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APPLYING CA TO THE UNDERSTANDING OF HOW INTERACTIONAL TEACHING STRATEGIES CONTRIBUTE TO THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE: A CASE STUDY OF ONLINE ENGLISH LESSONS DELIVERED TO A GROUP OF FOUR MATURE STUDENTS

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I confirm that this thesis is my own work written using solely the sources and literature properly quoted and acknowledged as works cited.

České Budějovice, 27. 07. 2023

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Bc. Simona Koubová

Poděkování

Chtěla bych touto cestou poděkovat paní doktorce Mgr. Heleně Lohrové, Ph.D. za trpělivost při vedení této diplomové práce. Její rady byly vždy velkým přínosem.

Poděkování patří také studentům, kteří se ochotně stali součástí této případové studie a vždy k výuce přistupovali s humorem sobě vlastním, který byl v době pandemie tak moc potřeba.

Děkuji taktéž svému manželovi, který mě po celou dobu podporoval.

Dík patří v neposlední řadě i mé babičce, jež pro mě navždy zůstane nejen pedagogickým vzorem. Bez ní bych nebyla tam, kde jsem nyní.

Abstrakt

Zvládnout vztah se svými studenty je jedním z nejdůležitějších úkolů učitele. Pokud je vztah mezi ním a studenty dobře vybudován a stabilně nastaven, může se učitel dále soustředit na to, jakým způsobem řídit interakci ve třídě. V tomto ohledu však nelze dospět k jednomu univerzálnímu závěru, proto cílem práce bylo zmapování samotného průběhu interakce. Studie je zaměřena hlavně na takové části hodin, kdy vyučující usilovala o obecný rozvoj nejen řečových dovedností v cizím jazyce, ale i plynulosti mluveného projevu. Zkoumání proběhlo v rámci případové studie provedené na čtyřčlenné skupině studentů angličtiny jakožto cizího jazyka. Všichni byli ve věku 50+ a lišili se nejen úrovní jazyka, ale i motivací pro studium; jednalo se o malou heterogenní skupinu dospělých studentů. Výuka probíhala kompletně v online prostředí v období pandemie Covid-19. Z jedenácti výukových hodin o přibližné délce 60–90 minut bylo shromážděno 50 vzorků dat, které byly podrobeny rozboru a interpretaci. Analýza dat byla provedena za pomoci metodologie konverzační analýzy, konkrétně konverzační analýzy pro výuku cizího jazyka (CA-for-SLA). Prostřednictvím této metodologie došlo k samotnému sběru dat skrze audionahrávky, jejichž části pak byly doslovně přepsány za použití zjednodušeného transkripčního systému. Přepisy byly dále zkoumány a rozebírány za účelem zachycení interakčních strategií užívaných učitelem v rámci procesu výuky cizího jazyka, skrze něž se projevovala jeho rozvinutá interakční kompetence přispívající k rozvoji komunikační kompetence studentů.

Pozornost byla zaměřena na zmapování střídání promluv, technik dotazování, doby vymezené pro podání odpovědi, a oprav (manifestovaných v datech typicky jako opakování nebo reformulace předešlého projevu, dotazů na potvrzení porozumění, náprav chybné informace nebo vysvětlení nepochopeného výroku). Jak studie prokázala, použití těchto interakčních strategií se v online prostředí odlišuje od toho, jak jsou tyto strategie uplatňovány v běžných prezenčních hodinách. Jedním ze závěrů práce je, že v tomto specifickém prostředí často dochází k používání jazyka pouze na úrovni minimální komunikace nezbytné pro „přežití“, kdy studenti redukují své promluvy pouze na jednoslovné odpovědi. Analyzovaná data v této studii ukázala, že se navzdory snahám vyučující v podobě střídání dotazovacích technik či jmenovitého vyvolávání jednotlivých studentů mnohdy nepodařilo přimět studenty tyto promluvy prodloužit a používat tak jazyk cíleně v rozvinutějších strukturách k podpoře plynulosti a tím i rozvoji komunikační kompetence. Jednou ze strategií, s níž vyučující může docílit úspěchu v online prostředí, jsou vhodně volené dotazovací techniky a forma, kterou učitel realizoval opravy studentů. Kritickou roli hrály v podpoře při snaze překonat strach promluvit a dodání chuti účastnit se interakce v cizím jazyce. Podobnou roli měly i pauzy v řeči vymezené pro poskytnutí prostoru žákovi. Pokud byly strategie uskutečňovány efektivně, staly se přirozenou součástí komunikace a nenarušovaly její plynulost, čímž byl podpořen rozvoj řečové kompetence. Díky těmto strategiím docházelo i ke vzájemné podpoře rozvoje studentů bez aktivní účasti učitele. Tato studie poskytuje vhled do průběhu interakce a zmíněných strategií.

Abstract

Maintaining relationships with students is one of the most important tasks for a teacher. If the relationship is well-built and steady, the teacher can start focusing on the way of managing classroom interaction. In this regard, there is no single universal conclusion, therefore this thesis will aim to map the process of interaction itself. The study focuses mainly on the parts of sessions in which there occurred the successful development of language skills in the foreign language as well as the development of fluency in the spoken language. The research takes the form of a case study of a group of four students of English as a foreign language. All of them were more than fifty years old. Each student had not only a different level of language skills but also different motivations for studying English-it was a small heterogenous group of adult learners. The teaching process was done fully in the online environment during the Covid-19 pandemic. 50 data samples were gathered from 11 sessions, each spanning approximately 60-90 minutes. These became the subject of analysis and interpretation. Data analysis was done using the conversational analysis methodology, specifically conversational analysis for second language acquisition (CA-for-SLA). Via this methodology, the process of data collection was done through audio recordings. Parts of them were transcribed word-by-word, using a simplified transcription system. The transcripts were further studied and analysed to capture interactional strategies used by a teacher during the language acquisition process through which developed interactional competence was shown, and how this competence contributed to the development of learners' communicative competence.

The study specifically focused on mapping turn-taking, questioning techniques, wait-time (delimited for providing the answer), and repair (manifested as repetition or reformulation of preceding utterances, asking for confirmation of understanding, repairing of incorrect information, or explanation of misunderstood statements). The findings revealed that the use of these interactional strategies in the online environment differs from the use in traditional face-to-face sessions. One key conclusion of this work is that, in this specific environment, the language use often remained at the level of minimal communication necessary for "survival", with students frequently providing one-word answers only. Despite the teacher's efforts to employ various questioning techniques or address students by name, it proved challenging to encourage students to expand their answers and purposely use more complex language structures to support fluency and the development of communicative competence. One strategy that contributed to success in the online environment is the careful selection of questioning techniques and the form, in which the teacher performed repairs of students. These techniques played a critical role in helping students overcome their fear of speaking and in increasing motivation to participate in interactions conducted in a foreign language. The wait-time played a similar role and was intended to provide learners with enough space. When the strategies were employed effectively, they became a natural part of interaction and did not interrupt its flow. Consequently, the mutual support of learners' development occurred, without the teacher's active participation. This study provides insight into the overall interaction and the strategies mentioned.

Table of Contents

Introduction

This case study aims to describe interactional teaching strategies and their contribution to the development of communicative competence, originally defined by Hymes as "the ways in which speakers use linguistic, semantic, discourse, pragmatic and strategic resources in order to convey meaning" (Walsh, "Classroom Discourse and Teacher development" 46). Hymes explained communicative competence in an example, when a person, a child, already mastered the grammatical structures of a particular language. However, as Hymes asserted, to use the language appropriately, the language user must acquire "competence as to when to speak, when not, and as to talk about with whom, when, where, in what manner" (Hymes 277). In addition to grammatical knowledge, Hymes highlights the importance of the social aspect of communication.

The study presented in this thesis focuses on an online English language course delivered to a group of four mature students, considering the specific characteristics of the online environment, and introduces typical interactional features that repeatedly occur in a distant form of the educational process. It maps the strategies employed with an aim to facilitate interactional space and create space for learning. Additionally, the study identifies and examines interactional breakdowns as they occurred during English language sessions delivered online. In other words, the interactional strategies mapped in the analysis show the use of language above grammatical knowledge considering the social aspect of communication and learning. The data used in this thesis was collected by the author while teaching the English-second-language (ESL) course during the Covid-19 pandemic.

In language learning, communicative competence is closely related to interactional competence. Interactional competence was coined by Kramsch as "the skills and knowledge individuals employ to bring about successful interaction" (qtd. in Walsh, "Teacher

Development" 47). By improving communicative competence, which helps to convey meaning, learners are more likely to develop their interactional competence and bring about successful interaction. Within the framework of the classroom educational process, the concept of classroom interactional competence (CIC) refers to the participants' engagement of "a range of appropriate interactional and linguistic resources" to support active and engaged learning (Walsh, "Classroom Discourse and Teacher Development" 29). The teachers benefit from this as do the learners. With a better understanding of interactional competence and its contribution to language learning, they can focus on developing strategies that would help them succeed in an environment where the means of communication are simultaneously the learning objectives of the process. In this process, the teachers are supposed to support learning by creating space for learning, providing students with constructive feedback, or shaping learners' contributions.

This study explores classroom interaction by examining four interactional features – turn-taking, questioning techniques, wait-time, and repair. While these features in synchronous online language teaching exhibit some specific characteristics, they are not entirely different from those observed in face-to-face educational settings. This notion is supported in the article "E-Classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons" by Moorhouse, Li, and Walsh, which serves as the foundation for the analysis conducted in this thesis. The article works with several key findings. These findings reinforce the idea that despite the unique aspects of online teaching, there are significant parallels between online and face-to-face interactions. The first is that the teacher's turns are usually longer and appear more dominant than the learners' turns (Moorhouse et al., 9). Additionally, longer pauses in the online environment can be attributed to various factors, ranging from technical issues to personal circumstances (Moorhouse et al.,7-10). The other finding says that the selection of appropriate questioning strategies is crucial for teachers, as it can create more space and support language development (Moorhouse et al.,11). It works

similarly in a face-to-face environment. The effective use of questioning strategies demonstrates a teacher's well-developed interactional competence. The last interactional strategy, which is analysed in this thesis, is repair, which could be considered a part of feedback because it is a way of shaping learner's contribution, and creating space for learning (Moorhouse et al.,3). In terms of repair, the thesis discusses the different types of repair, considering who initiates the repair and its impact on the communication flow. The analysis provides a detailed description of strategies employed by a teacher whose aim is to stimulate and scaffold natural and fluent communication in the context of synchronous online language teaching. The analysis results of the interactional strategies examined are presented in Chapter Four.

1 Background to the Study

1.1 Introduction to the Case Study

It is widely supported by academic research, with Steve Walsh being a prominent figure, that in the educational process, teachers have opportunities to activate interactional strategies that contribute to the development of communicative competence, and consequently, language proficiency. Teachers not only have opportunities, but they "need technological competencies, online environment management competencies, and online teacher interactional competencies, combined with the CIC required for the F2F (face-to-face) classroom, or e-CIC, in order for them to effectively use interaction to mediate and assist language learning in online synchronous lessons" (Moorhouse et al., 13). The effectiveness of these strategies relies on the teacher's well-developed interactional competence. As the teacher's competence improves, so do the chances for adopting effective interactional strategies that support the learner's language development (Walsh, "Classroom Discourse and Teacher Development" 46). In the online environment, teachers need a specific set of interactional competencies necessary for

overcoming the barriers which are created, and so enable language development together with the development of communicative competence (Moorhouse et al., 10).

To gain a more in-depth understanding of the relationship between the development of communicative competence and the interactional strategies employed by the teacher during the educational process, it is essential to describe the specific characteristics of the interaction examined in this small-scale research project. This will shed light on the unique features of the participants, such as motivation and language level, and of the environment, in which the learning process took part. The features had an impact on the nature of interaction, specifically on the choice of interactional strategies. Consequently, this work provides explanations for terms such as communicative competence, interactional competence, and interactional strategies.

The study presented in this work is a longitudinal study that is based on a long-term collaboration with the participants. Classes were originally planned to be conducted for approximately 90 minutes per week, but due to the impact of a specific environment, when the learners could lose focus easily after ca. 30 minutes of work, the sessions had to be shortened. The study includes only data collected from audio recordings of the online classes as well as information gathered through extensive observation (spanning three years of teaching the students) and a subsequent questionnaire. This questionnaire provides valuable feedback on the dynamics and impact of online ESL learning.

1.2 Participants

The ESL course comprised four participants, consisting of one man and three women, all belonging to the age group of 55+. These learners shared a similar language level, approximately the A2 level, with some individuals being weaker or stronger than others (Student 1 – level A2, Student 2 – A0, Student 3 – A1, Student 4 – A2). Due to the impact of

the Covid-19 pandemic, they experienced a sudden transition from face-to-face to the online learning environment without any significant previous preparation. However, a notable advantage, not only for the educational process as such but also for this study, was that the students were teachers or former teachers in subjects other than English. Therefore, they possessed a deep understanding of teaching and learning principles and were able to provide their teacher feedback regarding her skills and strategies used. The major driving force behind their English language learning was their shared passion for travelling to foreign countries, where they could actively utilize their language knowledge and skills in real-life situations. However, in terms of motivation, they could be considered a heterogeneous group, with each individual having a unique set of reasons for studying a language other than their mother tongue, which is Czech (see *Figure 1*). The overall characteristics of the group are based on the results of a reflective evaluation questionnaire (attached as Appendix 2) that the students were given after the course ended. The learners had time to process their impressions about the course, which allowed them to reflect on their learning experiences.

Participants	**In the transcript coded as…**	**Reasons for studying English**
Respondent 0	S3	studied English to use it while travelling, and to speak to her foreign friends
Respondent 1	S1	to communicate with her son-in-law's family, to understand and follow instructions while travelling
Respondent 2	S4	she learned English not only because of travelling but also because of her love for music - she wanted to understand the lyrics of the songs she plays/played, so she could express the right emotions while playing
Respondent 3	S2	used English passively at work - he needed to follow instructions around the IT area, and he used it also when travelling abroad

Figure 1: Participants and their motivation for studying English

Student 1 (Respondent 1) studied English in order to communicate with her daughter's family, as her daughter got married abroad and her husband and his parents do not speak Czech.

She focused on practising speaking and understanding spoken language. Additionally, she needed to know the written language to navigate signs and instructions when visiting her daughter multiple times a year.

Student 2 (Respondent 3) worked as a computer technician and used English while watching instructional videos related to computer issues. His primary focus was on understanding spoken language. In his free time, he also utilized English during summer vacations.

Student 3 (Respondent 0) mentioned in the questionnaire that she studied English because of her hobbies and friends. She greatly enjoyed travelling and used English as a means of communication when visiting foreign countries.

For Student 4 (Respondent 2), motivation stemmed from her love for music. She found joy in listening to and playing music, particularly on the keyboard. Understanding the lyrics of songs allowed her to convey the appropriate emotions while playing. Similar to the others, she also shared the motivation to learn English for travel purposes.

As indicated by the table and its description, the participants in the study had many diverse motivations for studying English. Some had practical reasons, while others pursued English for personal enjoyment. However, their shared primary motivation was travelling, where effective communication skills, and the ability to ask for help, played a crucial role alongside passive skills such as reading airport instruction signs.

1.3 Constrains and Benefits of the Online Environment

The online environment differs from the face-to-face environment in several ways. Interaction within the online ESL education setting changes to meet the participants' needs and accommodate the specific conditions. Learners in online settings behave differently due to the necessity of adapting to these specific conditions, which impose different requirements on them.

Online teachers must also adapt their teaching methods to suit the online format. They design learning tasks, create materials, and provide instructions tailored to the online context. Additionally, online teachers must select effective forms of feedback and monitor learners' social activities on online platforms (Garrison, Cleveland-Innes, and Fung 288-289).

According to Albrahim "[d]ifferent models of teaching impact the relationship between the teacher and the learner and describe the teaching and learning processes" (Groccia, as cited in Albrahim 1). Punanen and Vurdien support this idea and further explain that "teachers are faced with new challenges in online learning environments" (287). In 2004, Wilson noted that "[n]ew technologies have changed the nature of open and distance education in the last decades by providing a way for communities of learners and their teachers to interact with one another despite being situated in differing geographical locations" (33). Wilson's words make it evident that online education was not a new phenomenon in 2019. However, the Covid-19 pandemic undoubtedly caused its massive rise and development (Crețu 42).

In her 2011 paper, Sun emphasises the lack of concerted effort in identifying and studying the new approaches and skills that online language teachers desperately need. According to her, teacher training and professional development often focus only on technical and software-specific skills, neglecting the broader competencies required for effective online teaching (429). Sun's perspective on this issue was influenced by Compton, who had discussed the same concerns in 2009. Despite the passage of more than ten years, it appears that this area has not been adequately explored, and there is a scarcity of published studies offering practical advice for teachers in navigating the online teaching environment. Sun, however, contributes to the field by presenting a case study that not only describes the features of the online environment but also outlines the competencies necessary for both teachers and learners to adapt to the shift from traditional face-to-face instruction to online learning. In addition to Sun, Crețu also provides insights into the characteristics of online communication, including its

advantages and limitations. Additionally, in terms of online schooling, Crețu mentions the specific conditions for all participants in the educational process, including teachers and learners. She emphasizes the importance of skills for handling devices, new techniques, and "a good knowledge of the dialogue partner (author's note: in this context, a person who is the participant of a dialogue besides the other speaker) to overcome the limitations of space and especially of time" (43).

When teachers want to replicate the traditional face-to-face educational process in an online setting, they often resort to synchronous online teaching. Many attempt to maintain the same teaching strategies used in face-to-face interaction. However, it is not possible to simply transfer these methods into such a different environment, as communication is mediated by online tools. To succeed in synchronous online teaching, teachers need to reconsider the roles of participants and adopt a learner-centred approach that is task-based, interactive, and focused on real-life problem-solving. The educational process must also be individualized and adapted to the unique needs of learners in terms of strategies and feedback provision (Sun). Learners take over a significant part of the responsibility for their language-learning process. Also, teachers in synchronous online teaching must be mindful of the challenges that even minor details such as internet connection, the loss of lip synchronization, time lags, turn-taking conventions, or poor sound and images may become challenging for the participants (Coverdale-Jones et al. in Sun 431). According to Sun, Guichon identifies three competencies that language tutors must develop in synchronous online teaching: socio-affective regulation, pedagogical regulation, and multimedia regulation (431). Of these competencies, pedagogical regulation appears to be the most crucial for this thesis. It entails adapting to the new online environment, engaging learners emotionally and cognitively, and managing the learning experience by providing personalized feedback based on individual learner needs.

In the online environment, one of the most common challenges is dealing with various hardware and software issues, which can lead to breakdowns in communication and interaction. Researchers emphasize the importance of providing prior technical training to the participants in the education process. Such training could potentially reduce the risk of breakdowns caused by a lack of technical skills. However, it is important to note that certain technical issues may persist, as they are beyond human control.

Another common interactional breakdown that arises from the changing roles of participants is the lack of interaction and communication among students. In the online environment, students often engage in what is known as "minimal and survival" communication, which may hinder the development of their language skills. However, learners who do not actively participate in large online groups tend to be more engaged in smaller groups consisting of two to four people. This preference for smaller groups may stem from feelings of fear and anxiety, which can be attributed not only to technical challenges but also to other less obvious reasons. As a result, students seek out more intimate social groups and behaviours to alleviate these concerns (Sun 437).

From the perspective of teachers, Conceição highlights the critical skill of "careful planning of instructional strategies" in online teaching (6). During the pandemic, many teachers found themselves becoming online tutors overnight, without any prior professional training or preparation. The teaching strategies employed by teachers vary depending on their role at a given moment. Teachers, who are no longer at the centre of the educational process, switch between being instructional designers, administrators, and presenters of content, facilitators who engage students in the learning process, catalysts who initiate conversations, and learners who actively participate in the learning process (Conceição 6-7). While some of these roles and responsibilities are similar to face-to-face teaching, they may become more challenging and prominent in the online synchronous teaching/learning context. Effective planning of

instructional strategies, particularly those focused on student engagement, is crucial for facilitating effective learning in the online environment. These strategies may include questioning techniques, incorporating prolonged pauses, and more, which may vary depending on the specific interactional environment. Lack of planning and the use of ineffective strategies can lead to breakdowns in communication, interaction, and the development of language skills. It is the responsibility of the teacher to motivate and engage students, encouraging them to become active participants in the learning process. Therefore, the use of effective strategies is of utmost importance. Conceição outlines several basic principles that support successful online teaching, including providing clear guidelines for interaction and specifying the types of communication used in the online course, such as video calls, chatting, writing emails, or utilizing shared jam boards.

According to Moorhouse, Li, and Walsh (2021), there are three additional areas of teacher competencies specifically for synchronous online language teaching, in addition to the competencies required for face-to-face teaching in mediating and assisting learning. These competencies are derived from the characteristics of interaction in the online environment and are based on the understanding that Classroom Interactional Competence (CIC) plays a crucial role in language learning, where language serves as both the means and subject of study. In any learning and teaching context, CIC helps align pedagogical goals with language use and creates an interactional space. However, in the online environment, the process may appear to be teacher-centred despite being learner-centred in reality. This environment presents specific challenges as learners and teachers cannot physically see each other, making it difficult to rely on gestures and other features typically used in traditional interaction. Moreover, distractions that hinder meaningful interactions are more significant. Interaction tends to be less natural, characterized by longer silences and shorter student responses.

Based on these findings, technological competencies, online environment management competencies, and online teacher interactional competencies were identified and discussed. Technological competencies involve teachers' ability to provide tutorials on using various online tools and assume prior experience or knowledge of these tools. Developing technological competency helps facilitate smoother interaction by addressing technology-related issues. Once these skills are mastered, teachers can focus on online environment management competencies. This includes adapting the time planning of language sessions to accommodate longer activities in the online environment compared to face-to-face meetings. Materials should be chosen or created accordingly, with a focus on providing clear instructions, explicit questions, and explanations. Occasionally, session times may need to be shortened to ensure better focus. Engaging students in language activities is crucial, and context-specific expectations and routines can help enhance learner motivation.

The final set of competencies mentioned are online teacher interactional competencies. Interaction between participants is essential for effective language learning in any educational environment. However, in the online environment, the lack of physical proximity and the computer-mediated nature of communication make facilitating and maintaining interaction more challenging. Teacher talk tends to dominate, creating a teacher-centred dynamic. Tutors provide longer wait times and employ varied nomination strategies to maximize learning opportunities. Questioning techniques are designed to encourage learner contributions, facilitate collaborative learning, and involve the frequent use of open-ended questions to support communication beyond oral interaction ("E-Classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons").

In this case study, the most dominant changes that arose from the different nature of the learning environment were technical issues that had to be dealt with (interrupting the flow), and the lack of physical contact and proximity leading to misunderstanding and blocking space for

learning. These impacted the flow of interaction the most because the teacher included in the study in face-to-face session normally works with a lot of body language, such as face expressions, proximity, or gestures. When the teacher is in the same room with learners, it is possible to use, for example, eye contact to ask students to answer. This did not work in the online environment, because the teacher looked at the screen, and the students did not recognise to who the question was addressed without being called on by name. Before the teacher got used to it, this led to a lot of confusion, extended pauses, or interrupting the flow in general. It was the same with polite pointing at students or using face expressions to communicate something with them. With the face expression, it was complicated, especially in cases, when the teacher asked students to focus on some exercise, which was shared on screen. One of the possible breakdowns can be observed, for example, in this short part of transcript 323112020B:

16 T: To je- to je skvělé. Tak, na co já se vás teďka ptám. (5.0) What can we describe or what we can [describe.]

T: That's- that's great. So, what am I asking you about. (5.0) "What can we describe or what we can [describe.]

17 S4: [Co umíme] kreslit.

S4: [What we can] draw.

18 T: Ne ne [ne kreslit, ale?]

T: No no [not draw but?]

19 S3: [((some noises, trying to answer))]

20 S4: Napsat.

S4: Write.

21 T: Popsat. Pozor- popsat.

T: Describe. Be careful- describe.

22 S3: Hmmm.

In the first 15 turns, which are not part of the example here, the teacher had to solve some technical issues with sharing the screen. However, she introduced the question for the initial brainstorming in Turn 03, where she said: „So, what can we describe?“ The technical obstruction interrupted the flow of interaction, in a way that in Turn 16, where she tried to continue with what she had started previously, it took learners some time to get back to the context. Approximately 5 seconds, which is an enormously long pause. One possible interpretation of this prolonged wait-time could be that they might have forgotten the question over the technical gap, and the other that they had not understood it, both leading to the need for reading it again, and trying to focus on meaning. No doubt, the flow of interaction was interrupted due to the technical problem that arose, bearing in mind that technical struggles are always part of the online learning environment. The major impact here was the prolonged wait-time together with a delay in delivering meaning and leading to fluent communication and the development of communicative competence during the brainstorming. Thus, technical matters exceeded pedagogical ones. However, the teacher tried to replace the lacking physical contact with various means of communication, so she could make students feel comfortable during the session and were willing to participate as naturally as possible. To avoid breakdowns or to simulate the traditional learning environment, one of these strategies, which is not exactly included in the analysed interactional strategies but is worth attention, was the use of humour. For this group of learners, it was common to joke a lot during face-to-face meetings. The teacher decided to keep this aspect of communication as a way of sticking to the usual routine. Sometimes, the roles switched, when the learners started joking in English themselves, and it led to natural communication supporting the development of communicative competence by using language above grammatical structures to communicate denotative meaning. This happened for example in 216112020B, in which the task for the learner was to give advice using modal verbs or zero conditional:

01 T: OK (.) anybody, what should I do if I have no money. (.) What should I do if I have no money. (3.0)

02 S2: You must go to your husband. ((both the teacher and the student start laughing, then S3 bursts into laughter at 00:27:32 too)) (3.0)

03 T: Já mu to vyřídim. (.) I will tell him. [Hehe]

04 S2: [Sedí za váma], pokuď [vím]

S2: [He is sitting behind you], as far as I [know].

In Turn 01, the teacher came up with a question to be answered. After a 3-second pause, probably following from technical matters, S2 answered with a joke in Turn 02. For S2, this was a big step, because S2 normally communicated in one-word answers, or simply did not communicate due to not understanding (his level of English was slightly above A0). Answering with a joke, and in a foreign language, pointed to the development not only of language skills but also of communicative competence itself. He used the target language to joke, communicate connotative meaning, pointing at something outside the language world, and it worked. He joked like he normally did face-to-face. However, after this success, he switched again to Czech and blocked more chances to develop discussion in English. During the beginning of the Christmas session transcribed as 614122020C, the teacher tried to compensate for the physical contact by sticking to the tradition repeated every year:

01 T: OK, so, let me- let me put on my special- special hair decoration. My special hair decoration. Do you like it? Do you remember it? Hehe.

02 S4: Yes

03 T: Yes. And do you like it?

04 S4: Yes hehehe

05 T: Yes! Hehehe. OK. And do you like my- my snowman? (2.0)

06 S3: Snowman.

07 S4: I do. Hehe.

08 T: You do. Hehe. Do you remember his name? Do you remember his name? (1.5) [This is] a boy, you know.

09 S4: [No.]

10 T: It's Frosty! Frosty.

11 S4: Frosty.

For each Christmas session, the teacher used to wear a special Christmas outfit with a hair band with an Elf-hat and brought with her a friend – Frosty (a figure of snowman). In order to make students feel like they were in a face-to-face meeting, and to make the online course friendly in very emotionally difficult times, she did the same and tried to withdraw their attention to it. She intentionally put on the hair band in front of the camera and did the same with the snowman figure. Unfortunately, the only person who reacted actively was S4, who was new to the course and did not know the tradition, so she could not include experience and previous knowledge to make small talk as the teacher intended. However, the whole session was held in a friendly and festive mood with less focus on acquiring new skills and more focus on the outside world and experience. The group discussed Christmas vocabulary, Christmas traditions, and many jokes were told. For the educational process, this particular session had great importance, because it was meant to break down the barriers between the online and face-to-face learning environment using something familiar to the learners. One of the goals – to reduce fear of speaking in front of the screen, was fulfilled because the group had a discussion, in which all the learners took an active part. After the Christmas holiday, as captured in 704012021, the learners were already used to the routine, and, when they could, they spoke and tried to work on the development of language skills and communicative competence. They became undoubtedly more active. Through their activity, they increased the frequency of using the target language, and their chances for development of the interactional competence.

