

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

ACQUISITION AND USE OF DISCOURSE MARKERS  
IN STUDENT WRITING AT SOPHOMORE LEVEL

KIFLEMARIAM ZEROM

JUNE, 1988

ACQUISITION AND USE OF DISCOURSE MARKERS  
IN STUDENT WRITING AT SOPHOMORE LEVEL

A Thesis  
Presented to  
The School of Graduate Studies  
Addis Ababa University

In Partial Fulfilment  
of the Requirements of the Degree  
of Master of Arts in TEFL

by  
Kiflemariam Zerom  
June, 1988

ADDIS ABEBA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

ACQUISITION AND USE OF DISCOURSE MARKERS  
IN STUDENT WRITING AT SOPHOMORE LEVEL

by  
Kiflemariam Zerom

Approved by: \_\_\_\_\_

Dr. R. B. Hicks  
Advisor

R. B. Hicks

Prof. LUCIA OMONDI  
Examiner

L. Omondi

L. WALUSIMBI  
Examiner

L. Walusimbi

## TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT-----	I
ABSTRACT -----	II
1. INTRODUCTION -----	1
1.1 Definition of Terms-----	1
1.2 Statement of the Problem -----	1
1.3 Objectives -----	6
1.4 Procedure -----	7
1.5 Why Economics ? -----	9
2. REVIEW OF RELATED LITERATURE -----	11
2.1 Definition of 'Rhetoric' and 'Rhetorical Devices'-----	11
2.2 Significance of Discourse Markers -----	14
2.3 Coherence and Cohesion -----	33
2.4 Teaching and Learning the Use of Discourse Markers-----	37
3. DESCRIPTION OF THE METHODOLOGY USED -----	45
3.1 Procedure -----	45
3.2 Exercises Used in the Sophomore English Course on the Use of Discourse Markers..	49
4. ANALYTIC DESCRIPTION OF THE TEST -----	52
4.1 Markers of Time -----	52
4.2 Markers of Location-----	53
4.3 Markers of Addition -----	53
4.4 Markers of Result -----	54
4.5 Markers of Contrast -----	55
4.6 Markers of Exemplification-----	57
4.7 Markers of Clarification-----	58
4.8 Other Markers -----	59

5.	INTERPRETATION AND DISCUSSION OF THE RESULTS-----	63
5.1	Discussion of the Results of the Pretest Versus the Posttest -----	64
5.2	Discussion of the Results of the Blank Filling Versus Ordering of Sentences Within Each Test-----	67
5.3	Discussion of Correlations-----	68
5.4	Discussion of Improvement for Each Group of Markers -----	71
6.	CONCLUSIONS AND RECOMMENDATIONS-----	78
6.1	Conclusions -----	78
6.2	Recommendations-----	80
	APPENDICES -----	84
	Appendix 1 -----	84
	Validity Scores Obtained by Graduate Students-----	84
	Reliability Scores Obtained by the Same Group on Both Tests-----	84
	Appendix 2 -----	85
	Pretest and Posttest Scores on the Use of Discourse Markers -----	85
	Appendix 3 -----	87
	Student Allocation-----	87
	Appendix 4 -----	88
	The Pretest -----	88
	The Posttest -----	95
	Appendix 5 -----	101
	Exercises on the Use of Discourse Markers in A.A.U. Sophomore English Course -----	101

Appendix 6-----	108
Exercises Taken From Laird's 'English in Education'. -----	108
Exercises Taken from Allen and Widdowson's 'English in Social Studies'! -----	111
Exercise Taken from Tadros's 'A Look Beyond the Sentence' (Forum) -----	114
Exercise Taken from 'Reading and Thinking in English'-----	115
Exercise Taken from Byrne's 'Teaching Writing Skills'-----	116
BIBLIOGRAPHY-----	117

ACKNOWLEDGEMENT

I am very grateful to my advisor, Dr. Hicks, for his invaluable guidance and advice to the realization of this thesis. Without his unreserved dedication, the development and completion of this study would have been impossible. He sacrificed much of his time in reading and commenting on my work and in discussing many points of interest which this study raised.

I am also heavily indebted to Dr. Tilahun Gamta for showing his keen interest in my work and raising challenging questions and issues in the initial stages of my study.

I also express my heartfelt gratitude to Dr. Asmerom Kidane, Dr. Lakew W/Tekle, and Ato Melkamu Hagos for their invaluable advice on statistical matters that the study required. Ato Ogbay Zeru also deserves many thanks for forwarding constructive suggestions in the finalization of my thesis.

Finally, I thank friends and colleagues who, in various ways, rendered their assistance towards the completion of this thesis.

Kiflemariam Zerom

ABSTRACT

The purpose of this study is to evaluate the effectiveness of the Addis Ababa Sophomore English course in enhancing the students' acquisition and use of discourse markers in writing. For the purpose of this study the Sophomore students of the Department of Economics were selected as a representative sample of all the Sophomore students in Addis Ababa University.

A pretest was administered to these students at the beginning of the course to determine the level of the students' knowledge and skill at using discourse markers in writing. At the end of the Sophomore English course, which lasted for a period of about four months, a posttest was administered to the same group that took the pretest to determine the progress and the level that the students were able to achieve at the end of the course.

The scores of the two tests were analyzed and the results were compared as were items within each test. The analysis showed that the mean score of the posttest was considerably greater than that of the pretest. It also showed up differences in performance in the use of different types of discourse marking. Thus it was concluded that the Addis Ababa University Sophomore English course was successful in helping the students to learn the use of discourse markers in writing.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Definition of Terms

There are certain terms such as RDO, rhetorical device, discourse marker, etc. which the researcher has recurrently used in his study. These terms need to be defined briefly if the reader is to proceed with his reading without interruption. 'RDO' is an abbreviation which stands for 'rhetorical devices and order'. This term consists of the terms 'rhetorical device' and 'order' which also need further definition. 'Rhetorical device' can be defined as a word or a phrase which is used to link one idea with another idea expressed in clauses and sentences, while 'order' is the sequence of ideas or sentences in a piece of writing. Apart from 'rhetorical device', 'discourse marker', as used by Christine Nuttal among others, also means the same thing as does 'rhetorical device'. Finally, the term 'discourse' as in 'discourse marker' refers to a text which always has some purpose, written or spoken.

#### 1.2 Statement of the Problem

Writing is a major problem area in language teaching and learning for both the teacher and the learner. Among many others, Teresa Pica recognized that writing is such an area and writes about it as follows:

The writing classroom can be a source  
of frustration to both language learners

and teachers. Required by the conventions of written English to express themselves at a far more precise level of grammatical accuracy and rhetorical organization in their written expression than in their spoken language, many students become confused, distressed, or even bored with the demands of their writing assignments. (Pica,1986:6)

Hence as learners of English as a foreign language, our students manifest various kinds of difficulties and weaknesses in writing at different levels. One of the problems that we commonly observe in student writing is in the use of appropriate rhetorical devices to produce a coherent piece of discourse. Students are often found using such devices as: nevertheless, therefore, furthermore; etc. without understanding their meaning and function, hence producing sentences and paragraphs which are disjointed.

By way of minimizing and alleviating this problem, the Sophomore English course offered in Addis Ababa University attempts to train students in the use of rhetorical devices **in paragraph and essay writing**. The course is at present new and experimental. Before it becomes operational, a study is necessary in order to find out whether the techniques and exercises aimed at training students to use correct ordering of clauses and sentences in a discourse are successful.

As to why the researcher was prompted to take up the rhetorical devices as the main concern of his study, a workshop was conducted in Addis Ababa University in 1987 sponsored by the Department of Foreign Languages and

Literature in collaboration with the British Council. In this workshop various problems of language teaching and learning were raised and discussed. One of these problems was the use of 'discourse markers' in reading and writing. Here the researcher was attracted by this problem and finally came to think of it as a possible topic for his M.A. thesis. The discussion on the use of discourse markers attracted the researcher because he had observed it as a serious problem in student writing in his teaching experience at both Freshman and Sophomore levels.

Apart from this problem that the researcher is attempting to study, it is true that there are many other problems that can be observed in student writing. For example, failure to use an appropriate tense in an appropriate context is another common problem, among many others, evident in student writing. But since the treatment of such problems is beyond the scope of this research, such problems need to be studied independently. The researcher's study is concerned with the use of rhetorical devices in paragraph and essay writing.

By way of saying a word or two about the importance of the rhetorical devices, the researcher claims that these devices are very decisive in helping the writer to express his ideas and views effectively and clearly.

Then it becomes obvious that these devices also enable the reader to understand the meaning and message of a written discourse with little difficulty. For example, one may use the simple present instead of the past perfect, or the present continuous instead of the future tense, etc., and yet there is not as much difference in meaning, as there would be when one uses 'nevertheless' instead of 'furthermore', 'because' instead of 'but', 'however' instead of 'consequently', etc. This can be illustrated in the following sentences:

1. a) The woman left yesterday.
- b) The woman had left yesterday.
2. a) My sister does not work hard but she always passes her exams.
- b) My sister does not work hard because she always passes her exams.

In the first pair of sentences the meaning is one and the same despite the use of the simple past in sentence A, and the use of the past perfect in sentence B. Of course, the appropriate tense in this regard is the simple past. In spite of this, the use of the past perfect does not affect the rest of the sentence and the meaning is still the same.

On the other hand, if we take the second pair of sentences we can see that they do not have the same meaning. This difference of meaning is caused by the

use of two different discourse markers in the same sentence. Hence the meaning of the whole sentence is affected by the use of one discourse marker or another.

This degree of effect in the meaning of sentences and clauses in a piece of discourse is accounted for in the distinction between local and global errors as described by writers such as Chenoweth, Burt and Kiparsky. In his article "The need to teach rewriting" Chenoweth writes that most proficient writers spend considerable time and effort working on the overall content to see that what they want to say is said and is said in a way that readers can understand. He adds that better writers not only have strategies for local problems such as word choice and grammar, but they also deal with overall content and meaning of their writing. Unskilled writers lack these global strategies. (Chenoweth, 1987:25).

In his book 'Principles and Practice in Second Language Acquisition' Krashen (1982) quotes Burt and Kiparsky as having worked on global errors in contrast to local errors, errors that interfere with communication or impede the intelligibility of a message. Krashen says that such errors deserve priority in correction.

Thus if we take a look once again at the two pairs of sentences given above, the use of the past perfect instead of the simple past is just a local error, but

the use of 'because' instead of 'but' is a global error. This implies that discourse markers are therefore among those aspects of language that should receive priority in language teaching and learning.

We have now seen that discourse markers, if not used appropriately, can cause global errors. Thus it follows that they cause more difficulty for the reader in understanding the meaning and message of a written discourse. But if a student makes a conscious and judicious use of these devices in his writing, he can succeed in ensuring easier reading and understanding in his writing. Each of these devices has a specific function and meaning of its own. Consequently, the sentence or the paragraph also assumes a specific function and meaning with regard to the sentence or paragraph to which it is linked by such a device. So the rhetorical devices are of such a global importance that the researcher has decided to take them as the main concern of his study.

### 1.3 Objectives

1.3.1 The study attempts to evaluate the effectiveness of the Addis Ababa University Sophomore English course in enhancing the students' acquisition and use of rhetorical devices. The researcher **has** no intention of evaluating the course as a whole. He is specifically concerned with the use of rhetorical devices in marking

the meaning relationship that one sentence or paragraph has with another sentence or paragraph coming before or after it. In this regard, the researcher admits that the acquisition of rhetorical devices is not affected only by the **course material**, but there is also the element of good teaching as well as that of bad teaching. This is one limitation of the research, which needs to be studied and treated independently. Nevertheless, the researcher has taken his sample from a population of students who are taught by instructors of equal academic rank and of almost equal teaching experience in order to minimize the element of difference in teaching.

1.3.2 The study endeavours to judge and determine the extent to which the appropriate use of rhetorical devices in academic writing corresponds with the way the Sophomore students use the rhetorical devices in organizing their writing at the end of the semester.

#### 1.4 Procedure

1.4.1 In an attempt to show the use of the rhetorical devices in marking the meaning relationships between the sentences of a written discourse, a description of discourse analysis of academic writing is given

in the review of related literature of this study.  
(See Chapter 2).

1.4.2 A pre-test was given to a representative sample of Sophomore students on the use of rhetorical devices in a written discourse at the beginning of the semester. The purpose of this test is to determine the level of the students' knowledge and skill at using RDO before they were taught the course.

A post-test was then given to the same group of students at the end of the semester. The purpose of this test is to determine or see the progress that the students made at the end of the semester, and also determine the level of their knowledge and skill at using RDO after they took the Sophomore English course. This was done by comparing the result of the post-test with that of the pre-test. The rationale behind these tests is described in a separate chapter of this study. (See Chapter 3).

1.4.3 The performance of the students on the post-test is analyzed in chapter five to determine the extent to which the ability of the students in using rhetorical devices corresponds with the ideal use of these devices as described by language authorities on language teaching and learning. This is followed by conclusions

and recommendations in chapter six.

As regards the test which was given on two different occasions, i.e., the pretest at the beginning of the Sophomore English course and the post-test at the end of the course, the researcher decided to set two parallel tests in spite of Numally's argument that it is exceedingly difficult to select two sets of items that are genuinely equivalent (Hatch and Farhady, 1982). The validity of the results of the same test for both the pre-test and the post-test would be questionable unless there is a considerable gap of time in between, and this gave rise to the necessity and preparation of two different but parallel tests, the gap of time mentioned above being only four months.

#### Why Economics?

The Department of Economics was selected as the field of research for this study for a number of reasons. First Economics seems to represent a wide range of typical discourse patterns. In Economics we find narrative writing in which historical events are explained as in Economic history. Argumentative writing is also found in Economics used to defend and explain theories of development. Furthermore we can find expository writing in Economics, used in explaining and defining

processes and concepts. Hence the researcher is convinced that Economics gives a typically wide range in the use of rhetorical devices. That is, these devices that we find commonly used in Economic writing can also be extended to narrative writing in history, argumentative writing in law, expository writing in geography, descriptive writing in literature, i.e., in describing characters, scenes, and events in fiction.

