



Sudan University of Science and Technology



College of Graduate Studies

College of languages

**Investigating Difficulties Encountered by EFL
Learners in Using Discourse Markers in
Written Texts**

تقصي الصعوبات التي تواجه دارسي اللغة الانجليزية لغة ً اجنبية في
استخدام علامات الخطاب في النصوص المكتوبة

**A Thesis Submitted as Partial Fulfillment of
Requirements of M.A Degree in English Language
(Applied Linguistics)**

Submitted by: Alaajeb Abdulgadir Mohammed Tom

Supervised by: Dr. Wigdan Yagoub M. Sherif

2017

DEDICATION

To my family members

To my brothers and my friends.

Acknowledgments

All the praise is due to Allah the Almighty who assisted me and guided me to a final target of this effort. I owe this work to those who assisted me and guided this work to its final destination. Special thank goes to Dr. Wigdan Yagoub who supervised this research.

I would like to express my warm thank to Dr. Hilary M. Pitia for his untiring help I'm really indebted to him. My acknowledgment also goes to my brothers and especial thanks to my brother teacher Ibrahim. Who had supported me .And also extend my thank and gratitude to my colleagues and to everyone who extended a helping hand to me to carry out this task.

ABSTRACT

This study aimed at investigating the difficulties that encounter EFL learners in using discourse markers in written discourse among students at Sudan University of Science and Technology College of languages, Department of English , 3rd year students, to investigate these difficulties, the researcher used descriptive analytical method and statistical package for social sciences (SPSS), and the data of this study was collected randomly, 30 students and 15 teachers, the researcher used a test for students, and questionnaire for teachers. The study concluded that most of the university EFL learners made error in using discourse markers in written text, the discourse markers usage create some difficulties to university EFL learners which led to distortion the meaning of the written text. Also university EFL learners have weakness in using of discourse markers particularly inferential and contrastive discourse markers. Based on the above findings, the study recommended that university teachers should use various method of teaching the use of discourse markers, in English written text, teacher should encourage their learners for more practice of discourse markers in writing process, universities should design full syllabus for teaching discourse markers, and universities should have specific system to evaluate EFL learners performance.

المستخلص

تهدف هذه الدراسة لتقصي الصعوبات التي تواجه طلاب اللغة الانجليزية لغة اجنبية في استخدام علامات الخطاب في النصوص المكتوبة لدى طلاب جامعة السودان للعلوم والتكنولوجيا كلية اللغات قسم اللغة الانجليزية السنة الثالثة ، ولتقصي هذه الصعوبات قام الباحث باستخدام المنهج الوصفي الكمي والحزم الاحصائية للعلوم الاجتماعية لتحليل البيانات ، وتتكون عينة الدراسة من ثلاثون طالباً يدرسون في السنة الثالثة ، وتم اختيارهم بطريقة عشوائية ، وايضاً خمسة عشر معلماً، من داخل الجامعة قسم اللغة الانجليزية ، استخدم الباحث اختباراً لطلاب السنة الثالثة في قسم اللغة الانجليزية ، استخدم ايضاً استبياناً لاساتذة اللغة الانجليزية . وقد توصل الباحث الى عدة نتائج منها ان معظم طلاب السنة الثالثة لا يجيدون استخدام علامات الخطاب في النصوص المكتوبة، وينتج عن الاستخدام الخاطئ بعض المشاكل يؤدي الى سوء فهم النص لدى الطلاب ومن النتائج التي تحصل عليها الباحثان طلاب الجامعة يعانون من ضعف واضح في استخدام العلامات الاستنتاجية والتقابلية في الخطاب . اوصى الباحث ببعض التوصيات منها على اساتذة الجامعة استخدام طرق متنوعة في تدريس استخدام علامات الخطاب ، وعلى اساتذة الجامعة تشجيع الطلاب على ممارسة استخدام علامات الخطاب في عملية الكتابة ، وعلى الجامعة تصميم مناهج يتضمن مختلف انواع علامات الخطاب مع استخدام نظام محدد لتقييم اداء الطلاب .

TABLE OF CONTENTS

No	SUBJECTS	Page N
	Dedication	I
	Acknowledgments	II
	Abstract (English version)	III
	Abstract Arabic (Arabic version)	IV
	Table Contents	V
	List of Tables	X
	Definitions of the Terms	XII
CHAPTER ONE: INTRODUCTION		
1.0	Background	1
1.1	The statement of the problem	2
1.2	The Objective of The study	2
1.3	Questions of the study	2
1.4	Hypotheses of the study	3
1.5	The significance of the study	3
1.6	The methodology of the study	3
1.7	.The limits of the study	4
CHAPTER TWO LITERATURE REVIEW AND		

PREVIOUS STUDIES		
2.0	Introduction	5
2.1	Historical Perspective of discourse markers	5
2.2	The Definition: Discourse Markers	6
2.3	Problems In the definition of discourse markers	8
2.4	The Features of Discourse Markers	10
2.4.1	Phonological and lexical Features	10
2.4.2	Semantic features	10
2.4.3	Syntactic features	10
2.4.4	Sociolinguistic features	11
2.4.5	Stylistic features	11
2.5	Characteristics of Discourse Markers	11
2.6	Functional Classification for Discourse markers	12
2.6.1	Contrastive Discourse Markers	12
2.6.2	Elaborative Discourse Markers	12
2.6.3	Inferential Discourse Markers	13
2.6.4	Temporal Discourse Markers	13
2.6.5	Discourse Markers as Discourse Particles	14
2.7	The Textual Function of Discourse Markers	14

2.8	Discourse markers as Connectives	15
2.9	Discourse markers and discourse	16
2.10	Discourse Markers and the coherence of discourse	17
2.11	Discourse Markers and Pragmatics	18
2.12	Previous Studies	19.
2.13	Conclusion	21
CHAPTER THREE: RESEARCH METHODOLOGY		
3.0	Introduction	22
3.1	The Methodology	22
3.2	The Population of the Study	22
3.3	The Study Instruments	23
3.4	The Sample of the Study	23
3.5	The contents of Questionnaire	23
3.6	The Test Contents	23
3.7	Validity of the Test and Questionnaire	24
3.8	Procedure of Data Analysis	24

3.9	Conclusion	24
CHAPTER FOUR		
DATA ANALYSIS AND RESULTS DISCUSSION		
4.0	Introduction	25
4.1	Analysis Students' test results	25
4.2	The Analysis of Teachers' Questionnaire	39
4.3	Verification of the (first) hypothesis	52
4.4	Verification of the (second) hypothesis	52
4.5	Verification of the (third) hypothesis	53
4.6	Conclusion	54
CHAPTER FIVE: CONCLUSION		
RECOMMENDATION AND SUGGESTION		
FOR FUTURE STUDIES		
5.0	Introduction	55
5.1	Conclusion of the Study	55
5.2	The Main Finding	56

5.3	Recommendations	58
5.4	Suggestion for further studies	57
5.5	Conclusion:	57
	References	58

LIST OF TABLES

NO	TEST TABLE	Page Number
1	Table (4.1) Contrastive , DM (in spite of)	26
2	Table (4.2) Contrastive , DM (even so)	27
3	Table (4.3) Temporal , DM (while)	28
4	Table (4.4) Temporal , DM (then)	29
5	Table (4.5) Inferential ,DM (because)	30
6	Table (4.6) Inferential, DM (after all)	31
7	Table (4.7) Elaborative, DM (otherwise)	32
8	Table (4.8) Inferential , DM ,(so)	33
9	Table (4.9) The meaning of DM (for example)	34
10	Table (4.10) The meaning of DM(after that)	35
11	Table (4.11) The meaning of DM (because)	36
12	Table (4.12) The meaning of DM (however)	37
13	Table (4.13) The total result of the students test	38
QUESTIONNAIRE TABLES		
14	Table (4.14) Discourse markers are not given enough consideration by the teachers.	39
15	Table (4.15) Teachers do not exert more effort and time to explain the use of discourse makers.	40
16	Table (4.16) Teachers do not give sufficient examples in	41

	teaching English text.	
17	Table (4.17) There are not enough example of discourse markers in university syllabus.	42
18	Table (4.18) The lack of discourse markers effect negatively the EFL learners' coherent text.	43
19	Table (4.19) Misuse of discourse markers, may spoil the meaning of the written text	44
20	Table (4.20) Discourse markers are important in the text because they make it clear and give logical sequence.	45
21	Table (4.21) The absence of the discourse markers	46
22	Table (4.22) EFL learners do not know the function of discourse markers in English written text.	47
23	Table (4.23) The lacks of the discourse markers knowledge do not enable EFL learners' to use the appropriate one in English written text.	48
24	Table (4.24) Verification of the first hypothesis.	49
25	Table (4.25) Verification of the second hypothesis.	50
26	Table (4.26) Verification of the third hypothesis	51

DEFINITIONS OF THE TERMS:

1. **Cohesion:** is the first standard of textuality refer to the surface relation between sentences that create a text.
2. **Coherence:** It refer to the relation holds between the underline surface of the text which is made of the concept relation and amount of their relevance to central thought of the text.
3. **Text:** It refers to the stretch of written or spoken language which propose that language flows linear sequence where a line of the text follows another with each line being linked to the previous line.
4. **Segment:** Its a linguistic unit in a sequence which may be isolated from the rest of sequence.

ABBREVIATIONS

EFL: Stand for English as foreign language.

DMs: Stand for discourse markers.

S1: Stand for segment one.

S2: Stand for segment two.

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

Introduction

1.0. Background of the Study

There are two levels on which people can communicate ‘’ the first level conveys particular words the second level conveys how those words should be interpreted’’ Fox Tree. (2010, p. 270). Language learners need to be able to work with both levels of communication. In order to cue one’s communication attention and/or decode another speaker’s communicative attention both speakers and writers must be familiar with the function of discourse markers such as **because, so, however**. There is still the lack of literature on the use of English discourse markers particular by English language learners (EFL).

This study aims to identify the problems of using discourse markers that face university students. The reason for the choice of Discourse Markers is related to the fact that DMs are most frequently needed to be used by the EFL learners in their academic work at university level. However, from the researcher’s experience, it is observed that, Sudanese students of English find it very difficult to construct and organize a coherent text in English. Some of the difficulties involve limited vocabulary, inadequate rhetorical organization and poor or inadequate use of discourse markers. It is this last aspect, use of discourse markers that is the concern of this study.

1.1.The statement of the problem

The researcher has read some of previous studies concerning English writing, he observed that EFL learners majoring in English language have many problems in the logical organization of their ideas in a written text, due to poor and inadequate use of discourse markers. In addition, the researcher observed that students experiencing problems with the use of discourse markers and they are not fully aware of applying discourse markers in their writing.

1.2. Objectives of The study

This study aims to

1. Investigate that discourse markers are given enough consideration by the teachers.
2. Investigate the difficulties encountered by EFL learners on using discourse markers in written discourse.
3. To find out how far the lack of discourse markers influence on EFL learners performance in writing text.

1.3. Questions of the study

This study sets out to answer the following questions

1. To what extent are discourses markers have been given enough consideration by the teachers?

2. How far does the lack of discourse markers affect EFL learners in writing text?

3. To what extent do EFL learners unable to use discourse markers in a written text?

1.4. Hypotheses of the study

1. Discourse markers in written text are not given enough attention by the teachers.

2. The lack of discourse markers affects EFL learners in written test.

3. The students encounter difficulties in using discourse markers.

1.5. The significance of the study

The significance of this study really comes from the fact that EFL learners are working hard to understand and use discourse markers, so their awareness of discourse markers will improve their writing skills and their spoken language. Also this study has great value to those who are involved in teaching and learning English as foreign language such as teachers and syllabus designers.

1-6.The methodology of the study

This study followed the descriptive analytical method the data were collected by using a test for students and questionnaire for teachers, a test distributed to 30 students' 3th year students of English language at Sudan University of Science and Technology

1.7.The limits of the study

The scope of this study is confined to investigating difficulties encountered by EFL learners in using discourse markers in written test at Sudan University of Science and Technology third year students, department of English college of languages, they have different ages and they are males and females. This study was conducted in the academic year 2016-2017.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS
STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0. Introduction

This chapter consists of two parts. Part one reviews the literature relevant to the research topic such as historical perspective of discourse markers, features of discourse markers, etc. While part two reviews studies and scientific papers related to the research topic.

2.1. Historical Perspective of discourse markers

The first and the most detailed effort regarding Discourse markers (DMS) is that reported in Schiffrin (1987) who is concerned with elements which mark "sequentially-dependent units of discourse". She labels them 'discourse markers' and analyzes in detail the expressions **and, because, but, I mean, now, oh, or, so, then, well,** and **y 'know** as they occur in unstructured interview conversations.

Another early reference to DMs as a linguistic entity was made by Labov and Fanshel (1977: 156) in discussing a question by began with **well**. They wrote: "As a discourse marker, well refers backwards to some topic that is already shared knowledge among participants. When **well** is the first element in a discourse or a topic, this reference is necessarily to an unstated topic of joint concern." Only a few other comments were mentioned in passing about the topic.

