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Discourse-pragmatic functions of *like* in spoken discourse

Diskurzně-pragmatické funkce slova *like* v mluveném projevu

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The present thesis is divided into ten chapters, Chapter 1: Introduction, Chapter 2: Theoretical background, Chapter 3: Data and methodology, Chapter 4: Quantitative analysis, Chapter 5: Qualitative analysis, Chapter 6: Discussion, Chapter 7: Conclusion, Chapter 8: References, Chapter 9: Sources, and Chapter 10: Appendix.

Chapter 1: Introduction

The first chapter concisely introduces the examined phenomenon and explains why it has been widely researched. Subsequently, I clarify the motivation to conduct the present research and describe the expected contribution of the outcomes. The examined phenomenon is the word *like*—a multifunctional, omnipresent feature of spoken English. Although the propositional functions of *like* (e.g. verb, adjective, conjunction) are also discussed in the theoretical part of the present thesis, the research focuses on those functions of *like* that do not contribute to the propositional content of the utterances in which they appear (1a–d).

> (1) a. S0439: I am very British in my emails I think ***like*** I'm very not formal
> but I'm very like nice […]
>
> (BNC2014)
>
> b. S0202: it's such a weird colour it's ***like*** brown and then black and white
> […]
>
> (BNC2014)
>
> c. S0331: >>how to make of the worst soups ever
> S0331: that's your bag ***like***
>
> (BNC2014)
>
> d. S0235: erm (.) but yeah he was like (.) no he's Romanian I was ***like*** no he's not
>
> (BNC2014)

The present research does not aim to prove the legitimacy of such usage of the word *like* in English, as this has already been done before (e.g. Andersen, 2001; Schweinberger, 2014; Beeching, 2016; D'Arcy, 2017; inter alia). The previous studies have analysed various aspects of the discourse-pragmatic *like*, including its syntax (e.g. D'Arcy, 2005; 2017), its historical development and grammaticalisation (e.g. Meehan, 1991; Romaine & Lange, 1991; Buchstaller, 2001; Fleischman & Yaguello, 2004; D'Arcy 2017), or its various discourse and pragmatic functions (e.g. Schourup, 1983; Underhill, 1988; Blyth et al., 1990; Romaine & Lange, 1991; Miller & Weinert, 1995; Andersen, 2001; Columbus, 2009; Fox & Robles, 2010; Diskin, 2017; inter alia).

The present thesis capitalises on the availability of new, contemporary, spoken data (2012–2016), represented by the Spoken BNC2014 (BNC2014). The data offered by the BNC2014 are directly comparable with those offered by its predecessor, the original Spoken

BNC1994DS (BNC1994DS), which contains data collected in the late 1980s to early 1990s. These two corpora allow for conducting a "short–term diachronic comparable corpus linguistic [research]" (Leech et al., 2009: 28–29), combining the approaches typical of corpus linguistics (quantitative analysis) and pragmatics (qualitative analysis). The present thesis aims to provide insight into the changes in the usage of the word *like* that have occurred in the approximately 25-year period separating the data in the two corpora of spoken British English.

Chapter 2: Theoretical background

The second chapter of the present thesis is divided into seven sections. It includes not only a description of the essential theoretical background but also a discussion of the previous findings, especially regarding the grammaticalisation of *like*. The theoretical chapter aims to present an all-embracing yet concise account of the past, present, and to some extent, the future of the discourse-pragmatic *like*.

Section 2.1 attempts to anchor the uses of *like* that lack propositional meaning in the vast heterogeneous field of terminology previously used to address them. Among all the possible choices, I have decided to follow Pichler (2013) based on her exhaustive and meticulously worded description of the "discourse-pragmatic features" of language that fits the present research. These features are described as follows:

> a formally heterogeneous category of syntactically optional elements which make little or no contribution to the truth-conditional meaning of their host units and – depending on their scope, linguistic co-text as well as sequential, situational and cognitive context – perform one or more of the following macro-functions: to express speaker stance; to guide utterance interpretation; and to structure discourse. (Pichler, 2013: 4)

Like performs all the "macro-functions" mentioned above. Its various uses may be subsumed under distinct, more general categories based primarily on its syntactic position and the scope of its effects. As a result, the present study distinguishes four main uses of *like*: the discourse marker (DM), the clause-medial pragmatic marker (PMM), the clause-final pragmatic marker (PMF), and the quotative marker (QM). These four uses are collectively addressed as discourse-pragmatic (D-P) uses/functions of *like*.

Section 2.2. deals with the environment in which the D-P *like* is most appropriately and effectively employed. The D-P *like* has been described as "non-standard" for quite a long time. However, as mentioned by Huddleston & Pullum (2002: 6), it is crucial not to confuse "informality with ungrammaticality," which is an issue stemming from the clash of descriptivism with prescriptivism. The D-P *like* has been established as a typical feature of spoken, informal discourse, a domain in which it thrives. However, once *like* breaches into

more formal registers, its usefulness and the related frequency of occurrence turn into an annoyance eliciting negative evaluations of those who use it.

Section 2.3. is divided into three sub-sections and provides an overview of the propositional and discourse-pragmatic uses of the word *like*. Section 2.3.1 describes the propositional functions based mainly on data from the 3rd edition of the Oxford English Dictionary Online (OED3 Online). The propositional uses include a verb, noun, adjective, adverb, preposition, conjunction, suffix, comparative complementiser, adverb of approximation with numerical expressions, and *like* as a part of general extenders. The definitions and the examples in Table 1 are taken from the OED3 Online if not stated otherwise. In contrast, the description of the repertoire of the discourse-pragmatic functions is based on selected previous studies and offered in Section 2.3.2. As for the D-P uses of *like,* it is essential to note that due to the high dependence of these uses and their interpretation on the surrounding context, it is impossible to provide a complete list of all the possible functions *like* may perform.

Function	Meaning (remarks)	Example
Verb	to take pleasure in or be pleased by something	Kincaid **likes** the geisha aesthetic.
	to want or prefer something to be, to do, or to happen	What's wrong with a nice cup and saucer, I'd **like** to know!
	to express approval of or support for by clicking on a particular icon	Be sure to **like** us on Facebook for regular updates.
Noun	something of the same kind as that previously mentioned or implied	[...] you never saw **the like**.
	predilection for something	We knew their foibles, their **likes** and dislikes.
		Your **likes** on Facebook say so much about you.
Adjective	similar; resembling; alike	Politicians are **like** babies' nappies [...]
		What will the human of the future be **like**?
		[...] but in my experience groups **of like** ability do not produce the best or most imaginative work.[1]
	probable/likely	No such plain-dirt evidence of efficiency is **like** to matter.
	appropriate, suitable (dialectal)	It's **mair liker** it tae wear a kilt tae yer waddin'.
Adverb	in the manner of or in the same way as	If computers are organised more **like** brains, will they behave more **like** brains?
		Like a yodel, it carried through the cluster of her neighbours' houses.
		The Abbess—it must be— was dressed **like to** the lesser nuns.
	to the same degree	You have heard me say often enough to the victims in **like** unhappy affairs, that I will not turn out of my way.
	to a high degree	Your back aches **like** mad.
	approximately	Caleb is a little boy. He is **like** three years old.[2]
Preposition	in the same way as; as in the case of	He, **like** the rest of the department, is in Bar Zero...
	exemplifying typical instances of the specified type (such as)	Other Russian currency types for sale, **like** the poltinas and tympfs, are as obscure.

