

UNIVERSITY OF EDUCATION WINNEBA

**THE USE OF DISCOURSE MARKERS IN LECTURE DELIVERY: A STUDY OF
TWO PUBLIC UNIVERSITIES IN GHANA**

ADWOA APRAKU

(8150080002)

A THESIS IN THE DEPARTMENT OF APPLIED LINGUISTICS, FACULTY OF
FOREIGN LANGUAGES EDUCATION AND COMMUNICATION, SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION
WINNEBA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE
AWARD OF MASTER OF PHILOSOPHY IN APPLIED LINGUISTICS

SEPTEMBER, 2017.

DECLARATION

Students Declaration

I, Adwoa Apraku, declare that this thesis, with the exception of quotation and reference contained in published works, which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or in whole for another degree elsewhere.

Signature

Date

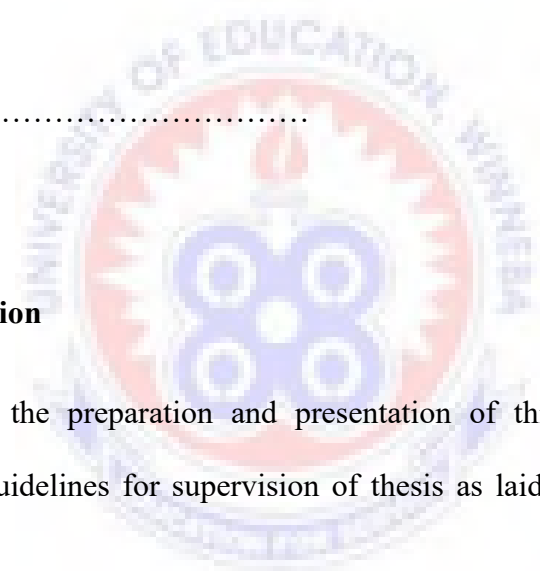
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name: Dr. Charlotte Fofu Lomotey

Signature:

Date:



ACKNOWLEDGEMENT

Unless Jehovah himself builds the house it is to no avail that the builders work hard on it. If achieving this feat is not the doing of the creator of Heaven and Earth, then whose is it? Yes, it is by His grace and favour that I have reached this far. I am therefore grateful to him for this mercy. All glory, praise and honour are to his name. Again, I am very grateful to my supervisor, Dr. Charlotte Fofu Lomotey, for the help she has given me since the day I enrolled in this noble university. Apart from her accommodating me in her house, she also guided, advised and read my work meticulously to make sure it was devoid of petty errors. Words cannot express how grateful I am to her for all that she has done to see me through to this height. The Almighty reward her richly.

I owe Dr. Kwaku Ofori of the department of Applied Linguistics a depth of appreciation for the concern he showed about the completion of this work throughout the period of writing. My appreciation also goes to all the lecturers from University of Education, Winneba and the University of Ghana who allowed me into their lecture to record their lectures. May the Almighty richly bless you all. I am grateful to my husband, Kofi Frempong Barfi, for his immense help that saw me sail through this programme successfully. To my children, Kweku, Afriyie, Sika, and Frempomaa, I say the Almighty bless you for always bearing with me to be away from home for long periods of time. The Almighty grant you knowledge for you to achieve even greater heights than what mummy has achieved.

DEDICATION

To my children; Kweku, Afriyie, Sika, and Frempomaa.

To my lovely and committed husband Kofi Frempong Barfi



TABLE OF CONTENTS

Declaration	i
Acknowledgement	ii
Dedication	iii
Table of content	iv
Abstract	xi

CHAPTER ONE

INTRODUCTION

1.0.1 Background to the study	1
1.0.2 Statement of the problem	2
1.2 Objectives	5
1.3 Research questions	5
1.4 Significance of the study	6
1.5 Organization of the study	7

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction	10
2.1 The genre of lecture	10
2.2 The nature of listening comprehension	11
2.3 Features of lectures	12

2.3.1	Phonological features	12
2.3.2	Syntactic features	13
2.3.3	Semantic/pragmatic features	14
2.4	Summary	15
2.5	Discourse Markers	16
2.5.1	Terminology	16
2.5.2	Features of discourse markers	19
2.2.2.1	Initiality	19
2.2.2.2	Phonological features	21
2.2.2.3	Optionality	22
2.2.2.4	Multifunctionality	23
2.2.2.5	Multi-categorial	24
2.2.2.5.1	Interpersonal category	25
2.2.2.5.2	Referential category	25
2.2.2.5.3	Structural category	26
2.2.2.5.4	Cognitive category	26
2.2.3	Classifications	27
2.2.3.1	Contrastive markers	27
2.2.3.2	Elaborative markers	28
2.2.3.3	Implicative markers	28
2.2.3.4	Temporal markers	28
2.2.4	Functions	29
2.2.4.1	Macro functions of discourse markers	30

2.2.4.1.1	Topic shift	30
2.2.4.1.2	Topic opening	31
2.2.4.1.	Discourse organization	31
2.2.4.1.4	Topic closing	33
2.2.4.1.5	Referrer	34
2.2.4.1.6	Summarizing text	34
2.2.4.1.7	Indicating attitudes	35
2.2.4.1.8	Marking shared knowledge	36
2.2.4.1.8	Reformulating	38
2.2.5	Micro markers	38
2.2.5.1	Temporal links	38
2.2.5.1.1	And	40
2.2.5.2	Consequence	40
2.2.5.2	Emphasis	41
2.2.6	Micro-macro markers	42
2.2.6.1	Discourse organization	42
2.2.6.2	Topic openers	43
2.2.7	The role of discourse markers in lecture delivery and comprehension	45
2.2.8	Summary	48
2.3	Conclusion	49

CHAPTER THREE

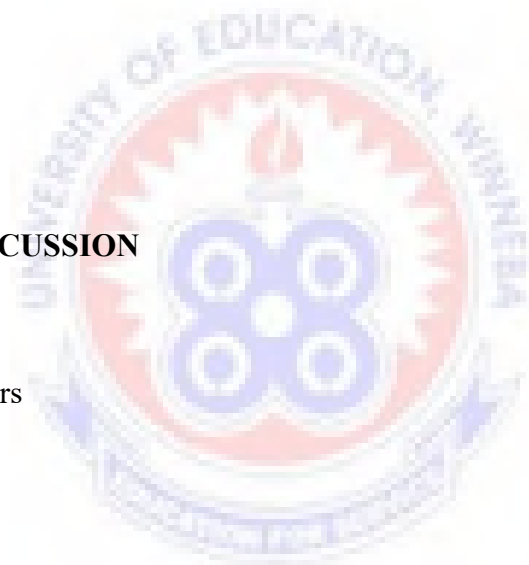
METHODOLOGY

3.0	Introduction	51
3.1	Research Design	51
3.2	Selection of Participants	51
3.2.1	Participants from University of education, Winneba	51
3.2.2	Participants from University of Ghana, Legon	52
3.3	Data collection and Transcription	53
3.4	Conclusion	54

CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.0	Introduction	56
4.1	Macro Markers	56
4.1.1	Topic shift	57
4.1.1.1	Single words	59
4.1.1.1.1	Now	59
4.1.1.1.2	Alright	61
4.1.1.2	Clauses	63
4.1.1.2.1	The final point, then we go	63
4.1.1.2.2	Let's move on	64
4.1.1.2.3	We are going to continue	65
4.1.2	Topic closing	66



4.1.2.1	Single words	66
4.1.2.1.1	Alright	66
4.1.2.1.2	Now	67
4.1.2.1.3	So	68
4.1.2.1.4	Okay	70
4.1.3	Discourse Organizing	71
4.1.3.1	Single words	71
4.1.3.1.1	Okay	71
4.1.3.1.2	So	72
4.1.3.1.3	Now	74
4.1.3.1.4	Alright	75
4.1.4	Topic opening	76
4.1.4.1	Single words	77
4.1.4.1.1	Alright	77
4.1.4.2	Clauses	78
4.1.4.2.1	We are going to look at our last topic	78
4.1.5	Summarizing	80
4.1.5.1	So	80
4.1.6	Referral	82
4.1.6.1	Last week we started looking at	82
4.1.6.2	So we are looking at	83
4.1.7	Shared knowledge	84
4.1.7.1	So you see	84
4.1.8	Reformulation	86



4.1.8.1 I Mean	86
4.1.9 Summary	88
4.2 Micro Markers	88
4.2.1 Temporal Linking	89
4.2.1.1 Then	89
4.2.1.2 And	91
4.2.2 Consequence	92
4.2.2.1 Because	92
4.2.2.2 So	94
4.2.3 Emphasis	95
4.2.3.1 Actually	95
4.2.4 Contrastive	96
4.2.4.1 But	96
4.2.4.2 Referral	97
4.2.4.3 Reformulation	98
4.2.5 Summary	100
4.3 Micro –macro markers	100
4.3. 1 Organizers	101
4.3.2.1 Openers	103
4.3.3 Summary	104
4.4 Micro–micro markers	105
4.4.1 Emphasis	105
4.4.2 Summary	106



4.5	Micro-micro-micro markers	106
4.5.1	Emphasis	107
4.5.2	Summary	109
4.6	Conclusion	109

CHAPTER FIVE

SUMMARY, RECOMMENDATION, AND CONCLUSION

5.1	Summary of findings	112
5.1.1	Macro markers	112
5.1.2	Micro markers	113
5.1.3	Micro –macro markers	113
5.1.4	Micro-micro markers	114
5.1.5	Micro-micro- micro markers	114
5.2	Categories of discourse markers	115
5.3	The role of discourse markers in lecture delivery and comprehension	115
5.4	Implication for teaching	117
5.5	Suggestion for future research	118
5.6	Conclusion	119
	REFERENCES	121
	APPENDIXES	127

ABSTRACT

The study investigated the use of discourse markers in lecture delivery in second language (L2) lecture setting in two selected Ghanaian Universities. The research identified the types of discourse markers used in lectures in Ghanaian universities, examined the functions that these markers perform in lecture and determined the categories of discourse markers used. The data for this research were recorded from lecturers from six faculties and three schools in the University of Education, Winneba and the University of Ghana, Legon respectively. In all, 1073 discourse markers were identified for their types, categories, and functions. The analysis revealed that the markers performed macro, micro, micro-macro, micro-micro, and micro-micro-micro functions.



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Research has shown repeatedly that different languages and cultures have various conventions governing the norms of speech and interaction styles (Saville-Troike, 2003; Spencer-Oatey, 2004; Sun, 2002, 2004, 2005). It is therefore not surprising that most languages in the world have a range of words or lexical expressions, which do not belong to any of the major syntactic categories, which do not indicate objects or events, and whose meanings do not contribute to the conceptual meaning of utterance in which they occur. Examples of these words and expressions are “*you know; I mean; well; so; okay*”. These are called *discourse markers*. Discourse markers play an important role in communication. It is argued that they clearly indicate the organization of discourse, remind the hearer of the preceding and the following contents, and clearly express the concrete speech acts. Again, available literature has shown that most studies on discourse markers focus on native (or bilingual) speakers of English who acquire this pragmatic competence in their childhood. This therefore is an indicator of the need to further explore and systematically investigate the use of discourse markers in an L2 environment; lecture delivery in Ghanaian Universities. This is very necessary because the use of discourse markers in lecture delivery helps in the comprehension of text by students.

This assertion is buttressed by Yu, (2008) who claims that discourse markers are constantly used in teacher language to help in creating an effective flow of information from teachers to students in different stages of the learning process, if used appropriately. In addition Walsh, (2006) suggests that different from other applications, discourse markers

used by EFL teachers also assist to realize certain pedagogical purposes that direct EFL classroom lesson plan. Walsh, (2006); Fung and Carter, (2007) also adds their views by arguing that in classroom context, discourse markers function as a lubricant in interaction to reduce understanding difficulties, incoherence and social distance among students, and between teacher and student. Walsh, (2006) argues further that discourse markers in teacher talk play an important role for students to understand teacher language better, which hence helps them to improve learning efficiency. Yang (2011) also observes that discourse markers perform both a social and educational function at the same time in classroom context. Judging from the above, it is evident that the need to investigate discourse marker use in lecture delivery in Ghanaian Universities cannot be overemphasized. The types of discourse markers, its functions and categorization in lecture delivery are what this study seeks to investigate.

1.1 Statement of the problem

According to M. Iler (2004), while discourse markers are crucial to the organization of native speaker discourse, they are an understudied phenomenon in studies involving language learners. The few studies that have been conducted have focused on the use of discourse markers in various speech contexts such as in telling stories (Fox Tree, 2006), in social interaction (Bolden, 2006), and in interviews (Fuller, 2003). Others have investigated discourse markers across different languages (Schourup, 1999). Many studies concentrate on specific or a set of English discourse markers (e.g. Fraser, 1999; Redeker, 1990; Schiffrin, 1987, 2003). In addition, there are numerous studies that show interest in equivalent non-English discourse markers, including Catalan (González, 2004), Chinese (Chen, 2001; Feng, 2008; Wei, 2011), French (Hansen, 2006), Finnish (Hakulinen, 1998), Greek (Archakis, 2001;

Ifantidou, 2000), German (Günthner, 2000), Hebrew (Maschler, 1998; Ziv, 1998), Indonesian (Wouk, 2001), Japanese (Suzuki, 1998; Takahara, 1998), Korean (Park, 1998), and Spanish (de Fina, 1997).

Spoken contexts investigated include social interviews (Schiffrin, 1987; Trester, 2009), family/friends conversation (Maschler, 1998; Fuller, 2003), telephone talk (Bolden, 2006), film scene (Cuenca, 2008) and psychotherapeutic talk (Tay, 2011). Yu (2008) observes that studies on discourse markers mainly focus on syntactical-structural level or pragmatic coherence relations, while research on features, categorizations and contexts are scarce. What this means is that there is the need to research in this area to document its findings for academic purposes. He therefore goes further to propose how to relate the functions of discourse markers to their local context, and goes beyond context to research further as few articles have been found on it. In spite of this assertion, Chaudron, C & Richards, J. C. (1986) and a few other researchers have investigated lecture delivery and the effect of discourse markers on the comprehension of lectures, focusing on their macro and micro functions. Available literature indicates that the studies have focused on discourse markers in lecture delivery in foreign universities, while there is no known study on how these markers are used in any second language context.

There is no known record on a research on the use of discourse markers in lecture delivery in Ghanaian Universities. However, considering the comprehension which Chaudron, C & Richards, J. C. (1986) have argued comes about as a result of the use of discourse markers, there is the need to study them in Ghanaian Universities as well to establish their use in the Ghanaian lecture delivery. As was stated in the introduction to the background to the study of this section, Yu (2008) claims that discourse markers are

constantly used in teacher language to help in creating an effective flow of information from teachers to students in different stages of learning process, if used appropriately. In addition, Walsh (2006) suggests that different from other applications, discourse markers used by EFL teachers also assist to realize certain pedagogical purposes that direct EFL classroom lesson plan. Walsh (2006), and Fung, L & R, Carter. (2007) also add their views by arguing that in classroom context, discourse markers function as a lubricant in interaction to reduce understanding difficulties, incoherence and social distance among students, and between teacher and student. Walsh (2006) argues further that discourse markers in teacher talk play an important role for students to understand teacher language better, which helps them to improve learning efficiency.

In educational settings, discourse markers are found to have a positive role in classroom context as effective conversational endeavors (Othman, 2010). In spite of the benefits of discourse markers in lecture delivery, Muller (2004) argues that while discourse markers are crucial to the organization of native speaker discourse, they are an understudied phenomenon in studies involving language learners. Yang (2011) also argues that discourse markers perform on different functional levels depending on various pedagogical aims, and that their patterns and functions have not been fully described in literature. He claims that the frequencies, categories and effects of discourse markers that teachers use in classroom interaction are still under investigation. Similarly, Fung, L & R, Carter. (2007) argue that the studies on discourse markers in teacher talk yet are under-researched. As a result of this Yang (2011) believes that so far little attention has been paid to the use and functions of discourse markers as one essential interactional factor in classroom teacher-student conversation and

that it is important to look at the previous works on discourse markers and particularly their relations to pedagogical purposes in classroom context.

These assertions relate to the Ghanaian situation where there is no known research on discourse marker in lecture delivery. As a result, it is difficult to determine how these markers are used by lecturers as well as their effect on lesson delivery and comprehension. With such a research, there will be records available to show the types of discourse markers that Ghanaian University lecturers use in their delivery, their functions and categories. It will also serve as a replication of what has been done elsewhere in the world. The research findings will then serve as a basis to argue on the importance or either wise of the use of discourse markers in lecture delivery.

This knowledge will guide university syllabus planners to structure the content of the syllabi to encompass its use so as to aid in the comprehension of lectures delivered by lecturers in our Universities. This assertion is buttressed by Flowerdew (1994) with the argument that the lecture research can indicate to teachers and course designers what linguistic and discorsal features learners need to be familiar with in order to understand a lecture. This study employs a qualitative approach in examining discourse markers used in lectures in two public universities. Data were collected from 30 lecturers from the University of Ghana and the University of Education, Winneba. The data were then transcribed and all discourse markers, as well as their functions, were identified and discussed.

1.2 Objectives

This study seeks to:

- Identify the types of discourse markers used in lectures in Ghanaian universities;
- Examine the functions that these markers perform in lecture delivery;

- Determine the categories of discourse markers used in lectures in Ghanaian universities.

1.3 Research questions

This study intends to answer the following questions:

- What are the types of discourse markers used in lectures in Ghanaian universities?
- Based on the types, which categories of discourse markers are used in lectures in Ghanaian universities?
- What functions do these discourse markers perform in lecture delivery?

1.4 Significance of the study

Many lecturers use discourse markers without realizing their importance in lecture delivery. Consequently, the outcome of this study will reveal the importance of the use of discourse markers in lecture delivery. The study also documents the types, categories and functions of discourse markers used in lectures in Ghanaian Universities for academic reference. It also draws lecturers' attention to these all-important items which can help them achieve the purpose of their delivery; comprehension. The study adds to existing literature, especially on the different functions that discourse markers play in lecture delivery. In addition, knowledge of the linguistic discursal structure of lecture will be of value to content lecturers in potentially enabling them to structure their own lectures in an optimally effective way. Finally, the findings present new additions to the functions of discourse markers, which have not been discussed in the literature. These are the micro-micro and micro-micro-micro functions.

1.5 Organization of the study

The rest of the study is organized as follows: Chapter 2 presents the literature review, divided into two parts. The first part presents a discussion of the concept of lecture as a genre, the nature of listening comprehension, as well as features of lectures. The second part discusses the concept of discourse markers, features of discourse markers, categories of discourse markers, and functions of discourse markers. The chapter ends with a discussion of the importance of discourse markers in lecture delivery and comprehension. Chapter 3 presents a discussion of the methodology adopted for the study. This includes a discussion of the research design, the selection of participants, data collection and transcription, and data analysis.

Chapter 4 focuses on the research results. The chapter presents a discussion of the functions of discourse markers in the data collected.

Chapter 5 presents the conclusion of the study. These are in five (5) sections. The first section discusses the findings on macro markers. It also discusses findings on the use of micro markers. The functions of micro-macro, micro-micro makers as well as micro-micro-micro markers are also discussed. The findings revealed that lecturers from both universities used macro markers frequently in their lecture delivery. In all, there were 22 different macro markers representing 50.0% of the total number of discourse markers identified. The markers were used to perform different but related functions such as topic shifting, conclusion, organizing, summarizing, marking shared knowledge, opening, closing, referring, and reformulating. The functions of the markers suggest that they can be classified as those performing structural, interpersonal, and cognitive functions.

On micro markers, the findings revealed that the lecturers used discourse markers to perform micro functions as well. However their use was not as prevalent as those of macro markers. Out of a total of 44 markers micro markers appeared nine (9) times representing 20.5%. These markers performed the following functions: temporal, consequence, emphasis as well as contrastive. These markers can be broadly classified as performing referential and structural markers. Again, micro-macro markers were also utilized in the data. Micro-macro markers are markers which occur in succession with the first one being a micro marker while the second member is a macro marker. This is consistent with Thornburg and Slade's (2006) and Schifrin's (2001) assertions that discourse markers often become combined. What this means is that discourse markers may be used in succession. In actual fact, there is no restriction on the number of discourse markers to be used at any point in time. These combinations were used as topic shifters, openers, and organizers. They occurred 7 times representing 15.9%. These markers were used to perform opening and organizing function. They can be categorized as structural and interpersonal markers.

Micro-micro markers were also used in lecture by the lecturers. In all, 3 micro-micro markers were used in the data, representing 6.8% of the total number of markers used. They were used to perform opening functions in the text. Again, they performed structural functions. Finally, three micro-micro-micro markers representing 6.8% were identified in the data. These were used by the lecturers to perform micro functions. They were used to emphasize the text and thus can be classified as performing structural functions. The analysis revealed that the functions performed by these markers can be categorized broadly into the four main categories; referential, cognitive, structural and interpersonal functions. The sixth part discusses its role.

The second section presents a discussion of the categories of the discourse markers identified within the data. As already indicated, these categories are referential, cognitive, structural and interpersonal. The third section presents a discussion of the role of discourse markers in lecture delivery and comprehension. Here, the results are discussed in relation to how the markers aided the lecturers to deliver their lecture to ensure understanding among the students. The fourth section presents a discussion of the pedagogical implications of the results while the final section makes suggestions for future research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study. In this chapter, the discussion focuses on the genre of lecture. Specifically, it examines literature on the linguistic features of lecture and the structural patterns of lectures. It further discusses the concept of discourse markers, their features, functions, and their role in the comprehension of lectures. The chapter ends with a discussion of some related studies on discourse markers and lecture comprehension.

2.1 The genre of lecture

Research on classroom genre, or the genre of lecture, has aroused the interest of many researchers within the field of discourse analysis. Specifically, a great part of university discourse studies focus on the lecture comprehension process (Benson (1989) Johs, (1981) Richards (1983). According to Benson (1994) lecture is “the central ritual of the culture learning”. Not only him but also Waggoner (1984) is of the view that lecture is a “paradigmatic stature”. Research in this area has become necessary because the results help us to understand specifically what facilitates classroom interaction. Flowerdew (1994) gives a very interesting argument in connection with this. He argues that “The lecture research can indicate to teachers and course designers what linguistic and discoursal features learners need to be familiar with in order to understand a lecture and what therefore should be incorporated into ESL courses. In addition, knowledge of the linguistic discoursal structure of lecture will be of value to content lecturers in potentially enabling them to structure their own lectures in an optimally effective way.

The assertion by Flowerdew is appropriate in that it brings to the fore the fact of the importance of delving into what really constitutes lecture in order to design appropriate materials to strengthen its very foundation. It can be argued that the intention of delivering lecture is its comprehension among students. In this vain students will do all in their power to get the meaning of what is being imparted to them through the delivery. Based on this fact, Fortuno (2006) posits that lecture listening comprehension implies the function of interactive discourse such as asking for repetitions, negative meanings or using repair strategies. She claims that whenever lecturers or students ask questions, turn taking has to be considered (cf. Flowerdew, 1994).

Unlike in previous times when lecturers went strictly by the lecturing method and made sure there was minimal interaction between lecturer and student, lecturers have now softened their stance and have become more interactive. Apart from being interactive, lecturers also employ traditional methods of teaching and interaction to deliver their content. It is not surprising that this means of imparting knowledge has created a bond between lecturers and students, leading to comprehension. This collaboration between students and lecturers also makes the lecture environment conducive.

2.2 The nature of listening comprehension

According to Chaudron, C & Richards, J. C. (1986), the function of lectures is to instruct. This way, information is presented in such a way that a coherent body of information is presented, readily understood, and remembered. Several distinct modes of lectures have been distinguished within research on the nature of academic discourse. On the other hand, listening is an act that complements lecture comprehension. Thus, it can be said to be a complex activity that may be difficult to investigate. This is so because the fact that a student

is seen as being very attentive cannot be a basis to conclude that he/she is listening. And, that student may not imbibe whatever is being delivered. Eventually, it will be difficult to determine the listening ability of that individual.

