



## The Interconnectivity Between the Pragmatic Properties of *Anyway* as a Discourse Marker and Answer-Signaling Mechanisms in the TOEIC Listening Test\*

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### ABSTRACT

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This article is oriented to the sequential and monologic settings of *anyway* as a discourse marker, noting where *anyway* appears in the distinct positions and how it is utilized by the interlocutors in the TOEIC Listening test. Within this theoretical framework, the use of *anyway* appears deeply embedded in two context-specific settings, through which speakers establish a salient orientation in the Listening test. The analysis of the test characteristics reveals that *anyway* serves the distinct pragmatic functions, such as resumption, supplementation, transition, concession, and conclusion. Regarding the disequilibrium in the use of *anyway*, its distribution is predominantly observed in the initial position and across the three linguistic devices: supplementation, resumption, and transition. In dependent settings, *anyway* appears to serve nuanced pragmatic functions tailored to the constraints of the listening test; specifically, it enables interlocutors to address emerging concerns, provide clear resolutions, and maintain discourse coherence. In this regard, the stand-alone utilization of *anyway* almost never occurs in this study since the independent construction of *anyway* implying an unfavorable stance or a negative indicator may carry out some specific pragmatic functions, such as abandonment, impasse, disapprobation, disagreement, and cessation. Drawing upon my dataset, it turns out that the three functions of *anyway* (e.g., supplementary, resumptive, and topic-shifting) are highly germane to the correct answers immediately after they are used. Thus, this research suggests that there seems to be the interrelationship between the certain characteristics of *anyway* as a discourse marker and significant clues bearing upon the correct answers in the TOEIC Listening test.

### KEYWORDS

*anyway*, devices, discourse marker (DM), interconnectivity, the TOEIC Listening test

## 1. Introduction

Discourse markers (henceforth DMs)<sup>1</sup> have been investigated over the years and have drawn considerable attention from English education and linguistic areas, especially pragmatics. In other words, researches of DMs are regarded as a specifically meaningful field because they deepen our understanding of how language is employed in natural reciprocal actions and conversations between speaker and listener. In a variety of English education fields and applied linguistics, many functionalists investigating DMs lay stress on implications of conversation and how these become conspicuous with regard to speakers' and listeners' conversational proficiency in English. One of the prominent points of comprehending discourse competence in spoken conversation is to employ adequate and spontaneous DMs. It is noteworthy for English as foreign language learners to comprehend how to harness DMs spontaneously to make their English manage and lead harmoniously. To accurately apply DMs in teaching devices, educators can help students boost their English capability as well as consolidate their English conversation skills better.

Given the potentially important pragmatic role that *anyway* as a DM plays in discourse, which is connoted by its high utilization proportion, it is significant here to pay emphasis on it, especially as pertains to how it presents discourse as suitably as possible in the TOEIC Listening textbooks published in ETS, HACKERS, YBM, and PAGODA;<sup>2</sup> i.e., this study examines the pragmatic functions of the DM *anyway* within specific discourse contexts, elucidating the underlying mechanisms that drive these empirical phenomena. There has been little investigation in the existing literature with special reference to a correlative between the DM and the TOEIC Listening test. From a syntactic perspective, *anyway* tends to function as a sentence adverb modifying an entire clause or sentence rather than a single lexeme or phrase in order to convey implicit meanings in associated sentences. On the other hand, as for lexical implications of *anyway* in discourse, a large number of English dictionaries demonstrate its lexical characteristics (e.g., Cambridge Thesaurus: Synonyms, Antonyms and Examples 2005, Cambridge International Dictionary of English 2000, English Dictionaries for Foreign Learners 1999, Longman Concise English Dictionary 1985, Longman Collocations Dictionary and Thesaurus 2013, Oxford Advanced Learner's Dictionary 2005). For example, *anyway* is harnessed to indicate that a statement explains or supports a previous point. (e.g., *I'm certain David's told you his business troubles. Anyway, it's no secret that he owes money... Mother certainly won't let him stay with her and anyhow he wouldn't*). Interlocutors employ *anyway* to change the topic or return to a previous topic. (e.g., *I've got a terrible cold.-Have you? Oh dear. Anyway, so you're not going to go away this weekend?*). It is employed to give a more significant reason for something that you are uttering. (e.g., *I don't have time to go, and anyway it's too expensive*). It is commonly utilized to support or account for a preceding statement in discourse. (e.g., *So, you're right, there are very few black quarterbacks in football, or at least that are starting anyway*). Throughout the analysis of these lexical concepts, *anyway* is used to conduct different lexical meanings and senses in conversation. This seems to be a prominent point that may provide us with contextual significant indications as to how pragmatic roles of *anyway* are represented in the test.

Drawing on extensive and context-specific discourse data from selected TOEIC Listening textbooks, this research investigates the distinct pragmatic functions of *anyway*. This article demonstrates why stand-alone employment of *anyway* almost never appears and some specific devices of *anyway* tend to provide a noticeable clue or indicator in the actual Listening test. These distinctive phenomena make an appealing starting point for this investigation of the DM *anyway*. Thus, this article aims to elucidate the significant correlation between the

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<sup>1</sup> As for the definition and phraseology of DMs, see more information in Section 2.1.

<sup>2</sup> Some textbooks selected for data analysis in this research are composed of questions already set in the actual TOEIC Listening exams. These issues concerning the TOEIC Listening textbooks will be discussed in detail in Section 3.

distinct traits of *anyway* and successful task completion in the TOEIC Listening test. Recognition of this issue is what inspired the present investigation. This article attempts to answer the following four research questions:

- ( i ) Is *anyway* as a DM frequently harnessed in the selected TOEIC Listening textbooks? In that case, where is the DM *anyway* employed so often, and with which linguistic devices?
- (ii) Why do any specific discourse functions of the DM occur frequently in my dataset?
- (iii) Why does the independent construction of *anyway* almost never appear, based on my dataset?
- (iv) Are these distinctive discourse functions germane to meaningful clues and indicators for selecting the correct answers in the actual test?

## 2. Previous Researches

### 2.1 What Are DMs?

A large number of useful analyses of DMs have been provided by several researchers (Aijmer 1996, Blakemore 1987, Brinton 1996, Jucker and Ziv 1998, Muller 2005, Schiffrin 1987). Additionally, the interest in colloquial language has been giving rise to an increase in investigations on DMs. They, for example, establish some cohesion, coherence, and comprehensibility of conversation by linking utterances (Blakemore 1987). Aijmer (1996) and Muller (2005) note that they can guide and facilitate interlocutors to comprehend senses in discourse; namely, DMs can be utilized by interlocutors in order to operate the flow of conversation. They are phrases or lexical items which are principally used to indicate boundaries in spoken conversation between a theme and the following or to represent targets and plans, such as *oh, I mean, like, you know, yeah, and well*, etc. These markers are defined concerning previous research findings, which have examined them from diverse perspectives. They have been investigated stylistically, sociolinguistically, functionally, phonologically, semantically, syntactically, and lexically by several functionalists. For example, Brinton (1996) develops various features of DMs as follows:

- (i) -They are short and phonologically reduced.  
-They describe a distinct tone group.  
-They are peripheral formations and hence different to place within a traditional word class.
- (ii) -They are restricted to sentence-initial position.  
-They occur outside the syntactic structure, or are merely laxly attached to it.  
-They are discretionary.
- (iii) -They have little or no propositional meaning.
- (iv) -They are multifunctional, functioning on some philological levels concurrently.
- (v) -They are an attribute of verbal rather than written language and are harmonized with unceremoniousness.  
-They occur with high frequencies.  
-They are stigmatised from a stylistic aspect.  
-They are associated with utilization of gender-specific speech and more typical of women's language.

