

**Ministry of Higher Education and Scientific Research**

**University of Mohammed Seddik Ben Yahia- Jijel**

**Faculty of Letters and Languages**

**Department of English Language and Literature**



***Investigating the Misuse of Discourse Markers by Foreign***

***Language Learners of English in Essay Writing***

**The Case of Third Year Licence Students at the University of Mohammed**

**Seddik Ben Yahia, Jijel.**

Dissertation submitted in partial fulfillment of the requirements for the degree of master in

English Language Sciences

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Investigating the Misuse of Discourse Markers by Foreign Language Learners of English in  
Essay Writing

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*Dedication*

*In the name of God, most merciful, most compassionate  
To our beloved parents for their motivation, encouragement  
and devotion to our education  
To our dear brothers and sisters for their support,  
and patience  
To all our best friends for their emotional help  
and caring  
To all our families  
We dedicate  
this work*

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### **Abstract**

The purpose of this study was to investigate the use of discourse markers by third year students of English in essay writing in the department of English language and literature at the University of Mohammed Seddik Ben Yahia, Jijel. It aimed at finding out whether third year students use discourse markers appropriately or not and the commonly misused discourse markers in each type of essays. Moreover it attempted to identify the types of potential errors made by the participants. For the purpose of data collection, this study was based on the analysis of sixty essays written by third year students of English. The participants were asked to write three types of essay namely; classification, argumentative, and cause and effect essays. Twenty essays were chosen from each type to be analysed following Fraser's (2006) taxonomy. The present study applied error analysis method to find out the types of discourse markers used by the participants and the potential errors. The findings of the study revealed that third year students of English use discourse markers inappropriately because of the overuse of discourse markers. This latter resulted in the misuse of them in terms of six patterns including; wrong relation, overuse, distraction, omission, non-equivalent exchange, and semantic incompleteness.

**List of Abbreviations and Symbols**

<b>%:</b>	Percentage
<b>CDMs:</b>	Contrastive Discourse Markers
<b>DM:</b>	Discourse Marker
<b>DMs:</b>	Discourse Markers
<b>EDMs:</b>	Elaborative Discourse Markers
<b>EFL:</b>	English as a Foreign Language
<b>IDMs:</b>	Inferential Discourse Markers
<b>LMD:</b>	Licence Master Doctorate
<b>TDMs:</b>	Temporal Discourse Markers

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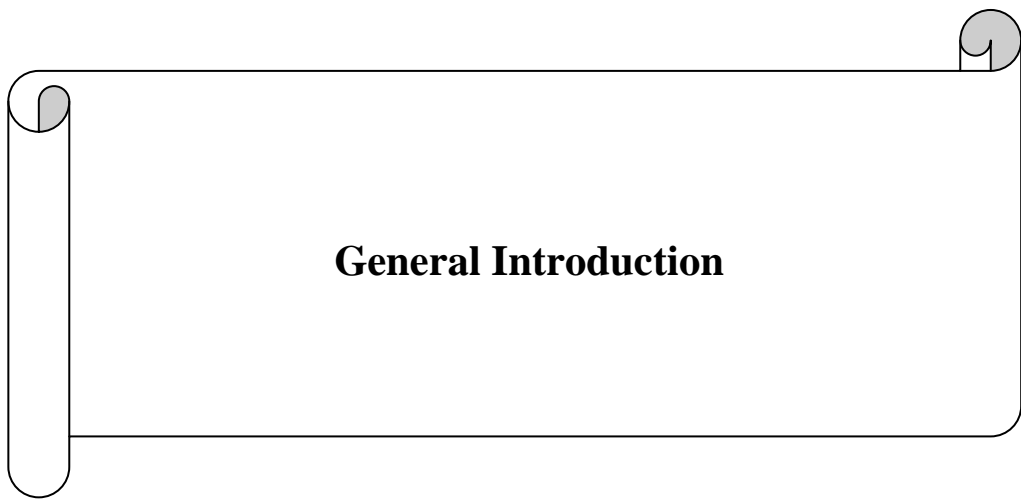
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**General Introduction**

# THE MISUSE OF DISCOURSE MARKERS IN ESSAY WRITING

## **General introduction**

1. Background of the Study
2. Statement of the Problem
3. Aims of the Study
4. Research Questions
5. Means of Research
6. Structure of the Study

## General Introduction

### 1. Background of the Study

Writing is one of the most important skills in learning English as a foreign language. It is considered as an essential means for communication .according to Nunan (1991) (as cited in jalilifar, 2008, p. 114) writing is not only a process that the writer uses to put words to paper but also the resulting product of that process. Jalilifar (2008, p.114) argued that “with the status of English as an international language and expansion in the use of English, an increasing number of second English learners are engaged in academic pursuits that require them to write compositions”. However, improving the writing as a skill is not an easy task. As Haselow (2011) (as cited in Daif-Allah and Albeshar, 2013, p.217) stated, writing has always been the most complex and difficult aspect of language teaching because it is seen as a process of four main stages: planning, drafting, revising, and editing. Therefore, Assadi (2012, p.15) claimed that EFL learners need to be aware of the various elements of writing that would help them to write effectively. One of those elements is discourse markers which have been proved to enhance and improve the writing skill.

In the field of linguistics, the term discourse markers can be traced back to 1970s when an influential and important work done was by Halliday and Hassan in (1976) called *Cohesion in English* which mainly focused on discourse cohesion. This influential work led to a great deal of research in the area of both coherence and cohesion in discourse and consequently led to the emergence of various studies on the status and the nature of DMs. In addition, Levinson (1983) (as cited in Fraser, 1999, pp.932-933) pointed out to the term DMs as a class worthy to be studied although he did not name them when he wrote:” there are many words and phrases in English and no doubt most languages, that indicate the relationship between an utterance and the prior discourse. Examples are utterances initial usages of but, therefore, in conclusion,

to the contrary, still, however, any way, well, besides, actually, all in all, so, after all and so on..."(1983,p.87). Moreover, Zwicky (1985) (as cited in Fraser, 1999, p.933) referred to DMs when he showed an interest in them as a class of item. Zwicky said:" within the great collection of things that have been labelled particles we find at least one grammatically significant class of items in English and in languages generally, These have been variously termed discourse particles and Interjections ; here I will call them discourse markers..."(p.303). Besides, he maintained that those DMs are independent and must be separated from other function words.

Accordingly, in the late 1980s, many researchers conducted various theoretical works on DMs focusing on what they are, their meanings and their functions. The first work on DMs was done by Schiffrin in 1987. Her work was, in fact, an attempt to explore various DMs that are used in both spoken and written discourse in detail and how they significantly contribute to the discourse coherence. She gave an in-depth analysis on the following expressions: *and, because, but, I mean, now, oh, or, so, then, well, and y` know*. In the same area of research, Fraser (1999) studied DMs from a grammatically oriented view focusing on what they mean and what functions they manifest. Fraser (1999) provided a taxonomy which mainly consists of different functional classes of DMs that sound to be the most comprehensible classification in written discourse as Jalilifar stated in (2008). However, the term DMs has been analysed under various labels by different researchers. For instance: Halliday and Hassan (1976) identified them as sentence connectives, Redicker (1991) labelled them discourse particles while Fraser (1999) called them discourse markers. As a result of those theoretical works, numerous studies have been conducted to indicate the use of DMs in various types of essays.

Rahimi (2011) investigated the use of DMs in argumentative and expository writing by Iranian undergraduate EFL university students. The results of his study exhibited that there

was a significant difference between the mean use of individual categories of DMs across an expository text with a higher use of DMs in argumentative essays rather than in expository ones.

Moreover, Modhish (2012) conducted a study to investigate the use of DMs in composition writings of Arab EFL learners. This study aimed at examining the relationship between the Use of DMs and writing quality. The findings revealed that the learners overused the elaborative markers. Moreover, the results showed that the use of DMs by the learners was restricted because they extensively used the following markers: and, also, so, but. It was revealed that there was no positive correlation between the use of DMs and the quality of the learners' compositions.

In the above studies, researchers have studied DMs from a descriptive perspective by examining the use of DMs in different types of L2 essays and identifying the relationship between the use of DMs and writing quality. However, this study investigates the misuse of discourse markers in essay writing by third year students of English, since most of them still do not know how to use them appropriately.

## **2. Statement of the Problem**

Writing is considered as the most complex skill among the four skills. Because of its complexity, the majority of students of English find it difficult to produce an acceptable and meaningful piece of writing. It has been proved by many researchers like Jalilifar (2008) and Assadi (2012) that the mastery of this skill requires an appropriate use of discourse markers that leads students to manage the structure, and therefore they produce a clear, well formed, and organized piece of writing. However, it is assumed that most third year students of English have problems in using discourse markers appropriately which prevent them from

producing coherent and cohesive pieces of writing. This is considered as a problem because they are supposed to use them correctly since they have been already taught how to use them. For that, the present study is an attempt to identify and analyse discourse markers used by third year students of English in essay writing.

### **3. The Aims of the Study**

The aim of the present study is to investigate the use of DMs by EFL learners in essay writing. It aims at finding out how students use DMs and what types of DMs that are commonly misused in each type of essays. Moreover, it attempts to identify the types of DM errors which learners make.

### **4. The Research Questions**

Based on the above aims of the study, this present research seeks to answer the following questions:

- ❖ Do third year students of English use discourse markers appropriately?
- ❖ What are the discourse markers that are commonly misused by third year students of English?
- ❖ What types of discourse marker errors do third year students of English make?

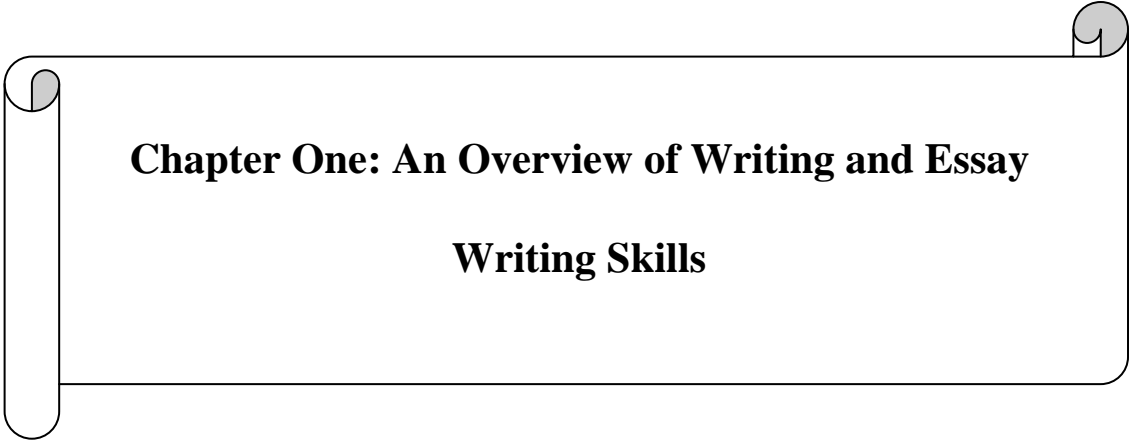
### **6. Means of Research**

Concerning data collection, this study is based on the analysis of the essays that are produced by third year students of English at Mohammed Seddik Ben Yahia University in the department of English language. The students are asked to write three types of essays regularly (classification, argumentative, and cause and effect essays). Twenty essays are selected randomly from each type. Since this study is based on error analysis method, the

three types of student` essays will be analysed to identify DMs used by third year students of English following Fraser taxonomy (2006).

## **7. Structure of the Study**

The present dissertation is mainly divided into three main chapters. The first two chapters are devoted to the theoretical framework and the third chapter is devoted with the practical part that includes the research methodology and the data analysis of the students` essays. The first chapter gives an overview of writing and essay writing skills with their teaching. The second chapter provides a review of DMs. Moreover, it sheds light on the role of DMs and their importance in essay writing. The third chapter discusses the research methodology and analyses the results. It is basically concerned with analysing and interpreting the data gathered from the analysis of the students` essays. This chapter ends with some recommendations and limitations of the study.



**Chapter One: An Overview of Writing and Essay  
Writing Skills**



# THE MISUSE OF DISCOURSE MARKERS IN ESSAY WRITING

## **Chapter One: An Overview of Writing and Essay Writing Skills**

### Introduction

#### **1.1. Writing Skill**

##### 1.1.1. Definition of Writing

##### 1.1.2. The Importance of Writing

##### 1.1.3. Approaches to Teaching Writing

###### 1.1.3.1. Controlled-to-Free Approach

###### 1.1.3.2. The Free Writing Approach

###### 1.1.3.3. The Product Approach

###### 1.1.3.4. The Process Approach

###### 1.1.3.5. The Genre Approach

##### 1.1.4. Stages of Writing

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# THE MISUSE OF DISCOURSE MARKERS IN ESSAY WRITING

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1.2.3.4. Organization

1.2.3.5. Word Choice

Conclusion



## **Chapter One: An Overview of Writing and Essay Writing Skills**

### **Introduction**

This chapter presents an overview of writing and essay writing skills. The former provides definitions of writing and its importance in language development, as well as, the main teaching approaches that are related to writing skill and the major stages of writing from Planning to editing. In addition, the latter deals with different definitions of essay and its major types. Moreover, it discusses the common characteristics of good essay writing.

### **1.1. Writing Skill**

#### **1.1.1. Definition of Writing**

Writing is considered as one of the most important skills that learners should pay more attention to. It is a medium of expressing one`s thoughts, feelings, communicating and exchanging ideas. Writing is defined variously by different researchers and scholars. For instance, Bell and Bumaby (1984), who considered writing as product, defined writing as “an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.” (p.36). This means that , at the sentence level, the writer has to take into account the content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation, while beyond the sentence he has to be able to structure and integrate information into cohesive and coherent paragraphs and texts ( as cited in Nunan, 1989, p.36).

However, a number of researches saw writing as a process. For example, Weigle (2002, p.19) stated that “writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.” That is, writing is a social act that is used for a specific goal. Similarly, Sperling (1995) argued that

“writing, like language in general, is a meaning-making activity that is socially and culturally shaped and individually and socially purposeful” (as cited in Weigle, 2002, p.19). Whereas, Harmer (2004) defined writing as a process, that is “the stages a writer goes through in order to produce something in its final written form. This process may be affected by the content (subject matter) of the writing, type of writing... and the medium it is written in” (p.4). Johnson (2008) gave another definition for writing, he viewed it as” having ideas, organizing ideas, and communicating ideas.” i.e grammar, spelling, and punctuation are a means to an end, but they are not ends by themselves.( p.203). While, Mac Arthur, Garaham, & Fitzgerald (2016) saw writing as a challenging aspect in which they related it to the social and cognitive domain. He noted that “ writing is a social and cognitive process that requires shared understanding with readers about purposes and forms, knowledge of content, proficiency in language, and a range of skills and strategies, as well as motivation”.(p.1).

### **1.1.2. The Importance of Writing**

In the field of language teaching and learning, learning a foreign language entails learning to write since writing is an essential skill that is used in formal settings. “Writing provides an important means for personal self-experience” (Mac Arthur et al, 2008, p.1). The importance of writing lies in its power as it was reported by Mac Arthur et al( 2008) when they wrote “ the power of writing is so strong that writing about one`s feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system.” (P.1). in addition, Raimes (1983) summarized the importance of teaching writing as follow:

[Writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been

teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write they necessarily become very involved with the new language: the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.] (p.3).

Harmer (2004) considered writing as having two goals: the first one is writing for learning: writing is seen as a means of reinforcing the language that has been taught. It is used as a useful tool for preparing the students for doing activities and performing them. The second one is writing for writing: here writing is taught to help students to become good writers and to learn how to write in different genres using various registers. In addition, it helps them to communicate real messages effectively (pp.31-34).

### **1.1.3. Approaches to Teaching Writing**

In the last few decades, a number of approaches have emerged to improve the teaching of writing. The major approaches to writing are: controlled –to-free approach, the free writing approach, the product approach, the process approach, and the genre approach.

#### **1.1.3.1 Controlled-to- Free Approach:**

Raimes (1983) claimed that when the audio-lingual method was implemented in the 1950`s and early 1960`s, Speech was prior while writing served to reinforce it. In other words, writing aimed at stressing the mastery of grammatical and syntactic forms. According to him (1983), “the controlled-to-free approach in writing is sequential” meaning that students are first exposed to sentence exercises or paragraphs which they are supposed to reformulate or to make some changes in terms of grammatical forms as changing questions to statements,

present to past, or plural to singular. In addition, they may change words or clause or combine sentences. They are also required to work on a given material and perform strictly as prescribed operations to it. For Raimes (1983), one of the advantages of the controlled-to-free approach is that, it is easy for students to write a great deal avoiding errors. In this approach the teacher`s role of marking papers is quick and easy due to the fact that students` chance for making mistakes is limited, students are allowed to try some free compositions in which they can express themselves, just after reaching a certain level of proficiency. All in all, Raimes (1983) identified three characteristics of the controlled-to free approach which are: grammar, syntax, and mechanics, and he stated that this approach focuses on accuracy rather than fluency (pp.6-7).

