

Investigation the Subtypes of Transition Markers of Metadiscourse in Nathaniel Hawthorne's Simplified Version "The Scarlet Letter"

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**بحث الأنواع الفرعية للعلامات الانتقالية للخطاب الشارح في النسخة
المبسطة لناتانيال هوثورن "الحرف القرمزي"**

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Abstract:-

In spoken or written text, speakers or writers intend to use metadiscourse markers to create a communication by which they direct their listeners and readers into different purposes. The current study attempts to investigate the subtypes of transition markers in the simplified version of "The Scarlet Letter" which is written by Nathaniel Hawthorne. Methodologically, ten samples are selected as data for analysis. The study aims to investigate the frequency and the function of each subtype of transition markers in the selected data. Then, the study hypothesizes the following: First, additive and comparison markers have been used frequently in the simplified version. Second, the function of each subtype of transition markers has an essential impact in helping readers to understand clearly the content of the literary text of "TSL". To prove these two hypotheses, the following steps are used by the researcher: literature review is presented, and using the first part of Hyland's (2019) metadiscourse model namely interactive level, then ten samples are selected as data for the study, what is more, analysing the selected data qualitatively and quantitatively, finally presenting the results and discussion. The results indicate that additive and comparison markers have been used in the novel equally with dominant number for each. In addition, the subtypes of transition markers have a significant effect in guiding and facilitating the textual content for the readers.

Keywords: Metadiscourse, transition markers, additive and comparison markers, Nathaniel Hawthorne, The Scarlet Letter.

المخلص:-

في النص المنطوق أو المكتوب، يستعمل المتحدثون أو الكتاب سمات الخطاب الشارح لتكوين بعض الاتصال يوجهون من خلاله مستمعهم وقراءهم لاغراض مختلفة. تبحث الدراسة الحالية في الأنواع الفرعية لسمات الانتقال في النسخة المبسطة من "الحرف القرمزي" وهي رواية كتبها ناثانيال هوثورن. اختارت الدراسة عشرة نماذج كبيانات للتحليل. تهدف الدراسة إلى التحقق من تواتر ووظيفة كل نوع فرعي من السمات الانتقالية في البيانات المختارة. تفترض الدراسة ما يلي: أولاً، يتم توظيف سمات الاضافة والمقارنة بشكل متكرر في الرواية. ثانياً، ان تأثير وظيفة هذه السمات تأثير اساسي في مساعدة القراء على فهم محتوى النص الأدبي لـ"الحرف القرمزي" بشكل واضح. ولإثبات هاتين الفرضيتين، استخدم الباحث الخطوات التالية: مراجعة الأدبيات ذات العلاقة، واستخدام الجزء الأول من نموذج الخطاب الشارح الخاص بهايلند (٢٠١٩) وهو المستوى التوجيهي، ثم اختيار عشرة نماذج لتحليلها نوعياً وكمياً وعرض النتائج والمناقشة في النهاية. تشير النتائج إلى استخدام سمات الاضافة والمقارنة بالتساوي في الرواية. بالإضافة إلى ذلك، فإن أنماط علامات الانتقال لها تأثير كبير في توجيه وتسهيل المحتوى السياقي للقراء.

الكلمات المفتاحية: الخطاب الشارح، سمات الانتقال، سمات الاضافة والمقارنة، ناثانيال هوثورن، الحرف القرمزي.

