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**The Role of Output and Collaborative Dialogue in Foreign
Language Learning**
(Diplomová práce)

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Abstract: The aim of this thesis is to examine the potential benefits of collaborative dialogue for second language acquisition, specifically I test the hypothesis that producing language output in collaborative dialogue leads to learning (Swain and Lapkin 1998; Swain 2000). In the theoretical part, I will review the existing research on output hypothesis (Swain 1985; Swain and Lapkin 1995) and collaborative dialogue (Swain and Lapkin 1998; Swain 2000) in the field of second language acquisition. I will compare distinct approaches to testing the output hypothesis and collaborative dialogue (Pica et al. 1989; De Bot 1996; Izumi 2002; Colina and García Mayo 2006; Russell 2014; Ammar and Hassan 2018) and discuss their findings.

The practical part will report results of an experiment with Czech grammar school learners of English. The participants will cooperate in pairs to construct and write down a story based on an assigned picture model. The data elicited from the experiment will include an audio-recording of each pair's collaborative dialogue and a written story as the final product of their cooperation.

In the audio-recording, I will focus on identifying "language-related episodes" (LRE) (Swain and Lapkin 1995) in each dialogue. LRE are moments when learners realise there is a gap in their L2 knowledge during L2 production and attempt to compensate for the lack of knowledge by using diverse linguistic strategies. Swain and Lapkin (1998) suggested that LRE are essential for language learning as they serve both for testing learners' hypotheses about L2 and for enhancement of second language learning.

Key words: output, Output Hypothesis, collaborative dialogue, second language acquisition

Anotace česky: Cílem této diplomové práce je otestovat efektivitu kolaborativního dialogu v rámci osvojení si druhého jazyka, Konkrétně budu testovat hypotézu, že produkce druhého jazyka v rámci kolaborativního dialogu vede k učení (Swain a Lapkin 1998; Swain 2000). V teoretické části shrnu dosavadní výzkum, který se týká output hypotézy (Swain 1985; Swain a Lapkin 1995) a kolaborativního dialogu (Swain a Lapkin 1998; Swain 2000) v rámci osvojení si cizího jazyka. Porovnáám různé přístupy k output hypotéze a kolaborativnímu dialogu (Pica et al. 1989; De Bot 1996; Izumi 2002; Colina a García Mayo 2006; Russell 2014; Ammar a Hassan 2018) a porovnáám jejich zjištění.

V praktické části budu pracovat s výsledky experimentu, kterého se budou účastnit žáci českého gymnázia, kteří se učí angličtinu jako druhý jazyk. Účastníci budou spolupracovat ve dvojicích n atom, aby společně sestavily a sepsali příběh na základě přidělené obrázkové předlohy. Data z experimentu budou obsahovat audio nahrávku spolupráce každé dvojice a sepsaný příběh jakožto konečný produkt jejich vzájemné spolupráce.

V audio nahrávce se zaměřím na vyhledání „language-related episodes“ (LRE) (Swain a Lapkin 1995) v každém z dialogů. LRE jsou pasáže, ve kterých si žáci uvědomí, že mají nedostatky ve své produkci druhého jazyka a tyto nedostatky se následně snaží kompenzovat různými lingvistickými strategiemi. Swain a Lapkin (1998) tvrdily, že LRE jsou zásadní pro učení se jazyka, jelikož slouží k testování hypotéz o druhém jazyku a zároveň jako urychlení procesu učení se druhého jazyka.

Klíčová slova: produkce, output hypotéza, kolaborativní dialog, osvojování druhého jazyka

List of abbreviations

D	dyad
LRE	language related episode
L1	first language / mother tongue
L2	second language
SLA	second language acquisition
P	participant
T	triad

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1 Introduction

The aim of this thesis is to demonstrate the benefits of output production and collaborative dialogue for second language learning.

Output production, that is speaking and writing, can be not only useful means of communication but they can also be beneficial medium for language learning itself (Swain and Lapkin 1995, 371). While language comprehension is without doubt a crucial part of language learning, language production can be of even greater significance. During language comprehension, learners can rely on number of cues which help them to decode the approximate meaning of the utterance (Swain and Lapkin 1995, 375). Learners do not have to understand all the lexical items, decode grammatical meaning of all the used morphemes, understand the complexity of syntactic structures etc. Still, there is a chance that they will be able to understand the rough meaning of the conveyed message.

Language production, however, is more complicated than that. To produce grammatically accurate utterance in the second language, learners must focus on all the language levels at once and at the same time encode the semantic part of the message into the utterance. This process can be so complex that learners often find a gap in their interlanguage, and they need to deal with it by using diverse linguistic strategies.

This process was described by Swain in 1985 as Output Hypothesis. She argues that the period between the first “faulty” output and the revised or “pushed” output is an opportunity for language learning. The learner gets a chance to think about limits of their own interlanguage and apply numerous strategies to deal with it, such as transfer from L1, using their current L2 knowledge, reformulate the clause (Swain and Lapkin 1995) etc. This cognitive process can be not only an effective learning tool but it can also give us an insight to learning processes that occur in learners’ minds.

Thus, output production can be an effective learning method. Another factor which may facilitate the learning process is a mutual cooperation of two language learners.

Vygotsky (1978) argued that social interaction has an impact on cognitive development of an individual. During collaboration, two learners might make structures none of them would be able to compose on their own. As a result, the learners can assist each other in developing their own interlanguage.

Existing research shows support for learning benefits of output production (Swain and Lapkin 1995; Izumi 2002; Russell 2014) and collaborative learning (LaPierre 1994; Holunga 1994; Swain and Lapkin 1998; García Mayo 2002; Collina and García Mayo 2006; Ammar

and Hassan 2018). Most of the latter mentioned research, however, was either performed with pupils from immersion schools (LaPierre 1994; Swain and Lapkin 1995; Swain and Lapkin 1998; Ammar and Hassan 2018) or university students (Izumi 2002; García and Mayo 2002; Russell 2014). Consequently, these learners may have greater language experience as regards exposure to their second language or more years of second language learning than younger pupils who attend standard educational institution.

The present thesis focuses on Czech grammar school pupils in a standard school environment. They do not attend an immersion school, their school is not specialized in languages, they were not bilingual when they started attending the school and they are in the 9th grade which means that at the time of the research they were 14 or 15 years old.

A major part of language education takes place in a standard school environment and therefore, this target group was chosen for a collaborative dialogue task.

The aim of the thesis is to investigate collaboration of language learners when composing a picture story. I am going to examine if they notice language deficiencies in their own or in their partner's language production and the way they treat these situations. Furthermore, I am going to identify and analyse Language Related Episodes; that is, occasions when learners find a gap in their interlanguage and analyse it and alter their output to compensate for their non-target-like initial output. Hence, I am going to inspect merely the mistakes that the learners identify themselves and which they are aware of. Their existing L2 knowledge allows them to notice such mistakes and therefore they can approach them using their own cognitive abilities. It will give us a little insight into cognitive processes that occur during language analysis and production. What we are able to examine are the utterances produced by learners. However, their linguistic competence remains hidden to us and we can only make assumptions of what is going on in learners' minds. Pupils' metalinguistic comments and joint analysis of L2 structures may allow us to get a slight understanding of the psycholinguistic processes that underlie language learning processes.

2 Second language input

2.1 Comprehensible Input Theory

One of the very important linguists who significantly influenced the field of second language acquisition was Stephen Krashen. According to his theory, the factor which has a significant effect in second language acquisition is comprehensible input to which learners are exposed. The basis of Krashen's Input Hypothesis (1985) is the assumption that a learner receives a sufficiently large amount of L2 input, whether in written or spoken form. If the learner is able to understand the input and thereby it is comprehensible to them, their interlanguage will start developing.

While there is no doubt that exposure to L2 input is an important variable for second language learning, it is not the only important factor. Krashen's theory was a significant contribution to the whole field of SLA but there were aspects of his theory which were challenged in subsequent research, for instance by Schmidt (1990) or by Swain and Lapkin (1985; 1995).

2.2 Noticing Hypothesis

According to Schmidt (1990), a learner cannot be merely exposed to comprehensible L2 input, but they must consciously process it. In his Noticing Hypothesis (1990), he highlights the importance of attention the learner must pay to the language so that it has the potential to influence their L2 knowledge.

Schmidt was not the only one who advocated attention to be a crucial factor when learning L2. Swain and Lapkin (1995) also highlight that learners are supposed to notice the gaps in their interlanguage which serve as a starting point for the whole Output Hypothesis.

This piece of knowledge was later tested in research which was focused on noticing and the role of attention in SLA. There are distinct types of attention, that is, the learner's attention can be drawn to a specific L2 phenomena externally (e.g. visually by highlighting a target L2 structure) or the learner may realize the imperfections in their interlanguage by themselves. Whether internal or external noticing has the same or different effect on learning L2 grammar was studied by Pica et al (1989), Izumi (2002) and Russell 2014 (See section 3.1.3 and 3.1.4).

2.3 Input comprehension vs. Output production

One of the deficiencies in Krashen's theory (1985) was also challenged by Canadian linguist Merrill Swain, who developed Output Hypothesis in 1985. Swain argues that language production is a language process which is more complex than mere language comprehension. During language comprehension, learners can often rely solely on lexical words and deduce the approximate semantic meaning while ignoring most grammatical words and morpho-syntactic operations. In language production, on the other hand, learners are forced to combine their lexical, grammatical and semantic knowledge (apart from other essential pieces of knowledge) to produce target-like utterances in the L2 (Swain and Lapkin 1995, 375). She explains that: "Output may stimulate learners to move from the semantic, open-ended, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production," (Swain 2000, 99).

For instance, while processing an utterance (i), a learner may solely rely on lexical items used in the sentence to construct its approximate meaning, such as *yesterday, shop, cheese*. If the learner were to reproduce the same sentence, however, they might realize they lack L2 knowledge which is necessary to produce it, such as forming a past simple tense, using the appropriate prepositions, suitable determiners or placing the individual phrases into a word-order which corresponds with L2 syntactic rules. Becoming aware of such gaps in one's L2 knowledge during L2 production is the first step in Swain's Output Hypothesis (1985).

(i) *Yesterday, I went to a shop and bought some cheese.*

Learners who are exposed to large amounts of L2 input can be well observed in immersion schools. These learners study in bilingual schools where they are taught not solely in their native language but also in their second language. Thus, unlike in standard schools, there is not as much emphasis on explaining theory and grammar of the second language, but it rather relies on a process where students deduce most of the grammar based on input. This type of school has proven to be an effective method for L2 teaching (de Bot et al 2005, 79).

Despite its benefits, immersion teaching method has some disadvantages as well. Although students attending immersion classes are very fluent in their L2 production, they do not have comparable skills as regards grammar and accuracy (de Bot et al 2005, 168).

Such environment was ideal for research of a Swain and Lapkin's research (1995, 1998). They used immersion schools to get insight into cognitive and learning processes that take place during immersion learners' L2 production.

In spite of the fact that a large amount of comprehensible L2 input is useful for their second language development, Swain and Lapkin (1995) remark that the input alone is not sufficient for the learning process to occur. They refer to their experiment (1995) which focused on participants from French immersion classes who were taught in French for up to seven years and therefore were exposed to a lot of comprehensible input. Despite that, many participants produced non-target-like structures as regards grammar. Swain believes that an explanation for the participants' imperfect knowledge of the L2 French is that they were not pushed to produce enough output.

Output production is a more complex and conscious process than mere input comprehension and it helps learners to find the limits of their interlanguage of what they can and cannot communicate (Swain 1997, 117). Swain proved that when producing output, even 13-year-old learners were able to notice gaps in their interlanguage and they adopted strategies which could have potentially led to improvement of their second language (Swain and Lapkin 1995). Therefore, she highlights the importance of output production, and she believes that these instances are an important factor in second language development (Swain 1997, 118).

3 Second language output

In this chapter, I am going to introduce concepts which concern output and its benefits for second language learning.

