## This booklet will help you keep track of your work and take notes of your ideas, thoughts and answers. Please use it alongside the online material.

## This learning package will help you will learn something about hesitation phenomena and discourse markers in spoken language.

1. **Have a look at these two statements. Which one is from a native speaker of English and which from a learner of English?**
2. … and you could always tell which student was which department you know? So oh yeah yeah just I mean very erm oh gosh what´s the word? Very oh I´ll think of it in a minute …
3. …mm well I think they should have allowed the big banks to go bankrupt and should not have rescued them what might have followed if er if the big banks had disappeared?
4. **The following text is a summary of what was said in the video but it contains five mistakes. Mark them to see if you understood correctly:**

Throughout history, attempts to control language have targeted speech fillers like ums, ers, and likes. Ancient texts supported speaking with hesitation, and modern schools have tried to ban these expressions, yet renowned linguist Noam Chomsky praised them as irrelevant errors. These speech components, categorized as "disfluencies," remain common, occurring 2 to 3 times per minute in various languages, except in sign language.

Filled pauses, such as um and uh, are seemingly insignificant interruptions in spoken communication, but linguists find them harmful. They can signal that the speaker is not finished and buy time to catch up with thoughts or find the right word. Additionally, hesitation phenomena and discourse markers, like "like" and "well," take on new meanings during dialogue, directing conversation flow and conveying vital information. They not only help understand language but also aid in language learning. Despite their usefulness, in formal writing, these cues serve no purpose and may even carry social prestige, although they convey a world of meaning in most conversations.

1. **This exercise contains some key ideas from the video. Match the correct sentence parts.**

\*use of filled pauses\* | \*Discourse markes such as\* | \*A filled pause lets\* | Hesitation phenomena\* | \*A filled pause\* | \*more discourse markers\*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can signal that the speaker has not finished yet.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can buy time to catch up with your thoughts or fish out the right word.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your listeners know an important word is on the way.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like, well or you know direct the flow of conversation.

Conscientious speakers use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help listeners follow, interpret, and predict what they are trying to say.

Contrary to popular belief, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doesn’t decrease with mastery of a language.

1. **It was mentioned in the video that in many cases discourse markers don’t convey their literal meaning. The next exercise might help you understand what is meant by that phrase. There is just one word which fits in all the gaps. Can you guess which one? See if you can spot the phrase where the word kept its literal meaning and which additional functions it fulfils in the other phrases.**

So, I was, \_\_\_\_\_\_\_\_, walking down the street, and then this dog, like, came out of nowhere.

There were, \_\_\_\_\_\_\_\_, a million people at the concert!

He was \_\_\_\_\_\_\_, 'I can't believe you did that!

She sings\_\_\_\_\_\_\_\_ an angel.

I feel \_\_\_\_\_\_\_\_ we should go to the park, but I'm not sure.

1. **It said in the video: “And the dreaded “like” can perform many functions. Here is what it was used for in the previous sentences:**

