VARIATIONS IN THE USE OF DISCOURSE MARKERS IN NATIVE AND NON-NATIVE ENGLISH SHORT STORIES

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Abstract:

The purpose of this study is to investigate how discourse markers (DMs) function in both native and non-native English short stories. In addition to serving as cohesive devices, DMs convey pragmatic and semantic meanings that are present in both spoken and written language. Comparatively highlighting the variations in DM roles between native and non-native English short stories is the main goal of this study. Fung's (2003) multi-categorical comprehensive framework of DMs has been utilized in the study. DMs are divided into interpersonal, cognitive, structural, and referential categories by the framework. These broad categories have been further broken down into numerous DM subgroups. The current study identifies various functional DMs and contrasts them based on their quantitative and qualitative usage differences, all within the framework of this extensive investigation. The study uses both qualitative and quantitative research approaches. Two English short stories serve as the basis for the data collected for this study. American writer Edger Allen Poe's "The Tell Tale Heart" is the first short tale, and Pakistani writer Hanif Qureshi's "My Son The Fanatic" is the second. There are four different kinds of discourse markers that can be used while analyzing qualitative data to guarantee the validity of the findings. It is anticipated that the study's conclusions would shed light on the textual variations between native and non-native English short stories.

Keywords: Discourse Markers, Native and Non-Native English Short Stories, Functional Categories of DMs.

1. Introduction
1.1. Background

Speakers employ "linguistic, paralinguistic, nonverbal elements that signal relation between units of talk" in daily conversation. Schifferrin (1987), page 40. Discourse refers to these components. In the past few decades, discourse markers (DM) research has gained significant attention. Verbal DMs are phrases like "oh," "well," "but," "ok," "now," and so on that shape social interaction among participants at various levels and organize discourse coherent units. The majority of studies on DMs have examined how adults utilize DMs in these contexts and concentrated on the dynamics of casual conversation (Fraser, 1996; Louwrese, & Mitchell, 2003; Schifferine, 1987; Wierzbicka, 2002). The small number of studies on how kids pick up the ability to identify different discourse levels. The research has also demonstrated that the roles played by the DMs in development might alter throughout time. But rather than concentrating on narratives, these research have mostly examined conversational discourse.

To put it simply, narrative is the skill of "telling back" what has been learned. It is a fundamental component of the Charlotte Mason method and is frequently utilized by homeschooling families who prefer a "short story" manner of instruction over a textbook approach, such as certified

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teachers. A short story is characterized by its ability to captivate the reader's attention, bring its subject matter to life, and have a lasting, positive impact on the life of a young person. Narration is an early art form, developed before reading comprehension in children. A preschooler can even "tell back" the stories that their parents have read to them. It is an unprompted moment when our young children "read" their favorite short stories to their dolls, flipping the pages with care storytelling. Narration later becomes more structured as the Bible's teachings, literature, history, and biographies are incorporated into our educational curriculum. Narration teaches children how to go through knowledge, reflect, and decide what should be remembered and what shouldn't.

According to Minami's (1998) research, Japanese storytellers utilize specific language devices as narrative discourse markers that are based on the verse/stanza structure of oral Japanese person stories. Our thesis focuses on how boys and girls use various language devices as narrative discourse markers in addition to "well" and "but" to carry on the story process.

1.2. Research Objectives

- To analyze the difference in usage of DMs in native and non-native English short stories
- To find the frequency of DMs in both Native and non-native English short stories
- To figure out the implications of using DMs in native and non-native variety of English

A subfield of systemic functional linguistics (SFL) is appraisal theory. The theory of SFL was refined by Martin and White (2005) after Halliday first proposed it in 1960. White (2005) states that appraisal theory is a method for recognizing, clarifying, and elucidating the various applications of words. This method can be used to identify attitudes, judgments, and emotional responses in discourses. It is a collection of tools for expressing opinions, feelings, and values (Martin, 2000). It is the study of how meaning is constructed in a given environment by language as a networked system with sets of alternatives. White (2012) claims that the evaluation is a particular method for investigating, characterizing, and clarifying the ways in which language is employed to create textual personas, take positions, assess, and control interpersonal interactions and positioning.

