

The Frequently Used Discourse Markers by Saudi EFL Learners

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Abstract

The paper examines the use of discourse markers by Saudi English learners who struggle to master them when they write English essays. The hypothesis is, and based on previous studies of discourse markers by English learners, Saudi English learners overuse them. English essays are collected as a corpus for analysis and a concordance program is used to shed light on how frequently key words in contexts are used by learners. The study compares between Saudi learners and native speakers in their use of discourse markers and to investigate similarities and differences between the two groups. The results support previous studies as the analysis proves that Saudi learners overuse discourse markers. They have been used unnecessarily and redundantly. The preference of types of discourse markers has been investigated to show that learners use listing and resultive discourse markers mainly. The frequency count of the discourse markers in the collected corpus indicates their preference to vary specific types to avoid repetition and not to vary the semantic functions of discourse markers..

Keywords: corpus, discourse markers, EFL learners, frequency count

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1. Introduction

Learners need to produce a discourse that exhibits a good command of grammar, a vast knowledge of vocabulary, correct spelling, proper punctuation and an appropriate use of cohesive devices. A written discourse needs to be coherent and cohesive. One of the most important features of a well-formed discourse is its unity or connectedness (Celce-Murcia and Olshtain, 2005). In fact, unity is the result of the coherent organization of ideas and proper use of cohesive devices. Among the most commonly used devices is the use of discourse markers (DMs). Studies that have been done on DMs suggest that learners either overuse or underuse them in their writings. Neither of the conditions is appropriate. Overusing DMs yields an artificial text. It "clutters up the text unnecessarily" and disrupts "the thread of argument" (Crewe, 1990:324). Underuse of DMs results in misinterpretation. It causes comprehension problems, and is, therefore, a problematic area for learners. Martinez (2004), in her investigation of the use of DMs, found that since the role of DMs is to facilitate communication, their absence or misuse hinders communication or leads to misunderstanding.

In the past twenty years and with the growth of corpus linguistics, several researchers adopted a corpus-based approach to analyze discourse markers. Milton and Tsang's (1993), Granger and Tyson's (1996), Altenberg and Tapper's (1998), studies and others provide frequency analysis of DMs which enabled researchers to compare learners "to native speakers". It was found that EFL learners tend to underuse certain types of DMs and to overuse others. Reasons were attributed to first language transfer, limited knowledge of DMs' use, and the belief that the larger the number of DMs, the higher quality of the essay.

Since the use of discourse markers is problematic for many EFL learners, this study focuses on their use by EFL Saudi learners of English in order to investigate problems that are related to the overuse / underuse in their writings.

Statement of the Problem

DMs signal relationships between segments in a discourse and their presence enhances comprehensibility. DMs reduce readers' processing effort by limiting the possible interpretations that a reader expects. Thus, they contribute to increasing the speed and the efficiency of communication (Blakemore, 1987). However, EFL learners experience difficulty when they use DMs. They usually overuse or underuse DMs, and in many cases, they misuse them.

Significance of the Study

The significance of this study stems from the following points:

1. The study is a modest contribution to the field of corpus linguistics.
2. To the best of researcher's knowledge, it is the first corpus-based study of DMs that are used by Saudi female students of English. Previous studies have examined EFL learners' use of DMs in China (Milton and Tsang, 1993), (Ai, 2006), France (Granger and Tyson, 1996), Sweden (Altenberg and Tapper, 1998), Hong Kong (Bolton et al, 2002), Japan (Narita, Sato and Sugiura, 2004) (Ying, 2007), Hungary (Tanko, 2004), and Taiwan (Chen, 2006). This study is significant in so far as it is conducted on Arab Saudi female students of English. It fills a gap in the field of applied linguistics and in particular in the domain of DMs in the academic writing of Saudi females based on a corpus approach.

Purpose of the Study

This study aims to investigate the use of DMs by Saudi female students of English. It will analyze the frequency of DMs as they appear in their writings. It compares the use of DMs by native speakers (NS) and Saudi Non-Native Speakers (SNNS). The purpose of this comparison is two-fold; first, it intends to find out if SNNS overuse or underuse DMs; second, it investigates the frequently used DMs by the two groups.

