

A Gendered-based Study of Discourse Markers in “Shaw’s Arms and the Man”

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Abstract

This study is intended to investigate the difference between males and females in terms of using discourse markers. The study hypothesizes that gender influences the frequency and type of discourse markers employed by participants, and that males use more discourse markers than females. It is also hypothesized that the differences between females and males in terms of using discourse markers are not only gendered-based, but can also be attributed to some situational and social factors. The present study follows two types of procedures: theoretical and practical. The theoretical part consists of presenting a theoretical framework of discourse markers, while the practical part consists of selecting samples from “Shaw’s Arms and the Man”, and analyzing them in the light of an eclectic model. The adopted model consists of two levels: situational, and pragmatic. The results of analyzing the selected dramatic texts show that males use more discourse markers than females. Both males and females employ discourse markers for different purposes due to the gendered features socially ascribed to them. The results also show that social relationship, social distance, social status, the mood of the speaker, the topic they talk about, type of text, its setting, and its theme, have a vital impact on the frequency and type of socially employed by males and females.

Keywords

discourse markers, gender, social relationship

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INTRODUCTION

There has been an increasing controversy over the gender differences in using language in general and Discourse Markers (DMs henceforth) in particular. Researchers in the field of sociolinguistics like Winkler (2008), Pasaribu (2017), Tavakoli and Karimnia (2017), Trihartanti (2020), Latif and Tahir Rasheed (2020), Nashruddin and Al-Obaydi (2021), and Trihartanti and Fadilah (2022), state that females tend to use DMs more than males and females employ weak DMs more than males. The priority in this concern is of Robin Lakoff who first triggered this issue by stating that women are marginal to the serious concerns of life, which are pre-empted by men (Lakoff, 1973). The marginality of women is imputed to their language choice that they are socialized to use weak markers; strong ones should be avoided and uncertainties are approved while men are favored to use forceful ones.

These issues have been still among supporters and opponents. Holmes (1984), Fishman (1997), Wooten (2017), and Fishman (2019) support Lakoff's claims that women in general use DMs more than men do. However, other researchers like Erman (1992) and Coates (2013) differ with Lakoff in the ways of functioning DMs by men and women. Those two researchers point out that male-female difference in terms of using DMs is not a matter of gender but a matter of style. While "tentative language" reduced to women as a damaging marker of female insecurity and increasing gender inequality, researchers assist that tentative speech reveals more facilitative qualities, act to soften difficulties and criticism, and consequently women achieve influence. These controversies create an obvious research gap that urgently needs to be filled in.

The present study hypothesizes that: (1) gender influences the frequency and type of DMs employed by participants; (2) males and females are considerably different in terms of the functions behind using DMs; (3) the differences between females and males in terms of using DMs is not only gendered-based. The differences can be attributed to some other factors like; the relation between the participants and the social distance between them, the mood of the speaker, the topic they talk about, type of text, its setting, and its theme. This study aims at finding out: (1) the influence of gender on the frequency and type of DMs employed by participants in the selected data; (2) the purposes of using DMs by male and female participants; (3) the influence of the relation between the participants and the social distance between them on their use of DMs; and finally (4) the influence of setting, type of text, and its theme on the use of DMs. To achieve the aims of the study, and verify its hypotheses, the following steps are followed: (1) presenting a theoretical framework of DMs including their definitions, universal features, functions, previous similar studies; (2) extracting DMs from the selected play: Shaw's *Arms and the Man*; (3) adopting a suitable model for analyzing the data selected, and (4) drawing conclusions on the bases of findings.

LITERATURE REVIEW

Over three decades past and forth, the amounts of attention towards Discourse Markers (DMs) have dramatically increased and, as a new notion (Andersen, 2001).

Such notion gives rise to many disagreements among researchers, and evokes their attention to rethink of what has been called colorless, empty, meaningless words of language. DMs, after all, have received several accounts, and have been defined from many different aspects.

Biber et al. (1999) state that DMs are words and expressions attributed to spoken dialogue. In addition, they do not take place in complete isolation from discourse structure but loosely make a connection to it. Their function is to facilitate ongoing interaction. On the other hand, Beeching (2016) states that DMs serve as oil the wheels of conversational social interaction. Besides, the choice of a marker is a function of how strongly one allows oneself to feel about something. The strength of an emotion conveyed in a sentence corresponds to the strength of the particle. DMs always have a connection with the communicational aspects of the participants such as speakers' status, age, gender, and attitude or commitment towards an expressed proposition.

