


DECODING FILLERS USED IN A THAI ENGLISH LEARNING
TALK SHOW


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คำสำคัญ: ฟिलเลอร์/ รายการสนทนาภาษาอังกฤษ/ ผู้ใช้ภาษาอังกฤษ/ การถอดความ/ ภาษาอังกฤษ

สุปรียา ยูศรี: การถอดความหมายฟिलเลอร์ที่ใช้ในรายการสนทนาภาษาอังกฤษของไทย (DECODING FILLERS USED IN A THAI ENGLISH LEARNING TALK SHOW) คณะกรรมการควบคุมวิทยานิพนธ์:

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ในการสนทนาภาษาอังกฤษ ฟिलเลอร์มีความข้องเกี่ยวกับการใช้ภาษาในลักษณะที่มีจุดด้อย (Jucker & Ziv, 1998) และฟिलเลอร์เป็นส่วนประกอบหนึ่งของการพูดที่ไม่คล่องแคล่ว (Shriberg, 1999) ซึ่งบ่งชี้ให้เห็นถึง การขาดทักษะทางภาษาในการพูด การขาดทักษะทางคำศัพท์และไวยากรณ์ และการขาดความถูกต้องทางด้าน โครงสร้างของประโยค อย่างไรก็ตาม ผู้ใช้ภาษาอังกฤษที่เป็นเจ้าของภาษาก็ได้ใช้ฟिलเลอร์ในฐานะที่เป็นส่วนหนึ่งของ กลยุทธ์ในการสนทนา (Rose, 1998; Shriberg, 2001) การใช้ฟिलเลอร์ที่น่าสนใจนี้นำไปสู่วัตถุประสงค์ในการ ศึกษาเรื่องราวเกี่ยวกับฟिलเลอร์ในผู้ใช้ภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาชาวไทยซึ่งเป็นกลุ่มคนที่มีโอกาสน้อย ที่จะได้สนทนาเป็นภาษาอังกฤษ เนื่องด้วยฟिलเลอร์เกี่ยวข้องกับทั้งทักษะทางการพูด และเครื่องมือทางการสนทนา ในการติดต่อสื่อสารของชีวิตประจำวัน การใช้ฟिलเลอร์ของผู้ใช้ภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาชาวไทยซึ่งมี ประสบการณ์ทางการเรียนรู้ภาษาอังกฤษอันแตกต่างกันย่อมนำมาซึ่งความเข้าใจอย่างลึกซึ้งต่อฟिलเลอร์ การศึกษา เกี่ยวข้องกับการใช้ฟिलเลอร์ของกลุ่มคนไทยที่ถูกแบ่งออกเป็นสองกลุ่ม โดยคำนึงถึงประสบการณ์การเรียนรู้ ภาษาอังกฤษ กลุ่มแรกคือกลุ่มที่เคยได้ไปใช้ชีวิตในต่างประเทศเป็นระยะเวลายาวนาน กลุ่มที่สองคือกลุ่มที่เคยไป ต่างประเทศบ้างแต่ในเวลาอันสั้นหรือไม่เคยไปต่างประเทศเลย เนื่องจากในประเทศไทยที่ไม่ได้มีการ ติดต่อสื่อสารเป็นภาษาอังกฤษอย่างแพร่หลาย ดังนั้นผู้วิจัยจึงต้องรวบรวมบทสนทนาภาษาอังกฤษของผู้ใช้ ภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาชาวไทยจากรายการสนทนาภาษาอังกฤษของไทย ซึ่งรายการนี้มีพิธีกรเป็นชาว ไทย และแขกรับเชิญก็เป็นชาวไทยที่มีทักษะทางภาษาอังกฤษในการสื่อสารที่แตกต่างกัน ผู้วิจัยใช้ตัวแบบหน้าที่ ของฟिलเลอร์จากบรินต์ (1996) เป็นกรอบในการวิเคราะห์เพื่อที่จะหาการใช้ฟिलเลอร์ที่แตกต่างกันจากทั้งสองกลุ่ม ผลจากการวิเคราะห์พบว่ามีการใช้ฟिलเลอร์ถึงหกพันหกร้อยแปดสิบเก้าครั้งจากบทสนทนาที่รวบรวมได้ จากการ วิเคราะห์การใช้ฟिलเลอร์ของแขกรับเชิญจากรายการสนทนาภาษาอังกฤษของไทยโดยไม่พิจารณาการใช้ฟिलเลอร์ ของพิธีกรรายการร่วมด้วยพบว่า ทั้งสองกลุ่มใช้ฟिलเลอร์เพื่อบ่งชี้ถึงหน้าที่ต่างๆ ในระดับที่เหมือนกัน นอกจากนี้ ผู้วิจัยอภิปรายถึงการ ใช้ฟिलเลอร์ของแขกรับเชิญ โดยคำนึงถึงความเหมือนและความต่างของเป้าหมายประสงค์ในการ สนทนา และเมื่อพิจารณาถึงฟिलเลอร์ที่ใช้โดยพิธีกรรายการก็พบว่าพิธีกรใช้ฟिलเลอร์เพื่อบ่งชี้ถึงหน้าที่ต่างๆ ใน ระดับที่ค่อนข้างใกล้เคียงกัน และเห็นได้ชัดว่าพิธีกรได้ใช้ฟिलเลอร์ที่บ่งชี้ถึงสถานะที่เหนือกว่าเนื่องจากอิทธิพล ของลักษณะทางภาษาบางอย่างของรายการสนทนา

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In English speaking, fillers have been concerned stylistically stigmata (Jucker & Ziv, 1998), and they are one of speech disfluencies (Shriberg, 1999) that signal the lack of oral phonetic proficiency, vocabulary and grammar ability, and syntactic correctness. However, native speakers of English prevalingly include fillers in speech as they are a part of conversational strategies (Rose, 1998; Shriberg, 2001). The interesting usage of fillers in interactions led to the purpose of the study regarding Thai speakers of English who were surrounded with less opportunity in English interactions. As fillers associated with both oral performance and conversational device in regular communication, the use of fillers in Thai speakers of English who possessed different English learning experience contributed to the insight understanding upon fillers. The investigation involved with filler use between both groups of Thai interactants that were divided by English learning experience: long term abroad experienced and little or no abroad experienced speakers. On the grounds of non-English speaking atmosphere in Thailand, conversational interactions between Thai speakers of English were collected through a Thai English learning talk show conducted by the Thai host that welcomed Thai speakers with different language levels as the guests to communicate via English. The researcher applied Brinton's (1996) model of fillers' functions to analyze fillers found in conversational in order to investigate the different functions employed by two groups of speakers. Six thousand six hundred and eighty nine times of fillers were collected as the results of the study. With the exclusion of fillers used by the host, both groups of speakers employed fillers' functions similarly in rank. Moreover, the fillers' functions of show guests were to discuss by considering similar and different use in communicative purposes. Also, when fillers' functions by the host were taken into consideration, it demonstrated that functions applied for interacting with both groups of guests almost resembled in rank. Apparently, the host more used some fillers' functions signaling superior status to the guests due to the effect of talk show's institutional discursive features.

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CHAPTER 1

INTRODUCTION

Statements and significance of the problems

Recently, there has been a considerable interest in English communication (Kilickaya, 2009) as English is a means for globalized community to interact socially, educationally and economically. A speech which is a meaningful utterance becomes an instrument to serve various purposes for human interactions. When the verbal communication takes place, speakers and hearers interchangeably transmit messages, thoughts, as well as ideas to each other. Figure 1, according to Shannon and Weaver (1948) whose model of communication was initial and became a basis for other communication models, demonstrates model of communication.

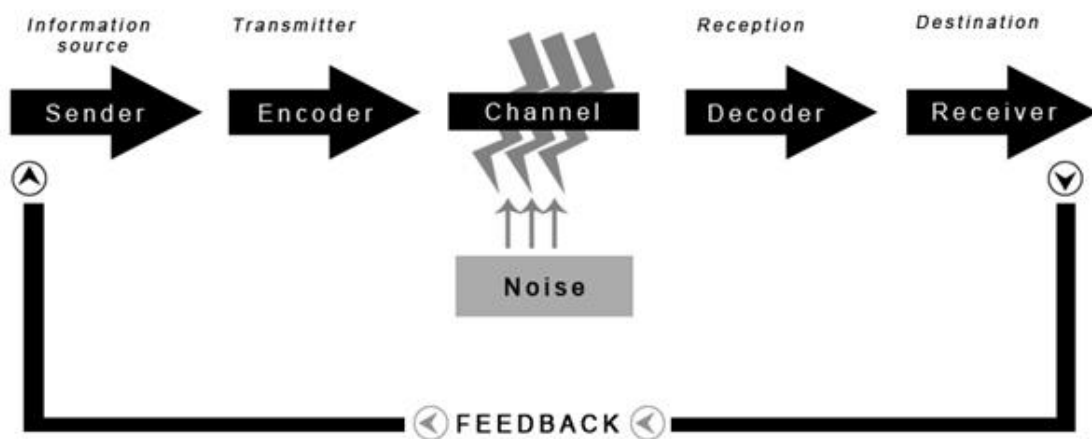


Figure 1 Communication Model (Shannon & Weaver, 1948)

Considering Figure 1, communication begins with message transmission of a sender or the source of information. The sender needs to encode or transmit ideas. The next process is a receiver take sent messages through various channels: face-to-face verbal communication, printed materials, and visual media. However, noise such as language barrier, level of language proficiency, interruptions, emotions, and attitudes can prevent or distort the message. Although there might be some noise occurring in communication, the receiver need to decode the message. Also, feedback is necessary

to examine receiver's understandings whether the message has been received and precisely understood (Lunenburg, 2010). When both sender and receiver engage in face-to-face verbal interactions, they will tend to communicate spontaneously.

Spontaneous verbal interactions seem to be unplanned. Most utterances in spontaneity are produced without preparation, which absolutely differs from planned communication. Speakers prepare themselves in advance when they participate in planned speaking situations: speeches, presentation, and ceremonies (Kurniawati & Astika, 2011). The preparation before speaking helps speech to flow fluently. In contrast, it is predicted that a spontaneous speech will tend to have some disfluencies (Bortfeld, Leon, Bloom, Schober & Brennan, 2001).

Disfluencies are prevalingly found in spontaneous interactions. Shriberg (2001) has identified that in normal speech naturally produced, disfluencies can affect more than ten percent of words and disfluencies occur over one third of utterances of speakers. The disfluencies in spontaneous utterances consist of various functions suggested from laboratory speech by Shriberg (1999):

Filled pause	<i>uh, um</i>
Repetition	<i>the the</i>
Repair	<i>any health cov- any health insurance</i>
False start	<i>It's fir – I could get it where I work</i>

From the category of Shriberg's disfluencies mentioned above, fillers (*um, uh, uh huh, well, I mean, I think, anyway*) are one of the disfluencies. Fillers are words or sounds that can fill a gap in speech (Brennan & Williams, 1995). They contain both lexical (e.g. *I mean, You know, Actually, You see*) and non-lexical words (e.g. *uh, um, uh-huh*). There are various terms of fillers given by different researchers such as *filled pauses, discourse particles, discourse markers, pragmatic markers, pragmatic devices, or hedges* (Brinton, 1996). These terms depend on the view of each scholar towards the functions of fillers.

Also, there are different filler word lists provided by various researchers as each researcher little agree on the inventory of filler forms. Brinton (1996) saw fillers as pragmatic markers and provided a clear-cut filler list for studies regarding fillers. It

is remarked that, in Brinton's point-of-view towards fillers, there is a connection between words and context. Fillers have void meanings in semantics but they can be regarded as a variety of pragmatic functions.

A number of researchers suggested the reasons why fillers are used in a spontaneous speech of English speaking interactants who were both native English speakers and English as a second language (ESL) speakers. The use of fillers can identify speech deficiency because it relates to cognitive processing load (Beattie & Butterworth, 1979; Brennan & Williams, 1995; Fox Tree, 1995; Shriberg, 1996). Also, fillers serve conversational strategies since the use of fillers can demonstrate cooperative responses (Yule, 1996), formality (Wu, 2008), and politeness (Teng & Sinwongsuwat, 2015).

As mentioned, fillers are normally found in verbal communication. Importantly, oral communication skills seem difficult to be developed for nonnative English speakers compared to the other language skills: listening, reading, and writing. Because of non-English speaking context and least opportunity to interact with native English speakers, oral skill difficulty is a prerequisite issue for learners (Khan, 2010). As fillers relate to cognitive processing load, when people engage in spontaneous interaction, fillers can be seen as stigmata of speech production. Moreover, the flow of speech requires "willingness to communicate" (MacIntyre, Dörnyei, Clément & Noels, 1998) that grounds on self-efficacy of speakers. In other words, the speakers' own judgments regarding communicative ability towards themselves impact on language verbal performance (Doordinejad & Afshar, 2014). So, the speech flow in interactions partly depends on speakers' confidence to communicate.

For English Language Teaching (ELT), fillers have been neglected and they are normally recognized as cognitive processing difficulties. Rose (2008) compiled lots of research studies and provided possible reasons why fillers are not included in curriculum and teachers prefer not to instruct: 1. fillers are only speech planning by product; 2. fillers reflect speakers' oral incompetency in spontaneous utterances; and 3. teachers face with a difficulty to incorporate fillers into teaching lessons. Therefore, explicit lessons regarding fillers are rare and not included in English teaching

curriculum for learners although fillers reflect the variety in English language use as they can stylistically appear with high frequency (Jucker & Ziv, 1998).

English teaching approach nowadays for nonnative speakers begins targeting on communicative competence which concerns the ability to have understandings on the use of effective communication in real-life situations (Bagarić & Mihaljević Djigunović, 2007). The teachings of English teachers in classroom settings which are normally paired with traditional approach will turn less important. Teachers apply audiovisual media like audio, television, films, and video that more expose learners to communicative and authentic interactions than traditional repetitive practice and drills (Pun, 2013). Moreover, students can gain authentic language use that includes a number of varieties, dialects, and accents of English (Kenne, 2014).

A talk show program, one of the audiovisual media, represents spontaneous conversation that the use of fillers can be predicted to occur. However, the use of language in a talk show has been remarked that it intertwines both casual conversation and institutional talk (well-formed language in particular order i.e. in court, wedding ceremonies, and business meeting). As a matter of fact, Heritage (2004) mentioned that institutional talks are adapted patterns of talk and action from casual conversation by pressing conversational dialogue to more restricted practices. Therefore, the language use in a talk show can be concerned as spontaneous speech.

This talk show, *Loukgolf's English Room*, welcomes Thai guests who differently possess levels of English due to distinctive English language learning experience and English speaking atmosphere. The program displays a wide range of English varieties, dialects and accents as a result of guests' different verbal performance. The various levels of speech production can benefit learners because they can widen communicative insight. Also, as the show consists of everyday expressions and vocabularies in context instructions, it promotes varieties of authentic language use that teachers can develop in lessons.

The previous studies relating to fillers were conducted in the use of native speakers of English. Those studies demonstrated filler usage without providing the explanation towards fillers' function because few studies applied distinct framework of fillers' functions. Therefore, Brinton's (1996) model of fillers' functions will be considered to shape conceptual framework to this present study. Although Tipsorn's

(2014) study of fillers' use in interactions exposed through movies incorporated this model of fillers' functions, due to the dialogs in movies, it led to no appearance in some functions of fillers. Thus, this present study will investigate the functions of fillers used in an English learning talk show program, *Loukgolf's English Room*. This study targets on the profound understandings in fillers found in spontaneous responses through the interactions between Thai non-native speakers of English. The findings will be advantageous for English instructors to help create communicative English responses through applying some functions of fillers as a conversational strategy to lessons.

Objectives

1. To explore what functions of fillers are mostly used by different English language learning background experience of Thai non-native speakers of English in an English-learning talk show

2. To examine the different use of fillers' functions due to different English language learning background experience of Thai non-native speakers of English in an English-learning talk show

Research questions

1. Which functions of fillers are mostly used by different English language learning background experience of Thai non-native speakers of English in an English-learning talk show?

2. Do different English language learning background experienced Thai non-native speakers of English use functions of fillers in an English-learning talk show differently?

Contribution to knowledge

English is an international language and a medium for worldwide communication: social, educational, and economical. People are required to be able to communicate in English. Communicative competency, the understandings of effective language use in authentic or real-life environments (Bagarić & Mihaljević Djigunović, 2007), has played a vital role for interactions.

In face-to-face spontaneous interactions, fillers are words, sounds, and phrases. They occur normally. A number of researchers suggested the reasons why fillers are incorporated into conversational engagement of English speaking interactants who were both native English speakers and English as a second language (ESL) speakers. The use of fillers signals speech deficiency because it can associate with cognitive processing load (Beattie & Butterworth, 1979; Brennan & Williams, 1995; Fox Tree, 1995; Shriberg, 1996). Also, fillers serve conversational strategies since the use of fillers also demonstrate cooperativeness (Yule, 1996), formality (Wu, 2008), and politeness (Teng & Sinwongsuwat, 2015).

Especially in terms of pedagogy, fillers have been neglected and they are normally recognized as cognitive processing difficulties. Rose (2008) compiled lots of research studies and provided possible reasons why fillers are not included from curriculum and teachers prefer not to instruct. Firstly, fillers are regarded as only speech planning by product. Secondly, fillers reflect incapability of learners' verbal performance. Thirdly, teachers face with a difficulty to incorporate fillers into teaching lessons. Therefore, explicit lessons relating to fillers are rare and not included in English teaching curriculum.

However, fillers have different functions as a conversational strategy, which Thai nonnative speakers with distinctive English language learning background will incorporate different functions of fillers into speech. It can contribute to insight understandings in how different fillers' functions work in conversational responses. Moreover, it benefits English teachers to make use of some functions of fillers as a conversational strategy and create communicative English responses by incorporating the instruction of fillers into lessons.

Scope of the study

The study aims to investigate fillers used in spontaneous interactions based on Brinton's (1996) model of fillers' functions. The fillers' functions can be briefly discussed in this section. Based on Brinton's (1996) model, the functions are comprised of nine characteristics: (a) to begin and close discourse; (b) to change a turn; (c) to hold the floor; (d) to change the topic; (e) to mark the information; (f) to constrain the relevance of one clause to the previous clause; (g) to repair discourse; (h) to express a response; (i) to affect cooperation, sharing, or intimacy between speaker and hearer. The first seven functions (a-g) are textual oral discourse. The textual mode is associated with how speakers arrange the language relying on context. The other functions (h-i) are interpersonal oral discourse which shows attitudes, evaluations, judgments, expectations, demands and social exchange of speakers.

Also, research studies related to spontaneous speech between Thai speakers of English are deficient. This research will focus on conversational interactions of Thai English speakers. The English learning talk show program reflecting English verbal spontaneous features will be resourceful data for the analysis of fillers. Moreover, a talk show program is one of audiovisual media. It can demonstrate how the language is used through conversational interactions. Especially, for the interactions between Thai nonnative speakers, they demonstrate the different levels of English verbal performance through language varieties: dialects, accents, and fluency.

As the interactants are Thais who communicate through English, sometimes code-switching between Thai and English occurs automatically. Thai utterance will be excluded from the data collection as speakers tend to switch to their first language (L1) when they perceive that their conversational partners have similar L1 (Wardhaugh, 2002). Moreover, the main concern of this current study is fillers found in English utterance by nonnative Thai speakers of English.

Limitation of study

This study focuses on fillers used by Thai non-native speakers of English. However, English speaking atmosphere of Thailand is not prevalent. Therefore, the researcher selects the conversation by Thai interactants of English appearing in an English learning talk show as the source of data. Even though language use in talk show settings consists of both institutional and conversational discourse (Carnel, 2012; Ilie, 2001), it still reflects the traits of real-life interactions.

As the data collection is the conversational transcripts from the English learning talk show, the researcher cannot gain the exact or standard evaluation of English oral performance of each participant. Therefore, the interview between a host and guests will portray information about year abroad experience that can be a predictor for the success of oral performance and speech fluency (Carroll, 1967; Kenne, 2014; Lafford, 2006). This information can help categorize guests into different groups: little or no abroad experienced speakers group and long term abroad experienced speakers group. English learning experience is concerned mainly; while, other sociolinguistic factors like gender, age, and social class are not included.

