

<https://doi.org/10.26565/2074-8922-2026-86-18>

УДК (UDC): 378.091.12:159.942:[316.77:811.111

**V. TATARIN,**

PhD Student of the Department of Pedagogy

Lecturer of the Department of Foreign Languages and Teaching Methods

e-mail: [tatarinvolodymyr99@gmail.com](mailto:tatarinvolodymyr99@gmail.com), ORCID ID: <https://orcid.org/0009-0004-8812-4389>

*Berdiansk State Pedagogical University,*

55A, Universytetska st., Zaporizhzhia, 69011, Ukraine

## **DISCOURSE MARKERS AND THE REDUCTION OF COMMUNICATIVE BARRIERS IN PROFESSIONALLY ORIENTED ENGLISH TEACHING IN HIGHER EDUCATION**

**Purpose.** The article aims to synthesize scholarly approaches to the study of discourse markers and related constructs in order to clarify the mechanisms through which DM-oriented instruction contributes to reducing communicative barriers among university students in EFL/ESP contexts, as well as to outline the pedagogical conditions for its effective implementation.

**Methods.** The study employed theoretical analysis and synthesis, including the review of scholarly literature, the comparison of existing approaches, and the integration of their key findings.

**Results.** The analysis showed that communicative barriers in EFL/ESP arise not only from linguistic inaccuracy but also from discourse-related and interactional difficulties affecting coherence, interaction management, negotiation of meaning, and pragmatic appropriateness. Across the reviewed studies, discourse markers emerged as pedagogically relevant resources in four interrelated domains. First, in coherence and cohesion, they help make causal, contrastive, temporal, and inferential relations explicit, thereby reducing inferential burden and improving discourse transparency. Second, in interaction management, they support topic entry, redirection, summarizing, and sequence closure, which makes spoken interaction more predictable and manageable. Third, in repair and negotiation of meaning, discourse markers facilitate clarification, reformulation, and comprehension checks, enabling students to address misunderstanding without disrupting interaction. Fourth, in pragmatic positioning, they contribute to mitigation, stance marking, and politeness, helping students align their utterances with academic and professional norms. The review also indicated that the pedagogical value of discourse markers depends on treating them not as isolated linking words but as functionally and contextually sensitive resources. Their instructional potential is strengthened through explicit noticing, guided practice, genre-sensitive tasks, and systematic feedback that support transfer into students' spoken and written performance.

**Conclusions.** The study suggests that DM-oriented instruction can reduce communicative barriers in EFL/ESP by improving coherence, interaction management, meaning negotiation, and pragmatic appropriateness. Further research should test its effectiveness across different settings, genres, proficiency levels, and modes of communication.

**KEY WORDS:** *English language teaching methodology in higher education; discourse markers; communicative barriers; barrier prevention and overcoming; instructional interaction; development of speaking and writing; coherence and cohesion; pragmatic appropriateness.*

**In cites:** Tatarin V. (2026). Discourse markers and the reduction of communicative barriers in professionally oriented english teaching in higher education. *Problems of Engineering Pedagogic Education*, (86), 229-239. <https://doi.org/10.26565/2074-8922-2026-86-18> (in Ukrainian)

---

© Tatarin V., 2026



[Creative Commons Attribution 4.0 International \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)

### *Introduction*

Higher education students increasingly need English to access disciplinary knowledge, complete academic tasks, and participate in professional communities. However, in university EFL/ESP courses, communicative difficulties often persist even when learners demonstrate relatively strong lexicogrammatical command, because barriers arise not only from linguistic accuracy but also from discourse organization and interaction. These difficulties typically manifest as fragmented spoken and written production, insufficiently explicit relations between ideas, problems with entering and managing interaction, and hindered negotiation of meaning in situations of misunderstanding. As a result, comprehensibility decreases, the risk of communicative breakdowns increases, and students' opportunities for full participation in academic and professionally oriented communication become narrower. In broader discussions of accessibility, inclusion, and barrier reduction in higher education, these challenges may also be viewed within the wider framework of overcoming educational barriers in contemporary learning environments [9; 10].

In this context, discourse marker (DM) instruction becomes especially important, as it

can support students in organizing discourse, making semantic relations more explicit, and managing interaction more effectively. For university EFL/ESP, this means treating discourse markers not as isolated linking words, but as resources that can help reduce communicative barriers in both spoken and written performance. This perspective is also consistent with recent research on overcoming barriers in English-language learning among non-language majors, particularly in reading, speaking, and writing for academic and professional purposes [17; 18].

At the same time, existing studies have tended to address discourse markers, metadiscourse, pragmatic markers, and related interactional resources within partially separate analytical frameworks. As a result, the role of DM-oriented instruction as a means of reducing communicative barriers among university students in EFL/ESP remains insufficiently integrated and explained. Further clarification is also needed regarding the mechanisms through which such instruction may affect comprehensibility, interactional control, and pragmatic appropriateness, as well as the instructional conditions under which it becomes pedagogically effective.

### *Literature review*

In foundational research, discourse markers have been defined as units that indicate relations between discourse segments and perform organizational and interpretive functions without adding new propositional content. Within the relevance-theoretic tradition, they are further understood as carriers of procedural meaning that constrain inferences and make communicative intention more transparent in context [3]. From this perspective, discourse markers can be viewed in university EFL/ESP as a resource of discourse competence within communicative competence, since they contribute to the clarity, predictability, and manageability of expression in academic and professionally oriented genres.

