دراسة قائمة على مجموعة النصوص المكتوبة من قبل المشاركين العراقيين في اختبار كفاءة اللغة الانكليزية

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الملخص:

تم إجراء عدد كبير من التحليلات خلال السنوات الماضية حول ما يسمى بعلامات الخطاب ، والتي تعتبر نوع من انواع من التعبيرات اللغوية. وتجدر الإشارة إلى أنه تم اتباع نُهج مختلفة، ولم يكن من المستغرب أن تُنتج نتائج مختلفة فيما يتعلق بالوضع النظري لعلامات الخطاب مثل بوتس 2005 ولاكمور 2002.بالرغم من حقيقة كون علامات الخطاب تعتبر عادة واحدة من السمات الأساسية للخطاب الشفوي ، فقد تم العثور عليها في الوقت الحاضر أيضًا في النصوص المكتوبة. ولذلك، تقدم الدراسة الحالية دراسة عن علامات الخطاب باللغة المكتوبة للمشاركين العراقيين في اختبار كفاءة اللغة الانكليزية ويشار إليها من الآن فصاعدا باسمELPT. من خلال هذه الدراسة ، سنرى كيف أن علامات الخطاب لديها القدرة على تحسين جودة الكتابة بالإضافة إلى زيادة فهم النص. يحاول هذا البحث تسليط الضوء لقياس معرفة المشاركين بعلامات الخطاب. تهدف هذه الدراسة إلى معرفة ما إذا كان المشاركون العراقيون في اختبار كفاءة اللغة الانكليزية يستخدمون علامات الخطاب في كتاباتهم وكيف يتم استخدمها. ولغرض تحقيق هذا الهدف، تم تحليل المقالات التي كتبها المشاركون في الاختبار المذكور انفا. هذه المقالات تم اختيارها عشوائيا خلال العام الدراسي 2019-2020 في مركز اللغة الانكليزية / الجامعة التكنولوجية .لقد اظهرت الدراسة الحالية بان علامات الخطاب تعد من اهم الادوات التي ممكن ان تساهم في اغناء المهارات الكتابية لاي كاتب.

الكلمات المفتاحية: علامات الخطاب، المشاركين، اختبار كفاءة اللغة الإنكليزية الإلكترونية، الخطاب المكتوب.

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The Discourse Markers A Corpus-Based Study of Written Texts by Iraqi ELPT Participants

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Abstract

During the past years, a large number of analyses have been done on what is called discourse markers, which are considered a class of linguistic expressions. Notably, various approaches have been taken, and unsurprisingly various results have been produced as to the theoretical status of discourse markers such as Potts, 2005 or even Blakemore, 2002. Although discourse markers are typically considered as one of the basic characteristics of oral discourse, nowadays it has been also found in written texts. Therefore, the current study introduces a kind of investigation to discourse markers in the written language of Iraqi participants in the English Language Proficiency Test, henceforth referred to as ELPT. Throughout this study, it has been illustrated that discourse markers have a great ability in improving the quality of writing in addition to increasing the conception of text. In the current research, there is an attempt to measure the participants' knowledge about Discourse Markers. This study aims to find out whether Iraqi ELPT participants use discourse markers in their writing and how they use them. To justify this aim, an analysis of forty essays written by ELPT participants was done. Those essays were collected randomly during the academic year 2019-2020 at the English Language Center /University of Technology. The current paper has shown that discourse markers are considered one of the most important tools that enrich the writing abilities of any writer.

Keywords: discourse markers, participants, Electronic English language Proficiency Test, written discourse.

1. Introduction

English usually have small words or particles like: well, admittedly, in contrast, I mean , nevertheless and you know; these particles are called Discourse markers . The previously mentioned markers could obsoletely be referred to as a category that has the ability to operate in the external structural limits of any clause and which could encode the intentions of the speakers in addition to interpersonal meanings. As illustrated by Tannen, Hamilton, & Schiffrin (2015, p. 28) , a suitable definition of Discourse Markers is a set of linguistic elements that is capable of functioning in textual , social, expressive, and cognitive domains. In other words, it is appropriate to describe them as words and phrases that can link one piece of a discourse to another. According to Carter & McCarthy(2006, p.76), they are procedures that can reveal the Selection of Management, Organization, and Monitoring that were basically used by the writer or even the speaker. Fraser (1998, p.54) introduced a food description to this term where he said that discourse markers is "a growth market in linguistics" .