It can be said that research in listening is in an exploratory stage. Interestingly at present, despite much theoretical and empirical research, a consensus on a definition of listening comprehension has not yet been reached. Being a vital skill for almost all interaction, listening is also the most important medium for input in learning a foreign language. Researchers such as Anderson and Lynch (1988), Chaudron, C & Richards, J. C. (1986), and Rost (1990) emphasize that listening comprehension must acknowledge that many processes work together in an interactive, overlapping and simultaneous fashion.

It is important to note that text structuring plays a major role in listening comprehension. In view of this, Thompson (2003) focuses on the roles of text-structuring discourse markers in signaling the larger-scale organization of academic talks. She observes that the occurrence of discourse markers in authentic lectures and in talks appearing in English for Academic Purposes (EAP) listening skills materials can help an audience form a coherent “mental map” of the overall talk. Generally speaking, there are only a few studies that focus on the effect of discourse markers on listening. Interestingly, most of these studies agree that discourse markers can facilitate listening comprehension.

2.3 Features of lectures

2.3.1 Phonological features

The choice of words in spoken text behooves the speaker to be knowledgeable in the appropriateness of the use of particular contents. To this, (Biber 1988) intimates that spoken text has its own lexico-grammatical features which require the application of particular sets of

knowledge on the part of listeners. According to Fortuno (2006), native and non-native students must recognize phonological unit boundaries, irregular pauses, hesitations, stress and intonation patterns. Unfortunately, these features are particularly difficult to identify, especially by non-native speakers of English who might not have been exposed to lecture speech. This is more detrimental in situations where students are exposed to English language in a more traditional way. Thus, such students are taught through grammar with the construction of short sentences, rather than using the communicative language teaching method where actual language use (spoken discourse) is encouraged. It is therefore important that students are taught to identify and understand the phonological features that aid lecture comprehension. This way, their ability to know for instance, where a pause occurs in a lecture as well as the functions of such pauses will be enhanced.

2.3.2 Syntactic features

It is interesting to note that a lot of factors contribute to make the content of lecture string out perfectly. According to Thornbury and Slade (2006) topics are broached, commented on, developed, extended, replaced, or retrieved and all this conversational flux is continuously shaped and negotiated by interactants. Crucial to this collaborative organizational *work* is the insertion of interactional signals into the stream of talk. Spoken texts can sometimes be informal, restricted, contextualized and involved. They further claim that lectures are formal and strictly planned speech.

Among the many mechanisms used in spoken discourse which facilitate lecture comprehension, the use of linguistic repetition plays an important role. According to Vestola (1987) linguistic repetition is relevant as a means of cohesive and global structuring of the discourse. In an analysis of the effects of linguistic repetition on the academic genre of lecture,

Gimenez (2000) reveals that linguistic repetition is important in the genre of lecture because it contributes to a logical understanding of the lecture.

2.3.3 Semantic/pragmatic features

Every piece of speech has certain semantic features that help listeners make sense of what is said. These features contribute to cohesion and coherence. One such linguistic feature is the discourse marker. Discourse markers are usually said to carry little or no propositional meaning and thus do not contribute to the propositional content of an utterance. Thus, it can be said that they do not change the truth value of an utterance, for, “a true sentence is true, and a false sentence is false, whether or not it contains a discourse marker” (Jucker, 2002, p. 213). Due to the difficulty in specifying the meaning of discourse markers, they tend to pose a problem in translation. According to Brinton (1995), many discourse markers in English, especially Old and Middle English, were regarded as “meaningless”, “empty”, or “colorless” (p. 379). Andersen (2001) questions this assumption and states that non-propositionally is not “an essential property of pragmatic markers” (p. 40). He argues that only some pragmatic markers can be readily classified as non-propositional (e.g. *ah, and, moreover, so, well, uh huh ...*), whereas others may also have truth conditional implications (e.g. *you know, I mean*). He therefore asks that they should be regarded as moving along a continuum with propositional and non-propositional uses as its end-points.

For scholars such as Andersen, pragmatic (discourse) markers play a significant role in the understanding of any piece of writing or speech. Thus, these markers help in the structuring of the text to better facilitate comprehension and recall. In text, the markers can perform different functions. They can function as introducing learners to a new topic or activity, to call the learners’ attention, to recap or clarify what has been said, or to rephrase

what has been said. Ultimately, on both the semantic and pragmatic planes, certain features help in classroom discourse organization. In the end, this pattern has an effect on lecture comprehension. The next section discusses the concept of discourse markers in general. The discussion focuses on their meaning, terminology and features.

2.4 Summary

This section has looked at the genre of lecture, the nature of listening comprehension and features of lectures. Under the features of lectures the chapter discussed the phonological, syntactic and semantic features of lecture. Lecture research it was seen can help lecturers and curriculum designers to know what to incorporate in the course content. On listening comprehension it is clear that lecture is meant to instruct and this fact was buttressed by Chaudron, C & Richards, J. C. (1986) with their assertion that the function of lectures is to instruct. This is because it helps in presenting a coherent body of information that can be readily understood and remembered. Several distinct modes of lectures have been distinguished within research on the nature of academic discourse. On the other hand, listening is an act that complements lecture comprehension.

On the phonological features, the assertion by Fortuno (2006) that both native and non- native students must recognize phonological unit boundaries, irregular pauses, hesitations, stress and intonation patterns is worth taking note of. This is so because if students adhere to this advice, it will help them get a better grasp of lectures delivered which will consequently lead to comprehension. On syntactic features, its importance is summed up in the words of Thornbury and Slade's (2006) assertion that topics are broached, commented on, developed, extended, replaced, or retrieved and all this conversational flux is continuously shaped and negotiated by interactants. The syntactic features reveal the use of strategies such

as linguistic repetition play an important role. Finally, on the semantic features it is shown that discourse markers are usually said to carry little or no propositional meaning and thus do not contribute to the propositional content of an utterance. Thus, it can be said that they do not change the truth value of an utterance.

2.5 Discourse Markers

It is widely acknowledged that unprepared spoken utterances and more generally oral conversations include a variety of speech events which do not contribute directly to the final message. However, the conversational level is highly concerned with such events as they contribute to efficiently implement the interaction and carry out interpersonal information. Such items may be qualified as words (for example, ok, well, then, in English) or non-words (for example, oh, eh, uh huh, uh, um, etc.). These items share some common contextual features and are described as *discourse markers* (Campbell, 2007; Schiffrin, 1987; Ward, 2006) or filled pauses (Shriberg, 1994; Shriberg, 2001).

2.5.1 Terminology

There has been a growing interest in the set of pragmatic expressions often referred to as discourse markers (e.g. Archakis, 2001; Blakemore, 2002; Dedaic, 2005; Fox Tree, 2006; Fraser, 1999; Jucker & Ziv, 1998; Redeker, 1990; Schiffrin, 1987; Schourup, 1999; Waring, 2003, to name just a few). An appropriate term for the pragmatic item under review has generated considerable interest among researchers since the early 1980s. A cursory look at the literature suggests that there is no one particular term assigned to these markers. These differences may be attributed to the different approaches and theoretical assumptions used in the study of these markers.

For example, Schiffrin (1987) uses an approach centered on the field of discourse coherence. She was concerned with the ways in which discourse markers “add to discourse coherence” (Schiffrin, 1987, p. 326). Schiffrin is of the view that coherence is constructed through relations between adjacent units in discourse. She thus sees discourse markers as serving an integrative function in discourse and therefore contributing to discourse coherence. At the same time that Schiffrin undertook her study of discourse markers, other researchers such as Schourup were also studying the occurrence and use of discourse markers (cf. Schourup, 1987). In spite of this, Schiffrin’s study became very influential in the field of discourse analysis. The result is that it became the benchmark for many studies and still commands some amount of attention and respect among researcher. In the research by Frazer (1999), discourse markers are studied from a grammatical-pragmatic perspective. Here, the focus is mainly on the distinct pragmatic meaning of the markers, rather than a reliance on content meaning. Finally, Blakemore (2002) discusses discourse markers within the Relevance Theory framework Sperber & Wilson (1986).

In terms of terminology, the earliest account of the study of discourse markers is reported in Schiffrin (1987). She introduced the term *discourse markers* and defined them as “sequentially-dependent elements which bracket units of talk” Schiffrin (1987, p.31). In her estimation, Schiffrin (1987) sees discourse markers as members of a functional class of verbal and non-verbal devices which provide contextual co-ordinates for on-going talk. To Schiffrin, discourse markers often help to make interactions coherent by bringing together the different aspects of discourse in a meaningful way. She suggests that these markers are part of language that scholars want to study, even if they do not always agree on what particular parts they are studying or what to call the object of their interest. Based on Schiffrin’s explanation,

there is the need to take all the verbal and non-verbal devices into consideration before concluding on the outcome of an interaction.

Another term used to describe the markers is *pragmatic markers* Andersen (2001). Andersen discards the term discourse marker to avoid confusion with Fraser's account in which discourse markers are seen as "a subtype of pragmatic markers, signaling a sequential relationship between the current basic message and the previous discourse" Fraser (1990, p. 383). Cowan (2008) also uses the term *discourse connectors* to describe the connecting words in clauses or a sentences to show relationships such as ordering, addition, and contrast. Knott and Sanders (1998) call the term *connectives* or *linguistic devices*. The most comprehensive list of terms is captured in Jucker and Ziv (1998). They observe that the term *discourse markers* have been claimed to be discourse connectives, turn taking confirmation seekers, intimacy signals, topic switches, hesitation markers, boundary markers, fillers, prompter, repairs markers, attitude markers, and hedging devices.

Looking at all the terms used for these markers, the present study adopt Schiffrin's *discourse markers* as the working term for the linguistic items found and analyzed in classroom discourse produced by university lecturers. The rationale for adopting Schiffrin's *discourse markers* is because it is the most frequently used term for these items. This assertion is supported by the argument of Lewis (2000, 2006) and Jucker (1998), who notes that *discourse markers* is probably the most frequently used term and is therefore also found as a broad cover term. Discourse markers can thus be said to be a generic term. In addition, Schourup (1999) claims that the term *discourse marker* is merely the most popular of a host of competing terms used with partially overlapping reference.

2.5.2 Features of discourse markers

Irrespective of the term assigned to it, all the markers have certain features or characteristics that they share in common. Müller (2005) claims that several features of discourse markers are addressed by Schiffrin (1987). These features are addressed with regards to their syntactic position and grammaticality. She claims that “although markers often precede sentences, they are independent of sentential structure” (p. 31). And, since they are independent, the sentence structure remains intact even after the marker is removed.

2.2.2.1 Initiality

Fraser (1990) argues that discourse markers are not constrained to a particular position in an utterance but show great syntactic freedom. Akande (2008) supports this assertion by claiming that discourse markers are peripheral to the syntax of the sentence or the clause they relate to. This is because they can be omitted without causing any damage to the structure of the sentence or clause. If the above argument is possible, then it can be said that discourse markers cannot be said to always be at the initial position of a sentence. The claim of the Initiality of discourse markers is contestable. This is so because the grammaticality of a sentence remains intact even after the discourse marker in it is removed indicating that a marker can be placed anywhere in a sentence.

Having said this however, research has also shown that most discourse markers occur in turn or utterance initial position. With such a position, discourse markers can be said to be at boundaries of talk. At the initial position, discourse markers function as initiating talk, closing talk or seeking attention. Jucker and Ziv (1998, p. 3) argue that syntactic features define them as being “restricted to sentence-initial position” However, he goes intimates that discourse markers, though typically appearing initially in a unit of talk, are not restricted to

this position but may also be found in medial and final position. Lenk (2005) agrees with this claim suggesting that many discourse markers are flexible and can appear in different positions in the utterance.

In support of this assertion, Andersen (2001, p. 48) observes that “certain markers can seemingly appear virtually anywhere within an utterance” When used in medial or final position, discourse markers are, however, usually set off by a comma in order to distinguish them from homophonous forms expressing propositional meaning. It can be said that at the initial position, discourse markers can be omitted without rendering the meaning ungrammatical. Othman (2010) is also of the view that it is common to find discourse markers in turn-initial position to signal upcoming information and that discourse markers, to some extent, function to organize the utterance in structural level. It can therefore be said that regarding the positioning of discourse markers within the discourse, we find that often markers are supposed to be at the beginning of a discourse unit. In furtherance of this, Brinton (1996, p. 33) claims that “it is often said that pragmatic markers are restricted to sentence-initial position, or may always occur sentence initially” This

In similar vein, Biber et al. (1999, p. 1086) argues that “discourse markers are inserts which tend to occur at the beginning of a turn or utterance”. Contrary to this assertion, Erman, in a research on the Initiality of discourse markers, found that pragmatic expressions, including *I mean* and *you know*, which are treated as discourse markers by Schiffrin, were most frequent in the middle of an utterance or turn Erman, (1987, p. 47). Moreover, they were also found to occur in the middle of sentences, the typical syntactic position of pragmatic expressions. Brinton (1996) also admits that markers have been frequently found in sentence medial and final positions in various studies. These findings show that the claim of the

Initiality of discourse markers cannot wholly be acceptable. At best, the argument can be that some discourse markers occur at sentence initial position while others like *I mean* and *you know* occur in other environments as claimed by Shiffrin (1986).

From the arguments, it can be said that the tendency of discourse markers to occur sentence initially is predominant. However, as Schourup (1999) (and others) claim, discourse markers can appear also sentence medially and sentence finally with functions fundamentally identical to those they serve initially. Nevertheless, Kohlani (2010) argues that initial position gives discourse markers a wide scope over the whole sentence or paragraph to influence hearer or reader interpretation of everything that follows, whereas other positions are only responsible for subtle changes in meaning or function.

2.2.2.2 Phonological features

Available literature suggests that discourse markers have phonological features. In spite of this, not many scholars have shown interest in examining this claim. Schiffrin however argues that discourse markers “have a range of prosodic contours, such as tonic stress followed by a pause, and phonological reduction” Schiffrin (1987, p. 328). As already stated, even though phonological reduction has been cited by both Brinton (1996) and Jucker and Ziv (1998), not many researchers have shown interest in it. Erman (1992, p. 219) on the other hand, mentions that “*you know* tends to form a separate tone unit”.

The lack of interest in this area is shown in the fact that the majority of researchers do not dwell on phonological features for a definition of discourse markers. For example, Biber (1988) posits that spoken text has its own lexical grammatical features which require application of particular sets of knowledge on the part of listeners. Consequently, it can be said that phonologically, discourse markers are short and reduced, form a separate tone group

(Brinton, 1996) and begin an intonational contour Maschler, (1998). Jucker and Ziv (1998, p 3) include the following as being the phonological features of discourse markers:

- Short and phonologically reduced
- Form a separate tone unit

Brinton (1995, p. 379) shows that to some extent, the feature “phonetic shortness’ or reduction” is also applicable to Old English discourse markers. Consequently, even though spoken data are not available for past periods of the English language, this phonological feature of discourse markers also seems to be applicable in the analysis of early English texts. Jucker (2002, p. 212) is of the view that “in historical data this criterion is more difficult to apply since there is no way of checking the actual pronunciation beyond the orthographic representation, which may or may not reflect the phonological reduction”. It can thus be said that a tone unit boundary may be signaled by punctuation and a discourse marker may thus be segmented from a following utterance by punctuation marks.

2.2.2.3 Optionality

Optionality of discourse markers seems to be a widely accepted feature of English discourse markers. It is said that it can be used to distinguish, between discourse markers and their non-discourse marker homonyms such as *well* as an adverb and *you know* in a questions form. Fraser (1988, p. 22) argues that “the absence of the discourse marker does not render a sentence ungrammatical and/or unintelligible”. This simply means that even if the marker occurs within a sentence, it is not tied to the sentence structure but remains “outside the syntactic structure” Erman (2001, p. 1339). Optionality of discourse markers can be said to be a feature of English discourse markers. This is because it can be used to distinguish between discourse markers and their non-discourse marker counterparts.

This claim is acceptable because discourse markers are almost universally regarded as syntactically optional in the sense that removal of a discourse marker does not alter the grammaticality of its host sentence. Again, discourse markers can be claimed to be optional in that they do not create any semantic relationship between the elements they associate with. Therefore, if a discourse marker is omitted, the relationship it signals is still available to the hearer. It is therefore important to note that optionality only concerns grammatical well-formedness of the relevant sentence, and not its pragmatic impact.

2.2.2.4 Multifunctionality

Multifunctionality of discourse markers can be explained to mean that discourse markers can perform different functions based on how it is used. Aijmer (2002, p. 3) argues that “discourse particles are different from ordinary words in the language because of the large number of pragmatic values that they can be associated with. Nevertheless he argues that speakers are not troubled by this multifunctionality” She seeks to indicate by this argument that discourse markers can be used for different functions and that their use for a particular function does not interfere with another. Based on this, Jucker and Ziv (1998) argue that whether a specific linguistic element is mono functional or poly functional is not a useful criterion in deciding whether it is a discourse marker or not because of the obvious analytical vicious circularity it entails. It is thus argued from this that the multi-functional framework of discourse markers is effective in that it provides a descriptive model to analyze them on different levels. It also provides a context-based model to analyze them from a functional perspective for classroom discourse, which can further be applied to investigate the use of discourse markers in teacher talk Yang, (2011).

Jucker and Ziv (1998b) further note that many studies actually set out to argue explicitly for the mono functionality or poly functionality of specific markers, thus nullifying this as a valid criterion. Lenk (1998, p. 50) distinguishes phrases like *summing up* from discourse markers because such phrases always have the same function. Erman (2001, p. 1338) observes that “the importance and multifunctionality of pragmatic markers in everyday conversation is not a controversial issue”. Other scholars such as Redeker (1990) do not limit multifunctionality to the pragmatic domain only, but take account of both types of multifunctionality in their discourse marker studies. Schiffrin (1987) regards discourse markers as functioning on various planes of talk. These planes are exchange, action, ideational structure, participation framework, and information state. Her argument is that discourse markers may operate on more than one plane simultaneously. In furtherance of this, Lenk (1998) and Müller (2004) opine that it is generally agreed that discourse markers bear the characteristics of being oral and multifunctional.

2.2.2.5 Multi-categorial

Kohlani (2010, p. 39) points to the fact that despite the great dispute regarding “the coexistence of two structurally identical items that function differently in discourse”, they do not overlap in discourse. Bazanella and Morra (2000) are of the view that discourse markers are distinctive in terms of their categorical heterogeneity. Some researchers have argued that discourse markers are difficult to categorize because of their varied lexical classes. In line with this assertion, Rowling (2002) argues that discourse markers come from many different lexical classes and as such it becomes very difficult to categorize them. In spite of this however, many researchers have investigated various categories of discourse markers refuting

the claim that it cannot be categorized. Consequently, Fung, L & Carter. R (2007) categorize discourse markers as follows:

2.2.2.5.1 Interpersonal category

Discourse markers are one of the mechanisms that mark the affective and social functions of spoken grammar Carter & McCarthy (2006). In this category, discourse markers are used to mark shared knowledge (e.g. you know, you see, see, listen) and to indicate responses like agreement, confirmation, and acknowledgement (e.g. ok/okay, oh, right/alright, yeah, yes, I see, great, oh great, sure). Markers that function on this level also serve to indicate the attitudes of the speaker (e.g. well, I think, you know, sort/kind of, like, just, to be frank) and a stance towards propositional meaning (e.g. basically, actually, really, obviously, absolutely, exactly). According to Yang (2011), in the *interpersonal* category, discourse markers such as modal verbs are used often to reduce the social distance between the speakers through the process of sharing common knowledge and indicating agreed attitudes. He claims that they are used as sharing knowledge, indicating attitudes and showing responses.

2.2.2.5.2 Referential category

Research has shown that discourse markers work on a textual level and mark relationships between verbal activities preceding and following a discourse marker. Relationships of various kinds are indicated mainly by conjunctions: cause (because), consequence (so), contrast (but, and, yet, however, nevertheless), coordination (and), disjunction (or), digression (anyway) and comparison (likewise, similarly). According to Yang (2011), this category echoes most of the distinctions suggested in Halliday and Hasan (1976) and Fraser (1990). Yang (2011) further argues that on the *referential* level, discourse

markers mainly function as sentence connectives as defined in systemic functional grammar to connect preceding and following segments in meaning.

2.2.2.5.3 Structural category

Discourse markers indicate the discourse in progress, the presence of which may affect the subject under discussion or even the distribution of turn-taking. On the structural level, discourse markers signal links and transitions between topics. For instance, signposting, opening and closing of topics (e.g. now, ok, right, well, by the way, let's start, let me conclude the discussion). They are also used to indicate sequential relationships (e.g. first, firstly, second, next, then, finally), and to mark topic shifts (e.g. so, now, and what about, how about) which may require a return to a previous topic or projections to a new topic. It is argued that on the interactional level, discourse markers serve as structural devices to mark continuation of the current topic (e.g. yeah, and, cos, so), to summarize opinions (so), to regain control over the talk, and to hold the floor. Fung, L. & Carter. R. (2007) argue in favor of this and intimate that discourse markers function to signal topic shifts and turn taking on the structural level. They further note that they can also be used in opening and closing of topics (e.g. now, okay, right) in sequencing (e.g. first, second, firstly), in summarizing opinion (e.g. so) and in the continuation of topics (e.g. yeah, and, so).

2.2.2.5.4 Cognitive category

Research has shown that discourse markers provide information about the cognitive state of speakers. In unplanned speech for instance, coherence or continuity in utterances may break down if the speaker makes use of topic shifts, or if the hearer has to infer processes to understand. Cognitive discourse markers instruct the hearer to construct a mental representation of the discourse. They serve to signify the thinking process (e.g. well, I think, I

see, and), reformulate (e.g. I mean, that is, in other words), elaborate (e.g. like, I mean), mark hesitation (e.g. well, sort of) and assess the listener's knowledge about the utterances (e.g. you know), allowing a co-construction of meaning Fung, L & Carter .R (2007). In support of this, Yang (2011) explains that the markers in the cognitive category indicate thinking processes.

2.2.3 Classifications

As a result of the various items that can be classified as discourse markers, scholars segment them into classes to make their identification easy. There have been varied studies by scholars on the various classes of discourse markers. Han, Dong & Xue (2010) argue that there are no consistent criteria for the classification of discourse markers. They further note that most available classifications are based on the core meaning of them as a separate lexical item and/or their functions in discourse coherence". This simply means that scholars have not come to a consensus on the actual classification of discourse markers. In spite of this assertion, Fraser (2004) classifies discourse markers as follows:

2.2.3.1 Contrastive markers

Contrastive markers are those markers that are used to establish a contrastive relationship between two sequences, Sentence 1 and Sentence 2, which it connects. According to Fraser (2004), some of the markers that can be said to be examples of this class are *but, alternatively, although, conversely, despite (this/that) in spite of, in contrast to*. On *but* as a discourse contrastive marker, Fraser (1997) is of the view that: it is used to establish a contrastive relationship between two sequences, S1 and S2, which it connects. He further gives a fair idea about what contrastive discourse markers are with his definition that lexical expressions which signal the relationship between the discourse segment of which it is a part,

S2, and the foregoing segment, S1. He also observes that each discourse marker has a core meaning, but the meaning is not conceptual, such as is the case for the noun *boy* which denotes a young, male human, but rather procedural, where the discourse marker signals how S2 is to be interpreted, given S1. The above argument by Fraser confirms the suggestions that contrastive markers are a relation between segments one and two in an utterance.

2.2.3.2 Elaborative markers

Elaborative markers are those discourse markers that are used in elaborating on text. Fraser (2004) argues that markers such as *and, above all, also, besides, by the same token, equally, for example* in particular are examples of discourse markers that can be classified as elaborating on utterances.

2.2.3.3 Implicative markers

These are markers that are used in showing the implication of one segment of a text on another segment. In most instances the meaning of one segment is derived from the other. Markers that Fraser (2004) classifies as showing implication in a text are *so, after all, all things considered, as a conclusion, as a consequence, hence, accordingly, then, and therefore*. These markers are used to show the implications of certain actions in a text.

