Discourse Analysis of Lexical Signaling Relations of Macro (1999) in ‘Waiting for Godot’

"تحليل الخطاب لعلاقات الإشارة المعجمية لماكرو (١٩٩٩) في مسرحية "في انتظار غودو

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المستخلص:

تتناول هذه الدراسة مسرحية صموئيل بيكيت "في انتظار غودو" وكيفية دمج اللغة والأفكار لدعم موضوعات التواصل الإنساني، والعبث، وعدم اليقين، باستخدام تصنيف ماكرو (١٩٩٩) للروابط الدلالية. طوال العرض، نبحث عن أنماط العلاقات ونقيسها كميًا باستخدام علاقات ماكرو التسع: الهوية، والاختلاف، والشمول، والاستبعاد، والعملية، والوظيفة، والخصائص المكانية، والفيزيائية، وتعديل الكم. لكل علاقة مثالان، كل منهما مدعوم بدليل نصي. ووفقًا لجدول تكراري، فإن أهم العلاقات هي العملية (٢٣%) والهوية (١٨%). ويعود ذلك إلى أن المسرحية تدور في حلقة مفرغة وتبحث عن المعنى بطريقة غير منطقية.

الكلمات المفتاحية: العلاقات، الهوية، الإقصاء، ماكرو

Abstract:

This study analyzes Samuel Beckett's ‘Waiting for Godot’ and how language and ideas are combined to support themes of human connection, futility, and uncertainty using Macro's (1999) taxonomy of semantic connections. Throughout the performance, we identify and quantify relationship patterns using Macro's nine relations: Identity, Difference, Inclusion, Exclusion, Process, Function, Spatial, Physical Characteristics, and Quantity Modification. Each relationship is illustrated by two examples, each supported by textual evidence. According to a frequency table, the most significant relationships are Process (23%) and Identity (18%). This is a result of the play being caught in a cycle and searching for meaning in an illogical way.

Keywords: relations, identity, exclusion, Macro

1-Introduction

The idea of signaling has to do with how the reader understands the message as well as the strategies used by the author to best encode it. According to (Hoe, 1983: 178), signaling is a conversation between the writer and the reader in which a message regarding how the discourse should be explained or interpreted is conveyed. The writer or speaker is instructing the reader to understand the contrast between the various sections of their discourse in a specific way.

The study of language is called discourse. It looks into how language and context are related. Linguists were interested in analyzing individual sentences prior to Harris's discourse analysis.

Some theories, like Austin (1962) and Searle's (1969) theory of speech acts and Grice's conversational maxims (1975) emerged with the rise of pragmatics, which examines meaning in relation to context (McCarthy, 1991). These theories emphasize on the study of discourse in its social practices.

The linguist Zellig Harris coined the term "Discourse Analysis" in 1952 to describe a method of examining how sentences are put together, whether they are written or spoken. Harris distinguishes between practices that are linguistic and those that are not. He investigates meaning that goes beyond sentence structure. Harris investigates how linguistic elements are combined and manifest in specific contexts and textual styles. Thus, certain meanings are linked to specific linguistic features in discourse (Paltridge, 2012). The term "pragmatics" is frequently required or used to make a reference of the study of language use, whereas "DA" implies the study of how spoken and written languages interact to produce coherence and meaning (Levinson, 1983). According to earlier research, the term "DA" includes both the textual meaning that shows the way by which the linguistic elements are arranged or connected to one another to create or form the contextual meaning, which implies a specific meaning (Gee and Handford, 2012).

Waiting for Godot (1953), which shows Vladimir and Estragon's futile wait

for the elusive Godot, is a perfect example of the Theater of the Absurd. A lens to decipher how Beckett's dialogue uses relational logic to construct meaning is provided by Macro's (1999) framework, which was created for semantic relations in discourse.

Applying Macro's model to the play, this analysis looks at how relationships like Identity and Process highlight themes of hope and paralysis. Frequencies from 150 annotated relational instances are obtained through close textual analysis as part of the methodology.

2-Lexical Signaling

With an emphasis on lexical signals, there has been some intriguing research on the signaling of conversation patterns. The fundamental premise of the majority of research is that lexical signals indicate a formal schema or what is called superstructure.

Widdowson (1983: 92–94) goes into great depth on what procedural vocabulary is and how it differs from schematic vocabulary, they are called PV and SV. The former is composed of words that have high indexical potential meaning they can be explained or interpreted in a variety of ways. Different speech patterns may have different meanings for the word "material." Conversely, SV objects have a great deal of symbolic meaning and are schematically bound.

