

Pragmatic Markers in Spoken Discourse

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Abstract: The roles, functions, and effects of pragmatic markers (PMs) in spoken discourse are explored in this study, with a focus on how language learners' comprehension skills, classification and interpretation abilities, and interactions between verbal and non-verbal PMs are affected. A combination of quantitative and qualitative procedures was employed in this investigation. To evaluate how well PMs in spoken discourse were identified and understood, level 4, English Language Unit, Preparatory Studies Centre fifty participants from the University of Technology and Applied Sciences, Salalah, the Sultanate of Oman completed fifteen quick audio samples with a range of pragmatic characteristics, five additional filler audio segments, and pre-and post-test questionnaires. The study discovered that learners' comprehension of PMs—which regulate discourse structure, convey speaker purpose, and manage conversation flow—improved dramatically with targeted instruction. It emphasized the significance of PMs in the development of communication skills as well as the problems with categorizing PMs due to a lack of a standardized framework.

Keywords: Pragmatic markers, spoken discourse, language learner comprehension, verbal & non-verbal PMs, PM instruction.

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1. INTRODUCTION

1.1 Background

In spoken conversation, PMs are essential because they enable speakers to communicate meanings other than the literal meaning of words, such as attitudes, emotions, and discourse structure. "Language expressions that speakers use to organize their discourse and signal their attitudes towards hearers and propositions" are PMs, according to Fraser (2006). These markers, which control interactional dynamics, might be single words (like "well," or "you know") or phrases (like "I mean," or "in other words") (Aijmer & Simon-Vandenberg, 2022). They are necessary to manage turn-taking in talks and to preserve coherence (Schiffrin, 1987). Because PMs may fulfill a variety of functions based on the speaker's intention and the situation, researchers have drawn attention to their

multifunctional character (Schourup, 1999). For instance, the phrase "you know" might be employed as a discourse marker to denote a shift in the topic or to express the speaker's need for validation or common knowledge (Schiffrin, 1987). To help learners negotiate the complexity of natural conversation, PMs offer insights into the various subtleties of spoken language, making their understanding essential for both language learners and researchers.

1.2 Statement of the Problem

Although pragmatic signals are common in spoken language, little is known about their complex roles and consequences for communication. Although studies have shed light on how PMs are used in different situations, a thorough analysis of how they influence interactional dynamics and express speakers' intentions is still required. Previous

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research frequently concentrates on certain markers or settings, which restricts the applicability of its conclusions. Furthermore, there is disagreement about how to categorize and interpret pragmatic signals, which causes discrepancies in the results of studies. Furthermore, because PMs are so important in everyday discourse, language learners should comprehend them. Nonetheless, learners' communicative competency is sometimes lacking as a result of the existing language instruction materials' frequent disregard for the significance of PMs (Taguchi & Roever, 2017). Additionally, nothing is known about how PMs affect learners' production and comprehension abilities. Furthermore, non-verbal clues like gestures and facial expressions are also considered PMs in addition to spoken words. More research is necessary to fully understand the interaction between verbal and nonverbal PMs and how they affect communication.

1.3 Importance of Studying Pragmatic Markers in Spoken Discourse

The study of PMs is important because it can help us better understand how language is used in everyday conversation. By examining the complex roles that pragmatic signals play in influencing the dynamics of interactions (Sanchez-Hernandez & Martinez-Flor, 2022), this research can help develop more efficient communication techniques that benefit both language learners and native speakers. For language learners to traverse the difficulties of real conversation and advance their communicative skills, they must comprehend PMs (Taguchi & Roever, 2017). Furthermore, this study can offer a more precise framework for researching and instructing these linguistic components by addressing the lack of agreement in the categorization and interpretation of pragmatic signals. This clarity can result in better language teaching resources that more accurately represent the significance of pragmatic signals in communication as well as more consistent research findings. Additionally, research on verbal and nonverbal PMs can shed light on the holistic character of communication and emphasize the significance of nonverbal signals in meaning-conveying. A more thorough knowledge of how speakers express their intentions and control interactional dynamics in spoken discourse may result from an all-encompassing approach. Overall, both language learners and native speakers stand to gain from improved communication techniques and instructional resources as a result of this research.

1.4 Research Objectives

1. To examine how PMs work in spoken language. The goal of this objective is to list the several roles that PMs play in spoken discourse, including indicating the discourse structure, controlling interactional

dynamics, and expressing the attitudes and intents of the speakers.

2. To investigate how pragmatic signals influence the dynamics of interactions. The purpose of this aim is to comprehend the role that PMs play in the control of conversational interactional dynamics, such as subject management, turn-taking, and meaning negotiation.
3. To look at how PMs affect the production and comprehension abilities of language learners. With an emphasis on communicative competence, this goal investigates how PMs impact language learners' capacity to comprehend and participate in natural discourse.
4. To investigate pragmatic marker categorization and interpretation. To provide a more coherent framework for the research and instruction of PMs, this purpose aims to resolve the lack of agreement in the categorization and interpretation of these linguistic components.
5. To investigate how verbal and nonverbal PMs interact. This goal is to learn more about the interactions between verbal and nonverbal PMs in communication and how they work together to manage interactional dynamics and transmit meaning.

1.5 Research Questions

1. What purposes can PMs fulfill in spoken language, and how do these purposes advance the discourse's overall meaning?
2. What effects can PMs have on the way people behave in discussions, specifically about managing topics, taking turns, and negotiating meaning?
3. What effect do PMs have on the production and comprehension abilities of language learners, and how can this effect be quantified?
4. What are the existing problems with PMs in terms of categorization and interpretation, and how may these problems be resolved to provide a more coherent framework for researching and instructing these language components?
5. What function do verbal and nonverbal PMs serve in controlling interactional dynamics and meaning transmission in communication?

2. LITERATURE REVIEW

2.1 Definition and Classification of Pragmatic Markers

The word pragmatic marker is ambiguous, with several meanings appearing in the literature.

Linguistic phrases known as PMs are employed in spoken speech to control interaction and transmit meaning that goes beyond the literal meaning of words. According to Fraser (2006), these markers perform several tasks, such as directing turn-taking, expressing the speaker's mood, and organizing discourse. They frequently consist of single words or brief phrases that aid presenters in structuring their remarks and making their points clear to the audience (Aijmer, 2002). Additionally, PMs—such as expressing doubt or highlighting a point—can reveal the speaker's opinion on the proposition under discussion (Schiffrin, 1987). The context-dependent nature of PMs—whose meaning and purpose might change depending on the particular situation of the conversation—is one of its main characteristics (Schourup, 1999). For instance, depending on the situation, the pragmatic marker "well" might be employed to signify a shift in subject, convey reluctance, or ask for the listener's attention (Schiffrin, 1987). In spoken discourse, PMs are essential for enabling seamless and productive communication because they make it easier for speakers to control interactional dynamics and transmit complex meanings (Fraser, 2006).

2.2 Classification of Pragmatic Markers

PMs can be categorized according to their roles and meanings in language use. Based on their roles in communication, they are often categorized. Three primary purposes of PMs are identified by Schiffrin (1987) as textual, interpersonal, and interactional. Textual markers that assist shape discourse and demonstrate the arrangement of thoughts include "firstly," "secondly," and "in conclusion." Interpersonal cues, such as "please," "thank you," and "sorry," are used to govern social interactions and communicate civility. Conversational flow is aided by interactional markers like "you know," "I mean," and "actually," which also convey the speaker's perspective on the subject or the listener. The precise functions PMs perform in language are the subject of another categorization scheme. According to Fraser (2006), there are four primary categories of PMs: interjections, modal particles, sentence adverbs, and discourse markers. Conversation markers, such as "so," "well," and "now," assist arrange thoughts and indicate how a conversation is structured. Using modal particles like "just," "even," and "really," one might infer the speaker's perspective on the topic under discussion. Adverbs that end sentences, such as "apparently," "fortunately," and "surprisingly," reveal more about the speaker's viewpoint or assessment of the circumstance. Interjections convey the speaker's feelings or reactions. Examples of these are "wow," "oh," and "oops." Furthermore, PMs can be categorized according to their shape. Aijmer (2002) makes a distinction between multi-word markers

such as "you know," "I mean," and "sort of," and single-word markers such as "okay," "well," and "right." While multi-word markers are more complicated and can have a variety of purposes depending on the situation, single-word markers are frequently used to indicate agreement, comprehension, or to carry on the discourse.

