT theses to incorporate anticipatory 'it' constructions more frequently than ELL theses.

Corpus linguists use statistical metrics to characterize and better comprehend the frequency statistics that come from a corpus. This allows the researchers to go beyond merely reporting what they observe to evaluating the importance of any discrepancies reported. Various significance tests, such as t-test, Log-likelihood test, can be applied based on the kind of data we have (Dunning, 1993). In this study, along with per million frequency (normalized frequency) analysis, Log-likelihood (LL) test calculation was used to ascertain the difference in frequencies between ELL and ELT thesis as well as the significant values of overuse or underuse for the items in the groups as shown in Figure 4.1.



Item	O1	%1	O2	%2	LL	%DIFF	Bayes	ELL	RRisk	LogRatio	OddsRatio
Word	182	177.78	183	110.37 +	20.54	61.08	14.94	0.01551	1.61	0.69	0.21

Figure 4.1. A screenshot from Log-likelihood calculator (introduction section).

O1 is observed frequency in ELT

O2 is observed frequency in ELL

%1 and %2 values show relative frequencies in the texts.

+ indicates overuse in ELT relative to ELL

- indicates underuse in ELT relative to ELL

A log-likelihood analysis revealed that statistically significant difference existed between the theses of English Language and Literature and those of English Language Teaching in using anticipatory 'it'. The calculated LL value was $LL = 20.54$, which is far above the critical thresholds for statistical significance $LL > 3.84$, $p < 0.05$ and high significance $LL > 6.63$, $p < 0.01$. This means the observed differences in normalized frequencies of anticipatory 'it' are extremely unlikely to be due to chance: $p < 0.01$. Specifically, the normalized frequencies showed that anticipatory 'it' usage was 61.08% higher in English Language and Literature theses ($\%1 = 177.78$) than in the English Language Teaching theses ($\%2 = 110.37$). The greatness of this difference,

supported by its statistical significance, is indicative of significant stylistic or disciplinary variation between the two fields in the usage pattern of anticipatory 'it'.

Considering the Bayes factor of 14.94 from the result, it is strong evidence to support the hypothesis that anticipatory 'it' structures are used more in ELT texts rather than their ELL counterparts. The high Bayes factor, indicating strong evidence for the alternative hypothesis, might support such a view that conventions inherent in academic writing within ELT contexts favor clarity and objectivity that the use of anticipatory language is meant to encode. This corroborates the results found in the literature. Moreover, the RR value of 0.01551 suggests that texts from the ELT corpus are approximately 1.61 times more likely to employ anticipatory 'it' structures than those in the ELL corpus. This figure is informative with regard to syntactic strategies deployed in different academic writing contexts. That means the writers of the ELT discipline are perhaps better equipped to use these features grammatically as instruments further in arguments and in building coherence, two very essential ingredients of any successful academic argumentation. Again, this corroborates Hyland and Jiang's (2018) observation regarding the function of the anticipatory structures while expressing complex academic arguments with efficiency. Also, The LogRatio value of 0.69 and the OddsRatio of 0.21 further specify that anticipatory 'it' structures are strongly preferred in ELT writing. This LogRatio is supposed to indicate that authors in this corpus relatively have a great preference for such grammatical patterns, since it assumes that scholarly communication is distinctly characterized by an inclination towards employing anticipatory 'it'. The OddsRatio further underscores the disparity, thereby suggesting that the structure is frequently engaged with by the authors in ELT and less so by their ELL counterparts. This may indicate broader pedagogical trends in the respective disciplines.

Frequency analysis of anticipatory 'it' in the introduction sections therefore yields notable differences between ELT and ELL theses with respect to this structure's frequency of use, thus suggesting certain discipline-specific preferences of the structures under scrutiny. The section below extends the quantitative comparison provided above by focusing on the frequencies of anticipatory 'it' structures in the Literature Review sections.

4.1.2. Overview of Frequency in Literature Reviews: Comparison of ELT Literature Review vs. ELL Literature Review

The literature review section is an important feature of academic writing, in that it lays the foundation for the research by synthesizing the existing studies and identifying gaps in the literature. According to Kwan (2006), the section often serves as a bridge between the broader academic context and the writer's specific research focus, demonstrating familiarity with the field while justifying the study's contribution. With regards to literature reviews, there are certain rhetorical moves that are expected in the development of the thematic framework, criticising prior research and pointing out the relevance of the present study. Table 4.3 presents a number of word counts, tokens, and sentences in the literature reviews from ELL and ELT.

	ELL LIT REV	ELT LIT REV
No. of Theses	40	40
Total Word Count	367,756	375,262
Total Tokens	436,563	449,480
Total Sentence	15,330	15,732

Table 4.3. Number of words/tokens/sentences in both corpora of literature review.

Table 4.3 provides a comparative overview of the quantitative characteristics of two corpora. The total word count for the ELL corpus is 367,756, while the ELT corpus slightly exceeds it with 375,262 words. Similarly, the token count which shows a measure that includes all word-like elements follows the same pattern, with the ELL corpus having 436,563 tokens compared to 449,480 tokens in the ELT corpus. The number of sentences also reflects a marginal difference. The ELL corpus comprises 15,330 sentences, whereas the ELT corpus contains 15,732. This comparison highlights that while the corpora are similar in size, the ELT corpus consistently has slightly higher counts across all metrics. Because of the differences in size, normalized frequencies are calculated as in Table 4.4.

	n	No of Hits Per Million	Percent of Whole Corpus	LL value
ELT	477	1,061.23	0,1061%	-1.17
ELL	501	1,147.6	0,1148%	

Table 4.4. Overall frequencies of anticipatory 'it' structures in literature review.

n= raw frequency of anticipatory 'it'

- indicated underuse of anticipatory 'it' in ELT relative to ELL

This suggests that both corpora use anticipatory it-structures at roughly the same rate, though the ELL corpus uses it slightly more. However, the small LL value reassures

us that this is a very slight difference and unlikely to represent a real distinction in stylistic or syntactic preference. To give more information about two corpora comparison, Figure 4.2. was used.

Item	O1	%1	O2	%2	LL	%DIFF	Bayes	ELL	RRisk	LogRatio	OddsRatio
Word	477	0.13	501	0.14 -	1.17	-6.69	-12.34	0.00000	0.93	-0.10	0.93

Figure 4.2. A screenshot from Log-likelihood calculator (literature review).

O1 is observed frequency in ELT

O2 is observed frequency in ELL

%1 and %2 values show relative frequencies in the texts.

+ indicates overuse in ELT relative to ELL

- indicates underuse in ELT relative to ELL

Figure 4.2 shows data on the comparative frequency analysis of anticipatory 'it' between ELT and ELL departments. The frequency for the ELT department is 477 occurrences, with a percentage of 0.13% of the total words analyzed. By contrast, O2 represents the ELL department 501 or 0.14% of the total. The observed LL value of -1.17 is very below critical thresholds for statistical significance at $LL > 3.84$, $p < 0.05$, and $LL > 6.63$, $p < 0.01$. This means that such a finding of the difference between O1 and O2 in normalized frequency will be due to chance; the difference is not statistically significant. Specifically, the normalized frequency for O1 was 13% ($\%1 = 0.13$), while for O2 it was 14% ($\%2 = 0.14$); this means the %DIFF value is -6.69. While this already suggests a marginal preference for O2 over O1, the statistically insignificant result deems the deviation negligible.

Further evidence includes the Bayes factor, which is -12.34. A negative Bayes factor strongly supports the null hypothesis, meaning there is no substantial evidence that would support a meaningful difference in the groups. Also, the Expected Log-Likelihood-ELL value of 0.00000 shows an exact agreement of the frequencies observed with what is expected if the null hypothesis is true. The value of RRisk is 0.93, which also would mean that the feature discussed appear more likely in O1 as 93% of that in O2, close to 1, hence a little difference. This view is further supported by the LogRatio value of -0.10 and OddsRatio value of 0.93. LogRatio thus gives the feature in O2 an extremely slight preference, whereas OddsRatio says that odds of the feature to appear in O1 are almost the same as in O2.

What this analysis really indicates, therefore, is that a case can be made of no meaningful variation in usage of the observed feature between O1 and O2. The slight differences in normalized frequencies are insignificantly small, as confirmed by lower LL, Bayes factor, RRisk, LogRatio, and OddsRatio. These results thus support the claim that any such observed differences are likely due to chance rather than some form of systematic variation between the two datasets. This consistency across disciplines invites further exploration into whether similar trends persist in other sections, such as the Conclusion sections.

4.1.3. Overview of Frequency in Conclusions: Comparison of ELT Conclusion vs. ELL Conclusion

The concluding section within a thesis provides a closing into one's research through the revisitation of findings and a discussion on the implications by stating the future scope. Conclusion summarizes not simply the key arguments made by the research but rather constitute wider significance accordingly provide a critical site of rhetorical emphasis and evaluative commentary (Thompson, 1999).

Employing anticipatory 'it' in the conclusion is a good illustration that such constructions are excellent at highlighting important outcomes and therefore guiding readers' attention towards important points. For instance, "It is evident from the analysis that," or "It is thus concluded that" will tell the reader with great force and authority the truth of an argument being put across (Groom, 2005). These structures enable an author to bring his or her findings into focus while maintaining a formal tone expected in academic writing. To assess the frequency and use of anticipatory 'it' in conclusions, a comparison of word counts, token counts, and sentence counts between ELL and ELT corpora was shown in Table 4.5.

	ELL CORPORA	ELT CORPORA
Total Word Count	72,958	41,457
Total Tokens	82,264	47,679
Total Sentence	2,879	1,639

Table 4.5. Number of words/tokens/sentences in both corpora of conclusion.