We must know how a reader goes from seeing a word on a page to locating it in their mental dictionary—where the word's meaning is stored—in order to comprehend how a word is read for meaning. What code does the word represent when lexical access occurs? And how is the word's lexicon entry determined using this representation? These are the two main questions that are raised. One useful method for examining these issues is the lexical-decision task.

Two experiments using this task have been reported. In one instance, it was demonstrated that the degree to which a letter string resembled an English word affected the "no" response latency, but not the According to this finding, the "yes" answer delay is a crucial component and lexical access is "direct," meaning it doesn't require searching. The second experiment

demonstrated that the time required to say "no" was influenced by the phonological characteristics of a nonword. Thus, phonological encoding is taking place in these tests. However, it must be demonstrated that this is more than just an epiphenomenon; neither these findings nor those of other researchers alter the fact that correctly reading words requires more than just seeing written word images. Students of classical languages can study dictionaries , so we don't have to worry about the original meaning. (Hoe,1991).

3- Lexical Signaling in Argumentative Discourse.

The following key points encapsulate the general consensus regarding the function and characteristics of the lexical system of signaling in argumentative discourse:

1. Coherence refers to the way a discourse's elements come together to give the impression that a text is one cohesive whole. Values that are ascribed to clauses, sentences, and sentence groups due to their semantic relationships are known as clause relations. One linguistic tool for creating and demonstrating that discourse is coherent is lexical signaling items, which display the values of discourse.
2. Because lexical cues influence the reader's interaction with the text, researchers have demonstrated their importance in argumentative speech.
The following should be examined to get a full understanding of the lexical system:
a. Argumentative writing carefully addresses contentious issues that call for a definite stance or shifting readers' opinions.
b. An argument should be simple to understand because the task is so difficult. In other words, there shouldn't be much room for misunderstanding.

4-The Adopted Model:

Marco's model, which is used in this study, contains the following nine relationships:

1. Identity relationships

Identity relations contain the correspondence, equivalency, and similarity connections. A relationship of likeness between two schematic objects is called similarity. Although the correspondence connection and the similarity relation are fairly similar, they differ in that the correspondence connection indicates a one-to-one relationship between the items of two different sets. The equivalence can be expressed as follows: X is the same as Y for a specific purpose. Although the two concepts are not the same, in some circumstances they might be applied, effective, and beneficial in the same manner. The book's author even uses terms like "be considered," "be interpreted as," "be regarded as," and "be thought of as" to convey subjective equivalency (Marco 1999: 8–10).

2-Two Relationship Differences

It is evident from the defining elements that demonstrate this relationship that the two concepts it links are not identical in any way. The difference relationship could be viewed as the antithesis of the identity relationship, which is why this relationship is comparable to the identity relationship (ibid:10).

They both mean to compare, which explains why the words that express this relationship and those that demonstrate similarity are so similar.

The objects being compared in similarity relations may belong to the same class or be distinct objects. A difference can be manifested by a relationship that typically is found or exists between objects that belong to the same class or are thought to share certain characteristics. This is what counter-expectation is all about. Be distinct from, as opposed to, be differentiated from, be different from, be dissimilar, differ from, be opposite and be unlike, are the words that illustrate this relationship (Marco 1999: 10).

3. Inclusionary relationships

Since these relationships are one-way, the defining characteristics used will be determined by the element that receives the greatest attention. These connections imply confinement or ownership. Van Dijk (1977) states that the natural order would be whole-part, general-particular, possessor-possessed, and container-contained (p. 43). However, the sequence is reversed when the information provided is the part or particular instance that is being explained using the whole with the general notion. The

connection of class membership, or the relationship between a concept or what is called (the subordinate word) and the class to which it belongs (the superordinate term), is one of these relationships, according to Marco (1999) (p. 11).

According to Marco (1999), the class membership connection has some unique circumstances. When an element is displayed as an illustration of a particular kind of element or concept, it is called an example. The phrases "as shown by," "as an example of," "as a prototype of," "as a representation of," and so forth demonstrate that it is. There are examples that demonstrate the scope of a class. An object (a plural or collective noun) can be different at two points on a scale, as demonstrated by the defining components. By illustrating the various ways that something could be and providing details on some of the concepts' physical characteristics, the following items simultaneously demonstrate a class-membership relationship: occur as X to Y, transition from... to, and shift from... to (p. 11).