Definitions of terms

These terms used in the study contain specific meanings. The definitions are below:

Fillers refer to a word (e.g. *I mean, You know, Well*) or a sound (e.g. *um, uh*) that can fill a gap in conversation (Brennan & Williams, 1995). According to Brinton (1996), Fillers contain nine functions that serve speakers various purposes. Moreover, fillers found in this study will be concerned with context because they are a variety of pragmatics.

Decoding refers to the ability to analyze and interpret verbal and non-verbal messages (Guenin, 2017). In this study, it relates to the analysis of filler use and interpretation of filler meanings in verbal interactions.

English learning talk show refers to the talk show conducted in English. The content of the program will mainly focus on interactive English learning and teaching in real-life conversation through English interviews. In this present study, it refers to *Loukgolf's English Room*.

Spontaneous interaction refers to verbal communication that occurs without preparation (Kurniawati & Astika, 2011). The unplanned speech can lead to these linguistic phenomenon: filler, repetition, repair, and restart (Shriberg, 1999; 2001). The researcher applies various terms: spontaneous communication, spontaneous speech, spontaneous interaction, and spontaneous response to refer the situation when people participate in face-to-face verbal communication. Also, these terms will be used interchangeably in this current study.

Little or no abroad experienced speakers refers to speakers who have an experience in any study programs in Thai universities which contains any languages of instruction. It is also included any programs conducted in an international school due to the lack of English speaking environment in daily basis. Also, it includes speakers who have abroad experiences in short-term visit as less than a year in any English speaking countries or English as a second language countries.

Long term abroad experienced speakers refers to speakers who have abroad experiences in English speaking countries or English as a second language countries for long-term visit or study as more than a year. They should hold an educational certificate from any English speaking countries or English as a second language countries: a diploma, a Bachelor's degree, a Master's degree, or a doctoral degree.

CHAPTER 2

LITERATURE REVIEWS

In this chapter, some related literature regarding the use of fillers will be discussed. The researcher divides the content into five parts. Firstly, diversity of filler terms and definitions will be mentioned. Then, there is an overview of fillers used in pragmatic view. Thirdly, there is a review of filler characteristics and functions based on Brinton's (1996) study, and the researcher will use Brinton's functions of fillers as a framework for analysis. The next part will be associated with uses of fillers in verbal communication that fillers can be seen either one of conversational strategies or deficiency of verbal performance. Also, the last section reasons the significance of using the English learning talk show, *Loukgolf's English Room*, as the source of data

Diversity of filler terms and definitions

Fillers are one of the disfluencies normally occurring when interactants engage in conversational communication. Disfluencies can be prevalently found in spontaneous speech (Shriberg, 1999). It might be that speakers possess a limited time to encode information, thoughts as well as ideas, and spontaneously deliver those messages to their interlocutors. Conventionally, it is realized that the fluency separates the difference in language performance between native and nonnative English speakers. In speaking, the fluency requires oral phonetic proficiency, vocabulary and grammar ability, and syntactic correctness. (Lauttamus, Nerbonne & Wiersma, 2010; Wu, 2008). Native speakers are proficient in their mother tongue which leads them to be fluent in the production of oral utterances. However, Shriberg (2001) claimed that in native English speakers, their speech production contain disfluencies as over one third. Also, the study concluded that the disfluencies have been commonly found in natural speech.

Shriberg's (1999) speech laboratory regarding disfluencies classified them in spontaneous speech into four functions. The first one is filled pauses or fillers. They are words or sounds that can fill a gap in speech (Brennan & Williams, 1995).

Secondly, repetition occurs when speakers restate a particular word or some phrases unnecessarily. Thirdly, repair happens because addressers consciously edit their own speech when perceiving that they employ incorrect words as well as meaning, or utter wrong pronunciation from what they expect. Lastly, false start refers to a situation that speakers are aware of the incorrect beginning of the current structure they are speaking and they instantly change to a new start.

From Shriberg's speech laboratory regarding disfluencies, empty expressions found in verbal interactions are called fillers. Fillers also include words without meaning like *uh* and *um*, so they consist of both lexical (e.g. *I mean, You know, Actually, You see*) and non-lexical words (e.g. *uh, um, uh-huh*). Moreover, as Brinton (1996) has suggested, there are a number of terms explaining the phenomenon when speakers select appropriate expressions to fill a pause and cease silence. The silence in interactions can lead to turn switching, and an interlocutor will continue a conversation while a previous speaker has not finished the turn of speaking yet. Those terms are "*connective, continuer, discourse particle, discourse marker, filler, filled pause, hedge, pragmatic expression, pragmatic marker, or pragmatic particle*" (Brinton, 1996, p.29). The terms to refer filled pause depend on the view of each researcher towards the functions of fillers.

Apart from the term 'filler', *filled pause, discourse marker, and pragmatic marker* are the popular terms used to mention empty expressions happening in oral discourse. When there is a pause or some silence in conversational communication and speakers fill the pause with some expressions, *filled pause* is called by some scholars (Brennen & Williams, 1995; Louttamus et al., 2010; Rose, 1998; 2008; Shriberg, 1999; 2001; Swerts, 1998; Wu, 2008). The term *discourse marker* is introduced since the markers are seen as semantic connectives which establish continuity between prior and following discourse (Alami, 2015; Aşık & Cephe, 2013; Fraser, 1996; Kyratzis & Ervin-Tripp, 1999; Moreno, 2001; Schourup, 1999; Tagliamonte, 2005; Trihartanti & Damayanti, 2014; Zarei, 2013). Additionally, those empty expressions have void meanings in semantics but they can be regarded as a variety of pragmatic functions, so the term *pragmatic marker* is suggested (Aijmer, 2004; Brinton, 1996; Erman, 2001; Fraser, 1996; Hansen & Rossari, 2005; Stubbe &

Holmes, 1995). Although there are various terms, the researcher selects ‘filler’ to describe the empty words or phrases that fill a silent pause and demonstrate the relevance between previous and following discourse throughout the study.

An overview of filler used in pragmatics

Tipsorn (2014) stated that most researchers conducting filler studies have demonstrated fillers through the view of pragmatics. The pragmatic study view relates to the use of words or phrases that depends on context, implicature, and, non-literal use (Birner, 2013; Yule, 1996). In other words, the meaning of words or phrases does not necessarily involve with the exact denotation. The pragmatic meaning is distinct from the semantic meaning since semantics possesses literal-use and sentence, linguistic as well as content-dependent meaning (Birner, 2013; Leech, 1984; Yule, 1996). Birner (2013) provided the example of the distinction between pragmatic and semantic use through the sentence ‘*My day was a nightmare.*’ It indicates that a speaker had an unpleasant experience in life by using the word *nightmare*. Also, the word does not relate to any awful circumstances occurring when someone falls asleep as its literal usage. So, Birner’s example shows implicature in meaning of the word *nightmare*.

As aforementioned, so far researchers have investigated the filler use in pragmatic field because words used as fillers in verbal communication have meaning beyond themselves or additional meaning (Birner, 2013). Fillers employed in conversation and used in the field of pragmatics are demonstrated below:

- (1) Evelyn’s Son: How are we going to know you’re all right?
 Evelyn Greenslade: **Well**, I’ll call. They do have phones there, **you know**. – Or you can read my blog.
 Evelyn’s Son: Your what?

(Tipsorn, 2014, p.134)

- (2) Ann: What sort of rates do you pay for this sort of thing?
- Burton: *um well uh* - - I'm sorry, I ought to know this, I think it's about one fifty an hour.

(Clark & Fox Tree, 2002, p.87)

Both lexical and non-lexical fillers are shown in the examples above. In expression 1. the speaker Evelyn Greenslade utters *well* and *you know* with no intention of the denotative meanings. The call from her does not mean she is good as *well* literally refers. However, *well* in this context infers the indication of information that when she leaves, she will call to keep in touch. Like *you know*, Evelyn does not want her son to know something but checks or expresses interpersonal understanding that her son can either make a call or read her own blog in order to stay in touch. For expression 2. Burton uses both lexical and non-lexical words to delay his answer. The fillers in this expression convey Burton's apology to Ann due to his incapability to give his interlocutor precise information (Clark & Fox Tree, 2002).

Among the speech disfluencies, fillers have been widely examined by a number of researchers. Denotative meanings do not relate to the use of fillers but the view of pragmatics does. Therefore, researchers have been studying fillers in the view of pragmatics.

Characteristics and functions of fillers

It is impossible to identify thoroughly how many the actual fillers in conversational interactions are due to little agreement provided by researchers. Some researchers disagree to include a few words of fillers since they are more related to other language categories or their denotative meanings. For example, *oh* in any utterances seems to be a surprising expression towards conversational partners' saying, so its function is an interjection. The various inventory of fillers by different investigators can be reasoned that when speakers employ these words in speech, they are more involved with semantic meanings. Whereas as mentioned, fillers serve

pragmatic views, and each filler can be categorized into various functions as well as each function consists of different fillers.

Brinton's study in 1996 gathered and analyzed markers from various prior studies regarding pragmatic aspects that are called pragmatic markers. These pragmatic markers are another term of fillers because both of them share the same functions in oral communication as discussed above. The researcher revealed these pragmatic markers contain less or no propositional meaning but they serve a variety of pragmatic function. The inventory of the pragmatic markers in Modern English are collected by Brinton and shown in Table 1 below.

Table 1 Inventory of fillers in Modern English in Brinton's (1996) study

The inventory of fillers		
ah	if	right/all right/ that's right
actually	I mean/ think	so
after all	just	say
almost	like	sort of/ kind of
and	mind you	then
and{stuff, thing} like that	moreover	therefore
anyway	now	uh huh
basically	oh	well
because	o.k.	yes/ no
but	or	you know (y'know)
go 'say'	really	you see

The inventory of fillers by Brinton (1996) consists of 34 markers. Brinton also explained the characteristics of these fillers too, and afterwards in the study of Jucker and Ziv (1998), they reorganized and summarized Brinton's explanation of filler characteristics by concerning about the levels of linguistic description as demonstrated in Table 2.

Table 2 Jucker and Ziv's (1998) basic characteristics of fillers based on Brinton's (1996) study

The basic characteristics of fillers

Phonological and lexical features

- a) They are short and phonologically reduced.
- b) They are forms of separate tone group.
- c) They are marginal forms and hence difficult to place within a traditional word class.

Syntactic features

- d) They are restricted to sentence-initial position.
- e) They occur outside the syntactic structure or they are only loosely attached to it.
- f) They are optional.

Semantic feature

- g) They have little or no propositional meaning.

Functional feature

- h) They are multifunctional, operating on several linguistic levels simultaneously.

Sociolinguistic and stylistic features

- i) They are a feature of oral rather than written discourse and are associated with informality.
 - j) They appear with high frequency.
 - k) They are stylistically stigmatized.
 - l) They are gender specific and more typical of women's speech.
-

From Table 2 by Jucker and Ziv (1998), basic characteristics of fillers can be classified into 5 features: phonological and lexical features, syntactic features, semantic feature, functional feature, and sociolinguistic and stylistic features. They are shown below.

Phonological and lexical features

Fillers are regarded as phonetic shortness and reduction or they are unstressed (Brinton, 1996). Moreover, fillers form separate tone units signaled by intonation (falling-rising or only rising). Furthermore, fillers are marginal forms or they are left over in grammatical categories. Therefore, fillers are difficult to be grouped within a traditional word class. Various researchers considered them into different word categories e.g. interjections, adverbs, or particles.

Syntactic features

Jucker and Ziv (1998) agreed with Brinton (1996) that fillers appear in the beginning position of utterance. Because of sentence-initial position restrictions and

no clear grammatical function, fillers will occur outside the syntactic structure or loosely attach to the utterance. Moreover, in the syntactic consideration, fillers are not obligatory. When fillers are deleted, there is no change in sentence level meanings (Lease & Johnson, 2006).

Semantic feature

As aforementioned, fillers in verbal communication have little or no propositional meaning. The meaning of empty words or phrases used to fill the pause does not necessarily involve with the normal exact denotation but a pragmatic view serves the use of fillers in conversational communication (Brinton, 1996). Due to semantic emptiness, fillers are difficult to translate into other languages (Aijmer, Foolen & Simon-Vandenberg, 2006). Therefore, context helps to acquire non-literal meanings of fillers (Birner, 2013; Yule, 1996).

Functional feature

Fillers can be regarded as multifunction with simultaneously several linguistic levels. For example, *oh* can relate to both non-pragmatic and pragmatic functions in a text. When *oh* functions as an exclamation of surprise, its function is literal use. Conversely, when a pragmatic view is concerned, *oh* becomes a marker or a filler that can refer to a backchannel cue. Thus, context dependence plays an important role to gain the meaning.

Sociolinguistic and stylistic features

Fillers are normally found in oral rather than written discourse, and the use of fillers involves with informality. Fillers frequency rate are likely to decline when speakers engage in verbal interactions in formal settings that have high level of structured conversation (Wu, 2008). Resulting from Shriberg's (1999) speech laboratory regarding disfluencies, fillers are one of those disfluencies which are believed that fluency separates the difference in language performance. In speaking, the fluency requires oral phonetics and phonology proficiency, vocabulary and grammar ability, and syntactic correctness without or little disfluencies (Lauttamus et al., 2010; Wu, 2008), so fillers are stylistic stigmata. Moreover, fillers are related to conversational collaboration. When people interact with their interlocutors, the certain interlocutors need to cooperate with conversational partners by expressing responses or back-channel cues. Fillers conveying responses indicate that listeners receive and

understand messages being sent by speakers (Yule, 1996). Also, from the study in the sociolinguistic field, gender is one of sociolinguistic factors that differentiates stylistic language use. Women's speech tends to be more collaborative and supportive than men (Trudgill, 2000; Ueno, 2004). Thus, fillers are found to be more typical of women's speech.

In addition, not only did Brinton (1996) provide the inventory of pragmatic markers, but she also categorized these markers into two main functions: *textual* and *interpersonal*. The textual mode is concerned with utterance organized by addressers regarding context (Tipsorn, 2014). In other words, this function relates to text itself and context. Also, the textual function consists of seven sub-functions (a-g). For the interpersonal category, it refers to the language use in social interactions between interlocutors such as attitudes, evaluations, judgments, expectation, and demands (Brinton, 1996).

Table 3 Brinton's (1996) textual and interpersonal functions of fillers

Textual function	Interpersonal function
<p>a. To initiate discourse including claiming the attention of the hearer, and to close discourse.</p>	<p>h. Subjectively, to express a response or a reaction to the preceding discourse or attitude towards the following discourse, including also “back-channel” signals of understanding and continued attention spoken while another speaker is having his or her turn and perhaps “hedged” expressing speaker tentativeness.</p>
<p>b. To aid the speaker in acquiring or relinquishing the floor.</p>	
<p>c. To serve as a filler or delaying tactic used to sustain discourse or hold the floor.</p>	
<p>d. To mark a boundary in discourse, that is, to introduce a new topic, a partial shift in topic (correction, elaboration, specification, expansion), or the resumption of an earlier topic (after an interruption).</p>	<p>i. Interpersonally, to affect cooperation, sharing, or intimacy between speaker and hearer, including understanding, requesting confirmation, expressing deference, or saving face (politeness).</p>
<p>e. To denote either new information or old information.</p>	
<p>f. To mark “sequential dependence” , to constrain the relevance of one clause to the preceding clause by making explicit the conversational implicatures relating the two clauses, or to indicate by means of conventional implicatures how an utterance matches cooperative principles of conversation.</p>	
<p>g. To repair one's own or others' discourse.</p>	

This current research study employed Brinton's functions of fillers (1996) as framework for the analysis. In brief, those functions are (a) to begin and close discourse; (b) to change a turn; (c) to hold the floor; (d) to change the topic; (e) to mark the information; (f) to constrain the relevance of one clause to the previous clause; (g) to repair discourse; (h) to express a response; (i) to affect cooperation,

sharing, or intimacy between speaker and hearer. In order to shape clear-cut ideas, the examples of each fillers' function were provided as the details below. First of all, the textual function comprises of seven sub-categories (a-g).

a. To begin and close discourse

Sometimes, when speakers would like to initiate conversation or take a turn, they may not utter the gist of message immediately. However, they begin with fillers in order that hearers will pay the attention to certain interactions (Brinton, 1996).

(3) NS: aaaand .. Could you tell me what a *tapa* is?

NNS: *um..well* *tapa* is like a dish [continues].

(4) NS: [...] what are you thinking of doing when you leave university?

NNS: *uhm* I don't want to be a teacher.

(Moreno, 2001, p.135)

(5) NS: uh-uh what-is there anything you don't like about Seville?

NNS: *okay* I like the weather.

(Moreno, 2001, p.137)

Moreno's (2001) study investigate some discourse markers used by native speakers (NS) and nonnative speakers (NNS) of English and the study found NNSs seem to employ fillers before response. This suggests that fillers in NNSs use are concerned about hesitation disfluency and the NNSs apply fillers as a result of cognitive processing information load.

(6) Oprah: ... *Well*, today we're going to find out what both men and women are doing to turn off potential relationships; if sex too soon is going to ruin your chances for another date, and how you should get on the first encounter to ensure a second encounter.

(The Oprah Winfrey show, 'The dating hell', 2 February, 1987).

(Ilie, 2001, p.222)

(7) A man: [*Over phone*] Here, mate, I said thirty. You can't expect to get away with it like that. Make a better deal or it's off. Okay? Right, *well* I'll see you tomorrow, then ten o'clock, my office.

(Tipsorn, 2014, p.137)

(8) Hamilton Jordan: We've got 60 in the embassy with guns to their heads right now.

Jon Titterton: The whole world is watching the embassy. They're safer than the six on the street.

Thomas Ahern, Jr: Banisadr's saying it'll be over in 24 hours. We leave the six where they are. I'll go brief the president. *All right*, let's get to it.

(Tipsorn, 2014, pp.110-111)

As mentioned, each filler possess more than one meaning depending on context. *Well* in (6) and (7) means differently because in (6), it is used to begin the utterance and grab hearers' attention while in (7) a man uses *well* to signal the end of his turn. Like in (8), Thomas closes the conversation with the filler '*all right*'.

b. To change a turn

This function is associated with taking turn when there is an interaction. It helps speakers to "acquire or relinquish the floor" (Brinton, 1996, p.37). Tipsorn (2014) mentioned that due to turn-taking, this function would normally occur with an overlapping talk as she evidenced some results through her study.

(9) James speed: Dictators aren't susceptible to law.

John Usher: Neither is he. He just said as much. Ignoring the courts? Twisting meanings? What rein him in //...//

Abraham Lincoln: //...//from...from- - *Well*, the people do that, I suppose, I signed the Emancipation Proclamation, what, a year and a half before my second election? I felt I was within my power to do it, however, I also felt that I might be wrong about that.

(Tipsorn, 2014, p.103)

- (10) Evelyn Greenslade: Look, before I go, I wonder, could you say one thing that's supportive? I've never done anything like this in the whole of my life.
 Evelyn's Son: You've never done anything at all without Dad.
 – I don't think you'll be able to cope //.....//
 Evelyn Greenslade: //...//**Well..** let's just find out, shall we?
 (Tipsorn, 2014, p.135)

Both *Well* in (9) and (10) signal turn-taking by speakers when they prefer switching the turn to allowing their interlocutors to sustain the conversation. Thus, fillers overlap previous unfinished utterance. Especially, in the example (10), Greenslade's turn change signaled disagreement with her son before her son finish the negative comment upon her.

c. To hold the floor

This conversational device performs as the wheel oiling (Stubbe & Holmes, 1995) in spontaneous interaction since it yields to natural speech and delaying tactics. When speakers hesitate about the information being said, they commonly use *uh* and *um* in order to delay speech. Also, speakers apply some fillers to sustain discourse and signal their unfinished utterance. For example, *Uh* is used when speakers give a sign for minor delay, while they employ *um* for major pause in speaking (Clark & Fox Tree, 2002). The examples of this conversational device 'to hold the floor' are provided below.

- (11) I wasn't talking about - **um** his first book that was – **uh** really just like a start and so – **uh** isn't – doesn't count really.
 (Yule, 1996, p.75)

- (12) **Um well** thank you for being present for our presentation and **um um** our project is about, is a combination of cross-sectional, studies and pragmatics, and **well** through this class we all know that there are,
 (MICASE)

(Aşık & Cephe, 2013, p.152)

(13) I don't know it sort of *yeah* as I said it just became like ordinary life.