Table 1: Overview of the propositional uses of like

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[1] Example supplied by the BNC1994, written component.
[2] Example supplied by D'Arcy (2017:10)

Function	Meaning (remarks)	Example
Conjunction	in the manner that or just as (as)	[…] we were supposed to work at the plant and learn the ropes from the bottom up, *like* Dad had done.
	introducing suppositions (as if)	They ran away to get married, *like* she was a princess and he was a commoner.
	in the way that	*Like* we said, it's free.
Suffix	similar to or characteristic of (noun > adj.)	The prevalence of **schizophrenia-like** symptoms is increased with traumatic brain injury.
	similar to or characteristic of (adj. > adj.)	Always real **skinny-like**, he's a stick figure now […]
	in the manner of / so as to resemble (noun/adj. > adv.)	[…] sitting **Buddha-like** in the alcove of a cash machine.
	in an adv.-like manner or with the appearance of being adv.-like (adv. > adv.)	'Erm, not sure,' I say, **cagey-like**.
Comparative complementizer[3]	similarity or comparison (as if, as though, that)	This **sounds like** I'm talking about myself an awful lot.
A part of general extenders[4]	similarity or comparison (and/or + vague noun/pronoun + optional comparative phrase)	I quite like the English food actually I love roasts **and things like that**.

Table 1 (continued): Overview of the propositional uses of like

The main feature separating the propositional and the discourse-pragmatic uses is that the latter do not contribute to the propositional meaning of the utterances in which they appear. As such, they are usually omissible without disturbing their grammatical structure. The present thesis works with four main D-P uses of *like*. These four main functions are distinguished based on their syntactic position and the preferred functional domain in which they operate, following Brinton's (1996: 37–40) approach to discourse/pragmatic markers. Although this section represents a part of the theoretical background, I present the four main D-P functions under labels of my own choice, which are maintained for the remainder of the present thesis. This step was necessary due to the terminological heterogeneity across the previous studies mentioned in Section 2.1.

Functions included under these labels were reported and described in previous studies. They represent a stepping stone in creating the final taxonomy of functions applicable in analysing the datasets extracted from the BNC1994DS and the BNC2014. For the sake of conciseness, I present a simplified overview of the discourse-pragmatic functions of *like* identified in previous studies in Table 2. Examples of the D-P uses are provided in Chapter 5: Qualitative analysis, reflecting the final taxonomy of functions.

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[3] The description and the example supplied by D'Arcy (2017: 7-8).
[4] The description and the example supplied by Overstreet (2019:1).

Main D-P function	Subfunctions	Description of function	Remarks
Discourse marker (DM)	Discourse link	Joins two syntactically distinct units and signals exemplification, illustration, elaboration and clarification (D'Arcy, 2017: 14)	
	Disfluency marker	Marks false starts, self-repairs, repetitions and filled pauses (Andersen, 2001: 254).	
Clause-medial pragmatic marker (PMM)	Marker of non-equivalence	Marks "non-equivalence of what is said and what is meant" (Schouroup, 1983: 31) and signals "the need for loosening or enrichment of concepts encoded by the following linguistic material (Andersen, 2001: 230)	
	Focus marker	Highlights "information which is relatively the most important or salient in the given communicative setting and considered by S to be most essential for A to integrate into his pragmatic information" (Dik, 1997: 326). It may also be used "to put the spotlight on the following piece of information and give it additional rhetorical and dramatic force" (Miller, 2009: 334)	
Clause-final pragmatic marker (PMF)	Marker of non-equivalence	Provides "metalinguistic commentary on the preceding statement … signalling to the listener that the proposition only resembles or approximates reported events" (D'Arcy, 2017: 13)	
	Focus marker	Serves to guide the listener's attention to parts of utterances which the speaker evaluates as especially important. (Schweinberger, 2014: 105)	
	Clearing up misunderstanding	Marks the explanation that possibly counters any "potential inferences, objections or doubts" (Miller & Weinert, 1995: 398).	
	Invariant tag	Provides functions "on par with tag questions such as *eh* or *right*" (Schweinberger, 2014: 111), e.g. "signals that the hearer may now comment on the statement if [they wish]" (Columbus, 2010a: 93) or "emphasises the propositional meaning intended by the speaker, making his or her attitude toward the statement more overt" (2010a: 92).	
Quotative marker (QM)	Thought	Allows the speaker to introduce reported inner monologue, expressing "attitude, reaction, or thought "(Blyth et al., 1990: 215). Usually appears with a 1st person sg. pronoun "I."	
	Speech	Allows the speaker to introduce reported direct speech, expressing "something actually said" (Blyth et al., 1990: 215). Context provides evidence that the quoted material was uttered (e.g. quote followed by another turn, reply, etc.) (Blythe et al., 1990: 223).	
	Enactment	Presents "(mimetic) re-enactments of thoughts, feelings, or attitudes" (Fox & Robles, 2010: 716). Usually appears in a construction "it+be+*like.*"	

Table 2: Overview of the previously reported discourse-pragmatic functions of like

This section, describing the discourse-pragmatic uses of *like,* continues with the discussion regarding *like* used as an infix, as proposed by D'Arcy (2017:9). D'Arcy suggests two examples of this usage (2a–b).

(2) a. Like she's very aware of her feelings but is **un-like-sympathetic** to others. (SCVE/24m/1987; D'Arcy, 2017: 9)

b. And I've been trying to get one **for-like-ever**! (D'Arcy, 2017: 9)

Nevertheless, evidence supporting this innovative use is scarce. The case of tmesis in (2a) is most likely an hapax legomenon. No further examples of similar usage were found in the BNC2014 or elsewhere. The insertion of *like* between the elements constituting the compound "forever,*"* which was "frequently written as either one or two words until the early 20th century" ("forever, adv., n., and adj." *OED3 Online*) allows the speakers to focus and

emphasise the adverb "ever" by inserting the unstressed *like*. However, this is the only attested usage.

The description of the various uses of *like* concludes with Section 2.3.3, introducing the *D-item ratio* (Stenström, 1990: 161-162), which represents a convenient way to convey the relationship between the propositional uses and the discourse-pragmatic uses of an item. I follow Beeching (2016) and use the modified label *D-value* when referring to the proportion of the discourse-pragmatic uses in relation to the propositional uses of the item expressed as a percentage.

