

Vilnius University
Faculty of Philology
Department of English Philology

Brigita Šidlauskaitė

The Use of Discourse Markers in English Vlogs: Native vs. Non-native
English Speakers

Thesis submitted in partial fulfilment of the requirements for the degree of
BA in English Philology

Supervisor: Dr Audronė Šolienė

Vilnius 2023

Abstract

The aim of this study is to analyze the use of discourse markers *so*, *like*, *you know*, and *well* in vlogs created by native English speakers and non-native English speakers that are Lithuanian. The study raised three objectives: to compare the frequency and raw frequency of discourse markers in native and non-native speakers' vlogs; to compare the functional domains, their distribution and raw frequency; to compare functions, their distribution and raw frequency. To reach the objectives, both qualitative and quantitative methods were used. The results show that native speakers use more discourse markers, the biggest difference being in the use of discourse marker *like*. Also, both in native and non-native speakers' vlogs, the primary functional domain of discourse markers was textual, though the distribution was bigger in native speakers' vlogs. Finally, *well* had more different functions in native speakers' vlogs, and *you know* – in non-native.

Abstract in Lithuanian

Šio tyrimo tikslas - išanalizuoti diskurso žymeklių *so*, *like*, *you know* ir *well* vartojimą angliškai kuriančių lietuvių ir anglų gimtakalbių sukurtuose vaizdo tinklaraščiuose. Tyrime iškelti trys uždaviniai: palyginti diskurso žymeklių dažnumą gimtakalbių ir negimtakalbių vaizdo tinklaraščiuose; palyginti funkcinių sričių pasiskirstymą ir dažnumą; išanalizuoti ir palyginti funkcijas, jų pasiskirstymą ir dažnumą. Tikslams pasiekti buvo naudojami kokybinis ir kiekybinis metodai. Rezultatai rodo, kad gimtakalbiai vartoja daugiau diskurso žymeklių, o didžiausias skirtumas buvo žymeklio *like* vartojime. Be to, tiek gimtakalbių, tiek negimtakalbių vaizdo tinklaraščiuose pagrindinė diskurso žymeklių funkcinė sritis buvo tekstinė, nors gimtakalbių vloguose jų distribucija buvo didesnė. Galiausiai, *well* turėjo daugiau skirtingų funkcijų gimtakalbių vloguose, o *you know* - negimtakalbių.

Table of contents

Abstract.....	2
Abstract in Lithuanian	3
List of tables	5
1. Introduction	6
2. Data and methods	9
3. Analysis and discussion	12
3.1 Discourse marker frequency and raw frequency	12
3.2 Frequency and raw frequency of functional domains.....	16
3.3 Functions of discourse markers in native and non-native speakers' vlogs	22
Conclusion.....	35
Conclusion in Lithuanian	36
References	37
Appendix	41

List of tables

Table 1. Non-native (ESL) and native (EFL) speakers and word count.....	9
Table 2. Classification of functions by Müller (2005:246)	10
Table 3. Frequency (F) and raw frequency (R) of DMs in non-native (ESL) and native (EFL) speakers' travel vlogs.....	12
Table 4. Frequency and raw frequency of DMs in non-native (ESL) and native (EFL) speakers' vlogs educational vlogs	13
Table 5. Frequency and raw frequency of DMs in non-native (ESL) and native (EFL) speakers' DIY vlogs.....	14
Table 6. Frequency and raw frequency of DMs in non-native (ESL) and native (EFL) speakers' vlogs	15
Table 7. Functional domain distribution and raw frequency (R) of DMs in travel vlogs in non-native (ESL) and native (EFL) speakers' vlogs.....	17
Table 8. Functional domain distribution and raw frequency (R) of DMs in non-native (ESL) and native (EFL) speakers' educational vlogs	19
Table 9. Functional domain distribution and raw frequency (R) of DMs in non-native (ESL) and native (EFL) speakers' DIY vlogs	20
Table 10. Functional domain of discourse markers distribution and raw frequency in non-native (ESL) and native (EFL) speakers' vlogs.....	21
Table 11. Functions of 'so' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' travel vlogs.....	22
Table 12. Functions of 'like' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' travel vlogs.....	24
Table 13. Functions of 'you know' and 'well' distribution and raw frequency (R) in native speakers' (EFL) travel vlogs.....	25
Table 14. Functions of 'so' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' educational vlogs	26
Table 15. Functions of 'like' distribution and raw frequency (R) in native speakers' educational vlogs	28
Table 16. Functions of 'you know' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' educational vlogs.....	30
Table 17. Functions of 'so' distribution and raw frequency (R) in non-native and native speakers' DIY vlogs.....	31
Table 19. Distribution and raw frequency (R) of discourse markers functions in non-native (ESL) and native (EFL) speakers' vlogs.....	33

1. Introduction

Discourse markers have been increasingly gaining interest, especially since the 1970s (Schourup, 1999: 228), though it still raises difficulties when specifying a clear definition that would incorporate all the different specifications of discourse markers (Schweinberger, 2014), while even the term itself also has been facing changes. For example, discourse markers have been labeled as discourse particles (Schourup, 1983), pragmatic markers (Fraser, 1996), or even pragmatic connectives (Dijk, 1979), while Brinton (1996: 29) has listed over twenty terms describing discourse markers. Although the term ‘discourse particles’ has been used throughout the initial rise of interest in this topic, today, most linguists use the term ‘discourse markers’. Schourup (1999: 229-230) explains how ‘particles’ carried wrong connotation of being invariable and syntactic while ‘markers’ are more inclusive of different expressions (et.al.) and can be pragmatic or semantic (Fraser, 2006). Everyone could agree that they have no propositional meaning, discourse markers play a significant role in the process of communication. For the sake of convenience, the acronym DM will be used moving forward throughout the paper.

Although DMs are a well-known topic amongst linguists, it is commonly not the case in pedagogical settings. Discourse markers usually are not the target while learning a second language. The reason may be is that omission or misuse of DMs does not cause any errors in grammar or transmitting the information of a message, and therefore, can be overlooked. Furthermore, usually students are not given a setting where DMs could be used, as they normally have to prepare for their speech or dialogue exercises, which leads to lack of DMs. Moreover, there are no grammatical rules or semantic meanings of DMs that English second language learners (later in the paper referred as ESL) can seek out. Yet DMs still are an important part in coherence of communication. For example, analysis done by Moreno (2001) shows that non-native speakers tend to omit certain DMs, which, in some cases, makes the speaker seem impolite or even offend the listener. Moreover, Aijmer (2002) claims that misuse of DMs can even lead to misunderstandings, while Hellermann and Vergun (2007) state that omission or misuse of DMs can be a giveaway that the speaker is not fluent.

Moreover, the lack of propositional meaning may cause difficulties regarding the identification of DMs and their functions. Aijmer (2006) states that DMs can be recognized as pragmatic expressions that do not carry propositional meaning, which means that although expressions such as ‘well’, ‘like’, etc. have propositional core meanings, in some other cases they act as devices to connect statements or reveal relationships and can be omitted without changing the meaning of the statement. As Aimer (2006) suggests, for this reason, it may be hard to

distinguish whether some expressions can be regarded as DMs, and it raises difficulties when identifying their functionality. Fischer (2006) and Aijmer (2006) state, that finding the core meaning of expressions, and then studying the variation of contexts, and the relation to utterances that DMs have could be a way to find the polysemic functionalities of DMs. This leads to many different taxonomies of DMs that we have today. Brinton (1996) and then Aijmer (2002) proposed two main functional domains that DMs can have functions in: textual and interpersonal. The textual domain deals with the coherence of speech, acting as linking points between a previous and proceeding statements, and the interpersonal domain deals with the communicative part of discourse.

Some previous studies were done regarding the comparison of DMs used by native English speakers and non-native speakers. Fuller (2003) had conducted a study in which native and non-native speakers were given two contexts to speak: at first, they had to do an interview, and then they had to elicit a narrative on a picture book. The results show that non-native speakers not only use less DMs, but also rely less on the context of the conversation in comparison to native speakers. This result can be seen in other studies that compare native and non-native speakers. Müller (2005) compared German students speaking English and native English students and found that German students use less DMs while speaking English than English native speakers, and the frequency of certain DMs differ. For example, Müller found that DM *well* is used more frequently in non-native speakers.

To my knowledge, there has not been many studies yet on the comparison of DMs in Lithuanians speaking English and native speakers. Šimičkaitė (2012) has done a study on DMs comparing academic writing of native and non-native speakers, placing the focus on DMs that are more typical to speech. Other studies were more focused on the translation of DMs into Lithuanian. For example, Valūnaitė-Oleškevičienė, et. al. (2020) analyzed *so* and *because* translation equivalents in Lithuanian to annotate their functions and assist English second language learners. Crible, et. al. (2019) did a corpus study on five languages, including Lithuanian. The study raised a question on under specification in translation of DMs, specifically in TED talks.

In this study, the DMs *so*, *like*, *well*, and *you know* were chosen as they represent a variety of characteristics Müller (2005:26). The comparison will be between native English speakers and non-native English speakers' DM use in Youtube vlogs.

The novelty of the study lies in the aspect that the analysis compares native discourse markers used English speakers and non-native speakers that are Lithuanian in a specific context –

YouTube vlogs. To my knowledge, little studies have been done comparing discourse markers used in English by native and Lithuanian speakers, while as far as it is known, no studies were focused on the context of Vlogs.

The object of the thesis are the discourse markers *so*, *like*, *you know*, and *well* used in native and non-native speakers' vlogs. The thesis focuses on Lithuanian English speakers and native English speakers' discourse regarding the quantity, the functional domains, and functions of discourse markers used in vlogs.

The objectives of the thesis:

1. To compare the frequency and raw frequency of DMs used in native versus non-native speakers' vlogs.
2. To compare DMs in the textual, interpersonal, and interactional domains in native and non-native speakers' vlogs.
3. To identify and compare the functions and their distribution of DMs in native and non-native English speakers' vlog discourse.

2. Data and methods

Data

For the data of the analysis, 13 Youtube vlogs were collected from non-native English speakers' and 9 vlogs from native speakers'. The vlogs were categorized according to vlog types: travel vlogs, educational vlogs, and do it yourself (later referred as DIY) vlogs. The vlogs picked were approximately 10 minutes long, and each vlog type had approximately 5,000 words in both native and non-native speakers' vlogs. To make certain that the vlogs were created by Lithuanians, some indications were looked at, such as Lithuanian names and the indicated nationality in the description of the channel, or, some cases, it was revealed that the creator is Lithuanian in the vlog itself. For the native speaker's channels, the Youtube search bar was used to find vlogs according to topic, then the nationality was confirmed according to previously mentioned indications, and the first vlogs that were around 10 minutes long were chosen. In the study, the non-native speakers will be marked as ESL1, ESL2, etc., while native – EFL1, EFL2, etc.

Table 1. Non-native (ESL) and native (EFL) speakers and word count

Vlog type	ESL speakers vlogs	EFL speakers vlogs
Travel	ESL1 – ESL4 (4,891 words)	ESL1-ESL3 (4,927 words)
Educational	ESL5 – ESL8 (5,744 words)	EFL4-EFL6 (5,145 words)
DIY	ESL9 – ESL13 (4,776 words)	EFL7 – EFL9 (4,882 words)

As Table 1 shows, the number of vlogs collected from ESL speakers and EFL speakers differs. That is because EFL speakers' vlogs had, in some cases, a significantly larger number of words. For example, the most words in DIY vlogs was in ESL10, with a total of 1,138 words, while EFL8 vlog had a total of 2,046 words. Therefore, to make the comparison more accurate, data was collected in correspondence to the total word count, rather than number of vlogs.

The chosen material was transcribed manually, and the chosen lexemes were identified using corpus analysis tool AntConc created by Laurence Anthony that can find clusters in a text. Aijimer's (2006) description of DMs was used to determine whether the lexeme is a DM. As he states, DMs are expressions that have no propositional meaning which can be omitted. Therefore, other cases of the lexemes were dismissed, such as *so* used as an intensifier, e.g., *so many*, *well* as an adverbial, e.g., *works well*, or *like* as a fixed expression, e.g., *looks like*.

Methods

For the qualitative analysis, the DMs were categorized according to the functional domains of language presented by Lam (2007): textual, interactional, and interpersonal. Textual domain is used to organize the discourse, for example, to add on to preceding proposition or start a new topic. Interactional domain deals with communicative part of speech. The interpersonal domain deals with language that expresses speakers' attitude towards the preceding proposition. As there are no propositions of a second participant (the audience), in this study, the interpersonal domain will only refer to speaker's relation towards their own statements and their opinions. For the instances when speaker refers to the implied audience, the DMs will be referred to interactional domain. The interactional and interpersonal domain can reveal how vloggers communicate with the audience, create connections, and make their speech more intimate, while the textual domain shows how they organize their speech. Then, guided by Müller's (2005) book, the functions were analyzed. Müller's (ibid.) has conducted a list of functions that will be used as a reference and corrected if needed to indicate the functions in this study:

Table 2. Classification of functions by Müller (2005:246)

Discourse marker	Functions
So	Marking result or consequence; main idea unit marker; summarizing/rewording/giving and example; sequential <i>so</i> , boundary marker; speech act marker – question or request; speech act marker – opinion; marking implied result; marker of a transition relevance place.
Well	Searching for the right phrase; rephrasing/correcting; quotative <i>well</i> ; move to the main story; introducing the next scene; conclusive <i>well</i> ; indirect answer; direct answer; response to self-raised expectations; contributing an opinion; continuing an opinion/answer; evaluating a previous statement.
You know	Marking lexical/content search; marking false start and repair; marking approximation; introducing an explanation; quotative <i>you know</i> ; “imagine the scene”; “see the implication”; reference to shared knowledge; appeal for understanding; acknowledge that the speaker is right.

