



**Thai EFL Learners' Use of Discourse Markers in English
Conversation: A Study of Business English Students at
Didyasarin International College**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Master of Arts Degree in Teaching English
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Thesis Title Thai EFL Learners' Use of Discourse Markers in English Conversation: A Study of Business English Students at Didyasarin International College

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ชื่อวิทยานิพนธ์ การใช้ดัชนีปริเฉทในบทสนทนาภาษาอังกฤษของนักศึกษาไทย :
กรณีศึกษาของนักศึกษาสาขาวิชาภาษาอังกฤษ
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บทคัดย่อ

งานวิจัยฉบับนี้ศึกษาการใช้ดัชนีปริเฉทที่พบบ่อยที่สุดในบทสนทนา ได้แก่ “and”, “but”, “so”, “oh”, และ “well” โดยมีวัตถุประสงค์ 3 ประการคือ (1) เพื่อศึกษาการใช้ดัชนีปริเฉทของนักศึกษาไทย (2) เพื่อศึกษาหน้าที่และบริบทของการใช้ และ (3) เพื่อศึกษาความถี่ในการใช้ดัชนีปริเฉทดังกล่าว กลุ่มตัวอย่างคือนักศึกษาสาขาวิชาภาษาอังกฤษ ชั้นปีที่ 3 วิทยาลัยนานาชาติดิษยะศริน มหาวิทยาลัยหาดใหญ่ จำนวน 42 คน และอาจารย์ชาวต่างชาติผู้สอนรายวิชาการสนทนาภาษาอังกฤษ ปีการศึกษา 2552 จำนวน 1 คน เครื่องมือที่ใช้ในการวิจัย คือการบันทึกวิดีโอในชั้นเรียนและนำมาถอดเสียงโดยใช้โปรแกรม Sound Scribe ผลการวิจัยทั้งหมด 64 บทสนทนา ประกอบด้วย (1) การสนทนาแบบเจอหน้าระหว่างนักศึกษา จำนวน 25 บทสนทนา (2) การสนทนาแบบโทรศัพท์ระหว่างนักศึกษา จำนวน 25 บทสนทนา (3) การสนทนาแบบโทรศัพท์ระหว่างครูผู้สอนและนักศึกษา จำนวน 16 บทสนทนา พบว่านักศึกษาไทยใช้ดัชนีปริเฉทคำว่า “and” บ่อยที่สุด และรองลงมาคือ “oh”, “but” และ “so” ตามลำดับ ส่วนคำว่า “well” ไม่พบว่ามีใช้ “and” ใช้นำหน้า turn ในบทสนทนา และอยู่เดี่ยวๆ ใน turn “and” ที่ใช้นำหน้า turn มีหน้าที่ดังต่อไปนี้ คือ ใช้นำหน้า turn ที่เป็นคำถามสวนกลับ ใช้นำหน้า turn ที่ริเริ่มหัวข้อสนทนาใหม่หรือการเปลี่ยนผ่านไปสู่หน่วยสนทนาใหม่ ใช้นำหน้า turn ที่เป็นการเสนอ ใช้นำหน้า turn เพื่อดึงข้อมูล ให้ข้อมูล เพิ่มข้อมูลหรือยืนยันข้อมูล นอกจากนี้ยังใช้เดี่ยวๆ เพื่อชี้ให้คู่สนทนาพูดต่อ ดัชนีปริเฉทคำว่า “oh” พบทั้งนำหน้าและอยู่เดี่ยวๆ ใน turn ซึ่งเป็นการแสดงปฏิกิริยาโต้ตอบ turn ของคู่สนทนา กรณีนำหน้า turn ซึ่งทำหน้าที่ต่างกับเจ้าของภาษา คือ ส่วนใหญ่ให้นำหน้า turn ที่แสดงการขอโทษในเรื่องต่าง ๆ เช่น ขอโทษที่ให้คำตอบล่าช้า ขอโทษที่เกิดจากปัญหาการฟัง

นอกจากนี้ “oh” ใช้ในการนำหน้าและโต้ตอบการเสนอ นำหน้าและโต้ตอบคำถาม นำหน้าและโต้ตอบคำตอบของคำถาม ส่วน “but” และ “so” เจอน้อย “so” ทำหน้าที่ในการเชื่อมหน่วยสนทนา ส่วน “but” ใช้หน้าหน้าแสดงความขัดแย้งในระดับต่างๆ และ “well” ไม่พบว่ามิใช่เนื่องจากกิจกรรมที่นักศึกษาทำไม่เอื้ออำนวยต่อการใช้ “well” ผลการศึกษาชี้ให้เห็นว่าการใช้ดัชนีปริเฉทของผู้เรียนมีความหลากหลายขึ้นอยู่กับบริบทการสนทนา และภูมิหลังทางภาษาและวัฒนธรรมของผู้เรียนเป็นสำคัญ

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ABSTRACT

This study investigated the use of the English discourse markers most frequently found in conversations (“and”, “but”, “so”, “oh”, and “well”) of Thai EFL learners. It aimed to determine whether, how, and how frequently the learners used these common discourse markers in their English conversation. Participants were 42 3rd-year male and female undergraduate students majoring in Business English at Hatyai University’s Didyasarin International College, and a male native speaker teaching the conversation course in the first semester of the 2009 academic year. The data was obtained from 64 business conversations simulated in the classroom. 25 of the conversations were face-to-faced between 1 student-1 student whereas 39 were telephone conversations, 16 of which occurred between the student learners and the course teacher. All of the conversations were video-recorded and later transcribed with the help of Sound Scriber. Single-case analyses were carried out, focusing on the discourse markers that occur turn-initially. The study showed that “and” was the marker most frequently used to preface a turn or a turn construction unit (TCU) by the learners in conversation, followed by “oh”, “but”, and “so” respectively. The marker “well” however was not found. It is suggested that, turn-constructurally and sequentially, these markers are used similarly to native speakers but apparently with different degrees of frequency. Seemingly, the learners often overdo it. In terms of interactional functions, the learners appear to deploy these markers in concurrence with a wider range of actions some of which are noticeably different from native

speakers. It is suggested that, similar to other conversational resources, the use of these common discourse markers is subject to contextual variation as well as variation in the learners' linguistic and cultural background.

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LIST OF ABBREVIATIONS

DMs:	Discourse markers
CDMs	Contrastive discourse markers
DC:	Discourse connectives
TCU:	Turn construction unit
TRP:	Transition-relevance place
EFL:	English as a Foreign Language
ESL:	English as a Second Language
TL:	Target language
L1:	First language learner
L2:	Second language learner
NNSs:	Non-native speaker
NSs:	Native speaker
FtF:	Face-to-face conversation
Tel:	Telephone conversation
CA:	Conversation Analysis
FPP:	First pair-part
SPP:	Second pair-part
SCT:	Sequence-closing third turn
GPA:	Grade point average
RST:	Rhetorical structure theory
RT:	Relevance theory

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter introduces the basic ideas of the study. Section 1.1 presents the background and outlines the purposes of the study along with research questions. Section 1.2 discusses significance of the study. Section 1.3 provides definitions of key terms, followed by conversation-analytic transcript symbols in Section 1.4.

1.1 Background

Discourse markers (DMs) are essential elements of language in conversation, or in any kind of interactive face-to-face or non-face-to-face spoken exchange. Naturally occurring conversation, including classroom talk and phone conversation, is characterized by discourse markers not only to provide coherence, but also to serve other important functions such as regulating turns and signaling utterances with actions relevant to those in prior units. Therefore, just as in the case of first language (L1) speakers, second language (L2) learners also need to acquire knowledge of these markers as part of their competence of language in use, or pragmatic competence. If the goal of teaching English conversation is enabling learners to use the language to express themselves fluently and appropriately in everyday conversation, then skillful use of discourse markers is what we as teachers need to help develop in the learners.

During the last two decades, previous studies of discourse markers in L1 conversations have occupied a large space in the literature on pragmatics. Discourse markers have been treated from a variety of perspectives and approaches. They have been considered a device signaling a sequential relationship between utterances (Fraser, 1999; Fraser, 1990). They mark discourse coherence (Lenk, 1998; Schiffrin, 1987). Native speakers (NSs) have been shown to primarily employ discourse markers for various discourse functions such as marking speaker continuation, speaker-return, and marking noncompliance with the previous action (Carter & Fung, 2007; Muller, 2005; Schiffrin, 1987; Tarja, 1990). From a relevance theoretic point of view (Blackmore, 2002; Blass, 1990; Jucker, 1993), discourse markers have been analyzed in relation to gender (Erman, 1992; Holmes, 1986) and age (Andersen, 2001; Erman, 2001; Kyratzis & Ervin-Tripp, 1999). For instance, women were found to use some discourse markers such as “like” and “you know” more often than men (Brinton, 1996; Martinovic & Moder, 2004; Romaine & Lange, 1991, cited in Byron & Heeman, 2004). Choi (2004) found that “and” and “so” appear as discourse markers in children at the age of 4, being established well before there is any evidence of the control of logical connectives. At this age, children use “and” as an all-purpose discourse marker; thereafter, several of the functions served by “and” are gradually taken on by other discourse markers.

Previous studies on L2 learners’ language in use have, on the other hand, focused on the acquisition of English morphology, syntax, and phonology by nonnative speakers (NNSs) of English. There is a paucity of research on the acquisition of English discourse markers by English as a second language (ESL) learners. It has been assumed that all languages make use of discourse markers, which allow the display of utterance relations, although the repertoire of devices and their various functions vary from one language to the next. Since discourse markers contribute to coherence in discourse and, therefore, facilitate communication, it seems reasonable to suppose that inappropriate use of discourse markers in an L2 could, to a certain degree, hinder successful communication or lead to a misunderstanding from time to time. Since many L2 learners do engage in interactive discourse, they are responsible for signaling the relations of particular utterances with those which

precede and follow. Therefore, for communicative and interactional competence, L2 learners must acquire the discourse markers of their target language, and it is plausible that those nonnative speakers who competently use discourse markers of the L2 will be more successful in talk-in-interaction than those who do not.

It has been shown that L2 learners hardly use discourse markers in their conversation, making it distinctively nonnative, and that classroom discourse may be a determining factor in learners' poor use of discourse markers (Moreno, 2001). The absence or incorrect use of discourse markers may negatively affect the students' face and, even worse, offend that of their interlocutors. The absence of or inappropriate discourse marker use is likely due to the lack of declarative or procedural knowledge of discourse markers by the students. According to Moreno, it is, therefore, necessary to approach the teaching of discourse markers from a pragmatic point of view. In class, students should be encouraged to participate actively in communicative, cooperative activities that allow the use of discourse markers along with other discourse phenomena and to reflect on them.

Given that discourse markers play important roles in conversation, successful EFL learners should acquire a large repertoire of them and be taught their appropriate use. However, in Thai EFL contexts, there have been relatively few studies examining learners' use of discourse markers. Therefore, this study will explore the learners' use of common discourse markers in their conversation, beginning with classroom talk. Although, as shown in Schiffrin (1987), there are many discourse markers found in talk, this study will mainly focus on "and", "but", "so", "oh" and "well" which occur turn-initially because these markers have been found to be the most frequently occurring ones in conversation (Chiu & Chen, 2002).

1.2 Purposes of the study

There are three main purposes of this study:

1. To investigate the third-year business English students' use of common discourse markers namely, "well", "oh", "so", "and", and "but" in their English conversations
2. To describe how these markers are used;
3. To determine how frequently these markers are used by Thai learners of English.

1.3 Research questions

1. Do the third-year Business English students use common discourse markers namely, "well", "oh", "so", "and", and "but", in their English conversations?
2. If so, how are these markers used by the learners?
3. How frequently do they use these markers in their English conversations?

1.4 Significance of the study

The research will assist teachers in creating lessons to raise the learners' awareness of the important roles of discourse markers in talk and to provide opportunities for them to practice the appropriate use of discourse markers in conversation.

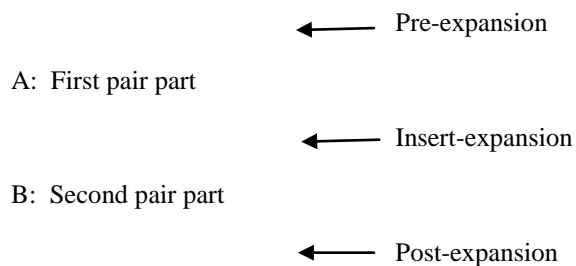
1.5 Definition of key terms

1. **Discourse markers (DMs)** are typically defined as words or phrases used to signal a transition in the evolving progress of a conversation and the relation of an utterance to its immediate context. Discourse markers primarily function to bring the listener's attention to a particular kind of linkage with the upcoming utterance and the immediate discourse context. Examples of discourse marker in conversations are "and", "because", "but", "I mean", "now", "oh", "so", "then", "well" and "you know".

2. **Turn construction units (TCUs)** are units that make up turns. Varying from clauses, phrases, words, to any audible sound, TCUs have the property of projectability and the property of transition-relevance-place creation. Namely, once a TCU is under way, participants are able to project what sort of a unit it may be, as well as how and at what point it may end. The point of possible completion at the end of a TCU yields a legitimate transition between talk-participants, i.e., a transition-relevance place (TRP).

3. **Increments** typically are non-main clause TCUs added to an existing TCU. Creating another TRP, they may be bound or free, grammatically and pragmatically being coherent or incoherent with the TCUs immediately preceding them.

4. **A sequence** is a coherent course of relevant actions into which turns at talk are often organized. It usually emerges in the form of an adjacency pair a unit containing an exchange of two turns each by a different speaker. The single, basic minimal adjacency pair is often expanded; the expansion can be found in three places: before the first pair-part (FPP), referred to as a *pre-expansion*, between the first pair-part and the projected second pair-part (SPP), or an *insert expansion*, and after the second pair-part, called *post-expansions*. The elementary idea of the sequence organization can be illustrated with a simple diagram below:



(Schegloff, 2007: p. 26)

5. Repair is a mechanism to deal with problems in speaking, hearing or understanding talk or in any aspect of talk-in-interaction. It can be described as follows:

- 5.1 Self-initiated repair is a repair initiated by the speaker of the trouble source.
- 5.2 Other-initiated repair is a repair initiated by parties other than the speaker of the trouble source.
- 5.3 Self-repair is a repair carried through by the speaker of the utterance being repaired.
- 5.4 Other-repair is a repair made by a participant other than the one whose speech is the trouble source.

1.6 Conversation-analytic transcript symbols

The following transcription symbols were taken from Seedhouse (2004). Only those relevant to this paper will be presented:

[Point of overlap onset
]	Point of overlap termination
(0.03)	Interval between utterances or timed pause (in seconds)
(.)	Very short untimed pause
?	Rising intonation

.	Low-rising intonation
()	A stretch of unclear or unintelligible speech
wo:rd	Colons show that the speaker has stretched the preceding sound
word	Material between “degree signs” is quieter than the surrounding talk
((word))	Transcriber’s comments

CHAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

2.0 Introduction

This chapter contains three sections. Section 2.1 discusses the fundamental interactional organization of classroom talk on which the interpretation of data in the study is based. Section 2.2 describes the common discourse markers in English conversation and their functions as reported in previous studies, focusing mainly on “and”, “but”, “so”, “oh” and “well”. Section 2.3 reviews related ESL/EFL research on discourse markers.

2.1 Fundamental organization of classroom conversation

In acquiring a second language, what learners need is not simply linguistic forms, but also an opportunity to interact with other speakers using the forms (Long, 1983). Institutional settings such as a classroom can facilitate language learning by creating an appropriate context for learners to communicate or interact in the language using the input to which they have been exposed. Classroom talks such as role-play and teacher-learner conversations are some examples of these contexts. To examine language used in classroom talks, it is crucial to understand their basic organization.