The first group of features above is pertinent to phonology and lexicon classification, the second, to syntactic features; the third, to semantic attributes; the fourth, to functionality traits; and the fifth, to stylistic and sociolinguistic characteristics.<sup>3</sup> Drawing upon preceding researches, DMs cannot connote their own context-independent significations or roles. Hence, Discourse Analysis, Conversational Analysis, Speech Act Theory, Relevance Theory or Rhetorical Structure can be related to DMs in place of sentence-based formal syntax. Jucker and Ziv (1998) note that DMs can serve as topic switchers, fillers, confirmation-seekers, turn-takers, repairs, and hedge expressions, etc. In respect of pragmatic functions of DMs in discourse, an explicit excerpt of *anyway* as a DM is demonstrated below in (1):

- (1) 1 W: Sorry I'm late. Todd Benson from Prime Appliances phoned to ask when he  
→2 can expect to receive his next shipment of microwaves from us. *Anyway*,  
3 what do you want to talk about?  
4 M: Our factory's quality-control protocol. Numerous managers have complained  
5 that the process takes too long. This flowchart breaks down the various steps  
6 involved.  
7 W: Hmm... How might we improve it?  
8 M: I think random product sampling is unnecessary. Any problems discovered  
→9 during this stage would be found during performance testing *anyway*.  
10 W: That's true. Let's get rid of that step, then. I'll announce the change later this  
11 morning when I tell employees about the new warehouse that will be built  
12 next year.

(Hackers TOEIC Listening Actual Test 1000 Vol. 2\_2023 Edition)

In the above presented discourse, the woman begins her speech by mentioning that one of her customers, Todd Benson called to ask when he could expect to receive his next shipment. Immediately after that, she continues her utterance employing the DM *anyway*, as in “*Anyway*, what do you want to talk about?” in lines 2 and 3; i.e., by utilizing *anyway*, the speaker attempts to shift the subject of her speech from what she just said. After her question, the man notes one issue relevant to their factory's quality-control protocol: the process takes too long and causes drawbacks. He resumes his talk by suggesting solutions to improve the problem, after which the turn reverted to the female employee, who asks “Hmm... How might we improve it?” in line 7. *Anyway* in final position plays a role of signaling a supplementary device, which in turn provides more definite information to the opposite party in the adjacency pairs. Throughout the discourse analysis of excerpt (1), these DMs perform the two distinct pragmatic roles: the first discourse device functions to alter the theme and the second case conducts to give additional information. *Anyway* as a DM is perhaps the most common regarding its vacant, semantically bleached sense and speech-organizational role, that is, it can provide a principal signal which has a significant effect on procedures of contextual understanding and interpretation.

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<sup>3</sup> Schiffrin (1987) also describes DMs as follows:

- (a) They have to be syntactically discernible from sentences.
- (b) They have to be frequently employed in initial location of speech.
- (c) They have to possess a range of prosodic contours.
- (d) They have to be able to function at local and global scales of talk, and on divergent planes of conversation. Schiffrin (1987) mentions that they are mainly used in natural talk and function as indicators of the organization of conversation.

## 2.2 *Anyway*

From analogous and heterogeneous linguistic viewpoints, certain scholars have investigated *anyway* in the prior literatures (Aijmer 2016, Altenberg 1986, 2002, Bublitz 1990, Eriksson 1997, Ferrara 1997, Fraser 1996, Halliday and Hasan 1976, Haselow 2012, 2013, Huddleston and Fairhurst 2013, Lenk 1998, Owen 1985, Park 2010, Quirk et al. 1985, Takahara 1998, Wolfram 1988). Ferrara (1997), for example, focuses on linguistic phenomena bearing upon intonations, syntactical locations, sociolinguistic variants, and semantical data of *anyway*. He does not, however, deal with de facto pragmatic functions of *anyway* as a DM in colloquial language. In point of discourse functions of *anyway* in the previous researches, *anyway* has been debated from disparate viewpoints: Altenberg (1986) investigates philological distinctions of *anyway* in spoken and written language. In his analysis, *anyway* is exceptionally ‘pattern-emotive’ and its utilization ‘hence show the situational circumstances under which talk and writing are created.’ According to Altenberg (1986), in respect of pragmatic roles of *anyway*, it can be utilized to signal a disdainful stance in spoken language: Thus, instead of providing as a simple cause for the state of affairs indicated in S1, it disregards this as extraneous or meaningless. In Altenberg’s work, *anyway* denotes that S2 plans to conclude the discourse on uncomfortable, troubling, or conflict-avoidant issues and functions as ceasing the discourse in an unanticipated way because the ongoing discussion appears unlikely to reach a consensus.

*Anyway* has primarily been discussed in terms of returning to a previous topic by serving as a resumptive marker in researches in pragmatics (Altenberg 2002, Bublitz 1990, Ferrara 1997, Fraser 1996, Halliday and Hasan 1976, Lenk 1998, Owen 1985, Takahara 1998, Wolfram 1988); i.e., it signals the resumption of a previous or primary topic after a deviation or a distraction. The findings of their researches show that *anyway* may be employed by S1 or S2 in order to keep on the theme of the talk. In their studies, *anyway* can revert to an appropriate direction after a brief deviation by S1 or S2 and the speakers attempt to utilize the linguistic device to continue the subject of the narrative. Fraser (1996) notes that *anyway* serves as a discourse management device in order to change the flow of the discourse. Interlocutors, for instance, use *anyway* as a channel to indicate how talks are organized into subjects or come to an agreement; i.e., when *anyway* fulfills a topic-arranging marker, it is associated with utterances that function as a linguistic hedging device regarding the ongoing topic. In addition to this, *anyway* plays a role of reducing the damage of face as a mitigation marker. In Fraser’s investigation, *anyway* can function as building up and conserving face, which means that it is employed to mitigate Face-threatening Acts (FTAs)<sup>4</sup> in spoken conversation. Namely, FTAs can be linked with politeness by using *anyway*. Analogous to the findings indicated by Fraser (1996), where *anyway* is directly concerned in the pragmatic functions, such as a discourse-management marker and a mitigation marker, Huddleston and Fairhurst’s findings (2013), based upon the International Corpus of English, are consonant with Fraser’s contention; *anyway* carries out these two discourse features as a stratagem marker between S1 and S2. In the case of some other conjunctions (e.g., coordinating conjunction, subordinating conjunction, and connective adverb) in collocation with *anyway*, Quirk et al. (1985) state that the three linguistic categories (e.g., *so* or *but* and *thus*) can combine with *anyway* in the interest of marking a concession in discourse. This article makes a similar assertion that *anyway* is found to co-occur with coordinating conjunctions (e.g., *so* and *but*). Nonetheless,