On the other hand , Halliday and Hasan (1976, p. 291) illustrated that a text is not merely a sequence of sentences, but it is a semantic unit. For the purpose of composing a perfect written discourse, one may make use of discourse markers which are considered lexical expressions that reflect, as stated by Fraser (1998, p. 302) various relations such as contrast, implication , or even elaboration between the interpretation of discourse segment 2 and the interpretation of discourse segment 1 .

Schourup (1999, p.228) stated that discourse markers are seen to be merely the most common of a host of competing terms that are used with incompletely overlapping reference. No one can deny the fact that all discourse markers have various grammatical characteristics, which create a difficulty in the ability of characterizing this group of words as a word class (Sandal , 2016, p. 7). Meanwhile, some common features and functional similarities of these words can be established when they operate as discourse markers in an utterance. It has been argued that the meaning which the utterance may express can not depend on the discourse marker. To put it another way, the omission of discourse marker will never change the essential meaning. Despite the volunteer property of discourse markers, they help the speaker/writer to organize the speech/written text, and thus they, as stated by Aijmer (2002, p. 265) "have the general procedural function that is used for the purpose of commenting on or may be signaling the way in which the upcoming

statement can fit into the developed discourse . In other words, they also have a semantic function in the utterance that could be textual , interpersonal or even ideational.

Basically, discourse markers are considered an aspect of linguistic strategy which gives learners the ability to achieve a kind of an active writing. No one can deny the fact that the appropriate use of discourse markers is considered a very important component in any academic writing. In contrast any lack of it is seem to be an error among all writers of second language.

One of the basic characteristics of discourse markers is being multifunctional. That is ; they have the ability to serve various functions in an utterance at the same time, in addition to their capacity to facilitate the mission of the hearer to understand the utterance of the speaker (Müller , 2005, p.8) . Moreover , they could add extra pragmatic meaning to the utterance. Syntactically, the position of discourse is typically at the beginning of a sentence, but depending on the function of the marker, they can occur in all positions, may be in medial or even in final position (Müller, 2005, p. 5). In fact, their importance does not merely depend on semantic or syntactic characteristics of what is called the structural part. In addition they depend on pragmatic features of the structure of the message, which result in the use of communicative context (Kamali & Noori, 2015, p.23).

2. Theoretical Background

2.1 Writing

Generally, any language has four basic skills (listening, speaking, reading and writing). Those skills are combined with each other in a special way that they complete each other. Writing is one of those skills that is taught to students in all academic institutions for the purpose of functioning well in different areas of studies. It has been pointed out that the development that occurs in any of these skills is very essential in any classroom . In addition, an inquiry into writing endeavors among students presupposes a good understanding of the other skills.

Essay writing is one of the skills of writing . An essay is a non-fiction composition that offers description , clarification , analysis , in addition to the argument of any subject. On the other hand, essay writing has special requirements more than just the patterns within the sentence level do. Moreover, it is considered an important skill that requires from learners every particular activity in order to get engaged in during their periods of study. An essay can be defined as a short piece of writing that expresses information. The aim and context are the parameters that make the writing process different from other skills. Any effective kind of writing needs a linguistic competence as

a foundation. While any acquaintance of morphology and syntax form rudimentary knowledge. Additionally, making a development in the skill of writing requires various methods as there are different types of writing. To put it another way, every kind of writing involves specific style. That is; the development of writing skills is seen to be a complex and difficult task. Essay writing is a procedure that needs to be accomplished via various stages like understanding the task, planning , and dividing the essay into introduction, body and conclusion.

2.2 Concept of Discourse Markers

2.2.1 Basic Markers

Generally speaking , there is a representational meaning for basic markers. That is to say , they make a contribution in conceptual information above that of the propositional meaning. Precisely the previously mentioned markers form information that indicates more or less definitely the power of the direct basic message of the sentence. Searle (1969, p.30) proposed such a meaning distinction occurs between propositional content and basic discourse markers. He further illustrated that the syntactic structure of the sentence contains two elements in the syntactical level; a matter which is referred to as the propositional indicator and the illocutionary force indicator. The later introduces the way in which the proposition is to be taken ; that is, illocutionary act the speaker is accomplishing in an utterance of the sentence. On the other hand, illocutionary force indicators include intonation contour, word order, stress, punctuation, the mood of the verb and what is called performative verbs.