Section 2.4 discusses the attitudes towards the various propositional and discourse-pragmatic uses of *like*, which were considered improper, non-standard, and ungrammatical usage at some point in the past. While discussing the past and the present attitudes towards the usage of *like* and towards those who use it on the background of three "illusions" (recency illusion, frequency illusion, outgroup illusion), i.e. concepts presented by Zwicky (2005a, 2005b, 2006), it becomes apparent that various uses of *like* (e.g. conjunction, clause-final pragmatic marker) have been at the centre of criticism for at least two hundred years. The criticism was inherited later by the discourse marker, clause-medial pragmatic marker, and the quotative marker *like*. In this section, I also present evidence from various usage guides and contemporary attitudinal studies, which show that the use of *like* is veiled in several layers of misconceptions and stereotypes. Regarding the negative attitudes towards the D-P *like,* it is often seen as an Americanism and a marker of uneducated, lazy speech (e.g. Blyth et al., 1990; Dailey-O'Cain, 2000). However, the attitudes toward the use of the D-P *like* are not only negative since the speakers who use it are also seen as "attractive, cheerful, friendly" (Dailey-O'Cain, 2000: 73) or even polite (Beeching, 2016: 155).

Section 2.5 is divided into two subsections. Section 2.5.1 introduces the grammaticalisation theory and its employment in the study of the diachronic development of discourse-pragmatic markers. Furthermore, it discusses the suitability of this theoretical framework in addressing the development of the D-P uses of *like* in particular. Using Brinton's (2007: 62) summary of the shifts that apply to the development of discourse-(pragmatic) markers, it is shown that the development of *like* may be approached within the grammaticalisation framework:

- **Decategorialization** (loss of ability to be followed by a prepositional complement ADJ. >ADV./PREP. > DM)
- **Change from open to closed word class** (e.g. ADJ. > ADV./PREP. > DM)

- **Freezing or ossification of form** (it no longer appears in synthetic comparative or superlative)
- **Desemanticization** (no longer primarily conveys the propositional meaning of similarity, e.g. DM, PMM)
- **Shift from propositional to pragmatic meaning** (propositional uses > DM, PMM, PMF, QM)
- **The coding or conventionalisation of invited inferences** (underlying sense of subjectivity when expressing comparison is strengthened to become one of the main senses inferred in specific contexts)
- **Subjectification** (subjectivity implied in the majority of uses – strengthens in the case of PMM, PMF, QM)
- **Divergence** (ADJ. being the source of DM, PMM, PMF, QM)
- **Layering** (new functions do not substitute older ones – ADJ., PREP., DM, PMM, etc. all co-exist)
- **Persistence** (propositional and discourse-pragmatic uses all show traces of the meaning of similarity or comparison)

Section 2.5.2 describes the roots of the D-P *like,* referring to developmental paths proposed in previous studies (Meehan 1991, Romaine & Lange 1991, Fleischman & Yaguello 2004, D'Arcy 2005, 2017). The proposed paths usually begin with the preposition *like*. This is also the case with the most recent path proposed by D'Arcy (2005, 2017). D'Arcy's proposal serves as the basis on which it is shown that a particular terminological disorder that can be resolved using updated data from the OED3 Online bears implications on how the discourse-pragmatic uses of *like* can be approached and disambiguated. It is suggested that the adjectival uses of *like* could represent a more appropriate starting point when reconstructing the historical development of *like* and its D-P functions. Unfortunately, rigorous diachronic research that would allow me to present an updated proposal of the potential network of developmental paths is out of the scope of the present study. Nevertheless, the discussion in the present sub-section might provide a stepping stone for future research.

Section 2.6 briefly describes the preferred syntactic positions for *like*-insertion, represented by the slots before a noun phrase, entering a verb phrase in the slot between the auxiliary and the lexical verb, and preceding a sentence/clause as a whole (e.g. Underhill, 1988; Andersen, 2001). The syntactic position in which *like* appears serves as one of the factors helping to determine its discourse-pragmatic function in a particular context. Therefore, the tokens of *like* occurring in sentence-/clause-initial positions are most likely instances of the discourse marker (DM). In contrast, the clause-medial pragmatic marker (PMM) is expected to occur clause-medially or phrase-internally. The clause-final pragmatic marker (PMF) is expected to occur sentence-/clause-finally, and the rather specific quotative marker (QM) is

characterised by its syntactic position immediately before a material that is evaluated as a quote or generally as an interpretive use of language (Andersen, 2001: 254).

Regarding the scope of the D-P *like*, it most often relates to the element or the proposition immediately following it, whether the particular use is assessed as an instance of a DM, PM, or QM. The DM can also be considered external to the syntactic structure in which it appears. The fourth function, the PMF, is unique in that the orientation of its scope points backwards. Therefore, the material that it targets immediately precedes it.

The last section of the theoretical chapter, 2.7, deals with the motivation that drives the use of the D-P *like* considering the stereotypes and misconceptions surrounding it and the negative associations it elicits. Equivalents to the D-P *like* present in other languages are mentioned, supporting the legitimacy of its presence in spoken discourse. The motivation for employing the D-P *like* despite the negative attitudes towards its users is explained by the "Principle of Least Effort" proposed by Zipf (1949) and the Relevance theory proposed by Sperber & Wilson (1995). It is suggested that speakers will always seek the most effortless ways to express themselves, i.e. to achieve sufficient contextual effects. Simultaneously, the D-P *like* represents a cue, "telling the hearer how an utterance is to be understood, thus reducing the processing effort that the hearer must employ in utterance comprehension" (Andersen, 2001: 33). The multifunctional D-P *like* is a perfect tool performing many jobs, lessening both the production and the interpretation efforts of the participants in an interaction. However, it is crucial to note that the usage of *like* largely depends on the shared contextual background among interlocutors. High levels of shared background knowledge are expected in more informal, casual conversations among familiars. This delimits the territory where using the various D-P functions of *like* will be most successful and likely to elicit positive associations with those who employ them. Using the D-P *like* outside of its preferred territory, i.e. in formal registers, could be considered either stylistically marked usage or a stylistic misstep.

Chapter 3: Data and methodology

The third chapter is divided into three sections. It presents the hypotheses and research questions underlying the present research and describes the methodology and the data used for the purposes of the present thesis. Section 3.1 first introduces the main hypothesis the present thesis attempts to test. It is hypothesised that the marked increase in the relative frequency of the word *like* in the BNC2014, apparent in comparison with the BNC1994DS, has been caused by the D-P functions and especially by the innovative quotative marker *like.* Additionally, it is

hypothesised that new discourse-pragmatic functions may be observed in the BNC2014 data. Based on the above-described hypotheses, the present thesis aims to find answers to the following research questions:

1. The frequency of *like* in spoken discourse seems to be rising significantly. Is the increase caused by the discourse-pragmatic uses of *like*?
2. Which discourse-pragmatic functions of *like* show the most substantial growth?
3. Is the rising frequency the only change? Does *like* acquire new functions in discourse?
4. What are the possibilities of employing *like*?

Section 3.2 mainly focuses on the corpora employed in the present thesis. Nevertheless, it also briefly mentions the other options available for research of spoken British English in the first sub-section, 3.2.1. Section 3.2.2 describes in detail the corpora that were ultimately selected for the present research, i.e. the demographically sampled component of the original Spoken BNC1994DS and its successor, the Spoken BNC2014. The corpora are described regarding their size, content and composition. Finally, the advantages and disadvantages surrounding the two selected corpora are discussed. The main disadvantage stems from the overall composition of the BNC2014 exhibiting an unbalanced representation of various speaker groups. Therefore, although the Spoken BNC2014 was designed to be directly comparable with the demographically sampled component of the Spoken BNC1994, the situation is not ideal. This must be accounted for when making conclusions whose validity should extend beyond the two corpora.

