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MARKERS OF IMPORTANCE USED IN LECTURES FROM TOEFL IBT

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Abstract: *This paper is aimed to examine the teachers' markers of importance in terms of syntactic, semantic, and pragmatic features and to provide the Vietnamese teachers and students of English with insightful knowledge of the use and interpretation of the meaning of markers of importance in teachers' lecturers in English. A theoretical framework of Functional Grammar, theory of Speech Acts, Semiotics and Jakobson's Communicative Functions was used in this descriptive study. Data came from 200 instances of teachers' markers of importance gathered from TOEFL iBT lecture transcripts by lecturers of different subjects The frequency of teachers' markers of importance in terms of syntax, deontic modality, theory of semiotics and speech acts was identified. It was found that most of the teachers' markers of importance occurred in the forms of declarative and imperative sentences as a Theme or Rheme. Discourse functions as emphasizing the main points and getting students' attention to the lesson by suggesting, forcing, or advising and creating a better relationship between teacher and students. The findings suggest some implications for the teaching of markers of importance in English instruction Vietnam.*

Keywords: *Markers of importance, teachers' markers of importance, lectures, TOEFL iBT*

INTRODUCTION

Nowadays, English is widely used in daily life, work, and study by people from different lingua-cultural backgrounds all over the world. Therefore, the role of the teacher in English instruction, especially in delivering lectures in English is important. To be successful in communicating knowledge to the learners, teachers are required to prepare their lessons or lectures in terms of both content points and the lecturing style. Regarding the latter, it is important for teachers as lecturers to make use of several tools for clarifying the organization of the material, namely signals of transition, explicitness, the rule-example-rule technique, explaining links, and verbal markers of importance. Among these, the requirement to get or direct the students' attention to the salient points of information of the lecture remarkably contribute to the teachers' success in delivering the key points of lecture. To do so, teachers need to make full use of different forms of markers to help the students focus on the important or main points in the lecture.

There are many kinds of teachers' markers of importance in terms of syntactic forms and discourse functions, which can be found anywhere in the lecture discourse and play important roles in clarifying the organization of the material in lectures in English. However, little has been known about the linguistic forms and functions of these verbal markers.

This study is aimed at examining the linguistic features of teachers' markers of importance in lectures in English in terms of syntactic, semantic, and pragmatic features and providing the Vietnamese teachers and students of English with an insightful knowledge into the use and interpretation of the meaning of teachers' markers of importance in lectures in English.

To achieve these aims, the study attempts to address the following questions:

1) What are the linguistic features in terms of syntax, semantics and pragmatics of teachers' markers of importance in lectures in English?

2) What are the implications to the English teaching and learning concerning the use of teachers' markers of importance in Vietnamese lectures in English?

LITERATURE REVIEW

By considering teachers' verbal markers theory as well as functional grammar, speech act and communication theories, we will gain insight into the research topic. For this purpose, we will collect all kinds of relevant information related to the context of our topic. We will summarise the research approaches and results attained by the former researchers and will attempt to meet the research aim and objectives.

Definition of teachers' verbal markers

In teaching, teachers' verbal markers are considered discourse markers in which can be defined as linguistic expressions that are used to signal the relation of an utterance to the context with the primary function of bringing to listeners' attention (Redeker, 1991). In Erman's view (1987), discourse markers are expressions which help the speaker divide his message into chunks of information and hence they also help the listener decode these information units. Discourse markers often come from different word classes, such as adverbs (e,g. "well") or prepositional phrases (e.g."in fact"). The process that leads from a free construction to a discourse marker can be traced back through grammaticalization studies and resources. Common discourse markers used in the English language include "you know", "actually", "basically", "like", "I mean", and "okay". In this study, teachers' discourse markers of importance are considered any kind of linguistic devices that are used in the form of verbal in classroom that learners receive from teacher in lectures to make them more engaged in the or to signal the cues so that the students could pay attention to this piece of information or suggest the student's action to approach the information to be delivered by the teacher.

Teachers' markers of importance and related concepts

Teachers' markers of importance can have various linguistic forms such as a clause (e.g. *Remember that …*) or a sentence (e.g. *Let's listen to this/ I would like you to pay attention to this*). Some of these words and phrases/clauses help to develop ideas and relate them to one another. These kinds of words and phrases are often called discourse markers. It is important to note that

most of these discourse markers are formal and used when speaking in a formal context or when presenting complicated information in lectures.

In general, based on the knowledge stated about discourse markers by linguists, namely Swan (2005), markers of importance can be defined in a working definition as those that are used to cue students to material that is especially important *; e.g,* "*now listen to this*" or "*now let me turn to the most significant point of all*".