2-2.The Definitions of Discourse Markers

In the literature DMs have been described and analyzed by various descriptions and terminologies. Nevertheless DMs are usually used to refer to an identical phenomenon. There are three main trends in studies of DMs namely discourse coherence, pragmatic and systematical functional linguistic Halliday and Hasan (1976)

Discourse markers are expressions **like, well, but** and **y’know** ,are set of linguistic items that are function in discourse Fraser (1998,p.301). DMs are words or phrases like **any way, right, okay , as I say, to begin with.** That are use to connect, organize and manage what we write or say or to express attitude (ibid).

DMs classified according to their function into four main types, contrastive DMs, like **however, despite (this/that), in contrast, nevertheless.** Elaborative DMs, like **beside, for instant, moreover.** Inferential DMs , like **so, after all, as a result, because.** Temporal DMs like **then, as soon as, finally, afterwards and first.** Kroom, (1987, p.17)

A theoretical definition of DMs is described as “members of a functional class of verbal (and nonverbal) devices which provide contextual coordinates for ongoing talk” Schiffrin (1991.p.96). An increasing number of studies and researches in linguistics are concerned with English DMs found in oral discourse such as ‘so’ because, and, but, or, oh, well, now, then, you know, I mean, ‘I’m just saying’ operationally defined DMs as “sequentially dependent elements which bracket unit of talk”. They are mostly used with high frequency in spontaneous speech etc. Schiffrin (1987).

Blakemore (2002), however, who characterizes these items as “indicative” words with no “propositional meaning” uses the term “discourse markers” to underline the fact that the role of these expressions “must be analyzed in terms of what they indicate or mark rather than what they describe”

There are numerous definitions of DMs formulated by various scholars in order to reach at definition.

DMs define as intra-sentential and supra-sentential linguistic unit which evolve process of conversation ,index the relation of the utterance to the preceding context and indicate an interactive relationship between a speaker and hearer and message ,,

DMs are defined as class of lexical expressions drawn primarily from syntactic class of conjunctions, adverb, and prepositional phrases. With certain exceptions, they signal relationship between interpretations of the segment they introduce segment, S2, and the prior segment, S1. They have a core meaning, which is procedural, not conceptual.

The linguistic devices that are used to hang the pieces of language or expression together are called DMs. They are used in conversation or writing to show or signal the relationship between ideas or information in given context, they word or phrases that used by the speaker or writer to link ideas or information’s in a discourse. DMs are words like however, although, for instance and Nevertheless which are referred to more commonly as linking words and linking phrases or sentence connectors Gerard (2010), they may be described as glue that binds together a piece of

writing making the different parts of the text stick together. Without sufficient DMs in a piece of writing or a text would not be obvious. DMs however guide the reader predict the direction of the flow of discourse. DMs are important feature of both formal and informal native speaker language. The skilful of DMs often indicate a higher level of fluency and ability to produce and understand authentic language Barnabas & Adamu (2012). DMs grammatical functioning words unlike content words they are not convey meaning in their own nor change the meaning of the sentence. They only perform grammatical function by linking ideas in a piece of writing. Most DMs signal the reader or listener of continuity in text or the relation between the preceding and following text (www.warwick.ac.uk).

DMs have been studied under various labels, including discourse particle, discourse operators, discourse connectives, pragmatic connectives, pragmatic markers, pragmatic particles, sentence connectives. As noted by Zarei (2013, p. 108).

2-3. Problems In the definition of discourse markers

Despite the wide research interest by DMs for many years there is no general agreed upon definition of this term. The first difficulty for the fuzzy terminology used to designate these elements. A variety of other names are also used such as discourse particles discourse connectives all this factors together causes problem in the definition of DMs

Definition of what DMs are and what they do in discourse vary among the researchers as we have seen there is no one single definition of this linguistic group remained unaltered by other researchers for their purpose

Lenk (1998, p.30). This large disagreement in defining discourse markers is usually attributed to the nature of these linguistic devices and the way they are approached. Different studies employ different methods of investigation focusing on different items that are drawn from different grammatical classes.

It is generally assumed that DMs comprise functional-pragmatic rather than morpho-syntactic group. DMs have been defined in terms of their function because it is difficult to delimit such items that derive from different word classes in structural terms. Defining DMs by their function, however, has also sure to be problematic, because such definition has to account for vary different functions, Fischer (1998, p 29).

Different definitions provided by different studies emphasize in different aspects of several functions that these items serve discourse. For example Lenks (1998) study of discourse markers focuses on the global role which are marking topics relations that are establish connections different types of topics, while Schiffirin (1997) are local oriented, focus on sentences relations.

Another definition that highlights different functions of these expressions is the primary function that DMs serve implicitly anchor utterance to communicative restraints of the culture and society Ostman (1995).

Different studies of DMs describe the function of these items differently according to way that discourse is viewed in each study and how it is approached, the of discourse that is being investigated, and the way in

which the meaning of the items under investigation is provided also determine the type of function highlighted in the study.

2-4.The Features of Discourse Markers

The basic DMs features which are first collected by Brinton (1996) and later recorded according to level of linguistic description by Jucker& Ziv as follows :

2.4.1. Phonological and lexical Feature

- a) They are short and phonological reduced.
- b) They are marginal forms and hence difficult to place with traditional word class.

2.4.2. Semantic features

- a) They have little or no propositional meaning
- b) They are multifunctional structural interpersonal, etc

2.4.3. Syntactic features

- a) They can appear in the utterance-final, utterance-initial, and utterance middle-position.
- b) They occur outside the syntactic clause.
- c) They are optional in use.

2.4.4. Sociolinguistic features

- a) They are context dependent
- b) They are more oral rather than in written discourse.
- c) They are associated with informal context.

2.4.5. Stylistic features

- a) They appear repeatedly and with high frequency.
- b) They are under specific.

The above more details provided by Jucker, G.(1998,pp,171,202).

2-5.Characteristics of Discourse Markers:

The characteristics of DMs are mentioned as criteria to identify a discourse marker status , there are three basic characteristics the first one is connectivity DMs they are used to signal relationships between discourse unit Schourup (1999, p 230) ,qualifier between the assumptions which underlie utterance . Thus may sued to create coherence within the speaker's turn signal the relation between one speaker's utterance and the other's response Schiffrin, D, (1986). The second feature of DMs is they are grammatically speaking ‘optional’ if a discourse marker omitted the relationship it signaled is still available to the hearer though no longer explicitly cued. Thirdly they are non truth conditionality that they do not change the truth conditions of the proposition in the utterance they frame that they do not affect the propositional content in which they occur.

2.6. Functional Classification of Discourse markers:

At sentence and paragraph levels. At sentence boundaries discourse markers are called local DMs marking utterance level relations. And they are called global DMs when they marking topics relation classified as follows:

2.6.1. Contrastive Discourse Markers:

Contrastive DMs signal some contrast between the textual elements they link they are as follows:

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.

2.6.2. Elaborative Discourse Markers

They signal elaboration or continuation of the first element by the second one.

and, above all, also, alternatively, analogously, besides, by the same token, correspondingly, equally, for example, for instance, further (more), such as, 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)

2-6-3. Inferential Discourse Markers

They signal a contextual implication in the second textual segment by the first one.

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

2-6-4. Temporal Discourse Markers

Then, after, as soon as, before, eventually, finally, first, immediately afterwards, meantime, meanwhile, originally, second, subsequently, while, So far.

The appropriate meaning of discourse markers depends on their surrounding context and the marker itself does not add any meaning. However in spite of this empty interpretation they are facilitating comprehension of the text by acting as filled pauses. Discourse markers are extremely useful tools to clarifying the writer or speaker communicative intention, they signal how text producers intend a message to relate to foregoing or following discourse or a particular aspect of communicative situation Kroon (1997 ,p 17)

2.6.5. Discourse Markers as Discourse Particles

Discourse particles signal the speaker's attitude in conversation and structure the relationship between the speaker and the listener they basically feature of spoken language they expression like.

Well, gosh, uh or oh, I mean, you know, in fact, frankly, actually, etc...Those are considered by many researchers as oral or spoken DMs rather than written.

2-7.The Textual Function of Discourse Markers

Textual is concerned with the textual resources that writer or speaker has for creating coherence. Discourse coherence is related to communicator's mental activities and the interaction between communicators and the context situation. A very general characteristics of many of DMs are to build up the connection of communicated idea with the context. And the textual function of DMs is to contribute coherence in discourse. Schiffein (1987). So the textual properties of DMs refer to the relation between sequentially arranged segment in discourse between one proposition and the next one, between the utterance and the following one, between the speaker turns between the discourse topics. DMs function not only adjacent utterance but also utterances and context. DMs with textual function such as **and**, **therefore**, and **moreover**, can show clearly how the writer or speaker conveys the relation between propositions expressed by utterance.

Example: Stella: ***And** try to understand her **and** be nice to her. Stan **and** admire her dress **and** tell her she's looking wonderful.*

Repetition of *and* in the example reminds the hearer that the information is not finished and the following is relevant,” *and*” indicates the continuation of information. Textuality is closely related to DMs. Schiffrin (1987) gives a definition to DMs as “sequentially dependent elements which bracket units of talk”, which marks that DMs serve as “discourse glue” providing coherence.

2-8. Discourse markers as Connectives

Sentence cohesion is integral to sentence effectiveness, appropriate connectives should be used to connect words phrases and clause in a sentence in order to achieve coherence, technical writers and speakers use several linking devices or connectives which are create discourse coherence. There are two types of linking devices overt and covert, overt devices are direct and explicitly stated while covert devices are indirect and implicit. Covert devices include techniques such as repetition of the key word the use of articles (a, an, the) pronominal (he, she, it, they). However technical communication largely uses overt linking devices or connectives to indicate logical progression of ideas in oral discourse or writing. The following are some example in which DMs have been used as connectives

- Land population is *due to* wasters.
- Fresh water is renewable resource, *but* its distribution uneven.

So if we take one of Schiffrin definitions of what a discourse marker is ‘*discourse markers initial elements those use is syntactically independent and sequentially dependent*’ Schiffrin(1987pp,326,327). If we mention the term connectives we will refer only to subset of wider class that of DMs.

2-9. Discourse markers and Discourse

Discourse; refer to larger units of language such as paragraphs, conversations, and interviews. The study of both written and spoken discourse, is known as discourse analysis, some researchers however use discourse analysis to refer to the study of spoken discourse , and text linguistics to refer to the study of written discourse .Jack & etal (2010,p,174).

Discourse refers to pieces of language larger than a sentence, that function together, to convey a given idea or information. The linguistic devices that are used to hang the pieces of language, or expression together are called discourse markers. They are used in conversation or writing to show or signal the relationship between ideas or information in a given context. They are words or phrases used by speakers or writers to link ideas or information in a discourse.

Discourse has been defined as the analysis of language in use Brown &Yule (1983)' they believed that such outlook could not restrict the description of linguistic forms independent of purpose or function they serve in human affairs.

Discourse is a language by human being to communicate with each other or to debate, the question what makes discourse different from random sentences is that discourse has coherence, hence the ultimate goal of a discourse is to send a message from the speaker to hearer or from the writer to reader. So the reader or the hearer receives the message and open this message he/she behaves and reacts. A single word as the imperative verb

“stop” can be considered as a discourse. But if the speaker needs to talk more or the writer wants to write more than one sentence he /she forced to use DMs.

DMs are nonverbal elements that signal relations between unit of talk by virtue of their syntactic, by virtue of their sequential relations that demerge discourse units Schiffrin (1987, p. 40). The speakers use DMs in their everyday discourse. DMs are such as salt for food as discourse, this nearly to say that no discourse without DMs.

DMs are important in connecting parts of the discourse, as well as contributing to fluency. In addition, they guide the listener or reader in the direction of the discourse. For example, they signal the speaker’s or writer’s desire to open or close a conversation. Students need to know DMs because, they are important clues in the change of the direction in a lecture, a conversation or essay.

2-10. Discourse Markers and the coherence of discourse

DMs were considered as elements which mark sequentially dependent unit of discourse reported Schiffrin work (1987) .She labels some discourse markers and analyzes in detail the expressions **and, because, but, I mean, no, oh, or, so, then and y’know** as they occur in structured interview conversation her primary interest is in the ways in which DMs function to add to discourse coherence. In Schiffrin view discourse markers contribute in coherence by establish multiple contextual coordinates simultaneously, thus facilitating the integration of the various components of the talk. She

maintains that coherence is constructed through the relation between adjacent units in a discourse.

According to Waltereit (2006) the scope of DMs variable that is they can have scope over parts of discourse ranging from intra-clausal units to complete of several sentences (dar.aucegypt.edu/bitstream/).

DMs are elements without syntactic function. They are extra-sentence linkers specialized in textual cohesion and guiding the interpretation of the utterance.

2-11. Discourse Markers and Pragmatics:

DMs also called pragmatic markers, they have little or no propositional meaning Brinton (ibid.1996) DMs are grammatical oriented in communication. They carry interpretational function by effective cooperation sharing between the speakers and hearer, including confirming , shared assumption checking expressing understanding , requesting, confirmation, expressing deference or saving face , DMs are pragmatic lexical class expression drawn from syntactic classes of conjunction , adverbials and prepositional phrase.