### **1.1.3.2 The Free Writing Approach**

According to Raimes (1983, p.7), some teachers and researchers have put more emphasis on quantity instead of quality in writing. Therefore, they have focused on teaching writing by giving students the opportunity to write freely given topics with less emphasis on error correction. The focus in this approach is that intermediate-level students should pay more attention to content and fluency and less attention to form. In the free writing approach, students are asked to write free topics without taking into consideration grammar and accuracy to emphasize fluency. So, the teacher`s role is reading those short pieces of free writing and commenting on the writer`s ideas without correcting them. For Raimes (1983, p.7) The most important concerns in this approach are “audience” and “content” especially since students are allowed to write about the subjects that are interested in and those subjects become the bases for more focused writing tasks.

### **1.1.3.3. The Product Approach**

It is a traditional approach which focuses on the outcome of writing. According to Nunan (1991), in this approach “the teacher-supplied materials are imitated, copied, and transformed by the learner”. For Pincas (1982), the one who provided the most explicit descriptions of the product approach, writing is mainly concerned with linguistic knowledge and the proper use of syntax, words, and unified strategies. Thus, the crucial aim of product writing is an error-free, and coherent text (Sun and Fung, 2009). It is a teacher-centred approach because students are not given the opportunity to interact, discuss, or receive feedback from the teacher or peers (Mourssi, 2013). According to Steel (1992) there are four stages for teaching writing in the product approach including: familiarization in which the teacher provides model texts to students for the purpose of highlighting certain features of a particular text. While in the controlled writing stage, the teacher gives students controlled exercises which emphasizes the grammatical features and related vocabulary. Whereas, in the guided writing stage, the students are required to write a text that is similar to the model one. In the final stage, free writing, the students write freely a similar text on their own (as cited in Pramila, 2016, pp.141-142)

### **1.1.3.4. The Process Approach**

Badger and White (2000) stated that writing in the process approach is predominately concerned with linguistic skills like planning and drafting with less emphasis on linguistic knowledge as knowledge about grammar and text structure. Besides, the teacher`s role is facilitating the learner`s writing while providing input or stimulus is given less emphasis. Moreover, the process approach sees writing development as an unconscious process that occurs when teachers facilitate the exercise of writing skills. Tribble (1996, p.39 as cited in badger and white, 2000, p.154) identified four stages namely: prewriting, comparing/



drafting, revising, and editing. This approach is a cyclical process; this means that the writer may go back to pre-writing activities, for instance, after doing some editing or revising.

#### **1.1.3.5. The Genre Approach**

The genre approach to teaching writing came as a reaction to the shortcomings of the process approach and represents some techniques of both product and process approaches. As Badger and White (2000, p.155) stated, “like the product approach, the genre approach regards writing as a linguistic activity, but unlike the product approach, it emphasizes that “writing varies with the social context in which it is produced”. According to Dudley-Evans (1997, p.154 as cited in Badger and White, 2000, p.156) there are three stages of writing. First, a model of a particular genre which is introduced, developed and examined. Learners then carry out exercises which manipulate relevant language forms. Finally, they produce a short text. “The genre-based approaches see writing as essentially concerned with knowledge of language, and as being tied closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher” (Badger and White, 2000, p.156). Meaning that, in genre-based approaches, writing has to do with knowledge of language as it is related to social purpose, and its development is regarded as the analysis and imitation of the input.

#### **1.1.4. Stages of Writing**

The writing process has four main stages that learners need to follow in order to produce a well-formed and structured piece of writing. These are planning (pre-writing), drafting, revising, and editing.

#### **1.1.4.1. Planning (pre-writing)**

The first stage of writing is planning or pre-writing. For Oshima and Houge (2007) planning is the way of getting ideas, choosing a topic and gathering ideas in order to explain it. Pre-writing stage has one main technique called listing. It is a pre-writing technique in which the writers have to write the topic on a piece of paper, then they should write down everything that comes to their minds till the flow of ideas stops (p.16).

According to Harmer (2004) writers have to make a plan about what they are going to write. Before writing or typing, they have to try and decide about what they are going to say. For him, in the planning stage, there are three major issues that should be taken into account: firstly, the writers have to consider the purpose of their writing because it will influence the use of language and the choice of information to be included. Secondly, they have to think about the audience since it will influence the choice of language (formal or informal). Thirdly, writers have to take into consideration the content structure of the piece, that is, how best sequencing the facts, ideas, or arguments they have to include (pp.4-5).

Johnson (2008) summarized the aim of pre-writing as generating ideas through listing, brainstorming, outlining, silent thinking, conversation with a neighbour, or power writing (p.179).

#### **1.1.4.2. Drafting**

It is the second stage of writing where the formal writing begins. Brown and hood (1989, p.14) stated that “drafting stage is where you begin writing. The most important thing here is to get words into paper, it is not the time to worry about spelling, grammar, punctuation, or the best wording”. In the similar vein, Johnson (2008) claimed that drafting stage is the first

step to write down ideas on paper. “Quantity here is valued over quality, if done correctly, the draft is rambling, disconnected accumulation of ideas” (p.179).

Harmer (2004) argued that the first version of piece of writing is called drafting. It is often done on the assumption that it will be amended later (p.5).

#### **1.1.4.3. Revising**

It is another stage in writing. For Brown and Hood (1989) revising is the most important stage in the writing process. It is a stage where the writers have to check what they wanted to say, checking if the content and purpose are clean and suitable for the reader, in the particular writing situation. It is not a matter of checking spelling, grammar, and punctuation. It also deals with arranging, changing, adding, and leaving out words (p.20).

Johnson (2008) assumed that revising is “the heart of the writing process”. In this stage, the writers have to revise and reshape their piece of writing for several times. Here the writers look for flow and structure. They should re-read paragraphs and move things around (p.180).

Shields (2010) stated that revising involves re-drafting, or re-writing, or even re-planning. For him, this stage is more important than the first draft. The writers have a clear idea about what they want to say, and they should think more about their readers and purpose. The writers may need to refine arguments, or examine the supporting evidence in order to make their writing clearer by reorganizing, re-phrasing, and re-examining their views (p.15).

#### **1.1.4.4. Editing**

It is the final stage of writing. Oshima and Hogue (2006) pointed out that the editing stage is where errors in grammar, sentence structure, spelling, and punctuation should be corrected. The writers have to check each sentence for correctness and completeness, also

they have to check each sentence for a subject and a verb, subject verb agreement, correct verb tenses, noun plurals. Moreover, the writers have to check the mechanics: punctuation, spelling, and capitalization as well as they have to check incorrectly used or repeated words (p.257).

According to Shields (2010) editing is the final and most important stage before writing the assignment. Here the writers have already edited partially at the same time when they were writing. For him, it is important for the writers to check that they have followed all the conventions, rules, and illustrations of their course, subjects, and departments. In addition, they have to check spelling, punctuation, grammar, and references both in the text and the bibliography. Furthermore, the writers have to consider the presentation of the essay (p.15).

## 1.2. Essay Writing

### 1.2.1. Definition of Essay

An essay is a group of related paragraphs written about a specific topic. It derives from the Latin meaning “**weighing out**” and the French meaning “**to test**”, “**try**”, or “**make an attempt**” (“Guide to writing essay” 2015, p.6). Kane (2000) argued that “an essay is relatively short composition. It does not exhibit great variety. Essays can be speculative or factual or emotional; they can be personal or objective, serious or humorous.” Kane, further, stated that an essay means” a short prose piece”.(p.45). Oshima and Hogue (2006) pointed out that “an essay is a piece of writing several paragraphs long. It is about one topic, just as paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs together by adding an introduction and a conclusion.”(p. 56) According to them an essay has three main parts, they are as follows:

**a. an introduction:** it is also called an introductory paragraph. An essay introduction comprises two parts which are: a few general statements that attract the reader's interest and attention. In addition, a thesis statement which indicates the main idea of the essay.

**b. body:** contains at least one or more paragraphs. Each paragraph develops a sub-division of the topic, so the number of paragraphs in body will vary depending on the number of sub-topics.

**c. a conclusion:** is also named a concluding paragraph. It is considered as a summary or restatement of the main points discussed in the body (pp.56-57).

Moreover, M.H Abrams defined an essay as "any short composition in prose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject." (as cited in Mackenzie, 2007, p.6).

To sum up, an essay is a piece of writing that discusses a particular topic or subject. It consists of three main parts which are: an introduction, a body, and a conclusion.

### **1.2.2. Types of Essays**

Generally, learners write various topics according to their specific purpose in writing. They may narrate a story, describe and provide information about something, and express their feelings. The following are the well-known types of essay writing.

#### **1.2.2.1. Narrative Essay**

According to Mc-Whorther (2012, pp.228-232), a narrative essay relates a series of events which can be real or imaginary in an organized sequence. It is a story that makes a point in order to exchange family stories, tell jokes, read biographies or novels, and watch television situation comedies or dramas. In addition, narrative essay can be used for the

purpose of providing humour, interest and entertainment, sparking the reader`s curiosity, and approaching the readers to the storyteller. Moreover, they play a role in creating a sense of shared history, linking people together, and provide instruction in an appropriate behaviour or moral conduct. Furthermore, narrative essays have some characteristics such as conveying a particular meaning, presenting actions and details that build towards a climax, presenting a conflict and creating tension, sequencing events in an arranged way, and finally using dialogue for presenting conversations in the story. For Wyldeck (2013, p.18)” a narrative essay tells stories about real-life experiences. It generally focuses on events or feelings experienced by the writers, and describes what they have learnt from real-life situations.

#### **1.2.2.2. Descriptive Essay**

According to Mc-Whorther (2012), a descriptive essay provides information in a way that appeals to one or more of the five senses (sight, sound, smell, touch, and taste). It generally creates an overall impression or feeling and can be used in different situations in workplace. Writers in descriptive essays depend on giving deep information or description about people, places, things to attract the reader`s attention. The purpose of writing a descriptive essay is not only making it more lively and interesting but also indicating the writers` attitude toward the subject through their choice of words and details. Descriptive essay is categorized by using sensory details, active verbs, and varied sentences, creating a dominant impression, using comparison to help the readers experience what the writers are writing about (pp.268-273). However, Wyldeck (2013, p.18) stated, a descriptive essay gives an opportunity to focus in detail on an objet, a character, an event, or a feeling that a writer wants to highlight.

### 1.2.2.3. Classification Essay

It is also called “**division essay**” that refers to a process of listing items, people, or ideas into groups or categories to make them more comprehensible. A classification or division essay explains topics by describing types or parts. For instance, it might explore types of advertising such as: TV, news paper, and internet and describe parts of an art museum, museum store, and visitor services desk. Like any type of essay, a classification essay also has certain characteristics; sorting items/ ideas into groups according to one principle, determining the principle of classification by the writer`s purpose and audience. In addition, classification essay uses categories, explains each category or part in detail to make it understandable to readers. Finally, it develops a thesis by identifying the topic and revealing the principle used to classify or divide a topic (Mc Whorther 2012, pp. 410-415). Similarly, S.k.Tarafder (2007, p.34) claimed, in classification essay, the writer separates things or ideas into specific categories and discusses each of them. Then, he/she organises the essay by defining each classification and by giving example of each type.

### 1.2.2.4. Chronological Order/ Process Essay

According to Oshima and Hogue (2006, p.81) chronological order is derived from the Greek word “**chronos**” which means “**time**”. It is also called “**process essay**”. It is a way of organizing ideas chronologically. In addition, it has all sorts of uses like: telling stories, relating historical events, writing biographies and autobiographies, and explaining processes and procedures, for example, to explain how to take a photograph, how to make a piece of pottery, and how to perform a chemistry experiment. For Mc Whorther (2012) it is labelled process analysis that explains step by step how something works or how something is done. A process analysis has also some features which differentiate it from other types of essays. It usually includes a clear thesis statement that identifies the process to be discussed. It is

organized chronologically, it provides background information that are helpful for the readers in understanding the process. Moreover, process analysis provides a suitable level of detail by giving a deep explanation of the process (pp.338-344).

#### **1.2.2.5. Cause / Effect Essay**

As Oshima and Hogue (2006) stated, a cause/ effect essay discusses the reasons and the results of something, it is organized into two main ways either a chain organization or a block one.

**a. chain organization:** cause and effects are linked to each other. One event causes a second one which in turn causes a third event and so on. Depending on the complexity of ideas in each link, it is more appropriate to devote an entire paragraph to one link, or include several links in one paragraph, or describe the entire chain in one paragraph. Chain organization works better than block pattern when both causes and effects are also more closely joined to be separated.

**b. block organization:** the writer first discusses all the causes as a block, then discusses the effects together in a block. It is optional for the writer to discuss either causes or effects first or discussing only causes or only effects (pp.95-99). For Connelly, E. Hamilton, & McAfee (2008 ,p.211), cause and effect essays explains reasons and results, that is to say , a cause and effect essay explains the reasons that something happens or discusses the results that something creates.

#### **1.2.2.6. Argumentative Essay**

It is another type of essays which was defined by Wyldeck (2013, p.17) as an essay in which the writer needs to consider the arguments or points of view both for and against a certain topic, decide which side he/she takes, and argue logically and persuasively to



encourage the reader to support his or her opinion. This type of essay focuses on the side the writer thinks is correct, and finds fault in the opposite opinions. According to him (2013, p.17), in argumentative essay, the writers` job is to argue well enough to persuade the readers that they are right. For Oshima and Hogue (2006, p.142) argumentative essay is an essay in which the writers agree or disagree with an issue using reasons or evidence to support their opinions. The purpose behind this type of essay is convincing the readers that their opinions are right. It is a popular kind of essays because it forces students to think on their own. They have to` take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence`.

It can be organized using block pattern or point by point one like in the following table:

Table 1

*Organization of Argumentative Essay (Oshima and Hogue 2006, p.143)*

<b>Block pattern</b>	<b>Point-by-point pattern</b>
<b>1. Introduction</b> Explanation of the issue Thesis statement	<b>1. Introduction</b> Explanation of the issue, including a summary of the other side's arguments Thesis statement
<b>2. Body</b> <p style="text-align: center;">Block 1</p> <b>a.</b> summary of other side`s arguments <b>b.</b> rebuttal to the first argument <b>c.</b> rebuttal to second argument <b>d.</b> rebuttal to the third argument.	<b>2. Body</b> <b>a.</b> Statement of the other side's first argument and rebuttal with your own counterargument <b>b.</b> Statement of the other side's second argument and rebuttal with your own counterargument <b>c.</b> Statement of the other side's third argument and rebuttal with your own counterargument.
<p style="text-align: center;">Block 2</p> <b>e.</b> your first argument <b>f.</b> your second argument <b>g.</b> your third argument	
<b>3. Conclusion</b> may include a summary of your point of view.	<b>3. Conclusion</b> -may include a summary of your point of view

### 1.2.2.7. Comparison/ Contrast Essay

Comparison/ contrast essay is a very common pattern in academic fields in which the writer explains the similarities and differences between two items. Like argumentative essay, comparison/ contrast has two ways of organization which are: point-by-point pattern or block organization (Oshima and Hogue 2006, p.111). According to Mc Whorther (2012) a comparison /contrast essay has certain characteristics as making a clear purpose like expressing ideas, informing or persuading. It considers common characteristics, examines similarities, differences, or both of them. Moreover, it makes a point about a subject to spark readers` interest. Finally, it considers sufficient number of significant characteristics and details (pp.379-381).

### 1.2.3. Characteristics of a Good Essay

Writing is a means of communicating and transmitting ideas to the audience. it is also used in order to convey messages. So, in order to make the process of writing more sufficient and effective, it is essential for learners to take into consideration certain features of writing.

#### 1.2.3.1. Cohesion

It is important for an essay to be cohesive. Harmer (2004) argued that “when we write a text we have a number of linguistic techniques at our disposal to make sure that on prose sticks together”(p.22). Additionally, he divided these linguistic techniques into two types namely lexical cohesion which is achieved by the use of two main devices :repetition of words and lexical set “**chains** “.However, grammatical cohesion is achieved in a number of different ways too: these include pronoun, possessive reference, article reference , tense agreement, linkers, substitution and ellipsis (pp22-24). Pollard (2008) then referred to cohesion as “how ideas are linked; this is commonly achieved by the use of reference words

(e.g the latter) and linkers (e.g on the other hands, alternatively)” these language element are used in the process of writing in order to guide readers and show relationships between ideas. Moreover, the writers, at a lower level, can use linkers such as: but, both, and whereas, while at higher level, they can use more complex ways of linking by giving phrases and connect them using linkers (P.50).

### **1.2.3.2. Coherence and Unity**

It is necessary for an essay to be coherent and unified. For Oshima and Hogue (2006) unity is an important element of a good paragraph. It means that “a paragraph discusses one and only one main idea from beginning to end” (p.18). Moreover, coherence is also considered as a vital characteristic in the writing process. According to them, coherence is an element of a good paragraph. It is derived from the Latin verb “**cohere**” which means “**Hold together**”. They claimed that “For coherence in writing, the sentences must hold together, that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow into the next one”. Oshima and Hogue put four ways to achieve coherence including: repeating key nouns and words, using consistent pronouns, using transitional signals to link ideas, and organizing ideas in logical order (pp.21-22). In addition, Pollard (2008) defined coherence as “...the way piece of writing is organized, logical progression of ideas and careful organization within and between paragraphs” (p.50).

