BOOK REVIEW GENRE IN ACADEMIC WRITING: A COMPARATIVE STUDY OF ENGLISH AND TURKISH ACROSS TEN DISCIPLINES

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ABSTRACT

BOOK REVIEW GENRE IN ACADEMIC WRITING: A COMPARATIVE STUDY OF ENGLISH AND TURKISH ACROSS TEN DISCIPLINES

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The current study aims to conduct a cross-disciplinary, and a cross-linguistic/cross-cultural analysis of BRs published in English and Turkish in order to discover how this particular genre is enacted. To do so, it draws on two theoretical frameworks; Move Analysis (Swales, 1990), complemented by Appraisal Theory (Martin & White, 2005) within Systemic Functional Linguistics (SFL). For the study, a corpus of 385 BRs published in Turkish and English journals in ten different disciplines in the period of 1990-2015 are collected. BRs in the corpora have undergone three levels of investigation: i) analysis of macro-structural (rhetorical) features; ii) identification of positive and negative evaluations, their types and functions as well as target aspects of books evaluated; iii) analysis of appraisal resources to see how interpersonal meaning is construed. The structural analysis of BRs revealed that BRs differed in textual features but shared common structural features in regards to having four overarching moves: introducing the book, outlining the book, providing evaluation and closing. In addition to these four moves, a new move (stating purpose of the reviews) was identified.

For the second level of the study, negative and positive evaluative acts were identified and this yielded a new taxonomy of structural and functional features of evaluative acts. The analysis of evaluation in BRs showed that there were significant differences between Turkish and English in the practice of evaluating a book, particularly in providing negative evaluation. In Turkish reviews criticism was found to be generally avoided. In addition, it was found that book reviews in English presented most of the negative evaluations together with praise. Lastly, in the third phase of the study, application of appraisal model to BRs revealed that there were significant differences between English and Turkish BRs in all types of appraisal sources: *attitude, engagement* and *graduation*. English BRs were observed to include more resources of *attitude* and *entertain*. Among significant findings was that in English BRs there were more mitigated statements compared to Turkish BRs.

Keywords: Academic Book Review, Corpus, Move Analysis, Evaluative Acts, Appraisal Theory

ÖZ

AKADEMİK YAZI TÜRÜ OLARAK KİTAP İNCELEMESİ: İNGİLİZCE VE TÜRKÇE'NİN ON BİLİMDALINDA KARŞILAŞTIRILMASI

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Bu çalışma İngilizce ve Türkçe yayımlanan akademik kitap incelemelerinin disiplinler arası ve diller/kültürler arası analizlerini yaparak bu türün temel özelliklerini ortaya koymayı amaçlamaktadır. Bu amaçla, çalışma iki temel kuramsal çerçeveye dayanmaktadır; adım/hareket analizi (Eng. move analysis, Swales, 1990) ve Sistemik İşlevsel Dilbilim (Eng. Systemic Functional Linguistics) kuramı çerçevesindeki değer biçme teorisidir (Eng. Appraisal Theory, Martin & White, 2005). Bu araştırma için 1990-2015 yılları arasında Türkçe ve İngilizce akademik dergilerde yayımlanan 10 farklı bilim dalından 385 adet kitap incelemesini içeren bir derlem oluşturuldu. Derlemdeki kitap incelemeleri üç farklı aşamada analiz edildi; i) sözbilimsel hareket ve adımların belirlenenlenmesi ve kitap incelemelerinin yapısal özelliklerinin analizi, ii) olumlu ve olumsuz eleştirel yapıların, bu yapıların çeşitlerininin, işlevlerinin ve eleştirilerin kitabın hangi yönü üzerinde olduğunun belirlenmesi iii) bireyler arası anlamın nasıl inşa edildiğini anlamak amacıyla değer biçme ifadelerinin incelenmesi. Kitap değerlendirmelerinin yapısal özelliklerinin incelenmesi, kitap değerlendirmelerinin farklı yapısal

özelliklere sahip olduğunu ancak söz bilimsel özellikleri açısından dört genel adıma sahip oduklarını göstermektedir. Bu genel adımlar *kitabın tanıtımı, anahatlarının belirlenmesi, değerlendirmeler ve kapanış* şeklindedir. Bu dört adıma ek olarak yeni bir hareket (amacın belirtilmesi) daha bulunmuştur.

Çalışmanın ikinci kısmı, kitap değerlendirmelerinde eleştirel değerlendirmelerin analizleridir. Bu analiz olumlu ve olumsuz değerlendirmelerin yapısal ve işlevsel özelliklerini gösteren yeni bir model ortaya koymaktadır. Eleştirilerin incelenmesi Türkçe ve İngilizce'de özellikle olumsuz eleştiride önemli farkların olduğunu göstermektedir. Türkçe kitap değerlendirmelerinde olumsuz eleştirilerden genellikle kaçınıldığı bulunmuştur. Ayrıca İngilizce kitap değerlendirmelerinde olumsuz eleştirilerin çoğunun övgüyle beraber verildiği görülmüştür. Son olarak, çalışmanın 3. basamağı olan değer biçme modelinin kitap incelemelerine uygulanması, Türkçe ve İngilizce kitap incelemeleri arasında üç değer biçme ifade türünde de (*tutum, metinle bütünleşme,* ve *derecelendirme* (Eng. *attitude, engagement* and *graduation*)) önemli farklar olduğunu ortaya çıkarmaktadır. İngilizce kitap değerlendirmelerinde daha çok *tutum* ve *metinle bütünleşme* ifadeleri bulunmuştur. Bu, İngilizce kitap değerlendirenlerin kitap hakkındaki düşüncelerini daha açık ifade ettiklerini ve daha çok yumuşatılmış ifadeler kullandıklarını göstermektedir.

Anahtar Kelimeler: Akademik Kitap İncelemesi, Derlem, Adım Analizi (Move Analysis), Eleştirel Yapılar, Değer Biçme İfadeleri (Appraisal Resources)

Dedicated to my dear son, Bartu'm, whom I missed a lot while writing this dissertation

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thinking whether or not her baby is fine, fed, happy and very well taken care of? I thank God each and every day for having you right by my side during this difficult time. Thank you so much, my dear mum…

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Last but not least, I would like to say a few words to my son, Bartu'm. Please do not forget that we both owe a lot to your grandmother, my dear mother. When I was writing this dissertation, you were very well taken care of by her who devoted herself to raising you with love and care. Bartu'm, you are the one who experienced each minute of my doctoral studies to the hilt. I was presenting at a conference when I felt your first kick. I was on the bus going to school for my graduate course when I felt my first ever pregnancy craving. I was breastfeeding you in my arms when I was studying for my comprehensive exam at the same time. It was difficult for both of us. Therefore, you are the only reason I wanted to complete my dissertation sooner. You kept me working hard and gave me all the courage and willingness to keep going. I know you missed me a lot while I had to be alone and study. You have no idea how desperate I felt when you said to me "Betül, lütfen bitir bugün dersini, seninle parka gitmeyi özledim" many times. I always have tears when I remember that I missed your first steps, your first shots, your first words and many of your firsts in your life because I was too busy with my dissertation. My dear son, this is the end of a long and difficult journey for me, and it is the beginning of a new journey for two of us. Thank you for your patience. I love you so much.

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LIST OF ABBREVIATIONS

BR	Academic book review
e	English
EAP	English for Academic Purposes
EBR	English book review
EBRC	English book review corpus
ES	Educational Sciences
ESP	English for Specific Purposes
HS	History
ISI	Institute for Scientific Information
LIT	Literature
LN	Language Studies
M,m	Move
MED	Medical Sciences
PH	Philosophy
POL	Political Sciences
SF	Sub-function
SOC	Sociology
t	Turkish
TBR	Turkish book review
TBRC	Turkish book review corpus
THEO	Theology
UAM	Universidad Autonoma de Madrid (corpus tool)

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CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter, as the introductory chapter, first provides general information on the topic of this study, academic book reviews. This is followed by explanations of theories, approaches and basic concepts that this study is based upon. These include Genre theory, move analysis as developed by Swales (1990, 2004), Systemic Functional Linguistics Theory (Halliday, 1978; 1985a), and Appraisal Theory (Martin, 2000; Martin & White, 2005; White, 2000, 2003; Hood, 2010). Next, purpose of the study is presented with research questions. This is followed by explaining the significance of the study, the limitations of the study and overall organization of the dissertation.

In this part of the paper the theoretical background and approaches that shape this study are explained. These are genre theory, different perspectives to genre, review genres, and book review genre. This is followed by move analytical approaches to genre and finally evaluative language with a focus on evaluation in academic book reviews. It should be noted that the purpose of this part is to provide a general introduction to the background of the study. Previous studies for each of these topics are further explained in the literature review chapter of the paper.

1.1 Background to the study

In recent years, academic writing on its own has attracted attention as a field of study. It has a rising status especially in language teaching and learning contexts and related studies. Being one of the foci of studies on academic writing, "academic review genres" as labeled by Hyland and Diani, (2009, p. 1), have been observed to attain a prominent status among others recently. This genre, which has the purpose of evaluating a scholarly written text in a particular discipline, comprises of book

review articles, book blurbs, literature reviews, and review articles. Being one of these review genres, the academic book review, also called book review article (hereafter BR), has been recently regarded as a noteworthy sub-genre of academic writing. BRs are believed to play a significant role in academic communication. They are published in most academic journals in various disciplines.

As cited by Hartley (2006), the history of academic book reviewing goes back till 140 BC (Miranda, 1996). Having such a long history, BRs have gone through changes in how they appear in journals. As North (1992) explains, previously journals published BRs in the format of one paragraph per book, or omnibus reviews (e.g., one reviewer looking at twelve essay anthologie). There were also collaborative reviews or printed multiple reviews of a single book. Its recent format, on the other hand, is generally like 1000-2500 words of a review of a book by one reviewer. It appears in journals mostly under a special section called "Reviews" "Review Essays" "Book Reviews" which is at or near the end of each issue of a given journal.

A BR is generally expected to provide information on the structure of a book, its content, its intended audience, as well as negative and positive evaluation of the book. As also highlighted by Hyland (2000), a BR is expected to provide an evaluation of features of a book. In addition to the evaluation of the features of a book, the ideas of the author, the issues s/he brings up are critically analyzed as well. Thus, describing a book without highlighting its evaluative nature would not be complete. In this regard, a comprehensive definition of it comes from Gea-Valor (2000, p. 12) as "a discourse type which basically involves description, information and evaluation". De-Carvalho (2001, p. 262) also emphasizes its evaluative nature by stating that "the genre is characterized by both descriptive and evaluative functions".

After this description of BRs, functions and benefits of them should be stated here. To begin with, it has been frequently underscored that BRs are of great value in genre studies. The reasons why they are found worthy of exploration are varied.

From one perspective, since BRs are quite evaluative in nature, they provide scholars with ample data in order to study evaluative language and its cross-cultural, cross-linguistic features. From an English for Academic Purposes (EAP) perspective, as highlighted by one of the pioneering scholars in BR studies, Motta-Roth (1995), knowledge about discipline-specific features obtained from BRs studies help both the readers and writers to better understand EAP and produce relevant works. Haas (1994) shares similar thoughts on BRs contribution to EAP by stating that getting knowledge on particular fields helps to better understand academic genres' function. In addition, book reviews are found to be valuable for nonnative academics, which is further explained by Motta-Roth (1995) as follows:

> Book reviews open the door to junior scholars, to the non-elite, while also offering opportunities to academics in off-center places who are nonnative (and often inexperienced) writers to take part in and make their contribution to the mainstream of academia. These researchers can at least potentially contribute to book review sections in international journals, criticizing and/or praising other authors' texts, and thus helping to shape their discipline through critical analysis of the knowledge that is being presented in book-form. (p. 3)

They are also believed to contribute to the overall academic improvement of graduate students and novice scholars whose initial steps in producing a work and publishing it are taken within this genre (Hyland, 2000; Motta-Roth, 2001). It is a way that the reviewer's name is known as a researcher in the academic world and s/he has access to get into the academic circle. In addition, in terms of professional development, book reviewers are likely to find the opportunity to improve their competence owing to the feedback from the editors who are considered as having more expertise in the field. BRs are also invaluable for the author of the book in several ways. To begin with, if BRs are seen as a form of feedback on the author's work, the author also gets the chance to question his writing, his thoughts and his skills as an author. If the book is a new one, BR contributes to the author in the way that his book, which has not been known yet, is promoted in the academic community. His work becomes public.

One other contribution of this review genre to the academic world is pointed out by Salager-Meyer and Alcaraz-Ariza (2003). In the fast-updating scientific world in which it seems to be more difficult to follow all the new publications in one's field, book review articles function as a time saving genre via which scholars become familiar with new books released in their field of interest. Last but not least, a book's review can reach out to educators who might be interested in benefiting from it for educational purposes.

Hyland (2000a) points out that all academic genres are evaluative but BR is the most evaluative of all. Found in most academic journals in a relatively less number compared to research articles, BRs are written in order to introduce as well as "to evaluate the scholarly work of a professional peer within the scholarly community" (Lindholm-Romantschuk 1998, p. 40; see also Belcher, 1995; Motta-Roth, 1998; Gea Valor & del Saz Rubio, 2001; Hyland, 2000). BR, which is believed to be one of the most powerful types of contemporary scholarly writing, is also the focus of this study. In order to better understand how BR is situated in today's academic world and how they are viewed especially in language-related studies; in the following sections, the underlying theories, approaches and concepts which construe the basis of studies on BRs and also the basis for the present study are explained. These include, Genre Theory from two complementary perspectives, academic review genres, a move-analytical approach to genre, and evaluative language in academic genre.

1.1.1 Genre

Genre is often considered as a complex concept to be defined. According to Chandler (2000) the word *genre* comes originally from a Latin word for 'kind' or 'class' and its first uses have been recorded in literature and art. Although it is not a new term and can be traced back to early studies of literature, and rhetoric, the more recent uses of it has been expanded to films, music and writing in addition to literature. The concept of genre has been observed to change considerably over the last several decades. Traditionally it has been defined as a classification of types of

spoken and written discourse in terms of their form and substance. Recently, the definition of the term has gained a more social and communicative perspective.

In the field of language studies, it is defined as "the staged, structured, communicative events, motivated by various communicative purposes, and performed by specific discourse communities" (Berkenkotter & Huckin, 1995; Bhatia, 1993, 2004; Flowerdew & Wan, 2010; Johns, 1997; Swales, 1990, 2004). Swales (1990) establishes a set of criteria to classify genre as:

a) Genre comprises a set of communicative events with a number of common communicative purposes;

b) Such purposes can be recognized by the expert members of the discourse community and thus constitute the rationale for the genre;

c) This rationale shapes formal and content schemata associated with the genre;

d) Instances of a genre have similar patterns in terms of structure, style, content and intended audience;

e) Should all probability expectations be matched, the instance will be considered prototypical by the discourse community. (p. 58)

In language teaching and learning, it is an influential concept which has been the focus of various studies. In addition to being such a significant concept, it is also a concept which has been interpreted in various ways on what it is constituted of. It has been explained and discussed in distinct ways by researchers in different scholarly traditions, and in different parts of the world. In order to better understand it, two main schools, which also constitute the theoretical background for the present study, namely, English for Specific Purposes (ESP), and Australian Systemic Functional Linguistics following the Hallidayan tradition (also known as the Sydney school), are discussed below in regards to their explanations of genre.

1.1.1.1 Genre from English for Specific Purposes Perspective

English for Specific Purposes (hereafter ESP), as a terms which came in to life in 1950s and 1960s, is a sub-field of English language teaching in general. It focuses on studying and teaching specialized varieties of English to meet learners' specific requirements. The learners in ESP are most often non-native speakers of English, in advanced academic and professional settings. ESP includes sub-fields such as English for academic purposes (EAP) which is concerned with researching and teaching the language needed by those who use English to perform academic tasks. Studies in EAP have a clear purpose of analyzing academic genres, which is also the case for the present study.

Genre from an ESP perspective has a relatively shorter history. Although the field of English for Specific Purposes dates back to 1960s, as Paltridge (2001) states, the term "genre" was not used in the area of ESP until 1981 when two seminal works by Tarone, Dwyer, Gillette, & Icke (1981) and Swales (1981) identified it. Tarone et.al., (1981) wrote an article using "genre" in an ESP Journal on the language of scientific reports in the area of astrophysics. In the same year, Swales' (1981) study of introductions to scientific reports called "Aspects of Article Introductions" appeared in United Kingdom. After these two significant works, researchers in ESP began using genre analysis as a research and pedagogical tool.

The attention given to the concept of genre and its application in language teaching and learning has especially increased after Swales' publication of his seminal work "Genre Analysis" in 1990. In this work, Swales (1990), describes genre as "communicative events that are characterized by their communicative purposes and by various patterns of structure, style, content and intended audience" (p. 58). He also states that genre is "a definable discourse community which has a restricted size and which has its own accepted norms of communication" (Swales 1990, p. 58). Academic discourse, in this sense, means a multidisciplinary scientific community whose members produce and publish in cooperation with other members for a certain audience in order to share findings of studies, reviews etc.

As stated by Paltridge and Starfield (2013), the modern era of ESP (1990-2011) is the dominance of genre in ESP research. This era witnessed increases in many ways: the number of corpus-based studies compared to analyses done by hand, the variety of different genres, studies on rhetorical moves of these genres, the number of contrastive studies, and the number of international journals publishing studies on ESP research. Recent ESP studies in academic genre have been extended from more general to specific genres and disciplinary variations in these specific genres. In addition, the number of studies conducted on "occluded genres" (Swales, 2004, p. 18), which means less studied genres comprised of texts that are difficult to be obtained, not easily available, and under explored, such as peer review reports on journal submissions, submission letters etc. has also increased to a notable extent.

1.1.1.2 Genre from Systemic Functional Linguistics Perspective

Systemic-Functional Linguistics (hereafter SFL) is a theory of language which focuses on the notion of function of language. Having its root in the field of sociology, SFL is predominantly a socially oriented theory of language the task of which is to explain how meanings are made and exchanged through the resource of grammar and lexis. Therefore, compared to more structural approaches, it deals with what language does, and how it does it. SFL grew out of the work of British linguist JR Firth but the theory was mainly developed by M.A.K Halliday in the early sixties (seminal paper, Halliday, 1961).

In SFL, 'clause' rather than 'sentence' is the unit of analysis. According to the theory, a clause is a unit in which meanings of three different kinds are combined. Each of these three distinct structures expresses one kind of semantic organization, and they are mapped onto one another to produce a single wording. These semantic structures are referred to as meta-functions which are classified as *ideational, interpersonal* and *textual* respectively. These meta-functions are considered as a way of classifying the various options available and choices made by speakers. It was argued that all natural languages have these three fundamental meta-functions. They are embraced across all areas of the language and they reflect the main purposes for which language has evolved. The *ideational* meta-function deals with how texts construct particular representations of people, events and ideas. It is

concerned with the processes involved, including actions, events or states, the entities and circumstances in these processes. As Halliday (1978) explains,

> Language has to interpret the whole of our experience, reducing the indefinitely varied phenomena of the world around us, and also of the world inside us, the processes of our own consciousness, to a manageable number of classes of phenomena: types of processes, events and actions, classes of objects, people and institutions and the like. (p. 21)

The *textual* meta-function, on the other hand, shows how texts are organised to carry different meanings and how the flow of information in a text is achieved. Texts are not just simple string of words or clauses. They convey a message in a coherent and thematically structured way. The definition of this meta-function provided by Halliday (1978) is as follows:

> The textual component represents the speaker's text-forming potential; it is that which makes language relevant. This is the component which provides the texture; that which makes the difference between languages that is suspended in vacue and language that is operational in a context of situation. It expresses the relation of the language to its environment, including both the verbal environment – what has been said or written before – and the non-verbal, situational environment. Hence the textual 40 component has an enabling function with respect to the other two; it is only in combination with textual meanings that ideational and interpersonal meanings are actualized. (p. 112, 113)

The interpersonal metafunction, on the other hand, is related with how language in text creates relationship between the writer and the reader, expresses judgments and attitudes of the writer. It is defined as a resource for enacting roles and relationships between speaker and listener/reader (Matthiessen, 1995, p. 17). The definition Halliday (1978) gives for *interpersonal* meaning is as follows:

> The interpersonal component represents the speaker's meaning potential as an intruder…This is the component through which the speaker intrudes himself into the context of situation, both expressing his own attitudes and judgments and seeking to influence the attitudes and behaviour of others. It expresses the role relationships associated with the situation, including those that are defined by language itself, of questioner-respondent, informer-doubter and the like. These constitute the interpersonal meaning of language. (p. 112)

This metafunction as the foundation of this study enables the speaker or listener/reader to use interpersonal resources realized through the grammatical system of dialogic interaction, traditionally known as the mood function. Appraisal Theory, as a more recent and comprehensive theory of interpersonal resources, which also construes the framework for the analysis of book reviews in this study, further analyses the roles and attitudes taken up through interaction between participants in a text (Martin & White, 2005). As Bawarashi (2010, p. 29) states "Systemic Functional approaches to genre have contributed richly to how genre is understood and applied in textual analysis and language teaching over the last twenty-five years."

To sum up, this study utilizes both ESP and SFL because as Sheldon (2013, p.31) states

> …both perspectives to genre, ESP and SFL, are valuable in analysing the production of written academic text. The strength of the ESP approach lies in its situating academic discourse socially and in relation to rhetorical goals (Swales, 1990, 2004). The strength of SFL is that genre is systematically connected with language and context (Christie & Martin, 1997; Cope & Kalantzis, 1993; McCabe, 2011; McCabe, O"Donnell & Whittaker, 2007; Martin, 1992; Rothery, 1994), thereby accommodating the functional analysis of interpersonal meaning at the level of discourse semantics (Hood, 2010; Martin & White, 2005).

Since BRs are a type of academic genre, analyzing them with an ESP approach would help to describe BRs in relation to their rhetorical goals. SFL, on the other hand, is beneficial for understanding how interpersonal meaning is realized in this evaluative review genre of BRs. Therefore, in this study combination of these two main theoretical schools helps to better understand BRs' both macro and micro structural, linguistic and discoursal features.

1.1.2 A Move-Analytical Approach to Genre

The term move has been defined in several ways, but in most studies of genre analysis, moves are defined as "discoursal or rhetorical units that perform a coherent communicative function in a written or spoken discourse" (Swales 2004, p. 228). Another definition of move from Dudley-Evans and St John (1998), who were also prominent scholars in the field of genre, is as: "A 'move' is a unit that relates both to the writer's purpose and to the extent that s/he wishes to communicate. A 'step' is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction." (p. 89). A genre, therefore, is constructed based on moves, with each move leading to the overall coherent understanding of the text (Swales, 1981). Different genre types have been the focus of move analysis in many studies, and BRs, the focus of this study, has also been investigated in regards to its moves. The previous move analysis studies of BRs are explained in chapter (2), in the review of literature.

In order to have a deeper understanding of a genre, more is needed in addition to study its macro-structural features (its moves). Therefore, to analyze and understand how BR genre is enacted, this study aims to investigate BR's most salient characteristic, namely its evaluative tone in addition to its rhetorical moves. In this regard, next section provides a general background on what is evaluative language and how it is approached in relevant studies.

1.1.3 Evaluative Language

Evaluation has been studied under different terms in the literature such as *affect* (Batson et al., 1992), *attitude* (Halliday, 1994), *attitudinal stance* (Biber and Finegan, 1988, 1989), *appraisal* (Martin, 2000; White, 2003; Martin and White, 2005; Bednarek, 2008), *epistemic modality* (Hyland, 1998), *evidentiality* (Aikhenvald, 2004; Chafe and Nichols, 1986), *evaluation* (Hunston & Thompson, 2000), *metadiscourse* (Crismore, 1989; Hyland & Tse, 2004), *modality* (Bybee and Fleischman, 1995; Trnavac, 2006), *sentiment* (Liu, 2010), *stance* (Halliday, 1985a, 1985b; Englebretson, 2007), and *subjectivity and point of view* (Banfield, 1982; Traugott, 1995, 2010) to name a few.

As being one of the foci of this study, evaluation can be explained as "the broad cover term for the expression of the speaker or writer's attitude or stance towards, viewpoint on, or feelings about the entities or propositions that he or she is talking about" (Hunston & Thompson, 2000, p. 5). In this study, evaluative language is considered as the interpersonal meaning that the academic book reviewers express in their review texts. It should be added here that the present study focuses on the evaluative language expressing explicit evaluation but not implicit evaluation or metaphorical language, which has not been observed to occur in BRs.

The investigation of evaluative language has been conducted on various types of texts such as online reviews about products, such as movies, computers, phones and others (Hernandez, Lopez-Lopez and Medina, 2009). The studies of evaluative language particularly in academic discourse covers a broad range of text types such as research articles (Hunston, 1994; Hyland, 1998, 1999, 2000, 2001; Stotesbury, 2003; Webber, 1994; Oakey, 2005; Okamura, 2005), research article referee reports (Fortanet, 2008), essays (Barton, 1993), textbooks (Poppi, 2004, Freddi, 2005). BRs have also been studied from for their evaluative language (Shaw, 2004; Römer, 2005, 2008; Suárez-Tejerina, 2005). These previous studies on BRs' evaluative language are explained in the next chapter (2) (see section 2.4 for further analysis of these studies).

The investigations of evaluative language have been conducted in two ways; either looking at particular pre-determined items or looking at a text in general and identifying all the possible occurrences of evaluative language. As Hood (2004) states, the number of the studies in the first group are limited (Channel, 1994, 2000; Myers, 1996; Biber and Conrad, 2001) due to the fact that lexical realizations might not be enough to decide whether they are negative or positive. A lexical item alone can have a very different meaning when investigated with its surrounding items. These lexical associations should be taken into consideration. Therefore, it can be inferred that these studies highlight the need for further studies and make a call to conduct more discoursal and corpus-based studies on evaluative language since it has been found out that evaluation is expressed cumulatively. This study, which analyzes BRs to identify all possible occurrences of evaluative language, combines these two ways by focusing on both the evaluative items and the text in general.

Taking all these different approaches to study BR genre into account (namely move analysis, and analysis of evaluative language in general and then narrowing it down to evaluative resources), overall this study aims to provide an elaborate understanding of this particular genre type of BRs. The purposes of the study are presented in detail in the following section.

1.2 Purpose of the study

The aim of this study is to conduct a cross-disciplinary, cross-linguistic/cross-cultural analysis of academic book reviews published in English and Turkish in order to see how this particular genre is enacted in these two different languages and contexts. For the purpose of the study, two corpora of BRs, Turkish book reviews (hereafter TBR) and English book reviews (hereafter EBR), are collected. In order to answer the following research questions, both macro-structural (move analysis) and discoursal analysis are conducted for each corpus. At each level, macro/micro generic features will be compared in terms of linguistic/cultural and disciplinary variations. The research questions for this study are:

1. How are book reviews structured in terms of rhetorical moves in TBRs and EBRs?

    1. a. Are there cross-linguistic variations in the rhetorical moves found in BRs in the two corpora?

    1. b. Are there disciplinary variations in the rhetorical moves found in TBR and EBR corpora?

2. How is evaluative language (positive and negative evaluative acts) employed in TBRs and EBRs?

    2. a. Are there cross-linguistic variations in the structure, frequency and distribution of evaluative acts?

    2. b. Are there disciplinary variations in the structure, frequency and distribution of evaluative acts?

    2. c. What is the distribution of positive and negative evaluative acts within the rhetorical moves identified in TBRs and EBRs?

3. What are the targets of evaluative acts identified in TBRs and EBRs?

4. How do academic book reviewers employ appraisal resources of *attitude, engagement*, and *graduation* in Turkish and English cultural context?

    4. a. How are appraisal resources distributed in moves TBRs and EBRs?

    4. b. How are appraisal resources distributed in disciplines in TBRC and EBRC?

Based on these research questions, this figure below summarizes the scope and purpose of the study.
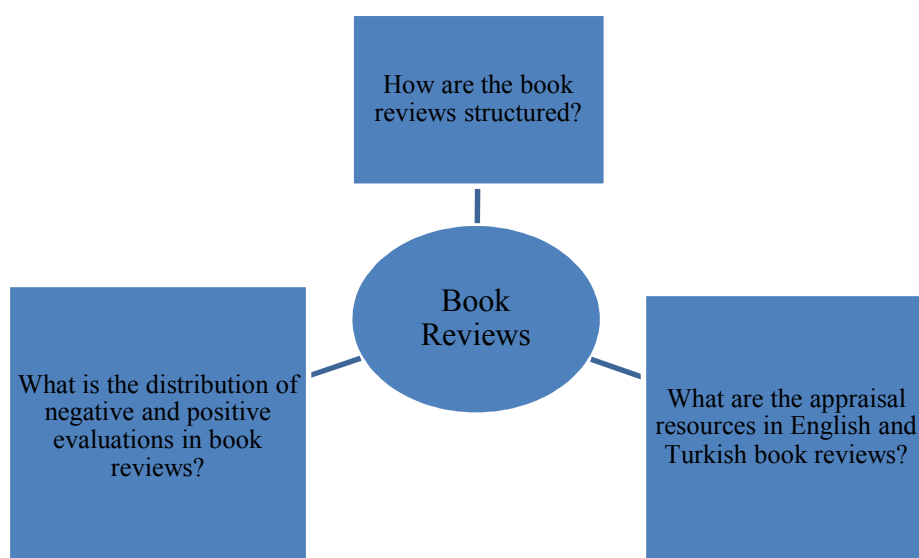
Figure 1. Summary of the Scope of the Study

1.3 Impetus for the study

There are several reasons why I have chosen to investigate BRs in this study. Among these reasons, the first one is related with the rising interest in review articles in genre studies. Among the myriad of genre studies conducted over the last decades, review studies, especially book review articles have begun to be regarded as the most significant review genre to be further explored. There is consensus among scholars that this genre which is called ''an unsung genre'' by Hyland (2000, p. 43) has been neglected for a long time in the literature; therefore, studies are quite limited in number. According to Wiley (1993) the reason of this neglect might be because they are rarely cited in books or journals. However, as stated by Salager-Meyer and Alcaraz-Ariza (2003a)

> …attention is progressively switching towards the study of the "supporting genre network" (Swales and Feak, 2000:8) which includes "occluded genres" such as job applications, letters, curriculum vitae, submission letters (Swales,1996) as well as other forms of written academic texts, e.g. research article reviews, comments to reviewers and summative editorial letters (cf. Flowerdew and Dudley Evans, 2002) (p. 150)

Therefore, this study attempts to address the need for further research on this specific genre of BRs which are among the text types that are found to be fertile for research purposes.

Additionally and more significantly, as a speaker of Turkish, I have come to the realization that there is no study conducted on Turkish BRs. Their structures, moves, and how evaluation is done in Turkish BRs have not been explored yet. Therefore, this lack of information on an academic genre gave impetus for this study. This, indeed, can provide Turkish academics with insights to understand how BRs are written in Turkish and English contexts.

Another impetus for the study was the recent findings of cross cultural studies showing that evaluation in BRs is a culture-based phenomenon and there are major differences between some cultures. Therefore, analyzing a language which has not been studied before is thought to fill this gap in the literature and provide opportunities to compare it with previous cultural studies. Last but not least, another impetus is the growing body of research based on a recent and comprehensive theory of Appraisal. Applying this theory to BRs especially in a language which has not been explored before is believed to provide opportunities for further applications of Appraisal resources in Turkish genres and texts.

1.4 Significance of the study
This thesis is believed to make a number of significant contributions to understand the genre of academic book review. At a general level, it provides a new window to the see how this genre is realized structurally and how evaluative language is formed in the genre. The application of move analysis to this particular genre in two different languages can provide a more a general understanding of generic features of book reviews from a broader perspective. Morevoer, the application of Appraisal Theory (Martin, 1997a; 2000) to the study of evaluative language in book reviews in two different languages might expand the theory in terms of its application to other languages. From a pedagogical perspective, this study can be considered as a contribution to the ESP and EAP contexts by providing insights in the study of book

review as an academic genre. The study can also make a general contribution to cross-linguistic studies in academic genre and evaluative language since it presents the results of a comparative study of two different languages, namely Turkish and English.

Despite the fact that books have been reviewed for centuries and such practice is as old as the academic community itself, the genre of book reviews has attracted the attention of linguists quite recently (Gea Valor 2000, Hyland 2000, Giannoni 2006, Salager-Meyer et al. 2007a, 2007b, Suárez & Moreno 2008). To date, previous studies on genre analysis and corpus linguistics have mostly focused on English language review articles. However, as seen in this study the activity of academic reviewing is practiced in all academic cultures. As a native speaker of Turkish, I have come to the realization that the number of corpus studies especially in academic genres in Turkish language is quite limited. Based on a small-scale investigation of previous studies, I have noticed that there have not been any studies on how book review article writing is practiced and realized in the Turkish context. Thus, besides providing an answer to the question of how academic genres are realized in different languages and contexts, the study can be a contribution to the field of academic genre in Turkish. In addition to filling a gap in the literature, the study also aims to provide data of Turkish and English BRs to be used in later cross-cultural research. Lastly, this study can be considered significant in the sense that it has a relatively large collection of BRs compared to previous studies (see Table 1 on p.24). Number of disciplines included in previous studies does not exceed four and the maximum number of BRs included in these studies is 180. Therefore, it can provide a more general and comprehensive understanding of BRs.

1.5 Limitations of the study

The present study is limited to the size of the two corpora and the results of the study are limited to the analysis of them; TBR corpus and EBR corpus. It should be indicated that in the collection of book reviews no attention is given to variation between individuals (i.e. according to age, gender, socio-economic status, experience, geographical belonging etc.) and classes of individuals. Thus, a major limitation to the study is that not all levels of the social hierarchy are being reflected

through the choice of reviewers. It is assumed that there might be stylistic differences between reviews written by novice and experienced reviewers.

Another neglected factor in the collection of book reviews is that it was not likely to pay attention to the feature of the book being evaluated. There are cases where the book evaluated is in English, a translated book or a book in the mother language of the reviewer. It is not certain whether there might be a difference between a Turkish reviewer reviewing a book in Turkish, a book translated to Turkish, or a book in English. Due to the availability of book reviews, this factor had to be neglected. Additionally, the major sampling methods used for book review selection can also be viewed as bringing a limitation to the study. Although there are certain criteria followed strictly in the collection of English data, (such as the year of publication, author's country, determined discipline, length of the review, journal selection etc.), for Turkish book reviews, journal choice criteria had to be more flexible since the number of available journals including book reviews was found to be rather limited.

Another limitation of the study is about including reviewers in the study. The data for this study comes from the book review corpus, however, it was realized that reviewers could have been a part of the study. Including interviews with them could have helped to better understand how this genre is realized, and what their attitudes are towards reviewing a book professionally.

Lastly, in order to analyze evaluative resources, tagging appraisal resources was done manually for each text. Although detailed and careful analyses were conducted, it still carries a potential risk of subjectivity and missing appraisal resources in the data. Therefore, finding appraisal resources in the corpora could have been combined with other ways such as trying to predicting "a priori" (Kaltenbacher, 2006) what items to search for, qualitatively analyzing a limited set of sample texts in order to create a list of search items; or using automatically generated frequency lists and identifying relevant items among the most frequently occurring words.

1.6 Operational Definitions

Appraisal Theory: "The Appraisal framework is a theory of the language of evaluation, developed within the tradition of systemic functional linguistics. The framework describes a taxonomy of the types of language used to convey evaluation and position oneself with respect to the evaluations of other people" (Read, Hope an Carroll, 2007, p. 93).

Academic Book Review: "The scholarly book review is considered by some to be a form of academic writing that serves to describe and critically evaluate the content, quality, meaning, and significance of a book" (Millar, 1990, p. 485).

Book Review (BR): is a critical description and evaluation of a newly published book by a critic or a journalist published in a newspaper or a magazine. (Webster's encyclopedic unabridged dictionary of the English Language, 1989)

Corpus: "A corpus is a collection of texts (a 'body' of language) stored in an electronic database. Corpora are large bodies of machine readable texts containing thousands or millions of words" (Baker, Hardie & McEnery, 2006, p. 48).

Corpus Linguistics (CL): "A linguistics methodology which is founded on the use of electronic collections of naturally occurring texts, viz. corpora" (Granger, 2002, p. 4).

Corpus-driven approach (CDA): It is a methodology whereby the corpus serves as an empirical basis from which lexicographers extract their data and detect linguistic phenomena without prior assumptions and expectations (Tognini-Bonelli, 2001).

Corpus-based approach (CBA): It is a method where the corpus is interrogated and data is used to confirm linguistic pre-set explanations and assumptions.

English as a Foreign Language (EFL): Use or study of English by speakers of different native languages.

English for Academic Purposes (EAP): Key responsibility in assisting students to develop the kind of English language proficiency that will lead to success in their academic endeavors (Wei and Flaitz, 2005).

English for Specific Purposes (ESP): The teaching of English to the learners who have specific goals (i.e. professional, academic, scientific etc.) and purposes Robinson (1980).

Contrasted with English for General Purposes, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind.

Evaluative Language: It expresses an attitude towards a person, situation, or other entity and is both subjective and located within a societal value-system (Hunston, 1994, p. 210).

Genre: "a class of communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community" (Swales, 1990, p. 58).

Genre Analysis: study of structural and linguistics features of particular genres and exploration of the role they play within a discourse community.

Move: 'moves' are defined as "discoursal or rhetorical units that perform a coherent communicative function in a written or spoken discourse" (Swales, 2004, p. 228).

Move Analysis: "The move analysis of a genre aims to determine the communicative purposes of a text by categorising diverse text units according to the particular communicative purpose of each unit. Each one of the moves where a text is segmented constitutes a section, revealing a specific communicative function, but

this is linked to and contributes to the general communicative objective of the whole genre." (Parodi, 2010, p.146)

Step: The building block of a move (Swales, 1990).

Tag: 'A tag usually consists of a code, which can be attached to a phoneme, morpheme, word, phrase or longer stretch of text in a number of ways [...]' (Baker et al., 2006, p. 154).

1.7 Organization of the Dissertation

This thesis is structured in seven chapters and seven appendices. Here is a brief abstract of each one:

Chapter 1 as the introductory chapter begins by providing background on the overall topic of the study. This is followed by explaining the purpose and scope of the study. Subsequently, where the impetus for conducting this study comes from is revealed. The significance and the limitations of the study are also discussed as the following parts. Lastly, the terms which are of vital importance for this study are operationalized.

Chapter 2 is the literature review of previous studies which have inspired and provided insights for this work. These studies are grouped as previous studies on genre, move analysis, evaluative language of BRs and studies applied Appraisal Theory.

Chapter 3 provides information on the methodology of the study. The chapter presents how the data (namely BR corpus) was collected, the theoretical bases of the study and how data was analyzed. In addition, it also presents the features of TBRC and EBRC.

Chapter 4 provides an understanding of how BRs in English and Turkish are structured. Rhetorical moves identified in EBRC and TBRC are discussed both by comparing two target languages and disciplines included in the corpora.

Chapter 5 discusses the second phase of the study, analyzing negative and positive evaluations in BRs. It presents the findings of evaluative acts found in Turkish and

English BRs. It also includes information on what aspect of the book is being evaluated in BRs. A cross cultural and cross disciplinary comparison in regards to evaluative acts is carried out in this chapter.

Chapter 6, as the last phase of the study, focuses on Appraisal Theory. With the application of Appraisal Theory in BRs, evaluative resources found for each category of Appraisal framework is discussed in detail.

Chapter 7 is the final chapter and it revisits the research question and provides answers for each. It also has a section of implications of the study and ideas for future studies.

CHAPTER 2

REVIEW OF THE LITERATURE

2.0 Presentation

In this chapter, the previous studies' findings relevant to the present study are dwelled upon. Beginning with a broader perspective and moving towards book reviews, previous studies of genre, then studies on academic book reviews in particular are presented. These previous studies on BRs include structural move analysis of BRs, evaluative language and appraisal resources in BRs.

2.1 Previous Genre Studies

As a term which has been defined in various ways in the literature, genre can be explained as "… how people use language to achieve culturally appropriate goals and is seen as a manifestation of language choices with a social purpose" (Eggins, 1994, p. 25). According to Chandler (2000) genres have particular conventions such as content (themes, settings), and form (structure, style etc.). These features which are believed to be shared by texts belonging to same genre have attracted attention of many researchers from various genres. The two seminal works by Swales (1981, 1990), who was apparently a crucial name in the development of Genre Theory, have inspired many following studies of genre analysis especially in academic discourse.

Particularly in the last few decades, a plethora of studies have been conducted on genre and its variations in academic discourse. Academic genres focused in previous studies included research articles (e.g., Dahl, 2004; Hyland, 1998; Banks, 2008; Halliday & Martin, 1993; Hyland, 2004, 2009; Swales, 1981, 1990), abstracts (e.g., Martin-Martin, 2003; Salager-Meyer, 1990), acknowledgements (e.g., Hyland, 2003, 2004; Hyland and Tse, 2004; Karakas, 2010), theses and dissertations (e.g.,

Thompson, 2001), university lectures (Thompson, 1994); literature review sections in PhD theses (Kwan, 2006; Ridley, 2008; Thompson, 2009) and textbooks (Nwogu, 1991). In addition, academic review genres have also attracted attention of researchers over the last decade; for example, review articles were studied by Myers (1991), Noguchi (2006) and Swales (2004). These studies indicate that academic review genres still require much more attention and more studies are needed to investigate review genres.

It should be noted that studies on genre are not restricted to academic genre; there are various genres which were analyzed in previous studies, for example, promotional genres have also attracted attention of researchers and recently many studies have been conducted on job application letters, negotiation letters, and grant proposals (Bhatia, 1993; Connor & Mauranen, 1999; Connor & Upton, 2004; Henry & Roseberry, 2001).

Genre studies in Turkish are also varied in regards to types included. These types are: research articles (Doyuran, 2009; Ozturk, 2007; Salihoglu, 2005; Kafes, 2012; Altun & Rakıcıoğlu, 2004; Baştürkmen, 2012), PhD, master thesis (Taş, 2008; Geçikli, 2012), expository paragraphs (Oktar, 1991), articles of the daily Turkish newspapers (Özyıldırım, 2003), wedding invitations (Karahan, 2005), and book blurbs (Baştürkmen, 2009; Önder, 2013). Although there are many genre studies in Turkish, they are mostly focused on research articles. In addition, there is no study on genre of Turkish academic book reviews.

Results of genre analyses are believed to play a significant role especially in educational contexts since they can provide educators, learners, and researchers with the basis for descriptive frameworks, models or tools which can be used for pedagogical purposes. They are found to be beneficial for enlightening production of genre specific texts (e.g., Swales & Feak 2004). In addition to its educational uses, comparative genre analysis provides insights to understand differences and similarities between texts, languages, cultures etc. Eggins (2004) lists these contributions of genre analysis as "to make explicit why some texts are successful and appropriate while others are not, and to carry out critical text analysis and to

contrast types of genre and understand similarities and differences between different genre types." (p.70)

As aforementioned, the early work by Swales (1990) focused on research article genre, and in particular the introduction section of the research articles has inspired many following studies of genre analysis. Based on this study, he introduced his pioneering CARS (create a research space) model for the introduction sections of research articles. In the CARS model, shown in figure 2 , rhetorical *moves* and their subcategories called *steps* are used as categories for the analysis of the organization of RA introductions.

Move 1 Establishing a territory
  Step 1 Claiming centrality and/or
  Step 2 Making topic generalization(s) and/or
  Step 3 Reviewing items of previous research

Move 2 Establishing a niche
  Step 1A Counter-claiming or
  Step 1B Indicating a gap or
  Step 1C Question-raising or
  Step 1D Continuing a tradition

Move 3 Occupying the niche
  Step 1A Outlining purposes or
  Step 1B Announcing present research
  Step 2 Announcing principal findings
  Step 3 Indicating Research Article structure

Figure 2. Swales' Model of Rhetorical Moves in Research Article (Swales, 1990)

According to Henry and Roseberry (1997), there are significant reasons why moves are studied: 1. introducing the overall organization of text; 2. clarifying the linguistic features for specific communicative purpose and 3. connecting the organization of text and the linguistic features of social context. It can be also added that identifying moves also provides opportunity to make cross-linguistic comparisons to understand cross cultural differences in creating academic texts, which is one of the purposes of the present study.

The move analysis is found to be very significant in genre analysis since each move contains important communicative functions and sub moves that serve the minor functions of communicative aims of the main moves. Inspired by these genre-based studies, this study focuses on book reviews as a form of academic genre. Within the scope of the study, it is aimed to analyze both macro and micro structural features of book reviews in English and Turkish. With move analyses their internal structural organization, and common linguistic features found in moves identified are examined. In the following part, previous studies conducted on book reviews are presented.

2.2 Studies on Book Review as an Academic Genre

With the increasing interest in review genres, BRs have attracted a great deal of scholarly interest recently. As a written text which provides evaluation and description of a given book within a specific field, BR has a relatively shorter history in genre studies. North (1992) is known to be the first to draw attention to book reviews. He suggested that BRs should be studied as a genre type on its own because of its distinctive features. Since then it has been under investigation in many recent studies with different perspectives.

Focus of these studies includes *rhetorical patterns* (e.g., Motta-Roth, 1995, 1998; De Carvalho, 2001; Moreno and Suárez, 2006, 2008; Nicolaisen, 2002a & b; Ansary and Babaii, 2005; Hartley, 2006), *disciplinary variations* (e.g., Diani, 2009; Tse and Hyland, 2009), *pragmatics* with a particular focus on speech acts, praise and criticism (e.g., Lindholm-Romantschuk, 1998; Johnson, 1992; Belcher, 1995; Hyland, 2000; Gea Valor 2000; Giannoni, 2002; Hyland and Diani, 2009; Salager-Meyer, 2001), and *cross-cultural analysis* (e.g., Bondi, 2009; Salager-Meyer and Alcaraz Ariza, 2004; De Carvalho, 2001; Suárez and Moreno, 2008; Giannoni, 2006); *phraseology* (e.g., Groom, 2009); *evaluation* (Shaw, 2004). In the following section, studies which had a similar focus of the present study are presented.

2.3 Application of Move Analysis to Book Review Genre

Move analysis studies on BRs date back to 1990s to Motta-Roth's (1995) study on book reviews. This study is accepted as the initial attempt to identify moves in this

specific genre. Her collection of 180 book reviews included disciplines of Linguistics, Economics and Chemistry. Based on the move-analysis approach developed by Swales (1990) for research articles (move 1: establishing a territory, move 2: establishing a niche, move 3: occupying the niche), she identified 4 main moves and 11 sub-functions found in book reviews in regard to their functions within the text (see figure 3 below).

Move 1		**Introducing the book**
	Sub-function 1	Defining the general topic of the book
	Sub-function 2	Informing about potential readership
	Sub-function 3	Informing about the author
	Sub-function 4	Making topic generalizations
	Sub-function 5	Inserting book in the field
Move 2		**Outlining the book**
	Sub-function 6	Providing general view of the organization of the book
	Sub-function 7	Stating the topic of each chapter
	Sub-function 8	Citing extra text material
Move 3		**Highlighting parts of the book**
	Sub-function 9	Providing focused evaluation
Move 4		**Providing Closing Evaluation of the book**
	Sub-function 10	Definitely recommending/disqualifying the book
	Sub-function 11	Recommending the book despite indicated shortcomings

Figure 3. Move Model of Book Reviews by Désirée Motta Roth (1995)

Move 1 (Introducing the book) provides a general description of the book as the opening paragraph. Move 2 (Outlining the book) is desiribed by Motta-Roth (1995a, p.385) as ".. includes a detailed description of how the book is organized, e.g. in parts, chapters, sections, etc., what topics are treated in each chapter with what approach, and what kind of additional information such as graphs, pictures, and tables, is included in the book" (e.g., The author divides the book into X parts. Chapter 2 provides a historic overview of Y). Motta-Roth (1995) describes Move 2 as usually the longest move. Move 3 (Highlighting parts of the book) is the section where reviewer provides a detailed analysis of the book which includes his/her subjective evaluation. Move 4 (Providing closing evaluation of the book) is the last section where the reviewer closes the text by providing a final evaluation of the

book and expressing his personal thoughts in regards to whether or not the book is recommended for potential readers.

This rhetorical move structure suggested by Motta-Roth (1995) has been taken up in several following studies on BRs. Below is a list of previous move analysis studies on book reviews and they are further explained in the following paragraphs.

Table 1. Previous Move Analysis Studies on Book Reviews

Author-Year	of BRs	Languages of BRs	Disciplines, # of dis.
Motta-Roth (1995)	180	English	Linguistics, Economics and Chemistry (3)
Motta-Roth (1998)	60	English	Linguistics, Chemistry and Economics (3)
De Carvalho (2001)	ns*	English Portuguese	Literary Theory (1)
Nicolaisen (2002)	60	English	Library, Information Science (2)
Khunkitti (2005)	59	English	Applied Linguistics (1)
Suárez and Moreno (2006)	120	English-Spanish	History, Law (2)
Junqueira (2013)	180	English-Brazilian Portuguese	Applied Linguistics, History, and Psychology (3)
Ahmadi (2014)	120	English	Mathematics and Computer, History and Literature (4)

ns*: not stated but the number of BRs is <50

In her study on move patterns of BRs, Nicolaisen (2002) collected BRs from the field of Library and Information Science. She suggested that all of the moves identified earlier could be found in over 80% of 60 book reviews in her corpus. The study showed that there seemed to be a common pattern of overall rhetorical structure; however, slight differences were also observed across disciplines. Nicolaisen (2002) added two more sub-functions to move 4. These are Sub-function 12: neither recommending nor disqualifying the book and Sub-function 13: disqualifying the book despite indicated positive aspects.

Although limited in number, in addition to disciplinary studies, there are cross-cultural studies on moves in book reviews. Suárez and Moreno (2006) compared BRs in English and Spanish in regards to their rhetorical structures. The findings of their study, which was based on a corpus of 120 BRs from History and Law, suggested that there were variations in moves identified. Moves in English book reviews were more clearly separated and used independently, whereas there were instances of fusing moves in Spanish.

De Carvalho (2001) analyzed rhetorical structures of BRs in English and Portuguese from the Literary Theory field and confirmed Motta-Roth's rhetorical move framework with a slight change (fusing of move 2 and 3). Another recent study by Junqueira (2013) looked at BRs in English and Brazilian Portuguese. Her findings also confirmed that BRs largely included the moves first identified by Motta-Roth (1995), with the exception of evaluative Move 3. She observed that in contrast with the original framework, in which there seemed to be a rather linear sequence, move 3 was predominantly cyclical.

Based on Motta-Roth's (1995) move structure model, Ahmadi (2014) conducted a study in which he compared book reviews from hard disciplines (Mathematics and Computer) and soft disciplines (History and Literature). He found out that there seemed to be significant differences in the schematic structure of History-Literature (SOFT), Mathematics-Computer (HARD) and the overall schematic structure of both corpora.

2.4 Cross-cultural studies of BRs

BR is one of the most noticeable genres which have recently attracted cross-cultural attention. These cross-linguistic studies on BRs provide promising results in order to better understand academic writing as a culturally dynamic genre. The target cultures in these recent studies are, for instance, English and Spanish (Salager-Meyer and Alcaraz Ariza, 2003; Suárez, 2006; Moreno and Suárez, 2008a, 2008b), English and French (Salager-Meyer et. al., 2005), English and Italian (Giannoni, 2006; Bondi, 2009), English and Chinese (Taylor and Chen, 1991; Bloch and Chi, 1995), English, French and Spanish (Salager-Meyer et. al., 2003).

While some of the cross-cultural studies compared how the structure of BRs were different from culture to culture in terms of moves (e.g., Suarez & Moreno, 2008a; De Carvalho, 2001), there were studies comparing two cultures from a pragmatic perspective showing that evaluative language was realized in different ways in different cultures as shown in the study, for example, by Moreno and Suarez (2008). They collected 20 BR in Anglo-American and 20 in Spanish in order to find whether there were cultural differences in the realization of BRs. The findings of the study showed that there were noteworthy differences between these two cultures compared. It was suggested that "Spanish writers are less critical/evaluative in general and relatively much more positive than their Anglo-American counterparts" (p.24).

Another study comparing three cultures is by Salager-Meyer and Alcaraz Ariza (2004). Their study included Spanish, French and English medical journals and focused on negative appraisals. In sum, the study showed that the reviewers of the Spanish BRs made more negative appraisals than their French and English counterparts. In addition to studies comparing English and Spanish BRs, there is a study by Bondi (2009), which compared English and Italian in terms of reflexive language and cultural or disciplinary identity. She focused on two small corpora of 83 BRs in the field of history and looked at the lexicalization of discursive procedures. Among some of her findings was that there were apparent differences between Italian and English in regards to how explicitly an argument was formed.

Cross-cultural studies are significant in understanding how genres are perceived and realized from one culture to another. Thus, the present study which also compares two cultures, Turkish and English, is aimed at shedding light on the issue of cross-cultural varieties of BRs.

2.5 Evaluation in Book Reviews

Evaluative language, which refers to language in which author expresses his opinion, has centered the attention of many linguists (Hunston and Thompson, 1999; Hyland, 2000; Biber, 2006; Myers, 1989; Hunston, 1994). As Hunston and

Thompson (2000) state, evaluations have three main functions: expressing the speaker's opinion, constructing and maintaining writer-reader and speaker-hearer relations, and organizing discourse.

As explained by Hood (2004) evaluative language in previous studies has been analyzed from different orientations such as evaluation as grammar, evaluation as lexis or both lexis and grammar, and more recently evaluation as from a discoursal/contextual level. Studies on evaluation as grammar include, for example, Conrad & Biber (2000) on adverbials, Swales (1990) on tense, Groom (2004) on adjectives in academic book reviews. These studies suggested findings such as adjectives and adverbs frequently expressed evaluative meaning (e.g., Turney 2002; Conrad and Biber 2000). It should be noted that studies in a discoursal level on evaluative language are relatively recent compared to studies on grammar or lexis. In discoursal analysis of evaluation as Shaw (2004, p.122) states "… any stance can be evaluative in context." These studies with a discoursal perpective aim to answer the question of "What is the function of evaluation in discourse?" Thompson and Hunston (2000) summarize a range of views in proposing three functions: the expression of personal opinion; the establishment of consensus or dispute; and the organization of discourse.

In this study identifying evaluative acts is based on Moreno and Suárez's (2008b, p. 18) comprehensive definition as "positive or negative remarks on a given aspect or sub-aspect of the book under review in relation to a criterion of evaluation with a higher or lower degree of generality". They identify evaluative acts as functional units, irrespective of their lexicogrammatical realizations. These evaluative acts, according to Moreno and Suárez (2008a, 2008b) are expected to contain both the (sub) aspect commented upon and what is said about it.

Being one of the most evaluative academic genre types, BRs has been investigated in regards to their evaluative language. The terms of evaluative language used in these studies include praise and criticism, praise and blame, critical attitude,

negative and positive evaluation. Table 2 below shows recent studies which have focused on evaluations in BRs.

Table 2. Studies of Evaluation in Book Reviews

Author-Year	number of BR	Languages of BRs	Disciplines, # of dis.
Hyland (2000)	160	English	Philosophy, Sociology, App. Linguistics, Marketing, Elec. Engineering, Mech. Engineering, Physics, Biology (8)
Salager-Meyer and Alcaraz-Ariza (2004)	150	English, French and Spanish	Medical (1)
Shaw (2004)	22	English	Economy (1)
Römer (2005)	222	English	Linguistic (1)
Mackiewicz (2007)	48	English	Business communication (1)
Salager-Meyer et al. (2007)	100	French	Medical (1)
Moreno and Suárez (2009)	40	Spanish-English	Literary (1)
Alcaraz-Ariza (2009)	50	English	Medical (1)
Diani (2009)	119	English	Linguistics, History, Economics (3)
Tse and Hyland (2009)	56	English	Philosophy, Biology (2)
Sanz (2010)	60	Spanish-English	History (1)
Alcaraz-Ariza (2011)	30	English	Medical (1)
Junqueira and Cortes (2014)	180	Brazilian Portuguese, English	Applied Linguistics, History, and Psychology (3)

Hyland (2000) identified praise and criticism in 160 BRs from eight disciplines. He reported that the amount of praise and its function have generic properties. Praises functioned to express solidarity and to mitigate criticism. In addition, they were observed to begin and close the reviews. In regards to criticism, he stated that negative evaluation was an integral part of BRs. He found out that these negative evaluations were provided in different combinations with mitigations, and opposing pairs. He concluded his study by highlighting that academic book reviewers not

only informed the readers about the book but also negotiated with their readers by various strategies in this threatening genre of BRs.

In another study Hyland (2004) analyzed praise and criticism as semantic units or speech acts in BRs. His cross-disciplinary study included different categories of BRs (e.g., content, style, and author) that received most and least evaluations and where these evaluations occur within BRs (opening or conclusion). In addition, the overall ratio of praise and criticism across different disciplines was also reported. Last but not least, in this study, the types of mitigation devices used for evaluative acts were discussed in detail.

In a study by Alcaraz-Ariza (2011) with a similar purpose of exploring evaluative language in general, 30 medical book reviews published in the period 2000-2009 were analyzed based on a corpus-driven approach. From quantitative analyses, it was found that book reviews contained more praise (58.70%) than blame (41.30%), which is in line with the findings of similar previous studies. The study also reported findings on issues like directness and indirectness, evaluative speech acts, type of criticism (external vs. internal), and linguistic-rhetorical softening devices found. In contrast with Hyland's (2000) study, this study revealed a low frequency of hedged negative comments. Alcaraz-Ariza (2011) stated that this might be because of disciplinary-based differences because in this study all of the BRs were from one discipline, medical.

Mackiewicz (2007) was also interested in exploring compliments and criticisms in BRs in the field of business communication. Based on a relatively small corpus consisting of 48 BRs, he aimed to determine whether there existed an imbalance between these evaluative acts in the corpus and whether gender played a significant role in the realization of evaluative acts. The study showed that nearly 40% of the 48 book reviews contained no criticism at all which implied that there was an avoidance of criticism. In addition, it was found that there was no significant difference between the frequencies of female and male reviewers' compliments and criticisms. There have also been several recent studies with a focus solely on

negative evaluative acts in BRs (e.g., Alcaraz Ariza and Salager-Meyer 2005a and 2005b; Salager-Meyer *et al*. 2005, 2006, 2007a and 2007b).

To begin with, Römer's study (2005) on Linguistic BRs included 222 target texts. Using a corpus-driven approach, she identified four groups of negative criticism: nominal criticism (e.g., *weaknesses*), verbal criticism (e.g., *suffers from*, *seems to lack*), adverbial criticism (e.g., *unnecessarily*), and adjectival criticism (e.g., *unclear*, *vague*) (p. 4). She highlighted that negative evaluative acts were more problematic than positive evaluative acts because it was easier to praise something than criticize it. It should be done in a polite, face-saving way so that the author of the book was not put in a difficult position as the target of evaluation.

Another study with a similar scope but in a different field (medical) by Salager-Meyer and Alcaraz Ariza, (2004) was carried out as a cross-cultural study on negative evaluative acts found in book reviews in English, French and Spanish. Based on their analysis of units such as modal verbs expressing possibility, semi-auxiliary verbs (e.g., to appear, to seem), and nouns, adjectives, and adverbs related to the modal verbs (e.g., perhaps, probably), they found that there were cross-cultural differences in the realization of negative evaluative acts. For example, while French book reviewers tended to adopt a more authoritative and expert voice, Spanish book reviewers tended to use more sarcastic language. Meanwhile, it was found that English book reviews included more personal criticisms.

In addition to negative evaluations, compliments in BRs which are seen as the realization of positive evaluative acts from a pragmatic perspective, have been investigated in some studies. For instance, Alcaraz Ariza (2009) investigated 50 BRs from medical journals in regards to compliments and composed a neat classification of compliments as: "1) conceptual (sections, chapters), 2) textual (visual presentation) 3) personal (book author) and 4) contextual (neither the book content nor the author)" (p. 54). The results of the study showed that overwhelming majority of compliments were on conceptual and textual targets, which meant that the compliments were related to the book itself. This was thought to be stemming

from the fact that the reviewers found it safer to comment on the book itself rather than the authors.

Earlier studies tend to show that there might be cultural differences in evaluating a product of somebody else. For example, Sanz (2010) compared BRs in Spanish and English based on a corpus of 60 History BRs (30 in English and 30 in Spanish). She reported that British texts included a larger amount of negative acts (35.3%) when compared with the Spanish BRs (8.1%). This finding was further investigated by a questionnaire completed by reviewers. Similar to what the finding suggested, Spanish reviewers reported that they did not regard BRs as an evaluative genre, but see it as an informative one.

2.6 Studies of Book reviews with a focus on Appraisal Theory

Evaluation of BRs in this study has been analyzed in two phases. In the first step, a more discoursal and context based analysis of negative and positive evaluation was conducted. In this step, the purpose was to find how positive and negative statements were formed semantically, where and how they appeared in the discourse, and what their structural/functional features were. This analysis provided opportunity to have a general idea of how negative and positive evaluations were distributed in Turkish BRs and English BRs and what these evaluations were on.

In the second step of analyzing evaluation in BRs, the purpose is to have a more detailed analysis of evaluative resources within the framework of Appraisal Theory by Martin and White (2005). While the first step provided a more general idea of positive and negative evaluations, with the application of Appraisal Theory, the analysis was narrowed down to find the individual resources that create evaluative meaning. Details of how analyses were done are further explained in the methodology chapter (3) of the paper.

Appraisal is described as "the semantic resources used to negotiate emotions, judgment and valuations" (Martin, 2000, p. 145). The theoretical framework used for appraisal resources comes from Appraisal Theory by Martin (e.g., Martin, 2000,

2003; Martin and White, 2005). As seen in figure 4 below the theory has three main systems: Attitude, Engagement, and Graduation.
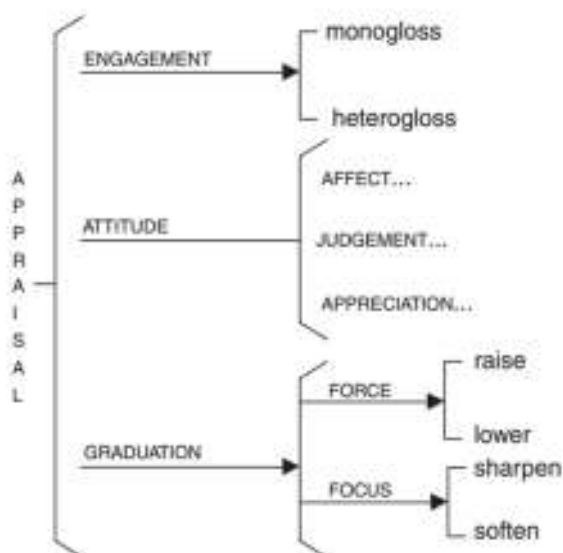
Figure 4. Overview of Appraisal Resources (Martin & White, 2005, p.38)

Attitude is "concerned with our feelings, including emotional reactions, judgments of behaviour and evaluation of things" (Martin & White, 2005, p. 35). It consists of three sub-resources: affect, judgment, and appreciation. Affect refers to resources for expressing emotional states and responses (e.g., happy, sad etc.). Judgment, include resources used to evaluate other people in terms of their character and social behavior in relation to culturally established sets of moral, legal, and personal norms (e.g., right, wrong, ethical, responsible, etc.). Appreciations are interpersonal resources for expressing positive and negative evaluations (likes/dislikes) of objects, texts, entities, processes, and natural phenomena. (e.g., beautiful, unattractive, yummy, simple, etc.)

