

## Functional Analysis of Meta-discourse Markers in English Oral Discourse

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**Abstract:** Metadiscourse is a common method for studying discourse content and discourse interpersonal means. From the perspective of oral English discourse, this paper combines the original text of the classic textbook "New Standard English Listening and Speaking Course", and analyzes the functional characteristics of metadiscourse in verbal discourse to verify the communicative function of metadiscourse in oral discourse and interactive features.

### 1. Introduction

Since the 21st century, linguistic scholars and teachers at home and abroad have discussed the use of metadiscourse in various languages such as news reports, essay writing, book review analysis and business writing, and analyzed the important role of metadiscourse in text communication. A fruitful result. These make the analysis of metadiscourse in the direction of language research have a clearer idea, paving the way for the study of metadiscourse in the use of language. But so far, the research on metadiscourse in oral discourse is still very few. Although oral communication mostly occurs in daily life, there is a lack of large amount of text analysis data, but the combination of interpersonal metadiscourse and discourse metadiscourse is analyzed in verbal communication. Still applicable.

### 2. Summary of Yuan discourse

The main role of "Yuan Discourse" is to help or guide people to understand the language more accurately. Understanding the language components constitutes an understanding of the author or reader's attitude. The concept was proposed by Zellig Harris in 1959. Vande Kopple (1985) argues that metadiscourse can point out content other than the meaning of statement information, and is a very practical method that can guide information recipients to classify, analyze, evaluate, and analyze the information conveyed by chapter sentences. Hyland (2004) believes that metadiscourse can be divided into communicative metadiscourse and interactive metadiscourse according to different functions. The communicative function of metadiscourse can make it easier for readers to understand the content of discourse from the perspective of discourse organization. (Speaker) often uses metadiscourse to cater to the needs of the reader. The interactive function of metadiscourse uses writing as a social interaction to convey information about the author's identity and attitude.

The concept of metadiscourse promotes the application of metadiscourse in various discourse fields. In 2007, Yang Xinzhang studied the relationship between metadiscourse and language function, expounded the relationship between metadiscourse and functional linguistics, and pointed out that metadiscourse can express Interpersonal meaning and textual meaning. In 2010, Xin Zhiying and Huang Guowen studied the metadiscourse from the perspective of evaluation resources. The analysis found that metadiscourse has the function of evaluation assignment, and that metadiscourse is an important written discourse analysis tool. In 2015, Chen Jingjing conducted an empirical study on the application of metadiscourse markers in college English listening teaching, which proved that metadiscourse marker teaching greatly improved students' English listening comprehension. In 2017, Cai Jigang conducted a comparative study on the discourse meta-discourse of English and Chinese, and put forward a series of questions about the construction of parallel corpus. There are still many applications and researches on the field of language analysis in the field of language analysis, and the depth and breadth of its research in the field of language analysis

are also visible. This paper analyzes the function of meta-discourse markers in oral discourse from the perspective of English everyday language, and further validates the application effect of meta-discourse in oral discourse.

### **3. Analysis of the interaction function between metadiscourse markers and communicative functions**

#### **3.1 Corpus and analysis methods**

Since most Chinese students are exposed to oral English texts in listening textbooks, the selection of meta-discourse corpus in this paper comes from the "New Standard Size English Listening and Speaking Course", combined with the original listening and speaking dialogue, to truly restore the daily oral communication interaction scene, and The meta-discourse marker component analysis and the communicative function interaction function analysis of the original text of the dialogue. It also discusses the application of metadiscourse in daily conversation and listening teaching in English to improve students' English analysis ability. The analysis method used in this paper is mainly case analysis method. The original text of the listening comprehension of college listening texts is selected for the meta-discourse component mark and functional analysis of oral discourse, thus ensuring the authenticity of the context, the typicality of the corpus and the universality of the illustration.

#### **3.2 Analysis of meta-discourse component markers and communicative functions**

##### **3.2.1 Transition mark**

Andy: Welcome to London, my hometown. We are in Shoutwark, south of the river. There's London bridge off to your left, and there's Tower Bridge[1]. (Unit 2 Conversion 1)

Lily: By the way what does "Nanta" mean [1]? (Unit3 Listening in conversation1)

Toby: Yes, It's a kind of cabaret, with a series of ratio acts set in a kind of circus, but it's very contemporary, extremely well produced and huge fun[1]. (Unit3 Conversation2)

The transition mark is mainly composed of conjunction adverb phrases, which have the effect of indicating the semantic relationship between sentences. For example, and (example 1), by the way (example 2) plays the role of expressing the discourse addition relationship in the example, and but (example 3) represents the comparison and comparison between the cabaret and other performances. Compare the control relationship.