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<sup>4</sup> With reference to FTAs, Brown and Levinson (1987) mention that FTAs are acts which challenge the faces want of speakers, which may intimidate either the speakers’ faces or the listeners’ ones, and the speakers may intimidate either affirmative faces or unaffirmative faces.

it is not shown to map onto the connective adverb (e.g., *thus*) from my dataset.<sup>5</sup>

In regard to where *anyway* is located in colloquial speech, the majority of early studies focus on pragmatic roles of *anyway* at the beginning of utterances. Lenk (1998), for instance, proposes that *anyway* plays a role of setting coherence in initial location. In this regard, speakers utter initial *anyway* at the right moment to treat deviation of sequences and indicate consistency, which serves as coming to an agreement before digressing from the main topic of discussion. Haselow (2012) mentions that *anyway* is related to function as treating agreement in the matter of the sets of opinions or thoughts interchanged by the interlocutors. According to Haselow's extended research (2013), final location of *anyway* would demand the listener to store a large number of information in working recollection before the category of connection between a TCU (Turn Construction Unit) and the previous talk unit is indicated and the comment can be entirely proceeded. Eriksson (1997) suggests that *anyway* is employed to establish a frame or a boundary in conversation: the essential aim of *anyway* at the beginning of speech is to signal a transition, which functions as making an exchange from one section of the narrative to another. In contrast with Eriksson's investigatory reports (1997), where *anyway* is located in initial position and indicates a transition, Aijmer (2016), based upon the International Corpus of English, states that initial *anyway* marks resumption of the topic, final *anyway* serves as a mitigation marker, and *anyway* as a stand-alone employment functions to close an inclusive discussion as regards varied areas and discourse roles. Additionally, in Aijmer's study, independent use of *anyway* in turn-sequences can be used as a response device to the other person's remarks. Park (2010), based upon the ordinary telephone discourses, elaborates on the employment of *anyway* as a sequence-ending marker in a TCU initial component and an independent TCU, where *anyway* operates to move past an impasse sequence. In her framework, she pays attention to certain discordant pragmatic roles of *anyway* as a sequence-ending marker: in order to avoid the present sequence as a stalemate, this device is utilized. Throughout Park's analysis, *anyway* fulfills distinct pragmatic roles including closure, digression, disagreement, disapproval, abandonment, and conclusion to avoid a deadlock or show unaffirmative stances at an impasse. Her investigative findings (Park 2010) are consonant with Aijmer's claim (2016); the stand-alone employment of *anyway* carries out responses to questions referring to a preceding utterance in turn-sequences. Looking more closely into Park's observations concerning the turn-sequences, *anyway* as a sequence-ceasing device seems to play a role of discontinuing progressing themes or stories at a deadlock. Throughout the analysis of the previous literature reviews of *anyway*, there seem to be some similarities and dissimilarities pertaining to its locations and pragmatic functions in discourse.

These prior researches have been generally paying heed to *anyway* in adjacency pairs between the two parties. This study, however, expands on *anyway*, which is not included in the list of monologic settings of the DM in the previous literatures. In this regard, it is performed by exploring *anyway* in both turn-sequences and monologues by providing intimate associated instances. The DM *anyway* is distinctly discussed to establish how it conducts in this article, based upon the particular circumstance of the TOEIC Listening test.

### 3. Data and Method

With respect to the TOEIC (Test of English for International Communication), the TOEIC test is an English-language proficiency examination whose native language is not pertinent to English. It was established to assess

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<sup>5</sup> This article returns to this issue and analyzes it more detail by providing clear instances (see excerpts (8) and (9) in Section 4.2. What does *anyway* do?).

the English-language skills including listening and reading abilities required in daily workplace activities. The TOEIC scores show how well people can communicate in English with other people in business circumstances. The TOEIC listening and reading test is a two-hour multiple-choice test consisting of 200 inquiries divided into two parts. The listening test comprises of four parts and includes 100 inquiries managed by CD. Those who take the test will be asked to answer inquiries on the basis of diverse discourses, questions, statements, and dialogues recorded by native speakers of English.<sup>6</sup>

The primary data source for the current study comes from the TOEIC Listening textbooks in the new education curriculum, which have been applied since 1980, in order to examine how they present specific uses of *anyway* as a DM. Furthermore, these data are highly pertinent to the present study due to several distinct characteristics. This study, for instance, focuses on the TOEIC Listening test Format since the DM *anyway* in the settings of both the turn-sequential and monological patterns mainly occurs in spoken conversation, meaning that the TOEIC Reading Test Format including grammatical structures and reading contents is excluded from this study because DMs are not entirely germane to written speech.<sup>7</sup> In fact, throughout the analysis of the written data, the DM *anyway* almost never occurs in the reading part and it has little function in written discourse. Thus, in order to explain how *anyway* conducts itself in spoken circumstances, the two categories (e.g., PART 3 and PART 4) are selected and examined in this study. PART 1 and PART 2, on the other hand, consist of short answers and they are not sequential discourses, i.e., the discourses of interlocutors in these two parts cannot be analyzed and the occurrence of *anyway* is significantly lower.<sup>8</sup> For these reasons, the selected data offer a precise basis for examining how *anyway* functions within these specific and constrained discourse contexts. The steps taken for observation are as follows: First, all events of *anyway* are identified and tallied for each book. The number of tokens of them in the selected TOEIC Listening textbooks is counted respectively. The tokens verified for examination are classified with regard to positions of *anyway*: initial, medial, final, and stand-alone areas as a response device and a TCU (Turn Construction Unit) initial component. The distribution of the DM across these positions is analyzed for spoken data in each location, and the results are shown in terms of some certain discourse roles of *anyway* in the textbooks. This is valuable for recapitulating the frequency of particular pragmatic roles of *anyway*. For the analysis of the frequency, the following textbooks are employed. As shown in Table 1 below, this research aims to enhance the credibility of the outcomes by looking into all textbooks published by ETS, HACKERS, YBM, and PAGODA, which are the most widely known and best-selling in Korea. Concerning the difficulty levels of the selected dataset below, *Hackers TOEIC 750+ LC in 20 Days (2023 Edition)*, as its name suggests, is designed for learners targeting a TOEIC LC score of 750 or higher. While its difficulty level exceeds that of introductory textbooks, it is positioned at an intermediate level, being slightly more accessible than or comparable to high-difficulty practice sets like the Hackers TOEIC Actual Test 1000 series. *Hackers TOEIC Listening (2023 Edition)* serves as a comprehensive study guide suitable for learners targeting a TOEIC score of 750 or higher. The other textbooks are designed for top-tier learners aiming

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<sup>6</sup> The details of the TOEIC Listening part are as follows: (PART1) photographs: 6 questions, (PART2) Question-Response: 25 questions, (PART3) conversations: 39 questions; 13 conversations with 3 questions each, (PART4) talks: 30 questions; 10 talks with 3 questions each.