2.3 Previous Research on Pragmatic Markers in Spoken Discourse

The study conducted by Aijmer (2004) on PMs in learner language emphasizes how crucial it is to take the social and psychological environment into account when examining how they are used. Although PMs are used by both native speakers and learners, they may serve different purposes. While native speakers may use markers for politeness or to control the flow of the conversation, learners frequently use them to show hesitation because they are unfamiliar with the language or the interview setting. This contrast highlights the need to comprehend the pragmatic context in addition to the markers' outward shape. Moreover, Aijmer's research highlights the difficulties that students have while utilizing PMs. The statement "I don't know" is often used, which implies that students depend on it as a general hedge which may make it more difficult for them to convey complex doubt. Furthermore, the discovery of "clustering" and "stranded markers" suggests that students are employing markers as coping mechanisms or substitutes for communication deficits. These results underline the necessity of pragmatic competence-focused language learning strategies that provide students the tools they need to employ markers efficiently for a range of communicative objectives.

By emphasizing PMs' (PMs) function in indirect speech actions, Volkova's (2017) research advances our knowledge of PMs in spoken discourse. The study examines how a certain set of English PMs connected to contrast serve as indicators of the speaker's communication intention. Emphasizing how PMs shape meaning beyond its literal sense, contributes to the goal of studying PM functions. Volkova's research highlights the role that PMs play in interactional dynamics by showing how they help to realize indirect speech actions and convey the speaker's intended meaning to the hearer. This result aligns with the investigation of how PMs influence interactional dynamics by emphasizing their function in negotiating the intricacies of dialogue. Furthermore, the findings point to the possibility of investigating further how certain kinds of PMs support diverse kinds of communicative methods and strategies, so generating additional studies on the influence of PMs that go beyond merely opposing viewpoints.

To achieve the goal of examining the interaction between verbal and non-verbal PMs, Chen and Adolphs (2023) provide a unique method for researching PMs in spoken discourse. Their study emphasizes the necessity of taking into account both verbal and non-verbal components for a thorough comprehension of communication function by concentrating on the co-occurrence of the marker "you know" with gestures. The functional association between "you know" and certain gestures is demonstrated in this study, which makes a substantial contribution to the area. To show a pattern of coordination between verbal and non-verbal aspects, they define six functions for "you know" and pinpoint the gestures that go along with each function. This conclusion implies that a multimodal approach is essential for comprehending how PMs collaborate with gestures to influence interaction and transmit meaning and that evaluating PMs only based on their spoken form may not fully capture their meaning. The study of Chen and Adolphs opens up new avenues for investigation into the interactions between different PMs and gestures and how these interactions add to the complexity of spoken discourse. It also highlights how important it is to review our current knowledge of PMs in light of the new information on their multimodal nature.

Youn (2023) investigates the function of PMs in spoken conversation to further our knowledge of how second language learners use them. Their work contributes to the goal of PM function analysis by investigating the various roles played by markers like "but," "and," and "you know" in task-based interactions amongst L2 learners. Additionally, the study fulfills the goal of investigating how PMs shape interactional dynamics by studying how marker usage differs depending on task type and performance level. Youn noted that earlier studies have demonstrated many roles that PMs play in conversation. To go further, this study examines how L2 learners use these markers in various task situations and how their competence level influences and how they use them. This specific emphasis illustrates the relationship between PM usage and task performance, which advances our knowledge of how PMs affect language learners' comprehension and production abilities. The results imply that learners' usage of PMs varies according to the task's pragmatic requirements and level of interaction. This emphasizes how crucial it is to take the situational context into account when investigating PMs and the need for more research on how L2 learning resources and training may give students the tools they need to utilize PMs strategically in a variety of communicative contexts.

2.4 Theoretical Frameworks for Studying Pragmatic Markers

A variety of methods are included in theoretical frameworks for researching PMs to clarify their purposes, evolution, and discourse-influencing effects. Speech act theory is one important approach (Brown & Levinson, 1987). It sees PMs as indicators of illocutionary force or speech act adverbials. This viewpoint holds that PMs function as cues about the speaker's intended illocutionary force, such as when a request, directive, or suggestion is made (Mittwoch, 1976; Andersson, 1976). Relevance theory, which emphasizes how pragmatic signals help the hearer's task of deciphering the information, is another significant approach (Sperber & Wilson, 1995). According to relevance theory, PMs serve as cues that direct the hearer's perception of the speech and lessen the amount of cognitive work required to determine the intended meaning (Blakemore, 1992).

In researching PMs, grammaticalization theory has also had an impact, especially in elucidating their multifunctionality (Traugott & Dasher, 2002). Grammaticalization theory states that PMs acquire pragmatic meaning by losing their semantic substance and evolving from lexical items through systematic syntactic and semantic processes. Another paradigm for researching PMs is conversation analysis (CA), which emphasizes the usage of these markers in connection to the context of the discussion (Tsui, 1994). CA focuses on the application of PMs to specific interactional objectives in sequences of action, including adjacency pairs (Heritage, 1984; Schegloff & Sacks, 1973). Differentiating between the interpersonal and textual roles of PMs is possible with the help of Systemic Functional Linguistics (SFL) (Halliday, 2004). PMs are viewed in SFL as either interpersonal or textual cues that indicate changes in the conversation, such as answers or transitions to other topics, or as indicators of the speaker's attitude or assessment of the message's substance.

3. METHODOLOGY

3.1 Method

Using a mixed methods approach, the study thoroughly examined pragmatic markers in spoken conversation by integrating quantitative and qualitative methodologies. Mixed methods have three primary qualities that help them answer complicated research questions very accurately: credibility, contextualization, and generalization (Sardana *et al.*, 2023). Pre- and post-test questionnaires were utilized to collect quantitative data on participants' demographics and evaluate their comprehension of the audio samples. The statistical analysis of this quantitative data revealed how participants saw and understood PMs. To identify and understand PMs, participants' replies to

the audio recordings were analyzed using qualitative approaches. A deeper comprehension of the roles and functions of PMs in spoken discourse was made possible by the comprehensive insights provided by this qualitative investigation into participants' perceptions and knowledge of PMs. The investigation was able to give a thorough and nuanced evaluation of PMs by merging quantitative and qualitative methodologies, providing insightful information for language education and research.

3.2 Participants

The research included Level 4, Group 9 and Group 10 English Language Unit, Preparatory Studies Center fifty participants out of twenty-eight male students and twenty-two female students from the University of Technology and Applied Sciences, Salalah, the Sultanate of Oman.

3.3 Materials

Fifteen brief audio samples of spoken language with a variety of pragmatic characteristics were supplied by the researcher. These clips were chosen to represent a variety of speech acts and conversational situations. Five more filler audio segments were produced by the researcher without any pragmatic cues to stop participants from answering at random. Everything needed to play the audio snippets was set up, including speakers for a computer. Pre and posttest questionnaires were distributed to the respondents to assess how well PMs in spoken discourse were recognized and understood.

3.4 Procedures

An announcement made in their classrooms served as the recruitment tool for the 50 fellow students. Each student provided their informed permission before participating, having been told of the study's goal and given assurances about their privacy by the researcher. To collect demographic information and verify that the participants were unfamiliar with the particular audio excerpts utilized in the study, a Pre-Test Questionnaire was given. To cut down on distractions, the study was carried out in the regular classroom which is quite suitable in terms of silence without any disturbance. The goals of the study were outlined in brief, with an emphasis on PMs in spoken discourse analysis. Following the playing of each of the fifteen experimental audio recordings, participants were asked to list any pragmatic signals they heard. To avoid arbitrary reactions, five filler audio clips were included in between the experimental recordings. After the task was finished, participants were asked to respond to a Post-Test Questionnaire regarding how they felt about the PMs in the audio snippets. Additionally, participants were encouraged to recommend any modifications they thought would enhance the research. The researcher gave a debriefing to answer any queries or worries the participants might have had and to outline the goals of the investigation. The researcher expressed gratitude to the participants for their involvement. Ultimately, participants input was analyzed to assess how well PMs in spoken discourse were recognized and understood.