(14) which was quite a good experience I would say *well* I changed family first the first family I got to was really they were really horrible so I left after five days <breath> and *well then* I got to *eh* just a completely different family not from the upper class or anything so I don't know if that matter but they were really nice to me and there was a single mother.

(Aijmer, 2004, p.183)

From the examples (11) to (14), speakers in each example apply fillers such as *um*, *uh*, *yeah*, and *well* to speech. These fillers sustain current discourse and signal unfinished utterance to hearers. Additionally, Tipsorn (2014) reasoned the necessity of this fillers' function that speakers might lose hearers' attention when the speakers stay long silent while information processing is loaded.

d. To change the topic

Sometimes, speakers employ fillers to mark the boundaries between a current topic and a new one. It can be a whole new topic, a partial shifted topic, or a resumption of a prior topic after some interruptions (Brinton, 1996).

(15) A: Absolutely no! I'm very diligent.

B: Ha...ha...ha, just kidding. *Oh*, by the way I have to go now. I have important meeting. See you later.

A: Ok, see you.

(16) A: I don't know what to do. I am confused with this situation.

B: You may discuss it with your parents.

A: I don't know...

B: *Oh*, my mom is calling. I have to go now.

(Trihartanti & Damayanti, 2014, p.768)

From (15) – (16), these examples suggest that the speakers who combine fillers within their speech are changing from one topic to another. In both example (15) and (16), the speakers use *oh* to change from the current topic to another one.

e. To mark the information

Fillers can be integrated into speech to serve indication, clarification, and support for previous information (Tipsorn, 2014). The examples are below:

(17) Sam is there a doctrine about that, - - *I mean* a doctrine about uh disfavouing American applicants.

(Clark & Fox Tree, 2002, p.78)

(18) Is it Agrophobia or whatever the child is-eh whatever the disease is when they get very old very young, *I mean you know* they can be three and four and look like they're ninety, ehm.

(Imo, 2006, p. 11)

(19) JH: Oh I've done that too *you know* there's one or two that er you can er give a bit of gyppo to especially if *you know* they've been out the night before bending their elbow *you know*.

(Stubbe & Holmes, 1995, p. 69)

The speakers themselves in the aforementioned conversations (the examples 17-19) use fillers *I mean* and *you know* to clarify what was previously said. In (18), the speakers employ both *I mean* and *you know* to indicate shared knowledge between the speakers and the hearers.

f. To constrain the relevance of one clause to the previous clause

Interactants use fillers to denote “sequential dependence” (Brinton, 1996). In other words, this function is concerned about speech continuity. The fillers signal some association between previous discourses and the followings. The examples below demonstrate fillers used to indicate the relevance of adjoining discourses.

(20) ... and we, we all buy, we all buy chips yeah, and the next minute, *you know*, we're all walking into the arcade all these girls just come up to us and start taking chips ...

(Erman, 2001, p.1342)

(21) Oprah: ... And throughout the dating time, I really don't want to hear that ... And I'd just like to let things flow. *So*, okay, okay, let's start here. (The Oprah Winfrey show, 'The dating hell', 2 February, 1987)

(Ilie, 2001, p.232)

In the example (20), the speaker told the story by using *you know* to indicate speech continuity. Also, in the example (21) from the Oprah Winfrey Show, Oprah, the show host, uttered *so* to mark the relevance between the dating topic and the beginning of the show that will discuss the topic regarding dating.

g. To repair discourse

Fillers integrated in repair utterance normally occur in self-repair. As a matter of fact, speakers themselves consciously perceive some errors in on-going speech: incorrect pronunciation, semantic meaning or sentence structure, so they deal problems with correct replacement.

(22) "We're interested in lezh *uh* religions overseas."

(Clark & Fox Tree, 2002, p.87)

(23) Laporte: ...and we can't take a - an isolationist attitude and sit over here and say it's not WRO.. *I mean* it's WRONG to fight -uhm how long can we allow--.

(Imo, 2006, p.7)

(24) The question is are you actually interested, attracted to her enough to want to, *you know*, what are you really interested in doing /.../

(Erman, 2001, p.1345)

Jay Leno: Now I read something about you you keep all the wardrobes from your films.

Glenn Close: *Uh huh*

(Carnel, 2012, p.79)

In the expressions (25), Graham used the filler *oh* before his answer, *absolutely*, as the response to show his absolute certainty towards cleaner's question. Likewise, in the example (26), Glenn Close apply fillers to signal backchannel. The expression *uh huh* indicates the hearer's attention.

(27) Caller: if you use your long distance service a lot then you'll

Mary: *uh – uh*

Caller: be interested in the discount I'm taking about because

Mary: *yeah*

Caller: it can only save you money to switch to a cheaper service

Mary: *mmm*

(Yule, 1996, p.75)

Unlike face-to-face interaction, especially in the telephone call situation like (27) expression, fillers play an important role to signify interlocutors' response. Back-channels' absence might be interpreted as the conversational end.

i. To affect cooperation, sharing, or intimacy between speaker and hearer

According to Brinton's filler functions (1996), this interpersonal function serve cooperative effect, sharing, or intimacy among interlocutors. It includes "confirming shared assumptions, checking or expressing understanding, requesting information, expressing deference, or saving face" (p. 38) such as:

- (37) Kip: Hey, Nicole! Nicole! Hey, hey, hey, hey. Slow down, slow down. Hey, I'm sorry. *All right?* We're tweaked, *okay?* I am sorry. Hey, stick around. It's not a big deal, sit down and take some stills for me or something. What's going on with you? I thought you were clean? And now you're, like, freaking out on me and... Oh! Come on. Don't cry.
- Nicole: I...I just want to get faded, Kip. – I have \$100. Please.
- Kip: - I don't want it. No, keep it. Keep it. I don't want it, *okay?* Listen. This is the Taliban, *okay?* Very heavy, *okay?*
- Nicole: I can handle it.
- Kip: I don't want you shooting this shit. It's too heavy, *all right?*

(Tipsorn, 2004, p.123)

From the conversation, Kip integrated fillers *all right* and *okay* to affect sharing and also check understanding between the speaker and the hearer. Both *all right* and *okay* serve as affirmative markers in which target is confirming expression even though an agreement from the certain interlocutor is absent. Additionally, some interactants apply fillers in speech to demonstrate deference or save others' face as the examples below:

- (38) A: Will you give me a favour?
B: *Oh*, I am sorry. I have something to do.

(as cited in Trihartanti & Damayanti, 2014, p.764)

- (39) Him: Are you doing anything later?
Her: *Oh, yeah*. Busy, busy, busy.
Him: Oh, okay.

(Yule, 1996, p.68)

Unless fillers were included in the response, respondents' reaction to the request would be more assertive and it might threaten their interlocutors' face. The function of this fillers mitigate the higher degree of affirmation that could lead to some impoliteness for conversational interaction.

Uses of fillers in verbal communication: Strategy or deficiency

Unprepared spoken expressions inevitably lead to unconsciously errors called speech disfluencies (Corley & Stewart, 2008; Rose, 1998). Disfluencies in spoken communication include uses of fillers. There are multiple reasons explaining why fillers exist in conversational communication of English speakers. Fillers are one of conversational strategies and fillers are related to cognitive process of speech production that different provided supportive evidence will be mentioned.

Uses of fillers as conversational strategies

The reason why speakers of English employ fillers in their spontaneous interaction is that fillers are a part of conversational strategies (Rose, 1998). Interactants will organize conversation, convey their certain thoughts as well as ideas, and maintain speech turn through fillers. Therefore, fillers serve conversational strategies as markers that express the relevance between the previous discourse and the following one, signals for response, and indicators of interactional continuity (Brinton, 1996). One of the basic functions of fillers is to hold the floor or indicate speakers' effort to continue conversation. When an interaction takes place, interlocutors need to cooperate to one another in order that conversational dialogs will be successfully continued. This interactional device performs as the wheel oiling (Stubbe & Holmes, 1995) in spontaneous conversation because it helps speech sound natural, signal the delay, and buy a previous speaker a little time to process unfinished utterance while a listener waits for his/her turn (Brennan & Williams, 1995; Fox Tree, 1995; Shriberg, 1996).

Moreover, in case of the conversational strategies, speakers include fillers in oral communication for the sake of politeness. Fillers can potentially indicate both negative and positive politeness. For the negative politeness, fillers help interactants

to express dispreferred responses in an appropriate way (Teng & Sinwongsuwat, 2015). In other words, fillers are able to mitigate contradiction, rejection, or disagreement of speakers towards their interlocutors politely. Moreno (2001) showed the study of Schiffrin towards the investigation of the word *well*, the result showed that speakers used *well* to demonstrate response in a question/ answer adjacency pair in which thoughts and ideas did not conform the previous utterance. This kind of an answer turn which contrasts to a previous question signals a negative politeness strategy. As the matter of fact, the greater necessity of negative politeness targets on deference and formality. Also, addressers can employ fillers as positive politeness strategies when they prefer expressing camaraderie, solidarity, and conversational accommodation to their interlocutors (Mills & Kádár, 2011; Yule, 1996).

In addition, nonnative English speakers also apply fillers to their interaction, and the use of fillers indicates formality too. Wu's study (2008) explored filled pause usage in L2 Chinese, and the study revealed that one of the disfluencies like filled pauses were likely to decline when the Chinese students engaged in debate situation that dialogue is structured and pre-scripted. Contrast to the debate situation, the variety show format contains four sessions: opening, talk show, formal speech and comments. The talk show session allow the L2 Chinese students to express thoughts and ideas towards questions spontaneously. The frequency rate of fillers in spontaneous talks increased when compared with the debate due to the different level of structured conversation and formality. Therefore, formality can predict the presence of fillers.

The association between fillers and speech deficiency

In terms of speech deficiency, fillers indicate mental state and processes of speech production (Rose, 1998). Cognitive processing load has a connection with fillers used in utterances. The study of Oviatt (1995) revealed that the longer the spontaneous utterances are, the more fillers are likely to be found frequently due to cognitive complexity to build the structure of sentence. In 1996, Shriberg's speech disfluency investigation was consistent with Oviatt's. The study conveyed that among disfluencies in conversational responses, fillers are mostly produced. Moreover, Shriberg stated that fillers mostly occur between the end of the previous sentence and

the beginning of the subsequent sentence. Also, she further discussed that fillers between sentences of speech are the reason why fillers will be frequently found when there are a number of sentences in one turn of each speaker. Beattie and Butterworth (1979) revealed that in case of the search of next words or phrases, cognitive speech planning causes fillers to happen between the boundaries of utterances. Additionally, when words possess low contextual probability or they are less frequently used, fillers tend to come before speakers utter those words.

Also, in Lautthamus, Nerbonne, and Wiersma's (2010) work, they compared linguistic performance of Finnish Australian speaking English between adults who had been educated from Finland and juveniles who received standard Australian education. The study found that the latter group, which stayed in Australia longer, had native-like oral English proficiency and produced less fillers than the adult group did. The study firmly identified the filler overuse in adults was directly related to adults' insufficient oral English performance. Moreover, researchers eliminated fillers occurring in syntactic structure by using part-of-speech (POS) tagging. This tagging technique is to denote syntactic category to each word in speech. The researchers found that those sentences were ungrammatical because the POS tagging showed incorrect English structure used by the adult group. From the investigation, it is consistent with Oviatt (1995) and Shriberg (1996) that fillers reflect cognitive processing difficulties and perceptual errors. These difficulties and errors lead to English speaking deficiency.

Interestingly, because of the language proficiency, the aforementioned study (Lautthamus et al., 2009) showed a linkage between fillers and oral English performance. Time spent in a native speech community results in the keen ability of that particular language. Importantly, there has been a famous notion among language acquisition studies that prioritize the importance of age towards the acquisition of language. It has been known as critical age period. The critical period is the duration before puberty that language learning develops easily and swiftly (Singleton, 2005). The younger speakers are exposed by a target language environment, the more fluent they will become. Freed (1998) also concluded that living abroad speakers appear with ease as well as confidence and their speech holds a few disfluencies. Thus, study

abroad or living abroad especially at the young age helps speakers acquire speech fluency and oral proficiency (Carroll, 1967; Kenne, 2014; Lafford, 2006).

Moreover, speakers' own attitude for language ability that can regulate themselves to overcome a particular language task called self-efficacy helps promote fluencies in conversational communication. Doordinejad and Afshar (2014) conducted the research involving with the relationship between self-efficacy and English achievement among L2 students. Also, it revealed that when the students had higher scores in self-efficacy, they would possess higher score in language performance including verbal performance too. Moreover, in Anyadubalu's (2010) study, it mentioned that self-efficacy lowered language anxiety. The anxiety in language learning leads to an obstacle for the progress of language ability. Self-efficacy is one of the personality factors that is influenced by self-concept's growth through interactions or environments (Brown, 2000). Therefore, surrounded with English atmosphere, L2 learners develop confidence in language performance including fluencies in conversational interactions.

To conclude, conversational strategies and cognitive process of speech production cause fillers to appear in human speech. Fillers can be seen useful when they are one of strategies relating to conversational responses for example, markers of unfinished utterances, politeness, and formality. Interestingly, fillers can also indicate verbal performance because speakers of English who are able to speak fluently have less fillers than those whose English oral performance are prone to deficient (Freed, 1998; Lautthamus et al., 2010). It can be predicted that fluent speakers of English have a quick cognitive processing load, so they can produce continuous sentences with less or without fillers.

Loukgolf's English Room

As a result of the limitation of the study, data from speakers when they communicate to each other in daily lives will be difficult to acquire. A talk show program, *Loukgolf's English Room*, was a suitable choice for the source of analysis with reasons provided below.

In 1969, Dale proposed the idea that experience can help learners to acquire knowledge, and audiovisual media can also grant intense degree of experience compared to a sole verbal instruction. He also provided *Cone of Experience* that depicts the different degree of experience which leads to knowledge acquisition. Dale's *Cone of Experience* adapted by Anderson is demonstrated below.

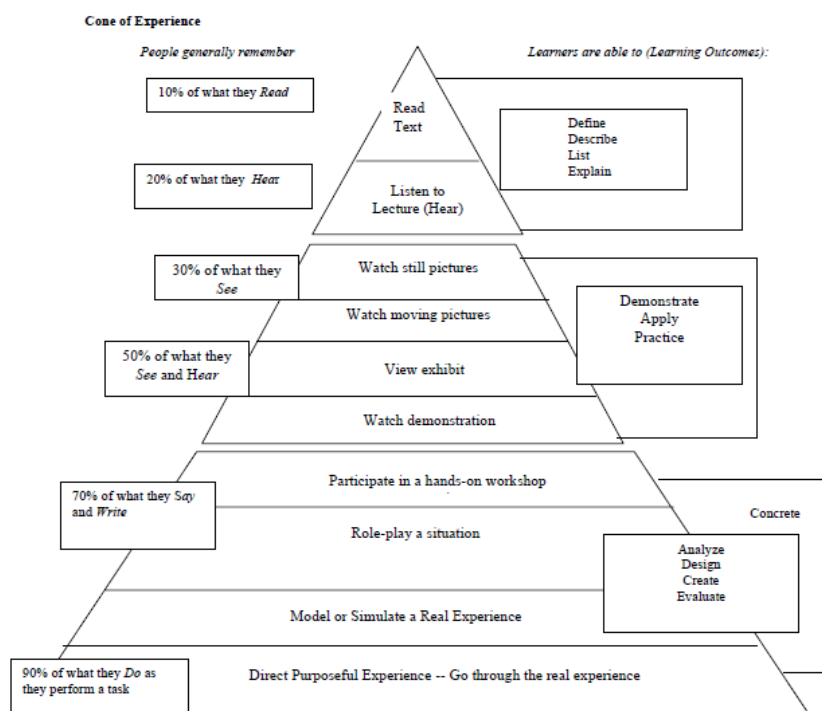


Figure 2 Cone of Experience revised by Anderson adapted from Dale (1969)

Referring to the Cone, experiences received from watching moving pictures and demonstration of real-life conversational response assist learners to gain 30%-50% insight perceptions through what they see and hear. Also, learning outcomes from seeing and hearing are they can finally demonstrate what they perceive, apply knowledge to real life situations, and practice what they are learning to help them more efficient.

In terms of teaching and learning, an aforementioned statement is consistent with English teaching approach nowadays for nonnative speakers. The recent English

teaching approach begins targeting on communicative performance which concerns the ability to have understandings on the use of effective communication in real-life situations (Bagarić & Mihaljević Djigunović, 2007). The teachings of English teachers in classroom settings which are normally paired with a traditional approach will decline because the traditional instruction associated with teaching grammar and translate to a mother-tongue language results learners in basic abilities: define, describe, list, and explain from what learners read and hear. Therefore, audiovisual media provides higher levels of experience to them.

Furthermore, the audiovisual media also benefit language learners to acquire English. Firstly, the media can motivate learners to gain the effective use of language because it yields to visual aspects depicting real-life interactions that can widen learners' interest and motivation. Secondly, the audiovisual media enhances communicative ability to language learners since it leads a positive surrounding to classroom through activities like discussion and debate. This helps learners to be critical and communicative. Moreover, language learners gain cultural knowledge of English language through the use of audiovisual media. When learners use the media to develop language skills, they will be equipped with the knowledge of culture which textbooks cannot much provide abundant cultural information. Lastly, the media gives the English teaching and learning opportunities outside the classroom. This makes the acquisition of English limitless (Pun, 2013).

A talk show can be grouped as one of audiovisual media that English teachers can incorporate into instructions. In Ilie's (2001) study of talk shows, discursive features in talk shows are considered semi-institutional discourse as the suggestion of Ilie's analysis. The talk shows share a few similarities with casual conversational discourse such as occasionally less topic-centered, symmetrical, unpredictable, communicative and interactional, as well as spontaneous. Also, the discourse of the talk shows is associated with institutional features: purposive, rule-governed, topic-controlled, and asymmetrical. In fact, the casual conversation influences the institutional features because the institutional talks are adapted patterns of talk and action from casual conversation by pressing conversational dialogue to more restricted practices (Heritage, 2004).

In addition, talk show discourse has been popular for conversation analysis that deals with the study relating to human oral conversation structure and organization (Rui & Ting, 2014). Since talk show program contains characteristics of daily conversation, the language use in talk show reflects real-life interactions. (Carnel, 2012; Ilie, 2001). Also, talk show programs display cultural values of the current time through the linguistic traits (Mittell, 2003). Therefore, the language use in talk show program can be claimed that it is authentically conversational, and it also has the rich data to demonstrate a trait of conversational interactions.

As the English learning talk show, *Loukgolf's English Room*, is conducted by Thai nonnative speakers of English, it provides a wide range of varieties, dialects, and accents of English. In terms of teaching and learning, teachers can promote the use of this program into a classroom. Resulting from different categories of vocabularies and expressions relying on the theme in each episode, nonnative English learners can gain language learning variety that they can apply in real-life situations.

CHAPTER 3

METHODOLOGY

This chapter consists of three sections: the research design; the data selection; the data collection and analysis.

Research design

Because the study aimed to examine fillers' functions used by Thai speakers of English when they were engaging in conversational response, the qualitative content-based analysis was appropriate for this current study.

In order to gain precise understandings following the research questions set in the Chapter 1, fillers' functions was examined through Thai interactants' conversation in talk show settings. Fillers were predicted to occur by Thai speakers of English who possessed different levels of English verbal performance and English language learning background experiences. In addition, both groups shared some characteristics: guests need to hold a Thai citizenship or have one of parents who was born Thai because this study investigated the verbal interactions of Thai nonnative speakers of English, and guests possessed willingness to communicate and a motivation. These represented a role model of how an inquisitive Thai learner of English. However, the English learning background experiences of guests were necessary to classify the guests into different groups: 1. little or no abroad experienced speakers, and 2. long term abroad experienced speakers.

Group 1: Little or no abroad experienced speakers

This group was regarded guests who encountered less English speaking surroundings. The guests who had an experience in any study programs in Thai universities which contained any languages of instruction were classified into this group. It included any programs conducted in an international school because English speaking atmosphere that speakers experienced was still limited. Also, speakers who have abroad experiences in short-term visit as less than a year in any English speaking

countries or English as a second language countries were considered to this group because staying abroad for a few months had no effect on oral performance gains (Llanes & Serrano, 2011).

Group 2: Long term abroad experienced speakers

Guests have abroad experiences in English speaking countries or English as a second language countries for long-term visit, study or even stay abroad at least more than a year led success to speakers' oral production (Freed, 1998). They held an educational certificate from any English speaking countries or English as a second language countries: a diploma, a Bachelor's degree, a Master's degree, or a doctoral degree.

