

〔論 文〕

Pragmatic and Discourse-oriented Functions of English General Extenders Spoken by Japanese Users of English in the Speaking Test

Tomoko WATANABE

This paper explores pragmatic and discourse-oriented functions of *and so on*, one of the English general extender forms, spoken by Japanese users of English in the speaking test. The NICT JLE Corpus is employed to investigate the way Japanese users of English use *and so on* and what are their intentions to use it in their speech production from the viewpoints of quantitative and qualitative approaches of corpus linguistics. The corpus-based analysis reveals the preference of Japanese users of English at the lower-intermediate level to employ *and so on* in the interview and the multi-functionality of their use of *and so on* to manage the speaking test tasks. It suggests that the power asymmetry where the time and floor are mainly managed by the examiner as well as the real time processing of their speech would impact on their use of *and so on* at the speaking proficiency level. It contributes to deep understanding of pragmatic and discourse-oriented functions of *and so on* employed by Japanese learners of English in the context of language education.

Key words: English general extenders, pragmatics, discourse analysis, corpus linguistics, Japanese users of English

1. Introduction

This paper deals with the use of *and so on*, one of the English general extender forms, spoken by Japanese users of English in the speaking test, and argues the impact of speaking test discourse on their speech production, largely based on the author's unpublished doctoral thesis (2015). In the context of English language education in Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2015) focuses on the necessity of improving language learners' productive skills, especially the speaking skill. In order to aid them in improving their speaking skills, it is firstly essential for language educators to interpret how Japanese users of English imply what they want to say to manage spoken discourse in the context of language education, such as in the classroom and speaking test.

Lights has been shed on features of English spoken discourse such as the occurrence of simple sentences, discourse markers, fillers and ellipsis (Biber, Johansson, Leech, Conrad, & Finegan, 1999). Amongst these is the occurrence of English vague language, which is one of the essential features of both spoken and written language, especially in spoken language,

and is not a sign of a speaker's recklessness but rather 'a marker of the sensitivity and skill of a speaker' (Carter & McCarthy, 2006: 202). Vague language includes linguistic forms such as hedging expressions (*like, sort of, I think*), approximators (*around, -ish*), and general extenders (*and so on, or something*) (Carter & McCarthy, 2006), which is the focus of this study. They function to soften the degree of a speaker's assertiveness (Channell, 1994) and to show in-group solidarity towards a hearer (Cutting, 2000).

The typical linguistic features of spoken English, including general extenders, lie in its production under the restrictions of real-time processing and unplanned speech, which cause the occurrence of the linguistic features (Biber et al., 1999: 1048-1049). Both of these are highly associated with the current study: in the context of the language classroom, learners may be asked some questions or may want to tell their opinions spontaneously, and they may be put under real-time processing pressure to produce their answers without having the time to plan their responses. In the context of the speaking test, too, examinees may be asked some unexpected questions or may be given some tasks on that occasion, and they may have to answer spontaneously without having enough time to plan what to say. These characteristics of spoken English in the language classroom and speaking test largely impact on the occurrence of English general extenders.

Characteristics of general extenders lie not only in referring to a category but in appealing to intersubjectivity to construct discourse with a hearer resting on the shared context (Overstreet, 1999). Intersubjectivity is 'commonsense knowledge of social structure' that participants share when constructing interaction (Garfinkel, 1967: 76). It involves discourse-oriented functions of general extenders in relevance to turn-taking and their position in interaction. Turn-taking is a structural pattern in which participants' turns to speak move repeatedly from one participant to another (Sacks, Schegloff, & Jefferson, 1974). Turn-taking associated with power asymmetry can be seen in interactions such as in the speaking test discourse (Young, 2002; Luk, 2010), in which an examiner asks questions and an examinee answers the questions, and the examiner dominates the turn-taking structure in the interaction and allocates turns to the examinee.

In terms of the positioning, general extenders have been found to occur both at the turn-internal and turn-final positions (Dubois, 1992) to change topics (Dubois, 1992; Tagliamonte & Denis, 2010) and to shift the speaker's turn to another (Dubois, 1992; Winter & Norrby, 2000; Tagliamonte & Denis, 2010). These studies suggest that examining positioning of general extenders can contribute to the interpretation of how a speaker constructs discourse in interaction.

From the pragmatic viewpoint, typical functions of general extenders include showing uncertainty about information and language use (Cheng & Warren, 2001), associated with observing the Maxim of Quality in Grice's (1975) cooperative principle, in which a speaker avoids saying what s/he believes to be false by employing general extenders; indicating

unnecessity to say everything (Jucker, Smith, & Lüdge, 2003), connected with observing the Maxim of Quantity in Grice's (1975) cooperative principle, in which a speaker contributes to make the amount of her/his speech as much as is required; mitigating the degree of a speaker's assertion (Adolphs, Atkins, & Harvey, 2007), linked to Brown and Levinson's (1987) negative politeness strategy in that a speaker avoids threatening a hearer's face by using general extenders; showing in-group solidarity (Cutting, 2000) and making what a speaker says emphatic (Channell, 1994), concerned with Brown and Levinson's (1987) positive politeness strategy in that the employment of general extenders presents a speaker's closeness to a hearer.

Brown and Levinson's (1987) argument is based on Goffman's (1972) concept of face-work, and of interest in this paper is face protection of a speaker's own face, based on Goffman's (1972) theory, by employing general extenders in the speaking test. Face-work involves two orientations; 'a defensive orientation toward saving his own face' and 'a protective orientation toward saving the others' (Goffman, 1972: 14). General extenders may not only be a strategy of face-work as protecting other's face. Given that vague language can be a self-protective device (Trappes-Lomax, 2007), general extenders as one of the vague language forms can also be a face-defence strategy possibly when a speaker is threatened by their lack of knowledge or skill, for instance, in the speaking test.

