

The Function of Discourse Marker “WELL” In English and Vietnamese Communication

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Abstract: As an important component of the speech system, the status of discourse markers in language research can't be ignored. Discourse markers (often abbreviated as DMs) are a kind of explicit oriented markers in the process of discourse communication, which play a vital role in the generation and understanding of discourse. As a discourse marker, “well” has a number of textual functions; it gives indications of textual problems or regarding the structure of the text. Most often it is used in my data when the speaker has difficulties expressing him/herself and is searching for the right phrase.

Keywords: Discourse markers, structure, function, indications, speech system.

1. INTRODUCTION

Language is as a medium communication in human daily activities. The main aim of language is totally to help our communication in which Schiffirin (1987: 49) says that discourse markers are part of the more general analysis of discourse coherence-how speaker and hearers jointly integrate forms, meaning, and actions to make overall sense out of what is said. DMs do not easily fit into a linguistic class but they have paralinguistic features and non-verbal gestures. The discourse marker *well*, *unlike so*, has received a lot of attention in the literature and has been covered in a number of different ways. One of the earliest descriptions of the particle word *well* as a discourse marker is found in Lakoff (1973). In a study on the appropriateness of answers and the reasons for this appropriateness, she noted that answers might be prefaced by well, but only under certain conditions: if the answer is an indirect one, i.e. if the respondent “is not giving directly the information the questioner sought” (Lakoff 1973:458) or if the information supplied with the utterance prefaced by well is only part of the answer (1973:459). Closely related is the case of well being used when “the speaker senses some sort of insufficiency in his answer” (1973:463). In narrative, well may also be used “to indicate that details have been omitted” (1973:464).

2. LITERATURE REVIEW

2.1. The Concepts of Discourse Markers

The discourse marker has been studied from many different approaches and has many different terms such as: sentence connective, pragmatic particle, pragmatic connective particle, semantic conjunct, pragmatic expression or discourse markers. The term that is the most commonly used and is also used by Schourup (1999) in his recent research called “discourse marker - (DM)”. The above mentioned multiterm situation reflects the differences in research purposes and approaches, as well as analysis and classification of survey subjects. It also proves that the study of this word class is very developed and has spread in many areas of English language with many different theories and practices of many authors.

The other term for a discourse indicator is “discourse marker” which is an element that has been studied from different angles such as functional grammar, pragmatics and also from a social research perspective because of its high

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frequency and shows its essential role in language. We often use discourse marker to connect ideas, manage and organize what we say, express opinions and opinions in the process of participating in communication.

According to Macmillan (2002), a discourse marker is a particle (such as well, but, oh, like, and you know) that is used to direct or redirect the flow of conversation without adding any significant paraphrasable meaning to the discourse.

A typical discourse marker is a form of speech expression that has its own characteristics in terms of both semantics and structure. In terms of semantics, this type of expression must have a certain expression method suitable for the context. In terms of structure, the discourse markers must be in the initial position of the intonation unit.

Example:

- (1) A: What do you think about my car?
- (2) B: **Well**, it is a sort of expensive.

Here we see that there are two shielding factors before (B) intends to criticize the car as not worth the money spent by A: (1) "well", and (2) "a sort of". The discourse marker "well" can be understood as a hesitation, reluctance (hesitation) before making a comment that (B) thinks might make (A) unhappy. The meta-linguistic interpretation of "well" in this case is "You ask, I will tell". Therefore, most of us will be satisfied with the particle "A" but since having found the interpretation of "well", the translator can find many other shielding signs in Vietnamese to translate better, more interesting, but the spirit of the speech remains unchanged.

During the past two decades, analysts have had basic concepts about discourse markers.

Discourse markers have also been studied in a bilingual context (Goss and Salmons 2000; Maschler 2000; Matras 2000) and analyzed as an association group to express the point of view of communicative roles. Schiffrin (1987) says that discourse markers are part of the more general analysis of discourse coherence-how speaker and hearers jointly integrate forms, meaning, and actions to make overall sense out of what is said. Since language is always addressed to a recipient and always communicative, some analysts have argued that communication occurs only under certain conditions of speaker intentionality. And numerous studies in different language deal with their definition, classification and functions. But discourse marker *well* has not been identified clearly in Vietnamese for specific cases. Within the scope of this topic, we give an overview of how to translate the discourse marker and conduct a specific analysis of the function of the discourse marker well. By analyzing the context in which discourse markers are used in the work "*Gone with the wind*" and the translation "*Cuốn theo chiều gió*", we would like to find out the significant similarities and differences of the discourse marker in English and Vietnamese.

