



EXPLANATION OF DISCOURSE MARKERS

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Abstract

A heterogeneous functional class comprising a variety of grammatical categories united by a shared goal is known as discourse markers. Discourse markers ensure the coherence of the text by simplifying the transition between textual elements and connecting them. Additionally, discourse markers highlight the semantic-pragmatic links that exist between the textual fragments they link.

Keywords: Discourse markers, pragmatic connections, phrasal elements, entire paragraphs, prosodic, textual and morphological characteristics.

Introduction

Discourse indicators include words like That is to say, however, in consequence, and other linguistic elements are discourse markers, and they are specialised in signalling the interpretation of the discourse that is being relayed as well as linking discourse fragments.

Discourse markers can be anything like:

so, well, you see?, right?, because, however, indeed, in addition, and, or, but, also, even, cleverly, on the one hand...on the other hand, Allegedly, frankly, stupidly, by the way, then, etc.

Discourse markers are a diverse group of grammatical categories with a common purpose that make up a heterogeneous functional class. Discourse markers connect textual pieces, easing the transition between them and, as a result, guaranteeing the coherence of the text. Discourse markers also make the semantic-pragmatic connections between the textual pieces they connect visible. Therefore, Discourse Markers serve a semantic-pragmatic purpose rather than a syntactic one.

Discourse markers connect a variety of different aspects. They can be sentences (1), phrasal elements (2), a group of sentences (3), or even entire paragraphs (4). Even linguistic elements connected to extralinguistic events might be introduced via discourse markers (5).

(1) Zurich-born Winkler has a sensuality that is unusual for click-click electronica or the frigid landscape of Switzerland, but his voice and his expertly crafted songs have the aggressively sexual vibe of disco, which is Seventies pop.

(2) Barcelona supporters left the stadium blaming the referee for making terrible decisions, but in reality, they had little to complain about because for a significant portion of the game,



Osasuna outplayed them. Osasuna came out strong from the start and took the lead barely four minutes into the game.

(3) "Pep's" appeal extends beyond the realm of sports and is a result of his youth, success, good looks, and stylish appearance (just ask your girlfriend). The majority of soccer fans were ecstatic to see Pep promoted from Barça B team coach to first team manager in the summer of 2008, but it was his diligent and motivational on-field performances during Johan Cruyff's reign in the 1990s that truly captivated the attention of fans everywhere.

(3) Despite the fact that it is crammed to the gills on a Wednesday night, we are refused a larger table so we can stuff ourselves. Families with children, sharp-dressed older gentlemen out for a mid-week dinner, suckling young lovers, and giggling friends are all gathered around us. The menu makes you feel just at home, if home is France. Bottles from the Loire to the Languedoc are available on an all-French wine list, with the vin du table costing €14 and the least scary Bordeaux costing €43. You can differentiate your aigUILlette from your bavette thanks to the map on the back of your placemat, which also has the cuts of the steer on the other side. The menu also features traditional dishes like the modest salad niçoise for €6.50, an omelette with cheese for €8.50, and moules frites for €12.

(5) [A person devours a piece of chocolate cake]

However, didn't you have a diet?

These examples demonstrate that discourse markers' primary purpose is to indicate the semantic and pragmatic relationships between the textual units they connect, not to integrate syntactical structures like conjunctions do.

Discourse markers were once thought of mere fillers or expletives—that is, linguistic components with no real purpose. Now it is understood that they completed various explicit-related tasks:

relationships between utterances or utterance components;

*the speaker's perspective on what they are saying;

*speaker-hearer interactions.

*questions for discourse marker research

The following are some questions that the research of discourse markers has raised and continues to raise:

Are they their own distinct word class? If they are, what class are they?

What components make up this group of words?

What grammatical purpose do they serve?

What do they signify?

What semantic-pragmatic roles do they play in the speech?

What prosodic traits do they possess?

What connection do they have to discursive traditions?

Discourse markers' characteristics

Prosodic, syntactic, semantic, textual, and morphological characteristics that distinguish discourse markers as a distinct functional class.

syntax and rhyme



To mark a prosodic trait, punctuation graphically isolates discourse markers from the rest of the text. Discourse markers do not form a part of the sentence in which they appear; rather, they affect the entire utterance rather than being prosodically incorporated into the text. Discourse markers can therefore take up varied locations inside the phrase. But we are considering other options; we are considering other options.

Discourse markers are not capable of receiving specifiers or supplementary adjuncts, cooperating with one another, or being impacted by negation.

Procedures implication

Discourse markers have a procedural value rather than a referential one. Discourse markers, then, encode a directive to direct the understanding of the text in which they are present. Discourse markers frequently add a subjective meaning that expresses the speaker's viewpoint.