In terms of the genre of the speaking test and the use of general extenders, the genre analysis approach helps to rationalise how the nature of the speaking test can affect the use of English general extenders and overall speech production by Japanese users of English. English speaking test discourse involves features of goal-orientedness and interactional features typical to speaking tests (van Lier, 1989; Lazaraton, 2002; Young, 2011). Firstly, the goal of the oral proficiency test is to assess examinees' speaking proficiency with validity (Seedhouse, 2012). Examiners' main purpose of interaction with examinees is to retrieve sample spoken texts from examinees (van Lier, 1989), while examinees' main purpose of interaction with examiners is to provide examiners with their sample spoken texts to be assessed, rather than enjoying conversation with each other. Secondly, in terms of interactional features typical to speaking tests, Young (2002) and Luk (2010) identify power asymmetry between examiners and examinees. The power to manage the interaction in the speaking test is asymmetric, in which a discourse pattern of examiners' asking and examinees' answering questions is typical. It is essential to examine how the nature of the speaking tests can impact on the occurrence of English general extenders in order to gain in-depth understanding of their discourse-oriented and pragmatic functions employed by Japanese users of English.

Japanese language has vague expressions which function in similar ways to English general extenders, such as *toka* and *ka nanka* (Lauwereyns, 2002), for example. Although using vague expressions has been regarded negatively, they are essential in spoken

interaction in Japanese language, too (Lauwereyns, 2002). Their use contributes to avoiding communication hitches potentially caused by speaking too precisely (Haga, Sasaki, & Kadokura, 1996: 39-41) and to establishing a relaxing mood (Jinnouchi, 2006). Given the use of the Japanese phrases which function similarly to English general extenders, Japanese users of English may use English general extenders for multi-functional purposes when speaking in English, too.

In previous studies about the use of English general extenders spoken by learners of English, various results have been presented; for example, the more frequent occurrence of general extenders at the higher level than at the lower level in learners' spoken texts (Hasselgren, 2002) and various functions of general extenders spoken by non-native speakers of English (Terraschke & Holmes, 2007). Comparison in general extender forms between native and non-native speakers of English have been discussed, such as the more frequent occurrence of *and so on* in non-native English speakers' spoken texts compared to those of native English speakers (De Cock, Granger, Leech, & McEnery, 1998) while less frequent use is found of other forms of general extenders such as *or something, and things, all that kind of thing*, in learners' spoken texts than in native English speakers' texts (Gilquin, 2008). In terms of the impact of task types on L2 users' speech production, Gablasova, Brezina, McEnery and Boyd (2015) reveal the difference across task types in the speaking test in the occurrence of epistemic stance markers to show uncertainty, and the researchers relate this to the nature of L2 examinees' roles in the task and the power dynamics between L2 examinees and examiners in the tasks. However, in-depth studies about English general extenders spoken by Japanese users of English across speaking proficiency levels and task types have not yet been conducted. In order to understand their intentions in their speech production, the current study poses the following three research questions, focusing on *and so on* because of its high frequency at the lower and intermediate levels (Watanabe, 2011, 2015) (See Watanabe (2015) for the comprehensive list of English general extender forms across speaking proficiency levels in the research): 1) What is the frequency of *and so on* spoken by Japanese users of English across speaking proficiency levels and task types in the speaking test? 2) What are its textual features? 3) What are its typical functions?

2. Methodology

The current study employed the National Institute of Information and Communications Technology Japanese Learner English (NICT JLE) Corpus (Izumi, Uchimoto, & Isahara, 2004) in order to explore how Japanese users of English use *and so on* across speaking proficiency levels and task types. The corpus includes 1.3 million words produced by 1281 Japanese examinees in the Standard Speaking Test.

The Standard Speaking Test (SST) was produced by Alc Inc., a Japanese publishing company for language education, in collaboration with the American Council on Teaching of

Foreign Languages (ACTFL), and was launched in Japan in 1997 (Izumi et al., 2004). The speaking test, which involves one examinee and examiner, consists of five stages and lasts for approximately fifteen minutes (Izumi et al., 2004). The task stages include dialogic tasks (interview and role-play) and monologic tasks (description of a picture and narrative of a series of four or six pictures) (Izumi et al., 2004). The atmosphere of interaction between the examiner and examinee in the speaking test was likely to be informal because the examiners were instructed to create an atmosphere of interaction with examinees as close to naturally occurring conversation as possible (Izumi et al., 2004).

The spoken data were assessed by markers and the examinees were allocated into nine bands of speaking proficiency levels (Izumi et al., 2004). The current study merged the spoken data divided into nine SST bands into three bigger groups depending on the speaking proficiency levels; lower, intermediate and higher levels (See Table 1).

Table 1 The number of SST examinees in the NICT JLE Corpus

Level categorised in this study	no. of examinees	SST band description	no. of examinees
Lower	260	Novice-low-1	3
		Novice-mid-2	35
		Novice-high-3	222
Intermediate	848	Intermediate-low-4	482
		Intermediate-low-plus-5	236
		Intermediate-mid-6	130
Higher	173	Intermediate-mid-plus-7	77
		Intermediate-high-8	56
		Advanced-9	40
Total	1281	Total	1281

Table 2 shows the total running words occurring in the examinees' sample texts across the three levels of speaking proficiency and test task types.

Table 2 Total running words in the examinees' spoken texts in the NICT JLE Corpus

	Dialogue		Monologue		Total
	Interview	Role-play	Description	Narrative	
Lower	95551	26949	15087	24973	162560
Intermediate	530608	146826	86703	135329	899466
Higher	222243	14320	6272	7794	250629

In corpus linguistics, the analysis of linguistic features involves both quantitative and qualitative approaches (Biber, Conrad, & Reppen, 1998; Hunston, 2002). The quantitative analysis in corpus linguistics focuses on frequency research such as how many times each word or multi-word cluster occurs (O'Keeffe, McCarthy, & Carter, 2007: 2). The qualitative analysis, on the other hand, addresses where in the context each word or multi-word cluster occurs and how it functions in that specific context (O'Keeffe et al., 2007: 2). In order to conduct both quantitative and qualitative analyses, co-occurring word lists and concordances

were run with WordSmith Tools 5 (Scott, 2010) for all the spoken texts including *and so on*. Co-occurring word lists were useful when identifying words that frequently occurred with *and so on*. The co-text where *and so on* occurred was manually investigated in concordance lines. Concordances were useful when looking at how *and so on* occurred with other linguistic items and patterns such as its positioning and the number of exemplars preceding it.