According to the hypothesis, there are three subsystems inside the attitude system: affect, judgment, and appreciation. Affect evaluates the speaker's talk's emotional content, such as its cheery, happy, or sad aspects, as well as the listener's reaction to it. When someone interprets someone else's moral quality—whether they are trustworthy, faithful, or untrustworthy—it is not the speaker. The visual quality (delightful, attractive, dull) of items, objects, and natural phenomena is what makes them worthy of appreciation (Martin & White, 2005). A lot of scholars have employed an appraisal framework to find instances of evaluative language use in both academic and non-academic investigations. The paragraphs that follow mention a few of these studies.

In the academic domain, meta discourse are among the research that address the term evaluation while focusing on the interpersonal form of writing. A number of studies have recently focused on examining attitudes and evaluation in discourse from a variety of angles, including evaluation procedures, and multimodality in critical discourse analysis (Breeze, 2014). Additionally, theses, speeches, abstracts, proposals, RAs, books, blogs, novels, and these are investigated by (Hadidi & Parvin 2015; Haistyanti, 2015; Baii, 2011; Coffin, 1997; Dong, 2006; by using an appraisal framework. Additionally, those research examined a variety of media platforms, including online newspapers and news magazines (Caro, 2014; Breeze, 2014).

Numerous research have been conducted about the application of assessment elements and evaluative language in non-academic genres. The paragraphs that follow mention a few of the pertinent studies.

The field of DMs has had a lot of research interest in the 1970s, particularly in the development and interpretation of spoken discourse. Numerous DM investigations (Watts 1987, Anderson 1998, Schiffrin 1986, James 1983, Ostman 1981, Svartvik 1980) examine the individual markers. Furthermore, a few research (Schiffrin, 1987; Schourup 1985, Aijmer, 1996; Erman, 1987) focus on tiny sets of DMs.

But in earlier studies, "Discourse Markers" have been referred to in a variety of ways, including "Pragmatic expressions" (Erman 1987), Discourse Markers is the most well-known phrase among all of these, according to Zarei (2013, 108).

The dispute over DM nomenclature and their unclear status reflects the variety of study areas that are interested in them as well as the challenges associated with approaching them theoretically.

Depending on the situation, DMs have varying roles to do. Different scholars have approached the idea of DMs in different ways. The most significant ideas come from SFG, which Halliday and Hassan (1973) refined. A significant amount of research in the functional domain of DMs is used in Halliday's 1973 taxonomy of language functions (interpersonal, textual, and ideational). The Relevance theory was created from pragmatics by Blakemore (1992), while Fraser (1987) offered a grammatical Perspective model based on the coherence model put forth by Schiffrin (1987).

According to Fraser (1999, p. 946) DMs are statements drawn from various grammatical classes, including conjunctions, prepositional phrases, and adverbial phrases. He goes on to say that DMs had procedural meaning as opposed to conceptual meaning in 1999. Frasser (1999) divided DMs into four distinct categories: "elaborative markers," "contrastive markers," "topic change markers," and "inferential markers."

1.3. RESEARCH GAP

Through an examination of the literature, it is determined that although discourse markers have piqued academics' curiosity, their variance throughout English dialects has not been fully appreciated. A significant research gap and high-quality content are addressed in the literature in this area by finding their presence in both Native and Non-Native English short stories and then showing the variation in their frequent occurrence.