### **1.2.3.3. Clarity**

It is another essential characteristic that the writers should pay more attention to in order to make an essay clear, understood, and comprehensible for readers. Starkey (2004, p.11) maintained that the writers need to say exactly what they mean clearly. Moreover he pointed out that” learning how to be a clear and accurate writer will help make your essay readable,

and will generate that those who read it understand exactly what you mean to say". Five guidelines were proposed by Starkey to clarify the writing process as following:

**.Eliminate ambiguity:** means having two or more possible meanings. Ambiguous language can either be understood as phrases that have more than one meaning or word order that convey a meaning different from the one intended by the writer.

**.Modifiers and precision:** clarity in essay writing involves the use of modifiers, which make your point clear and add meaning and originality.

**.Powerful, precise adjectives, and adverbs:** are ways to achieve clarity in essay writing.

**.Be concise:** the writers will not score points with readers by using five sentences that express an idea that could have been stated in one. Wordiness is boring and it takes up valuable time and space (2004, pp.12-17).

#### **1.2.3.4. Organization**

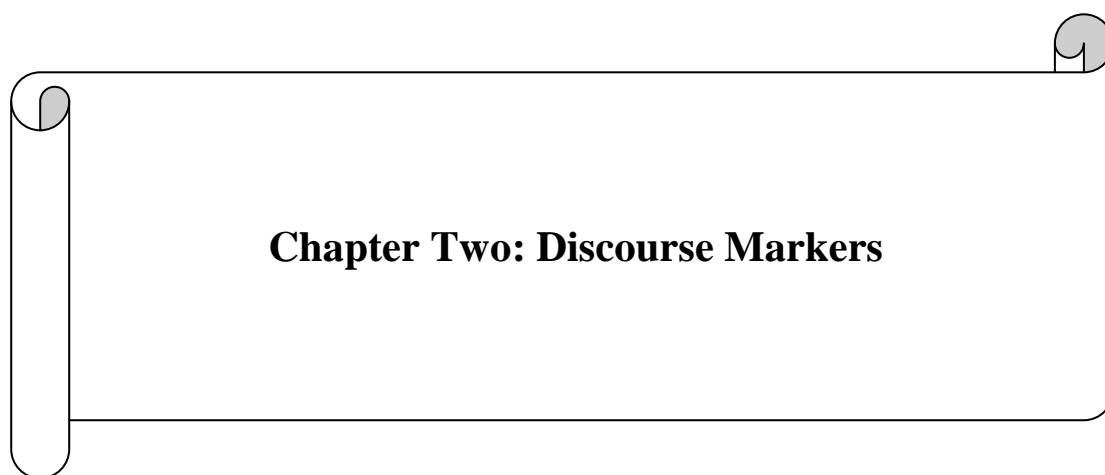
It is another feature which makes the writing process ordered and meaningful, since it is necessary for the writers to organize their ideas in order to avoid confusion among the audience or readers. In this context, Starkey (2004, p.2) emphasized the importance of organization as follows "organization also benefits the reader ... you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your essay work together and how they support your thesis". He maintained that organization helps readers to believe in what writers are saying and to follow their lead. Furthermore, Nanun (1989, p.37) highlighted some features of successful writing, one of them is organization. He claimed that it is important for the writers to organize content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.

#### **1.2.3.5. Word choice**

Choosing adequate words is one of the best ways to convey ideas in essay. For Starkey (2004, p.21) “saying what you mean takes more than just an understanding of the denotation, or literal meaning of a word. Many words also have a connotative meaning. The connotation is a word’s implied meaning, which involves emotions, cultural assumptions and suggestions. Both meanings must be considered when making word choice”.

#### **Conclusion**

In nut shell, writing is one of the basic language skills that EFL learners should master in order to function effectively in different fields. So, this chapter dealt with an overview of the writing skill including its definition, and importance. Also, it provided the approaches to teaching writing and the major stages. Moreover, this chapter presented the definition of essay and its major types. Finally, the light was shed on the main characteristics of good compositions.



**Chapter Two: Discourse Markers**

## **Chapter Two: Discourse Markers**

### Introduction

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## **Chapter Two: Discourse Markers**

### **Introduction**

This chapter presents an overview on the concept of discourse and discourse markers. The former provides definition of discourse, text and discourse, spoken Vs written discourse, and definition of discourse analysis. The latter discusses definitions about discourse markers, previous approaches to defining discourse markers and their meanings. In addition, it sheds light on the grammatical status of discourse markers and their similar features. Moreover, it highlights the functional classes of discourse markers and their role in creating cohesion and coherence. Finally, this chapter ends with the importance of discourse markers in essay writing.

### **2.1. The Concept of Discourse**

#### **2.1.1. Definition of Discourse**

The definition of discourse varies among different researchers and researches. According to Richardson (2007, p.21), the word “discourse” is a trendy concept which has been viewed and defined by many authors as what discourse is and the way the term ought to be used. For Gee (2014, p.226), “discourse is any instance of language in use or any stretch of spoken or written language (often called a “text”) in the expanded sense where texts can be oral or written”. In the light of this definition, language in use refers to the language that is actually used in specific contexts. This means that when studying language in use, it is necessary to take into consideration the contexts of language and the actual utterances or sentences whether in spoken or written texts not just studying the abstract system of language. Moreover, Widdowson defined discourse as “the meaning that a first person intends to express in producing a text, and that a second person interprets from a text” (2007, p. 129).

To sum up, discourse in general, refers to a form of language use in which language is studied in specific contexts in both written and spoken texts.

### **2.1.2. Text and Discourse**

Halliday and Hasan (1976) defined text as “not just a string of sentences. In other words, it is not simply a large grammatical unit, something of the same kind as a sentence but differing from it in size-a sort of super-sentences, a semantic unit” (p.293). In addition, they determined the main factors that constitute a text:

[A text is a unit of language in use. It is not a grammatical unit like a clause or a sentence: and it is not defined by its size. A text sometimes envisaged to be some kind of super-sentence. A grammatical unit that is larger than a sentence but is related to a sentence in the same way that a sentence is related to a clause... a text is not something that is like a sentence, only bigger: it is something that differs from a sentence in kind... a text does not consist of sentences. It is realized by, or encoded in, sentences] (pp.1-2).

Whereas, discourse as Martinez (2011, p.5) referred to is “The corresponding social practice, a form of language use. In other words, discourse is determined by social phenomena. It refers to the communicative meaning of language.

### **2.1.3. Spoken Vs Written Discourse**

Paltridge (2011) presented a number of important differences between spoken and written language discussed by Biber (1986, 1988) the first commonly held view is that writing is more structurally complex and elaborate than speech. However, Halliday (1989) argues that speech is no less highly organized than writing. Spoken discourse, he argues, has

its own kind of complexity. Written discourse, however, according to Halliday tends to be more lexically dense than spoken discourse. There is also a high level of nominalization in written discourse, that is, where actions and events are presented as nouns rather than as verbs. A further commonly held view is that writing is more explicit than speech, also writing is more de-contextualized than speech because speech is more related to context than writing and it depends on a shared situation and background for interpretation. Moreover, speaking is disorganized and ungrammatical, whereas writing is organized and grammatical. Furthermore, speaking uses much more repetition, hesitation, and redundancy than written discourse. (pp. 13-18).

However, McCarthy (2001) claimed that spoken and written genres may interlace with each other, i.e, forms that are generally related to spoken language may also occur in written language due to the fact that they both draw the same underlying grammatical system while Biber (1988) suggested that they are *multidimensional constructs*. In other words, they do not have only different features but also have certain number of common characteristics (as cited in Paltridge, 2011, p.19).

As it is mentioned above, spoken and written discourse do not have only distinct features, but also isomorphic features of discourse.

#### **2.1.4. Definition of Discourse Analysis**

The term discourse analysis was first introduced by Zellig Harris 1952 when he published a paper entitled *Discourse Analysis*. McCarthy (1991, p.7) pointed out that discourse analysis grew out of the work in different disciplines in the 1960`s and early 1970`s, including linguistics, semiotics, psychology, anthropology, and sociology. He stated that “discourse analysis refers to the study of the relationship between language and context”.

McCarthy, furthermore, defined discourse analysis “as wide-ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts and cultural influence which affect language use”. Gee, moreover, referred to discourse analysis as “the study of language in use” (2014, p.8).

In this regard, discourse analysis is the study of language in use beyond the level of the sentence, and the relationship between language and contexts whether in spoken or written forms.

#### **2.1.4.1. Ways of Analysis**

##### **2.1.4.1.1. Contrastive Analysis**

Contrastive Analysis is the process by which the mother tongue and the target language are compared in order to identify the differences and the similarities between them. This process is designed to predict the areas of difficulties the learner of the target language generally faces. The assumption is that the similarities will facilitate learning while the differences will cause difficulties in learning L2 (Lado,1957). Contrastive Analysis was first developed by Fries (1945). With the publication of Lado’s book *Linguistics Across Cultures* in 1957, it emerged as a theory of pedagogical significance in the field of second language teaching. CA is defined as the description of a native language and the target language and a comparison of these descriptions, which results in various statements about similarities and differences between the two languages (Fries 1945).

##### **2.1.4.1.1.1 The Versions of Contrastive Analysis**

###### **2.1.4.1.1.1.1.Strong Version**

Wardhaugh (1970) (as cited in Byung-gon 1992, p.136) classified the strong version of contrastive analysis as the version that claims the ability to predict difficulty through

contrastive analysis. The main idea of the strong version is that two languages can be compared a priori. The strong version claims the following:

1. The main obstacle to second language learning is from the interference of learner`s native system.
2. The greater the difference between native language and target language, the greater difficulty will be.
3. A systematic and scientific analysis of two languages can help predict difficulties.
4. The results of contrastive analysis can be used as a reliable source in the preparation of teaching materials, the planning of course, and the improvement of classroom techniques.

#### **2.1.4.1.1.2 Weak version**

Wardhaugh (1970) (as cited in Byung-gon 1992, p.136) noted that contrastive analysis has intuitive appeal and that teachers and linguists have used “ the best linguistic knowledge available... in order to account for observed difficulties in second language learning”. He called such this observational use of contrastive analysis “the weak version”. Here, the focus shifts from the predictive power of the relative difficulty to the explanatory power of observable errors. In addition, Brown (1987) suggested that the weak version focuses not on the priori prediction of linguistic difficulties, but on the posterior explanation of sources in language learning

#### **2.1.4.1.2. Error Analysis**

The term error analysis emerged in 1960`s and 1970`s of the previous century. It is a type of linguistic analysis which focuses on the errors learners make. Error analysis came as a reaction to contrastive analysis. It was first coined by Corder (1967) who is considered as the “father” of this field. He regarded errors as “flaws” that need to be eradicated. However, he

claimed that those errors are important and indispensable devices which the learners need to make in order to learn. Error analysis was defined by many scholars. According to Corder (1974) (as cited in AbiSamra, 2003), error analysis has two main objectives: one theoretical and another applied. The former objective serves to “elucidate what and how a learner learns when he studies second language”. By contrast, the latter attempts to enable the learner “to learn more efficiently by exploring knowledge of his dialect for pedagogical purpose”. Moreover, Corder (1974) (as cited in Lennon, 2008, p.54) elaborated five procedures for error analysis including; selection of corpus of language (collection of data), identification of errors, description of errors, explanation of errors, and evaluation of errors.

On the other hand, Brown (1980) stated that “error analysis can provide a strong support to remedial teaching”. During the teaching process, error analysis can diagnose both the successes and failures of the program (as cited in Khansir 2012, p.1829). Another concept of error analysis was given by Brown (1980, p.160 as cited in Hasyim, 2002, p.43). He defined error analysis as “the process to observe , analyze , and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner”. For Ali (1996, p.1 as cited in Ridha, 2012, p.26), error analysis is “the examination of those errors committed by students in both the spoken and written medium”. Whereas, Longman dictionary of language teaching and applied linguistics defined error analysis as “the study and analysis of the errors made by second language learning. It may be carried out in order to identify strategies which learners using in language learning, identifying the causes of learner errors, and obtain information on common difficulties in language learning (2010, p.201).

## 2.2. Discourse Markers

### 2.2.1. Definition of Discourse Markers

There have been various definitions of the term DMs among several researchers in various studies. Those items are described differently according to the way that discourse is viewed in each study. In this section, many definitions are presented for defining DMs.

Schiffrin (1987), who is considered as the first researcher to bring the most detailed work regarding DMs, defined them operationally as “sequentially dependent elements which brackets units of talk. i.e, non obligatory utterance initial items that function in relation to ongoing talk” (p.31), Meaning that DMs play a cohesive role in relating informational units in the current discourse with informational units in the previous one. Moreover, she defines them as” a more theoretical level which belongs to a functional class of verbal and non-verbal items that provide contextual coordinate for ongoing talk” (1987, pp.40-41). Furthermore, Schiffrin, Tannen & E. Hamilton (2001, p. 58) specified a number of conditions that allow a word to be used as DM, they maintained that a discourse marker has to be: syntactically detachable, be commonly used in the initial position, be able to operate at both local and global levels of discourse, be able to operate in different plans of discourse, and have a range of prosodic contours. In the same view, Redecker (1991, p. 1168) called them discourse operators. She referred to them as” a word or phrase that is uttered with the primary function of bringing to the listener`s attention a particular kind of linkage of upcoming utterance with the immediate discourse text.”

Another definition proposed by Maschler (1997, p.284), who emphasized their interactive nature and meta-lingual function, He defined discourse markers as “utterances, meta-lingual at the level of discourse, occurring at conversational action boundaries.”

Fraser (1999, p.950) who studied DMs from a grammatically oriented perspective defined them as “a pragmatic class and lexical expressions drawn from the syntactic class of

conjunctions, adverbials, prepositional phrases which signal relationship between the current segment S2 and the previous segment S1.”

For Martinez (2004, p.64) DMs are linguistic items such as so, because, which create cohesion, coherence, and meaning in discourse. similarly, Ali and Abdullah (2012), who called DMs as discourse connectors, defined them as words and expressions that can be accommodated within the text to join one sentence to another or one paragraph to another or even one idea to another. In the same respect, Swan (2005) referred to a DM as a word or expression which shows the connection between what is being said and the wider contexts. A discourse marker may, for example, connect a sentence with what comes before or after, or it may show the speaker`s attitude to what he/she is saying.

Carter and Fung (2007, p.411) defined DMs as” intra-sentential and supra-sentential linguistic units which a largely non propositional and connective function as the level of discourse”

As far as the above definitions are concerned, it is clear that there is no firm definition of DMs. However, they all share a common aspect in relating DMs as connective items or expressions which link the actual segments with the prior ones to make the text more cohesive and coherent.

### **2.2.2. Approaches to Defining Discourse Markers**

There are four major trends in studies of DMs namely Halliday and Hassan`s (1976) systemic-functional grammar, Shiffrin`s (1987, Shiffrin et al 2001) *discourse model*, Fraser`s (1996-1999) *grammatical pragmatic approach* and finally Blackmore`s (1987) *theoretical perspective within the relevance theory*. Those trends are slightly different from each other



due to the various ways of describing and understanding DMs and analytic methods used to classify and categorize them.

The first approach is that of Halliday and Hassan (1976). Their work on *cohesion in English* demonstrates that cohesion is an important part of the text-forming component in the linguistic system (p.299). They studied cohesion under five headings; reference, substitution, ellipsis, conjunction, and lexical cohesion (p.4). Despite the fact that Halliday and Hassan did not refer directly to DMs, conjunctions as they referred to are equivalent to the words called DMs in other studies. Conjunctions are slightly different from other cohesive relations, from reference, ellipsis, and substitution (p.226). They are based on forms of systemic relations between sentences. They can be located in the content of what is being said, i.e, external, or in the speech event, i.e, internal (pp.320-321). The meanings that are conveyed by conjunctions are as follow: *additive* (e.g: *and, in addition*), *adversative* (e.g: *but, however*), *temporal* (e.g: *then, finally*), and *causal* (e.g *because, so*) (pp 241-262). Halliday and Hassan defined the conjunctive items as “ conjunctive elements that are cohesive not in themselves but indirectly, by virtue of their specific meaning, they are not primary devices for reaching out into the preceding( or following) text, but they express certain meanings which presuppose the presence of other components in the discourse” (1976,p.226) (as cited in Piurko, 2015,pp.17-18).

The second influential approach to the study of DMs is developed by Schiffrin (1987, 2001) who is considered as the first researcher to study DMs in depth. She gave a detailed analysis of twelve markers. Schiffrin (1987) (as cited in Fraser 1999, p.934) claimed that discourse contains various plans of coherence and structure. Moreover, she proposed a discourse model with five plans “*a- exchange structure* which reflects the mechanics of the conversational interchange (ethnomethodology) and shows the result of the participant turn-

taking and how these alternations are related to each other, b- *action structure* which reflects the sequence of speech acts which occur within the discourse , c- *information state* which reflects the ongoing organization and meta-knowledge as it evolves over the course of discourse, d- *participation framework* which reflects the way in which the speakers and hearers can relate to one another as well as orientation toward utterances, e- *ideational structure* which reflects certain relationships between the ideas (propositions) found within the discourse, including cohesive relations, topic relations, and functional relations”.( pp.24-25-26).

Moreover, Schiffrin, Tannen, & E. Hamilton (2001, p.57) maintained that “markers could work at different levels of discourse to connect utterances on either a single plan or across different plans”. In addition, the researchers proposed that “DMs are comparable to indexical or in a broader sociolinguistic framework, and contextualization cues”. Finally, they stated that DMs use is multifunctional although they have primary function (e.g the primary function of *and* is in ideational plane, the primary function of *well* in the participation framework) (.p.58). Furthermore, schiffrin, Tannen, & E. Hamilton (2001, p.55) referred to DMs as linguistic items or elements that function as cognitive, expressive, social and textual domains. Besides, schiffrin (2001) showed that “DMs display relationships that are local (between adjacent utterances) and global (across wider spans and/or structures of discourse), e.g, *because* has both local and global functions” (p.57).