Discourse indicators as unifying components

Discourse markers are components that serve no grammatical purpose. They are extrasentence linkers who specialise in directing utterance interpretation and textual cohesiveness.

Morphology

Discourse markers are unchanging language constructs that fall under many grammatical categories.

Classification of discourse markers

Discourse markers are a functional class, not a categorical class, that is to say, what they have in common is not the grammatical category they pertain to, but, the function they do. Discourse Markers can be classified into three types:

Contrastive Markers: they signal some contrast between the textual elements they link: But, although, contrariwise, contrary to expectations, conversely, despite (that/this), however, in spite of, in comparison, in contrast, instead, nevertheless, notwithstanding, on the other hand, on the contrary, rather, still, though, whereas, yet, etc.

Elaborative Markers: they signal an elaboration or continuation of the first textual element by the second:

And, also, alternatively, besides, correspondingly, for example, for instance, further(more), in addition, in other words, in particular, more importantly, more to the point, moreover, on that basis, otherwise, rather, similarly, etc.

Inferential Markers: they signal a contextual implication in the second textual segment by the first one.

So, after all, as a conclusion, as a result, because, consequently, for this/that reason, hence, accordingly, in this/that/any case, on this/that condition, therefore, thus, etc.



Discourse Particles: they signal the speaker's attitude in conversation, and they structure the relationships between speaker and listener. They are basically a feature of spoken language.

Well, gosh, uh, I mean, you know, in fact, frankly, actually, etc.

Discourse markers and connectors. the hazy distinctions between discourse operators, conjunctions, and connectors

The link between conjunctions and connectors has generated some debate. For instance, scope is one way that conjunctions and connectors differ from one another. There is a sentence scope for conjunctions. Instead, connectors join phrases or paragraphs together. To keep this separation, though, is difficult. The conjunctions and-or, for instance, can be employed as discourse markers.

(6) -Lola informed me she wants to get divorced yesterday.

And what exactly did you tell her?

(7) Speak to her right away. Or maybe you're scared of her?

At (6), *and* signals the continuity respect the first utterance, propriety characteristic of Discourse Markers. At (7), *o* introduces an argumentative justification. Hence, conjunctions can show a discursive function which links them to Discursive Markers.

Select and match reading activities to various levels

For this criterion you need to prepare a lesson plan for a piece of reading. If it is possible, choose a reading text from one of the books you are teaching.

Your lesson plan should include:

level of the learners

age of the learners

activities such as:

predicting

setting the scene

skimming

scanning

information transfer activities

reading comprehension questions

understanding references

making inferences

discussion questions

reproducing the text

role-paly

false summary

The general structure of study sessions won't change much as students advance from A1 or A2 level to B1 + level or higher, regardless of whether we boost them from A1 or A2 level to B1 + level or higher. The discussion of comprehending children's needs can then quietly resume.

In general, at lower levels, the time before reading is more significant. Teachers should think about what information former students should expect from this material because English is



less of a need for full-time students. They should consider how they will depict the language used in the book and which words and articulations will be more challenging.

At higher levels, exercises before this kind of reading are crucial, but at lower levels, they may not need to be precisely defined and painstakingly customized. Students become more independent conversationalists who can handle writing as their English skills advance. Additionally, we can presume that they will apply the reading techniques we emphasize at lower levels, such as determining the significance of a new dialect or pausing to consider what they have partially accomplished.

What distinct options are there for simpler pre-workout activities?

A common sort of reading preparation is visual reading. It allows multiple students to discuss two or more sub activities at once. Teachers can be evaluated by paying attention to what they have to say, how well-versed they are in the material in the book, and their ability to identify any significant gaps in knowledge or language that might be useful to less-adept students. The additional benefit of this kind of training is that it strengthens pupils' prior knowledge.

A pre-reading practice that can assist less able readers is reading so that everyone can hear an overview of the content they can study. The summary should be about three or four words long and should include the key ideas or messaging focus. After hearing the overview read aloud, the experts will brainstorm questions to ask you in pairs or small groups. Instead of concentrating on the broad theme, this instruction focuses on the text's specific substance. Additionally, it enables young individuals to hone their speaking and singing skills. When specialists have given their questions some thought, they can anticipate what their thought process will be in the text and read primarily to discover it.

What are some unique ideas for doing exercises while reading at a more important level?

