



Unlocking the Magic of Language: Exploring Meta-Interactional Markers in Selected Children's Stories through a Pragma-Critical Lens" using Paul Grice's Theoretical Framework

Roseline Jesudas¹, Inass Ahmed Alteib²

Department of Languages and Translation

College of Science and Humanities

Northern Border University, Arar, Kingdom of Saudi Arabia

ABSTRACT:

This research paper presents a comprehensive investigation into the usage of meta-interactional markers in selected children's stories, employing a pragma-critical lens based on Paul Grice's theoretical framework. The study aims to unlock the magic of language by exploring how these markers adhere to or violate the Cooperative Principle and its maxims. The study examines meta-interactional markers in selected children's stories, focusing on their pragmatic functions, contextual factors, and Grice's maxims. It contributes to language teaching and learning by enhancing educators' pedagogical approaches. The study also highlights the importance of meta-interactional markers in children's stories, as they engage young readers and facilitate their comprehension and interpretation of narratives. The findings provide valuable insights into the linguistic and pragmatic dimensions of children's stories, thereby supporting the creation of rich and meaningful literary experiences for language learners.

KEYWORDS: Meta-interactional markers, Children Stories, Pragmatic dimensions, Cooperative principle

Introduction

Language is a powerful tool that weaves its enchanting spell within the realm of children's stories. Through the pages of these narratives, young readers embark on magical journeys, encountering characters, settings, and plotlines that captivate their imagination. However, beyond the surface of these tales lies a deeper layer of linguistic and pragmatic intricacies that shape the communication and social dynamics within the stories. Effective communication is a crucial aspect of language teaching and learning. Pragmatics, the study of how context influences meaning, plays a significant role in understanding how language is used in real-life situations. As Leech (1996:4) explains, pragmatics focuses on examining the connections between linguistic forms and the individuals who use them.

In 1989, Herbert Paul Grice, a linguist, proposed the cooperative principle as a method of interaction that outlines how people can communicate effectively. It is based on the principles of ordinary language philosophy and has been widely studied in pragmatics. The cooperative principle consists of four maxims: the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner. These maxims serve as guidelines for conversation, ensuring that participants provide the right amount of information, tell the truth, stay on topic, and communicate clearly and coherently. By adhering to these maxims, individuals can enhance the efficiency and effectiveness of their communication. They can also build trust and foster positive relationships.

The CP has been cited in numerous pragmatics works, including Yule (1996) and Grundy (2000), due to its significant impact on the field of pragmatics. The CP has greatly influenced the study and understanding of communication and language use.



Within the field of pragmatics, meta-interactive markers have gained attention for their pragmatic functions and implications. These markers, such as hedges, boosters, attitude markers, self-mentions, and engagement markers, are used to manage interaction and convey meaning beyond the literal interpretation of words. This study aims to investigate the pragmatic purposes and ramifications of meta-interactive markers, offering insights into how closely they adhere to or deviate from Paul Grice's proposed cooperative principle.

The Significance of the study

The significance of this research study lies not only in its contribution to the field of linguistics and pragmatics but also in its practical implications for language teaching and learning.

- Analyzing these markers through Paul Grice's theoretical framework provides insights into their adherence to or violation of the cooperative principle.
- This study contributes to language teaching and learning by examining the pragmatic functions and implications of meta-interactive markers.
- The findings offer practical implications for educators and curriculum designers to create engaging learning environments.
- The study also highlights the significance of meta-interactive markers in children's literature, contributing to the richness of narratives and facilitating comprehension and interpretation.
- The study findings suggest the need for educators and curriculum designers to consider incorporating meta-interactive markers into their teaching strategies and materials.

Children Literature

In 2004, Jacobs and Tunnell conducted a study on the content and teaching of children's literature. They presented a comprehensive discussion on children's literature and its application for student teachers at the university level. Children's literature serves as a significant medium for language acquisition, cognitive development, and socio-cultural understanding. Within these stories, characters engage in various forms of communication, employing language to convey their thoughts, emotions, and intentions. Among the linguistic features that contribute to the richness of these narratives are meta-interactive markers, which play a vital role in managing politeness, asserting or mitigating claims, expressing uncertainty, seeking clarification, and establishing rapport between characters. These markers, such as hedges, apologies, requests for clarification, and expressions of politeness, add depth and nuance to the interactions within the stories.

Research Gap

While previous studies have explored the use of meta-interactive markers in children's literature, there is still a notable research gap regarding their analysis through a pragma-critical lens using Paul Grice's theoretical framework. Existing research has often focused on the linguistic and narrative aspects of children's stories, neglecting the nuanced examination of how meta-interactive markers contribute to the cooperative and pragmatic dimensions of communication within these narratives. Some studies have examined how meta-interactive indicators are used in children's literature, but they frequently do not provide a thorough analysis that evaluates whether they follow or break Grice's maxims. Moreover, the practical implications of meta-interactive markers in language teaching and learning have received limited attention in the literature. Although children's stories have long been recognized as valuable resources for language acquisition, the explicit examination of meta-interactive markers and their pedagogical applications remains underexplored. Understanding how these markers shape communication and interaction can inform educators on how to incorporate them effectively in language lessons to enhance students' linguistic and pragmatic development.

Bal-Gezegin & Baş (2020) proposed that more study is required to investigate the use of interpersonal discourse markers across various genres. This study intends to analyze meta-interactive indicators in children's tales using a pragma-critical lens based on Paul Grice's theoretical framework to fill research gaps. This study seeks to improve understanding of how meta-interactive markers influence linguistic, narrative, and socio-cultural elements in children's literature by analyzing Grice's

maxims and their pragmatic roles. This research intends to fill a vacuum in the literature by highlighting the practical implications for language teaching and learning, especially concentrating on how meta-interactive indicators might be used in language education.

Theoretical framework

To investigate the usage of meta-interactive markers, this research study adopts a pragmatic-critical lens, which combines insights from pragmatics and critical discourse analysis. The theoretical framework of Paul Grice provides a foundation for analyzing how these markers adhere to or violate the cooperative principle and its associated maxims, namely quantity, quality, relationship, and manner.

Pragmatics: Pragmatics is a linguistic field that studies how language is used in context and how context shapes meaning. It focuses on how speakers and listeners infer meaning beyond literal interpretation, and is crucial for understanding communicative intentions in literary texts.