2.2. Discourse markers in English

The first research work on the connection must be mentioned is the book *Cohesive in English - Cohesion in English* by M.A.K. Halliday and Ruqaiya Hasan (1976). The author has studied the associations in general and the connection in particular, including reference, substitution, ellipsis, lexical cohesion and join (conjunction). Halliday and Hassan have divided the functions into four main types according to their semantic relations: additive, adversative, causal, and temporal relation. Discourse markers are grammatical and functioning words. Unlike content words, they do not convey meaning on their own nor change the meaning of a sentence. They only perform grammatical functions by linking ideas in a piece of writing. Most discourse markers signal the listener/reader of continuity in text or the relationship between the preceding and following text. Without sufficient discourse markers in a piece of writing, a text would not seem logically constructed and the connections between the different sentences and paragraphs would not be obvious. Discourse markers have also been studied in a bilingual context to present ideas and communicate smoothly, fluently and effectively. In addition, Schiffrin (1987) says that discourse markers are part of the more general analysis of discourse coherence-how speaker and hearers jointly integrate forms, meaning, and actions to make overall sense out of what is said. Since language is always addressed to a recipient and always communicative, some analysts have argued that communication occurs only under certain conditions of speaker intentionality.

In addition, Gianollo & Olmen (2022) defines that the discourse particle regulates the reanalysis of a first assumption in such a way that additional cognitive effort is excluded in the total processing of the marked utterance with respect to the corresponding unmarked utterance.

2.3. Discourse markers in Vietnamese

In Vietnamese, discourse markers are also considered as conjunctions in sentences. When studying the functional characteristics of the Vietnamese linguistic indicator, Do Huu Chau is classified into four functions: descriptive function, pragmatic function, utterance function and syntactic function. With these functions, the discourse

element shows the signals and messages related to the speaker and the listener, the pragmatic content will reveal the speaker, the listener and the relationship between the speaker and the speaker listen to each other. It also reveals the implication of the questioner and the listener for the object and object and is expressed through the co-direction and opposite relationships, concessions, expressed in the coherence of the text, and demonstrated the methods of relating to the object text conclusion. Coordinating conjunctions are like-works that include coordinating conjunctions or coordinators. The semantic basis of this contextualization function is the basis of logical-semantic relationships called expansion relationships, which establish semantic relationships between language components through a “cohesion” relationship but without creating a structural connection between the two components. And conjunctions are units that relate a sentence to the preceding sentence in the same sentence (within the same syntax). In a complex sentence, the clause containing a weak conjunction is called an adverb clause. In writing, it is always accompanied by a clause which functions are considered as a modifying adverb for the verb in the main clause. Thus, the term connectors with defined content and appearance helps us to avoid confusion between conjunctions with other word classes such as adverbs, prepositions, and at the same time emphasize their connecting function. According to Tran Ngoc Them (2019), discourse markers are words or expressions that link, manage, and help organize sentences. These discourse markers connect what is written or said to the other content without changing the meaning.

2.4. Kinds of Discourse markers

Discourse markers occur throughout discourse, focussing only a limited kinds of talk creates a risk, so one can mistakenly equate the general function of a marker with its particular use within a specific discourse kinds. In this part, the writer will show the kinds of discourse markers as according to Schiffrin (1994) understanding discourse markers requires separating the contribution made by the marker itself. So, these are the following kinds of discourse markers:

2.4.1. Marker of Information Management

Marker of information management is totally focused on *oh*. *Oh* is traditionally viewed as an exclamation or interjection. When used alone, without the syntactic support of a sentence, *oh* is said to indicate strong emotional states (surprise, fear, or pain). This part will put on completely methodological for analysis of markers whose semantic meaning and/or grammatical status.

Ex: The conversation between Scarlett and her father:

Scarlett: **Oh**, Pa," cried Scarlett impatiently, "if I married him, I'd change all that!"

Father: "**Oh**, you would, would you now?" said Gerald testily, shooting a sharp look at her (Mitchell, 2005).

