

A Multi-Perspective Study of Discourse Markers: An Attempt to Sort out the Muddle among EFL Teachers-Students

Abbas Ibrahim Azeez ¹, Ayad Hameed Mahmoud ², Ahmed Adel Nouri³

College of Education for Humanities

University of Diyala, Iraq¹²³

abasazawy@gmail.com¹, ayad.en.hum@uodiyala.edu.iq², ahmed.en.hum@uodiyala.edu.iq³

Received 29 January 2023 | Received in revised form 30 January 2023 | Accepted 5 March 2023

APA Citation:

Azeez, A. I. et. al (2023). A Multi-Perspective Study of Discourse Markers: An Attempt to Sort out the Muddle among EFL Teachers-Students. *EDUCASIA*, 8(1), 25-48. doi: <http://dx.doi.org/10.21462/educasia.v8.i1.136>

Abstract

This study aims at sorting out the confusion among EFL teachers caused by the feature of multi-functionality ascribed to Discourse Markers, by studying them pragmatically from various perspectives. The study hypothesizes that the multifunctional aspect attributed to Discourse Markers resides in the social and situational factors in which they are used such as the gender of the speakers, the relationship between them, the topic they talk about, and its theme. It also hypothesizes that females and males are strategically different in terms of using discourse markers, which brings about the multifunctional feature of discourse markers. The results of the analysis show that males and females use the same Discourse Markers for different purposes. The type of topic has an impact on the participants to use a particular Discourse Marker over the other types. Participants who are in a solidary or symmetrical relationship employ Discourse Markers differently from other participants who are in an asymmetrical relationship. Participants arrange their speech according to the goal they want to reach and they subjectively use DMs accordingly. The general theme, which covers the entire discourse, guides the participants to use particular types of Discourse Markers that address its requirements. The capacity of Discourse Markers is generated by means of being semantically bleaching which leads them to serve more than one function.

Keywords: Discourse Markers (DMs); Multi-functionality; Females; Males and Gender.

1. INTRODUCTION

English teachers involved in EFL or even in ESL field have several interactional events and seminars to be used for employing aspects of language, but lectures, as teachers-students daily meeting, “remains the central instructional activity” (Flowerdew, 1994, p.26). In classrooms and specifically during lectures, teachers invite and encourage students to participate in classroom interactions as lecture discourses by means of various linguistic items as a way to raise their proficiency levels and to promote their communicative competence (Hellermann and Vergun, 2007, p.175; Lam, 2010, p.278; Reppen, 2008, p.565). However, the less exposure level of EFL students on pragmatic distance may leads to the failure usage of language in general. Pragmatic distance is “the variants in the social, cognitive and contextual dimensions of linguistic communication that govern and systematize social relations in speech” (Trillo, 2002, p.771). Accordingly, linguistic items that are pragmatically perceived, like DMs, may limit and have impact on the naturalness of using target language (English).

The controversy stated above leads to an urgent need to study the pragmatic functions attributed to DMs in a dramatic field because drama, according to Short (2018:168), is “the literary genre which is most like naturally occurring conversation.” It basically consists of character-to-character interaction. Thus, “it is for this reason that the most profitable areas of language analysis to apply to drama are those developed by linguists to describe face-to-face interaction and how we infer meaning in context.” (Ibid). Besides, Lutzky (2012:49) points out “Drama ... didactic works ... and prose fiction ... can be described as either constructed or authentic dialogue.”

This study argues that DMs serve different pragmatic functions due to different contexts of the situation in which are used, the purpose of the speaker, the requirement of the topic, and the genders of the speakers as they differ strategically in terms of using DMs. The study aims at finding out the essence of multi-functionality ascribed to DMs as employed by participants in the selected data and the role of type of genders influencing the functionality of DMs. To achieve the aims of the study, and verify its hypotheses, the study adopts the quantitatively traditional method of sociolinguistic variations based on Biber et al (1999), and Fraser and Brown’s (1979) models are adopted as an eclectic model for examining types of DMs. The data selected under this study is of Arthur Miller’s play (Death of a Salesman).

2. LITERATURE REVIEW

The functional complexity served by Discourse Markers (DMs henceforth) is the primary concern of many researchers in the field of sociolinguistics. However, no one accounts for this issue practically. Östman (1981) and Schiffrin (1987) account for the multifunctional aspect of DMs to their textual and interactional capacity or the notion of the subjectivity of the speaker by manipulating the use of a particular marker (as cited in Andersen 2001, p.60). However, Jucker and Ziv (1998, p. 4) reject this claim by stating that DMs being functional in several domains such as textual, interactional, or attitudinal parameters “cannot

be adopted as criterial functional properties”. Despite rejecting such a perspective, Jucker and Ziv do not offer an alternative, which exacerbates the issue more confusion.

Habib (2021, p.254) accounts multifunctional trait of DMs to the gender variations. Otherwise, Marmorstein and Maschler (2020, p. 62) point out that the multiple use of the same DM is due its migrant from one language to another such as Hebrew DMs “through contact with Palestinian Arabic and Persian and Turkish. Murdhy and Naimah (2021) state that the capacity of a given DM to move from one syntactic place to another increases its tendency to be used with different meanings.

Linguistic items categorized as DMs receive different other labels from different researchers. The term ‘discourse particles’ is used by Aijmer (2002) while the term ‘connectives’ is preferred by Fraser (1988) and Bazzanella (1990). However, the term ‘pragmatic marker’ is common among researchers like Redeker (1990), Brinton (1996), Erman (2001), and Andersen (2001). Fischer (2014, p.2) justifies such a terminological maze by stating that firstly “the categorical distinctions that do justice of individual discourse markers” are different. Second, concentrating on the single functional domain of DMs such as *connecting* or *turn-taking* functions, prevents us to understand DMs’ contributions and their interpretation and use in a given context.

Historically, DMs were referred to as filled pauses, dis-fluencies, fumbles, signals, pleonasm, symptoms, and signs of poor elocution. Besides, at the time of the emergence of language-text analysis, DMs were regarded as careless talk, as Randolph (1953) indicates metaphorically in his lecture, or mystery particles whose presence in a text is like “ simply salt-and-peppered through a text to give it flavor, ... to make it sound like so-and-so language or so-and-so style within that language” (Longacre 1976, p. 468). Otherwise, de Saussure had distinguished between two features of language *core* and *marginal* features. Core features are those features whose job is to signal referential information such as grammatical markers or affixes, basic syntactic categories, etc. On the other hand, marginal features like intonation, speech rhythm, and choice among lexical and syntactic options, are signal mechanisms that affect only the expressive quality of the message rather than its core meaning (cited in Gumperz1982, p.16).