Subsequent research has developed along several interrelated lines. One line concerns learner language and the development of DM use. Corpus-based and pragmatic studies show that the acquisition of discourse markers is slow and uneven: students

often rely on a limited set of high-frequency items, whereas functionally differentiated and genre-appropriate use develops later and remains unstable [5; 11; 20]. Another line is associated with academic writing and metadiscourse. These studies demonstrate that organizational and interpersonal resources shape the perceived quality of a text: interactional metadiscourse differentiates stronger and weaker student essays [16], repertoire breadth and appropriateness correlate with proficiency [2], and English for Academic Purposes instruction can reshape stance and engagement resources over time in written production [6]. Review studies further conceptualize metadiscourse as a mechanism of writer–reader interaction that supports the interpretability of textual structure, logic, and audience orientation [12].

A further line of research concerns pedagogy and targeted instruction. Studies in this area suggest that teaching discourse markers and related interactional resources can

be effective. However, the outcomes depend on intervention length, genre sensitivity, systematic language practice, and high-quality feedback [7; 8; 13]. Overall, the literature confirms the importance of discourse markers for coherence, interaction management, and the quality of academic language use, while

also indicating the pedagogical potential of their explicit instruction. At the same time, the combined role of discourse markers and related constructs in reducing communicative barriers in EFL/ESP has not yet been sufficiently integrated into a single explanatory framework.

### *Aim of the Article*

The aim of the article is to synthesize scholarly approaches to the study of discourse markers and related constructs in order to clarify the mechanisms through which DM-oriented instruction contributes to reducing communicative barriers among university students in EFL/ESP contexts, as well as to

outline the pedagogical conditions for its effective implementation. To address this aim, the article draws on theoretical analysis and synthesis by reviewing scholarly literature, comparing existing approaches, and integrating their key findings.

### *The statement of the main material*

In university EFL/ESP, communicative barriers can be understood as discourse-related and interactional difficulties that reduce the comprehensibility, appropriateness, and manageability of spoken and written performance in academic and professionally oriented tasks. At the textual level, they manifest themselves in weakly structured discourse, where causal, contrastive, illustrative, or inferential relations remain insufficiently explicit. At the interactional level, they appear in difficulties with turn-taking, topic management, summarizing, repair initiation, and negotiation of meaning. Together, these difficulties increase the risk of misunderstanding and complicate communication for both producer and recipient of discourse.

genre, and interactional situation.

This review conceptualizes DM-oriented instruction as a process through which noticing, guided practice, feedback, and revision help improve discourse coherence, interactional control, and pragmatic appropriateness, thereby reducing misunderstanding and increasing students' readiness to participate in interaction. Figure 1 presents the proposed functional model of this relationship. The following material develops this logic across four interrelated domains: coherence/cohesion, interaction management, repair and negotiation of meaning, and pragmatic appropriateness and stance.

### *Discourse Markers and Coherence/Cohesion in Spoken and Written Language*

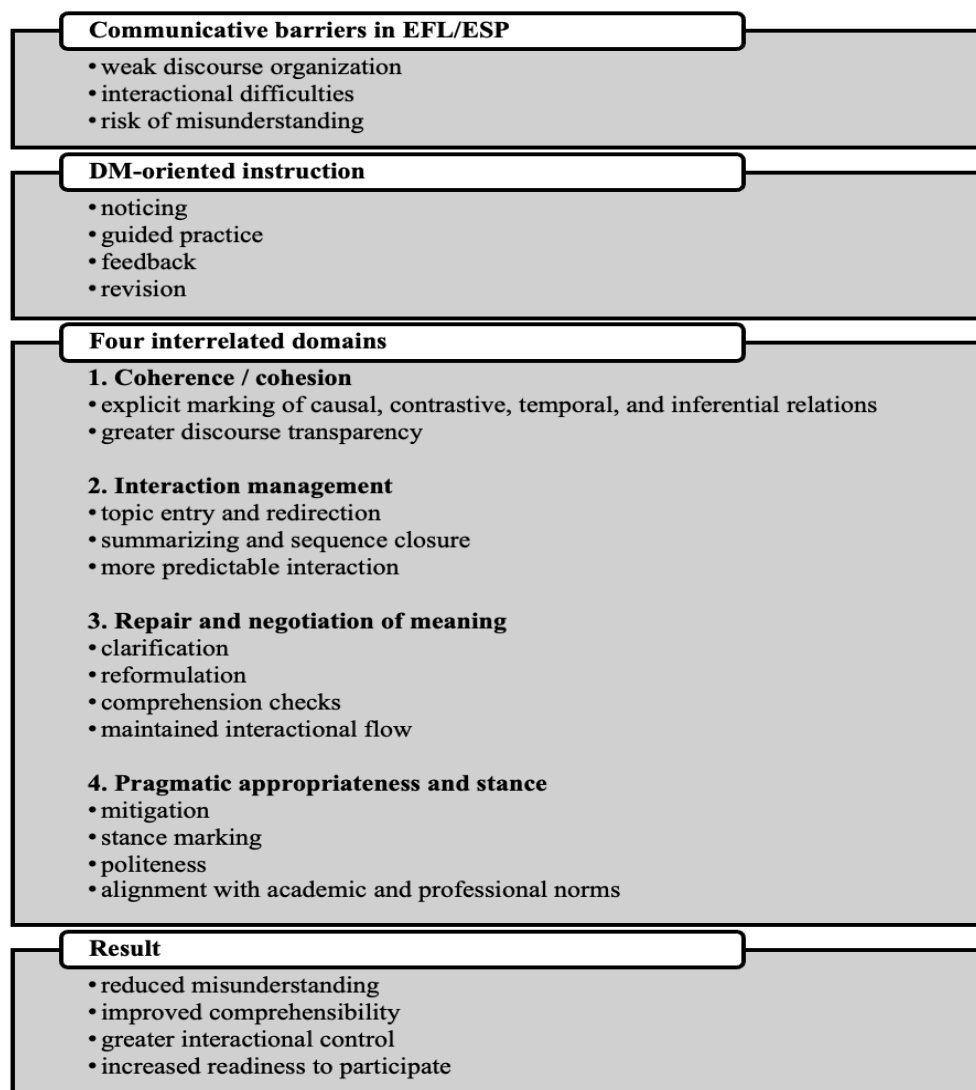
From this perspective, discourse markers are pedagogically significant because they function as discourse-pragmatic signals that connect discourse segments, organize discourse flow, and guide interpretation. Relevance-theoretic accounts further emphasize their procedural role in constraining pragmatic inferences and clarifying communicative intention in context [3]. For instructional purposes, DMs should therefore be treated not as a set of formal linking words, but as functionally and contextually sensitive resources whose value depends on position, prosody in spoken language, and discourse environment. Accordingly, the pedagogical focus should shift from the binary model of form and meaning to the triad of form, function, and context, within which students learn to select markers in accordance with task,