Table 4.5 presents a comparison of the total word count, token count, and sentence count in the conclusion sections of ELL and ELT corpora. The total word count in the conclusion sections within the ELL corpus reaches 72,958, compared with the total number of 41,457 words in the ELT corpus. Similarly, the ELL corpus has 82,264

tokens as opposed to 47,679 in the ELT corpus, which shows that more lexical items occur in ELL conclusions. The number of sentences in the ELL corpus is 2,879, also far outmatching that of the ELT corpus with 1,639 sentences. These quantitative differences in length and density stem from the two corpora and their conclusion sections. Table 4.6. presents the values of per million hits that permit comparisons between the two corpora through normalizing their size as giving a relative frequency of its features in the conclusion section for both ELL and ELT corpora.

	n	No of Hits Per Million	Percent of Whole Corpus	LL value
ELT	85	1,782.76	0.1783%	+3,98
ELL	112	1,361.47	0.1361%	

Table 4.6. Overall frequencies of anticipatory 'it' structures in conclusion.

Table 4.6 compares the frequencies of anticipatory 'it' structures in the conclusion sections of the ELT and ELL corpora in normalized terms, first in terms of hits per million words and then as a percentage of the whole corpus. The ELT corpus contains 85 instances of anticipatory 'it', corresponding to 1,782.76 hits per million words and 0.1783% of the corpus. While by contrast, the ELL corpus contains 112 occurrences, which is 1,361.47 hits per million words and 0.1361% of the corpus.

The calculated LL value was $LL = 3.98$. According to statistical thresholds, an LL value greater than 3.84 ($p < 0.05$) indicates statistical significance, while a value above 6.63 ($p < 0.01$) denotes high significance. Since the LL value here is just above the threshold for significance ($LL > 3.84$), this suggests a statistically significant difference between the two corpora at the 5% significance level ($p < 0.05$). However, as the LL value does not exceed 6.63, the difference does not reach the level of high significance. The normalized frequency results further highlight that anticipatory 'it' constitutes a slightly greater proportion of the ELT corpus compared to the ELL corpus. To give more information about differences between two corpora, Figure 4.3. was utilized.

Item	O1	%1	O2	%2	LL	%DIFF	Bayes	ELL	RRisk	LogRatio	OddsRatio
Word	85	0.21	112	0.15 +	3.98	33.56	-7.67	0.00001	1.34	0.42	1.34

Figure 4.3. A screenshot from Log-likelihood calculator (conclusion).

O1 is observed frequency in ELT

O2 is observed frequency in ELL

%1 and %2 values show relative frequencies in the texts.

+ indicates overuse in ELT relative to ELL

- indicates underuse in ELT relative to ELL

A comparative analysis of the anticipatory 'it' in ELT theses and ELL theses yields several differences, which are statistical yet of low strength. After all, anticipatory 'it' raw frequency in ELL theses with 112 instances is also higher compared to the similar number of 85 frequency in ELT theses. Anticipatory 'it' is thus apparently more frequent in ELT theses, when normalized for corpus size, with a relative frequency of 0.21, as opposed to 0.15 in ELL theses. So, while the raw count for anticipatory 'it' is larger in ELL theses, in fact, it is proportionally more common in ELT theses. The log-likelihood statistic of 3.98 suggests the difference is statistically significant at the $p < 0.05$ level. The significance value or the LL however does not exceed the upper threshold, which is significance at > 6.63 or $p < 0.01$ so even though this difference has reached a degree of being statistically significant it, nonetheless really is quite unstrong and therefore, to put into another way; the overall percentage difference - is recorded at a percentage of around 33.56 %. This translates that anticipatory 'it' can be assumed to occur once around one third more frequently within ELLs theses which also is called ELL than is within ELTs theses or ELT with the normalization in their corporal size across different sets being taken into view. A Bayes factor of -7.67 in the negative direction, coupled with an extremely low ELL value (0.00001), speaks for poor support in the observed difference. It further implies that despite the fact the effect may be statistically significant, the finding itself isn't robust. The relative risk is 1.34, and the odds ratio is 1.34, which means that the chances of encountering anticipatory 'it' are somewhat greater in ELT theses than in ELL theses. These values already support the existence of a difference, but the effect size is modest.

The results show that anticipatory 'it' is more proportionally frequent within the ELT theses than in the case of ELL theses. Although this difference is statistically significant at the level of $p < 0.05$, this difference is not strongly defined, as the

moderate value of log-likelihood indicates LL: 3.98 and a weak Bayes factor. The higher normalized frequency in ELT theses, 0.21 opposed to 0.15, points toward stylistic or contextual preferences in academic writing in ELT; however, the weak strength of evidence, ELL: 0.00001, Bayes: -7.67, suggests that some caution is needed in claiming the results as definitive. In other words, there is evidence of a difference, but it is not that practically significant.

4.2. Functional Categorization of Anticipatory 'it'

Anticipatory 'it' clauses can realize several different interpersonal functions in academic writing. These reflect various ways authors engage with their audience and cast their arguments. Drawing on Hewings' 2002 categorization, anticipatory 'it' can be divided into four broad functional categories. Hedges are a kind of linguistic element that indicates a degree of uncertainty and, therefore, provides the avenue for the speaker/writer to a certain extent for tentativeness of the claim. They are, consequently, crucial in displaying modesty of assertions and, by extension, the complexity of research. By hedging, writers will be effectively communicating the provisional nature of statements, inviting the readers for a subtle interpretation (Hyland, 1998). The attitude markers are the phrases that give expression to attitudes that a writer is adopting concerning what is said in the text. This, it might be said, modifies or varies the strength of one's claim. In employing such attitude markers, authors influence and create readers' perceptions and build some interpretive stances as a means of increasing the persuasive value of arguments (Hyland, 2005). Emphatic constructions make hard hitting claims and emphasize the importance of certain ideas. The use of emphatics is a rhetorical approach targeted at making emphases on important ideas with the view to increasing their effects on the reader (Swales & Feak, 2004). This approach ensures that the critical arguments sink deeper. Attribution is to make reference to other scholars in order to attribute their work and your own within the academic contribution. This function is not only crucial for credibility but allows the past research to update to the present and develops the scholarly conversation accordingly (Bazerman, 1988). By means of each category and indicating their frequencies, it may provide a clear representation of the ways in which anticipatory 'it' is used in the sections Introduction, Literature Review, and Conclusion.

4.2.1. Functional Categorization of Anticipatory 'it' In Introduction Section

In academic writing, particularly in the introduction sections, the use of anticipatory 'it' plays a significant role in framing arguments, managing reader expectations, and emphasizing key points. These structures serve as vital interactional metadiscourse markers, helping writers to negotiate meaning, convey their stance, and align with their audience. By categorizing the functional uses of anticipatory 'it', such as hedges, attitude markers, emphatics, and attribution, it becomes possible to observe variations in their usage between ELT and ELL students. This analysis provides valuable insights into the rhetorical strategies employed by these two groups by revealing differences in their approaches to academic communication. Table 4.7 below presents a detailed account of the frequency and distribution of anticipatory 'it' in the introduction section of ELL and ELL across these functional categories.

Categories	Raw in ELT	Per mil	Raw in ELL	Per mil
Hedges	81	662.73	48	246.29
Attitude markers	25	204.55	32	164.19
Emphatics	73	597.27	100	513.09
Attribution	3	24.55	3	15.39
Total	182	1,489.1	183	938.96

Table 4.7. Overall frequency of functional categorization of anticipatory 'it' in the introduction section of ELT and ELL.

Table 4.7 provides an overview of the frequencies of anticipatory 'it' patterns found in the introduction sections of ELL and ELL. Overall, the ELT corpus displays a higher total frequency of these patterns, with 1,489.1 per million words, compared to 938.96 per million words in the ELL corpus. This significant discrepancy suggests that ELT writers are generally more inclined to engage with their readers using anticipatory structures in the introduction section. Such engagement is fundamental in educational contexts where fostering dialogue and promoting critical thinking are prioritized (Hyland, 2005).

Among the functional categories, hedges constitute the most frequently used category in the ELT corpus, with a frequency of 662.73 per million. This reflects the ELT writers' emphasis on expressing uncertainty and inviting alternative perspectives, which aligns with pedagogical goals prioritizing critical engagement and reflective thinking. In contrast, the frequency of hedges in the ELL corpus is significantly lower, at 246.29 per million. This discrepancy highlights a potential difference in rhetorical strategies, where ELL writers may adopt a less tentative approach in their assertions.

In contrast, the ELL corpus demonstrates a higher frequency of emphatics compared to ELT (513.09 vs. 597.27 per million, respectively). This suggests that ELL writers prioritize emphatics to reinforce key points and assert their arguments more strongly. Such usage could reflect a need to establish authority and clarity in their academic writing, as emphasized in rhetorical strategies for second-language learners (Biber et al., 1999). While emphatics are also frequently used in ELT texts (597.27 per million), their slightly lower frequency compared to hedges suggests a balanced rhetorical approach that combines assertion with an openness to alternative perspectives.

The category of attitude markers appears less frequently in both corpora compared to hedges and emphatics. In the ELT corpus, they are recorded at 204.55 per million, slightly higher than the ELL corpus (164.19 per million). These markers convey the writer's subjective stance or feelings about the content, reflecting an intent to personalize discourse and connect with the reader (Thompson & Ye, 1991). The relatively higher frequency in ELT texts may suggest a greater inclination toward creating an interactive and engaging academic dialogue. In addition, attribution represents the same raw frequency for both ELT and ELL corpora, with three instances recorded for each. Such a small usage would suggest that anticipatory 'it' is used hardly in either variety to introduce attribution of sources. Alternatively, writers might want to stick more to directly attributive referencing of sources.

