

*Материалы XI международной научно-практической
конференции*

**Академическая наука -
проблемы и достижения**

6-7 февраля 2017 г.

North Charleston, USA

Том 2

Авдони́на Л.П. ОСОБЕННОСТИ СОВРЕМЕННОГО СЕТЕВОГО НАУЧНОГО СТИЛЯ	98
--	----

Технические науки

Сантос Куннихан М.Р. НЕЙРОННАЯ СЕТЬ СИСТЕМЫ АВТОМАТИЗАЦИИ ПРОЦЕССА УПРАВЛЕНИЯ ОБЪЕМНЫМ ДОЗИРОВАНИЕМ МОЛОТОГО КОФЕ	102
Пушкин М.С., Черкасова Т.Х. МЕТОДЫ ВЫЧИСЛЕНИЯ СТАТИСТИЧЕСКИХ ХАРАКТЕРИСТИК МУЗЫКАЛЬНЫХ ПРОИЗВЕДЕНИЙ	107
Серебровский В.В., Сафронов Р.И., Чаплыгин А.В. ПРОМЫШЛЕННАЯ УСТАНОВКА ДЛЯ ВОССТАНОВЛЕНИЯ ДЕТАЛЕЙ ЭЛЕКТРОЛИЗОМ НА АСИММЕТРИЧНОМ ТОКЕ	125
Гнездилова Ю.П., Серебровский А.В., Переверзев А.А. ПРИСПОСОБЛЕНИЕ ДЛЯ ВОССТАНОВЛЕНИЯ СТЕРЖНЕЙ КЛАПАНОВ ЭЛЕКТРОЛИТИЧЕСКИМ ЖЕЛЕЗНЕНИЕМ	128
Гришенцев А.Ю., Отебаева А.С. РАЗРАБОТКА КОМПЛЕКСНОЙ СИСТЕМЫ БЕЗОПАСНОСТИ НА АВТОЗАПРАВОЧНОЙ СТАНЦИИ ...	131

Физико-математические науки

Мухамедкан И.М. РАДИОИНДИКАТОРНЫЕ МЕТОДЫ ДЛЯ ИЗУЧЕНИЯ ПРОЦЕССОВ ДВИЖЕНИЯ ВЛАГИ В ПОРИСТЫХ СРЕДАХ	135
--	-----

Филологические науки

Васева О.Х., Мельник М.А. РОМАНЫ У.М ТЕККЕРЕЯ «ИСТОРИЯ ГЕНРИ ЭСМОНДА» И «ВИРГИНЦЫ»: ОСОБЕННОСТИ ФУНКЦИОНИРОВАНИЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ	140
Stompel Elena, Usachyova Natella KING ARTHUR AND THE HOLY GRAIL: HISTORICAL REALIA OR A LEGEND?	146
Наумов С.А. СКАЧОК И ДРЕЙФ В ИСТОРИИ ЦЕРКОВНОСЛАВЯНСКОГО ЯЗЫКА	157
Boribaeva G.A., Madieva G.B. ORDINARY METALINGUISTIC CONSCIOUSNESS: EXPERIMENTAL ANALYZE	164
Iskakova G.N., Karagoishiyeva D.A. ANALYSIS OF DISCOURSE MARKERS IN THE ACADEMIC SPEECH	169

Iskakova G.N.

PhD student, al-Farabi Kazakh National University, Almaty, Kazakhstan

Karagoishiyeva D.A.

Scientific supervisor, candidate of philological sciences, PhD, al-Farabi Kazakh National University, Almaty, Kazakhstan

ANALYSIS OF DISCOURSE MARKERS IN THE ACADEMIC SPEECH

Learning the English language at any age, especially studying by means of English at the educational institutions became required in the Republic of Kazakhstan due to the trilingual education. Most of the researches focus their interest on the studying the peculiarities of the academic discourse occurred at the high educational institutions.

Some of the researchers prefer to study lecture and its features as an important genre of academic discourse, while others draw attention to seminars, examination and other genres. M.A. del Pozo considered the discourse markers and structure of lecture [1], I.Ph. Ukhvanova investigated round table as realia of academic discourse, while E.A. Tikhomirova examined electronic lecture as a developing genre of academic discourse [2]. The use of discourse markers and their effect are studied on the comparative and contrastive basis on the materials of different languages, mostly native and target languages. One of the researches devoted to this aspect is the work of Z.R. Eslami and A. Eslami-Rasekh who conducted a survey to reveal the effect of discourse markers on academic listening comprehension of Iranian university students in English as a foreign language setting [3]. B.B. Fortuno also devoted the research to the study of the discourse markers within the university lecture genre based on Spanish and North-American lectures [4].

