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**A COMPARATIVE CORPUS BASED ANALYSIS OF DISCOURSE MARKERS FOR
GENDER DESCRIPTION IN *THE ALCHEMIST* AND *PRIDE AND PREJUDICE***

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Abstract

This study is the corpus-based study of the comparison between the male and female writers specifically Paulo Coelho and Jane Austen. The specified text for this corpus-based study is 'The Alchemist' by Paulo Coelho and 'Pride and Prejudice' by Jane Austen. It is believed that female uses more discourse markers than a male. It is also believed that as far as the linguistic behavior of the male is concerned, the males are characterized by less use of discourse markers in language whereas the female is concerned, the female uses more discourse markers as meaningless fillers than males. The data for corpus analysis is taken as the text in a machine-readable format that is TXT. The data for this research includes the text of two pieces of writings one by a male writer and another written by a female writer. These two novels include 'The Alchemist' by Paulo Coelho and 'Pride and Prejudice' by Jane Austen. These novels are downloaded in pdf form and then converted in the xxx.txt format that can be used as input for AntConc. The present research is done by using the software 'Ant Conc.' because this is appropriate software that the researcher can use it easily and have the appropriate results.

Introduction

A discourse marker is a word or a phrase that performs a position in handling the waft and shape of discourse. Since their predominant function is at the extent of discourse (sequences of utterances) instead of at the level of utterances or sentences, discourse markers are relatively syntax-impartial and usually do not trade the reality conditional which means of the sentence.

This study is the corpus based study of the comparison between the male and female writers specifically Paulo Coelho and Jane Austen. The specified text for this corpus based study is 'The Alchemist' by Paulo Coelho and 'Pride and

Prejudice' by Jane Austen. It is believed that female uses more discourse markers than a male. It is also believed that as far as the linguistic behavior of the male is concerned, the males are characterized by less use of discourse markers in language whereas the female is concerned, the female uses more discourse markers as meaningless fillers than males (cf. Lakoff 2011). There is a difference in the use of DMs by males and females in terms of their functions and contexts of occurrence (cf. Erman: 2016). To measure the validity of this prospect, a corpus based study of comparison between 'The Alchemist' by Paulo Coelho and 'Pride and Prejudice' by Jane Austen is undertaken. This study falls in the domain of Stylistics but the focus is only the use of discourse markers by male and female writers. The research emphasizes on the linguistic feature i.e. use of discourse marker in two different texts is 'The Alchemist' by Paulo Coelho and 'Pride and Prejudice' by Jane Austen. Both qualitative and quantitative methods are used in this study. The results are made on the basis of findings of both qualitative and quantitative methods.

The finding of this study is proved that females use more discourse markers than the males. This is because the females exaggerate their communication by using meaningless fillings in their conversation. The females use hedges just to be fluent in their communication. This is always a debatable thing that females use the hedges without any need. The results of the study are reported, followed by a discussion on the strengths and limitations of the corpus-driven approach to Discourse Markers, as observed from a corpus of some of Jane Austen's and Paulo Coelho's novels.

Literature review:

On the basis of the previous studies it is concluded that the females use more meaningless fillers (discourse markers) than males. Rezaee (2015) look over the role of gender in the use of different Discourse Markers i.e. 'OK', 'Well', 'I mean' and 'You Know' in the communication of different Iranian and English Professors. The researchers concluded that there were huge differences in the use of discourse markers and their pragmatic functions in Iranian and English male and female professors' lectures. They concluded that Iranian and English female professors used the discourse markers much more frequently compared to the male professors.

Rahimi and Ghanbari (2011) studied the relationship between the use of Discourse Markers and writing aspects in two various kinds of essays in the background of Iranian undergraduate EFL students. He applied a quantitative method of research. The results were that "and" was the most often used DM in both of these kinds of essays, while contrastive and inferential markers were used the least. Generally, the average use of DM was significantly higher in argumentative essays. However, the qualitative analysis of the results showed that the use of Discourse Markers could not be used as a significant index of the Iranian EFL students writing quality.

Koczogh Helga Vanda & Furkó Bálint Péter (2011) studied the gender-based difference between the use of discourse markers by males and females. On the basis of the corpus selected for analysis, it can be concluded that there are no substantial quantitative differences in the DM use of men and women: Men and women use the discourse markers 'I mean' and 'You know' at the same rate. As

for qualitative/functional differences in DM use, the study suggests that vary according to register and context is greater than variation according to gender. This work needs to be verified by further research that investigates the use of Discourse Markers by men and women across a variety of different discourse types.

Schiffrin (2009) defines Discourse Markers as consecutively dependent components that bracket units of talk. She believes that DMs are practiced in discourse because they present contextual coordinates for utterances. That is, they play a role in making the restricted coherence which is collectively built by negotiators in their discourse framework, context, meaning, and action during the accumulative interaction. They make the relationship between what has already been saying and what is being said, it can be within a speaker's discourse or across speakers' discourses. Schiffrin (2016) studied a number of various discourse markers i.e. "oh", "well", "and", "but", "or", "so", "because", "now", "the", and "you know", "I mean" in a detailed study. Adding to textual cohesion, then, is one of the functions of the Discourse Marker. Linguistics resist that cohesion is a significant feature of language skills (Gray & Cortes, 2011), and second language researchers or L2 researchers try to find out the ways through which cohesion is more effectively taught to the learners (see Mahlberg et al, 2004). In L2 teaching, group activities can be used to motivate the learners to interact with each other by engaging them in "spontaneous conversations" (Brillanceau, 2005) which help reinforce the use of discourse-pragmatic markers that means the Discourse Markers used pragmatically or in the context. Thoroughgoing activities intensify EFL learners' awareness about proper conditions in which Discourse Markers should be used. Terminologically, there is a chain of expressions that can directly cite to Discourse Markers, such as "sentence connectives", "discourse particles", "utterance particles", "semantic conjuncts", "pragmatic expressions", "discourse operators", "continuatives", "discourse connectives", and "discourse markers". The last expression is the most widely used. Schourup (2010), in his later works, used the term discourse marker, as Blakemore (2002) did so. So far, the Discourse Markers classifications and definitions are open to debate or are really debatable things. Schourup (2016) and Fung and Carter (2007) have provided a detailed list of features of discourse markers. Schourup (2012) has given seven aspects that characterize discourse markers i.e. connectivity, optionality, non-truth-conditionality, weak clause association, initiality, orality, and multi-categorical. He said that the first three are the major characteristics of discourse markers. Fung and Carter (2007) also have listed five criteria that are almost the same as the features is identified by Schourup, such criteria relatively diverge from the conventions in defining discourse markers i.e. position, prosody, multi-grammaticality, indexicality, and optionality. DMs are not taken to be perplexing linguistic classes. However, earlier investigations on DMs claims that these categories were thought to be complex, previously. That was the reason different terminologies, definitions, classifications, and taxonomies have been suggested (Aijmer, 2002; Brinton, 2011; Fraser, 1999; Schiffrin, 1987). Moreover, DMs have been seen and studied from many different views and perspectives because of their multivariate, multifunctional, and multifaceted

features. Presumably, Discourse Markers are joined to the absolute side of the human conversation (Erman, 2001).

Yang (2011) highlighted the significance of descriptive analyses of how native speakers use DMs or how non-native speakers use DMs in their daily conversations using a foreign language. However, the descriptive analysis used in several investigations shows that such a thing can be classified into some groups of surveys. Some of the main groups of studies have given topics such as the role played by DMs, the relation between DMs and other variables, nature and specifications of DMs, the use of DMs in a special context or conditions, frameworks for analyzing DMs, and the analysis of a particular discourse marker in a particular context. Most of the studies on DMs, either theoretical or empirical, have given the results about the functions of DMs. Despite this large trend of studies, researchers very rarely agree on how to actually determine the functions of DMs. A reason for the difficulty in explaining DMs is that the functions of DMs directly depend on speakers' subjectivity or researchers' personal interpretation of utterances or on what the speaker actually wants to say and what is understood by the researcher. As a result, a considerable magnitude of hypotheses and theories on DMs functions have been examined and given in the literature. The functions considered in previous studies have been gained from empirical contexts/situations in which a DM is used.