As Martin and White (2005, p. 97) expresses, *Engagement* is "directed towards identifying the particular dialogic positioning associated with given meanings and towards describing what is at stake when one meaning rather than another is employed". It consists of two distinct resources: monoglossia and heteroglossia. The former means there is no references to other viewpoints (e.g., the Earth goes

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round the sun, etc.) and the latter means there are references to other viewpoints (e.g., according to astronomers, the earth goes round the sun, etc.)

Graduation as the last resource deals with "grading phenomena whereby feelings are amplified and categories blurred" (Martin & White, 2005, p. 35). It is divided into two major resources: force and focus. Force refers to resources used as "adjustments" of the degree of evaluations. It is subdivided into intensification (e.g., better, best, really big, etc.) and graduation (e.g., a little, a bit, somewhat, least, bit, etc.). Focus refers resources used in the non-gradable context, "it has the effect of adjusting the strength of boundaries between categories, constructing core and peripheral types of things" (Martin & White, 2005, p. 37). It is subdivided into sharpen (e.g., award-winning, all alone, etc.) and soften (e.g., sort of, kind of, somewhat like etc.). As can be seen in the list below, Appraisal framework has been used in a variety of contexts such as movie reviews, football broadcasts, and national anthems.

Table 3. Previous Studies Applying Appraisal Theory

Author-Year	Target genre
Ahmadi, N. (2014)*	120 book reviews
Caldwell, D. (2009)	post-match interviews broadcast
Cheng, C. (2014)*	48 academic book reviews
Chu, C. (2014)	teacher talk with new arrival students
De Souza, A. A. (2006)	national anthems
Derewianka, B. (2007)	adolescent academic writing
Fuoli, M. (2012)	BP's and IKEA's social reports
Gea-Valor, M. (2008)	non academic book review
Gorjian B., Ahmadi, N. & Rahimzadeh, Z. (2014)	40 epic reviews
Hood, S. (2004)	dissertations, research papers
Kaltenbacher, M. (2006)	tourist websites
Lipovsky, C. & Ahmar M. (2010)	students' comments on NEST, NNESTs
Lv, G. (2015)	essays written by Chinese students
Mackay, J. & Parkinson, J. (2009)	student teacher reflections
Miller, Donna R. (2004)	impeachment of the President
Mora, N. (2011)	online book reviews
Sano, M. (2010)	blogs
Shaw, P (2006)*	software design proposals and house agents' particulars, academic book reviews

Table 3. Cont'd

Swain, E (2007)	novice discussion writings
Taboada, M. & Marta C. (2012)	film reviews, book reviews
Trnavac, R. and M. Taboada (2013)	reviews of movies, books, music, hotels, and consumer products
Wang, D & An, X. (2013)*	30 academic book reviews
Zhang, L. (2014)	commentary texts

* studies on academic book reviews

As aforementioned, it is apparent that book reviews are evaluation-loaded by nature. In the light of the Appraisal Theory (Martin, 2000; Martin & White, 2005), which is based on language of evaluation, three main evaluative sources for *attitude, engagement* and *graduation* were investigated in book reviews. Although the number of these studies is limited, the findings reported are insightful (Cheng, 2014; Wang & An, 2013; Shaw, 2006). The reason why these studies are found to be significant and promising is that applying such a comprehensive and robust framework provides us with a broader picture and detailed understanding of how evaluative sources are realized in book reviews. In the following paragraphs, these appraisal studies particularly on book reviews are presented.

To begin with, Cheng (2014) conducted a contrastive analysis of English and Chinese book reviews in the light of the Appraisal Theory. The data for the study came from 40 Linguistics book reviews: 20 in English and 20 in Chinese. The scope of the study was limited to attitude; therefore, engagement and graduation were excluded. Both quantitative and qualitative approaches were adopted in the study. The findings showed that in both English and Chinese BRs affect only took up a very small part among all the instances of attitude. Judgment also constituted a small part of the total instances of attitude; however, appreciation accounted for the great majority of attitude. To sum up, in a nut shell the study revealed that English BRs were found to keep a higher percentage of affect and reaction than Chinese BRs. Since affect is personalized and subjective, English reviewers were found to be more subjective in their evaluations than Chinese reviewers who were found to be more objective. In their study Wang and An (2013), focused on 30 Chinese BRs published between 2008-2011. Similar to Cheng's (2014) study, this study also

focused on attitude and excluded engagement and graduation within appraisal framework. The annotation of affect, judgment, and appreciation in Chinese BRs revealed that attitude resources were distributed in all parts of the reviews from beginning to closing. The study also showed that among the sub-categories of attitude, the frequency of affect was much lower than that of judgment and appreciation. This shows that Chinese reviewers avoided expressing their emotional reactions and subjective evaluations. The evaluations of the book mostly included appreciation values targeted at the book or judgment values targeted at the book author. It was also reported that appraisal resources in the evaluation sections of the BRs outnumbered the resources found in other parts of the reviews which were introduction, and overview. Introduction and overview were the sections where the reviewer took a neutral standing.

Ahmadi (2004) aimed at finding which attitudinal expression (*affect, judgment* and *appreciation*) was used more by reviewers of soft and hard disciplines. The data for his study comprised of 60 soft sciences (30 History and 30 Literature) and 60 hard sciences (30 Mathematics and 30 Computer) book reviews. The BRs were published from 2005 to 2013. The results of the study are similar to findings of previous studies mentioned above in that appreciation resources encompassed high frequency among the attitudinal expressions in both Soft and Hard group. In regards to other attudinal resources, in soft group affect and judgment resources were used more than hard group. This meant that reviewers in hard discipline showed less affection or emotional viewpoints in their works.

Shaw (2006, p. 2) suggests that "particular sorts of discourse are associated with particular types of genre". Based on this idea he grouped review genres as interested (Promotional) genre and disinterested (Evaluative) genre. In his study he compared three types of review genres: two interested or promotional in purpose: software design proposals and house agents' particulars and one interested genre which was academic book review. By applying attitude resources (affect, judgment, appreciation), he found out that there were not as many judgment resources in interested genres as in disinterested genre of book reviews. In addition, the common

evaluative expressions were observed different in these two groups of review genres. While the most common judgment expressions were *excellent* and *fine* for BRs, in promotional genres the common expressions were *on time, robust, attractive,* and *popular*. This seemed to be an indication that there were genre type differences and varieties in the use of evaluative resources.

It should be noted that application of appraisal framework in book review genre is a recent practice. Therefore, the number of studies is limited. However, all of these studies show that there are common patterns found in the use of evaluative resources in BRs. Based on these promising findings and insights drawn from these studies, this study aims to apply appraisal framework on BRs from two different languages. In addition, unlike previous studies, this study includes all three types of appraisal resources, namely attitude, engagement and graduation.

CHAPTER 3

THEORETICAL & METHODOLOGICAL CONSIDERATIONS

3.0 Presentation

This chapter presents how selection, collecting, and analysis of the data were accomplished in this study. In the following paragraphs of the chapter the steps listed below are presented:

i) explaining the procedure for collecting the BR corpus

ii) describing TBR and EBR corpora

iii) discussing the theoretical frameworks followed to analyze the corpora

iv) explaining corpus analysis procedure: introducing the software, UAM corpus tool, annotating the corpora and identifying target moves, and acts.

3.1 Corpus Compilation Procedure

The corpus collected for this study is a specialized and comparable corpus rather than a general corpus which is comprised of texts from a wide range of genres and topic areas. The specialized BR corpus collected for this study includes samples of a particular register of a language. The purpose of collecting specialized corpus varies and depends on the research goals. As Bennett (2010, p. 13) states "A specialized corpus contains texts of a certain type and aims to be representative of the language of this type. Specialized can be large or small and are often created to answer very specific questions." In this study, as aforementioned the purpose is to collect and analyze BRs in English and Turkish language. For this purpose, in order to collect well-designed and documented specialized corpora of Turkish and English book reviews, some essential criteria of corpus collection such as having a clear purpose, representativeness, balance and size were taken into considerations.

Representativeness in corpus studies is found to be a significant issue that should be paid attention. Biber (1994, p. 378) defines this term as "the extent to which a sample includes the full range of variability in a population". The representativeness of a general corpus depends heavily on sampling from a broad range of genres whereas the representativeness of a specialized corpus means having a balance by including a wide range of types so that it can be claimed to represent the particular variety of language. This variety in this study with genre-specific corpora was accomplished by including sample book reviews from ten different disciplines. Also, the study has pre-defined and clear corpus collection criteria which help to construct a more representative, balanced, large-enough corpus for the purpose of this study.

In addition to considerations in compiling specialized corpora, there are also issues to take into consideration in creating corpora which can be compared. Comparable corpora is defined by McEnery (2003, p. 450) as "a corpus containing components that are collected using the same sampling frame and similar balance and representativeness e.g. the same proportions of the texts of the same genres in the same domains in a range of different languages in the same sampling period." It should be noted that the texts in the BR corpora in this study are not translations of each other but they are all sample texts from the same genre of book reviews

Special attention had to be paid in the procedure of setting the criteria so that corpora collected, namely TBRC and EBRC, can be compared. As Moreno (2007) also states, in order to achieve a maximum comparability between two corpora, it is a matter of great importance to control as many relevant confounding factors as possible. Collection of texts from same genre, collecting BRs from same type of journals (academic journals), from same disciplines, paying attention to authorial features, text length of BRs, time of publication are the main factors taken into account in data collection for this study. These criteria used for finding target book reviews are further explained in the following paragraphs.

3.1.1 Finding Target Journals

There are many journals of potential relevance to the scope of this study in English; however, when academic book reviews were searched in Turkish, it was found that journals publishing book reviews were relatively limited. It was not even likely to find Turkish academic book reviews especially in disciplines such as engineering, life sciences, and architecture. Based on this limitation, corpus compilation in this study was primarily dependent on the existence and availability of book reviews in Turkish journals. To begin with, in order to identify target journals, an initial survey on experts' opinions on which journals to focus on was carried out. I contacted a published researcher in each discipline both in Turkish and in English and asked him/her to provide me with three journal names that are prestigious[1] in their discipline. When the recommendations from academic experts were collected, journals were checked if they followed other criteria such as; the journal had to be published in Turkey for Turkish journals and the USA for English journals. This was a vital criterion which made the cross-linguistic/cross-cultural analysis of the genre possible. Another criterion was that the journal was a reviewed journal. Thus, BRs were chosen from top-ranking journals because the works published in these journals had undergone a strict peer review and editorial scrutiny (Connor, 2004).

For the purpose of the present study, Institute for Scientific Information (ISI) as well as Middle East Technical University (METU) library database, and Google Scholar were used for seeking journals in English. For finding Turkish BRs, Ulakbim, which is a national database for refereed journals published in Turkey, was utilized. For the journals in English, impact factor has played a significant role in determining whether the journal was a well-known and valued journal in the discipline. However, it should be noted that finding BRs in Turkish was not as straightforward as it was in the case of English. For one thing, the number of journals published in Turkish is relatively less than the ones published in English.

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[1] A prestigious journal here means one which is well-known in that specific field, which can be considered as a representative of that field and the researchers would like their work to be published in that journal.

Moreover, not all the journals published in Turkish include BRs. Therefore, the availability of textual data was the priority in the case of collecting Turkish BRs.

Variety of journals was also considered in compiling the corpus. It was ensured that BRs should be retrieved from as many different journals as possible. This was done to make sure that the effect of journal style is minimized. However, as aforementioned, there were limitations in finding journals including BRs. In some disciplines it was not likely to find different journals. For example, in Political Sciences, all the BRs are retrieved from one journal, Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi, which was found to be the only journal publishing book reviews in that field at the time of BR search. (See Appendix A for the full list of journals in English and Appendix B for Turkish)

3.1.2 Finding target Book Reviews

The data set for the present study consisted of two specialized corpora, both of which were BRs published in academic journals, one in English and the other in Turkish. In order to ensure that these two corpora were comparable, the main criteria were that BRs had to be from the same academic discipline and written in the same time period. It is underscored in previous studies that time and discipline might affect the frequency and type of critical acts made (Salager-Meyer, 2006). In the selection of BRs from journals, several additional factors that might affect the frequency and type of critical comments were taken into account. For example, there were several standards followed about the reviewers of the BRs. These are a) only single-authored book reviews were chosen, b) the book reviews had be to written by native speakers[2] of Turkish and native speakers of English (American), c) not more than one BR from the same author was included. This was to eliminate stylistic differences between individual reviewers thus heterogeneity in the use of lexico-grammatical features was ensured.

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[2] Native writer status was assessed on the basis of the writers' name and surname and of their institutional affiliation. When I was in doubt about the writer's first language, I contacted the writers in order to enquire about their native language via the e- mail address provided in the book review. If the e-mail address was not provided, the author was reached via Google search. I contacted 21 authors who all confirmed their "native English-speaker status".

Besides criteria on reviewers, general criteria followed were a) a manageable sample was collected since a manual qualitative analysis of each book review was required, b) reviews of more than one book in a single text were not included in the corpus, c) since the length of individual texts was also believed to be a potential confounding factor which might affect the overall structure of the BR and the rhetorical moves, BRs too long or too short were not included in the corpus. By meeting this criterion, it was ensured that reviewers had similar opportunities in terms of space to write critical views on the books under review.

The process of finding book reviews included searching and browsing databases (e.g., Jstor, Google Scholar, ULAKBIM). Most of the time, there was a separate section at the end of the journals which was allocated for book reviews; however, there were also cases where book reviews were not placed in a separate section but presented among research articles. In such cases, the researcher had to read through all the published texts in a journal to find BRs. The search term for English book reviews was "book review" or "review of …" Yet, finding the right search term was more complicated in Turkish. The term "book review" had many other alternatives such as "kitap tanıtımı", kitap değerlendirme", "kitap eleştirisi", "yayın tanıtımı", "kitap incelemesi", "kitap inceleme ve değerlendirme", or "kitap kritiği".

3.1.3 Finding Target Disciplines

It should be noted that Turkish resources were relatively rare compared to English. Thus, the actual choice of disciplines was primarily guided by the availability of textual data. In the corpus there were twenty book reviews from each of 10 disciplines: Educational Sciences (ES), History (HS), Law (LAW), Language (LN), Literature (LIT), Medical Sciences (MED), Philosophy (PH), Political Sciences (POL), Sociology (SOC), and Theology (THEO). The choice of ten disciplines allowed comparison of features across contrasting fields. The BRs collected were published in a twenty five-year time span (1990-2015).

Once appropriate and relevant disciplines, journals and BRs were found, and it was ensured that they met the standards specified, corpus compilation procedure began with downloading BRs from each journal's website via relevant databases. They

were saved in folders by discipline as pdf files. Each file was labeled using a notation system that would identify author's surname, the discipline, publication year and gender as shown in the example, walter_es_99_m. "Walter" is the surname of the author, "es" denotes the discipline Educational Sciences, 99 indicates the publication year (1999), and "m" stands for gender, male.

Each file was converted to plain texts with UTF-8 encoding and saved in new folders by discipline. Each BR was cleaned for irrelevant information about the reviewer (name, affiliation, address, and research interest), review headers, title of the review, footnotes, page numbers, journal name, author biographies, and other irrelevant information so as to enable a more accurate word count, and to obtain solely review texts which makes annotation procedure easier. It should be noted that pdf files were retained to allow for subsequent examination of each original file when necessary. When the process of downloading and cleaning the reviews was completed, the specialized corpora of TBR and EBR were created. In the following section these two corpora are presented in detail.

3.2 TBRC and EBRC

The corpora for this study were comprised of 191 Turkish and 194 English book reviews from 10 different disciplines. The English book review corpus has 291,837 words and the Turkish book review has 293,538 words.

Table 4. Descriptives about EBRC and TBRC

	EBR	TBR	Total #
# Book reviews	194	191	385
# Disciplines	10	10	-
# Journals	127	84	211
# Words	280,224	283,208	563,432

As can be seen in table 3 above, the Turkish and English corpora are roughly similar in size, which was a primary consideration and criterion in compiling these corpora. These similar numbers can be considered as an indication ensuring that the book reviews in each corpus provide a similar platform for the reviewer to present his/her critical views. When a detailed analysis of the length of BRs in each

discipline was carried out, it was found that there were some disciplinary differences in target languages as can be seen in the figure below. For example, Turkish BRs are shorter than EBRs in the field of Medical Sciences. Another major difference is in the field of Theology. While the word number of BRs in Turkish in this field is 45,090, it is 22,899 for English.
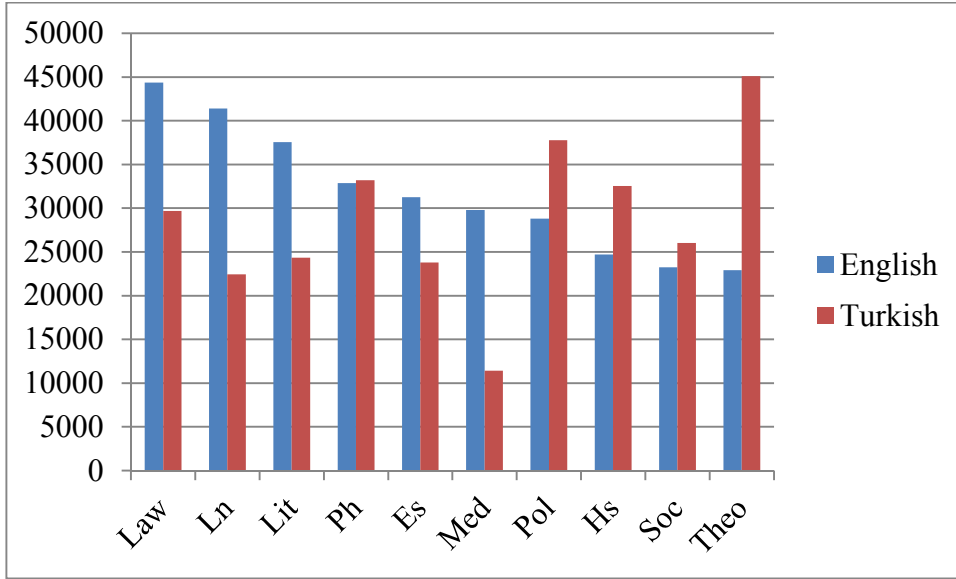
Figure 5. Comparison of Word Numbers of BRs in Each Discipline

The book reviews collected were published in academic journals between the years of 1995 and 2015. Figure 6 below shows the distribution of book reviews across years. This study is not designed as a diachronic corpus-based study to track changes over a period of time; still, in order to have a balanced specialized corpora, publication time of the book reviews were taken into consideration. As can be seen in the figure below, there is a similar distribution in the target languages and most of the book reviews are from 2011-2015 period in both languages.
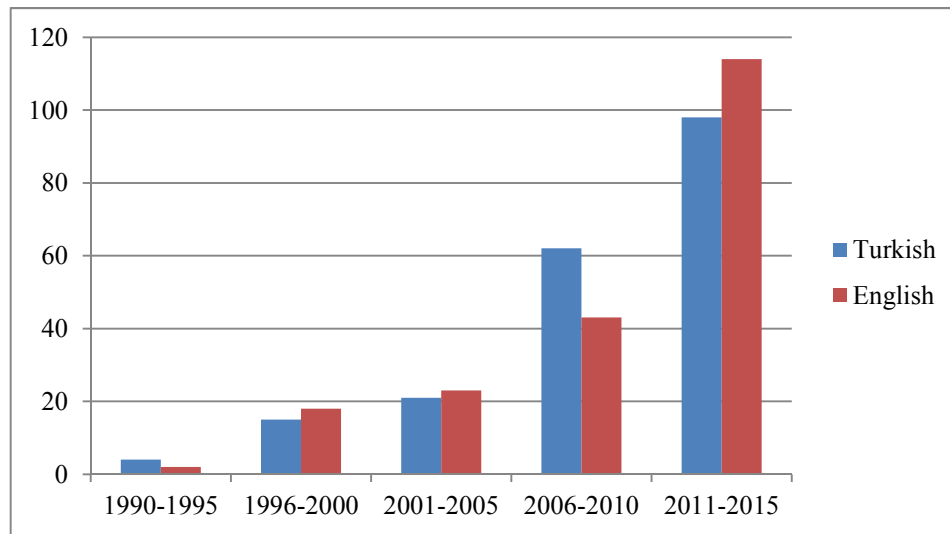
Figure 6. Distribution of English and Turkish Book Reviews across Years

The overall distribution of Turkish and English book reviews according to years in each discipline is as seen in the figure below. When two languages were compared, slight variations in BRs' distributions according to years was observed. For example, there is not an English history BR before 2006 in the corpus but there are five of them in the Turkish corpora. It is found that such slight differences in terms of distribution of the BRs in each discipline in two languages according to years would not affect the purpose and scope of the study.
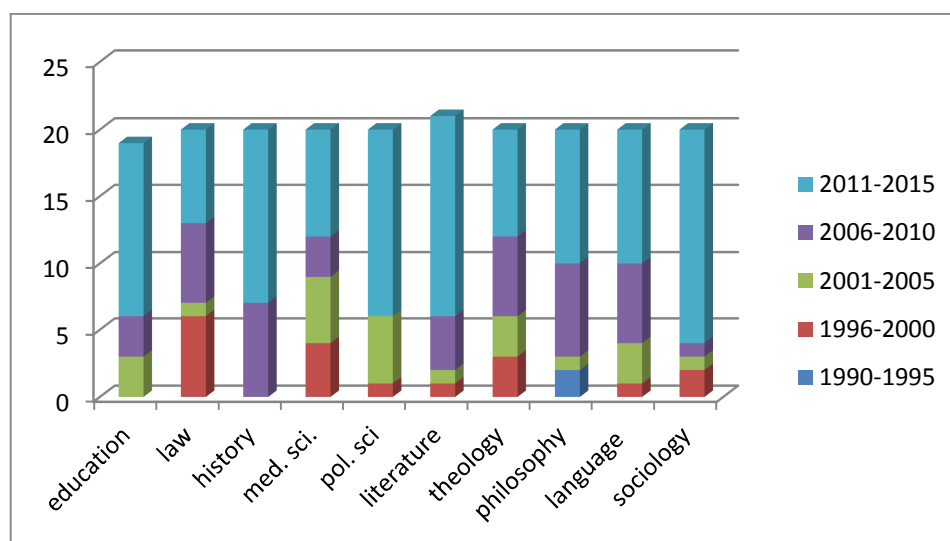
Figure 7. Distribution of English Book Reviews across Years in Each Discipline
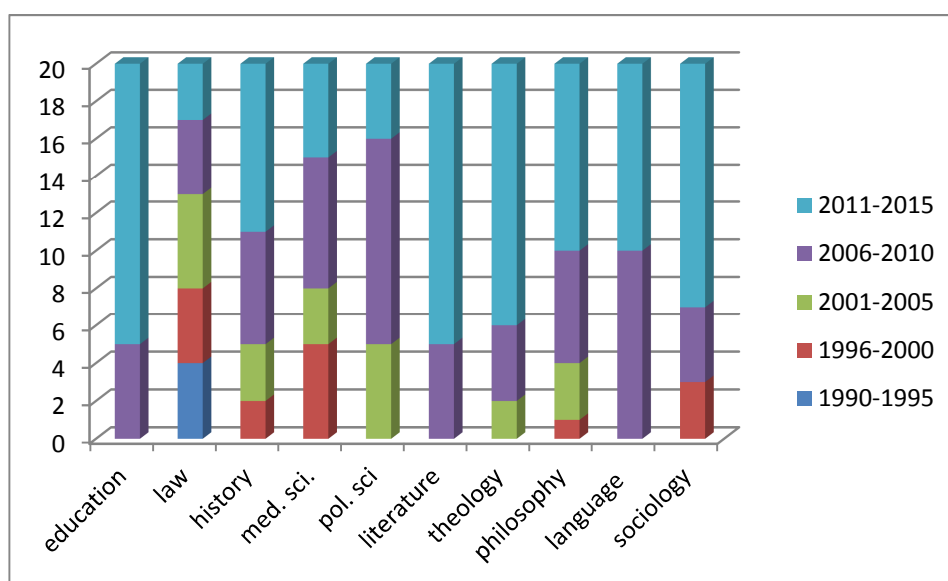
Figure 8. Distribution of Turkish Book Reviews across Years in Each Discipline

One last note about EBRC and TBRC is that although gender was not among the main criteria to be considered, to avoid possible gender bias, balance between male and female book reviewers was assured to some extent; there were 69 Turkish and 72 English book reviews written by female authors in the corpora.

3.3 Theoretical Frameworks for Corpus Analysis

In the previous section, how the two sub-corpora were created, what variables were taken into consideration in text selection and the corpora compiled were overviewed. In this section, theoretical frameworks and approaches used to conduct this study are explained for each step of the study. First, in order to analyze the structures of BRs the move model for BRs suggested by Motta Roth (1995) is explained. Then the approach taken to analyze the evaluative language of the BRs is explained, and lastly framework for analysis of appraisal is presented.

3.3.1 Framework for Structure Analysis of Book Reviews

As discussed in detail in chapter 2, in the literature review, the pioneering works which inspired further move analysis of in genres were by Swales (1990), Bhatia (1993), and Hyland (2000). However, the initial study aiming move analysis of particularly book review genre was by Motta Roth (1995). Her work was based on

180 book reviews in the fields of Chemistry, Economics and Linguistics. As a result of her analysis, she came up with a model which presented the moves and sub-functions found in the book reviews in her study.

This general outline showing the moves of BRs was confirmed by other scholars who also aimed at analyzing rhetorical structures of BRs. The adaptations of this model led to some slight changes in the original model. For example, De Carvalho (2001) merged move 2 and move 3 and reduced four moves to three in her analysis of English and Portuguese BRs from Literary Theory. Nicolaisen (2002a), who analyzed a corpus of Library and Information Science book reviews in English, had to include two more sub-function in Move 4: *disqualifying the book despite indicated positive aspects, neither recommending nor disqualifying the book.* Suarez and Moreno (2008) carried out an English-Spanish cross-linguistic study of 40 BRs of literature. Their adaptations of the model included adding a sub-function (6) under move 1: *informing about the writing technique used by the author.* Also, for move 4, they reported that there were no realizations of sub-function 10: *definitely disqualifying the book.* Instead, the authors added *definitely recommending the book.* Moreover, they added two more options for Move 4: *not recommending the book despite indicated strengths*, and *providing neutral summary-conclusion.* These variations were reported to stem from disciplinary features and cultural differences.

To sum, the move model suggested by Motta-Roth (1995) has inspired and been used in several other studies. The model with overarching four moves has also been applied to the analysis BR corpus in the present study. The rhetorical scheme emerged is further explained in Chapter 5 where findings of the move analysis are presented.

3.3.2 Framework for Evaluative Language Analysis

The second phase of the study was aimed at analyzing the positive and negative evaluations found in the BRs and identifying what was being evaluated on. It should be stated that there is not a suggested framework or a model that can guide to find

evaluative acts in the literature. However, the definition proposed and the approach taken by Suarez (2006) for evaluative acts in book reviews was found to be helpful for the analysis in this study. Suarez (2006, p. 153) explains it as "We have counted as an evaluative act any structural unit, irrespective of its lexico-grammatical configuration, that contains both the (sub) aspect commented upon and what is said about it, or what action is recommended." Here is an example which illustrates how tagging of evaluative acts was carried out by Sanz-Lores (2012, p. 100):

 (1-) <u>It has little to say</u>, for instance, about the vast majority of the rural population. (2+) Nevertheless <u>it is a hugely ambitious book</u> (3+) <u>that is not afraid to tackle big questions</u>—the kind that students are wont to ask and specialists loth to answer—and to engage them in (4+) <u>an original, penetrating and compelling fashion</u>. (EHR 8)

In the example above, the underlined parts show evaluative acts tagged and minus and plus signs show negative and positive polarity. With this approach, as seen above, a sentence can have several units of evaluation. Based on this method of finding evaluative acts, this study yielded a framework which includes how negative and positive evaluative acts are structured and occur in the text. This structure is elaborated on in the Identifying and Analyzing Evaluative Acts section (3.4.2) of this chapter.

3.3.3 Theoretical Framework for Analyzing Appraisal Resources

The third phase of the study was aimed at identifying interpersonal meaning within the analytical framework of Appraisal. Once the evaluative acts were found and an overall idea of positive and negative evaluations found in BRs was obtained, then the study went one step further and focused on how these evaluations were realized in the target languages. Therefore, in this third step of the study the overall purpose was to describe and quantify the evaluations expressed.

There are several reasons why Appraisal Theory by Martin and White (2000) was chosen as the theoretical framework to study appraisal resources in Turkish and English book reviews in this study. First of all, it is a theory grounded in SFL which is the core theory of this study; therefore, it is the most relevant theory for this study. Secondly, it is the only theory that provides various semantic options (Attitude, Graduation, and Engagement) within the system which enables to have a broader understanding of the Appraisal in the data. As Caldwell (2009, p. 13.3) states "Appraisal incorporates two fundamental types of evaluation, which are often studied separately by linguists (see Thompson and Hunston, 2000): a speaker's/writer's opinion as 'entities' (Attitude), and a speaker's/writer's opinion as 'propositions' (Graduation and Engagement)." However, Appraisal Theory incorporates them and provides researchers with a more comprehensive platform to study evaluative resources. Lastly, it is the only available theory that provides the tools to analyze a wide range of constructions in a language. The comprehensiveness of the theory was exemplified by Hood (2004b) as "…for example, expressions of Attitude can be realized congruently as adjectives functioning as attributes, as in 'a <u>useful</u> technique'. Alternatively they can be encoded as nouns, functioning as the head of a nominal group, as in 'the <u>benefits</u> of …', or realising as a process, such as in 'clarify their thoughts'" (p. 13, 14).

In this part of the paper, the theoretical frameworks and approaches which provide the basis for this study are explained. In the following section the procedure for analyzing the corpora is presented.

3.4 Corpus Analysis Procedure

This section provides two types of information related to the analysis of data: information on the software used in the analysis procedure and information on how data was analyzed for each step of the study (identification of moves, evaluative acts, and appraisal resources). The data in this study underwent both qualitative and quantitative analysis. It is believed that quantitative analysis alone is not likely to fully provide answers for the research questions of this study. In addition, it might not be able to reflect the communicative and evaluative nature of this genre under investigation.

3.4.1 Corpus Annotation with UAM Corpus Tool

For annotating TBRs and EBRs, UAM (Universidad Autonoma de Madrid) Corpus Tool (O'Donnell, 2008) was used. UAM is a program designed and developed by linguist and computer expert Mick O'Donnell. It allows both manual and automatic annotation of collections of texts at multiple annotation layers. For example, files can be annotated as a whole document (for its language, date, author etc.) or a semantic-pragmatic layer can be created to annotate segments within a text. In addition to segments, single words can be annotated in a lexical layer.

Once it is installed, the user creates a *project* in which text files are uploaded. As seen in the figure below, for the purpose of this project several layers were created such as: document layer for tagging the language of BR (Turkish or English); evaluative acts layer to annotate segments within texts as positive or negative evaluative acts; rhetorical moves layer to annotate moves such as move1: introducing the book etc and appraisal layer to annotate appraisal resources. The tool allows the user to add, delete, or edit layers any time during the project.
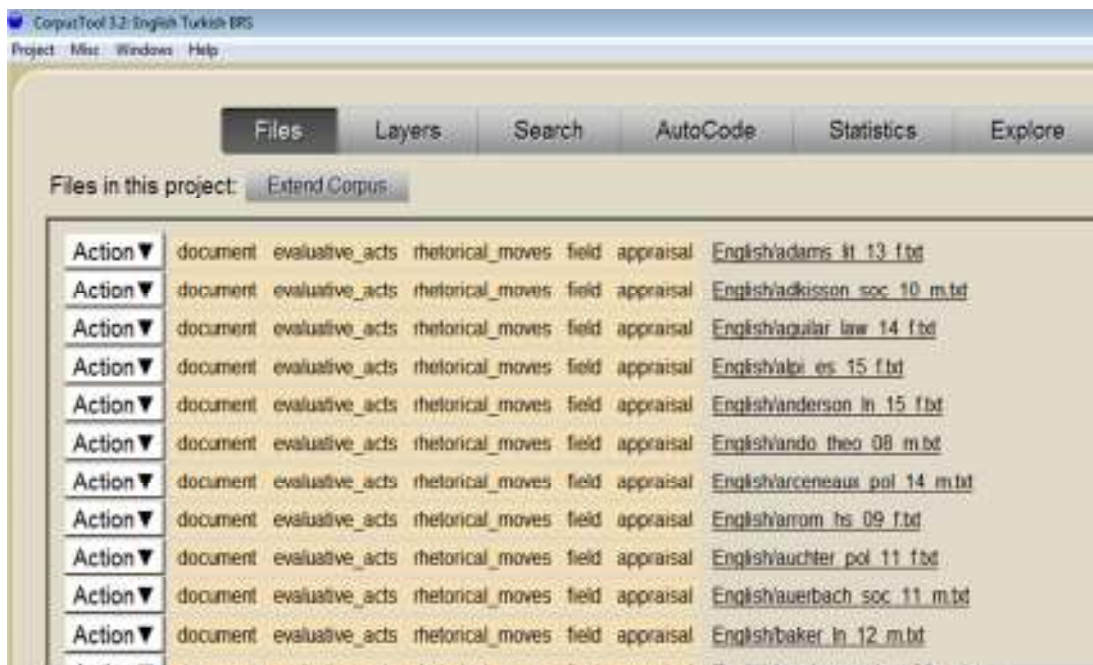
Figure 9. A Screenshot of UAM Corpus Tool Showing Layers

In addition to *layers* function in the tool, another function which is mostly used is "*statistics*". One can perform two types of analysis with this function; "*general text statistics*" and "*feature usage*". As its name suggest, former provides basic statistics of files in the corpus, such as number of segments, number of words per segment, the average segment length and lexical density[3]; whereas the latter function allows digging deep into layers identified, compare sub-corpora, compare features in layers or provide statistics in terms of annotations for each file etc.

It should be noted that the tool provides chi-square statistics to find whether a certain difference is statistically significant or not. McEnery and Wilson (2001, p. 84-85) explain chi-square test as follows:

> Very simply, the chi-squared test compares the difference between the actual frequencies which have been observed in the corpus (the observed frequencies) and those which one would expect if no factor other than chance has been operating to affect the frequencies (the expected frequencies)… [T]he greater the difference between the observed frequencies and the expected frequencies, the more likely it is that observed frequencies are being influence by something other than chance.

The tool provides significance in three ways based on chi-square test results. These are +weak significance (90%), ++medium significance (95%), and +++high significance (98%).

3.4.2 Identifying and Analyzing Rhetorical Moves

BRs were analyzed and coded for their move structure by the researcher to determine how the writers accomplished reviews. This involved scanning the texts to identify text units which expressed a particular function, developing categories inductively through recursive passes through the texts, checking all cases, and coming up with a move. After identifying moves and providing a clear definition for each move, in order to maximize the objectivity of analysis as much as possible,

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[3] Lexical Density (LD) can only be described for English language in the program.

two professors, one native speaker of Turkish and one native speaker of English were asked to code moves of two BRs from each discipline. The researcher reached 95% agreement with the Turkish rater and %92 with the American rater on the coding of the moves. The discrepancies were further discussed and agreed upon. As the next step in rhetorical move identification, an elaborate analysis of each move identified was performed to make cross-linguistics and cross-disciplinary comparisons. The figure below which was exported from UAM corpus tool shows how moves were annotated in an EBR. The BR is labeled as e_harris_theo which shows it is from English corpora, the reviewer's surname is Harris and the text is from the field of Theology.

Stephen Webb has described Taking Religion to School as the record of his own "quest for integrity in the classroom" (p. 13)—that is, a way of integrating faith and reason, religious life and professional development.An associate professor of religion and philosophy at Wabash college, Webb is also a committed christian who has written a strong argument for "teaching religion religiously."His thesis is three-^ fold. "First, the teaching of religion is a religious activity. . . . Second, if teaching religion is a kind of religious activity, then it is of the utmost importance that teachers think through the intersection of theory S and practice, reason and faith in their own lives. . . . Third, if teaching religion is a religious activity, high schools, colleges and universities need to give more scope for religious voices in the classroom and among religion faculty members" (pp. 15-16).Webb begins with an autobiographical narrative. Growing up in a conservative, evangelical church community and attending public schools, he learned early to compartmentalize. Religion and religious voices were excluded from education. In college and graduate school, he pursued the intellectual study of religion, but his faith floundered.[…].In a time when people of faith, educators, and even government officials are engaged in renewed conversations about the intersection of religion and education in our nation's classrooms and the public square, Taking Religion to School has an important contribution to make and is well worth reading.

Figure 10. Exported Annotation of Rhetorical Moves from UAM (e_harris_theo)

3.4.3 Identifying and Analyzing Evaluative Acts

A manual analysis of texts in TBR and EBR corpora was carried out in order to identify all the text fragments that carry a positive or negative judgment of the book reviewer. To achieve this, the very initial step of analysis was to carefully read each BR several times so as to identify each instances of evaluative language. The final scheme which texts were annotated on is given below.

As seen in figure 11, within the scheme there are two types of broad categories: evaluative acts and target. The former is the category which identifies whether an evaluative act is positive or negative. Sub-categories for positive and negative evaluative acts show how the evaluation is structured and realized within the text. The second general category, target, is used for annotating what is being evaluated on. During the analysis, once a unit was identified as negative or positive and its sub-category was also determined, then the researcher was asked to identify the target of evaluation which could be content of the book, style of the book, textual issues, author of the book, publishing issues, or book in general.
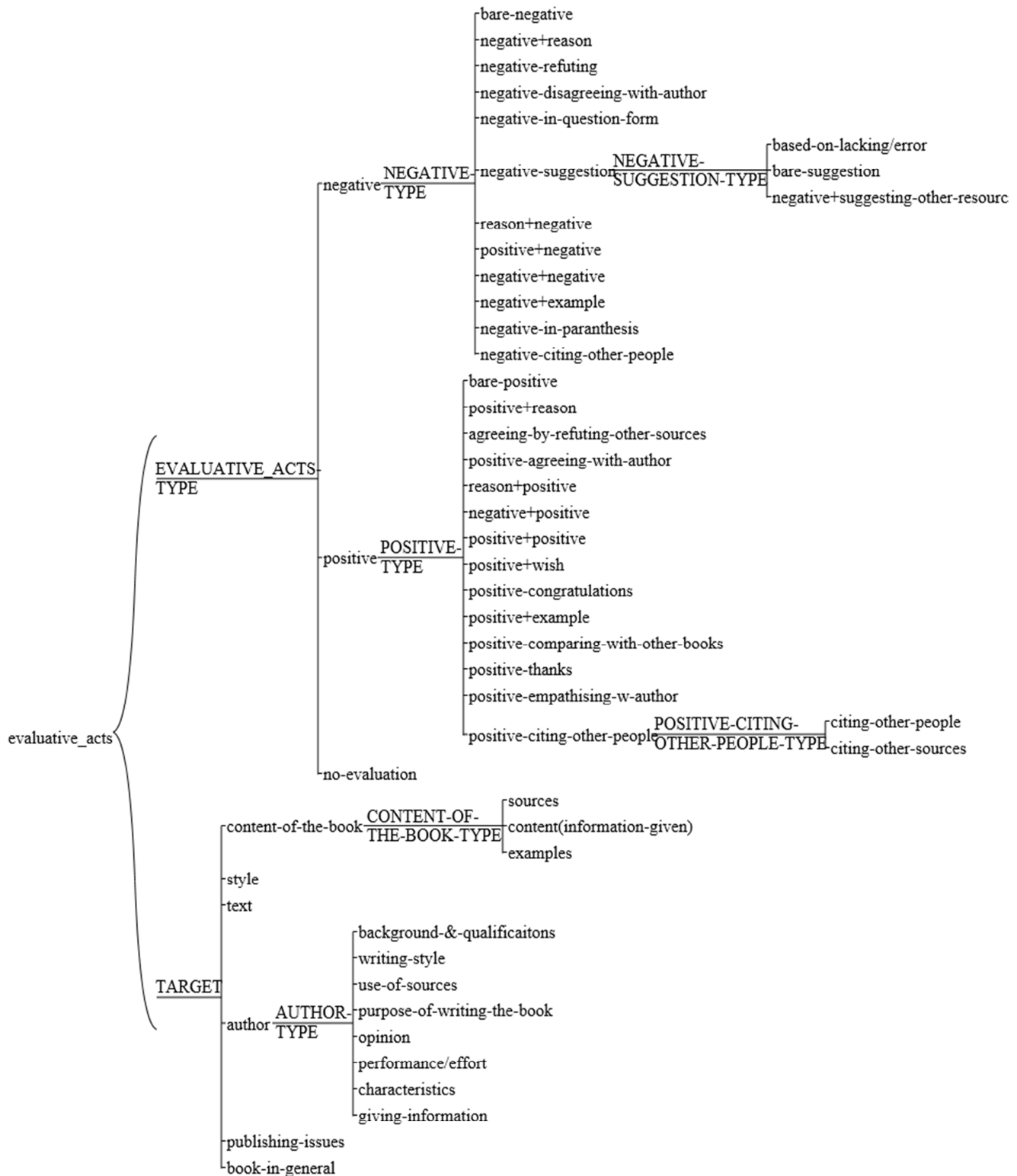
Figure 11. Scheme for Annotating Evaluative Acts in TBRC and EBRC

It should be noted that it was not likely to reach an understanding of whether the evaluation was negative or positive by looking at linguistic items only. Therefore, in addition to identifying negative or positive words or word combinations, context was also taken into account to reach a strong interpretation of the critical act. It was found that in numerous cases, deciding whether a text fragment was either positive or negative could be realized by close reading and elaborate analysis of the co-text and attentive consideration of previously-stated or following sentences (surrounding sentences). Here is a part of a Turkish BR showing annotation of evaluative act.

Psikiyatri disiplininin alanına giren bağımlılık tedavisi ve kaygı, depresyon gibi zihinsel rahatsızlıklar hakkında ayrıntılı malumata yer verilirken egzersiz tedavisi hakkında ACSM (American College of Sport Medicine) kriterlerine atıfta bulunulmakla yetinilmektedir.
Bu da yazarın çalışmasında bir takım eksikliklere neden olmuştur.
Mesela fiziksel aktivite, egzersiz ve spor kavramları tanımlanmamaktadır.
Egzersiz eşikleri ve tipleri hakkında aydınlatıcı bilgi verilmemektedir.
En önemlisi de çalışma somut verilere dayandırılmamaktadır. Tahmini VO2 max (En Yüksek Oksijen Sarfiyatı) değerlerinin Bruce Koşu Bandı Test Protokolünün uygulandığı belirtilmektedir
fakat protokolün ayrıntıları kitapta yer almamaktadır.
Bununla birlikte VO2 max ölçümleri doğası itibariyle zirve ya da zirve-altı antrenman seviyeleri olduğundan hekim onayı olmadan ve gerekli sağlık ve emniyet tedbirleri alınmaksızın uygulanması tehlikeli olabilir.
Bu çalışmanın İstanbul Üniversitesi İstanbul Tıp Fakültesi Psikiyatri Servisinde yatan hastalar katındaki spor salonunda yürütüldüğü kitabın önsözünden anlaşılmaktadır; ancak VO2 max testinin hangi ortamda ne tür sağlık ve emniyet tedbirleri altında yapıldığından bahsedilmemektedir.

Figure 12. Exported Annotation of Evaluative Acts from UAM (t_cetin_med)

One challenge faced in the analysis process was annotating positive and negative acts clustered within the same sentence. In parallel with a functional perspective to the study of language and texts, measuring critical acts was not based on grammatical criteria. Therefore, during the annotation of negative and positive evaluative acts, the text was broken up into units on other than syntactic terms. Based on initial analysis of the texts a tentative scheme emerged. Since the program allows the user to review and edit the scheme created any time during the annotation procedure, the scheme was updated whenever another category was added. The annotation, therefore, was a cyclical process. Once a new category or sub-category was added to the scheme, all the texts were revisited for tagging this new category. Further information about each of these evaluative act types is provided in Chapter 5 where the findings of evaluative acts analysis are discussed in detail.

3.4.4 Identifying and Analyzing Appraisal Resources

The identification and annotation of appraisal resources in TBRs and EBRs was performed by an intensive annotation of each text individually by the researcher of this study to extract qualitative and quantitative realizations of Appraisal resources. With the help of UAM Corpus tool, each instance identified as evaluative was re-annotated in a different layes based on the framework suggested by Martin and White (2005). The UAM Corpus tool provides its users with an embedded annotation scheme for appraisal resources (Figure 13). However, still manual annotation was required to tag the appraisal resources.
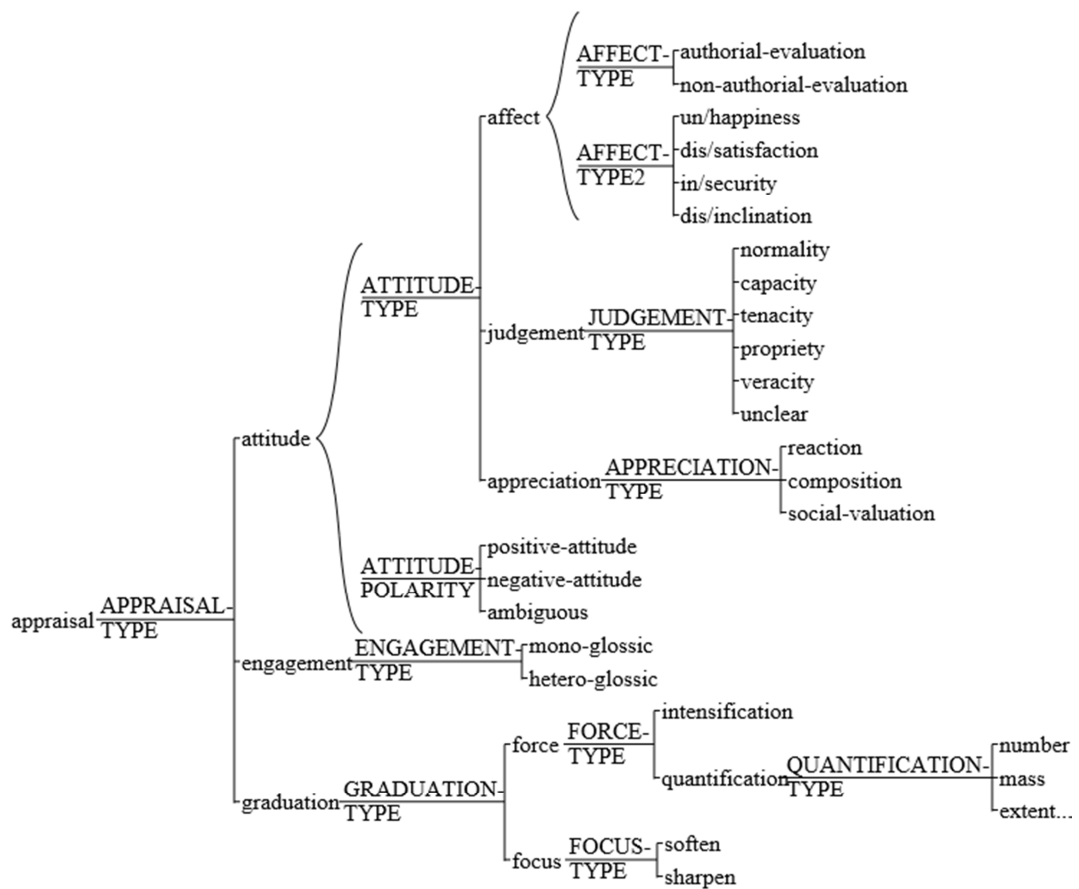
Figure 13. Appraisal Resources Scheme in UAM Tool (Martin and White, 2005)

All attitude, engagement and graduation resources in the corpora were tagged with their sub-realizations. Annotations were made by selecting a length of text, and clicking to choose an Attitude, Engagement or Graduation annotation, which in turn displayed the list of the possible options for the annotation type. A sample appraisal annotation has been given below.

[…] In Single Subject Research Methodology in Behavioral Sciences, David Gast has produced exactly the kind of textbook that is needed to nurture our future genera- tions of applied researchers. Gast, of course, is not the only author to have delivered substantial texts on single-case designs, and, in fact, this is not his first. His 1984 volume with James Tawney has long been considered an especially authoritative treatment of single-case designs for the field of special education. There are a number of other classic texts as well as an assortment of new entries in the catalog of books on single-case method- ologies (e.g., Bailey & Burch, 2002; Barlow, Nock, & Hersen, 2009; Kazdin, 2010; Kennedy, 2005; O'Neill, McDonnell, Billingsley, & Jenson, 2010; Yoder & Symons, 2010). Gast's contribution, however, is distinctive in several ways. The book was written for graduate students, and althoughthe author indicates that the text also is intended for scientist- practitioners and faculty members, the orientation clearly is directed at graduate students preparing for careers in applied research. In addition, it should be noted that Gast is not the only contributor. Of the 14 chapters, 9 have coauthors, and 2 additional chapters were written by authors other than Gast. Still, the volume was fully conceived and developed by David Gast, and, unlike many edited collections, this volume retains all of the stylistic consistency that is charac- teristic of a single-author textbook. The book may be seen as being composed of three main sections. In the first four chapters, authors provide essential contextual information related to the endeavor of applied research. We see the content of these chapters as <segment state="**active**" features="**appraisal;graduation;focus;sharpen**"

> id="**13**">absolutely
features="**appraisal;attitude;appreciation;reaction;positive-attitude**"
> id="**14**">vital for the aspiring researcher. In chapter 1, Gast provides a
> big-picture view of research, including the different kinds of designs and
> approaches that can be used to answer differ- ent types of questions.

Figure 14. Sample text annotation of Appraisal Resources (e_Dunlop_med)

It should be noted that there occurred cases where tagging a lexical item was misleading and that lexical item had to be tagged within other units as multi-word expression. Therefore, the strategy followed was to annotate any number of tokens in order to allow for multiple appraisal units of differing sizes within sentences.

In order to check for inter-coder reliability two independent annotators (one native speaker of Turkish, one native speaker of English) were given fiv book reviews to annotate. Their annotations were compared with the researcher's annotations. Although a higher agreement was found in the annotation of Turkish BRs, the agreement on the annotation of English BRs was substantial. The disagreements found were not in the annotation of main Appraisal resources (attitude, engagement, graduation) but sub-resources which required deeper understanding of the scheme. The findings of the annotations will be provided in detail in Chapter 6.

CHAPTER 4

RHETORICAL MOVES

4.0 Presentation

The purpose of this chapter is to provide an understanding of how BRs in English and Turkish are structured. As mentioned earlier in the methodology section, the schematic model followed in order to carry on the analysis is based on the rhetorical moves model suggested in Motta-Roth's (1995) doctoral dissertation. However, the model has been expanded based on the analysis of BRs in the corpora.

In the following sections, firstly, an overview of the organization of BRs in both languages is explained. This is followed by discussing special issues appeared in the text analysis regarding rhetorical moves. Subsequently, each move and its sub-function(s) found are explained with examples from the corpora and these are compared in the target languages. While providing findings of the analysis, common lexical expressions that help to identify the moves and sub-functions are also presented. Finally, the findings of a disciplinary-based comparison are presented.

4.1 Overview of the Organization of BRs

In order to identify how book reviews were structured, firstly, an overall initial analysis was conducted based on Motta-Roth's (1995) model. This initial analysis aimed to understand if there were structural indicators of moves, such as paragraphs, which would be helpful to identify moves. It was found that book reviews were varied in their organizational structures in both languages and paragraphs cannot be the only parameter to rely on to identify moves. To begin with, BRs in English began with presenting the name of the book, author, publishing year, press, number of pages and the price of the book in a standard format as seen in the figure 15.

The New Fiscal Sociology: Taxation in Comparative Perspective By I.W. Martin, A.K. Mehrotra, and M. Prasad (Eds.), Cambridge: Cambridge University Press, 2009, ISBN 978-0-521-73839-2, xiii+313 pp., Price: US$ 55.00, Paperback.

Figure 15. Standard format of initial presentation of books (e_adkisson_soc)

One significant difference between Turkish and English BRs in regards to this information was that in Turkish this presentation of the book was not as structurally formatted and presented as in English. In English BRs, this format was applied in all BRs, but in Turkish there was not any standard format for this information. As can be seen from the figures (16, 17, 18) below, this type of information was varied. Sometimes it was presented in a table, and sometimes it was footnoted. In addition, there were also samples where the information was provided as in the format in example () from English BRs. However, there was an apparent difference between English and Turkish BRs; although readers of BRs were presented with the information on the price of the book, it was never mentioned in any Turkish BRs.

Elementary Education Online, 7(1), k:4-5, 2008.
İlköğretim Online, 7(1), k:4-5, 2008. [Online]: http://ilkogretim-online.org.tr

KİTAP İNCELEMESİ

Oyunlarla Dil Öğretimi

Meltem Kutay İzgören

Figure 16. Sample Format of Presenting the book in TBRC (t_cetinkaya_es)

Figure 17. Sample Format of Presenting the Book in TBRC

Yazarlar: Ayşen Bakioğlu, Resul Baltacı
Yayınevi: Nobel Yayon Dağtım, Ankara
Basım yılı: 2010
Sayfa sayosı: XXX + 537
ISBN: 978-605-395-339-5

Figure 18. Sample Format of Presenting the Book in TBRC (t_erakkus_ph)

One difference observed is related to where reviewer's name was presented. In Turkish BRs, mostly it was in the beginning after the book's title was presented, and generally the name of the reviewer had a footnote which provides further information about the reviewer. In these headings sometimes the name of the reviewer appeared after the title (book review) even before the book's name was presented and sometimes it appeared after the author's and book's name. There were also cases where it did not appear in the beginning at all but placed at the end of the review. This information about the name of the reviewer was presented in two ways in English BRs. As can be seen in the figure 19, it mostly appeared after the book's name was introduced in the same format seen below. The other way was that the name of the reviewer appeared at the end of the review.

American Journal of Sociology

Playing for Change: Music and Musicians in the Service of Social Movements. By Rob Rosenthal and Richard Flacks. Boulder, Colo.: Paradigm Publishers, 2012. Pp. vi+323. $127.00 (cloth); $23.95 (paper).

Aldon Morris
Northwestern University

Figure 19. Standard format of presenting the book in EBRC (e_morris_soc)

Another difference related to the beginnings of the BRs was that some Turkish BRs had visuals of the book's cover. The total number of such BRs with cover images of books under review did not exceed 7% of all the Turkish BRs and they came from certain journals, which means that it might be a requisition of the journal. The figure below shows a book review with visuals.
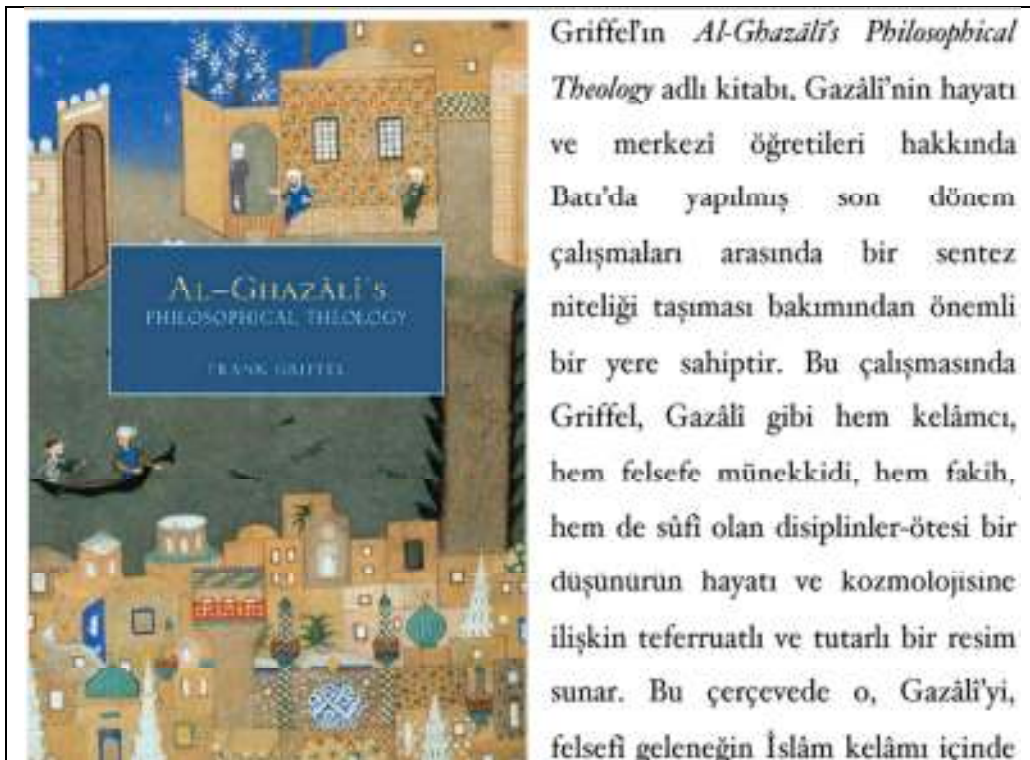
Figure 20. A TBR with a Visual (t_kilic_ph)

This feature of including visuals of the book was never observed in EBRC. Lastly, in some reviews in Turkish, although limited in number, there was an abstract of the review in the beginning (i.e, tulucu_theo; yurdakok_med). In addition, there were also reviews which provided detailed information on the author of the book as seen in the figure below.
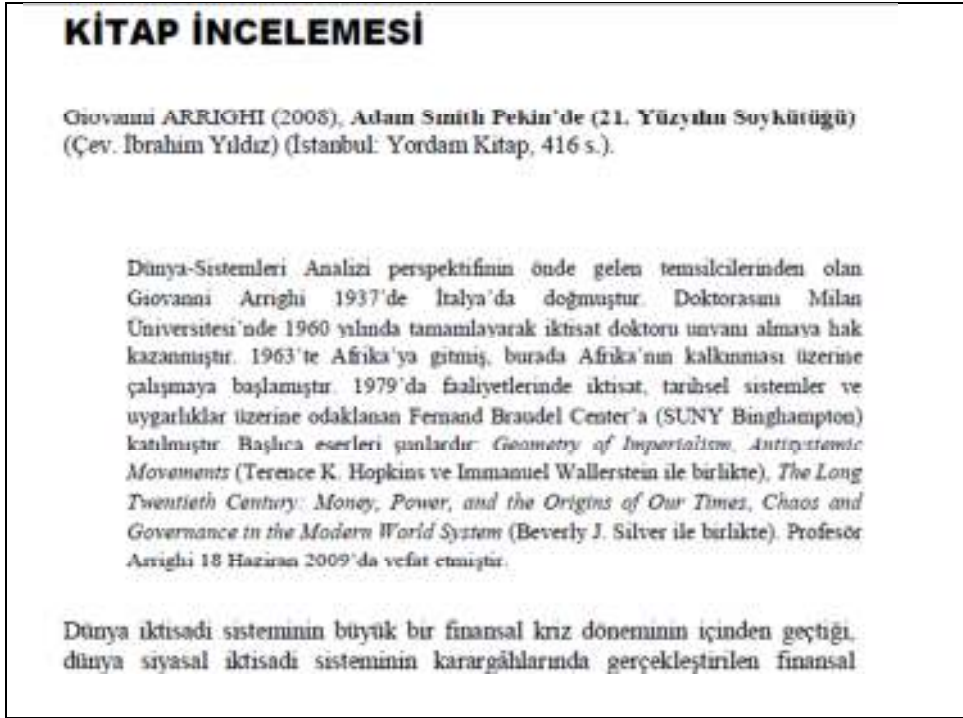
Figure 21. Sample TBR with a Section of Information about the Author

In general, in regards to the general formatting of BRs, it was observed that there was a large group of BRs which had introductory paragraph(s) followed by separate paragraphs devoted to a section or chapter of the book under review. Lastly, there was a closing paragraph. The general scheme of book reviews of this type was as follows:

Introductory paragraph (s)
Paragraph: *Chapter 1 of the book*... (reviewing chapter 1 from the book)
Paragraph: *Chapter 2 of the book*... (reviewing chapter 2 from the book)
Paragraph: *Chapter 3 of the book*... (reviewing chapter 3 from the book)
…
Conclusion

Figure 22. General scheme of book reviews

However, in another group of book reviews, it was found that it was not likely to come up with a general scheme because reviewers tended to introduce and evaluate the book in an arbitrary way. There were many varieties, for example, in some BRs an introductory paragraph was followed by a whole section on the evaluation. There were other examples of BRs which directly began with evaluation of the chapters. There were also BRs in which one paragraph focused on three chapters of the book, yet another one evaluated one chapter which the reviewer found as the most significant.

There was also other group of BRs which had their own structures with their own section headings. It should be noted that these BRs with their own organizational structures did not exceed 7% of the total BRs. Below is an example schematic structure of such a book review. For example, this Turkish BR from educational sciences had its peculiar sections under headings as:

1-Kitabın Biçimsel İçerik Açısından Değerlendirilmesi (Evaluation of the book in regard to its structure)

2- Kitabın Biçimsel, Sistematik, Çeviri ve Türkçe Cümle ve Yazım Kuralları Açısından Değerlendirilmesi (Evaluation of the book in regards to its structure, system, and rules of Turkish Sentence and Orthography)

Figure 23. Sample Format of a TBR (t_guven_es)

Another example of such a case comes from a BR from the field of history which had its own structure with subtitles as seen in figure 24 below.

1. Çalışmanın Sahibi Arnold Talbot Wislon'ın (1884-1940) Kısa Yaşamı
(Life history of the author, ArnoldTalbot Wislon (1884-1940))
2. Çalışmanın İçerik Yönünden İncelenmesi
(Evaluation of book's content)
3. Çalışmanın Biçimsel Yönden İncelenmesi
(Evaluation of the book's structural organization)
4. Sonuç (Conclusion)

Figure 24. Sample Format of a TBR (t_kartin_hs)

In addition to overall structure of BRs, there is another section of BRs that needs to be explained here. It is the references section which occurred at the end of BRs and listed the works cited in the review. There were 67 (33,5%) English BRs which had this section; whereas, there were only 22 (11%) Turkish BRs which had references. Based on this finding, it is inferred that in regards to referring to other works, Turkish book review as a genre is not practiced as it is realized in English. Turkish book reviewers did not tend to refer to outer sources while reviewing books as much as American reviewers included in this study. The table below shows the number of BRs which cite other sources in each discipline in Turkish and English.