It has been illustrated that discourse markers are probably the most regularly used . They could be found as a broad covering term (Jucker & Ziv ,1998, p.86). Conversely, the term is considered complicated because it is similarly used in order to create a definition of markers , consecutively dependent elements which bracket units of talk (Schiffrin ,1987, p.79)..

2.3 Delimiting Discourse markers

Till now , there is disagreement among linguists about the nomenclature of the term discourse marker. In this aspect , Fraser (1996, p.48) illustrated that 'discourse marker' is seen to be an umbrella term surrounding a very large number of associated pragmatic phenomena with an 'insert' function . It further represents a term that states the relationship that exist between utterances such as elaboration, contrast or inference. This is not a question of terminology but the

disagreement reflects deeper-lying differences about what constitutes a discourse marker. Additionally, it has been agreed that there is a difficulty in delimiting the term from all other classes or word categories. Moreover, they have certain functions which are best described in pragmatics or in discourse terms. It has been suggested that there is no single approach available to discourse markers as there is great amount of theoretical framework used in such a description . The discussion of discourse markers was available in politeness theory as hedges or softeners , in addition to having important functions organizing the discourse. The approaches can be synchronic or diachronic. Diachronic studies of discourse markers describe how they can be used in the early steps of the language and how they have developed into discourse markers from a lexical source.

   In spite of the fact that most frequent markers have had good description by most people , it is really impossible to provide a comprehensive list of discourse markers. To that end, discourse markers can be used to show the relation that might be seen in an utterance to the direct context with the primary purpose of carrying the attention to a specific type of upcoming utterance with the immediate discourse context (Redekert, 1991, p.28). According to Fraser (1999, p.946) discourses markers are seen to be expressions that are derived from the syntactic classes of prepositional phrases, conjunctions, or even from adverbials, such as; and, however, as a result of that. They also have syntactic features that are related to their class membership. According to Carter and McCarthy (2006, p.208) the most common discourse markers in informal conversation are words as so, well and phrasal and clausal elements , such as : I say - for a start, mind you, etc.

2.4 Typical Characteristics of discourse markers

   As previously suggested, "'discourse marker' is seen to be a fuzzy concept" (Jucker and Ziv, 1998,p. 2). However, there are some main features shared by discourse markers that have been recognized . For instance , they are firstly collected by Brinton (1996,p. 33-35) and then Jucker & Ziv (1998,p. 3) rearranged them depending on the level of linguistic description. Those can be listed as follows:

2.4.1 Phonological and Lexical Features: They are those kind of features that are characterized as being short and phonologically reduced. Basically they create a distinct tone group and appear to be marginal forms , as a result it is not easy to put them within a traditional word class.

2.4.2 Syntactic Features: It has been argued that such a types is restricted in position, in that they are placed in the initial position of a sentence. To give more clarification, they are optional , this means that they are placed outside the syntactic structure or are merely loosely attached to it.

2.4.3 Semantic Features: These features have few or they may not have a propositional meaning.

2.4.4 Functional Features: Functional features are operated on different linguistic levels instantaneously.

2.4.5 Sociolinguistic and Stylistic Features: Basically those features are seemed to be oral or spoken rather than written discourse and are generally related to informality. Another thing is that they appear with high frequency , in addition to being stylistically stigmatized. They are also gender specific and appear more typically in the speech of most women.

In spite of the fact that the previously listed features comprise various studies that seemed to be distinguishing properties of DM. That is not every single form might be accredited to the class of discourse markers that show all of them. Accordingly, it is possible to make a distinction between prototypical and more peripheral members of the class of discourse markers. That is; the first may show most or may be all of these features; whereas the latter may have less features or show them to some limited extent merely (Jucker and Ziv, 1998 , p. 211). They illustrated that for the purpose of accounting for both – more and less prototypical – classes of members, more appropriate to present the class of DMs as a scale.

