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Academic writing and Discourse Markers

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Abstract Discourse markers have been studied by several scholars for many years under different names. Discourse markers are very significant but, it is a fact that students are familiar with a few discourse markers, but by and large, discourse markers are not deployed correctly. They are significant because, they lend cohesion to a paragraph. Academic writing, as the term suggest is something that every researcher expected to know. It also helps a researcher how to be free from plagiarism. Academic writing helps them from making their writing cumbersome. DMs help the speaker or the writer to articulate his ideas in a cogent manner. This present paper aims to focus the above mentioned dimensions.

Keywords: Discourse markers, Cohesion, Academic writing, Plagiarism.

Introduction Language is the only means that make the human more expressive in compare to other species on earth. It is the foremost primary source of communication. This is the only weapon human use to share and cultivate the ideas to prove their intelligence. There are numerous languages used with variety of dialects, some used by large mass and some by few. As history created by Europeans, many of them ruled over the world. Especially Britain became largest colony and so they carry their language to every colony. India had the history of two hundred years under the Britishers', so English became gradually enter into the part of India as language of Rulers. English, which has become an indispensable part of our life, is used by people for communicating purpose. English plays vital and crucial role in increasing opportunity around the world. One might assume that India, a country with a long history of English speaking, would be ahead of the curve in the teaching and learning of English, but increasing access to opportunity is a significant challenge. The challenge of taking what is currently the language of the elite and turning it into a tool for the masses is complex and daunting. (Graddol, D.2010. English Next India. British Council. India)

When it comes to productive skills, especially writing skill, it is necessary to know about the importance of body structure of a paragraphs in academic writing. As far as discourse markers are concerned, it plays crucial and active role in writing skill with view to expressing the ideas of learners or writers. Moreover, learner can use linking words to compare two ideas, to give specific examples of contexts, provide results of any statements and so forth. The example is given below.

A: *So*, I've decided I'm going to go to the bank and ask for T.V. a loan.

B: That sounds like a good idea.

C: *Well*, you need a TV.

B: *Right*.

A: *Anyway*, I was wondering if either of you would teach me how to use smart T.V.

Apart from it, Cohesion, refers to the use of linguistic devices to join sentences, including conjunction and lexical words, is also prominent part in academic writing, because it also affects the tone of writing. It focuses on the grammatical aspects of writing. However, students are not aware about cohesion, which is a major issue in writing. But, then teacher can make aware about the cohesion features of a text, taking authentic materials and asking them to identify examples of reference.

Importance of Coherence and Cohesion

Usually, language is used for expressing thoughts as well as emotions of human. According to Noam Chomsky, "*When we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man.*" *When people know the language, they can produce the language either in speaking or writing.* Chomsky refers to this ability as the "creative aspects" of language.

Talking about the graduation and under-graduation students in Gujarat, they are not concerned about sentence structure, structure of paragraphs, word selection, discourse markers and coherence and cohesion. Moreover, it is due to extreme use of social media, students have developed a new style of abbreviation, which is not a feature of good writing skill. In the case of academic writing, the tone of language is formal and well organized. Therefore, coherence and cohesion are important to improve the style of writing at initial level.

Coherence and cohesion are indispensable for readability and communication. Coherence means the unity of ideas and cohesion means the unity of structural elements. Use of cohesive devices such as repetition, synonyms, linking words and referencing are important for the piece of academic writing. Even, it becomes more difficult for reader, if learner is not using such devices in writing. For this reason is very important for piece of writing to be written correctly having both coherence and cohesion. According to Celce-Murcia and Olshtain, (2000) a well-written text has got unity and is connected through sentences which relate to one another.

Why Academic Writing

Successful university lecturers are likely to have spent many years developing acceptable ways of constructing their own knowledge through their own writing practices in a variety of disciplinary contexts
(Lea and Street 1998: 163)

Learner, teacher or professor, researcher use academic writing with a view to conveying the ideas or thoughts, making arguments and connecting the ideas with others work in formal way. Therefore, as a teacher, it is a duty to focus on language rather than content. It is important that learners get the ideas of proper selection of words and usage at initial level. For this concern, learners should have been provided ample opportunities to experience and experiment with language. Moreover, researcher of any fields share their ideas or notion in writing in order to evaluate and analysis work by community of the particular field. Scholarly ideas can be presented with credit and new ideas can be presented to world.

In the field of academic writing, it is variety of techniques used. Academic discourse is perhaps the best medium to find previous knowledge that apt for the expected results. These happen with different academic genres such as summery, synthesis, analysis, evolution to preset formal ones. Summary is a brief description of the main idea of a source and synthesis is a brief explanation of a certain topic using a variety of sources. Quotation, paraphrase, and citation are important because researcher can provide their reading experience, what they know, how they establish new ideas on the basis of past researches .

