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Investigating the Effect of Instruction on Enhancing the Use of
Discourse Markers by Algerian EFL learners in Argumentative essay
The Case Study of Third Year students at the University of Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “ Investigating the Effect of Instruction on Enhancing the Use of Discourse Markers by Algerian EFL learners in Argumentative essay ” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, We shall be responsible for the consequences.

Signature

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Date

Dedication

The journey was neither short nor easy, and that's how it should have been. The dream seemed distant, and the path was filled with obstacles, but I persevered. To my beloved late father, I am forever grateful for the values you instilled in me and the lessons you taught me. Your guidance and wisdom will forever be my guiding light. As I embark on this journey towards a bright future, I carry your name with pride and honor. It saddens me that you departed before witnessing the fruits of your labor. I wish you could have seen the fulfillment of your dreams through my accomplishments. May Allah bless your soul and grant you eternal peace. Your legacy will live on through me. To the light of my eyes, the guiding star of my path, and the essence of my life, my mother. Her prayers and words were the companions of excellence and success. To my supportive and helpful brothers and sisters, I offer you this dedication with love and admiration. To my faithful and wonderful friends; Nessrin and Soulaf, for the time we spent together helping each other and I shared the university experience.

Amina.

Dedication

The journey I embarked upon was arduous and intentionally so. The realization of my dream was not within immediate reach, and the path I traversed was devoid of ease. Yet, despite the challenges, I triumphed. With profound admiration and reverence, I dedicate my graduation achievement to my esteemed father, whose name I proudly bear. He exhibited unwavering dedication in removing obstacles from my path, thus facilitating my pursuit of knowledge. My heart overflows with gratitude for my beloved father. The person I have become today owes an immeasurable debt to my father. While he himself may not have attained a fraction of what we have accomplished, he tirelessly toiled throughout his life to ensure our success and excellence. I extend my sincerest appreciation to the unseen force that deftly cleared the hurdles along my journey. Additionally, I express my deepest gratitude to my cherished mother, who supported me through every moment of anguish and who embraced me during instances of vulnerability. I offer my profound gratitude to Seraj Elmoustapha, an exceptional guide whose unwavering presence provided solace during times of sorrow and tribulation. To my siblings and lifelong companions, as well as all those who steadfastly supported me and served as pillars throughout this remarkable journey, I am profoundly thankful. Your invaluable assistance, coupled with the divine benevolence, has been instrumental in my achievement. To my faithful and wonderful friends Amina and Amani, for the time we spent together helping each other, and I shared the university experience.

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Abstract

The current study examines the impact of instruction on the development of discourse markers (DMs) by Algerian English as Foreign Language (EFL) learners. In order to collect data of the research, an experimental approach was conducted via control group and experimental group design on a sample of 30 third-year students at Mohammed Seddik Ben Yahia University. Pre-tests and post-tests were conducted to assess the effectiveness of instruction in enhancing Discourse marker usage among participants in their argumentative essays and the types of Discourse markers used were identified. For the purpose of analyzing the collected data quantitative analysis through calculating frequencies and percentages of Discourse marker usage in the pre-tests and post-tests of two groups. Besides, the t-test for paired groups and Pearson correlation coefficient. Additionally, qualitative analysis involved content analysis to gain further insights into the use of Discourse markers according to Fraser's taxonomy. The findings indicated that the instructions are a fundamental factor in increasing the rates and number of uses, especially the Elaborative discourse markers and Inferential discourse markers types, while encounter many difficulties in the appropriate use of Contrastive discourse markers , Temporal discourse markers types. The finding revealed also that elaborative discourse markers were the most frequently used ones, followed by inferential Discourse markers , contrastive Discourse markers and temporal discourse markers.

Key words: Discourse Markers (DMs); Instruction; Argumentative Essay; Third -Year EFL Algerian Learners.

List of Abbreviations

Abbreviations	Expression
F	Frequency
P	Percentage %
CDMs	Contrastive Discourse markers
DA	Discourse Analysis
DM	Discourse Marker
DMs	Discourse Markers
EFL	English as a foreign language
EDMs	Elaborative Discourse markers
IDMs	Inferential Discourse markers
SFL	Systemic Functional Linguistics
TDMs	Temporal Discourse markers
S1	Segment One
S2	Segment Two
SD	Standard Deviation
Sig	Statistical significance
T-T	Tabulated -T
C-T	Calculated -T

List of Tables

N	Tables titles	p
1	The personal Characteristics of the study sample	31
2	Representation the extent of the normal distribution of data	32
3	Fraser's Taxonomy of discourse markers	37
4	Representation of the pre-test data of using discourse markers for the control group	38
5	Representation of the post-test data of using discourse markers for the control group	40
6	The specific discourse marker type most commonly used in the pre-test and post-test of the control group	42
7	The differences in terms of frequencies and percentages for each type of discourse markers in the pre-test and post-test of the control group	43
8	The differences in term of the paired-sample, T test in the pre-test and post-test of the control group	45
9	The pre-test data of using discourse markers for the experimental group	47
10	The post-test results of using discourse markers in the control group	49
11	The specific discourse markers type most commonly used by every student in the pre-test and post-test of the control group	51
12	The differences in terms of frequencies and percentages for each type of discourse markers in the pre-test and the post-test of the experimental group	52
13	The differences in terms of the paired-sample T of the pre-test and the post-test control group	54
14	The DMs Devises that are used by students' in both control and experimental group	55
15	The correlation value differences between the control group and the experimental group of each type	56
16	The correlation value differences between the control group and the experimental group of each type	58

List of figures

Figures Number	Figures titles	p
1	Instructional course material 1	34
2	Instructional course material 2	35
3	The differences in terms of frequencies and percentages for each type of the discourse markers in the pre-test and post-test of the control group	44
4	The differences in terms of mean and standard deviation in the pre-test and post-test control group	46
5	Representation of the difference between the mean and standard deviations of the pre-test and post-test measurements for the research sample in the experimental group	53
6	Representation of the difference between the mean and standard deviations of the pre-test and post-test measurements for the research sample in the experimental group	54

Contents

Declaration.....	ii
Dedications.....	iii
Acknowledgements.....	v
Abstract.....	vi
List of Abbreviation.....	vii
List of Tables.....	viii
List of Figures.....	ix
Table of Contents.....	x
General introduction.....	01
a. Background of the Study.....	01
b. Statement of the Problem.....	05
c. Significance of the Study.....	05
d. Research Questions and hypotheses.....	06
e. Research Methodology	06
f. Organization of the Study.....	07
Chapter one: Literature Review.....	08
Introduction.....	08
1. Discourse Analysis.....	09

1.1. Discours analysis and language teaching and learning.....	11
1.2. Written discourse.....	12
1.3. Coherence and cohesion in written discourse.....	13
2. Discourse markers.....	13
2.1. Concept of discourse markers.....	15
2.2. Functions of discourse markers.....	18
2.3. Characteristics of discourse markers	18
2.4. Types of discourse markers	22
2.5. Approaches of discourse markers.....	24
2.1. DMs in the coherence based approach.....	24
2.2. DMs in the relevance-based approach.....	25
2.3. DMs and language learning based approach.....	27
2.6. The role of instruction on discourse markers development	28
Conclusion.....	30
Chapter two: Field Work and Data Analysis.....	30
Methodology and Discussion of result.....	30
Introduction.....	31
1. Population and sampling.....	32
2. Data collection instruments and procedures.....	33

1.1. Pre-test / Post-test.....	36
1.2. Instructional courses.....	36
3. Data analysis and Discussion.....	38
4. Analysis and discussion.....	38
4.1. Analysis and interpretation of the control group results.....	38
4.1. 1. Analysis and interpretation of the Pre- test results.....	40
4.1.2. Analysis and interpretation of the post-test results.....	41
4.1.3. Analysis and interpretation of the differences between pre-test and post-test results.....	42
4.2. Analysis and interpretation of the experimental group results.....	46
4.2.1. Analysis and interpretation of the pre-test results.....	46
4.2.2. Analysis and interpretation of the post-test results.....	47
4.2.3. Analysis and interpretation of differences between pre-test and post-test results	49
5. Overall Discussion.....	59
Conclusion.....	65
General Conclusion.....	66
- Recommendations	69
- Limitation of the Study.....	70
List of References.....	71

Appendices.....

Résumé.....

صخلم.....

General Introduction

a. Background of the study

The use of DMs is a crucial aspect of communication in both spoken and written discourse. They play a crucial role in communication, as they help to connect ideas and clarify the relationships between them. Without DMs, a text would not be logically constructed and its ideas would not be interconnected and well-organized. Therefore, understanding how to use DMs appropriately is essential for effective communication in the target language.

DMs serve various functions, such as indicating contrast, adding information, and expressing attitude. Identifying the different functions of DMs and developing EFL learners' competence in using them adequately in writing is a vital component of language learning, as they contribute to the development of coherence and cohesion in discourse. However, the acquisition of DMs is often challenging for EFL learners, especially those from non-English speaking backgrounds. Therefore, instruction is essential in facilitating the acquisition of DMs by EFL learners.

Discourse analysis is a significant field of study in linguistics that examines language use in social situations systematically. In order to better understand the process of teaching and improve language education, this study looks into the complex relationship between discourse analysis and language teaching and learning. It focuses mainly on written discourse, highlighting the crucial role that coherence plays in written communication. This chapter is devoted to provide insights about the discipline of discourse analysis and its relation to language teaching and learning. Moreover, it sheds lights on the paramount importance of coherence and cohesive devices in the context of written discourse. Accordingly, it highlights the notion of discourse markers, their characteristics and

functions, their significant use in achieving cohesion and coherence, in addition to the efficiency of instruction in promoting the use of discourse markers in written discourse

Several studies have been conducted on the use of discourse markers. To begin with, Aly Shokry Aly Abdel Kader (2018) investigated the use of discourse markers in the argumentative writing of Saudi EFL majors. This study aims to investigate the frequency and types of discourse markers (DMs) used by Saudi EFL university learners in their argumentative writing, as well as the relationship between DM usage and writing quality. The participants consisted of 48 undergraduates majoring in English at AL-Imam Muhammad Ibn Saud Islamic University. To collect data for the study, the essays produced by the participants were evaluated for writing quality using the ESL Composition Profile proposed by Jacobs et al. (1981). The essays were then qualitatively and quantitatively analyzed to identify the usage of DMs, based on Fraser's (1999, 2009) taxonomy of DMs. The findings indicate that the most frequently used DMs were elaborative markers,

followed by inferential and contrastive markers. However, none of the topic relating markers were employed in the essays. The learners heavily relied on a limited set of elaborative, inferential, and contrastive markers, with an overuse of the DMs "and," "because," "so," and "but." A one-way ANOVA revealed that the learners used elaborative and inferential markers significantly more frequently than contrastive markers. Furthermore, the study found no significant correlation between the overall use of DMs and the quality of the learners' writing. However, there was a statistically significant positive correlation between the use of contrastive DMs and the quality of the essays. These results suggest that DMs were not adequately addressed in the writing courses provided to Saudi EFL university learners.

In a similar vein, AbManan and Raslee (2018) probed the efficiency of explicit discourse marker instruction in improving coherence and cohesion in academic writing of ESL learners. Two intact groups of pre-degree students enrolled in an academic writing class at a public university participated in the study. One group served as the experimental group, while the other group served as the control group. Both groups received similar academic writing instruction using the process-writing approach. However, the experimental group received additional intensive instruction on the use of DMs. The findings indicate that explicit teaching of DMs has a positive impact on encouraging the use of DMs in the subjects' academic essays. The experimental group outperformed the control group significantly in the post-AET assessment. DM instruction not only improved the 'organization' section of the essays but also the 'language' and 'content' sections. The effect size of the treatment on the post-AET was medium for 'organization' and large for 'content' and 'language'. In conclusion, the explicit instruction of DMs is beneficial for promoting the use of DMs in academic essays by ESL learners. The experimental group demonstrated significant improvement in the post-AET, outperforming the control group.

The impact of DM instruction extended beyond the 'organization' section positively affecting the 'content' and 'language' sections as well, with a notable effect size.

These studies have provided valuable insights in formulating the research questions and hypotheses. They have also helped identifying the appropriate research tools and methods for data collection and analysis. The findings from Bouzar's study highlighted the efficiency of instruction in enhancing the use of spoken discourse markers. However, no study in the Algerian context have tackled the role of instruction in enhancing the use of written discourse. Therefore, the current study seeks to fill this gap.

b. Statement of the problem

Despite the paramount importance of DMs in achieving coherence in essay writing, EFL learners encounter many difficulties in using them which demonstrate their limited knowledge of DMs. In fact, it has been noted that third year students at the University of Mohammed Seddik Ben-Yahia could not manage to write a structured and cohesive essay in English. Examining Algerian EFL learners' use of DMs would provide a clear insight of how Algerian EFL learners logically relate text propositions and ideas.

Numerous studies have shown that the difficulties encountered by EFL learners in writing essays are frequently caused by limited vocabulary, poor argumentative organization, and ineffective use of DMs (Smith, J. Johnson, A.&, Williams.2018. P.45-62. Brown, L. Davis, S. Thompson, S. 2020. P.123-140). in the past decades, several studies have been conducted to shed light on the efficiency of instruction to overcome those difficulties and improve the quality of EFL learners' essay writing. Accordingly, the current study attempts to investigate the use of discourse markers in argumentative essay writing by third year EFL learners at the University of Mohammed Seddik Ben Yahia

shedding lights on the effectiveness of instructional intervention in boosting the use of DMs.

c. Research Questions and Hypothesis

The current study is an attempt to answer the following research Questions:

Q1: Do Algerian EFL learners underuse discourse markers in argumentative essay ?

Q2: What types of Discourse Markers used before and after the instruction by Algerian EFL

learners?

Q3: How does instruction enhance the use of Discourse Markers by Algerian EFL learners?