3.1 Output Hypothesis

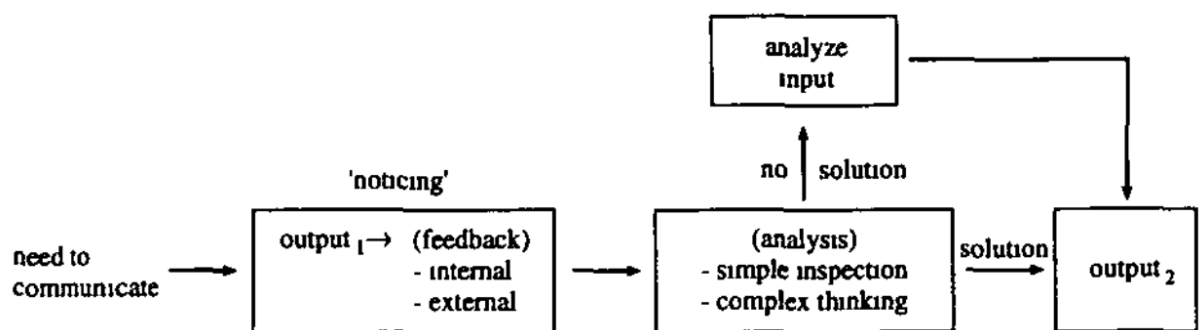


Figure 1 Output and second language learning

Figure 1 Model of Output and second language learning (Swain and Lapkin 1995, 388)

The initial step which is necessary for output production is a learner's need to communicate. When a learner encounters a problem during oral or written production of L2, it is important that they notice the gap in their knowledge.

The learner may notice the problem themselves (during language production or afterwards) by internal feedback. If they are not aware of the deficiency themselves, somebody may draw their attention to the problem externally (e.g. a teacher, a classmate, or anybody with knowledge of L2). At this point, the learner becomes alert and tries to address this gap. As Schmidt (1990) also points out, one's attention is important for long-term improvement in L2.

Noticing the gap should be followed by an analysis. The learner should inspect why the error occurred and how to arrive at the target-like solution. A learner may create a hypothesis based on their existing L2 knowledge or try to deduce from their L1 or create a brand new one.

If the learner is unable to come up with the correct solution on their own, they can ask another L2 speaker for help and then use their input to produce the correct answer.

In some cases, however, the pupil is able to arrive at a solution on their own without the assistance of others. The learner must then find out whether their hypothesis is or is not target-like – that's function number three – controlling and internalising knowledge through output. In practise, it can mean that the L2 teacher or peer confirms or disproves the hypothesis.

Assisted by others or not, the learner subsequently produces a revised version of the output which should lead to enhancing one's fluency and internalising grammar and lexical items in the second language.

3.1.1.1 Language Related Episodes

Swain and Lapkin's research (1995) focused on Language Related Episodes (LREs), which gave her insight into the processes that take place in the minds of learners during second language production. Swain defined LREs as "any segment of the protocol in which a learner either spoke about a language problem he/she encountered while writing and solved it either correctly or incorrectly, or simply solved it (again, either correctly or incorrectly) without having explicitly identified it as a problem," (Swain and Lapkin 1995, 378). This includes creating hypotheses about the L2 use, confirming or disapproving these hypotheses and applying this knowledge in novel contexts (Swain and Lapkin 1998, 329).

Learners' output can be a great source of their own hypotheses about L2. Swain explains that learners are hardly ever asked about their thoughts about L2. Language related episodes enable the participants to comment on their utterances and modify them to conform to grammatically acceptable norms. Although it is almost impossible to understand the complexity of processes which occur in learner's minds during L2 production, LRE analysis can at least partially help researchers to get some insight into learners' interlanguage.

The researchers are therefore able to gain a partial insight into the interlanguage of the young learners and map their thought processes in the production of language and its subsequent modification. This process can be classified as a cognitive activity that can ultimately be a source of language learning.

3.1.2 Psycholinguistics of the Output Hypothesis

DeBot (1996) inspected Output Hypothesis from psycholinguistic perspective and he highlighted that it can be a useful tool for changing declarative knowledge into procedural knowledge. Therefore, output production could both improve learner's interlanguage and also enhance their fluency.

Declarative knowledge can be defined as knowledge of L2 rules which a learner can apply in isolated contexts during controlled processing (DeBot 1996). For instance, a learner is able to form a correct past tense of a verb in a grammatical exercise while addressing it in an isolated context (ii).

(ii) *Regina _____ (go) to school yesterday.*

In contrast, procedural knowledge is a learner's ability to apply such rules without conscious control in spontaneous language production. Relating it to knowledge of past tense morphology in example (ii), it can mean that a learner is able to spontaneously talk about activities they did last week, using an appropriate form of past tense. In other words, the learner is able to focus on the grammatical part of their utterance while at the same time, focus on semantic meaning.

Paying attention to both grammatical accuracy and semantic meaning while producing L2 is often a demanding task for L2 learners. They are likely to make grammatical mistakes in spontaneous conversation although they are able to apply grammar correctly in isolated

contexts. Therefore, an important question is how to help learners in an effective way to apply target-like rules in spontaneous speech.

DeBot (1996) believes that learning is a process of developing declarative knowledge into procedural knowledge. It is the output production which according to DeBot (1996) contributes to enhancing the interlanguage as a match between one's output and "correctness" strengthens the connection in one's L2 system. A mismatch, on the other hand, results in the opposite operation. It means that an effective solution should be for learners to produce L2 output and use it as an occasion for developing their L2 knowledge.

3.1.3 Modified output

The aim of Pica et al.'s research (1989) was to find out how non-native speakers (NNS) respond when a native speaker (NS) signals a difficulty in understanding – that means when the native speaker provides external feedback and leads non-native speakers to modify their output.

They compare distinct types and frequencies of learners' responses based on different types of signals and communication tasks:

1. Information-gap task in which non-native speakers drew their own pictures and were supposed to describe them to native speakers. Native speakers had to reproduce the picture based on non-native speakers' description.
2. Jigsaw tasks in which a non-native speaker and a native speaker had to generate a picture story but each of them had their own unique pictures which the other one did not have.
3. The discussion in which native and non-native speakers shared their opinions on language-learning contributions of the two communication tasks.

The experiment showed that feedback from interlocutor, frequently to clarify or confirm original message, provides opportunities for learners to modify their original output. Therefore, learners are able to test their hypotheses about L2, experiment with new structures and expand their interlanguage knowledge (Pica et al. 1989). Native speakers signalled difficulty either by a clarification request (iii) or by a confirmation request (iv).

- (iii) NNS: **He like going to the cinema.*
NS: *Excuse me?*
- (iv) NNS: **I choice the red shirt.*
NS: *You choose the red shirt?*

NNS: Yes.

In Swain and Lapkin's model (1995, 388) of Output hypothesis (Figure 1), it is the stage between producing the first output and the second revised output when feedback was provided externally by a native speaker. The experiment showed that the feedback made learners modify their output and both types of external feedback and each task type resulted in a little different outcome.

Information-gap task seemed to be the most-suitable task for learners to modify their output and for native speakers to signal their need for clarifying information (Pica et al. 1989).

Pica et al. (1989) concluded that both types of interlocutor feedback were beneficial.

Confirmation requests provided a model input to learners and gave them a useful L2 model which they could use to extend their lacking L2 knowledge. Clarification requests, on the other hand, pushed learners to modify their output themselves and try to use their own L2 resources to create and test hypothesis about L2.

3.1.4 Enhancing grammar by output production

There are different ways to alert an L2 speaker that the language they are producing contains non-target-like features. One way can be feedback, either external or internal, as it is suggested by Swain and Lapkin (1995, 388) in Figure 1. This type of feedback is provided to the learner during the language production itself. Another way to bring learner's attention to a particular grammatical feature is to do it visually, for example by highlighting a linguistic structure in the text by a different colour.

Izumi (2002) examined whether a different learning effect is achieved while drawing learner's attention to a linguistic phenomenon internally (by output production) or externally (by visual enhancement).

Izumi (2002) opted to test this phenomenon by testing his participants' knowledge of relative clauses. In his research, he divided the participants into four experimental groups and one control group. He compared whether a group of participants who received visually enhanced sentences would learn the grammatical phenomenon more or less effectively than a group who received no visual enhancement. Another criterion was whether the participants were pushed to reproduce the sentences they were presented or not, that is, the presence or absence of pushed output.

The results of the experiment showed that output production was more beneficial for noticing the target forms than mere visual input. Participants who were asked to produce pushed

output were not only able to notice the target forms (relative clauses) but also apply these forms in practise (Izumi 2002).

A similar experiment was conducted by Russell (2014). He chose to test the use of Spanish future simple forms and he inspired by Izumi's (2002) research. He confirmed that output production is a beneficial method for noticing grammatical features. He tested that output groups show higher tendency to learn the target forms than non-output-groups.

Russell's participants (2014) were presented a text in L2 which contained a number of future tenses. After the experiment finished, the participants were asked to reproduce the text in their L1. The output group used a higher number of future forms than non-output group which shows that their comprehension of the text was more successful.

Russell (2014) concludes that textual enhancement by itself showed no significant benefit for noticing and learning target L2 features. Nevertheless, if the process is supported by producing pushed output, learners had higher tendency to notice and learn a particular L2 phenomenon.

Therefore, both experiments (Izumi 2002; Russell 2014) concluded that the way in which learners notice a grammatical form matters and their findings support that output production may be beneficial way to develop L2.

4 Collaborative Dialogue

In her later research, Swain moved from mere studying of output to cooperation of learners within collaborative dialogue. Swain (2000) stresses the benefit of collaborative dialogue in SLA because learners use their cognitive processes to form L2 utterances and these utterances can be used as products upon which either the speaker or an addressee can react to.

Inspired by Vygotsky's notions of sociocultural theory, Swain (2000) sees the contribution of cooperative dialogue. A dialogue requires participation of both learners and the product of their cooperation can be subsequently used by both participants individually. Swain (2000) argues that when encountering a language problem learners want to solve, the learners cooperate by communicating with each other. Their mutual reactions to each other's output can be considered as language learning in which spoken language is used as a tool for their interaction. Furthermore, she claims that "verbalization mediates the internalisation of external activity," (Swain 2000, 105) and therefore contributes to incorporation of the newly discovered L2 knowledge into the interlanguage.

Commenting on dialogue between learners Keith and George (Kowal and Swain 1994), Swain notes that cooperation of the two led to identification of a particular difficulty in language production, analysis of the problem and finally to solving it and creating a target-like output. Although both learners would probably not have enough capacity to solve the problem individually, their cooperation resulted in correct grammatical construction. Swain even believes that such problem-solving activity does not lead to learning but that it is learning itself (1997, 122). Furthermore, she adds that if learning is taking place during collaborative dialogue, learners should be able to use the language structures grammatically correctly after the experiment is over as well (1997, 122).

As Swain and Lapkin (1995) mentioned in their study before, what makes language production quite a challenging process is the fact that one has to shift from semantic to syntactic processing. The demanding nature of such task could be observed in Holunga's experiment (1994) in which pairs of learners were instructed to work on a certain task and correct each other's mistakes in L2 language production during their communication. As the task required a lot of semantic processing, the learners found it difficult to pay attention to both semantic and syntactic processing and focused on semantic aspects far more than on grammar.

The experiment also showed that learners who learned metacognitive strategies performed better than a control group in the accuracy of the verb use (Swain 2000). The verbal expression of their thoughts related to L2 served as the mediator of their L2 development. Furthermore, cooperation with another L2 learner enhanced the learning process by mutual correction of the mistakes and verbalization of each other's gaps in their interlanguage (Swain 2000). The benefits of collaborative dialogue were further proved by Swain and Lapkin's own experiment (1998) in which two L2 learners attempted to construct a grammatical sentence, each of them focusing on different grammatical features. Thanks to their collaboration, their dialogue proved to be beneficial for each of the participants' interlanguage and enhanced internalisation of the target-like constructions.

4.1 Zone of Proximal Development

There is a certain group of linguists which does not deal with SLA only in the context of learners as individuals, but people as social beings. After all, language itself is used largely in social interactions.

One of the most influential linguists in this field has been Lev Vygotsky. He created the concept of Zone of Proximal Development (ZPD) (1978) which focuses, among other things, on how other people can influence L2 development of an individual.

The basic building block of this concept is the difference between the language that a learner can produce on their own without the help of others and the language that they are able to produce with the assistance of other people, e.g. a teacher, a native speaker, a more advanced classmate or any other person with L2 knowledge.