Speech act is another technical term that should be mentioned in this paper. The contemporary use of the term goes back to Austin's discovery of performative utterances and his theory of locutionary, illocutionary and perlocutionary acts (Austin, 1962). Speech acts are commonly taken to include such acts as promising, ordering, greeting, warning, inviting and congratulating. In this study, verbal markers can function as to signal an act of calling attention, or introducing a piece of important information, or a chunk of knowledge to be delivered.

Teacher's verbal marker and functional grammar

When discussing functional grammar, Halliday (1994) argues that functional grammar looks at language as consisting of units of meanings rather than chunks of forms. In his theory, he presents three metafunctions at a lexico-grammatical level: *ideational, interpersonal* and *textual.* Each metafunction has its different aspect of the world, and is related to a different mode of meaning of clauses. Being about the natural world in the broadest sense, ideational metafunction concerns clauses as *representations*. Getting involved with the social world, especially the relationship between speaker and hearer, interpersonal metafunction refers to clauses as *exchanges*. Concerning the verbal world, particularly the flow of information in a discourse, textual metafunction is involved in clauses as *messages*.

This paper focuses on the two last metafunctions: clauses as *exchanges and* clauses as *messages.* Clauses as representations are not included in the present research since features of teachers' verbal marker of importance are seen as a message or an exchange between teachers and students. Moreover, teachers' verbal s markers are of a kind of special communication occurring only in lectures.

CLAUSE AS EXCHANGE

Halliday (1994) discusses clauses in functional grammar, he writes that clause as exchange is a clause which has meaning as an exchange, a transaction between speaker and listener. The clause as exchange consists of *mood* and *residue*.

CLAUSE AS MESSAGE

In Halliday's view (1994), clauses constitute messages. The clause as a message is structured from *theme* and *rheme*. Theme is the point of departure followed by rheme.

Speech act theory

In Longman Dictionary of Language Teaching and Applied Linguistics, a speech act is defined as :

"*An utterance as a functional unit in communication. In speech act theory, there are two kinds of meaning: Propositional meaning or locutionary meaning is the basic literal meaning of the*

utterance which is conveyed by the particular words and structures which the utterance contains and illocutionary meaning or illocutionary force is the effect the utterance or written text has on the reader or the listener." (Jack C. Richards & Richard Schmidt, 2010, p.542)

Salience in linguistics

Salience can be broadly defined as the phenomenon where one particular entity stands out compared to others (Antoine, 2011). Geeraerts (2000) distinguishes between onomasiological salience and semasiological salience. He defines the former as the preference for one expression over another to name a specific referent or type of referent, pertaining to lexical choices. The latter refers to the relationship among the various semantic possibilities of a given lexical item. Within this framework, certain meanings of a lexical unit are considered more central and frequent than others.

Communicative functions

A communicative event normally involves a number of participants who produce a series of utterances with various categories of speech acts. Each speech act usually denotes a certain communicative function. Eventually, this communicative function entails a certain meaning or communication purpose of the speaker. A pragmatic study is relevant to be implemented in understanding what the speaker actually means by his/her utterances while performing his/her speech (Yule, 1996).

In Jakobson's theory (1995), there are six factors that are required for communication:

- Addresser: This is the person who delivers a message to a specific audience.

- Addressee: This is the audience that receives the message.

- Context: The context forms the setting or the reason for the message that will be communicated.

- Contact: There needs to be a relational channel and connection between the addresser and the addressee.

- Common code: The code includes the rules that combine to form the message and correspond to the type of language used.

- Message: The message is what is sent by the addresser and corresponds to an experience, idea, explanation, and so on.

From Jakobson's theory(1995), there are six functions of language which are: referential function, emotive function, poetic function, conative function, phatic function, and also metalingual function.

Cognitive functions

Cognitive function originates from cognition, which encompasses the inner mental activities explored in a branch of psychology known as cognitive psychology. These mental activities form the basis for how individuals perceive, remember, speak, think, make decisions, and solve problems (Benjafield, Smilek, & Kingstone, 2010).

Cognitive functions encompass the mental operations enabling us to receive, filter, retain, process, enhance, and retrieve external stimuli. This mechanism enhances our comprehension

and connection with the world, facilitating more effective interaction and understanding (Zhang, J., 2019). To grasp a partner's communicative intention, it's vital to have a well-honed ability to accurately perceive and understand their thoughts and feelings (Angeleri, R., 2008).

Previous studies

Teacher's markers of importance in lectures in English have been so far investigated by various critics. Teacher's markers of importance in lectures in English have been so far investigated by various critics. In the study conducted by Talita (2012), she conducted a quasi-experiment to determine where the recognition and interpretation of this course markers will enhance student's listening comprehension in academic lectures. Students were tested to determine their comprehension of content information in a video-taped lecture. She also looked at related finding of other reseachers. Finally aspects for possible future reseach will also be considered. However, she only researched in listening comprehension skill.

