DALARNA UNIVERSITY

Degree Project

Level: bachelor's

Pragmatic strategies in academic English as a lingua franca

A corpus-based analysis of the use of the discourse markers, *yeah, okay,* and *so* during academic consultations hours

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Subject/main field of study: Linguistics
Course code: EN2035
Credits: 15 ECTS-credits
Date of examination: 2023-01-18

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Abstract

English is used as a lingua franca to communicate when interlocutors' do not share a first language (DeBartolo, 2014). This is prominent in academia, where teachers and students in international exchange programs communicate daily in English as a lingua franca (ELF). Previous research suggests that ELF speakers in this context use discourse markers (DM) as a pragmatic strategy to support their output and maintain a comprehensible discourse. However, most previous studies only used small corpora for qualitative analysis. This thesis adds to preceding research by combining qualitative and quantitative analysis of new data from an ELF corpus previously not used from this perspective. The context of the study is ELF spoken between students and teachers during academic consultation hours and possible pragmatic strategies in their use of the DMs *yeah, okay* and *so*. The analysis shows frequent use of DMs for both groups, but, perhaps due to the speaker roles, they favour different ones. For example, teachers use the function to explain and elaborate fourfold to students, this supports the nature of teacher exposition. Conversely, students' most frequently used functions indicate an active listener role, such as signalling receipt of messages. The results from this study indicate that, in an academic ELF context, teachers and students frequently use these DMs as pragmatic strategies to support their output and indicate attentiveness.

Keywords: English as a lingua franca, pragmatics, discourse markers, academic consultation hours, corpus linguistics

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1. Introduction

Through globalization, the world is more interconnected than ever, and as a result, international interactions are paramount. In order to communicate on an international level, speakers of different first languages (L1s) need to find a connecting language to use as a bridging tool, a so-called lingua franca (DeBartolo, 2014). English is currently one of the most widely used lingua francas and is used worldwide to facilitate communication in, for instance, business and academic settings (DeBartolo, 2014).

Previous relevant studies indicate differences in how competency in English as a second language (L2) and ELF is perceived. English as an L2 has long been taught with a goal for the L2 user to reach a "target competency" (Firth, 2009, p. 165) of native-like proficiency. In contrast, the main goal in ELF communications is to successfully interact and comprehend each other (Kiczkowiak & Lowe, 2018). ELF competency, however, is primarily linked to the interlocutor's ability to understand an utterance in its specific context. This understanding might, however, be a complicated task since there is a diverse representation of ELF users from different L1 backgrounds. As a result, ELF discourse is under constant change and variation (DeBartolo, 2014). For this reason, researchers argue that pragmatic understanding and, more specifically, the use of certain pragmatic strategies are imperative for ELF discourse to be successful (DeBartolo, 2014; Firth, 2009).

For instance, one documented form of pragmatic strategy observed in ELF discourse is the use of discourse markers (DMs) *yeah, okay,* and *so* to support speakers in monitoring their output and assisting them in performing other-attentiveness (House, 2013). DMs can be implemented to, for example, perform comprehension checks to avoid misunderstandings or as a filler to prevent conversational breakdown and gain time to structure one's own discourse (Buysse, 2012; House, 2013; Mauranen, 2006).

Due to the frequent varieties of form and structure in different situations of ELF discourse, studies on ELF can be highly divergent depending on the participants and situational context (e.g., Björkman, 2011; House, 2013; Mauranen, 2006). The same ELF user could, for instance, engage in different discourse styles depending on who they are talking to and the context of their discourse (Firth, 2009). On account of this, it is vital to study ELF in different environments to understand specific strategies and overall pragmatic competence better; this will contribute to improved teaching practices in the future (Björkman, 2011).

1.1 Aim and Scope of the Study

This study aims to add more data and insight to previous research in ELF pragmatics in general and the use of DMs in academic settings more precisely. Previous studies in ELF pragmatics (e.g., House, 2013; Björkman, 2011) have mainly used qualitative analysis of small corpora with ELF speakers of only two L1s. This research builds on these previous studies of academic ELF by, first, using data collected from EuroCoAT, an ELF corpus of varied L1 speakers previously not used for this purpose. Secondly, in addition to analyzing the data qualitatively for DM's functions, this study also conducts a quantitative analysis. The data is studied quantitatively to discover how often, *yeah, okay* and *so* are used as DMs and how often each speaker group uses the three DMs. This study builds on House's (2013) study and uses the same DM's to study their functional use and to determine their frequency in a new context. Function categories are based on House's (2013) definitions, further explained in section 2.4. The following research questions will be addressed:

1. During academic consultation hours in an ELF context, to what extent do speakers use the discourse markers: *yeah, okay* and *so*?
2. Do students and teachers use these DMs at different frequencies?
3. What functions do these DMs serve in the conversation?

4. Do teachers and students tend to use the DMs for different functions?

2. Theoretical Background

This section introduces the theoretical framework for this study. Section 2.1 provides a general description of ELF, whereas section 2.2 gives a more specific description of ELF in academic settings. Section 2.3 explains the concept of pragmatic strategies, and section 2.4 describes discourse markers. In closing, section 2.5 briefly introduces academic consultation hours as the setting for this study.

2.1 English as a Lingua Franca

A lingua franca is a contact language that people with different L1s use to interact successfully; today, English is one of the most common lingua francas (DeBartolo, 2014). ELF is not a variety of English but rather a linguistic resource and method used to communicate interculturally (DeBartolo, 2014). Since it is neither a language nor a language variety, most people would be more likely to see themselves as speakers of English as a foreign language (EFL) or L2 rather than ELF speakers (DeBartolo, 2014). It is also important to note that not all ELF interactants are English learners or using it as a foreign language. Native English speakers can also interact in ELF discourse if they do so with a non-native English speaker (Firth, 2009). However, this situation requires English as a bridging language between the two interlocutors (DeBartolo, 2014). This context means that ELF speakers, in this conversational context, are not necessarily English learners but rather English language users whose goal is to communicate successfully despite originating from various cultures and first languages (DeBartolo, 2014; Firth, 2009).

Studies have shown that, since successful communication and comprehension are the main priority in ELF, interlocutors tend to consider each other's proficiency level and adjust

the discourse to suit the other's skill level (Firth, 2009). For instance, the same ELF user could engage in quite a different style of discourse depending on who they are talking to and what the context of their discourse is (Firth, 2009). As a consequence, ELF discourse is under constant change and variation. Furthermore, successful ELF is primarily linked to the interlocutor's ability to understand an utterance in its specific context, meaning grammatical correctness is not always a speaker's priority. Instead, ELF interlocutors tend to be creative in their English use with the help of pragmatic strategies (Firth, 2009).

In contrast, English as an L2 has long focused on semantic knowledge for L2 users to reach the goal of "target competency" and native-like proficiency (Firth, 2009, p. 165). However, when speaking to people from different linguacultures with varying levels of language proficiency, it is more important to consider the context and speaker's meaning than to speak with native-like proficiency. According to Firth (2009), this kind of pragmatic understanding and, more specifically, certain pragmatic strategies marks competency in ELF communications. House (2013, p. 65) described this skill as ELF users having "pragmatic fluency" when successfully cooperating to reach and maintain a comprehensible discourse.

2.2 Empirical Studies of ELF Interactions in Academic Settings

English as a lingua franca is prevalent within the world of academia. ELF has become more common in English-based international exchange programs (Björkman, 2011). In these exchange programs, the teachers and students generally do not share an L1, but even in settings where the interlocutors share an L1, ELF is still the language of instruction (Björkman, 2011).

ELF in academic settings has been investigated through corpus-based work in recent decades. Studies focused on pragmatics and, in particular, pragmatic strategies used by teachers and students from different L1 backgrounds in spoken academic settings (e.g.,

Björkman, 2011; House, 2013; Mauranen, 2006). For instance, Björkman (2011) found that students tend to employ more pragmatic strategies when talking to each other than teachers do when speaking during a lecture. This was thought to partially be due to the context in the two situations; student group work discourse is highly interactive and allows for more turn-taking, backchanneling and self-corrections. During lectures, on the other hand, teachers tend to hold the floor for a longer time, and the only pragmatic strategies recorded to have been used more often by teachers were related to teaching the course, for example, signposting and signalling importance.

According to Mauranen's (2006) study, most misunderstandings during academic ELF discourse are pragmatic, such as misjudging speakers' intentions or the relevance of a statement. These misunderstandings were reportedly less common amongst L1-L1 speakers. Furthermore, Mauranen noticed how ELF users seemed to invest strenuous effort to comprehend the implicit pragmatic meaning in academic discourse. She theorized that this could be due to the "gatekeeping function" and "sophisticated […] purposes" of academic ELF, which non-native speakers might have difficulties navigating (2006, p. 128). To solve this, she indicates, that it is imperative to study the strategies related to pragmatic competence in many environments, but particularly in ELF academic settings, to teach a more undemanding interaction style.

House's (2013) study also focuses on pragmatic competency in an academic ELF context. However, she chose to focus on a forum where teachers and students have more interactions with each other, namely during academic consultation hours. Her study focused on the discourse between German professors and Spanish exchange students and their use of the DMs *yes/yeah, okay* and *so*. House argues that, in this ELF context, the participants utilize these DMs to their benefit to convey speech connectivity and signal their stance and feelings to either their own or others' utterances (House, 2013). This study by House has functioned as

an inspiration for the present study, which will also focus on academic consultation hours in an ELF context, although with a different corpus. The same DMs, *yeah, okay* and *so,* will be used, except *yes,* which was not a high-frequency DM in this study's corpus (further explained in section 2.4.1). The use and functions of these three DM's are of interest in this study since they are some of the most frequently used DM's in spoken English (House, 2013).

All of these previous studies have in common that they view the frequent variation of form and structure in ELF discourse as one of its fundamental attributes (Björkman, 2011; House, 2013; Mauranen, 2006). This means that studies on ELF can be highly divergent depending on the variables of the context of the study; one ELF interaction can be distinctly dissimilar from another one, depending on the interlocutors (their relationship, backgrounds and intentions) and the context (of their conversation or surroundings). This study focuses on pragmatic competence strategies in ELF academic settings, described above by Björkman (2011) and Mauranen (2016), to provide information on how to simplify ELF discourse.

2.3 Pragmatic Strategies in ELF

According to Firth (2009), pragmatic competence is one of the most essential qualities for ELF discourse to be successful. He highlights the need to move beyond the focus on semantic meaning in order to gain insight into implied meaning within an utterance. Firth (2009) goes on to say that this can be accomplished by focusing on the context and intention of the speaker in conjunction with the words spoken, in other words: pragmatic knowledge.

Pragmatic strategies can be used by and help both speakers and listeners to pick up on minor indications in the discourse which might otherwise have passed them by (Björkman, 2011). Interlocutors could, for instance, signal understanding or non-understanding, open up for explanations if needed, or fill silent pauses to gain more time to plan their next utterance (DeBartolo, 2014; House, 2013).