Most researchers would agree that discourse markers have little propositional meaning, they do not belong to the content but to 'pragmatics'. They are considered pragmatic in that they can facilitate things for the hearer to understand the utterance, for instance, through the way of signaling how the utterance fits into the context .They have both formal and functional features. Discourse markers are often short elements which are not integrated syntactically with the rest of the sentence. They are typically initial in the utterance rather than medial. Discourse markers are prototypically 'in symbiosis with' informal conversation. In other words it would be unnatural to have an informal conversation which contains no discourse markers. Besides discourse markers are associated with features of informal conversation such as the need for planning. However, discourse markers are dependent on both speech type (situation) and speaker. Both in fact are more frequent in demonstrations and lectures than in conversation.

In writing, discourse markers may have more to with discourse coherence and linkage than with interpersonal relations.

They are characterized with the following features:

- They can appear with high frequency.

- They are stylistically stigmatized and are associated with non-fluency. One only need to look at online blogs to see the strength of popular opinion about discourse markers. They are frequently deplored as signs of dysfluency, carelessness, laziness, or the decline of the language. Of course, the opinion of the scholars, who understand discourse markers as an important, or even essential, element in the fabric of language, is decidedly different.

-They seem to be gender specific in that they are more typical of women's speech. Erman (1986 , pp. 26– 29) argued that, such discourse markers as hedges or tag questions, show tentativeness or powerlessness. In her study of *you know* (1986, p. 4), Holmes found that the sexes use this discourse marker with equal frequency but different effect. That is women use it in order to show a kind of certainty to give a kind of positive politeness. Thus (it is not motivated by low self-confidence). On the other hand , men use it in order to show doubt ,uncertainty, particularly linguistic imprecision, and for the purpose of negative politeness.

2.5 Discourse Markers and Function

It has pointed out that most researchers agree that the main function of discourse markers is to lead an important role in academic writing. Discourse markers above all are functional categories which functions in different linguistic domains or functional-semantic components. Many linguists (e.g. Brinton, 1996,p. 38) distinguished two macro-functions although they describe them somewhat differently, as illustrated below :

2.5.1 Textual Function

In the textual function discourse markers typically indicate a structural boundary in the discourse. They may point backwards or forwards in the discourse and signal the relationship between the utterances they connect. Some typical textual functions are:

1. initiating and closing conversation , and serving s fuller or turn-holding device

2. making boundary in discourse , in addition to indicating a different topic or topic shift.

3. showing changes between one element in the discourse and another; and

4. repairing one's own

2.5.2 Interpersonal Function

In the interpersonal function discourse markers are related to epistemic modality. They express an emotion, a reaction or may be an attitude to the hearer or to the text. They can be used to express shared knowledge or solidarity or to hedge what has been said for the purpose of expressing tentativeness or politeness.

Discourse markers can have functions in both components. Focusing only on their discourse (textual) or only on the interpersonal function (politeness) may result in only a partial analysis of how they are used. The discourse marker *__Well__* is a good example of multifunctional discourse markers which functions on the textual and interpersonal level.

2.6 Coherence and Cohesion in Markers

Generally speaking, coherence has the ability to provide flow of ideas in any text and this enable the reader to realize the text in a simple way with no interruption. Consequently, as stated by Halliday & Hasan (1977,p.37) this helps in increasing the quality of writing. Karaata et al. (2012:52) illustrated that unsuitable or even insufficient exertion of DM has a great role in any difficulty in academic writing; that is considered the dominant components of cohesion.

Moreover, using Discourse Markers marginally results in hanging the coherence of writings. Particularly at the advanced level (Al-Kohlani, 2010, p.75). In contrast, Yunus and Haris (2014,p.23) confirmed that the use of markers in any text is indicated in both the micro and macro coherence. Coherently, discourse markers works to correlate the semantic connections that have a dependable relationship between the things adjoining meaning. Nonetheless, two categories of cohesion have been classified by Halliday and Hasan. Syntactic cohesive relationship and Lexical Cohesive Relationship. Syntactic Cohesive relationship includes references (Demonstratives, Comparisons, and Personal Pronouns), conjunction, substitution, and Ellipsis. Lexical cohesive relationships include collocation and reiteration. Basically, such a type of classification stands as a dominant tool for written text analysis studies (Baldwin, 2014,p.62). Tannen et al. (2015,p.56) illustrated that the cohesion analysis includes words such as (by the way, and , because , but , , by the way... etc.). That is called Markers, it has been agreed that the function of those words is partly the same as those Markers.