2.4.2. Marker of Response

Marker of response is totally talking about well. Schiffrin (1994) says that Well is interesting in discourse markers because it is significant in a sentence. Well is a maintaining one of the idealized assumptions, and the use of well is the same as *oh* but it is not based on semantic meaning or grammatical status. Sometimes well is a noun, adverb, or degree word, when it is used in utterance, the initial position is difficult to characterize. The discourse marker *well* figures in particular conversational moves and *well* can precede an answer in which presupposition of before a question is cancelled, as well as noun-compliance with a request, or rejection of an offer.

Ex: Stuart: "**Well**, I was licked up or I wouldn't have done it and Cade never had any hard feelings" (Mitchell, 2005).

2.4.3. Marker of Connectives

Marker of connectives are *and*, *but*, and *or*. These elements have a role in the grammatical system of English. *And* is a coordinating idea units and it continues an action of speaker. Although the discourse marker *and* has these roles simultaneously, it will be easier to show them by describing its position in the sentence.

Ex: **Now**, you wait right here till I come back, for I want to eat barbecue with you. And don't you go off philandering with those other girls, because I'm mightly jealous (Mitchell, 2005).

2.4.4. Marker of Cause and Result

Markers of cause and result are totally talking about *so* and *because*. *So* and *because* together are complements both structurally and semantically like *and*, *but*, and *or*, *so* and *because* have grammatical properties which contribute to their discourse use. Schiffrin (1994) says that When *so* and *because* mark idea units, information states, and actions, their function are straight forward realization of these properties, but when *so* has a pragmatic use a pragmatic use in participation structures, its grammatical properties are less directly realized.

Ex: **So**, only half resigned to her fate, she spent most of her time with Scarlett. (Mitchell, 2005)

2.4.5. Marker of Temporal Adverbs

Markers of temporal discuss *now and then* marks. Schiffrin (1987) says that now and then are time deictics because they convey a relationship between the time at which a proposition is assumed to be true, and the time at which it is presented in an utterance or in other words, now and then are deictic because their meaning depends on a parameter of the speech situation (time of speaking). For more clearly, this is the example of discourse marker *now*:

Ex: "**Now**, did you hear us say anything that might have made Miss Scarlett mad or hurt her feelings?" (Mitchell, 2005)

2.4.6. Marker of Information and Participation

Markers of information and participation are totally talking about you know and I mean marks. Schiffrin (1994) says that you know marks transitions in information state which relevant, and I mean marks speaker orientation toward own talk. And these markers are related the use of both is based on semantic meaning and their function is complementary and socially.

3. Characteristics and functions of the discourse marker "well"

Discourse marker *well* has been studied from different approaches. Lakoff (1973) has one of the first studies on "well" as a discourse marker which the author believes that "well" is an discourse marker used to suggest a utterance as well as a leading word of a utterance and is considered an indicator of discourse. In general, when we translate into Vietnamese, usually the translator is limited in using a few Vietnamese particles such as "à", "này", "ừ" which sometimes makes the pragmatics function of *well* is obscured or even misleading, leading to a distorted communicative meaning of the entire statement. Starting from this problem, in this topic, the author focuses on analyzing the pragmatic meaning of *well* and at the same time boldly proposes a new translation approach for *well* on the basis of three aspects: (1) Grammaticality; (2) Interpretation in metalanguage (3) From there, finding equivalent discourse pragmatic signs to have a translated text that is both accurate and smooth.

Besides, the discourse marker *well* shows that the speaker's statement is more polite, making the listener feel that the information does not come suddenly. This difference is because when using the discourse marker "well" to open the dialogue, the speaker always has a long pause or pause before moving on to the information in the next section and has carefully thought about what he wants to convey.

On the other hand, when it comes to the functions of *well*, Schourup suggests that when a speaker uses the discourse marker *well*, he may be thinking about what to say next". Therefore, *well* also functions as a continuous case. *Well* is said to have a structure function. Beyond function is a transition word used to move on to a previously mentioned topic, Norrick (2001) argues that in spoken discourse, "well" is used to organize ideas according to each turn of information in communication". He has studied narrative narratives very carefully, based on on the narrative framework, proposed by Labov and Waletzky (1967) and Labov (1972) some of the main functions of the discourse marker *well* are as follows:

3.1. Searching for the right phrase

Schourup (2001:1039) in his detailed account of *well* briefly mentions that the speaker in two of his examples "can be heard as stopping to reflect on how she should refer to herself". A similar idea is expressed in the Longman Grammar of Spoken and Written English (Biber *et al.*, 1999:1087), in the section on discourse markers: "Well can also occur in the middle of an utterance as a signal of self-correction or deliberation over the choice of expression". According to the Cobuild dictionary it can be used "just before or after you pause, especially to give yourself time to think about what you are going to say" (Cobuild 1987, 1995).