Section 3.3. describes the multifaceted methodology employed in the present thesis. It is subdivided into four sections. Section 3.3.1 describes the data extraction process, highlighting the necessity to properly randomise the outputs obtained from the two corpora accessed through the CQPweb interface. It also prefaces the process leading to obtaining the final 500-token datasets from each corpus. Section 3.3.2 describes the data editing process, which concerns eliminating the propositional functions of *like* as described in Section 2.3.1., and the mistagged, incomplete, unidentifiable, or mistranscribed tokens of *like*, leaving only the relevant D-P uses.

Section 3.3.3 describes the qualitative analysis methodology, providing an in-depth description of the four main D-P functions of *like,* building on the theoretical background presented in Chapter 2. Four main discourse-pragmatic categories were expected to be found in the data: a discourse marker, a clause-medial pragmatic marker, a clause-final pragmatic marker, and a quotative marker. These categories and their subfunctions are based mainly, but

not exclusively, on previous research by Schouroup, 1983; Underhill, 1988; Miller & Weinert, 1995; Andersen, 2001; Schweinberger, 2014; and D'Arcy, 2017. The criteria for distinguishing among the four main discourse-pragmatic functions include the syntactic properties of *like*, the element it targets, the context in which it appears, and also the possibility of being omitted without affecting the grammaticality and propositional content of the utterance. The qualitative analysis was conducted in two steps. Firstly, the main category membership was assigned to each of the 1000 tokens comprising the datasets. The flowchart in Figure 1 was used to facilitate the assessment.
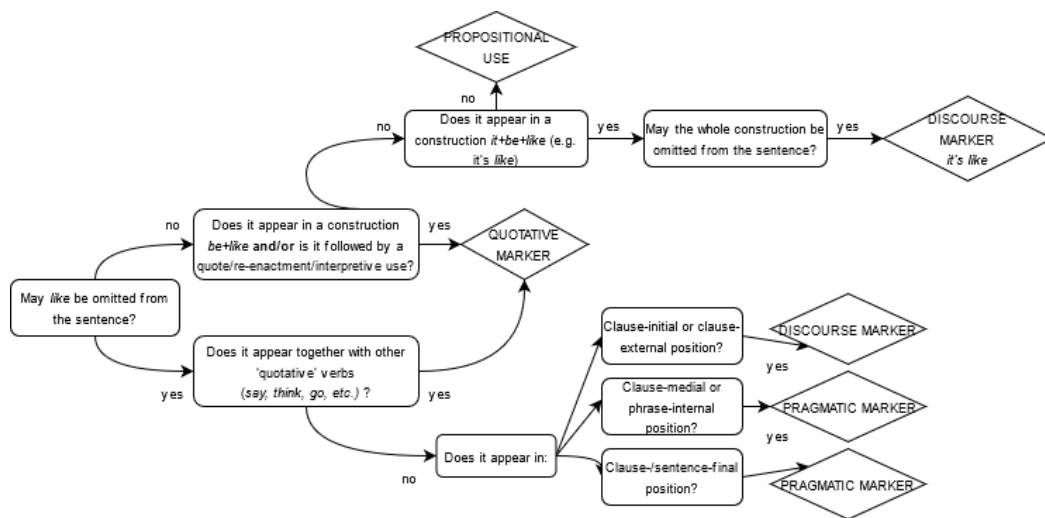

Figure 1: Flowchart facilitating the assignment of the main D-P functions

Secondly, a fine-grained analysis of the specific discourse pragmatic uses was conducted within the four categories, according to the methodology described in the present section. It is worth noting that each of the four main categories required its own subfunction assessment methodology. To ensure the replicability of the present approach and as consistent and accurate assignment of function as possible, the present section includes examples drawn from the employed corpora, sample analyses, and suitable paraphrases, making the D-P function of *like* more explicit, where appropriate. The present section concludes with the results of the inter-rater agreement testing, which was conducted to verify the consistency and applicability of the employed coding scheme and classification. The flowchart (Figure 1) aiding assessment of the D-P uses of *like* was also used for the test, guiding the second rater to make as accurate and consistent decisions as possible.

The agreement reached after two tests is relatively low, based on Gwet's AC1 (AC1 = 0.67, $p < 0.001$) and Cohen's κ (κ = 0.64, $p < 0.001$)[5]. Both values are interpretable as being at the low cut-off point of what would be considered an agreement. Generally, the value of agreement is recommended to be 0.80 and more (Krippendorff, 2012; Landis & Koch, 1977). However, it has also been suggested, for example, by Popping (2019), that "the acceptable level of agreement depends on the actual research situation. Some tasks are in some way more difficult than other tasks, and therefore, it might be that one should already be satisfied with a lower amount of agreement" (2019: 64). Considering that assignment of the D-P functions to tokens of *like* based only on the written transcripts, is a very complex task, the agreement reached has been accepted as sufficient.

Section 3.3.4. offers the methodology employed in the quantitative analysis of the data, including the statistical methods used to assess the significance and effect size of the obtained results. The significance of the results is determined using the log-likelihood statistical measure, and the effect size of the differences is expressed with the Log Ratio (Hardie, 2014) effect size measure. Both were calculated using the online "Log-likelihood and effect size calculator"[6] (Rayson, 2016).

Section 3.4 describes the disadvantages of the chosen approach, which mainly includes the issue of pseudoreplication, which refers to the situation where "multiple samples from one experimental subject or one experimental stimulus are treated as independent data points in statistical analyses" (Winter, 2011: 2137). It manifests in the fact that the 1000 tokens of the D-P *like* examined for the purposes of the present thesis, do not represent 1000 independent data points concerning the speakers who have contributed them in the corpora and, by extension, in the datasets. Section 4.1 of the quantitative analysis discusses this issue concerning the examined phenomenon (the D-P *like*) and the employed methodology in more detail, suggesting further caution in interpreting and extrapolating the results beyond the examined datasets. Other issues concern the inevitable subjectivity involved in the qualitative analysis of the two datasets and questions regarding the representativeness of the two corpora in general, as described in Section 3.2.2.

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[5] The statistical tests were performed using the online application created by K. Gwet, available at: https://agreestat360.com/
[6] Available at: http://ucrel.lancs.ac.uk/llwizard.html

Finally, the last section, 3.5, comments on the approach to the twofold analysis of the datasets and describes the relatively non-standard structure of the analysis, which is divided into two standalone chapters.

Chapter 4: Quantitative analysis

The fourth chapter is dedicated to the quantitative analysis of the extracted data and is divided into four sections. The quantitative analysis is presented before the qualitative analysis since it presents the overall state of affairs regarding the D-P *like* at the two points in time as represented by the two corpora. However, it is worth noting that, in reality, the qualitative analysis preceded the quantitative one.

Section 4.1 describes the two examined datasets regarding the individual speakers featured within them. The present research design focused on a particular linguistic item, the nature of the examined phenomena, and the composition of the corpora, among other factors, have prevented to control for the individual speaker variable. The fact that 1000 individual speakers did not contribute the 1000 tokens of the D-P like in the final datasets represents the issue of pseudoreplication and must be borne in mind when interpreting and generalising the results.