Just as any other kinds of talk-in-interaction, classroom talks are organized around an action template consisting of the following major components:

An adjacency pair is a basic unit of conversation that contains an exchange of two turns each by a different speaker (Schegloff, 2007). The turns are functionally related to each other in such a fashion that the first turn requires a certain type or range of types of second turn, for example, a greeting-greeting pair or a question-answer pair. The single, basic minimal adjacency pair is often expanded; the expansion can be found in three places: before the first pair-part (FPP), referred to as a *pre-expansion*, between the first pair-part and the projected second pair-part (SPP), or an *insert expansion*, and after the second pair-part, called *post-expansions*.

Preference organization is the way through which different types of social actions are carried out sequentially (Pomerantz, 1984). For example, responsive actions which agree with or accept positions taken by a first action tend to be performed more straightforwardly and faster than actions that disagree with or decline those positions. As a consequence, agreement and acceptance are promoted over their alternatives and more likely to be the outcome of the sequence. Pre-sequences are also a component of preference organization and contribute to this outcome (Schegloff, 2007).

Turn-taking is a process by which interactants allocate the right or obligation to participate in an interactional activity. (Schegloff, Jefferson, & Sacks, 1977, cited in Seedhouse, 2004). The turn-taking model for conversation was developed inductively through empirical investigation of field recordings of conversation and overwhelmingly fitted observations. In conversation, participants talk one at a time while managing to minimize gaps between turns and overlapping turns.

Turns in conversation are said to be composed of turn construction units (TCUs), which are context sensitive and participant determined. A single turn can have one or more than one TCU, being either a single-unit or a multi-unit turn. The TCUs, which make up turns, can vary from sentences, clauses or phrases, words, to any audible sounds. TCUs are often defined according to three organizational resources: syntax, prosody, and pragmatics. These resources give rise to their projectibility property. Syntax contributes to the projectibility property of a TCU such that once the TCU is underway, it allows talk participants to project what a unit type it

may be, whether sentential, clausal, phrasal, or lexical, and how and when it may come to an end. Prosody gives a TCU its intonational packing, allowing it to be heard as finished or continuing while pragmatics has to do with the action a particular TCU performs, which can be treated as ongoing or completed.

Besides sequence organization and the organization of turn taking, repair is another crucial mechanism that makes possible effective conversation and allows mutual understanding among individuals to be achieved. Repair has long been recognized in the study of social organization and interaction as a mechanism to deal with problems or troubles in speaking, hearing or understanding talk or in any aspect of talk-in-interaction. Talk participants have the repair mechanism available to them whenever or wherever in the talk they find a trouble source, anything repairable or in need of a repair. The repair process can be viewed as consisting of two phases; namely, identifying a trouble source or initiating a repair and solving the problem or performing the repair. The later phase, however, may not occur especially when talk participants may for some reason simply abandon the problem. These two phases of repair undertaking can be carried through by the same party and/or by different parties, allowing them to be describable as self/other-initiated and self/other repair (see, e.g., Couper-Kuhlen, 1992; Fox & Jasperson, 1995; Schegloff, 1997a, 1997b, 1995).

Self-initiated repair is a repair initiated by the speaker of the trouble source (i.e., I prompt repair of my own mistake). Other-initiated repair is a repair initiated by parties other than the speaker of the trouble source (i.e., somebody else notices my mistake and initiates repair). Self-repair is a repair carried through by the speaker of the utterance being repaired (i.e., I correct myself). Other-repair is a repair made by a participant other than the one whose speech is the trouble source (i.e., somebody corrects my mistake).

2.2 Functional approaches to the study of discourse markers

According to Risselada & Spooren (1998), research on discourse particles or markers which started off during the late 1960s-1980s tended to be

primarily semantic in nature. The functions of the markers were often analyzed in terms of speakers' attitudes and expectations with respect to the propositional content or the force of a particular utterance. More than a decade later, most research became more oriented to discourse analysis, prevalently using corpus-based data. Despite the differences, most approaches to discourse markers seem to share one characteristic in common, discourse markers being viewed as elements whose primary role is to create coherence of a discourse, covering both spoken and written text. They serve particularly to aid the addressee in interpreting the coherence relation(s) between units of discourse and different aspects of a communicative situation. By the end of the 20th century with the development of interactional linguistics (Sinwongsuwat, 2007b), research emerged on pragmatic functions of discourse markers in naturally-occurring conversations. Discourse markers are viewed as performing functions interpretable with respect to the local interactional context or sequence of talk in which they are deployed.

As far as the analysis and interpretation of discourse markers is concerned, four main frameworks can be identified in the literature. Each emphasizes different aspects of language use as outlined below.

2.2.1 Information structuring or rhetorical structure theory (RST)

Information structuring or rhetorical structure theory (RST) is a theory of text organization, or about how text works. (Mann & Thompson, 1988). It is a descriptive linguistic approach to a range of phenomena in the organization of discourse. The theory started with few assumptions about how written text functions and how it involves words, phrase, grammatical structure, or other linguistic entities. (Mann, Matthiessen & Thompson, 1992). RST addresses text organization by means of relations that hold between parts of a text. It explains coherence by postulating a hierarchical, connected structure of texts, in which every part of a text has a role, a function to play, with respect to other parts in the text. According to this theory, discourse markers often assume an information structuring role. In fact, indicating information structure is the main function of many markers.

2.2.2 Coherence-based approach

Coherence-based approach focuses on how discourse markers contribute to discourse coherence semantically and pragmatically, giving much consideration to semantic features or coherent relations established by the markers and their pragmatic functions. It analyzes the role of discourse markers in utterance interpretation. According to the approach, discourse markers can be used to make various implicit coherent relations become explicit, and constrain the relational propositions which express the coherence relations the hearer needs to recover in order to interpret a discourse. Discourse markers contribute to coherence by establishing multiple contextual coordinates simultaneously, thus facilitating the integration of various components of talk. Coherence is seen as constructed through relations between adjacent discourse unit. Each marker is said to be primarily associated with one of the five plans of talk (i.e., ideational, action, exchange, participation, and information structure); with either speaker or hearer; and with prior and upcoming text.

2.2.3 Relevance-theoretic account or cognitive-pragmatic approach

The relevance-theoretic account or cognitive-pragmatic approach is generally recognized as the theoretical base of cognitive pragmatics. According to relevance theorists, discourse markers constrain the interpretation process by guiding the hearer towards the intended context and contextual effects. Relevance theorists also analyze the role of discourse markers in utterance interpretation. The audience is expected to interpret the utterances in the smallest and most accessible context that manifestly yields adequate contextual effect. To guarantee the audience's interpretation optimally relevant, the communicator usually constrains the interpretation that the audience recovers.

In relevance theory (RT), discourse markers are often referred to as discourse connectives (DC). They function to constrain the interpretation of the utterance that contains them, expressing inferential connection that is brought about by the way that one proposition is interpreted as relevant with respect to the other. The relevance framework tries to identify utterance relations; hearers are seen as

attempting to determine how a given utterance achieves relevance. Any utterance interpretation including the interpretation of discourse markers is in consistence with the Principle of Relevance. This principle entitles the hearer of an utterance to assume that any utterance must be relevant to its context and thus no unnecessary effort is demanded on his or her part.

2.2.4 Conversation Analysis (CA)

Conversation analysis (CA), or interactional linguistic approach, is an approach to the analysis of spoken discourse that looks at the way in which people manage their everyday conversational interaction. Interactional analysts examined conversation as being sequentially co-constructed by participants to get things done and language as social resources or practices oriented to by the participants to do so in real time in its sequential context, shaping and being shaped by it (Sinwongsuwat, 2007b). Discourse markers are therefore analyzed with respect to the sequence of talk in which they emerge turn by turn moment by moment. They are shown to perform functions such as commenting on the state of understanding of information to be expressed, to express a change of state, to provide a reactive response, etc., some of which are illustrated in the next section.

2.3 Common discourse markers in conversation and their functions

It has been shown in previous studies on language in use that discourse markers play important roles in conversation. Serving multi-functions, the following are the most frequently occurring discourse markers in conversation: “well”, “oh”, “so”, “and”, and “but” (Chiu & Chen, 2002).

2.3.1 “Well”

“Well” is used almost exclusively at the beginning of responses to questions, being a marker of response. It marks a response that will vary in some way from the set of responses implicitly proposed by the question. It is used when there is something implied by the previous turn with which the current speaker is about to disagree, being a preface to disagreements (Pomerantz, 1975). Reported in Schiffrin (1988), “well” signals that an upcoming contribution is not fully consonant with the expectations of the question initiator. Additionally, it is used as a preface to responses that are indirect or incomplete (Lakoff, 1973).

The following excerpts illustrate the use of “well” in various interactional contexts. Excerpt (A) shows canonical use of “well” prefacing a response to a question (Byron & Heeman, 1998). In utt17, “well” is used prefacing a response to a question; the response corrects a misconception rather than directly answering the question.

(A) utt 16 u: How long would it take to load the oranges from the
warehouse into the engine

utt 17 s: uh well we can't load orange into an engine

we need a boxcar

(Byron & Heeman, 1998, p. 9)

Excerpt (B) shows the use of *well* in the context of making contrasts.

(B) 1 A: You are always hungry.

2 B: Well I'm not now.

(Josep, 2008, p. 1383)

“Well” is used in (C) to correct misconceptions or to display nonalignment, as shown at line utt 54 s.

- (C) utt 53 u: and then I'm done
 utt 54 s: well you have to get to Avon still

(Byron & Heeman, 1998, p.9)

In Excerpt (D), at line utt 48 “well” is used to preface a response suggesting an alternative.

- (D) utt 41 s: so we need to shave off
 utt 44 u: hm
 utt 45 s: where's our time being lost
utt 48 u: well we're going from Avon to Bath and then back to Avon why don't we go from Avon to Dansville...

(Byron & Heeman, 1998, p. 9).

In the example (E), “well” is used to preface a response to a WH-question (Schegoff & Lerner, 2009). The conversation below was recorded in the dining room of a senior living complex in Southern California. Hank, Better, Rich, and Tom are sitting and having coffee. A brief lull has set in, and is ended by Hank's question at line 2. Betty explains how a camera came to be set up, and prefaces her response with “well”.

- (E) 1 (0.5)
 2 Hab: Wut is that cam:era set up for?
 3 Bet: Well they- she came over and she asked if we minded if
 4 She took (.) our conversation=they're just doing it for
 5 a school proj:ect
 6 Han: Mm hm.=
 7 Bet: =And we said we didn't mi:nd<and we all sign:ed it.
 8 (ap) proving we didn't mind so(h)=
 9 Tom: =heh=heh=
 10 Bet: =heh heh .hh hh

2.3.2 “Oh”

According to Heritage (1984), “oh” is used by the producer to propose some kind of change in state of knowledge, information, orientation, or awareness. Heritage disproved the opinion of prior researchers that “oh” was merely a backchannel. Schiffrin (1988) has characterized “oh” as a marker of information management. As far as information structure is concerned, “oh” can mark either a self-initiated or other-initiated repair to correct previously stated information or it can come after clarification, correction, or a response to a question. “Oh” marks that its speaker’s orientation to information has changed in some way. Typically, it should follow a presentation of information that modifies its speaker’s understanding of the task or solution space. A turn initiated by “oh” explicitly marks that information presented in the prior turn was previously unknown, as opposed to starting the turn with “yes” which would imply that the information was previously known.

In interactional linguistics, it has been shown that the functions of “oh” in interaction include “oh” prefacing a response to an inquiry and “oh” prefacing both agreements and disagreements to assessments (Heritage, 1998). In addition, “oh” can be used as a disjunct marker informing the addressee that something said earlier is necessary to understand the upcoming utterance; as a signal of an upcoming ambiguous, non-serious, or elliptical thought; and as a signal of an upcoming repair. Also, it can be used as an unquoting device to mark a shift between the speaker and the character in the speaker’s narrative; to add emphasis; to indicate an upcoming emotional or evaluative utterance; and as a device to indicate that an utterance has been accepted as common ground or that speaker should keep talking to complete an idea. Finally, “oh” can be used as part of conventionalized phrases without any meaning whatsoever; as an attention-getting device; as a floor keeping device, to demonstrate the speaker’s engagement in the conversation; to demonstrate that an interlocutor’s emotions are either less intense or more intense than expected (Aijimer,

1987); as a device to elicit information from a speaker (Redeker, 1991; James, 1972); as a mitigator (Redeker, 1991); and to show that the speaker is choosing what to say next or hedging (James, 1972).

The following dialogues illustrate the use of “oh” in some of the various contexts previously mentioned (Byron & Heeman, 1998). In (F) at utt 22, “Oh” signals the incorporation of new information.

- (F) utt 20 u: how far is it from Elmira to Bath
 utt 21 s: two hours
utt 22 u: *oh* really so then w-we could actually take like Engine E
 two have it go to Bath...

(Byron & Heeman, 1998, p. 8)

At utt53 in Example (G), “oh” signals a change of informational state, adding just recalled information.

- (G) utt50 u: um there are three boxcars in Dansville
 utt51 s: yep
 utt52 u : um
utt53 s: *oh* there's also two in Elmira
 utt54 u: two in Elmira *oh* um okay

(Byron & Heeman, 1998, p. 8)

In Example (H), “oh” is used to preface responses to an inquiry (Heritage, 1998). In the following, an inquiry into the state of Agnes’s foot receives an *oh*-prefaced positive response. The speaker used “oh” to preface her response to the inquiry on which she does not wish to elaborate, intersecting the questioner’s responsive assessment with a new bad-news report about a new infection in the other foot, which was not inquired into.

- (H) 1 C: How's yer foot?
 2 A: *Oh* it's healing healing beautif'ly!

- 3 C: Goo[:d.
 4 A: [The other one may haftuh come off, on the other
 5 toe I've got in that

(Heritage, 1998, p. 317)

Thus far, we have seen examples of “oh” prefacing a wide variety of utterances, positioned variously within sequences: in the first pair-part, the second pair-part sequence, and in the sequence-closing third turn. In fact, registering a state-changing receipt of information, “oh” can also be used alone as a possible sequence-closing, third position turn (Schegloff, 2007). In the following example, Nancy and Hyla are discussing one of the latter’s current romantic interests, whose home in another city she has just described calling. As can be seen at lines 3 and 9, Nancy uses “oh” to request information in the sequence closing third turn.

- (I) 1 Nan: F -> = hhh Dz he av iz own apa:rt[mint?]
 2 Hyl: S -> [hhh] Yea:h,=
 3 Nan: SCT -> =Oh:,
 4 (1.0)
 5 Nan: F -> How didju git iz number,
 6 (.)
 7 Hyl: S -> I (h) (.) c (h) alled infermatio'n San
 8 Fr'ncjssc (h) [uh!
 9 Nan: SCT -> [Oh:::

(Schegloff, 2007, p. 119)

2.3.3 “So”

“So” is usually a marker of cause and result (Schiffrin, 1988). In conversation, it can also be used to mark a return to a main level after a sub-dialog to support a subordinate idea. According to Schiffrin, “so” is used to convey a meaning of result after a case has been discussed, inference after supporting material has been introduced, or taking action after motivating factors have been discussed. “So” can mark the return to focus of a main idea after a side discussion is completed (Byron, Heeman, 1998). The following dialogues illustrate the use of “so” in various contexts:

“So” marks a conclusion about the plan, as shown in Example (J).

(J) utt41: Okay *so* it’ll get to Dansville at ten a.m. and then to Corning
so get to Corning at eleven a.m.

(Byron & Heeman, 1998, p. 11)

In Example (K) and (L), “so” is used to request a summary of the plan and to request a conclusion respectively. In (K), “so” is used to request that the other speaker contributes a conclusion about the plan when the current speaker does not have the information to make the conclusion himself.

(K) utt37 u: hm let me think here there are no boxcars at Avon right
utt39 s: there’re no bo-right
utt40 u: hm
utt42 s : *so* what exactly ar –are you trying to do
so your goal is
utt43 u: okay well the goal is transport two boxcars...

(Byron & Heeman, 1998, p. 11)

In (L), “so” is also used to request the other speaker to provide a wrap-up.