1. Introduction

Metadiscourse is a linguistic term used by speakers or authors in spoken or written text to facilitate the given knowledge to the audience. (Crismore et al., 1993, p. 40). Metadiscourse is a fuzzy term that is about 'discourse about discourse' or 'talk about talk'. The role of metadiscourse is to focus on the text inwardly. However, this definition lacks comprehensiveness since it covers a wide variety of language features which is about organizing ideas, and the communication of ideas between the writer or the speaker and the reader or the listener (Hyland, 2019, p.18). On the other hand, interactive metadiscourse in academic writing is related to the writer and how he understands his audience's needs. Furthermore, the role of the writer is to accommodate his interests, knowledge, and rhetoric to persuade the audience (Hyland, 2019, p. 57). In this regard, the present study highlights one subcategory of the interactive markers which is transition markers (henceforth TMs) and its subtypes in the simplified version (henceforth SV) of Nathaniel Hawthorne's "The Scarlet Letter" (henceforth, "TSL"). It is significant to mention that the problem of the present study is to investigate the use of subtype of TMs in the literary language of the SV. For the previous studies that have related to the present study, for instance, Saraswati and Pasaribu (2019) entitled "Metadiscourse markers and gender variation in journal articles" A subtype of interactive metadiscourse markers viz. TMs are investigated. Furthermore, the present study aims to investigate the frequency (henceforth FR) of TMs in the selected data as well as identify their function in the text. Two hypotheses are taken into consideration: First, additive and comparison markers have been used frequently in the novel. Second, the function of each subtype of TMs has essential impact in helping readers to understand clearly the content of the literary text of "TSL".

2. Literature Review

TMs include adverbial phrases and conjunctions with the role of facilitating the pragmatic relation between sentences. These markers refer to the author's thinking in joining, contrasting and causative links between the sentences of the discourse. As metadiscourse

markers, TMs must have internal role to the discourse instead of external world to assist readers understand the connections between ideas. Furthermore, TMs consist of three connectors as follows (Hyland, 2005, p. 50):

1. Additive: The function of additive markers is to add components to an argument for instance (and), (moreover), (furthermore), and so on.
2. Comparison: The function of comparison markers is to refer to arguments whether they are similar for instance (similarly), (likewise), (equally), (in the same way), (correspondingly), and so on, or (different) such as (but, on the other hand, by contrast, however, on the contrary) and so on.
3. Consequence: The function of consequence markers is to inform the reader that a conclusion is justified for instance (thus), (therefore), (consequently), (in conclusion), and so on. Or an argument is being refuted for instance (admittedly), (nevertheless), (anyway), (in any case), (of course).

Thus, TMs help readers to understand the intended purpose that the writer conveys in a text. In addition, these markers make the text more coherent, cohesive, consistent, and understandable. Essentially, the present study is based on Hyland's model (2019) of metadiscourse, focusing on one marker of the interactive metadiscourse which is TMs and its subtypes. The present study strives to investigate the subtypes of TMs in the SV of TSL. The research questions that the study adopts are the following:

1. What are the frequencies, the percentages and the function of TMs subtypes?
2. Why does the writer employ the subtypes of TMs in the SV of the TSL?

To illustrate the first part of Hyland (2019) model of interactive metadiscourse, Table 1 presents full details of subcategories of interactive metadiscourse level.

Table 1
Interactive metadiscourse markers

Category	Function	Example
Interactive	Help to guide the reader through the text	Resources
Transitions	express relations between main clauses	In addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information in other parts of the text	noted above; see Fig; in section 2
Evidentials	refer to information from other texts	According to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as; in other word

Note. Adapted from Hyland, 2019, p. 58

3. Methodology

3.1 Data Description

The SV of "TSL" is a fictional masterwork, written by the American Novelist Nathaniel Hawthorne in 1850. The setting of novel took place in New England a puritan colony during the seventeenth century. The heroine and the Protagonist character in the novel are 'Hester Prynne', a brave lady who settled in New England colony after leaving her former home viz. the United Kingdom. As a punishment for committing adultery with an unknown man, the Puritan officials decided to prison her. Then, she has born to a baby girl called Pearl. As a result, the Puritans forces her to wear an embroidered emblem of the scarlet letter on her bosom. Finally, "TSL" reflects the miserable reality of life in ancient and modern times. The selected quotations belong to the protagonist "Hester" who is the dynamic character in the novel. Ultimately, the researcher selects ten samples from Nathaniel Hawthorne's novel "TSL" in its SV. This SV consists of 85 pages and is published by Oxford University Press. The series editor of this SV consists of the following: Jennifer Bassett, founder editor Tricia Hedge, and activities editors are the following: Jennifer Bassett and Christine Lindop. What is more, the SV is retold by John Escott and illustrated by Thomas Sperling. Table 2 illustrates full information about the data description.