<sup>7</sup> Pertaining to this point, this research lends support to the investigative report of Brinton (1996), where DMs are an attribute of oral rather than written language.

<sup>8</sup> For each question in PART1, four statements pertaining to a picture in the test book are provided. In regard to PART2, a question or statement and three responses spoken are given. The best response to the statement or question can be selected, i.e., these circumstances are inevitably limited in order to investigate discourse analysis and pragmatic roles of *anyway* in the setting of the textbooks. Notably, the empirical findings of this study reveal a total absence of the DM *anyway* in Part 1; conversely, its presence is restricted to a single, solitary occurrence within the Part 2 dataset.

for a perfect TOEIC LC score, or a high score close to the maximum of 990 points. These materials represent the highest difficulty level and are challenging guides engineered to ensure mastery in the Listening Comprehensive section. Notably, the four textbooks—ETS TOEIC Official Actual test 1000 Vol. 1-4: Listening—are official materials comprising actual questions from the ETS TOEIC exams. Consequently, they mirror the real test in every aspect, including difficulty distribution, speaker delivery speed, and question types. This makes them the definitive past-paper resources for experiencing the most standardized level of difficulty compared to materials from other publishers.

**Table 1. The TOEIC Listening Textbooks**

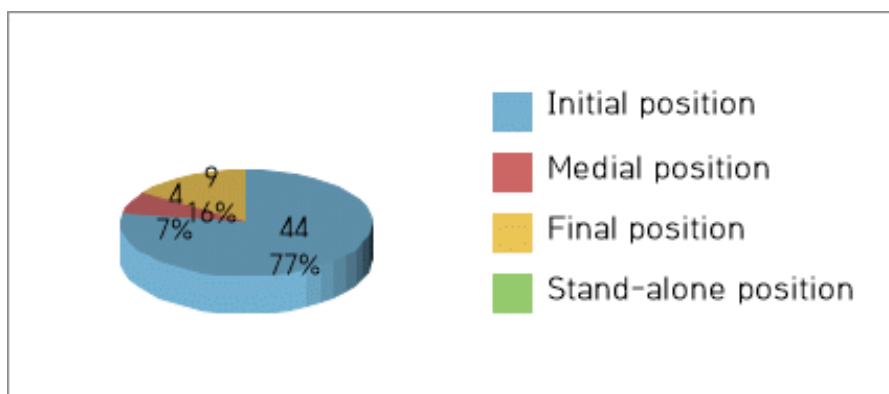
No.	Publisher	Title	Edition
1	Hackers	Hackers TOEIC 750+ LC in 20 Days	2023 Edition
2	Hackers	Hackers TOEIC Listening Actual Test 1000 Vol. 1	2023 Edition
3	Hackers	Hackers TOEIC Listening Actual Test 1000 Vol. 2	2023 Edition
4	Hackers	Hackers TOEIC Listening Actual Test 1000 Vol. 3	2022 Edition
5	Hackers	Hackers TOEIC Listening Actual Test 1200	2020 Edition
6	Hackers	Hackers TOEIC Listening	2023 Edition
7	ETS	ETS TOEIC Official Prep Book: Listening	2021 Edition
8	YBM	YBM TOEIC Listening Actual Test 1000 Vol. 3	2021 Edition
9	ETS	ETS TOEIC Official Actual Test 1000 Vol. 1: Listening	2023 Edition
10	ETS	ETS TOEIC Official Actual Test 1000 Vol. 2: Listening	2024 Edition
11	ETS	ETS TOEIC Official Actual Test 1000 Vol. 3: Listening	2024 Edition
12	ETS	ETS TOEIC Official Actual Test 1000 Vol. 4: Listening	2024 Edition
13	Pagoda	Pagoda TOEIC Listening Actual Test 1000	2024 Edition

In the sections that follow, this study will devote attention to *anyway* as a DM to observe where it occurs in initial, medial, final, and independent areas and how its specific pragmatic roles are carried out in my dataset.

## 4. Discussion

### 4.1 Where Does *Anyway* Occur?

Considering both qualitative and quantitative data, this article examines the use of the DM *anyway* in close association with the speakers' intentions and the reciprocal actions of conversations in both the turn-sequential and monologic settings. Pertaining to the data analysis of a quantitative investigation, a marked disproportion is shown in the occurrences (e.g., initial, medial, final, and stand-alone positions) of *anyway*. This unevenness in the usage of *anyway* by the speakers is found in Figure 1.



**Figure 1. Disequilibrium in the Use of *anyway* Depending on Each Position**

A total of 44(77%), 4(7%), 9(16%), and 0(0%) cases of its positions are indicated individually from my dataset. Although Figure 1 above exhibits the frequency of *anyway* in divergent positions, its position seems to be restricted. The findings of this research demonstrate that the percentages of the marked disproportion in the use of *anyway* by the interlocutors of the total of 57 tokens, 44 are used in initial position, 4 are utilized in medial position, and 9 are employed in final position, while *anyway* in stand-alone utilization almost never appears 0. This device harnessed in initial position accounts for approximately 77% (44 out of 57 *anyways*), which is roughly 3.3 times as often as *anyway* 23% utilized in the other positions; i.e., the frequency of this linguistic device employed by the speakers tends to be disparate. This research provides support to the preceding assertion (Brinton 1996 and Schiffrin 1987) that DMs are restricted in initial position and they have to be frequently employed in initial position of an utterance. Furthermore, in contrast to the preceding researches (Aijmer 2016, Park 2010), where independent utilization of *anyway* occurs frequently in colloquial language, the investigative reports of this research show that it almost never appears, based upon my dataset. Throughout the analysis, this article attempts to deduce and elucidate why the DM *anyway* appears primarily in initial position and it cannot be utilized as an independent use in the test (see The Correlation between the DM *anyway* and the TOEIC Listening Test in Section 4.3). In the subsequent section, the qualitative data analysis provides a detailed examination of specific pragmatic roles of *anyway* as a DM.

#### 4.2 What Does *Anyway* Do?

The primary attention of this article is to analyze the sense that the DM *anyway* may be correlated with certain particular discourse functions in the TOEIC Listening test. In this section, this paper conjectures that the speakers heterogeneously harness *anyway* in distinct circumstances and investigates this speculation on the basis of suitable instances in turn-sequences including two or more interlocutors and soliloquy circumstances. The specific pragmatic functions of the DM identified within the proposed framework are summarized in Figure 2. To elucidate the strategic use of *anyway* within textbook dialogues—where interlocutors navigate either compatible or conflicting connections to manage discourse flow—the pragmatic utility of this DM is considered extensive.

