

A Contrastive Study of the Use of Discourse Markers by English Learners and Native Speakers

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Abstract:—A contrastive study of the current situation of the use of discourse markers by English learners and native speakers is of great significance to the study of the inheritance and communication of discourse markers. In daily life communication, we should pay attention to strengthening the use of discourse markers. On the basis of improving the ability to use discourse markers, strengthen the important role of explicit language in English teaching, so that the development and influence of discourse markers can be further expanded in the context of the diversified development of world culture and language, and at the same time, help the diversified integration and development of discourse markers.

Keywords:—English learners, native speaker, discourse markers

I. INTRODUCTION

THE use of discourse markers is an important way to promote the understanding of each other's words. The use of discourse markers has been widely concerned since the occurrence of modifiers in English proverbs in 1953, [1]. The rise and development of discourse markers are from simple structural description to the extensive application of cognitive language, which has become a hot issue in the analysis of

discourse effectiveness. In the course of the development of discourse markers, researchers at home and abroad have conducted a comprehensive analysis and research on the current situation of the use of discourse markers by English learners. It is of great significance for native speakers to recognize the discourse markers from syntax to pragmatics and then to semantics, [2]. Based on the introduction and origin of discourse markers, this paper makes a comparative analysis of the use of discourse markers by English learners and native speakers, so as to further enhance the public's understanding of discourse markers.

II. THE INTRODUCTION AND ORIGIN OF DISCOURSE MARKERS

A. The Definition and Function of Discourse Markers

Throughout the development of discourse markers, in the research process of discourse markers, linguists define discourse markers in this way. They think that discourse markers are the effective units connecting the discourse components, which exist separately in the discourse sequence, [3]. Their main function is to mark the adjacent discourse units with relevance, so that the expression of language sentences has certain coherence. In the view of discourse marker researchers, discourse marker is a series of word relations that restrict discourse understanding by means of inferential connection of the discourse. In the process of use, discourse markers do not spread the meaning of

discourse and discourse proposition, and they do not belong to the semantic content of the discourse category, [4]. They only mark the relevant information for the understanding of discourse, and then show the procedural meaning of discourse markers by the understanding of discourse. The characteristics of discourse markers are as follows: first, discourse markers do not belong to any part of speech, but exist in a separate and integrated form; second, discourse markers have certain phonology in the process of language expression; third, discourse markers are often at the beginning of a sentence; fourth, discourse markers have independent sentence structure; fifth, discourse markers have certain arbitrariness in the level of grammatical expression; sixth, discourse markers have no fixed meaning; seventh, discourse markers have some colloquial forms, etc. In view of the diversity of discourse markers, the systematic analysis and application are made to make discourse markers play a good role in practical teaching. When learning and understanding the connotation of discourse markers, we should systematically analyze and compare the value connotation of mother tongue discourse markers and the meaning of applying discourse markers, study their similarities and differences, master their characteristic content system, and guide students to improve their communication level.

In the aspect of the function of discourse markers, researchers at home and abroad believe that the discourse markers are mainly reflected in the following aspects: first, the characteristics of discourse markers are to cause discourse; second, the boundaries of discourse markers have certain autonomy; third, the functional characteristics of discourse markers are to predict the response or answers; fourth, as a filter of discourse expression, discourse markers have the function of delaying the speed of speech; fifth, discourse markers can make the speaker stand and have a pause time; sixth, discourse markers can form a good interactive relationship between the speaker and the hearer; seventh, discourse markers can mark the discourse of the forefinger and the anaphora; eighth, discourse markers can effectively mark the foreground

and background information of the discourse, [5]. From the perspective of pragmatics, it can be summarized as the following points, that is to say, discourse markers can maintain the coherence and cohesion of discourse at the construction level of communicative context. On the basis of marking discourse pause, they can effectively feedback discourse information and regulate the communication relationship between discourses. In addition, discourse markers can not only convey the speaker's feelings and attitudes, but also better protect the speaker's dignity. On the one hand, through the understanding of the functional characteristics of dialogue markers, the multi-functions of dialogue markers are applied to practical teaching, which plays an important role in explicit discourse teaching. On the other hand, in English teaching, teachers should pay attention to the use and dissemination of discourse markers, so as to cultivate students' awareness of discourse markers and actively guide students to carry out diversified training on discourse markers. Therefore, they can fully grasp and understand discourse markers on the basis of distinguishing the right to use them.

