The Pragmatic Markers of Saduk- Chethib and Yalla in Iraqi Colloquial Arabic

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Abstract
The study investigates the pragmatic markers in Iraqi Colloquial Arabic. The study aims at exploring the two lexical words Saduk-Chethib and Yalla which have various pragmatic functions depending on the context in which they are found. These two items are difficult to define due to the context variation in addition to the conversational topic that has a major role in the pragmatic study. The data used in this study comes from the Iraqi Colloquial Arabic that was observed and described. The domain of the contexts where Saduk- Chethib and Yalla exist is specified and categorized then distributed into sections according to their different contexts and functions in which they occur. The current study hypothesizes that (1) the two lexical items have different usages according to their context of the situation. (2) A set of functions and meanings of these two items might be developed in the future. The study verified the first hypothesis by analyzing the selected colloquial phrases pragmatically. The study concludes that the pragmatic marker reveals the ambiguities of the phrases that foreign people cannot understand unless it is analyzed.
Keywords: pragmatic markers, discourse, context.

1. Introductory Remarks

Pragmatic markers have numerous functional roles within the Iraqi Language. The term pragmatic marker predicts information alterations transmitted to the addressee. Great responsibility lies on the speaker about how to deliver information to the listeners in addition to the shared knowledge between them to establish a successful communication process between all the participants in the conversation. Two terms are discussed in this study: Saduk-Chethib and Yalla can be considered as spoken vocabularies uttered by Iraqi people that can be estimated to some extent as vague words for Arab speakers in other countries around the world. Some difficulties may arise in tackling such items especially in translating them from Arabic to English since these two terms are colloquial and informal and no one can understand them except those who know the mother tongue or those who have coexisted with the Iraqi people.

An attempt to understand these words is not through extrapolating the linguistic criteria but through a set of norms that should be followed to comprehend the way that the utterances are produced, the context of the speech, the social context of the speech, traditional methods, civilized 's doctrines, and the setting.

All the previous ingredients fall under the concept of the context of situation or the situational context as stated by set of scholars (Brown & Yule, 1983; Cooden, 1989 & Widdowson, 2007 Cited in Al-Azzawie, 2014:30).

To characterize pragmatic markers, four features should be included:
(i) The truth conditions of an utterance are not affected by pragmatic markers;
(ii) Pragmatic markers do not change an utterance's propositional substance in any way;

(iii) The pragmatic function is emotive and expressive rather than referential, denotative, or cognitive, and

(iv) pragmatic markers are tied to speech context or position rather than the topic being discussed (Huddlestone & Melanie, 2013:95).

1.1 Statement of the Problem

This study adopts the use of Pragmatic Markers of Saduk-Chethib and Yalla in Iraqi Colloquial Arabic. Pragmatic markers are employed by the speakers to communicate their intentions and views in addition to revealing what is happening in the human mind. Two main characteristics of pragmatic markers: are connectivity and non-truth conditionality. The first characteristic, connectivity is considered a very important one used to connect the pronounced words with the context around the speaker to reach the right interpretation of the words by helping the hearer to choose the right context or to fulfill a coherent discourse. At the same time, non-truth conditionality refers to the belief that the pragmatic markers do not refer to the truth condition of the propositional words. Pragmatic markers can be viewed as a collection of short linguistic elements that frequently have little lexical significance but perform important pragmatic tasks in conversation. Pragmatic markers can be classified into different types: basic markers, commentary markers, parallel markers, and discourse markers. The study tries to illustrate the ambiguity of the two lexical words: Saduk-Chethib and Yalla for non-Iraqi speakers.

1.2 Aims of the Study

The study aims at:

1-Surveying the various functions of two lexical items used in Iraqi colloquial language.

2-Examing how these items can be applicable in various contexts.

1.3 Hypotheses of the Study

1- The two lexical items have different usages according to the context of the situation.

 2- The functions and meanings of these two items might be developed in the future.

1.4 Procedures of the Study

The study follows the following procedures:

1-Reviewing the previous pragmatic marker studies.

2-Following the pragmatic marker's classification that was proposed by Fraser (1996) in his book Pragmatic Markers.

3-Analyzing the data that are picked up from the Iraqi people discussing the findings and giving conclusions about the listed above hypotheses.

1.5 Limits of the Study

The scope of the study is limited to examining pragmatic markers from a pragmatic point of view. The selected data were informal phrases uttered by Iraqi people.

1.6 Values of the Study

The current study is a predicate to be useful for those who are interested in the pragmatic field. Moreover, it is of interest to foreign people who cannot understand the Iraqi informal language in addition to the translators.

2. Pragmatic Markers

In recent years, pragmatic and discourse analysis become a new revolution in linguistics. The contemporary approach has led to a significant emphasis on verbal communicative acts as well as pragmatic markers.

Pragmatic markers deal with spoken language, but since writing is one of the four language acquisition skills, pragmatic markers can enhance writing abilities.

Pragmatic markers, also known as discourse markers or pragmatic particles, are words or phrases used in a sentence that do not add any semantic meaning but serve a pragmatic purpose. They are used to indicate the speaker's attitude or the relationship between different sentences or parts of a sentence. They play a crucial role in coordinating conversations, expressing attitudes, structuring discourse, and aiding in the interpretation of a speaker's intended meaning (Andress et al, 2003).

Pragmatic markers can include a wide variety of elements, such as:

1-Fillers: Words or phrases like "um", "uh", "like", and "you know", which are often used to fill pauses in speech.

2-Discourse Connectives: Words or phrases that connect pieces of discourse such as "and", "but", "so", "because", and "however", which can show a relationship between two clauses or sentences.

3-Interjections: Words or phrases that express strong or sudden feelings such as "oh", "ah", "ouch", and "wow".

4-Tag Questions: Short questions at the end of statements, such as "isn't it?", "right?", "okay?".

5-Hedges: Words or phrases that make statements less forceful or assertive such as "kind of", "sort of", "maybe", and "perhaps".

6-Attention Getters: Words or phrases that draw attention to a certain point like "listen", "look", or "note that".

These elements are important in spoken language and casual written language, helping to convey tone, guide the listener's understanding, and facilitate smooth and natural communication.

Furthermore, Anderson (2001) demonstrates the use of a pragmatic marker as a brief linguistics part which frequently has no lexical meaning but is assumed to have pragmatic functions in conversation. Additionally, he believes that the term "pragmatic" refers to a "high degree of context-sensitivity" and ''a low degree of lexical specificity." Further, he claims that pragmatic markers enable listeners or readers to "see" human communication beyond the literal sense of words or statements. These are propositional statements. Pragmatic markers help to convey meaning beyond the literal interpretation of words. They provide important cues about the speaker's attitude, intention, and the context of the conversation (Ibid).