Lakoff (1973), who was the first to investigate several aspects of English language from women and men perspective, hypothesizes the use of language embodies attitudes as well as referential meaning. Accordingly, since women are expected to avoid strong expressions, favor expressions of uncertainty and elaborate subject matter considered trivial to the real life. Language aspects used by women are color terms, particles, evaluative adjectives, tag questions, and so on. Consequently, the strong of an emotion conveyed in a sentence corresponds to the strength of the particle.

Both women and men tend to use epistemic models to convey their attitudes to the propositional contents, express their sensitivity to the hearers, discuss sensitive topic, and facilitate open utterances. Concerning gender issue, women tend to use more epistemic modal expressions than men (Coates, 1987; Moscati, Zhan, & Zhou, 2017). This issue is accounted into three features of women's conversations: (1) women avoid offence and they are very careful to consider their listeners in sensitive topic, (2) women are self-disclosure, and (3) women tend to adopt a co-operative style in their use of language rather than a competitive one (Cable, 2017; Hacquard & Cournane, 2016).

Lenard (2016) examines women and men's speeches in terms of their use of three pragmatic expressions. That study aimed at establishing the actual differences between men and women in terms of use and function of the three expressions, and whether the differences are correlated to mix-sex as opposite to same-sex interactions. The study results showed that women tend to use 'you know and you see' between complete propositions to connect successive arguments, while men prefer to use them between incomplete propositions.

Irfan, Shahzadi, Talib, and Awan (2020) conducted a study to compare between male and female writers' use of DMs. The selected writers are the novelist *Paulo Coelho* and his work '*The Alchemist*' and the playwright *Jane Austen* and her work '*Pride and Prejudice*'. The researchers showed that females use DMs as fillers more frequently than males. The DMs '*and*' and '*but*' are more frequently used by *Jane Austen* than *Paulo Coelho*. The DM '*because*' is used only by *Jane Austen*. That study

demonstrated that female writers essentially use elaborative, reason, contrastive, inferential, and relation talk markers more than male writers do.

Features of DMs are diverse and multiple. In fact, not all scholars identify the same properties of DMs. At the same time, not all DMs share the same features. Features of DMs can be stated as follows:

1. Movability

DMs occupy outside the syntactic construction. Alternatively, they are lightly attached to it. Almost they take a sentence-initial or terminal position. For some, they highly have a positional frequency. Their positions affect their meaning interpretation (Aijmer, 2013; Al-khazraji, 2019; Brinton, 1996, 2017; Heine, Kaltenböck, Kuteva, & Long, 2021; Lutzky, 2012; Müller, 2005; Schiffrrin, 1987).

2. Optionality & syntactic independence

DMs are not something obligatory. They are grammatically avoidable but pragmatically vital. Without their presence, the argument is still preserved. However, their absence causes a removal of the powerful cues that the speaker makes as a commitment to prior or current utterance (Brinton, 2017; Furkó, 2020; Huang, 2019; Muhyidin, 2020; Müller, 2005; Pourdana, Nour, & Yousefi, 2021).

3. Orality

Some DMs have been observed as a silent feature of oral style or oral discourse such as “ok, right, you know, erm, huh, oh, etc.” Their presence refers to informal discourse or grammatical fragmentation, indicating the lack of planning of time on the part of the speaker (Aijmer, 2013; Fareh, Jarad, & Yagi, 2020; Furkó, 2020; Heine et al., 2021).

4. Phonological validity

DMs should go together with a variety of prosodic contours because some markers serve as pause markers as well (Al-Khawaldeh, 2018; Andersen, 2001; Brinton, 1996; Meilan, Martinez-Sanchez, Carro, Carcavilla, & Ivanova, 2018; Müller, 2005; Schourup, 2016).

5. Gender identity

DMs have made a clear-cut difference between men and women. Many scholars have identified DMs as an identity of a specific gender. Women by their choosing specific DMs construct their gender identity (Aijmer, 2002; Brinton, 2017; Erman, 1992; Grzech, 2021; Holmes & Wilson, 2017; Laaboudi, 2022; Rhee, 2020).

In their work, Biber et al. (1999) identify ten types of DMs that function pragmatically as follows:

1) Discourse Markers

DMs are inserts which tend to occur at the beginning of a turn or utterance. Particularly, DMs are attributed to the spoken dialogue and commonly function to facilitate the ongoing interaction. DMs come with three types; comment clauses, parentheticals, and prefatory expressions.

2) Stance Adverbials

Stance Adverbials syntactically belong to the peripheral elements of sentences that are moveable as well as prosodically recognizable. Unlike circumstance adverbials, they cannot be identified by question forms. Stance adverbials consist of three major semantic categories: epistemic, attitude, and style.

