



THE ROLE OF SILENT PAUSE PRECEDED BY DISCOURSE MARKER

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Abstract

The research focuses on analyzing the silent pauses that co-occur with discourse markers, on spontaneous interactions between Brazilian Portuguese speakers from metropolitan region of Belo Horizonte, that play cognitive function of information selection. The hypothesis is that this type of marker favors the introduction of full constituents in the conversational flow due to the unfilled pause that follows them. The sample that composes the research was extracted from the Corpus C-oral Brazil¹. A preliminary analysis of the data confirms the role of discourse markers in inhibiting the rupture of syntagmatic units, as usually occurs in hesitations of another nature. The study has as main objective to collaborate to understand the variation of hesitations in the flow of speech, seeking to correlate cognitive processing and linguistic coding.

Keywords: Pauses, discourse markers, education, informational unit.

INTRODUCTION

The focus of this study is on a prosodic feature of a very thought-provoking nature, which plays a major role in the linguistic representation of cognitive processing: the pause. Thus, research, in its broad scope, has the purpose of mapping hesitations, filled or not by pause, and comparing them with mental operations, correlating, in turn, the vectors that motivate them. Such an investigation would lead us to a more accurate understanding of this important prosodic feature that organizes and guides conversational activity.

In this study, we privilege the pause versus discourse markers correlation. As we will see further on, the pause is not necessarily a prosodic feature filled by silence. On the contrary, the speaker, in spontaneous conversation, linguistically signals several cognitive operations with a planning function both in the form and in the content of the message. These linguistic signs are known as discourse markers with interactional function (Urbano, 2001 in Jubran, 2019), which characterize, by their nature, the filled pause. Before going further in this analysis, it is important to highlight we recognize that discourse markers, as well as hesitations, play different roles in the conversational flow. In this work, we focus our analysis only on those discourse markers with merely interactional functions that play a role in the communicative activity of pausing for oxygenation of the thought in order to access full informational unity to be introduced in the discourse. We also emphasize that the discourse markers in theory are occurrences from Brazilian Portuguese, with no direct correlation with discursive marking strategies in other languages. Thus, we chose not to translate the discourse markers, but to interpret them according to the role they play in the conversational flow highlighted for analysis.

In this way, our interest is to understand, a priori, the relation of this filled pause in the conversational flow in order to clarify its random nature or not within the syntactic constituents. It is assumed that the pause filled by discourse operators occurs at the border of informational units that, in our view, can be constituted of full syntagmatic units or introduced by the nucleus of the syntactic constituent. Such a discovery could contribute to the understanding of the apparent random variation in the punctuation strategies used by students in basic and even higher education.

METHOD

Corpus Data

We selected for analysis the concomitance of pauses signaled by discourse markers followed by silence in the context of informal conversations. The study sample was extracted from the C-Oral Brasil corpus, composed of spontaneous dialogues, in family and public context, of residents of the metropolitan region of Belo Horizonte. The analyzed data were extracted from a set of spontaneous public and family interactions that total 59663 tokens and 3502 types. The corpus transcript already provides the occurrence of brief pauses with sign notation (/).

Samples annotation

We must highlight that C-ORAL BRASIL is dedicated to the study of spontaneous speech in Brazilian Portuguese and, therefore, has prosodic notations such as those developed by Moneglia & Cresti (1997). All conversational turns analyzed in this investigation were cut from the corpus without any intervention in its original notation, although the segmentation that interests us, in a specific way, is the simple pause, signaled by the simple bar (/), which indicates a perceptible intonational break of non-terminal value, that is, it indicates the boundary of tonal unity within the statement. It is this simple break of non-terminal value within the statement preceded by a discourse marker that we call a double pause: filled by the discourse marker and unfilled by the brief silence. The other notations should be disregarded, as they relate to prosodic phenomena that will not be dealt with in this work, such as end of turn: // \$, turn numbering [n], among others.

Methodological decisions

For analysis, a survey of the most frequent discourse markers was made first among the top 100 occurrences, followed by a silent pause. The main premise of this phase of the research is that discourse markers with the function of signaling a certain cognitive mechanism favor the emergence of full syntagmatic constituent's right after the pause, without internal disruptions. Confirming the principle, it is assumed that the study may contribute even more to the understanding of the role of hesitation in the linguistic thought-coding relationship as well as to a better understanding of the variation present in the strategies of punctuation of texts of students from all levels of basic and higher education.

What pause is?

O'Connell, & Kowal, (1983: 221) define pause as a period of silence in a person's speech or a period of vocal inactivity of a certain duration embedded in the conversation flow. For Oliveira (2000/2002), the interval of silence that characterizes the pause must necessarily be that which occurs within vocalizations. Mollica and Braga (1985) analyzed the phenomenon of pause in marking a discursive topic and attested to a positive correlation between degree of topical relevance and filling in silence in syntactic context between the subject and the rest of the sentence. Studies like Oliveira (2000/2002) also point out the importance of pausing in the organization of the compositional structure of narratives. It is, therefore, vocal inactivity of highlight importance for the understanding of the functioning at syntactic and interactional level of the speech.

Marcuschi (2006: 164), when dealing with hesitation, states that not all silence is pause and that not every pause is hesitation. For the author, the pause can occur between speaking turns, constitute a



speaking turn or manifest inside the turn, in syntactic borders with different communicative activity, whether for syntactic planning, cognitive planning or even for information selection. Marcuschi (in Jubran, 2019: 50) defines hesitation as ruptures in speech, in material linearity, in a syntactic and prosodic context without apparent motivation, but not random. Hesitation, according to the author, can manifest itself in various ways, from prosodic phenomena, discourse markers, paralexical items. For Marcuschi, the filled and unfilled pauses depend on ruptures by silence or hesitations through discourse markers or repetitions of fragments of syntactic constituents as prepositions. For the author, in fact, the pause can manifest itself in different ways, which does not mean postulating that the filled pause cannot co-occur with the unfilled one. In Marcuschi's terms (2006: 168), the filled pauses refer to the occurrences of hesitation of the type "ah", "eh", "mm", vowel lengths with a hesitative feature and conversational markers with a pause effect for information retrieval / selection. Unfilled pauses, on the other hand, are brief silences or not within phrases, in speech flows not foreseen by the syntax. In the corpus under investigation, it was possible to identify three macrotypes of pauses:

a) Unfilled pause:

- ¹*FLA: [1] o" / **Bru** / a gente vai explicar como é que a gente trabalha aqui // \$
- *EMM: [2] <isso> // \$
- *BRU: [3] <ham ham> // \$
- *BRU: [4] <hum hum> // \$
- *FLA: [5] essa <daqui / é a> bolsa de sangue / igualzinho ela chega da coleta // \$
- *BRU: [6] ham ham // \$
- *FLA: [7] sai do doador / lá / e chega pra gente assim // \$²