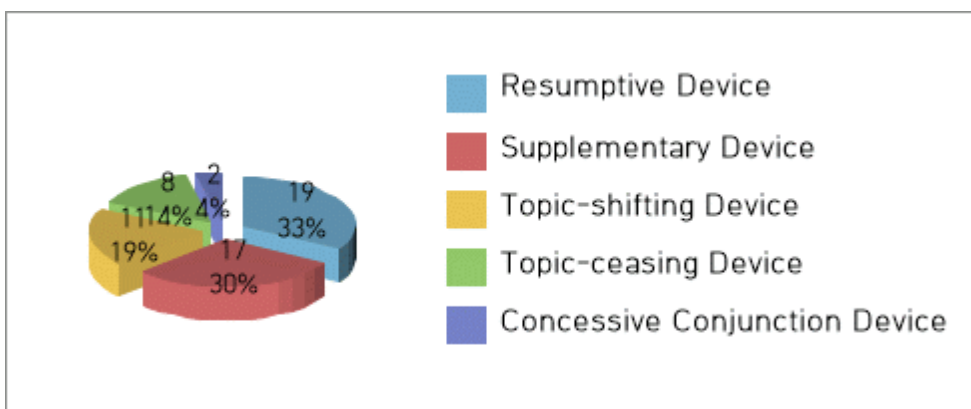


Figure 2. Frequency of the Distinct Pragmatic Functions of *anyway* in the Textbooks

As shown in Figure 2, some cases including resumptive, supplementary, and topic-shifting features are utilized more, while the others, such as topic-ceasing and concessive conjunction devices from my dataset are employed somewhat less frequently. This section is germane to how the DM *anyway* plays the five definite discourse functions, based upon detailed cases. Of all the distinct types of *anyways* used by the participants holding or taking the floor, in the case of its resumptive linguistic device, those interlocutors utilize this device to revert to the early theme. An explicit circumstance of this is found below in (2):

- (2) 1 W: Hello, Mr. Finke. You wanted to speak with me?  
 2 M: Yes, Rachel. Sorry to delay our meeting... I had an unexpected phone call.  
 →3 *Anyway*, you did an excellent job last month finding a location for the new  
 4 office in Barcelona. So, I've decided to put you in charge of finding all of  
 5 our future office spaces.  
 6 W: This is quite a surprise.  
 7 M: Well, you're the right person for the job, and I think you should take on this  
 8 new role in the company.  
 9 W: Certainly. That sounds wonderful.

(Hackers TOEIC Listening Actual Test 1200\_2020 Edition)

In (2), the female speaker, Rachel begins by asking the following question: “Hello, Mr. Finke. You wanted to speak with me?” The male interlocutor, Finke then starts his response by apologizing for the delay in the meeting, as he had to take an unexpected phone call. Immediately after that, *anyway* in line 3 is employed by Finke. If his utterance is observed in detail after *anyway*, it turns out that he proceeds with his speech by answering the question of Rachel at the beginning. It says that since Rachel did an outstanding job of finding a new office, she will be taking on a new responsibility bearing upon it in the future in lines 3-5. By analyzing of the discourse, initial *anyway* is harnessed to return to the preceding subject matter after digression between the two speakers.

- (3) 1 M: Hi, this is Jake Coleman. You sent me a text message today about my  
 2 appointment on October seventeenth. I'm sorry I didn't call earlier—I was in

- 3 the middle of a tennis match when the text arrived, and I didn't see it until  
→4 after your closing time. *Anyway*, I'll need to move my appointment to a little  
5 later that day. Does Greg have any openings around four P.M.? Also, I was  
6 wondering—do you sell the shampoo that you use? I really liked the way it  
7 made my hair feel last time. Call me back and let me know.

(YBM TOEIC Listening Actual Test 1000 Vol. 3\_2021 Edition)

Excerpt (3) is not a discourse between two or three speakers in turn-sequences, but rather a monologue by one speaker. Jake Coleman begins his utterance by mentioning a message he received from the other party with respect to his previous reservation in lines 1 and 2. He then elaborates on why he was unable to call earlier in response to the message, as in “I'm sorry I didn't call earlier—I was in the middle of a tennis match when the text arrived, and I didn't see it until after your closing time.” in lines 2-4. The notable point is that the speaker's utterance after employing *anyway* must be carefully analyzed. Immediately following the DM in line 4, Jake Coleman returns to the beginning of the discourse and asks two questions: the first is to slightly delay the scheduled time, and the second is to ask whether the counterpart is selling the shampoo he or her is using. Throughout the analysis of the discourse, initial *anyway* can be harnessed to revert to the preceding theme. With special reference to the overall process in the Listening test, interlocutors' personal circumstances, excuses, justifications, reasons, etc. are generally described at the beginning of the conversation. After that, they explain why he or she is going to make a phone call or why they are going to refer to an announcement. It is noteworthy that substantial information tends to follow the initial use of *anyway*.

Moving on to a topic-ending device of *anyway*, it can be carried out in order to cease a sequence. Excerpt (4) is a suitable case in point:

- (4) 1 M: Hey, Amelia. Did you hear that our company is giving out cash bonuses this  
2 quarter?  
3 W: I was out of the office all morning. That's great! We deserve it.  
4 M: I think it was the new director's idea. She seems committed to improving  
5 employee morale.  
6 W: Uh-huh, like when she threw that employee appreciation party last month. That  
7 was such a kind gesture.  
→8 M: I think so too. *Anyway*, I need to head over to our Greenwood branch now.  
9 I'm leading a workshop for recently hired sales representatives.  
10 W: OK. I hope everything goes well.

(Hackers TOEIC 750+ LC in 20 Days\_2023 Edition)

The two participants talk about cash bonuses offered by their company. The male speaker begins the discourse by inquiring the following question: “Hey, Amelia. Did you hear that our company is giving out cash bonuses this quarter?” in lines 1 and 2, and then concerning the new issue related to the company, the female speaker, Amelia is intensely happy by uttering “That's great! We deserve it.” in line 3. Consecutively, they start praising the new executive deciding to offer the cash bonuses in lines 4-7. Throughout the observation of the two speakers' comments considering an indispensable clue, as in “*Anyway*, I need to head over to our Greenwood branch now. I'm leading a workshop for recently hired sales representatives.” in lines 8 and 9, initial *anyway* implies that the male speaker plans to conclude the sequence on the matters relevant to the cash bonuses and the

new representative and it serves as ending the talk ongoing in an unanticipated process, since he has to go to his workshop quickly although the current subject seems likely to reach a concurrence; i.e., *anyway* plays the role of ceasing an ongoing subject matter to end a sequence. Consider another analogous case where a topic-closing device of *anyway* fulfills in a soliloquy setting:

- (5) 1 M: Hello, this is Tom Pollard from Human Resources calling for Wilma. We're  
2 so happy you'll be joining our team at Moorestown Engineering. Could you  
3 come in next Monday morning for your orientation? After, you'll be able to  
4 meet some coworkers and have a tour of the facility. Just to warm you, getting  
5 to our office is a little tricky right now. The street we're on is closed to traffic  
6 because of construction. I recommend parking a couple of blocks away and  
7 walking. Also, I'd like to invite you to join me for lunch the day you come.  
→8 That way, you can ask any questions you might have. *Anyway*, give me a call  
9 back to confirm.