This perspective is also useful for practice because in a school environment, students are surrounded by other people and the social environment around them is likely to have impact on their perception of the second language. Vygotsky's theory (1978) rather focused on more experienced L2 speakers who had a role of a "helper" to a less proficient speaker of the L2. In later years, however, linguists also became concerned with whether two foreign language learners of comparable proficiency level are able to produce more advanced linguistic constructions together than either of them could do on their own.

4.2 Scaffolding

Exploring collaborative dialogue in greater detail, Donato (1994) focused on so-called collective scaffolding. Three university students were supposed to discuss their upcoming presentation and were not allowed to use their existing notes. DeBot (2005, 81) defines scaffolding as "providing learners with relevant and increasingly more precise information in the environment at the right time to help to solve a particular problem." The person who provides useful knowledge to a less experienced learner can be either an interlocutor, a teacher or as in this instance another learner. The results of the experiment confirmed that although none of the learners was able to make a grammatically correct construction by themselves, they succeeded in determining the target-like form together (Swain 1997, 124). Their cooperation was key as each of them had a piece of useful knowledge and its combination produced the desired outcome. Donato (1994) tested whether each participant individually would be able to use the newly acquired knowledge a week after the experiment and the results showed that 75% of the things discussed during scaffolding was used in a correct way. This finding was important as it showed that not only an L2 expert can be a useful partner for language learners. L2 learners are able to enrich each other's knowledge as well.

4.3 Language related episodes in collaborative dialogue

LaPierre (1994) carried out an experiment with immersion students. They were asked to participate in collaborative dialogues and the aim was to discover if the larger amount of language related episodes would result in more efficient learning. LaPierre (1994) made a tailor-made post-test for each pair from the experiment so that it corresponds to the contents of their dialogue.

The outcome of the post-test supported the notion that talking about L2 leads to learning as in 80%, the learners chose the target-like form according to the results of their cooperative dialogue (LaPierre 1994).

Holunga's experiment (1994) mentioned in Section 4 also showed that talking about L2 benefits L2 development.

4.4 Disadvantages of collaborative dialogue

Although the above-mentioned research confirms that collaborative dialogue can have some benefits for SLA, it also has its downsides. In a few cases, the participants in LaPierre's study (1994) arrived at an incorrect solution and subsequently, they repeated the newly learned error in the post-test. That is one of the risks when their conversation is not regulated by a teacher or native speaker.

Another problematic issue can be the balance between the two participants in the dialogue, i.e. whether both contribute equally to the conversation. Ammar and Hassan (2017) argue that participants with a higher L2 proficiency tend to be more dominant in the dialogue than participants with lower proficiency levels. This issue should be probably regulated by a third party in order to achieve even contribution of both participants in the dialogue.

4.5 Use of L1 during collaborative dialogue

Regarding the use of L1 when solving L2 linguistic difficulties, Collina and García Mayo (2006, 7) argue that L1 can serve as an appropriate tool to initiate a debate about L2 linguistic problems. It is one of the standard psychological processes that lead to second language learning.

The same view is shared by Anton and DiCamilla (1999) who comment on the usefulness of using L1 by L2 learners with low proficiency. They claim that the use of L1 enables learners to transfer information about their L2 linguistic strategies to each other in their native language and is therefore beneficial for L2 development.

In their research, Swain and Lapkin (1995; 1998) also allowed the participants of their study to use their L1 while commenting on their doubts about their own L2 output. This gave them

a greater opportunity to gain insight into the cognitive processes that take place in learners' minds when solving linguistic problems.

4.6 Tasks used for collaborative dialogue

There are distinct types of tasks which can be used to initiate a dialogue between two learners. The task types which are further discussed below are a jigsaw task, dictogloss and text reconstruction.

4.6.1 Jigsaw task

Jigsaw task is a type of collaborative activity in which each member of the pair has a unique piece of information which the other member does not have. Both participants are therefore encouraged to cooperate to find out the missing information from the other person and finally complete the task together.

Swain and Lapkin (1998) used a picture story consisting of 8 different pictures and provided each member of the pair with a different portion of the story. In other words, student A got parts 1, 3, 5 and 7 while student B got 2, 4, 6 and 8.

The students were supposed to put the story together orally and subsequently write the story down. The students were recorded during their interaction and their dialogues were written down and analysed. The analysis showed that both learners of the dyad, though one more proficient than the other were able to benefit each other. They both contributed to creating new L2 constructions and used cognitive processes to deal with L2 difficulties that arose during generating the task.

The comparison of jigsaw task with other task types was tested by Collina and García Mayo (2006) (See Section 4.7).

One of the characteristics of a jig-saw task is that there is no specific model of what the story is supposed to be like. Therefore, it is not possible to accurately determine the particular lexical items, grammatical operations and linguistic phenomena the pupils are going to choose. It enables low-proficient L2 learners to adjust their choice of L2 phenomena to their level and the same applies to those with higher-proficiency. It is related to the fact that although the picture story may seem to be quite simple, high-proficient learners can prove their L2 knowledge by describing it in their own way and demonstrate their abilities. On the other hand, the low-proficient learners should not feel pressure as they can choose the strategy of picture-description themselves.

4.6.2 Dictogloss

In a dictogloss, a teacher reads a text out loud to learners as in a standard dictation. However, the pupils do not write the text down immediately as they hear it. They are instructed to listen carefully and note down keywords only. After the dictation is finished, the students are asked to reconstruct the text using their memory and the keywords they noted. They are asked to reproduce the text as accurately as possible regarding both content and grammatical forms. For purposes of collaborative dialogue, learners work in pairs, and their cooperation is observed and analysed.

Ammar and Hassan's experiment (2017) worked similarly as Swain and Lapkin (1998) with 5th and 6th grade learners from immersion classes. They used the method of dictogloss and focused on the role of collaborative dialogue while working on the task. Their focus was on LREs involving four particular grammatical features in French. Pre-test post-test design was used to assess potential progress in learning the selected morphosyntactic features. The experiment also included a control group which completed standard dictations unlike the experimental group which was instructed to do a dictogloss.

The results of the experiment showed that the experimental group performed better results than the control group. Ammar and Hassan (2017) note that through collaborative dialogue, participants identified their linguistic deficiencies and communicated about the problem with their peers. When their dialogue was successful, they figured out the target-like solution.

4.6.3 Text reconstruction

Another type of task which was repeatedly used in García Mayo's studies (García Mayo 2002, Collina and García Mayo 2006) was a text reconstruction task. Participants were given a text which lacked grammatical items such as prepositions, determiners or connectors. Participants were asked to complete the necessary grammatical items to make the text target-like in terms of grammar. Furthermore, they were asked to comment on the modifications they produced to encourage the use of metalanguage (García Mayo 2002, 175).

4.7 Comparison of distinct task types

Collina and García Mayo (2006) decided to compare all three types of collaborative dialogue task types, namely jigsaw task, dictogloss and text reconstruction. These types of tasks have been tested before, but each study worked with participants of a different age, language level and chose different lexical and grammatical phenomena to investigate for the experiment. For this reason, Collina and García Mayo (2006) created these three tasks on the same topic,

investigating the same phenomena and working with the same participants in order to make a reliable comparison of these types of tasks.

The output is a comparison of the tasks that elicited the most language-related episodes, the most grammatical phenomena, and had the highest rate of target-like solutions.

The results of the experiment showed that the largest number of LREs occurred in the text reconstruction task (206), followed by the jigsaw task (165) and the smallest number was found in the dictogloss (92) (Collina and García Mayo 2006, 16). Thus, text reconstruction proved to be the most effective type of task for promoting participants' attention to linguistic forms. Collina and García Mayo (2006, 17) further analysed the number of LREs focused on lexical phenomena and grammatical phenomena. Of the three task types, the highest number of LREs focused on lexical phenomena appeared in the jigsaw task (28%), then in the text reconstruction task (14%) and the lowest number occurred in the dictogloss (12.7%). The highest number of grammar-focused LREs was measured in the text-reconstruction task (86%), subsequently in the dictogloss task (85%) and finally in the jigsaw task (72%) (2006, 17).

As mentioned above, most of the LREs that occurred in each task were focused on grammatical phenomena rather than the lexical ones. Collina and García Mayo (2006, 19) also compared whether different task types triggered focus on different grammatical phenomena. The results of the experiment showed that they did.

A Jigsaw task is a type of task in which participants have to create all the content themselves based on a visual template. Unlike the other two tasks, they are not given any textual model to follow. In this type of task, the participants focused mostly on spelling, connectors, noun and verb forms, prepositions and determiners. For the dictogloss, the students were dictated a text and thanks to that they were provided with predetermined sentences which used specific vocabulary and grammatical phenomena that learners tried to recall and imitate. In this task type, the participants focused mostly on connectors, spelling, subject-verb agreement, determiners and noun forms. Concerning the textual reconstruction, students had the least room for creativity as they were given a fixed text in which certain grammatical forms were missing. Here, students focused primarily on determiners, passive voice, prepositions, subject verb agreement and noun forms (Collina and García Mayo 2006, 19).

As far as metalinguistic episodes are concerned, most of them occurred in the text reconstruction task (Collina and García Mayo 2007, 20). This was probably because the fixed text gave students more space to focus on the accuracy of grammatical forms and their subsequent discussion. Jigsaw task and dictogloss made learners pay more attention to the

actual construction of the text and thus they had to also focus on meaning and correct choice of lexical items.

It is important that LREs mostly lead to target-like solutions in order to serve as a practical learning method. Among the three types of tasks tested in the experiment, the highest number of correctly solved LREs appeared in dictogloss (76%), followed by jigsaw task (71%) and the lowest in text reconstruction (66%) (Collina and García Mayo 2006, 22). Collina and García Mayo (2006, 23) mention that the more LREs occurred for a given type of task, the less likely students arrived at a correct solution of a given linguistic problem. Collina and García Mayo (2006, 23) explain that in the text reconstruction task, students may often focus on phenomena that are outside their current level of second language, in Vygotsky's terminology, outside their Zone of Proximal Development. In tasks where they had more freedom in language production than in textual reconstruction, they produced fewer LREs but they were more likely to correctly solve the linguistic problem.

4.8 High vs. Low proficiency learners

Regarding the relation between collaborative dialogue and language proficiency, Ammar and Hassan's findings (2017, 24) showed that collaborative dialogue helped both learners with low and high proficiency since all participants from the experimental group showed better results at their post-tests compared with the pre-tests. The control group participants, in contrast, showed that higher-proficiency learners had higher scores in the post-test than low-proficiency participants. The cooperation of higher and lower-proficiency students may have gradually lowered the gap between their knowledge of discussed grammatical features. This experiment consisted of five sessions of zero-error dictation. Ammar and Hassan (2017, 26) reported that all the participants benefited from the higher frequency of sessions according to pre-test post-test results comparison. Teachers who observed lower-proficiency learners' performance were surprised that these learners who tend to be more passive in normal lessons showed greater activity during the pre-final and final sessions. The learners might have gained bigger confidence as the multiple sessions proceeded which gave them motivation and confidence in their L2 knowledge. Ammar and Hassan (2017, 26) also comment on the higher-proficiency learners' opinions. The learners said that repeating the same activity many times had no effect on the development and did not provide them with novel language skills. The results, nevertheless, prove that despite their impression, even high-proficiency learners benefited from the experiment. Ammar and Hassan (2017, 26)

warn that although it is a helpful learning method, higher-proficiency learners might lose motivation due to the repetitive nature of this task.

Collina and García Mayo (2006) opted to work with lower-proficiency participants in their research and the results showed that collaborative dialogue was an appropriate tool to direct their attention to grammatical forms. It means that collaborative dialogue can be an effective learning method for learners of all levels.