Labov (1977, p.156), who first coined the term “Discourse Markers” in his book entitled *Therapeutic Discourse*, points out that DMs are used to refer “backward to some topic that is already shared knowledge among participants.” He states that the marker ‘well’ can pragmatically function since it has the force of referring back to an unstated topic that is only known by the speaker and hearer. In the same vein, Levinson states that markers such as “oh, ah, well, so, anyway, actually, still, etc.”, are lexical items and sometimes must be looked at from a conversational implicature perspective as “maxim hedges” (1983, p.162). They are *maxim hedges* since they show how much a speaker’s utterance corresponds with cooperative expectation measured by recipients. Otherwise, Östman (1981, p.6, 16) suggests that DMs serve as implicit anchorage or anchorers. Namely, speakers anchor their utterances to a situation implicitly. Such markers are powerless to qualify the internal structure of the

text and its proposition. To be exact, the “speaker steps out of his propositional frame and meta-communicates his attitudes and feelings”. Thus, they should be understood as they convey the speaker’s external attitude, functioning to prepare the listener for the appropriate interpretation of an utterance. Finally, DMs are defined as poly-functional cues that predicate the changes in the speaker’s cognition, attitudes, and beliefs and facilitate the transmission of illocutionary force and intentions (González, 2004, p.1). By uttering a specific marker, the listener reformulates his or her following speech under the situation, context, or type of information he receives from another speaker. Explicitly, DMs can be used to explore how the mind of the language user is reconstructed.

According to the statements mentioned above, the initial attractiveness of DMs in the field of EFL studies is due to the multi-functionality they serve, as they are fertile ground for many studies. However, the multifunctional aspect of DMs brings about ambiguity in terms of specifying the intended message delivered by the propositional contents that host them, which is the main aim of this study. This dilemma creates an obvious research gap that urgently needs to be filled in.

2.1 Pragmatic Principles of DMs

Multifunctionality: The same DM can be used differently and simultaneously to serve different pragmatic global functions. They are such since they are used in different contexts. Multifunctionality may refer to operating DMs on the textual and interpersonal levels locally. (Anderson2001, p.64; Müller2005, p.8; Schiffrin 1987, p.64, Brinton2017, p.7, Schourup1985, p.98,109; Lutzky2012, p.20)

Non-Propositionality & Non-truth conditionality: DMs have no truth condition because they are processed through a bleaching operation during which they lose their semantic content. They serve as a propositional modifier of the prior or following discourse. (Fraser1999, p.8; Müller2005, p.62; Anderson 2001, p.564; Schiffrin1987, p.32, Aijmer2013, p.20; Brinton2017, p.5)

Non-word-class affiliation: It is difficult to accredit the whole DMs to one of the traditional classifications of word class, although their counterparts belong to them. One difficulty that complicates the effort to assign these items to one of these classifications is that some DMs can be members of two-word classes like ‘so’ as an adverb and as a conjunction. (Andersen2001, p.21; Müller2005, p.5; Schiffrin1987, p.40; Fraser2009, p.295)

Procedurality: Their meanings are procedurally seized, not conceptually, arising via invited inferences in a given context of use (Hansen1998, p.162; Fraser1999, p. 944)

Indexicality or Referentiality: Their functions are restricted by time and space, here and now in a given situation as discourse deictics (Aijmer2002; Levinson 1983).

2.2 Types of Discourse Markers

Biber et al. (1999, pp. 55-1112) identify ten types of DMs that function pragmatically as follows:

Discourse Markers: DMs are attributed to spoken dialogue and commonly function to facilitate ongoing interaction. DMs come with three types; comment clauses, parentheticals, and prefatory expressions. They are inserted at the beginning of a turn or utterance to do “two roles: (a) to signal a transition in the evolving progress of the conversation and (b) to signal an interactive relationship between speaker, hearer, and message.”

Stance Adverbials: Stance Adverbials (St-Adv. Henceforth) syntactically belong to the peripheral elements of sentences that are moveable as well as prosodically recognizable. Stance adverbials consist of three major categories: epistemic, attitude, and style.

Various Polite Speech-Act Formulas: Certain syntactic constructions have a stereotypical role in marking polite speech acts (Polite Formulas henceforth) like: *thank you, thanks, bye, please, sorry*, etc. They historically developed by ellipsis from more elaborated expressions. They function in conversational routines and are regarded as unanalyzed formulae.

Expletives: Expletives (Exp. henceforth) are syntactically separated elements, but they are prosodically connected to the completely syntactic unit. This class is divided into *taboo* and *moderated* expletives.

Response Elicitors: Response elicitors (R-E henceforth) occur in the form of question tags. However, question tags have two formulas; One-word response elicitors and clausal question tags.

Response Forms: Response forms (R-F henceforth) function as routinized and brief responses to previous statements. Such class includes and comes in three forms as; response to questions, response to directions, and response to assertions.

Interjections: Interjections (Inj. Henceforth) have two general functions: showing exclamation and expressing the speaker’s emotion.

Greeting and Farewells: Greetings typically serve as a symmetrical reciprocated exchange like, ‘*Hi, hello, and good morning*’, followed by vocatives, which are used as greetings. Farewells are being reciprocated and take short forms in informal contexts like ‘*goodbye, bye, see you, see you later, good night*’ are all used to serve as leave-taking markers.

Hesitators: Hesitators (Hest. Henceforth) in a general remark on the speaker's fluency. Hesitators are divided into two categories: hesitation pauses, which can be identified by a dash (—) in written discourse and filled pauses like ‘*uh, um, er, erm*’.

Vocatives: Vocatives (Voc. Henceforth) either occur in the form of proper names or noun phrases, which can be freely inserted into a syntactic structure. Functionally, they are mainly used to single out the hearer of a message. Besides, they identify the theme of the next section.

3. RESEARCH METHODOLOGY

The present study adopts an eclectic model based on Biber et al. (1999), and Brown and Fraser (1979). Biber et al.'s (1999) model is selected for analyzing DMs at the pragmatic level. Brown and Fraser's (1979) model is adopted for analyzing DMs at the situational level.

3.1 Design

In analyzing DMs, the study follows both quantitative and qualitative approaches. Both approaches are statistical in their orientations. The quantitative-based analysis of DMs will produce a reliable result by showing the frequency and percentage of DMs used by female and male participants. In addition, such analysis will help to show the frequency of each type of DMs. This will allow verifying the hypotheses of the study. The following figure shows the elements of the adopted model.