3. Results and discussion

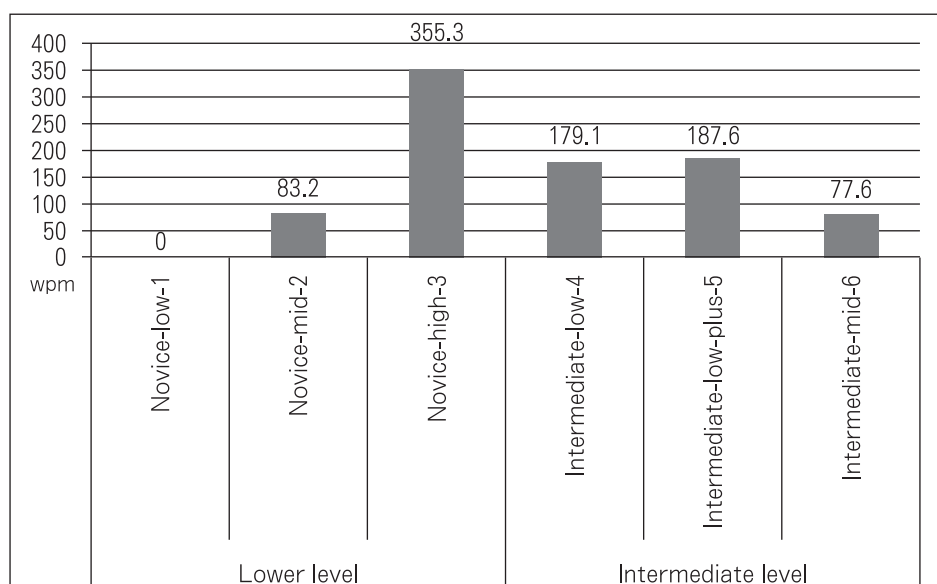
In this section, firstly, frequency and typical textual features of *and so on* in the corpus are examined in the quantitative approach. Then its functions are discussed based on its typical features in the qualitative approach. The current study focuses on *and so on* at the lower and intermediate levels, as has been mentioned, but excludes one at the higher level because of its few occurrences.

3.1 Quantitative analysis

3.1.1 Frequency across speaking proficiency levels and task types

The current study narrows its focus on data in individual bands of the Standard Speaking Test (SST) and the task types in order to clarify what was there behind the frequency result, associated with the argument by Harrington (2008) and Murphy (2012) regarding the importance of stratifying the data in an in-depth analysis. Firstly, in terms of the occurrence of *and so on* at each speaking proficiency level, Figure 1 presents that almost all the forms *and so on* at the lower level occur in the band of Novice-high-3. Compared to that of the intermediate level, the frequency of *and so on* at the Intermediate-low-4 and Intermediate-low-plus-5 is lower than that of Novice-high-3, while higher than

Figure 1 Frequency of *and so on* per million words (wpm) across SST bands in the NICT JLE Corpus

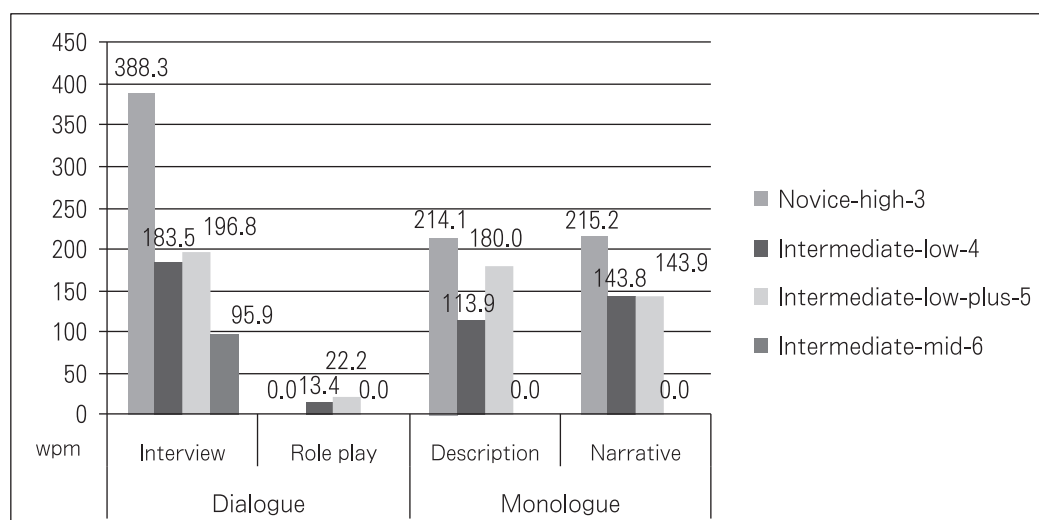


that of Intermediate-mid-6. It can be suggested that *and so on* is typical to lower-intermediate level from the viewpoint of interlanguage pragmatics, and that *and so on* can occur at the developmental stage of learner English usage. It indicates the examinees' unfamiliarity with informal spoken English considering that *and so on* tends to occur in written English (Carter, McCarthy, Mark, & O'Keeffe, 2011) or formal spoken English (Cucchi, 2007). (See Watanabe (2015) for the full analysis of the proportion of examinees who use *and so on* at each SST level, as well as the density of *and so on* in each of the spoken texts of examinees who use it.)

Next, the occurrence of *and so on* at each task type is examined to answer part of the research question regarding how *and so on* is used across task types in the speaking test. Figure 2 presents the frequency of *and so on* per million words at each task in each SST band. It reveals firstly that *and so on* is likely to occur most frequently in the interview, while it seldom occurs in the role play. The quantitative result illustrates that characteristics of each task may impact on the occurrence of *and so on* at each speaking proficiency level.