In (a), FLA, EMM and BRU interact in a public context where blood is collected. FLA gives BRU instructions on how the job is done. The " / " signal "brief pauses" within turns. In the first turn, BRU occurs interspersed with brief pauses, consisting of a simple period of silence between what is said before and what is introduced next. In this case, the silent pause served to mark the factual function of orienting speech to this interlocutor.

b) Filled pause:

- *JUN: [199] e a gente quer / Wilian / que nesse dia / seja um momento / também / cultural po cara // \$
- *JUN: [200] porque a gente vai tar <resgatando essa questão> da cultura // \$
- *CAR: [201] <claro> // \$
- *CAR: [202] <lógico> // \$
- *JUN: [203] então seria alguma apresentação mesmo // \$
- *JUN: [204] agora / poderia ter também algum número **de [1] de** dança / country / nã sei // \$³

In this section, which is a conversation in public interaction, JUN and CAR combine the organization of dance events in a June party. In the last turn, JUN repeats the preposition "de" (of), signaling, through hesitation, a prospective pause to introduce the suggestion of a type of dance for the event. These repetitions, as well as stretching, among others, with the function of oxygenating the thought, without giving the impression of having finished speaking, are understood as filled pauses.

¹ In this study, in all interactions, the discourse marker "hum hum" must be interpreted as "agreement".

² * FLA: [1] o " / Bru / we will explain how we work here // \$ * EMM: [2] <this> // \$ * BRU: [3] <ham ham> // \$ * BRU: [4] <hum hum> // \$ * FLA: [5] this <here / is the> blood bag / just like it arrives from the collection // \$ * BRU: [6] ham ham // \$ * FLA: [7] leaves the donor / there / and reaches us like this // \$.

³ * JUN: [199] and we want / Wilian / that day / be a moment / also / cultural for man // \$

* JUN: [200] because we will be <rescuing this issue> from culture // \$

* CAR: [201] <clear> // \$

* CAR: [202] <logical> // \$

* JUN: [203] so it would be some presentation // \$

* JUN: [204] now / there could also be some number of [/ 1] dance / country / I don't know // \$

c) Double pause:

*JUN: [191] <na> comunidade / eles apresentam em outra comunidade / são meninos da nossa aqui / o” / da nossa comunidade // \$

*WIL: [192] uhn // \$

*JUN: [193] tendeu // \$

*JUN: [194] e / e eu acredito que deve ter até aluno daqui que / dança com eles lá // \$

*WIL: [195] mesmo // \$

*WIL: [196] uai / eu vou procurar saber então // \$

*JUN: [197] então // \$

*JUN: [198] e [1] e nã é [2] acho que nã é coisa muito &d [1] complicado / nem nada não // \$⁴

In the interaction, JUN and WIL talk about dances at the June party and compare what is done in two communities in different cities in the metropolitan region of Belo Horizonte. JUN says to WIL that there must be a student from their community that dances with students from the other group. WIL replies that he will seek to know, using the discourse marker “uai” at the beginning of his turn followed by a silent pause. In this case, “uai” serves both to take turns and to pause thinking. It is, therefore, a pause filled by a discourse marker followed by a brief silence.

Thus, we argue that discourse markers with the function of signaling cognitive processing are usually followed by silence of some duration, in such a way that the conversational flow is filled with a full constituent, without disruptions in the syntactic structure underlying the cognitive processing.

Discourse Markers: A Very Vast Land

Studies on discourse markers are very numerous in the literature (Schiffrin, 1990; Fraser, 1999; Brinton, 1996; Schourup, 1999; Castilho, 1989; Marcuschi, 1991; Urbano, 2001; Rost-Snichelotto, 2008; Risso, Silva, & Urbano, 2002; Castilho, 2010; Tavares, 2003; Batista, 2013; Risso, Oliveira, Silva, & Urbano in Jubran, 2019). Researches, in general, interpret them as elements of a pragmatic nature with complex properties and with a varied textual-discursive function. Batista (2013) even argues that, in the list of discourse markers, we find interjective phenomena. The distinctive features between these are minimally perceptible linked more specifically to the function. Batista, when describing and analyzing the function of interjection and the interactive marker of “uai”, in accordance with Marcuschi (1997), points out that, from a formal point of view, conversational markers have wide variation: they can be primary, or non-lexicalized (ah, huh, etc.); secondary, or lexicalized: olha, então, quer dizer, entre outros (look, then, that is, between others); non-verbal, such as gestures, nods; and even suprasegmental, such as pauses and tone of voice. Urbano (in Jubran, 2019: 386) presents the following three aspects as the pilot core for defining the discourse markers:

1. The externality of the discourse markers in relation to the propositional content;
2. Syntactic independence;
3. The lack of communicative self-sufficiency.

Urbano (in Jubran, 2019: 453) points out that the discourse markers are of different natures, sequencing or basically guiding the interaction. The interaction markers, in theory, constitute a subset of linguistic elements that are characterized, in particular, by being external to the propositional

⁴ * JUN: [191] <na> community / they present in another community / they are children of ours here / o “/ of our community // \$

* WIL: [192] uhn // \$

* JUN: [193] tended // \$

* JUN: [194] and / and I believe there should even be a student here who / dances with them there // \$

* WIL: [195] same // \$

* WIL: [196] wow / I’ll try to find out then // \$

* JUN: [197] then // \$

* JUN: [198] and [1] and is’nt [2] I think is’nt too much & d [1] complicated / not at all // \$



content of the sentence, syntactically independent and communicatively non-autonomous. Typical examples are: ah, ahn, ahn, huh, uhn, “claro” (of course), “entendeu?” (got it?), “tá?” (okay?), “sabe” (you know), “não é verdade” (it’s not true), etc., in context like:

*EMM: [223] / a gente vai cadastrar / no sistema // \$

*EMM: [224] aí fica / mais fácil // \$

*EMM: [225] antes / que que a gente fazia // \$

*EMM: [226] a gente não [/ 3] a gente só cadastrava aqui / aquilo que foi produzido // \$

*FLA: [227] **hum hum** // \$

*EMM: [228] e no outro dia / o & na [/ 2] o auxiliar / nosso auxiliar administrativo / ele digitava // \$

*BRU: [229] **ahn** // \$

*EMM: [230] só que esse tava dando muito erro // \$⁵

In this section, EMM, FLA and BRU talk about the insertion of information in the activity control system of the donation center. FLA uses “hum hum”, signaling to EMM that she is accompanying the explanations. BRU, in turn, uses “ahn” with the same function. In this case, these markers are typically interactional whose function corresponds to that of the pilot core mentioned above. It should be noted that these are formally distinct elements, from paralinguistic units to orational construction.

For the purposes of this investigation, we selected in the corpus only the typical interactional markers of Brazilian Portuguese spoken in Belo Horizonte area, mostly non-lexicalized, that make up the most frequent occurrences in the data set and that perform the function of monitoring the conversational flow, used as a resource for “monitored” selection of information.