Müller (2005) did a comparative study of spoken English uttered by non-native American speakers and non-native German speakers. Müller gave a comprehensive analysis of the frequencies and functions of the following four DMs: "so", "well", "you know" and "like". The study was conducted in such a way that it could straightforwardly collect comparable data from the participants' discussions on silent movie narratives. In addition, Müller instructionally recognized the functions of the above mentioned four DMs and classified them into two levels i.e. textual and interactional. The functions of DMs at the textual level were not used for addressing listeners but rather for focusing on lexical terms, the framework of propositional contents, and the difference between the speaker's sound and reported speech. DMs function at the interactional level, however, it serves to construct a relation between speakers and listeners by marking a speech act, a response, an opinion, appeal to the listener, etc. "So", "you know" and "well" were found to have functions at both textual and interactional levels. "Like", contrarily, functioned only at the textual level. It was said that German students used "so", "you know" and "like" less often than American students. The same observation held true for "well." Yet, some features were used only by Americans and some only by Germans.

Wang and Zhu (2005) studied fifteen types of DMs in the Spoken English Corpus of Chinese Learners (SECCL) and the spoken features of the British National Corpus (BNC). SECCL contains Chinese-speaking, non-native speakers' speeches and utterances, while the British National Corpus includes native speakers' casual communication. As a result of the study, three major differences were seen between non-native Chinese speakers and native speakers in terms of using DMs: (a) the non-native speakers and native speakers used to apply different types of DMs; (b), the non-native speakers used DMs less than native speakers in terms of frequency and kind; and (c) the non-native speakers used Discourse Markers, such as "and", "but" and "very" and meaningless fillers with

semantic meaning, such as “I think”. Methods utilized in such studies have called attention to comparability in learner corpus research and the practicality of corpora for investigating DMs. However, a serious issue in these frames of studies is whether the frequency of DMs use could definitely decide underuse and overuse of DMs in any context. The above studies by Müller (2005) and Wang and Zhu (2007) are different from each other in terms of their range, capacity and research methodology. Müller used two speeches of native speakers and non-native speakers and studied four DMs. Her study involved qualitative research, which could allow for discussing underuse or overuse entities in two different qualitative frames. On the other hand, Wang and Zhu’s used completely quantitative research, which compared a large number of DMs used in two groups with the same size but with different kinds. Even though this study provided a good statistical perspective into DMs, it failed to search the function and use of DMs. In contrast, Müller’s study suggested a thorough explanation of DMs’ use. Jalilifar (2008) investigated DMs and their effects on writing skills among university students, applying Schiffrin’s (2014) model. The findings of his research show that there existed a direct and positive relationship between the quality of the compositions and the frequency of well-functioned DMs. He also said that there were statistically important differences between the use of discourse markers and the quality of composition writing and the more discourse markers are used in essay writing the more cohesive the texts are.

Rahimi and Riasati (2008) did comparative research on the explicit and implicit ways of teaching about Discourse markers, their interactions, and impacts on learners’ spoken behavior, whether the learners used those DMs in their speech according to the context or not. In the beginning, they explicitly gave instructions to the experimental group for 20 minutes every session. To collect data, they used the qualitative method of performing semi-structured interview sessions. Findings showed that the control group, which received implicit DMs instruction, did not use DMs as commonly as the experimental group did, because the experimental group had received explicit instruction of DMs in their oral production. The results emphasized that explicit teaching could effectively influence students’ use of DMs in their daily conversations.

Research Methodology:

The nature of study is qualitative. Two novels selected for this study, *The Alchemist* by Paulo Coelho and *Pride & Prejudice* by Jane Austen. The data for corpus analysis is taken as the text in a machine-readable format that is TXT. The data for this research includes the text of two pieces of writings one by a male writer and another written by a female writer. These two novels include ‘*The Alchemist*’ by Paulo Coelho and ‘*Pride and Prejudice*’ by Jane Austen.

These novels are downloaded in pdf form and then converted in the xxx.txt format that can be used as input for AntConc. The use of discourse markers by Paulo Coelho and Jane Austen in their writings is observed by the use of this corpus tool. AntConc is a corpus tool or program for analyzing electronic texts (that is, corpus linguistics) in order to find and reveal patterns in language. It was created by Laurence Anthony of Waseda University. It helps to analyze the text computationally. It gives exact quantitative results on a single click.

Some discourse markers from ‘The Alchemist’ by Paulo Coelho and ‘Pride and Prejudice’ by Jane Austen are selected and then their use by both of these writers Jane Austen and Paulo Coelho is observed by using AntConc. as a corpus tool. The most frequently used discourse markers are listed below:

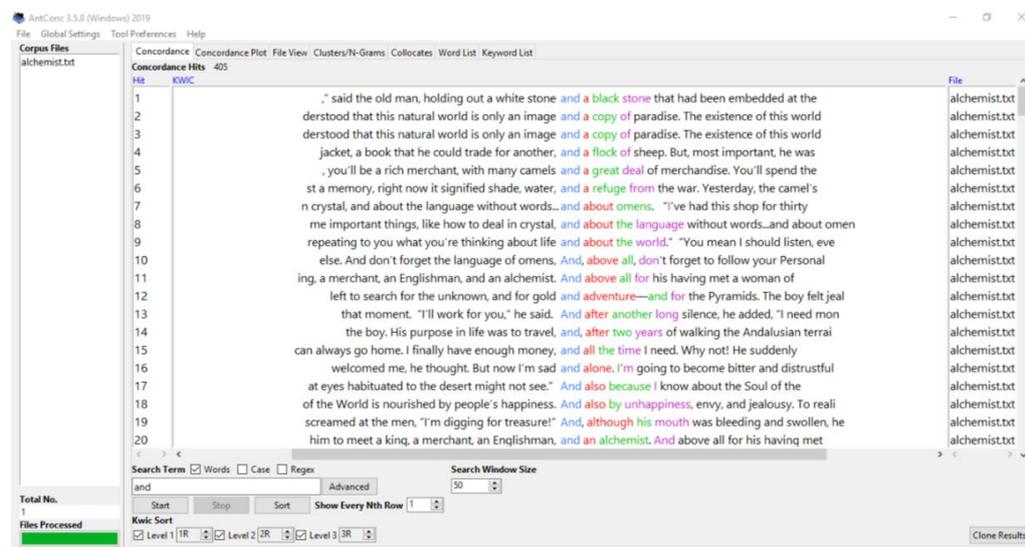
- Now
- So
- Actually
- Well
- Great
- I mean
- Like
- And
- Oh
- Right

The data was collected from the two piece of writings by different genders i.e. male and female. The data is observed with the help of corpus tool. It is observed that the use of discourse markers is different on the basis of gender. There is almost 88% frequent use of discourse markers by female as compared to the male.