According to Ajmer (2004), lexical elements like (you know, well, you, see, actually, sort of) are more frequently used in spoken language and are referred to as "pragmatic markers." In addition to demonstrating pragmatic markers as deictic expressions and asserting that they have congruent roles and distinct planes, Schiffrin (1987) views pragmatic markers as "discourse markers" (Babanoglu, 2013:187-188).

Also, as many linguists have observed that, pragmatic markers assist individuals in becoming more fluent in their language (Hsselgreen, 2004; Towel; Hawkins; & Bazergue 1996) (Ibid). Pragmatic markers can be explored as "surface phenomena". But Ajmer, on a deeper level, views them as reflexive, indicating that they "mirror" or reflect the speaker's mental process as it is depicted in "the fabric of talk-in-interaction, remarking on what occurs in the speaker's mind'' (Redeker, 2006 cited in Ajmer, 2013:4).

According to Brinton (1996:30): 1-Pragmatic markers are a formalized way of filling in hypothetical gaps, ensuring that the interlocutors do not comprehend any gaps. 2- They are employed to maintain the continual dialogue. also

Moreover, pragmatic markers perform a variety of objectives in discourse. One of these objectives is to indexical point to the context's features (Shiffrin, 1987). According to Ajmer and Simon-Vandenbergen (2009), pragmatic markers are reflexive because they make comments about what is being spoken, which helps the interpersonal process. Ostman (1995) believes that pragmatic markers serve as a "window" that listeners use to infer and assume the speaker's perspective (Huddlestone, 2013:95).

For Carter and McCarthy (2006:105), pragmatic markers are a broad class of items that can give utterances structure and organization while conveying attitudes, reactions to discourse, or assertiveness (Katti, 2020:95).

2.1. Characteristics of Pragmatic Markers

Despite the wide variety of subjects that fall under the umbrella of pragmatic markers in English, both general investigations of pragmatic markers and assessments of specific forms reveal several fundamental features.

1-Oral conversation tends to have pragmatic signals more than written discourse. The informality of conversation and the grammatical "fragmentation" brought on by the lack of planning time lead to the formation of pragmatic markers, which makes their use appropriate (Ostman, 1983:169)

In reality, Ostman (1982:170) sees the presence of pragmatic markers in discourse as a vital ingredient for seeing that discourse as "impromptu," i.e. oral, while Watts (1989:208) considers them one of the most perceptually prominent properties of the oral style. Yet, it has been noted that pragmatic markers are not just utilized in oral discourse, even though the reasons for their usage and the structures they take in writing and speech may vary (Ostman, 1982:170; Fraser 1990; Redeker 1990:379) (Brinton, 1996:33).

2- In conversation, pragmatic markers are used frequently, sometimes more than once in a single sentence. The following entertaining but not effective example is provided by Fraser (1990:395): "Well, anyway, y' know, why did she do it, what was the cause..., anyway?"

3-Pragmatic markers are stigmatized and rejected stylistically due to their prevalence and oral nature, particularly in written or formal discourse. They manifest as an indication of carelessness and dysfluency.

4-Pragmatic markers are brief items that are frequently phonologically decreased or unstressed (Ostman 1982:149).

5-With falling-rising or rising intonation, pragmatic markers constitute a discrete tone group (Quirk et al., 1985:1112) (Crystal,1975:90; Sciffrin, 1987:328).

6-It is a common misconception that pragmatic markers are only permitted in the first position of sentences or that they must always occur there. This is one of the properties that pragmatic markers have in common, according to Forkeller (1979:222). They do, however, frequently

appear sentence medially and lastly, as observed in general studies and demonstrated in investigations of specific markers(Ibid).

7- According to Schifferen's (1986: 42-47-62) "meaning-minimalist approach", pragmatic markers have little to no propositional meaning or are at the very least challenging to express lexically (Ibid).

According to Ostman (1982:153), "indirectly partake in the propositional content of an utterance" is half of the "uniqueness requirement" for a pragmatic marker. They are challenging to translate into other languages as a result of their semantic shallowness (Svartvik, 1979:169; Stubbs, 1983:69). Nonetheless, pragmatic markers are not entirely devoid of meaning, or semanticized, according to (Erman 1987:15; Watts, 1988:248–250), "although, admittedly, their original or literal meaning is not present to a certain degree." Wierzbicka (1986) makes an effort to demonstrate what she refers to as the "radical pragmatic approach," which holds that pragmatic markers have no discrete meaning, are semantically ambiguous, or can be explained only by pragmatic principles (Redeker, 1991:1139, 1159, 116-4-1165). Such a stance, in her opinion, merely exhibits "analytical failure." Under her "semantic primitive approach," which may be represented in a mathematical formula, pragmatic markers are thought to have an invariant semantic content(Ibid).

8-Since pragmatic markers either occur outside of the syntactic framework or are only indirectly related to it, they lack a clear grammatical goal. According to Goldberg (1980:7), they have been called "grammatical". Items having explicit grammatical functions, such as conjunctions and aspectual or modal particles, are frequently categorized as pragmatic markers if they also fulfill pragmatic purposes(Ibid).

9-Pragmatic markers appear to be optional components rather than necessary ones. Such structural markers ''provide optional cues which writers and participants may utilize in structuring what they want to express,'' according to Brown & Yule (1983:106). Their absence ''makes a powerful clue'' rather than making a sentence ''ungrammatical and incoherent'' (Fraser, 1988:22). According to Fraser(1990:390); and Quirk et al (1985:1470), a pragmatic marker simply serves to orient the reader to a specific discourse relationship. Similar conclusions are drawn by Schiffrin (1987:318, 320). From all possibilities, pragmatic markers choose a cohesive or structural relation. Potential meanings are offered by the content, which then displays those relationships but does not establish them. Additionally, even without markers, an argument's structure and meaning can be maintained.

10-Marginal forms are pragmatic signals. They are what a language's grammar causes to leave behind (Stein, 1985:299), and they come from a variety of conventional categories rather than a single grammatical source (Fraser, 1988:24; 1990:388).

As a result, they are ''unfriendly'' or ''dogmatic'' in a communicative setting. According to Svartvik-Stenstrom (1985:352), developing such a discourse could be "incomprehensible" for the audience and "mission impossible" for the speaker, and there would be a higher likelihood of a communication breakdown (Fraser, 1990:390).

Therefore, pragmatic markers aid in navigating a lengthy conversation for both the encoder and decoder (Even-Zohar, 1982:180) (Ibid).

