# Signaling an Additory Marker: Implications of the Discourse Marker *by the way* for Discourse Analysis

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**Lee, Jungyull. 2020. Signaling an additory marker: Implications of the discourse marker *by the way* for discourse analysis.** *Korean Journal of English Language and Linguistics* 20, 1-19. The purpose of this article is to study the concept that the discourse marker (DM) *by the way* presents disparate pragmatic functions, which for interlocutors were discovered in the functions of additory, digressive, resumptive, and self-corrective markers. With reference to the matter of disproportion in the use of the DM *by the way*, the additory marker of *by the way* was preponderantly found in both monologic and interactive speech, in contrast to the other markers. From a pragmatic-analytic aspect, *by the way* signals expectation to carry on speakers' utterances, hold, or take the floor for longer in order to provide listeners with more information or in-depth details. Throughout the analysis, it is surmised that independent use of *by the way* never occurs in spoken discourse since the DM *by the way* does not seem to mark closure or abandonment of an ongoing theme in terms of obstructing or evading conditions. The findings show that there can be an intimate connection between the additory marker and independent use of the DM *by the way*.

**Keywords**: additory marker, *by the way*, discourse marker (DM), pragmatic function, independent use

## 1. Introduction

Discourse markers[1] (henceforth DMs) are considered as a significant target of applied linguistics research as they deal with how colloquial language is used by interlocutors in verbal interactions; i.e., there has been much interest in spoken language from a pragmatic point of view. Hence, this study focuses on the concept that the DM *by the way* in the Michigan Corpus of Academic Spoken English (henceforth MICASE), comprising of both monologues and interactions (turn-sequences) among professors, staff, and students with certain purposes and

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[1] As for discourse markers in this article, see more information in section 2.

roles under particular circumstances, tends to have specific pragmatic functions. This corpus comprises a dataset of speech events including advising sessions, classroom discussions, lab sections, lectures, and seminars. It presents various specific discourse features compared to other types of corpora. MICASE, for example, consists of both monologic and interactive speech, involving professors and staff in charge of managing classes and providing students with diverse types of information. For the purpose of inspecting the use of the DM *by the way* in MICASE, this investigation attempts to formulate the subsequent research inquiries:

（ⅰ）Does the DM *by the way* occur frequently in MICASE? if so, where is it used so often, and with which functions?

（ⅱ）What types of pragmatic functions of the DM *by the way* are used in spoken language?

（ⅲ）Is there any connection between the most frequent pragmatic function and independent use of the DM *by the way*?

Investigations almost never observe how interlocutors use *by the way* in spoken language based on corpora, even though diverse, heterogeneous types of DMs (e.g., *actually*, *anyway*, *I mean*, *in fact*, *so*, *well*, *you know*, etc.) have been analyzed, based on diverse corpora and institutional talk. This study attempts to elaborate upon how the DM *by the way* makes an impact on pragmatic functions in some certain surroundings. In addition to this, the main attention of this article is to present the connection between dependent and independent uses of the DM *by the way*.


## 2. Prior Theoretical Research

DMs have attracted an increasing amount of attention in applied linguistics and they have been investigated in a number of research articles for dozens of years. Disparate groups of linguists, however, utilize disparate terms of DMs such as pragmatic operators (Ariel 1994), phatic connectives (Bazanella 1990), discourse connectives (Blakemore 1987, 1992, Warner 1985), pragmatic expressions (Erman 1987), pragmatic formatives (Fraser 1987), pragmatic markers (Fraser 1988, 1990, Schiffrin 1987), sentence connectives (Halliday and Hasan 1976), pragmatic particles (Östman 1995), discourse signalling devices (Polanyi and Scha 1983), semantic conjuncts (Quirk

et al. 1985), discourse operators (Redeker 1990, 1991), discourse particles (Schorup 1985), and pragmatic connectives (Stubbs 1983, Van Dijk 1979). Fraser (1996, 1998, 1999) has recently adopted discourse markers. He made an effort to divide markers into wide practical groupings, whereas others, such as Quirk et al. (1985) and Halliday and Hasan (1976), for example, focus on how markers function as sequential, rhetorical, and propositional structures in discourse. Looking into the previous studies of DMs, these lexical expressions have been examined under numerous labels and these varying terms have been utilized by disparate researchers. This study, however, attempts to employ the term DMs as recently adopted by Fraser, where the lexemes he studied are delineated as DMs.

