

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

2.1.1 Pragmatics:

Pragmatics is the study of meaning in relation to the context in which a person is speaking or writing (paltridge, 2006, p.53). To reinforce the statement from Paltridge, according to Yule pragmatics is the study of the relationships between linguistic forms and the users of those forms. In this three-parts distinction, only pragmatics allows humans into the analysis. The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kind of actions. Whereas the big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way (Yule, 1996, p.4).

2.1.2. Discourse Analysis:

Discourse analysis focuses on knowledge about language beyond the word, clause, phrase, sentence that is needed for successful communication. It considers the relationship between language and the social and cultural contexts in which it is used and looks at patterns of organization across text. It considers what people mean by what they say, how they work out what people mean, and the way language presents

Types of Discourse Markers

Various Suggestions have been made for classifying discourse markers, However, different classifications are possible because each study focuses on certain aspects of these markers. Biber et al.s' (1999:1095) classification is adopted as it proves to be typical and comprehensive. They (ibid) offer the following types of discourse markers .

1. Interjections

This type of discourse markers has been described in most books of grammars. Interjections are words or set of sounds used as a sudden remark to express feelings (Thomas and Martinet 2002: 19). Leech and Svartvik (1994: 152), offer a Survey of common English interjections which are used to express emotions:

- Oh [] Surprise: (oh what a beautiful present!)
- Ah [] satisfaction, recognition : (Ah that's just what I want.)
- Aha [] Jubilant satisfaction, recognition: (Aha these books are exactly what I was looking for.)
- Wow [] great Surprise: (wow what a fantastic goal!)
- Yippee [] excitement, delight: (yippee this is fun!)
- Ouch [] : (Ouch, my foot.)
- Ow [] pain: (Ow what hurt!)

2. Greeting and Farewells Expressions.

Greetings and Farewells occur in special discourse situations and constitute conventionalized responses to these situations, despite their phatic use (Schourup, 1985:11) argues, these markers can be used as an instrument to maintain a link among people.

In general, greeting can vary in formality, hi and hello are used in informal situations. They are less formal than "good" forms: **good morning, good afternoon** and **good evening** (Biber et al, 1999: 1088).

(-) **Good morning**, Gary Tones speaking, can I help you ?

(-) A- Goodbye.

B- Goodbye. (ibid: 93)

3. Linking Adverbials.

Levinson (1983:87) indicates that there are words and phrases in English, and in most languages, are used to indicate the relationship between an utterance and the prior discourse such as the initial position of **therefore, in conclusion, to the contrary, still, however, well, besides and after all.**

A: Layla has gone home.

B: **After all**, she was sick . (Fraser, 1990: 187)

4. Stance Adverbials

This type of discourse markers is defined as a lexical item that behaves semantically as an operator upon the entire sentence, to express modality, illocutionary force and evaluation. (Trask, 1993: 251)

Stance adverbials are called sentence adverbials by Leech and Svartvik (1994), Celce – Murcia and Larsen – Freeman (1999), disjuncts by Quirk et al. (1985).

In this respect, Halliday (1985: 82) Suggests four- Categories for Sentence –initial adverbs:

1. Probability: **maybe, perhaps, certainly, surely.**
2. Presumption: **of course, obviously, clearly, evidently.**
3. Usuality: **usually, typically, occasionally.**
4. Desirability: **un(fortunately), luckily, hopefully, regrettably.**

Stance adverbials; appear in different grammatical structures single adverb like **honestly**, or **fortunately**, or prepositional phrase like **of course** or noun like **the fact is**, adjective such as **it is likely to** or modal verbs such as **maybe** and **perhaps** and the large number of these adverbials are comment clauses like **you know**, **you see** etc. to express the speakers attitude, opinion and even feelings.

Stubbs (1983:70) explains that if the adverb occurs in initial position possibly separated by a pause and / or uttered a separate tone, group, for example:

(-) **Admittedly / frankly / fortunately**, I can't see anything.

5. Vocatives

Generally speaking, Vocatives are viewed by Levinson (1983:71) as noun phrases that refer to the addressee, but are not syntactically or semantically incorporated as the argument of prosodically, they are separated from the body of a sentence pro-stoically.

Vocatives can be divided into two types.

- a- calls or summons.

- b- Addresses.

- (-) **Hey you**, you just scratched my car with your Frisbee. (calls or summons)
- (-) The truth is, **Madam**, nothing is as good nowadays. (addresses)(ibid)

6. Response Elicitors

These markers are characterized as generalized question tags, such as **huh?** ,**eh?** Which is usually pronounced [ei], **alright?** and **okay?** (Biber et al, 1999: 1080)

These markers are called "appealers" by Gramley and patzold (1992: 227) that are used by the speaker to get or elicit agreement from the hearer. They serve important communicative functions.

7. Response Forms

Biber et al. (1999: 1089) comment that these markers are brief and routinized responses to a previous remark. They (ibid) classify these markers in to:

- i- response to questions as **yes, no** and their Variants.

ii- Response to directives as **ok**.

iii- Response to assertions as backchannels **yes, yah, I see** this type is called "uptakers" by Gramley and patzold (1992: 227) That are used on the part of the hearer to indicate the active listening in communication.

Accordingly, Coulthard and Montgomery (1981: 25) use the terms 'acknowledge' 'accept' and 'endorse' to describe these markers.

8. Hesitators

Er, erm and **uh** are discourse markers that are used to fill hesitation pauses in speech. Such markers tend to be condemned by people who do not understand why they are used, but they are very important. They allow the addressee to catch up, and they help the speaker to plan what to say next (Knowles, 1987:185).

Stubbs (1983) supports Knowles' statement that these markers are normal non-fluency phenomenon occurs in unplanned discourse like repetition, false start and the like.