In conclusion, the major drawbacks of the online environment followed from the use of technical devices and were either purely technical (unfunctional screen sharing interrupting the flow of interaction), or at the same time technical and personal (struggling with the device, therefore being afraid to use it and speak). Replicating some aspects of the face-to-face environment helped in establishing a new routine (small talk at the beginning of every session, checking homework etc.), although Sun mentions, that simple replication of teaching strategies rarely works. However, in this case study, the teacher intuitively, without any systematic preparation, combined this approach (replicating, for example, the order in which the pupils were used to answering according to how they used to sit in the classroom) with using interactive strategies and tool, which allowed her to adapt the language course to the individual needs of learners, reduce their fear to speak to the screen, get used to the new routine, and use the available device and tools in order to learn English and communicate in the target language. The course became mainly learner-centred, where, for instance, the teacher chose topics accordingly to their interests, and the learners benefited not only from their own flexibility but also from the flexibility of their teacher. Interactional breakdowns notwithstanding, online environment enabled effective contact between the teacher and the learners, using tools replacing the physical contact, such as Jamboard or Padlet, in which students could cooperate (e.g. by discussing what to write on a board using breakout rooms, where they were supposed to come up with ideas for brainstorming – usually one per group, they had to agree on it), it led to more natural interaction supporting language use and increasing chances for the development of communicative competence. From the technical point of view, first, it was necessary to teach learners to use the platforms or tools (how to share screen, how to switch between browser windows, how to use the camera, how to turn on the mic, how to write something on the shared board etc.) in order to create a smooth learning experience. By overcoming these struggles, the learners could start working on the development of language skills.

1.4 Perceiving Change

To gather information about the students and to receive constructive feedback from the students, a questionnaire was created. Its purpose was to make them reflect on the teaching/learning process and on what they experienced. The interest lay in finding out how the students perceived all the changes in the organisation and the character of the ESL course. Furthermore, they were asked to identify the most difficult part of the transition to the online environment and to comment on the most significant aspects of the changes. In addition, the questions also focused on the elements that made the transition easier for them.

The fact that the students belong to the generation that experienced online education for the first time in their lives, could be viewed as the core of the challenge all participants in the process were facing. Surprisingly, they got used to the new conditions of the meetings quickly. Before the online course started, the meetings had been held for a couple of years face to face. The arrival of the Covid-19 pandemic meant an enormous change for all participants, including the teacher. It was unimaginable how the older generation would deal with all the technical devices and with a completely different learning/teaching environment. It took a few weeks of detailed explaining at the beginning of every session, but finally, they learned how to work not only with Google Meet, Google Jamboard etc. but also with their cameras, microphones, and all the interactive materials that were used in our sessions. They learned, what was expected from them in online communication and interaction, even if they did not always stick to it. It followed from the questionnaire that two students completely disagreed with the statement which says: “The transition to the distance form of the ESL course was a shock for me." One of them wrote that she rather disagreed. Only one student, student 2, mentioned that he rather agreed with this statement. He indeed experienced technical issues most frequently.

The most problematic area of the transition was, according to the students, the different nature of online communication which was characterised by the lack of traditional personal

face-to-face contact. They struggled with being able to talk to each other, reacting properly on time, and many more. A lot of research shows that these are the feeling typical for students all around the world when they move to an online learning environment, which they are not used to. The issues with internet connection and electronic devices disabling students to communicate properly are mentioned in the questionnaire as well. The overall characteristics of the online environment and issues in it are further described in Chapter 1.3.

Another problem was finding some of the classroom topics unattractive. This specifically concerned Student 2. However, he didn't think the sessions had been monotonous. Surprisingly, none of the students mentioned dealing with problems arising from paying attention in front of the computer screen. Only the teacher struggled with paying attention, even though she served the role of a moderator who communicated various information between the students and was expected to be the most attentive to make it all work.

On the other hand, there were some aspects that the students considered positive and helpful. For example, they all mentioned the friendly attitude of the lecturer and colleagues. Creating a friendly and safe environment in the educational process is undoubtedly one of the major tasks for a teacher, regardless of whether they teach online or face-to-face. Three students believed that the technical support that they had been provided with was useful as well. The same students also appreciate the prompt reactions of the lecturer. Finally, knowing that we were all in this together (sense of belonging) was beneficial for the two students. Other aspects they added to the list were their previous own technical knowledge and the similar situation at their own job. From the materials used, they enjoyed working with traditional presentations and Kahoot! quizzes. They thought they had been provided with enough space for asking questions. Communication became a key topic. Some strategies made it easier for the students to keep going. They mentioned namely the choice of activities and interactive materials in combination

with the teaching style (asking questions, using humour). They appreciated even the cooperation among them, and that they were helping each other all the time.

Last, but not least, the students were asked to tick and possibly write what they had learnt in the online English course. They mentioned the realization that even practising the language in the online environment can be not only useful but also fun. Further, they wrote they had enriched their vocabulary. Also, they felt they had improved their speaking and communicative skills, moreover through electronic devices, and in English.

Finally, the students recommended keeping a friendly attitude and using a wider variety of topics and activities. They also thanked their teacher for her patience and wished her good luck in her future job. It follows from the questionnaire, that despite all the difficulties they had to face, a major part of the group got used to the new environment and, as a result, some meetings seemed to the teacher continuous and natural.

The key idea is that there were crucial differences between online and face-to-face sessions. These were mainly related to the character of communication. At first, it was difficult for the students to deal with all the changes, but later, they got used to them, and they became active learners enjoying the English sessions again. Some aspects that helped to improve how they felt about our meetings were friendly communication, instructions for working with devices and interactive materials, and just as importantly a sense of belonging. Despite having to handle the problems mentioned above, both the teacher and the students perceive the teaching/learning process as mutually beneficial.

2 Literature Review

In this thesis, the approach of Conversational Analysis (CA) was used to describe and analyse classroom interaction. CA is an approach to studying spoken interaction that helps to observe how the interaction unfolds in time. The study works with CA-SLA (also CA-for-SLA)

which can be understood as a linguistic field that focuses on the spoken interaction in the language-learning process. In other words, it is CA applied to the context of SLA (second language learning).

2.1 CA-SLA

Conversation analysis (CA) is a methodology rooted in sociology that emerged with the purpose "to study ordinary conversation as a social action" (Walsh, "Teacher Development" 25-26). In this thesis, the focus lies on the learning process, which is considered a social activity (Walsh, "Teacher Development" 46). Jack Sidnell defines conversation analysis as "an approach within the social sciences that aims to describe, analyse and understand talk as a basic and constitutive feature of human social life" (3). Thus, CA can be employed to describe the learning process as a social action occurring through conversation, and its characteristics can be further explored.

A significant contribution of CA is its utilization of authentic, naturally occurring communication data. Studies conducted by Sacks, Schegloff, and Jefferson demonstrate that CA operates on the assumption that all social contexts are dynamic and constantly changing, shaped by participants and their unique use of language. By employing CA, which allows for the sequential analysis of talk-in-interaction, we can examine how interactions unfold and how participants employ language for turn-taking, openings and closures, and sequencing of acts (Sacks, Schegloff, and Jefferson in Walsh, "Teacher Development" 26).

Drew and Heritage emphasize that "talk-in-interaction is the principal means" through which individuals pursue various practical goals in their lives (qtd. in Walsh, "Teacher Development" 26). One of the aspects of the spoken interaction that CA examines is turn-taking. Sacks, Schegloff, and Jefferson explain that researchers interested in the sociology of turn-organized activity seek to determine the shape of the turn-taking organization device and

its impact on the distribution of turns for different activities ("A Simplest Systematics for the Organization of Turn-Taking for Conversation" 696).

CA focuses on how talk is produced and how the meanings of talk are determined, particularly within institutional settings (Hutchby and Wooffitt 1-4). Many researchers, including Walsh, agree that classroom talk is to some extent institutionalized. However, it is important to maintain natural communication within the educational context while studying these features.

The term CA-SLA, which was first coined by Markee and Kasper in 2004, is "a subfield of second language studies (SLS)/applied linguistics (AL) that uses conversation analytic techniques to study language learning" (Markee and Kunitz 425). As a form of ethnomethodological conversation analysis, CA-SLA offers several benefits, including assisting second language learners in unpacking their common-sense understanding of their own and their communication partners' language learning behaviours in real time (Markee and Kunitz 426). In other words, by focusing on the micro-details of video- or audio-recorded interactions, CA-for-SLA aims to document the subtle moments of learning and understanding by incorporating participants' own perspectives from an emic standpoint (Walsh, "Teacher Development" 26).

Additionally, the CA-SLA methodology proves useful for studying classroom discourse because it closely resembles real-life communication and serves practical purposes. This implies that everything that occurs in the classroom is rooted in ordinary communication. However, according to Edwards and Westgate, it is important to note that classroom discourse is highly context-specific due to institutionalization (Walsh "Teacher Development" 27). An institutionalized interaction is characterised by being mostly task-based, and the tasks are usually performed within the exchange between professionals and lay persons (in this context

between teachers and learners), regardless of whether it is happening face-to-face or remotely. The talk-in-interaction serves as the means of fulfilling the practical goals (Drew and Heritage 3). In ESL acquisition, language becomes a goal and a means for fulfilling it at the same time.

There are three primary contributions of CA used in the study of second language acquisition, as described by Walsh, who paraphrased and explained Drew and Heritage's findings in their publication Talk at Work (22). First, CA allows for the examination of the structural organization of interactions as determined by the participants. Second, it recognizes the dynamic and variable nature of the context and is well-equipped to capture this perspective on interaction within the language learning environment. Last, the CA-SLA approach acknowledges that all spoken interactions in the second language classroom are goal-oriented, with the language itself serving as both the lesson objectives and the means of achieving them (Walsh, "Teacher Development" 27-28). Drew and Heritage discussed these as "goal orientations of a relatively restricted conventional form", talk associated with "inferential frameworks", and "special and particular constraints" arising from the participants (22). These contributions are closely connected to sociology. The two scholars provided a broader context for understanding how CA works in SLA. They explained two analytic frameworks that provided an approach to studying interaction. The first tendencies were ethnographic. They created a broader understanding of what impact the context has on structuring and shifting meaning or vice versa. The other tendencies were based on the speech-act theory, which highlighted the sequence of interaction and helped to establish the formal models of spoken interaction. CA combines both these frameworks. It is able to describe how social actions are specifically organised in terms of sequence in social interaction (Drew and Heritage 3-16). It perceives talk and language use as a vehicle for social action (Drew and Heritage 16). In the context of the institutionalized talk, it means, that CA "must first accomplish the normal CA tasks of analyzing the conduct of the participants including their orientations to specific," and

then it focuses on the tasks that might be “done differently in institutional settings” (Drew and Heritage 20). The core idea is that any talk and its attributes develop based on the settings in which it arises local identities and the underlying organization of their activities (Drew and Heritage 7).

Teachers who employ CA-SLA as a tool for reflective practice may come to realize that their actual teaching practices differ significantly from the reality observed through the analysis of authentic collected data. This notion is exemplified by Hale, Nanni, and Hooper, who demonstrate in Hale's own data sample how this discrepancy occurs. While Hale initially believed that his students were rarely subjected to the IRF (initiation, response, feedback) sequence typically prevalent in classroom discourse, he presented a data sample that reveals the unfolding IRF structure, wherein the teacher repeatedly initiates and provides feedback to his students (see *Figure 2*).

01 T: ok. let’s look at the second one. what can people do to reduce their
02 carbon footprints. who can answer.
03 (3.0)
04 S1: ahh.
05 T: → what steps can people take to reduce their carbon footprints.
06 (3.0)
07 S2: → use bicycle or use public transportation.
08 T: bi[cyc-]
09 S2: [or w]alking
10 (2.0)
11 T: → very good. anybody else?

Figure 2: IRF Data Sample (Hale 61)

Hale's analysis reveals the unfolding of an IRF sequence in the provided data sample. He explains that the IRF sequence is initiated in lines 01-02, but when there is no student response, the teacher rephrases the initial question, resetting the sequence at line 05. At line 07, Student 2 provides the "R" part of the sequence, and the teacher begins to repeat the student's answer, "bicycle." Interestingly, the student interrupts the teacher to provide an expanded response before he has finished answering. The teacher waits for two full seconds, allowing space for the

student to further elaborate. Once satisfied with the student's response, the teacher closes the exchange with an expression of approval ("Very good") at line 11 and immediately initiates another IRF sequence by asking, "Anybody else?" (Hale 62). This data sample demonstrates both the common IRF sequence and specific interactional strategies that support learning, such as repetitive feedback and extended wait time. It also showcases an instance where the learner's turn or response expands naturally without the teacher's additional effort. The only strategy employed in this interaction is that the teacher allows the student to interrupt their repetitive feedback and remains silent. Notably, what stands out in this data sample are the pauses, which range from 2 to 3 seconds in length. Prolonged pauses are characteristic of interaction in the online environment, further described in Chapter 4.1.3. This is just an example of how classroom interaction can be approached via CA-SLA, focusing on turn-taking and interactional strategies used.

Another data sample shows a successful repair sequence (Hale 67). The interaction happened between students, and the teacher was not a direct participant at that moment (see *Figure 3).*

→ 049 Y: kind of ship. (3.0) hm. anduh *ehto:*(2.0) right s: righto-right side of
050 the house there is a mou-uh ↑hill-hill.
051 K: ◦hill?◦
052 Y: ((draws in breath)) (1.0) ◦mm◦ small mountain.

Figure 3: Repair Data Sample (Hale 67)

Hale explains, that in this case, the student “K” initiated a repair sequence “as soon as she noticed something she didn’t understand” (67). In this case, we speak about other-initiated self repair, where the repair arises from the communication partner, who spots a problem, and the speaker repairs himself based on the other’s initiation.

The interaction in the context of classroom discourse and online environment is specific, and CA may help to describe the interactional features which occur there. The data samples

used above show only two interactional features or strategies. However, this thesis works with four. Besides turn-taking and repair, it describes also questioning techniques and wait-time. These are further explained and described in Chapter 2.2.

When mentioning classroom discourse as an umbrella term covering interaction and communication happening in the classroom, it is necessary to also introduce classroom discourse analysis that, using CA tools, provides insights into the features of classroom interaction happening through talk. Walsh highlights that "the communication patterns found in language classrooms are special and different" compared to those in strictly content-based subjects because the linguistic forms are the aim of the lesson and the means of achieving them. When teachers attempt to analyse communication in the L2 classroom, they must consider its uniqueness and complexity (Investigating Classroom Discourse 3). Johnson argues that when teachers understand the dynamics of classroom discourse, they are likely to establish and maintain successful communicative practices leading to learning (qtd. in Walsh, "Investigating Classroom Discourse" 4). Investigating classroom discourse does not only help teachers to reflect on their professional development - how they support learning, etc. - (Walsh, "Teacher Development" 5) but it can also be beneficial for the students by providing them with a retrospective insight into their own learning process. One of the main features of classroom discourse is the fast development of interaction in which more people may take part. It is demanding to observe the multifaceted interaction in real time, so the retrospective self-observation arrives as a solution to this problem (Walsh, "Teacher Development" 28). Self-observation helps teachers to develop their skills to pose problems and come to understand them (Walsh, "Teacher Development" 5). In other words, reflecting on the interactional strategies applied in teaching leads to stronger professional development, in which teachers come to an understanding of, for instance, how they create/block space for learning, how they provide their students with scaffolding, what elicitation techniques they use, and they can work on the

improvement of all mentioned areas (Walsh, "Teacher Development" Ch.2). On the other hand, when students understand the process of learning, it can lead to increased motivation, which can set the foundation for their further language development. Therefore, the usefulness of understanding classroom discourse and interaction can bring positive outcomes for both sides of the teaching/learning process.

Understanding what is happening in the classroom, as a part of a teacher's reflective practice, leads to the acquisition and development of classroom interactional competence (CIC). Walsh also emphasized its importance. By improving this competence, the learners and teacher can "work effectively together" (Walsh, "Teacher Development" 28-29). He describes this competence as "[t]eachers' and learners' ability to use interaction as a tool for mediating and assisting learning". He puts interaction at the centre of the teaching/learning process and says that by improving CIC, the teachers and learners will improve learning and opportunities for learning.

Walsh claims that re-evaluating the role of the teacher in shaping classroom interaction is needed because simply handing over to learners is not the core of second language acquisition (SLA) (Investigating Classroom Discourse 5). It emerges from the general notion of teaching that the lower the language level students reach the more important role the teacher plays in interaction. According to Johnson, in second language classroom discourse, it is easy to identify (qtd. in Walsh, "Investigating Classroom Discourse" 5). Teachers usually control most of the communication patterns by restricting or allowing learners' interaction (Ellis, qtd. in Walsh, "Investigating Classroom Discourse" 5).

It has been implied that the contribution of CA lies in its ability to focus directly on the interaction, which is understood as a social activity that occurs in a social context. Learning in general is seen as a social activity (Teacher Development 46). Walsh and Markee discuss Lev

Vygotsky's significant contribution to the field of sociocultural theory. Walsh claims that although Vygotskyan theory was first conceptualised in the L1 context for acquiring the mother tongue, it is relevant also for understanding second language acquisition (SLA). The idea is as follows. According to him, learning a language is in this theory understood as a mental process that is "linked to our social identity and relationships". He continues by saying that, regardless of the object of our learning, it is always socially constructed. Social contact occurs between learners and more experienced language users. The whole learning process "occurs within the zone of proximal development" (Walsh, "Teacher Development" 8) which is described, for example, as "the developmental space between what may be currently achieved through solo performance and what can be prospectively achieved as a result of collaborative, scaffolded interaction between experts and novices" (Markee 231). The process includes stages such as collaboration, construction, opportunities, and development (Walsh, "Teacher Development" 8). In other words, the social aspect of learning is at the centre.

To summarise the core idea of using CA (CA-SLA), it must be said once more that this approach enables to focus on classroom interaction and classroom interactional strategies of a teacher and learners. It provides the perspective on what interactional strategies the teacher uses and what impact they have on learners, but it can be viewed from the other way round through the eyes of learners, that is, how they perceive the strategies used by a teacher and what these strategies do for them in terms of learning. In other words, "CA can provide teachers with a powerful analytic lens through which to view language use in their classrooms—both their own language use, and that of their students—in order to make pedagogical changes that can enhance learning" (Nanni, Hooper, and Hale 54).

2.2 Implications for the Present Study

For this particular case study, the key concept is that of classroom interactional competence (CIC) which has been examined and interpreted through the methodology of CA,

or rather CA-SLA. The study aims to show the interactional strategies used in the second language classroom held online and what the strategies did in the process of communication leading to learning. The focus is primarily on the teacher's view and the strategies they use to support learning and the development of communicative competence. However, the point of view of the students is not omitted. CIC can be understood as a combination of two concepts – communicative competence and interactional competence. Communicative competence, as first coined by Dell Hymes, includes how speakers use all linguistic strategic resources to convey meaning (Walsh, "Teacher Development" 46). Hymes presented communicative competence by introducing an example of a person, a child, who already mastered the grammatical structures of a particular language. However, to use the language appropriately, the language user must acquire "competence as to when to speak, when not, and as to talk about with whom, when, where, in what manner" (Hymes 277). It means he stressed the sociocultural aspect of communication. The notion of interactional competence (IC) was coined by Kramsch, who described it as "skills and knowledge individuals employ to bring about successful interaction" (qtd. in Walsh, "Teacher Development" 47). According to Hall and Pekarek Doehler, IC is "the context-specific constellations of expectations and dispositions about our social worlds that we draw on to navigate our way through our interactions with others, implies the ability to mutually coordinate our actions" (1-2). To be able to interact successfully, people must develop interactional competence. Therefore, the development of interactional competence is an important part of the teaching/learning process. Thanks to it, teachers and learners gain an understanding of how to work together efficiently. When they master classroom interactional competence, they will become better interactants, who are ready for interaction in the "real world". They are ready to 'survive' most communicative encounters" (Walsh, "Exploring Classroom Discourse" 159). The problem is that most of the classes focus more on accuracy and fluency during solo language performances. However, teachers should focus on their

students achieving confluence rather than fluency (Walsh, "Teacher Development" 46-48). In other words, when communicating, "interactants are engaged in a constant process of making sense of each other, negotiating meaning, assisting, clarifying and so on" (Walsh, "Teacher Development" 48). More recent studies emphasise the significance of context for interactional competence. They assert that interactional competence is context-specific because it is the context that has an impact on how participants of communication construct the meaning together. Richard Young explains the complexity of interactional competence "which includes: adopting a multimodal perspective on interaction; investigating how participants' shared mental contexts are constructed through collaborative interaction; and how the pragmatics of interaction is related to social context" (qtd. in Markee 10-11). Generally, interactional competence is perceived here as more important than grammatical competence because a person need not be an advanced user of the language if they demonstrate a high degree of interactional competence (Walsh, "Teacher Development" 49). It should be added that interactional competence has its origins in the concept of communicative competence (coined by Dell Hymes in the 1970s), which describes how speakers "use linguistic, semantic, discourse, pragmatic and strategic resources in order to convey meaning" (qtd. in Walsh, "Teacher Development" 46). It follows, that the grammatical knowledge of language for describing communicative competence was not sufficient. However, the focus was still on the solo performance. Therefore, communicative competence was extended to interactional competence by Kramsch, highlighting the importance of successful interaction between the interactants; described as the above confluence (Walsh, "Teacher Development" 47). At this moment, the aspect of cooperation between language users in order to communicate meaning and find mutual understanding becomes more dominant.

When analysing spoken interaction as in this study, it is important to realise that each speaker in or outside the classroom, native or non-native, has a different style and level of ability

to communicate meaning, regardless of language proficiency (Walsh, "Exploring Classroom Discourse" 159). In other words, even a student with a lower level of language skills could be effective in communicating meaning, and an advanced user of language could fail this aim. The ability to communicate meaning and establish joint understanding is the area that, according to Kramsch, should be put at the centre of the teaching/learning process, because it allows a more concentrated focus on the development of interactional competence (Walsh, "Exploring Classroom Discourse" 160).

In the context of this thesis, studying and analysing interactional strategies as a part of interactional competence allows teachers to get an insight into their own interactional teaching strategies, evaluate their efficiency, and focus on their professional development. Teachers gain an understanding of how they use interactional strategies to support the learning of the second language. For this thesis, observation of interaction strategies used in the areas of wait-time, turn-taking, repair, and questioning can help to understand how learning and interaction were supported in the online environment. If the teacher adopts strategies that help evoke learner-centred interaction in which they construct and co-construct meaning if the strategies maximise space for learning, and if they interactionally support several types of repair, then it points out to well-developed interactional competence that can improve teaching/learning process and its results in a safe environment in which students are actively involved, feel free to contribute, and are not afraid to take risks because they know they will not be punished for their mistakes. On the other hand, students can develop an understanding of how these strategies impact them, how they are supported by the teacher, and how they can cooperate to make the interaction even more effective in terms of learning (Walsh, "Teacher Development" 52).

Turn-taking as part of a sequence of organization of interaction was described by Schegloff. He writes that there is a tendency to analyse turns based on topics, i.e., what they are

about. However, they are better to be analysed based on what they do. What the turns do is perceived as more important than what they are about ("Sequence Organization in Interaction" 1). In the context of language learning, we can study how the teacher asks questions, how responses are elicited, how learners are nominated to participate in the interaction, and how it leads to the learning and development of communicative competence. Since turn-taking also covers the feature of feedback, we can study how teachers provide their students with various forms of feedback. It is an important part of conversation because it is "essential for maintaining coherent and smooth conversation" (Thornbury and Slade 131-132). In the language classroom, coherent and smooth conversation is one of the objectives of the teaching/learning process. It must be considered that feedback is culturally and contextually specific, and the "absent feedback can contribute to the breakdown of conversation" (Thornbury and Slade 132). It means that if the participants in the conversation share the culture and context, they are very likely to avoid the most serious breakdowns in the conversation. Then, if the breakdown happens, other causes beyond cultural and contextual can be searched. Feedback can be influenced by the role that participants play in conversation. Two basic roles are speaker and listener. The teacher often has the role of a listener. Gardner outlines seven types of listener contributions common in casual conversation in English. These are

1. continuers: these signal the present speaker's right to continue holding the floor, e.g. mmhm, uh, huh;
2. acknowledgements: these claim agreement or understanding of the previous turn e.g. mm, yeah;
3. assessments: these are appreciative in some way of what has just been said e.g. how awful, sh*t, wonderful;
4. news markers: these mark the speaker's turn as news e.g. really, is it!;
5. questions: these indicate interest by asking for further details, or they may be asked in order to repair some misunderstanding;
6. collaborative completions: one participant finishes or repeats another's utterance; and
7. non-verbal vocalizations: e.g. laughter, sighs etc.

(Gardner in Thornbury and Slade 132)

The aim of ESL teachers is to prepare their students for real-life communication in everyday situations. Although the classroom context is more formal and institutionalised, communication should remain natural. Therefore, we can also observe these roles and contributions, originating from casual conversation, in the data collected in ESL classrooms.

When observing wait time, either extended or lack of it, it can be explained how the correct/incorrect use of this feature contributes to allowing students with space for planning their answers and so focus on the improvement of fluency or confluence. On the other hand, if not enough wait time is provided, it can lead to blocking the learning space. Walsh explains that extended wait time improves students' chances for interaction. He says that "[s]ilence, in the form of extended wait-time is of great value, giving learners essential processing time and frequently resulting in enhanced responses" (Walsh, "Investigating Classroom Discourse" 122).

In terms of repair, there are several types involved in the interaction in the learning/teaching process. The strategy itself "refers to the ways in which teachers deal with errors" (Walsh, "Exploring Classroom Discourse" 14). Each type of repair has its own specifics, and, together with turn-taking, serves the role of shaping the learner's contributions (Walsh, "Investigating Classroom Discourse" 133). Repair coupled with questioning is, according to van Lier, the major characteristic of language classrooms (qtd. in Walsh, "Investigating Classroom Discourse" 10). Making mistakes and learning from them is a natural part of language acquisition. In the teaching/learning process, teachers are not the only ones, who deal with errors. Students very often deal with them and reflect on them independently without the teacher interfering. Schegloff, Jefferson, and Sacks came up with "an important distinction between the initiation of repair (marking something as a source of trouble), and the actual repair itself (the speaker who produced the trouble source, and repair initiated by other"

(qtd. in Hutchby and Wooffitt 60). Based on this distinction, they describe four varieties of repair sequences:

> Self-initiated self-repair: Repair is both initiated and carried out by the speaker of the trouble source.
>
> Other-initiated self-repair: Repair is carried out by the speaker of the trouble source but initiated by the recipient.
>
> Self-initiated other-repair: The speaker of a trouble source may try and get the recipient to repair the trouble - for instance if a name is proving troublesome to remember.
>
> Other-initiated other-repair: The recipient of a trouble source turn both initiates and carries out the repair. This is closest to what is conventionally called 'correction.' (Schegloff, Jefferson, and Sacks in Hutchby and Wooffitt 60)

These types occur naturally in interaction and refer to the sequence organization of talk, turn-taking. Even though repair is described as a separate feature, it is obvious, that is closely related to other aspects of the interaction explained in this chapter, i.e., turn-taking, wait-time, and questioning techniques. These are the last described interactional feature used for the analysis in this thesis.

Questioning strategies are an important part of the interactional strategies used by a teacher in an ESL classroom. Walsh describes two types of questions used to elicit learners' responses. These types are display and referential questions. The display questions are those to which teachers already know the answer. Referential questions, on the other hand, focus more on the conversation. They aim to elicit natural learners' responses and help to promote discussion. The choice of questions is in close relationship with a teacher's pedagogic goal. The questions do not only help a teacher to elicit a response, or to check understanding. They

promote involvement and can guide learners towards a particular response (Walsh, "Teacher Development" 33-34).

3 Data

For the purpose of the analysis, 11 recordings were made during the ESL classes with a heterogeneous group of adult learners. From these recordings, 50 data samples were selected and transcribed. The aim was to show, through concrete data, what interactional strategies a teacher can use to support language learning and thus contribute to the development of communicative competence. Based on the features described in Chapter 2.3, the data samples were selected in order to represent prototypical turn-taking, display and referential questions and their role in the interaction in the online environment, the significance of prolonged wait time or its absence, and types of repair together with their function. All strategies are embedded in the teaching/learning process with an emphasis on the development of communicative competence. The complete data overview is attached as Appendix 4. The data coding table includes the number of each session, the number of a data sample, the date of recording, footage, the aim of the session, a list of key interactional features, the pedagogical impact related to a classroom interactional competence, and duration.

3.1 Data Collection

To be allowed to collect and process the data, participants were asked to sign the informed consent form, in which they agreed to participate in this study anonymously. Signed informed consent is attached as Appendix 1. After getting the consent, it was possible to start recording. The audio recordings were made using a free computer program that enabled recording of the system sounds and at the same time of the sounds received through the microphone. Data were recorded every week, with a three-week gap during the Christmas period, when no classes were held. Each recording of the whole session has roughly 60 to 75 minutes, even though they were originally intended to be 90 minutes long.