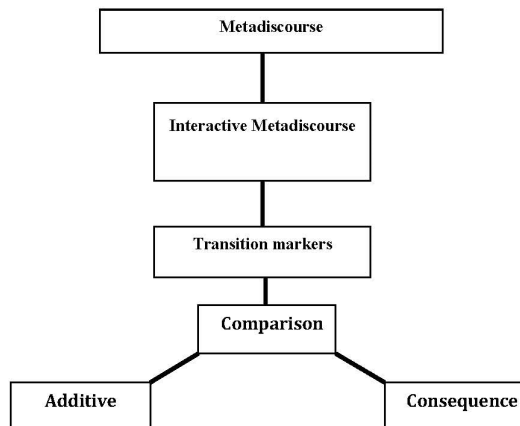
Table 2
Data Description

Novel	Writer	Editor	Publisher	Pages	Year
The Simplified Novel	Nathaniel Hawthorne	series editor Jennifer Bassett, founder editor Tricia Hedge and activities editors Junnifer Bassett and Christine Lindop, Retold by John Escott and illustrated by Thomas Sperling	Oxford University Press	85	2008

3.2 Framework of Analysis

The present study adopts the first level of Hyland's model (2019) of interactive metadiscourse. Thus, the present study focuses on one type of interactive marker namely transition marker and its three subtypes viz. additive, comparison and consequence. As mentioned previously, these markers have a significant role in creating cohesive and coherent text. Hence, these markers enable readers to understand the textual content easily. Figure 1 illustrates the framework of analysis.

Figure 1
Hyland's (2019) model of interactive metadiscourse



Note. Adapted from Hyland, 2019, p. 58

3.3 Procedure

As far as the procedure of the present study is concerned, the researcher follows the following steps in the analysis of the selected data:

1. The researcher has read the SV line by line to grasp the content.
2. The direct quotations of the first person pronoun for the protagonist Hester have been analysed in terms of linguistic, psychological, and literal criteria.
3. The researcher downloads pdf files related to the present study.
4. The selected data is analysed by extracting the subtypes of TMs in the electronic document of the TSL novel based on Hyland's model (2019).
5. The researcher excludes titles, references, and peripheries.
6. The researcher adopts qualitative and quantitative methods to analyse the data.
7. The researcher lists some figures and tables to simplify the data and its results for readers.
8. Lastly, the researcher presents conclusions based on the results.

3.4 Data Analysis

The present study intends to investigate the frequency and function of TMs in the selected data. Ten samples of the first ten direct quotations of Hester's speech in first-person narration. These samples are selected from the first two chapters of the novel. Thus, the researcher tends to prepare the reader for the rising actions throughout the story to expect reliable and satisfying results. At the same time, such rising actions create suspense for the reader. Furthermore, the data is analysed according to the interactive level of Hyland's model (2019) of metadiscourse. This level includes transitions, frame markers, Endophoric markers, evidentials, and code glosses.

In addition, the present study adopts qualitative and quantitative analysis in order to attain comprehensive results. Ahmad et al. (2019) have indicated that qualitative paper is based on the researcher's observation concerning behaviour, expertise, attitudes, intentions, and motivations of individuals to analyse their thoughts and feelings. What is more, the quantitative paper uses techniques of natural science to reveal statistical numbers and evidential facts (p. 2829). Finally, the calculation of the percentage of endophoric markers is based on the below formula:

$$\frac{\text{The overall number of each subtype of transitions}}{\text{The overall number of transitions}} \times 100$$

The overall number of transitions

4. Analysis

4.1 Qualitative Analysis

The present study adopts qualitative analysis to investigate the use and function of TMs in the first five quotations that belong to the protagonist "Hester". Finally, Table (3) shows the occurrence of TMs in the selected samples.

Sample 1: "I will not speak his name" p.10

This sample is said by Hester to the young priest "Dimmesdale" when he asks her to tell the public about the secret identity of Pearl's illegitimate father. In this regard, there are no TMs in this sample.

Sample 2: "My child must find a father in heaven. She will never know one on earth!" p.10

In the sample above, Hester answers the priest Dimmesdale when he addresses her to reveal the name of her accomplice. This sample is devoid of TMs.