5 Research Questions

Czech learners of English attending a grammar school participated in an experiment. They were asked to generate a picture story in pairs, first orally and then in a written form. Their cooperation was audio-recorded and later transcribed and analysed. The collected data served to answer the following research questions:

- 1) Does collaborative dialogue lead to L2 development when two Czech 9th grade grammar school pupils from a standard school environment work on a jig-saw task?**
- 2) What L2 features do the participants focus on in their LREs?**
- 3) Are participants able to address their own or their partner's L2 deficiencies in collaborative dialogue?**
 - a. If they are, how do they proceed, that is what strategies of L2 problem solving do they adopt?**
 - b. Are they able to provide a metalinguistic analysis of the given L2 structures?**

6 Methodology

The aim of this research is to discover whether pupils who attend a Czech grammar school and learn English as a second language are able to benefit from a collaborative dialogue. When putting a picture story together, it is likely that they are going to deal with language problems in their L2. They were expected to discuss them and attempt to solve them. This process is called “language related episode” (Swain and Lapkin 1995) (See section 3.1.1.1). LREs make learners think about their second language and sometimes even verbalize their cognitive processes related to L2 production. The participants wrote a pre-test and post-test which was supposed to confirm if learning took place during the whole experiment. Unlike pre-test, the post-test consisted of tailor-made exercises for each pair based on what language problems they discussed in their LRE. Besides that, the post-test also included the same tasks

as pre-test. The tailor-made exercises, however, were supposed to confirm if the whole experiment actually led to learning in these specific aspects of L2 or not.

The strategies which learners used to deal with L2 difficulties were identified and apart from that, LREs which took place in the dialogues were sorted into categories (spelling and pronunciation, lexical and semantic, grammatical, stylistic and textual).

6.1 Participants

Participants of this research are 23 pupils who attend a grammar school in the Czech Republic, 13 girls and 10 boys. All participants are in an eight-year course, in other words, they have studied there since the sixth grade. The participants are in the ninth grade which means that they are 14 or 15 years old. The school offers a general orientation, that is, it is not specialized in languages nor is bilingual.

The pupils have English lessons three times a week and one English lesson takes 45 minutes. Two of these lessons are taught by Czech teachers of English while one lesson is taught by a native speaker of English. When pupils started attending grammar school, they took an assessment test and based on its results, they were assigned to two groups, a more proficient and a less proficient group. Their Czech teachers of English cooperated with me during organization of the experiment. They claimed that it is a mixed-level class, some of the students are upper-intermediate while others are much less proficient. Furthermore, they said that some of the pupils made big progress and that the current distribution of pupils into the more and less proficient group does not reliably reflect their current proficiency in English. The students in this class were not selected randomly. I consulted realization of the research with the headmistress of the school and after our discussion, we chose this class as ideal for the research. Participation in research and being audio-recorded during speaking their L2 may be a stressful situation for teenagers and therefore, we chose pupils who were willing to participate and were not likely to feel uncomfortable during the experiment.

As regards distributing pupils into pairs, my first intention was to make pairs that would involve one more and one less proficient pupil so that the dyads would be more or less balanced. Nevertheless, when I discussed this idea with their English teachers, they informed me that the relationships among students in this class were not ideal, especially among those with lower and higher proficiency. Therefore, I would risk that the participants would not feel comfortable during the experiment, and it could have negative effect on their cooperation and overall result. Thus, we let pupils form the pairs themselves so that we

minimize the risk of tension between them. In total, there were ten self-selected pairs and one group of three.

6.2 Stimuli

The main part of this research was a collaborative dialogue. Students in pairs generated a story based on a picture model. The picture model which was used for the purposes of this task was a picture story from a children book *The Naughty Monkey* (Albert 2015). I adjusted the story by reducing the number of pictures to eight so that they can be equally distributed in pairs. The pictures were numbered chronologically so that the sequence of the picture story is comprehensible, and the pictures logically follow one another. The picture story used in the jig-saw task can be found in the Appendix (See Section 10).

Before the experiment itself, I had four learners of English put the story together to make sure that people are able to understand the story and describe it correctly. All of them succeeded.

6.3 Activities

Week	Activity
Week 1	Pre-test
Week 2	Jig saw task – collaborative dialogue
Week 3	Jig saw task – collaborative dialogue
Week 4	I transcribed all dialogues, detected LREs and made individual post-tests
Week 5	Post-test

Table 1 A timeline of the research.

The research took five weeks in total. The course of all activities can be found in Table 1. In the first week, the participants were asked to complete the pre-tests. During the week number two and three, the jig-saw tasks were completed. During the fourth week, I transcribed all the dialogues, analysed LREs in them and subsequently I created tailor-made post-tests for each pair. Finally, participants were given the post-test in the week number five.

As regards the pre-test part, participants had a time-limit of ten minutes to complete the pre-test. I asked their English teachers to distribute the tests in their English lessons and hand them to me afterwards.

The jig-saw task took place at the same time learners English lessons. As mentioned earlier, the pupils have three English lessons a week. It took me six lessons in total to complete the jig-saw tasks with all the pairs. I reserved approximately 20 minutes for each dyad and as a result, I managed to deal with maximum of two pairs in one lesson. I did not want to do the jig-saw task inside the classroom with the rest of the students who were having an English lesson because it could be mutually disturbing. Although it would not be so time-consuming and it could be done in one English lesson, I would not be able to supervise all the students at the same time and the noise in the classroom would make it more difficult to focus. Furthermore, the noise could have a negative effect on the quality of the recordings. Swain and Lapkin (1998, 325) experienced the latter mentioned problems in their research. and therefore, I arranged a classroom in which I worked with each pair individually.

It took two weeks until I managed to complete the task with all the pairs (and one group of three).

All collaborative dialogues had the same procedure. When students came into the classroom, both of them were asked to sit at the table next to each other. There was a desk in front of them with a notebook where they were supposed to write down their story. Moreover, there was my mobile phone which I used for audio-recording of their dialogues. I sat opposite them, on the other side of the desk and I organized the whole task.

Firstly, I gave them the instructions. I did so in their native language, in Czech, so that I prevented any misunderstandings caused by a language barrier. I spoke in a less formal way so that the students feel more relaxed, and they do not feel too much pressure cause by participation in university research.

The translation of the instructions was as follows:

Now, you're going to put together a picture story in pairs. The picture story consists of eight parts, each picture represents one part of the story. Each of you is going to get a different portion of the story. Student A gets pictures 1, 3, 5 and 7 while Student B gets pictures 2, 4, 6 and 8. You aren't allowed to show the pictures to each other, you can only describe them to each other. First of all, you're going to put the story together orally. Student A starts describing what they see in the picture number 1, then Student B describes the picture number 2, then Student A continues with picture number 3 and you'll go on until you get to the end of the story. The selected pictures come from a children book and there are simple

so it's enough if you describe each of them in one to three sentences, there's no need to think of complicated structures. When you're finished with the oral part, you're going to write the story down together. The final story has to be written in English. However, if you come across any problem during performing the task, for example with vocabulary or correct article, tense, preposition and so on, you can switch to Czech and discuss it with your partner. Discussing any linguistic problems is not prohibited. Actually, I'll be glad if you're going to consult any L2 difficulties you come across with your classmate. I'm only an organizer so unfortunately, I can't help you with any problems related to English during the jig-saw task. I'm going to record your conversation on my phone but you don't have to worry, I'm not going to use your names or personal details for my thesis. Is everything clear? Do you have any questions?

After I answered all their questions, I started recording and distributed the pictures to each of them. I attempted to intervene as little as possible and it usually was not necessary.

Each jig-saw task consisted of three main parts: generating the story orally, writing the story down and final check of the story.

When students were writing the story down, I initially planned to let the participants choose the writer and let them organize the writing part themselves. After recording the first two pairs, however, I decided to make some minor changes to the instructions

The first pair, which I recorded, chose the following strategy. Student A was dictating their part of the story (e.g. picture number 1) and Student B was writing it down, subsequently, they switched and Student B was describing the following picture while Student A was writing and vice versa. This technique proved to be highly effective for triggering LREs as both participants knew exactly what is going to be written down and they both had a chance to comment on it and if need be, make some alternations.

The second dyad that generated the story had a different strategy. Each of them wrote their own portion of the story down, that is student A was describing his pictures and writing them down himself and student B was not familiar with the information that is being written down. That way, there was no discussion during this part of the experiment, the participants did not know what their partner wrote down and their cooperation rather gave the impression of two individuals not willing to cooperate with each other. There was only one LRE during their whole dialogue and that is the reason why I decided to add one more point to the instructions and that is that they would take turns when writing the story down and that one would dictate and the other one would write down.

This method was more successful as the next pairs cooperated much more, especially during the writing-the-story-down part.

I recorded 175 minutes of dialogues in total. The longest dialogue took 22 minutes and 44 seconds and the shortest one took 9 minutes and 12 seconds. The average length of one dialogue was just under 16 minutes.

During the final week, the participants were asked to complete the post-tests in their English lesson. They were given time-limit of 10 minutes but their teacher informed me that all students managed to finish earlier, after approximately 7 minutes.

6.4 Pre-tests and Post-tests

The collaborative dialogue was the main part of the experiment. Before all participants took part in the collaborative dialogue, they completed a pre-test and after the dialogue they completed the post-test.

The pre-test was supposed to reflect L2 problems that the participants might encounter while generating the jig-saw task. As I mentioned earlier, four learners described the picture story before the experiment, two orally and two in a written form. I used their outputs and analysed the most frequent mistakes. The mistakes which occurred most often were incorrect article use, incorrect or inaccurate use of lexical items, verb-forms, prepositions, noun-forms and syntactic problems such as non-target-like word order or dropping the subject.

Apart from these problems, the two people who wrote the story down had also some spelling difficulties.

Based on these outputs, I created a translation pre-test. The participants were supposed to find the most suitable English translation of a Czech sentence in the assignment. There was only one correct answer and there were four different options in each task. The pre-test consisted of 27 exercises in total and the individual tasks corresponded to the categories which were the most problematic for the testing group. It involved 4 tasks focused on prepositions, 4 lexical-based tasks, 4 grammatical tasks focused on the difference between the present simple and continuous, 4 tasks aiming at spelling and finally 11 tasks focused on the use of indefinite articles or no articles.

In the first 16 tasks, there was a Czech sentence in the assignment and the pupils were asked to select the most suitable English translation out of four options: a), b), c) or d). The second part contained four sentences. The pupils were asked to fill in the gaps with a correct form

of an indefinite article or with no article. The task instructions were written in Czech so that the risk of misunderstanding the instructions is minimised. The pre-test can be found in the Appendix (See Section 10).

The post-test was designed in quite a different way. Although it contained the same tasks as the pre-test, it also covered tasks which were tailor-made for each pair. Based on their performance in a jig-saw task, I analysed the language related episodes in all dialogues and created tasks to verify whether the participants learned thanks to their LRE.

There was a different number of LRE in each pair and therefore, there was also a different number of extra tasks per pair in the post-tests.

As a result, each post-test was supposed to map the progress in particular aspects which each pair chose to discuss.

6.5 Data Analysis and Results

This section contains a detailed analysis of language related episodes that were detected in the dialogue and the results.

6.5.1 Language-Related Episodes

I focused on LREs in students' dialogues, not on all the L2 mistakes they made during their cooperation. In other words, I only analysed the moments when a learner realised that they made a mistake in their L2 production or when they thought that their partner used a non-target-like structure and commented on that or suggested a different output.

In the following section, some excerpts from the collaborative dialogues containing LREs are going to be analysed and commented on.

I am not going to comment on all the dyads and all the LREs. I selected 3 dyads in particular and excerpts from their dialogues that included some of their LREs. Furthermore, I selected a few more excerpts from other dyad's dialogues which are analysed below. Transcription of all dialogues and identifies LREs can be found in the Appendix (See section 10).

6.5.1.1 Dyad 3 - P16 (B) and P17 (A)

B: *So the girl...or is it a girl or the girl?* (laughs)

A: *I think it's a...a girl* (emphasizes).

B: (laughs) *No, I would say the* (emphasizes).

A: *A.* (emphasizes) (both laugh)

Me: *Klidně si řekněte, proč si to myslíte.*

(You can tell each other why you think so.)

A: *Protože prostě je to tak.*

(Because that's that way it is.)

B: *Ale to není jen nějaká holka, to je prostě "the girl" (emphasizes).*

(But it's not just some girl, it's "the girl").

A: *Tak the girl (emphasizes).*

(Well then, the girl.)

Excerpt A

The first dyad to be analysed is a Dyad number 3 which consisted of a participant marked as A whose pre-test and post-test scores can be found in Table 2 (See section 6.5.2.) under the code P17 and the second participant B with a code P16. This pair had the highest number of LREs out of all pairs, that is 25. Although their performance on the pre-test was one of the lowest out of all participants, they showed that they are able to find problematic L2 features and discuss them together. A selection of excerpts from their dialogue is analysed below.