Like	Searching for the appropriate expression; marking an approximate number or quantity; introducing an example; introducing an explanation; marking lexical focus.
------	---

For the quantitative analysis, tables of calculated frequency and raw frequency were used to demonstrate the distribution of DMs occurring in different genres both in native and non-native speakers' vlogs.

3. Analysis and discussion

The following analysis will be divided into three steps. First, the data of DMs collected of both native and non-native speakers' vlogs will be calculated to show the frequency and raw frequency. Then, they will be categorized according to functional domains and their distribution. Finally, the distribution of different functions occurring will be calculated, analyzed, and compared between the native and non-native speakers.

3.1 Discourse marker frequency and raw frequency

In this section, the frequency (F) per thousand words and raw frequency (R) will be calculated.

Travel vlogs are a type of vlogs that can reveal personal experiences, capture stories, and give authentic reviews about the places visited (Sizan, et al. 2022). These vlogs consist of both spontaneous speech that is the response to immediate surroundings, and prepared speech when the vlogger retells the previous experience. For this study, the corpus collected from travel vlogs consists of 4,891 words from ESL speakers, and 4,927 words from EFL speakers. The results may be affected by the fact that ESL speakers were less likely to talk about immediate surroundings, and more commonly talked about the traveling or travel plans at home.

Table 3. Frequency (F) and raw frequency (R) of DMs in non-native (ESL) and native (EFL) speakers' travel vlogs

DM	ESL F(R)	EFL F(R)
So	6.75 (33)	9.95 (49)
Like	0.2 (1)	5.48 (27)
You know	0	0.61 (3)
Well	0	0.61 (3)
Total DMs	6.95 (34)	16.64 (82)

As table 3 shows, the frequency of DMs in native versus non-native speakers' travel vlogs differs highly, as in ESL speech, the DMs' frequency is 6.95 while in EFL – 16.64. In both instances, *so* occurs most frequently. The biggest contrast is in the use of *like* – only one instance was found in ESL speakers' vlogs, and 27 instances in EFL. Schourup (2016) stated that discourse marker *like* is used in speech to indicate that the speaker is still in process of thinking of the correct expression to use. For example, EFL1 explains the new scenery they encountered:

(1) *We just had hot chocolate by the fire and then we walked down to this little **like** river area and we could just see them so clearly and they just keep getting brighter and brighter.*

The speaker has not yet textualized the scenery beforehand or does not clearly know how to describe it, therefore, the DM *like* was used to indicate the search for correct expression.

Another difference is in the use *you know*. There were no instances in ESL speakers's vlogs, and three instances in EFL speakers'. All of the DMs *you know* were used simultaneously by speaker EFL2. This DM was used when the speaker was expressing their feelings on the topic of war in Ukraine:

(2) *Wow uh, **you know**, it really puts things into perspective.*

(3) *But man it's like I'm here on vacation just, **you know**, sightseeing and whatever and Ukrainians are just trying to live a normal life, **you know**, getting away from an awful awful war, so yeah, just wow is all I can say.*

Educational vlogs

For educational vlogs, several topics were combined. The speakers are discussing a variety of topics either from personal experiences or from outside knowledge and informing the listeners. The data was collected on topics about books, fashion trends, and experiences about surgery. Although these topics are diverse, they all have one thing in common: the focus is the speakers' experience and knowledge. The total number of words collected in EFL were 5,130, and in ESL – 5,744.

Table 4. Frequency and raw frequency of DMs in non-native (ESL) and native (EFL) speakers' vlogs educational vlogs

DM	ESL F(R)	EFL F(R)
So	14.42 (74)	8.18 (47)
Like	2.53 (13)	2.79 (16)
You know	2.73 (14)	0.52 (3)
Well	0	0.35 (2)
Total DMs	19.69 (101)	11.84 (68)

As Table 4 shows, the frequency of DMs is higher in ESL speakers than in EFL speakers' vlogs. The biggest contrast is in DMs *so*, which in ESL vlogs the frequency is 14.42 in comparison to EFL – 8,18, and in DM *you know*, in which the frequency is 2.73 in ESL, and 0.52 in EFL vlogs.

You know was mostly used by ESL when the speaker would have a short pause or was looking for the right words to make an expression. For example, ESL7 is giving an example of how persons ego works:

(4) *So when there is a, **you know**, some kind of insecurity and you don't want to share something with others, that's again the ego operating.*

The speaker was starting an ungrammatical sentence: used an article *a*, and then continued by saying *some*, which shows that initially the speaker was not clear on what they were going to say next.

DIY vlogs

DIY vlogs are aimed to show viewer the process of creating or fixing things that do not require special expertise. The projects can be on various things: from home repair, to crafting jewelry or clothes (Wolf, 2016). In these vlogs, the speakers are prepared for their topic and have visuals. In this sub-corpus, a total of 4,776 words were collected from ESL speakers' vlogs, and 4,722 from EFL speakers'. The style in both ESL and EFL speakers' vlogs is quite similar: speakers talk about a topic that they have previous knowledge of, the vlog is partially pre-planned, and the speaker reveals the process of the project.

Table 5. Frequency and raw frequency of DMs in non-native (ESL) and native (EFL) speakers' DIY vlogs

DM	ESL F(R)	EFL F(R)
So	4.4 (21)	4.66 (22)
Like	0.21 (1)	0.42 (2)
You know	0	0
Well	0.42 (2)	0
Total DMs	5.03 (24)	5.08 (24)

As Table 5 shows, the frequency and raw frequency of DMs in ESL and EFL are approximately the same. This may be the result of previously mentioned factor, that in both cases the speakers

are less likely to speak spontaneously and have general or exact ideas in mind that they will speak on. One of the differences is that ESL speakers used DM *well* in two cases. For example, ESL9 mentioned some previously stated knowledge from another vlog, with the implication that the listener has watched it. Then, the speaker wants to reinform the listener:

(5) *Remember that whole preach I gave about how awesome differentials are?*

Well forget all that because in some cases you might actually want a solid axle connecting your two rear wheels, mainly for the purposes of drifting or off-roading.

Frequency and raw frequency in non-native (ESL) and native (EFL) speakers' vlogs

The corpus in this study consists of 15,411 words from ESL vlogs, and 14,779 words from EFL vlogs, therefore, for quantitative analysis, the frequency of DMs will be calculated per thousand words.

Table 6. Frequency and raw frequency of DMs in non-native (ESL) and native (EFL) speakers' vlogs

DM	ESL F(R)	EFL F(R)
So	8.31 (128)	7.98 (118)
Like	0.97 (15)	3.04 (45)
You know	0.91 (14)	0.41 (6)
Well	0.13 (2)	0.34 (5)
Total DMs	10.31 (159)	11.77 (174)

As Table 6 shows, DMs *so* and *you know* were occurring more frequently in ESL speakers' vlogs. In ESL vlogs the DM *you know* appears in different context in comparison to EFL vlogs. For example, EFL6 tells a contradictory opinion on the value of books, and wants listeners to sympathize with their opinion:

(6) *First up, I'd be a little kinder to yourself having one or two things that you take from a book. If those are important things that could change your life, **you know**, you pay \$11.00 for this book.*

This way, the speaker is more influential to the listener. On the other hand, in ESL vlog, this DM is more frequently used when the speaker has difficulty finding the right expression, for example:

(7) *So my bra has quite a, **you know**, fixed straps and yeah, there is no way that I will be wearing this top without anything on top.* (ESL8)

In this case, the speaker starts with an incorrect article *a*, which shows that they are still searching for the right expression.

Although the frequency of DMs in both ESL and EFL vlogs is similar, comparing types of vlogs reveals some differences.

Figure 1. DM frequency per 1000 words in different vlog types

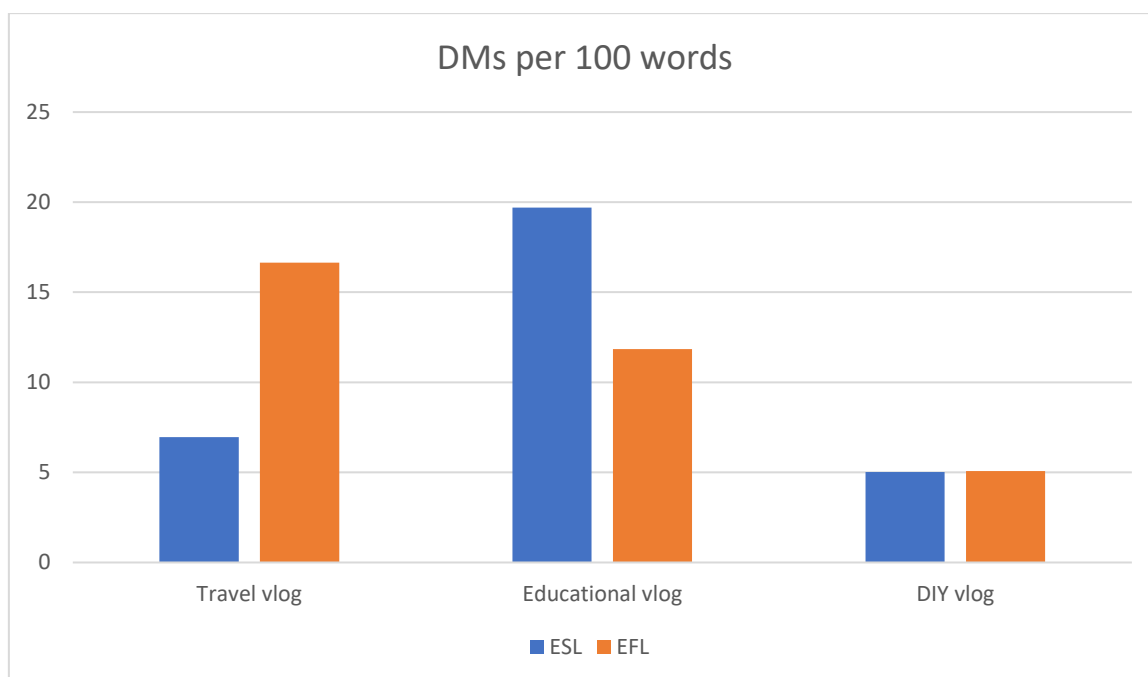


Figure 1 reveals the contrast of DM distribution between types of vlogs. The biggest diverge can be seen in travel vlogs, as in EFL speakers' vlogs, the frequency of DMs is 16,64, while ESL – 6,95. There is also a diverge in educational vlogs, though this time, ESL use DMs more frequently with the frequency of 19,69 DMs per 1000 words, compared to EFL – 11,84.

3.2 Frequency and raw frequency of functional domains

Although vlogs do not have a direct audience, meaning that there is one speaker and an envisioned audience, in some cases, vloggers tend to speak in the style of conversation, rather than a monologue, though on the other hand, vlogs can imitate conversation. As Bell (1984) has presented an audience design, which explains how even the external audience that the speaker imagines can influence their language. Horton and Wohl (1956) identified it as the parasocial interaction, which gives “<...> the illusion of face-to-face relationship with the performer.” (ibid.: 215) Because of that, the audience can feel more intimate with the speaker, and feel as though they are communicating. Another factor that proves the interactiveness of vlogs is that,

even if delayed, the audience provides reactions, feedback and in some cases replies, which is done virtually in the comments. Usually vlogs begin with greetings, include questions to the audience, and sometimes even incorporate foreseen questions that the audience may have. Therefore, the functional domains of DMs studied are textual, interactional, and interpersonal. Textual domain can reveal how speakers organize their language, interactional shows how speakers create relationships and communicate with the audience, and, in this study, interpersonal domain reveals speakers attitude which creates a deeper connection with the audience. For the tables bellow, abbreviations will be used: T (textual), IR (interactional), and IP (interpersonal). The distribution will be calculated from the total number of a DM found in the sub-corpus, and at the end - in corpus, to compare types of vlogs and vlogs in general.

Travel vlogs

The sub-corpus shows that travel vlogs had two types of commentary: one made in the immediate context to reveal direct emotions, experience, and the scenery, while the other were made in a different background to talk generally about traveling.

Table 7. Functional domain distribution and raw frequency (R) of DMs in travel vlogs in non-native (ESL) and native (EFL) speakers' vlogs

DM	T (ESL)	IR (ESL)	IP (ESL)	T (EFL)	IR (EFL)	IP (EFL)
So (R)	23	4	6	42	1	6
Like (R)	1	0	0	27	0	0
You know (R)	0	0	0	0	3	0
Well (R)	0	0	0	2	0	1
Total (R)	24	4	6	71	4	7
Distribution	70.59	11.76	17.65	91.03	8.97	10.26

Table 7 shows the distribution and raw frequency of textual, interactional, and interpersonal DM domains in both native and non-native speakers' vlogs. Both ESL and EFL speakers' data show a significantly higher distribution of textual DMs, though the significance is slightly smaller in ESL speakers' vlogs. One of the reasons may be that EFL speakers used DM *like* 27 times, while ESL – only once.

Although the raw frequency is different, textual *so* in both native and non-native speakers' vlogs was mostly used when talking about new locations, additional information about the locations, plans, activities, or experiences that they encountered. For example, ESL1 talks about birds, and then changes the topic after visiting a cave to share the experience:

- (8) *They're all over. It's a little bit terrifying.
So at the bottom of the cave there's a beautiful temple, Indian temple.*

This can also be seen in EFL speakers' vlogs, for instance, when EFL3 talks about walking past guards while they were changing shifts:

- (9) *So we basically just walked past it and then we saw that the guards were about to do their changing of the guards.*

Another example is when EFL1 talks about plans to eat Finnish sausages, and immediately after follows up with this plan in action:

- (10) *So now we are going to celebrate with Finnish sausages.*
(11) *So I'm just eating my sausage, looking at the northern lights and I just cannot believe this is real life right now.*

Interpersonal *so* is mostly used to express the speakers attitude towards previously mentioned statements or opinions, for example, ESL1 comments on the price of tickets:

- (12) *For tourists, it's uh, 80 each. For locals it's 20.
So it's pretty decent price.*

Another example is of EFL3, who talks about arriving at an avenue:

- (13) *So it's just so pretty.*

Interactional *so* that addresses the audience was mostly used at the end of the video to ask the audience to participate in communication by leaving comments:

- (14) *So tell me what you think in the comments bellow. (ESL2)*
(15) *So if you'd like to see that, subscribe if you want otherwise hit that bell notification so that you are notified when that video posts because I'm not posting on any specific schedule anymore. (EFL2)*

For DM *like*, every instance was textual, for example, to omit gaps in speech when the speaker is still thinking of the right expression:

- (16) *It's like very gooey on the inside. (ESL1)*

(17) *We're going to that library oh like the national state library.* (EFL3)

Educational vlogs

The educational vlogs were the most personal: they revealed speakers' experiences, opinions, and knowledge on certain topics. For example, some vlogs were about medical procedures that speakers endured.

