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*The Conceptual and Procedural Encoding of
Discourse Markers in Libyan Everyday Discourse:
A Relevance-Based Interactional Analysis*

*Ismael Fathy Al-Bajari **

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Abstract

This research paper is an attempt to study the conceptual and procedural encoding of a set of eight discourse markers "baahi" (yeah), "a tongue click with a head node" (yeah), "aywa"(yeah), "awkay"(okay), "mm-hmm", "aah"(yeah), "millaxir" (after all) and "ma□lif" (sorry) in Libyan Arabic everyday utterance contexts, used in Tobruk-speech community. These discourse markers are assumed here to have various, yet interrelated, interactional procedural encoding functions in such contexts. The procedural encoding functions of all these markers, conceptualized as procedural particles or expressions, are contextually assigned to constrain and limit the context relevance of the speakers' assumptions that make use of them. This assigned constraining has taken place by activating one of the contextual cognitive effects; 'contextual implication', 'strengthening' or 'contradiction', or by guiding the recipient to some specific paths, set up in the context, that lead to such effects that are necessary for the intended conceptual encoding / processing of the utterance context. To that end, these discourse markers with reference to their conceptual and procedural encoding are going to be analyzed and explained, in this paper, within a revised model, based on the general theorizations of Relevance Theory, developed by **Sperber and Wilson (1995)**; notably, the concept of procedural expressions' constraints on relevance. Within this analytical framework, data examples collected from everyday conversations have been examined, yielding some significant concluding remarks. Chief among these remarks is that the use of these discourse markers in this speech community is contextually and cognitively motivated with regard to

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their procedural and conceptual encoding functions and uses. These remarks have launched the overall conclusion, in this paper, that the interactional relation between the procedural encoding functions of these markers and the conceptual encoding representation of the relevant utterance context has to be recognized, understood and applied by interlocutors, whenever they make use of such markers in their everyday speech.

Keywords: Libyan discourse markers, Relevance Theory, Relevance-Based Interactional Analysis, procedural encoding functions, conceptual encoding representation, context relevance, contextual effects.

1. Introduction

This study attempts to investigate the conceptual and procedural encoding of a set of eight discourse markers (henceforth, DMs); these are: "*baahi*" (yeah; used in formal context), "[ʔ]" (yeah; a tongue click - an alveolar lateral click - with head nodding; used in informal context), "*aywa*" (yeah; used in neutral context), "*awkay*" (okay), "*mm-hmm*" (a short vocalization with a closed mouth), "*aah*" (yeah; a long vocalization with an open mouth), "*millaxir*" (after all) and "*maʔli*" (but; used with a polite sense), in Libyan Arabic everyday speech used in the city of Tobruk. Within a relevance-based interactional revised model of analysis, presented here, which is heavily orientated in the general theorization of Relevance Theory (RT), developed by Sperber and Wilson (1995), these procedural particles or markers are assumed to have various interactional procedural functions, such as a discourse continuer, an agreement/disagreement signal, a topic-attitude evaluator, etc. These procedural encoding functions are expected to impose significant limits or constraints on the relevance of the utterance context, by activating contextually one of the three cognitive effects; 'contextual implication', 'strengthening' and 'contradiction' or 'elimination', or by 'reorienting' the recipients to certain inferential paths that are necessary for the intended conceptual representation of the accompanying context (cf. *ibid*; also, Thuy, 2019 and Blackmore, 2020).

These procedural encoding functions, in accordance with their contextual cognitive effects, are classified here into three major

categories; each one is branched into further subcategories, except the 'backchannel' category which has only one subcategory, containing the procedural encoding function of a discourse continuer. The second one is the 'assessment' category which contains three interrelated subcategories of procedural functions; these are, an agreement/disagreement signal, an approval/disapproval token, and a topic-attitude evaluator. Finally, the third category is the one that is concerned with the degree of the 'speaker incipiency', identified here, following Drummond and Hopper (1993a) and, also, Truong and Heylen (2010), as the level of 'the speaker's orientation toward taking the floor'. This category, recognized here as the largest one, consists of four subcategories of procedural functions; acknowledgment operator, an attention getter, a turn-taking indicator and pause/repair marker (cf. section 4). For more details about various uses and functions of DMs, see Jefferson (1984), Drummond and Hopper (1993b), Zimmerman (1993), Fraser (1996), Gardner (1998), Heylen and Akker (2007), amongst others.

The backchannel category is distinguished, in this study, as the one that is specifically concerned with the DMs, such as *baahi*, *away*, *awkay*, *aah*, or *mm-hmm*, that are used with the procedural function of a discourse continuer. What distinguishes this category from other categories is that the speaker who uses a discourse marker (DM), to serve as a discourse continuer, has no intention to take the speaking floor; rather, he intends to make his speaking turn considerably as shorter as possible, and lets the context partner to continue with his/her speech. On the other hand, the assessment category may involve all the set of the DMs presented here. DMs, functioning within the domain of this category, are those that express, with attitude-giving orientation, an assessment or evaluation of something uttered previously. As for the category of speech incipiency, DMs are used principally to mark the degree or level of the speaker's intention towards taking the speaking floor (see section 5; also, see Drummond & Hopper, 1993b and Truong and Heylen, 2010, for more theorizations in this regard).

1.1. Hypothesis

It is hypothesized that the DMs, studied here, are empty of any propositional content, with respect to the utterance context they are used in. Rather, they are procedural expressions used for encoding certain contextual functions that lead to the intended conceptual interpretation of the context involved.

1.2. Aim

The present study has a threefold aim: firstly, to shed some light on the DMs used in everyday interactional discourse by the members of Tobruk-speech community; Secondly, to investigate the conceptual and procedural encoding of a small set of such markers and, thirdly, to present an extra concrete proof of the reliability and credibility of relevance-theoretical approaches

1.3. Value

This study may have three values. First, the dialect under discussion has never been studied in the literature so far, with regard to DMs. Second, the study of DMs in terms of the underlying conceptual and procedural encoding may indicate a real challenge. Third, the application of a model orientated within the theoretical domain of RT, in analyzing this set of DMs, presents another genuine challenge in this paper.

1.4. Method

This is a qualitative research paper with respect to the method of research and data analysis. This indicates that this paper studies DMs in the natural actual speech of Tobruk community. The purpose behind adopting such a qualitative method is to present a reasonable explanation about 'how' and 'why' the DMs, examined here, are used with respect to the conceptual and procedural encoding in everyday interactional speech context. For details about qualitative and quantitative methods, see, for instance, Braun & Clarke (2006).

1.5. Scope:

The paper is limited specifically in three areas. First, the paper, as it is a small-scale study, investigates only a set of eight DMs. Second, the theorization taken from RT is limited; in that, the paper specifically makes use of the concept of procedural expressions' constraints on relevance. Third, the paper is also limited in scope with respect to the data-utterance examples that

illustrate the uses and functions of these DMs; except *baahi* which is the most frequent DM used in Tobruk-speech community, all other markers are illustrated with one example for each, due to the small scale of the study.