- (L) utt78 u: cause they had to be tis-by seven a.m.
 utt79 s: right by seven a.m. there probably isn't time to get any I
 mean you could go back but no that won't it'll take two
 hours to go back to Corning so there won't be time
 utt80 u: so the total is
 utt81 s: five

(Byron & Heeman, 1998, p. 12)

In Example (M), at line utt60, “so” marks a restatement of old information.

- (M) utt57 u: and then when it gets to Corning
 utt58 s: yep
 utt59 u: it'll leave one of the boxcars of bananas
 utt60 s: okay so we're going to get to Corning and leave a boxcar

(Byron & Heeman, 1998, p. 12)

2.3.4 “And”

According to Schiffrin (1987), “and” is used in talk to mark that its speaker is continuing his previous train of thoughts after a potential interruption or an interruption that threatens to change the topic. It signals that its speaker is not incorporating information from the intervening talk, but rather just continuing with his/her own prior talk. “And” helps to disambiguate the sequence organization when a speaker ends the passage with a falling intonation to elicit grounding from the listener. The next turn-constructive unit can begin with “and” to explicitly mark that it is a continuation of the prior turn instead of a new topic. Additionally, “and” also features in question design (Sorjonen & Heritage, 1994), as shown in Example (N) at utt 96.

- (N) utt94 u: how long would that take
 utt95 s: that'll take two hours to get there and one hour to load
 so three hours in all

utt96 u: _____ and then how long will take to brig the oranges

from Corning to bath to Avon

(Byron & Heeman, 1998, p. 10)

Rarely found in ordinary conversation between peers, “and” as a question preface is a commonplace feature of interactions in *institutional* settings, such as law courts and certain types of medical encounters, where the parties are occupied with a restricted set of tasks or address one another as incumbents of particular social roles. Most researchers who have discussed the “and”-constituted linkage between actions in spoken interaction have done so by reference to links between successive questions. However, it was noted in Schiffrin, Sorjonen & Heritage (1991) that “and”-prefaced questions may be linked either to a previous question or to its answer.

The “and”-prefaced question in Example (O) clearly builds on the answer to the preceding question at line 2, referentially through the pro-term “that” and pragmatically as a request for some specification of that answer.

- (O) 1 HV: What are you going to (.) call her?
 2 M: Georg:na.
 3 (1.0)
 4 HV: _____ And you're spelling that.

(Sorjonen & Heritage, 1994, p. 5)

In Example (P), the “and”-prefaced question at line 10 is tied to the preceding question at line 7 through the pro-term “he”; but it is not tied, in a narrowly pragmatic sense, to that question’s answer in line 8.

- (P) 7 HV: = How old's your husba:nd.
 8 M: Twenty s- uh twenty six in April
 9 (0.5)
 10 HV: _____ And does he wo:rk?

11 M: He wo:orks at the factory yes.

(Sorjonen & Heritage, 1994, p. 5)

The following dialogues, taken from Byron & Heeman (1998), illustrate the use of “and” in some other contexts. In (Q), “and” signals continuation of the prior turn. “And”-prefaced turns that contain new information typically contribute new portions of the plan whereas those which restate old information typically occur during summaries or restatements of the plan being delivered in installments after the other participant has contributed a back channel “mm-hm”. In all cases of “and”-initial turns, the speaker is continuing to build on his/her previous turn.

- (Q) utt68 u: fill up the boxcar with the oranges
 utt69 s: okay
utt70 u: and pick up a tanker and bring it back to Elmira
 utt71 s: okay
utt73 u: and make the OJ right
 utt74 s: mm-hm
utt75 u: and then fill up the tanker
 utt76 s: uh-huh
utt71 u: and then go to uh from Elmira to Avon via Corning and Dansville

(Byron & Heeman, 1998, p. 10)

2.3.5 “But”

“But” is a marker of connective (Schiffrin, 1988). In English, “but” encodes a general procedure which can be implemented to generate four different interpretations: denial of expectation, contrast, correction, and cancellation (Hussen, 2008).

In the following example from Bell (1998), “but” is used to signal a return to the main topic of the discourse. A states her feelings about the dinner, but her interlocutor returns to the main topic about his wallet.

(R) 1 A: I am very happy; we’ve had a very nice dinner today.

2 B: But did anybody see my wallet?

(Bell, 1998, p. 527).

In another example in (S), “but” is used to return to a point, when that point is being defended against a challenge (Schiffrin, 1988). In this example, Henry has been describing his weekly card games. When Debby asks Zelda what she does when Henry spends time with his friends, Henry answers for Zelda, saying that she is not bored since she likes to read and feels content when all is well with her family. He also feels that Zelda deserves some time away from the kitchen. Zelda says that, although she like to go out, she does not lead an exciting life (line 4) and “but” marks this contrast in expectation.

(S) 1 Henry: She likes to be served, because she’s always

2 workin’[hard and she-] I think=

3 Zelda: [Yeh. I like] to go out and eat

4 Henry: [=that’s quite natural. She’s entitled to it]

5 Zelda: [I like it] *But* I don’t lead a=

6 Debby: [I like it too]

7 Zelda: =very exciting life.

8 Debby: [Yeh but you’re happy.]

9 Henry: [Oh but you lead a] good life!

10 Zelda: () exciting

(Schiffrin, 1988, p. 115)

2.3 Related research on discourse markers in EFL/ESL learning

During the last two decades, previous studies of discourse markers in L1 conversations have occupied a large space in the literature on pragmatics. And previous studies on L2 learners' language in use have, on the other hand, focused primarily on the acquisition of English morphology, syntax, phonology by non-native speakers (NNSs) of English. There is, however, a paucity of research on the acquisition of English DMs by English as a second language (ESL) learners. As illustrated below, only a handful of studies have examined the use of DMs by ESL/EFL learners, focusing on the absence of certain DMs, gender variation on discourse marker use, and a couple of discourse markers in use by adult learners. More important, close analysis studies on Thai EFL learners' use of English discourse markers in conversations could hardly be found.

Moreno (2001) studied the use of "well" as a DM by Spanish students of English in interaction with native speakers. Data was obtained from fifteen conversations in English between nonnative and native speakers. Each of the conversations is five to eight minutes long. The NNSs were undergraduate students in their third - fifth year of English of the Language and Literature program at the University of Seville, ranging in age from 21 to 25. Moreno chose a general, everyday topic, so the conversations would be as natural as possible and, although all of the participants were aware of the recording, they were not informed of the aim of the study. The study shows the absence of "well" in most conversations, particularly in the third-year students. And the absence can also be seen in some fourth- and fifth-year students. Rather, "okay" was used in place of "well". It was argued that the students are not familiar with typical functions of this marker, and also equate the use of "well" with "okay" or "bueno" in their L1.

Other researchers have found that sex and age of speakers affected the acquisition of discourse markers. Croucher (2004) examines the link between the discourse markers, "um", "uh", "like", and "you know" in extemporaneous and

impromptu speaking. A gender comparison reveals no significant difference between speaker usage of two of markers (“um”, “uh”). However, the study does show a significant gender difference in the usage of two other markers (“like”, “you know”). The results show women used two of the discourse markers more than men. Choi (2007) found that “and” and “so” appear at the age of 4 and that the use of these expressions as discourse markers is established well before there is any persuasive evidence of the control of logical connectives. At this age, children use “and” as an all-purpose discourse marker and, thereafter, several of the functions served by “and” are gradually assumed by other discourse markers.

Recently, Hellermann & Vergun (2007) investigated classroom interaction and in-home, bilingual interviews of 17 adult learners of English with no previous formal instruction to find the frequency of use and some functions of discourse markers “well”, “you know”, and “like” not explicitly taught. The results of their study showed that the learners used few discourse markers unlike native speakers. Their review of the target learners’ background information also suggested that those who used more discourse markers might have been more acculturated to the US because these markers were not learned in formal settings.

Although there is a scarcity of research on the use of discourse markers in English conversation by ESL learners, there is much more research focusing on the use of discourse markers in ESL writing. Illustrated in the following, however, are only a handful of examples. Warsi (n.d.) studied the acquisition of English contrastive discourse markers (CDMs) by advanced Russian ESL students. The participants were 10 native speakers of English taking an introductory course in linguistics at Boston University, and 10 advanced Russian ESL students taking an advanced course in developmental reading and writing at Newbury, College. Their age varied from 35-40. The data collected from a cloze test, consisting of 30 multiple-choice questions, included “but”, “however”, “nevertheless”, “despite this/that”, “in contrast”, “on the other hand”, “on the contrary”, and “instead”. The subjects, both native and non-native speakers of English, were presented with two sequences of sentences in each question. They had three choices to answer each question. The result from native

speakers' test answers found that, there is a slight variation in the judgment of the native speakers-both showed terms of possible occurrences of CDMs and the restrictions that are imposed on them by their core meaning-which could be attributed to a range of factors. Certain social and linguistic variables such as age, class, status, language background, and education may influence their judgment. However, the result from advanced Russian ESL students' test answers found that, some Russian subjects have a wider range of uses for certain markers. It seemed to be generally the case that some subjects used markers appropriately in a range of functions, whereas some used markers with a more limited range of functions. Some of them didn't know how to use certain markers in certain contexts.

Martinez (2002a) studied the use of discourse marker in EFL learners' writing. The study investigates the use of discourse markers by advanced Spanish learner of English. They conducted two pilot studies involving the use of English discourse markers by native speakers of Spanish; the first study's focus was whether speakers use English discourse markers at all in their writings and if they use some markers and not others. Then the study compared the use students make of discourse markers in Spanish and in English. The results show that native speakers of Spanish use discourse markers extensively and in appropriate ways in both in Spanish and English.

Martinez (2002b) studied discourse markers in the expository writing of Spanish university students. The aim of the study is to investigate the use of discourse markers in the expository compositions of Spanish undergraduates. Compositions were collected from a sample of 78 first-year English students at the Faculty of Chemistry of the University of Oviedo. Each student wrote one essay. The essay topic was The Importance of the Drift Theory by A. Wegener. The main findings were that students employed a variety of discourse markers with some types used more frequently than others. Elaborative markers were the most frequently used, followed by contrastive markers, causative markers, inferential markers, and topic relating marker. This tendency to use elaborative markers extensively is explained by the fact that expository writing in general requires elaboration of ideas which depends

on the use of quasi parallel relationships between segments which are signaled by elaborative markers. It is also possible that the limited use of the other discourse makers, especially inferential and topic relating markers, which were less used, reveals a weak area requiring more attention in EFL teaching.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter presents the methodology employed for the data analysis in the study. It consists of three sections. Section 3.1 deals with the research participants and setting and section 3.2 provides the data collection procedure. The last section, 3.3, discusses the method of conversation data analysis.

3.1 Research participants and setting

The participants in this study include a native-English speaking teacher of the Business English Conversation I course and 42 third-year undergraduate students majoring in Business English at Hatyai University's Didyasarin International College. In the student setup, there are 30 females and 12 males ranging in age from 20-25 years old. The students were studying the conversation course in the first semester of the 2009 academic year.

Their English proficiency was roughly determined by the GPA in their nine English language courses taken thus far. Based on their GPAs, most students have average proficiency in English. The students' background information is shown in the table below.

Table 1: GPA and number of years learning English

GPA	Number of students	Number of years learning English	Number of students
1.90	1	5-10	17
2.01-2.50	9		
2.51-3.00	20	11-15	17
3.01-3.50	9		
3.51-4.00	3	16-20	8

38% of the students had been in foreign countries where English is spoken, such as Malaysia, Singapore, Burma, England, and Australia. They went to travel, work, and visit their parents. Through tutors, 45% of the students had taken additional English courses in listening, speaking, reading, writing, grammar, and vocabulary. 86% of the students often used English as the main language of communication in their English class. 98% of the students often practiced speaking English alone and 90% of the students often talked to native English speakers outside of class. The participants were not told the objective of the study.

During the semester, the conversation course was scheduled three days a week and lasted sixteen weeks. On Thursdays and Fridays, the students spent two hours a day in class with the teacher and, on Tuesdays, one hour self-studying with an English language training program, Tell Me More, where they did not receive any explicit instruction on discourse markers.

Students in this course were selected for this study because the course provides opportunities to practice making conversations in different types of business contexts. Also, as third-year students, they had previously taken a number of English courses such as English I, English II, English Phonology, English III, Listening-Speaking I, Effective Writing Skills, Listening Speaking II, Translation I, and

Business English Writing I. Consequently, they had received significant exposure to English conversation in classrooms and attained a level of proficiency high enough to produce extensive, meaningful talk for the analysis of the use of discourse markers.

3.2 Data collection procedure

This research was conducted in the Business English Conversation I course at Didyasarin International College, Hatyai University. The class met two times a week, two hours each.

A questionnaire (see the Appendix) was used to probe into background of the students and to roughly assess their overall English language proficiency. It consists of three parts. The first part contains personal information and English language background. The questionnaire was completed in the first week of the semester (June 8-12, 2009).

The teacher of the course was interviewed about the design of the course syllabus. Topics were chosen by the teacher to suit the ability of prospective students to study the course. The students were asked to do the role-play in pairs in front of the class. Teacher-learner and learner-learner conversations were video and audio-recorded two times a week over the course of three months.

Learner-learner role-plays were carried out and video-recorded within the following settings. The first setting was a business-party conversation in which the students first met and talked to each other about their business in an imaginary party. In the second one, pairs of students were asked to simulate a telephone conversation, sitting back-to-back in front of the class. In this situation, student A (a caller) telephoned student B (a receiver) asking to speak to someone who was not available at the time. Student A asked to leave a message. Student B wrote down the message on a form.

Teacher-learner role-plays were video-recorded in the following situations. In the simulated telephone conversation, students were asked to work in pairs with the instructor and sit back to back in front of the class. In this situation,

they were the customer service officers at “Happy Customer” department store. One of their responsibilities involved solving customers’ problems to the satisfaction of both parties. Students chose one of the ten cards detailing a specific customer problem to be resolved. The instructor pretended to be a customer phoning with the problem. Students were required to complete a customer complaint form.

All the conversations were video-recorded, a video-recorder being placed in the back of the classroom to minimize interference with classroom activities. The data was then transcribed following the notational convention of Conversation Analysis (CA) with the help of Sound Scribe, which was originally developed for the Michigan Corpus of Academic Spoken English (MICASE) project and is available free of charge under the GNU General Public License.

3.3 Conversation data corpus

The corpus of conversational data transcribed was identified with following IDs:

- | | |
|------------------------|---|
| 1. [ID: FtF_NNSs+NNSs] | Face to face conversation
between learner- learner |
| 2. [ID: Tel_NNSs+NNSs] | Telephone conversation between
learner-learner |
| 3. [ID: Tel_NSs+NNSs] | Telephone conversation between
teacher-learner |

3.4 Data analysis

The transcribed data was closely examined and turns/TCUs prefaced with the target discourse markers, “well”, “oh”, “so”, “and”, and “but”, were

identified. The data was then analyzed according to the documentary method of conversation interpretation (Seedhouse, 2004). According to the method which is adopted by CA, a particular utterance in conversation is treated as a “document” or an example of a previously known pattern and interpreted with reference to the fundamental interactional organization of talk-in-interaction (see Chapter 2). For example, if a person says “Hi”, then with our discourse experience of a previously known pattern, we would typically identify “Hi” as a greeting and respond accordingly in the sequentially organized next turn. It is claimed that such an interpretation method represents the method of interpretation which interactants use in their interaction and, thus, should serve the analysts well in the study of social interaction from an emic or participants’ own perspective.

Following the CA analytical framework, single-case analyses were subsequently carried out to characterize the turns/TCUs and the sequences in which the discourse markers are used and to determine their sequential functions. A particular turn at talk can have one or more than one TCU, being either a single unit or a multi-unit turn. According to Sinwongsawat (2007), TCUs can be described as non-increments or increments. Increment TCUs are an extension of a turn/TCU past a possible (grammatical, prosodic, and pragmatic) completion point by adding a non-main clause element to it. Serving as a resupplier of another possible completion point, they can be bound or free constituents, being coherent or incoherent with the TCUs preceding them.