Table 8. Functional domain distribution and raw frequency (R) of DMs in non-native (ESL) and native (EFL) speakers' educational vlogs

DM	T (ESL)	IR (ESL)	IP (ESL)	T (EFL)	IR (EFL)	IP (EFL)
So (R)	65	3	6	38	8	1
Like (R)	13	0	0	16	0	0
You know (R)	7	7	0	1	2	0
Well (R)	0	0	0	1	0	1
Distribution	82,35	9,8	5,88	82,35	14,7	2,94

Table 8 shows the distribution of functional domains in ESL and EFL speakers' discourse in the educational vlogs. Surprisingly, the distribution of the textual domain is the same, though the singular DMs in textual function raw frequencies differ. Both *so* and *you know* DMs in textual domain were used more frequently by ESL speakers.

Textual DM *so* was used mostly to transition into new topics or new information that follows previous statements. For example, the speaker introduces themselves and then provides more information:

(18) *Hey everybody, My name is Laura and this is my first ever official video in English, so don't be judgmental of that because I'm a little bit shy. Yeah. OK, so for people who doesn't know me, I'm Laura, I'm 27 years old and I live in Lithuania.* (ESL5)

Though this DM was marked as textual, it could also serve an interactional function, as it acknowledges the audience's familiarity with the speaker.

Another example is when the speaker talks about the way they retain information about books, and then follows with more details:

- (19) *And so I just write the thought that I had that it inspired where I write down the story and then I sort those note cards by theme. **So** I'm kind of creating like an exterior brain that organizes the stuff that I took from the books.* (EFL6)

The textual *so* in (19) helps the speaker to provide a transition from preceding context to the information that follows.

Interpersonal *so* was mainly used to reveal speaker's opinions and emotions on previous statements:

- (20) ***So** it's so crazy for me to think that tomorrow I won't.* (ESL5)

Textual DM *like* acted like fillers, for example:

- (21) *It relaxes you, it makes you happy to know that, and that's most of the, **like**, the whole course is aimed at putting your mind to ease and making you happy.* (ESL7)

- (22) *I don't actually know **like** the correct name for this type of skirt.* (EFL5)

In these instances, the speaker is in thought and uses fillers to fill in the momentary silence.

You know was frequently used to interact with the audience, for example, when asking for validation on their opinion:

- (23) *I don't know. I I think it's probably bad form to count, **you know**, like like with the romantic partners.* (EFL6)

Or had the textual function as a filler:

- (24) *Spiritual teachers teach, and that's what Eckhart Tally teaches, that you are never at the, **you know**, the place that you're not supposed to be.* (ESL7)

DIY vlogs

DIY vlogs can be more straightforward than previously mentioned types, as the aim is to pass on clear instructions to the audience. Usually, these vlogs describe the sequence of actions, materials used, and suggestions.

Table 9. Functional domain distribution and raw frequency (R) of DMs in non-native (ESL) and native (EFL) speakers' DIY vlogs

DM	T (ESL)	IR (ESL)	IP (ESL)	T (EFL)	IR (EFL)	IP (EFL)
So (R)	17	1	3	18	3	1
Like (R)	1	0	0	2	0	0

You know (R)	0	0	0	0	0	0
Well (R)	0	2	0	0	0	0
Total (R)	18	3	3	20	3	1
Distribution	78.26	8.7	13.04	82.61	13.04	4.35

Table 9 shows the distribution and raw frequency of textual, interpersonal, and interactional DMs in both native and non-native speakers' vlogs. The distribution when comparing ESL and EFL speaker's vlogs differs slightly, in both cases the textual domain being dominant.

Both in ESL and EFL interactional *so* was found in final position of DIY vlogs when the speaker has finished their topic, for example:

(25) *So thank you very much for basically making my childhood dream come true.*
(ESL9)

(26) *So I hope you guys like the video and if you did give me a thumbs up, leave a comment and consider subscribing.* (EFL10)

Interpersonal *so* was used to comment the speakers' opinion on the projects, their difficulty:

(27) *So I kind of saw this coming, but I I was just hoping this wouldn't happen.*
(ESL11)

(28) *So this is real simple.*

The case of interactional *well* has raised ambiguity. In this instance, the speaker asks a question and then answers it:

(29) *Why make such thing if you could buy it for a decent price?*
Well, the reason is the same as with all other handmade tools you use what you have make it to fit your specific needs, including shape, size and technical characteristics and what is most important, enjoy by building it. (ESL12)

Although the speaker asked the question, it can be implied that the speaker foreseen the audience having this question.

Native versus non-native speakers' vlogs

Table 10. Functional domain of discourse markers distribution and raw frequency in non-native (ESL) and native (EFL) speakers' vlogs

DM	T (ESL)	IR (ESL)	IP (ESL)	T (EFL)	IR (EFL)	IP (EFL)
Distribution (R)	79.87 (127)	10.69 (17)	9.43 (15)	84.48 (147)	9.77 (17)	5.75 (10)

As table 10 shows, ESL speakers use DMs more in the interactional and interpersonal functional domains compared to EFL speakers. The difference in distribution of interpersonal and interactional domain may indicate that ESL speakers are more conscious of their language skills and rely on discourse markers to compensate, while EFL speakers may use other tools for the fluency of language.

3.3 Functions of discourse markers in native and non-native speakers' vlogs

Discourse markers in Youtube vlogs can help both with the connection to the audience and the organization of speech. Although in vlogs, the speakers do not directly speak to the audience, they can create a conversational atmosphere by addressing the imaginary viewers. To compare the functions, the distribution will be calculated from the total number of a DM found in the sub-corpus to compare types of vlogs, and at the end - in corpus to compare general distribution differences between ESL and EFL speakers' vlogs.

Travel vlogs

Table 11. Functions of 'so' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' travel vlogs

		Distribution (R)	
DM	Function	ESL	EFL
So	Result/consequence	12.12 (4)	22.45 (11)
	Sequential	60.61 (20)	65.31 (32)
	Opinion	18.18 (6)	10.20 (5)
	Question or request	9.09 (3)	8.16 (1)

Table 11 shows the functions of DMs and their distribution and raw frequency in ESL and EFL travel vlogs. The table shows, that *so* functions of result or consequence and sequence are more frequent in EFL speakers' vlogs, and opinion or question and request functions are more frequent in ESL speakers' vlogs.

Discourse marker *so* that functions as *result/consequence* indicates the cause-and-effect relationship – something that happened prior is the cause of the proceeding statement:

(30) *Unfortunately, ours just broke, so we're trying to go to the Canon store right now.* (EFL1)

(31) *What I think we're going to do is actually head back to Gamla stan. Um so that we can take some more pictures and actually see in the sunshine.* (EFL3)

The example in (30), the speaker says that their camera is broken, and, as a result, they are planning to go to the store, and in (31) the speaker explains the plan to go to Gamla stan, and as a result, take more pictures.

In ESL speakers' vlogs, this function can be found being used in a different context:

(32) *The legend says that when the park was first built, the trees couldn't grow, so the master was advised to water the land with the blood of nine boys and nine girls.* (ESL4)

(33) *It was built during the Second World War for the narrow gauge railway, so the bridge itself is narrow too, with just 2.6 meters in this, although it's repurposed to be a car bridge today.* (ESL4)

In (31) and (32), the speaker is telling a history, rather than their own experience.

DM *so* that functions as *opinion* is used very similarly in both ESL and EFL speakers' vlogs. It is used to give some personal feedback on a previous statement:

(34) *And I really like the mandalas here, having a mandala on my, on my hand. Uh, so it's very meaningful.* (ESL1)

(35) *I think it's way nicer in the sun so I'm glad that we came back today.* (EFL3)

EFL speakers also used it without relation to previous statements:

(36) *Good morning so we are really happy today because we've actually woken up to blue skies today which I'm super happy about.* (EFL3)

The *question or request* function is mostly found towards the end of the video, when the speaker asks the audience to be interactive:

(37) *So tell me what you think in the comments below.* (ESL1)

(38) *So if you'd like to see that, subscribe if you want otherwise hit that bell notification so that you are notified when that video posts because I'm not posting on any specific schedule anymore.* (EFL1)

Table 12. Functions of 'like' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' travel vlogs

DM	Function	Distribution (R)	
		ESL	EFL
Like	Searching for the appropriate expression	0	25.93 (7)
	Approximate number or quantity	0	40.74 (11)
	Marking lexical focus	0	14.81 (4)
	Introducing an example	0	18.52 (5)
	Introducing an explanation	100 (1)	7.41 (2)

Table 12 shows the distribution and raw frequency of DM *like* functions in ESL and EFL speakers' vlogs.

Only one DM *like* was used by ESL speakers with the function of *introducing an explanation*:

(39) *It's **like** very gooey on the inside.* (ESL1)

EFL speakers very frequently used *like* when talking about quantities, for example:

(40) *So it was something **like** six bucks to climb up the tower.* (EFL1)

There was a very similar instance in ESL1 speaker's vlog, in which they talk about the price of visiting Koala Long Forest, but no DM was used:

(41) *It's uh, 80 each, for locals it's 20.*

EFL speakers also used *like* for *marking lexical focus* – speaking about something that the speaker wants to give more attention to:

(42) *I love that we were **like** really truly chasing the northern lights and we found them.* (EFL1)

Similar instance was found in ESL1, in which an intensifier *really* was also used, though DM *like* was not:

(43) *Yeah, it's a really great way to start your trip in Kuala Lumpur.*

Using *like* for *introducing examples* was only used by EFL speakers. An example of how EFL speakers used this function:

- (44) *Also, if you do want to go see the Northern Lights we would highly recommend going with this company because they only go in small groups of eight people and they take the photos for you so you don't even have to worry about **like** taking your own camera.* (EFL1)

The function of introducing an explanation using DM *like* was quite similar in both ESL and EFL:

- (45) *It's **like** very gooey on the inside.* (ESL1)
- (46) *Also, I don't know if it's like a temporary thing or if it's there all the time but there's a fashion museum of **like** fashion through the ages so that was really good as well* (EFL3)

In both examples, *like* is used to describe something that was mentioned formerly.

Table 13. Functions of 'you know' and 'well' distribution and raw frequency (R) in native speakers' (EFL) travel vlogs

DM	Function	Distribution (R)
You know	Appeal for understanding	33.33 (2)
	Reference to shared knowledge	16.67 (1)
Well	Evaluating a previous statement	16.67 (1)
	Introducing the next scene	33.33 (2)

Table 13 shows the distribution of DMs *you know* and *well* functions in EFL speakers' vlogs. No discourse markers *you know* and *well* were used by ESL speakers.

You know was used by one speaker when talking about the war in Ukraine. The speaker was giving an emotional speech, in which they compared themselves traveling and the people in Ukraine having to live in the context of war:

- (47) *Wow uh **you know** it really puts things into perspective. But man it's like I'm here on vacation just **you know** sightseeing and whatever and Ukrainians are just trying to live a normal life <...>*
- (48) *<...> **you know** getting away from an awful awful war so yeah just wow is all I can say.* (EFL2)

There were instances where ESL speakers talked about emotionally sensitive topics that typically bring about the need for speakers to imply the audience to relate, which may be the reason why this DM was not used.

DM *well* was used when *evaluating a previous statement*:

(49) **Well**, all right then hopefully there's another store nearby. (EFL1)

In this example, the speaker reveals their emotions after finding out that a store that they went to was closed. The DM also helps to convey the slight disappointment to the audience.

In other two cases, well was used for introducing the next scene, for example:

(50) **Well** so um I think we're going to go and try and catch a ferry now. (EF3)

Educational vlogs

Table 14. Functions of 'so' distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers' educational vlogs

DM	Function	Distribution (R)	
		ESL	EFL
So	Question or request	2.67 (2)	8.51 (4)
	Boundary marker	1.33 (1)	0
	Sequential	32 (24)	29.79 (14)
	Marking result or consequence	32 (24)	34.04 (16)
	Summarizing/rewording/giving an example	17.33 (17)	10.64 (5)
	Opinion and attitude	6.67 (6)	4.26 (2)

Table 14 shows the distribution and raw frequency of *so* functions in ESL and EFL speakers' vlogs. Both ESL and EFL speakers mostly used the discourse marker with sequential function, meaning that they organized different parts of their speech, and used it for *marking result or consequence* – showing the relationship of the proceeding statement with the preceding one.

Both ESL and EFL speakers used *so* to directly address the audience with requests:

(51) **So** click the link in the description box and keep on watching this video because we'll be adding some animal print shoes to finalize this look. (ESL6)

- (52) *I actually very recently shared a 'styling tips for linen shirts' video, **so** definitely have a look at that video if you want some more styling inspiration for your linen shirts in the city. (EFL5)*

Although *so* in (51) and (52) also serves a textual function, they are directly acknowledging viewers interaction, therefore, it also serves an interactional function. With requests, vloggers can encourage the audience to be more invested in their channel and build long-term engagement.