Table 5. Number of BRs citing other works

Field	# of BRs inEnglish	%	# of BRs Turkish	%
Language	16	88%	6	30%
Education	13	68%	1	5%
Law	11	55%	1	5,50%
Medical. Sc.	9	45%	3	16,60%
Philosophy	6	30%	1	5%
Sociology	5	25%	1	5%
Literature	4	20%	6	40%
Political Sc.	2	10%	0	0%
History	1	5%	1	5%
Theology	0	0%	2	10%
Total	**67**	**34%**	**22**	**11%**

This initial observation of BRs in terms of their structures showed that there were varieties both in Turkish and English; however, no matter how varied the structures were, there was a general tendency to include the overarching four-part sections found and suggested by Motta-Roth (1995) in her analysis of English book reviews. These are: 1. Introducing the book, 2. Outlining the book, 3. Highlighting parts of the book, 4. Providing final evaluation. In order to have a better idea of what constituted these general moves and whether or not they had sub-functions, an elaborate analysis of each BR was conducted manually. This process included finding moves and sub-functions in each BR by analyzing each and every statement in the corpora. It should be noted that this was a cyclical process; once a new move

or sub-function was identified, each and every previously analyzed BR was reanalyzed to find out whether it had that new move or sub-function. The figure below shows the final move framework that came out of the move analysis.

Table 6. Bal's model of the rhetorical patterns in book reviews

Move 1	**Stating Purpose of the review***
Move 2	**Introducing the book**
	SF 1 inserting the book in the field
	SF 2 defining general topic of the book
	SF 3 informing about potential readers
	SF 4 informing about author
	SF 5 introductory evaluation*
	SF 6 informing about publication*
	SF 7 stating the purpose of the book*
	SF 8 informing about the use of sources*
	SF 9 informing about style of the book*
	SF 10 informing about the content of the book*
	SF 11 informing about the creation of the book *
Move 3	**Outlining the book**
	SF 12 providing overview of the organization of the book
	SF 13 stating the topic of each chapter
	SF 14 citing extra-text material
Move 4a	**Evaluation- Providing Focused Evaluation***
	SF 15 for each chapter*
	SF 16 for some chapters but not all*
Move 4b	**Evaluation- Providing General Evaluation***
	SF 17 not chapter chapter but general*
	SF 18 final evaluation before closing*
Move 5	**Closing**
	SF 19 definitely recommending the book
	SF 20 recommending the book despite indicated shortcomings
	SF 21 neither recommending nor disqualifying the book**
	SF 21 disqualifying the book despite indicated positive aspects**
	SF 22 definitely disqualifying the book
	SF 23 recommending the book with suggestion(s)*

*indicates new moves and SFs compared to Motta-Roth's (1995) move model
** indicates SFs taken from Nicolaisen's (2002) move model

It should be noted that moves in this model are ranked according to their occurrences of location within the reviews. M1 mostly occured in the beginning of the BRs but as will be discussed later; there were not so many BRs with this move. Therefore, BRs in the corpora usually began with M2, introducing the book, in both languages and ended with M5, closing. Some exceptions such as not having a closing but ending with an evaluation on chapters of the book, or not beginning with introducing the book but directly starting evaluation of book's sections were observed; however, the number of such cases is quite limited.

4.2 Issues in Identifying Rhetorical Moves

In the previous section it is mentioned that one of the issues faced in identifying moves was the arbitrary organization of paragraphs in book reviews and the difficulty of finding a general structure of moves. There are other issues that needed to be considered in detail in the analysis of book reviews.

To begin with, although there were consistent patterns found in most of the reviews, moves and especially sub-functions could appear in various places of the text. For example, although SF3 (informing about potential readers) mostly appeared under M2 (introducing the book) as in example below, it was observed that there were BRs that included this information in the closing move. Below are some examples of such cases.

> (1) Acilde Klinik Toksikoloji sadece Acil Tıp uygulayıcılarının değil, bu alanda çalışan tüm disiplinler için önemli bir kaynak olacaktır. (t_guneysel_med) (SF3 in M2)

> (2) Kitap hazırlanırken okuyucu kitlesi de dikkate alınmış Türkçe öğretimi, okul öncesi ve sınıf öğretmenliği alanlarında çalışan akademisyen, öğretmen, öğretmen adayları ve ebeveynler başta olmak üzere geniş bir kitleye hitap etmektedir. (t_idi_ES) (SF3 in M5)

Another example below shows that these instable occurrences of SFs were also observed in English BRs. In example (1), normally SF11, informing about the creation of the book occured in the introductory paragraphs. It told the readers how

and in what type of a context the book was formed. However, in example (2), this SF occurred in M5, closing.

> (3) Ghostly Demarcations is also a work of mourning in a more mundane sense. It was among the last projects completed by Michael Sprinker before his unexpected and untimely death in August of 1999. (e_walters_lit) (SF11 in M5)

Another issue faced in text analysis was that one sub-function can include other sub-functions. Therefore, it was likely to come across with statements which were packed with information about the author of the book, potential readers, and the content of the book occurring together. In such cases each statement whether alone or occurring within another sentence was annotated separately. Otherwise, the results would not tell whether or not the review included that SF or not.

The next issue is related to the length of moves and sub-functions. In analyzing the BRs, it was found that the length of a move could range from two short sentences (around 30 words) to a long paragraph (around 200 words). In each case, each of the statements or paragraphs was annotated regardless of its length.

Last but not least, another significant issue to take into consideration was that moves and SFs can re-occur in a text. For example, one book review from Turkish in the field of educational sciences, (t_Memnun2_es), mentioned the potential readers of the book in three different parts of the book review; first, in introducing the book, second, in evaluating the chapters of the book, and lastly in the closing. It should be noted that each of these sub-functions were annotated in the corpus; however, since the software used allows the annotation of the SF only in one move but not another, further manual analysis was conducted to see under which move these occurrences actually appear.

4.3 Rhetorical Moves in Turkish and English Book Reviews

In this section, findings of moves and SFs in Turkish and English BRs, which were indentified based on the move model presented above, are explained in detail. Before explaining each move in detail, Table below shows how the moves and SFs are distributed in both languages.

Table 7. Distribution of Moves and SFs in TBRC and EBRC

Feature	Turkish (Total Units: 1000)		English (Total units 1083)			
	N	Percent	N	Percent	ChiSqu	Signif.
M1-purpose-of-the-review	19	1.90%	13	1.20%	1.682	
M2-introducing-the-book	445	44.50%	621	57.34%	34.310	+++
M3-outlining-the-book	182	18.20%	50	4.62%	96.923	+++
M4a-providing focused evaluation	122	12.20%	72	6.65%	18.974	+++
M4b-providing-general-evaluation	79	7.90%	183	16.90%	38.278	+++
M5-closing	152	15.20%	141	13.02%	2.045	
SF1 inserting-book-in-the-field	111	11.10%	142	13.11%	1.972	
SF2 defining-the-general-topic-of-the-book	52	5.20%	118	10.90%	22.503	+++
SF3 inf-potential-readership	20	2.00%	49	4.52%	10.345	+++
SF4 inf-author	63	6.30%	43	3.97%	5.842	+++
SF5 introductory evaluation	29	2.90%	30	2.77%	0.032	
SF6 inf-publication	52	5.20%	8	0.74%	36.991	+++
SF7 stating-the-purpose-of-the-book	23	2.30%	13	1.20%	3.702	+
SF8 inf-use-of-sources	8	0.80%	9	0.83%	0.006	
SF9 inf-style-of-book	24	2.40%	86	7.94%	31.912	+++
SF10 inf-content	36	3.60%	72	6.65%	9.827	+++
SF11 inf- motivation behind writing the book	26	2.60%	51	4.71%	6.497	+++
SF12 inf-overview-of-the-organization-of-the-book	105	10.50%	29	2.68%	52.852	+++
SF13 stating-the-topic-of-each-chapter	36	3.60%	16	1.48%	9.624	+++
SF14 extratext-material	41	4.10%	5	0.46%	31.869	+++
SF15 for-each-chapter	111	11.10%	33	3.05%	52.394	+++
SF16 for-some-chapters-but-not-all	11	1.10%	38	3.51%	13.133	+++

Table 7. Cont'd

SF17 not-chapter-by-chapter-but-general	57	5.70%	176	16.25%	58.263	+++
SF18 final-evaluation-before-closing	20	2.00%	7	0.65%	7.446	+++
SF19 definitely-recommending-the-book	100	10.00%	47	4.34%	25.396	+++
SF20 recommending-the-book-despite-indicated-shortcomings	22	2.20%	48	4.43%	7.977	+++
SF21 neither-recommending-nor-disqualifying-the-book	11	1.10%	5	0.46%	2.779	+
SF22 disqualifying-the-book-despite-indicated-positive-aspects	1	0.10%	9	0.83%	5.815	+++
SF23 definitely-disqualifying-the-book	4	0.40%	4	0.37%	0.013	
SF24 recommending-with-a-suggestion	11	1.10%	21	1.94%	2.420	

+ weak significance (90%); ++ medium significance (95%); +++ high significance (98%)

4.3.1 Move 1: Stating the purpose of the review

In M1, the reviewers stated what the review aimed to do. This is a move which has not been reported in previous studies. It might be due to its limited number of occurrences or it might be considered within introducing the book (M2). However, a closer evaluation showed that the functions of these two moves are different. In M1, the reviewer states his own purpose of writing by telling us the purpose of the review, but not the book itself yet. There were a few BRs that had this move; 19 TBRs and 13 EBRs out of 191 and 194 BRs, respectively. Almost all of these statements were observed to occur in the beginning of the reviews or coming after introductory evaluations (see section 4.3.2.5). Also, in almost all of the statements identified with this move, the name of the book was mentioned.

> (4) This book review will first consider Spade's discussion of the politics of neoliberalism and its effect on the formation of institutions and creation of laws, setting the foundation for his later arguments about rights- based strategies. It will then discuss Spade's argument about the ineffectiveness of these strategies and other factors that have contributed to a disconnect between the needs of the community and the efforts at reform. The review then outlines Spade's reframing of the

pertinent issues and the application of this new framing to current laws. Lastly, this piece walks through some of the solutions Spade offers, specifically member-based organizations. This review ultimately concludes that Normal Life is more informative than truly persuasive, at least for those who do not come to this book already conceptualizing rights-based reform as ill-equipped to effect true reform. (e_pierre_law)

(5) Aşağıda, önce ("KİTAP") kitabın ana çizgilerini ortaya koyacağım. Sonra ("KVRAM"), PaSunakis'in geliştirdiği tüze görüşünü özetlemeye çalışacağım. Son olarak da ("DEGERLENDiRME"), bu yaklaşımda benim gördüğüm eksik ve yanlışları belirteceğim. (t_eroglu2_law)

Below is a table summarizing common expressions found in M1 in Turkish and in English. The statements identified had a very similar structure as can be seen in table 8 below.

Table 8. Common Expressions in M1

Turkish	English
Bu yazıda… nın tanıtımı yapılacaktır Bu yazıda ….tanıtılacaktır/ ele alınmıştır/amaçlanmıştır/ tanıtılmaya çalışılmıştır/ incelenmiştir/ irdelenerek tanıtımı yapılmıştır/ gördüğüm eksik ve yanlışları belirteceğim/ incelemeye tabi tutulacaktır.	My goal in this review is to… …this review will firstly outline… This review will mention This review will concentrate on This book review will first consider… I will first give some general background …I will focus primarily on… In what follows, I will layout

4.3.2 Move 2: Introducing the book

As a move which was observed in all of the book reviews, M2 provided the readers with various types of background information about the book such as authorship, disciplinary knowledge, potential readers, and previous literature. As aforementioned, book review as a genre has two main purposes: to introduce a book and to evaluate this book. Therefore, this move plays a significant role in realizing the first purpose, to introduce the book to the readers. There were various types of information provided within this move and each is elaborated on in the following sub-sections.

4.3.2.1 SF1: Inserting the book in the field

82 Turkish book reviews out of 200 began with this SF which provided a general and broad introduction about the review. 76 English book reviews out of 194 (38%) BRs also began with this SF. These sections of inserting the book in the field included information on the field that the book was about, the topic of the book, significance of the book in the field, background ot the topic, how the topic was considered in today's world, latest news from the field, complaints about the number of previous studies, or need for the book (niche in the field) etc. Examples (6), (7), and (8) for SF1 from TBRC and EBRC can be seen below.

(6) Türkiye Türkçesinde söz dizimi üzerine birçok yayının yapıldığını görüyoruz. Bunların önemlilerini yayınlandıkları tarihe göre söyle sıralayabiliriz:…Bunlara 2009 yılının Eylül ayında Günay Karaağaç'ın "Türkçenin Söz Dizimi" adlı eseri de eklendi.(t_kucuk_ln)

(7) A host of recent studies communicates the greatest frustration of equality-based feminism:'despite greater parity in the workplace, the reform of divorce laws, and all kinds of social attempts to recast the modem family as nonhierarchical, duties in the home remain solidly gendered. Simply, women still carry the burdens of child-care, eldercare, and housework, while at the same time, most also have jobs outside the home. Professor Martha Fineman's The Neutered Mother, The Sexual Family, and Other Twentieth Century Tragedies is a response to such frustration. (e_bamberger_law)

(8) Economic sociology was at one time a main field, arguably the main field, of sociology. The founders of what later came to be identified as sociology shared to one degree or another central concern with the study of economic activity. For Marx and Weber the role of the economy was key to understanding the emergence of industrial society. Durkheim placed heavy emphasis on the division of labor as a basic organizing principle of modern society. It is more than a historical curiosity, then, that as sociology came into its own as an academic discipline in the early twentieth century the center of intellectual gravity in the field shifted away from the economy to more purely "social" phenomena such as community studies, social interaction, and deviant behavior. Recently economic sociology has made something of a comeback, and Richard Swedberg's book is an attempt to chronicle major currents (or, as he calls them, principles) of the field. (e_coughlin_soc)

4.3.2.2 SF2: Defining the general topic of the book

With this SF, the reviewer provides information on what the book is about. SF2 is especially common in English BRs, appearing in more than half of the EBRs. 59 out of 118 English BRs began with this move. On the contrary, 52 Turkish BRs were identified with this SF. It was found that there were common expressions which helped to identify this SF, and they were mostly similar in terms of the lexical items used in both languages (i.e (English) theme of the book, provide, offer; (Turkish) kitabın konusu, sunmak).

Table 9. Common Expressions of SF2

Turkish	English
… ışık tutacaktır,	The central theme of the book is…
… konusuna ışık tutan çalışma önemli bir	The book is about…
boşluğu dolduruyor,	This slim volume introduces and
… sorularının cevaplarını aramaktadır	synthesizes…
adlı kitap…fikirler sunmaktadır,	This edited volume provides…
bu çalışma… içermektedir,	The book locates the notion of…
kitabın temel konusu…	This study presents…
kitap genel itibariyle…ilgilidir	This work primarily concerns…
yazar… sunmaktadır,	The book offers…
	His book documents…

There is a common pattern in this SF which tells the reader about the general topic of the book under review. In more than half of BRs in Turkish and English, the statements for this move began with or included the name of the author and then gave the general topic as can be seen in the examples below. (In the examples, the common expressions are in italics; the underlined parts are the title of the books.)

(9) Dr. Özgür Ateş tarafından hazırlanan "Aile Şirketleri: Değişim ve Süreklilik" isimli kitap aile şirketlerinin sorunlarının tespit edildiği ve bu sorunlara çözüm önerilerinin tartışıldığı bir çalışmadır. (t_karacabey_pol)

(10) Yrd. Doç. Dr. Akın Ünal'ın kısa bir süre önce yayınlanan "Kelepçeleme Sözleşmeleri" isimli kitabı, borçlar hukuku alanında hazırlanmış, Türk hukukunda şimdiye kadar yeterince ilgi görmemiş kelepçeleme sözleşmelerine ilişkindir. (t_gulesci_law)

(11) Boğaziçi Üniversitesi Tarih Bölümü profesörlerinden Nevra Necipoğlu'nun, Bizanslıların iki 'barbar' arasında soluk alma

> ve hayatta kalma serüvenini anlattığı kitabı, Bizans'ın son yüzyılında Osmanlı ve Latin saldırılarına ve genişlemelerine nasıl tepki verdiğini cevaplamaktadır. (t_dikkaya_hs)

(12) <u>Marmara Üniversitesi Atatürk Eğitim Fakültesi, Eğitim Bilimleri Bölümü Öğretim Üyesi Prof. Dr. Ayşen Bakioğlu ve Koç Üniversitesi ingilizce Okutmanı Dr. Nur Sılay tarafından yazılan</u> "Yüksek Öğretim ve Öğretmen Yetiştirmede Karakter Eğitimi" adlı kitapta karakter eğitiminin gelişimi, teorik altyapısı, tanımları ve benzer kavramlarla ilişkisi ele alınmaktadır. (t_erakkus_ph)

(13) <u>Editörleri arasında değerli meslektaşımız Prof. Dr. Bülent Coşkunun yer aldığı</u>, psikiyatri eğitiminin hemen her yönünü ele almayı amaçlamış olan bu kitap, tıp öğrencilerinden psikiyatri asistanlarına ve birinci basamak hekimlerine uzanan bir yelpaze içinde farklı düzeylerde psikiyatrinin nasıl öğretilmesi gerektiğini, sorunları ve çözüm yollarını, değiştirilmesi ya da geliştirilmesi gereken uygulamaları kapsamlı bir biçimde ortaya koyuyor. (t_ulug_med)

Interestingly, in many of the Turkish examples, the reviewer used not only author's name but his academic credentials/status as well as university affiliation as in examples (10, 11, 12, 13, and 14). Although, the statements giving information about the general topic of the book in English book reviews also highlighted the name of the author, other academic credentials were not given as it was the case in Turkish BRs. In example () one can observe that university affiliation is given but still not the same with Turkish examples. In Turkish examples there is an explicit emphasis on the status and credentials of the author. This might be stemming from the fact that in general books in Turkish present the author's name with these type of information of status/credentials (especially on the cover of the book), whereas, in English only the name of the author is given.

(14) In Enforcing the Convict Code: Violence and Prison Culture, <u>Rebecca Trammell</u> coalesces her qualitative prison study and takes the reader on a guided journey through America's own heart of darkness, the prison system. (e_aguilar_law)

(15) At the core of <u>Paul Wapner's</u> Living Through the End of Nature: The Future of American Environmentalism is an apology for centrism. (e_calhoun_ph)

(16) In Religion in the Roman Empire, <u>James Rives</u> provides a systematic overview of religious belief and practice in the lands ruled by Rome between the establishment of the monarchy in the first century BCE and the late third-century BCE. (e_ando_theo)

(17) <u>Michael Moore and Greg Kearsley</u> have written a second edition of their book about distance education that examines it from its correspondence school days to its technological present. (e_du Mont_es)

(18) <u>Susan Hylen's</u> compelling study directs attention to an intriguing paradox: while the Gospel of John conveys a dualistic worldview of sharp contrasts (flesh/spirit, above/below, day/night), its characters are ambiguous and complex and blur rather than reinforce the Gospel's sharply defined categories. (e_gench_theo)

4.3.2.3 SF3: Information about potential readership

There are 49 (4,5%) English and 20 (2%) Turkish BRs which told the readers about whom the book is addressed to, or who can mostly benefit from the book under review. It seems that this is a type of information that Turkish readers did not mention as much as American reviewers did. In addition, the statements which had this information in Turkish were usually taken from the book itself. This might be an indication that Turkish reviewers did not tend to reveal their opinion of who the potential readers could be, or they did not feel the authoritative power to explain their ideas on this issue. Common expressions which indicated information about potential readers in the corpora can be seen below.

Table 10. Common Expressions of SF3

Turkish	English	
... hedef kitlesini… oluşturmaktadır	… can help … and others..	… is a tremendous resource for…
… geniş bir kitleye hitap etmektedir	…it will appear to two audiences…	… find great value in…
… hitap edecek niteliktedir	…may find it helpful//useful/valuable…	…is a book designed for…
… hitap eden kitap…	…will be useful for…	…is most appropriate for use …
… hitap ediyor	…would be of interest to…	…will be appreciated by…
… için faydalı bir kitap olacaktır	His book will reward readers whether they are … or …	For those … the book offers…
… için önemli bir kaynak olacaktır	It is a wonderful resource for..	It will serve very well as an introduction book for…
… için son derece önemli bir başvuru kaynağı olarak…	It is a work that will be especially appreciated by…	The book can be used as an important resource…
… istifade edebileceklerdir	It is useful for… but not limited to…	The book is addressed to…
… yardımcı olabilecek şekilde hazırlanmıştır	The book is likely to have something of interest to…	The book is clearly of interest to …
	The book will be of interest not only to … but also to….	The book is intended as an aid to first-time readers of…
	The book will fascinate the readers…	The book is recommended for…
	The identified audience is…	The book is suitable for…
	The primary audience for this book is…	The book is written for…
		The book may be relevant to…
		The book remains a must have for …
		The book was written for…
		This rich book is a feast for …
		Those interested in… will not be satisfied by…

As can be seen above the English expressions for this sub function is much more diverse than in Turkish.

4.3.2.4 SF4: Information about the author

In EBRC 63 (6.3%) and in TBRC 43 (3.9%) instances of SF4 were identified. There were various types of information given about the author within this SF. These are explained in detail with examples below.

a) Information about author's job

The information given within this SF included where the author of the book works and his status. In addition, some of the information can even further mention author's previous jobs or the name of the institutions s/he worked at.

> (19) 1972 doğumlu <u>Ankara Üniversitesi Siyasal Bilgiler Fakültesi Uluslararası İlişkiler Bölümünde Doçent olarak Öğretim Üyesi</u> görevini sürdüren yazarın (t_alkan_med)

> (20) Uzun yıllar <u>Yale, Cornell, California, Oxford ve Stanford üniversitelerinin felsefe bölümlerinde çalışan</u> ve 2011 yılından beri <u>Indiana Üniversitesi</u> Felsefe Bölümü'nde akademik hayatını sürdüren Prof. Allen W. Wood, günümüzün önde gelen felsefecilerinden biridir. (t_civgin_ph)

> (21) While instructional practices incorporating technology have moved forward, Allan Collins, <u>professor emeritus of education and social policy at Northwestern University, and Richard Halverson, associate professor of educational leadership and policy analysis at the University of Wisconsin–Madison,</u>… (e_birch_es)

> (22) Both authors, Nada Dabbagh and Brenda Bannan-Ritland, <u>are associate professors </u>in the Instructional Technology Program at George Mason University. (e_koszalka_es)

It should be highlighted that this type of information cannot be found within the book. Therefore, it makes the readers think that the reviewers had not only read the book but also gathered information about the author. This might increase the trustworthiness and value of the review because the reader understands that the reviewer has enough knowledge about the book and the author.

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b) Information about author's expertise, training

With this SF, the reviewer presents information about the author's specialization as well as his previous trainings, or educational background.

> (23) Cohen-Scali's <u>training</u> *in* social psychology informs her discussion of the connections between the development of competences and the construction of identity. (e_alpi_es)

> (24) Professor Hardwick's <u>expertise</u> reflects her commitment to cultivating collaborations between social work students and community-based, nonprofit organizations. Professor Worsley is an expert in practitioner research and service user-led research. (e_provost_soc)

c) Information about author's life experience

Here the personal life experiences of the author were shared. The experiences include difficult times the author had to overcome or significant events s/he experienced.

> (25) <u>Hayatı, Türk birliği için mücadele ile geçmiş</u>, çok büyük bir siyaset, ilim ve devlet adamıdır. (t_can_ln)

d) Information about author's role and significance in the field

This SF emphasizes the importance of the author in the field as can be seen in the excerpts below.

> (26) Moore and Kearsley are <u>leaders in the distance education field</u> and well positioned to write such a book. Moore is known in academic circles for leadership in conceptualizing and developing the scholarly study of distance education. (e_duMont_es)

> (27) Barbara Seidlhofer was recently described at the 4th International ELF (English as a lingua Franca) conference as <u>one of the 'founding mothers' of ELF studies</u>. (e_baker_ln)

> (28) Cezayir asıllı Fransız düşünür Louis Althusser, <u>20. yüzyıl felsefesinin özgün isimlerinden biridir</u>. (e_aktas_ph)

e) Information about author's previous works

Information about the author(s) sometimes included mention of his previous works. In some cases, it is briefly stated that he has published works; whereas, there are also cases where the reviewer listed the names of all the books by the author.

> (29) He has <u>previously published books such as</u> From Bakunin to Lacan and Power and Politics in Poststructuralist Thought, as well as an editing a special edition of Anarchist Studies addressing post-anarchism. (e_larson_ph)

> (30) Ülkemizi ilgilendiren değişik siyasi ve politik konularda <u>çok sayıda araştırma kitabı yayınlanmıştır.</u> (t_alkan_med)

f) Information about author's interests

The type of information with this SF was mainly on what topics the author was interested in.

> (31) <u>Profesyonel iş etiği, adil savaş teorisi, ahlaki çoğulculuk, teolojik etik, din ve politika, teröre yönelik savaş ve etik alanlarında çalışmaktadır.</u> (t_baspinar_soc)

g) Information about author's personal characteristics

Although it is not as frequently observed as other types of information provided about the author, there are also statements telling the readers about personal characteristics of the author.

> (32) Dr Kamat is *a dedicated and skilled educator* and expert regarding mechanical ventilation. (e_sessler_med)

> (33) <u>Ciddi, bilgili, derinlik sahibi ve sorumlu</u> bir akademisyen kimliğine sahip yazarın ülkemizin yetiştirmiş olduğu en önemli stratejistlerden biri olduğunu rahatlıkla söyleyebiliriz. (t_alkan_med)

> (34) İlerleyen yaşına rağmen, <u>zihni parlaklığından</u> ve ilmi gayretinden hiçbir şey kaybetmeyen, Kelâm ve Felsefe sahasında devrim niteliğinde birçok çalışmaya imza atan ve halen lisansüstü dersler veren, değerli bilim insanı Prof. Dr. Hüseyin ATAY'ın tanıtacağımız bu eseri… (t_caglayan_theo)

4.3.2.5 SF5: Introductory evaluations

This SF as being a new addition to the already existing model of rhetorical moves refers to general statements provided by the reviewer in the introductory sections. There were 29 (2.90%) occurences in TBRS and 30 (2.77%) in EBRC. This evaluative information can be considered as first reactions and attitudes of the reviewer. They were mostly the first statements where the reviewers revealed their opinions on the book. The expressions used for SF5 were about the significance of the book, special features of the book and how the reviewers found the book etc. What makes this type of evaluation different than other types of evaluation in M4 (see section 4.3.4) is that this is a short preliminary evaluation of the book in general unlike detailed and elaborate evaluation of the content, chapters of the book.

(35) Kılıç tarafından hazırlanan Ebû Eyyûb el-Ensârî (Eyyûb Sultan), Türk-İslâm kültürü açısından <u>önemli bir çalışmadır</u>. (t_erkocoglu_theo)

(36) To describe Book of Ages as a story of women's oppression (it undoubtedly is) would be vastly to oversimplify its <u>nuanced account of a complex and evolving, lifelong relationship</u>. (e_adams_lit)

(37) As someone who works with international teaching assistants (ITAs) in the USA, I <u>found this collected volume to be at turns thought-provoking, useful, and perplexing</u>. (e_gorsuch_ln)

4.3.2.6 SF6: Information about publication details

This SF about publication includes detailed information about the publisher of the book, time of publication, pagination, the translations, the quality of publication, publication procedure, information about the cover (hard cover), and earlier publications. There are 52 (5, 2%) occurrences of SF6 in TBRC. On the other hand, there are only 8 (0, 4%) occurrences in EBRC. It should be also noted that there are 8 book reviews in Turkish which begin with this type of information, and similarly 5 book reviews in English also begin with the same information.

Table 11. Common Expressions of SF6

Turkish	English
… olarak basıldı.	… the book was published in … by …
… olarak çıkmıştır.	…has been released
… yayınevi tarafından yayınlanan	…the book's publisher, … , describes it…
…tarafından basılmıştır.	
…yayınevi tarafından basılan	
Bu kitap…. sayfa olup…	

(38) Celal Bayar Üniversitesi Fen-Edebiyat Fakültesi Tarih Bölümü öğretim üyelerinden Doç. Dr. Ertan Gökmen'in Osmanlı Dönemi Gördes Halıcılığı adlı kitabı, <u>Celal Bayar Üniversitesi Manisa Yöresi Türk Tarihi ve Kültürü Uygulama ve Araştırma Merkezi tarafından yayımlandı</u>. (t_akbel_hs)

(39) Prof. Dr. Yavuz Sabuncu 12 Şubat 2007 günü yaşama gözlerini yumduğunda, <u>kitabının on ikinci basısı tükenmişti. İmaj Yayınevi, çok yerinde bir kararla, yapıtın her şeye karşın yaşatılması çabasına girdi. Aynı Şubat ayında, Anayasaya Giriş'in on üçüncü basısı yayınlandı. Bu yeni basıyı genç uğraştaşımız Dr. Murat Sevinç hazırladı. Bundan sonrası için, her yeni basıda anayasa değişikliklerinin zorunlu kıldığı düzeltme ve eklemeler dışında, metne dokunulmaması ilkesi benimsendi</u>. (t_erogul_law)

(40) <u>This book was first published in 2001 by Permanent Black, a Delhi-based publisher, but was difficult to obtain and therefore little read. The new edition by Other Press makes this important work easily available to a global audience and should help it receive the scholarly recognition it deserves</u>. (e_talbout_hs)

4.3.2.7 SF7: Stating the purpose of the book

As the title of this SF suggests, with this SF the reviewer informed the readers about the purpose of the book. Sometimes the reviewers explained the purposes by citing authors' own explanations from the preface or introduction of the book. Therefore, it was observed that in these sections there were excerpts from the book. There were 23 (2,3%) realizations of this SF in Turkish and 13 (1,20%) in English BRs.

Table 12. Common Expressions of SF7

Turkish	English
… yardımcı olmak amacı ile hazırlanmıştır.	…'s goal in this book…
…hedeflediğini belirtmektedir.	Her stated aims in this book are…
Kitabın amacı…	The goals of this book are…
Önsözde yazar kitabın amacını…şeklinde ifade etmektedir.	The purpose of this book…
Yazar bu kitabında… amaçlamaktadır	The stated purpose of the book is…
Yazar kitabı yazma sebebini şu şekilde izah ediyor.	

4.3.2.8 SF8: Information about the use of sources

Compared to other types of information, this SF was not found to be as frequent as other SFs. There were 8 occurrences in Turkish and 9 English BRs. It informed the readers about what types of sources were used to write the book.

(41) She uses an <u>extraordinary variety of primary sources</u>, largely from Mexico City and Puebla. She has read widely in Latin American and European history and deftly situates her findings within debates in the larger literature. (e_arrom_hs)

(42) Working with a formidable <u>archive of a hundred diaries</u> (including 60 unpublished manuscripts at archives across six southern states), Harrison sets out to construct a more complex picture of Confederate women and, most importantly, their ways of expressing themselves. (e_hager_lit)

(43) Eserin <u>ana kaynaklarını</u> Başbakanlık Osmanlı Arşivi 'nden temin edilen belgeler oluşturmaktadır. (t_ozcan_hs)

(44) Eserinin "Önsöz"ünde (s. 10-11) ifade ettigi gibi müellif, <u>çalısmanın hazırlanmasında öncelikle İslâm tarihinin temel kaynaklarını kullanmıstır</u>. (t_tulucu_theo)

4.3.2.9 SF9: Information about the style of the book

The statements in this sub-function enlightened the readers about how the book was written, how the material was presented in the book, how the author presented and explained his opinion and the author's/ the book's perspective, approach, strategy, and methodology. This is a common SF in English BRs. There are 86 occurrences of this sub-function in English book reviews; however, the number for Turkish

book reviews is 23. This shows that the reviewers of Turkish books do not tend to comment on the style of the book as much as the ones in English.

> (45) <u>The format</u> is set in an educational model of chapter outline, key concepts, and questions or "think about" items throughout the narrative to illustrate important points. (e_kenner_med)

> (46) Kitabın önemli bir özelliği, iyi bir okuyucu ve bütün alanlara teorik bir tarzda hakim olan Habermas'ın kamusal alan süreçlerini adeta <u>ilmek ilmek işlemesiyle biçimleniyor</u>. (t_cil_soc)

Table 13. Common Expressions of SF9

Turkish	English
… bir dille anlatmıştır	(Author) treats their subject …
…mukayeseli bir metotla ele almıştır	The book is organized in a systematic way…
yazar …(i.e, akıcı) bir anlatım sağlamıştır	(Author) explores the topic by…
yazarın eseri… yaklaşımla ele almasıdır	(Author) uses … as a methodological tool…
yazarın konuyu… bir bakış açısıyla ele alması	It utilizes the case study method…
	(Author's) approach includes…
	(Author) adopts a cultural approach…
	…matters are dealt with explicitly
	The tone of the book is…
	Weaving … with vivid descriptions…
	The language of (book's name) is… (adjective i.e, provocative)
	The book is well-organized
	The book is clearly written

4.3.2.10 SF10: Information about the content of the book

This SF provided the reader with information on what the book is about. There are 36 (3,60%) occurrences of SF10 in Turkish and 72 (6,65%) in English. This result was found to be statistically significant indicating that English BRs clearly stated the general topic of the book. Here are some examples from the corpora:

> (47) Ünal Kılıç'ın çalışması, İslâm tarihinin önemli şahsiyetlerinden, Hz. Peygamber'in hicret sonrasında Medine'de kendi evinin inşasına kadar evinde misafir olarak kaldığı ve mezarı bugün İstanbul'da kendi adı ile anılan Eyüp

ilçesinde bulunan Ebû Eyyûb el-Ensârî'nin hayatını <u>konu edinmektedir</u>. (t_erkocoglu_theo)

(48) Modern Türk edebiyatı ve metinleri üzerine yapılan çalışmalarda karşılaşılan en büyük eksikliklerden biri olan kuramsal dayanak ve yöntem sorununu fark etmemizi sağlayan çalışmalardan biri olan ve gerek Alman edebiyatı gerekse Türk edebiyatı metinleri üzerine yaptığı çözümlemeleri topladığı Edebiyat Yazıları serisinin bu son eseri de <u>birbirinden değerli yazılar içermektedir</u>. (t_ozbek_lit)

(49) Among the book's most <u>prominent themes</u> are the importance of intentional vocabulary learning (cf. pp. 7-8, 69-70); the nature of vocabulary development as a gradual expansion of the learner-internal lexical network; and the factors thought to contribute to efficient word learning, indexed by Schmitt's cover term, 'engagement'. (e_hoagland_ln)

4.3.2.11 SF11: Motivation behind writing the book

With this SF the reviewers informed the reader about the motives behind writing the book. In most of the occurrences, it was told that the book had derived from the author's masters /doctoral thesis and in others the need or the trigger for publishing that book was explained. Again, there is a statistically significant difference between Turkish and English; in English BRs there are more occurrences of this SF (51 (4.71%) in English and 26 (2.60%) in Turkish. This might show that how the book was created was seen as significant information to be shared in English BRs compared to Turkish. For this SF, there were a few anecdotal examples showing how the authors decided to write the book based on their personal experience. For example, as mentioned in a BR in Turkish (t_ekinci_theo), the author was a lecturer and he needed to write a more practical book (not a heavy one but a book that can be carried easily) for his students.

Table 14. Common Expressions of SF11

Turkish	English
…(geliştirme çabasının) bir ürünüdür. doktora tezine dayanmaktadır	… for use in the classroom
	… inspired by…
	… set the foundation for this…
	… the culmination of a half century research
	… the origins of the book were…
	… this book builds on the works of…
	…the book had its genesis in…
	…this book comes out of a…

4.3.3 Move 3: Outlining the book

In this move, the purpose of the reviewer is to present the general outline of the book. There were three SFs within this move: providing overview of the organization (SF12), presenting the topic of each chapter (SF13), citing extra-text material (SF14). The table below shows the distribution of these SFs in English and Turkish BRs.

Table 15. Distribution of SFs in Move 3

	Turkish		English		ChiSqu	
overview-of-the-organization-of-the-book	105	10.50%	29	2.68%	52.852	+++
stating-the-topic-of-each-chapter	36	3.60%	16	1.48%	9.624	+++
citing-extratext-material	41	4.10%	5	0.46%	31.869	+++

As one can notice, Turkish BRs included more occurrences of all three sub-functions. The explanations and examples for each SF are provided below.

4.3.3.1 SF12: Providing overview of the organization of the book

In this sub move the reader can find general information about how the book was outlined; thus, one can get an idea of what the book constituted of in terms of chapters or sections in the book, or number of essays included. This was a frequently realized SF in Turkish since almost half of the book reviews had it. In English, on the other hand, in English there were 29 occurrences presenting the

same type of information. It should be noted that there were not any English book reviews beginning with this information; whereas, there were three Turkish book reviews beginning with this SF. All of the 105 statements in Turkish BRs which had this information about the book included the verb "oluşmak" or "meydana gelmek" which means "constitute of". Similarly, the two verbs used for the same purpose in English book reviews were "to be divided into" and "organized into".

Based on this finding, since there was a statistically significant difference between Turkish and English reviews, it can be inferred that Turkish reviewers tended to provide a more structural and visual evaluation of the book they were reviewing. When English BRs without this SF were further analyzed, it was found that reviewers tended to give general information about the content which was followed by focused evaluation of the book. When Turkish reviews with this SF were analyzed, it was found that this sub-function actually functioned as a transition from M2: introducing the book, to M3: outlining the book. In almost all of the cases where SF12 occurred, it was immediately followed by SF13, which gave further detail about each chapter outlined. Furthermore, there were many cases where these two SFs occur in the same statement. Therefore, it can be concluded that SF 12 and SF 13 are complementary sub-functions as can be seen in example (52).

> (50) Yörükoğlu'nun bu kitabı iki <u>temel bölümden oluşmaktadır</u>; <u>birinci bölüm</u>, bağlanma kavramı ve süreci üzerinde dururken, <u>ikinci bölümde</u> bağlanma ile ilişkili faktörler ve ilgili çalışmalara yer verilmiştir. (t_ancel_med)

4.3.3.2 SF13: Stating the topic of each chapter

After telling the readers what the book constituted of, with this SF the reviewers presented the topic, and/or the content of each section in the book under review. The information provided varied, for example, in some reviews, there was only information about the title of the chapters; whereas, in others the reviewer provided the readers with detailed information on the content of each chapter. The information was given by listing and mentioning the chapters one by one as in the

form of "in the introduction" "in the first chapter", "in the second chapter". There are 36 occurrences of SF13 in Turkish and 16 occurrences in English BRs.

Table 16. Common Expressions of SF13

Turkish	English
birinci bölümde…	Part 1 provides…
ikinci bölümde…	part 2 outlines…
	part 3 presents…

(51) Yörükoğlu'nun bu kitabı iki temel bölümden oluşmaktadır; birinci bölüm, bağlanma kavramı ve süreci üzerinde dururken, ikinci bölümde bağlanma ile ilişkili faktörler ve ilgili çalışmalara yer verilmiştir. (t_ancel_med)

(52) Between its Introduction and Epilogue (on language), Utilitarian Biopolitics is divided into three parts: 1) the biopolitics of interests (biopolitical pleasure and biopolitical pain, or sex and crime/punishment); 2) the utilitarian conduct of conduct (through laws, norms, and publicity); and 3) the biopolitical expert (the moralist and the economist). (e_engelmann_soc)

(53) The book is organized into 6 parts, starting with respiratory physiology, and concluding with ventilatory strategies. Parts II through V include sections entitled "Effects of Controlled Ventilation," "Know Your Ventilator," "Ventilatory Parameter," and "Modes of Ventilation." (e_sessler_med)

4.3.3.3 SF14: Citing extra-text material

With this SF, supplementary materials such as appendices, references, pictures, bibliography, and graphs of the books were highlighted. The number of occurrences of this SF in Turkish exceeded the number in English (41 (4.10%) in Turkish and 5 (0.46%) in English). The reason why there were more examples of this SF in Turkish could be because in general Turkish reviewers seemed to focus more on textual and structural features of the book, whereas in English BRs these features were not mentioned as frequently, intead they were more focused on the content of the book.

(54) Çalışmanın sonuna, kitapta geçen Özel adların yer aldığı <u>bir Dizin</u> eklemiştir. Bu dizin çalışmadan yararlanmayı kolaylaştırmaktadır. (t_akmaz_hs)

(55) Kitabın sonunda da zengin <u>bir bibliyografya</u> eklenmiştir ki bu okuyucuların bilgiye ulaşmalarına yardımcı olması açısından son derece önemlidir. (t_demir_theo)

(56) The author includes <u>an appendix</u> detailing his statistical methods as well as an introduction to the qualitative methods he uses in Part II. (e_edwards_pol)

(57) <u>The appendix</u> (pp. 145-160) contains a summary of the experimental design, statistics, and research tools employed by E. This section of the book is invaluable because it provides basic references including books on procedures and statistical software that will aid the researcher in pursuing similar research. (e_nuessel_ln)

4.3.4 Move 4a: Evaluation-Providing focused evaluation

Evaluation is an indispensable purpose of the book review genre. Indeed, it is the feature which has drawn attention of researchers to conduct studies on BRs since it is believed to be one of the most evaluative genres. As also observed in other moves, to identify evaluation in TBRs and EBRs was not a straightforward task. It was varied in terms of its distribution and its structure in BRs. While it can be observed as spreading everywhere from introduction to closing in some reviews, others had it as a separate section after introducing and outlining the book. Two common patterns were identified in evaluating the books in TBRs and EBRs. These are; SF: chapter by chapter evaluation and Move 4b: General Evaluation. The main difference between these two evaluation moves is that in 4a evaluation was done based on chapters of the book. However, in 4b evaluation was not based on chapters but the reviewer provided a more general evaluation on the book which could go on longer stretches of the text. Move 4a, highlighting parts of the book was further divided into two categories as focused evaluation chapter by chapter and focused Evaluation for some chapters but not all.

4.3.4.1 SF15: Focused evaluation chapter by chapter

With this move, the reviewer provided a detailed evaluation of the book's sections/chapters. This evaluation in the form of outlining the parts of the book in detail usually came after outlining the books' sections by providing brief information about the overall structure of the book. As one might expect, these were the longest moves in book reviews in both languages. A detailed analysis of this move showed that there were two patterns of how reviewers provide this focused evaluation. These are either providing evaluation for each chapter of the book under review or for some chapters but not all. Table below show how these SFs are distributed in Turkish and English.

> The book's seven chapters are divided into three parts: Part 1 introduces central concepts in the field of vocabulary studies; Part 2 looks more closely at the nature of vocabulary and its learning and use; Part 3 provides guidance for conducting vocabulary research and assessing vocabulary knowledge; and Part 4 provides reference material to support the research and teaching of vocabulary. **Chapter 1** opens with a survey of topics that the author expands on later in the book, including aspects of word knowledge, the importance of formulaic language, incidental versus explicit learning, and (helpfully for the novice researcher) areas where more research is needed. Chapter 1 alone is worthwhile for readers interested in gaining an understanding of the field of vocabulary research as a whole. **Chapter 2** raises a number of considerations likely to interest language teachers, centering on the ways in which the lexicon is thought to develop, and vocabulary is thought to be processed by first language (L1) and second language (L2) users. The chapter discusses aspects of language that make learning more difficult for L2 learners, including the complex relationships between L1 and L2 lexical items, and the varied aspects of lexical meaning (e.g., literal versus idiomatic and concrete versus abstract meanings, p. 52). …
> **Chapter 3** is devoted to a discussion of formulaic language: its nature as fixed-phrase or 'open-slot' (p. 132) 'morpheme-equivalent unit[s]' (p. 121); its functions in language, especially in conventional situations; its learning and use by first and second language speakers; and methods for identifying it using various association-strength measures (pp. 123–134). Chapters 4 and 5 delve into research design and vocabulary assessment, outlining steps for constructing a meaningful study (and perhaps, by extension, classroom-based activity) and considerations for measuring lexical knowledge aspects. Chapter 5 presents options for moving beyond typical test formats and getting at both breadth and depth of vocabulary knowledge: measuring knowledge of word associations, collocations, and derivations, for instance. **Chapters 4 and 5** are bound to interest readers planning to construct an empirical research project on vocabulary learning in the classroom setting. These chapters raise a number of questions of pedagogical interest, some of which remain to be resolved: e.g. 'Can I conclude that a certain activity facilitates long-term retention of vocabulary?' (cf. p. 155).

Chapters 6 and 7 present valuable reference material for classroom based research. Chapter 6 suggests sample projects for the reader to undertake; several of these could be piloted informally in a classroom setting in order to enhance instructional quality. For instance, Research Project 3 describes a project that involves 'validat[ing] a vocabulary test with an interview approach' (p. 263). Chapter 7 offers helpful vocabulary resources including full length tests of vocabulary levels and size, as well as annotated lists of corpus resources, analysis tools, word lists, and online resources for research and teaching. The chapter ends with an annotated list of 'important personalities in the field vocabulary studies' (p. 352).

Figure 25. EBR with a chapter by chapter evaluation (e_hoagland_ln)

The example in figure 20 above is taken from EBRC and it includes a chapter by chapter evaluation of the book. In general Turkish reviewers preferred to provide evaluation for each chapter of the book rather than having a general evaluation. It is evident that English reviews had more general and holistic evaluations of the book rather than evaluating the book in parts in the case of Turkish reviews.

4.3.4.2 SF16: Focused evaluation for some chapters but not all

There were also BRs in which the author did not provide evaluation for each chapter but focused only on those he found worth evaluating. This is a relatively less observed method in Turkish; however, it is a common way of evaluation in English BRs.

For the sake of brevity **one chapter from each section** will be highlighted herein. Fred Block contributes to the social bases of tax policy section with **Chapter Four**, "Read
Their Lips: Taxation and the Right-Wing Agenda." Block examines the evolution of tax atti-tudes in the U.S. over a 40-year period starting in the 1970s that led eventually to the "permanent tax revolt." Among the revolutionary forces at work was a peculiar coalition between fiscal and religious conservatives wherein the religious group embraced a war on taxes that mayhave been ill suited to their economic interests.

… In the section on taxpayer consent (**Chapter Nine**), Robin L. Einhorn provides an interesting historical study comparing the tax regimes of four early American colonies, Massachusetts, Virginia, Pennsylvania, and South Carolina. Because each colony faced unique circumstances, conditioned for example by differences in the national/cultural/religious origins of colonists, the local resource base, and race relations, each had unique problems in administering its taxation system. Seeing how the problems were dealt with is one of the important lessons of the chapter. The other is in seeing that the tax problems of several centuries ago are not so different than those of today. Among the timeless issues evident in the chapter are assessment of values for property tax, concerns for fairness, efficiency in terms of running the system and avoiding excessive tax-driven changes in

economic behavior, tax avoidance, and tax evasion.
Similarly the political problems in implementing lump sum taxes are illustrated. Although head taxes were regularly imposed in the colonies, various exemptions were allowed to make them palatable meaning that dead weight losses almost certainly occurred even though lump sum taxes were used. The final section focuses on the social consequences of taxation. **Chapter 13**, "Where's the Sex in Fiscal Sociology?: Taxation and Gender in Comparative Perspective," is provided by Eduard McCaffery. One quote captures the essence of the chapter, "Social norms and biases are reflected in the fiscal tax and transfer-systems, and such systems, in turn, exercise coercive force, tending to entrench patterns of social life in an endless feedback loop" (p. 216). McCaffery outlines several ways in which past attempts at social engineering, consciously or unconsciously undertaken, have resulted in a tax/transfer system that has clear gender biases that are sometimes lost in the "fog of tax." Although some of the topics covered by McCaffery are included in textbook treatments of taxes his examples and discussion take the reader further into the issue than the typical economics text.

Figure 26. EBR with SF16: Focused Evaluation for some chapters but not all

Another example from TBRC that shows evaluation not for all chapters but some of them is as seen in the example (58) below.

(58) Kitaba dair değerlendirmeler, Sözleşme sisteminin temel yapı taşını oluşturan ve kriz döneminde tartışmaya açılan ve daha belirgin hale gelen sistemin ontolojik işlevi <u>üzerinde duran makaleler üzerinden yapılacaktır</u>. (t_deger_law)

4.3.5 Move 4b: Evaluation- Providing General Evaluation

Another evaluative move was realized by providing an overall evaluation. Unlike move 4a, with this move, the reviewer did not provide focused evaluation of each chapter, but a general evaluation was given. There were two ways of doing it as explained below.

4.3.5.1 SF17: General evaluation with no chapters mentioned

There are book reviews which did not mention any of the chapters or parts of the book but provided a broad evaluation. In these BRs, after introducing the book, the reviewer has a whole section on discussing the book in general. It should be noted that the number of English BRs having this SF exceeded the number of Turkish BRs.

The *first chapter*, which is by far the longest, stands apart from the six substantive chapters that follow. It lays out basic concepts and important data and discusses forms of evidence and their limitations. *The remaining chapters* concentrate on broad topics, sensibly divided: the diversity of religious practice across the regions of the empire; representation of the divine and conceptualization of immanence; the structure of religious communities; the (indirect) effects of empire on religious life; what he calls "religious options," meaning extrapoliadic and generally nonlocative forms of religion—magic, mystery cults, and the like; and finally, Roman religious policy. **(M3-outlining the book, stating the topic of each chapter)**

Rives tends to open sections with an anecdote or description of some datum, and in performing a reading of it he offers a second-order observation around which to organize the subsequent examples. Discussion of them naturally leads often enough to qualification of some prior articulation or framework. What is more, the section openings are often carefully and helpfully linked to preceding arguments, within and across chapters. To take one example, Rives suggests that one important effect of empire in the sphere of religion arose from the heightened human mobility and cross-cultural contact that the empire permitted. The result across many areas was, he argues, tendencies to both particularization and generalization. These are given their most compressed expression in the identification of local manifestations of the divine with the central gods of the Graeco-Roman pantheon: Jupiter Ammon and Jupiter Cap-itolinus; Mars Cocidius and Mars Teutates, to name but two (or four). But Rives pursues this theme in his treatment of theology and representation, as well as naming, and it is well done….

The second consequence of inattention to ritual is that readers are never given a catholic portrait of any one or any set of the empire's particularized religious systems. As a result, the comparisons that lie at the heart of each chapter remain somewhat thin. There is no discussion, therefore, about whether any one mode of representing the gods makes particular sense within the broader cultural systems in which it is found or gives rise, as it were, to particular forms of ritual: gods in Rome that can be, for the duration of a lectisternia, a wicker head made specially for the rite, might not become the objects of pilgrimage to the same degree as did Cybele at Pessinus, whom Livy says the inhabitants understood "was" the black stone at the shrine. (The examples are naturally wildly complicated; my language is chosen to heighten the contrast.) **(M4b-Providing general evaluation, not chapter chapter but general)**

This is, in sum, an excellent book, eminently suited to its audience. Its approach is distinctive: it might therefore best be used with a sourcebook (such as the second volume of Mary Beard, John North, and Simon Price's Religions of Rome [Cambridge: Cambridge University Press, 1998]) or handbook concentrating on ritual (e.g., John Scheid's Introduction to Roman Religion, trans. Janet Lloyd [Bloomington: Indiana University Press, 2003]). Students—and others— should find it helpful, clear, and thought provoking. **(M5-Closing, recommending with a suggestion)**

Figure 27. EBR with SF17: general evaluation with no chapters mentioned

4.3.5.2 SF18: Final evaluation following chapter by chapter

In some BRs it was observed that after introducing the book, or higlightin what each chapter comprises of, there was a section which provided a general evaluation of the book before closing section. Below is a sample Turkish BR which shows how SF18 was realized. In order to see it in context, moves preceding and following SF18 are alos given below.

Çalışmanın beş bölümünün her birine 'ders' adı verilmiştir. İlk üç bölüm; 1. Ders, 2. Ders, 3. Ders isimleri ile ifade edilmiştir. Dördüncü bölümde; 4. Ders Ek Jacques Monod Üstüne başlığına yer verilirken, son bölümde ise; 5. Ders Felsefenin Yakasında [Bilim Adamları İçin Felsefe Derslerinin Beşincisi] (1967) başlığı kullanılmıştır. **(M3-outlining the book, providing overview of the chapters)**

İlk bölüm olan 1. Ders'te Althusser, felsefe ve bilimin yöntemi, niteliği üzerine konuşur. Öyleki o, felsefi tezler, genel anlamda matematik ve mantıkta söz konusu olduğu gibi, kesin bilimsel ispatlara; deneysel bilimlerdeki gibi de, kesin kanıtlamalara uygun değildir, der ve bunu 1. Tez olarak formüle eder: "Felsefi önermeler birer Tezdir" (s.13). Althusser göre, bir tez biçimine bürünen önermeler dogmatik karakterlidir. Yani felsefenin doğasına bağlı olarak kullanılan bu sıfat (dogmatiklik), felsefi tezlerin genel anlamda ispata ve kanıtlamalara uygun olmayışının da açıklayıcısıdır. Dolayısıyla "bunlar, kesin bilimsel kanıtlara ve ispata değil, ayrı, özel türden, akılcı doğrulamalara yer veren önermeler" (s.15)'dir. Buna göre felsefe bilimsel kavramlar değil, felsefi kategoriler üreten, bilimlerden farklı bir disiplindir.

…

Althusser ikinci bölüm, yani 2. Ders'te, yine ilk dersle bağlantılı olarak "felsefe nedir?" sorusuna yoğunlaşmıştır ve bu ders, Tez 24 üzerinden yürütülmüştür: "Felsefenin bilimlerle kurduğu ilişki, felsefenin özgül belirlenimini oluşturur." (s.71). Althusser'in bu özgül belirlenimden kastı, bu ilişkinin felsefeye özgü ve yalnızca felsefeye ait olmasıdır. Bu ayrıca "felsefenin, bir bilimin nesnesi olma anlamında, nesnesi yoktur" (s.19) önermesiyle, yani Tez 4 ile de ilgilidir. Zira felsefenin bilinen anlamda (ki felsefenin, felsefi nesneleri vardır) nesnesinin olmayışı, onun bilimlerle kurduğu ilişkiyi daha da önemli kılmaktadır.

…

3.Ders, felsefede durum nedir? sorusunu cevaplama sürecidir. Althusser bu bölümde, bilim ve felsefedeki gelişme veya ilerlemenin kendi öz nitelikleriyle ilgili tespitlerde bulunmuştur. Felsefe ve bilimin farklı yöntemlerle iş gördüğüne değinmiştik. Bu bölümde serimlenen de bu alanların iç diyalektiğidir. Buna göre bilim, mevcut teorileri yenileyip, gerektiğinde onları değiştirerek, yeniden düzenleyerek yol alır. Althusser bu süreci şöyle ifade etmiştir: "Bilim tarihinde bir çifte süreç görülür hep: hataların ayıklanması (tamamen ortadan kalkarlar) süreci ve önceki kuramsal öğe ve bilgilerin, edinilmiş yeni bilgiler ve kurulmuş yeni

kuramlar içine yerleştirilmesi süreci. Kısacası, bir çifte "diyalektik" : "hataların" tümüyle ayıklanması ve dönüşüme uğramakla birlikte hâlen geçerli eski sonuçların yeni elde edilmiş bilgilerin kuramsal sistemiyle bütünleştirilmesi. " (s.93).

…

4. Ders'te, Althusser, önceki derslerde anlattıklarını Jacques Monod'nun üzerinden örneklemektedir. Filozof bu bölümde Monod'nun dünya görüşüne ve tekrar felsefeye değinir; ve bunların aynı şey olmadıklarını iddia eder. Zira Althusser'e göre "bir dünya görüşünde bilim söz konusu edilebilir ama, dünya görüşü hiçbir zaman felsefenin odaklandığı gibi odaklanmaz bilime. ... Dünya görüşü bilimlerden başka bir şeye odaklanır: pratik ideolojilerin değerleri dediğimiz şeye odaklanır. " (s. 155). Bunlar daha çok din, ahlak, tarih ve siyaset gibi alanların sorunlarıdır. Felsefenin kurduğu odak ise, felsefi nesneler üzerinde akılcı doğrulamalar biçimindedir.

…

Althusser, çalışmasının kitap dahilindeki *son bölümü olan 5. Ders'te*, yine 24. Tez'e atıfta bulunmuş (ki bu tez'e 2. Ders'te denilmişti) ve dersin bu tez'in örneklenmesiyle yürütüleceğini ifade etmiştir. Bu tez, felsefenin bilimlerle olan ayrıcalıklı ilişkisi ve bu ilişkinin de felsefenin özgül belirlenimini var etmesiyle ilgilidir. Althusser felsefesinde bu, şu demektir: "Büyük felsefi devrimler ile büyük bilimsel devrimler arasında belirgin bir korelasyon vardır. ...

Bu bölümün bir diğer konusu ise, bilgi kuramına dairdir. Zira Althusser'e göre, felsefenin bilimler konusundaki tasarımlamaları, Bilgi Kuramı içinde yer alır. Öyleki "tüm felsefeler, ister örtük ister belirtik olsun, bir Bilgi Kuramı'na yer verirler." (s.178). Bu bilgi kuramı iki ayrı ögeden teşekkül eder: bilimsel bilgi ve bilimsel-olmayan bilgi. Burada bizi felsefenin ayırıcı çizgisi ile tekrar karşılaştıran Althusser; demek ki felsefe, bilgi kuramının içinde ve onu kullanarak, bilgi içinde bir ayrım çizgisi çekiyor, der. Bu ayrım çizgisi tek değildir. Zira bilim-altı ve bilim-üstü felsefi bilgiye de değinen filozof, felsefenin bu ayrımda, 'kendini kendine bilgi' olarak tasarımladığını ifade eder. Bu, felsefi bilgi kuramı olarak karşımıza çıkar. Fakat Althusser'in iddiası şudur ki, bilimler bu kuramlarla ilgili değildir. Bir başka deyişle, genel anlamda bilimlerde, 'bilgi felsefesi' amaç değildir. **(M4a-providing focused evaluation, chapter by chapter)**

Buraya kadar, Louis Althusser'in "Felsefe ve Bilim Adamlarının Kendiliğinden Felsefesi" adlı çalışmasını, bölümler/dersler hâlinde değerlendirmeye çalıştık. Aynı değerlendirmeleri tekrar ele almayacağız, fakat eserle ilgili birkaç noktaya daha değinelim. En azından Althusser bize ne anlatmıştır? sorusunun cevabını özetleyelim.

Düşünce tarihi, takip edilebilen dönemlerden bu yana, esasen iki temel kutup üzerinden ilerlemektedir: idealist ve maddeci-materyalist teoriler. Diğer düşünce durakları, genel itibarı ile bu kutuplar etrafında bir yere konumlanmaktadır. Hiç şüphesiz, yaptığımız bu ayrımla tüm problem çözülmüştür, demiyoruz. Bu ayrım felsefenin doğasına uygun bir izlek oluşturmak, yargılarımızı kavramlar düzeyine taşımak içindir. İşte bu bağlamdan hareketle ifade edersek, Althusser'in bu

çalışması bize, pek de yabancı olmadığımız bir olgudan, yani idealist ve maddeci teoriler arasındaki kronik çatışmadan bahseder. Althusser bunu, felsefe-bilim ilişkisi üzerinden tartışmaya açmıştır. Dolayısıyla filozoflar ve bilim adamlarının durdukları noktalar da, bu teorilerin nispeten vücut bulmuş hâlleridir. Öyle ki bu noktalar, bilim adamlarının kendiliğinden felsefenin de belirleyicisidir. Althusser'in 'bu felsefe' hususundaki tavrı açıktır. O, bilimlere ve maddeci kuramlara karışmış olan idealist felsefenin karşısındadır. Zira Althusser'e göre, bu idealist sapmalar, bilimlerin bunalımından kaynaklandığı için, o an itibarıyla mevcutturlar ve dolayısıyla geçicidirler.

Bir başka husus, felsefeyi belirleyen salt bilimsel gelişmeler veya bilimlerin kendisi midir? sorusuyla ilgilidir. Bu sorunun farklı temellendirmelere elverişli olduğu açıktır. Nitekim Althusser bu temellendirmeyi, bilimlerin belirleyiciliğini önceleyerek oluşturmuştur. Fakat bizce bu, tutarlı olmakla birlikte, sert bir tutumdur. Zira bilimlerle felsefe arasında (her zaman böyle olduğunu iddia etmek güçtür) organik (kurucu, değiştirici) bir ilişki olduğu yadsınamaz, ki bunu Althusser, Galilei fiziği ile Descartes felsefesi arasındaki öncelik-sonralık ilişkisi ile de örneklemiştir; fakat felsefeyi, salt bilimler ile olan ilişkisi ile konumlandırmanın, onun sahasını daraltacağı ve onu başı sonu belli bir tanıma sıkıştıracağı da gözden kaçırılmamalıdır. **(M4b-providing general evaluation, final evaluation before closing)**

Son olarak şunu belirtelim ki, Althusser bu çalışmasında, adeta sihirli terimler gibi duran bilim ve felsefenin, nelikleri üzerinden bir tartışma yürütmüştür. Burada eserin muhatapları, bu alanlarla kurdukları ilişkilerin bağlamına göre, onanan, itiraz edilen veya şimdilik kuşkuyla bakılabilecek yargılarla karşılaşacaktır. Fakat hepsinden önce, yine Althusser'in deyimiyle, felsefe ayrım çizgileri çekmek ise, tüm alanlarda (soyut-somut içerimleri olan) bir şeyin neliğine dair çekilecek doğru ayrım çizgileri, o şeye dair tespitlerimizin de doğru biçimlenmesine katkıda bulunacaktır. En nihayetinde kendini hemen bırakmayan ve söz ettiği kavramlar üzerinde düşündüren/düşünme isteyen bu eserin, düşünsel anlamda bulunduğumuz yeri ve bakış açımızı sorgulamamıza yardımcı olacak, verimli bir çalışma olduğu kanısındayız. **(M5-Closing, recommending the book)**

Figure 28. Sample TBR with moves identified (t_aktas_ph)

4.3.6 Move 5: Closing

This move was commonly reserved for the last part of the review. Identifying the closing sections was relatively easier since the reviewers used lexical cohesion markers which signaled this move. These common expressions, which were apparent and helpful in finding the moves, can be seen in Table below. According to Motta-Roth (1995), the lexical phrases which are often found in this move convey an idea of totality and termination; these include 'altogether', 'in summary', 'in conclusion', 'finally' etc. It should be underscored that conjunctions summing

up were not the only sources to realize this move. A detailed analysis of M5 showed that both in Turkish and English, in addition to statements beginning with conjunctions meaning "in conclusion" or "sum up", another common way found to begin the closing was having a general statement about the book. These general statements usually emphasized the author's name (or surname), or name of the book. It was observed that these statements starting the closing moves were found to be heavily evaluative. Common expressions found for closing can be seen in table 17 below.