3.2. Rephrasing/correcting

Well can also be used to rephrase or correct an utterance. This function has not received much more attention than the previous one in research into discourse markers. Svartvik in his treatment of *well* included the "use of *well* in its framing function [...] as editing marker for self-correction" (Svartvik 1980:175) and found that it "frequently occurs in a context of hesitation phenomena" (p. 176).

Example:

Brent: "Look, Scarlett. About tomorrow," said Brent. "Just because we've been away and didn't know about the barbecue and the ball, that's no reason why we shouldn't get plenty of dances tomorrow night. You haven't promised them all, have you?"

Scarlett: "**Well**, I have! How did I know you all would be home? I couldn't risk being a wallflower just waiting on you two."

3.3. Quotative well

The function of well illustrated in the example above is a very salient one, not only in its syntactic characteristics but also in its pragmatic function. As a frame, to use Svartvik's terminology, well here functions "as a signal indicating the beginning of direct speech, parallel to that of quotation marks in writing" (1980:175; cf. also Macmillan 2002).

For example:

The character Stuart uses a discourse marker of inclusive meaning (first and second person) when making a proposal to Brent (Stuart's twin brother), with a neutral tone to suggest were all three of them, Stuart, Brent, and James, the servants driving the two boys over to Cade Calvert's for dinner:

"**Well**, let's go over to Cade Calvert's and have supper" (Mitchell, 2005).

3.4. Move to the main story

Linguistic papers are not the only sources of comments on discourse marker functions. Several dictionaries, under the heading of *well* as an interjection, also include remarks that it expresses "resumption or continuation of talk" (COED 1976), which is a rather vague description. More specifically, the Cobuild (1987) dictionary claims that well is used "to indicate that you are changing the topic, and are either going back to sth that was being discussed earlier or are going on to sth new". In the OALD (1974) we find that well is "used to resume a story, etc."

Example: Stuart said to Brent:

- (a) "**Well**, you can't blame her. You did shoot Cade in the leg."
- (b) "**Well**, I was licked up or I wouldn't have done it," "And Cade never had any hard feelings. Neither did Cathleen or Raiford or Mr. Calvert. It was just that Yankee stepmother who squalled and said I was a wild barbarian and decent people weren't safe around uncivilized Southerners."
- (c) "**Well**, you can't blame her. She's a Yankee and ain't got very good manners; and, after all, you did shoot him and he is her stepson."
- (d) "**Well**, hell! That's no excuse for insulting me!

Well at the return to the story after a digression or interruption also occurred several times. Twice, the speaker inserted an evaluation of the movie or a scene before returning to the narrative proper; in other cases, the interruption consisted of additional instructions or the request of the partner for clarification.

3.5. Introducing the next scene

While the well described above mainly introduced a move back to the (main) story, the function of *well* in this category is the introduction of the next scene in the narrative. This function was also mentioned by Norrick (2001:854), although he, referring to free narratives rather than retellings of a movie, calls them 'episodes'. Well here also works at the textual level. Let me illustrate this function with a somewhat lengthy extract which contains several instances of well introducing the next scene.

Example:

Gerald: **Well**, Missy! so, you've been spying on me and, like your sister Suellen last week, you'll be telling your mother on me" (Mitchell, 2005)

As in all of the instances above, Well to introduce the next scene, the transition between scenes typically involves a transition in the focus of the narrative. This is the case for example when a new character is introduced, or when the speaker changes the focus from Gerald's thoughts to do next.

3.6. Conclusive well

Example:

Gerald looked crestfallen and embarrassed, as always when caught in a kind deed, and Scarlett laughed outright at his transparency. "**Well**, what if I did? Was there any use buying Dilcey if she was going to mope about the child? **Well**, never again will I let a darky on this place marry off it. It's too expensive. **Well**, come on, Puss, let's go in to supper."

Conclusive *well* is one of them and accordingly, it is not described in the relevant literature in the way it occurs in the the discourse. The Cobuild dictionary (1987, 1995) mentions that it is used "to indicate that you have reached the end of the conversation".