Cooperative Principle: Paul Grice's Cooperative Principle is a fundamental pragmatics concept that suggests that in communication, participants should adopt a cooperative attitude and strive for relevance, information, truthfulness, and clarity. This principle guides the analysis of meta-interactive markers used by authors to engage readers.

Maxims of Conversation: The Cooperative Principle is guided by four conversational maxims: Quantity, Quality, Relation, and Manner, which guide effective communication. Applying these maxims helps analyze how meta-interactive markers in selected texts align with or violate these principles, affecting reader engagement and comprehension.

- Quantity: Speakers provide sufficient information but not excessive or deficient.
- Quality: Speakers provide truthful and accurate information.
- Relation: Speakers' contributions are relevant to the ongoing conversation.
- Manner: Speakers aim for clarity, order, and unambiguity.

The research study examines the use of meta-interactive markers in “Little Red Riding Hood” by Charles Perrault and “Little Red Cap” by Jacob and Wilhelm Grimm, children's stories, aiming to determine if they align with or deviate from the Cooperative Principle, and their effectiveness in promoting reader engagement, comprehension, and establishing a fictional interaction between the author and the reader.

Aim

This research study aims to unlock the magic of language by exploring the usage of meta-interactive markers in selected children's stories through a pragmatic-critical lens, drawing inspiration from Paul Grice's theoretical framework.

Objective

The research objectives of this study are twofold.

1. It seeks to explore the usage and functions of meta-interactive markers in children's stories. By examining these markers, the study aims to uncover how they shape communication and interaction within the selected children's stories.
2. This research objective is to investigate the practical implications of meta-interactive markers in language teaching and learning. By understanding how these markers contribute to the linguistic and pragmatic dimensions of children's stories, educators can incorporate them effectively in language classrooms.

According to Hyland (2000), metadiscourse is the set of interpersonal devices that writers employ to organize a discourse and express their stance towards the subject matter or the audience. It covers different linguistic elements used by writers to begin, develop, and wrap up their arguments, with the goal of engaging readers and conveying the desired meaning. In 1985, Vande Koppe provided a

definition of metadiscourse as linguistic elements that communicate textual and interpersonal meanings, elucidating interactional structures in different contexts.

Textual interaction involves organizing information and connecting ideas using rhetorical resources like transitions, frame markers, endophoric markers, evidential, and code glosses. Hyland (2004) discussed how authors establish a connection with their audience and convey their evaluation and attitudes through specific linguistic devices.

The interactional dimension pertains to the writer's endeavor to regulate the level of personality in a text and establish a fitting relationship with the data, arguments, and audience. This dimension pertains to the author-reader interaction, which is demonstrated through the utilization of specific rhetorical devices such as hedges, boosters, attitude markers, engagement markers, and self-mentions.

Gezegin (2016) compared the evaluations of Turkish and English books. The study revealed that the English corpus exhibited a more pronounced utilization of interpersonal metadiscourse devices. Moreover, a notable difference in the occurrence of hedges was found in both datasets.

In 2012, Sadeghi and Esmaili examined the use of metadiscourse characteristics in two authentic novels and their reduced versions to compare their occurrence rate. The two researchers reported a lack of literature on the examination of literary genres in relation to metadiscourse resources. The researchers used Hyland and Tse's (2004) approach to examine the corpus. Khosravi & Babaii (2017) noted a lack of research on reply articles in the literature review. A study demonstrated the evaluative nature of reply articles by identifying the judgment resources of appraisal theory.

In 2019, Dunya A. AlJazrawi and Zeena A. AlJazraw conducted a study on the use of metadiscourse markers in short stories as a literary form. Short story writers use these signs to create cohesive and captivating narratives. The study found that interactive and interactional signals had almost equal importance in literary works. The distribution of markers differs from previous academic studies yet is often seen in literary works. Interactive markers are used to create coherent and compelling messages that engage readers via logical reasoning, while interactional markers express perspectives, opinions, and commitment to the subject. The research concludes that persuasion in short stories is achieved via the use of metadiscourse interactional markers.

Previous studies have concentrated on the utilization of metaphoric discourse indicators to summarize narratives across different genres. This emphasizes the dearth of research that considers both components, thus emphasizing the need for a comprehensive examination that integrates a pragmatic-critical standpoint. This research investigates the utilization of Paul Grice's cooperative principles to analyze communicative intentions indicated by interactional markers. This study demonstrates the importance of applying Paul Grice's theoretical framework to the investigation of interactional markers in discourse. In doing so, it ultimately contributes to the fields of literary studies and discourse analysis. By focusing on the next investigation, this study also aimed to fill in a gap in the research into Paul Grice's theoretical framework in terms of looking at interactional metadiscourse indicators in a number of children's short stories:

Research Questions

- 1) What are the meta-interactional markers present in *Little Red Riding Hood* by Charles Perrault and *Little Red Cap* by Jacob and Wilhelm Grimm. And how do they contribute to communication and interaction within the narratives?
- 2) To what extent do the meta-interactional markers in *Little Red Riding Hood* and *Little Red Cap* adhere to or violate the maxims of the Cooperative Principle as outlined in Paul Grice's theoretical framework?
- 3) What are the pragmatic functions of meta-interactional markers in *Little Red Riding Hood* and *Little Red Cap* and how do they shape the linguistic, narrative, and socio-cultural dimensions of the stories?

- 4) What are the practical implications of meta-interactional markers in language teaching and learning by using the children's stories?
- 5) How can educators effectively incorporate metainteractional markers and observance of maxims in language classrooms to enhance linguistic and pragmatic development among young learners using children's stories?
- 6) How can the analysis of meta-interactional markers in "Little Red Riding Hood" and "Little Red Cap" through a pragma-critical lens contribute to the broader understanding of language use, communication, and socio-cultural dynamics in children's literature?

Research Method

The study utilized both quantitative and qualitative analysis to thoroughly investigate meta-interactional markers in children's stories, based on Grice's theoretical framework and a pragmatic-critical lens. This enables a detailed comprehension of language use, pragmatics, and socio-cultural aspects in the realm of children's literature.

Corpus Selection

The study analyzed data from the children's stories "Little Red Riding Hood" by Charles Perrault and "Little Red Cap" by Jacob and Wilhelm Grimm to examine metainteractional markers and adherence to cooperative maxims. The study demonstrates the significance of analyzing communication strategies in "Little Red Riding Hood" and "Little Red Cap" by highlighting their potential impact on enhancing storytelling in educational settings and deepening our comprehension of narrative structures in children's literature.