A contested theory is that ELF discourse would be more prone to misunderstandings due to interactants' different backgrounds and pragmatic presuppositions brought in from their L1 (e.g., House, 2013; Kaur, 2011). Studies have shown that, except for pragmatic misjudgements, this is not necessarily the case (House, 2013; Mauranen, 2006). The indicated reason for a low tendency of misunderstandings in ELF discourse is that ELF speakers are generally aware of the possibility of, and expect, non-understanding during discourse and therefore strategize to be more attentive (DeBartolo, 2014; Kaur, 2011; Mauranen, 2006). Competent ELF speakers proactively use pragmatic strategies such as comprehension checks and signals of "non-understanding" to avoid misunderstandings and ensure that the listener follows along in their discourse (DeBartolo, 2014; Mauranen, 2006). An example of comprehension checks can, for instance, be the use of a DM such as *okay* or *yeah* with a rising intonation to indicate a question:

(1) i think there should be no problem there **yeah**? **Okay?**

(EuroCoAT)

In example (1), the speaker uses *yeah* to check if the listener agrees that there should be no problem. The final *okay* indicates that the speaker is once again making sure that the listener is okay with their explanation. These strategies are also opening up for the listener to easily interpose a question or a request for the speaker to explain further.

In this sense, DMs give pragmatic meaning to an utterance, which in turn can improve the speaker's pragmatic competence, increase the discourse's intelligibility and limit misunderstanding. This supports Firth's (2009) theory that pragmatic competence is imperative for ELF discourse to flow naturally.

2.4 Discourse Markers

Discourse markers tend to be used by speakers to mark their affective state towards what they are saying, the listener or the context (Schourup, 1999). They are linguistic elements, words or phrases such as *okay* or *you know*, and rather than having a semantic meaning, they indicate what the speaker implicitly means or feels (Fischer, 2014; Schourup, 1999). For this reason, DMs are an excellent resource for speakers to use in discourse to add pragmatic meaning.

DMs are, however, a pretty complicated phenomenon that can be referred to with many other terms, including for instance: pragmatic markers, discourse particles and discourse structuring devices (Fischer, 2014; Schourup, 1999). DMs generally have a wide range of use and meaning, which means it is difficult to define specific features or qualities to them all as a group (e.g., Fischer, 2014; Schourup, 1999). To begin with, DMs come in several different word classes, such as conjunctions, for example., *so, but*, and adverbs, for example., *well, anyways*. They can be used as a speaker-supportive strategy when formulating an utterance, for example, to check the listener's understanding (*you know? Okay?)* or to gain more time to reorganize their utterance after hesitations or pauses. This is to say that most DMs are diverse and can have many functions and, therefore, many different qualities.

Schourup (1999, p. 232), however, argues that most DMs share three main characteristics: connectivity, optionality and "non-truth-conditionality". According to Schourup (1999), the first and most common characteristic is that DMs connect an utterance to another previous or succeeding clause or utterance. This can be illustrated through the DM *so* from excerpt nine from House's (2013) study on pragmatic competence, reproduced here as example 2:

(2) […] a letter erm where you erm you are stating er WHO who you are and what you are doing **so** you are studying at this university and in this in this program […]
(House, 2013, p 63)

The speaker in this excerpt is using *so* to connect the first segment, saying that the student should write a descriptive letter about themself with the second segment, which further explains what the student should include in this description.

The second characteristic (Schourup, 1999) is the quality of being optional; a DM could just as well be left out of the utterance, and the utterance would still be intelligible, as illustrated in example (3):

(3) […] you are studying at this university and in this in this program and erm **so** within this program you have a a module in composites […]

(House, 2013, p. 63)

In both examples (2) and (3), the DM *so* is optional since the utterances would still be clear if the DM was left out. The use of *so* in (3) comes after the hesitation marker *erm* which could be a sign that, in an attempt to organize the discourse, the speaker is using *so* as a strategy to continue the utterance after the hesitation. An indication of this is that *so* assists in connecting the two segments before and after the hesitation.

The last of Schourup's (1999, p. 232) characteristics for DMs is "non-truth-conditionality" and can be used to separate DMs from actual content words; words that hold semantic meaning. It is argued that DMs themselves do not hold any meaning and this is the reason for their optionality (Schourup, 1999). However, it is also important to note that while most researchers agree that DMs do not carry semantic meaning, they still convey something perhaps more emotional through their pragmatic meaning (Fischer, 2014; Schourup, 1999). The use of a DM can mark a speaker's attitude towards their statement or toward interlocutors, even though the DM itself does not add meaning to the utterance. This study has created the following examples to illustrate the distinction between a truth-conditional use (4) and a DM use (5) of yeah:

(4) Speaker 1: Excuse me, is this your library card?

Speaker 2: **Yeah**!

(5) Speaker 3: Excuse me, is this your library card?

Speaker 4: **Yeah**, no I don't have a library card.

In (4), speaker 2 is using *yeah* as a lexical item that holds an affirmative semantic meaning. The sentence would be incomplete if *yeah* was removed; it is therefore not an optional word in this example. According to Schourup (1999), this would be enough reason to not classify it as a DM but rather as a function word. In (5), speaker 4 is contrasting their use of *yeah* with the following *no*. This indicates that *yeah* does not hold an affirmative semantic meaning, but rather a pragmatic one. It seems that the speaker is using *yeah* in a speaker supportive manner in order to gain time to structure their following utterance (House, 2013). In addition, the sentence would still remain complete if *yeah* was omitted. Altogether, this validates the function of *yeah* as a DM in this case.

In all, even though DMs can be diverse in both form and function, it is possible to identify them by certain characteristics. They tend to connect segments or clauses, they hold no semantic meaning and could therefore easily be omitted without disrupting the intelligibility or direct meaning of the sentence (Fischer, 2014; Schourup, 1999).

However, because of the extreme variability and wide range of DMs in general, the following three subsections will give an overview of the functions of the specific DMs used in this study, namely *yeah, okay* and *so*. These functional definitions are based on House's (2013) study on DMs and pragmatic competence in a spoken, academic ELF context.

2.4.1 Functions of the DM *yeah*

House (2013) examined both *yeah* and *yes* and remarked that *yeah* was used far more often than *yes* and, in most instances, the participants used *yes* as a function to actually agree. *Yeah*, on the other hand, had a significantly more multifunctional and pragmatic meaning. This was

found to be the case in the current study as well, and due to fewer and simpler usage of *yes*, this DM was excluded from the study. The list of functions House (2013) ascribed to *yeah* can be seen in Table 1.

Table 1

Functions of DM* yeah *based on House (2013)

Uptaking, signal receipt of the message
Backchanneling, to support previous utterance and to signal no takeover
Agreements and structuring discourse
Face saving act
Conversational filler word
Self-monitoring speaker output

House (2013) found a high frequency use of *yeah* amongst the interlocutors in a speaker-supportive function to structure one's own output. Example (6) illustrates how speaker P uses *yeah* as a function to structure their output and revitalize the conversation following the interruption of a short laughter (indicated in the excerpt as "@@") and the hesitation marker *erm* (House, 2013).

(6) S: then it will be a very heavy heavy weight producter

P: @@ erm **yeah** but erm you mentioned before a four level bridge no

S: that wasn't me

P: **yeah** no what what you mentioned erm what subject in the past you have erm had in mind. . .

(House, 2013, p. 61)

Secondly, in the fourth line, speaker P uses *yeah* and instantly contrasts it by saying *no*. This indicates that the speaker is not using *yeah* in an agreeing function to the previous statement "it wasn't me", but rather as a function of indicating uptaking and understanding of the meaning of the statement.

Another function observed by House (2013) was the use of *yeah* as a face-saving act. This is said to be linked to the unreliable nature of ELF talk due to the interlocutors' diverse L1 backgrounds and their uncertainty of making themselves understood to the listener (House, 2013). The speaker may therefore use *yeah,* with its positive connotations, to lessen any face-threatening acts or uncomfortable situations (House, 2013). This is illustrated in example (7) when the teacher (T) is questioning the necessity of a students' (S) plan by using *yeah* turn-initially to lessen the face-threatening possibility of her following utterance:

(7) S: i'm finishing my degree this year so maybe it's interesting for me […] to: have that experience in a private company

T: **yeah** but do you need to do a a third internship in your bachelor's?

S: no: n- not exactly but e:

(EuroCoAT)

Two more functions which House noted for *yeah* was to backchannel and to use it as a filler word. Backchanneling is used as a listener response to show, for example, attention to, interest in and understanding of the speaker's utterance. Example (8) derives from EuroCoAT and is an extract where a teacher explains how an upcoming test will be graded. The student interjects with *yeah* in a backchanneling function to indicate that they are listening and following along with what is being said:

(8) T: […] it means if you have forty multiple-choice questions

S: **yeah**

T: you need twenty-eight of them RIGHT […]

(EuroCoAT)

As for *yeah* as a filler word, House (2013) mentions that this function commonly occurs in any part of an utterance and is used to fill gaps or silences that otherwise might appear. The context for example, (9), is a student asking about the formatting regulations for a written assignment. When attempting to verify that it is according to the APA guidelines, the student uses many fillers including laughter (indicated as "@@@"), hesitation markers such as *hh*, *eh* and *e* and the DM *yeah.*

(9) S: yes so @@@ hh okay and then em **yeah** e the <spel> […]'APA (American Psychological Association) style […] </spel>

(EuroCoAT)

It could be speculated that the student uses these fillers due to uncertainty of what they are saying, or perhaps because they are nervous and want to prevent the utterance from breaking down.

2.4.2 Functions of the DM *okay*

House (2013) argues that the DM *okay* is the most regularly and repeatedly used DM in ELF conversations. This could be on account of the multifaceted and multifunctional nature of *okay* which is displayed in Table 2:

Table 2

Functions of DM* okay *based on House (2013)

Opener, starter and marking a change in a speaker's orientation and awareness
Structural marker, linking device between discourse segments

Check on discourse progression, on the comprehension
Signal of receipt, agreement, approval, consent and co-operative stance
Pre-close and closing signal
Sealing outcome signal

House (2013) illustrates two functions of *okay* with the excerpt used for example (10). The first speaker's function of *okay* is to open and begin the conversation. The second speaker follows with *okay* as a function of signaling receipt of the message to proceed with their question (House, 2013).

(10) P: **Okay** what's your QUESTION?

S: **Okay** I want to know what I need for me to register

(House, 2013)

In example (11), there are three uses of *okay*, with four functions (House, 2013). The first *okay* is used to signal agreement with the previous speaker's utterance, who follows up with the second *okay* in the function of comprehension check. The final *okay* could be argued to have two functions, first, to signal agreement and, secondly, to structurally link the utterance to the antecedent question (House, 2013).

(11) P: So perhaps you can ask with them if it is possible to wait until that date

S: **okay**

P: **okay**?

S: **okay** (2 s) and I wanted to ask you a question

(House, 2013)

To illustrate a use of *okay* as a pre-close signal, the speaker in example (12) uses the DM turn initially to indicate that the discussion is coming to an end:

(12) P: **Okay** next time if you just tell me who is coming yeah […]

(House, 2013)

In example (13), the first use of *okay* functions to seal the outcome of the topic discussed, and the second use functions as a starter of a new topic:

(13) P: Starting with zero and ending with fifteen?