Informational Unit: The Obvious not so Obvious

Chafe (1974: 54), when dealing with intonational units, explains that the language-thought relationship occurs in a continuum of (in) awareness that he called activation states. In this conception, any idea or thought can be allocated in three distinct cognitive states: focus, peripheral or unconscious. Chafe associates these states respectively with an active, semi-active and inactive language processing state. These are states of consciousness that manage communicational activity. Although this separation is not categorical, since Chafe considers these three states in a broader spectrum and with unclear borders, the author stresses that the movement of ideas in our cognition fluctuates through these different states of consciousness. For the author, the delimitation mechanism of an information unit or an intonational unit involves understanding what happens with language in these different states. Chafe (1974: 58) further argues that objectively speaking does not occur in an uninterrupted prosodic flow, but in “jets” of language as a result of biological necessity. The sounds of the tongue are physiologically produced by the exhalation of air from the lungs, which must be replaced periodically. The replacement, however, does not occur at random. It normally operates synchronously with basic functional segmentations of speech, which Chafe calls an intonational unit. For Chafe (1974: 59), the identification of this type of unit involves the recognition of a set of changes:

1. Change in fundamental frequency (pitch);
2. Change in duration (shortening or lengthening of syllables and words);
3. Change in loudness;

⁵ * EMM: [223] / we will register / in the system // \$

* EMM: [224] there it is / easier // \$

* EMM: [225] before / what we did // \$

* EMM: [226] we didn’t [/ 3] we only registered here / what was produced // \$

* FLA: [227] **um hum** // \$

* EMM: [228] and the other day / o & na [/ 2] the assistant / our administrative assistant / he typed // \$

* BRU: [229] uh // \$

* EMM: [230] but this one was giving a lot of error // \$



4. Alternation of vocalization with silence (pause);
5. Change in vocal quality;
6. Shift of turn.

These changes may suggest that the contour of an intonational unit may occur at random, given that spontaneous conversation is discursively complex and operates with truncations, overlaps and turns of speech that vary in a spectrum ranging from merely prosodic to lexical and orational markings. Although based on intuition, Chafe (1980; 1985) argues that the emotional unit is a verbalization of a focus of awareness of the speaker at the time of speech. That is, it would be a materialization of information from short-term memory, present in the active state of consciousness, where cognitive language processing occurs. The intonational unit, in this sense, would be a small amount of active information in the speaker's memory, verbalized at once, although it may, and is common in spontaneous conversation, to have disfluencies in the introduction of these units due to hesitations of different natures as seen in previous sections. The intonational unit, according to Chafe, can thus present different types, among them:

- i) Substantive - which provides substantive ideals of an event;
- ii) Regulatory - which occurs as an interactional marker to signal interaction between participants, relevant context, judgments, mental processes, among others;
- iii) Fragmentary - occurrences truncated in speech turns.

In the corpus, we identified a passage that exemplifies these three types:

- *DEB: [17] aí / infelizmente / é o único horário que eu consegui / encaixar // \$ (substantiva)
- *DEB: [18] talvez aí é que seria interessante a participação de outros professores // \$ (substantiva)
- *JUN: [19] <é porque / &he / é [/ 1] é > [/ 1] + \$ (fragmentária)
- *DEB: [20] <porque a gente teria > mais horários / pra trabalhar // \$ (substantiva)
- *JUN: [21] <é porque &s > + \$ (fragmentária)
- *DEB: [22] <porque serão > vinte semanas // \$ (substantiva)
- *WIL: [35] <por causa desse projeto // \$ (substantiva)
- *WIL: [36] ham ham > // \$ (regulatória)⁶

Another relevant aspect about these units is their extension. Each language encodes information in a specific way, which weakens the measurement of the intonation unit by the number of words. Considering the types of units presented above, the fragmentary, although it corresponds to a turn, cannot be measured by the fact that it does not constitute a complete unit of thought and by presenting high unpredictability. The other occurrences also signal barriers, because the restriction in relation to the information processing capacity in the active state of consciousness is not always matched with grammatical coding. On the other hand, it is very common in the literature to correlate intonational unity with phrases and / or sentences (Decat, 2001; 2011; 2019). The types of substantive units, in fact, tend to be verbalized in the form of sentences or parts thereof, because sentences and their constituents denote events and states of affairs that make up the largest percentage of information that we communicate in our interactions. For Chafe (1974: 68), these ideas that we identify as events and states are transient in the active locus of the speaker's consciousness and are, in conversation,

⁶ * DEB: [17] there / unfortunately / it's the only time I got / fit // \$ (substantive)

* DEB: [18] maybe that's where the participation of other teachers would be interesting // \$ (substantive)

* JUN: [19] <is because / & he / is [/ 1] is > [/ 1] + \$ (fragmentary)

* DEB: [20] <because we would have > more hours / to work // \$ (substantive)

* JUN: [21] <it's because & s > + \$ (fragmentary)

* DEB: [22] <because it will be > twenty weeks // \$ (substantive) * WIL: [35] <because of this project // \$ (substantive)

* WIL: [36] ham ham > // \$ (regulatory)



consistently replaced by each other. In the author's view, events and states are centered on the participants, who form the referential network of the macrotopic of the content of the conversational act. Referents, therefore, are important components of the informational unit and are basic ideas that remain active in the consciousness of speakers at the moment of interaction. Thus, Chafe argues that a substantive intonational unit that is not a referent is unusual. For the purposes of this study, we pair the intonational unit with the informational unit, bearing in mind Chafe's (1974: 69) statement that the intonational unit is a linguistic expression of information, in the active locus of the speaker's consciousness and, for the linguistic manifestation, in the listener's consciousness, or, at least, it constitutes a mere intention of the speaker.

Informational Unit Versus Grammatical Unit

In principle, the informational unit does not maintain necessary alignment with the grammatical unit. Note some examples extracted from the corpus under analysis. This means that the information operates in a different logic than the one with which we construct the simple phrases, the sentences, the relations between clauses. However, unforeseen pauses are frequent, as can be seen in (1):

- (1) LUA: é / eu acho **que** / uma coisa também que ajudaria nisso / é [/] era se as [/] as coordenações nas escolas fossem melhor / né
LUA: como é
LUA: que que você acha⁷

The pause highlighted in bold in the excerpt (1) occurs after the subordinate operator in the syntactic locus in which it is expected that there is no processing of parsing marks between sentences. At first glance, there is a case of unplanned slicing between complex sentences. However, at the discourse level, "eu acho que" (I think that) can be considered a "borderline" construction of a marker that represents hesitation, well analyzed by Urbano (in JUBRAN, 2019) as a planning mechanism. It should be noted that the other pauses that are attested in the passage come from another type of hesitation, as already described in Marcuschi (2006) with refraction (é-is / era-was) and without refraction (as - the / as - the), like in the passage (2):

- (2) então / a orientadora / ela não quer fazer o papel da coordenadora // \$
SHE: e / vice-versa // \$
SHE: né // \$
SHE: então / tem que ter [/] tem que ter **pessoas** / **com** [/] com disposição pra ajudar o professor / né // \$
SHE: e isso não tem no Estado.⁸

In sections (3) and (4), on the other hand, the pause function marks the focus on "quer assistir" (want to watch), specifier of "quem" (who). Mollica (1984) was the first study on some functions of the pause at the border between subject and verb. For the question whether it would be a case of phrase breakdown, the findings suggest explanations of a structural and psycholinguistic order.