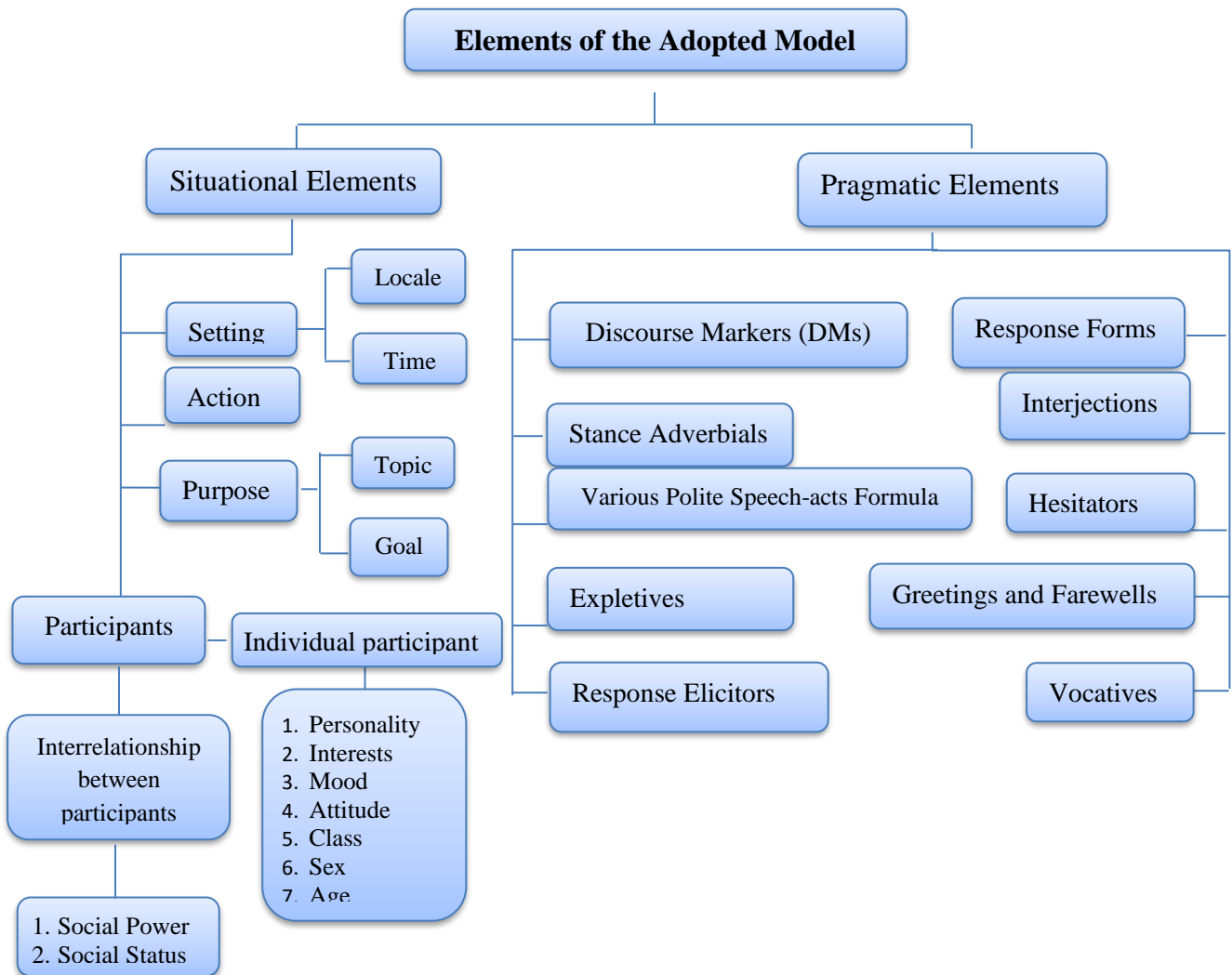


Figure (1) Elements of the Adopted Model

3.2 Data Collection

The selected data in the present study is the play Arthur Miller's *Death of a Salesman* (1949). It is categorized as a tragic and realistic play, which reflects the reality of daily life in American sociality at that time. Most of the play's events take place on a social network. The play consists of two acts with a requiem and thirteen actors perform the actions.

Characters of the play are (1) Willy Loman, the head of the Loman Family, is an aging salesman at the sixty-three-years old. He belongs to the working class as he spends most of his life traveling from one state to another for selling the products of Wagner's company. Willy feels beaten by the difficult life his family lives by. Willy suffers a lot from anxiety and depression which brings him about losing his ability to differentiate between his memories in the past and the present events and gives him an unstable, moody personality. (2) Linda is Willy's long-suffering, loyal wife, and the mother of Biff and Happy. Her age is nearly the same as Willy's. (3) Biff is the older son of Willy, at the age of thirty-four. He is unmarried. He has all the qualities that Willy seeks. However, such privileges could not make him successful in his life. (4) Happy is the younger son of Willy. He is also unmarried and a failure but in a different way. He is so interested in women. His sexuality drives him to be a womanizer. (5) Ben is the older brother of Willy. He is in his sixties. Ben utterly has a stolid personality. He is a rich man and owns a diamond mine in Africa. (6) Charley is only a long-time and next-door friend of Willy. He is a successful businessman. (7) Bernard is Charley's son and Biff's friend. (8) Howard is the son of Wagner, the inheritor of his father's company and Willy's current boss. (9) Jenny is Howard's secretary. She is a young woman. (10) Stanley is a young waiter in Frank's Chop House restaurant. (11) The woman (Miss Francis as Willy calls her), is Willy's lover. He cheated on Linda with her. He loved her for many years when he was a young salesman. (12) Forsythe is a pretty, young girl. She claims that her name and picture appear many times on many magazine covers. She is a prostitute. (13) Letta is Miss Forsythe's close friend. She appears on the stage for the second time attending the restaurant. The main theme within which several subthemes are activated is the Depression of the American Economy. The dream that all Americans look forward to is financial prosperity. Miller introduces Willy as a character to reflect this issue. Willy follows the idea that regards social and economic success can be achieved through style and charm (Sterling 2008, p.3).

3.3 Procedures of the Analysis

After data were collected, then they were analyzed. In analyzing each of the selected plays, the following steps are followed:

3.3.1 Analysis of Situational Elements

At this level, the analysis covers situational elements according to Brown and Fraser's (1979) model as follows: 1) Identifying the relative features of the participants in each play such as their names, ages, class, attitude, personality, etc. 2) Specifying the type of interrelationship between participants in terms of familiarity (the extent to which the

participants are familiar/unfamiliar with each other), solidarity (solidary/non-solidary), and power (symmetrical/asymmetrical). 3) Identifying the type of action (task) that accompanies conversation. 4) Identifying the general atmosphere and its effect on the participants' mood, and 5) Identifying topics (Maxi and mini purposes) and goals (subject matters) in each interaction.

3.3.2 Analysis of DMs at the Pragmatic Level

At this level, the analysis covers DMs according to Biber et al's (1999) model as follows:

- 1) Underlining and extracting DMs from dramatic texts,
- 2) Analyzing DMs pragmatically depends on the situational elements, and the playwright's stage directions and remarks, and
- 3) Distributing DMs in tables according to participants and genders.

3. RESULTS

3.1 Distribution of Discourse Markers

3.1.1 Distribution of DMs according to Participants and Gender

DMs appear (207) times, representing (7%) of the whole markers used throughout the play. Males use (158) markers, recording (76%) and females use (49) ones, recording (24%). Consider Table (1) for more detail.

Table (1) Distribution of DMs according to Participants and Gender

Type	Sub-Classification	Functions	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Howard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
DMs	Comment clauses	Suiting the difficulty	6	8	2	8	-	-	-	1	-	-	1	1	-	27	17	10
		Source of knowledge	11	4	13	2	-	2	1	1	1	-	1	-	-	36	31	5
		Signaling clarification	7	5	9	4	-	-	1	4	1	-	-	1	-	34	28	6
		Utterance launcher	1	-	-	1	-	-	-	1	1	1	1	-	-	6	4	2
	Parentheticals	Signaling common knowledge	2	-	2	1	-	-	-	-	-	-	-	-	-	5	5	-
		Signaling evidential meaning	3	-	3	2	-	1	1	-	-	-	-	-	-	10	10	-
	Prefatory expressions	Utterance launchers	24	11	11	4	2	2	2	2	3	-	-	2	-	63	48	13
		Signal surprise	4	4	1	1	-	-	-	-	-	-	1	2	-	13	6	7
		Signal questioning	7	5	1	1	-	-	-	-	-	-	-	1	-	15	9	6
	Total per Participant			65	37	42	24	2	5	5	9	6	1	4	7	0	207	158

3.1.2 Distribution of Stance Adverbials according to Participants and Gender

Stance adverbials occur (106) times, representing (4%). Males use (85) markers, recording (80%) while females use (21), recording (20%). See table (2).

