

A STUDY OF PRAGMATIC MARKERS IN ALICE WALKER'S SHORT STORY "EVERYDAY USE" UTILIZING CARTER & MCCARTHY'S (2006) FRAMEWORK.

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Abstract

This study examines the use of pragmatic markers in Alice Walker's short story, "Everyday Use" with a focus on the Carter and McCarthy (2006) classification scheme. This study employed a descriptive-qualitative method to analyze the data. The findings of the study highlight the importance of pragmatic cues in literary genres, specifically in short stories. This study analyzes the pragmatic indications present in "Everyday Use" to demonstrate how these markers contribute to the stories' aesthetic and narrative impact. Gaining a clear understanding of the role of pragmatic markers enhances readers' comprehension and appreciation of the author's chosen writing style and the meaningful structure provided in short stories. It allows readers to fully engage with the text and connect with the characters and themes at a deeper level.

Keywords: Short story, Pragmatics Markers, Literary Genre, narrative effect, organizational meaning

Introduction

This study aims to examine the use of pragmatic markers as an organizational device in Alice Walker's selected short story. By analyzing how these markers contribute to the progression and comprehension of the narratives, this study seeks to shed light on the role of pragmatics in written literary genres. Understanding how authors utilize pragmatic markers can deepen our understanding of narrative structures and enhance our appreciation of the multiple levels of meaning in short stories. Pragmatic markers are linguistic devices that serve as an organizational tool in narratives. They help guide readers through the story by indicating its progression and maintaining connections between the different parts of the narrative. Examples of pragmatic markers include "however," "therefore," and "in conclusion." Previous studies on pragmatic markers have primarily focused on their use in spoken and written genres, with limited attention paid to their role in written literary genres.

A review of the literature reveals a scarcity of research specifically examining the utilization of pragmatic markers in short stories. This study aims to fill this gap by analyzing the use of pragmatic markers as a verbal components in the selection of Alice Walker's short stories, which are known for its multiple levels of meaning. While existing research on pragmatic markers has primarily focused on their linguistic aspects, this study seeks to expand their scope by examining their utilization as a component of communication transmitted through multiple modalities. By analyzing how pragmatic markers are employed in conjunction with other modalities such as visual cues or gestures, we can gain a deeper understanding of their role in enhancing comprehension

and conveying meaning in short stories. This interdisciplinary approach has the potential to enrich our understanding of narrative structure and the impact of multimodal communication on readers' interpretation of the text.

This study asserts that the utilization of pragmatic markers as an element of organization in short stories is influenced by the author's chosen style. By examining the use of pragmatic markers in the short story *Everyday Use* “by Alice Walker, this study aims to explore the relationship between style and the communication of organizational significance. These markers are commonly used in written and spoken genres to enhance comprehension and facilitate the flow of information, and create and maintain connections throughout the narrative. Nevertheless, pragmatic markers have conventionally been examined in written and spoken genres through a linguistic lens. Existing literature on pragmatic indicators in written literary genres is, therefore, relatively scarce in this regard. Research examining pragmatic markers as a component of communication that is transmitted via a combination of multiple modalities is scarce. In light of this, this study examines the utilization of organizational pragmatic markers as a verbal component in the selection of short stories that contain multiple levels of meaning. Moreover, concerning pragmatic markers, as an element of organization utilized in short stories, this research asserts that how pragmatic markers are communicated is constrained by the style selected by the author.

Pragmatics Markers

Pragmatic markers are words or phrases that serve different functions or convey various meanings in a discourse. These functions include expressing attitude, managing interaction, signaling structure, and creating coherence. Although they are frequently regarded as optional or auxiliary language components, they are extremely important in forming and reflecting the speakers' or authors' relationship, context, and intent.

Pragmatic markers can be classified into different types according to their functions or meanings, with some of the most common being discourse markers, modal particles, interjections, response tokens, and fillers. Discourse markers are words or phrases that signal the organization, connection, or transition of ideas, like "well", "however", "so", or "by the way". Modal particles express the speaker's attitude, stance, or mood, such as "maybe", "actually", "really", or "indeed". Interjections are words that express emotions, reactions, or evaluations, such as "wow", "ouch", "yuck", or "great". Response tokens indicate the listener's feedback, involvement, or alignment; examples include "yeah", "uh-huh", "right", and "mm". Finally, fillers are words or sounds that fill pauses, hesitation, or uncertainty; these can include "um", "er", "like", and "you know".

Discourse markers Vs Pragmatic Markers

Discourse, which is more often than not involving above-clause-level phenomena, is at the top of this hierarchy. Ideas and intentions assemble to give cohesion and coherence to a text or interaction. As Graesser et al. (1997: 164) put it, “Discourse is what makes us human, which allows us to communicate ideas, facts, and feelings across time and space.” Therefore, it is crucial to understand the expressions and mechanisms that speakers use to construct discourse in everyday language use. Discourse is inextricably linked to pragmatics, which is concerned with the function of particular expressions with respect to the context in which they are used and the speakers who

use them to convey messages beyond the explicit or literal meanings of words. To master pragmatic competence involves knowing how to use different forms of language in different contexts and with different populations. As is well-known, we “do things with words” (Austin, 1962), and pragmatics is therefore at the core of every interaction.

Discourse markers typically include expressions also used as adverbials such as “so” and “well” or verb phrases like “I mean” and “you know”, whose main function is to connect utterances to each other and to the larger context. In this special issue, we do not commit to one terminological preference over another, given that the choice between “discourse” and “pragmatic” is not trivial and is based on differences in linguistic traditions, the types of expressions analysed, and/or the research questions posed. Notwithstanding, for the purposes of this special issue, Hansen’s (2006: 28) distinction between the two options offers a rationale for the choice of one term over the other: the discourse marker should be considered a hyponym of pragmatic marker, the latter being a cover term for all those non-propositional functions that linguistic items may fulfil in discourse. Alongside discourse markers, there are transactional coherence, its main purpose is to maintain the coherence, this overarching category of functions would include various forms of interactional markers, such as markers of politeness, turn-taking etc. The function of this category is the maintenance of interactional coherence; performance markers, such as hesitation markers; and possibly others.

Discourse and pragmatic markers are primarily a functional category, that is, they are not only defined by formal features, but also largely by the type of function or meaning-in-context that they can express. Discourse markers are often classified as belonging to the realm of spoken grammar (cf. McCarthy and Carter 2001), a field that still receives considerable attention in textbooks. Discourse markers (DM hereafter), one of the most common features in conversation, are “words or phrases which are normally used to mark boundaries between one topic or bit of business and the next” (Carter and McCarthy, 1997, p. 13).