There were no questions to the audience by ESL speakers, and one by EFL speaker:

- (53) ***So** from the front, nothing, right? (EFL4)*

In this case, the speaker is talking about the size of their stomach and asks a rhetorical question to emphasize the statement rather than to get a response. The word *right* at the final position indicated that the speaker wants to have audience's confirmation or understanding.

In one case, ESL speaker used *so* to introduce the general topic of the vlog, serving the function of *boundary marker*:

- (54) *Hi guys, **so** today I want to talk about animal print and how to style animal print pieces. (ESL6)*

No such instances were found in EFL speakers' vlogs.

The *sequential function* of *so* is frequently found in both ESL and EFL speakers' vlogs. It serves the purpose of making the speech more connected and organized and helps with transitions of different points that the speaker wants to convey. This function is used similarly in both ESL and EFL speakers, the only difference being the frequency of the function.

For example, both ESL6 and EFL5 introduce a new outfit:

- (55) ***So** this is my final look again, completing with my flower. (ESL6)*
(56) ***So** let's start off with outfit number one to kick start things. (ESL5)*

The function of *marking result or consequence* was also used similarly in ESL and EFL speakers' vlogs. It indicates the cause-effect relationship. For example, it was used to show the reasoning of speakers' choices:

- (57) *Blazer might be not an option if I'm planning to spend more time outside and I know that I'll be hot, **so** a sleeveless version of the blazer is a great addition to my outfit when I feel that I want to come flash. (ESL8)*

(58) *This is a sleeveless top so it's perfect for summer nights and summer evenings and I do however have a blazer over the top, just a classic black fitted blazer which I adore.* (EFL5)

In both cases speakers talk about a sleeveless top and comment the functionality of it.

Both ESL and EFL speakers also used *so* after speaking about a certain topic, to finish it and summarize:

(59) *So it's the process of an ego.* (ESL7)

(60) *So those are some tips as well as how you can prevent yourself from getting fibroids again in the future.* (EFL4)

In (59) speaker finishes describing how ego functions, and in (60) the speaker concludes the idea after describing tips on medical health.

So was also used to share speaker's *opinion*. Sharing the viewpoint allows vloggers to be more authentic, influence the audience, and showcase their personality. For example:

(61) *So this kind of language is really frustrating.* (ESL7)

(62) *So the base layers are pretty basic to be honest.* (EFL5)

In this category are also the cases in which speaker shows their feelings and *attitude*:

(63) *So it's so crazy for me to think that tomorrow I won't.* (ESL5)

(64) *You're also supporting my channel, so thanks for considering.* (EFL6)

In (63) the speaker expresses their attitude towards the fact that tomorrow they will have undergone a breast removal surgery, and in (64) the speaker mentions their feelings of gratitude towards the audience.

Table 15. Functions of 'like' distribution and raw frequency (R) in native speakers' educational vlogs

DM	Function	Distribution (R)	
		ESL	EFL
Like	Marking an approximate number or quantity	35.71 (5)	13.33 (2)
	Marking lexical focus	7.14 (1)	6.67 (1)
	Searching for appropriate expression	35.71 (5)	13.33 (2)

	Introducing an explanation or example	21.43 (3)	66.67 (10)
--	---------------------------------------	-----------	------------

Table 15 shows the distribution of functions of *like* in ESL and ELF vlogs. ESL speakers used the functions of marking approximate number or quantity, marking lexical focus, and searching for appropriate expression more frequently.

Both ESL and EFL speakers used *like* to mark *approximate number or quantity*.

(65) *Wanted to get it done and it's been probably **like** 10 years, I was in school.*

(ESL5)

(66) *I may do **like** a one year update.* (EFL4)

In these cases, the speakers show uncertainty about the exact time, and use the DM to show that the number is not certain.

DM *like* was also used to *mark lexical focus* – to intensify the statement:

(67) *This is actually just informative video about the fact that I'm going to get my breasts reduced, **like**, tomorrow.* (ESL5)

(68) *These are **like** the best people in the world at what they do.* (EFL6)

In (67) the speaker emphasizes the immediacy of the upcoming event, and in (68), the speaker intensifies the fact that they have a high regard for the people mentioned.

Like was also used when the speaker does not immediately have the right expression:

(69) *It relaxes you, it makes you happy to know that, and that's most of the, **like**, the whole course is aimed at putting your mind to ease and making you happy.* (ESL6)

(70) *So I'm kind of creating **like** an exterior brain that organizes the stuff that I took from the books.* (EFL6)

In (69) and (70) *like* fills a momentary pause and helps the speaker to convey their thoughts.

Like was used to mark an *explanation* or an *example* of previous statement. For example:

(71) ***Like** I can look at that book and be like I don't remember one or two things from this book.* (EFL6)

In (71) speaker talks about the fact that they do not remember much from the books they read.

Then, they also give an example of what other people say about reading:

(72) *I do tend to find the people who are **like** oh, I listen to a lot of audio books, or I listen to I read a lot of ebooks. (EFL6)*

Similarly, ESL5 talks about other people’s tendencies to calm themselves:

(73) *And I was going and **like** people, people use spinners to calm themselves, so I use my boobies to do so.*

Generally, the functions of *like* in educational vlogs were used similarly, though the frequency was different.

Table 16. Functions of ‘you know’ distribution and raw frequency (R) in non-native (ESL) and native (EFL) speakers’ educational vlogs

DM	Function	Distribution (R)	
		ESL	EFL
You know	Appeal for understanding/following the idea	26.67 (4)	66.67 (2)
	Reference to shared knowledge	20 (3)	0
	Marking lexical/content search	3.33 (5)	0
	Introducing an explanation/example	13.33 (2)	0
	Mark attitude	66.67 (1)	33,33 (1)

Table 16 shows the distribution of DM *you know* in ESL and EFL speakers’ vlogs. EFL speakers were found to use *you know* with the function of appeal for understanding/following the idea more frequently than ESL, and ESL used the DM more to mark attitude,

As ESL speakers used this DM more times, there are more diverse functions.

Firstly, both ESL and EFL speakers interact with their audience by indicating the *appeal for understanding* and *following their idea*:

(74) *If those are important things that could change your life, **you know**, you pay \$11.00 for this book. (EFL6)*

(75) *It's my like stress relief, **you know**. (ESL5)*

In both cases, the speakers are seeking audience’s confirmation or validation to the statements.

You know was also used by ESL speakers when talking about something that the viewers should have common knowledge at:

(76) *So again, this one is, **you know**, quite feminine.* (ESL6)

In this instance, the speaker has already talked about a piece of clothing being more feminine and expects the audience to share the same knowledge.

ESL speakers used *you know* to fill in the gaps of silence when searching for the right expression that they are still in the process of finding, for example:

(77) *So when there is a, **you know**, some kind of insecurity and you don't want to share something with others, that's again the ego operating.* (ESL7)

Only ESL speakers used *you know* to indicate an *explanation* or an *example* to a previous statement:

(78) *Trick with the belt is just great because it gives you so much use of the cardigans that you have and you can, **you know**, play with different proportions.* (ESL6)

Finally, only one EFL speaker used *you know* to reveal their attitude:

(79) ***You know**, that's actually a really good idea.* (EFL6)

In (79) the speaker comments on a previous statement, in which they explained how you can make money through doing online coaching, and then reveals their attitude on that idea.

The DM *well* was only used by EFL speakers with the function of *clarification*. It was used to add clarification by giving new information to the previous statement:

(80) ***Well**, at least one for every single book that I've written.* (EFL6)

In (80) the speaker was talking about how they do not know how many boxes of note cards they have from reading books, and then provides a further clarification.

DIY vlogs

DMs in DIY vlogs could be used for various reasons. For example, to clarify complex steps, to make a connection with the audience, to structure and organize instructions, and to indicate key aspects.

Table 17. Functions of 'so' distribution and raw frequency (R) in non-native and native speakers' DIY vlogs

DM	Function	Distribution (R)	
		ESL	EFL
So	Express attitude	4.76 (1)	4.55 (1)
	Marking result or consequence	57.14 (12)	50 (11)
	Opinion	9.52 (2)	4.55 (1)
	Sequential	23.8 (5)	36.36 (8)
	Question or request	0	4.55 (1)

Table 17 shows the distribution of DM *so* functions in ESL and EFL speakers' vlogs. The distribution of function of marking *result or consequence* is similar, though the function of *opinion* is more frequent in ESL vlogs, and *sequential* and *question* functions are distributed more frequently or only in EFL vlogs.

One instance where *so* was used to communicate to the audience the speakers attitude was in speaker ESL9:

(81) *So thank you very much for basically making my childhood dream come true.*

In this case, speaker expresses the gratitude he has for his audience.

Marking result or sequential functions were frequently used by both ESL and EFL speakers. Often, in DIY vlogs the speakers have to explain their steps or demonstrate why some materials were chosen. In these cases, DM *so* was used to mark the result or consequence, for example:

(82) *This material easily breaks if it is passed through the utility knife, so it can be cut without any fancy tools. (ESL9)*

(83) *Clamps would be difficult to use here because of the angles of the winding stick, so I'm just going to use some blue painters tape. (EFL10)*

In both cases the speakers talk about the choice of material.

(84) *Now I need to ease the diameter of this pipe so that it fits into the other PVC pipe. (ESL10)*

(85) *With a long jointer plane, the sticks can be a little hard to manage and clamp up between the bench dogs when they're cutting an angle like this, so I stacked one on top of the other like shown. (EFL10)*

The instances in (84) and (85) shows how speakers used the DM to explain the reasoning behind the steps to achieve a specific outcome.

Also, the DM was used to show the next steps:

(86) *You'll need free police, two nail type pieces and a cone to go from the supercharger, **so** that's what I'm doing now.* (ESL11)

(87) *I'll use plywood for my base, **so** I'll start with the blade right up against that board.* (EFL9)

DM *so* was also used both by ESL and EFL speakers to show their opinions about their projects:

(88) ***So** I said for this project I'm really happy with how it turned out.* (ESL11)

(89) ***So** this is real simple.* (EFL9)

So was used once by EFL to make a request for the audience to make the project:

(90) *Right about now, you're going to be super excited to see how this all goes together, **so** go ahead, give it a test drive* (EFL9)

DM *like* in both ESL and EFL speakers' vlogs was only found having one function: to mark *approximate number or quantity*.

ESL11 speaker uses it to indicate approximate time:

(91) *Okay. I know it's been just a second for you, but it's been **like** half an hour for me.*

While EFL speakers used it to indicate approximate quantity of materials or numbers for tools:

(92) *Here I can tell that I still have a little bit further I can do, **like** half a blade's thickness ought to do it.* (EFL9)

(93) *Or you could use a larger **like** 7 joint or plane just to make sure that they're straight and even all the way across.* (EFL10)

Functions in native versus non-native speakers' vlogs

Discourse markers in vlogs can serve many purposes, for example, in travel vlogs they can be used to introduce new scenery, in educational – mark speaker's attitude, and in DIY vlogs – help transitioning from one step to another.

Table 18. Distribution and raw frequency (R) of discourse markers functions in non-native (ESL) and native (EFL) speakers' vlogs

DM	Function	Distribution (R)	
		ESL	EFL
So	Marking result or consequence	29.75 (36)	33.62 (38)
	Sequential	40.5 (49)	47.8 (54)
	Opinion or attitude	13.22 (16)	8 (9)
	Question or request	4.13 (5)	5.31 (6)
	Boundary marker	0.83 (1)	0.88 (1)
	Summarizing/rewording/giving an example	10.05 (17)	4.42 (5)
Like	Searching for the appropriate expression	26.31 (5)	15.8 (9)
	Approximate number or quantity	31.6 (6)	26.31 (15)
	Marking lexical focus	5.26 (1)	8.78 (5)
	Introducing an example or explanation	36.84 (7)	49.12 (28)
Well	Evaluating a previous statement	100 (2)	28.6 (2)
	Introducing the next scene	0	28.6 (2)
	Clarification	0	28.6 (2)
	Rephrasing/correcting	0	14.29 (1)
You know	Appeal for understanding/following the idea	26.67 (4)	66.67 (4)
	Reference to shared knowledge	20 (3)	16.67 (1)
	Marking lexical/content search	33.33 (5)	0
	Introducing an explanation/example	13.33 (2)	0
	Marking attitude	6.67 (1)	16.67 (1)

Table 19 shows distribution and raw frequency of DM functions for each DM.

The total distribution of DM *so* functions is quite similar in ESL and EFL speakers' vlogs. The biggest difference is in the function of summarizing/rewording/giving an example: for ESL speakers, it takes about 10.05%, and for EFL speakers – 4.42%. For DM *like* functions, the biggest difference was in these functions: when searching for appropriate expression (ESL – 26.31%, EFL – 15.8%), approximate number or quantity (ESL – 31.6%, EFL 26.31), and introducing an example or explanation (ESL – 36.84%, EFL – 49.12%). As *well* was not frequently used in ESL speakers' vlogs, only one function was found – evaluating previous statement. EFL speakers had more functions for this DM: introducing the next scene, clarification, and rephrasing/correcting. Finally, DM *you know* had more functions in ESL speakers' vlogs: for lexical/content search and for introducing explanation/example.

Conclusion

The present study focused on discourse markers, their functional domains, and functions in vlogs created by native English speakers and Lithuanians speaking English. The discourse markers chosen for this study were *so*, *like*, *well*, and *you know*. Frequency of discourse markers and distribution of their functional domains and functions were calculated and analyzed.

The results of the study revealed that native speakers used more discourse markers than non-native speakers. The frequency per 1,000 words in native speakers' vlogs was 11.77 while in non-native – 10.31. The biggest differences in distribution were found on discourse markers *like*, *you know*, and *well*. Native speakers were found to use *like* more frequently, the frequency being 3.04 in comparison to non-native speakers - 0.97. Also, the frequency of *well* in native speakers' vlogs was 0.34, and in non-native – 0.13. On the other hand, *you know* was used more frequently by non-native speakers, the frequency being 0.91 compared to native speakers - 0.41.