2.2.3.4 Temporal markers (Temporal Links)

Temporal markers are those markers that signal temporal moves in an utterance. The example of these markers, according to Fraser (2004) are *then, after, as soon as, before, eventually, finally, first, in the meantime, and meanwhile*. Apart from these classifications, other studies on the functions of discourse markers have concluded that discourse markers can be classified as being coherent. The main researchers who support this argument are

Schiffrin (1987), Redeker (1990, 1991), and Giora (1997, 1998). Their argument is based on the fact that discourse markers play a major role in the interpretation of the text by signaling coherence relations. In addition to these, a group of researchers who study discourse markers from a relevance-theoretic approach classify discourse markers as indicators or procedures that determine how the reader will interpret sentences or utterances. According to these researchers, discourse markers give cues to allow the reader to get the writer's meaning with minimum cognitive processing e.g. Blakemore,(2000). These include scholars such Blakemore (1987, 1992, 2002), Blass (1990), and Wilson and Sperber (1993). Clearly, the classification of discourse markers into coherent and relevant devices enables us get a clear understanding about their functions. In spite of this, the classes of discourse markers can be subsumed under interpersonal, cognitive, referential, and structural categories. This is because the functions based on which the classification is done are similar.

2.2.4 Functions

The functions of discourse markers can be divided into three namely macro, micro, and micro–macro Chaudron, C & Richards, J. C. (1986). Chaudron, C & Richards, J. C. (1986) describe macro markers as higher-order markers signaling major transitions and emphasis in a lecture. These discourse markers are essentially used to signal the transition and moves from one phase of a lecture to another. In addition, they are used to indicate a shift in one topic to the other, and to organize the lecture structurally so that students are clear about the subject matter. Micro markers, on the other hand, are considered lower-order markers of segmentations and inter-sentential connections. Thus, they are fundamentally used as links to signal the internal or ideational relations within sentences so that the relations of one clause to another clause or one sentence to another sentence are easier to comprehend. The third group

of discourse markers is those that consist of both micro as well as macro markers. These perform micro-macro functions. These markers are a combination of one or more micro marker(s) occurring with one macro marker.

Macro markers were used to perform functions such as topic shifters, organizers, openers, closers, referrals, shared knowledge and reformulators. Two, the micro markers performed functions such as temporal links, casual links, contrastive relations and emphasis. Micro -macro markers perform micro –macro functions. Unlike Chaudron, C & Richards, J. C. (1986) who identified three versions of discourse marker functions, this thesis has also identified two sub versions of the functions of micro markers. These are micro-micro and micro-micro-micro functions. However just as the micro-macro version used by Chaudron, C & Richards, J. C. (1986) perform micro –macro functions, the micro-micro and micro-micro-micro markers also perform either a micro or a macro function. Based on this it can be argued that broadly discourse markers function can be divided in to two namely micro and macro functions.

2.2.4.1 Macro functions of discourse markers

As has been explained at the introduction section, macro markers can function as topic shifters, organizers, openers, closers, referrals, shared knowledge and reformulators.

2.2.4.1.1 Topic shift

In classroom discourse, topic shifting mechanism is very important as it helps draw the attention of students to the new information that is about to be delivered. Markers that perform topic shifting functions can be single words, others clauses. This is consistent with (Gupta, 2006) who observes that the constituents of a discourse marker can be a single word, a phrase, or a clause. Available literature has shown that in classroom discourse, topic can be

shifted depending on what the teacher aims to communicate to the students. Yu (2008) observes that this normally helps create an effective flow of information from teachers to students in different stages of the learning process, if used appropriately.

In furtherance of this assertion, Fung, L & R, Carter. (2007) also argue that discourse markers function to signal topic shifting and turn taking. Filipi and Wales, (2003, p. 450) are of the view that the marker alright with terminal intonation after a string of discourse on a particular topic can mark an interruption in the activity at hand. In addition, a speaker might say alright followed by the initiation of a new topic. Consequently Turner (1999) argues that alright marks a major shift in topic, whereas okay marks subtle shifts in focus within the same topic.

2.2.4.1.2 Topic opening

In a lecture delivery lecturers use discourse markers to open the lecture as a means of drawing students attention to the fact that it is time to concentrate for the beginning of the delivery. As a discourse marker, Filipi and Wales (2003) argue that *okay* is a pragmatic marker that occurs at boundaries such as openings and closings, as well as phrase boundaries in the middle sections of various types of talk. Fung, L & , Carter. R(2007) support this claim by arguing that discourse markers are also useful in signaling the opening and closing of a conversation in which the listener is oriented to the end of a discourse boundary and the beginning of the next.

2.2.4.1. Discourse organization

The importance of the organization of discourse in any lecturing environment cannot be over emphasized. The organization of lecture content can be said to be a topic development since it is a means of structuring text. To this Östman (1982) argues that

discourse markers have mainly a pragmatic function, namely, providing the interlocutors with clues about how to decode utterances so that communication is effective Schegloff (2007) also argues that in any topic development, discourse markers mark particular sequences to see how they relate to the suspected project, theme, or stance which are essential to interactional projects. The discourse markers that are used as organizers function to cohere the delivery to make them more meaningful for comprehension by students.

In the use of discourse markers as organizers, Schiffrin (1985) examines the functions of discourse markers in terms of conversational coherence. She maintains that “conversational coherence is a cooperative enterprise in which the speaker and hearer jointly negotiate a focus of attention-referent; and a response which further selects what aspects of the referent will be attended to” (Schiffrin, 1985, p. 640). Trillo (1997) is of the view that Discourse markers are used to function as interaction tools. This is so because discourse markers act as interaction-organizers and, therefore, it would be difficult to study them from a purely lexical-syntactic perspective. It can be said that the organization of every text is basically about the systematic sequencing of events. In line with this assertion, Fung, L & R, Carter. (2007) argue that discourse markers signal the sequence of talk and signpost to the listener the logical sequence of segments of talk. They give firstly, secondly, thirdly, and then as examples of discourse markers used for this purpose. In Example 1, the markers *firstly*, *then*, and *thirdly* have been used to organize the text.

Example 1

Erm okay this is the basic structure. And we've got
thirteen points.

Mhm.

So this is, this is what we'll do. Firstly, introduce the speakers.

Yes.

Then introduce the topics of the debate and the main the main topics. Erm, thirdly we'll give the reasons for actually having the debate in the first place.

Yeah. Yeah. Yeah

and then say why these

Right.

2.2.4.1.4 Topic closing

Fuller (2003, p. 25) puts forward the argument that “discourse markers are used in different ways depending on the roles and relationships of the interlocutors”. Consequently, lecturers sometimes use them to close lectures. Fung, L & Carter. R (2007, p. 422) suggest that *so* functions to signal that the conversation has come to an end and prefaces a summary of the opinions that will be made as a conclusion. They explain that very often it occurs in turn initial position. In Example 2, the use of *so* cited from Fung, L & Carter. R (2007). Shows topic closure.

Example 2

So we all, we have discussed all the things.

So have a conclusion? We'll have the eh eh new game called Planet and the it the method of playing is just like other Monopoly

Mm.

And it's suitable to all people. And then the price of toys is

about \$200

2.2.4.1.5 Referrer

In the use of referrer as a function of discourse markers, the speaker tries to draw the attention of the listener back to prior information as a basis for continuing with the current delivery. Levinson (1983) is of the view that we find words whose meaning-specifications can only be given by reference to contexts of usage. For example, the meaning of words like well, oh, anyway in English cannot be explicated simply by statements of context-independent content: rather one has to refer to pragmatic concepts like relevance, implicature, or discourse structure. So either grammar (models of competence) must make reference to pragmatic information, or they cannot include lexical descriptions of a language. The following example labeled 1 shows the use of discourse marker as a referrer.

2.2.4.1.6 Summarizing text

This function is similar to that which pertains in the closing of a text .This is so because in closing a text, the speaker brings an idea he started talking about to an end. Similarly in summarizing a text an indication is being put across to draw attention of the listener to the fact that the delivery is about ending and as such the main points are being revisited. Summary in lecture delivery is therefore said to be a very important systematic tool used in organizing text for comprehension. In the words of Fraser (1999), Maschler (1998), and Schiffrin (1987), as important elements that constitute and organize conversation, discourse markers not only have grammatical functions, but also work as effective interactional features. In Example 3, the discourse marker *so* in the text has been used to summarize the content:

Example 3

After you have described it now you assign names and categories.

If you see the people they kneel, they sing, they cry, they throw stones.

They sleep on the floor etc.

So now can we categorize these things?

Student: Yes

Ok right.

So, can we put these in some kind of category because now we are studying miracles?

In this Example, the lecturer was delivering on Religion and how some pastors and their congregation act in the course of worship. She told them to always describe whatever phenomenon they come across when they go out researching on these things. Some of the acts she asked them to note were whether a particular congregation kneel, sing, cry, throw stones or sleep on the floor in the course of worship. After eliciting from the students to know whether they had understood the delivery, she went further to use the discourse marker *so* to summarize the idea. The use of *so* here was to communicate that if you have understood then I am done with that idea, can we then put these in some kind of category?

2.2.4.1.7 Indicating attitudes

The use of discourse markers to indicate attitudes help lecturers to close the social gap between the students they teach and themselves. This helps to grasp their attention to listen to the delivery for comprehension. Yang (2011) supports this idea with an argument that in the

interpersonal function, markers such as modal verbs are used often to reduce the social distance between the speakers through the process of sharing common knowledge and indicating agreed attitudes. This means that when markers such as *well*, *really*, *I think* and *sort of* are used to indicate attitudes, they will help aid comprehension Fung, L & Carter..R (2007). In Example 4, the text shows the use of *well* in indicating attitude:

Example 4

I mean her main work's on Pinter really.

See that was the problem because I thought yeah just
and then sort of the idea will have to be thrown out.

She said, Well you can risk it. But obviously it wasn't
a very good idea you know the she said the

External examiner could query it with it being too close.

2.2.4.1.8 Marking shared knowledge

In lecture delivery, lecturers devise mechanisms that can help them achieve the aim of delivering for students to comprehend. One such mechanism is the use of discourse markers that can help reduce the social distance between student and lecturer. Already noted, in interpersonal function, discourse markers such as modal verbs are used often to reduce the social distance between the speakers through the process of sharing common knowledge and indicating agreed attitudes. Consequently, on the interpersonal level, verbs of perception such as see, listen, know are often used as discourse for marking shared knowledge between the speakers. Example 5 and 6 show the use of discourse markers to indicate shared knowledge.

Example 5

I mean her main work's on Pinter really.

See that was the problem because I thought yeah just and then sort of the idea will have to be thrown out. She said, Well you can risk it. But obviously it wasn't a very good idea *you know* she said the external examiner could query with it being too close.

Example 6

At the end of the day the main aim of phenomenology is to get to the essence of phenomenon. Now we have to take the forth step which is describing the phenomenon.

And so now you have entered into the experience. You have to be objective. Now you have to describe what you have observed. What is it that the people are doing? So if Obinim is coming to perform miracles does he jump? You see sometimes people will say that singing is the atmosphere for miracles. People should pray, close their eyes. Everything that you observe there we are saying that you should describe. As you describe, we are saying that pay attention to the dangerous aspects.

In Example2, the lecturer was lecturing on the description of actions at church services. She tasked the students to be objective in whatever they see at the services. She used Rev. Obinim, a popular pastor in Ghana, as an example asking if he jumps when he is about to perform miracles. With this prior knowledge both the lecturer and the students have about the topic, the lecturer uses *so you see* to indicate this shared knowledge to emphasis the point being made for better comprehension.

2.2.4.1.8 Reformulating

Fung, L & Carter. R (2007). are of the view that speakers in real speech are under time constraints to structure and formulate their ideas. Discourse markers are therefore exploited to allow sufficient time for speaker to reformulate, rephrase, self-correct or repair their utterance. Apart from *see*, *you see* and *you know* which are often used as reformulators, *I mean* is also often used in reformulating ideas. Schiffrin (1987) in support of this assertion argues that *I mean* is one of the discourse markers that are frequently used to reformulate. Example 7 shows a lecturer using *I mean* for this function.

Example 7

Now, today you are supposed to be talking to me about LGBT.

So I am ready to be listening to you. Let me see what you have done.

Response: The religious view of LGBT in Ghana?

Lecturer: I am not asking you about the religious view on LGBT. I am asking you how the religious orientation in Ghana is affecting the religious debate. That is the issue. It is clearly stated in the course outline, so don't set your own debate. Ok.

2.2.5 Micro markers

As has been explained, micro discourse markers can function as temporal links, consequence, emphasis and contrastive.

2.2.5.1 Temporal links

The use of discourse markers as temporal links helps a speaker to organize text for an effective delivery. Levelt (1989), in support of this, argues that discourse markers are

performance additions which convey various communicative intentions without which effective communication in spontaneous talks may be impaired. Based on this argument it can be said that the use of discourse markers in performing the function of temporal links helps in an effective structuring of text for an effective delivery. In Examples 8, *then* and *and* have been used as temporal markers:

Example 8

An insight and exposure on what life is about.

What is life craft and life line?

Craft like qualities; your strengths, abilities cunningness craftiness.

Life is about positive and negatives.

So there is a line craft ah (pause), then, he also talks about lifelines.

What are life lines?

Get the meaning from the word itself.

You cling on to it.

It presents to us the metaphor of a window

The lecturer in Example 8 was lecturing on lifelines and life crafts in relation to a book the students had read already before the start of the lecture. In his utterance '*there is a line craft*' he pauses as if he needs time to remember what to say next before using the temporal discourse marker *then* to continue. The use of *then* in the lecture has been used to temporarily link the point *he also talks about lifelines*. The pause before the use of the discourse marker then indicate that the use of the marker was not intended and thus temporarily used to fill the gap of the silence to make meaning.

2.2.5.1.1 And

In Example 9, the lecturer used the discourse marker *and* temporarily in the lecture.

Example 9

So the air becomes normal and begins to rise.

When it becomes warm and begins to rise whatever happens to the air we are saying that those changes that will occur in the air are not dependent on the surrounding temperature.

Okay (long silence) and that is interactive process.

In Example 2 the lecturer was lecturing on air temperature and how it rises. According to him the changes in the air do not depend on the surrounding environment. The use of *okay* with a long silence, before the use of *and* shows that the discourse marker has been used temporarily to emphasize on the point that interactive process is not dependent on surrounding temperature.

2.2.5.2 Consequence

A discourse marker is said to be used to show consequence if sentence 2 is said to be the result of sentence 1. In this thesis, the discourse markers *because* and *so* were identified as functioning to show consequence. In commenting on its ability to function as consequence, Schiffrin (1987) argues that *because* is a marker of subordinate idea units. McCarthy (1991), in support of Schiffrin's argument, claims that *because* has the meaning of "cause-effect" and "reason" in view of its discourse use. This is seen in the following Example 10:

Example 10

You see, so it was difficult for me to understand when people of Abease told me they were made to bury an albino alive with the intention that it will help bring their market to the status of that of Tachiman market.

The basis is religion.

The basis is religion (because) our people believe in spirits.

In Example 10, the lecturer was lecturing on how people look down on individuals with disabilities and the kind of inhuman treatment meted out to them. He associated the reasons to our religious beliefs. The reason for the use of the discourse marker *because* is to indicate consequence. In other words, *because* indicates that the second part of the utterance is as a result of the first part.

2.2.5.2 Emphasis

The use of discourse markers as emphasis places stress on a text to draw attention to its importance. In the following Examples 11 and 12, *actually* and *but* are used as placing emphasis on the text. The marker *actually* was used in the data to emphasize aspects of lectures delivered.

Example 11

It is rotation analysis at the Bosomptra rock shelter.

It's implication for the Ghanaian archeologist.

This topic can be changed to be rock shelter.

Alright, so the presentation *actually* has an outline.

An introduction the problem, objective.

Example 11 was about excavation. The lecturer spoke on rock shelter at Bosompra and the topic was *Bosompra rock shelter: It's implication for the Ghanaian archeologist*. In the course of lecturing he used *actually*. The use of *actually* was meant to emphasize that the presentation had an outline.

Example 12

That is what you will be doing

But for the purposes of today's erm topic we want to combine punctuation with paragraph to get a better understanding of what we want to put across

In Example 12, the lecturer was lecturing on *punctuation* and had indicated that the day's lecture was going to be combined with *topic paragraph*. Before the lecturer said this, he used *but* to contrast what he had said they would be doing and what he wanted to add to it.

2.2.6 Micro-macro markers

As has been explained earlier, micro-macro markers are markers that perform micro-macro functions.

2.2.6.1 Discourse organization

In the use of discourse markers as organizers, Shiffrin (1985) examines the functions in terms of conversational coherence. She maintains that "conversational coherence is a cooperative enterprise in which the speaker and hearer jointly negotiate: (1) a focus of attention-referent; and (2) a response which further selects what aspects of the referent will be attended to" (Schiffrin, 1985, p. 640). Trillo (1997) further argues that discourse markers are used to function as interaction tools. This means that discourse markers act as interaction-organizers and, therefore, it would be difficult to study them from a purely lexical-syntactic perspective. Example 13 shows the use of micro- macro markers functioning as organizers:

Example 13

Most of the time if someone is spelling, if the word is like this the person will spell like this (demonstration).

I will do it again, don't worry.

Another example.

Again don't be saying it.

So, that brings us to another segment.

You start with this one and finish with that one.

In Example 13, the lecturer was lecturing about finger language. He asked the students not to murmur the sounds of the alphabet or voice it out as it was unprofessional. Then in structuring the text in order to move on with the delivery he uses the discourse marker *so, that brings us to another segment*. The use of this marker is an organizing marker because the use of *so* in this instance has been used to summarize the prior section to mean that I am bringing this section to an end whilst the macro marker that brings us to another segment informs the students that they are done with the previous idea so they should organize themselves for a next segment.

2.2.6.2 Topic openers

In the opening of text with discourse markers, lecturers tend to structure the text such as to make it interesting to draw the attention of students to the delivery. As Fung, L. & Carter R. (2007). Explain, in text structuring, discourse markers function to signal topic shifting and turn taking. On the other hand, Schegloff (2007) is of the view that in terms of topic development, they mark particular sequences to see how they relate to the suspected

project, theme, stance, which are essential to interactional projects. In Example 14, the use of *okay today we are looking at* shows the opening of the lecture.

Example 14

(Initial interaction) ok, today we are looking at linguistic features of Ghanaian Pidgin English.

You will recall that last week we looked at two varieties of the Ghanaian Pidgin English.

and we said that erm in terms of erm differences there is not much to say although we acknowledge the fact that in term of phonology there should be some differences.

Example 14 was to lecture on Ghanaian Pidgin English. He used the opportunity to guide the students to recall what they had learnt the previous week. Before he delved into all these, he had to organize the text by drawing their attention to the start of the lecture. He thus used the discourse marker to usher them in for them to be attentive. The use of the discourse marker *ok* was to let them know that the interaction was over whilst the use of *today we are looking at* was used to let them know what the actual content of the lecture will be for the day.

Apart from the macro, micro and micro–macro function of discourse markers, Rowling (2002) gives a good account of another set of functions of discourse markers. He argues that discourse markers functions can also be discussed under three main topics. They are: Interactive functions on the part of the speaker, interactive function on the part of the listener, and finally metatextual function. Under interactive function on the part of the speaker, Rowling talks about turn taking –a way to stabilize contact between the participants in a discourse and have time to think up the right word. He also discusses their functions as

filler words-used in the case when the speaker in the course of speaking realizes through feedback that his is not acceptable for some reason. In request for attention, the speaker employs certain markers so as to reclaim and maintain the attention of the listener.

From the discussion, it can be argued that discourse markers are used to initiate discourse, including claiming the attention of the hearer or reader, and to close discourse, Marking a boundary in discourse, that is, to indicate a new topic a partial shift in topic. They can also be used to add either new information or old information, in expressing a response, subjectively, or to react to the preceding discourse or attitude towards the following discourse. In focus of attention-referent, a response further selects what aspects of the referent will be attended to. Finally, they can be used to mark a boundary in discourse, that is, to indicate a new topic a partial shift in topic.

2.2.7 The role of discourse markers in lecture delivery and comprehension

Benson (1994) observes that a lecture is the central ritual of the culture of learning. This is so because in a lecture delivery, the main aim of the lecturer is to impart knowledge for the students to comprehend. In fulfillment of this culture, there is the need to structure the text of lecture in such a way that the delivery will be coherent. The use of discourse markers in a lecture delivery therefore cannot be overemphasized. Fortuno (2006) argues that in the absence of discourse markers in lecture, it cannot achieve the purpose of its delivery. Also, Carter and McCarthy (2006) note that discourse markers play crucial roles in interactions. What this simply means is that with the use of discourse markers in lectures, comprehension is ignited for the achievement of the aim of the lecturer. Fung, L & Carter. R (2007) and Walsh (2006) claim that in the classroom context, discourse markers function as a lubricant in

interaction to reduce understanding difficulties, incoherence and social distance among students and between teacher and student.

Chaudron, Loschky and Cook (1994) also add their voice by recognizing that learners' comprehension of lecture content, however well it is processed by the learner and encoded in notes, will be influenced by the clarity of structure and presentation of the lecture. This fact is further enhanced by Chaudron, C & Richards, J. C. (1986) with the argument that listeners benefit from the presence of signaling cues in lecture delivery. The above discussion buttresses the fact that discourse markers aid the comprehension of lectures and that its use in the lecture environment is very important. After investigating the effects of discourse markers on the listening comprehension of students in a lecture, Euen (2003) noted that they aided students in understanding the lectures. Not only the above scholars but also Othman (2010) supports the assertion that discourse markers aid comprehension by commenting that in educational settings discourse markers are found to have a positive role in classroom context as effective conversational endeavors. The importance of discourse markers in English studies is also argued by Crismore (1989) with the claim that, discourse markers are important for English studies because they can lead to more efficient and effective speaking, listening, writing, reading, interpreting and critical thinking. Nattinger and Decarrico (1992) also opine that these linguistic items are an effective tool for the teaching of speaking, listening, reading and writing.

Another role that discourse markers have been identified to perform in a lecture is in the structuring of the text. According to Walsh (2006), discourse markers in teacher talk play an important role for students to understand teacher language better, which then helps them to improve learning efficiency. Available literature shows that in lecture structuring, lecturers

use strategies such as topic shifting, opening, organizing summaries, reformulators and closers to make it coherent for easy comprehension by students. Discourse markers play very important role in lecture delivery because they help the lecturer to organize the text coherently for comprehension. Without discourse markers, a lecture will not achieve coherence and thus lead to the disorganization of the text. The effect of this will be lack of comprehension of the lecture delivered.

Chaudron, C & Richards, J. C. (1986) in their study found that macro markers aided in recall of a text while micro markers did not have any positive effective on recall. They therefore argued that discourse markers can facilitate comprehension of spoken text by acting as filled pauses thereby giving listeners more time to process the speech signal and making its segmentation more explicit Yu, (2008) buttress the importance of discourse markers by arguing that they are constantly used in teacher language to help creating an effective flow of information from teachers to students in different stages of learning process. This therefore means that it is important for lecturers to use more macro markers in their delivery. In support of the need to use more discourse markers, Tyler (1992) observes that a minimal amount of markers makes the speech of ESL speakers appear less coherent and comprehensible to speakers. This assertion also means that without a substantial number of markers in a text, the delivery will be boring and thus lead to lack of attention.

Again, discourse markers have been argued to play the role of punctuation in lecture delivery. Unlike written text where punctuation is easily seen and adhered to, comprehensible spoken text uses discourse markers to play the role of punctuation (Brazil, 1985; Yule, 1983). This role is mostly identified at discourse boundaries and sentence final positions.

It is also important to note that discourse markers in lectures provide the intended impact in the delivery. In line with this, Sankoff et al (1997, p. 214) claim that the ability to express oneself fluently and confidently in a second language entails the use of those discourse markers that native speakers produce effortlessly. In support of this, Hlavac (2006) posits that native-like proficiency by definition entails appropriate use of discourse markers. For Biber et al. (1999, p. 1086), signaling an “interactive relationship between speaker, hearer, and message” is one of the two roles of discourse markers. Finally, Jucker and Smith (1998) consider discourse markers negotiating strategies of the common ground between speaker and hearer. Flowerdew (1994) is of the view that there are two ways to help non-native speakers understand lectures in a second language. Thus, the use of discourse markers helps improve the knowledge and skills of learners in the target language until the comprehension process is no longer a problem. They also modify the form of the lectures to vary the input so as to make them easier to comprehend.