Table 17. Common Expressions Signaling Move 5: Closing in TBRC and EBRC

Turkish	English
… bir dille ele alınmış bu kitap	All in all,
… bu eser…	Evaluating the entire work,…
…'nun bu çalışması	Finally,…
Genel olarak,	In closing, I want to,…
Kısaca,	In conclusion,…
Netice itibariyle,	In short,…
Son olarak,	In sum,…
Sonuç olarak,	Overall,
Sonuçta,	Summing up,…
	This is, in sum, an … (excellent) book…
	Ultimately,…

It can be inferred that in general both languages had similar ways of closing book reviews. In addition to having similar number of closing moves, some features such as signaling closing expressions were also found to be similar. However, significant differences were observed in regards to the content of this move, which is explained with SFs in the following paragraphs. Closing paragraphs of the book reviews were further grouped into six SFs based on their content. It was found that the closing moves might have one of these or more than one of these sub-functions in them. Table below shows the distribution of these sub-functions in Turkish and English. Each SF is discussed with examples from the corpora in the following sections.

Table 18. Distribution of SFs in Move 5

	Turkish		English			
SF18 definitely-recommending-the-book	100	10.00%	47	4.34%	25.396	+++
SF19 recommending-the-book-despite-indicated-shortcomings	22	2.20%	48	4.43%	7.977	+++
SF20 neither-recommending-nor-disqualifying-the-book	11	1.10%	5	0.46%	2.779	+
SF21 disqualifying-the-book-despite-indicated-positive-aspects	1	0.10%	9	0.83%	5.815	+++
SF22 definitely-disqualifying-the-book	4	0.40%	4	0.37%	0.013	
SF23 recommending-with-a-suggestion	11	1.10%	21	1.94%	2.420	

4.3.6.1 SF19: Definitely recommending the book

This SF was the most frequent of all closing sub-functions. The reviewer explained his/her positive thoughts on the book and recommends the book. It should be noted that the recommendation could be explained directly by a statement like "I recommend that you read the book". On the other hand, there were indirect recommendations such as thanking the author for writing the book, underscoring the success of the book, having positive wishes for the future of the book, highlighting the significance and value of the book in its field etc. Below are examples of expressions which signal that the reviewer recommends the book.

Table 19. Common Expressions of SF18

Turkish	English
… temel bir kaynağı olma özelliğini taşımaktadır.	… a valuable source for educators…
… alandaki boşluğu doldurucu nitelikte bir kitaptır.	… book successfully combines…
… bir başucu kitabı niteliğindedir.	… book successfully weds…
… büyük ilgi göreceğini düşünüyoruz	… is a necessary resource
… ışık tutuyor.	… makes significant contribution to…
… iyi bir rehber olacağı	… must read this excellent book.
… katkıda bulunacağını söyleyebiliriz.	… this breakthrough book…
… kılavuz niteliğini taşıyacağını düşünmekteyim.	… will be an interest to…
… bakımından önemlidir.	… a remarkable and valuable book
… ciddi bir katkı olacaktır.	… is a book that is likely to be used frequently
… çok önemli bir çalışmadır.	… it illuminates a crucial…
… dileğimiz eserin hakettiği ilgiyi görmesidir.	… serve the field well
… gençlere örnek olacaktır.	… this book will provide a valuable…
… kitaplıkta mutlaka yer alması gereken bir kitap	… well-written, useful
… teşekkür ederiz	This is, without doubt, a rare and a unique book.
… teşekkür ediyorum, saygılarımı sunuyorum.	

4.3.6.2 SF20: Recommending the book despite indicated shortcomings

With this SF, it was found that the reviewer indicated that the book was worth reading but the shortcomings should be taken into consideration. There was a statistically significant difference between Turkish and English for this sub-function. While there were 48 occurrences in English, the number for Turkish was 22. This might indicate that American reviewers tended to have both negative and positive evaluations together and Turkish reviewers did not prefer to mention shortcomings as much as American reviewers. They tend to have a more positive closing in general.

As one might expect, this SF usually occured with a conjunction showing contrast such as "rağmen" for Turkish and "regardless of", "but", "although", "while", "however", "nevertheless" etc. for English.

Table 20. Common Expressions of SF20

Turkish	English
… kitapta… da görmek isterdik.	…all in all… is a rich and fascinating…
Her şeye rağmen ciddi bir emek mahsulü olan bu çalışma…	…But there is still much in this book…
Tercümesindeki küçük hata ve eksikliklere rağmen…vazgeçilmez bir eser niteliğindedir.	…Nevertheless, this work is a good beginning…
Tüm bunlarla birlikte elimizdeki çalışma…	…regardless of the accuracy of its content…
Yukarıda saydığımız tüm eleştirilere rağmen…	Although the book doesn't fully address…it eloquently champions…
	Although there are a few shortcomings,…
	Despite the lack of coverage of important areas…
	Regardless of his narrow focus…
	The discussion ….is puzzlingly brief, but…
	While in my view some of the book's content could have been omitted, ...
	While the author…., he nevertheless….

4.3.6.3 SF21: Neither recommending nor disqualifying the book

To begin with, this was not a frequent sub-function; there were only five examples of it in Turkish and there was no example in English. In these six BRs with this SF reviewers finished their evaluation with a short summary of the content of the book; there was neither a recommendation nor critique of the book but a neutral closing of the review as can be seen below.

> (59) Kitap, yükseköğretim kurumlarında stratejik planlamanın ayrı bir öneme sahip olduğunu ancak akademik planlama olmadan yükseköğretim kurumlarında yapılacak stratejik planların başarılı olamayacağına dikkat çekmektedir. (t_birinci_soc)

4.3.6.4 SF22: Disqualifying the book despite indicated positive aspects

With this SF, reviewer expressed his positive thoughts about the book; however, after the positive evaluation, the review was closed with reviewer's negative evaluation. While there is no review with this SF in Turkish, there are 6 BRs identified with this SF in English.

> (60) In sum, while I found FH's book stimulating, *it* does not serve as a summary or synthesis of its field. Scholars new to

generative metrics would be well advised to do some background reading before taking on the challenging proposals presented in this work. (e_hayes_ln)

4.3.6.5 SF23: Definitely disqualifying the book

As its name suggests, with this SF the reviewer closed his review with a heavy criticism of the book. Compared to SF21 which also included highlighting shortcomings and failures of the book, with this SF, criticism was not softened with a preceding positive evaluation. It was direct and sharp. The reviewer explicitly showed that s/he would not recommend the book as the examples from Turkish and English BRs show below. It should be noted that number of BRs (4 in each language) with this SF was very limited in both languages.

(61) <u>I cannot recommend</u> using Moore and Kearlsey's book as an up-to-date overview of DE. However, there is another book about distance learning. It was prepared by faculty and staff at Athabasca University in 2004 and is entitled Theory and practice of online learning (see http://cde.athabascau.ca/online book/). It covers a huge range of topics and can be downloaded as a book, or parts of it can be used separately. It is free and available to all who want to learn about this subject. If one wants an overview of DE, this free resource is more than satisfactory. (t_duMont_es)

(62) İslam Hukukun Rolü" isimli kitabın, İslam dünyasına ve Müslümanlara kazandıracağı <u>olumlu hiçbir katkı yoktur</u>. Tamamen İslami inanç ve değerlerini hafife alan, modern kapitalist mantığa göre, İslam'da mutlak bir Reform ve Rönesans'a gidilmesi gerektiği ve bunun olması arzusuyla yazılmış bir kitap. Çok sayıda kaynağa müracaat edilmesi de, esere <u>hiç bir şey kazandırmamış</u>. Özellikle İslam'ı ve İslam Hukuku'nu değerlendiren bir çalışmada, İslami kaynaklara neredeyse müracaat bile edilmemiş, hep yabancı kaynaklar referans alınmıştır. Bu kitaptan öğrendiğimiz belki de <u>tek doğru şey</u>, insanın uzmanlık alanı dışındaki konularda ya hiç söz söylememesi ya da çok dikkatli olması gerektiği. Söylenenlerin doğruluk ve ciddiyetten uzak olmasına, cümlelerin uzunluğu da eklenince, aralardaki birkaç doğru da kaybolup gitmekte, çelişkiler de kaçınılmaz olmaktadır. (t_yaka_theo)

4.3.6.6 SF24: Recommending the book with suggestion(s)

In this last SF, the reviewer expressed his positive thoughts but also had further suggestions. There are 5 Turkish BRs with this SF and 11 in English. Suggestions offered are varied and they include recommendations on the extra-text materials such as updated sources, spelling of some certain words, title of the book, and expansion on the content in Turkish. However, in English BRs, on the other hand, recommendations were usually more on the content of the book and on writing style. This again shows that Turkish BRs seemed to have more surface level recommendations, whereas English BRs were deeper and sophisticated.

> (63) Kitap konu hakkında doyurucu bilgiler içermektedir. Konu ile ilgili çalışma yapmak isteyen araştırmacılara kaynak olabilecek niteliktedir. Hacim ve boyut olarak olup rahatlıkla okunacak bir formattadır. Kâğıt baskısı ve yazım olarak keyifli bir okuma sunmaktadır. <u>Ancak, sonraki baskılar için kitapta yer alan harita ve fotoğrafların renkli olmasının okuyucunun içeriği anlamlandırmasına daha çok katkı sağlayacağı değerlendirilmektedir</u>. (t_ozfidan_soc)

> (64) This book represents a very personal and comprehensive review of mechanical ventilation by an experienced clinician and dedicated teacher. <u>The liberal use of illustrations enhances the exchange of knowledge to the reader and is a clear strength. Highly motivated students and resident physicians will find the chapters on respiratory physiology, the ventilator, ventilator parameters, and what is unique about various ventilation modes instructive</u>. The student reader should beware, however, this is not a "basics of..." text, as complex concepts are presented in considerable detail. In contrast, the discussion regarding the clinical application of the various ventilation modes, and some of the recommendations regarding me chanical ventilation for specific disorders particularly ARDS—cannot be recom mended and detract from the value of the book as a whole. These seem to have been driven more by local practice than by evidence: a conclusion accentuated by the complete absence of references in the book. This book's "Achilles heel" is perhaps related to the intense dedication of Dr Kamat to the task of writing a large textbook all by oneself. <u>The involvement of additional authors would probably have strengthened the book considerably by including more evidence and citing the appropriate current and classic references, by tempering the opinion of one with the opinions of other experts from other institutions, and by aggressively editing for clarity and brevity</u>. (t_sessler_med)

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4.4 Rhetorical Moves across Disciplines

In this section, the findings of disciplinary-based investigation of moves in TBRs and EBRs are provided. To begin with, in TBRs disciplinary based differences were observed to a limited extent in regards to main moves of the structural model of this study. Below is a table showing how moves are distributed in each discipline in TBRC. A complete table showing the distribution of each move and its SFs are provided in appendix C for EBRC and appendix D for TBRC.

Table 21. Distribution of Moves in each Discipline in TBRC

Feature	Soc n	Soc %	His n	His %	Theo n	Theo %	Ph n	Ph %	Law n	Law %	Ln n	Ln %	Lit n	Lit %	Es n	Es %	Med n	Med %	Pol n	Pol %
m1-purpose	1	1.15	0	0.00	0	0.00	3	2.97	2	2.20	0	0.00	2	2.30	9	7.20	0	0.00	2	2.17
m2-introducing	40	45.98	45	40.54	46	40.71	47	46.53	39	42.86	52	48.60	37	42.53	52	41.60	44	47.83	45	48.91
m3-outlining	9	10.34	25	22.52	27	23.89	16	15.84	17	18.68	19	17.76	15	17.24	24	19.20	20	21.74	12	13.04
m4a- focused evaluation	9	10.34	15	13.51	13	11.50	12	11.88	11	12.09	15	14.02	12	13.79	18	14.40	5	5.43	11	11.96
m4b- general-evaluation	14	16.09	7	6.31	9	7.96	12	11.88	8	8.79	3	2.80	6	6.90	7	5.60	7	7.61	7	7.61
m5-closing	14	16.09	19	17.12	18	15.93	11	10.89	14	15.38	18	16.82	14	16.09	15	12.00	16	17.39	15	16.30

Table 22. Distribution of Moves in each Discipline in EBRC

Feature	Soc n	Soc %	His n	His %	Theo n	Theo %	Ph n	Ph %	Law n	Law %	Ln n	Ln %	Lit n	Lit %	Es n	Es %	Med n	Med %	Pol n	Pol %
m1-purpose	2	1.74	0	0.00	1	0.84	3	2.75	3	2.80	1	1.06	0	0.00	1	0.85	1	0.85	1	0.96
m2-introducing	64	55.65	62	62.00	70	58.82	59	54.13	52	48.60	50	53.19	49	56.32	76	64.41	67	56.78	66	63.46
m3-outlining	7	6.09	1	1.00	6	5.04	7	6.42	4	3.74	4	4.26	4	4.60	5	4.24	8	6.78	4	3.85
m4a-focused evaluation	8	6.96	4	4.00	9	7.56	9	8.26	8	7.48	10	10.64	4	4.60	5	4.24	11	9.32	4	3.85
m4b- generalevaluation	19	16.52	18	18.00	18	15.13	17	15.60	23	21.50	14	14.89	19	21.84	17	14.41	14	11.86	20	19.23
m5-closing	15	13.04	15	15.00	15	12.61	14	12.84	17	15.89	14	14.89	11	12.64	14	11.86	17	14.41	9	8.65

Some moves were found to be common in all the disciplines. For example, introducing and closing the book were observed to occur in all the fields with similar occurrences. However, there were also differences. As can be seen in the table above, in educational sciences reviewers made use of M1(stating the purpose of review) more than reviewers in other disciplines. This was observed in TBRs in educational sciences, and it was not observed in the same discipline in EBRs.

Another notable difference was observed in the field of medical sciences. Moves in this discipline were found to be the least among other fields. This can be stemming from the length of the BRs in the field of medical sciences. As mentioned before, the discipline of medical sciences had the shortest BRs in regards to word length. Therefore, reviewers provided brief and short reviews rather than exhaustive reviews as in the case of disciplines like philosophy, or sociology. This is the same reason why BRs in Medical Sciences had the largest percentage (47.83%) for M2 introducing the book. BRs in this discipline were not evaluative in general but had a purpose of introducing the book.

Although there were not many differences in the realizations of overarching moves, there were some differences in the realizations of SFs. To begin with, in educational sciences potential readers of the book were seen as a significant part of BRs. Compared to other disciplines, most of BRs in this disciplines included this information. This is because of the fact that BRs in educational sciences were mostly on books that have educational purposes. Therefore, it is understandable why reviewers gave information of who the book could be beneficial and useful for. Another notable difference was with SF8 which gave information about the use of source in the writing the book. The content of this SF included which sources the author benefited from in writing the book. As one might expect, due to the nature of the discipline, reviews included information of how the authors made use of historical archives etc.

Lastly, the discipline of literature was observed to have differences compared to other fields. For example, in most of the BRs there was no organizational information as well as focused evaluation for each chapter. This might be due to the structure of the books under review which were not divided into sections. Reviewing a work which has no chapters, of course, would not be expected to provide chapter by chapter evaluation but a more general one. Therefore, there was an apparent difference between reviews of an edited book which had several articles/essays as/within each chapter. In reviews of such books, more focused evaluation for each chapter/section was seen. On the contrary, reviews of literary works which did not have separate sections had more general evaluation.

To sum up, these differences in Turkish BRs show that structure of BRs depends on several factors such as structure of the book under review (does it have chapters); purpose of the book (was it written for educational purposes); content of the book (does it consist of collected articles/essays).

Discipline based comparison of English BRs was also carried out to see how moves were realized in each discipline in the corpus. As can be seen in the table below, it seems that BRs in English mostly follow a similar structure. However, interestingly, when SFs were investigated, the differences found in TBRs were found to be common in EBRs to some extent as well. For example, SF which gives information on the use of sources was also observed to occur in the field of history in English BRs, which was also the case in Turkish. Similarly, general evaluation was found to occur more in the field of litearute compared to chapter based focused evaluation. This is also similar to the difference found in literature BRs in Turkish.

CHAPTER 5

EVALUATIVE LANGUAGE

5.0 Presentation

The purpose of this chapter is to present the findings of analysis of evaluative acts in Turkish and English BRs. Firstly, the positive and negative evaluative acts are discussed based on the structural/functional model which came out of analysis. Then, as an answer to the research question regarding what is being evaluated upon, the targets of these evaluations are discussed. Subsequently, the comparative analysis of evaluative acts across disciplines in the corpora is presented. Lastly, in combination with the previous chapter on rhetorical moves, how evaluative acts are distributed across moves identified in BRs is elaborated on.

5.1 Evaluative Acts in TBRs and EBRs

Based on the manual analysis of the texts, the identification of evaluative acts involved tagging all of the text fragments that served writers to make positive or negative judgments on the book under review. The tagging of evaluative acts was based on Suárez's (2006, p.2) definition of an evaluative act, which suggests that "each act should be identified not as a grammatical unit but as a functional unit. It is any structural unit, irrespective of its lexico-grammatical configuration that contains both the aspect commented upon and what is said about it". After identifying each act, both qualitative and quantitative analysis were carried out. In the quantitative analysis, the frequency of evaluative patterns was measured in each sub-corpus. For the qualitative analysis, structural and functional features of evaluative acts were analyzed in order to identify common patterns.

For this step, 4,380 evaluative acts were identified in both corpora. To begin with, as can be seen in the table below, the data obtained with the help of UAM corpus tool showed that there was a statistically significant difference between Turkish and

English book reviews in regards to the total number of evaluative acts they containe. (1,866 in TBRC, and 2,518 in EBRC).

Table 23. Evaluative Acts in TBRC and EBRC

	Turkish		English			
Feature	n	%	n	%	ChiSqu	Signif.
negative	604	32.37%	911	36.18%	6.882	+++
positive	1257	67.36%	1607	63.82%	5.939	+++
no-evaluation	5	0.27%	0	0.00%	6.755	+++

Both positive and negative evaluative acts in EBRs outnumbered the evaluative acts in TBRs. This might indicate that Turkish book reviewers did not tend to provide their evaluations as much as American book reviewers did. Moreover, in Turkish, there were five book reviews which were bare summaries of the books and did not have any positive or negative evaluation. The figure below visualizes the evaluative acts in both corpora.
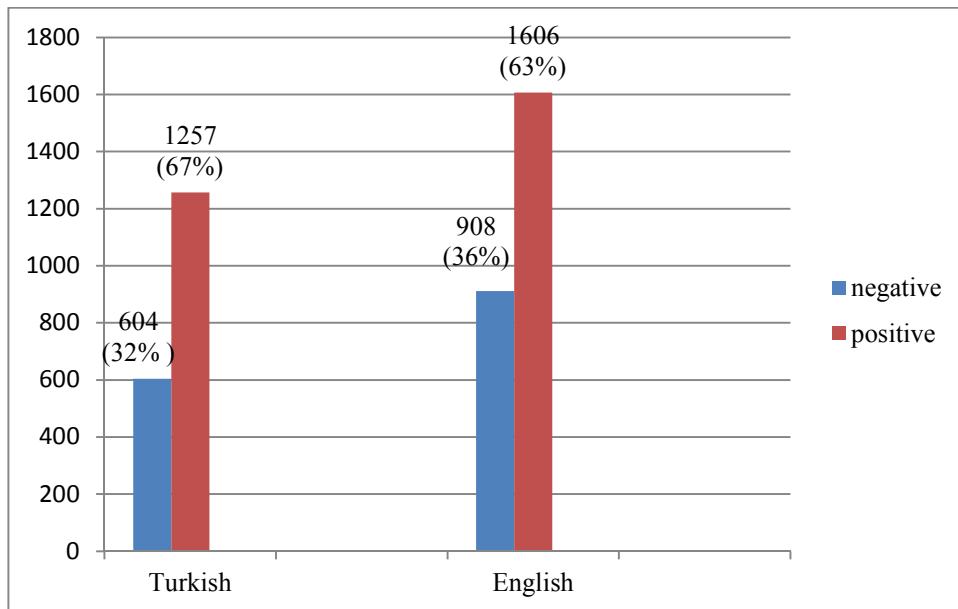
Figure 29. Positive and negative evaluative acts in TBRC and EBRC

A detailed analysis of each text for its acts showed that indeed, particularly with negative evaluative acts, there was not a balanced distribution across texts in TBRC. It was found that out of 191 BRs, 132 texts did not have any negative evaluative

acts at all. However, only 26 of 194 BRs in English did not have any negative evaluative acts. As can be seen in the figure below, criticizing the book was avoided in a large number of TBRs. The negative criticisms found come from a very small portion of the corpora. This finding might indicate that even though there was common agreement that BRs fulfill two primary functions, inform and evaluate (Hyland, 2000; Gea Valor, 2000, 2001; Salager-Meyer *et al*., 2005; Suárez, 2006; Moreno and Suárez, 2008a, 2008b), there seems to be cultural variables influencing the degree of being evaluative and critical.
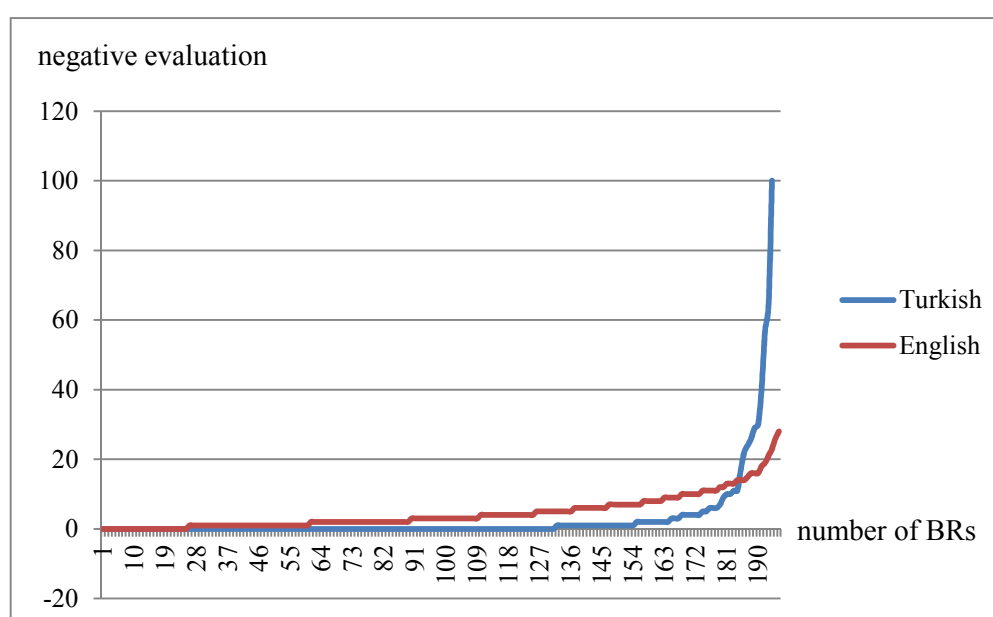
Figure 30. Distribution of negative evaluative acts across BRs

(In this figure BRs were ordered according to the number of negative evaluative acts in the corpus.)

While analysis of negative evaluative acts yielded statistically significant results between target languages, this was not the case for positive evaluative acts. As can be seen in the figure below, there was a more balanced distribution of positive evaluations across texts in both Turkish and English.

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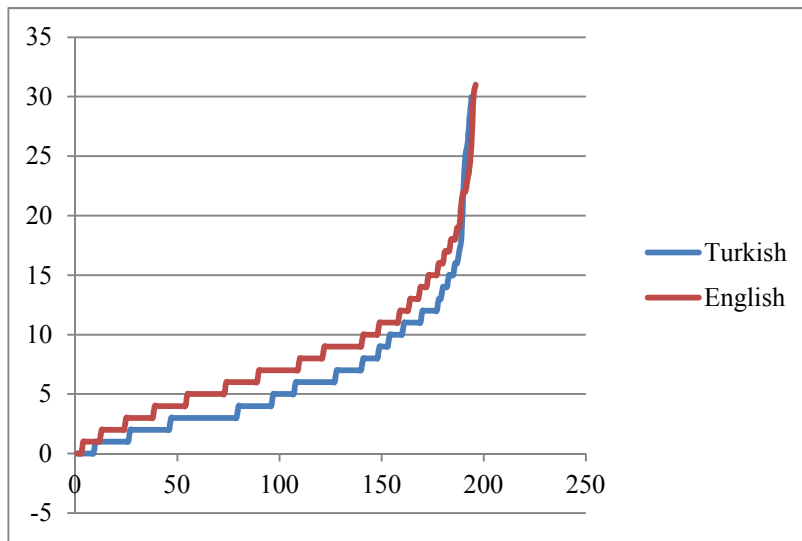
Figure 31. Distribution of positive evaluative acts across BRs

After having a general idea of occurrences and distribution of evaluative acts in the corpora, the second step was to analyze the structural and functional features of these evaluative acts found. After tagging the main type of evaluative act as either positive or negative in each book review, it was further annotated for its sub-evaluative acts. A model including all these sub-evaluative acts emerged based on the qualitative analysis of the BRs. The final version of this evaluative act model is as seen in the table below.

Table 24. Bal's Model of Evaluative Act Types

Evaluative Act Types	Sub-Evaluative Acts
1. Positive Evaluative Act Types	
	1.1 bare positive
	1.2 positive + positive
	1.3 negative + positive
	1.4 positive + reason
	1.5 reason + positive
	1.6 positive + example
	1.7 positive-comparing with other sources
	1.8 positive - citing other people
	1.9 positive - agreeing with author
	1.10 positive - empathizing with author
	1.11 positive – congratulating
	1.12 positive – wish
	1.13 positive – thanks

Table 24. Cont'd

2. Negative Evaluative Act Types

2.1 bare negative
2.2 negative + negative
2.3 positive + negative
2.4 negative + reason
2.5 reason + negative
2.6 negative + example
2.7 negative as question
2.8 negative-refuting
2.9 negative-disagreeing with author
2.10 negative suggestion
2.10.1 based on lacking/error
2.10.2 bare suggestion
2.10.3 suggesting other sources
2.11 negative in parenthesis

5.1.1 Positive Evaluative Acts

Positive evaluative acts were observed to occur in 13 different ways in regards to their functions and structures. These are bare positive, positive+positive, negative+positive, positive+reason, reason+positive, positive+example, positive-comparing with other sources, positive - citing other people, positive - agreeing with author, positive - empathizing with author, positive – congratulating, positive – wish, and positive – thanks. The distribution of these sub-categories is as seen in the table below.

Table 25. Distribution of positive evaluative acts

	Turkish		English			
Feature	N	%	N	%	ChiSqu	Signif.
1.1 bare-positive	1055	83.93%	1306	81.27%	3.448	+
1.2 positive+positive	32	2.55%	44	2.74%	0.101	
1.3 negative+positive	20	1.59%	93	5.79%	32.768	+++
1.4 positive+reason	14	1.11%	60	3.73%	19.234	+++
1.5 reason+positive	54	4.30%	10	0.62%	43.570	+++
1.6 positive+example	5	0.40%	28	1.74%	11.196	+++

Table 25. Cont'd

1.7 positive-comparing-with-other-sources	18	1.43%	8	0.50%	6.842	+++
1.8 positive-citing-other-people	7	0.56%	9	0.56%	0.000	
1.9 positive-agreeing-with-author	18	1.43%	30	1.87%	0.809	
1.10 positive-empathising-w-author	7	0.56%	10	0.62%	0.051	
1.11 positive-congratulating	8	0.64%	0	0.00%	10.256	+++
1.12 positive+wish	13	1.03%	8	0.50%	2.788	+
1.13 positive-thanks	6	0.48%	1	0.06%	4.984	++

Each of these sub-categories is explained in detail with example statements from the corpora below.

5.1.1.1 Bare positive

This type of evaluative act was the most common with the highest number among other positive evaluative act types. It occurred mostly in the closing sections of the reviews where final evaluation of the book was provided. As can be seen in the examples below, the unit with this type of evaluative act can give specific information such as the potential readership, or can be a general statement about the book.

(65) <u>The general flow of the book provides for an easy and not overwhelming read</u> for even the nonmedical lay reader as can be the case for patients and their caregivers.(e_duke_med)

(66) <u>It has a great deal to offer</u> those interested in popular region, women's studies, and colonial Mexican culture. (e_arrom_hs)

(67) Kısacası Yavuz, <u>sahip olduğu büyük ve çok yönlü bilgi birikimini</u>, <u>bu birikimle yoğrulmuş bir metin</u> ve başka yazarlara ya da mahkeme kararlarına yapılmış göndermeler aracılığıyla okuruna sunan bir yazar. (t_erogul_law)

(68) Burada kullanılmış olan arşiv belgeleri <u>eserin özgünlüğüne değer katmıştır</u> (t_akbel_hs)

5.1.1.2 Positive + positive

In analyzing the types of positive evaluative acts found in the corpora, it was observed that there were statements in which the reviewers expressed their positive thoughts by adding on the previous information provided in the same unit. The reason why such statements were categorized as "positive + positive" was that there occurred a need to have a separate category for these units which were different than "bare positive" where there was just one evaluative act. The reviewer chose to have more than one evaluation in a statement which added emphasis on the evaluative act. Therefore, the statements, in which there was a clear indication of stressing more than one evaluation, were considered within this category.

> (69) Sadece Türkiye'deki Karaçaylardan <u>derleme yapmakla yetinmemiş</u>, çalışmayı yaparken bizzat Kafkaslardaki Karaçay-Malkar <u>bölgesine gitmiş, gözlemiş ve çalışmasına esas olacak kaynakları da temin etmiştir</u>. (t_koras_ln)

> (70) The authors <u>not only provide practical advice</u> for dealing with the law as it currently stands, <u>but also point out problems</u> and policy concerns with the current state of the law, <u>as well as some practical solutions</u>. (e_halman_law)

> (71) In sum, Yuki and Brewer's Culture and Group Processes <u>achieves</u> the editors' hope for their volume in that<u> the book does "highlight the benefits </u>of studying group processes with a cultural lens" (p. 14), while it <u>also advances</u> "an agenda for a fully integrated theory of culture and group process in the future" (p. 14). (e_malleus_soc)

As can be seen in the examples (70) and (71), the additional emphasis was observed to be realized with linguistics indicators such as *not only … but also, also, but also*, in English. In Turkish, similar expressions such as conjunction *da, … -nın yanı sıra, yanında, … bir yana, aynı zamanda, … -makla (mekle) kalmıyor, üstelik, ayrıca, hem.. hem* were used for the same purpose.

5.1.1.3 Negative + positive

In the analysis of TBRC and EBRC, it was observed that one of the strategies of providing positive evaluation was by beginning with a negative evaluation and then providing the positive evaluation. In these acts the positive part was the main clause

and also the target of evaluation. As can be seen in the examples (72), (73), (74) and (75), there was usually a contrastive structure in these statements. This type of evaluative act was more frequently used in English than Turkish. There are 93 instances of this act type in English and 20 in Turkish.

(72) <u>Yukarıda saydığımız tüm eleştirilere rağmen</u>, kitabın insan hakları hukuku ile ilgilenenlere, Türkiye ile ilgili davalar hakkında derli toplu bilgi veren bir kitap olarak iyi bir zamanlama ile yayımlandığını belirtmek gerektiğini düşünüyoruz. (t_altiparmak_pol)

(73) <u>Tercümesindeki küçük hata ve eksikliklere rağmen</u> Gutas'ın bu kitabı, sadece tercüme hareketi veya İslâm felsefesiyle ilgilenenlerin değil, İslâm düşünce ve medeniyetinin oluşumunu anlamak isteyen herkesin okuması gereken, vazgeçilmez bir eser niteliğindedir. (e_kaya-cun_ph)

(74) <u>Although some of the topics covered by McCaffery are included in textbook treatments of taxes</u>, his examples and discussion take the reader further into the issue than the typical economics text.(e_adkisson_soc)

(75) <u>Despite the failure to adequately establish his pet problem</u>, Tamanaha's ideas for reform are sensible and would address some of his concerns—the lack of low-cost legal education… (e_burk_law)

The indicators of negative + positive act type in English were: *still, while, although, yet, regardless of, however, but, nonetheless, despite.* Similarly, in Turkish expressions such as *rağmen, bunlarla birlikte,… olsa da,* were observed to form negative + positive evaluative acts.

The reason why English BRs had more examples of this evaluative act type might be because the reviewers used this act type as a strategy to mitigate their negative evaluation. Instead of giving the negative evaluation alone, which might threaten the author's face, they combined it with a positive statement which helped them to soften their negative evaluations, and save the author's face.

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5.1.1.4 Positive + reason

Some positive evaluative acts were observed to co-occur with a following reason explaining that positive evaluation. The further explanations as the reasons of positive evaluations strengthened the reviewer's evaluation. It should be noted that there was a statistically significant difference between Turkish and English in the realization of this act type. In English BRs, this act type was found to occur more frequently compared to Turkish BRs. American reviewers seemed to have a general tendency to provide reasons for their evaluations, which made their evaluations sound stronger. By adding reasons, they actually revealed the bases for their evaluations, which can help the readers understand why such an evaluation was made.

(76) <u>Özenli bir sekilde seçilen kelimeler yazarın hem üsluba, hem konuya, hem de anlatıma hakim olmasını sağlamıştır.</u> <u>Süphesiz bu, yazarın konulara dilbilimci kimliğiyle yaklasımından kaynaklanmaktadır.</u> (t_kucuk_ln)

(77) <u>Yet The Neutered Mother is valuable reading</u> <u>because of its methodological critique of structuralist reforms that ignore the loaded institution of the family.</u> (e_bamberger_law)

5.1.1.5 Reason+positive

This evaluative act type was similar to positive + reason type in the sense that in both of them the reviewer stated the reason(s) of the positive evaluation. Unlike the previous act type, in this category first the reason was explained and it was followed by the evaluation. There are 54 occurrences of this evaluative act type in TBRC and 10 in EBRC. This act type also helped the reviewer strengthen his evaluation since it provided further information about the positive evaluation.

(78) <u>Zira yazar, bu çalışmada ele aldığı her bir konuyu işlerken, bir yandan klâsik metinler üzerinden temel kelâmî sorunları ortaya koyup mezhebî bağlamda tarih boyunca ileri sürülen alternatif çözüm önerilerini tanıtırken, diğer yandan da üzerine söz söylediği her bir meseleyi modern okumalarla beslemiş</u> ve bu sayede çalışmaya güncel değer kazandırmıştır. (t_barlak_theo)

(79) <u>But Lipstadt's book helps balance conventional wisdom.</u> <u>In that sense, as in many others, The Eichmann Trial makes an invaluable contribution to the literature.</u> (e_gordon_law)

5.1.1.6 Positive + example

In this type of evaluation, reviewers provided the readers with further examples of the aspect that was commented upon. It was observed that in EBRs it was more common to provide examples after the evaluation than TBRs. There were 28 samples in English and 5 in Turkish. This, again, helped the reviewers provide a proof for his evaluation and strengthen their thoughts.

(80) Kitabın bu anlamdaki katkılarına bir diğer örnekse; <u>meclisteki küçük bir grubun (veya partinin) en büyük parti ya da grupla belirli bir karar kotasını aşan (kazanan) koalisyon kurma anlamında oy güçlerinin eşit olabileceği gibi ilginç sonuçlara ulaşılmasını sağlayan güç endekslerinin (Shapley-Shubik, Banzhaf endeksleri vb.) tanıtılarak, basitçe açıklanması.</u> (t_cinar_pol)

(81) Finally, Teitel provides an unusually rich and creative approach to drawing out the pressing questions raised by efforts to do justice in the context of political transition after mass, systematic violence. <u>For example, in a passage entitled, "Of River Crossings and Sea Changes, of Exile and Return," Teitel discusses the themes of truth and reconciliation with reference to the Biblical story of Jacob and Esau, as well as Shakespeare's The Tempest.</u> (e_leebaw_law)

The underlined parts of the examples (80) and (81) show positive evaluations of the reviewer.

5.1.1.7 Positive-comparing with other sources

There were 18 instances of comparative evaluation in Turkish BR corpora and 8 in English. In these evaluations, the reviewer compared the book, the author, or the content of the book with other books, scholars, authors or related entities. This comparison was observed to provide supremacy to the book under review.

(82) <u>Sosyal bilimleri ilgilendiren araştırmalarda sıkça kullanılan bu istatistiksel analiz türlerine ilişkin bilgi ve açıklamaların, benzer kitaplarda yapılan bilgi ve açıklamalara kıyasla</u> daha kolay ve anlaşılır olduğu görülmüştür. (t_memnun2_es)

(83) The book clearly has a real-life, practice-based application, <u>which makes it quite dissimilar to other texts on the market that purport to present health promotion in succinct ways</u> (Nutbeam et al., 2010). (e_woodall_med)

5.1.1.8 Positive-citing other people

Although this type of evaluation was observed to occur less compared to other categories (seven instances in Turkish and nine in English), its similar pattern in the target languages is worth mentioning here. When a detailed analysis of these acts was carried out, it was found that reviewers included comments from other authors/scholars. These evaluations were usually from foreword, preface, back cover of the book, and articles/ news about the book under review. These references to other people strengthened the reviewer's evaluation. One might think that such an evaluation is not the reviewer's but someone else's evaluation; therefore, cannot be regarded as an evaluative act type. However, the reviewer's inclusion of a positive evaluation actually indicates that he in a way agrees with that evaluation. Otherwise, he would not include it in his review. Below are examples of this act type.

(84) <u>HA hakkında yazdığı bir incelemede Wacquant</u>, kitabın önemli noktalarından birisinin bilhassa Amerikan sosyoloji alanının bilişsel ve kurumsal örgütüne yönelttiği sembolik tehdit olduğunu belirtmektedir. (t_karakaya_soc)

(85) <u>As correctly noted by Stanford's Professor Mark Lemley on the book's back cover,</u> "David Hricik is the nation's leading expert on patent ethics". (e_holman_law)

(86) <u>It is clear from the 2 forewords written by Drs Mauralidhar K. and Pramila Bajaj</u>, as well as the author's preface, that Dr Kamat is a dedicated and skilled educator and expert regarding mechanical ventilation.(e_sessler_med)

5.1.1.9 Positive - agreeing with author

The evaluative acts in this category showed that the reviewers explicitly stated they agreed with the author. Agreeing with the author of the book showed the reviewer's positive attitude towards the author and the content of the book. There were 18 instances in TBRC and 30 EBRC of this evaluative act type.

(87) <u>Yazarın da gösterdiği gibi</u>, otoritenin bu iki alanda gerçekleşme biçimi arasındaki eş yapılılık, karşıtlık ve belirsizlik bize ailenin basitçe devletin ya da toplumun yeniden üretiminin ihtiyaçlarına indirgenemeyeceğini, aile ve devlet ya da toplum arasındaki ilişkilerin ailenin bir volan kayışı olmasının çok ötesinde olduğunu göstermektedir. (t_yilmaz_pol)

(88) <u>Maturidi'nin Yazarın da haklı olarak ifade ettiği gibi</u> böyle bir konuyu kabul etmenin İslam inancı açısından problemler doğuracağı açıktır. (t_abat_theo)

(89) Bu noktada söyledikleri <u>oldukça yerindedir</u>. (t_aydogan_ph)

(90) So <u>Tamahana is right</u> to pick on the legal education system. (e_burk_law)

5.1.1.10 Positive - empathizing with author

With this act type the reviewer had a more caring voice and tried to tell the reader that he could understand the choices of the author, or the effort the author had put in writing the book. This position of the reviewer as a person who showed empathy towards the author indicated his positive attitude. Compared to other act types, this type had a more personal and subjective tone. There are seven examples of this act type in TBRC and 10 in EBRC.

(91) Ancak tüm eleştirilerimize rağmen <u>şu empatiyi göstermek istiyoruz</u>. Eğer yazar böyle bir eleştiriye girişmediyse, bu onun büyük olasılıkla eleştiri faslını bu çalışmanın sınırlarına dâhil etmemesinden kaynaklanmaktadır. (t_bozkurt_ph)

(92) Mâtürîdî'nin Te'vilât isimli eseri, bu çalışmanın yapıldığı dönemde matbu olmadığından yazma nüshasının kullanılması <u>çalışmanın ne kadar zor imkânlarda yapıldığını</u> göstermektedir. (t_bozkurt_theo)

(93) There is also virtually no discussion of ethnographic approaches to causal inference. <u>This is understandable given the need to keep this volume a manageable length</u>. (e_mccloymond_theo)

(94) Despite these scattered deficiencies, which admittedly <u>are almost inevitable in a multiauthored two-volume tome</u>, there are chapters in the handbook that stand out. (e_mcdougle_soc)

5.1.1.11 Positive-congratulating

With this act type the reviewer explicitly congratulated the author for several reasons such as publishing the book under review, his writing style, research skills, use of sources etc. It should be noted that congratulating the author created a more informal and subjective tone in the reviews. There were 8 book reviews with this evaluative act type in Turkish. It was found that in English book reviews this act was not realized.

> (95) <u>Yaptığı çalışma ile hem Karaçay-Malkarları onurlandıran, hem de Türkiye Türklüğü ile onlar arasında bir köprü kuran İsmail Doğan hocamızı tebrik eder,</u> benzer çalışmalarının yayımlanmasını sabırsızlıkla beklediğimi ifade etmek isterim. (t_koras_ln)

> (96) Her şeye rağmen ciddi bir emek mahsulü olan <u>bu çalışma için hocamızı tebrik ediyor</u> ve bu alandaki ihtiyacın giderilmesi adına çalışmaların sürdürülmesi temini ediyoruz. (t_koca_theo)

5.1.1.12 Positive-wish

In 13 different reviews in Turkish and 8 in English, it was found that the reviewers expressed their wishes and hopes about the book. They wished that the book reached to a broad audience, the author kept publishing works. These evaluative acts clearly showed the author's pleasure and positive stance about the book. It should be underscored that all of these acts with wishes were found to occur in the closing part of the review.

> (97) <u>Dileğimiz</u> eserin hak ettiği övgü ve değeri görmesidir. (t_kucuk_ln)

> (98) <u>I hope</u> it finds an audience and becomes a model for how to think about legislative reform more broadly. (e_gosh_law)

5.1.1.13 Positive-thanks

The last positive evaluative act type in the model is the one in which the reviewers expressed their thanks to the author of the book. There are six Turkish BRs and one English BR with this positive act type. Similar to congratulating, this act of thanking also created a more informal, and subjective tone in the reviews.

(99) Muhtelif dergilerde yayımlanmış birbirinden değerli on sekiz makaleyi derli toplu bir şekilde bilim âlemine sunduğu için M. Fatih Köksal'a teşekkür ediyoruz. (t_giynas_lit)

(100) We need to thank the scholars who authored these chapters for reminding us to look to the history of literacy research for instructional ideas when we discover, as we inevitably will because of the nature of literacy, how current standards-based literacy teaching fails to be responsive enough to engage and advance the literacy development of all children. (e_hinchman_es)

As seen in the examples (99) and (100), the reasons why the reviewers thanked the author(s) were also provided.

5.1.2 Negative Evaluative Acts

The identification of evaluative acts produced a similar portion of negative evaluative acts for TBRC and EBRC. 33% of evaluative acts in TRBC and 35% of EBRC were found to be negative. As seen in Table 26, these negative evaluative acts were further categorized in 11 groups based on their structural and functional features. It should be noted that these categories of negative evaluative acts show similarity with the categories in positive evaluative acts explained above. Each of these negative act types are explained in detail below.

Table 26. Distribution of negative evaluative acts (with sub-categories)

| Feature | Turkish | | English | | | |
	N	%	N	%	ChiSqu	Signif.
2.1 bare-negative	341	56.46%	416	45.66%	16.923	+++
2.2 negative+negative	4	0.66%	7	0.77%	0.057	
2.3 positive+negative	33	5.46%	147	16.14%	39.514	+++
2.4 negative+reason	5	0.83%	27	2.96%	8.014	+++
2.5 reason+negative	9	1.49%	11	1.21%	0.223	
2.6 negative+example	35	5.79%	40	4.39%	1.521	
2.7 negative-as question	13	2.15%	29	3.18%	1.432	
2.8 negative-refuting	66	10.93%	86	9.44%	0.890	
2.9 negative-disagreeing-with-author	18	2.98%	14	1.54%	3.660	+
2.10 negative-suggestion	75	12.42%	128	14.05%	0.835	
2.10.1 based-on-lacking/error	41	6.79%	65	7.14%	0.067	
2.10.2 bare-suggestion	29	4.80%	52	5.71%	0.590	
2.10.3 negative+suggesting-other-resources	5	0.83%	10	1.10%	0.270	
2.11 negative-in-paranthesis	3	0.50%	2	0.22%	0.848	

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5.1.2.1 Bare negative

This type of the act included a bare negative evaluation. It was structured in a general and simple way compared to other types which included double negatives, reasons, examples or different structures such as interrogatives. This type of evaluative act had the highest number in the corpora; 45% of total evaluative acts in EBRC and 56% of evaluative acts in TBRC. Below are some examples for bare negative evaluative act type.

> (101) Türkiye davalarında uygulanan hukukun çeşitliliği <u>kitapta atlanmış görünüyor.</u> (t_altiparmak_pol)

> (102) <u>Unfortunately, this research has been placed within an explanatory framework that misrepresents recent scholarship in historical climatology.</u> (e_cushman_hs)

> (103) <u>One real weakness of this work is a failure to engage with Peruvian historiography after Basadre.</u> (e_garret_hs)

> (104) At certain points <u>I found the discussion of studies in the reference section overly brief</u>, particularly when they were the basis of central points argued in the main text. (e_gordon_med)

5.1.2.2 Negative+negative

As in the case of positive+ positive type of evaluation, here in this type there were more than one negative evaluation structured together. This group was created because it seemed that there was a significant difference between a bare negative and a negative + negative structure. In the latter negative evaluation was doubled which made the author sound more negative than in the former group. When the reviewer expressed more than one negative evaluation at the same time, readers could feel that the book was being evaluated more critically. The indicators of negative+ negative evaluative act type were the same with those found in the positive + positive act type. It was mostly *not only... but also* structure in English. In Turkish conjunction *de* and expression of *bir yana* were found to function for the same purpose. It should be noted that there were limited number of examples for this evaluative act type (four for Turkish and seven for English). This can be because having more than one negative at the same time can threaten the face of the book's author and create a ver negative atmosphere.

(105) What is missing however in Burk and Lemley's appeal to the judiciary is <u>not only</u> an analysis of how to allocate Supreme Court and Federal Circuit functions, <u>but also</u> the role of a specialized agency in effectively tailoring patent law. (e_gosh_law)

(106) Kitabın kaynakçasında AİHS hukuku hakkında yazılmış en temel eserlerin bazılarının bile bulunmaması <u>bir yana</u>, yazarın ileri sürdüğü görüşlerin bazıları hakkında yazılmış çalışmaların <u>da</u> kitapta yer bulamadığını görüyoruz.(t_altparmak_pol)

5.1.2.3 Positive+negative

There was a statistically significant difference between Turkish and English for this type of evaluation. The strategy of combining a negative evaluation with a positive one was commonly applied in English book reviews; whereas, it was not so common in Turkish. There are 146 instances of this act type in EBRC and 33 in TBRC. It might be inferred that reviewers of English BRs softened their negative evaluations by beginning with a positive statement.

(107) <u>Sonuç olarak bu çalışmanın bağımlılık tedavisinde egzersiz terapisi adına atılmaya çalışılan bir ilk adım olduğu</u>, fakat bu çabanın önemli yöntemsel eksiklikler taşıdığı söylenebilir. (t_cetin_med)

(108) <u>Cümle genel itibariyle isabetli olmakla beraber</u>, "ibadet çeşitlerinden biri olan ticaret" yanlış anlaşılmalara da vesile olabilecek bir ifadedir. (t_arslan_theo)

(109) <u>Yazarın yayınlanmış ilk akademik çalışması olan Kutsal Sinod'dan Rus Ortodoks Kilisesine isimli kitabı başarılı olmakla birlikte</u> birtakım eksiklikleri de ihtiva etmektedir. (t_duali_ph)

(110) <u>While The Pocket Guide to Health Promotion is very comprehensive</u>, it does stop short of discussing some issues (e_woodall_med)

(111) <u>Although the book fleshes out some of the complexity encircling charter schools and voucher programs</u>, many questions remain. (e_cohen_es)

(112) <u>Although Kershaw's book is finely researched and well written</u>, some of the assumptions regarding audience knowledge and its structure are already apparent in the

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Introduction, which splits itself into various subheadings, each subsection forming a particular site of analysis, focused on a given text, a given year, a given example of kingship and its construction, but with little connective tissue between each example and the next. (e_griffiths_pol)

The underlined parts in the above examples show the positive evaluations which are followed by negative evaluations. *Fakat, -duğu halde, -makle beraber* are common linguistic expressions which are found to occur frequently to construct the positive + negative structures in Turkish. Similarly contrastive conjunctions such as *although, though* are commonly used in to form this evaluative act type.

5.1.2.4 Negative+reason

Some academic book reviewers tended to provide the readers with a reason which appeared after a negative evaluation. As shown in Table 26, there was a statistically significant difference between English and Turkish BRs for providing reason after negative evaluation. This act of explaining the reason of a negative evaluation created a safer position for the reviewers from the readers' perspective because the reviewer went beyond criticizing the book and provided them with a further explanation to rely on. It also made the negative evaluation sound more rationale, and softer since the reason provided a platform to understand why negative evaluation was made as seen in the examples below.

(113) Kendi dinlerinde reforma gidip, çeşitli keyfi düzenlemeler yapan Hristiyan ve Yahudilerdeki hac olgusuyla, hiçbir değişikliğe uğramayan İslam Dini'ndeki hac ibadetinin kıyaslamak doğru değildir (sh.66). Çünkü Hıristiyanlık ve Yahudilik 'teki hac olayının ibadet içeriği, İslam'daki hac ibadetinin içeriği ile aynı değildir. (t_yaka_theo)

(114) Burada anlaşılmayan şey bazı yerlerde Yunanca İncil'den, bazı yerlerde Türkçe İncil'den faydalanmış olmasıdır. Bu muhtemelen bazı notlarda Çağdaş Yunanca çevirinin dipnotlarından faydalanmış olmasından kaynaklanmaktadır. (t_kilic_hs)

(115) Further, the book's subtitle, which markets it to grades K through 12 teachers, is slightly misleading for elementary level educators since most of the activities within the book are directed toward teachers of grades 5 and above. (e_martone_es)

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5.1.2.5 Reason+negative

Similar to the act type above, again the reviewer provided readers with a reason for his critical assessment. However, here the reason preceded the evaluation. When a detailed analysis of these statements was conducted, it was found that by providing the reason for his assessment, the reviewer actually softened his criticism. As can be seen from the samples below, the reasons made the readers empathize with the authors and better understand the motives behind their choices. There are nine occurrences of this act type in TBRC and 11 in EBRC.

> (116) <u>Bununla birlikte, bu bölümün baskın özelliği yüzlerce davanın özetlenmesi olduğu için</u> konuyla yakından ilgili olmayanların aklında çok fazla bir hukuksal değerlendirme bırakması beklenmemeli. (t_altiparmak_pol)

> (117) <u>Atasözleri zaten cümle biçiminde kurulmuş ifadeler oldukları için</u> bunlarla ilgili örnek cümlelere yer verilmemiştir. (t_yilmaz_ln)

> (118) <u>In addition, because the book's geographic scope is broad,</u> its depth is limited. (e_robin_ln)

> (119) <u>Robinson and Brahm's essay on Twain and Nietzsche appeared previously as an article in Nineteenth-Century Literature,</u> so its scope is accordingly limited. (e_howe_lit)

5.1.2.6 Negative+example

In the TBRC and EBRC there were negative evaluative acts which were followed by an example of what was being criticized. By providing an example, the reviewers strengthened their criticism by showing what he meant by this evaluation. When a comparative analysis was conducted, it was realized that in both of the target languages the number of this type of act was quite similar (35 in Turkish and 40 in English).

> (120) Özdek'in sınıflandırması aynı zamanda kitabın bazı bölümlerinde tekrarlara yol açıyor. <u>Örneğin devletin yaşam hakkı ve işkence, insanlıkdışı, onur kıncı muamele ve ceıa yasağı ihlallerine ilişkin yetersiz ve etkisiz soruşturma yapmasından kaynaklanan ihlaller her bir altbaşlık altında tekrar incelenmiş.</u> (t_altiparmak_pol)

(121) Aynı tutarsızlık Biliyografya'da yazar ve eser isimlerinin transkripsiyonunda da söz konusudur. <u>Örneğin Kayapınar kendi sistemine göre yazdığı kitabının adında "Yorgios", aynı adı bibliyografyada Georgios, "Sfrancis"i "Sfrantzis" olarak yazmıştır.</u> (t_kilic_hs)

(122) It is rather that Rives does not provide a terribly good sense of what is left out. <u>Two examples might be specific attention to ritual and the material culture of ancient cult.</u> (e_ando_theo)

(123) Occasionally, however, a substantial factual assertion goes unsupported or the support cited is weak or mistaken. <u>For example, early in the book Hestermeyer makes the assertion that there exists a "common claim that inventors traditionally (and everywhere) have a right to a patent" (p.21). No citation is provided to support this bold statement, and little support can be found elsewhere in the book.</u> (e_torrance_law)

5.1.2.7 Negative as question

In some criticisms it was found that the reviewer structured his/her evaluation via a question form. There were 13 occurrences in Turkish and 29 in English BRs of such a structure. As also seen in the underlined parts of the examples below, in these statements reviewer generally questioned the validity of the argument that the author proposed, or opinion of the author was being questioned in a critical way. There were also cases where the reviewer stated that there were unanswered questions and listed some of these questions, which also showed a negative evaluation of the book.

(124) She suggests "a vertical rather than a horizontal tie; a biological rather than a sexual affiliation, an intergenerational organization of intimacy." (p. 5) <u>Yet how would we get grandfathers? Would these men, upon whom no responsibility was placed to care for their own daughters, suddenly see the light and become intergenerational caretakers to those daughters' children?</u> It seems unlikely." (e_bamberger_law)

(125) "Modernlik öncesi Ortadoğu'nun belirli İslami kurumları bugün bize çarpıcı biçimde istikrarlı görünüyorsa, bunun nedeni aynı işlevi yerine getiren Batı kurumlarının modern küresel kapitalizmin çok daha karmaşık kurumlarını aşamalı bir süreçle ortaya çıkarmış olmasıdır" (sh.42). <u>Belirli İslami kurumların (hangi kurumlar olduğu meçhul), bugün dahi istikrarlı görünmesinin sebebi niçin modern küresel</u>

kapitalizmin karmaşık kurumlarının aşamalı bir şekilde ortaya çıkması olsun? Bu haliyle cümle izaha muhtaç gözüküyor. (t_yaka_theo)

5.1.2.8 Negative-refuting

In this evaluative act type the reviewer not only disagreed with the author but also tried to prove that there was something wrong with what the author said. The reviewers had the intention of stating that the views or proposals of the author were incorrect, missing or misleading. The reviewers mostly strengthened their critical comments by citing other scholars or by proposing alternatives with new claims in the acts of refuting. The general pattern of negative-refuting act type was like this; first the reviewer mentioned what the author said, suggested or believed, and then the reviewer combined his opposite view with a contrastive conjunction such as *but* in English and *fakat* in Turkish. There are 66 instances of negative refuting in Turkish and 86 in English corpora.

(126) Althusser bu temellendirmeyi, bilimlerin belirleyiciliğini önceleyerek oluşturmuştur. Fakat bizce bu, tutarlı olmakla birlikte, sert bir tutumdur. Zira bilimlerle felsefe arasında (her zaman böyle olduğunu iddia etmek güçtür) organik (kurucu, değiştirici) bir ilişki olduğu yadsınamaz, ki bunu Althusser, Galilei fiziği ile Descartes felsefesi arasındaki öncelik-sonralık ilişkisi ile de örneklemiştir; fakat felsefeyi, salt bilimler ile olan ilişkisi ile konumlandırmanın, onun sahasını daraltacağı ve onu başı sonu belli bir tanıma sıkıştıracağı da gözden kaçırılmamalıdır. (t_aktas_ph)

(127) Yazar bu bilgiye kaynak olarak XIX. yüzyılda yaşamış ünlü Rus kilise tarihçisi Mikhail Petroviç Bulgakov'un (Macarius I) "Aziz Vladimer Öncesi Rus-ya'sında Hıristiyanlığın Tarihi" başlıklı eserini göstermiştir. Makarey bir Rus ruhanisi ve tarihçisi olarak diğer tüm çalışmala-rında da bu iddiayı gündeme getirmiş ve Havari Andreas'ın Slav topraklarına gelmiş olduğunu yazmıştır. Fakat Makarey'in bu iddiası kilise tarihçileri dışında hemen hemen tüm akademisyen-lerce eleştirilmiş ve hatta birçoklarınca ciddiye dahi alınmamıştır. Yazar bu konuda Makarey dışında başka kaynaklara bakma gereksinimi duymamış olmalı ki tüm Rus tarihçilerinin Havari Andreas konusunda hemfikir olduklarını yazmaktadır. Oysaki Rus tarihi için önemli değeri olan ve XII. yüzyılda kaleme alınmış "Eski Za-manların Anlatısı (Povest Vremennikh Let)" kroniği gözden geçirilmiş olsaydı "Ne havari ne de peygamber

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Rus topraklarında bu-lunmamıştır" (s. 59) ifadesiyle karşılaşılacaktı. (t_duali_ph)

(128) Of course it is true, as they readily admit, that men have long sought to be muscular and larger, a trend that was evident in studies of dieting and body image from the 1960s and early 1970s. <u>However, there are many phenomena that attest to the fact that the drive for muscularity has intensified. One is that gym attendance and membership among males has increased enormously. A second is the tremendous emphasis on muscularity, "washboard abs," and weight control in contemporary men's magazines.</u> (e_gordon_med)

(129) <u>Fortunately, there is a potential alternative to the legal regime Solove favors: Let Internet and blogging norms evolve without legalization; nonlegal norms, 43 after all, have constrained traditional pres successfully (p. 194)</u> (e_heidlage_law)

5.1.2.9 Negative-disagreeing with author

As its name suggest, with this evaluative form, the reviewer showed that s/he disagreed with the author. One might notice that this act type is similar to the previous one, refuting, to some extent. The main distinction is that here, with this evaluative act, the reviewer shows disagreement, but in the previous one, he not only disagrees with the author's statement but also shows the opposite view. There were 18 instances of this act type in TBRC and 14 in EBRC.

(130) Hocanın çeşitli yazarların görüşlerinin etkisi altında kalmama endişesine (etkilenme endişesi) <u>katılmıyorum</u>. (t_aydin_lit)

(131) <u>It is unclear to me that Hasker has apprehended the transcendental unity that the doctrine of divine simplicity upholds and that would seem to be required of the infinite and unlimited source of all finite being.</u> (e_levering_theo)

(132) <u>I am wary of taking Levinas' use of "anarchy" too much to heart, as the martyr-like disposition in his conception of the subject can lead to the advocacy of abdicating in the face of unjust authority, a turning of the cheek which does not necessarily fit with the critical engagement of anarchism.</u> (e_larson_ph)

5.1.2.10 Negative-suggestion

In the corpora, it was found that there were negative evaluative acts which were given with a suggestion by the reviewer. These suggestions varied from suggesting for lacking aspect of the book to suggesting other sources that could compensate the book under review. The evaluative acts with suggestion were further grouped into three sub-categories: suggestions based on lacking/error, bare suggestions, and suggesting other resources. Each of these groups is further explained in detail above. It should be noted that in general, providing suggestions was more realized in English BRs.

5.1.2.10.1 Suggestions based on lacking/error

In this type of evaluation, the reviewer provided a suggestion for a missing or incorrect aspect of the book under review. The suggestions varied from a correct spelling of a word to suggestions on author's writing style or methodology as also seen in the examples below.

> (133) Diğer taraftan bazı özel adların <u>okunuşunda ve yazımında hata yapılmıştır. Bunların düzeltilmesinde yarar görüyoruz</u>. (t_tulucu_theo)

> (134) <u>Bu konular ayrı başlık altında ele alınıp biraz daha ayrıntılara girilebilirdi</u>. (t_bozkurt_theo)

> (135) By making reference to CDA scholarship, Silberstein could have presented a more cohesive and convincing stance. (e_jordan_ln)

5.1.2.10.2 Bare suggestion

In this sub-type, the purpose of the suggestion was not to correct a mistake or complete a lacking aspect but to provide a general suggestion based on the reviewers' observations. There are 29 instances of bare suggestion in Turkish and 52 in English.

> (136) Ancak bu tartışma sorularının ve alıştırmaların bireysel çalışmaya veya sınıfiçi kullanıma daha uygun ve kullanışlı hale gelebilmesi için örnek çözümleri ve yanıt önerilerini kapsayan bir anahtar veya kılavuz <u>eklenmelidir</u>. (t_simsek_es)

(137) Evaluating the entire work, although the chapters were generally clear, <u>I would suggest that the contributing authors operationalize terms</u> like "older," "elderly," and "aging." (e_edwards_med)

(138) <u>In terms of suggestions for future iterations of this book, I would strongly recommend addition of (1) a chapter dedicated to ethical concerns for fertility preservation, (2) a chapter dedicated to overview of challenges to global/universal implementation of fertility preservation strategies, and (3) emerging concerns and the vision/future directions for the field</u>. (e_duke_med)

5.1.2.10.3 Suggesting other resources

Although not very common in TBRC, in 10 English book reviews, there were some cases in which the reviewer directed the readers to other sources. I annotated such examples as negative because in each of these examples, the reviewer stated that other sources should be read because the book under review was not qualified enough for the aspect mentioned. There was a clear comparison between the book under review and other sources or the reviewer suggested that the author benefited from other sources mentioned.

(139) Yazar bu konuda îsay, Hubmann, Oppikojer (2)'in monografilerine atıfta bulunmakla yetinmiştir. Oysa, bu konuda yüzlerce monografi ve makale yayınlanmıştır. <u>Bunlardan özellikle Brechner, Das Unternehmen als Rechtsgegenstand, Bonn 1953; Cohen Traité théorique et pratique des fonds de commerce, Paris 1948; Cendrier Le fonds de commerce, 1926 Paris; Jessen Unternehmen und Unternehmensrecht, ZfHR 96, sh. 37 is. ve Pisko Das Unternehmen als Gegenstand des Rechtverkehrs, wien 1907, ticarî işletme kavramının aydınlatılması bakımından kaçınılmaz bilgileri ve görüşleri ihtiva etmekteydiler.</u> (t_acemoglu_law)

(140) <u>However, there is another book about distance learning. It was prepared by faculty and staff at Athabasca University in 2004 and is entitled</u> *Theory and practice of online learning*. (e_Du Mont_es)

(141) <u>A far better study of this theme is presented in Servitude in Modern Times by M. L. Bush (2000), which examines critically and insightfully global manifestations of different forms of servitude including slavery.</u> (e_franklin_hs)

5.1.2.11 Negative in parenthesis

The last negative evaluative act type in the model was criticism given in parenthesis, in which the reviewer expressed negative evaluation of the book not in a usual statement but in a parenthesis. Based on total five instances in the corpora, (3 in Turkish and 2 in English), it seemed like the reviewer's main purpose was not to mention the evaluation in parenthesis; however, it was inserted when talking about something else. Therefore, such statements in a way represent the inner voice of the author, which created a more interactive atmosphere in the review. The reviewer did not want to change the flow of his review, but at the same time s/he did not want to miss the opportunity to mention what was lacking, missing or incorrect in the book. Another purpose of such evaluation in parenthesis was to give an example of what was being evaluated upon. As can be seen in example 145, with the information given in parenthesis, the reviewer provided the readers with an exact example of a negative aspect of the book.