B. The Origin of Discourse Markers

In daily communication, the purpose of the speaker's use of discourse markers is for better communication. The use of discourse markers as an important means and tool of successful communication between the two parts of the speaker makes discourse markers have important practical significance in daily communication. At present, the use of discourse markers has not been widely spread, and the definition of discourse markers has not formed a unified understanding, [6]. Therefore, in the research process of discourse markers, linguists believe that discourse markers are a linguistic phenomenon existing in the normalization of oral or conversational communication, which can neither transfer the propositional meaning and semantics of discourse in a diversified way, nor form an important expression content of discourse semantics. They are just a symbolic form of marking discourse information in discourse expression, which plays an important role in the understanding of discourse and the effective expression of emotion.

With the continuous improvement of people's communication level, people's meaning for discourse expression is also increasing. It is an important task for linguists to analyze and study discourse markers in a diversified way on the basis of simplifying the expression of the speaker's intention, [7]. On the one hand, in daily communication in real life, discourse markers are analyzed and studied. On the basis of mastering their diversified features and multi-modal functions, the role of discourse markers in language expression is enhanced, which attracts the attention of scholars at home and abroad. On the other hand, the role of dialogic markers in real teaching is visualized, and the important role of dialogic markers is effectively analyzed from the macro level and the micro level, so that the dialogic markers can realize the diversified and integrated development of language on the basis of meeting the needs of modern language development, [8].

In recent years, with the strengthening of the use of discourse markers in daily communication, people's understanding of discourse markers has been constantly improved. Both foreign linguists and domestic language creators have also been increasing their research and analysis of discourse markers. As an important marker element of daily discourse expression, discourse markers take an important place in common discourse. Throughout the development of discourse markers and the research on the use of discourse markers by scholars, discourse markers play an important role at both social level and cognitive and public psychological level. From the perspective of social, psychological and cognitive analysis on the functional roles of discourse markers, we can see clearly that discourse markers not only have the function of interactive ostensive markers, but also play an equally important role in modality markers and context shaping, [9]. On the one hand, it is of great practical significance to use discourse markers to improve the frequency of social interaction and emotional expression. On the basis of emotional suggestion, it is the role of discourse markers in social psychology to express people's psychological emotions in a variety of ways; On the other hand, the

dialogue markers are effectively analyzed from a cognitive perspective. Dialogue markers contribute to the emotional expression of discourse communication to a certain extent. In addition, discourse markers can also be effectively classified and divided from the perspective of communicative intention and pragmatic function, [10]. With the help of the use of discourse markers and correction markers, the level and emotion of discourse communication can be improved, so that the text content of discourse markers can be visualized and the multi-functions of discourse markers can be plaid out at the same time.

III. A COMPARATIVE STUDY OF THE USE OF DISCOURSE MARKERS BY ENGLISH LEARNERS AND NATIVE SPEAKERS

A. Assimilation of Discourse Markers between English Learners and Native Speakers

There are some similarities and differences between English learners and native speakers in the process of using discourse markers. In the process of using discourse markers, no matter the similarity or differences, they are effectively shown in both teaching and learning. The similarity of the use of discourse markers, namely, the assimilation, indicates that English learners are very close to native speakers when they use discourse markers. The improvement of this skill and thought is closely related to the teachers' enhancement of using discourse markers in practical teaching, [11]. In practice teaching, teacher pay attention to the use of the teaching concept of dialogic markers and make improvements to the teaching methods, which is inseparable from the optimization of the discourse materials in the teaching process. With the continuous reform and innovation of foreign language teaching system, English teachers in universities and colleges use the application of discourse markers to change the traditional teaching mode and teaching concept to cultivate students' actual ability to use discourse markers and their language and cultural literacy, so that the original traditional vocabulary and grammar learning can be transformed into face-to-face direct communication and interaction between teachers and students, breaking away from the traditional and single teaching mode, [12]. And based on the innovation of teaching mode in the new era, discourse markers are