2. Terminology, Characteristics and Categories

In the literature, DMs have received many different, and sometimes, contradictory, terms across languages, and in different discourse genres; for instance, 'discourse markers', 'pragmatic markers', 'discourse particles', 'pragmatic particle', 'discourse connectives', 'pragmatic connectives', 'sentence connectives', 'discourse operators', 'cue phrases', 'gambits', etc. This is primarily due to heterogeneity of the research works that have approached these linguistic expressions (cf. Schiffrin, 1987; Redeker, 1991; Brinton, 1996; Lenk, 1998; Fraser, 1999; Fung & Carter, 2007, among many others). In this paper, the term 'discourse markers' is preferably used, due to the fact that it seems to exhibit the majority of the identifying characteristics defining the canonical DMs properly.

In this sense, proper DMs are described as those markers that share the following distinguishing characteristics; smooth mobility of occurrence, lack of a particular grammatical category, orality, phonological characteristics, optionality, multi-functionality. For more details, see Jucker (1993), Aijmer (1996), Brinton (1996), Fraser (1996), Lenk (1998), Schourup (1999), Schiffrin (2001), *inter alia*.

With regard to the categories of DMs, interested scholars have shown noticeable disagreement about the classifying categories of these items and, even, about their grammaticality. Broadly speaking, these verbal and nonverbal items or markers have been referred to as words, phrases or elements that are conceptualized on the basis of the discourse 'grammaticalization' that helps yield pragmatic functions that are necessary for the interlocutors' communicative goals (cf. Hopper & Traugott, 1993; Trillo, 2001 and Aijmer, 2002). In this respect, Schiffrin (1987), Fraser (1999) and Trillo (2006), just to mention some, have presented different categorizations with different grammatical word classes. For details, see also Redeker (1991) and Feng (2010).

3. Brief Literature Review

Since the late 1980s, three main approaches to the study of DMs can be distinguished according to Trillo (2006): the 'conversational' analysis, the 'grammatico-syntactic' analysis, and the 'discourse-cognitive' analysis. However, according to the view presented here, the first two approaches can be grouped into one basic framework which is based on discourse coherence; known as the 'coherence-based approach' in the literature. The third approach which concerns us most here is principally based on RT in its theorization and application; therefore, it is usually ascribed to what is known, in the literature, as the 'relevance-based approach' (cf. Grimes, 1975; Halliday & Hasan, 1976; Keller, 1979; Van Dijk 1979; Richards, 1980; Fries, 1986; Fraser, 1988; Redeker, 1990, 1991; Knott & Dale, 1994; Fraser, 1999; Schiffrin, 2001; Müller, 2005, amongst others).

Within the third approach which is based on the discourse-cognitive analysis; sometimes called the 'discourse grammaticalization approach', Trillo (2006:641) argues, following suggestions given by Heine et al. (1991) and Hopper and Traugott (1993), that DMs are mostly discourse grammaticalized in order to have pragmatic functions and, hence, to realize certain discourse interactional goals, whereby they become homonyms in a "particular synchronic system", which constrain the relevance of the propositions they introduce. For more details about the discourse-cognitive approach to DMs, see also Trillo (1997, 2002) and Fuller (2003), and for that of RT, see Sperber and Wilson (1986), Wilson and Sperber (1993), Truong and Heylen (2010), amongst many others.

Within the theoretical framework of RT, many linguists and researchers have tackled the topic of DMs with considerable focus on the multifunctional uses of such markers in human communication. Linguists such as Blakemore (1987, 1992), Jucker (1993), Carston (1993), Schourup (2011), Thuy (2019) would be the best examples in this regard.

D. Blakemore has many publications which have been devoted mostly to the study of DMs from the cognitive view of RT. In her book (1987), she has explained, by applying procedural encoding,

the use of DMs in constraining the context relevance for discourse interpretation, and analyzed them as encoding expressions encoding one of the three types of contextual cognitive effects; contextual implication, strengthening or elimination. In Blakemore (1992), there is also an important part of the book given to account for a variety of DMs that are explained as 'discourse connectives' used to limit or maximize the relevance of the context proposition in interactional discourse. For further details about her theorization in this regard, see also Blackmore (1996, 2002 and 2006)

Within the same relevance theoretical framework, Jucker (1993) has discussed and analyzed the DM 'well' that, although it is not a new notion in linguistics, as Jucker (ibid) points out, RT has its own explanatory and analytical approach to the functions and categorizations of this DM. According to Jucker's view, thus, RT offers a more rational explanation and analysis for the use of DMs in all various discourse interactional situations.

Carston (1993), advocating relevance-based pragmatic approach, has accounted for the uses of 'and-conjunctions', in which the conjunction 'and' is interpreted as a semantically empty word. Instead, it has been taken to be the "natural language equivalent of the truth-functional logical conjunction operator"(p. 27), pragmatically functioning as an inferential connector, and cognitively as a marker to maximize the relevance in verbal interaction.

Schourup (2011), making us of the cognitive framework of RT; notably, Sperber and Wilson (1986, 1995), argues that the meaning of the DM 'now' can be formulated "without reference to coherence or discourse structure" (p. 2110). In this respect, Schourup further argues that 'now' "encodes a procedural constraint on context selection", and that such encoding functioning of this marker is "more comprehensive and unified than existing coherence-based formulations" (ibid).

Thuy (2019), as one of the major research works that have specifically dealt with the token 'yeah' from the relevance-theoretical perspective, has defined 'yeah' as a 'procedural expression' that is used to "yield necessary constraints on the contexts" (ibid: 176). According to this discourse relevance-based

view, such constraints facilitate the understanding of a communicative discourse, and they do so "by encoding one of the three contextual effects . . . , or reorienting the audience to certain assumptions which lead to the intended interpretation" (ibid). The findings raised in this work have led to the main conclusion that the 'multi-functionality' of the DM 'yeah', interpreted as a procedural expression, is identified when it is approached within the framework of RT.

Due to the fact that in the accessible literature of RT there is very little research on clicks and other non-lexical markers functioning as DMs, some principal theorizations, from the conversational analysis perspective, related to the explanation of such DMs are to be referred to in this review. This is just to bridge the gap with reference to the non-lexical DMs realized in the speech of Tobruk community, such as the alveolar lateral click [l̥] (yeah) with a head nod, and the short vocalizations *mm-hmm* and *aah* (yeah), which are members of the data set chosen in this study.

In this respect, the present study may distinguish another approach which is based on more statistical, quantitative-experimental orientation with some modern theoretical techniques in the area of 'speech technology' and 'multi-modal interaction'. This approach has studied non-lexical markers; chief among which are clicks, speech sounds, head nods, short vocalizations, or the role of prosody in determining the function of such markers. (cf. Drummond & Hopper, 1993a; Wong, 2000; Benus et al., 2007; Heylen & Akker, 2007; Truong & Heylen, 2010). In this sense, models working within this approach have developed a new conversational analysis framework to describe the pragmatic functions of these nonverbal speech properties identified as part of speaking styles that are used in everyday social interactions. In this regard, it has been found that a great amount of speech clicks and sounds are used frequently in everyday interactions, and that these speech non-lexical markers are normally accompanied with changes in 'voice quality' and 'prosody control'. Though, traditionally conceived as 'fillers', 'hesitations', or mere 'noises', conversational analysis models have found that these markers signal significant pragmatically related functions assigned usually to the underlying

cognitive aspects of human interactions that are contextually controlled by personal attitudes and discourse-message management (see Jefferson, 1984; Zwicky, 1985; Drummond & Hopper, 1993b; Gardner, 1998 and Ward, 2004, 2006, for more details).