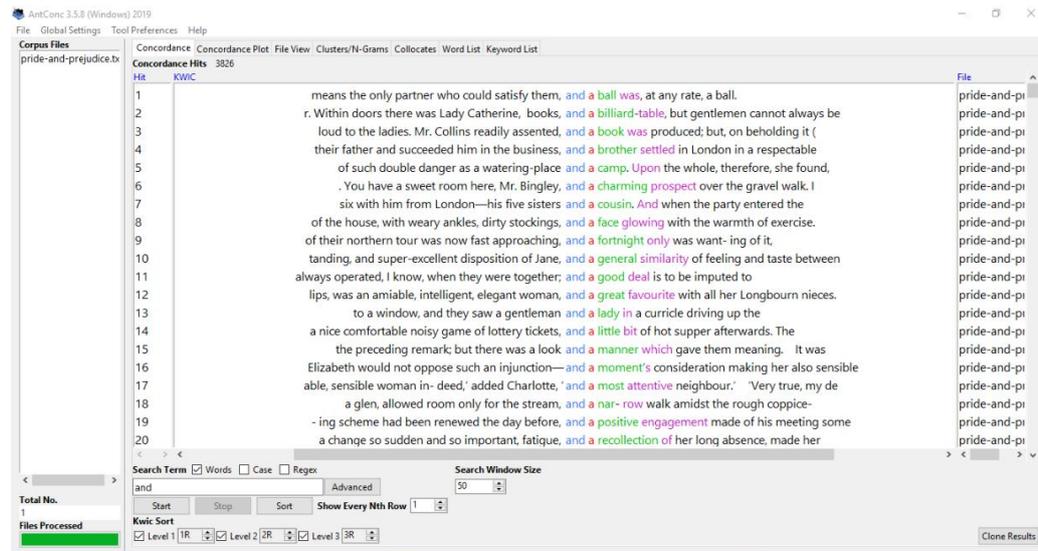
Findings:

The result of the present research is in the form of comparison of different discourse markers as listed above. The comparison of corpus based research for the gender based use of discourse markers is as follow:

a. Use of ‘And’



Use of ‘and’ in ‘The Alchemist’ by Paulo Coelho’



Use of 'and' by Jane Austen in 'Pride and Prejudice'

These tables clearly shows the difference between the use of 'and' as a discourse marker by Paulo Coelho and Jane Austen. Jane Austen has used and more frequently than Paulo Coelho. Jane Austen has used 'and' 3826 times while Paulo Coelho has used it 405 times.

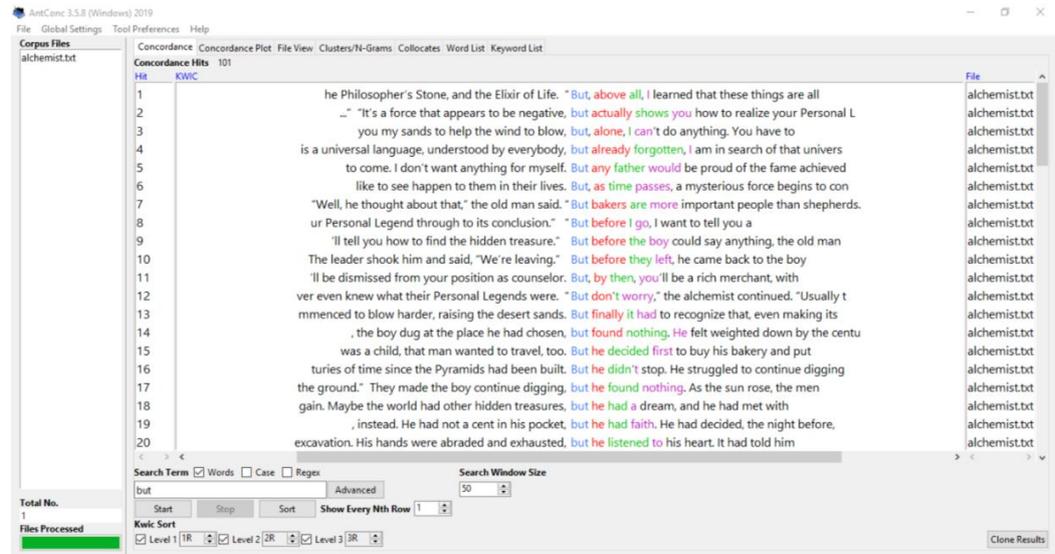
'And' can be used as a conjunction as well as a discourse marker. While using it as a conjunction its function is of combining two or more phrases or clauses but while it is used as a DM, it is a meaningless filling that only gives the fluency to the conversation of any person. It can also be used to indicate old/ new information and as a 'relevance marker'.

These are some of the examples of 'and' as a DM.

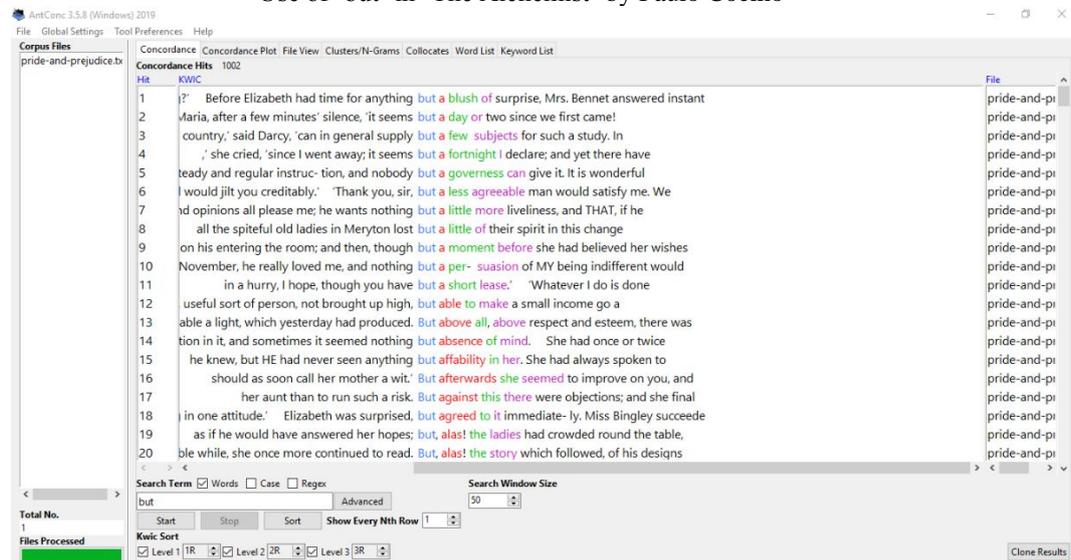
- Rosings was to end on the day after the next—**and**, a still greater, that in less than a fortnight.... (Pride and Prejudice)
- **And**, above all, keep Mr. Bennet from fighting. (Pride and Prejudice)
- **And** accordingly she did turn, and they walked towards the Parsonage together. (The Alchemist)

In the 1st above mentioned example, 'and' is used as the new information indicator. In the 2nd one 'and' is used as the intensifying marker. The 3rd is showing the use of 'and' as a filling.

b. Use of 'But'



Use of 'but' in 'The Alchemist' by Paulo Coelho



Use of 'but' by Jane Austen in 'Pride and Prejudice'

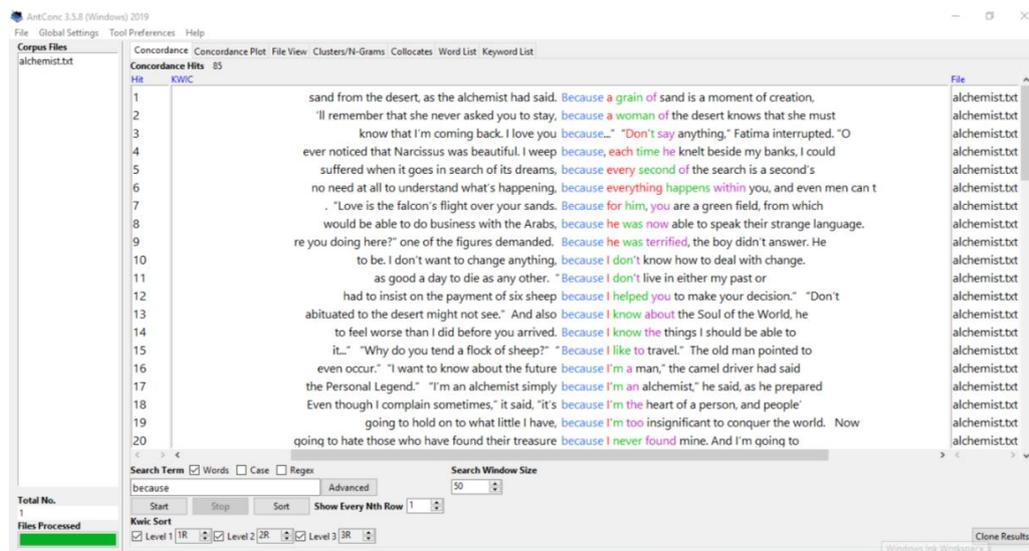
The use of the discourse marker 'but' is more by Jane Austen than Paulo Coelho. She has used the DM 'but' 1002 times and Paulo Coelho has used it for 101 times.