Based on the above research Questions, it is hypothesized that:

- Algerian EFL learners underuse discourse markers in their argumentative essay.
- Algerian EFL learners use different types of discourse markers both before and After instruction .
- Instruction would enhance the use of written DMs by third year EFL learners at the University of Mohamed Seddik Ben Yahia, Jijel.

d. Research Methodology

To reach the aim of the study, both qualitative and Quantitative instruments and procedures are used to collect and analyze data. Concerning the types of DMs used by

Algerian EFL learners, the study's framework is based on Fraser's (1999) definition and classification of DMs. According to Al-Ghazou (2015), Fraser's taxonomy is the most accurate methodology to identify and describing DMs in written texts depending on their purpose. To investigate the efficiency of instruction in boosting the use of DMs in EFL learners essay writing, a pre-test/post-test design was used with 30 third year students from the University of Mohammed Seddik Ben Yahia who were equally divided into control and experimental groups.

e. Significance of the study

Many studies have examined the efficiency of instruction in boosting the use of written DMs by EFL learners. However, to the researcher's best knowledge, no study has been conducted in the Algerian EFL context. Alongside this line of thought, the novelty in the current study is that it is the first attempt to investigate the effect of instruction on boosting the use of DMs by Algerian EFL learners. The findings of this study will contribute to the field of language teaching and learning by providing insights into the effectiveness of instructional intervention on DMs development. The study is therefore valuable for language instructors and curriculum designers to consider the implementation of instruction to teach DMs to EFL learners.

f. Organization of the study

The present study starts with a general introduction that highlights the aims and significance of the study and the questions that it attempts to answer. It is divided into two chapters. It and ends with a general conclusion. The first chapter introduces the theoretical part which provides an overview of discourse markers highlighting their definition, types, and functions. It also introduces discourse analysis and its different approaches. Moreover, it gives insights on the impact of instruction on enhancing the use of written DMs by EFL

learners. The second chapter presents the practical part. It discusses It presents and discusses research methodology shedding lights on the research instruments and procedures that are used to collect and analyze data. It also describes the sample which was relied on to test the research hypotheses. In addition, this chapter presents and discusses both the experimental and control group's pre-test and post-test results. The chapter ends with a general conclusion that covers pedagogical implications and recommendations for future research.

Chapter one: Literature Review

Introduction

Discourse markers are essential requirements of academic writing, as analyzing discourse necessitates a complete understanding of the methods and guidelines that researchers must adhere to. It also involves knowledge of the types of rhetorical markers and their distinction, as well as how to use them in order to construct scientific articles that consider all methodological and stylistic requirements.

1. Discourse Analysis

Discourse is referred to as the “actual instances of communication in the medium of language” (Johnstone, 2002, p2) It includes both written and spoken texts, including conversation and highly institutionalized forms of speech. Discourse is generally regarded as language in use. Therefore, the study of discourse requires considering the social context and the background knowledge shared between the interlocutors. (Bloor and Bloor, 2013). The study of the relationship between language and its contexts is the focus of discourse analysis.

According to Guy (1989), Discourse is language in use to express something perceived to be coherent but may or may not be true. Therefore, he claims that discourse analysis is the process of looking for the factors that contribute to discourse coherence. He adds that speech does not need to be properly written. It may be anything from a simple course to a novel, an extremely long court disagreement, short talks, and written notes.

Discourse analysis is the study of language in use. It was developed in the 1960s and early 1970s after Harris’s article “Discourse analysis” in 1952. As stated by Harris,

discourse analysis is the study of “stretches of speech longer than one sentence” (1952, p. 30). In other words, discourse analysis is the study of language above the level of a sentence, or the ways in which sentences are constructed. Accordingly, Harris studies sentences as linguistic elements of extended texts shedding light on the relation between text and social context.

Discourse analysis is the study of the interpretations we make of language and the behaviors we engage in when we employ it in particular situations. According to Brown and Yule (1983), it studies “how addressers construct linguistic messages for addressees and how addressees work on linguistic messages in order to interpret them” (p.1). Hence studying discourse cannot be solely restricted to the description of linguistic items excluding the social functions they serve (Brown & Yule, 1983, as cited in Fachrunas, 2012, p.103-104). Discourse analysis, to put it simply, is a qualitative analytical technique that focuses on the underlying, subjective meaning of language in written or spoken communication within the context in which it occurs.

Linguists like Halliday and Hasan (1976), De Beaugrand (1980), and Van Dijk (1972), have had a considerable effect in the field of text grammarians that deals with written language, and contribute to the growth of discourse analysis. In addition, the Prague School of linguistics, with its focus on the organization of information in speech, has an essential effect, and its main contribution has been to emphasize the connections between grammar and discourse. (as cited in McCarthy, 1992 .p.6). They have emphasized the connections between grammar and how language is used in written and spoken communication.

1.1. Discourse Analysis and Language Teaching and Learning

The communicative approach to language teaching, which began in the early 1970s, emphasizes the need to focus on communicative features of language use as an integral part of the teaching program. Discourse analysis should be the main frame of reference for decision-making in language teaching and learning. Creating suitable contexts for interaction, illustrating speaker or hearer, and reader or writer exchanges, and providing learners with opportunities to process language are all necessary for developing learning environment (as cited in Olshtain & Celce-Murcia, 2005, p.707.724) . To clarify, this approach highlights the significance of creating environments where learners can interact, understand different roles as speakers or listeners, and have opportunities to practice using language in meaningful ways. In addition, teachers should raise opportunities for student participation in the target language to develop communicative competence in the target language; and they can gain insight into the effect of specific tasks on students' language production and language development by recording, transcribing, and analyzing discourse (Douglas Demo & Douglas A, 2001, p.3).

This type of complexity has caused many discourse analysts to focus less on creating complex models of structure and more on watching how individuals interact and collaborate in the management of speech (Levinson, 1983). Language teaching should emphasize both message building techniques to help students create communicative intent and interpretation techniques to ensure that students can understand the meaning of the speaker and the writer inferentially. (Elite Olshtain, Marianne Celce, 2005, p.707-708). In along with learning new vocabulary, grammar, and phonology, language learners also have the difficult role of becoming able in discourse, sociolinguistics, strategic thinking, and interaction. They need the chance to investigate how language functions systematically at all linguistic levels, but especially at the most complex. To express differently, language

learners face the challenge of not only learning vocabulary, grammar, and pronunciation but also becoming skilled in discourse, sociolinguistics, strategic thinking, and interaction. They should have opportunities to understand how language works at various levels, particularly at the advanced and intricate levels. (as cited in Douglas Demo & Douglas A, 2001, P.4)

Based on language learning principals, teachers should motivate students to engage in independent language study. This approach fosters classroom interaction through language usage, leading to the development of students' skills as discourse analysts (MacCarthy & Carter, 1994). That means, in language learning, it is beneficial for teachers to encourage students to study the language on their own. By doing so, students can actively engage with the language and use it in classroom interactions. This approach not only promotes communication within the classroom but also helps students develop their skills in analyzing and understanding discourse.

The acceptance of the communicative approach has led to the inclusion of communicative interaction in language learning and teaching. Teachers now consider real-life interactions and choose appropriate classroom activities to replicate them. Language teachers need to go beyond their traditional roles and also possess sociolinguistic knowledge and an interest in discourse analysis. (Olshtain & Celce-Murcia,2005, pp.708.709).

1.2 Written Discourse

The significance of the contrasts between spoken and written language has taken linguistics a while to acknowledge. It seems that for decades the majority of scholarly research on language has focused on its written form. Language's written form makes it possible to gather, preserve, examine, manipulate, and analyze it in ways that, until

recently, were not possible for spoken language. (Chafe & Tannen, 1987, p. 383). Moreover, several studies comparing spoken and written language have focused on informal conversations as examples of spoken language, and expository prose, also referred to as “essayist literacy” (Olson, 1977), as examples of written language. This choice is not coincidental. Face-to-face conversations tend to exhibit certain characteristics associated with spoken language, while expository prose often demonstrates features associated with written language. However, it’s important to note that these genres serve as typical examples but do not fully encompass all aspects of spoken and written discourse (Tannen, 1985, p.124).

1.3. Cohesion and Coherence in Written Discourse

Cohesion and coherence are important concepts in linguistics that people are actively discussing. Cohesion became widely accepted for analyzing text and speech after Halliday and Hasan wrote about it in their book “Cohesion in English” in 1976. The connection between cohesion and coherence is seen as crucial by de Beaugrande and Dressler (1981) who believe they are basic standards for judging the quality of written material (Dontcheva-Navratilova, et al, 2017, p.1)

Palmer (1999) stated that the study of cohesion and coherence is appealing to linguists and language professionals together. These concepts, which are often connected to reading, are now useful tools for education for instructing students in effective writing. It’s important to educate students in English as a Foreign Language (EFL) lessons on the usage of coherent words and phrases in written work. Teaching children how to organize their messages logically so that any reader may comprehend them is equally important.

Coherence is a key communication characteristic that develops as a result of reading comprehension and meaning interpretation. In order to fill in any gaps and accomplish

their communication objectives, people use their prior knowledge and context. Mental interaction, evaluation and dialogical unity, and textual connection are all parts of the definition of coherence, which includes the feeling of semantic unity and meaning in a text. The links between words and sentence patterns that directly link clauses and phrases inside the text are indicative of text relatedness, or cohesion. (Micheal Mc carthy, 1992, p. 24)

As indicated by, Chomsky (1965), people are capable of creating an endless number of correct grammatical phrases. However, discourse analysis recognizes or takes into account the fact that producing a random assortment of phrases does not produce coherent speech. In line with Van Dijk (1977), the relationship “between the propositions expressed by composite sentence and sequences of those sentences” is what creates a coherent discourse (p.95). Van Dijk (1977) asserts that coherence means how sentences in a text make sense together. It’s about understanding how one sentence connects to and helps us understand the other sentences. It’s like puzzle pieces fitting together to form a complete picture. So, when sentences in a text have coherence, they are easy to read and make sense.

While researchers may have differing views on the relationship between cohesion and coherence and the analytical models used to study cohesive relations, they all agree that cohesive relations play an essential role in creating a sense of continuity and semantic unity in discourse. Thus, cohesive relations are considered a vital aspect of discourse coherence. (Dontcheva-Navratilova et al, 2017, p.12).

2. Discourse Markers

2. 1. Concept of Discourse Markers

Discourse markers (DMs) are “generally used to refer to a syntactically heterogeneous class of expressions which are distinguished by their function in discourse and the kind of meaning they encode” (Blakemore, 2004, p. 221). In other words,

Discourse markers are linguistic, paralinguistic, or nonverbal elements that signal between units of talk by virtue of their systematic and semantic properties and by virtue of their sequential as initial or terminal brackets demarcating discourse units (Shiffrin.1987, p.40). For Takahara (1998), discourse markers are viewed as linking words or devices which indicate coherence in discourse and decide the flow of information. Moreover, Fraser (1999) defines discourse markers as: “A class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs and propositional phrases. With certain exceptions, they signal a relationship between the interpretation of the segment they introduce S2 and the prior segment S1”. (p. 91)

To explain further, discourse markers are expressions used in communication that have specific functions and meanings. They can be words, sounds, or nonverbal signals that help organize and connect different parts of a conversation or text. They indicate coherence, control the flow of information, and establish relationships between segments of speech or writing.

In a similar vein, Siepmann’s (2005) define DMs as a string of linguistic elements whose primary function is to signal the sequential discourse relationship and indicate coherence between the different units of discourse “to facilitate the listener’s or reader’s processing task” (45). Das & Taboada (2017) provides a comprehensive definition of DMs as a word or a set of words or phrases serving as textual units to establish meaningful connections between discourse components and coherence, which helps “define and characterize the nature of relationships between discourse components” (p. 744).

DMs are a set of linguistic elements that are used in everyday life discourse and show the connection between what is being said and the wider context. DMs serve as connectors to connect a particular sentence to what comes before or after it, or to indicate a

speaker's attitude to what he is saying (Schiffrin, 1987). Expressions such as I mean, oh, you know, well, you see, among others are examples of DMs. They have a determined meaning and use to achieve coherence in interaction (Trillo, 2006, p. 191). Similarly, Schiffrin (1987) suggested that various word classes, including adverbs such as now and behind, interjections such as oh and yeah, conjunctions like and, but, and or, and lexical phrases such as you know and I see, might be referred to as DMs.

Schiffrin (1987) highlighted the significant cohesive role of DMs in relating the different components of discourse. She argues that DMs are linguistic devices that play a critical role in achieving coherent discourse through connecting sentences or adjacent units of talk. Consequently, DMs are thought to improve speech quality or illuminate its semantic significance. Discourse markers are essential tools for achieving the text-producers' communicative goals. They form a communicative system that text-producers employ in text to signal to text-receivers, independently of content, what is happening in the text, where the text is going, and what their intentions, plans, attitudes, and view. In simpler terms, DMs are words or phrases that connect sentences or ideas, make communication clearer, and show how the speaker feels or where the conversation is heading points.

2.2. Functions of discourse markers

According to Halliday (1994): language is seen as realizing three "meta -functions": the ideational function, the interpersonal function, and the textual function. The ideational function represents ideas and the speaker's experience. It is representational, referential and informational functions which correspond to the propositional meaning. The interpersonal function is concerned with relations among people. It allows participants to interact with other to take on roles and to express and understand evaluations and feelings.

Finally, the textual function aims to create coherent texts related to the world and to readers. Textual meaning is relevance to the context: to the preceding (and following) text, and the context of situation.

Halliday's meta functions have been used by various discourse and meta discourse researchers to code their data. For instance, Brinton (1996, p. 38) distinguishes the two categories of textual and interpersonal pragmatic markers according to their use. She refers to the "propositional mode" as Halliday's ideational function of language and asserts that pragmatic indicators typically do not belong in the propositional component. Additionally Aijmer (2002) asserts that "textual and interpersonal function should be understood as potential meaning of the particles, which can co-occur in the same discourse: discourse particles are at the same time signposts in the communication and expressions of the speaker attitude and feelings" (p. 39).

Halliday's language functions have served as the foundation for the research of meta discourse analysts (Koople, 1985; Crismore, 1993; Hyland, 2005), whose meta discourse signals resemble pragmatic markers. To do this, they separated meta discourse items from propositional content before classifying the former as either serving a textual function by structuring a cogent discourse or an interpersonal function by expressing the writer's sentiments toward the text (Hyland, 2005, p. 26). As these occurrences were referred to as "language games", DMs in the English language were said to have a lot of placements in discourse, mostly on utterances. One of this marker's functions is when you notice something, pay attention to it, or remember something. (Heritage, 1984)

Discourse markers have been found in all utterances according to numerous investigations of speech in spoken genres. Fraser claims that rather than being a syntactic class, DMs are a functional class. He agrees along with Schiffrin (1987) that DMs aid in the

global coherence of a text as well as the local coherence of discourse. Fraser (2009) divided DMs into three functional types. Contrastive discourse makers, elaborative discourse markers, and inferential discourse markers are the three functional groups of DMs that Fraser proposed (see Table 1). I didn't bring my money, but I do have my visa card, are examples of contrastive discourse markers (CDMs), which signal that the information contained by a discourse segment may produce direct or indirect contrast. Elaborative discourse markers (EDMs) is the second type which indicate that the message conveyed in the discourse segment further elaborates or clarifies the data represented by the preceding segment (e.g., You must save money. Most importantly, you can't borrow money from us). Discourse segmentation is provided by inferential discourse markers (IDMs). Because Fraser's (2009) taxonomy is the most complete framework for written discourse analysis, it was chosen (Jalilifar, 2008, p. 115) for the current study. However, as DMs can potentially exhibit discourse relations between segments in addition to simply displaying semantic relationships between segments, temporal discourse markers were also incorporated in this investigation.