According to CA, turns at talk are sequentially organized; usually what is done in the next turn-at-talk is methodically related to what is done in the immediate prior turn. Any utterances in a particular turn must therefore be understood and interpreted in their sequential context. A particular sequence can be described as a base or an expansion sequence. Base sequences are often composed of two turns sequentially-ordered: the first-pair-part (FPP) and the second-pair-part (SPP) turns, normally produced by a different speaker. Some sequences can be closed simply after the base SPP while others require a sequence-closing third (SCT). Others can get expanded; expansion sequences can emerge prior to the development of the base

sequence as pre-expansion, between the pair-parts as an insert in the base sequence, or posterior to the base sequence as post-expansion.

Once sequential contexts and functions of the discourse markers in the learners' role plays are described, all the discourse markers are separately tallied and categorized according to their functions.

The excerpts below show sequences of conversation containing sample turns or TCUs prefaced with the target discourse markers which were chosen for the analysis. In (1), the target turn is found at line 9 with an "and" preface. The "and" prefaced turn apparently serves as a first questioning pair-part of a reciprocal exchange. Teacher's and student's names appearing in the excerpts are taken directly from their simulation.

- (A1) [01: FtF_NNSs+NNSs]
 6 Eren: Oh, sorry. What's your name?
 7 Tiffany: Oh, My name's() uh () Tiffany Kim.
 8 Eren: Tiffany Kim.
 9 Tiffany: *And you?*
 10 What do you do?
 11 Tiffany: I'm() uh () represent ting SM entertainment.

In (2), an example of an "oh" preface is shown at line 7, initiating an apology for not being able to fulfill the interlocutor's request.

- (A2) [21: Tel_NNSs+NNSs]
 1 Rose: Hello. This is Rose company.
 2 Rose speaking
 3 May I help you?
 4 Tum: Hello. I'm Tum I calling from Nokia company
 5 I would like to speak to the sale manager. Mr. Robert
 6 Rose: Just a moment please.
 7 *Oh sorry Mr. Robert is not in now*
 8 er could you leave a message?
 9 Tum: yes er could you please tell him to call me back because
 10 I have an important information about my company
 11 er can you ask him to call me back at 074-326-727.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the data analysis of common discourse markers (i.e., “and”, “but”, “so”, “oh” and “well”) which occurred in conversations of the Thai EFL learners investigated. The analysis reveals both points of similar and different use of the discourse markers which occur turn/TCU-initially in English conversation compared to the typical use by native speakers reported in previous studies. The data examined consists of 25 face-to-face conversations and 33 telephone conversations between learner-learner, and 16 telephone conversations between teacher-learner. This chapter presents the research findings emanating from the research questions and literature review. The discussion deals with the discourse markers in the order of use frequency, the most frequent one being treated first.

As illustrated in Table 2, the study reveals that among the discourse markers examined the third-year Business English students used the turn/TCU-prefacing “and” most frequently in their simulated conversations, followed by “oh”, “but”, and “so” respectively. However, the marker “well” was not found at all; this owes partly to the nature of the eliciting role-play situations which might not call for considerable use of “well”. The sequential functions of the discourse markers used by the learners investigated are discussed below, and single-case analyses that were carried out will also be shown where relevant.

Table 2: Frequency of discourse markers used by the Thai EFL learners

DMs	Number of occurrences			
	FtF _NNSs+NNSs	Tel_NNSs+NNSs	Tel_NNSs+NSs	Total
And	22	9	39	70
Oh	15	18	1	34
But	4	0	0	4
So	1	1	0	2
Well	0	0	0	0
Total	42	28	40	110

4.1 “And”

The marker “and” is found both free-standing and turn-prefacing. The following discussion focuses on the sequential organization and functions of the two types of “and”; namely, “and”-preface and free-standing “and”.

4.1.1 “And”-preface

The “and”-preface is found in both simulated face-to-face and telephone conversations between learner-learner and teacher-learner. The marker “and” is mostly used by the learners to preface a TCU of a multi-unit turn, being found in both the first pair-part, the second pair-part, and the sequence-closing third turns. Apparently, the “and”-prefaced TCUs are mainly used by the learners to serve the following functions: prompting a reciprocal or an exchange sequence; proffering a topic of conversation; making an offer; and eliciting, giving/adding or confirming information, as shown in Table 3.

Table 3: Functions and frequency of “and”-preface

Functions of “and”-preface	Number of occurrences			Total
	FtF NNSs+NNSs	Tel NNSs+NNSs	Tel NNSs+NSs	
Initiating a reciprocal sequence centered on information such as names, countries of origin, companies and weather	9	0	1	10
Proffering a topic	8	0	17	25
Making an offer	0	1	0	1
Eliciting information	0	0	5	5
Giving or adding information	3	6	1	10
Confirming information	0	0	14	14
Making a request and responding to a request	0	2	1	3
Total	20	9	39	68

When prompting an exchange sequence, “and”-prefaced TCUs are found in the second pair-part turn. Namely, the second-pair-part speaker initiates a reciprocal first pair-part with the “and”-prefaced TCU, conditioning the development of a consecutive sequence as shown in the excerpts from face-to-face conversations between learner-learner from (1) - (7) below.

In (1) and (2) at lines 3, once responding to the name-eliciting questioning pair-part, the speaker initiates a possible exchange sequence with the “and”-prefaced TCU, which is fully realized at line 4.

(1) [11:FtF_NNSs+NNSs]

1 Nuree: What is your name?

2 Korakoch: My name’s Pim () My name Korakoch,

3 *And you?*

- 4 Nuree: My name is Nuree
 5 Korakoch: Nice to meet you?
 6 Nuree: Nice to meet you too.

(2) [25:FtF_NNSs+NNSs]

- 1 Ferdy: Hello. What is your name?
 2 Jany: () Jany.
3 And you?
 4 Ferdy: I'm Ferdy ((shaking hands and laughing))

In (3) and (4), at lines 8 and 5 respectively, the learners use “and”-prefaced TCUs to reciprocally elicit their interlocutors’ countries of origin.

(3) [12: FtF_NNSs+NNSs]

- 1 Supamad: Hello
 2 Tin: What's your name?
 3 Supamad: My name is Supamad and you?
 4 Tin: Tin. Where do you come from?
 5 Supamad: I come from Switzerland.
 6 Tin: Switzerland?
 7 Supamad: Yes,
8 And you?
 9 Tin: ()
 10 Supamad: Thailand?
 11 Tin: () yes I'm Thai

(4) [17: FtF_NNSs+NNSs]

- 2 Bun: What is your nick name?
 3 Kin: My nick name is () Kin uh () where you come from?
 4 Bun: I come from Japan.
5 And you?
 6 Kin: I come from Sweden

In Excerpts (5), (6), and (7) at lines 41, 7 and 12 respectively, “and”-prefaced TCUs are respectively used to elicit an exchange of information about the weather, the company and the job position.

(5) [01: FtF_NNSs+NNSs]

39 Tiffany: How about the weather in Thailand?

40 Eren: I think it very hot.

41 *And Korea?*

42 Tiffany: In this time in Korea () uh () very cold.

(6) [15: FtF_NNSs+NNSs]

3 Da: What kind of your company?

4 Tiffany: Uh () I import Kimji from Korea.

5 Da: Import to Thailand?

6 Tiffany: Yes. Import to Thailand.

7 *And you? What is your company?*

8 Da: Uh () my company is about television and about
9 communication.

(7) [09: FtF_NNSs+NNSs]

4 Caterine: Where you come from?

5 Verisa: I come from Canada.

6 (0.03)

7 uh () And you? What’s your name?

8 Caterine: My name Caterine,

9 (0.03)

10 What is your position in Canada? Uh in your company?

11 Verisa : I’m a owner () a board of owner.

12 *And you?*

13 Caterine: Me too.

While mostly found in the second pair-part turn, “and”-prefaced TCUs are occasionally used by the learners in the first pair-part turn, initiating an exchange sequence. As shown in (8) at line 3, after introducing herself and her company, Tukta uses the marker “and” to preface a TCU eliciting the interlocutor’s name, giving rise to a name-eliciting sequence which is brought to closing at line 4.

(8) [24: FtF_NNSs+NNSs]

- 1 Tukta: Welcome to my company, I'm Tukta.
 2 My company is skin food,
 3 And you, what is your name?
 4 Rose: My name is rose.

Similarly, in (9) at line 18, after talking about the business she does, the speaker uses the “and”-prefaced TCU in the first pair-part turn to elicit information about her interlocutor's business.

(9) [22: FtF_NNSs+NNSs]

- 16 Tunya: Now my coffee and tea very busy because I have many people
 17 in my my shop uh and my shop is very popular in Thailand.
 18 And what do you work?
 19 Jip: I work in the coffee shop in Japan.
 20 Tunya: Oh, the same.
 21 Jip: yes.

Although most often found in the second pair-part turn of face-to-face conversations, an “and”-prefaced TCU is also found in the second pair-part turn of telephone conversations, initiating a possible exchange sequence. As shown in (10), the learner uses the “and”-prefaced TCU to elicit the name of the interlocutor in teacher-learner telephone conversations. At line 4 in the following talk, Wee, the learner, asks Chouw, the teacher, to identify himself with an “and”-prefaced TCU, after which the latter responds in a reciprocal sequence with his name and the reason for the phone call.

(10) [14: Tel_NSs+NNSs]

- 1 Wee: Hello.
 2 Chouw: Good afternoon. Who I must speaking with?
 3 Wee: uhm speaking Wee,
 4 and you?
 5 Chouw: Wee This is Chouw speaking,
 6 uh I phone because I have problem with the radio
 7 that I bought from your shop yesterday.

Apparently, the “and” prefacing a TCU eliciting a reciprocal sequence is found more frequently in face-to-face conversations than in telephone conversations. This seems to be influenced by the fact that the learners had often been exposed to the model formulaic expression “and you?” mostly in a greeting sequence of a face-to-face conversation. By analogy, they seemingly extended the use of “and you?” to inquire their interlocutor not only of his/her wellbeing but also of certain other information.

Besides prompting a reciprocal or an exchange sequence, the learners use the marker “and” to preface a topic-proffering question, initiating a new, expanded sequence, especially in face-to-face conversations. This type of “and”-prefaced turn is found both in the first pair-part and the second pair-part turns. As in Excerpt (11) from a face-to-face conversation between learners, at line 13 after receiving a brief response from her interlocutor, Nuree introduces the question of a new topic with the “and”-prefaced turn, inquiring the interlocutor about her company and initiating an expanded sequence.

(11) [11: F2F_NNSs+NNSs]

11 Nuree: How do you feel ((how do you feel)) about work?

12 Korakoch: () I very well in my work.

13 Nuree: *And* (0.05) How about () your company?

14 Korakoch: Uhm (0.04) coffee and tea.

Likewise, in (12) at line 24, once the initial sequence is brought to possible closing at line 23, Tunya initiates an expanded sequence with the “and”-prefaced turn, asking the interlocutor to share more information about the coffee shop.

(12) [22: FtF_NNSs+NNSs]

22 Tunya: How about you shop () coffee?

23 Jip: It's about coffee and cake bakeries.

24 Tunya: *And* what is the interest uh interest menu in your shop?

25 Jip: Every things.

In (13), the “and”-prefaced TCU emerges as part of the first pair-part multi-unit turn, eliciting the partner's talk about her job.

(13) [23: FtF_NNSs+NNSs]

- 1 Pachara: My name is Pachasara Somneang,
 2 My nickname is () welcome to my company,
 3 and what is your job.
 4 Bom: Restaurant.
 5 Pachara: () Restaurant uh where is your company?
 6 Bom: Italian restaurant.

In (14), an excerpt from a telephone conversation, the “and”-prefaced single-unit turn at line 16 initiates a possible transition into a closing sequence via a final topic proffer after the telephone number has been confirmed by the interlocutor.

(14) [15: Tel_NNSs+NNSs]

- 13 Tunya: can I confirm you telephone number?
 14 Your number is 0810852708 right?
 15 Guest: Yes.
 16 Tunya: And any things else?
 17 Guest: No, thank you. Bye.

In Excerpts (15) and (16) from face-to-face conversations, “and” is used at lines 25 and 3 respectively to preface a free increment TCU of a second pair-part multiunit turn, initiating an expansion of the talk in the base sequence. The “and”-prefaced TCU in (15) is launched when the question-answer sequence is brought to a possible end at line 24 while that in (16) emerges when the greeting sequence comes to possible closing at line 2.

(15) [09: FtF_NNSs+NNSs]

- 23 Caterine: Why do you come here () in Thailand?
 24 Verisa: Contact my business .
 25 And where do you company?
 26 Caterine: Uhm Thailand.

(16) [03: FtF_NNSs+NNSs]

- 1 Ann: Hello my name is () Nice to meet you too.
 2 Bee: Welcome to Thailand,
 3 and what do you do.

4 Ann: Uhm () now I'm manager of flight attendant,
 5 and I have () meeting
 6 in Bangkok.

Apart from proffering a topic in face-to-face conversation, “and” is also used to preface an offer both in face-to-face and in telephone conversations. In (17), from a face-to-face conversation, Verisa produces an “and’-prefaced TCU as an add-on or an increment TCU returning an offer to give her conversation partner a discount at her spa at lines 27-28.

(17) [23: FtF_NNSs+NNSs]
 21 Pachsara: Uhm...if I want to Italian restaurant did you have promotion.
 22 Bom: ((body language))
 23 Pachsara: Promotion.
 24 Bom: 15%
 25 Pachsara: oo 15% ok?
26 And when you bring your customer to my () spa and,
 27 show you are the Italian restaurant,
 28 and you discount you 5 % per person,
 29 nice to meet you.
 30 Bom: nice to meet you.

In (18), from a telephone conversation, the “and”-prefaced TCU is used at line 5 as a free increment of the second pair-part multiunit turn. While responding to the request, the speaker of the “and”-prefaced TCU also offers to take a message since the person called for is not available.

(18) [07: Tel_NNSs+NNSs]
 1 Receptionist: This uh this Hatyai University do you want to talk to ()
 2 Ann: Hello My name is Ann. Can I speak to John.
 3 Receptionist: John . Wait a minute,
 4 John is not here. John is busy.
5 And (0.02) do you want to leave uh a message?
 6 Ann: Yes uh () you tell him call back to me this number 087,
 7 Receptionist: ()

8 Ann: ok.

Apart from making an offer, the learners used “and” to preface an information-eliciting question. The “and”-prefaced TCUs eliciting new information can be found in the first pair-part, the second pair-part or the sequence-closing third turns of both face-to-face and telephone conversations.

“And”-prefaced TCUs eliciting information are most often found in the first pair-part turns in telephone conversations, being add-ons to the speaker’s preceding turn. In (19) in the first pair-part turn at line 47, Tanya elicits her partner’s address with an “and”-prefaced TCU, shown as an add-on to her preceding turn at lines 44-45.

(19) [03: Tel_NSs+NNSs]

39 Danial: (.02) Can you replace the the box of bottle for me?

40 Tunya: Yah yah I can.

41 Danial: But can you do that before ,

42 uh before lunch time tomorrow please?

43 Tunya: Never mind (0.11s),

44 and you want me to sent to sent to your home

45 or not.

46 Danial: Yes yes yes?

47 Tunya: *And* what is your address?

48 Danial: My address is 956,

In (20), Wee uses an “and”-prefaced TCU in the first pair-part turn at line 27 to elicit her partner’s office number.

(20) [14: Tel_NSs+NNSs]

27 Wee: *And* what’s number office,

28 Chow: The same.

29 Wee: same (.05s)

30 *and* what is your receipt number.

31 Chow: receipt number uh HG,

32 Wee: HG.

In (21), at line 62, an “and”-prefaced TCU is used in the first pair-part turn to elicit the partner’s address.