Zwicky (1985) mentions that DMs are isolated from function lexemes, which very often appear in initial position to resume discourse; and are prosodically freestanding, and unattached from their surrounding circumstances with respect to intonation breaks and pauses. Schiffrin (1987) also states that DMs are usable with non-verbal gesticulations and paralinguistic characteristics as follows:

> ... common characteristics of these items to delimit what linguistic conditions allow an expression to be used as a marker. But such an approach would require not only discovery of the shared characteristics of an extremely diversified set of expressions, in English: it would require analysis across a wide body of typologically diverse language to discover what other linguistic resources are drawn upon for use as markers. (Schiffrin 1987: 328)

In addition to this, Schiffrin (1987) claims that DMs have essential meanings in disparate locations. She is especially focused on roles of DMs, which function to add to discourse consistency. According to her research, there are five evident conceptions pertaining to consistency of DMs (1987: 24-25):

> **Exchange Structure,** which reflects the mechanics of the conversational interchange (ethnomethodology) and shows the result of the participant turn-taking and how these alternations are related to each other;
> **Action Structure,** which reflects the sequence of speech acts which occur within the discourse;
> **Ideational Structure,** which reflects certain relationships between the ideas (propositions) found within the discourse, including cohesive relations, topic

relations, and functional relations;

**Participation Framework,** which reflects the ways in which the speakers and hearers can relate to one another as well as orientation toward utterances;

**Information State,** which reflects the ongoing organization and management of knowledge and metaknowledge as it evolves over the course of the discourse.

As for the five ideas, she suggests that contextual adjustment for an utterance through relevance between adjacency pairs is representatively furnished with DMs; i.e., DMs provide an integrative capacity and they relate to discourse consistency.

Blakemore (1992: 138-141) proposes that DMs can be divided into four different manners. First, a DM "may allow the derivation of a contextual implication." Second, "it may strengthen an existing assumption, by providing better evidence for it." Third, "it may contradict as existing assumption." Fourth, "it may specify the role of the utterance in the discourse." Blakemore (1992) mentions that these four manners in which facts communicated between speaker and hearer can be related should be examined with respect to provided restrictions on contextual circumstances.

According to Fraser (1990, 1996, 1999), DMs express how interlocutors in sequential discourse linkage determine fundamental communications to bear on the previous utterance; i.e., they distribute descriptions on the following utterance. Fraser & Malamud-Makowski (1996) write that DMs fall into four categories such as activity markers, elaborative markers, inferential markers, and contrastive markers. According to their work, for example, activity markers indicate a modification in discourse organization (e.g., *back to my original point*, *incidentally*, and *to interrupt*). Elaborative markers express an augmentation of the first utterance (e.g., *besides*, *more importantly*, and *similarly*). Inferential markers indicate an inference of the utterance following, given the first utterance (e.g., *accordingly*, *so*, and *thus*). Lastly, contrastive markers signal divergence between the first utterance and the following utterance (e.g., *in fact*, *however*, and *in comparison*). Among the four categories, Fraser (2013), in particular, elaborates on the class of English Contrastive Discourse Markers (CDMs)[2] relevant to collocations in clauses. According to his work, the CDMs below express different contrastive associations between adjacent pair segments. His goal in

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[2] Contrastive Discourse Markers (CDMs) include "*alternatively*, *although*, *but*, *contrary to expectations*, *conversely*, *even though*, *except*, *however*, *in comparison (with)*, *in contrast (to)*, *instead (of)*, *neverthersless*, *notwithstanding*, *only*, *on the contrary*, *on the other hand*, *rather (than)*, *still*, *though*, *whereas*, *while*, *yet*" (Fraser 2013: 318).

his study is to present which associations of the entire class of CDMs appear and which ones do not; i.e., they are examined in order to establish whether sets of them are acceptable in their combinations (e.g., *but-instead*, *but-still*, *\*however-yet*, *\*still-yet*, *\*nevertheless-yet*, *\*however-conversely*, *\*still-on the other hand*, etc).

Fraser (1999) and Schiffrin (1987) suggest that DMs are generally utilized in the initial position of an utterance. Throughout the observations of the DM *by the way* in this study, contrary to the findings of Fraser (1999) and Schiffrin (1987), in which almost all DMs appear in initial location and fewer appear in medial and final locations, the findings in this present analysis suggest that the DM *by the way* can occur in initial, medial, and final locations, and is exceptionally used in medial position.