- (3) SHE: então é aquele entra-e-sai // \$
SHE: então o" / dou aula **pra quem** / quer assistir // \$
LUA: mas isso é que idade // \$

⁷ LUA: yes / I think / one thing that would also help with this / yes [/] was if the [/] coordinations in schools were better / right
LUA: how is it
LUA: what do you think

⁸ (2) so / the advisor / she doesn't want to play the role of the coordinator // \$
SHE: e / vice versa // \$
SHE: right // \$
SHE: so / you have to have it [/] you have to have people / with [/] willing to help the teacher / right // \$
SHE: and there is no such thing in the state.



SHE: primeiro ano / né /\$⁹

For the interval filled by pause at (4), the subsequent material is revealing. Even claiming a null function with a phrase break, the subsequent context of repetition of the NP¹⁰ “objetivos” (objective), in (4), favors the hypothesis that the speaker paused after harmonizing for not being very sure of the lexical choice or grammatical object of the verb.

(4) ANL: mas **pra harmonizar** / os objetivos os objetivo que a gente se propõe / a gente tem que dar satisfação do que se faz // \$

ANL: agora / o legal de [/] dessa coisa toda / dos grupos serem pequeno / eu sinto / dentro do espiritismo / é que um grupo apóia o outro independente de comando // \$¹¹

On the other hand, a brief silence event in the context of ambiguity stands out in the excerpt (5).

(5) *SHE: e eu nũ concebo a idéia / por exemplo / dum coordenador / &orien [/] coordenar um professor de inglês / sem ter a mínima noção // \$

SHE: da língua // \$

SHE: até pa te cobrar // \$

SHE: né / pa falar assim / Nossa / **mas isso aqui / que cê tá é uma besteira muito grande** / né // \$¹²

The sequence of SHE’s speech leaves doubts as to whether “que cê tá fazendo é uma besteira muito grande” (what you are doing is very big nonsense) is a warning from a supposed English coordinator or if it is an explanation of the type of nonsense that the teacher would be committing. In both cases, the pause can be interpreted as a focus marker.

The events of brief silence bolded in (6), in turn, are of a different order.

(6) SHE: então / na escola que eu tenho a coordenadora / eu **vejo que / a parte de** / conversar com o aluno / né / em relação à disciplina / problema familiar / &he / problema de material / o aluno que tá desinteressado / tudo / acontece / superbem // \$

SHE: funciona // \$

SHE: agora / na outra escola / que nũ tem &a [/] &um [/] &al [/] uma pessoa comprometida com isso / **o aluno também ele nũ quer** / se comprometer // \$¹³

⁹ (3) SHE: so it’s the come-and-go // \$

SHE: so “/ I teach for those who / want to watch // \$

LUA: but that’s what age // \$

SHE: first year / right / \$

¹⁰ Nominal phrase.

¹¹ (4) ANL: but in order to harmonize / the objectives, the objectives we propose / we have to give satisfaction to what we do // \$

ANL: now / the cool thing about [/] this whole thing / the groups are small / I feel / within spiritism / is that one group supports the other independent of command // \$

¹²(5) * SHE: and I don’t conceive the idea / for example / of a coordinator / & orien [/] coordinating an English teacher / without having a clue // \$

SHE: of the language // \$

SHE: until I charge you // \$

SHE: right / to talk like this / Wow / but this here / you are a big mistake / right // \$

¹³ (6) SHE: so / at the school where I have the coordinator / I see that / the part of / talking to the student / right / in relation to the subject / family problem / & he / material problem / the student who is disinterested / everything / happens / excellently // \$

SHE: it works // \$

SHE: now / at the other school / who doesn’t have & a [/] & a [/] & al [/] a person committed to it / the student also doesn’t want to / commit // \$



It is evident in (6), first, the pause in the subordinate syntactic interval similar to the examples described in (1) and (2). The matrix I see that can be interpreted, at the discourse level, is a construction that the speaker uses to better plan the subsequent processing. The pause after the preposition “de” (of), of course, would constitute a grammatical break in the prepositional constituent, precisely because it was present with a value of “demonstrative”, “of presenter” to Chafe (1974) of the informational unit “conversar com aluno” (to talk to a student), to which is added the sense of exemplification, of explanation, of clarification of the previous content. Bearing in mind that the “problema familiar” (family problem) phrase is also highlighted prosodically in order to signal the cause of the student’s disciplinary issues. Also note, in the same excerpt (6), the sequence of breaks/pauses with the function of enumerating “problema de material, o aluno que tá desinteressado” (material problems, the student who is disinterested). Thus, the data attests to what Chafe conceives as “jets” with which the melodic contours are distributed iconically in the information flow.

Issues related to discourse processing planning are also observed in relation to the distribution of information. It is notable the pause that precedes “isso” (this) with the value of a signal, an explanation that comes after the topicalized element, as highlighted too in (7).

(7) SHE: **o livro que eu adotei** / não compra // \$
SHE: porque / também / aí eu já começo / a ver lá / o negócio lá de cima / né // \$
SHE: secretaria de Estado / da Educação / governo / que faz / né / essa propaganda toda / de material e tudo / ã tem // \$¹⁴

In this regard, Braga & Mollica (1985) verified the discursive function of the pause when they mark topics and subtopics. There are many examples, in the sample examined, in this research stage, categorized as an independent variable in the quantitative treatment of the data. See (8) below:

(8) FLA: o” / Bruno / a gente vai explicar como é que a gente trabalha aqui // \$
EMM: <isso> // \$
BRU: <ham ham> // \$
BRU: <hum hum> // \$
FLA: **essa <daqui** / é a> bolsa de sangue / igualzinho ela chega da coleta // \$
BRU: ham ham // \$
FLA: sai do doador / lá / e chega pra gente assim // \$¹⁵

The topic “essa daqui” (this here) is highlighted both by the deictic “aqui” (here), which establishes the reference of the entity “bolsa de coleta de sangue” (blood collection pouch), among many that are used in the hospital, and to reinforce topicalization. There are cases, such as those studied in Braga & Mollica (1985), in which the topic is doubly filled by a brief silence and an anaphoric pronoun, before the predicate, as can be seen in the first example highlighted in (9) “esperamos <que esse> novo programa <que> vai vim / ele / \$” (we hope <that this> new program <that> will come / he / \$):

(9) EMM: esperamos <que **esse**> **novo programa** <que> vai vim / **ele** / \$
MAR: porque nós + \$
MAR: <é> // \$