Another reason for taking Economics is that students belonging to this department are representative of students belonging to other departments. This is because students of most departments have more or less the same background in English both at Freshman and Sophomore levels. The same course is given at each of these levels with the same textbooks. At Freshman level all students take Freshman English 101 A during the first semester and Freshman English 101 B during the second semester. This is followed by FLEN 201 for all students at Sophomore level.

The third reason why Economics was selected is that the Department involves the second largest population at the Sophomore level hence enabling the researcher to gather enough data for his thesis. The fourth reason is that there is a reasonable spread of ability among the students as indicated by students' G.P.A's. (See Appendix 3 ).

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of 'Rhetoric' and 'Rhetorical devices'

The researcher has already indicated in his introduction that his study is mainly concerned with the use of rhetorical devices in organizing ideas and thoughts in a coherent written discourse. Here the reader might take the term 'rhetorical devices' and ask what the writer intends to mean by the term 'rhetoric'. Kaplan defines it as a mode of thinking or a mode of finding all available means for the achievement of a designated end. Kaplan adds that rhetoric concerns itself basically with what goes on in the mind rather than with what comes out of the mouth (Kaplan, 1972:294). Trimble also defines rhetoric as the process a writer uses to produce a desired piece of text. Trimble goes on to say that rhetoric is also a process of choosing and organizing information for a specific set of purposes and a specific set of readers (Trimble, 1985:10).

From the definition of 'rhetoric' as given by Kaplan and Trimble we can infer that writing is essentially a mental activity which serves the writer as the medium of expressing his thoughts and views. We can further infer that both Kaplan's 'designated end' and Trimble's 'desired piece of text' imply that the writer must have

a purpose or some message that he intends to communicate to the reader through the medium of his writing.

Furthermore, we can realize that rhetoric cannot be concerned with isolated items of information but with larger units in which these items are found. With regard to this, Widdowson writes that normal linguistic behaviour does not consist in the use of sentences for the creation of discourse (Widdowson, 1978:22). Grellet also seems to imply the same thing by saying that until very recently materials have concentrated on the sentence and units smaller than the sentence. But if reading is to be efficient the structure of longer units such as the paragraph or the whole text must be understood. It is no good studying a text as though it were a series of independent units (Grellet, 1981:6). In connection with this, Kaplan says that a foreign student who has mastered the syntax of English may still write a bad paragraph unless he masters the logic of English. Similarly, Florence Baskoff argues that a non-native speaker of English may have a good command of English at the grammatical level, while he may still be poor at producing coherent paragraphs and essays. For example, an adult may give us a childish paragraph as follows:

Mr. Smith is a teacher. He is tall. He is not short. He is fat. He is rich. He has a pretty wife. Her name is Joan.

Such a text just consists of sentences that the learner has learned to manipulate orally in grammar class. It is not a paragraph in connected discourse (Baskoff, 1975: 227).

This kind of writing can be improved or may be avoided and the whole context of a written discourse can be understood if we recognize the logic of English in its written form. Besides, since a sentence rarely exists outside a context the learner should be brought beyond the sentence to a comprehension of the whole context. In connection with this, Grellet writes that it is important for the students to realize that a text is not made up of independent sentences or clauses, but that it is a web of related ideas the relationship of which is indicated by discourse markers (1981).

Mastery of the logic of English obviously requires the use of the rhetorical devices, to which Nuttal refers as the 'discourse **markers**', and the patterns or meaning relationships are often marked by these signals. In his treatment of the rhetorical techniques Trimble(1985) makes a specific reference to discourse markers as the rhetorical elements that bind together the information in a piece of text. Trimble further refers to these markers as cohesive ties and defines them as the semantic elements that bind together the items of information within a unit of discourse showing the kind of relationship that these items have with the core idea. As far as this

study is concerned, they take the form of a word or a phrase (e.g. hence, however, on the contrary, furthermore, in the first place, etc.).

## 2.2 Significance of Discourse Markers

Chapman quotes Halliday and Hasan's detailed study of the discourse markers and their preparation of a taxonomy of these markers according to the semantic functions that they perform. The four basic types of discourse markers that Halliday and Hasan have treated in their taxonomy are :

the additive	-	the 'and' type
the adversative	-	the 'yet' type
the causal	-	the 'so' type
the temporal	-	the 'then' type

The following table shows a classification of the discourse markers as described by Halliday and Hasan.

TABLE 1. HALLIDAY AND HASAN'S CLASSIFICATION OF DISCOURSE MARKERS

CLASS	DISCOURSE MARKERS
Additive	furthermore, besides, also, in addition, alternatively, incidentally, by the way, that is, in other words, for instance, likewise, similarly, in the same way, on the other hand, by contrast, etc.
Adversative	yet, though, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, instead, rather, on the contrary, in any case, anyhow, at any rate, etc.
Causal	so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, because, to this end, etc.
Temporal	then, next, after that, just then, at the same time, previously, before that, finally, at last, first, at first, in the end, at once, soon, meanwhile, etc.

Although these markers are often known as connectives and give us the impression that they are generally used to connect sentences or ideas in a written discourse their function goes further beyond that. They mark or signal the kind of meaning relationship that the writer intends to establish between the sentences of his discourse. In other words they serve to indicate what the writer is actually doing with the sentences of his discourse. For example, they signal whether the writer is trying to exemplify, or contrast, or compare, or clarify, etc.

Chapman implies the same thing by saying that discourse markers have specific meanings and perform their connective function by presupposing the presence of other related elements in the text. He adds that these devices carry a heavy cueing function for the reader and are used to make meanings in the text explicit (Chapman, 1983:86). Similar to the idea of presupposition we have mentioned here, we can realize that a discourse marker at the beginning of a second sentence is especially emphatic. In fact, it may even enable the reader to know the meaning relationship between the two sentences before reading the second one. Let us take the following as an example:

'Since I was well prepared, I did not  
find the test particularly difficult.  
On the other hand.....'

Here we obviously see that the meaning relationship will be one of 'contrast'. The reader is able to know this meaning relationship with the help of the marker 'on the other hand'. Hence we can say that discourse markers enable the reader to predict whether the following statement is one of contrast, or exemplification, or clarification, or conclusion, etc. By way of elaborating more on this, let us look at the following discourse taken from Widdowson:

Children take the same attitude towards their environment that adults take towards them. The little girl who is spanked by her mother, for example, may in turn spank her dolls. That is to say, she acts towards her dolls as her mother acts towards her. Thus she identifies with her mother according to her experience of what a mother does or feels (Widdowson, 1979:258).

Here the first sentence is a general statement followed by another sentence of exemplification. This exemplification is signalled by the marker 'for example'. The third sentence is one of clarification serving to clarify the preceding statement of exemplification. This pattern of clarification is indicated by the marker 'that is to say'. Finally, the last sentence functions

as a conclusion, and the marker which is used in this regard is 'thus'.

Now that we have seen that the markers 'for example', 'that is to say', and 'thus' perform the function of signalling that the writer is exemplifying, clarifying and concluding respectively, we can say that such markers are fundamental meaning elements and of paramount importance for comprehending a text.

Apart from Halliday and Hasan, there are many others also who have made similar attempts to classify discourse markers according to their function. Christine Nuttal, for example, classifies and describes discourse markers as follows:

1. Those which signal the sequence in which reported events occurred. These markers differ from other markers in that they contribute to the signification of the text. They answer the question 'when?', but not explicitly (e.g. on Monday) but by reference to other events mentioned in the text.
2. Those which signal the writer's manner of organizing his discourse. These markers serve to inform the reader what the writer is doing at a given point in the text drawing his attention to the function of a sentence in the same text. Nuttal gives us several acts such

as sequencing, re-expressing, referring, summarizing, exemplifying, each with the discourse markers indicating what the writer is actually doing with each sentence in a discourse. These are specific functions which are involved in the writer's manner of organizing his discourse. Hence the markers which are involved in this regard are signals of discourse organization.

3. Those which indicate the writer's view of what he is writing about. These markers are used to signal the writer's point of view. For example, they show us the relation of cause and effect perceived by the writer between the facts or ideas about which he is writing. In other words, they indicate whether the writer considers the ideas and facts he is writing about unexpected, hypothetical, factual, or whether he sees similarities between them. Following is a table showing Nuttal's classification of discourse markers:

TABLE 2. NUTTAL'S CLASSIFICATION OF DISCOURSE MARKERS

<u>GROUP A MARKERS:</u> SIGNALS OF SEQUENCE OF EVENTS	<u>GROUP B MARKERS:</u> SIGNALS OF DISCOURSE ORGANIZATION	<u>GROUP C MARKERS:</u> SIGNALS OF THE WRITER'S POINT OF VIEW
first then next the following day, etc.	first of all, at this point, that is to say, or rather, to put it another way, namely, in this respect, in that con- nection, apart from this, to resume, getting to the argument, for example, to illustrate this, to sum up, in short, to recapitulate, etc.	moreover, further- more, incidentally, in passing, like- wise, similarly, however, neverthe- less, actually, on the contrary, instead, on the other hand, in any case, at all events, hence, consequently, as a result, in order to, on account of this, in that case, other- wise, etc.

Trimble also has his own classification of discourse markers. He bases his classification on the natural and

logical patterns of discourse in which these markers are used. Trimble claims that the most frequent natural patterns are time order, space order and order of cause and effect. The natural patterns are so called because the nature of the material determines the framework into which that material is put. In contrast, the logical patterns are usually deliberately chosen by the writer to make clear the relationships between the items of information that he has chosen to present to his reader. These patterns consist of order of importance, causality and result, comparison, contrast, exemplification, etc. (Trimble, 1985: 52).

TABLE 3. TRIMBLE'S CLASSIFICATION OF DISCOURSE MARKERS

ORDERS (NATURAL PATTERNS)		PATTERNS (LOGICAL PATTERNS)	
Time order	<u>CHRONOLOGY</u> : dates and clock times	Order of Importance	first, second, third, most important, least important, etc.
	<u>PROCESS</u> : first, second, finally, then, now, after, etc.	Comparison	in comparison, similarly, in like fashion, as does X, etc.
Space order	<u>GENERAL</u> : in, out, above, below, to the left, in the centre, etc.	Contrast	in contrast, on the other-hand, however, nevertheless, by way of difference, etc.
	<u>SPECIFIC</u> : 1 mm directly above, at a 75° angle, etc.	Analogy	by way of analogy, analogically, by analogy, in much the same fashion, etc.
Causality and Result	thus, therefore, as a result so that, as a consequence, etc.	Exemplification	for example, by way of example, for instance, as can be seen etc.
		Illustration	as fig. 1 shows, as we can see from Table N, see fig. 3, etc.

As indicated in the table, causality and result is a natural pattern, but Trimble reminds us that it is also a logical pattern.

The deliberate choice of the logical patterns observed by Trimble is also known to have been observed earlier by Jones and Faulkner (1968) who refer to the discourse markers as deliberate linking devices. They say that we usually employ these devices consciously when we feel the need for an added bond between two sentences in a text. This can be illustrated as follows:

Rosemary continued to smile sweetly. I  
knew that she was very angry'.

Here we obviously see that the statements do not interlock securely. Indeed the reader is likely to be confused about whether a sweet smile is Rosemary's usual indication of anger. Let us now see the difference when we insert a deliberate linking device:

'Rosemary continued to smile sweetly. I  
knew, however, that she was very angry.

Now the two sentences are tightly linked, and the meaning relationship is clearly that of contrast. The simple addition of 'however' has greatly improved the coherence of the passage.

In their treatment of the discourse markers Jones and Faulkner have attempted a classification of

their own. One group consists of the deliberate linking devices which point backward to an earlier sentence helping to indicate the meaning relationship between two sentences and hence make a passage read smoothly and clearly, or coherently as in the following example (1968).

Bowl games bring thousands of dollars to the **participating** schools. Consequently, the proposal that they be abolished has met with little **enthusiasm** in big time football circles. (The marker 'consequently' points back to the preceding sentence and shows that the meaning relationship of result exists between the two sentences).

In contrast to the deliberate linking devices which point backward to an earlier sentence, there are, on the other hand, those which point forward to a following sentence. Their primary function is to indicate the relative order or importance of each sentence.

For example:

1. Originally, the organization was entirely non-partisan and almost non-political. But eventually it began to take the Whig side in every important election. (The conjunctive adverb 'originally' points forward to the second sentence indicating a time-order relationship between the sentences).

2. In the first place, the job will give me a valuable sales experience. In the second place the money I earn will help me to pay my college expenses. (The conjunctive adverb 'in the first place' points forward to the second sentence implying that a second item will follow).

As is mentioned earlier, discourse markers do not themselves contribute to the signification of a sentence except in the case of those which indicate time, but they can help a careful reader to establish the signification. For example, suppose a reader comes upon a difficult clause following several sentences that he has understood reasonably well. Then suppose this clause is introduced by the word 'but', which is a discourse marker. The reader realizes from this word that the obscure clause contradicts or in some way goes against the sense of the previous clause; this realization may be enough to unlock its meaning (Nuttal, 1982:83). Grellet also seems to imply the same thing by writing if the reader does not understand some words of the passage, some of the facts and ideas will probably escape him. But if he does not understand inter - or intra - sentential connectors, he may also fail to recognize the communicative value of the passage since those words act as signals indicating the function of what follows (e.g. announcing a conclusion, an example, a supposition, etc.). Therefore not only should students

try to understand these markers when they come across them, but also look out for them because the simple recognition of these markers helps to understand the development of the argument in the passage (Grellet, 1981:16). In connection with this, Bander (1971) writes that discourse markers serve the reader by showing the relation between ideas within a paragraph hence making reading easier and by showing difference in emphasis that the writer is giving to his various elements hence making reading more accurate.

Therefore the main reason for studying discourse markers is not so much for their own sake as for their usefulness in helping the reader to work out the meaning of difficult paragraphs or texts. Such markers help the reader to establish signification and to interpret the writer's intention, point of view, attitude, etc. That is to say, the reader has to recognize the functional value of the sentences in a text. This task of recognition is made easier in a text where discourse markers are used. In relation to this, Nuttal (1982:101) writes that the root of understanding discourse is understanding the functional value of the utterances that constitute it.