- (21) [16: Tel_NSs+NNSs]
- 59 Daniel: No () and can you sent me ()
- 60 Yu: ()
- 61 Daniel: () before tomorrow please.
- 62 Yu: () *and* your address?
- 63 Daniel: My address is 956,
- 64 Yu: 950.
- 65 Daniel: 6 Devine Drive,

In (22)-(29), “and” is used as a preface to a questioning TCU emerging as a bound increment or a coherent add-on to the speaker’s preceding first pair-part turn. In (22), “and” is used to preface a question eliciting a number and an address at lines 33 and 35 respectively.

- (22) [01: Tel_NSs+NNSs]
- 29 Skon: Give me what what your contact number.
- 30 Danial: Sorry, telephone number?
- 31 Skon: Yes.
- 32 Danial: 097-6555-796.
- 33 Skon: *And* do you have your office number?
- 34 Danial: No, that the same ()
- 35 Skon: *And* can you tell me you address please?
- 36 Danial: My address is 956 Devine Drive Pattalung.
- Notes: NSs=Danial, NNSs=Skon

In (23), (24), and (25), an “and”-prefaced turn eliciting number is found at lines 42, 27, and 19 respectively.

- (23) [07:Tel_NSs+NNSs]
- 36 Sukdinun: uh can can you tell me your address again.
- 37 Chouw: address 536 Whaley Road Pattalung.
- 38 Sukdinun: Whaley Road.
- 39 Chouw: Yah.

- 40 Sukdinun: Can you spell it?
 41 Chouw: Whaley W-H-A-L-E-Y Whaley Road Pattalung.
42 Sukdinun: uh and and can I have your contact number?
 43 Chouw: contact number 8 sorry 081,
 Notes: NSs=Chouw, NNSs=Sukdinun

- (24) [14: Tel_NSs+NNSs]
 24 Chouw: 6978,
 25 Wee: 6978 again please 081-566-6978.
 26 Chouw: right?
27 Wee: And what's number office.
 28 Chouw: The same.
 Notes: NSs=Chouw, NNSs=Wee

- (25) [15: Tel_NSs+NNSs]
 15 Mam: Uh what is your contact number?
 16 Anery: contact number is 089,
 17 Mam: ha ha.
 18 Anery: 6978,
19 Mam: (.05) uh and what is your number office?
 20 Anery: The same as my contact number the same number.
 Notes: NSs=Anery, NNSs=Mam

In (26), an “and”-prefaced turn eliciting the interlocutor’s receipt number is found at line 30.

- (26) [16: Tel_NSs+NSs]
 22 Daniel: can you send me black shoes polish please?
 23 Yu: yes.
 24 Daniel: Thank you. Please before noon tomorrow ,
 25 because I'm out afternoon ok?
 26 Yu: ()
 27 Daniel: Thank you.
 28 Yu: () and you want me to sent on afternoon tomorrow.
 29 Daniel: before (before) noon before noon tomorrow.
30 Yu: () and your receipt number.
 31 Daniel: Receipt number is FH,
 32 Yu: F

33 Daniel: FH
 34 Yu: H
 35 Daniel: Yes flock plus hotel.

Notes: NSs=Danial, NNSs=Yu

In (27), an “and”-prefaced turn eliciting date and number is found at lines 42 and 46 respectively.

(27) [16: Tel_NSs+NNSs]

39 Yu: 5613,
 40 Daniel: no no 56 93?
 41 Yu: 56 93 yes ()
42 _____ and purchase date is.
 43 Daniel: purchase date yesterday.
 44 Yu: Today?
 45 Daniel: yesterday.
46 Yu: _____ And your contact number mobile.
 47 Daniel: Contact number is 087,
 48 Yu: 087
 49 Daniel: Uh 655
 50 Yu: 655
 51 Daniel: 54
 52 Yu: 54

Notes: NSs=Danial, NNSs=Yu

In (28) and (29), an “and”-prefaced TCU is used in the first pair-part turn at lines 23 and 48 respectively to elicit the partner’s address.

(28) [09: Tel_NSs+NNSs]

13 Chouw: I bought a DIY table uh from your store yesterday and table ()
 14 in the box is no screw () the table?
 15 Ferdy: Yes (.07) uh Mr. Chouw I want to know uh receipt number.
 16 Chouw: Receipt number?
 17 Ferdy: Yes.
 18 Chouw: is HG,
 19 Ferdy: yeah HG
 20 Chouw: 34-93

- 21 Ferdy: 34-93
 22 Chouw: Yes
23 Ferdy: *And your address please?*
 24 Chouw: uhm my address is,
 25 Ferdy: ()
 26 Chouw: 5556
 27 Ferdy: Yes.

Notes: NSs=Chouw, NNSs=Ferdy

(29) [03: Tel_NSs+NNSs]

- 41 Danial: But can you do that before
 42 uh before lunch time tomorrow please?
 43 Tunya: Never mind,
 44 (0.11)
 45 And you want me to sent to sent to your home
 46 or not.
 47 Danial: Yes yes yes.
48 Tunya: *And what is your address.*
 49 Danial: My address is 956,

Notes: NSs=Danial, NNSs=Tunya

In (30)-(31), at lines 19 and 46 respectively, an “and”-prefaced TCU is used in the first pair-part turn to elicit information on time and date.

(30) [04: Tel_NSs+NNSs]

- 12 Pasara: uh the Can you say that again? Table that you bought yesterday.
 13 Anery: Yes.
 14 Pasara: And?
 15 Anery: DIY table but the table is no screw,
 16 Can you send me screw please?
 17 Pasara: Ok wait a minute (.07s) ok what’s your name sir?
 18 Anery: uh Anery
19 Pasara: *And when did you buy.*
 20 Anery: I bought yesterday.
 21 Pasara: Yesterday r is 20th August.
 22 Anery: Oh yes

Notes: NSs=Anery, NNSs=Pasara

(31) [14: Tel_NSs+NNSs]

- 43 Wee: tomorrow (.06s) what is your ()
 44 Chouw: address 534 Whavey Road, Pattalung,
 45 (.20)
46 Wee: *and* what is your purchase date.
 47 Chouw: sorry what what?
 48 Wee: purchase date.
 49 Chouw: purchase date was yesterday.

Notes: NSs=Chouw, NNSs=Wee

In (32), besides to elicit a date at line 33, an “and”-prefaced TCU is used in the first pair-part turn at line 35 to elicit further information from the interlocutor.

(32) [15: Tel_NSs+NNSs]

- 29 Mam: Uh what is your receipt number.
 30 Anery: receipt number?
 31 Mam: Yes.
 32 Anery: receipt number CH1943.
33 Mam: *And* what is your purchase date.
 34 Anery: purchase date was yesterday.
35 Mam: *And* do you have any suggestion?
 36 Anery: I want you to sent me a tap at my address
 37 by noon tomorrow please?

Notes: NSs=Anery, NNSs=Mam

While mostly found in the first pair-part turn, examples in (33), at line 18, and (34), at line 43, illustrate “and”-prefaced TCUs in the second pair-part turns eliciting numbers.

(33) [05: Tel_NSs+NNSs]

- 11 Anery: Uh I bought a table,
 12 Tassanee: Yes.
 13 Anery: DIY table from your shop?
 14 Tassanee: Yeah ya ha.
 15 Anery: And when I try to sample table the screw () is missing that

- 16 I need the screw of table.
 17 Tasanee: Ok, so I have to say sorry about that,
 18 and can you please give me the receipt number.
 19 Anery: ok receipt number is CH,
 20 Tasanee: Yes, C Cat, H Hong Kong ()
 Notes: NSs=Anery, NNSs=Tasanee

(34) [09: Tel_NSs+NNSs]

- 41 Chouw: Can you sent uh the screw to me uh to my address.
 42 Ferdy: Yes,
 43 and what's your contact number.
 44 Chouw: contact number is 081,
 45 Ferdy: Yes 081
 46 Chouw: 5666
 47 Ferdy: 5666
 48 Chouw: 978
 49 Ferdy: 978
 50 Chouw: yes
 Notes: NSs=Chouw, NNSs=Ferdy

Besides the first and second pair-part turns, in (35), (36), and (37), at lines 31, 55, and 19 respectively, the learners use “and” to preface a TCU in sequence-closing third turns to elicit numbers from their partners.

(35) [14: Tel_NSs+NNSs]

- 27 Wee: And what's number office.
 28 Chouw: The same.
 29 Wee: same,
 30 (.05)
 31 and what is your receipt number.
 32 Chouw: receipt number uh HG,
 33 Wee: HG.
 Notes: NSs=Chouw, NNSs=Wee

(36) [16: Tel_NSs+NNSs]

- 53 Daniel: 96
 54 Yu: 96

55 _____ *and do you have office number.*

56 Daniel: The same mobile.

57 Yu: yes .

Notes: NSs=Daniel, NNSs=Yu

(37) [03: Tel_NSs+NNSs]

11 Danial: I bought a carton boxes of ()

12 from your store but the box is bad.

13 Can you replace the box carton please.

14 (.06)

15 Tunya: uh I'm sorry What's your name.

16 Danial: My name is Danial.

17 Tunya: Danial

18 (.05)

19 _____ *and what is the contact number.*

20 Danial: The contact number 087,

Notes: NSs=Danial, NNSs=Tunya

Although most frequently found in telephone conversations, the information-eliciting “and”-prefaced TCUs are also found in face-to-face conversations. As illustrated below, in (38) at line 20 Verisa uses the “and”-prefaced TCU at line 20 in the sequence-closing third turn to elicit more specific information from her partner whereas in (39) at line 11, Pachara makes use of the “and”-prefaced TCU to elicit her partner’s interest in a possible pre-offer sequence.

(38) [09: FtF_NNSs+NNSs]

23 Caterine: Why do you come here ()in Thailand.

24 Verisa Contact my business .

25 And where do you company.

19 Caterine: Uhm Thailand.

20 Verisa: *And in uh Songkhla, Bangkok or Chiangmai province.*

21 Caterine: Songkhla province.

(39) [23: FtF_NNSs+NNSs]

10 Pachara: oo you stay in Thailand oo

11 _____ *And do you interest in spa massage Thai massage spa ()*

- 12 Bom (yes) interest.
 13 Pachara: It's well when you come to Thailand ()
 14 can you come to my spa,
 15 and we have promotion discount 5% () uh () special for you.

Aside from seeking information, “and”-prefaced TCUs are also used to confirm and add/give information. In (40), the marker “and” at lines 71, 73, 75, and 77 prefacing an increment TCU of an extended first pair-part turn seeking confirmation of a list of information from the interlocutor.

- (40) [08: Tel_NSs+NNSs]
 68 Tukta: (.03s) uh I can confirm your information uh your name is Beast,
 69 and contact number is 090-666-5879.
 70 Best: right?
 71 Tukta: And your problem is uh your bought shirt yesterday.
 72 Best: ()
 73 Tukta: And you want size uh XXL.
 74 Best: That right?
 75 Tukta: And your receipt number is DS39 3941.
 76 Best: r yes.
 77 Tukta: And I I can sent new one for XXL shirt tomorrow .
 78 Best: Thank you very much.
 79 Tukta: Ok thank you Beast
 80 Best: Bye Bye.
 Notes: NSs=Bestl, NNSs=Tukta

Likewise, in (41), the marker “and” is found at lines 83 and 84 prefacing a TCU seeking the interlocutor's confirmation of information received.

- (41) [05: Tel_NSs+NNSs]
 78 Tasanee: uh My name my nick name is Ju.
 79 Anery: ok ()
 80 Tasanee: rh rh can I confirm all information,
 81 your name is Anery,
 82 your telephone number is 089-555-6978,
 83 and your problem is table screw missing

- 84 _____ and you need a new one.
- 85 Anery: Yes.
- 86 Tasanee: And have to sent to your home yes and em.
- 87 Anery: Sorry, can I can I ask can you sent this before noon tomorrow
- 88 because afternoon I'll be out I'll be on the town.
- 89 Tasanee: Sent uh
- 90 Anery: before noon tomorrow.
- Notes: NSs=Anery, NNSs=Tasanee

“And”-prefaced increment TCUs seeking confirmation of a list of the information the speaker has about their interlocutor can also be found in (42) at lines 54 and 58.

- (42) [06: Tel_NSs+NNSs]
- 50 Real: Ok can I confirm information.
- 51 Best: Yah ya.
- 52 Real: uh you're your bought black shoes in my store,
- 53 but you got red shoes,
- 54 _____ and you want to change it and I uh,
- 55 I will send it to you in your home,
- 56 uh your telephone number is 0806665879.
- 57 Best: Yes.
- 58 Real: And uh your address is 734 River view Pattalung.

In a face-to-face conversation, the marker “and” is also found prefacing a TCU seeking confirmation from the interlocutor, as seen in (43) at line 18.

- (43) [23: FtF_NNSs+NNSs]
- 14 Bom: Where do you from.
- 15 Pachsara: Ya, I'm in Thailand I love spa and relax ()
- 16 Bom: Eh...how where ()
- 17 Pachsara: I live in Hatyai.
- 18 _____ And your restaurant is an Italian,
- 19 it have Thailand Italian (0.02) customer
- 20 Bom: spaghetti and steak.

While the “and”-prefaced turns in the excerpts above are deployed to elicit new information or to confirm it, those below are coherent add-ons to give new information. In (44), the “and” preface is found at line 13 whereas in (45) it is found at lines 17 and 20.

(44) [17: Tel_NNSs+NNSs]

6 Danai: I'm Danai Kannikan.
 7 Ann: Yes.
 8 Danai: I call from Krung Thai bank.
 9 Ann: Yes.
 10 Danai: I want to tell him about financial of your,
 11 company.
 12 Ann: Ok
 13 Danai: And my telephone number is 0835322669
 14 please tell him call back to me.
 15 Ann: Ok.
 16 Danai: Thank.

(45) [29: Tel_NNSs+NNSs]

16 Panupong: I'm Panupong from AIA company,
 17 and I want to talk about your product
 18 (0.03)
 19 Mr. Kandanai please call back to me,
 20 and my telephone number is 082,
 21 Tiffany: 082
 22 Panupong: 428
 23 Tiffany: 428
 24 Panupong: 4208
 25 Tiffany: 4208
 26 Panupong: yes thank you for your help.
 27 Tiffany: yah.
 28 Panupong: Bye.

The learners also use “and”-prefaced TCUs as add-ons to give information in SPP turns, as shown in (46) and (47) at lines 16 and 3 respectively.

(46) [19: Tel_NNSs+NNSs]

12 Receptionist: I think he will be back at haft and hour.

- 13 Do you want to leave a message.
 14 Nuree: Yes I want to leave a message to Mr. Lee,
 15 Please tell him call back to me ,
 16 and my telephone number is 086 293 9686
 17 (0.04)
 18 Receptionist: Uhh..again please
 19 Nuree: 086 293 9686.

(47) [05: FtF_NNSs+NNSs]

- 1 Bo: () and you?
 2 Brian: My name's Brian Robert I'm from Malaysia.
 3 And I work at Body soap.
 4 Nice to meet you.
 5 Bo: Nice to meet you.
 6 Uh () do you enjoy uh with the party.
 7 Brian: Yes, I enjoy with it because I meet many foreigner,
 8 () I know them a lot,

The marker “and” at line 16 in (48), prefaces a TCU adding information in the sequence closing third turn of a face-to-face conversation.

(48) [09: FtF_NNSs+NNSs]

- 14 Verisa : What do you do in your company.
 15 Caterine: ()
 16 Verisa: And me Mona company I work about import and export,
 17 electricity brand Samsung .
 18 Caterine: Oh ((Laughing))
 19 Verisa: ((Laughing)) brand Samsung and ehm Hitachi and ()
 20 Caterine: How long do you stay here?
 21 Verisa: Oh I stay in Thailand for two weeks because I () want to
 22 contact the business .