3.7. Indirect answer

Well indicating an indirect answer is probably one of the functions described earliest in the history of discourse marker research (Lakoff 1973), and the author perhaps one of the most cited in the research on *well* (cf. for example

Östman 1981; Owen 1981; Holmes 1986; Finell 1989; Jucker 1993; Greasley 1994; Schourup 2001). Well here prefaces answers to questions or requests, and the speaker indicates that this answer is not a direct one or not a complete one. For Svartvik (1980:174), this function falls under the use of well as a qualifier.

Example:

Scarlett: "Don't you suppose men get surprised after they're married to find that their wives do have sense?"

Dey: "**Well**, it's too late then. 'Sides, gempmums specs dey wives ter have sense.

3.8. Direct answer

Well is used under two conditions: (1) when the answer sought can only be obtained by the questioner by deduction from the response given, and (2) when the reply is directed toward a question other than the overt one: that is, when a different question can be deduced by the respondent because of the conversation situation. (Lakoff 1973)

3.9. Response to self-raised expectations

As we have seen, expectations that have to be met or at least acknowledged can be raised by questions from the conversational partner, or by questions from the researcher, i.e. on the instruction sheet.

Example:

Somewhere in her brain, a slow fire rose and rage began to blot out everything else. "**Well**, having been cad enough to say it.

3.10. Contributing an opinion

While the last three functions of well had to do with responding to questions, the next two have to do with expressing an opinion. For these two function, Schiffrin's interpretation of well does not seem to hold. Schiffrin sees well as "a response marker which anchors its user in an interaction when an upcoming contribution is not fully consonant with prior coherence options"

Example:

"**Well**, she's a cat just the same--oh, I'm sorry, Auntie, don't cry! I forgot it was my bedroom window. I won't do it again--I-- I just wanted to see them go by. I wish I was going

3.11. Continuing an opinion/answer

Like the previous function, the current one occurred only in the discussion part of the data. Svartvik names as one of the frame functions of well that it "shifts the topic focus to one of the topics which have already been under discussion

Example:

"**Well**, it's true," she argued with her conscience. "Everybody carries on like they were holy and they aren't anything but men, and mighty unattractive looking ones at that.

3.12. Evaluating a previous statement

Ne of the more generally acknowledged functions of well (besides marking indirect answers) is that of a mitigator of some sort of confrontation (Svartvik 1980; Owen 1981; Watts 1986; Finell 1989; see also the discussion at the beginning of the chapter). Nikula (1996) includes well in her long list of what she calls pragmatic force modifiers, which can intensify or decrease the force of an utterance.

Example:

"Oh, dear-- **Well**, suppose I give you the fifty now and then when I get

4. Functions of discourse marker "well" and its Vietnamese translation equivalents in the English-Vietnamese work "Gone with the wind – *Cuốn theo chiều gió*"

"Gone with the wind" is a very famous novel by author Margaret Mitchell, published in 1936, won the Pulitzer Prize in 1937, is one of the most popular books and has been translated into many different languages on the world, worldwide, selling hundreds of millions of copies globally over the past 75 years.

Released in 1939, it became the highest-grossing American film in the world and won a record number of Oscars. This work has been translated into Vietnamese by many translators, such as Duong Tuong, Vũ Kim Thu. we choose the translation *Gone with the Wind* by Duong Tuong.

The story is set in Georgia and Atlanta, and revolves around a woman with a strong personality in the American South, named Scarlett O'Hara, who must find a way to survive the war and get ahead of life the hardship she and her friends, family, and loved ones experienced in the South during the Civil War and Reconstruction times. At the same time, the story tells about a love crystallized between Scarlett O'Hara and Rhett Butler, sobbing hearts, a love story considered immortal and romantic, the greatest of all time.