In addition, native speakers were found to use more discourse markers in the textual domain. The biggest difference was in the sub-category of travel vlogs, in which non-native speakers used discourse markers with textual domain 70,59%, while native speakers – 91,03%.

Moreover, the discourse marker *so* was more frequently used by non-native speakers to express opinion and attitude, or to summarize or give an example, while native speakers used it more to mark sequence. The distribution also shows that *like* was used by both native and non-native speakers mostly to introduce examples or explanations, though the distribution is much higher in native speakers' vlogs. Discourse marker *well* was used by non-native speakers for only one function – to evaluate a previous statement, while native speakers also used it to introduce next scene, clarify, and rephrase or correct a previous statement. On the other hand, discourse marker *you know* had more functions in non-native speakers' vlogs, for example, they marked the search for lexical expression or introduced explanations and examples.

Overall, the analysis showed that there are differences of frequency and distribution of discourse markers used by native and non-native speakers in vlogs. Regardless, the study was limited in scope, as there is no proper way to get a full list of Lithuanian Youtube creators that create vlogs in English, as many may not indicate their nationality, especially when creating content in English.

Conclusion in Lithuanian

Šiame darbe atliktas tyrimas, kuriame lyginami diskurso žymekliai, jų funkcinės sritys ir funkcijos angliškai kalbančių gimtakalbių ir lietuvių kalbančių angliškai sukurtuose vaizdo tinklaraščiuose. Šiam tyrimui pasirinkti šie diskurso žymenys: *so*, *like*, *well*, ir *you know*. Tyrime apskaičiuotas ir išanalizuotas diskurso žymeklių dažnis, jų funkcinių sričių ir funkcijų pasiskirstymas.

Tyrimo rezultatai atskleidė, kad gimtakalbiai vartojo daugiau diskurso žymenų nei negimtakalbiai. Gimtakalbių kalbėtojų vaizdo tinklaraščiuose dažnis per 1000 žodžių buvo 11,77, o negimtakalbių - 10,31. Didžiausias skirtumas buvo tarp diskurso žymeklių *you know* ir *so*. Nustatyta, kad gimtakalbiai dažniau vartojo *like*, kurio dažnis buvo 3,04, palyginti su negimtakalbių 0,97. Taip pat gimtakalbių vaizdo tinklaraščiuose *well* dažnis buvo 0,34, o negimtakalbių - 0,13. Kita vertus, *you know* dažniau vartojo negimtakalbiai (0,91, palyginti su gimtakalbių 0,41).

Be to, nustatyta, kad gimtakalbiai daugiau diskurso žymenų vartojo tekstinėje funkcijų srityje. Didžiausias skirtumas buvo kelionių vaizdo tinklaraščių subkategorijoje, kurioje negimtakalbiai naudojo diskurso žymeklius su tekstine sritimi 70,59 %, o gimtakalbiai - 91,03 %.

Be to, diskurso žymeklį *so* negimtakalbiai dažniau naudojo nuomonei ir požiūriui išreikšti, apibendrinti ar pateikti pavyzdį, o gimtakalbiai jį dažniau naudojo žymėti sekai. Iš distribucijos taip pat matyti, kad žymeklį *like* tiek gimtakalbiai, tiek negimtakalbiai dažniausiai vartojo pavyzdžiams ar paaiškinimams pateikti, tačiau gimtakalbiai šią funkciją naudojo dažniau. Diskurso žymeklį *well* negimtakalbiai naudojo tik vienai funkcijai - ankstesniam teiginiui įvertinti, o gimtakalbiai jį taip pat naudojo kitos scenos pristatymui, paaiškinimui ir perfrazavimui, taip pat ankstesnio teiginio pataisymui. Kita vertus, diskurso žymeklis *you know* turėjo daugiau funkcijų negimtakalbių vloguose, pavyzdžiui, jais buvo žymima leksinės išraiškos paieška arba pateikiami paaiškinimai ir pavyzdžiai.

Atlikta analizė parodė, kad skiriasi gimtakalbių ir negimtakalbių vaizdo tinklaraščiuose vartojamų diskurso žymenų dažnumas ir pasiskirstymas. Tačiau, tyrimas buvo ribotos apimties, kadangi nėra tinkamo būdo gauti pilną lietuviškų "Youtube" kūrėjų, kuriančių vaizdo tinklaraščius anglų kalba, sąrašą, nes daugelis jų nenurodo savo tautybės.

References

- 4 Aijmer, K. (2002). English discourse particles. *English Discourse Particles*, 1-315.
- 5 Aijmer, K., & Simon-Vandenberg, A. (2006). Pragmatic markers in contrast. *Studies in Pragmatics*, Volume: 2.
- 6 Bell, A. (1984). Language style as audience design. *Language in society*, 13(2), 145-204.
- 7 Brinton, L. (1996). Pragmatic markers in English: grammaticalization and discourse functions. *Topics in English Linguistics*, 19. Berlin and New York: Mouton de Gruyter.
- 8 Buysse, L. (2012). So as a multifunctional discourse marker in native and learner speech. *Journal of Pragmatics*, 44(13), 1764-1782.
- 9 Crible, L., Abuczki, Á., Burkšaitienė, N., Furkó, P., Nedoluzhko, A., Rackevičienė, S., Valūnaitė Oleškevičienė, G., & Zikánová, Š. (2019). Functions and translations of discourse markers in TED Talks: A parallel corpus study of underspecification in five languages. *Journal of Pragmatics*, 142, 139-155.
- 10 Van Dijk, T. A. (1979). Pragmatic connectives. *Journal of pragmatics*, 3(5), 447-456.
- 11 Fischer, K. (2006). Towards an understanding of the spectrum of approaches to discourse particles: introduction to the volume. *Approaches to discourse particles*, 1-20. Brill.
- 12 Fraser, B. (1996). "Pragmatic markers". *Pragmatics*, 6, 167–190.
- 13 Fraser, B. (2006). Towards a theory of discourse markers. *Approaches to discourse particles*, 189-204. Brill.
- 14 Fuller, J. M. (2003). Discourse marker use across speech contexts: A comparison of native and non-native speaker performance. *Multilingua*, 2, 185-208.
- 15 Halliday, M. A. K. (2002). On Grammar: Volume 1. A&C Black.
- 16 Hellermann, J., Vergun, A. (2007). Language which is not taught: The discourse marker use of beginning adult learners of English. *Journal of pragmatics*, 39(1), 157-179.
- 17 Horton, D., Richard Wohl, R. (1956). Mass communication and para-social interaction: Observations on intimacy at a distance. *Psychiatry*, 19(3), 215-229.
- 18 Lam, P. (2007). Discourse Particles in an Intercultural Corpus of Spoken English. PhD dissertation. Hong Kong: The Hong Kong Polytechnic University.
- 19 Moreno, I. Á. E. (2001). Native speaker-non-native speaker interaction: the use of discourse makers. *ELIA*, 2, 129-142.
- 20 Müller, S. (2005). Discourse markers in native and non-native English discourse. Amsterdam: John Benjamins Publishing Company. 1-310.
- 21 Schiffrin, Deborah (1985). "Conversational coherence: The role of well". *Language*, 61, 640–667.

- 22 Schourup, L. (1983). Common Discourse Particles in English Conversation. *Ohio State Working Papers in Linguistics*. 28.
- 23 Schourup, L. (1999). Discourse markers. *Lingua*, 107(3-4), 227-265.
- 24 Schourup, L.C. (1985). Common Discourse Particles in English Conversation (1st ed.). Routledge. Schweinberger, M. (2014). The Discourse Marker LIKE: A Corpus-Based Analysis of Selected Varieties of English. Hamburg: University of Hamburg.
- 25 Šimičkaitė, A. (2012). Spoken discourse markers in learner academic writing. *STUDIES ABOUT LANGUAGES*. 2012. 2. Article available at: <https://etalpykla.lituanistika.lt/fedora/objects/LT-LDB-0001:J.04~2012~1367184423726/datastreams/DS.002.1.01.ARTIC/content> [accessed March 8].
- 26 Sizan, M. H., Latif, W. B., & Karim, M. M. (2022). Travel Vloggers As A Source Of Information About Tourist Destination: A Study In Bangladesh. *Webology*. Volume 19(2), 690-708.
- 27 Valūnaitė-Oleškevičienė, G., Rackevičienė, S., Burksaitienė, N., Mockienė, L., Šliogerienė, J., & Gulbinskienė, D. (2020). Annotating causal discourse markers ‘because’ and ‘so’ for learning English as a foreign language.
- 28 Wolf, C. T. (2016). DIY videos on YouTube: Identity and possibility in the age of algorithms. *First Monday*. Article available at: <https://firstmonday.org/ojs/index.php/fm/article/view/6787> [accessed 2023 March 11]

Data sources:

1. Dream Team Travels. (2022, September 29). Kuala Lumpur 2023 – This Multicultural Megacity Awaits You [Video]. YouTube. <https://www.youtube.com/watch?v=Igesmhg6TKM>
2. WanderSpotExplore. (2020, February 17). TRIP FROM TBILISI TO INCREDIBLE KAZBEGI MOUNTAINS! 3 DAYS HIKE TO MOUNT KAZBEK. SAKARTVELO (GEORGIA) [Video]. <https://www.youtube.com/watch?v=-s616AHtzaw&t=361s>
3. Atlasito (2022, December 16). Christmas in Vilnius and other Lithuanian cities [Video]. Youtube. https://www.youtube.com/watch?v=HZcNIZtIMS0&t=353s&ab_channel=Atlasito
4. Atlasito (2022, November 24). What to see around Panevėžys Lithuania? | Travel guide [Video] Youtube. Retrieved from: https://www.youtube.com/watch?v=CIKqqrzmYuk&t=38s&ab_channel=Atlasito

5. Jacob and Jenny – Travel. (2022, December 19). Northern Lights ABOVE The Arctic Circle (Lapland, Finland) [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=fWYq8-IT4To>
6. Huntstyle (2022, May 22). Exploring Budapest! HU [Travel Vlog] [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=BjtII5xsZPQ>
7. Shedot.Travels (2022, April 21). 3 DAYS IN STOCKHOLM | TRAVEL VLOG [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=zLBEi5JOtzM>
8. Lauritta (2022, May 17). thoughts a day before breast reduction surgery. a jumble of emotions ;) [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=ZK6rza7btKs>
9. Giedre Kavaliunaite (2022, November 27). How To Style Animal Print in a Classy Way | 5 Outfits [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=LbX4KuZKWls>
10. Simona Rich (2020, November 13). ACIM - What Is a Course in Miracles? | Simona Rich [Video]. Youtube. Retrieved from: https://www.youtube.com/watch?v=q_SIFLxPKVE
11. Giedre Kavaliunaite (2021, July 4). Summer Wardrobe Essentials | My Top 7 Clothing Pieces to Look Leaner | Giedre [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=IvPisozmpyE>
12. Vanessa’s journey. Did the Fibroids Grow Back After Open Myomectomy? [Video]. Youtube. Retrieved from: https://www.youtube.com/watch?v=eKfYH-JBz5o&ab_channel=Vanessa%E2%80%99sJourney
13. Patricia B. How To Style Satin Slip Skirts | Peexo [Video]. Youtube. Retrieved from: https://www.youtube.com/watch?v=I-FqbeBpAXQ&t=9s&ab_channel=PatriciaB
14. Matt D’Avella (2022, August 17). I learned a system for remembering everything [Video]. Youtube. Retrieved from: https://www.youtube.com/watch?v=Rvey9g0VgY0&t=143s&ab_channel=MattD%27Avella
15. Generic Woodworking (2021, August 26). Wooden Differential [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=dlnLoFAcpn0&t=185s>
16. Well Done Tips (2022, December 28). Make A Secret Storage From PVC Pipe [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=YOzREHhzs84>
17. Generic Woodworking (2020, April 17). How To Make a Mini Wooden Supercharged V8 Engine (Part 2) [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=yVELMc27SO4>

18. Well Done Tips (2021, December 15). Make A Metal Drill Press Vise Without Welding | DIY Homemade Drill Press Vise [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=hMLDiEGru18>
19. Well Done Tips (2021, April 2). How To Make A Frosted Wood Clock In Epoxy Resin | Woodworking project [Video]. Youtube. Retrieved from: https://www.youtube.com/watch?v=K_3qiKVE0aw
20. Steve Ramsey - Woodworking for Mere Mortals (2019, February 15). How to make a basic box. And why you need to know how. | Woodworking BASICS. [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=8vFGGrNjT4P4>
21. Twisted Woodshop (2020, June 2). Winding Sticks Build (Hand Tool Woodworking) [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=scVK3b11XEM>
22. One Minute Workbench (2018, December 10). Wooden Desktop Fidget Spinner DIY [Video]. Youtube. Retrieved from: <https://www.youtube.com/watch?v=j-J5rwOxkso>.