Croucher (2004) examined the relationship between discourse markers, or vocal hiccups such as *um, uh, like* and *you know*, and speaker use of such markers in extemporaneous and impromptu speaking. One hundred and fifty speeches were transcribed and the number of markers used by each speaker was calculated. A gender comparison reveals no significant between speaker usage of two of the markers *um, uh*. The study does however show a significant gender difference in the usage of the other two markers *like, you know*. Finally, this study draws conclusions about discourse marker usage, speaker credibility and competitive success.

In a further analisis of salience and prominence, Rose (2005) took as a starting point a generalized model of discourse processing in which the rela-tive salience of discourse referents in the current context is seen as influencing subsequent reference to those referents as well as the form of referring expression and then incorporate a detailed notion of discourse salience in which two prominence factors contribute to overall salience: syntactic and semantic prominence. Using this model as a foundation, the author compared the relative effects of syntactic and semantic prominence in two investigative paradigms: psycholinguistic experimentation and corpus analysis. Results from both investigations give evidence that both syntactic and semantic prominence contribute to the salience of discourse referents.

For Vietnamese authors, Trần Thị Thanh Thanh (2012) described and analyzed imperative sentences used in lectures in English by which some syntactic structes were employed to mark the importance of a piece of new information to be memorized. The author found out the types of imperative sentences used in lectures in English as well as examined the pragmatic features of imperative sentences in lectures in English.

In another study of discourse analysis of teacher's speech acts, Lê Thị Kim Dung (2011) attempted to generalize the structural forms manifesting in teacher's language in lectures. In this study, a wide range of speech acts were found to be utilized in English lectures, the syntactic realization and the functions of these kinds of speech acts in English lecture discourse.

Nguyễn Thị Trà My (2010) made an investigation into representatives in English lecture discourse. This study presented the linguistic features of the representative speech acts with their internal structures, their syntactic realization and their semantic functions beside their ultimate function of imparting or communicating information in English lecture discourse.

In sum, much has been written about the issues of discourse markers, the salience and prominence of the entities refered to with various linguistic structures. However, issues of the linguistic features of teachers' markers of importance in lectures have not been dealt with so far in these above studies. To clear the teachers' markers of importance in English lecture, we need to carry out this study.

METHODOLOGY

Research method

In order to address the research questions, a descriptive and qualitative approach was used in the study. The aim was to seek qualitative information about teachers' markers of importance in lectures in terms of syntactic, semantic and pragmatic features, and quantitative information about the frequency of kinds of verbal markers, distinctive lexical items used and pragmatic functions of verbal markers of importance is also sought as the evidence of distribution of markers in lecture discourse.

Data collection

In order to carry out this study, data collection was basically based on two collections: the collection of the instances of teachers' markers of importance in lecture discourse and the other one of student's responses in questionnaires.

For the first collection, we collected 200 instances of teachers' markers of importance used in the listening section of TOEFL iBT (*see Data sources*).

And for the second one, a questionnaire (*see Appendix*) was designed and delivered to 120 students from the first year (42 students), second year (40 students) and third year (38 students) at Tay Nguyen University.

Data analysis

Data of the first corpus will be examined and categorized into kinds of linguistic structures: types of clausal structures and the syntactic behaviours of lexical items used in markers of importance. The next step of data analysis will be an exploration into the semantics and pragmatics of teachers' markers of importance in the dimensions of salience meaning and communicative functions.

With a multi-dimentional framework, the data will be examined to yield qualitative information regarding these aspects in the research questions:

• A taxonomy of the language realizations of teachers' markers of importance as linguistic structures used in teachers' markers of importance in English

• The functions of the lexical items in teachers' markers of importance and their in clausal structure

• The semantic and pragmatic features of teachers' markers of importance in view of communicative theory and speech act theory

• The frequency of student's responses in terms of their perception and expectation in teachers' markers of importance.

FINDINGS AND DISCUSSION

Based on the theoretical background and research design and methodology mentioned in the previous chapters, this chapter presents and discusses the findings of the data analysis about teachers' verbal markers of importance in lecture in terms of syntactic, semantic, and pragmatic aspects. Moreover, student's responses in terms of their perception and expectation in teachers' markers of importance are examined here. The presentation of the qualitative information of the kinds of speech acts used in lectures is illustrated by examples quoted from transcripts of lectures chosen from TOEFL iBT listening passages.

As mentioned in the foregoing chapters, the lecture discourses examined here are characterized as communicative units of the interaction between the lecturer as addresser and the students as addressees. In this section speech acts of different types will be presented with the emphasis both on their communicative functions and instructional ones. Firstly, the presentation of the syntactic features of teachers' markers of importance in the view of functional grammar is made.