contrasted from diversified aspects. On the one hand, in actual teaching, we should pay attention to the native language as important teaching material. It is an important function of discourse markers to realize the diversified development of the native language based on the influence of the basic teaching materials of the native language. On the other hand, with the continuous reform of teaching mode, students' understanding of language is also changing in practice teaching. With the help of the use of discourse markers to improve the scope of communication and communication between the terms, discourse markers can be specifically expressed in a scientific developing way, thus promoting its use level come closer to that of the native language.

For example, in the process of using discourse markers, speakers should pay attention to the use of their pragmatic functions. Under the guidance of teachers' teaching ideas, with the help of diversified teaching methods and rich teaching materials, the level of English speakers' use of discourse markers is improved to a certain extent, which is closer to the native language in content expression. On the one hand, in the context of improving the using range of discourse markers, we should improve students' language and literature literacy, so that the level of their own literature literacy and the use intensity of discourse markers can form a harmonious unity. In practical teaching, due to the influence of learning strategies and the change of mother tongue transfer, the spread of discourse markers has been positively affected to a certain extent; On the other hand, with the level of expression of discourse markers approaching the mother tongue, it enables people to understand and master the profound artistic connotation of language while using discourse markers, and helps them achieve better results in diverse communication.

B. Dissimilation of Discourse Markers between English Learners and Native Speakers

Most English learners' mastery of discourse markers is different from that of native language to some extent, which is mainly manifested in practical teaching. On the one hand, in the practical teaching, because the explicit context of teachers' use of discourse markers is not obvious enough, the input of discourse markers in classroom teaching is not very sufficient, which is related

to the reform and innovation of teachers' teaching ideas and teaching methods. In the selection of teaching materials, we should pay attention to the use and expression of native language, but as the original teaching materials, the expression of content and knowledge is limited to a certain extent by the regional environment and spatial environment, which makes the value function of English markers cannot better be prominent in the limited discourse resources; on the other hand, because some linguistic teachers' own literary literacy cannot reach to the standard, the frequency of using discourse markers in practical teaching is less, which cannot create a good atmosphere for the students' learning of discourse markers, and cannot give the students the guidance about discourse markers. In addition, some learners of discourse markers have a serious bias during the study of discourse markers, which makes them unable to fully grasp the effective expression of discourse markers. Under the influence of mother tongue transfer, the unity of discourse markers and native language is not well formed, which leads to some language barriers for students to learn the language inconsistent with their mother tongue. It leads them to have a certain degree of bias in the process of learning and affects students' overall grasp of pragmatic functions.

For example, English learners have some differences in the expression forms of discourse markers and mother tongue markers. Linguists point out that to some extent, the use of discourse markers by non-native speakers is influenced by many factors, and the most influential factor is the overall level of pragmatic expression of learners. The higher the level of pragmatic expression, the higher the level of expression of discourse markers. However, with the development of the differentiation of the basic expression level of a personal language, it is impossible for people to master the pragmatic function of language in a unified way, which leads to differences in the use of discourse markers. In addition, influenced by the regional environment and learning environment, students have different degrees of rejection psychology for the use of discourse markers. In the process of learning, students are not interested in the use of discourse markers, resulting in different degrees of influence when they master and understand the

expression of discourse markers, which is an important reason for the differential expression of discourse markers. In addition, the cultivation of learning enthusiasm is also an important means for students to master discourse markers effectively. Due to the different degrees of enthusiasm of students in learning discourse markers, there are differences in the quality of English learning and native language learning, which leads to different degrees of pragmatic expression in the use of discourse markers, to a certain extent, affecting the expression quality of the discourse markers.