2. Theoretical Framework

Fung (2003) presents the paradigm for the functional study of discourse markers. A multi-categorical comprehensive framework of DMs has been suggested by Fung (2003). This concept classifies DMs as referential, cognitive, interpersonal, and structural. A list of lexico-grammatical resources that serve as examples of these functional categories has been presented by Fung (2003). In addition, the investigator examined various other DM frameworks put forth by Fraser (1990, 1996, 1999), Brinton (1996), Blakemore (1987, 2004), Hyland (2013), Halliday and Hassan (1976), and others. These studies revealed additional lexico-grammatical resources that were integrated into Fung's framework to enhance its comprehensiveness (refer to table 3.3)

This study's objective is to investigate roles that discourse markers play in both native and non-native English short stories. The extensive discourse classification found in this framework is the reason it was chosen for the functional study of DMs markers. Thus, the model's details are provided below:

The Discourse Markers were categorized using the multi-categorical framework developed by Fung (2003). This functional classification places DMs in the following categories:

a) Interpersonal Markers
b) Referential Markers
c) Structural Markers
d) Cognitive Markers

Interpersonal	Referential	Structural	Cognitive
Marking shared knowledge:	Contrast:	Opening and closing of topics:	Denoting thinking process:
See, you see, you know, listen	*But, and, yet, however, nevertheless*	*Now, OK/okay, right/alright, well, let's start, let's discuss, let me conclude the discussion*	*Well, I think, I see*

Table 1. Macro levels and micro functions of DMs

2.1. Research Methodology

The study uses both qualitative and quantitative research approaches. Two English short stories function as the foundation for the data collected for this research. American writer **Edger Allen Poe's "The Tell Tale Heart"** is the first short tale, and Pakistani writer **Hanif Qureshi's "My Son The Fanatic"** is the second. There are four different kinds of discourse markers that can be used while analyzing qualitative data to guarantee the validity of the findings.

2.2. Data Collection

One method that has been employed to gather information for the material analysis is data collecting. Two English short stories function as the foundation for the data collected for this research. American writer **Edger Allen Poe's "The Tell Tale Heart** is the first short tale, and Pakistani writer **Hanif Qureshi's "My Son the Fanatic"** is the second.

3. Data Analysis

The frequency of DMs investigated using Antconc 3.4.4 software is analyzed by the data. Pie charts are used to display the findings of the linguistic aspects that were examined. Fung's (2003) paradigm presents four basic categories of DMs and their subcategories for the functional study of DMs in native and non-native English short stories. Below is a thorough explanation of the DMs analysis:

3.1. Functional Categories of DMs in the Native English Short Story

Interpersonal, referential, structural, and cognitive are the four functional categories into which DMs are divided, per Fung's 2003 taxonomy. Table 1 shows the frequencies of these DM functional categories in the Native English Short Story.

Table 1: DMs Category Frequency in the Native English Short Story

DM categories	Frequency in Native English Short Story
Interpersonal	15
Referential	56
Structural	35

Figure 1: DMs Categories' Frequencies in the Native English Short Story

SALES

Cognitive 9%

Interpersonal 13%

Structural 30%

Referential 48%

Functional Categories of DMs in the Non-Native English Short Story

Table 2 displays the Non-Native English Short Story's functional distribution based on DMs by Fung (2003).

Table 2: DMs Category Frequency in the Non- Native English Short Story

DM categories	Frequency in Non-Native English Short Story
Interpersonal	70
Referential	245
Structural	175
Cognitive	110

