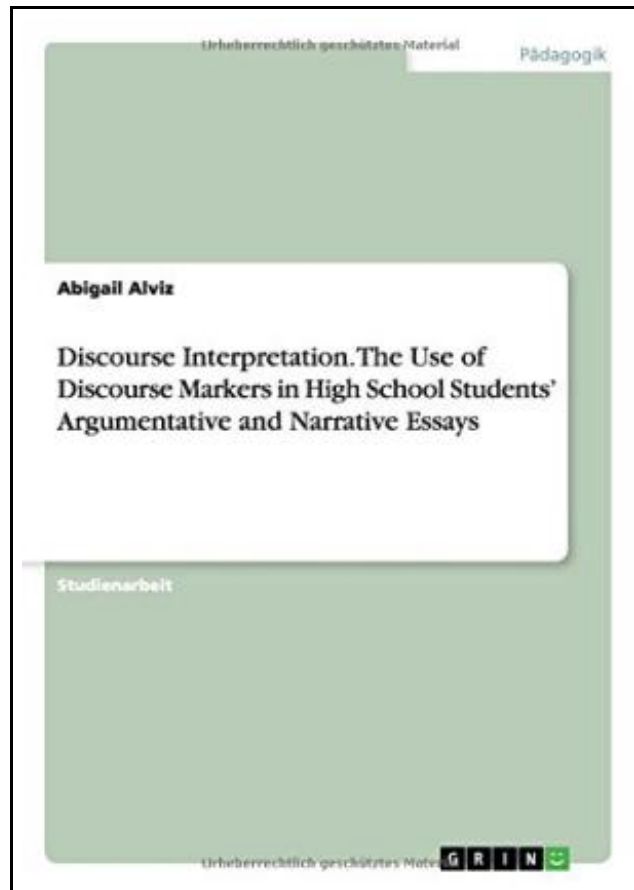


Discourse Interpretation. The Use of Discourse Markers in High School Students' Argumentative and Narrative Essays



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(Bernardo Feeney Jr.)

DISCOURSE INTERPRETATION. THE USE OF DISCOURSE MARKERS IN HIGH SCHOOL STUDENTS' ARGUMENTATIVE AND NARRATIVE ESSAYS



GRIN Verlag Jul 2015, 2015. Taschenbuch. Book Condition: Neu. 210x148x2 mm. This item is printed on demand - Print on Demand Titel. Neuware - Studienarbeit aus dem Jahr 2015 im Fachbereich Englisch - Pädagogik, Didaktik, Sprachwissenschaft, , Sprache: Deutsch, Abstract: Writing, as a macro skill, has been a central focus in most Philippine curricula in the last three decades and continues to be so. Filipino students are taught varied strategies on how they can improve their writing to produce well-organized texts. Specific writing devices are needed to help students formulate cohesive and coherent texts. Several studies have aimed at analyzing these devices, generally termed as discourse markers (DMs), which were considered as 'growth market in linguistics' by Fraser (1998). DMs were first dealt in a seminal paper by Halliday and Hassan (1976) when they analyzed text and questioned: 'What makes a text different from a random collection of unrelated sentences ' Although the direct use of the term DMs was not mentioned, Halliday and Hasan, proposed a set of cohesive devices (reference, repetition, substitution, ellipsis, and conjunction) that 'help create a text by indicating semantic relations in an underlying structure of ideas.' Fraser (2009) found that several expressions are used to refer to DMs including cue phrases, discourse connectives, discourse markers, discourse operators, discourse particles, pragmatic expressions, and pragmatic markers. DMs are linguistic items such as well, however, so, because, etc. which contribute to the cohesiveness, cohesion, and meaning in discourse segments. Fraser (1990) provided an account of DMs to clarify their status and defined DMs as 'a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases.' In analyzing DMs, two accounts have emerged to which researchers subscribe. The issue highlighted in this difference is regarded to 'how the use of DMs contributes...



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