4. RESULTS AND DISCUSSION

4.1 Results

Table 1: Participants' Demographics and English Communication Frequency

Participants	Age	Gender	Native Language	Years Learning English	Previous Study Participation	Frequency of Spoken Communication in English
1.	19	Male	Arabic	13	No	Several times a week
2.	19	Male	Arabic	13	No	Several times a week
3.	20	Male	Arabic	13	No	Occasionally
4.	21	Male	Arabic	13	No	Occasionally
5.	20	Male	Arabic	13	No	Occasionally
6.	19	Male	Arabic	13	No	Occasionally
7.	20	Male	Arabic	13	No	Several times a week
8.	20	Male	Arabic	13	No	Several times a week
9.	20	Male	Arabic	13	No	Occasionally
10.	20	Male	Arabic	13	No	Daily
11.	19	Male	Arabic	13	No	Occasionally
12.	20	Male	Arabic	13	No	Occasionally
13.	19	Male	Arabic	13	No	Occasionally
14.	19	Male	Arabic	13	No	Rarely
15.	20	Male	Arabic	13	No	Occasionally
16.	19	Male	Arabic	13	No	Several times a week
17.	20	Male	Arabic	13	No	Several times a week

Participants	Age	Gender	Native Language	Years Learning English	Previous Study Participation	Frequency of Spoken Communication in English
18.	20	Male	Arabic	13	No	Occasionally
19.	20	Male	Arabic	13	No	Daily
20.	19	Male	Arabic	13	No	Occasionally
21.	21	Male	Arabic	13	No	Occasionally
22.	20	Male	Arabic	13	No	Rarely
23.	20	Male	Arabic	13	No	Occasionally
24.	21	Male	Arabic	13	No	Occasionally
25.	20	Male	Arabic	13	No	Several times a week
26.	20	Male	Arabic	13	No	Several times a week
27.	20	Male	Arabic	13	No	Occasionally
28.	20	Male	Arabic	13	No	Daily
29.	21	Female	Arabic	13	No	Several times a week
30.	20	Female	Arabic	13	No	Occasionally
31.	19	Female	Arabic	13	No	Several times a week
32.	20	Female	Arabic	13	No	Occasionally
33.	19	Female	Arabic	13	No	Rarely
34.	20	Female	Arabic	13	No	Several times a week
35.	20	Female	Arabic	13	No	Occasionally
36.	19	Female	Arabic	13	No	Rarely
37.	20	Female	Arabic	13	No	Occasionally
38.	21	Female	Arabic	13	No	Several times a week
39.	20	Female	Arabic	13	No	Occasionally
40.	19	Female	Arabic	13	No	Occasionally
41.	20	Female	Arabic	13	No	Several times a week
42.	20	Female	Arabic	13	No	Rarely
43.	21	Female	Arabic	13	No	Daily
44.	20	Female	Arabic	13	No	Occasionally
45.	19	Female	Arabic	13	No	Several times a week
46.	20	Female	Arabic	13	No	Occasionally
47.	20	Female	Arabic	13	No	Rarely
48.	20	Female	Arabic	13	No	Several times a week
49.	20	Female	Arabic	13	No	Rarely
50.	21	Female	Arabic	13	No	Occasionally

Table 1 demonstrates that fifty participants involved in the research, and their average age is about 19.5 years. There is a small unbalanced gender distribution, with 56% of males and 44% of females. Each participant had been learning English for thirteen years and was a native Arabic speaker. None of the participants had ever taken part in a

research study in PMs or spoken discourse before. When it came to the frequency of spoken English communication, the majority of individuals reported speaking it occasionally (46%), then several times a week (34%), rarely (12%) and speaking English daily (8%).

Table 2: Pre-test Questionnaire Results

Q. No	Responses (in numbers)				
	Option A	Option B	Option C	Option D	Option E
1.	10 (Symbols used in writing)	7 (Words or phrases used to manage conversation)	10 (Punctuation marks)		23
2.					50
3.					50
4.					50
5.					50
6.	5 (They add clarity to spoken language)				45

Q. No	Responses (in numbers)				
	Option A	Option B	Option C	Option D	Option E
7.					50
8.					50
9.					50
10.					50
11.					50
12.					50
13.	10 (To convey emotions)				40
14.					50
15.					50
16.					50
17.					50
18.	8 (They help maintain a logical flow of ideas)				42
19.	10 (By providing them with rules to follow)	5 (By indicating when certain expressions are appropriate)	10 (By correcting their mistakes)		25
20.	30 (By the way)				20

Table two shows that a considerable proportion of respondents expressed uncertainty on the notion of PMs (Questions 2, 3, 4, 5, 7, 8, 9,10,11, 12, 14, 15, 16, and 17). Although seven participants correctly defined PMs (Q 1 as "Words or phrases used to manage the conversation," a considerable number of participants (23 in total) were doubtful of the definition, and some participants confused them with Symbols used in writing (10 in total), punctuation (10 in total) and words or phrases used to manage conversation (7 in total). This suggests that not everyone is familiar with the phrase " PMs." Five respondents acknowledged that nonverbal cues can enhance spoken language's intelligibility, despite the majority of participants (45) being unclear regarding the precise function of these cues (Q6). This implies an awareness of the function of nonverbal communication, but maybe not about pragmatic markers. As with question 18, only 8 respondents acknowledged the significance of PMs in preserving a reasonable flow of discourse; and 42 were unsure. This implies a poor understanding of the role these signals play in discourse structuring. Ten participants indicated that PMs can help language learners

understand when certain expressions are appropriate; ten participants indicated that PMs can aid them in correcting their mistakes; five participants indicated that PMs can help students indicate when certain expressions are appropriate; and 25 were unsure. This indicates that the participants' knowledge of how these PMs convey social context in the language is still developing (Q19). Twenty respondents were unsure, whereas thirty participants correctly recognized (Q20) "By the way" as a pragmatic marker for managing discussion topics. This suggests some capacity to identify certain markers in use.

Overall, the answers to the questionnaire indicate that the participants' knowledge of pragmatic signals in spoken discourse is low. A considerable percentage of participants were unclear about the idea itself, even if some understood particular elements, such as the importance of nonverbal communication (Q6), the primary objective of PMs (Q13), conversation uniformity (Q18), simple language production (Q19), and topic control (Q20).

Table 3: Warm-up Trials

Participants	Warm-up Clips	
	Sun and Planets	Sun and Aliens
1.	OM	MC
2.	OM	MC
3.	OM	MC
4.	OM	MC
5.	OM	MC
6.	OM	MC
7.	OM	MC
8.	OM	MC

Participants	Warm-up Clips	
	Sun and Planets	Sun and Aliens
9.	OM	MC
10.	OM	MC
11.	OM	MC
12.	OM	MC
13.	OM	MC
14.	OM	MC
15.	OM	MC
16.	OM	MC
17.	OM	MC
18.	OM	MC
19.	OM	MC
20.	OM	MC
21.	OM	MC
22.	OM	MC
23.	OM	MC
24.	OM	MC
25.	OM	MC
26.	OM	MC
27.	OM	MC
28.	OM	MC
29.	OM	MC
30.	OM	MC
31.	OM	MC
32.	OM	MC
33.	OM	MC
34.	OM	MC
35.	OM	MC
36.	OM	MC
37.	OM	MC
38.	OM	MC
39.	OM	MC
40.	OM	MC
41.	OM	MC
42.	OM	MC
43.	OM	MC
44.	OM	MC
45.	OM	MC
46.	OM	MC
47.	OM	MC
48.	OM	MC
49.	OM	MC
50.	OM	MC

Note: 'OM' indicates Obvious Meaning and 'MC' indicates Misleading Content.

Table 4: Filler Audio Clips

Participant	Filler 1	Filler 2	Filler3	Filler 4	Filler 5
1.	CA	CA	CI	CI	CI
2.	CA	CA	CI	CI	CI
3.	CA	CA	CI	CI	CI
4.	CA	CA	CI	CI	CI
5.	CA	CA	CI	CI	CI
6.	CA	CA	CI	CI	CI
7.	CA	CA	CI	CI	CI
8.	CA	CA	CI	CI	CI
9.	CA	CA	CI	CI	CI

Participant	Filler 1	Filler 2	Filler3	Filler 4	Filler 5
10.	CA	CA	CI	CI	CI
11.	CA	CA	CI	CI	CI
12.	CA	CA	CI	CI	CI
13.	CA	CA	CI	CI	CI
14.	CA	CA	CI	CI	CI
15.	CA	CA	CI	CI	CI
16.	CA	CA	CI	CI	CI
17.	CA	CA	CI	CI	CI
18.	CA	CA	CI	CI	CI
19.	CA	CA	CI	CI	CI
20.	CA	CA	CI	CI	CI
21.	CA	CA	CI	CI	CI
22.	CA	CA	CI	CI	CI
23.	CA	CA	CI	CI	CI
24.	CA	CA	CI	CI	CI
25.	CA	CA	CI	CI	CI
26.	CA	CA	CI	CI	CI
27.	CA	CA	CI	CI	CI
28.	CA	CA	CI	CI	CI
29.	CA	CA	CI	CI	CI
30.	CA	CA	CI	CI	CI
31.	CA	CA	CI	CI	CI
32.	CA	CA	CI	CI	CI
33.	CA	CA	CI	CI	CI
34.	CA	CA	CI	CI	CI
35.	CA	CA	CI	CI	CI
36.	CA	CA	CI	CI	CI
37.	CA	CA	CI	CI	CI
38.	CA	CA	CI	CI	CI
39.	CA	CA	CI	CI	CI
40.	CA	CA	CI	CI	CI
41.	CA	CA	CI	CI	CI
42.	CA	CA	CI	CI	CI
43.	CA	CA	CI	CI	CI
44.	CA	CA	CI	CI	CI
45.	CA	CA	CI	CI	CI
46.	CA	CA	CI	CI	CI
47.	CA	CA	CI	CI	CI
48.	CA	CA	CI	CI	CI
49.	CA	CA	CI	CI	CI
50.	CA	CA	CI	CI	CI

Note: 'CA' indicates Contextually Appropriate and 'CI' indicates Contextually Inappropriate.