In 1990, Redeker proposed the notion that discourse markers had the ability to operate at various levels of discourse structure across diverse settings. They have the ability to establish connections between various sorts of items, at various levels of discourse structure, hence fulfilling diverse macro-functions. Initially, she categorized three domains: the ideational structure, which focuses on real-world events (e.g. the marker “because” connects a result to its objective cause); the rhetorical structure, which addresses epistemic and speech-act relations (e.g. “therefore” introduces a conclusion to an argument); and the sequential structure, which deals with higher-level structure such as topics and turn exchange.

In general, discourse and pragmatic indicators fall under the functional category. This implies that their determination is based on both their formal attributes and the particular purpose or meaning they provide in a particular circumstance. Both general discourse and pragmatic functions are often discussed in the literature. Discourse markers, for example, “bracket units of talk” (Schiffrin, 1987: 31) or “constrain the relevance of the proposition they introduce by indicating that it stands in a particular relation to the one most recently processed” (Blakemore, 1987: 247), according to various sources.

Lexical phrases like "so," "then," "you know," and "ok" are examples of pragmatic markers. Authors employ these markers to indicate where their discourse is going for the benefit of both themselves and their readers. A writer conveys to a reader how they should understand a message by using Pragmatic markers. According to Barón & Celaya (2010) and Halliday & Hasan (1976), among the roles played by Pragmatic markers are those of promoting fluency, supporting interpersonal, textual, pragmatic, and metapragmatic functions, and adding structure, cohesiveness, and intelligibility. Pragmatic markers are frequently utilized at high frequencies, particularly in oral communication, and are often used relatively subconsciously (Maschler, 1994). Pragmatic markers can be found in various genres and situations, such as spoken conversation, written text, online communication, or academic discourse. These markers are used to manage turn-taking, topic shifting, or rapport building in spoken conversation; organize arguments, emphasize points, and address readers in written text; convey tone, attitude, or emotion in online communication; and express stance, position, or evaluation in academic discourse. Additionally, they can enhance the clarity, coherence, and persuasiveness of the text. Some studies have even shown that pragmatic markers can improve the readability and comprehension of written texts. Furthermore, they can reveal the underlying assumptions, perspectives, and values of the speakers or writers. In summary, pragmatic markers are essential for effective communication and critical thinking.

Pragmatic markers are not fixed or rigid in their functions or meanings; they can vary depending on the context, genre, situation, or intention of the speakers or writers. Therefore, it is important to be aware of how they are used in different settings and how they can affect the interpretation and interaction of the discourse. Pragmatic markers are highly effective instruments for enhancing and invigorating communication. Having a proficient grasp of how to appropriately utilize them can significantly improve communication efficacy across many genres and scenarios. This study undertook an analysis of pragmatic markers, including an examination of prevalent types and instances, their application in literary genres and contexts, and a specific focus on the chosen short story authored by Alice Walker.

Research Problem

Many studies have focused on discourse and metadiscourse markers because of the importance of conceiving a whole discourse information. However there is lack of studies related to interdisciplinary studies related to the use of pragmatic markers in the short story genres.

Rationale

The short story is the one of the closest genres for not only for teachers and students but also for all. Right from a young age we all connected and became interested in listening and reading stories. Therefore, an analysis of pragmatic markers utilization in the short stories is important.

Focus of Research

In accordance to the identification of the problem above, this research focuses on analyzing the types and functions of pragmatic markers found within selected short stories. In spite of types of pragmatic markers are adopted from Carter & McCarthy (2006) framework.

Formulation of the research

This research will be answered through the following formulated research questions.

1. What are the types of pragmatic markers used in the "Everyday Use" short story by Alice Walker?
2. What are the functions of pragmatic markers in the "Everyday Use" short story by Alice Walker?

Objective of the study

Considering the research questions designed in the previous section the objective of this study is formulated as follows:

1. To find out what types of pragmatic markers are used in the short story "Everyday Use" by Alice Walker?
2. To determine which functions of pragmatic markers are found in the story "Everyday Use" by Alice Walker?

Hypothesis

Pragmatic markers along with their type and functions can be easily found in the short story genre, since pragmatic markers makeup the story content and the writer's idea in the logical flow.

1. This study hopes that the presence of the information provided within the research will be worthwhile and may encourage other researchers to implement the concept in other genres.

Significance of this research

This research will give influential contribution as mentioned below.

1. This study's findings are useful from the perspective of linguistics and literature not only for the students but also for teachers and other researchers.

Framework adapted for this study

The subsequent compilation of definitions and terms is presented to exemplify the wide range of methodologies that can be applied to these expressions. Throughout this study, the phrase "pragmatic marker" will be utilized in adherence to the definition provided by Carter and McCarthy (2006): According to the definition provided on page 208, pragmatic markers are a class of components that serve a purpose beyond the structural limitations of the clause and convey the speakers' intentions and interpersonal connotations. Carter and McCarthy delineated pragmatic markers, which including discourse markers, stance markers, hedges, and interjections. In this table that follows, examples and succinct definitions of these subcategories are presented.

Name	Definition	Examples
Discourse Markers	indicate the speaker's intentions with regard to organizing, structuring, and monitoring the discourse.	You know Well So I mean
Stances	indicate the speaker's stance vis-à-vis the message.	Actually Of course Hopefully
Hedges	enable speakers to be less assertive in formulating their message.	I think Just

		A kind of
Interjections	indicate affective responses and reactions to the discourse	gosh wow ouch

Table 1: Types of pragmatic markers framework (adapted from Carter & McCarthy, 2006, p. 208)

The definition proposed by Carter and McCarthy (2006) was used for this study due to its basis on a thorough analysis of real-life language usage through a corpus-based examination. Hence, it was particularly for this study. Pragmatic markers are a diverse and inclusive categories of language elements that function beyond the level of individual sentences. They indicate the writers' perspectives and positions, as well as contribution to the overall organization of the discourse (Carter and McCarthy 2006, p. 208; Pichler 2013, p. 4). These linguistic elements do not contribute to the propositional meanings of the spoken or written statements. Pragmatic markers are linguistic components that can be easily removed from a sentence without affecting the overall meaning of the proposition's overall meaning. In essence, pragmatic markers do not add to the content and significance of a statement, but they play a crucial role as essential tools for interpersonal communication that helps the speaker or writer move forward.