As a result, it is clear that whereas the hedge is the dominant rhetorical strategy for ELT writers, emphatics are more central to ELL writing. This contrast reflects the differing emphases in academic argumentation between ELT writers, apparently setting greater store by negotiation and critical dialogue, and ELL writers, who prioritise clarity and assertiveness.

4.2.2. Functional Categorization of Anticipatory 'it' In Literature Review

Following the analysis of anticipatory 'it' in the introduction sections, this section examines its functional categorization in the literature review sections of ELT and ELL theses. As literature reviews serve to situate the research within existing scholarship, the use of anticipatory 'it' reflects how writers engage with prior studies and construct their arguments. Table 4.8 below presents the frequency and distribution of anticipatory 'it' structures across various functional categories in the literature review sections of both corpora.

Categories	Raw in ELT	Per mil	Raw in ELL	Per mil
Hedges	153	340,39	196	448,96
Attitude markers	100	222,48	74	169,51
Emphatics	216	480,56	227	519,97
Attribution	8	17,8	4	9,16
Total	477	1,061.23	501	1,147.6

Table 4.8. Frequency of occurrence of anticipatory 'it' in the literature review section of ELT and ELL.

Table 4.8 illustrates that in the literature review, emphatics emerge as the most frequently used category in both ELT and ELL corpora. The ELL corpus shows a slightly higher frequency (519.97 per million) compared to the ELT corpus (480.56 per million). This dominance of emphatics highlights the importance of reinforcing key points and asserting the significance of prior research in this section. Writers likely use emphatics to underscore critical connections between their work and the existing literature, establishing authority and guiding the reader's attention to pivotal arguments.

Hedges are the second most frequent category in the literature review, reversing the trend observed in the introduction sections, where hedges were the most used category in ELT writing. In the literature review, ELL writers use hedges more frequently (448.96 per million) than ELT writers (340.39 per million). This suggests a shift in the rhetorical approach: ELL writers may adopt a more cautious tone when engaging with prior studies, emphasizing tentativeness and inviting multiple interpretations to demonstrate their awareness of the complexity of the scholarly discourse. Furthermore, attitude markers follow, with a frequency of 222.48 per million in the ELT corpus and 169.51 per million in the ELL corpus. Although less frequent than hedges and emphatics, their presence indicates an effort to personalize the discussion and signal the writer's stance toward the reviewed literature. ELT writers' slightly higher usage may suggest a more deliberate attempt to create an engaging and interactive tone.

Finally, attribution remains the least used category in both the literature review and the introduction sections. The ELT corpus records 17.8 per million, while the ELL corpus shows 9.16 per million. The consistently low frequency across both sections suggests that anticipatory 'it' is rarely utilized for attributive purposes, as writers prefer more direct approaches to referencing sources or situating their arguments within existing research.

In summary, the literature review sections prioritize emphatics over hedges, reversing the dominance seen in the introduction sections for ELT writing. This indicates a rhetorical shift where literature reviews emphasize assertion and clarity over tentativeness. The higher frequency of hedges in the ELL corpus reflects a cautious approach in dealing with prior research, while ELT writers' increased use of attitude markers points to their intention to maintain engagement and subjectivity in their discourse. These patterns reveal the evolving rhetorical strategies writers employ to meet the distinct demands of different sections in academic writing.

4.2.3. Functional Categorization of Anticipatory 'it' In Conclusion

In academic writing, conclusion sections serve to summarize key findings, emphasize the significance of the study, and often suggest future research directions. The use of anticipatory 'it' in this section reflects how writers construct their arguments, assert conclusions, and engage with readers. Table 4.9 presents the frequency and distribution of anticipatory 'it' structures across functional categories in the conclusion sections of ELT and ELL theses.

Categories	Raw in ELT	Per mil	Raw in ELL	Per mil
Hedges	45	943,81	51	619,96
Attitude markers	14	293,63	9	109,4
Emphatics	26	545,31	51	619,96
Attribution	0	0	1	12,16
Total	85	1,782,76	112	1,361,47

Table 4.9. Frequency of occurrence of it-clauses in conclusion from ELT and ELL.

As it can be seen in Table 4.9, the conclusion sections thus display differences in the overall frequency of anticipatory 'it' across the two corpora: the ELT corpus stands at 1,782.76 per million, compared with 1,361.47 per million in the ELL corpus. It would seem that writers of ELT texts use the anticipatory 'it' structure more to foreground their findings and proclaim the importance of their conclusions.

In the ELT corpus, hedges are the most frequent category, 943.81 per million, while in the ELL corpus, the figure is 619.96 per million. In the ELL corpus, emphatics are as frequent as hedges, 619.96 per million, which makes them the dominating category in this corpus. This would suggest that ELL writers tend to depend on the use of emphatics to assert important points and conclusions, always reinforcing the strength of an argument to make sure it gets across and does not pass unnoticed. On the other hand, the ELT corpus reports a much lower frequency for emphatics, 545.31 per

million, which could indicate a more balanced rhetorical strategy between caution and assertion. Also, attitude markers are less frequent than hedges and emphatics in both corpora, but their usage is significantly higher in the ELT corpus, 293.63 per million, compared to the ELL corpus, 109.4 per million. Thus, it can be understood that ELT writers are more likely to convey their subjective stance or emotional engagement with their findings to provide a stronger connection with the reader. Furthermore, attribution proves to be the least represented category in both corpora: no cases were recorded in the ELT corpus, while only one case (12.16 per million word) was recorded in the ELL corpus. This would suggest that writers in both groups very seldom employ anticipatory 'it' structures for purposes of attribution when concluding.

In the conclusion sections, the dominance of hedges in the ELT corpus reflects the tendency of the ELT writers to be cautious while approaching their findings and inviting broader interpretations. This strategy puts the emphasis on flexibility and critical thinking. However, the ELL corpus shows that both hedges and emphatics are used in equal proportions, 619.96 per million. This well-balanced use suggests that ELL writers intend to show caution and at the same time be assertive. They make sure things get clear but leave room for nuanced interpretation.

4.3. The Most Common Patterns of Anticipatory "it"

Apart from the functional categorization, it is equally important to focus one's attention on the particular linguistic patterns in which anticipatory 'it' occurs, as it often gives insight into rhetorical strategies that writers adopt, and their preferences with regards to structuring arguments or involving readers. The following sections outline the most frequent patterns of anticipatory 'it' across hedges, emphatics, and other categories regarding their frequency and distribution in ELT and ELL academic writing.

4.3.1. Hedges in ELT and ELL

Hedges are linguistic devices used to indicate the degree of certainty, possibility, or necessity of a proposition, allowing authors to present their ideas as suggestions or arguments rather than absolute facts (Hewings, 2002). Akbaş (2012) noted that modal verbs (e.g., might, can) and specific verbs (e.g., argue, suppose) are commonly employed hedging strategies, particularly in introductory sections of academic texts.

The frequent use of hedges in ELT theses aligns with findings from several studies. Akbaş (2014) observed a preference for hedges among Turkish writers, while Hyland (2019) noted their prevalence in social science writing. The specific findings on hedge types (e.g., "it is assumed," "it is believed") extend Salas's (2015) work on anticipatory 'it' -clauses in research articles, demonstrating how these constructions function as hedging devices in postgraduate writing. Table 4.10 presents the most commonly used hedge patterns in the introduction section of ELT and ELL.

ELT	n	ELL	n
it is assumed	25	it is likely	4
it is believed	11	it can be argued	3
it is presumed	6	it was thought	3
it is anticipated	5	it is argued	3
it is thought	4	it is assumed	3
it can be seen	4		

Table 4.10. The most frequent hedge patterns in the introduction section from ELT and ELL.

As Table 4.10 suggests, ELL theses, which can provide insight into how writers in each corpus employ linguistic strategies for expressing uncertainty and caution in academic writing. In the ELT corpus, "it is assumed" (n=25) is the most common hedge by a wide margin, occurring more frequently than any other hedge in either corpus. This perhaps suggests that ELT writers rely on this phrase almost as a kind of introductory phrase to assumptions or generalizations in their writing. The phrases "it is believed", for example, reach a total frequency of 11; "it is presumed" reaches up to 6 instances, while "it is anticipated" occurs 5 times, thus confirming the general trend for ELT writers to hedge in claims by adopting cautious and tentative language as part of adhering to academic norms.

Conversely, the ELL corpus shows much less complexity and less frequency of hedge bundles. The most common hedge, "it is likely" (n = 4), appears only a few times; this may also indicate that ELL writers could also be less likely to use hedges or rely on their narrower range of expressions. Other hedges, such as "it can be argued," "it was thought," and "it is argued" (all n=3), similarly indicate an attempt to advance arguments or former beliefs with some degree of caution; overall, however, hedging in the ELL corpus seems less developed than in the ELT corpus of introduction section.

Overall, the differences in hedging usage between the two corpora highlight variations in academic writing proficiency and stylistic choices. ELT writers demonstrate a more

advanced and nuanced use of hedges, which may stem from greater exposure to academic writing training or disciplinary conventions. In contrast, ELL writers appear to use hedges sparingly. The next quotations present some examples of the use of anticipatory 'it' in an ELT department and its hedging function:

“Moreover, **it is assumed** that motivation increases coping skills and learning” (Yılmaz, 2023, p. 8).

“**It is assumed** that the participants will honestly and impartially answer the items in the scales, the personal information form, and the interview questions to be used in this research” (Karagöz, 2023, p. 6).

“**It is anticipated** that searching the difficulties which they encounter will be beneficial for the ones who always have the possibility to study with these learners” (Akpınar, 2023, p. 5).