With reference to the brief review presented above, the present paper has developed a revised model of analysis which is, although, based heavily on RT, it makes use of some theorizations suggested by the conversational analysis theory; notably, those related to the procedural functions of DMs, and the analysis of non-lexical markers, such clicks and short vocalizations. This revised model which is the outcome of combining two types of theorizations, with differences in orientation insofar as the treatment of DMs is concerned, is known as Relevance-Based Interactional Analysis (RBIA).

4. A Revised Model of Analysis: RBIA

In this section, a revised model of analysis, which is principally based on RT produced by Sperber & Wilson (1995), is briefly presented under the name 'RBIA'. Within the relevant cognitive principles of RT, RBIA tries to analyze and explain the procedural encoding uses and functions of a set of DMs that are employed by Tobruk-community speakers to 'maximize the relevance' in their verbal everyday interactions. In this sense, these DMs are analyzed by RBIA as encoding particles or expressions that are used to impose certain constraints on the relevance of the context, and, thus, the process of context conceptual interpretation is minimized to the least. For details about the principle of 'maximize the relevance', see Wilson & Sperber (1986).

In the framework of RBIA, there are three main procedural functions or uses of the DMs under investigation; these are, as it has been mentioned earlier; backchannel functions, assessment functions and functions related to speaker incipency, each of which is contextually realized by more specific sub-functions (see the Figure, below). For more details about these procedural functions, see Drummond and Hopper (1993a), Zimmerman (1993) and Gardner (1998), amongst others.

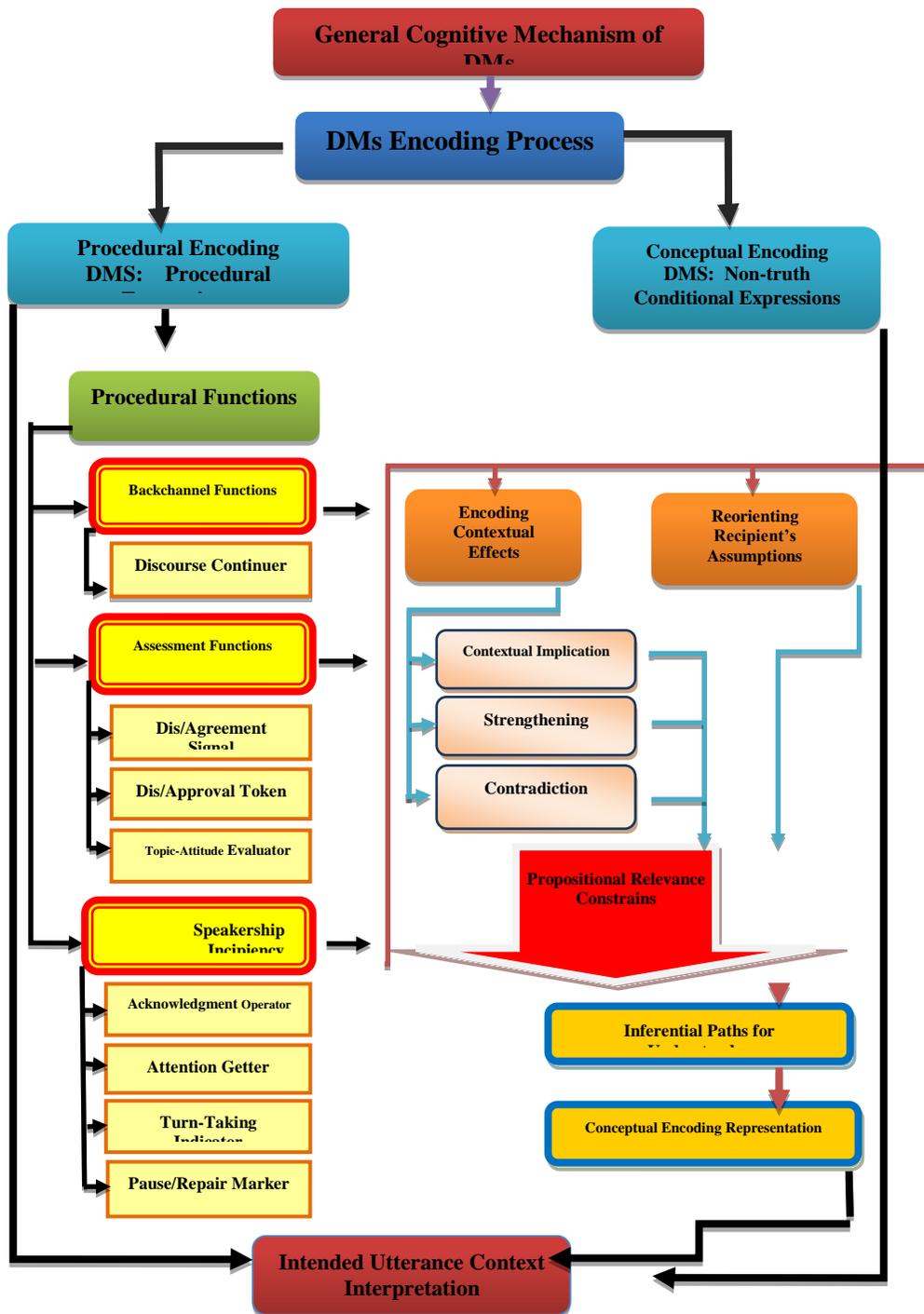
It is worth mentioning at this point that some of the DMs approached here within RBIA framework are proved to be

multifunctional; in that, they are sometimes used to serve more than one procedural function, or at least serve sub-functions, in particular interactional contexts. However, none of them, as an outstanding hypothesis raised in RBIA, is claimed to cover the whole range of the procedural functions mentioned above, except *baahi* (see the figure, below, and also section 5). For details about multifunctionality of DMs, see Schiffrin (1987), Fraser (1988), Aijmer (1996), Brinton (1996), and Müller (2005).

Along with these various procedural encoding functions, the DMs, considered here, are analyzed by RBIA as discourse strategic procedures that guide the communicators to the discourse interpretation by encoding one of the three kinds of contextual effects; contextual implication, strengthening, or contradiction, or by reorienting the recipient to certain assumptions (information) which may lead to such effects that are necessary for the context interpretation.

Contextual effects in RT are defined as the result of the contextualization of the new assumptions in the set of old assumptions available to the recipient. (Sperber & Wilson, 1995). It is said that they are realized in the case that the context, viz. a set of old assumptions, is changed and improved. In this sense, as it is adopted in RBIA, the contextual effect achieved by contextual implication is contextualized as an 'addition' of new assumptions to the old ones that are retrieved from an already existing representation of the reality. In the case of strengthening, the new assumptions, presented in a given context, consolidates, or strengthen, the old ones. Finally, the contextual effect of contradiction is contextually achieved when a contradiction happens between the new assumptions and the old ones, a case which normally results in the elimination of false or weak assumptions (ibid). To make all the theorizations of RBIA more concrete, the following Figure is presented.

The theoretical framework of RBIA can be schematized diagrammatically in the following Figure:



The Schematic Framework of RBIA

5. Analysis and Discussion

In this section, the set of eight DMs are going to be analysed and discussed, insofar as their conceptual and procedural encoding is concerned, on the basis of RBIA, as it is interpreted in the Figure above. The authentic data examples, collected from native speakers in a direct way, are going to be examined with reference to the procedural functions that are contextually assigned by the DMs involved. Every DM will be explained and analyzed with data examples illustrating the procedural function, or functions, it may serve in various utterance contexts.