Schiffrin (1987) and Zwicky (1985) make an analogous contention with regard to DMs. For example, DMs do not have to be syntactically relevant to sentences; they have to be mostly used in the initial position of utterances, they have to carry multifarious prosodic contours, they have to be able to manoeuvre at both local and global positions of speech, and they have to be able to manoeuvre in disparate conceptions of speech. These two researchers provide in-depth elucidation of the DMs above. Notably, Schiffrin (1987) claims that they are generally employed in spontaneous discourse and play the role of being a marker of the structure of speech. DMs such as *and*, *because*, *but*, *I mean*, *now*, *oh*, *or*, *so*, *well*, *you know*, etc. are included in her studies.

Drawing upon these prior studies regarding DMs, almost all the diverse indications tend to deal with analogous characteristics: from a semantic-analytic aspect, they are not relevant to the propositional content of the sentences. DMs seem to be linguistic indications utilizing to make a signal relations of an utterance to direct contexts with comprehension among interlocutors. Contexts are contextually related to consistency linkage; i.e., DMs generally signal the connection between two adjoining sentences. Throughout the observation of *by the way*, the DM is syntactically freestanding of the rudimentary sentence structure and signals a sequential discourse relationship between the adjacent utterances (e.g., I would say yes *by the way* they're flying.) In addition, the DM *by the way* seems to furnish evident vestige independent pragmatic functions in spoken language not relevant to any lexical meanings. This study elaborates on *by the way*, which is excluded in the list of DMs in the early researchers. Thus, analysis of this current study is conducted by examining the DM *by the way* by spotting interrelated examples. Specifically, *by the way* is examined to determine how it plays a role in spoken language, based on the MICASE corpus.

## 3. Data Collection

The data employed for this study come from MICASE. This corpus is a set of almost 1.8 million words of recorded discourses from the University of Michigan. It includes discourses with lexeme counts ranging from 2,805 lexical items to 30,328 lexical items. In the MICASE corpus, discourses occur in academic settings such as academic talks and speech acts including confessions, jests, and individual episodes. The range of discursive participants includes native, near-native, and non-native speakers of English. In terms of pragmatic functions of the DM *by the way*, only native speakers, however, are included in this study in order to analyze native speakers' language use. In-depth information and each transcript of MICASE can be described online.[3]

MICASE other than different types of corpora is suitable for this study for some characteristics. First, speech events in the corpus are categorized according to their monologic and interactive attributes, i.e., these two categories can be analyzed for this study in order to describe how the DM *by the way* behaves in spoken language. Second, this corpus intensively deals with spoken speech acts save for written speech acts. Written data cannot be treated here because DMs almost never occur in written language. Third, broad-based and dependable examples of speech acts are spontaneously and accurately presented. As for the analysis of quantitative and qualitative information, the distribution and examples in the use of *by the way* relevant to both monologues and turn-sequences will be discussed in depth in the following section.

## 4. Discussion

### 4.1. Where does the DM *by the way* Appear?

This section proposes surroundings where the DM *by the way* appears, based on my dataset. Since the aim of this study is to focus on pragmatic functions of *by the way*, it is meaningful to examine whether it has certain discourse roles, depending on its surroundings. Figure 1 shows the frequency of *by the way* in heterogeneous

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[3] See more information at http://quod.lib.umich.edu/cgi/c/corpus/corpus?c=micase;page=simple

surroundings. The DM is variously found in central, right, and left surroundings including both monologic and interactive speech.
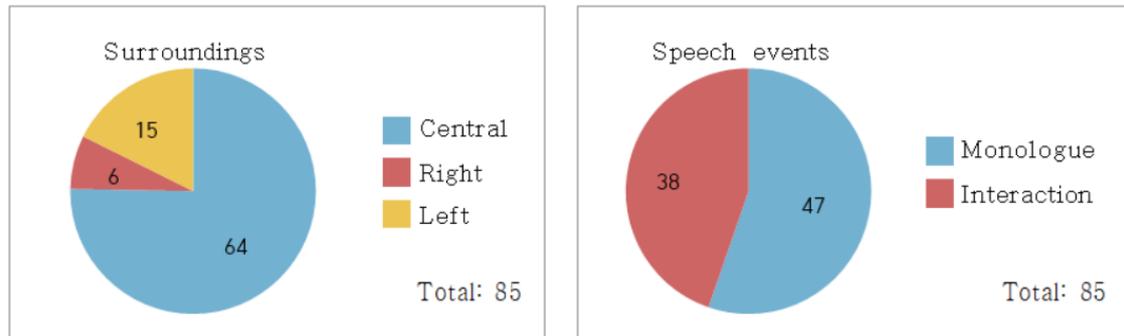