3) Various Polite Speech-Act Formulas

Certain syntactic constructions have a stereotypical role in marking polite speech acts (Polite Formulas henceforth) like: thank you, thanks, bye, please, sorry, etc. They historically developed by ellipsis from more elaborated expressions. They function in conversational routines and are regarded as unanalyzed formulae.

4) Expletives

Expletives are syntactically separated elements, but they are prosodically connected to the completely syntactic unit. This class is divided into taboo and moderated expletives.

5) Response Elicitors

Response elicitors occur in the form of question tags. However, question tags have two formulas; One-word response elicitors and clausal question tags

6) Response Forms

Response forms function as routinized and brief responses to previous statements. Such class includes and comes in three forms as; response to questions, response to directions, and response to assertions.

7) Interjections

Interjections have two general functions: showing exclamation and expressing the speaker's emotion.

8) Greeting and Farewells

Greetings typically serve as a symmetrical reciprocated exchange like, 'Hi, hello, and good morning', followed by vocatives, which are used as greetings. Farewells are being reciprocated and take short forms in informal contexts like 'goodbye, bye, see you, see you later, good night' are all used to serve as leave-taking markers.

9) Hesitators

Hesitators in a general remark on the speaker's fluency. Hesitators are divided into two categories: hesitation pauses, which can be identified by a dash (—) in written discourse, and filled pauses like 'uh, um, er, erm'.

10) Vocatives

Vocatives either occur in the form of proper names or noun phrases, which can be freely inserted into a syntactic structure. Functionally, they are mainly used to single out the hearer of a message. Besides, they identify the theme of the next section.

The following figure 1 shows the elements from the adopted model of discourse makers.

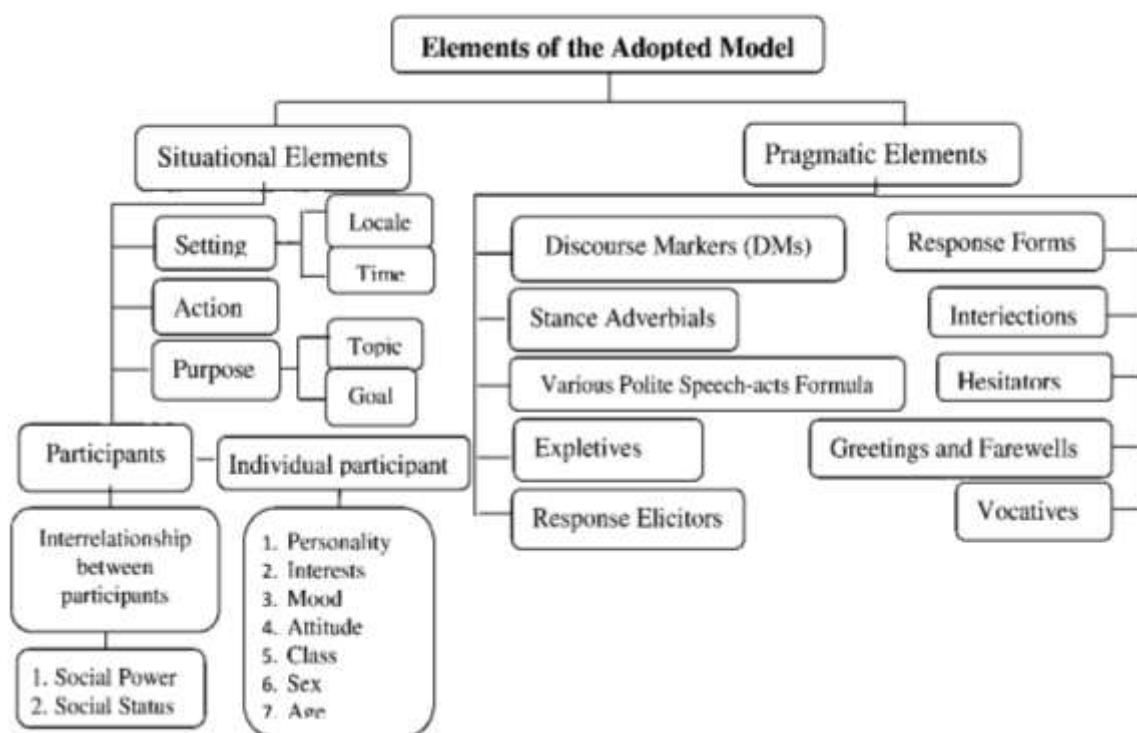


Figure 1. Elements of the adopted model

RESEARCH METHOD

The present study adopts an eclectic model based on Biber et al. (1999) for analyzing DMs at the pragmatic level, and Brown and Fraser (1979) for analyzing DMs at the situational level. In analyzing DMs, the study follows both quantitative and qualitative approaches. Both approaches are statistical in their orientations. The quantitative-based analysis of DMs will produce a reliable result by showing the frequency and percentage of DMs used by female and male participants. In addition, such analysis will help to show the frequency of each type of DMs.

