

**A pragmatic Functions of Discourse Markers
in The Nightingale and The Rose**

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Abstract

Discourse markers are linguistic elements that facilitate the flow of communication by signaling relationships between ideas, structuring the text, or indicating shifts in tone or topic. In Oscar Wilde's short story, discourse markers play a significant role in shaping the narrative and guiding the reader through the emotional and thematic journey. Wilde employs markers such as "but," "and," "so," and "however" to contrast characters' motivations, connect their actions, and emphasize the ironies of love and sacrifice. These markers help delineate the nightingale's selfless devotion from the student's intellectualized view of love, creating a poignant juxtaposition between romantic idealism and human pragmatism. The main objective of this study is to investigate the frequencies, functions of *discourse markers* used in **The Nightingale and The Rose**. To this objective, the current study used a pragmatic discourse analysis, in which data were collected qualitatively in the form of text. The study used a mixed mood design using qualitative and quantitative methods. The data were examined using Fraser's (2009) framework of the DMs. The results revealed that message-related discourse markers and discourse structure are both utilized in the literary text, with the former being the more frequently used category. The message-related markers were used to improve phrase coherence through elaboration, inference, and contrast. The use of discourse structural markers expresses discourse coherence by catching students' attention, steering the topic, and regulating the discourse.

Key Words: Discourse markers, pragmatic meaning, functional features, fiction story.

1. Introduction

Discourse markers, such as "well," "but," "oh," and "you know," constitute a category of linguistic elements that serve specific functions across diverse forms or registers of discourse. Fraser (1998) characterizes the analysis of discourse markers as an emerging area of significant interest within the field of linguistics. Since the late 1980s, discourse markers have been the subject of investigation across numerous languages and have been analyzed within diverse genres and interactive contexts. However, there remains a lack of consensus among scholars regarding their definition and nomenclature. Redeker (1991) refers to these as discourse operators and

defines them as words or phrases such as conjunctions, adverbials, comment clauses, or interjections that are articulated primarily to draw the listener's attention to a specific type of forthcoming utterance within the immediate discourse context.

Schiffrin (2005) offers an operational description that characterizes discourse markers as elements of a functional category of verbal and nonverbal tools that furnish contextual coordinates for ongoing conversation. Discourse markers are sequentially dependent components that encapsulate units of speech.

Fraser (1998) defines a DM as a lexical statement that indicates a relationship of contrast, implication, or elaboration. In the preparation of a well-structured text, it is essential to consider cohesiveness and coherence. The arrangement of phrases in a text or written speech is not akin to stacking bricks sequentially. There are certain relationships between such sentences. According to Halliday and Hasan (2014), a text is more than a collection of sentences. It is not only a long grammatical unit, similar to a sentence, but rather a sort of super sentence, a semantic unit. Discourse relations are thought to extend beyond grammatical structure. The significance of discourse markers in discourse structure is inextricably tied to coherence, a fundamental property that coexists with its counterpart, cohesion. On the one hand, some authors utilize only one of these words to encompass two distinct underlying conceptions. On the other hand, some terminology and meanings are identified (Gonzalez, 2005).

DMs play a crucial part in a story by guiding readers through the narrative and shaping how ideas and emotions are communicated. These markers, which include words or phrases like "but," "and," "so," "however," and "because," help to structure the flow of the story and clarify relationships between different thoughts or events. Fraser (2009) describes discourse markers as relational lexemes that indicate a connection between two meanings within an utterance: the principal role of the marker itself and the overarching meaning of the utterance. In this context, discourse markers facilitate the connection between the statements articulated in the sentence and the significance of the marker employed in that utterance.

In literary text, discourse markers are employed to create contrasts, particularly between the perspectives of different characters. For example, words like "but" or "however" are often used to signal shifts in mood or to juxtapose the idealism of the Nightingale with the materialism of the

student or the cold-heartedness of the Professor's daughter. These markers also help to emphasize moments of change or realization, such as the Nightingale's decision to sacrifice herself or the Student's disillusionment at the end.

In summary, discourse markers are essential in Wilde's story, as they not only make the transitions between ideas smoother but also reinforce the thematic contrasts that drive the narrative.

1.2 Research Questions

1. What are the types of Discourse Markers used in **the Nightingale and the rose**?
2. What are the pragmatic meaning of Discourse Markers used in **the Nightingale and the rose**?

