**ABSTRACT:** Different approaches examine discourse markers: descriptive and formal approaches (quantitative or qualitative, synchronic or diachronic) connectives and discourse markers. This article presents a study case of discourse markers used in unacceptable way from a grammatical and cohesion point of view in a learning environment. Two questions will be discussed: Are these type of use produce reading difficulty or a communication block for process learning? Are discourse markers which provide cohesion should be considered as deixis or anaphora?

These questions will be articulated in a practical and theoretical perspective. The article provides a practical approach of analysis presented in Abou Zahra May, 2001 within the framework of discourse analysis: cohesion and coherence (Corblin, 1996; Kleiber, 1993; Ménard, 1990; Reboul, 1992 and Patry, 1993; Adam, 1999; Charolles, 1988). In addition, a test results of this approach with an experimental group. The conclusion suggests a line of work that can be extended for a better teaching integration of the discourse markers and text analysis.