The selected data in the present study is from the play George Bernard Shaw's *Arms and the Man*. It is a realistic play, which reflects the reality of the daily life of British people at that time. The events revolve around family-social networks. It deals mainly with socialist themes, especially gendered-based discrimination, the gap between people who belong to the high and low social classes. The play consists of three acts and seven actors perform its scenario.

Characters of the play are: (1) Raina Petkoff who is a young woman at the age of twenty-four and belongs to an upper-class family; (2) Bluntschli who is a Swizz officer belongs to a wealthy family and at the age of thirty-four years; (3) Catherine is an over forty-aged woman and is Petkoff's wife; (4) Major Petkoff is a man at the age of fifties who occupies military rank in the Bulgarian army; (5) Major Sergius Saranoff is a man at the age of forties; (6) Louka is a young maid woman at the age of twenties; (7) Nicola is a middle-aged servant man who has a cool temperament and keen intelligence with the imperturbability of accurate behavior.

The basic theme is built on the Realism versus Romanticism and Idealism. Reality is always represented by Bluntschli, and illusion is by Bulgarians. Shaw focuses on three types of themes; Heroism/Illusion, Romantic love, and Class and Feminism, and criticizes some realistic issues such as woman's rights and class justice.

FINDINGS AND DISCUSSION

Distribution of DMs according to Participants and Gender

DMs appear 97 times representing 7% of the whole markers used throughout the play. Males use 54 markers, and females use 43 ones. See table 1 below.

Table 1. Distribution of discourse makers

| Type | Sub-Classification | Functions | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|------|-----------------------|------------------------------|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| DMs | Comment clauses | Suiting the difficulty | 4 | 4 | 3 | - | 2 | 3 | 1 | - | 17 | 6 | 11 |
| | | Source of knowledge | 14 | - | 3 | 2 | 4 | 5 | 4 | - | 32 | 13 | 19 |
| | | Signaling clarification | 3 | - | - | 1 | 7 | 2 | 1 | - | 14 | 9 | 5 |
| | | Utterance launcher | - | - | 1 | - | 2 | - | - | - | 3 | 3 | - |
| | Parentheticals | Signaling common knowledge | - | - | - | - | - | - | 1 | - | 1 | 1 | - |
| | | Signaling evidential meaning | 1 | - | - | - | 1 | - | - | - | 2 | 1 | 1 |
| | Prefatory expressions | Utterance launchers | 2 | 1 | 9 | 2 | 6 | 1 | 1 | - | 22 | 18 | 4 |
| | | Signaling surprise | - | 2 | 2 | - | 1 | - | - | - | 5 | 3 | 2 |
| | | Signaling questioning | - | 1 | - | - | - | - | - | - | 1 | - | 1 |
| | Total per Participant | | 24 | 8 | 18 | 5 | 23 | 11 | 8 | 0 | 97 | 54 | 43 |

Distribution of Stance Adverbials according to Participants and Gender

The total numbers of stance adverbials used throughout the play are 88, representing 6%. Males use 50 markers while females use 38 ones. See table 2.

Table 2. Distribution of stance adverbials

| Type | Sub-Classification | Functions | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|-----------------------|----------------------|-----------------------|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Stance Adverbials | Epistemic adverbials | Doubt | 7 | 4 | 1 | 3 | 2 | 4 | - | - | 21 | 6 | 15 |
| | | Certainty | 5 | 2 | 4 | 4 | 13 | - | 1 | - | 28 | 22 | 7 |
| | | Actuality & Reality | 4 | - | 1 | - | 3 | - | - | - | 8 | 4 | 4 |
| | | Source of knowledge | 1 | - | - | - | - | - | - | - | 1 | - | 1 |
| | | Impression | 4 | - | - | 1 | 4 | 4 | 3 | - | 16 | 8 | 8 |
| | Attitude adverbials | Expectation | - | - | 1 | - | 1 | 2 | - | - | 4 | 2 | 2 |
| | | Evaluation | - | 1 | - | 5 | 2 | - | - | - | 8 | 7 | 1 |
| | Style adverbials | Comment on the manner | - | - | - | - | 1 | - | - | - | 1 | 1 | - |
| Total per Participant | | | 21 | 7 | 7 | 13 | 26 | 10 | 4 | 0 | 88 | 50 | 38 |

Distribution of Polite Formulas according to Participants and Gender

Frequently, polite formulas appear 59 times, recording only 4% of the total markers used throughout the play. Males use 44 markers and females use only 15 ones. Consider table 3.