SYNTACTIC FEATURES OF TEACHERS' VERBAL MARKERS IN THE VIEW OF FUNCTIONAL GRAMMAR

Teacher's verbal markers as the clause of exchange

a. Teachers' verbal markers in form of Declarative Cleft Sentence

Teachers' verbal markers of importance is analyzed syntactically in view of functional grammar as follows:

It	*Was*	*the poison*	*that*	*Socrates*	*was forced*	*to drink ……*
Subject	Finite		Conjunct	Subject	Finite	
Mood		**Residue**		**Mood**		**Residue**

(MacGillivray, 2006, p.719)

In this cleft sentence, 'it' is a pseudonymous subject which focuses on object 'the poison'. In this kind of sentence there are two Mood-Residue; however in the second Mood-Residue, the object *the poison extracted from this plant* is omitted because it is taken to the first Mood-Residue in order to focusing on the object.

In this kind of sentence, the pseudo-subject it functions to signal an emphasis that follows with the residue introducing the significant part of information for the students to pay attention to.

b. Teachers' markers in form of declarative with Modal Auxiliaries

In this kind of declarative sentence, the salience meaning is signaled with the presence of the auxiliaries like *must, should, need* which co-occur with the main finite verb of the sentence.

You	*Must*	*Know*	*exactly*	where ... adjustment
Subject	(Modal) Finite	Predicator	Adjunct	Complement
Mood		**Residue**		

(MacGillivray, 2006, p.719)

The subject 'you' is as a noun that is in a person and number concord with the modal verb 'must'. And the subject 'you' is a noun which is in the nominative case, is even more restricted.

The subject 'you' and finite 'must' are closely linked together, and combine to form one constituent which we call the Mood. The mood is an element that relizes the selection of mood in the clause. In this case it has called the Modal element (Modal verb 'must').

You	should		*be aware*	*that...*
Subject	(Modal) Finite	Adjunct	Predicator	compl
Mood		Residue		

(MacGillivray, 2006, p.703)

It shows that the sentence structure with the presence of auxiliaries with high certainty were used effectively to signal a prominence of meaning in calling attention for the piece of information to be presented.

c. Teachers' markers in form of declarative with Manipulative Verbs

The corpus of my study also yielded kinds of sentences with the occurence of the manipulative verbs for the purpose of getting the students' attention by giving the prominence to speaker's desire or intention. The declarative sentence with such manipulative verbs such as want somebody to do something, need somebody to do something can be found often in the lecture.

Now	*the second thing*	*I*	*Need*	*you to do*	*is*	to appreciate ...
Adjunct	Subj	Subj	Finite	Compl	finite	Compl.
Residue	**Mo-**	**Mood**		**Residue**	-od	Residue

(MacGillivray, 2006, p.719)

d. Teachers' markers in form of declarative with ONCE AGAIN/NOW/SO

In some cases, the teacher's marker of importance can be found with declarative sentence beginning with *once again* or *now*. This marker helps to lay stress on the chunk of information to be delivered. This marker functions as to connect the hearer to what has been said and what is going to be introduced.

Once again,		Necessity	is	the mother of invention
Cont.	Adjunct	Subject	Finite	Complement
R E S I D U E		Mood		

(MacGillivray, 2006, p.713)

Now,		this ground water	isn't trapped	where it falls
Cont.	**Adjunct**	**Subject**	**Finite**	**Adjunct**
R E S I D U E		**Mood**		R E S I D U E

(Edmunds, 2006, p.658)

So,	according to Aristotle	dramas	should include	a plot, characters, and dialogue
Cont.	Adjunct	Subject	Finite	Complement
R E S I D U E		Mood		R E S I D U E

(Edmunds, 2006, p.600)

e. Teachers' markers in form of imperative sentence with LET'S

The imperative is a grammatical mood that forms commands or requests, including the giving of prohibition or permission, or any other kind of exhortation. Here in the context of lecture discourse, most of teacher's verbal markers of importance were found in the form of commands or suggestions. The most frequent examples were found with "Let's".

Let	's	Talk	a little more about	writing …
Predicator	complement	predicator	Adjunct	Complement
Mood		**Residue**		

(Edmunds, 2006, p.659)

f. Teachers' markers in form of imperative sentence with REMEMBER

The corpus also yielded instances of imperative sentences with the cognitive verb *remember* in bare infinitive form. This verbs was used to mark the a cognitive importance of the chunk of information to be introduced following immediately the cognitive verb. This structure also signals a command to get the hearer do something to intake the information. The piece of information to be remembered is put in the residue, and the cognitive verb forms the Mood.