Section 4.2 discusses the composition of the datasets. Firstly, it describes the synchronic situation, describing the examined datasets separately, and secondly, it compares the outcomes, approaching the data diachronically. The sampling process results yielding the two 500-word datasets can be used to estimate the proportions of the propositional and D-P uses of the word like in the two corpora. The BNC1994DS contains 21 917 tokens of the word *like*. One of the aims of the present section was to determine what proportion of these tokens represents the discourse-pragmatic uses of *like* and what proportion represents the propositional uses. Based on the sampling method, the D-P uses of *like* were estimated to occur in proportions ranging from 20.59% to 22.30% in the examined samples. This means that in the BNC1994DS, from the total of 21917 tokens of the word *like,* the D-P uses will be represented by a value between 4513 to 4887 tokens. To be able to make other calculations, I work with the mean value of these intervals, which is 4693 tokens. Based on this, the D-P *like* can be estimated to occur in the BNC1994DS with the relative frequency of 935.89 i.p.m.

Looking at the BNC2014, the corpus contains a total of 157 425 tokens of the word *like*. Using the same data extraction method revealed that in the newer corpus, the proportion of the D-P uses of *like* is estimated to fall within the range of 57.85% and 67.58%. It means that the absolute frequency of the D-P *like* will fall between 91 070 to 106 388 tokens. Working

again with the mean value, the D-P *like* is estimated to occur in the BNC2014 with the absolute frequency of 98 145 tokens and a relative frequency of 8592.19 i.p.m.

	Tokens of *like in the corpus*		D-P *like*			Irrelevant tokens of *like*		
	(N)	(RF)	Estimated (N)	Estimated (RF)	%	Estimated (N)	Estimated (RF)	%
BNC1994DS	21917	4 370.59	4 693.15	935.89	21.41%	17223.85	3434.7	78.59%
BNC2014	157425	13 781.868	98145.26	8592.19	62.34%	59279.74	5189.68	37.66%
LL	33450.99		44440.01			2442.31		
Log Ratio	1.66		3.20			0.66		

Table 3: BNC1994DS vs BNC2014 – estimated distribution of tokens

Comparing the results presented above, it is apparent that the proportion of the D-P *like* tokens in the BNC2014 has markedly increased. Therefore, the results support the hypothesis that the increase in the use of the discourse-pragmatic uses of *like* has caused the increase of the word form in the BNC2014. Regarding the D-value of *like* (i.e., the ratio of its propositional uses compared to the discourse-pragmatic uses) has increased from 21.41% in the BNC1994DS to 62.34% in the BNC2014.

Section 4.3 provides the outcomes of the quantitative analysis regarding the four main D-P functions of *like*. It has been hypothesised that the most significant increase in the frequency of occurrence will be observed in the D-P category of the quotative marker. Based on the results, the relative frequency of the QM is estimated to have increased from 39.28 i.p.m. in the BNC1994DS to 1890.29 i.p.m. in the BNC2014 (LL = 13938.47; Log Ratio = 5.59). This means that the QM is estimated to occur in the BNC2014 with a relative frequency that is 48 times higher than the relative frequency in the BNC1994DS. Table 3 provides data regarding the proportions and relative frequencies of the D-P functions of *like* in the datasets and the corresponding LL values together with the Log Ratio effect size statistic.

	BNC1994DS		BNC2014				BNC1994DS	BNC2014		
D-P function	N	%	N	%	LL	Log Ratio	Estimated (RF)	Estimated (RF)	LL	Log Ratio
Discourse marker (DM)	193	38.6	177	35.4	0.69	0.12	361.34	3041.60	15171.66	3.07
Clause-medial pragmatic marker (PMM)	188	37.6	192	38.4	0.04	0.03	351.97	3299.42	17206.92	3.23
Clause-final pragmatic marker (PMF)	98	19.6	21	4.2	54.06	2.22	183.46	360.86	393.83	0.98
Quotative marker (QM)	21	4.2	110	22	66.28	2.39	39.285	1890.29	13938.47	5.59
TOTAL	500	100	500	100			936	8592		

Table 4: BNC1994DS vs BNC2014 – D-P functions and their proportions and estimated RFs

Comparing the proportions of the discourse marker and the clause-medial pragmatic marker between the two datasets reveals remarkable constancy, which suggests that the two functions can be considered staples of the discourse-pragmatic repertoire of the speakers

featured in the datasets. However, looking at the estimated absolute frequencies calculated based on the proportions in the two datasets, these two functions also show a notable increase, multiplying their presence in the BNC2014 more than eight times compared to the BNC1994DS. The clause-final pragmatic marker, a feature of spoken language typical of northern varieties of British English, Scottish English, and Irish English, exhibits development in the opposite direction. The proportion in the dataset has markedly decreased from 19.6% in the BNC1994DS to 4.2% in the BNC2014. The PMF has been previously described as "obsolescing" (D'Arcy, 2005:5). However, even though the proportion of the PMF has decreased, looking at the estimated relative frequencies of the PMF shows that this use occurs in the BNC2014 with RF (183.46 i.p.m.) that is almost two times (LL = 393.83; Log Ratio = 0.98) the RF estimated for the BNC1994DS (360.86 i.p.m.). Therefore, it might be concluded that in the mid2010s, all the examined D-P uses were thriving.

Chapter 5: Qualitative analysis.

The fifth chapter is focused on the qualitative analysis of the data, and it is divided into five sections. Each of the four main D-P functions is described in a separate section whose organisation and structure are unique to the D-P use described therein. Despite that, if possible, each section discusses the clusters in which like occurs and concludes by comparing the results and observations between the two corpora. Finally, the fifth section summarises the findings of the qualitative analysis. The qualitative analysis approached the two datasets, each containing 500 tokens of the D-P *like* and first categorised the individual occurrences among the four main D-P functions. Subsequently, the tokens were analysed within the individual D-P functions, assigning various category-specific subfunctions. Due to the length and complexity of the present chapter, I present the results of the qualitative analysis in an overview provided by Table 4. It is built on the theoretical account presented in Section 2.3.2. of the present thesis and provides a refined taxonomy of D-P uses of the word *like*. It is followed by a selection of relevant examples from the examined datasets illustrating the most salient uses.