Table 3. Distribution of polite formulas

| Type | Sub-Classification | Function | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|-----------------------|--------------------|-------------------------|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Polite Formulas | Thanking | Acknowledge thanking | 3 | 2 | 1 | 3 | 9 | - | 1 | - | 19 | 14 | 5 |
| | Apologizing | Acknowledge the apology | 2 | - | 2 | 1 | 5 | - | 1 | 1 | 12 | 10 | 2 |
| | | Apologetic attention | 2 | 1 | - | 2 | 3 | - | 1 | 1 | 10 | 7 | 3 |
| | | Approaching a stranger | - | - | - | - | 3 | - | - | - | 3 | 3 | - |
| | Requesting | Request a repetition | - | - | - | - | - | - | - | - | - | - | - |
| | | Mock-apology as refusal | - | - | - | - | - | - | - | - | - | - | - |
| | | Marking request | 1 | - | 1 | 2 | 4 | 4 | - | 1 | 13 | 8 | 5 |
| | Congratulating | Expressing wish | - | - | - | - | 1 | - | - | - | 1 | 1 | - |
| | | Congratulating | - | - | - | - | 1 | - | - | - | 1 | 1 | - |
| Total per Participant | | | 8 | 3 | 4 | 8 | 26 | 4 | 3 | 3 | 59 | 44 | 15 |

Distribution of Expletives according to Participants and Gender

Expletives occur only 34 times; males use 31 markers representing 80% of the total number of employed expletive markers, whereas women use only 3 representing only 20%. Table 4 summarizes these uses.

Table 4. Distribution of expletives according to the participants and gender

| Type | Sub-Classification | Function | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|------------|---------------------|-----------------------------------|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Expletives | Taboo expletives | Reaction to a negative experience | 1 | 1 | 5 | - | 4 | - | - | - | 11 | 9 | 2 |
| | | Signaling offense | - | - | 4 | 14 | 2 | - | - | 1 | 20 | 21 | - |
| | Moderate expletives | Reaction of surprise | - | 1 | - | - | 1 | - | - | - | 2 | 1 | 1 |
| | | Total per Participant | | 1 | 2 | 9 | 14 | 7 | - | - | 1 | 34 | 31 |

Distribution of Response Elicitors according to Participants and Gender

Response elicitors occur 30 times throughout the play. Males use 21 markers, recording 70% while females use 9, recording only 30%. See table 5.

Table 5. Distribution of response elicitors

| Type | Sub-Classification | Function | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|--------------------|-----------------------|------------------------|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Response Elicitors | One-word response | Seeking understanding | - | - | 2 | - | 1 | - | - | - | 3 | 3 | - |
| | | Accepting the message | - | - | 1 | 1 | 1 | - | - | - | 3 | 3 | - |
| | Clausal question tags | Eliciting confirmation | 3 | 1 | 4 | - | 2 | 1 | - | - | 11 | 6 | 5 |
| | | Eliciting agreement | 3 | - | 4 | - | 4 | 1 | 1 | - | 13 | 9 | 4 |
| | Total per Participant | | 6 | 1 | 11 | 1 | 8 | 2 | 1 | - | 30 | 21 | 9 |

Distribution of Response Forms according to Participants and Gender

The total numbers of response elicitors that appeared in Shaw's play are 100 markers. Males use 63 markers (66%) while females use 37 ones (34%). See table 6.

Table 6. Distribution of response forms

| Type | Sub-Classification | Function | Raina | Catherin | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|----------------|---------------------------------------|-----------------------------------|-------|----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Response Forms | Response to questions | Positive response | 8 | 3 | 3 | 4 | 10 | 10 | 7 | - | 45 | 24 | 21 |
| | | Negative response | 6 | 1 | - | 9 | 13 | 8 | 1 | - | 38 | 23 | 15 |
| | | Strong negative response | - | - | - | - | 1 | - | - | - | 1 | 1 | - |
| | Response to directions | Strong positive response | - | - | - | - | 1 | 1 | - | - | 2 | 1 | 1 |
| | Response to assertions [Backchannels] | Signaling affirmative response | - | - | 2 | - | 2 | - | - | - | 4 | 4 | - |
| | | Showing a high degree of feedback | - | - | 4 | - | 2 | - | - | - | 6 | 6 | - |
| | | Negative feedback response | - | - | 1 | - | 3 | - | - | - | 4 | 4 | - |
| | Total per Participant | | 14 | 4 | 10 | 13 | 32 | 19 | 8 | - | 100 | 63 | 37 |

Distribution of Interjections according to Participants and Gender

Interjections are noticeably functioned differently by different genders. In total, 142 interjections are used throughout the play; females use 84 markers, recording 53% while males use 64, recording 47%. See table 7.