The figure also shows that *and so on* at Novice-high-3 occurs almost twice as frequently at the interview as at the Intermediate-low-4 and Intermediate-low-plus-5, while there is not such a huge difference among the frequency of *and so on* in the other tasks across the three speaking proficiency level bands. Employing *and so on* in the interview may put forward the argument above regarding the examinees' lack of familiarity with informal spoken English, considering the examinees' use of *and so on* in the interview which was supposed to be conducted in an informal manner in the speaking test, as explained in the section on Methodology. The quantitative result modestly indicates that *and so on* in the interview at the lower-intermediate level may signal the examinees' hesitation (Gilquin, 2008) due to their lack of proficiency in English. In order to identify how *and so on* functions and what

Figure 2 Frequency of *and so on* (wpm) across task types and speaking proficiency levels in the NICT JLE Corpus



elements of the interview can cause the occurrence of *and so on* in the speech production by the examinees in the task, typical textual features of *and so on* at the lower-intermediate level are explored in the next section.

3.1.2 Textual features

Next, the quantitative analysis of textual features is conducted with regard to co-occurring words, the number of exemplars and positioning of *and so on*. Table 3 presents occurring words within five words on the left and right of *and so on* within a sentence level in the NICT JLE Corpus.

Table 3 Most frequent words within five words on the left and right of *and so on* (ratio to 100 *and so on*) in the NICT JLE Corpus

Lower level (ratio to 100 <i>and so on</i>)					Intermediate level (ratio to 100 <i>and so on</i>)				
	Word	Total	Total Left	Total Right		Word	Total	Total Left	Total Right
1	AND	66	66	0	1	AND	64	60	4.1
2	ERR	11.3	11.3	0	2	THE	8.9	8.9	0
3	HEY	5.7	5.7	0	3	WITH	4.8	4.8	0
4	CLOTHES	5.7	5.7	0	4	EXAMPLE	4.1	4.1	0
5	BUY	5.7	5.7	0	5	ERM	4.1	4.1	0
6	UUM	5.7	5.7	0	6	LIKE	3.4	3.4	0
7	THE	5.7	5.7	0	7	COMPUTER	3.4	3.4	0
8	MEAT	5.7	5.7	0	8	URR	3.4	2.7	0.7

The top eight collocate list above reveals the frequent occurrence of fillers before *and so on* at the lower level; fillers *err* and *uum* occur before *and so on* 17 times out of 100 *and so on* at the lower level, while fillers *erm* and *urr* occur before *and so on* 6.8 times at the intermediate level. In more depth, the total occurrence of fillers before *and so on* at the lower level is 30.3 times per 100 *and so on*, while 21.3 times at the intermediate level. This shows that the co-occurrence of *and so on* and fillers is stronger as the examinees' speaking proficiency level is lower, supported by the finding regarding the higher frequency of fillers in the lower English learners speech production (Osborne, 2011: 293). This statistical result puts forward the argument in the section on quantitative analysis that *and so on* spoken by the examinees at the lower-intermediate level may signal their hesitation caused by their lack of speaking proficiency.

Considering the occurrence of fillers within five words at the left hand side of *and so on*, it can be assumed that fillers may occur while the examinees are listing some exemplars. For example,

- [1] we can we can play sports er all er all kind of sport. **Erm er mm mm** play ball, soccer, *and so on*. [NICT JLE Corpus file 01000]

In addition to fillers, silence (<..></..>) occurs while enumerating exemplars, such as in

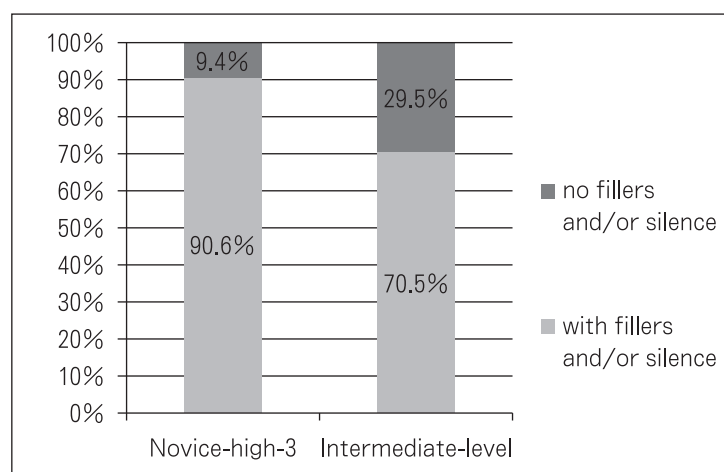
[2] er morning and evening ur it is er rice and er <.></.> the cabbage with *and so on*.
 [NICT JLE Corpus file 00260]

Moreover, fillers and/or silence occur immediately before *and so on* is employed.

[3] Mmm we climb mountain, <.></.> and travel <.></.> mm *and so on*. [NICT JLE Corpus 00222]

Figure 3 is the proportion of *and so on* occurring with or without fillers and/or silence while listing exemplars in the corpus, which was counted manually in the concordance lines of *and so on*.

Figure 3 The proportion of *and so on* with or without fillers and/or silence in the NICT JLE Corpus