C. Survey on the Acceptance of Chinglish by Native English Speakers

This paper selects 9 typical Chinglish to investigate the extent to which native speakers of English accept Chinese English, as shown in Table I.

Table I typical cases of Chinglish

number	content
Example (1)	footplate at the top of the escalator
Example (2)	there was no notice board
Example (3)	where he was caught by.
Example (4)	Escalator incident”
Example (5)	Weibo
Example (6)	five minutes before the accident occurred
Example (7)	A surveillance video captured by a store camera shows
Example (8)	a department store escalator
Example (9)	a local work safety official

The questionnaire provides the full text of the English report; lists the 9 Examples of Chinglish mentioned above, and arranges them in the order in which they appear in the original text. The interviewees are asked to rate their acceptance of each Example on a five points scale (0 for “completely unacceptable”; 5 for “completely acceptable”), and provide suggestions for revising those unacceptable Examples; The open-ended question at the end allows readers to make a descriptive evaluation of the textual expression of the report. The survey invited 50 native English speakers to read the report by e-mail and completed the questionnaire. A total of 50 valid questionnaires were collected. According to statistics, the final score of the acceptance of Chinglish classification is shown in the following Table II.

Table II acceptance of Chinglish by native English speakers
 (full score: 250)

classification	Mistranslation and Literal Translation	Redundant component	Misshapen sentence pattern
Example	Example (1); Example (2); Example (3); Example (4); Example (5);	Example (6); Example (7);	Example (8); Example (9);
Total score	31 ;133 ;20 ;135; 107;	221 ;203;	3; 3;
Category average score	85.5;	212;	3

It can be seen from Table II that there are three main categories of respondents’ overall evaluation of Chinglish in this report: first, 64% (32 people) of respondents said that although Chinglish may occasionally affect the reading experience, as long as it does not affect the understanding of the general idea of the news, they can accept Chinglish reports when there is no native English media. Second, 30% (15 people) made it clear that Chinglish caused trouble for readers, who did not like reading such reports. Third, 6% (3 people) think Chinglish is very interesting, which is different from reading native English reports. To sum up, most native English speakers can accept Chinglish.

D. Experimental Verification

In order to further verify the difference of discourse markers between English learners and native speakers, the 9 Examples in Table I above are taken as experimental objects to compare the differences between the two, and the results are as follows.

Based on Fig.1, it can be seen that there are great differences in discourse markers between learners and native speakers, indicating that there are differences in discourse markers between English learners and native speakers.

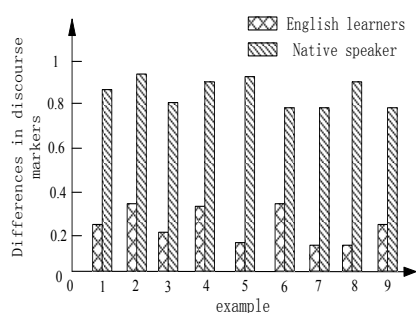


Fig. 1 differences in discourse markers between English learners and native speakers

IV. CONCLUSION

As a means of information marking in language serialization, discourse markers have important guiding and theoretical significance in their multiple functions. In the process of using discourse markers, we should pay attention to the differences in pragmatic functions between English users and native speakers. To some extent, it can enhance the public's understanding of discourse markers, and then promote the integration and development of discourse markers. In addition, in practice teaching, teacher pay attention to the use and expression of discourse markers, so that students' cognitive ability and literary literacy can be improved to a certain extent, and the diversified communication and application of discourse markers can be promoted. at the same time. It can promote the development of foreign trade and thus drive the development of China's economy.

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