The third approach is that of Fraser (1996, 1999) who studied DMs from a grammatical-pragmatic perspective. Fraser`s theoretical framework is mainly based on the meaning of the sentence and the difference between propositional sentence which “represents a state of the world which the speaker wishes to bring to addressee`s attention”. It generally refers to the propositional content of the sentence (content meaning), whereas, non-propositional part of the sentence refers to “everything else”. The latter can be analysed into different types of

signals called “pragmatic markers” (Fraser, 1996, pp.167-168). He also claimed that “pragmatic markers do not contribute to the propositional content of the sentence but signal different types of messages” (Fraser 1999, p.936). Those messages are divided into four types: *basic messages, commentary messages, parallel messages, and discourse messages*. Discourse messages here refer to DMs. “They are optional and signal a message specifying how the basic message is related to forgoing discourse (e.g: *so, incidentally*)” (Fraser 1996, p.169) (as cited in Puirko, 2015, p.17).

The fourth approach which is the last one is provided by Blakemore (1987) (as cited in Fraser 1999, pp.936-937) who worked on the framework of relevance theory proposed by Sperber and Wilson (1996). Blackmore labelled discourse markers as “discourse connectives”. She focused on how DMs impose constraints on implicature. Blakemore claimed that DMs should be analysed linguistically as specified constraints on contexts and suggested that there are four ways in which information can be conveyed by an utterance:

“. It may allow the derivation of a contextual implication (e.g : *so, therefore, too, and also.*)

.It may strengthen an existing assumption by providing better evidence for it (e.g : *after all, moreover, furthermore.*)

.It may allow contradict on existing assumption (e.g: *however, still, nevertheless, but*).

.It may specify the role of the utterance in the discourse (e.g: *any way, incidentally, by the way, finally.*)”.

To conclude, DMs have been studied and defined differently by various researchers. Each scholar integrates the analysis of DMs into the study of language. Halliday and Hassan analyse conjunctions in relation to cohesion, Schiffrin studies and defines DMs within the coherence model, Fraser views them from a grammatical pragmatic view, and Blackmore adopts the relevance theory in studying DMs.

### 2.2.3. The Meanings of Discourse Markers

The meaning of DMs is viewed differently among different researchers. Schiffrin (1987), for example, claimed that except for the markers *oh* and *well*, all DMs have meaning and suggested that each marker has a core meaning. Contrary to Blakemore (1987) who argued that DMs have only procedural meaning because she proposed that “DMs do not have a representational meaning the way lexical expressions like *boy* and *hypothesis* do. According to Blakemore procedural meaning contains “instructions about how to deal with the conceptual representation of the utterance.” (as cited in Fraser, 1999,p.936). However, for Fraser (1999) DMs have a procedural meaning not a conceptual meaning, i.e: it focuses on interpretation not on semantic meaning. In other words, the former specifies how the segment it introduces is to be interpreted relatively to the prior subjects to the constraints mentioned earlier, on the other hand, the latter specifies a defining set of semantic features as in the case with the *boy* and *hypothesis*. For instance, the DM *in contrast*, when it occurs, signals that the segment it introduces makes a specific contrast with the segment 1 among two specific contrast areas like in this example: John is fat. **In contrast**, Jim is thin (p.944).

While, Fraser (2009,p.308) analysed DMs as having both conceptual and procedural meaning even though, they do not have equal proportions, for example ( *as a result* have more conceptual meaning than *thus*) but they both contain procedural information since they signal that segment1 is the cause of segment 2.

### 2.2.4. The Grammatical Status of Discourse Markers

Fraser (1999, p. 943) stated that DMs do not constitute a separate or detached syntactic class or category. He maintained that there are three major sources of DMs, they are as following: conjunctions, adverbs, and prepositional phrases as well as few idioms like *still*, *all*, and *all things considered*. Fraser claimed that coordinate conjunctions *and*, *but*, and *or*

function primarily although not privately as DMs and subordinate conjunctions as: *so*, *since*, *because*, and *while* also function as DMs. He gave examples of subordinate conjunctions:

“a- the book was **so** good that I read it a second time.

b- **Since** Christmas, we have had snow every day.

c- You should read **while** doing that.”

Secondly, there are adverbials which function as DMs like in the following examples:

“a- Sue won't eat. **Consequently**, she will lose weight.

b- Bill likes to walk. **Conversely**, Sam likes to ride.

c- I believe in fairness. **Equally**, I believe in practicality.”

Thirdly, there are prepositional phrases that function uniquely as DMs like in a-b and those that are ambiguous such as in c-f:

“a- Harry shut his eyes. **As a consequence**, he missed the bird.

b- You should not do that. **In particular**, you should not touch that brown wire.

c- You should have ice cream for dessert. **After all**, it's my birthday.

d- He did not go **after all**.

f- He did not want to go. **On the other hand**, he did not want to stay.

g- One hand was unadorned, he had a colourful tattoo **on the other hand**” (pp. 943-944).

Moreover, schiffrin, Tannen & E.Hamolton (2001) claimed that DMs can be considered as a set of linguistic expressions derived from members of word classes as conjunctions ( e.g, *and*, *but* ,*or* ) , interjections ( *oh* ) , adverbs (*now*, *then* ) and lexicalized phrases( *y` know i mean*) (p.57).

### 2.2.5. Features of Discourse Markers

DMs have many common features which have been identified in various studies (Fraser 1999, 2006, and Schiffrin 1987, 2001). Those features are compiled by Shourup (1999) and

Kohlani (2010) including: connectivity, optionality, non-truth conditionality, weak-clause association, initiality, orality and multi-categorality.

#### **2.2.5.1. Connectivity**

The most prominent scholars namely; Schiffrin and Fraser who defined DMs in different studies agree that those items connect utterances or other discourse units. Yet, connectivity is expressed differently. Kohlani (2010, pp.39-40) argued that in coherence-based studies, like Schiffrin's (2001), Fraser's (1996), and Lenk's (1998), DMs are viewed as a set of expressions that connect textual units through signaling relationships between them. In contrast, in relevance theory, those expressions are not seen as items that connect one segment of a text to another but they connect the "propositional content" which is expressed in the sentence. This connectivity can create also other types of relations, for instance: Kohlani (2010, p. 41) stated that "discourse markers encode a message which expresses the author's perspective on the content of the basic message are regarded as discourse markers". Moreover, she claims that these types of relations create connectivity between the author and text, and between the author and reader.

#### **2.2.5.2. Optionality**

According to Shourup (1999, p.231) DMs are claimed to be optional in two distinct senses: syntactically optional in the sense that removing a DM does not affect the grammaticality of a sentence and in the further sense, they do not increase the possibilities for semantic relationship between the elements they associate. In addition, he argued that "if a DM is omitted, the relationship it signals is still available to the hearer, though no longer explicitly cued". In other words, the semantic relations always available for the addressee whether explicit discourse markers are present or absent (Kohlani 2010, p.49).

### **2.2.5.3. Non-truth conditionality**

Kohlani (2010, p.43) pointed out, being a non-truth conditional is an essential characteristic of DMs because it distinguishes them from other identical counterparts which are not considered as markers and that lead to propositional content. Furthermore, this characteristic differentiates DMs from, for example: adverbials as *now* and *then*. Nevertheless, those elements do not alter the meaning of propositional structure, but they affect the propositional meaning by guiding and constraining its interpretation. By contrast, for Schourup (1999, p. 232) “DMs are in fact contribute nothing to the truth-conditions of the proposition expressed by an utterance.”

### **2.2.5.4. Weak-clause association**

Schourup (1999, p.232) assumed that some DMs have syntactic structure (e.g. *on the other hand*) and some of them (e.g. *y` know*) are causal despite their apparent non-truth conditionality. Brinton (1996, p.34) claimed that “DMs are usually thought to occur either outside the syntactic structure or closely attached to it.”(as cited in Shourup, 1999, p.232).

### **2.2.5.5. Initiality**

For Shourup (1999), the position of DMs is either sentence initiality because it is predominantly, or they can appear also in the middle and the final position with functions fundamentally identical to those they function in initial position. In addition, he stated that “the tendency of DMs to appear initially is probably related to their super-ordinate use to restrict the contextual interpretation of an utterance”. (p.233). Unlike, Kohlani 2010, p.47) argued that initiality gives DMs a wide scope over the whole sentence or paragraph. Also, it allows them to influence and guide hearer/reader interpretation.

### 2.2.5.6. Orality

It is mainly based on the idea that DMs are related to speech but for Shourup (1999, p.234) there is “no principled grounds exist on which to deny DM status to similar items that are largely found in written discourse (e.g. *moreover, consequently, contrariwise*)”. According to him, association of a particular DM whether in written or spoken channel is not limited and is often related to the formal or informal event in which it is used. The meaning of DMs may also associate to one mode or the other. For example: the discourse markers “*conversely*” and “*in contrast*” “encode a high degree of utterance planning”. Whereas other DMs may be related to speech because their meaning supposes “a familiarity with the addressee not typical of interpersonal addressed writing” (Shourup 1999, p.234).

### 2.2.5.7. Multi-Categoriality

It is the last feature of DMs. Schourup (1999, p.234) stated that DMs contains a functional category that is “heterogeneous” with respect to syntactic class, this means that, DMs status is independent of a syntactic categorization. He distinguished categories to which external DMs function has been attributed including adverbs (e.g. *now, actually, anyway*), coordinating and subordinating conjunctions (e.g. *and, but, because*), interjections (e.g. *oh, gosh, boy*), verbs (e.g. *say, look, see*), and clause ( e.g. *you see, i mean, you know*). Kohlani (2010, p.39) pointed out that when an item or expression functions as a discourse marker does not show the propositional meaning of its identical counterparts.

In conclusion, the features of DMs discussed in this section propose that a DM is a syntactically optional item or expression which does not change the truth-conditions related to an utterance. A DM also consists of a functionally group of expressions drawn from other



classes and it is used to link utterances or enlarge discourse units. Moreover, a DM occurs in the initial position and its meaning can be related to spoken or written modes.

### 2.2.6. The Functional Classes of Discourse Markers

Fraser (1999, p.938) defined discourse markers as “connectors, discourse operators, or cue phrases that impose a relationship between some aspects of the discourse segment, they are part of, call it S2, and some aspects of a prior call it S1”. In other words, “they function like a two-place relation, one argument lying in the segment they introduce, the other lying on the prior discourse”. According to him (1999, pp.946-950), there are two main classes of DMs. The first one is **discourse markers which relate messages** and some aspects of the messages conveyed by the segment s2 and s1. They are divided into four sub-classes. They are as follow:

**a. Contrastive Discourse Markers** that signal the explicit interpretation of segment 2 contrasts with an interpretation of segment 1.

Example: We left late. **Nevertheless**, we got there on time.

**b. Elaborative Discourse Markers** which signal a quasi-parallel relationship between segment 2 and segment 1.

Example: You should always be polite. **Above all**, you shouldn't belch at the table.

**c. Inferential Discourse Markers** which signal that segment 2 is to be taken as a conclusion based on segment 1.

Example: the bank has been closed all day. **Thus**, we couldn't make a withdrawal.

**d. The Reasoning Discourse Markers** which specify that segment 2 provides a reason for the content presented in segment 1.

Example: I want to go to the movies. **After all**, It's my birthday.

The second one is **topic relating discourse markers** that involve an aspect of discourse. They include: *back to my original point, before I forget, by the way, incidentally, just to update you, on a different note, speaking of x, that reminds me, to change to topic, To return to my opinion, while I think of it, with regards to.*

For example: I am glad that is finished. **To return to my opinion**, I'd like to discuss your paper.

Fraser (2006) presented a new classification in which he omitted the second group of discourse markers and added a new class which is called **temporal discourse markers**

Fraser's (2006) model is presented in the table below:

Table 2

*The Functional Classes of Discourse Markers (Fraser 2006)*

Classification	Discourse markers
<b>Contrastive Discourse Markers</b>	<i>but, alternatively, although, contrariwise, contrary to expectations, conversely, despite (this/that), even so, however, in spite of (this/that), in comparison (with this/that), in contrast (to this/that), instead (of this/that), nevertheless, nonetheless, (this/that point), notwithstanding, on the other hand, on the contrary, rather (than this/that), regardless (of this/that), still, though, whereas, yet</i>
<b>Elaborative Discourse Markers</b>	<i>and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further(more), in addition, in other words, in particular, likewise, more accurately, more importantly, more precisely, more to the point, moreover, on that basis, on top of it all, or, otherwise, rather, similarly, that is (to say)</i>
<b>Inferential Discourse Markers</b>	<i>so, after all, all things considered, as a conclusion, as a consequence (of this/that), as a result (of this/that), because (of this/that), consequently, for this/that reason, hence, it follows that, accordingly, in this/that/any case, on this/that condition, on these/those grounds, then, therefore, thus</i>
<b>Temporal Discourse Markers</b>	<i>then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, when</i>

### 2.2.7. The Role of Discourse Markers

DMs play an important role in a text's cohesion and coherence (Feng, 2010, p.303). Reinhart (1980) pointed out that cohesion is achieved through formal linking signals in text. While, coherence refers to the underlying relations which combines both the propositions of a text and the relations between text and context. Coherence is therefore "a matter of semantic and pragmatic relations in the text" (as cited in Kohlani, 2010, p.22). Halliday and Hasan (1976) stated that coherence makes the text semantically well-formed because when two sentences cohere, a semantic relationship holds between them. Thus coherence is an umbrella term under which cohesion operates. Siepmann (2005 ,p.45) claimed that discourse markers "are natural –language strings of varying length and morphosyntactic structure whose primary function is to signal the coherence relations obtaining between a particular unit of discourse and other surrounding units and / or aspects of the communicative situation and thereby to facilitate the listener`s and reader`s processing task." (as cited in Kohlani, 2010,p.2).

Halliday and Hasan (1976) viewed cohesion as a means for creating coherence. In their work *Cohesion in English*, they defined cohesion as a semantic relation which is achieved through the lexico-grammatical system. It occurs where "the interpretation of some elements in the discourse is independent on that of another" (p.4). Moreover, they focused on cohesion across sentence boundaries. Their work aims at identifying the text as "a unified whole" as opposed to a collection of unrelated sentences (p.1). Halliday and Hasan (1976) identified five kinds of cohesive devices namely reference, substitution, ellipsis, lexical cohesion, substitution, and conjunctions. Conjunctions, which refer to discourse markers in this study, connect between the grammatical categories on the one hand, and the lexical ones on the other hand. Hasan and Halliday (1976) described conjunctions as cohesive devices in which their role is relating linguistic elements that occur in succession but are not related to each

other. In other words, conjunctions link systematically between what is to follow and what has gone before (p.227).

Moreover, Martinez (2004) claimed that discourse markers play a crucial role in creating cohesion and coherence in discourse. In addition, Kohlani (2010, pp.4-5) argued that discourse markers are considered as essential tools for achieving the text producers' communicative goals and acts in text. Furthermore, Richard, Platt and Platt (1987) stated that discourse markers are part of grammatical cohesion that connect the clauses or sentences together (as cited in Shareef, 2015, p.230).

### **2.2.8. The Importance of Discourse Markers in Writing**

Discourse markers, connectives, cohesive devices, or linking words are considered as necessary and essential elements in creating good writing. In this regard, Jalilifar (2008, p.114) claimed that there is a strong relationship between the use of discourse markers and writing quality because they "help writers provide writing which is effective and satisfactory". Accordingly, Rahimi (2011, p.68) stated that discourse markers, as far as writing is considered, are helpful in producing an effective piece of writing and facilitating communication. Hence, the lack or the inappropriate use of discourse markers leads to unsuccessful communication and lack of comprehension. Therefore, discourse markers are significant components of communicative competence. In addition, Dergisi (2012, p.12) pointed out that discourse markers have a crucial role in academic writing that is to connect pieces of discourse in order to create a unified and coherent whole". For that, it is important for writers, who want to have an advanced competency in writing, to use discourse markers adequately and effectively. As Coxhead and Byrd (2007, p.135-136 as cited in Dergisi, 2010, p.12) stated that discourse markers "become defining markers of fluent writing and are important for the development of writing that fits the expectations of readers in academia".