♣ **baahi** : (yeah - formal)

- **Backchannel Functions:**

1. Discourse Continuer:

١. A. شكلهم چيرانا يبو يحولوا!

A. {*fakiLhum 3iraana yabu iHawlu: It seems that our neighbour is departing.*}

B. { **baahi?** : yeah ? } .B باهي ؟

A. ايگولوا شروا حوش جديد في المنارة.

A. {*igulu farau Hauf 3idiid fi almanaara: They said they bought a new house at ALmanaar area.*}

In the utterance context, given in example (1), the procedural-oriented strategy is remarkably assigned to the DM *baahi* by the listener, as a necessary procedure for the propositional relevance limits or constraints on the speaker's assumptions that set up the situational frame for the speech-context. In this context, speaker (A) presents an assumption with a sense of hedging posture realized at the end of the assumption by an exclamation intonation contour. Expecting an assertion from speaker (B), he intends to leave the interactional floor for B to take his speaking turn, so that A's doubtful uncertain assumption and posture can be confirmed. B, by using a very short speaking turn with a rising tone, promptly gives the floor back to A and, hence, gives him permission or encouragement to continue with his turn. A, in his turn, interprets this encouragement as an indication that his assumption has been manifested and confirmed by B and, therefore, he can resume his assumption with more certainty.

The use of *baahi*, as a discourse continuer by B, constraints the context relevance for A's interpretation and, thus, offers an inferential strategy for A to get to the inference that his assumption has been confirmed and strengthened. In this respect, the contextual cognitive effect of strengthening is realized with the manifest assumption made by B, which implies that 'it is true that our neighbour is leaving'.

- **Assessment Functions:**

1. Agreement / Disagreement Signal:

- **Agreement:**

٣. A. إيش رايك تمشي إمعاي بنغازي تغير چو؟ خيرلك!

A. {if rayk timji imḡai banGazi taGay zaw xeerlak? : What do you say if you come with me to

Benghazi? It would be good for you!}

B. باهي...، نغيرو چو إمعاك، عادي، ما فيها شي.

B. {baahi..., inGayru zaw imḡaak, ḡaadi, mafiiha Jay : Yeah ..., to have fun with you is quite

normal, nothing wrong with it.}

In the situational example (3), B, by using *baahi* in responding to the assumption of invitation offered by A in the form of a yes/no question, enacts a procedural function of agreement with a desire to raise the level of the speakership incipency for his part, by shifting the speaking role from a recipient to the primary speaker of an expanded assumption-telling. In his speaking turn, B, first, answers positively the question launched by A's assumption, viz. expressing his agreement and acceptance, and, then, extends his speech by telling more details about his assumption that is optimally relevant to the context of A's already given assumption. By doing so, B attempts to strengthen A's assumption that has been made manifest to B earlier by the course of A's speaking turn. By strengthening A's assumption, the use of *baahi*, as an agreement signal in this particular context, has triggered an inferential strategy for B to get access to the relevance limits of the context and, then, to the conceptual encoding of B's utterance assumption.

- **Disagreement:**

٤. A. إيش رايك إنديروا برمه عجامعة توه؟

A. {eef rayk indiiru barma ʔazaamʔa tawa? : *What do you say if we go to the university now?*}

B. باهي، ياراجل! الجامعة توه زحمه واجد، نيو نروحو الحوش بدري.

B. {baahi, yarazil! alzaamʔa tawa zaHma waazid, nabu inrawHu alHauj badri: *Yeah, oh man,*

the university is too crowded now. I want to go back home early.}

In example (4), A begins his utterance assumption with the yes/no question trigger 'eef ' (what) as an attempt to make his invitation assumption manifest more specifically. B, in his speaking turn, uses *baahi* initially to confirm that A's assumption processing is guaranteed and that the assumption he tries to make it manifest to A is constrained by the context relevance of A's discourse. The context relevance of B's utterance is further consolidated by the use of a vocative emotional expression of surprise 'yarazil' (oh man!) that yields a contextual cognitive effect of contradiction to the assumption that has already been made manifest by A. This procedural use of *baahi*, as a disagreement signal, sets off an inferential strategy for B who has employed it extend his speaking turn, so as to justify his refusal and elimination of A's assumption.

2. Approval / Disapproval Token:

- Approval:

° A. باتي، الامتحان كان واعر لكني عديته ونجحت.

A. {baati, almtiHaan kan waaʔir lakini ʔadeeta wnizaHit : *Father, the exam was tough, but I did it.*}

B. باهي، باهي ... ماشا الله! يسلم وليدي. توه نمشو البلاد ونشرو لك الهدية الي تبيها.

B. {baahi, baahi ... mafallah! yaslam wleedi.Tawa numju lablaad winajru lhadiya li tibiha : *Yeah, yeah ... God bless! well-done my lovely kid. Now I go to the city centre and buy a present that you most like.*}

In this example that illustrate an interactional context between a son (A) and his father (B), the aim of B, using *baahi* twice repeatedly, as a textual sign of emphasis for the procedural function of approval, is to strengthen his own commitment, or ethical duty,

as a father, to the assumption that has already been clarified and conveyed by A, viz. the son. Therefore, the contextual effect of strengthening that results from the double use of *baahi*, followed by extended supporting utterances coloured with approval orientation, that build up the context of B's assumption, makes certain that B's approval assumption is optimally relevant to the context of A's assumption. This strengthening effect of *baahi*, thus, indicates an inferential strategy to A, yielding necessary constraints on the context relevance for A's conceptual encoding of the discourse assumption expressed by B's utterance.

- **Disapproval:**

٦. A. مشيتله وكلمته في وجهه وساريت إمعاه، نا بيدي مانرضاش بالظلم!

A. {*mijitla wklamta fi wazha wsaareet imbaah, na biidi manarDaaf bidulim ! : I went to him and talked to him face to face, I never accept injustice!*}

B. باهي؟ ليش ماخظمت علي گبل؟ ما كاتك درت شي!

B. {*baahi? leef maxaTamit alalay gabal ? makanak dirit jay ! : yeah? Why haven't you come to me first? In fact, you have done nothing.*}

In this utterance context, B, using *baahi*, as a procedural encoding token for his disapproval assumption, intends to mitigate the face threatening consequences that may threaten A's face, as a result of his disapproval enactment against the annoying, useless and unexpected performance expressed in A's assumption. In this sense, the context relevance of B' assumption is proved on the basis that it activates a cognitive effect of contradiction between B's assumption, viz. new information, and A's assumption, viz. old information that has presumably been made manifest by A's utterance; as a result, A's assumption is falsified and eliminated by B's disapproving assumption. Therefore, the procedural encoding use of *bahhi* in this particular context guides A to follow an inferential strategy for recognizing the relevance constrains of the context and, hence, for interpreting the conceptual encoding of B's intended assumption.