Sample 3: "I have thought of death" p.13

In this sample, the speech is said by Hester to Chillingworth when he offers a cup of drink to her child. As metadiscourse analysis of TMs, this sample lacks the subtypes of TMs.

Sample 4: "I have wished for it, **and** even prayed for it, **but** if death is in this cup, then I ask you to think **again** before I drink it." P.13

In this sample, Hester responds to her husband Chillingworth when he presents a cup of drink to her child to relieve her cough. Moreover, three conjunctions namely "and", "but" and "again" are categorised as additive TMs. This means, Hester would organise her speech to make it cohesive and coherent. In other words, Hester's speech is rhetorical. The function of using these additive connectors is to reveal the connections between one sentence and another.

Sample 5:"I never felt **or** pretended any love for you," p.14

In the above sample, Hester addresses Chillingworth regarding their loveless marriage. She admits that she is not in love with him. Besides, the conjunction "or" is categorised as an additive transition marker. This indicates that Hester's speech is coherent and logical. Hester and Chillingworth would confess that their marriage lacks love. Consequently, she does not love him because he has a deformed form and he is old so there is no mutual love between them. He also never takes care of her that is why she reminds him that he knows. This means that Hester is certain that Chillingworth knows that their marriage is loveless.

Sample 6:"I have greatly wronged you," p.14

In the above sample, Hester tells her husband Chillingworth that she is so sorry about committing adultery. Finally, this sample has no TMs.

Sample 7: "Do not ask me!" p.14

Hester delivers this speech to Chillingworth when he starts asking her to divulge the identity of her lover. Like previous sample, this one lacks TMs.

Sample 8:"**but** your words frighten me." P.14

The speech is delivered by Hester to Chillingworth when he informs her that he will know the identity of her secret lover. Furthermore, the connector "but" is categorised as a different comparison of TMs. In this occasion, Hester would contradict Chillingworth concerning his declaration of being an honest man who would help her baby. Thus, the function of using such connector is to facilitate the conversation between Hester and Chillingworth.

Sample 9: "Why not say openly who you are, **and** send me away **at once**?"

In the above quotation, Hester addresses Chillingworth to investigate why he is hiding his identity. Moreover, the connector conjunction "and" is categorised as transition marker of interactive metadiscourse. The function of "and" is to suggest additive so that Hester would link her argument to keep her speech straightforward and coordinated. As a pragmatic point of view, TMs assist the listener to decode the meaning behind the speech. Finally, the phrase "at once" is also categorised as a transition marker which signifies similarity, that is, Hester addresses Chillingworth to announce himself to the public and get rid of her.

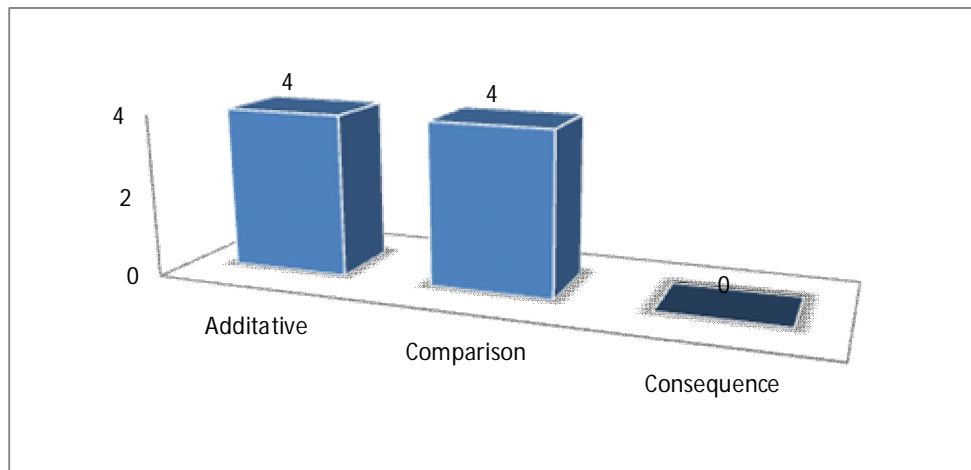
Sample 10: "I will keep your secret, **as** I have kept his," p.16

Hester delivers this speech to Chillingworth when he requests her to keep his identity hidden. In this quotation, Hester promises to keep Chillingworth's secret as she keeps her lover's secret. In addition, the connector "as" is categorised as a transition marker. In other words, it is a conjunction that implies the similarity of two sentences. TMs are used to organise the text in terms of cohesive and coherent conditions. Finally, TMs assist the reader in understanding the intended meaning.