From both groups above, it shows that guests exposed to different levels of English environment were grouped differently because speakers will appear with ease and confidence when they have study or living abroad experiences. This lead to less disfluencies in speech (Freed, 1998). Moreover, study abroad or living abroad helps speakers acquire speech fluency and oral proficiency (Carroll, 1967; Kenne, 2014; Lafford, 2006) due to speakers' confidence to speak or communicate that come from speakers' self-efficacy or their own judgments towards themselves (Brown, 2000).

Framed by the inventory of fillers in Brinton's (1996) study, the researcher searched the fillers used in those speech and categorized them into each function by using Brinton's functions of fillers to analyze. Also, the researcher conducted the pilot study by using this framework to analyze fillers from two episodes with different broadcast year of the program.

Data selection

1. English learning talk show, *Loukgolf's English Room*, as the source of data

As earlier stated, it has been a controversy upon language use in talk shows, which are explicitly associated with institutional or conversational response. Talk shows involve with both casual and institutional characters. Thus, talk shows are

found to intertwine between casual and conventional interactions and the term ‘semi-institutional’ is proposed to refer discursive features of talk show settings. Still, talk shows reflect real-life interactions. (Carnel, 2012; Ilie, 2001) and display cultural values of the current time through the linguistic traits (Mittell, 2003).

Moreover, Pun (2013) provided the advantageous perspectives upon using multimedia technology in English language teaching. Teachers include audiovisual media like audio, television, films, and video into English language instructions. The media benefits learners to acquire English: motivating students to gain the effective use, enhancing language learners’ communicative ability, equipping them with cultural knowledge of English language, and reflecting English usage outside the classroom. Also, students can be exposed to the authentic language use that demonstrates them a wide range of varieties, dialects, and accents of English (Kenne, 2014).

In addition, Timberg (2002) grouped traditional talk show programs into three major subgenres. The subgenres of talk shows are divided by broadcasting time: morning talk shows, day time talk shows, and late night talk shows. Talk shows in the morning or breakfast talk concern about daily news summaries, entertainment or celebrity interviews, and lifestyles. For the day time talk shows, show hosts with guests will be generally found, and the guests can be celebrities, politicians, or ordinary people who engage in controversial issues. In the late night talk shows, which are the most popular talk show subgenre for audience, show hosts normally are comedians who will attract audience with humorous monologues. Also, guests for late night talk shows will be celebrities and they will talk about personal lives or promote their work.

This English learning talk show, *Loukgolf’s English Room*, can be classified as one of day time talk shows due to the air time of the program that will be broadcast at 1:00 P.M.-1.45 P.M on GMM 25 channel every Sundays. According to the definition of day time talk shows mentioned above, celebrities, politicians, or ordinary people who engage in controversial issues are welcomed as guests of the show. The guests of this English learning talk show are mainly Thai celebrities whose English oral performance is different since they experience English learning language

atmosphere dissimilarly. Among various English learning talk show programs in Thailand, *Loukgolf's English Room* was considered as the suitable data for analysis due to the popularity of the program. Apart from being as one of the television programs, *Loukgolf's English Room* also has a channel on YouTube website that are currently followed by over three millions of YouTube accounts (This information was collected on January 17, 2018). The availability of the program, on television channel and YouTube website, helps audience easily accessible.

Loukgolf, Kanatip Soontornrak, is the host of the program. He was born and raised in Thailand and received Bachelor of Communication Arts from Chulalongkorn University. As he was a child, he motivated and encouraged himself to learn English. In 2008, he went abroad, England, to continue his Master degree, and he graduated from Master of Arts in Theatre Directing, East 15 Acting School, University of Essex, London. So, Loukgolf has abroad experience that can contribute to fluency in speech production.

The show welcomes guests who possess a wide range of English speaking performance as they were born, raised, and educated in different English environment. Some grew up in Thailand and have had little or no abroad experience in any English speaking countries while some have a long-term visit and study in English speaking countries. However, they share courage and intentions to be communicative as the show states at the beginning of the program.

Our team believes that all forms of English are valid. We have been encouraging millions of Thais to speak out and have fun with English, which is a foreign language to most of us. We also believe that once you can get your point across, you have communicated with success. Our guests on the show have different levels of English but one thing they have in common is the courage to give it a go. We don't aim at reaching perfection when it comes to using English. We just want to remind you that it's OK to make mistakes and learn from them.

(Loukgolf's English Room, GMM 25 Channel, 2018)

In terms of ELT pedagogy, Thai teachers can promote the use of this program into their classroom. As the show has different categories of vocabularies and expressions depending on guests in each episode, Thai learners can access language learning variety that they can apply in real-life situations. Moreover, guests' different levels of speaking performance also motivate learners to communicate in English and have little or no concern towards accents that learners currently possess.

Besides, as set in the research questions in Chapter 1, English language learning background experience of Thai speakers was interested because it predicted speech fluency. Unlike other English learning programs that solely focus on teaching English grammar and vocabularies, the guests in *Loukgolf's English Room* were asked a few questions by the show host relating to English speaking experiences: the place of birth, education, work. The information was vital to the researcher to classify each Thai speaker into the groups mentioned in research design. Also, fillers were predicted to be found in the conversation of these guests whose English verbal performance was different. Therefore, this English learning talk show, *Loukgolf's English Room*, contained with resourceful data to analyze.

2. Sampling procedure

Due to non-English speaking atmosphere, it was quite difficult to obtain data regarding the filler used spontaneously by Thai speakers of English in real life. Thus, conversational responses in talk show setting demonstrated real life verbal communication. The researcher applied purposive and stratified random sampling procedure to this current study in order to gain the most suitable source of data for the analysis. The purposive and stratified random sampling procedure concerned as followed:

2.1 All episodes of *Loukgolf's English Room* in 2017 were considered because language use by Thai speakers was expected to be recent. The episodes of the program in 2017 were 48 episodes that were between Episodes 92-139. Each episode lasted approximately 30-45 minutes.

2.2 Guests need to hold a Thai citizenship or have one of parents born Thai because Thai speakers' conversation was the main focus for this research. The

host of the program whose speech was also considered to be analyzed normally interviewed each guest briefly and the interviewed information was important to select as a sample.

From the interview in each episode, guests from episodes 112, 123 and 130 were excluded because one is Korean, another is American, and the other is French respectively. So, they do not hold a Thai citizenship and their parents are not Thai. Afterwards they were 45 episodes left, and the researcher categorized them into two groups by considering guests' English language learning background experiences exposed through the interview. The list below shows all guests' name of 45 episodes.

Table 4 Thai guests' name list for *Loukgolf's English Room* 2017's episode

Group 1	Group 2
Ep. 92 Tor Saksit	Ep. 93 Tao Settapong
Ep. 95 Ying Ratha	Ep. 94 Day Thaitanium
Ep. 96 UrboyTJ	Ep. 101 Airin Yuktatat
Ep. 97 Aire Pantila	Ep. 102 Singha Wannasingha
Ep. 98 Mind Wiraporn	Ep. 104 Khan-ngen Thaitanium
Ep. 99 Saypan Apinya	Ep. 105 Pok Passornkorn
Ep. 100 Title Piyachart	Ep. 106 Lydia Saranrat
Ep. 103 Per Suvikrom	Ep. 107 Aek Season Five
Ep. 108 Koy Ratchawin	Ep. 109 Rose Sirinthip
Ep. 111 Godji	Ep. 110 Taya Rogers
Ep. 113 Singto Namchok	Ep. 114 Cindy Sirinya
Ep. 116 Poy Treechada	Ep. 115 Utt Asda
Ep. 117 Pleng Chontida	Ep. 118 Woody Wuttitorn
Ep. 121 Aun Puwanart	Ep. 119 Kat Katreeya
Ep. 122 Rusmeekeae	Ep. 120 Nicole Terio
Ep. 124 Shin Shinwut	Ep. 127 Amita Tata Young
Ep. 125 Kang Worakorn	Ep. 131 Ploy Horwang
Ep. 126 Kwang AB Normal	Ep. 133 Kay Lertsittichai
Ep. 128 Mo Monchanok	Ep. 134 Ploychompu
Ep. 129 Grace The Face	Ep. 135 Philips Thinroj

Table 4 (Cont.)

Group 1	Group 2
Ep. 137 Punpun Sutatta	
Ep. 138 Aokbab Chutimon	
Ep. 139 Gao Jirayu	
Total = 24	Total = 21

As the researcher conducted a pilot study by using Brinton's (1996) framework to analyze *Loukgolf's English Room* episode 50 in 2016 and episode 92 in 2017, the results were shown quite similarly that the first ranked function of fillers was (h) to express a response. Also, there was apparently no function (b) to change a turn appearing in the pilot study result. Therefore, choosing all episodes with an odd number, 50% of each group was considered as the sample for analysis. The overall number of the sample was 23 episodes.

Table 5 The overall *Loukgolf's English Room* episodes as the sample

Group 1	Group 2
Ep. 95 Ying Ratha	Ep. 93 Tao Settapong
Ep. 97 Aire Pantila	Ep. 101 Airin Yuktatat
Ep. 99 Saypan Apinya	Ep. 105 Pok Passornkorn
Ep. 103 Per Suvikrom	Ep. 107 Aek Season Five
Ep. 111 Godji	Ep. 109 Rose Sirinthip
Ep. 113 Singto Namchok	Ep. 115 Utt Asda
Ep. 117 Pleng Chontida	Ep. 119 Kat Katreeya
Ep. 121 Aun Puwanart	Ep. 127 Amita Tata Young
Ep. 125 Kang Worakorn	Ep. 131 Ploy Horwang
Ep. 129 Grace The Face	Ep. 133 Kay Lertsittichai
Ep. 137 Punpun Sutatta	Ep. 135 Philips Thinroj
Ep. 139 Gao Jirayu	
Total = 12	Total = 11

Data collection and analysis

Data collection procedure

The researcher downloaded each selected episode from *Loukgolf's English Room*. Verbal interactions between Thai speakers in the selected episodes were also transcribed. Their conversation was mixed with both English and Thai because some guests had difficulties to convey proper structure or vocabularies, and they changed to Thai. Then, the researcher watched selected *Loukgolf's English Room* twice an episode because the target verbal discourse of the study was pragmatically considered.

Watching the show helps the researcher to gain pragmatic understandings of verbal interactions. Also, the researcher was able to mark fillers used by Thai speakers since the use of fillers is a variety of pragmatic functions (Brinton, 1996). Collected fillers were categorized into each function.

Framework for analysis

Each collected English utterance was transcribed into scripts and the researcher focused on fillers used by each speaker following Brinton's (1996) inventory of fillers as aforementioned in Chapter 2. The fillers found in the conversation were analyzed through Brinton's model of fillers' functions. Brinton's inventory of fillers and her model of fillers' functions were applied as a framework for the data analysis throughout the present study. The examples from the pilot study using this framework were demonstrated below.

Table 6 The example of the analysis of fillers' functions from the pilot study (1)

Speakers	Conversation	Filler's functions
Loukgolf:	Good afternoon everybody And Happy Valentine's Day, too! No matter what you are doing, stop and watch the show. Today's guest is someone who is commonly known as the Prince of Smiles. He is here to put a smile on our faces, okay ? ¹ Please welcome P'Ice Sarunyu.	1) i. to affect cooperation
Ice:	<Yeah, good afternoon.>	2.) a. to begin discourse
Loukgolf:	So ² , first of all, welcome to my English Room.	3.) a. to begin discourse
Ice:	Really?	4.) h. to express the response
Loukgolf:	Yes, alright, okay ³ . But we have to try to speak as much English as possible today. Is that okay with you?	5.) a. to begin discourse
Ice:	Okay	6.) c. to hold the floor
Loukgolf:	Okay but as far as I'm concerned, your English is good.	7.) h. to express the response
Ice:	It's not really good, but I try to do it.	8.) h. to express the response
Loukgolf:	Okay ⁴ , so ⁵ before we carry on	
Ice:	<I think you're going to lift something.>	
Loukgolf:	No no [Laughed] ah ⁶ I have to ask you to do something really quick for me.	
Ice:	Okay ⁷	
Loukgolf:	Okay ⁸ , we need to take a few seconds to write down the punishment. <You need to write down the punishment that you want to do towards me if I lose.>	
Ice:	What is the game?	
Loukgolf:	Anything anything is allowed.	

In this conversation, Loukgolf and Ice began the interaction with greeting. Loukgolf as a host of the program used different functions of fillers like (a) to begin and discourse; (c) to hold the floor; (h) to express the response; and (d) to affect cooperation. At the same time, Ice as a guest who joined the program mainly employed the function (h) to express a response. They, both, used different functions of fillers as a conversational strategy. Loukgolf was supposed to control topic as it was a beginning of the show. He needed to initiate the response and guided his guest verbal cues while Ice was trying to understand the sequence of the program by listening the host and expressing a response through fillers that showed his understanding.

Table 7 The example of the analysis of fillers' functions from the pilot study (2)

Speakers	Conversation	Filler's functions
Loukgolf:	Okay ¹ , now ah ² before we go to a very quick quick break, okay, okay ³ it begins with the letter 'R', okay? ⁴ Alright ⁵ , [He gave a clue to Tor.] Feeling pleasantly fresh and different.	1.) d. to change the topic 2.) c. to hold the floor 3.) c. to hold the floor
Tor:	All right ⁶ . It begins with 'R', right? ⁷	4.) i. to affect cooperation
Loukgolf:	Common	5.) a. to begin discourse
Tor:	Refreshing?	6.) h. to express a response
Loukgolf:	Correct!	7.) i. to affect cooperation

From the example above, Loukgolf let Tor play a guessing word game endorsed by the show's sponsor. As the host, Loukgolf was the person who controlled the conversation, so he applied (a) to begin discourse and (d) to change the topic to his speech. Tor, as the guest, showed his response and checked some understanding between them through fillers.

The researcher used Brinton's (1996) inventory of fillers to search for each filler in conversational response from the program and also applied Brinton's model of fillers' functions to try analyzing one episode from 2016's and one episode from 2017's as the pilot study. The findings of fillers' functions in pilot study were shown through Table 8 and 9 below.

Table 8 The finding of fillers' functions analysis in *Loukgolf's English Room EP.50*,
February 14th, 2016

Functions of fillers	Forms of fillers	Numbers
a. to begin and close discourse	So, All right, Okay	29
b. to change a turn	-	-
c. to hold the floor	Ah, Um, Okay	15
d. to change the topic	Alright, Okay, But, So	7
e. to mark the information	You know, I mean, Yes	5
f. to constrain the relevance of connected discourse	All right, You know, So, Then, Okay, And then	11
g. to repair discourse	-	-
h. to express a response	Uh huh, Okay, Ah, Yes, Yeah, Oh, Alright, Well	50
i. to affect cooperation	You see, Okay, Really, You know	23

Table 9 The finding of fillers' functions analysis in *Loukgolf's English Room EP.92*,
January 1st, 2017

Functions of fillers	Forms of fillers	Numbers
a. to begin and close discourse	So, Okay, All right, Right	14
b. to change a turn	-	-
c. to hold the floor	Um, Ah, Like, Okay	19
d. to change the topic	And then, Okay, So, All right	4
e. to mark the information	You know, I mean, Like	6
f. to constrain the relevance of connected discourse	So, So then, Okay, And, And then	13
g. to repair discourse	Ah, Um, Like	3
h. to express a response	Okay, Uh huh, Yes, Yep, Yeah, Ah, All right	40
i. to affect cooperation	Yeah, You know, Okay, Right	7

The validation of the analysis

1. The researcher analyzed the functions of fillers used by Thai speakers of English in spontaneous interactions. Also, fillers found in conversation were categorized into nine functions of fillers based on Brinton's model.

2. The researcher asked the specialist who has over 30-year-English-teaching experience in the secondary level school in Chon buri. Also, she had the academic contribution to Secondary Educational Service Area as an examiner for English teachers who conducted academic study. The language specialist was able to give some advice to the researcher in order that the researcher gained the ultimate accuracy. The overall found fillers were 6,689 times, and the number from simple random sampling was 418 times by applying Yamane's (1973) formula for simple mathematic consideration. The percentage of specialist's agreement was demonstrated below.

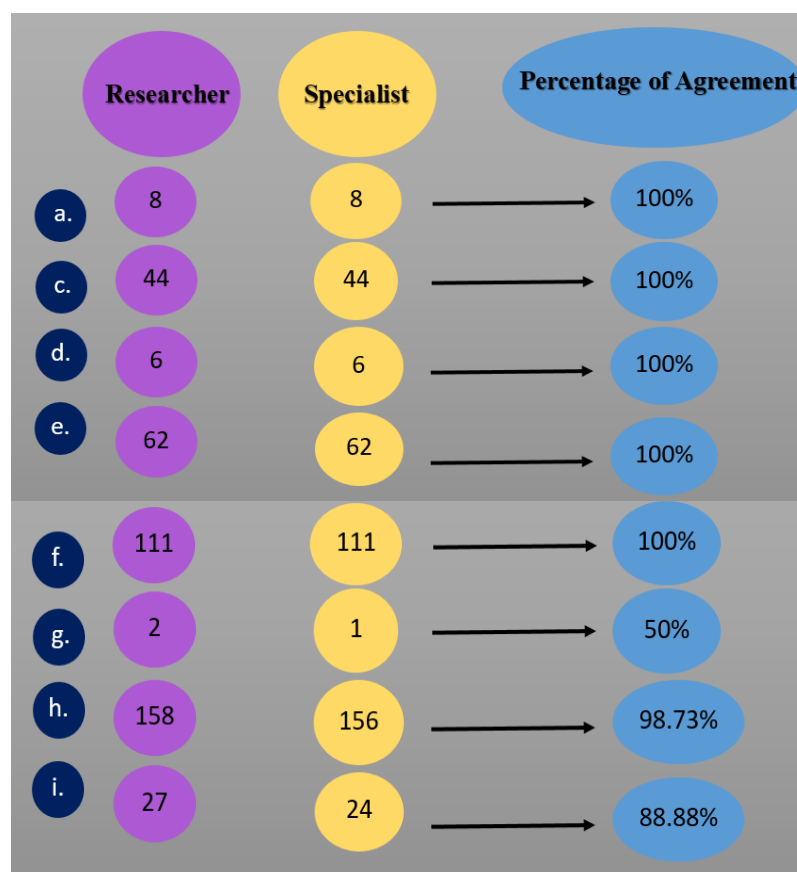


Figure 3 The percentage of fillers' analysis agreement between the researcher and the specialist

In these 418 times from validation simple random sampling, there was no (b) to change a turn. However, eight functions found from the sampling for validation showed the high percentage of agreement in each function between the researcher and the specialist.

3. The data analysis of both researcher and language specialist were double checked by the advisor of the researcher in order to affirm the validation of the analysis.

CHAPTER 4

RESULTS

This chapter presents the findings found from the analysis of fillers regarding their functions that were used by Thai non-native speakers of English in an English-learning talk show. The researcher used Brinton's (1996) model of fillers' functions as framework for analysis that consists of nine functions: (a) to begin and close discourse; (b) to change a turn; (c) to hold the floor; (d) to change the topic; (e) to mark the information; (f) to constrain the relevance of one clause to the previous clause; (g) to repair discourse; (h) to express a response; (i) to affect cooperation, sharing, or intimacy between speaker and hearer. Moreover, the research findings will be shown through numerical figures and rigid tables with descriptive explanations that answered research questions concerning the most used functions of fillers and different usage between two groups of Thai non-native speakers of English presented in Chapter 1.

Mostly used functions of fillers by different abroad experienced speakers

To search for the mostly used fillers' functions, the researcher divided both host and guests of the show into two groups that different English language learning background experience would be considered. In other words, speakers who had little or no abroad experience were in Group 1, while speakers who experienced long term abroad were in Group 2. Due to abroad experience, Group 2 included the host of the show. Therefore, the number of speakers in Group 1 and in Group 2 were equal. They were 12 speakers in each group. Table 10 below demonstrates the summary of the number of fillers and percentages found in both groups of Thai non-native speakers of English.