'But' is also a conjunction as well as it can be used as a DM. it can be used as a 'disagreement marker' and 'response/reaction marker' in any communication.

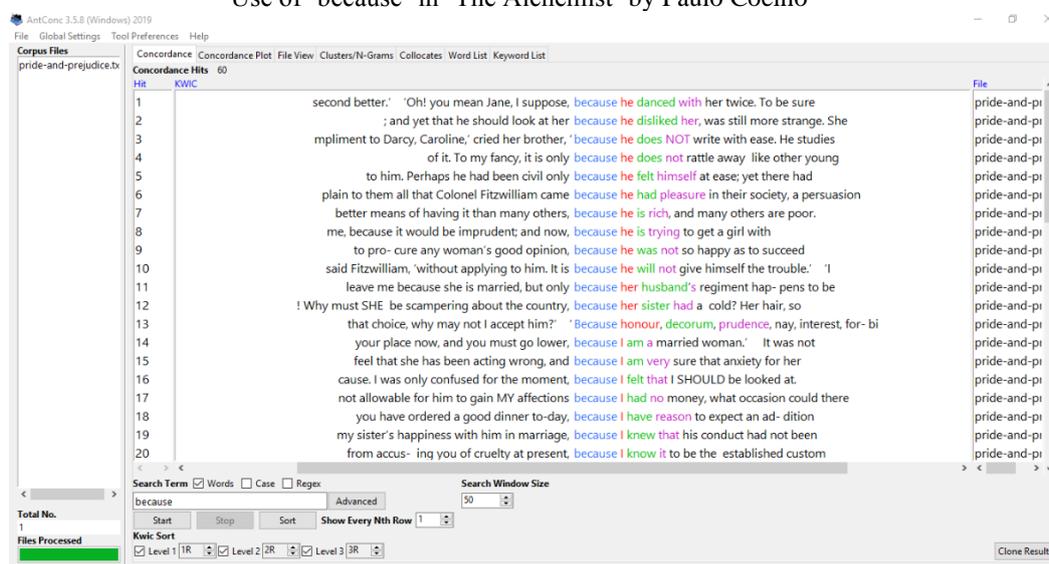
- She once more continued to read. **But**, alas! the story which followed.... (Pride and Prejudice)
- Do not consider me now as an elegant female, intending to plague you, **but** as a rational creature, speaking the truth from her heart.' (Pride and Prejudice)
- “**But**, above all, I learned that these things are all so simple that they could be written on the surface of an emerald.” (The Alchemist)

In the 1st and 2nd mentioned sentence 'but' is used as the response marker. In the 3rd example it is used as a disagreement marker.

c. Use of 'Because'



Use of ‘because’ in ‘The Alchemist’ by Paulo Coelho’



Use of ‘because’ by Jane Austen in ‘Pride and Prejudice’

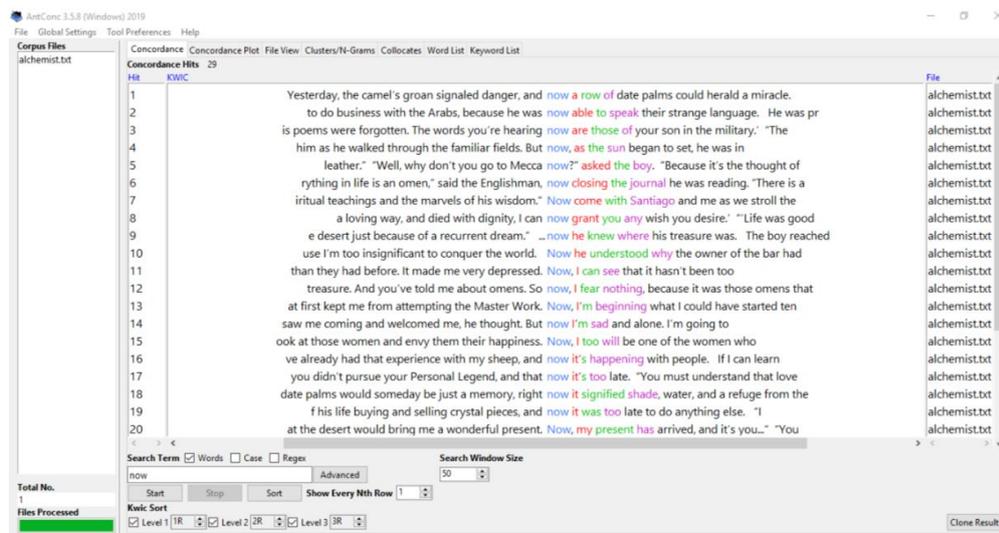
These tables clearly shows the difference between the use of ‘because’ as a discourse marker by Paulo Coelho and Jane Austen. Jane Austen has used and less frequently than Paulo Coelho. Jane Austen has used ‘because’ 60 times while Paulo Coelho has used it 85 times.

‘Because’ is used as a conjunction and has many other functions as a DM, like it can be used as a ‘sequence marker’ or as a ‘new/ old information indicator’

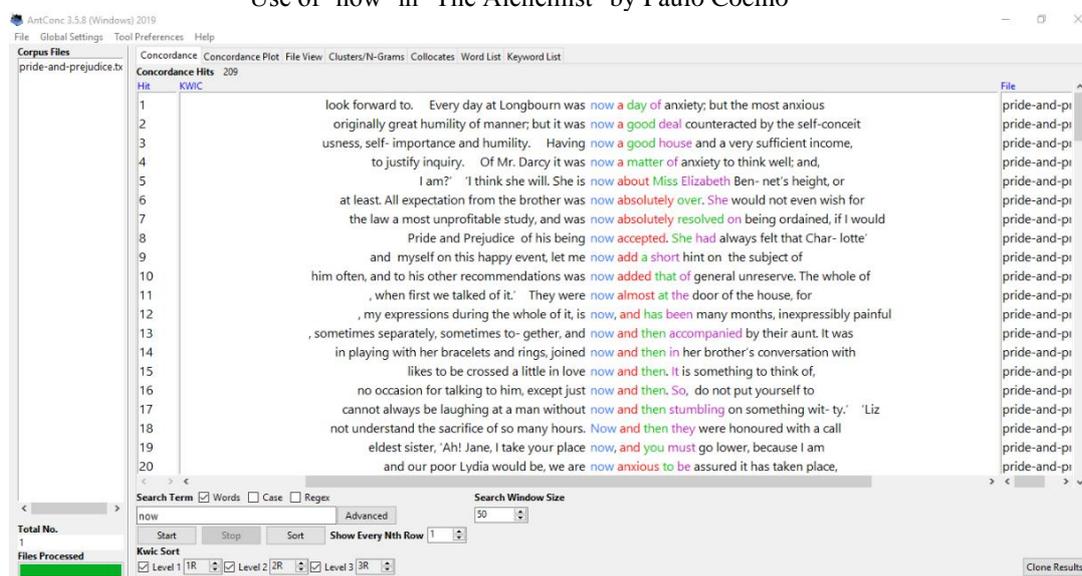
- **Because** a grain of sand is a moment of creation, and the universe has taken millions of years to create it. (The Alchemist)
- It is **because** he will not give himself the trouble. (Pride and Prejudice)
- **Because** of that, I have become a part of you... (The Alchemist)

In the above mentioned examples it is used as an old information indicator.

d. Use of ‘Now’



Use of 'now' in 'The Alchemist' by Paulo Coelho



Use of 'now' by Jane Austen in 'Pride and Prejudice'