S: That's right

P: **okay** erm **okay** the erm how many tries do you HAVE?

(House, 2013)

2.4.3 Functions of the DM *so*

House (2013) describes the functional patterns found for the DM *so* to differ in ELF communication and native English communication. She describes the ELF functions to mainly be self-supportive, whereas native English speakers' primary functions are focused on being listener-supportive (House 2013). All of House's functions can be seen in Table 3, where the first three functions are speaker-supportive and the final two listener-supportive:

Table 3

Functions of DM* so *based on House (2013)

Speaker-supportive strategy to resume discourse following hesitations, pauses and breaks
Speaker strategy to mark elaborations and explanations
Self-monitoring filler to prevent conversational breakdown
Signal connection between clauses
Introducing a new topic

According to House (2013), example (14) demonstrates *so* as a function to rekindle and

resume an utterance after the hesitation marker *erm*:

(14) P: [and] erm **so** he is er in the erm working in (.) with the er design and calculation of [company 1]
(House, 2013)

Another self-supportive strategy is to use *so* in a function to mark elaborations and explanations, which can be seen in example (15) during a teacher exposition.

(15) T: you have em a particular process in here and it's a hazardous process chemical process yeah? a:nd **so** the concern is that it might go out of control **so** you need to have em er a number of layers of protection
(EuroCoAT)

The teacher first uses *so* to elaborate on possible repercussions connected to the first part of his utterance and the second use of *so* marks an explanation of what to do in such an instance.

S*o* is also described to function as a way to prevent conversational breakdowns in ELF discourse. House (2013) theorizes that the speaker in example (16) uses two *so* in succession to compose a grammatically correct utterance.

(16) P: [it's] depending on you what you need and if you erm **so so** I give you this plan and on the courses attend the courses
(House, 2013)

The use of *so* allows the speaker to restart the segment following *and* and therefore prevents a possible ungrammatical breakdown (House, 2013).

The function to signal connections between clauses with the use of *so* is listener-supportive and indicates that an utterance belongs to a preceding or pending one (House, 2013). The teacher in example (17) is responding to a student critiquing their teaching technique.

(17) T: uhu that's good to know **so** then then i know next time to explain this

(EuroCoAT)

The use of *so* in (17) functions to connect the two clauses on each side of it.

The DM *so* can also be used as a function for the speaker to introduce a new topic (House, 2013), as in example (18):

(18) T - okay?

S - okay @@@ **so:** when i make an essay what is the most important criteria you do you have

(EuroCoAT)

During this conversation, the teacher uses *okay* as a comprehension check, to which the student responds *okay* with an agreeing and closing function. Therefore, the following use of *so* indicates the beginning of a new topic.

2.5 Academic Consultation Hours

The setting for the present study is academic consultation hours. This is a private meeting between teacher and student with a purpose to focus on students' work or course they are participating in (House, 2013). These sessions are generally more interactive and conversational than lectures or seminars. This provides a private and calm setting, more open for turn taking, which can encourage and support students to bring up questions or any difficulties they might have (Björkman, 2011). It is common for these meetings to take place in the teacher's office; this was the case for all recorded conversations in the corpus of the current study (MacArthur et al., 2014).

The speaker roles of these discourse participants are dependent on the nature of the conversational context. Even though these kinds of private consultations provide a different environment and allow the student more room to talk, it is still probable that the teachers will do the majority of the talking (Björkman, 2011). This is due to the "interview type talk"

(House, 2013, p. 60) that occurs as a result of students asking questions and teachers answering and explaining. In this study, the teachers' and students' utterances will be analyzed separately to observe if, and to what extent, their use of DMs during these academic consultation hours differ.

In order to be accepted to an international exchange program, students often have to fulfill certain language proficiency requirements (MacArthur et al., 2014). This means that the student contributors in EuroCoAT will have some previous experience and education in English as an L2. However, as previously mentioned, there are different distinctions of being proficient and competent in an L2 and in ELF. The discourse during these consultations tends to have a more casual form than other academic discourse. Therefore, it is particularly important in these ELF situations that the participants have pragmatic competence in addition to the essential learning of semantic competence in an L2 (Firth, 2009; Kiczkowiak & Lowe, 2018).

3. Data and Methodology

In this section, the corpus data and the methodology used to analyze it will be explained. Section 3.1 describes the type of corpus used and section 3.2 gives details regarding the specific corpus used. Section 3.3 gives information on the participants. The last section, 3.4, explains the methods used when analyzing the data.

3.1 Specialized Corpus

An existing spoken corpus, compiled by an international research team, is the basis for this study. This simplifies the ethical considerations (Markham & Buchanan, 2012), since informed consent is already obtained from all participants who signed a consent form before each participation (MacArthur et al., 2014). Considering that this study is focused on a

specific genre (academic consultation hours) within a particular linguistic context (ELF interactions), it may be referred to as a specialized corpus (Baker, 2018).

3.2 Corpus Data from the European Corpus of Academic Talk, EuroCoAT

The European corpus of academic talk (EuroCoAT)[1] consists of 58,834 transcribed words from 27 different ELF conversations between lecturers and undergraduate students in an academic setting (MacArthur et al., 2014). The corpus is based on the Vienna-Oxford International Corpus of English (VOICE), which is a public spoken ELF corpus containing more than 1 million words (VOICE, 2021). For anonymity reasons the names of the five universities in EuroCoAT are not disclosed, it is however known that they are located in England, Ireland, The Netherlands and Sweden (MacArthur et al., 2014). This multinational corpus is intentionally chosen to build on House's (2013) study which only deals with data from Germany with German and Spanish speakers. The conversations in EuroCoAT were video-recorded over the course of 10 months, between 2012 and 2013, and came to a total of 5 hours and 47 minutes before being transcribed. The corpus was originally created to examine metaphors in academic ELF and has since been used as a source of data for several published research papers on the topic. Each conversation took place in person between two participants and was recorded for approximately 10 minutes. Information on the setting, surroundings and participants can be found in a section called "contextual information" in one of the website's head categories called "EuroCoAT" (MacArthur et al., 2014). In addition to having signed a consent form before each participation, the participants also answered questions in the form of Likert scales, a so-called sliding scale of answers from "strongly agree" to "strongly disagree" (MacArthur et al., 2014; Rasinger, 2018). This was done before

[1] http://www.eurocoat.es/

and after each conversation and dealt with topics ranging from their work/studies to the student's foreign exchange experience and how natural the recorded conversation had felt. To ensure that the participants paid attention to the task, some questions in the survey were designed as reverse items, and if a participant contradicted themselves their answer was rejected.

3.3 Participants

The participants in the corpus are either university lecturers working at a university in one of the four countries selected for the study or foreign exchange students from Spain (MacArthur et al., 2014). They have all been assigned pseudonyms in order to protect their anonymity. The students range in age from 19 to 27 and their language level is described either as intermediate or, in a few cases, not specified. This study continues to build on House's (2013) study, where the participants only had two different L1's, with participants in this corpus with L1 Chinese, L1 Dutch, English L1, German, L1 Greek, L1 Spanish, and L1 Swedish. A vast majority of the lecturers report speaking at least one foreign language at an advanced level. Although the students were asked to bring up genuine questions during the recorded consultation hour, they were guided to stay on topics about the course and course assignments. Participation was optional and all students needed to volunteer themselves and nominate teachers who they felt comfortable with.

3.4 Methods

The data gathered from EuroCoAT will be examined both in a quantitative and qualitative manner.

3.4.1 Data collection and organization

24 transcribed video recordings were randomly selected from the corpus in two groups of 12, leaving one transcription in the middle of the corpus and two at the end. The decision to select a randomized set of data was done to help prevent bias from the researcher during the frequency and function analysis of the DMs.

To facilitate a coherent and clear overview of the data, each occurrence of *yeah, okay* and *so* was initially organized according to which DM it belongs (or category of "not DM", "uncertain" or "excluded"), followed by which transcript it came from and lastly chronologically from when during the conversation it was spoken (see the Appendix for a full list of data used). In other words, example *okay*-13-67 can be found in transcript number 13 and is the 67th use of *okay* in that conversation. Consequently, when searching for example *okay*-13-67 one will find that it was spoken by a teacher and categorized as a function to signal approval. This system makes it easy for future researchers to locate specific examples in the full corpus after they have been organized into function and speaker categories for this study.

3.4.2 Quantitative frequency analysis

As a means to calculate the frequency of the lexical items *yeah, okay* and *so*, a concordance tool called AntConc was used. AntConc was created by Dr. Laurence Anthony at Waseda University, Japan, and is a freeware that assists corpus analysis in, for example, finding the frequency and collocations of words (Anthony, 2022). As for the lexical items *yeah, okay* and *so* within this study's corpus, AntConc's word tool found a total of 1,551 items. However, for the purpose of this study, solely the occasions where the lexical items were used as DM's were examined.

3.4.3 Qualitative definition analysis

In order to identify and extract only the DMs, each of the 1,551 occurrences were qualitatively analyzed according to Schourup's (1999) description of DMs' main characteristics. With the help of AntConc's KWIC tool, each word was analyzed according to the context, and identified as a DM either by its quality to connect segments or utterances, to not hold semantic meaning in the context and/or to be optional for the sentence. To illustrate the manner in which one of the instances of *so* was categorized as "not DM", *so*-2-7 will be used. The extract, from EuroCoAT, is an ELF conversation between a student and teacher, where the student is asking for advice on how to improve their essay. Example (18):

(18) S - maybe th- the introduction has to be more focused

T - i think **so**. er did you count the number of words you have

(MacArthur et al., 2014)

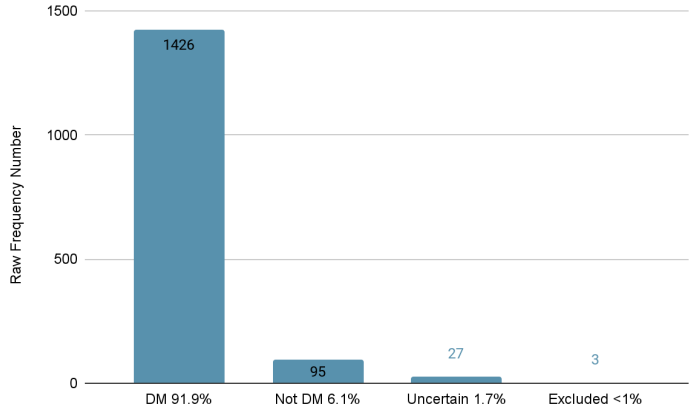
The teacher's use of *so* in this example holds an agreeing semantic meaning relating back to the students comment about their writing. Moreover, the sentence would not be complete if *so* was removed which shows that this example is not a DM and for this reason it was excluded from the study.