A recurrent communicative barrier in EFL/ESP is the insufficient explication of semantic relations between parts of an utterance: students may have relevant ideas and facts, yet fail to mark the links between them explicitly, leaving readers or listeners to reconstruct the logic independently. From the perspective of cohesion theory, this hinders comprehension because discourse becomes interpretable when cohesive ties form its "texture" and support coherent understanding. In this respect, discourse markers signal additive, contrastive, causal, temporal, and inferential relations while also structuring discourse segments, thereby reducing inferential burden and increasing argumentative transparency.

Empirical research shows that learner use of these resources develops slowly and

unevenly. Student texts and responses often rely on a narrow range of high-frequency markers, whereas functionally differentiated and genre-appropriate use remains difficult even at advanced levels [20]. Large-scale studies of L2 writing likewise indicate that discourse maturity is reflected less in marker

frequency than in repertoire breadth and appropriateness of selection [2]. Accordingly, the goal of instruction is not to increase the number of discourse markers mechanically, but to develop students' ability to make key logical relations explicit in accurate, economical, and contextually appropriate ways.



**Fig. 1** – Functional model of the role of discourse markers in reducing communicative barriers in EFL/ESP

This can be clearly seen in the case of academic writing. In the excerpt “Industrialization changed cities. People moved to factories. Living conditions were bad. New laws appeared. Workers protested. The government reacted,” events are merely listed, while the links between them remain implicit. By contrast, in the version “Industrialization changed cities because people moved to factories in large numbers. As a result, housing became overcrowded and

living conditions worsened. In response, governments introduced new laws on sanitation and labour. However, protests continued, which suggests that legal reforms were not enough to address workers’ concerns,” causal, reactive, and contrastive relations are clearly marked. This increases the coherence of the text and makes the argument more comprehensible for the addressee.

This interpretation is consistent with findings that organizational and interpersonal

resources differentiate stronger and weaker student texts [16], and that EAP instruction can reshape stance and engagement in written production over time [6]. From a metadiscoursal perspective, it is the combination of structural and interpersonal resources that enhances discourse interpretability for the reader [12]. Discourse marker instruction in the domain of coherence and cohesion should therefore focus on helping students use such resources to organize content in ways that fit genre, communicative purpose, and audience expectations. This, in turn, leads to the next domain: interaction management in real time.

#### *Discourse Markers in Interaction Management*

Even when textual coherence is adequate, communicative effectiveness in EFL/ESP depends heavily on how students manage interaction in real time: entering a discussion, expressing disagreement, shifting topics, negotiating decisions, summarizing, and closing sequences. In research on interactional competence, these abilities are treated as jointly constructed resources that include turn-taking, topic management, repair, and task management [15]. Within this domain, discourse markers and related routines perform an organizational and projecting function by signaling the kind of interactional move a speaker is about to make, such as clarifying, expanding, redirecting, summarizing, or closing. Accordingly, markers such as *well*, *so*, *anyway*, *right*, and *okay* often index topic shift, topic uptake, sequence closure, or movement toward a conclusion in spoken discourse.

