

Contents

<i>List of Tables</i>	<i>page</i> viii
<i>Acknowledgments</i>	ix
<i>List of Abbreviations</i>	x
1 Introduction	1
1.1 General Extenders	1
1.2 The Structure of General Extenders	2
1.3 Structures with General Extenders	4
1.4 The Functions of General Extenders	6
1.4.1 Referential Function	6
1.4.2 Interpersonal Function	7
1.4.3 Personal Function	8
1.5 Textual Function	9
1.6 Historical Development	10
1.6.1 The Historical Record	10
1.6.2 The Grammaticalization Path	11
1.7 Social Markers	12
1.8 In Different Languages	14
1.8.1 In a Creole	14
1.8.2 In French, Lithuanian and Others	14
1.9 In Learner Language and Language Teaching	16
1.9.1 In Learner Language	16
1.9.2 In Language Teaching	17
1.9.3 In English as a Lingua Franca	18
1.10 Reflections and Projections	19
1.10.1 Multiple Functions	19
1.10.2 Utterance Position	20
2 Referential Function and Categorization	22
2.1 Set-Marking Tags	22
2.2 Terminating Tags	24
2.3 Variable Tags	26
2.4 Vague Tags	27
2.5 Vague Markers	30
2.6 List Completers	31
2.7 Extender Tags	33
2.8 Restricted Tags	35
	v

vi	Contents	
	2.9 The SKT Tags	38
	2.10 Specific Extenders	40
	2.11 After Tags	41
3	Interpersonal Function and Intersubjectivity	43
	3.1 The Interpersonal	44
	3.2 Intersubjectivity	46
	3.3 Cooperative Fellow Speakers	47
	3.4 Solidarity	48
	3.5 Hedges	51
	3.6 Hedging Reported Speech	53
	3.7 Expressing Doubts	54
	3.8 Interpersonal Entertainment	55
	3.9 Hedging Invitations and Comments	57
4	Personal Function and Subjectivity	60
	4.1 Evaluation	61
	4.2 Subjectivity	62
	4.3 Maximizing	63
	4.4 Beyond Expectation	65
	4.5 Contrary to Expectation	67
	4.6 The Minimum Expected	69
	4.7 Formulaic Disclaimers	70
	4.8 On Being Indifferent	73
	4.9 Metapragmatic Awareness	76
5	Textual Function and Turn Construction	79
	5.1 Performance Fillers and Placeholders	79
	5.2 Punctors	81
	5.3 Brackets and Clusters	86
	5.4 Foregrounding	92
	5.5 Turn Construction	93
6	Historical Development and Change	98
	6.1 From <i>ant so vorth</i> to <i>and so on and so forth</i>	99
	6.2 From Specific to General	101
	6.3 From <i>or sum oþer þing</i> to <i>or something like that</i>	105
	6.4 From <i>or any other thing rounde</i> to <i>or anything like that</i>	108
	6.5 From <i>and moche other stufte</i> to <i>and stuff like that</i>	110
	6.6 From <i>and other Thynges</i> to <i>and things like that</i>	112
	6.7 From <i>and that</i> to <i>and that sort of thing</i>	114
	6.8 Grammaticalization	115
	6.9 Decategorialization	116
	6.10 Morphosyntactic Reanalysis	119
	6.11 Phonological Attrition	120
	6.12 Pragmatic Shift	122
7	Social Marking and Variation	125
	7.1 The Age Factor	126
	7.1.1 Age-Grading	129

Contents	vii
7.2 The Gender Factor	131
7.3 The Social-Class Factor	134
7.4 Register	137
7.4.1 The Academic Register	138
7.4.2 The Business Register	140
7.5 International Variation	143
7.6 America, Britain and Canada	144
7.7 Australia and New Zealand	146
7.8 Ireland and Scotland	147
7.9 What Is the Relevant Data?	149
8 In Different Languages	151
8.1 English Creoles	151
8.1.1 Trinidad Creole	152
8.1.2 Hawai'i Creole English/Pidgin	153
8.2 Translation Equivalents	156
8.3 Brazilian Portuguese and Spanish	157
8.4 Lithuanian and Russian	159
8.5 German	160
8.6 French	166
8.7 Swedish	171
8.8 Persian	173
8.9 Highlighting Differences	175
9 In Learner Language and Language Teaching	177
9.1 Explaining Low Frequency	177
9.2 French Learners	178
9.3 Dutch Learners	179
9.4 German Learners	181
9.5 Swedish Learners	183
9.6 Persian Learners	185
9.7 English Learners	187
9.8 English as a Lingua Franca	188
9.9 In Language Teaching	192
10 Reflections and Projections	198
10.1 Multiple Functions	198
10.2 Utterance Position	200
10.3 Associative Plurals	202
10.4 An Apparent Anomaly	204
10.5 <i>And/or elsewhere</i>	207
10.6 Lists and the Like	211
10.7 A New Linguistic Category	213
<i>Notes</i>	215
<i>References</i>	220
<i>Index</i>	235