This study adds to House's (2013) study by calculating how frequently *yeah, okay,* and *so* were used as DM's (shown in Figure 1). The most frequent use of these lexical items was in fact in the form of DMs followed by the use of them in their semantic meaning, marked as "not DM". The category labeled "uncertain" mainly contains situations where the function of the word could not be determined. Most often this was due to interruptions and broken context in the discourse. The last category marked "excluded" refers to a few examples where the words were, for instance, spoken by the researcher or mentioned in the contextual information of the recording and therefore not of interest for this study. Due to time limitations, any multifunctional occurrences of the DMs were categorized as only one

function. Where a primary function was possible to discern, the DM was categorized based on that.

Figure 1

***Overall Use of the Lexical Items* Yeah, Okay *and* So**



What remains is raw data of DM use, but to accurately compare the frequency of use between the two speaker groups the data needs to be normalized (Biber et al., 1998).

3.4.4 Quantitative normed frequency count

A normalizing frequency count is done by first taking into account how much the two speaker groups actually speak, namely how many words they utter. This is done to prevent an asymmetrical frequency distribution, if one of the groups' total word count exceeds the other (Biber et al., 1998). With the assistance of AntConc, the total corpus was calculated to consist of a total of 92,536 spoken words. In order to do a separate word count for each speaker group, all student utterances were deleted from a copy of the corpus. This made it possible to distinguish the total 50,060 words spoken by teachers exclusively, and by subtracting this number from the full total the student groups total of 42,476 words is left. Next, the amount of uses of each DM per speaker group was divided per words spoken, and multiplied by a basis of 1000; what is left is the normalized frequency of each DM to a basis of 1,000 words. Tables 4 and 5 show the calculation for each separate speaker group.

Table 4

Norming Teachers DM Frequency Counts

DM	DM frequency		Total words spoken		DMs per 1.000 words
yeah	246	÷	50,060	× 1,000 =	4.9
okay	177				3.5
so	384				7.7

Table 5

Norming Students DM Frequency Counts

DM	DM frequency		Total words spoken		DMs per 1.000 words
yeah	271	÷	42,476	× 1,000 =	6.4
okay	339				8
so	132				3.1

This study found quantitative frequency analysis and normed frequency calculations especially essential to conduct since previous research (e.g., House, 2013; Björkman, 2011) did not do this.

3.4.5 Qualitative function analysis

To determine and categorize each use of the DMs according to their pragmatic functions, a qualitative function analysis based on House's (2013) definitions was implemented. These

functions can be seen in the three tables in sections 2.4.1, 2.4.2 and 2.4.3 respectively, where the manner of categorization is also explained.

The process of identifying the functions started with the DM *okay*, which turned out to be the most undemanding one of the three to categorize. As a matter of fact, all instances of *okay* in the entire EuroCoAT were categorized by function. However, when it was established that the other two DMs were going to take substantially longer to identify, the *okay* data was divided in half to accommodate even distribution of the DMs. While not included in the results and data analysis, it is interesting to point out that the full data for *okay* was comparable to the results presented in section 4.2.2.

Of the three DMs, *so* was by far the most difficult and time consuming one to find and identify the functions for. This was because the characteristics of these functions required a lot more consideration to the context, sometimes several more sentences than the other two DMs. Further information on this is provided in 4.2.3.

Lastly, the function analysis of the DM *yeah* was done without any major difficulties. However, it is noteworthy that the results differed from House's 2013 study, which was the inspiration for this study. More details are presented in section 4.2.1.

In all, it is important to point out that the researcher of this study is aware of the possibility that a qualitative analysis can be influenced by the researcher's involvement in both choosing what data to collect and how to analyze it. Therefore, these proactive measures such as randomized data collection, transparency in methods used to collect and organize data and finally not overclaiming the results from the analyses were taken (Rasinger, 2018).

4. Results and Data Analysis

In this section, examples of the data gathered from EuroCoAT will be presented and discussed. First, section 4.1 presents the quantitative analysis conducted to discover to what

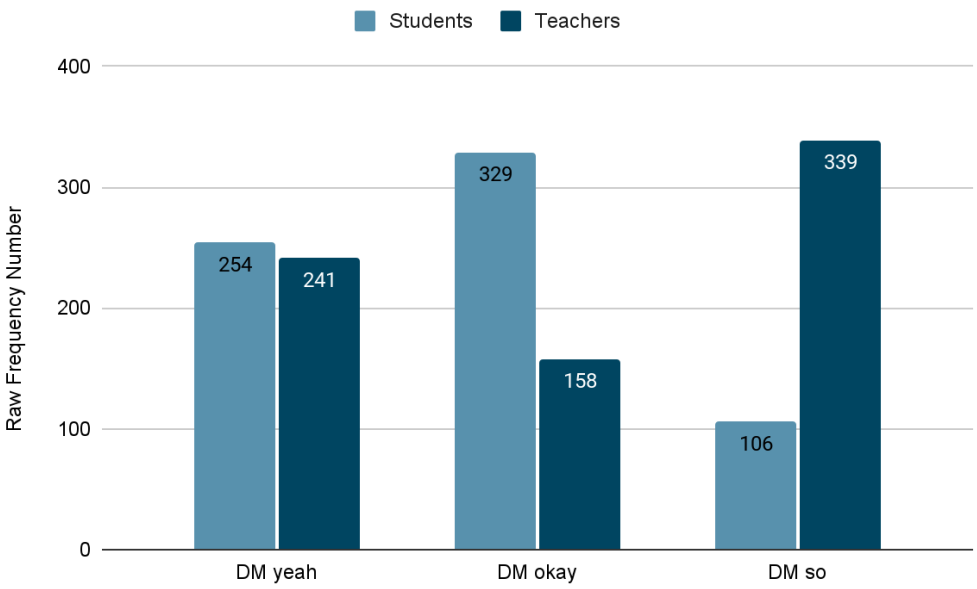
extent the speakers use the DMs *yeah, okay* and *so*. Furthermore, a frequency and normalization calculation provides answers to whether students and teachers use these DMs at a different frequency. Next, section 4.2 deals with the qualitative analysis where each DM is analyzed based on the function they serve in the context. Lastly, it is investigated if teachers and students tend to use the DMs for different functions and possible reasons why will be discussed.

4.1 Quantitative Frequency Analysis

With the complete corpus data now consisting only of DMs, it is possible to demonstrate the use of each separate DM divided between the different speaker roles represented, namely students and teachers. This is illustrated in Figure 2 below.

Figure 2

Frequency of Students' and Teachers' DM Use According to Raw Data



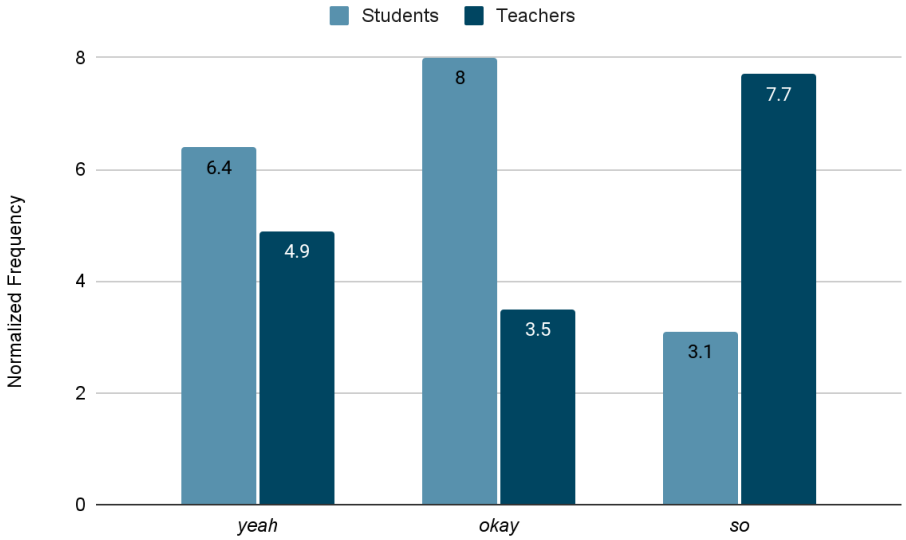
The results show that both speaker groups make frequent use of DMs in general, however, after adding the numbers above, teachers use them slightly more often at a total frequency of

738 times compared to students 689 times. The results indicate that they tend to favor a particular DM. Students are the main users of the DM *okay* and respectively, the use of *so* was largely prevalent in the teachers' discourse. The use of *yeah* as a DM is comparatively similar, even though it is slightly favored by students in this corpus. However, the difference is quite small and in order to make sure that these raw frequency results can be fully compared, they need to be normalized.

The normed counts for the DMs *okay* and *so* strengthen the previous results from the raw frequency counts illustrated in Figure 2. In this corpus, and according to the normed basis, students use the DM *okay* more than 2.25 times as often as teachers do, who in turn are 2.45 times more likely to use the DM *so*. For the DM *yeah*, on the other hand, the results show a stronger contrast between the raw and normed frequency counts. What first seemed like a minute difference in frequency of use between the speaker groups was calculated to be 1.28 times more commonly used by students per 1,000 words. Figure 3 below demonstrates the normed counts for both speaker groups.

Figure 3

Normalized Frequency of DMs According to Speaker Group



In contrast to the raw numbers, the normed frequency count total indicates students to use DM's more often. The students' total use of DM's are 17.5 times per 1000 words compared to teachers 16.1 uses per 1000 words. In Björkman's (2011) study ELF students used pragmatic strategies, like DM's, more often when speaking to each other rather than to teachers. The results in this study show students to use DM strategies slightly more often than teachers. A reason for this might be the difference in ELF context between the two studies since Björkman's (2011) study took place during lectures and group sessions. In this study, the private consultation hours dyadic conversation might provide more room for the students to speak and therefore use more DMs.

This study provides these calculations an insight into the different frequency uses of *yeah, okay* and *so* to build on House's (2013) study which lacked this element. To examine possible reasons for why the speaker groups use the DMs differently, the functions of them need to be analyzed.

4.2 Qualitative Function Analysis

When observing the contexts of the ELF discourse in the corpus, it is necessary to take the general nature of these conversations into consideration. In general, the transcripts begin with the students asking questions which the teachers proceed to answer and further explain. Even though a conversation during academic consultation hours is more interactive than lectures or seminars, the differences between the participants' roles still affect the discourse, as previously reported by Björkman (2011). As seen in the results from the normed counts, teachers in this corpus tend to do more of the speaking and, when qualitatively analyzing the functions of the DMs, the results indicate a more active speaking role for the teachers and a passive listener role for the students. After manually analyzing the use of each DM according

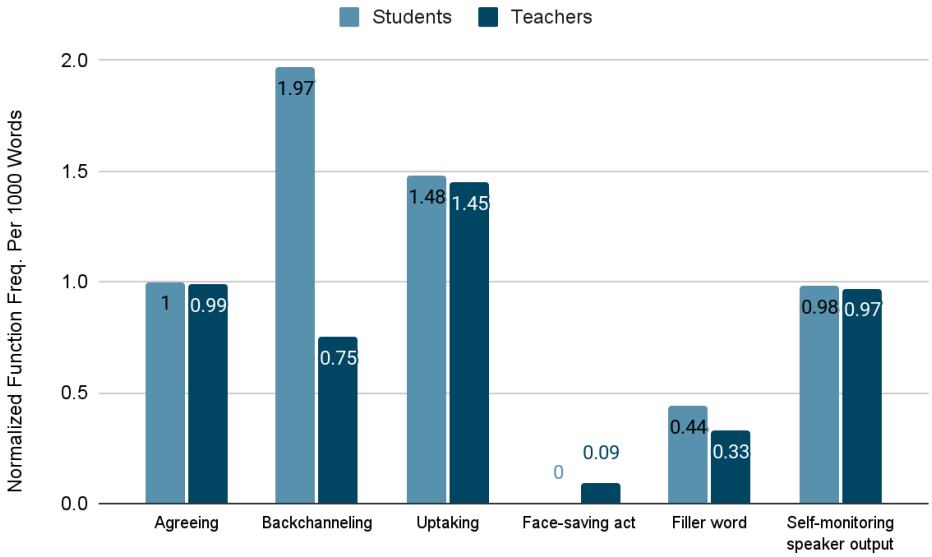
to House's (2013) function categories, the result shows that teachers and students tend to use the DMs for different functions. The previously mentioned "interview type talk" of discourse during academic consultation hours could possibly be a reason for this (House, 2013, p. 60).