The exchange in Excerpt A occurred when the pair was writing the story down. The LRE is concerned with the correct usage of a definite or indefinite article in a noun phrase *a/the girl*. The pair has already mentioned the presence of *the girl* in the opening sentence of their written story and now, in the following sentence, they were referring to the same girl. Their discussion concerned the suitable usage of an article, indefinite or definite. B was unsure which option is the target-like and she expressed her uncertainty by explicitly asking which of the two options fits better into the context.

A suggested to use an indefinite article. B disagreed and had a feeling that a definite article would be a better choice. Their exchange up to this point seemed like a word against word without justifying their choices. They managed to produce Output 1, notice a gap in their knowledge internally as B identified the problem in her own speech but then, they skipped the analysis part. Instead, they moved right into producing Output 2, their revised output without explicitly commenting on the problem in Output 1.

Therefore, I decided to intervene and encourage them to support their ideas by specific arguments. While A was not able to give reason for his choice, B explained that *the girl* their describing is not *some* girl, but a specific person they are talking about. Finally, A agreed with her, and they reached a correct decision. Here, B provided an inspection of her revised output and A seemed to agree with the explanation. Therefore, the LRE in Excerpt A was successfully solved.

In the post-test, B solved this task correctly but A solved it incorrectly. A stood by the use of indefinite article in the dialogue and so he did in the post-test. It seems that more detailed metalinguistic explanation would be beneficial so that A understands which contexts are necessary for a definite article.

B: *The girl got mad because banana split fell out...ne...fell down the tree on her head.
Fell down the...jo...the tree on her head.*

(The girl got mad because banana split fell out...no...fell down the tree on her head.
Fell down the...yes...the tree on her head.)

Excerpt B

B was describing her portion of the story. When uttering the verb *fell out*, she realized that this phrasal verb does not refer to the action which she wants to describe. The imperfection in her original output was caused by an unsuitable preposition. Then, she recalled a more appropriate phrase *fell down* which describes the picture where a banana peel is falling on the girl's head. In Excerpt B, it is possible to observe an individual who becomes aware of their own faulty output, tries to think of a new solution and alter the output 1 to output 2. Although she does not comment on her analysis of the problem, B's revised output describes the situation more accurately than her original output and therefore, the LRE can be assessed as successful.

B: *Fell down the tree. Není "fell down the tree" jako spadnout ze stromu jakože ty spadneš?*

(Fell down the tree. Doesn't "fell down the tree" mean to fall down the tree in a way that you are the one falling down?)

A: *Asi jo, já nevím, já bych dal "fell down from the tree" jakože ze stromu.*

(Maybe yes, I don't know, I would say "fell down from the tree" meaning from the tree.)

Me: *Já vám nemůžu pomoci, musíte si poradit sami.*

(I can't help you, you must figure it out yourselves.)

B: *Tak jak?*

(Well then?)

A: *So fell down from the tree.*

Excerpt C

A and B discussed whether to use or omit a prepositional phrase *from the tree* in Excerpt C. B was still describing the picture which depicts a banana peel falling onto the girl's head. B and A reflect upon the meaning of the phrasal verb *fall down*. It seems that B assumes the verb *fall down* refers to a person falling to the ground, not an inanimate object falling to the ground. A is also unsure about the structure used in output 1. He suggests to use the alternative *fell down from the tree* instead of *fell down the tree* and explicitly specify the direction of the fall by using the prepositional phrase. Possibly, he uses L1 transfer to form this hypothesis because he suggests the Czech phrase *ze stromu* and literally translates in to English. Neither of them seemed to be quite sure as they hesitated. Both of them looked at me and they probably expected me to help but I explained that I am not allowed to interfere. Finally, they chose A's version *fell down from the tree* and they managed to form a grammatically correct sentence using a preposition which is suitable for the given context. Their revised output described the situation in a more suitable way and therefore, they managed to solve the LRE successfully.

It is surprising, however, that B solved the post-test task based on this LRE correctly but A solved it incorrectly. Although A himself suggested the more suitable version *fell down from the tree* and they finally agreed to use it in their written story, A ticked the incorrect item in the post-test. He may have been confused because he discussed it with B but they got no feedback from a teacher or native speaker to confirm which version is target-like. Therefore, a feedback could be helpful after each dialogue to support the learning process.

B: *On her head. Já bych napsala něco jakože: "It hurt...It..."*
(On her head. I'd write something like "It hurt....It...")

A: *Já bych dal: "And she's mad".*
(I would write: "and she's mad".)

B: *To bylo na začátku.*
(That was in the beginning.)

A: *Jo.*
(Yes.)

B: *The girl was mad. Něco jakože: "It hurt but the rabbit still smiling".*
(The girl was mad. Something like: "It hurt but the rabbit still smiling.")

A: *So it hurt her and the rabbit still smiling...asi že?*
(So it hurt her and the rabbit still smiling...right?)

B: *Co?*

(What?)

A: *And jakože...*

(And I mean...)

B: *It hurt her jakože /hort/* (pronouncing it as in Czech).

(It hurt like /hort/ .)

A: *And...*

B: *But* (emphasizes) *the rabbit is still smiling.*

Excerpt D

Together, A and B are putting together the next sentence. They cooperate on generating the sentence and attempt to take stylistics into consideration so that they do not repeat themselves, specifically the phrase *she's mad*.

It was the case in more dialogues that the members of the pair cooperated on creating sentences together. They often tried not to repeat the same information too much. For instance, they substituted noun phrases by pronouns or they decided to omit some information that was already mentioned earlier or reformulate it. It shows that the participants are aware of the fact that they are generating a story which is supposed to be cohesive and coherent and it should follow certain rules, for instance preventing repetition. The fact that the learners do not concentrate merely on correctly used lexical and grammatical items but they also take stylistic features into account shows how complexly they think about their L2.

Getting back to Excerpt D, B suggested to use a phrase *it hurt* to describe the picture where a banana peel fell of the girl's head. A reformulated it as *hurt her* which seems to describe the situation more accurately. Not using the direct object *her* would most likely mean that the experiencer of the action is unknown. When adding the verbal object *her*, the experiencer becomes known and the description of the action becomes more clear. A is aware of how V-selection specifies the semantic meaning of the verb. Although he does not comment on it explicitly, the fact that he decided to add the direct objects suggests that he sensed there is a difference between the two versions of the output.

When writing the story down, A suggested to use a different connector in the sentence. Instead of *It hurt her and the rabbit is still smiling*, he wanted to use *It hurt her but the rabbit is still smiling*. He possibly planned to emphasize that the rabbit was still happy despite the fact that its friend was feeling uncomfortable as a result of the injury. In such cases, it is not clearly possible to determine which version of output is target-like and which is not. Both

options would be grammatically correct in English but A's revised output shows a more detailed description of the character's attitude to the situation and the relation of the two sentences.

A: *But it didn't...but it didn't fall out of the tree.*

B: *Já bych napsala jakože něco jako "but on the tree was a boy".*

(I'd write something like "but on the tree was a boy".)

A: *But on the tree was a boy or a monkey.*

B: *Who...*

A: *Who...throw the banana split...*

B: *Throw it on her.*

A: *Throw it on her okay...from the tree...yes.*

B: *Ale to je blbě "but on the tree was a boy who throw it on her from the tree"...ne prostě ne...škráme to prostě...*

(But that's not good "but on the tree was a boy who throw it on her from the tree"...no, just no...let's just cross it out.)

Excerpt E

In Excerpt E, A and B cooperate on creating the next sentence and after some reformulations, they produce the sentence: "*But on the tree was a boy who throw it on her from the tree*". B was not satisfied with the produced output, but it was not apparent why. Therefore, I inspected their written story and deduced that she disagreed with the repetition of the preposition phrases *on the tree* and *from the tree* within the same sentence. As a result of that, she decided to cross out the final phrases *from the tree*. Although she did not comment on her motives, supposedly she found it redundant and stylistically inappropriate. If there is a boy sitting on the tree and throws a banana peel, it is apparent that the banana peel is being thrown from the same place. Therefore, this LRE can be judged as successfully solved from the stylistic point of view.

B: *He tried run away but the girl and rabbit...jak se řekne jako...catching him...já bych řekla "The girl and..."*

(He tried run away but the girl and rabbit...how do you say...catching him...I'd say "The girl and...")

A: *Is trying to caught him.*

B: *Ne.*

(No.)

A: *Ne .*

(No.)

B: *Já bych řekla: “The girl and rabbit caught him but he tried run away but... they were next...”*

(I'd say: “The girl and rabbit caught him but he tried run away but... they were next...”)

A: *They tried to run behind him...*

B: *Jo, tak jo...takže caught...takže prostě...*

(Okay, alright...so caught...so...)

A: *And run...and run behind him?*

B: *Jo... nemá tam být minulý čas jako “ran”?*

(Yes...Isn't there supposed to be the past tense “ran”?)

A: *Asi jo.*

(Probably yes.)

Excerpt F

In the first sentence of Excerpt F, B seems to be trying to recall the English verb “*chase*”. After hesitating for a while, she manages to recall the verb *catch* but judging by the way she uses it, she confuses its semantic meaning with *chase*. She uttered: “*The girl and rabbit caught him but he tried run away...*” However, the picture depicts a monkey-boy who is running away and the girl and the rabbit-girl who are chasing him. This picture in particular does not show anybody being caught.

It seems that A notices this discrepancy in B's output and he modifies the output to: “*is trying to caught him*”. He knows that the verb *catch* is an irregular verb, he is familiar with the correct past simple form of *catch* and he possibly wanted to shift the sentence into the past. However, he failed to do so correctly, as he did not put the past tense morpheme on the first auxiliary verb of the clause *is* but he shifted it to the infinitive complement which is supposed to remain unchanged. This may be a rather complicated morpho-syntactic structure for A as it consists of the auxiliary verb *be* as a part of progressive aspect, the verb *try* in present participle form which takes the verb *catch* as its to-infinitive complement. A was aware that the verb *catch* can be shifted to the past by changing its form to *caught* but he did not realize that it is not possible in this syntactic context. Therefore, although his modified output solved B's original output as regards lexical inaccuracy, it resulted in a new problem which is non-target-like morpho-syntactic form of the verbal phrase.

Getting back to the lexical inaccuracy with the verb *catch*, the final version of this sentence which A and B wrote down is as follows: “*He tried run away but the girl and the rabbit caught him and ran behind him.*” As the verb phrases *caught him* would mean *took hold of him* it does not make much sense to continue with *and ran behind him*. One of the possible explanations is that they forgot to add the verb *try* as in *tried to catch him* or that they confused the lexical meaning of the verb *catch* and *chase* which was often used by other pairs to describe this particular action in the picture. Therefore, this LRE was not solved correctly as regards the lexical aspect. Nevertheless, morpho-syntactically, the subject and its predicate *the rabbit caught him* is grammatically correct so LRE regarding the past-tense shift was successful. It would be helpful if the participants explained the alternations they made in their revised outputs. As they did not, we can only try to deduce what were their real L2 motives.

In the post-test, the pair was tested to select the correct lexical item in one task and to select the correct past tense form in the second one. Both A and B managed to use the verb “catch” in the correct context and it means that B was likely to learn the proper lexical meaning of this lexical item. The next task simulated the situation of shifting a verb phrase in the progressive aspect into the past. A managed to do so correctly, but B did not. He repeated the same mistake he did in the dialogue. Therefore, a more detailed metalinguistic comment and possibly feedback would be beneficial for him to understand the complexity of this morpho-syntactic process.

A: ...*After the time...*

B: *No...*

(*Yeah...*)

A: *After the time, monkey slipped...*

B: *Later.*

A: *Later.*

B: *Slipped on the ground?*

A: *No, slipped on the banana split.*

B: “*Slipped*” *jakože uklouzl? On the banana split.*

(“*Slipped*” as in *slipped? On the banana split.*)

A: *Ano, slipped.*

(Yes, slipped).

B: *Slipped...Slipped and...and fell down...slipped...když slipped.*

(Slipped...Slipped and...and fell down...slipped...if there is “slipped”.)