Appendix

Discourse marker 'so'

1. <i>So, just behind the main square stands of beautiful mosque.</i>	textual	Sequential	ESL1
2. <i>So the good thing is that it's free.</i>	interpersonal	Opinion	
3. <i>So they give you these ones to wear.</i>	Textual	Sequential	
4. <i>So It's my first time in a skirt.</i>	Textual	Sequential	
5. <i>So this mosque actually is the center of Kalam four.</i>	Textual	Sequential	
6. <i>So they said that 50 years, a hundred years ago, if you asked somebody where is Lumpur city center, they would say, this mosque right here where there two rivers meet.</i>	Textual	Sequential	
7. <i>So we were literally standing in the center of Paul Lumpur and the birthplace of Paul Lumpur.</i>	Textual	Sequential	
8. <i>So if you've never been to a mosque before in Islam, uh, religion, they don't put paintings.</i>	Textual	Sequential	
9. <i>So at the bottom of the cave there's a beautiful temple, Indian temple.</i>	Textual	Sequential	
10. <i>Uh, so it's very meaningful.</i>	Interpersonal	Opinion	
11. <i>So we're just walking by the statue and Rinka noticed something on his hand.</i>	Textual	Sequential	
12. <i>So be ready for that.</i>	Interactional	Sequential	
13. <i>So the staircases originally were made out of wood, but now they're recently replaced them with very colorful concrete stairs and they cause quite a stir on social media.</i>	Textual	Sequential	
14. <i>I think maybe the doors aren't here yet, so maybe they're still waiting and -</i>	Interpersonal	Opinion	
15. <i>So at the top of the colorful staircases, uh, there is the first cave.</i>	Textual	Sequential	
16. <i>So I think definitely put it on your list.</i>	Interpersonal	Opinion	
17. <i>So it's pretty decent price.</i>	Interpersonal	Opinion	
18. <i>So we have exactly a perfect spot for that.</i>	Textual	Sequential	
19. <i>So we're on a helicopter path, but we're not flying anywhere today we're here to get some drinks at a super unique bar.</i>	Textual	Sequential	
20. <i>So to get inside it costs 100, that's about 20, 22 dollars.</i>	Textual	Sequential	

21. <i>So I told her I'm gonna take her to dinner.</i>	Textual	Sequential	
22. <i>So we've been looking for a Nasi La Mac all day.</i>	Textual	Sequential	
23. <i>We made it a bit different than our previous videos so we would like to get some feedback on how we did.</i>	Interactional	Question or request	ESL2
24. <i>We have all our gear with us so good physical shape helps a lot.</i>	Textual	Sequential	
25. <i>Alright, so the trip starts.</i>	Textual	Sequential	
26. <i>So tell me what you think in the comments below.</i>	Interactional	Question or request	
27. <i>Last year I made a video about Christmas and wellness, so this time I thought to include a few more cities and towns around the country to see what we have been up to as well.</i>	Textual	Result/Consequence	
28. <i>So happy holidays to everyone and let me know in the comment section what do you think of this style Christmas city decorations as well as how does your city prepare for celebrations too.</i>	Interactional	Question or request	
29. <i>It is 2 hours away from the capital Vilnius, and it is on a direct route from Vilnius to Riga, so it is a good place to stop by when traveling there.</i>	Textual	Result/consequence	ESL4
30. <i>So to me it looks like a tiny sculpture park made of millstones, which is quite nice too.</i>	Interpersonal	Opinion	
31. <i>It was built during the Second World War for the narrow gauge railway, so the bridge itself is narrow too, with just 2.6 meters in this, although it's repurposed to be a car bridge today.</i>	Textual	Result/Consequence	
32. <i>The legend says that when the park was first built, the trees couldn't grow, so the master was advised to water the land with the blood of nine boys and nine girls.</i>	Textual	Result/Consequence	
33. <i>So supposedly during the thunderstorm, his face appears in the park begging for the thunder to strike and burn the trees.</i>	Textual	Sequential	

34. <i>Unfortunately, ours just broke, so we're trying to go to the Canon store right now.</i>	Textual	Result/consequence	EFL1
35. <i>So we ran back across in the wild around Lapland.</i>	Textual	Sequential	

36. <i>So that is why it is so important to have a tripod.</i>	Textual	Result/Consequence	
37. <i>We drove North but there's just nothing here so we're gonna drive to our third location.</i>	Textual	Sequential	
38. <i>At this point, it was about negative 15 degrees Celsius outside and there was a little bit of wind so I was mostly just focusing on staying warm and still hoping that we would see the Northern lights at some point.</i>	Textual	Result/Consequence	
39. <i>So now we are going to celebrate with Finnish sausages.</i>	Textual	Result/Consequence	
40. <i>So I'm just eating my sausage, looking at the northern lights and I just cannot believe this is real life right now.</i>	Textual	Sequential	
41. <i>So, it's just so incredible and I'm just so happy that we saw the northern lights again.</i>	Interpersonal	Opinion	
42. <i>So this is my Airbnb and it's a great location, right by the Szechenyi chain bridge.</i>	Textual	Sequential	EFL2
43. <i>Its gonna be done for vehicles by the end of this year and then for pedestrians, sometime in 23, so if you're coming 2023 or later than that it should be good to go.</i>	Textual	Result/Consequence	
44. <i>So day two; is supposed to rain a lot.</i>	Textual	Sequential	
45. <i>So it was something like six bucks to climb up the tower.</i>	Textual	Sequential	
46. <i>I got a good night of sleep and I think my stomach is good to go so I fell like I'm just starting the trip.</i>	Textual	Result/Consequence	
47. <i>So it only costs 3200 for it which is 9,29 dollars for the all-in-one tickets.</i>	Textual	Sequential	
48. <i>There's a chance of rain once again today from like noon to four so I'm out here early 5:30 AM hoping for sunrise.</i>	Textual	Result/Consequence	
49. <i>So I'm back again.</i>	Textual	Sequential	
50. <i>So a little history on buddha castle.</i>	Textual	Sequential	
51. <i>So if you'd like to see that, subscribe if you want otherwise hit that bell notification so that you are notified when that video posts because I'm not posting on any specific schedule anymore.</i>	Interactional	Question or request	

52. 1. <i>My name is Laura and this is my first ever official video in English, so don't be judgmental of that because I'm a little bit shy.</i>	Interactional	Question or request	ESL5
53. 2. <i>OK, So for people who doesn't know me, I'm Laura, I'm 27 years old and I live in Lithuania.</i>	Textual	Sequential	
54. 3. <i>So it says something for my Lithuanian followers.</i>	Textual	Sequential	
55. 4. <i>So that's why I'm talking in English.</i>	Textual	Marking result or consequence	
56. 5. <i>So, I will share my story and answer all your questions so if you have any, just leave them as a comment below.</i>	Textual	Sequential	
57. 6. <i>OK, so tomorrow on October 21st, Thursday at this time, it's 6:00 PM I'm going to be boobless, yeah.</i>	Textual	Sequential	
58. 8. <i>So it's so crazy for me to think that tomorrow I won't.</i>	Interpersonal	Opinion and attitude	
59. 9. <i>So a little bit about my story is that I always had big breasts.</i>	Textual	Sequential	
60. 10. <i>Actually, I have indentations in here I I spent all day with a bra so but you can see that here.</i>	Textual	Summarizing/rewording/giving an example	
61. 11. <i>So, in here I am not slim.</i>	Textual	Summarizing/rewording/giving an example	
62. 12. <i>So yeah, it's uncomfortable, it's painful, it's sad, it's heavy, it's not attractive.</i>	Textual	Summarizing/rewording/giving an example	
63. 13. <i>They're going to be like, yeah, so it's not that they are big.</i>	*Interpersonal	Sequential	
64. 14. <i>So that's not a good deal.</i>	Interpersonal	Opinion and attitude	
65. 1. <i>Hi guys, so today I want to talk about animal print and how to style animal print pieces.</i>	Textual	Boundary marker	
66. 2. <i>So the other day I was going through my pieces and I was thinking that this blazer probably needs to have a rest until the next spring summer.</i>	Textual	Sequential	
67. 3. <i>So just bring the sleeves a little bit higher, secure with the elastic, and then just show my thinnest part of the arms.</i>	Textual	Summarizing/rewording/giving example	
68. 4. <i>So today I am opting for these hoop earrings which are a little bit bigger than what I would usually choose, but I kind of love that because it gives that femininity to this quite masculine look.</i>	Textual	Sequential	

69. 5. <i>So again, this one is, you know, quite feminine.</i>	Interpersonal	Opinion and attitude	
70. 6. <i>So this is kind of playing with different textures and different vibes, feminine, masculine, I don't know.</i>	Textual	Marking result or consequence	
71. 7. <i>So it is worth checking out their website.</i>	Textual	Marking result or consequence	
72. 8. <i>So click the link in the description box and keep on watching this video because we'll be adding some animal print shoes to finalize this look.</i>	Interactional	Question or request	
73. 9. <i>It has blue, beige and black, so of course I could go with the black trousers, but I want to experiment and as today I have this very beautiful weather, I'm just attracted to those.</i>	Textual	Marking result or consequence	
74. 10. <i>So this is kind of putting into test.</i>	Textual	Marking result or consequence	
75. 11. <i>So this is my final look again, completing with my flower.</i>	Textual	Sequential	
76. 12. <i>And I want to just add something neutral and kind of cool, so a little bit oversized that will just make this skirt a little bit cooler and OK, let's just pull that down.</i>	Textual	Summarizing/rewording/giving an example	
77. 13. <i>So I'm keeping those wide boots just to see how does it look and I'm not sure maybe it's a little bit too much.</i>	Textual	Sequential	
78. 14. <i>So I want to add something cool and bring that edgyness back to my look.</i>	Textual	Marking result or consequence	
79. 15. <i>So in this case I will just add a simple blazer from my men's closet.</i>	Textual	Sequential	
80. 16. <i>So I will try adding this beautiful belt which is quite white and I love the color of this belt.</i>	Textual	Sequential	
81. 17. <i>So I don't know, just let's check.</i>	Interpersonal	Opinion and attitude	
82. <i>So I'm now on lesson 40, maybe 43 and then another video I said that I was on lesson 39, but actually it was like 35 and now I'm on the lesson around 43, so and I finished the all the other materials.</i>	Textual	Sequential	ESL7
83. <i>So I read the main book.</i>	Textual	Marking result or consequence	
84. <i>So the course "A Course in Miracles" helps you to get to that</i>	Textual	Sequential	

<i>state where you are no longer in the world evolutions, but you are rooted in that.</i>			
85. <i>So they taught exactly the same philosophy like “A Course in Miracles”, but they taught it through.</i>	Textual	Summarizing/rewording/giving an example	
86. <i>Because they were from the Indian culture, so the mind is conditioned in an Indian way.</i>	Textual	Marking result or consequence	
87. <i>So they expressed it in like in an Indian way.</i>	Textual	Marking result or consequence	
88. <i>So to be more exact, Helen was Baptist 1st and then she stopped believing in God altogether and then this channeling of a course in miracle started and then she regained her belief in God.</i>	Textual	Sequential	
89. <i>So he was detached from that world of illusions.</i>	Textual	Sequential	
90. <i>So this course aims you to detach from that kind of self-created world and get you rooted into the source, into where you came from, what you think yourself.</i>	Textual	Sequential	
91. <i>So by these kind of tactics, tactics to separate, it kind of convinces itself that it exists.</i>	Textual	Marking result or consequence	
92. <i>So it will try.</i>	Textual	Marking result or consequence	
93. <i>So they say, I know everything is good in my life.</i>	Textual	Summarizing/rewording/giving example	
94. <i>The ego lives by comparisons, so when people compare themselves to others, that's actually an ego doing that through them.</i>	Textual	Summarizing/rewording/giving example	
95. <i>So the way to destroy the ego is not to judge.</i>	Textual	Sequential	
96. <i>So when there is a, you know, some kind of insecurity and you don't want to share something with others, that's again the ego operating.</i>	Textual	Summarizing/rewording/giving an example	
97. <i>So it's the process of an ego.</i>	Textual	Summarizing/rewording/giving an example	
98. <i>The mind is private, so the ego wants to believe that it has its own private world.</i>	Textual	Marking result or consequence	
99. <i>So, through affirmations, through the lessons, daily lessons.</i>	Textual	Summarizing/rewording/giving an example	
100. <i>And the course tries to get you focused internally, to understand what your mind really is, to understand that you're holy so that you're totally transformed,</i>	Textual	Marking result or consequence	

<i>and you find eventually the Kingdom of God.</i>			
101. <i>So of course, it takes a long time to.</i>	Textual	Marking result or consequence	
102. <i>So it says you are the son of God and I'm not the son of God, I'm the daughter of God.</i>	Textual	Sequential	
103. <i>So this kind of language is really frustrating.</i>	Interpersonal	Opinion and attitude	
104. <i>But when I read, I just change it so I see I'm the I'm a child of God or I'm a daughter of God, so I can change it myself.</i>	Textual	Marking result or consequence	
105. <i>So that's how it came forth.</i>	Textual	Marking result or consequence	
106. <i>So if it's coming through a Christian mindset, that's kind of the words that will be available.</i>	Textual	Summarizing/rewording/giving an example	
107. <i>So I encourage people not to be put off by that language, but just look at the core of that course, which is enlightenment, which is liberation, which is getting you in.</i>	Textual	Sequential	
108. <i>So that's what the chorus teaches.</i>	Textual	Summarizing/rewording/giving an example	
109. <i>So this is the one that really resonated with me.</i>	Textual	Marking result or consequence	
110. <i>So every day you have some kind of affirmation to repeat, which is like I'm blessed by God, I'm blessing the world.</i>	Textual	Sequential	
111. <i>So anyone who has depressive thoughts, who often get into low moods this course will heal your mind.</i>	Textual	Summarizing/rewording/giving an example	
112. <i>So the main reason for this course is to heal you, to make you understand that actually you were never sick.</i>	Textual	Summarizing/rewording/giving an example	
113. <i>So this course helps you to correct your vision.</i>	Textual	Marking result or consequence	
114. <i>So thank you for watching.</i>	Interactional	Opinion and attitude	
115. <i>So, those pieces are not necessarily basics or are not necessarily statement pieces, but there are some elements and reasons why I am getting back to those pieces over and over again, especially when it is hot outside.</i>	Textual	Marking result or consequence	ESL8
116. <i>So, without any further ado, let's just start with the piece 1.</i>	Textual	Sequential	