The turn to the trilingual education trend especially at university level resulted in a list of difficulties as insufficient quantity of specialists giving knowledge in English, discrepancy in the level of English of students to be taught by means of English and others. Nevertheless, these issues are soluble and some achievements were already reached.

The effectiveness of teaching in English at the universities is directly connected with the comprehension of students if they really understand the materials given to them by the teacher. According to the scientists, one of the genres that plays a vital role in academic process is lecture as it is focused on improving all skills needed for acquiring information conveyed. Students make notes and read materials displayed by means of presentation and additional sources recommended for independent study and research while listening to the lecture in English. One of the peculiarities of the lecture is in its format as most of the lectures are conveyed in a monologue form and students don't dare to interrupt the lecturer in this process. The lecturer may address in the middle of the lecture the students for clarification of that if the students understand the

content of the information delivered. In the modern society the format of the lecture is considered to be changed a bit to interactive form of delivering information. In this aspect we would like to draw attention to the words of one student given in the research of V. Medawattegedera who answered the question concerning her passiveness in discussion in the following way "I think I'll learn more from listening. Anything I would say I already know" [5, 72]. This seems to prove the pure characteristics of lecture. But we must admit the fact that besides this the nature of lecture didn't change completely and it is the choice of the lecturer how to present the materials before students and which version may be more effective in this or that case. The lecturer can't in his turn ignore the role of intonation, systematic structure and lexical items used in the process of delivering the lecture to facilitate students' comprehension. The effect of signaling words that are called discourse markers on the structuring the lecture, highlighting the key moments in the lecture requires the peculiar consideration from the side of researchers.

The notion discourse markers according to the opinion of many scientists plays a significant role in organization and structuring of the discourse and text. It is named differently in the works as linking signals, discourse elements or fillers in although their function is the same. According to the definition given to discourse marker by G. Redeker «...a word or phrase that is uttered with the primary function of bringing to the listener's attention a particular kind of linkage of the upcoming utterance with the immediate discourse context. An utterance in this definition is an intonationally and structurally bounded, usually clausal unit» we can make a conclusion that it is a kind of linking word. The classification of discourse markers within a university lecture varies due to the target of its consideration. The researchers made an attempt to classify the discourse elements according to different factors as their structure [6; 7], functions [8; 4] etc.

For facilitating the comprehension of students in giving the lectures in English the discourse markers within the lectures must be studied as they play the most important role in delivering the content. The results of the investigation carried out by V. Medawattegedera where he examined the effect of discourse markers on lecture comprehension, the presence or absence of discourse markers on comprehension of an academic lecture show that it is more beneficial to include the discourse markers in a lecture [5]. Taking into account this fact we set as a goal of this article to analyze the lectures of native English lecturers, particularly discourse markers and their general characteristics.

In this study we analyzed audio recordings of lectures of native speakers of English who gave lectures in the sphere of linguistics and philology. The chosen native speakers are the professors and teachers at the high educational institutions. For this study two lectures forming 2 hours and 8 minutes were chosen from internet sources. Within the given lectures 215 discourse markers, 76 of which are macro discourse markers, 32 operators were found.

Total rate of discourse markers

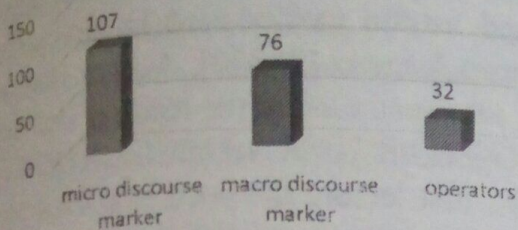
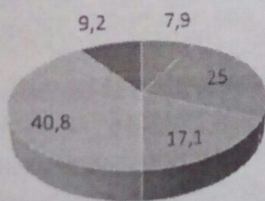


Figure 1. Total rate of discourse markers

The process of analyzing the discourse markers begins with choosing the lectures in English concerning the spheres of linguistics and philology then the written variants of the texts of the lectures were made where the targeted discourse markers were found. The main goal of collecting these discourse markers from the chosen lectures was to identify the characteristics and purpose of use of discourse markers and the percentage of the types of markers used in the lecture according to the classification proposed in the work of B. Hutchinson. The achieved results are expected to show the picture of the structure of English lectures.