¹⁴ (7) SHE: the book I adopted / don’t buy // \$

SHE: because / too / then I already start / to see there / the business up there / right // \$

SHE: Secretary of State / Education / Government / that does / right / all this propaganda / of material and all / does’nt have // \$

¹⁵ (8) FLA: o “/ Bruno / we will explain how we work here // \$

EMM: <this> // \$

BRU: <ham ham> // \$

BRU: <hum hum> // \$

FLA: this <here / is the> blood bag / just like it arrives from the collection // \$

BRU: ham ham // \$

FLA: leaves the donor / there / and reaches us like this // \$



MAR: **é um novo** <programa / a caminho> // \$
FLA: [<é / vai vim **um programa novo**> // \$
EMM: / <tá pra ser instalado><aí> + \$
BRU: <como assim> // \$
BRU: **programa** / <de computador> // \$
FLA: de <computador> // \$
EMM: <de computador> // \$¹⁶

The conversational interaction between the EMM, MAR, FLA and BRU speakers, in (9), also shows that the same referent is being distinctly topicalized, shifted to the left and accompanied with copulation in “é um novo <programa> a caminho // \$” (is a new <program> on the way> // \$) by MAR, reinforced by FLA, moving to the right “vai vim um novo programa” (a new program will come). In this case, without pause and already an old reference (PRINCE, 1981), taken up by BRU on the left “programa / <de computador> // \$” (program / <of computer> // \$) and, finally, encoded only with the nucleus of the NP followed by the pause, renewed referent that it is by the “computador” (computer) predictor-specifier.

Also analyze the topics highlighted in (10):

(10) FLA: bom / aí a bolsa chega / aí / a gente / homogeniza / desgruda as plaquetinhas da parede <dela assim> / faz tipo uma / cinturinha + \$
BRU: <hum hum> // \$
FLA: <**os nomes** / que eu ponho hhh> // \$
BRU: <ocê tem nome pra tudo / né hhh> // \$
FLA: e aí / encaçapa nesses [/] nessas caçapas aqui // \$
FLA: porque vai rodar naquelas centrífugas / \$
BRU: sei // \$
FLA: / e vai separar daquele líquido // \$
FLA: que cê tá vendo // \$
BRU: <ah / tá> // \$
FLA: <uma parte vermelha que é só de hemácia> // \$
BRU: <**aquilo ali** / acho que eu já vi na televisão> / já // \$¹⁷

¹⁶ (9) EMM: we hope <that> new program <que> will come / he / \$
MAR: because we + \$
MAR: <is> // \$
MAR: it's a new <program / on the way> // \$
FLA: [<a new program is coming> // \$
EMM: / <it's about to be installed> <there> + \$
BRU: <as so> // \$
BRU: program / <computer> // \$
FLA: from <computer> // \$
EMM: <computer> // \$

¹⁷ (9) FLA: good / then the bag arrives / there / we / homogenize / unglue the plaques on the wall <hers like this> / do it like one / belt + \$
BRU: <hum hum> // \$
FLA: <the names / that I put hhh> // \$
BRU: <you have a name for everything / right hhh> // \$
FLA: and there / pocket in these [/] in these pockets here // \$
FLA: because it will run on those centrifuges / \$
BRU: I know // \$
FLA: / and will separate from that net // \$
FLA: what are you seeing // \$
BRU: <ah / ok> // \$
FLA: <a red part that is just red blood cells> // \$
BRU: <that over there / I think I've seen it on television> / already // \$



The FLA speaker highlights the NP referring to “nomes” (names) through the topicalization mechanism to the right “os nomes / que eu ponho” (the names / which I put), in a clearly didactic speech, when explaining to his interlocutors how the labels on each blood bag are identified in the hospital environment . In the sequence, the explanation turns to the erythrocytes inside the blood bag, to which BRU then alludes, for what he already knows by the media and for what the topicalized referent represents by means of double deixis followed by a pause in “aquilo ali / acho que eu já vi na televisão” (that there / I think I’ve seen it on television). A similar strategy can be read in (11):

(11) aí o caderno / é um negócio meio atrasado / assim // \$
 FLA: porque / <é um caderno> / <podia ser no computador hhh> // \$¹⁸

In (11), the melodic contour followed by a brief silence topicalizes the NP “caderno” (notebook) in “aí o caderno / é um negócio meio atrasado” (there it is the notebook / is a bit late). Similar mechanisms are again used in the explanatory subordinate, highlighting the NP, this time for a type of topicalization in the fashion of the “Chinese topic”, “porque / <é um caderno> / <podia ser no computador>” (because / <is a notebook> / <could be on the computer>), which have been interpreted as stray structures in the various Decat studies mentioned. There is, in fact, little connection between the sentences in a paratax relationship.

The events of brief silence are also important vectors in discursive continuity, in general, with associated use of markers, as “aí” (there), “né” (isn’t it?). In excerpts (12), (13), some examples are shown.

(12) FLA: aí depois disso / a gente vem aqui pra esse caderno / né // \$
 EMM: nós fazemos um [1] uma anotação / considerando o quê // \$
 EMM: a data / né / essa data / é um [1] a gente põe o dia / que tá sendo coletado / <e / nós> temos o dia juliano // \$
 BRU: <sei> // \$

(13) FLA: que é o dia <do ano> // \$
 BRU: <como é que é> // \$
 FLA: hoje / é o dia cento-e-noventa-e-dois do ano // \$
 BRU: ah / tá // \$
 FLA: entendeu // \$
 BRU: tendi // \$
 FLA: aí / cada dia / vai ser uma [1] uma nova numeração / assim / né // \$
 FLA: como é que é&di + \$
 FLA: eu ã sei direito como é que funciona esse esquema / assim // \$
 FLA: &he / passa o dia / amanhã vai ser o cento-e-noventa-e-três // \$
 EMM: isso // \$
 FLA: [26] aí / vai começar / zero zero um // \$
 FLA: então cada doador / tem um número / <pronto> // \$
 BRU: <ah> / tá // \$¹⁹

¹⁸ (11) then the notebook / it’s a little late / like this // \$

FLA: because / <is a notebook> / <could be on the computer hhh> // \$

¹⁹ (12) FLA: then after that / we come here for this notebook / right // \$

EMM: we make a [1] an annotation / considering what // \$

EMM: the date / right / that date / is a [1] we set the day / that is being collected / <and / we> have the Julian day // \$