However, it turned out after the first session that they would be actually shorter due to technical issues and the time it took the students to join the meeting. The process of recording 11 sessions in total took four months, from 9 November 2020 to 8 February 2021. As a next step, 50 data samples were selected, according to particular criteria, to represent the four dominant categories of repeatedly occurring interactional strategies. These categories, as has been already mentioned, include turn-taking, questioning techniques, wait-time, and repair, and their analysis aims to show how they contribute to the development of communicative competence. They are described in Chapter 2.3. The thesis based on the collected data is delivered as a case study.

3.2 Data Processing

Data samples were manually transcribed, using the simplified Jeffersonian system of transcription. A glossary of transcription symbols used is attached as Appendix 3. The simplification was made to capture the in-class interaction in a way that would be the most useful for the purpose of the analysis. The main focus was on teacher/student interaction (in terms of turn-taking) and long pauses. Pauses were divided into two categories according to their length. The first category includes pauses from 1.5 to 3 seconds. The second category covers pauses longer than 3 seconds. The limit for a minimum pause was raised from 0.5 to 1.5 due to the online environment, in which longer pauses were dominant, caused by a transmission delay. After reaching a length of 3 seconds, the pause became significantly longer, possibly pointing out a communication breakdown. Another aspect analysed is questioning dynamics, focusing primarily on display and referential questions, elicitation, and repair. Repair is then singled out as a separate category because it is not necessarily related to questioning techniques.

When mentioning the transcription, the simplification was made in terms of the symbols used to capture the spoken interaction. For example, the transcription symbols °hh for breathing or °word° for whispering were omitted. Hearable breathing sounds are mentioned in double

brackets (double brackets also include some notes about what was happening at the moment), and whispering is not included in the transcripts at all. It is because the sessions were held online, and due to this environment, in which communication is computer-mediated, it was nearly impossible to distinguish whispering from quieter talk resulting from the microphone settings, its sensitivity, or the transfer of sound in general. For example, in the following transcript 109112020B, turn 08 (which was the teacher's turn) shows the breathing sounds transcribed in a form of a note in double brackets (see *Figure 4*).

08 T: Hehe v podstatě heh. ((loudly inhales)) She could get grilled. Hehe. Mohla by se skoro až ogrilovat. Yes. […]

T: Hehe basically yes heh. ((loudly inhales)) "She could get grilled." Hehe. She could get nearly grilled. "Yes." […]

Figure 4: 109112020B, turn 08, hearable breathing sounds in double brackets

In this case, the hearable inhale could be interpreted as either a prolonged wait-time needed to think about the next turn or just an expression of the emotions felt at that moment. Still, this way of marking breathing sounds works in the transcripts, so the interactional features can be shown, described, and further interpreted. Double brackets are also used in the transcriptions to mark some of the non-linguistic features from the recordings (see *Figure 5* and *Figure 6*).

07 S2: Mě taky ne. ((with a slight smile))

S2: Me neither. ((with a slight smile))

Figure 5: 323112020A, turn 07, the non-linguistic features

In turn 07 from 323112020A the double brackets are used to mark the change in a tone or intonation. In other words, the student reacted here to a joke that the teacher had made in a previous turn probably showing trust and understanding.

54 T: We can describe almost everything. Asi tak bych to popsala. Jo? Můžeme popsat v podstatě úplně všechno. (.) Ještě bych třeba řekla, že můžeme popsat tohlencto. (2.0) Tak. ((typing))

T: "We can describe almost everything." I would say this. Yep? We can describe basically everything. (.) I would maybe also say that we can describe this. (2.0) So. ((typing))

Figure 6: 323112020B, turn 54, the typing sound in double brackets

In *Figure 6*, the sound of typing on a keyboard is written in double brackets. This sound in the context of the whole turn shows that the teacher typed something for the students to show them the written form of something, and to give them some ideas for their brainstorming (a form of scaffolding).

After data transcription was done, the data samples were repeatedly read through, and the interactional features were marked using the highlighter tool in Microsoft Word. This tool was used to mark three categories: wait-time, repair, and questioning strategies (each in a different colour). For turn-taking, it was necessary to find another way to mark this feature. The transcripts which showed interesting turn-taking were also highlighted, but a note had to be made to complement the system of highlights, so it was clarified why was this data sample selected as the illustration of the interactional feature of turn-taking.

From the features analysed, the author of this thesis decided to focus on an approximate quantification of the frequency of extended wait-time, display and referential questions. She counted the total number of transcripts, and then the occurrence of a particular feature. She observed in how many transcripts the feature occurred. The final statistics are approximate, due to issues in distinguishing between types of questions.

3.3 Data Description

Data samples were transcribed and used for the analysis make up a total of one hour and 44 seconds of audio recordings. The shortest transcribed sample covers 20 seconds (430112020G), and the longest covers five minutes and 49 seconds (323112020B) of online classroom interaction. The data coding table attached as Appendix 4 includes the number of each session, the number of a data sample, the date of recording, footage, the aim of the session, a list of key interactional features, and the pedagogical impact related to a classroom interactional competence, and duration of the recording.

The data showed, that in 35 data samples out of 50, extended wait-time could be observed. It means 70 % of data samples demonstrate the occurrence of extended wait-time (see

Figure 7).

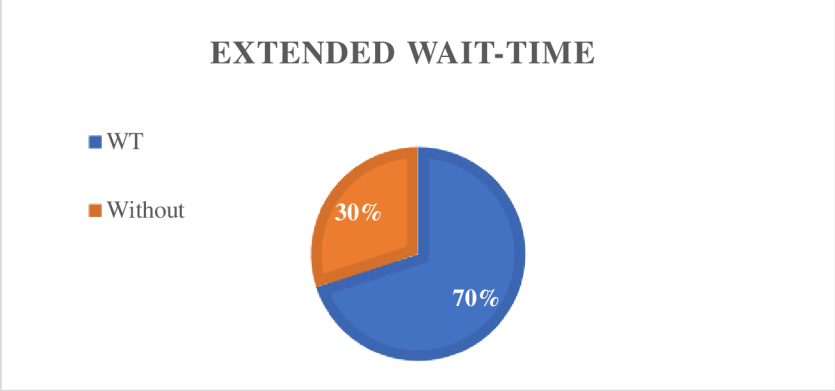

Figure 7: Occurrence of Extended Wait-Time (own)

In terms of questioning strategies, two types (analysed in Chapter 4) could be observed. They were assessed from the teacher's perspective. The teacher used display questions in 25 samples (see *Figure 8*).

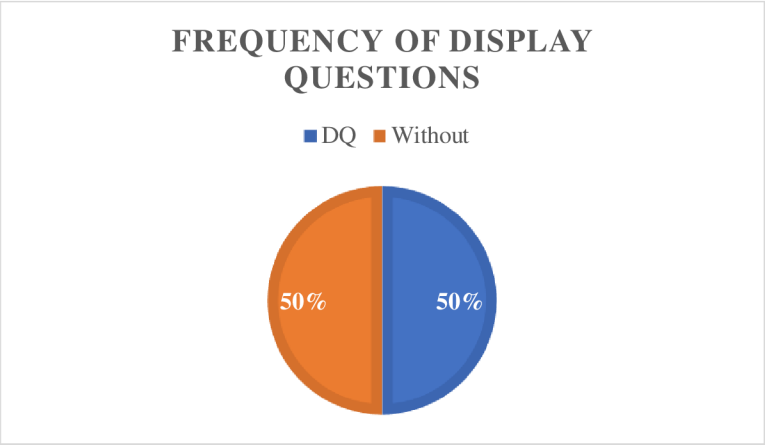

Figure 8: Frequency of Display Questions (own)

At least one referential question occurred in 28 samples out of 50 (see *Figure 9*). It means that referential questions were slightly more frequent than display questions (56 % vs. 50 %).

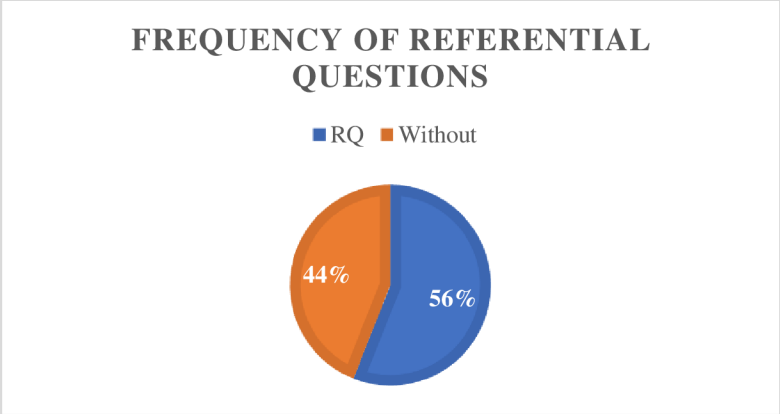

Figure 9: Frequency of Referential Questions (own)

4 Data analysis

The data was analysed using the CA methodology (or CA-SLA). The recordings were manually transcribed and complemented by the symbols used in the Jeffersonian transcription system. However, the symbols used in the transcripts are simplified. The symbols are used to capture the spoken interaction in a functional way for the purpose of the thesis, i.e. to reflect particular interactional strategies together with the dynamics of the ongoing talk-in interaction. The list of the used symbols is enclosed in this paper as Appendix 3.

For marking particular interactional features, the author used either symbols from the above-mentioned system, e.g. for marking pauses and wait-time, or colour highlights when a feature expressed significantly was marked/highlighted in a different colour (see Appendix 5 in an extended e-version of this thesis, also uploaded on the enclosed CD) to make orientation in the transcriptions easier.

For the purpose of this thesis based on the signed informed consent (see Appendix 1) the participants' names were anonymized for ethical reasons, mainly to protect their privacy, both in the turn descriptions and the turns themselves. Their names were replaced by abbreviations S1-S4 where S stands for "student" and the number was chosen randomly. Also, the audio recordings are not included, because the names are mentioned there many times, and it would be complicated to "delete" them. Although the study does not yield a broad sample of the population selected according to certain criteria (heterogeneous group of four adult learners at the age of 50+, shared aspects of motivation, similar language level, online environment), it can become beneficial for a description of frequently occurring interactional features that became typical for the online learning environment and show how these contribute to the development of communicative competence. In other words, the analysis focuses on showing the interactional strategies used by a teacher in order to help learners in developing their communicative competence in a challenging learning environment. The strategies are viewed monthly from the teacher's perspective. However, in terms of the material used, the study has its limitations. It works with a rather small amount of data and a low number of participants. For the validity and reliability of the research, it means, that a small sample of the population (with common characteristics) is studied, and data collected over a relatively short period of time is analysed. Despite these limitations, the thesis could make its contribution to the field of ESL teaching in the online environment. For example, the data was analysed in more detail than

would have been possible with a larger data sample, therefore it provides a detailed analysis of frequently occurring strategies. It is up to the readers to what extent they generalise the finding.

Contribution of the findings resulting from this analysis might become beneficial for other teachers, who would possibly get into a similar situation – suddenly teaching online without any previous systematic preparation, not knowing the constraints that the environment might bring, dealing with students without developed knowledge of online tools and IT devices. The findings could therefore provide an insight into what interactional strategies to choose and how to effectively scaffold second language learning and not block it in the online environment when learners are too afraid to speak to the PC screen or they struggle with extending their answers because they are aware of being listened to carefully by the others, finding themselves in a situation where any mistake made might be pointed out. The knowledge of the various barriers the learners face and the teacher has to reckon with, could help with the conscious employment of strategies contributing to the development of communicative competence which is one of the most important aims of the language learning process. It could become an inspiration or, when taken from a different point of view, a frightening example of what not to do. In other words, the analysis shows the options for ESL teachers in terms of teaching practices they could employ in similar situations, so they would not have to go through the complicated and time-consuming process of realisation themselves.

4.1 Analysis of Interactional Key Features

This chapter is divided into four subchapters, each devoted to a specific interactional feature that the author of the thesis identified as informative and prominently occurring in the analysed interactions. These features include turn-taking, questioning techniques, wait-time, and repair. The objective was to examine these aspects within the context of online classroom interaction and demonstrate how they contributed to the learning process by facilitating the development of communicative competence. The analysis presented aims to address the

questions posed by Walsh with regard to the development of classroom interactional competence. The questions are:

1. How do teachers and learners co-construct meaning through interaction?
2. What do participants do to ensure that understandings are reached?
3. How do interactants address 'trouble' and repair breakdowns?
4. What is the relationship between CIC and language learning?
5. How is 'space for learning' created?

These questions (Teacher Development 52) may help to clarify, how both teachers and learners cooperate in supporting language learning through interaction. The fact is that some of the strategies overlap, and therefore must be explained in connection to each other. These strategies are described from the point of view of a teacher, and they are studied in terms of how the contributed to the fulfilment of the pedagogical goal of the session, mainly to the development of communicative competence besides more form-focused goals.

4.1.1 Turn-taking

As Sidnell asserts, turn-taking is the basic constitutional feature of communication, and it ensures its organization. Ordinarily, we take turns in conversation, and these are distributed in various ways based on a number of aspects, for example, the role of participants, context, or aim of interaction (Sidnell 36). Turn-taking in classroom interactions is institutionalised, and therefore, formally structured to a certain extent. This was also a feature in the present study. The essence of formalisation in the analysed interaction was that the teacher had a very dominant role as an initiator of interaction, creating space for learning, and scaffolding language acquisition. Walsh explains, that "interaction and classroom activity are inextricably linked" ("Teacher Development" 73). It means, that "as the focus of a lesson changes, interaction patterns and pedagogic goals change too (Walsh, "Teacher Development" 73). The interaction

differs when it is focused on organising (e.g., giving instructions), eliciting language use in terms of self-expression (typically by asking questions frequently, using minimal repair), or making students use correct forms (direct repair, scaffolding) (Walsh, "Teacher Development" 74-75). Any communication (or interaction), regardless of context, unfolds in so-called turns. This is the basic unit, which consists of lower units. These units are called turn-construction units (TCUs), and there are two types of them. The first type is called the turn-construction element, and the other is the turn-distribution element. They usually correspond to linguistic units. The turn-constructional element reflects the type of turn used and projects the turn completion. Importantly, TCUs show transition-relevant places and their boundaries (Hutchby and Wooffitt 49-51). These are moments of conversation/interaction where we can observe some transition after a closed unit, for example after a question-answer exchange. These boundaries are shown in various verbal and non-verbal ways, such as changing topics, prolonged pauses, or the repair, that closes a turn. The minimum units are called adjacency (or minimal) pairs. The adjacency pair is characterised by three features. It must consist of two turns by different speakers, the turns must be placed one after another, and have to be ordered. Probably the most common adjacency pairs from the common everyday communication are a question and answer, greeting and greeting, offer and acceptance/decline (Sacks, Schegloff, Jefferson 13). With every turn, the participants can do something. They react to each other and by using a suitable turn in content and form, they show the development of their interactional competence. In the context of language learning, a well-developed classroom interactional competence can be expressed through using questioning techniques that elicit answers in the target language. By using the target language, learners work on acquiring language skills. Usually, when a question is asked in one turn, in the other turn we expect the occurrence of the answer to that question. If it is there, it is nothing unusual. However, if in the other turn, there is no answer to the question, it can be further discussed. In the language learning classroom,

interactions often follow a specific sequential structure known as the IRF structure, which stands for initiation, response, and feedback, as defined by Nanni, Hale, and Hooper (61). Let's consider the following example based on a question-and-answer structure, in which the teacher acts dominantly as the initiator of interaction, leads the students by asking questions to the right answer and helps them with acquiring new language knowledge. The data sample 109112020C consists of 13 turns:

01 T: A my se ještě dneska podíváme na takové podtéma těch modálních sloves (1.5) a to bude giving advice. (1.5) Do you understand, what does it mean? (2.5)

T: Today, we are going to look at a subtopic of the modal verbs (1.5)

and it's "giving advice". (1.5) "Do you understand, what does it mean?" (2.5)

02 S4: No.

03 S3: No. ((exhales loudly))

04 T: [No.]

05 S2: [No.]

06 S3: What is advice?

07 T: Advice je rada.

T: "Advice" is advice.

08 S3: Hmm takže dostat radu?

S3: Hmm so get advice?

09 T: Naopak-

T: Vice versa-

10 S2: Dávat radu.

S2: To give advice.

11 T: Dávat radu. Radit. [Jo?]

T: To give advice. Advise. [Yes?]

12 S3: [Hmm]

13 T: Jak dávat radu v angličtině.

T: How to give advice in English.

The major topic of this session were modal verbs. In turn 01, the teacher gives a brief introduction to a sub-topic of the session. In the same turn, the teacher asks if the students understood, because she noticed no reaction in the form of back-channelling clues, that would give her the hint that the learners are listening and understand what is going on or going to happen. In the transcript, we can also observe a long wait-time, which could have been also a clue to check understanding and further clarify the plan and expectations, so she asks if they understood the meaning. After 1,5 pause the teacher figured out, that the learners needed help. To make sure, she asked in English, if they understood. After this question, it took 2,5 seconds to elicit the answer, which could me either a delay in answering caused by turning on the microphone, or the time it took students to think about the meaning of the question. Then, S3 said she did not understand the first question, and in the next turn, the teacher reacted by repeating the answer. Turn 6 shows, that after S3 received only an echo of her own answer, she decided to ask the teacher for the meaning of a word she did not understand. The teacher reacted in turn 07 by providing the translation of the word "advice", which elicited an immediate response from S3. She incorrectly translated the teacher's initial instructions. However, S3 received a repair-feedback as a form of scaffolding when the teacher gave her the clue just to

think through the answer one more time. As a result of this interaction, the learners discovered the topic for their session. The data sample introduces turn-taking in the context of online classroom interaction within a language learning setting. It clearly illustrates the teacher's role as an initiator and guide during the question-answer routine, which is part of the IRF structure. The example presented in the data sample demonstrates how the turn-taking process unfolds sequentially, with the teacher initiating the interaction in response to a learner's question. The data sample further showcases the typical flow of the IRF structure, where the teacher's initiation prompts a learner's response, which, in this case, was initially incorrect. The teacher then provides repair-feedback to guide the learner towards the correct answer, leading to the final accurate response from the learner. The teacher's repetitive feedback after the correct answer serves to reinforce the learner's understanding and effectively closes the interactional unit. Additionally, the text highlights that while the IRF structure is commonly observed, it is not obligatory, and its occurrence may vary in different interactional contexts. In this specific data chunk, it is evident that two IRF structures are blended, providing valuable insights into the turn-taking dynamics during online language learning interactions.

The next data sample 323112020B, illustrates the limited students' answers reduced to a "survival language". The aim is to present the dominant teacher's turns in the online environment compared to minor learners' turns and support the idea, that teacher has the important role of initiator, who plays an active role in the exchange of turns and supports the learners' engagement in interaction leading to learning and development of communicative competence. The goal of the session presented in the data sample was that the students were able to describe a picture and to come to an understanding of why this ability is useful in real-life communication. Also, on the level of grammar, the teacher wanted them to include structures such as there is/are, present continuous tense, and special prepositions. This grammar was intended to become a springboard for further development of being able to give/follow

instructions in connection with modal verbs that had been the topic of previous sessions. The topic was started with an initial brainstorming with some technical struggles with sharing the screen. After the issues were solved, the brainstorming started:

23 T: Jo? My se budeme bavit o nějakém obrázku, já teďka přepnu do češtiny zpátky, budeme se bavit o nějakém popisování obrázku. Tak. (2.0) Tell me. What can we desribe. (2.0) Co tak můžem popisovat. (2.0)

T: Yep? We are going to talk about a picture, now I'll switch back to Czech, we are going to talk about describing a picture. So. (2.0) "Tell me. What can we describe." (2.0) What can we for example describe. (2.0)

24 S2: Colour. [Colours.]

25 T: [Yes,] we can desribe colours. Hmm. (.) What [else?]?

26 S3: [Situation.] [Situation.]

27 T: [Situation] yes. Hmm. (2.0) What else? (6.0)

28 S4: [Face.]

29 S1: [People.]

30 T: Yes, people (.) and when we describe people we can describe, for example, face. (2.0) Yes. Hmmm. (6.0) Hmmm? ((background noises, students searching in their notes)) What else? Co ještě? (5.0)

T: „Yes, people (.) and when we describe people we can describe, for example, face. (2.0) Yes. Hmmm. (6.0) Hmmm? ((background noises, students searching in their notes)) What else?" What else? (5.0)

31 S3: House.

32 T: We can, for example, describe house. Perfect. (2.5) Hmm? (2.5)

33 S2: Computers.

34 T: Yes, also com- we can describe computers (.) if we know them. Jestliže je známe, můžeme je klidně popisovat. Jestliže jim rozumíme. (1.5)

T: "Yes, also com- we can describe computers (.) if we know them." If we know them, we can describe them, why not. If we understand them. (1.5)

35 S1: He[he.]

36 T: [Tak]že jsem zvědavá, kolik z nás si tady dneska škrtne při popisování [počítačů. Hehe.]

T: [S]o I'm curious how many of us will be successful today during describing [computers. Hehe.]

37 S3: [Hehe.]

38 S4: [Hehe.]

39 S1: [Nature.]

40 T: Nature. Yes, we can describe nature. (5.0)

41 S3: Garden?

42 T: And, for example, garden! To je spojené s tím domem, že jo. (1.5) Yes, for example, we can describe garden. What else?

T: "And, for example, garden!" That's connected to the house, yes. (1.5) "Yes, for example, we can describe garden. What else?"

43 S2: Street.

44 T: Street. Yes. (2.0) Hmm. (2.5)

45 S2: Sport.

46 T: Yes! How- For example how some sport is done or played. Můžeme popisovat třeba i jakoby ten průběh, že jo, toho sportu. Nebo, co na něj- co na něj potřebujeme, a tak dále. Výborně. Klidně. Proč ne. Hmm? (2.0)

T: “Yes! How- For example how some sport is done or played.” We can describe for example also even the process, yes, of the sport. Or what we- what we need for it, and so on. Great. Right. Why not. Hmm? (2.0)

47 S4: City.

48 T: City. Yes. (10.0) Co takhle [třeba chování?]

T: “City. Yes.” (10.0) How about [for example behaviour?]

49 S2: [All.]

50 T: Prosím?

T: Pardon me?

51 S2: All.

52 T: Everything. Vše.

53 S2. Vše.

S2: Everything.

54 T: We can describe almost everything. Asi tak bych to popsala. Jo? Můžeme popsat v podstatě úplně všechno. (.) Ještě bych třeba řekla, že můžeme popsat tohlencto. (2.0) Tak. ((typing))

T: “We can describe almost everything.” I would say this. Yep? We can describe basically everything. (.) I would maybe also say that we can describe this. (2.0) So. ((typing))

55 S3: Hmm. (2.0)

This brainstorming was intended as an introduction to a follow-up activity. When focusing on the length of turns, the teacher’s turns are typically significantly longer than the students’ ones. The interaction began with a long teacher’s turn, in which she provided instructions, and freely moved to questioning with the aim to elicit answers with ideas from her students. Her question was followed by a 2-second wait-time, during which S2 turned on his microphone, and

answered quite immediately. However, the answer was in a form of a single word, and it was repeated. The teacher continued by echoing the student's answer to highlight it and confirm its correctness. She continued by using an open question "What else" aiming to elicit more. The situation repeated. The teacher repeatedly asked the same question to make the brainstorming flow, and the one-word answers served their role in the context surprisingly well. The flow was interrupted by a significant 6-second pause in Turns 27 and 30. This extended wait-time provided learners with opportunities to think about their answers. In terms of sequencing, the IRF structure was maintained usually in the form of question and answer (minimal pair) followed by feedback and initiation of another sequence, usually by asking a question. when the feedback was given by the teacher repeating the student's answer. The brainstorming took 5 minutes and 49 seconds and was characteristic by mostly immediate exchange structure except the cases, when a prolonged wait-time occurred. Even though the learners' responses remained in the form of one-word answers, they fulfilled their role and led to introducing the topic. The teacher remained a dominant participant eliciting more responses and more language use. In any case, the form of interaction was adapted according to the aims of the activity, and, in this case, was not unusual. Maybe, the urge to answer only using one word was stronger than it would have been in a face-to-face class. Whether these answers represent the "survival language", is the question. The author of this thesis thinks that they could, but they could also be understood as a prototypical form of interaction during the brainstorming activity. To be able to provide a final interpretation and answer to this question, it would be necessary to do additional research in the face-to-face environment, and it would show whether the students would react differently or in the same way.

The next data sample comes from the same session as the previous one and represents, how the interaction changed in response to a change of activity. In the initial brainstorming, the teacher together with students gathered ideas, which became the basis for another activity. They

approached the description of a picture, here a picture of a cartoon person. The description is included in data sample 323112020C:

01 T: So (.) Let's imagine. This is Ana. Není to česká Anička, tudíž nemá dvě n, jo? Je to nějaká prostě cizí Ana hehe let's call her /æn/. It's /æn/. So, this is Anne. (echo) What can we tell about her. How can we describe her. (1.75) How can we describe this girl. (6.0) Jak bychom ji mohli popsat, tuhle holčinu. (3.0)

T: "So (.) Let's imagine. This is Ana" It's not a Czech Annie, so without double n, yes? It's a foreign Ana hehe "let's call her /æn/. It's /æn/. So, this is Anne. (echo) What can we tell about her. How can we describe her. (1.75) How can we describe this girl." (6.0) How could we describe this girl. (3.0)

02 S4: Anne has dark hair.

03 T: Yes. Hm. What else. (6.0) ((you can hear students turning pages)) Co bychom si k ní ještě mohli říct. (4.0) ((the sound of turning pages))

T: "Yes. Hm. What else." (6.0) ((you can hear students turning pages)) What more could we say about her. (4.0) ((the sound of turning pages))

04 S2: She has rot errr red no a (2.0)

S2: "She has rot errr red" well and (2.0)

05 S2, S3: Šála ((S3 laughing))

S2, S3: Scarf ((S3 laughing))

The teacher's initial turn is again very dominant providing working as an introduction of the picture and providing instruction by asking questions. The intention was to make learners use more complex language structures (at least sentences) together with the engagement of the knowledge about describing people (activation of previous language knowledge). Because the

students were not much responsive, the teacher felt the urge to support them by using their mother tongue (a form of scaffolding). It did not work, and in Turn 05 it was confirmed, that the students lack the vocabulary to give more in their responses. However, the interaction continued:

09 S1: She has [yellow t-shirt]

10 S3: [She has] (1.5) Dobrý, povídejte. (4.0) She has yellow sweater.

S3: ["She has"] (1.5) Good, speak. (4.0) "She has yellow sweater."

11 T: Buďto sweater nebo tam někdo říkal t-shirt, že jo- Nevíme jestli je to triko nebo svetr. Nás to nějak asi úplně netrápí, ale něco na sobě žlutýho určitě má. Hm. Výborně. Yes! That's it!

T: Either "sweater" or somebody said "t-shirt" right- We don't know if it's a t-shirt or a sweater. We don't really care, but she's definitely wearing something yellow. Hm. Great. "Yes! That's it!"

12 S1: She has blue eye- já ne- to nepoznam teda.

S1: "She has blue eye-" I can- can't recognise it.

13 T: As- asi. Blue eyes. Maybe. Maybe. Small blue eyes. Hm. Yes. Let's meet Lucas! This is Lucas. What we can tell about Lucas. (3.5)

14 S2: Lucas is small a small bay eh-

15 T: Small boy- boy.

16 S2: Boy.

17 T: Yeah. Hm. He's a small boy. Yes. (1.8)

18 S3: She is smiling?

19 T: He he pozor he

T: "He he" attention "he"

20 S3: He. He is smiling.

21 T: He is smiling. Yes. Hm. What is he wearing? (2.5)

22 S4: He has red cup

23 T: Cap hm [red cap] hm yes

24 S4: [Cap]

25 S1: He has glasses

26 T: Yes, he has glasses hm (5.0) What about his hair. What about his hair. Or how about his hair. (2.0)

27 S1: His hair (.) is nebo are (.) yellow?

S1: "His hair (.) is" or "are (.) yellow?"

28 T: Hm. Yellow. Perfect. Yellow or better to say blond. Jo [lepší je říct] jako blond, protože ta yellow to si opravdu představíme yellow. (3.0)

T: "Hm. Yellow. Perfect. Yellow or better to say blond." OK [it's better to say] "blond" because the "yellow" we usually imagine the real "yellow". (3.0)

29 S1: [Blond.]

30 T: Hm? (2.5)

31 S3: He- he has blue t-shirt.

32 T: T-shirt. Perfect. he has blue t-shirt. Hm. (4.5)

33 S3: And he has blue ehhh trousers.

34 T: Trousers! Blue trousers. Perfect. Hmmm. Yes.

From Turn 09, the exchange was coherent and fluent, following the IRF structure adjusted to the current needs of learners (one learner's response initiated the response of another student). The learners contributed to the activity mainly in short sentences in English only without apparent need to use the mother tongue. The teacher intentionally decided not to interfere and only took part in a form of repetition or corrective repetition, so the coherency was not

interrupted. The students responded to the teacher's feedback well. They, for example, repeated the correct form as in Turn 24, where S4 understood that the teacher corrected the pronunciation and repeated it after her. In other words, the incorrect learner's contribution in Turn 22 initiated the teacher's response in the form of corrective repetition, which further led to the learner's self repair as a form of feedback to the response.