Part Two

2-12. Previous Studies:

Eltyeb, M.(2009). “Impact of grammatical aspect and discorsal features overall quality of EFL academic writing in five national universities”. The study focus on examine the major discourse features of cohesion and coherence in a academic writing of these students and investigated the grammatical aspects and discourse features .This study points out that EFL students were poor quality and poor control over understanding features of written discourse and little knowledge, also they unawareness of basic discourse features that characterize of a well written text.

Another study. Eman Awni Mahamoud (2009) this researcher conducted his research at University of Jordan he adopts functional approach. “Investigated the use of discourse markers in expository essays writing” written by Jordanian EFL learners with different levels of English language proficiency , the researcher used comparative analysis indicates that the advanced and intermediate EFL learners employed comparable rates of discourse markers in their essays .However , the latter were found to use more restricted than the former ,the study focused on the affect of English language proficiency in the use of discourse markers .

Hossein Khazace (2012) he conducted his research at Islamic Azad University Iran .He adopts descriptive approach in “Use of discourse markers by Iranian teachers of English“ In this research the researcher explores the rate of use of DMs by Iranian teachers of English, for this the researcher chose three teachers who were teaching institutes for at least three

years, and they considered very good teachers of English. The talk of teachers recorded for three semesters, this equals 126 hours of classes recording. The teachers were teaching on elementary, intermediate and advance classes. The main finding of this study is that two teachers who had the experience of living in English speaking countries were good users of DMs; one who had no experience of such kind was a weak user of DMs. Also he found that years of living in an English as a second language setting influence on the uses of DMs.

Farhad Majeed Hama (2015). “ The Problems of using DMs in Kurdish EFL Undergraduate students “ in her study she investigated the use of various kinds of DMs in Kurdish EFL undergraduate student’s essays. In this study the researcher use comparative analysis indicates the first year and third year EFL learners. The major finding is that the first year students have inability to use all types of DMs , whereas the third year students have misused some types of DMs and overused others.

Ahmed Yusuf (2016),“ The Difficulties Encountered Sudanese University’s students when Using Cohesive Device in written Discourse” the study focus on cohesive devices which are influence students in texts writing. He conducted his research at Omdurman Islamic University fourth year students English department faculty of education. The main finding of this research is that the majority of EFL learners do not give enough consideration to cohesive devices on their writing also they find difficulty in writing well-cohesive written discourse.

All the above studies are similar to the current research in some aspects in the first one there was similarities such as the basic features of

discourse which are characterizes a well written discourse, without any doubt discourse markers are basic features in formulate a well written text .

The second study talked about the use of discourse markers in expository writing which is the central idea of the current study.

The third one investigated the use of DMs by teachers of English language and the factors in influence in their frequency uses of DMs. The similarity between this study and current study is that both of them concentrate on the uses of DMs

The fourth one investigated the used DMs in an essay writing which is similar to current study that both of them focus on using of DMs in text writing.

The fifth one investigated the difficulties of using cohesive devices, the relation between the current study and the later is that DMs are considered as cohesive devices.

Therefore the researcher tends to flow them in investigating the difficulties that are face students when using DMs in written discourse.

2-13.Conclusion:

In this chapter the researcher stated the concept of discourse markers and it is historical background .and functions that they play in discourse then he has come over perspective on discourse markers. Also the researcher after more reading reviewed five works on linguistic discourse markers two are local and three are international as previous studies.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3-0.Introduction

In this chapter, the researcher presents the procedures of data collection from the population of the study and tools that the research has adopted to collect data from university EFL learners and teachers.

3-1. The Methodology

The researcher used analytical descriptive method, to analyze data collection in order to answer the research questions, the researcher adopted quantities in its design. This study investigated the difficulties encountered by university EFL learners in using discourse markers in written text.

3.2. The Population of the Study

The subject of this study involves 30 students both males and females EFL learners of third year students majority in English language at Sudan university of Science and Technology College of languages for Academic year 2016 -2017. And 15 teachers of English language from Sudan University of Science and Technology were selected for teacher's questionnaire.

3-3. The Study Instruments

In this study, test and questionnaire have been utilized as tools for data collect, test for students and questionnaire for teachers.

3-4.The Sample of the Study

The sample of this study consists of both teachers and students, 30 EFL learners were selected randomly from the population of the study. Also teachers were selected randomly from Sudan University of Science and Technology.

3-5.The contents of Questionnaire

The questionnaire of this study consists of 12 statements which were designed to check wither the teachers strongly agree, agree, neutral, disagree, strongly disagree .see (Appendix).

3-6. The Test Contents

The test of this study consists of two questions, in the first question students were asked to used discourse markers in written discourse, to show the difficulties that EFL learners are face in using discourse markers, whereas the second question students were asked to match the markers with their functional meaning, to show the students aware with the function of DMs of in written discourse.

3-7. Validity of the Test and Questionnaire

The first draft of the questionnaire and test have been seen by 3 PhDs. holders who had helped in proof reading , they made some modifications to the test and questionnaire contents , and their suitability to the research goal and objectives, then the test and questionnaire were presented to the supervisor who has made some more modifications .

3-8. Procedures of Data Analysis

The researcher collected the obtain data from the participants responses. Then each single paper from questionnaire and test was inserts into SPSS .Frequencies and percentage was calculated for each question. The researcher uses chi-squire to check the validity of the hypotheses. The first, hypothesis was related to both a test and questionnaire, whereas the second and the third hypotheses related to the questionnaire.

3-9. Conclusion:

In this chapter the researcher presents full description of the research methodology .population, instruments, and the contents of the instruments, sample, validity and the procedure of data analysis.

CHAPTER FOUR
DATA ANALYSIS AND RESULTS
DISCUSSION

CHAPTER FOUR

DATA ANALYSIS AND RESULTS DISCUSSION

4.0 Introduction

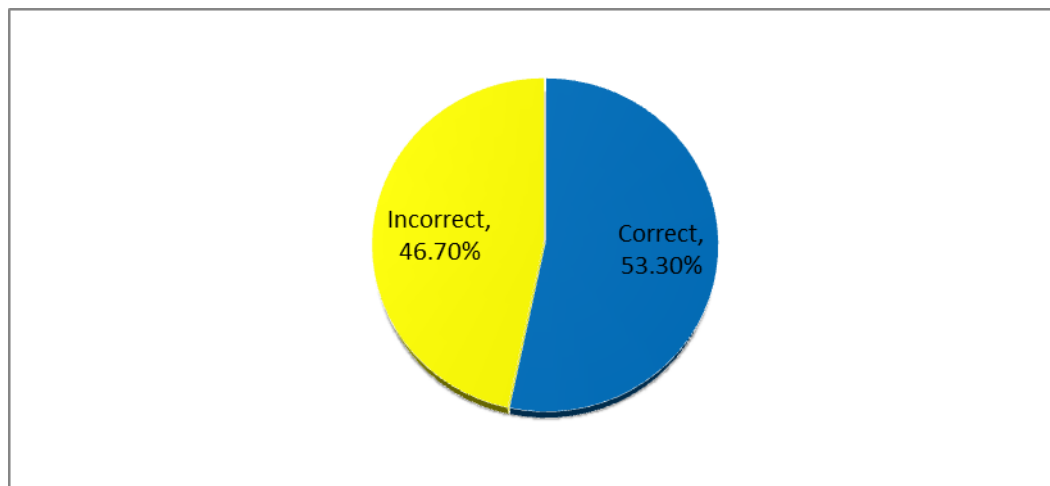
In this chapter the researcher is going to analyze the data, presentation and discussion the data which obtained through the test. By using the output of (SPSS) program.

4.1. Analysis Students' test results:

Question (1) The students were asked to draw a circle round the most correct alternative (a, b, or c), and their answers were presented in the following tables

Table (4.1): The train was late This I manage to reach in time

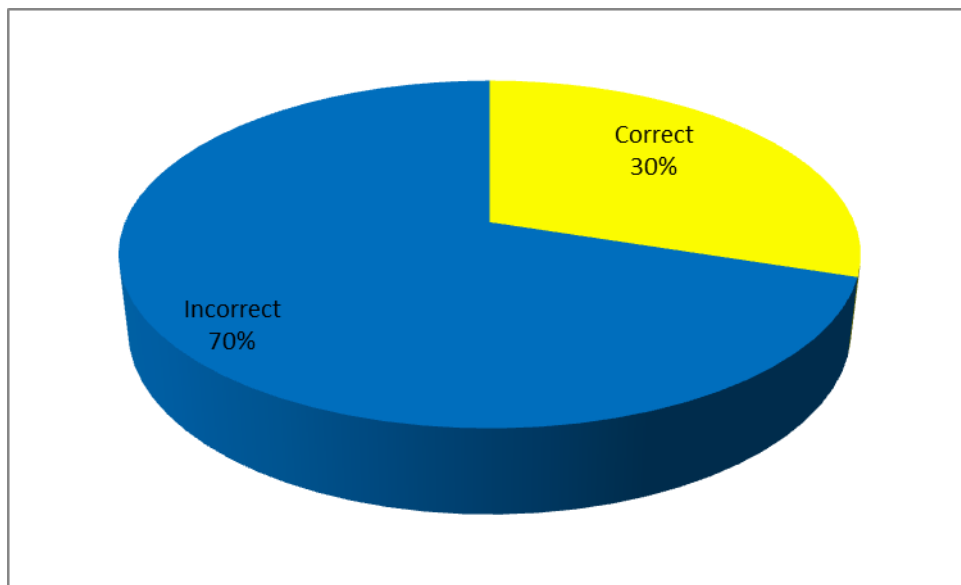
	frequency	percentage
Correct	16	53.3 %
Incorrect	14	46.7%
Total	30	100%



The data in table (4.1) show that (16) of participants , percentage 53.3% more than half of the respondents have chosen the correct answer in using the marker (in spite of) while (14) of student percentage 46.7% have chosen incorrect answer, this result indicates that, more than have of students are familiar with this marker.

**Table (4.2): The British have done some good in India
Colonialism are basically.**

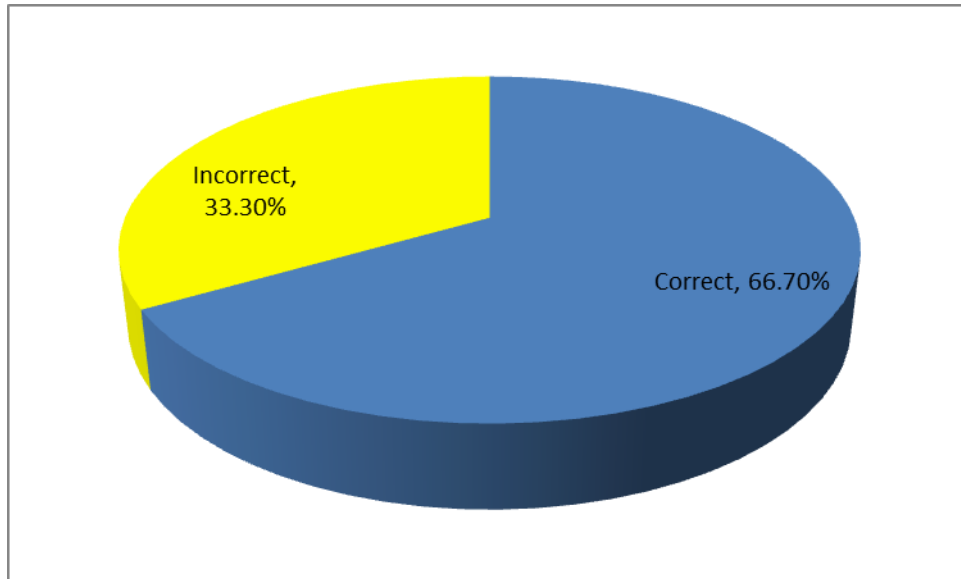
	FREGUNCY	PERCENTAGE
Correct	9	30 %
Incorrect	21	70%
Total	30	100%



The data in table (4.2) show that, the most percentage 70% of the respondents have fallen to chose the correct answer for this marker (even so) .while only (9) students who have chosen the correct answer. This result indicates that the most of the participants have weakness in using this contrastive discourse marker.

Table (4.3)..... she is pregnant, Marium will not take a plane.