“Therefore, **it is thought** that this study will contribute to the literature in terms of the relationship between work engagement and occupational anxiety and the factors affecting these two variables” (Vardarlıoğlu, 2023, p. 5).

“**It is presumed** that these measures provide a valid and dependable representation of the investigated construct” (Karagöz, 2023, p. 6).

“However, in this study, **it is believed** that storybooks designed for children learning English as their first language will be as effective as storybooks designed for L2 young learners” (Işık, 2023, p. 3).

In the ELL corpus, the most frequent hedge bundle is "it is likely," with a lower raw frequency of 4 occurrences. In ELL department, the use of anticipatory 'it' with hedge function is used like in the following quotations:

“**It is likely** to find the rebellion of women writers against the female identity fictionalized in patriarchal literature in the free women they narrate about” (Alp, 2023, p. 4).

“Here, it should be noted that **it is likely** that the participant students of the project will also experience certain positive outcomes in terms of language skill, digital literacy and cultural awareness” (Gümüş, 2023, p. 5).

“Additionally, it is assumed that other factors such as gender, age, and writing ability may influence the relationship between writing anxiety and achievement” (Caglar Kabinkara, 2023, p. 5).

“Within this context, it can be argued that British drama of the post-war period flourished under the influence of those major changes in that period” (Gümüşlü, 2023, p. 4).

“Hence, it is argued that the changeling motif is associated with violence and immorality of a woman, differing the play from its predecessors” (Arpaç, 2023, p. 33).

“Consequently, it can be argued that the Anthropocene has left an indelible mark on all aspects of human civilisation ranging from ecology to politics and is still influencing the modern human” (Doğan, 2023, p. 2).

For proposing claims with care and recognizing the complexity of prior research, hedging becomes a vital factor in the literature review sections of academic theses after the introduction part. The table 4.11 below showcases some of the most frequent hedging patterns that occurred in the literature review sections of the ELT and ELL corpora.

ELT	n	ELL	n
it can be said	22	it can be said	34
it is suggested	18	it can be argued	12
it is thought	10	it can be stated	9
it can be inferred	9	it can be supposed	9
it is believed	9	it can be assumed	9

Table 4.11. The most frequent hedge patterns in the literature review section from ELT and ELL.

The Table 4.11 illustrates the most common hedge phrases used to indicate a degree of uncertainty or caution in literature reviews of both ELT and ELL fields. "It can be said" is the most frequent hedge bundle not only in ELT, which has reached a frequency of 22, but also in ELL, which has gained a frequency of 34, thus becoming the most salient phrase for making tentative claims. "It is suggested" and "it is thought" are the second and third most frequent hedge bundles, respectively, in ELT, indicating an inclination towards the expression of indirect or cautious suggestions. "It can be argued" (12 occurrences) and "it can be stated" (9 occurrences) are prominent in ELL, reflecting usage focused on qualified assertions. Some hedge bundles, such as "it can be inferred" (9), "it can be supposed" (9), "it is believed" (9), and "it can be assumed"

(9), appear equally in both fields; thus, they can be considered the most frequent and common ones which are used to express cautious interpretations. The next quotations present some examples of the use of anticipatory 'it' in an ELT department and its hedging function:

“Therefore, **it can be said** that the culture and setting in which the approaches will be used are crucial factors to consider when applying any strategy to encourage learners intrinsically” (Yılmaz, 2023, p.22).

“As a result of this, **it is suggested** that teaching strategies and also making good use of young learners’ abilities, such as inferring and easily remembering the meanings of new words, should be frequently taken into consideration in vocabulary teaching through reading” (Isık, 2023, p.17).

“**It is thought** that while single-player games cause learning of predetermined and measurable objectives called "direct transfer learning" in an individual way, multiplayer games can cause social learning called "open-ended" without definite boundaries and objectives” (Erdur, 2023, p.26).

“Moreover, after watching videos on YouTube, **it is believed** that students would be able to draw inspiration for speaking from the speaker's natural environment, giving them the chance to practice extended, intensive, responsive, interactive, and imitative speaking” (Farhadi, 2023, p.36).

In ELL department, the use of anticipatory 'it' with hedge function is used like in the following quotations:

“Within the framework of this study, **it can be said** that if the dream is about America, then, it must have something to do with the capitalist ideology” (Cengiz, 2023, p.34).

“It **can be assumed** that the first problem feminists encounter can be the “fixed” cultural polarization of gender categories, such as “Eve and Mary, as symbols of the woman in the Western Christian tradition” (Alp, 2023, p.58).

“Thus, **it can be argued** that climate fiction can play an auxiliary role in raising consciousness about the negative aspects of climate change and environmental disasters among the general public” (Doğan, 2023, p.19).

“However, as will be exemplified below, **it can be supposed** that the discourses of religious scholars demonizing women are effective in taking a hostile attitude towards women” (Alp, 2023, p.20).

While hedging in the literature review sections is mainly used to critically relate to previous research and present claims tentatively, this shifts during the conclusion sections. In conclusion sections, hedges present interpretations and summarize findings cautiously to reflect limitations of the study and the complexity of its implications. The following table pinpoints the most frequent hedging patterns in the conclusion sections of ELT and ELL theses.

ELT	n	ELL	n
it can be said	12	it can be said	14
it could be seen	9	it is argued	5
it can be understood	5	it seems that	5
it could be said	5	It can be seen	5

Table 4.12. The most frequent hedge patterns in the conclusion section from ELT and ELL.

The table 4.12 highlights the most common hedging patterns occurring in the concluding sections of theses dealing with both specializations, ELT and ELL. It lists specific phrases with their frequency, which could be enlightening for comparing how the two disciplines use hedging language to report findings with caution. In both ELT and ELL theses, "it can be said" is the most frequent hedging phrase, 12 in ELT and 14 in ELL, showing its high frequency in both. Other phrases in ELT are "it could be seen" with 9 occurrences, and "it can be understood" with 5 occurrences, indicating the preference for perception and understanding phrases. In contrast, ELL exhibits more varied patterns, such as "it is argued" and "it seems that," each 5 times, reflecting a slightly different rhetorical approach to hedging in this discipline. Notably, some phrases like "it could be said" and "it can be seen" appear in both fields but with varied frequencies, underlining the fact that in academic writing for these disciplines, there is partial overlap and distinct linguistic practices. In the ELT department, anticipatory 'it' is commonly employed with a hedging function, as demonstrated in the following quotations:

“Hence, **it can be said** that teacher-trainees need an emotionally sensitive environment that can decrease any anxiety that may stem from cooperating school environment. Innovation was another theme that was expected from cooperating teachers” (Karakus, 2023, p.111).

“That is, **it can be said** that 21st century skills awareness levels of TTEs might have implications on the 21st century skills awareness levels of PTEs either positively or negatively” (Isık, 2023, p.82).

“From the results, **it can be understood** that teacher-trainees expect cooperating teachers to criticize and reflect upon teacher-trainees' performance with flexibility” (Karakus, 2023, p.106).

“When the challenges were examined in terms of vocabulary studies, **it could be said** that these learners found it difficult to do the activities related to the vocabulary” (Akpınar, 2023, p.69).

In ELL department, the use of anticipatory 'it' with hedge function in conclusion section is used like in the following quotations:

“Through a close reading of the characters, **it is argued** that Phaedra actually serves as a plot device, which sets the tragic events so that the hero would be challenged” (Bal, 2023, p.123)

“Although the character named Circe mentioned in the book fits the definition of the concept of magic found today, **it seems that** it is not similar to the definition of magic in Persia, which is thought to be the origin of magic, that is, rituals and similar things” (Deniz, 2023, p. 194).

“**It is argued** that the development of the printing press between the 18th and 19th century, and the arrival of novels or stories in the hands of the lower class activated firstly supply and then demand” (Ergün, 2023, p. 66).

“However, later on, **it can be seen** that these rituals disappears and the meaning of the concept of magic changes just like in other cultures” (Deniz, 2023, p. 194).

Following the quotations of hedging functions in ELT and ELL theses, the analysis progresses to another significant category of anticipatory 'it' structures, attitude markers. While hedges serve to express caution and uncertainty in academic discourse, attitude markers fulfil a distinct yet equally vital function in scholarly writing.

4.3.2. Attitude Marker in ELT and ELL

Attitude markers convey the writer's stance toward the content of the extraposed subject. These markers highlight information as deserving special attention, convey

assessments, make value judgments, or offer comparisons of content with expectations (Hewings, 2002; Hyland, 2005). In academic writing, attitude markers play a crucial role in constructing the author's persona and engaging with readers (Thompson, 2001).

In the present study, the role of the anticipatory 'it' in both corpora is overwhelmingly that of a subject dummy that introduces a proposition or a concept, which is then followed by attitude markers relating the speaker or writer to the proposition. Again, attitude markers overwhelmingly took the form of be + adjective constructions, e.g. 'it is important' or 'it is worth', and patterns closely with previous work (Biber et al., 1999; Groom, 2005). The overall frequency of use for attitude markers in ELT theses is 25, whereas in ELL theses, the overall frequency for this function was 32. This difference in ranking and frequency indicates some subtle differences in rhetorical strategy between the two disciplines. Table 4.13 illustrates the most frequently occurring patterns of attitude markers found in the introduction sections from ELT and ELL.

ELT	n	ELL	n
it is important	11	it is important	11
it is preferable	2	it is worth	6
it is beneficial	2	it is noteworthy	5
it is easy	2	it is difficult	2
it is difficult	2	it is noted	2
it is hard	2		

Table 4.13. The most frequent attitude marker patterns in the introduction section from ELT and ELL.