The major contention of Blakemore (1989) is that in order to achieve acceptable contextual effects with the least amount of effort when conversing, speakers should adhere to the concept of relevance. Discourse connectives, which are "expressions used to indicate how the relevance of one discourse segment is dependent on another" (Blakemore, 1989, p. 125), can be employed by speakers to accomplish this purpose. The main argument made by Schiffrin (1987) is that discourse should be coherent, and she argues that discourse markers are crucial to achieving this. She claims that discourse markers support coherence by giving utterances contextual coordinates or indices.

Discourse markers can function at several levels, as Schiffrin (1987) (notes. So, for instance, communicates the causal relation of "result" in various discourse planes: a fact-

based relation holds between events and states, a knowledge-based relation holds when an inference needs to be drawn, and “an action-based relation holds when a speaker presents a motive for an action being performed through talk.” According to Redeker (1991), the semantic and pragmatic relationships between discourse units are the source of discourse coherence. Redeker (1991), in line with Schiffrin (1987), asserts that discourse markers are crucial for ensuring discourse coherence because they make the connections between discourse units explicit. In conclusion, discourse markers serve to support discourse coherence by highlighting the connections that make one discourse unit pertinent to another.

2.3. Characteristics of DMs

Discourse markers have the following characteristics: they are independent of any part of speech and exist in a separate, integrated form. They have some phonology in the language expression process. In addition, they frequently appear at the start of sentences have independent sentence structure, and frequently used. Similarly, they have some arbitrary in the level of grammatical expression. Discourse markers are given a good role in practical education by way of a systematic examination and implementation in light of the diversity of discourse markers. We should methodically evaluate and contrast discourse markers to better comprehend their connotation.

2.3.1. Connectivity

One of the key characteristics of discourse markers (DMs) is their ability to establish connections between utterances or other units of discourse. According to Schiffrin, DMs are “sequentially dependent elements which bracket units of talk” (1987, p31). They are linguistic elements that functions as linguistic connectors. (Hansen, 1997, p.160)

The connectivity of DMs is most often taken to be a necessary characteristic (Schwenter, 1996). However, there are various ways that this connectivity is conceptualized. For instance, there is a debate over whether DM connection requires more than one textual unit. Most definitions, including those by Schiffrin and Fraser, state that DMs connect two textual units promoting inter-utterance coherence. Maschler (1994) Claims that DMs demarcate the boundaries between verbal activities also suggest relationships between two textual units. DMs can be distinguished from other initial elements using connectivity, such as illocutionary adverbs (frankly, confidentially), attitudinal adverbs (fortunately, sadly), and primary interjections (yipes, oops). (p. 325) However, connectivity by itself is insufficient to distinguish DMs from coordinators joining intra sentential elements.

As previously stated, discourse markers (DMs) are words that connect different parts of speech or text to make them flow together. However, there is a discussion about whether DMs need more than one sentence to create these connections, and they are different from other words that connect smaller parts within a sentence.

2.3.2. Optionality

DMs are often described as being optional in two distinct ways. Firstly, they are widely recognized as syntactically optional which means that removing a DM from its host sentence does not affect the grammatical correctness of the sentence. (Fraser, 1988, p. 22). Additionally, DMs are commonly considered optional in another sense: they do not expand the range of semantic relationships between the elements they connect. As a result, if a DM is omitted, the relationship it indicates can still be inferred by the listener, even though it is no longer explicitly signaled.

2.3.3. No-truth-Conditionality

Blakemore (1988) argues that discourse markers (DMs) are generally seen as having no impact on the truth-conditions of the proposition conveyed by an utterance. In other words, the presence or absence of DMs does not affect the truth-value or factual accuracy of the statement being made. According to Fraser (1996) the inclusion or exclusion of DMs does not alter the criteria for determining the truth or falsity of the statements being made. (p167) However, there has been increasing support for the perspective that truth-conditions are applicable not to sentences themselves, but to mental representations of those sentences. This viewpoint, supported by scholars such as Kempson (1986, p 102) and Blakemore (1987, p 16), suggests that the assessment of truth or falsity is based on the understanding and interpretation of the underlying meaning conveyed by the sentence rather than the sentence structure alone.

2.3.4. Weak clause association

It is commonly believed that discourse markers (DMs) typically occurs either outside the syntactic structure of a sentence or are loosely attached to it. This means that DMs often appear as independent elements that are not tightly integrated into the grammatical structure of the sentence or are only loosely connected to it. They can function as separate entities that provide additional information or guidance to the discourse rather than being integral components of the sentence's syntax. (Brinton, 1996, p 34). Several forms found in other contexts among DMs as conjuncts. These conjuncts are regarded as constituents of a clause but play a distinct role in comparison to closely linked clause elements like the subject, complement, and object (Quirk et al. 1985, p. 631).

While putative DMs may have a limited connection to the more essential elements of a clause, some of them exhibit a distinct internal syntactic structure, such as the expression “on the other hand.” Additionally, certain potential DMs, like “y’know,” possess clausal properties despite not being inherently tied to truth conditions. It is common for weak clause association to be associated with phonological independence. The correlation between clause association and phonological independence is often observed. DMs are commonly described as forming distinct tone units (Hansen, 1997, p156), or being separated from the main clause by “comma intonation.” This is true for many DMs, conjuncts, and disjoints in general, whether they appear within the clause or at its boundaries. However, it should be noted that the absence of intonational integration may not be a necessary trait of DMs. Hansen (1997), points out that forms sharing the primary defining characteristics of DMs, as described earlier, are actually into nationally integrated with the clause (p. 156). Certain initial elements that are often identified as DMs may also exhibit intonational integration with the host clause, such as in the example “SO I refused”.

2.3.5. literality

According to Hansen (1997, p.156) and Schiffrin (1987, p.31, 32, 328) DMs typically serve as introductory markers for the discourse segments they mark. The preference for initial placement of DMs should be interpreted based on their position relative to the central elements of a clause, rather than solely based on the position of the first word in an utterance. This is because items that are considered DMs frequently appear in clusters at the beginning of an utterance as well as in other positions within it.

2.3.6. Morality

The majority of forms that are identified as DMs are primarily observed in spoken language (“by the way,” “well,” “after all”) (Brinton, 1996, p. 33). However, there are no

clear reasons to exclude similar items predominantly found in written discourse from being classified as DMs (e.g., “moreover,” “consequently,” “contrariwise”). The association of a specific DM with either written or spoken communication is often based on the relative level of formality or informality associated with the DM (also versus moreover). Certain DMs may be more commonly associated with speech due to their meaning presupposing a familiarity with the addressee, which is not typical in impersonally addressed writing. For instance, the DM “after all” implies that the speaker has reasons to believe that the premise introduced by it is already known to the listener (Blakemore, 1987, p. 81)

2.3.7. Multi – Categoriality

According to a specific perspective, the categorization of a DM is not influenced by its syntactic classification. Instead, a DM retains its original syntactic categorization while assuming an extra function as a connective that is not dependent on truth conditions, and is loosely linked to the structure of a clause. According to a specific perspective, the categorization of a DM is not influenced by its syntactic classification. Instead, a DM retains its original syntactic categorization while assuming an extra function as a connective that is not dependent on truth conditions, and is loosely linked to the structure of a clause.

2.4. Types of Discourse Markers

Discourse markers have been studied by linguists and scholars in various fields including linguistics, communication studies, and discourse analysis. While there may be some variation in the specific categorization of discourse markers, the types presented in this study are generally accepted by scholars in the field. For example, Deborah Schiffrin (1987), a linguist who has conducted extensive research on discourse markers, categorizes them into similar types as the ones presented, including additive, temporal, causal,

contrastive, and inferential markers. Similarly, Stephen Levinson (1983) two linguists who have contributed significantly to the study of discourse markers, identify various types of discourse markers, including those that signal sequentiality, elaboration, change of speaker, evaluation, and meta discourse (markers that reflect on the discourse itself). Overall, scholars have identified a range of discourse markers and categorized them into different types based on their function and use in discourse.

Here are some types of discourse markers:

- **Adversative markers:** These are used to indicate a contrast or opposition between two ideas, such as “however,” “nevertheless,” “on the other hand,” and “despite that.”
- **Causal markers:** These are used to show a cause-and-effect relationship between two ideas, such as “because,” “since,” “as a result,” and “therefore.”
- **Temporal markers:** These are used to indicate time relationships between two ideas, such as “afterward,” “before,” “meanwhile,” and “subsequently.”
- **Additive markers:** These are used to show that one idea is being added to another, such as “also,” “furthermore,” “in addition,” and “moreover.”
- **Reformulative markers:** These are used to restate or clarify an idea, such as “in other words,” “that is to say,” “to put it differently,” and “to be more precise.”
- **Concessive markers:** These are used to show that one idea does not necessarily contradict another, such as “although,” “even though,” “granted that,” and “admittedly.”
- **Discourse-organizing markers:** These are used to structure a discourse or conversation, such as “first,” “secondly,” “finally,” and “in conclusion.” These are just a few examples of the types of discourse markers that exist.

Different

languages may have different sets of discourse markers, and new markers may be created over time.

2. 5. Approaches of DMs

2.5.1. Discourse Markers in the Coherence Based Approach

Coherence theory emphasizes the significance of coherence as the primary aspect of a text, and it recognizes discourse markers as crucial elements for establishing cohesion within the text. According to Levinson (1983) in numerous languages, there exist numerous words or phrases that serve the purpose of indicating a specific relationship between a given discourse and the preceding discourse. For instance, when words like “but” or “therefore” appear at the beginning of a sentence, their role is to demonstrate that the sentence in which they are used responds to or continues a particular segment of the previous discourse (Qian,2021).

According to Schiffrin, (2007, 1987).discourse markers have a significant impact on discourse coherence. Schiffrin (2007, 1987) proposes five levels of discourse coherence models, which include exchangeable structure, behavioral structure, conceptual structure, participation frame, and information state. These models outline various aspects of how discourse markers contribute to establishing coherence in a discourse.

Discourse markers play a crucial role in unifying various levels of discourse to create a coherent whole. However, it is important to note that the five levels mentioned earlier have been subject to considerable criticism due to their perceived limitations in terms of validity and explanatory power. On the other hand, Redeker (1991) in response to Schiffrin’s (2007, 1987). Model, introduced a revised model consisting of three levels: conceptual structure, rhetorical structure, and continuous structure. Redeker (1991) argues that Schiffrin’s (2007/1987) information state and participation frame levels are not

independent of the other levels and that her model fails to fully capture the functional role of discourse markers. By proposing a simplified framework, Redeker (1991) aims to address these limitations and provide a more comprehensive understanding of discourse markers. Fraser's proposal suggests that discourse markers establish a specific connection between a particular aspect of their discourse component (Segment 2) and the preceding discourse component (Segment 1). This model is referred to as the S1+DM+S2 model. It is worth noting that both Fraser and Schiffrin (2007, 1987) focus primarily on individual sentences or adjacent words and have not extensively examined the role of discourse markers in a broader context or analyzed their relationship to discourse coherence as a whole. This limitation highlights the need for further investigation and analysis in order to fully understand the impact of discourse markers on discourse coherence.

In contrast to Fraser and Schiffrin (2007, 1987), Lenk (1998) argues that discourse markers not only contribute to local coherence within a text but also serve a crucial role in achieving coherence on a larger scale. He suggests that discourse markers indicate specific relationships between the current discourse and both the preceding and subsequent texts. In other words, they play a significant role in establishing coherence across the entire discourse rather than just within individual segments (As cited in Qian, 2021)

2.5.2. DMs in the Relevance-based Approach

Sperber and Wilson (1986) introduced the relevance theory by integrating cognition and communication. This theory aims to explain how communication functions and how the mind processes information in order to derive meaning from utterances. By emphasizing the concept of relevance, they provided a framework for understanding how individuals perceive and interpret information in communication, considering factors such as contextual knowledge, cognitive processes, and the principle of cognitive optimization.

According to them, language communication is seen as a process where explicit expressions serve to make mutual intentions and reasoning manifest. They also argue that human cognition operates with a general objective, which is to achieve the maximum cognitive effect while minimizing cognitive effort. To accomplish this goal, individuals need to focus on the most relevant information available to them. In other words, the communication process involves selecting and prioritizing information that is most pertinent and meaningful in order to optimize cognitive efficiency.

Sperber and Wilson (1986) propose that discourse markers have a crucial function in enhancing cognitive efficiency during communication. These markers serve as valuable linguistic tools that direct the listener or reader's attention to the most pertinent and informative elements of the discourse. Through signaling relationships, indicating connections, and emphasizing important points, discourse markers streamline the cognitive process and promote effective comprehension and interpretation of information. Blakemore conducted research on the impact of discourse markers on discourse relevance within the framework of relevance theory. She emphasized that the primary function of discourse markers is to assist the listener in comprehending the speaker's intended meaning by specifying certain contextual characteristics and achieved effects. In other words, discourse markers serve to concretize and clarify the information conveyed, thereby facilitating the listener's understanding of the speaker's words.