3. Topic-Attitude Evaluator:

٧. A. الكرايه والشهادة توه متوكلش عيش.

A. {algraya walfahaada tawa matwakilf [aeef : *Education and certificates are useless now.*}

B. باهي ... صدغت، لكن خليني نڭك حاجه! الابن آدم توه من غيرالڭرايه والشهادة ماينفحش.

B. {baahi ... Sedagit, lakin xaliini ingulak Haaza! al?bin aadam tawa min Geer algraya walfahaada mayanfa[af : *Yeah ... you are right, but let me say something! nowadays, a person with no education and certificates is useless.*}

In example no. (7), A tries to make his assumption quite manifest to B, by means of launching an open topic with much controversy for discussion. B, in his turn which is heavily orientated towards attitudinal evaluation of the topic given, initiates his assumption with *baahi* which used as a procedural encoding marker for constraining the context relevance of A's assumption and, then, for interpreting the conceptual encoding of the utterance context involved. Therefore, the use of *baahi* in B's assumption leads to the guaranteed relevance of B's utterance, insofar as the context assumption manifested by A is concerned, which, in turn, leads to the activation of a contradiction contextual effect that has been enhanced further by the use of the DM '*lakin*' (but) in the extended speech that follows *baahi* in B's assumption. The inferential strategy resulting from the cognitive effect of contradiction has motivated B to refute and eliminate the assumption that has been made manifest by A initially.

- **Speakership Incipency:**

1. Acknowledgment Operator:

٢. A. باتك يڭدر يديرها؛ عليش ما تڭوله؟ كلمه وخلينا نفتكوا من اللبز هضا ياهي. توه

A. {baatak yagdar idiirha; [aleef matguula ? kalma wxaliina niftaku min alabaz haDa

Iyaahi. Tawa : Your father can do it; why will you speak to him? Speak to him and let's

get out of this dilemma. Now }

B. باهي ... باهي ... هذي سيهله نڭدروا إنديروها! نا بيدي كلمت باتي من ڭبل لكن ما صار شي لعند توه.

B. {baahi ...baahi ...haði siihla nigidru indiiruha ! na biidi kalamit baati min gabil lakin

maSaar jay la□ind tawa : *Yeah ...yeah ... This is quite easy; I can do it! In fact, I have*

already spoken to him, but nothing happened till now. }

In this interactional context, A talks to B about a particular problem that is known for both, and how that problem can be solved. B, interrupting A's speaking turn since the assumption that A tries to make manifest is already known, acknowledges, with observable interest to have the speaking floor, A's assumption with the use of *baahi*, functioning as an acknowledgment operator for, mostly, high speakership incipency. This drastic change in role from a recipient to a speaker, on the part of B, is contextually marked by the procedural encoding operator *baahi* which is interpreted by both interlocutors as an inferential strategy that build up the relevance constraints on the context. In this utterance context, the cognitive contextual effect involved is that of strengthening, due to the fact that B's response represents new assumption that acknowledges, consolidates or strengthens old assumption uttered by A.

2. Attention Getter:

٨. A. في وچيچ واچد عالتعليملت الجديدة، ما فهمنا شي لعند توه!

A. {fi wiziiz waazid □alta□liimat alzidiida, mafahamna jay li□ind tawa ! : *There is much chaos on the new instructions; till now, we haven't understand anything!*}

B. باهي، باهي، باهي ... توه انوضحكلم كل شي، كل حاجه ، ارجوا شوي، صبر شوي.

B. {baahi, baahi, baahi ... tawa inwaDeHilkam kul jay, kul Haaza, irzu fway, Sabur fway :

Yeah, yeah, yeah ... Now I'm going to clarify everything, wait, be patient a little bit.}

In this contextual utterance, B starts his speech assumption with the procedural encoding marker *baahi* that is used basically to constrain the relevance of the assumptions context. The procedural discursive sense of *baahi*, as an attention getter, is textually achieved through the triple use of this marker, a structural technique which is followed by B, in order to heat his enthusiastic posture that is required for getting A's attention and, consequently, for having, not only, the speaking floor immediately after the completion of A's

assumption, but to display a high level of speakership incipency. This contextually-based rhetorical technique has worked on this marker to function as an attention getter in this particular interactional context and, thus, to set up well-preparation for A to go ahead with the coming intended conceptual representation encoded in B's assumption.

In this regard, the relevance of B's assumption is proved and, therefore, leads to the triggering of an inferential strategy for A to understand the conceptual encoding meaning of the utterance context he is involved in, though there is none of the three types of contextual effects activated by the marker used. However, the technique of triple use of *baahi*, accompanied with a special type of prosody; a rapid and loud tone, has encoded an inferential signal that reorients A to proceed with his inference, constrained by the use of *baahi*, which has eventually led him to the intended conceptual interpretation of B's context assumption. By means of the reorienting procedure, B has guided A to conceptualize the relevance constraints imposed by B's assumption on the utterance context.

3. Turn-Taking Indicator:

9. A. عندي خوي عذاب صيد.

A. {**indi xuui ʔaʔaab Seed** : *My brother is fond of hunting.*}

B. باهي، باهي، ماشاء الله. الصيد حاجه كويسه لكن تبي حمله وطولت بال.
وعواويل توه ما فيهم بركه، لا يعرفوا صيد ولا سعت بال.

B. {**baahi, baahi, mafallah. aseed Haa3a kwaysa lakin tabi Himla waTuulit baal.**

waʔawaawiil tawa mafiiham brika, laa yaʔirfu Seed walaa siʔat baal : *Yeah, yeah, God*

bless. Hunting is something nice, but it needs endurance and patience. Boys of nowadays

don't know neither hunting, nor patience.}

Example (9) presents an utterance context in which A presents a particular assumption with a specific topic that he thinks that it has been made manifest enough to leave the speakership floor for B to take his turn. B, by using *baahi* two times successively, with very rapid manner of vocalization, interacts well with A's assumption and, thus, takes the speaking turn in response to A's wish, but with a

shift in topic done in a rather mitigating way. The contextual effect motivated by the double use of *baahi* is that of strengthening, whereby A's assumption has been strengthened and, consequently, it has been constrained, for A's context processing inferential strategy, to the relevance context of B's intended assumption.

As an attempt to make the level of speakership incipency high and to indicate his willingness for turn taking, B has used *baahi* twice, along with an extended talk which is based on the orientation of topic-shifting. The shifting of the topic is signalled textually by the use of '*lakin*' (but) which works on the resulting contradiction to facilitate a rather smooth and polite transition between the old topic of A's and the new one of B's.

4. Pause/Repair Marker:

١٠. A. ممنون ... ياك متريح في سكتك مع رفاگاك في بنغازي؟ إبراهيم وفرج؟

A. {mamnuun ... yak mitrayaH fi sukuntak maʿa rufagaak fi banGaazi? ibraahiim wafaraʿ? : Are you

happy and comfortable in your accommodation with your partners Benghazi? Ibrahim and Faraj? }

B. الحمد لله، هم إكويسين، توه وگت إمتحانات، نا بيدي مش فاضي ... باهي ... ما عاش إنطگو إنتلاگوا مع بعضنا ونساهرُوا.

B. {alHamdu lillah, hum ikwaysiin, lakin tawa wagit imtiHaanaat, na biidi muj faaDi ... baahi ... maʿaaf

inTugu intilaagu maʿa baʿaDna winsaahru : Thanks to God. They are nice, but I am busy with the

examinations now... yeah ...We don't have time to meet and talk to each other.}

In this context utterance example, there is something special that has not been observed in the examples discussed so far; that is the position of *baahi*. Here, this procedural encoding marker is used in the middle, rather than in the initial, position of B's utterance assumption. This is due to its different procedural function assigned in the present context; in that, it is used by B to serve as a pause/repair marker; that is, to fill the gap which is caused by his disability to be fluent in uttering his assumption. In his response to A's assumption that has been made quite manifest, along with the encouraging indication that the conversational floor is free and ready now for B's turn, B, with the intention to prove considerable

relevance of his utterance to A's assumption and to display high speakership incipency, initiates an extended talk consisting of, at least, two contradictory assumptions, separated textually by the DM 'lakin' (but).