Table 5: Critical Trials

Participant	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7
1.	I	C	I	C	I	C	I
2.	I	C	I	C	I	C	I
3.	I	C	I	C	I	C	I
4.	I	C	I	C	I	C	I
5.	I	C	I	C	I	C	I
6.	I	C	I	C	I	C	I
7.	I	C	I	C	I	C	I
8.	I	C	I	C	I	C	I
9.	I	C	I	C	I	C	I
10.	I	C	I	C	I	C	I

Participant	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7
11.	I	C	I	C	I	C	I
12.	I	C	I	C	I	C	I
13.	I	C	I	C	I	C	I
14.	I	C	I	C	I	C	I
15.	I	C	I	C	I	C	I
16.	I	C	I	C	I	C	I
17.	I	C	I	C	I	C	I
18.	I	C	I	C	I	C	I
19.	I	C	I	C	I	C	I
20.	I	C	I	C	I	C	I
21.	I	C	I	C	I	C	I
22.	I	C	I	C	I	C	I
23.	I	C	I	C	I	C	I
24.	I	C	I	C	I	C	I
25.	I	C	I	C	I	C	I
26.	I	C	I	C	I	C	I
27.	I	C	I	C	I	C	I
28.	I	C	I	C	I	C	I
29.	I	C	I	C	I	C	I
30.	I	C	I	C	I	C	I
31.	I	C	I	C	I	C	I
32.	I	C	I	C	I	C	I
33.	I	C	I	C	I	C	I
34.	I	C	I	C	I	C	I
35.	I	C	I	C	I	C	I
36.	I	C	I	C	I	C	I
37.	I	C	I	C	I	C	I
38.	I	C	I	C	I	C	I
39.	I	C	I	C	I	C	I
40.	I	C	I	C	I	C	I
41.	I	C	I	C	I	C	I
42.	I	C	I	C	I	C	I
43.	I	C	I	C	I	C	I
44.	I	C	I	C	I	C	I
45.	I	C	I	C	I	C	I
46.	I	C	I	C	I	C	I
47.	I	C	I	C	I	C	I
48.	I	C	I	C	I	C	I
49.	I	C	I	C	I	C	I
50.	I	C	I	C	I	C	I

Note: 'I' indicates Incorrect and 'C' indicates Correct

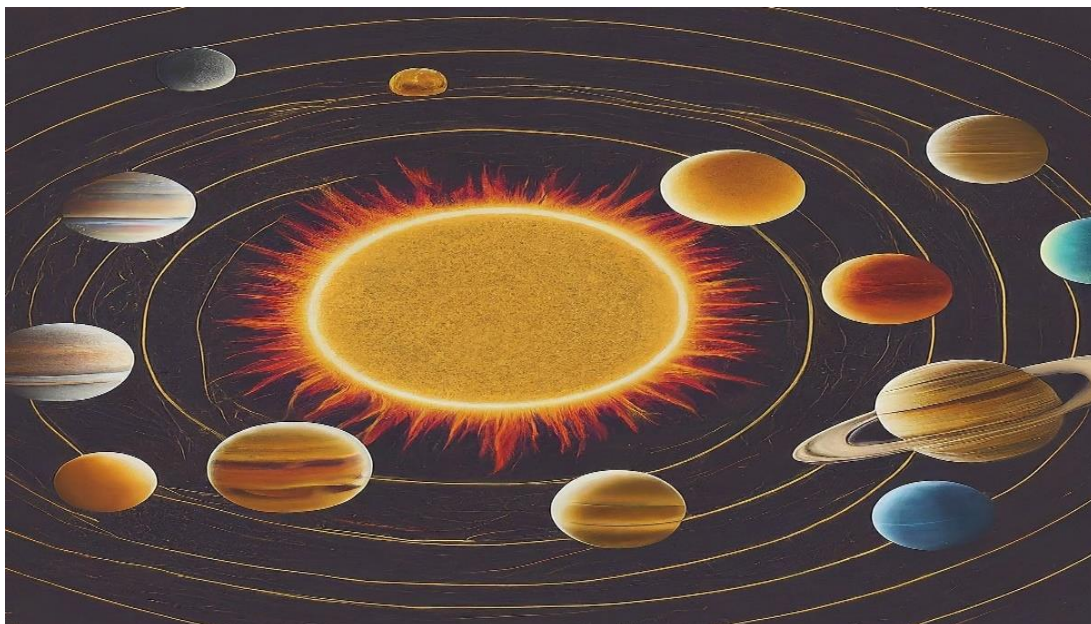


Figure 1: An AI-generated image of the Sun and all the planets
Note: Image generated using Wepik from the prompt the Sun and all the planets

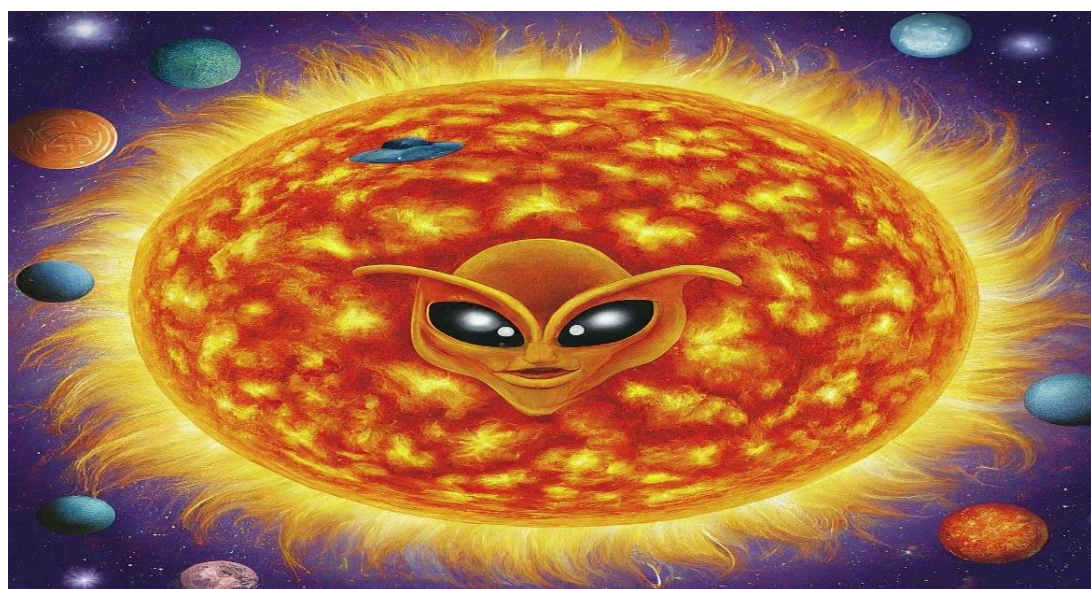


Figure 2: An AI-generated image of the giant Sun spaceship controlled by aliens
Note: Image generated using Wepik from the prompt of the giant Sun spaceship controlled by aliens

In the warm-up trials, all respondents correctly judged whether the audio clips were obvious meaning or misleading content, demonstrating their understanding of the assigned assignment (table 3, figure 1 and figure 2). Table 4 indicates all 50 participants indicated that fillers 1 and 2 were contextually suitable. This suggests that the participants found these audio snippets to be understandable and unambiguous. All 50 participants indicated that fillers 3, 4, and 5 were contextually unsuitable. This implies that, the context given, these audio samples were unclear or nonsensical. Therefore, it seems that the filler audio clips were successful in getting the participants to

respond suitably, with the contextually appropriate and inappropriate pieces being accurately recognized for what they were.