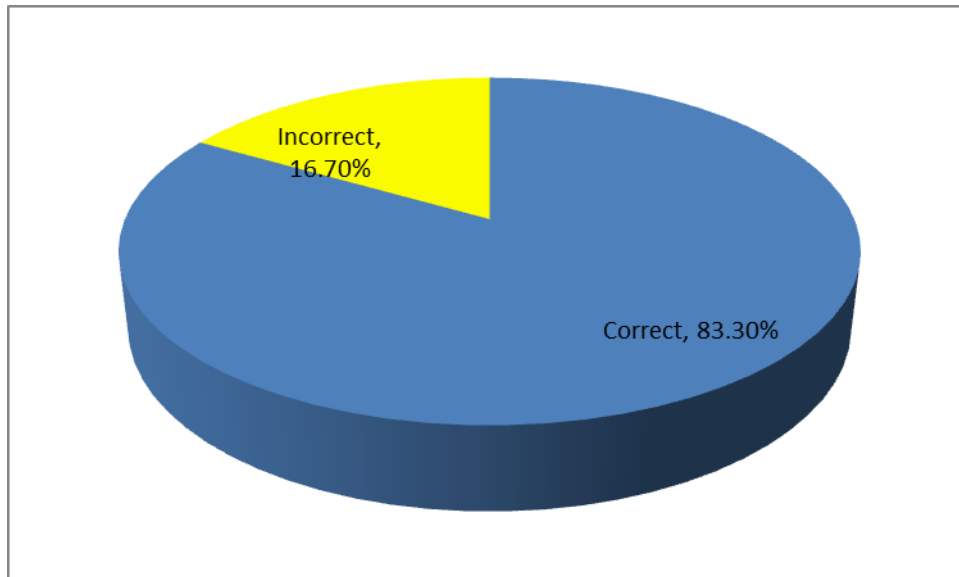
	FREGUNCY	PERCENTAGE
Correct	20	66.7 %
Incorrect	10	33.3%
Total	30	100%



The data in table (4.3) show that more than half 66.7% of the respondents have chosen the correct answer (while) and only (10) students percentage 45.3% who have failed this indicates that some of them are familiar with temporal discourse markers.

**Table (4.4) : Everyone knows that cigarette causes diseases why
do so many people still smoke?**

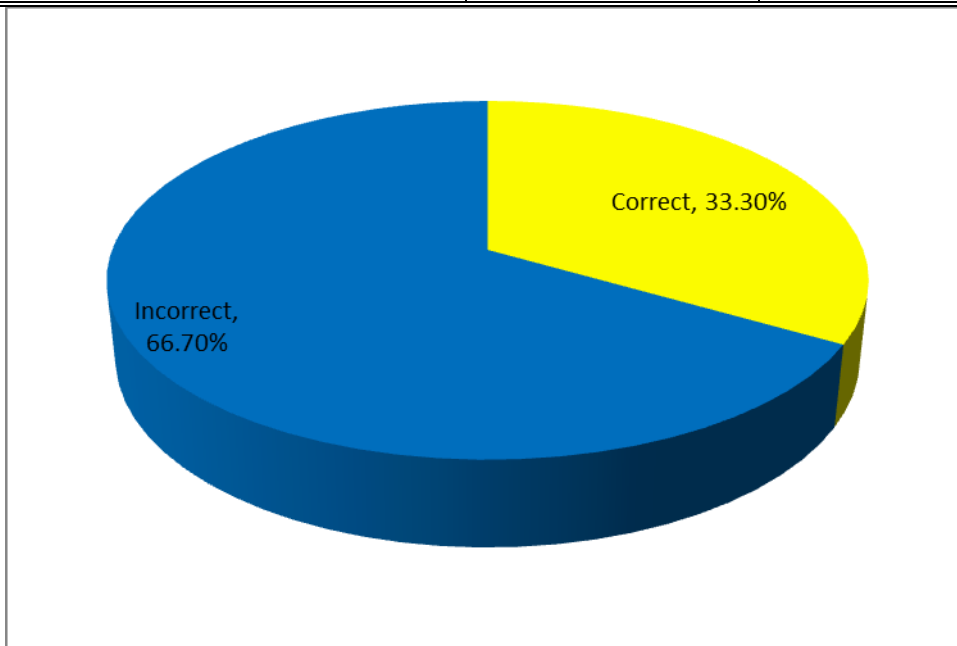
	FREGUNCY	PERCENTAGE
Correct	25	83.3 %
Incorrect	5	16.7%
Total	30	100%



The data in table (4-4) show that the majority 83.3% of the respondents have chosen the correct answer of the marker (then) while only (5) students who have failed, this indicates the majority of the participants are well in using temporal discourse makers

Table (4.5) : She's an honest girl everyone trust her.

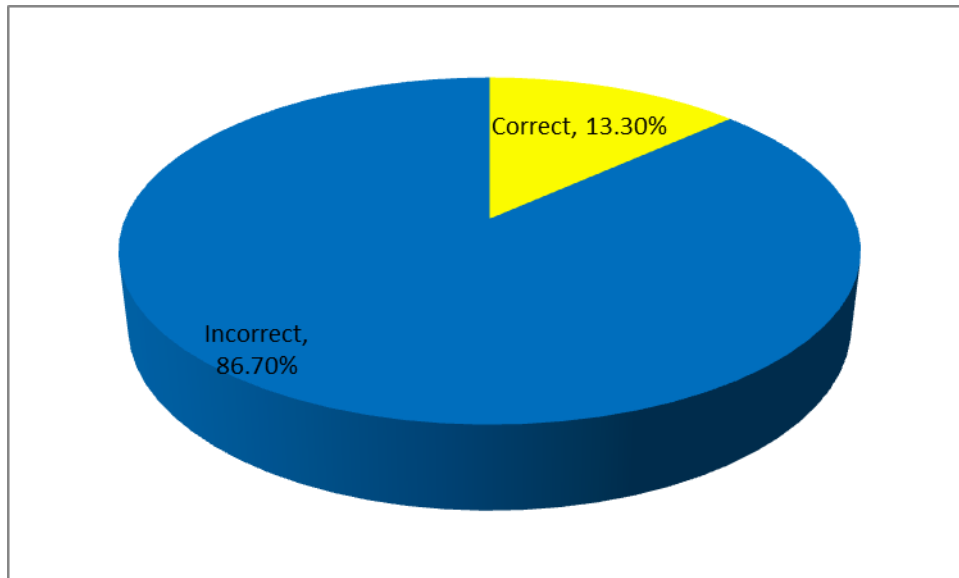
	FREGUNCY	PERCENTAGE
Correct	10	33.3%
Incorrect	20	66.7 %
Total	30	100%



The data in table (4.5) show that more than half 66.7% of the respondents have fallen to chose the correct answer, of the marker (because) only (10) of the participants percentage 33.3% who have chosen the correct answer, this result indicates that the majority of the students face difficulties in using inferential discourse markers.

Table (4.6): John can help in installing this software, he is a computer engineer.

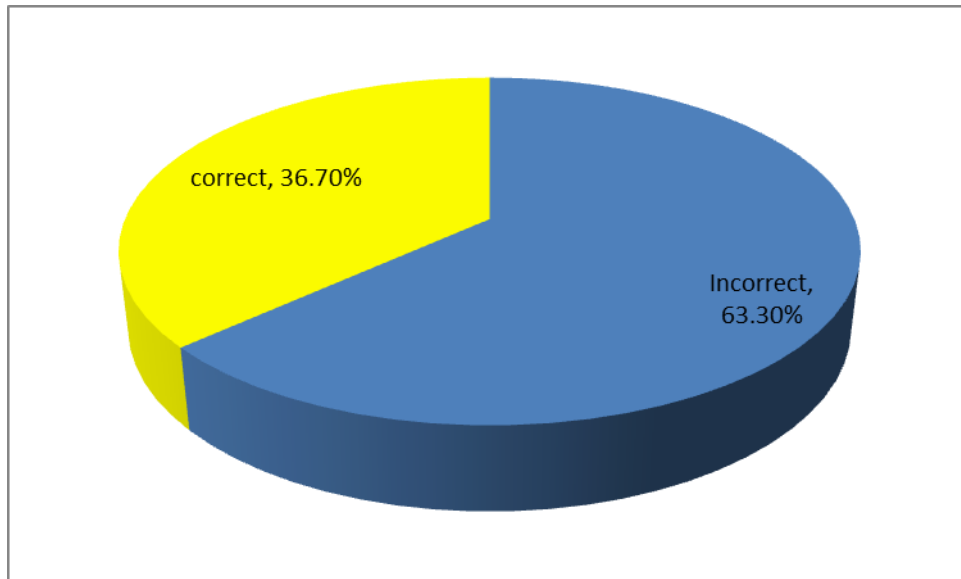
	FREGUNCY	PERCENTAGE
Correct	4	13.3 %
Incorrect	26	86.7%
Total	30	100%



The data in table (4.6) show that the majority, 86.7% of the respondents have fallen to chose the correct answer in using of discourse marker (after all), and only (4) students percentage 13.3% who have chosen the correct answer, this result indicates that, inferential discourse marker in written discourse usage ,creates a problematic area of difficulties, that encountered EFL learners.

Table (4.7): We'd better find a quick solution to this crisis our customers will start lose us.

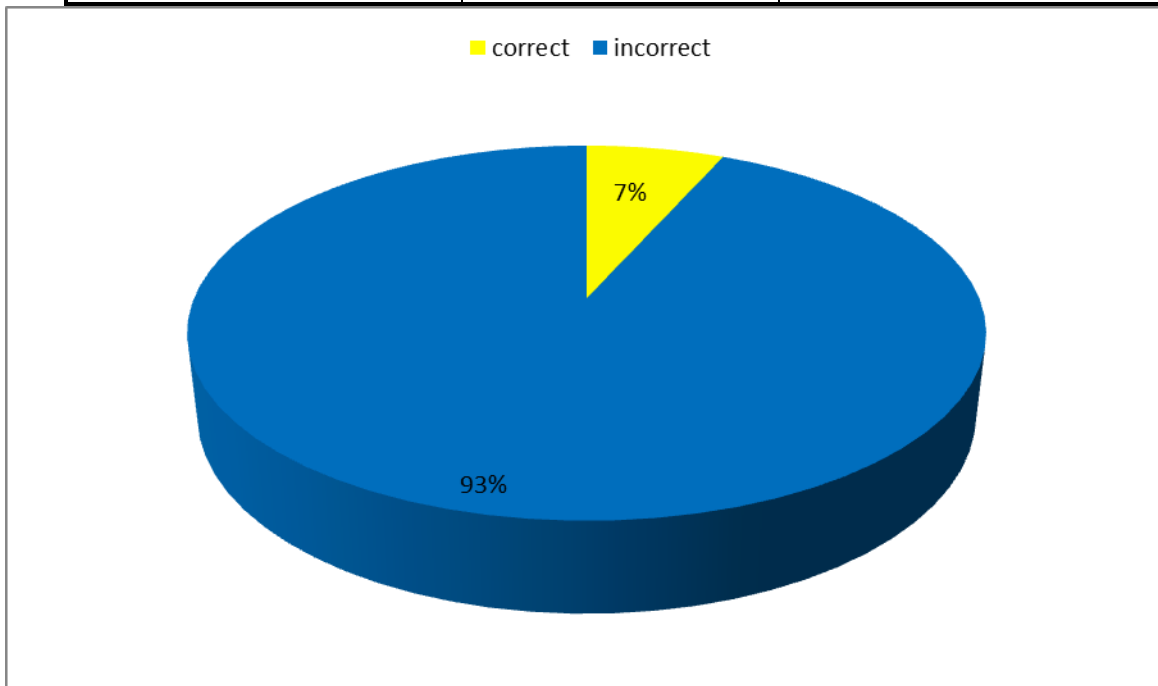
	FREGUNCY	PERCENTAGE
Correct	11	36.7%
Incorrect	19	63.3 %
Total	30	100%



The data in table (4.7) show that the more than half 67.5% of the respondents have chosen the correct answer, of the maker (otherwise).while only (11) of participants percentage 36.7% this indicates that the most of the students have pass in this question.

Table (4.8) Many cities , Hong konghave expensive underground railway system.