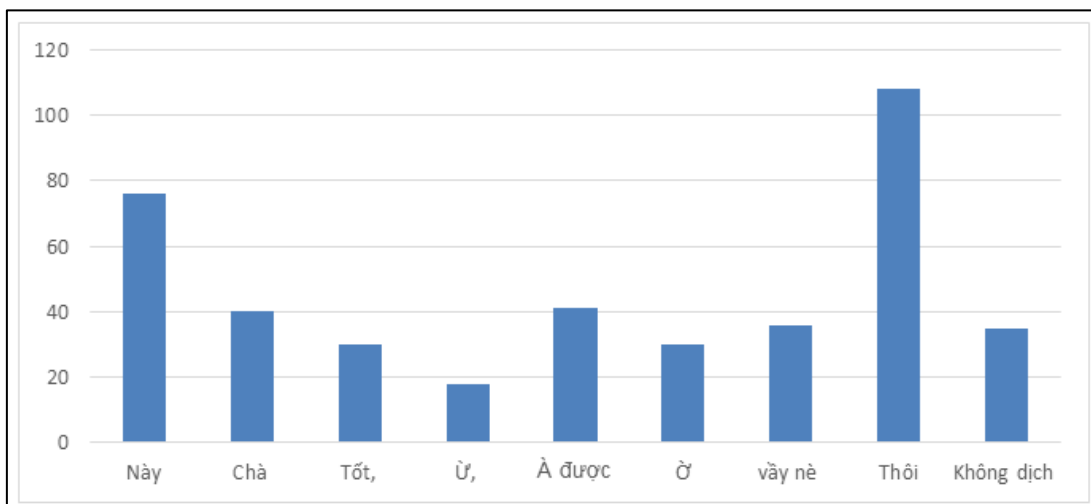
4.1. The frequency of use of the discourse markers in Gone with the wind and its translation.

Numbers	Discourse markers	Number of usage	Notes
1	well	414	

4.2. How to translate "well" into Vietnamese in Gone with the wind and the translation Gone with the wind.

When exposed to English, at any level, learners and translators are likely to feel "entangled" when hearing or reading the word well appearing at the beginning of the utterance, sometimes we often ignore it or can be translated into particles "à", "này", "ồ". However, according to survey statistics when translating the discourse marker *well* in the work *Gone with the wind* into Vietnamese, the discourse marker *well* does not always have such a narrow meaning. The viciousness of using only a few interjections to translate discourse marker *well* makes the translation sometimes become naïve, difficult to understand or even be understood in a completely different language act that the original does not want to reflect.

Order	Vietnamese	Frequency	Percentage	Notes
1	Này	76	18%	
2	Chà	40	9%	
3	Tốt,	30	7%	
4	Ừ,	18	5%	
5	À được	41	10%	
6	Ồ	30	7%	
7	vầy nè	36	9%	
8	Thôi	108	26%	
9	Không dịch	35	9%	
		414	100%	



The translation of discourse marker "well"

The conversation between Brent and Scarlett

Number	English	Vietnamese
1. Scarlett.	"Look, honey. You've got to give me the first waltz and Stu the last one and you've got to eat supper with us. We'll sit on the stair landing like we did at the last ball and get Mammy Jincy to come tell our fortunes ag	Cung ơi, cung phải cho tôi được cùng nhảy bản luân vũ đầu tiên và dành cho Stu bản cuối cùng, và phải ngồi ăn tối chung với tụi này. Bọn mình sẽ ngồi ở bộ thang và bắt Mammy Jincy đoán số mạng.
2. Brent	"Is it what we heard yesterday in Atlanta, Stu? If it is, you know we promised not to tell	Có phải đó là chuyện mình mới nghe ở Atlanta ngày hôm qua không, Stu? Nếu là chuyện đó, mày nhớ là tụi mình đã hứa không được nói lại.

Number	English	Vietnamese
3.	Scarlett. Well , Miss Pitty told us.	Ừ , cô Pitty có dặn vậy.
4.	Brent "Miss Who?"	Cô gì?
5.	Scarlett. "You know, Ashley Wilkes' cousin who lives in Atlanta, Miss Pittypat Hamilton--Charles and Melanie Hamilton's aunt."	Cô biết mà, đó là Pittypat Hamilton, cô ruột của Charles và Melanie Hamilton ở Atlanta, có họ với Ashley Quilkes.
6.	Brent "I do, and a sillier old lady I never met in all my life."	Biết rồi, và đó cũng là một bà gái già ngốc nghếch nhứt mà tôi chưa từng thấy trong đời.
7.	Scarlett " Well , when we were in Atlanta yesterday, waiting for the home train, her carriage went by the depot and she stopped and talked to us, and she told us there was going to be an engagement announced tomorrow night at the Wilkes ball."	Ừ , hôm qua khi bọn nầy tới Atlanta đợi chuyến xe về nhà thì xe cô ấy đi ngang qua nhà ga và dừng lại nói chuyện với bọn nầy. Cô ấy cho biết là giữa cuộc khiêu vũ đêm mai người ta sẽ loan báo một lễ đính hôn.