Besides adding information, the learners also use “and” to preface an action such as a request, as shown by the TCU of Ellen's turn at line 21 in (49).

(49)

[05: Tel_NNSs+NNSs]

19 Gant: Do you have any information to give to John.

20 Ellen: Oh no?

21 _____ and please ask him to meet me on Friday at six o'clock.

22 Gant: ok.

23 Ellen: Thank you very much.

At lines 14 and 17 in (50) and (51) respectively, the learners use “and” to preface a request after supplying information in the previous turns.

(50) [32: Tel_NNSs+NNSs]

8 Paragon: I call from () company. My telephone number is 08,

9 Alisa: 08

10 Paragon: 204

11 Alisa: 204

12 Paragon: 7179

13 Alisa: 7179 ok

14 Paragon: And tell him call back to me.

15 Alisa: Yes. Thank you.

(51) [07: Tel_NSs+NNSs]

14 Sukdinun: uhh (.02s) uh I, you speak too fast I can't catch your words

15 can you speak, can you tell your problem again,

16 Chouw: ok.

17 Sukdinun: and slowly.

18 Chouw: Yesterday, I bought a bottle of shampoo hair shampoo ok (.02s)

19 I bought hair shampoo.

20 Sukdinun: Yes.

Notes: NSs=Chouw, NNSs= Sukdinun

4.1.2 Free-standing “and”

When standing alone, “and” is used as a continuer, signaling the conversation partner to continue the turn just like in native speakers'. Shown in Excerpt (52), from a telephone conversation between teacher and learner, Danial, the teacher, called Sakon, the learner, to report the problem about the radio he purchased

and requested a replacement. After Mr. Danial's pre-request, or introduction to his upcoming request, at line 10, Sakon uses the free-standing "and" at line 11 to prompt his interlocutor to finish the pre-request problem report and continue with the request at line 14.

(52) [01: Tel_NSs+NNSs]

- 9 Danial: Skon oh, sorry about that. Thank you Skon.
 10 Listen guy I, yesterday I bought () radio from your store
 11 Skon: And?
 12 Danial: And when I at home I try to use but the speaker doesn't work.
 13 There is no sound?
 14 Can you replace the radio for me please.
 15 Skon: Yes, give me what your name.
 16 Danial: My name is Danial.

Notes: NSs=Danial, NNSs=Skon

In Excerpt (53), which is a teacher-learner telephone conversation, after the greeting sequence, lines 6-8, and Anery's explanation about his problem, the reason for the phone call, Pasara, the learner, requests a repeat of the problem at line 13, using free-standing "and" as shown in line 16 to continue their conversation. Receiving just a confirmation of the topic of the complaint via the turn at line 15, the learner uses the standing-alone "and" to request continuation and a full repeat of the problem. The request for a full repeat of the interlocutor's prior turn, instead of just a typical topic confirmation, apparently indicates the learner having a problem in understanding the teacher's turn.

(53) [04: Tel_NSs+NNSs]

- 6 Anery: Mee. Good afternoon Mee how are you.
 7 Pasara: I'm fine. Thank you. And you?
 8 Anery: Thank you. I'm well done but I have a problem,
 9 I'm Anery speaking r the table which I bought from your store the
 10 DIY table but in the box there were no screws.
 11 Can you send me the screw DIY table please.
 13 Pasara: r the Can you say that again.
 14 Table that you bought yesterday.

- 15 Anery: Yes.
- 16 Pasara: And?
- 17 Anery: DIY table but the table's no screw.
- 18 Can you send me screws please.
- 19 Pasara: Ok wait a minute (.07s) ok what's your name sir?
- 20 Anery: uh Anery
- Notes: NSs=Anery, NNSs=Pasara

To recapitulate, the marker “and” was used by the learners much more frequently as a turn preface than as a free-standing item. Found in the first pair-part, the second pair-part, and the sequence-closing third turn, it prefaces a TCU mostly serving to prompt a reciprocal or an exchange sequence, proffer a transition into a new topic or a closing sequence, make an offer, and to elicit, give/add, and confirm information. Also, as shown, “and”-prefaced TCUs were noticeably used more in telephone than in face-to-face conversations. This is most likely due to the fact that in telephone conversations, the learners were mostly engaged in information-oriented tasks, completing a memo and a complaint form. Working with a list of information, the learners apparently opt for “and” both as an indicator of an “add-on” and as a turn-holding filler while buying time to look for or jot down information. Additionally, the learners’ more frequent use of “and” prefaces in telephone conversations seems to be in contrast with native speakers. The latter have been reported to use this type of “and” most frequently in face-to-face institutional talk (Heritage, 1994). The learners in this study therefore seem to treat their business telephone conversation as being more institutionalized. They are apparently oriented not only towards a restricted set of information-centered tasks involved in the controlled talk but also towards the role difference between service-representatives and customers.

4.2 “Oh”

The marker “oh” is second-most deployed by the students both in simulated telephone and face-to-face conversations. It appears both as a turn/TCU preface and as a free-standing “oh” even though the latter is much less frequent, being used as a reactive response to an ongoing turn.

4.2.1 “Oh”-preface

Similar to the use by native speakers, the prefacing “oh” serves as a change-of-state or receipt-of-information token found either in the second pair-part or in the sequence-closing third turn of a sequence. The learners choose “oh” to preface an affiliative response, an assessment, an action contingent on the new information that it acknowledges, a self- and an other- repair just like native speakers do. However, different from reports in previous studies of native speakers, the Thai EFL students also used “oh” to preface the following utterances: a formulaic greeting such as “nice to meet you”, a repeat of new information, and most frequently an apology as shown in Table 4.

Table 4: Functions and frequency of “oh”-preface

Functions of “oh”-preface	Number of occurrences			
	FtF NNSs+NNSs	Tel NNSs+NNSs	Tel NNSs+NSs	Total
Apology - for a dis-preferred response - for a delayed response - for a problem	2	11	0	13
Repetition of new information	1	0	0	1
Repair	1	0	1	2
Action contingent on new information - Formulaic greeting - Offer/Response to offer - Request/Response to request - Inquiry/Response to inquiry	1 2 0 5	0 0 4 2	0 0 0 0	1 2 4 7
Assessment	0	1	0	1
Affiliative response	2	0	0	2
Total	14	18	1	33

The learners' use of an apology-prefacing "oh" seems to be not only most frequent but also most distinctively nonnative, thus deserving further discussion here. The apology-prefacing "oh" is found both in face-to-face and in telephone conversations even though the latter type elicits this instance of "oh" more as shown in the above table. In simulated phone conversations between learners, "oh" is often deployed prefacing an apology for a dispreferred response to a request in a request-decline sequence, as shown in (54)-(57). In Excerpt (54), taken from a phone conversation between Rose and Tum, the former uses "oh" at line 7 to preface her apology, displayed by "sorry", for the immediately following dispreferred response, indicating that Tum's request at line 5 cannot be fulfilled since the person asked for is not present. Notice that the dispreferred response to the request is delivered with a delay, indicated by the preceding TCU at line 6.

- (54) [21: Tel_NNSs+NNSs]
- 1 Rose: Hello. This is Rose company.
 2 Rose speaking.
 3 May I help you?
 4 Tum: Hello. I'm Tum I calling from Nokia company,
 5 I would like to speak to the sale manager. Mr. Robert.
 6 Rose: Just a moment please.
 7 Oh sorry Mr. Robert is not in now ,
 8 uh could you leave a message.
 9 Tum: yes uh could you please tell him to call me back because,
 10 I have an important information about my company.
 11 uh can you ask him to call me back at 074-326-727.

In (55), the learner also uses "oh" to preface an apology for a dispreferred response to a request in a telephone conversation. After the greeting sequence, which draws to a close at line 4, Wan asks her interlocutor to speak to Mr Etienne. Since the latter is not available, Sofier offers an apology for the dis-preferred response to the request, using an "oh"-preface at line 6.

- (55) [33: Tel_NNSs+NNSs]
- 1 Sofier: Good afternoon. I'm Sofier.

- 2 Wan: Hello, good afternoon ()
 3 Sofier: I didn't hear you please speak again.
 4 Wan: My name is Wan. Can I speak to Mr. Etienne.
 5 Sofier: Just a moment
6 Oh, I'm sorry.
 7 She is not available.
 8 Could you leave a message?
 9 Wan: Yes.
 10 uh Please you tell him tomorrow () for dinner from
 11 Leegardent hotel to JB. hotel at 6 pm. (0.07)

In (56), a telephone conversation between Nuree and R, after the greeting R asks to speak to Mr. Ott, who is not available at the moment. Nuree uses “oh” to preface the apology displayed by “sorry” for the following dis-preferred response at line 4.

- (56) [06: Tel_NNSs+NNSs]
 1 Nuree: Hello, Good afternoon ABC company Nuree speaking.
 2 R: Hello. I'm R may I speak((ing)) to Mr. Ott.
 3 Nuree: Just a moment.
4 Oh I'm sorry. Mr. Ott is ()Mr. Ott is () Mr. Ott is not available.
 5 R: When I can contact him.
 6 Nuree: em at 10 O'clock.

In Example (57), after returning a greeting and introducing herself at line 1 Mingkwan asks to speak to someone who is not there. The receptionist uses “oh” to preface an apology for the dis-preferred second pair-part response at line 6.

- (57) [04: Tel_NNSs+NNSs]
 1 Receptionist: Hello Good afternoon. Ma speaking can I help you?
 2 Mingkwan: Hello my name is Mingkwan Nuensang.
 3 I'm calling from cosmetic company,
 4 I would like to speak to ()
 5 Receptionist: Just a moment please.
6 Oh sorry he is not in now.
 7 Mingkwan: Can I leave er him a message?

- 8 Receptionist: (0.02)((you can back to me right now
 9 (0.03) ((call back to me number))
 10 Mingkwan: Please () tell her call back at 0844444409
 11 Receptionist: again please.
 12 Mingkwan: 084-444-409 (0.05) Thank you.

In (58), Tom asks the receptionist to speak with Mr. Simon, but the latter has an appointment with someone at the moment. At line 4 and 6, the receptionist, therefore, offers an apology for being unable to fulfill the request due to Mr. Simon's absence. In this excerpt, the dis-preferred response comes with no delay; nevertheless, the speaker still registers the turn with an apology-prefacing "oh."

(58) [26: Tel_NNSs+NNSs]

- 1 Receptionist: Good afternoon
 2 Tom: Good afternoon. I'm Tom I want to talk with,
 3 Simon
 4 Receptionist: Oh sorry but he is appointment right now.
 5 Tom: Sorry I can't hear again please.
 6 Receptionist: Oh sorry but he is appointment right now,
 7 () Do you want to leave a message for him.
 8 Tom: Ok call back to me my telephone number,
 9 0846311892.

Similar uses of "oh" prefacing an apology can also be found in (59) and (60). In (59), Yaruda has a telephone conversation with a guest who is asking to speak with Mr. Leo. Treating the guest's turn at line 4 as if problematic, she delays her response to the request with the post-first insert pair part at line 5, projecting the insert sequence ending with the guest's second pair-part turn at line 6. Yaruda's delayed response, which comes in one intonation contour at line 7, indicates the absence of Mr. Leo, and is prefaced by an apology-prefacing "oh".

(59) [31: Tel_NNSs+NNSs]

- 1 Yurada: Hello. My name's Yurada. I'm manager of ()
 2 department.

- 3 Guest: hello, good afternoon. I'm () speaking
 4 Could I speak to Mr. Leo.
 5 Yurada: Mr. Leo?
 6 Guest: Yes.
 7 Yurada: Oh sorry she is not available.
 8 Guest: I want to leave a message to Mr. Leo.
 9 Yurada: ok.

Similarly, in (60), at line 10 the receptionist uses “oh” to preface an apology for a delayed response to the request made by the caller at line 6.

- (60) [22: Tel_NNSs+NNSs]
 5 Guest: h (0.03) I'm Leo from Tiger Air Way company.
 6 I would like to speak to Mr. Robert.
 7 Receptionist: Mr. Robert?
 8 Guest: Yes,
 9 (0.07)
 10 Receptionist: Oh, I'm sorry he is out with girlfriend.
 11 Guest: Really?
 12 Receptionist: Yes

It should be noted that the learners all know that they are supposed to role-play a request-decline sequence with the absence of the person asked for. However, prefacing the turn with “oh”, the speakers seemingly cast the absence of the person as if new or unknown even to him/her, not just to the interlocutor, putting them in equal standing with regard to the upcoming dispreferred response. And the fact that a number of “oh”-prefaced dispreferred responses are also delivered without delay suggests that speakers apologize for the responses with the “oh” preface regardless of their prior awareness of the absence of the third party, thus overdoing it.

Apart from apologizing for being unable to fulfill a request, the learners also use “oh” to preface an apology for their own hearing/understanding problems or the problem they have initiated in the previous turns. For example, at line 8 in (61) after the formulaic expression at line 6 and a delay, indicated by the (0.03) pause, Da apologetically asks Tukta to repeat the request in the preceding turn.

(61) [09:Tel_NNSs+NNSs]

- 1 Da: Hello Good afternoon () company Da speaking.
 2 Tukta: Hello good afternoon.
 3 My name is Tukta calling from Skin food shop,
 4 I would like to speak to Call Seller Manager,
 5 please.
 6 Da: Just a moment please,
 7 (0.03)
 8 oh I'm sorry () Tukta again please.
 9 Tukta: I would like to speak to Call Seller Manager,
 10 please. ()
 11 Da: ()
 12 Tukta: May I give a message to Call Seller Manager,
 13 (0.05)
 14 Could you () Call Seller Manager to call me at 083-511-6959.

In (62), explicitly stating that she has a problem with the speaker's previous turn, the learner expresses her apology for it at line 4 with an "oh"-preface.

(62) [22: Tel_NNSs+NNSs]

- 1 Receptionist: Hello I'm () speaking.
 2 Guest: Good afternoon. I'm () from Tiger () company I would like,
 3 to speak to Mr. Robert.
 4 Receptionist: Oh, sorry I can't hear again please.
 5 Guest: Uh..I'm Leo from Tiger company.
 6 I would like to speak to Mr. Robert.
 7 Receptionist: Mr. Robert?
 8 Guest: Yes.

In (63), the learner apologizes for her prior turns at lines 8 and 10, which get treated by her interlocutor as problematic, being a source for repair. Initiated by the interlocutor at lines 9 and 11, the repair is carried out by the speaker herself with an oh-prefaced apology at line 12.

(63) [07: Tel_NNSs+ NNSs]

- 9 Receptionist: your number.

- 8 Ann: 08750605 ok?
 9 Receptionist: again please again please.
 10 Ann: ok thank you.
 11 Receptionist: again please.
 12 Ann: oh sorry 08-7506-2305.
 13 Receptionist: Er Miss Ann.
 14 Ann: Yes.
 15 Receptionist: 08-7506-2305.
 16 Ann: yes.

Similarly, in (64) at line 13 with an “oh”-prefaced apology, the speaker apologizes for her delayed response to the interlocutor’s questioning first pair-part turn delivered at line 9. The understanding problem she is having is realized when her request at line 14 gets treated as problematic by her partner’s other-initiated repair at line 16.

(64) [29: Tel_NNSs+NNSs]

- 1 Tiffany: Good afternoon. Slim up center Tiffany Kim
 2 Speaking.
 3 Panupong: Good afternoon. I’m Mr.Panupong from AIA company.
 4 Can I talk to Mr. Kandanaï
 5 Tiffany: uh (0.04) I’m afraid er Mr. Kandanaï is not available,
 6 at the moment.
 7 Panupong: ()
 8 Tiffany: Yes
 9 Panupong: ()
 10 so when can I contact him?
 11 Tiffany: Yes
 12 (0.04)
 13 Panupong: Hello?
 14 Tiffany: Oh I’m sorry.
 15 Yes uh Can I have you contact number.
 16 Panupong: No no I want to leave a message to Mr. Kandanaï.
 17 Tiffany: ok.