117. <i>So, these are the reasons why do I feel safe and self-confident to be wearing this t shirt without anything on top.</i>	Textual	Summarizing/rewording/giving an example	
118. <i>So, my bra has quite a, you know, fixed straps and yeah, there is no way that I will be wearing this top without anything on top.</i>	Textual	Sequential	
119. <i>So, that's why I want my base piece for layering to have this quite deep neckline in order to show some more skin on top, just to balance off the heaviness of my top layer.</i>	Textual	Marking result or consequence	
120. <i>Blazer might be not an option if I'm planning to spend more time outside and I know that I'll be hot, so a sleeveless version of the blazer is a great addition to my outfit when I feel that I want to come flash.</i>	Textual	Marking result or consequence	
121. <i>So, first of all, they have a lined silhouette which makes your waist and legs leaner.</i>	Textual	Sequential	
122. <i>So, there are plenty of different ways how you can style a shirt dress.</i>	Textual	Summarizing/rewording/giving an example	
123. <i>So that's why a shared dress is a great essential piece to have in many different podjobs.</i>	Textual	Marking result or consequence	
124. <i>They do have quite a high slit, so probably sometimes you have to do some alterations in order to make it work for yourself, because, of course, the most important thing about our clothing pieces is that it serves and that we feel comfortable and confident wearing those pieces.</i>	Textual	Marking result or consequence	
125. <i>And if you have any questions, please let me know so I'll be able to answer those questions during our live session upcoming Thursday.</i>	Textual	Marking result or consequence	
126. <i>So I'm going to insert a clip here and I'm going to</i>	Textual	Sequential	EFL4

<i>compare both before my amectomy and after.</i>			
127. <i>So from the front, nothing, right?</i>	Interactional	Question or request	
128. <i>So in that ultrasound from almost two years prior, my uterus was measuring about 8 to 9 centimeters.</i>	Textual	Sequential	
129. <i>So my uterus did grow.</i>	Textual	Marking result or consequence	
130. <i>So I have a whole other video demonstrating how to do a Castor oil pack</i>	Textual	Sequential	
131. <i>So now that I know this information, it's like, I'm ready.</i>	Textual	Marking result or consequence	
132. <i>So those are some tips as well as how you can prevent yourself from getting fibroids again in the future.</i>	Textual	Summarizing/rewording/giving an example	
133. <i>I don't have any any followup ultrasound appointment scheduled, so I think this is this is it.</i>	Textual	Marking result or consequence	
134. <i>So I'm just, I'm so thankful for you guys for being so supportive, so, so supportive to me and for offering all of all of the positive vibes and the positive energy that you've given me over the years I have shared.</i>	Interactional	Marking conversational tone shift	
135. <i>So I've mixed everything together and I've called it satin slip MIDI skirts.</i>	Textual	Marking result or consequence	EFL5
136. <i>So I thought, today's the day.</i>	Textual	Marking result or consequence	
137. <i>So, even when I do my various wardrobe switchovers.</i>	Textual	Summarizing/rewording/giving an example.	
138. <i>So in this video I'm sharing three satin slip MIDI skirts and three different ways to style those.</i>	Textual	Sequential	
139. <i>So let's start off with outfit number one to kick start things.</i>	Textual	Sequential	
140. <i>So I've gone for a black biker jacket here.</i>	Textual	Marking result or consequence	
141. <i>So I've got my biker jacket on over a classic white tshirt.</i>	Textual	Marking result or consequence	
142. <i>So the base layers are pretty basic to be honest.</i>	Interpersonal	Opinion and attitude	
143. <i>It's quite casual so it really dresses down the formality of this type of skirt, which I think can be dressed up really easily as well</i>	Textual	Marking result or consequence	

144. <i>So I wanted to show you how easy it is to dress down.</i>	Textual	Sequential
145. <i>So for outfit 2, I'm filing my Leopard Print Satin Slip MIDI skirt.</i>	Textual	Sequential
146. <i>I'm a big fan of leopard print as you probably already know, so I just adore this look.</i>	Textual	Marking result or consequence
147. <i>I actually very recently shared a Styling Tips for Linen shirts video, so definitely have a look at that video if you want some more styling inspiration for your linen shirts in the city.</i>	Interactional	Question or request
148. <i>I love my Espadrill wedges throughout spring and summer as well, so naturally they had to be included within this video and then to pair off the look and finish things off.</i>	Textual	Marking result or consequence
149. <i>So starting it up with white accessories and summer accessories like a Wicker basket and some Esperdrill wedges, I think it's actually perfect for the summer as well.</i>	Textual	Summarizing/rewording/giving an example
150. <i>It's quite a statement skirt in my opinion so I wanted to show you how I would style this for an evening out.</i>	Textual	Marking result or consequence
151. <i>So instead I've gone for a black V-neck vest top.</i>	Textual	Marking result or consequence
152. <i>This is a sleeveless top so it's perfect for summer nights and summer evenings and I do however have a blazer over the top, just a classic black fitted blazer which I adore.</i>	Textual	Marking result or consequence
153. <i>Here, so I've kept everything else really quite simple</i>	Textual	Sequential
154. <i>Leave me a comment in the description box down below as well so that I know which one you enjoyed.</i>	Interactional	Marking purpose
155. <i>All links to the outfits and items that I shared with you will be in the description box down below, so just click show more for links to absolutely everything that I've shared in today's video, including the outfits and including what I'm wearing today.</i>	Interactional	Question or request
156. <i>So definitely have a look at my How to style playlist, but also give this video a thumbs up.</i>	Interactional	Question or request

157.	<i>So a very big thank you.</i>	Interactional	Marking conversational tone	EFL6
158.	<i>So I decided to finally look into this blind spot.</i>	Textual	Marking result or consequence	
159.	<i>I just read this book, so this one's a little bit unfair.</i>	Textual	Consequence	
160.	<i>I seriously needed to know his secret so I jumped on a video call with him.</i>	Textual	Marking result or consequence	
161.	<i>So I'm kind of creating like an exterior brain that organizes the stuff that I took from the books.</i>	Textual	Marking reason	
162.	<i>So I decided to put Ryan's system to the test and try it out for myself.</i>	Textual	Marking result or consequence	
163.	<i>All right, so I've got my tools here, highlighter and my post it bookmarks here, and a stack of note cards.</i>	Textual	sequential	
164.	<i>So when you really break down Ryan's system, there are three main parts.</i>	Textual	Sequential	
165.	<i>So becoming a better learner is all about putting in the work, reading, taking notes, studying, and making use of the information that you're taking in.</i>	Textual	Summarizing/rewording/giving an example	
166.	<i>All right, so I have completely finished reading Courage is Calling, and I have taken extensive notes throughout.</i>	Textual	Sequential	
167.	<i>So I am a slow reader and this process of taking thorough notes throughout the entire book definitely slowed me down even more, probably by 30 or 40 40%.</i>	Textual	Sequential	
168.	<i>So this video is sponsored by my friends over at Squarespace.</i>	Textual	Sequential	
169.	<i>You're also supporting my channel, so thanks for considering.</i>	Interactional	Opinion and attitude	
170.	<i>So now that I've gotten 2/3 of the way into this note taking experiment, it's become clear that this is a very slow and methodical process.</i>	Textual	Marking conversational tone	
171.	<i>And so you would never hear someone be like, dude, I have the fastest sex.</i>	Textual	Summarizing/rewording/giving an example	
172.	<i>So I have finished taking the best ideas, note stories, and quotes from this book and put</i>	Textual	Sequential	

<i>them down onto about 20 to 30 note cards.</i>			
173. <i>So thank you very much for basically making my childhood dream come true.</i>	*Interactional	Express attitude	ESL9
174. <i>Now I need to ease the diameter of this pipe so that it fits into the other PVC pipe.</i>	Textual	Marking result or consequence	ESL10
175. <i>This material easily breaks if it is passed through the utility knife, so it can be cut without any fancy tools.</i>	Textual	Marking result or consequence	
176. <i>So I made another template and cut more holes.</i>	Textual	Marking result or consequence	
177. <i>So I need to make some kind of grass plant on top.</i>	Textual	Marking result or consequence	
178. <i>So I sand it off the edges and now I have to cut these plates to length and I'll try to do this to mark them both at the same point.</i>	Textual	Sequential	
179. <i>So here's the sketch of the exhaust manifold I want to try and make.</i>	Textual	Sequential	
180. <i>So this piece took a total of 2 1/2 hours to complete, and now I have to make another one.</i>	Textual	Marking result or consequence	
181. <i>If you've ever seen real superchargers before, you'll notice that they tend to be Oval shaped and have bands around them, so that's what I'm going to try to replicate.</i>	Textual	Sequential	
182. <i>You'll need free police, two nail type pieces and a cone to go from the supercharger, so that's what I'm doing now.</i>	Textual	Sequential	
183. <i>So I made these wooden ones and I made these nails slightly thicker at the bottom here <...></i>	Textual	Sequential	
184. <i><...> so that we can be held in with friction, but a bit more loose at the top <...></i>	Textual	Marking result or consequence	
185. <i><...> so that the pulleys can rotate freely on them.</i>	Textual	Marking result or consequence	
186. <i>So I kind of saw this coming, but I I was just hoping this wouldn't happen.</i>	Interpersonal	Opinion	
187. <i>So I said for this project I'm really happy with how it turned out.</i>	Interpersonal	Opinion	
188. <i>So I guess only time can tell.</i>	Interpersonal	Marking implied result	
189. <i>Also, I managed to get only two pieces from that leftover, so the third one I cut from a</i>	Textual	Marking result or consequence	ESL12

<i>regular angle iron found in my metal scrap.</i>			
190. <i>This angle iron is way too thin for my planned application, so I make it thicker by adding this 10 millimeters of thickness flat steel strip.</i>	Textual	Marking result or consequence	
191. <i>When the holes were drilled and the parts mounted on the sliding jaw, I didn't like how it looked, so made small corrections</i>	Textual	Marking result or consequence	
192. <i>So I bolted them together with a pair of island bolts while cutting and grinding them to the needed shape.</i>	Textual	Marking result or consequence	
193. <i>This bar is bark free already, so I brushed off all other rules parts.</i>	Textual	Marking result or consequence	ESL1 3
194. <i>I can see it's bending a little bit on this one, so I'll just straighten that up with a couple of calls.</i>	Textual	Marking result or consequence	EFL9
195. <i>So I've got some packing tape on them so that the glue doesn't stick that flattens it out.</i>	Textual	Sequential	
196. <i>So what I'm going to do is the simplest method for making rabbits and dados using a single blade and just multiple passes.</i>	Textual	Sequential	
197. <i>So again, for this situation and for cutting dados, it's fine to use both.</i>	Textual	Sequential	
198. <i>So this is real simple.</i>	Interpersonal	Opinion	
199. <i>Right about now, you're going to be super excited to see how this all goes together, so go ahead, give it a test drive.</i>	Interactional	Question or request	
200. <i>I'll use plywood for my base, so I'll start with the blade right up against that board.</i>	Textual	Sequential	
201. <i>So when you think you're getting close to the final width of that rabbit, you want to test it against your actual bottom panel to make sure that you're not going too far so.</i>	Textual	Sequential	
202. <i>The bottom panel will help keep the box square while you're gluing it up, so I like to glue together all the sides.</i>	Textual	Marking result or a consequence	
203. <i>So let's get started.</i>	Interactional	Sequential	EFL1 0
204. <i>With a long jointer plane, the sticks can be a little hard to manage and clamp up between the bench dogs when they're cutting an angle like this, so I</i>	Textual	Marking result or consequence	

<i>stacked one on top of the other like shown.</i>			
205. <i>I'm using these pen blanks that I got in a variety pack a while back and I didn't think the hole would look all that great on a pen, so I'll use it for this inlay instead.</i>	Textual	Marking result or consequence	
206. <i>This is a pretty simple process, but every once in a while the dowels do break when you're trying to hammer them home, so it's a good idea to have some spare material on hand just in case.</i>	Textual	Marking result or consequence	
207. <i>So I'm creating a 30 degree wedge by just marking out 30 degrees on a scrap piece of wood and then cutting it out with my tenant saw.</i>	Textual	Sequential	
208. <i>Clamps would be difficult to use here because of the angles of the winding stick, so I'm just going to use some blue painters tape.</i>	Textual	Marking result or consequence	
209. <i>So I hope you guys like the video and if you did give me a thumbs up, leave a comment and consider subscribing.</i>	Interactional	Express attitude	
210. <i>So I was originally just going to make this fidget spinner out of plywood and I sort of went overboard and I think it's probably now the most beautiful thing I've ever made, but it's also the most useless.</i>	Textual	Sequential	EFL1 1
211. <i>I needed a piece of Maple that was a little bit wider than what I had, so I glued up the remaining sections, clamped them up and left them to dry.</i>	Textual	Result or consequence	
212. <i>I didn't leave space for the tools, so I took the block back to the drill press and board out the holes with a larger bit.</i>	Textual	Result or consequence	
213. <i>I wanted chamfers, so I very carefully sanded all edges of the block to achieve the desired shapes.</i>	Textual	Result or consequence	
214. <i>So instead I used a pick to make a mark.</i>	Textual	Result or consequence	
215. <i>It was working good, so I disassembled it and sanded away the pencil marks.</i>	Textual	Result or consequence	

1. <i>It's like very gooey on the inside.</i>	Textual	Introducing an explanation	ESL1
2. <i>I saw them with my eyes for like two seconds maybe and then the rest of the time we were taking pictures and we could actually see them on the camera.</i>	Textual	Approximate number or quantity	EFL1
3. <i>We just had hot chocolate by the fire and then we walked down to this little like river area and we could just see them so clearly and they just keep getting brighter and brighter.</i>	Textual	Searching for the appropriate expression	
4. <i>Wow I mean like we just had to stick it out.</i>	Textual	Marking lexical focus	
5. <i>I just love that we went to like four different spots.</i>	Textual	Approximate number or quantity	
6. <i>I love that we were like really truly chasing the northern lights and we found them.</i>	Textual	Marking lexical focus	
7. <i>also if you do want to go see the Northern Lights we would highly recommend going with this company because they only go in small groups of eight people and they take the photos for you so you don't even have to worry about like taking your own camera.</i>	Textual	Introducing an example	
8. <i>It's supposed to rain like every other day that I'm here.</i>	Textual	Approximate number or quantity	EFL2
9. <i>So it was something like six bucks to climb up the tower.</i>	Textual	Approximate number or quantity	
10. <i>I'm like if there's a tower to climb I'm going up.</i>	Textual	Marking lexical focus	
11. <i>But man it's like I'm here on vacation just you know sightseeing and whatever and Ukrainians are just trying to live a normal life you know getting away from an awful awful war so yeah just wow is all I can say.</i>	Textual	Marking lexical focus	
12. <i>There was one waitress in there I think taking care of like 15 tables</i>	Textual	Approximate number or quantity	
13. <i>So it's like there for like 45 minutes.</i>	Textual	Approximate number or quantity	
14. <i>There's a chance of rain once again today from like noon to</i>	Textual	Approximate number or quantity	