Table 5 illustrates that all fifty participants rated statements 1, 3, 5, and 7 as not pragmatically appropriate. This suggests that these claims were viewed as improper from a pragmatic standpoint, even though they were truthful within their context. All fifty participants rated statements 2, 4, and 6 as contextually correct. This implies that these claims were accepted as reasonable from a pragmatic and contextual standpoint. Overall, it seems that the participants could discriminate between claims that

were both pragmatically and contextually acceptable and those that were truthful in the context but inappropriate otherwise. This suggests a solid grasp of spoken discourse and PMs.

4.3 Post-test Results

All participants believed that the audio snippets were understandable and clear in general. A few participants identified certain terms or expressions that were often in the audio samples, including "sure," "yeah," "oh," "really," "I know," "right," "I think," "I mean," "well," and "you know." The participants assessed the audio snippets' overall usage of PMs as either good or exceptional. By adding more context and expressing the attitudes and feelings of the speakers, PMs improved participants' comprehension of spoken discourse. Some participants found it difficult to comprehend some

audio segments, especially when the answers looked out of context or were extremely strange or surprising. To make the discussion seem more natural and interesting, participants felt that the usage of PMs is crucial in spoken discourse. These markers assist express the speaker's aims, feelings, and attitudes. Some participants offered recommendations for enhancing the audio recordings' use of PMs, such as responding more clearly and succinctly and employing more formal language in specific situations. In general, participants in all groups gave their recognition and interpretation of PMs in spoken discourse an excellent or good rating. Although most participants thought the audio recordings did a good job of explaining how PMs are used in spoken discourse, a few proposed adding more speakers to better represent real-world communication situations.

Table 6: Post-test Questionnaire Results

Q. No	Responses				
	Option A	Option B	Option C	Option D	Option E
1.	3	40	7		
2.		10	40		
3.	35	5	5	5	
4.		40		10	
5.	30	20			
6.	32	7	11		
7.	50				
8.	33	17			
9.	10	28	9	3	
10.	20	20	10		
11.		40		10	
12.			20	30	
13.	20			30	
14.		10	30	10	
15.	41			9	
16.	35	15			
17.			42		8
18.	28			22	
19.	10	38	2		
20.	50				

Table 6 illustrates that overall, the participants showed a high degree of PMs in spoken discourse as well as comprehension. The majority of participants could correctly define PMs and give instances of them (Q1). Participants were aware of the function and impact of PMs in spoken language. They realized that PMs facilitate discourse organization, conversation management, and signaling of connections between utterances (Q2). Participants gained an understanding of how pragmatic signals might affect speakers' actions in a discussion (Q3). They realized that PMs might change how issues are introduced and handled, as well as how turns are taken, how meaning is negotiated, and how the conversation flows and makes sense overall.

The impacts of PMs on language learners were acknowledged by the participants. They recognized that PMs might enhance learners' comprehension of nuanced meanings and assist learners in producing language that is more suitable and natural (Q4). The participants exhibited awareness of the challenges related to PMs, including the absence of a uniform system for classifying them and their inconsistent interpretations in many settings (Q5). Respondents recognized that nonverbal cues may accentuate or contradict spoken statements, substitute words for spoken ones, and provide more clarity to spoken language (Q6). Participants demonstrated a solid grasp of how PMs work in conversation by being able to give instances of them (Q7). Students recognized

that PMs can impact interaction patterns (Q8) by serving as a signal of the speaker's intentions, moderating the conversation's flow, and promoting politeness.

The majority of participants (28 members) demonstrated a solid comprehension of how these markers might assist guide conversation topics by correctly identifying that PMs indicate when a topic is changing (Q9). The impact of PMs on involvement in a discussion was not well understood by the participants. While some participants correctly recognized that pragmatic indicators assist sustain the speaker's turn (20 members) or indicate when it's someone else's turn to talk (20 participants), others misinterpreted them as a signal for a speaker to interrupt (10 members). A solid comprehension of how to assess PMs for language learners was demonstrated by the majority of participants (40 members), who correctly indicated that the impact of these markers may be detected through observations of spoken discourse (Q11). The majority of participants (30 members) correctly recognized that PMs are not always simple to detect (Q12), demonstrating their awareness of the difficulties in categorizing and comprehending these indicators. The majority of students (30 members) demonstrated an excellent comprehension of the function of these indicators by accurately identifying that PMs' primary objective is to control the flow of discussion (Q13). Respondents' perceptions of the function of pragmatic indicators in the meaningful discussion of a conversation were not entirely consistent. While majority of respondents (30 members) correctly recognized that PMs signify when a speaker wants to shift the topic, others (10 members) misinterpreted them as indicating agreement or disagreement and some (10 members) believed that PMs help maintain politeness.

The majority of participants (41 individuals) demonstrated a strong comprehension of the function of nonverbal cues (Q15) by correctly identifying nodding as a pragmatic nonverbal signal in communication whereas few of them (9) considered that "saying yes and please" besides "nodding" describes a pragmatic nonverbal signal. A significant portion of participants (35 members) demonstrated a solid grasp of how to handle these obstacles by correctly identifying that creating a standardized framework is a solution to the challenges involved in categorizing and interpreting PMs (Q16). A substantial number of participants (42 members) demonstrated a solid comprehension of how pragmatic indicators contribute to the overall meaning of a discussion by correctly identifying that they can explain the speaker's intentions (Q17). Regarding the function of PMs in maintaining the regularity of a discourse (Q18), participants'

perceptions varied. While some participants (28) correctly recognized PMs as aiding in the maintenance of a logical flow of ideas, others (22) mistakenly believed they made the discourse more engaging. The majority of participants (38 members) correctly recognized that by signaling when specific phrases are suitable, PMs help to create simpler language (Q19). This suggests that participants have a firm awareness of how PMs, which offer contextual indications and signals that govern language usage, assist students in using language more effectively and naturally. All the participants correctly recognized "By the way" as a pragmatic marker (Q20) that controls the topic of a conversation, demonstrating a solid grasp of how these markers can be employed for guiding the subject of a conversation.

Overall, participants demonstrated a high level of pragmatic marker recognition and comprehension in spoken discourse. They acknowledged the influence of PMs on language acquisition and communication, as well as their roles and successful definitions. There were some misconceptions regarding the importance of nonverbal cues and PMs' influence on conversation participation, even though the majority of participants showed a strong awareness of PMs' roles in structuring discourse and controlling conversation themes. Participants acknowledged the difficulties in categorizing PMs and offered standardized frameworks as solutions.

4.4 Comparison Analysis: Pre-Test vs. Post-Test Questionnaire Results

Understanding and Definition of Pragmatic Markers (Q1, Q2, Q3, Q4, Q5)

Pre-Test

The participants had a low initial comprehension of PMs. Just seven participants in Q1 accurately characterized PMs as "words or phrases used to manage the conversation," while many more (23 participants) were unclear or confused with punctuation (10 participants) or writing symbols (10 participants). Significant ambiguity was also shown by questions 2 through 5, as many participants were unsure about the purpose and significance of PMs in spoken discourse. This suggests that the idea and function of PMs are not well understood.

Post-Test

Following focused exposure, most participants were able to describe PMs accurately and give examples (Q1), indicating a significant improvement. Participants in Q2 acknowledged that PMs manage conversations, help organize discourse, and indicate links between utterances. By questions three and four, they had an understanding of how PMs impact speaker behaviors, taking turns,

negotiating meaning, and the conversation's general flow. Q5 demonstrated the participants' understanding of the difficulties associated with PMs, including problems with categorization and inconsistent interpretations.

Impact of Pragmatic Markers on Language Learning (Q4, Q11)

Pre-Test

Many participants in Q4 expressed doubt regarding PMs' involvement in language production and comprehension, and they were puzzled about how they affected language learners. Q11 also showed a similar ignorance about the evaluation of PMs' impact on language learners.

Post-Test

Participants acknowledged that PMs improve understanding of subtle concepts and help students produce more natural language after exposure (Q4). Q11 showed that, based on observations of spoken discourses, the majority of respondents were able to accurately identify the impact of PMs, suggesting greater understanding.

Challenges and Classification of Pragmatic Markers (Q5, Q12, Q16)

Pre-Test

The fact that participants had trouble classifying PMs (Q5, Q12, Q16) and were unaware of the difficulties involved shows how little they understood these factors.

Post-Test

Respondents' understanding of the lack of a standard categorization scheme and the range of ways that PMs are interpreted improved (Q5). They acknowledged the hurdles in identifying PMs and the requirement for standardized frameworks in Q12 and Q16, demonstrating a better understanding of these issues.