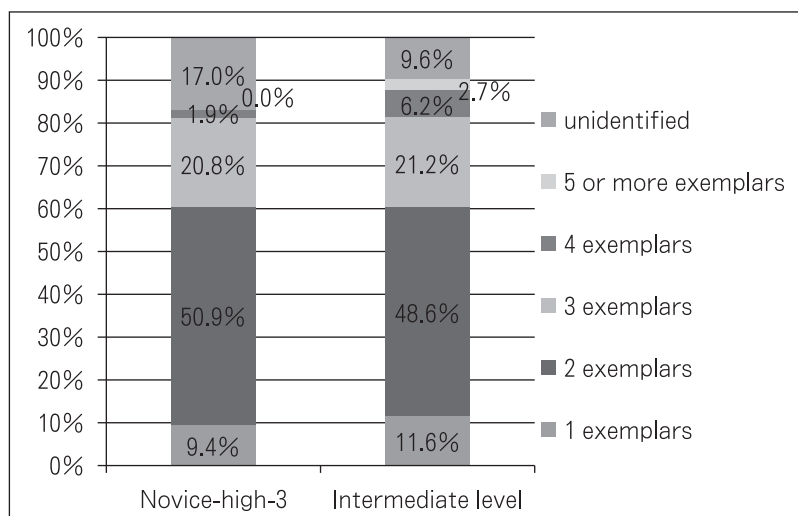


The figure reveals the frequent occurrence of *and so on* with fillers and silence while listing exemplars, especially at the lower level. This trend is different from the higher level; fillers and/or silence seldom occur with *or something (like that)*, which is the most frequently occurring general extender form at the higher level (Watanabe, 2015). Given that, the pattern of general extenders with fillers and/or silence while listing exemplars may be typical of the lower-intermediate level. *And so on* with fillers/silence at the lower-intermediate level may attribute to the examinees' hesitation, struggling with their low speaking proficiency level and the spontaneous speech production (Gilquin & De Cock, 2011: 145), in the context of the speaking test. This typical textual pattern may indicate that *and so on* functions as a signal to give up enumerating exemplars in the 15-minute speaking test slot in which the floor is managed by the examiner.

Next, in order to argue in more depth why the typical textual feature occurs at the lower-intermediate level, this section focuses on how *and so on* occurs with fillers and/or silence and exemplars, counting the number of exemplars with *and so on* manually in the concordance lines.

The quantitative analysis (Figure 4) reveals that nearly 75 per cent of *and so on* at

Figure 4 The number of exemplars for *and so on* across speaking proficiency levels



Novice-high-3 and almost 80 per cent of *and so on* at the intermediate level occur with two or more exemplars. The result is different from the one regarding the number of exemplars for *or something (like that)*, which occurs most frequently at the intermediate and higher levels; 83 per cent of *or something (like that)* at the higher level and 75.7 per cent of *or something (like that)* at the intermediate level occur with only one exemplar (Watanabe, 2015). Given this difference, a possible assumption is that the typical textual form of *and so on* with multi-exemplars and fillers and/or silence at the lower-intermediate level may be one of the examinees' strategies in the speaking test: they may provide some exemplars to make their answers long, make up for their linguistically awkward explanations in English and make their answers easy to be interpreted in the context of the speaking test, where the examinees have to provide as ample and interpretable samples as possible for assessment. *And so on* employed at the lower-intermediate level may not only be a pragmatic marker of hesitation (Gilquin, 2008) but serve a discourse-oriented function to help the examinees to produce their speech in the speaking test.

However, it is not yet clear why the examinees' *and so on* tends to occur in the interview. Next, in order to explore its discourse-oriented function in the interaction with the examiners, its positioning in the examinees' speech in the interview is looked at. *And so on* occurs both at the examinees' turn-final and turn-internal positions. *And so on* at the turn-final position in the current study means that *and so on* occurs at the end of examinees' turn, and the examiners take turn, such as in

- [4] Examinee: I I do internet, and check the mail <.></.> *and so on*.
 Examiner: Um. I see. O K. Thank you very much.
 [NICT JLE Corpus file 00897]

And so on at the turn-internal position in the current study means that the examinees

continue to speak after *and so on* before their turn is taken by the examiners as follows, for instance in Extract 5;

[5] Examinee: She can speak English, and Spanish, and Japanese, *and so on*. Um. She is very <.><./> uum kind. She is uum she is kind of me very much.

[NICT JLE Corpus file 00477]

It also includes the examinees' *and so on* followed by fillers before their turn is taken by the examiners such as in Extract 6.

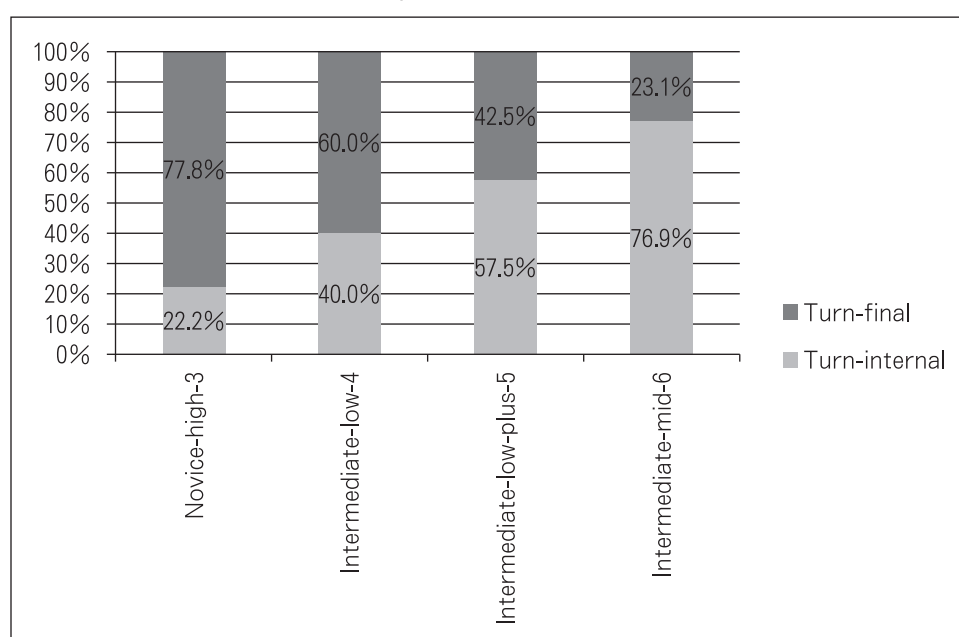
[6] Examinee: I think that's my foods foods is uum very difficult to make to cook to cook. Uum and ee wash to wash my clothes clothes uum *and so on um*.

Examiner: All right.