The second criterion of Ostman to be considered here is the so-called "uniqueness criterion" (1982: 153) whereby such markers: "must have one or more pragmatic function and must not have any syntactic-semantic function: they must be 'free' in the sense of being able to occur anywhere in a sentence". It also goes against the established knowledge that such words as

pragmatic markers have many functions and are used both for pragmatic and grammatical purposes (Schiffirin, 1987:57–60).
 Pragmatic markers can fulfill various functions, such as:

1. Organizing and structuring discourse
2. Categorical features of the speaker's attitudes and pragmatic implications.
3. Hedging, expressing solidarity, and signaling stance: Some linguistic devices used in the English language.
However, it is important to note that the functions of Pragmatic Markers can also be performed by some other linguistic items such as intonation, lexical repetition, syntactic parallelism, or metalinguistic phrases. This underlines the importance of reconsidering the concept of pragmatic marking as a more complex and flexible phenomenon that is not restricted to specific items and can be implemented with the help of various linguistic means.

One need just insist that pragmatic markers have one or more pragmatic functions, not that they be devoid of grammatical function, according to Ostman's second "uniqueness criterion" (1982: 153), which contradicts the organized multifunctionality of pragmatic markers. The roles played by pragmatic markers can also be fulfilled by other forms like intonation, lexical repetition, syntactic parallelism, or metalinguistic phrases, it is crucial to keep in mind (Schiffirin, 1987:57–60).

2.2. Types of Pragmatic Markers
    Discourse markers are categorized by Fraser (1996:44) as a subclass of 'commentary pragmatic marker'. Later (1996) Fraser considers discourse markers to be a distinct class of pragmatic markers. While observing discourse markers as a sub-class of pragmatic markers, Fraser (1996) has classified pragmatic markers into four kinds:
1- Basic pragmatic marker: the existence of propositional meaning, or the participation of conceptual information in addition to propositional meaning. In particular, they take information that more or less precisely exhibits the impact of the direct message of the sentence, such as "I promise to help you."
Basic structures are offered in three different varieties:
  1-Basic structural markers   2- Basic lexical markers   A: performing expressions
C: pragmatic idiom

3- Hybrid basic markers   A: declarative–based hybrids   B: interrogative–based hybrids   C- imperative–based hybrids
1-Structural basic markers: are the components of the sentence's syntactic structure. Each type communicates a force for the fundamental message. They have three different forms of syntactic structure: declarative, imperative, or interrogative. The declarative form denotes the speaker's assertion that the propositional content of the phrase accurately captures the current state of the world.
e.g. John slides down the slope.

In the preceding example, the speaker pledges to communicate or demonstrate belief, regardless of the form of belief (a claim, an assertion, an admission, a confusion, or an acknowledgment), which is left open. Style differences from the standard declarative form do not change the speaker's commitment to their argument because they keep the sentence's propositional nature.

Contrarily, the second type's imperative structure shows the speaker's desires for the addressee regarding the circumstances of the world as expressed in the propositional content. e.g. Tell me the answer.

Here, the speaker's verbally expressed actionable desire.   The interrogative type is the third kind of fundamental structural marker in English. It indicates the speaker's statements of desire and is akin to the imperative. In this situation, YES/NO-question responses from the addressee and grammatical variants can be identified, as in the following example:

Did you see him? -

-You saw whom?

Remarkably, only two of the various propositional attitudes a speaker may possess regarding the message's (propositional) content are signaled by the three main syntactic forms in English (belief and want). Except for a few exceptional situations which will be addressed below, speaker attitudes of commitment, intention, praise, blame, or anger are not communicated by specific grammatical structures. In the case of a claim and a request, there is no syntactic structure that indicates the speaker's intention to convey a promise, an apology, or a criticism (Ibid:327).

2-Lexical basic markers: Performative expressions and pragmatic idioms are the two main categories for lexical basic pragmatic markers.

Performative phrases are a well-known lexical tool for indicating the core of communication, such as "I promise," "I apologize," or "I request." For instance, "I promise that I will be there on time."

For example, the speaker is not conveying a promise in the previous line. Instead, it serves as an initial description of what the speaker is doing at the moment. It is disputed by Bach and Harnish (1979) that this sentence implies a guarantee. The performative expressions [I promise (you)] have become conventional, however, and as a result, it is frequently heard in its promising sense rather than its reporting sense. As a result, the above sentence is confusing. An expression of belief (a report) that I promise to be there on time and a promise that I will be there on time have separate meanings.

In contrast, pragmatic idioms are phrases for which there is a legitimate inference from the literal, direct meaning to the agreed-upon basic pragmatic denotation. In general, pragmatic idioms are divided into two categories: force idioms, which communicate the desired message force, and message idioms, which signal the entire underlying message.

Please (kindly) and perhaps (maybe) are both expressed using force idioms. When the word "please" comes before an imperative structure, it means the speaker wants their words to be understood as a request for action.

e.g. Can you please help me?

  -Perhaps, take an aspirin.

  -Let us (Let's) try it again.   - If only John were here now.

To make the preceding lines clearer, it should be noted that the word please(kindly) in the first sentence has the basic force of a request rather than any other force that would be appropriate.

While the second sentence, perhaps (maybe), comes before an imperative, it weakens the impact by turning it into a suggestion. In addition to signaling a wish by the speaker, the force idiom in the third sentence also implies a proposal by the speaker.

Additionally, there are additional force-related idioms that convey a fundamental concept of force. These idioms do not belong to any particular category. Most of them demand a specific form of the propositional, such as I'll be demand, how about, If I may say, so myself, where does he get off, in case you did not hear, it is not, mark my words, me, and to think. Others do not have a whole proposition but merely a noun phrase.

Message idioms, however, convey the complete fundamental message. Simple expressions like "Get a horse," "Where's the fire," "I smell a rat," and "Get lost!" fall into this category. Screw that! and proverbs like (a rolling stone gathers no moss, a stitch in time, saves nine, waste not); and rhetorical questions such as: (Is the Pop a Catholic, does a snake do push-ups?

3-Hybrid basic markers, often known as " hybrid basic markers," are markers that involve a specific structure in addition to specified lexical criteria. Declarative-based, interrogative-based, and imperative-based are the three main categories.

Declarative-based hybrids are composed of a declarative tense that is followed by a sentence-final interrogative tag. The sentence in pronominal forms is followed by a carrying element with a change in polarity.

For instance, John saw Mary, didn't he?
            John didn't see Mary, did he?

To clarify the previous examples, the first one shows a basic message of the speaker's belief via which the speaker tries to transmit that (John see Mary). However, the presence of the tag leads to a completely different basic message, namely a request that the addressee affirms (John saw Mary).

The second example, labeled the "positive tag question", shows a declarative statement followed by a tag of the same polarity.

Interrogative–based hybrids, when the following verbs are used: "see," "have," "hold," "look," and "touch," they relate to future situations through which the speaker will say within the addressee's direct control, interrogative-based hybrids that assign permission requests (may I) communicates a polite request.

e.g. May I see that vase?

To do the opposite of the action suggested, interrogative-based forms also provide a suggestion.

e.g. Why take an aspirin now?
        I suggest that you do not take an aspirin now.