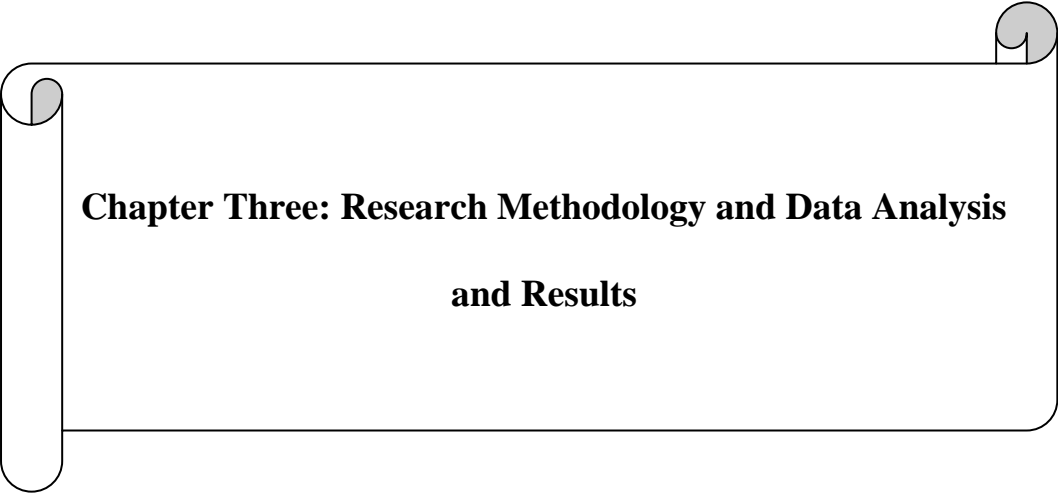
Moreover, Ali et al (2012) who called discourse markers as “**discourse connectors**” argued that they play a significant function in writing. They refer to “linking words”, “Linking phrases” or “sentence connectors” that can be described as the “glue” which binds together a piece of writing and makes the various parts of the text “stick together”. For that, “without sufficient connectors in a piece of writing, a text would not be seen logically constructed and the connections between the different sentences and paragraphs would not be obvious” (1066). Furthermore, Al Mughrabi (2017, p.719) concluded that discourse markers are considered as a necessary part in writing which help writers link ideas and produce a well organized text in terms of meaning and cohesion.

DMs have been proved to be important elements in achieving cohesion and coherence in a piece of writing. Assadi (2012, p.13) stated that a good writing is not only restricted to grammar, but it also deals with cohesion and coherence. DMs have an important role in text cohesion and should be taken into account in writing. More to the point, Assadi (2012, p.13) claimed that “nobody can’t say discourse markers are decisive for English writing, but anybody can’t deny they have great effect on the cohesion and coherence of writing”. This means that, although DMs are optional, they play a significant role in achieving cohesion and coherence. Moreover, he stated that “the production of coherent discourse is DMs signals relationship between discourse units”, meaning that, in order to achieve a coherent discourse, DMs should be used to link units of discourse together. In the same respect, Andyani (2014, p.38) maintained that there is a significant relationship between the use of DMs and cohesion, i.e, DMs join the elements of the text to make it cohesive. Similarly, there is a relationship between the use of DMs and coherence, in other words, using DMs helps the writers to link the sentences of text to create a logical flow of ideas.

In conclusion, discourse markers are important items that should be taken into account when writing in order to form and shape a coherent, well organized, and cohesive piece of writing.

### **Conclusion**

In conclusion, discourse markers are words, expressions, or phrases that signal relationship between the current segments and the previous ones in the structure of discourse. This chapter discussed the concept of discourse, its definition, text and discourse, spoken Vs written discourse, as well as the definition of discourse analysis on the one hand. On the other hand, several definitions were provided concerning discourse markers, their previous approaches, meanings and grammatical status. Moreover, the chapter highlighted the similar properties of discourse markers, functional classes, and their role in achieving both cohesion and coherence. Furthermore, the importance of discourse markers was presented.



**Chapter Three: Research Methodology and Data Analysis  
and Results**



**Chapter Three: Research Methodology and Data Analysis and Results**

Introduction

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3.3.1. Quantitative Analysis of DMs Used by Students in Cause and Effect Essay

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## **Chapter Three: Research Methodology and Data Analysis and Results**

### **Introduction**

The present study aims at investigating the use of discourse markers by third year EFL students in essay writing. In the previous chapters, an overview of discourse markers and a theoretical framework of the writing skill were presented. However, this chapter is devoted to the practical part of the study which analyzes and discusses the results obtained from the research means. In order to collect data, error analysis method was used to analyse students' essays and identify discourse marker errors in three types of essays including; classification, argumentative, and cause/effect essays. This method aims at identifying errors of types of discourse markers made by third year students as well as types of errors, their frequency, and percentage in each type. Also, it aims at explaining the errors and providing possible corrections.

### **Section One: Research Methodology**

#### **3.1. Research Design**

This study is a descriptive study that is based on an error analysis design using both quantitative and qualitative research methods to conduct this study. The reason behind choosing error analysis is because it is a systematic approach to examine errors by identifying and explaining them.

#### **3.2. Participants**

The participants of this study are third year students of English in the department of English at Mohammed Seddik Ben Yahia University –Jijel. They are selected for the purpose of analysing their essays since they have been taught how to use discourse markers in their

writings in the first year in the written expression module. Moreover, they are exposed to write essays more than any other levels (first and second years). They are also supposed to have acquired enough knowledge about discourse markers. So, they are chosen to find out whether they use discourse markers appropriately or inappropriately.

### **3.3. Data Collection Procedure**

The participants of this study are asked to write three types of essays (classification, argumentative, and cause and effect essays) by their teachers during regular writing classes. The subjects write these essays for the purpose of practising what they have already learnt. They are not aware that their essays will be analysed. Sixty essays were selected randomly in order to investigate the learners' use of discourse markers in their writings. These include twenty essays of each type.

### **3.4. Data Analysis Procedure**

The data are analysed quantitatively using descriptive statistics with frequency and percentage. This study relies on Fraser's taxonomy (2006) that sounds to be the most comprehensible classification in written discourse (Jalilifar 2008) to represent the target discourse markers. He distinguishes three classes of discourse markers namely; contrastive DMs, elaborative DMs, inferential DMs, and temporal DMs. Each type of essays is analysed independently. Discourse markers are classified following Fraser's taxonomy. Also, the analysis of types of discourse marker errors is based on six patterns of misuse which are: wrong relation, distraction, overuse, non-equivalent exchange, semantic incompleteness Kao and Chen (2011, pp.313-314), and omission Corder (1974, as cited in Ellis & Barkhuizen, 2005, p.61). The types of DMs used by learners are provided. Then, the number of errors is

calculated and converted to percentage. Examples for each type of errors are provided by identifying and explaining them. Finally, their possible corrections are suggested.

Table 3

*The Six Patterns of Misuse of Discourse Markers (Kao and Chen, 2011, pp.313-314) and (Corder 1974, as cited in Ellis & Barkhuizen, 2005, p.61)*

<b>Misuse pattern</b>	<b>Definition</b>
<b>Wrong relation</b>	The failure of using a particular DM to express a certain textual relation.
<b>Distraction</b>	The unnecessary use of DMs.
<b>Overuse</b>	The high density of occurrence of DMs.
<b>Non-equivalent exchange</b>	The use of DMs conveying the same textual relation in an interchangeably manner when they are not.
<b>Semantic incompleteness</b>	The lack of elaboration that makes a DM less functional.
<b>Omission</b>	Leaving out DMs where should be used.

## Section two: Data Analysis and Results

This section is devoted to data analysis and results obtained from the analysis of students' essays.

### 3.1. The Analysis of DMs Used by Third Year Students in Classification Essay

#### 3.1.1. The Quantitative Analysis of DMs Used by Students in Classification Essay

Table 4

*Frequency of DMs Errors Used in Students' Classification Essays*

DMs types	DMs used	Number of errors	%	Total
CDMs	But	6	40%	15
	However	1	6,67%	
	Though	2	13.33%	
	On the other hand	5	33.33%	
	Rather than	1	6,67%	
EDMs	And	106	81,58%	130
	Also	10	7,69%	
	Moreover	1	0,76%	
	Or	5	3,84%	
	Furthermore	1	0,76%	
	In addition	1	0,76%	
	For instance	1	0,76%	
	For example	5	3,84%	
IDMs	So	6	24%	25
	as a result	2	8%	
	because	9	36%	
	because of	2	8%	
	then	2	8%	
	therefore	1	4%	
	since	2	8%	
	consequently	1	4%	
TDMs	meanwhile	1	100%	1

Table 3 indicates that the highest frequency of errors of contrastive markers is in the use of “but” (40%) followed by “on the other hand” (33, 33%) in which the students misused them in many cases. Concerning the elaborative discourse markers, “and” (81, 58%) has the highest frequency of errors followed by “also” (7, 69%) as a result of the misuse and the overuse. While, the highest frequency of errors of inferential discourse markers is in the use of “because” (36%) followed by “so” (24%) in which the students misused them too.

### 3.1.2. The Qualitative Analysis of DM Errors in Students` Classification Essay

#### *Example 1*

People tend to follow the latest fashion trend in order to mingle with society, every person has an innate desire of looking good and feel accepted by others, **in addition**, fashion plays an important role in an individual`s life because it is considered as a means of self-expression.

In the example above, the elaborative DM “in addition” was used in an inappropriate position. It is generally used to add something to the preceding item, but the student used it wrongly since there is no indication to fashion at the beginning of the sentence. So, if the DM “in addition” was removed, this passage would be more unified. It is a kind of distraction.

#### *Example 2*

(1) First of all, formal social clothes are formal dresses **and** characterized by glamour.  
 (2) At formal social occasions such as wedding, Ø engagemet parties, people usually wear such kind of clothes.

In the passage above, the student used the elaborative DM “and” inappropriately in sentence number 1 by using it without elaborative relation because it is used to link phrases,

clauses, or add something. Therefore, it should have been replaced by the relative pronouns either “which” or “that” since they refer to the subject “formal social clothes”. It is a kind of distraction. Moreover, the student omitted the DM “and” in sentence number 2 where it should be used because he listed the items as an example. In this case, it is an omission error.

### *Example 3*

For example, I usually wear sport clothes when I go to excursions, Ø I become more active and treat others friendly, I engage myself in different activities, make jokes, arrange different games and have fun.

The student, in this example, did not use enough DMs to connect the sentences. Hence, the inferential DM “because” should have been used to connect the first two sentences since sentence 2 provides a reason for the content presented in the preceding sentence. It is an omission error.

### *Example 4*

Sport garments are focused on comfort and flexibility. These are worn by people when they engage in physical exercises **and therefore** they are made to support different sport.

The student failed to use the inferential DM “therefore” because it does not signal that sentence 2 can be taken as a conclusion to sentence 1. However, the second sentence provides a reason for sentence 1 since there is a casual relation between the two sentences. Thus, the suitable DM “because” should have been used in order to indicate the relation. It is a pattern of wrong relation. Moreover, the DM “and” is unnecessary to be used because it has no function in that sentence and the student has already used “therefore”. So, it should be removed. It is a pattern of distraction.

**Example 5**

(1) Casual clothes can be used to give the mood of seriousness, youthfulness, Ø superiority in their different combinations.

(2)The second type of clothes is casual clothes. People wear them depending on the occasion or weather. (3) **For example**, people wear short when the go to the beach in the summer and jackets if the weather turns cold. (4) Also they wear casual to go to work or school. Casual clothes can be used to give the mood of seriousness, youthfulness, Ø superiority in their different combinations. **For example**, when a person wears dennin jeans with a collar-less t-shirt and a pain of rubber slippers he looks very ordinary and simple...

The third type of clothes is official clothes. Elegant clothes are formal dresses **and** characterized for glamour, they are worn at social events and formal parties. The garments have the ability to clearly social status of people. **For example**, an evening dress worn by a celeberty be afforded by an ordinary person obviously, the most popular.

**By the end**, people wear differently that`s why we can differ three main type of clothes is sport, casual and elegant.

In this example, there is a lack of variety in the use of DMs as the student also keeps repeating the same DM over and over again. He/she used too much “for example” which made the essay unnatural as it distracts the reader in focussing on the content. However, in order to make the content better, he/she should use another DM such us, “for instance” in order to avoid repetition. It is a kind of overuse. The student also did not use the elaborative DM “and” in the sentences number 1 and 4 where it should have been used to link the last two items. It is an omission error. Moreover, the student used the same elaborative DM “and” as if he/she was going to link two sentences. However, it was used wrongly. The relative



pronouns “which” or “that” should have been used since there is no elaborative relation in that sentence. It is a kind of distraction. Furthermore, the student failed to use the appropriate DM in the concluding paragraph. He/she used the temporal DM “by the end” as referring to it as an inferential discourse marker that expresses a conclusive relation. In this case, the suitable DM should have been used is “in conclusion”. It is a kind of wrong relation.

### *Example 6*

Second, casual clothes are for informal dress code **and** emphasize relaxation these are used depending on the occasion or weather. **Furthermore**, casual clothes are used to go to work or class **and** they can be used to bring seriousness, youthfulness, Ø superiority with combining and wearing different things such as: jeans, t-shirt, Ø casual shoes.

Finally, formal clothes, there are used in social events. They are characterized for glamour. These garments have the ability to clearly demarcate social status of people. (5) For example, an evening dress worn by celebrity cannot be afforded by an ordinary person obviously.

In the example above, there are some grammatical and spelling mistakes as well as long sentences. In sentence number 1, the elaborative DM “and” failed to add a point to the previous information. It should have been removed since it did not add something (no function). Thus, it is better if it should have been replaced by the relative pronouns “which” or “that”. This is a kind of distraction. In sentence number 2, the use of the elaborative DM “furthermore” is not suitable since the preceding sentence is a topic sentence. Hence, it should be removed. In the same sentence, the elaborative DM “and” was omitted twice where it should be applied which made the classification of items seems unnatural. So the use of the DM “and” is a necessity. It is an omission error.

**Example 7**

...(1) the USA political system which established according to the American constitution can be divided into three branches: the legislative branch, the executive branch, Ø the judicial branch.

...(2) the representatives in the house of representative is according to population **and** the senate is according to the state. (3) The USA supreme court are two kinds of justices: the conservative, the liberal justice the first kind refer to those judges who interpret the constitution in a strict way. (4) **Meanwhile**, liberal justices interpret the constitution elastically and they give much power to the central government.

In the example above, there is an omission of the elaborative DM “and” in sentence number 1. In addition, “and” in sentence number 2 was used in wrong position as if its function is additive, but normally the sentence has a contrastive relation. So, a suitable contrastive DM should have been used, for instance, “whereas” or “while”. It is a kind of wrong relation. Moreover, in sentence number 3, there is an omission of the DM “and”. Furthermore, in sentence number 4, the temporal DM “meanwhile” was used inappropriately since the relation between the two sentences is a contrastive relation not a temporal one. In this case, “by contrast” or any appropriate contrastive DM should have been used to show a contrast. It is a pattern of wrong relation.

**Example 8**

In modern society people usually dressed according to the appropriate occasion and purpose to look and feel good. The clothes fall into three different categories: sport, casual, and elegant.

In the case of sport clothes which are flexible and focused on comfort. These are used to any exercise or activities to improve health. In addition, sport clothes are used with the purposes of going to the gym or practicing any sport. Also, there are many sport clothes for different sports such as basketball, each with their own fabrics, shoes, and accessories to help prevent injury.

**On the other hand**, the casual clothes are for informal dress code **and** emphasize relaxation. These are used depending on the occasion or weather. (6) **Furthermore**, casual clothes are used to go to work or class. (7) Casual clothes can be used to bring seriousness, youthfulness,  $\emptyset$  superiority with combining and wearing different things such as jeans, t-shirt and casual jeans.

(8) Finally, elegant clothes are formal dress **and** characterized for show off. They are used in social events and formal parties in such people who are using elegant clothes such as black and garments. Evening dresses and suits can have an effect in their attitudes, culture, and status depending on the occasion. Elegant clothes can determine a person's wealth like in the case of celebrities.

**Clearly**, the most popular of all types of clothes is casual clothing. This is due to its versatility; you can wear it anywhere.

In this example, there are many grammatical and spelling mistakes. The student did not use any temporal DM in the first two body paragraphs. However, he/she should use them because the student has already used the temporal DM "finally" in the third body paragraph. Thus, the appropriate DMs that should be used in this case are "firstly" and "secondly" because they are the most suitable ones that should be used in a classification essay. Moreover, the contrastive DM "on the other hand" was misused. More to the point, its position is wrong

because its function is to contrast two aspects or qualities of a single subject (Cowan 2008). So, the student should remove it and start the paragraph with the temporal DM “secondly”. This error is a kind of wrong relation as well as a distraction since its use is unnecessary. Correspondingly, the student misused the elaborative DM “and” in the second body paragraph in sentence number 8 inferring that the relation is elaborative. However, there is no elaboration here. The relative pronouns “which” or “that” should have been used in this position. Moreover, the same DM was omitted in the sentence number 7 where it should be applied to list the items. This is an omission error. In the last paragraph, the use of the adverb “clearly” is not suitable. It must be omitted and replaced by an inferential DM. For example, “as a conclusion” or by any suitable conclusive DM. Further, the use of the elaborative DM “furthermore” in sentence number 6 is inappropriate because the student is still adding more items to the list of cases specified by the previous sentence. Thus, it should be substituted by “moreover” and use it in sentence number 7 in order to have a good classification and to make the essay more cohesive and coherent. It is a non-equivalent exchange error because the student thinks that the elaborative DMs “furthermore” and “moreover” are used interchangeably since they belong to the same pragmatic category which is elaboration, but semantically they are different. In sentence number 7, the elaborative DM “and” was omitted where it should have been used to link the items. It is an omission error.

### ***Example 9***

(1) Nowadays, people usually dressed according to the appropriate occasion and purposes to look and feel good. (2) Can you imagine going to a party with sport clothes or seeing a man or a woman at soccer stadium with a fancy dress or suit? (3) **However**, clothes can be classified by the occasion they are appropriate for 3 categories sport, casual and elegant.