4.2.1 Functions of *yeah*

When analyzing the functions of the DM *yeah*, which was most evenly used between the two speaker groups, it is evident that there are nevertheless differences in how students and teachers imply meaning and functions with *yeah.* However, as seen in Figure 4, both groups are mainly using *yeah* to organize the discourse in a listener-supportive manner, in terms of agreeing with a previous statement, signal attentiveness through backchanneling and to indicate understanding via uptake signals.

Figure 4

Functions of DM* Yeah *for Students and Teachers



As opposed to House's (2013) study, the results from this study primarily suggest listener-supportive functions of *yeah,* including backchanneling, uptaking and agreeing. The speaker-supportive functions, such as self-monitoring one's output, filler words and face-saving acts,

are used to a lesser extent by both speaker groups in this ELF context. A speculation of this difference is that since the students are speaking more in this study's consultation hours corpus, they also use more DMs which might be the reason for the high listener-supportive function for *yeah* in this corpus.

For instance, the student group's two most frequently used functions of *yeah* are backchanneling and uptaking to signal receipt of messages. When analyzing the context of the use of these two, they both indicate attentive listening. These functions most often occur during teachers' explanations as a way for students to signal that they have understood and are engaged in the conversation, despite the teacher doing the majority of the speaking. Example (19) *yeah*-10-29 illustrates this:

(19) T - […] it will be either two of

S - **yeah**

T - three chapters it will be from […]

(MacArthur et al., 2014)

The reason why students seem to use the DM *yeah* as a backchanneling function more often than teachers could be because they are speaking less than the teachers do. When doing less turn taking, backchanneling is a listener-method to signal that they are paying attention and not intending to claim take-over (House, 2013). This, along with signaling understanding, can be particularly important in a conversation where the interlocutors do not share an L1, and specifically for an interlocutor with a lower proficiency level of the language spoken, like the students. This could explain why they are more likely to use *yeah* as a backchanneling function in this academic ELF communication.

The most used function for teachers is uptaking to signal receipt and understanding. In (20), the context is a teacher explaining the formatting requirements for an assignment. In the

second line they use *yeah* to indicate receipt, understanding and agreement with the students statement that it is “not so difficult” (MacArthur et al., 2014).

(20) S - it's n- not so difficult

T - not so difficult no exactly **yeah**

(MacArthur et al., 2014)

While not being the most common, the speaker-supportive function to self-monitor one's output is still the third most frequently used function for teachers and fourth for students. This can be a useful function for ELF users who, like the student in (21) *so*-8-30, need to gain more time to organize their output as they are speaking.

(21) S - […] there were four approximants so two liquids and two glides

T - mhm

S - a:nd **yeah** the: the: description of the: glides i think it's it's what i learned before so: just e one more part of sound

(MacArthur et al., 2014)

In example (22) *so*-11-4, the teacher seems to be uncertain of how to answer the student’s request and uses *yeah* to support and structure their following utterance.

(22) S - […] i i want know my my grade or

T - **yeah** i'm not quite sure i'll have to check check up because what we've done with this is erm we got three people who've who've marked it erm […]

(MacArthur et al., 2014)

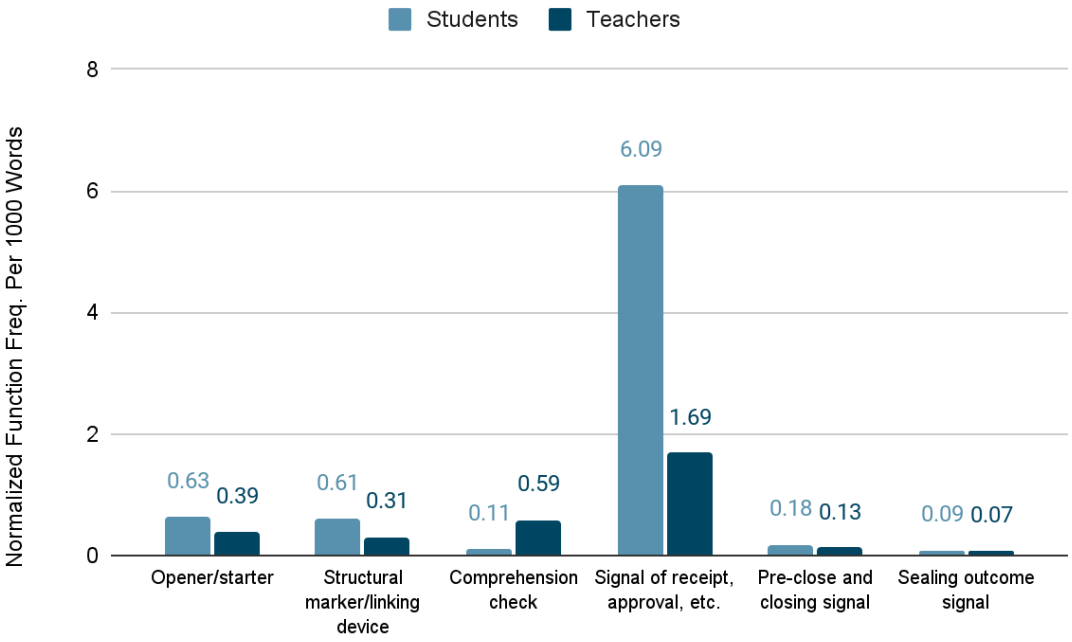
4.2.2 Functions of *okay*

As mentioned in 4.1, students are 2.25 times more likely to use the DM *okay*. After categorizing each use according to the function it holds, it seems clear that both speaker groups are using *okay* as a signal of receipt and/or approval. Figure 5 illustrates this. The

consistent function result of *okay* might be part of the reason why it was the easiest DM to categorize.

Figure 5

Functions of DM* Okay *for Students and Teachers



The students frequently use *okay* with the receipt function to communicate to the teacher that they have understood their explanation, as illustrated in example (23), *okay*-4-12.

(23) T - one useful thing […] is to say er internet source one internet source two internet source three for a-

S - **okay**

T - for any example where you don't have an author

(MacArthur et al., 2014)

The only function which teachers use more often for *okay* is as a comprehension check. This can once again, support the teachers' active speaker role and, in most transcript descriptions, it is made clear that the teacher has a higher English proficiency level than the students (MacArthur et al., 2014). In line with Firth's (2009) study, this indicates that the ELF users

consider each other's proficiency level when planning their discourse. It therefore seems natural for the teachers to allow a pause in their exposition to see if the student is following along or is in need of further clarifications. As reported by DeBartolo (2014), misunderstandings in ELF are not prominent since competent ELF users tend to expect non-understandings and therefore strategize to minimize those risks. The teacher in example 24 illustrates this type of strategy by using *okay* with the function of checking on the student's comprehension of what he just explained:

(24) T - […] these are our layers here we have our process just just like here

okay?

S - mhm

T - we have our process and we have our basic controls

(MacArthur et al., 2014)

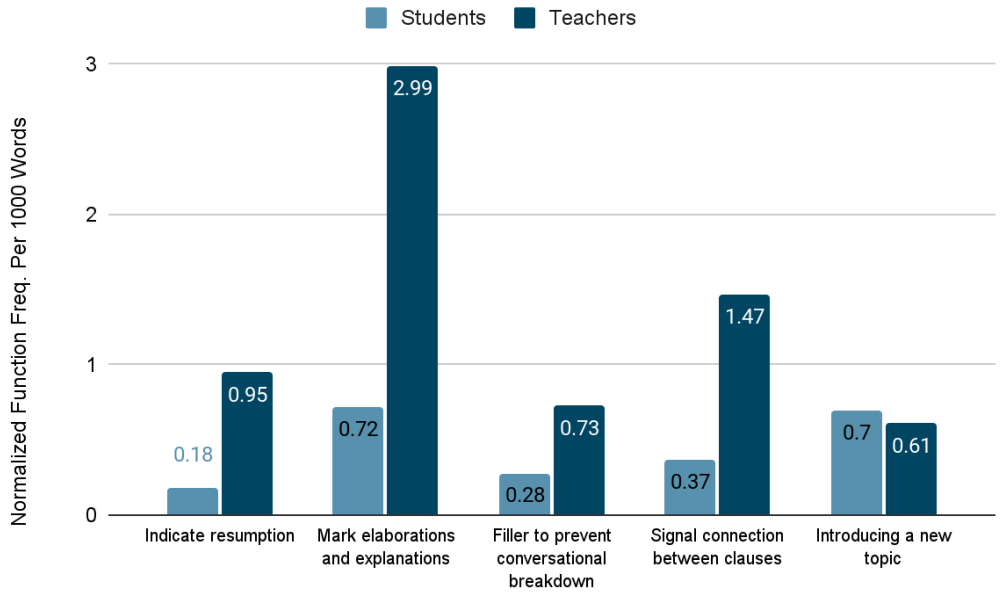
According to Björkman's (2011) study, examples like (24) are common within ELF teachers since they tend to strategically use DM's to pick up on minor indications in the discourse that might otherwise have gone unnoticed.

4.2.3 Functions of *so*

The teacher's active speaker role in the conversations is indicated in their high frequency use of the DM *so* in a speaker-supportive manner. This can be seen in Figure 6. Overall, the two most frequently used functions by the teacher group are the use of the DM *so* to, first, mark elaborations and explanations and, secondly, to signal connections between clauses. Both of these functions are supportive in that they help to organize the teacher's utterances. To some extent, this supports the nature of teacher exposition. By extension, this agrees with Björkman's (2011) study expressing that teachers most often use pragmatic strategies, like DM's, during teaching and explaining.