> (142) (Unfortunately, Hamauzu does not include the original publication dates in his citations which would have made this discussion easier to follow.) (e_bentz_hs)

> (143) Kaynakça bölümünde yer alan eserlerden anlaşıldığı kadarıyla (zira en güncel kaynak 2010 yılına aittir) çalışmada önemli bir güncelleme ve/veya genişletme yapılmadığı söylenebilir. (t_cetin_med)

5.2 Target of Evaluation

One of the purposes of this study was to find out what is being evaluated on in the book reviews. This part of the study was inspired by Hyland's (2000) interdisciplinary study of the same genre, academic book reviews. In this study, Hyland provided a useful taxonomy of categories that he found being assessed in the BRs. These categories included content of the book, style, text and publishing issues and the author. Based on this taxonomy, the present study also classified evaluation in TBRC and EBRC according to aspect and sub-aspects of what was being evaluated on. The table below shows the taxonomy that emerged in this study. There were six main categories that were being evaluated on: content, style,

text, author, publishing issues, and book in general. Each of these categories and their sub-categories are explained below with examples from the corpora.

Table 27. Target of Evaluation in TBRC and EBRC

| Feature | Turkish | | English | | | |
	n	%	n	%	ChiSqu	Signif.
content-of-the-book	225	37.25%	**434**	47.64%	15.948	+++
style	34	5.63%	**93**	10.21%	9.917	+++
text	**132**	21.85%	41	4.50%	108.133	+++
author	175	28.97%	**261**	28.65%	0.019	
publishing-issues	3	0.50%	4	0.44%	0.026	
book-in-general	33	5.46%	75	8.23%	4.207	++

5.2.1 Content

Content as the category with the highest number referred to subject matter of the book. It included three sub-categories: sources of the book, topic/information given, and examples. With sources of the book, the reviewer evaluated on the sources used to write the book. With information given category, the evaluations were on the information provided with the book. Evaluations in the last category, examples, as its name suggests, focused more on the examples provided within the book.

> (144) Hanifi Özcan tarafından hazırlanan eser, çağımızın <u>en fazla ihtiyaç duyduğu bir konu hakkında</u>, İslam Düşüncesinde önemli bir yeri olan İmam-I Maturidi'nin fikirlerini gün yüzüne çıkarmaktadır. (t_abat_theo) [positive, content of the book, topic/information given]

In this example from TBRC above, the reviewer had a positive evaluation about the topic of the book. He stated that it was a topic which was needed to be discussed in today's world. Therefore, this positive evaluation was considered under the sub-category called "topic/information given".

> (145) Furthermore, the chapter offers <u>a concise and useful comparison</u> of mutual support groups and psycho-educational groups and <u>presents valuable advice</u> for professionals and lay persons interested in forming support groups. (e_edwards_med) [positive-reason, content of the book, topic/information given]

Example (145) above is also from the same category "topic/information given". As can be seen in the underlined parts of the statement, the reviewer expresses his positive thoughts on the information provided in one of the chapters of the book. Below are examples for two other sub-categories of sources and examples.

(146) By <u>including contributions from experts</u> in various fields, The Pre-K Debates provides the critical, multi-disciplinary perspective necessary for educators, academics, practitioners, and policy-makers to work together to promote the education and welfare of American children. (e_finch_es) [positive-reason, content of the book, sources]

(147) Benzer durum diğer sahabeler için de söz konusudur, infak üzerine yoğunlaşılmış, fakat ticari ilkelerine yeterince <u>örnek verilmemiştir</u>. (t_arslan_theo) [positive+negative, content of the book, examples]

(148) Although some of the topics covered by McCaffery are included in textbook treatments of taxes, <u>his examples</u> and discussion take the reader further into the issue than the typical economics text.(e_adkisson_soc) [negative + positive, content of the book, examples]

5.2.2 Style

The term style referred to how the information was given in the book. Methods, vocabulary used, clarity, organization, difficulty/easiness of the text, and language features were common targets evaluated under the category of style.

(149) Geniş kapsamına gore <u>son derece anlaşılır</u> <u>ve kolay okunabilen bir plan yapılmış olması</u> kitabı değerli kılan bir özelliktir. (t_ataman_pol) [positive, bare positive, style]

(150) Akademik manada arşiv belgeleri ile bilimsel kriterlere son derece hassas şekilde uyulmasına karşın, okuyucuların <u>akıcı şekilde okuyabileceği</u>, <u>yalın bir dil kullanılarak</u> yazılmıştır. (t_bakacak_hs) [positive, bare positive, style]

(151) Kitabın ikinci önemli özelliği ise, daha önce de değinildiği üzere, ele aldığı konularda literatürde ortaya konulmuş bazı ilginç bulguları, bunların matematiksel temellerini ve siyasal süreçlerle bağlantılarını, <u>teknik olmayan ve ustaca bir dille açıklıyor olması</u>. (t_cinar_pol) [positive, bare positive, style]

All of these three examples from TBRC include positive evaluations on the style of the book as can be seen in the underlined parts. In the first one, the reviewer states that the book is easily readable and comprehensible. In the second example, the language of the book is commented upon and it is said that since the language of the book is plain, the readers can read it fluently. In the last one, again the positive features of the book's language is underscored. It is found to present the information in a nontechnical and skillful way. The evaluations on the style of the book are quite similar in EBRC as well. As can be seen in the examples below, the presentation of the material, the way information is linked to each other are evaluated upon by the reviewer. It should be noted that, not all the evaluations on the style of the book are positive. As can be seen in the last example, the reviewer has a negative evaluation on the length of the quotations included in the book. He suggests that they are shortened.

> (152) Material is presented in <u>easily digestible chunks</u>, in a mostly <u>conversational and practical style</u>. (e_alpi_es) [positive, bare positive, style]

> (153) What is more, the section openings are <u>often carefully and helpfully linked</u> to preceding arguments, within and across chapters. (e_ando_theo) [positive, bare positive,stlye]

> (154) It might have been made <u>shorter</u>, as the <u>large number of block quotations sometimes bog down the prose</u>. (e_majewski_hs) [negative, negative suggestion, bare suggestion, style]

5.2.3 Text

The term text in this category referred to not internal but external features of the book. To put it in another way, what was evaluated was not the content but the textual features of the book. Evaluations on references, tables, graphs, visuals, extra materials, appendix, spelling, titles, headings, footnotes were considered under this category of text. There was a statistically significant difference between Turkish and English BRs in that Turkish reviewers tended to comment more on these aspects of the books (21% in Turkish and 4.5% in English). Below are some examples of evaluations for this category.

(155) Bu bölümle ilgili olarak, <u>başlığın</u> "tüccar peygamber (sav)" şeklinde verilmesi yanlış anlaşılmalara müsaittir. (t_arslan_theo) [negative, bare negative, text]

(156) Her bölümde yer alan <u>özetleyici tablolar</u> okumayı kolaylaştırmakta ve zevkli kılmaktadır. (t_ulug_med) [positive, bare positive, text]

(157) Çocuk istismarının tıbbi boyutunun her yönüyle ele alındığı kitapta çocuk istismarın <u>radyolojik imajlar ve fotoğraflar</u> her konuda ayrı ayrı ele alınarak kitaba görsel bir zenginlikte kazandırılmıştır. (t_polat2_med) [positive, bare positive, text]

The evaluations in the examples (155), (156) and (157) are on the title of a chapter, tables, and images and photos in a book respectively. These three examples below from EBRC also show how textual features were evaluated by the reviewers in three different BRs. In the first one, the title of the chapter was suggested to be changed. In the second example, a positive evaluation on the glossary of the book was expressed and in the last one, errors in the spelling of the words were highlighted. As can be seen from all of these examples both negative and positive comments were made on various textual features of the books in both of the languages.

(158) Failing Law Schools is not the right <u>title</u> for Professor Brian Tamanaha's book. A better one might be, The Sad Fate of Poor Performers at Low-Ranked Law Schools. It is not as catchy, but gives a better idea of what the book is about. (e_burk_law) [negative, negative suggestion, bare suggestion, text]

(159) Other helpful features within the book include <u>a detailed glossary of terms</u> as well as a <u>summary of key points</u> at the end of each chapter. (e_woodall_med) [positive, bare positive, text]

(160) Moreover, one third of romanized Japanese words, phrases, and sentences contain some errors. (e_kubota_ln) [negative, bare negative, text]

5.2.4 Author

Another aspect evaluated in BRs was the author of the book under review. There are six sub-categories: background and qualifications, writing style, use of sources, opinion/argument, performance/effort, personal characteristics, and information

provided. One might notice that some sub-categories such as style and information provided overlap with certain similar categories in the taxonomy. The main difference here was that the evaluations on sub-categories of author's style and information given explicitly mentioned the author. Therefore, in the annotation process, if the author was emphasized in the evaluation, then it was annotated within this main category of author. The reason behind this separation was that explicitly mentioning the author's name might change the tone and degree of evaluation particularly in negative evaluations.

Table 28. Subcategories of Author as the Target of Evaluation

Feature	Turkish		English		ChiSqu	Signif.
	n	%	n	%		
background-&-qualificaitons	67	3.59%	37	1.47%	20.743	+++
writing-style	151	8.09%	207	8.23%	0.029	
use-of-sources	52	2.79%	35	1.39%	10.698	+++
opinion/argument	80	4.29%	135	5.37%	2.690	
performance/effort	90	4.82%	125	4.97%	0.051	
characteristics	12	0.64%	18	0.72%	0.084	
giving-information	76	4.07%	215	8.55%	34.645	+++

As Table 27 shows, overall, both languages had a relatively similar number of evaluations in four of these aspects: writing style, opinion/argument, performance/effort, and characteristics. However, there were significant differences in the nmber of evaluations on background/qualifications of the author, use of sources and information provided by the author. In regards to authors' use of sources, it was found that it was the target of evaluation by Turkish reviewers in more BRs compared to EBRs. The most significant difference, though, was about the information provided by the authors. EBRC was observed to have almost three times more evaluations on the information provided by the author. Each of these sub-categories is explained with examples from the corpora below.

5.2.4.1 Background and Qualifications

Evaluations in this sub-category included the author's status in the field, his achievements, his previous works, his work status, his qualifications, his knowledge and competence etc.

> (161) Marksist eleştirel kuram başta olmak üzere kültürlerarası iletişim, aile, sosyal değerler sistemi, toplumsal yapı, kültürel ve ekonomik çeşitliliğin analizi gibi birçok konuda klasik sosyoloji kuramlarını aşan yeni ve modern bir yorum ortaya koyduğu için <u>çağdaşlarının arasında etkili bir yere sahiptir</u>. (t_sahin_soc) [positive, bare positive, author, background and qualifications]

> (162) Pope is <u>the chief of biological psychiatry</u> at McLean Hospital in Belmont, Massachusetts, and has done pioneering work in the eating disorders field, particularly in the introduction of antidepressants for the treatment of bulimia in the early 1980s. (e_gordon_med) [positive, bare positive, author, background & qualifications].

The examples above show positive evaluations of the reviwer. However, not all the evaluations were positive in the corpora. When an elaborate reading of these evaluations was done, it was found that particularly there were severe critisim on the author's qualifications. These evaluations were so harsh and heavy that they can even be considered as an insult to the author. Here are three examples from three TBRs.

> (163) Yıllar sonra, her üniversitenin kendi öğrencileri için birer "Türk Dili ve Kompozisyon Bilgileri"ni konu alan kitaplar yazmaları istendi. İşte o zaman, <u>daha bilgisi gelişmemiş</u>, henüz doktora yapmış ve ardından "Yard. Doç."lik unvanı verilmiş pek çok genç öğretim elemanı, daha önce yayınlanmış bu tür eserleri orasından burasından "makaslayarak" ortaya ucube denebilecek kitapçıklar çıkarmaya başladılar. (t_gulensoy_ln)

> (164) Yüce Tanrı okuyucuyu felsefede <u>derinleşememiş</u>, dinde <u>derinleşememiş</u> felsefecilerin ve din bilginlerinin eserlerinden korusun. (t_iskenderoglu_theo)

> (165) Ayrıca yazarın hac için "kutsal bir gelenek" ifadesini kullanması onun din konusunda <u>hiçbir şey bilmediğini</u> gösterir (sh.69). (t_yaka_theo)

In all these three examples authors were accused of not having enough knowledge of the field, or topic they wrote about. It should be noted that such extreme evaluations were not observed in EBRC.

5.2.4.2 Writing Style

As its name suggests, this subcategory was related with how author of the book provided information. The way he formed his thoughts, and handled with the information was evaluated by the reviewer.

> (166) <u>Türk kozmogonisi, mitolojisi ve halk anlatmaları çerçevesinde örneklerle konuyu zenginlestiren arastırmacı</u> Türkiye sahasındaki kurt isimli mübarek sahsiyetten bahseder. (t_aktas_lit) [positive, bare positive, author, writing style]

> (167) He also offers his thoughts on <u>his own literary style</u> and how these early essays relate to his subsequent work. This is quite nice given that some of the essays, such as "The Availability of Wittgenstein's Later Philosophy" and "The Avoidance of Love: A Reading of King Lear," have become rather influential and have acquired something of a life of their own. (e_coleman_phil) [positive, reason+positive, author, writing style]

5.2.4.3 Use of Sources

The authors were also evaluated on their use of sources while writing their book or conducting their studies. Evaluations in this category were varied; sometimes the sources used were found to be irrelevant, lacking or not appropriate but other times author(s) were congratulated for selecting and using right sources.

> (168) Yazar yine ticarî isletme konusunda modern <u>serh ve sistematik eserlere de başvurmamış</u> bu konudaki açıklamalarını<u>, değerli fakat eskimiş üc büvük yazara von Tuhr Oertwann ve Staudinaefe dayamak zorunda kalmıştır</u>. (t_acemoglu_law) [negative, bare negative, author, use of sources]

> (169) Moreover, by <u>drawing on a creative and astonishingly broad range of sources</u>, he moves beyond political-economic analysis to examine the shifting meanings and cultural rationales shaping how East African consumers experienced and used

imported things and people. (e_hodgson_hs) [positive, bare positive, author, use of sources]

(170) Kitapta kullanılan ifadelerden, masum bir başlık altına güya ustaca sıralanmış bir sürü militanca ifadeler görüyoruz. Çünkü eserde ele alınan ve kitabın ana teması olan İslam Hukuku ile alakalı, en ufak bir araştırma dahi yapılmamıştır. İddiaların hiç biri; herkesçe kabul edilen <u>ne bir ciddi kaynağa, ne de ciddi bir araştırma ve incelemeye dayanmamaktadır</u>. (t_yaka_theo)

(171) Yıllar sonra, her üniversitenin kendi öğrencileri için birer "Türk Dili ve Kompozisyon Bilgileri"ni konu alan kitaplar yazmaları istendi. İşte o zaman, daha bilgisi gelişmemiş, henüz doktora yapmış ve ardından "Yard. Doç."lik unvanı verilmiş pek çok genç öğretim elemanı, <u>daha önce yayınlanmış bu tür eserleri orasından burasından "makaslayarak"</u> ortaya ucube denebilecek kitapçıklar çıkarmaya başladılar. (t_gulensoy_ln)

Examples (170) and (171) were also extreme evaluations in which the authors were severely criticized in regards to how they used sources to write the book. In example (171) the criticism was so severe that it actually accused the authors for not writing an original book but copied from previous books.

5.2.4.4 Opinion/argument

Another aspect that authors were criticized or praised for was related with their opinions, suggestions, claims or arguments. This aspect made up the largest portion of all sub-categories realted to author.

(172) Yazar, önerisine ayırdığı bu sınırlı sayfalar içinde ise, önerisini doyurucu bir şekilde savunamamış ve <u>önerisi,, tabiri caiz ise, "havada" kalmıştır</u>. (t_turhan_law)

(173) <u>Concerning his central argument, the initially simplest criticism might be to say that Fukuyama begs the whole question concerning liberal democracy's superiority as a political system in much the same way as Marxists will often do with the Marxist system</u>. That is to say, some Marxists were (still are?) prone to say that Marxism could not be refuted by the imperfections (or even collapse) of actual political systems calling themselves Marxist (such as Leninism or Stalinism) simply because these systems were not "true Marxism" or were "not Marxist enough." (e_fuller_ph) [negative, negative+reason, author, opinion/argument]

5.2.4.5 Performance/effort

Within this sub-category, the evaluations were focused on authors' performance during their research or book writing procedure. How they collected their data, what type of the procedure they had gone through in doing their research or writing their books and their achievements/ failures were assessed. Most of these evaluations were positive and the reviewers underscored that the authors' effort was noteworthy and valuable in these positive evaluations.

> (174) Eserin hazırlanmasında <u>ciddi emek sarfettiği</u> anlaşılan yazarımıza da önemli bir alimimizin önemli bir yönünü Türk insanınsa sunmasından dolayı da şükran duygularının ifade edilmesi fazla görülmemelidir. (t_abat_theo) [positive, bare positive, author, performance/author]

> (175) <u>Castellani and Hafferty have taken up the long overdue task</u> to examine how both fields, sociology and complexity, have evolved in parallel, and how they are related nowadays. (e_hilbert_soc) [positive, bare positive, author, performance/author]

5.2.4.6 Personal characteristics

Another aspect of the author evaluated on was personal characteristics. There were 18 occurences of this aspect in EBRS and all of them were positive. The expreesions used to describe the character of the authors were *clever, gifted, intellectual, thoughtful,* and *creative.* The positive evaluations of the authors' personal characteristics included similar expressions such as *bilgili, derinlik sahibi, ciddi, sıcak ve ilgili, değerli,* and *sayın.* Unlike EBRC, not all the evaluations were positive in TBRS. There were extreme cases in which reviewers criticized author as seen in the two examples below.

> (176) <u>Kerameti kendinden menkul yazar</u>, bu iddiasını temellendirme gereği de duymuyor. (t_iskenderoglu_theo)

> (177) Örneğin, "Bu görüşün etkisiyle 1940 yılında Raymond ve Joseph Loenertz, Dölger'in bu iddiasını kabul ettiler" cümlesinden, aslında tek kişi olan ve ismini hep Raymond-Joseph Loenertz olarak kullanan ünlü bilim adamını iki ayrı kişi zannettiği anlaşılmaktadır. Bu durum eğer <u>cahillikten</u> kaynaklanmıyorsa muhtemelen tercüme ettiği eserin hatasını aynen aktarmasından kaynaklanıyor olsa gerek. (t_kilic_hs)

In example (176), there is a fixed expression of "kerameti kendinden menkul" which means someone pretends as if he had good qualifications and exaggerates his qualifications which do not deserve such an exaggration. In example (177) the reviewer used the expression "cahillik" for the author and this word means inexperience and ignorance in a negative way.

5.2.4.7 Information provided by the author

This sub-category had the highest number of occurrences particularly in EBRC. The evaluations were mostly on the information given by the author of the book. There were both positive and negative evaluations on the information provided by the author. Negative evaluations were on the lack of information that had to be provided.

> (178) Dikkatli bir okuyucu belki davaların özetlenmesinden bu iki önemli özelliği çıkarabilir, ancak <u>Özdek bu konuda okuyucuyu bilgilendirmiyor</u> ki kanımızca Türkiye davalarının bu kadar ayrıntılı anlatıldığı bir kitapta bu husus atlanılmaması gerekli bir noktadır. (t_altiparmak_pol) [negative, bare negative, author, information provided]

> (179) <u>Weyler educates the reader on various forms of popular eighteenth-century media, including elegies, captivity narratives, formal addresses, advertisements, and newspapers.</u> (e_desiderio_lit) [positive, bare positive, author, information provided]

5.2.5 Publishing Issues

Another aspect evaluated in BRs in addition to content, style, text and author was issues related to publication.Within this sub-category, there were evaluations on time of publication, pricing, printing, marketing, quality of the paper, number of pages etc.

> (180) <u>Kağıt baskısı ve yazım olarak</u> keyifli bir okuma sunmaktadır. (t_ozfidan_soc) [positive, bare positive, publishing issues]

> (181) <u>Kitabın fiyat kalite kıyaslaması yapılınca oldukça ekonomik olduğu</u> görülmektedir. (t_ocak_es) [positive, bare positive, publishing issues]

(182) This book was first <u>published</u> in 2001 by Permanent Black, a Delhi-based publisher, but was <u>difficult to obtain</u> and therefore little read. (e_talbot_hs) [negative, bare negative, publishing issues]

5.2.6 Book in general

This is a general category in which evaluations were not in one or other aspects of the book but on the book as a whole. Overall evaluations in this category included significance of the book in its field, its difference compared to similar books, its unique features, potential readers, benefits of reading the book, or its contributions to the field etc. Most of the evaluations in this category appeared at the end of the reviews, in the closing section where reviewers provided a broad and final evaluation of the book. Here are some examples for this category:

(183) Kitap, beden sosyolojisine ilgi duyanların ve beden sosyolojisi alanında çalışma yapanların başvurabilecekleri <u>bir kaynak eser olarak</u> değerlendirilebilir. (t_erturk_soc) [positive, bare positive, book in general]

(184) Sonuç olarak Özgürleştiren Praksis: Paulo Freire'nin Radikal Eğitim ve Politika Mirası kitabı etrafımızı saran kuşatılmışlığın taktiksel olarak içinde, stratejik olarak dışında kalarak yani kendimizi yalıtmadan hem de ona teslim olmadan mücadele edilebileceğine ilişkin umut aşılayarak, eğitim alanında çalışmalar yapan teorisyenler için olduğu kadar, eğitimin uygulama alanındaki öğretmenler açısından da <u>iyi bir kaynak olarak</u> bir boşluğu doldurmaktadır. (t_kayahan_es) [positive, positive+positive, book in general]

(185) It would be <u>an excellent addition</u> to an international theory course at both the undergraduate and graduate levels. (e_auchter_pol) [positive, bare positive, book in general]

(186) Men on a Mission is <u>an inspiring book and an important one</u>. (e_auerbach_soc) [positive, positive+positive, book in general]

5.3 Evaluation across Disciplines

In order to find a possible answer to the research question of how evaluative acts were distributed across disciplines in the corpora, a comparative analysis was conducted with the help of UAM corpus tool. Evaluative acts were compared in each discipline in English and in Turkish. In this section, firstly, the findings of English BRs are discussed. This is followed by discussion of Turkish BRs in comparison with findings in English BRs. The tables 28 and 29 below show how evaluative acts were distributed in each discipline in EBRC and TBRC respectively. Complete tables including all the sub-categories under positive and negative evaluations can be found in Appendices and E and F.

Table 29. Distribution of Evaluative Acts across Disciplines in EBRC

Feature	Soc n	%	Hist n	%	Theo n	%	Ph n	%	Law n	%	Ln n	%	Lit n	%	Es n	%	Med n	%	Pol n	%
1. positive	164	66.13	138	62.73	110	56.41	153	61.69	**187**	57.72	**164**	**63.57**	137	75.27	155	67.39	**262**	**72.38**	136	55.06
2. negative	84	33.87	82	37.27	85	43.59	95	38.31	**137**	42.28	**94**	**36.43**	45	24.73	75	32.61	**100**	27.62	111	44.94
3. no-evaluation	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Boxes show the top three fields with the highest number of negative evaluative acts
Bold show top three fields with the highest number of total evaluative acts
Underlines show the least negative fields

Table 30. Distribution of Evaluative Acts across Disciplines in TBRC

Feature	Soc n	%	Hist n	%	Theo n	%	Ph n	%	Law n	%	Ln n	%	Lit n	%	Es n	%	Med n	%	Pol n	%
1. positive	121	88.32	139	66.19	**121**	44.00	94	58.39	**134**	61.19	**181**	71.54	90	82.57	146	89.57	110	74.32	121	63.35
2. negative	15	10.95	71	33.81	**154**	56.00	67	41.61	**85**	38.81	**72**	28.46	19	17.43	15	9.20	37	25.00	69	36.13
3. no-evaluation	1	0.73	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	1.23	1	0.68	1	0.52

As seen in Table 28, among the disciplines in EBRC, Medical Sciences had the highest number of evaluative acts (366), which was followed by Law with a similar number (324). The third field with a high number of evaluatve acts was Language Studies (258) but it should be noted that Ph and Soc (248) and Pol (247) also had a similar number of evaluative acts with Ln. Conversely, the field of Literature, on the other hand, had the least amount of evaluation (182). The field of Theology also had a less amount of evaluative acts (195) which was followed by History (220) and Educational Sciences (230). This finding reveals that certain fields (i.e, Med., Law, Ln, Ph, Soc and Pol) were more evaluative than the fields of Lit, Theo, Hist and Es.

When a more detailed analysis on the distribution of evaluative acts across sub-categories was carried out, it was found that in EBRC there were apparent differences in the way evaluative acts were realized. Evaluations in the fields of Law, Ph. Soc. and Pol. were found to be longer, more detailed and more discursive. Moreover, sub-categories of disagreeing/agreeing, and refuting which required more discussion of the reviewer rather than description of the book were observed to occur more in these fields. They were also found to be the fields having highest number of negative evaluative acts. This is because reviewers in these fields were more critical of the content of the book and author's opinions, arguments as well as other features of the book.

Although BRs from the field of Medical Sciences were also found to have a high number of negative evaluations, when an elaborate analysis was conducted, it was found that the type of evaluation was different in these disciplines. In Medical sciences, the evaluation was shorter (mostly bare negative), and more about the book in general compared to evaluation which required more discussion, agreeing/disagreeing, refuting as in the fields of Law, Philosophy and Political Sciences. Below is a figure showing the distribution across disciplines in EBRC.
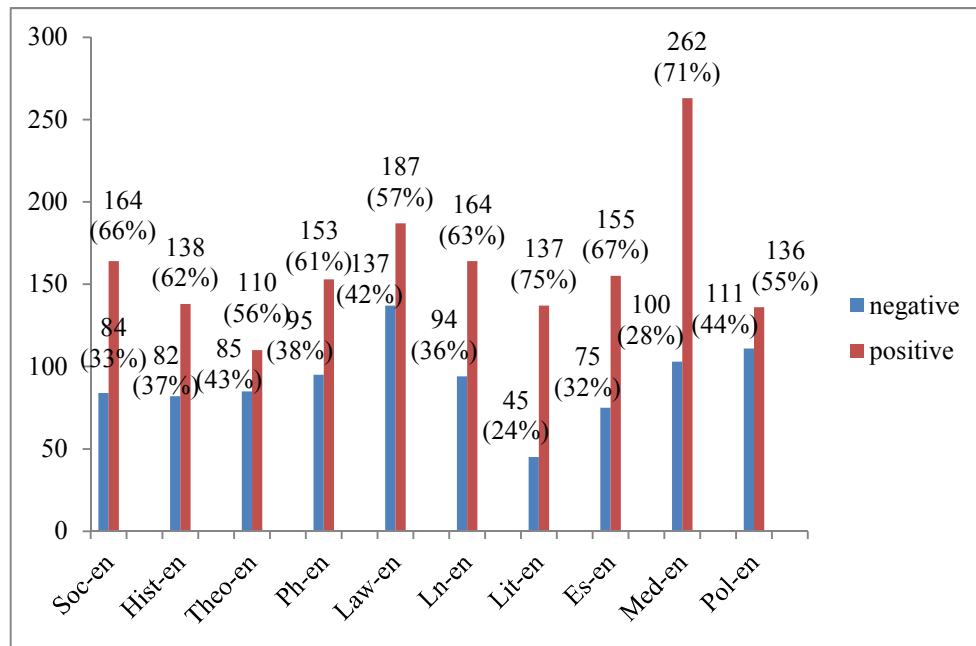
Figure 32. Distribution of evaluations across disciplines in EBRC

Discipline-based analysis of Turkish BRs, on the other hand, revealed that Theology (275), Language Studies (253), and Law (219) were the top three fields with high number of evaluations. It seems that field of Law can be considered as highly evaluative field because it was also one of the top fields with a high number of evaluations in EBRC. When negative evaluations were analyzed in each discipline in TBRC, it was found that the field of Theology had the highest percentage of negative evaluations (56%) among others. The reason of this finding was that in TBRC in the field of Theology, there were two texts which had excessive amount of BRs (100 and 65). The field of Theology was followed by Philosphy (41%) and Law (38%) which also had a higher percentage of negative evaluations as can be seen in the figure below.

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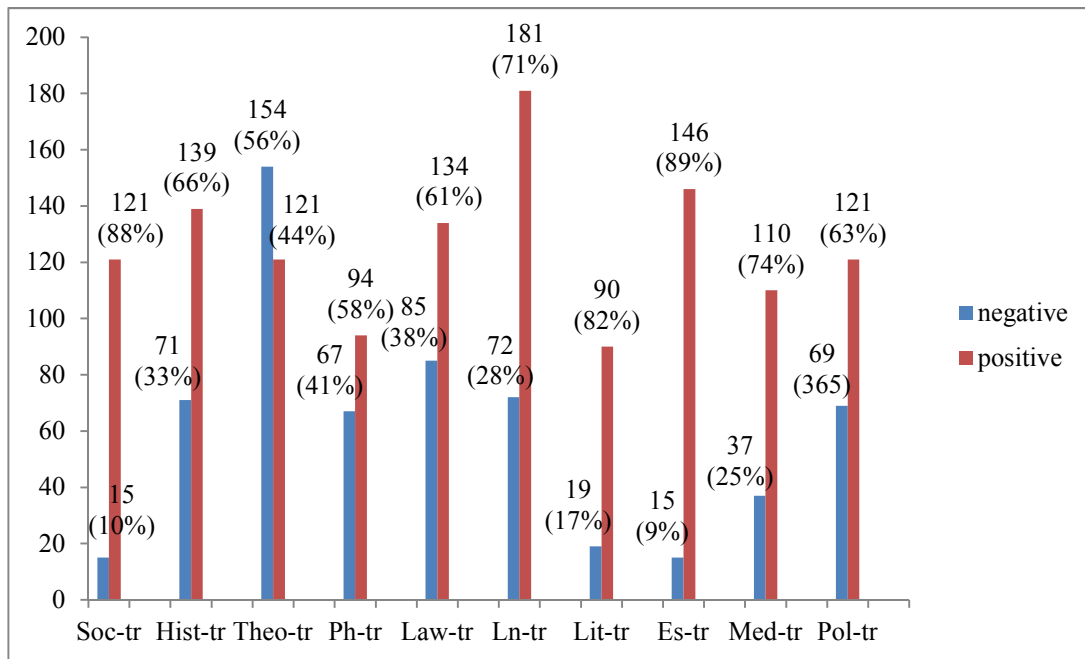
Figure 33. Distribution of evaluations across disciplines in TBRC

What was found common between disciplines in English and Turkish in regards to negative evaluations was that fields of Literature, Educational Sciences, and Sociology had the least amount of negative evaluations in both languages. A detailed analysis of evaluative act types showed that certain evaluative act types such as refuting and disagreeing with author were more realized in the fields of Law, Philosophy, Political Sciences and Theology in Turkish. This is indeed similar to what was observed with English BRs. Theology should be regarded as an exception in TBRC because as discussed earlier there were two BRs in that field which had extreme numbers of negative evaluative acts. When we exclude these two BRs, a similar finding with that of EBRs in the field of Theology would be obtained.

Further analysis was conducted to find out similarities and differences of fields in regards to target of evaluations. It was found that in the field which had a high number of negative evaluations, evaluation was usually on the author's opinions rather than general evaluations of the book. Another common feature observed in BRs in these fields (Law, Philosophy, Political Sciences) was that the evaluations

were deeper, more elaborate, longer, discursive and intense. To sum up, interestingly, discipline based analysis of BRs in English and Turkish shared certain common features. Although there were differences among fields, still it can be inferred that some disciplines such as Law, Philosophy, and Political Sciences as the most evaluative group and Literature, Educational Sciences and Sociology as the least evaluative group were common in both corpora. Moreover, they had certain, common, and recognisable characteristics in both of the target languages.

5.4 Evaluation in Rhetorical Moves

In this part of the study, evaluative acts were analyzed according to their occurrences in each move identified in. A comparative analysis of TBRC and EBRC was conducted with the help of UAM corpus tool. Findings showed that, overall, there was a similar distribution of evaluative acts across moves in both languages. As can be seen in the table below, evaluations were scattered throughout the review texts from beginning to closing in both of the languages; however, evaluations were dense in the middle, especially in m4: evaluation.

As can be seen in the table below, in m1:stating the purpose of BR, there was not any negative evaluation in both of the languages, and there were 6 positive evaluations in English. Since in m1 the reviewers explain the purpose of the text, it is usual not to have evalution. In m2:introducing the book, reviwers began to include evaluations and evaluations in move2 were usually positive. This shows that both groups of reviewers tended to begin their reviews in a positive way and postponed their negative criticisms to following sections.

Table 31 Distribution of Evaluative Acts across Rhetorical Moves

	Move 1		Move 2		Move 3		Move 4a		Move 4b		Move 5	
	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.
English	0	6 (100%)	22 (5%)	389 (94%)	6 (26%)	17 (73%)	173 (40%)	258 (59%)	**543 (49%)**	555 (50%)	140 (29%)	342 (70%)
Turkish	0	0	23 (7%)	289 (92%)	37 (37%)	61 (62%)	198 (43%)	254 (56%)	**262 (53%)**	226 (46%)	79 (19%)	328 (80%)

In m3:outlining the book, the reviewers provided information on how the books were structured in regards to chapters/sections and the content of each chapter. Since this type of information did not require evaluation, this was the move which had the least amount of evaluation. As can be seen in the table above, in m3, TBRs had more evaluations compared to English BRs. This could be because as aforementioned Turkish BRs provided more information on the organization of the books. More information might mean more evaluation. Move 4a and 4b were evaluation moves; therefore, they had the largest amount of evaluations as expected. Move 4a: focused evaluation, there was either chapter by chapter evaluation or selective chapters were under investgatiion. This was the move in which negative evaluation began to occur more frequently compared to previous moves. Interestingly, both corpora had similar amount of evaluations in this move; English negative evaluative acts (40%), English positive evaluative acts (59%); Turkish negative evaluative acts (43%), and Turkish positive evaluative acts (56%).

M4b, providing general evaluation, was the move with the highest number of evaluations. In both TBRC and EBRC, there was a balanced distribution of evaluative acts; English negative evaluative acts (49%), English positive evaluative acts (50%); Turkish negative evaluative acts (53%), and Turkish positive evaluative acts (46%). In both languages m2 and m3 were found to be more descriptive; whereas m4 was the most evaluative move.

The most significant difference between Turkish and English in their distribution of evaluative acts across moves was observed in the last move, closing. Although both languages had similar number of positive evaluations in the closing sections of BRs, negative evaluations differed. It was found that English BRs included more negative evaluation than Turkish BRs. This showed that Turkish reviewers tended close their evaluations in a more positive way.

CHAPTER 6

APPRAISAL RESOURCES IN BOOK REVIEWS

6.0 Presentation

The third phase of the study aimed to answer the question of how appraisal resources which show interpersonal meanings in a text were used in TBRs and EBRs. In this chapter, following the appraisal system by (Martin and White, 2005), first the finding of resources for *attitude, engagement* and *graduation* will be provided. Then, a comparative analysis of appraisal resources across disciplines in the corpora will be presented. Last, the distribution of appraisal resources in each rhetorical move identified in the copora will be scrutinized.

6.1 Appraisal Resources

As already mentioned previously in the Methodology chapter, Appraisal Theory (Martin and White, 2005) is concerned with the interpersonal meaning of a language, which means it is about "how writers or speakers express their stance toward the things or ongoing events in the world, how they express their agreement or disagreement with the potential responses from the other readers, and how they establish and strengthen their identities in a text or discourse" (Wang & An, 2013, p. 1248). In the present study, in order to find out how interpersonal meaning can be reflected with the appraisal resources in academic book reviews, Appraisal model suggested by Martin and White (2005) was used with the help of UAM corpus tool. The model is based on the Social-semiotic theory of Systemic-functional Grammar (e.g., Halliday 1978; Halliday and Matthiessen, 2004) and inspired by the work of Bahktin (1981). As can be seen in the figure below, it is a tripartite system including *attitude, engagement* and *graduation* as main levels of evaluative resources functioning in parallel. Following this model, all appraisal resources were tagged in each evaluative act identified previously in the TBRC and EBRC. In the following sections of this chapter, each category and its sub-categories as seen in the next figure is discussed with examples from the corpora.
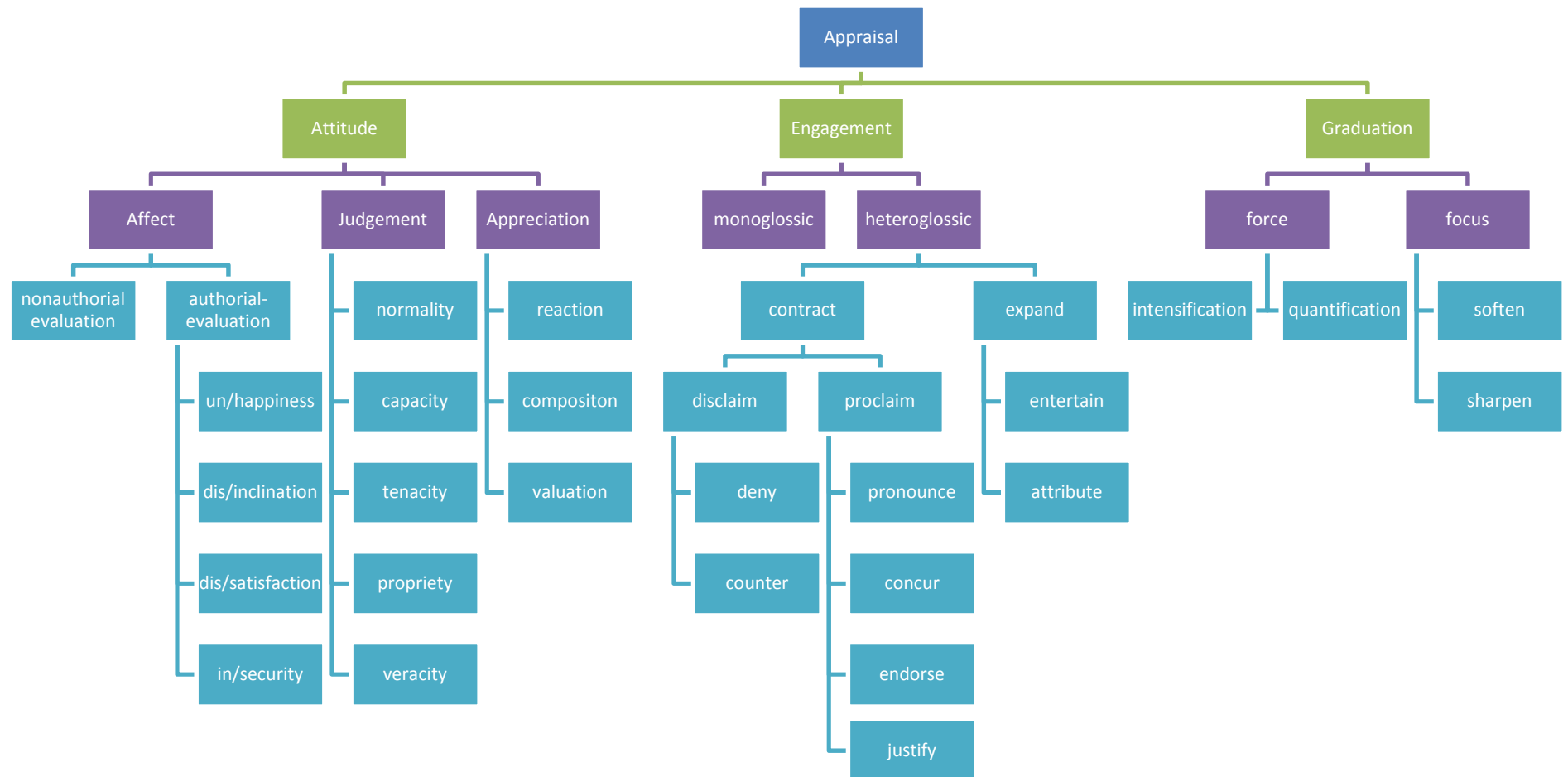
Figure 34. Appraisal Resources (Martin and White, 2005)

The tagging of each possible resource in the data was carried out in a cylical way. Both top-down and bottom-up strategies were used to analyze BRs. It should be noted that the appraisal annotation scheme was already built-in the UAM Corpus tool. Therefore, unlike the case of creating evaluative acts model and rhetorical move model for the previous stages of the study, forming an annotation scheme for appraisal resources was not required for this part of the study. The analysis of the corpora yielded 6,559 appraisal resources. As can be seen in Table 31, there was a total of 3,090 appraisal resources in TBRC, and 3,469 in EBRC. Attitude was found to make for the largest portion of resources.

Table 32. Appraisal Resources in TBRC and EBRC

| Feature | Turkish | | English | | | |
	n	%	n	%	ChiSqu	Signif.
Attitude	1299	42.04%	1989	57.34%	152.979	+++
Engagement	807	26.12%	939	27.07%	0.758	
Graduation	984	31.84%	541	15.60%	241.820	+++

6.1.1 Attitude

Attitude is "concerned with feelings, including emotional reactions, judgments of behaviors and evaluation of things" (Martin & White, 2008, p.35). It includes sub-features as *affect, judgment* and *appreciation* which are referred to as emotion, ethics and aesthetics respectively. *Affect* deals with resources for construing emotional reactions both positively and negatively towards a person, thing, happening or state-of-affairs (Martin, 2000).

E.g.: I was <u>surprised</u> and <u>delighted</u>. [+attitude, affect]

    I remain <u>disappointed</u> that he did not undertake to defend his own thesis directly [-attitude, affect].

Judgment serves to evaluate human behavior positively and negatively by reference to a set of institutionalized norms; "normality" (how unusual someone is), "capacity" (how capable they are) and "tenacity" (how resolute they are), "veracity" (how truthful someone is) and "propriety" (how ethical someone is)" (Martin & White, 2008, p.52).

    E.g.: But he kept on <u>bravely.</u> [+attitude, judgment, tenacity]

Lepore is also <u>a gifted storyteller</u>. [+attitude, judgment, capacity].

Appreciation construes the 'aesthetic' quality of things. It has three sub-categories: reaction, composition and valuation, which are explained in detail in the following section.

E.g.: This is, in sum, <u>an excellent book.</u> [+attitude, appreciation, reaction]

The table below shows how *affect, judgement,* and *appreciation* were distributed in TBRC and EBRC.

Table 33 Distribution of Affect, Judgement and Appreciation in BRs

	Turkish		**English**			
Feature	n	%	n	%	ChiSqu	Signif.
Affect	86	2.78%	126	3.63%	3.766	+
Judgement	210	6.80%	201	5.79%	2.793	+
Appreciation	1003	32.46%	1662	47.91%	161.731	+++

6.1.1.1 Attitude-Affect

Affect was observed to occur less compared to *judgement* and *appreciation*. *Affect* made for 2.78% of 42.04% *attitude* resources in TBRC and 3.63% of 57.34% *attitude* resources in EBRC. The comparative analysis of English and Turkish BRs showed that there were more affect resources in English than Turkish. This might imply that there were more evaluations which showed how the reviewers felt about the book under review.

These affective resources were classified into two as authorial and non-authorial evaluation in the Appraisal model used. The difference between these two was that as their name suggests in authorial evaluation the reviewer expressed his own emotions, whereas in non-authorial evaluation he evaluated another participant's feelings. It should be noted that in the corpora non-authorial evaluation was very limited in number which might be due to the fact that book reviewing requires expressing reviewer's own evaluations and feelings about the book. Here are two examples for these sub-categories of Affect:

e.g. I am <u>pleased</u> to highly recommend this book [+Attitude, Affect, authorial evaluation].

e.g. Readers share Bailey's <u>delight</u> [+Attitude, Affect, non-authorial evaluation]

Emotions in this typology of affect were further grouped into four major sets based on the type of feeling. These are *un/happiness, dis/satisfaction, in/security* and *dis/inclination*. *Un/happiness* involved the moods of feeling happy or sad, liking, disliking etc. (sadly, like, cheerful, love adore, unhappy, gloomy etc.) *Dis/satisfaction* showed whether you were satisfied or frustrated with what you were engaged (satisfied, pleased, impressed, charmed, thrilled, bored with, fed up with etc.). *In/security* included feelings of peace and anxiety (confident, assured, comfortable, trusting, uneasy, anxious, freaked out etc.) and lastly, *dis/inclination* referred to feelings of desire (miss, long for, desire, yearn for, wary etc.) Each affective resource found was tagged for these categories in the analysis of attitudinal resources in TBRC and EBRC. The table below shows how these four sub-categories of *affect* were distributed in TBRC and EBRC.

Table 34. Attitude-Affect Resources in Turkish and English

Feature	Turkish		English		ChiSqu	Signif.
	n	%	n	%		
dis/satisfaction	47	1.52%	89	2.57%	8.782	+++
dis/inclination	25	0.81%	21	0.61%	0.974	
un/happiness	14	0.45%	13	0.37%	0.245	
in/security	0	0.00%	2	0.06%	1.782	

The results showed that both in Turkish and in English *dis/satisfaction* had the highest number of instances (89 (2.57%) in English and 47 (1.52%) in Turkish). It was followed by *dis/inclination* as the next highest category. *Un/happiness* had a limited number of instances and there were almost no cases of *in/security* found. Indeed this finding might indicate that academic language of book reviews had certain generic features in parallel with its purposes. Reviewing a book requires expressing your evaluation of whether or not you are satisfied with the book under review. This finding might prove that this was the case in the corpora of this study since the category of dis/satisfaction had the highest number of instances. Similarly, the reason why dis/inclination was also high compared to other groups might be because of the fact that especially at the end of book reviews, reviewers expressed their wishes and hopes. These evaluations included their expecting the author to

keep writing, or wishing readers would like the book etc. Therefore, it is understandable why dis/inclination had the second highest number.

When TBRs and EBRs were compared in regards to *affect* resources, it was found that the ranking of categories from higher to lower number of instances was the same. However, as also seen in the table below, English had more instances of dis/satisfaction. This might indicate that reviewers of English book reviews openly expressed whether or not they were satisfied with the book, whereas this was not as common in Turkish book reviews. In order to have a better understanding of how affect resources were realized in actual context, here are some examples for each category of affect.

> (187) …bu ve benzeri temel kitapların yazılıyor olmasını bu eğitimin içinden biri olarak <u>sevinçle</u> karşılıyorum. [+attitude, affect, authorial evaluation, happiness] (t_akbulut_ln)
>
> (188) I was <u>delighted</u> to read M'Closkey's book as she understands the issues surrounding sustainable design… . [+attitude, affect, authorial evaluation, happiness] (e_mcmannis_es)
>
> (189) … <u>maalesef</u> içeriğe taşınamamış, başlığın uyandırdığı merak yerini <u>hayal kırıklığına</u> bırakmıştır. [-attitude, affect, authorial evaluation, dis/satisfaction] (t_yaka_theo)
>
> (190) I remain <u>disappointed</u> that he did not undertake to defend his own thesis directly. [-attitude, affect, authorial evaluation, dis/satisfaction] (e_ottosen_pol)
>
> (191) Üç bölüm halinde tasarlanan bu çalışmanın liberal hukuk ve adalet teorilerine katkı yapacağını <u>umuyoruz</u>. [+attitude, affect, authorial evaluation, inclination] (t_ucar_law)
>
> (192) I eagerly <u>look forward to</u> Glucksberg's future work in this area. [+attitude, affect, authorial evaluation, inclination] (e_chiappe_ln)

Table below shows the affect resources identified in English and Turkish BR corpora.

Table 35. Resources of Attitude-Affect in EBRC and TBRC

	Turkish	English
un/happiness	sevinçle karşılıyorum, teşekkür ederim, heyecanlandırmıştır, yüzünde gördüğüm sevgi ve özlem, sevindirici bir durum, ne mutlu, çarpıldım, zevkli kılmaktadır, hayalimi uyandırdı, keyifli bir okuma sunmaktadır, ama olan gençlerimize oldu şaşkınlıkla gördüm, şaşırdığım nokta	enjoy, pleasure, a warm nostalgic feel, blessed with, delighted appreciate love, inspired hope
dis/satisfaction	övülmeye değer, övgüyü hakediyor, memnuniyet verici, teşekkür borçluyuz tavsiye edilir hak ediyor bir hayli ilginç bulduğum, sıkıntı yaratabilmektedir, içtenlike kutluyorum, tatmin edicidir, yeterli bir biçimde, hayal kırıklığına uğrayabilirler, öneririm ne yazik ki	fortunately, will be welcomed, deserves to be beidely read, the sort of book to which one knows one will return, does not disappoint, well-worth the wait, to be lauded, I strongly recommend, thankfully, I have not been disappointed, I appreciate, satisfying, I am indebted to this book, deserving our time and attention, I found much of value, This should be required reading, frustrating, I was surprised not to see, unsatisfactory, will be disappointed unfortunately Alas

Table 35. Cont'd

in/security	-	create a safe place for readers, I fear
dis/inclination	umarım, umalım ki, temennimiz, temenni ediyoruz, dilerken, sabırsızlıkla beklediğimiz, dileğimiz, bekliyoruz, diliyoruz	I eagerly look forward to, hopefully, I hope I look forward to, I would hope that, I wish

6.1.1.2 Attitude-Judgment

After identifying and analyzing *affective* resources which tell us about the feelings of reviewers, with *judgment* the focus of evaluation is geared towards attitudes to people, their behaviours, their character or their deeds. As already mentioned there are five sub-categories under judgment as *capacity, normality, tenacity, veracity, and propriety*. While identifying resources of judgment in the corpora, based on the explanations provided by Martin and White (2005) *capacity* was considered as achievements or failures of authors. *Normality* regarded as telling the readers about the position of the author such as his significance in the field. *Tenacity* showed whether the author was careful, cautious etc. *Veracity*, on the other hand, provided information about the author's dis/honesty. Lastly, *propriety* indicated author's moral characteristics. Table 36 shows how these resources are distributed in two corpora.

Table 36. Distribution of Judgment Resources in TBRC and EBRC

Feature	Turkish		English			
	n	%	n	%	ChiSqu	Signif.
Capacity	120	3.88%	117	3.37%	1.224	
Normality	35	1.13%	31	0.89%	0.938	
Tenacity	18	0.58%	17	0.49%	0.263	
Propriety	2	0.06%	9	0.26%	3.701	+
Veracity	1	0.03%	5	0.14%	2.234	

Among these sub-categories, capacity was found to be the most common judgment feature both in Turkish and English BRs. Example resources given for capacity by Martin and White (2005) include *powerful, vigorous, robust, experienced, insightful, clever, gifted, competent, accomplished, successful, productive*, and the opposite of these as *inexpert, incompetent, unaccomplished, unsuccessful* etc. Inspired by these informative yet not exhaustive list provided by the founders of the Appraisal framework, 117 and 120 instances of capacity resources were identified in EBRC and TBRC respectively. The reason why resources of capacity were observed to occur more might stem from the generic feature of book reviewing. Not surprisingly, the reviewers commented on the achievements or failures of the author. Below is the table showing resources identified for categories of judgment found in English and Turkish book reviews.

Table 37. Attitude-Judgment Resources in EBRC and TBRC

	English	**Turkish**
normality	well known, a leading scholar, reputed, a pioneer, prominent, unique, distinguished, excellent reputation, famous, key voice, significant,	önemli, mübarek, özgün, seçkin, camiasının yakından tanıdığı, ünlü, değerli, öncü, ilk akla gelen isim,
capacity	achievement, success, achieves, accomplish, manage, able to, adept at, mastery, do excellent/extraordinary/good/superb/effective job, convincingly, succesfully, expertly, ignore, fail, neglect, dismiss	yetkin, üretmiş, emek/gayret sarf etmek, zenginleştirmek, akıcı bir şekilde, başarmak, başarılı, ihmal etmek,
tenacity	careful, confident, thoughtfully, correct, sure-footed, attentive, nimble	cesaretle, titiz, mantıklı, objektif, tutarlı,
propriety	a good listener, graciously	sıcak ve ilgili
veracity	right, veracity, correct	-

6.1.1.3 Attitude-Appreciation

As the third component of attitude after *affect* and *judgment, appreciation* is concerned with aesthetic or functional evaluation of entities. It has three sub categories as *reaction, composition* and *valuation*. The table below shows how

appreciation resources were distributed in these sub-categories. Overall, *social valuation* observed to occur more than *reaction* and *composition*. In the following sections, each of these is elaborated with resources found in the corpora.

Table 38. Distribution of Appreciation Resources

	Turkish		English		Chisqu.	
reaction	217	7.02%	237	6.83%	0.092	
composition	273	8.83%	529	15.25%	62.653	+++
social-valuation	513	16.60%	896	25.83%	82.487	+++

6.1.1.3.1 Attitude-Appreciation-Reaction

This sub-category included resources which helped to answer the question of whether or not the book caught the attention and whether or not I liked it as the reader. It was found that both EBRC and TBRC had similar percentages of reaction resources (6.83% in English and 7.02% in Turkish). However, as can be seen in the table below, English had more variety in regards to reaction resources. Martin and White (2005, p.56) lists a number of reaction resources: *okay, fine, good, lovely, beautiful, splendid, appealing, enchanting, welcome* as positive reaction sources and *bad, yuk, nasty, plain, ugly, grotesque, repulsive, revolting, off-putting* as negative reaction resources. Here are some examples to *reaction* from TBRC and EBRC.

> (193) Özellikle ticaretle uğraşan sahabelerin hayatlarından <u>çarpıcı</u> örnekler verilmiştir. (t_arslan_theo)

> (194) Eserin çağın popüler teknolojisi olan internet ile ilgili olması eserin <u>çekiciliğini</u> artırmaktadır. (t_birsenoglu_law)

> (195) The thoroughness of Gill's research and analysis is <u>impressive</u>, and he presents his evidence in a remarkably accessible fashion. (e_canipe_theo)

> (196) The book is <u>unique</u> in that it represents the only edited volume of its kind on a single southeastern Indian nation, and as such it serves as both a <u>useful</u> resource on current research and a <u>compelling</u> model for future anthologies. (e_hudson_hs)

The resources found for reaction in the corpora are varied as can be seen in the table below.

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Table 39. Expressions of Appreciation-Reaction

English		Turkish
annoying	intriguing	başarılı/başarısız,
appealing	inviting	başucu kitabı niteliğinde
attractive	meticulous	can alıcı
awkward	must read	çarpıcı
breakthrough	nice	çekici
brilliant	notable	değişik,
captivating	noteworthy	dikkat çekici,
clever	odd	dikkate değer
comparative	outstanding	ender,
compelling	overwhelming	enteresan
dexterous	perplexing	etkileyici
disconcerting	persuasive	ezber bozan
distinctive	playful and fun	farklı
diverse	pleasing	gölgede bırakacak nitelikte
effective	remarkable	göze çarpma
elegant	repetitious	güzel
emotional	serious	heyecan verici
engaging	stand out	hoş
enjoyable	stiff	ideal
entertaining	stimulating	ilgi çeken
excellent	striking	ilgi çekici
exceptional	strong	ilginç
exciting	surprising	ilham verme gücüne sahip
extraordinary	tantalizing	kafa açıcı
fascinate	tempting	merak uyandırıcı
fascinating	tendentious	önemli
fine	terrific	original
good	timely	övgüye değer
great	tremendous	özgün
gripping	troubling	sevimli
impressive	unfortunate	sıkmayan
innovative	unpredicted	takdire şayan
inspiring	unusual	uyarıcı
insufficient	well done	zengin
interesting	well-worth	
	wonderful	

6.1.1.3.2 Attitude-Appreciation-Composition

As the next category of *appreciation*, *composition* involves resources that tell us whether the text hangs together, and provides evaluation on a more textual perspective. Therefore, resources identified in this category in the BR corpora were related with the sources used, how the text was composed, the quality of writing, presentation of information etc. It should be noted that there was a significant difference between English and Turkish in that English BRs had about two times more composition resources than Turkish (15.25% in English and 8.83% in Turkish). This might indicate that reviewers of English BRs were more evaluative of how the information was provided in the book.

> (197) Kitap 24 kısımdan oluşmakta ve Sultan Galiyev'in çocukluğundan itibaren yaşadığı olaylar ve yaptığı mücadeleler sırayla sürükleyici bir biçimde anlatılmaktadır. [+Attitude, Appreciation, Composition] (t_can_ln)

> (198) What is more, the section openings are often carefully and helpfully linked to preceding arguments, within and across chapters. [+Attitude, Appreciation, Composition] (e_ando_theo)

> (199) In chapters 8 and 9, Spriggs and Gast offer detailed coverage of graphing and guidelines for conducting visual analyses of single-case data displays. [+Attitude, Appreciation, Composition] (e_dunlop_med)

When a detailed analysis of expressions of composition was carried out, it was found that there was a notable similarity in the resources in both languages. Most of the expressions had correspondents in the other language (i.e., clear: açık, detailed: ayrıntılı, lack of: eksik) In addition, in both languages there was a rich variety of these expressions. The table below shows the composition resources found in TBR and EBR corpora.

Table 40. Resources of Attitude- Appreciation –Composition

English		Turkish	
accessible	ill-digested	açık	etraflı/etraflıca
arbitrary	in detail	akıcı bir dille	geniş/geniş araştırma
brief	lack of	anlamlı ilişki	görsel zenginlikte
broad	lengthy	anlaşılır	güncel
clear/ not clear	limited	anlayabileceği	hacimli
clearly written	linked	ayrıntılara boğulmadan	kapsamlı
compact	meticulously referenced	ayrıntılı	kolay
complex	missing	belirli olmayan	konu dışına taşan
comprehensive	oversimplified	birbirini bütünleyen	kopuk/kopukluk
consistent	overuse	bütünsel	net
contradictory	readable	çeşitlilik	okuyucuyu zorlayacak nitelikte
cursorily	relevant material	çok boyutlu	özenli
dense	richly footnoted	dengeli	rahatça
detailed	richly informed	derli toplu	sade
disconnected	richly researched	dikkatli çalışma	sınırlı
explicit	short	doyurucu	sistematik şekilde
explicitly	thorough analysis	duru	sürükleyici
fit	uneven	eğlenceli	titizlikle
free from jargon	well (bound/documented etc.)	eksik	uygun
			uyumla bir araya getirilmek,
			uzun
			yeterince
			yeterli/yetersiz
			zengin

6.1.1.3.3 Attitude-Appreciation-Valuation

The last category under appreciation is valuation which reveals reviewers' opinions by answering the question of whether the book was worthwhile. With the help of these resources we learn whether the book was useful, and how it could contribute to the field, society, readers etc. It was found that in both of the languages the

number of valuation resources exceeded that of reaction and composition. This was an expected result because book reviews are required to tell the readers about the usefulness of the book, or its contributions to the society. However, there was a statistically significant difference between Turkish and English BRs. English book reviews were observed to have more valuation resources than Turkish (25.83% in English and 16.60% in Turkish). This difference might indicate that English BRs indeed served to the purpose of book review writing which requires informing the readers about the value of the book.

Table 41. Resources of Attitude- Appreciation –Valuation in EBRC and TBRC

English		Turkish	
beneficial	insightful	alandaki boşluğu doldurucu	ışık tutan
benefit from	inspire	arttırmak	istifade edebilecek
broaden	learn	atılmış adımlardan biri	katkı/katkı sağlamak,
build up	make a significant contribution	aydınlatıcı	müstesna
can be used as a…	make you think/see	başvurulabilecek	numune teşkil edecek
contribute	motivate	başvurulacak kaynak	öğretici
contribution	move us forward	daha once sorulmamış sorular sormakta	önem taşımak
encourage	offer	eksikliğini duyduğumuz	önemli bir çıkış noktası sağlamak
enhance	open our eyes	esin kaynağı	önemli bir katkıdır
enlighten	provide	farklı bir anlayış kazandırmak	önemli bir yere sahiptir
fail to provide	remind us	faydalanabilecek	önemli/iyi bir kaynak
fill an important gap	resource	faydalı olacağı	örnek oluşturabilecek
give us opportunity	take the reader further	fırsat tanımak	sağlamaktadır
guide	teach	gençlere örnek olacak	sunmaktadır
help	the first…	görülmesi gerekn bir eser	temel bir başvuru kaynağı
helpful	useful	gözler önüne sermek	ufkunu genişletecek
highlight	valuable resource	ihtiyaç duyduğu	ufuk açıcı
illuminate	will not convince	ilk	uyandıran
improve our understanding		ilk defa	vesile olacak
			yanıt veren bir kitap
			yapıtaşı
			yararlı bir kılavuz

Table 41. Cont'd

yararlı olacağı
yardımcı olacak
yeni bir boyut katmak
yeni bir soluk getirecek
yeni çalışmalara kapı aralamak
yol açacak
yol gösterici

It should be noted that most of the time these resources were found to occur in the closing section of the BRs where the reviewer made a final evaluation of the book. In these statements, potential readers were informed about the significance of the book, its contributions, or its failures.

6.2 Engagement

The second set of linguistic resources grouped as engagement in the appraisal framework provides the means to analyze the stance, interpersonal style of the author (reviewer for BRs), their mitigations, their engagement with the reader and acknowledging other sources and voices in their statements. Appraisal Theory provides a systematic account of how these positioning are realized linguistically in a context. Martin and White (2008) hold that engagement resources are mostly fixed expressions (e.g., *it seems, apparently, perhaps, probably, maybe, in my view, may/will/must*) and can easily be detected. Therefore, especially for tagging engagement resources, once common expressions were found, a bottom-up approach was used to identify target instances. This also helped to improve the level of precision of the findings. However, it should be noted that a thorough qualitative analysis was always carried out since there might be co-textual conditions changing the function of the resources.