The first structure demonstrates (why I suggest against taking an aspirin right now).
 The second structure (I suggest avoiding the use of aspirin).

The third type of hybrid basic structure is imperative-based hybrids, which have two types: the first one can be thought of as a suggestion followed by a declarative that lists the possible consequences of ignoring the directive. Declarative is seen as threatening acts when the speaker is the topic of the sentence.

e.g. Do not smile, or I'll clobber you (it is threatening) the speaker obliges the addressee to smile and if he does not achieve his order, he will clobber him.

The second type of imperative–based pragmatic structure does not signal speaker desire but signals a conditional interpretation is required.

e.g. Wash, and I'll dry. (If you wash, I'll dry).   In the preceding example, the imperative here indicates that a conditional interpretation is necessary. The declarative takes on the force of a strong claim, which may or may not be unfavorably read, to interpret the previous clause (If you wash, I'll dry), which is contrasted with the negative force of the prior cases.

2-Commentary pragmatic marker: It transmits an additional message that expands on the primary message. To put it another way, commentary pragmatic markers serve as both procedural signals that the following commentary markers operate as a comment on some features of the basic message and representational signals that specify the complete message. As the following examples:

- Frankly, we are lost.

- Stupidly, we got lost.

-Reportedly, you are in deep trouble.

The various types of comments pragmatic markers are illustrated by the following:

a: Assessment markers: are those signals that convey the speaker's assessment of the situation as it is described in the proposition. Adverbs such as "fortunately," "sadly," "amazingly," "artfully," "conveniently," and "ideally" are frequently used as assessment markers.

 e.g. Amazing, Derrick passed the exam.

   Fortunately, he is covered by medical insurance.

   Sadly, Mary arrived 5 minutes too late to meet the deadline (Ibid:334).

 b: Manner-of-speaking markers: are those signs that allow the speaker to make a statement about how the main message is being communicated, such as: briefly, honestly, bluntly, ironically, seriously, off the record, etc.

 e.g. Frankly, you need to stop now.

    Bluntly, how are you going to get him off the book?

For further elaboration, in the preceding examples, let's look at the first one where the speaker informs the addressee that the message is being delivered honestly in addition to the core message that you need to stop. In the second sentence, the speaker informs the addressee that, in his or her opinion, the message is being delivered bluntly in addition to the core message.

   c: Evidential markers: such markers, which may also include adverbs, indicate the speaker's level of trust in the core message's authenticity, whether it be positive or negative, weak or strong.

e.g. Indeed, I promise to be on time.

    Undeniably, I blame you for all my troubles.

However, certain evidential markers that do occur with some but not all performative, such as categorically, conceivably, indeed, undeniably, no way, undoubtedly, and clearly, are those that convey a high level of confidence, whether positive or negative, while fewer markers of confidence like possibly, conceivably, evidently, and supposedly never occur with a performative.

Evidential markers such as: assuredly, certainly, clearly, conceivably, indisputably, decidedly definitely …. etc. (Ibid: 335).

d: Hearsay markers: are statements regarding the nature of the speaker's information's source, as opposed to evidential markers, which express the speaker's belief in the reliability of the

core message content. Hearsay indicators such as (I have heard, it appears, it has been claimed, it is claimed, it is reported, it is rumored, it is said, one hears, purportedly, they, allege, they say, they tell me, reportedly, allegedly).

e.g. Allegedly, the justice system in the U.S. has improved over the years.

In the example above, the speaker is conveying two messages: first, a basic message, a claim about the American legal system, and second, a comment on this claim that indicates the information's source was an allegation.

 3: Parallel marker: in addition to the main message, it also conveys another message entirely. Below are the parallel pragmatic marker subcategories:

  (a)- Vocative markers: are those markers that include:

-Standard titles: Mr. President, John, Colonel, Mom, Your Honor, Father Brown; Occupation Name such as waiter, doctor, nurse, driver, judge; General Nouns as brother, boys, guys, ladies, and gentlemen, man, young lady; Pronominal Forms: you, somebody, everyone, anyone.

e.g. Waiter, please bring me another fork.

To clarify that, the speaker is making it clear that the waiter is the recipient of this interaction.

(b) Speaker displeasure markers: the second group of parallel markers. They convey the speaker's irritation. In this situation, the parallel marker indicates that the speaker is angry, although it is typically unclear whether the speaker is upset with the addressee or the specific situation. This set of markers consists: damned, down well, for the love of God / Mike, for the last time, how many times have I told you, in blue blazes, in God's name, in heaven's name, on me, right now, the hell, the devil, and the heck.

e.g. I loaned her some money for the last time.

   How many times have I told you to quit drugs because they are harmful to your health?

(c) Solidarity markers: are the third subclass of parallel markers, which indicate solidarity. Solidarity markers include my sweetie, my friend, one guy to another, her superior…. etc.

e.g. Oh, my sweetie got dread.

   Her superior is the nominee for the Nobel Prize.

(d) Focusing markers: conversely, focusing markers are the last subtype of parallel signals that focus or refocus on the subject at hand.

 Focusing markers such as all right, here, listen, look (here), now, so, well…etc. (Fraser, 1996:338).

e.g. I tried to warn them of the dangers of going in the blizzard but they wouldn't listen.

   Rest assured, everything will be all right.

4- Discourse marker: It indicates how the primary message connects to the preceding discourse: so, and, but, anyway, although, however…. etc.

Discourse markers, according to Fraser, add to the texts' coherence by highlighting the connections between different talk units. For example, the example that follows shows S2 and S1 coherence - connection to 'contrast '.

e.g. Laura studied very hard. But she failed her exam.

Nevertheless, (so) in the following example demonstrates how S2 and S1 are coherent in terms of causation.

e.g. He took the metro. So he arrived on time.

He (1999:938) goes on to argue that discourse markers are not required to indicate a connection between S1 and S2. He refers to this ability of a discourse marker—which Schiffrin refers to as "local coherence"—to connect the segment it introduces with any other preceding segments in speech as "global coherence." Discourse markers are also used to make the

relationship between statements obvious. Although there are more than 100 discourse markers in English, Fraser claims that he has only discovered four fundamental semantic linkages that are represented in their use by providing the hearer guidance on how to understand the concept with which the pragmatic marker is associated (Ibid:186).