Discourse markers can be considered a type of pragmatic markers that fulfill an explicit guiding function in the comprehension of discourse. Rouchota (1996) using the framework of relevance theory, posed important questions regarding the role of discourse markers. Specifically, he examined whether discourse markers, as coherence theory suggests, connect adjacent sentences or, as relevance theory suggests, establish connections between discourse and context via his research. He found that discourse markers not only

connect adjacent sentences but also directly link discourse to context, thereby influencing the listener's reasoning process. While both coherence theory and relevance theory acknowledge the restrictive role of discourse markers, coherence theory argues that they restrict the recognition and expression of coherent relations within the discourse. Conversely, relevance theory posits that discourse markers guide the listener towards the expected context and its associated effects, thereby constraining the listener's understanding of the discourse (as cited in Qian, 2021)

2.5.3. DMs and Language Learning-based Approach

Discourse markers can play an important role in language learning, particularly in helping learners understand and produce more natural-sounding and fluent discourse. By using appropriate discourse markers learners can signal relationships between ideas, make their discourse more organized and coherent, and indicate their stance or attitude towards the information being conveyed (Smith, 2020)

Several studies have supported the integration of instruction on DMs in the learning and teaching of English as Foreign Language EFL learners. Taguchi and Roever (2017) revealed that explicit instruction on discourse markers improved the fluency and complexity of spoken narratives by Japanese learners of English. Additionally, exposure to authentic language input that contains discourse markers can be beneficial for language learners. By listening to and reading natural discourse that contains a variety of discourse markers, learners can develop their understanding of the functions and use of these markers in context. Therefore, incorporating the teaching and learning of discourse markers into language learning curricula can help learners improve their communication skills and produce more natural-sounding discourse (Johnson, 2018).

2.6. The Role of Instruction on DMs Development

Instruction on discourse markers (DMs) can play an important role in the development of learners' ability to use DMs effectively and appropriately in their spoken and written communication. Explicit instruction on DMs involves teaching learners about the different types of DMs, their functions, and how to use them appropriately in different contexts. This can include teaching learners about the meaning and use of specific DMs, providing examples of their use in context, and giving learners opportunities to practice using them in their own communication.

Research has shown that explicit instruction and practice of discourse markers can enhance learners' ability to use DMs in their communication and lead to improvements in their oral and written production. Various studies have examined the impact of explicit instruction on the development of DMs among EFL learners employing different instructional approaches, including explicit teaching, input enhancement, and guided practice. Findings indicate that instruction can heighten learners' awareness and usage of DMs, leading to improved communicative competence.

Li (2015) revealed that explicit instruction targeting discourse markers had a positive impact on the use of these markers in both spoken and written production among Chinese learners of English. The research findings demonstrated that the learners' proficiency in utilizing discourse markers significantly improved as a result of the explicit instruction. This suggests that explicit instruction can effectively enhance the learners' ability to incorporate discourse markers appropriately in their oral and written communication. Similarly, Taguchi and Roever (2017) discovered that explicit instruction specifically focusing on discourse markers had a substantial impact on the use of DMs in spoken narratives among Japanese learners of English. The findings demonstrated that after

receiving targeted instruction, the learners showed significant improvements in their ability to incorporate DMs effectively within their spoken narratives. This highlights the effectiveness of explicit instruction in enhancing the use of discourse markers in oral communication among non-native English speakers. Furthermore, Chen and Baker (2010) Chen and Baker (2010), their research findings indicated that explicit instruction focusing on discourse markers had a positive effect on the use of DMs in argumentative essays among Chinese learners of English. The study demonstrated that targeted instruction led to noticeable improvements in the integration and appropriate usage of DMs within the written discourse produced by these non-native English speakers.

It is important to note that instruction on DMs should be integrated into a broader language learning curriculum that emphasizes the development of communicative competence. Instruction on DMs alone is not sufficient to develop learners' overall communication skills and should be combined with instruction on other aspects of language learning, such as grammar, vocabulary, and pragmatics. Overall, instruction on DMs can be an effective way to help learners develop their ability to use DMs in their communication and contribute to the development of their overall communicative competence (Smith, 2020).

Guidance regarding discourse markers (DMs) holds significant value in enhancing learners' proficiency in employing DMs with effectiveness and appropriateness in both oral and written communication. (Li, 2015; Taguchi and Roever, 2017; Chen and Baker,2010). The provision of explicit instruction on DMs entails educating learners about various types of DMs, their respective functions, and the appropriate utilization of DMs in diverse contexts. This instructional approach encompasses imparting knowledge on the meaning and application of specific DMs, offering contextualized examples to illustrate their usage, and providing learners with opportunities to practice incorporating DMs into

their own communication. By implementing such instruction, learners can develop a better understanding of DMs and refine their skills in utilizing them appropriately, ultimately fostering more coherent and cohesive communication.

Research findings have consistently indicated that explicit instruction and practice of discourse markers (DMs) yield notable enhancements in learners' utilization of DMs during both oral and written communication, leading to improved production outcomes. For instance, Li (2015) conducted a study that demonstrated how explicit instruction on DMs yielded in increased usage of markers in spoken and written production among Chinese learners of English. Similarly, Taguchi and Roever (2017) found that explicit instruction on DMs led to significant improvements in the use of DMs in spoken narratives by Japanese learners of English. Additionally, Chen and Baker (2010) observed that explicit instruction on DMs led to enhanced usage of DMs in argumentative essays among Chinese learners of English.

Conclusion

The primary objective of this section is to review the theoretical part by introducing the notions of discourse analysis and discourse markers. It has first provided a background of discourse analysis along with information on its significance in language teaching and learning. The chapter emphasizes the essential role that coherence and cohesion play in written communication shedding lights on written discourse. Moreover, it represents the concept of discourse markers, their characteristics and functions, and their crucial role in achieving coherence and cohesiveness, in addition to the effectiveness of instruction in promoting the use of discourse markers in written discourse.

Chapter Two: Field Work and Data Analysis

Introduction

This chapter is fundamentally concerned with the field work of the current study that attempts to investigate the efficiency of instruction in enhancing the use of DMs by Algerian EFL learners. The chapter presents the methodology design including the participants' background and the instruments and procedures used for data collection. In this chapter, the incorporated research design is the experimental design. The experimental design is undertaken through pre-test/post-test design for both control and experimental groups at the University of Mohammed Seddik Ben Yahia, Jijel. Moreover, this chapter presents a detailed analysis, interpretation, and discussion of the results obtained.

1. Population and Sampling

The population of the present study consists of Algerian EFL learners (241) from the University of Mohammed El-Seddik ben Yahia Jijel for the academic year 2022/2023. All the participants are third year students. According to Dornyei (2007), a randomly purposive sample refers to the specific group of 30 participants that the researcher investigates in an empirical study (p. 96). The sample of the current study consisted of thirty third year EFL learners who participated in the study after getting their consent. The participants of the study are all specialized in Didactics. They are bilinguals speaking both Jijilian Arabic JSA and English. Gender is regarded to have no significant effect on the use of DMs, since no study tackled the use of DMs with regard to gender. Therefore, both males and females participate in the study.

Interestingly, the choice of third year EFL learners is justified by important reasons. Firstly, third year students had already written expression for the past two years.

Consequently, they should have knowledge on how to write an essay. In Addition, it has been assumed that third year students may encounter difficulties in writing coherent essays using different DMs to connect ideas.

As the study adopts an experimental approach, the sample was divided into two groups; a control group includes fifteen participants who have received no instruction on the use of DMs; and the experimental group with fifteen other participants who have received extensive instructional intervention on the different types of DMs and their functions. Twenty-five females and five males took part of the study (thirteen females and two males in the control group and twelve females and three males in the experimental group).

Table 01 shows the demographics of the study sample. However, the personal characteristics were not opted to be control variables, as the main aim is to investigate the effect of instructional intervention on enhancing the use of DMs by third year EFL learners regardless their gender and competency level.

Table (1) the personal characteristics of the study sample

Group	Gender	Count	Total	Level
Control	Female	13	15	Third year EFL learners
	Male	2		
Experimental	Female	12	15	
	Male	3		

Table (2) below represents the extent of the normal distribution of data. Based on the table, it is evident that the weakness coefficient is confined between (-3 - 3). Thus

confirming the normal distribution of measures. Therefore, parametric measures can be relied up on to analyze the results.

Table2: the Extent of the Normal Distribution of Data

Group	Test	Mean	Standard Deviation	Skewness Coefficient
Control group	Pre-test	2.69	1.63	1.37
	Post-test	2.73	1.89	1.43
Experimental group	Pre-test	2.78	1.7	0.66
	Post-test	3.18	0.97	0.20

2. Data Collection Instruments and Procedures

2.1 Pre-test/Post-test Design

To examine the efficiency of instruction in enhancing the use of DMs by Algerian EFL learners, an experimental design was adopted. Accordingly, a pre-test/post design was used. The aim of the pre-test and post-test design is that it allows testing the dependent variable (the use of DMs) before and after intervention with an independent variable (instruction).

The participants in both control and experimental groups took the pre-test and post-test. The participants were asked to write an argumentative essay about "education should be free for everyone" for the pre-test and "Are mobile phones really making people anti-social" for the post-test. The participants were asked to write no more than 250 words.

The aim of writing essays about the given topics is to find out whether third year EFL learners use DMs in their essay writing; and to identify the different types of DMs used by them. The participants in both groups took thirty to forty-five minutes to write their essays. The post-test was taken one month after the pre-test. The researchers received the total of sixty essays written by the participants in the control and experimental groups for both the pre-test and post-test.

2.2. Instructional Courses

The control group received no instruction on the use of DMs. However, the experimental group received extensive instructional intervention on the use of DMs for a month with the aim of improving their proficiency in employing discourse markers in essay writing. They had one session a week for twenty minutes with their researchers.

They were introduced with different DMs and the contexts that highlight their meanings and functions. Different types of discourse markers based on Fraser's taxonomy were presented including elaborative markers such as "also, moreover, and furthermore", inferential markers like "therefore hence, and thus", temporal markers such as "firstly, afterwards", and contrastive markers like "however, despite this fact". The paramount importance of DMs in achieving coherence and improving the quality of writing was also highlighted. The following figure represents a sample of what has been introduced to the participants in the experimental group.

Discourse markers are words or phrases that help organize speech or writing and signal relationships between different part of a text. They are used to convey various functions such as: introducing new information, showing contrast, indicating cause and effect, sequencing events, summarizing, or emphasizing a point. Examples:

We left late. However, we arrived home on time.

The bank has been closed all the day. Thus, we couldn't make a with drawl.

Types of discourse markers according to Frasers' taxonomy

1/Elaborative Markers: Are linguistic devices used in discourse to provide additional information, examples, or explanations that further clarify or expand upon a previous statement or idea (And in addition, Also).For example: John can't go. And Mary can't go either.

2/Inferential Markers: Inferential Markers: they signal a contextual implication in the second textual segment by the first one. So, after all, as a conclusion, as a result, because, consequently, for this/that reason, hence, accordingly, in this/that/any case, on this/that condition, therefore, thus,

For example: We can give a talk or give our as segments online. Therefore, people can know what they want to read whenever and wherever they want.

3/Contrastive markers: Are used to signal a contrast or a position between different element or ideas in discourse. They highlight a different or contradiction between two or more element, emphasizing the contrasting nature of the information being presented.

He is talented in music. On the other hand, He struggles with Mathematics.

4/Temporal Markers: They are words or phrases for indicate time or temporal relationships between events, actions, or states. They provide information about when something happens, for howling it occurs, or in what sequence events occur. Temporal Markers help to organize discourse, establish timelines, and indicate temporal relationships between different elements. Some examples are before, mean while, once, yesterday, during, while, and.

Figure 1: Instructional course materials 1

Furthermore, the participants were introduced with texts. They were asked to read the texts, identify the DMs presented, and provide their meanings. The researchers even ask them to give examples of their own to show their understanding of the DMs presented. There searchers then provide the feedback explaining the use of each DM. The materials used for instruction were validated by one professor at the University of Mohamed Seddik BenYahia, Jijel. Figure 02 represents an example of the texts introduced to the participants.

Text one: Bullying

Bullying is a widespread phenomenon in schools that has a detrimental effect on students' emotional and psychological well-being. It leads to short- and long-term outcomes including problems with concentration, learning difficulties, psychosomatic problems, depression, anxiety, etc. It may include threats, verbal and physical abuse, mockery, insulting, and so on. There is no unanimity among scholars and educators as to how this dysfunctional behavior should be prevented and punished. As far as I am concerned, its complex nature requires a collaborative approach, which means that parents, teachers, and students themselves need to be involved.

To begin with, solutions to eliminate bullying in schools vary significantly. Some parents and teachers believe that this phenomenon is no more just a stage in children's life that does not mean anything. Many of them have been the victims of bullying and think that it is normal in schools. Moreover, this attitude is extremely dangerous because it discourages children from reporting the cases of bullying and leaves them face-to-face with their abusers. Some schools are more responsible when it comes to eliminating bullying. Also, they discourage this type of behavior by imposing actions on the bullies and providing psychological support for victims. Student education is another wide spread solution to bullying, and some educational institutions provide lectures on bullying prevention. Working with bullies may bring positive effects as well because these students often require psychological support to overcome aggression.

However, the most effective solution to the problem of school bullying lies in the collaboration of teachers, parents, and students. It is not enough to provide lectures while parents fail to give their children enough attention and support at home. Similarly, sanctions would not bring a long-term effect unless students are aware of the adverse consequences of their behavior and know how to stop bullying that occurs within their groups. Parent education may also be effective because some families do not realize the importance of the problem and may be blind to their children's needs. Thus, schools, parents, and students should work collaboratively towards eliminating bullying and making school as a fireplace.

Figure02: Instructional course materials 2

3. Data Analysis

The data of the current study were analyzed both qualitatively and quantitatively.

3.1 Quantitative Analysis

The quantitative analysis resulted in frequencies and percentages of the use of DMs by each group in both pre-test and post-test.

3.2 Qualitative Analysis

The qualitative analysis is represented through the content analysis method.

□ Content Analysis

The content analysis is represented in the researcher deep analysis of each essay. The researchers carefully examine the participant's productive essays. They identified all the DMs used by the participants for both pre-test and post-test. The use of DMs in the participants' essays is evaluated base on appropriateness. The use of DMs is assigned mainly to the appropriate use of them in the given contexts. Inappropriate use of DMs is considered as noose of them. For example, the participant makes use of the DMs "However" to connect two similar ideas instead of opposing ideas, Therefore, the researchers did not consider the use of this DM in the participant's essay.

Following Fraser's taxonomy, the researchers then classify the DMs used in the participants essay into different categories.