Table (2) Distribution of Stance Adverbials according to Participants and Gender

Type	Sub-Classification	Functions	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females	
Stance Adverbials	Epistemic adverbials	Doubt	13	12	17	10	-	1	1	-	1	-	2	1	1	59	43	16	
		Certainty	4	-	1	1	-	-	-	-	-	-	-	-	-	6	6	-	
		Actuality & Reality	-	-	-	-	1	-	-	-	-	-	-	1	-	2	1	1	
		Source of knowledge	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Limitation	1	2	1	-	1	-	-	-	-	-	-	-	-	5	3	2	
	Impression	8	1	6	1	-	-	-	-	-	1	-	-	-	17	16	1		
	Attitude adverbials	Expectation	4	-	2	-	-	-	-	-	-	-	-	-	-	6	6	-	
		Evaluation	8	1	-	-	-	-	-	1	-	-	-	-	-	10	9	1	
	Style adverbials	Comment on the manner	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	
Total per Participant			39	16	27	12	2	1	2	0	2	0	2	2	1	106	85	21	

3.1.3 Distribution of Polite Formulas according to Participants and Gender

Polite formulas appear only (19) times throughout the play, recording (0.65%). Men use (12) ones while women use only (7). Consider Table (3) for more details.

Table (3) Distribution of Polite Formulas according to Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
Polite Formulas	Thanking	Acknowledge thanking	3	1	-	-	-	-	1	1	-	-	1	2	-	9	5	4
	Apologizing	Acknowledge the apology	-	-	-	-	-	1	-	-	-	-	-	-	-	1	1	-
		Approaching a stranger Apologetic attention	-	-	1	-	-	-	-	-	1	-	-	-	-	2	2	-
	Requesting	Request a repetition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mock-apology as refusal		2	3	-	2	-	-	-	-	-	-	-	-	-	-	7	4	3
Marking request		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Congratulating	Expressing wish Congratulating	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total per Participant			5	4	1	2	0	1	1	2	0	0	1	2	0	19	12	7

3.1.4 Distribution of Expletives according to Participants and Gender

Expletive markers occur (139) times, representing (5%) of the total markers. Most of them are used by males (134) recording (94%), while females use only (5) recording (6%). Consider table (4) for more detail.

Table (4) Distribution of Expletives according to Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
Expletives	Taboo expletives	Reacting to a negative experience	22	-	14	6	-	4	1	-	-	-	-	-	-	47	47	-
		Signaling offense	26	3	14	4	1	1	-	-	-	-	-	-	-	49	46	3
	Moderate expletives	Reacting of surprise	9	1	6	4	-	2	1	1	2	-	-	-	-	27	25	1
		Reacting of emotion	2	-	1	-	-	-	-	-	-	-	-	-	-	3	3	-
		Signaling pleasant experience	2	-	5	2	-	-	-	-	-	-	1	-	-	10	9	1
	Swearing	2	-	1	-	-	-	-	-	1	-	-	-	-	4	4	-	
Total per Participants			63	4	41	16	1	7	2	2	2	0	1	0	0	139	134	5

3.1.5 Distribution of Response Elicitors according to Participants and Gender

Response Elicitors appear (77) times throughout the play, representing (3%) of the total markers. Males take the biggest part of them by using (70) ones recording (90%), while females use only (7) ones, recording (10%). Consider table (5) for more detail.

Table (5) Distribution of Response Elicitors according to the Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
Response Elicitors	One-word response	Seeking understanding	10	1	3	4	1	2	-	1	1	-	-	-	-	23	22	1
		Accepting the message	-	-	1	2	-	-	-	-	-	-	-	-	-	-	3	3
	Clausal question tags	Eliciting confirmation	8	-	5	1	-	-	1	1	-	-	1	2	-	19	16	3
		Eliciting agreement	13	3	7	4	1	1	1	2	-	-	-	-	-	32	29	3
Total per Participant			31	4	16	11	2	3	2	4	1	0	1	2	0	77	70	7

3.1.6 Distribution of Response Forms according to Participants and Gender

Response forms are repeatedly used (229) times, representing (8%). Males take the highest frequency by using (215) ones, recording (94%) while females take the lowest frequency by using only (14) ones, recording only (6%). Consider Table (6) for more detail.

Table (6) Distribution of Response Forms according to Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
Response Forms	Response to questions	Positive response	Yeah	17	1	11	5	1	5	-	4	-	-	-	-	44	43	1
			Yes	13	2	2	-	4	-	1	-	-	-	-	-	-	22	20
		Negative response		45	7	2	3	-	1	6	3	-	-	-	-	85	78	7
			Strong negative response	2	-	0	2	-	1	2	3	-	-	-	-	12	12	-
	Response to directions	Strong positive response		15	1	5	9	-	-	-	1	2	-	2	-	35	32	3
		Routine complaint response		-	-	2	-	-	-	1	-	-	-	-	-	3	3	-
	Response to assertions [Backchannels]	Signaling affirmative response		10	-	8	2	-	1	-	-	1	-	-	-	22	22	-
				2	1	-	-	-	-	-	-	-	-	-	-	3	2	1
			Negative feedback response Showing a high degree of feedback	-	-	2	1	-	-	-	-	-	-	-	-	3	3	-
	Total per Participant			104	12	52	22	5	8	10	11	3	0	2	0	0	229	215

3.1.7 Distribution of Interjections according to Participants and Gender

Interjections appear (135), presenting (5%) of the total markers. Males take the biggest part of them by using (109) makers, recording (81) whereas females take the lowest part in amount (26), recording (19%). Consider table (7) for more detail.

Table (7) Distribution of Interjections according to the Participants and Gender

Type	Sub-Classification	Functions	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
Interjections	Exclamation	Signal greater intensity of feeling	1	-	-	1	-	-	-	-	-	-	-	-	-	2	2	-
		Opening utterance	4	4	6	5	2	1	-	2	1	-	-	-	-	23	19	4
		Response oneself	6	4	-	-	-	1	4	-	-	-	-	-	-	15	11	4
		Signaling unexpectedness	1	3	-	2	-	1	-	-	-	-	-	-	-	7	4	3
		Signaling emotive arousal	3	2	3	1	-	-	-	-	-	-	-	-	1	9	6	3
		Signaling surprise	6	1	4	2	-	-	2	-	3	-	-	2	-	22	19	3
		Signaling unexpectedness	2	3	-	-	-	-	-	-	-	1	-	-	-	5	3	2
		Signaling emotive arousal	4	1	2	-	-	-	-	-	-	-	-	1	-	8	5	3
		Signaling Surprise	5	1	2	-	-	-	-	-	2	2	-	-	-	12	11	1
		Addressing down	1	-	-	-	-	-	-	-	1	-	-	-	-	2	2	-

	Signaling quietness	4	3	-	4	-	-	-	2	-	-	-	-	-	13	10	3
	Signaling disapproval	-	-	-	-	1	-	-	-	-	-	-	-	-	1	1	-
	Attracting attention	-	-	-	-	-	-	-	2	1	-	-	-	-	3	3	-
	Signaling surprise	6	-	-	-	-	-	-	-	-	-	-	-	-	6	6	-
	Signaling joy	-	-	-	1	-	-	-	-	-	-	-	-	-	1	1	-
	Signaling a sudden recognition	3	-	-	-	-	-	-	-	2	-	-	-	-	5	5	-
Total per Participant		43	22	17	18	3	3	6	9	10	0	1	3	0	135	109	26

3.1.8 Distribution of Greetings & Farewells according to Participants and Gender

Greetings and Farewells appear only (26) times, representing (0.89%). Males use (21) ones and females use only (5) ones. See Table (8) for more detail.

