Reference items are those which refer to something or someone, within the

Ceri is presently designing materials, especially visuals, and using drama techniques in the classroom.


Language Teaching, Longman.

University Press.


Bibliography

meaning, of the greater picture in a piece of discourse.

explicit’, this should be made clear to the students. Cohesion, in itself, is not enough not create the relationships in a text; what they do is to make the relationships discourse markers they have seen before.

Not only must meaning be clarified, but also form and appropriacy so as to avoid that the table Thornbury (1996:247) suggest would be clearer and therefore more less connectors yet breaks them down into even smaller categories, this is suppose beneficial to students on a practical level, though this alone will not overcome the value of each selected item .

connectors and through practice are able to understand the semantic and discoursal

W.J.Crewe (1990) suggests three different approaches, which he believes may be as subtle differences in meaning and the positioning of each conjunction are not discourse markers, again out of context, which are loosely categorised into groups.

believe that some methods of teaching these linkers in the classroom can be classroom aid as it clarifies the functions of each conjunction and makes their according to meaning, though Bolitho & Tomlinson (1980) also divide conjunctions variation, spatio-temporal and causal conditional, respectively.

Discourse markers, although similar to the previous cohesive devices, given that variation, is not creation of the relationships in a text but rather their didactic function. The introduction of discourse analysis into the classroom has, despite its relative

Introduction

As Parrot goes on to state, ‘there is no universally agreed way of classifying discourse markers; nor is there an exhaustive inventory of them’. The term discourse marker itself, and what it applies to is under debate. Most grammars and discourses as, ‘a continuous stretch of language larger than a sentence, often constituting a paragraph or a longer section may prove to be more effective.

Unfortunately, the number of interlocutors may vary and the use of non-verbal expressions can add to the difficulty of its analysis, given the use of ‘talking turns’ as McCarthy and uses of discourse markers:

• To express our attitude to what we say and write.
• To influence how the listeners or readers react.
• To form parts of the text.
• To mark the boundaries of the text.
• To connect parts of the text.

LEXICAL COHESION

Each of the above can be achieved by using a number of cohesive devices. These

COHERENCE

Para-paragraphs are useful because they make sense of the whole discourse. However, they are not the only way to create a coherent paragraph. There are also other ways to create coherence, such as using "cohesive devices", or clues, to signal the relationships between sentences.

Furthermore, these segments must be signalled, to ensure that other parties understand them as such. The use of ‘cohesive devices’, or clues, in

Deductionist approach - When writing, students focus first on the content of

The expanstionist approach - Discourse markers are categorised into Implicit and


To use discourse analysis as a classroom aid as it clarifies the functions of each conjunction and makes their

In this sense it is

homework, and used as a class task. In this way, the students can acquire the skills necessary for such comprehension.

Furthermore, discourse analysis can bring to the forefront considerations that may

be of use in terms of the students' use of the target language. In this sense it is

Academic tasks - Students are given tasks that require them to use discourse markers in a certain way, such as to express their attitude to what they say and write.

Applying Discourse Analysis in the Classroom with a Specific Focus

• Collocation
• Temporal
• Personal
Also look at some cinema language to help students with the final result of the cohesion. Explain that some strategies can be transferred from their L1 to the L2. Tables and charts to help clarify meaning and form. Work. We will be able to revise and consolidate these discourse markers in the final activity. However, even though most of the students have expressed interest in the brainstorm, they will have already seen, or heard, most of these discourse markers in context. Out of the linkers that I will be teaching 'however' and 'so' are used the most. Some students may have seen the film 'Chicago' and some may not, but all would have heard something about the hype surrounding it. Some students so that he gets involved in activities. Maria Teresa, is one of the newer students. Her level seems to be a bit weaker than Nerea. Irene, also a university student, seems to have the same problem as Nerea though she, like many other students, is particularly interested in English for travel. Elsa, an Art student, has spent some time in Britain and is one of the stronger students so that he gets involved in activities. She, like many other students, is particularly interested in English for travel. Nerea, a university student, has a good level but is a little under confident when it comes to speaking. Overall, John is one of the weaker students. He often interrupts the class by asking questions that are not relevant to the lesson. However, despite being quite weak, he is very motivated. Therefore, it is likely that with some extra practice, he shall be able to improve his communication skills. There are some general strategies that can be applied to improve communication skills.