In connection with the use of discourse markers, Halliday writes that a range of possible meanings within the domains of elaboration, extension and enhancement is expressed by the choice of one discourse marker or

another (Halliday, 1985: 303). In other words, the functional value of a sentence changes with the use of different discourse markers. The following example taken from Widdowson can be used to corroborate Halliday's claim (Widdowson, 1978).

The committee decided to continue with its arrangements. Morgan left London on the midnight train.

Here the reader cannot find a definite functional value because there is no discourse marker to help him find it. But it is possible for him to think of a number of possible values with the use of different discourse markers. For example, the second sentence can be interpreted as having the value of a qualifying statement of some kind which in some sense 'corrects' what is stated in the first sentence. We can make this interpretation explicit by using the marker 'however' as follows:

The committee decided to continue with its arrangements. Morgan, however, left London on the midnight train. (The inference here is that Morgan was required to remain in London)

Another interpretation is that Morgan can be understood to have acted in accordance with and not in defiance of the committee's arrangements. In this case the second

sentence takes on the value of a logical conclusion and the two sentences can be seen as realizing a cause-and-effect kind of relationship. This relationship can be made explicit by the use of the marker 'therefore' as follows:

The committee decided to continue with its arrangements. Morgan, therefore, left London on the midnight train. (The inference here is that the arrangements required Morgan to leave London)

Such being the case then, it appears that discourse markers are very useful in making the job of text analysis easier. With reference to text analysis, Donald Davidson (1968: 42) describes the discourse markers as directive expressions because they direct the reader how to interpret or approach a given passage. Following is a paragraph taken from Widdowson which the researcher has chosen to illustrate the use of discourse markers in text analysis:

Pressure in liquids depends on depth. That is to say, the pressure exerted at different points will vary according to how far they lie beneath the surface. If, for example, a point A is further below the surface than another point B, then the pressure at A will be greater than the pressure at B. Furthermore the pressure will increase proportionately

in relation to depth. If, for example, a point A is twice as far below the surface as another point B, then the pressure at A will be twice as great as the pressure at B. The pressure exerted by solid objects, on the other hand, depends on the area of contact. The smaller the area of contact is, the greater will be the pressure exerted.

(Widdowson, 1978:136)

The discourse begins with a general statement. This statement is followed by another statement which is used to clarify the preceding general statement. In other words, it is a restatement of the first in more simple or more explicit terms. So the function of this statement is one of clarification. This function is made explicit by the marker 'that is to say'. The third statement fulfils rather a different function: it provides the reader with an example of variation in pressure as expressed in the preceding statement. The function of this statement, which is one of exemplification, is indicated by the marker 'for example'. The fourth statement provides the reader with the **additional** information that the variation in pressure is proportionate to increase in depth. Hence the function of this statement is one of elaboration or extension, marked by 'furthermore'. This is followed by another

statement which gives the reader an example of increase in pressure, hence serving as a statement of exemplification. The marker 'for example' is used again to indicate this function. The sixth statement is another general statement which contrasts with the first general statement given at the beginning of the discourse. The contrast is between pressure exerted by solid objects and pressure in liquids. Hence the function of this statement is one of contrast marked by 'on the other hand'. The last statement has the function of elaboration. It elaborates the preceding general statement. Here the writer has not used a marker like 'furthermore' or 'moreover' because there is no supporting material that intervenes between the generalization and the elaboration, and this relationship is clear without the use of such markers.

With regard to the importance of discourse markers, different writers have used different analogies to describe these markers. Milton Wohl (1978), for example, writes that since a sentence bears a close relationship to a preceding one in an essay and this relationship is usually signalled by discourse markers, such markers can be described as acting like semantic bridges between two ideas or sentences in a text. Gallo and Rink (1973) also write that people would probably agree that it is more pleasant, and much safer too, to cross chasms by bridges than by trying to leap over, and that transitions or discourse markers,

like bridges, open into two directions at the same time-- forward to where the writer intends to go and backward to where he has been. Geoffrey Leech and Jan Svartvik have added that discourse markers signal how one idea leads on from another and that they serve as 'signposts' on a journey.

Once again Gallo and Rink have said that coherence, which is often marked by discourse markers, is the 'glue' that joins ideas together. They go on to say that the sentence of a text must flow together, must be woven together much as a fine piece of fabric must be smoothly knit. We don't expect to find snags, tears, and protruding threads in an expensive piece of cloth. Similarly, good prose should be free of awkward sentences and bumps in the writing (Gallo and Rink, 1973:59).

The frequency and importance of discourse markers has also been examined in six of the 'English in Focus' books. These books are prepared for specific purposes of English in Education, Medicine, Agriculture, Workshop, Physics, and Social Sciences. Following is a list of discourse markers, each of which is taught in at least two of these special-purpose books:

TABLE 4: DISCOURSE MARKERS IN 'ENGLISH IN FOCUS'

SERIES

<u>MARKER</u>	<u>NUMBER OF BOOKS IN WHICH THE MARKER IS TAUGHT</u>
for example	6
therefore	6
however	6
because	5
thus	5
on the other hand	5
since	5
but	5
consequently	5
also	4
in addition	4
then	4
that is to say	4
furthermore	4
as a result	4
whereas	4
although	4
in other words	3
for instance	3
nevertheless	3
for this reason	3
moreover	3
next	2
before	2
as soon as	2

### 2.3 Coherence and Cohesion

Widdowson (1978) writes that we can establish a propositional relationship across sentences without regard to what illocutionary acts are being performed, by reference to formal semantic and syntactic signals, whereby we recognize 'cohesion'. Cohesion is, therefore, the overt relationship between propositions expressed through sentences. On the other hand, where we recognize that there is a relationship between illocutionary acts performed by propositions, we perceive the 'coherence' of the discourse. This can be illustrated in the following exchanges:

1. A: What are the police doing?  
B: They are arresting the demonstrators.
2. A: What are the police doing?  
B: The fascists are arresting the demonstrators.
3. A: What are the police doing?  
B: I have just arrived.

Here we can see that 1 and 2 are cohesive and coherent, while 3 is coherent without being cohesive (Widdowson, 1978 :p.27). The cohesive devices which are used in 1 and 2 are 'they', which is a pronoun, and 'the', which is a definite article. These examples show us that there are other cohesive devices such as pronoun reference, the use of the definite article, repetition of key words or phrases, the use of parallel structures, etc. apart

from discourse markers.

Following is also another example similar to No.3 of the examples given above:

Suddenly from the dark road ahead came  
a terrible screaming. Gerard's hand tightened  
on his dagger. (Nuttal, 1982 : 16).

We read coherence into this discourse because we share the writer's presuppositions about screams being associated with danger, danger requiring a man to defend himself, and so on. None of this is made explicit in the text, but because the two sentences are in sequence, the reader assumes that there is a relationship and seeks it. We should be surprised if, for example, Gerard were to take out his dagger and idly carve his name on a tree. Hence we can infer that it is the discourse that has coherence while the text has cohesion, and that we can therefore, think of coherence as a quality of the underlying thoughts and the way they are organized into a message (Nuttal, 1982). Again, we can further infer that coherence depends on the value of the utterances that compose the discourse. The use of the discourse markers is to make things easier for the reader. In theory it is therefore possible to have a coherent discourse that is expressed by a text without using specific cohesive devices.

Perhaps one does not even notice the lack of cohesion in a text. As an experienced reader, one's mind would supply the connections that are not explicitly made in the text. To make these connections, we have to make use of presuppositions. But an unskilled reader may be unable to cope with such texts, to whom they might appear incoherent. So we can realize that discourse markers may not be needed if the text is straightforward enough for the value of its utterances to be fairly obvious. The reader can be trusted to identify the value without their help. But where the text is complicated or deals with an unfamiliar field, markers are likely to be frequent. The frequency of the use of these markers depends on the audience the writer has in mind (Nuttal, 1982).

Following are two of Bander's versions of a paragraph, which can help to show the difference that cohesion makes in coherence:

The men in the prisoner-of-war camp decided to try to run away. The camp was surrounded by a tall electric fence, making escape difficult. Several weeks went by while the prisoners discussed a plan for breaking out. They decided to dig an underground tunnel from beneath their barracks to a point outside the fence. Digging tools were not available. The men used tin cans to move

the soil. The secret work led to some unexpected complications. A major problem was how to dispose of the earth they had dug up. The long hours of digging made tempers short, and there were many arguments. The new project developed in the men a team spirit they had never before felt.

Eventhough the ideas here are in orderly sequence, and are therefore coherent, the reader cannot easily perceive the coherence of the text, and as a result the reading of the passage is not as easy as it could be with the use of discourse markers. The paragraph has an abrupt, ungraceful quality. (Bander, 1971:27). But when discourse markers are added to provide cohesion we can see how much more coherent the paragraph becomes:

The men in the prisoner-of-war camp decided to try to run away. However, the camp was surrounded by a tall electric fence, making escape difficult. Several weeks went by while the prisoners discussed a plan for breaking out. Finally they decided to dig an underground tunnel from beneath their barracks to a point outside the fence. Of course, digging tools were not available. So the men used tin cans to move the soil. Soon their secret work led to some unexpected complications.

A major problem was how to dispose of the earth that they had dug up. The long hours of digging made tempers short and there were many arguments. Yet the new project developed in the men a team spirit they had never before felt.

Now we realize that the text is made much more coherent and therefore much easier to read and understand with the help of the discourse markers.

#### 2.4 Teaching and Learning the Use of Discourse Markers

Discourse markers and the rhetorical order in which these markers are used can be taught in different ways. That is, different techniques and exercises can be used in the teaching and learning of this aspect of English. There is no one single method which can be regarded as the best method of teaching and learning these devices and the order that they signal. In fact, although many teachers have been striving to find one best method or technique of language teaching and learning, modern authorities do not approve of dependence on a single technique. For example, following is what Robinet has written of the futility of the search for one best method:

The search for the best method is reminiscent of the search for the Holy Grail; indeed at times it has appeared that proponents of certain

pedagogical methods have been just as fanatic. Although the search for 'one best method' has been as devoutly pursued as that in the chivalrous quest, it has also been frustratingly unsuccessful (Robinet, 1978:159).

The essence of this quotation is that the search for one single best method of language teaching and learning is as futile and as fanatical as the search for the Holy Grail. Instead, different methods and techniques should be used in different contexts and situations. In his article entitled 'The Eclectic Way' Denis Girard says the same thing:

Rather than fish in one linguistic stream, we should cast our pedagogical net in all waters that might bring us in a profitable catch. (Girard, 1986:11).

Accordingly, the researcher has attempted to give an account of some techniques and exercises that can be used in teaching and learning the use of discourse markers and the rhetorical order they are used to mark as suggested by writers such as Trimble, Nuttal, and Grellet.

Taking for granted the limited amount of training in the use of discourse markers, Nuttal stresses that there should be an ongoing training in the use of these markers. Here the students may often face a difficult sentence containing one of these devices while studying

or reading texts in class. In this case we should make the students examine the discourse marker to see if it will throw any light on the meaning of the sentence. A successful use of this technique requires a clear understanding of how each marker operates. This can be done, for example, by supplying a text with a multiple choice of two or three discourse markers between the sentences of the text (Tadros, 1976).

1. Money is a medium of exchange. It is (also, therefore, but) a measure of the value of goods and services.
2. The collective investments of a large bank are far more secure than the investments of the small branches. (However, Similarly, Thus) the insurance benefits payable by a large company can be more accurately foreseen than the benefits payable by a small one.
3. A mother may work very hard looking after her children, but she does not get paid for that work. Her work is not, (so, moreover, therefore), labor in the strict economic sense.

This kind of exercise should enable the students to think closely about the meaning of what they read so as to work out the relationships between the various parts of the text. We should get the students into the habit of discussing the differences in meaning produced by choosing

different markers.

In connection with the use of a reading text for teaching and learning the use of discourse markers, as suggested by Nuttal, Ronald While also says that the writing skill involves the ability to be a reader and that we cannot write successfully unless we know at each point how the reader will interpret our words and what he will be expecting us to say next. Certainly time spent on analyzing sample passages, in asking questions about their construction and how they reflect the writer's intent is not time wasted. We may indeed be moved to claim that any communicative writing must contain a large component of reading comprehension. (Johnson and Morrow, 1981:101).

Furthermore, Grellet implies that writing is facilitated by reading in saying that reading comprehension should not be separated from the other skills, one of which is writing. There are few cases in real life when we do not relate what we have read to something we might have heard. Baskoff also implies the same thing by suggesting exposure to the different rhetorical forms through extensive reading and intensive practice in the actual writing of compositions (Baskoff, 1975). He says that this can be done for example, by giving the students ample practice in writing through the use of model compositions and lessons. The model composition can show

the students how to organize their writing and also help them acquire the necessary repertory of words, phrases, and sentences for 'how to say it'. Among these repertory of words and phrases that the students can acquire are found the discourse markers.

Another exercise that Nuttall suggests would be one of supplying a text with blank spaces between the sentences of the text and with all the markers above or below in random order: (consequently, finally, in the first place, secondly).

There are three reasons why John is not going to university. \_\_\_\_\_ his family is quite poor and he feels that he should help his family financially as soon as possible. \_\_\_\_\_ if he went to university, his mother would be left alone to look after the young children. \_\_\_\_\_, he has been offered a good job with excellent chances of promotion. \_\_\_\_\_, although he wants to go to the university very much, John is going to take the job (Chaplen, 1970).

Here the students are expected to allocate the correct marker in the correct place. We may also supply a similar text as above but without a list of the discourse markers, in which case the students have to supply the

necessary marker to fill the gaps, depending on their own repertoire of discourse markers. Nuttal goes on to suggest another exercise consisting of a text with the first few sentences given in full. The rest of the text consists of the discourse markers with two alternative sentences following each marker:

A university cafeteria should be able to provide meals at a lower cost than private restaurants. The students serve themselves and, when they have finished, take their dirty dishes back to a special table. In this way, (the cost of staff is reduced/the cost of staff increases) because (there is a great need for waiters/there is no need for waiters). The same number of students eat in the cafeteria each day. As a result (the manager can calculate the exact amount of food to buy/the manager cannot calculate the exact amount of food to buy) and (a lot is wasted/very little is wasted). Finally (a university cafeteria makes no profit/a university cafeteria has to make a lot of profit). This reduces the cost of the meals by at least ten percent (Chaplen, 1970).