Research Questions

This study will address the following questions:

1. Do EFL Saudi college students overuse discourse markers?
2. What discourse markers are frequently used by NS and SNNS?

Delimitation of the Study

This study is limited to female Saudi students majoring in English Literature in fourth year in the college of arts at Dammam University. First year, second year and third year students are excluded because of restrictions pertaining to the writing course where they are not required to write elaborative essays. The researcher chooses female students as the only participants in this study due to convenience in collecting data in a segregated society. It is an intervening variable.

2. Literature Review***Corpus-Based Study of the Use of Discourse Markers by EFL learners:***

Milton and Tsang (1993) analyzed the use of logical connectors in the writings of EFL Chinese learners of English. The data consisted of 2,000 files of assignments written by 800 first-year undergraduates. It also included 206 examination scripts. They were descriptive, expository and argumentative essays. The learners' corpus was compared to native speakers' corpora. The corpora consisted of different types because there is no one single corpus that is equivalent to the learners' corpus in term of genre and circumstances. They used Celce-Murcia and Freeman's classification which is based on Halliday and Hasan's taxonomy. The electronic analysis of the frequency count of connectors was used. When the learners' corpus was compared to the native speakers' corpora, there were discrepancies in the frequency of connectors. The learners overused additive and sequential connectors. Learners overuse connectors because they believe that the more connectors are used, the more coherent the text will be. Milton and Tsang (1993) believe that students especially during exams "resort to using logical connectors as the magic glue to bind their disorganized ideas together"(p.235). Solutions for the overuse and misuse of connectors were proposed. They suggested that:

students can concordance on collections of NS writing to discover for themselves the patterns of occurrence of logical connectors. Teachers can collect their students' writings and list the characteristics that make their students' writing different from that of native speakers. They can also develop teaching materials targeted at their students' most frequent problems (p.238).

In another study, Granger and Tyson (1996) examined the use of connectors by French learners of English. Since the structure of a French text is characterized by the overuse of connectives, it is assumed that French learners would transfer this feature to the second language (2L). Hence, they obtained data that consisted of 89,918 words produced by French learners of English. They

formulated the "overuse hypothesis" on the basis of first language transfer (1L). To classify connectors, Granger and Tyson used Quirk *et. al's* (1985) list of connectors. TACT concordance software was used to contextualize connectors and then to calculate their overall frequency and the individual frequency. Result of individual frequency of connectors, proved that "learners use most frequently those connectors which add to, exemplify, or emphasize a point rather than those which change the direction of the argument or take the argument logically forward"(p.20). To test first language (1L) transfer, the corpus was compared to a corpus of German learners' writings in English. They found that the connector "*indeed* is transfer-related". They also found out that French learners were unaware of the "stylistic restriction of connectors".

In another corpus-based study, Altenberg and Tapper (1998) gathered 86 essays (about 50,000 words) from the Swedish components of the *ICLE*. They compared this data to 70 essays (about 50,000 words), which are written by native English students at the University of Surrey in England. The researchers hypothesized that "advanced Swedish learners of English underuse conjuncts in their written English" (p.83). The result of the computed frequency of conjuncts proved that Swedish learners used fewer conjuncts than native students. Results of the study were compared to those of Granger and Tyson's (1996) study. They found that French learners use more conjuncts in their writings. However, they share almost the same overused and underused conjuncts. Altenberg and Tapper (1998) noticed that Swedish learners tend to use informal connectors.

Bolton et al (2002) compared the usage of discourse markers in the writing of students in Hong Kong with the students in Britain. Both sets of data were driven from the *ICLE*. They focused on the phenomena of underuse and overuse. The two sets of data were compared to published academic writings. The results suggested that both groups of students overuse discourse markers in their writings. However, Hong Kong students were greater in their overuse of markers and their frequently used markers were different from markers used by British students.