Data Analysis : "Little Red Riding Hood" by Charles Perrault

Identification of Meta-Interactional Markers: Read through the selected children's stories and identified instances of meta-interactional markers.

Categorization of Meta-Interactional Markers: Categorize the identified meta-interactional markers based on their functions and characteristics. This categorization can be done based on the types of interaction established, such as guidance, encouragement, questioning, or playfulness.

Pragmatic Analysis: Analyse the identified meta-interactional markers within the framework of Paul Grice's Cooperative Principle and its associated maxims (Quantity, Quality, Relation, and Manner).

Quantity: Assess whether the provided guidance or interactional cues are sufficient or excessive in relation to the narrative context and the reader's needs.

Quality: Evaluate the truthfulness, accuracy, and reliability of the information or guidance conveyed through the meta-interactional markers.

Relation: Examine the relevance of the meta-interactional markers to the ongoing story, plot development, and their impact on the reader's interpretation and engagement.

Manner: Analyze the clarity, orderliness, and unambiguity of the meta-interactional markers in terms of their contribution to the overall narrative flow and the reader's comprehension.

Analysis: Text:1

In the given text, the metadiscourse interactional markers and their satisfaction of the cooperative principle (maxims) are identified as follows:

At one end of Long-Lost Wood, where the Wise Owl watched out for wolves, there lived a little girl. Whenever the wind whistled she wore a warm, scarlet cloak, so the animals called her Little Red Riding Hood.

One breezy day her mother said, "You must take this basket of sweet cherry pies to Grandma's house. Follow the twisty path, jump the puddles and NEVER speak to the Big Bad Wolf."

Directive markers: "You must take this basket of sweet cherry pies": This statement includes a directive marker, "must," which indicates an instruction or obligation for the little girl to take the basket of pies to Grandma's house.

Satisfaction of the maxim: This directive marker satisfies the maxim of Quantity by providing clear and specific information about the task the little girl is expected to undertake.

Prohibition markers: "NEVER speak to the Big Bad Wolf": The use of "NEVER" is a prohibition marker, instructing the little girl to avoid any interaction with the Big Bad Wolf.

Satisfaction of the maxim: This prohibition marker satisfies the maxim of Quality by providing a clear and unambiguous instruction to the little girl, emphasizing the importance of not engaging with the Big Bad Wolf.

The above mentioned metadiscourse interactional markers contribute to the cooperative nature of the conversation by providing clear instructions and prohibitions for the little girl, ensuring her understanding of the tasks and potential dangers involved.

Text:2

Little Red Riding Hood skipped away. She followed the twisty path and jumped over the puddles until she came to a bramble bush. Oh no! A thorn spiked her scarlet cloak and held her tight.

"Keep still, my dear," boomed a deep voice. "I'll soon set you free." Sure enough, the thorn snapped, the cloak flapped and Little Red Riding Hood swung around.

"Thank you," she cried, but all she could see was a tall dark shape, standing in the shadows.

"Where are you walking to, all alone?" it asked, in its deep, booming voice. Little Red Riding Hood thought she caught a glimpse of big eyes and sharp teeth.

Vocative markers: "my dear": The use of "my dear" is a vocative marker, addressing the little girl in a familiar and affectionate manner.

Satisfaction of the maxim: The vocative marker satisfies the maxim of Manner by using a friendly and warm tone to address the little girl.

Confirmatory markers: "Sure enough": The phrase "Sure enough" is a confirmatory marker, indicating that the action or outcome mentioned previously is indeed true or expected.

Satisfaction of the maxim: This confirmatory marker satisfies the maxim of Quality by expressing confirmation and aligning with the expected outcome of setting the little girl free from the thorn.

Hesitation markers: "thought she caught a glimpse": The phrase "thought she caught a glimpse" suggests a sense of uncertainty or hesitation in the little girl's perception of what she saw.

Satisfaction of the maxim: This hesitation marker satisfies the maxim of Quality by acknowledging the possibility of uncertainty or ambiguity in the little girl's observation.

In the above given text these metadiscourse interactional markers contribute to the cooperative nature of the conversation by employing a friendly tone, confirming the expected outcome, and acknowledging the potential uncertainty of the little girl's perception.

Text:3

"To Grandma's house," answered Little Red Riding Hood nervously. "She lives at the other end of Long-Lost Wood, in the cottage with a green door." At that moment an owl hooted and the dark shape was gone, melting into the trees. Little Red Riding Hood didn't know she had just met the Big Bad Wolf, so she just wandered along happily, singing tunes to herself.

Explanatory markers: "answered Little Red Riding Hood nervously": This phrase provides an explanation of the manner in which Little Red Riding Hood responded to the question, indicating her nervousness.

Satisfaction of the maxim: This explanatory marker satisfies the maxim of Quality by providing additional information about the state of Little Red Riding Hood's response.

Descriptive markers: "in the cottage with a green door": This phrase describes the location of Grandma's house, specifically mentioning the characteristic of the cottage having a green door.

Satisfaction of the maxim: This descriptive marker satisfies the maxim of Quantity by providing specific and relevant information about the location of Grandma's house.

Temporal markers: "At that moment": This phrase indicates a specific point in time when the owl hooted and the dark shape disappeared.

Satisfaction of the maxim: This temporal marker satisfies the maxim of Relevance by indicating the timing of the events and their relation to the conversation.

Regarding the satisfaction of the maxims, the text appears to observe the maxims by providing relevant and specific information about the location of Grandma's house (Quantity), describing Little Red Riding Hood's nervous response (Quality), and indicating the timing of the events (Relevance).

Text:4

*Meanwhile, the hungry wolf raced to Grandma's house and knocked on her green door. "Let me in, Grandma," he said in his squeakiest voice. "I have brought you a basket of sweet cherry pies." **But did Grandma put on her two pointy shoes and let him in?** I'm afraid that she did! Poor Grandma. And poor Little Red Riding Hood, who reached the cottage far too late.*

*"Let me in, Grandma," she called merrily. "I have brought you a basket of sweet cherry pies." **"Let yourself in, my dear," replied a croaky voice.** "I am in bed with a nasty cold."*

Direct speech markers: "he said in his squeakiest voice": This phrase indicates the use of direct speech and describes the manner in which the wolf spoke to Grandma.

Satisfaction of the maxim: This direct speech marker satisfies the maxim of Manner by providing additional information about the way in which the wolf communicated with Grandma.

Rhetorical question markers: "But did Grandma put on her two pointy shoes and let him in?" This rhetorical question marker poses a question to engage the reader's attention and curiosity.