2.2.8 Summary

Discourse markers play very important role in lecture delivery because it helps the lecturer to organize the text coherently for comprehension by students. Without discourse markers a lecture will lack coherence and thus lead to a disorganization of a text. The genre of lecture, the nature of listening comprehension, features of lectures (syntactic, semantic and phonological features) discourse markers terminology, features of discourse markers (Initiality, phonological, optionality, multi functionality, multi categorical, non –truth condition) classification, functions, and the role of discourse markers in lecture delivery were discussed in this section.

2.3 Conclusion

This chapter has discussed lecture as a genre as well as the nature of listening comprehension and features of lectures. Under the features of lectures, the phonological, syntactic and semantic features of lecture were discussed. It was observed that the delivery of lectures can help lecturers and curriculum designers to know what to incorporate in the course content. In addition, knowledge of the linguistic discursual structure of lecture is of value to content lecturers in potentially enabling them to structure their own lectures in an optimally effective way. The second part of the chapter discussed discourse markers. It is widely acknowledged that unprepared spoken utterances and more generally oral conversations include a variety of speech events which do not contribute directly to the final message. However, the conversational level is highly concerned with such events as they contribute to efficiently implement the interaction and carry out interpersonal information. It was observed that these markers play important functions in everyday discourse, including lecture.

Based on the work of Chaudron, C & Richards, J. C. (1986), the functions identified are macro, micro, and micro-macro. Chaudron, C & Richards, J. C. (1986) describe macro markers as higher-order markers signaling major transitions and emphasis in a lecture. These discourse markers are essentially used to signal the transition and moves from one phase of a lecture to another. In addition, they are used to indicate a shift in one topic to the other, and to organize the lecture structurally so that students are clear about the subject matter. Micro markers, on the other hand, are considered lower-order markers of segmentations and inter-sentential connections. Thus, they are fundamentally used as links to signal the internal or ideational relations within sentences. This ensures that the relations of one clause to another clause or one sentence to another sentence are easier to comprehend. The third group of

discourse markers is those that consist of both micro as well as macro markers. These perform micro-macro functions. These markers are a combination of one or more micro marker(s) occurring with one macro marker.

Finally the role of discourse markers in lecture delivery and comprehension was also discussed.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methods adopted for this study. This includes the description of the research design, selection of participants, data collection procedure, as well as transcription and the analysis of the data that was collected.

3.1 Research Design

This research employs qualitative method of research. Qualitative research, according to Parton (2012), uses a naturalistic approach that seeks to understand phenomenon in context specific settings such as real world setting, where the researcher does not attempt to manipulate the phenomenon of interest, phenomenon of interest unfold naturally. According to Merriam (2009), qualitative researchers are interested in the meaning that people have constructed, i.e. how people make sense of their world. Qualitative research is a design using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice (Parkinson & Drislane, 2011).

3.2 Selection of Participants

The data for this research were recorded from lecturers in two public Universities in Ghana: the University of Ghana, Legon and the University of Education, Winneba. The lecturers were made aware of the purpose of the recording.

3.2.1 Participants from the University of Education, Winneba

The data from University of Education were collected from six faculties. The faculties were School of Creative Arts, Faculty of Foreign Languages Education and Communication,

Faculty of Social Sciences Education, Faculty of Science, Faculty of Educational Studies, and Faculty of Ghanaian Languages Education. Four lecturers were recorded at the Faculty of Creative Arts, three at Faculty of Foreign Languages Education and Communication, two at Faculty of Social Sciences, three at Faculty of Science, four at Faculty of Educational Studies and two at Faculty of Ghanaian Languages. All the lecturers allowed me to record their delivery without any hesitation. Table 3.2.1 represents the number of lecturers who were recorded.

Table 3.2.1. Number of participants and number of discourse markers identified in their data.

Faculty	Participants	Number of discourse markers
Faculty of Foreign Languages Education and Communication	3	136
Faculty of Creative Arts	4	124
Faculty of Educational Studies	4	107
Faculty of Science	3	82
Faculty of Social Science	2	47
Faculty of Ghanaian Languages	2	39
Total	18	535

3.2.2 Participants from the University of Ghana, Legon

The data from the University of Ghana were collected from three schools. The schools were School of Arts, School of Languages and School of Performing Arts. Six lecturers were recorded at the school of Arts, four at the School of Languages, and two at the School of Performing Arts. All the lecturers allowed me to record their delivery without any hesitation. Table 3.2.1 represents the number of lecturers who were recorded.

Table 3.2.2. Number of participants and number of discourse markers identified in their data.

School	Participants	Number of discourse markers
School of Arts	6	337
School of Languages	4	156
School of Performing Arts	2	45
Total	12	538

3.3 Data collection and transcription

The researcher sought permission from lecturers during their presentations and sat in the lectures for the recordings to be done. The lectures were recorded from different classes; Level 100, 200 or 300. The recorder used for the collection of data was a Sony recorder. It was placed on a structure nearer to the lecturer so as to get clear recording. In situations where the lecturer paced up and down in the course of the delivery, they were kind enough to either put it in their front pockets or hold it as they moved. The recordings were played back for orthographic transcription. The transcription was to allow the researcher to identify all discourse markers as well as their functions within the data. Parts of the recordings that were not very clear were marked *unclear* in the transcripts. Tables 3.3a and 3.3b presents the number of discourse markers identified in each faculty/school within the two universities.

Tables 3.3a. Number of discourse markers from the University of Education, Winneba

Faculty	Number of discourse markers
Faculty of Foreign Languages Education and Communication	136
Faculty of Creative Arts	124
Faculty of Educational Studies	107
Faculty of Science	82
Faculty of Social Science	47
Faculty of Ghanaian Languages	39
Total	535

Tables 3.3b. Number of discourse markers from the University of Ghana, Legon

School	Number of discourse markers
School of Arts	337
School of Languages	156
School of Performing Arts	45
Total	538

In all, a total of 1073 discourse markers were identified from both universities. Again, it is seen that lecturers in University of Ghana, Legon used more discourse markers than their counterparts at the University of Education, Winneba.

3.5 Conclusion

This chapter has described the research design adopted for the study. It has also shown the two places where the data were collected; the University of Education, Winneba and the

University of Ghana, Legon. From the University of Ghana, 12 lecturers were recorded while 18 were recorded from the University of Education, Winneba. The data collected were later transcribed orthographically in order to identify the different discourse markers and their functions within the lectures. A total of 1073 markers were identified in the data. The next chapter discusses the results obtained from the data analysis.



CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the results obtained from the analysis of discourse markers within the data. Specifically, the analysis focuses on the micro, macro, and micro–macro functions of discourse markers Chaudron, C & Richards, J. C. (1986). Chaudron, C & Richards, J. C. (1986) (Refer to Chapter 2 of this text) describe macro markers as higher-order markers signaling major transitions and emphasis in a lecture. These discourse markers are essentially used to signal the transition and moves from one phase of a lecture to another. In addition, they are used to indicate a shift in one topic to the other, and to organize the lecture structurally so that students are clear about the subject matter. Micro markers, on the other hand, are considered lower-order markers of segmentations and inter-sentential connections. Thus, they are fundamentally used as links to signal the internal or ideational relations within sentences so that the relations of one clause to another clause or one sentence to another sentence are easier to comprehend. The third group of discourse markers is those that consist of both micro as well as macro markers. These perform micro-macro functions. These markers are a combination of one or more micro marker(s) occurring with one macro marker.

The analysis revealed that the lecturers recorded used discourse markers to perform the three functions outlined in the previous section. One, some of the markers were used to perform macro functions; specifically as topic shifters, organizers, openers, closers, referrals, shared knowledge and reformulators. Two, the micro markers performed functions such as temporal links, casual links, contrastive relations and emphasis. The findings also revealed

that lecturers used macro markers frequently in their lecture delivery. In all, there were 22 different macro markers representing 50.0% of the total markers used. The second part discusses the discourse markers in relation to their micro functions. Micro markers occurred 9 times representing 20.5%. Three, micro-macro markers were also utilized in the data. Here, two (or more) markers occur in succession with the first one being a micro marker while the second member is a macro marker. These combinations were used as topic shifters, openers, and organizers and occurred 7 times representing 15.9% of all the markers.

Unlike Chaudron, C & Richards, J. C. (1986) who identified three versions of discourse marker functions, this thesis has also identified two sub versions of the functions of micro markers. These are micro-micro and micro-micro-micro functions. In all, 3 micro-micro markers were identified, representing 6.8% whilst 3 were used to perform micro-micro-micro functions, also representing 6.8%. The analysis revealed that the functions performed by these markers can be categorized broadly into the four main types proposed by Fung, L & Carter .R (2007). These are interpersonal, referential, structural, and cognitive functions. The functions of the discourse markers are discussed in the following sections.

4.1 Macro Markers

As already indicated, macro markers were used by the lecturers for different purposes. These included their use for topic shift, organizing, opening, and closing lectures. Chaudron, C & Richards, J. C. (1986) argue that in using macro markers, the speaker must devote some attention to the particular phrasing and placement of the expression. Table 4.1 presents the macro discourse markers found in the data.

Table 4.1. Macro discourse markers

Marker	Function	Category
Now	Topic shifter	Structural
Alright	Topic shifter	Structural
Today we are looking at our last topic	Opener	Structural
Another way is that	Organizer	Structural
that brings us to another segment	Organizer	Structural
Now	Organizer	Structural
Alright	Organizer	Structural
Okay	Opener	Structural
So	Summarizer	Structural
Last week we started looking at	Referrer	Referential
Today what we are going to do	Opener	Structural
So let's begin with	Opener	Structural
So let's look at the definition	Opener	Structural
Finally and most importantly	Closer	Structural
What I am describing now	Organizer	Structural
I believe	Indicating attitudes	Interpersonal
you see	Marking shared knowledge	Interpersonal
Mind you	reformulation	Cognitive
I mean	Reformulation	Cognitive

4.1.1 Topic shift

In classroom discourse, topic can be shifted depending on what the teacher aims to communicate to the students. This normally helps create an effective flow of information from teachers to students in different stages of the learning process, if used appropriately (Yu, 2008). Fung, L & Carter R. (2007). Also argue that discourse markers function to signal topic shifting and turn taking. In this part, I discuss the various markers that were used to shift topics within the lectures. While some of the markers are single words, others are clauses. This is consistent with Gupta (2006), who observes that the constituents of a discourse marker can be a single word, a phrase, or a clause.

4.1.1.1 Single words

The single word discourse markers that were used to mark topic shifts are *now* and *alright*.

4.1.1.1.1 Now

In Extract 1, the lecturer used the discourse marker *now* to shift.

Extract 1

Typography is the means by which ideas are given visual form. And then the last one says [unclear]. So, you don't just put the types there .It must be well arranged according to a certain specific arrangement. Is that not it?

Student: yes sir

So, that is typography definition. Any question so far?

Student: No sir

Now, let's look at the importance of typography in visual communication. We use text, illustration, images, and photographs to communicate. We are looking at only typography. It can inform.

In the interaction prior to his use of *now*, the lecturer had explained to the students what the definition of *typography* was. He had informed them about the need to always arrange text according to a certain formula. With the positive response that he got from the students, he used *so* as a summarizing marker to bring the discussion on *typography* to an end. When the students showed an indication that they had no questions, he used *now* to shift from the *definition of typography* to the next sub-topic which is *importance of typography in visual communication*.

This shift is consistent with what Fortuno (2006) notes about the marker *now*. He stresses that it serves to introduce a new topic by way of a shift from the previous topic. Such a marker, according to him, generally occurs after a pause and also at the beginning of a section of talk. Fraser (2009) similarly argues that *now* signals immediacy of movement, a return, continuation, or new topic. Fraser calls this an "attention marker" (p. 897), signaling to the interactants that a shift is about to occur.

In Extract 2, the lecturer uses the *now* to shift the topic from *phonological semblance* between the *suppletion* of good and better to *allomorphy*, an entirely different idea.

Extract 2

So, there is no phonological semblance between good and better. This is suppletion.

Let's continue. You understand these terms.

Student: Yes

Now, let's move on. We are looking at allomorphs. Okay

In this extract the lecturer focuses on a prior submission and summarizes the content with *so* to clarify the lack of relationship between the two words *good* and *better*. He goes on to emphasize what that means by indicating that it is called *suppletion*. In order to be sure about the comprehension of the term, he ascertains this by asking for confirmation with ‘*you understand these terms*’. To this, he gets a positive response ‘*yes*’ from the students. He then moves on to another topic *allomorphy* with the use of *now*, indicating a topic shift.

4.1.1.1.2 **Alright**

The marker *alright* with terminal intonation after a string of discourse on a particular topic can mark an interruption in the activity at hand. In addition, a speaker might say *alright* followed by the initiation of a new topic (Filipi and Wales, 2003, p. 450). In this vein, Turner (1999) is of the opinion that *alright* marks a major shift in topic, whereas *okay* marks subtle shifts in focus within the same topic. Filipi and Wales, on the other hand, argue that *okay* signals topic continuance, whereas *alright* signals a shift to a new topic. They claim that while *okay* and *alright* are quite similar as discourse markers, there seem to be subtle differences in their discourse functions. In Extract 3, *alright* has been used for topic shift.

Extract 3

So there are some of the items that you can mix. So the slope is white. In ceramics we are able to produce glass sets e.g. saucers and other things. Ok so that is it. Any question? Then shall we move on?

Student: Yes sir.

Can we now attempt to define clay? What is clay? How would you describe clay? Hmm

Response: It is a plastic material which is earthy. It can be very hard or rocky.

In Extract 3, the lecturer was initially discussing the topic *ceramics*. His use of *ok so that is it* meant he was rounding up discussions on the topic. Before he did that he asked the students a question to ascertain if they had understood all he had said. With a positive response from one student, he shifts the topic from *ceramics* to the *definition of clay*. This he does by using the discourse marker *alright*, an argument consistent with what Filipi and Wales (2003) say about the topic shift function of *alright*.

In another instance, the lecturer in Extract 4 uses *alright* to make a shift from one topic to another.

Extract 4

Now let's list some erm clays, ok. I am going to use you to site the examples.

There is no town in Ghana where there is no clay. Wherever there is clay. Here at our department they use clay from Abonko. The clay found is ideal for ceramic production. So the clay was named after the town. So that if you want Abonko clay don't go to Cape coast or Takoradi, you go to ... (where)

Response: Abonko

Lecturer: Alright. How do we find clay?

Response: River banks

Lecturer: Madam Mavis says river banks River banks. Would you expand that a little bit? Not Mavis alone. Who will try that? Yes my brother?

In Extract 4, the lecturer was lecturing on *clays*. He indicated that he was going to use the students to provide examples of clays. He told the students that clay can be found in a lot of places in Ghana but the one found at Abonko is the best. After satisfying himself with a positive response from one of the students on a question asked, he used the discourse marker

alright to sum up the idea and at the same time to shift from *types of clays* to *how clay is found*. This is a topic shift because *the type of clay is* a different idea from *location/deposits of clay* in the country.

4.1.1.2 Clauses

As already indicated, the lecturers used discourse markers that are clausal in structure to perform topic shifting functions. This is shown in the following extracts:

4.1.1.2.1 The final point, then we go

In Extract 5, the lecturer used the clause *the final point, then we go* to shift topic from a discussion on *conservation* to *providing important social benefits* that provide the local communities with incentives for habitat.

Extract 5

You see that in effect what the people have lost in farming will be recouped in terms of income from the activities that they indulge in. So, we need to engage rural enterprise so that people may actually get it from some of these enterprises, instead of allowing people to go and destroy them. The final point then we go. Providing important social benefits that provide local communities with incentives for habitat protection.

In Extract 5, the lecturer had been discussing *conservation*. In the course of the discussion he used *so* to summarize that aspect of the lecture and then used the *final point then we go* to shift to the next aspect which is *providing important social benefits that provide local communities with incentives for habitat protection*. The use of the discourse marker in this instance was used to indicate to the students who may be tired after sitting for some time to

get the satisfaction that very soon the lecture will come to an end. This means that the lecturer used this clause to maintain their attention so as too loose focus. This strategy was used to help the students to focus till the end of the lecture.

4.1.1.2.2 Let's move on

Another example in Extract 6 shows that the lecturer shifted topic from the *observation of a child in a natural environment* to *qualitative and quantitative research methods* using the discourse marker *let's move on*.

Extract 6

If you observe a child jump, it is an achievement you can record. It is not a one day job. When a child is brilliant in class it does not mean he/she is brilliant in everything. What do we mean by good conduct? When we say conduct every teacher gives the comment *satisfactory* and as counselors to be these are some of the things we must look out for. We must use it for the purpose the space is provided. Performance cannot be quantified. You can only quantify achievement. So the achievement of a child in class does not mean his achievement in everything. Any question?

Student: No

Let's move on. When students are doing research they say this is a quantitative study, this is qualitative study.

What do we mean by that .If you are doing a quantitative study there is no need telling the supervisor. Once you tell him your research design he himself will know what type of research it is. The method you use will tell him the design you are using.

In this extract, the lecturer was initially discussing *how counselors could observe students in order to give a fair judgment of how they respond to nature when they are not being*

observed. Here, the lecturer used the discourse marker *so* to sum up this aspect of the lecture and asked for clarification on *comprehension*. With a positive response, he shifted the topic using the clause *Let's move on* from *observation of the child in his natural environment* to *qualitative and quantitative methods in research*. It is argued that the idea of observing a child and that of qualitative and quantitative methods are two separate concepts. Hence, the clause was used to shift.

4.1.1.2.3 We are going to continue

Another extract that shows the use of a clause for topic shift is the one cited in Extract 7

Extract 7

So far we have been treating educational resources right? We looked at what they are. And other classifications, importance and factors to consider when selecting them and then individually we looked at their advantages and erm disadvantages. Right, so we are going to continue. And then I gave you presentations to do which we have finished. Seminars right? So we are going to continue with communication. We are looking at teaching learning materials as a means of communication. When we talk about teaching learning materials as a means of communication what do we mean? mmhuh, we have all been communicating isn't it? So what is communication?

The lecturer in Extract 7 guided the students to recall a previous lecture on *classification, and importance* of a topic they had treated previously. She then used the discourse marker *right* as a form of confirmation. The lecturer then used the marker *so* to summarize the content, an indication that he was ending the delivery. To shift from the summary of the previous lecture, he used the clause *we are going to continue* to shift to a new topic which is *communication*.

With the shift, she asked the students to give an answer to what they perceived communication to be.

4.1.2 Topic closing

Fuller (2003, p. 25) is of the view that “discourse markers are used in different ways depending on the roles and relationships of the interlocutors”. Consequently lecturers sometimes use discourse markers to close lectures. In the examples below the lecturers used single word discourse markers as topic closers.

4.1.2.1 Single words

4.1.2.1.1 Alright

In Extract 8, the lecturer uses the discourse marker *alright* to close discussions on the lecture.

Extract 8

Alright ladies and gentlemen this is the end of the discussion. Thanks for your contribution. Okay your contribution was ok. Go home and revise it. Write this question for your consumption and production

In Extract 8 the lecturer lectured on ceramics. In closing the lecture, he used *alright* to sum up all the discussion that had gone on previously. His thanking them for their contribution and tasking them to go home and do a revision of what they had learnt attest to the fact that he was bringing the lecture to a close.

Another example of the use of *alright* to close topic is seen in Extract 9:

Extract 9

So erm this one too I should teach you? Anyway so we have our twenty and thirty here. So now this is one of the simplest examples and the whole of this

book is about legal programming. It is for life. We learn not for school. Any questions please? Is it difficult? Eh

Student: Yes

Lecturer: It is difficult?

Student: Confusing

Lecturer: What makes it confusing (further explanation?)

So that is that ok.

Alright, so we bring the class to a close and meet next week.

In Extract 9, the lecturer had to do further explanation of the topic he was teaching because one of the students in a response as to whether they had understood the lecture responded in the negative. After the explanation he used *so that is that* as a prelude to his closing of the lecture. Then he used the marker *alright* to close. He confirmed this closure with the subsequent utterance *so we bring the class to a close and meet next week*.

4.1.2.1.2 Now

In Extract 10, the lecturer uses *now* to close the lecture:

Extract 10

So these are our friends from city campus. (They give their submission).

Thank you.

Ok. They need applause.

On Sundays I monitor.

Ok any question for them.

(Student asks that they repeat a sound they gave as an example in the presentation)

Lecturer: They would like you to give them one of the sounds you heard.

(The group complied)

Lecturer: Now you are released.

In extract 10, the lecturer was having a special presentation with students. After the last presentation he sought from the students if they had any questions for them to answer. One student asked a question and got an answer accordingly. After the answer the lecturer closed the presentation session with the use of the discourse marker *now*.

Another use of *now* is seen in Extract 11 the lecturer uses the discourse marker *now* to close the lecture.

Extract 11

Now you have complex z and z to the absolute volume. It is like the square of this absolute volume. So if you have let's say (example).

So basically that is why we are saying so. Now we are done with the preliminaries.

The lecturer in Extract 11 was solving mathematics topics with the students. The topic was square roots. In closing the topic, he used *now* to do so effectively. The subsequent utterance *we are done with the preliminaries* attests to the argument that the lecturer was closing the topic.

4.1.2.1.3 So

In the Extract 12, the lecturer uses the discourse marker *so* to close the topic.

Extract 12

So verbal communication includes discussion, speeches, face to face presence, etc. Visual aids can also facilitate effective communication.

And communication can go on between two or more people. Good.

Then verbal communication (she defines and gives her submission) right.

So all these are means of verbal communication

Written or graphics. It involves ideas.

You just write what is in your mind.

How you feel is what you write. Isn't it?

In Extract 12, the lecturer used *so* as for closing. She was lecturing on verbal communication. She defines and gives further submission on it. She uses *right* to summarize the content and closes the topic with the discourse marker *so* to indicate that all she has said bothers on verbal communication. Her immediate move from *verbal communication* to *written or graphics* shows that after closing topic, she would start a new topic.

The marker *so* is used in another instance to close a topic. This is seen in Extract 13.

Extract 13

So if you take *pito* it will be part of your language.

Another person may use *Apeteshie* so that is what will be part of his language.

So every language comes as a result of a continuum of experiences.

So the actual word in a semantic field is called lexical sets.

Lexical sets may also have subdivisions under them.

So let's wait. One day someday one of the indigenous languages will emerge

as a lingua franca

So, I would want us to end.

The lecturer in Extract 13 was lecturing on *The Ghanaian languages*. He mentioned that a word like *akpeteshie* or *pito* will only appear in the language of the group of people who use

those alcoholic beverages. He further made mention of the fact that there is no need to rush in selecting a language or languages as national languages. And that as time went on one or more languages will emerge automatically as the national language(s). He then ended the lecture using *so* to mark the closure saying *so, I would want to close*.

4.1.2.1.4 Okay

Filipi and Wales (2003) argue that *okay* is a pragmatic marker that occurs “at boundaries such as openings and closings, as well as phrase boundaries in the middle sections of various types of talk”. Generally, *okay* marks transition from one segment of talk to another. In the following extracts *okay* has been used to close a topic.

Extract 14

Do you know that at the end of every course you have to go and fill an evaluation form? Please go and do that and evaluate me.

Okay, on that note let's end here and see you next week.

The lecturer in extract 14 was bringing the lecture to an end so he used the opportunity to draw the attention of the students to the fact that they were supposed to fill a form to evaluate him. He encouraged them to do that immediately after the lecture if they had not done so. Using *okay* as a concluding marker, he brings the lecture to close by saying *okay, on that note let's end here and see you next week*.

Another lecturer uses *okay* as a closing marker in Extract 15.

Extract 15

Lecturer: What about my friends from city campus? Are they here? Are you ready?

Students: Yes

So these are our friends from city campus.

(They give their submission) thank you.

Lecturer: okay. They need applause.

In Extract 15, the lecturer was moderating a presentation in a literature class and wanted to know whether a group that learnt with the class had already arrived. When he got to know they were around he gave them the opportunity to do present their work. After the presentation he used the marker *okay* to close their presentation and asked the class clap for them.

4.1.3 Discourse Organizing

The importance of the organization of discourse in any lecturing environment cannot be over emphasized. The organization of lecture content can be said to be a topic development. Schegloff (2007) argues that in any topic development, discourse markers mark particular sequences to see how they relate to the suspected project, theme, or stance which are essential to interactional projects. The discourse markers that were used as organizers functioned to cohere the delivery to make them more meaningful for comprehension by students.