Figure 6

Functions of DM* So *for Students and Teachers



In example (25) *so*-12-17, the teacher uses *so* to elaborate and further explain the meaning of a specific term which the student had asked about:

(25) T - you can actually see it probably here <reading aloud> emergency shut-down safety instrument function </reading aloud> **so** what that means is that em you have em a software system which will er take control

(MacArthur et al., 2014)

In Example (26), *so*-2-24, the student has inquired about possibilities on how to formulate a novelist's intention. The following extract is the teacher's answer to this with the use of *so* in the center to connect two clauses and strengthen his statement:

(26) T - it's very difficult to know **so** it's a lot easier to just stick to what the the article that you study [says]

(MacArthur et al., 2014)

So is used by the teacher in example (27), *so*-4-51, to introduce a new topic after the conversation has slowed down during the student's preceding turn:

(27) S - so

T - **so** you just need to erm hh you've got at least a good starting-point for the essay erm […]

(MacArthur et al., 2014)

An analysis on individual distribution of DM use was conducted, however due to length limitations of this study, only two examples will be illustrated. Overall, student-13 did not use DMs excessively, except for *okay* as a receipt function. He used it 59 times, in contrast to the students' average of 18 uses per speaker. This might be connected to student-13 generally asking more questions during the conversation than other students did.

Teacher-11, a male L1 English speaker, was unusual because he frequently used all three DMs. There are no known factors to further indicate why, it might simply be part of his personal speech style.

5. Conclusion

This study aimed to add information and insights to previous academic and pragmatic ELF studies by combining qualitative and quantitative analysis as well as using a larger data set with more varied L1 speakers. The study analyzed the frequency and functional use of the DMs *yeah, okay* and *so* amongst students and teachers communicating in ELF during academic consultation hours. First, the data, containing 1,551 uses, were manually analyzed to answer the questions of to what extent the two speaker groups use the DMs. The quantitative analysis showed that both students and teachers frequently used DMs: *yeah* on a similar scale but slightly more frequent by students. *Okay* was predominantly used by students, who uttered

it 2.25 times more often per 1,000 words than teachers, who in turn used *so* 2.45 times more frequently.

Secondly, the ELF users in this study show signs of what Firth (2009) called pragmatic competence when indicating their communicative intentions by inserting pragmatic meaning to the DMs used. In this corpus, teachers spoke 50,060 words compared to students 42,476 words. Therefore, due to the nature of this ELF "interview type talk" (House, 2013, p. 60), the students and teachers tend to use different functions for the same DM. The teachers in this study were over four times as likely to use the DMs *so* with the function to mark elaborations and explanations, which could be theorized to be linked to the teacher's task to answer the student's question. It is also a possibility that the students' high frequency use of DM functions such as backchanneling and indicating understanding with *okay* could be connected to listening to the teachers' explanations. Contrary to House's (2013) results, the participants in this study mainly used listener-supportive functions for *yeah*, such as backchanneling, uptaking and agreeing which might be linked to students talking more in private settings The contextual analysis of this study showed that the participants' choice of DM, and function, was connected to their respective speaker role and what the context required from them. Similar to House's (2013) findings, these results show that, when conversing in ELF, both groups took time to formulate their output and paid attention to the others' comprehension with the DMs *yeah, okay* and *so*. As argued by Björkman (2011) and Mauranen (2016), it is important to understand these pragmatic strategies in order to facilitate learning for future ELF users to limitate strenuous interactions. This can be accomplished by increasing ELF users' pragmatic competence by using DMs in their discourse.

A limitation of this study is its relatively small corpus although a large part of it, 1,551 examples, was utilized. Moreover, due to time limitations, some multifunctional occurrences of the DMs were only categorized as the primary function. In future research, a study focusing

on the multifunctionality of DMs in ELF could contribute to the understanding of their use and meaning. Since this study did not compare ELF users and L1 English users pragmatic strategies of DMs, it is not possible to state that the results in this study is due to the ELF context alone. More research is needed to determine if that is the case.

Nevertheless, unlike previous research on the topic, this study combined qualitative and quantitative analysis to reach a more detailed insight on both function use and frequency use of DMs. The ELF corpus EuroCoAT, not previously studied for pragmatic strategies and DM use, added new contextual situations in dyadic ELF conversations between interlocutors of varied L1s. In all, this study has achieved what it intended; add to previous research in the field of ELF pragmatics and the use of DMs in academic settings.

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Appendix

Organised Overview of Data Used

The corpus will not be published here since it is not publicly accessible without an invitation and protected through copyright. Instead, the following information can be used as a map of the data used, and with access to EuroCoAT each example can easily be found.

Each example has a unique numbered code. The first number is the number of the transcript it came from. The numbers following the period stands for the sequence of occurrences the word was uttered in this specific transcript. All uses (DM, "not DM", "uncertain" and "excluded") are categorised by speaker, student or teacher, as well as by what function it holds.

Meaning of other codes:

- Underlined - spoken consecutively.
- Bold font - particularly clear example.
- Three periods before - spoken in close relation to a DM before.
- Three periods after - spoken in close relation to a DM after.

Functions of DM *okay:*
Opener/starter and marking a change in a speaker's orientation and awareness
Student:
3.1 - 3.22 - 3.23 - 3.29 - 3.47
4.1 - … 4.7
5.3 - 5.14 - ... 5.24
6.14 - 6.19 - 6.25 - 6.29 -
7.1
8.1
10.21
11.2 - **11.3 - 11.25** - 11.29 - 11.46
… 12.2

13.1 - 13.68

14.8 - 14.13

27

Teacher:

1.5

2.1

3.36 - 3.41

4.32 - … 4.34 …

5.9 - 5.25

6.27

7.2 - 7.15 - 7.17 - **7.23**

9.7

10.2 - **10.3**

13.3 - 13.54

14.1 - **14.16**

20

Structural marker as a linking device between discourse segments

Student:

1.13

2.10

3.12 - 3.20 - 3.33 - 3.40 - 3.55

4.3

5.2 - 5.8 - 5.16 - 5.20 - … 5.23 …

6.30 - 6. 32

7.5

11.14 - 11.19 - 11.22 - 11.33 -11.40 - 11.45

13.9 - 13.83

14.9 - 14.21

26

Teacher:

4.17

7.7 - 7.19 - 7.20 - **7.26**

8.13 - … 8.17

10.13

12.20 - 12.27 -

13.29 - 13.31 - 13.34 - 13.38 -**13.59** - 13.65

16

Check on discourse progression, on the comprehension and as a common ground question-tag

Student:

3.7 - 3.8 - 3.10 - 3.13

11.26

Tot: 5

Teacher:

3.28

4.24 - 4.29 - 4.37 - 4.40

7.14

10.4 - 10.5 - 10.9 - 10.19 - 10.25 - 10.29 - 10.31 - 10.34 - 10.37

11.1 - 11.37 -11.49

12.9 - 12.13 - 12.21 - **12.22** - 12.28 - 12.29

13.16 … - 13.23 - 13.31 - 13.45 - 13.64 - 13.88

30

Signal of receipt, approval, consent, generally expressing interactional co-operative stance

Student:

1.1 - 1.2 - 1.3 - 1.9 - 1.10 - 1.11 -

2.3 - 2.4 - 2.5 - 2.6 - 2.7 - 2.12 - 2.13 -

3.11 - 3.14 - 3.15 - 3.16 - 3.17 - 3.18 - 3.19 - 3.24 - 3.25 - 3.26 - 3.27 - 3.30 - 3.31 - 3.32 - 3.34 - 3.35 - 3.37 - 3.38 - 3.39 - 3.42 - 3.44 - 3.45 - 3.46 - 3.48 - 3.54 - 3.56 - 3.57

4.5 - 4.6 … - 4.9 - 4.10 - 4.11 - 4.12 - 4.13 - 4.14 - 4.16 - 4.20 - 4.21 - 4.22 - 4.23 - 4.25 - 4.26 - 4.28 - 4.36 - 4.39

5.1 - 5.4 - 5.5 - 5.6 - 5.7 - 5.11 - 5.12 - 5.13 - 5.15 - 5.19 - 5.21 - 5.22 … - 5.26 - 5.27 -

6.2 - 6.3 - 6.4 - *6.5-6.6* - *6.7-6.8* - 6.11 - 6.12 - 6.13 - 6.15 - 6.18 - 6.24 - 6.26 - 6.28 - 6.31 - 6.33 - 6.42

7.3 - 7.4 - 7.6 - 7.8 - 7.9 - 7.10 - 7.11 - 7.25 - 7.27 - 7.30 100

8.2 - 8.3 - 8.4 - 8.5 - 8.6 - 8.10 - 8.11 - 8.12 - 8.14 - 8.15 - 8.18.. - 8.20 - 8.22 - 8.23

9.1 - 9.2 - 9.3

10.6 - 10.7 - 10.8 - 10.10 - 10.23 - 10.26 - 10.27 - 10.28 - 10.30 - 10.32 - 10.33 - 10.35 - 10.36

11.4 - 11.5 - 11.6 - 11.7 - 11.8 - 11.9 - 11.10 - 11.12 - 11.13 - 11.15 - 11.16 - 11.17 - 11.18 - 11.20 - 11.21 - 11.28 - 11.31 -

11.32 - 11.35 - 11.36 - 11.39 - 11.41 - 11.42 - 11.43 - 11.44 - 11.47

12.4 - 12.5 - 12.6 - 12.7 - 12.8 - 12.10 - 12.11 - 12.12 - 12.14 - 12.15 - 12.16 - 12.17 - 12.18 - 12.19 - 12.23 - 12.24 - 12.25 -

12.26 - 12.20 - 12.31 - 12.32 - 12.33 - 12.34 - 12.35 - 12.36 - 12.37 - 12.38 - 12.40 - 12.42 - 12.43 - 12.49

13.4 - 13.5 - 13.6 - 13.7 - 13.8 - 13.10 - 13.11 - 13.12 -13.13 - 13.14 - 13.15 - **…** 13.17 - 13.18 (200) - 13.19 - 13.20 - 13.21 -

13.22 - 13.26 - 13.27 - 13.28 - 13.30 - 13.33 - 13.40 - 13.41 - 13.42 - 13.43 - 13.44 - 13.46 - 13.47 - 13.48 -13.50 - 13.51 -

13.53 - 13.55 - 13.56 - 13.57 - 13.58 - 13.60 - 13.61 - 13.62 - 13-69 -13.70 - 13.71-13.72 - 13.73 - 13.74 (overlapped) 13.76-

13.77 - 13.78 - 13.79-13.80 - 13.81 - 13.82 -13.84 - 13.85 - 13.86 - 13.87 - 13.89-13.90

14.2 -14.3 - 14.4 - 14.5 - 14.6 - 14.7 - 14.11 - 14.12 - 14.14 - 14.15 - 14.17 - 14.18 - 14.24

259

Teacher:

1.6 - 1.7 - 1.8 - 1.14 -

2.2 - 2.11 -

3.2 - 3.3 - 3.4 - 3.5 - 3.6 - 3.9 - 3.21 - 3.50 - 3.51 - 3.52 - 3.53 -3.59 - 3.60 - 3.61 - 3.62

4.2 - 4.18 - 4.19 - 4.27 - 4.30 - 4.41 - 4.33 … - 4.38 - 4.41

5.17 - 5.18 - 5.28

6.1 - 6.9 - 6.10 - 6.17 - 6.10 - 6.21 - 6.22 - 6.23 - 6.36 - 6.38 - 6.39

7.12 - 7.13 - 7.16 - 7.18 - 7.21 - 7.22

8.7 - 8.8 - 8.9 - 8.16 … - ..8.19

9.4 - 9.5 - 9.6 - 9.8

10.1 - 10.12 - 10.14-10.15 - 10.16 - 10.17 - **10.18?** - 10.20 - 10.22 - 10.24

11.11 - 11.23-11.24 - 11.27 - 11.30

12.2 … - 12.41 -

13.2 - 13.24 - 13.25 - 13.39 - 13.49 - 13.66 - 13.67

14.20 - 14.22

85

Pre-close and closing signal

Student:

2.14

3.58

5.29

6.16 - 6.34 -6.37

8.21

11.48

8

Teacher:

6.43

7.28-7.29 - 7.31

10.11

14.23 - 14.25

7

Sealing outcome signal

Student:

3.49

5.30 - 5.31

6.41

4

Teacher:

1.15

3.63

6.35

12.39

4

Uncertain

Student:

7.24 “IS - okay @ sorry”

13.36 got interrupted

146: DS - <BLUE><27> the </27></BLUE> first one is (serendety) and

then <BLUE><28> the linear </28></BLUE>

147: MO - <BLUE><28> the linear </28></BLUE>

148: DS - model okay <BLUE><29> i </29>

2

Teacher:

6.40 " okay then you can see how it goes"

13.35 interrupted sentence, not sure where they were going?