Satisfaction of the maxim: This rhetorical question marker satisfies the maxim of Relevance by introducing a question that is pertinent to the narrative and the actions of Grandma.

Responsive markers: "Let yourself in, my dear," replied a croaky voice": This phrase indicates a response from Grandma to Little Red Riding Hood's statement.

Satisfaction of the maxim: This responsive marker satisfies the maxim of Quality by providing a direct response to the little girl's statement.

In the above text the metadiscourse interactional markers contribute to the cooperative nature of the conversation by using direct speech, posing rhetorical questions, and providing responsive statements. They generally observe the maxims by providing relevant information, engaging the reader, and offering direct responses

Text:5

*Little Red Riding Hood lifted the latch and stepped inside. Someone was tucked up in bed **wearing Grandma's favourite nightcap.** The room was dark, so **Little Red Riding Hood crept closer.** "Grandma", she whispered. "What big eyes you've got."*

*"All the better to SEE you with," **said the voice.** **With a sneeze,** their nightcap fell off!*

Descriptive markers: "wearing Grandma's favourite nightcap": This phrase describes the person in bed, providing information about their appearance.

Satisfaction of the maxim: This descriptive marker satisfies the maxim of Quantity by providing specific and relevant details about the person wearing Grandma's nightcap.



Direct speech markers: "Little Red Riding Hood crept closer": This phrase indicates Little Red Riding Hood's action and approach to the person in bed.

Satisfaction of the maxim: This direct speech marker satisfies the maxim of Manner by providing a clear and concise description of Little Red Riding Hood's movement.

Responsive markers: "said the voice": This phrase indicates a response from the person in bed to Little Red Riding Hood's whisper.

Satisfaction of the maxim: This responsive marker satisfies the maxim of Quality by providing a direct response to Little Red Riding Hood's statement.

Exclamatory markers: "With a sneeze": This phrase expresses an exclamation, emphasizing the unexpected occurrence of the sneeze.

Satisfaction of the maxim: This exclamatory marker satisfies the maxim of Manner by adding emphasis and dramatic effect to the action of the sneeze.

Regarding the satisfaction of the maxims, the text appears to observe the maxims by providing relevant and specific descriptions (Quantity), using direct speech to convey actions (Manner), offering responsive statements (Quality), and employing exclamatory markers for emphasis (Manner).

Text: 6

"Grandma", gasped Little Red Riding Hood. "What big ears you've got."

"All the better to HEAR you with," growled the voice.

"Grandma," gulped Little Red Riding Hood. "What big teeth you've got."

"All the better to EAT you with," roared the voice.

"Wait! You're not my grandma!" shrieked Little Red Riding Hood.

The wolf sprang out of the bed, its sharp teeth flashing in the dark. "And that's why you should

NEVER stop and speak to the Big Bad Wolf!"

Exclamatory markers: "gasped Little Red Riding Hood": This phrase indicates an exclamation, expressing surprise or shock from Little Red Riding Hood.

Satisfaction of the maxim: This exclamatory marker satisfies the maxim of Manner by adding emphasis and conveying the emotional state of Little Red Riding Hood.

Direct speech markers: "growled the voice," "roared the voice," "shrieked Little Red Riding Hood": These phrases indicate direct speech, attributing statements to specific characters in the story.

Satisfaction of the maxim: These direct speech markers satisfy the maxim of Manner by providing clear and concise attribution of statements to the respective characters, allowing for effective communication.

Prohibition markers: "And that's why you should NEVER stop and speak to the Big Bad Wolf!": The use of "NEVER" in this phrase is a prohibition marker, emphasizing the importance of avoiding interaction with the Big Bad Wolf.

Satisfaction of the maxim: This prohibition marker satisfies the maxim of Quality by providing a clear and unambiguous instruction to the audience (Little Red Riding Hood and the readers) about the behavior to avoid.

Concerning the satisfaction of the maxims, the text appears to observe the maxims by using exclamatory markers to convey emotions (Manner), employing direct speech markers for clear attribution (Manner), and utilizing a prohibition marker to provide a clear instruction (Quality) about the dangers of interacting with the Big Bad Wolf.

Text: 7

Now Little Red Riding Hood saw his fat tummy and she screamed, "Help, help!" The Big Bad Wolf has eaten my Grandma, and he wants to eat me too!"

Luckily, the Wise Owl had already sent for the Storyland Vets. They burst through the green door with their magic medicine, and in no time the wolf was fast asleep. Inside his tummy, I'm pleased to say, they found Grandma safe and well, but when they sewed him up again – they ACCIDENTALLY left her two pointy shoes inside!



***So now**, whenever the Big Bad Wolf feels hungry, those two shoes DANCE and PRANCE until he howls – and that is why he never even DREAMS of eating a grandma again.*

Exclamatory markers: "she screamed," "Help, help!": These phrases express strong emotions and an urgent plea for assistance.

Satisfaction of the maxim: These exclamatory markers satisfy the maxim of Manner by conveying the intensity of Little Red Riding Hood's emotions and her need for help.

Narrator markers: "Luckily," "I'm pleased to say": These phrases indicate the perspective and opinion of the narrator, providing commentary on the events.

Satisfaction of the maxim: These narrator markers satisfy the maxim of Quality by offering the narrator's perspective and evaluation of the situation, enhancing the understanding and enjoyment of the story.

Result markers: "in no time," "So now": These phrases indicate the subsequent events or consequences that follow the actions described.

Satisfaction of the maxim: These result markers satisfy the maxim of Relevance by providing information about the logical progression of events and their outcomes.

Regarding the satisfaction of the maxims, the text appears to observe the maxims by using exclamatory markers to convey emotions (Manner), employing narrator markers to provide perspective and commentary (Quality), and utilizing result markers to indicate the subsequent events and consequences (Relevance).

Metainteractional markers found in this story such as narrative markers, expressive markers, responsive markers, narrative markers, exclamatory markers and descriptive markers, contribute to the overall effectiveness of a story in contributing to the overall effectiveness of a story by enhancing reader engagement, conveying emotions and tone, providing perspective and commentary, clarifying and emphasizing information, and guiding the flow and structure. They enrich the reading experience and contribute to the story's impact, making it more enjoyable and memorable for the audience. In Charles Perrault's story "Little Red Riding Hood," the predominant metadiscourse interactional marker used is direct speech markers. Throughout the story, characters engage in direct dialogue, expressing their thoughts and communicating with one another.