(Fraser, 1999) Figure (1) Discourse Markers Typology

1- Contrastive markers that the utterance is in contrast to the propositional meaning of the preceding utterance.
 e.g. but, however, still, yet.
He refers to three different kinds of connections that contrastive discourse markers make between the preceding and succeeding propositions shown in the attached figure:

Preceding   discourse marker (but)   following
Figure: contrastive discourse marker (type 1)

Preceding discourse markers (instead of) following

Figure (2): contrastive discourse marker (type 2)

Take as correct   Take as a false

        Following   Preceding

Figure (3): contrastive discourse marker (type 3)

2-Elaborative markers serve as a kind of enhancement on the prior discourse, e.g.: and, above all, also, in other words, in fact, moreover (Fraser, 1999:188).
3- Inferential markers indicate that the utterance's force is a conclusion drawn from the previous discourse. e.g.: so, after all, therefore, thus.
4-Topic-change markers convey an alteration in subject matter, such as "by the way," "before I forget," etc. (Ibid: 187).
Referring to the view of, (Holker 1991, cited in Ajmer & Simon-Vandenbergen 2009) who lists four essential characteristics that can be utilized to describe pragmatic markers as follows:
(i) Pragmatic markers do not affect the truth conditions of an utterance;
(ii) Pragmatic markers do not alter the propositional content of an utterance;
(iii) in contrast to the situation being discussed, pragmatic markers relate to the speech context or situation; and

(iv) Rather than being referential, denotative, or cognitive, the purpose of a pragmatic marker is emotive and expressive.

The definition of a pragmatic marker varies significantly on the linguistic approach used in a given study, which also affects whether or not an element is thought to be a pragmatic marker. Pragmatic markers have been investigated in numerous domains of linguistics. Due to this, the same element has been variously referred to as a "discourse particle," a "pragmatic marker," a "segmentation marker," a "modal particle," and a "pragmatic particle" (Fraser, 1996, 1999, 2006) & (Huddlestone, 2013:95).

2.3 Pragmatic Importance of Saduk- Chethib

I view Soduk-Chithib as a pragmatic marker that plays a prominent role in communication. It holds a cultural significance and is widely used in everyday conversations among native speakers. Comprehending this marker's functionality and contextual variations is crucial for foreign learners interested in the Iraqi colloquial language. The justification for employing such concepts is that they are crucial from a pragmatic perspective in the colloquial Iraqi Arabic. It plays a substantial part in making the act of communicating clearer. The usage of Suduk-Chithib varies depending on the context, but its underlying purpose remains consistent to reinforce the speaker's trustworthiness.

Another key fact to remember is that understanding the cultural importance of Suduk-Chithib is crucial for language learners and linguistic enthusiasts who wish to delve deeper into the intricacies of Iraqi communication. By recognizing and incorporating these pragmatic markers into their speech, individuals can enhance their ability to connect with native speakers on a more authentic level. The word Suduk-Chithib holds a significant cultural value in the Iraqi language. It means, in English, (truly or really) and it is used in the following contexts:

1- It is used to stress something,

2- to challenge the legitimacy of what is being said, and

3- to lessen the impact of negative statements.

4-Additionally, while expressing surprise or attention, we can utilize the word "really" as a brief response (Web source 1).

 According to my opinion, Suduk-Chithib has the following functions: -

1-It functions as astonishment and amazement or exclamation.

2-It functions as a warning.

3-It functions as blaming and reprimanding /rebuking.

4-It functions as gratitude and politeness.

5- It functions as an agreement.

6- It functions as enjoyment and happiness.

2.4. Pragmatic Importance of Yalla

As far as I am concerned, Yalla, a commonly used pragmatic marker in colloquial Iraqi Arabic, holds a significant cultural and linguistic value. This versatile word, often translated as ''come on'' or ''let's go'', serves various functions in everyday conversations. The usage of Yala can vary depending on the speaker's tone and context. At the same time, it is generally considered informal and friendly. It demonstrates the coherence of phrases or clauses, motivating the audience to focus on or adhere to recommendations, stressing how urgent it is to take action, and introducing new ideas or attitudes.

The word "Yalla" means "O.K." in English. Mertti (1987) cited in Codon (2009) states two functions of O.K., the first one denotes approval, acceptance, or affirmation. Whereas the

second function acts as a link or a bridge between two phrases of the customer service interaction. In the latter function, she shows how the word "O.K." can be used to release the other participant from any current obligation to stand by their turn by acknowledging that it is the speaker's turn or present obligation to do any verbal or nonverbal action.

In addition to the uses listed above, O.K. has two other major applications:

  1-to indicate agreement or consent, as in "O.K., I'll fix it tomorrow."

   2-to declare that something is satisfactory and okay.

For instance, "I feel O.K. today "(Ibid).

There are several various speculations relating to the term's origins.

As a result of my knowledge, Yalla has the following functions: -

1-As a pleading.

2-As a nagging.

3-As a resentment.

4-As a kind of polite request.

5-As a warning and irritation.

6-As a gentle introductory conversation.

7-As a promise.

8- As a kind of appeal/ calling.

9-As a complete pragmatic unit.

2.5. Comparative Analysis of Saduk- Chethib and Yalla: Similarities, Differences, and Contextual Variations

In this section, we will conduct a comparative analysis of Saduk-Chethib and Yalla, two prominent pragmatic markers used in the Iraqi language. By examining their similarities, differences, and contextual variations, we can gain a deeper understanding of their usage and significance.

Saduk-Chethib is a pragmatic marker used in the Iraqi Colloquial Arabic to express astonishment, surprise, warning, blaming and reprimanding, gratitude and politeness, agreement, enjoyment, and happiness.

On the other hand, Yalla serves as a pragmatic marker also used in the Iraqi Colloquial Arabic and it conveys pleading, nagging, resentment, reprimand /insult, polite requests, irritations, introductory conversations, and promises and it is uttered as a complete unit.

While both Saduk-Chethib and Yalla are pragmatic markers that serve specific functions in communication, they differ in their purpose and usage. Saduk-Chethib confirms something, while Yalla emphasizes urgency and encouragement.

Moreover, it is important to note that the usage of these pragmatic markers can vary depending on the context and the speaker's intention.

What is more, studying Saduk-Chethib and Yalla can also enhance language learners' ability to communicate effectively with native Iraqi speakers. By incorporating these markers into their speech, learners can demonstrate cultural awareness and establish a stronger connection with their conversation partners. Additionally, recognizing when these markers are used by native speakers can help learners interpret meaning more accurately and avoid potential misunderstandings.

3. Data Analysis
The two terms Saduk-Chethib and Yalla have distinct primary speech functions. In various social contexts, each item fulfills the following several functions. According to the essentials and needs of life, other functionalities could be added in addition to what was previously mentioned. Translators face a difficult task because of the variety of meanings and uses connected to the previous items. Saduk-Chethib and Yalla need a variety of context-specific translations to be accurate because accurate translations demand discovering the precise meaning in each situation. This beneficial nature should be emphasized when teaching translation studies because, without explicit instruction to recognize and make foreigners aware of the various functions and meanings, translations will be incomprehensible and inaccurate in conveying information, realistically and streamlined.