Main D-P function	Position		Subfunction	Description of function	Remarks
Discourse marker (DM)	Clause external, clause-initial		Discourse link (Section 5.1.1)	Provides cues regarding the relation of two (adjacent) discourse segments	Signals relations such as elaboration **(3a)**, exemplification **(3b)**, and clarification **(3c)**. It may be accompanied by connectives (*and, but, cos,* etc.)
			Topic organisation marker (Section 5.1.2)	Provides cues regarding topic organisation and orientation	Can introduce a new topic, mark the return to the previous topic after a digression, or mark the digression **(4)**.
			Disfluency marker (Section 5.1.3)	Provides cues regarding the speaker's planning and thought processes and associated disfluencies	Marks false starts **(5a)**, self-repairs **(5b)**, repetition **(5c)**; fills potential pauses **(5d)**. Serves an evincive function. It may be accompanied by other DMs or unfilled/filled pauses (*um, er,* etc.).
Clause-medial pragmatic marker (PMM)	Clause-medial, phrase internal		Focus marker (Section 5.2.1)	Provides cues facilitating the interpretation of the speaker's utterance.	Marks the **following** linguistic material as the most salient for the interpretation of the speaker's meaning **(6a)**. It can specifically mark intensification **(6b)** or exemplification **(6c)**.
			Marker of non-equivalence (Section 5.2.2)		Marks the **following** linguistic material as requiring non-literal interpretation based either on enrichment **(7a)** or loosening **(7b)** of meaning.
Clause-final pragmatic marker (PMF)	Clause-final / sentence-final	Speaker-oriented functions	Focus marker – clearing up misunderstanding (Section 5.3.1.1)	Provides cues facilitating the interpretation of the speaker's utterance.	Marks the **preceding** linguistic material as salient for the interpretation of the speaker's utterance. Serves to clear up a potential misunderstanding **(8a)**.
			Focus marker – emphasis (Section 5.3.1.2)		Marks the **preceding** linguistic material as salient for the interpretation of the speaker's utterance. Emphasises the attitude or illocutionary force **(8b)**.
			Marker of non-equivalence (5.3.1.3)		Marks the **preceding** linguistic material as requiring non-literal interpretation based either on enrichment or loosening **(9)** of meaning.
		Hearer-oriented functions	Invariant tag – checking understanding (Section 5.3.2.1)	Explicitly involves the hearer in the interpretational process	Serves to check understanding with the hearer **(10a)**.
			Invariant tag – requesting confirmation (Section 5.3.2.2)		Serves to request confirmation of the speaker's assumptions **(10b)**
Quotative marker (QM)	Preceding quoted material		Reporting actual speech (Section 5.4.1)	Provides cues facilitating the interpretation of the following linguistic material as representing a quotation	Marks reports of actual speech **(11a)** of self and others. Usually occurs in the construction "I/he/she was *like.*"
			Reporting thoughts, inner monologues, attitudes (Section 5.4.2)		Marks reports of thoughts, inner monologues, attitudes and mental processes **(11b)** of self and others. Usually occurs in the construction "I +was+*like.*"

Table 5: D-P like – overview of functions

(3) a. PS0LK: Yeah. Well I I want mine permed really for the wedding. I fancy one of these spirally type perms.
PS0LR: Yeah. How do you do that?
PS0LK: <u>It's just the way they roll the curler on so I've been told but erm whether it's simple as that or not I don't know.</u> Mm. You know, *like* <u>they'd have to put a bit of a twist in it I suppose. So it sort of comes out sort of ringlets</u>
PS0LR: Yeah.
PS0LK: <u>rather than a curl.</u> I dunno, I'm gonna try and see if er if Sarah will do it for me. […]

(BNC1994DS)

b. PS0ED: I was good at English, history, sport
[…]
PS0EB: You remind me of bit, eh, you're like a bit what Joanne 's like, except Joanne 's better at maths but <u>she's not very good at English</u>, *like* <u>when they were doing Animal Farm, I had to explain that it was a parody of the Russian revolution and everything and she just sat there with her mouth open.</u>

(BNC1994DS)

c. S0644: erm (.) anyway so that just through an absolute spanner in and by the time it got round to doing the work I got fifty percent which is the minimal pass you can get
S0644: so but and the reason I got that partly is cos you know they do plagiarism now? *like* <u>they can scan your work to see if it's plagiarised </u>mine was forty percent plagiarised which again was the maximum
S0607: >>oh no

(BNC2014)

(4)   S0115: >>I really love Back To The Future it's one my favourites yeah
S0037: my nana used to have like a little cabinet and she would like (.) *like* <u>when we were younger cos obviously there's a bit of a gap between me and like me and Tom and then our other cousins (.) so we had like a bit where we were like the only kids if you know hat I mean and like (.)</u> **so** when we were younger there would be like crayons and stuff in there but then as we got older it was like uh The Land Before Time (.) back To The Future

(BNC2014)

(5) a. S0235: >>so he could just do whatever he wanted so he was like he would swear <u>he would purposely</u> *like* <u>so he was this real</u> he should've been a really smart kid who
S0235: who worked really well because he had no friends and his library was
S0198: >>he was the other end of that

(BNC2014)

b. S0520: well not he knows that he does it but he refuses to be apologetic and he refuses to try and change
S0519: mm
S0520: the way that he works and that's not as cool because we've all changed the way that we work you know <u>some some</u> *like* <u>all</u> of us have our things like – ANONnameF can be too bossy

(BNC2014)

c. S0037: like this one says use three and three quarter nee- needles (.) but I don't know what size that needle is (.) I can't remember (.) I've bought that many
S0115: well if this is six point six then (.) so if this is six then that this one that one's probably like sort of half it's probably three isn't it?
S0037: >>yeah <u>I know (.) but they go in</u> ***like*** <u>I I know but they go in like</u> quarter (.) like three and three and three quarters three and one quarter three and a half

(BNC2014)

d. S0037: just do like more different things (.) although your mam will just want a hundred million thousand vegetables to pour pour all on her plate a big mountain with like a massive turkey on the top but (.) I dunno I think if Iwas (.) I dunno I just think uh I think it would be good to do different things <u>(.)</u> ***like*** <u>I dunno</u> what about like (.) okay I don't like asparagus […]
S0115: but uh yeah you said uh cauliflower cheese uh broccoli? Cheese? Uh carrots (.) carrot (.) roasted what d' you say uh carrot uh what 's a carrot dish? I don't know any carrot dishes to be honest uh (.) apart from carrot cake […]

(BNC2014)

(6) a. S0254: >>no it was about cos it must have been about quarter past seven cos I was never have got up bef- before seven
S0253: but bear I mean I guess I mean it wasn't I used to get up at half six for school sometimes earlier but then (.) but then the thing is that sometimes like you have to remember for me it was only we we had to leave for school at quarter to nine (.) to get to --ANONplace from ours
S0254: yeah
S0253: and sometimes like my parents would drive so it was like we'd just get to school at like ten to nine so like to be up at
S0254: >>yeah no I
S0253: >>so we had
S0254: >>think I 'm talking about ***like*** (.) <u>high schools</u>

(BNC2014)

b. S0530: I just love the experience of it
S0529: mm (.) so do I
S0530: like sitting there and it's all fancy
S0529: >>although our cinema's ***like*** <u>really tiny</u> it's so annoying

(BNC2014)

c. S0380: yeah I feel like a lot of like expensive restaurants are not even that good
S0326: yeah
S0380: because they just like they have to use like ingredients which are like kind of expensive like they just throw ***like*** <u>truffle oil</u> on everything and shit

(BNC2014)

(7) a. PS04Y: [unclear] that's Chinese isn't it and the kimono for the Japanese and her a a sash
PS04U: Was the
PS04Y: round the middle?
PS04U: yes, it's
PS04U: yes and they wear a sort of ***like*** <u>a back thing</u> on the back, is that Chinese?
PS04Y: Oh yes, that's, that's Japanese.