In university communication practice, this means that the problem may lie not in the absence of content as such, but in the insufficient interactional shaping of the utterance. A student may have a relevant idea, yet present it abruptly, fragmentarily, or without sufficient signals for other participants in the interaction. For example, the utterance *"I don't like the tempo. It's too fast. You play loud. The intro is messy. We must change"* conveys an evaluation of the situation, but does not organize it as a coherent interactional move. By contrast, the version *"Okay, can we talk about the tempo for a second? I feel it's a bit fast for the chorus. Maybe we can slow it down slightly. Also, the intro sounds messy because we don't enter together. So, what if we*

*count in and agree on the first four bars? Then we can try it again"* demonstrates how discourse markers and routines give the utterance a clear interactional form: they open the topic, soften the evaluation, add justification, propose a solution, and move the discussion toward joint action. As a result, the speaker's contribution becomes not only meaningful, but also procedurally predictable for other participants.

Empirical evidence suggests that such pragmatic and interactional marking does not emerge automatically through exposure alone. Research in university settings shows that students' functional use of textual and pragmatic markers may differ substantially from that of native speakers [1]. Developmental analyses of items such as *well*, *you know*, and *like* likewise indicate their relationship to proficiency and their role in speech management, transition organization, and the maintenance of fluency in spoken interaction [11]. This implies that instructional design should include not only lexicogrammatical work, but also systematic practice in organizing interactional moves in real time.

In this domain, discourse markers should therefore be treated as resources for predictability, connectedness, and coordination in interaction. They help speakers not simply express an idea, but introduce it in a form that facilitates uptake and discussion. At the same time, even well-managed interaction does not eliminate misunderstanding, ambiguity, or the need for clarification. This leads directly to the next domain, repair and negotiation of meaning.

#### *Repair, Negotiation of Meaning, and Clarification Markers*

In content-rich university tasks such as case analysis, debates, presentations, and negotiations, the likelihood of misunderstanding, ambiguity, incomplete interpretation, and self-correction increases. In the conversation-analytic tradition, repair is understood as an ordered mechanism for resolving problems of speaking, hearing, and understanding, with self-repair generally treated as the more natural and less interactionally threatening option. Within this process, discourse markers and related expressions such as *I mean*, *in other words*, *well*, and *you know* perform important clarificatory and reparative functions: they signal reformulation, stance adjustment,

specification of meaning, or the reintroduction of an idea in a more accessible form. Repair thus operates not simply as a response to breakdown, but as a regulatory mechanism that sustains intersubjectivity and preserves mutual understanding during discussion.

In instructional contexts, this is especially important because students' difficulties often lie not only in a lack of linguistic resources, but also in the absence of means for appropriately signaling misunderstanding or clarifying meaning. For example, the utterance "*We need to target young adults. You said premium. I don't understand. It's expensive. So what?*" identifies a comprehension problem, but presents it fragmentarily and without sufficient interactional shaping. By contrast, the version "*Sorry, when you say 'premium', do you mean higher price, higher quality, or both? I mean, are we positioning the product as 'more expensive', or as 'more reliable'? In other words, what's the main message for customers?*" demonstrates how clarification markers transform misunderstanding into a managed process of negotiating meaning. In this case, the problem does not intensify the interaction, but becomes the basis for more precise formulation of positions and joint clarification of communicative intention.

Empirical studies indicate that L2 speakers may use some repair markers, especially *you know*, less frequently or functionally differently from native speakers, which affects negotiation of meaning and discourse organization [5]. For classroom practice, this suggests that repair initiation should be treated as a teachable interactional skill. Research on repair initiation in ESL classroom interaction shows that the way misunderstanding is signaled and the character of correction influence students' anxiety and willingness to participate, particularly when correction is perceived as punitive or humiliating [4]. By contrast, pedagogical approaches that routinize clarification moves can make repair more predictable, acceptable, and less threatening in interaction [14].

From the perspective of second language acquisition, this matters because reparative and clarificatory moves create opportunities for feedback, noticing mismatches between intention and production, and producing modified output. In terms of communicative barriers, repair resources reduce

communicative risk: instead of withdrawing from interaction because of misunderstanding, students gain tools for addressing it within the interaction itself. Instruction in this domain should therefore focus on helping students signal comprehension problems in time, clarify meaning, reformulate their ideas, and maintain interactional flow even with incomplete linguistic resources. Yet in university EFL/ESP, mutual understanding alone is not sufficient. Utterances must also align with norms of tone, politeness, and academic stance, which leads to the next domain of analysis.

#### *Pragmatic Appropriateness, Stance, and Politeness in Academic and Professional Communication*

A distinct group of communicative barriers in EFL/ESP arises from pragmatic inappropriateness, when a factually correct utterance is framed in a way that sounds overly categorical, abrupt, or misaligned with academic or professional norms. In such cases, the difficulty lies not in content itself, but in how it is presented: the linguistic choices that convey certainty, responsibility for claims, disagreement, and interpersonal positioning toward the addressee. In metadiscourse research, stance and engagement are treated as interactional resources through which speakers and writers regulate epistemic positioning, manage proximity or distance, and ensure the acceptability of an utterance within a given genre and communicative situation [12].