Here the students are expected to reconstruct the entire text by choosing the alternative that makes the best

sense. This exercise should enable the students to realize the different **meanings** that arise in choosing one alternative rather than another. In this way students should begin to see how helpful markers can be in understanding a difficult text. A slight variation of this exercise suggested by Grellet, is a text containing a number of italicized or underlined connectives, in which case the students are required to classify the discourse markers according to their function. For example: cause, consequence, time sequence, concession, opposition, etc.

Once again, Nuttal suggests the use of a text with gaps between the markers. Here we have only a **skeleton** text with two or three sentences at the beginning. With the exception of the first two or three sentences given at the beginning of the text, the rest of the sentences of the text are given above or below in a jumbled order without discourse markers. In this case the students are expected to reconstruct the text by deciding which sentences fill which gaps, or which sentences fit which markers.

Although not exactly the same as Nuttal suggests, we find the following exercise in unit 1 of the Sophomore English course (p.13). In this exercise the students have to look at a given outline in which the first half of the sentence is given for each of the first

three sentences instead of complete sentences, and for the rest of the text only the discourse markers are given. Below the outline are jumbled notes which the students have to organize into the outline.

The good driver has \_\_\_\_\_  
He also has \_\_\_\_\_  
But in comparison, the bad driver has \_\_\_\_\_  
In addition \_\_\_\_\_  
Therefore \_\_\_\_\_  
First \_\_\_\_\_  
Then \_\_\_\_\_  
Finally \_\_\_\_\_

These are the jumbled notes:

must drive more slowly/ability to anticipate  
and think ahead/slower reactions/fast reactions  
and good eyesight/needs to check **his** speed/keep  
a good distance from the car in front/try and  
think about what others might do/fails to  
watch or think about other people on the road.

These exercises are expected to help our students 'express themselves in **writing using** simple but logical and clearly expressed language on any matters of general interest'. This is one of the objectives that the Addis Ababa University Sophomore English course is expected to realize (Teacher's Guide, p.2).

## CHAPTER 3

### DESCRIPTION OF THE METHODOLOGY USED

#### 3.1 Procedure

A description of discourse analysis for a text has been given in this study in chapter 2, which is devoted to a review of related literature, in order to show the use of discourse markers in signalling the meaning relationships between the sentences and clauses of a written discourse. This description is based on those given by writers like Trimble and Widdowson.

In order to find out the progress that Sophomore students were expected to make in the use of discourse markers in writing after taking the Sophomore English course, a pretest and a posttest were administered on a group of Sophomore students. The pretest was administered at the beginning of the semester in order to determine the level of the students' knowledge and ability in the use of discourse markers to rearrange the sentences and clauses of a text, and mark the meaning relationship that exists between sentences and clauses in a text. This level is essential to the study because we cannot talk of any progress unless we determine the starting point at which the students begin to learn something.

After the pretest was administered and then marked, the researcher had to wait until the end of the semester during which the course was given to the students. At the

end of the semester the posttest was administered. The purpose of the posttest is to determine the level of the students' knowledge and ability in the use of discourse markers in writing after they have learned them in the course, and find out how much progress they have made in the course of the semester. In other words the researcher expects the posttest to help him determine how much the students add to what they ~~already know at~~ the beginning of the semester, and whether the difference or the progress that is made during the semester as a result of the course is significant or not.

As regards the content and form of both the pretest and the posttest, the researcher had at the beginning the intention of using the same test for both the pretest and the posttest in adherence to Numally's argument that it is 'exceedingly difficult to select two sets of items that are genuinely equivalent' implying that it is therefore better to give or use one test for both purposes. However Numally demands that there must be a considerable gap of time between the pretest and the posttest to ensure that the students will not realize that the posttest is the same test they had for the pretest, and thus maintain its validity. Therefore since there was only a period of not more than four months between the pretest and the posttest, it was necessary to prepare two parallel tests - one for the pretest, and the other for the posttest. Hence

two parallel tests were prepared. A test was necessary to test whether these tests were really parallel or not, and accordingly both tests were administered on a group of 15 students at two different times. The scores were compared and were found to be highly correlative implying that the pretest and the posttest were parallel. The correlation was 0.92 (See Appendix 1).

An attempt was also made to test the level of difficulty of the test by giving it to a group of graduate students. All the scores were above 39 and the mean score was 41 (See Appendix 1). This was another aspect of the test's validity to which the researcher had to attend. Here it was necessary to see whether every item included in the test was attemptable by these graduate students. Otherwise the Sophomore students on whom the test was to be administered for the study could not be expected to get the questions right. The test was marked out of 42 for this purpose.

Both the pretest and the posttest were administered at the same time. That is, the pretest was given at the beginning of the semester at 2:00 p.m., and the posttest was given at the end of the semester at 2:00 p.m. in the same hall. The duration was 1 hour for both the pretest and the posttest. Such uniformity of time and place was necessary in order to avoid or prevent difference

in performance that could possibly occur due to difference of time and place, rendering the results invalid. For example, people may do better in the morning than in the afternoon. In other words if the pretest were to be given in the morning, and the posttest in the afternoon, the degree of the students' performance may not be the same on both tests. If the pretest were to be given in a hall where the desks are not convenient for writing, where there is not enough light, and where there are not enough windows, and on the other hand if the posttest were to be given in a hall where all of the above are well provided, the performance will obviously be better on the posttest than on the pretest.

After the tests were administered, the researcher had to seek assistance for the statistical work that the analysis of the tests would involve, and to this end he had to work with an assistant statistician. Thus a compare - and - contrast kind of analysis was made between the scores of the pretest and the posttest, all scores of each test taken together as a whole. As indicated in the analytic description of the test in chapter 4 each test consisted of blank filling and ordering-of-sentences type of questions. Such being the case then, the analysis required the breaking of each test into blank filling and ordering of sentences. The analysis was also broken down into the discrete points being tested to show which

particular types of discourse markers were best mastered and which gave most difficulties.

Once the analysis of the data was carried out as described above, the researcher took over and made an attempt at interpreting and discussing the results of the analysis. This was finally followed by conclusions and recommendations.

As indicated in the introduction of the study, Addis Ababa University has been taken as the field of this study in the Faculty of Social Sciences. The Department of Economics has been particularly selected for the purpose of this study for reasons already explained in the introduction. About 90 students were expected to sit for both tests, but only 72 students showed up for the pretest and 73 for the posttest. The dropouts and absentees account for this difference. However the number of scores that we have for both the pretest and **the posttest is 63.** This is because there were some students who sat for the pretest but not for the posttest, and vice versa, and for this reason the papers of those who sat for only one test, whether pretest or posttest, have been discarded from consideration for analysis.

### 3.2 Exercises used in the Sophomore English Course on the use of Discourse Markers

Between the pretest and the posttest the students followed the Sophomore English course in which there are

exercises intended to train the students on the use of discourse markers in writing. For the first exercise, for example, we have a paragraph about the role of the mosquito in spreading malaria. In this paragraph there are a number of discourse markers which indicate the meaning relationships between the sentences of the paragraph (See Appendix 4). This paragraph is followed by a table in which we have one column consisting of the discourse markers in the right order. These markers were already used in the preceding paragraph. In another column of the table we have a certain number of notes which are also given in the right order. Here the students are expected to fill certain markers and notes which happen to be missing and then link these notes into a coherent paragraph with the help of the discourse markers.

Another exercise that we have here is one in which the students are expected to fill the blanks with appropriate discourse markers in a paragraph which compares and contrasts the son and daughter of a man. (See Appendix 4).

This is followed by another exercise in which a certain number of discourse markers are given in the right order in one column, each with a line against it to be filled with an appropriate note. And below, we have notes in a jumbled order, which the students are expected to rearrange into a coherent paragraph by matching the appropriate note with the appropriate marker (See Appendix 4).

In another exercise we have a paragraph about the good and the bad speller. Here the students are expected to find and underline the discourse markers which are used in this paragraph (See Appendix 4).

This is followed by another exercise based on the paragraph about the good and the bad speller. Here the students are required to find appropriate notes from the paragraph and match them with the appropriate discourse markers so as to produce a coherent paragraph similar to the original paragraph (See Appendix 4).

The last exercise is one of writing a paragraph in which the students are supposed to compare and contrast a good driver and a bad driver. Here we have a certain number of discourse markers given in the right order, and notes given in a jumbled order, which the students are expected to use for this paragraph (See Appendix 4).

Naturally, most of the common discourse markers are found in paragraphs and essays intended for other purposes of the Sophomore English course. However, we find that these markers are given a detailed treatment in unit 1 of the course (See Appendix 4).

## CHAPTER 4

### ANALYTIC DESCRIPTION OF THE TEST

Since the pretest and the posttest are parallel tests, the researcher believes that one description is enough, and has accordingly decided to give the description of only the pretest. This test consists of six parts. Three of these parts consist of blank-filling types of questions requiring the students to recognize the appropriate discourse marker and use it in an appropriate context. The other three consist of questions **concerned** with rearranging sentences and clauses into a coherent discourse requiring the students to recognize and determine which sentence or clause matches with which discourse marker.

The description of the test is based on the classification of the discourse markers according to their function, and not according to the sequence of the test items:

#### 4.1 Markers of Time

The first part of the test is mainly concerned with discourse markers which are used to indicate time relationship between the sentences and clauses of a written discourse. The researcher intends here to test the students' ability to use appropriate discourse markers for the appropriate meaning relationship that exists between two sentences or clauses in a text. This part is expected to enable us to determine how much the students know and use markers of time in narrating a story about a person in the

past. These markers are all used to narrate a story about George when he was a boy. The discourse markers of time that have been included in this test are treated in unit 1 of the Sophomore English course in the form of exercises and discussion.

#### 4.2 Markers of Location

Another component of the test is a descriptive paragraph in which the sentences and clauses are related to each other in terms of location. This part of the test is therefore intended to test the students' performance on the use of discourse markers to rearrange sentences and clauses which have locational meaning relationship between them. Here the students are expected to rearrange the sentences and clauses by matching them with the appropriate markers so that we would have a coherent piece of descriptive discourse. Such discourse markers are found in the Sophomore English course, for example, in a descriptive paragraph in unit 2 on p.25.

#### 4.3 Markers of Addition

These markers appear as test items in various parts of the test. For example, 'furthermore', 'moreover', and 'also' are found in part two of the test, while 'and' is found in part four. Thus one of the purposes of part two of the test is to test the students' performance on the use of discourse markers which are used to mark

'addition'. The writer of the text in this part of the test gives an example for his assertion that 'the water the dams used to contain served several purposes in the life of the people'. Then he adds more examples for his assertion. Since these examples are additions, they are marked by discourse markers which are used as markers of addition. Such markers are found in unit one of the Sophomore English course.

#### 4.4 Markers of Result

As in the case of the markers of addition, the markers of result also appear in various parts of the test. For example, 'because of this' and 'in consequence' appear in part two, 'consequently' and 'as a result' in part six, and 'so' in part one. Hence testing the students' performance on the use of discourse markers to mark 'result' is one of the purposes that each of these parts serves. In the text given in part two of the test the writer gives 'the falling of Asmara victim to the drought' as a cause for 'the slowing down of the city's progress' as a result. This relationship of 'cause and effect' is determined with the help of the discourse marker 'because of **this**'. In the same text the writer gives 'the actual drying of both the public and private gardens' as a cause, and the city's deprivation of the beauty and life that it used to receive from its gardens' as a result. The meaning relationship that we have here is one of 'cause and effect'. This kind

of meaning relationship is indicated by a marker of 'cause and effect', and in this particular case, 'in consequence' is used to determine the relationship. As regards the discourse markers 'consequently' and 'as a result', we have a text in part six of the test in which the writer gives 'distance from the sea' as a factor or cause, and 'the sea warming the nearby land throughout the cold months of winter' as a consequence or result. This relationship of cause and effect in this particular case is determined with the help of the discourse marker 'consequently'. Next to this, we have 'the transference of heat from land to the sea during the summer months' as a cause for 'maritime regions to have cooler summers and warmer winters than other regions in the same latitude' as a result. The meaning relationship that we have here also is one of 'cause and effect' and this is marked by the discourse marker 'as a result'.

#### 4.5 Markers of Contrast

In parts three and six of the test we have questions on markers of contrast. These questions are expected to test the students' knowledge and ability on the use of discourse markers to mark the meaning relationship that exists between sentences and rearrange sentences according to the functional value they can have in a text in terms of contrast. In the text given in part three the writer

begins with the sentence, 'And it is possible to say that it was at this time that the city seemed to have reached the highest stage of its prosperity'. As to what should follow this sentence, the students should choose a sentence whose functional value is one of 'contrast': 'the falling of Asmara victim to the drought' because the marker which comes after the first sentence to introduce another sentence is 'however', a marker of contrast. Finally we have 'in spite of all this' in the same text to mark the meaning relationship that the last sentence has with the preceding sentences of the text. Since this discourse marker is a marker of contrast, the students are expected to select a sentence whose functional value is one of 'contrast': 'A visitor would still be highly impressed by the beauty of the city'. This sentence contrasts with what has already been said about Asmara in the same paragraph. Another marker of contrast that appears in the text is 'but' in part six. Here the text begins with a general statement which consists of two contrasting ideas, the first being 'the closer a region is to the equator, the warmer its climate will be', and the second, 'other factors also have an influence on temperature'. Since these ideas have a meaning relationship of contrast, the discourse marker 'but' should be more appropriate than others to mark this relationship. These markers are also treated in unit one of the course.