Besides, the data samples show the use of IRF structure and limited students' contributions to the interaction despite the teacher's notable effort to scaffold learners´ language acquisition and encourage them to speak more. Teacher's efforts to initiate more language use by learners in more complex structures were mainly unsuccessful. However, the lack of students' contribution did not probably arise from being scared to speak online but from the lack of language skills/knowledge. This statement can be supported by the exchange between Turn 04 and Turn 05. In Turn 04 in sample 323112020C, where S2 tried to remember the English word. In the next turn, S2 and S3 both said the word in their mother tongue and showed, that they know what to describe but do not have words for it. On the learners' language level being approximately somewhere around A2, the teacher had expected them to be able to come up with enough vocabulary to provide a simple description of a person from the picture. Hypothetically, if the teacher included vocabulary-based activity instead of a brainstorming activity, the learners could benefit from it more. They would have changed to gather enough language material to build their answers with.

The presented data samples demonstrate, how the interaction changes in terms of turn-taking based on the needs of participants of interaction and its overall characteristics. The turn-taking strategies and the form of turns differ when the activity is fluency based, and when it is form-focused. In the online environment, the teacher's dominant role remains and can be expressed by long and frequent teacher's turns mixed with students' reduced one-word answers. However, if the teacher combines the effort to fulfil the needs of participants with correct

interactional strategies, there is a high chance, that the communicative competence of learners will be more likely developed than it would have been in a situation, in which would the teacher ignore the needs and did not do their best to support the development of learners by any possible means. Data sample 323112020C demonstrates the development of learners' communicative competence by showing how the learners were able to react to each other's contribution in the target language with only minimal help from the teacher.

As suggested, with the aim to initiate students' extended responses, the teacher used various interactional strategies to maintain a fluent and coherent interaction. These strategies were, for example, questioning techniques, extended wait-time, and repair. The first interactional strategy analysed in this thesis are the questioning strategies.

4.1.2 Questioning Techniques

Correct questioning techniques play a significant role in the language learning process. They are part of elicitation techniques, i.e., "strategies used by teachers to get learners to respond" (Walsh, "Teacher Development" 33). The analysis focuses on two types of questions – display and referential questions. Each type has its purpose. Display questions can be understood as questions for which the teacher already knows the answer, and they allow learners to demonstrate their existing knowledge. Specifically, they help the teacher to check understanding and review what has been learnt, they may also lead learners to a particular response, or promote involvement. Referential questions, on the other hand, are defined as "genuine, more open-ended questions", which support discussion, engagement and involvement of learners, who provide more complex responses. They often occur in the form of wh-question. Overall, questioning techniques are common in any classroom, because the classroom discourse is often based on question and answer routines. For classroom context, it is important to stress the fact, that there is a strong relation between a pedagogic goal of a

session and a type of question chosen by a teacher on their way to fulfil it (Walsh, "Teacher Development" 33-34). Data sample 216112020B illustrates the use of a display question:

11 T: Yes. Jo je jasný trošičku co tady děláme gramaticky. Super.

(2.5) OK, now your task is to choose the correct option (.) In

Czech? (3.0)

T: "Yes." OK is it a bit clear what we are doing here in terms of grammar. Great.

(2.5) "OK, now your task is to choose the correct option (.) In Czech?" (3.0)

12 S2: Vyberte správnou možnost.

S2: Choose the correct option.

13 T: Výborně. Tak. Errr […]

T: Great. So. Errr […]

In this session, the learners practised how to give advice to others. At first, learners were involved in a speaking-activity focused on fluency rather than on form. It is not part of this excerpt. Then, the teacher wanted to move to a grammar-based exercise, with a more focus on language forms (namely modal verbs in a correct form) included in the speaking activity. The students reacted well in English, consequently, the teacher decided to stick to interaction in the target language, so in Turn 11 she gave them instructions in English. To make sure it was clear, she asked "In Czech?". She thus checked students´ understanding of what was going to happen next as a form of transition between two activities. When S2 provided the correct translation, the teacher took it as a cue and confirmation of understanding and reacted positively in Turn 13 by using evaluative feedback. Another interpretation of the display question could be, that its purpose was to promote learners' involvement in the ongoing interaction. In other works, the teacher made sure that the learners paid attention. In this case, if the learner's answer was incorrect, or there was no answer at all, it could mean that the students lost focus. In conclusion,

the teacher's display question interactionally enabled not only check meaning or promote learners' involvement but also provided a smooth transition between individual parts of the language lesson and supported the flow of interaction.

Another example of a display question is in recording 323112020D during which the learners practised how to describe people:

01 T: A jenom prosim vás tie je ta kravata (2.5) Jo? Bow tie je motýlek a jenom tie je kravata (4.5) so he is wearing what? (6.0) Hm? What is he wearing on his neck? (2.5)

T: And please just the "tie" is the tie (2.5) Yes? "Bow tie" means bow tie and just "tie" is a tie (4.5) "so he is wearing what? (6.0) Hm? What is he wearing on his neck?" (2.5)

02 S3: Ano!

03 T: What is he wearing on his neck. (2.5) Co má na tom krku teda ještě jednou?

T: "What is he wearing on his neck." (2.5) What has he got on his neck once more?

04 S1: [On his-]

05 S4: [Bow-] bow tie.

06 S1: On his neck he is wearing bow tie-

07 T: Perfect.

08 S1: His bow tie is red.

09 T: Yes. Yes! Thank you.

First, the teacher helped her students with some vocabulary by reminding them of the word "bow tie" in Turn 01. In the same turn, to make learners use the vocabulary item, she asked

what the boy in the picture was wearing. As an answer, she received “Yes” by S3. This answer has two possible interpretations. One is that it was the confirmation of understanding (probably backchanneling clues), and the other is that it was an incorrect answer to the display question “What is he wearing on his neck”. The teacher continued with the turn focused more on the use of a particular word, and she did not understand it as a confirmation of understanding at that moment, so she responded by repeating her question in Turn 03 and providing students with a Czech translation to make the intention of making them use the new word clear. It worked, and, in the next turn, S1 tried to answer in a whole sentence, but was immediately interrupted by S4 saying only the isolated word. S1 was so focused on the language use, that she kept speaking, answered with a whole sentence, and added some extra information in Turn 08. This initiative step demonstrates not only the student’s understanding but also her involvement in the interaction and motivation for active language use. The learner was not explicitly asked to answer in a whole sentence, let alone provide more detail. However, she used the target language in a more complex way than she had been asked and added more to it. She extended her response and used the speaking space to the maximum she could at that moment. S1 demonstrated a high level of engagement and well-developed communicative competence when the learner exactly understood the point of the activity and she took the opportunity. To conclude, we can deduce from S1’s response that the display question used by the teacher encouraged her to actively participate and supported her language development and the development of communicative competence.

The next data sample, 507122020D, provides another example of the employment of display questions. This time, its use can be interpreted as a means of checking a concept and promoting involvement:

01 T: Can you see the picture?

02 S4: Yes.

03 T: What do you think? Wha- what is- wha- what is our topic for speaking? What is our topic? (2.0) According to the picture.

04 S1: Time

05 T: Time, yes, well done! Hm. we are going to speak about time or talk about. Hmm. And my first question for you is 'How much free time do you usually have?' Think of it. Přemýšlejte. Ne- nemusíte mi hned odpovídat. Tak jako si zapřemýšlejte, jak byste to tak jako řekli. (6.0) Já bych řekla 'take your time' 'take your time' jo? Dejte si na čas. (15.0) Do you want to tell me? (3.5) Does anyone want to speak to me? (3.5) Chtěl by mi někdo na to něco povědět? (4.5) Are you ready to answer? Are you ready to answer my question?

T: "Time, yes, well done! Hm. we are going to speak about time or talk about. Hmm. And my first question for you is 'How much free time do you usually have?' Think of it." Think. No- no need to answer immediately. So like think about how you would say that. (6.0) I'd say "take your time, take your time" OK? Take your time. (15.0) ") Do you want to tell me? (3.5) Does anyone want to speak to me?" (3.5) Would anyone like to say something? (4.5)

"Are you ready to answer? Are you ready to answer my question?"

06 S4: Yes, heh.

The teacher came up with a topic for speaking, but she wanted the students to guess it according to a picture in the PowerPoint presentation which she shared with them, specifically she used screen sharing. By asking "Can you see the picture" in Turn 01, she wanted to make sure that they all shared the same context. In other words, the teacher used the display question for

checking a shared concept. When S4 in Turn 02 confirmed that they could see the picture, the teacher proceeded to ask students to guess the topic for speaking in Turn 03. She already knew the answer, as it was evident from the picture showing a watch. In Turn 04, S1 provided her with the answer by saying "Time". The teacher acknowledged the student's response and continued providing more instructions and questions related to the topic in an extended turn. The display question was used to lead learners to the desired question, and complemented by more questions, it supported the active participation of students, and further language production, when in the following turns a discussion around the topic of time was developed (not included in the sample).

The other type of questions analysed are referential questions. When compared to display questions, where the aim is to quickly check understanding, referential questions promote discussion and help learners improve language fluency (Walsh, "Teacher Development" 34). Thanks to its characteristics, a referential question supports the development of communicative competence, since it is more fluency based, not so strictly leading to one desired answer. Referential questions give learners options for employing skills they have already acquired and are willing to show in order to actively participate in the interaction. An example of a referential question can be seen in 818012021F:

01 T: And Ms S3, tell me err what can I ask you. Err err err have you- no. Err Do you- do you go to work? Do you go to work? These [days?]

02 S3: [Yes.] Yes, I go to work (3.5) stále always. Heh.

03 T: All the time and still. But- hehe

04 S4: [Hehehe]

05 S3: [All the time] yes! Hehe. [My-]

06 T: [That's] great!

07 S3: My colleague is sick- ill- sick.

08 T: Is ill!

09 S3: My colleague is ill. My colleague is ill!

10 T: Oh, what happened? Co se stalo? Heh.

T: “Oh, what happened?” What happened? Heh.

11 S4: Hehe

12 S3: Hehe

13 S4: My leg hurts hehe

14 T: Ještě jednou?

T: Once more?

15 S4: My leg hurts.

16 T: Your leg hurts! What happened? What happened?

17 S4: Err spadla jsem. To nevim jak se řekne.

S4: Err I fell. I don’t know how to say it.

18 T: I fell. I fell.

19 S4: Fell. Hehe

20 T: Oh-

21 S1: Na náledí? ((S4 nodding))

S1: On ice? ((S4 nodding))

22 T: Neee ((desperate tone in voice))

T: Nooo ((desperate tone in voice))

First, the students wrote an online revision test. When they joined the online meeting one by one, the teacher decided to ask them some personal questions individually to promote speaking, which was a major part of the session. The teacher asked S3 a yes/no question when she wanted to know if S3, as a kindergarten teacher during the Covid-19 pandemic, kept going to work in

an ordinary regime. S3 provided a grammatically incorrect answer, but the teacher (focusing on fluency) reacted to the information provided, not on the form. However, S3 did not directly comment on her job, but started speaking about S4 by saying "My colleague is sick-". It was a chance for the teacher to make students speak more. So, she asked both S3 and S4 "What happened". S4 responded immediately by explaining what had happened. The interaction ended after the teacher got a complete explanation of the situation. By asking the same referential question twice (in Turn 10 and Turn 16), she achieved relatively fluent and natural interaction between her and two students. By reacting to what the other said, they demonstrated their communicative competence developed to a certain level. In this case, it was dependent on the shared context.

If we return to a session from 7 December 2020, but we choose data sample 507122020E, where the teacher tried to develop a discussion on the importance of time in people's lives, she asked an open referential question in Turn 01 ("How important is time to you?"). To make it easier for her students to answer, the teacher was sharing her screen with a presentation slide, where a scale was shown to provide students with vocabulary, such as "not important at all", and "very important". The task for them was to choose a vocabulary item on the scale and use it in a sentence, that would provide a fluent answer for the given question.

01 T: I have another question for you. I have another question for you. (1.5)
How important is time to you. (1.5) How important is time to you. (4.5)
Hm? How important is time to you. (4.0)

02 S1: Co to je? To je jako důležitý nebo-

S1: What is it? It's like important or-

03 T: Yes, yes. How important hm is time to you. (6.5)

04 S1: Time is very important.

05 T: It is very important for you, hm. And why. Is it [is it because of] your of your

06 S2: [For me too.]

07 T: Yes. For you too. Hmm. Is it because of your job? (1.5)

08 S2: Yes.

09 T: Yes. Ms [S1 too?]

10 S2: [My job is] very time- (3.5) náročný

S2: ["My job is] very time-" (3.5) consuming

11 S: [Yes]

12 T: Errr můžeme říct třeba time-consuming err nebo time demanding. Záleží, co si tam budete chtít říct. Hm. Yeah. It takes a lot of time.

T: Errr we can say for example "time-consuming" err or "time demanding" It depends on what you would like to say. Hm. "Yeah. It takes a lot of time."

After the word "important" was explained, the students started answering, S1 in Turn 04 and S2 in Turn 06, while, in Turn 05, the teacher tried to ask an additional answer to support fluency even more. She succeeded in Turn 07 ("Is it because of your job?"). S2 tried to respond, when he answered "Yes", and actively continued by expanding his answer with the explanation, in which he encountered and obstacle in the form of not knowing the vocabulary. However, he remembered. Unfortunately, the teacher blocked other chances for developing interaction and fluency by commenting on the form rather than on the content. This interrupted the flow of the conversation and shifted the focus away from content and fluency.

Data sample 323112020A shows the combination of fluency-based activity in which the teacher asked a genuine referential question, but also of a from-focused activity, when the goal

was to use primarily the verb “can” in a correct form. It was fine when the students decided to comment on their skills and provide more detail in their answer:

01 T: S2, can you paint? (2.5)

02 S2: No, I don‘t not paint.

03 T: You what? One mo- poslouchejte otázku a zkuste odpovědět podobně jako se vás ptám. Can (.) you (.) paint? (1.0)

T: “You what? One mo-“ listen to the question and try to answer in a similar way. “Can (.) you (.) paint?” (1.0)

04 S2: No, I can’t- I can not paint.

05 T: You cannot paint. Perfect. OK. It’s a pity, isn’t it? (.) Je to trošku škoda, ne? Hehe. (1.5) No. ((deep nervous breath)) I’m just joking. Já si tady jenom dělám srandičky. Neberte mě dneska vůbec vážně.

T: “You cannot paint. Perfect. OK. It’s a pity, isn’t it?” (.) It’s a pity, right? Hehe. (1.5) “No. ((deep nervous breath)) I’m just joking.” I’m just kidding here. Don’t take me too seriously today.

06 S1: Hehe.

07 S2: Mě taky ne. ((with a slight smile))

S2: Me neither. ((with a slight smile))

08 S4: [Hehe.]

09 T: [Hehe.] OK. And I’ll ask- S1, can you sing? (2.0)

10 S1: Yes, I can. [I] can sing but I can sing only in bathroom. [Hehehe.]

11 T: [Yes.] Oh, [you can sing] only when you are taking a shower. OK. [Only in bathroom. Hmmm.] That’s lovely.

12 S1: [Hehehe. Yes.]

13 T: Co vaše kolegyně říká? Kdo mi to přeloží? (2.5)

T: What's your colleague saying? Who will translate it for me? (2.5)

14 S2: Že to máte jít zkontrolovat do vany.

S2: That you should go and check it in the bath.

15 S1: [((burst into laughter))]

16 T: Jo jo [jo jo. V postatě ano.] [Hehehe.]

T: Yep yep [yep yep. Basically yes.] [Hehehe]

17 S3: [Hehehe.]

The question in Turn 01 can be understood as a referential question leading to interaction and natural interview between participants. However, the teacher decided to focus also on a form of language in terms of the correct use of grammar, and she blocked a smooth flow of the interaction. She tried again in Turn 09. S1 responded well in the next turn and added extra information to make a joke. As it was outlined, joking became the aspect that the teacher decided to replicate from face-to-face sessions into online sessions to simulate the natural learning environment the students were used to, and so reduce the stress. Thanks to it, learners could focus on language learning without thinking about significant and unpleasant changes. The teacher tried to become their role model not only in terms of language but also in approaching learning that was impacted by the Covid-19 pandemic. The strategy to intentionally include something the learners were used to could positively influence the process of interaction. The positive outcome in Turn 09, where S1 used a joke, might be the result of the teacher's interactional strategies because S1 used to be very negative, scared, and tied by the stress she went through during the pandemic. As the sessions proceeded, she became a more open and active participant in communication. Through joking, which usually had some connotative meaning connected with the learners' common knowledge and experience, the teacher intended to support natural and fluent language use leading to the development of communicative competence. In conclusion, this approach appeared to be valuable.

Unfortunately, in this case, the teacher tried to check if other learners with slightly lower levels of language skills understood S1's joke, and decided to follow up with a display question, which led to the use of the mother tongue, and the unnecessary use of this type of question blocked further interaction in the target language, and the communicative competence could not be developed.

The data samples show the importance of the appropriate combination of display and referential questions when the teachers must be aware of their different roles and purposes. They can be used for checking understanding as well as for supporting language fluency and motivation to use the target language and to work on developing communicative competence. When not chosen wisely, they can do more harm than good in the ESL learning process, as happened in data sample 323112020A, where the teacher unintentionally blocked further language use and development. On the other hand, the analysis showed, that asking genuine referential question as in data sample 818012021F, can increase learners' motivation to actively participate in the interaction in the target language.

4.1.3 Wait-time

The online environment has had a notable impact on the aspect of wait-time, leading to its lengthening. Consequently, this analysis primarily examines pauses of extended duration to determine whether they were deliberately employed to create a conducive learning space or if they occurred due to other factors. While analyses of spoken interaction in conventional environments typically focus on pauses of mere tenths of seconds, this study focuses on pauses counted in whole seconds and, in some instances, even tenths of seconds. The author of this thesis frequently observed that extended wait-time resulted from students being muted to avoid interruptions, requiring time to unmute and contribute their thoughts. Additionally, the

intentional utilisation of extended wait-time by the teacher to foster learning opportunities was also observed. This extended wait-time can be observed in the data sample 109112020B:

01 T: What could happen, S2. (3.0) It's a lady. Jo? Je to- je to ženská. (4.0)
((showing the picture of a lady who is sunbathing; you can hear the echo))
T: "What could happen, S2." (3.0) "It's a lady." OK? It's a- it's a lady. (4.0)
((showing the picture of a lady who is sunbathing you can hear the echo))

02 S2: Eh (1.5) she (.) /kʊld/ get /burn/-

03 T: She could get burnt! Perfect! What does it mean in Czech.

04 S2: Bude hodně- ((unidentifiable sound due to technical issues))
S2: She will be- ((unidentifiable sound due to technical issues))

05 T: Ještě jednou prosím?
T: Once more please?

06 S2: Že bude hodně ogrilovaná. ((chuckling))
S2: That she will be grilled a lot. ((chuckling))

07 T: Hehe v podstatě heh. ((loudly inhales)) She could get grilled. Hehe. Mohla by se skoro až ogrilovat. Yes. […]
T: Hehe basically yes heh. ((loudly inhales)) "She could get grilled." Hehe. She could get nearly grilled. "Yes." […]

An interesting exchange between the teacher and S2 is reflected in. Extended wait time occurred already in Turn 01, where the teacher asked a question and first provided learners with a 3-second pause for thinking of an answer. Lacking learners' responses consequently led the teacher to provide the students with more information about the picture. The situation repeated and then a 4-second pause followed. According to the echo, it can be considered that some of the students had their microphones on. It is not clear from the recording whether it was S2 who

finally answered the question in Turn 02 and provided the others also with a humorous Czech translation. The incorrect use of English remained intentionally uncorrected not to interrupt the flow of communication as a part of the development of communicative competence. S2, who had the lowest level of English and did not actively participate much, was even praised for providing his answer completely in English. However, the exchange did not continue, and the teacher ended it in Turn 07. The teacher's interactional strategy in a form giving students enough time for thinking and turning on their microphones was half successful because it elicited the desired reaction first, but the teacher did not get it right and blocked possible following interaction. In other words, while the wait-time served its purpose in this instance, further engagement or expansion of the interaction did not occur.

A lot of extended wait-time occurred in data sample 323112020B, which has been presented considering the aspect of interactional dynamics expressed through turn-taking. After solving some technical issues with screen sharing, the teacher started the intended brainstorming of ideas. In Turn 16, she asked a display question to check understanding and waited for 5 seconds for the answer in the form of a translation. The wait-time did not work here, because the answer was incorrect. However, when the instructions were made clear, the teacher kept asking questions to elicit students' responses. After each question, she provided learners with time for thinking, usually a couple of seconds. The pauses are reflected from Turn 23 nearly to the end of this data sample. When the learners seemed to lack more ideas, the teacher decided to help them in Turn 48:

47 S4: City.

48 T: City. Yes. (10.0) Co takhle [třeba chování?]

T: "City. Yes." (10.0) How about [for example behaviour?]

49 S2: [All.]

50 T: Prosím?

T: Pardon me?

51 S2: All.

52 T: Everything. Vše.

53 S2. Vše.

S2: Everything.

54 T: We can describe almost everything. Asi tak bych to popsala. Jo? Můžeme popsat v podstatě úplně všechno. (.) Ještě bych třeba řekla, že můžeme popsat tohlencto. (2.0) Tak. ((typing))

T: "We can describe almost everything." I would say this. Yep? We can describe basically everything. (.) I would maybe also say that we can describe this. (2.0) So. ((typing))

55 S3: Hmm. (2.0)

By providing learners with a 10-second wait-time the teacher intended to increase chances for receiving more answers, and more ideas to work with. This expected outcome was not achieved. As a result, the teacher tried to scaffold learners by giving them the idea of describing behaviour. However, the students struggled with generating additional responses, so the teacher intervened in Turn 48 by suggesting another idea and hoped this one would inspire the students to come up with more. S2 independently decided, after the long and unnatural silence, to close the brainstorming in Turn 51 by summarising all ideas into one general answer.

The next data sample, 323112020C, has also been described from the point of view of the interactional dynamics reflected through turn-taking. When we focus on the same data chunk, but we highlight the aspect of extended wait-time, we may arrive at slightly different conclusions and interpretations. These are the first 13 turns of the interaction:

01 T: So (.) Let's imagine. This is Ana. Není to česká Anička, tudíž nemá dvě

n, jo? Je to nějaká prostě cizí Ana hehe let's call her /æn/. It's /æn/. So, this is Anne. (echo) What can we tell about her. How can we describe her. (1.75) How can we describe this girl. (6.0) Jak bychom ji mohli popsat, tuhle holčinu. (3.0)

T: "So (.) Let's imagine. This is Ana" It's not a Czech Annie, so without double n, yes? It's a foreign Ana hehe "let's call her /æn/. It's /æn/. So, this is Anne. (echo) What can we tell about her. How can we describe her. (1.75) How can we describe this girl." (6.0) How could we describe this girl. (3.0)

02 S4: Anne has dark hair.

03 T: Yes. Hm. What else. (6.0) ((you can hear students turning pages)) Co bychom si k ní ještě mohli říct. (4.0) ((the sound of turning pages))

T: "Yes. Hm. What else." (6.0) ((you can hear students turning pages)) What more could we say about her. (4.0) ((the sound of turning pages))

04 S2: She has rot errr red no a (2.0)

S2: "She has rot errr red" well and (2.0)

05 S2, S3: Šála ((S3 laughing))

S2, S3: Scarf ((S3 laughing))

06 T: Ano, ví někdo šálu? (3.0) Vzpomenete si? Tu jsme taky dělali. (3.0) S-

T: Yes, does anybody know the word for scarf? (3.0) We also had this one. (3.0) S-

07 S3: Shell? Ne.

S3: "Shell?" No.

08 T: Ne, ne ne scarf. Scarf. Scarf, jo? S C A R F se píše. (3.0) S C R R F

eh A R F I'm sorry. (2.5) S C A R F (2.0) Scarf. (1.0) So, she has red scarf. Perfect. (2.0)

T: No, no no "scarf. Scarf. Scarf," ok? S C A R F is the spelling (3.0) S C R R F eh A R F "I'm sorry." (2.5) S C A R F (2.0) "Scarf. (1.0) So, she has red scarf. Perfect. (2.0)

09 S1: She has [yellow t-shirt]

10 S3: [She has] (1.5) Dobrý, povídejte. (4.0) She has yellow sweater.

S3: ["She has"] (1.5) Good, speak. (4.0) "She has yellow sweater."

11 T: Buďto sweater nebo tam někdo říkal t-shirt, že jo- Nevíme jestli je to triko nebo svetr. Nás to nějak asi úplně netrápí, ale něco na sobě žlutýho určitě má. Hm. Výborně. Yes! That's it!

T: Either "sweater" or somebody said "t-shirt" right- We don't know if it's a t-shirt or a sweater. We don't really care, but she's definitely wearing something yellow. Hm. Great. "Yes! That's it!"

12 S1: She has blue eye- já ne- to nepoznam teda.

S1: "She has blue eye-" I can- can't recognise it.

13 T: As- asi. Blue eyes. Maybe. Maybe. Small blue eyes. Hm. Yes. Let's meet Lucas! This is Lucas. What we can tell about Lucas. (3.5)

The teacher showed students a picture with the intention to elicit its description in as much detail as possible, so the learners would use the maximum of their language skills. Already in the first turn, the teacher used extended wait-time to provide learners with time for thinking. The first question was followed by a 1.75-second pause with no response from learners. The teacher repeated the core question and waited for 6 seconds. Again, no answer occurred, so she asked once more and waited for 3 seconds. All extended pauses were intended to allow students to process the question and generate their answers. The learners were given more than 10

seconds for thinking. S4 profited from this time and S4 provided a full-sentence-answer. After that, the teacher backchanneled and added more questions in order to elicit more complex answers. She received a response from S2, who consequently decided to add more details. However, he started mixing German into his speech, and struggled with the lack of vocabulary knowledge, so he could not continue. Following turns of the interaction changed its nature from a fluent question-answer routine with enough wait-time provided to a vocabulary-based activity, where not much fluency could be used. On the other hand, fluency was re-established in Turn 09, where S1 went on with the description. Interestingly, in Turn 10, there was a 4-second pause in the learner's turn, which was probably caused either by waiting for the teacher to scaffold or by the transmission delay. After the first attempt for picture description, the interaction continued more fluently to the description of another picture, where the wait-time worked as the actual extended time for thinking, and the fluency leading to the development of communicative competence was restored.

In conclusion, the analysis offered examples of extended wait-time, either deliberately aiming to maximise learning space or unintentionally occurring due to technical (unmuting) or personal (lack of language skills, ideas) factors. The intentional extension of wait-time could lead to the desired outcome as in data sample 109112020B or did not elicit the expected reaction as in a part of data sample 323112020C. Similar interactional patterns were repeated through most transcribed data samples.

4.1.4 Repair

The analysis explores how the online environment impacts the development of communicative competence through various repair strategies. Teachers play a crucial role in deciding whether to correct mistakes made by students and must carefully consider the form of repair – whether to point it out explicitly or whether they incorporate the repair naturally within the interaction to avoid interruptions. Inefficient repair strategies in the online environment can

potentially hinder language learning and motivation for active language use, making it crucial to choose appropriate repair methods. The study will primarily present and analyse two types of repair based on who initiates the repair: other-initiated self repair and self-initiated self repair (see Chapter 2.2 in which four types of repair described by Hutchby and Wooffitt are presented). The other-initiated self repair was notable in the online environment, with the teacher being the initiator. Nonetheless, there were instances where students took the initiative to repair their peers' mistakes. In data sample 925012021D, a repair sequence is observed, where the teacher incorporated naturally within her utterance:

01 S3: Yes, I like err I like it? [I like it?]

02 T: [You like it] hm so-

03 S3: Err I am err teacher and teacher and teacher. [Hehehe]

04 S1: [Hehehe]

05 T: [You're a teacher your whole life!] Hehehe. [OK, so, you know-]

06 S3: [Hehehe]

The teacher aimed to encourage fluency during a discussion about students' jobs in the target language. During this activity, she either omitted a correction or did what can be observed here. In Turn 03, S3 expressed her liking for her job and used repetition to emphasize her role as a teacher as her dream job. Recognizing the opportunity for correction, the teacher provided S3 with the correct form of her response while acknowledging her intent. Interestingly, although S3 reacted with laughter as confirmation, she did not repeat the correct form. This can be attributed to the activity's focus on fluency rather than form. Despite this, the teacher's intervention demonstrated a desire to model more natural language use within the context of the interaction. The interaction was not interrupted and further unfolded.

