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SEMANTIC FEATURES OF DISCURSIVE MARKERS IN ENGLISH AND AZERBAIJANI LANGUAGES

The paper deals with the contrastive study of the semantic features of the discourse markers in the English and Azerbaijani fictional texts. It discusses various views of the researchers (D. Blakemore, T. Van Dijk, M. Hansen, Y. Maschler, D. Schiffrin, E. Chiglincheva, M. Kamenski) who extensively studied the semantic status of the discourse markers in English. The instances of the use of the discourse markers have strong correlation with communicative situation and the type of discourse. Defining the type of discourse clarifies other issues related to communicative situation. Discourse markers are key connecting devices between the parts of discourse motivated by the intention of the sender (author). Even the most complicated ideas can be shaped in discourse either explicitly or implicitly using discourse markers.

Discourse markers are also quite common in Azerbaijani like in all other languages and they play very important role in the distribution of information in discourse.

The results of our analysis suggests that the discourse markers in the languages under analysis have mostly common semantic features. The difference is that in contrast to English some discourse markers with the semantics of modality in Azerbaijani are formulated through the transformation of sentence and also the case suffixes can function as discourse markers in this language.

Key words: discourse, discourse marker, explicator, situation, information.

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Ағылшын және Әзірбайжан тілдеріндегі дискурсивті маркерлердің семантикалық ерекшеліктері

Мақала ағылшын және әзірбайжан әдеби мәтіндеріндегі дискурсивті маркерлердің семантикалық ерекшеліктерін контрастивті зерттеуге арналған. Онда ағылшын тіліндегі дискурсивті маркерлердің семантикалық статусын жан-жақты зерттеген зерттеушілердің (Д. Блейкмор, Т. Ван Дайк, М. Хансен, В. Масчлер, Д. Шиффрин, Э. Чиглинцева, М. Каменский) әртүрлі көзқарастары талқыланады. Оларды қолдану жағдайлары коммуникативті жағдаймен және дискурс түрімен тығыз байланысты. Дискурс түрін анықтау коммуникативті жағдаятқа қатысты басқа да мәселелерді нақтылайды. Дискурс маркерлері жіберушінің (автордың) ниетіне байланысты дискурс бөліктері арасындағы байланыстың негізгі құралы болып табылады. Тіпті ең күрделі идеялар дискурсивті белгілер арқылы дискурста айқын немесе жасырын түрде қалыптасуы мүмкін.

Дискурсивті маркерлер кез келген басқа тілдегі сияқты әзірбайжан тілінде де кең таралған және олар дискурстағы ақпаратты таратуда өте маңызды рөл атқарады.

Талдау нәтижелері екі тілдегі дискурсивті маркерлердің негізінен ортақ семантикалық белгілерге ие екендігін көрсетеді. Айырмашылығы мынада: ағылшын тілінен айырмашылығы әзірбайжан тілінде модальділік семантикасы бар кейбір дискурсивті маркерлер сөйлемді түрлендіру арқылы қалыптасады, ал бұл тілдегі жағдай жұрнақтары дискурсивті маркерлер қызметін атқарады.

Түйін сөздер: дискурс, дискурсивті маркерлер, экспликатор, ситуация, ақпарат.

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Семантические особенности дискурсивных маркеров в английском и азербайджанском языках

Статья посвящена контрастивному исследованию семантических особенностей дискурсивных маркеров в английском и Азербайджанском художественном текстах. В ней рассматриваются различные взгляды исследователей (Д. Блейкмор, Т. Ван Дейк, М. Хансен, У. Машлер, Д. Шиффрин, Е. Чиглинцева, М. Каменский) которые широко изучили семантический статус дискурсивных маркеров в английском языке. Случаи их употребления сильно взаимосвязаны с коммуникативной ситуацией и типом дискурса. Определение типа дискурса проясняет и другие вопросы связанные с коммуникативной ситуацией. Дискурсивные маркеры являются ключевыми средствами связи между частями дискурса благодаря интенции отправителя (автора). Даже самые сложные идеи могут быть сформированы в дискурсе эксплицитно или имплицитно благодаря дискурсивным маркерам.

Дискурсивные маркеры также очень распространены в Азербайджанском языке как и в любом другом языке и они играют очень важную роль в распределении информации в дискурсе.