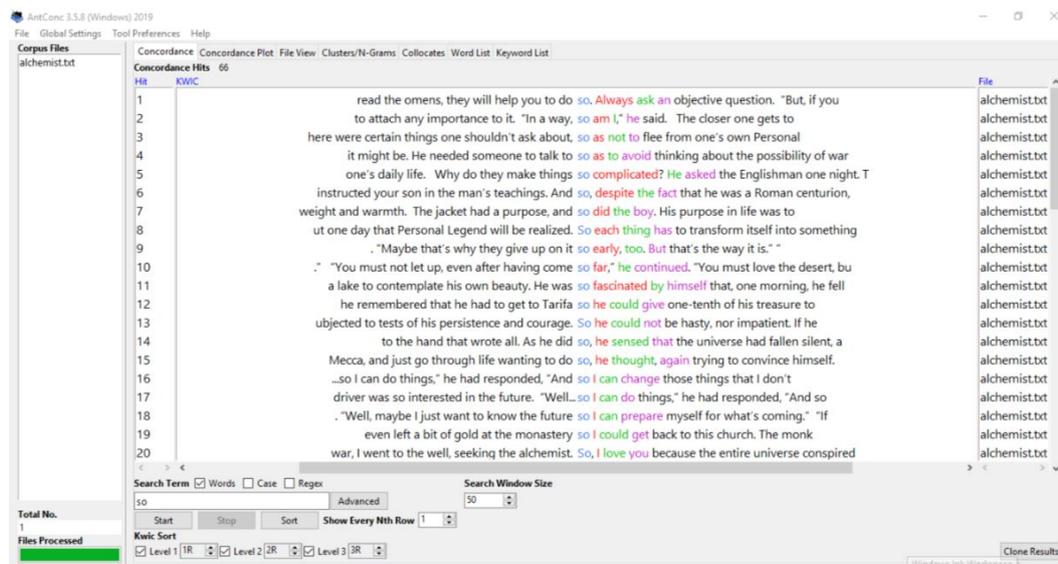
The use of the discourse marker by Jane Austen is 209 times and Paulo Coelho has used this DM 29 times.

'Now' is an 'opening frame marker' and it can also be used as a 'topic switcher'. Here are some examples of 'now' as a DM having different functions.

- Every day at Longbourn was **now** a day of anxiety.... (Pride and Prejudice)
- My dearest sister, **now** be serious. I want to talk very seriously. (Pride and Prejudice)
 - We **now** come to the point. (Pride and Prejudice)

Now is used as opening frame marker in the first and second sentences. In the third one it is used as topic switcher.

e. Use of 'So'



Use of 'so' in 'The Alchemist' by Paulo Coelho



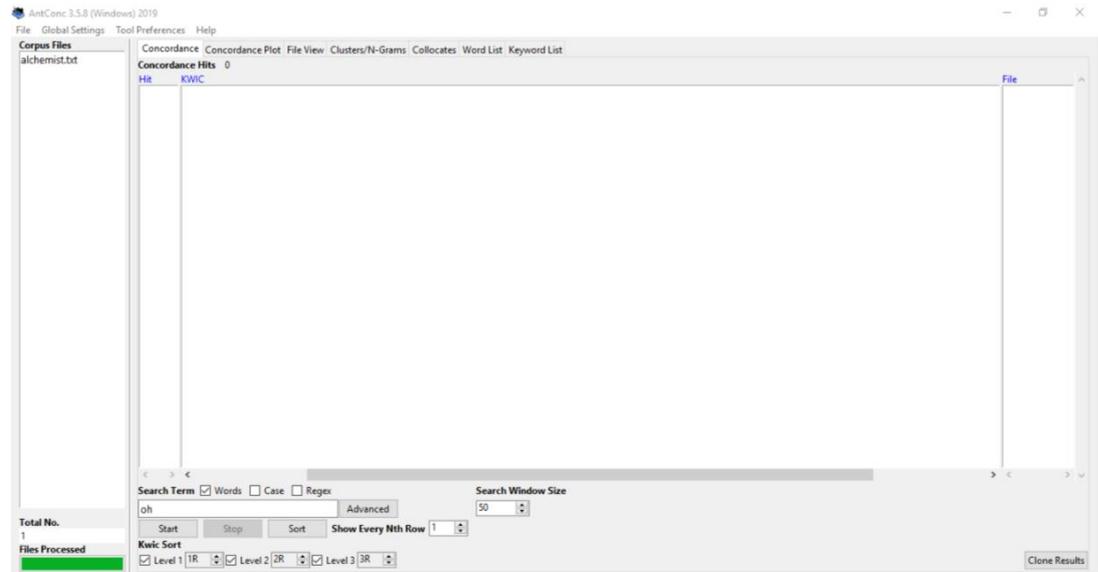
Use of 'so' by Jane Austen in 'Pride and Prejudice'

The use of the discourse marker 'so' is more by Jane Austen than Paulo Coelho. She has used the DM 'so' 591 times and Paulo Coelho has used it for 66 times. 'So' can be used as 'opening frame marker', 'relevance marker' and 'new or old information indicator'.

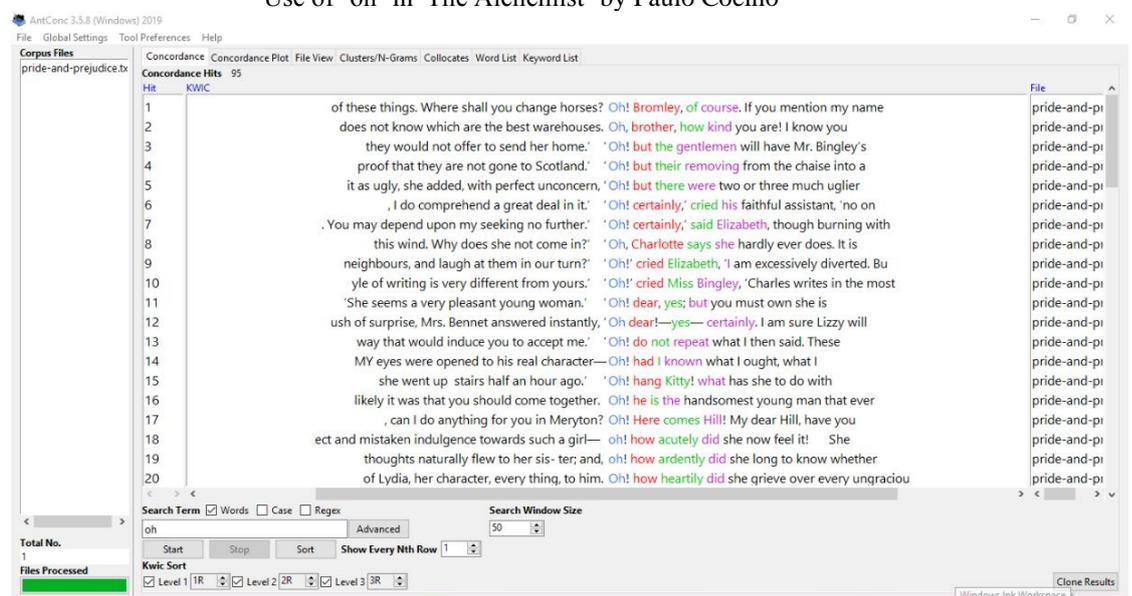
- He needed someone to talk to **so** as to avoid thinking about the possibility of war. (The Alchemist)
- **So** each thing has to transform itself into something better. (Pride and Prejudice)

In these examples 'so' is used as a relevance marker and opening frame marker.

f. Use of 'Oh'



Use of 'oh' in 'The Alchemist' by Paulo Coelho



Use of 'oh' by Jane Austen in 'Pride and Prejudice'