4.1.3.1 Single words

4.1.3.1.1 Okay

In Extract 16 the lecturer used *okay* in organizing the text for easy comprehension.

Extract 16

Lecturer: Today we are doing the drama?

Students: No

(Discussion between lecturer and TA on topic for the day)

Okay, let me confuse you with something and let me begin with that right?

In Extract 16 the lecturer used *okay* as an organizer because initially he was at a loss as to the actual topic on the course outline he had to treat for the day. There was a discussion between himself and the teaching assistant. After the discussion, he got the topic and in organizing the text for coherence in order that the students will not lose focus (because of the gap that had been created from the discussion), he used the discourse marker *okay* to link the short break to the resumption of delivery. This way, the marker *ok* is used as a discourse organizer.

The lecturer in extract 17 also uses *ok* in the lecture delivery to signal the organization of the text.

Extract 17

Ready. Are you ready?

Okay go (demonstration).

I don't want to see anybody laughing or talking.

Stop talking Annaba if you are not ready sit down.

How can the four of you move at the same time?

Stop, side out, ready. Did you hear ready?

Student: yes

The lecturer in Extract 17 was coaching Physical Education students on the field. She asked them to get ready to move. She then verified whether they were really ready. The use of *okay* at the beginning of the extract was a way of organizing her thoughts so that the students would understand the concept.

4.1.3.1.2 So

Fortuno (2006) argues that *so* as a macro marker affects the overall discourse structural relations, normally occurring at the beginning of a section of talk, generally after a

long pause and it functions purposely to introduce a new topic. However, in Extracts 18 and 19, *so* is used to organize the text for comprehension by students.

Extract 18

And we know the one by the letter one.

You can only imagine the situation.

So we say that the square root of negative one.

We denote it by one depending on the calculation you are having.

Your calculators will find the one right.

Now if it is not in the complete mode we call it mass error.

In Extract 18, the lecturer was teaching mathematics and was informing the students about the results of calculator calculations they were performing. He used the discourse marker *so* to say that based on what they have said so far concerning the fact that they can only imagine the situation and the result will be negative one. The marker *so* has been used to draw the attention of the students to what the result of the task on hand will be. In this sense, the discourse marker was used to organize the text for effective understanding.

Another use of *so* as an organizer by a lecturer is seen in Extract 19.

Extract 19

Now when it comes to the wet method this idea of mixing with water will come in ok.

Now the wet method involves soaking.

We are looking at washing the clay. We want to wash the clay so you will water.

When you water we say you are washing.

We wash the clay to remove foreign materials or unwanted materials.

So you will look for a plastic board or drum or basin and then you soak in water.

The soaking is different from the one Auntie B described

In Extract 19, the lecturer was talking about the wet method of mixing clay. He informed the students about the fact that watering of clay meant washing it. Then it came to the point of how the clay will be washed. Here, he used *so* to draw their attention to the fact that a means of getting the washing done is about to be revealed. The marker *so* has been used as an attention marker as it draws students' attention to the content being discussed, and ultimately, functioning as a discourse organizer.

4.1.3.1.3 Now

Schiffrin (1987, p.241) is of the view that the discourse marker *now* is used to indicate a speaker's progression through a discourse which contains an ordered sequence of subordinating parts. She argues that it is used to indicate the upcoming shift in talk, or when the speaker wants to negotiate the right to control what will happen next in talk. The use of *now* in the extracts below was used by the lecturers as a means of organizing the text.

In Extract 20, the discourse marker *now* has been used as an organizer.

Extract 20

If this is in your head no one will know.

But as soon as it is written thus: Kofi is going to school.

Now, the human eye will look at it and give it a visual form.

In extract 20 the lecturer was discussing visual communication with the students and used the example of *Kofi is going to school* to give them information. In order to organize the text well so as to meaningfully link the information, he uses the discourse marker *now* as if to say *wait and see what is following this*.

In Extract 21, another lecturer uses the discourse marker *now* to organize his information.

Extract 21

So we want to suspend all this thought.

At the end of the day the main aim of phenomenology is to get to the essence of phenomenon.

Now we have to take the fourth step which is describing the phenomenon.

The lecturer in Extract 21 informs the students about what goes on in churches and the fact that they have to suspend all the thoughts they have about a particular pastor or church before they embark on a research there. She goes on to tell them that the reason for embarking on the project as a researcher is to get the actual facts on the ground without a prejudiced attitude. At a point where she moves to the next point in the delivery, she uses the discourse marker *now* as a form of summary for the content delivered and a cohering device to draw the attention of students to the next subtopic.

4.1.3.1.4 Alright

In Extract 22, the lecturer used *alright* to organize her text.

Extract 22

Do we have any volunteers?

And who told you couldn't be asked this when you go for an interview for a job?

Who told you, you will be limited to EIB.

Community based rehabilitation is one of the units in your department, alright?

Do we have any volunteer?

The definition at this juncture can be ordinary.

The lecturer in Extract 22 was not very happy with the inability of the students to give an answer to a question she asked on the definition of community rehabilitation. She therefore draws their attention to its importance and the need to know since they could be asked a question pertaining to that in a job interview. In a bid to emphasize this view, she used the discourse marker *alright* in a rhetorical question form to hammer home her point.

In Extract 23, the use of *alright* by another lecturer was to organize the lecture delivery text.

Extract 23

So you have to device means of trying to get, you know, those materials intact so that you can handle them .So that you can describe them, so that you can plot them.

Alright? Clear?

Student: yes

In Extract 23, the lecturer tries to draw the attention of student to certain materials that can aid their learning process and goes further to explain how that can benefit them. According to him, the material can help them in handling, describing and plotting. His use of *alright* was to organize the text in such a way that he will know if they have understood what he is saying. His use of *clear* also attests to this assertion. Not only this, but also it can be said that the positive response of the student is an indication that the use of the discourse marker yielded the intended result of organizing the discourse for comprehension.

4.1.4 Topic opening

In a lecture delivery lecturers use discourse markers to open the lecture as a means of drawing students attention to the fact that it is time to concentrate for the beginning of the

delivery. The discourse markers in the following extracts have been used as topic openers.

4.1.4.1 Single words

In a lecture delivery lecturers use either single word discourse markers or clausal discourse markers to help with the understanding of the lecture. In the extracts below the discourse markers used in the delivery are single word discourse markers.

4.1.4.1.1 Alright

In extract 24, the lecturer uses the discourse marker *alright* as a topic opener.

Extract 24

Alright, so today, I want us to look at erm religion and human rights of people with disability.

Now, I just want us to look too far beyond our borders.

Now the question I want to raise is that does everyone possess human dignity in equal measure in Ghanaian societies.

I mean you may have it but people will not recognize it okay.

I mean what we mean by that.

In Extract 24, the lecturer is discussing the human rights of people with disabilities. But before he ushers in the topic, he asks questions that border on whether every individual possesses human dignity in our societies he uses the discourse marker *alright* as an opener. With this opening, he is able to grasp the attention of the students before introducing the topic for the day.

In Extract 25, the lecturer opens the lecture with the discourse maker *alright*.

Extract 25

Alright, so we will look at geology and archeology.

So this paper is also an important one that will be very helpful for you in the write up, right?

The lecturer opens the lecture using *alright* before he goes further to inform the students of the topic for the day which is *geology* and *archeology*. The lecturer draws the attention of students with this marker before going ahead to give the topic for the day. The discourse marker *alright* therefore serves as an opener of the lecture.

4.1.4.2 Clauses

As was stated earlier, lecturers sometimes use clauses to make an impact on their delivery. Just as literature posits, discourse markers function as lubricants in interaction to reduce understanding difficulties in coherence and social distance among students, and between teacher and student Fung, L & Carter .R (2007). Walsh, 2006). Discourse markers in teacher talk play an important role for students to understand teacher language better, which hence helps them to improve learning efficiency (Walsh, 2006). As it is observed, discourse markers perform both a social and educational function at the same time in classroom context. In the extracts 26 and 27 clausal discourse markers have been used to open the lecture.

4.1.4.2.1 We are going to look at our last topic

In Extract 26, the lecturer uses *today, we are going to look at our last topic* as an opener to usher in the lecture

Good morning once again.

You were telling me that you want to write erm another quiz?

Response: No

The lecture for today we are going to look at our last topic: towards an indigenous language.

(Questions and Answers on what the National and official languages are)

The lecturer in extract 26 used the clausal marker *today we are going to look at our last topic* as an opener. This is because prior to his use of the marker, he had greeted them, an indication that he had just entered the class. In a negative response to a question he posed, the lecturer decided to teach. When he started, he used the clause to open the lecture.

A lecturer in Extract 27 used the clause *today we are looking at* as an opener of the lecture

Extract 27

Today we are looking at linguistic features of Ghanaian Pidgin English.

You will recall that last week we looked at two varieties of the Ghanaian Pidgin English. And we said that erm in terms of erm differences there is not much to say although we acknowledge the fact that in terms of phonology there should be some differences also in terms of the lexicon and style.

The lecturer in Extract 27 was lecturing on *Ghanaian Pidgin English*. He calls the students' attention to what they had learned in the previous week. Before he does this he opens the lecture with the clause *today we are looking at*. The use of the discourse marker was thus used to function as an opener to the lecture. Bolden (2008) argues that the discourse marker *so* is most commonly described as indexing inferential or causal connections. Research has shown that this is not its only function. It can also be used to function as organize a lecture. This organizing function is shown in the following extracts.

4.1.5 Summarizing

In Extract 28, the lecturer uses the discourse marker *so* to summarize the delivery.

4.1.5.1 So

Extract 28

So definitely at the one point no land is fully utilized.

Do you all understand and will be able to do that for a different question?

Student: Yes

Ok, yes, because you can see that apart from this point any other point that you identify within the feasible region some resource will be underutilized.

So, any point you choose from here to here labor resources will be underutilized.

We have to identify the total profit made.

So can someone tell us the total profit made?

At point B from what we have done so far?

[No response]

Ok maybe we should write down this.

We are going to point A B C D ok.

The lecturer in Extract 28 was delivering on underutilization of resources. He made it clear to the students that at a point land will not be utilized. With this, he verified with a question on whether they had understood all he was saying. With a positive response from the students, he went further to state that it was so because of the identification within the feasible region. He then used the discourse marker *so* to summarize as way of concluding that idea by saying that *any point you choose from here to here labor resources will be underutilised*. It is evident that

so was used to summarize the idea because the next sentence was on a different idea which is profit made in the utilization. This clearly shows that after the summary he ended the previous idea and started discussion on another.

In Extract 29, the lecturer uses the discourse marker *so* to summarize the text.

Extract 29

You have gotten the experience and you understand what the believers are saying.

Because if you don't understand you may use words which are not appropriate to describing it.

Any other question?

Is it clear enough?

Student: Yes

Lecturer: good

Then now first you describe the phenomenon.

After you have described it now you assign names and categories.

So if you see the people they kneel, they sing, they cry, they throw stones.

They sleep on the floor etc.

So now can we categorize these things?

Student: Yes

Ok right.

So, can we put these in some kind of category because now we are studying miracles?

In Extract 29, the lecturer was delivering on Religion and how some pastors and their congregation act in the course of worship. She told them to always describe whatever phenomenon they come across when they go out researching on these things. Some of the acts she asked them to note were whether a particular congregation kneel, sing, cry, throw stones or sleep on the floor in the course of worship. After eliciting from the students to know whether they had understood the delivery, she went further to use the discourse marker *so* to summarize the idea. The use of *so* here was to communicate that *if you have understood then I am done with that idea, can we then put these in some kind of category?*

4.1.6 Referral

As already indicated, the lecturers used discourse markers that are clausal in structure to perform referrer functions. This is shown in the following extracts:

4.1.6.1 Last week we started looking at

Extract 30

Last week we started looking at theory and methods in the study of religion.

No we started that earlier and last week we started looking at the scientific study of religion and if you remember, we said that the phenomenon of religion is based on two main principles.

Do you remember? (Rhetorical question) So what are the two main principles?

Response: The students give the answers.

This is a religious phenomenon.

Miracles in Christianity or miracles in the prophetic churches.

In Extract 30, the lecturer used the discourse marker *last week we started looking at* to refer the students to a prior discussion that can aid in the comprehension of the day's delivery. Her use of *do you remember?* at a point also buttresses the fact that the lecturer was referring the students to the previous lesson so as to help them recollect the previous week's lesson. Having satisfied herself, she hammered on it by saying *this is a religious phenomenon. Miracles in Christianity or miracles in the prophetic churches.*

4.1.6.2 So we are looking at

In Extract 31, the lecturer used the discourse marker *Last week we said that* as a referrer.

Extract 31

So we are looking at several strategies that we can employ that when we translate. We communicate the exact information that our target language people should receive. Last week we said that every language has a lexicon. Within the lexicon we have meaning components and we tried to identify some of these meaning components. We grouped the meaning components into four. We talked about things, events, attributes and relations. We tried to give examples of each and we said things are used to name both animate and inanimate objects and we said that within each group we have the natural ones and the supernatural ones.

In Extract 31, the lecturer was delivering on the topic translation. In other to link the previous lecture to the current one to help the students with the understanding of the lecture he referred them to a previous lecture using the discourse marker *last week we said that* His use of this discourse marker is to refer the students attention to what they had learnt earlier, a move which can give them an idea to understand the current lecture better.

4.1.7 Shared knowledge

The lecturers used discourse markers that are clausal in structure to perform shared knowledge functions. This is shown in the following extracts:

4.1.7.1 So you see

In Extract 32, the lecturer used the discourse marker *so you see* to perform shared knowledge functions.

Extract 32

At the end of the day the main aim of phenomenology is to get to the essence of phenomenon. Now we have to take the forth step which is describing the phenomenon.

And so now you have entered into the experience. You have to be objective. Now you have to describe what you have observed. What is it that the people are doing? So if Obinim is coming to perform miracles does he jump? You see sometimes people will say that singing is the atmosphere for miracles. People should pray, close their eyes. Everything that you observe there we are saying that you should describe. As you describe, we are saying that pay attention to the dangerous aspects.

In Extract 32, the lecturer was lecturing on the description of actions at church services. She tasked the students to be objective in whatever they see at the services. She used Rev. Obinim, a popular pastor in Ghana, as an example asking if he jumps when he is about to perform miracles. With this prior knowledge both the lecturer and the students have about the topic, the lecturer uses *so you see* to indicate this shared knowledge to emphasis the point being made for better comprehension.

Another lecturer in Extract 33 used the *so you see* as a shared knowledge marker.

Extract 33

Lecturer: Kofi gyina hɔ.(Question)

Response: Kofi nnyina hɔ.

Question: Kofi kɔ kumase.

Response: Kofi nkɔɔ kumase.

Lecturer: Sɛ moahunu sɛ monte Twi. Ok.

Question: Kofi wɔ kumase.

Student:Kofi nni kumase.

Why did we not say kofi nwɔ kumase ah?

You see, in all the examples that I asked you to negate you put a nasal in front of the word but in this particular one you had to replace the whole verb with nni. Do you understand suppletion now?

Do you understand suppletion?

Response: Yes

In Extract 33, the lecturer was lecturing on negation which is under the broad topic suppletion. In order for the students to get a better understanding of the delivery, he based on the discourse marker *so you see* to draw attention to the shared knowledge he the lecturer and the students have about the topic on hand. With the shared knowledge he then linked the lesson to Twi examples and asked them to negate it to bring out the understanding better. These examples brought to the fore the fact that there are instances in Twi where negation takes a different form from the actual norm. The shared knowledge that the students attention was drawn to help the students understand the delivery judging from the positive response they gave in response to a question as to whether they had understood the term suppletion.

4.1.8 Reformulation

4.1.8.1 I mean

As already indicated, the lecturers used discourse markers that are clausal in structure to perform reformulation functions. In extract 34, the lecturer used the discourse marker *I mean* as a reformulators.

Extract 34

Lecturer: What we call biblical allusion. He alludes to instances in the bible to support this claim. Besides that one too we see that he makes use of a lot of choppy.....I mean very short sentences. Sometimes two sentences. Sentences like ‘my wife is happy, my children are doing well, my friends are there for me and I enjoy my job. Look at all these short sentences. They are for a certain effect. He wants us to know that he is speaking to us. So the punctuations are the pauses in his speech. So you should have it at the back of your mind that he is a pastor and he is standing in front of you, and is telling you something.

In Extract 34, the lecturer was delivering on a book that students had read for analysis. She informed the students about a style that the writer had adopted in making meaning in the book. He made mention of the fact that the writer has made use of choppy sentences and in order to reformulate this idea to make much meaning to students she uses the discourse marker *I mean*. The use of the discourse marker was to draw students’ attention to the actual idea he was putting across to make the needed impact. To buttress the idea he was putting across, he goes further to give examples of what she meant by choppy sentences to which she reformulated to explain as short sentences.

Similarly, in Extract 35, the lecturer used the discourse marker 'I mean' as reformulators.

Extract 35

Now, today you are supposed to be talking to me about LGBT.

So I am ready to be listening to you. Let me see what you have done.

Response: The religious view of LGBT in Ghana?

Lecturer: I am not asking you about the religious view on LGBT. I am asking you how the religious orientation in Ghana is affecting the religious debate. That is the issue. It is clearly stated in the course outline, so don't set your own debate. Ok.

student: Today if you don't do it I will just take my lap top and go, mho. Ok so now you have told me who a gay is etc. so now I mean put that thing in the context of human right, religion and public discourse.

In Extract 35, the lecturer was explaining the reasons why people look down on people with disabilities. Before he started the delivery, he asked the students to tell him about a topic namely LGBT which he had asked them to research on in the last lecture for discussion in the current lecture. It seemed the students had not complied and so did not seem to understand what the lecturer was trying to imply by his question. In order for them to get a better understanding of what he was driving at, he reformulated his question with the use of the discourse marker *I mean*. The use of the marker meant to reorganize the question in such a way as to make understanding easy.

4.1.9 Summary

Readers recall from the introduction section that Chaudron, C & Richards, J. C. (1986) describe macro markers as higher-order markers signaling major transitions and emphasis in a lecture. These markers were essentially used to signal the transition and moves from one phase of a lecture to another. In addition, they were used to indicate a shift in one topic to the other, and to organize the lecture structurally so that students are clear about the subject matter. The markers that were identified as macro markers were single words such as *now*; *alright*; and clauses such as *today we are looking at our last topic*; *another way is that*; *that brings us to another segment*, *last week we started looking at*; *today what we are going to do*, *so let's begin with*; *finally and most importantly*, *what I am describing now*, *I believe*; *you see*, *mind you* and *I mean*. The markers were used to perform functions such as topic shifting, conclusion, organizing, summarizing, marking shared knowledge, opening, closing, referring, and reformulating.

4.2 Micro Markers

It will be recalled from previous discussions that micro markers are used to serve intersentential links. In terms of the different intersentential functions they performed in the data, the micro markers were used to serve temporal links, casual links, contrastive relations, and to mark emphasis. Table 4.2 presents the functions and categories of micro discourse markers in this thesis.

Table 4.2. *Micro discourse markers*

Markers	Function	Category
Then	Temporal	Referential
And	Temporal	Referential
Because	Consequence	Referential
So	Consequence	Referential
actually	Emphasis	Structural
But	contrastive	Referential

The section that follows discusses the use of micro markers in the data.

4.2.1 Temporal Linking (Temporal Markers)

Temporal discourse markers such as after, before, or while are commonly described as triggers for discourse relations expressing a temporal relationship. Mann &Thompson (1987),Knott (1996)

4.2.1.1 Then

The use of the discourse marker *then* in Extract 36 was used by the lecturer as a temporal marker.

Extract 36

An insight and exposure on what life is about.

What is life craft and life line?

Craftlike qualities; your strengths, abilities cunningness craftiness.

Life is about positive and negatives.

So there is a line craft ah (pause), then, he also talks about lifelines.

What are lifelines?

Get the meaning from the word itself.

You cling on to it.

It presents to us the metaphor of a window

The lecturer in Extract 36 was lecturing on lifelines and life crafts in relation to a book the students had read already before the start of the lecture. In his utterance '*there is a line craft*' he pauses as if he needs time to remember what to say next before using the temporal discourse marker *then* to continue. The use of *then* in the lecture has been used as a temporal link to give further information on the point she was making the further information is 'he also talks about lifelines'

In Extract 37 the lecturer used the discourse marker *then* as a temporal marker in the lecture.

Extract 37

Lecturer: Alright so we have all these things around us, yes, then there is death.

We don't want to think about it.

I treated a poem with my students some time ago.

It is called erm the undertaker.

It is about the fact that we all don't want to do the work but when we die we want somebody to take care of us and I could see from the faces of the students that if they had their choice they would have said that I should change the poem.

In Extract 37 the lecturer was lecturing on the interesting fact whereby everybody wants to be dressed by a mortician in death but will never want to be a mortician. She used the discourse marker *then* as a temporal discourse marker to add more information related to the point she was making. The way the marker has been used in the text makes it a temporal marker because its use marked an addition of information to the point that was being made.

4.2.1.2 And

In Extract 38 the lecturer used the discourse marker '*and*' as a temporal marker in the lecture.

Extract 38

So the air becomes normal and begins to rise.

When it becomes warm and begins to rise whatever happens to the air we are saying that those changes that will occur in the air are not dependent on the surrounding temperature.

Okay, and that is interactive process.

In Extract 38 the lecturer was lecturing on air temperature and how it rises. According to him the changes in the air do not depend on the surrounding environment. The use of *okay*, before the use of the discourse marker '*and*' shows that the discourse marker has been used temporarily to give further information on the point that was being made. The further information is the term given for the changes that occur in air, and that is interactive process.

In the extract 39, the lecturer uses the discourse marker *and* as a temporal marker.

Extract 39

Lecturer: Find the square root of negative four.

What will the answer be?

Student: Difference (two i.)

Lecturer: Why? because you count this one as square root of negative 'one' times square root of 4, and you are being told that square root of negative 'one' is 'one' and that of four plus or minus two R.

In Extract 39, the lecturer was teaching on square root in mathematics. In the course of the delivery he used the discourse marker 'and' to add further information to the point he was making. This information was an addition to the point he was making on square roots. His use of the phrase 'you are being told that' means he was drawing the students attention to further information on the topic he was teaching.

4.2.2 Consequence (Reason)

A discourse marker is said to show consequence when sentence 2 is said to be the result of sentence 1. In this thesis, the discourse markers *because* and *so* were identified as functioning to show consequence.

4.2.2.1 Because

Schiffrin (1987) argues that *because* is a marker of subordinate idea units. McCarthy (1991), in support of Schiffrin's argument, claims that *because* has the meaning of "cause-effect" and "reason" in view of its discourse use. This is seen in the Extracts 40 and 41 as follows:

In Extract 40, the lecturer used the discourse marker *because* to show consequence.

Extract 40

You see, so it was difficult for me to understand when people of Abease told me they were made to bury an albino alive with the intention that it will help bring their market to the status of that of Tachiman market.

The basis is religion.

The basis is religion (because) our people believe in spirits.

In Extract 40, the lecturer was lecturing on how people look down on individuals with disabilities and the kind of inhuman treatment meted out to them. He associated the reasons to our religious beliefs. The purpose for the use of the discourse marker *because* was to indicate consequence. In other words, *because* indicates that the second part of the utterance is as a result (reason) of the first part.

In another lecture by a different lecturer, the discourse marker *because* is used to indicate consequence in Extract 41.

Extract 41

So we are saying that if you are translating and you depend only on the lexicon the translation will not come out properly.

The translation will not come out clearly because if you have the notion that tree is a thing and that wherever you see tree you are going to translate it as a thing the translation is not going to be meaningful to your people.

In Extract 41, the lecturer was teaching on translation. He drew the attention of the students to the fact that there is the need not to rely on the lexicon alone for meaning in translation. He told them that if that is done the meaning of the translation will not come out clearly. The use of *because* here has been used as a marker of consequence. This is because the translation that

will not come out clearly has been attributed to an overdependence on the lexicon alone. This is an indication that the second idea came about as a result of the first one.

4.2.2.2 So

In Extract 42 the lecturer used *so* as a consequence marker.

Extract 42

Well once the clay has been removed to this point it is initially not plastic.