1-أنباك هاي المرة الثانية
صدك جذب غير تأخذ حذرك
-I was stolen for the second time
-Really, you should be careful!
The (صدك جذب) phrase functions as a kind of astonishment and amazement by the speaker to the listener who claimed that he was stolen. These phrases have a variety of pragmatic uses in communication, like conveying agreement, astonishment, or caution. They might not have exact equivalents in formal written Arabic because they are frequently used in casual discussions.
Really: Exclamations frequently serve to highlight significant information inside a conversation. In this instance, "Really" strengthens and persuades the cautionary advice by adding emphasis. These pragmatic markers express the speaker's attitude toward the subject while simultaneously supporting the statement's fundamental idea.

2-اشتريت بيت جبير
صدك جذب منيلك فلوس؟
-I bought a big house.
- Really! Where did you get the money from?
These lines indicate surprise and astonishment by the addressee who could not imagine that the other partner could buy a house.
Really! is an adverb that can be used as an interjection to convey astonishment or incredulity. It highlights the speaker's response to the other person's statement and conveys the idea that they were surprised or impressed by the facts.
This adverb serves as a query to get further details regarding the source of the money that was utilized to purchase the home. It conveys the speaker's curiosity and desire to learn additional details about the current situation.
 These pragmatic markers make it clear how the speaker feels about the other person's claim and how interested they are in finding out additional details. "Really!" emphasizes astonishment and emphasis, whereas "Where" conveys a request for further details.
3-طلعت الأول على الدفعة
-I got first in the batch   صدك جذب بارك الله بيك

.Really! Allah blesses you-

It may function as a kind of astonishment because of unexpected results by the other interlocutors or participants. The pragmatic markers in this sentence convey gratitude, admiration, and a sense of astonishment. With a sincere expression of admiration and a benediction, the speaker conveys optimism and encouragement. In casual speech, Iraqi people frequently use these expressions to convey their feelings, attitudes, and social relationships. This phrase is used to congratulate and wish the speaker well. It conveys that the speaker wishes the other person well and is pleased with their accomplishment.

These pragmatic markers combine to express the speaker's attitude regarding the other person's statement as well as their wish to extend congratulations and best wishes. "Really!" conveys astonishment and emphasis, but "Allah blesses you" conveys a desire for further congratulations.

4-جبتلك اليوم غداء على حسابي
صدك جذب منين طلعت الشمس

Today, I bought you lunch-
Really! I cannot believe -

It is an expression of surprise about the unexpected deed by the speaker to bring lunch for the hearer. This sentence shows hospitality and kindness by implying that the speaker has brought lunch and will cover the cost for the listener.

The pragmatic markers in this sentence convey astonishment and incredulity. With a sense of interest and wonder, the speaker asks the listener where they have been up till the sun rises. The adverb "really!" is used as an interjection to convey astonishment or incredulity. It highlights the speaker's response to the other person's statement and conveys the idea that they were surprised or shocked by the facts.

The negative phrase "I cannot believe" might be used to convey shock or disbelief. It suggests that the speaker is taken aback by the other individual's statement and finds it difficult to accept.

These pragmatic signals aid in expressing the speaker's perspective on the other person's statement as well as their response to the information. "Really!" emphasizes surprise and added emphasis, whereas "I cannot believe" conveys skepticism or amazement.

5-تمرضت مرة ثانية
صدك جذب شجاك غير دير بالك على صحتك

- You got sick for the second time
-Really, you should take care of your health

Here it is an expression of warning of sickness to maintain and take care of health. The pragmatic markers in this statement suggest advice and concern. The speaker worries about the listener's health while advising him to take care of himself.

These idioms are commonly used to indicate feelings, attitudes, and social ties in casually spoken Iraqi language.

This statement serves as a kind of advice and anxiety. It suggests that the speaker is concerned about the other person's health and is telling him to put their health and well-being first.

With "Really" signifying astonishment or concern and the recommendation "you should take care of your health" indicating sincere concern for the other person's well-being, these pragmatic markers serve to convey the speakers' attitudes and reactions to the information delivered.

6-صاحبنا تعارك البارحة

صدك جذب غير تبلغني حتى افزعله

Our friend fought yesterday-

Really, why did not you tell me that?-

It is a kind of blaming and reprimanding by the addresser to the addressee. This sentence's pragmatic markers convey worry and guidance. The speaker is warning the listener to take care of himself and showing concern about his health.

''Why'' this interrogative question is used to get additional details regarding the rationale behind refusing to share the news about their friend's quarrel. It conveys the speaker's curiosity and desire to learn more about the situation.

With "Really" conveying astonishment or concern and "why" indicating curiosity and wanting to understand the reasons behind the omission of delivering the news, these pragmatic markers help to portray the speakers' attitudes and reactions to the information delivered.

7- مسويلك مفاجأة بمناسبة عيد ميلادك

صدك جذب شنو هالزحمة كلفت نفسك

We have a surprise for your birthday-

Really! Why did it bother you?-

The previous sentences show a kind of gratitude and politeness markers by the hearer to the speaker. This sentence suggests that the speaker has prepared a surprise for the listener on his birthday, exuding enthusiasm and anticipation.

The pragmatic markers convey astonishment and curiosity. The speaker is showing interest and inquiry as they express amazement at the listener's attempts and ask what's causing the trouble.

8-أستاذ اريد تساعدني يالسعي

صدك جذب تدلل

Professor, I need your help in my quest-

Really, no problem.-

The latter phrase supports indivdual who needs help in the quest. In addition to expressing respect, this statement offers support. The speaker is formally requesting assistance from a "professor" in an appropriate manner.

Within this sentence, the pragmatic markers convey gratitude and surprise. In response to what may have been a good or helpful deed, the speaker feels genuinely surprised and appreciative.

The pragmatic markers in the interaction help to express the attitudes and responses of the speakers. The following are the pragmatic signals in the provided English exchange:

''Really, no problem'' was the response: This reply serves as a confirmation and acknowledgment of the assistance request. It shows that the request is not difficult and that the professor is ready to help.

In this instance, the pragmatic marker "Really" conveys acknowledgment and potentially a favorable answer to the help request. It communicates a comprehension of the circumstances

and a readiness to help. "No problem," tells the speaker that their request is not an inconvenience and highlights the professor's willingness to assist.

9-أبوية توفى وماكدرت اداوم
صدك جذب البقية بحياتك غير تكول من وكت

My father passed away-
-Really! Why did not you tell me? I am very sorry.

It is a kind of blaming and rebuking for hiding the news of his father's death. The speaker's father passed away, and as a result, they were unable to report to work. This statement expresses their sorrow and hardship.

The pragmatic markers in this sentence convey a strong emotional reaction together with astonishment. By asking the listener to take care of himself or herself and expressing shock at the challenging circumstances they have faced, the speaker is showing support and worry for them.