Table (8) Distribution of Greetings and Farewells according to Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The woman	Miss Forsythe	Letta	Total	Males	Females
Greetings & Farewells	Greetings	Welcoming Symmetrical reciprocated exchange	2 1	1 1	1 -	2 -	- -	1 -	2 -	- 1	- -	- -	- -	- -	- -	9 3	8 2	1 1
	Farewells	Leave-taking	6	2	2	-	1	-	2	-	-	-	1	-	-	14	11	3
Total per Participant			9	4	3	2	1	1	4	1	-	-	1	-	-	26	21	5

3.1.9 Distribution of Hesitators according to Participants and Gender

Hesitators occur (423) times, presenting (15%) of the total markers used throughout the play. Males use (345) hesitators, recording (81%) while females use only (78) ones, recording (19%). Hesitators used to signal pauses appear (420) times whereas filled pauses occur only (3) times. Consider Table (9) for more detail.

Table (9) Distribution of Hesitators according to Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The	Miss	Letta	Total	Males	Females
Hesitators	Hesitation pause	planning to what will be said	93	23	26	12	2	4	3	5	2	-	2	-	1	1721	146	26
		Signaling interrupting	26	41	29	21	3	5	3	2	2	-	-	2	-	34	91	43
		Utterance launcher	-	-	-	-	-	-	-	2	-	2	-	1	-	5	4	1
	Signaling confusing/ wondering	71	8	19	10	-	-	-	-	-	1	-	-	-	109	101	8	
	Filled pause	Reminder	1	-	-	1	-	1	-	-	-	-	-	-	-	3	3	-
Total per Participant			191	72	74	44	5	10	7	7	7	0	3	2	1	423	345	78

3.1.10 Distribution of Vocatives according to Participants and Gender

Vocative markers record the highest frequency of the other types throughout the play in (655) occurrences, representing (23%). Most of them are of males using (515) markers, recording (78%) while females use only (140) ones, recording (22%). Consider table (10) for more detail.

Table (10) Distribution of Vocatives according to Participants and Gender

Type	Sub-Classification	Function	Willy	Linda	Biff	Happy	Ben	Charley	Bernard	Hoard	Stanley	Jenny	The	Miss	Letta	Total	Males	Females
Vocatives	Endearment	Signaling intimacy	3	47	-	-	-	-	-	-	-	-	-	-	-	50	3	47
		Signaling respect	-	-	-	-	2	-	-	-	-	-	-	-	-	2	2	-
	Family term	Identifying the theme of the message	10	3	65	21	1	-	18	-	1	-	-	-	1	122	119	3
	First name in full	Calling out	33	29	12	22	4	12	37	7	-	1	14	-	-	171	127	44
		Signal addressee's attitude	90	38	15	35	20	9	5	13	-	-	-	-	-	225	187	38
	Familiarizer	Calling out	-	-	-	-	-	-	1	-	-	-	-	-	-	1	1	-
	Title and surname	Showing respect	1	-	1	-	-	-	1	-	7	-	-	-	-	10	10	-
Honorifics	Showing respect	1	-	3	2	-	-	-	-	-	-	-	-	-	6	6	-	
	Calling out	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Others	Calling out	17	6	11	18	1	4	1	8	1	-	2	-	-	69	61	8	
Total per Participant			157	123	107	98	28	25	62	28	9	1	16	0	1	655	515	140

To have a more comprehensive view of the pragmatic DMs employed in the whole play, see Table (11) which shows the frequency and percentage of the DMs employed in Miller's Death of a Salesman at the pragmatic level.

Table (11) Frequency and Percentage of DMs Functioned Pragmatically according to the Gender in Shaw's *Arms and the Man*

Marker	Male		Female		Types of DMs		Pragmatic Functions	Male		Female		Grand Total		F. & P. of each type per gender												
	F.&P. of DMs used per type				Main Type	Sub-classification		F.&P. of DMs functioned per gender																		
	F	%	F	%				F	%	F	%	F	%													
I suppose	1	0%	1	0%	DMs	Comment clause	Suiting difficulties Signal source of knowledge Signaling clarification Utterance launcher	17	8%	10	5%	207	7%	Male: 158 [76%]	Female: 49 [24%]											
I know	20	10%	4	2%																						
You know	15	7%	2	1%																						
You see	3	1%	4	2%																						
Never mind	4	2%	-	-																						
I mean	4	2%	-	-																						
See,	3	1%	-	-																						
I hope	2	1%	1	0%																						
You mean	4	2%	1	0%																						
I swear	1	0%	1	0%																						
Say,	1	0%	2	1%																						
Look,	11	5%	-	-																						
I realize	1	0%	-	-																						
You understand,	7	3%	-	-																						
You notice	2	1%	1	0%																						
I think	1	0%	6	3%																						
I wonder	1	0%	-	-																						
, you know,	5	2%	-	-	Parenthetical	Signaling common knowledge Signaling evidential meaning	5	2%	-	-	207	7%	Male: 158 [76%]	Female: 49 [24%]												
, you see,	2	1%	-	-																						
, I know,	1	0%	-	-																						
, I mean,	1	0%	-	-																						
, see,	5	2%	-	-																						
, look,	1	1%	-	-																						
Well	63	30%	26	12%	Prefatory expression	Utterance launchers Signaling surprise Signaling questioning	48	23%	13	6%					207	7%	Male: 158 [76%]	Female: 49 [24%]								
																			6	3%	7	3%				
																							9	4%	6	3%
It seems	-	-	3	3%	Stance adverbial	Epistemic adverbial	43	41%	16	15%																
I think	19	19%	5	5%																						
Maybe	16	15%	7	7%																						
I guess	6	6%	1	1%																						
I figure	1	1%	-	-																						
Of course	2	2%	-	-																						
I bet	3	3%	-	-																						
No kidding	1	1%	-	-																						
Really	1	1%	1	1%																						
∅	-	-	-	1%																						
Especially	2	2%	2	2%																						
Principally	1	1%	-	-																						
∅	-	-	-	-																						
kind of	12	12%	1	1%																						
Like (that)	3	3%	-	-																						
Roughly	1	1%	-	-																						