#### 4.6 Markers of Exemplification

The discourse markers 'for example' and 'for instance' have been included in the test to test the students' knowledge and performance on the use of these markers as markers of exemplification. They appear in the second, third, and fourth parts of the test. In the **text** given in part two of the test the writer gives 'Asmara' as a specific example to illustrate his statement. The appropriate discourse marker which can relate this exemplification with the general statement is 'for example' or 'for instance'. In the same text the writer goes on to assert that 'the water that the dams used to contain served several purpose in the life of the people'. This assertion is followed and exemplified by another sentence. The discourse marker which the students are expected to choose as an appropriate marker of this exemplification is again 'for example' or 'for instance'. Furthermore we have a text in part three in which the students are expected to rearrange the sentences according to the order of the discourse markers. One of the discourse markers given here is 'for instance'. Out of the sentences given in a jumbled order, the one that matches this discourse marker is: 'The Municipality has been forced to abandon the gardens and provide only drinking water for the people' serving to exemplify the sentence that contains the idea of 'the slowing down of the city's progress'. Finally, if we

take the text in part six of the test, we have the writer saying that 'there are other factors also having an influence on temperature'. This needs to be supported by examples and accordingly, the writer gives 'distance from the sea' as an example of these other factors. The appropriate discourse marker which the students are expected to choose as a marker of this exemplification is 'for example'. These discourse markers that we have discussed here, along with their functions, have been treated in unit one of the Sophomore English course.

#### 4.7 Markers of Clarification

Parts four and six of the test include the texts in which the researcher has attempted to test the students' knowledge and ability on the use of the discourse markers 'in other words' and 'that is to say' as markers of clarification. In the text of part four the writer expects the students to choose a sentence of conclusion which recommends what should be done to combat the problems which Asmara is facing. This is followed by the discourse marker 'in other words'. This discourse marker helps us to determine the sentence that matches this marker. Therefore the sentence: 'In conclusion the writer would say that it is high time for the government and international organizations to come and rescue the city' should be followed by the sentence: 'In other words

reliable dams should be built and the water system of the city should be renewed without wasting time'. We can see that the meaning relationship that exists between these sentences is one of 'clarification', which is determined by the discourse marker 'in other words'. In the text of part six the writer says that 'places at high altitude are always cooler than places at sea level in the same latitude' in order to clarify 'the height of a region above sea level' as an important factor. Here we should use the discourse marker 'that is to say' as a marker of the meaning relationship of clarification that exists between the sentences that contain the two ideas mentioned here. These discourse markers are also mainly treated in unit one of the course.

#### 4.8 Other Markers

The other discourse markers which have been included in the test are: 'in conclusion', 'because', 'therefore', 'just as', and 'if' which serve as markers of conclusion, cause, comparison, and condition respectively. The students' performance on the use of these discourse markers to rearrange sentences according to their function and to mark meaning relationships between sentences of a text is tested in parts four and six of the test. These markers are also treated in unit one of the Sophomore English course.

TABLE THE DISCOURSE MARKERS USED IN THE TEST

Markers	Frequency in the test	Part of occurrence in the test	Unit of occurrence in the course	Function
early in the morning	1	I	1 (p.6)	Markers of Time
after he had done this	1	I		
until	1	I		
later in the afternoon	1	I		
in the evening	1	I		
finally	1	I		
before	2	IV		
before the drought	1	II		
after lunch	1	II		
*in the middle of the room	1	V	1 (p.9)	Markers of location
in between these rows	1			
on both sides of the room	1			
right in front of the benches	1			
and just below the blackboard	1			
on all the four walls	1			
furthermore	1	II	1 (p.9)	Markers of addition
moreover	1	II		
and	1	IV		
also	2	II,VI		
because of this	1	III	1 (p.6)	Markers of result
consequently	1	VI		
in consequence	1	III		
as a result	2	II,VI		
so				
in spite of all this	1	III	1 (p.6)	Markers of contrast
however	1	III		
but	1	VI		
for example	2	II,VI	1 (p.7)	Markers of exemplification,
for instance	2	II,III		
*in other words	1	IV		Markers of clarification
that is to say	1	VI		
in conclusion	1	IV	1 (p.6)	Marker of conclusion or summary
because	1	VI	1 (p.6)	Marker of reason or cause
therefore	1	III	1 (p.6)	Marker of inference
*just as	1	VI		Marker of comparison
if	2	IV,VI		Marker of condition

\* These markers have been included in the test because they are also common in written discourses and are essential to the understanding of a text. Since these markers are commonly used in different types of discourses, spoken or written, they have been included in the test in order to check whether there is any transfer of learning taking place in the students' performance at Sophomore level (See Table, p.60).

The choice of these markers for the test has been determined by the relative importance of the type of discourse in which these markers are used. These types of discourse which are widely used in academic writing at college level in general, and at Sophomore level in particular, include narrative, descriptive, expository, and argumentative writings. If we take narrative writing, for example, we need markers of time to mark the time relationship between the details of a discourse of this type. In descriptive writing we need markers of location to indicate the locational relationship between the details of a descriptive discourse. In expository writing we describe processes for which we need markers of result to indicate the meaning relationship of cause and effect that exists between the details of a text of this type.

We also use markers of addition, contrast, and exemplification in argumentative writing. In order to establish a strong argument, one has to provide a number of minor arguments which follow one after another. The meaning relationship which is used here is one of addition for which we need markers of addition. One has also to show the pros and cons of an argument to make his argument strong enough to withstand other counter arguments. The meaning relationship of contrast is used in this regard. Another technique that is used to develop or strengthen one's argument is the use of the markers of exemplification.

One has to give examples in order to establish a strong argument. Here the relationship between the argument and the details that are used to exemplify this argument is made explicit with the help of the markers of exemplification. Moreover **markers** of inference can be used to develop one's point in argumentative writing. They are used to signal the meaning relationship of inference between sentences in a text of argumentative writing.

Other discourse markers that have been included in the test are markers of comparison and conclusion. Markers of comparison can be used in descriptive writing to describe something by comparing it with something else. As regards markers of conclusion, it is possible to say that they are used in any kind of writing because there must always be a conclusion for a fully developed kind of discourse.

CHAPTER 5  
INTERPRETATION AND DISCUSSION  
OF THE RESULTS

TABLE 1. EMPIRICAL RESULTS OF THE PRETEST  
VERSUS THE POSTTEST

SUBJECT	SAMPLE SIZE	MEAN	STANDARD DEVIATION	COEFFICIENT OF VARIATION	Z-STATISTIC
BLANK FILLING AND ORDERING OF SENTENCES COMBINED (OUT OF 100)	PRETEST	68.4	17.9	26	4.4
	POSTTEST	<b>81.2</b>	14.1	17.4	
BLANK FILLING (OUT OF 50)	PRETEST	33.7	7.3	21.7	5.83
	POSTTEST	40.7	6.1	15	
ORDERING OF SENTENCES (OUT OF 50)	PRETEST	34.5	12.6	36.3	2.9
	POSTTEST	40.5	9.7	24	

### 5.1 Discussion of the Results of the Pretest Versus the Posttest (Table 1)

As regards the overall performance of the students on the use of discourse markers in writing, the pretest and the posttest results were compared as indicated in Table 1. The mean scores of the pretest and the posttest were found to be 68.4 and 81.2 respectively. Here we observe that the mean score of the posttest is greater than that of the pretest. The mean difference, which is 12.8, was tested to be significant at 5% level. The meaning of this is that the students have made a good deal of progress during the semester in the use of discourse markers in writing, and that we are about 95% sure that we would have the same results or progress every time we conduct the course and the test.

As is already mentioned in the description of the test, two types of questions have been used to test the students' performance on the use of discourse markers: blank filling and ordering of sentences. For each of these parts or types, analysis has also been attempted. Thus a comparison was made between the pretest and the posttest with respect to the blank filling part of the test (See Table 1). **The mean** scores were found to be 33.7 for the pretest, and 40.7 for the posttest. The mean difference, which is 7, was found to be significant at 5% level. The implication of this difference is that there was a

significant progress in the students' performance on the use of discourse markers in writing, achieved during the semester, as indicated in the blank filling part of the test.

As in the case of the blank filling part of the test, a comparison was also made between the pretest and the posttest with respect to the sentence ordering part of the test (See Table 1). Here also the mean scores were found to be 34.7 for the pretest and 40.5 for the posttest. This shows us that the mean score of the posttest is greater than that of the pretest. The mean difference, which is 5.8, was found to be significant at 5% level. Such a significant difference implies that the students were found to have made a good deal of progress at the end of the semester in their performance on the use of discourse markers to rearrange sentences and clauses into a coherent piece of discourse.

The results also show us something about the variation of the students in their performance on the use of discourse markers in writing as indicated in Table 1. Here we have a coefficient of variation of 26 in the pretest and 17.4 in the posttest. This shows that there was a wider variation among the students before they took the course, but after they took the course this variation was minimized. We infer from this that since the course was the same for all it also helped the students to homogenize and was thus of greatest benefit to the below average student as indicated

TABLE 2. EMPIRICAL RESULTS: BLANK FILLING VERSUS ORDERING OF SENTENCES WITHIN EACH TEST

SUBJECT	SAMPLE SIZE	MEAN	STANDARD DEVIATION	COEFFICIENT OF VARIATION	Z-STATISTIC	
PRETEST	BLANK FILLING (OUT OF 50)	63	33.7	7.3	21.7	0.54
	ORDERING OF SENTENCES (OUT OF 50)	63	34.7	12.6	35.3	
	BLANK FILLING (OUT OF 50)	63	40.7	6.1	15	0.1
POSTTEST	ORDERING OF SENTENCES (OUT OF 50)	63	40.5	9.7	24	2.9
	ORDERING OF SENTENCES (OUT OF 50)	63	40.5	9.7	24	

5.2 Discussion of the Results of Blank Filling versus  
Ordering of Sentences within each Test (Table 2)

A comparison was also made between blank filling and ordering of sentences within each test. As regards the pretest, the mean scores were found to be 33.7 for blank filling, and 34.7 for ordering of sentences. We can see that the mean difference is 1, and this difference was found to be not significant at 5% level. The implication that we have here is that the students were almost as good in blank filling as they were in ordering of sentences at the beginning of the Sophomore English course (See Table 2).

The comparison between blank filling and ordering of sentences in the pretest was followed by another comparison between blank filling and ordering of sentences in the posttest. Here the mean scores were found to be 40.7 for blank filling and 40.5 for ordering of sentences. This gives us a mean difference of 0.2. This difference was found to be not significant at 5% level. Again, this implies that the students had almost the same performance in blank filling as they had in ordering of sentences at the end of the course (See Table 2).

TABLE 3. CORRELATION MATRIX OF VARIOUS TESTS AT VARIOUS LEVELS

		P R E T E S T		P O S T T E S T	
		Blank Filling	Ordering of Sentences	Blank Filling	Ordering of Sentences
P R E - T E S T	BLANK FILLING	---	---	---	---
	ORDERING OF SENTENCES	0.59	---	---	---
P O S T - T E S T	BLANK FILLING	0.64	---	---	---
	ORDERING OF SENTENCES	---	0.64	0.59	---

5.3 Discussion of Correlations (Table 3)

As indicated in Table 3, computation of relevant linear correlations was made for further comparison. First the pretest and the posttest were compared, giving us a correlation coefficient of 0.80. This correlation coefficient is said to be significant at 5% level because it was found to be greater than 0.33, which is the minimum statistical correlation coefficient for a sample size of 63. Anything less than 0.33 is subject to being not significant.

Secondly, comparison of linear correlation was made between:

1. blank filling and ordering of sentences in the pretest.
2. blank filling and ordering of sentences in the posttest

3. the pretest and the posttest in blank filling
4. the pretest and the posttest in ordering of sentences

The correlation coefficients here were found to be 0.59 for blank filling versus ordering of sentences in both the pretest and the posttest, and 0.64 for the pretest versus the posttest in both blank filling and ordering of sentences. These correlation coefficients were tested to be positive and found to be significant at 5% level. The significance of these correlation coefficients implies that those who did well in blank filling in the pretest also did well in blank filling in the posttest. There is also the implication that those who did well in ordering of sentences also did well in blank filling in the same test.

So as is indicated at the beginning of this chapter, we can see the overall performance of the students on the use of discourse markers in writing from the pretest and the posttest results, with a mean score of 68.4 for the pretest and 81.2 for the posttest. We can observe that the mean score of the posttest is greater than that of the pretest. The mean difference, which is 12.8, was tested to be significant at 5% level. The implication of this is that the students are observed to have made an encouraging improvement during the semester in the use of discourse markers in writing.

Now that we have seen the overall performance of the students on the use of discourse markers in writing as described above, we will try to see the students' performance on each group of markers with the help of the following table.

TABLE 4. AVERAGE NUMBER OF ERROR MAKERS FOR EACH GROUP OF DISCOURSE MARKERS

DISCOURSE MARKERS	No. OF ITEMS	ERROR MAKERS PRETEST		ERROR MAKERS POSTTEST		IMPROVEMENT BY DECREASE IN No. OF ERROR MAKERS	
		No.	%	No.	%	No.	%
MARKERS OF TIME	10	11	17.5	6	9.5	5	7.9
MARKERS OF LOCATION	6	11	17.5	8	12.7	3	4.8
MARKERS OF ADDITION	5	18	28.6	10	15.9	8	12.7
MARKERS OF RESULT	6	23	36.5	15	23.8	8	12.7
MARKERS OF CONTRAST	3	24	38.1	16	25.4	8	12.7
MARKERS OF EXEMPLIFICATION	4	23	36.5	15	23.8	8	12.7
MARKERS OF CLARIFICATION	2	33	52.4	17	27	16	25.4
OTHER MARKERS	6	24	38.1	16	25.4	8	12.7

Sample Size = 63

#### 5.4 Discussion of Improvement for Each Group of Markers

(Table 4)

##### Markers of Time

As is indicated in Table 4, the test includes ten items on the use of discourse markers in rearranging sentences and marking time relationship between the sentences and clauses of a text. Here we have 11 error makers per item in the pretest and 6 in the posttest. Since the difference between the two averages is small, as compared to the other differences which we will be seeing in this chapter, we can say that the students seem to have had a good deal of knowledge about these markers at the beginning of the **Sophomore** English course. However since the average of error makers that we have in the posttest is smaller than that of the pretest, we can realize that there is still some progress achieved in the course of one semester as a result of taking the Sophomore English course. Among the markers of time which have been included in the test, 'later in the afternoon' is the one that has the highest number of error makers in both the pretest and the posttest, 23 and 11 respectively.