Figure 2: DMs Categories' Frequencies in the Non- Native English Short Story
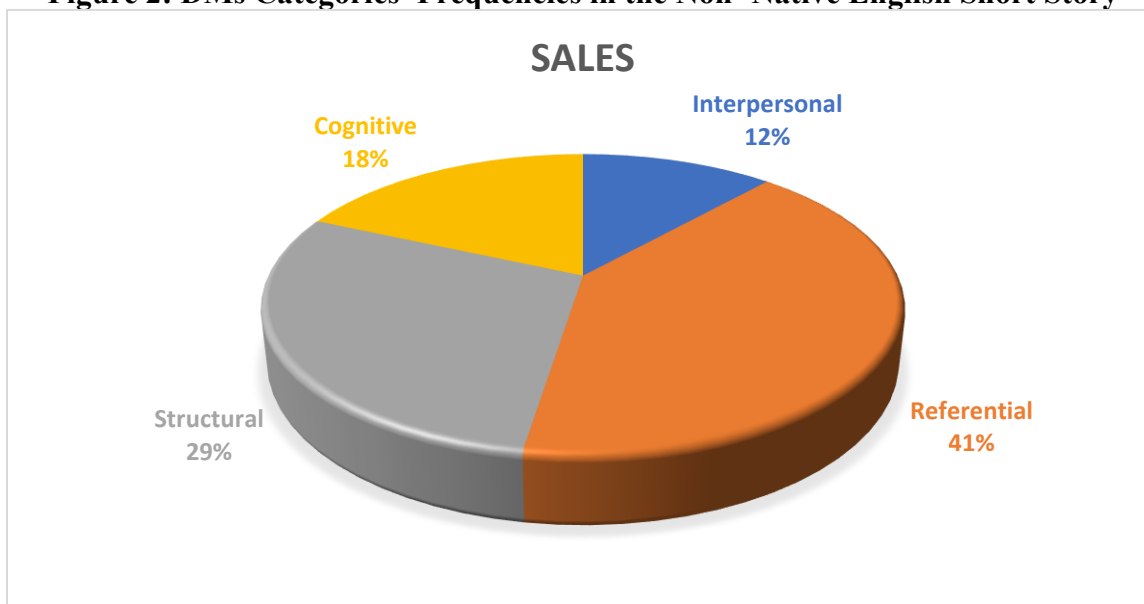
4. Discussion

Table 1 displays the frequency of DMs in native English short stories as determined by Fung's (2003) functional category model for DMs. The most common functional category, known as the "Referential category," appears 56 times in native English short stories.

"Structural category" is the second most common category of DMs, with a value of 35. "Interpersonal" is the third often used category. The interpersonal category has a frequency of 15. "Cognitive" is the least frequently utilized functional category of DMs, with a frequency of 11 in the original English short story. The research of short stories written in native English revealed that the frequency percentages of the "cognitive" and "interpersonal" categories are about equal.

As may be noted in Table 2, "referential" is the most common utilized category of DMs in non-native English short stories, with a frequency of 245. "Structural" is the second most common category, with a frequency of 175. The "referential" and "structural" categories are also often used in the non-native English short narrative, which is consistent with the findings of the native English short tale. With a frequency of 110, the "cognitive" category is the third most frequent category. "Interpersonal" is the least frequent category, occurring 70 times per 100.

The most prevalent categories in both native and non-native English short stories are "referential" and "structural." Their potential for extensive application stems from the fact that they function at the discourse's textual level.

The frequency of each of the DMs' functional categories varies. The "interpersonal" and "cognitive" categories have different frequent rankings in native and non-native English short stories. The authors of native English short stories interact with their readers more than those of non-native English short stories, which could be one explanation for this discrepancy. Additionally, there is a greater use of cognitive signals in non-native English short stories. There can be a reason why the authors of the short stories written by non-native English speakers lack confidence or are unsure of their position.

4.1. Limitation of the study

Even if the study's data came from well-known English short stories, it might still be improved by include more native and non-native short stories to more fully illustrate the variations.

5. Conclusion

The goal of the current study is to look into the roles that DMs play in both native and non-native English short stories. It also emphasizes how DMs are used differently in English short stories written by native speakers and non-native speakers. Fung's (2003) framework is used in this study to analyze the data. The debate suggests that there are certain parallels and discrepancies between the way DMs are used in native and non-native English short stories. Understanding the function of DMs in structuring a coherent and significant discourse on English short stories is further aided by this study. Direct messages are exist in many genres and serve a variety of purposes. They fall under several grammatical groups, including adjective, interjection, verb, and adverb. They play a crucial role in the text's cohesion. They connect the discourse's several sections. DMs are like a glue.

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