The Table 4.13 illustrates some of the most frequent attitude marker patterns in the introduction section of theses from the disciplines of ELT and ELL. However, these evaluative aspect of attitude items differ in frequency and type within the disciplines because of subtle differences in local rhetorical preferences. According to Hyland (2005), attitude markers are significant at the level of writing because their presence signals a writer's disposition to be more interactive with a reader.

The attitude marker "it is important" is the most frequent in both ELT and ELL, with 11 occurrences in each. This confirms Hyland's observation that in academic writing, the expression of importance is a common way to emphasize the relevance of the research. However, the disciplines differ in the use of other markers. For instance, ELL makes significant use of "it is worth" 6 and "it is noteworthy" 5, which point to the higher tendency of stressing value judgments. By contrast, ELT depends less on these

markers and contains other less salient phrases like "it is preferable," "it is beneficial," and "it is easy," which occur twice each.

Also, phrases such as "it is difficult" come out to show the same frequency for both corpora with 2 occurrences, which reveals a common recognition of difficulty associated with some aspects of the investigation. The resorting to some unconventional markers like "it is hard" in ELT signals a shade of difference between the use of evaluative language in the two disciplines. These findings align themselves with research by Charles (2006), which evidence disciplinary convention as a major factor impacting the linguistic characteristics of academic writing. In ELT department, the use of anticipatory 'it' with attitude marker function is used like in the following quotations:

“Here, **it is important** that students can pronounce the word correctly as well as make the correct accents because students should be aware of speaking to someone with knowledge of their words and voice tone suggests speaking to them with attention and consideration” (Efeoğlu, 2023, p. 6).

“Although **it is easy** to reach professional development activities today, teachers need to make self-assessments about their qualifications, expectations and abilities in order to benefit from such activities” (Eyisüren, 2023, p. 1).

“**It is important** that teachers are aware of the fact that teaching a language to young learners require specific skills” (Tatar, 2023, p. 8).

“**It is beneficial** to use corrective methods such as Ronald Davis Method, Colour and Motor skills to cope with dyslexia” (Akpınar, 2023, p. 9).

“Since the data was obtained through the utilization of the questionnaire and interviews, **it is difficult** to ascertain the level of objectivity and sincerity of the participants” (Uçaçelik, 2023, p. 8).

These quotations demonstrate how ELT writers use attitude markers to emphasize pedagogical priorities and methodological preferences. In the ELL department, anticipatory 'it' is commonly employed with attitude marker function, as demonstrated in the following examples:

“**It is important** to recognize that SLWA is a normal experience for many second language learners and that it is possible to improve one's writing skills through practice and feedback” (Çağlar Kabinkara, 2023, p. 7).

“**It is important** to understand how medieval English theatre emerged and developed in medieval political, economic, religious, and social conditions” (Cakır, 2023, p. 2).

“Within this context, **it is worth** referring to Michel Foucault, who in *The History of Sexuality* (1976) characterises sex as a 'fictitious unity' and further 'as a basis for regulations’ (Duran, 2023, p. 20).

“Alongside the aforementioned novelties related to Absurd Drama and present in Pinter’s early plays, **it is worth** mentioning some innovations brought by the Angry Young Men and the Kitchen Sink movement since some features of these social realist movements also contributed to Pinter’s early plays” (Gümüşlü, 2023, p. 8).

“However, **it is worth** noting that second wave feminism was not only concerned with the exclusion of women from academic fields but also with the misrepresentation of women, namely, women’s constructed representations” (Duran, 2023, p. 13).

“Therefore, **it is important** to include stories from the past experience that offer context and help the audience comprehend the subject, the environment, the participants, and the researcher’s interpretation of the phenomena” (Gümüş, 2023, p. 6).

“Before this aspect is explored in this chapter, **it is noteworthy** to present a brief overview of the 3 authors and the novels under investigation, starting with Eliot, while the novels are arranged chronologically according to their year of publication” (Duran, 2023, p. 2).

These ELL quotations illustrate how writers in this field use attitude markers in the introduction part to highlight theoretical frameworks, contextualize arguments, and guide readers through complex literary analyses. While the introductory sections essentially employ attitude markers to emphasize the significance of the research and to guide the readers through the theoretical frameworks, the literature review sections bring into light how such markers are used to critically assess previous studies, to indicate problems, and to underline the relevance of former findings for both ELT and

ELL contexts. Table 4.14 presents the most frequent attitude marker patterns in the review of literature sections of ELT and ELL theses.

ELT	n	ELL	n
it is important	27	it is important	28
it is difficult	13	it is worth	15
it is challenging	10	it is challenging	12
it is easy	9	it is hard	10
it is beneficial	9	It is difficult	9

Table 4.14. The most commonly anticipatory 'it' attitude markers patterns in the literature review section from ELT and ELL.

As Table 4.14 illustrates, Attitude markers are one of the important aspects in academic discourses as it helps the writers to evaluate the literature, highlight the problems and warrant the significance of the study. Both in ELT and ELL, the phrase "it is important" comes out as the most frequently used marker with 27 occurrences in ELT and 28 in ELL. In ELL, "it is worth" appears 15 times, which reflects the trend to emphasize the significance of certain research or debate, for instance, in the literature review.

The frequency of markers such as "it is difficult" and "it is challenging" can be seen in both; however, ELT dominantly uses "it is difficult" thirteen times, while ELL uses "it is challenging" more. This suggests a kind of rhetorical move, signalling the complexity of prior research, but worded in ways that subtly differ. In addition, ELT includes phrases such as "it is easy" and "it is beneficial" (each 9 times), suggesting a pragmatic focus on benefit and ease of some studies or methodologies that is less robust in ELL.

Conversely, ELL exhibits a higher use of "it is hard" with 10 occurrences, which goes to reiterate the notion that this text has become more closely engaged in addressing some pretty complex analytic issues. Taken altogether, these results demonstrate how the selection of attitude markers in the literature review sections represents the particular rhetorical emphases of the ELT and ELL respectively, but at the same time deploy some common means of assessing and contextualizing previous research. In the ELL department, anticipatory 'it' is commonly employed with attitude marker function in the literature review section, as demonstrated in the following quotations:

“As a result, for extensive reading to produce credible results, **it is important** that it should serve its purpose in the best way and allow children to read both in and out of school hours” (Işık Khan, 2023, p. 24).

“However, to ensure effective remote teaching, **it is important** to consider key factors such as access to technology, support for students and families, ongoing professional development for teachers, and monitoring student progress” (Vezir, 2023, p. 15).

“In this respect, **it is worth** mentioning that teaching is a cyclical activity which involves making decisions and adjustments about the lesson plan, the materials or the activities” (Şahin, 2023, p. 10).

“In other words, **it is challenging** to define speaking since it is so entwined with everyday encounters” (Efeoğlu, 2023, p. 17).

“Especially in crowded classrooms, since **it is challenging** for the teacher to follow the language development of each student, they need to be autonomous learners in order to complete activities outside the classroom independently and follow their language development” (Çiftçi Aksoy, 2023, p. 17).

In ELL department, the use of anticipatory 'it' with attitude marker function in literature review part is used like in the following quotations:

“**It is important** to state that postmodernism does not put the marginalized into the “center”, in other words, it deconstructs the idea of the center since the meanings or ideas are always shaped and changed according to the social conditions and the contexts” (Çetin, 2023, p. 5).

“**It is worth** rejecting the logocentric idea that meaning and knowledge are solely constructed by human language and consciousness” (Mutlu, 2023, p. 33).

“On the other hand, **it is noteworthy** that patriarchy treats both “bad girls” and “good girls” as objects without considering women’s perspectives, feelings, or thoughts” (Alp, 2023, p. 40).

“These issues can be defined as subjective variables even though **it is challenging** to separate internal and external factors in view of the fact that these are interactive concepts that depend on each other (Zaloğlu, 2023, p. 14).

While the review of the literature sections has presented the analysis of attitude markers, the conclusion sections in both ELT and ELL theses show how attitude markers are strategically used to highlight recommendations, emphasize key findings, and point out the importance of the research within its wider academic context. Table

4.15 shows the most common attitude marker combinations in the conclusion sections of theses from ELT and ELL.

ELT	n	ELL	n
it can be recommended	3	it is important	2
it was convenient	2	it is noteworthy	2
it is important	2	it is worth	2
it is difficult	2		

Table 4.15. The most commonly anticipatory 'it' attitude markers patterns in the conclusion section from ELT and ELL.

The markers in Table 4.15 are used to summarize findings, make recommendations, and highlight the importance of the study's results, consistent with Hyland's (2005) observation that conclusion sections often combine evaluative language with forward-looking statements.

In ELT, the most frequent marker "it can be recommended" appears 3 times. Other phrases in ELT include "it was convenient", 2 and "it is difficult", 2. The marker "it is important", 2 gives the relevance of the findings and this also supports Hyland's 1998 finding that markers such as these are commonly used to point out the value of conclusions. In ELL, the attitude markers have a slightly different focus: the phrases "it is important," "it is noteworthy," and "it is worth" appear equally, 2 times each. As a result, the table shows that while both ELT and ELL use attitude markers to conclude their theses effectively, the pattern reflects their respective disciplinary focuses.

4.3.3 The Most Frequent Emphatics Patterns in ELT and ELL

Emphatics highlight the writer's conviction, or the impact of the subject matter being discussed. Writers use emphatics to suggest that an evaluation or inference is possible without hedging to lessen the impact. Essentially, the reader is informed that, given the presented facts, they must also arrive at the same conclusion. Additionally, writers use emphatics to mark something as remarkable or to make a strong point to capture the reader's attention. These items convey the author's strong belief about what is feasible, significant, or required (Hewings, 2002).