BRU: <i>> \$

(13) FLA: which is the <of the year> // \$ day

BRU: <how it is> // \$



The explanation of FLA, in (11), has the continuity guaranteed by the marker following the adverbial phrase in “aí depois disso / a gente vem aqui pra esse caderno / né/” (there after that / we come here for this notebook / right /). The pause emerges at the end of the adverb of time “depois disso” (after that) because it forms an informational whole that refers to the timeline of the narrative, in which it explains how to proceed with the proper security of blood identification. In (12), the marker “aí” (there) is also reinforced “cada dia” (each day), in addition to being filled by the pause “aí / cada dia/ vai ser uma [1] uma nova numeração / assim / né//” (there / each day / there will be a [1] a new numbering / like this / right // \$). In the same direction, we highlight the reinforcement of the interlocutor BRU by “tá” (ok) and by the abbreviated processing of the verb “to understand” in “BRU: ah / tá // \$ BRU: tendi // \$” (ah / ok // \$BRU: got it//\$. The discursive continuity is still filled by the conjunction followed by pause “&he / passa o dia / amanhã vai ser o cento-e-noventa-e-três //” (& he / spends the day / tomorrow will be the hundred-and-ninety-and-three // \$). Tavares (1999) attested the functionality of “aí” (there), “então” (then), “daí” (then), as retroactive-propelling discursive sequencers. The researcher attests to the discursive multifunctionality in several genres. Note also, in section (12), that the game of the conversation ends with “FLA: então cada doador / tem um número / <pronto> //” (FLA: then each donor / has a number / <ready> // \$) and is ended by “BRU: <ah> / tá //” (BRU: <ah> / ok // \$). The pattern is repeated in (12) with the use of “aí” (there) and “então” (then) in subsequent conversational turns.

Other sequencers alternate with a similar function, as seen in (14):

- (14) FLA: **então** / já vai pro sistema // \$
FLA: pra eles / é bem melhor // \$
FLA: **bom** / **aí** a bolsa chega / **aí** / a gente / homogeniza / desgruda as plaquetinhas da parede <dela assim> / faz tipo uma / cinturinha + \$
BRU: <hum hum> // \$
FLA: <os nomes / que eu ponho hhh> // \$
BRU: <ocê tem nome pra tudo / né hhh> // \$
FLA: **e aí** / encaçapa nesses [1] nessas caçapas aqui // \$
FLA: porque vai rodar naquelas centrífugas / \$
BRU: sei // \$
FLA: e vai separar daquele líquido // \$²⁰

FLA: today / is the one hundred and ninety-two day of the year // \$
BRU: ah / ok // \$
FLA: got it // \$
BRU: tendi // \$
FLA: there / every day / there will be a [1] a new numbering / like this / right // \$
FLA: how is it & di + \$
FLA: I don't really know how this scheme works / like this // \$
FLA: & he / spends the day / tomorrow is going to be one hundred and ninety-three // \$
EMM: this // \$
FLA: [26] there / will start / zero zero one // \$
FLA: so each donor / has a number / <pronto> // \$
BRU: <ah> / ok // \$
²⁰ (14) FLA: so / go to the system // \$
FLA: for them / it's a lot better // \$
FLA: good / then the bag arrives / there / we / homogenize / unglue the plaques on the wall <hers like this> / do it like one / belt + \$
BRU: <hum hum> // \$
FLA: <the names / that I put hhh> // \$
BRU: <you have a name for everything / right hhh> // \$
FLA: and there / pocket in these [1] in these pockets here // \$
FLA: because it will run on those centrifuges / \$
BRU: I know // \$



The description of FLA in (13) follows on from the previous section, and the pause, in almost all cases, follows the marker. It is worth noting that it does not emerge when it is preceded by the marker “bom” (good) marker, which has the function of a turn initiator. The brief pause events also emerge before and or after brazilian portuguese classifiers “tipo / tipo assim” (type, type like this) that Lima-Hernandez (2005) studied in doctoral thesis. Read the example in (15):

(15) FLA: bom / aí a bolsa chega / aí / a gente / homogeniza / desgruda as plaquetinhas da parede <dela assim> / faz **tipo** uma / cinturinha +\$
 BRU: <hum hum> // \$
 FLA: <os nomes / que eu ponho hhh> // \$
 BRU: <ocê tem nome pra tudo / né hhh> // \$
 FLA: e aí / encaçapa nesses [1] nessas caçapas aqui // \$
 FLA: porque vai rodar naquelas centrífugas / \$
 BRU: sei // \$
 FLA: / e vai separar daquele líquido // \$²¹

It is worth mentioning that this marker is widely used in colloquial speech with a deictic value. It is also accompanied by a pause, as in the example in (16):

(16) FLA: [23] eu ã sei direito como é que funciona esse esquema / **assim** // \$
 FLA: [24] &he / passa o dia / amanhã vai ser o cento-e-noventa-e-três // \$
 EMM: [25] isso // \$
 FLA: [26] aí / vai começar / zero zero um // \$
 FLA: [27] então cada doador / tem um número / <pronto> // \$²²

It should be noted, in the transcribed excerpts, that the non-alignment between informational unit and grammatical unit is quite clear, considering that the pause highlights one term or more than one term of the linguistic constructions. According to Chafe (1974; 1980; 1985), the discursive parts that should be in the focus of consciousness are highlighted prosodically. Topicalized NPs are good examples, as in (17):

(17) FLA: <**os nomes** / que eu ponho hhh> // \$
 FLA: [27] então **cada doador** / tem um número / <pronto> // \$.²³

Or in (18):

FLA: and it will separate from that net // \$

²¹ (15) FLA: good / then the bag arrives / there / we / homogenize / unglue the little tags on the wall <her as-yes> / do it like one / belt + \$
 BRU: <hum hum> // \$
 FLA: <the names / that I put hhh> // \$
 BRU: <you have a name for everything / right hhh> // \$
 FLA: and there / pocket in these [1] in these pockets here // \$
 FLA: because it will run on those centrifuges / \$
 BRU: I know // \$
 FLA: / and will separate from that net // \$

²² (16) FLA: [23] I don't really know how this scheme works / like this // \$
 FLA: [24] & he / spends the day / tomorrow will be one hundred and ninety-three // \$
 EMM: [25] that // \$
 FLA: [26] there / will start / zero zero one // \$
 FLA: [27] so each donor / has a number / <ready> // \$

²³ (17) FLA: <the names / that I put hhh> // \$
 FLA: [27] so each donor / has a number / <ready> // \$.



(18) SHE: agora / na outra escola / que nã tem &a [/] &um [/] &al [/] **uma pessoa comprometida com isso** / o aluno também ele nã quer / se comprometer //\$.²⁴

PRELIMINARY ANALYSIS OF RESULTS

The data showed a high frequency of conversational markers with a “filled pause” function, followed by a brief silence. Table 1, composed, at this stage of the analysis, of raw data, lists the markers and highlights the internal syntactic frontier of turn in which they occur introduced by the following prepositions and conjunctions.