9. Various Polite Speech- Act formulae.

Biber et al. (1999: 1093) refer to discourse markers like **sorry**, **pardon**, **thank you** and **please** that are used in respectful language, they add that these markers have speech act function in thanking, apologizing and regretting. And they have, in fact, a respective role in the interactive nature of speaker's conversation.

1. Discourse markers contribute to or highlight cohesion and coherence relations in discourse. As opposed to other cohesive devices such as conjunctions, discourse markers involve speaker choice. Conjunctions have an inherent meaning that determines their almost automatic selection especially by native speakers. However, with a discourse marker that is known to be able to fulfill a number of functions, it becomes a matter of how the speaker chooses to construct meaning. In other words, it is a matter of selecting the most appropriate sign that could accommodate the desired pragmatic meaning.
2. Discourse markers act as constraints on relevance. Here we can perhaps refer to two types of relevance, discursive and contextual, connected to Halliday's (qtd. In Eggins 9) three variables of *field* (the social activity in which the speakers are involved or the subject matter of the text), *tenor* (the social distance (power and solidarity) between the participants in the speech event and which determines the degree of familiarity in the wording) and *mode* (is concerned with the medium (spoken, written) by means of which the text is expressed as well as with the amount of feedback) of discourse. Generally (except for deviant cases involving chronic social inadaptability of speakers, mental illness, etc.) discourse markers are used in accordance with the three variables mentioned above thus constraining the discursive and contextual relevance of the discourse they bracket.

3. Markers guide the interpretation process of the hearer towards a desired meaning. This function involves the speaker's indicating the hearer, by means of discourse markers, the correct inferential path that has to be taken in view of a correct understanding of the message.
4. have an interactive or expressive function which covers such aspects as politeness, face-saving or face-threatening uses of markers, turn-taking related uses of DMs, signaling emotional involvement of speakers in their contribution.
5. Discourse markers have a deictic or indexical function which indicates the discourse markers' ability to show the relationship that is to be established by the hearer between prior and ensuing discourse.
6. Discourse markers are used to express shared knowledge or common ground between speakers. By means of this function which has been termed as *grounding*, discourse markers are used to display other-attentiveness. The latter can be achieved by the permanent verification of the listener's understanding of information (e.g. *you see, got it*) or by showing awareness that the communicated proposition represents common knowledge (e.g. *you know, indeed*).
7. Discourse markers are used in responses to signal the hearer's attention and involvement, a function which can be fulfilled by markers such

as *okay*, *right*, *I see*, *all right*, etc. Minimal responses such as *mhm* can also be included in this category.

8. The last discourse marker are functional elements of discourse management in the sense that they are used in initiating discourse (e.g. now, now then, so, indeed), marking a boundary or a shift, serve as a filler (e.g. em, well, like), used as delaying tactic and markers can also be used in holding or claiming the floor (e.g. and, coz – because), focusing attention (e.g. look), diverting (e.g. well), reformulating (e.g. in other words, I mean, actually) and resuming (e.g. to sum up).

Classification of the discourse markers by function was based on two ideas
www.warwick.ac.uk and english.edusites.co.uk/ web site ideas

1. To compare: as well as, like, equally, on the other hand, on one ,hand,
2. To illustrate: For example, for instance, in particular, such as, in this case,in this sense,in the light of this, in this view,by this, to this end, to this effect.
3. Cause and Effects: Because, so, therefore, thus, as a result, for this reason
4. Making contrast between two different this, people or idea: on one hand, on the other hand, contrastingly, however,on the other side etc
5. Adding something or information: Furthermore, also, in addition, additionally, besides, moreover, moreso, another, not only that, not only this etc

6. State reason or why something happened: because, since, as a result, due to,
7. Drawing conclusion: finally, thus, therefore, as a result

2.2. Related Studies

To improve our knowledge about discourse markers, the writer reviews the previous study in three journals. Three journals here has the correlation with the research of the writer.

1. **Fatemeh Zarei (2013), with title Discourse Markers in English.** This journal analyze to establish what the discourse markers (DM) are in English, and to establish their frequency in dialogues. This journal describes the range of uses of English discourse markers in conversations included in Interchange books. The writer this journal collect the data from two books from Interchange Third Edition series. Following Schiffrrin's framework, the specific discourse markers under study are and, because, but, I mean, now, oh, or, so, then, well, y'know, see, look, listen, here, there this is the point and what I mean is, anyway, anyhow, whatever, gosh and boy. This study examined the use of these DMs in Interchange Third Edition series.
2. **Emmanuel C. Sharndama (PhD) and Mr. Samaila Yakubu (2013), with title an analysis of discourse markers in academic report writing: pedagogical implications.** This journal analyzes discourse markers in

academic report writing. This study aim to analyse the use of discourse markers in five randomly selected final year projects of Language and Communication Arts, Modibbo Adama Federal University of Technology, Yola. This aim is hoped to be achieved through the following objectives: To present the views of scholar on some basic concepts underlying the topic of study, to identify the discourse markers prevalent in academic report components, to discuss the pedagogical implications. The study is both quantitative and qualitative. The five project reports forming the study corpus were first read. Secondly, list of discourse markers identified in the various components was made. Finally, the discourse markers identified were discussed.

3. **Maryam Youran, Fatemeh Azimi Amoli, Fatemeh Youran. (2013), with title the Study Markers in the Narration of Children's Short Story.** This journal have research about how many markers are used by girls and boys, a significant difference between male and female in using the number of English markers, and a meaningful relationship between age and the number of using markers by male and female.

From the three journals above, the writer inspired to analyze the discourse marker. The writer chooses the *Expendable 3* movie because the writer thinks in this movie many the discourse markers utter by all character. The writer analyze about what are the discourse markers used by all characters in this movie, and second the