A: *Slipped...*

B: *Ale když uklouzneš tak nemusíš pokaždé spadnout ale...já bych dala “fell down”...and “the girl” came to him...ne, napiš tam “she” máme tam moc “the girl”...jo and she came to him and...*

(But if you slip it doesn't necessarily mean that you fall...I'd use “fell down”...and the girl came to him...no, write “she”, we use “the girl” too much...yes, and she came to him and...)

A: *But who am I? She like...*

B: *No ale tak nechci tam furt psát to “girl”.*

(But I don't want to keep writing “the girl”.)

A: *Okay...*

Excerpt G

In Excerpt G, B noticed that A used the phrase *after the time* which is not typically used in English. She revised A's output and suggested a more suitable lexical choice *later*. This LRE was successfully solved.

This item was present in the post-test. B chose the correct item which she suggested herself during the dialogue, but A chose the incorrect one which he used before B corrected him. It seems that mere correction without any explanation is not effective because again, A makes a mistake in the item which they solved during their collaborative dialogue.

Then, they discussed how to proceed when describing the next picture. They discussed the picture showing a monkey-boy that is slipping on a banana peel and looks as if he is about to fall. B was wondering whether the verb *slip* automatically implies falling. She concluded that it does not, so she decided to add that he *fell down* so that the picture is described more faithfully. In this LRE, B started wondering about the semantic features of the word *slip* herself and therefore, the feedback was not external but internal. Her explicit comment is helpful to get insight into language processes in her mind and her understanding of the semantic features that are part of this lexical item.

Furthermore, B is dissatisfied with excessive use of the noun phrase *the girl* which she finds redundant. Therefore, she suggests replacing it with a pronoun *she*. From a stylistic point of view, this is a more suitable choice.

- B: *Jak se řekne usmířit se?*
(How do you say “make up”?)
- A: *And...*
- B: *Počkej, máš špatný obrázek.*
(Wait, you have a wrong picture.)
- A: *Jakože they make it feel alright?...Okay...eeeh...Okay...After fighting...the girl and rabbit or they...dej “they” ...*
(They make it feel alright?...Okay... eehh...Okay...After fighting...the girl and rabbit or they...use “they”...)
- B: *After fight?*
- A: *After fighting.*
- B: *Ne.*
(No.)
- A: *Jo...Potom jakože...*
(Yes...After...)
- B: *Po hádce...*
(After the fight...)
- A: *Jak?*
(What?)
- B: *Po hádce...Jako after fight.*
(After the fight...As in “after fight”.)
- A: *Po...*
(After...)
- B: *Ne...po hádce.*
(No...After the fight.)
- A: *No...*
(Well...)
- B: *Takže “after fight”?*
(So “after fight”?)
- A: *Oni se hádali, takže jako po tom co se hádali?...Co třeba after arguing?*
(They were arguing so after they finished arguing?...How about “after arguing”?)
- B: *...Ne...Já bych tam dala after fight.*
(...No...I would say “after fight”.)
- A: *After fight?*

B: *Myslíš, že je to dobře?*

(Do you think it's correct?)

A: *Tak já nevím...jako...Tak "after fighting" jako..."after fight" je jako po bitce spíše...after fighting...tak jakože (both laughing)...tak jako klidně "after fight", mi to je jedno.*

(Well, I don't know...I mean...well, "after fighting"..."after fight" is more like after the "physical fight"...after fighting...so...we can use "after fight", I don't care.)

B: *No tak ale to je jakoby se bili že? ...Tak já...tak já tam dám...*

(Well but that would mean a "physical fight", wouldn't it?...So I...I'll use...)

A: *Tak se může dát "after arguing".*

(We can use "after arguing".)

B: *Tak jo.*

(Alright.)

Excerpt H

The first LRE in Excerpt H concerns a lexical choice. B does not know how to say *make up* in English and she asks A for advice. Apparently, A either does not know or does not recall the phrasal verb *make up* or a similar synonym. Therefore, he uses his existing knowledge of L2 to paraphrase the meaning of *make up* and compensates for his lack of lexical knowledge. He forms a verb phrases *make it feel alright* which follows the grammatical rules of English and in a way paraphrases the message they want to convey. This is a successful use of one's current L2 knowledge to overcome language problems that are above one's interlanguage. Instead of using a Czech phrase or trying to omit the sentence at all, he tries to improvise when using what his L2 allows him to do. He manages to verbalize the intended information and at the same time follow the grammatical rules of English. It shows that is can use his current L2 knowledge in novel contexts.

The subsequent LREs are a combination of a lexical and morpho-syntactic problem. A and B have an extensive debate about the word *argument/fight* and its use in the sentence. A and B attempt to describe an argument between a girl and a monkey-boy in the picture. However, they seem not to know the word *argument*, they are only familiar with the word "fight" both as a noun and as a verb and with the verb *argue*. They are trying to find a suitable solution to form the sentence.

They are not certain about the exact lexical meaning of the word *fight*. It appears that they sense it could be used to describe an *argument* but they are not sure. They are quite convinced

that the word *fight* can be used in a meaning of a physical fight and they are worried that it may be the only meaning of this verb. Therefore, they rather choose an alternative *argue* which seems to be more familiar for them. They are aware that the verb *argue* contains all the semantic properties they want to convey. However, they want to use a noun in their sentence, not a verb. They are able to use their knowledge of English derivational processes and form a noun by adding an -ing suffix. Finally, they successfully create a phrase *after arguing* which meets both lexical and grammatical requirements.

Before they came to the conclusion, B also suggested to use the prepositional phrase *after fight*. A refused to use this phrase but he was not able to explain why. He may have sensed that the noun *fight* is countable and therefore when used in singular number, needs to be preceded by a determiner. That is because he offered the alternative *after fighting* which he found more suitable as it does not require a determiner. However, as mentioned before, they finally decided to use *after arguing* instead. The whole Excerpt H shows the on-going development of their interlanguage and how they are able to use their current L2 knowledge to create novel phrases and think about the language as such. They correctly solved both the lexical and grammatical aspect of LRE.

This complicated task was present in their individual post-test. Neither A nor B managed to select the correct option in the post-test. Both of them selected the expression *after fight* which is ungrammatical because it is missing a determiner. Even though they managed to form a grammatically correct expression in the jig-saw task, they did not choose it in their post-test. They had quite a long discussion about this item in their collaborative dialogue and from the post-test result, it seems that an intervention of the teacher could be beneficial in this case. There is a combination of lexical and grammatical problem that they tried to solve and it may have been too complicated for them to understand by themselves.

A: *They are trying to like...posbírat...picking up...*

(They are trying to like...pick up...picking up...)

B: *Ne...jako něco...to je něco s tou kytkou, ale to je utrhnout že?*

(No...that is...it's something that has to do with the flower but it means to pick, doesn't it?)

A: *Pick up the banana splits from the ground.*

B: *No dobré, tak napíšeme they take the banana splits.*

(Alright then, let's write "they take the banana splits".)

A: *Ne, "take" ne.*

(No, not “take”.)

B: *Jo.*

(Yes.)

A: *Ne, “pick up”.*

(No, “pick up”.)

B: *Ne...ty víš, že to je fráze “pick up”?*

(But...Are you sure that it is a phrase “pick up”?)

A: *Tak bylo tam...*

(Well, it was there...)

B: *Ne. Pick-up line, padlo tady něco jako...?...Dám after they “take”.*

(No. “Pick-up line”, was there anything like...?...I’ll use after they “take”.)

A: *Jojo, dám teda...they “take”.*

(Okay, let’s use...they “take”.)

B: *They take.*

A: *Nebude tam náhodou “they took”?*

(Shouldn’t we use “they took”?)

B: *Jo asi jo... banana split from the ground.*

(Yes, I think so...banana split from the ground.)

A: *Banana splits from the ground yes...banana splits.*

B: *Tam je jich více?*

(Is there more of them?)

A: (agrees)

B: *From the ground.*

Excerpt I

The next language problem that A and B encounter is a lexical one. They describe the picture which depicts the children who pick up banana peels. It seems that A tries to recall the verb *pick up* and he soon succeeds in doing so. When he says it out loud, however, B disagrees and argues that the verb *pick* can be used in the context of *picking a flower* but not in the context of *lifting something from the ground*. B tries to stand by his opinion but A suggests an alternative *take the banana splits from the ground*. She explains that she has heard the phrase *pick up* in the context of *pick-up line* and she tries to persuade B that it is an inappropriate lexical choice to be used in such a context.

This is an example of B's imperfect lexical knowledge of the verb *pick* and its multiple lexical meanings.

When B suggests her revised output, A does not want to use it at first but finally, he accepts it. Rather than use *pick up* in the wrong context B chooses a strategy with her current knowledge of English and describe it literally. This is an example of unsuccessfully solved LRE, although the correct solution was suggested.

Nonetheless, when A and B were presented with the same item in the post-test, both of them selected the target-like option *pick up*.

After they agreed on it, they cooperated on finishing the sentence. A suggested to use the past tense of the verb *take*, possibly because they describe a story which is set in the past. He utters the correct irregular past tense of the verb *took*. This is a combination of morpho-syntactic knowledge which is also accompanied by textual knowledge as A understands that a story should be written in the past tense.

The final change which happens in Excerpt I is changing the number of a noun from singular to plural. In the pictures, there is more than one banana peel on the ground and therefore, A added the plural suffix -s. Although they solved it correctly as regards grammar, they failed to use the suitable noun phrase. Similarly as many other dyads, they confused the noun phrase *banana split* with *banana peel/skin* and systematically used it during the whole story. Nonetheless, their morpho-syntactic thinking was correct.

B: *Jak se řekne "usmířit se"?*

(How do you say "make up"?)

A: *Já nevím...já vím, že kdybych to slyšel, tak bych tomu rozuměl, ale teď mě to nenapadne...Co to píšeš?*

(I don't know...I know that if I heard it, I would understand but I can't recall it now...What are you writing?)

B: *To o kámošovi.*

(About the friend.)

A: *They're friends...*

B: *Friends now...They went together...počkej, to je jako snack...hej víš proč jsem tu dávala tohle? To nejsou splits, to jsou i bananas...oni to sbírali, ať si můžou udělat snack z toho...napiš "they"...*

(Friends now...They went together...wait, it is a snack...do you know why I put it here? These are not splits, these are bananas as well...they picked it up so that they can make a snack out of it... Write “they”...)

A: *Took...*

B: *And also...Ne...To napiš znova. Napiš the banana splits from the ground...ne počkej jako “also”...and also bananas for snack.*

(And also...No... Write it again. Write “the banana splits from the ground”...no wait, “also”...and also bananas for snack.)

Excerpt J

At the beginning of the Excerpt J, A and B are describing a picture in which all the characters finally make up. Neither of them manages to recall the English lexical item for the act of *making up*. A informs B that the phrase is probably in his passive vocabulary but he is unable to recall it. That is the reason why they decide to use a phrase *they are friends now*. They use a grammatically correct sentence in English which expresses the idea they wanted to convey. They neither resigned and omitted the information nor used a Czech expression instead. Therefore, their cooperation concerning the lexical choice can be considered to be successful. Once again, they use L2 knowledge they are familiar with to construct new utterances and successfully compensate for their imperfect lexical knowledge. At the same time, they are able to express the information they intended to utter.

Another aspect they discuss is more of a semantic nature rather than grammatical. B notices the logical connection between the picture in which the characters are picking up bananas and the following one in which they are sitting at the table and having the bananas for snack/lunch. During the whole jig-saw task, participants were not allowed to show their own pictures to each other. B did not see the picking-up picture but she saw that in the last one, the children are eating bananas. Therefore, she deduced that the children probably did not only pick up the peels to clean the mess but they picked up whole bananas and used them as a meal. The same train of thought can be observed in more dyads as well when one participant of the pair said the children are eating banana peels and the second one was confused and refused to write such fact down because of its illogical nature. It shows that the participants do not only describe each picture as a separate object but they are able to sense the logical sequence of the story and adjust the language they use. Being able to follow the coherence of the story, B successfully modifies the sentence to *banana splits from the ground and also bananas for snack*. Here, the *banana splits* again probably mean *banana peels* but the incorrect lexical choice is not the concern in the LRE.