More recently, Narita, Sato & Sugiura (2004) studied the overused and underused connectors in English essays which were written by Japanese learners. They compared Japanese component of the *ICLE* corpus to the Louvain corpus of native English essays. For classifying connectors, they used Quirk's et al taxonomy. They found that learners overused enumerative/additive and appositive connectors such as *first*, *moreover* and *in addition* and the resultative connector *of course*. They underused inferential *then* and contrastive connectors like *yet* and *instead*. They noticed that Japanese EFL learners overused connectors in sentence-initial position whereas English native students used the connectors both in sentence-initial and sentence-medial positions. This is due to lack of differentiation between adverbial connectors and conjunctions on the part of the learners. They believed that students' exposure to authentic texts and their use of concordance programs can have a positive effect on EFL writing.

Tanko (2004) conducted a study on the use of adverbial connectors in argumentative essays which were written by Hungarian advanced learners of English. The data was argumentative essays which were written in an examination. The researcher used Quirk et al's (1985) framework to categorize adverbial connectors. He compared the data of the study to native speakers' corpus. Hungarian overused connectors and it was also found that Hungarian used fewer types of connectors.

Chen (2006) investigated the use of conjunctive adverbials in academic writing by first year and second year students in a MA TESOL program in Taiwan. He formulated an overuse hypothesis based on observation of Taiwanese's writing. The connectors were classified according to the Celce-Murcia and Larsen-Freeman's (1999) simplified framework of Halliday and Hasan. Results indicated that the most frequently used connectors by advanced EFL writers were additive whereas professional writers used adversative connectors.

Ai (2006) studied the patterns of connector usage by Chinese learners. Results supported the researcher's hypothesis that "the participants would overuse connectors". It was concluded that "connector overuse is likely to be a universal feature of EFL learners' second language acquisition"(p.19). Among the reasons for overuse and underuse are the genres of the essays, the English books used in China, the teachers' emphasis and ignorance of certain connectors and the learners' use of connectors as devices to organize and to shape essays rather than devices to develop their thoughts.

Ying (2007) analyzed and compared the use of DMs by the three groups of participants. The genres of the compositions were narrative and expository. The comparison suggested that there are differences among the three groups that could be attributed to differences in culture, language systems, and teaching approaches. It was found that JNNS underused DMs and repeated the same DMs which they learned at their elementary courses. He suggested different approaches to the teaching of DMs in an attempt to an improvement in the use of DMs by EFL learners.

3. Methodology

The aim of this study is to compare between Saudi Non-Native Speakers (SNNS) and Native Speakers (NS) in their use of discourse markers and to investigate similarities and differences between the two groups. Hence, NS and SNNS corpora are obtained to answer the research questions stated earlier.

Data Collection

The SNNS corpus is based on a collection of English essays produced by fourth year BA female students majoring in English literature at Dammam University. They are all Saudi Arabic native speakers whose age is between twenty to twenty three. The corpus consists of one hundred essays selected randomly. These essays are final timeable test papers. The reason behind selecting test papers as corpus is to guarantee that there would be no plagiarism.

Since the area of research we are involved in is comparative in nature and contrasts NNS and NS in their use of DMs in a comparable situation, it is necessary that the data under investigation will be comparable. Otherwise, the data would be meaningless by fundamental discrepancies in both data and research methods. To achieve this, three variables have been controlled in collecting the corpus; educational stage, text type, and native speaker reference corpus.

In this study, both NS and SNNS corpora are that of advanced learners. Advanced refers to university students of English between the ages of twenty to twenty three. Argumentative essays rather than descriptive or narrative ones form the basis of the two corpora. The native speaker corpus is used as a reference. It is essential that the corpus of SNNS be comparable in terms of

genre to a reference native speaker corpus composed of exactly the same type of writing. For this reason, a native speaker reference corpus of argumentative writing is selected as found in Louvain Corpus of Native English Essays (LOCNESS).