Figure 1. Frequency in the Use of *by the way*

Based on my dataset, a total of 64, 6, and 15 cases of its surroundings and a total of 47 and 38 cases of monologic and interactive speech (turn-sequences) were found respectively. The DM *by the way* is presented according to its relative frequency related to disparate surroundings from the least frequent (right surroundings) to the most frequent (central surroundings), whereas independent use of *by the way* never occurs in spoken discourse. As for the range of speech events, monologic speech was slightly more used than interactive speech (e.g., 47 and 38 respectively). These two types of speech were, however, almost equally employed. The use of *by the way* in central surroundings accounted for 64 tokens, which was almost 4 and 11 times as frequently as the use of *by the way* in 15 and 6 cases when used in left and right surroundings. Throughout this analysis, *by the way* was used in various surroundings such as central, right, and left. However, the frequency of *by the way* used in each location appeared to be heterogeneous.

## 4.2. What does the DM *by the way* Function?

The central purpose of this study is to consider the hypothesis that the DM *by the way* may be relevant to specific pragmatic functions. This section deals with pragmatic approaches concerning discursive roles of *by the way* in spoken language. As has already been indicated, *by the way* shows the surroundings that vary in type and in extent. My hypothesis is that *by the way* is used variously in the opposed surroundings, such as central, right, and left locations, and this study scrutinizes this

idea on the authority of the data. The functions of *by the way* found, based on MICASE are encapsulated in Table 1. Table 1 demonstrates the frequency pertaining to pragmatic functions of *by the way* in the corpus:

**Table 1. Frequency in the Pragmatic Functions of *by the way***

| Surroundings | Frequency of pragmatic functions | Total |
|---|---|---|
| Left | Additory marker (14), Resumptive marker (1) | 15 |
| Central | Additory marker (54), Digressive marker (4), Resumptive marker (4), Self-corrective (2) | 64 |
| Right | Additory marker (5), Digressive marker (1) | 6 |
| Independent | | 0 |
| Total | | 85 |

Table 1 shows that *by the way* functions as additory, digressive, resumptive, and self-corrective markers; the frequency concerning pragmatic functions of *by the way* contains 73, 5, 5, and 2 cases respectively. On the basis of the observations from my dataset, it is noticeable that additory marker of *by the way* in central surroundings (64 tokens) is the most frequent of all the *by the ways*. The findings raise inquiries with regard to why independent use of *by the way* never occurs as well as why *by the way* as additory marker in central surroundings is much more frequently utilized, rather than those of the other markers. Hence, this study elaborates on how *by the way* plays a role in pragmatic functions in spoken language; in addition, a specific linguistic phenomenon is examined on the basis of the analysis of my dataset in order to present why independent use of *by the way* never occurs; i.e., its impossibility in terms of independent use of *by the way* in spoken language may be closely linked with its surroundings and pragmatic functions in that the principle of the particular discursive preference is interdependent. Based on qualitative analysis, this issue will be addressed in the last section of this study. (See section 4.3 in detail).

Before moving on to address this issue, it is significant, however, to note how the four pragmatic functions of *by the way*, such as additory, digressive, resumptive, and self-corrective markers, are utilized in spoken language. Of all these types of *by the ways* used by interlocutors, in terms of its use as an additory marker, *by the way* is used to append interlocutors' utterances, as shown in the following example.

(1)    1 S1:  for the um, for the last three days we have, been feting, Professor
        2          Veltman, and uh trying to pay him the honor, that we all feel, for

3    what he has accomplished over the course of his career, and what

4    has just been recognized with the award of the Nobel Prize, uh

→5   today, is really, the best part, of his visit. and *by the way* we are,

6    especially uh indebted to him for coming back to the University of

7    Michigan so qu— so quickly, after having been awarded the Nobel

8    Prize. (MICASE)[4]

In (1), during the Nobel laureate physics lecture, S1 is talking about professor Veltman and his newly presented issue, which recently earned him the Nobel Prize. Continuously, the senior faculty is uttering *by the way* as a DM in line 5, which occurs predominantly in central surroundings from my dataset. Note that this marker is used by him in order to append his utterance in terms of the theme of the narrative, as in "*by the way* we are, especially uh indebted to him for coming back to the University of Michigan so qu— so quickly, after having been awarded the Nobel Prize."