6.5.1.2 Dyad 6 - P14 (C) and P15 (D)

One of the main goals of LREs is to make language learners think about language in a metalinguistic way and use language to communicate about linguistic problems. Most pairs cooperated and shared their views on L2 phenomena and tried to find a solution together. The Dyad number 6 consisted of two participants which got one of the lowest scores on the pre-test and they formed a pair together. They were two girls, C with a code P14 and D with a code P15. Their dialogue took the shortest time, their story was the shortest (half a page of A5 format compared to other pairs which usually used the whole page). Together, there were 12 LREs but during their dialogue, it could be observed that C was not very willing to and comment on produced L2 structures during the task.

D: *Okay, on the other picture is a girl and she has on her head eeh "slupka"?*
(Okay, on the other picture is a girl and she has on her head eeh "peel"?)

C: ...

D: *Banana and...that's all.*

Excerpt K

C: *Mmm...so there is a monkey and he ummm "uklouzl".*
(Mmm...so there is a monkey and he ummm "slipped".)

D: *Slip.*

C: *On the "banán" and rabbit look at him.*
(On the banana and rabbit look at him.)

Excerpt L

C: *Mmm...and they...ummm...sbírají...*
(Mmm...and they...ummm..."pick up"...))

D: *Picking.*

C: *Banana and it's all.*

Excerpt M

C: *So there is a girl and rabbit and they playing game under the tree.*

D: *Kde se píše čárka?*
(Where shall we put a comma?)

C: *Nevím.*

(I don't know.)

Excerpt N

C: *Ummm the monkey sit on the tree and...*

D: *Nemá to být spíš "because"? Jakože protože?*

(Shouldn't we rather write "because"? Like "because"?)

C: *Hmmm to je jedno...*

(Hmmm it doesn't matter...)

Excerpt O

C: *But the monkey...jak je to uklouzl?*

(But the monkey...how do you say the word "uklouzl"?)

D: *Slip... The girl is angry with him. To je tak všechno.*

(Slip... The girl is angry with him. That's it.)

C: *And they jako "sbírat"...*

(And they "pick up"...)

D: *Picking...*

C: *Pick the banán.*

(Pick the banana.)

Excerpt P

When there was a language problem during the jig-saw task C often tended to ignore it as in Excerpt K where she did not offer any solution or try to communicate about a suitable alternative. The same case in the Excerpt N or O in which she does not develop a debate about selecting a correct connector into the context when D initiates a discussion. C concludes with a sentence: "*It doesn't matter*". Other dyads also got into situations when none of the pair knew the exact solution to their problem, e.g. the translation of a lexical item, but they attempted to improvise and use their existing L2 knowledge to compensate this language gap, as it can be seen in Excerpts J, H or X for instance. This is the analysing part which finally leads to revised output and supports the learning process. Unfortunately, in Dyad 6, some of the LREs remained unsolved without any attempt for a revised output or analysis. It shows that the motivation of the participants and their willingness to cooperate is important for effective LREs.

When there was a problem with lexical knowledge during jig-saw tasks, that is, if one person in the pair did not know or could not recall a suitable lexical item, they usually asked their partner for help. If their partner uttered the correct lexical item, the other partner repeated it and finished the sentence pronouncing the newly acquired word/phrase. However, in Excerpt L and M, it can be observed that C asks for help but she does not repeat the new word when finishing the sentence. Moreover, when writing the story down, she again elicits the same lexical items and does not pronounce it, only in the final case of *pick* in the Excerpt P.

It seems that in this case, the problem is not lower proficiency of the participants but lack of motivation. In the previous dialogues between A and B (Excerpts A-J), B had the same pre-test score as C and D (See Table 2). Despite that, she was motivated to discuss many LREs with her partner and give arguments for them although some of her ideas were not target-like. As a result, I assume that the motivation can play a role in collaborative dialogue and its lack may result in lower learning potential from the dialogue.

Excerpts K, L, M and P all concern a lexical problem and the correct solution is suggested by D but as C does not tend to repeat the target-like lexical choice, she does not actually modify her original output herself. The items from excerpts L and M were tested in their individual post-test and both of them picked the correct options. Therefore, the collaborative dialogue may still have had effect on her L2 knowledge although not much analysis took place compared with the other dyads.

6.5.1.3 Dyad 8 P19 (E) and P20 (F)

Another dialogue, Dyad number 8, is very different from the previous one, it is a conversation of two participants who wrote down the most elaborated story and their L2 proficiency as regards used vocabulary and grammatical operations reached a higher level compared to their classmates. Dyad 8 is a participant E with the code P19 and F with the code P20.

In spite of the fact the participants E and F had almost no problem with insufficient lexical or grammatical knowledge, they still discussed LREs. There was 11 LREs found in their dialogue.

Their LREs, nonetheless were quite different from those that can be found in other pairs' dialogues. E and F usually solved little nuances in lexical meaning, grammatical use or on textual level. Even though their L2 level is higher, it does not affect the number of LRE they discussed or their will to cooperate on generating the story together. Their LREs only concern more proficient L2 areas.

Many pairs tended to use their L1 when solving LREs and discussed L2 problems. E and F, however, did not switch into their L1 even once and decided to have their whole conversation in their L2. This further confirms their confidence in their L2.

E and F, similarly as many other pairs were aware that they are writing a story. If the pairs realized it should have qualities of the story, they tried to account for this fact by using phrases such as *once upon a time*, *once*, *one warm day* or simply by shifting the story into the past tense. It proves that they not only attempted to generate grammatically correct and lexically accurate utterances, but they also thought about higher language levels such as text type and its qualities. E and F were no exception, and they also took the textual aspect into consideration.

E: *So can we put that that's what was also like the monkey-boy's favorite and they were like constantly fighting over it?*

F: *Yeah yeah that...*

E: *The same tree.*

F: (agrees) *His name is going to be Rupert.*

E: (laughs)

F: *I just love it.*

E: *Was also loved? ...by...*

F: (agrees)

E: *Was also loved by Rupert, the monkey.*

F: *The monkey-boy. Yeah and they constantly fight about it.*

E: *They always fought about it yeah.*

(both hesitate)

E: *They always fought for the spot or?*

F: *Yeah yeah yeah I think something like that.*

E: *They always fought over who gets to play there.*

F: *Yeah.*

E: *Yeah.*

(both laugh)

E: *They always eeh maybe they always fight right?*

F: *No, I think the fought is correct.*

E: *Because...*

F: *Fight.*

E: *Fight.*

F: *It sounds better.*

E: *They always fight...who gets the spot...who gets to play there?*

F: *Yeah okay.*

Excerpt Q

At the beginning of their story, they decided to introduce the characters and describe the setting. They named the characters and created a background story for them before they started with the actual plot. The process of making the background story can be observed in Excerpt Q. It seems that what E and F wanted to express would correspond with the phrase *would always fight* to describe an event in the past that happened on regular basis. However, none of the girls suggested this structure and instead, they were deciding between two options, present simple or past simple tense. Neither of them provided any detailed explanation to justify their choice of the tense. It can be observed that they are not 100% satisfied with either choice. Finally, they decided to choose the option *fight* in present simple. Once again, they did not explain the reason for their choice, F merely explains that it sounds better to her. The present simple tense is typically used for habits and regularly occurring actions which might have been their motivation for this choice.

E: *He jumped off the tree and...*

F: *Started running away.*

E: *And started to run away?*

F: *Ummm running away.*

E: *Which one do you want there?*

F: *Running away.*

Excerpt R

E: *Started to run away maybe?*

F: *Running.*

E: *Started to run away sounds better to me...I don't know.*

F: *Start to run away.*

E: *Yeah I think so maybe...probably...*

Excerpt S

E: *Should we make one more useless detail like their favorite spot was under the big tree or?* (laughs)

F: *Yeah yeah we should.*

E: *We didn't really get to it in the first picture* (laughs). *Spot...was under "the" big tree?*

F: (agrees) *Maybe "a" because I don't want to say it was the only specific tree.*

E: *Yeah.*

Excerpt T

In excerpt R, there is a discussion concerning the verb form of the verb complement. In particular, E and F discuss whether to use -ing form or a full infinitive form as a complement of the verb *start*. They described the picture with the monkey-boy jumping off the tree and starting *to run* or *running* away. English grammar allows both options and neither of them can be excluded as ungrammatical, although -ing complementation would be more natural in this context than the to-infinitive complement. However, the latter can be hardly classified as ungrammatical.

E and F again do not give reason for their choices and it seems that they decide only instinctively. They finally chose the -ing version which is supposed to be more natural.

When they got an opportunity for a final check of their written story, nevertheless, they returned to this problem. This time, E tried to promote the full infinitive version and explained that it sounded more natural to her.

The fact that they got back to the same phenomenon and none of them stood confidently by her choice showed their uncertainty and possibly a need for feedback so that this issue is finally resolved. For this reason, this LRE cannot be determined as successful.

The last excerpt of E and F's cooperation, Excerpt T, shows a LRE which deals with the use of indefinite or definite article. Their discussion is quite different from the other pairs' conversations concerning article use. Other pairs usually discussed which of the two options, definite or indefinite article, is grammatically correct in the given context.

However, E and F are well-aware of the difference in meaning between *a* and *the* and they only discussed which meaning they want to choose, that is, if they talk about a random tree or if they mention one tree in particular. F comments on her choice, she explains that she does not want to talk about one tree in particular which shows she is well-aware of the difference in meaning and their discussion only concerns the semantic part of the story.

The dialogue of Dyad 8 shows that even if learners with a higher proficiency describe the same set of pictures as learners with lower proficiency, they are still able to find L2- related

topics for discussion and adjust the narrative to their own level. Therefore, jig-saw task could be used as an effective communicative method in mixed-level classrooms to promote language learning.

6.5.1.4 Extra Excerpts

In the previous sections, there were excerpts from 3 different dyads and the background of each pair was briefly introduced.

In this section, I am going to comment on six more excerpts but I am going to focus only on the content of the LREs, not on the participants themselves.

Dyad 1 P7 (G) and P21 (H)

H: *Okay...banana peels or bananas peels?*

G: *Banana peels.*

H: *Okay... B-A-N-N-A-N-A?*

G: *I think just one N, here and here but I'm not sure...I think it's the same in Czech....banán...yes, it is.*

(I think just one N, here and here but I'm not sure...I think it's the same in Czech....“banana”...yes, it is.)

H: *Yes.*

Excerpt U

There are two LREs in Excerpt U. The first one is concerned with a plural morpheme and plural formation in English. H wonders if the plural inflectional suffix -s is added to both an adjective and a noun within a noun phrase. G advises her that it only concerns the noun and the adjective remains unchanged. Their LRE concerning noun morphology was therefore solved successfully.

Their individual post-test contained a task which tested the same morphological operation as they solved in this LRE. G successfully solved it but H chose the incorrect option. It seems that this grammatical operation is still new for her and more practice and L2 experience would be beneficial for her to become familiar with this L2 phenomenon.

The second LRE in Excerpt U concerns spelling of the word *banana*. H asks if the correct spelling contains two Ns in the second syllable. G replies that it is spelled with one N only, similarly as in Czech. They subsequently corrected this mistake in their written story and crossed out the extra N. Their spelling LRE was successful as well.

Furthermore, both of them chose the correct spelling option in their individual post-tests as well.

H: *Benchs...there are two of them.*

G: *I don't think benchs is like...there is one bench and few benches?*

H: *Benches?*

G: *I think so.*

Excerpt V

Excerpt V contains a LRE focused on a plural noun form. When checking their written story, H points out that there are two benches in the picture they described but there was only one bench mentioned in their story. However, instead of benches, she utters *benchs* and she does not add the suffix *-es* after a sibilant sound. G notices this mistake and explains that the correct plural form is supposed to be *benches*. He does not explain the general phonological rule for this phenomenon but the LRE was solved correctly.

Both of them correctly solved this LRE in their post-test as well.

Dyad 4 - P9 (I) and P6 (J)

I: *Tys napsal "fit" jako se to píše "worth it". Proč tu je "fit"?* (laughs)

(You wrote "fit" but it should be written as "worth it". Why is "fit" in here?)

J: *Tak já nevím.* (laughs) *Tak to napiš, jak se to píše podle tebe.*

(Well, I don't know. Write it as you think it should be written.)

I: *Bez toho "f"...no...worth it...wasn't worth it for the monkey...* (laughs)

(Without the "f"...well... worth it...wasn't worth it for the monkey.)