Occasionally, the “oh” marker is used to preface a repair accompanied by an apology. In the following face-to-face conversation between Tony and Tunya, treating the former’s response at line 16 as problematic, Tunya offers an “oh”-prefaced self-initiated, self-repair of her previous turn with an apology, lines 17-18.

- (65) [02: FtF_NNSs+NNSs]
- 9 How do you feel about Hatyai.
- 10 Tony: Very very (.01) busy.
- 11 Tunya: Why?
- 12 Tony: A lot of car () uh () has a lot of car.
- 13 Tunya: But your () uh () province ()
- 14 Tony: But my country is bigger than your your country.
- 15 Tunya: Where do you live?
- 16 Tony: Chiangmai.
- 17 Tunya: Oh! No no?
- 18 () where do you stay, sorry.
- 19 Tony: () mansion.
- 20 Tunya: mansion.
- 21 Tony: yes.
- 22 Near my apartment.

In certain cases, learners are found to apologize for problems related to sequential organization that they have initiated but have apparently not recognized, prompting an other-initiated repair. For instance, in the following simulated face-to-face conversation, at line 7 Eren offers an “oh”-prefaced apology for a misplaced first pair-part turn, “what’s your name” apparently after having received some nonverbal signal from her partner. Similarly, at line 15 Erin also offers another apology with an “oh” preface for her initiation of a repetitive sequence with the first pair-part turn at line 12. Apparently, the apology offered not only indicates a repair initiated by the other party, but also reveals the fact that the learners are aware of the typical organization of sequences such as a first-meeting greeting sequence, which normally begins with a name-eliciting question, but have not yet fully mastered it.

(65) [01: FtF_NNSs+NNSs]

- 1 Eren: How are you.
 2 Tiffany: I'm fry ((fine)). How about you?
 3 Eren: I'm WELL.
 4 Where do you come from?
 5 Tiffany: I come from Korea.
 6 ((gesturing a problem))
 7 Eren: Oh sorry. What's your name?
 8 Tiffany: Oh, My name's () uh () Tiffany Kim.
 9 Eren: Tiffany Kim.
 10 What do you do?
 11 Tiffany: I'm () uh () represent ting SM entertainment.
 12 Eren: oo () Where do you come from.
 13 Tiffany: ถามแล้ว ((already asked))
 14 Eren: Korea.
 15 Oh sorry
 16 Tiffany: Seoul.
 17 Eren: Seoul. Korea. How about it...company.

It has appeared that the learners indiscriminately preface their apology with “oh,” making them distinctively non-native.

Apart from prefacing an apology and a repair with an apology, the learners also use “oh” to preface a new uptake of the interlocutor’s previous turns in a sequence with misalignment, indicating a self-repair of the speaker’s uptake. In the following telephone conversation in (66), Danial, the native–speaker teacher, is discussing with Sakon, a customer service representative, a replacement of the radio he purchased. After Sakon’s suggestion to resolve the problem, lines 16-18, Danial makes a request for the reimbursement of his fuel money. His request is responded to by Sakon with the dispreferred response at line 12, claiming that the company offers a free delivery service. This, along with Danial’s subsequent turns, suggests a misalignment between the two concerning the party responsible for the fuel money, which is only resolved in the last sequence from line 27-30. Initiating a questioning first pair-part with an “oh” preface at line 27, Sakon receives a response in the second pair-part clarifying Danial’s want, bringing the problem to a resolution in the closing lines 29-30.

(66) [01: TeI_NSs+NNSs]

- 12 Danial: And when I at home I try to use but the speaker doesn't work.
 13 There is no sound. Can you replace the radio for me please.
 14 Skon: Yes, give me what your name.
 15 Danial: My name is Danial.
 16 Skon: uh (.03 s) I think tomorrow you take your radio,
 17 to our office and ()
 18 take your receipt too.
 19 Danial: Ok but I bought in your office at Hatyai and Can you pay my,
 20 my fuel money because I carry from,
 21 from Panttalung to hatyai now.
 22 Skon: this is free service.
 23 Danial: Free service?
 24 Skon: Yes.
 25 Danial: But but that include my fuel money,
 26 because I carry from Pattalung to Hatyai.
 27 Skon: Oh, do you want me delivery to your home or.
 28 Danial: Please, delivery for me ()
 29 Skon: It's free service ok?
 30 Danial: Thank you ok.

Notes: NSs=Danial, NNSs=Skon

In certain cases such as (67), “oh” also appears with an other-initiated, other repair. At line 7, the “oh” gets produced prefacing a repair in the sequence-closing third multi-unit turn. At line 5, Au asks Kim about her interests in Thailand. After Kim’s second-pair part response at line 6, Au offers an “oh”-prefaced repair in the sequence-closing third turn, making her interlocutor’s response more specific.

(67) [07: FtF_NNSs+NNSs]

- 5 Au: What are you interest in Thailand.
 6 Kim: ((Beautiful places))
 7 Au: Oh Phuket,
 8 And do you want to travel,
 9 ((What is))do you want to travel in Phuket.
 10 Au: 1 week.
 11 Kim: ok I can () you to travel in Phuket .

- 12 because I have group tour in south of Thailand.
 13 Kim: ok.

While registering their acknowledgement of new information given by their interlocutor, the learners also use “oh” to preface a repetition of the information. As shown in (68) at line 15 in the sequence-closing third turn, Pop responds to Fan’s new information given at line 14 with an “oh” prefacing a repeat of the new information.

- (68) [21: FtF_NNSs+NNSs]
 11 Fan: 4, And you? What’s your company.
 12 Pop: My company uh () I have product such as mascara, lipstick,
 13 brush on uh () uh () where your company in?
 14 Fan: in Malaysia.
15 Pop: Oh in Malaysia .
 16 Fan: yes .
 17 Pop: () uh () uh () how long do you live in Thailand.
 18 Fan: Er only 1 ()

Very often instead of prefacing a repeat of the new information given by the interlocutor in the preceding turn, the learners also use “oh” to preface actions treated as relevant to it such as an offer or a response to an offer, a request or a response to a request, and an inquiry or a response to an inquiry. In (69) at line 5, while acknowledging the name of her partner given at line 4 and treating it as new information, the speaker uses “oh” as a preface to the formulaic greeting, treated as a relevant response to the partner’s self introduction.

- (69) [11:FtF_NNSs+NNSs]
 1 Nuree: What is your name.
 2 Korakoch: My name’s Pim () My name Korakoch,
 3 And you?
 4 Nuree: My name is Nuree.
5 Korakoch: Oh, nice to meet you.
 6 Nuree: Nice to meet you too?
 7 Korakoch: (0.03) What is your company.

- 8 Nuree: M&M company.,
 9 What is (0.04) the name of company.
 10 Korakoch: Uh ()Sushi restaurant .

In (70), marking new information acknowledgement in a multi-unit turn, Eren also uses “oh” to preface her offer to do business with her partner, at line 28.

- (70) [01: FtF_NNSs+NNSs]
 18 Eren: Seoul. Korea. How about it...company.
 19 Tiffany: Company?
 20 Eren: Company.
 21 Tiffany: Company.
 22 Eren: Yes.
 23 Tiffany: Product uh () singer.
 24 Eren: singer, It's about advertisement.
 25 Tiffany: uhm.
 26 Eren: O::h?
 27 (0.02)
 28 I want to do with you.

In (71), instead of prefacing an offer contingent on new information provided by the interlocutor, Tiffany, at line 28, uses “oh” to introduce an acceptance of the offer made in the previous turn.

- (71) [01: FtF_NNSs+NNSs]
 18 Eren: Seoul. Korea. How about it...company.
 19 Tiffany: Company?
 20 Eren: Company.
 21 Tiffany: Company.
 22 Eren: Yes.
 23 Tiffany: Product uh () singer.
 24 Eren: singer, It's about advertisement.
 25 Tiffany: em
 26 Eren: O::h?
 27 I want to do with you.

- 28 Tiffany: Oh you can () c.
 29 Eren: If I have free time ().
 30 Do you want to drink first?

In Excerpts (72), (73), and (74), while registering new information acknowledgement, the learners use “oh” to preface a request contingent on the new information. In (72), from a telephone conversation, treating the unavailability of John as new information, Luktan prefaces her request to leave him a message at line 15 with the marker “oh”.

- (72) [02: Tel_NNSs+NNSs]
 3 Luktan: Hello, may I introduce my self my name is Luktan.
 4 Patsara: Hello, my name is Patsara Somneang. I’m from training travel,
 5 today I would like to talk to Mr. John.
 6 Luktan: Ok Just a moment please.
 7 Patsara: ok.
 8 Luktan: Oh (0.03) she
 9 Patsara: [Mr. he]
 10 Luktan: He is r (0.03)
 11 Patsara: Sorry he available or not.
 12 (0.12) (waiting)
 13 sorry he available or not? or he is in a meeting.
 14 Luktan: Yes.
 15 Patsara: Oh can I leave him a message?
 16 Luktan: ok.

Similar instances can be observed in (73) and (74), at lines 9 and 16 respectively.

- (73) [12: Tel_NNSs+NNSs]
 1 Receptionist: Good afternoon uh Tiger Air Way company Leo speaking
 2 May I help you?
 3 Luktan: Good morning my name is Luktan () uh ()
 4 I would like to speak to Mr.
 5 Micro.
 6 Receptionist: Yes, uh just a moment please.

- 7 (0.04)
 8 I afraid uh Mr. Micro is out now.
 9 Luktan: Oh (0.03) uh can I leave him a message?
 10 Receptionist: Yes of course.
- (74) [02: Tel_NNSs=NNSs]
- 4 Patsara: Hello, my name is Patsara Somneang. I'm from training travel,
 5 today I would like to talk to Mr. John.
 6 Luktan: Ok Just a moment please.
 7 Patsara: ok
 8 Luktan: Oh (0.03) she
 9 Patsara: [Mr. he]
 10 Luktan: He is r (0.03)
 11 Patsara: Sorry he available or not.
 12 (0.12) ((waiting))
 13 sorry he available or not?
 14 or he is in a meeting
 15 Luktan: Yes
 16 Patsara: Oh can I leave him a message?
 17 Luktan: ok

In (75), “oh” appears to also preface a response to the request at line 12 even though the speaker seemingly has a problem formulating his response, displayed by the long pauses and a repetition of self-repair.

- (75) [22: Tel_NNSs=NNSs]
- 5 Guest: uh (0.03)I'm Leo from Tiger Air Way company.
 6 I would like to speak to Mr. Robert.
 7 Receptionist: Mr. Robert?
 8 Guest: Yes
 9 Receptionist: () (0.07) oh, I'm sorry he is out with girlfriend
 10 Guest: Really?
 11 Receptionist: Yes.
 12 Guest: uh (0.02) Could I leave a message for him?
 13 (0.02)
 14 Receptionist: Oh (0.03) If you must (uh) if you (0.06)
 15 if you send a message to him ()

Apart from functions involving an offer and a request, “oh” is also frequently used as a preface to an inquiry or a response to an inquiry. In Examples (76) and (77), “oh” is used at lines 3 and 4 respectively as a preface to an inquiry initiating a possible post expansion sequence.

(76) [07: FtF_NNSs+NNSs]

- 1 Au: Hello, what’s your name.
 2 Kim: I’m Entony Kim.
 3 Au: Oh, where are you come from.
 4 Kim : I come from ()
 5 Au: What are you interest in Thai.
 6 Kim: Beautiful places.

(77) [16: Tel_NNSs+NNSs]

- 1 Firn: Hello, good morning ABC company Firn speaking.
 2 Panat: Good afternoon I’m Panat. Can I speak to Mr.Kandanai.
 3 Firn: I’m sorry he not available.
 4 Panat: Oh when I can contact.
 5 Firn: () yes
 6 Panat: you can leave a message for me.
 8 Firn: Yes.

Sometimes, “oh” gets produced as a preface TCU of a multi-unit inquiry turn as shown in (78) and (79) at lines 3 and 8 respectively.

(78) [04: FtF_NNSs+NNSs]

- 1 Ray: Good afternoon, what’s your name.
 2 Punkin: Punkin.
 3 Ray: Oh
 4 (0.01)
 5 where () you from?
 6 Punkin: I’m from Korea.

(79) [02: FtF_NNSs+NNSs]

- 1 Tony: Hello

- 2 Tunya: Hello, what's your name.
 3 Tony: I'm Mrs. Tony ((laughing))
 4 Tunya: ((Laughing))Er()my name is Tunya. Where do you come from?
 5 Tony: From Chiangmai from Chiangmai.
 6 Tunya: Your first time to()here (Hatyai)
 7 Tony: Yes, first time.
 8 Tunya: Oh
 9 (0.02)
 10 How do you feel about Hatyai.
 11 Tony: Very very (.01) busy.

Besides prefacing an inquiry, “oh” is also used by the learners to preface a response to an inquiry. In the following examples, “oh” is found prefacing a response to an inquiry in the second pair-part and the sequence-closing third turns of face to face and telephone conversation. In (80), at line 7 Danai prefacing his response to an inquiry in the second pair-part turn with “oh”, treating the questioning pair-part as new.

- (80) [08: FtF_NNSs+NNSs]
 1 Danai: Hello, what your name.
 2 Be: My name's () And you?
 3 Danai: My name's Danai Kannikan.
 4 Be: Where are you come from?
 5 Danai: I come from Lao.
 6 Be: What are you doing in Thailand.
 7 Danai: Oh, I want to travel.
 8 Be: What is your interest in Thailand()about your travel.
 9 Danai: uh () sea and waterfall.

In (81), “oh” gets used in a similar sequential organization as Catherine uses “oh” to preface her response to an inquiry in the second pair-part turn at line 21.

- (81) [09: FtF_NNSs+NNSs]
 14 Verisa : What do you do in your company.
 15 Catherine: ()

- 16 Verisa: And me Mona company I work about import and export uh
 17 electricity brand Samsung
 18 Caterine: Oh ((Laughing))
 19 Verisa: (0.03)((Laughing)) brand Samsung and em Hitachi and ()
 20 Caterine: How long do you stay here.
 21 Verisa: Oh I stay in Thailand for two weeks because I () want to,
 22 contact the business.

“Oh” as a preface to a response to an inquiry can also be observed at line 20 in example (82) below.

- (82) [05: Tel_NNSs+NNSs]
 16 Ellen: And my telephone number is 084-8429867.
 17 Gant: Sorry can you confirm your number.
 18 Ellen: Ok 084-842-9867 you ok?
 19 Gant: you ok. Do you have any information to give to John.
 20 Ellen: Oh no (.) and please ask him to meet me on Friday at six o'clock.
 21 Gant: ok.
 22 Ellen: Thank you very much.

While registering the speaker’s acknowledgement of new information provided by the interlocutor, “oh” is also found prefacing an assessment of the new information as shown in (83) at line 13.

- (83) [11: Tel_NNSs+NNSs]
 9 Flook: uh I want to speak to Nick.
 10 Receptionist: You mean Mr. Nick the sale manager?
 11 Flook: Yes.
 12 Receptionist: uh () He () He on holiday right now.
 13 Flook: Oh so bad When will he be free? Or he come back?
 14 Receptionist: I think he come back on next month.
 15 uh () Do you want to leave a message?
 16 Flook: em () sure when he come back you call him to my number
 17 123456789.

Finally, “oh” is also used by the learners to preface an affiliative response to the interlocutor’s second pair-part turn. In Example (84), as shown at line 10, Be uses “oh” to preface an affiliative response to her partner’s second pair-part turn at line 9.

(84) [08: FtF_NNSs+NNSs]

- 6 Be: What are you doing in Thailand.
 7 Danai: Oh, I want to travel.
 8 Be: What is your interest in Thailand () about your travel.
 9 Danai: Uh () sea and waterfall.
 10 Be: Oh, yes in Thailand have beautiful sea and beautiful waterfall.
 11 And how long do you stay in Thailand.
 12 Danai: 1 week.
 13 Be: ok, ok thank you.
 14 Danai: Thank.