Methodology

Instead of merely tallying to the frequency of pragmatic markers employed in Alice Walker's chosen short story, "Everyday Use". This study also aims to examine and explain the various types and purposes of the pragmatic markers and the frequency of pragmatic markers employed. Hence, this study employed a descriptive qualitative research design.

Source of Data

Data had been collected at the commencement of the study by utilizing Alice Walker's chosen short story namely "Everyday Use".

Instrument

Given the use of a descriptive qualitative approach in this study, the document analysis method was employed.

Types of Pragmatic Markers used

S.No	Type of Pragmatic Markers	Functions of Pragmatic Markers
1	Discourse Markers	To indicate the writer's intentions To give the logical flow As a topic shift marker
2	Stances	Offer analysis on the portrayal of characters, the interplay between them, the progression of the story, and the viewpoint from which the narrative is presented.
3	Hedges	Exhibits a dearth of dedication in verbal expression.

4	Interjections	Facilitate the writer's attempt to convey their emotions through words.
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Table:2 –Types of Pragmatic Markers used in the short story Everyday Use by Alice Walker
Data Collection Procedure

In this study there are several procedures were used to collect data as described below.

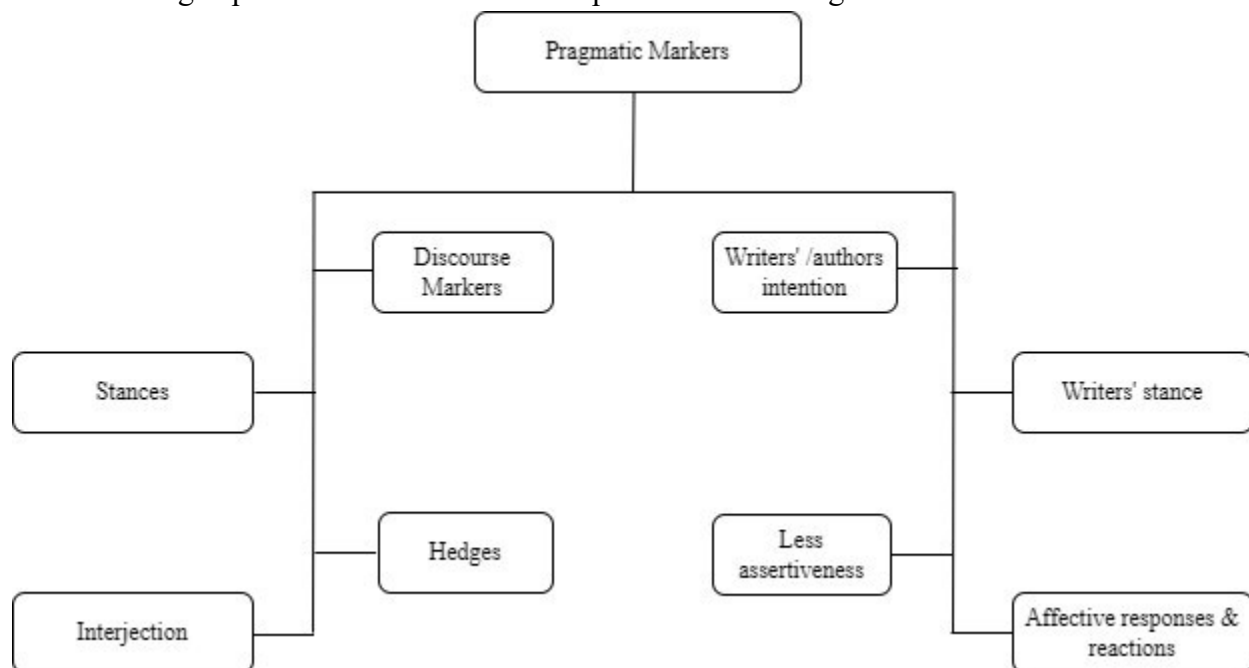
1. Identifying the short story that will be examined
2. Analyzing the pragmatic markers employed in the chosen short story
3. Categorizing the identified pragmatic indicators into their respective types and functions according to the chosen theoretical framework.
4. Presenting the collected data in a structured table and providing a detailed explanation.

Organization

1. Collecting data from the short story "Everyday Use" by Alice Walker
2. Identifying pragmatic markers in the short story, "Everyday Use" by Alice Walker
3. Classifying pragmatic markers found in the short story "Everyday Use" by Alice Walker
4. Displaying the findings in the form of tables, infographics and narrative explanation

Conceptual framework

The following depiction reflects the research plot that will be organized.



Finding and Discussion

The classification method proposed by Carter and McCarthy (2006) categorizes pragmatic indicators into distinct types, such as speech acts, discourse markers, and politeness strategies. These signs serve to communicate meaning that extends beyond the explicit words uttered or written. This study analyzes Alice Walker's short story using a classification system. The objective was to explore how the inclusion of pragmatic markers contributes to the aesthetic and narrative

impact of the stories. Additionally, it examines how these markers enhance readers' understanding and appreciation of the author's chosen style and structural significance within the genre of short stories.

Nevertheless, it is crucial to recognize that the examination of pragmatic indicators in the literature is not exempt from its inherent constraints. For example, the understanding of these signs can be subjective and susceptible to diverse interpretations. In addition, the emphasis on pragmatic indicators may disregard significant elements of literary analysis, such as symbolism or narrative structure. Although this study has many limitations, it offers useful insights into how pragmatic cues might improve readers' understanding and enjoyment of short stories. It also emphasizes the importance of conducting additional research in this field.

Analysis and Findings from the story “Everyday Use “by Alice Walker

A total of thirty nine lexical units were discovered in the corpus during the analysis as pragmatic markers in Alice Walker's short story "Everyday Use". The following words and phrases are used: well, know, so, of course, would, could, couldn't, maybe, probably, might, sometimes, almost, possibly, seems, little, always, no doubt, and, though, even though, although, still, though, since, even, never, plainly, sure, should, in fact, uh huh, oh, um, and uhnnnh. To differentiate the markers that were intended for analysis, this study employed the following methodology:

In Step 1, the phrases were originally organized in frequency order, as the researcher's purpose was to ascertain the frequency with which a specific marker was utilized by the author. In Step 2, the placement of the marker was determined by identifying the discourse segment in which it was employed. The primary aim of this study was to establish a correlation between pragmatic indicators and the narrative segments. This research predominantly investigated the distinct functionalities of each marker in relation to each narrative element.

This study offers reliable interpretations and inferences regarding each individual marker. First, a comprehensive examination of the number of recognized markers was carried out, taking into account both the absolute and relative aspects.