Table 7. Distribution of interjections

| Type | Sub-Classification | Functions | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|---------------|--------------------|--|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Interjections | Exclamation | Signaling greater intensity of feeling | 10 | 4 | 3 | 4 | 6 | 1 | 1 | - | 29 | 14 | 15 |
| | | Opening utterance | 3 | 3 | 2 | 1 | 1 | - | - | - | 10 | 4 | 6 |
| | | Response oneself | 4 | 3 | 1 | 1 | 2 | 1 | - | - | 12 | 4 | 8 |
| | | Signaling unexpectedness | 11 | 5 | - | 1 | 3 | 2 | - | - | 22 | 4 | 18 |
| | | Signaling emotive arousal | 6 | - | - | - | - | - | - | - | 6 | - | 6 |
| | | Signaling surprise | 10 | 8 | 2 | 6 | 6 | 2 | 2 | - | 36 | 16 | 20 |
| | | Addressing down | - | 1 | - | - | - | - | - | - | 1 | - | 1 |
| | | Signaling quietness | 2 | - | - | 1 | 1 | - | - | - | 4 | 2 | 2 |
| | | Signaling disgust | 1 | 1 | 2 | - | 1 | - | - | - | 5 | 3 | 2 |
| | | Showing a lack of enthusiasm | 1 | - | 1 | - | 2 | - | - | - | 4 | 3 | 1 |
| | | Attracting attention | - | - | 4 | - | - | - | - | - | 4 | 4 | - |
| | | Signaling irony | 1 | - | - | 3 | - | 2 | - | - | 6 | 3 | 3 |
| | | Exaggeration | - | - | 1 | - | - | - | - | - | 1 | 1 | - |
| | | Telling SB to go away | - | - | 1 | - | - | - | - | - | 1 | 1 | - |
| | | Signaling a sudden recognition | - | - | 1 | - | - | 1 | - | - | 1 | 1 | - |
| | | Signaling contempt | - | - | 1 | 1 | - | - | - | - | 2 | 2 | - |
| | | Signaling satire | - | - | - | 1 | - | - | - | - | 1 | 1 | - |
| | | Signaling ceasing talk | 2 | - | - | - | - | - | - | - | 2 | - | 2 |
| | | Signaling astonishment | - | - | 1 | - | - | - | - | - | 1 | 1 | - |
| | | Total per Participant | | | 51 | 25 | 20 | 19 | 21 | 9 | 3 | - | 148 |

Distribution of Greetings-Farewells according to Participants and Gender

Greetings and Farewells appear only 12 times throughout the play. They are used equally by men and women in terms of number. Consider table 8.

Table 8. Distribution of greetings and farewells

| Type | Sub-Classification | Functions | Raina | Catherine | Petkoff | Sergius | Bluntschl | Louka | Nicola | Officer | Total | Males | Females |
|-----------------------|--------------------|-----------------------------------|-------|-----------|---------|---------|-----------|-------|--------|---------|-------|-------|---------|
| Greetings & Farewells | Greetings | Symmetrical reciprocated exchange | - | - | - | - | 1 | - | - | 1 | 2 | 2 | - |
| | | Welcoming | 1 | - | - | 1 | - | - | - | - | 2 | 1 | 1 |
| | Farewells | Leave-taking | 2 | 2 | - | - | 2 | 1 | - | 1 | 8 | 3 | 5 |
| | | Total per Participant | 3 | 2 | - | 1 | 3 | 1 | - | 2 | 12 | 6 | 6 |

Distribution of Hesitators according to Participants and Gender

Hesitators appear 79 times (4%) of the total markers used throughout the play. Males use 43 markers while females use 36. See table 9 below.