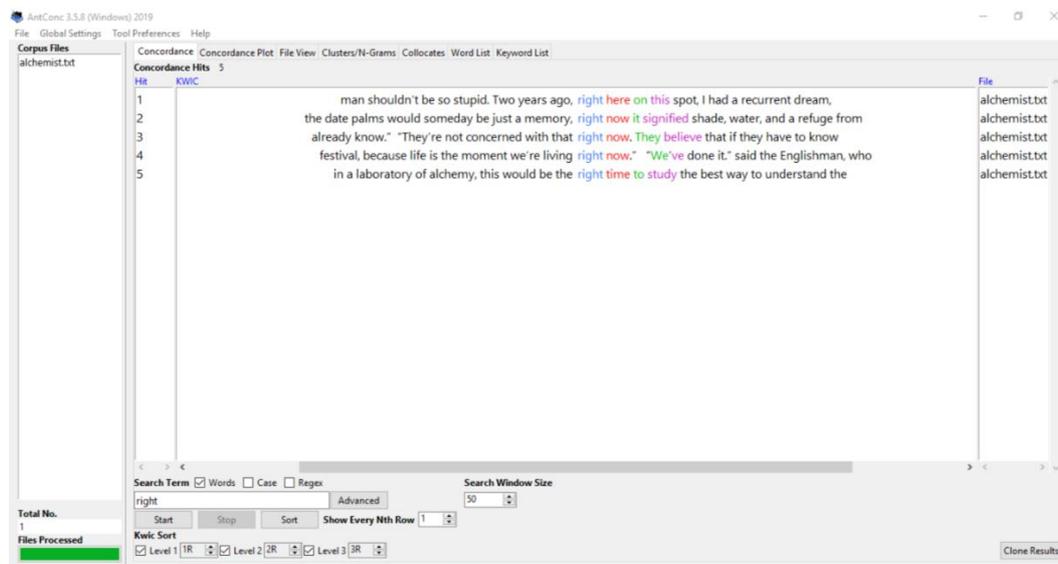
The DM 'oh' is used 95 times by Jane Austen and Paulo Coelho hasn't used this DM.

'Oh' performs an interpersonal function as a 'response or reaction marker'.

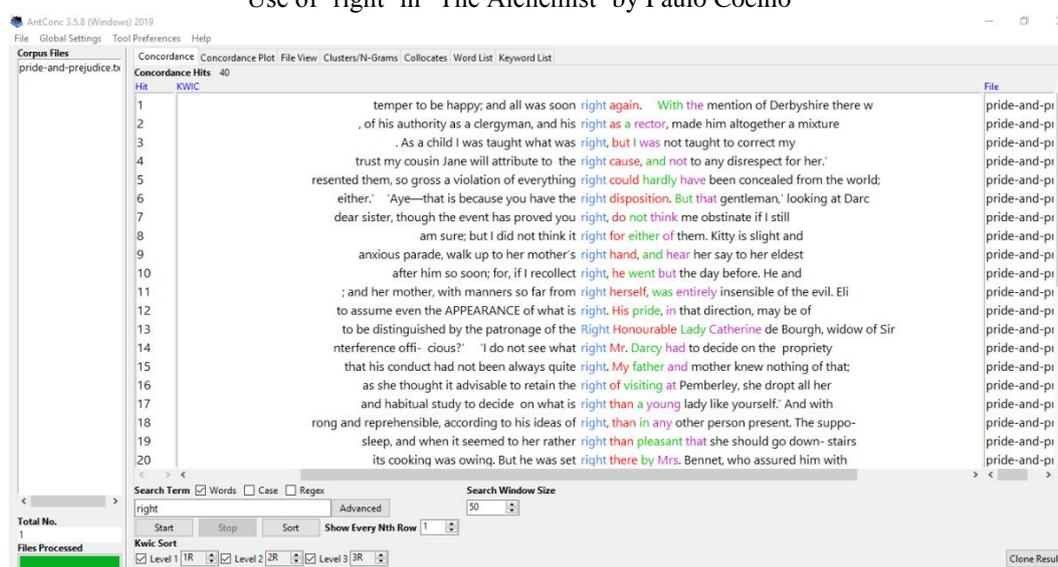
- **Oh**, brother, how kind you are! I know you will contrive it all. (Pride and Prejudice)
- **Oh**, yes!—that, that is the worst of all. (Pride and Prejudice)

Here the DM 'oh' is used as the response marker.

g. Use of 'right'



Use of 'right' in 'The Alchemist' by Paulo Coelho'



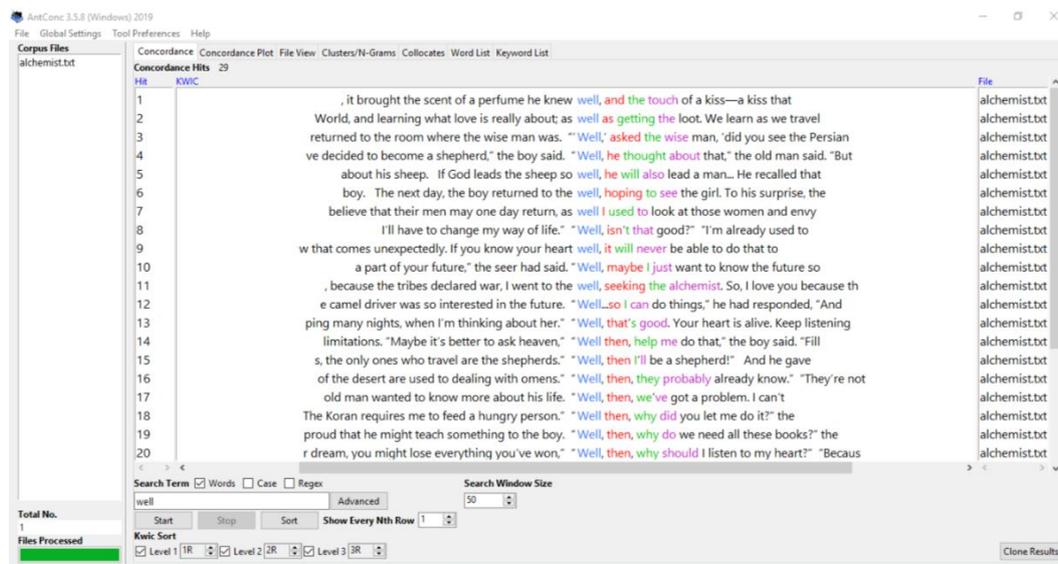
Use of 'right' by Jane Austen in 'Pride and Prejudice'

Jane Austen has used the DM 'right' for 40 times in 'Pride and Prejudice' and Paulo Coelho has used this word 5 times in his piece of writing 'The Alchemist'. 'Right' can be used as a 'closing frame marker' or 'checking/ understanding marker'.

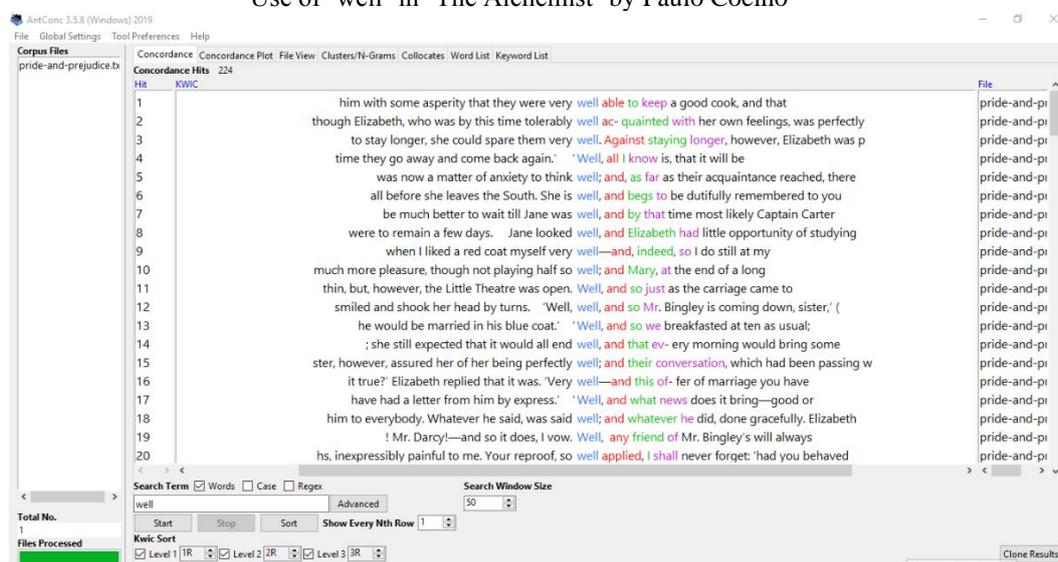
- Two years ago, **right** here on this spot. (The Alchemist)
- It is all very **right**. (Pride and Prejudice)