Результаты анализа свидетельствуют о том, что дискурсивные маркеры в обоих языках в основном имеют общие семантические особенности. Разница заключается в том, что в отличие от английского языка некоторые дискурсивные маркеры в Азербайджанском с семантикой модальности формируются посредством трансформации предложения, а также суффиксы падежа в этом языке функционируют как дискурсивные маркеры.

Ключевые слова: дискурс, дискурсивные маркеры, экспликатор, ситуация, информация.

Introduction

Discourse markers are one of the main research objects in discourse analysis and linguistic pragmatics. The use of discursive markers depends on the speech situation and the type of discourse. Determining the type of discourse also brings clarity to other issues related to the speech situation. When we say other issues, we mean the speech situation, the connection of the situation with the background knowledge and its linguistic structuring, and other similar features. The participation of discursive markers in information delivery is also related to these factors. Their use in speech depends on the speech intention of the speaker and the author. In modern times, the activity of the discourse in various social spheres forms its new aspects. There are two important conditions in the discourse structure; the first one is information delivery about something, and the second one is the placement of the author's modality in the information. The choice of discursive markers is also chosen depending on the author's intention. It is determined by the author and the situation.

Explicativeness of a discursive marker means that the listener is directed to the corresponding object of speech as soon as he hears the marker; perception takes place in this context. Modality is a cognitive interpretation of a verbalized situation.

If, on the one hand, language units reflect reality, on the other hand, they provide evaluative information about it. For this reason, the study of discursive markers reflects their social essence in addition to their linguistic function.

Methods and materials

Successful completion of each kind of research depends on various conditions. The most important of them is the correct selection of methods and materials. In the article, the semantic features of discursive markers in the English and Azerbaijani languages are investigated by using the traditional methods of Theoretical Linguistics, especially descriptive, observation and reconciliation methods. Here, the scientific research of the linguists like D. Blakemore, T.A. Van Dijk, M.B. Hansen, Y. Mashler, D. Shiffrin who studied discourse markers in English, and also some Russian linguists such as E.C. Chiglintseva, M.V. Kamensky was referred to.

Samples taken from English and Azerbaijani fiction were used as material for carrying out the research. Fragments of microtext on the ways of formation of discursive markers in both English and Azerbaijani languages were presented. The microtexts used in the analysis are characterized by their colorful and versatile nature.

Literature review

Discourse markers have been investigated within the framework of various theoretical and methodological approaches. Yael Maschler and Deborah Schiffrin identified three main directions (discourse, pragmatics and interactive) related to discourse markers. They come to the conclusion that *“the method of identifying markers is a direct continuation of the general approach to language”* (Maschler, Schiffrin, 2015: 203) and *“different approaches reflect completely different views of what grammar is”* (Maschler, Schiffrin, 2015: 205).

In discourse theory, discursive markers are indicators of semantic-syntactic, pragmatic, cognitive and argumentative relations of social speech. They perform metalanguage, metadiscourse and interactional function (Hansen, 1998). As we know, although the social speech of the English language is studied in more detail by Western linguists in the context of discursive markers, there are certain gaps in this field in Azerbaijani linguistics. This was due to the relatively late arrival of discourse theory to Azerbaijani linguistics compared to Western linguists. On the other hand, they were the creators of this theory. Creators of discourse theory looked at discursive markers in the context of speech being a social factor. Such an approach determined that discourse is a language subsystem with meta-linguistic features. It is known that the lexical-semantic subsystem of the language is realized in speech activity. Speech activity is also a social factor (Каменский, 2013).

The context must be taken into account in order to properly understand the semantics of discursive markers in discourse. This is important to understand what the emphasis is on in the information, as well as to clarify what is said and how it is understood according to the context. That's why information theorists pay special attention to the linguistic function of discursive markers as well as to its socio-cultural function. The socio-cultural environment of information transmission, the ethno-cultural environment of communication, the rules of speech communication and its cognitive stereotypes play an important role in the analysis of discursive markers. Perception of speech and its interpretation is related to the context, as well as the knowledge of the world of those who communicate (Дейк, Кинч, 1988: 24-30). Because the receiver of information connects it with other knowledge about him in his mind; analyzes it and comes to a conclusion. In this context, received information is a very important part

of people's function in front of society. Discursive markers play a regulatory role in fulfilling the public-social function of received information. In which semantics they are used depends on the types of discourse and author's intention. In this regard, researchers pay special attention to issues related to the semantics of discursive markers (Hansen, 1998: 235-236). It should be noted that the study of the semantics of these very important grammatical and lexical elements is impossible without taking into account the pragmatic aspect. For this reason, the joint study of both aspects can lead to more effective results (Blakemore, 2002: 285).