Method of data analysis

Quantitative Analysis

1. The selection of the discourse markers for the study is based on a list of discourse markers in Quirk et al's (1985) *Comprehensive Grammar of the English Language*. The researcher used Quirk et al's (1985) framework because of its detailed classification. Further, it is adopted by a number of major and influential corpus-based studies of DMs such as Granger and Tyson's (1996), Altenberg and Tapper (1998), Tanko (2004) and Ai (2006). Granger and Tyson (1996) added a category called corroborative to the taxonomy. This innovatory practice was followed by Altenberg and Tapper (1998) and Ai (2006).

2. The corpora of both groups NS and SNNS is analyzed with the aid of MonoConc Pro 2.2 (MP 2.2) concordance software which can provide the number of times DMs appear in the corpora (raw frequency).

3. DMs of the study are analyzed as cohesive ties that function at the sentence level. The focus then is on DMs that function at the global coherence level.

4. The task of calculating the ratio of occurrence of DMs will be done according to Granger and Tyson' method (1996). It estimates a raw of frequency count of the target discourse markers in NS and SNNS writing corpus and then proceeds to calculate a ratio of occurrence based on the frequency of occurrence of DMs per 10,000 words of texts. Ratio of occurrence helps in determining the overuse and underuse. Calculation of overuse and underuse of DMs will rely on a comparison of non-native SNNS against NS corpus data.

5. Normalizing frequency count is necessary in case that the corpora under investigation are not identical in their size. The NS corpus is smaller in size. It has 16,497 words whereas SNNS has 49,598 words. Therefore, the researcher uses the normalization technique. Biber, Conrad and Reppen (1998) explain this technique as

a way to adjust raw frequency counts from texts of different lengths so that they can be compared accurately. The total number of words in each text must be taken into consideration when norming frequency counts. Specifically, the raw frequency count should be divided by the number of words in the text and then multiplied by whatever basis is chosen for norming (p.263).

The researcher divides the total number of DMs by the total number of words in a corpus. The results of calculation for each corpus are then multiplied by 10,000. It indicates the frequency count of DMs per 10,000 words in each corpus.

4. Data Analysis

Overall Frequencies

The two corpora are not identical in size and therefore their raw frequency counts are not comparable. Because of this variation, they require what is called "normalization". For the purpose of normalization in this study, the total number of DMs will be divided by the total

number of words in a corpus. McEnery and Wilson (2008) found that this arithmetic calculation gives a small number and therefore the result of the calculation has to be multiplied by a large number such as 1,000 10,000 or 100,000 words. The raw frequency counts of inter-sentence DMs in the SNNS is 663 whereas in the NS corpus there are 202 DMs. After normalization the results are shown in Table 1.

Tables and figures, please read out journal guidelines(page 5) y.
<http://awej.org/images/manuscript%20guidelines%20for%20awej.pdf>

Table 1. *Normalized frequency counts for the two corpora.*

	SNNS	NS
Corpus size in words	49,598	16,497
Number of DMs	663	202
DMs per 10,000 words	133,6	122,4

Results prove that SNNS slightly overused DMs. They used DMs in their essays 1.09 time higher than the native speakers did. It is to be noted that DMs used to link words and phrases are excluded from this study. The researcher has examined the tokens of each DM and then analyzed the context to constrain DMs under investigation to those achieving global coherence. Since the concern is with inter-sentence relations, the researcher manually excludes DMs that do not function at the sentence level. This exclusion reduces the number of DMs in the SNNS corpus which justifies the slight overuse. Figure 1 presents a graphic representation of the overall inter-sentence DMs usage in the two corpora.