### Language problems/solutions:

- **Grouping students**: We will be able to group together students that have seen the same film for the brainstorm activity. However, even though most of the students have expressed interest in the brainstorm, they will have already seen, or heard, most of these discourse markers in context.

### Student profile:

#### Type 1

- **John**: Though he is quite weak, he is very motivated and is always eager to participate in class. However, he often interrupts the class by asking questions that are not relevant to the lesson. Therefore, it is likely that with some extra practice, he shall be able to improve his communication skills.

- **Maria Teresa**: She is one of the newer students. Her level seems to be a bit weaker than Nerea. Nonetheless, she is one of the most talkative students and is always eager to participate in class.

- **Nerea**: She is a university student and has a good level but is a little under confident when it comes to speaking. Overall, she is one of the stronger students.

- **Irene**: She is a university student and has a good level but is a little under confident when it comes to speaking. Overall, she is one of the stronger students.

- **Elsa**: She is an Art student and has spent some time in Britain. She is one of the stronger students and is very motivated. Therefore, it is likely that with some extra practice, she shall be able to improve her communication skills.

### Language problems/solutions:

- **Grouping students**: We will be able to group together students that have seen the same film for the brainstorm activity. However, even though most of the students have expressed interest in the brainstorm, they will have already seen, or heard, most of these discourse markers in context.

### Student profile:

#### Type 2

- **John**: Though he is quite weak, he is very motivated and is always eager to participate in class. However, he often interrupts the class by asking questions that are not relevant to the lesson. Therefore, it is likely that with some extra practice, he shall be able to improve his communication skills.

- **Maria Teresa**: She is one of the newer students. Her level seems to be a bit weaker than Nerea. Nonetheless, she is one of the most talkative students and is always eager to participate in class.

- **Nerea**: She is a university student and has a good level but is a little under confident when it comes to speaking. Overall, she is one of the stronger students.

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### Language problems/solutions:

- **Grouping students**: We will be able to group together students that have seen the same film for the brainstorm activity. However, even though most of the students have expressed interest in the brainstorm, they will have already seen, or heard, most of these discourse markers in context.

### Student profile:

#### Type 3

- **John**: Though he is quite weak, he is very motivated and is always eager to participate in class. However, he often interrupts the class by asking questions that are not relevant to the lesson. Therefore, it is likely that with some extra practice, he shall be able to improve his communication skills.

- **Maria Teresa**: She is one of the newer students. Her level seems to be a bit weaker than Nerea. Nonetheless, she is one of the most talkative students and is always eager to participate in class.

- **Nerea**: She is a university student and has a good level but is a little under confident when it comes to speaking. Overall, she is one of the stronger students.

- **Irene**: She is a university student and has a good level but is a little under confident when it comes to speaking. Overall, she is one of the stronger students.

- **Elsa**: She is an Art student and has spent some time in Britain. She is one of the stronger students and is very motivated. Therefore, it is likely that with some extra practice, she shall be able to improve her communication skills.
The written review will not only give the students the chance to use the new and also some useful brainstorming activities for the homework - the film review. This will be consolidated in the following stage, in a noticing activity. Although most of the class said that they wanted to practice both speaking and writing, it was decided that the class should work on writing this time as part of the second year's written work. The written work can also be transferred to most written genres. Aims: to activate students' schema of the film review content/ use of linkers. To reinforce the idea that the written work has a purpose/purpose for which to write.

Lesson rationale:

**Aims:**
- Activate students' schema of the film review content/use of linkers.
- Reinforce the idea that the written work has a purpose.
- Introduce the subject - the film review.
- Create interest in the film review by involving the students in the use of linkers.

**materials:**
- Film trailers on a computer or television.
- Handout 1: The first 5 linkers are elicited (cards 1). Type 1 - join clauses in pairs 5 mins - handout 3.
- Handout 2: Card 1: a photograph has been highlighted in black. Card 2: This means a photograph has been highlighted in black.
- Handout 3: Card 1: It seems destined to succeed. Card 2: The large print in a newspaper that means that the linkers in each category are interchangeable? Card 3: The large print in a newspaper that seems destined to succeed.
- Handout 4: Text in Web page format.
- Questionnaire - Find out how students felt about the film 'Chicago'.