[NICT JLE Corpus file 01160]

The positioning of *and so on* was counted manually in the concordance lines. Figure 5 shows that *and so on* tends to occur at the turn-final position at Novice-high-3 and Intermediate-low-4. This indicates that *and so on* is likely to be relevant to turn-taking. The examinees' employment of *and so on* at the turn-final position may be one of their strategies to choose the next speaker, which is a turn-allocation technique conceptualised by Sacks et al. (1974). In the speaking test, the examiners have the power to allocate the next turn directly to the examinees (Young, 2002; Luk, 2010). However, *and so on* employed by the examinees at the lower-intermediate level may function to indirectly allocate the examiner, who is responsible for floor and time management in the speaking test slot, as a next

Figure 5 Positioning of *and so on* in the examinees' turn in the interview in the NICT JLE Corpus



speaker and give the turn back to her/him. This could be an appeal to the examiner for intersubjectivity to construct discourse together in the speaking test.

The statistical result suggests the discourse-oriented feature of *and so on* is used as a turn allocation device at the lower-intermediate level, in addition to having the pragmatic function of a vagueness marker as has been argued previously (De Cock et al.,1998). It is interesting in Figure 5 that the higher their speaking proficiency level is, the more *and so on* occurs at the turn-internal position. From this, a tentative suggestion is that the discourse-oriented function of *and so on* as a signal of ‘back to you’ at the lower-intermediate level is associated with the examinees’ low speaking proficiency in line with the typical textual features argued previously, co-occurrence with fillers and/or silence while listing two or more exemplars. Next, how these features link with each other is illustrated in the qualitative approach.

3.2 Qualitative analysis

This section argues functions of the typical form of *and so on* at the lower-intermediate level consisting of fillers and/or silence, two or more exemplars followed by *and so on* at the turn-final position. In Extract 7 below, for example, the examiner asks the examinee about her school life. The examinee is explaining what she does in the club she belongs to.

- [7] 1 Examiner: O K. <H pn="B's name">XXX 02</H> what do you study here?
2 Examinee: Mmm. I study literature.
3 Examiner: Good. O K. Are you in a circle or a group?
4 Examinee: <JP>Eeto* <JP> I <.></.> belong to <JP>eeto</JP> hiking club.
5 Examiner: Mmm. Hiking.
6 Examinee: Hiking.
7 Examiner: What do you do in your club?
8 Examinee: Mmm we climb mountain, <.></.> and travel <.></.> mm
9 *and so on.*
10 Examiner: O K. Where where where is the best place you've been?
Eeto*: (Japanese filler)
[NICT JLE Corpus file 00222]

Extract 7 above illustrates the use of *and so on* as a strategy to make her speech informative, to signal ‘back to you’, and to defend her own face from the unskilful ending of her turn. In the extract, firstly, *and so on* occurs in the examinee’s turn in line 9 preceded by fillers (‘Mmm’, ‘mm’), two-to-three-second-long silence (<.></.>) while enumerating two exemplars (‘climb mountain’, ‘travel’). It can be interpreted that the examinee is likely to save time by employing the fillers and silence and is making an effort to produce the answer in the speaking test. Then she gives up her turn by employing *and so on*,

immediately after the silence (<.></.>) and filler ('mm'). She might be thinking about what else she might say while saving time with the silence and filler, but eventually gives up and sends a signal by *and so on* indicating that her turn ends and she wants to give the turn back to the examiner. This may be one of the examinees' techniques to indirectly allocate the examiner as the next speaker and to appeal to intersubjectivity for the discourse co-construction, while in the speaking test it is usually the examiner who directly allocates the next speaker (Young, 2002; Luk, 2010). Finally, the use of *and so on* can defend her from suffering her face damage due to her low speaking proficiency; if she would like to give her turn back to the examiner but only continues to insert fillers or silence, her speech production would sound disfluent.

Amongst the three strategies demonstrated above, the strategy to signal 'back to you' and save the speaker's own face from difficulties of producing speech can be identified especially when exemplars are at clause-level. In Extract 8, the examinee is listing what he does in the club he belongs to, which he calls 'the international circle'.

- [8] 1 Examiner: What kind of circle is it?
 2 Examinee: Uum <.></.> um I I mainly exchange exchange with um many
 3 foreigners. Uum. They are they are Korean err or uum American
 4 people.
 5 Examiner: Err.
 6 Examinee: Err. <.></.> The uum and <.></.> um <.></.> for for example, ee
 7 I help I help uum us er I help them to speak Japanese well.
 8 Examiner: Um mm mm.
 9 Examinee: Err. And we Ja we learn Ja we teach them Japanese cook.
 10 Examiner: Um mm mm.
 11 Examinee: Uum. *And so on*.
 12 Examiner: I see. I understand. It's a kind of a exchange program for students.
 13 Examinee: Er. Yes.
- [NICT JLE Corpus file 00797]

The examinee explains that the club is set up for mingling with foreigners ('I mainly exchange exchange with um many foreigners') in lines 2-4. Then he lists two sample activities as exemplars of what he does in the club; 'I help them to speak Japanese well' in line 7 and 'we teach them Japanese cook' in line 9. Both of them are clause-level, and his struggle and disfluency to produce clause-level speech can be interpreted from recurrent fillers (e.g., 'uum', 'um'), silence (<.></.>), repetitions (e.g., 'I help I help uum us er I help') and corrections (e.g., 'we Ja we learn Ja we teach') in lines 6-7 and line 9. The examiner shows listenership to let the examinee speak more by inserting backchannels ('Um mm mm') in lines 8 and 10, immediately after the examinee's exemplars respectively. The examinee's filler

(‘Umm’) in line 11 is likely to serve as a time-saving device to allow the examinee to think of something to say about the club in the short time slot of the speaking test; however, his turn ends with *and so on*. Here *and so on* serves the function of avoiding his turn from ending in an awkward manner and to protect his face from his unskilful speech production. In the context of the speaking test where the examinee is expected to provide abundant samples spontaneously, the use of *and so on*, not only as a discourse-oriented device to make the answer longer and informative and to signal to return the turn but also as a pragmatic strategy as defensive self-face work, tells us of the examinee’s effort to manage the speaking test.