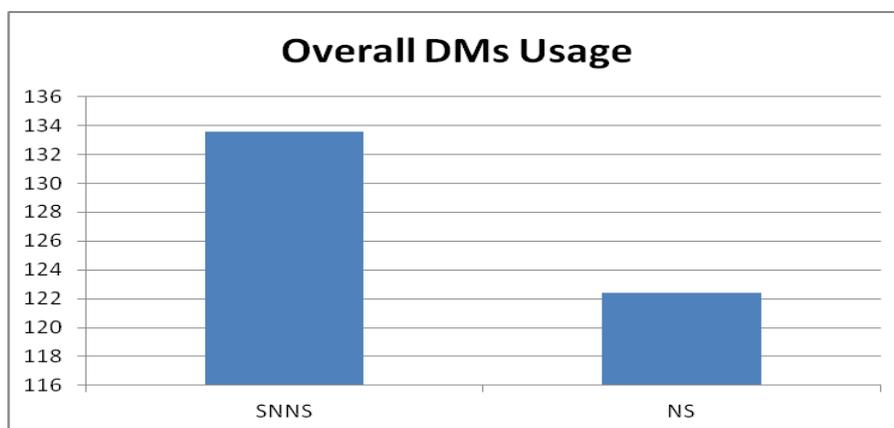


Figure 1. Overall DMs usage.

Individual frequencies

In the individual analysis of DMs, many interesting findings have emerged. It is found that SNNS vary the use of DMs. It is not a variation of types but variation of DMs within specific types. For example, they used many resultive DMs such as *accordingly, consequently, hence, so, now, therefore, thus, as a result, and of course*. NS used only *hence, now, so, therefore, thus, and*

as a result. Similarly, they vary the use of additive DMs. They used *again, also, further, furthermore, moreover, then, in addition, to top it all* whereas NS used *again, also, then* and *in addition*. This indicates the tendency of SNNS not only to overuse but also to vary DMs. SNNS used around 56 different DMs whereas NS used only 37 DMs. SNNS are aware of the function of DMs and of the importance of variation. For the percentages and the ratios of usage of all inter-sentence DMs in the two corpora see table 2 in appendix A.

Table 3. The top ten frequently used DMs by both groups.

	SNNS			NS			
	raw	%	per 10,000 words	raw	%	per 10,000 words	
1.so	123	18.5	24.7	1. also	53	26.2	32.1
2.also	102	15.3	20.5	2. however	30	14.8	18.1
3.however	39	5.8	7.8	3. for example	15	7.4	9
4.in addition	29	4.3	5.8	3.now	15	7.4	9
5.for example	27	4	5.4	4. so	9	4.4	5.4
6. as a result	25	3.7	5	5.then	8	3.9	4.8
7.then	24	3.6	4.8	5.therefore	8	3.9	4.8
8.moreover	21	3.1	4.2	6.of course	5	2.4	3
9. therefore	18	2.7	3.6	7.yet	4	1.9	2.4
9. finally	18	2.7	3.6	7. rather	4	1.9	2.4
				7. still	4	1.9	2.4

There is a high frequency in the use of *also* in the two corpora. It ranks second in the SNNS corpus and first in the NS corpus. *So* ranks as first in the SNNS corpus. In the NS corpus, it appears as one of the ten frequent DMs. However, it forms only 4.4% of all the used DMs. This indicates the overuse of *so* by the SNNS. They used it 4.5 times more than the NS did. *However* ranks second in NS corpus and third in the SNNS. Actually, there is not much difference in the ranking of *also, so, however, for example, then* and *therefore* in the two corpora. These six DMs are believed to be the most commonly used DMs for both groups.

In addition and *moreover* rank fourth, and eighth in the SNNS corpus respectively but they do not appear in the NS top ten frequent DMs. These two DMs are additive. SNNS are noticed to rely heavily on addition during argument or reasoning and therefore they tend to vary the additive DMs in order to avoid repetition. For example, they use *also, further, furthermore,*

moreover, then, in addition, to top it all to create variation of use. However, in addition and moreover appear to be the most used ones. Four of the top ten frequent DMs in the SNNS corpus belong to the listing type. They are also, in addition, moreover and finally. They form 25.3% of all the used DMs in the corpus. In the NS corpus, also forms 26% of the used DMs. It is the only DM in the top ten that belongs to the listing type. Though rather, still, and yet have high frequency in NS corpus, they are rarely used by SNNS. Rather did not appear in the SNNS corpus. This might be attributed to the underuse of contrastive DMs by SNNS in general. Now is highly used by NS. It is noticed that SNNS underused transitional DMs and this explains the few uses of now compared to NS.