In this passage, grammatical mistakes and incoherent pieces of writing occur. In sentence number 3 “however” was used wrongly. The student used this DM as if the relation between the sentences is contrastive. However, there is no indication to contrast. So, it should be removed since it distracts the meaning of the paragraph. It is a kind of distraction. This error is committed because of the lack of knowledge about the meaning of DMs and when or where they should be used.

### ***Example 10***

Everyone have his admire in life, **and** simply my mother is my admire, she is my reason to live, **and** the big hero in my life. She is very patient sensitive **and** warm-hearted and a warm friendly person who loves social life, her family is the most important in her life, she has many talents **and** she is very intelligent.

Firstly, she take care about her family and loves us, she is a wonderful mother **because** she works outside and inside and just sleep few hours, she is very glory and never let us to see that she is tired, I never feel she works out **because** she always being with us when we need her.

In this example, there is a lack of variety in the use of DMs as he/she keeps repeating the same DMs. The student overused the inferential DM “because” and misused and overused the elaborative DM “and” which made the two paragraphs sound repetitive as they distracts the reader in focusing on content. In order to make the content coherent, he/she should add other discourse markers. The second “and” in the first paragraph should be replaced by “as well as”, while the third “and” in the same paragraph should be removed because the student is still adding adjectives. In the second paragraph, the inferential DM “since” should be used instead of “because” to avoid repetition. It is a kind of overuse.

*Example 11*

The university, **though** its diversified courses styles and programs, has enabled me to realize the possibilities of continued education and the achievements that this can provides.

In the example above, the student failed to use the contrastive DM “though” because there is no opposition or contrastive idea between the two sentences. Also, it was used in wrong position since it should be used at the beginning or in the middle of the sentence. Therefore, it would be better if it has been removed in order to make the meaning clearer and avoiding distraction. It is kind of wrong relation.

### 3.2. The Analysis of DMs Used by Third Year Students in Argumentative Essay

#### 3.2.1. The Quantitative Analysis of DMs Used by Students in Argumentative Essay

Table 5

*The Frequency of DMs Errors in Students' Argumentative Essays*

DMs Types	DMs used	Number of errors	%	Total
<b>CDMs</b>	On the other hand	1	9,09%	<b>11</b>
	However	3	27,27%	
	But	5	45,45%	
	While	1	9,09%	
	Although	1	9,09%	
<b>EDMs</b>	Also	2	3,50%	<b>57</b>
	and	55	96,49%	
<b>IDMs</b>	So	6	66,67%	<b>9</b>
	Thus	1	11,11%	
	because	2	22,22%	

From the table above, it can be concluded that “but” (45, 45%) has the highest frequency of errors in contrastive markers followed by “however” (27, 27%) because of their misuse in many cases. Concerning elaborative markers, “and” (96, 49%) has the highest frequency of errors in which the student misused and overused it increasingly. Whereas, the highest frequency of errors of inferential discourse markers is in the use of “so” (66, 67%).

### 3.2.2. The Qualitative Analysis of DM Errors in Students' Argumentative Essay

#### *Example 1*

Some people think that death penalty should be abolished **and** some people think that death penalty should be kept.

The use of the elaborative DM “and” is not suitable since there is no elaborative relation between the two sentences. “While” is more suitable in this case because the two sentences represent a contrast. It is a pattern of wrong relation.

#### *Example 2*

(1)The world has got smaller every moment due to globalization, it looks as if the entire world has grown up as one native. (2)**And** every person on earth has become a global citizens. Globalization has contributed a lot to the world today in many ways. (3)**But**, in the meantime the question of whether it is blessing or accurse has sparked many questions. (4) **But** indeed globalization has improved our lives in many levels since it plays a major role in pushing the world towards prosperity.

The use of the elaborative DM “and” is inappropriate and unnecessary in the above sample because there is no elaborative relation. Moreover, “and” should not be used at the beginning of the sentence. It would be better if it has been removed. This is an example of distraction. The use of the contrastive DM “but” is not suitable. Moreover, it is not appropriate to be applied at the beginning of the sentence as it should be used to link two independent clauses. “Although” is more suitable because the two clauses express a concession. The student used the contrastive DM “but” instead of “although” as they are equivalent contrastive DMs to convey the same textual relation which is contrast. However, “although” is more suitable to be used at the beginning of the sentence, unlike “but” that



should not be used at the beginning. It is a kind of non-equivalent exchange because the student thinks that they are used interchangeably, but they are not since they are applied in different positions. Therefore, the student does not understand which position is more appropriate and where precisely DMs should be employed. Furthermore, “but” in sentence number 4 was used wrongly since there is no contrastive relation between the sentence number 3 and the previous one. Also, it should not be used at the beginning of the sentence, thus it should be omitted. It is a kind of distraction.

### *Example 3*

People are with women working, they argued that a woman as man has right that she should practise in her society, **and** others are against this idea they claimed that the women should not vies men in their job.

The student used the elaborative DM “and” to link between two sentences inferring that the relation between them is elaborative. However, there is no elaborative relation between the two sentences since they represent two opposite points of view. So, “however” or “but” should be used in order to have a contrastive relation. This is a kind of wrong relation.

### *Example 4*

Some students believe that they are obliged to follow the subjects considered as important by the government, **on the other hand**, some students believe that they should be given the freedom to choose the courses they think are most suitable for them.

The contrastive DM “on the other hand” was used inappropriately in this example since there is no contrastive relation between the two sentences because they are different opinions in parallel, given by two different groups of people. The function of “on the other hand” is to

contrast two aspects or qualities of a single subject (Cowan 2008). Thus, if it has been replaced by “however” or “but”, the passage would be more coherent. This error is considered as a kind of non-equivalent exchange. The student thinks that the contrastive DM “on the other hand” is used interchangeably with “but” and “however” to convey the same textual relation (contrastive relation) because he/she assumes that they are under the same pragmatic category. However, they have different meanings (Cowan 2008).

### *Example 5*

(1) **Although**, passing through all these stages students of university not have the freedom to choose their own courses. (2) College students should have complete freedom in choosing their course for three main reasons: improvement the level of the students, raise student`s interests, Ø depending on their objectives.

In this example, the student failed to express a contrastive relation by using “although” instead of “Despite” because “despite” is the most suitable contrastive DM that should be used before a gerund. It is a non-equivalent exchange error. In addition, there is an omission of the elaborative DM “and” in sentence number 2 where it should be used. It is an omission error.

### *Example 6*

(1) There are many families prefer to teach their children to study at home. (2) **However**, they have schools or universities they prefer to have private educated. (3) So, why they choose home studying? **And** there are many reason for answer.

(4) first reason is getting more developing because, when the children studying at home they have all the potentialities helps them to study very well **and** this make competition with the other outside.

(5) The second reason is studying with teachers they want, **so** these make children studying in funny moments even the teachers don't boring when they found children. (6) **So** they give them all they have of information.

The use of the contrastive DM “however” is not suitable. It is better to be substituted by “although” to make a concession because the two sentences express a concession not a contrast. Here, there is a non-equivalent exchange error because the student assumes that “however” and “although” are used interchangeably. However, they are not because “although” is a contrastive DM that expresses a concession while “however” represents a contrast. Also, the student misused the elaborative DM “and” in sentence number 3 since there is no elaboration or addition. Thus, it is better to be removed because it is unnecessary. It is a kind of distraction. More to the point, there are some grammatical mistakes and incoherent sentences. Similarly, “and” was misused in sentence number 4, inferring that there is an elaborative relation, but it is not. “Therefore” or “thus” should have been used because sentence 2 can be taken as a conclusion based on the previous sentence. The inferential DM “so” was overused in sentences number 5 and 6 which made it repetitive. In order to avoid repetition, it is better to use another inferential DM, for instance, “hence”. It is a misuse in the pattern of overuse.

### *Example 7*

(1) Nowadays **and** thanks to technology, the world become a small village, and life become **also** more easier because of the internet. (2) There are some people which think that internet is useful, **and** others think that it is useless.( 3) Internet should be spread all over the world because it is helpful for both teachers and students **and** it makes distances near from each other.

In this passage, there is a lack of variety in the use of the discourse markers as the student also keeps repeating the same elaborative DM “and”. In sentence number 1, “and” is used in wrong position because there is a negative transfer from Arabic to English. So, the use of “and” is unnecessary since it distracts the meaning of the sentence (distraction). Similarly, in sentence number 1, no need for the use of “also” because the student has already added a new point using the elaborative DM “and”. In sentence number 2, the student misused the DM “and” as if the relation between the two points of view is elaborative. However, there is no elaboration between them. In order to make his/her content better, “however” should be used because the two segments express a contrastive relation not an elaborative one. Here, it is a kind of wrong relation. In sentence number 3, the student failed to use the elaborative DM “and” to add a point to the previous information because “and” in that sentence is not suitable. The inferential DM “because” should have been used since the two segments show an inferential relation. It is a wrong relation.

### *Example 8*

(1) The world has changed through years **and** people are trying their best to develop and make a better advance in all kinds of fields, especially in education. (2) Nowadays a better method appeared which is home schooling, **and** showed to people another appropriate way to gain superior level and better learning skills. Homeschooling is wide spread all over the world, **and** it is a functional technique with a different style that has a lot of effects.

(3) first, home schooling for one of the reasons affects the communicative expertise in a way that a student who is not exposed to the external world, and does not have any contact with the outside surroundings will not be able to communicate and express it's idea or point of view **and** it would be a result to a lack of relationships, the student cannot build a relation with another person, **and** he will not be able to exchange or transmit his thoughts to his

opponents since he does not have any connection with him and that would transform him to an extrovert person who is afraid to face the outside environment in a way that will lead him to an insensible person.

The student, in the example above, misused and overused the elaborative DM “and”. In sentence number 1, “and” was used inappropriately inferring that the relation between the two clauses is elaborative. In fact, there is no elaboration. “Because” is more suitable to be used since the second clause provides a reason for the first clause. It is a kind of wrong relation. Similarly, “and” was used wrongly in sentence number 2 because there is no elaboration too. It should be replaced by the relative pronouns “which” or “that” to make the essay coherent and comprehensible. Correspondingly, “and” in sentence number 3 was also misused because there is no elaborative relation between the two sentences. So, the inferential DM “since” is the most suitable DM that should have been used in this case since the second clause is considered as a reason for the first clause. More to the point, in the second paragraph, the first DM “and” is not suitable because the content presented in this sentence is seen as a result to the previous one. “Thus” or “so” are more suitable, it is a wrong relation. In addition, the second “and” is not appropriate. So, in order to avoid repeating the same DM, it should be replaced by another DM. For example, “moreover”. Furthermore, the same DM “and” was misused because there is no elaborative relation. “Thus” or “therefore” should have been used since it is a conclusive relation. It is also a kind of wrong relation. As a conclusion, there is an overuse of the elaborative DM “and” as well as a lack of variety in the use of other DMs which made the essay unnatural and incoherent.

### *Example 9*

(1) **Also** mercy killing helps to decompress hospitals, and this should be taken into consideration. (2) First, if special authorities do not apply it this will lead to make crowded

hospitals, and then taking other`s right to treat in hospitals. (3) Second, the patient situation should be put under fact far from other things. (4) At the end he will die **and** even if it is hard to say it but it is the truth from where he cannot escape.

(5) **But** opponents assumed that euthanasia is an illegal, unethical and immoral act.

In this example, the use of the elaborative DM “also” is not appropriate because it should not be used at the beginning of a new paragraph. It is better to omit it since it distracts the meaning of the essay, it is a distraction. In sentence number 4 “and” is unnecessary and useless. So, it should be removed because “even if” has been already used. In sentence number 5, “but” does not initiate a new paragraph appropriately. “However” or “nevertheless” should have been used to begin a new paragraph. Here, the student also assumes that the contrastive DMs “but”, “nevertheless” and “however” are used interchangeably, but they are not because they are used in different positions. It is a kind of non-equivalent exchange.

### *Example 10*

If this teaching gives at home or in school **but** there is some people that home schooling is bad he make the student cannot study with other.

In this example, ungrammatical and incoherent sentences occur. The use of the contrastive DM “but” is not suitable because there is no indication to a contrastive relation. Moreover, the student did not mention the other side opinion. Furthermore, the idea is incomplete which made the sentence meaningless. It is a kind of semantic incompleteness.

### 3.3. The Analysis of DMs Used by Third Year Students in Cause and Effect Essay

#### 3.3.1. The Quantitative Analysis of DMs Used by Students in Cause and Effect Essay

Table 6

*The Frequency of DMs Errors in Students` Cause and Effect Essays*

DMs Types	DMs used	Number of errors	%	Total
<b>CDMs</b>	However	4	33,33%	<b>12</b>
	But	3	25%	
	On the other hand	5	41,67%	
<b>EDMs</b>	And	69	85,18%	<b>81</b>
	Also	4	6,17%	
	In addition	2	2,46%	
	Furthermore	1	1,23%	
	For example	1	1,23%	
	For instance	1	1,23%	
	or	2	2,46%	
<b>IDMs</b>	Because	4	57,19%	<b>7</b>
	Because of	3	42,85%	
<b>TDMs</b>	finally	1	100%	<b>1</b>

The table above reveals that the highest frequency of errors of contrastive markers made by the students is in the use of “on the other hand” (41, 67%) followed by “however” (33, 33%). While, in elaborative discourse markers, “and” (81, 18%) has the highest frequency of

errors due to the misuse and the overuse. Whereas, the highest frequency of errors of inferential discourse markers is in the use of “because” (57, 19%).

### 3.3.2. The Qualitative Analysis of DM Errors in Students` Cause and Effect Essay

#### *Example 1*

(1) It is a common sleep disorder that plagues of millions of people around the globe by not allowing them to sleep. (2) Its severity can range between a couple of days to a couple of months, and it is curable in most cases. (3) **However**, insomnia occur due to several reasons, the two major reasons are: psychological problems and emotional problems.

In this example, the use of the contrastive DM “however” is not suitable in this position because there is no contrastive relation between the sentence number 3 and the content presented in sentence 2. Therefore, it should be omitted for a better understanding of the passage or the idea in order to avoid distracting the meaning since its use is unnecessary. It is a distraction.

#### *Example 2*

Anxiety can be the real problem which may disrupt the natural sleep cycle in all kinds of bad ways. For example, if a person is worried or nervous either at home or work, this tend to prevent him from sleeping. **On the other hand**, stress is also another problem, being under pressure all the day can deprived the person from falling asleep in night.

In the example above, the contrastive DM “on the other hand” was used wrongly. It indicates a contrast relation. However, it is not appropriately used as it does not show any contrast. Also, its function is to contrast between two aspects of a single subject not different



ones (Cowan 2008). So, it should be removed because “also” has already been used. It is a distraction.

### *Example 3*

It is well known that living in noisy places create a discomfort which becomes with time from being exhausting to usual. Overall, many causes are set behind insomnia **but** which also have many symptoms on the individual.

The use of the contrastive DM “but” is inappropriate since there is no contrastive relation in the statement above. “But” is used to show a contrast or concession. Thus, it should not be used. It is a kind of distraction since it is unnecessary.

### *Example 4*

As a conclusion known as also sleeplessness which is the inability of sleeping **because** the absence of rest **and** the presence of hard and fatigue.

In this statement, “because of” should have been used instead of “because” since “because of” should be followed by a noun. The student is confused about how to use them appropriately because he lacks the knowledge of how to use them correctly. It is a non-equivalent exchange.

### *Example 5*

For example, teenagers are going to drink alcohol **because of** they feel lost or unhappy in their life.

The use of the inferential DM “because of” is not suitable because it should precede a noun or a gerund whereas “because” should be followed by a subject and a verb. So, the most

appropriate DM that should be applied is “because”. It is a kind of non-equivalent exchange because the student thinks that the inferential DMs “because” and “because of” are used interchangeably, but they are not since “because” is used with subject, verb and complement, whereas, “because of” is used with nouns.

### *Example 6*

Lastly, people may not sleep because of drugs. Many people use drugs when they get sick, **and** most of these drugs have some serious side effects.

In the above example, the elaborative DM “and” is incorrect since the sentence indicates a contrast not an elaboration. Thus, it should be substituted by the inferential DM “though”. This pattern of misuse is a kind of wrong relation.

### *Example 7*

poverty is also considered as a cause of insomnia, for instance, if someone poor, he keep think all the night about how he buy something for his family, how they eat, from where he get money to send their children to study.

Many grammatical mistakes were made by the student in this passage, as well as the omission of the elaborative DM “and” where it should be used because there is a list of points. This statement shows a misuse of “and” in the pattern of omission error.

### *Example 8*

(1)As anyone who has insomnia will tell you, the very act of lying awake while the rest of the house sleeps can feel very lonely and frustrating. (2) The lack of control and unpredictability, people experience can become a source of tension and worry.

In this example, the inferential DM “because of” should be used in sentence number 2 since it represents a reason for the content presented in the sentence. The omission of the inferential DM “because of” made the passage unclear in terms of cohesion and coherence. It shows a misuse in the pattern of omission error.

### *Example 9*

They also supposed to drink alcohol for avoid and forget their problems. **And** some people they drink alcohol **and** they considered it as a habit. As a result, alcohol destroy the human body especially the mind.