Teacher : 143: MO - okay from <BLUE><26> your reading </26></BLUE>

Student: 144: DS - <BLUE><26> because the </26></BLUE>

Teacher: 145: MO - of <BLUE><27> that </27></BLUE>

13.63 not sure, ending?

338: DS - mhm that's <BLUE><67> fine </67></BLUE>

339: MO - <BLUE><67> <soft> okay </soft></BLUE> </67>

340: DS - yeah thank you

2

Other

Researcher:

12.46 (signal of receipt)

1

No DM

Student:

1.4 - 1.12

3.43

5.10 "i: yes where e is it okay e"

11.34 "but s- it's okay my"

11.38 "i hope everything was okay"

14.10 “should be okay”

14.19 “i mean maybe it's okay too but i can't understand them”

8

Teacher:

4.4 “it’s okay”

4.8 “something very general is okay in this sort of for this sort of essay”

4.15 “that's okay just … say it's … from the oxford english dictionary”

4.35 “no okay okay right but that that i think sounds okay then if you er go through the history like that”

12.1 “it’s okay”

12.44 “it’s okay”

12.45 “no, you’re okay”

12.47 “you’re okay”

12.48 “you’re okay”

13.37 “<29> you </29></BLUE> are okay with those”

13.52 “it’s okay”

13.75 “that’s okay”

12

Full Total: 517

Student Total: 339

Teacher Total: 177

Other Total: 1

Functions of DM *so*:

Speaker-supportive strategy to resume one’s “train of thought” (to get going) following hesitations, pauses and breaks in the discourse

Student:

3.1

4.53

6.15 - 6.19

11.15 - **11.26**

12.29 - 12.31

Tot: 8

Teacher:

1.16 - 1.20? (interrupted and to get going)

2.10 - 2.16 - 2.18

3.9 - 3.16 - 3.20 - **3.22** (interrupted *so* get going) - 3.23 - 3.29-3.30

4.8 - 4.33 - 4.37 - 4.40

5.18 - 5.41

7.2! - 7.21

8.14 - 8.19

9.28

10.1 - 10.9 - 10.12 - 10.17 - 10.25 - **10.27** - 10.32 - 10.33 - 10.38 - 10.40 - 10.47

11.13 - 11.17 - **11.34**

12.5 - 12.9 - 12.25 - 12.40 - **12.43** - 12.52 - 12.53

23.2 - 23.9 - 23.18

Tot: 47

Self- prompting strategy to monitor a speaker's output, marking elaborations and explanations, both turn-initially and in mid-turn.

Student:

1.4 ? - 1.25 - 1.27 - 1.32

2.4

3.3 - 3.17 - 3.33

6.1 - 6.2 - 6.7 - 6.16 - 6.28

7.1 - 7.25 - 7.26

8.2 - 8.10 - **8.11** - 8.15 - 8.16 - 8.17

9.23 - 9.27 - 9.30 - 9.34 - 9.40

11.31

14.2

23.4 - 23.15

Tot: 31

Teacher:

1.7 - 1.8 - 1.14 - 1.19 - 1.21

2.5 - **2.6** - 2.12 - 2.21 - 2.23

3.2 - 3.7 - 3.8 - 3.12 - 3.13 - 3.15 - 3.25 - 3.26 - 3.28 - 3.32 - 3.40

4.1 - 4.2 - 4.5 - 4.12 - 4.15-4.16 - 4.17 - 4.23 - 4.25 - 4.28 - 4.29 - 4.34 - 4.52

5.1 - 5.3 - 5.5 - 5.6 - 5.7 - 5.8 - 5.10 - 5.14 - 5.16 - 5.19 - 5.20 - 5.21 - 5.23 - 5.24 - 5.25 - 5.28 - 5.35 - 5.38 - 5.39

6.3 - 6.5 - 6.6 - 6.11 - 6.12 - 6.13 - 6.22 - 6.24 - 6.26 62

7.3 - 7.4 - 7.12 - 7.14 - 7.15 - 7.17 - 7.22 - **7.27** - 7.30 - 7.32

8.1 - 8.3 (slowly) - 8.5 (for instance) - 8.6 - 8.9 - 8.13 - **8.21**

9.2 - 9.4 - 9.5 - 9.7 - 9.10 - 9.11 - 9.14 - 9.20 - 9.21 - 9.26 - 9.32 - 9.33 - 9.41 92

10.2-10.3 - 10.6 - 10.10 - 10.11 - 10.13 - 10.14 - 10.16 - 10.18 - 10.20 - 10.22 - 10.23 - 10.30 - 10.35 - **10.36** - 10.42 - 10.43 - 10.45 - 10.48 111

11.2 - …**11.7** - 11.8 - 11.9 . 11.10 - 11.12 - 11.20 - 11.23 - 11.27 - 11.30 - 11.35 - 11.36

12.3 (and so) - 12.4 - 12.6 - 12.7 - 12.8 - 1**2.13** - 12.14 - 12-17 - 12.20 - 12.21 - **12.22** - 12.23 - 12.28 - 12.34 - 12.35 - 12.39 - 12.41 - 12.45 - 12.47 - 12.49 - 12.55

14.4 - 14.7 - 14.10 - 14.11

23.5 - 23.31

Tot: 150

Self-monitoring filler to prevent conversational breakdown, usually followed by hesitation markers

Student:

1.1

3.21

4.10-4.11 - 4.14 (after interruption) - 4.44?

5.15

7.16 - **7.24**

9.1

23.17 - 23.22

Tot: 12

Teacher:

1.2

2.8 - 2.15

3.31

4.9 - 4.20? - 4.21-4.22 - 4.30 + 4.31-4.32 - 4.35 - 4.41 - 4.49

5.27 - 5.34 - 5.36 - 5.40

6.4 - 6.9

7.8 - **7.28**

8.4 (reformulation) - **8.18**

10.41

11.3 - 11.16 - 11.18 - **11.33** - 11.37 - 11.38

12.11 - **12.51** - 12.56

14.15

23.6 - 23.7

Tot: 37

Other-attentive strategy to signal connection between clauses and guide the listener to interpret the following utterance as one belonging to a pending one "Connectivity"

Student:

1.9 - 1.12 - 1.23

3.27 -

5.32

6.25

7.18 - 7.23

9.22

11.5

12.48

14. 1 - 14.17

23.11 -23.16 - 23.23

Tot: 16

Teacher:

1.3 - 1.22 - 1.33

2.9 - 2.22 - 2.24

3.4 - 3.10 - 3.18 - 3.35 - 3.42

4.4 - 4.43

5.4 - 5.9 - 5.11 - 5.17 - 5.26 - 5.29 - **5.31**

6.10 - 6.14 - 6.17 - 6.21 - 6.23

7.6 - 7.7 - 7.10 - 7.11 - 7.13 - 7.19

8.20

9.3 - 9.6 - 9.9 - 9.13 - 9.16 - 9.17 - 9.25 - 9.31 - 9.36 - 9.42 - 9.43

10.4 - 10.5 - 10.15 - 10.19 - 10.26 - 10.28 - 10.37 - 10. 44 - 10.29

11.6… - 11.14 - 11.19 - 11.21 - 11.22 - 11.24

12.12 - 12.15 - 12.16 - 12.32 - 12.33 - 12.37 - 12.42 - 12.46 - 12.50 - 12.54

14.3

23.8 - 23.19 - 23.20 - 23.28 - 23.30

Tot: 74

Introducing a new topic or, if standing alone, *so* used to prompt the listener to produce a follow-up move (backchanneling)

Student:

1.31

3.11

4.3 - 4.13 - 4.18-4.19 - 4.45

6.29

7.31!

8.8

11.1 - 11.4 - 11.25

12.38

1.13

3.41

4.6 - 4.24 - 4.26

4.50

5.12 - 5.13

6.20

8.7 - 8.12

9.29 - 9.38

14. 8

23.12 - 23.21

Tot: 30

Teacher:

1.17 - 1.18

2.2 - 2.3

3.24 - **3.36 - 3.37** - 3.39

4.27 - 4.39 - 4.42

5.30 - 5.37 - 4.51

7.9 - 7.29

9.12

10.7 - 10.21 - 10.20 - 10.31 -

12.1 - 12.2 - 12.44

14.12 - 14.14

1.10 - 1.30

10.46

11.11 - 11.28

Tot: 35

Uncertain:

Student:

3.6 - 3.14 - 3.19

4.38 -

5.33

6.8 - 6.18

7.5

8.22

9.24

23.29

Tot: 11

Teacher:

1.15

3.34

5.22

6.27

10.24

10.34

10.39

12.10 - 12.36

23.32

Tot: 10

Other:

Student:

Tot: 0

Teacher:

14.9 reading the students work out loud to later comment on the colloquial language “the date of the erm of the er of this collection so i could look it up for myself”

Tot: 1

Comments:

2.1 - “So, when speaking to each other, the lecturer looks down and the student looks up.

Tot: 1

No DM:

Student:

1.5 - 1.6 : “it's so deep maybe in your head it's so well structured”

1.11 -”i think so“

4.46 - “it's is going so deep” speaking of research data

4.47 - “not so difficult” ….. Teacher follow

4.54 - “thank you so much”

9.18 “I was so nervous”

9.35 “I was so stupid”

14.6 “first opening paragraph there so that you have one coherent erm opening”

14.13 “I would say so”???