Role of Nonverbal Cues (Q6, Q15)

Pre-Test

In Q6, most participants were unsure of the purpose of nonverbal cues, and only a few of them acknowledged that they might improve spoken language. Concerns about the function of nonverbal cues in communication were also expressed by Q15.

Post-Test

Participants acknowledged the significance of nonverbal cues in underlining messages, providing clarification, and taking the place of spoken words (Q6). The majority of respondents in Q15 demonstrated enhanced comprehension by correctly identifying nodding as a pragmatic nonverbal gesture.

Understanding Specific Functions of Pragmatic Markers (Q7, Q8, Q9, Q13, Q14, Q18, Q19, Q20)

Pre-Test

Regarding the precise roles of PMs, and their contribution to interaction patterns, topic management, and conversation flow, participants demonstrated different degrees of comprehension and substantial confusion (Q7, Q8, Q9, Q13, Q14, Q18, Q19, Q20).

Post-Test

By giving examples, participants showed that they had a firm understanding of how PMs operate in dialogue (Q7). They acknowledged how PMs affected social dynamics and politeness (Q8). They comprehended how PMs direct discussion topics, uphold logical flow and regulate discussion flow in Q9, Q13, and Q18. There was still some inconsistency in the comprehension of PMs' function in substantive discourse (Q14). In Q19, most respondents accurately recognized that PMs assist in indicating suitable terms, facilitating the construction of simpler language. By Q20, every participant understood the purpose of "By the way" as a pragmatic marker, demonstrating a thorough understanding of its use.

The findings of the pre-and post-tests show a considerable increase in the participants' ability to identify and comprehend PMs in spoken discourse. Many participants were initially unsure of PMs, but after learning more about them, they demonstrated a greater level of comprehension and application of that information, demonstrating the efficacy of the focused instructional intervention.

5. DISCUSSION

Many important conclusions regarding the roles of PMs in spoken discourse, their influence on language learners' comprehension and spoken skills, their classification and interpretation, and the interaction between verbal and non-verbal PMs emerge from the analysis of the pre-test and post-test questionnaire responses, warm-up trials, filler audio clips, and critical trial tests. These results are consistent with the objectives and study questions, offering insightful information on the current study.

Research Question 1- Purposes of Pragmatic Markers in Spoken Language

In spoken language, PMs have several functions that contribute to the overall meaning of the discourse. These functions include promoting coherence, indicating subject transitions, controlling turn-taking, and offering indicators for deciphering speaker intent. The pre-test findings showed that participants did not have an adequate understanding of these roles and functions; many were unable to accurately describe or identify PMs. However, post-

test findings demonstrated a notable improvement, with participants acknowledging the functions that PMs play in conversation management and discourse organizing. According to this, PMs promote discourse by facilitating a more organized and comprehensible flow of speech, which helps listeners follow along and interpret subtle meanings.

Research Question 2- Effects on Discussion Behavior: Managing Topics, Turn-Taking, and Negotiating Meaning

Discussion behavior is greatly impacted by PMs. They aid in topic management by highlighting changes or continuity in discussion themes, which participants were better able to identify in the post-test (Q9). Additionally, PMs help with turn-taking, assuring seamless transitions between presenters. Participants' grasp of these functions was initially unclear, but post-test findings showed an improvement in comprehension (Q8). This implies that PMs are essential in ensuring the coherence of the discourse, avoiding overlapping, and indicating when one speaker has finished and another should take over. Furthermore, PMs facilitate meaning negotiation by offering contextual cues that assist listeners in interpreting speaker intent—a notion that participants are better able to understand after the post-test treatment (Q3).

Research Question - 3. Effects on Language Learners' Production and Comprehension Abilities

PMs provide contextual and structural signals that facilitate more natural and coherent communication, which improves language learners' production and comprehension skills. Participants were first unsure about this influence (Q4, Q11), but post-test results indicated they were aware of how PMs help with developing proper language and understanding nuanced meanings (Q4). Observational studies that evaluate learners' use of PMs in spontaneous speech and their comprehension of PM-filled discussions can be used to quantify this effect. Following instruction, improvements in these domains suggest that focused PM education may greatly improve students' communication ability.

Research Question 4 - Problems with Categorization and Interpretation of Pragmatic Markers

The absence of a consistent framework for the classification and interpretation of PMs is a significant problem. The pre-test results showed that several participants were unable to categorize PMs accurately, indicating their bewilderment (Q5, Q12, Q16). Responses to the post-test indicated a greater understanding of these challenges and the significance of uniform frameworks (Q12, Q16). The creation of a logical framework that classifies PMs according to their roles and contexts is necessary to address these issues. A framework like this would

make research and teaching more consistent, which would aid in the better understanding and use of PMs by researchers and students.

Research Question 5 - Role of Verbal and Nonverbal Pragmatic Markers

PMs, both verbal and nonverbal, are essential for regulating the dynamics of interactions and the communication of meaning. Participants' first understanding of the purpose of nonverbal signals was uncertain (Q6, Q15). They realized after the instruction that nonverbal PMs—like gestures and facial expressions—complement verbal PMs by adding more information and elucidating the speaker's intention (Q6, Q15). This knowledge emphasizes how crucial it is to educate verbal and nonverbal PMs to offer thorough communication abilities. Nonverbal PMs can support or refute spoken messages, enhancing communication and facilitating the appropriate process for communicating meaning.

Participants' comprehension of PMs significantly improved between the pre-and post-tests, demonstrating the value of targeted education. To facilitate language learning, keep talks on track, and guarantee clear communication, pragmatic indicators are crucial. By addressing the difficulties associated with classifying and interpreting PMs, standardized frameworks will improve research and instruction, promoting improved understanding and application of these essential language tools. To promote comprehensive communication competence, language teaching must incorporate both verbal and nonverbal PMs.

4.6 Implications for Understanding Spoken Discourse and Communication

A lot of language learners find it difficult to pick up on the subtleties of spoken communication. The function of PMs, or words and phrases that facilitate conversation flow, in spoken language and their effects on learning were investigated in this study. The fact that learners at first knew very little about PMs. However, following specific instructions that emphasized how PMs direct discussions, control subjects and turns, and convey speaker purpose, learners' ability to identify and understand PMs greatly increased. The study clarified the advantages of PMs for language learners as well. Comprehending PMs enables learners to generate more naturally-sounding language and to understand the nuanced meanings that are delivered in conversations. A problem that the researcher did find, though, was that there was no common classification scheme for PMs. This discrepancy might provide challenges to the efficient study and instruction of PMs. The significance of incorporating PM education into language learning curricula is emphasized in the study's conclusion. Gaining an understanding of PMs

enables students to contribute more successfully to verbal and nonverbal discussions. The researcher suggests more studies be conducted to provide parameters for evaluating how PM education affects language learning results. Therefore, this study offers insightful information to researchers and educators, emphasizing the significance of PMs for successful language learning and communication.

4.7. Limitations and Suggestions for Future Research

Although there is potential for improvement, the study clarifies the significance of PMs for language learners. The study, which involved just 50 students from one university, might not be relevant to other situations. Additional participants from a wider range of backgrounds may participate in research in the future (MacDermod *et al.*, 2022). Furthermore, the researcher surmised that the pupils were unfamiliar with PMs. Including pupils who are somewhat aware of PMs might highlight areas in which everyone finds it difficult. The research assessed students' understanding; it did not examine their ability to use PMs independently. Subsequent investigations may examine this facet. More insights could be gained from more thorough data-gathering techniques like interviews or real-world conversational analysis (Mikl *et al.*, 2024). The author is unsure of whether the learning is retained due to the short period between the PM session and evaluation. Longer follow-up periods in future research could address this (Roediger III & Karpicke, 2006). Researchers could look at the efficacy of PM training for various age groups and skill levels to enhance language acquisition (Brugha *et al.*, 2016). The researcher could additionally look at how simple it is to include PM education into already-existing curricula. It would be beneficial to create parameters to assess how PM training affects speaking and comprehension (Brown *et al.*, 2023). Lastly, a more comprehensive picture may be obtained by looking at the function of PMs in various spoken situations, such as lectures or informal conversations, and how culture influences their use (Farinde *et al.*, 2023). We can better understand PMs and develop more effective strategies for teaching them to language learners by addressing these limitations and following these research directions.