Another kind that reflects inclusion relation indicates that something is a part or component of something else represents the composition/part-whole connection. Marco (1999: 12) mentions that some connections resemble the part-whole relationship but concentrate on something different from the components or parts of the whole. The distinction between the terms "part" and "piece" is what separates this connection from a whole-piece relationship. According to Cruse (1986: 158), parts are different from pieces because they possess three characteristics: "autonomy, non-arbitrary boundaries, and a determinate function with respect to the whole." The terms "be a piece of," "be a part of," and "be a fragment of" all convey this connection.

4. Relationship of exclusion

The reverse of inclusion relations is this. Anything that should be present is perceived as being absent or excluded from a group, according to Marco (1999: 14). Additionally, there is a hidden comparison with other members of the same class who possess that item.

5. The process's relationship

Defining items in this case display the process that joins the two objects. Marco states that three different types of process relations can be found: cause-result, change, and origin or product.

The terms "emerge from," "be a derivative of," "be a product of," "come from," "derive from," "develop from," and "originate from" are used in the origin or product relation to indicate where something came from.

The items that demonstrate what a product is are used to list its products in order to provide more information about a concept, or to give a description to something by mentioning its origins (Marco 1999: 14).

The terms "be due to," "be generated by/from," "be the outcome of," and "result from" can all be used to describe the cause-and-effect relationship between two things. According to Marco (1999: 14), in this case, the lexical item links the defined concept to the event that produced it rather than the concept that it is a result of.

When an item in a change relation indicates that something has changed, it means that the original element has transformed into a different entity. Since the idea being described to reflect a process but not a state, the verbs become, be converted to, branch into, change into, and evolve into are dynamic rather than stative.

6. Function-related relationship

This relationship demonstrates the function, purpose or use of an object. This relationship can be broken down into intrinsic utilization and function. Act as, act to, behave as, function as, have a role in, play the role of, play a part in, provide and serve as are the words that demonstrate the essential purpose of a concept. The terms "be helpful for," "be used for," "be chosen as," and "employ as" indicate that something is intentionally used to accomplish a goal (ibid:16).

7. A spatial relationship

An element's location or relationship to other elements is indicated by the item that displays this relationship. The phrases "be discovered in" and "exist in" describe what could be regarded as existence (ibid).

8. The relationship between the concept and its physical characteristics

In such case, the item explains specific quantitative or observable aspects of an idea rather than establishing a connection between ideas. Defining

elements establish a connection between a concept and its characteristics. Although the most popular way to discuss attributes and physical characteristics is with the adjective be + adjective, there are other ways to discuss particular characteristics as well. The way that is highly use to discuss size and shape is to use two verbs that have no lexical meaning: "have" and "be." Form and color are examples of appearance, which are composed of general terms that characterize the qualities of objects: (adjective)-colored, be + (adjective) + in shape, (noun)-shaped, have a (noun)-like appearance, look, shape (in a possessive construction), in the form of, with a + (adjective) + component, in shades of (Marco 1999: 17).

9. The connection between altering the quantity

Since they never appear on their own, the signs of this relationship are peculiar. In order to somewhat clarify the ratio between the various components, they always alter other defining elements, especially those that demonstrate composition: a range of quantities of, a high or low proportion of, a quantity of, (cardinal number) + part(s) of (ibid)

5- Data Analysis

Giving reliability to th paper the researcher purposively selected to examples that belong to each relation. The reliability also requires that the analysis should cover all the work and give frequencies for all the text.

5.1 Identity Relationships

Definition: functional equivalency, correspondence, or similarity. **Example 1 (Similarity):** "We are all crazy when we are born," said Vladimir. There are still some. (page 51).

Vladimir uses implicit parallelism to demonstrate their similarity by drawing a comparison between human existence ("all born mad") and chronic insanity ("some remain so").

Example 2 (Equivalence): Estragon exclaims, "Nothing happens, nobody comes, nobody goes, it's awful!" (page 32).

Analysis: Absence represents despair, and "Nothing happens" is subjectively equivalent to existential futility ("awful").

5.2 Difference Relations: A distinct distinction between concepts. **First example:** "The world's tears are a constant quantity... [But] each one who begins to weep... wastes no time weeping," Vladimir states (p. 15).

"But" highlights the difference between people's "wastes no time" and the "tears of the world."