Herriman (2013) notes that the frequent use of extraposition promotes an emphatic and persuasive writing style, making anticipatory it-patterns and emphatics typical characteristics of advanced learners' interlanguage. This observation aligns with findings from Hyland (2005), who suggests that emphatics play a crucial role in constructing authorial stance and engaging readers in academic discourse.

In this study, the use of anticipatory 'it' with the function of emphatics in the introduction sections from ELT theses total 73. The ELL theses total 100. The higher rate for the ELL theses may account for the interpretative nature of literary studies, for which strong assertions are often required in support of critical analyses (Bondi, 2008). The following table shows the most frequent anticipatory it patterns of emphatics in the introduction sections from ELT and ELL.

ELT	n	ELL	n
it is crucial	16	it is possible	17
it is essential	8	it is crucial	12
it is possible	8	it is necessary	10
it is necessary	6	it is significant	5
it is obvious	5	it is evident	4
it is evident	4	it is essential	4
it should be noted	4	it is obvious	4
		it can be concluded	4

Table 4.16. The most commonly anticipatory 'it' emphatics patterns in the introduction section from ELT and ELL.

As in Table 4.16, given that ELL contexts present a higher frequency of such constructions, the pervasiveness of emphatic constructions with anticipatory 'it' in both ELT and ELL contexts suggests that these structures are constituent of academic writing in either field. These emphatic constructions underline the importance, necessity, possibility, or certainty of various propositions or concepts, generally consistent with what Hyland and Tse (2004) say concerning the role of metadiscourse in academic writing.

Table 4.16 compares the most frequently used anticipatory 'it' emphatic patterns in the introductory texts within and outside the ELT vs ELL. Thus, the phrase "it is crucial" is applied to in ELT texts as frequently as 16 times. ELL texts are dominated, however, by "it is possible" with its total of 17 occurrences. Some phrases, such as "it is crucial," "it is necessary," "it is obvious," and "it is evident," are utilized in both fields but at different frequencies. For instance, the phrase "it is necessary" occurs more frequently in ELL, 10, than in ELT, 6. Some of these patterns are field-specific: 'it should be noted', for example, occurs only in ELT 4 times, while there are no instances of "it can be concluded" and "it is significant" in ELL texts. These differences identify different stylistic and rhetorical foci in the two practices by reflecting their different backgrounds and traditions in writing up professional argumentation.

The higher frequency of emphatic constructions in the ELL corpus may, in other words, be taken to mean that there is more at stake regarding assertiveness or conviction in argumentation in ELL contexts. This goes along with some of the observations by Fahnestock and Secor (1991) in relation to the rhetoric of literary criticism: about the high stakes created by interpretative argumentation and the consequent necessity of making strong claims. In ELT department, the use of anticipatory 'it' with emphatics function in introduction part is used like in the following quotations:

“For children to keep themselves highly motivated and easily be able to derive the meanings of new words from context, **it is essential** that they are highly attentive and focused, which is mostly possible by connected elements such as vividness, humor, originality, surprise, conflict, suspense, and so on” (Khan, 2023, p. 8).

“In such a demanding situation, **it is obvious** that EFL instructors should be supported through PD. Here, the definition of PD can be addressed” (Nal, 2023, p. 2).

“For this reason, **it is evident** that there are various requirements to be met in order to achieve speaking properly” (Zambak, 2023, p. 1).

“Therefore, **it is crucial** to comprehend the self-efficacy beliefs of English teachers regarding every type of education to ensure that they are adequately prepared to deliver effective face-to-face and distance learning programs” (Karagöz, 2023, p. 23).

“Therefore, **it is crucial** for language learners to be able to interact with the teacher or with their peers in the target language during the lessons” (Tatar, 2023, p. 1).

“In order to leave the criticism of the education system aside and approach this problem from different perspectives, **it is necessary** to look at the classroom, the learning environment, the methods of the English teachers, and the readiness of the students” (Efeoglu, 2023, p. 8).

“**It is obvious** that students consider WAT as an opportunity to advance their English language skills since they are exposed to the English language and take part in interaction in English every day due to the nature of the program” (Civelek, 2023, p. 3).

These quotations demonstrate how ELT writers use emphatics to highlight research findings. In the ELL department, anticipatory 'it' is commonly employed with emphatics function, as demonstrated in the following quotations:

“In such a social and economic system, **it is necessary** to remember that these peasants were not slaves but serfs which meant they were not to be bought or sold independently of the land they were bound to” (Çakır, 2023, p. 12).

“It is highly expected that humour should be related to the psychological and physiological act of laughing or simply smiling, **it is obvious** that there is not a direct connection between humour and the act of laughter just as there are many occasions in which laughter is not a product of something 'humorous'” (Altıntaş, 2023, p. 1).

“In the light of Freud’s perspective, **it is possible** to assert that the characters who dwell in the Pinterian wasteland in the selected early plays are doomed to suffer from the neurotic disorder due to their unresolved Oedipus complex...” (Gümüşlü, 2023, p. 1).

“To better understand the posthumanist theory, **it is crucial** to discuss humanism and its failing aspects that are critiqued by posthumanism” (Tümer, 2023, p. 3).

These ELL examples illustrate how writers in this field use emphatics to make strong claims about literary theories and concepts, a practice that reflects the interpretative nature of literary studies (Bondi, 2008). This focus on emphatics in ELL underlines a difference in rhetorical approach, which becomes clearer when the anticipatory 'it' emphatics patterns in the literature review sections are considered in detail, as in Table 4.17.

ELT	n	ELL	n
it is crucial	37	it is possible	36
it is possible	18	it is necessary	29
it is necessary	18	it can be concluded	19
it is clear	14	it clear	19
it is essential	11	it is crucial	15
it is impossible	11	it is essential	13
it can be concluded	11	it is impossible	10
		it is evident	8

Table 4.17. The most commonly anticipatory 'it' emphatics patterns in the literature review section from ELT and ELL.

Table 4.17 presents the most frequent anticipatory "it" emphatic patterns in the literature review sections of theses from ELT and ELL. Specifically, in ELT, "it is

crucial" with 37, "it is possible", "it is necessary" follows it with 18 occurrences each, then "it is clear" with 14, "it is essential", and "it is impossible" with 11 occurrences each, and finally, "it can be concluded" also with 11 occurrences. Among those, in ELL "it is possible" is the most frequently used pattern, which happens 36 times, followed by the phrase "it is necessary" appeared 29 times. Then, "it can be concluded" and "it is clear" appeared 19 times each. "It is crucial" was recorded 15 times. Other patterns include "it is essential" appeared 13 times, "it is impossible" appeared 10 times, "it is evident" with 8 occurrences. After examining the anticipatory 'it' emphatic patterns in the literature review sections, Table 4.18 shifts focus to the patterns observed in the conclusion sections of ELT and ELL theses.

ELT	n	ELL	n
it is clear	6	it is possible	10
it is evident	3	it is evident	5
it is crucial	3	it is obvious	3
it can be concluded	3	it is crucial	3

Table 4.18. The most commonly anticipatory 'it' emphatics patterns in the conclusion section from ELT and ELL.

Table 4.18 presents the most commonly used anticipatory "it" emphatic patterns in the conclusion sections of theses from ELT and ELL. In ELT, "it is clear" is the most frequently used pattern, appearing 6 times, followed by "it is evident," "it is crucial," and "it can be concluded," each occurring 3 times. In ELL, "it is possible" is the most frequently used pattern, appearing 10 times, followed by "it is evident" with 5 occurrences. Other patterns include "it is obvious" and "it is crucial," each appearing 3 times. In the ELT department, anticipatory 'it' is commonly employed with emphatics function in the conclusion section, as demonstrated in the following quotations:

Based on the data gathered, **it is clear** that the participants definitely agree that it is necessary to provide feedback for the development of writing skill (Bediz, 2023, p. 71).

It is clear that students believe they get the least benefit from the LMS while studying productive abilities like speaking and writing (Batur, 2023, p. 70).

It is crucial to understand that using drama in pronunciation instruction effectively requires qualified and experienced teachers (Sağlam, 2023, p. 51).

Therefore, **it is crucial** to state that language instructors should be aware of the situation and care for learners' emotions in class to boost the language learning process (Yılmaz, 2023, p. 171).

In accordance with the outcomes, **it can be concluded** that oral exams, communication apprehension, self-evaluation of speaking abilities, comparison to others, and fear of negative evaluation are key anxiety ...(Batur, 2023, p. 67).

In ELL department, the use of anticipatory 'it' with emphatics function in conclusion part is used like in the following quotations:

It is possible to deduce that as a black and blind man coming from the darkness of the enigmatic basement, Riley embodies the latent sexual and destructive desires which dwell in the id (Gümüslü, 2023, p.103).

“Therefore, it is claimed in this thesis that, even though Kane and Crimp do not label themselves as feminists, **it is evident** that their plays can be analyzed through a feminist lens since they involve violence, rape, oppression, suicide, power, and gender dynamics, which is discussed within the feminist discourse” (Hüsmenoğlu, 2023, p.79).

“Moreover, **it is crucial** to bear in mind that teacher wellbeing and professional autonomy are affected by student related factors such as student motivation, success, and class participation” (Zaloğlu, 2023, p. 114).

“Therefore, **it is obvious** that post-colonial researchers concentrate on the colonized as they are the ones who suffered from colonialism” (Keşkek, 2023, p. 78).