Data Analysis: "Little Red Cap" by Kacob and Wilhel Grimm.

In the given text, the metadiscourse interactional markers and their satisfaction of the cooperative principle (maxims) are identified as follows:

Text: 1

Once upon a time there was a sweet little girl. Everyone who saw her liked her, but most of all her grandmother, who did not know what to give the child next. Once she gave her a little cap made of red velvet. Because it suited her so well, and she wanted to wear it all the time, she came to be known as Little Red Cap.

*One day her mother said to her, "Come **Little Red Cap**. Here is a piece of cake and a bottle of wine. Take them to your grandmother. She is sick and weak, and they will do her well. Mind your manners and give her my greetings. Behave yourself on the way, and do not leave the path, or you might fall down and break the glass, and then there will be nothing for your grandmother. And when you enter her parlour, don't forget to say 'Good morning,' and don't peer into all the corners first."*
"I'll do everything just right," said Little Red Cap, shaking her mother's hand.

The grandmother lived out in the woods, a half hour from the village. When Little Red Cap entered the woods a wolf came up to her. She did not know what a wicked animal he was, and was not afraid of him.

"Good day to you, Little Red Cap."

"Thank you, wolf."

"Where are you going so early, Little Red Cap?"

"To grandmother's."

"And what are you carrying under your apron?"

"Good day to you, Little Red Cap." : This line can be seen as a greeting or salutation from one character to another. It serves the function of establishing a polite and friendly tone. In terms of Grice's maxims, it follows the maxim of manner by being clear and straightforward in its intention.

"Thank you, wolf.": This response can be seen as an acknowledgment or expression of gratitude from Little Red Cap to the wolf. It indicates politeness and appreciation. In terms of Grice's maxims, it follows the maxim of quality by providing relevant and truthful information.

"Where are you going so early, Little Red Cap?" : This question serves the function of seeking information about Little Red Cap's destination. It shows the wolf's curiosity and interest in her activities. In terms of Grice's maxims, it follows the maxim of relevance by being pertinent to the ongoing conversation.

"To grandmother's." : This response provides a direct answer to the previous question by specifying Little Red Cap's destination. It is concise and informative. In terms of Grice's maxims, it follows the maxim of quality by conveying truthful information.

"And what are you carrying under your apron?" : This question seeks further information about what Little Red Cap is hiding under her apron. It reflects the wolf's curiosity and possibly foreshadows his ulterior motives. In terms of Grice's maxims, it follows the maxim of relevance by being related to the context of the conversation.

Direct speech markers: "said Little Red Cap," "said the wolf," "said Little Red Cap": These phrases indicate direct dialogue between the characters in the story, specifically Little Red Cap and the wolf.

Satisfaction of the maxim: These direct speech markers satisfy the maxim of Manner by providing clear and concise attribution of statements to the respective characters, enabling effective communication between them.

Expressive markers: "shaking her mother's hand": This phrase describes an action that expresses Little Red Cap's agreement or commitment.

Satisfaction of the maxim: This expressive marker satisfies the maxim of Manner by conveying Little Red Cap's agreement and understanding of her mother's instructions through a physical gesture.

Descriptive markers: "a sweet little girl," "a little cap made of red velvet," "sick and weak": These phrases provide descriptions of characters, objects, and states.

Satisfaction of the maxim: These descriptive markers satisfy the maxim of Quantity by providing specific and relevant details about the characters and their surroundings.

The text above explores the satisfaction of maxims through the consistent provision of truthful information, communication of necessary details, and utilization of suitable language and tone in character interactions.

**Text:2**

"Grandmother is sick and weak, and I am taking her some cake and wine. We baked yesterday, and they should be good for her and give her strength."

"Little Red Cap, just where does your grandmother live?"

"Her house is good quarter hour from here in the woods, under the three large oak trees. There's a hedge of hazel bushes there. You must know the place," said Little Red Cap.

The wolf thought to himself, "Now that sweet young thing is a tasty bite for me. She will taste even better than the old woman. You must be sly, and you can catch them both."

He walked along a little while with Little Red Cap, then he said, "Little Red Cap, just look at the beautiful flowers that are all around us. Why don't you go and take a look? And I don't believe you can hear how beautifully the birds are singing. You are walking along as though you were on your way to school. It is very beautiful in the woods."

Little Red Cap opened her eyes and when she saw the sunbeams dancing to and fro through the trees and how the ground was covered with beautiful flowers, she thought, "If I take a fresh bouquet to grandmother, she will be very pleased. Anyway, it is still early, and I'll be home on time." And she ran off the path into the woods looking for flowers. Each time she picked one she thought that she could see an even more beautiful one a little way off, and she ran after it, going further and further into the woods. But the wolf ran straight to the grandmother's house and knocked on the door.

"Who's there?"

"Little Red Cap. I'm bringing you some cake and wine. Open the door."

Direct speech markers: "said Little Red Cap," "said the wolf": These phrases indicate direct dialogue between the characters in the story.

Satisfaction of the maxim: These direct speech markers satisfy the maxim of Manner by providing clear attribution of statements to the respective characters, enabling effective communication.

Descriptive markers: "Grandmother is sick and weak," "beautiful flowers," "sunbeams dancing to and fro": These phrases provide descriptions of characters, objects, and surroundings.

Satisfaction of the maxim: These descriptive markers satisfy the maxim of Quantity by providing relevant details about the characters' conditions and the environment.

Expressive markers: "she will be very pleased," "it is still early," "I'll be home on time": These phrases express thoughts, intentions, and expectations of the characters.

Satisfaction of the maxim: These expressive markers satisfy the maxim of Quality by conveying the characters' genuine thoughts and intentions.

Rhetorical markers: "Why don't you go and take a look?" "You are walking along as though you were on your way to school. It is very beautiful in the woods.": These phrases involve rhetorical questions and statements intended to persuade or influence Little Red Cap's actions.

Satisfaction of the maxim: These rhetorical markers partially violate the maxim of Relevance by attempting to divert Little Red Cap's attention from her original purpose of visiting her grandmother.

The text given above discusses how the maxims are satisfied by providing truthful information, conveying necessary details, and expressing genuine thoughts and intentions through various markers. Yet, the utilization of rhetorical markers somewhat violates the principle of relevance when the wolf tries to manipulate Little Red Cap's actions.

Text:3

"Just press the latch," called out the grandmother. "I'm too weak to get up."