The student failed to use the elaborative DM “and” correctly, inferring that the relation between the sentences is elaborative. However, there is no elaborative relation between them. The first “and” in sentence number 2 was wrongly used since the use of “and” at the beginning of the sentence is not suitable as it has been repeated in the middle of the sentence. “However” is more appropriate to be applied because the sentence represents a contrast. Similarly, the second “and” in the same sentence was also misused because there is a reason relation not an elaborative one. So, it should be replaced by “because”. It is a kind of wrong relation. Also, some grammatical mistakes occur.

### *Example 10*

People suffer from insomnia as a result of some diseases such as phumonarytuberculosis. **Furthermore**, there are many medical conditions that can lead to insomnia.

In this example, the use of the elaborative DM “furthermore” is not suitable. Hence, the DM “also” should have been used because the student is still adding more reasons to the previous one. It is a kind of wrong relation.

**Example 11**

Another kind of problem which considered as a cause of insomnia is family problem. **For instance**, the problem between the parents make both of them feel anxious and that thing make them unable to sleep. The victim not only the parent but the children the feel scared and awake all the time. Poverty is also considered as a cause of insomnia, **for instance**, if someone poor, he keep think all the night about how he buy something for his family, how they eat, from where he got money to send their children to study.

In the above example, there is an overuse of the elaborative DM “for instance” which made it repetitive in his/her essay. However, to make the content better, the student should add another DM such as: “for example”.

**3.4. Discussion of the Results**

This section discusses the findings in terms of the use of discourse markers by third year students of English in essay writing. This study is conducted to identify and analyse the DMs used by students and to have the following questions answered:

- Do third year students of English use DMs appropriately?
- What types of DMs that are commonly misused by learners in each type of essay?
- What types of DM errors do third year students of English make?

In response to the first question, the results of the present study revealed that third year students of English use discourse markers inappropriately in their essay writing because the total number of DM errors made by them is large in each type (349 errors). For example, in classification essay, there are (171) DM errors within just twenty essays. This type of essays has the highest frequency of DM errors followed by cause and effect essay (101 errors). However, in argumentative essay, the number of DM errors is lower compared to the other

types (77 errors). Thus, those big numbers resulted from the weak connectivity between sentences and paragraphs in the essays. The most glaring example is the overuse and misuse of the elaborative discourse marker “and” in the patterns of wrong relation, omission, and distraction in all three types of essays. So, it can be concluded that third year students of English have almost no clear idea about where DMs should be applied. Generally speaking, initial, middle, and final positions of DMs are remained vague to the students. That is to say, they cannot understand which position is appropriate and where precisely DMs need to be employed.

The answer for the second research question showed that, in classification essay, the elaborative DM “and” seems to be the most commonly DM that is misused by the learners followed by inferential DMs. For instance, in elaborative DMs, “and” has the highest frequency of errors (81, 58%) followed by “also” (7, 69%). In the similar vein, in argumentative essay, the elaborative DM “and” has also the highest frequency of errors (96, 46%) followed by the inferential DM “so” (66, 67%). While, in contrastive DMs, “but” has the highest frequency of errors. Similarly, in cause and effect essay, the elaborative DMs sound to be the most commonly DMs that are misused and overused by third year students of English followed by the contrastive ones. As an example, the elaborative DM “and” has the highest frequency of errors (85, 18%) followed by the contrastive DM “on the other hand” (41, 67%). It can be inferred that the elaborative DM “and” is overused because of the heavy reliance on the use of it. This indicates that the students are not aware of the existence of the other discourse markers or they are reluctant to use them due to the fear of making errors. That is, they prefer to use the ones they know to use them correctly and appropriately.

Based on the analysis, the answer for the third question indicates that the case of misuse falls into six patterns including; *wrong relation*, *distraction*, *non-equivalent exchange*, *semantic incompleteness*, *omission*, and *overuse*. Among those patterns, wrong relation is the

most common type of DM errors committed by third year students. In the case of wrong relation, the students fail to use the correct DM to express a certain textual relation. In all types of essays, the elaborative DM “and” is used to link sentences together to express a contrastive relation. For example, using “and” instead of “but” to represent a contrast. In this case, it seems that the students do not have sufficient knowledge about how to use them and choose the most appropriate ones. Concerning distraction pattern, the students use DMs where they should not be used. For instance, the students use the contrastive DM “however” in some positions in which there is no contrastive relation. In non-equivalent exchange, the students use some DMs interchangeably to represent a specific textual relation as they have the same meanings and functions. For example, the students use the contrastive DM “on the other hand” instead of “however” because they think that they have the same meaning and function. In the case of omission, the students do not use certain DMs where they should be used. For example, missing the contrastive DM “however” where it could be applied to show a contrast, omitting “and” where it should be used to list or connect items, and omitting the inferential DM “because of” to express a causality. The last pattern of misuse is overuse which means that the students use a high density of DMs. Misusing some DMs often happen among the overused ones. The students use too much the elaborative DMs especially the DM “and”.

All in all, third year students of English are not able to use them appropriately. In addition, their writings show that the students deploy frequent number of DMs without knowing which DM is the most suitable to express a certain textual relation. For example, the students use the contrastive DMs “however” and “on the other hand” interchangeably because they are presented without showing the difference between them in terms of their meanings and functions. The contrastive DMs “on the other hand”, “however”, and “but” are categorized under the same functional class which is contrastive. Thus, the students

apparently believe that they are used interchangeably. It can be concluded that the unawareness of the importance of using DMs causes learners to create sentences or paragraphs that are not coherently pieced together. Also, scarcity of using different DMs in learner`s essays in addition to other inadequacies make their essays less coherent, cohesive, and rather fragmented.

### **Conclusion**

In this chapter, the use of discourse markers in essay writing by third year students of English has been discussed through the analysis of the three types of essays written by the students. It presented the results gathered from the research means used in this research. Taking into account the designed aims of the study, both quantitative and qualitative analysis of data were adopted to indentify and analyse the DMs used in the students` productions. All in all, the findings were discussed and the hypothesis was asserted.

### **General Conclusion**

The present study has investigated the use of discourse markers in essay writing by third year students of English. The selection and classification of discourse markers were based on Fraser`s taxonomy (2006) which consists of four functional classes: contrastive, elaborative, inferential, and temporal DMs.

The first chapter of this study discusses some theoretical issues about the writing skill. Writing is considered as one of the most complex skills in language teaching and learning. It is seen as a process of exploring and communicating one`s thoughts and ideas in social contexts to fulfil a particular purpose. Also, writing is viewed as a product skill that learners should acquire to control the language to be able to produce meaningful, cohesive, and coherent pieces of writing. More to the point, writing is considered as an important skill because it is a means of reinforcing language in a way that helps learners to communicate their real messages effectively and successfully. Moreover, it is a process of four main phases: planning, drafting, revising, and editing. Whereas, the second chapter of this research represents an overview of discourse markers which are defined as linguistic elements and expressions that connect the actual segments with the previous ones in discourse to make it cohesive in semantic level and coherent in pragmatic level. In other words, discourse markers play a crucial role in creating a text`s coherence and cohesion through connecting the ideas to achieve communicative goals and acts in texts. As far as writing is considered, discourse markers help learners to produce satisfactory and effective pieces of writing because they play a facilitating role in communication. In addition, they are important for writers since they link the elements of a text to make it cohesive and coherent and create a logical flow of ideas.

The third chapter is concerned with the practical side of the study. It deals with the research methodology, analysis, and interpretation of the data gathered from the



implementation of the research. The investigation of this study is carried out through both quantitative and qualitative analysis of three types of essays composed by third year students of English. These include classification, argumentative, and cause and effect essays. Error analysis method is adopted in this research to identify and analyse DMs used by third year students of English to find out whether they use them appropriately or not. The quantitative analysis of the students' writings is used to identify the DMs used by them and find the number and percentage of DM errors committed in each type. Whereas, the qualitative analysis is used to analyse those errors and suggest possible corrections for them. Those analyses are used to test the hypothesis which states that if third year students of English are knowledgeable about the use of DMs, they would use them appropriately.

The analysis of the students written essays indicates that third year students of English do not use DMs appropriately, in other words, the students make errors when using DMs in their essays. As a result, a number of different types of DM errors are found in their writings due to the misuse of them in many cases. Those errors are limited to six major types of errors namely; wrong relation, distraction, no-equivalent exchange, semantic incompleteness, omission, and overuse. These patterns of misuse result from the lack of knowledge about DMs in terms of their meanings and functions. The results obtained reveal that the misused and the overused DMs affected negatively the flow and structure of the students' essays and made them less cohesive and coherent.

It can be inferred that third year students of English still have a long way to go in producing satisfactory pieces of writing in English. Hence, DMs should be emphasized in the teaching and learning processes because they are obviously important elements in achieving coherence and cohesion in writing. In addition, the students need to focus not only on grammar and vocabulary, but also on the objectives of their writings to be able to produce meaningful and comprehensible compositions.

**Limitations of the Study**

In terms of population, the study was limited to the use of DMs in essay writing by third year students of English only (LMD) at Jijel University. The participants were only sixty, so the results cannot be generalized. The study did not cover the correct use of DMs by third year students of English, although the aim of the study is to investigate the use of DMs by those students.

### **Pedagogical Recommendations**

The results of this study confirm that discourse markers are important elements in essay writing. Therefore, this work reaches some important proposals that will help students in enhancing their essay writing skill through the appropriate use of DMs to achieve cohesion and coherence. For the purpose of enhancing more effective essay writing, both teachers and students should focus on the use of discourse markers through teaching students how they should use them especially in carrying out activities inside classroom. The students need to know their semantic functions and meanings to be able to differentiate between them and have a clear and a big picture about the use of discourse markers. The teachers also need to ensure that it is not only the students who need to understand how to apply discourse markers as well as their vast use, but they also need to have more knowledge about discourse markers in order to transmit them to their students as their role is not only joining sentences. They should not avoid teaching discourse markers or expect students to learn by themselves, rather they need to pay more attention toward this.

In addition to the previous suggestions, discourse markers should be taught in texts rather than in isolated words. Here, teachers could present some texts with an appropriate use of discourse markers. So, when students read the texts, the teachers could highlight the discourse markers that are used in those texts to express their semantic functions and meanings. This type of activity would help students to be more aware of the importance of using discourse markers in writing. Moreover, the teachers could teach students how to use discourse markers suitably by providing a table that contains the DMs functions and meanings with examples to enable students to distinguish between them. Furthermore, the teachers should provide corrective feedback on students' use of discourse markers in their writings either by correcting or commenting on those errors on their papers. Teachers may also correct students' errors in the classroom. So, others would benefit and pay more attention to their use.

Designing activities and exercises that deal with using DMs is an effective technique to help students recognize errors by themselves. Also, those exercises and activities should contain the function and the usage of discourse markers to make the students understand their use. The present study is considered as a small scale study. Further research in the area is recommended to improve teachers` input/methodology and learners` writings.

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# THE MISUSE OF DISCOURSE MARKERS IN ESSAY WRITING

## **Appendices**

### **Students` Essays**

**Appendix 1:** Classification Essays

**Appendix 2:** Argumentative Essays

**Appendix 2:** Cause and Effect Essays

## THE MISUSE OF DISCOURSE MARKERS IN ESSAY WRITING

### Appendix 1: Classification Essays

"classification essay about clothes"

In modern society, people usually dressed according to the appropriate occasion and purposes to look and feel good. Fashion has been always a centre of attraction for most people since many years. Fashions fall into three different categories: sport, casual and formal.

First, sport clothes. These are used to do any exercise or activities to improve health. In addition, sport clothes are used with the purposes of going to the gym for practice any sport and there are many sport clothes for different sports such as basketball, volleyball, and football which use each own fabrics. Shoes, and accessories to help prevent injury.

Second, casual clothes are for informal dress code and emphasize relaxation.



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They are used depending on the occasion or weather. Furthermore, casual clothes are used to go to work or class, and they can be used to bring seriousness, youthfulness, superiority with company combining and wearing different things such as: jeans, T-shirts, casual shoes.

~~For~~ Finally, Formal clothes. These are used in social events. They are characterized for glamour. These garments have the ability to clearly demarcate social status of people. For example, an evening dress worn by celebrity cannot be afforded by an ordinary person obviously. (The most popular of all types of clothes is)

So, Fashion in Norway is the most thing that people are interesting in. and each person has his own style and people prefer a kind of clothes. There are three kinds of them sport clothes, casual clothes, and

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Everyone have his admire in life,  
and simply my mother is my admire, she  
is my reason to live, and the big hero in  
my life. She is very patient, sensitive and  
warm-hearted and a warm, friendly person  
who loves social life, her family is the  
most important in her life, she has many  
talents and she is very intelligent.

Firstly, She take care about her family  
and love us, she is wonderful mother because  
she is patient with us, sometimes I'm very  
baffing of her also, because she works  
outside and inside and just sleep few hours,  
she is very glory and never let us to see  
that she is tired, I never feel she  
works out because she always being with  
us when we need her.



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Secondly, She is very intelligent woman, because of her ambitious and she has many goals in her life, she know how to take care of her family, and know to answers to every question even these very silly

Thirdly, My mother has many talets, She is good singer, she is great cooking, and daig such many thing at the same tie for example, she is ~~g~~ cooking and speaks in phone and wach the dishes in one time.

However, Sometimes I do not like her because butt on me in every thing I do, she think that I'm still young and do not believe that I mature

In modern society, people usually dressed according to the appropriate occasion and purposes to look and feel good. The clothes fall into three different categories: sport, casual and elegant.

In ~~one~~ <sup>which</sup> case of sport clothes which are flexible and focused on comfort. These are used to do any exercise or activities to improve health. In addition, sport clothes are used with the purposes of going the gym or practice any sport. Also, there are many sport clothes for different sports such as basketball, which each own fabrics, shoes, and accessories to help prevent injury.

On the other hand, the casual clothes are for informal dress code and emphasize relaxation. These are used depending on the occasion or weather. Furthermore, casual clothes are used to go to work or class. Casual clothes can be used to bring seriousness, youthfulness, superiority with combining and wearing different things such as jeans, t-shirts, and casual jeans.



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Finally, elegant clothes are formal dress code and characterized for show off. They are used in social events and formal parties in such. People who are using elegant clothes such as black and <sup>or</sup> garments, evening dresses and suits can have an effect in their attitudes culture and status depending on the occasion. Elegant clothes can determine a person's wealth like in the case of celebrities.

Clearly, the most popular of all type of clothes is the ~~usual~~ casual clothing, this is due to its versatility in which you can wear anywhere.



University.

The University, through its diversified courses styles and programs, has enabled me to realize the possibilities of continued education and the achievements that this can provide. My desired achievements as a student at the University consist of short and long-range goals that pertain to an occupation in the field of adult education.

The short-range goal that I have is to improve the skills I use daily in the performance of my job as a maintenance instructor. These skills include development and presentation of training material as well as application of adult learning techniques. It is often difficult to create an exciting learning environment when most of my personnel experiences were limited to standard educational concepts. I believe the experience I acquire by attending classes will provide new insight

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learning to more Creative thought processes in the design of training classes. Much of my daily work is performed using Computers to conduct research activities and produce written material for use in the classroom. Currently, the material I develop is for use in an instructor lead environment. However, with the advances in technology it becomes increasingly important to be able to offer computer-based training when appropriate, the courses offered at the University not only provide information in these areas but also the experiences of the adult learning concepts, there are several areas of instruction at the University that should be beneficial in improving my work skills. These areas include document writing, Classroom presentations, resource searches and general work habits, these are tools I can put to use immediately as I perform my daily tasks, providing not only a benefit to me, but also to my fellow workers.

My long-range is to broaden my area of qualification to provide more employment options for the future.



## Classification Essay about Fashion

People interest has become recently about fashion rather than some other things. They always care about what would be appropriate for them. Some people wear according to the occasion they will pass, However; others wear according to their special interest or comfort. In order to know that people don't wear the same clothes in the same occasion, we can classify clothes into three different categories: Sport, casual and elegant clothes.

<sup>official</sup> The first type of clothes is sport clothes.

Sport garments are focused on comfort and flexibility. These are worn by people when they engage in physical exercises and therefore they are made to support different sports such as basketball, boxing and swimming use different fabrics, shoes, and accessories to

helps prevent injury and improve the sportsman's performance.

The second type of clothes is casual clothes. Casual clothes are informal dresses that emphasize relaxation. People wear them depending on the occasion or weather. For example, people wear shorts when they go to the beach in the summer and jackets if the weather turns cold. Also, they wear casual to go to work or school. Casual clothes can be used to give the mood of seriousness, youthfulness, superiority in their different combinations. For example, when a person wears denim jeans with a collar-less T-shirt and a pair of rubber slippers he looks very ordinary and simple. If he wears the same denim jeans with a collared T-shirt and casual shoes then he would look much smarter.

The third type of clothes is elegant official clothes. Elegant clothes are formal dresses and characterized for glamour, they



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are worn at social events and formal parties. These garments have the ability to clearly demarcate social status of people. For example, an evening dress worn by a celebrity cannot be afforded by an ordinary person obviously, the most popular.

By the end, people wear differently that why we can differ three main type of clothes is Sport, casual, and elegant. Every type has it's specific features, and no one could know what in the future. For me I prefer to wear casual clothes because they are more comfortable for me.

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### Appendix 2: Argumentative Essays

- Did globalization improved or let down our life nowadays?