□ Fraser's Taxonomy

Fraser's taxonomy of discourse markers was chosen for classification due to its suitability for written discourse and its reputation as the most accurate system in this context. Fraser's taxonomy consists of four main sub classes. The first sub class consists of

contrastive indicators, which highlight the differences between the interpretation of the first sentence and the understanding conveyed in the second sentence. Elaborative indicators form the second category and indicate a nearly parallel relationship between the sentences. The third subclass comprises inferential markers, which signal that the subsequent sentence is a conclusion derived from the preceding one. the fourth subclass is Temporal markers, also referred to as temporal adverbs, are linguistic elements used to indicate time or temporal connections between events, actions, or states. They convey information about the timing of occurrences, duration, or this quintal order of events. Temporal markers play a crucial role in structuring conversations, establishing timelines, and highlighting temporal relationships among various components.

Table03: Fraser's Taxonomy of DMs

Fraser's Taxonomy(1996-1999)	Categories		Examples	
	Message-related DMs	Contrastive		But,However,although ,incontrast,despite...etc.
		Elaborative		And, also, besides, in addition, in conclusion...etc.
		Inferential		So, of course, accordingly, as A results, because of...etc.
				Because, since, after all...etc.
	Temporal		First, second, finally, to conclude	

4. Data Analysis and Discussion

4.1 Analysis and Interpretation of the Control Group Results

4.1.1 Analysis and Interpretation of the Control Group Pre-Test Results

Table (4): representation the pre-test data of using discourse markers for the control group

Student		EM	CM	IM	TM	Σ
Student 1	Frequency	5	0	4	0	9
	Percentage	55,6	0	0	44,4	100
Student 2	F	5	3	3	3	14
	P	35,7	21,4	21,4	21,4	100
Student3	F	5	5	3	0	13
	P	38,5	38,5	23,4	0	100
Student4	F	6	1	0	0	7
	P	85,7	14,3	0	0	100
Student 5	F	4	4	3	3	14
	P	28,6	28,6	21,4	21,4	100
Student 6	F	2	0	4	1	7
	P	28,6	0	57,1	14,3	100
Student 7	F	3	4	1	1	9
	P	33,3	44,4	11,1	11,1	100
Student 8	F	7	0	1	3	11
	P	63,6	0	9,1	27,3	100
Student 9	F	5	1	2	3	11

	P	45.5	9.1	18.2	27.3	100
Student 10	F	3	3	1	0	7
	P	50	37.5	12.5	0	100
Student 11	F	8	5	4	2	19
	P	42.1	26.3	21.1	10.5	100
Student 12	F	5	3	5	2	15
	P	33.3	20	33.3	13.3	100
Student 13	F	3	5	0	2	10
	P	30	50	0	20	100
Student 14	F		1	1	0	6
	P	66.7	16.7	16.7	0	100
Student 15	F	2	5	1	2	10
	P	20	50	10	20	100

The control group was asked to write an argumentative essay in order to probe whether they employ discourse markers in their essay writing and what types of discourse markers they use the most. The table above represents the frequencies and percentages of using discourse markers in writing argumentative essays by third year EFL learners in the control group. It is evident from the results obtained that the highest usage of discourse markers was about 15 different discourse markers in a single essay which indicates students' familiarity with discourse markers and their significance in achieving coherence. On the other hand, some third year EFL learners employ no more than 6 different discourse markers in their essays ignoring their critical role in improving the quality of writing.

4.1.2 Analysis and Interpretation of the Control Group Post-Test Results

Table 5: The Control Group Use of Discourse Markers Post-Test Results

Student		E M	CM	IM	TM	Σ
Student 1	Frequency	6	2	4	2	14
	Percentage	42.9	14.3	28.6	14.3	100
Student 2	F	5	2	1	5	13
	P	38.5	15.4	7.7	38.5	100
Student3	F	10	0	1	3	14
	P	71.14	0	7.1	21.4	100
Student4	F	5	0	1	0	6
	P	83.8	0	16.7	0	100
Student 5	F	6	1	2	2	11
	P	54.5	9.1	18.2	18.2	100
Student 6	F	7	0	1	6	14
	P	50	0	7.1	42.9	100
Student 7	F	7	3	0	4	14
	P	50	21.4	0	28.6	100
Student 8	F	5	1	0	3	9
	P	55.6	11.1	0	33.3	100
Student 9	F	2	1	4	0	7
	P	28.6	14.3	57.1	0	100
Student 10	F	2	2	2	2	8
	P	25	25	25	25	100
Student 11	F	16	2	1	2	21

	P	76.2	9.5	4.8	9.5	100
Student 12	F	9	0	2	1	12
	P	75 %	0	16.7	8.3	100
Student 13	F	4	0	1	1	6
	P	66.7	0	16.7	16.7	100
Student 14	F	4	0	2	0	6
	P	66.7	0	33.3	0	100
Student 15	F	4	1	0	4	9
	P	44.4	11.2	0	44.4	100

The post-test was conducted one month after the pre-test. However, the control group did not receive any kind of instructional intervention on the use of discourse markers. Table 5 represents the use of different types of discourse markers by third year EFL learners in the control page. As it is evident from the table above, the highest score of using discourse markers was 21 different discourse markers employed in one single essay. However, the second highest score was only 14 discourse markers. On the other hand, the lowest score was only 6 discourse markers in one essay. These findings show that there is no improvement in the use of discourse markers from the pre-test to the post-test. The insufficient use of discourse markers in students' essays signal students' unfamiliarity with discourse markers. They are not competent enough to consider the use of these discourse connectors in achieving coherence and enhancing the quality of their academic writing. These findings urge for some instructional intervention to be implemented in Algerian EFL classrooms to raise students' awareness of the paramount importance of employing discourse markers in their essay writing.

4.1.3 Analysis and Interpretation of the Differences between the Pre-Test and the Post-Test Results of the control group

The current study attempts to investigate whether third year EFL learners make use of discourse markers in their essay writing in addition to the different types of discourse markers they use the most. Accordingly, table (6) below identifies the most frequently used types of discourse markers by third year students in the control group for both pre-test and post-test.

Table 6: The Types of Discourse Markers used by the Control Group for both Pre-Test and Post-Test

Pre-test		Post-test	
Student	MOD	Student	MOD
Student1	E.M	Student1	E.M
Student2	E.M	Student2	E.M
Student3	E.M	Student3	E.M
Student4	E.M	Student4	E.M
Student5	E.M	Student5	E.M
Student6	I.M	Student6	E.M
Student7	C.M	Student7	E.M
Student8	E.M	Student8	E.M
Student9	E.M	Student9	I.M
Student10	E.M	Student10	E.M
Student11	E.M	Student11	E.M
Student12	E.M	Student12	E.M
Student13	C.M	Student13	E.M

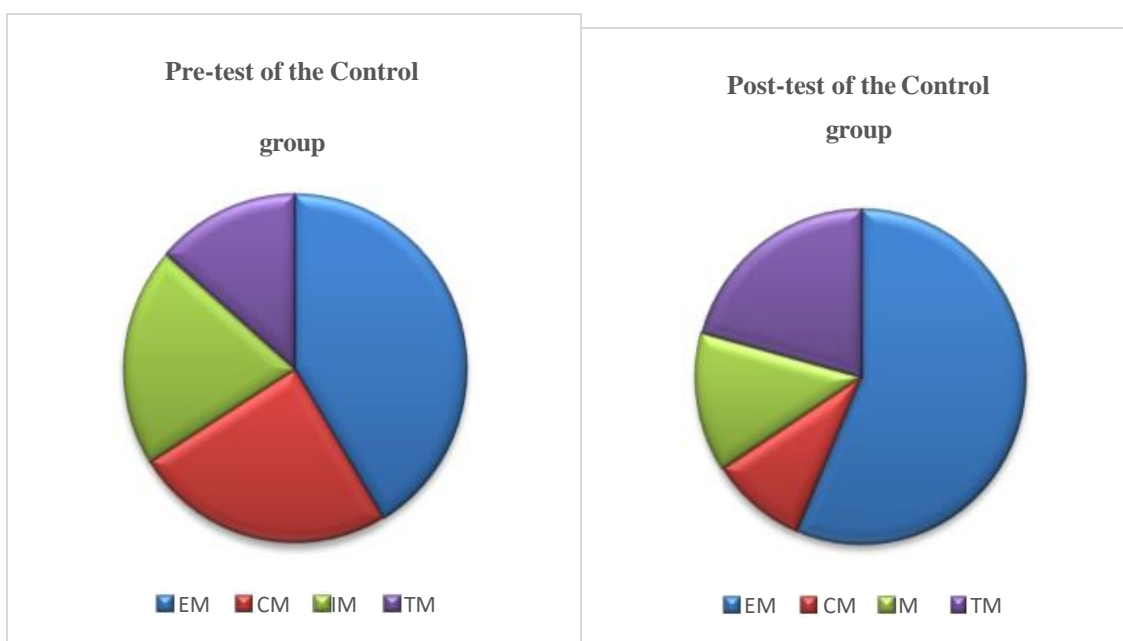
Student14	E.M	Student14	E.M
Student15	C.M	Student15	E.M

By using the mode coefficient, the data obtained from the pre-test clearly indicates the most frequently used types of DMs by each student in both the pre-test and post-test. The elaborative marker EM is the most recorded type used by 11 students; while the contrastive marker CM is the most frequently used type of DMs by only 3 students common one. Moreover, the inferential marker IM extensively used by one student as the most common type appear in his/her essay. The temporal marker TM was used by many students but insufficiently. Therefore, it does not appear as the most frequently used type in all students' essays. In a similar vein, the EM was used extensively by 14 students in the post-test, and therefore appears as the most frequently used type of DMs. The IM, in the other hand, seems to be the most common type of DMs used in one student essay. The other types were used in a limited range. Consequently, they do not represent the most common types of DMs used by third year EFL learners. There is a slight improvement in the number of uses for each student regarding the first type; satire remains the most commonly used one. However, the usage of the third type has declined. There is also convergence of results and the absence of substantial differences is that students did not receive guidance on the proper usage of each type. There is also convergence for the use of the first type being the most common among students is the ease of its vocabulary and its prevalence in academic writing in the English language.

Table (7): the differences in use of the different types of discourse markers by the control group in the pre-test and post-test

Measures	EM	CM	IM	TM	Total
Frequency	67	40	33	22	162
Percentage	41.36	24.69	20.37	13.58	100
Mean	4.46	2.66	2.2	1.46	//
Standard Deviation	1.72	1.98	1.61	1.24	//
Frequency	92	15	22	34	182
Percentage	56.36	9.4	13.41	20.73	100
Mean	6.13	1	1.46	2.33	//
Standard Deviation	3.52	1	1.24	2.83	//

Figure (3): The differences in terms of frequencies and percentages for the use of each type of DMs by the control group in the pre-test and post-test

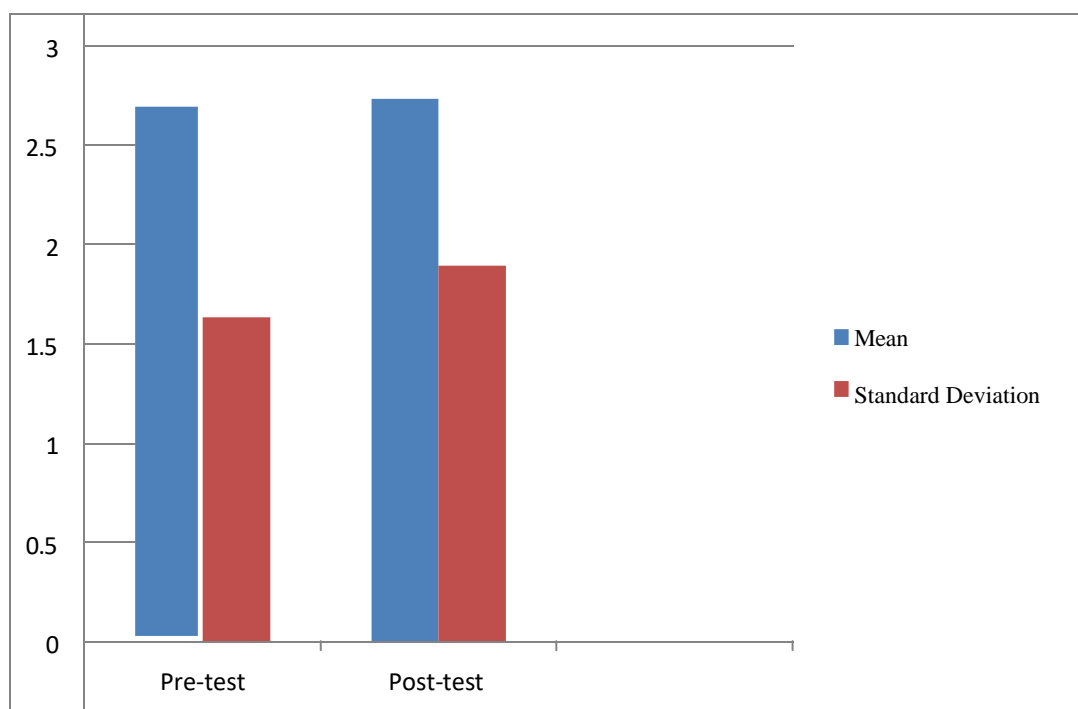


The table and figure above represent the means for the four types of DMs used by the participants in the pre- test were 2.61 (162 times), 4.46 (67) for elaborative markers; 2.66 (40) for contrastive markers, 2.2 (33) for inferential markers, and 1.46(22) for temporal marker. On the other hand; the means for the four types of DMs used by the participants in the post-test were 2.73 (182 times), for elaborative markers 6.13 (92), for contrastive markers 1.00(15), for inferential markers 1.46(22), and for temporal markers 2.33 (34). In line with the previous findings, the arithmetic means of each type confirm that students are familiar with the first type, as it is the most commonly used compared to other types. The students utilized the common and familiar type due to its easy vocabulary and clear usage compared to other types. It is notable that there is a limited use of the second and third types; the limited use of these types is a result of students encountering difficulties regarding their vocabulary and the correct way of using them.