On the other hand, the study of the functioning of grammatical and lexical elements in different languages as discourse markers is also an interesting issue. Although these elements have similar functions in many cases, there are also some differences. These differences are more pronounced between languages belonging to different systems. For example, the function of suffixes as discourse markers was investigated based on the languages of the Australian aboriginal peoples (Pennsalini, 2010: 225-240). If we take a look at agglutinative languages in particular, we can also see that suffixes act as discourse markers in these languages.

Discursive markers in modern English and Azerbaijani include adverbs, conjunctions, modal words, interjections, suffixes, as well as adverbs and a number of nouns. Their ways of formation and communicative functions are also similar; even their linguistic features coincide. For example: In modern English, “like” is active as a discursive marker in addition to being used as a conjunction, preposition, and adverb. It acts as a noun, adjective and adverb as the main part of speech. The collection of functionally different, even opposing functions in one language unit is related to both the semantic breadth and functional differentiation of the noun “like”. In the mentioned language unit, functional differentiation was realized in two directions – on the one hand, within the main parts of speech, and on the other hand, in the context of auxiliary parts of speech that are generalized in meaning. Etymologically, this word “*ğelīçe*” used in Old English means “similar” and is of Proto-Germanic origin (Чиглинцева, Викулова, 2017: 12). The fact that the mentioned lexeme acts as an auxiliary part of speech is related to its generalization of meaning and grammaticalization. E.S. Chiglincheva and E.A. Vikulova talk about its function in the language and write: The closing function of “like” is related to the semantics of “like” and “style”

and performs the following functions; 1) 'just like': No one sings the blues like she did; 2) = as if (in colloquial language): She acts like she owns the place /. In colloquial speech, especially in American English, it is often used instead. Substitution is also observed in comparative sentences (He treats me like I was his sister). Here, as if or as though, as if or as though would be more correct, since "like" is not considered correct in this context. It is characteristic of American English that the subordinate clause comes after "like". (It seems like the weather is improving).

Another source noted the use of like for the quote: That's, So I'm like, "Give me a break" (Чиглинцева, Викулова, 2017: 12).

Experiment

In the modern Azerbaijani language, "da" is used in the function of preposition, conjunction and exclamation. For example:

1. As a preposition:

"When she came here as a bride, although her husband had wealth, he did not have a functional room either. She, Mrs. Zarnigar, had a hand in all of these affairs. She calmed herself. She decided not to go anywhere, on the contrary, to expel the person who wanted to enmity his country. She had to sit on the edge of the ravine and wait for her son. "Shamkhal won't leave these things like this," she consoled herself. "He will come out wherever he is. We'll see then whose mother is left crying" (Şıxlı, 1982: 9).

2. As a conjunction:

"Shamkhal did not say a word. It was not the first time he had heard such words. Every time when his father went somewhere, returned from a wedding, such conversations took place at home. His mother would always blame him and quarrel, cry and whine, and then calm down. Shamkhal entered the yard. He passed Khalkhal and approached the attic. He hung scythe on a pole. He took the saddlebag from his shoulder. He sat on a throne with a gray rug on it and stretched out his hand to the lace of the bast shoe" (Şıxlı, 1982: 9).

3. As an exclamation:

Answer! Why are you silent?! (In oral speech).

As can be seen from the above comparison, the polyfunctionality of the grammaticalized unit is manifested in both English and Azerbaijani languages. These universal aspects are also observed in their being a discursive implicator. That is, "like" and "da" perform similar functions within their semantics. "Like" is semantically equivalent to the conjunctions "as", "as if", as well as the conjunction

and preposition "da" (also) in the English language. The discursive function of these language units, which play a coordinating role in both languages, is their discursive implicator.