	Frequency	Percentage
correct	2	6.7%
incorrect	28	93.3%
Total	30	100

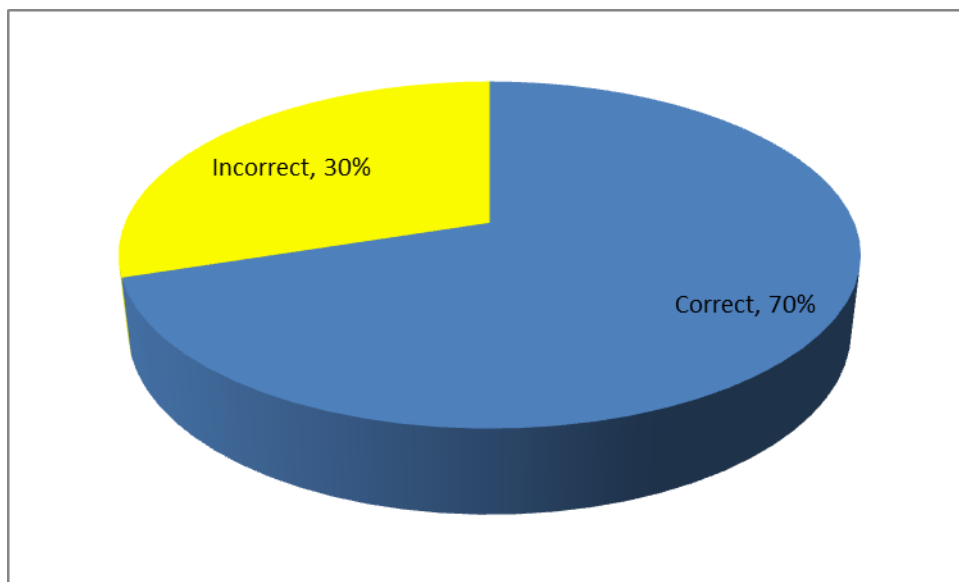


The data table (4.8) show that the majority percentage 93.3% of the respondents have failed to chose the write answer , the marker (also) while only two students percentage 6.7% who have chosen the right answer, this result indicates that, there is a real problem face EFL learners in using this marker

Question (2): The students were asked to (match discourse markers to their functional meaning)

Table (4.9): For example is used to :

	FREGUNCY	PERCENTAGE
Correct	21	70%
Incorrect	9	30%
Total	30	100%

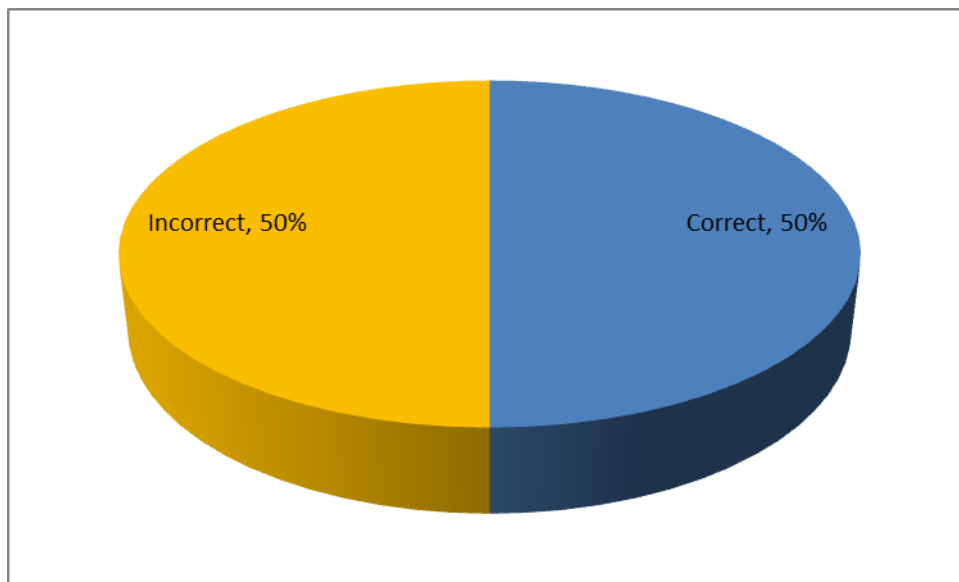


The data in table (4.9) show that most 70% of the respondents have chosen the correct answer, only (9) students percentage 30% from the sample who have failed. The final suggests that the majority of the participants are well

familiar with the usage of this marker (**for example**) because it's frequently use by the teachers during their lecture

Table (4.10): After that is used to:

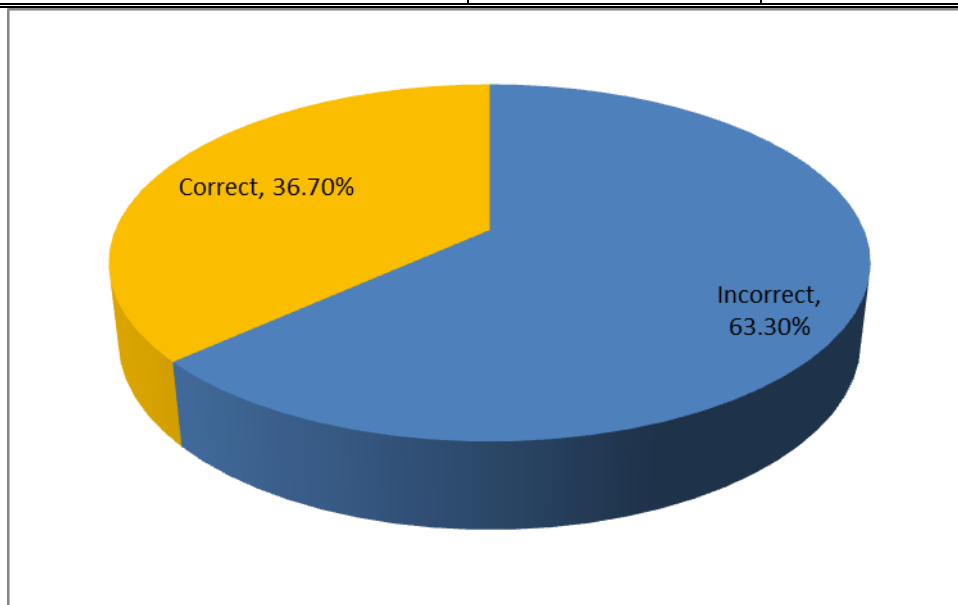
	FREGUNCY	PERCENTAGE
Correct	15	50 %
Incorrect	15	50%
Total	30	100%



The data in table (4.10) show that half 50% of the respondents have chosen the correct answer, this result indicates that a half of the respondents, are familiar with the function of this marker

Table (4.11): Because, is used to:

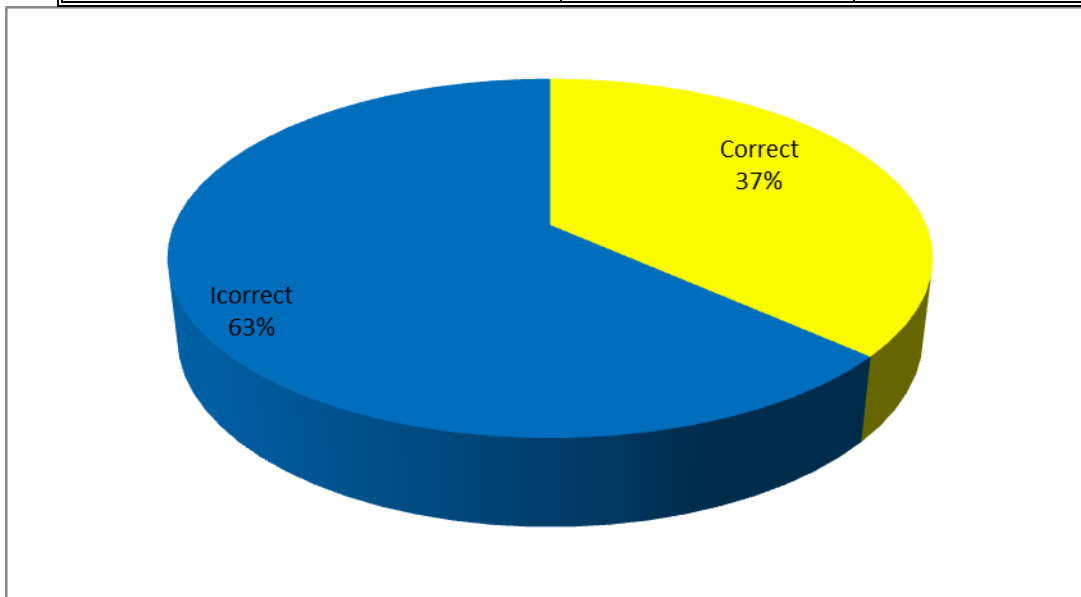
	FREGUNCY	PERCENTAGE
Correct	11	36.7%
Incorrect	19	63.3 %
Total	30	100%



The data in table (4.11) shows that the more than half 63.3% of the respondents have chosen the correct answer while only (11) students percentage 36.7% have failed, this result indicates that most of the participants are aware of the function of this marker (because), but the majority of them are facing difficulties in using it in written discourse as noticed in the table and figure (4.11) above. The majority of students have failed in using this marker in written discourse.

Table (4.12): However, is used to:

	FREGUNCY	PERCENTAGE
Correct	11	36.6 %
Incorrect	19	63.4%
Total	30	100%



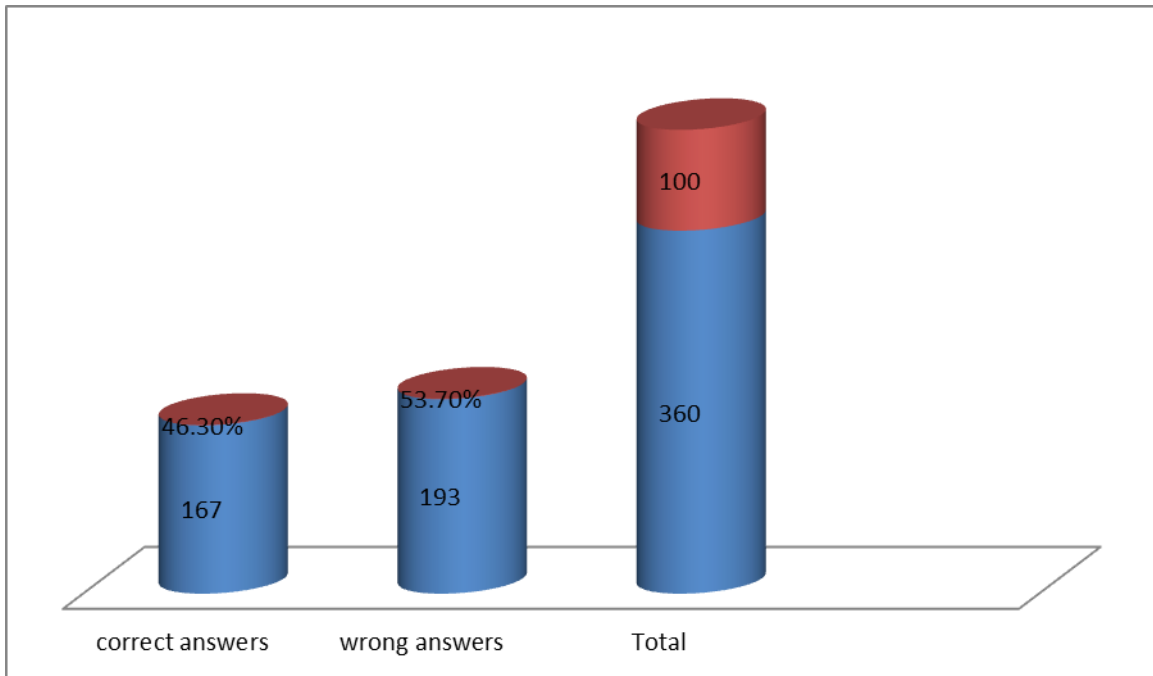
The data in table (4.12) show that only 11 of respondents percentage 36.6 % have chosen the correct answer, whereas 19 of the respondents percentage 63.4% who have failed this actually indicates more than have of the students are un aware of the function discourse makers and they face difficulties in using it in written discourse.

Table (4.13) consists of the final result for the students answers of the test questions.

Table (4.13) the total result of the test.

	Frequency	Percentage
Correct answers	167	46.3%
Wrong answers	193	53.7%
Total	360	100

Figure (4.13)



The data in table and figure (4.13) shows that, the frequency of the right in the test are 167 percentage (46.3%) , whereas the frequency of wrong answers are 197 percentage (53.7%) . This result accepted the researcher hypothesis, which says (: EFL learners encounter difficulties in using discourse markers.

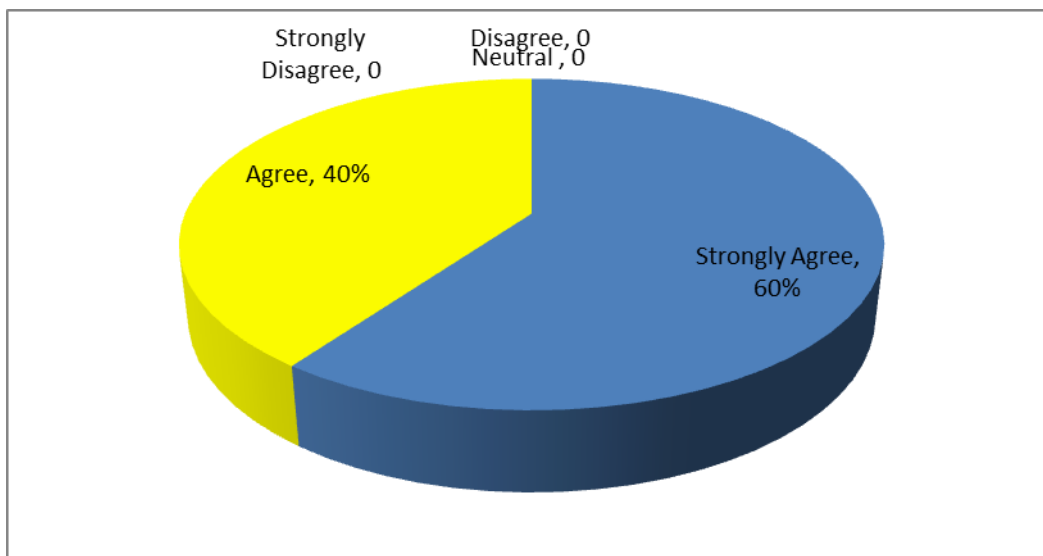
4.2. Teachers' Questionnaire:

The following tables show the answer of the respondents (Teachers) about the statements of the questionnaire

The following table from (12-15) investigate the first hypothesis of the study (Discourse markers in written text are not given enough attention by teachers.)

Table (4.14): statement (1) Discourse markers are not given enough consideration by the teachers.