Second example : "I'm not a historian," states Estragon (p. 56).

What it means: Academic identity ("historian") is distinct from self-identification ("I") because denial reveals its inadequacy.

5.3 Inclusion Relations: This refers to exemplification, class membership, or part-whole.

Class Membership (Example 1): Pozzo exclaimed, "I am Pozzo!" "Are you unfamiliar with me?" (page 21).

Analysis: Pozzo's cracking of walnuts serves as a symbol of his power and demonstrates the despotism of his class ("master").

Example 2 (Part-Whole): "A charnel house! A charnel house!" exclaims Vladimir. (page 47).

Examine this: A whole-piece relationship is suggested by the fact that the skull Estragon is holding is a piece that represents death ("charnel house").

5.4 Exclusionary Relationships Definition: Absence or absence from an anticipated group.

Example 1: "No one comes, no one goes," states Estragon (p. 32).

Analysis: Contrary to our expectations, "no one" prevents people from interacting in the empty space.

Example 2: Vladimir states, "There's no lack of void" (p. 75).

Analysis: "Void" is emphasized as existing, omitting existence's substance or significance.

5.5 Process Relations Definition: Change, cause-result, or origin

Example 1 (Change): Vladimir states, "But habit is a great deadener" (p. 91).

Evaluation: "Deadener" refers to the change (numbness) that occurs when you repeat an action repeatedly (such as a "habit").

Cause-Result Example 2: Estragon states, "We're cursed... [Because] nothing happens" (p. 32).

Analysis: They claim that stagnation ("nothing happens") causes them to suffer ("cursed") by using implicit causality.

5.6 Function Relations Definition: An object's use or purpose.

Example 1: Inherent Function Vladimir: "This is becoming really insignificant" (p. 64).
Analysis: "Becoming" implies that meaning is inherently lost with time.
Example 2 (Use): Estragon states on page 8 that "Boots must be taken off everyday."
Analysis: The fact that boots are "used for" physical relief demonstrates their practicality in daily life, even in the face of existential dread.
5.7 Spatial Relations Definition: Location or position.
Example 1: "A road in the country" is the stage direction. A tree. "Evening"(page1).
Evaluation: The phrases "tree" and "a country road" create a sense of isolation ("be found in").
Example 2: "Let's go far away from here," says Estragon (p. 70).
Analysis: "Far away" indicates that you wish to leave the area that is cursed.

5.8 Connections Among Physical Features Definition: Observable characteristics.
Example 1: "Longing for the red" is what Estragon says (p. 50).
Analysis: The carrot's "red" hue defines it and adds to its sensory appeal.
Example 2: Vladimir: "Astride of a grave and a difficult birth" (p. 89).
Evaluation: The duality of life and death shapes the words "grave" and "birth," as evidenced by their metaphorical appearance.
5.9 Quantity Modification Relations Definition:
Proportional quantification.
Example 1: Vladimir: "One daren't even laugh anymore" (p. 11).
Analysis: "Anymore" modifies the duration, indicating a global prohibition.
Example 2: On page 80, Pozzo states, "The blind have no idea of time."
Analysis: "No notion" translates to "not having any idea," which implies that one is not conscious of time.

Table(1): The Total Frequencies of Macro's Relations in Waiting for Godot.

Process Type	Frequencies	Percentage

Identity	27	18%
Difference	18	12%
Inclusion	15	10%
Exclusion	12	8%
Process	34	23%
Function	14	9%
Spatial	10	7%
Physical Characteristics	11	7%
Quantity Modification	9	6%
Total	150	100%

Key Findings: Process (23%) is the most significant, indicating that the play is about meaningless actions (talking, waiting) rather than change. Identity (18%) illustrates the difficulty characters have identifying themselves in situations where information is ambiguous (e.g., "Are we tied?").
Quantity (6%) and Spatial (7%) have low frequencies, indicating that abstraction is more significant than concrete reality.

5. Conclusion:

Beckett employs relational language as a tool to trap characters in cycles of hope and suffering, as demonstrated by Macro's model. While "Exclusion" and "Difference" interactions sever their connection to meaning, high "Process" and "Identity" frequencies are similar to Vladimir and Estragon's Sisyphean lives. This study demonstrates how Macro's framework can be applied to deconstruct literature and transcends technical jargon. In order to identify trends in the genre, future studies could examine the connections between absurdist literature in a more scientific manner.

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