The first assumption of B is to prove the context relevance of his utterance, and the second one, headed by 'lakin', is to mark a sense of contradiction with A's assumption. In the first part, B gives a brief, yet sufficient, answer to A's question, by confirming that his flat-mate friends are nice and polite; thanking God for that. In the second part, B starts elaborating with details that might be considered irrelevant and contradictory to A's genuine assumption and, also, to his first assumption. Therefore, this incapability of B, in making all his assumptions manifest, relevant and coherent to A, leads A to rely on his own inference to infer the contextual effect involved in this context. Consequently, the contextual effect realized in this context is mostly that of contextual implication.

Due to the gap occurred accidentally in the second part of B's utterance, which causes a brief pause that signals some difficulty on the part of B to continue talking smoothly, B uses *baahi*, as a procedural encoding marker for repair, to bridge the gap and, hence, to repair and complete his desirable utterance. This pause might be explained as B's attempt either to highlight the relevance context of his speech by drawing the attention of A to the coming excerpt of speech, or to find suitable words to go ahead with his speech till the end and, then, the speech would be made manifest to A. Regardless of B's intention in this respect, the use of *baahi* in this particular situation is still effective in A's conceptual encoding interpretation of the context. Specifically, it guides A's orientation to the constraints imposed by B on the relevance of the utterance context and, hence, to the most intended contextual effects.

* [ll] : "a tongue short click with nodding" (an alveolar lateral click; yeah - informal)

- **Assessment Functions: Agreement Signal**

11. A ريت الراجل وهو يساري أمس؟

A. {reet alraazil whwa isaari ams?: Have you seen the man who was talking yesterday?}

B. { [||] : yeah ... }

.....[||] .B

A. ياراجل، عليه كذب يكذب فيه!

A. {yaraazil □aleeh kaḏib yakḏib fiih ! : Oh man! What a terrible lies he was telling!}

This example illustrates an interactional context that is informal, first, and, second, gathers two interlocutors who have a considerably intimate relationship with each other. In this context, A asks B a specific question by reminding him about a man they were sitting with the day before. B answers A with a short vocalized click [||], accompanied with a head node, as a signal of agreement with A's utterance assumption and, at the same time, as an encouragement indicator for A to resume his speaking turn by telling more information about his assumption. Because B has no intention to have the utterance floor, due to his brief speaking turn, the speakership is immediately returned to A. Therefore, the use of [||], as an agreement signal in this context, indicates that B's turn displays lower speakership incipency.

The chief aim behind the use of such procedural encoding signal is to limit the context relevance for A's conceptual processing, and, thus, to provide A with an inferential strategy that guides him to the realization that the contextual effect activated by B's [||] in this context is strengthening.

♣ **aywa:** (yeah- neutral)

- **Speakership Incipency: Turn-Taking Indicator**

13. A. خذيت خبزة إمعاك للمدرسة؟ خذيت إمعاك كتاباتك؟ خذيت

A. {xadeet xubza im□aak lilmidrisah ? xadeet im□aak ktabaatak ? xadeet : Have you

taken a piece of bread with you to the school? Have you taken your books? Have you

B. أيوه، أيوه، أيوه ... خذيت إمعاي كل شي، فيكيينا توه ... معاش في وگت.

B. {aywa, aywa, aywa ... xadeet im□aai kil jay, fikiina tawa ... ma□aaf fi wagt : Yeah, yeah,

yeah ... I have taken everything with me; just stop it, I have no time.

In this instance, B, the son, uses *aywa* three times successively, with a tone of annoyance towards A's, the mother, daily-routine

boring questions, to enact a turn-taking procedure followed by an extended talk within the same speaking turn. Seeking the speaking floor with a desire to make the level of speakership incipency higher, B, with a triple use of *aywa*, has interrupted A's assumption, as being made too much manifest to him. This interrupting action, orientated towards a getting-attention strategy, is conceptualized, by A, as B's indication to constrain the relevance context for A's inference, to deal with the expanded excerpt of B's utterance. Therefore, the triple use of *aywa*, in this utterance context, has displayed its procedural effect in, first, highlighting the context relevance of B's assumption, and, second, strengthening A's assumption; hence, activating a contextual effect of strengthening.

♣ **awkay:** (okay)

- **Assessment Functions: Topic-Attitude Evaluator**

14. A. إنگولك حاجه. إيش رايك نيو نكلو إگرايه في مصر؟

A. {ingulak Haaza. if rayak nabu inkamlu igraya fi maSar ? :
I'd like to tell you something.

What is your opinion about my plan to complete my study in Egypt?}

B. أوکي، تمام، ميه الميه ... الگرايه في مصر ساهله وسمحه ومتبیش مجهود
واجد، لكن من رايي الگرايه في بريطانيا متعوضش، حاجه أخرى.

B. {awkay, tamaam, miya miya ... aligraya fi maSar seehla
wmatabiif mazhuud waazid,

**lakin min rayi algraya fi briTaaniya mata□awDf, Haaza
ixra: Okay, perfect, so perfect ...**

*Study in Egypt is easy and nice; it doesn't require much effort,
but study in Britain can't be
missed; it is something else.}*

The utterance context presented in example (14) displays a procedural encoding marker for topic-attitude evaluation with a higher level of speakership incipency. In this context, A talks about his future plan to complete his postgraduate study in Egypt, and, in order to get an advisable support, in this regard, from B, utters his assumption with an interrogative form that tactfully requires a prompt answer from B. A, after being certain that his assumption has been made manifest enough to B, has left the speaking stage

free for B to have his turn as an advisory. B, as an attempt to evince the relevance context of his assumption, uses *awkay*, as a topic-attitude evaluator, followed by two supporting expressions with procedural-functional orientation, 'tamaam' (perfect) and 'miya miya' (one hundred percent perfect), and, then, B continues with further utterance expressing his speakership role as an advisory.

The use of *awkay*, consolidated by two procedural expressions, plays a pivotal role in constraining the relevance of the utterance context, and, hence, activates the intended contextual effect. In this context, the overall cognitive effect is that of contradiction which is textually marked by the use of the DM '*lakin*' (but). A's realization of the intended effect has eventually led him to B's intended conceptual representation.