Research Question : 1 Discussion

1. What are the types of pragmatic markers used in the "Everyday Use" short story by Alice Walker?

Table:3 – The frequency scale of pragmatic markers in the story “Everyday Use” by Alice Walker

S.No	Type of Pragmatic Markers	No of Marks	Frequency	Percentage
1	Discourse Markers	15	166	67.21%
2	Stances	10	25	10.12%
3	Hedges	10	48	19.43%
4	Interjections	4	8	3.24%
	Total	39	247	100%

Alice Walker explores themes of heritage, identity, and the power of objects in her short story "Everyday Use." In this analysis, we will examine the use of pragmatic markers in the story to gain insights into the author's intentions and the overall communication style. By analysing the ratio of each functional category, we can uncover patterns and trends that shed light on the characters' interactions and the story's themes. The analysis of the data in "Everyday Use" by Alice Walker reveals important insights into the use of pragmatic markers in the story.

The functional categories of pragmatic markers that were analyzed in "Everyday Use" included discourse markers, hedges, stances, and interjections. Discourse markers, such as the one used in the quote "She looked at her sister with something like fear but she wasn't mad at her.," are used to guide the flow of conversation and the transition between ideas. Hedges, which have the highest value in the story, are expressions that indicate uncertainty or vagueness. Stances, which account for only 10.12% of the story's consumption, represent expressions of opinions or attitudes. Lastly, interjections, the least frequently employed pragmatic markers, are short exclamations that convey strong emotions or reactions. They are often used to express surprise, excitement, or frustration.

Research Question:2

What are the functions of pragmatic markers in the short story "Everyday Use" by Alice Walker?

Pragmatic markers are commonly identified as lexical components that occur at the start or end of a statement, as suggested by Mosegaard Hansen (2006) and Schourup (1999).

Table: 4- The Distribution of Discourse markers in the short story "Everyday Use" by Alice Walker

S.No	Discourse Markers	Frequency	Distribution	Function
1	You know	1	" <u>You know</u> as well as me you was named after your aunt Dicie," I said.	Explain more clearly
2	So	7	I will wait for her in the yard that Maggie and I made <u>so</u> clean and wavy yesterday afternoon A dress <u>so</u> loud it hurts my eyes. "There I was not," I said, "before 'Dicie' cropped up in our family, <u>so</u> why	An adverb modifying the Adjectives. To intensify or emphasize, "very" to such a great extent." Adverb of degree. Extremely bright or garishly patterned, exceptionally or unusually. Conjunction. A logical consequence or a reason.

			<p>should I try to trace it that far back?"</p> <p>I wanted to ask him was he a barber, but I didn't really think he was, <u>so</u> I didn't ask.</p> <p>"Aunt Dee's first husband whittled the dash," said Maggie <u>so</u> low you</p> <p>I said, moving up to touch the quilts. Dee (Wangero) moved back just enough <u>so</u> that I couldn't reach the quilts.</p>	<p>A conjunction. Show the reason</p> <p>Adverb modifying the adjective. "low." Quietness of Maggie's voice. / quietness of voice.</p> <p>Conjunction. Introduces a purpose or result clause</p>
3	Well	8	<p>She stumbles along good-naturedly but can't see <u>well</u>.</p> <p>Impressed with her they worshiped the <u>well-turned</u> phrase, the cute shape, the scalding humor that erupted like bubbles in lye.</p> <p>And she stops and tries to dig a <u>well</u> in the sand with her toe.</p> <p><u>"Well,"</u> I say. "Dee."</p> <p>"You know as <u>well</u> as me you was named after your aunt Dicie," I said.</p>	<p>An adverb Quality or effectiveness of her vision.</p> <p>Adjective. Skillfully crafted or elegantly expressed</p> <p>A noun. Object.</p> <p>An interjection. Moment of contemplation or a pause.</p> <p>Comparative adverbial phrase "just as much as" or "equally."</p>

			<p><u>“Well,”</u> said Asalamalakim, “there you are.”</p> <p><u>Well</u>, soon we got the name out of the way.</p> <p><u>“Well,”</u> I said, stumped. “What would <i>you</i> do with them?”</p>	<p>An interjection. A moment of recognition or acknowledgement</p> <p>An interjection. A moment of summarization or conclusion.</p> <p>An interjection. Perplexed</p>
4	First	3	<p>But even the <u>first</u> glimpse of leg out of the car tells me it is Dee.</p> <p>“I know it might sound awkward at <u>first</u>,” said Wangero.</p> <p>“Aunt Dee’s <u>first</u> husband whittled the dash,” said Maggie so low you almost couldn’t hear her.</p>	<p>An adjective. Recognizes.</p> <p>An adverb. Perception.</p> <p>An adjective. Distinguish</p>
5	Second	2	<p>You can see me trying to move a <u>second</u> or two before I make it.</p> <p>After <u>second</u> grade the school was closed down. Don’t ask me why: in 1927 colored asked fewer questions than they do now.</p>	<p>A noun. Delay.</p> <p>An adjective. Point in time.</p>
6	Next	2	<p>Dee <u>next</u>. A dress down to the ground, in this hot weather.</p>	<p>An adverb. Transition.</p>
7	But	22	<p><u>But</u> of course all this does not show on television.</p>	<p>Conjunction. Discrepancy.</p>