  Another additory marker of *by the way* is employed by the interlocutor S1 to indicate how the narrative is arranged into the theme to add some more supplementary information. Interlocutors may use *by the way* as an additory marker in central surroundings in order to affix his or her supplementary utterances including opinions or information. In example (2) below, the pragmatic function used in *by the way* indicates an additory marker of the discourse.

(2)   1 S3:  what if you wanted to find a confidence interval though for

    2      something large?

    3 S1:  well again you would basically can use the Z—alpha over two

    4      number in there instead of the T one.

    5 S3:  so it's all the same formulas.

    6 S1:  mhm it's the same formulas though just T versus E. mhm. if you

 →7      always do it as a T—test which is *by the way* the pair design is

    8      presented. it doesn't present a Z version of it really you will always

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[4] This example's transcript ID is COL485MX069. In—depth information is presented as follows: Title: Nobel Laureate Physics Lecture. Transcript ID: COL485MX069. Academic Division: Physical Sciences and Engineering. Interactivity Rating: Mostly monologic. Number of Participants: (Audience Members: 550. Speakers: 3). Recording Date: October 22, 1999. Recording Duration: 87 minutes. Word Count: 14,476. With reference to the other examples of MICASE in this article, see Appendix.

9        be correct. (MICASE)

The interlocutors are discussing physical sciences and engineering during statistics office hours. In lines 1, 2, and 5, S3 is making some inquiries relevant to their lecture in statistics. After this, the junior faculty member S1 is attempting to reply to S3 by saying "mhm it's the same formulas though just T versus E. mhm. if you always do it as a T−test which is *by the way* the pair design is presented. it doesn't present a Z version of it really you will always be correct." in lines 6−9. In her speech, she is using the marker *by the way* in the middle of uttering her answer in order to append more information on the topic of the question presented by S3. Throughout this observation, *by the way* as an additory marker is predominently employed in central surroundings compared to the other markers.

Moving on to a digressive marker, the following example demonstrates a digressive role of *by the way*; i.e., altering the theme, as illustrated in (3).

(3)      1 S4:   no, but that's not what
         2 S1:   well, but it's funny. i mean if you said that i mean,
         3 S8:   yeah i know that if you're on the floor of Congress, i mean,
         4         whatever
         5 S2:   right, i know, totally yeah
         6 S4:   i don't think there should be special treatment. there should be
         7 S8:   yeah yeah
    →8 S2      oh yeah. special treatment is so_ *by the way*, i nev− never talked
         9         about my paper. i have been so bad about that. (MICASE)

In lines 1−7, the interlocutors are talking about their thoughts during graduate public seminar. However, in line 8, the speaker S2 digresses from the principal issue of dealing with his thought by using *by the way* in central surroundings. This marker ceases to get back on the previous track after a digression by the interlocutor; i.e., the DM *by the way* plays the role of a digressive marker. In a similar vein, the DM *by the way* as a digressive marker appears in right surroundings. This marker in right location is used with a disdainful role or may be used as a part of a digressive device in order to solicit more certain information. Consider example (4).

(4)    1 S1:      (Leave out) when is the exam?
       2 SS:      ten thirty, ten (xx)
       3 SU-m:    ten thirty to twelve thirty.
       4 S1:      does anybody have a syllabus? did you have any other questions
   →5            *by the way*? (xx) (MICASE)

The speakers are discussing when the exam starts in a history review discussion section of social science and education. Throughout the discourse, it is purposeful to observe the senior faculty's following utterance of "does anybody have a syllabus? did you have any other questions *by the way*?" in lines 4 and 5. In his response, it comes to be obvious that *by the way* at the end of a question is employed at this moment by him in order to express a digressive marker as well as a supplemental enquiry marker to ask for particular informative news. The DM *by the way* at the end of the inquiry is used by the interlocutor to signal a digression from the primary issue. In terms of pragmatic function of resumption, *by the way* in central surroundings performs a function in supplying a resumptive device. A distinct example of this is found below:

(5)    1 S3:      gosh this cake is heavy. with (the) many roses on the top
       2 S2:      with the with the
       3 S4:      it was really good
       4 S3:      like, ugh <SS: LAUGH>
       5 S2:      you didn't have to eat the rose. you could have just scooped it
       6          right off
       7 S4:      ugh it was so good
       8 S3:      <LAUGH> well you gave me
       9 S5:      plenty of sugar and fat in it...
      10 S2:      oh... yeah i forgot to ask for a fat free cake
      11 S5:      uhuh yeah right
      12 SU-f:    right
      13 S2:      i just wasn't sure you're_ that you were gonna be here next
      14          Friday. i had this feeling [S4: um] that depending how things
      15          were going i wasn't gonna take a chance, so
      16 S4:      its my my choice would be now

17 S2:    yeah, (that's what i_) <LAUGH>

18 S4:    we're we're t— we get the truck Saturday morning, and are
19         hoping to leave Sunday afternoon. and so, my choice would be
20         that i have pretty much everything wrapped up in here by
21         Wednesday or so so i can be packing, but [S2: yeah] you know
22         we'll see <S3: LAUGH> how it goes

23 S2:    i'm thinking that

24 S2:    you may have to do the experiments on Sunday morning who
25         knows <SS: LAUGH><PAUSE:05>

26 S3:    ask for John to take over

27 S4:    yeah John'll be thrilled

28 S5:    (xx)

29 S3:    he's already i can see it

30 S5:    that'll start gathering dust quickly <SS: LAUGH>

31 S2:    yeah not like you don't have enough of problems of your own to
32         work out

→33 S5:   yeah... fat free cake *by the way* is an oxymoron that's [S2: the
→34      what?] i said fat free cake *by the way* [S2: yeah] is an
→35      oxymoron (MICASE)

In (5), early in the discourse, the interlocutors in the immunology lab meeting are talking about the cake in lines 1–12, and S2 is attempting to change the theme to another subject in line 13, where the speakers start talking about their plans related to departure, packing, and experimentation, etc. It is meaningful, however, to look into S5's utterance, as in "yeah... fat free cake *by the way* is an oxymoron that's [S2: the what?] i said fat free cake *by the way* [S2: yeah] is an oxymoron" in lines 33, 34, and 35. The DM *by the way* signals a revert to the central subject after a concise deviation. In this regard, it resumes discourse after an obstruction or digression, which means that the DM marks resumption of the theme. Lastly, before correcting someone's or one's own utterance, a corrective marker can be used in discourse. Throughout this analysis, the self-corrective marker of *by the way* in central surroundings occurs. Consider example (6).

(6)　1 S11:　　so, what should what, should be the cutoff point for this essay
　　　2　　　　　then?
　　　3 S1:　　well i think i think you can, you could potentially talk about
　　　4　　　　　salons, [S11: okay] okay because that, there are there are salons
　→5　　　　　in Newton's time. who *by the way*, um, what is the salon about
　→6　　　　　which you know, the most about, in this course? and we actually
　　　7　　　　　haven't talked about it but you know a little bit about it.
　　　　　　　　(MICASE)

In lines 1 and 2, the student S11 is asking the professor S1 about the cutoff point of her thesis regarding the history review discussion section of social sciences and education. After her question, he is supervising his student's thesis. The professor is changing *who* to *what* in order to revise his utterance by saying "who *by the way*, um, what is the salon about which you know, the most about, in this course?" in lines 5 and 6; i.e., he is correcting his utterance through self-initiated self-repair.[5] It signals an idea that suggests the self-correction in the middle of the utterance. The findings of this study show that the DM *by the way* functions as additory, digressive, resumptive, and self-corrective markers. The following section expounds on why independent use of *by the way* is not used in spoken language relevant to the connection between dependent and independent uses.