Table 9. Distribution of hesitators

| Type | Sub-Classification | Function | Raina | Catherine | Petkoff | Sergius | Bluntschl | Louka | Nicola | Officer | Total | Males | Females |
|-----------------------|--------------------|---|-------|-----------|---------|---------|-----------|-------|--------|---------|-------|-------|---------|
| Hesitators | Hesitation pause | Signaling planning to what will be said | 14 | 8 | 2 | 5 | 3 | - | 1 | - | 33 | 11 | 22 |
| | | Signaling interrupting | 2 | 1 | 4 | 4 | 7 | 2 | 2 | - | 22 | 17 | 5 |
| | | Utterance launcher | - | - | 1 | - | 2 | - | - | - | 3 | 3 | - |
| | | Signaling confusing/wondering | 7 | 2 | 4 | 1 | 4 | - | - | - | 18 | 9 | 9 |
| | Filled pause | Reminder | - | - | - | - | 3 | - | - | - | 3 | 3 | - |
| Total per Participant | | | 23 | 11 | 11 | 10 | 19 | 2 | 3 | - | 79 | 43 | 36 |

Distribution of Vocatives according to Participants and Gender

Vocatives appear 275 times, representing 20% of the total markers used throughout the play. Males use 155 markers, recording 56% of vocative markers whereas women use 120 ones, recording 44%. See table 10.

Table 10. Distribution of vocatives

| Type | Sub-Classification | Function | Raina | Catherine | Petkoff | Sergius | Bluntschli | Louka | Nicola | Officer | Total | Males | Females |
|-----------|-----------------------|--------------------------------------|-------|-----------|---------|---------|------------|-------|--------|---------|-------|-------|---------|
| Vocatives | Endearment | Signaling intimacy | 6 | 9 | 8 | 7 | - | - | 3 | - | 33 | 18 | 15 |
| | | Signaling respect | 2 | - | 2 | - | 27 | - | - | 3 | 34 | 32 | 2 |
| | Family term | Identifying the theme of the message | 7 | 2 | - | 1 | - | - | 2 | - | 12 | 3 | 9 |
| | First name in full | Calling out | 3 | 10 | 20 | 18 | 3 | - | 2 | - | 56 | 43 | 13 |
| | | Signal addressee's attitude | 10 | 27 | 4 | 4 | 1 | 1 | 4 | - | 51 | 13 | 38 |
| | Title and surname | Showing respect | 8 | 3 | 1 | 6 | 6 | - | 1 | - | 25 | 14 | 11 |
| | | Showing respect | - | 1 | - | 5 | 1 | 10 | 3 | - | 20 | 9 | 11 |
| | Honorifics | Showing respect | 4 | 3 | - | 1 | - | 10 | 16 | - | 34 | 17 | 17 |
| | | Calling out | - | 3 | - | - | - | - | - | - | 3 | - | 3 |
| | | Showing respect | - | - | - | 1 | - | - | - | - | 1 | 1 | - |
| | | Showing respect | - | - | - | - | 1 | - | - | - | 1 | 1 | - |
| | Others | Calling out | - | 1 | - | 2 | - | - | - | 2 | 5 | 4 | 1 |
| | Total per Participant | | | 40 | 59 | 35 | 45 | 39 | 21 | 31 | 5 | 275 | 155 |

Participants, who belong to an upper-social class, tend to use more vocatives, especially *first names in full*. In contrast, participants who belong to the worker class (Nicola and Louka) are prompted to use a higher number of *honorifics* such as 'sir' and 'madam'. Intimacy relationships are reflected in the type of Vocative used and vice versa. How much the closeness relationship means the more *endearment* is used. It is noticed that working-class participants never use taboo markers (Expletives), whereas upper-class participants tend to use expletives to signal offenses directly to worker-class participants. Table 11 shows that men in general use 530 DMs functioned pragmatically (58%), whereas women use 388 ones (42%) as figure 2 shows.

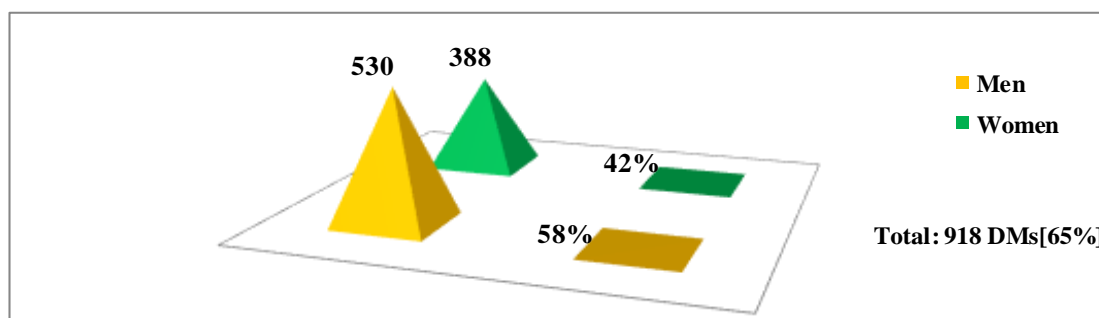


Figure 2. frequency and percentage of DMs functioned pragmatically per gender

DMs function as comment clauses are used equally by both genders. However, men tend to use them to express a source of knowledge with confirmation while women use them to express doubt. The case of '*I suppose*' used by Raina is not to express her uncertainty. In contrast, she used three times as a strategy in order not to threaten Bluntschli's face by avoiding direct response to his questions or mitigating her direct question towards Bluntschli.