We aimed at identifying the macro discourse markers conveying structural relations and contributing to content comprehension that cover the types as starter, organizer, rephraser, topic shifter and conclusion (proposed by B.B. Fortuno).

Macro discourse markers %



• starter • organizer • rephraser • topic shifter • conclusion

Figure 2. Macro discourse markers

The data of Figure 2 concerning the categories of macro discourse markers give the following picture: the most part of macro discourse markers is taken by topic shifters (40.8%), organizers (25%) and rephrasers (17.1%) while only 9.2 % of macro discourse markers are of conclusion and 7.9 % of starter. So it is obvious from the given data that discourse markers are basically used to draw the attention of the students to the essential parts of the lecture, to link the parts of the lecture compiling the systematic structure of the materials conveyed. Both of the lectures have an interactive character as there are present the link between the lecturers and students who are listening to the lectures, at least at the final part of the lecture there are the possibilities to ask a question

concerning the content of the conveyed lecture. According to the results of the conducted experiment T. Morrel comes to conclusion that the use of personal pronouns in the lectures indicates whether the lectures are interactive or non-interactive. The pronouns *you* and *we* are mostly used in interactive lectures while *I* is peculiar to non-interactive lectures [9, 330]. Taking into account the given fact we tried to analyze the pronouns used in the lectures and achieved the results that in both lectures all types of pronouns are used. One issue that requires the attention is that in the first lecture the professor tries to attract the attention of students with this purpose she uses mostly *you*. The second lecturer prefers to use the pronoun *I* in most part of the lecture and at the same time *we* and *you* when he wants to clarify some moments in the lecture and giving examples concerning the topic. According to the observation of the lectures of Kazakhstani lecturers delivered in the Kazakh or Russian languages the use of pronoun *we* prevails even the lecture is not of the interactive character. This is the set habit of most CIS professors.

In this small-scale study of discourse markers used in the academic lectures, we attempted to determine what discourse markers are primarily preferred by native English lecturers, especially which macro discourse markers that contribute to students' comprehension prevail in the lectures. In the practice of giving lectures in English the lecturers should take into account the practice of native English lecturers to achieve the desirable results.

References

- 1 Martín del Pozo M. Á. Discourse markers and lecture structure: their role in listening comprehension and EMI lecturer training // *Language Value*. – 2016. – V. 8. – №1. P. 26-48.
- 2 Academic discourse and discourse approach in teaching foreign languages. – Minsk: BSU, 2015. 96 p. – P. 20-21.
- 3 Eslami Z. R., Eslami-Rasekh A.. Discourse Markers in Academic Lectures // *Asian EFL Journal*. – 2007. – V. 9. – № 1. P. 22-38
- 4 Belles Fortuno B. Academic discourse markers: A contrastive analysis of the discourse marker then in English and Spanish lectures // *Verbeia. Revista de estudios filológico*. – 2016. – №1. P. 57-78.
- 5 Medawatgedera V. The Effect of Discourse Markers on Academic Listening Comprehension: An investigation of Sri Lankan University Students Listening to Lectures in the English-Medium. // *Vistas Journal of the Faculty of Humanities and Social Sciences*. – 2003. – V. 2.
- 6 Rezepova N., Chubarova Yu. Discourse elements in English academic discourse // *Journal of language and education*. – 2016. – №1. P. 56-64. [electronic resource] URL: <http://old-ojs.hse.ru/index.php/jle/article/view/22877>
- 7 Redeker G. Identical and pragmatic markers of discourse structure. // *Journal of Pragmatics*. – 1990. – № 14. P. 367-381
- 8 Hutchinson B. Automatic classification of discourse markers on the basis of their co-occurrences. // *Proceedings of the ESSLI Workshop The Meaning and Implementation of Discourse Particles*. Wien. – 2003. – Ch. 1.
- 9 Morrel T. Interactive lecture discourse for university EFL students. // *English for specific purposes*. – 2004. – №23. P. 325-338.