				-																
Suddenly	4	4%	-	-	Attitude adverbial	Expectation	6	6%	-	-										
All of sudden	2	2%	-	-			Evaluation	9	9%	1									1%	
Entirely	1	1%	-	-				Judgment of importance	-	-									-	-
At least	3	3%	-	-		Comment on the manner	1		1%	0									-	
Simply	5	5%	1	1%			Style adverbial													
∅	-	-	-	-																
Speaking frankly	1	1%	-	-	Polite formula	Thanking	Acknowledge thanking	5	26%	4	21%	19	0.65	Male: 12 [63%]	Female: 7 [27%]					
I thank almighty	1	5%	-	-				Apologizing	Acknowledge the apology	1	5%							-	-	
Thanks	2	11%	2	11%						Apologetic attention	2							11%	-	-
Thank you	-	-	1	5%							Approaching a stranger							-	-	-
I appreciate	2	11%	-	-		Requesting	Request for repetition	-	-	-								-		
That's awfully kind of you	-	-	1	5%				Mock-apology as refusal	-	-	-							-		
(I am) Sorry	3	16%	-	-		Marking request	4		21%	3	16%									
Please.	2	5%	3	16%	Congratulating		Expressing wish	-	-	-	-									
Excuse me	1	5%	-	-		Congratulating		Congratulating	-	-	-	-								
Do you mind?	1	5%	-	-																
∅	-	-	-	-																
					Expletives	Taboo expletive	Reaction to a negative experience	47	34%	3	-	139	5%	Male: 134 [96%]	Female: 7 [5%]					
Goddam (thing)	5	4%	-	-																
Goddammit	6	4%	-	-																
For God's sake	2	0%	-	-																
For Christ's sake	3	2%	-	-																
God Almighty	2	1%	-	-																
What the hell	14	10%	-	-																
The hell	7	5%	-	-																
To the hell	4	3%	-	-																
Hell	2	1%	-	-																
The scum of the earth	1	1%	-	-																
Screw	3	2%	-	-																
Goddam (you, face, head)	9	6%	-	-																
Selfish	1	1%	-	-																
Stupid	1	1%	-	-																
Jerk	3	2%	-	-																
Damned fool	1	1%	-	-																
Damn for him	4	3%	-	-																
Son(s)-of-bitch(es)	4	3%	-	-																
You (big) ignoramus	1	1%	-	-																
Snot-nose	1	1%	-	-																

Yeah	43	19%	1	0%	Response Forms	Response to question	Positive response	63	28%	3	1%	229	8%	Male: 215 [94%]	Female: 14 [6%]	
Yes	20	9%	2	1%			Negative response	75	33%	7	3%					
No	75	33%	7	3%			Strong negative response	12	5%	-	-					
Naa	2	1%	-	-			Response to direction	Strong positive response	32	14%	3					1%
Nothing	10	4%	-	-				Response to question and direction	-	-	-					-
Sure	32	1%	3	1%				Routine complaint response	3	1%	-					-
∅		-		-				Response to future action	-	-	-					-
Okay	3	1%	-	-			Response to assertion [Backchannel]	Showing high degree feedback	2	1%	-					-
∅		-	-	-				Signaling affirmative response	14	6%	-					-
You bet	2	1%	-	-				Signaling feedback on the statement	13	6%	1					0%
That's true	2	1%	-	-	Showing a high degree of feedback	1		0%	-	-						
That's (All) right	25	11%	1	0%												
No kidding!	1	0%	-	-	Interjection	Exclamation	Signaling greater intensity of feeling	2	16%	-	10%	135	5%	Male: 109 [81%]	Female: 26 [9%]	
Ah!	2	1%	-	-			Opening utterance	19	8%	4	4%					
Oh,	59	44%	17	13%			Response oneself	11	3%	4	4%					
							Signaling unexpectedness	4	4%	3	3%					
							Signaling emotive arousal	6	4%	3	2%					
Oh, boys!	-	-	3	2%			Signaling surprise	19	14%	3	2%					
Oh, pop!	2	1%	-	-			Signaling unexpectedness	3	2%	2	1%					
Oh, Willy	-	-	1	1%				5	4%	3	2%					
Oh, Ben	5	4%	-	-				Signaling emotive arousal	5	4%	3					2%
Oh, biff	1	1%	1	1%			Signaling Surprise	11	8%	1	1%					
Oh no,	5	4%	-	-				Addressing down	2	1%	-					-
Oh, yeah,	4	4%	-	-			Signaling quietness	10	7%	3	2%					
Oh, yes,	1	1%	1	1%				Signaling disapproval	1	1%	-					-
Ha! Ha!	2	1%	-	-			Attracting attention	3	2%	-	-					
Shh	10	7%	3	2%				Signaling surprise	6	4%	-					-
Bah!	1	1%	-	-												
Heh!	3	2%	-	-												
Pst!	2	1%	-	-												
Ts, ts,	4	4%	-	-												

Hya!	1	1%	-	-			Signaling joy	1	1%	-	-				
Ha!	1	1%	-	-			Signaling a sudden recognition	5	4%	-	-				
Huh!	1	1%	-	-			Signaling surprise	1	1%	-	-				
Ah!	3	1%	-	-											
Hey!	1	1%	-	-	Greetings & Farewells	Greeting	Welcoming	8	31%	2	8%	26	0.89	Males: 21 [80%]	Females: 5 [20%]
Hello	5	19%	2	8%			Symmetrical reciprocated exchange	2	8%	1	4%				
Good night	5	19%	1	4%			Farewell	Leave-taking marker	11	42%	2				
Goodbye	11	42%	2	8%	Hesitators	Hesitation pause	Signaling planning to what will be said	146	35%	26	6%	423	15%	Males: 345 [82%]	Females: 78 [18%]
(—)	342	81%	78	39%			Signaling interrupting	91	22%	43	10%				
(...)							Utterance launcher	4	1%	1	0%				
Pause							Signaling confusing/wondering	101	24%	8	2%				
Uh —					1	0%	-	-	Filled pause	Reminder	3	1%	-	-	
Mmm—	1	0%	-	-											
Hmmm															1
Dear	-	-	36	6%	Vocatives	Endearment	Signaling intimacy	3	0%	45	7%	655	23%	Males: 515 [79%]	Females: 140 [21%]
Darling	-	-	9	1%			Signaling respect	3	0%	2	-				
Sweetheart	3	0%	-	-		Family term	Identifying the theme of the message	119	18%	3	0%				
My dear	3	0%	2	-											
Pop	53	7%	1	0%	Familiarizer	Calling out	126	19%	44	7%	126	19%	44	7%	
Pal	9	2%	-	-											
Dad	22	3%	-	-											
Mom	22	3%	-	-											
Friend	1	0%	-	-											
Hap	7	1%	1	-											
Biffo	1	0%	-	-											
Ma	1	0%	-	-											
Ma'am	1	0%	-	-											
(my) Baby	3	0%	1	-											
Uncle Willy	1	0%	-	-											
∅	-	-	-	-											
Willy	88	13%	62	9%											Familiarized first name
Linda	38	6%	-	-											
Biff	77	58%	18	2%											
Happy	7	1%	1	0%											
Ben	36	5%	-	-											
Howard	23	4%	-	-											
William	10	2%	-	-											
Charley	12	2%	-	-											
Bernard	14	2%	1	0%											
Stanley	9	1%	-	-											