Why did not tell me?' is an interrogative that expresses astonishment and asks why the speaker was not informed of his father's death. It suggests that the speaker is surprised by the information and tries to find out why they were not told.

 Sending sympathies "I am very sorry": This phrase serves to express sorrow and offer the speaker condolences. It suggests that the speaker is genuinely saddened to hear about the death of the speaker's father.

These pragmatic markers, which include "Really" to express astonishment or sadness and "Why did not tell me?" to indicate a need for an explanation, help to convey the speakers' attitudes and reactions to the information delivered.

10-25 المنتخب العراقي فاز بكأس خليجي
صدك جذب ألف مبروك

The Iraqi national team won the 25th Gulf Cup -
-Really! Congratulations!

It expresses enjoyment and happiness about the match's results which is winning the championship. This expression of satisfaction and accomplishment announces that the Iraqi national team has won the 25th Gulf Cup.

The pragmatic markers convey astonishment and gratitude. The speaker shines with happiness and celebration as a sincere surprise and provides his congrats.

 Congratulations: The purpose of this statement is to congratulate the speaker. It suggests that the speaker is pleased with the accomplishment of the Iraqi national team and would like to congratulate them.

The pragmatic markers "Really" and "Congratulations" indicate a willingness to provide congratulations and express delight for the Iraqi government, respectively, and serve to describe the speakers' attitudes and reactions to the information shared.

11-بنيت ثلاث غرف بالطابق العلوي
صدك جذب هو البيت وين يتحمل

I built three rooms upstairs-
-Really! The house will collapse.

It is a kind of exclamation and astonishment about the behavior of the homeowner. This statement, which implies that the speaker has constructed three rooms on the upper floor, conveys a sense of success.

The pragmatic markers express astonishment and curiosity. The speaker is expressing shock and inquiring as to how the house could support such a structure, showing both skepticism and fascination.

The exclamatory adverb 'Really!': This adverb functions as an interjection to express surprise or disbelief. It emphasizes the speaker's reaction to the information and indicates that they find the situation unexpected or impressive.

'Will collapse' is a predictive verb that serves as a foreshadowing or alert. It suggests that the speaker thinks installing three rooms upstairs could cause the house to become unstable.

These pragmatic markers—"Really" denoting astonishment or excitement and "will collapse" denoting a notion that the construction of three rooms upstairs may cause the home to become unstable—help to convey the speakers' emotions and reactions to the information delivered.

1-اكل صبيلي بسرعة ماما يلة   -O.K. Mom, quickly give me food

in this phrase, the boy asks his mother to feed him because he is (Here the word of (Yalla) hungry. The son tries to get his mother's attention to fulfill his desire. It expresses a kind of pleading.

'Quickly' is an immediate imperative verb that serves as a directive or command. It conveys the speaker's expectation that the task will be completed quickly and effectively.

Refer to as "Mom": The addressee uses this address phrase. It suggests that the speaker is speaking directly to their mother.

These pragmatic markers—"quickly" denoting urgency and efficiency and "Mom" suggesting that the speaker is addressing his mother directly—help to communicate the speaker's tone and expectations.

2- كلامه ويخلص يفضها غير يلة أي   -Ay, that's O.K just finish your speech

Here, it functions as a kind of nagging to end a conversation. It appears that the speaker desires closure of the argument.

(Ay): Similar to "oh" or "hey" in English, this interjection can be used to convey surprise, disbelief, or emphasis.

The pragmatic markers in the interaction help to highlight and communicate the speaker's desperation. In the above English exchange, the following pragmatic markers are present:

Interjection with an exclamation point ''Hey'' this interjection can convey astonishment, urgency, or emphasis. It serves to draw in the audience and emphasize a point or feeling of urgency.

Adverb of time "just": This adverb highlights how quickly the action is happening. It seems to be a statement stressing how important it is to finish the action right now.

"Ay" expresses surprise or urgency, while "just" emphasizes the urgent necessity for the activity to be finished. These pragmatic markers help to convey the speaker's sense of urgency and emphasis.

يلة ما صار شيء فقط سوء فهم وكل شيء راح حال سبيله-3
-That's O.K. Nothing happened just a misunderstanding and everything went its way.
The previous line indicates resentment by the speaker to the hearer. However, the phrase expresses misunderstanding and everything will be fine. The pragmatic markers in this phrase indicate a sense of reassurance and encouragement.
"That's O.K. Nothing happened" is a comforting phrase that serves to reassure the listener that nothing frightening happened and that everything is all right. It serves to calm people and lessen the effects of the incident.
Reducing the use of the phrase "just a misunderstanding": This phrase downplays the importance of the issue by blaming it on a straightforward miscommunication, which eases any possible anxiety or concern.
The last phrase, "and everything went its way," highlights the fact that the crisis ended or resolved itself without having any lasting effects, this statement serves to reduce the importance of the incident and reinforce the message of certainty.
By reducing the significance of the incident and projecting a sense of calm, these pragmatic markers work together to minimize fears and reduce anxiety.

يلة عليمن شايف نفسك الكمال لله وحده -4
-O.K.! Why are you so proud of yourself? Perfection belongs just to Almighty Allah.
It can function as a kind of reprimand and an insult to the second partner of the conversation by the speaker. To address someone and imply familiarity or proximity, use this phrase. The question is rhetorical, suggesting that the speaker believes only Almighty Allah is perfect and that people are imperfect. It also challenges someone's belief of superiority or perfection.
The pragmatic markers in the provided statement indicate a particular cultural or religious perspective and show dissatisfaction The following are the pragmatic signals in the provided English exchange:
The questioning expression "Why are you so proud of yourself?" This sentence serves as a challenge to the person's feeling of pride and an expression of dissatisfaction. It seems to suggest that the speaker is doubting the legitimacy of the subject's pride and might even be expressing the opinion that excessive pride is inappropriate.
Cultural or religious assertion: "Perfection belongs only to Almighty Allah": This statement highlights the idea that perfection is reserved for a higher power and that human arrogance should be humbled as a result. It conveys a particular cultural or religious perspective.
Together, these pragmatic markers indicate a particular cultural or religious viewpoint about humility and the attribution of perfection, as well as their disapproval of excessive pride.

-O.K.! Just uttered it!   يله انطقها للجوهرة-5
-It employs reprimand because of delaying the other party within the dialogue. With a sense of urgency or impatience, this word is used to give someone instructions on how to speak or pronounce something. It also names the intended audience, making it clear that the speaker wants the listener to approach or communicate with someone by the name of "Jawhara."
 The pragmatic marker in the provided expression, "Just uttered it," is implied rather than stated directly. But if we were to speculate about a potential pragmatic marker, it would be

seen as a discourse marker, more precisely "just," which usually serves to introduce recent actions or events by offering a temporal frame of reference. The implicit pragmatic marker in this instance would therefore be "just," which would serve to denote the recentness of the deed in question.

