

## REFERENCES

- Aijmer, K., (2002). *English discourse particles. Evidence from a corpus*. Amsterdam/Philadelphia: John Benjamins.
- Algandhi, Emad .A. (2014). Discourse Markers in ESL Personal Narrative and Argumentative Papers: A Qualitative and Quantitative Analysis. *International Journal of Humanity and Social Science*, 4 (4), 294-305. Amsterdam/Philadelphia: John Benjamins.
- Andayani, W. 2014. The use of English discourse markers in the argumentative writing of EFL Indonesian and Thai University Students: A comparative study. *Journal of Education*, 7 (1). 33-39.
- Brinton.J.L.(1996). Pragmatic Markers in English. Retrieved August 12, 2016, from <https://goo.gl/S1qENP>
- Broughton,G., Brumfit,C., Flavell,R.,Hill,P,. and Pincas, A., (1980). *Teaching English as Foreign Language*. London & New York : University of London Institute of Education.
- Castro, C., & Marcela, C. (2009). The use and functions of discourse markers in EFL classroom interaction. *Profile Issues in Teachers Professional Development*, (11), 57-78.
- Chandler, D. (1997). An introduction to genre theory. *The Media a Communications Studies Site*. Retrieved [ 7 September 2016] from [http://faculty.washington.edu/farkas/HCDE510Fall2012/Chandler\\_genre\\_theoryDFAnn.pdf](http://faculty.washington.edu/farkas/HCDE510Fall2012/Chandler_genre_theoryDFAnn.pdf)
- Chowdhury, T. (2014). *Audiovisual material in language teaching: Learners' perspective* (Doctoral dissertation, BRAC University).
- Crismore, A. (1989). Talking with readers: Metadiscourse as rhetorical act.
- Daif-Allah, A. S., & Albeshar, K. (2013). The Use of Discourse Markers in Paragraph Writings: The Case of Preparatory Year Program Students in Qassim University. *English Language Teaching*, 6(9), 217.

- De Houwer, J., Barnes-Holmes, D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic bulletin & review*, 20 (4), 631-642.
- Educational Psychology Interactive. Valdosta, GA : Valdosta State University. Retrieved [7 September 2016] from <http://chiron.valdosta.edu/whuiyy/col/cogsys/piaget.html>.
- Ellis, R. (1992). Learning to communicate in the classroom. *Studies in second language acquisition*, 14(01), 1-23.
- Ellis, Rod. (1997). *Second Language Acquisition*. Oxford : Oxford University Press. *English as Foreign Language*. London & New York : University of London Institute of Education.
- Fraser, B. (1999). What are discourse markers?. *Journal of pragmatics*, 31(7), 931-952.
- Fraser, B. (2009). An account of discourse markers. *International review of pragmatics*, 1(2), 293-320.
- Fung, L., & Carter, R. (2007). Discourse markers and spoken English: Native and learner use in pedagogic settings. *Applied linguistics*, 28(3), 410-439.
- Galloway, V., & Freed, B. (1992). Foreign Language Acquisition Research and the Classroom. Retrieved [8 September 2016] from <https://goo.gl/S1qENP>
- Goswami, U. (2015). Sensory theories of developmental dyslexia: three challenges for research. *Nature Reviews. Neuroscience*, 16(1), 43.
- Huitt, W., and Hummel, J. (2003). Piaget's theory of cognitive development. *Educational Psychology Interactive*. Valdosta, GA : Valdosta State University. Retrieved [ 7 September 2016] from <http://chiron.valdosta.edu/whuiyy/col/cogsys/piaget.html>
- Hum, M., Trihartanti, R. P., Hum, M., & Damayanti, D. (2014). The Use of 'Oh' and 'Well' as Discourse Markers in Conversation of Bandung State Polytechnic Students. *LEARN Journal: Language Education and Acquisition Research Network*, 7(1), 22-44.
- Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at thong linh high school. *Asian Journal of Educational Research Vol*, 3(2).