(You)	Remember	that impressionism	was	a very exciting time	in the history..
(Sub.)	Predicator	Subject	Finite	Complement	Adjunct
Mood		**Residue**			

(Edmunds, 2006, p.678)

g. Teachers' markers in form of imperative sentence with NOW

Very often in the lecture, the teacher's verbal markers of importance were found with the Vocative Now to signal a calling for the hearer's attention. In the structure of clause as exchange, this vocative word assumes the function of a continuative to connect what has been said with what is going to be presented. This unit can be put in the same cell of Residue.

Now,	let	's	look at	what they imply regarding behavior and …
Cont.	Pred.	Compl.	Finite	Complement
Mood		Residue		

(Edmunds, 2006, p.678)

Teacher's markers as clause of message

a. Teachers' markers in form of Declarative Cleft Sentences

In view of clause as message, the pseudo-subject to emphasize the first part of the declarative cleft sentence assumes the function of a marked theme which signals a complement where the importance information is introduced.

Subject	Finite	Complement
It	is	the fat that makes the beef taste good
Theme (unmarked)	**Rheme**	

(Edmunds, 2006, p.660)

The cleft sentence here aims to focus on a noun 'the fat'. The focusing subject in this sentence means to mention the importance of the fat in making taste food or making food become better.

b. Teachers' verbal markers in form of declarative sentences with Manipulative Verbs

The corpus also yielded instances of declarative sentences with manipulative verbs to emphasize the teacher's action of calling the student's attention about the piece of information that follows the cognitive verb.

Theme				Rheme
I	*Want*	*you*	*to understand*	while the OECD ... treaties
Subj	Finite Obj		non-finite	Compl.
Theme	Rheme			

(Edmunds, 2006, p.667)

In the sentence structure, the subject I assumes the position of the theme and the rest of the sentence the rheme. However, in view of the teacher's verbal marker of importance, the main clause or introductory clause *I want you to understand* can be treated as a marked theme for the whole clause as a message. This main clause functions as a signal of importance that directs the hearer's attention to the following part of the clause.

The second case of markers of importance in the form of declarative sentence with manipulative verbs is the verb need. This verb is used in the manipulative sense which requires the hearer to do something, namely the knowledge that is introduced as a content point of the lesson.

Theme (marked)		Rheme	
All	*you needed to do*	*was*	put your money in and wait for the big profits
Subj.	Post Modifier	Pred.	Complement

(Lê Huy Lâm, 2007, p. 327)

c. Teachers' Verbal markers of importance in form of Declarative Sentence with Auxiliaries

In case of the clause as message, the modal verbs can assume a position in the theme to add a prominence to the act of calling attention signaled by the main clause. Again, the subject you can assume the function of the theme in view of a normal declarative sentence.

Theme				Rheme
You	*Must*	*know*	*exactly*	where in the script the cue ..
Subject	(Modal) Finite	Predicator	Adjunct	
Theme	Rheme			

(MacGillivray, 2006, p.719)

Theme				Rheme
You	*should*		*be aware*	*that* South Africa has the largest population ... in Africa
Subject	(Modal) Finite	Adjunct	Predicator	Compl
Theme	Rheme			

(MacGillivray, 2006, p.703)

d. Teachers' Verbal markers of importance in form of Imperative Sentence with LET'S

In the analysis of a normal clause structure, Let's can be considered as a normal theme and the verb phrase that follows a rheme. In view of verbal markers of importance, let's plus bare infinitive verbs such as listen, focus, look, talk can assume the thematic function as a starting point for the noun clause to develop. These units combine to form the whole chunk which functions as thematic markers of importance.

Theme			Rheme
Predicator	Compl.	Finite	Complement
Let	*'s*	*look at*	what they imply regarding behavior ….
Theme		Rheme	

(Edmunds, 2006, p.696)

e. Teachers' Verbal markers of importance in form of Imperative Sentence with NOW

In some cases, the verbal marker of importance can be modified with the vocative now to call the hearer's attention for the reception of a content point of lesson. The use of the vocative *Now* has a duel function: adding a prominence to the directive marker *Let's* and helps the hearer to keep track to the lesson.

Theme				Rheme
Cont.	Predicator	Compl.	*Finite*	*Complement*
Now	*Let*	*'s*	*look a little more closely at*	what's involved in a spam campaign
Theme			Rheme	

(Edmunds, 2006, p.685)

f. Teachers' Verbal markers of importance in form of Imperative Sentence with REMEMBER

Imperative sentences are characterized by the noticeable emphasis of element(s) and the suggested meaning. Instead of giving a marker in the form of a complete sentence, the teacher utters some imperative sentences as follows:

Theme		Rheme
(Subj)	Finite	Complement
(You)	*Remember*	*when the fish breathes oxygen, some of that oxygen goes into its bladder*
(Theme)	Rheme	

(Worcester, 2006, p.651)

Theme		Rheme
(Subj)	Finite	Complement
(You)	*Remember*	*that impressionism was a very exciting time in the history of art*
(Theme)	Rheme	

(Edmunds, 2006, p.678)

However, in terms of verbal markers of importance, the verb *remember* can be treated as the theme where the complement clause can be viewed as the rheme.