Another data sample, 818012021B, shows a similar type of repair, this time reflected by the learner who made a mistake:

01 S3: ((took over from S2)) But I don't see my sister very often. I only see we (1.5)

02 T: Pozor (4.5)

T: Look out (4.5)

03 S3: I only see us? My sister [ne] err [she]

S3: "I only see us? My sister" [no] err ["she"]

04 T: [Eem] ((for no)) [Nahrazujeme] to my sister-

T: [Eem] ((for no)) [We replace] "my sister-"

05 S3: I only- jo. I only see she when I visit my [parents.]

S3: "I only-" fine. "I only see she when I visit my [parents.]

06 T: [V jakém] je- v jakém je to pádě (3.5)

T: [Which] wh- which case is it (3.5)

07 S2: Koho [čeho] ((very silently, incorrectly saying that it is the genitive case; unfortunately, this cannot be translated into English due to differences between the language systems))

08 S3: Vidím sestru aha- ((uses mnemonic aid, then mumbling something))

S3: I see sister oh- ((uses mnemonic aid, then mumbling something))

09 T: Koho co ((correcting S2)) Koho co, jo? Je to cokoliv jiýho než první pád. [Neni to podmět.]

T: Whom or what ((correcting S2)) Whom or what, right? It is anything else than the first case. [It is not a subject.]

10 S3: [Takže] I only- I only her?

S3: [So] "I only- I only her?

11 T: See her. See her.

12 S3: See her when I visit my [parents.]

13 T: Ta:k. Jo? Je to vlastně něco jinýho než první pád. Neni to podmět, funguje to jako předmět tady v tom případě

T: Exa:ctly. Right? It is actually different from the subject case. It is not a subject, it works as an object her in this case

In this case, the repair sequence (here other-initiated self repair) was longer and was supported by several teacher's feedback and attempts for scaffolding. This form-focused grammar-based activity was developed around the material that focused on personal and object pronouns with minimum emphasis on fluency. As a result of slowly unfolded scaffolding, S3 corrected the structure "I only see we", in which she used the wrong pronoun in the wrong form, to "(I only) see her when I visit my parents". Her repair was followed by the teacher's explanation of the grammatical phenomenon. However, it could be more beneficial to let the student explain it herself to make sure she understood, and therefore promote the learner's active participation in the ongoing interaction.

The data sample 18012021D presents an interaction I which the teacher deliberately avoids providing feedback on the learner's mistake:

01 T: Mr S2? Can you hear me? Heh (2.0) Can you hear me? (1.5)

02 S2: Yes.

03 T: Yes. OK. Err tell me err (1.5) is your shop open? Is your shop open?

04 S2: Yes, my shop is open.

05 T: Hm. And is it good? Is it good? (1.5)

06 S2: Es ist err my customer is one two for day ((using German))

07 T: O:h so not many. (3.0) Not many. ((drinking))

The initial turn focused on technical matters, ensuring the connection was established. Once confirmed, the teacher proceeded with a fluency-based activity, asking a short yes/no question. S2 responded, indicating understanding. The teacher then attempted to encourage more extended communication from S2 by asking another question to elicit further details. However, the learner incorporated German into his response, making it less clear. In this case, being aware of S2's struggles in English the teacher chose not to repair the learner's response. She provided him with content-based feedback only, which closed the exchange. This approach was designed to maintain S2's motivation and confidence in using English during the interaction. The interaction included in this data sample exemplifies a strategic use of lack of repair, aligning to promote communicative competence and foster a positive learning environment in the online classroom setting.

The next data sample, 430112020D, illustrates an exchange where learner S2 identified and attempted to repair his own mistake (self-initiated self-repair):

02 S2: I want- I want use try (5.0) err (2.0) get (.) my computers new life.

03 T: Hm, hm, hm.

04 S2: Ale asi to bylo moc šroubované. (3.0)

S2: But it was probably too clumsy. (3.0)

05 T: Ještě jednou? (1.3)

T: Once more? (1.3)

06 S2: Že to asi bylo moc šroubovaný. Takže- I would (2.0) get my computers new life. (2.0)

S2: That it was probably too clumsy. So- "I would (2.0) get my computers new life (2.0)

07 T: New what?

08 S2: Dát těm počítačům nový život.

S2: To give the computers new life.

09 T: Nový život! Tak vám rozumím dobře. Hm. A klidně česky err mi povězte, co si

co si představujete pod pojmem dát jim nový život? To mě hrozně zajímá.

T: New life! So I understand you well. Hm. And in Czech err tell me, what do you mean by giving them new life? I am really curious.

In this interaction, S2's initial turn shows his effort to convey meaning efficiently. The teacher allowed a 5-second pause, giving S2 time to think and formulate his response. The teacher did not interrupt him, promoting fluency and contributing to the development of communicative competence. S2 recognised his own error and tried to reformulate his answer. The teacher asked for further clarification because she did not fully comprehend. She then provided feedback in the mother tongue, omitting further repair and maintaining motivation for English language use. However, by switching to Czech the teacher blocked any chances for further interaction in English. The intention was positive, but the execution could have been improved to sustain the focus on English language use and fluency.

The presented data samples offer an overview of various types of repair used within the interaction unfolding in the online environment. It can be concluded that similar to a face-to-face learning environment, repair strategies varied based on the situation and participants' needs. The main factor influencing the choice of repair strategy was the nature of the activity. In form-focused activities, repairing learner mistakes was more common to promote correct language use. Conversely, in fluency- based activities, the teacher aimed to use less repair to avoid interrupting the coherent use of language, especially when learners incorporated more complex structures, fostering the development of their communicative competence. This

approach was particularly crucial for students with lower language skills, like S2, as any repair would interrupt him, and it would discourage his participation in the target language. Therefore, the absence of repair in the data samples is not unusual, given the context and pedagogical goals. Interestingly, students accepted their teacher as a more-skilled professional. If the teacher repaired them, sometimes considered the repair as in data sample 818012021B. This happened mostly in cases when the repair was communicated explicitly. If it was embedded into communication without any literal highlight, the learners tend to not respond to it or simply took it as it was.

4.2 The Contribution of Interactional Structure to the Development of Communicative Competence

In this study, the primary aim of the data analysis was to examine authentic data samples within the context of an online classroom, focusing on four interactional features impacted by the learning environment. The goal was to demonstrate how these interactional features and patterns contributed to the development of communicative competence and so supported the learning process. By investigating the use of these features in online language learning interaction, this research aimed to shed light on the dynamics of language acquisition and its reflection in classroom interaction.

Considering wait-time, the analysis revealed that extended pauses were often used intentionally with the teacher's aim to create space for learning by providing them enough time for thinking and formulating their response. This deliberate use of wait-time led to positive outcomes in some cases, allowing students to provide well-structured answers or even engage them in meaningful discussions. However, in some cases, the wait-time did not lead to further interaction. This blocking happened due to various factors, such as students' language proficiency levels. For example, when the extended wait-time was not used, and the response did not come, it helped the teacher to identify a problem in communication, and led her either

to restructure her utterance to clarify the requirement for learners or to focus on the gap in learners' knowledge which prevented them from arriving with a sufficient answer.

In terms of questioning strategies, the study illustrated how these influence students' responses, confirming the statement, that display questions are used in classroom interaction to quickly check understanding or elicit an answer that the teacher already knows, but wants to check learners' understanding/knowledge. Sometimes, they resulted in reduced learners' "survival" language. On the other hand referential question, as open-ended genuine questions, mostly led to receiving more extended responses from students, promoting the development of their communicative competence by using the target language in an active and complex way in order to communicate meaning. However, referential questions did not always have a positive impact on communication. Again, an important factor was the language proficiency, motivation, and how the teacher worked with the responses she got from the learners.

In the case of repair strategies, the data samples showed various types of repair strategies, each having its own aim and impact. They were used strategically according to the nature of the interaction and the ongoing activity, as the difference between form-focused strategies and fluency-based strategies was emphasised. With the focus on the interactional dynamics between the teacher and the students, the analysis confirmed, that teacher played a dominant role as the initiator of nearly all interactions. Students hardly ever initiated interaction themselves, let alone between themselves. Learners played a mostly passive role in the interaction, rarely actively contributing to the development of their communicative competence.

Understanding contextual influences, such as learners' language proficiency, motivation, and technical skills became essential for the choice of interactional features for

optimizing the language learning experience in the online classroom setting. Needless to say, the teacher, who did not go through any systematic preparation, not always succeeded.

To answer Walsh's five questions, it is important to combine the finding from all the above-mentioned areas. The co-construction of meaning was ensured by the use of questioning strategies or through the repair. The teacher often realised the need for co-construction of meaning from her point of view when she noticed an extended wait time that was not used to come with the desired outcome. The understanding was reached by frequent use of display questions that were used to check understanding. If any breakdown occurred, the teacher reacted immediately by co-constructing meaning or clarifying what needed to be clarified. Teacher's CIC was used to mediate and assist learning by using strategies, that would support the students in language development. It enabled her to analyse possible obstructions and made it easier to come up with solutions adapted to learners' needs. From the opposite point of view, when the learners expressed developed CIC as described in the analysis, it was often connected with language proficiency. The higher the language skill the student had, the more chances to show and develop communicative competence. All the strategies were used accordingly in order to create as much space for learning as possible. However, the teacher often encountered breakdowns in interaction that she did not attempt to solve at that moment. Why she did not, that is the topic for discussion. One possible explanation is the lack of previous systematic preparation for teaching in the online environment. The other could be, that she just momentarily was not able to react efficiently or did not know how. Maybe, she decided not to deal with a particular problem for her personal reasons, when she was for example too tired or too overloaded by the whole situation. However, it is not the subject of this thesis to arrive at the final explanation of the teacher's behaviour. It is up to the reader to realize in what context the interaction went, what aspects were influential, and what the possible outcomes could be.

5 Conclusion

The case study presents a small-scale project focused on examining the interactional features within the context of online language classrooms, intending to contribute to the development of communicative competence in language learners. Four key interactional features were studied: turn-taking, questioning techniques, wait-time, and repair. Through an in-depth analysis of these features in the online learning environment, this research intended to shed light on the dynamics of language acquisition and its reflection in classroom interaction.

The findings of the analysis presented in Chapter Four stress the critical importance of carefully choosing interactional strategies in the virtual setting, where the limitations imposed by electronic devices and tools can limit or even destroy learning opportunities. The deliberate use of wait-time, presented in Chapter 4.1.3 by the teacher allowed space for learners to think and formulate their responses, leading to positive outcomes in some instances, such as in data sample 323112020C in which the extended wait-time provided by the teacher led to the learner's extended response. However, it was also observed that extended wait-time did not always result in further interaction (see data sample 323112020B), particularly for learners with low language proficiency levels. Such instances provided valuable cues for the teacher to identify communication breakdowns and adapt her approach, either by restructuring her utterance to clarify requirements or addressing gaps in learners' knowledge.

The study further revealed that questioning strategies, analysed in Chapter 4.1.2, played a pivotal role in influencing students' responses. Display questions were useful for quickly checking understanding (216112020B), but they sometimes resulted in learners relying on "survival" language in the form of one-word answers. Needless to say that "survival" language did not always have a negative outcome, as it was expected as a part of classroom activity, as in data sample 323112020B, in which the one-word answers served their role in the initial brainstorming activity. In contrast, open-ended referential questions encouraged more extensive

and meaningful responses, effectively promoting the development of communicative competence, as shown in data sample 818012021F, where the learners despite the lack of vocabulary knowledge attempted to respond extensively in the target language. Nonetheless, the impact of referential questions depended on various factors, such as learners' language proficiency, motivation, and the teacher's subsequent engagement with their responses.

The analysis of repair strategies in Chapter 4.1.4 demonstrated their strategic use based on the nature of the activity, distinguishing between form-focused and fluency-based activities. Fluency-based activities, for example, were typical with less use of repair (18012021D), or by embedding the corrective feedback without the explicit emphasis on the mistake, as in data sample 925012021D, where the teacher restructured the learner's contribution and managed it without interrupting the flow of interaction.

In the online environment, teachers were observed to initiate most interactions, while students predominantly played passive roles. Understanding contextual influences, such as learners' language proficiency, motivation, and technical skills, became essential for optimizing language learning experiences in the online classroom setting.

Significantly, this research contributes to the field of ESL teaching by providing insights into the work with a specific group of students, introduced in Chapter 1, and discussing the challenges that teachers and learners may encounter in the online environment. By highlighting examples of both successful and unsuccessful interactional exchanges, this study addresses the lack of research on identifying new approaches and skills that online language teachers may need.

However, this study is not without limitations. Its small-scale nature may raise questions about to what extent its findings could be generalised. Nonetheless, the richness of the analysed data samples offers valuable insights into the challenges and opportunities present in the online

language learning context. It might be beneficial to do similar research with the same group of learners in a face-to-face learning environment. The conclusion would be the comparison of the same interactional strategies used with the same aim in two different learning environments. Such research would add more insight into understanding teacher's interactional strategies and their impact on the development of communicative competence.

For the author of this thesis, who played the role of the language teacher and a researcher, this study has served as a valuable platform for personal reflective practice. Through this research, the author gained a deeper understanding of her teaching strategies and the changes in the online environment. It has inspired her to further explore and improve her teaching practices, incorporating interactional strategies that have proven effective in promoting communicative competence among language learners.

In conclusion, this study underlines the significance of interactional features in shaping the language learning experience in the online classroom. By examining the dynamics of language acquisition in this setting, it contributes to the growing body of research on effective online language teaching and learning. The insights provided here could aid language educators in navigating the virtual landscape effectively, empowering language learners to thrive in their linguistic journeys.

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List of Figures

Appendices

Appendix 1: Informed consent

Informovaný souhlas s nahráváním dat a jejich dalším použitím za účelem vypracování diplomové práce na Ústavu anglistiky Filozofické fakulty Jihočeské univerzity

My níže podepsaní ([redacted]) souhlasíme s tím, aby byly naše soukromé lekce angličtiny nahrávány a aby takto získaná data byla dále zpracována anonymně bez užití našich jmen za účelem vypracování diplomové práce. I jména v tomto souhlasu budou do přístupné verze práce anonymizována. K nahlédnutí pak budou pouze na výslovné vyžádání.

Informed consent for recording data and their subsequent use for the purpose of writing a MA thesis at the Department of English, Faculty of Arts, University of South Bohemia

By signing below, we ([redacted]), agree with our private English session being recorded and with the data (collected in this way) being processed anonymously without our names name being mentioned, for the purpose of writing a MA thesis. Also, the names in this consent will be anonymised. They will be available only at the explicit request.

In Czech Budweis

9 November 2020

[redacted]

Appendix 2: Questionnaire

Kurz AJ v distančním režimu 2020/2021 (dotazník k DP)

Vzhledem k tomu, že jsme krátce po zahájení byli nuceni přejít do online režimu, v němž jsme vydrželi až do konce, ráda bych Vám položila několik otázek týkajících se právě výuky v tomto zvláštním režimu. Výsledky tohoto dotazníku plánuji použít ve své diplomové práci. Proto jsou zde zahrnuty i otázky, které s distančním režimem výuky zdánlivě nesouvisí. Prosím, vyplňte tento dotazník pravdivě a co nejlépe a nejdetailněji. A hlavně objektivně! Pomůžete mi tak učinit mou případovou studii spolehlivou a nezkreslenou. Předem moc děkuji.

Because shortly after the beginning of the school year, we had to move to the online form of teaching/learning (which took the whole school year), I would like to ask you a few questions about this unusual form of the education process. I plan to use the results of this questionnaire in my MA thesis. It is the reason for including the questions that seem to be out of the topic of the distance form of our ESL course. Please, fill in this form truthfully, and in detail. Keep your objective attitude, so you help me to make this case study reliable and undistorted. Thank you very much!

1. **Jaká je vaše motivace ke studiu anglického jazyka? Např. rodina, koníčky, přátelé...? (What is your motivation for studying English? For instance, family, hobbies, friends...?)**
2. **Do jaké míry souhlasíte s následujícím tvrzením? "Přechod do distanční podoby kurzu byl pro mě šokem." (How much do you agree with the following statement? "The transition to the distance form of the ESL course was a shock for me.")**
   - naprosto souhlasím (I completely agree.)
   - spíše souhlasím (I rather agree.)
   - spíše nesouhlasím (I rather disagree.)
   - naprosto nesouhlasím (I completely disagree.)
   - nedokážu posoudit (I cannot tell.)
3. **Distanční podoba kurzu se výrazně lišila od jeho běžné podoby. (The distance form of the ESL course was significantly different from its usual form.)**
   - naprosto souhlasím (I completely agree.)
   - spíše souhlasím (I rather agree.)
   - spíše nesouhlasím (I rather disagree.)
   - naprosto nesouhlasím (I completely disagree.)
   - nedokážu posoudit (I cannot tell.)
4. **Pokud jste nějaké rozdíly cítili, v čem se projevovaly? (If you felt any difference, what were they?)**
5. **Struktura kurzu byla jasná a přehledná. Stejně tak i instrukce během kurzu. (The structure of the ESL course was clear. So were the instructions during the course.)**
   - ano (yes)
   - víceméně ano (more or less yes)
   - spíše ne (rather not)
   - vůbec ne (not at all)
   - nedokážu posoudit (I cannot tell)
6. **Pokud vznikly nějaké nejasnosti, jaké to byly? Pokud žádné nebyly, napište "ne". (If there was anything that wasn't clear, what was it? If there weren't any, write just "no".)**
7. **Přechod do distanční podoby kurzu pro mě byl snadnější díky... (Zaškrtněte všechny vyhovující odpovědi.); (The transition to the distance form of the ESL course was easier for me thanks to... (Tick all the suitable answers.)**
   - pohotové reakci lektorky (the prompt reaction of the lecturer)
   - technické podpoře, která mi byla poskytnuta (the technical support that was provided to me)
   - přátelskému přístupu lektorky a kolegů (the friendly approach of the lecturer and the colleagues)
   - vědomí, že jsme v tom všichni společně (the knowledge that we were all in this together)
   - jiné (uveďte v odpovědi u následující otázky); (other - type it as the anwer for the following question)

8. **Přechod do distanční podoby kurzu pro mě byl snadnější díky... (The transition to the distance form of the ESL course was easier for me thanks to...); Pokud nechcete uvádět nic dalšího, napište jen slovo "nic". (If you don't want to write any other reason, write simply the word "nothing".)**
9. **Největší problémy mi v tomto typu výuky činil/a/o/i/y... (The most serious problem for me in this form of learning was/were...)**
    - technické záležitosti (technical matters)
    - udržení pozornosti u monitoru/obrazovky (paying attention in from of the screen)
    - neatraktivita učiva (unattractiveness of the curriculum)
    - rozdílnost komunikace v online režimu (strach promluvit atd.); a different form of communication (being afraid to talk etc.)
    - monotónnost výuky (monotony of teaching)
    - jiné (other)
10. **Zde můžete vypsat jiné problémy, na které jste při distanční výuce narazili. (You can write other problems that you experienced here.)**
11. **Komunikaci s ostatními mi zjednodušovalo... (What made the communication with the others easier was/were...)**
    - dotazování ze strany lektorky (being asked by the lecturer)
    - výběr aktivit (the choice of activities)
    - pomoc ostatních kolegů (other colleagues' help)
    - humor (humour)
    - interaktivní materiály (interactive materials)
    - jiné (other)
12. **Splnil kurz vaše očekávání? (Did the course meet your expectations?)**
    - naprosto (yes)
    - spíše ano (more or less yes)
    - spíše ne (rather not)
    - vůbec ne (not at all)
    - nedokážu posoudit (I cannot tell.)
13. **Co jste si z letošního kurzu odnesli/zapamatovali? A kdy byste to mohli použít? V jaké situaci? (What did you take from this year's course/what did you learn? And when could you use it? In what situation?)**
14. **Během kurzu bylo použito několik nadstandartních/interaktivních nástrojů. Který se vám líbil nejvíc? (During this year'scourse, there were a few special/interactive tools used. Which of them did you like the most?)**
    - kvíz v Kahoot! (Kahoot! quiz)
    - tradiční prezentace (ordinary presentations)
    - interaktivní prezentace v Nearpod (Nearpod interactive presentations)
    - Google Jamboard
    - chat v Google Meet (Google Meet chat)
15. **Byl vám poskytnut dostatečný prostor pro dotazy? (Was there enough space for asking questions?)**
    - ano (yes)
    - víceméně ano (more or less yes)
    - spíše ne (rather not)
    - vůbec ne (not at all)
    - nedokážu posoudit (I cannot tell.)

16. **Myslíte si, že lektorka měla výuku dobře naplánovanou a metodicky zvládnutou? (Do you think that your lecturer had her lectures well-planned and methodically mastered?)**
    - naprosto (completely)
    - víceméně ano (more or less yes)
    - spíše ne (rather not)
    - vůbec ne (not at all)
    - nedokážu posoudit (I cannot tell.)
17. **Je něco, co byste v distanční podobě kurzu ještě ocenili? Máte nějaká doporučení pro svou lektorku? (Is there anything that you would appreciate as a part of the distance form of the ESL course? Do you have any advice or suggestions for your tutor?)**
18. **Ve vztahu k reflexi letošního distančního kurzu angličtiny ohodnoťte, jak moc byl tento dotazník relevantní. (5 - naprosto relevantní, 1 - naprosto irelevantní) (How much is this questionare relevant in connection to this year's distance ESL course? (5 - completely relevant, 1 - completely irrelevant))**
19. **Je něco dalšího, co byste chtěli lektorce touto cestou sdělit? (Is there anything else that you would like to share with your tutor in this way?)**
20. **Pokud chcete, můžete napsat i své jméno a věk. Pokud ne, vaše odpovědi zůstanou anonymní. Pokud nechcete psát jméno, napište prosím alespoň věk. Pomůže mi lépe charakterizovat a vymezit pozorovanou skupinu. Děkuji. (If you want, you can write your name here. If not, your response will remain anonymous. If you don't want to write your name, write at least your age. It will help me to characterise and define the observed group better. Thank you!)**

Appendix 3: Transcription Conventions

Transcription Conventions

[	Separated left square brackets are used to mark the beginning of overlapping.
]	Separated right square brackets are used to mark the end of overlapping.
Word	The underlined beginning of the word is used to show the rise in pitch or volume.
(1.0)	Numbers in parentheses indicate a noticeable pause or break between or within utterances measured in tenths of a second.
(.)	A dot in parentheses marks a pause or break between or within utterances, which is shorter than 0.25 of a second; also called a "micropause".
?	A question mark indicates a rising intonation. In my transcripts, they are usually in the final position of the questions.
(( ))	Double parentheses were used for descriptions of non-linguistic information, for example, the speaker's gesture, breathing, background noises, description of task-related actions and activities, and pedagogy.
-	After some words or their parts, there is a hyphen. Its function is to mark a sudden cut-off or self-interruption.
.	A full stop indicates the fall intonation.
D O G	Capitals with spaces between them are used for spelling.
/bʌs/	Where the pronunciation is important, slashes mark it and the pronunciation in IPA (International Phonetic Alphabet) is written in them.
,	The comma indicates the natural pause between some parts of sentences, sometimes indicated by a slight fall in the intonation.
""	In the second part of the transcription, where Czech was translated into English, the quotation marks show which part of the speech was already in English.

Session number	Data sample	DS Sub-code	Date of recording (dd:mm:yy)	Footage (hh:mm:ss)	Aims of the session	Key interactional features	Pedagogical impact relating to classroom interactional competence	Duration (mm:ss)
1	109112020		09.11.2020		Expressing possibility, Giving			
		109112020A		00:29:53 – 00:30:28		extended wait-time, teacher echo, paraphrasing, evaluative feedback, referential question, extended teacher turn, extending learner's contribution, content feedback, modelling	wait-time: create space for learning by giving the student longer time for planning his answer; turn-taking: give student a form-focused and content-based feedback; question: referential question to promote student's participation and supporting natural flow in communication	00:35
		109112020B		00:36:09 – 00:36:50		seeking for clarification, paraphrasing, other-initiated other repair (form-focused feedback, direct repair), evaluative feedback, display question, referential question, extended wait-time	wait-time: alow planning time, turn-taking + questioning: seeking for clarification, repair: modelling, to shape learner's contribution	00:41
		109112020C		00:41:06 – 00:41:38		extended wait time, teacher echo, display questions, paraphrasing (teacher paraphrases own ideas), other-initiated self-repair	all features lead to a form of scaffolding (checking understanding by asking questions, using translation into mother tongue, giving clues)	00:32
2	216112020		16.11.2020		Giving advice, acquisition of the			
		216112020A		00:17:58 – 00:18:24		display question, teacher echo, extended teacher turn	checking understanding, and so creating space for learning	00:26
		216112020B		00:27:15 – 00:29:08		teacher echo, extended wait time, paraphrasing, referential question, evaluative feedback, content feedback, form-focused feedback, modelling, other-initiated other repair	wait-time: allowing planning time, questioning: referential question to create space for learning (supporting participation), repair: correct grammatical structure x lack of repair to support fluency	01:53

3	323112020				Learn how to describe a picture (present continuous, there is/are, spatial			
		323112020A		00:09:52 – 00:11:14		referential questions, modelling, form-focused feedback, direct repair (other-initiated self-repair), evaluative feedback, teacher echo, extended teacher turn, paraphrasing, content feedback	questioning: to support the practice of a particular grammatical structure, toqe support participation; repair: express own thoughts clearly; wait-time: allow planning time	01:22
		323112020B		00:18:12 – 00:24:01		extended wait-time, display questions, form-focused feedback, direct repair (other-initiated self-repair and other repair), extended teacher turn, teacher echo	questioning: check understanding, allow participation; wait-time: allow planning time x technical issues; repair: to correct misunderstaning and start discussion, form of scaffolding	05:49
		323112020C		00:38:45 – 00:42:44		extended teacher turn, extended wait-time, display questions, seeking for clarification, form-focused feedback, teacher echo (also lack of it), direct repair (other-initiated other repair, self-initiated self-repair), evaluative feedback	questioning: support discussion in which everybody can participate, to elicit answers; wait-time: allow planning time x not always the case; repair: support the correct use of the target language; turn-taking: regular structure of communication	03:59
		323112020D		00:46:00 – 00:46:46		referential questions, form-focused feedback, extended teacher turn, extended wait-time, evaluative feedback	wait-time: maximise time for thinking; repair: to clarify the question so the student understands that, allow participation; turn-taking + q.: elicit answers, check understanding	00:46

		323112020E		00:51:30 – 00:52:40		extended wait time, seeking clarification, content feedcback, turn completion (learner completes teacher turn), content feedback	repair: scaffolding, check understanding (together with the questioning techniques), to elicit answers, and enable students to participate; wait-time: not so dominant, still provides thinking time, also for the teacher; questioning: also to seek clarification	01:10
		323112020F		01:01:51 – 01:02:13		other-initiated other repair, asking for clarification, form-focused feedback, extended teacher turn, extended wait time, referential question	repair: to correct a grammatical error, to clarify; wait-time: time for thinking; turn-taking: another student, who did not make the mistake, attempted to correct it	00:22
4	430112020		30.11.2020		To practise and fix the the skills and knowledge from the			
		430112020A		00:29:43 – 00:30:27		extended wait-time, form-focused feedback, direct repair, other-initiated self-repair	questions: to promote involvement; wait-time: give time for thinking x technical issues; repair: correct error cause by the impact of the first foreign language	00:44
		430112020B		00:33:04 – 00:34:31		extended teacher turn, extended wait-time, display questions, teacher echo, form-focused feedback, content feedback, modelling	wait-time: alow planning time; questioning: elicit a response, promote involvement; turn-taking: provide students with model language	01:27
		430112020C		00:36:28 – 00:39:20		extended teacher turn, teacher echo, extended wait-time, direct repair, form-focused repair, evaluative feedback, other-initiated other repair, other-initiated self-repair	turn-taking: promote conversational type of interaction (also, questioning techniques important for this); repair: provided through the corrective feedback/echo, to help learners with acquiring a proper standard; wait-time: not so dominant, because the conversation flows smoothly (quick exchange of turns)	02:52