Explicativeness of discursive markers is related to which point of the given information is important; so it can be said that the discursive markers are directed to the rhema. Unlike the sentence in the text, rhema falls on the new – informative part of the information. Compared to this sentence, it is not only a matter of volume, but a piece of speech with a new content. Let's turn to examples:

"...She's said to be very beautiful by people who ought to know." "Well, I'd like to, but"

We went on, cutting back again over the Park towards the West Hundreds. At 158th Street the cab stopped at one slice in a long white cake of apartment-houses" (Fitzgerald).

In the given text, "Well, I'd like to, but" is a discursive marker, which draws attention to the "but..." part, that is, the so-called implicit rhema. This is its explicatory. Another issue is related to the implicitness of the rhema, which is not stated but implied. However, the explicitness of the markers is more clearly observed in the explicit remas. For example:

"This hidden joke between the students and the teacher improved everyone's mood. The children were also happy because Kipiani had come today. If he was a teacher on duty, after lunch, his dream of going for a walk to the edge of the city, to the bank of Kur, would come true. As soon as Kipiani reached the middle of the school yard, the students surrounded him, and Kim laughed:

– It's good, – he said.

– What is good?

– Your being on duty.

– No, you are wrong. I am not on duty today.

– Who is that, then?

– Just a minute. You may know.

Suddenly he broke off. Outside, he called Ashraf, who was standing next to Firidun. Ashraf blushed, then his color started to fade" (Şıxlı, 1982: 376).

In this text, the rhema is the part that follows the discursive marker (*It's good*). It unfolds in stages and focuses on the "on duty". Thus, the main function of the discursive marker is realized.

"...And now for no reason at all, he was shy, boorish – positively rude.

"I shan't take any more trouble with him," said Sarah indignantly" (Christie, 1989: 8).

"And now" is the rhema part of the text in the given microtext piece of English. Through it,

new information” – rema (“I shan’t take any more trouble with him”) is given. Thus, the orientation of the discursive marker to new information is realized.

The ways of formation of discursive markers in English and Azerbaijani languages also sometimes overlap:

“... *You can’t stop going with an old friend on account of rumors, and on the other hand. I had no intention of being rumored into marriage*” (Fitzgerald).

“*And on the other hand*” let’s get started. In any case is translated into Azerbaijani as “on the other hand”, and those phrases function as markers in both languages. These are their typological aspects.

However, “may be” and other similar markers in the English language were genesis formed in a different way. In other words, some of the modal words in the Azerbaijani language are syntactically formed. This can be understood as the transformation of some sentences into modal words in the Azerbaijani language. For example, from all this it seems that// it seems; in the truest sense // literally and etc.

In the Azerbaijani language, suffixed preposition “-mi” (whether) and case suffixes can act as a discursive marker. For example,

“*After all, Zarnigar was also pitiful, how many years had they been living with him. He had a grown-up son and daughter. How about now? Can she be kicked out of this house? What would people say of that? But what is Malak’s fault? Didn’t he make this pitiful one from its place? And her husband? Won’t he revenge upon him saying blood to blood today or even tomorrow? The thoughts were getting stronger, crushing him like a heavy burden. Either Jahandar Agha got angry, regretted feeling that he had wrongfully got into a fight, or comforted himself. “Ah, what happened, I didn’t do anything extraordinary? Isn’t it our profession to have two wives from our ancestors? Not only I have done it”* (Şıxlı, 1982: 23).

The mentioned suffixed preposition originates from the word to which it is connected as a discursive marker, that word is one of the units that make up the rema. Another example:

“*A month ago, they went to the confessor and got consent of the girl. They wanted to get everything ready before Ashraf arrived. It was for this purpose that Jahandar Agha went to the city, to make weekly shopping. When he came back, instead of clothes, he brought Malak (the suffix of the accusative case of noun “-i”). This was what angered Mrs. Zarnigar (the suffix of the accusative case of noun “-i”) as*

well. As he thought about these things, smoke was coming out of his head, and his anger was rising to the sky. “Let me see your being ashamed among people, may you feel embarrassed in front of your sons and children,” she cursed her husband” (Şıxlı, 1982: 36).

In Azerbaijani, suffixes act as discursive markers, this is not observed in English.