1.3 Problem Statement

Discourse markers words or phrases that guide the flow of conversation or narrative, such as "however," "therefore," "and" "but "are used to structure the narrative and convey relationships between ideas. Although, the use of discourse markers in the tale **Nightingale and the rose by the Oscar Wildes**. Discourse markers are essential for organizing the story and directing the reader through character interactions. Discourse markers, including "but," "so," "and," "however," and others, are words or phrases that are employed to control the flow of a text or discussion. These are indicators that Wilde uses to draw attention to contrasts, tone changes, and connections between various concepts or acts. Wilde often uses discourse markers to signal changes in tone or shifts in perspective between the Nightingale, the Rose, and other characters. For instance, markers like "but" or "yet" may serve to contrast the selflessness of the Nightingale with the materialism of the Student or the indifference of the girl. The complexity arises in how these shifts emphasize the moral or thematic

contrasts in the story, requiring careful interpretation. Using discourse markers, Wilde contrasts the idealism of the Nightingale with the cynicism of human characters. Words like "yet" or "however" draw attention to these sharp differences in viewpoint and emphasize the terrible irony of the narrative. Discourse markers can be used to gently lead readers through the text's moral quandaries. Even when the results of these conclusions are tragic or humorous, Wilde may employ markers like "therefore" or "so" to imply emotional or logical conclusions that characters especially the Nightingale make about love, sacrifice, and beauty. In order to replicate the fable-like aspect of the story, Wilde frequently used the conjunction "and" to connect acts and events. However, the frequent usage of "and" can also lend complicated themes a basic tone, making some transitions seem forced or unduly linear. In conclusion, discourse markers are essential to Wilde's storytelling technique in the text. However, they can create difficulties by handling the moral complexity of the story, contrasting themes, and bringing about changes in tone and perspective. The capacity of them to help the reader see the story's ironies and thematic contrasts more fully is the issue not their misuse.

2. Literature Review

2.1 Related Studies

Hazem et al. (2021), *The Role of Discourse Markers in Organizing Literary Discourse: H.G. Wells' The Time Machine as a Case Study*. The research explored the significance of discourse markers in organizing literary English. The researchers studied 45 phrases in the novel from a pragmatic perspective. The investigation found that discourse markers play a crucial role in successful and correct wording. They indicate both the deliberate and structural aspects of conversation. They help readers recognize relationships and organize language, improving comprehension.

Hidayat et al. (2021), the purpose of this study was to illustrate the types and mistakes of discourse markers used in the essays about Hamlet drama written by University of Mataram sixth semester English education program students during the 2019–2020 academic year. A hybrid technique, combining qualitative and quantitative methods, was used to conduct this study. The data came from 26 students' publications. According to the study's findings, students' papers used all three of Bruce Fraser's (2009) functional classes of discourse markers. They are referred to as Inferential Discourse Markers, which have happened 94 times (20.30%), Contrastive Discourse Markers, which have happened 169 times (36.50%), and Elaborative Discourse Markers, which have happened 200 times (43.20%).

2.2 Definition of Discourse Markers

DMs were categorized using a variety of terms. Discourse marker is the most well-known and often used term. Discourse particles, pragmatic markers, and pragmatic particles are other words that are frequently used interchangeably. These language devices marker vs. particle, discourse vs. pragmatic have four terms in common despite the different names given to them. Richard and Schmidt (2013) contend that discourse markers (DMs) are a category of expressions comprising words, phrases, and clauses that function to manage the flow of continuing conversation. DMs fulfill a multitude of functions in spoken communication. They indicate openings, define subject boundaries, and express closure or pre-closure, while also reflecting the ongoing dialogue between the presenter and the observer. Jucker (1998) asserts that discourse markers (DMs) have been examined as textual structuring instruments that serve as indicators for the initiation or conclusion of speech units, as well as for transitions between them. They also function as attitudinal signals or modalities, serving as indicators of the intentions and relationships between the speaker and audience, as well as providing guidance on how a particular utterance should be processed or interpreted.

Discourse markers may be defined as markers (lexical items, constructions, etc.) that signal an operation of utterance regulation, targeting some operation or operations constitutive of the event of utterance itself (Ranger 2018).

DMs are expressions that reflect the dependence of the importance of a speech segment on another (Blakemore, 2005). Brinton (2010) asserts that discourse markers are the most recognized identification for potentially redundant statements used in spoken dialogue.