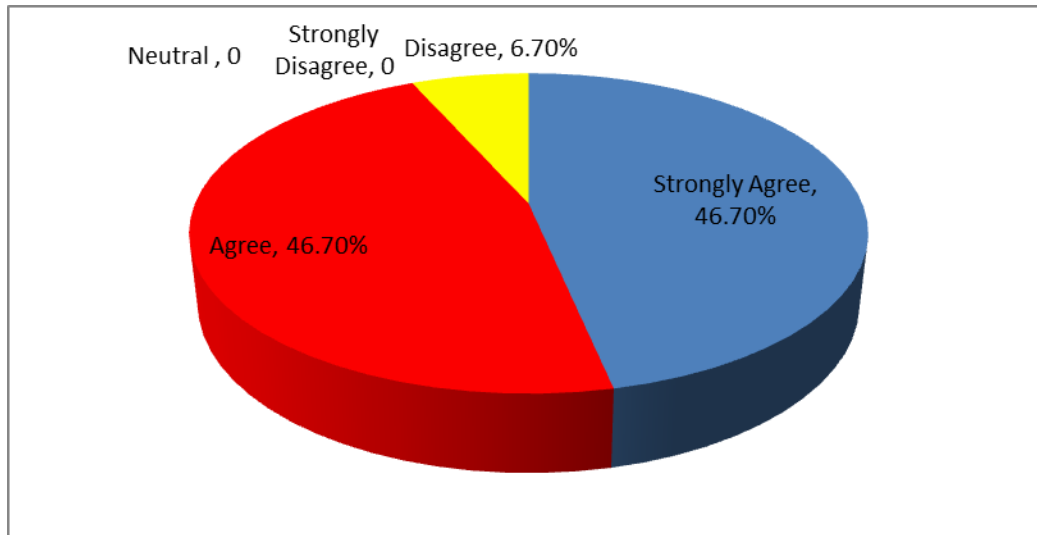
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
1- Discourse markers are not given enough consideration by the teachers	9	6	0	0	0	15
	60 %	40%	-	-	-	100 %



The data in table (4.12) shows that almost 100% of the respondents agreed with **(Discourse markers are not given enough consideration by the teachers)**. This means that teachers are not use appropriate ways to teaching discourse markers usage in English written text and this positive to the researcher hypotheses.

Table (4.15): statement (2) Teachers do not exert more effort and time to explain the use of discourse markers.

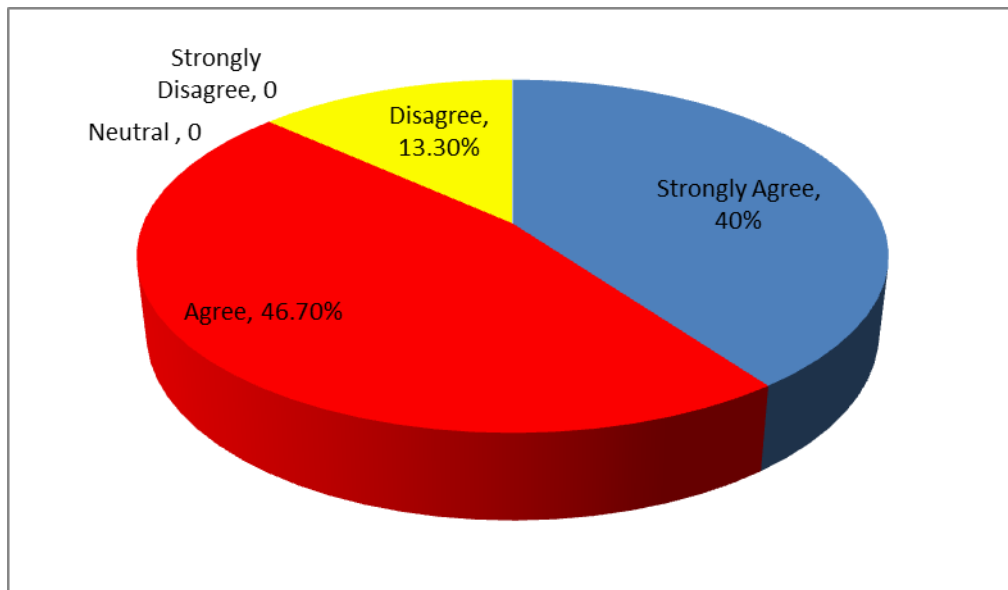
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
2-Teachers do not exert more effort and time to explain the use of discourse markers .	7	7	0	0	1	15
	46.7 %	46.7 %	-	-	6.7%	100 %



The data in table (4.15) shows that the majority 93.3% of the respondents agreed with (**Teachers do not exert more effort and time to explain the use of discourse markers**). This means that more practical activities will solve university EFL learners’ problems in using discourse markers in written discourse

Table (4.16): statement (3) Teachers do not give sufficient examples of discourse markers in teaching English text.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
3- Teachers do not give sufficient examples of discourse markers in teaching English text	6	7	0	0	2	15
	40 %	46.7 %	-	-	13.3%	100 %

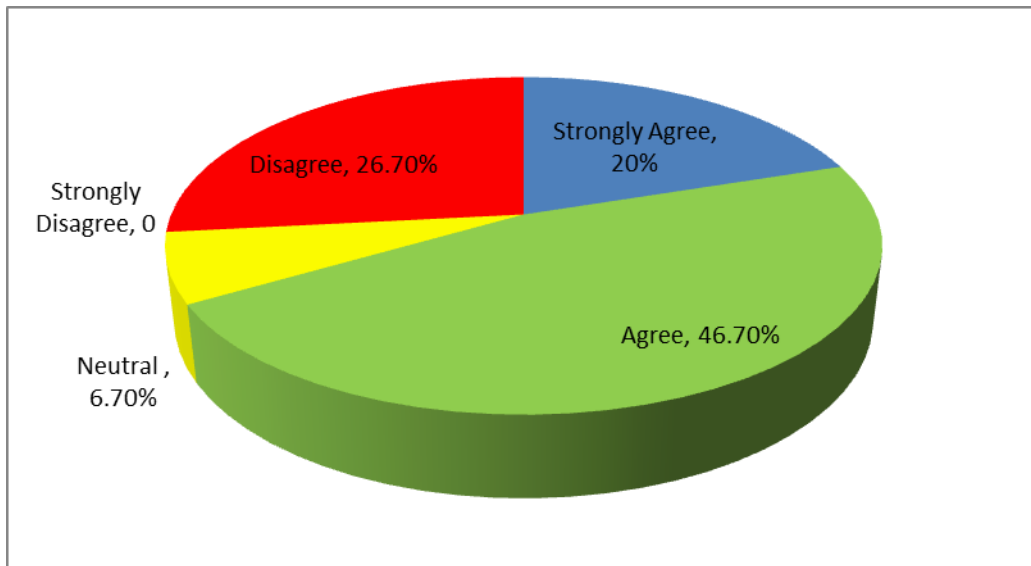


data in table (4.16) shows that 6 teachers percentage 40% strongly agree 7 teachers percentage 46.7% agree and only 2 teachers percentage 13.3%

disagree, that means the majority 86.7% of the respondents agreed with (Teachers do not give sufficient examples of discourse markers in teaching English text). They believe more examples will improve EFL learner’s performance in English written text.

Table (4.17) Statement (4) there are no enough examples of discourse markers in the university syllabus.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
4-There are no enough examples of discourse markers in the university syllabus.	3	7	1	0	4	15
	20 %	46.7 %	6.7%	-	26.7%	100 %



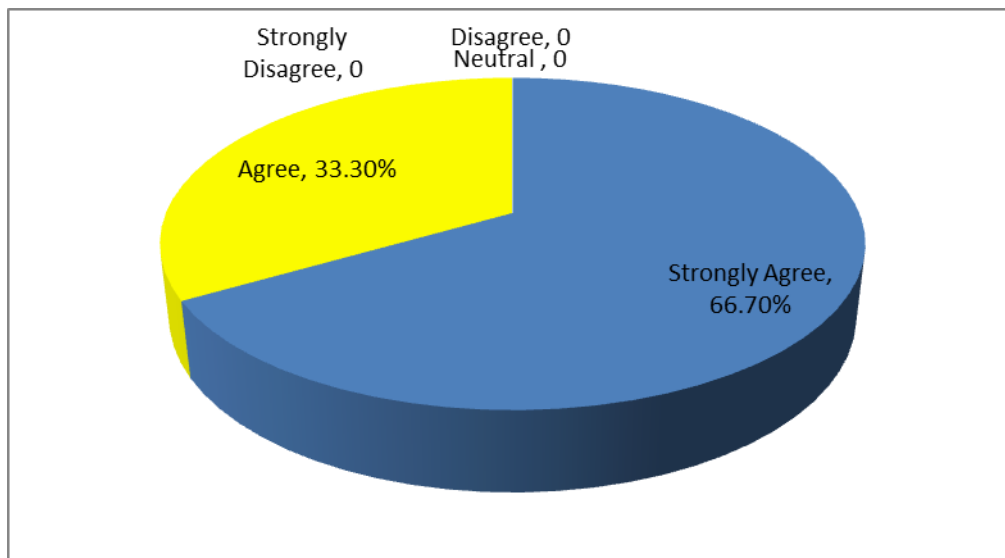
The data in table (4.17) shows that 3 teachers percentage 20% strongly agree,7 teachers percentage 46.7% agree 1teacher neutral and only 4 teachers percentage 26.7% disagree, more than half 66.7% of the

respondents agreed with the researcher hypotheses (There are no enough examples of discourse markers in the university syllabus.)

The following tables from (18-21) investigate the second hypothesis of the study (**the lack of discourse markers affect the EFL learners English written text**)

Table (4.18) statement (5) The lack of discourse markers affect negatively the EFL learners' coherent text.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
5- The lack of discourse markers affect negatively the EFL learners' coherent text	10	5	0	0	0	15
	66.7 %	33.3 %	-	-	-	100 %

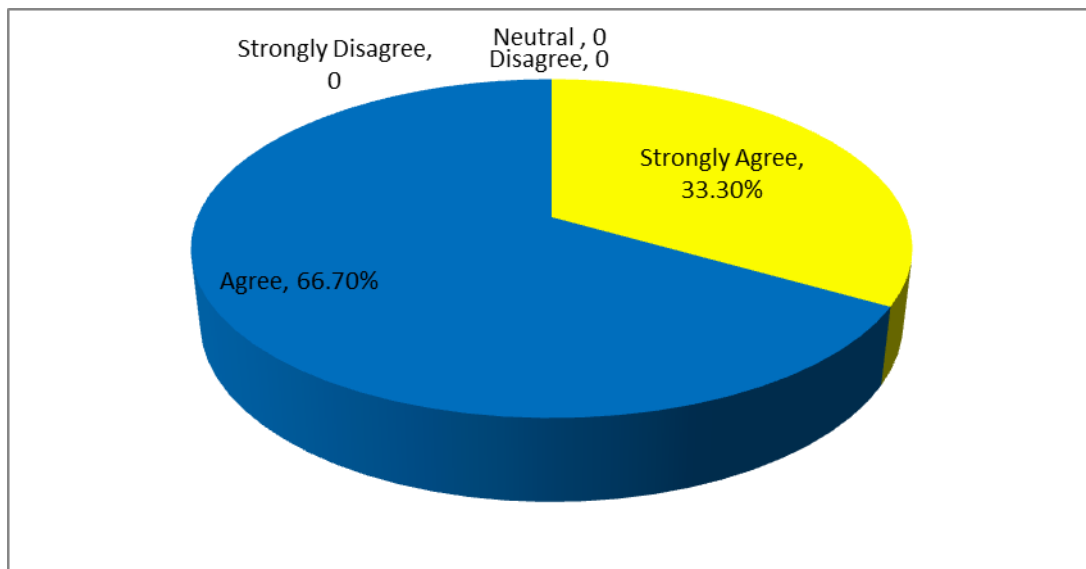


The data in table (4.18) shows that 10 teachers percentage 66.7% are strongly agree, 5 teachers percentage 33.3% are agree almost 100% of the

respondents agreed with the researcher hypotheses (the lack of discourse markers affect negatively the EFL learners' coherent text). They believe in the important of discourse markers in the coherent of English written text.

Table (4.19): statement (6) Misuse of discourse markers may spoil the managing of the written text.