(ETS TOEIC Official Actual Test 1000 Vol. 2: Listening\_2024 Edition)

At the beginning of the monologue, Wilma receives a congratulatory voice message from Tom Pollard of the Human Resources informing her that she will be working at Moorestown Engineering. Continuously, Tom informs Wilma of some announcements, such as the date and time of the orientation, a guided tour of the facility, parking issues by reason of the construction around the company, and lunch in lines 1-8. In his speech, he harnesses the DM *anyway* in the end of uttering his talk to conclude the orientation-related contents. Based on my dataset, when initial *anyway* in both the turn-sequential and monologic settings is placed at the end of a discourse, it generally seems to conduct to terminate an ongoing subject matter. Unlike in the preceding work (Park 2010), however, *anyway* as a topic-ceasing device does not tend to play a function of showing an unfavorable implication or demeanor, which means that this marker may not connect with noncoincidence or impasse in the TOEIC Listening test bearing upon certain particular settings. If the instances (4) and (5) are meticulously contextualized, the interlocutors plan to conclude the ongoing discourse harmoniously. In addition to this, when initial *anyway* performs a topic-ending device, it can associate with some utterances indicating a transition to a new theme or some additional information.<sup>9</sup>

As regards a supplementary device of *anyway*, the following excerpt demonstrates a complementary function of *anyway*; i.e., providing more information, as explained in (6).

- (6) 1 M: Camilla, we will be selling our digital cameras and accessories at a discount  
2 next week. So, I'd like to reorganize that section of the store.  
3 W: OK. What would you like me to do?  
4 M: Please make sure that the cameras are prominently displayed. Um, why  
5 don't you move them to the shelf that currently holds the tripods?  
→6 W: Sure. It would be better to have the tripods on the bottom shelf *anyway* as  
7 they are much larger than the flashes and lenses.  
8 M: Right. Uh, one more thing ... We should also hand out some fliers to

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<sup>9</sup> In regard to these two linguistic attributes, the related issues are addressed in more detail with some excerpts (7)-(9) below.

9 customers to publicize this event. I'll give you them to distribute once the  
10 shelves have been rearranged.

(Hackers TOEIC Listening Actual Test 1000 Vol. 1\_2023 Edition)

The interlocutors working in an electronics store discuss their work. The male speaker asks Camilla to rearrange a part of the store since they plan to sell their digital camera and accessories at a discount. In order to get a better view of the camera, the man assigns Camilla the task of moving the camera to the shelf where the tripod is currently placed. Throughout the conversation, it is meaningful to analyze Camilla's following speech of "It would be better to have the tripods on the bottom shelf *anyway* as they are much larger than the flashes and lenses." in lines 6 and 7. In her response, it comes to be evident that medial *anyway* is used at this moment by her to indicate a supplementary device on the related theme. The participants tend to employ medial *anyway* to provide more additional contents or information. In an equivalent vein of a monologic case, an additional device of *anyway* occurs. Initial *anyway* can be utilized by superinducing more definite information. A definite excerpt of this case is exhibited below:

(7) 1 M: Hello, I'm calling because I can't find my sunglasses. I think I may have left  
2 them in one of your theaters yesterday. The sunglasses should be in a blue  
→3 case—the case could have fallen under the seat. *Anyway*, I was at the  
4 four-thirty showing of Long Distance Run and was sitting toward the back of  
5 the theater with some friends. If the sunglasses are there, could you call me  
6 back to let me know? You can call at any time. My number's 555-0129.  
7 Thanks.

(ETS TOEIC Official Actual Test 1000 Vol. 2: Listening\_2024 Edition)

In lines 1-3, the speaker deals with an issue pertinent to his lost sunglasses over the phone. In his utterance, he, for instance, explains that his sunglasses may have been lost in the theater he went to yesterday, and if he had lost them, the blue case may have fallen under his seat. After this, he uses the DM *anyway* to furnish the person answering the phone with more detailed information by saying "*Anyway*, I was at the four-thirty showing of Long Distance Run and was sitting toward the back of the theater with some friends. If the sunglasses are there, could you call me back to let me know? You can call at any time. My number's 555-0129. Thanks." in lines 3-7. It indicates a sense that proposes the supplemental pragmatic functions of *anyway* in the middle of the speech in the monologic setting. Throughout the analysis of additional discourse roles of *anyway*, the DM can play the role of providing the other person with more contents or data; i.e., the DM *anyway* serves as amplifying complementary ideas or instructions and highlighting absolute discussions.

Initial *anyway* can collocate with the two coordinating conjunctions (e.g., *so* and *but*) in discourse. The DM can operate as expressing a concessive linguistic device, which may be comparable to concessive conjunctions (e.g., *although*, *though*, *even though*, *even if*, and *albeit*). A concessive case of *anyway* in association with *so* is illustrated in (8):

(8) 1 M: Vera, where are you? Our bus is leaving in five minutes. It's going to make a  
2 bad impression on the other industry attendees if we miss the beginning of  
3 the conference.

- 4 W: I'm so sorry, Nathan. I was halfway to the bus terminal this morning before I  
5 realized that I'd left two of my structural models at home. I wouldn't be able  
→6 to lead my session without them. *Anyway*, I won't arrive at the departure area  
7 for another twenty minutes, so you should go ahead without me.  
8 M: No, that's all right. I think you'll be able to make the bus to Cookville that  
9 leaves after eight. I'll try to get us tickets for that one.

(YBM TOEIC Listening Actual Test 1000 Vol. 3\_2021 Edition)

Early in the discourse, Vera notes that missing the first part of the conference can leave a bad impression on the other participants in lines 1-3. It can be conjectured that negative ideas of her unexpected situation are mentioned by Vera when she utters "I'm so sorry, Nathan. I was halfway to the bus terminal this morning before I realized that I'd left two of my structural models at home. I wouldn't be able to lead my session without them." in lines 4-6. Immediately thereafter, she seems to append a concessive connotation to her speech by employing *anyway* in combination with *so* in her sequence. His utterances might be paraphrased as "Although I won't arrive at the departure area for another twenty minutes, you should go ahead without me." In lines 6 and 7, If Vera's speech is closely analyzed, initial *anyway* is considerably fascinating since the DM can be substituted for concessive conjunctions (e.g., *although*, *though*, *even though*, *even if*, and *albeit*), which demonstrates an idea that suggests the contrary of the prominent part of the remark. In respect to another concessive example of *anyway*, an analogous illustration of this case is demonstrated in soliloquy. Consider excerpt (9) below:

- (9) 1 M: Before we start today's meeting, let's take a minute to recognize the  
2 employees who represented our company in the recent community center  
3 fund-raiser. Could you all stand up? I know that singing in a talent show was  
→4 a big challenge for some of you, but you did it *anyway*. Your dedication to  
5 the community is inspiring. And I'm proud to announce that all of you  
6 collected enough donations to earn a tote bag and even a T-shirt—wow! Feel  
7 free to wear the T-shirt on casual Fridays. Thanks to citizens like you, the  
8 center will be able to offer courses for elderly people hoping to improve their  
9 computer skills. Great job.