Jenney	2	0%	-	-										
Miss Forsythe	1	0%	-	-		Title and surname	Showing respect	10	2%	-	-			
Mr. Loman	7	0%	-	-										
Miss Francis	1	0%	-	-										
Miss Loman	1	0%	-	-										
Miss	2	0%	-	-		Honorifics	Showing respect	2	0%	-	-			
Sir	4	0%	-	-			Showing respect Calling out	4 -	1% -	- -	- -			
Boy(s)	15	2%	3	-		Nickname		15	2%	3	0%			
Drummer boy	-	-	1	0%		Others	Attracting the attention of the addressee	46	7%	5	1%			
Kid(s)	22	4%	-	-										
Fellas	1	0%	-	-										
(you) Guys	1	0%	-	-										
Hey	10	2%	-	-										
Girls	4	0%	-	-										
You	1	0%	3	0%										
Slugger	1	0%	-	-										
Honey	4	0%	2	0%										
Scout	2	0%	-	-										
Grand Total	1664	83%	352	17%			1664	83%	352	17%	2016	100%		

4 DISCUSSION

The results of analyzing Miller's *Death of a Salesman* are discussed here as follows. Figures (2) and (3) shows that men use DMs (1664) times constituting the highest frequency (83%) while women use only (352) ones, recording (17%) of the total number of the DMs employed pragmatically.

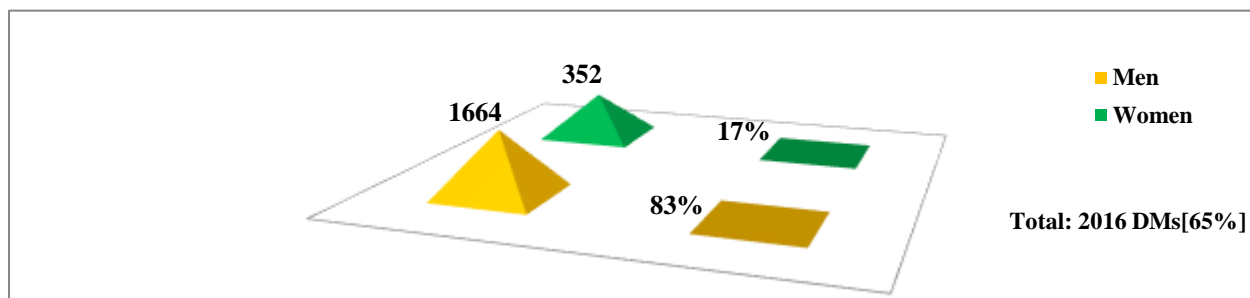


Figure (2) Frequency & Percentage of using DMs according to gender at Pragmatic level

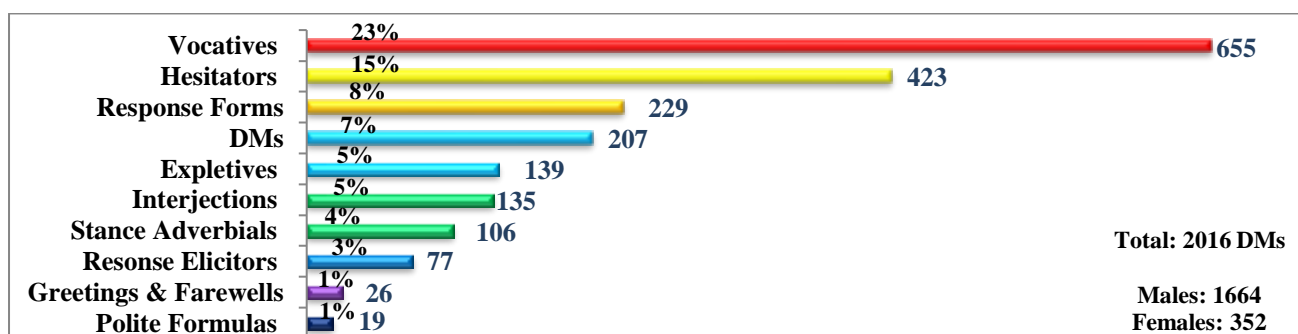


Figure (4.10) Frequency & Percentage of DMs used at Pragmatic Level

The types of social relationships between the participants impose vital impacts on the functions of DMs. Participants, who belong to the upper class and are in a symmetrical relationship in terms of power but they are not solidary, tend to use comment clauses and stance adverbials for different purposes, regardless of their genders. Participants who belong to the upper class tend to use more tag questions (elicitors) towards others who belong to the worker class, regardless of their genders but the opposite is not true. Participants who are in an intimate relationship tend to use vocatives that function as endearments and first names in full. Participants who are in an asymmetrical relationship tend to use vocatives that function as honorifics differently since they belong to different social classes like House owner-Servant relationships.

The type of topic the speakers engaged in has a great impact on using specific markers. Willy uses the stylistic marker '*speaking frankly*' in this extract; [Howard, *speaking frankly* and between the two of us, *y'know*—I'm just a little tired.] only when Howard rejects Willy's request and Willy exhausts all his excuses. Thus, Willy has to modify his claim and

supply a new justification in order to persuade him. Tables (1) and table (11) show that *Comment clauses* used by males and females show some discrepancy concerning the way of their function. The DM ‘*I suppose*’ is used two times: once by Willy and another by Miss Forsythe. Willy uses it to mitigate the difficult situation in which Biff argues with him when he says [**Biff (to his father):** I stole a suit in Kansas City and I was in jail.]. So, Linda starts crying and covers her face with her hands. Willy’s reply is [**Willy: I suppose** that’s my fault.]. However, Miss Forsythe uses it in [**Happy (to the Girl): Oh,** gets to be like everything else. Selling is selling, **you know.**], Miss Forsythe replies to him [**Girl: I suppose.**] to express her source of knowledge of what Happy says as he pretends that he owns a company selling champagne. From the two conversations, it can be concluded that the difference in the functioning of the clause ‘*I suppose*’ is not a matter of gender. Instead, it is a matter of situation. It is the requirement of the topic because of which the speaker decides which marker and what appropriate function should be used. The same thing has been assigned to ‘*I think*’. Linda uses it, as a comment clause, to suit the difficulties whereas males use it as an ‘Epistemic adverbial’ to express ‘doubt’. The DM ‘*Well*’ functions as an utterance launcher are used equally by males and females despite the disparity between them in number.

Table (2) shows that males use more than one DM to express the same function regarding the use of stance adverbials. They use ‘*I think, Maybe, I guess, or I figure*’ to express doubt while females are confined themselves to using ‘*It seems, I think, Maybe, or I guess*’ to express the same function. Besides, males tend to use various DMs to express certainty while females use none. Males use ‘*kind of, Like (that), or roughly*’ to express their impression about things or ideas whereas females use only one marker. Willy, in particular, tends to use ‘*At least, simply*’ to evaluate things. He does so because his life is sophisticated and as an attempt, he tries to simplify it. In terms of the purposes of DMs used by both genders, Linda tends to use ‘*I think*’ for mitigating the difficulties that she faces when Willy quarrels with Biff as in [**Willy (to Linda):** Why he did come home? I would like to know what brought him home.]. She replies [**Linda:** I don’t know. **I think** he’s still lost, Willy. **I think** he’s very lost.]. Linda does not use ‘*I think*’ to express her doubt about the propositional content of Willy’s utterance. In contrast, she replies to his question by ‘*I don’t know*’ but her purpose of using ‘*I think*’ is to mitigate and suit the amount of Willy’s anger. However, Willy uses ‘*I think*’ in the same topic to express ‘doubt’ as in [**Linda:** He’ll find his way.] ... [**Willy: Sure.** Certain men just don’t get started till later in life. Like Thomas Edison; **I think.**]. Willy knows well that Biff will remain unsuccessful in business.