2.3 Types of Discourse Markers

DMs are categorized to classifications and sub-classifications:

1) Message relating discourse markers this pertains to lexical terms that predominantly enhance coherence at the sentence level. They create links between the communications in the present part of discourse and those in preceding segments articulated by the same speaker. These markers serve functions related to relational dynamics and coherence, and can be classified into three distinct subcategories.

a. Elaborative DMs

b. Inferential DMs

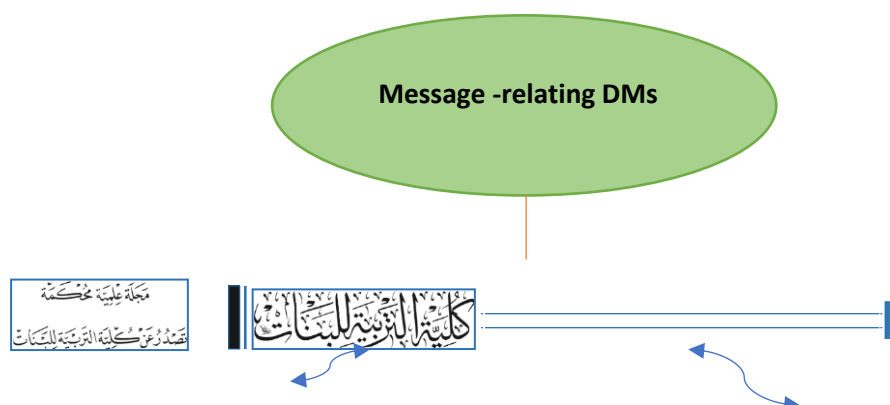
c. Contrastive DMs

2) Discourse structure markers these are indicators may be divided into three subcategories.

a. Topic Orientation Markers

b. Attention Markers

c. Discourse Management Markers



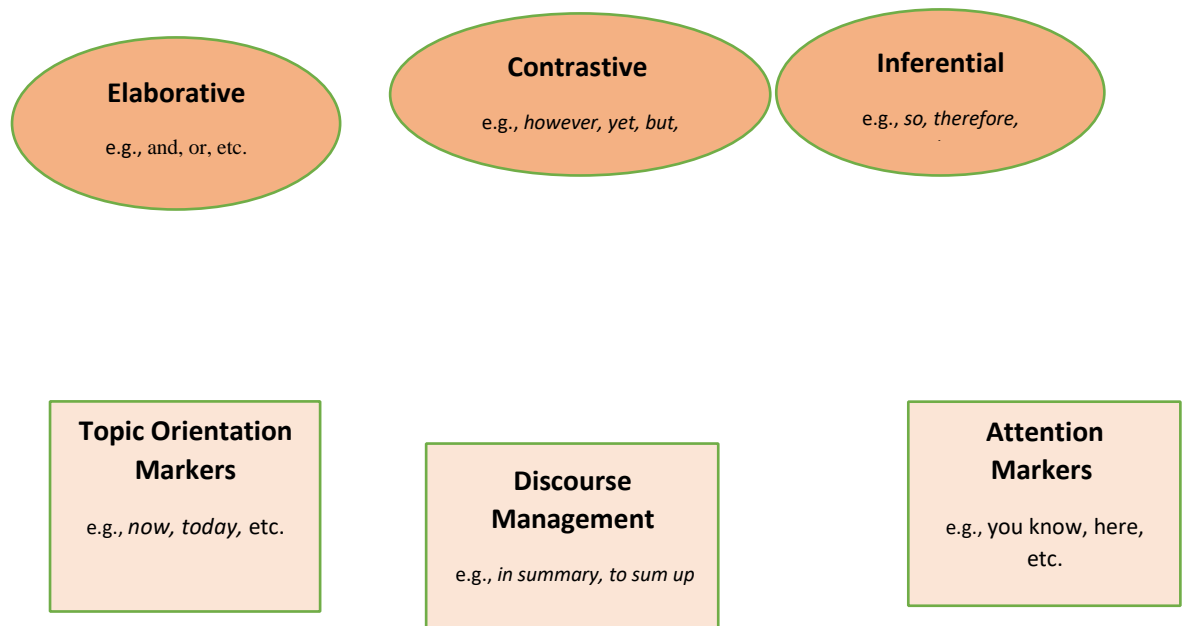


Figure 2.1 Fraser model of DMs (2009)