The wolf pressed the latch, and the door opened. He stepped inside, went straight to the grandmother's bed, and ate her up. Then he put on her clothes, put her cap on his head, got into her bed, and pulled the curtains shut.

Little Red Cap had run after the flowers. After she had gathered so many that she could not carry any more, she remembered her grandmother, and then continued on her way to her house. She found, to her surprise, that the door was open. She walked into the parlor, and everything looked so strange that she thought, "Oh, my God, why am I so afraid? I usually like it at grandmother's."

She called out, "Good morning!" but received no answer.



Then she went to the bed and pulled back the curtains. Grandmother was lying there with her cap pulled down over her face and looking very strange.

"Oh, grandmother, what big ears you have!"

"All the better to hear you with."

"Oh, grandmother, what big eyes you have!"

"All the better to see you with."

"Oh, grandmother, what big hands you have!"

"All the better to grab you with!"

"Oh, grandmother, what a horribly big mouth you have!"

"All the better to eat you with!"

The wolf had scarcely finished speaking when he jumped from the bed with a single leap and ate up poor Little Red Cap. As soon as the wolf had satisfied his desires, he climbed back into bed, fell asleep, and began to snore very loudly.

Direct speech markers: "called out the grandmother," "Little Red Cap had run after the flowers," "She called out": These phrases indicate direct speech or vocal actions of the characters in the story.

Satisfaction of the maxim: These direct speech markers satisfy the maxim of Manner by providing clear attribution of statements and actions to the respective characters, enabling effective communication.

Expressive markers: "Oh, my God, why am I so afraid?," "I usually like it at grandmother's": These phrases express the thoughts, emotions, and observations of Little Red Cap.

Satisfaction of the maxim: These expressive markers satisfy the maxim of Quality by conveying Little Red Cap's genuine thoughts and feelings.

Rhetorical markers: "Oh, grandmother, what big ears you have!," "Oh, grandmother, what a horribly big mouth you have!": These phrases involve rhetorical questions or exaggerated statements made by Little Red Cap.

Satisfaction of the maxim: These rhetorical markers partially violate the maxim of Relevance as they serve to express surprise and fear rather than seeking specific information or advancing the conversation.

Regarding the satisfaction of the maxims, the text generally observes the maxims by providing truthful information (Quality) through direct speech markers, conveying relevant details (Quantity) through descriptive markers, and expressing genuine thoughts and emotions (Manner) through expressive markers. However, the use of rhetorical markers partially violates the maxim of Relevance as they serve a dramatic purpose rather than contributing directly to the conversation.

Text:4

A huntsman was just passing by. He thought, "The old woman is snoring so loudly. You had better see if something is wrong with her."

He stepped into the parlor, and when he approached the bed, he saw the wolf lying there. "So here I find you, you old sinner," he said. "I have been hunting for you a long time."

Mental process markers: "He thought," "he said": These phrases indicate the internal thoughts and spoken words of the huntsman.

Satisfaction of the maxim: These mental process markers satisfy the maxim of Manner by clearly attributing the thoughts and speech to the huntsman, facilitating effective communication.

Descriptive markers: "snoring so loudly," "approached the bed," "lying there": These phrases provide descriptions of actions, states, and locations.

Satisfaction of the maxim: These descriptive markers satisfy the maxim of Quantity by providing specific and relevant details about the huntsman's observations.

The above given text exemplifies adherence to communication principles by providing precise details with descriptive cues and correctly assigning thoughts and dialogue to the huntsman.

Text: 5

He was about to aim his rifle when it occurred to him that the wolf might have eaten the grandmother, and that she still might be rescued. So instead of shooting, he took a pair of scissors and began to cut open the wolf's belly. After a few cuts he saw the red cap shining through, and after a few more cuts the girl jumped out, crying, "Oh, I was so frightened! It was so dark inside the wolf's body!" And then the grandmother came out as well, alive but hardly able to breathe. Then Little Red Cap fetched some large stones. She filled the wolf's body with them, and when he woke up and tried to run away, the stones were so heavy that he immediately fell down dead.

Mental process markers: "it occurred to him," "he saw," "jumped out," "crying," "came out": These phrases indicate the internal thoughts, perceptions, and actions of the characters (the huntsman, Little Red Cap, and the grandmother).

Satisfaction of the maxim: These mental process markers satisfy the maxim of Manner by providing clear attribution of thoughts, observations, and actions to the respective characters, facilitating effective communication.

Descriptive markers: "shining through," "alive but hardly able to breathe," "some large stones," "so heavy": These phrases provide descriptions of objects, states, and actions.

Satisfaction of the maxim: These descriptive markers satisfy the maxim of Quantity by providing specific and relevant details about the characters' actions and the situation.

Regarding the satisfaction of the maxims, the text generally observes the maxims by providing truthful information (Quality) through descriptive markers and clearly attributing thoughts and actions (Manner) to the characters. However, the cooperative maxim of Relevance is partially violated in the sense that the huntsman's initial intention to shoot the wolf is reconsidered in light of the possibility of rescuing the grandmother and Little Red Cap. This violation can be seen as an ethical decision to prioritize rescue over harm.

Text: 6

The three of them were happy. The huntsman skinned the wolf and went home with the pelt. The grandmother ate the cake and drank the wine that Little Red Cap had brought. And Little Red Cap thought, "As long as I live, I will never leave the path and run off into the woods by myself if mother tells me not to."

They also tell how Little Red Cap was taking some baked things to her grandmother another time, when another wolf spoke to her and wanted her to leave the path. But Little Red Cap took care and went straight to grandmothers. She told her that she had seen the wolf, and that he had wished her a good day, but had stared at her in a wicked manner. "If we hadn't been on a public road, he would have eaten me up," she said.

Mental process markers: "thought," "tell": These phrases indicate the internal thoughts and speech of Little Red Cap.

Satisfaction of the maxim: These mental process markers satisfy the maxim of Manner by providing clear attribution of thoughts and speech to Little Red Cap, facilitating effective communication.

Descriptive markers: "skinned the wolf," "ate the cake and drank the wine," "taking some baked things," "spoke to her," "went straight to grandmother's," "had seen the wolf": These phrases provide descriptions of actions, objects, and events.

Satisfaction of the maxim: These descriptive markers satisfy the maxim of Quantity by providing specific and relevant details about the characters' actions and experiences.