To sum up, three functions of *and so on* used by the Japanese examinees at the lower-intermediate level of English speaking proficiency in the corpus were discussed to answer the research question regarding typical functions of *and so on*. Firstly it helped the examinees to make their answer as long and informative as possible in the time restriction of the interview and with their lack of speaking proficiency. Secondly, it functioned to protect the examinees from ending their turn in an awkward, unskilful and disfluent manner because of their low English speaking proficiency. Finally, after making an effort to make as ample an answer as possible in the interview but giving up speaking further, *and so on* served as a full stop and indicated indirectly that they wanted to give their turn back to the examiner.

The findings account for the multi-functionality of *and so on* spoken in the spontaneous speech production in the interview at the lower-intermediate level from the pragmatic and discourse-oriented perspectives. They also highlight the impact of the nature of the speaking test and the demands of the tasks on the occurrence of *and so on*. They suggest that the typical general extender form *and so on* might be an essential item for Japanese users of English at the lower-intermediate level to serve pragmatic and discourse-oriented functions in the context of language education.

4. Implications for language education

The findings contribute to serving pedagogical implications for the context of language education in the following two ways. Firstly, the findings can raise language educators’ awareness of the use of language by L2 learners, which Andrews (2007) counts as essential in order to help L2 learners to improve their language skills. The typical textual form ‘fillers/silence and some exemplars followed by *and so on* at the turn-final position’ informs language educators of the effort of Japanese users of English at the lower-intermediate level to make their answer long and informative. Enumerating some exemplars can be one of their strategies to make their speech understood, which otherwise would not make sense because of their lack of language proficiency. The finding can inform language educators of L2 learners’ need of *and so on* at the turn-final position as a face-saving device to keep their turn from ending in an awkward and disfluent way.

Secondly, *and so on* at the lower-intermediate level may be useful to language educators in that *and so on* can be a signal from L2 learners to give up their turn. This can be a useful signal to tell language teachers when they need to support their students in producing their speech and consequently help to foster their learning. It can also inform speaking test examiners when it is a good time to take the turn from the examinees and ask more questions or change topics, which can help examinees to efficiently produce sample spoken texts for assessment in the speaking test slot provided.

Future studies can explore *and so on* in different contexts of language education, such as in the classroom discussion and presentation. Power dynamics, time for planning speech production, floor management and the degree of shared knowledge would vary across contexts. It would affect the use of *and so on* in speech production by Japanese users of English, and the research would provide language educators with wider aspects of their use of *and so on*.

5. Conclusion

The purpose of the study was to examine how Japanese users of English employed *and so on*, one of the English general extender forms, in the English speaking test by looking at its frequency across speaking proficiency levels and task types, its textual features and its functions, and the impact of speaking test discourse on their speech production.

In terms of the frequency, the study found *and so on* was typical at the lower-intermediate level and in the interview task. It highlighted the complexity of the use of *and so on* by Japanese users of English across the speaking proficiency levels and task types, which provided a richer insight into the exploration of general extenders spoken by L2 speakers. In terms of its textual features of the occurrence of *and so on*, the corpus-based analysis found its frequent occurrence with fillers and silence, two or more exemplars and at the end of the examinees' turn. Functional analysis based on these textual features indicated that, in the time and floor management by the examiners, *and so on* functioned firstly to help the examinees to list some examples to make their answers as ample as possible by using their lower speaking skills. Secondly, it served to protect their face by it being employed and ending unskilful and disfluent speech production. Finally, it signalled indirectly to give the examinees' turn back to the examiners.

The corpus-based findings could contribute to language education in that they help to raise language educators' awareness of interpreting their learners' intentions and needs in speech production by using *and so on*. The findings could also help language educators to use time efficiently when aiding learners to make more speech production. Further research could examine functions of *and so on* in different contexts, which would help to deepen language educators' understanding of their learners' intentions and improve ways to support their learning.

Transcription conventions

<H pn="X"></H>	Concealed words such as proper nouns for private policy
<.></.>	Pause for two to three seconds
<...></...>	Pause more than three seconds
	Overlapping with an examinee and examiner
<JP></JP>	Japanese words

Acknowledgements

This paper was largely based on the author's unpublished PhD thesis. The author expresses sincere thanks to her supervisors and all who supported her throughout the years.

References

- Adolphs, S., Atkins, S., & Harvey, K. (2007). Caught between professional requirements and interpersonal needs: vague language in healthcare contexts. In J. Cutting (Ed.), *Vague Language Explored* (pp. 62-78). Basingstoke: Palgrave Macmillan.
- Andrews, S. (2007). *Teacher Language Awareness*. Cambridge: Cambridge University Press.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Harlow: Longman.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English: A Comprehensive Guide: Spoken and Written English Grammar and Usage*. Cambridge: Cambridge University Press.
- Carter, R., McCarthy, M., Mark, G., & O'Keeffe, A. (2011). *English Grammar Today: An A-Z of Spoken and Written Grammar*. Cambridge: Cambridge University Press.
- Channell, J. (1994). *Vague Language*. Oxford: Oxford University Press.
- Cheng, W., & Warren, M. (2001). The use of vague language in intercultural conversations in Hong Kong. *English World-Wide*, 22(1), 81-104.
- Cucchi, C. (2007). An investigation of general extenders in a corpus of EU parliamentary debates. In M. Davies, P. Rayson, S. Hunston, & P. Danielsson (Eds.), *Proceedings of the Corpus Linguistics Conference CL2007* (pp. 1-13).
- Cutting, J. (2000). *Analysing the Language of Discourse Communities*. London: Elsevier.
- De Cock, S., Granger, S., Leech, G., & McEney, T. (1998). An automated approach to the phrasicon of EFL learners. In S. Granger (Ed.), *Learner English on Computer* (pp. 67-79). London: Longman.
- Dubois, B. Lou. (1992). Extension particles, etc. *Language Variation and Change*, 4, 179-203.
- Gablasova, D., Brezina, V., McEney, T., & Boyd, E. (2015). Epistemic stance in spoken L2 English: the effect of task and speaker style. *Applied Linguistics*, 1-26.
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Cambridge: Polity Press.
- Gilquin, G. (2008). Hesitation markers among EFL learners: pragmatic deficiency or difference? In J. Romero-Trillo (Ed.), *Pragmatics and Corpus Linguistics: A Mutualistic Entente* (pp. 119-149).