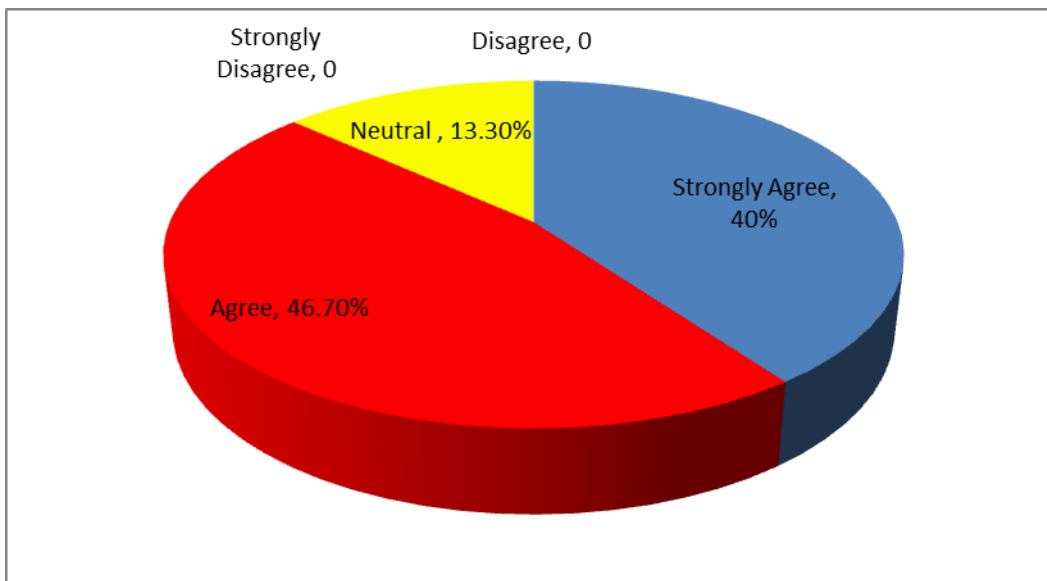
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
6- Misuse of discourse markers may spoil the managing of the written text .	5	10	0	0	0	15
	33.3 %	66.7%	-	-	-	100 %



The data in table (4.19) shows that 5 teachers percentage 33.3% are strongly agree 10 teachers percentage 66.7% are agree almost 100% of the respondents agreed with the researcher statement (Misuse of discourse markers may spoil the managing of the written text). This means the students awareness about the use of discourse markers improve their writing ability.

Table (4.20): statement (7) Discourse markers are important in the text because they make it clear and give it logical sequence.

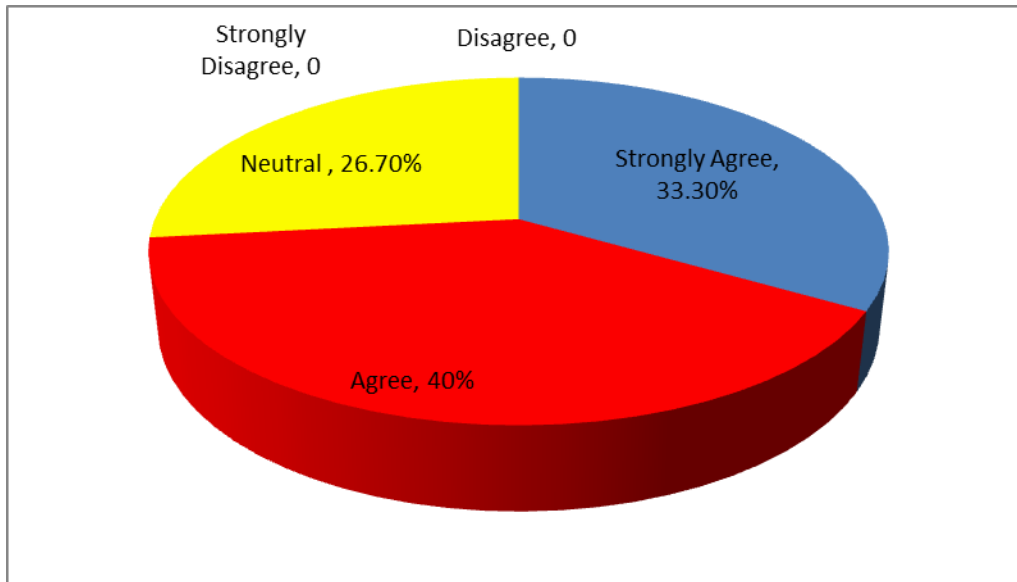
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
7-Discourse markers are important in the text because they make it clear and give it logical sequence	6	7	2	0	0	15
	40 %	46.7%	13.3%	-	-	100 %



The data in table (4.20) shows that 6 teachers percentage 40% are strongly agree 7 teachers percentage 46.7% are agree and only 2 of them percentage 13.3% are neutral , none of them are disagree the majority 86.7% of the respondents agreed with (Discourse markers are important in the text because they make it clear and give it logical sequence.).

Table (4.21): statement (8) The absence of discourse markers will affect the structure of a written text.

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	TOTAL
8-The absence of discourse markers will affect the structure of a written text.	5	6	4	0	0	15
	33.3 %	40 %	26.7%	-	-	100 %

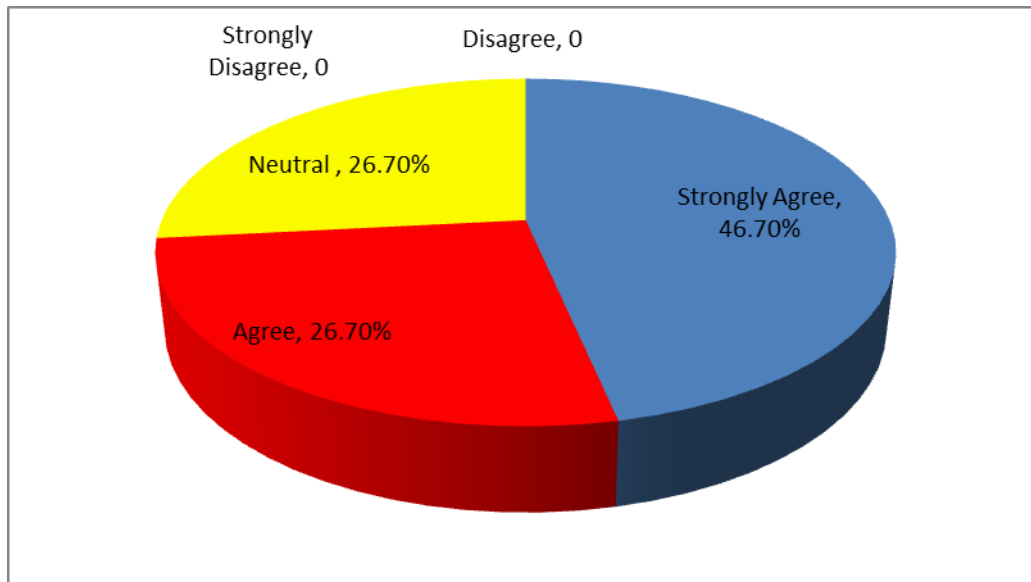


The data in table (4.21) shows that 5 teachers percentage 33.3% are strongly agree while 6 of them percentage 40% are agree 4 of them percentae26.7% are neutral most 73.3% of the respondents agreed with the researcher hypotheses (The absence of discourse markers will affect the structure of a written text.)

The following table from (22-23) investigate the third hypothesis of the study (**EFL learners encounter difficulties in using discourse markers.**)

Table (4.22): statement (9) **EFL learners face difficulties in using contrastive and elaborative discourse markers in written text.**

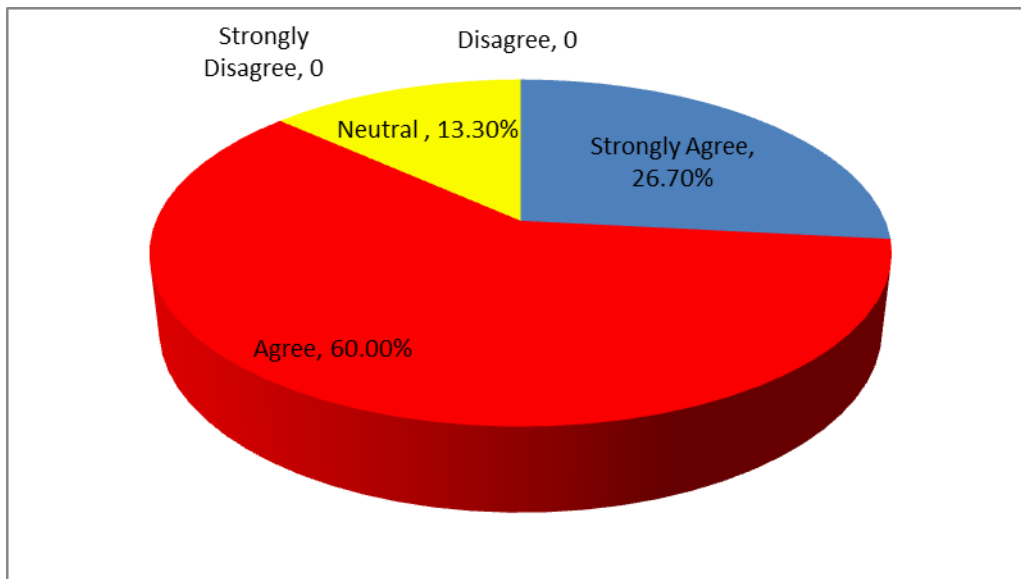
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
9- EFL learners face difficulties in using contrastive and elaborative discourse markers in written text .	7	4	4	0	0	15
	46.7 %	26.7%	26.7 %	-	-	100 %



The data in table (4.20) shows that 7 teachers percentage 46.7% are strongly agree, 4 of them are agree and 4 of them are neutral, none of them are disagree or strongly disagree, that means most 73.3% of the respondents agreed with (EFL learners face difficulties in using contrastive and inferential discourse markers in written text.). This means EFL learners have problems in using discourse markers to contrast ideas in written text, also to link segment one (s1) to segment two (s2) in the discourse.

Table (4.23): statement (10) EFL learners are not interested in writing English text using discourse markers.

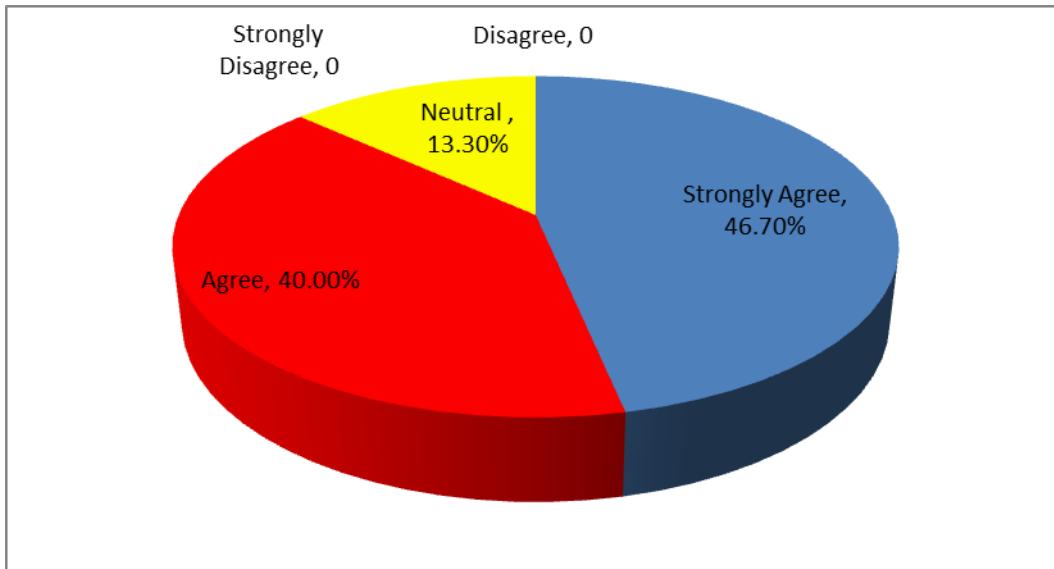
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
10- EFL learners are not interested in writing English text using discourse markers..	4	9	2	0	0	15
	26.7 %	60 %	13.3%	-	-	100 %



The data in table (4.22) shows that 4 teachers percentage 26.7% are strongly agree, 9 of them are agree and only 2 of them are neutral, none of them are disagree, this means the majority 86.7% of the respondents agreed with this statement (EFL learners are not interested in writing English text using discourse markers).

Table (4.24): statement (11) EFL learners do not know the function of discourse markers in English written text.

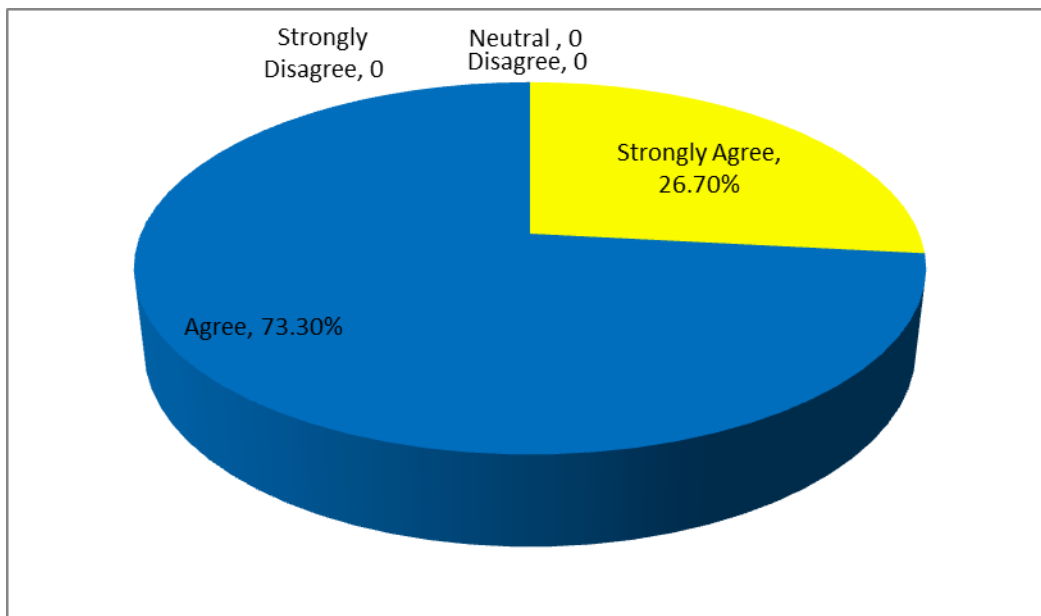
STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
11- EFL learners do not know the function of discourse markers in English written text	7	6	2	0	0	15
	46.7 %	40%	13.3%	-	-	100 %



The data in table (4.22) shows that 7 teachers percentage 46.7% are strongly agree 6 of them percentage 40% are agree, and 2 of them are neutral, this means the majority 86.7% of the respondents agreed with the statement (EFL learners do not know the function of discourse markers in English written text .)