Likewise, in (85) at line 21, Tunya uses “oh” to preface her affiliative response in the sequence-closing third turn.

(85) [22: FtF_NNSs+NNSs]

- 12 Tunya: Ok, thank you. and you come to Thailand for what?
 13 Pardon again I forgot.
 14 You travel in Thailand.
 15 Jip: yes.
 16 Tunya: Now my coffee and tea very busy,
 17 because I have many people in my my shop,
 18 uh and my shop is very popular in Thailand.
 19 And what do you work?
 20 Jip: I work in the coffee shop in Japan.
 21 Tunya: Oh, the same.
 22 Jip: yes
 23 Tunya: How about you shop...coffee.
 24 Jip: It’s about coffee *and* cake bakeries .

4.2.2 Free-standing “Oh”

Apart from the preface “oh”, the learners also use “oh” by itself as a free-standing particle, being found both in the second pair part and in the sequence closing third turns. As seen at line 18 in the sequence below, the free-standing “oh” serves as a reactive response to the interlocutor’s extended turn.

- (86) [09: FtF_NNSs+NNSs]
- 14 Verisa : What do you do in your company.
- 15 Caterine: ()
- 16 Verisa: And me Mona company I work about import and export uh
- 17 electricity brand [Samsung ((laughing))
- 18 Caterine: Oh [oh ((Laughing))]
- 19 (0.03)
- 20 Verisa: brand Samsung and uhm Hitachi and ()
- 21 Caterine: How long do you stay here.
- 22 Verisa: Oh I stay in Thailand for two weeks because I () want to
- 23 contact the business

4.3 “But”

The marker “but” is third-most deployed by the students both in simulated telephone and in face-to-face conversations. Only a few cases of “but” as a turn preface were found in the study. Similar to the use by native speakers, the prefacing “but” serves as a contrast and as an initiator of return to the main topic. However, unlike native speakers, it is also used as a conditional marker, as a substitute for “if”. “But” is found both in the second pair-part and in the sequence-closing third turn of a sequence.

In (87), which is from a face-to-face conversation between learners, Tunya and Tony met and talked for the first time. In the conversation, the speaker registers his/her disagreement with the interlocutor’s previous statement using a “but”-prefaced turn, found at lines 12 and 13.

(87) [02: FtF_NNSs+NNSs]

- 6 Tunya: Your first time to () here (Hatyai)
 7 Tony: Yes, first time.
 8 Tunya: Oh how do you feel about Hatyai.
 9 Tony: Very very (.01) busy.
 10 Tunya: Why?
 11 Tony: A lot of car () uh () has a lot of car
12 Tunya: But your () uh () province ()
13 Tony: But my country is bigger than your your country.
 14 Tunya: Where do you live?
 15 Tony: Chiangmai

In (88), from the same conversation, “but” is also used to register the speaker’s disagreement. At line 28, Tony expresses his contrast in preference for a spicy dish with the interlocutor.

(88) [02: FtF_NNSs+NNSs]

- 23 Tony: What kind of food do you like.
 25 Tunya: I like uh Sontam.
 26 Tony: uh Sontam uh I like too.
 27 Tunya: But not spicy.
28 Tony: But I like hot hot () very hot ()
 29 Tunya: How about Songkhla people? Or Hatyai people.
 30 Tony: Uh () kind and,
 31 Tunya: It’s nice.

The marker “but” preface is also used by the learners to prompt a change of topic. In Example (89), after talking about the apartment, at line 40 Tony initiates a switch to talking about the weather.

(89) [02: FtF_NNSs+NNSs]

- 34 Tunya: Do you want to live with me () uh () do you want to stay
 35 with me?
 36 Tony: Really?
 37 Tunya: uhm.
 38 Tony: Uh () uh () it’s small.

- 39 Tunya: I'd would like to find a new apartment.
 40 Tony: But do you think like me Hatyai is so hot.
 41 Tunya: Yes because () uh () because Hatyai is near the sea.
 42 Tony: () oo () the sun ()

While “but” is used to preface a turn expressing disagreement and to prompt a return to the main topic just as reported in previous studies, shown at line 28 in (90) the marker is also used in lieu of “if” to mark a condition for the realization of the statement in the previous turn as shown at line 27.

- (90) [02: FtF_NNSs+NNSs]
 23 Tony: What kind of food do you like.
 25 Tunya: I like uh Somtam.
 26 Tony: uh Somtam uh I like too.
 27 Tunya: But not spicy
 28 Tony: But I like hot hot () very hot ()
 29 Tunya: How about Songkhla people? Or Hatyai people.
 30 Tony: Uh () kind and,
 31 Tunya: It's nice.

4.4 “So”

The marker “so” is fourth-most deployed by the students both in simulated telephone and face-to-face conversations, appearing as a turn/TCU preface. Similar to the use by native speakers (see Sinwongsuwat, 2007a), the prefacing *so* is used to request a transition into a new sequence. In (91), at line 8 calling to speak to Mr. Kandanai, who is not available, Panupong uses *so* to request a transition into a new concluding sequence.

- (91) [29: Tel_NNSs+NNSs]
 1 Tiffany: Good afternoon. Slim up center Tiffany Kim Speaking.
 2 Panupong: Good afternoon. I'm Mr.Panupong from AIA company.
 3 Can I talk to Mr. Kandanai.
 4 Tiffany: Uh (0.04) I'm afraid uh Mr. Kandanai is not available ,
 5 at the moment.

- 6 Panupong: ()
 7 Tiffany: Yes.
 8 Panupong: So when can I contact him?
 9 Tiffany: Yes.
 10 (0.04)
 11 Panupong: Hello?
 12 Tiffany: Oh, I'm sorry. Yes uh Can I have you contact number.
 13 Panupong: No no I want to leave a message to Mr. Kandanai.
 14 Tiffany: ok.

Here again, in Example (92), a face-to-face conversation between learners, “so” is also used to request a transition into a new sequence as shown at line 15.

- (92) [03: FtF_NNSs+NNSs]
 10 Bee: Ok, Do you like this party?
 11 Ann: Yes.
 12 Bee: uh ()I would like you to join with my party ()uh () next party.
 13 Ann: next week, I have no more time because I go to London, Sorry.
 14 Bee: All right, ok uh ()
 15 so, do you have taxi to go to airport?
 16 Ann: Yes, I have taxi from hotel to airport.
 17 Bee: ok, after party do you have a plan?
 18 Ann: No, I just back to Bangkok () I just back to hotel.
 19 Bee: Ok, nice to meet you again.

To sum up, it has been shown that among the discourse markers examined the third-year Business English students used the turn/TCU-prefacing “and” most frequently in simulated conversations, followed by “oh”, “but”, and “so” respectively. However, the marker “well” was not found. The absence or the less frequent occurrence of the markers apparently owes not only to the nature of the eliciting role-play situations which might not call for their considerable use, but also to the fact that markers such as “well” rarely appeared in both the written and the spoken L2 input that the learners had been exposed to. On the other hand, the more frequent use of markers such as “and” and “oh” seems to be attributable to not only

eliciting tasks but the unmarkedness property of the forms in both L1 and L2. “And,” in particular, is a very common marker both in written and spoken language while “oh,” although found in spoken language, is a frequent marker not only in the learners’ L2 but also in their L1.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the research and its implications, including recommendations arising from the findings articulated in Chapter 4. With respect to the empirical research, implications for teaching and recommendations for further studies are suggested.

5.1 Summary

Summarized in Table 5, the third-year Business English students used the marker “and” most frequently in their simulated conversations, followed by “oh”, “but”, and “so” respectively. However, the marker “well” was not found at all.

Table 5: Total occurrences of discourse markers

Discourse markers	Total utterances
And	70
Oh	34
But	4
So	2
Well	0
Total	110

Table 6 outlines the functions of each discourse marker (“and”, “oh”, “but”, “so”, “well”).

Table 6: Functions of discourse markers

DMs	Functions	
And	Prefacing	Initiating a reciprocal sequence centered on information such as names, countries of origin, companies and weather
		Proffering a topic
		Making an offer
		Eliciting information
		Giving or adding information
		Confirming information
	Free-standing	Continuer
Oh	Prefacing	Apology - for a dis-preferred response - for a delay response - for a problem
		Repetition of new information
		Repair
		Action contingent on new information - Formulaic greeting - Offer/Response to offer - Request/Response to request - Inquiry/Response to inquiry
		Assessment
		Affiliative response
	Free-standing	Reactive response
But	Prefacing	Contrast
		An initiator of return to the main topic
		Conditional marker
So	Prefacing	Prompting a transition into a new sequence
Well	-	-

To recapitulate, the marker “and” is found both free-standing and turn-prefacing in simulated face-to-face and telephone conversations. As a preface, often of a multi-unit turn, the marker “and” emerges in both the first pair-part, the second pair-part, and the sequence-closing third, and the “and”-prefaced TCUs are mainly used to prompt a reciprocal or an exchange sequence, proffer a transition into a new topic or a closing sequence, make an offer, and to elicit, give/add and confirm information. The standing alone “and” is on the other hand used as a continuer signaling the conversation partner to continue the turn just like in native speakers.

The marker “oh” is second-most deployed by the students both in simulated telephone and face-to-face conversations. It appears both as a turn/TCU preface and as a free-standing “oh” even though the latter is much less frequent, being used as a reactive response to an ongoing turn. Similar to the use by native speakers, the prefacing “oh” serves as a change-of-state or receipt-of-information token found either in the second pair-part or in the sequence-closing third turn. Like native speakers, the learners choose “oh” to preface an affiliative response, an assessment, a repair, and an action contingent on acknowledged new information. However, unlike reports in previous studies of native speakers, the Thai EFL students also used “oh” to preface formulaic greeting expressions such as “nice to meet you”, a repeat of new information that it acknowledges, and most frequently an apology.

As far as an apology is concerned, the learners seem to be indiscriminate in their use of the “oh”-preface. Most frequently found in telephone conversations, they often preface their apology with the marker “oh” for a dispreferred or a delayed response regardless of the information status of their own or their interlocutor’s utterances. They also use “oh” to preface an apology for their own hearing/understanding problems, for the problem they have initiated, as well as for repair of the problem.

The other markers are less frequently deployed. Similar to the use by native speakers, the prefacing “but” registers a contrast, a disagreement, and prompts a return to the main topic. However, unlike native speakers, it is also used as a conditional marker, as a substitute for “if”. This marker is found both in the second pair-part and in the sequence-closing third turn of a sequence.

The marker “so” is used similarly to native speakers, requesting a transition into a new sequence (see Sinwongsuwat, 2007a). The marker “well” was however not found at all in this study.

It is suggested that turn-constructurally and sequentially these markers are used similarly to native speakers but with different degrees of frequency. Compared with native speakers’ conversation of the same type, the learners apparently overuse two of the markers, i.e., “and” and “oh”, making the talk sound not only more institutionalized in such cases as “and” prefaces (cf. Heritage & Sorjonen, 1994) but also non-nativelike as with “oh”. To a certain extent, the nature of the eliciting tasks as well as the language that the learners have been exposed to and socialized with, both L1 and L2, seem to be responsible for the overuse and the underuse of the markers.

In terms of interactional functions, the learners appear to deploy these markers in concurrence with a wider range of actions some of which are noticeably different from native speakers. It can be suggested that, similar to other conversational resources, the use of these common discourse markers is subject to contextual variation as well as variation in the learners’ linguistic and cultural background.

5.2 Limitations and implications

Since this study was conducted with a group of only 42 undergraduates with mixed proficiency using a few task types, the findings on variation frequency in the use of discourse markers might not be generalized to other Thai EFL learners in other settings.

With respect to teaching, the findings from this study will be useful especially in raising awareness of language teachers and learners on the use of these interactional resources. Unless learners’ talk were closely examined in its sequential context, we would not really know which discourse markers learners really use as well as how and how frequently they use them. Without close analysis of their talk, it is hardly possible to know whether the learners are able to use these essential interactional resources appropriately, and, therefore, to make informed decisions as to

how we as teachers could help them to master the use, thus enabling them to interact with natural and more appropriate English.

5.2.1 Implications for learners

1. Learners should be exposed to recorded naturally occurring conversations which contain the use of these markers by native speakers not only in listening but also in speaking classes.

2. They should also be exposed to and engaged in different types of talk-in-interaction in the target language as different contexts may elicit different functions and frequencies in use of the markers.

3. Appropriate use of discourse markers can foster effective and successful interaction, which in turn can facilitate learning of grammar. Because there may be a reciprocal relationship between the acquisition of discourse markers and the acquisition of grammar (Ellis,1996), learners' attention should also be drawn to the mastery of discourse markers in talk-in-interaction.

5.2.2 Implications for teachers

Before any sound and solid recommendations can be made on what to teach and how to help learners master the use of discourse markers, more research is still needed on the norm of use of each marker by native speakers in naturally occurring conversation in different settings. Nevertheless, the following recommendations can be made for language teachers.

1. The teacher should expose learners or guide them to both speaking and listening materials of language in naturally-occurring interactions, and raise their awareness of the appropriate use of common discourse markers.

2. Lessons or parts of the syllabus should include activities in which the learners are allowed to listen to and use the markers in real-time interactions.

3. Communicative tasks should be designed such that students can be made aware of and assimilate these elements into their interlanguage.

5.3 Recommendations for further research

The following provides recommendations for further research. It should serve as a basis for the development of future studies required for a better understanding of the use of discourse markers by EFL learners and for pedagogical recommendations for language teachers.

5.3.1 This study intended to examine the use of discourse markers in simulated English conversations of Thai EFL learners. The participants in this study were limited to a native-English speaking teacher of the Business English Conversation I course and 42 third-year undergraduate students majoring in Business English. Participants with different levels of English proficiency might produce different findings. Additionally, the less frequent use of certain markers in the study is certainly not due solely to lack of knowledge of use on the part of the learners but also the nature of the eliciting tasks. Therefore, it would be useful to conduct similar qualitative research using a larger number of subjects with various levels of speaking proficiency, assorted discourse markers in various role-play situations, and a wider range of learner ages and backgrounds. Also, given that the video-recorded conversations were obtained purely from the role-plays of the subjects, other types of conversation such as everyday or unstructured conversation or non-native English speech found in other settings should be investigated further. In such a way, a broad expanse of results would allow general statements on the use of these markers in EFL learners to be inferred.

5.3.2 The use of discourse markers is the essential, orderly nature of everyday native speech. For EFL learners to communicate effectively in everyday conversation and to acquire natively like spoken language, it is therefore important for them to master the conventional use of these markers (cf. Heritage 1984). However,

there have apparently been such a relatively small number of studies closely examining native speakers' use of these markers, thus limiting teachers' and learners' information regarding their exact sequential patterns of use in naturally-occurring conversation in different settings. More fine-grained analytical research of these markers in corpora of conversational data from different settings is therefore still needed before any practically valid prescriptions on the use can be made and general lessons can be created for language teachers and learners.

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APPENDIX

Questionnaire

3rd year Business English Students, Didyasarin International College

Please answer the questionnaire below. The results of this questionnaire will be used solely for research purposes and kept confidential.

The questionnaire consists of two parts:

Part I: Personal Background

Part II: English Background

Part I: Personal Background

Age:

Sex: male female

Languages spoken fluently: ..

English GPA: ..

No. of years learning English in school:

Part II: English Background

Check () your answer in the column “ es” or “ o”.

Questions	Yes	No
1. Have you ever been to a foreign country where English is spoken? If yes, here .. How long .. For what purposes ...		
2. Have you ever taken additional English courses? If yes, here .. How many courses .. What type? <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing thers		
3. Do you often use English as the main language of communication in an English class?		
4. Do you often practice speaking English by yourself?		
5. Do you often talk to native speakers outside class?		

Thank you for your cooperation

VITAE

Name Miss Wipawanna Nookam

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Education Attainment

Degree	Name of Institution	Year of Graduation
Bachelor of Arts (Business English)	Hatyai University	2005

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