			<p><u>But</u> that is a mistake. I know even before I wake up.</p> <p><u>But</u> that was before we raised money, the church and me, to send her to Augusta to school.</p> <p>She stumbles along good-naturedly <u>but</u> can't see well. She knows she is not bright.</p> <p>There are no real windows, just some holes cut in the sides, like the portholes in a ship, <u>but</u> not round and not square, with rawhide holding the shutters up on the outside.</p> <p><u>But</u> she will never bring her friends.</p> <p>When she was courting Jimmy T she didn't have much time to pay to us, <u>but</u> turned all her fault-finding power on him.</p> <p>When she comes I will meet ... <u>but</u> there they are!</p> <p>Maggie attempts to make a dash for the house, in her shuffling way, <u>but</u> I stay her with my hand.</p>	<p>Conjunction. Conviction.</p> <p>Conjunction. A temporal contrast.</p> <p>Conjunction. A challenge or limitation.</p> <p>Conjunction. A contrast or clarification.</p> <p>Conjunction. Deviation</p> <p>Conjunction. A shift in focus.</p> <p>Conjunction. Interruption.</p> <p>Conjunction. Intervention.</p>
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		<p><u>But</u> even the first glimpse of leg out of the car tells me it is Dee.</p> <p>He moves to hug Maggie <u>but</u> she falls back, right up against the back of my chair.</p> <p>It looks like Asalamalakim wants to shake hands <u>but</u> wants to do it fancy.</p> <p>“<u>But</u> who was <i>she</i> named after?” asked Wangero.</p> <p>I wanted to ask him was he a barber, <u>but</u> I didn’t really think he was, so I didn’t ask.</p> <p>They said “Asalamalakim” when they met you, too, <u>but</u> they didn’t shake hands.</p> <p>Hakim-a-barber said, “I accept some of their doctrines, <u>but</u> farming and raising cattle is not my style.”</p> <p>“His name was Henry, <u>but</u> they called him Stash.”</p> <p>“<u>But</u> they’re <i>priceless</i>!” she was saying now,</p>	<p>Conjunction. Identify.</p> <p>Conjunction. Discrepancy</p> <p>Conjunction. Special or unique aspect.</p> <p>Conjunction. Contrasting query.</p> <p>Conjunction. Internal conflict or hesitation.</p> <p>Conjunction. Discrepancy.</p> <p>Conjunction. Contrast.</p> <p>Conjunction. Difference.</p> <p>. Conjunction. Emphasis.</p>
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			<p>furiously; for she has a temper.</p> <p>She looked at her sister with something like fear but she wasn't mad at her.</p> <p>But she turned without a word and went out to Hakim-a-barber.</p> <p>But from the way you and Mama still live you'd never know it.”.</p> <p>But a real smile, not scared.</p>	<p>Conjunction. Complexity.</p> <p>Conjunction. A deviation.</p> <p>Conjunction. A disparity</p> <p>Conjunction. Authenticity</p>
8	Although	1	Although I never was a good singer.	Conjunction. Acknowledging.
9	Even though	1	She pins on my dress a large orchid, even though she has told me once that she thinks orchids are tacky flowers.	Conjunction. Inconsistency.
10	Too	7	<p>I used to think she hated Maggie too</p> <p>This house is in a pasture too, like the other one.</p> <p>Earrings gold, too, and hanging down to her shoulders.</p>	<p>An adverb. Previously mentioned.</p> <p>An adverb. Shared characteristics.</p> <p>An adverb. Descriptive element.</p>

			<p>They said “Asalamalakim” when they met you, <u>too</u>, but they didn’t shake hands.</p> <p>Always <u>too</u> busy: feeding the cattle, fixing the fences, putting up salt-lick shelters, throwing down hay.</p> <p>“Uh huh,” she said happily. “And I want the dasher, <u>too</u>.”</p> <p>“Uncle Buddy whittle that, <u>too?</u>” asked the barber.</p> <p>Your heritage,” she said, And then she turned to Maggie, kissed her, and said, “You ought to try to make something of yourself <u>too</u>, Maggie.</p>	<p>An adverb. Inclusivity or repetitiveness.</p> <p>An adverb. Degree of busyness.</p> <p>An adverb. Additionally, or also.</p> <p>An adverb. In addition.</p> <p>An adverb. Suggest.</p>
11	As well as	1	<p>“You know <u>as well as</u> me you was named after your aunt Dicie,” I said.</p>	<p>A comparative expression. Equality in knowledge or understanding</p>
12	Still	3	<p>Sometimes I can <u>still</u> hear the flames and feel Maggie’s arms sticking to me, her hair smoking and her dress falling off her in little black papery flakes.</p> <p>Even the fact that we <u>still</u> used the benches her daddy made for the table</p>	<p>An adverb. Enduring nature.</p> <p>An adverb. Ongoing action.</p>

			<p>when we couldn't afford to buy chairs.</p> <p>But from the way you and Mama <u>still</u> live you'd never know it."</p>	An adverb. Persistence.
13	Though	1	<p>Dee, <u>though</u></p> <p>She's a woman now, <u>though</u> sometimes I forget. "That's about as far back as I can trace it," I said.</p> <p><u>Though</u>, in fact, I probably could have carried it back beyond the Civil War through the branches.</p>	<p>Conjunction. Complexity.</p> <p>Conjunction. Contrast</p> <p>Conjunction. Expectations or assumptions.</p>
14	Since		<p>She has been like this, chin on chest, eyes on ground, feet in shuffle, ever <u>since</u> the fire that burned the other house to the ground</p>	Conjunction. Cause-and-effect.
15	And	106		Used as a logical connector

Table: 5- The Distribution of Hedges in the short story "Everyday Use" by Alice Walker

S.No	Hedges	Frequency	Distribution	Function
1	Would	8	<p>(A pleasant surprise, of course: What <u>would</u> they do if parent and child came on the show</p>	A modal verb. Uncertainty, exploring possible reactions or courses of action.

			<p>only to curse out and insult each other?)</p> <p>Sometimes the mother and father weep, the child wraps them in her arms and leans across the table to tell how she would not have made it without their help.</p> <p>I am the way my daughter would want me to be: a hundred pounds lighter, my skin like an uncooked barley pancake.</p> <p>She would always look anyone in the eye.</p> <p>Her eyelids would not flicker for minutes at a time.</p> <p>"I reckon she would</p> <p>"Maggie would put them on the bed and in five years they'd be in rags. Less than that!"</p> <p>"Well," I said, stumped. "What would you do with them?"</p>	<p>A modal verb. Success or ability to overcome.</p> <p>Modal verb Desired state.</p> <p>A modal verb Recurring actions or habits.</p> <p>A modal verb Recurring or typical behavior.</p> <p>A modal verb Belief or expectation.</p> <p>A modal verb Expected</p> <p>A modal verb: Inquiring / curiosity.</p>
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2	Perhaps	1	Have you ever seen a lame animal, <u>perhaps</u> a dog run over by some careless person rich enough to own a car, sidle up to someone who is ignorant enough to be kind to him? That is the way my Maggie walks.	A modal adverb. Vivid picture of the situation, / comparison.
3	Might	1	"I know it <u>might</u> sound awkward at first," said Wangero.	A modal verb. A sense of uncertainty or conjecture.
4	Maybe	2	Maggie smiled; <u>maybe</u> at the sunglasses. It looks like Asalamalakim wants to shake hands but wants to do it fancy. Or <u>maybe</u> he don't know how people shake hands.	An adverb. The reason. An adverb. Uncertainty or conjecture
5	Probably	3	Though, in fact, I <u>probably</u> could have carried it back beyond the Civil War through the branches. . "She'd <u>probably</u> be backward enough to put them to everyday use." . "She'd <u>probably</u> be backward enough to	An adverb A strong possibility. An adverb. A speculation or expectation. An adverb Speculation or estimation or tendencies.