2.8 Model of the Study

The current study is based on Faster's Discourse Markers taxonomy of discourse markers (1999), Halliday and Hasan (1976), Cowan (2008) and Schiffrine (1981). As mentioned previously, there are various groups for what is so called discourse markers such as contrastive , elaborative , conclusive, transition, inferential markers and others . Therefore , it has been utilized from statistical measures to present data statistically through the way of frequent occurrence of discourse markers and percentages. Additionally, qualitative analysis has been used in current paper in order to make a determination of the most common kinds of those discourse markers as illustrated bellow:

1. Contrastive Markers. This type is one of the richest groups that help show the contrast that exists between two sentences. They are expressions as but, however, although , yet , on the other hand ,and in contrast.

2. Elaborative Markers. They are used to elaborate the ideas. In other words they show similarity that exits between sentences. There are many elaborative markers such as and, furthermore, moreover,   in addition and , also.

3. Inferential Markers. It has been noticed that this type illustrates the conclusion that is derived from the previous sentence, such as: so, therefore, accordingly , because of, etc.

4. Conclusive Markers. They reflect a conclusion or result to what is mentioned before. Good examples are in conclusion, to sum up, in sum , etc.

5. Reason Markers: Here such markers are used for the purpose of providing reason for the contents of the preceding sentences. They include: because, hence, since, after all, in the case and for this/ that reason.

6. Transition markers. They are words or phrases like I think, in my opinion, etc.

 that function as cues and instruments that are used to direct the attention of the listener or even the reader.

7. Exemplifier Markers. Those markers work as tools that offer an example for the content of the previous sentence, as in : for instance or for example.

8. Attitudinal markers: They are used to connect, organize and manage what one tends to write or say or in order to show her/his attitude. Thus, they express the attitude of the writer concerning the truth of the preceding content and introduce content in support of cognitive stance, as in : in fact, anyway, to begin with, indeed, etc.

9. Ordering markers. They can be used for the purpose of showing the sequence of things. In other words they order the key points that writers or speakers are making and indicate the sequence in which the steps occur as first, firstly, second, lastly, finally, etc.

10. Topic relating markers. Those markers connect the topic of two sentences as by the way, with regards to; this means the topic of the second sentence to the first.

3. Analytical Part

3.1 Methodology

The current study is considered both quantitative and qualitative. The 40 essays that form the current study have been read by the researcher ;then a list was made . The previously mentioned list contains discourse markers that are identified currently. Finally, a discussion was presented .

Data has been collected randomly from the answers of 40 participants, who participated in English Language Proficiency Electronic Test, in the academic year 2019-2020 at English Language Center /University of Technology. The test was done after the electronic course was given to them. The test was electronic due to the pandemic case of Covid -19 imposed online learning. The participants are at different ages. Arabic language is their native language, and of course, they learned English as a second language. It has been noticed that the participants are different in their language proficiency level. The topics are presented to two English professors to ensure that the promt is appropriate for both the participants and the study purpose. It is worth mentioning that the participants in this study have already attended electronic language course that indicate different skills as reading , grammar, language function, writing and written conversation.

Manual analysis was done for the corpus of the study. Each part of the essays components (introduction, details, Result or Conclusion), was precisely read and each part has a number of discourse markers. Then, a list was made in order to make an assessment to the extent of discourse

markers usage .As stated previously , the discussion of the findings has been done depending on the classification of the discourse markers.

McMillan & Schumacher (2010, p.367) argued that qualitative analysis is considered a technique of coding, classifying , and interpreting data in order to offer an explanation of any single phenomenon of interest. Cohen et al. (2011,p.537) added that such a method is basically characterized by its integration of analysis interpretation, and it regularly data collection that merges with data analysis .

Students have been asked to write a 200-250-words essay on one of the two given topics. The writing was done electronically. Document analysis has been used here as a tool and it is considered one of the most important styles of data collection in any research study as it tends to reality more than the others (Johnson & Christensen, 2014, p.58). This study was done to reflect the students' understanding and usage of the discourse markers. It is worth mentioning that participants were given 30 minutes to write their essay in a printed form.