6- يله عفية ست امتحنينا
O.K. please, Miss test us!
-It functions as a polite request by the students to their professor to take an exam.
The address term "Miss" serves as a means of addressing the recipient directly, implying that the speaker is asking questions of their instructor.
Sign of politeness: "Please" Using this marker makes the request seem more courteous and indicates civility. To be respectful of the addressee and to soften the request, it is employed.
Together, two pragmatic markers—"Miss" denoting that the speaker is speaking directly to their instructor, and "Please" denoting that the speaker is making a courteous request—help to communicate the speaker's tone and expectations.

7-يلة كافي كلام زايد راح اشتكي عليك
- That's OK enough, I'll complain about you
-It appoints warnings and irritations against the hearer.
This sentence conveys a sense of caution or threat by implying that the speaker intends to protest or report something to the listener.
Expression of warning: "Enough, I'll complain about you" this phrase serves to warn or frighten the audience. It suggests that the speaker has had enough and is ready to confront the listener. The phrase "Enough" highlights the speaker's readiness to act after becoming tired of the listener's behavior.
With the warning expression suggesting that the speaker is ready to take action against the listener if his behavior does not change, this pragmatic marker helps to convey the speaker's attitude and response to the situation.

8-يله عيني بخدمتك شنو تأمر؟
-O.K. at your service, what do you command?
-It may act as a gentle introductory conversation between the interlocutors. It may be said by the employee in charge of customer service.
This expression shows that the speaker is prepared to help and gives the impression that they are willing to serve or assist.
Informally asking "What can I do for you?" or "What are your orders?" using this phrase shows that you're willing to comply with the listener's wishes.
The pragmatic markers in the provided statement help to communicate a courteous and customer-focused mindset. The following are the pragmatic signals in the provided English exchange:
The polite phrase "at your service" This phrase serves to communicate a courteous and customer-focused mindset. It shows that the speaker is prepared and eager to help the audience in any way that they might need.

Gently inquire, "What do you command?" Although less prevalent in contemporary English, this question shows respect and a readiness to comply with the listener's desires. It communicates a sense of submission and readiness to follow directions from the listener.
Collectively, these pragmatic signals show polite behavior as well as an extreme willingness to help and accommodate the listener's requirements or wishes.

9-يله راح أكمل اللي بيدي ونطلع سوى
-O.k. I'll get the job done and we'll go out together
-It is a promise when the speaker commits himself to go out.
This phrase conveys a sense of determination or commitment, indicating that the speaker will complete their work to the best of their ability.
   This sentence conveys a sense of friendship or cooperation by indicating that the speaker and the listener will depart together. In informal Iraqi speech, these indicators are frequently employed to convey feelings, attitudes, and social relationships.
 The pragmatic markers in the sentence serve to express a feeling of resolve and a need for friendship. The following are the pragmatic signals in the provided English exchange:
"I'll get the job done" is a determination marker that expresses a commitment to successfully finishing a task. It conveys the speaker's willingness to put in the necessary effort and confidence in their ability to finish the assignment.
'We'll go out together is a companionship marker that expresses a desire for social engagement and friendship. It suggests that the speaker is eager to spend time with the listener and is taking advantage of the task's completion to make that occur.
 The determination marker indicates a strong commitment to finishing the task, and the companionship marker indicates a desire for social interaction and a willingness to use the task's completion as an opportunity to spend time with the listener. Taken together, these pragmatic markers help to convey the speaker's attitude and intentions.

10- يله اخوان تعالوا عندي الكم خبر حلو
O.K. guys, I have good news for you-
Here, it operates as a kind of appeal/calling together to get peoples' attention.
 The pragmatic cues in the provided sentence work to imply a sense of eagerness and expectation. This English interaction contains the following pragmatic markers:
Greetings, "Guys": By using this address term, one can refer to a group of individuals informally and inclusively while also conveying that the speaker is speaking to them in an informal style.
"I have good news for you," announced the marker. Excitement and anticipation are communicated through this marking. It means that good news is about to be shared with the group, and the speaker is probably hoping for a similar good response. The term "Guys" establishes a relaxed and welcoming environment, while "I have good news for you" raises anticipation and indicates that something great is going to be delivered. Taken together, these pragmatic markers serve to set the tone for the anticipated revelation.

O.k. let's go-   11-يلة
It is uttered alone as a pragmatic complete unit to achieve a specific thing.

The pragmatic markers in the provided Iraqi line might be seen as a kind of informal communication, comparable to the English phrases "let's go" or "come on," that urges someone to speed up or get moving.

The pragmatic markers in the supplied sentence, "Let's go," function to communicate a sense of urgency and a desire for action. The following are the pragmatic signals in the provided English exchange:

Marker suggestion: "Let's" This signal helps the listener by pointing to a course of action or activity. It suggests that the speaker is suggesting that both of them engage in a specific activity.

'Go' is an urgent marker This marker serves to communicate a need for action and a sense of urgency. It suggests that the speaker is enthusiastic to participate in the suggested action and is prepared and willing to do so.

The pragmatic marker suggests a desire for shared engagement, while the urgency marker indicates a willingness and excitement to participate in the suggested activity. Taken together, these pragmatic indicators help to portray the speaker's attitude and intentions.

4. Conclusions

A pragmatic marker can be considered a flexible tool that helps in controlling and maintaining the ongoing relationship in verbal communication. It functions as a meta-knowledge indicator in the context and by drawing attention to itself, the participants' shared knowledge increases. It has been determined that the incorporation of context in communication appears to be the cause of the employment of pragmatic markers. Additionally, pragmatic markers are used by speakers to organize their arguments, attract listeners' attention, as well as to convey their attitudes, and keep their arguments coherent.

Moreover, a pragmatic marker functions as a phrase or sentence ender, a pause, a connector, or a prompt for what follows. It also acts as a marker of the order that participants in a conversation are going to take, contributes to the coherence of their utterances, and reveals the attitudes of the individual speakers.

On close analysis, an analytical approach treats pragmatic markers as communication devices and also accounts for the multi-functional uses of such linguistic entities that are embedded in interaction which is necessary to have a valid comprehensive analysis and a broader understanding of what Arabic pragmatic markers are and how they function at the discourse level to perform various multiple functions.

In sum, Saduk-Chethib and Yalla in Iraqi colloquial Arabic hold significant cultural and linguistic importance. These markers play a crucial role in shaping communication patterns and conveying subtle meaning. It should be mentioned that different analytical frameworks and researchers' views are the main causes of the ambiguity in the terminological identification and investigation of the phenomena. So, to comprehend the usage and functionality of these two items, language learners and linguistic enthusiasts can gain deeper insights into the Iraq colloquial Arabic and its unique characteristics.

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