		430112020D		00:40:38 – 00:41:52		extended wait-time, asking for clarification, self-initiated self-repair, content feedback	wait.time: allow planning time; repair: lack of it, fluency; turn-taking: student reflect on his own response, continues with it; questions: seek clarification x in mother tongue due to the level of student's language skills	01:14
		430112020E		00:43:54 – 00:44:17		display question, content based feedback, teacher echo	questioning: promote involvement, elicit answers; repair: provided through the corrective feedback, also content-based feedback, naturally, not disturbing for the interaction	00:23
		430112020F		00:50:35 – 00:56:02		extended wait-time, extended teacher turn, display questions, content-focused, feedback, form-focused feedback, reformulation, teacher echo, display questions, turn completion	wait-time: allow planning time and time for thinking, support fluency; questioning: promote involvement and interaction, elicit response; repair: providing corrective feedback/echo to correct the grammatical error x not to interrupt fluency, provide students with model language	00:27
		430112020G		00:56:35 – 00:56:55		content-based feedback, paraphrasing	questioning: elicit answer; turn-taking: provide content-based feedback, let the conversation flow	00:20
		430112020H		00:58:25 – 00:58:48		extended teacher turn, paraphrasing, content-based feedback	turn-taking: provide content based feedback, extending learner's contribution; repair: shaping learner's contribution to provide model language	00:23

5	507122020		07.11.2020		To develop communicative competence and grammar knowledge (expressing amount,			
		507122020A		00:06:31 – 00:07:49		paraphrasing, teacher echo, asking for clarification, extension, direct repair, form-focused feedback	turn-taking: a lot of teacher echo providing content-based feedback and showing students that the teacher is listening; questioning: promote involvement, seek for clarification, support fluency; wait-time: creating opportunity for students to take part, give time for thinking and planning the answer; repair: provide model language, to support fluency and independence in the interaction	01:18
		507122020B		00:08:14 – 00:08:44		asking for clarification, turn completion (student for student), teacher echo, extension, paraphrasing	questioning: elicit answer, support participation; turn-taking: repair: model language (a vocabulary item) provided from one student to another as a form of peer-scaffolding; turn-taking: extended teacher turn as a form of scaffolding and elicitation to support fluency	00:30
		507122020C		00:12:05 – 00:13:38		asking for clarification, extended wait-time, paraphrasing, form-focused feedback, direct repair, display question, turn completion, self-initiated self-repair, teacher echo, extension	questioning: elicit response and promote fluency; wait-time: allow planning time; repair: grammatical correction when the student did not use the target language; turn-taking: content based feedback to promote fluency; model language provided because of the lack of vocabulary knowledge	01:33

		507122020D		00:27:35 – 00:30:04		display questions, extended wait-time, extended teacher turn, teacher echo, extension	questioning: display question to elicit response, referential questions to promote involvement; wait-time: allow planning time to support fluency; repair: throught repetitive corrective feedback not to interrupt fluency; turn-taking: in the final turns, an option for involevement closed by not asking an open question	00:29
		507122020E		00:46:12 – 00:47:26		teacher echo, extended wait time, asking for clarification, display questions, referential questions, modelling, reformulation	turn-taking: led to fluency x lack of vocabulary knowledge; wait-time: allow planning time and support fluency; questioning: promote involvement and elicit answer; model language in terms of vocabulary	01:14
		507122020F		00:52:29 – 00:52:54		teacher echo, evaluative feedback, content feedback	turn-taking: fluency and spaced for learning closed by skipping one student	00:25
		507122020G		00:58:54 – 00:59:28		display questions, modelling, content-based feedback, extension	turn-taking: regular, but in Czech, not fluency-based; questioning: check understanding of a particular topic in grammar; lack of repair: not repairing the wrong use of metalanguage	00:34

6	614122020		14.12.2020		To fix the knowledge from the previous session (expressing the amount), create the Christmas atmosphere by using some materials connected with Christmas, for the students to learn new vocabulary to the			
		614122020A		00:11:13 – 00:12:25		extended wait-time, content feedback, extended teacher turn	maximising space for learning by giving students enough time for thinking, asking display question to check learning, extended teacher turn to provide student with clarification and scaffolding	01:12
		614122020B		00:17:49 – 00:19:18		self-initiated self-repair, teacher echo, evaluative feedback, display questions, extended wait time	repair in the form of scaffolding and asking question to support student's participation and intependent learning, extended time provides time for thinking	01:29
		614122020C		00:30:55 – 00:33:09		teacher echo, referential questions, extended teacher turn	turn taking: extended teacher turn to imitate natural talk and support participation by providing students with model language	02:14
		614122020D		00:33:45 – 00:33:09		referential questions, modelling, extended teacher turn	turn-taking: extended teacher turns promote participation, activate learner skills	00:24

		614122020E		00:49:08 – 00:49:31		display questions, teacher echo, content feedback, evaluative feedback	questioning technique to check learning, in terms of turn-taking, there is teacher echo meant to fix the knowledge	00:23
		614122020F		00:51:05 – 00:51:40		display question, teacher echo, content-based feedback	questioning: check learning, extended wait time to maximase thinking time and to enable students to think about the vocabulary, and to maximise learning	00:35
		614122020G		01:01:23 – 01:03:30		referential questions, extended wait time, extended teacher turn, reformulation, teacher echo, extension, asking seeking clarification, modelling	extended wait time is dominant, provides time for thinking to activate knowledge, supports fluency; extended teacher turns to provide scaffolding, model language	02:07
7	704012021		04.01.2021		For students to recognise countable and uncountable nouns, express amount, get the principle of subject x object pronouns			
		704012021A		00:18:04 – 00:19:22		extended teacher turn	extended teacher turn as giving clear instructions to the studens x in Czech	01:18

		704012021B		00:54:20 – 00:54:58		self-initiated self-repair, extension, form-focused feedback, direct repair, teacher interruptions, evaluative feedback	extended teacher turn to provide explanation of a particular grammar phenomenon, to make sure the students will use it correctly in the future	00:38
8	818012021		18.01.2021		Students use the subject and object pronouns correctly in the grammar context			
		818012021A		00:38:08 – 00:38:43		extended wait time, referential question, other-initiated self-repair, teacher interruptions, evaluative feedback, extension	questions asked to linitiate repair; in turn-taking, teacher echo to make sure all students could hear it	00:35
		818012021B		00:40:39 – 00:41:35		extended wait-time, direct repair, other-initiated self-repair, form-focused feedback, teacher interruptions, other-initiated other repair, extension	extended wait time to give a student time for realising her mistake and give her a chance to correct it independently; extended teacher turn to provide clarification and further explanation	00:56
		818012021C		00:47:42 – 00:49:32		extended wait-time, referential question, teacher echo, content feedback, extended teacher turn, rephrasing, modelling, display question, teacher interruptions, extended learner turn, paraphrasing	referential question to show an interest into students' lives, to support independent participation, extended wait-time to provide students with enought time for planning their answers; turn-taking: feedback in a form of providing students with model language, also content-based to show interest and support fluency by motivating them	01:50

		818012021D		00:49:48 – 00:50:28		extended wait time, referential question, teacher echo, direct repair, content-based feedback	referential question: showing interest, motivating and supporting fluency, elicitating answer; content-based feedback and ommiting repair not to interrupt fluency; extended-wait time to give student time for planning of his reaction	00:40
		818012021E		00:50:50 – 00:51:46		referential question, teacher echo, extended teacher turn, seeking clarification	referential question to find out information about student's delay, content-based feedback to keep the fluency; in terms of turn taking, students seeks clarification and receives it in her mother tongue in a form of extended teacher turn	00:56
		818012021F		00:51:47 – 00:52:51		referential questions, modelling, teacher interruptions, direct repair, other-initiated other repair, other initiated self-repair, seeking clarification, teacher echo	student seeks help, receives it in a form of model language, providing students with scaffolding in this way does not interrupt fluency, referential questions also supports fluency	01:04
9	925012021		25.01.2021		The aim was to fix the grammatical knowledge, to practise fluency, and to start with a new			
		925012021A		00:03:25 – 00:03:44		referential question, extended wait-time, other-initiated other, repair, content feedback, teacher echo	repair to provide a student with modelling (vocabulary), and to support fluency; content based feedback to show interest and elicit student's use of language	00:19

		925012021B		00:08:35 – 00:09:16		teacher echo, seeking clarification, reformulation	referential question to support participation x student did not understand, turned to his mother tongue, did not react to English and in English	00:41
		925012021C		00:46:30 – 00:47:09		teacher echo, referential question, form-focused feedback, modelling	feedback in a form of model language to keep the fluent conversation flowing	00:39
		925012021D		00:47:37 – 00:48:08		teacher echo, paraphrasing	repair to provide a student with modelling (clarification)	00:31
		925012021E		00:49:33 – 00:50:50		extended wait time, teacher echo, content-based feedback, seeking clarification, other-initiated other repair, modelling	extended time to provide students with enough planning time to deliver fluent and correct answer; seeking for clarification to give student a chance to realise own mistake and to correct it	01:17
10	1002022021				The aim was to introduce my students new vocabulary as a preparation for the development of other skills.			
		10020220211A		00:05:03 – 00:08:30		referential questions, display questions, extended wait time, teacher echo, other-initiated other repair	asking a referential question to elicit answers in combination with extended wait-time to provide students with enough planning and thinking time so that they could share their thoughts fluently; repair to ensure understanding	03:27

Appendix 5: Complete Data Transcriptions

repair **extended wait-time** **turn-taking** **questioning techniques**

109112020

109112020A

00:29:53 – 00:30:28

01 T: And S2, tell me, can you cook? (3.0)

02 S2: Yes, I can.

03 T: You ca:n!

04 S2: Tea coo- tea cook. ((we can hear S3 react by chuckling))

05 T: You- you- you can- you can- you can make tea. Umíte připravit čaj. That's perfect! That's enough you need to know. To je tak jako to základní, co je potřeba umět. (.) Well done! Hehe. So, yeah. You can- you can cook tea. OK. Hehe.

T: "You- you- you can- you can- you can make tea." You can make tea. "That's perfect! That's enough you need to know." These are the basics you need to know. (.) "Well done! Hehe. So, yeah. You can- you can cook tea." OK. Hehe.

109112020B

00:36:09 – 00:36:50

08 T: What could happen, S2. (3.0) It's a lady. Jo? Je to- je to ženská. (4.0)

((showing the picture of a lady who is sunbathing; you can hear the echo))

09 T: "What could happen, S2." (3.0) "It's a lady." OK? It's a- it's a lady. (4.0)

((showing the picture of a lady who is sunbathing you can hear the echo))

10 S2: Eh (1.5) she (.) /kould/ get /burn/-

11 T: She could get burnt! Perfect! What does it mean in Czech.

12 S2: Bude hodně- ((unidentifiable sound due to technical issues))

S2: She will be- ((unidentifiable sound due to technical issues))

13 T: Ještě jednou prosím?

T: Once more please?

14 S2: Že bude hodně ogrilovaná. ((chuckling))

S2: That she will be grilled a lot. ((chuckling))

15 T: Hehe v podstatě heh. ((loudly inhales)) She could get grilled. Hehe. Mohla by se skoro až ogrilovat. Yes. […]

T: Hehe basically yes heh. ((loudly inhales)) "She could get grilled." Hehe. She could get nearly grilled. "Yes." […]

109112020C

00:41:06 – 00:41:38

14 T: A my se ještě dneska podíváme na takové podtéma těch modálních sloves (1.5) a to bude giving advice. (1.5) Do you understand, what does it mean? (2.5)

T: Today, we are going to look at a subtopic of the modal verbs (1.5) and it's "giving advice". (1.5) "Do you understand, what does it mean?" (2.5)

15 S4: No.

16 S3: No. ((exhales loudly))

17 T: [No.]

18 S2: [No.]

19 S3: What is advice?

20 T: Advice je rada.

T: “Advice” is advice.

21 S3: Hmm takže dostat radu?

S3: Hmm so get advice?

22 T: Naopak-

T: Vice versa-

23 S2: Dávat radu.

S2: To give advice.

24 T: Dávat radu. Radit. [Jo?]

T: To give advice. Advise. [Yes?]

25 S3: [Hmm]

26 T: Jak dávat radu v angličtině.

T: How to give advice in English.

216112020

216112020A

00:17:58 – 00:18:24

01 T: OK err I will show you (2.0) a sentence and I will ask one of you to translate it for me. OK? I will show you one sentence and I will ask you to translate it. Is it clear? (1.5)

02 S4: Yes, is it. [It is.]

03 S3: [It is].

04 T: [Yes, it is.]

05 S2: Yes.

216112020B

00:27:15 – 00:29:08

05 T: OK (.) anybody, what should I do if I have no money. (.) What should I do if I have no money. (3.0)

06 S2: You must go to your husband. ((both the teacher and the student start laughing, then S3 bursts into laughter at 00:27:32 too)) (3.0)

07 T: Já mu to vyřídim. (.) I will tell him. [Hehe]

08 S2: [Sedí za váma], pokuď [vím]

S2: [He is sitting behind you], as far as I [know].

09 T: [Jo jo] jo, ale já vás mam ve sluchátkách, but yes, thank you. I- I must go to- to my- and ask my husband for money, OK. And, anything else I- I could do? Ještě něco jiného, co bych tak mohla udělat? Hehe (4.0) ((students start searching in their notes)) Jak bychom řekli, že bych měla vyloupit banku. (3.5) Věděl by někdo? (4.0)

T: [Yes yes] yes but I've been using the headphones, but "yes, thank you. I- I must go to- to my- and ask my husband for money, OK. And, anything else I- I could do?" Anything else that I could possibly do? Hehe (4.0) ((students start searching in their notes)) How would we say that I should rob the bank. (3.5) Would anyone know? (4.0)

10 S3: No (2.0)

S3: Well (2.0)

11 S2: You must go (.) to /bʌŋk/ in night.

12 T: Hehe (.) at [night OK OK] hehe jinak prosím vás na co narážím (.) sloveso oloupit nebo vyloupit tak je „rob" R O B (.) jo? [You should rob the bank.] případně by šlo. Jo? But go to bank at night and do whatever you want (.)

Jdi do banky v noci a dělej si co chceš. (.) OK hehehe Is it clear? Is it clear what is happening here? (1.5)

T: Hehe (.) “at [night OK OK”] hehe otherwise what I am coming across (.) the verb to rob is “rob” R O B (.) yes? [“You should rob the bank.] would be possible. Yes? “But go to bank at night and do whatever you want” (.) Go to bank at night and do whatever you want (.) “OK” hehehe “Is it clear? Is it clear what is happening here?” (1.5)

13 S3: [Hehe] [hmmm rob the bank hmmm]

14 S2: Yes.

15 T: Yes. Jo je jasný trošičku co tady děláme gramaticky. Super. (2.5) OK, now your task is to choose the correct option (.) In Czech? (3.0)

T: “Yes.” OK is it a bit clear what we are doing here in terms of grammar. Great. (2.5) “OK, now your task is to choose the correct option (.) In Czech?” (3.0)

16 S2: Vyberte správnou možnost.

S2: Choose the correct option.

17 T: Výborně. Tak. Errr […]

T: Great. So. Errr […]

323112020
323112020A

00:09:52 – 00:11:14

18 T: S2, can you paint? (2.5)

19 S2: No, I don‘t not paint.

20 T: You what? One mo- poslouchejte otázku a zkuste odpovědět podobně jako se vás ptám. Can (.) you (.) paint? (1.0)

T: “You what? One mo-“ listen to the question and try to answer in the similar way. “Can (.) you (.) paint?” (1.0)

21 S2: No, I can’t- I can not paint.

22 T: You cannot paint. Perfect. OK. It’s a pity, isn’t it? (.) Je to trošku škoda, ne? Hehe. (1.5) No. ((deep nervous breath)) I’m just joking. Já si tady jenom dělám srandičky. Neberte mě dneska vůbec vážně.

T: “You cannot paint. Perfect. OK. It’s a pity, isn’t it?” (.) It’s a pity, right? Hehe. (1.5) “No. ((deep nervous breath)) I’m just joking.” I’m just kidding here. Don’t take me too seriously today.

23 S1: Hehe.

24 S2: Mě taky ne. ((with a slight smile))

S2: Me neither. ((with a slight smile))

25 S4: [Hehe.]

26 T: [Hehe.] OK. And I’ll ask- S1, can you sing? (2.0)

27 S1: Yes, I can. [I] can sing but I can sing only in bathroom. [Hehehe.]

28 T: [Yes.] Oh, [you can sing] only when you are taking a shower. OK. [Only in bathroom. Hmmm.] That’s lovely.

29 S1: [Hehehe. Yes.]

30 T: Co vaše kolegyně říká? Kdo mi to přeloží? (2.5)

T: What’s your colleague saying? Who will translate it for me? (2.5)

31 S2: Že to máte jít zkontrolovat do vany.

S2: That you should go and check it in the bath.

32 S1: [((burst into laughter))]

33 T: Jo jo [jo jo. V postatě ano.] [Hehehe.]

T: Yep yep [yep yep. Basically yes.] [Hehehe]

34 S3: [Hehehe.]

323112020B

00:18:12 – 00:24:01

23 T: OK! (.) This is the topic for today. We are going to learn about describing picture. (2.0) My se dneska naučíme popisovat obrázek. Co vy na to. Is it OK?

T: OK! (.) This is the topic for today. We are going to learn about describing picture." (2.0) Today, we are going to study how to describe a picture. Fine? "Is it OK?"

24 S1, S2, S3, S4: Ano. Yes.

S1, S2, S3, S4: Yes. "Yes."

25 T: Yes. It's easy. Don't worry. So, what can we describe? (3.0) Errr- Já si tady otevřu tabuli, nasdílím vám ji a nevím, jestli se mi to teďka povede- (2.0) Řekněte mi, co vidíte. (3.0)

T: "Yes. It's easy. Don't worry. So, what can we describe?" (3.0) Errr- I will open a whiteboard here, I'll share it but I don't know if I'll be successful- (2.0) Tell me what you can see. (3.0)

26 S4: Let's take a look at the whiteboard.

27 T: OK. Tak já teďka ukončím sdílení na chvilinku, doufám, že to bude fungovat, hehe. Errr- nasdílím vám nasdílím vám třeba třeba ((background noises)) Nadílím vám celou obrazovku. Já tu žádný tajemství nemam. Tak, teď byste měli vidět sebe- (5.0) [Vidíte se? Vidíte?] Výborně.

T: "OK." So, I'll stop sharing for a while, I hope it will work,

hehe. Errr- I will share I will share for example ((background noises)) I will share

the whole screen. I have no secrets here. So, now you should see yourselves- (5.0) [Can you see yourselves? Can you?] Great.

28 S4: [Vidíme. Vidíme]

S4: [We can. We can.]

29 T: A co vidíte teď?

T: And what can you see now?

30 S4: Pořád to stejné.

S4: Still the same.

31 T: Hmmm. (2.0) A když takhle překliknu?

T: Hmmm. (2.0) And if I switch like this?

32 S2: Nic nového.

S2: Nothing new.

33 T: Nic nového. (2.0) Sakryš sakryš. Co budeme dělat. Tak to zkusíme ještě takhle. (2.5) Omlouvám se za tyto technické potíže- (3.0) Tak, že by? Teď už to půjde. Hmm. (2.0) Tak, co vidíte teď? (3.0) ((echo, sharing sound))

T: Nothing new. (2.0) Oopsie woopsie. What shall we do. So let's try it like this. (2.5) I am sorry for these technical issues- (3.0) And now? It should work now. Hmm. (2.0) So, what can you see now? (3.0) ((echo, sharing sound))

34 S2: [Wh-]

35 S4: [What] we can desribe.

36 T: Výborně. Vidíte bílou plochu a nápis what we can [describe.]

T: Great. You can see a white area and a sign "what we can [describe.]

37 S3: [Ano.]

S3: [Yes.]

38 T: To je- to je skvělé. Tak, na co já se vás teďka ptám. (5.0) What can we describe or what we can [describe.]

T: That's- that's great. So, what am I asking you about. (5.0) "What can we describe or what we can [describe.]

39 S4: [Co umíme] kreslit.

S4: [What we can] draw.

40 T: Ne ne [ne kreslit, ale?]

T: No no [not draw but?]

41 S3: [((some noises, trying to answer))]

42 S4: Napsat.

S4: Write.

43 T: Popsat. Pozor- popsat.

T: Describe. Be careful- describe.

44 S3: Hmmm.

45 T: Jo? My se budeme bavit o nějakém obrázku, já teďka přepnu do češtiny zpátky, budeme se bavit o nějakém popisování obrázku. Tak. (2.0) Tell me. What can we desribe. (2.0) Co tak můžem popisovat. (2.0)

T: Yep? We are going to talk about a picture, now I'll switch back to Czech, we are going to talk about describing a picture. So. (2.0) "Tell me. What can we describe." (2.0) What can we for example describe. (2.0)

46 S2: Colour. [Colours.]

47 T: [Yes,] we can desribe colours. Hmm. (.) What [else?]?

48 S3: [Situation.] [Situation.]

49 T: [Situation] yes. Hmm. (2.0) What else? (6.0)

50 S4: [Face.]

51 S1: [People.]

52 T: Yes, people (.) and when we describe people we can describe, for example, face. (2.0) Yes. Hmmm. (6.0) Hmmm? ((background noises, students searching in their notes)) What else? Co ještě? (5.0)

T: „Yes, people (.) and when we describe people we can describe, for example, face. (2.0) Yes. Hmmm. (6.0) Hmmm? ((background noises, students searching in their notes)) What else?“ What else? (5.0)

53 S3: House.

54 T: We can, for example, describe house. Perfect. (2.5) Hmm? (2.5)

55 S2: Computers.

56 T: Yes, also com- we can describe computers (.) if we know them. Jestliže je známe, můžeme je klidně popisovat. Jestliže jim rozumíme. (1.5)

T: “Yes, also com- we can describe computers (.) if we know them.” If we know them, we can describe them, why not. If we understand them. (1.5)

57 S1: He[he.]

58 T: [Tak]že jsem zvědavá, kolik z nás si tady dneska škrtne při popisování [počítačů. Hehe.]

T: [S]o I’m courious how many of us will be successful today during describing [computers. Hehe.]

59 S3: [Hehe.]

60 S4: [Hehe.]

61 S1: [Nature.]

62 T: Nature. Yes, we can describe nature. (5.0)

63 S3: Garden?

64 T: And, for example, garden! To je spojené s tím domem, že jo. (1.5) Yes, for example, we can describe garden. What else?

T: "And, for example, garden!" That's connected to the house, yes. (1.5) "Yes, for example, we can describe garden. What else?"

65 S2: Street.

66 T: Street. Yes. (2.0) Hmm. (2.5)

67 S2: Sport.

68 T: Yes! How- For example how some sport is done or played. Můžeme popisovat třeba i jakoby ten průběh, že jo, toho sportu. Nebo, co na něj- co na něj potřebujeme, a tak dále. Výborně. Klidně. Proč ne. Hmm? (2.0)

T: "Yes! How- For example how some sport is done or played." We can describe for example also even the process, yes, of the sport. Or what we- what we need for it, and so on. Great. Right. Why not. Hmm? (2.0)

69 S4: City.

70 T: City. Yes. (10.0) Co takhle [třeba chování?]

T: "City. Yes." (10.0) How about [for example behaviour?]

71 S2: [All.]

72 T: Prosím?

T: Pardon me?

73 S2: All.

74 T: Everything. Vše.

75 S2. Vše.

S2: Everything.

76 T: We can describe almost everything. Asi tak bych to popsala. Jo? Můžeme popsat v podstatě úplně všechno. (.) Ještě bych třeba řekla, že můžeme popsat tohlencto. (2.0) Tak. ((typing))

T: "We can describe almost everything." I would say this. Yep? We can describe basically everything. (.) I would maybe also say that we can describe this. (2.0) So. ((typing))

77 S3: Hmm. (2.0)

78 T: Co to znamená to červené?

T: What does it mean, the red? ((the word behaviour))

79 S1: Vlastnosti?

S1: Characteristics?

80 T: Chování, vlastnosti. [Přesně tak.]

T: Behaviour, characteristic. [Exactly.]

81 S1: Chování.

S1: Behaviour.

82 T: Hmm. Yes. So, we know what we can describe. Tak nějak jsme si udělali obrázek o tom, co tak můžeme popisovat. (.) Ať už třeba na obrázku, nebo celkově v jakékoliv životní situaci. Je nám to velice- velice blízké téma popisování. Nemám pravdu?

T: Hmm. "Yes. So, we know what we can describe." We've create a picture of what we can describe. (.) Either in the picture or in general in any life situation. It is quite- quite close topic for us, description. Am I right?

323112020C

00:38:45 – 00:42:44

06 T: So (.) Let's imagine. This is Ana. Není to česká Anička, tudíž nemá dvě n, jo? Je to nějaká prostě cizí Ana hehe let's call her /æn/. It's /æn/. So, this is Anne. (echo) What can we tell about her. How can we describe her. (1.75) How can we describe this girl. (6.0) Jak bychom ji mohli popsat, tuhle holčinu. (3.0)

T: "So (.) Let's imagine. This is Ana" It's not a Czech Annie, so without double n, yes? It's a foreign Ana hehe "let's call her /æn/. It's /æn/. So, this is Anne. (echo) What can we tell about her. How can we describe her. (1.75) How can we describe this girl." (6.0) How could we describe this girl. (3.0)

07 S4: Anne has dark hair.

08 T: Yes. Hm. What else. (6.0) ((you can hear students turning pages)) Co bychom si k ní ještě mohli říct. (4.0) ((the sound of turning pages))

T: "Yes. Hm. What else." (6.0) ((you can hear students turning pages)) What more could we say about her. (4.0) ((the sound of turning pages))

09 S2: She has rot errr red no a (2.0)

S2: "She has rot errr red" well and (2.0)

10 S2, S3: Šála ((S3 laughing))

S2, S3: Scarf ((S3 laughing))

11 T: Ano, ví někdo šálu? (3.0) Vzpomenete si? Tu jsme taky dělali. (3.0)

S-

T: Yes, does anybody know the word for scarf? (3.0) We also had this one. (3.0)

S-

12 S3: Shell? Ne.

S3: "Shell?" No.

13 T: Ne, ne ne scarf. Scarf. Scarf, jo? S C A R F se píše. (3.0) S C R R F eh A R F I'm sorry. (2.5) S C A R F (2.0) Scarf. (1.0) So, she has red scarf. Perfect. (2.0)

T: No, no no "scarf. Scarf. Scarf," ok? S C A R F is the spelling (3.0) S C R R F eh A R F "I'm sorry." (2.5) S C A R F (2.0) "Scarf. (1.0) So, she has red scarf. Perfect. (2.0)

14 S1: She has [yellow t-shirt]

15 S3: [She has] (1.5) Dobrý, povídejte. (4.0) She has yellow sweater.

S3: ["She has"] (1.5) Good, speak. (4.0) "She has yellow sweater."

16 T: Buďto sweater nebo tam někdo říkal t-shirt, že jo- Nevíme jestli je to triko nebo svetr. Nás to nějak asi úplně netrápí, ale něco na sobě žlutýho určitě má. Hm. Výborně. Yes! That's it!

T: Either "sweater" or somebody said "t-shirt" right- We don't know if it's a t-shirt or a sweater. We don't really care, but she's definitely wearing something yellow. Hm. Great. "Yes! That's it!"

17 S1: She has blue eye- já ne- to nepoznam teda.

S1: "She has blue eye-" I can- can't recognise it.

18 T: As- asi. Blue eyes. Maybe. Maybe. Small blue eyes. Hm. Yes. Let's meet Lucas! This is Lucas. What we can tell about Lucas. (3.5)

19 S2: Lucas is small a small bay eh-

20 T: Small boy- boy.

21 S2: Boy.

22 T: Yeah. Hm. He's a small boy. Yes. (1.8)

23 S3: She is smiling?

24 T: He he pozor he

T: “He he” attention “he”

25 S3: He. He is smiling.

26 T: He is smiling. Yes. Hm. What is he wearing? (2.5)

27 S4: He has red cup

28 T: Cap hm [red cap] hm yes

29 S4: [Cap]

30 S1: He has glasses

31 T: Yes, he has glasses hm (5.0) What about his hair. What about his hair. Or how about his hair. (2.0)

32 S1: His hair (.) is nebo are (.) yellow?

S1: “His hair (.) is” or “are (.) yellow?”