##### Markers of Location

As regards the use of discourse markers in rearranging sentences and clauses into a coherent piece of discourse, and marking locational relationship between the sentences and clauses of a text, six items have been included in the test.

Here also we have 11 error makers per item in the pretest, and 8 in the posttest. As in the case of the markers of time, we can see that the students have performed well in both the pretest and the posttest because for a sample size of 63 students the difference between the two averages is small. Again this implies that the students seem to have been well acquainted with the markers of location at the beginning of the Sophomore English course. However the difference between the two averages, which is 3, is an indicator of the progress that has been made during the semester however small the difference may be. Therefore it should not be overlooked as insignificant. Among these markers, 'on both sides of the room' has the highest number of error makers in the posttest, which is 13.

#### Markers of Addition

Here also there are five items on the use of discourse markers which serve as markers of addition. An average of 18 error makers have been counted per item in the pretest, and 10 in the posttest. The difference between the two averages is 8. This difference is greater than that observed for the markers of time and location, thus indicating a greater degree of progress. The discourse markers with the highest number of error makers in the posttest are 'furthermore' with 17, and 'moreover' with 13.

#### Markers of Result

For the discourse markers which are used to signal

meaning relationship of result between the sentences and clauses of a text, six items have been included in the test. Here also we have 23 error makers per item in the pretest, and 15 in the posttest. The difference between these averages is 8. Thus the same degree of progress is observed here as in the case of the markers of addition. As the case is with the markers of addition, the progress that we observe here is quite encouraging, as compared to that observed for the markers of time and location. 'Because of this' and 'consequently' are the discourse markers for which 20 and 19 error makers have been registered respectively in the posttest, as having the highest numbers.

#### Markers of Contrast

We have three items included here to test the students' knowledge and ability in the use of discourse markers serving as markers of contrast. The average numbers of error makers per item in this regard are 24 in the pretest and 16 in the posttest thus having the same difference as do the averages in the case of the markers of result and addition. Again this implies that there is an equally encouraging progress achieved during the semester. Among these markers 'however' has 17 error makers in the posttest, which is the highest number.

#### Makers of Exemplification

Four items have been included in the test with the aim

of testing the students' performance on the use of discourse markers serving as markers of exemplification. In the pretest we have an average of 23 error makers per item, and 15 in the posttest. The difference between these averages is 3. Hence we observe that the same degree of progress is attained during the semester as in the case of the markers of contrast and result. One of these items given here has the highest number of error makers, 40 in the pretest and 25 in the posttest. The two most common markers of exemplification used here are 'for example' and 'for instance'. These markers are used interchangeably, and for this reason the highest number of error makers mentioned here applies to both of them.

#### Markers of Clarification

'In other words' and 'that is to say' are among the most common markers of clarification, for both of which we have two items in the test. These items are expected to test the students' performance on the use of these markers to rearrange sentences and clauses into a coherent text, and to mark the meaning relationship between the sentences and clauses of a given text for clarification. For each of these items we have an average of 33 error makers in the pretest, and 17 in the posttest. The difference between these averages is 16, which is greater than any other difference that we have seen so far. This difference seems to show that the students have improved significantly in

the use of these markers. However, an average of 17 error makers per item is still high indicating that the students still have a lot more to practice and learn on the use of such discourse markers. In particular the marker 'that is to say' has 24 error makers in the posttest, which is greater than that of the other marker 'in other words'.

#### Other Markers

These discourse markers include: in conclusion 'because', 'therefore', 'just as' and 'if', which are used as markers of conclusion, cause, inference, and condition respectively. Six items have been included in the test to test the students' knowledge and ability in the use of these markers. An average of 24 error makers have been counted per item in the pretest in contrast to 16 in the posttest. Here also the difference between these averages, which is 8, indicates an equally encouraging degree of progress achieved during the semester as in the case of the markers of exemplification, contrast, and result. Among these other markers, 'because' has the highest number of error makers in the posttest, which is 25.

From the figures that we have seen so far for each group of discourse markers, we can observe that the students have shown a greater degree of improvement with respect to the markers of addition, result, exemplification and contrast. On the ~~other hand~~ we observe only a small

difference with regard to the markers of time and location. The reason for this is that the students were found to have performed well in both the pretest and the posttest. As regards the markers of clarification the difference is great, but an average of 17 error makers per item in the posttest is still high indicating that the students need further improvement on the use of these markers.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

Based on the interpretation and discussion of the results in Chapter 5, the study makes the following conclusions and recommendations:

#### 6.1 Conclusions:

1. In the interpretation and discussion of the results we have seen that the difference between the mean of the pretest and that of the posttest is significant at 5% level. This implies that we are about 95% sure that we will have the same performance and results every time the same course and test are given (See Table 1, Ch. 5). Thus we realize that the students have made a significant improvement in the use of discourse markers in writing during one semester.
2. The significant improvement that the students have made with respect to discourse markers in one semester can show us that the Addis Ababa University Sophomore English course has been generally successful in helping the students to learn the use of these markers in writing.
3. The difference between the mean of the blank filling part and that of the sentence ordering part within each test was found to be not significant at 5% level (See Table 1, Ch. 5).

This indicates that the students are good at both blank filling and sentence ordering with respect to the use of discourse markers in establishing meaning relationships between the sentences and clauses of a given text, and in rearranging jumbled sentences and clauses into a coherent discourse with the help of discourse markers given in the right order.

4. There is a significant correlation between the pretest and the **posttest** (See Table 3, Ch. 5). This implies that those who did well in the pretest also did well in the posttest, and those who were average in the pretest were also average in the posttest. Thus it is possible to say that the course has helped the students to improve with the rank that each of them has at the beginning of the semester. This is to say that the variation is still there but it has become smaller in the posttest than in the pretest.
5. Out of the eight groups of discourse markers that we have in Table 4 of Chapter 5, we observe a 12.7% progress for each of five of these groups. This enables us to say that there has been consistent improvement in most of these groups.
6. Although we observe a 25.4% progress in the case of the markers of clarification, we still have 17 error makers per item for these markers in the posttest.

This number is still high indicating that a lot more remains that the students should learn about such markers.

7. We observe high performance with respect to the markers of time and location in both the pretest and the posttest. (See Table 4, Ch. 5). This is due to the fact that the students are already well acquainted with these markers. This is a plausible inference because narration and description, in which these markers are used, are the types of discourse which are widely used at all levels of language learning. One can observe that time markers like: yesterday, last night, in the morning, in the evening, etc. are used for narration, and location markers like: under the table, near the tree, behind the house, on the black-board, in the box, etc. are mainly used for description. Thus we can expect our students to display a better performance on the use of such markers.
8. Although the improvement or the difference between the pretest and the posttest in student performance is small in the case of the markers of location, the performance is high, showing us that there has been an efficient transfer of learning reflected in the students' performance on the use of these markers.
9. There are certain discourse markers from each of the eight groups of these markers shown in Table 4 of Chapter 5, for which the highest numbers of error

makers have been registered. This tells us that the students have more difficulty with certain markers than with others.

10. Finally it is hard to say that it is only the **exercises** on the use of discourse markers in Unit 1 that account for the overall improvement in the students' performance on the use of these markers in **writing**. The other reading and writing exercises in the other units of the course also have an impact on the students' performance on the use of discourse markers in writing. We can hardly have any of these **exercises** without any of these markers.

## 6.2 Recommendations

1. As far as the discourse markers are concerned the course should be encouraged. In other words the different types of exercises on the use of these markers should be maintained.
2. As we can expect better performance and results there should be additional **exercises** as suggested in Chapter 2 and in the appendix of this study.
3. More exercises should also be given with more emphasis on the discourse markers with which the students have more difficulty (See Chapter 5).
4. Since narration and description remain important components of discourse, the treatment of the markers of time and location should be maintained as it is

in the development of narrative and descriptive discourses. In fact some exercises should be included in the course to teach the use of the markers of location because there is no exercise intended for the teaching of these markers in the course.

5. As indicated in Table 4 of Chapter 2, an attempt has been made to specify certain discourse markers on the basis of their frequency in six books of the 'English in Focus' series. Treatment of these markers will also be useful for the students in organizing and developing their writing.
6. Since most of the exercises on the use of discourse markers in writing are found only in Unit 1, both the students and the instructor may not give these markers due attention and treatment in the rest of the course. Thus there should be more exercises on these markers and these exercises should be spread out in the rest of the course so that the students can finally come out with a good command of these markers in writing at the end of the semester.

SUMMARY TABLE OF IMPROVEMENT,  
RECOMMENDATION AND REASON

DISCOURSE MARKERS	IMPROVEMENT	RECOMMENDATION	REASON
Markers of Time	small (7.9%)	No change required	high performance in both the pretest and the posttest
Markers of location	small (4.8%)	include some exercises with variety	no exercise is given in the course for the purpose of teaching these markers
Markers of addition	Considerable (12.7%)	add more exercises	although high performance, errors remain
Markers of contrast	Considerable (12.7%)	add more exercises	although high performance, errors remain
Markers of exempli- fication	Considerable (12.7%)	add more exercises	although high performance errors, remain
Markers of clarifica- tion	*Considerable (25.4%)	add more exercises	number of error makers still high
Other markers	Considerable (12.7%)	add more exercises	Some of these markers do not appear in the exercises.

- Key: 1. Small improvement = course reasonably efficient  
 considerable " = course efficient
2. These degrees of improvement and their explanations  
 are approximate.
3. \*It is explained in Chapter 5 that although we

have a 25.4% progress for the markers of clarification, the number of error makers for each of these markers is much higher than that of the other markers, thus suggesting the addition of more exercises.

4. It should be noted that the recommendation of additional exercises indicated in the table refers not only to number but also to variety.

APPENDICES

APPENDIX 1 (Referred to in Chapter 3)

VALIDITY SCORES OBTAINED BY GRADUATE STUDENTS

42, 42, 40, 41, 40, 42, 41, 42, 42, 41

RELIABILITY SCORES OBTAINED BY THE  
SAME GROUP ON BOTH TESTS (PRE & POST)

<u>PRETEST</u>	<u>POSTTEST</u>
32	30
41	42
42	41
38	39
37	36
35	31
26	23
32	28
37	38
23	22
38	39
26	25
37	40
36	37
40	40

APPENDIX 2 (Referred to in Chapter 4)

PRETEST AND POSTTEST SCORES  
ON THE USE OF DISCOURSE MARKERS (OUT OF 100)

<u>PRETEST</u>	<u>POSTTEST</u>	<u>PRETEST</u>	<u>POSTTEST</u>
69	75	51	66
56	79	71	92
44	55	75	90
72	76	84	94
73	85	77	79
79	90	71	90
74	84	78	92
96	100	72	76
41	79	96	96
79	92	66	90
59	70	52	77
58	76	64	94
67	78	84	92
71	71	48	63
47	50	79	90
67	81	88	96
86	90	74	92
71	59	34	62
40	54	45	76
81	95	77	90
40	66	92	98
44	55	71	88
33	57	76	92

<u>PRETEST</u>	<u>POSTTEST</u>
50	64
81	90
88	87
50	48
52	94
44	61
72	76
65	74
92	100
28	75
73	84
85	96
87	96
88	90
96	94
96	98
88	96

APPENDIX 3 (Referred to in Chapter 1)

ADDIS ABABA UNIVERSITY  
SOCIAL SCIENCE FRESHMAN PROGRAMME 1986/87 A.Y. (Student Allocation)

Students allocated to the 14 Departments on the basis of students' choices, academic merits and random sampling, and in accord to 'talent distribution' and the quota of each Department.

Departments	Students Placed on the Basis of Academic Merits	Students Placed on the Basis of 'Talent Distribution'					Total
		2.50-2.74 GPAS	2.25-2.49 GPAS	2.00-2.24 GPAS	1.75-1.99 GPAS	Dismissed: Supplemental Group	
Accounting	27	13	12	24	12	12	100
Economics	29	10	10	16	9	9	85
Geography	-	7	7	13	7	6	40
History	2	7	7	12	6	6	40
Management & Public Administration	31	13	12	22	11	11	100
Philosophy	-	3	2	5	2	2	12
Political Science & International Relations	1	2	2	4	2	2	23
Sociology & Social Administration	4	2	2	3	2	1	14
Law	22	6	6	10	5	5	74
Ethiopian Languages	-	7	7	13	7	6	40
Foreign Languages	-	10	9	17	9	9	54
Theatre Arts	2	1	1	3	1	1+1	10
Psychology	1	2	2	4	2	2	13
Business Education	1	3+1	3	6	3	3	20
Total	120	86+1	82	154	78	75+1	597

APPENDIX 4

THE PRETEST

- I. Read the following paragraph carefully, and fill the blank spaces with the appropriate connectives given below so that the lacking coherence is maintained.

When he was a boy, George used to spend the summer on his grandfather's farm near London. 1 \_\_\_\_\_, he used to feed the chickens and other farm animals. 2 \_\_\_\_\_, he would play with his friends in the fields 3 \_\_\_\_\_ lunchtime. They picked blackberries, chased rabbits, looked for birds' nests, and played a hundred-and-one games. 4 \_\_\_\_\_ it was too hot to work or play 5 \_\_\_\_\_ George used to take a nap or read. 6 \_\_\_\_\_, he and his friends would often go wimming. 7 \_\_\_\_\_, the animals had to be fed again, the cows milked, and the chickens' eggs collected. 8 \_\_\_\_\_, it was time for him to go to bed.

After he had finished this  
until

Later in the afternoon

In the evening

After lunch

So

Early in the morning

Finally

II. Read the following paragraph carefully, and fill the blank spaces with the appropriate connectives given below:

Water is essential for the growth and progress of a city. Asmara is, 9 \_\_\_\_\_, a city whose progress has been greatly affected by water. 10 \_\_\_\_\_, the city used to receive heavy rainfalls for a period of at least three months a year. Therefore the dams of the city used to contain enough water. This water served several purposes in the life of the people. 11 \_\_\_\_\_, the need for drinking water was adequately fulfilled. 12 \_\_\_\_\_, almost every house had a beautiful and well watered garden in its compound. 13 \_\_\_\_\_, there were beautiful gardens which served as public parts, watered and looked after by the municipality of the city. 14 \_\_\_\_\_, Asmara used to be called the Garden City of Ethiopia. In addition, water is important for generating electricity. This need was 15 \_\_\_\_\_ fulfilled.

also  
moreover  
for example  
for instance  
before the drought  
furthermore

III. The following is a continuation of paragraph 4, given above.

One sentence at the beginning and another sentence in the middle are given in the appropriate position. The necessary connectives are also given in the right order. This is followed by a list of sentences and clauses in a jumbled order. Now rearrange these sentences and clauses and put them where they fit in against the appropriate connective in the space provided above so that they form a coherent discourse.