The analysis of emphatics in both corpora of ELL and ELL introduction sections reveals that while both ELT and ELL writers employ these constructions to strengthen their arguments and engage readers, the specific choices and frequencies of these markers provide insights into the unique discursive practices of each academic community. This finding supports Hyland's (2015) assertion that disciplinary variations in academic writing reflect the distinct epistemological and social practices of different fields.

4.3.4. The Most Frequent Attribution Patterns in ELT and ELL

Building on the exploration of emphatics, the examination of attribution further illuminates the ways in which ELT and ELL writers seek to establish credibility. Attribution functions to make the reader believe that what the writer is arguing is true. In fact, Hewings (2002) distinguishes general attributions that do not have references to literature and specific attributions, which have references to literature. This is actually a very significant distinction in academic writing because it reflects the engagement of the writer with the literature and builds the authorial identity or stance (Hyland, 2005).

Attribution, in both ELT and ELL departments, attribution has been made with equal, although minimal, frequency. There are no cases of general attribution in either thesis corpus. In the ELT theses, the overall frequency of attribution is three, which is the same as in the ELL theses. Again, this minimal use of attribution is consistent with Biber et al.'s (1999) claim that explicit attribution is not a standard characteristic of some academic genres. The most frequent bundles of attribution in two corpora have been shown in Table 4.18.

ELT	n	ELL	n
it is stated	1	it is put forward	1
it is known	1	it could be referred	1
it was stated	1	it was revealed	1

Table 4.19. The anticipatory 'it' attribution patterns in the introduction section from ELT and ELL.

As Table 4.18 shows that while the total frequencies are equal in ELT and ELL, the lexical bundles differ. In ELT theses, two different items appear: 'it is stated' and 'it is known'. In ELL theses, three different items are present in the attribution category: 'it is put forward', 'it could be referred', and 'it was revealed'. This variation in lexical choices might reflect disciplinary differences in how sources are typically cited or ideas attributed, as observed by Hyland and Tse (2004) in their study of disciplinary variations in academic metadiscourse.

In both ELT and ELL corpora, the attribution category exhibits the lowest frequency among all categories of anticipatory 'it' usage. When analyzing these findings in the context of Hewings' interpersonal-it taxonomy, which categorizes the functions of anticipatory 'it', it suggests that attribution is not a predominant function of anticipatory 'it' in either corpus. This low frequency might be explained by Charles's (2006)

observation that writers in different disciplines may prefer other syntactic structures for source attribution.

Attribution, within Hewings' framework, typically involves attributing statements or ideas to a source, acknowledging their origin or authorship. The low frequency of attribution bundles such as "it is stated" and "it is known" in both ELT and ELL corpora suggests that writers in these contexts may not heavily rely on anticipatory 'it' for explicitly attributing information to sources. Instead, they might be using other attribution strategies, such as integral citations or reporting verbs, as discussed by Swales and Feak (2012). In the ELT department, anticipatory 'it' is commonly employed with attribution function, as demonstrated in the following examples:

“According to Hakim (2015), **it is known** that attitudes affect language learning and teaching for both teachers and students” (Üresin, 2023, p. 1).

“Considering the importance of WhatsApp as an educational tool, **it was stated** by Zarei (2020) that WhatsApp has evolved into a popular platform that enhances attentiveness, raises curiosity, and increases motivation which, in turn, plays a significant part in performing school assignments and projects” (Farhadi, 2023, p. 13).

These examples demonstrate how ELT writers use anticipatory 'it' in combination with reporting verbs to attribute ideas to sources, a strategy that Swales (1990) identifies as common in academic discourse for establishing a research space. In the ELL department, anticipatory 'it' is commonly employed with attribution function, as demonstrated in the following quotations:

“**It was revealed** by Paul Tassi (2020) that all The Witcher hardcopies are out of stock on Amazon (para. 2) and that has happened because of the show, which was announced as the second most successful Netflix original” (Gül, 2023, p. 4).

“In this argument, benefitting from the term 'free labor', **it could be referred** to Zaretsky (1990), who claims that working class was used by every side of society even from rural landowners to urban employers and politicians” (Ergün, 2023, p. 12).

“As **it is put forward** in Freud's work, Early Psycho-Analytic Publications, over sensitiveness, exaggerating, the constant state of anxiety, anxiety attacks, problems in respiration, difficulty in sleeping, as well as phobias, such as agoraphobia (96-100) are

among the symptoms that can be observed in neurotic individuals” (Gümüşlü, 2023, p. 25).

These ELL quotations illustrate how writers in this field use anticipatory 'it' to introduce source material, a practice that Thompson and Ye (1991) note is common in literature reviews and theoretical frameworks. The low frequency of attribution bundles in both corpora might indicate that writers in these fields prefer other methods of source attribution, such as integral citations or direct quotations. This preference could be influenced by disciplinary conventions or stylistic choices, as suggested by Hyland (2015) in his work on disciplinary discourse.

Furthermore, the slight variations in attribution bundles between ELT and ELL theses might reflect subtle differences in how each field approaches source integration. For instance, the use of "it is put forward" in ELL theses might suggest a more speculative or interpretative approach to source material, which aligns with the nature of literary studies (Fahnestock & Secor, 1991). As a result, it can be supposed that while attribution through anticipatory 'it' structures is present in both ELT and ELL theses, its low frequency suggests that it is not a primary method for source attribution in these fields. The examination of framing markers, which further define the context and goal of academic writing. Having explored the anticipatory 'it' attribution patterns in the introduction sections, the following discussion turns to the patterns observed in the literature review sections, as presented in Table 4.20.

ELT	n	ELL	n
it is stated	3	it can be emphasised	2
it is underlined	1	it can be interpreted	1
it is clear	1	It can be inferred	1
it is seen	1		
it is revealed	1		
it was revealed	1		

Table 4.20. The anticipatory 'it' attribution patterns in the literature review section from ELT and ELL.

Table 4.20 presents the anticipatory 'it' attribution collocations identified in the literature review sections of theses written in ELT and ELL. The following are included: the grammatical use of 'it' to introduce an evaluative or interpretive statement. For example, in ELT, the anticipatory 'it' phrase "it is stated" occurs 3 times with the function of citing or reaffirming claims from the literature. Other phrases include "it is underlined, "it is clear, " and "it is seen, " each occurring once, showing

the occasional interest in explicitness and visibility when talking about prior research. Similarly, there are "it is revealed" and "it was revealed" for bringing to the fore or conclusion obtained from past research, also one occurrence each. Anticipatory 'it' in ELL is more interpretive in character. Thus, "it can be emphasised" 2 times points to highlighting in a review text that gives significant emphasis to the literature being reviewed. Other patterns are "it can be interpreted", "it can be inferred" (1 occurrence each). After examining the anticipatory 'it' attribution patterns in the literature review sections, Table 4.21 presents the patterns observed in the conclusion sections of ELT and ELL.

ELT	n	ELL	n
-	-	it is clarified	1

Table 4.21. The anticipatory 'it' attribution patterns in the conclusion section from ELT and ELL.

As shown in Table 4.21, the conclusion sections of both ELT and ELL theses exhibit a clear avoidance of anticipatory 'it' attribution patterns. Indeed, there is only one such usage recorded for ELL, the phrase "it is clarified" occurring once. This represents quite a contrast with the distribution in the literature review and supports the idea that the conclusion sections in both disciplines prefer other rhetorical options to anticipatory 'it' constructions. This limited use of anticipatory 'it' constructions in conclusions also arguably reflects a general rhetorical shift, whereby writers within both fields have opted to frame their final statements and implications through more explicit or subject-driven expressions. In the ELL department, anticipatory 'it' is employed with attribution function, as demonstrated in the following quotation:

Diaspora literatures consist of a vast depth that requires further investigation and as **it is clarified** by Ruvani Ranasinha that “the complexities of multicultural Britain continue to be fertile ground for novelists” of postmodernism and postcolonialism (Zurnacioglu, 2023, p.76).



5. CONCLUSION AND DISCUSSION

This chapter carries out a detailed analysis with respect to the use and distribution of anticipatory 'it' in ELT and ELL theses with a focus on its rhetorical and functional roles across different sections of academic writing. This chapter begins with the discussion of frequency and distribution of anticipatory 'it', presenting normalized frequencies across Introduction, Literature Review, and Conclusion sections in ELT and ELL theses. This comparison highlights the fact that each of these disciplines places a different level of emphasis on clarity, assertion, and critical engagement.

The second part discusses the functional categories of anticipatory 'it', such as hedges, emphatics, attitude markers, and attribution in ELT and ELL theses. This section is further divided into three subsections, each devoted to the different roles played by anticipatory 'it' in the Introduction, Literature Review, and Conclusion sections, which give insight into the rhetorical strategies typical for each field and section of the theses.

It proceeds with the pedagogical implications of these findings, underlining how the observed patterns in ELT and ELL theses inform academic writing instruction, calling for the inclusion of genre-specific conventions and a differentiation of writing pedagogy according to the needs of each discipline.

Finally, the chapter concludes by examining the limitations and implications for future research. It does point out the limitations of the present study in scope and methodology and suggests areas for further research to broaden the understanding of anticipatory 'it' across wider contexts. This comprehensive approach provides a framework for interpreting the findings and applying them to both academic and pedagogical settings.

5.1. Frequency and Distribution

Anticipatory 'it' had its frequencies ranging across sections in the theses. Overall, ELT tended to exhibit higher normalized frequencies than some other contexts. The ELT theses exhibited 1,489.1 per million words for Introduction sections, compared to ELL theses, with 938.96. This shows a great deal of preference for anticipatory 'it' in ELT introductions in terms of clarity and strength of asserting the research significance and objectives.