It is mounded, the grounding continues, the breaking down continues, the breaking down continues so the clay becomes finer and finer and finer.

In Extract 42, the lecture was on clay and its uses. He explained to the students some of the processes clay passes through. In doing that, he uses *so* to mark consequence. This is to show that the clay becomes finer as a result of the various processes it goes through.

In Extract 43, the lecturer used *so* as a consequence marker.

Extract 43

The Japanese did not develop with English.

They developed in their own language.

Look at China.

It is only Chinese they know.

They have overtaken the world.

So we are also saying that it will make us unique if we use our own language.

In Extract 43, the lecturer was talking about the need to use one's language instead of using a foreign language. He used China as an example, claiming that the use of their own language has helped them to advance. He told the students that China has overtaken the world and used

the discourse marker *so* to show the result of the advancement China has gained from using their own language.

4.2.3 Emphasis

One mechanism that lecturers use in making a point in delivery of lectures is to emphasize on a point. By emphasizing the lecturer places extra idea on a particular text with a marker. This in many instances draws the students' attention to the particular text for comprehension. The use of emphasis is shown in the following extracts:

4.2.3.1 Actually

The discourse marker *actually* was used in the data to emphasize aspects of lectures delivered. The following are extracts that attest to this use:

In Extract 44, the used the discourse marker *actually* to show emphasis.

Extract 44

It is rotation analysis at the Bosomptra rock shelter.

It's implication for the Ghanaian archeologist.

This topic can be changed to be rock shelter.

Alright, so the presentation *actually* has an outline.

An introduction the problem, objective.

The lecture in Extract 44, was about excavation. The lecturer spoke on rock shelter at Bosomptra and the topic was *Bosomptra rock shelter: It's implication for the Ghanaian archeologist*. In the course of lecturing he used the discourse marker *actually*. The use of *actually* was meant to emphasize that the presentation had an outline.

In extract 45, the lecturer used the discourse marker *actually* for emphasis.

Extract 45

Lecturer: What about my friends from city campus?

Are they here? Are you ready?

Students: Yes

So these are our friends from city campus (They give their submission)

Lecturer: ok. They need applause. Actually on Sundays I monitor [unclear]

In Extract 45, the lecturer was giving the students the opportunity to present on proverbs. After the presentation he congratulated the student's. In commenting on their submission, he used the discourse marker *actually* to emphasize the point that he really listens to a certain programme on Sundays.

4.2.4 Contrastive

The discourse marker *but* was used in the data as emphasizing on aspects of lectures delivered. Below are extracts that attest to the use of the discourse marker as a contrastive marker.

4.2.4.1 But

In Extract 46, the lecturer used the discourse marker *but* to mark contrast between two items.

Extract 46

That is what you will be doing

But for the purposes of today's erm topic we want to combine punctuation with paragraph to get a better understanding of what we want to put across

In Extract 45, the lecturer was lecturing on *punctuation* and had indicated that the day's lecture was going to be combined with *topic paragraph*. Before the lecturer said this, he used *but* to contrast what he had said they would be doing and what he wanted to add to it.

In extract 46, another lecturer used the discourse marker *but* to show contrast.

Extract 46

I don't think I will give you this slide

but I want you to get something at the end of the day,

In Extract 46, the lecturer had just entered the class and in interacting with the students he informed them that he had some academic information on slides. In contrasting this information, he said though he had the slides he will not give it to them, instead he want them to get something else. The use of *but* in this instance communicate to the students that although their lecturer had some materials that were of importance to them, he would give to them.

4.2.4.2 Referral

Clausal discourse markers were used in the data as referrals in lectures delivered. Below are extracts that attest to the use of the discourse markers as referrals. In Extract 47, the lecturer uses the discourse marker *we have already discussed* to refer to prior information relevant to the current lecture.

Extract 47

Okay or perhaps you have heard some Ananse story and you hear someone narrating and that is a narration, and that is a prose work.

We have already discussed prose and fiction.

So prose fiction that is our concentration today.

So what is prose fiction?

We have talked about it remember?

In Extract 47, the lecturer was lecturing on narration in prose. Prior to this lecture, he had a discussion with the students on the topic so he used the discourse marker *We have already discussed* in order to recall the previous information about the explanation or definition of prose. This way, the clause has been used as a discourse marker of referral.

In Extract 48, the lecturer used the discourse marker *you will recall* to refer students to prior information that was beneficial to the current lecture.

Extract 48

But you will recall also that we talked about sounds that replace difficult sounds.

Consonants of English that were found to be too difficult to use.

So what are they? kp and gb.

The lecturer in Extract 48 was lecturing on consonants and had to refer the students to prior information they had about the topic. In referring them to this, he used the clause *you will recall* to take them back to what they know already or for recall. The use of this clause marker is to show referral.

4.2.4.3 Reformulation

Clauses were used in the data as reformulators. Below are extracts that attest to this use.

In Extract 49, the lecturer shows that the discourse marker *what I am saying is that* as a reformulator.

Extract 49

And then those artifacts can be plotted at the same time ok.

You can plot them or you can handle them ok.

When they are robust or strong.

Am I making sense here?

Response: no

Ok, what I am saying is that you can take an artifact from an excavation with your hands. Ok is that one ok

Student: yes

The lecturer in Extract 49 was lecturing on the plotting of artifacts and verified if the students had understood the concept. A student gave an answer to indicate that the point was not very clear. In making sure the students get a better understanding, he rephrases his utterance by *what I am saying is that* to help them get the intended meaning. This way, the clause has been used as a reformulator.

In another instance, a lecturer uses the marker *what I am describing now* to reformulate the lecture in Extract 50.

Extract 50

During this time the rock will begin to expand.

In the night the rocks will begin to contract.

In the end these cracks will give in.

Some of the rocks will begin to fall at the base of the mountains.

Pieces.

What I am describing now takes years to happen.

Withering is still happening, Rocks are still breaking down ok?

In Extract 50, the lecturer was talking about excavation and the fact that rocks can sometimes fall at the base of mountains. In formulating this content, he uses the discourse marker *what I am describing now* to produce the information in another way. The clause thus serves as a reformulator in the discourse.

4.2.5 Summary

As was discussed in the introduction, micro markers are considered lower-order markers of segmentations and inter-sentential connections. Thus, they are fundamentally used as links to signal the internal or ideational relations within sentences so that the relations of one clause to another clause or one sentence to another sentence are easier to comprehend. The micro discourse markers that were identified for this thesis were *then, and, because, so,* and *actually*. These markers were used by the lecturers to perform the following functions: temporal; consequence; emphasis as well as contrastive. The markers fall under the referential and structural categories.

4.3 Micro-macro markers

As has been explained in Chapter one, micro-macro markers are markers that embody one micro marker and another macro marker. The two combine to form the micro– macro markers. These markers function as micro-macro discourse markers. The idea of discourse marker collocation has already been introduced by authors such as Fraser (2004), Thornbury and Slade (2006), and Schiffrin (2001). They argue that discourse markers often become combined. This means that these markers may be used in succession and that there is no

restriction on the number of discourse markers to be used at any point in time. Table 4.3 presents the functions of micro-macro discourse markers identified in the data.

Table 4.3. Micro-macro discourse markers

So that brings us to another segment	Organizer	Structural
So, let's look at the next one	Organizer	Structural
Now, let's move on	Organizer	Structural
Alright, shall we now move on	Organizer	Structural
Ok, today we are looking at	Opener	Structural
Alright, I am sure we can start from now	Opener	Structural
Alright, so we begin the lecture	Opener	Structural

The section that follows discusses the functions of micro-macro markers in the data.

4.3.1 Organizers

In Extract 51, the lecturer used the discourse marker so, that brings us to another segment to organize the text.

Extract 51

Most of the time if someone is spelling, if the word is like this the person will spell like this (demonstration).

I will do it again, don't worry.

Another example.

Again don't be saying it.

So, that brings us to another segment.

You start with this one and finish with that one.

In extract 51, the lecturer was lecturing about finger language. He asked the students not to murmur the sounds of the alphabet or voice it out as it was unprofessional. Then in structuring the text in order to move on with the delivery he uses the discourse marker *so, that brings us to another segment*. The use of this marker is an organizing marker because the use of *so* in this instance has been used to summarize the prior section to mean that I am bringing this section to an end whilst the macro marker that brings us to another segment informs the students that they are done with the previous idea so they should organize themselves for a next segment.

In extract 52 the lecturer used the discourse marker *so, let's look at the next one* to organize the text.

Extract 52

So when you have good and better you are replacing the whole one with another.

So there is no phonological semblance between good and better.

This is suppletion.

Let's continue.

You understand these terms.

Response: Yes

Now let's move on.

We are now looking at allomorphs ok.

In extract 52, the lecturer was delivering on morphology and in a bid to organize the text for the students to follow the lecture well for them to know they have moved from the previous idea and were now into another he uses the discourse marker now let's move on. The use of *now* in this case has been used as a summary to say that *I am done with this*, Then the use of *let's move on* here has been used to function as drawing their focus along to the next idea. He used the discourse marker after he had had a positive response indicating that they had understood the delivery. If they had understood then it meant he could move on thus the use of the discourse marker.

4.3.2.1 Openers

In Extract 53, the lecturer used the discourse marker *ok today we are looking at* to open the lecture.

Extract 53

(Initial interaction) ok, today we are looking at linguistic features of Ghanaian Pidgin English.

You will recall that last week we looked at two varieties of the Ghanaian Pidgin English.

and we said that erm in terms of erm differences there is not much to say although we acknowledge the fact that in term of phonology there should be some differences.

The lecturer in Extract 53 was to lecture on Ghanaian Pidgin English. He used the opportunity to guide the students to recall what they had learnt the previous week. Before he delved into all these he had to organize the text by drawing their attention to the start of the lecture. He thus used the discourse marker to usher them in for them to be attentive. The use of the discourse marker *ok* was to let them know that the interaction was over whilst the use of

today we are looking at was used to let them know what the actual content of the lecture will be for the day.

Another use of *ok* is found in Extract 54. Here, the lecturer used the discourse marker *Alright I am sure we can start from now* to organize the text.

Extract 54

(After a familiarization move) Alright, I am sure we can start from now.

(Introduction of the lecturer for the day) This is Mr. Gideon Agyare. He holds a master's degree in museum studies.

In Extract 54, the lecturer used a discourse marker after familiarizing himself with the students. By the use of *alright*, he meant to say *enough of the familiarization, let's be serious now*. Then his use of *I am sure we can start from now* meant to say *now that we have finished with the familiarization lend me your ears to what I have for you today*.

4.3.3 Summary

As the explanation at the introduction section of this thesis indicates, micro-macro markers are those markers that consist of both micro as well as macro markers. They are used to perform micro-macro functions. These markers are a combination of one or more micro marker(s) occurring with one macro marker. The discourse markers identified as micro-macro markers in this thesis were as follows: *so that brings us to another segment, now, let's move on, so let's look at the next one, alright, shall we now move on, ok, today we are looking at, alright I am sure we can start from here*. These markers were used to perform opening and organizing functions, and can all be categorized as those that perform structural functions.

4.4 Micro-micro markers

Unlike the micro marker which does not appear in succession, micro-micro markers, as has been discussed at the introduction section of this thesis, always comes up in a succession. They are always a combination of two or more micro discourse markers. In the discussion that follows, only two of the examples are discussed since they are all performing the function of *emphasis*. In spite of their characteristic as coming in a succession, they still perform micro functions in texts. Table 4.4 represents the micro-micro markers found in the data.

Table 4.4. Micro–micro markers

and, erm	emphasis	structural
ok, so	emphasis	structural
and, so	emphasis	structural

4.4.1 Emphasis

In Extract 55, the lecturer used a micro-micro marker to make an emphasis on the text of the lecture.

Extract 55

Today we are going to look at our last topic, and *erm*.

Towards an indigenous language.

(Questions and Answers on what the National and official languages are.)

In the introduction of the topic in Extract 55, the lecturer used the micro-micro marker to do so effectively. In this instance the lecturer used the micro marker to emphasis on what the topic of the day was. This was a means of drawing the attention of students to the topic. Even

though this marker appears at word medial position, it still performed the emphasis function effectively.

In Extract 56, a lecturer used the micro-micro marker *ok so* as an emphasis on the text in the lecture:

Extract 56

ok, so, today we are looking at linguistic features of Ghanaian Pidgin English.

You will recall that last week we looked at two varieties of the Ghanaian Pidgin English.

In Extract 56, the lecturer used the marker *ok* and *so* as emphasis on the text in the lecture. This emphasis was necessary to get the attention of the students for the start of the lecture. The marker *ok* meant that the lecturer was emphasizing on the need for the students to be attentive. The *so* was used to say that if you are now attentive we are beginning the lecture.

4.4.2 Summary

Micro-micro markers can be placed under the broad topic of micro markers. In that case micro-micro markers can be said to be a subset of micro markers. The discourse markers that were identified as micro-micro markers in the data were *and erm*, *ok so*, and *and so*. Since they all perform the function of emphasis only two of them were discussed. They were used to perform emphasizing functions in the text. Again, they were categorized as performing structural functions within the data.

4.5 Micro-micro-micro markers

Chaudron, C & Richards, J. C. (1986) describe micro as lower-order markers of segmentations and inter-sentential connections. Thus, they are fundamentally used as links to

signal the internal or ideational relations within sentences so that the relations of one clause to another clause or one sentence to another sentence are easier to comprehend. The third group of discourse markers is those that consist of both micro as well as macro markers. These perform micro-macro functions. These are a combination of one or more micro marker(s) occurring with one macro marker.

Unlike all the above, as their name depicts, micro-micro-micro markers occur in succession. They are a combination of three micro markers and they are used to perform micro functions.

Table 4.5 presents the functions of micro-micro-micro discourse markers identified in the data.

Table 4.5. Micro-micro-micro discourse markers

Marker	Function	Category
Ok, so, erm	Emphasis	Structural
Ok, so you see	Emphasis	Structural
Ok, so, now	Emphasis	Structural

4.5.1 Emphasis

In Extract56, the lecturer used the discourse marker ok, so erm to place emphasis on the point he was making in a lecture.

Extract 58

Ok so erm we have mentioned some of them.

We have mentioned tea sets and coffee sets.

We call it tableware.

In Extract 58, the lecturer arrived at the lecture at a time the lecture had already started the delivery. He therefore stopped the lecture to introduce me to the class. After the introduction, he uses the discourse marker (ok, so, you see) for emphasis and to link the period after the introduction to the continuation of the point he was making before I got in. In doing that, he used the discourse marker to emphasis on the previous point for students not to miss the point. The whole utterance can be glossed as *I am done with the introduction*, whilst the discourse marker *erm* was employed as a recollection mechanism of what to say.

In Extract 59, the lecturer used the discourse marker *ok, so, you see* to mark emphasis on the previous point made.

Extract 59

So, you can see that erm let say this is A

So A B and back to A ok

Let us make here point c

We call it feasible region because that is the region where the farmer can operate.

Who can explain with reading what I have given you. Yes

Student: [positive answer]

ok, so, you see, when you identify a problem you should be able to say this is representing an issue

Alright, so you can see that erm let's say this is A so A.B C and back to A ok

On a question for a student to explain a point with meaning in Extract 57, the student impressed the lecturer with a positive answer. Based on this, the lecturer utilized the cluster *ok, so, you see* for effect. The use of *ok* is to show acceptance or appreciation of the response given. The marker *so you see* is used to confirm that the positive answer shows the

knowledge that the student has. In fact, the use of the cluster can be glossed as *everyone listen, this guy actually knows the content and he has exhibited that he really knows it*. This way, it has been used as a way of emphasis.

4.5.2 Summary

Micro-macro markers are markers which occur in succession with the first one being a micro marker while the second member is a macro marker. This is consistent with Thornburg and Slade's (2006) and Schiffrin's (2001) assertions that discourse markers often become combined. What this means is that discourse markers may be used in succession. Consequently, micro-micro-micro markers are markers that occur three in succession used to perform micro functions. The micro-micro-micro markers that were identified in the data were *ok so erm, ok so you see, ok so now*. They were used to emphasize the text. These were also used to perform discourse structural functions.

4.6 Conclusion

This chapter has discussed the different functions of the discourse markers identified in the data. The analysis revealed that the lecturers used discourse markers to perform three different functions. The first is the macro function performed by macro markers. These markers were used to perform the following functions: topic shifting, conclusion, organizing, summarizing, marking shared knowledge, opening, closing, referring, and reformulating. The second group of markers was micro markers. These were used to perform micro functions such as temporal links, casual links, contrastive relations and emphasis. The findings also revealed that lecturers used macro markers frequently in their lecture delivery. In all, there were 22 different macro markers representing 50.0% of all the markers identified in the data. The second part discussed the discourse markers in relation to micro functions. Micro

markers occurred 9 times representing 20.5%. Three, micro-macro markers were also utilized in the data. Here, two (or more) markers occur in succession with the first one being a micro marker while the second member is a macro marker. These combinations were used as topic shifters, openers, and organizers. They occurred 7 times representing 15.9%.

The reason for the higher percentage of macro markers can be attributed to the fact that they make text more meaningful than micro markers. This is in line with Chaudron and Richards's argument that macro markers contribute to successful recall of lectures than micro markers. According to them, micro markers do not aid the learner's retention of the lecture. They further argue that micro markers do not add enough content to make the subsequent information meaningful or understanding.

Unlike Chaudron, C & Richards, J. C. (1986), who identified only three functions of discourse marker functions, the third one which is micro-macro markers can also be said to be a sub-type as it also performs either micro or macro function two sub-versions of micro markers, micro-micro and micro-micro-micro markers were identified in the data. In all, 3 micro-micro markers were identified in this thesis representing 6.8% whilst 3 were used for the micro-micro-micro analysis also representing 6.8%. These markers were used by the lecturers to perform both micro as well as macro functions. The functions performed by these markers can be categorized broadly into the four main categories proposed by Fung, L & Carter. R (2007).. These are interpersonal, referential, structural, and cognitive functions.

They argue that in *interpersonal* function, discourse markers such as modal verbs are used often to reduce the social distance between the speakers through the process of sharing common knowledge and indicating agreed attitudes. On the *referential* category, discourse markers mainly function as sentence connectives to connect preceding and following

segments in meaning. In *structural* category, as Fung, L & Carter. R. (2007). Generalize, discourse markers function to signal topic shifting and turn taking. In terms of topic development, discourse markers mark particular sequences to their relationship to the suspected project, theme, and stance which are essential to interactional projects (Schegloff, 2007). Finally, discourse markers also can work as *cognitive* devices to “denote the thinking process” in constructing utterances Fung, L. & Carter .R (2007, p. 415).

The analysis showed that most of the discourse markers used by the lecturers could be classified as structural. For example, out of 44 discourse markers identified, 33 could be categorized as structural representing 75% of the total number. This may be due to the fact that lecture is a delivery of text. As Fung and Carter (2011, p. 105) argue, “structural category embodies opening and closing of text, sequencing, topic shifts, summarizing, and continuations”. This is a characteristic of lecture delivery and as such may account for this high percentage. The referential category accounted for 6 representing 13.6%, the cognitive category had 3 representing 6.8 while the interpersonal category had 2 representing 4.5%. The analysis suggests that the use of discourse markers helped lecturers to get responses that aided them to restructure their delivery to the benefit of their students.

CHAPTER FIVE

SUMMARY, RECOMMENDATION, AND CONCLUSION

5.0 Introduction

This study sought to investigate the types, categories and functions of discourse markers in classroom discourse in two public universities in Ghana. The study employed a qualitative research design to help achieve the objectives and to answer the research questions. Data were collected from naturally occurring classroom presentations given by 18 lecturers with a total number of 535 discourse markers in University of Education, Winneba and 12 with a total number of 538 discourse markers in University of Ghana, Legon. The data were transcribed and the discourse markers identified. This chapter presents the summary of the findings, discussion on the macro, micro, micro-macro, micro-micro and micro-micro-micro markers. The different categories of the markers used, the role of discourse markers in lecture delivery and comprehension and the implication for teaching are also presented. The chapter concludes with suggestions for future research.

5.1 Summary of findings

The findings of the study are in five parts. The first part discusses the findings on macro markers while the second discusses functions of micro markers. The third discusses the use of micro-macro while the fourth part focuses on micro-micro makers. The fifth and final part discusses the functions of micro-micro-micro markers within the data.

5.1.1 Macro markers

The findings revealed that lecturers from both universities used macro markers frequently in their lecture delivery. In all, there were 22 different macro markers representing

50.0% of the total number of discourse markers identified. The markers that were identified as macro markers were single words such as *now*, *okay*, and *alright*, and clauses such as *today we are looking at our last topic*, *another way is that*, *that brings us to another segment*, *last week we started looking at*, *today what we are going to do*, *so let's begin with*, *finally and most importantly*, *what I am describing now*, *I believe*, *you see*, *mind you* and *I mean*. The markers were used to perform different but related functions such as topic shifting, conclusion, organizing, summarizing, marking shared knowledge, opening, closing, referring, and reformulating. The functions of the markers suggest that they can be classified as those performing structural functions.

5.1.2 Micro markers

The findings revealed that the lecturers used discourse markers to perform micro functions as well. However their use was not as prevalent as those of macro markers. Out of a total of 44 markers micro markers appeared nine times representing 20.5%. The micro discourse markers that were identified for this thesis were *then*, *and*, *because*, *so*, and *actually*. These markers were produced by the lecturers to perform the following functions: temporal, consequence, emphasis as well as contrastive. The markers can be broadly classified as either referential- or structural-function markers.

5.1.3 Micro-macro markers

Micro-macro markers were also utilized in the data. Micro-macro markers are markers which occur in succession with the first one being a micro marker while the second member is a macro marker. This is consistent with Thornburg and Slade's (2006) and Schiffrin's (2001) assertions that discourse markers often become combined. What this means is that

discourse markers may be used in succession. In actual fact, there is no restriction on the number of discourse markers to be used at any point in time. These combinations were used as topic shifters, openers, and organizers. They occurred 7 times representing 15.9%. The discourse markers identified as micro-macro markers were as follows: *so that brings us to another segment, now, let's move on, so let's look at the next one, alright, shall we now move on, ok, today we are looking at, alright, I am sure we can start from here*. These markers were used to perform opening and organizing function. They can all be categorized as structural-function markers.

5.1.4 Micro-micro markers

Micro-micro markers were also used in lecture by the lecturers. In all, 3 micro-micro markers were used in the data, representing 6.8% of the total number of markers used. The discourse markers that were identified as micro-micro markers were *and erm, ok so, and and so*. They were used to perform the function of emphasis in the text. Again they performed structural functions.

5.1.5 Micro-micro-micro markers

Chaudron, C & Richards, J. C. (1986) describe macro markers as higher-order markers signaling major transitions and emphasis in a lecture. These discourse markers are essentially used to signal the transition and moves from one phase of a lecture to another. In addition, they are used to indicate a shift in one topic to the other, and to organize the lecture structurally so that students are clear about the subject matter. Micro markers, on the other hand, are considered lower-order markers of segmentations and inter-sentential connections. Thus, they are fundamentally used as links to signal the internal or ideational relations within

sentences so that the relations of one clause to another clause or one sentence to another sentence are easier to comprehend. The third group of discourse markers is those that consist of both micro as well as macro markers. These perform micro-macro functions. These markers are a combination of one or more micro marker(s) occurring with one macro marker.

Unlike all the above, as its name depicts three micro markers occur in succession. They are a combination of three micro markers and they are used to perform micro functions.

5.2 Categories of discourse markers

The analysis revealed that the functions performed by these markers can be categorized broadly into the four main categories. This categorization is consistent with the argument by Fung, L & Carter .R (2007). Who argue that functions of discourse markers can be categorized as interpersonal, referential, structural, and cognitive functions. They argue that in *interpersonal* functions, discourse markers such as modal verbs are used often to reduce the social distance between the speakers through the process of sharing common knowledge and indicating agreed attitudes. On the *referential* category, discourse markers mainly function as sentence connectives to connect preceding and following segments in meaning.

In *structural* category, as Fung, L & Carter R (2007). Generalized, discourse markers function to signal topic shifting and turn taking. In terms of topic development, discourse markers mark particular sequences to their relationship to the suspected project, theme, and stance which are essential to interactional projects (Schegloff, 2007). Lastly, discourse markers also can work as *cognitive* device to “denote the thinking process” in constructing utterances Fung, L & Carter R. (2007).