The two lists indicate that SNNS concentrate on listing DMs. In the NS list, there is more variation in term of types. The high frequent DMs almost cover seven types of DMs. They are listing, contrastive, transitional, corroborative, inferential, resultive and appositive. Such variation can strengthen the argument and makes it more appealing and hence more convincing. Figures 2 and 3 present graphic representations of the top ten frequent DMs in the two corpora.

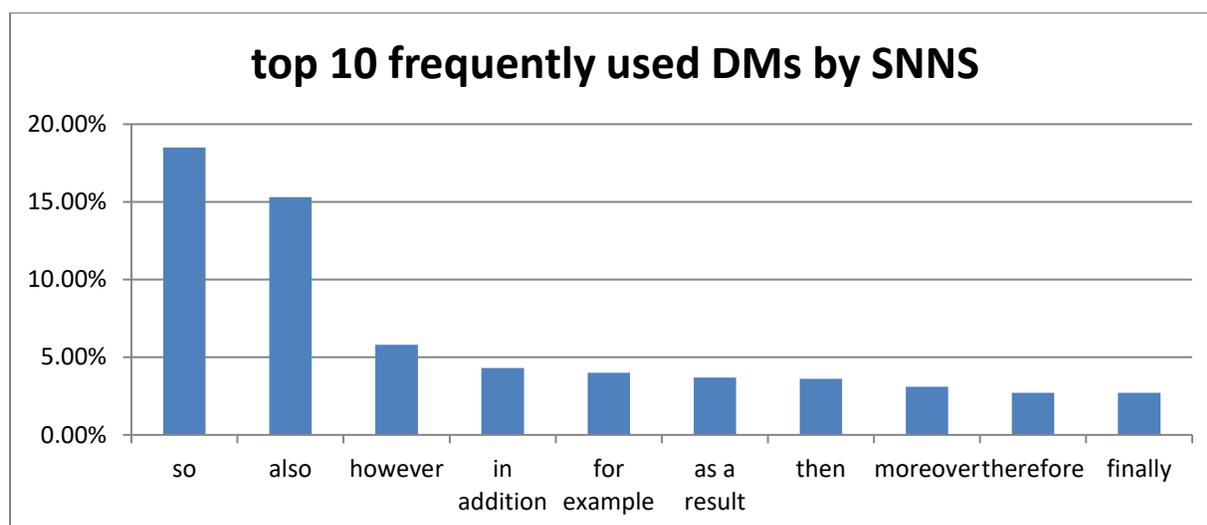
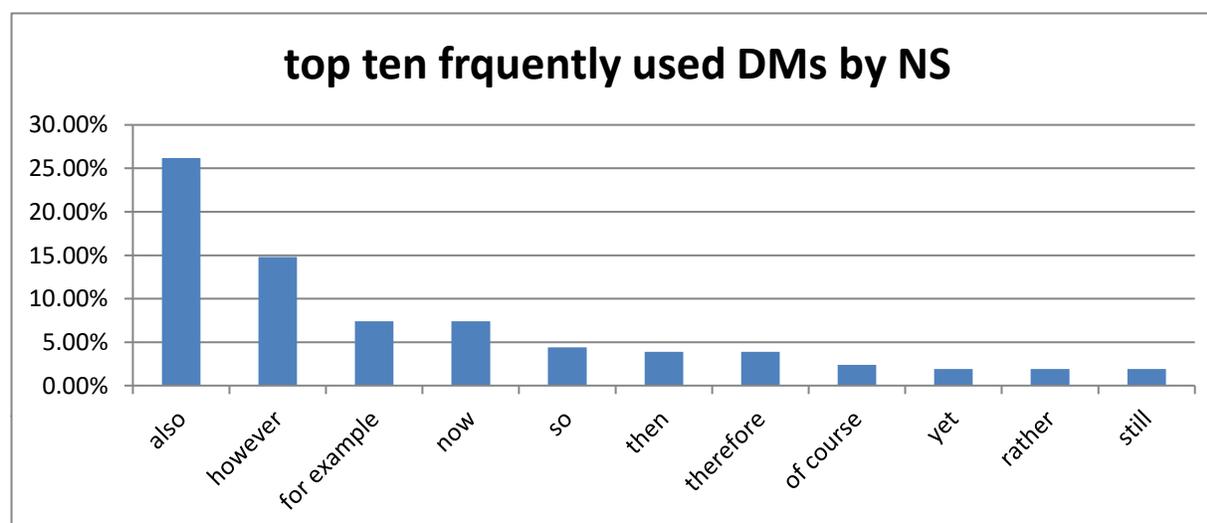