(BNC1994DS)

b. S0336: >>it wasn't very nice and erm (.) so we were like running around so by the time I got
S0336: there everybody cos obviously we had to be seated by half past two so I got there at like twenty-five to everybody was already seated I'm *like* <u>baking hot</u> by this point cos I've just like ra-
S0346: >>yeah and the stress as well
S0336: >>I basically just like walked a mile in like yeah horrible erm and - ANONnameF was like oh did you get your photo done? well no because I was just running

<div align="right">(BNC2014)</div>

(8) a. PS01A: You know what I mean. Instead of having all these different mortgage companies, Abbey National and that, the government have er, have er, a whatsname to do it, they're wouldn't be half and a quarter. I mean, it happens all over the world, you know, in in the in the especially in the whatsname countries.
PS01F: I know.
PS01A: Communist countries. Everything's owned by the by the government and er, <u>I know it's not a right good thing,</u> *like*, but if it could work properly, it would be a damn good thing.

<div align="right">(BNC1994DS)</div>

b. PS18E: <u>Where's er where's</u>
PS18H: Yeah .
PS18E: <u>Paddy Ashdown from</u> *like*?
PS18H: He's er
PS18H: Irish .
PS18E: From Galway I think he is.

<div align="right">(BNC1994DS)</div>

(9) PS1C1: You can't compromise your feelings just because of the money.
PS1JP: Yeah. But I mean it's not just that, <u>she's killing herself for the job</u> *like*! Sa, she her eyes are getting blacker every time and she she just seems to be in her books all the time, and everything now. I mean, she doesn't stop work, she never stops work! She goes on and on and on!
PS1C1: Well when you're being paid for doing a job that's the price you pay if you want to keep in work.

<div align="right">(BNC1994DS)</div>

(10) a. S0421: and he's quite existential so within existentialism it's erm (.) like about being and well you know like existence like <u>what why are we why do we exist</u> *like*?
S0423: so do you have to understand a bit about that philosophy to understand the book?

<div align="right">(BNC2014)</div>

b. S0661: yeah but most of the work can be done
S0663: >>sh- (.) up here?
S0661: >>while she's up here (.) and she's got her studio space w- in that college where she can work on whatever –UNCLEARWORD thing
S0663: >>oh yeah yeah that's good that's so will that?
S0662: >>well it's a space that she's got to work in (.) that she n- she's d- <u>she's there now anyway</u> *like*?
S0661: yeah she went she's been there for a few weeks now

<div align="right">(BNC2014)</div>

(11) a. S0439: I went round to –ANONnameF's yesterday cos –ANONnameF hates packing cos she's going back to –ANONplace she was like I walked in and she was like *I was like* <u>what's wrong –ANONnameF?</u> she goes I don't know what to pack and I was like well have you er c-ategorised your clothes? you know into like just T-shirts trousers something like that she goes no

(BNC2014)

b. S0209: and I completely took off my makeup like you could see spots I'm not saying like if you're insecure like that's fine but then everyone in then everyone in the comments was like oh my god you look exactly the same with and without makeup and *I was like* <u>that's cos she's wearing makeup</u> but I'm not going to say it cos then you look like a bitch

(BNC2014)

Chapter 6: Discussion

The present chapter addresses the hypotheses and the research questions posed in Section 3.1. The quantitative analysis of the data has confirmed that the increase in the absolute and relative frequency of the word *like* observed between the BNC1994DS and the BNC2014 has been indeed caused by the increase in the proportion of the D-P uses. This has projected into the D-value, which has shifted from 21.41% of D-P uses in the BNC1994DS to 62.34% in the BNC2014. The most substantial growth has been experienced by the QM *like*, which increased its relative frequency more than forty-eight times in the BNC2014. In fact, all the examined D-P functions have multiplied their relative frequency in the BNC2014, which suggests that all of them are thriving and not even the PMF is falling out of use. The research questions underlying the qualitative analysis of the data inquired whether the increase in frequency is the only change the D-P *like* has undergone, i.e. if there are any new uses. Apart from the subfunction of the DM *like*, the Topic organisation marker, which describes a marginal use that seems to have been overlooked or generalised as a DM in the previous studies, no truly innovative uses were found in the two datasets. This means that there was no evidence of *like* used as an infix or a dedicated turn-taking device (see Sections 2.3.2.1 and 2.3.2.5). Finally, the answer to the question regarding how the D-P *like* is employed by the speakers in the two corpora is offered here concisely in the form of Table 4 and the associated examples. Obtaining a more comprehensive idea about all the functions the D-P *like* performed in the present data requires a close examination of the examples described in Chapter 5: Qualitative analysis and all the additional glossed examples found in Chapter 10: Appendix.

Nevertheless, one of the outcomes of the qualitative analysis deserves a separate mention. It concerns the observation regarding the D-P category of the quotative marker *like*. One of the key aspects examined in this category was the content of the quote introduced by

the quotative constructions with the QM *like*. Based on previous research, the QM *like* was considered to be in its incipient stages of spread in the BrE variety at the time represented by the data in the BNC1994DS dataset. As such, the QM *like* was expected to primarily introduce reported thought and internal monologues. However, this expectation was not met in the present study. It exhibited characteristics of an already established quotative *like*, save its frequency of occurrence. As discussed in Section 4.4.3 in more detail, a satisfactory explanation for this finding is not available at this point. However, as such, it represents an ideal venture for future research. Using the BNC1994DS or similar corpus and conducting an analysis focusing on the type of the quoted material could reveal if the present results are simply anomalous or if the situation regarding the initial stages of the QM *like* in the BrE variety was different than previously reported.

It can be said that the qualitative analysis of the data has confirmed the notable heterogeneity of the discourse-pragmatic functions *like* performs. It resulted in the need to approach each D-P function with its own individual set of identifying criteria and methodology of analysis. This not only suggests that the individual discourse-pragmatic uses are constrained and separable from each other but also that their pragmatic content, their purpose, is directly tied to the context of their use. Apart from the syntactic position and scope of the D-P *like,* the approach to differentiating among the four main functions was mainly based on Brinton's study and her idea to deal with the various discourse or pragmatic markers and their functions in relation to their preferred domain of discourse, which involves the textual and the interpersonal domains (1996: 37–39). This approach revealed that even though the primary domain of activity may change with each discourse-pragmatic function *like* performs in a particular context, the interactive element of the interpersonal level of discourse seems to underlie all its uses in some form. This fact allows me to propose that in general, the D-P *like* can be treated as an interpretive cue provided to the hearers by the speakers. This is in line with the way discourse-pragmatic features of the language are viewed by D'Arcy, who proposes that "their global purpose in clarifying a speaker's communicative intent, be it linguistic, social or both" (2017: 1) and how pragmatic markers are viewed by Andersen, who suggests that "they contribute to relevance by telling the hearer how an utterance is to be understood, thus reducing the processing effort that the hearer must employ in utterance comprehension" (Andersen, 2001: 33).