Table (8): The differences in terms of the Paired-Sample t-Test between the pre-test and post-test of the control group

Group	Pre-test			Post-test	Sample	DF	T-T	T-C	sig
	Me an	SD	Mean	SD					
Control group	2.6 9	1.6 3	2.73	1.89	15	14	1.76	0.15	Non Statically significacance

Figure (4): the differences in terms of mean and standard deviation between the pre-test and post-test of the control group



The table comparing the results of the pre-test and post-test measurements for the control sample shows that in the pre-test measurement, the mean was 2.69 with a standard deviation 1.63. In the post-test measurement, the mean was 2.73 with a standard deviation of 1.89. The calculated value of (t) was 0.15, which is less than the tabulated value of (t) at a significance level of 0.05 and degrees of freedom of 14, which is estimated to be 1.76. This indicates the absence of statistical significance differences between the pre-test and post-test measurements for the control sample. When T calculated is smaller than T tabulated with no significant differences in the overall mean of the DMs underuse in each test. Thus, confirms that there is no statistically significant differences among students in the two tests regarding the use of discourse markers, these results are logical since students did not benefit from any lessons or instruction regarding types of discourse markers and how to use them.

4.2 Analysis and interpretation of the experimental group Results

4.2.1 Analysis and interpretation of the experimental group Pre-test Results

Table (9): the Pre-test data of using discourse markers in the experimental group

Student		EM	CM	IM	TM	Σ
Student 1	Frequency	7	3	2	3	15
	Percentage	46.7	20	13.3	20	100
Student 2	F	2	5	5	1	13
	P	15.3	38.5	38.5	7.7	100
Student3	F	10	2	2	2	16
	P	62.5	12.5	12.5	12.5	100
Student4	F	2	0	2	1	5
	P	40	0	40	20	100
Student 5	F	6	4	0	4	14
	P	42.9	28.6	0	28.6	100
Student 6	F	7	2	3	3	15
	P	46.7	13.3	20	20	100
Student 7	F	7	3	4	3	17
	P	41.2	17.6	23.5	17.6	100
Student 8	F	5	2	1	1	9
	P	55.6	22.2	11.1	11.1	100
Student 9	F	2	1	4	0	7
	P	28.6	14.3	57.1	0	100
Student 10	F	4	3	2	2	11

	P	36.4	27.3	18.2	18.2	100
Student 11	F	2	2	0	2	6
	P	33.3	0	0	33.3	100
Student 12	F	9	3	2	1	15
	P	60	20	13.3	6.7	100
Student 13	F	2	2	2	1	7
	P	28.6	28.6	28.6	14.3	100
Student 14	F	3	2	1	2	8
	P	37.5	25	12.5	25	100
Student 15	F	3	1	0	5	9
	P	33.3	11.1	0	55.6	100

The table above illustrates the frequencies of using discourse markers by the sample individuals in the control group, the discourse markers scores are accompanied by the percentage of their usage for each type, as well as the total percentage of usage for each student while writing the essay. Additionally, the table includes the overall percentages for each type for each student. It's evident from the data that the highest usage of discourse markers was 17, followed by 16 and 15. On the other hand, the least usage was 6, followed by 7. The results confirm that students use discourse markers with varying degrees in terms of both total number and types. The data clearly indicates that individuals in the control group are more familiar with the usage of the first type of discourse markers, as the majority of students frequently use them, unlike other types which are used to a lesser extent or not at all. The results of the pre-test for the experimental sample are consistent with what was found in both the pre-test and post-test for the control group. This can be attributed to the fact that the students were not given the instructions prior performing the

test.

4.2.2 Analysis and interpretation the post-test results of the experimental group

Table10: the Post-test results of using discourse markers in the experimental

group

Student		EM	CM	IM	TM	TOTAL
Student 1	Frequency	6	4	10	5	25
	Percentage	24	16	40	20	100
Student 2	F	4	6	6	3	19
	N	21.1	31.6	31.6	15.8	100
Student 3	F	10	2	2	2	16
	N	62.5	12.5	12.5	12.5	100
Student 4	F	2	1	4	1	8
	N	25	12.5	50	12.5	100
Student 5	F	6	3	2	2	13
	N	46.2	23.1	15.4	15.4	100
Student 6	F	4	2	7	4	17
	N	23.5	11.8	41.2	23.7	100
Student 7	F	5	3	6	2	16
	N	31.3	18.7	27.5	12.5	100
Student 8	F	5	1	3	0	9
	N	55.6	11.1	33.3	0	100
Student 9	F	2	1	4	0	7
	N	28.6	14.3	57.1	0	100
Student 10	F	4	2	4	2	12

	N	33.3	16.7	33.3	16.7	100
Student 11		6	1	1	0	8
	N	75	12.5	12.5	0	100
Student 12	F	9	2	3	1	15
	N	60	13.3	20	6.7	100
Student 13	F	2	2	3	1	8
	N	25	25	37.5	12.5	100
Student 14	F	3	2	3	0	8
	N	27.5	25	37.5	0	100
Student 15	F	2	0	5	3	10
	N	20	0	50	30	100

Table 10 illustrates the frequencies of using discourse markers by the sample individuals in the pre-test of the experimental test, the discourse markers scores are accompanied by the percentage of their usage for each types, as well as the total percentage of usage for each students while writing the essay. Additionally, the table includes the overall percentages for each type for each student. It evident from the data that the highest usage of discourse markers was 25, followed by 19 and 17. Based on collected data in this table, the recorded results in the previous table confirm that the total number of usages for each student has witnessed a varying degrees improvement. Additionally, the usage of certain types has significantly increased, indicating that students have benefited from a set of instruction about the use of discourse markers and their application during essay writing.

4.2.3 Analysis and interpretation the differences between the pre-test and the post-test of results.

Table11: The most commonly used type of DM by each student in the pre-test and the post of the Experimental group.

Student1	E.M	Student1	I.M
Student2	C.M	Student2	C.M
Student3	E.M	Student3	E.M
Student4	E.M	Student4	I.M
Student5	E.M	Student5	I.M
Student6	E.M	Student6	E.M
Student7	E.M	Student7	I.M
Student8	E.M	Student8	E.M
Student9	I.M	Student9	I.M
Student10	E.M	Student10	E.M
Student11	E.M	Student11	E.M
Student12	E.M	Student12	E.M
Student13	E.M	Student13	I.M
Student14	E.M	Student14	E.M
Student15	T.M	Student15	I.M

By using the mode coefficient, the data within the table clearly indicates the most commonly used types of DMs by each student in both the pre- test and post-test. The EM was the most used type of DMs (80.00%) in the pre-test by most students. The other types appeared as the most frequently used types for only one student per each. On the other

hand, in the post test; both the elaborative markers and the inferential markers were the most commonly used types of DMs in most students' essays with percentage of 46.66%. The contrastive markers were the most frequently used type by only one student. However, the temporal markers were not the most frequently used type in all students' essays.

The extensive use of the IM suggests that students have become more familiar with the adequate use of inferential markers in their argumentative essays due to the extensive instructional intervention students received. These findings highlight the effectiveness of instructions in enhancing the use of DMs, particularly for this type. Furthermore, the results indicate that despite the students receiving instructions regarding the other types, there was no significant increase in their usage. The CM type was only used once as the most commonly chosen type, and the TM type was not used as the most commonly chosen type by any student. Therefore, the instructions did not bring about any change in terms of the most commonly used type. Despite receiving instructions and lessons on the usage of all types, students' familiarity with the first type remains the highest.

Table 12: The differences in terms of frequencies and percentages for the use of each type of DMs in the pre-test and post-test of the Experimental group

Test		EM	CM	IM	TM	Total
Pre-test	Frequency	71	35	30	31	167
	Percentage	42.51	20.95	17.98	18.56	100
	Mean	4.73	2.33	2.00	2.06	//
	Standard Deviation	2.76	1.23	1.51	1.33	//
Post-	Frequency	70	32	63	26	191

test	Parentage	36.66	16.75	32.98	13.61	100
	Mean	4.66	2.13	4.2	1.73	//
	Standard Deviation	2.46	1.45	2.30	1.53	//

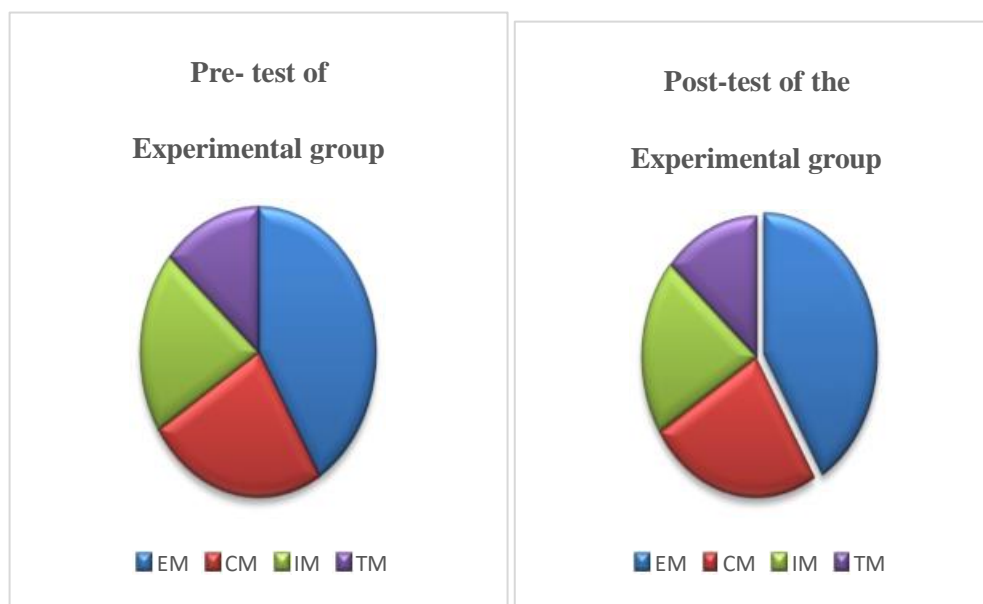


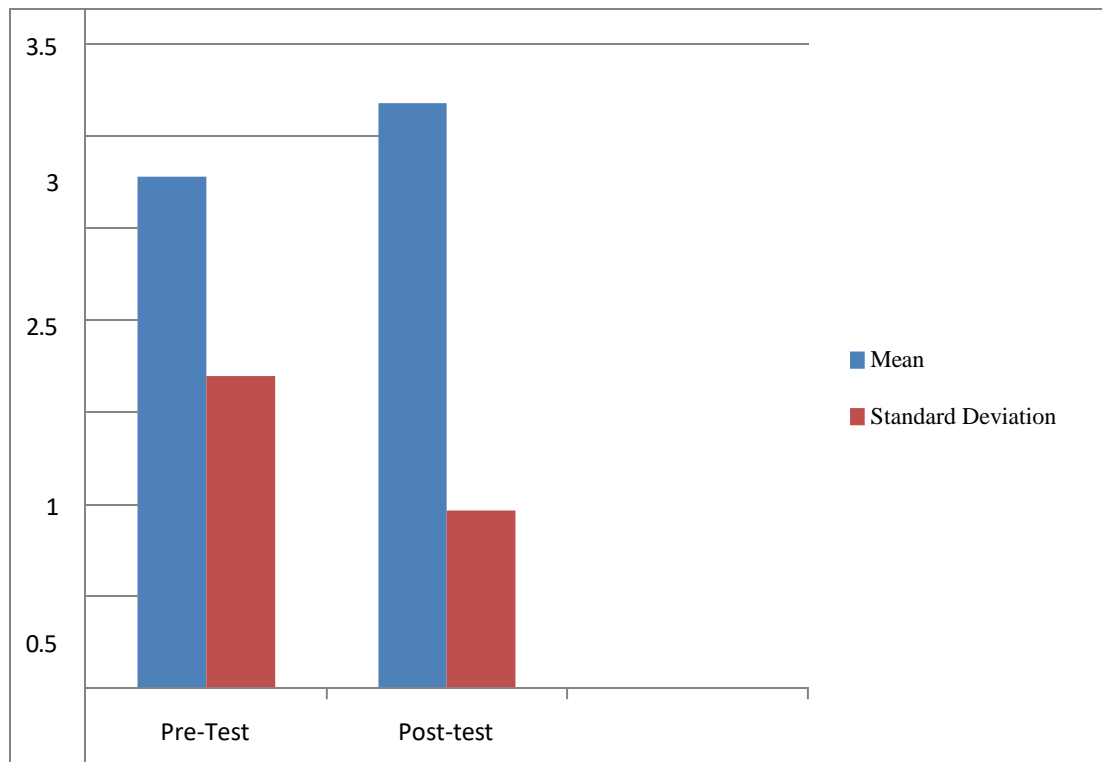
Figure (5): representation the difference between the mean and standard deviations of the pre-test and post-test measurements for the research sample in the experimental group

The table and figure above show the means for the four types of DMs used by the participants in the pre- test were 2.78 (167 times), for elaborative markers 4.73 (71), for contrastive markers 2.33 (35), for inferential markers 2.00 (30), and for temporal markers 2.06 (31). In the other hand means for the four types of DMs used by the participants in the post- test were 3.18 (197 times), for elaborative markers 4.66 (70), for contrastive markers 2.13(32), for inferential markers 4.2 (33), and for temporal markers 1.73 (22). Based on the data provided in the table, the results for the first type indicate that there was no significant difference between the pre-test and post-test.

Table13: the differences in terms of the mean and standard deviation between the pre-test and post- test of the Experimental group

Experiment al group	Pre-test		Post-test		Sampl e	D F	T- T	T- C	Sig
	Mea n	S D	Mea n	S D					
	2.78	1.7	3.18	0.97	15	14	1.76	1.81	Significa nt

Figure (4): representation the difference between the mean and standard deviations of the pre-test and post-test measurements for the research sample in the experimental group



The table comparing the results of the pre-test and post-test measurements for the experimental sample shows that in the pre-test measurement, the mean was 2.78 with a standard deviation of 1.7. In the post-test measurement, the mean was 3.18 with a standard deviation of 0.97. The results in the table indicate that the statistical significance less than 0.05 (Sig < 0,05), it is deviation of 1.7. The calculated value of (t) was 1.81, which is greater than the tabulated value of (t) at a significance level of 0.05 and degrees of freedom of 14, which is estimated to be 1.76. This indicates the presence of statistically significant differences between the pre-test and post-test measurements for the experimental sample. These results confirm that there are differences between the pre-test and post-test in favor of the post-test, as evidenced by its high mean. Therefore, the instructions contributed to creating distinctions among the students, which affirms their effectiveness in improving the students' level in using DMs.