4.8. CONCLUSION

For language learners, it may be best to alter the circumstances in which they are exposed to PMs (Ament *et al.*, 2019). This study explored how PMs function in spoken discourse and how they influence language acquisition. The key findings showed that although learners did not initially comprehend PMs, focused teaching greatly increased their recognition and comprehension. These markers have several functions, including controlling the flow of the

conversation, arranging the discourse, and expressing the speaker's intent. Comprehending PMs facilitates natural language creation and helps learners understand nuanced meanings (Polat, 2011). It first emphasizes how crucial PMs are to developing communication skills. Secondly, it highlights the difficulties in classifying PMs because there isn't a standardized framework. Furthermore, it emphasizes how important it is to incorporate PM education into language learning curricula so that students can contribute to conversations with greater proficiency (Wei, 2011). Future studies can add to our understanding of PMs. Larger and more varied participant pools in studies can enhance the generalizability of results (Tipton & Matlen, 2019). Furthermore, studies should look at how PM training affects students' capacity to use PMs on their own. Creating techniques to measure this effect might be beneficial. A more comprehensive picture may also be obtained by examining the function of PMs in various spoken discourse genres and how cultural context affects their use. By addressing these challenges and exploring these research directions, we may create more efficient approaches to integrating PM training into language learning and promoting successful communication.

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APPENDIX A

Audio Sample Clips with Speech Acts and Conversational Situations

Script 1

Speaker 1: Hi, how are you?

Speaker 2: I'm good, thanks. You know, I've been really busy lately.

Script 2

Speaker 1: Can you pass me the salt, please?

Speaker 2: Sure, here you go. I mean, it's right here on the table.

Script 3

Speaker 1: Did you hear about the new project at work?

Speaker 2: Yeah, it sounds interesting. I mean, it could be a great opportunity for us.

Script 4

Speaker 1: I'm thinking of going on vacation next month.

Speaker 2: Oh, really? Well, you know, I was thinking of doing the same thing.

Script 5

Speaker 1: This assignment is so difficult.

Speaker 2: I know, right? I mean, it's like they expect us to be experts already.

Script 6

Speaker 1: I'm so tired today.

Speaker 2: Yeah, me too. I mean, I didn't get much sleep last night.

Script 7

Speaker 1: What do you want to do tonight?

Speaker 2: I don't know; we could go see a movie or something. Well, what do you think?

Script 8

Speaker 1: I heard they're opening a new restaurant downtown.

Speaker 2: Really? Well, you know, we should check it out sometime.

Script 9

Speaker 1: I can't believe it's already March.

Speaker 2: I know, right? I mean, time really flies.

Script 10

Speaker 1: Do you think we should start the meeting now?

Speaker 2: Well, I think we should wait a few more minutes. You know, just to give everyone a chance to arrive.

Script 11

Speaker 1: What did you think of the movie?

Speaker 2: It was okay, I guess. I mean, it wasn't the best movie I've ever seen.

Script 12

Speaker 1: Have you finished your assignment yet?

Speaker 2: No, not yet. I mean, I've been really busy with other things.

Script 13

Speaker 1: Do you want to go for a walk?

Speaker 2: Well, I'm not sure. You know, it looks like it might rain.

Script 14

Speaker 1: I think we should order pizza for dinner.

Speaker 2: Yeah, that sounds good. I mean, I'm too tired to cook tonight.

Script 15

Speaker 1: Are you coming to the party tomorrow?

Speaker 2: I don't know; I haven't decided yet. I mean, I have a lot of work to do.

APPENDIX B

Critical Trials

1. "Well, I guess you're right, but..."
2. "You know, I totally understand, but..."
3. "I mean, it's possible, but..."
4. "Yeah, that's true, however..."
5. "Well, I see your point, but..."
6. "You know, I agree, however..."
7. "I mean, I hear what you're saying, but..."

APPENDIX C

Filler Audio Clips

Filler Audio Clip 1

Speaker 1: Can you please pass me the menu?

Speaker 2: Sure, here you go.

Filler Audio Clip 2

Speaker 1: Did you hear about the new exhibition at the museum?

Speaker 2: Yes, I'm planning to go see it this weekend.

Filler Audio Clip 3

Speaker 1: What time is the meeting?

Speaker 2: Blue.

Filler Audio Clip 4

Speaker 1: How was your weekend?

Speaker 2: Elephant.

Filler Audio Clip 5

Speaker 1: Can you help me with this math problem?

Speaker 2: Sure, the answer is banana.

APPENDIX D**Warm-up Trials****Warm-up Trial 1**

Speaker 1: Good morning, everyone. Today, we're going to learn about the solar system. The solar system is made up of the sun and all the planets that orbit around it. Can anyone name the planets in our solar system?

Speaker 2: Yes, the planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

Warm-up Trial 2

Speaker 1: Good morning, everyone. Today, we're going to learn about the solar system. Did you know that the sun is actually a giant spaceship controlled by aliens?

Speaker 2: Really? That's amazing! I had no idea.

APPENDIX E**Pre-Test and Post-Test Questionnaire ما قبل الاختبار وما بعده****Research Title: Pragmatic Markers in Spoken Discourse**

عنوان البحث: العلامات التداولية في الخطاب المنطوق

Instructions: تعليمات:

Please answer the following questions honestly and to the best of your ability. Your responses will help us better understand your background and ensure that the audio clips used in this study are new to you.

يرجى الإجابة على الأسئلة التالية بأمانة وبقدر استطاعتك. ستساعدنا إجاباتك على فهم خلفيتك بشكل أفضل والتأكد من أن المقاطع الصوتية المستخدمة في هذه الدراسة جديدة بالنسبة لك.

Section A: Participants' Demographics and English Communication Frequency

القسم أ: التركيبة السكانية للمشاركين وتكرار التواصل باللغة الإنجليزية

1. What is your age? 1. ما هو عمرك؟

Answer:

2. What is your gender? 2. ما هو جنسك؟

Answer: إجابة:

3. What is your native language? 3. ما هي لغتك الأم؟

Answer: إجابة:

4. How long have you been learning English? 4. منذ متى وأنت تتعلم اللغة الإنجليزية؟

Answer: إجابة:

5. Have you ever participated in a study related to spoken discourse or pragmatic markers?

هل سبق لك أن شاركت في دراسة تتعلق بالخطاب المنطوق أو العلامات الواقعية؟

Answer: إجابة:

6. How often do you engage in spoken communication in English outside of the classroom? (Please, tick appropriate option)

ما هو معدل مشاركتك في التواصل المنطوق باللغة الإنجليزية خارج الفصل الدراسي؟ (يرجى وضع علامة على الخيار المناسب)

Answer: إجابة:

• Daily يوميًا

• Several times a week عدة مرات بالاسبوع

• Occasionally أحياناً

• Rarely نادرًا

• Never أبداً

Section B: Questions القسم ب: الأسئلة

1. What are pragmatic markers? 1. ما هي العلامات العملية؟

a) Symbols used in writing الرموز المستخدمة في الكتابة

b) Words or phrases used to manage conversation الكلمات أو العبارات المستخدمة لإدارة المحادثة

c) Punctuation marks علامات الترقيم

d) None of the above لا شيء مما سبق

e) Not sure غير متأكد

2. What role do pragmatic markers have in spoken language? 2. ما هو الدور الذي تلعبه العلامات العملية في اللغة المنطوقة؟

a) They clarify grammatical structures توضيح الهياكل النحوية

b) They indicate the speaker's emotions أنها تشير إلى انفعالات المتحدث

c) They help to organize discourse and signal relationships between utterances

تساعد على تنظيم الخطاب وعلاقات الإشارة بين الألفاظ

d) They are used for emphasis يتم استخدامها للتأكيد

e) Not sure غير متأكد

3. How can pragmatic markers influence the way speakers behave during a conversation? 3. كيف يمكن للعلامات العملية أن تؤثر على الطريقة التي يتصرف بها المتحدثون أثناء المحادثة؟

a) They can influence how topics are introduced and managed ويمكنهم التأثير على كيفية تقديم المواضيع وإدارتها

b) They can impact turn-taking ويمكن أن تؤثر على تبادل الأدوار

c) They can help negotiate meaning يمكنهم المساعدة في التفاوض على المعنى

d) They can affect the overall flow and coherence of the conversation يمكن أن تؤثر على التدفق العام وتماسك المحادثة

e) Not sure غير متأكد

4. What effects do pragmatic markers have on the creation and understanding abilities of language learners? 4. ما هي تأثيرات العلامات التداولية على القدرات الإبداعية والفهمية لمتعلمي اللغة؟