Semantic features of teacher's verbal markers of importance

The Salience meaning of the lexical components of TVMIs in lectures

As shown in the foregoing sections where syntactic features of teacher verbal markers of importance are presented, a wide range of lexical units are structured into the clausal components as lexical cognitive verbs, auxiliary verbs, nouns, vocatives, adjectives and adverbs. These units serve to add a semantic shade of salience or prominence to the information introduced in the teachers' utterances.

*[…]**Now, a little history**. K2 is the second of Karakoram's peaks.* (Edmunds, 2006, p.664)

We can see that the lexical item *now* does not have the usual conceptual meaning that denotes or refers to a specific present point of time. Rather, this unit functions as to signal a vocative effect that calls the student's attention, and furthermore, to direct the student's attention to another point of content.

*[…]Yes<u>!</u> **Now, let's look at ways that** the damage from a foreign plant species can be reversed.* (Edmunds, 2006, p.678)

It is obvious that the verb *look* does not literally mean "to deliberately turn your eyes so that you can see something". Here, in this context, the students were not required to use their eyes to look at something. Rather, the verb *look* signals a cognitive appeal to the issues to be presented in the lecture.

I want you to understand that *while the OECD has only […]* (Edmunds, 2006, p.667)

Further, ***you must be aware*** *of the location of the first aid […]* (MacGillivray, 2006, p.719)

*But today **let's focus** on the first part of the essay, the introduction.* (Edmunds, 2006, p.659)

The cognitive verbs *understand, be aware, focus* signal a cognitive status that the teacher required or wanted the student to acquire for getting information of the lecture. This cognitive condition is called with the verbs of manipulation such as *want*, or imperative sentences. These verbs used in this context did not convey a meaning of current cognitive state of the student. They did not actually mean the students understand or know the facts/issues/problems being talked about in the lecture. Rather, these cognitive verbs, along with the manipulative verbs, bring about an ingredience of salience of importance to the information to be introduced in lecture.

Now let's turn to the examples below about the case of the noun *importance* and the adjective *important* in the teachers' verbal markers of importance.

The most important element in communication theory is *input.* (MacGillivray, 2006, p.700)

This is, of course, of paramount importance. *You must […]* (MacGillivray, 2006, p.719)

It is crucial that these markers do not function as to denote the conceptual meaning or a state-of-affairs that describe a situation or fact about the world. Rather, along with the meaning of "importance" and "salience", these markers function as to convey a "know-how-to-do" to instruct the way for the student/audience to comprehend and acquire the information of the lecture easily. It is assumed that these markers function as to create a cognitive path to facilitate a procedural meaning for the hearer to know how to receive and process the information easily. This kind of

meaning contributes to the way the speaker/lecturer organizes the information of the lecture, and furthermore, the way he/she clarifies the organization of the information.

Pragmatic features of teachers' verbal markers of importance

The communicative functions of teachers' verbal markers of importance in lectures

a. Cognitive functions of Teachers' Markers of Importance

Remember, *it does not matter about the type of flow. [...]* (Edmunds, 2006, p.657)

OK, so that's some general information about South Africa's demographics and economy. **Now let's talk about** *their education system.* (MacGillivray, 2006, p.703)

I want you to understand that *these volunteer groups [...]* (Edmunds, 2006, p.673)

In these examples, we can see that the illocutionary point is addressee-oriented, i.e. the student is the target of the illocutionary force. Although the subject in the first example is suppressed or absent, we still can understand that the grammatical subject is *you*, and the addressee of the message is students who are taking part in the lecture discourse. The engagement of the addressee is clearer in the second example in the use of *Let's* which signal the participation of both the speaker and the students in the exploration of the lecture. In the last example, the presence of the hearer in the markers is fully manifested. The dimension of this function is to get the hearer do something or at least it is to have an impact on the hearer, physically or psychologically in comprehending the issues in the lecture.

b. Phatic functions of Teachers' Markers of Importance

So, according to Aristotle dramas should include a plot, characters, and dialogue. (Edmunds, 2006, p.600)

Now, this ground water isn't trapped where it falls. (Edmunds, 2006, p.658)

Once again, necessity is the mother of invention. (MacGillivray, 2006, p.713)

Apart from the predominant function of a conative dimension, teachers markers of importance can be found with phatic function, i.e. to establish or maintain a channel of communication. Here, in the context of lecture, the use of such markers as *so, now, once again* does not convey any conceptual information at all. In fact, these markers are used to signal a vocative function to get the student's attention to the chunk of information to be introduced in the following part of the lecture. It may be because at some point of time during the lecture, the lecturer needs to "wake the students up" or stimulate their alertness so that they can maintain their cognitive status for the acquisition of the lesson. It helps to remind the student of where they are in the course of lecture.