5 CONCLUSIONS

The following conclusions are drawn on the basis of the findings of the study as follows. Male participants are linguistically socialized to use epistemic adverbials to express doubt or certainty directly while female ones function them for other purposes

such as mitigating difficulties. The type of social relationship between participants influences the choice of DMs. Participants who are in a solidary or symmetrical relationship function DMs differently from other participants who are in an asymmetrical relationship. Regardless of gendered basics, participants use the prefatory expression 'well' for more than one function like 'utterance launchers, signaling surprise, or signaling questioning according to the requirements of the topic. The general theme, which covers the entire discourse, guides the participants to use particular types of DMs that address its requirements. Participants arrange their speech according to the goal they want to reach and they subjectively use DMs accordingly. The capacity of DMs is generated by means of being semantically bleaching which leads them to serve more than one function.

6 PEDAGOGICAL RECOMMENDATIONS

The findings of this study are hoped to be useful for those who are interested in sociolinguistic studies. The findings shed light on the influence of gender and other sociolinguistic factors like the participants' relations, text type, theme, and setting on the use of DMs. The findings can also be useful for those interested in the stylistics of literary texts in that they can show the way male and female characters use these markers. The findings can also be useful for researchers interested in the area of cross-cultural studies in that they shed light on the cultural factors that may lie behind the use of DMs by British and American participants. In light of the study findings, the following recommendation is put forward:

1. Giving more attention to teaching DMs in EFL classrooms due to their sociolinguistic role in everyday communication.
2. Giving more space to DMs in the syllabus of English departments, especially the subjects that focus on the actual use of EFL, and its cross-cultural differences with the students' mother language.
3. Training in-service teachers, and student-teachers on how to teach DMs, and the efficient techniques they can use for this purpose.
4. Training in-service translators and student translators on how to convey the sociolinguistic implications of the employed DMs in the target text.

REFERENCES

- Aijmer, K. (2013). *Understanding pragmatic markers: A variational pragmatic approach*. Edinburgh University Press.
- _____ (2002). *English discourse particles: Evidence from a corpus* (Vol. 10). John Benjamins Publishing.
- Andersen, G. (2001). *Pragmatic markers and sociolinguistic variation*. Amsterdam/Philadelphia: John Benjamins.
- Bazzanella, C. (1990). Phatic connectives as interactional cues in contemporary spoken Italian. *Journal of Pragmatics*, 14(4), 629-647.

- Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English* (Vol. 2). London: Longman.
- Brinton, L. J. (2017). *The evolution of pragmatic markers in English: Pathways of change*. Cambridge University Press.
- Brown, P., & Fraser, C. (1979). Speech as a marker of situation. In *Social markers in speech* (pp. 33-62). Cambridge University Press.
- Erman, B. (2001). Pragmatic markers revisited with a focus on you know in adult and adolescent talk. *Journal of pragmatics*, 33(9), 1337-1359.
- Fischer, K. (2014). 10. Discourse Markers. *Pragmatics of discourse*, 3, 271.
- Flowerdew, J. (1994). Research of relevance to second language lecture comprehension: An overview. *Academic listening: Research perspectives*, 7, 29.
- Fraser, B. (1988). Types of English discourse markers. *Acta Linguistica Hungarica*, 38(1/4), 19-33.
- _____. (1999). What are discourse markers?. *Journal of pragmatics*, 31(7), 931-952.
- Gumperz, J. J. (1982). *Discourse strategies* (No. 1). Cambridge University Press.
- González, M. (2004). *Pragmatic markers in oral narrative: The case of English and Catalan* (Vol. 122). John Benjamins Publishing.
- Habib, R. (2021). The use of the discourse markers yaʕni and ʔinnu: 'I mean' in Syrian Arabic. *Journal of Pragmatics*, 178, 245-257.
- Hansen, M. B. M. (1998). *The function of discourse particles: A study with special reference to spoken standard French* (Vol. 53). John Benjamins Publishing.
- Hellermann, J., & Vergun, A. (2007). Language which is not taught: The discourse marker use of beginning adult learners of English. *Journal of pragmatics*, 39(1), 157-179.
- Jucker, A. H., & Ziv, Y. (Eds.). (1998). *Discourse markers: Descriptions and theory* (Vol. 57). John Benjamins Publishing.
- Labov, W., & Fanshel, D. (1977). *Psychotherapy as Conversation*. New York: Academic
- Levinson, S. C. (1983). *Pragmatics*. Cambridge university press.
- Longacre, R. E. (1976). Mystery particles and affixes. In *Papers from the... Regional Meeting. Chicago Ling. Soc. Chicago, Ill* (No. 12, pp. 468-475).
- Lutzky, U. (2012). *Discourse markers in early modern English* (Vol. 227). John Benjamins Publishing.
- Marmorstein, M., & Maschler, Y. (2020). Stance-taking via ya' ani/ya' anu: A discourse marker in a Hebrew-Arabic language contact situation. *Language in Society*, 49(1), 1-30.
- Miller, A. (1961). *Death of a Salesman: Revised Edition*. Published by the Penguin Group Penguin, London.
- Müller, S. (2005). *Discourse markers in native and non-native English discourse* (Vol. 138). John Benjamins Publishing.

- Murdhy, A., & Naimah, A. G. (2021). Multi-Functionality of the Discourse Marker *haweih* in Ghamdi Dialect of Hijazi Arabic: Interaction of CP-Features?—A Minimalist-Cartographic Account. *Cogent Arts & Humanities*, 8(1), 1979307.
- Östman, J. O. (1981). *'You Know': A discourse-functional study*. John Benjamins
- Schiffrin, D. (1987). *Discourse markers* (No. 5). Cambridge University Press. Publishing.
- Sterling, E., & Sterling, E. J. (Eds.). (2008). *Arthur Miller's Death of a Salesman* (Vol. 3). Rodopi.
- Reppen, R. (2008). O'Keeffe, A., McCarthy, M. & Carter, R.(2007). From Corpus to classroom: Language use and language teaching. *International Journal of Corpus Linguistics*, 13(4), 564-566.
- Redeker, G. (1990). Ideational and pragmatic markers of discourse structure. *Journal of pragmatics*, 14(3), 367-381.
- Schourup, L. C. (1985). *Common discourse particles in English conversation*. Routledge.
- Searle, J. R., & Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language* (Vol. 626). Cambridge university press.
- Short, M. (2018). *Exploring the language of poems, plays and prose*. Routledge.
- Trillo, J. R. (2002). The pragmatic fossilization of discourse markers in non-native speakers of English. *Journal of pragmatics*, 34(6), 769-784. Lam, P. W. (2010). Discourse particles in corpus data and textbooks: The case of well. *Applied Linguistics*, 31(2), 260-281.