5.3 The role of discourse markers in lecture delivery and comprehension

Discourse markers are part of gathering of linguistic features enhancing and fostering successful lecture comprehension. Students' comprehension of academic discourse has become an important focus of study, especially due to the number of university students who are attending lectures held in English Alcaraz Varo (2000), Flowerdew & Peacock, (2001). The lecture in its many forms is the most commonly used method for transferring information. To improve L2 students comprehension, studies on lecture discourse recommends that lecturers use for example, accurate representations of the macro-structure. These include discourse markers (Thompson, 2003) and adequate speech rate and repetition Chiang & Dunkel, (1992), as well as the possibility of negotiating meaning Morell, (2004).

Consequently, it can be said that the importance of discourse markers in lecture delivery cannot be overemphasized. This is so because lecture delivery is much less lively and less personal without (discourse markers) signaling receipt of information, agreement and involvement. This therefore means that in lectures, there is the need for the use of discourse markers to introduce segments or draw each other's attention to the next segment in a lot of ways. Available literature indicates that research into lecture comprehension processes, whether in L1 or L2, have pointed out the effectiveness of learning about discourse markers for the comprehension of connected discourse (Chaudron, C & Richards, J. C. (1986); Kintsch & Yarbrough, 1982). For instance, Walsh (2006) observes that the classroom is a "dynamic" context (p. 4) where series of events take place among teachers, learners, discourses, settings and learning materials.

Communication between teachers and learners are realized through the medium of classroom discourse. As one important part of classroom interaction, discourse markers are useful to help with the flow of conversation. It is found that lecturers used the discourse markers as signposts on structural level when taking turns in lecturing as a subconscious behavior, observed by Othman (2010). Though little attention has been given to the use and functions of discourse markers in a pedagogical environment, they are constantly used in teacher language to help create an effective flow of information from teachers to students in different stages of the learning process, if used appropriately Yu, (2008). The analysis has revealed that discourse markers in teacher talk play an important role for students to understand teacher language better, thus helping them to improve learning efficiency Walsh, (2006).

5.4 Implications for teaching

It can be said that the benefit of using discourse markers in lecture delivery by lecturers is vast. This is so because as Schegloff, (2007). Carter (2003, pp. 64-65) argue that one effective teaching strategy is the development of language awareness in learners. This it can be said is an enhanced consciousness of the sensitivity to the form and functions of language. Similarly, Chadron, C. & Richards, J.C. (1986) claim that some ESL comprehension of instructional materials for lectures acknowledge the role of the teaching of discourse markers in aiding comprehension, and give practice in recognizing different kinds of discourse markers and their functions within lectures. Consequently, it can be said that the appropriate use of discourse markers will benefit listeners. To this end, Yu (2008) argues that the appropriate use of discourse markers can improve the effectiveness of classroom teaching. Liu (2006) supports this argument by noting that discourse markers contribute to the

functions of discussion, emotion control and adjustment of social relationship processes of constructing classroom context.

From the discussions so far, it is realized that discourse markers can be placed under four broad categories: namely referential, structural, cognitive, and interpersonal. The use of discourse markers will help lecturers to bridge the social distance between them and their students. This can be done through the process of sharing common knowledge and indicating agreed attitudes. The effective use of opening and closing with markers such as *now*, *okay*, *right* and *let's start* can also be an effective way of capturing the attention of students for comprehension. Also, effective sequencing, topic shifting, summarizing and continuing are strategies that may relieve students of boredom, thereby aiding comprehension.

In addition, it can be said that the use of the discourse markers in the *referential* category will help lecturers to effectively connect sentences in their lessons, maintaining coherence. Apart from this, it can also help lecturers to deliver text systematically with the use of contrast such markers as *but*, *yet*, as well as markers of coordination, digression, and comparison. All these will effectively help students to understand the lectures better. In the *cognitive* category, the use of markers such as *I think*, *well*, among others, would be greatly beneficial to lecturers facilitating students' thinking process. This can be done by the effective construction of utterances. Again, it will help lecturers in reformulating, correcting, elaborating, as well as assessing the knowledge level of the students. Lastly, with the *interpersonal* category, lecturers can effectively use discourse markers to mark shared knowledge, indicate attitudes, and share responses, all with the aim of aiding comprehension.

5.5 Suggestions for future research

This study is based on only two of the country's universities; the University of Education Winneba and the University of Ghana, Legon. Even in these Universities, the research could not cover a substantial number of faculties or schools. There is therefore the need for further research to encompass all the other public universities to help generalization on the use of discourse markers in Ghanaian Universities. In addition, a research bothering on the use of discourse markers by females and males in particular universities can be conducted. A comparative research between particular faculties or between different universities can also be looked considered. Furthermore, a comparative research on the use of discourse markers in terms of age can also be undertaken. All these will help obtain insight into the use of discourse markers in lecture delivery in Ghanaian Universities.

5.6 Conclusion

In this study, I have attempted to explore the use of discourse markers in lecture delivery in two public universities; the University of Education, Winneba and University of Ghana, Legon. The findings have confirmed the use of three types of discourse markers as posited by Chadron, C. & Richards, J.C. (1986). These are macro, micro and micro-macro markers. In addition, the study identified two new markers used by lecturers. These are micro-micro and micro-micro-micro discourse markers.

The categorization of discourse markers into four different classes was also discussed. These classes are interpersonal, cognitive, structural and referential. Again, the research confirmed Chaudron, C & Richards, J. C. (1986) assertion that macro markers are used frequently by lecturers in their lecture delivery. Just as Yang (2011) argues, the frequencies, categories and effects of discourse markers that teachers use in classroom interaction are still

under investigation. The gap in literature on discourse markers can be filled through applying a multi-categorial model in relation to relevant pedagogical context, which can shed light on further implications for teacher classroom competence in teaching.



REFERENCES

- Abraham, W. (ed.). (1991). *Discourse particles*. Amsterdam: John Benjamins.
- Aijmer, K. (2002). *English Discourse Particles. Evidence from a Corpus*. Amsterdam: John Benjamins.
- Amador, C., O'Riordan, S., & Chambers, A. (2006). *Integrating a corpus of classroom discourse in language teacher education: The case of discourse markers*. *Recall*, 18 (1), 83104.
- Ameka, F. (1990-91). *How discourse particles mean: The case of the Ewe "terminal" particles*. J.
- Archakis, A., (2001). On discourse markers: Evidence from modern Greek. *Journal of pragmatics*, 33(8), 1235-1262.
- Bateman, J. & Rondhuis, K. (1997). *Coherence relations: Towards a general specification*. *Discourse Processes* 24: 3-49.
- Bell, D. (1998). Cancellative discourse markers: A core/periphery approach. *Pragmatics* 8(4) 515-541.
- Benson, Malcolm J. (1989) "The Academic Listening Task: A Case Study", *TESOL*
- Blakemore, D. (1992). *Understanding Utterances*. Oxford: Blackwell.
- Blass, R. (1990). *Relevance Relations in Discourse*. Cambridge: Cambridge University Press.
- Brinton, L. (1996). *Pragmatic markers in English. Grammaticalization and discourse functions*. Berlin/New York: Mouton de Gruyter.
- Chadron, C. & Richards, J.C. (1986) *The effect of discourse markers on the comprehension of lecture*

Chang, S. (2004). *A case study of EFL Teachers in Taiwan: Identities, instructional practices and intercultural awareness. Dissertation Abstracts International: The Humanities and Social Sciences*, 65(4), 1218A1219A.

Chaudron, C & Richards, J. C. 1986. The Effect of Discourse Markers on the Comprehension of Lectures. *Applied Linguistics* 7 (2): 113-127.

Dedaic, M..N. (2005) 'Ironic Denial: taboze in Croatian Political Discourse',

Flowerdew, J. (1994) (ed.) *Academic Listening: Research Perspectives*. Cambridge: Cambridge

Fortuno, B. (2006.) *Discourse Markers within the University Genre: A Contrastive Study Between Spanish and North American Lectures*. Unpublished Dissertation. English Studies Department, Humanities and Social Sciences Faculty, University at Jaume.

Fox, J., E. Schrock. (2002). Basic meanings of you know and I mean. *Journal of Pragmatics* 34, 727-747.

Fraser, B. 1990. "An Approach to Discourse Markers". *Journal of Pragmatics* 14: 383-395.

Fraser, B., (1999). What are discourse markers? *Journal of Pragmatics*, 31, 931-952.

Frodden, M., Restrepo, M., & Maturana, L. (2004). *Analysis of assessment instruments used in foreign language teaching*. Íkala, Revista de Lenguaje Y. Cultural, 9(15), 171201.

Fuller, J. M. (2003). The influence of speaker role on discourse marker use. *Journal of Pragmatics* 35, 23-45.

Fung, L &, Carter. R. (2007). *Discourse markers and spoken English: Native and learner use in pedagogic settings*. *Language Teaching Research* 11, 2, 159-182.

Fung, L. & Cater, R. (2007) *Discourse markers and spoken English*:

Fung, L. (2003), *The use and teaching of discourse markers in Hong Kong: students'*

González, M. (2004). *Pragmatic markers in oral narrative: The case of English and Catalan*.
Amsterdam: John Benjamins.

Gupta, A. F. (2006). *Epistemic modalities and the discourse particles of Singapore*. In K.
Fischer (ed.), *Studies in Pragmatics: Approaches to Discourse Particles*. Amsterdam:
Elsevier, 243-263.

Halliday, M. A. K. & Hasan, R. H., (1976). *Cohesion in English*. London: Longman.

Han, G. L., (2008). *Pragmatic markers: Toward bi-directional optimization in
communication*. Nanjing: Southeast University Press.

Heeman, P and J, Allen. (2000). *Speech repairs, intonational phrases and discourse markers:*
Modeling speakers' utterances in spoken dialogue. *Computational Linguistics*, 25, 4,
80-122.

Hellerman, J., & Vergun, A. (2007). Language which is not taught: The discourse marker use
of beginning adult learners of English. *Journal of Pragmatics*, 39(1), 157-179.

Hussein, M. (2005). Two accounts of discourse markers in English. *Journal of Pragmatics*,
49, 75-86

Johns, A.M. (1981) "Necessary English: A Faculty Survey", *TESOL Quarterly* Vol. 15

Jonz, J. (1987). *Textual cohesion and second language comprehension*. *Language Learning*,
37(3), 409- 431.

- Jucker, A. & Ziv, Y. (1998). *Discourse markers*: Introduction. In: A Jucker & Yael Ziv (eds.). *Discourse Markers: Description and Theory*. Amsterdam: John Benjamins, 1-12.
- Jucker, A. 1993. The discourse marker well: a relevance-theoretical account. *Journal of Pragmatics* 19, 435-452.
- Jung, E.H.(2003). The role of discourse signaling cues in second language listening comprehension. *The Modern Language Journal*, 87, 562-576.
- Lee, B. & Jung, C. (2005). *Discourse marker teaching in college conversation classrooms: Focus on well, you know, I mean*. Cambridge: Cambridge University Press.
- Lenk, U. (1998) Discourse markers and global coherence in conversation», *Journal of pragmatics* 30(2): 245-257.
- Liu, S. X., 2006. Teachers' discourse markers and classroom context. *Journal of Hunan Institute of Humanities (Science and Technology)*, 4, 148-150.
- Llurda, E. (2005). *Nonnative language teachers: Perceptions, challenges and contributions to the profession*. New York: Springer.
- Maschler, Y. (1994). *Meta-language and discourse markers in bilingual conversation*. *Language in Society* 23:325-366.
- Maschler, Y. 1998. 'Rotse' lishmoa ke'ta? 'Wanna hear something weird/funny?' [lit. 'a segment']: Segmenting Israeli Hebrew talk-in-action' in A.H. Jucker and Y. Ziv (eds): *Discourse Markers: Descriptions and Theory*. Amsterdam: John Benjamins.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.

- Muller, S. 2004. 'Well you know that type of person: Functions of well in the speech of American and German students,' *Journal of Pragmatics* 36: 1157–82.
- Müller, S. (2005). *Discourse markers in Native and Non-Native English discourse*. Amsterdam: John Benjamins.
- Nadia, A. (2007). The use of discourse markers in three Academic Lectures. *Asian EFL Journal* 9(1), 22-38.
- Oates, S. L. (2000) Multiple Discourse Marker Occurrence: Creating Hierarchies of Coherence Relations in Context. *Discourse Processes*, 24(1):119-147 of *African Languages and Linguistics* 12(2):143-70.
- Othman, Z., (2010). The use of *okay*, *right* and *yeah* in Academic Lectures by Native speaker lecturers: Their “anticipated” and “real” meanings. *Discourse Studies*, 12 (5): 665-681. *Pragmatics of Discourse Markers*. Cambridge: Cambridge University Press.
- production and teachers' perspectives*. PhD thesis, University of Nottingham. *Quarterly* Vol. 23 No 3.
- Redeker, G. (1991). 'Linguistic markers of discourse structure,' *Linguistics* 29: 1139–72.
- Rost, M. (1990) *Listening in Language Learning*. London: Longman
- Schegloff, E.A., 2007. *Sequence organization in interaction: A primer in conversation analysis I*. Cambridge: Cambridge University Press.
- Schiffrin, D. (1987). *Discourse markers*. Cambridge: Cambridge University Press

- Schiffrin, D. (2001). *Discourse markers: Language, meaning and context*. In D. Schiffrin, D. Tannen, & H. Hamilton (Eds.). *The handbook of discourse analysis* (pp. 547-574). Massachusetts: Blackwell Publishers.
- Schiffrin, D. 1986. 'Functions of and in discourse,' *Journal of Pragmatics* 10/1: 41-66.
- Schourup, L. (1999). Discourse markers. *Lingua* 107, 227-265.
- Thornbury, S., & Slade, D. (2006). *Conversation: From description to pedagogy*. Cambridge: Cambridge University Press.
- Trillo, J.R., 2002. The pragmatic fossilization of discourse markers in non-native speakers of English. *Journal of pragmatics*, 34(6), 769-784. University Press.
- Walsh, S., (2006). *Investigating classroom discourse*. NY: Routledge.
- Waring, H.Z. (2003) "'Also' as a Discourse Marker: Its Use in Disjunctive and Disaffiliative Environments', *Discourse Studies* 5(3): 415-36 *Pragmatics* 37: 667
- Yang S. (2011). *Investigating Discourse Markers in Pedagogical Settings* Vol.8, 95-108.95.
- Yu, L. Q., 2008. Interpersonal meaning of discourse markers by foreign language teachers in classroom. *Journal of the Graduates of Sun Yat-Sen University (Social Sciences)*, 29 (3), 129-135.

APPENDIXES

Lecture one (1)

Lecturer : Good morning class. Today we are going to learn about right of passage. What is right of passage? You, Come and tell us about right of passage.

Student : It is a ceremony that marks an individual from one stage to the other.

Lecturer : Ok, any other?

Student : It is an important event in one's life.

Lecturer : Ok. Next person (Asked for more responses) so, right of passage. (Come again)After responses).

Lecturer : You can also say that right of passages are celebrations that occur when one individual leaves one stage to the other. So, now we have the definition to what rite of passage is. Or?

Student : Yes

Lecturer : Ok, so per our definition we will be able to break it down. We are saying they are ceremonies that make important transitions in a person's life. How do we understand it. If we are saying they are ceremonies that make important transitions how do you understand it.

Student : Ok, any other? I want a male.

Student : Responded

Lecturer : Ok, so when a child is moving from childhood to another stage, ok so we are looking at birth. Before we go to birth lets write notes on the topic. So now we have the definition for what rite of passage is ok. **So** per our definition we will be able to break it down. When we take the birth initiation, right, marriage and death we will be able to say something about it, **right**. So birth. What is birth. We are saying birth. We are saying right of passage and we have a definition which states that (definition) Do you all agree to it.?

Student : Yes

Lecturer : Ok. So what are some of the things we do when outdooring a baby? What are some of the things involved when outdooring a child? So what is the significance of the white they put on. Why do they pour libation?

Student : Responded

Lecturer : Ok, so let's write this. Why do they put the baby in a room for seven days?

Student : Responded

Lecturer : Ok, so let's look at the next one. Why do they tap the baby when they outdoor it.

Why do they give them marks when they are born?

Response : (Different submission by students and cordial interaction with the lecturer).



Lecture two (2)

Ok, so, erm. So we have mentioned some of them. We have mentioned tea sets and coffee sets. We call it table ware. Erm we have other items. These are industrial items. We have industrial ceramics. So we have other types of ceramics, engineering items mounted on electric poles. You know it? These items here, sometimes they are white or brown. These are called (yes) anybody help me (helped). They are able to protect the wires from touching the other metals. Power rush through cables and this power ermSo there are some of the items that you can mix. So the slope is white. In ceramics we are able to produce glass sets e.g. saucers and other things.

Ok, so, so, that is it. Any questions then? Shall we move on?

Students : Yes sir.

Alright shall we now move on to the areas of great concern. We are going to talk about new materials in ceramics. (Pause)Alright we are tempted to design erm ceramics.

Can we now attempt to define clay? What is clay? How would you describe clay? Hmm.

Students : It is a plastic material which is earthy. It can be very hard or rocky.

Lecturer : Ok, ok clay as you said is an earthy substance. Those of you who did ceramics, we gave you a higher definition. But for you, you may take it that clay is an earthy mineral substance that becomes plastic when wet, hard or when dry. When clay is wet it appears elastic as air evaporates

or leaves it. It becomes dry, right. If you want to render clay permanent make a nice bowl. It is quite interesting. That isn't the end of the process. You need to harden the clay to make it permanent. That is done through firing. Any material that is plastic when wet ok and the same material become hard when dry and it becomes rocky like hard when dry. So erm, generally there is only one type of clay that may not be plastic when wet, and then be hard when dry. It can only be hard when fired.

Now shall we move on to the next sub topic?.

Responded : Yes sir

Lecturer : How clay is formed or the formation of clay. (He defines clay) Now how is this material called, clay formed. That is the question we need to answer in the next fifteen minutes. Right. I am going to write something on the board and that will give us an idea. Ok. When God created earth he created mountings, rocks, minerals .The gold, oil among others are all part of God's creation. Now; this hill that you see on the board, there is a major mineral component in the form of a rock and the mineral is ...and the rock is called prospatic rock. The main mineral in the rock forming this mountain or whatever is spesper. There are other forms of rocks but the major component is spesper. Now this rock as exposed to the weather, rain, sunshine, air and all

others. Something chemical is in. Those of you who have learnt science what name do we give to it?

Student : Withering

Lecturer : Yes. There is what we call withering.

Alright most rivers take their sources from mountains, so a river in the process will be flowing down the hill. All these areas we have the kaolin here. So the river started moving from the surface of the earth downstream. We have secondary clay or sedimentary clay. Who can explain why clay changes its color as it moves along?

Student : As they rock each other they take impurities like iron.

Lecturer : Beautiful, It is not only iron. It can be manganese etc. Ok these minerals become part of the clay and because they are able to alter the character of the clay they are impurities. They are called mineral impurities. So they make the clay impure. The iron, manganese, bauxite, zinc and all others become part of the clay as the material is moved along.

So it now becomes impure because there are mineral impurities in them. Is it only the minerals? Roots from plants, bones from rotten animals, oh yes you see, this is why you pound your clay for sculpture or ceramics. You need to remove those elements. The roots, stones etc are called unwanted materials, or foreign materials. They are called unwanted or foreign materials. You cannot wash clay to remove

impurities, but you can remove unwanted materials. That is right. Well once the clay has been removed to this point it is initially not plastic. It is molded, the grinding continues, the breaking down continues, so the clay becomes finer and finer and finer .So when it gets to this point the clay has become fine. Therefore the clay has become elastic. So the main difference between primary clay and secondary clay is that primary clay is not elastic whereas secondary clay is elastic. So in the process of clay formation we have several types. When we consider secondary clays, secondary clays we said we have one kind called kaolin. Now let's list some erm clays, ok. I am going to use you to site the examples. There is no town in Ghana where there is no clay. Wherever there is clay. Here at our department they use clay from Abonko. The clay found is ideal for ceramic production. So the clay was named after the town. So Abonko clay, ok. So that if you want Abonko clay doesn't go to Cape coast or Takorade you go to.....

Student : Abonko

Lecturer : Alright. How do we find clay?

Student : River banks

Lecturer : Madam Mavis says" river banks" River banks. Would you expand that a little bit? Not Mavis alone. Who will try that? Yes my brother.

Student : No response

Lecturer : Any other hand? Female hand?

Student : (explains what river banks are.)

Lecturer : Any other area that you can find clay?

Student : Swampy areas.

Lecturer : Alright will you explain that .Ok why so why will you go to swampy or marshy areas.

Student : Secondary clays can be found on marshy areas from rivers that overflow their banks.

Lecturer : Water cannot penetrate easily. They are non- porous. Plastic clays are porous. Ok

So briefly this is the remains of the clay. These lines as you see them were the lines left over by the baskets because they were burnt over by the fire .So later when man wanted to imitate pot they made this and inscribed this line on. Ok now shall we continue?.

Alright ladies and gentlemen this is the end of the discussion. Thanks for your contribution .ok your contribution was ok. Go home and revise it. Write this question for your consumption and production.

Lecture three (3)

So today we are doing the drama right

Student : No

(Discussion between lecturer and teaching assistant on topic for the day:)

Ok. Let me confuse you with something and let me begin with that.

The first thing I said about the dress I wore was that “the team I support lost” Right? Ok.

So someone should tell me the difference between the sentences:

‘The team I support lost’ and ‘my team lost’.

Let’s think about it. Do they mean the same?

Ok let’s think about the involvement of the narrator.

Lecturer : Hello, someone should give me the difference.

‘The team I support lost? My team lost. Do they mean the same?

The team I support lost am I there?

Student : Mixed answers yes and no

Lecturer : Some are saying yes others no

Students : The team lost is more personal than my team lost

Ok and this is prose. In realizing prose work these are some of the things we look out for. That is just one for it. Since it is a prose work it is being narrated. We talked about fiction and nonfiction. Ok. So with the second one you realize that my team lost is(pause)

Ok so with the second one you realize that 'my team lost' the narrator is there inside what he is trying to say. When we talk about narration we all do narration. We start narrating ok. There are two things we narrate. So the first thing in narration is telling. What are you telling? Are you telling a story because you will be saying thatThese are happenings. These are events you understand, and remember you will be doing it sequentially. So this and that .And sometimes you even have to move forward.

So remember there is telling plus event or incidence or happening. This is what we experience in narration and by telling these incidents which come together we got a story.

Ok so you get a story. So that is how come you get a story. But remember we have a plot. The sequential arrangement of the story. There is a difference between the plot and story.

Most of us have watched by the fireside, right.

Student : No/Yes

If you have not watch go to you tube.

Ok or perhaps you have heard some Ananse story and you hear someone narrating and that is a narration, and that is a prose work. We have already discussed prose and fiction.

So prose fiction that is our concentration today. So what is prose fiction? We have talked about it, remember?

Ok I should point at someone? I am listening. Prose Fiction

Student : Creative imaginative

Lecturer : Repeats and says it is not true. The person is creating something, not to tell the truth, a historical event. It derives from the Latin wordwhich means to make or shape.

Fiction is made up from our human imagination. Remember when a poet wants to write a story he writes a narrative poem. Ok.

The major function of fiction is to entertain ok, but in most cases it serves to instruct, persuade people, help to teach morals. Do you have your course outlines

Student : Yes

Lecturer : On the course outline it is there. So what idea do you have about a fable. Any idea?

Student : The use of animals to represent characters

Lecturer : Very good. The use of animals to represent character. That is one. Any other idea?

Student : Animals and human beings

Lecturer : Ok animals and human beings. Is it only animals?.

Student : Yes

Lecturer : It also teaches moral lessons. So a fable is usually a short story ok, illustrating a moral principle. It can be written in verse or prose. And it conveys moral lessons by giving human speeches and manners to inanimate things. There is a figurative device. Which figurative device is used here?

Student : Personification

Lecturer : Ok me I don't know oo. You are saying oo. Can someone give me an example of a fable being used in Ghana or Africa?

Student : Animal farm

Lecturer : It is an example of a fable And here in Ghana.....