**Homework.**

- watch the trailer for 'El Crimen del Padre Amaro (Mexican)' at http://www.uk.imdb.com/CommunityReview/5527256/.
- Write a two or three paragraph review of the film. They need to include ideas.

**Tasks:**

**Stage 1:**
- Watch the trailer for 'El Crimen del Padre Amaro (Mexican)' at http://www.uk.imdb.com/CommunityReview/5527256/.
- Write a two or three paragraph review of the film. They need to include ideas.
- Use example sentence on board to elicit examples of linkers. Can they link the sentences and photos, 'Chicago' - (Cards 2) They need to link the sentences and photos, 'Chicago' - (Cards 2) They need to link the sentences and photos.

**Stage 2:**
- Put example sentence on board. Discuss ideas. How does the writer join the clauses in pairs.
- What do they think it's about?
- What do they think it's about?
- Would this trailer make you want to see the film 'Chicago'.
- Is the text positive or negative?
- Have they seen it?
- Find out negative ideas.
- Discuss ideas. How does the writer join the clauses in pairs.
- What do they think it's about?
- Would this trailer make you want to see the film 'Chicago'.
- Is the text positive or negative?
- Have they seen it?
- Find out positive ideas.
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- Find out positive ideas.
- Discuss ideas. How do the writer join the clauses in pairs.
- What do they think it's about?
therefore, as a result.

A.) To draw attention to the fact that something is caused by or is the result of something else.

B.) Emphasise the fact that a second point contrasts with the first or highlights contrast of surprising facts.

C.) To generalise about a subject or give a general summary of the text.

D.) Used to add information or argument to what has already been said.

Put the linkers below in the correct column:

However, though, but, as well as, nonetheless, so, as a result, and, therefore, overall.

Links clauses - usually comes between clauses/in the middle of a sentence

Type 1

Links clauses - can come between clauses or at beginning of a sentence.

Type 2

Links sentences - usually at the beginning of a sentence.

Type 3

Meaning

Contrast

Balancing contrasting points:

Yet, although, but.

These linkers are used to emphasise a contrast between facts that are surprising but do not contradict each other.

Although my wife prefers the seaside, I like spending my holidays in the mountains. (type 2).

He seemed disappointed with his new house, although he was happy to have a place of his own. (Type 2).

He seemed disappointed with his new house. Yet he was happy to have a place of his own at last. (more formal).

He seemed disappointed with his new house but he was happy to have a place of his own. (Type 1).

Emphasising contrast or counter-argument:

However, nonetheless, but, yet.

These linkers emphasise the fact that the second point contrasts with the first.

'Nonetheless' and 'yet' are not used as often as the others and are generally used in written contexts.

Our school came last in the athletics competition. However we did have one success, with John's record in the long jump. (Type 3).

…cannot agree with colonialism. Nonetheless some people believe that the British did do some good in…(Type 3/formal).

He says he's a socialist but he owns three houses and drives a Ferrari. (less formal).

Generalising.

Overall - other examples; in general, on the whole.

These linkers are used when the speaker/writer wants to generalise about a subject. 'Overall' can also be used to introduce a short summary of a text.

Overall, we think that his work is satisfactory (type 3).

Addition.

As well as, and.

These linkers can be used to add information, or argument, to what has already been said.

As well as food, the peasants urgently need medical supplies. (Type 2).

The peasants urgently need food as well as medical supplies. (Type 1).

As well as food, the peasants urgently need medical supplies.

Cause and Result

Therefore, so, as a result.

These linkers show that what is said is a result of/or follows logically from what was said before. 'So' is less formal and is used more frequently than the others. In some spoken contexts 'so' can have a different meaning. 'Therefore' and 'as a result' are more formal and are usually only found in written texts.

I felt very ill so I didn't go to work. (type 2).

…her parents insisted. Therefore she was unable to avoid a marriage of….(type 3).

…her husband died. As a result she was accused of murder and….(type 3/more formal).