♣ **mm - hmm: (short vocalizations; yeah/well)**

- **Assessment Functions: Agreement Signal**

١٥. A. هيا نمشوا الحوش، نبوا إنديرو لك كسكسو ومكرونه عالغدا، إيشو رايك؟

A. {haya nimfu alHauf, nabu indiirulak kasiksu wamakaruuana
□IGada; if rayak? : *Let's*

go home. We intend to do lunch of couscous and pasta for you; what do you say?}

B. إم-هيم ... تسلم، بارك الله فيك. خمس دگايگ أوتي روعي ونمشو إمعاك.

B. {mm-hmm...taslam, barak allahu fik. xamis digayig awati
ruHi wnimfu im□aak :

mm-hmm... Long live, God bless you. Give me just five minutes to prepare myself and go with you. }

In this example, B uses the DM *mm - hmm*, a procedural encoding short vocalization, to signal his agreement about the invitation, to have a very special dish at lunch, offered to him by A's assumption. In this utterance context, *mm-hmm*, serving as a positive response to A's invitation, performed in a question form, confirms the relevance of B's assumption context by activating the contextual effect of strengthening that specifically strengthens A's well-manifested assumption. Thus, B's response assumption, consolidated with further supporting utterance that works on his speakership incipency to be higher, has led, by the activation of the strengthening effect, A to an inferential strategy that he has used for

interpreting the conceptual encoded meaning of B's utterance assumption.

♣ **aah: (short vocalizations; yeah)**

- **Backchannel Functions: Discourse Continuer**

١٦. A. يوم أمس حكيت سيارة جديدة مدرسه گدام حوشكم! شريت سياره؟

A. {yawm ams Hageet Sayaara zidiida imdarsa gidam Hawfkam! fareet Sayaara? :

Yesterday, I saw a new car parked in front of your house! Have you bought a car?}

B. آآه ...

B. {aah ... : yeah ... }

A. ياسيدي مبروك السيارة . السيارة الكديمة إيش درت فيها؟

A. {yasiidi mabruuk asayaara. aSayaara algidiima if dirit fiha ? : Enjoy your new

car. What have you done with the old car?}

This utterance context illustrates the use of *aah*, as a procedural encoding discourse continuer. B, by using this DM with long raising prosody, intends to answer affirmatively the question raised by A's assumption whose interrogative intonation scale demands that B's assumption has to be optimally relevant to the context that builds up A's utterance. B, in his remarkably brief speaking turn, pays much attention to the context relevance of his assumption with no intention to seize the speakership stage any longer beyond the boundaries of *aah*. Therefore, the speakership incipency performed by B is evidently low. However, B's use of *aah* still highly effective in strengthening A' assumption, by limiting the utterance context for A's inferential strategies to proceed with the processing of B's intended conceptual assumption.

♣ **"millaxir" (after all - formal)**

- **Speakership Incipency: Turn-Taking Indicator:**

١٧. A. شكلا مسي خلاص يبي ينتقل شور الستي ، وحتى في كلام الأنتر....!

A. {fakla misi xalaS yibi yintqil fur asiti, wHata fi kalaam alintar ... ! : It seems that Missy

is going to join Manchester City, and even there is a talk that Inter ...!}

B. ملاخر ... إنگولولك راهو صعبه سيبو فيه جماعة كتالونيا، في محكمه وفي

قانون وفي قصه طويله.

B. {**millaxir ... inguluulk rahu Sa□ba saybu fih zimaa□it katiluunya, fi maHkima wfi**

qanuun wfi qiSa Tawiila: *After all...let me tell you that it is impossible for Catalans to let*

him leave. There is a court, law and a long story involved in this matter. }

Example (17) illustrates a context utterance where two interlocutors, A and B, are engaged in a conversation, in which the focus of attention is directed at one primary topic; that is, the possibility that L. Messi, the well-known footballer, may transfer from FC Barcelona to FC Manchester City. B starts his speaking turn with the procedural encoding marker *millaxir*, used as a turn-taking indicator; or rather, as a topic-shifter, which is consolidated with some more additional utterances, wherein a shift in the topic is displayed. By the use of this turn-taking indicator, B changes his speakership role, from a recipient to a primary speaker who, from the very beginning of his turn, works on his assumption to be a topic-shift response to A' utterance assumption.

B, by using *millaxir*, has displays his response assumption as optimally relevant to the context of A's assumption whose relevance is, thus, constrained to B's intended assumption. Therefore, A has to use the inferential strategy offered by B's assumption, in order to get access to the contextual effect activated in this context, and, then, to the conceptual encoded representation of B's utterance. The contextual effect activated in this utterance context is contradiction.

♣ " **ma□lif** " (but – with a polite sense)

- **Speakership Inciency: Pause/Repair Marker**

١٨. A. ريت سالم إشدار يوم أمس؟ خش الحوش، ياراچل، من غير ما يطگ في الباب!

A. {**reet silin ifdaar yaum ams? xaf alHauf yaraazil min Geerma iTud fi albaab!** *Did you*

see what Salem had done yesterday? Oh man! He entered the house without knocking on the

door! }

B. آآه...لكن مش هكي القصة راهو! ، إنظني حصل ... معلش ...حصل في القصة

لخبطه إشوي! نا

بيدي مشيتله وكلمته،

B. {*aah ...lakin muf hiki alqiSa rahu!, indani HaSal ... ma□lif ... HaSal fi alqiSa*

laxbaTa ijway! Na biidi mifeetla wkalamta, : Yeah ... In fact, the story that is in your

mind is totally different from the real one! I think, there is ... but ... there is

some confusion happened over the story! I myself talked to him, ...}

In this final example which illustrates a speaking desire for higher speakership incipiency, enacted by the second speaker, the utterance context involves more than one DM; *aah, lakin, rahu, ma□lif, biidi*; however, *ma□lif* is the only one that concerns us most here. The use of *ma□lif*, as a procedural encoding marker for discourse repair, in the middle position of B's speaking turn, does not indicate disfluency or failure on the part of B to proceed fluently with his turn till the end. Rather, by the speaking technique of pausing in this specific slot of the utterance turn, B intends to guarantee the context relevance of his contradictory assumption to A's well-manifested assumption, by drawing A's attention to the point that what comes in the course of B's turn is worth listening to. Thus, the contextual relevance of B's assumption is proved, via the activation of the contextual effect of contradiction that limits A's inferential deduction strategy to a particular inferential spot, where A has to go through, in order to interpret B's conceptual encoded assumption.

So far, (18) context conversational excerpts are analyzed and discussed, from the theoretical perspective of RBIA, in relation to the conceptual and procedural encoding of (8) DMs used daily in Tobruk-speech community. As it has been observed, the procedural encoding functions of all these markers are contextually assigned to constrain and limit the context relevance of the speakers' assumptions that make use of them. This assigned constraining has taken place by activating one of the contextual cognitive effects; contextual implication, strengthening or contradiction, or by guiding the understander to some specific paths, set up in the context, that lead to these effects that are necessary for the intended conceptual processing of the utterance context.

6. Conclusion

6.1. Concluding Remarks

In the foregoing sections, a modest effort has been made to study various functions of a limited set of DMs, used in everyday discourse contexts of Tobruk-speech community, in relation to their conceptual and procedural encoding, within the general theorization of RT; more specifically, within the revised model RBIA. The data analysis and discussion have, theoretically as well as practically, proved that RBIA has achieved this target. As a result of the application of this model in the treatment of data collected, there are three major concluding remarks that can be summed up in the following points:

1. The set of DMs studied in this paper are appeared to be contextually and cognitively motivated with regard to their procedural and conceptual encoding functions and uses. Contextually, procedural encoding functions of these DMs; backchannel, assessment and speakership incipency along with their branches, are proved to be highly effective in the activation of the contextual effects; contextual implication, strengthening and contradiction, or in the encoding of necessary reorientation signals that lead to the contextual paths of such effects, and, in both cases, these cognitive effects have guaranteed the inferential processing of the intended conceptual encoded representation of the utterance contexts given. Cognitively, these DMs, in respect to the conceptual encoding of the accompanying utterance contexts, have been used principally to impose various constrains - according to the type of function used - on the relevance of the utterance contexts, in which they have worked on the cognitive effects activated to trigger inferential paths for the recipients to conceptualize the conceptual encoded representation.