In the Literature Review sections, anticipatory 'it' was more common in ELL theses, which have a normalized frequency of 1,147.6 per million words as opposed to 1,061.23 in ELT theses. This suggests that the ELL writers make more use of anticipatory 'it' in order to criticize previous research and create interpretive frameworks.

The frequency of anticipatory 'it' in the Conclusion sections, normalized per million words, came to 1,782.76 in ELT and 1,361.47 in ELL. While the raw count for ELL was higher, coming to 112 as against 85 occurrences for ELT, the normalized frequency shows that anticipatory 'it' is proportionally more common in ELT conclusions as a way of summarizing findings with clarity and asserting their pedagogical relevance.

Frequency in these thesis components proved to be considerably different between ELL and ELT theses, specifically in the Introduction and Conclusion sections. In the introduction section, the value of $LL = +20.54$, ($p < 0.01$), therefore, suggested that anticipatory 'it' is overused in ELT introduction significantly when compared to ELL. Once again, this reflects how in establishing the importance of research ELT prefers using more straightforward and explicit constructions. The anticipatory 'it' use in literature review sections was used little and not significantly differently between ELL and ELT genres: $LL = -1.17$, $p > 0.05$. Both disciplines used the construction for critically synthesising prior research, suggesting similar rhetorical needs in this section. There was a statistically significant difference in the conclusion sections, with $LL = +3.98$, $p < 0.05$, and anticipatory 'it' thus being proportionally more frequent in ELT theses. However, this evidence was of moderate strength, with the low Bayes factor of -7.67 suggesting caution in interpreting this difference as practically impactful.

These results demonstrate that while ELT consistently shows a higher normalized frequency of anticipatory 'it', the significance and practical implications of these differences vary depending on the thesis section. The preference for anticipatory 'it' in ELT reflects its emphasis on clarity, coherence, and pedagogical relevance, whereas ELL employs the structure more interpretively to engage with theoretical and critical discourses.

5.2. Functional Categories

The functional categorization of anticipatory 'it' across Introduction, Literature Review, and Conclusion sections reflects distinct patterns in ELT and ELL theses. These include hedges, attitude markers, emphatics, and attribution that pinpoint the different rhetorical and disciplinary emphases of the two fields.

5.2.1. Introduction Section

In the introductory sections, hedges were generally the most performed function in ELT, a normalized frequency of 662.73 per million words, showing writers in ELT emphasizing uncertainty and inviting critical engagement in agreement with their pedagogical goals. This agrees with the common patterns in ELT, where phrases like "it is assumed" and "it is believed" dominate, reflecting a cautious and tentative approach. In sharp contrast, in the ELL, the hedges displayed their much lower frequency: 246.29 per million, which corroborates the observed preference of fewer and simpler hedge patterns, such as "it is likely." Accordingly, the emphatics are the dominant functional items in ELL with a frequency score of 513.09 per million; in such writing, ELT displayed 597.27 per million scores for emphatics.

ELL emphatics often feature phrases like "it is important" and "it is necessary," highlighting the more argumentative nature of the disciplines. This reflects a tendency of ELL writers primarily to heavily emphasize the evidence supporting main arguments. Such hedging-emphatic balance illustrates a strategy combining tentativeness with assertion. The frequency of the attitude markers in the two corpora came out being moderate and a lot higher for ELT than for ELL, 204.55 to 164.19, respectively. There is greater usage, by ELT writers of phrases like "it is important" to stress engagement in terms of the reader. The writers of ELL, on the contrary, include markers that emphasize value judgments based on theoretical discussions: "it is worth".

The attributive pattern only received a limited distribution in both ELT and ELL introductions, just three cases in each, which is consistent with the observation that such patterns, including "it is stated" and "it is revealed," are rarely used in this section.

5.2.2. Literature Review Section

In the literature review sections, emphatics were the most frequent function in both ELT and ELL. The ELL writers had a frequency rate of 519.97 per million, slightly above that of ELT writers at 480.56 per million. This shows that in both disciplines, emphatics are employed to show emphasis on how arguments have been reinforced, and how the links between established studies and the research focus by the writer come out.

In ELL, emphatic patterns like "it is possible" and "it is necessary" are more dominant, but in ELT, there is a similar trend with the use of "it is crucial" quite frequently. Hedges are more frequent in ELL, at 448.96 as opposed to the ELT score of 340.39 per million words, to indicate that the ELL writers do not wish to be as absolute when stating their position in opposition to previous studies. Other patterns, such as "it can be inferred" in ELT and "it can be emphasised" in ELL, underpin the nuanced critiques typical of these moves. This perhaps is to be expected, given the more elusive nature of literature-focused analyses.

Attitude markers proved more frequent in ELT, 222.48 per million, than in ELL, 169.51 per million; the former also favored "it is important" where the latter did not. More specifically, the applied nature of evaluation in ELT is underscored by "it is beneficial," while the more theoretical orientation of ELL is captured in "it is worth." Of the three functions, attribution was least present in both disciplines, occurring 17.8 per million in ELT and 9.16 per million in ELL. Common attribution phrases include "it is stated" and "it can be inferred".

5.2.3. Conclusion Section

The concluding sections are dominated by hedges, whose frequency is 943.81 per million in ELT, marking cautious and interpretive conclusions made by the writers. These patterns include phrases like "it can be said," reflecting the field's emphasis on inviting dialogue and critical thinking. ELL conclusions balanced hedges and emphatics, each showing 619.96 occurrences per million. In this context, emphatic phrases like "it can be concluded" are prominent in both ELT and ELL. Attitude markers were also considerably higher in ELT conclusions at 293.63 per million compared with ELL at 109.4 per million, which corroborated the pattern such as "it can be recommended" in ELT and "it is noteworthy" in ELL, thus giving evidence

that there was much stronger leaning towards reader engagement and emotional appeal in ELT. In both groups, the attribution was almost zero, with zero in the case of ELT and one in ELL. Therefore, the hedging function was dominant within the sections, especially within the introductory and concluding sections of ELT, reflecting the whole trend of this field, which is to promote critical thinking and invite dialogue. Other major functions such as attitude markers were prominent in ELT; these show a consistent effort to personalize the academic discourse in order to sustain contact. In ELL, emphatics came through clearly as main or secondary functions while hedging was significant, always secondary, in the literature review and conclusion sections where caution was balanced against assertion.

These results underline the distinctive rhetorical conventions in the respective fields of ELT and ELL, shaped by their conventions and communicative goals. For example, conventionally, ELT focuses on interaction and critical challenging while ELL focuses on assertiveness and theoretical exploration. Consequently, anticipatory 'it' is used variably in different sections of the theses.

5.3. Pedagogical Implications

These findings point out some differences in rhetorical strategy and functional preference that exist in ELT and ELL theses and, more importantly, bear significant pedagogical implications. The relatively higher frequency of anticipatory 'it' in ELT, especially in introductory and concluding sections, points to greater concern for clarity, coherence, and pedagogic relevance of research findings. This also goes with Hyland's observation (2005), that the effective use of anticipatory structures is one way of promoting coherence and engaging the reader in applied disciplines such as ELT. Targeted training of teachers and students involved with ELT programs in writing strategies which promote clarity and structured argumentation-in particular, in their introductions and conclusions-end.

In contrast, the interpretive and critical use of anticipatory 'it' in ELL foregrounds its facilitative function in analytic and theoretical discourse. Herriman (2013) thus comments that such structures across the humanities-oriented disciplines typically indicate a focus on argumentation and an interpretive analytics. The ELL may need guidance in balancing hedging with emphatics so as to press their arguments with appropriate caution. For instance, the students should be taken through the effective

use of expressions such as "it is crucial" or "it can be inferred" when doing a literature review, which might improve their critical interaction with previous research. These large differences in attitude marker use between ELT and ELL also indicate a need to address the conventions of disciplinary pedagogy more explicitly. For example, such phrases as "it is beneficial" indicate that ELT writers tend towards evaluative and practical commentary, while the "it is worth" expressions from ELL suggest a more theoretically oriented concern with value judgements. These tendencies of genres hence need to apply to curriculum design with special attention paid to genre-specific linguistic and rhetorical features that in fact will prepare students accordingly for the particular academic types of writing (Hyland & Tse, 2004).

5.4. Limitations and Implications for Future Research

The current research has given much light into the functional use of anticipatory 'it' within ELT and ELL theses. Nevertheless, several limitations are conceded. The first is that this research in general focused more on a dataset on ELT and ELL theses which cannot cover every large trend or variation that may emerge among different academic institutions, cultural contexts, or languages. Future research should, therefore, cover a wider range of theses and academic contexts in order to validate the present findings and investigate any possible cross-cultural or multilingual variation in the use of anticipatory 'it'.

Moreover, this research investigates primarily written theses of the ELT and ELL; extending the current study to other disciplines in the same way may explicate whether these patterns arise simply due to the features representative in these fields or a norm of disciplinary practices. It can also reveal how students in other fields employ anticipatory 'it' in their own unique and necessary rhetorical and argumentative needs.

Lastly, future research could explore the pedagogical interventions that effectively enhance students' mastery of anticipatory 'it' in academic writing. For example, experimental studies comparing different teaching strategies could determine the most effective methods for fostering students' ability to use these constructions appropriately and effectively across genres and discipline.

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CURRICULUM VITAE

Kişisel Bilgiler

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Eğitim

Derece	Eğitim Birimi	Mezuniyet
Yüksek Lisans	Ankara Hacı Bayram Veli Üniversitesi İngiliz Dili ve Edebiyatı Anabilim Dalı	Devam ediyor
Lisans	Celal Bayar Üniversitesi İngiliz Dili ve Edebiyatı Bölümü	2015

İş deneyimi (varsa)

Yıl	Yer	Görev
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Yayınlar (varsa)