## 4.3. Connection between Dependent and Independent Uses

This section addresses the intriguing question of whether or not the additory marker of *by the way* is used frequently in central surroundings and its independent use are linked and how the impossibility of its independent use originates from a specific pragmatic function. A particular linguistic device relevant to pragmatic functions of *by the way* is one aspect of this study. On the basis of the preceding analysis with regard to the four pragmatic functions of *by the way*, it has been shown that *by the way* as additory marker has been the most commonly used in central surroundings compared to the other markers. In addition to this, independent use of *by the way*

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[5] According to Schegloff (1977), there are four types of corrections depending on who establishes and who rectifies. He proposes that the most preferred correction is used with self-initiated self-repair, whereas the most dispreferred correction is employed with other-initiated other-repair.

never occurs in spoken discourse.[6] Figure 2 below demonstrates the percentages in the use of additory, digressive, resumptive, and self-corrective markers between monologic and interactive speech events.
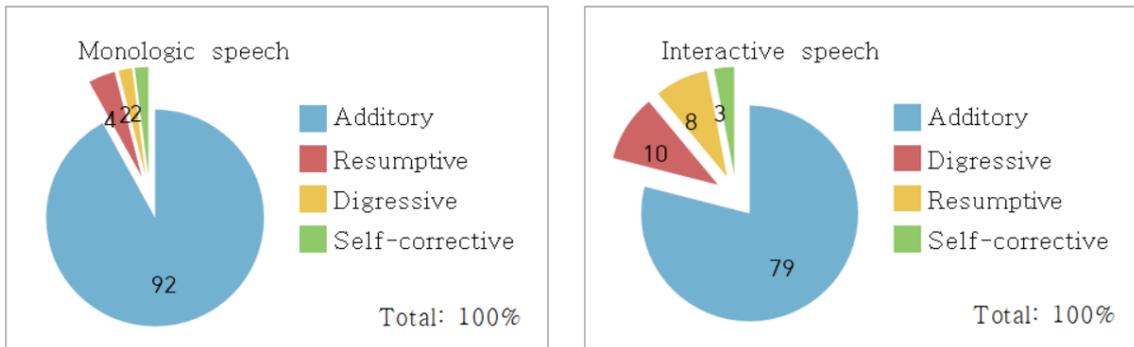


Figure 2. Percentage of Its Each Function in the Speech Events

The percentages shown in Figure 2 indicate that additory marker of *by the way* accounts for 92% and 79% of uses respectively; *by the way* is overwhelmingly employed as additory marker in both monologic and interactive speech events. The proportions of the other markers, on the other hand, are quite low. The findings suggest that *by the way* resolutely links with supplementary roles in order to convey more precise information related to a theme, whereas it does not connect with functions to cease a theme (terminating a turn-sequence) in which a new subject or a recent interlocutor comes in. Throughout this analysis, independent use of *by the way* in spoken language is not used at all. Figure 3 below shows the rates of independent use of *by the way* in spoken language.

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[6] By contrast, as for *anyway* behaving similarly to *by the way*, Aijmer (2016), Lee (2019), and Park (2010) suggest that independent use of *anyway* is frequently used in spoken language. Aijmer (2016), based on the International Corpus of English (ICE), Lee (2019), based on the American Television Talk Show, *Larry King Live*, and Park (2010), based on ordinary telephone conversations, with the exception of one face-to-face conversation, make an analogous claim that independent use of *anyway* marks a sequence-concluding device.
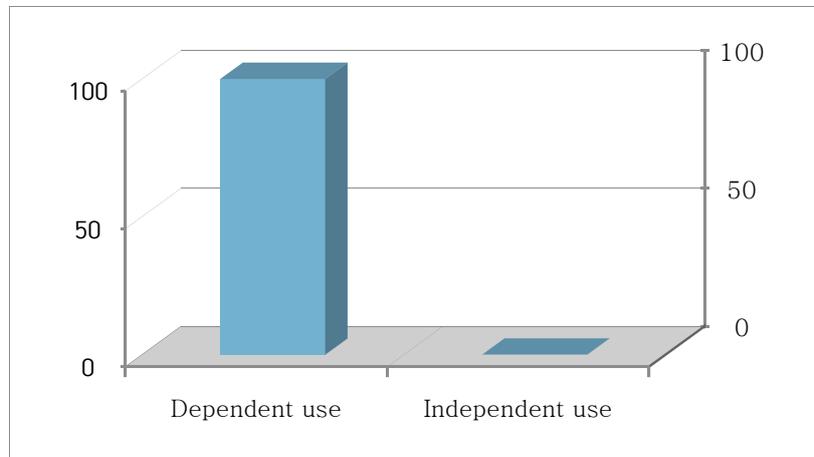
**Figure 3. Percentage in Dependent and Independent Uses of *by the way***