2. Regarding the range of the procedural encoding functions distinguished in the framework of RBIA, it has been found that the DMs, considered in this study, display wide variations in the number of functions they serve, or benefit, so to speak, from the ten categories identified by RBIA. In this sense, it has been found that only one marker, viz. *baahi*, out of the data set of eight members, is proved to be a multifunctional marker, serving all the categories of

functions suggested by RBIA. As for the other members, they have displayed differences in this regard. Thus, *aywa* has served six categories: a discourse continuer, an agreement signal, a topic-attitude evaluator, an acknowledgment operator, a turn-taking indicator, and a pause/repair marker; *awkay* has nine: a discourse continuer, an agreement and disagreement signal, an approval token, a topic-attitude evaluator, an acknowledgment operator, an attention getter, a turn-taking indicator, and a pause/repair marker; [∅] displays two: an agreement and disagreement signal; *mm – hmm* displays four: a discourse continuer, an agreement, a disagreement signal and an acknowledgment operator; *aah* displays eight: a discourse continuer, an agreement signal, an approval token, a topic-attitude evaluator, an acknowledgment operator, an attention getter, a turn-taking indicator and a pause/repair marker; *millaxir* has one: a turn-taking indicator, and, finally, *ma□lif* has also one: a pause/repair marker.

3. In some utterance contexts considered here, difficulty and, sometimes, ambiguity are counted, in terms of the similarity that may be found among different procedural functions of the same marker. In such cases, it might be difficult for an ordinary reader, or even for a researcher who is interested in such a topic, to distinguish between, for instance, *baahi* serving as an operator of acknowledging, a signal of agreeing, or both functions. Also, markers such as *aywa*, *awkay*, *mm – hmm* and *aah* may have the same problematic cases. This is due to the fact that in such cases, the procedural functions, most notably, of acknowledging and agreeing may lose their distinctive functionality (and become similar!) under the effect of the nature of the utterance-topic launched in a particular context, or under the effect of the speaker himself, insofar as his/her speakership incipency is concerned.

6.2. Pedagogical Implications

These concluding remarks, and even the study as a whole, may have some pedagogical implications, in one way or another. Briefly one can say that the study, in a broader sense, may help EFL students, as well as, their non-native teachers to gain insights into the nature of the procedural and conceptual encoding of DMs, and

how this nature can be understood and applied in the classroom interactions, activities, tasks, performances, etc. The study can also be useful, for these people, in one more aspect; in that, it may bring under scrutiny the need for raising their awareness of how to consider DMs in their classroom conversations, and in their daily common speech, as well.

6.3. Suggestions for Further Research

The study, with respect to its limited scope and little scientific effort, does not claim to generalize the findings, neither to all DMs used in the Tobruk-speech community, nor to all speakers of that community. Rather, it is to be conceived as an attempt that would open a door into a significant area of research for researchers who may find interest in this particular research field. In this regard, the study may suggest some relevant research topics that would be useful, in setting up further well-conducted studies, as follows:

1. To conduct a study on macro or micro DMs in the context of the Quran discourse, from the perspective of RT.
2. To study DMs in the context of Mosuli Arabic dialect, or any other Iraqi local dialect, from the perspective of RT.
3. To study the ideational, textual and interpersonal functions of DMs, from the perspective of coherence-based approaches.
4. To conduct a study on how to establish or develop an inventory of DMs in Mosuli Arabic Dialect, or any other Iraqi local dialect, from the perspective of RT.

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الترميز الدلالي والإجرائي لأدوات الخطاب المستعملة في الخطاب اللبني اليومي:

دراسة تحليلية - تفاعلية قائمة على النظرية الترابطية

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المستخلص

يُعدُّ هذا البحث محاولة لدراسة عملية الترميز (تضمن المحتوى) الدلالي (أو الوصفي) والإجرائي (أو السياقي) المرتبطة بمجموعة من أدوات الخطاب، وهي كالاتي: "باهي"، "نقرة صوت باللسان مع إماءة بالرأس"، "أيوه"، "أوكي"، "إم-هم" (صوت قصير يصدر بدون فتح الفم)، "آه" (صوت طويل يصدر بفتح الفم)، "معلش" و "ملاخر"، المستعملة في اللهجة العربية اللبينية المتمثلة في التخاطب اليومي لمجتمع طبرق، وتفترض هذه الدراسة أنَّ هذه الأدوات لديها وظائف تفاعلية إجرائية متنوعة ومرتبطة. وطبقاً لهذه الوظائف تفهم هذه الأدوات هنا على إنها أدوات أو تعابير ترميز إجرائية تقدم استراتيجية استنتاجية للمتأخرين، تساعد على الوصول إلى محتوى الترميز الدلالي للخطاب، وهذه الاستراتيجية التي هي إجرائية بطبيعتها تُعدُّ ضرورية بما يخص حدود وقيود ترابط المعنى المفروضة على سياق الخطاب، وتحقيقاً لهذه الغاية، فإنَّ أدوات الخطاب هذه بترميزها الدلالي والإجرائي تم تحليلها وشرحها، في هذه البحث، ضمن إطار منهج مطور، يستند على المبادئ النظرية العامة للنظرية الترابطية التي وضعها كل من سبيرير وويلسون (١٩٩٥)؛ وبالتحديد مفهوم القيود التي تفرضها التعابير الإجرائية على الترابطية. وفي هذا الإطار التحليلي، تم تحليل أمثلة توضيحية تم جمعها من المحادثات اليومية، وقد أسفر هذا التحليل عن بعض النتائج المميزة، ومن أهم هذه النتائج تلك التي تنص على أن استخدام هذه الأدوات الخطابية من المتحدثين في هذا المجتمع له دوافع سياقية، وذلك نتيجة للترميز الإجرائي، من خلال وظائف خطابية مختلفة، وكذلك له محفزات إدراكية، نتيجة لتأثير الترميز الدلالي، وذلك من خلال فرض بعض القيود أو المحددات الضرورية على ترابطية المعنى، الخاصة بخطاب السياق. وهذا بدوره تمخض عن استنتاج مفاده أن العلاقة التفاعلية بين الترميز الإجرائي والترميز الدلالي لهذه

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الأدوات المستعملة بالنص مهمة وضرورية وبذلك يتوجب على من يستعمل هذه الأدوات أن يفهم طبيعة هذه العلاقة وأن يطبقها أينما أستعمل هذه الأدوات في خطابه ومحادثاته اليومية، حيث أن هذه العلاقة من شأنها أن تسهل الفهم الدلالي الجيد للنص المراد التحدث فيه.

الكلمات المفتاحية: أدوات الخطاب اللببية، النظرية الترابطية، التحليل التفاعلي القائم على النظرية الترابطية، وظائف الترميز الإجرائي، محتوى الترميز الدلالي، ترابطية السياق والمؤثرات السياقية.