Table (4.25): statement (12) **The lacks of discourse markers knowledge do not enable EFL learners to use the appropriate one in written text.**

STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	OTAL
12-The lacks of discourse markers knowledge do not enable EFL learners to use the appropriate one in written text.	4	11	0	0	0	15
	26.7 %	73.3 %	-	-	-	100 %



The data in table (4.23) shows that 4 teachers percentage 26.7% are strongly agree, 11of them percentage 73.3% are agree none of them are disagree, this means almost 100% of the respondents agreed with this statement (The lacks of discourse markers knowledge do not enable EFL learners to use the appropriate one in written text.)

4.3. Verification of the (first) hypothesis:

Table No. (4.26) Chi-Square Test Results for Respondents' answers of The Statements of the questionnaire

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
9-EFL learners face difficulties in using contrastive and elaborative discourse markers in written text	1.80	0.86	3.26	0.071
10- EFL learners are not interested in writing English text using discourse markers	1.86	0.63	2.80	0.247
11- EFL learners do not know the function of discourse markers in English written text	1.66	0.72	5.20	0.074
12-The lacks of discourse markers knowledge do not enable EFL learners to use the appropriate one in written text.	1.73	0.45	1.20	0.549
Total	1.76			

The data in table (4.24) shows that the mean of all statements (1.76) is lower than the mean (3).

The standard deviation of these statements ranges from (0.45 to 0.86) indicating a homogeneity of respondents' responses to these statements. Based on the results of the statistical analysis described in the preceding

paragraphs, the third hypothesis of the study is accepted. Which is says "EFL learners encounter difficulties in using discourse markers"

4.4 Verification of the (second) hypothesis:

Table No. (4.25) Chi-Square Test Results for Respondents' Answers of The Statements of the questionnaire

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
1-Discourse markers are not given enough consideration by the teachers	1.400	0.50	5.00	0.172
2-Teachers do not exert more effort and time to explain the use of discourse markers	1.73	1.03	2.80	0.247
3-Teachers do not give sufficient examples of discourse markers in teaching English text	2.00	1.30	4.80	0.091
4- There are no enough examples of discourse markers in the university syllabus	2.66	1.54	0.60	0.439
Total	1.94			

The data in table (4.25) shows that the mean of all statements (1.94) is lower than the mean (3).

The standard deviation of these statements ranges from (0.50 to 1.54) indicating a homogeneity of respondents' responses to these statements.

Based on the results of the statistical analysis described in the preceding paragraphs, the first hypothesis of the study is accepted. Which says “**Discourse markers in written text are not given enough attention by teachers?**”

4.5. Verification of the (third) hypothesis:

Table No. (4.26) Chi-Square Test Results for Respondents’ Answers of the Statements of the questionnaire

STATEMENT	MEAN	STD	CHI SQUARE	P-VALUE
5- The lack of discourse markers affect negatively the EFL learners' coherent text	1.33	0.48	0.40	0.819
6- Misuse of discourse markers may spoil the managing of the written text	1.66	0.48	2.80	0.247
7-Discourse markers are important in the text because they make it clear and give it logical sequence	1.73	0.70	1.66	0.197
8-The absence of discourse markers will affect the structure of a written text.	1.93	0.79	1.66	0.197
Total	1.66			

The data in table (4.25) shows that the mean of all statements (1.66) is lower than the mean (3).

The standard deviation of these statements ranges from (0.48 to 0.79) indicating a homogeneity of respondents' responses to these statements. Based on the results of the statistical analysis described in the preceding paragraphs, the second hypothesis of the study is accepted. Which is says **“The lack of discourse markers affect the EFL learners’ English written text”**

4.6 Conclusion:

In this chapter the researcher present the data that have been collected, students test and teachers questionnaire were analyzed through (SPSS). The hypotheses verifications were made through Chi-Square, the researcher then come out through the discussions to the total result.

CHAPTER FIVE
CONCLUSION RECOMMONDATION
AND SUGGESTION FOR FUTHER
STUDIES

CHAPTER FIVE

MAIN FINDING RECOMMONDATION AND SUGESTION FOR FUTHER STUDIES

5.0. Introduction

In this chapter the researcher provides the main finding of the study, recommendations and suggestions for further studies.

5-1. Conclusion of the Study:

This study attempts to investigate the difficulties that are face EFL learners in using discourse markers in English written text, among the university students majoring English language. Chapter One outlined the research questions, hypotheses, and methodology used in this study. The literature review followed in Chapter Two covered various topic related to discourse markers and discourse, definitions, historical perspective. In Chapter Three full description of the methodology used in this research, tools which were used, to collect data, also the population and the procedures that was followed, a test for EFL learners and questionnaire EFL teachers were tools that chosen by the researcher to collect data. The analytical descriptive method was used in this study. The quantitative data were analyzed through the Statistical Package of the Social Sciences SPSS. Chapter Four concentrated on data analysis, results and acceptability verifications of the research hypotheses.

5.2. The Main Finding

1. The result shows that the majority of university EFL learners have error in using discourse markers in English written text.
2. Discourse markers usage actually creates some difficulties to university EFL learners, lead to misunderstand the meaning of the written text.
3. University EFL learners have weakness in use discourse markers especial inferential and contrastive discourse markers.
4. Some of university EFL learners are not aware of functions of discourse markers in English written text.

5.3. Recommendations:

1. University EFL learners need more practical activities to solve the problems of using discourse marker in English written text.
2. University teachers should exert more effort and time to explain the use of discourse markers in written text.
3. Universities should design syllabus include different kinds of discourse markers.
4. Teachers should use various method of teaching the use of discourse markers in English written text.
5. Teachers must encourage their learners for more practice of discourse markers in writing process.

6. Universities should have device and specific system to evaluate EFL learner's performance.

5.4. Suggestion for further studies:

To improve the develop of discourse markers in English many studies can be conducted as the following:

1. The impact of discourse markers in the quality of expository writing.
2. Investigate the difficulties encounter university EFL learners in using inferential and contrastive discourse markers.
3. Investigate the use of discourse markers in spoken language.
4. Investigate the impact of using discourse markers in pragmatic.

5.5. Conclusion:

In this chapter the researcher come out with the finding that the researcher was getting through the discussion and analysis in addition to recommendation and suggestion for further studies. The next sections will be references and appendixes.

REFERENCES:

1. Barnabas, J. & Adamu, M. (2012) *Discourse Markers in Nigerian Television News*.
2. Brown G. Yule, G. (1983) *Discourse Analysis Cambridge University Press*.
3. Diane, B. (2002), *Relevance and linguistics meaning: The semantics and pragmatics of discourse Markers: Cambridge University Press*
4. Fischer, K (1998) *Validating semantic analysis of discourse particles Journal of pragmatics 29: 111-127*
5. Fraser, B. (1998) *Contrastive Discourse Markers in English*, p.301.
6. Fung & Carter (2007) *Discourse markers and spoken English: Native and learners use in pedagogic setting applied linguistics pp. 410,439*
7. Gerard, S. (2010) *Discourse Markers centre of Applied Linguistics learning English at warwick*.
8. Halliday, M and Hasan, R. (1976) *Cohesion in English London Longman*.
9. Halliday, M. (1985) *An introduction to functional grammar*. London: Edward Arnold.
10. Jucker, A., & Ziv, Y. (1998) *Discourse Markers Description and Theory pp.171-202. Amsterdam John Benjamins*
11. Kroon, C. (1997) *Discourse Markers .discourse structure and functional grammar .p.17 New York*.
12. Labov W, & Fanshel, D. (1977) *Therapeutic discourse p.156. New York: Academic Press*.

13. Lenk, U. (1998). *Marking discourse coherence Function of discourse markers in spoken English*, p30 Gunter NarrVarlag.
14. McCarthy (1991) *Discourse analysis for language teachers* Cambridge: Cambridge press p.96
- 15, Ostman, A. 1995), *Pragmatic Particle , twenty years after organization in discourse proceedings from the Turku conference*. pp,95- 108 Finland : University of Turku.
16. Schiffrin, D. (1987) *Discourse Markers :language meaning and context* pp.54,74
17. Schiffrin. D.(1987) *Discourse Markers*. Cambridge University Press
18. Schourup, L. (1999) *Discourse markers*, 107-227-265 ,New York
19. Zarei, F,(2013)*Discourse markers in English international research Journal of Applied Linguistic and Basic in Science* .p. 108.

Internet references:

dar.aucegypt.edu/bitstream/handle/10526/441

[https://benjamins.com /catalog/pbns57](https://benjamins.com/catalog/pbns57)

Warwick University (www,warwick.ac.uk)2.11.13

www.Brainkart.com/articles/connectivesdiscourse markers.6929.

www.ub.edu/diccionarilinguistica/content/discourse-marker

www.WBYCWp2MM4Sapmapma8g&q)

Appendix (1)

University of Sudan for Science and Technology

College of Language

Diagnostic test:

Dear student:

Answer the following questions: Time 20 minutes

Question One: Draw a circle round the most correct alternative (a, b or c)

1. The train was latethis I manage to reach in time .

- a. even so b. however. c. in spite of.

2. The British have done some good in Indiacolonialism are basically bad.

- a. even so b. nevertheless c. despite

3.she is pregnant, Marium will not take a plane.

- a. So far b. while. c. meantime

4. Everyone knows that cigarette causes disease whydo so many people still smoke?

- a. finally b. before. c. then

5. She's an honest girleveryone trust her.

- a. as a result b. because c. a accordingly

6. John can help in installing this software..... he is a computer engineer.

- a. that reason b. after all c. because.

7. We'd better find a quick solution to this crisisour customers will start to lose us.

- a. For example b. otherwise c. likewise

8. Many cities, Hong Konghave extensive underground railway system.

- a. and b. also c. moreover

Match the following discourse markers to their functional meaning tick (✓) the option that you think is the most appropriate.

(A) For example is used to:

- 1. Give contrasting ideas. ()
- 2. Give reasons. ()
- 3. Add supporting ideas. ()
- 4. Give sequence of events ()

(B) After that, is used to:

- 1. Present example ()
- 2. Sequence of events. ()
- 3. Give reasons ()

4. Give contrasting ideas ()

(C) Because, is used to:

1. Give reasons. ()

2. Add supporting ideas. ()

3. Sequence of events. ()

4. None of all. ()

(D). However, is used to:

1. To give reasons ()

2. Add supporting ideas. ()

3. Give contrasting ideas. ()

4. Present example ()

Appendix (2)

Sudan University of Science and Technology

College of Graduate Studies

**College of Languages
Department of English**

Teachers: Questionnaire

Dear Teacher:

This questionnaire is a part of MA thesis “ in English language entitled. “Investigating the Difficulties Encountered by EFL learners in Using Discourse Markers in Written Discourse” your assistance in completing this questionnaire is highly appreciated. All information here will be treated in strictly, confidential way. Thank you for your valuable time.

Please tick (√) the options that you think is most appropriate

Hypothesis one: EFL learners encounter difficulties in using discourse markers.

N	Statement	Strongly agree	agree	Neutral	Strongly disagree	Disagree
1	EFL learners face difficulties in using contrastive and inferential discourse markers in written text.					
2	EFL learners are not interested in writing English text using discourse markers.					
3	EFL learners do not know the function of discourse markers in English written text.					
4	The lacks of discourse markers knowledge do not enable EFL learners to use the appropriate one in written text.					

Hypothesis two: Discourse markers in written text are not given enough attention by teachers.

5	Discourse markers are not given enough consideration by the teachers.					
6	Teachers do not exert more effort and time to explain the use of discourse markers.					
7	Teachers do not give sufficient examples of discourse markers in teaching English text.					
8	There are no enough examples of discourse markers in the university syllabus.					

Hypothesis three: The lack of discourse markers affects EFL learners in English written text.

9	The lack of discourse markers affects negatively the EFL learners' coherent text.					
10	Misuse of discourse markers may spoil the meaning of the written text.					
11	Discourse markers are important in the text because they make it clear and give it logical sequence.					
12	The absence of discourse markers will affect the structure of a written text.					

Thank You