Boosting the illocutionary force of the instruction

The teachers used both direct and indirect illocutionary acts in form of imperative sentence and declarative sentence. In these sentences, TVMIs were used to signal the salience meaning as attention-getters and at the same time serve as procedural moves to facilitate the comprehension. To make his/her instructions more persuasive, he/she may increase the illocutionary force of the utterance with markers of importance. In doing so, he/she may make use of various linguistic structures as shown in the following examples.

This is **important, *too*** --- *keep records of all of the decisions [...]* (MacGillivray, 2006, p.719)

Now let's look a little more closely at what's involved in a spam campaign. (Edmunds, 2006, p.685)

I want you to understand that while the OECD has only 30 members [...] (Edmunds, 2006, p.667)

You must know exactly where in the script the cue occurs [...] (MacGillivray, 2006, p.719)

Remember --- *isotonic involves movement, isometric [...]* (Edmunds, 2006, p.664)

The lecturer employed the verbal markers of importance in his/her instruction to call the students' attention to a content point of a shift to a new content point of lecture. Thus, the illocutionary force was boosted or strengthened with the use of such lexical units as *important, must, want*, imperative marker *Let's* and the verb in imperative form *remember*.

First, the meaning of the lexical word *important* by itself signals the validity of a piece of information or a content point that the teacher wants the students to pay attention to. By using the word *important*, the teacher lays an emphasis on the thing he/she is going to talk about. The use of *Let's* signals a suggestion or command of the teacher in a normal sense. In the lecture, it is a conventional marker for a teacher's command to ask the students to fulfil a number of duties in studying. Among the auxiliaries, *must* has the strongest force to be used as a marker of teacher's authority over the students.

As compared with *must*, the marker *I want you to understand* also has a strong power which signals the teacher's imposition on the student. The modal verb *want* also signals an indirect illocutionary force of a directive speech act.

Now is also a technical term for the teacher to use at his/her disposal in the classroom context. Pragmatically, this use of *now* as an attention-getter is restricted to the teachers or a class member with high status (e.g the monitor). A situation where a student uses this vocative term to the teacher is unthinkable. This is due to its inherent force and this is why now and so can be used as conventional markers for the teacher in giving instructions in a lecture.

Last but not least is the use of some verbs in imperative mood. Such verbs as *remember, look* can also be categorized as conventional terms for the teacher to boost the illocutionary force of a command or recommendation.

In sum, all the lexical items mentioned above can be used to signal a coercion of force on the student and consequently help to boost the illocutionary force of an instruction in general, and a command in particular. This, in turn, helps to bring the piece of information to the foregrounding status with salience and prominence.

Students' perception and expectation of teachers' verbal markers

Student's perception of teacher's verbal markers

The results indicated that 46% of students strongly agreed and 28% agreed about understanding what the teacher meant through his/her verbal markers. This may explain why most students (80%) felt that they were not confused by the teachers' verbal markers. It was also found that most students (68%) felt that they paid more attention to the lecture when their teacher used verbal markers.

Student's expectation of teacher's verbal markers

Approximately three-fourths of the students wanted their teacher to use always markers of importance in his lecture (71.7% - question 6). It could be that teachers' verbal markers would make them pay more attention to the lecture (75% - question 4). Normally, the teacher intended to provide verbal markers to call for students' concentration in his lecture.

In question 7, more than half of the students (60% of students) preferred their teacher uttering verbal markers of importance in teaching. They admitted these markers make them take notes or understand the lecture easily.

For the last three questions, almost students desired that teachers' markers of importance should show a relaxed atmosphere in class (72%), include explicit markers (76%) and link different parts in the lecture (78%). It would be the best way to encourage students to participate in learning. This recognition contributes considerably to the motivation of students' learning.

CONCLUSIONS AND IMPLICATIONS

Conclusions

Restate the research aims, questions, and methods to summarize the study before you summarize the findings

Syntactically, under the view of functional grammar (Halliday, 1994), teachers' markers related to clause as message and clause as exchange which are analyzed under imperative and declarative, in imperative sentences with *Remember* and imperative with *Let's.* It is used to suggest and encourage students to concentrate on the main feature of the lesson. Declarative sentences are used to clarify the emphasis in teacher's markers and expressed through forcing words such *you must, I want you, it's important to…*

Semantically, regarding the Salience meaning of the lexical components of TVMIs in lectures. As for the descriptive/procedural functions of directives, imperative and cleft sentences were classified into two types: emphasis and encouragement. By contrast, teachers' markers help to get students involved to the lesson or tasks.