Table14: the DMs devices that are used by students in both control and experimental groups

DMs type	Pre-test of control group	Post- test of control group	Pre-test of experimental group	Post-test of experimental
EM	and, also, for example, moreover	and, also, for example, moreover	and, also, for example, moreover	Moreover, in other words, For instance, and
CM	But, on the Other hand	But, on the Other hand	But, on the Other hand	Despite this fact, However, Instead, although
IM	Because, therefore	Because, therefore	Because, therefore	Therefore, as a result, hence, Because, consequently
TM	Firstly, Secondly, thirdly	Firstly, secondly ,thirdly	Firstly, secondly, thirdly	Meanwhile to begin Until Later Afterwords

Regarding the collected data in the table, it appears that the words used in the three tests before instructions are similar and closely related. However, there was a noticeable change in the post-test for the experimental sample. The first type of test introduced new devices (in the other words, for instance), while these type added new words in the post-test (despite this fact, instead of, although). The third type witnessed a noticeable change in the DMs devices (as a result, hence, consequently). The fourth type witnessed a complete change in quality of the devices (meanwhile, to begin with, until, later, afterwards). The obtained results confirm that students were able to acquire new vocabulary after obtaining instructions. This confirms the effectiveness of the provided lessons in improving the students' quality.

Table (15): Analysis and interpretation the correlation value differences between the control group and the experimental group of each type

DMs	EM	CM	IM	TM
Correlation Value	0.50	0.14	0.34	0.14
Sig.(bilateral)	No significant	No significant	No significant	No significant
DMs	EM	CM	IM	TM
Correlation Value	0.82	0.47	0.84	0.35
Sig.(bilateral)	Statistical significance	No significant	Statistical significance	No significant

Based on the presentation and interpretation of the results:

1. Control Group: The analysis indicates that there is no statistically significant correlation between the pre-test and post-test results for all types in the control group. This lack of correlation suggests that there is no relationship between the different types in the control group, likely due to the absence of instruction in the post-test. In other words, the control group did not receive any guidance or instruction, which may explain the lack of improvement in their usage of discourse markers.

2. Experimental Group - CM and TM: The analysis reveals that there is no statistically significant correlation between the CM and TM types in both the pre-test and post-test for the experimental group. This implies that the instruction provided did not contribute to any improvement in the underuse of these discourse markers among students' argumentative essays. Despite the instruction, these specific types did not show significant progress.

3. Experimental Group - EM and IM: However, there is a statistically significant correlation between the EM and IM types in both the pre-test and post-test for the experimental group. The correlation coefficient for the EM type is 0.82, and for the IM type, it is 0.84. A correlation coefficient above 0.80 indicates a strong relationship. Therefore, the instructions provided had a positive impact on improving the underuse of the EM and IM discourse markers among students' argumentative essays. The students showed notable improvement in utilizing these discourse markers after receiving the instruction.

In summary, the results indicate that the instruction had a significant effect on improving the usage of EM and IM types in the experimental group, while there was no

improvement observed for the CM and TM types. Additionally, the control group, which did not receive any instruction, did not show any significant changes in their usage of discourse markers.

Table (16): Analysis and interpretation the differences between the control group and the experimental group

Correlations			
		Pre-test	Post-test
Control group	Pearson correlation	1	0,663**
	sig.(bilateral)		0,007
	N	15	15
Experimental group	Pearson correlation	0,663**	1
	Sig.(bilateral)	0,007	
	N	15	15
**The correlation is significant at the 0.01 level (two-sided).			

Based on the analysis of the mean coefficients and the Pearson correlation value, the results show a statistically significant relationship between the two groups with a significance level less than 0.05 (Sig < 0.05). This indicates that there is a strong positive correlation between the two groups, favoring the experimental group. The mean value of the experimental group is higher than that of the control group, suggesting that the instruction had a strong impact on the student's usage of discourse markers (DMs). In simpler terms, the results demonstrate that the instruction provided had a significant effect on the students' use of discourse markers. The experimental group, which received the instruction, showed a stronger correlation and higher mean value compared to the control

group. This indicates that the instruction positively influenced the students' usage of DMs in their argumentative essays.

In conclusion, the findings suggest that the instructions contributed to the improvement of DMs' underuse among the students' argumentative essays, as shown by the strong positive relationship observed in the experimental group.

5. Overall Discussion:

The present study focused on investigating the impact of instruction on the use of discourse markers (DMs) in argumentative essays written by Algerian EFL (English as a Foreign Language) learners at a third-year level. A sample of 30 students participated in the study, with 15 assigned to the control group and 15 to the experimental group. The experimental Group received intensive instruction on the use of DMs for a duration of one month, with the aim of enhancing their proficiency in incorporating discourse markers in their essay writing.

To analyze the collected quantitative data and address the research questions, the researchers utilized the SPSS program. Various statistical procedures were employed, including frequency and percentage calculations, mean and mode calculations, as well as the Paired-Sample *t* Test and Pearson's correlation coefficient. Additionally, content analysis was conducted to examine the qualitative aspects of the findings. This involved an analysis of each essay, where the researchers carefully reviewed the participants' written work, identifying all instances of DM usage in both the pre-test and post-test essays. The evaluation of DM usage focused on appropriateness within the given contexts. The DMs used by the participants were categorized according to Fraser's Taxonomy model. By employing this mixed-methods approach, the study aimed to gain a comprehensive understanding of the impact of instruction on the use of DMs in argumentative essays. The

quantitative analysis provided statistical evidence, while the qualitative content analysis allowed for a deeper examination of the quality and appropriateness of DM usage in the participants' essays.

On Students' Awareness about DMs underuse

Based on the statistical analysis findings, it is evident that Algerian EFL learners at the third-year level exhibit varying levels of awareness and usage of discourse markers (DMs) in argumentative essays. The data presented in the previous tables highlight notable differences and variations in the quantity and quality of DMs used between the control group and the experimental group. The post-test results indicate that the experimental group, which received instruction on English discourse markers, demonstrated a higher number of DM uses (191 uses) compared to the control group (182 uses). Furthermore, there is a significant discrepancy between the two groups after the instruction period, during which only the experimental group received guidance on discourse markers. As a result, the scores achieved by the experimental Group far surpassed those of the control group. The mean score for the control group in the post-test was 2.83, whereas the mean score for the experimental group in the post-test was 3.18. This suggests that the control group would benefit from instruction on discourse markers. Consequently, it becomes evident that Algerian EFL learners possess some level of awareness but underutilize discourse markers in their argumentative essays, with each student using DMs only around five times for each type. The findings also highlight the crucial role of instruction in increasing the frequency and usage of DMs, particularly for the EM and IM types. However, the appropriate use of CM and TM types presents difficulties for the learners.

Our current study result reached the same findings of previous studies which indicate that the students underuse the DMs devices by different percentages and quantity.

On the DMs that are used by students:

On the usage of discourse markers (DMs) by students, the study revealed the following findings:

1. Elaborative types: it was observed that the students, both in the control and experimental groups, used all four types of DMs (EM, IM, CM, TM). The first type, EM, was the most commonly used by students, both before and after receiving instructions. There were significant differences in the number and mean usage in favor of the experimental group. There was also a strong correlation (exceeding 0.80) between the control and experimental groups in this type. Although there was a slight decrease in the usage of this type in the post-test, it still showed a significant relationship with the overall mean of the experimental group. This indicates an improvement after students received instructions and lessons on this type. The researcher attributes this advantage to the fact that the EM type includes commonly used vocabulary that is easy for students to understand and use correctly, such as "and also," "for example," and "moreover."

2. Inferential type: A comparison between the control and experimental groups revealed an increase in the usage of this type compared to the control group and the pre-test of the experimental group. The results also showed an increase in the mean usage from 2.00 to 4.2. Additionally, there was a significant correlation of 0.84 between the pre-test and post-test of the experimental group. These findings suggest that the instructions provided to students regarding this type were effective in achieving positive results. The students in the experimental group used a notable vocabulary in terms of both quantity and quality in the post-test, students used words like "hence," "because," and "consequently." This improvement can be attributed to the effectiveness of the instructions and the students' understanding of how to use these DMs optimally.

3. Contrastive type: The usage of this type decreased after students received instructions. The number of uses and the mean usage declined, indicating the ineffectiveness of the provided instructions for this type. There was no significant difference between the pre-test and post-test for the experimental group. Students struggled to grasp the necessary vocabulary and employ it appropriately in the argumentative essay. The researcher attributes these results to the fact that the contrastive type requires in-depth explanations and the allocated time for instruction was insufficient. However, there was an improvement in the quality of words used, with students in the post-test employing new words such as "despite this fact," "however", "instead," and "although." In conclusion, the instructions had a positive impact on the quality of this type but had a negative effect on the quantity aspect.

4. Temporal type: The usage of DMs and the mean usage did not show any significant development after instruction. The Pearson test indicated no significant correlation between the pre-test and post-test for the experimental group. However, there was progress in the students' usage of vocabulary in terms of quality. They introduced new and different words in the post-test that were distinct from those used in the previous three tests. These words were more suitable and aligned with the nature of writing argumentative essays, such as "meanwhile," "to begin with," "later," and "after words." The low usage of vocabulary in this type can be attributed to the fact that these expressions are less commonly used in scientific articles and essays. In conclusion, the provided instructions resulted in qualitative improvement rather than quantitative improvement for the temporal type.

Our study results are consistent with those of Ali Shakri (2018) in terms of the most commonly used types by students. While, there are variations in aspects of means and total usages for each type. Furthermore, our findings align with those of the study conducted by

the study of bouzar siham (2011) in terms of underusing the same types, while, there are differences in the total usage and order of each type.

The effects of instructions on students' usage

The instructional interventions had an impact on the students' usage of linguistic markers in terms of quantity and quality of the used devices. To begin with the quantitative aspect of overall usage, through the use of t-tests and Pearson correlation, it becomes evident that there are differences between the mean averages of overall usages among students, favoring the experimental sample in the post test. Besides, a strong correlation is observed between the provided instructions and the total number of use, This confirms the effectiveness of the instructions in achieving a relative increase in the overall usage of students, with variations among different types of linguistic markers. The first and third types (EDMs and IDMs) experienced a significant increase and a strong relationship. On the other hand, the other two type's (CDMs and TDMs) does not showed several changes and correlation. Additionally, the provided instructions had an impact on the quality of the vocabulary devices used by the students, especially in the third and fourth types. The results revealed the incorporation of new devices including during the instructional sessions, which indicates a familiarity improvement of the students with using some new vocabulary in an optimal manner.

Consequently, the findings of current study indicates that the instructions contribute in the improvement of the quality of writing in line with argumentative essay requirement, especially coherent, cohesion, and organization. In this regard, the reader should be able to understand what the writer's information in the text of writing. Therefore, when a text is coherent, the reader can understand what the information in a whole of text. Besides, according to Hinkel (2004), coherence also refers the organization of discourse with all elements which are presented together logically. He assumes that cohesion is the

connectivity of ideas in discourse and sentences from one text to another text. It becomes a notable aspect in composing ideas to make a sentence, so that the good paragraph can be produced. (p. 279)

To sum up, our current study's results are consistent with the overall findings of previous studies regarding the existence of differences between the experimental and control groups in terms of the number of usages, as well as the presence of a strong correlation after providing the instructions. However, our study differs from these studies in terms of the degree of correlation relationship for each type.

Conclusion

The field aspect of the study was addressed in this chapter, including the methodological procedures and research tools used by the researchers, in addition to the data analysis of the applied test on the research sample through control and experimental groups. Furthermore, the data was analyzed quantitatively and qualitatively using the statistical package SPSS. This chapter concludes with the presentation of a set of suggestions.

This research highlights the importance of instructions in enhancing the development of discourse markers among Algerian EFL learners. It underscores the need to provide explicit guidance on the different types of DMs and their appropriate usage. By addressing these instructional gaps, educators can support students in improving their overall proficiency in using DMs effectively in academic writing.

General Conclusion

Academic writing in English requires from students to have a deep understanding of its requirements and conditions, in both stylistic and methodological aspects during the learning phase.

Using English language for communication involves two major processes from the part of both the interlocutor and the addressee: transmitting ideas, beliefs, emotions and attitudes to one another and interpreting the message produced. When doing this, both of them constantly signal how they want things to be understood or interpreted via the use of a multitude of small words such as you know, I mean, well, see, so, and, but...etc. The latter, often called discourse markers (DMs), constitute the concern of this survey. Indeed, this piece of research limited its consideration to some aspects of spoken discourse which is discourse markers. They have been the subject of investigation in a host of studies focusing on native and non-native speakers and have been assigned a multitude of terminologies and various definitions by several researchers; however, no research has been conducted as far as Algerian EFL learners are concerned.

Therefore, the present investigation tried to answer some issues related to Algerian students' awareness about these items, their usage as well as the factors affecting the latter. Furthermore, it attempted to find a way to provide EFL students with knowledge and practice in usage of those linguistic elements in order to empower them to understand nuances of discourse flow in conversation besides making them sound more natural, more confident and less awkward. Especially, the Argumentative essays that have a set of linguistic and structural characteristics must be adhered to in order to formulate and construct an appropriate essay. One of the essential guidelines to follow is the proper use of discourse markers to organize the sequence of ideas and ensure their coherence and cohesion.

The findings of this research provide significant insights into the effect of instructions on the development of discourse markers (DMs) among Algerian EFL learners. The analysis of the data reveals important patterns and frequencies of DMs usage by the participants in both the control and experimental groups.

Regarding the control group, the results indicate varying degrees of underuse in terms of both the total number and types of DMs. Notably, the participants demonstrated more familiarity with the first type of DMs, which consists of commonly used words in essay writing. In contrast, other types posed challenges for them.

The mode coefficient analysis further supports these findings, as it shows that the first type remained the most frequently used by each student, both in the pre-test and post-test. However, there was a slight improvement in the number of uses for this type, indicating some progress. Conversely, the usage of the third type declined, suggesting difficulties in employing it correctly.

Additionally, the mean scores for each type of DMs consistently reinforce these findings. The first type consistently had the highest mean, indicating that students were more comfortable with its vocabulary and usage. In contrast, the second and third types were used to a lesser extent due to vocabulary and usage challenges.

Moving on to the experimental group, a comparison between the pre-test and post-test measurements reveals no statistically significant differences in the overall mean of DMs usage. This is logical, considering that these students did not receive any instruction on DMs in either test. However, the data suggests that the experimental group derived benefits from the instructions, as there was a varying degree of improvement in the total number of uses and significant increases in the usage of specific types.