Chapter 6 also mentions the main limitations of the present research, which stem from two sources. Firstly, it is the very nature of the D-P *like* and its various uses. Its functional,

positional, and contextual versatility prevents an exhaustive account of all its functions because it is inevitable that some of its more nuanced roles would escape even the most meticulous analysis. The present thesis, therefore, cannot make any claims as for the exhaustiveness and comprehensiveness of the account describing the discourse-pragmatic functions *like* performs in spoken discourse. Although the methodology of the qualitative analysis of the data has been devised to rely on objectively assessable criteria that should ensure replicability of the results as much as possible, there is a significant element of subjectivity present in the final analysis and permeates the classification and assessment of the individual tokens of the D-P *like* due to its high context-dependency. The subjectivity of the assessment is apparent, especially in the more nuanced subcategories concerning the potential intended meaning of the speakers, which is based on a close analysis of the surrounding context. Primarily to address this issue, an Appendix comprising all the analysed tokens of the D-P *like,* grouped following the taxonomy used in the present thesis with a brief gloss regarding the assigned function in each case is supplied in Chapter 10. Secondly, it must be stated that the results obtained from the twofold analysis are objectively relevant and valid only regarding the analysed datasets. Any generalisation of the results is hampered by the underlying issue of pseudoreplication, as discussed in sections 3.5 and 6.1 and the issue of representativeness of the source corpora. Nevertheless, the assumptions routinely made in corpus linguistics concerning the representativeness of the source data and the methodology used to obtain the random samples of the D-P *like* from both corpora could allow for the application of the results to a more general and broader population. Therefore, only after taking these limitations into account the results of the present study involving the use of the D-P *like* could be taken as reflecting the usage of this feature by speakers of British English in general.

Finally, it is suggested that the D-P *like* represents a feature that could be periodically revisited, assuming the future availability of spoken (British English) data. Future analyses could potentially also focus on different types of data, for example, a corpus of online communication or, even more suitably, an instant-message-based corpus. The speech-like written mode of communication could potentially reveal much about some of the salient D-P functions of *like*, especially those playing a role in the negotiation of meaning between the speaker and the addressee.

Chapter 7: Conclusion

The last chapter offers concluding remarks expressing hopefulness that the endeavours of the present thesis, i.e. in-depth analysis of the discourse-pragmatic functions of the word *like* were successful and that the outcomes of the present research have yielded valuable insights into how speakers actually use it in casual conversation.

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Chapter 10: Appendix

The appendix to the present thesis comprises all the 1000 instances of the discourse-pragmatic *like* found in the datasets extracted from the BNC1994DS and the BNC2014. The individual occurrences are grouped into categories reflecting the structure of Chapter 5 – Qualitative analysis and provide additional examples for each function. Each occurrence of *like* is briefly glossed over to demonstrate how it was analysed.

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[7] Data cited herein have been extracted from the British National Corpus Online service, managed by Oxford University Computing Services on behalf of the BNC Consortium. All rights in the texts cited are reserved.

Appendix 1: Academic activities

Teaching:

Teaching assistant, Morphology I (BA course)

2023 – present

The Faculty of Arts, Charles University
Department of English Language and ELT Methodology

- Conducting seminar courses
- Assessment of students' coursework & written assignments

Teaching assistant, Introduction to English Pragmatics (MA course)

2021 – present

The Faculty of Arts, Charles University
Department of English Language and ELT Methodology

- Responsibility for the conception of the course
- Preparation of all course materials and presentations
- Assessment of students' coursework & written assignments

Supervision of graded papers, Introduction to English Pragmatics

2021 – present

The Faculty of Arts, Charles University
Department of English Language and ELT Methodology

- Supervision of small-scale research papers
- Consultations of suitable topic/methodology
- Final assessment of the research paper
- Providing relevant feedback

The organisation of examinations, Introduction to English Pragmatics

2021 – present

The Faculty of Arts, Charles University
Department of English Language and ELT Methodology

- Consultations regarding the selection of a monograph which represents one of the requirements of the examination
- The conception of the examination format and preparation of the questions
- Assessment of the student's performance during the examination

BA thesis opponent

2021

The Faculty of Arts, Charles University
Department of English Language and ELT Methodology

BA thesis topic: Hedging: L2 advanced students before and after a study stay in an English-speaking country, Bc. Gabriela Běhounková

Research and grants:

GA19-05180S (The Czech Science Foundation)

Phraseology in English academic texts written by Czech advanced learners: a comparative study of learner and native speaker discourse

2019 – 2021

Project researcher: doc. PhDr. Markéta Malá Ph.D.

I was part of the research team working on the project funded by The Czech Science Foundation (GACR)19-05180S (Phraseology in English academic texts written by Czech advanced students: a comparative study of the discourse of students and native speakers) and on the development of the VESPA-CZ corpus of English academic texts written by Czech students.

Appendix 2: Publications and conferences

Publications:

Malá M. & Raušová V. (2022). Academic and linguistic challenges: it-patterns in English learner academic writing. In Huschová P., Kateřina K., Helena Z., Pushing the Boundaries: Enhancing Non-Native Learners' Communicative Competence. Pardubice: Univerzita Pardubice, 10–26.

Raušová, V. (2019). Alexandra D'Arcy, Discourse-Pragmatic Variation in Context - Eight hundred years of LIKE. *Linguistica Pragensia*, *29* (1)*,* 126–129.

Raušová, V. (2019). Zpráva z mezinárodní konference korpusové lingvistiky ICAME 39, Tampere. *Časopis pro moderní filologii (Journal for Modern Philology)*, *101* (2), 243–245.

Raušová, V. (2018). Pragmatic functions of I in academic discourse: linguistic research articles. *Linguistica Pragensia*, *28* (2), 168–183.

Raušová V., & Brůhová, G. (2016). Non-standard functions of *like* in spoken discourse. *Časopis pro moderní filologii (Journal for Modern Philology)*, *98* (1). 45–61.

Conferences:

Malá, M. & Raušová, V. (2020, November 5–6). *Academic and linguistic challenges: it-patterns in English learner academic writing.* [Paper presentation]. In/Outside the Frame Conference – 15th International Cultural Studies Conference & 4th International Conference on Linguistics and Language Teaching and Learning. Pardubice, Czech Republic. [online]

Malá, M. & Raušová, V. (2020, May 20–23). *Phraseology in learner academic writing: The case of it-bundles.* [Paper presentation]. ICAME 2020, 41st ICAME digital conference: Heidelberg, Germany. [online]

Raušová, V. (2019, June 1–5). *Constraints of like-insertion within a noun phrase.* [Paper presentation]. ICAME 2019, 40th ICAME conference. Neuchâtel, Switzerland.

Raušová, V. & Brůhová, G. (2018, May 30–June 3). *Non-standard functions of like in spoken British English: a diachronic view.* [Paper presentation]. ICAME 2018, 39th ICAME conference. Tampere, Finland.

Raušová, V. (2017, June 24–28). *Hedging in academic discourse: linguistic research articles.* [Poster session]. Corpus Linguistics Conference 2017. Birmingham, United Kingdom.

Raušová V. (2016, May 9). *Non-standard functions of like in spoken discourse.* [Paper presentation]. Submission to the national competition STUDENT A VĚDA – Lingvistika. The 17th International meeting of young linguists. Olomouc, Czech Republic.