Here the DM 'right' is used as a signifier. In the second sentence it is used as a response marker.

h. Use of 'Well'



Use of 'well' in 'The Alchemist' by Paulo Coelho



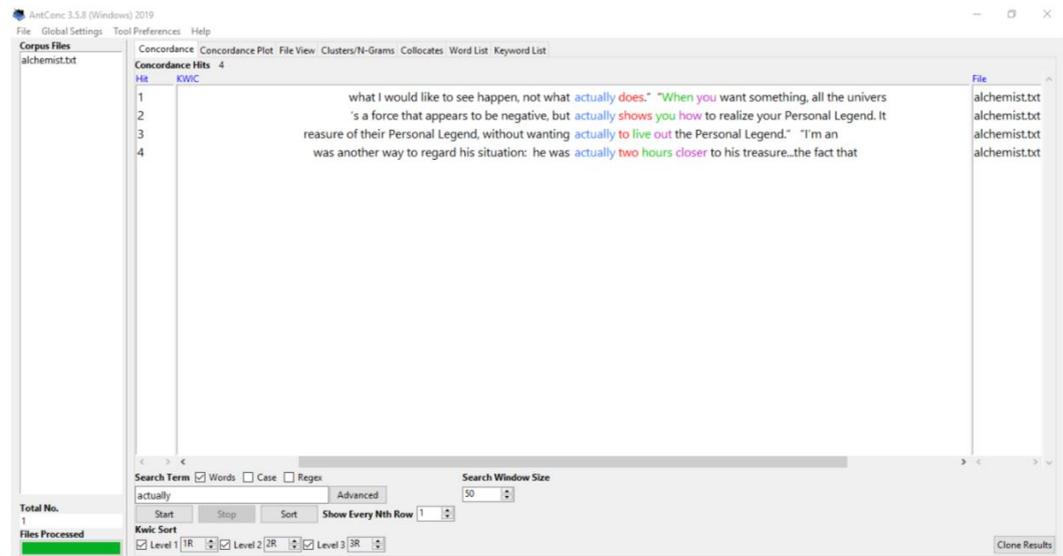
Use of 'well' by Jane Austen in 'Pride and Prejudice'

Jane Austen has used the DM 'well' for 224 times in 'Pride and Prejudice' and Paulo Coelho has used this word 29 times in his piece of writing 'The Alchemist'. 'Well' can be used as an 'opening marker', 'turn taker/ giver', 'repair marker' or 'response marker'.

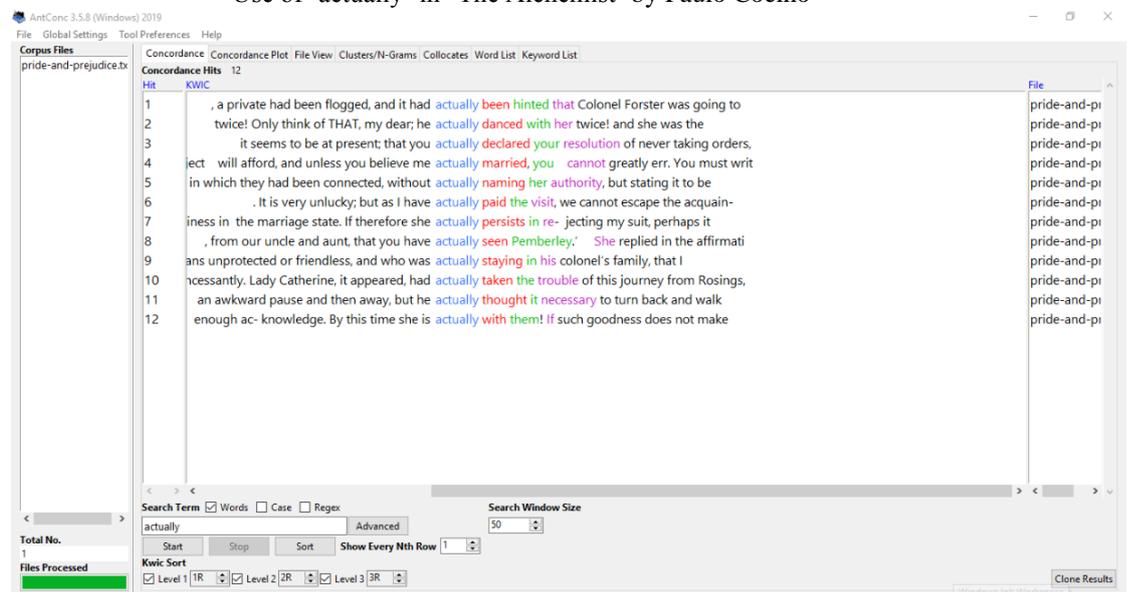
- **Well**, all I know is, that it will be abominably rude if you do not wait on him. (Pride and Prejudice)
- **Well**, but now for my news; it is about dear Wickham. (Pride and Prejudice)

In these sentences the DM 'well' is used as opening marker and repair marker.

i. Use of 'Actually'



Use of ‘actually’ in ‘The Alchemist’ by Paulo Coelho



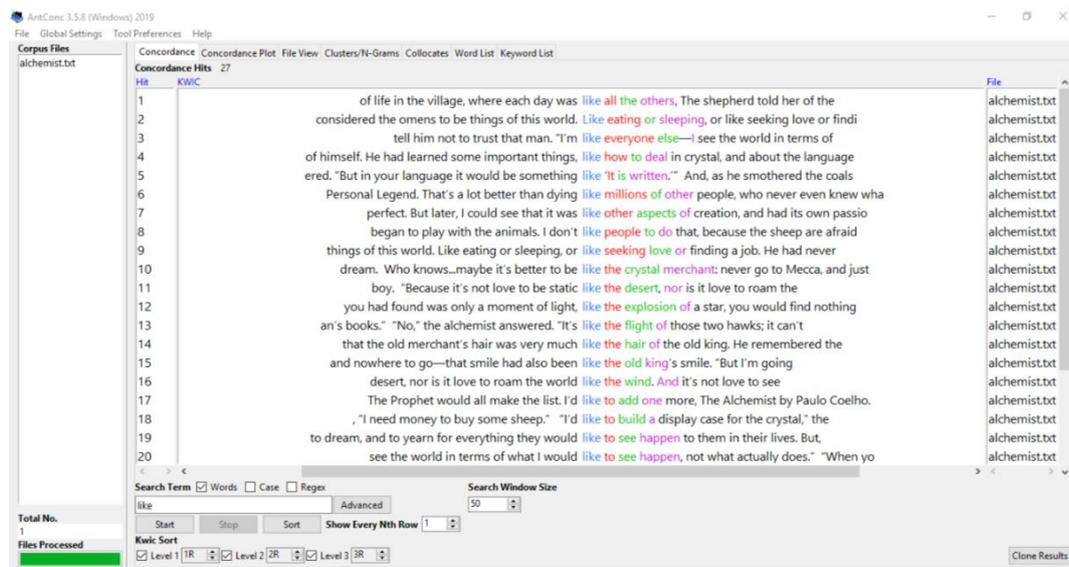
Use of ‘actually’ by Jane Austen in ‘Pride and Prejudice’

The DM ‘actually’ is used 12 times by Jane Austen and 4 times by Paulo Coelho. ‘Actually’ can be used as the ‘opening marker’, ‘response marker’ or the ‘confirmation marker’.