This is particularly important in university EFL/ESP because much academic and professional interaction requires not merely expressing an opinion, but doing so in a way that avoids escalation, leaves room for alternative interpretations, and preserves cooperation. This includes formulating assumptions, making recommendations, expressing disagreement cautiously, evaluating sources critically, asking clarifying questions, and voicing doubt. In this domain, discourse markers and related resources that index epistemic stance and interpersonal mitigation, such as *I think, perhaps, it seems*, and *to some extent*, are especially important because they help make an utterance pragmatically appropriate without sacrificing semantic precision.

This can be clearly illustrated in academic and professional communication. The utterance "*You're wrong. This source is*

*unreliable*” formally conveys an evaluation, but sounds overly direct and confrontational. By contrast, the response *“I’m not sure that source is fully reliable. It seems biased, because it was written for propaganda. Maybe we could compare it with another document”* demonstrates more appropriate academic positioning: disagreement is expressed through mitigation, argumentation, and a suggestion for further action. Similarly, the statement *“This plan won’t work. Change it”* may be perceived as abrupt and directive in a professional context, whereas the version *“I see your point, but I’m not convinced the plan will work in this market. Maybe we should test it first. If we do that, we can reduce risk”* frames criticism within professionally acceptable interaction. In both cases, discourse markers and mitigation devices do not change the substance of the message, but significantly alter its pragmatic effect and increase the addressee’s readiness for constructive uptake.

Empirical research confirms that this ability does not develop automatically. Longitudinal studies show that English for Academic Purposes instruction can foster more cautious academic positioning, with noticeable changes in the use of hedging and boosting across different writing tasks [6]. Research on interactional metadiscourse instruction likewise suggests that targeted teaching can produce measurable gains, although their durability depends on systematic practice and

### ***Conclusions and further research prospects***

The synthesis of research presented in this article suggests that DM-oriented instruction can reduce communicative barriers in university EFL/ESP by making discourse more coherent, interaction more manageable, meaning negotiation more effective, and stance more pragmatically appropriate. Its pedagogical value lies not in teaching discourse markers as isolated linking devices, but in developing students’ ability to use them as functionally and contextually sensitive resources across academic and professional tasks. Accordingly, the effectiveness of this approach depends on explicit noticing, guided practice, genre-sensitive task design, and systematic feedback that support the transfer of discourse-marking resources into students’

high-quality feedback [7]. Data-driven learning offers additional support by helping students notice recurrent patterns of stance and engagement in authentic texts and transfer them into their own genre-relevant production [8]. Accordingly, DM-oriented pedagogy should address not only organizational markers, but also those resources that ensure pragmatic acceptability, interpersonal mitigation, and alignment with academic and professional discourse norms.

This domain also has a clear affective dimension. Without sufficient mitigation resources, students may avoid disagreement, critical discussion, questioning, or negotiation, especially under conditions of heightened anxiety. Research shows that anxiety weakens willingness to communicate, whereas features of the educational environment may support participation in interaction. In online EFL/ESP contexts, anxiety additionally varies with interaction mode and task demands [19], which makes especially valuable those linguistic resources that increase predictability and manageability in communication. In this sense, DM-oriented instruction reduces barriers not by directly eliminating anxiety, but by increasing students’ control over discourse: they gain resources for structuring utterances, managing interaction, carrying out repair, and positioning themselves appropriately, thereby reducing misunderstanding and increasing readiness to participate.

spoken and written production.

Further research should examine the effectiveness of DM-oriented instruction in different EFL/ESP settings, genres, and modes of communication, including spoken, written, and online interaction. It would also be useful to investigate how particular groups of discourse markers contribute to the development of coherence, interaction management, repair, and pragmatic appropriateness at different proficiency levels. Additional attention may be given to longitudinal and intervention-based studies that can clarify the durability of instructional effects and identify the pedagogical conditions under which discourse-marker training yields the strongest results.

### *Conflict of interest*

The author declares that there is no conflict of interest regarding the publication of this manuscript. Furthermore, the author has fully adhered to ethical standards, including those related to the prevention of plagiarism, data falsification, and duplicate publication.

The work does not use artificial intelligence resources.