14.16 “I get SO tired before I read read e: elliott's chapter”

23.13 “referencing is is not so strict”

23.14 “teachers don't ask e: so strictly to refer to other sources”

23.24 ““to so many”

23.25 “to so many changes”

23.26 ““to so many things”

Tot: 15

Teacher:

1.24? - “because now you've had so much english”

1.26? - “as you can so <64> that </64> MC - <64> yeah </64> MM - you you know you you develop er the right strategies”

1.28? - “things like that so they kind of they learn”

1.29? - “so it's good to start early”

2.7 - “i think so“ as an answer to “the introduction has to be more focused”.

2.11 - “ORganize your ideas in erm in a way so that the reader KNOWS”

2.12 + 2.13 - “you take the the reader's hand so that the reader knows now we go first to one and then two and three so that the reader doesn't have to fall”

2.17 - “then you move down more specifically so that you finally come to i i have one thing to say”

2.19 + 2.20 - “many people did that so so you know”

3.5 - “in in a good shape so that you have something to compare”

3.38 - “think so certainly yes”

4.7 - “maybe don't need to go in quite so much DEtail”

4.36 - “i know you don't have too many words in this essay so see how it goes with your examples”

4.48 . following student “not so difficult no exactly”

5.2 - “they use your log-in so everything they do it looks to the system as if you were doing it”

8.20 “what i did so FAR was that i was the second erm er supervisor”

9.8 “that you had to endure **so** far”

9.15 “there are so many international students in the class”

9.19 “yeah but er **so** many students find that”

9.37 “there's **so** much going on at the same time”

9.39 “and you've enjoyed it so far?”

10.8 “that contributes to to this being so poor”

11.32 “I think so”

11.18 “temperature rose so much”

11.19 “the pressure in the vessel might be so much that the vessel might explode?”

12.24 “or lessen reduce this and the effect so they would be things like em let's say the vessel” Not optional?

12.26 “concrete around here so that if if liquid spills out it it it's contained”

12.27 “so that it doesn't spread” Same as above?

12.30 “and so on”???

12.57 - “I think so”

14.5 “and so on”

23.1 “ so we don’t get disturbed”

23.10 “there is so much more”

Tot: 35

Tot student: 132

Tot teacher: 384

Tot other: 1

Total: 517

Functions of DM *yeah:*

Agreement with statements

Student:

1.4 - 1.11 - 1.14 - 1.28 - 1.35 - **1.36** - 1.44 - 1.47 - 1.48 - 1.49 - 1.56

2.5

3.22

4.24 - 4.32 - 4.48

5.17 - 5.19

6.11-6.12-6.13 - 6.22 - 6.30 - **6.47**

7.14 - **7.19** - 7.20

8.15 - 8.27 - 8.46

9.9 - 9.16 - 9.21

10.6 - 10-8-10.9 - 10.18 - 10.35

11.2 - 11.17 - 11.18 - 11.85

24.3

Tot: 43

Teacher:

1.33

2.16

3.15

4.5 - 4.15 - 4.39 - 4.42

6.31 - **6.34** - 6.35 - 6.36 - 6.54-6.55-6.56

7.10 - 7.23-7.24

8.1 - 8.7 - 8.32 - 8.33 - 8.42 - 8.45 - 8.48

9.3 - 9.12 - 9.18 - 9.54

10.7 - 10.16-10.17 - 10.26

11.9 - 11.14 - 11.24 - 11.31 - 11.35 - **11.36** - 11.43 - **11.45 -** 11.58 - 11.68 - 11.75 - 11.77 - 11.87 - 11.90 - 11.94 - 11.95

24.1

Tot: 49

Backchanneling, both to support previous utterance and to signal no claim for turn takeover

Student:

1.1 - 1.10 - **1.17** - 1.18 - 1.19 - 1.20 - 1.22 -1.23 - 1.24 - 1.25 - 1.38 - 1.39 - 1.45 - 1.50 - 1.51 - **1.53**

2.1 - 2.14

3.9 - 3.13 - 3.14 - **3.21**

4.1 - **4.2** - **4.6 - 4.9 -** 4.16 - 4.18 - 4.19-4.20 - 4.34 - 4.35 - 4.40

5.2 - 5.8 - 5.10-5.11 - 5.13 - 5.14 - **5.26** - 5.28 - 5.30 -5.33 - 5.34

6.1 - **6.5** - 6.14 - 6.32 - 6.33

7.6 - 7.7 - 7.13

8.8 - 8.26 - 8.35

9.2 - 9.4 - 9.5 - 9.10 - 9.11 - 9.19-9.20 - 9.37 - 9.45

10.1 - 10.2 - 10.4 - 10.11 - 10.14 - 10.15 - 10.19 - 10.20 - 10.25 - 10.27 - **10.29** - 10.34

11.16 - 11.26 - 11.29 - 11.42 - 11.46 -11.47 - 11.57

24.2

Tot: 84

Teacher:

1.6 - 1.7 - 1.13

3.1 - **3.2** - 3.20

4.4 - 4.10

5.22 - 5.24-5.25

6.4 - 6.10 - 6.21

7.1 - 7.5

8.10 - 8.13 - 8.17 - 8.18 - 8.25

9.6 - 9.8 - 9.13 - 9.14 - 9.29 - 9.33

10.10

11.3 - 11.5 - **11.11** - 11.19 - 11.39 - 11.50 - 11.69 - 11.76 - 11.86

24.5

Tot: 38

Uptaking, signal receipt of the message

Student:

1.3 - 1.15 - 1.21 -1.26 - 1.27 1.30 - 1.32 - 1.40 - 1.41

2.6 - **2.15**

3.5 - 3.6 - **3.11** - 3.16-3.17 - 3.18 - 3.23 - **3.24**

4.21 - 4.37 - 4.13 - **4.46**

5.1 - 5.3-5.4 - 5.9 - 5.15 - 5.20 - **5.29** - 5.31-5.32

6.15 - 6.44 - 6.49-6.50

7.8

8.9 - 8.16 - 8.20 - 8.41

9.31 - 9.32 - 9 .35 - 9.38-9.39

10.3 - 10.5 - 10.21 - 10.23.10.24 - 10.28 - 10.30-10.31-10.32 - 10.33

11.7 - 11.8 - 11.15 - 11.27 - 11.32 - 11.33 - 11.78

Tot: 63

Teacher:

1.12 - 1.42 - 1.57

2.9 - 2.10

3.25

4.22 - 4.27 - **4.45**

6.6 - 6.18 - 6.29 - 6.40

7.2 - 7.4 - 7.12 - 7.21-7.22 - 7.28

8.23 - 8.24 - 8.34 - 8.37 - 8.38 - 8.39 - 8.47 - 8.49 - 8.50 - 8.52

9.24-9.25 - 9.34 - 9.40-9.41 - 9.42 - 9.43 - 9 .44 - 9.48 - 9.49 - 9.53 - 9.55 - 9.56

11.1 - 11.6 - **11.12** - 11.20-11.21-11.22-11.23 - **11.30** - 11.37-11.38 - **11.40** - 11.49 - 11.51-11.52 - **11.56** - 11.59 - 11.61-11.62 - 11.63-11.64-11.65-11.66 - **11.67** - 11.70 - 11.71 - 11.72 - 11.73 - **11.79…** - 11.88 - 11.91

24.4

Tot: 73

Face saving act (something that lessens the possible threat to another's "face" / self image):

Student:

Tot: 0

Teacher:

1.8 - 1.31 - 1.34?

4.30?? "that would be good to present there yeah?"

7.15?? "yeah but </16></BLUE> do you need to do a a third internship in your bachelor's"

Tot: 5

Conversational filler word

Student:

1.2 - 1.5 - 1.9

2.12 - 2.13

3.7 - **3.10** - **3.12**

4.44 - 4.47

5.27

6.9 - 6.46 - 6.51-6.52

7.11

8.31

9.30

11.60

Tot: 19

Teacher:

1.29? - 1.43

4.12 - 4.29

6.41-6.42-6.43 - 6.48

7.27

8.51

9.26 - 9.50

11.53 - **11.54** - 11.81 - 11.92 - 11.93

Tot: 17

Discourse structuring function - to monitor and organize speakers' own contributions, taking up and taking in what their interlocutors have said, rather than to agree with alter's move

Student:

(1.1 - 1.10 - **1.17** - 1.18 - 1.19 - 1.20 - 1.22 -1.23 - 1.24 - 1.25 - 1.38 - 1.39 - 1.45 - 1.46 - 1.54 - 1.55

2.2 - 2.3 - 2.3 - 2.4 - 2.7 - 2.8 - 2.11

3.19

4.7 - 4.36

5.7 - 5.16 - 5.18 - 5.21 - **5.23**

6.3 - 6.7 - 6.19-6.20 - 6.27 - 6.28 - **6.39** - 6.53

7.9 - 7.16

8.2 - 8.12 - 8.21 - 8.28 - 8.30 - 8.36 - 8.40

9.7 - 9.15 - 9.17 - 9.23 - 9.28

11.28 - 11.48

Tot: 42

Teacher:

1.16

3.3 - 3.4 - 3.8 - 3.26

4.3 - 4.8 - 4.11 - 4.14 - 4.23 - 4.25 - 4.26 - 4.28 - 4.33 - **4.38** - 4.41

5.12

6.16 - 6.37 - 6.45 - 7.25-7.26

8.4 - 8.5 - 8.19 - 8.22 - 8.43 - 8.44 - 8.54

9.1 - 9.22 - 9.27 - 9.51-9.52

10.12

11.4 - 11.10 - 11.13 - 11-25 - **11.34** - 11.41 - **11.44** - **11.55** - 11.74 - …**11.80 -** 11.82 - 11.84 - 11.89 - 11.96

Tot: 49

Uncertain

Student:

5.6

8.29

9.36

Tot: 3

Teacher:

4.17

5.5

6.23-6.24-6.25-6.25

10.22

Tot: 7

Other

Check on comprehension:

Student:

Tot: 0

Teacher:

4.43 “i think there should be no problem there yeah?”

8.6 “those were three questions yeah?”

Tot: 2

No DM

Student:

Actually meaning *yes*:

1.37 - 1.52 (but also discourse structuring?)

2.17 (answer to “are we done?”)

4.31 (“answer to “do you mean?”)

6.17

7.3 (when asked if he has a library card)

7.17 (answer to “is it a bachelor?")

7.18 (answer to “is it a 5 year bachelor?")

7.30 “are all your questions answered for now?”

8.3 “you're talking about the phonetics course?”

8.11 “were you worried?”

8.14 ”oh you were worried about the erm the time allowed”

8.53 “are are you happy with this”

9.46-9.47 “you've enjoyed it?”

9.57 “she knocked.” -> “Catherine?” -> “yeah”

10.13 “YOU'RE doing this section yes?”

Tot: 17

Teacher:

Actually meaning yes:

5.12 (answer to is it okay?)

6.2 - 6.8 - 6.38 “answer to “only in the United states?”

7.29 (“can you write it down for me?”)

11.83 (“is everything here?”)

Tot: 3

YEAH

Tot student: 271

Tot teacher: 246

Tot: 517

SO

Tot student: 132

Tot teacher: 384

Tot other: 1

Total: 517

OKAY

Full Total: 517

Student Total: 339

Teacher Total: 177

Other Total: 1