Student : Lion king? Ananse story

Lecturer : Ananse story? These are examples of a fable. It teaches a moral lesson. It gives human manners to animate or inanimate objects, ok. So that is it. Ananse story is a good example. Ananse stories are written in an allegorical nature. You know allegory

Student : No

Lecturer : Say yes. Allegory ok, ok.

Now we move on to another form of fiction that is allegory. One called allegory.

Now, allegory is a story or visual image with a second distinct meaning partially hidden behind don't write what I am saying ok. Understand first. What I mean by allegory is

Allegory. It is a story or a visual image. Ok. You know what personification is?

Ok, the allegory is a symbolic fictional narrative. Ananse stands for something ok. What was the hidden aim in animal farm.

Response : Political

Lecturer : Yes it was political. Making it a symbol. Ananse will stand for a greedy person or someone who wants everything. The pilgrim progress is an example of allegory.

Okay erm we have seen that allegory, fables is personification and that it is also symbolic. How will you describe a metaphor?

Student : (Ans)

Lecturer : Very good. So allegories are extended metaphors. What is a metaphor?

Student : Indirect meaning

Lecturer : Allegories are extended metaphors because the meaning there is hidden. The 'Wells' is well famous you know for writing science fiction. He had a lot of science fiction, ok.

We have talked about the two forms. Now let's move to romance.

Ok so romance is a (definition) a fictional story in verse or prose that relate improbable adventures of ideal characters in some remote or enchanted setting, ok. You can put a comma there since it is the opposite of realism.

You have watched hall movies eh.

Student : Yes

That is also an example of romance. In literature we have gogtic fiction. Gogtic fiction is also a type of romance.

Now we are moving from a romance to a novel and I am saying that when we talk about novel there are only two forms that come to mind fiction and short story. And the difference between fiction and short story lies in the lent. That is one. There is also something called short story.

Short story is a type of fiction which we are discussing. With the short story it talks about a happening. It happens once. One incident ok. A short story discusses one event .just one. But a novel is a collection of stories. So we can have four or five stories in a novel.

We move to the last part called novelette, ok. It is a small novel. And you know it is French, right

Lecture four (4)

Lecturer : Today we want to look at punctuation but we are not looking at punctuation in isolation we want to study it with paragraph construction so that by the time we finish with our discussion on paragraph construction we might have covered punctuation.

Question from student:

Response from Lecturer:

Lecturer : OK. What else? Or you want me to come close to you before you talk?

Student : (Rhetorical question)

So what are punctuations and why do you think we need to learn punctuation as a topic in communication skills? Do you think it is relevant?

Student : (Yes)

Lecturer : When it comes to punctuation, as learners of English, we cannot do without punctuation because as you rightly said punctuation has meaning and whenever we write we incorporate items in order for them to help us get a better understanding of the text, because whenever we are speaking i don't say period, coma but from the

various tones and intonation I use in my speech you realize that when I dictate something for you to write you are able to know where the punctuations are. Symbols we use in written text. They are relevant and they have meaning. They help us to get the total meaning of a text. So mark any comprehension at all. We need to understand their functions. So what we need to do is that you will be given a punctuation text and we will ask you to use the right punctuation at the various points where we need them.

So you look at the text. A paragraph, a very short paragraph and we will ask you to put the necessary punctuation at the respective places. That is what you will be doing, but for the purposes of today's term topic we want to combine punctuation with paragraph to get a better understanding of what we want to put across.

Today you will be doing a lot of exercises. Not in terms of me asking you questions for you to respond but we will write a couple of paragraphs and try to see if we can indicate the various punctuations as well as try to look out for some of the main term parts with a paragraph.

So for example somebody said full stop. At what point do we use full stop? We will not say full stop but we will say period. And you realize that whenever you want to put across an idea we use the period to

separate one idea from the other. Then also we have one other punctuation which is the comma. (Question and answers).

So basically the comma is used in listing items. And you realize that you use the comma in order not for us to repeat the various conjunctions that we have. When do we use the colon?

Response : Student gives an answer

Lecturer : Alright. So you realize that we usually use the colon.....and so if we want to elaborate a particular point and so we are going to use the colon to separate the main idea from the sub idea. Sometimes too you realize that you make a point and you want towe are likely to use a colon, right. After the point you made in order to separate it from the list of items.

What about the semi colon? Ahaa how is it different from the colon. At what point do we use the semi colon.

Student : No response

Lecturer : Can you elaborate. (Ah)

Student : No response

The difference is that whenever we use the semi colon we want our readers to have the idea that the point we want to put across have not ended. So the main point is not complete and we want to use

subordinate one to make the complete point. Then we also have the exclamation. Have you heard of the exclamation before.

Student : Yes

Lecturer : How does it look like? When do we use the exclamation sign for?

Student : No response

Lecturer : And if we want to emphasis a point. Aside the emphasis we also use it to show emotional (erm) stages that we go through as speakers. Usually we use the question mark to interrogate. To solicit for responses and in speech and we don't really feel it. We feel it in terms of what we call intonation.

E.g. kofi is here.

If you want to ask a question and you end up bringing a full stop it becomes a statement and not a question. And you are warned because you were told to ask questions and after the questions you brought full stop. It means they were statements and not questions. You always have to remember to bring the question mark because in written form that is what will let you know that you need a kind of response from your hearers. I hope you are ok.

Student : Yes

Lecturer : Alright. Then on the paragraph what we are trying to say is that we discuss punctuation. We are not discussing it in isolation from the

paragraph because at the end of the day when you write sentences together to get a paragraph. What is a paragraph, if I may ask?

Student :

Lecturer : Ok, so usually when we talk about paragraph we are looking at related sentences. The most important thing is what we call related sentences. So the emphasis is related So that when you get the data you are going to tell whether your sentence one has a kind of relationship with sentence two. Sometimes too we are asked to write a paragraph and some of you will write just one sentence as a paragraph. It is not possible for you to get a sentence constituting one sentence as a paragraph. At least a paragraph should give you three sentences, at least because we are saying that the sentences should be related because in a paragraph you realize that that they are related in terms of what we call the controlling idea or the main idea. Any group of ideas that is in a paragraph should have one idea. What did I say.

Student : Response

Lecturer : Ok, So whenever you say that these sentences belong to one paragraph, it means that when we put all these sentences together we are going to get an idea. So note that every paragraph has an idea and that idea is what we call the controlling idea. Please note that the controlling idea you cannot find it overtly to say that this is the controlling idea. You can only get the controlling idea if you are able to understand 1, 2, 3, 4

and 5. and so the controlling idea is captured in all the sentences. So you need to read all the sentences and understand before you can put across what the controlling idea or the paragraph is. But note that in every paragraph it is just like the structure of an academic essay. And it is said that academic essay is structured because it has an introduction, the body and conclusion. So every good paragraph should have an introduction, body and paragraph.

Lecture five (5)

Lecturer : Most of the time people who actually engage in destruction right do all of these out of ignorance. Right, they do all of these out of ignorance. Some of them may not know that their activities may lead to property loss. When you go to places where the people are not well informed, illiterates, they don't know, so how do you let them know that their activities can lead to destruction of the environment? There must be communication. Where should the focus be. Education about which, right public awareness about what is right. The education, communication and public awareness. All these should be programme about biodiversity with the aim of erasing biodiversity to peoples' livelihood. You should let people know that when they destroy the biodiversity what they are doing is that they are actually destroying their own environment. People are not aware they cannot relate the two. When they know that there is destruction of the environment to their own livelihood that they will be very careful.

Lecturer : Is that one ok?

Response : Yes sir

People are not aware. Somebody might say that I want to throw polythene down. He forgets another person may throw and then another, then gutters will get choked and lead to flooding. So if you want them to be aware there must be increased communication, education and public awareness in that area. That is what we are talking about .So there must be communication so that people will be aware So that they will actually become agents of environment.

Rural enterprises base on biodiversity such as ecotourism to benefit local communities, environmental species and their habitat.

So that should be another solution to biodiversity conservation. That is one way of solving that problem. We create opportunity forso that instead of entering and destroying the forest what we do is that we conserve that particular forest. We conserve for people in the area so that when people come there the whole community will benefit .They will also benefit instead of destroying the environment and destroying the trees. When people go and visit it will become a source of income. So that is another point. So what we need to do is that we have to conserve that area. Where we have the monkey.....the monkey sanctuary mho instead of allowing the people to cut the trees or use that particular area for farm. What we do is that you just conserve that

particular place as an ecotourist site. People travel from Accra and all places and visit. When they go there what the people have lost in terms of farming they can recoup it in the form of income from the people. When the people visit the place they buy certain items when they sleep in the night they sleep in hotels or in a particular place. When they go there and eat they eat from a restaurant. You see that in effect what the people have lost in farming will be recouped in terms of income from the activities that they indulge in. so we need to engage rural enterprise so that people may actually get it from some of these enterprises. Instead of allowing people to go and destroy them.

The final point then we go. Providing important social benefits that provide local communities with incentives for habitat protection. So these must be important social economic benefits that the people in the area will derive. So if you say that people in a particular area should not go to the land to prospect for gold, if you think the people in the area should not go to the river, right and engage in galamsey what is the alternative you can promise them. This is what we are talking about. So if you don't want the people to go and actually destroy the ecosystem because people need to survive right and sometimes they survive on the very thing you are going to protect and secure. People need to survive. People need to erm.....People need to go to the farm and actually dig gravels. So when people indulge in all these activities it result in erm the destruction of the environment but these

are what people need for survival. So if you say that people should not go and then destroy the environment or the eco system

Lecture six (6)

Lecturer : As the air rises or descends and when that happens we talk of a adiabatic process. We are looking at a situation where heating and cooling of air will take place without an influence on what will happen to the air by the environment. Adiabatic means without exchange of heat between a rising or sinking air and its surroundings. So the air becomes normal and begins to rise. When it becomes warm and begins to rise whatever happens to the air we are saying that those changes that will occur in the air are not dependent on the surrounding temperature and that is adiabatic process. And you know that when air becomes warmer it does what?

Student : (Rhetorical question)

Lecturer continues: It expands and rises but we are saying that the expansion and rising is not caused by temperature. In other words it is not caused by environmental factors but the fact that the air is warm will automatically expand and rise. When it expands and rises what happens, it goes so all the processes are not dependent on environmental factors. so the cooling and warming of the air as it rises

and sets occurs because the air is either warm or cold and that is what is called impromatic process.

So we are saying that it refers to the heat cooling and heating of which exchange of heat between a rising or 11m sinking air and its environment ,

erm it is also on an increase or decrease in temperature of a parcel of air due to expansion and this expansion is not because of temperature.

It is simply because the air is warm. Is that ok?

Student : Yes sir

Lecturer : The expansion occurs because the air is warm and the air as it becomes warmer and rises and when it cools it begins to sink and as it sinks it becomes warmer. So we are saying that erm the increase and decrease in the expansion of air is not influenced by the environment .The fact that the air is warm it will do what?

Student : (rhetorical)

Lecturer : Expand. The fact that the air is cool it will do what expand. And these changes are not a direct influence of the environment but it comes automatically. I said that 11m when a woman becomes pregnant she will give birth. The analogy is that anything that happens to the pregnant woman mho has nothing to do with what caused the pregnancy erm. Ok? What it is is that when a woman becomes

pregnant the automatic result is that she will give birth. A lot of things will happen to the pregnancy but it will not have direct influence on what caused the pregnancy.

So we are saying that temperature has caused the air to warm up but the rising and expansion of the air is not based on the temperature. Temperature has no influence. In other words the environment has no influence on the changes that occur in warm air or cold air because once the air is warm automatically it expands and rises and as it rises automatically it does what?

Student : No response

Lecturer : Cools. When it cools and it is coming down it begins to warm again. So these changes are irrespective of what environmental factors so we are saying thatSo if you look at these diagrams cooling and warming. This is warm air which is rising. Because it is warm air automatically it expands and rises then at some point because it is rising it cools. Then when it cools if it is full of moisture condensation takes place after that when the moisture leaves it it becomes raw air because it has cooled down it can no more rise again. So it has to come down. As it begins to come down it warms up again and we are saying that the cooling and warming here are not caused by environmental factors. So the cooling and the warming is not connected to environmental factors. So for example if the air is dry the rate of cooling or heating is called.....

So at this point in time we can describe the atmosphere as unstable.

Lecture seven (7)

Lecturer : So, so far we have been treating educational resources. Right? We looked at what they are. And other classifications, importance and factors to consider when selecting them and then individually we looked at their advantages and 111 disadvantages. Right So we are going to continue. And then I gave you presentations to do which we have finished. Seminars right .So we are going to continue with communication. So we are looking at teaching learning materials as a means of communication. When we talk about teaching learning materials as a means of communication what do we mean? Mho we have all been communicating isn't it? So what is communication?

Student : It is the verbal and nonverbal act of communication in the classroom

Lecturer : So if you are standing outside and you transfer information from one place to the other that one is not communication?

Student : No

Lecturer : Good mho yes. Come again mho, the last one. Anything different?

Ok so all that you have said is right right,(she gives a definition)

Several people have come with different communication. Right.

We can use gestures, speech and pitch to communicate. If I want to pass on information to you can do so by writing on the board right and I can do so..... ..I can come here. You are talking. I can just use gestures and you will all stop talking. Is that not it? Right. So it can be done through all that. They are all forms of communicating. Where is the information going. It is going to the student so that is the destination of the information. And then it can also be defined as the transfer of concepts, of meaning from one mind to another. And then in the classroom teachers use language, signs, and symbols to promote effective communication. Right (question from student about sign)

Lecturer : Come again. (Lecturer responds) So all these are forms of communication. I can also use language. Bravo, ayekoo, and others are all forms of communication. According to Potter 2009 there are various forms of communication which people use to convey meaning to others. So we have nonverbal communication. (She defines) Research has shown that majority of communication is nonverbal.

So nonverbal communication includes gestures, body language etc. and then these gestures eg smile etc they are all forms of information. I said the next one is visual communication. Aha what do we mean by visual communication? Visual communication. Ahaa yees what and what can we use for communication. Ahaa you.

Student : Madam, we can use symbols

Lecturer : What else?

Response : Pictures

Lecturer : Good. What else?

Other responses.

Mho so all these are examples of what? Examples through which you can communicate visually.

Lecture eight (8)

Lecturer : Keep going. Stop, lie down. Those in zone one. You are now going to zone two. Where are you? You are now going to zone five. You are here. Come and stand beside them. Zone six go back, go back, come and stand beside them. You were where .Who is your partner. (After taking the positions)

Ready. Are you ready?

Ok go. (Demonstration)I don't want see anybody laughing or talking. Stop talking Anaba if you are not ready sit down. How can the four of you move at the same time. Stop, side out, ready, did you here ready? Ready go, stop talking who is that. Let's go. Let's go. Keep going. You move forward and then you move to this place. Keep going. Somebody should substitute JD. Hurry up. Stop .Side out. Ready. Are you set?

Student : Yes

Ok go. Move. You face the court keep going. Stop, side out. Where did you start. The very first beginning. You move forward and back move. Keep going.

Alright. Side out. Where did you all start. Ready go. Why are you moving one direction. Did you not see what I was doing? Keep going.

Alright stop. Those of you sitting please go and substitute them.

Ok now since we have less athletes on course let's start.

Ok don't stand outside. Please listen. Selasi go to zone one. Don't look at what someone is doing and do same. That is why we have the arrows on the ground. Just look at the arrows and follow. Ready. go. stop. Look at him. Go by the direction of the court. This is your last one so you all started from here.

Ok rest.

(After a short rest)

Lecturer : Ok please come and let's continue.

AFTER THE PRACTICALS.

Lecturer : Ok how was the movement. (Did not expect an answer) You know you have all done a second right. You did just six minutes and all of you are panting. As a volleyball player at one point you are a player or an

attacker. We have three types of blocking in volleyball. We have the one man block. Two men block, and 3 men block. Right.

Lecture nine (9)

Lecturer : Aright I am sure we can start from now.(Introduction of the lecturer for the day by a co lecturer.)This is Mr. Gideon Agyare. He holds a master's degree in museum studies He is the best person to handle this course. Those of you going to Abonse this is your man. Alright so on this note Mr. Agyare hold the class.

Alright, thank you very much Mr. Agyare.

Lecturer : Can you hear me.

Student : Yes.

Oh Ok thank you. erm right erm,

Today what we are going to do is erm onsite conservation.

I believe your course conductor has taken you through a bit of excavation techniques right, and so what is an on sight conservator.

What are we talking about here, so can we hear you?

Student : It is the conservation and preservation of artifacts in the field.

Lecturer : (Repeats) conservation and preservation of artifacts in the field good. Who else? So In my class if you give a correct answer we don't clap what we say is wow.

(Laughter).

Lecturer : Right and so can we give her a big wow. Alright so who else can try yesss. Adam can you try? Yes. Well my class is very interactive so I want everyone to participate. What do you know about onsite conservation? What are we talking about here?

Lecturer : So do we have any one answer?

Student : Yes

Lecturer : So do you all agree?

Student : Yes

Lecturer : Ahaa. Right, so yes we preserve or we conserve artifacts on sight, Good.

It is a good answer but then on sight conservation is not only about conserving artifacts on sight.

But the site in which you are dealing with ok the sight in which you are dealing with can also be conserved or preserved. Do you agree?

Student : (Yes)

Lecturer : Ok good so on sight conservation goes hand in hand with archeological excavation.

Who can explain this one to us, yees.

Student : Response

Lecturer : If you don't excavate there is nothing for you to preserve. (mho)great yes yes. So I mean that is it. If you don't excavate there will be nothing for you to conserve. Do we agree? Today what we are going to do is erm onsite conservation. I believe your course conductor has taken you through a bit of excavation techniques right, and so what is an on sight conservator. What are some of the environmental factors.

Student : Humidity, excessive light, human activities

Lecturer : Ahaa. Well, In terms of what?

Student : In terms of building.....

Lecturer : Ok ok ok .You are almost there. There is one important one that you have not mentioned .One important one.

Student : Air.

Lecturer : Can we give her a big wow

Student (wow)

Lecturer : And so these are the environmental factors and so when the material or the object are buried in the soil they are well preserved so as soon as you open it up they are exposed to heat factors therefore the deterioration you know increase or speed up. Right .Ok

And so onsite conservation as a rule ... an artifact can be taken up with your hand or with a trowel. Yees

Question from student: Will surface excavation be classified as onsite collection. If you do surface collection will it be preserved or conserved differently from what we do on site?

Lecturer : (Repeats question to be very sure of it. Ok alright. Is the question clear?

They say they don't really understand what you mean.

Student repeats question. My question is if I excavate and get this thing, are we going to apply the method the same way we apply to

Lecturer : Do you now understand the question?.

Student : Yes

Lecturer : So can somebody help us.

Student : No response

Lecturer : So wait until we are done with this, then we can judge right good

Ok so what we are saying is that per the rules when you excavate you can pick an artifact with your hands or a hard trowel. Right

And then those artifacts can be plotted at the same time ok.

You can plot them or you can handle them ok. When they are robust or strong. Am I making sense here.

Student : No

Lecturer : Erm today should have been our very last day.

Unfortunately we did not start on time. Erm, what I have outlined for the day are issues which we are working on including assignments. May I see by hands those of you who have your course outlines with you.

Student : (Hands raised)

Lecturer : Ok so we are looking at (pause) What are we looking at today? What is the topic.

Student : Excavation.

Lecturer : Yes I think I mentioned this sometime back that having a very thorough understanding you have to know everything about the class. Logical sequence of the class. You cannot be walking down the street and expect to understand archeological jargons. But once you read the course outline thoroughly ...Having a firm grips of the course outline really helps, and so you draw from various sources to enrich your work. Without the course outline you are not likely to do so well especially my class.

So if you have read the article for last year I sent you, if you have read that under computer in archeology in both the chapter we have and the article I sent you, you should by now be getting familiar with digital technology particularly.(pause)I think the best way to simplify, pull this

Ok so this should be reworded. You should know that there is a popular adage in archeology which states that

Ok alright people are reconstructing the role of archeological extraction in archeological research. I picked up this here that excavation is didization so where did the researcher do the work. The paper I gave you.

Student : (No idea)

Lecturer : Good ok

So we now have moved beyond archeological excavation is destructive and so maybe we can now add it that excavation is didization so ...so how has advancement in digital technology changed the way people conceptualize excavation. If previously people conceptualized excavation as destructive. We are saying the adoption of new technology and advancement in the area of devices lmmm the use of computers and so on and so forth Once you begin to conceptualize the role of excavation differently....

so I want you to do the readings again. The readings means Excavation is destructive digitization.so that is one and our required text.

The main text for the class. There are a number of reading materials so in our required text it must again revisit chapter 3.It talks about excavation and computers. Ok.

Read the chapter again. But make sure you have an understanding of how excavation is now conceptualized. In addition to that ...In your reading did anyone come across the term side archive?

Student : Silence

Lecturer : When we talk about archive what are we referring to?

Student : Old documents

Lecturer : So we have library. We have museums. So when we say archives specifically you know what we are talking about.

Student : Yes

Lecturer : So she says old documents. Archives are old documents. So we would like to document her response. Files, folders. Letters and so on and so forth. Yes let's keep polishing. An original story of data. So yes data in what sense. What does PRAAD stand for.? Guess Guess eh. This is the acronym for Ghana National Archive .What is the full name. It is what? Find out. Ok .so I am here to teach information technology in the area of archives.

Anyway so I put this here because you are likely to come to the understanding that nobody is now looking at archeological science as a mere place where you collected factual data. You go there so what we are saying is that the archeologist today given the way we are ...

Lecture ten (10)

Lecturer : Yea last week we started looking at theory and methods in the study of religion. Ok.

No we started that earlier and last week we started looking at the scientific study of religion and if you remember we said that the phenomenon of religion is based on two main principles. Do you remember? So what are the two main principles?

Lecturer : This is a religious phenomenon. Miracles in Christianity or miracles in the prophetic churches

Ok. Someone may be an Anglican, but is now going to study 1mmmm miracles in a prophetic church. Yees.

Student : Obinim's church

Ok I hear Obinims church. What are some of the things you know about Obinim church.

Student : Angel

Lecturer : Obinim is an angel. What kind of angel. Yees,

Students : Response

Can you explain that. Obinim is able to do that. He is able to let people become pregnant instantly. Those are stories you have heard so you are going to a suburb of Kumase where Obinim church is. Ok.

When we get to Kumase what should we do. We have all this information. We have all these stories about Obinim and his church. What should we do.

Student : Response

Lecturer : “We have to suspend the preconceived idea. What are the preconceived ideas?”

So we want to suspend all this taught. At the end of the day the main aim of phenomenology is to get to the essence of phenomenon. Now we have to take the forth step which is describing the phenomenon.

And so now you have entered into the experience. You have to be objective. Now you have to describe what you have observed. What is it that the people are doing?

So if Obinim is coming to perform miracles does he jump. You see sometimes people will say that singing is the atmosphere for miracles. People should pray, close their eyes. Everything that you observe there, we are saying that you should describe, as you describe, we are saying that pay attention to the dangerous aspects.

So the singing aspect ,praying aspect, the laying of hands, the command of demons, or does he just say that come out and go?

So these are the things that we are going to take note of. If he moves from left to right. Does he just lay hands and people fall. Which hand does he use. What does he use. Does he use water ermm. What are some of the things?

Student : Throwing of stone

Lecturer : And these things are killing the enemy. The throwing of stone may be a symbol which you have to interpret. All these things must be done in line with the testimony of the believers. It means that you have to be careful with the words that you use to describe. You don't use derogatory words but you are describing in accordance with.

And so you may say that they throw stones to kill. That is how you will interpret it. You don't just say that they throw stones into the air.

You don't do that. so the final authority of your description will be the deliverer.

(Question and ans)

Lecture : Ok.

Remember that this is to get to the essence and meaning for you the researcher to understand. You see and so that is why it is important for you to get to the experience of the believer.

So that at the end of the day you the researcher can talk like a believer talk.

You have gotten the experience and you understand what the believers are saying because if you don't understand you may use words which are not appropriate to describe it.

Any other question? Is it clear enough?

Student : Yes

(Question)

So can we now assign erm categories to these things. Because now we want to name the phenomenon.