			put them to everyday use.”	
6	Sometimes	2	<p><u>Sometimes</u> the mother and father weep, the child wraps them in her arms and leans across the table to tell how she would not have made it without their help.</p> <p><u>Sometimes</u> I dream a dream in which Dee and I are suddenly brought together on a TV program of this sort.</p>	<p>An adverb periodically or intermittently. / frequency and variability.</p> <p>An adverb. Occasional or irregular / context.</p>
7	Little	1	Sometimes I can still hear the flames and feel Maggie's arms sticking to me, her hair smoking and her dress falling off her in <u>little</u> black papery flake	An adjective. Image.
8	Seems	3	<p>It <u>seems</u> to me I have talked to them always with one foot raised in flight, with my head fumed in whichever way is farthest from them.</p> <p>Her eyes <u>seemed</u> stretched open, blazed open by the flames reflected in them.</p>	<p>A linking verb. A perception or impression.</p> <p>A linking verb. Observation or interpretation.</p> <p>A linking verb. Nearness or likelihood.</p>

			Pressed us to her with the serious way she read, to shove us away, like dimwits, at just the moment we <u>seemed</u> about to understand.	
9	Often	1	<u>Often</u> I fought off the temptation to shake her.	An adverb. Frequency
10	Almost	3	How do I look, Mama?" Maggie says, showing just enough of her thin body enveloped in pink skirt and red blouse for me to know she's there, <u>almost</u> hidden by the door. "Aunt Dee's first husband whittled the dash," said Maggie so low you <u>almost</u> couldn't hear her. I could <u>almost</u> hear the sound her feet made as they scraped over each other.	An adverb. Emphasis. An adverb. Extremely quiet, spoke softly. An adverb. Perception.

Table: 6- The Distribution of stance markers in the short story "Everyday Use" by Alice Walker

S.No	Stances	Frequency	Distribution	Function
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1	Always	7	<p>She thinks her sister has held life <u>always</u> in the palm of one hand, that “no” is a word the world never learned to say to her.</p> <p>It seems to me I have talked to them <u>always</u> with one foot raised in flight, with my head fumed in whichever way is farthest from them. Dee, though.</p> <p>She would <u>always</u> look anyone in the eye. Hesitation was no part of her nature.</p> <p>I was <u>always</u> better at a man’s job.</p> <p>Her feet were <u>always</u> neat looking, as if God himself had shaped them with a certain style.</p> <p><u>Always</u> too busy: feeding the cattle, fixing the fences, putting up salt-lick shelters, throwing down hay.</p> <p>“She can <u>always</u> make some more,” I said. “Maggie knows how to quilt.”</p>	<p>An adverb. Duration or extent of the action.</p> <p>An adverb. Manner or frequency of the action</p> <p>An adverb. Boldness or confidence.</p> <p>An adverb. A consistent pattern or a long-standing trait.</p> <p>An adverb. Perpetual or unchanging appearance.</p> <p>An adverb. Nature of the busyness.</p> <p>An adverb. Ability</p>
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2	No doubt	2	<p>You've <u>no doubt</u> seen those TV shows where the child who has "made it" is confronted, as a surprise, by her own mother and father, tottering in weakly from backstage</p> <p><u>No doubt</u> when Dee sees it she will want to tear it down. She wrote me once that no matter where we "choose" to live, she will manage to come see us.</p>	<p>A modal adverbial phrase. Common experience or knowledge.</p> <p>A modal adverbial phrase. Prediction or assumption</p>
3	Never	12	<p>When the hard clay is swept clean as a floor and the fine sand around the edges lined with tiny, irregular grooves, anyone can come and sit and look up into the elm tree and wait for the breezes that <u>never</u> come inside the house.</p> <p>She thinks her sister has held life always in the palm of one hand, that "no" is a word the world <u>never</u> learned to say to her.</p> <p>I <u>never</u> had an education myself. After second grade the school was closed down. Although I never was a good singer. Never could carry a tune.</p>	<p>An adverb. Imagery and mood.</p> <p>An adverb. Uninterrupted acceptance or success.</p> <p>An adverb. Complete absence.</p>

		<p>But she will <u>never</u> bring her friends. Maggie and I thought about this and Maggie asked me, “Mama, when did Dee ever <i>have</i> any friends?”</p> <p>Nervous girls who <u>never</u> laughed.</p> <p>She <u>never</u> takes a shot without making sure the house is included.</p> <p>“I <u>never</u> knew how lovely these benches are.</p> <p>“She can have them, Mama,” she said, like somebody used to <u>never</u> winning anything, or having anything reserved for her.</p> <p>I did something I <u>never</u> done before: hugged Maggie to me, then dragged her on into the room, snatched the quilts out of Miss Wangero’s hands and dumped them into Maggie’s lap.</p> <p>But from the way you and Mama still live you’d <u>never</u> know it.”</p>	<p>An adverb. certainty of the future actions.</p> <p>An adverb. Convey behavior or emotional state.</p> <p>An adverb. Conveys a strong, habit in behavior.</p> <p>An adverb. Knowledge or awareness.</p> <p>An adverb. An action, a condition.</p> <p>An adverb. Emphasis.</p> <p>An adverb. Lack of evidence, unspecified fact.</p>
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4	Of course	2	<p>(A pleasant surprise, of course: What would they do if parent and child came on the show only to curse out and insult each other?)</p> <p>But of course all this does not show on television.</p>	<p>Adverbial phrase. Acknowledge or agree with.</p> <p>An adverbial phrase. Emphasis or confirmation.</p>
5	Even	6	<p>She pins on my dress a large orchid, even though she has told me once that she thinks orchids are tacky flowers.</p> <p>I know even before I wake up</p> <p>Who can even imagine me looking a strange white man in the eye?</p> <p>But even the first glimpse of leg out of the car tells me it is Dee.</p> <p>Even the fact that we still used the benches her daddy made for the table when we couldn't afford to buy chairs.</p> <p>You didn't even have to look close to see where hands pushing the dasher up and down to make butter had left a kind of sink in the wood.</p>	<p>An adverb. Contrasting idea, discrepancy.</p> <p>An adverb. Amplify.</p> <p>An adverb. Intensify or highlight.</p> <p>An adverb. Recognition.</p> <p>An adverb. Significance.</p> <p>An adverb. Distinctness</p>