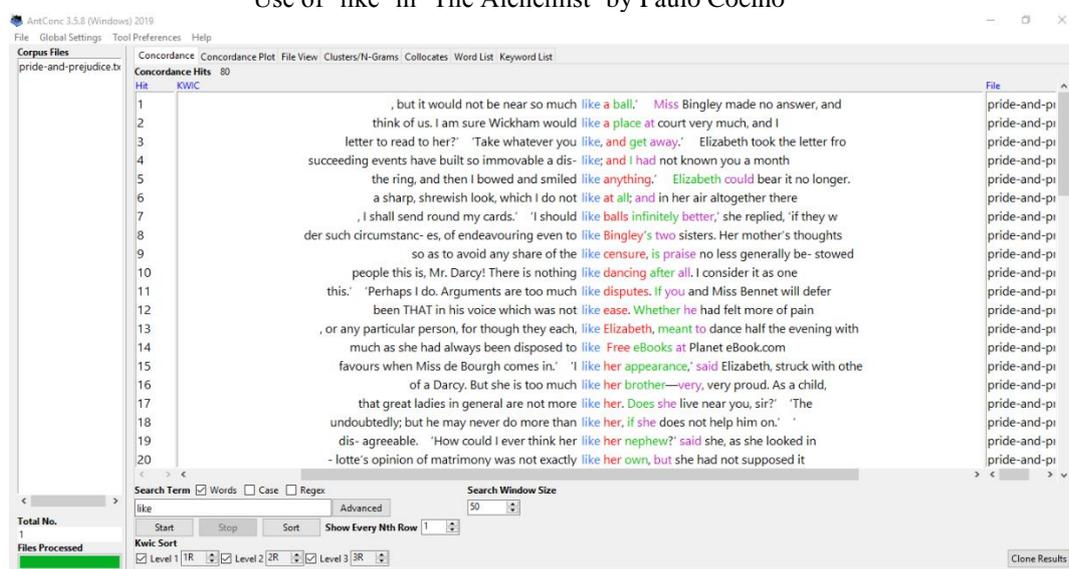
- He was **actually** two hours closer to his treasure... (Pride and Prejudice)

This example shows that the DM ‘actually’ is used as a confirmation marker in this sentence.

j. Use of ‘Like’



Use of 'like' in 'The Alchemist' by Paulo Coelho



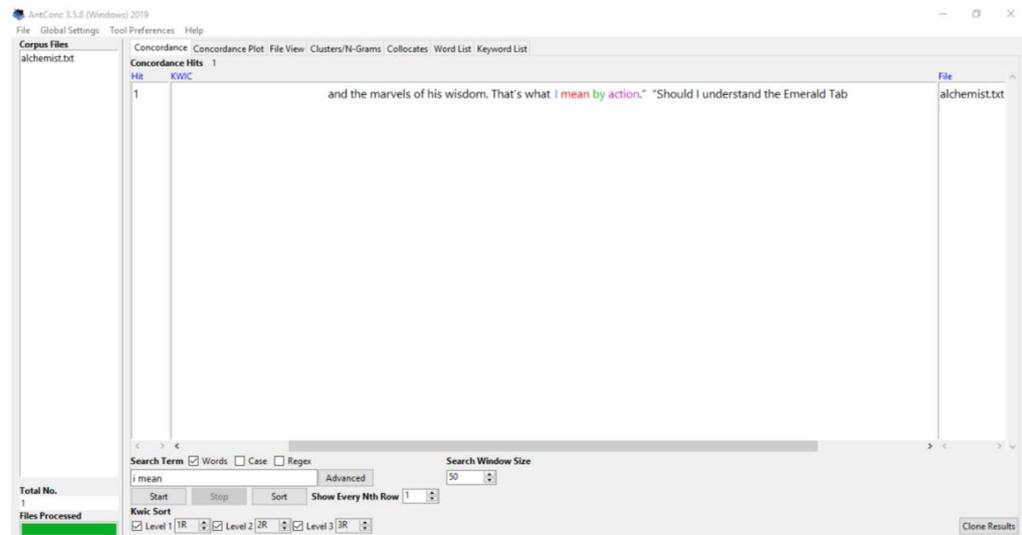
Use of 'like' by Jane Austen in 'Pride and Prejudice'

Jane Austen has used the DM 'like' for 80 times in 'Pride and Prejudice' and Paulo Coelho has used this word 27 times in his piece of writing 'The Alchemist'. Same as the DM 'look', the DM 'like' is also more frequently used by Paulo Coelho than Jane Austen.

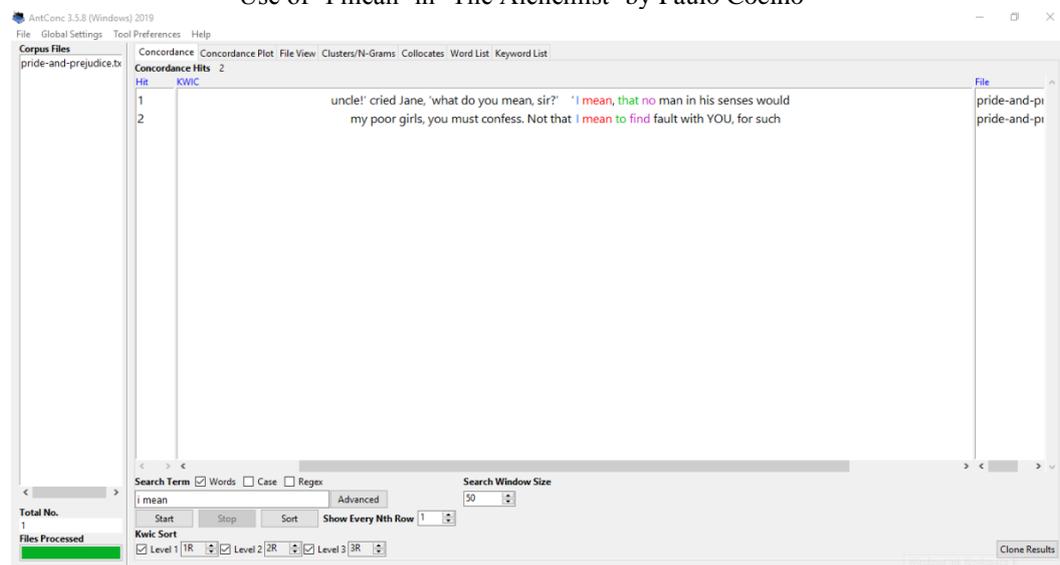
'Like' can be used as the 'repair marker' or as 'opening marker', as a 'filler' or 'comparison marker'.

- It looks just **like** that man that used to be with him before. (Pride and Prejudice)

k. Use of 'I mean'



Use of 'I mean' in 'The Alchemist' by Paulo Coelho



Use of 'I mean' by Jane Austen in 'Pride and Prejudice'

The DM 'I mean' is used 2 times by Jane Austen and 1 time by Paulo Coelho. 'I mean' is used as a 'repair marker' or as the 'filler' in the communication.

- Not that **I mean** to find fault with YOU, for such things. (Pride and Prejudice)
- That's what **I mean** by action. (The Alchemist)

Conclusion:

This research concludes that females use the discourse markers more frequently as the linguistic fillers that are usually meaningless in the communications than the males. According to the achieved results, it was found that "and" was the most frequent elaborative DM used by the female writer. In addition, the results indicated that "but" was the most frequently used contrastive discourse marker used by Jane Austen than Paulo Coelho. Based on the results, "because" was the only reason DM used by Jane Austen.

The findings of this exploration demonstrated that the female fundamentally utilized all sub-classes of discourse markers (elaborative, contrastive, reason, inferential, point related, and relational talk markers) more than the males. There

may be different clarifications in regard to the discoveries. For example, Mason (2008) clarified that memory burden may lead an individual to utilize discourse markers in his/her discourse. Jane Austen has utilized more DMs in the current examination since they had perhaps experienced more memory load. Another conceivable clarification is that females were genuinely not the same as males (See Karimnia, 2003; Nouraey and Karimnia, 2016). In this respect, Kim and Kang (2011) examined the passionate part of gender orientation in speakers' selection of DMs. They showed that "ladies react more genuinely than men, and utilize more discourse markers than males" (on the same page. p. 31). As indicated by the job of gender orientation in the utilization of discourse markers it is reasoned that the capacity of discourse markers influences the types of markers utilized by two distinct sexes in their talk.

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