- Kellogg, R. T., & Raulerson, B. A. (2007). Improving the writing skills of college students. *Psychonomic bulletin & review*, 14(2), 237-242.
- Khaghaninejad, M. S., & Mavaddat, R. (2015). Using English Discourse Markers: A Comparison of Persian and English Dentistry Authors. *Theory and Practice in Language Studies*, 5(1), 97.
- Krashen, S. 1981a, *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon.
- Lambert, V. A., & Lambert, C. E. (2012). Qualitative descriptive research: an acceptable design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255-256.
- Levelt, M.J.M., (1978). *Skill theory and language teaching*. Nijmegen : Nijmegen University
- Miles, MB & Huberman, AM (1994) *Qualitative Data Analysis: An expanded sourcebook*. London: Sage.
- Moeller,A.K., & Catalano,T. (2015). *Foreign Language Teaching and Learning*. Lincoln : University of Nebraska.
- Müller, S. (2005). *Discourse Markers in Native & Non Native English Discourse*. Amsterdam : John Benjamins Publishing Company.
- Müller, S. (2005). *Discourse markers in native and non-native English discourse* (Vol. 138). John Benjamins Publishing.
- Mundhe, G.B. (2015). Teaching Receptive and Productive Language Skills with the help of techniques. *An International Journal in English*, 1(2).
- NCCA. (2004). The Productive Skills Speaking and Writing as a second language. *Integrate Ireland Language Training*.
- Rabab'ah, G. (2015). An analysis of conjunctive discourse markers in the EFL classroom: a case study of EFL teachers in Saudi Arabia. *International Journal of Innovation and Learning*, 17(3), 307-325.
- Rahayu,T & Cahyono, B Y. ( 2015). Discourse Markers in Expository Essays Written by Indonesian Students of EFL. *International Journal of Language and Linguistics*, 2 (2), 21-29.

- Sadeghi, B., & Yarandi, M. R. R. (2014). Analytical Study on the Relationship Between Discourse Markers and Speaking Fluency of Iranian EFL students. *International Journal of Linguistics and Communication*, 2(2), 101-123.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles, CA: SAGE.
- Sandelowski, M. (2000). Focus on research methods-whatever happened to qualitative description?. *Research in nursing and health*, 23(4), 334-340.
- Sari, I. M. (2014). The Analysis of the Discourse Markers in the Narratives Elicited from Persian-speaking Children. *Journal of Child Language Acquisition and Development-JCLAD (ISSN: 2148-1997)*, 2(5).
- Schiffrin, D. (1988). *Discourse Markers (Studies in interactional sociolinguistics)*.
- Stefánsson, E. G., (2013). *Second Language Acquisition: The Effect of Age and Motivation*. Master's thesis. *Hugvísindasvið: University of Iceland students*. Psychonomic Bulletin and Review. Saint Louis University. study. *Journal of Education*, 7 (1). 33-39.
- Sun, W. (2013). The importance of discourse markers in English learning and teaching. *Theory and Practice in Language Studies*, 3(11), 2136.
- Tahvildar, Z & Zade A.E., (2013). Evaluation of writing skills and levels of difficulty. *Journal of Academic and applied studies*. 3 (9). 53-63.
- Van Wyk, B. (2012). *Research design and methods Part I. University of Western Cape*.
- Yang, S. H. A. N. R. U. (2011). Investigating discourse markers in pedagogical settings: a literature review. *ARECLS*, 8, 95-108.
- Ying, Shen. *An Analysis of Discourse Markers Used by Non-native English Learners: Its Implication for Teaching English as a Foreign Language*. Retrieved August 12, 2016, from [www.kandagaigo.ac.jp/memorial/history/archive/post/files/pdf/19\\_03.pdf](http://www.kandagaigo.ac.jp/memorial/history/archive/post/files/pdf/19_03.pdf)
- Yunus, M. M., & Haris, S. N. F. (2014). The use of discourse markers among form four SLL students in essay writing. *International Education Studies*, 7(2), 54.