a) They have no impact on language learning ليس لها أي تأثير على تعلم اللغة

b) They can improve learners' ability to understand subtle meanings يمكنها تحسين قدرة المتعلمين على فهم المعاني الدقيقة

c) They can hinder learners' comprehension يمكن أن تعيق فهم المتعلمين

d) They can help learners produce more natural and appropriate language يمكنهم مساعدة المتعلمين على إنتاج لغة أكثر طبيعية وملاءمة

e) Not sure غير متأكد

5. **What difficulties do we have when dividing and understanding pragmatic markers?**
5. ما هي الصعوبات التي نواجهها عند تقسيم وفهم العلامات العملية؟
- a) There is no standardized framework for categorizing them لا يوجد إطار موحد لتصنيفها
 b) They can have different meanings in different contexts لا يوجد إطار موحد لتصنيفها (يمكن أن يكون لها معاني مختلفة في سياقات مختلفة)
 c) They are difficult to identify عليها يصعب التعرف
 d) All of the above د. كل ما ورد أعلاه
 e) Not sure غير متأكد
6. **What role do nonverbal signals have in communication?**
6. ما هو الدور الذي تلعبه الإشارات غير اللفظية في التواصل؟
- a) They add clarity to spoken language يضيفون الوضوح إلى اللغة المنطوقة
 b) They can replace spoken words يمكنهم استبدال الكلمات المنطوقة
 c) They can contradict or emphasize spoken messages يمكنهم تناقض الرسائل المنطوقة أو التأكيد عليها
 d) They have no impact on communication ليس لديهم أي تأثير على الاتصالات
 e) Not sure غير متأكد
7. **What is an example of a pragmatic marker among the following?**
7. ما هو مثال العلامة العملية بين ما يلي؟
- a) Actually في الحقيقة
 b) Table طاولة
 c) Jump القفز
 d) Quickly بسرعة
 e) Not sure غير متأكد
8. **How can interactive patterns get under the influence of pragmatic markers?**
8. كيف يمكن للأشكال التفاعلية أن تقع تحت تأثير العلامات العملية؟
- a) They signal the speaker's intentions أنها تشير إلى نوايا المتحدث
 b) They regulate the flow of conversation أنها تنظم تدفق المحادثة
 c) They help maintain politeness في الحفاظ على المداواة
 d) They clarify misunderstandings يوضحون سوء الفهم
 e) Not sure غير متأكد
9. **What function do pragmatic markers provide in directing a conversation's topics?**
9. ما هي الوظيفة التي توفرها العلامات العملية في توجيه مواضيع المحادثة؟
- a) They introduce new topics يقدمون مواضيع جديدة
 b) They indicate when a topic is changing أنها تشير إلى متى يتغير الموضوع
 c) They help maintain focus on a topic أنها تساعد في الحفاظ على التركيز على الموضوع
- d) They signal the end of a conversation يشيرون إلى نهاية المحادثة
 e) Not sure غير متأكد
10. **What effect do pragmatic markers have on a conversation's participation?**
10. ما هو تأثير العلامات العملية على المشاركة في المحادثة؟
- a) They indicate when it's someone else's turn to speak إنها تشير إلى الوقت الذي يأتي فيه دور شخص آخر للتحدث
 b) They help maintain the speaker's turn أنها تساعد في الحفاظ على دور المتحدث
 c) They signal when a speaker wants to interrupt إنهم يشيرون عندما يريد المتحدث المقاطعة
 d) They have no impact on turn-taking ليس لديهم أي تأثير على أخذ الأدوار
 e) Not sure غير متأكد
11. **How can the effects of pragmatic markers be calculated for language learners?**
11. كيف يمكن حساب تأثيرات العلامات التداولية لدى متعلمي اللغة؟
- a) Through written tests من خلال الاختبارات الكتابية
 b) Through observations of spoken interactions من خلال ملاحظات التفاعلات المنطوقة
 c) Through self-assessment من خلال التقييم الذاتي
 d) All of the above كل ما ورد أعلاه
 e) Not sure غير متأكد
12. **Of the following, which one is NOT difficult to classify and understand pragmatic markers?**
12. أي مما يلي ليس من الصعب تصنيفه وفهم العلامات العملية؟
- a) Different markers can have similar meanings علامات مختلفة يمكن أن يكون لها معاني مماثلة
 b) They can vary between languages يمكن أن تختلف بين اللغات
 c) They are always easy to identify من السهل دائمًا التعرف عليها
 d) They can have multiple functions يمكن أن يكون لديهم وظائف متعددة
 e) Not sure غير متأكد
13. **What is the main goal of pragmatic markers in speaking?**
13. ما هو الهدف الرئيسي للعلامات الواقعية في التحدث؟
- a) To convey emotions لنقل العواطف
 b) To replace spoken words لاستبدال الكلمات المنطوقة
 c) To emphasize certain words or phrases للتأكيد على كلمات أو عبارات معينة
 d) To regulate the flow of conversation لتنظيم تدفق المحادثة
 e) Not sure غير متأكد

14. **What role do pragmatic markers play in a conversation's meaning discussion?**

14. ما هو الدور الذي تلعبه العلامات العملية في مناقشة معنى المحادثة؟

- a) They clarify misunderstandings يوضحون سوء الفهم
- b) They signal agreement or disagreement أنها تشير إلى اتفاق أو خلاف
- c) They indicate when a speaker wants to change the topic إنها تشير إلى الوقت الذي يريد فيه المتحدث تغيير الموضوع
- d) They help maintain politeness أنها تساعد في الحفاظ على المداواة
- e) Not sure غير متأكد

15. **Which of the items listed below describes a pragmatic nonverbal signal?**

15. أي من العناصر المذكورة أدناه يصف إشارة غير لفظية عملية؟

- a) Nodding الايماء
- b) Saying "yes" "قول نعم"
- c) Using the word "please" "استخدام كلمة "من فضلك"
- d) All of the above كل ما ورد أعلاه
- e) Not sure غير متأكد

16. **What is the solution to the classification and interpretation difficulties using pragmatic markers?**

16. ما هو حل صعوبات التصنيف والتفسير باستخدام العلامات التداولية؟

- a) By developing a standardized framework من خلال تطوير إطار موحد
- b) By providing more training to language learners من خلال توفير المزيد من التدريب لمتعلمي اللغة
- c) By ignoring the issue and focusing on other aspects of language من خلال تجاهل القضية والتركيز على جوانب أخرى من اللغة
- d) None of the above لا شيء مما بالأعلى
- e) Not sure غير متأكد

17. **What effect do pragmatic markers have on a conversation's overall meaning?**

17. ما هو تأثير العلامات العملية على المعنى العام للمحادثة؟

- a) They can completely change the meaning of a sentence يمكنهم تغيير معنى الجملة بالكامل
- b) They have no impact on meaning وليس لها تأثير على المعنى
- c) They can clarify the speaker's intentions يمكنهم توضيح نوايا المتحدث
- d) They can make the conversation more confusing يمكنهم جعل المحادثة أكثر إرباكاً
- e) Not sure غير متأكد

18. **What role do pragmatic markers have in a conversation's uniformity?**

18. ما هو الدور الذي تلعبه العلامات العملية في توحيد المحادثة؟

- a) They help maintain a logical flow of ideas إنها تساعد في تحقيق التوصل إلى أفكار في نوفمبر

b) They can introduce irrelevant information يمكنهم تقديم معلومات غير ذات صلة

c) They confuse the listener إنهم يربكون المستمع

d) They make the conversation more interesting إنهم يجعلون المحادثة أكثر إثارة للاهتمام

e) Not sure غير متأكد

19. **How can pragmatic markers support the creation of more simple language by language students?**

19. كيف يمكن للعلامات العملية أن تدعم إنشاء لغة أكثر بساطة من قبل طلاب اللغة؟

a) By providing them with rules to follow من خلال تزويدهم بالقواعد التي يجب اتباعها

b) By indicating when certain expressions are appropriate من خلال الإشارة إلى متى تكون بعض التعبيرات مناسبة

c) By correcting their mistakes من خلال تصحيح أخطائهم

d) By encouraging them to speak faster من خلال تشجيعهم على التحدث بشكل أسرع

e) Not sure غير متأكد

20. **Which of the following describes a pragmatic marker that works to control the subject of a conversation?**

20. أي مما يلي يصف علامة عملية تعمل على التحكم في موضوع المحادثة؟

a) By the way بالمناسبة

b) Car سيارة

c) Run يجري

d) Slowly ببطء

e) Not sure غير متأكد

Thank you for your time and thoughtful responses. شكرا لك على وقتك وردودك المدروسة.