### *References*

1. Ament, J., Barón-Páres, J., & Pérez-Vidal, C. (2020). A study on the functional uses of textual pragmatic markers by native speakers and English-medium instruction learners. *Journal of Pragmatics*, 156, 41–53. <https://doi.org/10.1016/j.pragma.2019.09.009>
2. Bax, S., Nakatsuhara, F., Waller, D. (2019). Researching L2 writers' use of metadiscourse markers at intermediate and advanced levels. *System*, 83, 79–95. <https://doi.org/10.1016/j.system.2019.02.010>
3. Blakemore, D. (2002). *Relevance and linguistic meaning: The semantics and pragmatics of discourse markers*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511486456>
4. Bukari, F., Lomotey, C. F., Oblie, E. L. (2026). A conversation-analytic perspective of repair initiation in ESL classroom interactions. *Humanities and Social Sciences Communications*, 13, Article 37. <https://doi.org/10.1057/s41599-025-06178-9>
5. Buysse, L. (2017). The pragmatic marker *you know* in learner Englishes. *Journal of Pragmatics*, 121, 40–57. <https://doi.org/10.1016/j.pragma.2017.09.010>
6. Crosthwaite, P., Jiang, K. (2017). Does EAP affect written L2 academic stance? A longitudinal learner corpus study. *System*, 69, 92–107. <https://doi.org/10.1016/j.system.2017.06.010>
7. El-Dakhs, D. A. S., Yahya, N., Pawlak, M. (2022). Investigating the impact of explicit and implicit instruction on the use of interactional metadiscourse markers. *Asian-Pacific Journal of Second and Foreign Language Education*, 7, Article 44. <https://doi.org/10.1186/s40862-022-00175-0>
8. Esfandiari, R., & Allaf-Akbary, O. (2024). Assessing interactional metadiscourse in EFL writing through intelligent data-driven learning: The Microsoft Copilot in the spotlight. *Language Testing in Asia*, 14, Article 51. <https://doi.org/10.1186/s40468-024-00326-9>
9. Glazkova, I., Khatuntseva, S. (2025). Strategies for overcoming educational barriers in the context of a barrier-free educational environment under distance learning conditions. In I. V. Biletskyi, V. V. Voronko, & O. O. Tieliezhkina (Eds.). *Distance learning in Ukraine: Realities, challenges, prospects* (pp. 165–212). Vydavnytstvo Ivanchenka I. S. [https://eprints.kname.edu.ua/67971/1/%D0%92%D1%96%D0%B4%D0%B4%D0%B0%D0%B%D0%B5%D0%BD%D0%B5%20%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BD%D0%BD%D1%8F\\_%D0%BC%D0%BE%D0%BD%D0%BE%D0%B3%D1%80%D0%B0%D1%84%D1%96%D1%8F.pdf](https://eprints.kname.edu.ua/67971/1/%D0%92%D1%96%D0%B4%D0%B4%D0%B0%D0%B%D0%B5%D0%BD%D0%B5%20%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BD%D0%BD%D1%8F_%D0%BC%D0%BE%D0%BD%D0%BE%D0%B3%D1%80%D0%B0%D1%84%D1%96%D1%8F.pdf) (in Ukrainian).
10. Glazkova, I., Khatuntseva, S., Sychikova, Ya., Hurenko, O. (2024). Breaking down barriers: Inclusiveness and accessibility for sustainable development. In *Redefining higher education: Innovation, inclusion, and sustainable development during wartime* (pp. 44–80). Kharkiv: TECHNOLOGY CENTER PC. <https://doi.org/10.15587/978-617-8360-07-8.ch2> <http://monograph.com.ua/pctc/catalog/view/978-617-8360-07-8.ch2/256> (in Ukrainian).
11. Huang, L.-F., Lin, Y.-L., Gráf, T. (2023). Development of the use of discourse markers across different fluency levels of CEFR: A learner corpus analysis. *Pragmatics*, 33(1), 49–77. <https://doi.org/10.1075/prag.21016.hua>
12. Hyland, K. (2017). Metadiscourse: What is it and where is it going? *Journal of Pragmatics*, 113, 16–29. <https://doi.org/10.1016/j.pragma.2017.03.007>
13. Jones, C., Carter, R. (2014). Teaching spoken discourse markers explicitly: A comparison of III and PPP. *International Journal of English Studies*, 14(1), 37–54. <https://doi.org/10.6018/ijes/14/1/161001>
14. Kaneyasu, M. (2026). “Huh?” “Good!?”: Teaching conversational repair in introductory L2 classrooms. *Classroom Discourse*, 17(1), 49–76. <https://doi.org/10.1080/19463014.2025.2555006>
15. Kot Artunç, E., Ortaçtepe Hart, D. (2020). Interactional competence in paired speaking tests: A study on proficiency-based pairings. *System*, 89, Article 102194.

- <https://doi.org/10.1016/j.system.2019.102194>
16. Lee, J. J., Deakin, L. (2016). Interactions in L1 and L2 undergraduate student writing: Interactional metadiscourse in successful and less-successful argumentative essays. *Journal of Second Language Writing*, 33, 21–34. <https://doi.org/10.1016/j.jslw.2016.06.004>
  17. Tatarin, V. (2025a). Overcoming barriers in reading professional English texts by non-language majors. *Science and Technology Today (Series "Pedagogy")*, 13(54), 748–756. [https://doi.org/10.52058/2786-6025-2025-13\(54\)-748-756](https://doi.org/10.52058/2786-6025-2025-13(54)-748-756) (in Ukrainian).
  18. Tatarin, V. (2025b). Preparing non-language majors for professional and business communication in English: Overcoming barriers to speaking and writing. *Current Issues of the Humanities*, 92(2), 331–336. <https://doi.org/10.24919/2308-4863/92-2-46> (in Ukrainian).
  19. Topalov, J., Knežević, L., Halupka-Rešetar, S. (2023). How anxious are online ESP learners? Exploring students' anxiety in video, audio and text-based communication in an online classroom. *ESP Today*, 11(2), 395–416. <https://doi.org/10.18485/esptoday.2023.11.2.10>
  20. Werner, V. (2017). Adversative pragmatic markers in learner language: A cross-sectional perspective. *Corpus Pragmatics*, 1(2), 135–158. <https://doi.org/10.1007/s41701-017-0008-9>