Table 10 Summary of the number of fillers and percentages found in both groups of Thai non-native speakers of English

Fillers' functions	Group 1		Group 2	
	(little or no abroad group)		(abroad group)	
	Frequency	Percentages	Frequency	Percentages
a. to begin and close discourse	3	0.28%	191	3.64%
b. to change a turn	6	0.42%	15	0.29%
c. to hold the floor	241	16.69%	595	11.34%
d. to change the topic	2	0.14%	107	2.04%
e. to mark the information	254	17.59%	582	11.10%
f. to constrain the relevance of connected discourse	416	28.81%	1,099	20.96%
g. to repair discourse	11	0.76%	16	0.31%
h. to express a response	412	28.53%	2,262	43.13%
i. to affect cooperation	99	6.86%	378	7.21%
Total	1,444	100%	5,245	100%

In Group 1 consisting of little or no abroad experienced speakers, the most used function was (f) to constrain the relevance of one clause to the previous clause. This fillers' function was applied to the speech 416 times (28.81 %). For Group 2, they were people who experienced long-term abroad including the host of the show. Approximately four times occurrence of fillers was found in Group 1 because fillers used by the host of the show were included. In this group, the function, (h) to express a response, was found 2,262 times (43.13 %) and its frequency sharply showed that this function was the most frequently used by speakers who experienced long-term

abroad. Framed by the inventory of fillers and nine functions of fillers by Brinton (1996), the findings showed that speakers in Group 1 and 2 applied different forms in each function demonstrated below.

Table 11 Specific forms of fillers in each function found in Group 1 and 2

Functions	Group 1 (little or no abroad group)		Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
a. to begin and close discourse	<i>So/ Okay/ Yeah</i>	3	<i>So/ Right now/ All right, now/ Okay/ Ah, Okay/ All right/ Right/ Okay, all right/ Okay, right/ All right, okay/ And/ All right, so/ Right, so/ Well/ Um well/ Well, okay/ Now/ Okay, so/ Okay, now/ Now, okay/ Ah/ All right, so, now/ Yeah/ Yes/ So now/ Um/ Okay, now, so/ All right, okay, so/ But/ So well/ Ah so</i>	191
b. to change a turn	<i>So/ So, now/ Well/ Ah</i>	6	<i>Okay, so/ Okay/ Well/ Um/ Ah/ All right</i>	15
c. to hold the floor	<i>Ah/ Um/ Like um like/ Like ah/ Kind of like kind of/ Um well/ Well/ Ah well</i>	241	<i>Ah/ Ah, okay/ Ah, yeah/ Um/ Well/ Ah um/ Um ah/ Okay/ Like/ Well um/ Um well/ Um yeah/ Yeah/ And um/ Oh/ Oh yeah</i>	595
d. to change the topic	<i>Well/ Okay</i>	2	<i>So/ But/ All right/ Okay, so/ Okay/ And/ All right, so/ All right, so, okay/ Okay, now/ Now okay/ Okay, all right/ Ah/ Now/ Um/ Well/ All right now/ Ah all right</i>	107

Table 11 (Cont.)

Functions	Group 1 (little or no abroad group)		Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
e. to mark the information	<i>Like/ Just like/ I mean/ You know/ Okay/ Well/ Something like that/ Stuff like that/ Yeah/ You know like/ Like you know/ Kind of/ Sort of/ Like, yeah/</i>	254	<i>Like/ Just like/It's like/ I mean/ Ah yeah/ You know/ I think/ I mean like you know/ Yeah/ Yes/ You mean like/ You know like/ Like you know/ Like I mean/ Um/ I mean you know/ You know I mean/ Kind of like/ Sort of like/ Kind of/ Sort of/ Something like that/ Stuff like that/ Yeah, I mean/ Well</i>	582
f. to constrain the relevance of connected discourse	<i>And/ But/ So/ And then/ Then and/ And yeah/ Then/ So and then/ So, Okay/ And now/ But then/ Because/ Cuz/ Well/ Okay, now/ Yeah/ Or/ Okay/ Well/ And so/ And because/ But now</i>	416	<i>So/ But/ And/ Or/ Because/ And then/ Then/ Well/ All right/ All right, okay/ All right, so/ Okay/ Okay, so/ Okay so now/ Okay now/ So, okay/ Now/ But now/ Now so/ So now/ But then/ Okay but/ Ah/ And then so/ Yeah/ And so/ So then/ And then you know/ You know/ Uh well/ Ah okay/ But you know/ So um okay/</i>	1,099
g. to repair discourse	<i>Like/ Yeah/ So/ And so/ Ah/ And/ Um</i>	11	<i>Ah well/ Well/ Yeah/ I mean/ Um/ Oh/ Ah</i>	16

Table 11 (Cont.)

Functions	Group 1 (little or no abroad group)		Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
h. to express a response	<i>Yeah/ Yes/ Yep/ Okay/ Uh huh/ All right/ Right/ Well/ Uh huh, yes/ Oh/ Oh my god/ Oh my gosh/ No/ Okay, yeah/ Yeah, okay/ Huh?/ Oh, yeah/ Ah/ Um/ Oh, okay</i>	412	<i>Okay/ All right/ Right/ All right, okay/ Okay all right/ Uh huh/ Uh huh, yes/ Uh huh, yes, okay/ Yeah, okay/ Okay, yeah/ Yes okay/ Ah/ Ah okay/ Oh no/ Yes/ Yeah/ Yep/ Oh yeah/ Oh yes/ Well/ Huh?/ Well you know um/ Okay, oh/ Oh, okay/ Oh/ Oh my god/ Oh my gosh/ Oh god/ Oh, yeah, okay/ Okay, all right, okay/ Okay, all right/ No/ Oh all right/ Yeah, Uh huh/ Um okay/ Yes ah/ Yeah right/ Um/ Uh huh yeah/ Uh huh, yeah, okay/ All right, so, yeah, so</i>	2,262
i. to affect cooperation	<i>Right?/ All right?/ Okay?/ You know?/ Um/ Really?/ Yeah?</i>	99	<i>Okay?/ Um/ Well/ All right, okay?/ Okay, all right?/ You know? Yeah?/ Yes?/ You see?/ Right?/ All right?/ And yeah/ Ah?/ Ah/ Ah yeah/ No?/ Really?/ Oh, really?/ Like?</i>	378
Total		1,444		5,245

However, when fillers produced by the host of the show were excluded and the researcher compared guests' fillers found from both groups, the findings revealed that speakers from Group 1 and Group 2, which were categorized into different

groups due to English language learning background experience, resulted similarly as the function (f) to constrain the relevance of connected discourse was applied mostly. Table 12 below demonstrated the summary of the number of fillers and percentages in both groups of speakers.

Table 12 Summary of the number of fillers and percentages found in both groups of guests

Fillers' functions	Group 1 (little or no abroad group)		Group 2 (abroad group)	
	Frequency	Percentages	Frequency	Percentages
a. to begin and close discourse	3	0.28%	-	0%
b. to change a turn	6	0.42%	4	0.2%
c. to hold the floor	241	16.69%	389	19.82%
d. to change the topic	2	0.14%	1	0.2%
e. to mark the information	254	17.59%	407	20.73%
f. to constrain the relevance of connected discourse	416	28.81%	580	29.55%
g. to repair discourse	11	0.76%	10	0.51%
h. to express a response	412	28.53%	452	23.06%
i. to affect cooperation	99	6.86%	120	6.11%
Total	1,444	100%	1,963	100%

From Table 12 above, it showed that the speakers from Group 2, who had long-term abroad experience, employed 580 times (29.55%) for (f) to constrain the

relevance of connected discourse that was the most frequent used fillers in speakers of Group 2, who all were the guests of the program. Furthermore, forms of fillers they produced were various as shown and compared with another group in the Table 13 below.

Table 13 Specific forms of fillers in each function found in both groups of guests

Functions	Group 1 (little or no abroad group)		Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
a. to begin and close discourse	<i>So/ Okay/ Yeah</i>	3	-	-
b. to change a turn	<i>So/ So, now/ Well/ Ah</i>	6	<i>Um/ Well/ Okay</i>	4
c. to hold the floor	<i>Ah/ Um/ Like um like/ Like ah/ Kind of like kind of/ Um well/ Well/ Ah well</i>	241	<i>Ah/ Well/ Um/ Okay/ Ah yeah/ Like/ Well, um/ Um, well/ Ah um/ Um ah/ Yeah/ And um</i>	389
d. to change the topic	<i>Well/ Okay</i>	2	<i>All right</i>	1
e. to mark the information	<i>Like/ Just like/ I mean/ You know/ Okay/ Well/ Something like that/ Stuff like that/ Yeah/ You know like/ Like you know/ Kind of/ Sort of/ Like, yeah/</i>	254	<i>Like/ Just like/ It's like/ Something like that/ Stuff like that/ Yes/ Yeah/ You know/ Like you know/ You know like/ Kind of/ Sort of/ Yeah, I mean/ I mean/ kind of like</i>	407

Table 13 (Cont.)

Functions	Group 1 (little or no abroad group)		Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
f. to constrain the relevance of connected discourse	<i>And/ But/ So/ And then/ Then and/ And yeah/ Then/ So and then/ So, Okay/ And now/ But then/ Because/ Cuz/ Well/ Okay, now/ Yeah/ Or/ Okay/ Well/ And so/ And because/ But now</i>	416	<i>And/ And then/ And then so/ Then/ But/ So/ Or/ Ah/ Yeah/ But then/ Because/ And so/ So then/ And then you know/ Uh well/ Okay so/ But now/ You know</i>	580
g. to repair discourse	<i>Like/ Yeah/ So/ And so/ Ah/ And/ Um</i>	11	<i>Well/ Um/ Oh/ Yeah</i>	10
h. to express a response	<i>Yeah/ Yes/ Yep/ Okay/ Uh huh/ All right/ Right/ Well/ Uh huh, yes/ Oh/ Oh my god/ Oh my gosh/ No/ Okay, yeah/ Yeah, okay/ Huh?/ Oh, yeah/ Ah/ Um/ Oh, okay</i>	412	<i>Oh/ Oh my god/ Oh my gosh/ Oh god/ Okay/ Um okay/ Huh?/ Yeah/ Yes/ Yep/ Yes, ah/ Yes, okay/ Uh huh/ Ah/ Okay, all right/ Oh, okay/ Okay, oh/ All right/ Right/ Yeah, right/ Oh, yes/ Oh, yeah/ Oh, no/ Well um</i>	452
i. to affect cooperation	<i>Right?/ All right?/ Okay?/ You know?/ Um/ Really?/ Yeah?</i>	99	<i>Ah/ You know?/ Yeah?/ Well/ Okay?/ Right?/ All right?/ No?/ Really?/ Yes?/ You see?</i>	120
Total		1,444		1,963

In addition, when the researcher also considered fillers that were produced by only the host of the show while he was communicating with guests from each group, the findings was that the host of the show mostly applied the function (h) to express a response as shown below.

Table 14 Summary of the number of fillers and percentages found in host's interaction with guests

Fillers' functions	Interaction with Group 1 (little or no abroad group)		Interaction with Group 2 (abroad group)	
	Frequency	Percentages	Frequency	Percentages
a. to begin and close discourse	109	7.45%	82	4.51%
b. to change a turn	9	0.62%	2	0.11%
c. to hold the floor	109	7.45%	97	5.33%
d. to change the topic	54	3.69%	52	2.86%
e. to mark the information	76	5.19%	99	5.44%
f. to constrain the relevance of connected discourse	142	9.71%	377	20.73%
g. to repair discourse	3	0.21%	3	0.16%
h. to express a response	829	56.67%	981	53.93%
i. to affect cooperation	132	9.02%	126	6.93%
Total	1,463	100%	1,819	100%

In host's interaction with the Group 1 guests, more than a half of overall filler number, the function (h) to express a response occurred 829 times (56.67 %). Like host's interaction with the Group 1 guests, the most frequently used function of fillers with the Group 2 guests resulted the same. The host applied 981 times (53.93%) of the function (h) to express a response for the interaction with the Group 2 guests. Moreover, forms of fillers that the host produced when interacting with those groups of speakers were various as shown in the Table 15 below.

Table 15 Specific forms of fillers in each function found in host's interaction with guests

Functions	Interaction with Group 1 (little or no abroad group)		Interaction with Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
a. to begin and close discourse	<i>So/ Okay/ Okay, so/ Now/ All right/ Right/ All right, so/ Well/ All right, okay, so/ Ah/ Okay, now/ But/ So well/ Ah so/ Okay, all right/ Um/ All right, now</i>	109	<i>So/ Right now/ All right now/ Okay/ Ah, okay/ All right/ Right/ Okay, all right/ Okay, right/ All right, okay/ And All right, so/ Right, so/ Well/ Um well/ Well, okay/ Now/ Okay, so/ Okay, now/ Now, okay/ Ah/ All right, so, now/ Yeah/ Yes/ So now/ Um/ Okay, now, so</i>	82
b. to change a turn	<i>Well/ Okay/ Ah/ All right/</i>	9	<i>Okay so/ Well</i>	2
c. to hold the floor	<i>Ah/ Um/ Okay/ Ah yeah/ Oh/ Oh yeah/ Um yeah/ Well</i>	109	<i>Ah/ Ah, okay/ Ah, yeah/ Um/ Well/ Ah um/ Um ah</i>	97
d. to change the topic	<i>Okay, so/ Now/ All right, so/ Um/ All right/ And/ Okay/ Well/ Okay, all right/ All right now/ Now, okay/ Ah, all right/ So</i>	54	<i>So/ Well/ But/ All right/ Okay, so/ Okay/ And/ All right, so/ All right, so, okay/ Okay, now/ Ah/ Now/</i>	52

Table 15 (Cont.)

Functions	Interaction with Group 1 (little or no abroad group)		Interaction with Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
e. to mark the information	<i>You know/ I mean/ Okay/ Like/ Just like/ I mean you know/ You know I mean/ You know like/ Kind of/ Yeah/ Well/ Like you know/ Like I mean/ Something like that/ Stuff like that</i>	76	<i>Like / Just like/ I mean/ Ah yeah/ You know/ I think/ I mean like you know/ Yeah/ You mean like/ You know like/ Like you know/ Um/ I mean you know/ You know I mean/ Sort of like</i>	99
f. to constrain the relevance of connected discourse	<i>And/ But/ So/ Well/ Now/ All right, so/ Yeah/ All right/ And then/ You know/ Okay, so, now/ Okay/ Ah, okay/ Okay, so/ But you know/ Then/ So, um, okay/ So now/ Okay, now</i>	142	<i>So/ But/ And/ And then/ Well/ All right/ All right, okay/ Okay/ Okay, so/ So, okay/ Now/ Then/ All right, so/ But now/ Now, so/ So, now/ But then/ Okay, but</i>	377
g. to repair discourse	<i>Well/ Ah/ I mean</i>	3	<i>Ah well/ Yeah/ I mean</i>	3
h. to express a response	<i>Yeah/ Yes/ Yep/ Okay/ Uh huh/ All right/ Right/ Oh/ Oh my god/ Oh gosh/ Ah okay/ Oh okay/ Okay, all right/ Ah/ Uh huh, yeah, okay/ Yeah, okay/ Okay, yeah/ Oh, yeah/ All right, so, yeah, so/ Oh yeah, okay/ Uh huh, yeah</i>	829	<i>Okay/ All right/ Right/ All right, okay/ Uh huh/ Uh huh, okay/ Uh huh, yes/ Uh huh, yes, okay/ Yeah, okay/ Okay, yeah/ Ah/ Oh no/ Yes/ Yeah/ Yep/ Oh, yeah/ Oh, yes/ Well/ Huh?/ Well, you know, um/ Okay, oh/ Oh, okay/ Oh/ Oh my god/ Oh my gosh/ Oh, all right, okay/ Oh, yeah, okay/ Okay, all right, yeah/ No/ Oh, all right/ Yeah, uh huh</i>	981

Table 15 (Cont.)

Functions	Interaction with Group 1 (little or no abroad group)		Interaction with Group 2 (abroad group)	
	Forms of fillers	Number	Forms of fillers	Number
i. to affect cooperation	<i>You know?/ Okay?/ Yeah?/ Yes?/ Right?/ All right?/ Really?/ Like?/ Ah?/ Ah yeah/ Okay?, all right?</i>	132	<i>Okay?/ Um/ Well/ All right, okay?/ You know?/ Yeah?/ Yes?/ You see?/ Right?/ All right?/ And yeah/ Ah/ No?/ Really?/ Oh, really?/</i>	126
Total		1,463		1,819

The use of fillers' functions by different abroad experienced speakers

Totally, fillers were found 6,689 times in speech from both groups of speakers. The number of fillers in Group 1 and Group 2 were 1,444 and 5,245 respectively, and these fillers were analyzed as well as classified into different functions. The graph below compares different functions that two groups of speakers applied to their speech.

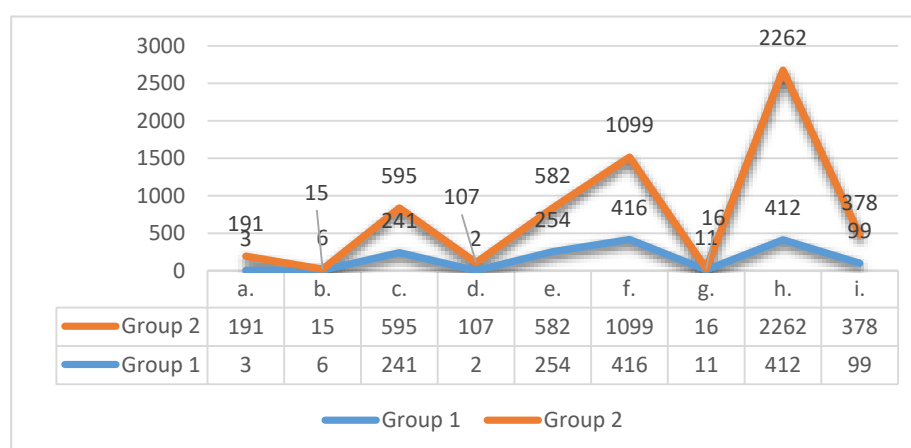


Figure 4 Fillers' functions found in both groups of Thai non-native speakers of English

Figure 4 displays that Group 1 speakers have employed the functions (f) to constrain the relevance of connected discourse with 416 times, (h) to express a response with 412 times, (e) to mark the information with 254 times, (c) to hold the floor with 241 times, (i) to affect cooperation with 99 times, (g) to repair discourse with eleven times, (b) to change a turn with six times, (a) to begin and close discourse with three times, and they have least applied the function (d) to change the topic to their speech because it occurred two times.

With the inclusion of used fillers by the host of the show, fillers' functions employed by Group 2 have resulted differently in order. From the Figure 4 above, the most used function of filler was (h) to express a response. This function happened 2,262 times, and it was followed by (f) to constrain the relevance of connected discourse with 1,099 times, (c) to hold the floor with 595 times, (e) to mark the information with 582 times, (i) to affect cooperation with 378 times, (a) to begin and close discourse with 191 times, (d) to change the topic with 107 times, (g) to repair discourse with sixteen times, and the least used function was (b) to change a turn which was found fifteen times.

However, when the researcher excluded fillers' functions applied by the host, fillers were found 1,819 times in Group 2 speakers who were the guests of the show. Also, the results turned that Group 1 and 2 speakers employed fillers' functions similarly in rank. The most used function in Group 2 speakers was (f) to constrain the relevance of connected discourse with 580 times, followed by (h) to express a response with 452 times, (e) to mark the information with 407 times, (c) to hold the floor with 389 times, (i) to affect cooperation with 120 times, (g) to repair discourse with ten times, (b) to change a turn with four times, and they were slightly different in last two ranked functions (d) to change the topic with one time. Furthermore, there was no function (a) to begin and close discourse found in their speech. Figure 5 compares fillers' functions found among the guests in both Group 1 and 2 separately.