Figure 3 is shown as a graph to elucidate its analogy to Table 1. The percentages in terms of dependent and independent use of *by the way* are completely heterogeneous. Independent use of *by the way* is never utilized by interlocutors. This study hypothesizes that independent TCU of *by the way* may be not used in order to cast the present sequence as an impasse. For example, independent use of *by the way* may not have the pragmatic function to abandon a current theme which interlocutors would like to renounce because it can be awkward or unresolved. Interlocutors may employ independent use of *by the way* in order to indicate that they will continue to talk longer. Consequently, *by the way* resolutely functioning as additory marker is used more frequently; it is most likely to occur in supplementary tokens, less likely in terminating tokens. Over reiterated faces and as the additory unit of *by the way* acquires strong supplementary pragmatic strengths. This seems to be important idea that may furnish us with reliable suggestions with reference to why independent use of *by the way* never appears in spoken language; i.e., there seems to be intimate connections between dependent and independent uses of the DM *by the way*.


## 5. Conclusion

This study has focused on the target linguistic phenomenon relevant to surroundings including monologic and interactive speech events and pragmatic functions of the DM *by the way* in spoken language. Three kinds of surroundings are suggested, which

consist of central, right, and left locations and the four types of pragmatic functions are proposed, which comprise additory, digressive, resumptive, and self-corrective markers. It is important to note that a topic-closing marker playing the role of ending a discourse never occurs, based on my dataset. As for surroundings and pragmatic functions of *by the way*, the findings show that the additory marker of *by the way* in central surroundings is predominantly used. More importantly, this article has pointed itself more in the direction of inspecting the correlation of the DM *by the way* pertaining to its additory marker and independent use. If the specific pragmatic function of *by the way* in discourse is repeated in continuity, it becomes impossibility for *by the way* to stand in for and enable its independent use in order to close a theme (terminating a turn-sequence) after which a new theme or a new interlocutor comes in, because its independent use may not fulfill the pragmatic function of renouncing a theme which interlocutors want to abandon for some reason, such as awkward or unresolved circumstances. These findings suggest that there seems to be an intimate interrelationship between the dependent use, resolutely connoting supplementary functions as an additory marker and independent use of *by the way*; i.e., the strong additory marker of *by the way* appears to imply continuative pragmatic strengths.

  This article furnishes functional linguists with functional linguistic understanding and conversational analytic effort concerning the DM *by the way*. In a similar vein, *anyway* is found in everyday language use and it seems to have analogous linguistic aspects compared to *by the way*. For example, although the two DMs as adverbs have been regarded as interchangeable not having momentous distinctions pertaining to their lexical meanings and syntactical functions, these do not seem to be analogous with regard to their dependent and independent uses. From a pragmatic-analytic aspect, investigating these heterogeneous linguistic phenomena between *anyway* and *by the way* will be meaningful for future studies.

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Examples in: English
Applicable Languages: English
Applicable Level: Tertiary

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# Appendix

[Transcript ID: OFC575MU046 of example (2)]
Title: Statistics Office Hours. Academic Division: Physical Sciences and Engineering. Interactivity Rating: Highly interactive. Number of Participants: (Students: 11. Speakers: 12). Recording Date: November 11, 1998. Recording Duration: 52 minutes. Word Count: 10,508.

[Transcript ID: SEM340JG072 of example (3)]
Title: Graduate Public Policy Seminar. Academic Division: Social Sciences and Education. Interactivity Rating: Mixed. Number of Participants: (Students: 14. Speakers: 11). Recording Date: November 11, 1999. Recording Duration: 143 minutes. Word Count: 24,180.

[Transcript ID: DIS315JU101 of example (4)]
Title: History Review Discussion Section. Academic Division: Social Sciences and Education. Interactivity Rating: Mostly interactive. Number of Participants: (Students: 22. Speakers: 20). Recording Date: June 20, 2000. Recording Duration: 119 minutes. Word Count: 15,679.

[Transcript ID: MTG400MX008 of example (5)]
Title: Immunology Lab Meeting. Academic Division: Biological and Health Sciences. Interactivity Rating: Highly interactive. Number of Participants: (Participants: 7. Speakers: 7). Recording Date: March 27, 1998. Recording Duration: 60 minutes. Word Count: 8,394.

[Transcript ID: DIS315JU101 of example (6)]
Title: History Review Discussion Section. Academic Division: Social Sciences and Education. Interactivity Rating: Mostly interactive. Number of Participants: (Students: 22. Speakers: 20). Recording Date: June 20, 2000. Recording Duration: 119 minutes. Word Count: 15,679.