The article was received by the editors 01.03.2026

The article is recommended for printing 14.04.2026

Published 31.05.2026

#### **В. ТАТАРИН,**

аспірант кафедри педагогіки,

викладач кафедри іноземних мов та методики викладання

e-mail: [tatarinvolodymyr99@gmail.com](mailto:tatarinvolodymyr99@gmail.com), ORCID ID: <https://orcid.org/0009-0004-8812-4389>

*Бердянський державний педагогічний університет*

вул. Університетська, 55А, м. Запоріжжя, 69011, Україна

### **ДИСКУРСИВНІ МАРКЕРИ ТА ЗНИЖЕННЯ КОМУНІКАТИВНИХ БАР'ЄРІВ У ПРОФЕСІЙНО ЗОРІЄНТОВАНОМУ НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ**

**Мета.** Стаття має на меті синтезувати наукові підходи до вивчення дискурсивних маркерів і суміжних конструктів, щоб з'ясувати механізми, через які навчання, орієнтоване на дискурсивні маркери, сприяє зниженню комунікативних бар'єрів у студентів закладів вищої освіти в контексті EFL/ESP, а також окреслити педагогічні умови його ефективної реалізації.

**Методи.** У дослідженні використано теоретичний аналіз і синтез, зокрема огляд наукової літератури, порівняння наявних підходів та інтеграцію їх ключових положень.

**Результати.** Аналіз показав, що комунікативні бар'єри в EFL/ESP зумовлюються не лише мовною неточністю, а й дискурсивними та інтеракційними труднощами, що впливають на зв'язність мовлення, керування взаємодією, узгодження значення та прагматичну доречність. У проаналізованих дослідженнях дискурсивні маркери постають як педагогічно значущі ресурси в чотирьох взаємопов'язаних площинах. По-перше, у забезпеченні когерентності й когезії вони допомагають експлікувати причинно-наслідкові, контрастивні, часові та інференційні зв'язки, при цьому зменшують інференційне навантаження й підвищують прозорість дискурсу. По-друге, у керуванні взаємодією вони підтримують входження в тему, її переорієнтацію, підсумовування та завершення комунікативних послідовностей, що робить усну взаємодію більш передбачуваною й керованою. По-третє, у відновленні та узгодженні значення дискурсивні маркери полегшують уточнення, переформулювання та перевірку розуміння, даючи студентам змогу долати непорозуміння без порушення перебігу взаємодії. По-четверте, у прагматичному позиціонуванні вони сприяють пом'якшенню висловлення, маркуванню позиції та ввічливості, допомагаючи студентам узгоджувати свої висловлення з академічними й професійними нормами. Огляд також засвідчив, що педагогічна цінність дискурсивних маркерів залежить від того, чи розглядаються вони не як ізольовані слова-зв'язки, а як функційно й контекстуально чутливі ресурси. Їх дидактичний потенціал посилюється завдяки цілеспрямованому помічанню, керованій практиці, жанрово чутливим завданням і систематичному зворотному зв'язку, що забезпечують перенесення цих ресурсів у студентське усне й писемне мовлення.

**Висновки.** Дослідження дає підстави стверджувати, що навчання, орієнтоване на дискурсивні маркери, може сприяти зниженню комунікативних бар'єрів в EFL/ESP через поліпшення зв'язності,

керування взаємодією, узгодження значення та прагматичної доречності. Подальші дослідження мають перевірити його ефективність у різних освітніх контекстах, жанрах, на різних рівнях володіння мовою та в різних режимах комунікації.

**КЛЮЧОВІ СЛОВА:** методика викладання англійської мови в закладах вищої освіти; дискурсивні маркери; комунікативні бар'єри; запобігання та подолання бар'єрів; навчальна взаємодія; розвиток усного та письмового мовлення; когерентність і когезія; прагматична доречність.

### Конфлікт інтересів

Автор заявляє, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автор повністю дотримувався етичних норм, зокрема тих, що стосуються недопущення плагіату, фальсифікації даних і подвійної публікації.

В роботі не використано ресурс штучного інтелекту.