Besides, the study showed that there was correlation between the learners' overall

use of DMs and the instructions. However, there was a statistically significant positive correlation between their use of elaborative DMs, the inferential DMs and instructions in both quantity usage and the quality of DMS devices rather than the temporal and contrastive ones that indicates just a change in the quality of the DMs devices that were used by students, despite the fact that they used contrastive DMs significantly less than either elaborative or inferential ones. These findings imply that the learners' use of both elaborative and inferential DMs was appropriate which resulted academic essays.

To summarize, this research highlights the importance of instructions in enhancing the development of discourse markers among Algerian EFL learners. It emphasizes the need for guidelines on different types of DMs and their appropriate usage. By addressing these instructional gaps, educators can effectively support students in improving their overall proficiency in using DMs in academic writing. These findings align with previous studies that have underscored the effectiveness of instructional interventions in enhancing the use of DMs by EFL learners.

To sum up, this research contributes to the existing literature by shedding light on the impact of instructions on the acquisition and usage of DMs among Algerian EFL learners. The results demonstrate that explicit guidance is crucial for students to overcome challenges and improve their proficiency in using DMs. Educators should prioritize comprehensive instruction that covers the various functions of DMs, enabling learners to enhance the coherence and cohesion of their discourse. These findings reinforce the significance of instructional interventions in supporting the development of DMs proficiency in academic writing for EFL learners.

Pedagogical Recommendations

Based on the findings of this research, several pedagogical recommendations can be made to enhance the development of discourse markers (DMs) among Algerian EFL learners:

- Provide explicit instruction on the use and functions of discourse markers. This can include explanations, examples, and practice activities to help learners understand how and when to use discourse markers appropriately.

- Give learners numerous chances to practice using discourse markers in various activities like role-plays, debates, discussions, and writing tasks. Make sure they understand when and how to use discourse markers correctly.

- Make sure to teach and practice using discourse markers in all areas of language learning: listening, speaking, reading, and writing. By doing this, learners will gain a complete understanding of how to use discourse markers in different situations.

Limitations

- The study may have a limited sample size, which could affect the generalizability of the findings. A small sample may not fully represent the diversity of Algerian EFL learners, and the results may not be applicable to a larger population.
- The study might have a relatively short period of instruction, which may not be sufficient for significant development of discourse markers. Longer instructional periods could yield different results.

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Appendix

Instructional Courses

The control groups receive no instruction on the use of DMs. However, the experimental group received extensive instructional intervention on the use of DMs for a month with the aim of improving their proficiency in employing discourse markers in essay writing. They had one session a week for twenty minutes with the researchers.

They were introduced with different DMs and the contexts that highlight their meanings and functions. Different types of discourse markers based on Fraser's taxonomy were presented including elaborative markers such as "also, moreover, and furthermore", inferential markers like "therefore hence, and thus", temporal markers such as "firstly, afterwards", and contrastive markers like "however, despite this fact". The paramount importance of DMs in achieving coherence and improving the quality of writing was also highlighted.

Furthermore, the participants were introduced with texts. They were asked to read the texts, identify the DMs presented, and provide their meanings. The researchers even ask them to give examples of their own to show their understanding of the DMs presented. The researchers then provide the feedback explaining the use of each DM. The materials used for instruction were validated by one professor at the University of Mohamed Seddik BenYahia, Jijel.

Sample

Definition of discourse markers:

Discourse markers, also known as discourse connections, are words or phrases that help organize speech or writing and signal relationships between different part of a text.

They provide clues to the listener or reader about the structure, coherence, and flow of the discourse markers are used to convey various functions such as: introducing new information, showing contrast, indicating cause and effect, sequencing events, summarizing, or emphasizing a point Examples:

1. John played tennis, and Mary read a book.
2. we left late. However, we arrived home on time.
- 3 .the bank has been closed all the day. Thus, we couldn't make a withdrawal.
- 4 .John is preparing the report (point) meanwhile; Sara is working on the presentation slides.

types of discourse markers according to frasers' taxonomy

1 / Elaborative Markers

Are linguistic devices used in discourse to provide additional information, Examples, or explanations that further clarify or expand upon a previous statement or idea. they serve the purpose of adding details , illustrating concepts, offering examples , or providing further insights to enhance the understanding and coherence of a text or conversation for example : And , in addition , Also , for example : John can't go . And Mary Can't go either.

2/ Inferential Markers

Inferential Markers: they signal a contextual implication in the second textual segment by the first one. So, after all, as a conclusion, as a result, because, consequently, for this/that reason, hence, accordingly, in this/that/any case, on this/that condition, therefore, thus,

For example: We can give a talk or give our assignments online. Therefore, people can know what they want to read whenever and wherever they want.

3/ Contrastive markers

Are used to signal a contrast or a position between different element or ideas in discourse. They highlight a different or contradiction between two or more element, emphasizing the contrasting nature of the information being presented .

For example: He is talented in music. on the other hand, He struggles with Mathematics.

4/ Temporal Markers

Also known as temporal expressions or temporal adverbs, are words times or phrases for indicating time or temporal relationships between events, actions, or states. They provide information about when something happens, for how long it occurs, or in what sequence events occur. Temporal Markers help to organize discourse, establish timelines, and indicate temporal relationships between different elements. Some examples are before, meanwhile, once, yesterday, during, while, and finally.

For example: once upon a time, there was a spoiled prince, suddenly a storm hit the kingdom .After that we gave them three texts to read using discourse markers.

Text one: bullying

Bullying is a widespread phenomenon in schools that has a detrimental effect on students' emotional and psychological well -being. It leads to short- and long-term outcomes including problems with concentration, learning difficulties, psychosomatic problems, depression, anxiety, etc. It may include threats, verbal and physical abuse,

mockery, insulting, and so on. There is no unanimity among scholars and educators as to how this dysfunctional behavior should be prevented and punished. As far as I am concerned, its complex nature requires a collaborative approach, which means that parents, teachers, and students themselves need to be involved.

To begin with, Solutions to eliminate bullying in schools vary significantly. Some parents and teachers believe that this phenomenon is no more just a stage in children's life that does not mean anything. Many of them have been the victims of bullying and think that it is normal in schools. Moreover, this attitude is extremely dangerous because it discourages children from reporting the cases of bullying and leaves them face-to-face with their abusers. Some schools are more responsible when it comes to eliminating bullying. Also, They discourage this type of behavior by imposing sanctions on the bullies and providing psychological support for victims. Student education is another widespread solution to bullying, and some educational institutions provide lectures on bullying prevention. Working with bullies may bring positive effects as well because these students often require psychological support to overcome aggression.

However, the most effective solution to the problem of school bullying lies in the collaboration of teachers, parents, and students. It is not enough to provide lectures while parents fail to give their children enough attention and support at home. Similarly, sanctions would not bring a long-term effect unless students are aware of the adverse consequences of their behavior and know how to stop bullying that occurs within their groups. Parent education may also be effective because some families do not realize the importance of the problem and may be blind to their children's needs. Thus, schools, parents, and students should work collaboratively towards eliminating bullying and making school a safer place

Text two: Technology

Nowadays, new technology becomes one of the most popular things that help people to solve their problems in the easiest way and facility their life. Many people contradict the positive and negative effect of this new technology this research paper talk about the negative effect of new technology. The objective of this term paper is to award people about the negative, dangerous and harmful effects of this new technology by lighting on the negative effect of new technology. Data was collected from six articles that show the unhealthy technology, the unsafely of technology, and addiction to this new technology.

Is this New Technology Ruining the Life of People?

The impact of technology on people depends on the way that they use it. The rate of the effect of this technology in people life beings relies upon the way that they use it and the time that they lose in using it. However, technology has relied upon everything we do, so living without technology is a problem. In the last few years, human beings turn out to be more attached and more reliant on this technology and that can increase the percentage of being addicted to it, they can't manage their utilization of it. Although this new technology has helped us in many ways and solved problems in the easiest way, humans must be conscious of the hazardous facts of present-day science as digital reality, augmented reality, digital drugs, and others.

In conclusion, new technology helped us with many problems and it has many positive effects that improve our lives and make them easier. On the other hand, many types of technology have a harmful effect on a person's life and lead to destruct their life.

Text three: Online Education

Do you know about online education? Online education is one of the ways to learn a variety of subjects. We can give a talk or give our assignments online. Therefore, people can know what they want to read whenever and wherever they want. In the United States, some colleges are embracing this policy. However, this new teaching method is not available in all countries because, in some lands, they have an adequate student education system. Although some countries have good colleges or education systems, online education should be part of the education system for all colleges for three reasons: cost, environment, and flexibility.

First, online education can positively affect the cost of education. To be sure, some people have enough money to go to college, and online education is not necessary because many professors teach different types of courses, and we can ask exactly what we want to know without paying money. However, when we think of poor people with specific problems, we can understand that online education should be part of the education system. In Japan, for example, according to a study by the University of Tokyo, about ten thousand students retire from college because of a lack of funds each year. To help such students solve their financial problems, if all colleges use online education, there is no need to pay for textbooks, resources, transportation, etc. Therefore, online education costs less than going to college. That will help the poor to continue their education. In addition, it will be helpful for people with enough money because if they can save money, they can use it in the future as a living expense for their families.

Second, online education can provide a great environment to learn and help us improve our reading. At this point, if online education becomes part of the education system, people who use it will not be able to join other college activities such as club

activities or school festivities. This view will be embraced because activities outside of different languages are essential to learning relationships or interactions between people. However, there are many problems inside or outside the college. For example, one of the problems on the American campus is drugs or bullying in colleges and clubs. As another example of a problem, at a university in Indiana, if a student writes something related to Jesus Christ, the student will not get a degree. Compared to this, online education is open to all. And to avoid this unfortunate situation, online education is essential because people can focus on what they want to learn without much stress or dangerous problems like drugs or bullying. Moreover, online education is held at any time, and by establishing a smart phone, people can take education online somewhere they like. Such freedom of learning helps students further their studies so that online education can provide a comfortable environment.

Third, compared to existing local colleges, online education is more critical for all colleges regarding educational flexibility. While some people think that online education is unnecessary because there are many colleges, and people can go there and learn what they want to study, which means there is enough learning environment if online education becomes part of the education system. and more people can have the opportunity to continue learning more lessons. For example, many online educational programs are designed to help adults who cannot attend classes due to hard work or economic hardship. And like the use of this educational program, online courses allow students to access a variety of content; for example, they can view library material anytime they want. This flexibility is essential for students with young children, caring for elderly family members, working hard or part-time, or living too far away from campus to attend school and who cannot afford one. Use the sleeping area. Such people may have the opportunity to learn through online education. It also allows students to read at their own pace, considering

their plans. As mentioned above, even if something happens to a student and he stops reading, he does not have to face the same pressures as holding a reading. Therefore, online education is required for students and all different people.

In conclusion, online education is essential for everyone. It will help people solve financial problems in education and provide people with a comfortable learning environment. Depending on the circumstances, people who may not be able to attend or who may have missed some of the talks on campus may be able to do so using the online course. That means all the different people can use other expressions by using them. Therefore, online education should be one of the alternatives to education. This online education program will be instrumental in developing a global education system in the future.

Thank you for your collaboration

Résumé:

L'étude actuelle examine l'impact de l'enseignement sur le développement des marqueurs discursifs (DM) par les apprenants algériens de l'anglais comme langue étrangère (EFL). Afin de recueillir les données de la recherche, une approche expérimentale a été menée via un groupe témoin et un groupe expérimental sur un échantillon de 30 étudiants de troisième année à l'Université Mohammed Seddik Ben Yahia. Des pré-tests et des post-tests ont été effectués pour évaluer l'efficacité de l'enseignement dans l'amélioration de l'utilisation du DM chez les participants dans leurs essais argumentatifs et les types de DM utilisés ont été identifiés. Aux fins de l'analyse des données recueillies, analyse quantitative en calculant les fréquences et les pourcentages d'utilisation du DM dans les pré-tests et post-tests de deux groupes. En outre, le test t pour les groupes appariés et le coefficient de corrélation de Pearson. De plus, l'analyse qualitative comprenait une analyse de contenu pour mieux comprendre l'utilisation des DM selon la taxonomie de Fraser. Les résultats ont indiqué que les instructions sont un facteur fondamental dans l'augmentation des taux et du nombre d'utilisations, en particulier les types EDM et IDM, tout en rencontrant de nombreuses difficultés dans l'utilisation appropriée des CMD, types TMD. La découverte a également révélé que les DM élaborés étaient les plus fréquemment utilisés, suivis des DM différentiels, des DM contrastifs et des marqueurs du discours temporel.

Mots-clés : Marqueurs Discursifs (MD) ; Instruction ; Essai Argumentatif ; Apprenants Algériens de Troisième Année en ALE.

ملخص :

تهدف الدراسة الحالية إلى معرفة أثر التوجيهات المقدمة في تحسين نوعية وكمية العلامات الخطابية المستخدمة من طرف طلبة السنة الثالثة لغة إنجليزية - كلغة أجنبية- بجامعة محمد الصديق بن يحيى، وبغية جمع البيانات الخاصة التي تتطلبها الدراسة، قام الباحثان باستخدام المنهج التجريبي، بمجموعتين ضابطة وتجريبية على عينة قصدية قوامها 30 طالبا، وقد تم استخدام برنامج تحليل الحزم الإحصائية SPSS من خلال حساب التكرارات والنسب المئوية والمتوسطات الحسابية، إضافة إلى اختبار t-test ومعامل بيرسون من أجل تحليل المعطيات الكمية، في حين تم الاعتماد على التصنيف الخاص بفريزر المتعلق بأنواع العلامات الخطابية بهدف تحليل البيانات نوعيًا. وقد توصلت الدراسة إلى أن التوجيهات المقدمة تعد عامل فعال في زيادة عدد وكثافة استخدام العلامات الخطابية من قبل طلبة السنة الثالثة لغة إنجليزية، لا سيما العلامات الخطابية التفصيلية والاستدلالية، في حين يواجه الطلبة بعض الصعوبات في استخدام العلامات الخطابية التباينية والزمنية، كما أظهرت نتائج الدراسة أن النوع الأكثر استخداما من قبل الطلبة هو العلامات الخطابية التفصيلية متبوعا بالعلامات الاستدلالية والتباينية، في حين كانت العلامات الخطابية الزمنية الأقل استخداما.

الكلمات المفتاحية: العلامات الخطابية؛ التوجيهات؛ المقال الحجاجي؛ طلبة السنة الثالثة لغة إنجليزية - كلغة أجنبية.-