The world has got smaller every moment due to globalization, it looks as if the entire world has grown up as one nation and every person on earth has become a global citizens. globalization has contributed a lot to the world today in many ways. But, in the meantime the question of whether it is a blessing or a curse has sparked many questions. But indeed globalization has improved our lives in many levels since it plays a major role in pushing the world towards prosperity.

One major reason why globalization improved our life is the development of cultural integration. Globalization helps us to keep in touch with other people from different nations by giving us a clear knowledge of facts and culture. It broadens our minds and facilitate people's life, for example, as to see contact with foreign people make us quite familiar with their manners, habits and customs. Therefore, cultures become rich as they come into contact with each other. It helps us to shake off narrowness as we get the chance of comparing our country with other countries. In this way we become open-minded. In addition, globalization contribute in improving international



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home ~~choosing~~ studying

There are many families prefer to teach their children to study at home, however they have schools or universities they prefer to have private educated. So, why they choose to ~~study at~~ home studying? and here many reason for answer.

The first reason is getting more developing because, when the children studying at home they have all the potentials helps them to study very well and this may make a competition with the other outside.

The second reason, is studying with the teachers they want, so these teachers make children studying in ~~funny~~ funny moments even though the teachers don't boring when they found children want to study. So they give them all they have of ~~experience~~ information.

Argumentative Essay: "Internet"

Nowadays and thanks to technology, the world become a small village, and life become also more easier because of the internet. There are some people which think that internet is useful, and others think that it is useless. Internet should be spread all over the world because it is helpful for both teachers and students, and it makes distances near from each others.

The first reason why internet should be spread all over the world is that is helpful for both teachers and students. Firstly, for teachers because it helps them in researching more information about the lesson that they will explain. Secondly for students



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because it helps them in searching and make projects, also for entertainment. That is why it is helpful for both of them.

The second reason why internet should be spread all over the world is that it makes distances near from each other. People connect and chat with each other from different countries, for example you are from Algeria and your brother is living in France, both of you and him chatting so you can also see each other throughout Facebook or something else, so that you feel as if that your brother is near from you.

The opponent of this idea claims that internet shouldn't be spread all over the world.

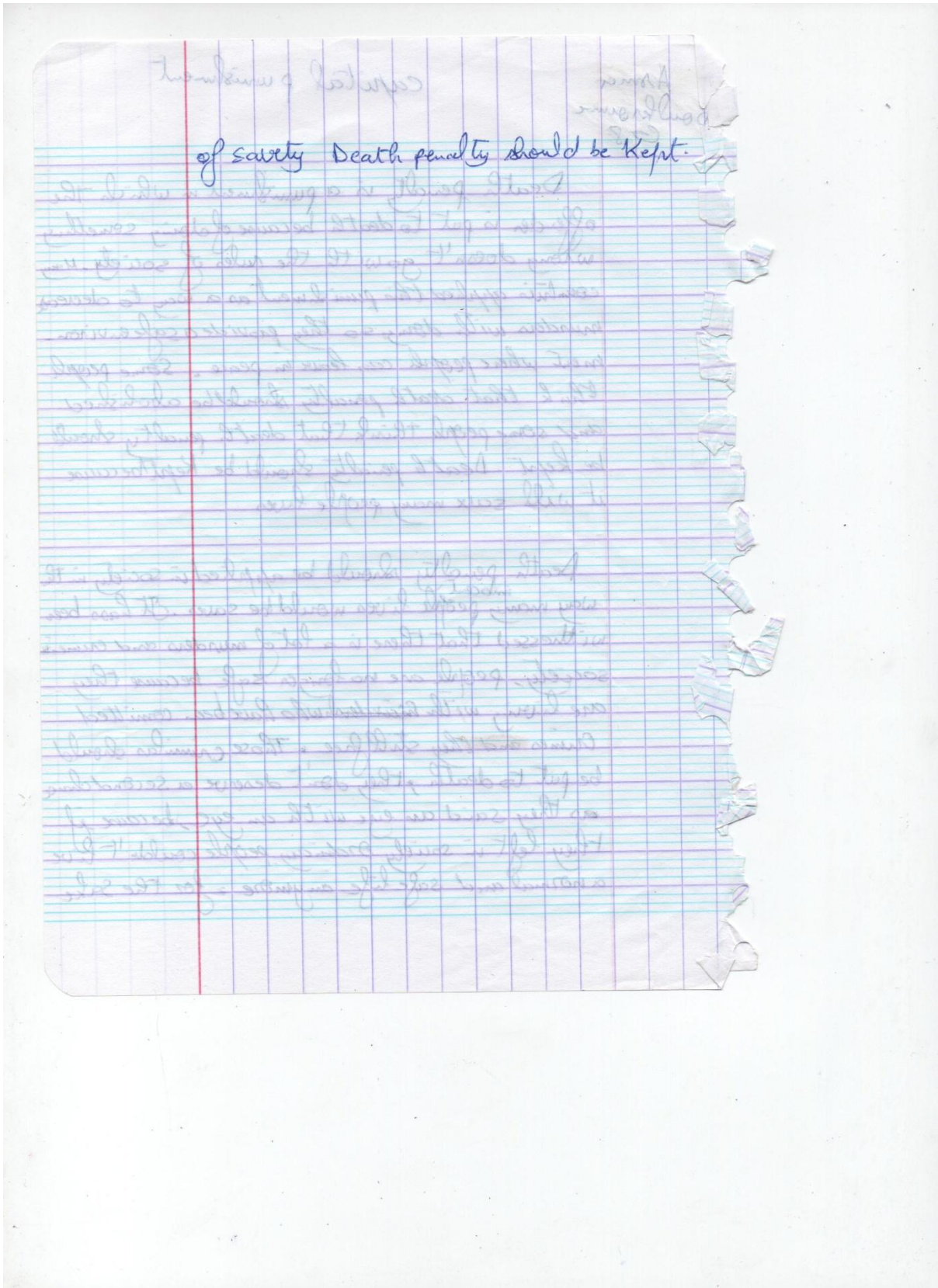
## capital punishment

Death penalty is a punishment in which the offender is put to death because of doing something wrong doesn't go with the rules of society. Many countries applied this punishment as a way to decrease murders with doing, so they provide a safe environment where people can leave in peace. Some people think that death penalty should be abolished and some people think that death penalty should be kept. Death penalty should be kept because it will save many people lives.

Death penalty should be applied in society in the way many <sup>innocent</sup> people lives would be saved. It has been witnessed that there is a lot of murders and crimes in society, people are no longer safe because they are living with criminals who have been committed crimes and they still free. Those criminals should be put to death; they don't deserve a second chance as they said an eye with an eye, because if they left in society ordinary people couldn't live a normal and safe life anymore. for the sake



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## choosing Courses

People normally believe that they have the absolute freedom to make all sort of decisions in their lives without disobeying the rules and ignoring the other rights and that ~~some~~ ~~students~~ ~~believe that~~ ~~care~~ ~~concerns~~ ~~some~~ ~~college~~ ~~students~~. Some students believe that they are obliged to follow the subjects considered as important by the government, on the other hand, some student believe that they should be given the complete freedom to choose the courses they think they are most suitable for them, because in that way they will be more motivated when studying a module they love and need in the future, ~~and it is also more fun~~ ~~and enjoyable~~ ~~for them to improve their productivity~~. In fact, college students



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should be given the freedom to choose their courses in order to ~~improve~~ create motivation to improve their productions.

One main reason is that the freedom to choose courses makes student higher motivated. It is generally ~~very~~ recognized that motivation takes an important place in student's learning, therefore when a student is keenly interested in a subject matter, that will make him participate actively in the classroom and that way will gain him more confidence to do activities easily and gives him the ability and intelligence to perform good learning tasks.

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### Appendix 3: Cause and Effect essays

How many times during the night toss and turn? How many times trying to sleep but we can't? A lot of people face this problem which is called Insomnia. Insomnia means the inability of sleeping and keep awake for a long period of time at night. There are several reasons of Insomnia in terms of psychological problem and family problem. One of the reasons that led to Insomnia is psychological problem. When people feel depressed, they find a difficulty in asleep. Anxiety can be the real problem which may disrupt the natural sleep programme in all kinds of bad ways, for instance, if someone is nervous because of problem at school, work etc. This will make him awake all the night and thinking in that problem. On the other hand, stress is another problem, being under pressure during day can



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prevent you to sleep.

Another kind of problem which is considered as a cause of insomnia is family problem. For instance, The problem between the parents make both of them feel anxious and that thing make them unable to sleep. The victim not only the parent but the children. They feel scared and awake all the night. Poverty is also considered as a cause of insomnia, for instance, if someone is poor, he keep think all the night about how he buy something for his family, how they eat, from where he get money to send their children to study.

Insomnia has several causes that lead to harmful effects on human's health. It's a very cause of negative result during the day. it can led to the disrupted the programme of sleeping. it affect on motivation and body energy.

In one word, Insomnia is a dangerous problem as it has everlasting effect



## Insomnia

Insomnia is a sleep disorder that regularly affects millions of people worldwide. This illness can be seen in people from different gender and age. Insomnia comes in many forms and worries people of all ages, most commonly for just a week or two, but sometimes for weeks, months, and even years. In short, individuals with insomnia find it difficult to fall asleep or stay asleep.

The most important causes of insomnia are: Psychological pressure and mental illnesses.

A study said that psychological pressure is the number one killer of insomnia. Suffering from psychological pressure creates a feeling of fear and worry which can disturb a person's mind, causing that person to constantly think about something which leads to difficulties in sleeping. For examples, depression, a feeling of great sadness is a psychological problem that causes insomnia. Also stress is one of the psychological pressures that lead to insomnia. Some people have troubles in their life either at home, work or other places. As an example, if people in any workplace are having trouble dealing with work, they will feel worried and stressed all the day. As a result, feeling under pressure during the day will reflect negatively your body at night.

Another important cause of insomnia is medical problems or illness. Many medical conditions and diseases can contribute to insomnia. Many prescription drugs can interfere with sleep including asthma, allergies, kidney disease, and cancer. These medications serve to relieve pain caused by a particular disease but they also can also disturb one's sleep at night. As for illnesses, some serious illnesses (cancer) such as cancer can cause insomnia.



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Headaches in our brain prevents us from sleeping. It can increase the pain and we cannot sleep. When we have some serious illnesses, psychologically we are under a great deal of pressure. For example, people who have cancer may not sleep easily because of their illnesses, they suffer from cancer and they always think about their health. Therefore, some serious illnesses lead to insomnia.

Insomnia, as it is caused by some dangerous aspects, it can also lead to devastating negative effects.

Insomnia have many negative side effects on people's health and mind. As anyone who has insomnia will tell you, the very act of lying awake while the rest of the house sleeps can feel very lonely and frustrating. The lack of control and unpredictability, people experience can become a source of tension and worry. Not only <sup>do</sup> people with insomnia feel the effects of insufficient sleep on their mental and physical health, they also tend to feel anxiety or even dread as the evening progresses and the prospect of lying awake again looms. Also, having insomnia can shorten the life of people expectancy. An analysis of 16 studies looked at the correlation between sleep deprivation and mortality. They found that sleeping less increased risk for death by 12 percent, compared to those who slept seven to eight hours per night.

In a nutshell, insomnia is a sleeping disorder that should be treated before it turns into an extreme problem. Insomnia is caused by many factors such as psychological pressure and illnesses but it's also a fatal bug that leads to negative effects. People who suffer from insomnia find <sup>a huge</sup> many difficulty to sleep at night. Thus, they become more to more dangerous diseases easily if they don't receive a treatment.



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### Cause and effect essay (Insomnia)

Insomnia, in other word is sleeplessness, has become a hotly discussed topic when life as well as society is being complex more and more. So, researches have been carried about this situation that touched a lot of people in their our society. For this, stress, drinking alcohol, and family problems are the three causes main causes of insomnia.

First, stress or feeling stressed during the day. Some people have troubles in their life either in the work place, or in the home. For example, all people in any work place are having trouble dealing with work. They will feel worry and stress all the day. As a result, feeling concern during the day will reflect negatively to the body.

Second, drinking alcohol. people are used to drink alcohol at night especially in the parties or with their friends. For example, teenagers are going to drink alcohol because of they feeling lost or unhappy in their life.



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They are supposed to drink alcohol for avoid or forget their problems, and some people they are drink alcohol as and they considered it as a habit. As a result, alcohol destroy the human body especially the mind.

Third, family problems, the impact of sleeplessness according to some researchers is the family problems. people have a lot of problems in their life for example a divorce is the most family or social problem that make people suffered from it, and also make people as a sleeplessness person at night because a lot of thinking about their situation and the capacity of solves problems

In conclusion, Insomnia is a common disease in the last years. stress, physical, and situational are the most common causes of sleeplessness. So the person who has insomnia should take care of his body

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### Insomnia

How many times during the night do we cased and turn, check the clock, and find it ticking away and tell ourselves, "If I could fall a sleep right now I would get at least five hours of sleep". But, sleep doesn't come so we continue to toss and turn. This appear to many people and they may suffer from a disorder known as insomnia - or how it is also after called, sleep deprivation. It is a common sleep disorder that plagues millions of people around the globe by not allowing them to sleep. its severity can range between a couple of days to a couple of months, and it is curable in most cases. However, insomnia occur due to several reasons, the two major reasons are: psychological problems and emotional problems.

One of the major reasons that led to insomnia is psychological problems. when people are exposed to certain pressure including anxiety or stress, they tend to have a difficulty in falling a sleep. Anxiety can be the real problem which may disrupt the natural sleep cycle in all kinds of bad ways. For example, if a person is worried or nervous either at home or at work, this tend to prevent him from sleeping. on the other hand, stress is also



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another problem, being under pressure all the day can deprived the person from falling a sleep in night.

Another important cause of Insomnia is emotional problems. Sometimes life hits us hard with its unexpected circumstances that we ought to face affecting our mood and emotional stability. There are people who tend to overthink things and stand more than one night thinking of a solution. Thus, they take night as a refuge for their mixed up thoughts and they held captive when darkness covers the outside world. Consequently, they got their mind disturbed and can't sleep. For example, adults are exposed to sleeplessness when they have certain problem as exam preparation and breaking a relationship. This leave a feeling of sadness and keep them overthinking.

Insomnia has several causes that lead to harmful effects on human's health. Insomnia gives negative effects during the day time, it can lead to other kinds of sleeping disorders. It makes people prone to loss of concentration, lack of motivation and energy and changes in mood more when you are drowsy. It may make you feel tense and preoccupied and the worry over your inability to sleep can add to this.



David Roberts

## Insomnia

Most of the people can not sleep for several reasons, and that leads to the sleeping disorder called insomnia. Insomnia is an inability to sleep or chronic sleeplessness. Insomnia does not recover the energy because people usually receive it by sleeping. This sleeping disorder can give a big damage to people's health that it's tougher than smoking, there are many causes of insomnia. Stress, some illnesses and some drugs.

Firstly, the most important cause of insomnia is stress that affects us negatively during the day. Some people have troubles in their life either in the work place, in the home, or in other places. As an example, if people in any workplace are having trouble dealing with work, they will feel worry and stress all the day. As a result, feeling concern during the day will reflect negatively to the body.

Secondly, some serious illnesses such as migraine, ulcer, cancer can cause insomnia. Headaches in our brain prevent us from sleeping. It can increase the pain and we can not sleep. When we have some serious illnesses, physiologically we are under a great deal of pressure that's why it can cause insomnia. For example, people who have cancer may not sleep easily because of their illnesses. They suffer from cancer and they always think about their health. —  
And therefore, some serious illnesses lead to insomnia.



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Lastly, people may not sleep because of drugs. Many people use drugs when they get sick, and most of these drugs have some serious side effects. One of them is insomnia. So some drugs can also affect insomnia.

In conclusion, insomnia is a common disease in the last years. Stress, physical, and stimulates are strong causes of insomnia. This modern disease can make some bad effects to the body and then it will be a negative reflects on the person's life. The person who has insomnia should take care of his body and go to the doctor to give him some solutions which will help him to stay in a good health.

## **Résumé**

Cette étude vise de faire l'investigation sur l'utilisation des marques du discours dans la l'écriture des essais par les étudiants de la troisième année universitaire de langue anglaise a l'université de Mohammed Saddik Ben Yahia, Jijel a travers l'analyse de quantité et de qualité de 60 essais. Les résultats révèlent que les étudiants lors de la réalisation font beaucoup de fautes et ils abusent aussi dans l'utilisation de ces marques de discours sur le plan sémantique et syntaxique à la fois, et la limite de redondance. Comme ils prennent des bandes déterminées des marques et ils l'utilisent quand même dans des positions fausses. En supprimant aussi certaines de ses marques au temps qu'il faut l'utiliser.



## ملخص

هدفت هذه الدراسة إلى معرفة كيفية توظيف علامات الخطاب في كتابة المقال من طرف طلاب السنة الثالثة ليسانس تخصص لغة انجليزية، بجامعة محمد الصديق بن يحيى، جيجل. من خلال التحليل الكمي و النوعي ل60 مقالة، اظهرت النتائج أن كتابات الطلبة اشتملت على الكثير من الاخطاء في استخدام بعض أنواع علامات الخطاب و تحديدا الإطناب. كذلك اعتمد الطلبة على استخدام فئة معينة على حساب التنوع. بالإضافة إلى الإستخدام الغير مناسب لمعظمهم وعدم توظيف البعض أين يجب استخدامهم مما أثر سلبيا على تدفق الأفكار بشكل تسلسلي.