### Список використаної літератури

1. Ament, J., Barón-Páres, J., & Pérez-Vidal, C. (2020). A study on the functional uses of textual pragmatic markers by native speakers and English-medium instruction learners. *Journal of Pragmatics*. 2020. Vol. 156. Pp. 41–53. <https://doi.org/10.1016/j.pragma.2019.09.009>
2. Bax, S., Nakatsuhara, F., Waller, D. Researching L2 writers' use of metadiscourse markers at intermediate and advanced levels. *System*. 2019. Vol. 83. Pp. 79–95. <https://doi.org/10.1016/j.system.2019.02.010>
3. Blakemore, D. Relevance and linguistic meaning: The semantics and pragmatics of discourse markers. Cambridge University Press, 2002. <https://doi.org/10.1017/CBO9780511486456>
4. Bukari, F., Lomotey, C. F., Oblie, E. L. A conversation-analytic perspective of repair initiation in ESL classroom interactions. *Humanities and Social Sciences Communications*. 2026. Vol. 13, Article 37. <https://doi.org/10.1057/s41599-025-06178-9>
5. Buysse, L. The pragmatic marker *you know* in learner Englishes. *Journal of Pragmatics*. 2017. Vol. 121. Pp. 40–57. <https://doi.org/10.1016/j.pragma.2017.09.010>
6. Crosthwaite, P., Jiang, K. Does EAP affect written L2 academic stance? A longitudinal learner corpus study. *System*. 2017. Vol. 69. Pp. 92–107. <https://doi.org/10.1016/j.system.2017.06.010>
7. El-Dakhs, D. A. S., Yahya, N., Pawlak, M. Investigating the impact of explicit and implicit instruction on the use of interactional metadiscourse markers. *Asian-Pacific Journal of Second and Foreign Language Education*. 2022. Vol. 7, Article 44. <https://doi.org/10.1186/s40862-022-00175-0>
8. Esfandiari, R., Allaf-Akbary, O. Assessing interactional metadiscourse in EFL writing through intelligent data-driven learning: The Microsoft Copilot in the spotlight. *Language Testing in Asia*. 2024. Vol. 14, Article 51. <https://doi.org/10.1186/s40468-024-00326-9>
9. Глазкова І., Хатунцева С. Стратегії подолання освітніх бар'єрів у контексті безбар'єрного освітнього середовища в умовах віддаленого навчання. *Віддалене навчання в Україні: реалії, виклики, перспективи: колективна монографія / за заг. ред. д-ра екон. наук, проф. І. В. Білецького, д-ра техн. наук, проф. В. В. Воронька; наук. ред.: д-р філол. наук, проф. О. О. Тележкіна*. Харків: Видавництво Іванченка І. С., 2025. С. 165-212. URL: <https://eprints.kname.edu.ua/67971/1/%D0%92%D1%96%D0%B4%D0%B4%D0%B0%D0%BB%D0%B5%D0%BD%D0%B5%20%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BD%D0%BD%D1%8F%D0%BC%D0%BE%D0%BD%D0%BE%D0%B3%D1%80%D0%B0%D1%84%D1%96%D1%8F.pdf>
10. Glazkova, I., Khatuntseva, S., Sychikova, Ya., Hurenko, O. Breaking down barriers: Inclusiveness and accessibility for sustainable development. In *Redefining higher education: Innovation, inclusion, and sustainable development during wartime* (pp. 44-80). Kharkiv: TECHNOLOGY CENTER PC, 2024. <https://doi.org/10.15587/978-617-8360-07-8.ch2> URL: <http://monograph.com.ua/pctc/catalog/view/978-617-8360-07-8.ch2/256>
11. Huang, L.-F., Lin, Y.-L., Gráf, T. Development of the use of discourse markers across different fluency levels of CEFR: A learner corpus analysis. *Pragmatics*. 2023. Vol. 33(1). Pp. 49–77. <https://doi.org/10.1075/prag.21016.hua>
12. Hyland, K. Metadiscourse: What is it and where is it going? *Journal of Pragmatics*. 2017. Vol. 113. Pp. 16–29. <https://doi.org/10.1016/j.pragma.2017.03.007>
13. Jones, C., Carter, R. Teaching spoken discourse markers explicitly: A comparison of III and PPP. *International Journal of English Studies*, 2014. Vol. 14(1). Pp. 37–54.

- <https://doi.org/10.6018/ijes/14/1/161001>
14. Kaneyasu, M. “Huh?” “Good!”: Teaching conversational repair in introductory L2 classrooms. *Classroom Discourse*. 2026. Vol. 17(1). Pp. 49–76. <https://doi.org/10.1080/19463014.2025.2555006>
  15. Kot Artunç, E., Ortaçtepe Hart, D. Interactional competence in paired speaking tests: A study on proficiency-based pairings. *System*. Vol. 89, Article 102194. <https://doi.org/10.1016/j.system.2019.102194>
  16. Lee, J. J., Deakin, L. Interactions in L1 and L2 undergraduate student writing: Interactional metadiscourse in successful and less-successful argumentative essays. *Journal of Second Language Writing*. 2016. Vol. 33. Pp. 21–34. <https://doi.org/10.1016/j.jslw.2016.06.004>
  17. Tatarin, V. Overcoming barriers in reading professional English texts by non-language majors. *Science and Technology Today (Series “Pedagogy”)*. 2025a. Vol. 13(54). Pp. 748–756. [https://doi.org/10.52058/2786-6025-2025-13\(54\)-748-756](https://doi.org/10.52058/2786-6025-2025-13(54)-748-756)
  18. Tatarin, V. Preparing non-language majors for professional and business communication in English: Overcoming barriers to speaking and writing. *Current Issues of the Humanities*. 2025b. Vol. 92(2). Pp. 331–336. <https://doi.org/10.24919/2308-4863/92-2-46>
  19. Topalov, J., Knežević, L., Halupka-Rešetar, S. How anxious are online ESP learners? Exploring students’ anxiety in video, audio and text-based communication in an online classroom. *ESP Today*. 2023. Vol. 11(2). Pp. 395–416. <https://doi.org/10.18485/esptoday.2023.11.2.10>
  20. Werner, V. (2017). Adversative pragmatic markers in learner language: A cross-sectional perspective. *Corpus Pragmatic*. 2017. Vol. 1(2). Pp. 135–158. <https://doi.org/10.1007/s41701-017-0008-9>

Стаття надійшла до редакції 01.03.2026

Стаття рекомендована до друку 14.04.2026

Опубліковано 31.05.2026