33 T: Hm. Yellow. Perfect. Yellow or better to say blond. Jo [lepší je říct] jako blond, protože ta yellow to si opravdu představíme yellow. (3.0)

T: “Hm. Yellow. Perfect. Yellow or better to say blond.” OK [it’s better to say] “blond” because the “yellow” we usually imagine the real “yellow”. (3.0)

34 S1: [Blond.]

35 T: Hm? (2.5)

36 S3: He- he has blue t-shirt.

37 T: T-shirt. Perfect. he has blue t-shirt. Hm. (4.5)

38 S3: And he has blue ehhh trousers.

39 T: Trousers! Blue trousers. Perfect. Hmmm. Yes.

323112020D

00:46:00 – 00:46:46

10 T: A jenom prosim vás tie je ta kravata (2.5) Jo? Bow tie je motýlek a jenom

tie je kravata (4.5) so he is wearing what? (6.0) Hm? What is he wearing on his neck? (2.5)

T: And please just the "tie" is the tie (2.5) Yes? "Bow tie" means bow tie and just "tie" is a tie (4.5) "so he is wearing what? (6.0) Hm? What is he wearing on his neck?" (2.5)

11 S3: Ano!

12 T: What is he wearing on his neck. (2.5) Co má na tom krku teda ještě jednou?

T: "What is he wearing on his neck." (2.5) What has he got on his neck once more?

13 S1: [On his-]

14 S4: [Bow-] bow tie.

15 S1: On his neck he is wearing bow tie-

16 T: Perfect.

17 S1: His bow tie is red.

18 T: Yes. Yes! Thank you.

323112020E

00:51:30 – 00:52:40

01 T: OK. So, tell me. (.) In general. Obecně. What are the people in the foreground doing. (2.5)

T: "OK. So, tell me. (.) In general." In general. "What are the people in the foreground doing." (2.5)

02 S3: Errr all people err are s- are- hm are ((not understandable)) eh all or free time nebo jak bych to řekla (2.0) ((I did not understand her.))

S3: “Errr all people err are s- are- hm are ((not understandable)) eh all or free time” or how would I say that (2.0) ((I did not understand her.))

03 T: Tak. Ptám se na ty in foreground, takže se ptám na ty-

T: So. I’m asking about those “in the foreground”, so I’m asking about those-

04 S3: Aha. Vepředu.

S3: Oh. In the foreground.

05 T: Vepředu, přesně tak.

T: In the foreground, exactly.

06 S3: Ano- errr they nebo people are sitting

S3: Yes- errr “they” or “people are sitting”

07 T: They are sitting. Yes. Yes. They are sitting and…

08 S3: And speaking.

09 T: Having picnic. Jo. Pozor. Jako že mají piknik. Having picnic. Hm. Yes. ((I didn’t understand her correctly, but nobody protested against it)) OK (2.0) Tak. Teď se posuneme vyloženě od toho co jako vidíme […]

T: “Having picnic.” OK. Attention. Like the are having picnic. Having picnic. Hm. “Yes.” ((I didn’t understand her correctly, but nobody protested against it)) OK (2.0) So. Now we are moving to from what we like see […]

323112020F

01:01:51 – 01:02:13

01 S3: There is (2.0)

02 S2: [(saying something unclear, probably “there are”)]

03 S3: [errr] in the restaurant three cats.

04 T: Hmm. Can anybody tell me what was wrong? (3.0) Měla jste tam jednu chy-chybičku takovou [jako]

T: Hmm. "Can anybody tell me what was wrong?" (3.0) You had a mis-mistake there [like]

05 S2: [There] are.

06 T: There are.

07 S3: There are.

08 T: Jo? Protože jich je víc.

T: OK? Because there are more.

430112020

430112020A

00:29:43 – 00:30:27

01 T: Errr OK tell me who can tell me errr Miss S4 what are you wearing today. What are you wearing today.(4.0) Err mikrofon prosím (4.0)

T: "Errr OK tell me who can tell me errr Miss S4 what are you wearing today. What are you wearing today.(4.0)" Err microphone please (4.0)

02 S4: Today I am wearing err black trousers and blau t-shirt.

03 T: Eh, ja ich verstehe. Blau, aber [anglicky] ((speaking in German reacting to 'blau'))

04 T: Eh yes, I understand blue, but [in English] ((speaking in German reacting to 'blau'))

05 S4: [Blue] hehe

06 T: Anglicky blue. Hm. V pořádku. Hm. OK.

T: In English "blue" Hm. All right. Hm. OK.

430112020B

00:33:04 – 00:34:31

01 T: OK. Hm. So, this was 'What are you wearing today?'- Hm (3.0) You know, I'm wearing my favourite favourite jacket or maybe sweater, you know. It's really- really warm. (1.5) It's really warm. It has some some sheep sheep wool in it, I guess, or maybe it's it's not like the- the real wool, but it's really really comfortable and really warm, because you know (.) the whole autumn winter and the whole winter I feel cold all the time. Do you have the same? Do you have the same? Ladies, especially. (0.75) Do you feel cold during winter and autumn? And don't forget to put on your mic. Nezapomeňte zapnout mikrofon, až mi budete chtít sdělovat své dojmy. (2.0) Do you feel cold during winter? (2.0) During je během. (4.0) ((the teacher's turn is more than one minute))

T: "OK. Hm. So, this was 'What are you wearing today?'- Hm (3.0) You know, I'm wearing my favourite favourite jacket or maybe sweater, you know. It's really- really warm. (1.5) It's really warm. It has some some sheep sheep wool in it, I guess, or maybe it's it's not like the- the real wool, but it's really really comfortable and really warm, because you know (.) the whole autumn winter and the whole winter I feel cold all the time. Do you have the same? Do you have the same? Ladies, especially. (0.75) Do you feel cold during winter and autumn? And don't forget to put on your mic." Don't forget to turn on a mic when you are ready to share your ideas. (2.0) "Do you feel cold during winter? (2.0) During" means during. (4.0) ((the teacher's turn is more than one minute))

02 S4: Yes, often. [Hehehe.]

03 T: Often. Often. Yes. [Me too hehe.] And tell me. Do y- do you wear do you wear eh warm socks? (3.0)

04 S4: Yes.

05 T: Yes.

06 S4: Stále hehe [always]

07 T: Always and [all the time.] Me too. Me too. I have the same.

430112020C

00:36:28 – 00:39:20

01 T: And my first question on you or for you is eh to tell me what are your hobbies. What are your hobbies. You can think about it. (1.0) Jo? My question is 'What are your hobbies-' (3.5)

02 S2: My hobbies is computer science.

03 T: Yes, your hobby is computer science. Hm. OK. Ladies? What are your [hobbies?]

04 S3: [I] (2.0) I like to reading book.

05 T: You like reading books. Hm. Yes. Hm. (3.0)

06 S1: Yes, I'm (exhaling) I like reading book too and I like Nordic walking.

07 T: Nordic walking, hm, perfect! Hm. Do you- do you often do Nordic walking? (2.0)

08 S1: Yes, I (2.0) I hm (2.0) I am doing Nordic walking [every] day?

09 T: [You do.] You do. You do.

10 S1: Every jo I do [every day]

S1: "Every" yes "I do [every day]

11 T: It's repeating. You know, [it's repeating.]

12 S1: [Yeah, yeah, yeah.]

13 T: OK. And Ms S3, how often do you read books. (1.5) [How often.]

14 S3: [Errr], yes, often- Errr during- during autumn.

15 T: During often quite often and [all the time]. Hm, OK.

16 S3: [And winter.] During autumn and winter.

17 T: Hmm. And Mr S2 errr (1.5) tell me errr (1.5) you also go to err computer museums, yes? [You have] a computer museum, and you go to.

18 S2: [I] I go to my computer museum every week.

19 T: Every week. Hmm. And, Ms S4, what is your hobby or are you hobbies? And how often do you do your hobby

20 S4: My hobby is play keyboard. I play eh almost every day.

21 T: Hm.

22 S4: And my hobby is gardening and ehm cycling.

23 T: And cycling. How often do you go cycling?

24 S4: Errr, im in summer (1.5) one a week.

25 T: Once a week. Hmm. Perfect. Thank you. (2.0) OK. (1.5) My next question (2.0) Hmm is 'Would you like to try something special?'

430112020D

00:40:38 – 00:41:52

01 T: You can think about it. Můžete o tom popřemýšlet a za chvilku mi to třeba říct. (4.0) Hmm

T: "You can think about it." You can think about it and you'll tell me in a minute. (4.0) Hmm

02 S2: I want- I want use try (5.0) err (2.0) get (.) my computers new life.

03 T: Hm, hm, hm.

04 S2: Ale asi to bylo moc šroubované. (3.0)

S2: But it was probably too clumsy. (3.0)

05 T: Ještě jednou? (1.3)

T: Once more? (1.3)

06 S2: Že to asi bylo moc šroubovaný. Takže- I would (2.0) get my computers new life. (2.0)

S2: That it was probably too clumsy. So- "I would (2.0) get my computers new life (2.0)

07 T: New what?

08 S2: Dát těm počítačům nový život.

S2: To give the computers new life.

09 T: Nový život! Tak vám rozumím dobře. Hm. A klidně česky err mi povězte, co si co si představujete pod pojmem dát jim nový život? To mě hrozně zajímá.

T: New life! So I understand you well. Hm. And in Czech err tell me, what do you mean by giving them new life? I am really curious.

10 S2: Když ty počítače fungovaly v 80. letech, pak 20 let nefungovaly, takže takové probuzení z nějaké hybernace.

S2: When the computers worked in the 1980s, the they didn't for 20 year, so like waking them up from such hibernation.

11 T: Aha! Ladies, it's interesting, isn't it?

430112020E

00:43:54 – 00:44:17

01 T: And Ms S4, would you like to try something special or anything special?

02 S4: I'd like (1.5) diving in sea.

03 T: You would like to try diving! Wow!

04 S4: Hehe.

05 T: And where? Any- any special place? (2.0)

06 S4: In Red Sea

07 T: Hm. Hm.

430112020F

00:50:35 – 00:56:02

01 T: How much time should one spend (1.5) on his hobby. (5.0) Hm? Rozumíte všem otázkám? (3.0) Tak, já vám teďka dám čas a zkuste si promyslet odpovědi. (2.0) Pokud nerozumíte, ptejte se. Ráda vám poradím. ((I gave them some waiting time, approximately one minute per question; the conversation continues at 53:15)) Hm? Are you ready? (4.0) Do you need more time? (4.0)

T: "How much time should one spend (1.5) on his hobby. (5.0) Hm?" Do you understand all questions? (3.0) So I will give you some time to think of the answers. (2.0) If you don't understand, ask. My pleasure to help. ((I gave them some waiting time, approximately one minute per question; the conversation continues at 53:15)) Hm? Are you ready? (4.0) Do you need more time? (4.0)

02 S1: Yes.

03 T: More time. OK.

04 S1: Yes. ((at 53:28, continued at 54:59))

05 T: Are you ready? (1.5)

06 S2: Yes.

07 T: Yes. So, Mr S2, tell me, why do people need hobbies?

08 S2: Er the peoples need err hobbie- hobbies for your best life.

09 T: For the best for their best lives. Hm. Yes! Why not. Any other ideas? (1.5) Ladies, any other ideas? Why do people need hobbies?

10 S1: [Because]

11 S4: [People need] relax.

12 S1: Jo.

S1: Yep.

13 T: Yes, relax, Ms Ms S1?

14 S1: And rest-

15 T: And rest, yes.

16 S1: Relax and rest.

17 T: And rest. Hm. Ms S3, anything else?

18 S3: Errr no free time jakože mají hodně času tak-

S3: Errr well "free time" like they have a lot of free time so-

19 T: OK, so that's why they need- they have a lot of free time, so that's why they need hobbies. Hm. OK. Maj hodně volnýho času, tak potřebujou koníčky. Hm. Dobře. OK.

430112020G

00:56:35 – 00:56:55

01 T: Tell [me] hm?

02 S2: [I] When I go with S4 in the sea in the red sea diving, it is very dangerous.

03 T: [Hehe, it] may be very [dangerous!] Yes.

04 S1: [Hehehe]

05 S3: Yes!!! (all continue laughing)

06 T: To máte pravdu, to by mohlo být.

T: You are right, it might be.

430112020H

00:58:25 – 00:58:48

01 S3: Ice hockey.

02 S2: I think the mushrooms is very dangerous. (all start laughing)

03 T: Yeah, picking mushrooms is, yeah (2.5) you know, if you find something you don't know and you eat it. Hm. maybe yes- heh yes. It is also for some people quite dangerous. Hm.

507122020

507122020A

00:06:31 – 00:07:49

01 T: Hm

02 S4: Diving

03 T: Yes

04 S4: Collecting antiques.

05 T: Collecting antiques or old things, yes

06 S4: Er, downhill skiing.

07 T: Yes. And downhill skiing may be also quite expensive. Yes. Hm?

08 S3: Figure skating-

09 T: Figure skating. Yes! Yes. [Hm.]

10 S3: [is very] expensive hehe

11 T: Yes. How do you know, hehe?

12 S4: What is it? (4.0)

13 T: What's the name of of of the activity (4.0) was it figure skating?

14 S3: [Yes.]

15 S4: [Hmm.]

16 T: Figure skating. A česky? (2.0)

T: "Figure skating." And in Czech? (2.0)

17 S3: Krasobruslení.

S3: Figure skating.

18 T: Krasobruslení. [Hmm. Yes.]

T: Figure skating. [Hmm. Yes.]

19 S4: [Hmm. Děkuji.]

S4: [Hmm. Thanks.]

20 T: How do you know? How do you know? Hehe? Jak to víte? Hehe? (3.5)

T: "How do you know? How do you know?" Hehe? How do you know? Hehe? (3.5)

21 S3: Heh. Zajímám se o to. [Err]

S3: Heh. I am interested in it. [Err]

22 T: [You are] hmm?

23 S3: I like figure err skating and err interesting for me.

24 T: It's interesting for you, so you know, you are interested in figure skating. Yes. So you know that. Ehm. Anything else?

507122020B

00:08:14 – 00:08:44

01 S1: Gardening or reading

02 T: Hm[mm]

03 S1: [Reading books]

04 T: You- you think reading books is very cheap?

05 S1: When we go to the err

06 S2: Library.

07 S1: [Library.]

08 T: [Library.] yes.

09 S4: [Library.] hehe

10 T: Yes. Yes, if you borrow books from the library, then it is very cheap. If you are interested in buying books, it is- [maybe]

11 S1: [Expensive,] hehe

12 S3: [Expensive.]

13 T: Very expensive, yes, yes, yes. Hm.

507122020C

00:12:05 – 00:13:38

01 S2: It is very dangerous. Hobbies.

02 S1: [Hehe]

03 S3: [Hehe]

04 T: [Picking mushrooms] yes, because- you and can- can you tell us why? Can you tell us why? Můžete nám říci proč? (6.1) ((the student is searching in his notes))

T: ["Picking mushrooms] yes, because- you and can- can you tell us why? Can you tell us why?" Can you tell us why? (6.1) ((the student is searching in his notes))

05 S2: The some mu- mushrooms are- (2.3) are eating one mal

06 T: Eh Yeas you can you can eat all mushroom but some of them only once (2.0) Some of them [only once] Yes. Hm. That's it. I agree. I definitely agree.

07 S2: [Yes.]

08 T: Errr tell me, students. Err do you enjoy picking mushrooms? (2.5) Do you like it? Do [you like it?]

09 S4: [Yes, I] [like it.]

10 S1: [I] (2.0)

11 T: [And-]

12 S2: Yes one

13 T: Err hm?

14 S2: When mushrooms (2.0) eh růst [are eh in the]

S2: "When mushrooms" (2.0) eh to grow ["are eh in the"]

15 T: [Grow grow nebo are growing] hm (4.0)

T: ["Grow grow" or "are growing"] hm (4.0)

16 S2: In my my no pozemek (2.0)

S2: "In my my" well area (2.0)

17 T: Errr (1.5) Like area or-

18 S2: My my place

19 T: At your place. Hm. So, then it's quite easy. (2.0) It's easy. Yes? (1.5)

20 S2: Yes.

507122020D

00:27:35 – 00:30:04

07 T: Can you see the picture?

08 S4: Yes.

09 T: What do you think? Wha- what is- wha- what is our topic for speaking? What is our topic? (2.0) According to the picture.

10 S1: Time

11 T: Time, yes, well done! Hm. we are going to speak about time or talk about. Hmm. And my first question for you is 'How much free time do you usually have?' Think of it. Přemýšlejte. Ne- nemusíte mi hned odpovídat. Tak jako si zapřemýšlejte, jak byste to tak jako řekli. (6.0) Já bych řekla 'take your time' 'take your time' jo? Dejte si na čas. (15.0) Do you want to tell me? (3.5) Does anyone want to speak to me? (3.5) Chtěl by mi někdo na to něco povědět? (4.5) Are you ready to answer? Are you ready to answer my question?

T: "Time, yes, well done! Hm. we are going to speak about time or talk about. Hmm. And my first question for you is 'How much free time do you usually have?' Think of it." Think. No- no need to answer immediately. So like think about how you would say that. (6.0) I'd say "take your time, take your time" OK? Take your time. (15.0) ") Do you want to tell me? (3.5) Does anyone want to speak to me?" (3.5) Would anyone like to say something? (4.5) "Are you ready to answer? Are you ready to answer my question?"

12 S4: Yes, heh.

13 T: Yes? So you you- can answer, if you want. You can start. How much free time do you usually have. (3.5)

14 S4: Sometimes (2.0) sometimes nothing [hehe]

15 T: [Hm.] Sometimes none. None. Jako žádný hm none yes

T: [Hm.] "Sometimes none. None." Like none hm "none yes"

16 S4: I must do free time.

17 T: Yeah! Yo- you must make some free time [for yourself.]

18 S4: [Make.]

19 T: Yes. Hm? Yes. Ok. Hm. Is is it because of your of your job? (2.5) Is it because of your job? (5.5)

20 S4: No. [It isn't]

21 T: [No] it it isn't. Some other reason. Nějaký jiný důvod.

T: "[No] it it isn't. Some other reason." Some other reason.

507122020E

00:46:12 – 00:47:26

13 T: I have another question for you. I have another question for you. (1.5) How important is time to you. (1.5) How important is time to you. (4.5) Hm? How important is time to you. (4.0)

14 S1: Co to je? To je jako důležitý nebo-

S1: What is it? It's like important or-

15 T: Yes, yes. How important hm is time to you. (6.5)

16 S1: Time is very important.

17 T: It is very important for you, hm. And why. Is it [is it because of] your of your

18 S2: [For me too.]

19 T: Yes. For you too. Hmm. Is it because of your job? (1.5)

20 S2: Yes.

21 T: Yes. Ms [S1 too?]

22 S2: [My job is] very time- (3.5) náročný

S2: [“My job is] very time-” (3.5) consuming

23 S: [Yes]

24 T: Errr můžeme říct třeba time-consuming err nebo time demanding. Záleží, co si tam budete chtít říct. Hm. Yeah. It takes a lot of time.

T: Errr we can say for example “time-consuming” err or “time demanding” It depends on what you would like to say. Hm. “Yeah. It takes a lot of time.”

507122020F

00:52:29 – 00:52:54

01 S1: Hm If I had more time, I would sleep more.

02 T: Perfect. If I had more time, I would sleep more. [Perfect.]

03 S1: [Teď jsem to] vzala S2

S1: [I just took it] from S2

04 S2: Ano. Přesně tak. ((laughing))

S2: Yes. Exactly. ((laughing))

05 T: V pořádku, tak pana S2 vynecháme. Jako, věřím tomu, já bych to měla asi úplně stejně. I would have the same. I would have- I would do the same. Já bych udělala úplně to stejný. Hehe.

T: It OK. So we will skip S2. So, I believe, I would have it maybe quite the same. “I would have the same. I would have- I would do the same.” I would do exactly the same. Hehe.

507122020G

00:58:54 – 00:59:28

01 T: Je trošku jasné, na co tady narážím?

T: Is it clear, what I am talking about?

02 S4: Ano.

S4: Yes.

03 S1: Že je to jinak než v češtině.

S1: That it's different than in Czech.

04 S2: Která ta předpona nebo [je u] kterejch.

S2: Which prefix or [is for] what

05 S3: [No.] How much nebo how many.

S3: [Right.] "How much" or "how many."

06 T: Přesně [tak.]

T: Exactly [like that.]

07 S2: [Ano]

S2: [Yes]

08 T: Když se budeme ptát jako kolik toho je, tak how much bude u kterých?

T: If we ask like how much is of that, then "how much" is for which?

09 S1: Nepočitatelných

S1: Uncountable

10 S3: Nepočitatelných

S3: Uncountable

11 T: Nepočitatelných. Ptáme se jak mnoho? Jak mnoho? How much. A naopak

how many (2.0) je kolik a používá se teda u těch počitatelných.

T: Uncountable. We ask how much? How much? "How much." And on the other hand "how many" (2.0) is how many and we use it for those countable ones.

614122020

614122020A

00:11:13 – 00:12:25

01 T: Ještě vedle hmm vedle tohoto o výrazech little a few. Vzpomínáte si jaký byl rozdíl? (11.0)

T: More to hmm more to this about "little" and "few". Do you remember the difference? (11.0)

02 S4: No, few je u počitatlených a little je u nepočitalných.

S4: Well, "few" is for countable and "little" is for uncountable.

03 T: Přesně tak. Přesně tak. (1.75) A další věc, na kterou já bych teda chtěla poukázat, teď nevím jestli jsem ji tady nějak gramaticky zahrnula, počkejte. (.) Se proklikám, neproklikám? Neproklikám. Tak. Err Chtěla jsem vám říct, tohlencto je pravda, co teďka bylo řečeno, že eh (2.0) nějaký (2.0) little je teda u nepočitatelných, few je u počitatelných. (.) A jakmile tam dáme před tyto výrazy člen, tak vyjadřujeme, že to malé množství je nějakým způsobem dostačující.

T: Exactly like that. Right. (1.75) And other information, I would like to highlight, I don't know if I covered it grammatically here, wait. (.) I'll click through, won't I? I won't. So. Err I'd like to say, that it's true, what has been just said, that (2.0) some (2.0)

"little" is for uncountable, "few" for countable. (.) And, when we put before these words the article, we show that the small amount is somehow enough for us.

614122020B

00:17:49 – 00:19:18

01 T: Tak. Áčko?

T: So. A?

02 S1: No, já sice nevim, co tak přesně je flo- to neni kytka [ne tohle, to se píše] jinak- [mouka]

S1: Well, I don't really know what "flo-" it's not a flower, [is it it's written] differently-

03 T: [Ne, neni to kytka] [ale je to]

T: [No, it's not a flower] [but it is]

04 S4: [Mouka?]

05 T: Mouka, ano.

T: Flour, yes.

06 S1: Jo, mouka. Aha. Takže much flour.

S1: Yes, flour. OK. So "much flour".

07 T: Much flour. Perfect. Hm. (2.0)

08 S4: Many butterflies.

09 T: Hmm. Výborně. Butterfly znamená?

T: Hmm. Well done. "Butterfly" means?

10 S4: Motýli.

S4: Butterflies.

11 T: Motýl. Motýl. Ano. Hm. (3.0)

T: Butterfly. Butterfly. Yes. Hm. (3.0)

12 S2: Errr much eh /ˈhɒni/

13 T: Much honey. Hm. Výborně. (7.0) ((you can hear the student taking deep breath))

T: "Much honey." Hm. Well done. (7.0) ((you can hear the student taking deep breath))

14 S1: Jo- teď mam já?

S1: Well- it's my turn?

15 T: Ano

T: Yes

16 S1: Much errr /ˈmaɪnərəl/ water

17 T: Perfect. Hm (3.5)

18 S4: Errr (4.0) much paper?

19 T: Much paper. Perfect! You have much paper but, you have- I will show- can you see me? Can you see me?

20 S4: Yes?

21 T: So this is a sheet of paper. A sheet of paper. (1.5)

22 S4: Hmm.

23 T: Jo? Když- když ho chcem spočítat, musíme ho počítat jakoby na ty (3.0) eh na na listy. Na listy papíru. A sheet of paper. Yes? Hm.

T: OK? If- if we want to count paper, we must count it in those (3.0) eh those those sheets. The sheets of paper. "A sheet of paper. Yes?" Hm.

24 S4: Hm

25 T: So, much- much paper. Hm. Výborně

26 S2: Much sugar

27 T: Again, yes perfect. Much sugar. Hm.

614122020C

00:30:55 – 00:33:09

12 T: OK, so, let me- let me put on my special- special hair decoration. My special hair decoration. Do you like it? Do you remember it? Hehe.

13 S4: Yes

14 T: Yes. And do you like it?

15 S4: Yes hehehe

16 T: Yes! Hehehe. OK. And do you like my- my snowman? (2.0)

17 S3: Snowman.

18 S4: I do. Hehe.

19 T: You do. Hehe. Do you remember his name? Do you remember his name? (1.5) [This is] a boy, you know.

20 S4: [No.]

21 T: It's Frosty! Frosty.

22 S4: Frosty.

23 T: Hm. Frosty. Já se jenom zeptám. pani S1, slyšíte nás?A! Pani S1 nám zamrzla a už [už se nám odpojila]

T: Hm. Frosty. I'll just ask, Ms S1, can you hear us? Ah! Ms S1got frozen and now [now she's disconnected]

24 S4: [Hehehe]

25 T: Ta nám z Frostyho celá zamrzla! Hehe. She got frozen, you know, because of Frosty. Počkáme na ni. Let's wait for her. ((S4 keeps lauging)) because-

she- she doesn't want to miss a Christmas session. Ah! Can you hear us? Ms S1.

T: She got all frozen 'cos of Frosty! Hehe. "She got frozen, you know, because of Frosty." Let's wait for her. "Let's wait for her. ((S4 keeps laughing)) because- she- she doesn't want to miss a Christmas session. Ah! Can you hear us? Ms S1."

26 S1: Yes.

27 T: Yes! Perfect! ((S4 starts laughing again)) You know, we were- we were joking about you-

28 S1: Ale já tam na nic nesahala! Ono se to samo všechno.

S1: But I didn't touch anything! It just somehow happened.

29 T: Ano, ono se to zamrzlo všechno. My to víme. My jsme si tady totiž dě- dělali legraci z toho, že jste nám zamrzla z Frostyho (1.5)

T: Yes, it just got frozen. We know. We were just ma- making fun of that you got frozen because of Frosty (1.5)

30 S1: Hehe

31 T: protože celá zmrzlá jste se nám odpojila hehehe so ok so this is Frosty. Do you remember the song I showed you last year I guess.

T: because you all frozen disconnected hehehe "so ok so this is Frosty. Do you remember the song I showed you last year I guess."

32 S4: Ye[s] ((S2 yawning))

33 S1: Já jenom- já jenom vám něco řeknu. Že teď tady říkají, že až od pátku bude ten 4. stupeň.

S1: I'll just- I'll just tell you something. Now they said that from Friday we'll have the 4th degree.

34 S4: Děkujem za zprávu.

S4: Thanks for letting us know.

35 T: Děkujeme

T: Thank you

36 S2: Tak to můžeme jít ještě několikrát do hospody.

S2: So we can still go to the pub several times.

37 S4: Hehe

38 T: Kdo jde zítra [do hospody?] ((raising hands))

T: Who's going to the pub [tomorrow?] ((raising hands))

39 S3: Třikrát. ((all laughing))

S3: Three times. ((all laughing))

40 T: You know-

41 S1: To znamená že do čtvrtka musím chodit do školy no to je horší. No ale to je jedno. Hehe.

S1: It means that I must keep going to school well and that's worse. But well never mind. Hehe.

614122020D

00:33:45 – 00:34:09

01 T: Yes! And I forgot to show you! Can you- can you see my badge? Can you see my [brooche]?

02 S1: [Hm.]

03 T: [It's my-]

04 S1: [It's nice.]

05 T: It's my special Christmas brooche. Brooche je brož jo prosim vás

T: “It’s my special Christmas brooche. Brooche” means brooche ok

06 S4: Hm

07 T: So- yes-

08 S4: Beautiful!

09 T: Beau- oh! Thank you so much! ((me and S4 laughing together)) So I am trying to somehow infect you with the Christmas mood and Christmas I don’t know atmosphere so hehe ((interrupted by S2 yawning)) I hope I will be successful (.) Now, I will share my screen again

614122020E

00:49:08 – 00:49:31

01 T: Hm. So (.) what’s- what’s- what’s this animal (1.5)

02 S4: Reindeer

03 T: Reindeer. Perfect! Reindeer!

04 S2: Husband. ((S4 started laughing, I took a deep breath))

05 T: I- I think I won’t answer right now. Hehehe. I won’t- I won’t tell him. I won’t tell him.

614122020F

00:51:05 – 00:51:40

01 T: What is this?

02 S1: Ch- ch- chimney ((S2 trying to say something))

03 T: Chimney. Chimney.

04 S1: Chimney.

05 T: Yes. And it means komín. Jo? Komín je chimney. So, maybe, Mr S2 maybe

this is an input (.) the first part.