- Berlin: Mouton de Gruyter.
- Gilquin, G., & De Cock, S. (2011). Errors and disfluencies in spoken corpora: setting the scene. *International Journal of Corpus Linguistics*, 16(2), 141-172.
- Goffman, E. (1972). *Interaction Ritual: Essays on Face-to-Face Behaviour*. London: Allen Lane The Penguin Press.
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and Semantics. Vol. 3: Speech Acts* (pp. 41-58). New York: Academic Press.
- Haga, Y., Sasaki, M., & Kadokura, M. (1996). *Aimaigo Jiten [Vague words dictionary]*. Tokyo: Tokyodo Shuppan.
- Harrington, K. (2008). Perpetuating differences? Corpus linguistics and the gendering of reported dialogue. In K. Harrington, L. Litosseliti, H. Sauntson, & J. Sunderland (Eds.), *Gender and Language Research Methodologies* (pp. 85-102). Basingstoke: Palgrave Macmillan.
- Hasselgren, A. (2002). Learner corpora and language testing: smallwords as markers of learner fluency. In S. Granger, J. Hung, & S. Petch-Tyson (Eds.), *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching* (pp. 143-173). Amsterdam: John Benjamins.
- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Izumi, E., Uchimoto, K., & Isahara, H. (2004). *Nihonjin 1200 nin no Eigo Supiikingu Koopasu [A Spoken Corpus of 1200 Japanese-Speaking Learners of English]: The NICT JLE Corpus*. Tokyo: Alc.
- Jinnouchi, M. (2006). Bokashihyogen no nimensei-chikadukanai hairyo to chikaduku hairyo [Two-sidedness of vague expressions-consideration to keep a distance and one to get closer]. In The National Institute for Japanese Language and Linguistics (Ed.), *Gengokoudou ni okeru "Hairyō" no Shosou ["Consideration" in Linguistic Behaviors]* (pp. 115-131). Tokyo: Kurosio Publishers.
- Jucker, A. H., Smith, S. W., & Lüdge, T. (2003). Interactive aspects of vagueness in conversation. *Journal of Pragmatics*, 35(12), 1737-1769.
- Lauwereyns, S. (2002). Hedges in Japanese conversation: the influence of age, sex, and formality. *Language Variation and Change*, 14, 239-259.
- Lazaraton, A. (2002). *A Qualitative Approach to the Validation of Oral Language Tests*. Cambridge: Cambridge University Press.
- Luk, J. (2010). Talking to score: impression management in L2 oral assessment and the co-construction of a test discourse genre. *Language Assessment Quarterly*, 7(1), 25-53.
- MEXT. (2015). *Seito no eigoryoku koujou suishin puran [Plan for promoting to improve students' english language proficiency]*. Retrieved from http://www.mext.go.jp/a_menu/kokusai/gaikokugo/_icsFiles/afieldfile/2015/07/21/1358906_01_1.pdf
- Murphy, B. (2012). Exploring response tokens in Irish English — a multidisciplinary approach: integrating variational pragmatics, sociolinguistics and corpus linguistics. *International Journal of Corpus Linguistics*, 17(3), 325-348.
- O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From Corpus to Classroom: Language Use and Language Teaching*. Cambridge: Cambridge University Press.
- Osborne, J. (2011). Fluency, complexity and informativeness in native and non-native speech. *International Journal of Corpus Linguistics*, 16(2), 276-298.
- Overstreet, M. (1999). *Whales, Candlelight, and Stuff Like That: General Extenders in English Discourse*. Oxford: Oxford University Press.
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-

- taking for conversation. *Language*, 50(4), 696-735.
- Scott, M. (2010). *WordSmith Tools Version 5*. Liverpool: Lexical Analysis Software.
- Seedhouse, P. (2012). What kind of interaction receives high and low ratings in Oral Proficiency Interviews? *English Profile Journal*, 3(e2).
- Tagliamonte, S. A., & Denis, D. (2010). The stuff of change: general extenders in Toronto, Canada. *Journal of English Linguistics*, 38(4), 335-368.
- Terraschke, A., & Holmes, J. (2007). "Und tralala": vagueness and general extenders in German and New Zealand English. In J. Cutting (Ed.), *Vague Language Explored* (pp.198-220). Basingstoke: Palgrave Macmillan.
- Trappes-Lomax, H. (2007). Vague language as a means of self-protective avoidance: tension management in conference talks. In J. Cutting (Ed.), *Vague Language Explored* (pp. 117-137). Basingstoke: Palgrave Macmillan.
- van Lier, L. (1989). Reeling, writhing, drawling, stretching, and fainting in coils: oral proficiency interviews as conversation. *TESOL Quarterly*, 23(3), 489-508.
- Watanabe, T. (2011). Functions of *and so on* and *or something (like that)* spoken by Japanese learners of English at different speaking proficiency levels in a learner corpus. In R. M. Millar & M. Durham (Eds.), *Applied Linguistics, Global and Local: Proceedings of the 43rd Annual Meeting of the British Association for Applied Linguistics: 9-11 September 2010: University of Aberdeen* (pp. 363-373). London: Scitsiugnil Press.
- Watanabe, T. (2015). A corpus-based study of the use of English general extenders spoken by Japanese users of English across speaking proficiency levels and task types. Unpublished PhD thesis, University of Edinburgh.
- Winter, J., & Norrby, C. (2000). Set marking tags- 'and stuff.' In J. Henderson (Ed.), *Proceedings of the 1999 Conference of the Australian Linguistic Society* (pp. 1-9).
- Young, R. F. (2002). Discourse approaches to oral language assessment. *Annual Review of Applied Linguistics*, 22, 243-262.
- Young, R. F. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning Volume II* (pp. 426-443). Abingdon: Routledge.

(渡邊 知子 現代教養学科)