The text above provides accurate information through descriptive markers and clearly attributes thoughts and speech to Little Red Cap. The text provides sufficient information for a thorough understanding of the events. However, the cooperative principle of relevance is compromised, as the

specifics of Little Red Cap's interaction with an alternative wolf do not directly progress the primary storyline but rather highlight her alertness and the dangers she faced.

Text: 7

"Come," said the grandmother. "Let's lock the door, so he can't get in."

Soon afterward the wolf knocked on the door and called out, "Open up, grandmother. It's Little Red Cap, and I'm bringing you some baked things."

They remained silent, and did not open the door. Gray-Head crept around the house several times, and finally jumped onto the roof. He wanted to wait until Little Red Cap went home that evening, then follow her and eat her up in the darkness. But the grandmother saw what he was up to. There was a large stone trough in front of the house.

"Fetch a bucket, Little Red Cap," she said to the child. "Yesterday I cooked some sausage. Carry the water that I boiled them with to the trough." Little Red Cap carried water until the large, large trough was clear full. The smell of sausage arose into the wolf's nose. He sniffed and looked down, stretching his neck so long that he could no longer hold himself, and he began to slide. He slid off the roof, fell into the trough, and drowned. And Little Red Cap returned home happily, and no one harmed her.

Direct speech markers: "said the grandmother," "called out": These phrases indicate direct speech or vocal actions of the characters in the story. "she said to the child": This phrase indicates direct speech, where the grandmother is addressing Little Red Cap.

Satisfaction of the maxim: These direct speech markers satisfy the maxim of Manner by providing clear attribution of statements and actions to the respective characters, enabling effective communication.

Imperative markers: "Let's lock the door," "Open up", "Fetch a bucket," "Carry the water": These phrases involve imperative statements or commands.

Satisfaction of the maxim: These imperative markers satisfy the maxim of Manner by presenting clear instructions or requests, facilitating effective communication.

Descriptive markers: "remained silent," "did not open the door," "crept around the house," "jumped onto the roof," "saw what he was up to," "there was a large stone trough": These phrases provide descriptions of actions, states, and objects.

Satisfaction of the maxim: These descriptive markers satisfy the maxim of Quantity by providing specific and relevant details about the characters' actions and the environment.

Mental process markers: "wanted to wait," "follow her and eat her up," "saw what he was up to": These phrases indicate the internal thoughts, intentions, and observations of the characters (Gray-Head, the grandmother).

Satisfaction of the maxim: These mental process markers satisfy the maxim of Manner by clearly attributing the thoughts and observations to the respective characters, facilitating effective communication.

The text above delves into how the maxims are satisfied by presenting accurate information using descriptive markers and properly crediting thoughts and observations to the characters. The cooperative maxim of relevance is violated as the information about Gray-Head's intentions and the grandmother's awareness of them does not directly advance the main plot or dialogue but rather sets the stage for future events.

Report on Research Questions



Research Question: 1. What are the meta-interactive markers present in "Little Red Riding Hood" by Charles Perrault and "Little Red Cap" by Jacob and Wilhelm Grimm, and how do they contribute to communication and interaction within the narratives?

In "Little Red Riding Hood" by Charles Perrault and "Little Red Cap" by Jacob and Wilhelm Grimm, the meta-interactive markers present are primarily the use of direct speech and descriptive markers. These markers contribute to communication and interaction within the narratives in the following ways:

Direct speech markers: Both stories contain instances of characters speaking directly to each other, using dialogue to convey thoughts, intentions, and instructions. The direct speech markers facilitate communication between characters and provide insights into their perspectives, motivations, and emotions. They enhance the interactive nature of the narratives by allowing characters to engage in conversations and express themselves directly.

Descriptive markers: These markers are used to provide descriptions of characters, settings, actions, and events within the stories. They contribute to the visualization and understanding of the narrative elements, enabling readers to form mental images and immerse themselves in the story world. Descriptive markers help create a vivid and engaging experience for the readers, fostering their interaction with the narrative and enhancing their comprehension.

By employing these meta-interactive markers, the narratives establish a means of communication between characters and readers. The direct speech markers allow for direct character-to-character interaction and provide insights into their thoughts and intentions. The descriptive markers facilitate the readers' understanding of the story world, enabling them to engage with the narrative elements and follow the events. Together, these markers contribute to the overall communication and interaction within the narratives, making the stories more engaging, relatable, and immersive for the readers.

Research Question : 2: To what extent do the meta-interactive markers in "Little Red Riding Hood" and "Little Red Cap" adhere to or violate the maxims of the Cooperative Principle as outlined in Paul Grice's theoretical framework?

Overall, while there might be occasional minor violations of the Relevance maxim, both "Little Red Riding Hood" and "Little Red Cap" generally adhere to the maxims of the Cooperative Principle. The meta-interactive markers in these stories contribute to effective communication and interaction by providing truthful information, appropriate quantity of details, clear and orderly presentation, and relevant narrative elements.

Research Question: 3: What are the pragmatic functions of meta-interactive markers in "Little Red Riding Hood" and "Little Red Cap" and how do they shape the linguistic, narrative, and socio-cultural dimensions of the stories?

The pragmatic functions of meta-interactive markers in "Little Red Riding Hood" and "Little Red Cap" contribute to the linguistic dimension by facilitating communication, the narrative dimension by shaping characters and creating settings, and the socio-cultural dimension by incorporating cultural references. These markers play a vital role in making the narratives engaging, relatable, and culturally significant for the readers.

Research Question: 4: What are the practical implications of meta-interactive markers in language teaching and learning by using the children's stories?

In language teaching and learning, incorporating meta-interactive markers in children's stories can provide learners with valuable exposure to authentic language use, develop their communicative competence, promote cultural awareness, stimulate critical thinking and creativity, and improve listening and comprehension skills. Using these markers effectively can create engaging and



interactive learning experiences that facilitate language acquisition and foster a deeper understanding of language and culture.

Research Question: 5: How can educators effectively incorporate metainteractional markers and observance of maxims in language classrooms to enhance linguistic and pragmatic development among young learners using children's stories?

Educators can enhance linguistic and pragmatic development among young learners by incorporating metainteractional markers and maxims in language classrooms. This involves explicit instruction on these markers, teaching them in different communicative contexts and discussing their pragmatic functions. Modeling and practicing the appropriate use of these markers in the classroom is also essential. Students should be encouraged to actively participate and practice using the markers in various scenarios.

Storytelling and discussion are another strategy that can be used to promote critical thinking and pragmatic awareness. Children's stories that prominently feature metainteractional markers can be used to engage students in discussions about characters' language use. Collaborative activities can be designed to encourage students to use metainteractional markers effectively. Reflective tasks can be assigned to prompt students to analyze their own language use and the use of these markers.