Figure 2. Top ten frequently used DMs by SNNS.



6. Conclusion

Findings and Discussion

The researcher examined the overall use of DMs in the two corpora to answer the first research question that is *Do EFL Saudi college students overuse discourse markers?* The researcher found that SNNS have a tendency of overuse of DMs in their English writings. SNNS used 133,6 DMs per 10, 000 words whereas NS used 122,4. This overuse of DMs is common among NNS of English. Ai (2006) similarly, concluded that “ overuse of connectors by EFL learners is more likely a universal feature in the interlanguage that students develop in the process of second language acquisition”(p.42). Several studies yield similar findings; Milton and Tsang's (1993), Bolton et al (2002), Tanko (2004), and Chen (2006). Reasons of overuse among NNS can be attributed to learners' first language, teaching materials or inappropriate instruction on the use of DMs. Due to the study limitations; no reasons are tested or proved.

Further comparisons are made between the SNNS corpus and the NS corpus to answer the second question of research *What discourse markers are frequently used by NS and SNNS?* The results of the quantitative analysis show that SNNS used the DMs *so, also, however, in addition, for example, as a result, then, moreover, therefore* and *finally* which rank as the top ten frequent DMs in the whole corpus. The top ten frequent DMs in the NS corpus are *also, however, for example, now, so, then, therefore, of course, rather, still* and *yet*. The frequency results indicate that there are six DMs that are commonly used for both groups; *also, so, however, for example, then* and *therefore*. There is no great difference in their use by the two groups. *In addition* and *moreover* appear in the top ten list of DMs in the SNNS corpus but they do not appear in the NS list. These two DMs are listing DMs. There are four listing DMs in the SNNS top ten list whereas in the NS list there is only one listing DM that is *also*. The four listing DMs form 25.3% of all the used DMs in the corpus. In the NS corpus, *also* forms 26% of the used DMs. This finding indicates the tendency of SNNS to vary DMs specifically under the listing and the resultive categories. This variation is favorable. However, varying specific types of DMs indicate that the purpose of SNNS is to avoid repeating themselves rather than to vary the semantic functions of DMS. *Now* has a high frequency in the NS corpus. However, it is one of the most underused DM in the SNNS corpus. This suggests SNNS weakness in shifting argument. It is an area that deserves attention in the writing classes.

Pedagogical Implications

There are some pedagogical implications that can be drawn for language teaching and language learning;

1. Teachers should clarify to the students that the use of too many DMs does not necessarily imply high quality essay writing. Appropriateness of use in term of style and semantic properties is more important to draw the students' attention to.
2. The results of frequent DMs analysis in the two corpora shed light on the importance of variation. SNNS tend to vary DMs under specific types; particularly listing and resultive. Students should be encouraged to vary DMs under other types such as appositive , transitional , and contrastive (replacive and reformulatory) DMs which prove to be areas of weakness to SNNS.