It is mandatory to give credit to thoughts of scholars, which lead them to their desired outcomes. When someone does not give credit to other ideas or thought, it is known as plagiarism. Many research scholars manipulate with the ideas and convey it under their name. This kind of manipulation or hiding truth regarding originals ideas is a common practice nowadays. So, avoid this problem, teacher must present the proper academic discourse and provide a practice for giving credit. The following example is one kind of practice in classroom that help learner to avoid plagiarism.

Teacher asks to students to find the information of English in India.
Students' response.

A: The place of English in India cannot be understood without simultaneously understanding both the local detail and the bigger national picture. On the one hand, we ideally need to draw on detailed ethnographic studies, including close observation of classroom practices, detailed linguistic research into the use of English in different communities in modern India, and case studies of how English has affected the lives and careers of individual Indians. On the other, we cannot understand the recent surge in demand for English without examining larger, national trends in the economy and demography. The story of English in India is a still-unfolding one about India's journey from British colony, through the status of being a 'developing country', to its eventual destiny as one of the world's superpowers.

(Without citation)

B: The place of English in India cannot be understood without simultaneously understanding both the local detail and the bigger national picture. On the one hand, we ideally need to draw on detailed ethnographic studies, including close observation of classroom practices, detailed linguistic research into the use of English in different communities in modern India, and case studies of how English has affected the lives and careers of individual Indians. On the other, we cannot understand the recent surge

in demand for English without examining larger, national trends in the economy and demography. The story of English in India is a still-unfolding one about India's journey from British colony, through the status of being a 'developing country', to its eventual destiny as one of the world's superpowers. (Graddol, D.2010. English Next India. British Council.India)

Discourse Markers in Writing:

When learner learn any relevant topic of the any field, , two processes have been occurred during learning: comprehension and production. During understanding stage, learner tries to comprehend the ideas of context, topic or any content. During understanding stage, learner tries to comprehend the ideas of context, topic or any content. Moreover, they read authentic books, think about topic critically and understand such inputs, which are given by teachers in classroom. After that they try to produce ideas either in writing or in speaking skills. Moreover, So far as writing is concerned, learners should know about the body structure of paragraphs like beginning, middle, and end. So, they know about the connectors of paragraphs as well as discourse markers. Therefore, Discourse markers play tremendous role in writing.

Discourse markers are words and expression, which help to structure spoken exchange and written text (e.g. first of all, on the other hand, in any case, to sum up).(Swan,M.2016.Practical English Usage. OXFORD UNIVERSITY PRESS. United Kingdom). English has a very large number of discourse markers. Common discourse markers are used in writing skill, which is mostly in formal writing. Here are some commonly used discourses markers that help learners to connect and add meaning to the sentence.

Discourse Markers	Types Of Relation	Example
Moreover, In addition, Furthermore	Adding something	She is talented director. Moreover , a good editor.
However; On the other hand; In contrast; Yet.	Making contrast between two separate things, people, ideas	Aged people like to keep the world the way it is. On the other hand young people love to change the world.
Although, Even though, In spite of, Despite	Making an unexpected contrast	I enforce the rules even though I don't agree with them all. (
For example, For instance, in fact, specifically	To give examples	I can play quite a few musical instruments, for example , the flute, the guitar, and the piano.
Therefore, Consequently, In consequence, As a result.	Cause and effects	She had previous experience, therefore she seemed the best candidate.

Teacher should provide the basic usage of Discourse markers. Students should practice Discourse markers in writing. This kind of practice helps learners to understand how writer writes a piece of article, how s/he connect each points, how introduce new ideas and conclude the work. Teacher should discuss the competence of writer to use discourse markers and how it is more effective than simple writing. Furthermore, it is the best way to give task to learners so they easily come through the

simple use. Teacher can give some dialogues to learners for reading purpose among class. After completing it, Give students the basic situation and perhaps topic of conversation (*TV shows*, book, movie etc.), and have them write the conversation. Teacher should instruct them to include at least three conversational markers. Eventually, they can easily adopt Discourse markers in writing and understand the important of discourse markers in academic writing.

Conclusion

It is conclude that discourse markers are really helpful in our English learning, bases on the theories and the current research and studies in this field. With the help of discourse markers, writer or learner can produce a definite result of idea, comprehend the views or ideas of others, adopt in writing style and apply all the process in academic writing. "Discourse markers tell us not only about the linguistic properties (e.g. semantic and pragmatic meanings, source, functions) of a set of frequently used expressions, and the organization of social interactions and situations in which they are used, but also about the cognitive, expressive, social, and textual competence of those who use them. Because the functions of markers are so broad, any and all analyses of markers -- even those focusing on only a relatively narrow aspect of their meaning or a small portion of their uses --- can teach us something about their role in discourse (Schifrin, 1987: 67)." It is proven that these special words and expressions will, to certain extent, facilitate students' study, save their time and help them to grasp the main idea and the writer's intention and attitudes more quickly and accurately. This paper discussed how Coherence and cohesion and discourse markers go hand in hand in academic writing. Teacher and learner should pay attention towards discourse markers and not to ignore.

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