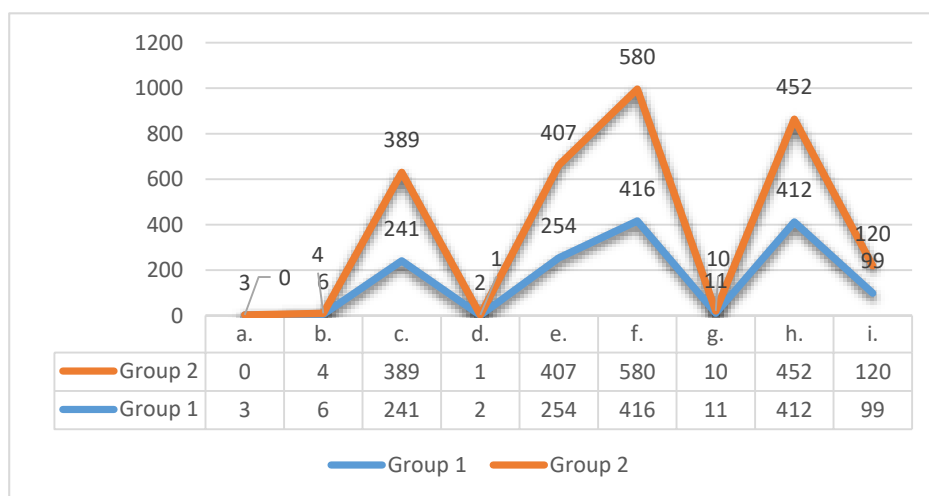


Figure 5 Fillers' functions found in both groups of guests

In addition, the researcher considered fillers' functions used by only host when he interacted with Group 1 and 2 speakers in order to find difference or similarity. The findings have demonstrated that with Group 1 interaction, the host employed fillers 1,463 times. They were analyzed as functions: (h) to express a response with 829 times, (f) to constrain the relevance of connected discourse with 142 times, (i) to affect cooperation with 132 times, (a) to begin and close discourse with 109 times, (c) to hold the floor with 109 times, (e) to mark the information with 76 times, (d) to change the topic with 54 times, (b) to change a turn with nine times, and the least frequent used function was (g) to repair discourse that happened three times.

With Group 2 interaction, fillers were produced 1,819 times by the host. They were functions: (h) to express a response with 981 times, (f) to constrain the relevance of connected discourse with 377 times, (i) to affect cooperation with 126 times, (e) to mark the information with 99 times, (c) to hold the floor with 97 times, (a) to begin and close discourse with 82 times, (d) to change the topic with 52 times, (g) to repair discourse with three times, and (b) to change a turn with two times. Figure 6 depicts each number of fillers' functions found in host's interaction with Group 1 and 2 guests.

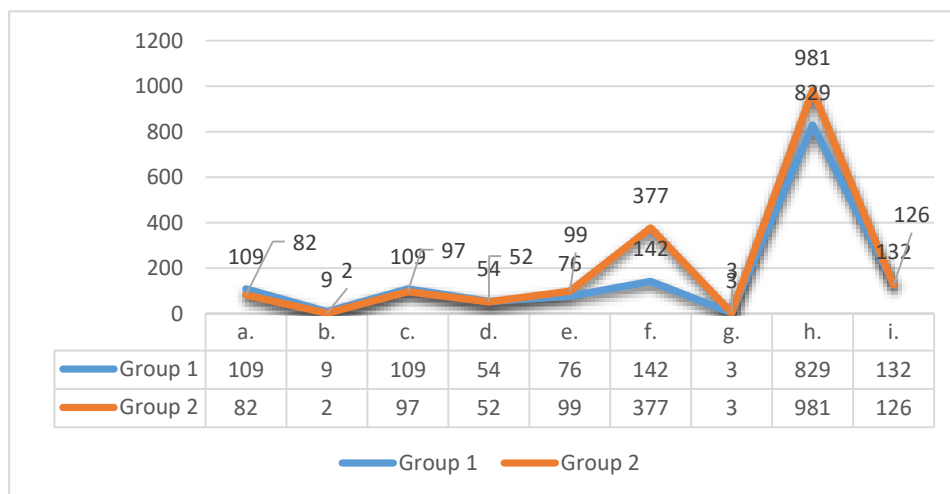


Figure 6 Fillers' functions found in host's interaction with guests

From Figure 6, it demonstrates that host's interactions with both groups of guests were found similar in the first three rank. They were (h) to express a response, (f) to constrain the relevance of connected discourse, and (i) to affect cooperation respectively. Nonetheless, the rest functions that host's interactions with both groups varied in rank.

This chapter showed the findings of the study in numerical figures, rigid tables, and descriptive explanations. Also, the findings answered research questions set in Chapter 1. The mostly used function of fillers in each group of different abroad experienced speakers was demonstrated. With the inclusion of the fillers' functions by the host of the show, the little or no abroad experienced group applied (f) to constrain the relevance of connected discourse mostly. For the abroad experienced group, they employed (h) to express a response the most. Both groups used functions of fillers differently.

Nonetheless, with the exclusion of the fillers' functions by the host of the show, both groups of guests mostly applied (f) to constrain the relevance of connected discourse and fillers' functions were applied quite similarly in rank. Moreover, when fillers' functions of host's interactions with both groups of guests were solely considered, the findings showed that the rank of fillers' functions in both groups varied, but they were similar in the first three rank.

CHAPTER 5

CONCLUSION AND DISCUSSION

From questions set in Chapter 1, the findings were demonstrated in order to answer the research questions. This chapter consists of conclusion of findings, discussion of the study, as well as implications of fillers usage and recommendations for further studies regarding fillers.

Conclusion of findings

In English speaking, disfluencies normally occur in speech. From laboratory of Shriberg (1999), disfluencies are composed of fillers, repetition, repair and false start. Fillers have been used in native spoken English (Tipsorn, 2014), also ESL learners (Aijmer, 2004). The reasons why fillers have been applied in speech are various; for instance, cognitive processing load for speech production (Beattie and Butterworth, 1979; Brennan & Williams, 1995; Fox Tree, 1995; Shriberg, 1996), the speech cooperation among interactants (Yule, 1996), or casual talk with lower degree of formality (Wu, 2008). Therefore, fillers are also predicted to occur in speech of non-native Thai speakers surrounded by non-English speaking environment that discourages English speaking chance and leads lower degree of self-efficacy to possess confidence in English interaction. However, non-native Thai speakers who experienced long-term abroad in English speaking countries and English speaking as a second language countries are predicted to be fluent in verbal performance due to higher degree of self-efficacy (Carroll, 1967; Kenne, 2014; Lafford, 2006).

The conversation between Thai interactants is the main interest for this study. Nevertheless, because of non-English speaking context and least opportunity to verbally exchange in English, the Thai English-learning talk show welcoming Thai speakers who differently possess levels of English due to distinctive English language learning experience to engage in interactive English conversation is considered resourceful. Speakers will be classified into two groups resulting from different

English learning background experience. They are expected to produce different functions of fillers. In other words, speakers who had little or no abroad experience were in Group 1, while speakers who experienced long term abroad were in Group 2. Framed by the inventory of fillers in Brinton's (1996) study, the researcher will search the fillers used in those speech and categorize them into each function by using Brinton's functions of fillers to analyze.

Additionally, the findings of the study show that fillers' functions used by both groups of speakers when fillers' functions found in host's speech are also included are different. The first three-ranked used functions in group 1 were (f) to constrain the relevance of connected discourse, (h) to express a response, and (e) to mark the information. Moreover, the first three-ranked used functions in group 2 were (h) to express a response, (f) to constrain the relevance of connected discourse, and (c) to hold the floor. However, when there is the exclusion on fillers' functions applied by the host, fillers' functions used by both groups of speakers are similar in the first three-ranked usage. They are (f) to constrain the relevance of connected discourse, (h) to express a response, (e) to mark the information, respectively.

Discussion

It has been a belief claimed that learning abroad is a crucial variable influencing language skills and speech of abroad experienced speakers contained smoothness with fewer disfluencies. However, the findings of the current study demonstrated that with the exclusion on fillers' functions applied by the host, both groups of guests whose English language learning background experience differed employed almost similar frequent rate of fillers' functions. With elaborate considerations, the findings showed some differences in communicative purposes also.

The similar use of fillers by different English learning experienced guests

When fillers employed by the host were excluded, the similar occurrence of fillers' functions in both Group 1 and 2 guests was found. Both groups of guests used almost similar frequent rate of fillers' functions although they encountered different English language learning experiences. There is an assumption explaining this phenomenon that language can be shaped by current social conditions (Kramsch, 2004, p. 241). Thus, non-English speaking present surrounding caused the decrease on fluent oral ability to abroad experienced speakers and fillers, as one of the disfluencies, were found.

Therefore, these two groups of speakers tend to apply similar functions with likely communicative purposes. Especially, for (e) to mark the information used through the form *Like*. It was found that little or no abroad speakers employed *Like* 214 times out of 254 overall times and abroad speakers employed *Like* 312 times out of 407 overall times. It showed that each group of speakers mostly employed the form *Like* for the function (e) to mark the information. The study of Tagliamonte (2005) mentioned that *Like* was used for constituent introduction and *Like* did not randomly occur but before content words. Also, the use of *Like* has become the part of new variety of English grammar that contributes to the similar use of different abroad experienced groups.

Besides, both groups of different abroad experienced speakers mostly applied (f) to constrain the relevance of connected discourse. This function relates to sequential continuity; in other words, it signals some association between prior and following discourses. As talk show discourse also associates with story-telling that requires longer conversational floor (Carnel, 2012), (f) to constrain the relevance of connected discourse mostly happens in utterances of abroad and little or no abroad experienced speakers. In addition, it was consistent with the study of Oviatt (1995) stating that the longer the spontaneous utterances are, the more fillers are likely to be found frequently as a result of cognitive complexity to build the structure of sentences.

The differences of fillers used by different English learning experienced guests

In episode. 121 participated by the guest who had little or no abroad experience it was found the use of functions (a) to begin and close discourse, (b) to change a turn, and (d) to change the topic. Compared to long term abroad experienced group of guest, the frequent rate of these functions in long term abroad experienced group was less than little or no abroad experienced group. These functions relate to introduce to new information, and shift in conversational turn and topic which was prioritized to the role of host in talk show setting due to the inequality in speaking rights from talk show features. Moreover, this occurrence was taken into the considerations and it found that the guest speaker from little or no abroad experienced group who employed these functions was also a talk show host who became a current guest for this program. This use of functions of fillers can be claimed that when the particular own version of talk individually occurs in different settings of interactions, it relates to idiolect (Coulthard, 2004). In addition, (a) to begin and close discourse, (b) to change a turn, and (d) to change the topic can signal the unequal status of conversational counterparts.

Regarding the functions of fillers and considering numerical compare, abroad experienced groups applied higher number in (c) to hold the floor and (f) to constrain the relevance of connected discourse than little or no abroad group. The abroad group whose language performance was expected to be more proficient than no abroad experienced speakers produced longer sentences and more complex structures. So, they applied (f) to constrain the relevance of connected discourse between the boundaries of utterances and (c) to hold the floor inside and outside the syntactic structure. This phenomenon can be explained that the longer the sentences are, the more fillers are employed frequently due to cognitive speech planning of sentences (Beattie & Butterworth, 1979; Oviatt, 1995).

Moreover, relating to the forms of fillers, the abroad experienced group of speakers more applied clustering fillers compared to the little or no abroad group who employed more individual forms. For example, the little or no abroad group used (h) to express a response through the forms: *Yeah, Yes, Yep, Okay, Uh huh, All right,*

Right, Well, Oh my god; while, another groups of speakers showed the use of clustering fillers like *Um okay, Yes okay, Okay, all right, Yeah right, Oh yeah*. Aijmer (2004) stated that the combined forms of fillers signal the same function usage put together and further suggested that different styles of fillers' form use reflect word diversity repertoire between those groups of speakers.

The number of fillers' function (i) to affect cooperation regarding politeness or saving-face found in long term abroad experienced group had much more than little or no abroad experienced group. Politeness is associated with interpersonal interactions; in other words, it relates to the language use by interactants with social engagement concern. The reason of fillers' function signaling politeness employed by the speakers who had longer abroad experience was people who were abroad acquired sociolinguistic gain and much aware of certain language use (Freed, 1998). Therefore, this reason led (i) to affect cooperation relating to politeness to occur in long term abroad group.

Host's role of conversational engagement

Host's functions of fillers found in the study were considered separately from guests' functions of fillers because some institutional features of talk show discourse had an effect on host's speech. The functions of fillers (a) to begin and close discourse and (d) to change the topic were more frequently used by the host than guests in consequence of the slight unequal speaking rights from talk show features. The reason for this phenomenon was that a show host was the significant part of talk shows in terms of moderators, and role switching or topic arrangement were normally authorized by the host (Ilie, 2001). In addition, the host mostly used the function (h) to express a response considered as back-channeling cues along the discourse. This function showed the accommodation or cooperative response (Giles, Coupland & Coupland, 1991) of the host towards guest's unfinished discourse.

Even though this current study was not concerned with gender factor, host's speech style contained linguistically greater sophistication because of his gender identity. It was found that the host used the cluster of fillers that consisted of various forms and overused clustering repeated fillers with the similar function. In episode.93

that was sponsor's game session, a word guessing game. The host was going to introduce the rule of the game; in other words, he totally gave the new discourse introduction through the form *Alright*. However, he overused *Alright* four times before mentioning the gist of information. The exaggerating repeated fillers in cluster demonstrated the skillful shift in a number of linguistic variation and style that gay identities would lead this interaction feature (Kulick, 2000).

Implications of fillers usage and recommendations for further studies

As Rose (2008) stated that English teachers faced with difficulties to incorporate fillers into lessons or in classroom setting instruction, filler usage was left from lessons. However, the findings of this current study implied that in verbal production, teachers can promote some functions of fillers as one of conversational strategies by applying fillers in language instructions themselves or teaching their students to understand some useful fillers' functions.

Regarding the application fillers to classroom setting responses, the institutional talk show discourse resembles classroom setting interaction due to inequality of speaking rights between conversational counterparts. A teacher can be compared as a moderator in the classroom, so the functions (a) to begin and close discourse, (b) to change a turn, and (d) to change the topic can help teachers to authentically introduce to new information, and shift in conversational turn and topic when language instructions occur.

Moreover, not only do language learners succeed in gaining linguistic competence, but they should be assisted with sociolinguistic competence also. Therefore, teachers can apply the function (i) to affect cooperation associating with politeness or saving one's face to language instructions in order to help learners gain social interaction awareness.

Fillers can be applied in English teaching and learning as they are involved with a part of conversational strategies. However, as the current study focused on the interaction in a talk show setting between non-native Thai speakers of English, both conversational counterparts were not definitely equal in turn-taking because of some

institutional traits. The further studies should investigate fillers employed by non-native speakers of English in more actual life that all interactants have an equal status in communication or if English language teaching relating to fillers will be prioritized to the study, the prospect investigation should be conducted through classroom setting.

In addition, the groups of speakers as the source of data were rather limited. It is suggested that the following studies relating to the use of filler should consist of the bigger groups of sample. Apart from English language learning background experience as the factor for this current study, this present study excluded other sociolinguistic factors. Still, gender orientation affected the difference in filler usage. Thus, further studies can explore the fillers' functions by concerning various sociolinguistic factors.

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Appendix

A randomized set of the analysis assigned to the specialist

Group 1: Little or no abroad experienced speakers

EP. 97 Loukgolf's English Room: Air Phantila February 5th, 2017

Contextual situation 2: [02.11-02.36] Air revealed her English language experience.	Conversation	Original findings	Specialist
Loukgolf:	Let's talk about English, okay? ¹ How well ² can you communicate in English?	1.) i. to affect cooperation	a. to begin discourse
Air:	I don't get to speak English much,	2.) g. to repair discourse	i. to affect cooperation
Loukgolf:	Uh huh. ³	3.) h. to express a response	agreed
Air:	but ⁴ I took English lessons,	4.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ⁵	5.) h. to express a response	agreed
Air:	for a while. But ⁶ I think I can survive.	6.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ⁷	7.) h. to express a response	agreed
Air:	I don't speak in daily lives but ⁸ I think ah ⁹ I can survive when I go abroad.	8.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh uh huh. ¹⁰	9.) c. to hold the floor	agreed
Air:	Or ¹¹ I never afraid of a native speaker,	10.) h. to express a response	agreed
Loukgolf:	Uh huh. ¹²	11.) f. to constrain the relevance of connected discourse	agreed
Air:	or ¹³ foreigners.	12.) h. to express a response	agreed
		13.) f. to constrain the relevance of connected discourse	agreed

EP. 99 Loukgolf's English Room: Saypan Apinya February 19th, 2017

Contextual situation 2: [01.58-02.26] Saypan talked about her English experience.	Conversation	Fillers' functions	Specialist
Loukgolf:	So ¹ , how much English do you use in your career?	1.) a. to begin discourse	agreed
Saypan:	I hardly speak English, but I try to speak when I have a chance.	2.) h. to express a response	agreed
Loukgolf:	Okay, okay. ² Hardly, that's a very good word right there. You have to be very careful with his word. [Loukgolf explained how to use this word into the sentence.] And ³ you also told me that you once worked with foreigners.	3.) f. to constrain the relevance of connected discourse 4.) h. to express a response	agreed
Saypan:	Uh huh. //Yes. ⁴ //	5.) i. to affect cooperation	agreed
Loukgolf:	//Right? ⁵ //	6.) c. to hold the floor	agreed
Saypan:	Ah ⁶ it was a German movie.		

EP. 103 Loukgolf's English Room: Per Suvikrom March 19th, 2017

Contextual situation 8: [13.12-13.18] Per talked about the award he received.	Conversation	Fillers' functions	Specialist
Loukgolf:	Can you tell us a little bit about that?	1.) h. to express a response	agreed
Per:	Yeah, yeah. ¹ From Nine Entertain.	2.) h. to express a response	agreed
Loukgolf:	Uh huh. ²	3.) h. to express a response	agreed
Per:	Yeah. ³ Ah ⁴ MC of the Year.	4.) c. to hold the floor	agreed
Loukgolf:	Uh huh. ⁵	5.) h. to express a response	agreed

EP. 111 Loukgolf's English Room: Godji Tachakorn May 14th, 2017

Contextual situation 13: [24.30-25.47] Godji talked about her most memorable destination that she had ever visited on the popular show.	Conversation	Fillers' functions	Specialist
Loukgolf:	After almost 300 episodes, which destination would you say is the most memorable for you?	1.) c. to hold the floor	agreed
Godji:	I think Phra Nakhon Si Ayutthaya province.	2.) h. to express a response	agreed
Loukgolf:	Why's that?	3.) h. to express a response	c. to hold the floor
Godji:	Um ¹ because everyone,	4.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ²		
Godji:	when we mention Phra Nakhon Si Ayutthaya province [will] go to pray. People go there to pray. Make merit.	5.) h. to express a response	agreed
Loukgolf:	Uh huh. ³ Make a merit.	6.) h. to express a response	agreed
Godji:	But ⁴ it has a little bit corner that we haven't seen from Phra Nakhon Si Ayutthaya province.	7.) h. to express a response	agreed
Loukgolf:	Okay. ⁵	8.) h. to express a response	agreed
Godji:	A small homestay. We can stay there. We can fishing,	9.) h. to express a response	agreed
Loukgolf:	Uh huh. ⁶	10.) h. to express a response	agreed
Godji:	We can [pick a flower.]	11.) h. to express a response	agreed
Loukgolf:	You can pick a flower.	12.) h. to express a response	agreed
Godji:	Pick a flower.	13.) h. to express a response	agreed
Loukgolf:	Okay. ⁷		
Godji:	Pick a [Sesbania] flower.		
Loukgolf:	Okay ⁸ , [sesbania] flower.		
Godji:	Pick a [Sesbania] flower to make a [salad.]		
Loukgolf:	Okay. ⁹		
Godji:	To make a [salad.]		
Loukgolf:	To make salad.		
Godji:	Make salad. A spicy salad.		
Loukgolf:	Yeah. Yeah. Yeah. ¹⁰		
Godji:	From [Sesbania] flower.		
Loukgolf:	Okay. ¹¹		

EP. 111 (Cont.)

Contextual situation	Conversation	Fillers' functions	Specialist
situation 13: [24.30-25.47] Godji talked about her most memorable destination that she had ever visited on the popular show.			
Godji:	Oh my god. ¹² I can pick, pick, pick. I can [row.]		
Loukgolf:	I love it! Row. Yeah ¹³ , you can. I love the way you you speak English.		
Godji:	When I stay there, I can row, row the boat, pick, pick the flowers to make a spicy salad. [Godji talked with rhythm.]		

EP. 117 Loukgolf's English Room: Pleng Chontida June 25th, 2017

Contextual situation	Conversation	Fillers' functions	Specialist
situation 1: [02.00-02.42] After greeting, Pleng mentioned that she was a very busy person. Pleng talked about her daily activities that made her busy.			
Loukgolf:	Are you a busy person?	1.) h. to express a response	agreed
Pleng:	Yes.		
Loukgolf:	Uh huh. ¹	2.) h. to express a response	agreed
Pleng:	I am a busy person especially when [nearly graduation].	3.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ²		
Pleng:	So ³ , it's the fourth year. I'm doing thesis and then ⁴ I'm doing like ⁵ all these performing works as well.	4.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ⁶		
Pleng:	So ⁷ , pretty busy.		