2.4 Functional Features of Discourse Markers

According to Brinton (2010), discourse markers serve multiple functions. Fludernik (2000), no single discourse marker must serve only one role. It is vital to distinguish between two sorts of multifunctionality. Specific language considered multifunctional since they can be utilized for both pragmatic and non-pragmatic purposes. While, multifunctionality may relate to the realm of pragmatics alone. Multifunctionality may be limited to the realm of pragmatics, in the sense that a single discourse marker can serve many pragmatic roles (Aijmer & Simon-Vandenberg, 2011). Bordería (2006) identifies two levels of pragmatic polyfunctionality. Polyfunctional particles can provide several purposes in different contexts, while polyfunctional tokens perform multiple functions at different levels of discourse.

Bazzanella (2006) describes these two characteristics of discourse markers' multifunctionality as paradigmatic and syntagmatic. Thus, Urgelles-Coll (2010) observes that some discourse markers appear to carry meaning, while others appear to serve solely to structure conversation. The statement highlights the disparity between discourse indicators that are integrated at the sentence level and those that are not. Unintegrated discourse markers

are pragmatically multifunctional, which means they can fulfill several pragmatic purposes in various contexts, whereas integrated markers are thought to be polysemous.

However, for pragmatic particles that simply have the pragmatic meaning behind implicitly anchoring the propositional content, Östman (1982) proposes a uniqueness requirement. It is assumed that the pragmatic and propositional functions are clearly distinct with no scalar link between them, even though they may contain homonyms with a clear propositional substance (Östman 1982).

Table 2.1: Pragmatic functions of discourse markers Brinton (1996)

Textual functions	To initiate conversation, including the attention of the listener including claiming the attention of the hearer.	Opening frame marker
	To close discourse	Closing frame marker
	To assist the speaker in gaining or relinquishing the floor.	Turn takers (Turn givers
	To function as a filler or delaying techniques used to support discourse or hold the floor.	Fillers Turn keepers
	To indicate a new topic or a partial shift in topic.	Topic switchers
	To indicate either new or old information.	Information indicators
	To mark "sequential dependence", to restrain the connection of one clause to the preceding one by making the conversation clear.	Sequence/relevance markers
	To repair one's own speech or that of others.	Repair markers
Interpersonal functions	Subjectively, to convey a response or reaction to the preceding speech or attitude toward the next discourse. Also, including "back-channel" signals of awareness and continued attention spoken when another speaker has his/ her turn and perhaps "hedges" expressing the tentativeness of the speaker.	Response/reaction markers Back-channel signals
	Interpersonally, Interpersonally, to ensure familiarity between the speaker and the addressee (for example, by appealing a common or shared opinion to the addressee, checking or expressing understanding, requesting confirmation, expressing respect, or saving face (politeness)).	Confirmation-seekers Face-savers

3. Methodology

3.1 Research Design

The main aim of the research design is to outline the mechanism for acquiring replies to the study questions. The study design relates to the procedures employed according to the research questions for data collection and analysis to disseminate findings (Creswell, 2013). This study employs a pragmatic discourse analysis approach in which RQ1 is answered quantitatively. The functions of discourse markers (DMs) used in the data were qualitatively investigated using a pragmatic analytical method to answer RQ2. Fraser (2009) outlined the types and frequencies of discourse markers used in *The Nightingale and the Rose* in his taxonomy of DMs.

3.2 Data Description

The data of the current study is a short story written by Oscar Wilde, an Irish-born English poet, writer, and playwright. **The Nightingale and the Rose** (1888) is a fairy tale concerning a nightingale that impales her breast on a thorn to produce a rose. The researcher of the current study seemed to identifying the discourse markers used in the tale, and this identifying based on the model of the classification discourse markers (Fraser 2009). The data downloaded from <https://pinkmonkey.com/dl/library1/rose.pdf>

3.3 Data collections

The Data is collected in Oscar Wilde's tale "The Nightingale and the Rose" by carefully observing different facets of human nature, love, and sacrifice. These subjects are explored figuratively in the story, but as the story is told in an allegorical and poetic fashion, there is no actual data collection in the conventional sense.

But if we were to read it in terms of compiling thematic or emotional data, then the Nightingale's activities could be seen as gathering information regarding the characteristics of love:

1. Observation of the Student: After listening to the student weep, the Nightingale learns that the reason for his heartbreak is that he wants

to offer his sweetheart a red rose because she has promised to dance with him if he brings one.