Table 1²⁵ Brazilian Portuguese Markers with filled pause function on the internal border of the turn

Marcadores/ Frequência	ái	né	tá	hum	hhh	assim	ah	uhn	uai	ahn	ué	hein	oh	oi	uê	eh	uh	TOTAL
	2704	2204	2170	1522	1416	1348	1186	379	318	248	149	136	51	51	24	19	12	13937
/ de	3	16	1	0	2	21	1	0	0	0	1	0	0	0	0	0	0	45
/ mas	6	11	2	0	3	12	53	0	10	0	5	0	1	0	0	0	0	103
/ pra	6	6	0	0	1	7	2	0	0	0	0	0	0	0	0	0	0	22
/ com	4	5	0	0	0	17	1	0	0	0	0	0	0	0	0	0	0	27
/ na (em + a)	9	5	0	0	1	5	2	0	0	0	0	0	0	0	0	0	0	22
/ no (em + o)	2	4	2	0	0	13	0	0	0	0	1	0	1	0	0	0	0	23
/ da (de + a)	0	8	0	0	0	2	1	1	0	0	1	0	0	0	0	0	0	13
/ até	2	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	5
/ depois	10	2	1	0	1	4	1	0	0	0	0	0	1	0	0	0	0	20

The selected markers are among the top 100 in the corpus. Firstly, the existence of some discourse interaction markers (hein, oh, oi, uê, eh, uh, ahn, uhn, hum) is emphasized. They disfavor, in the corpus data, the occurrence of a double pause. This is an indication that the interactional markers perform specific functions, of a less multifunctional nature, as in:

(19) *NAT: [161] minha vida hoje / então / nã é / tem em geral / eu celebro mais à noite / né / atendo os doentes / quando tem os grupos aí de Rede / tem o conselho paroquial que se reúne uma vez por mês / temos três pastorais / conforme a igreja de Belo Horizonte / uma na área de espiritualidade / a de aprofundamento / outro na área de inserção social / e outro na [1] em [1] na / aprofundamento da vida comunitária // \$

*NAT: [162] <então tem a &esp> + \$

*BAL: [163] <qual a diferença> das duas // \$

*NAT: [164] **hein** // \$

*BAL: [165] a diferença das duas // \$

*NAT: [167] inserção social / é pa ajudar / principalmente os nossos irmãos / mais pobres / aí e &enf [1] viria / então não temos / nenhum / aqui / tem umas [2] deve ter umas [1] umas dez escolas / <nenhuma de> ensino médio // \$²⁶

²⁴ SHE: now / at the other school / who doesn't have & a [/] & a [/] & al [/] a person committed to it / the student also doesn't want to / commit // \$.

²⁵ For a better understanding of the data of the table 1, consider that the table shows the context of occurrence of the marker with filled pause. For example, the marker “ái” occurred 2704 times in the corpus, 3 of times followed by pause (/) and preposition “de” (of).

²⁶ * NAT: [161] my life today / so / it is / there is in general / I celebrate more at night / you know / I care for the sick / when there are groups there in Rede / there is the parish council that meets once per month / we have three pastorals / according to the church of Belo Horizonte / one in the area of spirituality / that of deepening / another in the area of social insertion / and another in [1] in [1] in / deepening of life community // \$

* NAT: [162] <then there's & esp> + \$

* BAL: [163] <what is the difference> of the two // \$

* NAT: [164] hhu // \$

* BAL: [165] the difference between the two // \$

* NAT: [167] social insertion / is to help / mainly our brothers / the poorest / there and & enf [1] would come /



In this excerpt, the marker “huh” constitutes a conversational turn, signaling a breach of expectation, exercising a retrospective scope since the strangeness is caused by the previous turn. A more accurate investigation of these markers is a task for a separate study. The focus here is on double break occurrences. The other occurrences in Table 1 show systematicity of the pause paradigm preceded by a discourse marker with an interactional-cognitive function, of a prospective nature. In this measure, they are good indicators to attest the hypothesis of the existence of an operator of search or of the selection of an information unit in the discursive flow, which, after vocal inactivity, is introduced through a full constituent, as seen in the occurrence that follow:

- (20) *CAR: [8] eu trabalhei com instituto de pesquisa / eu trabalhei como revisor / como pesquisador / como / estatístico // \$
*JAN: [9] <hum hum> // \$
*CAR: [10] <então> / ou seja / então muita experiência / muito contato com pessoas / me fez com [3] fez com que eu / desenvolvesse uma capacidade boa de [1] **né / de relacionar com as pessoas** // \$²⁷

In (20), the informant reports his professional experience and justifies the impact of this experience on his ability to relate to people. The discourse marker “né” (isn't it?), followed by a brief silence, signals the emergence of a syntagmatic unit immediately introduced in the speech. The informant, through this marker, allows access to the information unit composed of a full prepositional phrase of nominal, adjectival and adverbial basis. It is assumed that the marker inhibits internal ruptures of the constituents, through hesitations, repetition of fragments of the constituent. This is an indication that the propulsive pauses in cognitive processing are of a different nature. A strong hypothesis is that accessing thought in search of forgotten information requires different linguistic coding if compared to access for monitored selection of a given information unit.

The following excerpt is a typical occurrence of a double pause. In this case, the discourse marker, with a filled pause function, was used to oxygenate the thought and allow the insertion of the information unit. Note that the double pause tends to inhibit internal breaks in the grammatical segment that carries the information. See (21) below:

- (21)*CAR: [76] então / a [1] a proposta de fazer a gincana / desse jeito / sem custo / é interessante que os meninos ficam mais satisfeito / e tudo / & he / & s [1] né / sem [1] sem cobrar nada // \$
*CAR: [77] **ai / mas ai tem um problema** / porque / o [1] o turno da tarde / por exemplo / usou a gincana o ano passado / era de graça / a & gi [2] a [1] o [1] o [1] <os comes> e bebes / e tudo / mas usou a pescaria / e [1] e [1] e [1] e os jogos / boca do palhaço / e tudo / pa arrecadar um dinheiro / pra fazer / uma festa pos menino no dia das crianças // \$²⁸

In (21), CAR, when discussing about school fees, introduces two turns of speech that are opposed to the realization of a gymkhana without any cost. The turn [77] is initiated by a double pause that scopes an informational unit composed of adversative sentence. It is observed, once again, that the

so we have / none / here / there are some [2] there must be some [1] about ten schools / <none of> high schools // \$

²⁷ (20) * CAR: [8] I worked with a research institute / I worked as a reviewer / as a pain researcher / as / a statistician // \$

* JAN: [9] <hum hum> // \$

* CAR: [10] <then> / ie / so a lot of experience / a lot of contact with people / made me with [3] made me / develop a good ability to [1] you know / to relate to people // \$

²⁸ (21) * CAR: [76] then / a [1] the proposal to make the contest / like this / at no cost / it is interesting that the boys are more satisfied / and everything / & he / & s [1] right / without [1] without charging // \$

* CAR: [77] there / but there is a problem / because / o [1] the afternoon shift / for example / used the gymkhana last year / it was free / a & gi [2] a [1] o [1] o [1] <the food> and drinks / and everything / but used the fishing / e [1] and [1] and [1] and the games / clown mouth / e everything / to raise some money / to do / a party after the boy on children's day // \$



unit of information scoped does not suffer internal ruptures. In general, the occurrences in the table confirm this interpretation. Let's look at some more data:

(22) *JRM: [207] como é / amaciamento / pode ser esse produto mesmo // \$
 *JRM: [208] mas aí é só [/2] nã precisa fazer tração // \$
 *JAN: [209] <que que é tração> // \$
 *JRM: [210] <com o pente> // \$
 *JRM: [211] <&he / com> o pente / né // \$
 *JAN: [212] <ah / tá> // \$
 *JRM: [213] porque / geralmente homem / **assim / com o cabelo mais curto** / só quer amaciar mesmo / aí faz // \$

(23) *MAR: [53] e / &he / o Leonardo gosta que ponha palmito / que ele é metido / né // \$
 *TAT: [54] é / o <Careca é> // \$
 *MAR: [55] <palmito> / azeitona pretas // \$
 *TAT: [56] <metido> // \$
 *MAR: [57] né // \$
 *MAR: [58] **aí / <depois que tá tudo prontim>** + \$
 *TAT: [59] <uhn> // \$
 *TAT: [60] <têm que ser pretas> // \$
 *MAR: [61] tem // \$
 *MAR: [62] porque / a preta é mais macia // \$
 *TAT: [63] ah // \$
 *MAR: [64] né // \$
 *MAR: [65] então ele gosta // \$
 *MAR: [66] **aí / depois que tá prontinho ali** / você / abre a massa / &n [1] eu costume abrir ela num plástico / porque aí fica mais fácil d" ocê virar no [1] no [1] no seu + \$

(24) *LUZ: [1] porque / eu só soube que eu nã / 6 eu tive certeza absoluta que eu nã era daqui quando eu saí // \$
 *LUZ: [2] que eu senti que então / eu tava no meu lugar / né // \$
 *LUZ: [3] porque eu / 1 eu me senti / respirando / **né / adequada / né / no lugar** // \$
 *LUZ: [4] <falei> / Nossa // \$
 *LAU: [5] <sei> // \$
 *LUZ: [6] passei a vida toda num lugar errado // \$²⁹

²⁹ (22) * JRM: [207] how it is / softening / it can be that same product // \$
 * JRM: [208] but that's it [/ 2] nã need to do traction // \$
 * JAN: [209] <which is traction> // \$
 * JRM: [210] <with the comb> // \$
 * JRM: [211] <& he / com> the comb / right // \$* JAN: [212] <ah / ok> // \$
 * JRM: [213] because / usually a man / like this / with the shortest hair / just wants to soften / really does // \$

(23)* MAR: [53] and / & he / Leonardo likes to put heart of palm / that he is involved / right // \$
 * TAT: [54] is / the <Bald is> // \$
 * MAR: [55] <heart of palm> / black olives // \$* TAT: [56] <mitted> // \$
 * MAR: [57] right // \$* MAR: [58] there / <after everything is ready> + \$
 * TAT: [59] <uhn> // \$* TAT: [60] <must be black> // \$* MAR: [61] has // \$
 * MAR: [62] because / black is softer // \$
 * TAT: [63] ah // \$
 * MAR: [64] right // \$
 * MAR: [65] so he likes // \$
 * MAR: [66] there / after it's ready there / you / open the dough / & n [1] I usually open it in a plastic / because then it becomes easier for you to turn into [/ 1] in [/ 1] on your + \$

(24) * LIGHT: [1] because / I only knew that I wasn / 6 I was absolutely sure that I wasn't from here when I left



The occurrences in (22), (23) and (24) are typical double pauses, in which the discourse marker operates with a prospective pause function to prepare the cognitive activity of speech processing for the introduction of a information unit grammatically full, or without breaks/ruptures.

(A) Sintony between Informational Unit and Grammatical Unit

We have seen until then that the double pause favors a harmony between informational and grammatical unity, whether of a nominal, sentential, adjectival, adverbial or other nature. However, there are cases where the pause is filled within the syntactic constituent, as seen in:

- (25)*REN: [191] tem que ser no Carrefour // \$
- *FLA: [192] ai / Rena / tá cheio // \$
- *REN: [193] tá // \$
- *REN: [194] lotado // \$
- *REN: [195] yyyy // \$
- *FLA: [196] é aqui // \$
- *REN: [197] **precisando de / papel higiênico** // \$
- *FLA: [198] papel higiênico // \$
- *REN: [199] tá cheio mesmo / viu // \$
- *FLA: [200] o” // \$
- *FLA: [201] se a gente vai de de táxi / voltar de táxi / po” comprar um // \$³⁰

In (25), we have a silent pause within a prepositional phrase. It is worth asking: is the NP cut by the nucleus constituted by the preposition “de” (of) an informational unit? There is an evident rupture in the syntactic constituent, in which the pause occurs between the nucleus and the NP inside it. Is it the pause or the grammatical unit that determines the informational unit? This is a separate research question. We are still concerned in this text with the relationship between pause, informational unit and text punctuation. The asymmetry between grammatical and informational unit are important aspects to reveal the apparent randomness in the text punctuation of the students in general.

Conclusion

In the communication, based on the quantitative and expanded examples of the sample excerpts, we argue that there is an iconic function in the forms of hesitation in the course of the propositional packaging process. This role is revealed more clearly with the addition of the pause at the analyzed borders. In a more expanded version of the study, the greater number of syntactic limits leads us to verify a ranking that classifies the uses of more productive markers followed by pauses with the attribution of their role in the information flow. Certainly, robust evidence favors more precise

// \$

- * LIGHT: [2] that I felt that then / I was in my place / right // \$
- * LIGHT: [3] because I / I felt / breathing / right / adequate / right / in place // \$
- * LIGHT: [4] <spoken> / Wow // \$
- * LAU: [5] <sei> // \$
- * LIGHT: [6] I spent my whole life in the wrong place // \$
- ³⁰ (25) * REN: [191] has to be at Carrefour // \$
- * FLA: [192] ai / Rena / it’s full // \$
- * REN: [193] ok // \$
- * REN: [194] full // \$
- * REN: [195] yyyy // \$
- * FLA: [196] is here // \$
- * REN: [197] in need of / toilet paper // \$
- * FLA: [198] toilet paper // \$
- * REN: [199] it’s really full / saw // \$
- * FLA: [200] o “// \$
- * FLA: [201] if we go by taxi / return by taxi / you can buy one // \$



interpretation of the effects of meanings, pointing to phases of investigation in which the cognitive nature of discourse elements of a segmental and suprasegmental nature is deepened.

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¹The C-ORAL-BRASIL project is dedicated to the study of spontaneous speech and is specifically aimed at the compilation of oral corpora in Brazilian Portuguese and other languages. C-ORAL-BRASIL has its headquarters at the Laboratory of Empirical and Experimental Studies of Language (LEEL) of the Faculty of Letters of the Federal University of Minas Gerais. www.c-oral-brasil.org. Accessed in: 20/11/2020.

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