Discursive markers have rich semantics. They can also be grouped by prepositions, modal words, conjunctions, adverbs, exclamations. But this is one side of the matter. When grouping them, it is necessary to apply such a measure that fully covers the scale of information, that is, it goes beyond the size of the auxiliary part of speech. Taking these into account, the discursive markers used in English and Azerbaijani languages can be classified as follows:

1. *Starting or continuing the speech*: Right – it’s good/right, let’s get started, In any case, So, and etc.

Words of this type are accompanied by the activation of markers that indicate the beginning of speech, depending on the place or in general. The discursive marker also directs the listener to this aspect of information:

“*We’re different,*” the old man said. “*I let you carry things when you were five years old*” (Hemingway).

“*I know it,*” the boy said. “*I’ll be right back. Have another coffee. We have credit here.*”

He walked off, barefoot on the coral rocks, to the ice house where the baits were stored.” (Dickens).

In this example, “right” as a marker directs the mind to the next part of the information.

Or the marker “so” is used to update the continuation of information in some discourse.

“*I’m p-paralyzed with happiness.*” She laughed again, as if she said something very witty, and held my hand for a moment, looking up into my face, promising that there was no one in the world she so much wanted to see” (Fitzgerald).

2. *Commenters*: In other words, “*Well, I’d like to*”, with great pleasure, in any case, etc. This modal semantics might sound like an attitude to all ideas depending on the logic:

“*...She’s said to be very beautiful by people who ought to know.*” “*Well, I’d like to, but*” (Fitzgerald)

I did not think it necessary to reply that I was perfectly aware I should not do that, in any case but merely told him where I did reside.

“*Ada and I exchanged looks, and as we were going out in any case, accepted the offer.*” (Dickens)

3. *Those that express declarative chronology*: first, then, next, and etc.

Event sequence is of particular importance in information delivery, and discursive markers are also oriented towards it:

“...The woman at first gazed at her in astonishment and then burst into tears.

Presently I took the light burden from her lap, did what I could to make the baby's rest the prettier and gentler, laid it on a shelf, and covered it with my own handkerchief.” (Dickens)

“Kipiani calmly took out a book from his armpit pocket and handed it to Ashraf.

– Take. Ashraf looked at the face of the book on the tip of his nose, the letters grew in his eyes, and then they shrunk and fell into their order. He read the familiar words. He did not move for a long time. At first timidly, then confidently, he looked up and down at Kipiani's face. Kipiani understood that he wanted to ask something, but he did not allow it:

– Read the book till the end. But try not to let bad people know about this. Semyonov stood behind a large desk with a blue wreath on it and approached the clock in the corner.” (Şıxlı, 1982: 345).

“But this time, Kipiani realized that the children were waiting for him, and from a distance he took off his hat and put it on his arm. He answered greetings with a slight bow. After he got to the end, he smiled and put on his hat, saying, “you fools, you can't fool me anymore, from now on I'll take my hat off just once”. This hidden joke between the students and the teacher brightened everyone's mood. The children were also happy because Kipiani had come today.” (Şıxlı, 1982: 352)

4. To correct the thought: believe – believe, actually – really, to believe – really, Just listen

1) “Yes, I'm sure we did.

It sort of crept up on us and first thing you know – “Don't believe everything you hear (do you hear?), Nick,” he advised me.” (Fitzgerald)

2) “That, all that time, he had been giving employment to a most deserving man, that he had been a benefactor to Coavinses, that he had actually been enabling Coavinses to bring up these charming children in this agreeable way, developing these social virtues !” (Dickens)

3) “He seems perplexed regarding three or four, can't remember where he left them, looks up and down the street as half expecting to see the mast ray, suddenly pricks up his ears and remembers all about it. I will help you well, and with a good will.” (Dickens)

4) “It is what YOU do.

Do I not know that?”

“You appear to know a good deal,” Mr. Tulkinghorn retorts.

“Do I not?

Is it that I am so weak as to believe (really), like a child, that I come here in that dress to receive that boy only to decide a little bet, a wager.” (Dickens)

5) “Well, tell me then whether my nephew knows anything of flirting. Will he be able to endure the caprice of a bride like you?

– Oh aunt, oh my God, don't make me feel shame.