Females go further out of males regarding the use of epistemic adverbials that express doubt. In contrast, males use more certainty markers. Both genders are equal in terms of expressing actuality and reality. However, men tend to use more attitude adverbial to evaluate others' behaviors.

On the subject of using expletives, males cut the record of using this type in a ratio 94%. This striking result can be reduced to two reasons. Firstly, males are exposed to confrontations more than females. Secondly, males are found that they less bear stress and lesser hide negative feelings. In addition, it has been noticed that those who use taboo expletives belong to the upper social class. While those belong, the lower class uses none.

Response elicitors (Question Tags) are more frequently used by men than women. However, it has been noticed that a participant who uses question tags has a sort of responsibility or authority over the addressee regardless of his/her gender or social class. Tables 7 and 11 show that females use 84 ones whereas males use 64. Females tend to use 'ah' and 'oh' or 'oh+ (name)' to express *their greater intensity of feeling, signal unexpectedness, signal surprise, or signal emotive arousal*.

Hesitation pauses (—) are used to show the extent to which men and women are different in terms of speech strategies. Women use the pause to *signal planning what will be said* more than men do. Pauses disclose that men are more interrupted by women in a ratio of 31% to 12%. Pauses reveal that men are more confused and wondered or using them to initiate their speech as utterance launchers, more than women do in a proposition 15% to 3%.

Vocative markers classified as *Endearments* functioned highly by men to show respect. However, women use them highly to signal *intimateness*. It has been also found that the deference and admiration shown by men occur in *strange men-to-private women* interactions while women use only three of this class to show respect, but the

intimateness they signal occurs among family members. It has been found that women tend to use vocative markers classified as *first names in full* to signal the addressee's attitude while men function most of them for calling out.

Reviewing the previous studies shows that they share some similarities and differences with the current study. Irfan et al. (2020) study among others is the closest to this study, but they differ in scope and procedure. Irfan et al. (2020) study focuses on the difference between male and female literary writers in terms of inserting DMs in their writings whereas the present focuses on the difference between male and female characters in terms of employing DMs. The present study adopts an eclectic model based on three models concerned with DMs, whereas Irfan et al. (2020) study adopts a machine-readable format [TXT] for analyzing the selected data.

Examining reviewed studies shows a clear vision of the shortage in the study of DMs and conclusions, especially gendered-based studies as follows. Lakoff (1973) bases her claims on data collected from her own introspection of her own speech and acquaintances. She uses her own intuitions in analyzing the collected data. She concludes that women use weaker particles more than stronger ones used by men. The difference between women and men's behavior is attributed to biological basis. Coates (1987) concludes that women tend to use more epistemic modal expressions than men. Erman (1992) concludes that women tend to use '*you know* and *you see*' between complete propositions in order to connect successive argument while men prefer to use them between incomplete propositions for two purposes: (1) either as attention-drawing devices or (2) to mark repair work. Coates (2013) concludes that women use '*I mean, I think, well, perhaps, possibly, probably, just, sort of, actually, really*' more than men do. Women tend to exploit the multi functionality of these markers because they open sensitive interpersonal aspects of talk.

CONCLUSION

Based on the findings of the study, the following conclusions can be drawn:

1. There is a substantial quantitative difference between males and females in terms of using DMs. Males use 58% of the total DMs while females use 42%. This difference can be due to two gender-based features:
 - a) Males are linguistically socialized to use specific DMs like *taboo expletives*. In contrast, females are socialized to use DMs to show endearment and suiting difficulties.
 - b) Division of labor in terms of turn-taking is unequal; males take and hold the floor more extensively than females. Females are stereotypically fevered to be good listeners in mixed-group interactions.
2. The type social relationship, social distance, social status, the mood of the speaker, the topic they talk about, type of text, its setting, and its theme have a vital impact on the frequency and type of socially employed by males and females.
3. Topics introduced by males are intended to discuss serious issues like military affairs or business while females tend to discuss emotional and sensitive ones. The

type of the topic guides them to employ specific types of DMs in with accordance to the general theme and the requirements of the texts. This can be stated as follows:

- a) Themes of idealism and realism make participants discuss topics concerning thoughtful issues. On the other hand, texts which are in the domain of language performance require more expository DMs like stance adverbials and comment clauses.
- b) Topics being discussed also have impacts on the participants' mood, which in turn brings them about using particular DMs.

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