06 S2: This is output. ((smiling))

07 S1: Hehe

08 S2: Hehe

09 T: OK. Hehehe OK. Maybe I agree. Hehe. So it's chimney (3.0) What is this?

614122020G

01:01:23 – 01:03:30

01 T: Tell me. What do we eat for Christmas dinner. For Christmas supper. What do we eat. (2.5) What do we have for Christmas supper. (3.0) Or dinner. Supper supper je je stejný vý- vý- jako v podstatě synonymum pro dinner. Jo?

T: "Tell me. What do we eat for Christmas dinner. For Christmas supper. What do we eat. (2.5) What do we have for Christmas supper. (3.0) Or dinner. Supper supper" is- is- the same as- as- is the synonym for "dinner". Yes?

02 S1: Tak- we eat (2.5) fish soup

S1: So- "we eat (2.5) fish soup"

03 T: Hm

04 S1: Carp and potato salad

05 T: And potato salad. Hm. Do all people eat carp? (2.5) [Do all] people (.)

06 S3: [Yes?]

07 T: eat carp?

08 S3: No.

09 T: No, no. They don't. What do people eat instead of carp? (2.5) What do people have, if they don't have carp. (5.0) Prosím použijte mi to krásný německý slovíčko protože angličani ho používají taky (4.5) So, other people, for

example eat-

T: “No, no. They don’t. What do people eat instead of carp? (2.5) What do people have, if they don’t have carp.” (5.0) Please use the lovely German word because the English use it as well (4.5) “So, other people, for example eat-

10 S3: Fleisch. ((meat in German))

11 T: Schni-

12 S1: [Schnitzel.]

13 S2: [Schnitzel.]

14 T: Schnitzel! They use it! It’s also used in- [in-] English

15 S3: [Schnitzel?] Schnitzel? [jo?]

S3: “[Schnitzel?] Schnitzel?” [really?]

16 T: Schnitzel. Jo. [Oni] skutečně používají pro řízek [to slovíčko] schnitzel.

T: Schnitzel. Yes. [They] really use for schnitzel [the word] “schnitzel.”

17 S: [Hm.]

18 T: Ale jako v: asi v Anglii byste si klasickej řízek nedali, no. Heh. Znají to znaj ten koncept, používaj pro to to německý slovo, ale jako byste si tam ho asi úplně nedali. Errr. What- what do other people eat, if they don’t eat carp (2.0)

T: But like in: maybe in England you woudn’t get the traditional schnitzel, well. Heh. They know it they know the concept, they use the German word, but like you probably wouldn’t get it there. Errr. “What- what do other people eat if they don’t eat carp” (2.0)

19 S3: Errr sausage

20 T: Some sausage maybe hm yeah

21 S4: Rybí file

S4: Fish filet

22 T: Yeah, hehe, fish filet or fish fingers maybe some people also […]

704012021

704012021A

00:18:04 – 00:19:22

01 T: I think that's it- and now err let's do a bit of practice. So err there are, I think, 27 items and your task is to decide whether they are countable or uncountable. (.)Write C or U. Err uděláme si to jenom ústně nemusíte si to asi nikam psát, je to poměrně jednoduchý. Vašim úkolem je rozhodnout, jestli ta jednotka je počitatelná nebo nepočitatelná. Já bych strašně ráda řekla, že pojedeme kolečko heh. Ale bude se- budete si to ko- abych vás nemusela vyvolávat, budete si to kolečko muset vytvořit sami hehe. (1.5) Takže, kdo chce začít, může [začít.]

T: "I think that's it- and now err let's do a bit of practice. So err there are, I think, 27 items and your task is to decide whether they are countable or uncountable. (.)Write C or U." Err we'll do it just orally you don't need to write it down, it is quite easy. Your task is to decide, whether the unit is countable or uncountable. I would like to say that we'll do our circle heh. But you'll- you'll have to- so I don't have to address you namely, you will have to create the circle yourselves hehe. (1.5) So, who wants to start, can [start.]

02 S2: [S1] S1 jako vždycky.

S2: [S1] S1 as always.

03 T: Klidně. Jes- jestli chcete tradiční kolečko, budu ráda.

T: No problem. If- if you want our traditional circle, I'll be happy.

04 S4: He[hehe]

05 T: [Takže] pani S1, pan S2- ne- jo pan S2, že jo. [Ten] sedí v čele,

T: [So] Mrs S1, Mr S2- no- yes Mr S2, right. [He] sits at the head of the table,

06 S4: [No]

S4: [Right]

07 T: Pak sedí pani (1.5) S3 a pak pani S4, že jo. Říkam [to] dobře.

T: Then there is Mrs (1.5) S4 and then Mrs S4, right. Is [it] correct.

08 S3: [Jo.]

S3: [Yep.]

09 S4: Ano.

S4: Yes.

10 T: Tak si jeďte tradiční naše třídní kolečko, prosím hehe

T: So do our traditional classroom circle, please hehe

704012021B

00:54:20 – 00:54:58

01 S2: Takže (.) we have- we have got (1.5) a (.) a few- (1.5) a little time time ((loud background noises from S3)) at week – at the week. Would you like to meet?

S2 So (.) “we have- we have got (1.5) a (.) a few- (1.5) a little time time ((loud background noises from S3)) at week – at the week. Would you like to meet?”

02 T: Ta:k! Správně jste se opravil na a little jo? Čas je nepočitatelnej jakoby je to nějaká jednotka, kterou musim počít- je to- tak! Je to nějaká množina, kterou musim počítat na nějaký ty podjednotky, že jo. Tak, takže A LITTLE a pozor ne week, ale WEEKEND. [Weekend.]

T: Exa:ctly! You corrected yourself well on “a little” ok? Time is uncountable so it is a kind of unit, which I must coun- it is- OK! It is some kind of quantity, which I have to count in some subunits, right? So, so A LITTLE and pay attention no “week”, but “WEEKEND. [Weekend.]”

03 S2: [Weekend,] jo. [Pardon.]

S2: [Weekend,] OK. [Sorry.]

04 T: [Tak.] Ale jinak výborně. Hm. Skvělý.

T: [Righ.] But in other words great. Hm. Excellent.

818012021

818012021A

00:38:08 – 00:38:43

01 S3: Is (3.0) is her older than- than you?

02 T: Proč myslíte? (3.0)

T: Why do you think? (3.0)

03 S3: Ne, is she [older] than you.

S3: No, “is she [older] than you.”

04 T: [Is she.] Tak.

T: ["Is she.] Right.

05 S3: Is she.

06 T: Tak. [Is she.]

T: Exactly. [Is she.]

07 S3: [Ona je-] starší než (2.0) Takže is she older than you.

S3: [She is-] older than (2.0) So "is she older than you."

08 T: A ptáme se, je teda ona starší než ty? A je to ve funkci- ve funkci podmětu, takže je tam ten [klasický] tvar she.

T: So we make a question, whether she is older than you? And it works- it works as a subject, so there is the [usual] form she.

09 S3: [Hm.] Is she.

10 T: Hm.

818012021B

00:40:39 – 00:41:35

14 S3: ((took over from S2)) But I don't see my sister very often. I only see we (1.5)

15 T: Pozor (4.5)

T: Look out (4.5)

16 S3: I only see us? My sister [ne] err [she]

S3: "I only see us? My sister" [no] err ["she"]

17 T: [Eem] ((for no)) [Nahrazujeme] to my sister-

T: [Eem] ((for no)) [We replace] "my sister-"

18 S3: I only- jo. I only see she when I visit my [parents.]

S3: "I only-" fine. "I only see she when I visit my [parents.]

19 T: [V jakém] je- v jakém je to pádě (3.5)

T: [Which] wh- which case is it (3.5)

20 S2: Koho [čeho] ((very silently, incorrectly saying that it is the genitive case; unfortunately, this cannot be translated into English due to differences between the language systems))

21 S3: Vidím sestru aha- ((uses mnemonic aid, then mumbling something))

S3: I see sister oh- ((uses mnemonic aid, then mumbling something))

22 T: Koho co ((correcting S2)) Koho co, jo? Je to cokoliv jinýho než první pád. [Neni to podmět.]

T: Whom or what ((correcting S2)) Whom or what, right? It is anything else than the first case. [It is not a subject.]

23 S3: [Takže] I only- I only her?

S3: [So] "I only- I only her?

24 T: See her. See her.

25 S3: See her when I visit my [parents.]

26 T: Ta:k. Jo? Je to vlastně něco jinýho než první pád. Neni to podmět, funguje to jako předmět tady v tom případě

T: Exa:ctly. Right? It is actually different from the subject case. It is not a subject, it works as an object her in this case

818012021C

00:47:42 – 00:49:32

01 T: How are you doing? Are you doing well? (3.0) Anybody? Are you doing well? (2.5) Daří se vám dobře? (2.0)

T: “How are you doing? Are you doing well? (3.0) Anybody? Are you doing well?” (2.5) Are you doing well? (2.0)

02 S4: Yes, I am well.

03 T: You are well? OK! Is everybody well or not.

04 S1: I- yes.

05 T: Yes. More or less? Maybe. More or less? Hm. Is there anything new? Do you have any news you want to share with us? Do you have any news that you want to share with us? Share znamená jako sdílet, podělit se.

T: “Yes. More or less? Maybe. More or less? Hm. Is there anything new? Do you have any news you want to share with us? Do you have any news that you want to share with us? Share” means to share, share something with somebody.

06 S4: Nějaké novinky-

S4: Some news-

07 T: Ms S1 are you struggling with er with online teaching (.) struggling znamená jako bojovat (2.0) err ve významu prostě mít mít s tím problém. Are you struggling with online teaching?

T: “Ms S1 are you struggling with er with online teaching (.) struggling” means to struggle (2.0) err meaning to have a problem with it. “Are you struggling with online teaching?”

08 S1: Er, no I er nebo err my students are (1.5) spokojený? (2.0) Jak se řekne jsou [spokojení]

S1: Er, “no I” or err “my students are” (1.5) satisfied? (2.0) How do you say they are [satisfied]?

09 T: [Satisfied.] Satisfied.

10 S1: Jo satisfied with online teaching err because they (.) err haven’t to go to

school

S1: Right "satisfied with online teaching err because they (.) err haven't to go to school"

11 T: Hm. Err, yeah- ((I wanted to correct her grammar but then I decided to let her speak fluently))

12 S1: And they haven't to errr get up.

13 T: They don- they don't have to [get up] early.

14 S1: [Early.]

15 T: Yes.

16 S1: Yeah.

17 T: They don't have to get up early. Yes. I also like this. I also like this. ((S1 chuckling)) That I don't have to get up early

818012021D

00:49:48 – 00:50:28

08 T: Mr S2? Can you hear me? Heh (2.0) Can you hear me? (1.5)

09 S2: Yes.

10 T: Yes. OK. Err tell me err (1.5) is your shop open? Is your shop open?

11 S2: Yes, my shop is open.

12 T: Hm. And is it good? Is it good? (1.5)

13 S2: Es ist err my customer is one two for day ((using German))

14 T: O:h so not many. (3.0) Not many. ((drinking))

818012021E

00:50:50 – 00:51:46

01 T: Ms S4 hehe I am sorry for asking you but err did you forget? Did you forget about today's session? Did you forget about today's class?

02 S4: Yes, I forgot.

03 T: You forgot. OK.

04 S4: He he he.

05 T: So, my task for you, please, do the test. When you have time, do the test and I will check it err I will give you the feedback. OK? I sent you the link for the test into an e-mail. (2.0) OK? Is it [clear?]

06 S4: Ano, ano. Err teď si nejsem úplně jistá. Že si to mám že vám ho mám poslat?

S4: Yes, yes. Err now I am not completely sure. So I- I should send it to you?

07 T: Vyplnit a já vám na to pošlu nějakej feedback a poslala js- máte máte odkaz na ten test máte v tom mailu co jsem posílala i s odkazem na tuhle schůzku.

T: Fill in and I will send you some feedback to it and I sent- you have the link for the test you have the link in that e-mail I sent you with the link for today's meeting.

08 S: Jo. [Hm.]

S: Yep. [Hm.]

09 T: Jo? [OK.]

T: Fine? [OK.]

818012021F

00:51:47 – 00:52:51

23 T: And Ms S3, tell me err what can I ask you. Err err err have you- no. Err Do

you- do you go to work? Do you go to work? These [days?]

24 S3: [Yes.] Yes, I go to work (3.5) stále always. Heh.

25 T: All the time and still. But- hehe

26 S4: [Hehehe]

27 S3: [All the time] yes! Hehe. [My-]

28 T: [That's] great!

29 S3: My colleague is sick- ill- sick.

30 T: Is ill!

31 S3: My colleague is ill. My colleague is ill!

32 T: Oh, what happened? Co se stalo? Heh.

T: "Oh, what happened?" What happened? Heh.

33 S4: Hehe

34 S3: Hehe

35 S4: My leg hurts hehe

36 T: Ještě jednou?

T: Once more?

37 S4: My leg hurts.

38 T: Your leg hurts! What happened? What happened?

39 S4: Err spadla jsem. To nevim jak se řekne.

S4: Err I fell. I don't know how to say it.

40 T: I fell. I fell.

41 S4: Fell. Hehe

42 T: Oh-

43 S1: Na náledí? ((S4 nodding))

S1: On ice? ((S4 nodding))

44 T: Neee ((desperate tone in voice))

T: Nooo ((desperate tone in voice))

925012021

925012021A

00:03:25 – 00:03:44

01 T: Mr S2, did you enjoy the weekend? (3.0) How [was] yo-

02 S2: No

03 T: No!

04 S2: I was- účetnictví (1.5)

S2: "I was-" accounting

05 S1: Accounting heh.

06 T: O:h, I knew you were at work! I knew you were at work.

925012021B

00:08:35 – 00:09:16

01 T: Tell me. Did you smile at somebody today? Did you smile at somebody? (1.5)

02 S2: Eh, no I did't.

03 T: No, you didn't! No customers? (1.5) No customers today?

04 S2: Já se přiznám, že nerozumím, na co jste se ptala. ((S4 starts laughing))

S2: I must confess, that I don't understand the question. ((S4 starts laughing))

05 T: Jestli jste se dnes na někoho usmál! Did you smile at somebody today?

T: Whether you smiled at somebody today! "Did you smile at somebody today?"

06 S2: No, tak to doopravdy ne, protože (4.0) od rána, jak to říct slušně (1.5.) jezdím jak hadr na holi a nic nemůžu stihnout.

S2: Well, I really didn't, because (4.0) since morning, how to say it politely (1.5) I've been flying back and forth like a rag on a broomstick, and I can't do anything. ((I decided to keep the literal translation meaning 'to be busy')

925012021C

00:46:30 – 00:47:09

01 T: Do you do the same job your whole life? Do you do the same job your whole life? (1.5)

02 S1: Yes, I do

03 T: Hm, and do [you like] it?

04 S1: I (.) I learnt nebo I learn since 1983

S1: "I (.) I learnt" or "I learn since 1983"

05 T: Wo:w (1.5) not [learn but] teach. Teach.

06 S1: [And I like it.]

07 T: Teach, yeah.

08 S1: Teach.

09 T: Hm. And you like it. And you like it.

10 S1: Hm.

925012021D

00:47:37 – 00:48:08

07 S3: Yes, I like err I like it? [I like it?]

08 T: [You like it] hm so-

09 S3: Err I am err teacher and teacher and teacher. [Hehehe]

10 S1: [Hehehe]

11 T: [You're a teacher your whole life!] Hehehe. [OK, so, you know-]

12 S3: [Hehehe]

925012021E

00:49:33 – 00:50:50

01 T: I have a question for you. Mam na vás dotaz. (1.5) Do you do the same job your whole life? (1.0) Do you do the same job your whole life? (2.5)

T: "I have a question for you." I have a question for you. (1.5) "Do you do the same job your whole life? (1.0) Do you do the same job your whole life?" (2.5)

02 S2: My job is my hobby.

03 S1: [Hehe]

04 T: [Hm] that's perfect, na co se ptám? (2.0)

T: [Hm] "that's perfect, what am I asking about?" (2.0)

05 S2: Jestli mě baví moje práce? ((desperate tone in voice))

S2: Whether I like my job? ((desperate tone in voice))

06 T: Ehehe ne ne ((for no, S1 and S4 laughing)) (1.5) Do you do- já vám to napíšu schválně (1.5) Do you do (.) the same job (.) your whole life? Do you do the same job your whole life? Whole znamená celý ((typing into the chat))

T: Ehehe no no ((for no, S1 and S4 laughing)) (1.5) "Do yo do-" I will type it" OK (1.5) "Do you do do (.) the same job (.) your whole life? Do you do the

same job your whole life? Whole" means whole ((typing into the chat))

07 S3: Celý život. ((mumbling for herself))

S3: Whole life. ((mumbling for herself))

08 S2: Celý život.

S2: Whole life.

09 T: Hm. Jestli děláte stejnou práci celý život. ((somebody in the background starts speaking))

T: Hm. If you do the same job your whole life. ((somebody in the background starts speaking))

10 S2: Yes, I (2.5) did my job my (1.5) whole life.

1002022021

10020220211A

00:05:03 – 00:08:30

01 T: If animals- if animals could talk, if animals could talk (2.5) hm if animals could talk, which would be which would be the rudest. The rudest. Rude means? Rude? Nasty, hm not nice (4.0) Rude znamená takový jako errr (2.5) úplně skoro až neomalený. (2.0) Nepříjemný, neomalený. Rude.

T: "If animals- if animals could talk, if animals could talk (2.5) hm if animals could talk, which would be which would be the rudest. The rudest. Rude means? Rude? Nasty, hm not nice (4.0) Rude" means like errr (2.5) completely like nearly blunt. (2.0) Nasty, rude. "Rude."

02 S4: Hm.

03 T: So, if animals, if animals like cats, dogs, cows, parrots, I don't know what else, could talk, like blah blah blah blah blah (2.0) in human speech (2.0) which of these animals, which of these animals would be the rudest (1.5). Ten nejneomalenější. To nejneomalenější zvíře. (1.5) So, what do you think. What I'm asking about. What I'm ask- what's my question in Czech. (2.5) Na co se ptám. (1.5)

T: "So, if animals, if animals like cats, dogs, cows, parrots, I don't know what else, could talk, like blah blah blah blah blah (2.0) in human speech (2.0) which of these animals, which of these animals would be the rudest" (1.5). The rudest. The rudest animal. (1.5) "So, what do you think. What I'm asking about. What I'm ask- what's my question in Czech." (2.5) What am I asking about? (1.5)

04 S4: Které zvíře je nejneomalenější.

S4: Which animal is the rudest.

05 T: Hmm, if animals could talk. Could talk.

06 S3: Mezi zvířaty?

S3: Among animals?

07 S1: No kdyby zvířata mohla mluvit, [ne?]

S1: Well if animals could talk, [right?]

08 S3: [Ahá]

S3: [Oh]

09 T: [Yes]

10 S1: Tak co by řek-

S1: So what wou-

11 T: Který z nich by bylo

T: Which of them would be

12 S1: Nejomalenější. Nebo co by řekl člověk, které z nich je nejomalenější.

S1: The rudest. Or what would one say, which of them is the rudest.

13 T: Hm. What do you think.

14 S1: Hm.

15 T: Hm? (1.5)

16 S3: Monkey.

17 T: Monkeys? Yes. Monkeys. Hm. (2.5) What else? Any other- no answer is right. Žádná odpověď není [správná.]

T: "Monkeys? Yes. Monkeys. Hm. (2.5) What else? Any other- no answer is right." No answer is [right.]

18 S1: [Hm.]

19 T: No answer is wrong. Žádná odpověď není ani špatně. Your idea. Your i- I want to hear your ideas. Hm. So maybe monkeys (1.5)

T: "No answer is wrong." No answer is wrong either. "Your idea. Your i- I want To hear your ideas. Hm. So maybe monkeys" (1.5)

20 S1: Mouse hehe

21 T: Mouse or mice hm mice is plural

22 S1: Mice. Hm.

23 T: Hm mice yes. Tell me about it, we have some here, tell me about it. Povídejte mi o tom, nějaký se nám tady štrachaj pod střechou.

T: "Hm mice yes. Tell me about it, we have some her, tell me about it." Tell me about it, we have some making noise under the roof.

24 S1: Milý hehe

25 T: Errr they would be really- they are really rude and they cannot talk. Hehe If

they could talk, they would be, you know hehehe it would be funny. Any others? (2.5) Kdyby ta zvířátka mohla mluvit, který by ještě bylo takový neomalený třeba. Co myslíte. (2.0)

T: "Errr they would be really- they are really rude and they cannot talk. Hehe If they could talk, they would be, you know hehehe it would be funny. Any others?" (2.5) If the animals could talk, which of them would be like rude for example. What do you think? (2.0)

26 S1: Fly.

27 T: Yes!

28 S4: Hehe.

29 T: Flys and mosquitos and yes hm (3.0) How [about]

30 S4: [Pig]

31 T: Pigs, yes, maybe, why not hehe what do you think, how about cats? How about [cats]

32 S3: [Hm.]

33 T: Do you think so? (2.0)

34 S3: Hm.

35 T: Maybe (.) well at least my cats. My cats would be really rude. Hehe. Ok. Hm.

10020220211B

00:42:46 – 00:45:33

01 T: OK. Question number two. (2.0) What are your tips. What are your tips. Is it A (.) B (.) C (.) or D. (1.5)

02 S4: C (2.5)

03 T: Who- who who does have C. Kdo všichni máte C. Pani S4 jsem slyšela (2.5)

T: "Who- who who does have C." Who all has C. I heard Mrs S4 (2.5)

04 S3: I have A.

05 T: You have A

06 S2: I have B.

07 T: You have B (2.5)

08 S1: I have A eh. [I don't know.] Hm.

09 T: [You have A.] So, let me show- C is correct.

10 S1: Hm.

11 S3: Takže C?

S3: So "C"?

12 T: You have C?

13 S3: Ne.

S3: No.

14 T: You have [B.]

15 S3: [To měla] jenom Iva. Nevim co to je overtime.

S3: [It's something that] only Iva had. I don't know what "overtime" means.

16 S4: Přesčas.

S4: Overtime.

17 S3: Aha!

S3: Oh!

18 T: Tak.

T: Right.

19 S3: No tak to je dobře. Ano.

S3: Well that's correct. Yes.

20 T: Tak, kdo máte tuhle teda správně? (3.5) Slyšela jsem, že pani S4 měla C

T: So who has got this one right? (3.5) I heard that Mrs S4 had C

21 S3: Hm.

22 T: Ještě někdo? (2.0) Ne? Ne. Prosím vás přesčas je overtime. Pracovat přes- pracovat přes- pardon (.) hroznej jazykolam. Tongue twister heh pracovat přesčas se v angličtině řekne to work overtime. Overtime. A overtime je ten přesčas. (2.0)

T: Anyone else? (2.0) No? No. Everybody please overtime is "overtime". To work over- work over- sorry (.) terrible tongue twister. "Tongue twister" heh to work overtime is in English "to work overtime. Overtime." And "overtime" is the overtime (2.0)

23 S3: Takže ten zbytek jako neni nic nebo to [nevyjadřuje to-]

S3. So the rest is nothing or it [doesn't mean any-]

24 T: To jsou- ty jsou- ty slovíčka to aftertime, throughtime, pasttime to jsem si tam jenom hrála s tou- [s tou předponou] (.) případně s tou první částí slova

T: These are- these are- the words that "aftertime, throughtime, pasttime" that I just played with the- [with the prefix] (.) or with the first part of the word

25 S3: [Jo, aha. Dobře.] [Hmm]

S3: [OK, fine. Right.] [Hmm]

26 T: [Správně] je teda overtime, jo?

T: [Correctly] we say "overtime", or?

27 S1: Hm.

28 T: To [aftertime je po čase-]

T: That ["aftertime" is aftertime]

29 S1: [Já jsem nepo-]

S1: [I didn’t ge-]

30 T: Ano?

T: Yes?

31 S1: Já jsem nepochopila co. Já jsem jako myslela že pracuje přespříliš, nebo tak jsem jako to-

S1: I didn’t get what. I thought like that he works too much, or so I like it-

32 T: Hm, hm.

33 S3: Jo, jo, pracuje dlouho jako [hodně]

S3: Yep, yep, he works for long hours like [a lot]

34 S1: [No, jako] hodně dlouho že [jsem nepochopila co to] znamená.

S1: [Well, like] for long time I [did not get what it] means.

35 S3: [((unclear))]

36 T: Kámen úrazu teda bylo- bylo zadání

T: So the key issue were- were the instructions then

37 S1: Přespříliš jsem tam chtěla jako [to]

S1: Too much I wanted to like [say]

38 T: [Jo.] jo jo.

T: [Yep.] yep yep

39 S1: Když už usnul hehe.

S1: When he’s fallen asleep hehe.

40 T: Jo (.) řídila jste se podle obrázku říkáte.

T: Yes (.) so you decided according to the picture you say.

41 S1: Jo jo jo. Hehe. (2.0)

S1: Yep yep yep. Hehe. (2.0)

42 T: Takže ne. Hehe. Jak bych řekla, nebylo to to co jsem zamýšlela. Err ta vynechaná věc teda znamená, že zůstáváte v práci déle, abyste vytvoř- dodělali nějakou tu práci nebo udělali svoji práci, případně [abyste si vydělali víc peněz.]

T: So no. Hehe. How would I say, it wasn't what what I intended. Err that ommited thing means then, that you stay at work for longer, so you cou- finish that particular job or to do your job, or [to make more money.]

43 S3: [A vydělali víc peněz.Víc peněz.]

S3: [And to make more money. More money.]

44 T: Přesně tak. A o co mi šlo je slovíčko over[time] případně teda to work overtime.

T: Exactly like that. And what I thought about was the word "over[time]" or that to work overtime."

45 S1: [Overtime] hm

46 T: Zapsat někam do slovníčku. Povinně (.) povinně povinně hehe

T: Note it down somewhere. Compulsory (.) compulsory compulsory hehe

11080220211

11080220211A

00:20:22 – 00:20:43

01 T: OK so (.) there was this lady and she was- she was a- she is- what's his- what's her job. What's her job.

02 S4: She is a [judge]

03 S1: [Judge.]

04 T: Yes. [Perfect]

05 S3: [Judge.]

06 T: She is a judge. She is a judge. Yes. OK.

11080220211B

00:45:44 – 00:48:27

01 T: Just tell me ladies err err (2.0) When you were children. When you were children. Err. (2.0) Did you- did you have any any dream job? Did you have any dream job? When you were children, did you have any dream job? (2.5) Did you have any dream job, Ms S1, when you were a child.

02 S1: Yes, I- I want to be a teacher. [Hehe]

03 T: [You] wanted to be a teacher. Hm. Ms S4, did you have a dream job when you were a child. (2.5)

04 S4: To je jako co ty děti chtěly dělat, jo.

S4: It's like what the children wanted to do, right.

05 T: Eheh ((for no)) when you ((pointing at the camera)) were a child (.) when you were small (.) Did you [have]

06 S4: [Jo aha]

S4: [Oh OK]

07 T: any- you yeah. When you were a child. Když vy jste byla malá. Did you have any dream job?

T: "any- you yeah. When you were a child." When you were small. "Did you have any dream job?"

08 S4: Hm. Err yes I have

09 T: You had

10 S4: I err I had teda err err I want to be err a nurse.

S4: “I err I had” or err err “I want to be err a nurse.”

11 T: You wanted to be a nurse! Interesting. And what happened. Co se stalo. [Now you are- you are] a teacher.

T: “You wanted to be a nurse! Interesting. And what happened?” What happened. “Now you are- you are] a teacher.

12 S4: [Hehe] hehe

13 T: How come?

14 S4: Heh err (5.0) My mother err was a nurse-

15 T: Hmm

16 S4: And she want (.) I I to be- I be nurse hehe

17 T: She wanted you to be a nurse yeah she- she wanted you to be a nurse hm. And you chose to become a teacher. A vy jste zvolila kariéru jinou. Hm. It’s interesting, isn’t it. Hm. And Ms S3 err when you were a child, když vy jste teda byla malá, když jste byla dítě. Did you have any dream job? Měla jste nějakou vysněnou práci?

T: “She wanted you to be a nurse yeah she- she wanted you to be a nurse hm. And you chose to become a teacher.” And you chose different career. “Hm. It’s interesting, isn’t it. Hm. And Ms S3 err when you were a child”, when you were small, when you were a child. “Did you have any dream job?” Did you have any dream job?

18 S3: Yes (.) I err I have a teacher. (.) Nebo I-

S3: “Yes (.) I err I have a teacher.” (.) Or “I-“

19 T: You wanted to be a teacher. You- I wanted- [((unclear))]

20 S3: [I wanted] to (.) a teacher.

21 T: To be a teacher. Hm. To be a teacher.

22 S3: In kindergarten or err teacher in in the school.

23 T: At school. At school. (.) Perfect!