– Why I am making you feel shame, baby, I'm right. A donkey is better than a man who doesn't understand flirt. Just listen. She caught the end of her braid that had slipped over her shoulder. She pressed it on her chest and played like the saz (an Azerbaijani folk musical instrument like guitar – G.A.). In the middle of the house, like an ashug (Caucasian folk poet and singer – G.A.) began to sing in a slow but pleasant voice: he wouldn't understand coyness, coquetry, airs and graces, he wouldn't understand love, talk and saz.” (Şıxlı, 1982: 79).

5. Those which express an emotional approach to the interlocutor: Wow, You know?

1) “But it can only come in one way now—in one of wow says, I should rather say.

Either the suit must be ended, Est her, or the suitor. But it shall be the suit, my dear girl, the suit, my dear girl!” (Dickens)

2) “You know—lock you up accidentally in linen closets and push you out to sea in a boat, and all that sort of thing – “Good night,” called Miss Baker from the stairs. “I haven't heard a word.” “She's a nice girl,” said Tom after a moment.” (Fitzgerald)

3) “Among our seminary teachers there are those who want to return to the era of serfdom. There are many who do not see the future. But the Muslims themselves understand their destiny better than us. Do you know who came up with the idea of opening a Muslim department? – I think it is your initiative. – No, Captain Akhundov put forward this idea before me. – Mirza Fatali? – Yes. – I have heard a lot about him. I have read his works. It is a great intelligence.” (Şıxlı, 1982: 106)

6. Evaluative markers: great.

“My dear, ” said I, “to doubt it for a moment is to do him a great wrong.

And as to me!”

Why, as to me, what had I to forgive!” (Dickens)

7. Emotional – clarifying: “Oh! You,” “Well, well!”, “Oh, indeed”, the other hand, “Merciful Lord” and etc.

1) “Oh! You,” returned Richard, “you can pursue your art for its own sake, and can put your

hand upon the plough and never turn, and can strike a purpose out of anything."

2) *"You and I are very different creatures."*

He spoke regretfully and lapsed for a moment into his weary condition.

"Well, well!" he cried, shaking it off." (Dickens)

3) *"I say so!"*

To which Mr. Guppy retorts,

"Oh, indeed?"

To which Mr. Jobling retorts.

"Yes, indeed!"

And both being no win a heated state, they walk on silently for a while to cool down again.

"Tony," says Mr. Guppy then, "if you heard your friend out instead of flying at him, you wouldn't fall into mistakes." (Dickens)

4) *"We knew full well that her fervent heart was as full of affection and gratitude towards her cousin John as it had ever been, and we acquitted Richard of laying any injunctions upon her to stay away; but we knew on the other hand that she felt it a part of her duty to him to be sparing of her visits at our house."* (Dickens)

5) *"I am not hiding anything from you. Take it, read it. Alexey Osipovich took the letter and examined it. "Merciful lord! It is known to you gentlemen that we officially allowed Mr. Kipiani to teach the Georgian language in the seminary under your protection, on the condition that you constantly monitor him and do not lose sight of him. You will be responsible for this work."* (Şıxlı, 1982: 316)

8. *Softening of speech:* I think, maybe, just, etc.

1) *"All an naturally asks what kind of man he is. "What kind of man!"*

Do you mean to look at?"

"I think I know that much of him.

I mean to deal with.

Generally, what kind of man?" (Dickens)

2) *"But when it comes to four o'clock, and still the same blank, Volumnia's constancy begins to fail her, or rather it begins to strengthen, for she now considers that it is her duty to be ready for the morrow, when much maybe expected of her, that, in fact, howsoever anxious to remain upon the spot, it may be required of her, as an act of self-devotion, to desert the spot."* (Dickens)

3) *"Why, good gracious me, Miss Summerson, "she returned, justifying her self in a fretful but not angry manner, "how can it be otherwise?"* (Dickens)

4) *"I will leave IT here, sir, " replied Richard smiling, "if I brought it here just now (but I hope I did not), and will work my way on to my cousin Ada in the hopeful distance."* (Dickens)

Conclusion

As a result, it can be noted that the discursive markers in English and Azerbaijani languages are more similar in terms of processing characteristics and content. The difference is a minority. The difference is that in contrast to English some discourse markers with the semantics of modality in Azerbaijani are formulated through the transformation of sentence and also the the case suffixes can function as discourse markers in this language. Discourse markers are also quite common in Azerbaijani like in all other languages and they play very important role in the distribution of information in discourse.

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