Maxim-based discussions on Grice's maxims of communication can be incorporated during language lessons. These discussions should focus on the importance of quality, quantity, relation, and manner in effective communication. Students should also be encouraged to apply their understanding of metainteractional markers and maxims in real-life situations, such as interviewing classmates, teachers, or family members using appropriate markers. Through the use of these tactics, educators may provide a rich environment for language learning that fosters the evolution of young learners' language and pragmatic skills, as well as the development of metainteractional markers and adherence to communication maxims.

Research Question: 6: How can the analysis of meta-interactional markers in "Little Red Riding Hood" and "Little Red Cap" through a pragma-critical lens contribute to the broader understanding of language use, communication, and socio-cultural dynamics in children's literature?

By analyzing the meta-interactional markers in "Little Red Riding Hood" and "Little Red Cap" through a pragma-critical lens, a broader understanding of language use, communication, and socio-cultural dynamics in children's literature can be achieved. It fosters critical thinking, promotes socio-cultural awareness, encourages intercultural dialogue, and empowers young readers to engage critically with the stories they encounter, ultimately contributing to a more inclusive and reflective reading experience.

Implications

This study has following implications that contribute to the fields of linguistics, literary studies, and language education.

- Enhances understanding of language use through the application of meta-interactional markers in children's stories.
- Highlights the importance of incorporating meta-interactional markers in language instruction for young learners.
- Promotes critical thinking and socio-cultural awareness by encouraging readers to question prevailing norms and stereotypes.
- Explores intercultural communication in children's literature, promoting understanding and empathy among young readers.
- Enhances literary analysis by offering a new perspective on children's stories, focusing on meta-interactional markers.

Conclusion

This study provides a comprehensive analysis of meta-interactive markers in children's stories using Paul Grice's theoretical framework. Through this pragma-critical lens, the research delves into the linguistic, narrative, and socio-cultural dimensions of the stories, uncovering the pragmatic functions of meta-interactive markers and their implications.

By applying Grice's maxims of communication, the research examines how meta-interactive markers contribute to effective communication and shape the understanding of the narratives. The analysis reveals that these markers serve as attribution tools, enhancing linguistic comprehension and character development. They create settings, establish atmosphere, and foster cultural awareness, enriching the narrative dimension. Furthermore, the markers reflect socio-cultural elements, encouraging critical thinking about power dynamics, gender roles, biases, intercultural communication, agency, and empowerment.

The pragma-critical analysis of the meta-interactive markers in children's stories deepens our understanding of language use, communication, and socio-cultural dynamics in children's literature. It highlights the importance of analyzing language beyond its surface level, encouraging readers to critically engage with texts and question prevailing norms and biases. This research contributes to the broader field of children's literature by providing insights into the intricate ways in which language shapes narratives and influences socio-cultural perceptions.

Overall, this study demonstrates the value of adopting a pragma-critical lens, rooted in Grice's theoretical framework, to explore meta-interactive markers in children's stories. It emphasizes the significance of considering linguistic, narrative, and socio-cultural dimensions, fostering critical thinking, intercultural understanding, and empowering young readers to navigate and interpret language in children's literature. This research opens avenues for further exploration and invites educators, researchers, and readers to engage with children's stories in a more nuanced and reflective manner.

References

1. Bal-Gezegin, B., & Baş, M. (2020). Metadiscourse in academic writing: A comparison of research articles and book reviews. *Eurasian Journal of Applied Linguistics*, 6(1), 45-62. <https://doi.org/10.32601/ejal.710204>.
2. Dunya A. AlJazrawi, Zeena A. AlJazrawi. 2019, The Use of Metadiscourse: An Analysis of Interactive and Interactional Markers in English Short Stories as a Type of Literary Genre, *International Journal of Applied Linguistics and English Literature* 8(3):66 DOI: [10.7575/aiac.ijalel.v.8n.3p.66](https://doi.org/10.7575/aiac.ijalel.v.8n.3p.66)
3. Gezegin, B. (2016). A corpus-based investigation of metadiscourse in academic book reviews. *Procedia- Social and Behavioral Sciences*, 232, 713-718.
4. <https://doi.org/10.1016/j.sbspro.2016.10.097>.
5. Grundy, P. 2000. *Doing Pragmatics*. Oxford University Press. Inc. New York.
6. Grice, H. P. (1989). *Studies in the way of words*. Cambridge: Harvard University Press.
7. Grice, H. P. (1975). Logic and conversation. In A.P. Martinich (Ed.), *Philosophy of Language* (pp. 165-175). New York, NY: Oxford University Press.
8. Hyland, K. (2000). *Disciplinary discourse: Social interactions in academic writing*. London: Longman.
9. Hyland, K. (2004). Disciplinary interactions: metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing*, 13(2), 112-132.
10. <https://doi.org/10.1016/j.jslw.2004.02.001>.
11. Jacobs, J. S., & Tunnell, M. O. (2004). *Children's literature briefly*. Columbus: Pearson, Merrill Prentice Hall.
12. Khosravi, M., & Babaii, E. (2017). Reply articles: where impoliteness and judgment coincide. *Journal of Politeness in Research*, 13(1), 143-167. <https://doi.org/10.1515/pr-2015-0020>.
13. Leech, G. N. (1983). *Principles of Pragmatics*. London: Longman.
14. Saidi, M., & Saiedi, M. (2020). How do scientists reach their target audience? Academic and popular science articles in nutrition. *Nutrition and Food Sciences Research*, 7(4), 1-6. <http://nfsr.sbmu.ac.ir/article-1-436-en.html>.
15. Tse, P., & Hyland, K. (2006). So what is the problem this book addressed? Interactions in academic book reviews. *Text and Talk*, 26(6), 767-790. <https://doi.org/10.1515/TEXT.2006.031>

16. Vande Kopple, W. J. (1985). Some exploratory discourse on metadiscourse. *Composition and Communication*, 26, 82-93. <https://doi.org/10.2307/357609>.
17. Yule, George. 1996. *Pragmatics*. Oxford University Press

Corpus Resources

1. Little Red Riding Hood" by Charles Perrault , <https://core.ecu.edu/parillek/littleredcinder.pdf>
2. Little Red Cap" by Jacob and Wilhelm Grimm, <https://sites.pitt.edu/~dash/grimm026.html>