EP. 117 (Cont.)

Contextual situation 1: [02.00-02.42] After greeting, Pleng mentioned that she was a very busy person. Pleng talked about her daily activities that made her busy.	Conversation	Fillers' functions	Specialist
Loukgolf:	Okay ⁸ . And ⁹ you look gorgeous today.	5.) e. to mark the information	agreed
Pleng:	Thank you.	6.) h. to express a response	agreed
Loukgolf:	Stunning	7.) f. to constrain the relevance of connected discourse	agreed
Pleng:	Thank you.	8.) h. to express a response	agreed
Loukgolf:	Okay ¹⁰ Um ¹¹ how busy are you? Apart from studying.	9.) d. to change the topic	agreed
Pleng:	Apart from studying? Well ¹² I like to make use of my time. I like to exercise.	10.) i. to affect cooperation	agreed
Loukgolf:	Uh huh . ¹³	11.) d. to change the topic	agreed
Pleng:	That's thing. That's that's something keeps me going every day. I have to exercise.	12.) c. to hold the floor	agreed
Loukgolf:	You work out,	13.) h. to express a response	agreed
Pleng:	Yes . ¹⁴	14.) h. to express a response	agreed
Loukgolf:	all the time?		
Pleng:	Pretty much every day. If I don't work out, I'm gonna get moody.		

EP. 121 Loukgolf's English Room: Un Puwanart July 23rd, 2017

Contextual situation 3: [04.59-05.04] Un mentioned that Loukgolf made him feel so old from the songs they sang.	Conversation	Fillers' functions	Specialist
Un: Loukgolf:	You make me feel so old. No. But ¹ you look really young.	1.) f. to constrain the relevance of connected discourse	agreed
Un: Loukgolf:	Thank you. Young at heart, you know ? ² It's good.	2.) i. to affect cooperation	agreed

EP. 125 Loukgolf's English Room: Kang Vorakorn August 20th, 2017

Contextual situation 5: [05.32-06.25] Kang talked about his dream.	Conversation	Fillers' functions	Specialist
Loukgolf:	You've just graduated from the university.	1.) h. to express a response	agreed
Kang:	Yes ¹ , I did. Just like ² um ³ 3 months ago. I guess.	2.) e. to mark the information	agreed
Loukgolf:	From Chula?	3.) c. to hold the floor	agreed
Kang:	From Chulalongkorn.		
Loukgolf:	Uh huh. ⁴ And ⁵ you've also had some experience with acting and singing.	4.) h. to express a response	agreed
Kang:	Yes. ⁶	5.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Do you think your dreams have already come true?		
Kang:	Um ⁷ , part of it. Like, yeah ⁸ , um ⁹ I've been dreaming like ¹⁰ becoming a singer since 12. After I entered this entertainment industry, I started to have um ¹¹ some acting lessons and ¹² also working in acting field. That's why like ¹³ another dream you know ¹⁴ grow? How do you say that?	6.) h. to express a response 7.) c. to hold the floor 8.) e. to mark the information 9.) c. to hold the floor 10.) e. to mark the information 11.) c. to hold the floor	agreed agreed agreed agreed agreed
Loukgolf:	Uh huh. Yeah, yeah, yeah. ¹⁵		agreed

EP. 125 (Cont.)

Contextual situation 5: [05.32-06.25] Kang talked about his dream.	Conversation	Fillers' functions	Specialist
Kang:	Another dream comes up and then ¹⁶ like ¹⁷ okay ¹⁸ , I got new, new thing to be my new goal as well. So ¹⁹ , I aim for doing some good work in acting field as well.	12.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Now ²⁰ you have bigger dreams.	13.) e. to mark the information 14.) i. to affect cooperation	agreed
Kang:	Okay . ²¹	15.) h. to express a response	agreed
Loukgolf:	Yeah ²² , have fun.	16.) f. to constrain the relevance of connected discourse 17.) e. to mark the information 18.) h. to express a response 19.) f. to constrain the relevance of connected discourse 20.) f. to constrain the relevance of connected discourse 21.) h. to express a response 22.) h. to express a response	agreed agreed agreed agreed agreed agreed agreed

EP. 129 Loukgolf's English Room: Grace Natthaya September 17th, 2017

Contextual situation 7: [14.02-18.00] Loukgolf asked about Grace's boyfriend.	Conversation	Fillers' functions	Specialist
Loukgolf:	All right, so ¹ I wanna talk about your Instagram.	1.) a. to begin discourse	agreed
Grace:	// Okay? ² //	2.) i. to affect cooperation	agreed
Loukgolf:	//My Instagram?// I've been following you closely.	3.) i. to affect cooperation	agreed
Grace:	It's so messy.	4.) h. to express a response	agreed
Loukgolf:	It's not messy. It's really interesting. Okay? ³	5.) i. to affect cooperation	agreed
Grace:	Okay. ⁴	6.) h. to express a response	agreed
Loukgolf:	You like MK?	7.) c. to hold the floor	agreed
Grace:	I saw that.	8.) h. to express a response	agreed
Loukgolf:	Do you like MK?	9.) f. to constrain the relevance of connected	agreed
Grace:	I don't like MK. I love MK.	10.) h. to express a response	agreed
Loukgolf:	I'm not talking about that MK, you know? ⁵ Yeah ⁶ , I'm talking about this MK. (Pointed the photo on the mobile.) Who is this MK?	11.) c. to hold the floor	agreed
Grace:	Um ⁷ MK is my Prince Charming from far, far away land called Finland.	12.) c. to hold the floor	agreed
Loukgolf:	Okay. ⁸ So ⁹ , he's from Finland.	13.) e. to mark the information	agreed
Grace:	He's from Finland and he is my boyfriend.	14.) h. to express a response	agreed
Loukgolf:	Okay. ¹⁰ There you go!! There you go. Where did you meet him?	15.) c. to hold the floor	agreed
Grace:	Um ¹¹ we studied in the same university, ah ¹² Assumption University and we accidentally, not accidentally but say like ¹³ coincidentally we met during the time when we were in a rush hour going to sc-, going to class.	16.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Oh! ¹⁴	17.) f. to constrain the relevance of connected discourse	agreed
Grace:	Ah ¹⁵ I was, I slept over at my friend's dorm which is near by the university. And ¹⁶ which is the same, the same dorm that he was staying. We didn't	18.) f. to constrain the relevance of	agreed

EP. 129 (Cont.)

Contextual situation 7: [14.02-18.00] Loukgolf asked about Grace's boyfriend.	Conversation	Fillers' functions	Specialist
Loukgolf: Grace:	know each other and ¹⁷ we, I was waiting for a taxi. And so ¹⁸ he came out, he came out from the apartment. And ¹⁹ , okay ²⁰ , we just met there and then ²¹ he's just like ²² I had an iPad, Uh huh. ²³	connected discourse 19.) f. to constrain the relevance of connected discourse 20.) h. to express a response	agreed agreed
Loukgolf: Grace:	and ²⁴ like ²⁵ a mini iPad, and ²⁶ he had a mini iPad. So ²⁷ we're like ²⁸ both we gonna be late. So ²⁹ like ³⁰ one taxi arrived and so ³¹ we decided to just take the same taxi. We didn't know each other. Never met each other before. And ³² we just okay ³³ took the same taxi. He's a very talkative kind of ³⁴ person. Uh huh. ³⁵	21.) f. to constrain the relevance of connected discourse 22.) e. to mark the information 23.) h. to express a response 24.) f. to constrain the relevance of connected discourse	agreed agreed agreed
Loukgolf: Grace: Loukgolf: Grace:	So ³⁶ he's not shy at all. Okay. ³⁷ I was. Um ³⁸ because he was so attractive. Um ³⁹ so ⁴⁰ like ⁴¹ he just started off the conversation ' Oh ⁴² , you have an iPad.'	25.) e. to mark the information 26.) f. to constrain the relevance of connected discourse 27.) f. to constrain the relevance of connected discourse	agreed agreed agreed
Loukgolf: Grace:	That? Yeah ⁴³ , it's an iPad, a mini iPad. And ⁴⁴ he's like ⁴⁵ , me too, okay, yeah. ⁴⁶	28.) e. to mark the information 29.) f. to constrain the relevance of connected discourse	agreed agreed
Loukgolf: Grace:	We both have iPads. Yeah ⁴⁷ , the same iPad. Then ⁴⁸ what happened? And then ⁴⁹ um ⁵⁰ he was just like ⁵¹ , taking oh ⁵² , you study here? Which faculty? Which year? Blah, blah, blah. Until we arrived at the university. And then ⁵³ we had like you know ⁵⁴ go to different ways because I had to go to my class and he had to go to his class. So ⁵⁵ , he was like ⁵⁶ , hey,	30.) e. to mark the information 31.) f. to constrain the relevance of connected discourse 32.) f. to constrain the relevance of	agreed agreed agreed

EP. 129 (Cont.)

Contextual situation 7: [14.02-18.00] Loukgolf asked about Grace's boyfriend.	Conversation	Fillers' functions	Specialist
	before you leave, what's my name? I was like ⁵⁷ oh my god ⁵⁸ , I can't even remember. I said, Michael? And ⁵⁹ he's like ⁶⁰ , Miko. Okay ⁶¹ , and ⁶² he's like ⁶³ , have a nice day, and I was like ⁶⁴ , oh my god . ⁶⁵	33.) h. to express a response	agreed
	Okay . ⁶⁶	34.) e. to mark the information	agreed
Loukgolf:	We didn't see each other for two weeks. Because ⁶⁷ I don't know why. We studied in the same university but we never met each other. After two weeks, we randomly met,	35.) h. to express a response	agreed
Grace:	Okay . ⁶⁸	36.) f. to constrain the relevance of connected discourse	agreed
	again during lunchtime. I was just looking for a place to eat, and the restaurant was full. So ⁶⁹ , it's Chinese restaurant. And then ⁷⁰ it was full, but then ⁷¹ there was one place available. And so ⁷² he was like ⁷³ , I turned around and he was there.	37.) h. to express a response	agreed
Loukgolf:	Okay . ⁷⁴	38.) c. to hold the floor	agreed
Grace:	And so ⁷⁵ , he just like ⁷⁶ hi, Grace. Oh ⁷⁷ , hi.	39.) c. to hold the floor	agreed
	Okay . ⁷⁸	40.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Hello. So ⁷⁹ I was like ⁸⁰ , um ⁸¹ ,	41.) e. to mark the information	agreed
Grace:	okay . ⁸²	42.) h. to express a response	agreed
	Uh huh . ⁸³	43.) h. to express a response	agreed
Loukgolf:	There's one place available. Let's go eat together.	44.) f. to constrain the relevance of connected discourse	agreed
Grace:	Okay . ⁸⁴	45.) e. to mark the information	agreed
	So ⁸⁵ , I was like ⁸⁶ , oh my god ⁸⁷ , I'm having lunch with him. [Laughed.]	46.) h. to express a response	agreed
Loukgolf:	You looked really calm.	47.) h. to express a response	agreed
Grace:	I, of course!!! We were like ⁸⁸ ordering food	48.) f. to constrain the relevance of connected discourse	agreed
	Uh huh . ⁸⁹	49.) f. to constrain the relevance of	agreed
Loukgolf:	and then ⁹⁰ he just kept talking and talking. You		

EP. 129 (Cont.)

Contextual situation 7: [14.02-18.00] Loukgolf asked about Grace's boyfriend.	Conversation	Fillers' functions	Specialist
		67.) f. to constrain the relevance of connected discourse	agreed
		68.) h. to express a response	agreed
		69.) f. to constrain the relevance of connected discourse	agreed
		70.) f. to constrain the relevance of connected discourse	agreed
		71.) f. to constrain the relevance of connected discourse	agreed
		72.) f. to constrain the relevance of connected discourse	agreed
		73.) e. to mark the information	agreed
		74.) h. to express a response	agreed
		75.) f. to constrain the relevance of connected discourse	agreed
		76.) e. to mark the information	agreed
		77.) h. to express a response	agreed
		78.) h. to express a response	agreed
		79.) f. to constrain the relevance of connected discourse	agreed
		80.) e. to mark the information	agreed
		81.) c. to hold the floor	agreed

EP. 129 (Cont.)

Contextual situation 7: [14.02-18.00] Loukgolf asked about Grace's boyfriend.	Conversation	Fillers' functions	Specialist
		83.) h. to express a response	agreed
		84.) h. to express a response	agreed
		85.) f. to constrain the relevance of connected discourse	agreed
		86.) e. to mark the information	agreed
		87.) h. to express a response	agreed
		88.) e. to mark the information	agreed
		89.) h. to express a response	agreed
		90.) f. to constrain the relevance of connected discourse	agreed
		91.) i. to affect cooperation	agreed
		92.) e. to mark the information	agreed
		93.) e. to mark the information	agreed
		94.) f. to constrain the relevance of connected discourse	agreed
		95.) e. to mark the information	agreed
		96.) f. to constrain the relevance of connected discourse	agreed

EP. 137 Loukgolf's English Room: Punpun Sutatta December 17th, 2017

Contextual situation 14: [26.25-27.04] Punpun wished if she could change some parts of her life.	Conversation	Fillers' functions	Specialist
Loukgolf:	If you could um ¹ go back five years in time, would you have done anything differently?	1.) c. to hold the floor	agreed
Punpun:	A lot. Many things happen in my five years. Well ² , I wouldn't have let myself be in this sort of news.	2.) e. to mark the information 3.) h. to express a response	agreed agreed
Loukgolf:	Uh huh. Uh huh. ³	4.) e. to mark the information	agreed
Punpun:	I wouldn't have made that many mistakes or let my family down or let myself or my dad down. I would have like ⁴ thought a lot more and known my position that I was in. Like ⁵ now I'm in the spotlight, people like to criticize.	5.) e. to mark the information	agreed

EP. 139 Loukgolf's English Room: Kao Jirayu December 31st, 2017

Contextual situation 16: [25.07-25.37] Kao talked about the actor Kao idolize.	Conversation	Fillers' functions	Specialist
Loukgolf:	I think you you've been in this industry for you know ¹ 18 years, so you must have worked with um ² many actors, you know ³ , over your acting career. Which actors do you idolize?	1.) i. to affect cooperation 2.) c. to hold the floor	agreed agreed
Kao:	If I have to choose only one that that I want to to tell that story about, ah ⁴ story about about him.	3.) i. to affect cooperation 4.) c. to hold the floor 5.) h. to express a response	agreed agreed agreed
Loukgolf:	Uh huh. ⁵	6.) c. to hold the floor	agreed
Kao:	I would say, ah ⁶ Tor.	7.) h. to express a response	agreed
Loukgolf:	Tanapob?		
Kao:	Yeah. ⁷		

Group 2: Long term abroad experienced speakers

EP. 101 Loukgolf's English Room: Aerin Yuktadatta March 5th, 2017

Contextual situation 4: [06.09-07.25] Aerin got criticized how she talked uncomfortably because of her mouth shape.	Conversation	Fillers' functions	Specialist
Loukgolf:	You told me that people often criticize you.	1.) h. to express a response	agreed
Aerin:	Yeah. ¹	2.) h. to express a response	agreed
Loukgolf:	Oh ² my gosh, um ³ what is wrong with her? when she speaks, she's like ⁴ she sounds really, what's wrong with her?	3.) i. to affect cooperation 4.) e. to mark the information	agreed agreed
Aerin:	It feels like ⁵ , people always say I have something in my mouth all the time when I'm speaking which is really mean, guys.	5.) e. to mark the information 6.) h. to express a response	agreed agreed
Loukgolf:	Okay. ⁶	7.) e. to mark the information	agreed
Aerin:	I sucked my thumb until I was like ⁷ , 10 years old.	8.) h. to express a response	agreed
Loukgolf:	// Okay. ⁸ //	9.) h. to express a response	agreed
Aerin:	//I drank out of a baby bottle// until I was ten years old.	10.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Okay. ⁹	11.) i. to affect cooperation	e. to mark the information agreed
Aerin:	So ¹⁰ whenever I fell asleep, my thumb would be in my mouth.	12.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	That is why when you, when you speak I mean ¹¹ you sound, [He mimicked Aerin.]	13.) f. to constrain the relevance of connected discourse	agreed
Aerin:	I'm constantly breathing through my mouth. I cannot breathe through my nostrils. Because,	14.) h. to express a response	agreed
Loukgolf:	No way. Are you serious? So ¹² you breathe like this.	15.) h. to express a response	agreed
Aerin:	I breathe like a dog.	16.) f. to constrain the relevance of	agreed
Loukgolf:	[Laughed.]		
Aerin:	It's very unhealthy,		
Loukgolf:	//It is.//		

EP. 101 (Cont.)

Contextual situation	Conversation	Fillers' functions	Specialist
Contextual situation 4: [06.09-07.25] Aerin got criticized how she talked uncomfortably because of her mouth shape.			
Aerin:	//you know that?// So ¹³ yeah ¹⁴ , this is why I have something in my mouth all the time when I'm talking.	connected discourse	
Loukgolf:	Uh huh. ¹⁵ But ¹⁶ it's kind of sexy though.		
Contextual situation 22: [32.00-32.34] Aerin talked about her foreign friends whose accents were different.			
Loukgolf:	Okay ¹ , I have one last question for you.	1.) a. to begin discourse	agreed
Aerin:	Yeah. ²	2.) h. to express a response	agreed
Loukgolf:	Since you have so many friends,	3.) h. to express a response	agreed
Aerin:	Yeah. ³	4.) h. to express a response	agreed
Loukgolf:	from like around the world,	5.) c. to hold the floor	agreed
Aerin:	Uh huh. ⁴	6.) e. to mark the information	agreed
Loukgolf:	Ah ⁵ do they speak English like ⁶ with different accents?	7.) h. to express a response	agreed
Aerin:	Yes.	8.) h. to express a response	agreed
Loukgolf:	[For example.]	9.) h. to express a response	agreed
Aerin:	Okay ⁷ , of course there's a American accent, there's a British accent, there's a Swedish accent.	10.) f. to constrain the relevance of	agreed
Loukgolf:	Uh huh. ⁸	connected discourse	
Aerin:	There's an Indian accent.		
Loukgolf:	There's a Thai accent.		
Aerin:	Uh huh. ⁹		
Loukgolf:	And and ¹⁰ when you guys are together, you just, you just.		
Aerin:	No, we just talk.		