2. Realizing the Sacrifice of Love: The Nightingale gathers knowledge about the characteristics of genuine love. She is prepared to give her life in order to generate a red rose for the student because she believes in the purity of love.
3. Human vs. Animal Perception: The Nightingale compares the Student's and Her own perspectives on love. The Nightingale believes that love is something great and worthy of dying for, in contrast to the student who sees love as a transaction. This finding demonstrates how animals and humans perceive and comprehend emotions differently.
4. Result and Conclusion: The Student's beloved rejects the rose in spite of the Nightingale's sacrifice, illustrating Wilde's criticism of the erratic and flimsy character of human love. Thus, the "data" amassed during the story alludes to the disparate understandings of love and the results of giving something up. It examines the breadth and complexity of human emotions as well as the tragic undervaluation of true love.

3.4 Data Analysis Procedure

To analysis the data there are several steps.

Step 1: Using a manual or software-assisted method, locate and extract discourse markers from the text.

Step 2: Group discourse markers (e.g., causal, adversative) into categories.

Step 3: Look for patterns by analyzing the frequency and distribution of discourse markers.

Step 4: Interpretation in Context: Consider the ways in which these markers aid in the development of the characters, the plot, and the scene changes.

4. Results and Discussions

Table 4.1 identifies the first group of discourse markers message-related to the subcategories (elaborative, inferential, and contrastive). The first sub-category's elaborative reveals the highest frequency of marker is and happens (127 with its percentage (93.93%), while the other markers like (as soon as, or) occur 4 times with percentage (3.03). Furthermore, the second sub-category is inferential, indicating that the most frequent marker occurs 17 times with a percentage of 29.31%, followed by the other highest marker, which occurs 14 times with a percentage of 24.13%. Furthermore, this sub-category contains other markers with low frequencies, such as (so that occur times with percentage (8.62%) and since occurs three times with percentage (5.17%). Although the last sub-categories are contrastive, this category has the highest frequency of marker (but) occurring 21 times with a percentage (58.33%), followed by the two highest markers (although, even though, and notwithstanding) occurring 4 times with a percentage (11.11%).

Table 4.1 Types of Message-relating DMs in *The Nightingale* and the *Rose*

Message -relating DMs	Examples	Frequency	Percentages
Elaborative	And	124	93.93
	as soon as	4	3.03
	Or	4	3.03
	Total	132	100%
	So	14	24.13
	Before	3	5.17
	there fore	1	1.72
	Then	3	5.17

Inferential	For	17	29.31
	Since	3	5.17
	instead of	2	3.44
	When	2	3.44
	While	5	8.62
	so that	5	8.62
	at last,	2	3.44
	Because	1	1.72
	Total	58	100%
Contrastive	But	21	58.33
	However,	4	11.11
	Even though	4	11.11
	Though	1	2.77
	Nevertheless	4	11.11
	Yet	2	5.55
	Total	36	100%

Table 4.2 Types of Discourse Structure Markers in The Nightingale and the Rose

Discourse Structure Markers	Examples	Frequency	Percentage%
Attention	Indeed	3	75%
	in fact,	1	25%
	Total	4	100%
Topic orientation	Look	6	60
	Here	4	40
	Total	10	100%
Discourse management	0	0	0

The table above (4.2) shows the second group of discourse markers discourse structure markers with the sub-categories (attention , topic orientation and discourse management).The fist sub-categories' attention shows the highest frequency of marker is indeed and occurs (3with its percentage (75%) and the other markers like (in fact)occur 1 time with

percentage (25%). Additionally, the second sub -categories are topic orientation shows that the most highest frequency of marker is look occur 6 times with percentage(60%) followed by the other highest marker here occurs 4 times with its percentage (40%) finally, the last this sub - categories are discourse management are never used in the all data

Table 4.3 Major kinds of DMs in the whole data

No. Kinds of DMs	Frequency	Percentage
1. Message -relating DMs	226	94.16
2. Discourse -Structure Markers	14	5.83
Total	240	100%

Table (4.3) explains the main two categories of DMs are message -relating and discourse structure markers with its frequency and percentage in all data as illustrate in the table above the first group occurs 226 with its percentage 94.16 and the second group occurs 14 time with its percentage 5.83%.