While reading, many course books include a series of activities. Completion questions, correct/incorrect affirmations, multiple choice questions, case culmination, and note taking are examples of this type of assignment. While these exercises are useful for testing gratitude, they do not always encourage high-level students to speak independently. In his book *Teaching and Developing Reading Skills*, Peter Watkins outlines a series of recommendations to replace reading exercises, including "Using Images," which help students learn to speak and allows them to respond independently. Few learners mark the material with images that represent their responses to the material as they read, e.g., (mark) = I agree? = I did not understand! = It's awesome/scary.

A different alternative is for fewer students to assign reading to their groups. After finishing the first reading of the book, the class works in groups to develop a reading assignment for a second pair. This aids students in comprehending the purpose of the reading assignment, which should include entire information, the author's perspective, a crucial point that is not made with clarity, etc. The book deviates from the typical material found elsewhere.

LESSON PLAN:

<i>Time:</i>	80 minutes	
<i>Level of the learners:</i>	B2	
<i>Age of the learners:</i>	Adult	
<i>Objectives:</i>	To develop reading skills and lexis work on the subject of Nelson Mandela	
<i>Materials:</i>	<i>Board, pen, pictures, and slides.</i>	
	Students Activity	Teacher activity
Predicting TS (group work)	<p>Engagement activity</p> <p>Students ask teacher questions to guess who they are going to read about.</p> <p><i>E.g. 'Is this person male or female?'</i> <i>'Is this person a politician?'</i></p> <p>Continue until students have guessed the name of our featured person – Nelson Mandela</p>	<p>The teacher introduces the lesson with a 'Yes' or 'No' game. The teacher can only answer 'yes' or 'no'.</p> <p>The teacher encourages students to ask questions and helps refine questions if they are not grammatically correct. Teacher prompts if students are stuck.</p> <p><i>E.g. 'You haven't asked me about his job...'</i></p>
Discussing questions. SS (small group work)	<p>Presentation</p> <p>Students discuss these questions in small groups:</p> <p>a) What do you know about Nelson Mandela?</p> <p>b) What three words would you use to describe him?</p> <p>c) How do you think he felt during his time in prison.</p>	<p>The teacher puts a picture of Nelson Mandela on the board and invites students (in pairs or small groups) to discuss three questions:</p> <p>The teacher monitors groups and helps refine answers. The teacher also notes any corrections for later. Invites quick feedback from organizations in plenary and puts responses on board</p>
Information transfer activity T (pair work)	<p>Study</p> <p><i>e.g. underground machinery, uprooted, scrambling, captured, took up the reins, exile, revitalize, ruthless...</i></p> <p>Students read the text silently, then in pairs, answer concept questions on Handout 1:</p> <p><i>e.g.</i></p> <p>- <i>How were the first few years in prison?</i></p> <p>- <i>How does Mandela describe the police and state? etc.</i></p>	<p>The teacher pre-teaches some of the more difficult languages from the text – students note words and meanings:</p> <p>The teacher sets the scene and introduces the text, which comes from the book 'Long Walk to Freedom', ch.69, 1st three paragraphs beginning: I never imagined...</p> <p>http://archives.obs-us.com/obs/german/books/-Mandela/achap69.html</p> <p>Feedback from pairs in plenary – teacher ensures understanding</p> <p>The teacher puts on the board more challenging comprehension questions to develop students understanding of the passage:</p>



	<p><u>(N.B. handout can be included in full or with sample questions, such as those below)</u></p> <p><i>e.g.</i></p> <p>- <i>Who was the External Mission and what were their role?</i></p>	Feedback from pairs in plenary – teacher ensures understanding – check back, was a new language understood?
Reading comprehension questions S (full class interaction)	<p>Practice</p> <p>Students discuss their ideas with each other but then write individually. Students try to include at least three items in the new language introduced in the earlier part of the lesson.</p> <p>Students complete their pieces and then read out a selection to review</p>	<p>The teacher explains that the next activity is for students to imagine they are a member of the External Mission and are to write a short letter to Nelson Mandela, encouraging him while he is in prison and describing what is happening on the outside. The teacher goes around and monitors, prompting and helping with language and structure as required.</p> <p>The teacher leads the review stage, checking on new vocabulary, and ensuring everyone has the chance to speak if possible.</p>
Role-play SS (collaboration)	<p>Warm down/follow up</p> <p>Characters are: Nelson Mandela (obviously) The Pope David Beckham Barack Obama Madonna</p> <p>Students discuss and have 3 minutes to decide who is going to be thrown out.</p>	<p>Play the balloon game - in two groups of five, the teacher gives each student a character, and then the students have to argue that their character should not be the one thrown out of the balloon to save the rest.</p> <p>The teacher brings it back together to ask who it was that was thrown out – and why? Could they reach a majority decision?</p>
Homework and evaluation:	Students should learn new vocabulary	Grading based on student attendance.

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