Table 3
The occurrence of Endophoric Markers in Qualitative Analysis

Categories	Subcategories		Sample 1 I...name	Sample 2 My ... earth	Sample 3 I ... death	Sample 4 I...it	Sample 5 I... you	Sample 6 I...you	Sample 7 Do not...me	Sample 8 But...me	Sample 9 Why...at once	Sample 10 I...his	Frequency	Percent
	Interactive Metadiscourse	Transition Markers	Additive	Comparison	Consequence	and, again	or			but	and	as		
		Additive	.	.	.	and, again	or		.	.	and	.	4	50 %
		Comparison	.	.	.	but	.	.	.	but	at once	as	4	50 %
		Consequence	.	.	.	.	.	.	.	.	.	.	-	0 %
Total Grand			0	0	0	3	1	0	0	1	2	1	8	

Figure 1
The Subtype of Transition Markers



4.2 Quantitative analysis

As far as the quantitative analysis is concerned, the present study employs statistics and percentages to present an objective analysis of the first ten samples from the first two chapters of the SV. As it is presented in Table (4), quantitative analysis is achieved by following the below steps: Firstly, the analysis results are presented in tables and figures. Secondly, calculating the frequency of each subtypes of transition marker in the SV. And thirdly, the total number of the subtypes of each transition marker is divided by the total number of TMs. As presented in Table (2) and Figure (1), the findings of the quantitative analysis reveals that TMs are frequently used. The overall occurrence of such markers is 8. Moreover, both of additive and comparison markers are equally employed. The occurrence of each one is 4 times with a percentage of (50%). However, the percentage of consequence markers is (0%) with an occurrence of 0 times. The result denotes that the writer intends to formulate a cohesive and coherent text in order to guide and attract the audience through the text.

5. Results and Discussion

As displayed previously in Tables 2 and Figure 1, they reveal crucial results of the qualitative and quantitative analysis of the entire ten samples. The result illustrates that there are 8 occurrences of

TMs in the SV of "TSL". In this regard, the FR of each subtype of TMs is 4 viz. additive and comparison markers. However, consequence markers have no occurrence in the novel. This implies that Hawthorne shows the direct communication between the characters themselves. This means that the nature of events and characters have been complicated throughout the novel and all characters lack the peace of mind. The findings also show that through Hester's speech, Nathaniel Hawthorne is clever in creating cohesive and coherent text by using such additive markers such as (and, again, or) and comparison markers such as (but, at once, as). This suggests that the novel is full of significant events that is why the writer employs them frequently. Furthermore, comparison markers whether similar or different have an essential impact on the events flow by indicating the context of events. On the contrary, the writer never employs consequence markers due to the complicated plot of the novel. It is worth mentioning that the climax of the novel occurs at the end of the novel. Thus, the readers await the upcoming events in suspense through the rising actions. In addition, TMs play a vital role in helping readers to understand the text logically by using transitional connections which link the sentences together. As a result, this technique enables writers to draw their readers' attention through the text. Basically, the result of the present study is in line with the study of Saraswati & Pasaribu(2019) entitled "*Metadiscourse markers and gender variation in journal articles*" which indicates that TMs have the dominant number of frequency. Hence, TMs are necessary in writing due to their functions in creating persuasive text.

6. Conclusions

Metadiscourse markers as linguistic tools are essentially used in written texts due to their significance in organising the text. In this regard, TMs which are a subcategory of interactive markers enable the audience to grasp the meaning by mentioning the additive, comparison and consequence markers. The obvious conclusion to be drawn is that TMs have an essential role in the text, in both academic and literary languages such as reports, theses, magazines, novels and short stories. Ultimately, from a pragmatic perspective, the functions of TMs especially additive and comparison markers facilitate the intended meaning of the writers in their texts. At the same time, this will help the readers to understand the textual organisation of the text.

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