<i>four so I'm out here early 5:30 AM hoping for sunrise.</i>			
15. <i>So we've just finished the museum now so we're just coming out so we thought it was a really good like rainy day activity.</i>	<i>Textual</i>	Searching for the appropriate expression	EFL3
16. <i>The museum's actually uh super interesting, there was loads about like um Swedish history.</i>	<i>Textual</i>	Introducing an example	
17. <i>Also, I don't know if it's like a temporary thing or if it's there all the time</i>	<i>Textual</i>	Introducing an example	
18. <i><...> but there's a fashion museum of like fashion through the ages so that was really good as well</i>	<i>Textual</i>	Introducing an explanation	
19. <i>Yeah and it's so so gorgeous here like even with it being quite cloudy.</i>	<i>Textual</i>	Introducing an explanation	
20. <i>But yeah you can get a boat across there and that's meant to be like the really pretty famous beer.</i>	<i>Textual</i>	Searching for the appropriate expression	
21. <i>I think it's like five degrees.</i>	<i>Textual</i>	Approximate number or quantity	
22. <i>We're going to that library oh like the national state library.</i>	<i>Textual</i>	Searching for the appropriate expression	
23. <i>I've been here like a day and a half now.</i>	<i>Textual</i>	Approximate number or quantity	
24. <i>Apparently it looks over the water and then you've got like the colored houses in the distance.</i>	<i>Textual</i>	Searching for the appropriate expression	
25. <i>I mean someone just went up to like the guard on duty and asked directions and he was giving them directions <...></i>	<i>Textual</i>	Searching for the appropriate expression	
26. <i><...> and like pointing to places <...></i>	<i>Textual</i>	Introducing an example	
27. <i><...> like can you imagine the queen's guard.</i>	<i>Textual</i>	Searching for the appropriate expression	
28. <i>There's like a nice park as well.</i>	<i>Textual</i>	Introducing an example	
29. <i>I want to tell you that I'm talking in English just because I watched a lot of videos like this in English, people sharing their stories, and I wanted to be one of them ever since I knew that I want to get this surgery then, like probably since 10 years ago.</i>	<i>Textual</i>	Marking an approximate number or quantity	ESL5

30. <i>This is actually just informative video about the fact that I'm going to get my breasts reduced, like, tomorrow</i>	Textual	Marking lexical focus	
31. <i>Wanted to get it done and it's been probably like 10 years, I was in school.</i>	Textual	Marking an approximate number or quantity	
32. <i>Then I found out about this opportunity, idea, that people get their breasts reduced and I'm 27, so like almost 10 years probably.</i>	Textual	Marking an approximate number or quantity	
33. <i>It's my like stress relief, you know.</i>	Textual	Searching for the appropriate expression	
34. <i>And I was going and like people, people use spinners to calm themselves, so I use my boobies to do so.</i>	Textual	Introducing an example	
35. <i>Like, I mean, my breasts are here and in here are the bra wires.</i>	Textual	Introducing an example	
36. <i>They're going to be like, yeah, so it's not that they are big.</i>	Textual	Searching for appropriate expression	
37. <i>As I said, please leave comments, please leave your questions, send me questions on my Dms, on Instagram and let's be in touch and tomorrow in like in like 12 hours but a little bit more.</i>	Textual	Marking an approximate number or quantity	
38. <i>So I'm now on lesson 40, maybe 43 and then another video I said that I was on lesson 39, but actually it was like 35 and now I'm on the lesson around 43, so and I finished the all the other materials.</i>	Textual	Marking an approximate number or quantity	ESL6
39. <i>It's just a very long thought form, but it disintegrates like all thoughts.</i>	Textual	Searching for the appropriate expression	
40. <i>So they expressed it in like in an Indian way.</i>	Textual	Searching for the appropriate expression	
41. <i>It relaxes you, it makes you happy to know that, and that's most of the, like, the whole course is aimed at putting your mind to ease and making you happy.</i>	Textual	Searching for the appropriate expression	
42. <i>Like I have my dandelion tea, I steam, I do Castor oil packs.</i>	Textual	Introducing an explanation	EFL4
43. <i>I may do like a one year update.</i>	Textual	Approximate number or quantity	

44. <i>I don't actually know like the correct name for this type of skirt.</i>	Textual	Searching for the appropriate expression	EFL5
45. <i>Hopefully I've covered all of the bases, but what I mean are those really like form fitting skirts that just fall so elegantly I really love.</i>	Textual	Introducing an explanation	
46. <i>I just read this book like a month ago.</i>	Textual	Approximate number or quantity	EFL6
47. <i>I don't know. I I think it's probably bad form to count, you know, like like with the romantic partners.</i>	Textual	Introducing an example	
48. <i>Like I can look at that book <...></i>	Textual	Introducing an explanation	
49. <i><...> and be like I don't remember one or two things from this book.</i>	Textual	Introducing an example	
50. <i>Like is it so bad that you only got two life changing things from it, right.</i>	Textual	Introducing an explanation	
51. <i><...> like I don't have perfect recall of the book.</i>	Textual	Introducing an explanation	
52. <i>So I'm kind of creating like an exterior brain that organizes the stuff that I took from the books.</i>	Textual	Searching for the appropriate expression	
53. <i>I do tend to find the people who are like oh, I listen to a lot of audio books, or I listen to I read a lot of ebooks.</i>	Textual	Introducing an example	
54. <i>They're like I do my highlights, but they just go somewhere on my computer.</i>	Textual	Introducing an example	
55. <i>Or like you should see how fast I can scarf down food at this fancy restaurant.</i>	Textual	Introducing an example	
56. <i>These are like the best people in the world at what they do.</i>	Textual	Marking lexical focus	
57. <i>Like I'm going to take my time doing it.</i>	Textual	Introducing an explanation	
58. <i>Okay. I know it's been just a second for you, but it's been like half an hour for me.</i>	Textual	Approximate number or quantity	ESL11
59. <i>I can see it's bending a little bit on this one, so I'll just straighten that up with a couple of calls.</i>	Textual	Marking result or consequence	EFL9
60. <i>So I've got some packing tape on them so that the glue doesn't stick that flattens it out.</i>	Textual	Sequential	
61. <i>So what I'm going to do is the simplest method for</i>	Textual	Sequential	

<i>making rabbits and dados using a single blade and just multiple passes.</i>			
62. <i>So again, for this situation and for cutting dados, it's fine to use both.</i>	Textual	Sequential	
63. <i>So this is real simple.</i>	Interpersonal	Opinion	
64. <i>Right about now, you're going to be super excited to see how this all goes together, so go ahead, give it a test drive.</i>	Interactional	Question or request	
65. <i>I'll use plywood for my base, so I'll start with the blade right up against that board.</i>	Textual	Sequential	
66. <i>So when you think you're getting close to the final width of that rabbit, you want to test it against your actual bottom panel to make sure that you're not going too far so.</i>	Textual	Sequential	
67. <i>The bottom panel will help keep the box square while you're gluing it up, so I like to glue together all the sides.</i>	Textual	Marking result or a consequence	
68. <i>So let's get started.</i>	Interactional	Sequential	EFL10
69. <i>With a long jointer plane, the sticks can be a little hard to manage and clamp up between the bench dogs when they're cutting an angle like this, so I stacked one on top of the other like shown.</i>	Textual	Marking result or consequence	
70. <i>I'm using these pen blanks that I got in a variety pack a while back and I didn't think the hole would look all that great on a pen, so I'll use it for this inlay instead.</i>	Textual	Marking result or consequence	
71. <i>This is a pretty simple process, but every once in a while the dowels do break when you're trying to hammer them home, so it's a good idea to have some spare material on hand just in case.</i>	Textual	Marking result or consequence	
72. <i>So I'm creating a 30 degree wedge by just marking out 30 degrees on a scrap piece of wood and then cutting it out with my tenon saw.</i>	Textual	Sequential	
73. <i>Clamps would be difficult to use here because of the</i>	Textual	Marking result or consequence	

<i>angles of the winding stick, so I'm just going to use some blue painters tape.</i>			
74. <i>So I hope you guys like the video and if you did give me a thumbs up, leave a comment and consider subscribing.</i>	Interactional	Express attitude	
75. <i>So I was originally just going to make this fidget spinner out of plywood and I sort of went overboard and I think it's probably now the most beautiful thing I've ever made, but it's also the most useless.</i>	Textual	Sequential	EFL11
76. <i>I needed a piece of Maple that was a little bit wider than what I had, so I glued up the remaining sections, clamped them up and left them to dry.</i>	Textual	Result or consequence	
77. <i>I didn't leave space for the tools, so I took the block back to the drill press and board out the holes with a larger bit.</i>	Textual	Result or consequence	
78. <i>I wanted chamfers, so I very carefully sanded all edges of the block to achieve the desired shapes.</i>	Textual	Result or consequence	
79. <i>So instead I used a pick to make a mark.</i>	Textual	Result or consequence	
80. <i>It was working good, so I disassembled it and sanded away the pencil marks.</i>	Textual	Result or consequence	

Discourse marker 'you know'

1. <i>Wow uh you know it really puts things into perspective.</i>	Interactional	Appeal for understanding	EFL2
2. <i>But man it's like I'm here on vacation just you know sightseeing and whatever and Ukrainians are just trying to live a normal life</i>	Interactional	Appeal for understanding	
3. <i><...> you know getting away from an awful awful war so yeah just wow is all I can say.</i>	Interactional	Reference to shared knowledge	
4. <i>It's my like stress relief, you know.</i>	Interactional	Appeal for understanding/following the idea	ESL5
5. <i>And I got an idea, you know, that I will just dress down this white white look with a long</i>	Interactional	Appeal for understanding/following the idea	ESL6

<i>kind of relaxed white shirt and jeans when I add the blazer.</i>			
6. <i>When I'm wearing something very minimalistic, I have to add something special just, you know, to spice up my look.</i>	Interactional	Reference to shared knowledge	
7. <i>So again, this one is, you know, quite feminine.</i>	Interactional	Reference to shared knowledge	
8. <i>Kind of outdated, especially if I'm wearing something, you know, vintage, like, like the skirt.</i>	Textual	Marking lexical/content search	
9. <i>And I'm still, you know, keeping my jewelry pieces.</i>	Interactional	Reference to shared knowledge	
10. <i>I could add, you know, a belt and make it a little bit cropped belting.</i>	Textual	Introducing an explanation/example	
11. <i>Trick with the belt is just great because it gives you so much use of the cardigans that you have and you can, you know, play with different proportions</i>	Textual	Introducing an explanation/example	
12. <i>It has, you know, those details rushing on the shoulders and all the years I got this in my closet and I was like I'm not sure if I like it or if I hate it.</i>	Interactional	Appeal for understanding/following the idea	
13. <i>So when there is a, you know, some kind of insecurity and you don't want to share something with others, that's again the ego operating.</i>	Textual	Marking lexical/content search	ESL7
14. <i>So I encourage people not to be put off by that language, but just look at the core of that course, which is enlightenment, which is liberation, which is getting you in, you know, to understand your heritage, which you have never lost, which is the Kingdom of God.</i>	Interactional	Appeal for understanding/following the idea	
15. <i>Spiritual teachers teach, and that's what Eckhart Tally teaches, that you are never at the, you know, the place that you're not supposed to be.</i>	Textual	Marking lexical/content search	
16. <i>I think that a dress is a great option to go for and to have, you know, your whole outfit sorted out for you just straight away.</i>	Textual	Marking lexical/content search	ESL8
17. <i>So my bra has quite a, you know, fixed straps and yeah, there is no way that I will be</i>	Textual	Marking lexical/content search	

<i>wearing this top without anything on top.</i>			
18. <i>I don't know. I think it's probably bad form to count, you know, like like with the romantic partners.</i>	Interactional	Appeal for understanding/following the idea	EFL6
19. <i>If those are important things that could change your life, you know, you pay \$11.00 for this book.</i>	Interactional	Appeal for understanding/following the idea	
20. <i>You know, that's actually a really good idea.</i>	Textual	Marking attitude	

Discourse marker 'well'

1. <i>Well, all right then hopefully there's another store nearby.</i>	Interpersonal	Evaluating a previous statement	EFL1
2. <i>Well first glance looking at this castle you might think there's some kind of storied history but there's really not.</i>	Textual	Introducing the next scene	EFL2
3. <i>Well so um I think we're going to go and try and catch a ferry now.</i>	Textual	Introducing the next scene	EFL3
4. <i>Well, at least one for every single book that I've written.</i>	Textual	Rephrasing/correcting	EFL6
5. <i>I don't know about you, but that number, well, it wouldn't take me very long to add up.</i>	Interpersonal	Evaluating a previous statement	
6. <i>Well forget all that because in some cases you might actually want a solid X or connecting your to rear wheels, mainly for the purposes of drifting or offloading.</i>	Interactional	Evaluating a previous statement	ESL9
7. <i>Well, the reason is the same as with all other handmade tools -you use what you have make it to fit your specific needs, including shape, size and technical characteristics and what is most important, enjoy by building it.</i>	Interactional	Evaluating a previous statement	ESL12