EP. 105 Loukgolf's English Room: Pok Passornkorn April 2nd, 2017

Contextual situation 21: [29.33-32.18] Playtime session: Fast and Curious.	Conversation	Fillers' functions	Specialist
Loukgolf:	All right ¹ , this amazing man is still here with us. Now ² we're going to play Fast and Curious.	1.) a. to begin discourse	agreed
Pok:	Okay . ³	2.) d. to change the topic	agreed
Loukgolf:	All right . ⁴ Today's MVs are all Lady Gaga's hits.	3.) h. to express a response	agreed
Pok:	Okay . ⁵ [Loukgolf sang some songs of Lady Gaga.]	4.) d. to change the topic	agreed
Loukgolf:	All right, okay . ⁶ [Loukgolf covered his eyes and Pok was going to give a clue.]	5.) h. to express a response	agreed
Pok:	It's in jail and then ⁷ bikinis,	6.) i. to affect cooperation	agreed
Loukgolf:	Okay . ⁸	7.) f. to constrain the relevance of connected discourse	agreed
Pok:	Undies,		
Loukgolf:	Okay . ⁹	8.) h. to express a response	agreed
Pok:	and ¹⁰ food.		
Loukgolf:	Um ¹¹ Telephone. [Correct.]	9.) h. to express a response	agreed
	All right ¹² , next. Come on, tell me what you saw.	10.) f. to constrain the relevance of connected discourse	agreed
Pok:	More like ¹³ a white kind of scene,		
Loukgolf:	white kind of scene?		
Pok:	White and red.	11.) c. to hold the floor	agreed
Loukgolf:	White and red?		
Pok:	And a bed.	12.) d. to change the topic	agreed
Loukgolf:	Ah ¹⁴ Bad Romance. [Correct.] That's it okay ¹⁵ next. I'm not one of her little monsters, by the way.	13.) e. to mark the information	agreed
Pok:	This one started off in a desert.	14.) c. to hold the floor	agreed
Loukgolf:	Desert? Guitar playing. In the fitting room, changing room.	15.) d. to change the topic	agreed
Pok:	Ah, ah ¹⁶ , Perfect Illusion.	16.) c. to hold the floor	agreed
Loukgolf:	[Incorrect.] Hang on, no no no, hang on, hang on. Million Reasons. [Correct.]	17.) h. to express a response	agreed
	Okay ¹⁷ , this is more like ¹⁸ a black and white music video.	18.) e. to mark the information	agreed
Pok:	Dancing on stage. More like ¹⁹ an art kind of form.	19.) e. to mark the information	agreed
		20.) c. to hold the floor	agreed

EP. 115 Loukgolf's English Room: Utt Asda June 11th, 2017

Contextual situation 4: [06.05-06.56] Utt talked about his life in California.	Conversation	Fillers' functions	Specialist
Loukgolf:	Yeah ¹ , I'm curious to know more about your life in California.	1.) a. to begin discourse	agreed
Utt:	Okay . ²	2.) h. to express a response	agreed
Loukgolf:	Okay . ³ When you were like ⁴ really, really young. How was your childhood there?	3.) h. to express a response	a. to begin discourse
Utt:	I think as normal as any little American kid. Any like ⁵ um ⁶ I grew up in a predominantly ah ⁷ white neighborhood.	4.) e. to mark the information	agreed
Loukgolf:	Uh huh . ⁸	5.) e. to mark the information	agreed
Utt:	I did everything like ⁹ you would think an American boy would do, I mean . ¹⁰ Ah ¹¹ skated. I was like ¹² a skater boy. I love, [Loukgolf was stunned.] yeah . ¹³ To this day I still skate,	6.) c. to hold the floor	agreed
Loukgolf:	Really? ¹⁴	7.) c. to hold the floor	agreed
Utt:	but I don't skate as much because I'm much older.	8.) h. to express a response	agreed
Loukgolf:	Okay . ¹⁵	9.) e. to mark the information	agreed
Utt:	So ¹⁶ I don't heel as fast.	10.) e. to mark the information	agreed
Loukgolf:	Okay . ¹⁷	11.) c. to hold the floor	agreed
Utt:	So ¹⁸ I don't do tricks on my skateboard or anything.	12.) e. to mark the information	agreed
Loukgolf:	Uh huh, uh huh . ¹⁹	13.) h. to express a response	h. to express a response
Utt:	But I I have my skateboards at home. So ²⁰ I skated since I was young.	14.) i. to affect cooperation	agreed
Loukgolf:	Were you a good kid?	15.) h. to express a response	agreed
Utt:	I don't know if I was a good kid. [Laughed.] I was like ²¹ a normal kid. Normal kids, you know ²² they have a mix of being good,	16.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Yeah . ²³	17.) h. to express a response	agreed
Utt:	and bad and you know . ²⁴	18.) f. to constrain the relevance of connected discourse	agreed
		19.) h. to express a response	agreed
		20.) f. to constrain the relevance of	agreed

EP. 115 (Cont.)

Contextual situation 4: [06.05-06.56] Utt talked about his life in California.	Conversation	Fillers' functions	Specialist
		connected discourse	
		21.) e. to mark the information	agreed
		22.) e. to mark the information	agreed
		23.) h. to express a response	agreed
		24.) e. to mark the information	agreed

EP. 119 Loukgolf's English Room: Kat Katreeya July 9th, 2017

Contextual situation 8: [12.27-13.57] Loukgolf asked what kat's tips were for being beautiful.	Conversation	Fillers' functions	Specialist
Loukgolf:	So ¹ we're back.	1.) f. to constrain the relevance of	agreed
Kat:	Yes. ²	connected discourse	
Loukgolf:	You were um ³ very hot in the 90s. I mean ⁴ you're you are hot, you are still like ⁵ hot you know ⁶ now.	2.) h. to express a response	agreed
Kat:	//The 90s, oh my god ⁷ //	3.) c. to hold the floor	agreed
Loukgolf:	//According to this, according to this, //	4.) e. to mark the information	agreed
Kat:	that's such a long time ago.	5.) e. to mark the information	agreed
Loukgolf:	According to this, you were like ⁸ super hot in the 90s. What are you beauty tips?	6.) i. to affect cooperation	agreed
Kat:	Keeping healthy, working out, exercising,	7.) h. to express a response	agreed
Loukgolf:	How?	8.) e. to mark the information	agreed
Kat:	eating well. I I I've been energetic ever since I was very young.	9.) h. to express a response	agreed
Loukgolf:	Oh. ⁹ You are, you are very active person.	10.) h. to express a response	agreed
Kat:	Very active, yes. ¹⁰ I used to do gymnastics, I used to do		

EP. 119 (Cont.)

Contextual situation 8: [12.27-13.57] Loukgolf asked what kat's tips were for being beautiful.	Conversation	Fillers' functions	Specialist
	ballet, I used to play football, I used to swim.	11.) h. to express a response	agreed
Loukgolf:	Uh huh, uh huh. ¹¹	12.) h. to express a response	agreed
Kat:	I used to play rugby,	13.) h. to express a response	agreed
Loukgolf:	Uh huh. ¹² Oh my gosh. ¹³	14.) h. to express a response	agreed
Kat:	basketball,	15.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ¹⁴	16.) f. to constrain the relevance of connected discourse	agreed
Kat:	everything. I just love sports. So ¹⁵ , in a way, that kind of kept me healthy.	17.) h. to express a response	agreed
Loukgolf:	That's the only way.	18.) f. to constrain the relevance of connected discourse	agreed
Kat:	And ¹⁶ yeah ¹⁷ , and ¹⁸ I wouldn't say I'm addicted to exercising, but if I feel as if I need to start,	19.) h. to express a response	agreed
Loukgolf:	Uh huh. ¹⁹	20.) h. to express a response	agreed
Kat:	working out or need to improve my looks,	21.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Yeah. ²⁰	22.) h. to express a response	agreed
Kat:	or my body then ²¹ , yeah ²² I would,	23.) c. to hold the floor	agreed
Loukgolf:	If you feel like ah ²³ working out now you can let me know. You can just you know? ²⁴	24.) i. to affect cooperation	agreed
Kat:	Yeah ²⁵ , we'll do a couple of sit-ups right now.	25.) h. to express a response	agreed
Loukgolf:	Okay. ²⁶ Loukgolf, I need to just do something. I need to be more active. Let me know, okay? ²⁷ I want you to feel like really comfortable.	26.) h. to express a response	agreed
Kat:	Okay. ²⁸	27.) i. to affect cooperation	agreed

EP. 119 (Cont.)

Contextual situation 8: [12.27-13.57] Loukgolf asked what kat's tips were for being beautiful.	Conversation	Fillers' functions	Specialist
		28.) h. to express a response	agreed

EP. 127 Loukgolf's English Room: Amita Tata Young September 3rd, 2017

Contextual situation 11: [25.10-29.29] Tata talked about her family: her son and husband. Also, she told the storytelling that she told to her son.	Conversation	Fillers' functions	Specialist
Loukgolf:	We're gonna talk about the love of your life.	1.) h. to express a response	agreed
Tata:	Yes¹ , Ray.	2.) h. to express a response	agreed
Loukgolf:	Ray and P'Mor.		
Tata:	Yes.²	3.) c. to hold the floor	agreed
Loukgolf:	How is he doing?		
Tata:	Well, um³ he's in the learning phase and⁴ [talk] just word. He called me [grandmother].	4.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Who taught him that?		
Tata:	I, I, I have no idea, but⁵ today he did it again. And⁶ he calls me Ta!	5.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Oh, okay.⁷		
Tata:	And⁸ yesterday, I told him a new ah⁹ [a storytelling].	6.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Okay.¹⁰ [Tata wanted to tell a story.]		
	Okay, okay.¹¹ Tell us.	7.) h. to express a response	agreed
Tata:	So¹² , it's about a squirrel.		
Loukgolf:	A squirrel.	8.) f. to constrain the relevance of connected discourse	agreed
Tata:	Yes.¹³ Named, Pip.		
Loukgolf:	Pip, Pip.		
Tata:	It's Pip, the squirrel. //Okay?¹⁴		

EP. 127 (Cont.)

Contextual situation 11: [25.10-29.29] Tata talked about her family: her son and husband. Also, she told the storytelling that she told to her son.	Conversation	Fillers' functions	Specialist
Loukgolf:	// Okay. ¹⁵ //	9.) c. to hold the floor	agreed
Tata:	And ¹⁶ Pip the squirrel lives in a far, far away land.	10.) h. to express a response	agreed
Loukgolf:	Okay. ¹⁷	11.) h. to express a response	agreed
Tata:	So ¹⁸ , he found this magical tree. And ¹⁹ I found out this yesterday that Ray loves for me to tell him bedtime stories.	12.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Okay. ²⁰	13.) h. to express a response	agreed
Tata:	And ²¹ yesterday when I was telling him, he was just like ²² he was participating big time. He was going, [Tata did like Ray.]	14.) i. to affect cooperation	agreed
Loukgolf:	Okay. ²³	15.) h. to express a response	agreed
Tata:	So ²⁴ Pip lives in a far far away land. And ²⁵ Pip found a magical tree.	16.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ²⁶	17.) h. to express a response	agreed
Tata:	And ²⁷ this magical tree was very colorful. And ²⁸ there were green and red apples in this tree.	18.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Yes. ²⁹	19.) f. to constrain the relevance of connected discourse	agreed
Tata:	So ³⁰ Pip took a bite of this apple.	20.) h. to express a response	agreed
Loukgolf:	Uh huh. ³¹	21.) f. to constrain the relevance of connected discourse	agreed
Tata:	Right? ³² And ³³ because there were so many apples ah ³⁴ on this tree, he took so much of them and then ³⁵ he fell asleep.	22.) e. to mark the information	agreed
Loukgolf:	Okay. ³⁶		agreed
Tata:	And ³⁷ while he fell asleep, he dreamt that the tree grew um ³⁸ vegetables. Because it was a magical tree.		agreed
Loukgolf:	Yeah. ³⁹		agreed
Tata:	It grew carrots,		

EP. 127 (Cont.)

Contextual situation 11: [25.10-29.29] Tata talked about her family: her son and husband. Also, she told the storytelling that she told to her son.	Conversation	Fillers' functions	Specialist
Loukgolf:	Okay. ⁴⁰	23.) h. to express a response	agreed
Tata:	broccoli,		
Loukgolf:	Okay. ⁴¹	24.) f. to constrain the relevance of connected discourse	agreed
Tata:	cauliflower,		
Loukgolf:	Okay. ⁴²		
Tata:	and peas.		
Loukgolf:	All sorts of I mean ⁴³ ,	25.) f. to constrain the relevance of connected discourse	agreed
Tata:	All sorts of vegetables you can imagine. And ⁴⁴ so he woke up. And ⁴⁵ when he woke up, he saw that the tree really had vegetables on it.	26.) h. to express a response	agreed
Loukgolf:	Yes. ⁴⁶	27.) f. to constrain the relevance of connected discourse	agreed
Tata:	So ⁴⁷ that night, he wanted to know that if he ate the magical fruits,	31.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Yes. ⁴⁸		
Tata:	what would grow the next day?	32.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Yeah. ⁴⁹		
Tata:	So ⁵⁰ he ate the carrots, the broccoli,		
Loukgolf:	Cauliflower.	33.) f. to constrain the relevance of connected discourse	agreed
Tata:	Yeah ⁵¹ , everything. And ⁵² he dreamt that it would grow nuts. And ⁵³ Ray was like ⁵⁴ , [pleased with the story]. He loved it. Nuts and ⁵⁵ he woke up.	34.) c. to hold the floor	agreed
Loukgolf:	Okay. ⁵⁶	35.) f. to constrain the relevance of connected discourse	agreed
Tata:	And ⁵⁷ there were ap, red and green apples, and ⁵⁸ there were vegetables,		
Loukgolf:	Yeah. ⁵⁹	36.) h. to express a response	agreed
Tata:	and ⁶⁰ there were nuts on this tree.	37.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Okay, okay. ⁶¹		

EP. 127 (Cont.)

Contextual situation 11: [25.10-29.29] Tata talked about her family: her son and husband. Also, she told the storytelling that she told to her son.	Conversation	Fillers' functions	Specialist
Tata:	And ⁶² he said to himself, he's like ⁶³ okay ⁶⁴ this is too good to be true. He had to share this with a friend. He said to his friend who loves nuts so much, named Larry. So ⁶⁵ Larry saw the tree and ⁶⁶ he's like ⁶⁷ , yeah ⁶⁸ , it was kind of ⁶⁹ weird that you know ⁷⁰ there are vegetables and nuts and everything. But ⁷¹ he's like ⁷² , you have to taste this.	38.) c. to hold the floor 39.) h. to express a response 40.) h. to express a response 41.) h. to express a response 42.) h. to express a response 43.) e. to mark the information	agreed agreed agreed agreed agreed agreed
Loukgolf: Tata:	Okay . ⁷³ Because when you wake up, this tree will grow something else,	44.) f. to constrain the relevance of connected discourse	agreed
Loukgolf: Tata:	Yes . ⁷⁴ that you wish for. And ⁷⁵ Larry's like ⁷⁶ , you're going crazy, Pip.	45.) f. to constrain the relevance of connected discourse	agreed
Loukgolf: Tata:	Okay . ⁷⁷ So ⁷⁸ that night, they ate everything on the tree.	46.) h. to express a response 47.) f. to constrain	agreed agreed
Loukgolf: Tata:	And ⁷⁹ what happened? It grew fruits. There's pineapples, raspberries, strawberries. So then ⁸⁰ Larry said, oh my god ⁸¹ , I have to invite Ray.	the relevance of connected discourse 48.) h. to express a response 49.) h. to express a response	agreed agreed
Loukgolf: Tata:	Okay . ⁸² And ⁸³ Ray was like ⁸⁴ , [screamed.] Because I have a friend named Ray who loves to drink juice, who loves to drink juice. He would love this tree because he can imagine all the juices.	50.) f. to constrain the relevance of connected discourse 51.) h. to express a response 52.) f. to constrain	agreed agreed agreed
Loukgolf:	Yes . ⁸⁵	the relevance of	agreed

EP. 127 (Cont.)

Contextual situation 11: [25.10-29.29] Tata talked about her family: her son and husband. Also, she told the storytelling that she told to her son.	Conversation	Fillers' functions	Specialist
		64.) h. to express a response	agreed
		65.) f. to constrain the relevance of connected discourse	agreed
		66.) f. to constrain the relevance of connected discourse	agreed
		67.) e. to mark the information	agreed
		68.) h. to express a response	agreed
		69.) e. to mark the information	agreed
		70.) i. to affect cooperation	agreed
		71.) f. to constrain the relevance of connected discourse	agreed
		72.) e. to mark the information	agreed
		73.) h. to express a response	agreed
		74.) h. to express a response	agreed
		75.) f. to constrain the relevance of connected discourse	agreed
		76.) e. to mark the information	agreed
		77.) h. to express a response	agreed
		78.) f. to constrain the relevance of	agreed

EP. 127 (Cont.)

Contextual situation 11: [25.10-29.29] Tata talked about her family: her son and husband. Also, she told the storytelling that she told to her son.	Conversation	Fillers' functions	Specialist
		79.) f. to constrain the relevance of connected discourse	agreed
		80.) f. to constrain the relevance of connected discourse	agreed
		81.) h. to express a response	agreed
		82.) h. to express a response	agreed
		83.) f. to constrain the relevance of connected discourse	agreed
		84.) e. to mark the information	agreed
		85.) h. to express a response	agreed
		86.) f. to constrain the relevance of connected discourse	agreed
		87.) f. to constrain the relevance of connected discourse	agreed
		88.) f. to constrain the relevance of connected discourse	agreed

EP. 133 Loukgolf's English Room: Kay Lertsittichai September 19th, 2017

Contextual situation 1: [01.31-02.34] Loukgolf introduced the guest, Kay, who mentioned it was first time to be on the show and had to speak English.	Conversation	Fillers' functions	Specialist
Loukgolf:	Okay ¹ , if you're looking for the great inspiration for going to study overseas, you've come to the right place. Please welcome N'Kay Lertsittichai. I'm gonna give you a, [They hugged.]	1.) a. to begin discourse	agreed
Kay:	All right. ²	2.) h. to express a response	agreed
Loukgolf:	I can't hear you. What did you say again? [They hugged again.]	3.) f. to constrain the relevance of connected discourse	agreed
Kay:	How are you today?	4.) i. to affect cooperation	agreed
Loukgolf:	I'm not bad. What did you say again? Sorry. I'm fine. I'm not bad. How are you, How are you today?	5.) h. to express a response	agreed
Kay:	Fantastic.	6.) h. to express a response	agreed
Loukgolf:	Okay.	7.) h. to express a response	agreed
Kay:	But ³ a little bit nervous.	8.) h. to express a response	agreed
Loukgolf:	Don't be, don't be nervous, don't be nervous, all right? ⁴ Thank you so much for being here.	9.) f. to constrain the relevance of connected discourse	agreed
Kay:	Yes. ⁵ Thanks a lot.	10.) h. to express a response	agreed
Loukgolf:	Okay ⁶ , why are you nervous? Why? Tell us.	11.) h. to express a response	agreed
Kay:	It's my first time actually,	12.) h. to express a response	agreed
Loukgolf:	Uh huh. ⁷		
Kay:	to be on a TV show and speak English.		
Loukgolf:	First time?		
Kay:	Yeah. ⁸		
Loukgolf:	But ⁹ you've been making videos.		
Kay:	Yeah ¹⁰ , but in Thai. I make Youtube videos,		
Loukgolf:	Uh huh. ¹¹		
Kay:	but in Thai. Mostly in Thai.		
Loukgolf:	Uh huh, uh huh. ¹²		

EP. 133 (Cont.)

Contextual situation 21: [33.41-34.36] Kay talked about his current project.	Conversation	Fillers' functions	Specialist
Loukgolf:	Before, I let you go,	1.) h. to express a response	agreed
Kay:	Okay. ¹		
Loukgolf:	what projects are you working on at the moment?	2.) c. to hold the floor	agreed
Kay:	Um well ² I'm about to go back to the States soon. So ³ ,	3.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	For how long this time?		
Kay:	Ah ⁴ nine month. So ⁵ , the whole school year.	4.) c. to hold the floor	agreed
Loukgolf:	Uh huh. ⁶		
Kay:	And ⁷ , um ⁸ so ⁹ I, I wouldn't be able to working in the entertaining industry so much in Thailand.	5.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Uh huh. ¹⁰		
Kay:	So ¹¹ , ba- um ¹² I will keep making videos, you know? ¹³ I continuously make videos,	6.) h. to express a response 7.) f. to constrain the relevance of connected discourse	agreed agreed
Loukgolf:	Uh huh. ¹⁴		
Kay:	on Youtube and Facebook. I'll try, because I'm a junior year now in college, right? ¹⁵	8.) c. to hold the floor	agreed
	So ¹⁶ , it's kind of ¹⁷ hard work, you know? ¹⁸ Because I'll try to get the um ¹⁹ what, what is it? Like ²⁰ in the Honor Program.	9.) f. to constrain the relevance of connected discourse	agreed
Loukgolf:	Follow him on Instagram. Follow him on Twitter. And follow him on Facebook.	10.) h. to express a response 11.) f. to constrain the relevance of connected discourse	agreed agreed
Kay:	Yeah. ²¹		
Loukgolf:	Okay. ²²		
Kay:	And Youtube.	12.) g. to repair discourse	agreed
Loukgolf:	Yeah. ²³		
Kay:	Yep. ²⁴		
Loukgolf:	All right. ²⁵	13.) i. to affect cooperation 14.) h. to express a response 15.) i. to affect cooperation 16.) f. to constrain the relevance of connected discourse	agreed agreed agreed agreed

EP. 133 (Cont.)

Contextual situation 21: [33.41-34.36] Kay talked about his current project.	Conversation	Fillers' functions	Specialist
		17.) e. to mark the information	agreed
		18.) i. to affect cooperation	agreed
		19.) c. to hold the floor	agreed
		20.) e. to mark the information	agreed
		21.) h. to express a response	agreed
		22.) h. to express a response	agreed
		23.) h. to express a response	agreed
		24.) h. to express a response	agreed
		25.) a. to close discourse	agreed