Suggestions for Further Research

The present study has several limitations. First, it is a corpus-based study and the size of the designed corpus is relatively small and it is comprised of essays written by Saudi female advanced students. Larger corpus-based studies on students' use of DMs may be carried out in the future. Future research can also be conducted on participants of different proficiency levels to uncover similarities and differences. This can give a clear picture about progress in using DMs across different levels. Second, the current study did not investigate the possible reasons of DMs overuse. Future research may discuss this issue in details. For example, it is possible that there is a relationship between first language (Arabic) and overuse of DMs. Third, the corpus consists only of argumentative essays. Analyzing other writing genres may yield different results regarding the individual use of DMs. Future research may also investigate the relationships between the writing genre and the types of the used DMs.

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Appendix A

Table 2. *The percentages and the ratios of usage of all inter-sentence DMs in the two corpora.*

	SNNS			NS		
	raw	%	per 10,000 words	raw	%	per 10,000 words
first	13	1.9	2.6	3	1.4	1.8
firstly	5	0.7	1.0	1	0.4	0.6
second	11	1.6	2.2	0	0	0
secondly	2	0.3	0.4	1	0.4	0.6
third	5	0.7	1.0	1	0.4	0.6
thirdly	1	0.1	0.2	0	0	0
first of all	4	0.6	0.8	1	0.4	0.6

on the one hand	1	0.1	0.2	0	0	0
on the other hand	11	1.6	2.2	3	1.4	1.8
then	24	3.6	4.8	8	3.9	4.8
finally	18	2.7	3.6	3	1.4	1.8
last	3	0.4	0.6	1	0.4	0.6
lastly	0	0	0	1	0.4	0.6
again	1	0.1	0.2	3	1.4	1.8
also	102	15.3	20.5	53	26.2	32.1
further	1	0.1	0.2	0	0	0
furthermore	6	0.9	1.2	1	0.4	0.6
moreover	21	3.1	4.2	0	0	0
in addition	29	4.3	5.8	2	0.9	1.2
to top it all	1	0.1	0.2	0	0	0
overall	0	0	0	1	0.4	0.6
therefore	18	2.7	3.6	8	3.9	4.8
thus	14	2.1	2.8	3	1.4	1.8
all in all	3	0.4	0.6	1	0.4	0.6
in conclusion	12	1.8	2.4	2	0.9	1.2
to conclude	1	0.1	0.2	0	0	0
to sum up	1	0.1	0.2	0	0	0
to summarize	1	0.1	0.2	0	0	0
in other words	2	0.3	0.4	0	0	0
for example	27	4	5.4	15	7.4	9
for instance	3	0.4	0.6	2	0.9	1.2
accordingly	3	0.4	0.6	0	0	0
consequently	12	1.8	2.4	0	0	0
hence	3	0.4	0.6	1	0.4	0.6

now	10	1.5	2	15	7.4	9
so	123	18.5	24.7	9	4.4	5.4
as a result	25	3.7	5	2	0.9	1.2
of course	4	0.6	0.8	5	2.4	3
otherwise	5	0.7	1.0	0	0	0
in that case	5	0.7	1.0	1	0.4	0.6
better	0	0	0	2	0.9	1.2
rather	0	0	0	4	1.9	2.4
instead	3	0.4	0.6	2	0.9	1.2
on the contrary	1	0.1	0.2	1	0.4	0.6
in contrast	1	0.1	0.2	0	0	0
besides	1	0.1	0.2	0	0	0
however	39	5.8	7.8	30	14.8	18.1
nevertheless	5	0.7	1.0	0	0	0
still	7	1	1.4	4	1.9	2.4
yet	10	1.5	2.0	4	1.9	2.4
at any rate	1	0.1	0.2	0	0	0
after all	4	0.6	0.8	0	0	0
at the same time	9	1.3	1.8	0	0	0
by the way	1	0.1	0.2	0	0	0
meanwhile	1	0.1	0.2	0	0	0
eventually	3	0.4	0.6	1	0.4	0.6
actually	12	1.8	2.4	0	0	0
in fact	11	1.6	2.2	3	1.4	1.8
indeed	0	0	0	3	1.4	1.8
apparently	3	0.4	0.6	0	0	0