As seen in the figure below, there are two main categories under engagement: monoglossic and heteroglossic.
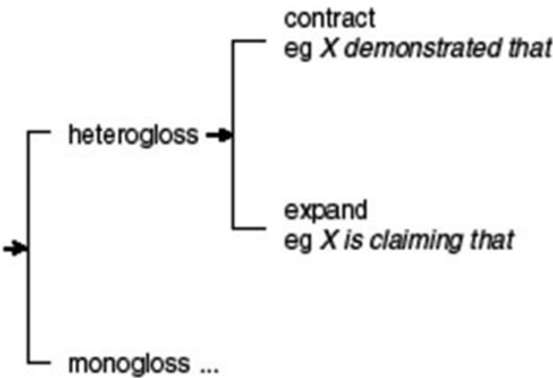
Figure 35. System of Engagement: Dialogic contraction and expansion

As the examples below show, in monoglossic statements there is no recognition of alternative voices. Here are some examples for monoglossic and heteroglossic statements:

e.g. The book has important chapters. [monoglossic]

There is the argument that the book has important chapters. [heteroglossic]

In my view the book has important chapters. [heteroglossic]

Everyone knows the book has important chapters. [heteroglossic]

Martin has stated that the book has important chapter. [heteroglossic]

It should be noted that the scope of this study in regard to analyzing engagement resources was limited to heteroglossic evaluations since how the reviewers expressed their own evaluations was the focus of investigation. Therefore, comparison between monoglossic and heteroglossic statements was ignored in the analysis. According to Martin and White (2005), heteroglossic instantiations occur in two ways in text-based genres: they are either dialogically contractive, when they close down space the space for dialogic alternatives, or they are dialogically expansive, when they are opening up the space for dialogic alternatives. Thus, as seen in figure below heteroglossic engagement resources are divided into two sub-groups called contract and expand. In the following paragraphs, resources found for each of these subcategories of contract and expand are explained in detail.

deny
no, didn't, never

counter
yet, although, amazingly, but

disclaim

affirm: *naturally, of course, obviously etc*

concur

concede: *admittedly…[but]; sure….*
[however] etc

contract

proclaim

pronounce:
I contend, the facts of the matter are..
indeed

endorse,
the report demonstrates/shows/proves
that...

entertain
perhaps, it's probable that, this may be, must,
it seems to me, apparently, expository questions

expand

acknowledge
Halliday argues that, many Australians
believe that..it's said that, the report states

attribute

distance,
Chomsky claimed to have shown that...

Figure 36. Heteroglossia in discourse (White, 2002, p. 10)

6.2.1 Engagement-Heteroglossic-contract

Contract resources do not provide allowance for dialogic interactions, alternative positions and voices. Unlike expand, it decreases possible perspectives. Contract is further grouped as disclaim and proclaim, which are explained below.

6.2.1.1 Contract-disclaim

Martin and White (2005, p.98) explain disclaim as "the textual voice positions itself as at odds with, or rejecting some contrary position: (deny) negation (*You don't need to give up potatoes to lose weight*.) (counter) concession/counter expectation (*Although he ate potatoes most days he still lost weight*.)" English BRs were observed to have more disclaim resources than Turkish BRs (10.20%, and 6.93% respectively). A possible reason for this could be that disclaim resources require subjective evaluation of the reviewer. In order to deny or counter something, a

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reviewer has to have a position of his own, which is revealed by disclaim resources. As aforementioned Turkish reviewers tend to avoid subjective evaluations and provide more general evaluations of the book. The resources found for two sub-groups of disclaim, deny and counter are explained below.

6.2.1.1.1 Engagement-Heteroglossic-contract-disclaim-deny

Evaluative statements, which were found to have *deny* as evaluative resource, invoke a contrary position but at the same time reject it directly. The contrary position is hence given very little dialogic space. In Turkish suffix *-ma, -me* was the most common way of forming denial as seen in the examples: yer veril<u>me</u>miştir, kaynak göster<u>me</u>yen yazar, dayanma<u>ma</u>ktadır. In addition there were certain verbs which had negative connotation and functioned in the same way as deny resources such as *es geçmek, gözden uzak tutmak, göz ardı etmek, cevapsız kalmak. Yok*, and *değil* were other common lexico grammatical recourses showing denial. In English, on the other hand, denial was done mostly by *not*, and *no*. Although limited in number, there were also cases where *none*, *never*, *nor* were used for the same purpose.

6.2.1.1.2 Contract-disclaim-counter

This was often conveyed through conjunctions and connectives. As also found in previous studies, book reviews tend to have more counter than deny (Mora, 2011). Having counters in fact provides the reviewers with opportunity to mitigate their criticisms. In most of the cases, reviewers combine their negative and positive evaluations with the help of these counter resources. Therefore, instead of directly pointing to a failure or lack of book, they begin with a positive evaluation and then move towards their negative evaluation.

Since most of the evaluations were done in this way, detailed analysis of counter resources indicated that this might be a genre specific pragmatic feature that helps book reviewers soften their claims. There was a significant difference between English and Turkish in regards to use of counter resources, which was one of the most apparent differences of negative evaluations in Turkish and English. An elaborate analysis of counters showed that using these resources is a very common

strategy to provide critical evaluation (7.78% in English and 3.62% in Turkish.) Here are some examples from English and Turkish corpora.

(200) <u>Though</u> Harris makes powerful sparring points, which would undoubtedly ring cheers from many audiences, he has not established groundwork for his metaphysics of morality. [Engagement-Heteroglossic-contract-disclaim-counter] (e_bassest_theo)

(201) <u>Although</u> raising diverse and interesting questions is a strength of the book, it is also a little frustrating for the reader that answers to these important questions are not provided. [Engagement-Heteroglossic-contract-disclaim-counter] (e_malleous_soc)

(202) <u>Despite</u> the lack of coverage of important areas of forensic practice, Forensic Neuropsychology: Fundamentals and Practice, has a sufficient number of truly excellent chapters to support purchase of the book. [Engagement-Heteroglossic-contract-disclaim-counter] (e_larrabee_med)

(203) Sonuç olarak bu çalışmanın bağımlılık tedavisinde egzersiz terapisi adına atılmaya çalışılan bir ilk adım olduğu, <u>fakat</u> bu çabanın önemli yöntemsel eksiklikler taşıdığı söylenebilir. [Engagement-Heteroglossic-contract-disclaim-counter] (t_cetin_med)

(204) Sonuç olarak, Türk Anayasa Hukuku adlı kitabın, zaman zaman bazı sapmalar <u>olsa da</u> pozitivist yaklaşımla kaleme alınmış, pek çok anayasal sorunun doyurucu bir şekilde tartışıldığı, özgün ve çok tartışmalı yanları olan, özellikle ilk bölümlerde bazı anayasacılarla kavga edildiği hissini uyandıran, son derece zengin kaynakçalı ve konuyla ilgili herkese yararlı olabilecek bir çalışma niteliğinde olduğu söylenebilir. [Engagement-Heteroglossic-contract-disclaim-counter] (t_sevinc_law)

As can be seen in the examples, with these counter resources positive and negative evaluations were combined and presented in a more indirect way, which provided a more face saving opportunity for the reviewer. Below is a list of contract- counter resources found in EBRC and TBRC.

Table 42. Expressions of Engagement-Contract-Counter

English		Turkish	
albeit	however	(bu olumsuzlukların) yanında	kıyasla
although	in comparison to	aksi takdirde	olmakla birlikte
as	nevertheless	ancak	olsa da
as…as	no less than	bununla beraber	oranla
but	nonetheless	fakat	oysaki
but rather	on the other hand	farklı olarak	rağmen
despite	rather than	gene de	-se bile
despite the fact that	relatively	gibi	se de (sürdürse de)
differ from	still	halbuki	yer verilirken
dissimilar to	though	her ne kadar… da	yine de
even though	unlike	her şeye rağmen	
even when	while	iken	
from that	yet	ise	

After discussing disclaim under the subcategory contract of engagement, in the following paragraphs, the other sub-group called proclaim is explained with the resources found and examples from the corpora.

6.2.1.2 Contract-proclaim

The main difference between disclaim and proclaim can be explained as; with disclaim some dialogic alternative is rejected or supplanted, with proclaim, on the other hand, "through some authorial interpolation, emphasis or intervention, dialogic alternatives are confronted, challenged, overwhelmed or otherwise excluded" (Martin and White, 2005, p. 117-118) Proclaim has four sub-categories; concur, pronounce, endorse and justify. The differences between the categories are explained by Fryer (2013) as:

> Their categorization depends on whether the textual voice appears to limit the scope of dialogic alternatives by overtly agreeing with certain projected voices ('concur'), by construing those projected voices as correct, undeniable, or highly warrantable ('endorse'), by explicit author intervention

('pronounce'), or by marking an utterance as contentious and in need of justification ('justify'). (p. 188)

As seen in the figure 37, justify category was not discussed in Martin and White (2005), but it is a part of the system of heteroglossic engagement proposed by White (2003). Since the preliminary analysis of evaluative resources showed instances of justification, it was added in the system for the purpose of this study.

6.2.1.2.1 Contract-proclaim-concur

With evaluative resources in the sub-category of concur, the voice of the reviewer seems "to limit the scope of dialogic alternatives by overtly agreeing with certain projected voices" (Fryer, 2013, p. 188). In Turkish BRs more resourced of concur were found compared to English BRs (1.33% in Turkish and 0.72% in English). This might be due to the fact that Turkish reviewers in general were observed to strengthen their statement and add emphasis to what they were saying. This was also proved in their uses of boosters which will be discussed under graduation in the coming sections. When a detailed analysis of concur resources was done, expressions such as *Şüphesiz, hiç kuşku yok ki, elbette, doğal olarak, mutlaka* were found to express reviewers voice and limit dialogic alternatives. However, in addition to revealing author's voice and restricting other voices, they also help the reviewers to underscore their statements and add emphasis to what they were saying.

In English, expressions such as *of course, suffice to say, surely, I am sure, certainly, not surprisingly, undoubtedly, doubtless, it is clear, obvious enough, as would be expected, inevitably, naturally* were found to function in a similar way. In ( ) below, the expression *obviously enough* makes writer's view stronger, affirms the validity of the proposition and thus limits the scope for alternatives. Similarly, in ( ), again the textual voice appears to limit the scope of dialogic alternatives.

> (205) This, <u>obviously enough</u>, is a finding that needs further examination and a validation. (e_swales_ln)

> (206) <u>Hiç kuşku yok ki</u>, bu konudaki en önemli eksik, malvarlığı konusunda, tarihî de olsa, yazılmış en mükemmel eser olan Birkmeyer' in Über das Vermögen im îuristischen Sinne,

Römisch - Rechtliche Quellenstudien, (Erlangen 1879) dan yeterince yararlanılmamış olmasıdır. (t_acemoglu_law)

Martin and White (2005) state that a common function of concur resources is that they often occur as a precursor to a countering. As can be seen in the examples below, this was true for some of the examples found in Turkish and English BRs.

(207) Burada incelenen mesele <u>elbette</u> önemli <u>ancak</u> argümana temel oluşturan kaynakların yetersiz olduğu söylenebilir. (t_unlu_pol)

(208) <u>Of course</u> the authors should position themselves as scholars however they are comfortable, <u>but</u> readers might again benefit from a more thorough positioning of the authors' arguments within the wider relevant literature. (e_ohnesorge_law)

6.2.1.2.2 Contract-proclaim-pronounce

As explained by Martin and White (2005, p. 127) "The category of pronounce covers formulations which involve authorial emphases or explicit authorial interventions or interpolations." Examples for this category are given by Martin and White (2005) as *I contend, you must agree that, really, indeed*, and stressed auxiliary. In a text, with the help of formulations under this category, the readers feel the presence of the writer (reviewer). A comparative analysis of Turkish and English showed that there was not statistically significant difference in the use of pronounce resources (1.12% in English and 0.68% in Turkish). *Indeed*, and *in fact*, and *really* as well as stressed auxiliaries were common pronounce resources identified in EBRC. On the other hand, *Aslında, belirtmeliyim ki, belirtmeliyiz ki, belirtmek gerekir ki* were expressions which seemed to function with a similar purpose in TBRC.

(209) Swedberg's discussion of the classics in economic sociology is both interesting and informative. <u>Indeed</u>, it is the most successful part of the book. (e_coughlin_soc)

(210) This book <u>does</u> have two drawbacks. (e_trinkunas_pol)

(211) Henri Rolin'in bu yazısı böylece dünyanın bugünkü durumunu anlamamıza ışık tutan ve kafalarda ileriye yönelik olarak da çeşitli düşünceler uyandıran <u>aslında</u> güncel bir yazı

niteliğinde. Tarihten ders almasını bilenler için çok uyarıcı bir çalışma. (t_pazarci_law)

6.2.1.2.3 Contract-proclaim-endorse

With endorsement the author shows his agreement and support of a proposition. The quoting verbs *show*, *prove* and *demonstrate* were found to signal endorsement by Martin and White (2005). Similarly, these verbs were found to provide endorsement in EBRC as well. In TBRC, on the other hand, verbs *göstermek*, and *kanıtlamak* were observed to function with the same purpose. It should be noted that among the four categories of proclaim, this category had the least number of occurrences in the data, which might be due to the generic feature of the book reviewing. Endorsement usually requires propositions sourced to external sources; however, this is not a common feature of book reviews.

6.2.1.2.4 Contract-proclaim-justify

This is a category which was not discussed in Martin and White (2005), but it was a part of the system of heteroglossic engagement proposed by White (2003). Justify includes resources through which the author provides further explanation for his propositions. Common encodings of justify were connectives and conjunctions such as therefore, because, and since. It should be noted that Turkish BRs were observed to have more of this resource type (6.86% in Turkish and 2.08% in English). The reason for this difference might stem from cultural factors.

An elaborate analysis of the statements including justify resources was carried out, it was found that these resources have various functions. For example, with expressions like *başka bir deyişle/başka bir ifadeyle, daha doğrusu, şöyle ki, yani*, they in a way created an environment for themselves in which they restated their propositions and clarified themselves. With these further explanations, they strengthened their voice and actually added more emphasis to what they had already said. Another function of these justify resources was to provide further examples for what the reviewers stated earlier. The common expressions *şöyle ki,* and *zira* were used to exemplify reviewer's previous statement. This also created a dialogic atmosphere in which the reviewer was clarifying himself with further examples which supported his statement.

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(212) Ancak eserin sadece birinci bölümü özet itibariyle kilise tarihini konu edinmek-te, geriye kalan diğer iki bölüm ise daha farklı konuları içermekte-dir. Şöyle ki çalışmanın ikinci bölümü kilise içinde vücut bulmuş okul ve kardeşliklerden bahsederken, üçüncü bölüm ortodoksluğun ibadet ve ayinlerine ayrılmış bulunmaktadır. (t_duali_ph)

Table 43. Expressions of Engagement-Contract-Proclaim-Justify

English	Turkish
accordingly	açısından
as	başka bir deyişle/başka bir ifadeyle
as a result	bu açıdan/bu bakımdan
because	bu bakış açısıyla
for	değerlendirildiğinde
for that reason	bu görüşürü güçlendirmek adına
given	bu nedenle/ bu sayede/ bu yüzden
it is for this reason	buradan hareketle
since	daha doğrusu
so	dikkate alındığında
that is to say	dolayısıyla
therefore	düşünüldüğünde/düşünülürse
thus	hal böyle olunca
which means	için
	itibariyle
	ki
	nedeni ise
	nedeniyle
	nitekim
	öyleyse
	şöyle ki
	yani
	zira

As seen in the example (213) below, the reviewer justified his evaluation of the book by stating that there were caveats which made him think this way.

(213) As a result of these two caveats, the book is most valuable for teachers in the upper elementary and secondary grade levels, rather than those at the lower elementary/early childhood level. (e_martone_es)

In the Turkish example (214), similar to the example above, the reviewer based his final judgment of the book on previously mentioned evaluation. He connected his judgment and his reasons with the expression *bu açıdan* which was found to be a very common justify resource used for this purpose.

> (214) <u>Bu açıdan</u> kitap, sınıf içi etkinliklerde kolayca ve etkili bir biçimde kullanılabilecek türdendir. (t_cetinkaya_es)

Zira as being the second common justify resource found in TBRC, meant because. Here is an example of how it was used. In this example, the reviewer explained why he found the author's choices rational. He further explains the reason of his agreement with the author by justifying with *zira*.

> (215) Yazar, bu konularda bir hukuk felsefesi meselesi olan hukukta yorum konusuna derinlemesine girmemiş, sadece yorum faaliyetini anayasa yargisi boyutunda tahlil etme çabasi içinde olmustur. Bu da gayet mantikli bir yaklasimdir. *Zira* hukukta yorum, basli basina bir inceleme konusu olabilecek nitelikte genis bir konudur. (t_yolcu_law)

6.2.2 Engagement-Heteroglossic-Expand

With expansion, unlike contraction, reviewers make allowances for inclusion of more points of views and voices into text. With Appraisal framework, dialogue can be expanded through the entertainment or attribution of propositions, which are explained below in detail.

6.2.2.1 Expand-entertain

The 'entertain' category is typically realized by resources that are elsewhere dealt with under the headings of modality, hedging, and evidentiality (e.g., Halliday and Matthiessen, 2004; Hyland, 1996; Chafe, 1986). This group of evaluative resources can be significant in analyzing BRs which are considered as face threatening due to their critical nature. Entertain resources consist of modals (e.g., may, might, can, could), evidentials (e.g., seem, apparently), expository questions. It should be highlighted that as seen in the table 45, there was a statistically significant difference between English and Turkish BRs in regards to resources of entertain. This can be explained with two potential reasons; as aforementioned English BRs had more negative evaluations; therefore, these negative evaluations might have

been mitigated with entertain resources. Another reason could be that there were cultural differences in providing criticism in English and Turkish. English BRs had more softened evaluations compared to more direct evaluations in Turkish.

Table 44. Distribution of Entertain resources

	Turkish		English			
Feature	N	%	N	%	ChiSqu	Signif.
entertain	279	9.03%	416	11.99%	15.144	+++
attribute	32	1.04%	32	0.92%	0.217	

In TBRC and EBRC there was a wide variety of engagement resources found as can be seen in the table below.

Table 45. Entertain Resources in BRs

English	Turkish
appear	anlaşılan o ki
by my count	bahsedilebilir
I found	beklenebilir
I suspect that	belki/ belki de
I think	bizce
I would argue	bulmaya çalışacağız
if [4]	değerlendirilebilir
in my judgment	düşünülebilir
in my opinion	düşünülmektedir
in my perspective	düşünüyorum
in my view	düşünüyoruz
it seems to me	eğer… -saydı
likely	en azından ben böyle düşünmüştüm
may be	fazla görülmemelidir
modals (may, will, can, could, should, might,	gibi gözükmektedir
would, would have, could have)	görülebilir
one might	görülmektedir
perhaps	ifade edilebilir
possible	kanaatimizce/kanaatindeyiz
possibly	kanımca/kanısındayım/kanısındayız
probably	kendi adıma
seem	mümkün olduğunca
seemingly	mümkündür
seems	olsa gerek

[4] Martin and White (2005) do not discuss the potential dialogic functionality of the conjunctions if and whether. However, they have been annotated here, in certain instances, as encoding 'entertain,' since they can signal conditions that may or may not be met, and doubt or choice between alternatives (see White 2003, p. 273 as cited in Flyer, 2013)

Table 45. Cont'd

to me	sağlayacak nitelikte
to my eyes	sanırım/sanıyorum
to my knowledge	sanmıyoruz
to my mind	söylemek mümkündür
whether	söylenebilir/söyleyebiliriz
	şüphe bulunmamaktadır
	tabiri caiz ise

Here are some examples of entertain from TBRC and EBRC:

> (216) Part of the problem, <u>it seems to me</u>, comes from the editors' view, mistaking J. Rawls on the point that justice involves treating everyone alike. (e_mccord_soc)

> (217) Here Kovecses contrasts how "popular" or "accepted" certain theories of emotion are with their "scientific" status. However, <u>in my opinion</u>, the value of a theory, whether folk or scientific, depends not only on how scientific or intuitive it appears to be but also on how readily it generates testable hypotheses. (e_schnall_ln)

> (218) Yazar, eserini, geniş bir bibliyografya çalışmasına dayandırmıştır. Ancak, <u>kanaatimizce</u> bazı kitap ve yazıların bibliyografyada yer almamaları ve eserin hazırlanmasında gözden uzak tutulmaları eserin mükemmelliği bakımından bir eksiklik doğurmuştur. (t_acemoglu_law)

> (219) Yazarın burada bu ifadeyle Kur'an ve sünnet esaslı Asr-ı Saadet dönemi İslam anlayışını kastettiğini tahmin etsek de ifadenin bilhassa Batı literatüründe Muhammedizm seklinde algılandığını düsünmekte ve böyle bir ifade yerine sadece İslam tabirinin yeterli olacağını <u>düsünüyoruz</u>. (t_aktas_lit)

> (220) İsimle ilgili şöyle bir itirazda <u>bulunulabilir</u>: Çalışma İslam hukukunun hakim olduğu tüm coğrafyayı kapsadığına göre, kitabın isminin "Ortadoğu" yerine "İslam Dünyasının Geri Kalmışlığında İslam Hukukunun Rolü" şeklinde isimlendirilmesi daha isabetli <u>olabilirdi</u>. (t_yaka_theo)

6.2.2.2 Expand-attribute

Attribution was not a common feature found in book reviews which is understandable when the nature of genre of book reviews is taken into consideration. Inserting extra sources was not practiced frequently in BRs since the

reviewer was mostly expected to evaluate on the book based on his own experience and personal opinions. Both languages share the same results of having few instances of attribution.

6.3 Graduation

Graduation is concerned with gradability. Martin and White (2005) stated that all appraisal resources are gradable. The two main dimensions of graduations as set out in White (1998) are Focus and Force. Force is a means of scaling attitudes through various linguistic means such as grading (*very*, *to some degree, a bit*, etc), numbering, or repeating. Focus, on the other hand, is construed in two ways: sharpening or softening evaluative acts. (e.g., They don't play real jazz. (sharpen); They play jazz, sort of. (soften)). In the appraisal system within UAM annotation tool, force was divided into two groups, intensification and quantification. Focus was also divided into two groups of sharpening and softening. In the analysis of BRs intensification from force and sharpening from focus were considered as the same group since similar expressions were observed to function for the same purposes.

Sharpening devices are also called intensifiers, boosters, amplifiers, emphasisers, and emphatics (see, for example, Labov, 1984 and Hyland, 2000). Softening devices are called hedges (see for example Lakoff, 1973) and 'vague language' (see Channell, 1994). This study revealed that Turkish BRs included more focus and force devices than English BRs as seen in the table.

Table 46. Distribution of force and focus devices

	Turkish		**English**			
Feature	N	%	N	%	ChiSqu	Signif.
force	818	26.47%	426	12.28%	214.182	+++
focus	166	5.37%	115	3.32%	16.865	+++

In regards to intensification/sharpening in BRs, it was observed that Turkish BRs have more frequent use of them compared to English BRs (20% in Turkish and 9.25% in English). One common feature of instances of sharpening was that they occurred mostly in positive evaluative acts. Here are some examples of intensification from TBRC and EBRC.

(221) Genel olarak incelendiğinde; "Matematiksel Kavram Yanılgıları ve Çözüm Önerileri" isimli kitap, ortaöğretim seviyesinde öğretmen ve öğretmen adaylarına *hem* matematik eğitimi literatürünü tanıtıcı *hem de* öğretimlerine yardımcı olabilecek şekilde hazırlanılmıştır. (e_kutluca_es)

(222) Geniş kapsamına göre <u>son derece</u> anlaşılır ve kolay okunabilen bir plan yapılmış olması kitabı değerli kılan bir özelliktir. (t_ataman_pol)

(223) Kitabın Hitit yemeklerini ve mutfak kültürünü tanıtması <u>dışında</u>, Hititlerin sosyal, kültürel ve ekonomik yapısını anlamamıza <u>da</u> yardımcı olduğu açıktır. <u>Üstelik</u> kitabı okumakla <u>sadece Hititleri değil</u>, eskiçağlardan günümüze Anadolu'yu <u>da</u> anlama, öğrenme, sevme ve koruma duygusunu içimizde hissediyoruz. (t_erbasi_hs)

(224) <u>As I have already stated above</u>, while brief, this book reviews an <u>impressive amount of</u> literature. (e_greenberg_med)

(225) <u>Not only</u> does he convincingly attack such obviously reactionary and antipolitical developments as the militia movement, religious cults, the therapeutic revolution, co-opted postmodern 'radicals', and domestic terrorism, <u>but he also</u> manages to defend the claim that 1960s radicalism, the renewed emphasis on local political activism, and deep ecology contribute to the depoliticization of America <u>as well</u>. (e_duvall_pol)

(226) The book is <u>very</u> well written and contains the right balance of careful text-analysis, secondary literature, and original interpretation. (e_mertens_pol)

Table below shows common expressions used for intensifying evaluations.

Table 47. Intensifiers-Sharpeners

English		Turkish	
also	fully	aynı zamanda	öte yandan
as well as	furthermore	ayrı bir	özellikle
at least	highly	ayrıca	son derece
both	immensely	bilhassa	tam da
certainly	in addition	bizzat	tek tek
clearly	irrefutably	bunun yanında	üstelik
deeply	meticulously	çok	yanı sıra
definitely	moreover	conjunction *da*	yine
do/does	most	daha	
entirely	not only but also	daha da	

Table 47. Cont'd

exactly	so	gerek…gerekse	
exceedingly	strongly	hatta	
excessively	the most	hem	
extremely	totally	hem de	
	truly	muazzam derecede	
	very	mutlaka	
	very well	oldukça	

Softening devices such as "about, exactly, real, sort of, kind of" (Martin and Rose 2007, p. 42) are used to mitigate and hedge evaluations. Softening has two functions: "to indicate a lessening of the speaker/ writer's investment in the value position and hence to offer a conciliatory gesture directed towards maintaining solidarity with those who hold contrary views" (Martin and White 2005, p. 139). Furthermore, if a positive statement is softened it means that "the positive assessment is being construed as potentially problematic for writer-reader solidarity" (Martin and White 2005, p.140).

Softening devices were mostly found to occur with a negative statement which might be due to the critical evaluative nature of BRs. It should be noted that English BRs were observed to have more softening devices than Turkish. A potential explanation of this could be that as already explained in the discussion of negative and positive evaluations and their structures, BRs in English had more negative evaluations. In addition, these negative evaluations were softened using various strategies such as combination of positive and negative evaluation. It seems that another way of softening evaluations was done by using softening devices before appraisal resources. Interestingly, although there were more instances of softening in English, Turkish had a similar number of softening expressions. As seen in the table below, there are apparent similarities in the softening devices found in EBRC and TBRC.

Table 48. Softening Devices in EBRC and TBRC

English	Turkish
a bit	…olmasa da
a little	arada bir
almost	az çok
at least	bazen
at the very least	bir nevi
barely	biraz
nearly	en azından
only	hemen hemen
partly	hemen her
relatively	hiç değilse
slightly	kimi zaman
some	kısmen
sometimes	pek de
somewhat	zaman zaman

(227) Sonuç olarak, Türk Anayasa Hukuku adlı kitabın, <u>zaman zaman bazı</u> sapmalar olsa da pozitivist yaklaşımla kaleme alınmış, pek çok anayasal sorunun doyurucu bir şekilde tartışıldığı, özgün ve çok tartışmalı yanları olan, özellikle ilk bölümlerde bazı anayasacılarla kavga edildiği hissini uyandıran, son derece zengin kaynakçalı ve konuyla ilgili herkese yararlı olabilecek bir çalışma niteliğinde olduğu söylenebilir. (t_sevinc_law)

(228) Yet The Self in Moral Space <u>sometimes</u> seems <u>slightly</u> stiff, because Parker, I think, pays insufficient attention to three interrelated problems. (e_elridge_lit)

6.4 Appraisal Resources across Disciplines

To begin with, in all of the disciplines, attitude resources outnumbered engagement and graduation resources both in English and Turkish. In regards to sub-categories of attitude, as one might expect, appreciation was observed to occur more than affect and judgment. This showed that the evaluative resources showing the reviewer's opinions rather than their feelings or their judgment's of book authors were used more. This was a finding that previous studies also revealed (Cheng, 2014; Wang and An, 2013).

This could be because appreciation is more subjective than affect and in academic writing and it might not seem so professional and convincing to provide evaluations by relying too much on more personal affective resources. This was observed to be valid for all the disciplines included in the study.

Table 49. Distribution of Appraisal Resources across disciplines in English BRs

Feature	Soc n	Soc %	Hist n	Hist %	Theo n	Theo %	Ph n	Ph %	Law n	Law %	Ln n	Ln %	Lit n	Lit %	Es n	Es %	Med n	Med %	Pol n	Pol %
Attitude	222	56.92	215	57.18	171	57.77	183	53.82	234	58.21	169	54.87	153	58.40	160	60.38	306	60.47	176	54.32
Engagement	120	30.77	87	23.14	84	28.38	100	29.41	104	25.87	92	29.87	65	24.81	70	26.42	107	21.15	110	33.95
Graduation	48	12.31	74	19.68	41	13.85	57	16.76	64	15.92	47	15.26	44	16.79	35	13.21	93	18.38	38	11.73

Table 50. Distribution of Appraisal Resources across disciplines in Turkish BRs

Feature	Soc n	Soc %	Hist n	Hist %	Theo n	Theo %	Ph n	Ph %	Law n	Law %	Lln n	Lln %	Llit n	Llit %	Es n	Es %	Med n	Med %	Pol n	Pol %
Attitude	119	45.42	146	44.24	170	38.29	88	31.21	135	35.25	175	47.04	83	47.43	110	49.33	164	48.52	109	38.79
Engagement	64	24.43	66	20.00	136	30.63	101	35.82	111	28.98	65	17.47	42	24.00	53	23.77	78	23.08	91	32.38
Graduation	79	30.15	118	35.76	138	31.08	93	32.98	137	35.77	132	35.48	50	28.57	60	26.91	96	28.40	81	28.83

In regards to sub-categories of appreciation, the study revealed that in all of the disciplines, valuation (how useful and (in)valuable the book is) was observed to occur more than resources of composition (how BRs convey information) and reaction (what the authors think about the book). This was not a surprising finding since in book reviews, reviewers are expected to enlighten the readers on how they can benefit from the book and how the book can or cannot contribute to the field, readers etc.

When an elaborate analysis was conducted to compare disciplines in regards to total number of instances of appraisal resources, it was found that in Turkish, Theology and Law were two disciplines with the highest number of appraisal resources; whereas, in English, Law and Medical Sciences had the highest numbers of appraisal resources. Since Law was observed to have more appraisal resources, it can be concluded that this field is heavily evaluative when compared to other fields. Interestingly, Educational Sciences and Literature had the least appraisal resources in both of the languages.

6.5 Appraisal Resources in Rhetorical Moves

One of the purposes of this study was to find out how appraisal resources were distributed across rhetorical moves identified earlier. With the help of UAM corpus tool, the distribution of attitude, engagement and graduation resources across five moves (m1: purpose of review, m2: introducing the book, m3: outlining the book, m4a: evaluation-providing focused evaluation, m4b: evaluation- providing general evaluation, m5: closing) were obtained. The tables below show their distribution across moves in Turkish and English BRs respectively.

Table 51. Appraisal Resources across Moves in TBRs

	m1	%	m2	%	m3	%	m4a	%	m4b	%	m5	
Feature	N		N		N		N		N		N	
Attitude	0	0.00	312	47.56	81	41.12	213	41.44	221	34.10	399	44.43
Engagement	2	100.00	107	16.31	53	26.90	139	27.04	235	36.27	217	24.16
Graduation	0	0.00	237	36.13	63	31.98	162	31.52	192	29.63	282	31.40
Total	2		656		197		514		648		898	

Table 52. Appraisal Resources across Moves in EBRs

	m1	%	m2	%	m3	%	m4a	%	m4b	%	m5	
Feature	N		N		N		N		N		N	
Attitude	2	50.00	391	69.20	20	60.61	305	55.35	**749**	53.42	487	57.77
Engagement	2	50.00	93	16.46	6	18.18	156	28.31	**428**	30.53	231	27.40
Graduation	0	0.00	81	14.34	7	21.21	90	16.33	**225**	16.05	125	14.83
Total	4		565		33		551		**1402**		843	

To begin with, appraisal resources were observed to occur in all of the moves in both languages. Although there were slight differences, overall how they were distributed across moves were similar in both languages. As seen in the table below, m3 (outlining the book) had the least amount of appraisal resources in both of the languages. This is because reviewers took a neutral standing to present the outline of the reviewed book objectively to the readers as seen in examples (229) ans (230).

> (229) The book is broadly divided into 2 sections with the first covering fertility preservation approaches in the female patient (chapters 1 through 14) and the second covering fertility preservation approaches in the male patient (chapters 15 through 17). (e_duke_med)

> (230) Kitabın giriş kısmında, kendi çalışmasının ilerleyişini şöyle betimliyor Pieper:"Bu çalışma aşağıdaki üç soruyla ilgili alanlarda ilerleyecektir: l.Felsefi bir disiplin olan etik neyi araştırır? Konusu nedir?;2.Etik konusuna nasıl yaklaşır? Etikten bir bilim dalı olarak söz etmemize meşru kılacak yöntemler var mıdır? Yoksa etik, bağlayıcı olmayan dünya görüşleri ve ideolojilerle aynı düzeyde bir yerde midir?;3. Etiğin nihai amacı nedir?Neyi hedefler?" Bu bağlamda Pieper, salt dış başlıklardan yararlanarak söylersek, şu başlıklarla incelemesini açımlıyor:Etiğin Görevi, Pratiğin Bilimi Olarak Etik, Pratikle İlintili Öteki Bilimler Arasında Pratik Bir Bilim Olarak Etik, Etiğin Hedefleri ve Sınırları, Ahlaki ve Etik Argümantasyonun Başlıca Biçimleri, Temel Etik Kuramı Tipleri ve son olarak Feminist Etik. (t_ozturk_ph)

In regards to move which had the highest amount of appraisal resources, a distinction was observed between Turkish and English. In Turkish appraisal resources were mostly found in m5, which is the closing of the reviews. However, in English most of the appraisal resources were found in m4b, providing general

evaluation. As previously mentioned, it seems that providing general evaluation of the book constituted a significant part of the BRs in English and it was seen as the part where reviewers make express their attitudes, and opinions of the book. Further analysis of appraisal categories showed that attitude mostly occurred in m5 (closing) in Turkish, where as it was m4b (providing general evaluation) in English. This might indicate that whereas Turkish reviewers mostly expressed their opinions of the book at the end of the reviews, American reviewers used more attitude resources while providing general evaluation of the book.

In regards to engagement resources, as seen in the tables below, both in Turkish and English engagement resources in 4b outnumbered the other moves. This might be because the book reviewers employed more subjective (both expansive and contractive) evaluative resources to express their opinions while providing general evaluation of the book. Graduation resources, which included mostly boosters, were observed to occur in almost all moves to a great extent, whereas, they occurred mostly towards the end of reviews in English BRs. As aforementioned, Turkish reviewers tended to use more boosters in their reviews, and this finding showed that boosters were spread across all sections of the reviews.

CHAPTER 7

DISCUSSION and CONCLUSION

7.0 Presentation

The major purposes of this final chapter are to summarize possible answers to the research questions set out in the beginning of this dissertation as well as to discuss them. In doing so, I will review the findings for all three phases of the study; rhetorical moves, evaluation, and appraisal in BRs, respectively. I shall also note the implications, theoretical and pedagogical, drawn from this study. Lastly, suggestions for future research are given.

7.1 Summary of Findings

The main purpose of this study was to explore an academic writing genre called (academic) book review. There were several reasons why book reviews were chosen as the focus of this investigation. First, previous studies have shown that BRs are highly evaluative in nature (e.g., Hyland, 2000; Salager-Meyer and Alcaraz-Ariza, 2004; Moreno and Suárez, 2009). Therefore, they provide opportunity to analyze how writers construe interpersonal meaning, praise and criticize books and negotiate with readers. Another reason was that how this genre was enacted in Turkish has not been examined previously. This is, indeed, a situtaiton observed not only in Turkish but in other languages as well because research on academic written discourse has mainly focused on the most popular academic genres, such as research articles and the abstracts (Swales, 1990, 1996; Hyland, 1998a, 1998b, 2000, 2004; Connor & Mauranen, 1999). Previous studies examinining occluded genres such as book reviews have showed that common patterns found show generic features of such genres. Therefore, there were recent calls to conduct further researches with different languages to better understand BRs as an academic genre and this study can be regarded as a response to these

calls to go beyond studying research articles or other common genres and investigate the so called occluded genres such as BRs.

The corpus of BRs in this study constituted of 385 BRs (191 Turkish and 194 English) from ten disciplines; Educational Sciences, History, Language Studies, Law, Literature, Medical Sciences, Philosophy, Political Sciences, Sociology, and Theology. The investigation of BRs was done in three phases; first the textual patterns and structural features of BRs were analyzed based on Motta-Roth's (1995) move model for BRs.

Secondly, negative and positive evaluations were found based on the definition of evaluative acts by Suárez and Moreno (2008b, p.18) as "positive or negative remarks on a given aspect or sub-aspect of the book under review in relation to a criterion of evaluation with a higher or lower degree of generality". In this part of the study, in addition to identifying praise and critisimc in BRs, as a following investigation, what aspect of the book was evaluated on was also explored. This helped to better understand what the reviewers considered more significant and worth evaluating in the book.

Lastly, appraisal resources that provide interpersonal meaning in texts were identified based on appraisal model by Martin and White (2005). This can be regarded as a follow up investigation of the previous stage. Once identification of evaluative acts was completed, and a general understanding of distribution of praise and criticism was obtained, in this stage each evaluative act found was further investigated for appraisal resources which provide the reviwer to express his feelings, attitudes, reactions, his stance, the way he interacts with the text, and his way of using hedges and boosters. This helped to figure out which particular items (resources) in the text helped the reviwers to provide evaluative language in their highly evaluative texts of BRs.

Annotations of moves, evaluative acts and appraisal resources were all carried out with UAM Corpus tool which allows creating different layers of annotation and

provides comparative statistics of these annotations. Annotation for each level was carried out manually in a cyclical process. Once a new category was found, each and every text was re-annotated for the new category.

In the study, both quantitative and qualitative analysis was conducted in order to reach a deeper understanding of BRs. Also, both top-down and bottom-up approaches were utilized to have an accurate description of target feature. When common expressions signaling target feature were identified, the corpora was searched for these expressions. It should be noted that the resources found were always re-checked in their contexts to find out whether they functioned with the same purpose or not. This helped to have a more accurate analysis of the target resources. Findings of the study in regards to rhetorical moves, evaluative acts, and appraisal resources are further discussed in the following section of the paper.

Rhetorical Moves in BRs

Before analyzing the moves, initial analysis of BRs showed that there were differences between EBRs and TBRs in the way they are formatted. In the investigation of the textual features of BRs, it was found that English BRs had a standard format followed by almost in all of the reviews. The common format of the EBRs included presentation of book (name, author, publication, price etc.) and the body as the review followed by references. Turkish reviewers were found to vary in regards to the format of the reviews. As discussed earlier, there were TBRs with their own styles including intoruduction with an abstract, sub-sections, headings etc. In addition, references section was not a common feature of TBRs.

In the investigation of systematicity of text structure, manual analysis of all the BRs in the corpus was carried out. It was a cyclical process in that once a new move or sub-function emerged; all the reviews were re-read in order to find the new move or sub-function. Moves were found to have a relatively fixed order but sub-functions occurred in a less fixed order, for example, SF3: informing about the potential readers, was observed to occur not only in the beginning of the book but also in the closing.

The analysis yielded five overarching rhetorical moves and twenty-four rhetorical sub-functions. The five overarching moves were m1: stating the purpose of the review, m2: introducing the book, m3: outlining the book, m4a: focused evaluation, m4b: general evaluation and m5: closing. The move model emerged in this study was compared to Motta-Roth's (1995) model and it was found that there were changes in the model. To begin with, m1: stating the purpose of the review did not exist in Motta-Roth's model. Her model began with introducing the book. However, analysis of TBRC and EBRC showed that before introducing the book, some reviewers expressed the purpose of the text. There were 32 BRs identified with this move and it was found that there were common and parallel expressions signaling this move in both corpora (e.g., my goal in this review is to, bu yazıda… tanıtımı yapılacaktır).

In addition to adding m1, the new model differed from Motta-Roth's (1995) model in that seven new SFs were added to m2: introducing the book and SF4:making topic generalizations from previous model was eliminated. This is because the information explained for SF4 by Motta-Roth (1995) is that topic generalizations are used to relate the book to the field. In the new model, this type of information was tagged under inserting the book in the field, which serves for the same purpose of relating the book to the field. Another addition to m2 was that, SF4:informing about author was further sub-categorized to find out what aspects of the author were commented upon. Motta-Roth's (1995) model did not have further information about the author. Therefore, by adding it to the model, it became possible to see how authors were presented in the BRs. These sub-categories included: author's job/status, expertise, life experience, role/significance in the field, previous works, interests, and personal characteristics.

To begin with adaptations and changes in m2, as can be seen in table 6 on page 66, m2 as the introductory sections of BRs included more varities of information in TBRC and EBRC. To begin with, SF5:*introductory evaluation*, provided the redeaders with reviewer's first evaluation of the book in a brief statement. SF5 can be regarded as the first time reviewers expressed their opinions of the book. As

another new function, SF6: *informing about publication details* informs the reader about the publication company, how/when/where it was published etc. SF6 was observed to occur in 52 TBRs and 8 EBRs, which migh indicate that information about the publication of BRs was regarded as a significant detail to be commented upon. SF7:*stating the purpose of the book*, which was observed to occur for 36 times in the corpora, mostly included excerpts from the book in which the purpose of the book was given.

SF8:*informing about the use of sources*, on the other hand, informs the reader about author's use of sources while writing the book. This feature was seen to occur mostly in BRs from the field of history, which might indicate that discipline-based features were observed to occur in BRs. Author's use of archives and the sources that he depended on were significant details to be provided in the field of history. SF9:*informing about the style of the book* was a common function found in EBRs. The type of information provided included how the book material was presented in the book in regards to approaches, methodologies and perspectives etc. SF10:*informing about the content of the book* as a common function particularly in English informed the reader about what themes were covered in the book. The last function under m2 is SF11:*motivation behind writing the book*. It showed the reason(s) behind writing the book. It should be noted that this SF was observed to occur more in EBRs. Another difference observed was that explanations of motives behind writing the book in English included more formal information such as the origins of the book, its coming out of a doctoral study etc. However, in Turkish explanations were mostly based on personal experiences.

To sum up, with these new SFs added to m2:introducing the book, the model suggests varities of information provided in the beginning sections of the BRs. As a more comprehensive and detailed move, it shows what beginnings of BRs provide the readers. Based on a comparative analysis of SFs of m2, it might be inferred that in English BRs, the introductory sections of BRs included more information on the potential readers, style, and content of the book; whereas, in Turkish BRs, it was more about the author of the book, and the publication. English BRs seemed to have

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deeper, comprehensive and informative introductions compared to Turkish introductions which were more at a surface and textual level.

The next move, m3: outlining the book, informed the readers on how the book was structured, and the content of each chapter. This move was very common in Turkish but not in English. Turkish reviewers were more tended to review the book in a structuralized way by stating the topic of each chapter and informing the readers about the organization of the book. The following move was m4:evaluation and it was observed to occur in several ways. This is a new move compared to Motta-Roth's (1995) model, in which evaluation was titled as highlighting parts of the book. In the new model, evaluation was divided into two as *focused evaluation* and *general evaluation*. The main distinction was that focused evaluation was more chapter-based evaluation. With *focused evaluation*, the reviewers evaluated the books in two ways: chapter by chapter or focusing on some chapters. However, in *general evaluation*, reviewers provided broader and not chapter-based evaluation. Type of evaluation was indeed a significant difference between Turkish and English reviews; English reviews had more deeper, elaborate and broad evaluation; whereas, in Turkish BRs evaluation was more structured in the sense that it was based on chapters of the book under review.

Discipline based analysis of moves showed that overall; the five overarching moves were similar in their distribution across disciplines. In general in all the disciplines BRs were found to follow the rhetorical movement from a more global view of the book in the beginning of the text, to more detailed description and evaluation in the middle part of the text, and then closing with final comments of the reviewer at the end of the text. Disciplinary differences were observed to a limited extent in TBRC and EBRC, which is consistent with findings of previous studies; Suarez and Moreno, (2006) comparing Law and History; Nicolaisen (2002) comparing Library and Information Science.

An apparent difference in the distribituon of moves in disciplines in TBRC was that in BRs from certain fields such as Philosophy, Sociology and Law, M4b: general

evaluation was observed to consititue a larger portion of the moves. The evaluations in the reviews of these fields had a more general and deeper discussion of the book and were more extensive and included exemplification, discussion of theoretical points or line of argumentation adopted by the author of the book. On the contrary, M4a:providing focused evaluation was observed to occur more in Educational science, and Language Studies. It should be noted that Medical Sciences was the field which was more descriptive rather than evaluative. It had the least percentage of M4:evaluation; whereas, it had a higher percentage of m2:introducing the book and m3:outlining the book moves. The finding that in some disciplines moves about the organization of the book were observed to occur more than moves of evaluation has also been discussed by Motta-Roth (1996a). She found that Chemistry BRs mostly gave the reader a general idea of the organization and number of chapters of the book rather than providing a more detailed description of specific chapters. Conversely, she stated that in Linguistics and Economics moves of evaluation were more frequent.

One thing found common in TBRC and EBRC in regards to moves' distribution across disciplines was that in EBRC certain fields were more descriptive rather than evaluative as was the case in TBRC. BRs from Medical Sciences were found to have more M3 (outlining) and M4a (chapter based evaluation) which shows that evaluation was not found to be a significant part of the BRs in Medical Sciences compared to other fields in the corpora. Law, Literature and Political Sciences were observed to have more m4b: general evaluation, which indicates that exhaustive and deeper evaluation in these fields was found to be more significant than outlining the chapters and providing chapter-based evaluation. It seems that in both languages the field of Law and Medical Sciences shared common features in regards to moves they had.

Overall, the application of Move Analysis to the BRs in the corpus has indicated that there were common and recognisable features of BRs in regards to moves. Therefore, the study can be regarded as providing further evidence to the general discussion that BR is a genre with distinct features. In addition the qualitative

analysis showed that BRs' rhetorical moves and SFs bear corresponding patterns of linguistic expressions which signaled their presence in the text. Furthermore, these common expressions were observed to be parallel and similar in Turkish and English. This finding of similar expressions in two languages within different disciplines can be regarded as a proof that BRs have generic features common regardless of their discipline and language.

Evaluative Acts in BRs

After identification of moves, the second general purpose of the study was to investigate praise and criticisms in BRs, how negative and positive evaluation was distributed in TBRC and EBRC, to find out what was being praised or criticized in BRs, and how evaluative acts were distributed across disciplines and across rhetorical moves identified in the first phase of the study. The identification of evaluative acts was based on the definition by Suárez and Moreno (2008b, p.18) as "positive or negative remarks on a given aspect or sub-aspect of the book under review in relation to a criterion of evaluation with a higher or lower degree of generality". Each evaluative act in BRs was tagged as positive or negative.

 A total of 4,380 evaluative acts were identified in the corpora and EBRC was found to have more evaluative acts. This finding agress with previous comparative studies of different languages such as Brazilian Portuguese, Spanish and Italian (Junqeira & Cortes, 2014 ; Moreno & Suarez, 2008a, 2008 b, 2009; Giannoni, 2006, respectively) who claimed that evaluation expressed in book reviews appears to be culture-bound.

In the analysis procedure of evaluative acts in TBRC and EBRC, following the recurring patterns found, a model for positive and negative evaluative acts based on their functional and structural features was formed. In this model, there were 13 sub-categories for positive evaluations and 11 sub-categories for negative evaluations. Based on this model, each text in the corpora was analyzed in a cyclical process.

When identification of evaluative acts was completed, it was found that negative evaluation, criticism, was avoided to a great extent in Turkish BRs. 132 out of 191 BRs had no criticism at all; whereas, in English only 26 out of 194 BRs had no criticism. This finding shows that Turkish reviewers seemed to avoid negative evaluation while reviewing a book. By not having criticism, Turkish BRs did not seem to realize the purpose of academic book reviewing, which is not only to describe the book, but also to "point out some of the merits and defects of the book, identify problems, ask questions, and present positive or negative implications of the analyses contained in it" (*Linguist List*, 2009, 2).

Overall, it was found that positive evaluative acts outnumbered negative evaluative acts in both languages. This finding agrees with findings of previous studies (Hyland, 2000; Giannoni, 2007; Lorés Sanz, 2009; Moreno & Suárez, 2008; Shaw, 2009). However, there were differences in how evaluation was done in English and Turkish BRs. Sub-types of evaluative acts were observed to differ; for example, in EBRC, the strategies used for praising a book by stating the reason behind the evaluation, and by providing examples were more frequent compared to Turkish. By using such strategies, the reviewers seemed to strengthen their praise since they provided further information about their evaluation. Another statistically significant difference between Turkish and English was observed to occur with the positive evaluations that were combined with negative evaluation. When further analysis of these statements was conducted, it was found that such evaluations had significant contextual and pragmatic functions such as empathizing with the author and more importantly softening the criticism. Especially for negative + positive structures, the reviewer created a more positive atmosphere in which the negative evaluation of the book was mentioned but it was followed by a positive evaluation. Therefore, in EBRC it was more common to find contrastive and complex structures in which a negative statement was joined with a positive statement with a contrastive conjunction. This was found to be pragmatically more functional than stating a positive evaluation solely. Last point to mention for positive evaluative acts is that in TRBC more personal statements such as congratulating the author, expressing

wishes, thanking the author were found and these created a more informal atmosphere in the reviews.

As for the negative evaluative acts, to begin with, the total number of negative evaluative acts was higher for EBRC (36% in nglish and 32% in Turkish) and they had a more balanced distribution across BRs. It seems that English BRs followed the principle that BRs should have both praise and criticism of the book. Further analysis of evaluative act types indicated that in EBRC there were more occurrences of negative evaluations with reasons explained. This, again, created an atmosphere in which the readers could understand the reasons behind criticism. Moreover, one of the most significant differences between Turkish and English BRs was that negative evaluation in English was found to occur together with positive evaluation (5.81% in EBRC and 1.77% in TBRC). In EBRC reviewers usually criticized the book but at the same time mentioned its positive aspects, which softened the negative evaluation. This is a significant finding because it is known that from a pragmatic point of view book reviews are highly face-threatening due to their evaluative nature. Therefore, statements such as positive+negative pairs reduce the risk of threatening the face of authors.

English and Turkish BRs also seemed to differ in terms of what aspect of the book was evaluated upon. A comparative analysis of BRs in this regard showed that in English BRs, content, style of the book, and author were what reviewers mostly focused on. In Turkish BRs, on the other hand, content of the book, author and textual features of the book were mostly evaluated upon. It seems that Turkish reviewers were mostly interested in structural and textual features of the book, whereas, in English BRs the information provided by the book was more evaluated upon.

When evaluative acts in each discipline were compared, findings revealed that there were certain patterns found in certain disciplines. For example, fields of Literature, Educational Sciences, and Sociology had the least amount of negative evaluations in both languages. BRs in these disciplines were more descriptive rather than

evaluative. In addition, certain evaluative act types such as refuting and disagreeing with author were more realized in the fields of Law, Philosophy, and Political both in English and Turkish. This might be because BRs in these fields had more in dept analysis, discussion, and evaluation compared to more descriptive fields mentioned above. For this part of the study, it was not likely to compare the findings with previous studies because it was found that disciplines included in these studies were from hard sciences and soft sciences which provided a more comparable finding. For example, Hyland (2000) compared humanities and soft sciences with hard sciences and concluded that humanities and soft sciences were more critical than the hard sciences. Similarly, Motta-Roth (1996a) compared Chemistry with Linguistics and Economy and found that BRs in Chemistry had less evaluation.

Distribution of evaluative acts across moves had a similar pattern in TBRC and EBRC in that evaluations began in move2:introducing the book and reached the highest number in 4b:general evaluation. In both groups negative evaluation was postponed until moves of evaluation. The most significant difference observed between TBRC and EBRC was that move:5:closing in EBRC included more negative evaluation. This indicated that Turkish reviewers tended to close their reviews in a more positive way.

To sum up, this study can be considered as a contribution to overall understanding of how evaluative patterns are employed in the book review genre across different cultures and disciplines. Since this part of the study on evaluative acts yielded a novel model for analyzing structural and functional features of evaluations, the study can provide a structured system for future studies with the same purpose. Combining this new methodology with further qualitative discourse analysis may help us gain a beter understanding of how reviewers express their evaluations in their own discourse communities.

Appraisal in BRs

For the third phase of the study, appraisal system suggested by Martin and White (2005) was applied in this study to investigate how interpersonal meaning was

constructed in BRs. This phenomenon of expressing interpersonal meaning has been investigated under various terms such as "modality, polarity, evidentiality, intensification, attribution, concession". (Martin & White, 2005, p. 94). In this study a broader term appraisal was used for the same purpose. In this section, the findings will be discussed and summarized for all categories of appraisal; attitude, engagement and graduation. These three main resources resonate with each other and operate together to form prosodies of interpersonal meaning. These prosodies cooperate with each other to form a harmonious unity to realize the interpersonal function of the text.

The corpus was annotated for its heteroglossic features according to the appraisal model of Martin and White (2005), by manual techniques, using UAM CorpusTool software. I read through each BR and tagged the various heteroglossic features encoded in the text. Sample resources provided by Martin and White (2005) were utilized in finding appraisal resources in English. However, preliminary analysis of pre-determined resources provided by Martin and White was not enough and it showed that categorization needs to be considered in relation to the co-text. Turkish does not have a predetermined list of feature realizations; therefore, such a list was not used. Careful reading of each text was required for each resource type in the appraisal model used.

To begin with, it was found that overall English BRs had more appraisal resources (57% in English and 42% for Turkish) for the first appraisal category, attitude, which shows ways of feeling. This might indicate that English BRs were more explanatory of how the reviewer felt about the book. When a detailed analysis of attitude resources was carried out, it was found that among its three sub-categories, affect (feelings of the reviewer), judgment (attitudes towards author), and appreciation (evaluation of the reviewer), the resources of appreciation in English were more than Turkish. 47% of attitude resources belonged to appreciation in English BRs, whereas the percentage was 32% in Turkish. It might be inferred that in English book reviews it was more common to find expressions revealing reviewers' own opinions of how they felt about the book, and the value they gave to

the book. Among the three sub-categories of appreciation, reaction (does the book catch attention?), composition (is the book balanced, easy to read?) and valuation (does it have contributions?), there were again statistically significant differences between the number of valuation and composition resources in English and Turkish. Valuation was found to make up 25% of appreciation resources in English, whereas the percentage was 16% for Turkish BRs. One can infer that English BRs provided more information on how the book can/cannot contribute to the field, society, and potential readers, which was one of the most vital purposes of book reviewing.

Resources of composition, which tell the readers about the clearness, readability and coherence of the book, were also found to occur more in English BRs. They constituted 15% of appreciation resources in English BRs and 8% in Turkish BRs. This finding might indicate that readers of English BRs were likely to have more information to the questions of whether or not the book hang together, and whether it was easy/hard to follow it.

The second and third categories of appraisal model, *engagement* and *graduation*, provided a systematic framework for analyzing how the reviewer positions himself in the text. The category called *entertain* under *engagement* was found to play a significant role in providing evaluations in BRs. As aforementioned, undoubtedly, book reviewing is a potentially face-threatening act since it basically involves the assessment of someone else's work. *Entertain*, which includes hedging or softening, help the reviewers to mitigate their evaluations and avoid face threatening acts. The findings related to *entertain* resources in BRs showed that there was a statistically significant difference between English and Turkish BRs (11.99% in English and 9.03% in Turkish). It seems that English BRs had more softened evaluations compared to more direct evaluations in Turkish. There was a higher concern of the English reviewers for not being direct in their criticisms. In order to avoid a direct criticism which might threaten the face of the book's author, they tended to use mitigation devices as well as justifications of their criticisms.

In regards to *graduation* resources, it was observed that Turkish BRs had a more frequent use of intensifiers/sharpening in BRs, compared to English BRs (20% in Turkish and 9.25% in English). In almost all of the positive evaluations, Turkish reviewers boosted their evaluations by various expressions as presented in chapter 6, section 6.3. On the other hand, softeners such as *a bit*, *a little*, *at least*, *slightly*, *almost* were observed to occur more in English BRs (1.10% in Turkish and 2.47% in English).

To sum up, appraisal system used in this study is a comprehensive model with quite a number of sub-categories functioning simultaneously and meeting the needs of the researcher. However, it was found that some categories are so interrelated that it is not easy to group some resources accordingly. For example, the expression *I think* can be thought of interpolation of the author, but at the same time it can be grouped under entertain ('epistemic modality') through which the author downgrades his claim and opens up space for alternative voices. Similarly, the expression of *I agree* could be thought as endorsement but it is pronounce at the same time since we see authorial intervention. Furthermore, some significant resources were lacking in the system. For example, author presence with pronouns such as I, me, mine, me, our, ours, and inclusive *we*, were not discussed in the system. Another lacking point is conjunctions *if* and *whether*, which might signal entertain in context and used to soften statements.

7.2 Implications

All in all, this study provides a view of how a particular academic genre of BRs is practiced in two different cultures within different disciplinary matrices. The study provides the tools to better understand and become aware of what constitutes BRs, how negative and positive evaluation is realized, what is evaluated on, and how interpersonal meaning is formed in certain disciplines in Turkish and English. The study has certain theoretical, methodological and pedagogical implications which are discussed below.

7.2.1 Methodological Implications

In this study mainly a top-down approach was utilized. In this top-down approach, initially a priori analysis was conducted to identify possible moves and evaluative acts in each stage of the study. Based on this analysis an analytical framework was developed for move analyses and evaluative acts in the texts. Then the frameworks were applied to the analysis of all texts in the corpora. The process was cyclical and the frameworks were dynamic in that when new units were determined, they were added to the framework. In their discussion of applying top-down approaches in large corpora, Upton and Cohen (2009, p.5) state that:

Until recently, top-down approaches (including move analysis) have not been applied to an entire corpus of texts because it is highly labor-intensive to apply a top-down analytical framework to a large corpus. However, this investment of labor pays off by enabling more detailed but generalizable analyses of discourse structure across a representative sample of texts from a genre. In particular, once a corpus of texts has been coded for moves, the typical linguistic (lexical and grammatical) characteristics of each move type can be analyzed, something which is rarely done for move analyses, allowing us to better understand the syntactic features of moves identified by their semantic roles. It is then possible to identify the sequences of move types that are typical for a genre, and against that background it is also possible to identify particular texts that use more innovative sequences of move types.

Although it was a labor-intensive process, manual identification of moves, evaluative acts, and appraisal resources with a top-down approach made the researcher to be more involved in the texts and better understand the features of the genre. Undoubtedly, contextual factors played a significant role in identifying target units in the texts; therefore, with a top-down approach, it was likely to control these factors to some extent and reach a better understanding of whether the units identified served for the same purpose or not.

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It should be noted that for the application of appraisal resources, a bottom-up approach was also utilized in addition to top-down approach. The sample resources provided by Martin and White (2005) were searched for in the corpora. However, as always the case in this study, a follow-up manual analysis was conducted to affirm the functions of the target items.

This study shows that top-down approaches to analyze larger corpus are needed to analyze genres so that an elaborate and better understanding of the particular genre type is gained. In addition, combining the top-down approaches with bottom-up approaches was found to be productive in certain cases where the target items searched had a fixed structure. However, even in these cases a context-based, elaborate analysis was needed. It can be inferred that in analyzing genres, a multidimensional combination of approaches yield to more productive and insightful results.

One of the major implications of this study is that the model originated in the analysis of evaluative act types and their functions can serve as a productive methodological framework for future studies. Further research using the model derived in this study can explore similarities and differences of evaluative act types and functions across different languages, disciplines and other review genres. It would be valuable to explore how the model can be adapted and expanded in other contexts and review genres.

7.2.2 Theoretical Implications

In the third stage of the study, application of appraisal system, the objective was to explore the merits and limitations of appraisal theory when applied to Turkish texts. The findings showed that it was possible to use the system in Turkish language as well, which illustrates the usefulness of employing Appraisal Theory in various contexts. Concerning the many categories proposed by Martin and White (2005), it was observed that all of them apply to Turkish language. However, certain inflections that do not exist in the English language such as –ebilmek (indicating modality) had to be added to the system. In addition, in the current study, a

refinement had to be made in the model. In identifying *force* and *focus* resources, sharpening and intensifiers were observed to overlap. Therefore, for the purpose of this study these two sub-categories of graduation were combined. Moreover, as aforementioned inclusion of pronouns such as *I, me, mine, me, our, ours*, inclusive *we*, as well as conjunctions *if* and *whether*, which might signal entertain in context and used to soften statements can be required in the system.

Last but not least, addressing terms, the way how people are called, were not discussed in the study within appraisal system; however, it was found that particularly in TBRs there were different forms used which had different tones and functions. *Hocam, hocamız, yazar, sayın hocamız*, were some of the addressing terms found in TBRC. There could be a difference in regards to evaluative language between calling the author of the book as my professor or only author of the book. These should be discussed in detail in the future studies.

7.2.3 Pedagogical Implications

Although it is not clearly stated among the purposes of this study in the beginning, there is always a pedagogical motivation of conducting this research. It ultimately aims to contribute to the field of EAP and academic literacy in general. Studies of such can help creating awareness of how various academic genres are realized in actual contexts. Informing the students about the structural moves of BRs, showing them how negative and positive evaluations are provided, and drawing their attention to mitigation devices obtained from appraisal system can create a more authentic, informative and insightful academic learning/teaching atmosphere.

In regards to pedagogical implications drawn from the move analysis of BRs, as stated by (Swales, 1981, p. 88) "A move-analytical approach to ESP reading and writing can be useful in international (and non-mainstream) students' university education as it helps these students get control of text structure and style". By presenting how BRs are structured and how rhetorical moves are realized, such studies help the educators and students in language for specific purposes contexts become more aware of the conventions set by the discourse community. This can

elevate their awareness of written structures of BRs and assist them in producing pragmatically, and generically appropriate texts. By defining the features of a genre which has not been defined previously based on a study, it is expected that the study will assist particulary Turkish scholars to generate their BRs effectively. It can help especially novice writers to beter understand and organize their BRs.

In addition to pedagogical implications for rhetorical moves, findings related to evaluative language of BRs can provide pedagogical insights. As also highlighted by Junqueira and Cortes (2014, p.103) findings of such studies "comparing book reviews cross-linguistically could be used to inform genre-based academic writing classes, focusing on the differences in use across languages and instructing students in those courses to carefully review their use of evaluative markers when writing their reviews."

As already mentioned above, one of the findings of this study was that in Turkish BRs negative evaluation was found to be ignored. This actually takes us to a hotly-debated and significant issue; critical thinking. In the literature, the discussion of critical thinking is more focused on first language speaking contexts as well as recent interest of integrating it to second language learning environments. Gieve (1998, p. 126) states that critical thinking requires people to "examine the reasons for their actions, their beliefs, and their knowledge claims, requiring them to defend themselves and question themselves, their peers, their teachers, experts, and authoritative texts, both in class and in writing." Therefore, it is apparent that especially for review genres such as BRs, critical thinking is inevitable so that one can write critically.