3.2 Corpus

How do we define a corpus? Could any sample of texts be considered a corpus? The definitions below capture the essence of what a corpus is:

" A helluva lot of words, stored on a computer." (Leech, 1992, p106) .Sinclair 2005, p.16) described a corpus as a group of pieces of language text that are found in electronic form and are selected with regard to specific external criteria in order to represent a language or language variety as a source of data for linguistic research. (This term was defined in the English Oxford Living Dictionaries), as a materials whether written or spoken in what is known as machine-readable form, collected for the linguistic research purpose. Gries (2009,p.7) stated that the term fundamentally refers to a machine-readable collection of texts , whether they are spoken or written . The previously mentioned texts are formed in a kind of natural communicative setting, and there is an intention behind collecting those texts . That is to be representative and balanced with regard to a specific variety or register or genre and to be analyzed linguistically.

This current corpus consists of roughly 40 essays, and most of the texts collected are written by Iraqi ELPT participants in the academic year 2019-2020 who attend Electronic English courses at English Language Center/University of Technology/Iraq.

Based on these explanations and definitions, certain common features emerge: A corpus is typically a massive collection of texts that represent authentic language, which is consciously put together depending on special principles. In addition to that it is stored in a digital format, and used for linguistic research purposes. Therefore, as Sinclair (2005) puts it: "The World Wide Web is not a corpus, […], an archive is not a corpus, […], a collection of citations is not a corpus , […], a text is not a corpus." (p.16)

4. Results, Discussion & Conclusions

4.1 Results and Discussion

As it is observed from the analysis of the essays , the total number of markers used by participants in current research is 272 markers . Elaborative and inferential markers are most frequently used. They occur 80 times and form 29%, as illustrated in the following table and pie chart .Generally, the over usage of elaborative and inferential markers may be attributed to the nature of the writing' task nature that the learners have gained elaboration on. The analysis reveals that participants depend heavily on 'so (that)' (and) and 'because (of)' to show a relation of inference between discourse segments . It has been noticed that they are used frequently in their mother tongue whether it is spoken or written, so there is a cause for their wide occurrence because of the learners' dependence on their first language. That is: The participants might not have awareness of the existence of all other markers or they might be afraid of making errors. Consequently, they prefer to use the markers they are familiar with as they can use them in a correct and appropriate way.

19% of the whole markers as (for example , for instance , for example) has been referred to as exemplifier markers . They have been used 51 times used to introduce examples.

The percentage of 16% has been dedicated to ordering markers. They occurred 44 times to give structure or order points when writing. They have been further used to show the sequence in which things happened , are happening or will happen. A good example is (First, we're going to visit the castle. Second, we'll stop at …). A percentage of 14% has been limited to contrastive markers which occur 36 times to signal a contrast between two discourse segments. The following examples illustrate clearly how contrastive discourse markers impose restrictions on the sequences

they introduce: Lary is not handsome. On the contrary/*But, he is a rogue. Sam is quite tall. On the contrary / But, he is really quite short..

It has been found that the number of occurrence of conclusive markers was 28 which represents 10 % . Participants had fewer tendency to make a conclusion to the main idea of their essays. An example that is used in the essay is (In conclusion, internet can be of great benefit if we use it in a correct way). Reason markers were also less frequently used here. They occurred 18 times which represents 7% in this study. An example is : Schools are so important because they offer education to our children.

As seen in the table (1) below , attitudal markers are used merely 9 times and forms 3% . According to Poggi (2013: 37 discourse markers (including attitude markers) express the commitment of the addresser, his attitude , mood ,or intention. Notably, as noticed throughout the current study most of participants misused those markers because they have no idea about the functions and pragmatic meanings of them.

The lowest percentage was gone to topic relating markers and transition markers. They occurred just five times and represented 2% . Topic relating markers are expressions such as before I forget , incidentally, and if I might continue, show a meta-comment on the structure of the emerging discourse. On the other hand, transition markers help ideas flow smoothly from one sentence to another and from paragraph to the next.