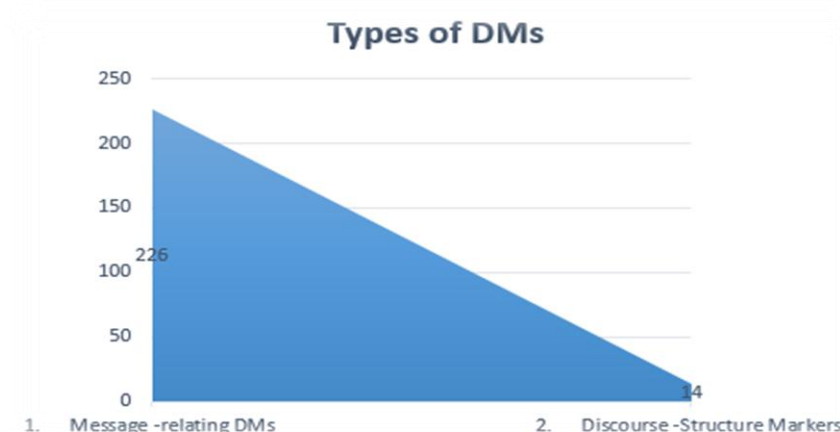


Figure (4.1) The highest frequency of DMs in the whole data is message relating DMs

4.2 Functions of Discourse Markers

Example 1

And in the center of the grass-plot was standing a beautiful Rose-tree.

The function of the word *and* used to add information or continue a thought. Adds detail to the description of the scene.

Example 2

So she spread her brown wings for flight, and soared into the air.

Used to introduce a consequence or result.

Example 3

However, there is a way by which you may get your red rose.

This marker helps transition to a different perspective after expressing doubt. Also used to introduce a contrast or a different point.

Example 4

Then a cold chill crept over her

The above word used to indicate sequence or consequence.

Example 5

But the Tree shook its head.

The word “but” introduces a contrast between the Nightingale’s wish and the reality of the Tree’s response. It has the function of contrast ideas or introduce an opposing view.

Example 6

For she lived with the old green Lizard, and the butterfly, and the daisy in the garden.

It has the function to provide a reason or explanation. *For* explains why the Nightingale is closely connected to the garden.

Example 7

“Look, look!” cried the Tree, “the rose is finished now”; but the Nightingale made no answer,

Look, look! the Tree highlights a specific moment in the narrative, making the reader focus on the significance of the rose’s completion.

Example 8

Here indeed is the true lover, said the Nightingale. What I sing of, he suffers what is joy to me, to him is pain.

The function of discourse markers is used to emphasize or confirms what has just been said, adding weight to the Nightingale’s statement about the true lover. It signals affirmation.

Example 9

This is a great idea, indeed.

This discourse marker emphasizes or confirms what has just been said, adding weight to the Nightingale’s statement. Indeed is a polyfunctional item, which functions both as an epistemic adverbial and a connective discourse marker. In this case, indeed serves to emphasize the speaker’s strong agreement or confirmation of the idea being great.

Example 10

So that her heart would break if she didn’t get the red rose.

This is used when you want to emphasize that what you are saying is for a particular purpose. In addition, it links the cause to the emotional

consequence for the character. It allows us to express an aim, and is often followed by a modal auxiliary like can, will, may or could, would, might.

Conclusions

The current study reached the following points of the conclusions

- 1-The use of DMs in any fiction work is very important part to give the cohesive and cohesion in the text.
- 2-The writer of the tale tried to vary use of markers in the text
- 3- The first group of DMs message -relating DMs are more used the second group of DMs discourse -structure markers this means that the inoculation of the writer to attract the attention of the readers to the story .
- 4-The lack of the use the sub -group of markers discourse management markers.
- 5- The total frequency in all data is 240 the message -relating DMs frequency 240 time than the second type discourse structure markers occur 14 times
- 6-The use of discourse markers also reinforces the story's moral and philosophical themes. For example, transitions between the Nightingale's thoughts and actions are often guided by markers like "therefore" and "because," helping the reader understand the logical (or emotional) progression that leads to her ultimate sacrifice.
- 7- In sum, discourse markers in *The Nightingale and the Rose* contribute to the narrative's structure, emotional depth, and thematic richness. They enhance the portrayal of character interactions and the unfolding of key philosophical reflections on love, sacrifice, and disillusionment.

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