6	Know	13	<p>A yard like this is more comfortable than most people <u>know</u>.</p> <p>I <u>know</u> even before I wake up.</p> <p>Maggie says, showing just enough of her thin body enveloped in pink skirt and red blouse for me to <u>know</u> she's there, almost hidden by the door.</p> <p>She washed us in a river of make-believe, burned us with a lot of knowledge we didn't necessarily need to <u>know</u>.</p> <p>She <u>knows</u> she is not bright.</p> <p>. Or maybe he don't <u>know</u> how people shake hands.</p> <p>"What happened to 'Dee'?" I wanted to <u>know</u>.</p> <p>"You <u>know</u> as well as me you was named after your aunt Dicie," I said.</p> <p>"I <u>know</u> it might sound awkward at first," said Wangero.</p>	<p>A verb. Awareness or understanding.</p> <p>A verb. Certainty or preconscious understanding.</p> <p>A verb. Realization or recognition.</p> <p>A verb. Irrelevance of information.</p> <p>A verb. Self-assessment.</p> <p>A verb. Social behavior.</p> <p>A verb. Curiosity or desire.</p> <p>A verb. Understanding or agreement.</p> <p>A verb. Self-awareness, anticipation.</p>
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			<p>God <u>knows</u> I been saving 'em for long enough with nobody using 'em.</p> <p>“Maggie <u>knows</u> how to quilt.”</p> <p>“What don’t I understand?” I wanted to <u>know</u>.</p> <p>But from the way you and Mama still live you’d never <u>know</u> it.”</p>	<p>A verb. Truth, knowledge.</p> <p>A verb. Knowledge, skill.</p> <p>A verb. Curiosity or quest.</p> <p>A verb. Fact, or situation.</p>
7	Clearly	1	It is hard to see them <u>clearly</u> through the strong sun	An adverb. Understanding.
8	Sure	1	She never takes a shot without making <u>sure</u> the house is included.	An adjective. Intentionality and thoroughness.
9	In fact	2	<p>Though, <u>in fact</u>, I probably could have carried it back beyond the Civil War through the branches.</p> <p><u>In fact</u>, there were a lot of small sinks; you could see where thumbs and fingers had sunk into the wood.</p>	<p>A discourse marker. Emphasis and clarity.</p> <p>A discourse marker. Reality.</p>
10	Should /shouldn’t	2	<p>“There I was not,” I said, “before ‘Dicie’ cropped up in our family, so why <u>should</u> I try to trace it that far back?”</p> <p>“Why <u>shouldn’t</u> I?” I asked. “If that’s what</p>	<p>A modal verb. Necessity or justification, skepticism or doubt.</p> <p>A modal verb. Willingness.</p>

			you want us to call you, we'll call you."	
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Table:7- The Distribution of interjections in the short story “Everyday Use” by Alice Walker

S.No	Interjections	Frequency	Distribution	Function
1	Oh	1	<u>“Oh,</u> Mama!” she cried	An interjection. Sense of emotion or surprise.
2	Uh huh	1	<u>“Uh huh,”</u> she said happily.	An interjection. Agreement, acknowledgement.
3	em	2	“God knows I been saving <u>’em</u> for long enough with nobody using <u>’em.</u>	A colloquial. Casual tone, mindfulness, self-reflection.
4	Uhnnnh	4	<u>Uhnnnh,</u> ” is what it sounds like. Like when you see the wriggling end of a snake just in front of your foot on the road. <u>“Uhnnnh.”</u> I hear Maggie go <u>“Uhnnnh”</u> again. <u>“Uhnnnh,”</u> I heard Maggie say.	A non-verbal, onomatopoeic expression. Discomfort, exertion, or inarticulate frustration. A non-verbal, instinctive exclamation. Emotional response. A verbal expression. Shock or dismay. A non-verbal sound. Frustration, excitement, or surprise.

Discussion on Pragmatic markers distribution and function in the short story “Everyday Use” by Alice Walker

The findings of this study have important implications for the interpretation and analysis of literary genre. By highlighting the role of pragmatic cues in conveying deeper layers of meaning, this study encourages readers to consider the socio-cultural context in which the work of literature is produced. It also emphasizes the importance of close reading and attention to detail in uncovering the intended messages and subtexts within a text. Furthermore, understanding pragmatic cues can

enrich literary analysis by providing insights into the author's chosen style and the structural importance conveyed in short stories. In "Everyday Use," Walker uses dialogue to convey the characters' social status and cultural identity. The use of African American Vernacular English by the character of Mama, who is from a rural background, contrasts with the more standard English spoken by her daughter, Dee, who has embraced a more urban and educated lifestyle. This use of language serves as a pragmatic indicator of the characters' values and backgrounds.

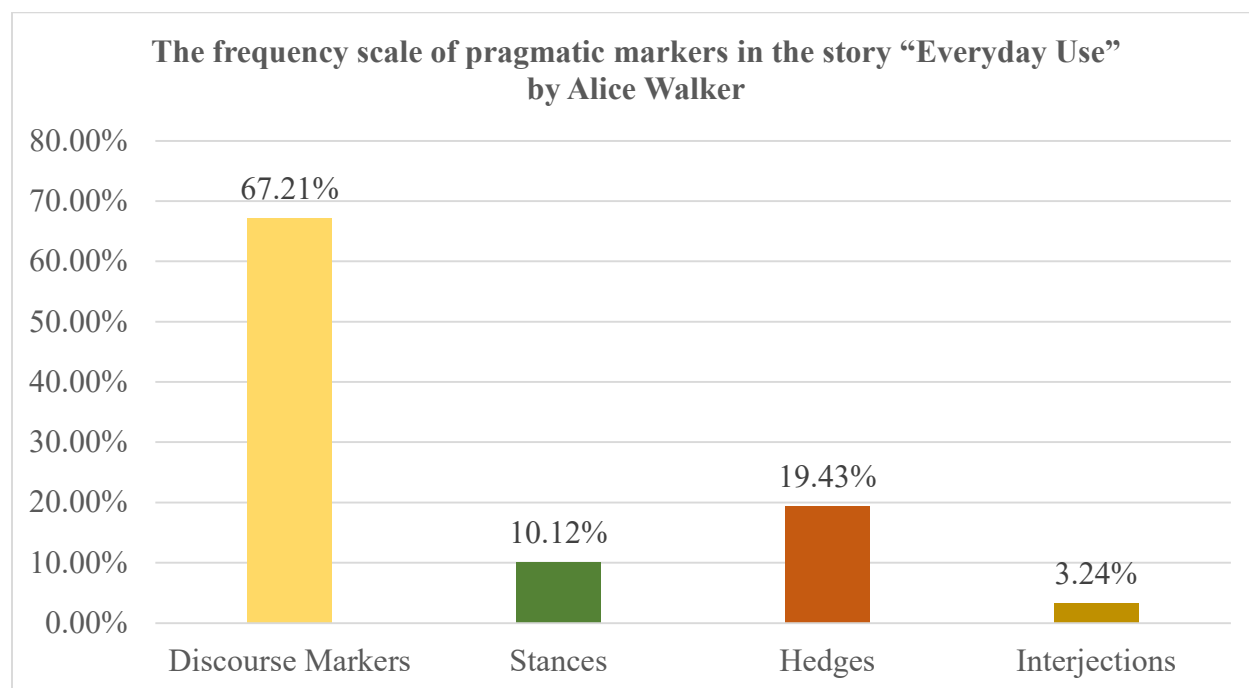


Figure:1 The frequency scale of pragmatic markers in the story "Everyday Use" by Alice Walker