Discourse marker "well" in the dialogue between Brent and Scarlett in this context is translated as "ừ." Both of the above lines begin with "well". In this situation, Brent wants to get attention before giving his opinion. Therefore, it is very appropriate for us to use "Ừ" to translate it because according to the Vietnamese Dictionary, "ừ" means "the sound uttered to direct the listener's attention." Thus, in this situation. In this case, "Ừ" in the case of the translation of the dialogue is considered as a fairly common dialect, "Ừa" (in the words of the South Central people) when it wants to signal a question but is actually a question. interest can be used to translate discourse markers *well* for Brent's turn.

With the data mentioned above, we see a lot of cases in which *well* is a polite sign used to shield before the speaker emits information content that they consider sensitive, which can cause misunderstanding. However, each of these polite signs is divided into smaller signs to "soften" the force of speech such as criticism, rejection, rejection, adjustment, surprise, etc., which are difficult to identify, so also very difficult to translate.

It is obvious that Scarlett has a way of responding to disagreement and she wants a corrective behavior that begins with "Well". Therefore, when translating, all the translators need to do is to find an opening statement in Vietnamese that signals an equivalent act of "correction".

In addition, based on the meaning derived from the context and opinions of some authors such as Halliday & Hasan (1978), Ball (1980), we will easily find the meaning of "Well" in the above dialogue. "I confirm your question and I am trying to answer it satisfactorily.". So what will the "Well" of Scarlett's lyrics be in the Vietnamese version? At this point, with a native reflex of an ordinary Vietnamese, it is also possible to guess that it is the word "yes" according to different situations and communication positions.

Starting from the above problem, in the light of pragmatics and textual analysis, on the basis of the analysis of *well* as a discourse marker containing functional semantics (functional meaning), a type of semantics that, according to most researchers today agree that it determines the communicative meaning, not the information content of the utterance that follows it. Similarly, if we translate the discourse markers from Vietnamese to English, many pragmatic signs of Vietnamese are also very difficult to translate the discourse marker *well* if the translator don't not note it in the specific context. Moreover, *Well* is a discourse marker that has a series of functions, each of which is specified by a particular context. Once the contextual orientation is established, the translator will be able to understand it on the basis of meta-linguistic interpretation, and then find an equivalent in the Vietnamese discourse indicator system. In order to have a natural and accurate translated text, the translator needs to observe the original text flexibly, not mechanically and impoverish the translation when translating with only a few Vietnamese particles or interjections. Maximum contextualization: Observe to align the word *well* with the utterance meaning and the situation that produced the utterance in order to find its functional meaning. In other words, the translator should pay maximum attention to the cohesion, coherence or politeness marker through the following situations:

CONCLUSION

Within the framework of comparing English and Vietnamese discourse marker *well* in translations of literary works, the article explains the important role of discourse marker *well* in dialogue, and briefly outlines some features. similarities and differences of this discourses marker in English compared with equivalent expressions in Vietnamese. Differences in translation from the source language - English, in which the discourse marker *well* is expressed, to the target language - Vietnamese, where the discourse marker *well* is omitted, or there is a transformation of the figure The research on the discourse markers analyzed above shows that we need to have a study and survey in terms of comparing and contrasting the discourse factor *well* more deeply in the translation of "Gone with the wind" and many more works. both quantitatively and qualitatively to draw valid conclusions. Since then, a more comprehensive study on the translation of discourse elements is very necessary and hopes to contribute to the development of appropriate and

applicable translation methods to teach students to practice translating discourse markers in the conversation, discourse marker functions at an interactional level which have to do with responses, and discourse marker functions at an interactional level which have to do with the expression of an opinion or evaluation. In the non-discourse marker group, I illustrated well being used as an adverb derived from the adjective good (e.g. in expressions such as he played well), and as part of the construction as well (as), meaning 'in addition'. As a discourse marker, well has a number of textual functions; it gives indications of textual problems or regarding the structure of the text. Most often it is used in my data when the speaker has difficulties expressing him/herself and is searching for the right phrase. Well is also employed when the speaker wants to correct an expression and substitute it with a more appropriate one. It structures narratives (and to a lesser extent also discussions) by marking quotations, leading (back) to the main story or to the instructions, marking the transition between scenes, and concluding a topic or description of a scene.

BIODATA

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