And it is possible to say that it was at this time that the city seemed to have reached the highest stage of its prosperity. 16. However, \_\_\_\_\_

\_\_\_\_\_

17. Because of this, \_\_\_\_\_

\_\_\_\_\_

18. For instance \_\_\_\_\_

\_\_\_\_\_

Thus both the private and public gardens are now actually drying 19. and in consequence \_\_\_\_\_

\_\_\_\_\_

20. Therefore \_\_\_\_\_

\_\_\_\_\_

21. In spite of all this, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- the tremendous progress that the city has been making had to slow down.
- the municipality has now been forced to abandon the gardens and provide only drinking water for the people.
- a person who knew Asmara in the past would naturally feel very sad to see Asmara in its present condition.
- a visitor from Addis Ababa would still be highly impressed by the beauty of the city with its orderly streets, buildings, shops, and residence houses.
- the city is being deprived of the beauty and life that it used to receive from its gardens.
- Asmara had to fall victim to the long and bitter years of drought that it has been witnessing for the last 10 to 15 years.

IV. The following connectives are given in the right order. Now choose from the sentences or clauses given below and fill the blank spaces or line against each connective with the appropriate sentence or clause.

22. In conclusion \_\_\_\_\_

\_\_\_\_\_

23. before \_\_\_\_\_

24. In other words \_\_\_\_\_

26. if \_\_\_\_\_

27. before \_\_\_\_\_

- the water system of the city should be renewed without wasting time
- it is too late
- the writer would say that it is high time for the government and international organizations to come and rescue the city
- reliable dams should be built
- the city is to be saved
- it comes to its final destruction once and for all.

V. Fill the blank spaces or lines with the appropriate clauses or sentences. The connectives are in the right order while the sentences and clauses are in a jumbled order.

Since you have not seen our classroom, I shall describe it to you. 28. In the middle of the room,

\_\_\_\_\_.

29. In between these rows, \_\_\_\_\_.

30. On both sides of the room, \_\_\_\_\_.

31. Right in front of the benches, \_\_\_\_\_.

32. and just below the blackboard, \_\_\_\_\_.

33. On all the four walls also, \_\_\_\_\_.

- one can see maps and pictures adding to the beauty of our classroom.

- there are windows - three on one side and another three on the other.
- there is the blackboard hanging on the wall
- there are four rows of benches
- a few yards to the left, lies the teacher's table
- there are passages which allow the students and the teacher to come and go without difficulty

VI. Fill in the blank spaces with the appropriate connectives given below.

In general, the closer a region is to the equator the warmer its climate will be 34 \_\_\_\_\_ other factors also have an influence on temperature.

35. \_\_\_\_\_, although water absorbs heat more slowly than land, it retains it longer.

37. \_\_\_\_\_, throughout the cold months of winter the sea warms the nearby land 38. \_\_\_\_\_ a radiator warms a room. Conversely, during the summer months, the nearby land transfers heat to the sea, 39, \_\_\_\_\_, maritime regions have **cooler** summers and warmer winters than other regions in the same latitude. The height of a region above sea level is 40. \_\_\_\_\_ another important factor in this regard. 41. \_\_\_\_\_, places at high altitude are always cooler than places at sea level in the same latitude. Finally physical features such as high mountains influence the temperature of nearby regions. For instance if mountains cause rain to fall frequently, the nearby regions become cooler than other regions in the same latitude. 42 \_\_\_\_\_ mountains block the passage of cold winds, nearby regions become warmer than unsheltered regions in the same latitude.

just as  
also  
but  
that is to say  
if  
because  
as a result  
for example  
consequently

THE POSTTEST

- I. Read the following paragraph carefully, and fill the blank spaces with the appropriate connectives given below.

When she was a girl, Almaz used to spend the summer in her father's house. 1. \_\_\_\_\_, she used to clean the house and make the beds. 2. \_\_\_\_\_, she would play with her brothers and sisters 3. \_\_\_\_\_ their father's arrival for lunch. Hunting, fighting for the motherland, wedding, etc. were among the games they played. 4. \_\_\_\_\_ Almaz was too tired to do any reading or writing 5. \_\_\_\_\_ she used to listen to some music or play the piano. 6. \_\_\_\_\_ she and her sisters would often go to the cinema. 7. \_\_\_\_\_ she had to wash her younger brothers and sisters and then take them to bed. 8. \_\_\_\_\_ it was time for her to do some reading before she went to bed.

after she had finished this  
until  
later in the afternoon  
in the evening  
after lunch  
so  
early in the morning  
finally

- II. Read the following paragraph carefully, and fill the blank spaces with the appropriate connectives given below.

Electricity is essential for the development of a town. Keren is, 9. \_\_\_\_\_, a town whose growth has been greatly affected by electricity.

10. \_\_\_\_\_, there used to be several reliable power stations in and around the town. Therefore the town used to receive a continuous supply of electricity from these stations. This supply of electricity served several purposes in the life of the town. 11. \_\_\_\_\_ the need for light was sufficiently fulfilled in all houses, buildings and streets. 12. \_\_\_\_\_ almost every house was furnished with electric stoves and other electric devices that served for heating and cooking. 13. \_\_\_\_\_ there were many government and private factories for which the Power Authority provided enough power. 14. \_\_\_\_\_ Keren used to be described as a town that knew no difference between day and night. In addition, electricity was important for running the factories. This need was 15. \_\_\_\_\_ fulfilled.

also  
moreover  
For example  
before the war  
For instance  
Furthermore  
as a result

III. Following is a continuation of the preceding paragraph A, with the necessary connectives given in the right order. This is followed by a list of sentences in a jumbled order. The first sentence of the paragraph is given. Now you are expected to REARRANGE these sentences and MATCH them with the APPROPRIATE CONNECTIVES.

1. Hence one can say that it was at this time that the town seemed to have reached the highest

point of its development.

16. However, \_\_\_\_\_  
\_\_\_\_\_.

17. Because of this \_\_\_\_\_  
\_\_\_\_\_.

Thus both the government and private factories have now actually stopped production, 19. and in consequence \_\_\_\_\_  
\_\_\_\_\_.

20. Therefore \_\_\_\_\_  
\_\_\_\_\_.

21. In spite of all this \_\_\_\_\_  
\_\_\_\_\_.

1. the rapid development of the town has now been forced to slow down
2. one can see these days many people in many houses using kerosene and charcoal instead of electricity for fire and light.
3. a person who grew up in Keren as a child would obviously feel very sad to see it the way it is now.
4. a visitor would still admire the town for its well planned streets, buildings, and for its beautifully designed villas.
5. the town is no longer what it used to be and is now almost reduced to the level of a village.
6. Keren had to fall victim to the long and bitter years of war that it has been witnessing for the last 5 to 10 years.

IV. the following is a continuation of the preceding paragraph, with the connectives given in the right order. Here also you are expected to do the same as above.

22. In conclusion \_\_\_\_\_

23. before \_\_\_\_\_.

24. In other words \_\_\_\_\_

25. and \_\_\_\_\_

26. if \_\_\_\_\_

27. before \_\_\_\_\_

1. the old power system of the town should be replaced by a ~~modern~~ one
2. it is too late
3. the writer believes that it is high time for the government to call upon national and international organizations to move in and save the town.
4. reliable power plants should be installed
5. the town is to be rescued from the destruction that it is facing.
6. its people abandon it in search of a better life in a better place.

V. Following is the skeletal structure of a descriptive paragraph with the connectives given in the right order. This is followed by a list of sentences in a jumbled order. REARRANGE THESE SENTENCES AND MATCH THEM WITH THE APPROPRIATE CONNECTIVES. The first sentence of the paragraph is given.

Since you have never visited our one-room library, I shall describe it to you.

28. In the middle of the room, \_\_\_\_\_

29. In between these shelves, \_\_\_\_\_

30. On both sides of the room \_\_\_\_\_

31. Right in front of the shelves \_\_\_\_\_

32. and just below the clock \_\_\_\_\_

33. on all the four walls also \_\_\_\_\_

1. there are pictures of great libraries and photographs of great writers.
2. there are passages which allow students to move about in search of books.
3. there is a big clock high up on the wall.
4. there are reading tables - five on one side and another five on the other, each with two chairs.
5. lies the librarian's table.
6. there are six long and tall shelves of books

VI. Fill in the blank spaces with the appropriate connectives given below.

In general, the farther an area is from the equator the colder its climate will be, 34. \_\_\_\_\_ other factors also have an impact on temperature. 35. \_\_\_\_\_, distance from the sea is an important factor 36. \_\_\_\_\_ although land absorbs heat faster than water it also loses it faster. 37. \_\_\_\_\_, throughout the cold months of winter places far from the sea are still cold 38. \_\_\_\_\_ a cold dark corner of a room far from a radiator. Conversely during the winter months the sea transfers heat to the nearby land. 39. \_\_\_\_\_ regions which are far from the sea have hotter summers and colder winters than other regions in the same latitude. The height of an area above sea level is 40. \_\_\_\_\_ another important factor in this regard. 41. \_\_\_\_\_,

places at high altitude are always cooler than other places in the same latitude. Finally physical features such as mountains or plains influence the temperature of nearby regions. For instance if mountains cause rain to fall frequently, the nearby areas become cooler than other areas in the same latitude. 42. \_\_\_\_\_ plains allow the passage of cold winds, nearby regions become cooler than other mountain-sheltered areas in the same latitude.

just as  
also  
but  
that is to say  
if  
because  
as a result  
for example  
consequently

APPENDIX 5 (Referred to in Chapter 3)

EXERCISES ON THE USE OF DISCOURSE MARKERS IN A.A.U.  
SOPHOMRE ENGLISH COURSE.

Section 3.Paragraph Building

2.3.1 Cohesion. Linking words

Exercise 1.

Read this paragraph and complete the notes below.

Many years ago, mosquitoes were regarded merely as a nuisance, insects with a nasty bite but of no more significance. Because of this, they were given very little attention by scientists and no attempt was made to control them. Eventually, with the discovery of their role in the spread of malaria and yellow fever, two of the most deadly human diseases, they became a major focus of scientific study. As a result of this, yellow fever has been eradicated in most areas and is no longer the threat to human life it once was. In contrast, malaria, remains unconquered in spite of every attempt to control it. For example, thousands of people around Lake Victoria die of malaria every year despite the efforts of the Malaria Control Unit. In short, while we have won half the battle against

the mosquito, much work remains to be done before we can again see mosquitoes as merely a nuisance.

Column 1: Linking Words	Column 2: Notes
Many years ago	Mosquitoes seen as only a nuisance
Because of this	.....
Eventually	scientists started.....
.....	.....was almost eradicatated
In contrast	.....
.....	thousands die around Lake Victoria each year

As you can see, the words in Column One link the sentences together and show the relationship between them. These words are known as cohesive devices or linking words. They can be used to link parts of a sentence or separate sentences and are very important in showing the relationship between the ideas or facts

the writer is expressing. Without these words being used properly, the passage would be very difficult to read. Now, look at the functions of the phrases used above.

1. Many years ago, eventually = Time  
These two expressions show the link in time between sentences. Other expressions used in the same way include when, before, finally, meanwhile, at last, so far, etc.
2. Because of this, as a result = Reason or cause  
These two expressions show the link of cause and effect between two sentences i.e., answer the question "Why?" Other words include, thus, therefore, etc.
3. In contrast = Contrasting  
This expression shows the contrast between the two sentences. Other expressions that do this include: but, nevertheless, however, yet, instead of, despite, on the other hand, etc.
4. For example = Exemplification  
This expression shows that the writer is about to give an example of whatever was said in the previous sentence. Other expressions that do this include: Thus, such as, for instance, etc.
5. In short = Conclusion or summary  
This expression tells the reader that the writer is about to sum up his main point. Other expressions that do this include: to sum up, thus, in conclusion, finally, as a result of all this, we can say that, etc.

#### Exercise 2.

Read these sentences. Work with a partner and decide which words or phrases will fit in each gap. (Several might fit).

At school, my son was very lazy..... he was intelligent.  
.....my daughter was very hard working....she was not  
very clever..... she always scored low marks in her  
school exams. ....they took their final exams  
and they both passed. ....my son went to the  
University and my daughter became a secretary. ....  
my daughter earns more money than my son.

### Exercise 3

You are going to write a paragraph about smoking using  
the notes below. First, look at the **frame** given. Then,  
organize the jumbled notes below into the **frame**. Discuss  
and compare your notes with a partner.

Linking words	Notes
Fifty years ago	
Therefore	
Eventually	
Because of this	
However, in spite of this	
For example	
Thus, we can say	

Here are the jumbled notes:

other people started, many continued to die/  
the battle against smoking is not yet over/  
smoking not seen as major health risk, just caused  
coughs/  
700 people died in Britain of lung cancer last month/  
now studies made on effects of smoking on health/  
some people, especially doctors stopped smoking/  
link between smoking, cancer and heart disease  
discovered/

Exercise 4. Now use the notes to write a paragraph about smoking. Then read your paragraph to your partner.

Exercise 5.

Read this paragraph and underline the words linking the sentences. Discuss with your partner any other words that could replace the words you have underlined.

### The good and the bad speller

The good speller usually has a photographic memory which provides his subconscious mind with a clear mental image of a word. He also usually has a good ear and knows how to pronounce the words. The bad speller, however, does not have this photographic memory and thus he does not have that mental image of the word. Furthermore, he often does not have a good ear and may hear two different sounds as the same sound. Consequently, he has to work much harder if he is to improve his spelling. First, he can try and learn some of the more common rules of spelling and improve his pronunciation of words. Then, he still has to look up all the new words in a dictionary. Next, he has to consciously memorize both the meaning and the spelling. Finally, he has to proof read his own work carefully. Students can then check on the spelling of each word.