(YBM TOEIC Listening Actual Test 1000 Vol. 3\_2021 Edition)

With respect to appreciations of some employees for their local fundraising event, the male interlocutor mentions some announcements to his employees before their meeting. Unceasingly, he stands out for his thoughts and produces *anyway* at the end of his clause during on-record speech formation by uttering "I know that singing in a talent show was a big challenge for some of you, but you did it *anyway*." in lines 3 and 4. His utterance can be rephrased as "Even though singing in a talent show was a big challenge for some of you, you did it." if excerpt (9) is narrowly and contextually analyzed. In line 4, the speaker utilizes the DM *anyway*, which plays the roles of a concessive usage. As in excerpt (8) above, this case can also fulfill a concessionary conjunction function in the monologic circumstance. By closely analyzing excerpts (8) and (9), when *anyway* is harnessed in conjunction with *so* and *but* in discourse, it may serve not only as a concessive conjunction but also as an emphasis. This device in association with these two coordinating conjunctions signals individual opinions or thoughts of utterers with a heightening function in concessive connections.

Lastly, a topic-changing device of *anyway* occurs on the basis of my dataset. The DM tends to carry out a

discourse function of indicating a shift to a new theme since one of the participants holding or taking the floor intends to change the ongoing subject matter. Consider excerpts (10) and (11), where the DM *anyway* plays the role of signaling a transition device:

- (10) 1 M: Melanie! What a surprise! I didn't expect to bump into you on the street  
2 like this.  
3 W: Me neither. I don't think I've seen you since we were interns together at  
4 Sunshine Software.  
→5 M: Yeah, sorry I haven't kept in touch. I've been busy with work. *Anyway*,  
6 where are you going?  
7 W: I was just on my way to watch a movie at Sunflower Cinema. Um... would  
8 you like to join me? The tickets are discounted today.  
9 M: That sounds fun, but I'm actually heading to a dinner appointment. How  
10 about some other time?  
11 W: Sure. It would be great to catch up.

(Hackers TOEIC Listening\_2023 Edition)

In the turn-sequence of excerpt (10), the man utters happily and positively concerning his chance encounter by uttering "Melanie! What a surprise! I didn't expect to bump into you on the street like this." in lines 1 and 2. Continuously, the woman, Melanie replies to him pertaining to her accidental meeting, as in "Me neither. I don't think I've seen you since we were interns together at Sunshine Software." in lines 3 and 4, and then he apologizes for being too busy to contact her in line 5. After this, *anyway* is used by the male speaker and he asks her a question: "*Anyway*, where are you going?" in lines 5 and 6. In Melanie's response, she plans to see a movie by herself and she suggests to him that they watch a movie together. He, however, utters that he cannot watch a movie with her because he has a prior engagement. Lastly, the two interlocutors postpone their promise and this discourse ends. Throughout the analysis of his utterance, the important event is that after employing *anyway*, he asks a question in the matter of a new topic that is distinct from the content of the preceding theme. A similar case of *anyway* as a topic-changing device can be illustrated in monologue as well. Consider excerpt (11) below:

- (11) 1 W: Hi, Aisha. I'm here at the park for the farmer's market—I just set out the  
2 blueberries and strawberries that I'll be selling this morning. Everything's  
3 ready to go... Though I did accidentally forget to bring the tent that we use to  
4 shade the fruit. I know you're concerned about the fruit sitting out in the sun,  
→5 but it's supposed to be cloudy all day. *Anyways*, the real reason I called was  
6 to remind you to register us for the annual farmers' association competition. I  
7 think we have a pretty good chance of winning the award for our  
8 strawberries.

(ETS TOEIC Official Actual Test 1000 Vol. 3: Listening\_2024 Edition)

The caller talks about arranging some blueberries and strawberries that she plans to liquidate this morning and the issue of not bringing a tent to cover the fruits is also mentioned by her. She, however, tells the receiver, Aisha on the phone not to worry as the weather is expected to be cloudy all day in lines 1-5. Particular attention

should be paid to the subsequent utterance immediately following the deployment of the initial *anyway* in line 5. For instance, the actual reason she phoned is to recommend that Aisha should join the annual agricultural association because the caller thinks that they can get a good opportunity of winning the prize for their strawberries in lines 5-8. The speaker employs the initial DM to facilitate a transition in the ongoing narrative topic. This DM suggests that the interlocutor plans to substitute the ongoing theme for a new topic.

In respect of the DM *anyway* occurring in both the turn-sequential and monologic circumstances, a range of distinct linguistic phenomena has been elucidated through an in-depth analysis of representative instances derived from the current dataset. Throughout the analysis of all the instances exhibited above, the DM implying the specific attributes (e.g., resumption, supplementation, transition, conclusion, and concession) seems to be employed more commonly in the TOEIC Listening test than the other linguistic traits of *anyway* (e.g., mitigation, stand-alone TCU, impasse, disagreement, digression, abandonment, etc.) mentioned in the previous literature reviews, irrespective of its positioning—whether initial, medial, or final—and its categorization into Part 3 or Part 4. This interesting case may be a notable concept that may provide us with some dependable clues in the matter of why the particular characteristics of *anyway* appear so often and its stand-alone employment almost never occurs in the TOEIC Listening test. In the following section, this investigation explores whether there is any correlation between the most frequent features of the DM *anyway* and the Listening test.

#### 4.3 The Correlation between the DM *Anyway* and the TOEIC Listening Test

The particular pragmatic functions of the DM *anyway* in the TOEIC Listening test are an orientation of this research. This article addresses why these three functions—namely resumption, supplementation, and topic-shifting—are predominantly used by interlocutors in the test. As indicated above, they are the most frequent of all the *anyways* (19, 17, and 11 tokens). In addition to this, this investigative reports cause questions as regards why these linguistic markers are overpoweringly harnessed by comparison with the other devices (e.g., topic-ceasing and concessive devices) and the stand-alone employment of the DM almost never appears in the Listening test. This study has been focused on how *anyway* conducts itself in the Listening test in order to elucidate these issues. The possibility that the pragmatic characteristics of the DM are frequently utilized in the test may be intimately associated with the quite analogous and limited contents of the listening assessment on account of the nature of the official certification exam in that the theory of the certain discursory is correlational and inter-dependent. For example, with special respect to instances of the settings and formats in the TOEIC Listening test, general business, purchasing, technical areas, etc are generally dealt with in PART 3(adjacency pairs) and PART 4(monologues).<sup>10</sup> Looking into the analysis of the across-the-board procedures pertinent to the test, at the beginning of the conversation, the participants typically greet each other and reveal their affiliations, after which the interlocutors' private affair, request, engagement, postponement, recantation, etc are on the whole expressed in the middle of the conversation. Lastly, in the final part of the discourse, the speakers tend to address the circumstances mentioned amicably. Based upon all the detailed excerpts above, the three specific

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<sup>10</sup> The main examples in the TOEIC Listening test are shown as follows:

- Dining Out: restaurant reservations, banquets, business and informal lunches, receptions
- Entertainment: media, music, cinema, exhibitions, art, museums, theater
- Health: hospitals, medical insurance, clinics, dentists, visiting doctors
- Offices: office procedures, fax and e-mail messages, board meetings, telephone, letters, office equipment and furniture, committees, memoranda
- Travel: station and airport announcements, trains, taxis, ships, airplanes, buses, ferries, schedules, tickets, hotels, car rentals, reservations, cancellations, and delays

devices of *anyway* (e.g., resumption, supplementation, and transition) are utilized by the participants holding or taking the floor in order to raise some issues, state why he or she is phoning, or convey the contents of important notices, etc. By observing the interlocutors' utterances considering a notable implication of the DM *anyway*, the correct answers in the Listening test tend to be often given immediately after *anyways* are employed in the two parts (e.g., PART 3 and PART 4). Table 2 illustrates the correct answer rates immediately following the occurrence of specific pragmatic functions of *anyway* within the current dataset.