The findings revealed that the frequency scale of pragmatic markers in the short story "Everyday Use" by Alice Walker used 67.21% of discourse markers which are very crucial for the coherence to the story. Discourse markers are essential for maintaining the coherence of a narrative by signalling relationships between ideas, indicating shifts in topic or perspective, and guiding the reader through the story. In "Everyday Use," the discourse markers help to connect different parts of the story, create smooth transitions between scenes, and provide clarity for the reader. For example, the use of markers like "so," "on the other hand," and "in contrast" help to highlight differences and contrasts between characters or ideas, allowing the reader to follow the narrative more effectively.

Interjections, which are often associated with expressing emotions, can also serve other purposes in a narratives. In "Everyday Use," for instance, the interjection "oh" is used not only to convey surprise or astonishment but also to indicate a sudden realization or understanding. Another example is the "well," which is used to introduce a new perspective or provide a counterpoint to

the preceding statement. By using discourse markers in these ways, the author adds complexity and depth to the characters and their interactions, thereby enhancing the overall narrative.

The interjections comprised a negligible proportion of 3.24% of the overall vocabulary employed. Moreover, there are others that serve a multitude of purposes that surpass the mere documentation of sentiments. Except for a few exceptions, such as interjections like "oh," the pragmatic functions of these terms are consistent with their definitions as expressions of abrupt emotion. Considered primarily as expressive parallel markers, these markers would be classified as pragmatic markers. Nevertheless, they frequently serve to denote contrast, expansion, and transition.

Furthermore, the author utilized the notion of "stance" to adopt multiple perspectives in relation to the readers. A writer may use a pragmatic marker like "in my opinion" to signal their personal perspective or stance on a topic. This use of a pragmatic marker helps the writer establish their position and engage with the readers by acknowledging different viewpoints. By including pragmatic markers that convey stance, writers can create a more inclusive and persuasive arguments. Pragmatic signals are typically used in a specific linguistic context. Furthermore, the writer's use of pragmatic indicators may yield several innovative or spontaneous interpretations. "Pragmatic markers are words or phrases with specific meanings in different social or contextual situations."

At times, it is necessary to exceed the limitations set by the requirements in order to effectively communicate ideas, demonstrate courtesy, or express emotions and feelings. Establishing a conclusive interpretation of pragmatic indicators proves challenging when considering their utilization across various text genres. Pragmatic markers can understand and interpret meaning by examining the many ways in which they are used. The notion of comprehension is flexible and can be innovatively employed in various scenarios.

Hedges serve as a means of expressing the meaning, thoughts, and attitudes for individuals. Typically, they are used in oral communication. In due course, there will inevitably be disparities in style between the spoken and written versions. The hedges indicate a lack of complete commitment to the meaning expressed in a statement. Writers may use hedges to soften the impact of their statements or to make their proposals more negotiable. By using words like "perhaps" "would," "maybe", "Probably" and "seems," speakers indicate a level of possibility rather than making definitive statements. This allows them to present their ideas in a more flexible and open manner, inviting the reader to engage in their writing.

Furthermore, hedges can also be used to express politeness or to mitigate potential disagreement or conflicts. Using hedges, the author can maintain a respectful and diplomatic tone in their communication. Hedges also create a sense of anticipation and tension, as the reader is left wondering about the potential outcomes or consequences of the characters' actions. This engagement with the text keeps the reader invested and eager to uncover the resolution of the story. Understanding the rationale behind the authors' use of hedges in the characters' utterances is crucial. The hedges utilized were modal auxiliary verbs, including might, would, and should. Other hedge categories include adjectival and adverbial. To show the reader how this particular narrative

shapes their speech and writing, the author used these hedges to align the character with the writing style and format of the short stories.

Conclusion

The current study seeks to contribute to the examination of the utilization of pragmatic markers in the short story "Everyday Use" by Alice Walker. Although concentrating on a single story may neglect potential variations in the usage of pragmatic markers, it also enables a thorough exploration of the subtleties and complexities of that specific story. Through a meticulous examination of pragmatic indicators in "Everyday Use," one can reveal nuanced aspects of character development, story advancement, and thematic themes that may not be readily apparent when comparing several narratives. Adopting this concentrated methodology can yield significant revelations on the author's intentions and the overarching significance of the piece. Various authors may exhibit distinct inclinations in their utilization of pragmatic indicators, perhaps impacting the deductions derived from this investigation. Moreover, conducting a comparative analysis of several stories would yield a wider array of instances and facilitate a more thorough comprehension of the roles of pragmatic markers in the genre of short stories. Furthermore, it would be intriguing to juxtapose the various narratives in order to derive more robust conclusions on the functionalities of pragmatic markers. Pragmatic markers in short stories have multiple uses, including establishing a character's tone or attitude, revealing the speaker's goals, and emphasizing crucial information. In "Everyday Use," the narrator's employment of pragmatic markers such as "you know" and "I mean" might indicate a conversational style and offer glimpses into the character's cognitive processes. Likewise, the use of markers such as "but" or "however" can indicate a change in the storyline or the presentation of opposing concepts. Nevertheless, despite these constraints, the current study, being the first of its nature, has provided some insight into the utilization of pragmatic markers in the short story genres.

An all-encompassing methodology for examining literature that consider both the overt and covert aspects of a text enables a more profound comprehension of the author's intentions and the overarching significance of the piece. Through the analysis of pragmatic markers within the broader narrative, one can reveal intricate subtleties in the evolution of characters, the advancement of the plot, and thematic components. This approach recognizes that meaning is not exclusively derived from the superficial content, but also from the manner in which it is conveyed through linguistic techniques such as pragmatic markers.

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Story Resource

<https://faculty.weber.edu/jyoung/english%206710/everyday%20use.pdf>