Pragmatically, teachers' markers were found to be used to issue quite a lot of phatic functions of Teachers' Markers of Importance and Boosting the Illocutionary Force of the Instruction in classroom context. Not only are teacher's markers to make requests, but also make emphasis, and make summary. In addition, the lecturer can introduce a new subject with lead-ins, narrow down the topic points, remind students of important tasks and information, give instructions, examples, using Phatic functions and Boosting the Illocutionary Force by employing teacher's markers. Teacher's markers appear through the lecture as connectors and emphasis to parts of a lecture as well.

In addition, it was found that the majority of declarative and imperatives are applied in the body to issue various Phatic functions and Boosting the Illocutionary Force i.e. getting students' attention and presenting the lecture contents, carrying out the classroom procedural.

To conclude, the results of this study indicate a need for English teachers and learners to improve their knowledge by using the markers in form of declarative and imperative. There are

some considerations why teacher choose to use declarative and imperative sentences. First of all, he is the information - giver and he wants to emphasize and get students' attention by suggesting, forcing or advising. As lecture was given in class, lots of students attached great attention to it. Teacher wanted to focus student on some main points of the lesson or he gave a suggestion to encourage students, so it is teacher's time to get students' attention to summarize or conclude what main points they learned from the lesson before. Secondly, from the declarative sentences, the relation between teacher and students is marked and his role, status and administration are well established.

Although there are inevitable limitations on the process of conducting this study, it is hoped to make a contribution to the effective use of teacher's markers for instructive, pedagogical and communicative purposes.

Implications

It is revealed from the pragmatic features of markers and the questionnaire conducted on 120 students at Tay Nguyen university that Vietnamese teachers can make full use of different types of markers to issue a good many of illocutionary and perlocutionary acts in delivering a lecture. Markers are used to introduce, conclude the lecture, giving examples, emphasizing important information, etc. apart from the common use of giving a command. The findings show a variety of teacher's markers' usage that Vietnamese language teachers can take advantage of to give a lecture.

In reality, various types of markers are used frequently in class by the Vietnamese lecturer. In order to reduce the tone of demanding and create a more democratic student-centered classroom, however, the *let*-imperatives, the *Remember*-imperative can be employed more usual than other types. So as to force students with strong tone, the declarative with modal auxiliaries, especial, with modal verb *must* or in order to make student feel comfortable with an advice or suggestion with modal verb *should*. The Vietnamese students would feel that they are being respected in a friendly and relaxed atmosphere in which the teacher shows less authoritative manners.

As for Vietnamese students, they should pay more attention to markers whose function is to mark the key idea in the lecture. The important points are presented with imperatives and declarative content to sound weightier. Listeners should realize that the speaker is reminding them of important information in a lecture.

Moreover, markers whose function is to connect different points and organize information help students to take notes more easily. Such explicit markers as *"remember", "must", "I want you", "let's", "it's important", "it's ...that"* serve as guiding words/expressions toward noticeable information. Students can also pay attention to the lecture based on markers that link different parts in the lecture or make transitions.

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APPENDIX

Questionnaire for students

The purpose of this study is to investigate the student's perception and expectation of the teachers' markers of importance in lecture discourse. You could feel uncomfortable with some of the questions, but you may skip any question you prefer not to answer. There are no benefits to you from participating in this research.

Please do not put your name on this questionnaire.

For the following statements, please tick ✓ the information that applies to you. Make sure to mark only one.

A. Student's perception of teachers' markers of importance

Statements	1	2	3	4	5
1. You can understand what the teacher means through the markers of importance used in his lecture.					
2. You can recognize the important information in a lecture by the teachers' markers of importance.					
3. You can be respected by the teachers' markers of importance.					
4. The teachers' markers of importance help you pay more attention to the lecture.					
5. The teachers' f markers of importance help you feel comfortable with an advice or suggestion.					

1. Strongly agree   2. Agree 3.Neutral 4. Disagree 5. Strongly disagree

B. Student's Expectation of Teachers' markers of importance

6. How often do you want your teacher to use markers of importance in his lecture?

a. Always

b. Usually

c. Sometimes

d. Occasionally

e. Never

7. When your teacher uses markers of importance, you understand the lecture / take notes:

a. easily   b. with difficulty

Statements	1	2	3	4	5
8 .8. The teachers' markers of importance should show a relaxed atmosphere in class.					
9. The teachers' markers of importance should include explicit markers (*remember, let's, it's important, it's…that.*.)					
10. The teachers' markers of importance should link different parts in the lecture.					

1. Strongly agree   2. Agree 3.Neutral 4. Disagree 5. Strongly disagree

THANK YOU FOR YOUR PARTICIPATION!