**Table 2. Probability of Being Correct after the Specific Devices of *anyway* in the Textbooks**

Devices	Correct answer	Incorrect answer	Total
Supplementary	15 (88%)	2 (12%)	17 (100%)
Resumptive	16 (84%)	3 (16%)	19 (100%)
Topic-shifting	8 (73%)	3 (27%)	11 (100%)
Topic-ceasing	4 (50%)	4 (50%)	8 (100%)
Concessive	1 (50%)	1 (50%)	2 (100%)
Total	44 (77%)	13 (23%)	57 (100%)

The percentages show that supplementary, resumptive, topic-shifting, topic-ceasing, and concessive devices of *anyway* account for 88%, 84%, 73%, 50%, and 50% of the correct answers respectively and sequentially; the three devices (e.g., supplementation 88%, resumption 84%, and transition 73%) are utilized overwhelmingly as contextual clues bearing upon the correct answers. The two devices (e.g., termination and concession), on the other hand, tend to have a rather low probability of being contextual indicators. As mentioned earlier, the other devices of *anyway*, such as digression, impasse, renouncement, disagreement, and mitigation occur rarely and do not seem to perform any distinctive pragmatic functions in the TOEIC Listening test. The findings of this article propose that the contextual information and indicators to the correct answers of the Listening test are resolutely associated with the certain devices of the DM *anyway* in order to provide more accurate and detailed information, convey the purpose of a participant starting a discourse and address some issues in ongoing subject matters, while the DM does not seem to link with some disparate discourse roles to disagree with counterparts at a deadlock, or come into conflict with the other party. In relation to these characteristics of the test, it is appropriate to address one of the research questions: why does the stand-alone construction of *anyway* almost never occur in my dataset? This may be germane to Park's work (2010), where the independent utilization of *anyway* serves as indicating a negative connotation or stance, which carries out a disagreement with the opponent party. This independent device can be linked with some certain circumstances involving renunciation, stalemate, disapprobation, or uncongeniality. In this regard, the Listening test may not be related to these unmanageable and disharmonious conditions since the reason is that, due to the nature of the test, interlocutors typically engage in discourse with an orientation toward mutual consideration and empathetic alignment; i.e., the stand-alone employment of *anyway* does not seem to be used to align with the counterpart or lead the current sequence. Throughout the analysis, this research suggests that the employment of *anyway* in both the two areas (e.g., turn-sequences, PART 3 and monologues, PART 4) may be deemed as a philological strategy managed by the certain participants in order to deal with the ongoing talks harmoniously, concur with the other person, or propose some apposite ideas and solutions to the opponent party in reciprocal actions, which means some valid clues relevant to the correct answers may be presented after the specific devices of *anyway* are utilized in the TOEIC Listening test. By examining this specific context, this article argues that *anyway* can serve as a metric for assessing the structural orientation of discourse; i.e., it provides a remarkable indicator or clue which has a substantial effect on sequential linguistic procedures of contextual variable information, understanding, and

direction. From this perspective, it is conspicuous that the participants can offer indisputable clues in relation to the correct answers and signs of the process of discourse, in company with *anyway* through their mutual cooperations. There may be a close linkage between the particular circumstances of the TOEIC Listening test and the concrete attributes of *anyway* as a DM.

## 5. Summary and Conclusion

With reference to the specific linguistic features of the DM *anyway* in the TOEIC Listening test, this study investigates the linguistic features associated with the specific discourse roles of *anyway* within varied communicative contexts, ranging from adjacency pairs to monologic settings. Throughout the analysis of the DM, the three types of positions are indicated, which are composed of initial, medial, and final positions and the five divergent classes of discourse roles are indicated, which constitute resumptive, supplementary, topic-shifting, topic-ceasing, and concessive conjunction devices. Of all the events of these patterns, the participants mainly tend to employ initial supplementary, resumptive, and transitive cases. In addition to this, in the matter of the question of imbalance in the employment of the DM, why are specific functions of *anyway*—namely supplementation, resumption, and transition—predominantly observed over the other linguistic traits? Based upon my framework, the specification of the question may be associated with the factor that the utilization of *anyway* performs the noticeable discourse roles as the philological devices as an attribute of the TOEIC Listening test to provide the other party or the listeners with some necessary information or proper solutions, maintain the ongoing discourses amicably, and improve the current issues proposed by the counterpart in positive mutual interactions. Due to these characteristics of the test, this article turns out that the stand-alone construction of *anyway* connoting an unaffirmative indication or stance may not appear. More to the point, this study has aligned itself more in the way of observing the linkage of the particular discourse functions and contextual clues to the correct answer after the DM is employed by the speakers in my framework. The findings of this research propose that there might be an approximal continuity between the certain linguistic attributes of the DM *anyway* and contextual indicators to the correct answers in the TOEIC Listening test.

By elucidating the intricate correlation between the pragmatic attributes of *anyway* and subsequent answer cues, this study offers substantive pedagogical implications for applied linguists and language practitioners alike. Such an analysis illuminates the multifaceted, functionalist dimensions of *anyway* within specialized test discourse.

However, a salient limitation resides in the study's reliance on a predetermined corpus of TOEIC Listening scripts, which inherently circumscribes the capacity to capture the fluid nuances of spontaneous, naturalistic discourse. Consequently, the observed functional and pragmatic manifestations of *anyway* across diverse syntactic positions may be fundamentally constrained by the prescriptive and stylized nature of publisher-produced materials. To address these constraints and fortify the study's academic rigor, a more diversified investigative framework is warranted. The current dataset is localized to South Korean publications, thereby omitting representative samples from other key anglophone and non-anglophone regions. This geographical stratification may overlook potential idiosyncratic variations in *anyway* usage, as test content and pragmatic norms are often subtly calibrated to align with regional workplace communication paradigms.

To mitigate these limitations, future inquiries should aim to deconstruct the pragmatic utility of *anyway* across a broader spectrum of idiosyncratic linguistic environments, primarily by leveraging extensive spoken corpora. Furthermore, longitudinal and in-depth analyses into the plurifunctional nature of *anyway* could be fruitfully extended to high-stakes institutional discourses—including presidential addresses, crisis communications, and parliamentary hearings—to further validate its functional versatility and semiotic potential.

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Examples in: English

Applicable Languages: English

Applicable Level: Tertiary