Finding out that in Turkish BRs there was a lack of critical stance might indeed create a problem when the purpose of academic book reviewing is considered. It is clearly stated with the guidelines of many journals which publish book reviews that in order for a book review to serve its purpose, readers should find both positive and negative evaluations. It seems that this is violated in Turkish book reviews to a great extent. There can be different explanations of why this is the case. For

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example, it might be because as Atkinson (1997) states critical thinking is indeed a social practice, which means it is "the kind of behavior in which an individual is automatically immersed by virtue of being raised in a particular cultural milieu and which the individual therefore "learns though the pores" (p.73). Atkinson (1997) sees critical thinking as a kind of *social practice* that is culturally determined sets of behaviours. This study also showed that critical thinking and critical writing in the context of evaluating a book might depend on cultural practices. Turkish reviewers' avoiding negative evaluation in a genre which requires critical evaluation might have culture-based reasons. The implications of this study highlight the need to enable the Turkish writers to understand the importance of Appraisal resources and to practice evaluative stance in their publications both nationally and internationally.

It should not be ignored that some genres such as academic book review are heavily dependent on critical thinking. Therefore, it is of vital importance that this should be underscored in academic contexts such as EAP classes and students should have an awareness of the fact that they are expected to think critically in order to write critically which is required in reviewing a text, a book etc. In addition to creating awareness, teachers in these contexts can help students develop an understanding of critical thinking by integrating it to their curriculum.

To sum up, in SFL terms, apart from ideational (grammatical resources) and textual (cohesive devices) metafunctions, the interpersonal (interactivity in text) metafunction needs to be taken into consideration in writing pedagogy. As this study shows this is required particularly in review genres such as BRs which require critical stance and personal voice.

7.3 Suggestions for Further Research

This thesis points forward to a number of directions for future investigations. The sstudy can be expanded in several ways. To begin with, the novel model of evaluative acts can be applied in future studies to verify if they can be used in other evaluative genres. Also, since this study is the first study to present appraisal

resources in TBRs, the sample resources can be used in future studies based on Appraisal Theory. The application of appraisal system presented in this study intends to trigger new and broader discussions of the appraisal resources available in other genres in Turkish language, which can help to have a better understanding of how interpersonal meaning, stance and voice of the author are found in different types of texts and genres. Thus, the appraisal system may be enlarged and taken further, being applied to other contexts.

More work also needs to look into BRs written in English by Turkish speakers to see to what extent authorial stance and critical evaluation exist and how they are provided. The question to be investigated would be whether the lack of critical stance in Turkish texts are also observed in English texts written by Turkish reviewers. Future studies can also add a sociolinguistic perspective by exploring how the reviewer's status affect interpersonal metafunctions in BRs. Comparing BRs written by novice reviewers and more experienced, or celebrated reviewers can be a further study in this regards. This might reveal insightful findings in regards to choice of linguistic in accordance to power, and status.

Further research needs to analyze fixed expressions, lexical bundles, found in BRs. While analyzing BRs in this study, it was observed that there were recurring, fixed expressions frequently used both in TBRC and EBRC (e.g., for anyone interested in, is a must read, an excellent job of, the book is divided into, provides an overview of the, would have liked to see etc.).

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Appendix A: Book Reviews in EBR Corpus

	Dis.	Author	Year	Journal	G.	Name of the book reviewed
1.	Es	Alpi Kristine M.	2015	Adult Education Quarterly	f	Competence And Competence Development (Study Guides in Adult Education)
2.	Es	Birch Christopher	2011	American Journal of Education	m	Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America
3.	Es	Brodie Karin	2011	Educ Stud Math	f	Mathematical Relationships İn Education: İdentities And Participation
4.	Es	Brown Sarah Drake	2013	Journal of Curriculum and Instruction (JoCI)	f	Knowing And Writing School History: The Language Of Students' Expository Writing And Teachers' Expectations
5.	Es	Cohen-Vogel Lora	2003	Journal of Education for Students Placed at Risk	f	Schools, Vouchers, And The American Public.
6.	Es	Du Mont Rosemary	2005	Journal of the Research Center for Educational Technology	f	Distance Education: A Systems View
7.	Es	Finch Jenna E.	2013	Early Childhood Research Quarterly	f	The Pre-K Debates: Current Controversies And Issues
8.	Es	Hinchman, Kathleen A.	2014	Journal of Adolescent & Adult Literacy	f	Whose Knowledge Counts İn Government Literacy Policies? Why Expertise Matters
9.	Es	Koszalka Tiffany A.	2006	The American Journal of Distance Education	f	Online Learning: Concepts, Strategies, And Application.
10.	Es	Maloney Betsy	2011	Journal of Southeast Asian American Education & Advancement	f	Little Saigons: Staying Vietnamese İn America
11.	Es	Marshall Jerilyn	2004	Journal of Library & Information Services in Distance Learning	f	Putting The Universıty Online: Information, Technology And Organizational Change
12.	Es	Martone Eric	2013	Global Education Review	m	Teaching History With Museums
13.	Es	McMannis Tristan	2014	Journal of Planning Education and Research	f	Unearthed: The Landscapes Of Hargreaves Associates
14.	Es	Mehrenberg Richard L.	2012	Journal of the Scholarship of Teaching and Learning	m	Team Teaching: Across The Disciplines, Across The Academy.
15.	Es	Paige Mark	2011	The American Journal of Education	m	Courts and Kids
16.	Es	Redwine Gerald D.	2014	Adult Education Quarterly	m	Adult Education And Health
17.	Es	Robinson Petra	2010	Journal of African American Males in Education	m	Academically Gifted African American Male College Students

18.	Es	Stahl Gerry	2008	Computer-Supported Collaborative Learning	f	Exploring Thinking As Communicating İn CSCL
19.	Es	Steadman Sharilyn C.	2013	Journal of Curriculum and Instruction (JoCI)	m	Pathways To The Common Core: Accelerating Achievement
20.	Hs	Arrom Silvia Marina	2009	The American Historical Review	f	Brides of Christ:Conventual Life in Colonial Mexico
21.	Hs	Brokaw Galen	2012	Hispanic American Historical Review	m	Gods Of The Andes: An Early Jesuit Account Of Inca Religion And Andean Christianity
22.	Hs	Cushman Gregory T.	2013	Hispanic American Historical Review	m	Climate And Catastrophe İn Cttha And The Atlantic World İn The Age Of Revolution.
23.	Hs	Franklin W. Knight	2013	Hispanic American Historical Review	m	The Problem Of Slavery As History: A Global Approach.
24.	Hs	Garrett David	2012	Hispanic American Historical Review	m	The Flower And The Scorpion: Sexuality And Ritual İn Early Nahua Cidtiire.
25.	Hs	Hodgson L. Dorothy	2009	The American Historical Review	m	Domesticating the World: African Consumerism and the Genealogies of Globalization.
26.	Hs	Hudson Angela Pulley	2009	The Journal of Southern History	f	Pre-Removal Choctaw History: Exploring New Paths. The Civilization Of The American Indianseries
27.	Hs	Johns Adrian	2011	The Journal of Modern History	m	The Book İn The Renaissance
28.	Hs	Liyanarachchi Gregory	2013	Accounting History	m	The Periplus Of The Erythraean Sea: Travel And Trade In The Indian Ocean By A Merchant Of The First Century
29.	Hs	Majewski John	2009	The Journal of Southern History	m	Aggressive Nationalism: Mcculloch V. Maryland And The Foundation Of Federal Authority In The Young Republic.
30.	Hs	Meeks Eric V.	2013	Journal of Contemporary History	m	Beyond Borders: A History Of Mexican Migration To The United States
31.	Hs	Michelson Emily	2011	The Journal of Modern History	f	Renaissances: The One Or The Many?
32.	Hs	Ort Thomas	2010	Journal of Contemporary History	m	Embattled Avant-Gardes: Modernism's Resistance To Commodity Culture İn Europe
33.	Hs	Ottoway Susanna	2006	The American Historical Review	f	Reading History Sideaways
34.	Hs	Rutherford Jeff	2013	Journal of Contemporary History	m	The German Army And The Defence Of The Reich: Military Doctrine And The Conduct Of The Defensive Battle 1918–1939,
35.	Hs	Shank J. B.	2011	The Journal of Modern History	m	Sojourners İn A Strange Land: Jesuits And Their Scientific Missions İn Late Imperial China

36.	Hs	Shapiro Barbara	2005	The American Historical Review	f	The Invention of the Eyewitness: Witnessing and Testimony in Early Modern France
37.	Hs	Smith F. Todd	2009	The Journal of Southern History	m	Associationno Settlement, No Conquest: A History Of The Coronado Entrada
38.	Hs	Talbot Cynthia	2005	The American Historical Review	f	Explorations in Otoman Prehistory
39.	Hs	Thompson David M.	2011	The Journal of Modern History	f	Eastern Orthodox And Anglicans: Diplomacy, Theology, And The Politics Of Interwar Ecumenism
40.	Law	Aguilar, Clarissa	2014	Criminal Justice Review	f	Enforcing The Convict Code: Violence And Prison Culture. Boulder
41.	Law	Bamberger Kenneth A.	1996	Harvard Women's Law Journal	m	The Neutered Mother, The Sexual Family, And Other Twentieth Century Tragedies
42.	Law	Burk David	2013	Journal of Legal Education	m	Failing Law Schools
43.	Law	Gordon Gregory S.	2012	Emery International Law Review	m	The Eichmann Trial
44.	Law	Gosh Shubha	2010	The IP Law Book Review	m	The Patent Crisis And How The Courts Can Solve It
45.	Law	Grennan Sean	1999	The Justice Professional	m	Wife Rape
46.	Law	Griffiths John	1999	The Journal of Legal Pluralism and Unofficial Law	m	Seeing Like A State: How Certain Schemes To Improve The Human Condition Have Failed
47.	Law	Heidlage Benjamin F.	2008	New York University Law Review	m	The Future Of Reputation: Gossip, Rumor, And Privacy On The Internet.
48.	Law	Holman Christopher M.	2010	The IP Law Book Review	m	Patent Ethics: Prosecution
49.	Law	Leebaw Bronwyn	2001	American Journal of Comparative Law	f	Transitional Justice
50.	Law	Montiel Ruth	2014	Yale Human Rights & Development L.J.	f	Sex and International Tribunals: The Erasure of Gender from the War Narrative
51.	Law	O'Connor Martin L.	1999	The Justice Professional	m	Criminal Law And Its Administration
52.	Law	Ohnesorge John	2009	American Journal of Comparative Law	m	Law & Capıtalısm: What Corporate Crıses Reveal About Legal Systems And Economıc Development Around The World
53.	Law	Pierre Alexandra St.	2012	Harvard Journal of Law & Gender	m	Normal Life: Administrative Violence, Critical Trans Politics, And The Limits Of The Law.
54.	Law	Rudel Thomas K.	1999	The Journal of Legal Pluralism and Unofficial Law	m	The Role Of Law In Natural Resource Management.
55.	Law	Swanson Kara W.	2010	The IP Law Book Review	m	Working Knowledge: Employee Innovation And The Rise Of Corporate Intellectual Property

56.	Law	Torrance Andrew W.	2010	The IP Law Book Review	m	Human Rights And The Wto: The Case Of Patents And Access To Medicines
57.	Law	Wheatley Adrienne K.	1996	Harvard Women's Law Journal	f	Race, Gender, And Power In America: The Legacy Of The Hillthomas Hearings.
58.	Law	Willig Brooke	2012	Harvard Journal of Law & Gender	f	Gender And Culture At The Limit Of Rights
59.	Law	Zalman Marvin	2012	Criminal Justice Review	m	Wrongful Conviction: Law, Science, And Policy
60.	Lit	Adams Rachel	2013	ALH Online Review	f	Book of Ages: The Life and Opinions of Jane Franklin
61.	Lit	Breitwieser Mitchell	2014	Early American Literature	m	Epic in American Culture: Settlement to Reconstruction
62.	Lit	Cody Michael	2014	Early American Literature	m	Why We Left: Untold Stories and Songs of America's First Immigrants
63.	Lit	Cravens Craig	2009	Comparative Literature	m	The Columbia Literary History Of Eastern Europe Sınce 1945
64.	Lit	Curnutt Kirk	2014	The F. Scott Fitzgerald Review	m	F. Scott Fitzgerald's Fiction: "An Almost Theatrical Innocence"
65.	Lit	Desiderio Jennifer	2014	Legacy: A Journal of American Women Writers	f	Empowering Words: Outsiders and Authorship in Early America
66.	Lit	Eldridge Richard	2009	Comparative Literature	m	The Self in Moral Space: Life Narrative And The Good
67.	Lit	Ferraro Tom	2012	American Literature	m	A New Literary History Of America.
68.	Lit	Hager Christopher	2013	ALH Online Review	m	The Rhetoric of Rebel Women: Civil War Diaries and Confederate Persuasion
69.	Lit	Kaplan Carla	2005	American Literature	m	No More Separate Spheres! A Next Wave American Studies Reader.
70.	Lit	Loving Jerome	2014	American Literary Realism	f	Theodore Dreiser's An American Tragedy: A Documentary Volume,
71.	Lit	Mccann Sean	2012	Contemporary Literature	m	On Endings: American Postmodern Fiction and the Cold War.
72.	Lit	McHale Brian	2010	Poetics Today	m	Singular Examples: Artistic Politics and the Neo-Avant-Garde.
73.	Lit	Pike David l.	2011	Contemporary Literature	f	Public Works: Infrastructure, Irish Modernism, and the Postcolonial.
74.	Lit	Rachman Stephen	2013	ALH Online Review	m	Poe and the Remapping of Antebellum Print Culture
75.	Lit	Roggenkamp Karen	2015	American Literary Realism	f	Journalism and the Novel: Truth and Fiction
76.	Lit	Walker Rafael	2013	American Literary Realism	f	American Socialist Triptych: The Literary-Political Work of Charlotte Perkins Gilman, Upton Sinclair, and W. E. B. Du Bois.
77.	Lit	Walters Tim	1999	MLN	f	Ghostly Demarcations
78.	Ln	Anderson Lindsey B.	2015	Journal of Language and Social Psychology	f	Positive emotion: Integrating the light sides and dark sides.
79.	Ln	Baker Will	2012	International Journal of Applied Linguistics	m	Understanding English as a Lingua Franca

80.	Ln	Chiappe Dan	2003	Metaphor and Symbol	m	Understanding Figurative Language:From Metaphors to Idioms
81.	Ln	Christopher Anderson	2004	Journal of Language, Identity, and Education	f	Critical Citizens for an InterculturalWorld: Foreign Language Education as Cultural Politics.
82.	Ln	Gorsuch Greta	2014	Applied Linguistics	f	Intensive Exposure Experİences In Second Language Learning
83.	Ln	Hayes Bruce	2010	Lingua	m	Meter in Poetry.
84.	Ln	Hoagland Merideth B	2014	Language Teaching Research	f	Researching vocabulary: A vocabulary research manual
85.	Ln	Jaeger, Florian	2003	Language and Cognitive Processes	f	Philip Liebermann: Human Language and our Reptilian Brain.
86.	Ln	Jordan Stefanie Rehn	2009	Journal of Language, Identity & Education	m	War of Words: Language, Politics and 9/11.
87.	Ln	Kubota Ryuko	2010	Journal of Language, Identity & Education	m	Onna Rashiku (Like aWoman): The Diary of a Language Learner in Japan.
88.	Ln	McCoy David	2014	Journal of Language and Social Psychology	m	Words: The foundation of literacy.
89.	Ln	Meara Paul	2014	International Journal of Applied Linguistics	m	Vocabulary knowledge: human ratings and automated measures.
90.	Ln	Milburn Trudy	2014	Discourse Studies	f	Professional Communication across Languages and Cultures,
91.	Ln	Nuessel Frank	2007	Lingua	m	Spanish Phonology and Morphology. Experimental and Quantitative Perspectives.
92.	Ln	Ritchie L. David	2014	Journal of Language and Social Psychology	m	The Power of Metaphor: Examining Its Influence on Social Life
93.	Ln	Sabino Robin	2014	Journal of English Linguistics	m	Speaking American: A History of English in the United States.
94.	Ln	Schnall Simone	2002	Metaphor and Symbol	m	Metaphor and Emotion: Language, Culture, and Body in Human Feeling
95.	Ln	Swales John M.	2010	Applied Linguistics	m	Academic Evaluation: Review Genres In Unıversity Settings
96.	Med	Church M. Olga	1999	Substance Abuse	f	Handbook of Substance Abuse: Neurobehavioral Pharmacology.
97.	Med	Detlefsen Ellen Gay	2000	Health Care on the Internet	m	Health Care on the Internet
98.	Med	Duke Cindy M. P.	2014	Reproductive Sciences	f	Fertility Preservation, Advances & Controversies
99.	Med	Dunlop Glen	2011	Focus Autism Other Dev Disabilities	f	Single Subject Research Methodology in Behavioral Sciences
100.	Med	Ebel Donald J.	2013	Educational Gerontology	m	The New Politics of Old Age Policy
101.	Med	Edwards Autumn P.	2003	Journal of Health Communication: International Perspectives	f	Aging, Communication, and Health: Linking Research and Practice for Successful Aging
102.	Med	Gordon Richard A.	2002	Eating Disorders	m	The Adonis Complex: The Secret Crisis of Male Body Obsession,
103.	Med	Greenberg Gary	2013	Developmental Psychobiology	m	One Brain, or Two?

104.	Med	Isaacson J. Harry	1999	Substance Abuse	m	Handbook of Substance Abuse: Neurobehavioral Pharmacology.
105.	Med	Kenner Carole	2002	Newborn and Infant Nursing Reviews	f	Law & Ethics for Clinicians
106.	Med	Larrabee J. Glenn	2000	Journal of Clinical and Experimental Neuropsychology	f	Forensic Neuropsychology: Fundamentals and Practice Lisse
107.	Med	Lawrence Christopher	2009	Medical History	m	The correspondence of Dr William Hunter
108.	Med	Mullins C. Daniel	2006	Value in Health	m	Using Cost-Effectiveness Analysis to Improve Health Care: Opportunities and Barriers
109.	Med	Parrotta John A.	2005	The Journal of Alternative and Complementary Medicine	m	Traditional Medicinal Plants and Malaria: Volume 4 of the Traditional Herbal Medicine for Modern Times Series
110.	Med	Quillfeldt Jan de	2005	The American Journal of Family Therapy	m	Singing Mother Home: A Psychologist's Journey Through Anticipatory Grief
111.	Med	Sessler Curtis N	2011	Respiratory Care	f	Practical Applications of Mechanical Ventilation.
112.	Med	Stetsenko Anna	2009	Mind, Culture, And Activity	f	Alexander Romanovich Luria,AScientific Biography
113.	Med	Widman, Laura	2014	Psychology of Women Quarterly	f	APA handbook of sexuality and psychology.
114.	Med	Woodall, J.	2014	Californian Journal of Health Promotion	m	The Pocket Guide to Health Promotion:
115.	Ph	Bentz Valerie Malhotra	2010	Schutzian Research	f	Alfred Schutz and His Intellectual Partners
116.	Ph	Calhoun Joshua	2011	Environmental Phiolosophy	m	Living Through the End of Nature: The Future of American Environmentalism.
117.	Ph	Cary Phillip	2010	Augustinian Studies	m	Augustine's Intellectual Conversion: The Journey from Platonism to Christianity.
118.	Ph	Coleman Anthony	2003	The Harvard Review of Philosophy	m	Stanley Cavell's Must We Mean What We Say?
119.	Ph	Fleteren Frederick Van	2010	Augustinian Studies	m	Theologische Verwandtschaft. Augustinus von Hippo und Joseph Ratzinger/Papst Benedikt
120.	Ph	Fuller Mike	1993	Philosophy Now	m	The End of History and the Last Man
121.	Ph	Jarrett Leebav	2008	Philosophical Papers	f	Every Thing Must Go: Metaphysics Naturalized.
122.	Ph	Lahav Gil	1994	The Harvard Review of Philosophy	m	Introduction to Logic
123.	Ph	Larson Michael	2011	Radical Philosophy Review	m	The Politics of Postanarchism
124.	Ph	Look Brandon C.	2006	The Leibniz Review	m	Leibniz: Metaphilosophy and Metaphysics,
125.	Ph	Martin Mike W.	2007	International Journal of Applied Philosophy	m	Happiness, Virtue, and Truth in Cohen's Logic-Based Therapy
126.	Ph	McCoy Marina	2011	International Philosophical Quarterly	f	Philosophy in Dialogue: Plato's Many Devices

127.	Ph	McKirahan Richard	2014	Ancient Philosophy	m	Plato and Pythagoreanism
128.	Ph	Mosko Melissa A.	2011	Radical Philosophy Review	f	Neither Victim Nor Survivor: Thinking toward a New Humanity
129.	Ph	Nail Thomas	2006	Environmental Phiolosophy	f	Deleuze and Environmental Damage: Violence of the Text.
130.	Ph	Pappas Nickolas	2014	Ancient Philosophy	m	Blindness and Reorientation. Problems in Plato's Republic.
131.	Ph	Sanford Jonathan J.	2011	International Philosophical Quarterly	m	Reading Anselm's Proslogion: The History of Anselm's Argument and Its Significance Today.
132.	Ph	Sinclair Alistair J.	2011	Teaching Philosophy	m	What is Philosophy? An Introduction
133.	Ph	Thorsrud Harald	2014	Ancient Philosophy	m	Sextus Empiricus. Against the Physicists.
134.	Ph	Zamir Tzachi	2011	Teaching Philosophy	m	Ethics and the Beast
135.	Pol	Arceneaux Craig	2014	Political Science Quarterly	m	TheMyth of the Democratic Peacekeeper: Civil–Military Relations and the United Nations
136.	Pol	Auchter Jessica	2011	The Journal of Politics	f	Theories of International Politics and Zombies
137.	Pol	Brasher Holly	2011	The Journal of Politics	f	Developing Interests: Organizational Change and the Politics of Advocacy.
138.	Pol	Buehler Michael	2011	Comparative Political Studies	m	Economic Crises and the Breakdown of Authoritarian Regimes: Indonesia and Malaysia in Comparative Perspective.
139.	Pol	Duvall Tim	2001	Democracy & Nature	m	How Can We End the End of Politics? A Review of The End of Politics: Corporate Power and the Decline of the Public Sphere
140.	Pol	Edwards Barry	2011	The Journal of Politics	m	The Litigation State: Public Regulation and Private Lawsuits in the U.S. By Sean Farhang
141.	Pol	Greco Ernest A.	2001	Journal of Democracy	m	Mexico's Political Awakening
142.	Pol	Griffiths David James	2012	Parergon	m	Peaceful Kings: Peace, Power and the Early Medieval Political Imagination
143.	Pol	Joshi Devin	2011	The Journal of Politics	m	The Politics of Happiness: What Government Can Learn from the New Research on Well-Being.
144.	Pol	Mertens Thomas	2001	The review of politics	m	Hegel's Philosophy of Freedom
145.	Pol	Otteson James R.	2001	Independent Review	m	Escape from Leviathan
146.	Pol	Peters Anne Mariel	2011	The Journal of Politics	f	Princes, Brokers, and Bureaucrats: Oil and the State in Saudi Arabia
147.	Pol	Pollock Alex J.	2014	Policy	m	Stress Test: Reflections on Financial Crises
148.	Pol	Sechser Todd S.	2014	Political Science Quarterly	f	No Use: Nuclear Weapons and U.S. National Security

149.	Pol	Seidman Laurence	2014	National Tax Journal	m	The Death Of The Income Tax: A Progressive Consumption Tax and the Path to Fiscal Reform
150.	Pol	Smith D. Nicholas	1998	Utopian studies	m	A Guide to Plato's Republic
151.	Pol	Stone Geoffrey R	2014	Political Science Quarterly	f	Six Amendments: How and Why We Should Change the Constitution
152.	Pol	Thompson Frank J.	2014	Political Science Quarterly	m	Financing Medicaid: Federalism and the Growth of America's Health Care Safety Net
153.	Pol	Trinkunas A. Harold	2001	Political Science Quarterly	f	Uncivil Movements and Democracy in Latin America
154.	Pol	Urbinati Nadia	2012	Political Theory	f	Appeals to Interest: Language, Contestation, and the Shaping of Political Agency
155.	Soc	Adkisson Richard V.	2010	The Social Science Journal	m	The New Fiscal Sociology: Taxation in Comparative Perspective
156.	Soc	Auerbach Carl F.	2011	Men and Masculinities	m	Men on a Mission: Valuing Youth Work in Our Communities
157.	Soc	Coughlin Richard M.	2005	The Journal of Socio-Economics	m	Principles of Economic Sociology
158.	Soc	Engelmann Stephen G.	2013	Journal of Bentham Studies	m	Utilitarian Biopolitics: Bentham, Foucault and Modern Power.
159.	Soc	Hamilton, James F	2013	Cultural Dynamics	m	Advertising as Culture, Intellect
160.	Soc	Hilbert Martin	2012	Automatica	m	Sociology and Complexity Science,
161.	Soc	Malleus Rick	2014	Journal of Language and Social Psychology	m	Culture and Group Processes
162.	Soc	McCafferty-Wright Jennice	2014	The Journal of Social Studies Research	f	Geography and social justice in the classroom,
163.	Soc	McCord Joan	1997	American Journal of Sociology	m	Witnessing for Sociology: Sociologists in Court
164.	Soc	McDougle, Lindsey M.	2011	Nonprofit and Voluntary Sector Quarterly	f	Leadership in Nonprofit Organizations: A Reference Handbook
165.	Soc	Mills Terry L.	2000	The Howard Journal of Communications	f	Rituals of Blood: Consequences of Slavery in Two American Centuries
166.	Soc	Morris Aldon	2013	American Journal of Sociology	m	Playing for Change: Music and Musicians in the Service of Social Movements.
167.	Soc	Murphy Jennifer	2014	American Journal of Sociology	f	Judging Addicts: Drug Courts and Coercion in the Justice System
168.	Soc	Pedersen Daphne E.	2014	The Social Science Journal	f	What Works for Women at Work: Four Patterns Working Women Need to Know
169.	Soc	Provost, Scott E.	2012	Research on Social Work Practice	m	Doing Social Work Research
170.	Soc	Rosenfeld Richard	2011	American Journal of Sociology	f	The Illusion of Free Markets: Punishment and the Myth of Natural Order
171.	Soc	Teitler Julien	2014	Acta Sociologica	m	Handbook of Causal Analysis for Social Research

172.	Soc	Tucker Natalee	2011	Spaces for Difference: An Interdisciplinary Journal	m	The Aftermath of Feminism: Gender, Culture and Social Change
173.	Soc	Walther Carol S.	2014	Gender & Society	m	Steel Closets: Voices of Gay, Lesbian, and Transgender Steelworkers
174.	Soc	Wray Matt	2013	The Social Science Journal	m	Understanding Suicide: A Sociological Autopsy
175.	Theo	Ando Clifford	2008	The Journal of Religion	m	Religion in the Roman Empire
176.	Theo	Bassett Rodney L	2010	Journal of Psychology and Christianity	m	The End Of Faith: Religion, Terror, And The Future Oe Reason
177.	Theo	Canipe Lee	2001	Journal of Religious & Theological Information	f	Churchgoing And Christian Ethics
178.	Theo	Charles Ronald	2014	Biblical Theology Bulletin	m	Jesus and the Rise of Nationalism: A New Quest for the Nineteenth-Century Historical Jesus
179.	Theo	Craighead Houston A.	2006	International Journal for Philosophy of Religion	m	Religion and Morality
180.	Theo	Hogan Edward	1999	Journal of Religion & Society		Christianity and the Nature of Science: A Philosophical Investigation.
181.	Theo	Fuller C. Robert	2008	The Journal of Religion	m	Something There: The Biology of the Human Spirit
182.	Theo	Gench Frances Taylor	2011	Interpretation	f	Imperfect Believers: Ambiguous Characters in the Gospel of John
183.	Theo	Gupta Nijay K.	2010	Ashland Theological Journal	f	Primer on Biblical Methods.
184.	Theo	Harris-Ewing Sharon	2001	Religious Education: The official journal of the Religious Education Ass.	f	TAKING RELIGION TO SCHOOL: CHRISTIAN THEOLOGY AND SECULAR EDUCATION.
185.	Theo	Johnson Rory M.	2008	The Journal of Religion	m	Mek Some Noise: Gospel Music and the Ethics of Style in Trinidad
186.	Theo	Levering Matthew	2014	Journal of Analytic Theology	m	Metaphysics and the Tri-Personal God
187.	Theo	Madges William	2012	Journal of the American Academy of Religion	m	Christ Jesus and the Jewish People Today: New Explorations of Theological Interrelationships.
188.	Theo	McCartin James P.	2008	The Journal of Religion	m	The Church in the Making
189.	Theo	McClymond Kathryn T.	2012	Numen	f	Religion of the Gods: Ritual, Paradox, and Reflexivity.
190.	Theo	McKinstry Charles	2004	Journal of Research on Christian Education	m	The Life of Jesus of Nazareth
191.	Theo	Osiek Carolyn	2014	Biblical Theology Bulletin	f	Contested Spaces: Houses and Temples in Roman Antiquity and the New Testament

192.	Theo	Roddy Nicolae	1999	Journal of Religion & Society	f	Theology of the Prophetic Books: The Death and Resurrection of Israel.
193.	Theo	Salzman Todd	1999	Journal of Religion & Society	m	Bosnia: A Short History.
194.	Theo	Willison Thurman	2013	American Journal of Theology & Philosophy	m	Nature's Primal Self: Peirce, Jaspers, and Corrington

Appendix B: Book Reviews in TBR Corpus

	Dis.	Author	Year	Journal	G.	Name of the book reviewed
1.	Es	Avci Süleyman	2011	Yükseögretim Dergisi	m	Akreditasyon Eğitimde Kalite
2.	Es	Butuner Suphi Önder	2008	İlköğretim Online	m	Soyal Bilimler Için Veri Analizi El Kitabı
3.	Es	Cetinkaya Zeynep	2008	İlkogretim Online	f	Oyunlarla Dil Öğretimi
4.	Es	Erkoc2 Cagri	2009	İlkogretim Online	m	Atatürk Ve Din
5.	Es	Eroglu Safa	2014	Sakarya University Journal of Education	m	Ortaçağ'da Şövalyelik Ve Şövalye Eğitimi
6.	Es	Eryigit Derya	2014	Üstün Yetenekliler Eğitimi Araştırmaları Dergisi	f	Understanding Gifted Children: The Helical Of Gifted Children İn Family, Education System And Society.
7.	Es	Guven Sibel	2010	İlköğretim Online	f	Türkiye'de Devlet Eğitim Ve İdeoloji
8.	Es	Idi Feride	2013	Sakarya University Journal of Education	f	Yaşam Boyu Okuma Eğitimi
9.	Es	Karamustafaoglu Orhan	2008	Turk Fen Egitimi Dergisi	m	Sınıf Öğretmenleri İçin Fen Bilgisi Laboratuar Deneyleri
10.	Es	Kaya Yeliz	2014	Sakarya University Journal of Education	f	Dünyada Ve Türkiye'de Çok Kültürlü Eğitim Tartışmaları Ve Uygulamaları
11.	Es	Kayahan Aygulen	2012	Egitim Bilim Toplum	f	Özgürleştiren Praksis
12.	Es	Kaysi Feyzi	2014	Sakarya University Journal of Education	m	Epub 3 Best Practices
13.	Es	Komek Emre	2013	Türk Üstün Zekâ ve Eğitim Dergisi	m	Science Education For Gifted Students
14.	Es	Kutluca Tamer	2012	Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi	m	Matematiksel Kavram Yanılgıları Ve Çözüm Önerileri
15.	Es	Memnun Sezgin Dilek	2013	Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi	f	Sosyal Bilimler İçin İstatistik
16.	Es	Ocak Levent	2006	İlkogretim Online	m	Yeni Öğretim Sistemi
17.	Es	Oz Muhammed	2012	Eğitimde Politika Analizi Dergisi	m	Experience & Education
18.	Es	Simsek R Meliha	2012	Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi	f	Practice Teaching: A Reflective Approach
19.	Es	Unlu Emre	2012	International Journal of Early Childhood Special Education	m	Teaching Social Communication To Children With Autism
20.	Es	Yilmaz Ferat	2012	Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	m	Nitel Araştırmaya Giriş
21.	Hs	Akbel Mustafa	2014	CBÜ Sosyal Bilimler Dergisi	m	Osmanli Dönemi Gördes Haliciliği

22.	Hs	Akmaz Münteha Gül	2007	Karadeniz Arastirmalari Dergisi	f	Orta Ve Doğu Karadeniz Bölgesi'nin Tarihi Alt Yapısı
23.	Hs	Arikan Zeki	2000	Cagdas Turkiye Tarihi Arastirmalari Dergisi	m	Hürriyet Gene Hürriyet
24.	Hs	Bakacak Alper	2013	Ankara Üniversitesi Türk İnkılâp Tarihi Enstitüsü Atatürk Yolu Dergisi	m	Lozan Günlüğü
25.	Hs	Boztas Fırat	2009	İstanbul Ünv. Tarih Dergisi	m	Osmanlı'da Ordu Ve Savaş
26.	Hs	Catalkilic Didem	2014	Karadeniz Arastirmalari Dergisi	f	Kafkasya'da İmparatorluklar Savaşı, Kırım'a Giden Yolda Anapa Kalesi
27.	Hs	Dikkaya Fahri	2010	Cankaya University Journal of Humanities and Social Sciences	m	Byzantium Between The Ottomans And The Latins: Politics And Society In The Late Empire
28.	Hs	Erbasi Sevinc Fatma	2010	Ankara Üniversitesi Tarih Araştırmaları Dergisi	f	Ahmet Ünal, Anadolu'nun En Eski Yemekleri Hititler Ve Çağdaşı Toplumlarda Mutfak Kültürü
29.	Hs	Gunes Günver	2000	Cagdas Turkiye Tarihi Arastirmalari Dergisi	f	İzmir Atatürk Lisesi Tarihçesi
30.	Hs	Kartin Cengiz	2014	Tarihin Peşinde - Uluslararası Tarhi ve Sosyal Araştırmalar Dergisi	m	Loyalties Mesopotamia, (1914-1917), A Personal And Historical Record
31.	Hs	Kilic Sahin	2011	Tarih Araştırmaları Dergisi	m	İstanbul'un Fethinin Bizanslı Son Tanığı, Yorgios Sfrancis'in Anıları∗
32.	Hs	Ozcan Tugrul	2014	KSÜ Sosyal Bilimler Dergisi,	m	Osmanlı Kimdir? Osmanlı Devleti'nde Tabiiyet Sorunu
33.	Hs	Ozel Hasim	2014	Karadeniz Arastirmalari Dergisi	m	Ahıska'dan Sürgün Hatıraları
34.	Hs	Sahin Hasim	2006	Tarih Dergisi	m	Bizans'ın Düşüşü
35.	Hs	Taşkın Figen	2012	Yakın Dönem Türkiye Araştırmaları	f	Osmanlı Karikatüristlerinin Gözünden Balkan Krizi
36.	Hs	Tole Mustafa Harun	2010	Çankaya University Journal of Humanities and Social Sciences	m	Kanaatlerden İmajlara: Duygular Sosyolojisine Doğru
37.	Hs	Uzun Hakan	2013	Ankara Üniversitesi Türk Ðnkılâp Tarihi Enstitüsü Atatürk Yolu Dergisi	m	Mesrutiyet'ten Cumhuriyet'e Türkiye'de Hükümetler, Programları Ve Meclisteki Yankıları (1908-1923)

38.	Hs	Yildirim Savas	2005	Ankara Üniversitesi Tarih Araştırmaları Dergisi	m	Erken Dönem Osmanlı Mimarisinde Taçkapılar (I 300-1500),
39.	Law	Acemoglu Kevork	2011	İstanbul Üniversitesi Hukuk Fakültesi Mecmuası	m	Mamelek Kavramı Üzerinde İnceleme
40.	Law	Birsenogul Hakan	2003	Hukuk Ekonomi ve Siyasal Bilimler Aylık İnternet Dergisi	m	Fikri Hukuk Bakımından İnternet Ortamında Müzik Sunumu
41.	Law	Değer Ozan	2009	Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi	m	50. Yılında Avrupa İnsan Hakları Mahkemesi: Başarı Mı Hayal Kırıklığı Mı?
42.	Law	Erdem Mete	1993	Milletlerarası Hukuk ve Milletlerarası Özel Hukuk Bülteni	m	Orta Doğu Ülkelerinde Su Sorunu
43.	Law	Eroğul Cem	2004	Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi	m	Anayasaya Giriş
44.	Law	Eroğul Cem	2010	Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi	m	Genel Hukuk Teorisi Ve Marksizm
45.	Law	Gulesci Yusuf	2012	Melikşah Üniversitesi Hukuk Fakültesi Dergisi	m	Kelepçeleme Sözleşmeleri
46.	Law	Keskin Funda	1999	Ankara Üniversitesi SBF Dergisi	f	Arupa Birlioi Hukukunda Üye Devleıerin Bireylere Karşı Tazminat Sorumluıouu Ve Bu Konudaki Uygulamalar
47.	Law	Nomer Ergin	2011	Avrupa Araştırmaları Dergisi	m	Fener-Rum Patrikhanesi'nin Ekümeniklik İddiası Ve Heybeliada Ruhban Okulu Meselesi
48.	Law	Oktem Emre	1995	Milletlerarası Hukuk ve Milletlerarası Özel Hukuk Bülteni	m	Azınlıklar-Hangi Himaye?
49.	Law	Ozkan İsil	2003	Milletlerarası Hukuk ve Milletlerarası Özel Hukuk Bülteni	f	Kuzey Kıbrıs Türk Cumhuriyeti Yurttaşlık Hukuku
50.	Law	Pazarcı Huseyin	1991	Milletlerarası Hukuk ve Milletlerarası Özel Hukuk Bülteni	m	Ouvres D'Henri Rolin-Tome Ier: Henri Rolin Et La Securite Collective Dans L'entre-Deux-Guerres
51.	Law	Senocak Zarife	1990	Ankara Üniversitesi Hukuk Fakültesi Dergisi	f	İnsider Muameleleri (Şirkete Ait Gizli Bilgilerin Haksız Kullanımı)
52.	Law	Sevinc Murat	2000	Ankara Üniversitesi SBF Dergisi	m	Türk Anayasa Hukuku

53.	Law	Turhan Turgut	1990	Ankara Üniversitesi Hukuk Fakültesi Dergisi	m	Beyond Lex Loci Delicti: Conflicts Methodology And Multistate Torts İn American Case Law
54.	Law	Ucar Metin	2002	Hukuk Ekonomi ve Siyasal Bilimler Aylık İnternet Dergisi	m	Hayek'in Hukuk Ve Adalet Teorisi
55.	Law	Yanli Veliye	1997	İstanbul Üniversitesi Hukuk Fakültesi Mecmuası	f	Der Konzern Im Geltenden Schweizerischen Privatrecht
56.	Law	Yildirim Deren	2010	Ankara Barosu Fikri Mülkiyet ve Rekabet Hukuku Dergisi	m	Der Wettbewerbsprozess (Haksız Rekabet Davası)
57.	Law	Yolcu Serkan	2009	Ankara Üniversitesi Siyasal Bilgiler Fakültesi Dergisi	m	Özgürlüklerin Korunmasında Anayasa Yargınınn Yeri Ve Meşruluğu
58.	Lit	Aktas Erhan	2012	Türk Dünyası İncelemeleri Dergisi	m	Türk Mitolojisinde Kurt
59.	Lit	Aydın Mehmet	2010	Bilig	m	Nazım Hikmet Şiirinin Gücü
60.	Lit	Aydur Metin	2011	Karadeniz Arastirmalari Dergisi	m	Kıssa-İ Yûsuf-U Zelîhâ
61.	Lit	Biltekin Halit	2013	Anadolu Üniversitesi Sosyal Bilimler Dergisi	m	Vâsık İlâhîzâde Mehmed Emin Divan
62.	Lit	Bozok Kemal	2012	TÜBAR-XXXI	m	Türk Dünyası Edebiyatları-Roman- I
63.	Lit	Duranli Muvaffak	2010	Türk Dünyası İncelemeleri Dergisi	f	Geroy Volşebnoy Skazki (Proishojdenie Obraza) (Büyü Masalının Kahramanı 'Karakterin Kökeni')
64.	Lit	Erol Burcin	2009	Çankaya University Journal Of Arts And Sciences	f	Bartoloméo De Las Casas Yerlilerin Gözyaşları, Yerlilerin Yok Edilişinin Kısa Tarihi
65.	Lit	Giynas Kamil Ali	2012	TÜBAR-XXXII-	m	Eski Türk Edebiyatında Tenkit Ve Teori
66.	Lit	Gur Murat	2014	Nevşehir Hacı Bektaş Veli Üniversitesi Sosyal Bilimler Enstitüsü D.	m	Türk Tezkirecilik Tarihinde Yeni Bir Sayfa:Azərbaycan Təzkirəçilik Tarixi
67.	Lit	Kocyigit Demet	2014	İnsan Ve Toplum Bilimleri Dergisi	f	İç Ferahlatıcı Bir Kitap: "Hiç" Ferahlığı
68.	Lit	Ozarslan Bumin Bahadir	2012	Türk Dünyası incelemeleri Dergisi	m	Türk Milliyetçiliği: Kültürel Akıl, İçtihat Ve Siyaset"
69.	Lit	Ozbek Seda	2010	TÜBAR-XXVIII	f	Klâsik Türk Edebiyatının Pesinden
70.	Lit	Parlakpinar Murat	2010	Bilig	m	Yeni Tarihselcilik Kuramı Ve Türk Edebiyatında Postmodern Tarih Romanları
71.	Lit	Sari Isa	2012	Bilig	m	Mongolic Elements İn Tuvan
72.	Lit	Senderin Zubeyde	2012	Karadeniz Arastirmalari Dergisi	f	Edebiyat Yazıları

73.	Lit	Unal Yenal	2013	Ankara Üniversitesi Tarih Araştırmaları Dergisi	f	Kirpi'nin Dedikleri
74.	Ln	Akbulut Ayse Nihal	2010	İ.Ü.Çeviribilim Dergisi	f	Novela, Traducciã"N Y Cultura. La Recepciã"N Crãtica De La Novela Turca En Espaã'A
75.	Ln	Bentli Kamile	2014	Celal Bayar Üniversitesi Sosyal Bilimler Dergisi	f	Sinan Paşa Maârif-Nâme, Özlü Sözler Ve Öğütler Kitabi
76.	Ln	Can Zeki	2010	TÜBAR-XXVİİİ	m	Sirat Köprüsü Sultan Galiyev
77.	Ln	Dilek Figen Guner	2014	Bilig	f	Areal, Historical And Typological Aspects Of South Siberian Turkic
78.	Ln	Eker Suer	2013	Tehlikedeki Diller Dergisi	m	Gagauz Türkçesinde Anlamca Kaynaşmış ve Deyimleşmiş Birleşik Filler
79.	Ln	Eryigit Engin	2010	İ.Ü. Çeviribilim Dergisi	m	Söylenceden Gerçekliğe
80.	Ln	Gulensoy Tuncer	2009	Karadeniz Araştırmaları	m	Ses ve Şekil Bilgisi
81.	Ln	Gurtunca Gul	2010	İ.Ü. Çeviribilim Dergisi	f	Basindan Örneklerle İdeolojik Çeviri
82.	Ln	Kahraman Rana	2011	İ.Ü. Çeviribilim Dergisi	f	Akademik Çeviri Eğitimi
83.	Ln	Karabulut Ramis	2010	TÜBAR-XXVİİİ	m	Anadolu Ve Suriye'de Seyahat Hatiralari
84.	Ln	Karabulut Ramis	2013	TÜBAR-XXXİV	m	Anlatma Esasina Bağli Edebî Metinlerin Tah-Lili (Teori Ve Uygulama)
85.	Ln	Koras Hikmet	2012	TÜBAR-XXXİ	m	Türkiye Karaçaylari Ve Dilleri
86.	Ln	Kucuk Salim	2010	TÜBAR-XXVİİİ	m	Türkçenin Söz Dizimi
87.	Ln	Milci Cetin Ebru	2014	Marmara Türkiyat Araştirmalari Dergisi	f	Kipcak Yazili Mirasi
88.	Ln	Ozcamkan Gulsen	2014	Karadeniz Arastirmalari Dergisi	f	Türk Dilinde Yaniş (Motif) Adlari-Anadolu Sahasi
89.	Ln	Tutal C. Nilgun	2010	Galatasaray Üniversitesi İletişim Dergisi	f	Toplumsal Politik Söylemin Analizi
90.	Ln	Vargelen Hatice	2013	Tehlikedeki Diller Dergisi	f	Hakas Türkçesinde Fiil
91.	Ln	Yilmaz mustafa	2013	Adiyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	m	Adiyaman Ağzinda Atasözleri Ve Deyimler
92.	Ln	Yurtdas Huseyin	2010	İstanbul Üniversitesi Çeviribilim Dergisi	m	Çeviriye Bilimsel Yaklaşimlar
93.	Med	Alkan Nevzat	2004	Bağimlilik Dergisi	m	Bağimlilik Sanal veya Gerçek
94.	Med	Ancel Gulsum	2012	Kriz Dergisi	f	Bağlanma Ve Sonraki Yaşlarda Görülen Etkileri
95.	Med	Cetin Mustafa	2014	Addicta: The Turkish Journal On Addictions	m	Bağimlilik Tedavisinde Egzersiz Terapisi

96.	Med	Erkol Zerrin	2009	Adli Tip Dergisi	f	Kan Lekesi Model Analizi: Olay Yerinin Yeniden Yapılandırılmasında Kan Lekesi Delili
97.	Med	Etker Seref	2008	Osmanli Bilimi Araştırmaları	m	Science And Religion In Mamluk Egypt: İbn Al-Nafis, Pulmonary Transit And Bodily Resurrection
98.	Med	Guneysel Ozlem	2009	Acil Tip Dergisi	f	Acilde Klinik Toksikoloji
99.	Med	Mirsal Hasan	2004	Bağimlilik Dergisi	m	Bağimlilikten Ayikliğa
100.	Med	Oztürk Orhan	2011	Türk Psikiyatri Dergisi	m	Şizofreni Hastalari İçin Ruhsal Toplumsal Beceri Eğitimi
101.	Med	Polat Oğuz	1996	Adli Tip	m	Adli Tip, Dün. Bugün Ve Yarin
102.	Med	Polat Oğuz	1996	Adli Tip Bülteni	m	Çocuk İstism Ari: Teşhis Ve Tedavi
103.	Med	Salacin Serpil	1997	Adli tip bülteni	f	Limiations Of Expert Evidence
104.	Med	Sozen Sevki	1997	Adli Tip Bülteni	m	Adli Tıp Ders Kitabı
105.	Med	Tabanlioglu Sibel	2010	Bilgi Dünyasi	f	Sağlik Bilimlerinde Süreli Yayincilik-2009
106.	Med	Talu Gül Köknel	2006	Ağri	f	Pain Management & Sedation
107.	Med	Tuzlali Sitki	2009	Türk Patoloji Dergisi	m	Tümör Patolojisi Atlası
108.	Med	Ulug Berna	2012	Türk Psikiyatri Dergisi	f	Tumors Of The Mammary Gland
109.	Med	Vural Mutlu	2006	Kardiyolog Dergisi	m	Yaşasin Kalbiniz Ki Yaflaşin Türk Milleti
110.	Med	Yurdakok Murat	2003	Cocuk Sagligi ve Hastaliklari Dergisi	m	Kitabu'l Müntehab Fi't-Tib'da Çocuk Hekimliği Bilgileri
111.	Ph	Aktas Zeki	2014	Bitlis Eren Üniversitesi SBE Dergisi	m	Felsefe Ve Bilim Adamlarinin Kendiliğinden Felsefesi
112.	Ph	Aydogan Huseyin	2012	Beytulhikme An İnternational Journal of Philosophy	m	Naturalizm Çikmazi
113.	Ph	Basok Sebile	2012	Beytulhikme An İnternational Journal of Philosophy	f	Liberalizmin Felsefi Temelleri: Liberalizm Ve Etik
114.	Ph	Becermen Metin	2012	Kaygi	m	L'arcéologie Du Savoir (The Archeology Of Knowledge
115.	Ph	Bozkurt Birgül	2010	Milel ve Nihal	f	İnsan Hürriyetinin Metafizik Temelleri
116.	Ph	Bozkurt Omer	2010	Milel ve Nihal	m	İlkçağ Felsefesi Tarihi
117.	Ph	Ceylan Ahmet	2012	Mukaddime	m	Talmûd Ve Hadîs: Karşilaştirmali Bir Araştirma
118.	Ph	Cil Ayse	2011	Toplum Bilimleri Dergisi	f	Doğal Hak Ve Tarih
119.	Ph	Civgin Ayse Gul	2012	Kaygi	f	Kant
120.	Ph	Duali Sir Muhammed	2010	Milel ve Nihal	m	Kutsal Sinod'tan Rus Ortodoks Kilisesi'ne
121.	Ph	Erakkus Ozgur	2012	Yükseköğretim Dergisi	m	Yüksek Öğretim Ve Öğretmen Yetiştirmede Karakter Eğitimi
122.	Ph	Erkizan H. Nur	2005	Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (iLKE)	f	Yasamin Anlam Olanaklari Olarak Etik

123.	Ph	Gokdag Kamuran	2013	Mukaddime	f	Mu'tezile'de Eylem Teorisi:Kâdî Abdülcebbâr Örneği
124.	Ph	Kaya Funda Gunsoy	2012	Kaygi	f	Natural Right And History (Doğal Hak Ve Tarih)
125.	Ph	Kilic Muhammed Fatih	2011	Beytulhikme An İnternational Journal of Philosophy	m	Al-Ghazili's Philosophical Theology
126.	Ph	Kutluca Tamer	2010	Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	m	Bilinç Ve Dil
127.	Ph	Ozlem Dogan	2005	Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (iLKE)	m	Teraki (İlerleme) Fikrinin KAYNAĞİ VE Gelisimi)
128.	Ph	Ozturk Umit	2000	Kaygi	m	Etiğe Giriş
129.	Ph	Sagir Aysel	2010	TC. Maltepe Üniversitesi Fen-Edebiyat Fakültesi Dergisi	f	Hannah Arendt'de Radikal Kötülük Problemi
130.	Pol	Aktoprak Elcin	2006	Ankara Üniversitesi SBF Dergisi	f	Ulusal Çikar Ve Diş Politika: Türk Diş Politikasinin Belirlenmesinde Ulusal Çikarin Rolü
131.	Pol	Altiparmak Kerem	2004	Ankara Üniversitesi SBF Dergisi	m	Avrupa İnsan Haklari Hukuku Ve Türkiye
132.	Pol	Ataman Berrin Ceylan	2014	Ankara Üniversitesi SBF Dergisi	f	Thomas Piketty'nin 21. YY'da Eşitsizlik Dinamiklerini Bir Kıt'a Avrupası Bakış Açısından Değerlendirmesi
133.	Pol	Cinar Yetkin	2011	Ankara Üniversitesi SBF Dergisi (66)1	m	Seçimden Koalisyona: Siyasal Karar Alma
134.	Pol	Duru Bulent	2004	Ankara Üniversitesi. SBF Dergisi. 59(1)	m	Küreselleşme Ve Yerelleşme Çağioda Bölgesel Sürdürülebilir Gelişme
135.	Pol	İpek Pinar	2014	Ankara Üniversitesi SBF Dergisi 69(3)	f	21. Yüzyilda Sermaye
136.	Pol	Kara Onur	2010	Çankaya University Journal of Humanities and Social Sci.	m	Televizyon, Teknoloji Ve Kültürel Biçim
137.	Pol	Karacabey Argun	2005	Ankara Üniversitesi SBF Dergisi 60(2)	m	Aile Şirketleri: Değişim Ve Sürkeklilik
138.	Pol	Kose Elifhan	2010	Ankara Üniversitesi SBF Dergisi 65(1)	f	Cins Cins Mekan
139.	Pol	Mercan Bora Ali	2011	Ankara Üniversitesi SBF Dergisi 66 (2)	m	The Critique of Instrumental Reason From Weber To Habermas
140.	Pol	Ordek Aydin	2009	Ankara Üniversitesi SBF Dergisi 64 (2)	m	Adam Smith Pekin'de (21. Yüzyilin Soykütüğü)

141.	Pol	Reyhanoglu Metin	2006	Ankara Üniversitesi SBF Dergisi (59)2	m	Ulusal Çikar Ve Diş Politika: Türk Diş Politikasinin Belirlenmesinde Ulusal Çikarin Rolü, 1983-1991
142.	Pol	Sefer Ozlem	2010	Çankaya University Journal of Humanities and Social Sci.	f	Avrupa Kimliği: Avrupa Birliği'nin Yarim Kalan Hikâyesi
143.	Pol	Turk Bahadir H.	2010	Çankaya University Journal of Humanities and Social Sci.	m	Yeni Kapitalizmin Kültürü
144.	Pol	Unlu Baris	2002	Ankara Üniversitesi SBF Dergisi	m	İdeoloji Ve Ütopya
145.	Pol	Unlu Baris	2007	Ankara Üniversitesi SBF Dergisi	m	Explorations in Otoman Prehistory
146.	Pol	Yalcinkaya ayhan	2009	Ankara Üniversitesi SBF Dergisi (64)-3	m	Tanrininn Kural Tanimaz Kullari, İslam Dünyasinda Derviş Topluluklaro, 1200-1550
147.	Pol	Yetis Mehmet	2002	Ankara Üniversitesi SBF Dergisi (57)3	m	Ideoloji Ve Ütopya
148.	Pol	Yildirim Yavuz	2010	Ankara Üniversitesi SBF Dergisi (65)2	m	Liberalizmin Kiyilarinda Siyaset: Farklilik, Popülizm, Devrim, Ajitasyon
149.	Pol	Yilmaz Zafer	2007	Ankara Üniversitesi SBF Dergisi 62(3)	m	Ailenin Serencami, Türkiye'de Modern Aile Fikrinin Oluşumu
150.	Soc	Akgul Cigdem	2014	Ankara Üniversitesi SBF Dergisi	f	"Merkeze Yön Şaşirtan "Kenar"lar: Kenarin Kitabi
151.	Soc	Aras Ramazan	2010	Mukaddime	m	Yezidiler: Bir Toplumun, Kültürün Ve Dinin Tarihi
152.	Soc	Baspinar Adem	2014	İs Ahlaki Dergisi	m	An Ethics Of İnterrogation
153.	Soc	Berkay Figen	2013	Sosyoloji Konferanslari	f	Yav İşte Fabrikalaşak" Anadolu Sermayesinin Oluşumu: Kayseri Hacilar Örneği
154.	Soc	Birinci Mehmet	2013	Yükseköğretim Dergisi	m	Akademik Planlama Akademik Stratejik Plan›N Merkezi Ve Özü
155.	Soc	Cil Ayse	2012	Toplum Bilimleri Dergisi	f	Kamusalliğin Yapisal Dönüşümü
156.	Soc	Erturk Devrim	2010	Mukaddime	m	Beden Sosyolojisi
157.	Soc	Goksu Sezai	2000	Toplum ve Bilim	m	The Deliberative Practitioner: Encouraging Participatory Planning Processes
158.	Soc	Gunduz Olgun	2012	İstanbul Journal of Sociological Studies	m	Türk Sosyal Düşünce Bibliyografyasi
159.	Soc	Gunes Guler	2011	Yalova Sosyal Bilimler Dergisi	f	Manevi Bakim

160.	Soc	Karakaya M. Fatih	2012	Sosyoloji Dergisi	m	Ecce Homo Academicus
161.	Soc	Kocak Birgul	2008	Sosyoloji Dergisi	m	Osmanlı İmgeleminde Avrupa
162.	Soc	Ozfidan Tahir	2014	Uluslararasi Güvenlik ve Terörizm Dergisi	m	Türkiye Koridorunda Yasadişi Göçmenler
163.	Soc	Ozyurek Esra	2000	Toplum ve Bilim	f	Autobiography Of A Generation
164.	Soc	Sahin Arzu	2012	İstanbul Journal of Sociological Studies	f	The Virtual Self: A Contemporary Sociology
165.	Soc	Sayin Ozgur	2012	İstanbul Journal of Sociological Studies	m	Beyond The Hoax: Science, Philosophy And Culture
166.	Soc	Sener B. Sina	1996	Toplum ve Bilim	m	Kenarın Avrupası:Yeni Eşitsizliğin Mozaiği
167.	Soc	Balaban Utku	2012	Ankara Üniversitesi SBF Dergisi 67(4)	m	Kalkinmada Kadin Emeği
168.	Soc	Turhan Ridvan	2008	Sosyoloji Dergisi	m	Mali Krizler Tarihi: Cinnet, Panik VE Çöküş
169.	Soc	Zeybekoglu Ozge	2013	Sosyoloji Konferanslari	f	Türk Sosyolojisinde Metodolojik Değişmeler
170.	Theo	Abat Ruhi	2009	Hikmet Yurdu Düşünce – Yorum Sosyal Bilimler Araştirma Dergisi	m	Matüridi'de Dini Çoğulculuk
171.	Theo	Altan Reyyan Beyza	2013	İnsan ve Toplum Bilimleri Araştirmalari Dergisi	f	Hadislerde Okuyarak Tedavi (Rukye)
172.	Theo	Arslan Ali	2014	Türkiye İslam İktisadi Dergisi	m	Asr-İ Saâdet'te Ticaret Ve Tüccar Sahâbîler
173.	Theo	Barlak Muzaffer	2014	Kelam Araştirmalari	m	Kelam Yazilari
174.	Theo	Bozkurt Mustafa	2009	İmam Matüridî Ve Matürîdîlik Özel Sayisi	m	Mâtürîdîde Bilgi Problemi
175.	Theo	Caglayan Harun	2014	Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi	m	İslâmî Yeniden Anlama
176.	Theo	Dagdeviren Alican	2002	sakarya üniversitesi ilahiyat fakültesi dergisi	m	El-Mu'cizetü'l-Kübrâ: El-Kur'ân
177.	Theo	Dede Elif	2013	Usul Dergisi	f	Modernlik Ve Çağdaş İslam Düşüncesi
178.	Theo	Demir Halis	2013	İslam Hukuku Araştirma Dergisi	m	Hadislerin Anlaşılmasında Aklın ve Fıkhın Rolü
179.	Theo	Ekinci Ahmet	2013	İslam Hukuku Dergisi	m	İslâm İbadet Esaslari
180.	Theo	Emiroglu Suleyman	2011	Uludağ Üniversitesi İlahiyat Fakültesi Dergisi	m	Ailede, Okulda, Toplumda Değerler Psikolojisi Ve Eğitimi
181.	Theo	Erkocoglu Fatih	2009	C.Ü. İlahiyat Fakültesi Dergisi	m	Ebû Eyyûb El-Ensârî (Eyyûb Sultan)

182.	Theo	Esen Nesibe	2012	Ç.Ü. İlahiyat Fakültesi Dergisi	f	Din Psikolojisi: Bireysel Dindarlik Üzerine
183.	Theo	Guldas Sacide	2012	Hikmet Yurdu Düşünce – Yorum Sosyal Bilimler Araştirma Dergisi	f	Hilafet Ve Saltanat
184.	Theo	İskenderoglu Muammer	2013	Usul Dergisi	m	Problematik Olarak Din-Felsefe Münasebeti
185.	Theo	Koca Umit	2011	Sütçü İmam Üniversitesi İlâhiyat Fakültesi Dergisi	m	Fikih Usûlü
186.	Theo	Onay Hamdi	2009	Hikmet Yurdu Düşünce – Yorum Sosyal Bilimler Araştirma Dergisi	m	Matürîdîye Göre Din
187.	Theo	Sahin Hanifi	2011	Uludağ Üniversitesi İlahiyat Fakültesi Dergisi	m	Hicrî II. Asirda Siyaset-Tefsir İlişkisi
188.	Theo	Tulucu Suleyman	2002	Atatürk Üniversitesi İlahiyat Fakültesi Dergisi	m	İhtirastan İktidara... Kerbelâ -Emevî Valisi Ubeydullah B. Ziyâd Döneminin Anatomisi
189.	Theo	Yaka Zeki	2014	Türkiye İslam İktisadi Dergisi	m	Yollar Ayrilirken: Ortadoğu'nun Geri Kalma Sürecinde İslam Hukukunun Rolü.
190.	Theo	Yuce Yakup	2007	Sakarya Üniversitesi İlahiyat Fakültesi Dergisi	m	Bir Felsefe Geleneğimiz Var mi?