##### **3.2.2 Frame mark**

Andy: First of all, we need to go back to the studio and collect the equipment. Then we're off to one of my favorite places as a kid[1]. (Unit 7 Inside View Conversation 1)

Man: Next, at number four, is an office building in Prague, in the Czech Republic that's supposed to look like a couple dancing together and is called the Dancing House. I'm not so sure it looks like a dancing couple myself[2 ]. (Unit8 Listening in 2)

The framework mark has the function of indicating the framework of the discourse structure, such as the first of all, then in the example (4) and the next in the example (5), which plays the role of sorting the dialogue, so that the clearer and clearer content is clearer. The vocabulary with frame mark function is well, OK, now, etc., and there is a function of topic connection conversion in the text.

##### **3.2.3 Back finger mark**

A successful flying machine needed to provide the same forces that a bird used[1]. (Unit4 Outside view)

The anaphora mark has the function of pointing the statement to the information in the previous or other parts. In the case of (6), the same refers to the above information. The anaphora mark can highlight the conceptual focus of the text, thus helping the reader to understand more clearly. The information referred to by the discourse.

### 3.2.4 Words mark

Man: And finally, in first place is the most unusual building of all according to our listeners, the Basket House in New York, Ohio, in the United States[2].(Unit8 Listening in 2)

The tokens have functions that point to information from other chapters (mostly quotes or proofs). In example (7), the assignment to is a support for the subject of proof. The message mark can guide the reader to explore the source language statements of other sources, thereby enhancing the authenticity of the subject content.

### 3.2.5 Code comment mark

Woman: But what I can't understand is that people go through such hardship, I mean, look at Ranulph Fiennes, for example[2].(Unit10 Listening in Passage2)

The code number annotation mark can help the reader to grasp the conceptual component of the utterance more fully. In example (8), the for example can play the role of information addition, and promote the reader's understanding of the speaker's intention through the supplementary explanation of the information. There are many leading phrases in the code comment mark, such as in other words, this is called, that is, etc.

## 3.3 Analysis of meta-discourse component markers and interactive functions

### 3.3.1 Vague language

Janet: And here we are in London, probably the greatest city in the world.[1](Unit1 Conversion1)

The role of vagueness is to reduce the affirmation of the speaker's information. In the case of (9), the word "probably" is used to mean that the speaker allows other views about the subject to exist, and the overthrow of the discourse forms a kind of protection. Fuzziness also means that the production of statements is based on reasoning rather than certain knowledge, and there is the possibility of being falsified.

### 3.3.2 Enhanced language

Jim: Obviously farmers these days need to produce enough food at a reasonable price.[1](Unit4 Listening in Passage2)

Contrary to the role of ambiguous words, the augmentation has the function of enhancing the speaker's degree of certainty to the proposition. In example (10), it clearly indicates the speaker's firmness toward his position, thus improving the accuracy and reliability of the information. Commonly used rhetorical terms in augmentation are clear, sure, in fact, and so on.

### 3.3.3 Attitude mark

Joe: It's extraordinary, I agree.[1](Unit10 conversion2)

The attitude mark has an opinion evaluation that expresses the speaker's emotional attitude toward something or something. In example (11), agree indicates an agreed attitude. Such words include verbs such as like, approve, and adverbs such as unfortunately, expressively, very, and adjectives such as wonderful, interesting, and so on.

### 3.3.4 Self-proclaimed

Janet: Wow, I'm not surprised you enjoy it so much. When do you want to leave ?[1](Unit7 conversion)

The role of the self-proclaimed language is to point to the speaker itself to express the difference between himself and the recipient of the message. In example (12), I indicates the difference between the position of oneself and the recipient of the information, thus giving a sense of empathy to the attitude of speaking. The words of the self-proclaimed words are me, our, we, us, etc., but only for indicating. The self-proclaimed words are different when they stand in different positions. It is an exclusionary expression.

### 3.3.5 Intervention marker

Tony: So Joan, what do our listeners need to think about when choosing a course? It's a huge, potential life-changing decision, isn't it? [1] (Unit1 Listening in passage2)

The interventional language is opposite to the self-proclaimed function. It is often used to establish a connection between the speaker and the recipient of the message. In example (13), the contact is established using the word *our*, so that the speaker and the information receiver stand in the same position. Common interjection vocabulary is *we*, *your*, *you*, etc.

## 4. Conclusion

This paper verifies the application of metadiscourse in oral discourse by analyzing the meta-discourse marker components of the original text of the New Standard College English Listening and Speaking Course. Summarizing the meta-discourse can help the recipients better understand the speaker's language expression. The content, in order to achieve communicative function; can also help to understand the speaker's emotional position and attitude to achieve interactive functions.

## References

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