Exercise 6. Read the passage again and complete these notes.

The good speller has .....

He also has .....

The bad speller, however, .....

Furthermore .....

Consequently .....

First .....

Then .....  
Next .....  
Finally .....

Notice the use of these further linking words.

6. Also, Furthermore = Addition

These words are ways of adding complementary information, the opposite of **contrast**. Other words that can do this include: and, again, and **then**, equally, also.

7. First, then, next, finally = Enumeration.

These have a similar function to the time words. However, they are used for events in a definite sequence often **happening** close together. Other words include: after that, following this, lastly.

In addition, the passage uses 'consequently' to show result and 'however' to show a contrast or comparison between the two.

Exercise 7.

You are now going to write a paragraph about good and bad drivers. Look at the outline below. Then, organise the jumbled notes into this outline.

The good driver has .....  
He also has .....  
But in comparison, the bad driver has .....  
In addition .....  
Therefore.....  
First .....  
Then.....  
Finally .....

These are the jumbled notes:

must drive more slowly/ ability to anticipate and think ahead/ slower reactions/ fast reactions and good eyesight/ needs to check his speed/ keep a good distance from the car in front/ try and think about what others might do/ fails to watch or think about other people on the road.

Exercise 8.

Discuss your notes with your partner. Then, write a paragraph about good and bad drivers.

### 2.3.2 Cohesion and the use of pronouns

The most common cohesive device is the pronoun. We use pronouns to avoid repetition of nouns and to show links between sentences and paragraphs. To understand a passage, we must be able to follow what each pronoun refers to. To write clearly, we must be able to use pronouns without causing confusion. Their reference must always be clear. They may stand for single nouns or for whole phrases or ideas.

APPENDIX 6 (Referred to in Chapter 6)

1. EXERCISES TAKEN FROM LAIRD'S  
'ENGLISH IN EDUCATION'

Exercise D. Relationship between statements (p.44-45)

This is the way linking expressions are used in paragraph 3 of the text, to show clearly how the different ideas are connected.

The effects of feedback, for example, are seen to be more complex than this description suggests. Feedback does not merely positively or negatively reinforce the stimulus response bond.

also

It may....confirm previously learned meanings and associations, correct mistakes, clear up misunderstandings and show how well or badly different parts of the material have been learned.

Thus

....feedback may have the effect of increasing the learner's confidence, backing up his previously acquired knowledge, and showing him which items he has not fully grasped.

On the other hand

.....it seems to be the case that the more meaningful learning tasks are, the less importance feedback of information seems to have.

as

.....the achievement of understanding becomes a reward in its own right.

Read the following list and decide which expressions could be used to replace the linking expressions in the diagram. Write the paragraph out, putting in the new linking expressions from the list.

alternatively, i.e., since, in addition, in other words, therefore, for instance

Exercise D. Relationship between statements (p.58-59)

The following diagram contains the sentences from paragraph 4 in a slightly altered form. Read paragraph 4 again very carefully, then look at the diagram, and decide where the linking expressions from the list below it fit into the diagram, so that the meaning is the same as the meaning of paragraph 4.

Now write out the completed diagram as a paragraph.

One of the main advantages of programmes is that they are made easy

Learners can follow without difficulty.

The slow learner has a sense of achievement.

is encouraged to attempt further learning tasks.

faster learners need not be held back by the pace of the slow learners.

each student works through the programme in his own time

For the teacher, there are advantages in using the programme.

the content of the programme is carefully controlled, the teacher has a clear idea of the ground the student has covered

the programme has been successfully completed

similarly/ when/ so that/ because/ therefore/ and/  
on the other hand/ since/ however.

ii. EXERCISES TAKEN FROM Allen and Widdowson's  
'English in Social Studies.'

Exercise E. Discourse development (p.51-52).

Relate each of the following groups of sentences into paragraphs by arranging them into an appropriate order and using the following expressions where necessary:

for example, on the other hand,  
however, that is to say

1. (a) Some families are polygynous.  
(b) In some societies we find polyandrous families.  
(c) The families consist of a woman and more than one husband.  
(d) The families consist of a man and more than one wife.
2. (a) Nuclear families may be incomplete because of economic necessity.  
(b) Many workers in Europe have to find work outside their own country.
3. (a) A family can exist when a couple shares a common residence.  
(b) A family exists when a man and a woman live together in one home.
4. (a) In India, a person born into the Kshatriya caste cannot move into a higher caste and become a Brahman.  
(b) In a caste system individuals cannot move from one social stratum to another.  
(c) A working class person can, if he has the opportunity, become middle class in the course of his life.

- (d) In a class system there is a greater degree of social mobility.
- 5.
- (a) Income is not a very reliable guide to social class.
  - (b) One way of defining social class is by reference to income.
  - (c) People in the teaching profession in Britain earn less than many people in occupations associated with the working class.
  - (d) We might define people earning a certain sum, say £2500 or less, as belonging to the working class.
- 6.
- (a) Secondary socialization provides for the individual's role in society as a whole.
  - (b) Primary socialization provides for the individual's integration into the culture of his immediate environment.
  - (c) Secondary socialization enables the individual to extend the range of his social activities.

Exercise C. Relationships between statements (p.59-60).

Link the following statements together to form a paragraph by using the logical connectors given below. The statements are already in the right order, but in (13) originate should be changed into originating.

but, for example, moreover, because, therefore, on the other hand, and

1. Population pressure results from an imbalance between population and resources.
2. Man's needs are socially conditioned and vary from country to country.
3. A child in Northern Europe may consume twenty times as much as a child born in India.

4. He has been conditioned to expect a relatively high standard of living.
5. The European child 'needs' twenty times as much in raw materials.
6. We cannot determine what constitutes an optimum population figure simply by comparing the existing population densities in different countries.
7. Holland and the United States are both technologically advanced countries.
8. Holland has eighteen times the population density of the United States.
9. The United States could not support such a density of population with her economy organized as at present.
10. The United States produces a high proportion of her own food and raw materials.
11. Her imports of these essential commodities are relatively small.
12. Holland's imports are enormous.
13. No less than 85% of Holland's resources originate from outside her own borders.

EXERCISE TAKEN FROM TADROS'S  
'A LOOK BEYOND THE SENTENCE' (Forum, p.17).

Read the following paragraph and then answer the questions below:

(1) The greatest amount of choice occurs, however, in the expenditure of one's income. (2) First, one has to decide how much to spend on such things as rent, food, clothing, holidays, etc. (3) People often say they cannot afford to buy something when they really mean they prefer to spend their money on something else. (4) A man says he cannot afford to go abroad for holidays, but he may own an expensive car and be a member of an exclusive golf club. (5) Another wishes he could afford to own a car, but spends heavily on drink, tobacco, and visits to the theater. (6) Businessmen, too, are constantly being confronted with choices. (7) They have to decide what method of production to adopt, whether to employ more or less, labour less or more capital. (8) Cigarettes and motor cars are scarce to consumers. (9) So the available productive resources of land, labour and capital also are scarce to the entrepreneurs - that is, to those responsible for deciding what shall be produced.

What relationship is expressed by:

- a. however in sentence 1?
- b. first in sentence 2?
- c. and then in sentence 2?
- d. such...as in sentence 2,
- e. but in sentence 4 and 5?
- f. too in sentence 6?
- g. whether... or in sentence 7?
- h. else in sentence 8

EXERCISE TAKEN FROM 'READING AND THINKING  
IN ENGLISH' (p.31)

---

WRITING A SUMMARY

Order the following statements from the passage according to their level of generality.

- a. Plants need animal respiration for the manufacture of food.
- b. Animals depend on plants and other animals in many ways.
- c. Living creatures cannot exist in complete isolation.
- d. Plants depend on other plants and on animals.
- e. Other plants and animals form part of the environment of every living organism.
- f. Animals depend on plants for food supply.

Now write the statements in the form of a paragraph beginning with the most general. Use each of the following connectors once: in addition, for example, similarly.

EXERCISE TAKEN FROM BYRNE'S  
'TEACHING WRITING SKILLS' (p.45)

Complete the letter below. Use suitable words or phrases from this list:

although	and	by the way	so that
also	because	however	that
and	but	so	that

99 North Road  
Bloxley  
October 7, 19\_\_\_\_\_

Dear Tom,

I am sending you my new address, \_\_\_\_\_ you can write to me.  
Of course I \_\_\_\_\_ hope \_\_\_\_\_ you will come \_\_\_\_\_  
stay with us soon.

I like our new house, \_\_\_\_\_ it is very noisy \_\_\_\_\_  
it is near a main road. \_\_\_\_\_, my bedroom is  
at the back of the house, \_\_\_\_\_ I don't hear any  
noise at night. \_\_\_\_\_ my sister's room is at the  
front \_\_\_\_\_ she says \_\_\_\_\_ she can't sleep !  
\_\_\_\_\_ she sends you her best wishes. Write soon.  
I am lloking forward to hearing from you. All the best.

Yours,  
Alan

BIBLIOGRAPHY

- Allen, J.P.B and Widdowson, H.G. English in Physical Science, London: Oxford University Press, 1974.
- \_\_\_\_\_ English in Social Sciences, Oxford: Oxford University Press, 1978.
- Bander, Robert E. American English Rhetoric. New York: Holt Rinehart and Winston, Inc., 1971.
- Baskoff, Florence, "A writing Laboratory for Beginning Students of English", English Teaching Forum, Special Issue, Part 2, Vol. XIII/3 & 4, 1975.
- The British Council, Reading and Thinking in English, Oxford: Oxford University Press, 1979.
- Byrne, Donn, Teaching Writing Skills, Burnt Mill: Longman House, 1979.
- Chaplen, Frank, Paragraph Writing, London: Oxford University Press, 1970.
- Chapman, L. John, Reading Development and Cohesion, London: Heinan Educational Books, 1983.
- Chenoweth, Ann N. "The Need to Teach Rewriting", English Language Teaching Journal, Vol. 41/1, 1987.
- Davidson, Donald, American Composition and Rhetoric, New York: Charles Scribner's Sons, 1968.
- Faulkner, Claude W. and Jones, Alexander E. Writing Good Prose: A structural Approach to Writing Paragraphs and Themes, New York: Charles Scribner's Sons, 1968.
- Gallo, Joseph D. and Rink, Henry W. Shaping College Writing: Paragraph and Essay, New York: Harcourt Brace Jovanovich, Inc., 1973.
- Gilbert, Marilyn B. Clear Writing, New York: John Wiley & Sons, Inc., 1972.

- Girard, Denis, "The Eclectic Way", English Teaching Forum, Vol. XXIV/3, 1986.
- Grellet, Françoise, Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises, Cambridge: Cambridge University Press, 1981.
- Halliday, MAK. An Introduction to Functional Grammar, London: Edward Arnold Publishers, Limited, 1985.
- Hatch, Evelyn and Farhady, Hossein, Research Design and Statistics for Applied Linguistics, Rowley: New Bury House Publishers, Inc., 1982.
- Hunt, Oliver, "Cohesive Devices", ELT Workshop, Addis Ababa: AAU, 1987.
- Johnson, Keith and Morrow, Keith, Communication in the Classroom: Applications and Methods for a Communicative Approach, Burnt Hill: Longman Group Limited, 1981.
- Kaplan, Robert B. "Cultural Thought Patterns in Inter-cultural Education" Teaching English as a Second Language, New York: McGraw Hill, Inc., 1965.
- Kerrigan, William J. Writing to the Point, New York: Harcourt Brace Jovanovich, Inc., 1979.
- Kinsella, Paul, The Techniques of Writing, New York: Harcourt Brace Jovanovich, Inc., 1975.
- Krashen, Stephen, D. Principles and Practice in Second Language Acquisition, Oxford: Pergamon Press, 1982.
- Laird, Elizabeth, English in Education, Oxford: Oxford University Press, 1977.
- Leech, Geoffrey and Svartvik, Jan, A Communicative Grammar of English, London: Longman Group Limited, 1975.
- Maclean, Joan, English in Basic Medical Science, Oxford: Oxford University Press, 1975.

- Mountford, Alan, English in Agriculture, Oxford: Oxford University Press, 1977.
- Mountford, Alan, English in Workshop Practice, London: Oxford University Press, 1975.
- Nuttal, Christine, Teaching Reading Skills in Foreign Language, London: Heinman Educational Books, 1982.
- Onaka, Natsum, "Developing Paragraph Organization Skills at the College Level", English Teaching Forum, Vol. XXII/3, 1984.
- Pica, Teresa, "An Interactional Approach to the Teaching of Writing", English Teaching Forum, Vol. XXIV/3, 1986.
- Robinet, Betty Wallace, Teaching English to Speakers of Other Languages, Minneapolis: University of Minnesota Press, 1978.
- Solomon G. Ghiorghis, Composition Writing for Sophomore English, Addis Ababa: AAU, 1988.
- \_\_\_\_\_, Composition for Sophomore English: Teacher's Guide, Addis Ababa: AAU, 1988.
- Tadros, A.A. "A Look Beyond the Sentence", English Teaching Forum, Vol. XIV/2, 1976.
- Trimble, Louis, English for Science and Technology: A Discourse Approach, Cambridge: Cambridge University Press, 1985.
- White, Ronald V. Teaching Written English, London: George Allen & Unwin, Ltd., 1980.
- \_\_\_\_\_, The English Teacher's Handbook: A Short Guide to English Language Teaching, Edinburgh: Thomas Nelson Ltd., 1985.
- Widdowson, H.G, Learning Purpose and Language Use, Oxford: Oxford University Press, 1983.

\_\_\_\_\_, Teaching Language as Communication, Oxford:  
Oxford University Press, 1978.

\_\_\_\_\_, Explorations in Applied Linguistics, Oxford:  
Oxford University Press, 1979.

Wohl, Milton, Techniques for Writing, Rowley: New Bury  
House Publishers, Inc., 1978.

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Kiflemariam Zerom



Date:- June, 1988