Appendix C: Table Distribution of moves and SFs in EBRC

	soc-en		hist-en		theo-en		ph-en		law-en		ln-en		lit-en		es-en		med-en		pol-en	
Feature	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
m1-purpose-of-the-review	2	1.74	0	0.00	1	0.84	3	2.75	3	2.80	1	1.06	0	0.00	1	0.85	1	0.85	1	0.96
m2-introducing-the-book	64	55.65	62	62.00	70	58.82	59	54.13	52	48.60	50	53.19	49	56.32	76	64.41	**67**	**56.78**	66	63.46
m3-outlining-the-book	7	6.09	1	1.00	6	5.04	7	6.42	4	3.74	4	4.26	4	4.60	5	4.24	8	6.78	4	3.85
m4a-providing focused evaluation	8	6.96	4	4.00	9	7.56	9	8.26	8	7.48	10	10.64	4	4.60	5	4.24	11	9.32	4	3.85
m4b-providing-general-evaluation	19	16.52	18	18.00	18	15.13	17	15.60	23	21.50	14	14.89	19	21.84	17	14.41	14	11.86	20	19.23
m5-closing	15	13.04	15	15.00	15	12.61	14	12.84	17	15.89	14	14.89	11	12.64	14	11.86	17	14.41	9	8.65
SF1 inserting-book-in-the-field	19	16.52	13	13.00	9	7.56	14	12.84	12	11.21	10	10.64	16	18.39	15	12.71	13	11.02	19	18.27
SF2 defining-the-general-topic	12	10.43	13	13.00	15	12.61	12	11.01	13	12.15	12	12.77	6	6.90	15	12.71	9	7.63	11	10.58
SF3 inf-potential-readership	10	8.70	2	2.00	7	5.88	1	0.92	4	3.74	4	4.26	1	1.15	9	7.63	9	7.63	2	1.92
SF4 inf-author	2	1.74	3	3.00	6	5.04	5	4.59	1	0.93	5	5.32	2	2.30	8	6.78	9	7.63	2	1.92
SF5 introductory evaluation	3	2.61	3	3.00	4	3.36	2	1.83	3	2.80	1	1.06	2	2.30	2	1.69	4	3.39	6	5.77
SF6 inf-publication	0	0.00	2	2.00	2	1.68	1	0.92	0	0.00	1	1.06	0	0.00	1	0.85	1	0.85	0	0.00
SF7 stating-the-purpose-of-the-book	3	2.61	1	1.00	3	2.52	1	0.92	0	0.00	1	1.06	0	0.00	0	0.00	2	1.69	1	0.96

SF8 use-of-sources	1	0.87	3	3.00	0	0.00	0	0.00	0	0.00	1	1.06	1	1.15	2	1.69	0	0.00	1	0.96
SF9 style-of-book	7	6.09	5	5.00	13	10.92	11	10.09	9	8.41	4	4.26	10	11.49	6	5.08	9	7.63	10	9.62
SF10 inf-content	4	3.48	9	9.00	9	7.56	7	6.42	5	4.67	5	5.32	9	10.34	10	8.47	5	4.24	9	8.65
SF11 inf-creation	3	2.61	8	8.00	2	1.68	5	4.59	5	4.67	6	6.38	2	2.30	8	6.78	6	5.08	5	4.81
SF12 overview-of-the-organization	3	2.61	0	0.00	3	2.52	6	5.50	3	2.80	2	2.13	3	3.45	3	2.54	5	4.24	1	0.96
SF13-topic-of-each-chapter	4	3.48	1	1.00	2	1.68	1	0.92	0	0.00	1	1.06	1	1.15	1	0.85	3	2.54	2	1.92
SF14 citing-extratext-material	0	0.00	0	0.00	1	0.84	0	0.00	1	0.93	1	1.06	0	0.00	1	0.85	0	0.00	1	0.96
focused-evaluation	8	6.96	4	4.00	9	7.56	9	8.26	8	7.48	10	10.64	3	3.45	5	4.24	11	9.32	4	3.85
SF15 for-each-chapter	1	0.87	2	2.00	4	3.36	7	6.42	3	2.80	8	8.51	1	1.15	3	2.54	4	3.39	0	0.00
SF16 for-some-chapters	7	6.09	2	2.00	5	4.20	2	1.83	5	4.67	2	2.13	2	2.30	2	1.69	7	5.93	4	3.85
SF17 not-chapter-by-chapter-but-general	18	15.65	17	17.00	16	13.45	16	14.68	22	20.56	14	14.89	19	21.84	17	14.41	14	11.86	19	18.27
SF18 final-ev.-before-closing	1	0.87	1	1.00	2	1.68	1	0.92	1	0.93	0	0.00	0	0.00	0	0.00	0	0.00	1	0.96
SF19 definitely-recommending	6	5.22	4	4.00	3	2.52	5	4.59	6	5.61	7	7.45	5	5.75	5	4.24	6	5.08	2	1.92
SF20 recom. despite-shortcomings	3	2.61	8	8.00	6	5.04	4	3.67	4	3.74	3	3.19	5	5.75	2	1.69	7	5.93	6	5.77
SF21 neither-recom.-nor-disq	2	1.74	0	0.00	1	0.84	0	0.00	1	0.93	1	1.06	0	0.00	0	0.00	0	0.00	0	0.00
SF22 disq. despite positive-aspects	2	1.74	2	2.00	0	0.00	0	0.00	3	2.80	1	1.06	1	1.15	1	0.85	0	0.00	0	0.00
SF23 definitely-disqual.	0	0.00	0	0.00	1	0.84	1	0.92	0	0.00	0	0.00	0	0.00	2	1.69	0	0.00	0	0.00
SF24 recom.-suggest.	2	1.74	1	1.00	1	0.84	3	2.75	2	1.87	2	2.13	0	0.00	2	1.69	4	3.39	1	0.96

Appendix D: Table Distribution of Moves and SFs in TBRC

Feature	soc-tr n	%	hist-tr n	%	theo-tr n	%	ph-tr n	%	law-tr n	%	ln-tr n	%	lit-tr n	%	es-tr n	%	med-tr n	%	pol-tr n	%
m1-purpose-of-the-review	1	1.15	0	0.00	0	0.00	3	2.97	2	2.20	0	0.00	2	2.30	9	7.20	0	0.00	2	2.17
m2-introducing-the-book	40	45.98	45	40.54	46	40.71	47	46.53	39	42.86	52	48.60	37	42.53	52	41.60	44	47.83	45	48.91
m3-outlining-the-book	9	10.34	25	22.52	27	23.89	16	15.84	17	18.68	19	17.76	15	17.24	24	19.20	20	21.74	12	13.04
m4a-providing foc.-evaluation	9	10.34	15	13.51	13	11.50	12	11.88	11	12.09	15	14.02	12	13.79	18	14.40	5	5.43	11	11.96
m4b-providing-gen.-evaluation	14	16.09	7	6.31	9	7.96	12	11.88	8	8.79	3	2.80	6	6.90	7	5.60	7	7.61	7	7.61
m5-closing	14	16.09	19	17.12	18	15.93	11	10.89	14	15.38	18	16.82	14	16.09	15	12.00	16	17.39	15	16.30
SF1 inserting-book-in-the-field	11	12.64	14	12.61	17	15.04	12	11.88	10	10.99	11	10.28	8	9.20	5	4.00	8	8.70	15	16.30
SF2 defining-the-general-topic	7	8.05	3	2.70	4	3.54	5	4.95	8	8.79	5	4.67	0	0.00	6	4.80	5	5.43	9	9.78
SF3 inf-readership	1	1.15	1	0.90	0	0.00	3	2.97	0	0.00	1	0.93	0	0.00	10	8.00	4	4.35	0	0.00
SF4 inf-author	6	6.90	5	4.50	6	5.31	4	3.96	3	3.30	11	10.28	7	8.05	4	3.20	7	7.61	10	10.87
SF5 introductory evaluation	2	2.30	2	1.80	2	1.77	7	6.93	3	3.30	3	2.80	4	4.60	3	2.40	2	2.17	2	2.17
SF6 inf-publication	5	5.75	7	6.31	1	0.88	4	3.96	5	5.49	6	5.61	8	9.20	7	5.60	5	5.43	4	4.35

SF7 stating-the-purpose-of-the-book	1	1.15	2	1.80	2	1.77	3	2.97	3	3.30	1	0.93	1	1.15	5	4.00	4	4.35	2	2.17
SF8 inf-use-of-sources	0	0.00	4	3.60	2	1.77	0	0.00	1	1.10	0	0.00	0	0.00	1	0.80	0	0.00	0	0.00
SF9 inf-style-of-book	2	2.30	1	0.90	5	4.42	5	4.95	0	0.00	5	4.67	1	1.15	1	0.80	3	3.26	1	1.09
SF10 inf-content	2	2.30	4	3.60	3	2.65	2	1.98	5	5.49	2	1.87	5	5.75	8	6.40	3	3.26	2	2.17
SF11 inf-creation-	3	3.45	2	1.80	4	3.54	2	1.98	1	1.10	7	6.54	2	2.30	2	1.60	3	3.26	0	0.00
SF12 overview-of- organization	7	8.05	13	11.71	17	15.04	10	9.90	9	9.89	10	9.35	7	8.05	17	13.60	8	8.70	8	8.70
SF13 stating topic- each-chapter	2	2.30	4	3.60	4	3.54	4	3.96	6	6.59	3	2.80	3	3.45	1	0.80	6	6.52	3	3.26
SF14 citing-extratext-material	0	0.00	8	7.21	6	5.31	2	1.98	2	2.20	6	5.61	5	5.75	6	4.80	6	6.52	1	1.09
providing-focused-evaluation	9	10.34	15	13.51	13	11.50	12	11.88	11	12.09	15	14.02	12	13.79	18	14.40	5	5.43	11	11.96
SF15 for-each-chapter	9	10.34	14	12.61	13	11.50	12	11.88	10	10.99	14	13.08	8	9.20	18	14.40	5	5.43	9	9.78
SF16 for-some-chapters- not-all	0	0.00	1	0.90	0	0.00	0	0.00	1	1.10	1	0.93	4	4.60	0	0.00	0	0.00	2	2.17
SF17 not chapter-but-general	11	12.64	4	3.60	5	4.42	7	6.93	6	6.59	2	1.87	6	6.90	4	3.20	6	6.52	6	6.52
SF18 a-final-evaluation-before-closing	3	3.45	3	2.70	4	3.54	5	4.95	1	1.10	1	0.93	0	0.00	3	2.40	1	1.09	0	0.00
SF19 definitely-recommending	5	5.75	15	13.51	11	9.73	5	4.95	11	12.09	15	14.02	11	12.64	12	9.60	11	11.96	6	6.52

SF20 recom. despite-shortcomings	2	2.30	1	0.90	3	2.65	4	3.96	2	2.20	0	0.00	1	1.15	1	0.80	3	3.26	5	5.43
SF21 neither-recom.-nor-disq.	4	4.60	1	0.90	0	0.00	1	0.99	0	0.00	1	0.93	0	0.00	1	0.80	0	0.00	3	3.26
SF22 disq.-despite- pos.-aspects	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.09	0	0.00
SF23 definitely-disq	0	0.00	1	0.90	2	1.77	0	0.00	0	0.00	1	0.93	0	0.00	0	0.00	0	0.00	0	0.00

Appendix E: Table Distribution of Evaluative Acts across Disciplines in EBRC

	Soc		Hist		Theo		Ph		Law		Ln		Lit		Es		Med		Pol	
Feature	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1. positive	164	66.13	138	62.73	110	56.41	153	61.69	187	57.72	164	63.57	137	75.27	155	67.39	262	72.38	136	55.06
2. negative	84	33.87	82	37.27	85	43.59	95	38.31	137	42.28	94	36.43	45	24.73	75	32.61	100	27.62	111	44.94
3. no-evaluation	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1.1 bare-positive	126	50.81	114	51.82	85	43.59	119	47.98	152	46.91	140	54.26	112	61.54	125	54.35	230	63.54	102	41.30
1.2 positive+positive	7	2.82	6	2.73	3	1.54	5	2.02	4	1.23	3	1.16	3	1.65	5	2.17	4	1.10	4	1.62
1.3 negative+positive	12	4.84	8	3.64	10	5.13	8	3.23	7	2.16	9	3.49	8	4.40	5	2.17	12	3.31	14	5.67
1.4 positive+reason	5	2.02	2	0.91	9	4.62	11	4.44	4	1.23	1	0.39	5	2.75	10	4.35	6	1.66	7	2.83
1.5 reason+positive	0	0.00	1	0.45	0	0.00	1	0.40	4	1.23	0	0.00	0	0.00	1	0.43	1	0.28	2	0.81
1.6 positive+example	7	2.82	3	1.36	1	0.51	1	0.40	4	1.23	2	0.78	3	1.65	2	0.87	3	0.83	2	0.81
1.7 positive-comp.-with-other-sources	0	0.00	1	0.45	0	0.00	2	0.81	0	0.00	2	0.78	0	0.00	1	0.43	2	0.55	0	0.00
1.8 positive-citing-other-people	0	0.00	0	0.00	0	0.00	0	0.00	3	0.93	2	0.78	2	1.10	1	0.43	1	0.28	0	0.00
1.9 positive-agreeing-with-author	3	1.21	1	0.45	1	0.51	5	2.02	6	1.85	1	0.39	2	1.10	4	1.74	2	0.55	5	2.02
1.10 positive-empathising-w-author	3	1.21	2	0.91	1	0.51	1	0.40	0	0.00	3	1.16	0	0.00	0	0.00	0	0.00	0	0.00
1.11 pos-congrats.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
1.12 positive+wish	1	0.40	0	0.00	0	0.00	0	0.00	3	0.93	1	0.39	2	1.10	0	0.00	1	0.28	0	0.00
1.13 positive-thanks	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.43	0	0.00	0	0.00
2.1 bare-negative	36	14.52	45	20.45	42	21.54	33	13.31	54	16.67	52	20.16	22	12.09	34	14.78	48	13.26	49	19.84
2.2 negative+negative	2	0.81	0	0.00	1	0.51	1	0.40	1	0.31	0	0.00	0	0.00	2	0.87	0	0.00	0	0.00
2.3 positive+negative	14	5.65	16	7.27	15	7.69	13	5.24	23	7.10	9	3.49	11	6.04	14	6.09	16	4.42	15	6.07
2.4 negative+reason	3	1.21	1	0.45	6	3.08	5	2.02	1	0.31	1	0.39	2	1.10	4	1.74	1	0.28	3	1.21

2.5 reason+negative	3	1.21	0	0.00	1	0.51	1	0.40	2	0.62	2	0.78	0	0.00	1	0.43	0	0.00	1	0.40
2.6 negative+example	6	2.42	4	1.82	1	0.51	2	0.81	6	1.85	4	1.55	4	2.20	1	0.43	6	1.66	6	2.43
2.7 negative-in-question-form	1	0.40	2	0.91	3	1.54	7	2.82	7	2.16	0	0.00	2	1.10	3	1.30	0	0.00	3	1.21
2.8 negative-refuting	4	1.61	4	1.82	3	1.54	16	6.45	20	6.17	9	3.49	2	1.10	4	1.74	8	2.21	16	6.48
2.9 neg.-disagr-with-author	0	0.00	1	0.45	1	0.51	4	1.61	5	1.54	1	0.39	0	0.00	0	0.00	0	0.00	2	0.81
2.10 negative-suggestion	15	6.05	9	4.09	12	6.15	12	4.84	17	5.25	13	5.04	1	0.55	12	5.22	21	5.80	16	6.48
based-on-lacking/error	10	4.03	6	2.73	6	3.08	7	2.82	4	1.23	9	3.49	1	0.55	5	2.17	11	3.04	6	2.43
bare-suggestion	5	2.02	2	0.91	5	2.56	4	1.61	10	3.09	4	1.55	0	0.00	6	2.61	8	2.21	8	3.24
neg.+suggesting-other-resources	0	0.00	1	0.45	1	0.51	1	0.40	2	0.62	0	0.00	0	0.00	1	0.43	2	0.55	2	0.81
2.11 negative-in-paranthesis	0	0.00	0	0.00	0	0.00	1	0.40	0	0.00	0	0.00	1	0.55	0	0.00	0	0.00	0	0.00
content-of-the-book	86	34.68	64	29.09	61	31.28	73	29.44	123	37.96	102	39.53	45	24.73	82	35.65	147	40.61	66	26.72
style	28	11.29	23	10.45	26	13.33	26	10.48	30	9.26	21	8.14	21	11.54	13	5.65	48	13.26	23	9.31
text	6	2.42	11	5.00	4	2.05	8	3.23	10	3.09	11	4.26	10	5.49	17	7.39	28	7.73	4	1.62
author	65	26.21	68	30.91	70	35.90	95	38.31	96	29.63	65	25.19	66	36.26	65	28.26	73	20.17	109	44.13
publishing-issues	1	0.40	2	0.91	0	0.00	0	0.00	1	0.31	0	0.00	0	0.00	1	0.43	3	0.83	3	1.21
book-in-general	62	25.00	52	23.64	34	17.44	46	18.55	49	15.12	59	22.87	40	21.98	52	22.61	63	17.40	42	17.00
sources	3	1.21	5	2.27	2	1.03	2	0.81	10	3.09	2	0.78	4	2.20	9	3.91	7	1.93	6	2.43
topic/information-given	79	31.85	59	26.82	58	29.74	71	28.63	111	34.26	94	36.43	40	21.98	71	30.87	134	37.02	57	23.08
examples	4	1.61	0	0.00	1	0.51	0	0.00	2	0.62	6	2.33	1	0.55	2	0.87	6	1.66	3	1.21
background-&-qualificaitons	3	1.21	3	1.36	1	0.51	2	0.81	4	1.23	2	0.78	0	0.00	4	1.74	15	4.14	3	1.21
writing-style	12	4.84	16	7.27	20	10.26	33	13.31	16	4.94	16	6.20	27	14.84	17	7.39	20	5.52	30	12.15
use-of-sources	4	1.61	10	4.55	0	0.00	3	1.21	0	0.00	4	1.55	3	1.65	4	1.74	3	0.83	4	1.62
opinion/argument	5	2.02	4	1.82	13	6.67	20	8.06	35	10.80	9	3.49	5	2.75	8	3.48	5	1.38	31	12.55

perfor./effort	16	6.45	10	4.55	12	6.15	9	3.63	15	4.63	9	3.49	14	7.69	10	4.35	18	4.97	12	4.86
characteristics	0	0.00	1	0.45	1	0.51	8	3.23	1	0.31	0	0.00	5	2.75	0	0.00	1	0.28	1	0.40
giving-information	25	10.08	24	10.91	23	11.79	20	8.06	25	7.72	25	9.69	12	6.59	22	9.57	11	3.04	28	11.34

Appendix F: Table Distribution of Evaluative Acts across Disciplines in TBRC

Feature	Soc n	%	Hist n	%	Theo n	%	Ph n	%	Law n	%	Ln n	%	Lit N	%	Es N	%	Med N	%	Pol N	%
1. positive	121	88.32	139	66.19	121	44.00	94	58.39	134	61.19	181	71.54	90	82.57	146	89.57	110	74.32	121	63.35
2. negative	15	10.95	71	33.81	154	56.00	67	41.61	85	38.81	72	28.46	19	17.43	15	9.20	37	25.00	69	36.13
3. no-evaluation	1	0.73	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	1.23	1	0.68	1	0.52
1.1 bare-positive	106	77.37	120	57.14	99	36.00	82	50.93	116	52.97	137	54.15	74	67.89	129	79.14	98	66.22	94	49.21
1.2 positive+positive	3	2.19	2	0.95	2	0.73	2	1.24	4	1.83	9	3.56	1	0.92	4	2.45	2	1.35	3	1.57
1.3 negative+positive	1	0.73	1	0.48	2	0.73	2	1.24	3	1.37	2	0.79	0	0.00	0	0.00	3	2.03	6	3.14
1.4 positive+reason	0	0.00	3	1.43	0	0.00	0	0.00	4	1.83	4	1.58	1	0.92	0	0.00	0	0.00	2	1.05
1.5 reason+positive	5	3.65	6	2.86	11	4.00	1	0.62	4	1.83	10	3.95	5	4.59	4	2.45	4	2.70	4	2.09
1.6 positive+example	0	0.00	0	0.00	0	0.00	2	1.24	0	0.00	0	0.00	1	0.92	0	0.00	0	0.00	2	1.05
1.7 positive-comp. other-sources	2	1.46	2	0.95	1	0.36	0	0.00	0	0.00	4	1.58	2	1.83	5	3.07	1	0.68	1	0.52
1.8 positive-citing-other-people	1	0.73	0	0.00	0	0.00	0	0.00	0	0.00	3	1.19	0	0.00	2	1.23	0	0.00	1	0.52
1.9 positive-agree-with-author	2	1.46	2	0.95	1	0.36	3	1.86	1	0.46	1	0.40	1	0.92	0	0.00	0	0.00	7	3.66
1.10 positive-congrat.	0	0.00	0	0.00	2	0.73	0	0.00	0	0.00	4	1.58	1	0.92	0	0.00	1	0.68	0	0.00
1.11 positive+wish	1	0.73	2	0.95	0	0.00	0	0.00	1	0.46	5	1.98	2	1.83	1	0.61	1	0.68	0	0.00
1.12 positive-thanks	0	0.00	0	0.00	1	0.36	0	0.00	0	0.00	1	0.40	2	1.83	1	0.61	0	0.00	1	0.52
1.13 positive-empathising-w-author	0	0.00	1	0.48	2	0.73	2	1.24	1	0.46	1	0.40	0	0.00	0	0.00	0	0.00	0	0.00
2.1 bare-negative	7	5.11	45	21.43	88	32.00	33	20.50	40	18.26	51	20.16	8	7.34	4	2.45	22	14.86	43	22.51
2.2 negative+reason	0	0.00	1	0.48	3	1.09	0	0.00	0	0.00	1	0.40	0	0.00	0	0.00	0	0.00	0	0.00
2.3 negative-refuting	3	2.19	4	1.90	18	6.55	12	7.45	20	9.13	0	0.00	1	0.92	0	0.00	1	0.68	7	3.66

2.4 negative-disagree-with-author	0	0.00	0	0.00	11	4.00	2	1.24	5	2.28	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
2.5 negative-in-question-form	0	0.00	0	0.00	3	1.09	0	0.00	1	0.46	6	2.37	1	0.92	0	0.00	0	0.00	2	1.05
2.6 negative suggestion	4	2.92	5	2.38	17	6.18	12	7.45	3	1.37	12	4.74	6	5.50	10	6.13	5	3.38	1	0.52
based-on-lacking/error	3	2.19	3	1.43	9	3.27	7	4.35	1	0.46	6	2.37	4	3.67	5	3.07	3	2.03	0	0.00
bare-suggestion	0	0.00	2	0.95	7	2.55	5	3.11	1	0.46	4	1.58	2	1.83	5	3.07	2	1.35	1	0.52
negative+suggesting-other-resources	1	0.73	0	0.00	1	0.36	0	0.00	1	0.46	2	0.79	0	0.00	0	0.00	0	0.00	0	0.00
2.7 reason+negative	0	0.00	0	0.00	2	0.73	0	0.00	1	0.46	1	0.40	0	0.00	1	0.61	1	0.68	3	1.57
2.8 positive+negative	1	0.73	1	0.48	10	3.64	4	2.48	3	1.37	1	0.40	2	1.83	0	0.00	5	3.38	6	3.14
2.9 negative+negative	0	0.00	1	0.48	0	0.00	0	0.00	1	0.46	0	0.00	0	0.00	0	0.00	1	0.68	1	0.52
2.10 negative+example	0	0.00	14	6.67	1	0.36	4	2.48	8	3.65	0	0.00	1	0.92	0	0.00	1	0.68	6	3.14
2.11 negative-in-paranthesis	0	0.00	0	0.00	0	0.00	0	0.00	2	0.91	0	0.00	0	0.00	0	0.00	1	0.68	0	0.00
2.12 negative-citing-other-people	0	0.00	0	0.00	1	0.36	0	0.00	1	0.46	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
content-of-the-book	44	32.12	49	23.33	83	30.18	45	27.95	70	31.96	52	20.55	20	18.35	53	32.52	49	33.11	66	34.55
style	26	18.98	13	6.19	30	10.91	20	12.42	18	8.22	26	10.28	10	9.17	24	14.72	20	13.51	33	17.28
text	14	10.22	49	23.33	25	9.09	14	8.70	14	6.39	49	19.37	13	11.93	31	19.02	19	12.84	13	6.81
author	22	16.06	70	33.33	92	33.45	65	40.37	66	30.14	76	30.04	41	37.61	17	10.43	23	15.54	56	29.32
publishing-issues	2	1.46	0	0.00	2	0.73	0	0.00	2	0.91	2	0.79	2	1.83	3	1.84	3	2.03	3	1.57
book-in-general	29	21.17	29	13.81	42	15.27	17	10.56	22	10.05	48	18.97	23	21.10	35	21.47	34	22.97	20	10.47
sources	7	5.11	8	3.81	16	5.82	8	4.97	21	9.59	6	2.37	2	1.83	4	2.45	12	8.11	4	2.09
topic/information-given	37	27.01	40	19.05	61	22.18	35	21.74	47	21.46	30	11.86	12	11.01	42	25.77	36	24.32	62	32.46
examples	0	0.00	1	0.48	6	2.18	2	1.24	2	0.91	16	6.32	6	5.50	7	4.29	1	0.68	0	0.00
background-&-qualifications	2	1.46	9	4.29	11	4.00	3	1.86	3	1.37	13	5.14	11	10.09	2	1.23	8	5.41	5	2.62

writing-style	8	5.84	21	10.00	25	9.09	26	16.15	12	5.48	28	11.07	10	9.17	7	4.29	4	2.70	10	5.24
use-of-sources	2	1.46	13	6.19	11	4.00	4	2.48	7	3.20	2	0.79	2	1.83	1	0.61	1	0.68	9	4.71
opinion/argument	3	2.19	9	4.29	18	6.55	15	9.32	24	10.96	1	0.40	2	1.83	1	0.61	0	0.00	7	3.66
performance/effort	3	2.19	12	5.71	11	4.00	7	4.35	8	3.65	24	9.49	5	4.59	3	1.84	8	5.41	9	4.71
characteristics	0	0.00	3	1.43	0	0.00	1	0.62	1	0.46	3	1.19	2	1.83	0	0.00	2	1.35	0	0.00
giving-information	4	2.92	3	1.43	16	5.82	9	5.59	11	5.02	5	1.98	9	8.26	3	1.84	0	0.00	16	8.38

Appendix G: Turkish Summary

1. GİRİŞ

Bu çalışma İngilizce ve Türkçe yayımlanan akademik kitap incelemelerinin disiplinler arası ve diller/kültürler arası analizlerini yaparak bu akademik yazı türünün biçimsel, içerdiği olumlu ve olumsuz eleştiriler ve kullanılan eleştiri dili açılarından temel özelliklerini ortaya koymayı amaçlamaktadır. Bu amaç doğrultusunda, çalışma iki temel kuramsal çerçeveye dayanmaktadır; adım analizi (Eng. move analysis, Swales, 1990) ve Sistemik İşlevsel Dilbilim (Eng. Systemic Functional Linguistics) kuramı çerçevesindeki değer biçme teorisi (Eng. Appraisal Theory, Martin & White, 2005). Bu araştırma için, 1990-2015 yılları arasında, Türkçe ve İngilizce akademik dergilerde yayımlanan, 10 farklı bilim dalından 385 adet kitap incelemelerini içeren bir derlem oluşturuldu. Çalışmaya dahil edilen bu alanlar Hukuk, Edebiyat, Dil Çalışmaları, Eğitim Bilimleri, Felsefe, Siyaset Bilimi, Sağlık Bilimleri, Tarih, Sosyoloji, ve İlahiyat şeklindedir.

<u>Çalışmanın Amacı</u>

Bu çalışmanın amacı İngilizce ve Türkçe akademik dergilerde yayınlanmış kitap incelemelerinin kültürlerarası ve disiplinler arası incelenip karşılaştırılmasıdır. Bu amaçla çalışma aşağıdaki araştırma sorularını cevaplamaktadır.

1. Türkçe ve İngilizce kitap incelemeleri yapısal olarak ne tür özelliklere sahiptirler?

   1. a. Bulunan sözbilimsel adım ve hareketler diller arası farklılıklar gösterirler mi?

   1. b. Bulunan sözbilimsel adım ve hareketler disiplinlere göre farklılıklar gösterirler mi?

2. Eleştirel dil (olumlu ve olumsuz eleştirel yapılar) Türkçe ve İngilizce kitap incelemelerinde nasıl kullanılır?

   2. a. Eleştirel dilde yapı, kullanım sıklığı ve dağılım açısından bu iki dilde farklılıklar var mıdır?

2. b. Eleştirel dilde yapı, kullanım sıklığı ve dağılım açısından disiplinler arası farklılıklar var mıdır?

2. c. Olumlu ve olumsuz eleştirel yapılar bulunan adım ve hareketlerde nasıl bir dağılım göstermektedir?

3. İncelen kitaplar hangi açılardan eleştirilmektedir?

4. Akademik kitap incelemeleri değer biçme ifadelerini nasıl kullanmaktadır?

4. a. Değer biçme ifadeleri (*tutum*, *metinle bütünleşme* ve *derecelendirme* (Eng. *attitude*, *engagement* and *graduation*) bulunan hareket ve adımlara göre nasıl bir dağılım gösterir?

4. b. Değer biçme ifadeleri disiplinlere göre nasıl dağılır?

Çalışmanın Önemi

Bu çalışmanın genel anlamda tür tabanlı çalışmalara ve bir akademik yazı türü olan kitap değerlendirmelerini daha iyi anlamaya yardımcı olacağına inanılmaktadır. Çalışma sayesinde, bu akademik yazı türünün iki farklı dilde ne tür yapısal ve eleştirel özelliklerine sahip olduğu ortaya çıkmaktadır. Adım analizini uygulayarak kitap incelemesi türünün belirgin özelliklerini ortaya çıkararak daha bu yazı türün daha iyi anlaşılmasını sağlamaktadır. Aynı zamanda Değer Biçme teorisinden (Martin, 1997; 2000) faydalanarak, değer biçme sisteminin farklı dillerde nasıl uygulanabildiğini göstermektedir. Eğitimsel açıdan bakıldığında ise çalışma "özel amaçlı İngilizce" alanına bir katkı sağlamaktadır. Aynı zamanda çalışma iki farklı dili karşılaştırarak kültürlerarası çalışmalara da katkı sağlamaktadır.

Kitap incelemelerinin tarihi çok eskilere dayanmasına rağmen, bir Türk olarak bu tür ile ilgili inceleme yaptığımda akademik anlamda türün çok sınırlı bir sayıda yayına sahip olduğunu gözlemekteyim. Hatta bu tür yapısı ve dili açısından Türkçe dilinde daha önce incelenmemiştir. Bu yüzden çalışmanın özellikle Türk akademi dünyasına katkıları olabilir. Son olarak çalışma diğer çalışmalarla karşılaştırıldığında oldukça çok sayıda metine sahip olduğu için genel olarak kitap incelemeleri ve derlem çalışmaları açısından da önem arz etmektedir.

2. YÖNTEM VE UYGULAMA

Bu çalışma için farklı ve çok çeşitli yazılardan oluşan genel derlemden ziyade sadece akademik kitap incelemelerini içeren özel bir derlem oluşturulmuştur. Bu özel derlemi oluşturmak için önceden belirlenmiş kıstaslar takip edilmiştir ve bu kıstaslar dikkate alınarak her bir kitap incelemesi derleme dahil edilmiştir. Bu kıstaslar: kitap incelemesinin hakemli bir akademik dergide yayınlanması, tek bir kitap hakkında olması, tek bir tarafından incelenmiş olması, aynı alanlardan olması, metnin ne çok uzun ne çok kısa olması, 1990-2015 tarihleri arasında yayınlanmış olması ve Türkçe kitap incelemeleri için yazarın ve derginin Türk olması, İngilizce kitap incelemeleri için ise yazarın ve derginin Amerika'dan olması şeklinde sıralanabilir.

Şunu belirtmek gerekir ki amaçlanan dergilerin bulunması Türkçe kitap incelemeleri için daha zor olmuştur çünkü birçok dergide kitap incelemesi bulunamamıştır. Gerekli dergileri bulmak için hedeflenen alanlarda uzman kişilerin yardımına başvurulmuştur. Aynı zamanda akademik veri tabanlarından faydalanılmıştır (ör. Jstor, Google Scholar, ULAKBIM). Kitap incelemesinin İngilizce karşılığı "book review" şeklindedir ancak Türkçe'de aynı amaçla bir çok terim kullanıldığı gözlenmiştir. "Kitap tanıtımı", kitap değerlendirme", "kitap eleştirisi", "yayın tanıtımı", "kitap incelemesi", "kitap inceleme ve değerlendirme", veya "kitap kritiği" sık kullanılan terimlerdendir. Uygun kitap tanıtımları bulundukıtan sonra ve kıstaslara uygunlukları kontrol edildikten sonra her bir metin bilgisayar programında kullanılacak şekilde düzenlemiştir ve yazarın soyadı_alan_tarih_cinsiyet şeklinde kodlanmıştır (walter_es_99_m). Bütün metinler düzenlendikten sonra programa yüklenmiş ve analizleri yapılmıştır. (Bütün kitap incelemeri Ek A ve Ek B de bulunmaktadır). (TKİD:Türkçe Kitap İncelemeleri Derlemi; İKİD: İngilizce Kitap İncelemeleri Derlemi)

Tablo 1. TKİD ve İKİD hakkında bilgi

	İKİD	TEKİD	Toplam
# Kitap İnceleme	194	191	385
# Disiplinler	10	10	-
# Dergiler	127	84	211
# Kelime	280,224	283,208	563,432

Çalışmanın analizlerini yapmak için UAM derlem analiz aracı kullanılmıştır. UAM birçok özelliğinin yanında metin etiketlemesi yapma ve istatistik olarak inceleme yapılmasını sağlayan bir yazılımdır. Yazılım kullanıcın yeni inceleme şemaları oluşturmasına ve istediği zaman bu şemalarda değişiklik yapmasına izin vermektedir. UAM derlem aracı aynı zamanda içerisinde önceden oluşturulmuş olan "Appraisal System" şemasına sahiptir ve bu çalışmanın 3. basamağı için bu hazır şemada faydalanılmıştır. Ancak çalışmanın ilk basamağı olan sözbilimsel hareket ve adımların bulunmasında ve 2. Basamağı olan olumlu, olumsuz eleştirilerin bulunmasında kullanılan şemalar araştırmacı tarafında yine bu derlem inceleme yazılımda oluşturulmuştur.

1. Sözbilimsel hareket ve adımların bulunması

Bu çalışmanın ilk basamağı olan kitap incelemelerinde bulunan sözbilimsel hareket ve adımların bulunması genel olarak Swales (1990) ve Bhatia (1993)'ün çalışmalarına dayanmaktadır. Ancak özellikle kitap incelemeri türünde yapılan hareket ve adımların bulunması Motta Roth (1995)'un çalışmasına dayanmaktadır. Bu çalışmasında Motta-Roth, Kimya, Ekonomi ve Dilbilimi alanlarından derlemiş olduğu 180 kitap incelemesini incelemiş ve genel bir hareket şeması ortaya çıkarmıştır. Bu şema sonraki birçok çalışmada da model olarak kullanılmıştır ve bulunan adımların ve hareketlerin geçerliliği Carvalho (2001), Nicolaisen (2002a), ve Suarez and Moreno (2008) tarafından yapılan çalışmalarda da doğrulanmıştır. Bu modeli temel alarak yapılan incelemenin sonuçları bir sonraki araştırma bulguları bölümünde detaylı şekilde anlatılmaktadır.

UAM derlem programında her bir metin sahip olduğu hareket ve adımlar açısından tek tek incelenmiştir ve inceleme esnasında ortaya çıkan her bir adım var olan şemaya eklenmiştir. Şema her güncellendiğinde her bir metin tekrar incelenmiştir, böylece döngüsel bir analiz yapılmıştır. UAM derlem programında metinler etiketlenip adımlar bulunduktan sonra program içerisinde nasıl kodlandığının bir örneği aşağıdaki şekilde görülmektedir.

```xml
<segment state="active" features="rhetorical_moves;m2-introducing-the-book;defining-the-general-topic-of-the-book" id="1">Stephen Webb has described Taking Religion to School as the record of his own "quest for integrity in the classroom" (p. 13)—that is, a way of integrating faith and reason, religious life and professional development.</segment><segment state="active" features="rhetorical_moves;m2-introducing-the-book;inf-author" id="2">An associate professor of religion and philosophy at Wabash college, Webb is also a committed christian who has written a strong argument for "teaching religion religiously."</segment><segment state="active" features="rhetorical_moves;m2-introducing-the-book;inf-content" id="3">His thesis is three-^ fold. "First, the teaching of religion is a religious activity. . . . Second, if teaching religion is a kind of religious activity, then it is of the utmost importance that teachers think through the intersection of theory S and practice, reason and faith in their own lives. . . . Third, if teaching religion is a religious activity, high schools, colleges and universities need to give more scope for religious voices in the classroom and among religion faculty members" (pp. 15-16).</segment><segment state="active" features="rhetorical_moves;m4b-providing-general-evaluation;not-chapter-by-chapter-but-general" id="4">Webb begins with an autobiographical narrative. Growing up in a conservative, evangelical church community and attending public schools, he learned early to compartmentalize. Religion and religious voices were excluded from education. In college and graduate school, he pursued the intellectual study of religion, but his faith floundered.[…].</segment><segment state="active" features="rhetorical_moves;m5-closing;definitely-recommending-the-book" id="5">In a time when people of faith, educators, and even government officials are engaged in renewed conversations about the intersection of religion and education in our nation's classrooms and the public square, Taking Religion to School has an important contribution to make and is well worth reading.</segment>
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2. Olumlu ve olumsuz eleştirilerin analizi

Çalışmanın ikinci basamağı kitap incelemelerinde bulunan olumlu ve olumsuz eleştirilerin bulunması ve bu eleştirilerin yapısal ve işlevsel olarak incelenmesidir. Çalışmanın bu kısmında kullanılabilecek bir model olmadığı için, UAM programında her bir metin tek tek incelenerek yeni bir model ortaya çıkarılmıştır. Bu yeni model hakkında detaylı bilgi bir sonraki kısımda sağlanacaktır.

Olumlu ve olumsuz eleştirilerin incelemesinde Suarez (2006)'nın kullandığı yönten ve açıklama kullanılmıştır. Buna göre eleştirel her bir yapı dilbilgisel olarak bütünlük oluşturan yapılardan daha ziyade anlam olarak içerisinde kitabın bir yönünün eleştirildiği eleştirel birimler olarak tanımlanmıştır. Örneğin aşağıda bulunan alıntıda görüldüğü gibi altı çizili ilk kısım bir eleştirel birimi, diğer kısım ise başka bir eleştirel birimi göstermektedir. Ayrıca bu eleştirel yapıların ilki olumsuz ve ikincisi ise olumludur.

> <u>Tercümesindeki küçük hata ve eksikliklere rağmen</u> Gutas'ın bu kitabı, sadece tercüme hareketi veya İslâm felsefesiyle ilgilenenlerin değil, İslâm düşünce ve medeniyetinin oluşumunu anlamak isteyen <u>herkesin okuması gereken, vazgeçilmez bir eser niteliğindedir</u>. (t_kaya-cun_ph) [negative+positive]

Diğer bir örnek ise bir İngilizce kitap incelemesinden alınmıştır. Aşağıda görüldüğü gibi altı çizili üç farklı eleştirel yapıyı göstermektedir. İlki olumsuz diğer ikisi ise olumludur.

> <u>Despite the failure to adequately establish his pet problem</u>, Tamanaha's ideas for reform are <u>sensible</u> and <u>would address some of his concerns</u> (e_burk law) [negative+positive]

3. Değer Biçme İfadelerinin Bulunması ve Karşılaştırılması

Çalışmanın 3. ve son basamağında İngilizce ve Türkçe kitap incelemeleri Martin ve White (2000)' in Değer Biçme Sisteminde bulunan 3 değer biçme ifade türünde açısından (*tutum*, *metinle bütünleşme* ve *derecelendirme* (Eng. *attitude*, *engagement* and *graduation*, respectively) karşılaştırılmış ve incelenmiştir. UAM derlem inceleme programı yardımıyla yapılan değer biçme ifadelerinin etiketlenmesi aşağıdaki şekilde gösterilmektedir.

[…] In Single Subject Research Methodology in Behavioral Sciences, David Gast has produced exactly the kind of textbook that is needed to nurture our future genera- tions of applied researchers. Gast, of course, is not the

only author to have delivered substantial texts on single-case designs, and, in fact, this is not his first. His 1984 volume with James Tawney has long been considered an especially authoritative treatment of single-case designs for the field of special education. There are a number of other classic texts as well as an assortment of new entries in the catalog of books on single-case method- ologies (e.g., Bailey & Burch, 2002; Barlow, Nock, & Hersen, 2009; Kazdin, 2010; Kennedy, 2005; O'Neill, McDonnell, Billingsley, & Jenson, 2010; Yoder & Symons, 2010). Gast's contribution, however, is distinctive in several ways. The book was written for graduate students, and althoughthe author indicates that the text also is intended for scientist- practitioners and faculty members, the orientation clearly is directed at graduate students preparing for careers in applied research. In addition, it should be noted that Gast is not the only contributor. Of the 14 chapters, 9 have coauthors, and 2 additional chapters were written by authors other than Gast. Still, the volume was fully conceived and developed by David Gast, and, unlike many edited collections, this volume retains all of the stylistic consistency that is charac- teristic of a single-author textbook. The book may be seen as being composed of three main sections. In the first four chapters, authors provide essential contextual information related to the endeavor of applied research. We see the content of these chapters as absolutelyvital for the aspiring researcher. In chapter 1, Gast provides a big-picture view of research, including the different kinds of designs and approaches that can be used to answer differ- ent types of questions.

Figure 1. UAM'den Örnek etiketleme (e_Dunlop_med)

Çalışmanın diğer iki basamağında olduğu gibi bu aşamada da her bir metin sahip oldukları değer biçme ifadeleri için tek tek incelenmiştir. Ancak diğer iki basamaktan farklı olarak UAM derlem programında kullanılacak olan model mevcut olduğundan, bu mevcut model kullanılarak metinlerin etiketlenmesi yapılmıştır.

3. ARAŞTIRMA BULGULARI

Bu bölümde, analizler neticesinde çıkan sonuçlar çalışmanın her bir basamağı için detaylı şekilde anlatılmaktadır. İlk olarak kitap incelemesi derleminde bulunan hareket ve adımlar anlatılacaktır. Daha sonra olumlu ve olumsuz eleştirilerin yapıları ve dağılımları açıklanacaktır. En sonda ise her iki dilde de bulunan değer biçme ifadeleri tartışılacaktır.

i) sözbilimsel hareket ve adımların belirlenlenmesi ve kitap incelemelerinin yapısal özelliklerinin analizi

Derlemde bulunan kitap değerlendirmelerinin hareket ve adımlarının incelenmesi sonucunda beş ana adım bulunmuştur. Bunlar m1:amaç, m2:kitabı tanıtma, m3:kitabın ana hatlarını belirtme, m4a:detaylı değerlendirme, m4b: genel değerlendirme, ve m5:kapanış şeklindedir. Motta-Roth (1995)'in modelinden ayıran en belirgin farklılık m1 ve m4 tür. Aşağıda her bir hareket için örnek verilmiştir.

(1) Aşağıda, önce ("KİTAP") kitabın ana çizgilerini ortaya koyacağım. Sonra ("KVRAM"), PaSunakis'in geliştirdiği tüze görüşünü özetlemeye çalışacağım. Son olarak da ("DEGERLENDiRME"), bu yaklaşımda benim gördüğüm eksik ve yanlışları belirteceğim. (t_eroglu2_law) (m1)

(2) Türkiye Türkçesinde söz dizimi üzerine birçok yayının yapıldığını görüyoruz. Bunların önemlilerini yayınlandıkları tarihe göre söyle sıralayabiliriz:…Bunlara 2009 yılının Eylül ayında Günay Karaağaç'ın "Türkçenin Söz Dizimi" adlı eseri de eklendi.(t_kucuk_ln) (m2)

(3) Yörükoğlu'nun bu kitabı iki temel bölümden oluşmaktadır; birinci bölüm, bağlanma kavramı ve süreci üzerinde dururken, ikinci bölümde bağlanma ile ilişkili faktörler ve ilgili çalışmalara yer verilmiştir. (t_ancel_med) (m3)

(4) Kitaba dair değerlendirmeler, Sözleşme sisteminin temel yapı taşını oluşturan ve kriz döneminde tartışmaya açılan ve daha belirgin hale gelen sistemin ontolojik işlevi <u>üzerinde duran makaleler üzerinden yapılacaktır</u>. (t_deger_law) (m4a)

(5) Kitap konu hakkında doyurucu bilgiler içermektedir. Konu ile ilgili çalışma yapmak isteyen araştırmacılara kaynak olabilecek niteliktedir. Hacim ve boyut olarak olup rahatlıkla okunacak bir formattadır. Kâğıt baskısı ve yazım olarak keyifli bir okuma sunmaktadır. <u>Ancak, sonraki baskılar için kitapta yer alan harita ve fotoğrafların renkli olmasının okuyucunun içeriği anlamlandırmasına daha çok katkı sağlayacağı değerlendirilmektedir</u>. (t_ozfidan_soc) (m5)

M1 yani kitap eleştirmeninin amacını belirttiği bir adım daha önce ortaya çıkan modelde bulunmamaktadır ancak bu çalışmada vardır. Ayrıca m4 yani kitabın asıl değerlendirildiği kısım iki farklı şekildedir. M4a da kitabın her bir bölümü (ya da hepsi değil ama bazı bölümleri) detaylı bir şekilde incelenmiştir. Ancak m4b de kitap genel olarak değerlendirilmiştir, bölümlere atıfta bulunulmamıştır. Ayrıca bu 5 ana hareketin toplam 23 tane alt fonksiyonları tespit edilmiştir.

Türkçe ve İngilizce dilleri karşılaştırıldığında bu adımlar ve alt fonksiyonlar açısından bazı farklılıklar bulunmuştur. Örneğin Türkçe kitap değerlendirmelerinin daha çok kitap bölümleri üzerinden yapıldığı ancak İngilizce kitap incelemelerinin genel değerlendirmeye daha çok yer verdiği gözlenmiştir. Aynı zamanda m3 yani kitabın ana hatlarını ortaya çıkarma Türkçe kitap incelemelerinde daha çok bulunmuştur.

Disiplinler arası karşılaştırma yapıldığında ise sağlık bilimleri ve eğitim bilimleri alanlarının daha tanıtma seviyesinde kaldığı ancak felsefe, hukuk, sosyoloji gibi alanlarda ise tanıtmadan çok değerlendirmeye önem verildiği gözlenmiştir.

ii) olumlu ve olumsuz eleştirel yapıların, bu yapıların çeşitlerinin, işlevlerinin ve eleştirilerin kitabın hangi yönü üzerinde olduğunun belirlenmesi

Çalışmanın ikinci basamağında kitap değerlendirmelerinde bulunan eleştirel yapılar incelenmiş ve Türkçe kitap değerlendirmelerinde toplam 1,866 ve İngilizce kitap değerlendirmelerinde 2,518 eleştirel yapı belirlenmiştir. Aşağıdaki tablodan da

görüldüğü üzere, olumlu eleştiriler her iki dilde de olumsuzdan daha fazladır. Aynı zamanda İngilizce kitap değerlendirmeleri daha çok olumlu ve olumsuz eleştirel yapılara sahiptir.

Tablo 2. Olumlu ve olumsuz eleştirilerin dağılımı

	Türkçe		İngilizce			
Özellik	n	%	n	%	ChiSqu	Signif.
olumsuz	604	32.37%	911	36.18%	6.882	+++
olumlu	1257	67.36%	1607	63.82%	5.939	+++
eleştiri yok	5	0.27%	0	0.00%	6.755	+++

Her ne kadar iki dil arasında bir denge varmış gibi gözükse de aslında detaylı inceleme yapıldığında çok önemli farklılıklar bulunmuştur. Örneğin, 191 Türkçe metinden 132 tanesinde olumsuz eleştiri hiç yer almamaktadır. İngilizce derlemde ise bu sayı sadece 26'dır. Bu, bize şunu göstermektedir ki Türk eleştirmenler olumsuz eleştiriden kaçınmaktadırlar. 6 kitap değerlendirmesinde ise ne olumlu ne olumsuz eleştiri bulunmuştur.

Analizler sonucunda eleştirilerin yapıları ve işlevlerini gösteren bir model ortaya çıkmıştır. Bu model aşağıdaki tabloda görülebilir.

Tablo 2. Bal'ın Eleştirel Yapı Türleri Modeli

Eleştirel Yapı Türü	Alt-türler
1. Olumlu Eleştirel Yapı Türleri	
	1.1 sadece olumlu
	1.2 olumlu + olumlu
	1.3 olumsuz + olumlu
	1.4 olumlu + neden
	1.5 neden + olumlu
	1.6 olumlu + örnek
	1.7 olumlu –başka kaynaklarla karşılaştırma
	1.8 olumlu – atıfta bulunma
	1.9 olumlu – yazarla hem fikir olma
	1.10 olumlu – yazarla empati kurma
	1.11 olumlu – tebrik
	1.12 olumlu – dilek
	1.13 olumlu – teşekkür

Table 2. "Devam" Bal'ın Eleştirel Yapı Türleri Modeli

2. Olumsuz Eleştiri Yapı Türleri
2.1 sadece olumsuz
2.2 olumsuz + olumsuz
2.3 olumlu + olumsuz
2.4 olumsuz + neden
2.5 neden + olumsuz
2.6 olumsuz + örnek
2.7 olumsuz soru şeklinde
2.8 olumsuz -çürütme
2.9 olumsuz –yazara katılmama
2.10 olumsuz-öneri
2.10.1 eksik veya hata üzerine öneri
2.10.2 yalın öneri
2.10.3 başka kaynaklar önerme
2.11 parantez içinde olumsuz

Her iki dil bu özellikler açısından karşılaştırıldığında farklı kültürlerin eleştirileri farklı şekillerde sağladıkları ortaya çıkmaktadır. En önemli ve üzerinde durulması gereken fark şudur ki İngilizce eleştirilerde özellikle olumsuz bir eleştiri yaparken, bu olumsuz eleştiri olumlu bir eleştiri ile birlikte sunuluyor. Bu da demek oluyor ki, olumsuz eleştiri direk verilmiyor, aksine yumuşatılarak, daha kibar bir şekilde veriliyor. Ayrıca gözlemlenen diğer bir farklılık Türkçe kitap değerlendirmelerinde teşekkür etme, tebrik etme ya da dilekte bulunma gibi daha öznel yapıların bulunmasıdır.

Çalışmanın bu kısmının bir diğer amacı eleştirilerin ne üzerine olduğunun bulunmasıydı. Bu yüzden bulunan her bir eleştirel yapı bu kez hangi özellik üzerinde durulduğunu bulmak için tekrar incelenmiştir. Bu inceleme sonunda 6 genel konu bulunmuştur. Bunlar; içerik, stil, metin, yazar, basımla ilgili konular, ve genel olarak kitap şeklindedir. Bu açıdan iki dil arasında bulunan en önemli farklardan birisi İngilizce kitap eleştirilerinin daha çok içerik, stil, ve yazar hakkında olduğudur. Türkçe kitap eleştirileri ise metinsel özellikler de büyük önem taşımaktadır. Önceki çalışmalardan farklı olarak bu kısımda yazar hakkında yapılan eleştirilerin 7 alt başlıkta gruplandığı gözlemlenmiştir. Bunlar; yazarın geçmiş deneyimleri/nitelikleri, yazma stili, kaynak kullanımı, yazarın düşünceleri,

performansı, kişisel özellikleri ve verdiği bilgiler şeklindedir. Bu açıdan iki dil arasında bulunan en önemli fark İngilizcedeki yazar eleştirilerinin daha çok verdiği bilgi, yazma stili ve performansı ile ilgi iken Türkçe'de ayrıca yazarın nitelikleri ve kaynak kullanımı da vurgulanmıştır.

Eleştiriler disiplinlerde karşılaştırıldığında Edebiyat, Sosyoloji, ve Eğitim Bilimleri her iki dilde de en az eleştiriye sahip olan alanlar olarak tespit edilmiştir. Benzer olarak, Hukuk, Felsefe ve Siyaset Bilimleri ise en fazla eleştiriye sahip olan alanlardır. Bu iki bulgu bize disiplin tabanlı farklılıkların her iki dilde de görüldüğünü gösteriyor ve bazı genellemeler yapılmasını olası kılıyor.

Olumlu ve olumsuz eleştirilerin adımlara dağılımları incelendiğinde, genel anlamda her iki dilde de benzer bir dağılım olduğu bulunmuştur. Yani eleştiriler daha çok m4'te toplanmaktadır. Gözlemlenen önemli bir fak şudur ki Türk kitap eleştirmenleri eleştirilerini daha çok olumlu şekilde bitirmektedirler.

iii) bireyler arası anlamın nasıl inşa edildiğini anlamak amacıyla değer biçme ifadelerinin incelenmesi

Daha önce belirtildiği gibi değer biçme ifadeleri 3 ana gruba ayrılmaktadır. Bunlar *tutum*, *metinle bütünleşme* ve *derecelendirme* (İng. sırasıyla *attitude*, *engagement and graduation*,) şeklindedir. Aşağıdaki tabloda görüldüğü üzere İngilizce kitap değerlendirmelerinde daha fazla tutum içeren ifadeler görmek mümkündür. Bu da demek oluyor ki yazarların kendi düşüncelerine daha çok yer veriliyor. Metinle bütünleşmede istatiksel olarak fark gözlenmemektedir ancak derecelendirme ifadelerinin Türkçe'de daha çok görüldüğü saptanmıştır.

Tablo 3. Değer Biçme İfadelerinin Dağılımı

Feature	Türkçe		İngilizce			
	n	%	n	%	ChiSqu	Signif.
Tutum	1.299	42.04%	1.989	57.34%	152.979	+++
Metinle Bütünleşme	807	26.12%	939	27.07%	0.758	
Derecelendirme	984	31.84%	541	15.60%	241.820	+++

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Tutum kendi içerisinde gruplara ayrılmaktadır. Bunlar *duygu, yargı* ve *takdir* şeklindedir. Duygu eleştirmenin kitap hakkında ne tür duygulara sahip olduğunu gösterir. Yargı yazar hakkındaki yorumlardan oluşmaktadır. Takdir ise eleştirmenin kitaba verdiği tepki, kitabın bütünselliği ile ilgili düşünceler ve kitabın kattığı/katmadığı değerler olarak düşünülmelidir. Aşağıdaki tabloda görüldüğü üzere iki derlem arasındaki en önemli fark 3. grupta olmuştur. Yani İngilizce kitap eleştirilerinde kitap hakkındaki tepki, bütünselliği ile ilgili fikirler ya da kitabın topluma, okuyuculara nasıl katkı sağlayıp sağlayamayacağı hakkında daha çok ifade vardır. Kitap eleştirisi yazmanın amaçları düşünüldüğünde bu bahsedilen özelliklerin bir kitap değerlendirilmesinde bulunması gerekmektedir.

Tabl0 4. Duygu-Yargı ve Takdir'in Dağılımı

	Türkçe		İngilizce			
Özellik	n	%	n	%	ChiSqu	Signif.
Duygu	86	2.78%	126	3.63%	3.766	+
Yargı	210	6.80%	201	5.79%	2.793	+
Takdir	1003	32.46%	1662	47.91%	161.731	+++

Metinle Bütünleşme (Engagement) olan 2.grup daha çok eleştirmenin alternatif görüşlere, seslere ne kadar açık ve kapalı olduğuyla ilgilidir. Yani eleştirmen eleştirilerinde kesin cümleler mi kurar yoksa başka seçeneklerin de olabileceğini mi belirtir sorusuna cevap bulmamızı sağlar. Bu açıdan incelendiğinde iki dil arasındaki en büyük farkın İngilizce eleştirilerde yazarların eleştirilerini çeşitli tekniklerle yumuşattığı, yani söylediklerinin aksine başka alternatiflerde olabileceğini bir şekilde belirttikleri gözlemlenmiştir. Bu yüzden özellikle "hedging devices" denilen yumuşatma araçlarının daha çok kullanıldığı ortaya çıkmıştır. Bu araçlar her iki dilde de tespit edilmiş olup aşağıdaki tabloda görüldüğü gibidir.

Tablo 5. Yumuşatma İfadeleri

English	Turkish
appear	anlaşılan o ki
by my count	bahsedilebilir
I found	beklenebilir
I suspect that	belki/ belki de
I think	bizce
I would argue	bulmaya çalışacağız
if [5]	değerlendirilebilir
in my judgment	düşünülebilir
in my opinion	düşünülmektedir
in my perspective	düşünüyorum
in my view	düşünüyoruz
it seems to me	eğer… -saydı
likely	en azından ben böyle düşünmüştüm
may be	fazla görülmemelidir
modals (may, will, can, could, should, might,	gibi gözükmektedir
would, would have, could have)	görülebilir
one might	görülmektedir
perhaps	ifade edilebilir
possible	kanaatimizce/kanaatindeyiz
possibly	kanımca/kanısındayım/kanısındayız
probably	kendi adıma
seem	mümkün olduğunca
seemingly	mümkündür
seems	olsa gerek
to me	sağlayacak nitelikte
to my eyes	sanırım/sanıyorum
to my knowledge	sanmıyoruz
to my mind	söylemek mümkündür
whether	söylenebilir/söyleyebiliriz
	şüphe bulunmamaktadır
	tabiri caiz ise

Özellikle Türkçe için bu araçları bulmuş olmak ileride bu konuda çalışma yapacaklar için faydalı olabilecektir.

Son grup olan *derecelendirme (graduation)* bahsettiğimiz şeyi kullandığımız ifadelerle daha güçlü ya da daha zayıf hale getirmekle ilgilidir. Mesela "oldukça

önemli" ifadesindeki "oldukça" kelimesi vurguyu arttırır ve "önemli" ifadesini daha da güçlendirir. Çalışmanın sonucundan bulunmuştur ki Türk eleştirmenler kitap özetlerinde özellikle vurguyu arttıran bu ifadelerden çok kez faydalanmışlardır.

4. SONUÇ

Kitap incelemelerine hem makro hem de mikro özellikleri açısından bakan bu çalışma İngilizce ve Türkçe dillerini karşılaştırarak hem yapısal hem eleştirel dil hem de değer verme kaynakları açısından benzerlikleri ve farklılıkları sunmaktadır. Çalışmanın sonuçları göstermektedir ki genel anlamda kitap inceleme kendine has özellikleri olan bir akademik yazı türüdür. Belirli adımlardan oluşan yapısı ve dinamik alt yapıları vardır. Eleştirel dil açısından ise kitap değerlendirmeleri doğaları gereği hem olumlu hem de olumsuz eleştiriye sahip olmak durumundadırlar ancak bu çalışma göstermektedir ki Türkçe kitap değerlendirmelerinde olumsuz eleştiriden kaçınılmaktadır. Çalışma ayrıca eleştirilerin yapısal açıdan incelenmesi ile özellikle olumsuz eleştiride bulunurken kültürel bazı farklarının olduğunu göstermektedir. Örneğin İngilizce kitap değerlendirmelerinde olumlu ve olumsuz eleştiriler birlikte verilmektedirler. Ancak Türkçe'de durum aynı değildir, hem olumsuz eleştiri çok azdır hem de eleştirilerin yapısı daha doğrudandır ve eleştiriler zaman zaman daha kaba olabilmektedir. Hatta bazı kitap incelemelerinde hakeret diye adlandırılabilicek eleştiriler saptanmıştır.

Bütün bu bulgular bir araya getirildiğinde, sonuç olarak şu söylenebilir ki, bu çalışma özellikle akademik bir yazı türü olan ve önemi her gün artmakta olan kitap değerlendirmesi yazı türü hakkında kültürel, karşılaştırmalı sonuçlar göstermektedir. Çalışma bu yazı türünün yapısını ve dilini daha iyi anlayıp anlatmakta katkı sağlayabilir. Özellikle daha önce bulunmayan, bu çalışmada ortaya çıkan olumlu ve olumsuz eleştirilerin yapısal/işlevsel özelliklerini sınıflandırmaya yardımcı olabilecek modelin daha sonra yapılacak çalışmalarda eleştirilerin farklı kültürlerde nasıl yapıldığını araştırmada ve özellikle olumsuz eleştirilerin daha iyi nasıl yazılabileceği konusuna ışık tutabilir.

Appendix H: Curriculum Vitae

PERSONAL INFORMATION

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EDUCATION

PhD Degree, Middle East Technical University Foreign Language Education	Ankara,Turkey 2011-2015
M.A. Degree, Georgia State University Applied Linguistics and ESL	GA, USA 2009- 2011
B.A. Degree, Middle East Technical University Foreign Language Education	Ankara, Turkey 2003-2007
B.A. Minor Degree, Middle East Technical University Sociology	Ankara, Turkey 2005-2007

WORK EXPERIENCE

Year	Place	Enrollment
2008-Present	Amasya University	English Instructor
2007-2008	Solgarden, Denmark	English Language Assistant (Comenius)

PUBLICATIONS

Baş, M., & Bal-Gezegin, B. (2015). Teachers as patience stones: a metaphor analysis of students' conceptualizations of EFL teachers in Turkey. *Journal of Foreign Language Teaching and Applied Linguistics*, *1*(3). İSSN 2303-5528 (İn Press)

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Bal-Gezegin, B. (2015)*.* Feedback in L2 Writing: Voices from Native and Non-Native English Speaking Teachers. Paper Presented at Globelt Conference 16-19 April 2015, Antalya, Turkey

Baş, M., & Bal-Gezegin, B. (2015). Language Learning as Losing Weight: Analysing Students' Metaphorical Perceptions of English Learning. Paper Presented at Globelt Conference 16-19 April 2015, Antalya, Turkey

Bal-Gezegin, B. (2014). An Investigation of using video vs. audio for teaching vocabulary. Paper presented at 3rd Cyprus International *Conference* on Educational Research, CYICER, Cyprus.

Bal-Gezegin, B. (2012). How do we say No in Turkish?: A Corpus-based Analysis of Hayir and Cik in Turkish. Paper presented at 16th International Conference on Turkish Linguistics, Ankara, Turkey

Bal-Gezegin, B. (2012) Native or nonnative teacher of English: that is the question! Paper presented at ELF5 The Fifth International Conference of English as a Lingua Franca May 24-26, 2012 - Boğaziçi University, İstanbul

Friginal, E., Bal, B., Serrano, F. B., & Randall, B. (2010, October). *Designing Corpus-Based Lessons in ESL: The Use of Concordancers*. Paper presented at the Georgia TESOL Conference, Atlanta, Georgia, ABD

Bal, B. (2010, October). *Analysis of Speech Acts in an EFL Textbook.* Poster presented at the Georgia TESOL Conference, Atlanta, Georgia, ABD

Bal, B. & Randall, B. (2010, September). *A Content Analysis of Online Posts by Non-native Students*. Paper presented at the SETESOL Conference, Miami, Florida, ABD

Bal, B. & Randall, B. (2010, September). *Corpus as a Second Language Writing Tool.* Paper presented at the SETESOL Conference, Miami, Florida, ABD

CONFERENCES ATTENDED

2nd International Conference on Language Education, Sabanci University, *Eclipsing Expectations*, 2-4 June, 2011, İstanbul, Türkiye

GATESOL (Georgia TESOL), *Beyond Borders Teaching, Learning and Reaching*. 8-9 October, 2010, Atlanta, Georgia, ABD

SETESOL (Southeast TESOL), *New Destinations, New Directions.* 22-25 September, 2010, Miami, Florida, ABD

6th Intercultural Rhetoric and Discourse, *Critical Discourse Analysis and Corpus-based Approaches to Research on İntercultural Rhetoric.* 12-13 June, 2010, Atlanta, Georgia, ABD

AAAL Conference (American Association for Applied Linguistics), 6-8 March 2010, Atlanta, Georgia, ABD

6th TALGS (TESOL and Applied Linguistics Graduate Students), 20-21 February, 2010, Greenville, North Carolina, ABD

FOREIGN LANGUAGES

Advanced English, Basic German

SCHOLARSHIPS and AWARDS

Tübitak International Scientific Meetings Grant Programme, 2014, TÜBİTAK

Tübitak Graduate (PhD) Scholarship, 2012, TÜBİTAK

Professional Development Award, 2010, Sunshine State TESOL

Fulbright Master's Grant, 2010, FULBRIGHT

TRAININGS

UCREL Summer School in Corpus Linguistics 2014, University of Lancaster, UK,
15 -18 July 2013.

COMPUTER SKILLS

Microsoft tools, SPSS, UAM Corpus Tool, Wordsmith, AntConc

Appendix I: Tez Fotokopisi İzin Formu

<u>**ENSTİTÜ**</u>

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamali Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

<u>**YAZARİN**</u>

Soyadi :

Adi   :

Bölümü :

<u>**TEZİN ADI**</u> (İngilizce) :

<u>**TEZİN TÜRÜ**</u> :   Yüksek Lisans ☐   Doktora ☐

Tezimin tamamindan kaynak gösterilmek şartiyla fotokopi alinabilir. ☐

Tezimin içindekiler sayfasi, özet, indeks sayfalarindan ve/veya bir bölümünden kaynak gösterilmek şartiyla fotokopi alinabilir. ☐

Tezimden bir bir (1) yil süreyle fotokopi alinamaz. ☐