It is obvious that the performance of the participants in essay writing seems to be rather poor, simple and imperfect. This can be not only due to misuse of discourse markers but also to the grammatically incorrect sentences that they have made. The current study has revealed that the use of discourse markers is restricted to those that are familiar and common to the participants and as a result these DMs have no positive impact on the quality of writing.
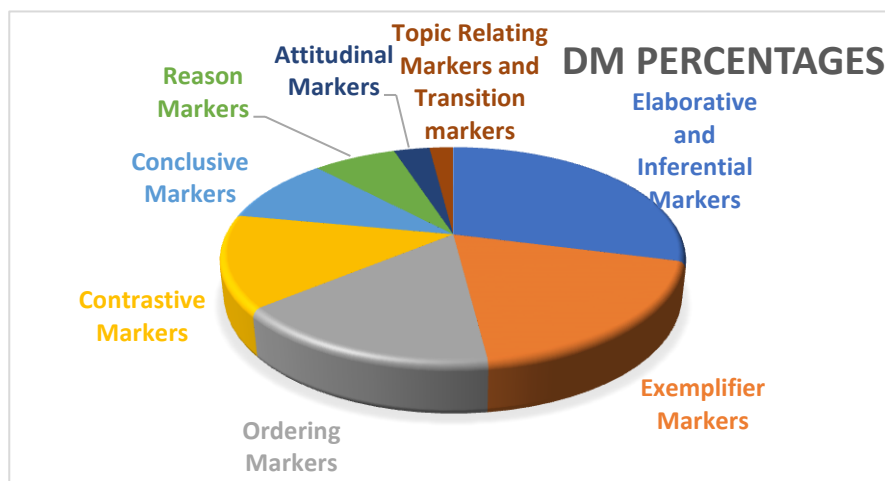
Table 1

Numbers and Percentage of DMs

Discourse Markers	Number of co occurrence	percentage
Elaborative and Inferential Markers	80	29%

Exemplifier Markers	51	19%
Ordering Markers	44	16%
Contrastive Markers	37	14%
Conclusive Markers	28	10%
Reason Markers	18	7%
Attitudinal Markers	9	3%
Topic Relating Markers and Transition markers	5	2%

Chart (1)

DMs percentages

4.2 Conclusions

Discourse markers are considered a type of linguistic devices in a form of words or phrases that are commonly used for the purpose of binding sentences and expressions with each other. In other words their main job ,as pointed by Redeker (1991, p.39), is linking information and concept and joining a sentence or an utterance with the next one . In addition, they further help to show the relationship that exists in conversion and in writing .

It is obvious that discourse markers are considered very important linguistic devices that have a role in directing the reader to the flow of discourse. To put it another way, they match the current and the previous discourse together. There is an urgent need to expose all learners and participants to varieties of them in addition to knowing their application. This will help in saving them from the misuse of a particular type over the other. Any piece of writing should have quality and this will depend on participants and how they can produce and link new ideas to the preceding ones. To that end , the current paper has shown that discourse markers are considered one of the most important tools that enrich the writing abilities of any writer. Through the correct use of those discourse markers, the participants will be able to create coherent essays. It has been pointed out that the participants have overused some markers and neglect others as a result of their lack of knowledge about the appropriate use of them or might be due to their disabilities in writing essay. Above all, the researcher has recognized the numerous functions of those discourse markers such as making a contrast , adding point, making an illustration , making an emphasis, etc. There should be more efforts paid by both instructors and participants to know those concepts and how to use them appropriately .

Conversely, the participants have used DM redundantly and can indicate and reflect their comprehension to those DMs . As one of the basic factors in determining the cohesion and coherence of an essay, DMs are not learnt in an intensive way in writing section. No one can deny the fact that the use of those markers is basically affected by the participants level . Therefore, there is an obvious need for the instructor to guide the participants through introducing and obligating the importance of using DMs in essay writing. Basically , writing is one of the skills that should be mastered by the students, and it is the main concern for instructors to make additional efforts to include the elements of well-organized essay through the proper use of those DMs. As previously mentioned , those markers show a variety of relations between sentences or utterances. This study might help essay writing teachers in the way of focusing the light on the importance of discourse markers and their role in improving the writing abilities of learners since they help in making the essay interesting and more effective.

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