J: *Co je? Já nevím, jak se to píše.* (laughs)

(What? I don't know how to write it.)

Excerpt W

In some dyads, there were two participants whose level of English was quite different. The participants often took advantage of it and the more experienced learner assisted the other one with solving LREs. Sometimes, however, the more proficient learner used words and phrases which were unknown to their partner. Such example can be observed in Excerpt W, where I is the more proficient learner. When he dictated his portion of the story he uttered the sentence: "*It wasn't worth it.*" It seems that J was not familiar with this lexical item and he did not know how to write it down. When writing, however, he did not ask his partner for

help. When they were checking their story, his partner I noticed that J wrote the phrase down as *wor fit*. He corrected the phrase and showed him how to spell it. This episode was solved but possibly the more experienced learner could have explained the meaning of the phrase to his partner because apparently, he was not familiar with it. In the same way, J could have asked I about the meaning and spelling of the phrase to support the learning process. In such cases, it could be beneficial to motivate the learners to cooperate more with their partner and to make sure they both benefit from LREs as much as possible.

This phrase was present in this dyads post-test. Although I seemed to be confused by this novel phrase when he first heard it in their collaborative dialogue, he managed to solve it correctly in the post-test. J solved the task correctly too.

Dyad 7 - P1 (K) and P2 (L)

K: *And he's sitting on the "větev" ...nevím, jak je "větev"?*

(And he's sitting on the "branch" ...I don't know how to say "branch"?)

L: *Já taky ne.*

(Neither do I.)

K: (laughs) *Větev.*

(A branch.)

L: (laughs) *Větev.*

(A branch.)

K: *Tree part* (laughs) *on the tree.*

Excerpt X

Another lexical-based LRE occurs when K cannot recall the noun *branch* in English. Her partner L does not know the translation either. After hesitating for a bit, K suggests a noun phrase *tree part*. K used her knowledge of English syntactic rules and was able to create a grammatically correct noun phrase. She did not use the literal translation from her L1 *part of the tree* but she used the more English-like noun adjunct in the pre-modifying position of head noun. It shows that she used her existing knowledge of English syntactic rules and she was able to use them to compensate for her lacking knowledge of the certain lexical item.

K: *Okay. Eeeh they...they...jakože /notitsɛd/ (pronounces it as in Czech) /notist/ (cannot recall the English pronunciation).*

(Okay. Eeeh they...they...like /notitsɛd/... /notist/)

L: *Noticed.* (pronounces it in English).

K: *Noticed that...that the boy threw the peel.*

Excerpt Y

A few LREs also concerned pronunciation. K wanted to pronounce the verb *noticed*. She apparently knew how to spell it but she was unable to recall the correct English pronunciation. First, she pronounced it as it would be read in Czech. Then, she modified her output dropped the /ɛ/ sound in the final syllable but she still hesitated and she knew that she has to make some more alternations. Before she could figure it out herself, her partner L helped her and uttered the correct English pronunciation. This LRE is an interesting example of storing the lexical item in one's mental lexicon. K was able to assign a meaning to the verb, the past tense morpheme, the correct spelling but she forgot the pronunciation. After her partner's assistance, they were able to solve the LRE successfully.

K: *In the end everyone is sitting around...people happy...*

L: *And možná eating banana peels?*

(And maybe eating banana peels?)

K: *Proč je is (emphasizes) a ne are (emphasizes)?*

(Why is there "is" and not "are"?)

L: *Everyone is ha... to je...no protože říkáš jako "everyone" a to je myslím nějak jakože jednotné.*

(Everyone is ha...it's...well because you say "everyone" and I think it's singular.)

K: *A proč to tak je?*

(And why is it so?)

L: *Nevím, prostě mám pocit, že to tam tak je, tak to tam tak je... (both laughing)
Everyone. No everyone is happy, sitting, prostě everyone to je asi nějak jakože se to nemnoží nebo něco.*

(I don't know. I think this is how it's supposed to be...Everyone. Well, everyone is happy, sitting. Simply "everyone" I think you can't make it plural or something.)

Excerpt Z

Excerpt Z concerns LRE dealing with agreement. K asks L why to use *everyone is* instead of *everyone are*. It seems she is confused because the word everyone has a plural meaning and therefore, she assumes it should be also reflected in this agreement with the verb *to be*. L tries to explain its morphology is singular and that the word does not allow a plural one.

Although she hesitates and is not able to describe it with certainty, she manages to explain this morpho-syntactic rule quite well. Therefore, this LRE was also solved successfully. Moreover, they both picked the correct singular agreement in their post-test as well.

6.5.2 Results

The pre-test and post-test were written by 21 participants. Although 23 participants took part in the jig-saw task, 2 of them did not complete one of the tests. The results of their pre-tests can be found in the Table 2. Out of all the participants, 13 learners had a full score in the pre-test, that is 27/27 points. Other four participants managed to get 26/27 points and there were only 4 learners who made more than 2 mistakes in the pre-test, the highest number of mistakes in a pre-test being 5. The results show that pre-test was inappropriate for the target group and caused a ceiling effect. Due to such high scores in the pre-test, it was impossible to compare the data statistically with the post-test.

The post-test consisted of two parts. One part was the same as the pre-test and the second part was different for each participant, respectively for each pair which worked on the collaborative dialogue together. I created tailor-made post-test tasks for each dyad based on what issues they paid attention to in their dialogues. I excluded LRE which concerned issues that did not contain a clear grammatical and ungrammatical solution or the ones which were concerned with punctuation or stylistic and textual choices.

Thanks to the tailor-made tasks, it could be observed if learners were able to select the target-like L2 structure that appeared in their LREs.

There were 123 tasks in total in the tailor-made part, out of which 108 was solved correctly by the participants, that makes 87.8%.

As regards the post-test part which was the same as pre-test (excluding the tailor-made post-test items), the participants made more mistakes in this part than in the pre-test. In particular, the pre-test success rate was 96.11% but the post-test score was only 94.88%. Five participants got fewer points than in the pre-test, namely P3, P5, P6, P9 and P17. Nonetheless, all these learners performed well in their individual part of the post-test, apart from P17 who only got 4 out of 8 points. Therefore, it seems that the LREs were helpful for learners L2 concerning the L2 phenomena which they focused on.

There were two participants who showed a slight improvement in this part of the post-test compared with their pre-test scores, namely P15 and P16.

Participant	Total pre-test score	Post-test (the same as pre-test) score	Post-test (individual part) score	Total post-test score
P1	27/27	27/27	7/7	34/34
P2	27/27	27/27	6/7	33/34
P3	26/27	25/27	8/9	33/36
P4	27/27	27/27	2/3	29/30
P5	27/27	25/27	1/1	26/28
P6	27/27	25/27	5/5	30/32
P7	27/27	27/27	10/12	37/39
P8	26/27	26/27	4/5	30/32
P9	27/27	24/27	5/5	29/32
P10	27/27	27/27	8/8	35/35
P11	27/27	27/27	8/8	35/35
P12	27/27	27/27	6/6	33/33
P13	27/27	27/27	6/6	33/33
P14	22/27	22/27	3/4	25/31
P15	22/27	23/27	4/4	27/31
P16	22/27	24/27	7/8	31/35
P17	24/27	22/27	4/8	26/35
P18	27/27	27/27	3/3	30/30
P19	27/27	27/27	1/1	28/28
P20	26/27	26/27	1/1	27/28
P21	26/27	26/27	9/12	35/39
TOTAL points	545/567	538/567	108/123	646/690
TOTAL percentage	96.11%	94.88%	87.8%	93.62%

Table 2 A table showing the individual participants' (P1-P21) results from their pre-test and post-test.

The Table 3 is an overview of how much time each pair spent on the jig-saw task, the total number of LREs in their dialogue and the division of LREs into the ones that an individual solved by themselves and the ones that were discussed in pairs by both members of the dyad. The longest dialogue took 22 minutes 44 seconds and the shortest one took 9 minutes 12 seconds. The average length was 15 minutes 53 seconds. The total number of LREs in all

dialogues was 136. Most of them was discussed in pairs, that is 113 LREs - 83%. The remaining 23 LREs, that is 17% was solved by one learner only. The highest number of LREs in one dialogue was 25 and the lowest number was 1.

Dyads	Collaborative dialogues time (minutes and seconds)	LREs solved by an individual	LREs solved in pairs	Total number of LREs
Dyad 1	19:07	6	13	19
Dyad 2	10:57	0	1	1
Dyad 3	22:20	5	20	25
Dyad 4	13:56	1	10	11
Dyad 5	13:47	0	9	9
Dyad 6	9:12	0	12	12
Dyad 7	13:26	1	14	15
Dyad 8	22:44	0	11	11
Dyad 9	14:13	4	1	5
Dyad 10	16:12	4	14	18
Triad 11	18:51	2	8	10
Total	174:45	23	113	136

Table 3 Time spent on completing the jig-saw task and the number of LREs in each collaborative dialogue solved by an individual or the whole pair.

In Table 4, there is an overview of all LREs in all dyads and one triad and their classification. The LREs were divided into four categories: spelling and pronunciation, lexical and semantic, grammatical and the last category which covered stylistic and textual LREs. Spelling and pronunciation covered the LREs which were concerned with pronunciation difficulties or problems with L2 spelling, for instance in Excerpt U or Excerpt Y. There was a total number of 22 LREs in this category, that is 16.18%.

Lexical and semantic LREs covered the passages which concerned L2 vocabulary, for example in Excerpt G or H. The semantic aspect repeatedly appeared with the phrase *eat banana peels vs eat banana*. Here, the problem is not with an incorrect translation of the

lexical item from L1 to L2 but rather its semantic meaning and improbability in real-life circumstances.

It shows that learners did not focus only on accurate linguistic description of the picture, but they were also able to link it with reality. There was 38 lexical and semantic based LREs in total, that is 27.94%.

	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	T11	Total	Total %
Spelling and pronunciation LREs	2	1	0	5	2	0	4	1	1	5	1	22	16.18%
Lexical and semantic LREs	3	0	9	1	3	6	4	5	3	3	1	38	27.94%
Grammatical LREs	14	0	11	4	4	3	5	4	1	7	4	57	41.91%
Stylistic and textual LREs	0	0	5	1	0	3	2	1	0	3	4	19	13.97%
TOTAL number of LREs	19	1	25	11	9	12	15	11	5	18	10	136	100%

Table 4 Classification of LREs in dialogues of all dyads and triad (D1-T11).

The next category were grammatical LREs. This category covers L2 features such as article use, noun and verb forms, word order, use of pronouns, conjunctions and prepositions. There were 57 LREs in total which is 41.91%. That is the highest number of LREs.

The last category is a mix of stylistic and textual LREs. The stylistic LREs concerned avoiding of repetition of the same noun phrases or information and attempts to substitute NPs by pronouns and omit the pieces of information that were already mentioned in the text. It also concerned rephrasing of larger language structures that learners found to be clumsy or unnatural for L2. The textual level concerns complex narrative strategies that learners decided to use in the text, e.g. unification of the used tense throughout the whole story or editing the story with respect to its genre, that is a narrative.

Ability to arrive at the target-like solution	Strategy	Example
The learner does not arrive at the target-like solution	Omit the unknown L2 structure	A: <i>The rabbit is...like "loutka"? I don't know how to say "loutka" ...</i> (The rabbit is...like "puppet"? I don't know how to say "puppet" ... B: ... (See Dyad 6 in Appendix)
	Use an L2 structure with a similar meaning	B: <i>She has on her head eeh "slupka"?</i> (She has on her head eeh "peel"?) A: ... B: <i>Banana and...that's all.</i> (See Excerpt K)
	L1 transfer	B: <i>And the bunny has a pink...mašle...</i> (And the bunny has a pink...bow...) A: <i>Butterfly – motýlka?</i> (Butterfly - bowtie?) (See Dyad 1 in Appendix)
	Applying familiar L2 knowledge	A: <i>Nevím, jak je "větev"?</i> (I don't know how to say "branch"?) B: <i>Já taky ne.</i> (Neither do I.) A: <i>Tree part...</i> (See Excerpt X)
The learner arrives at the target-like solution	Revised output with no metalinguistic comment	A: <i>After the time, monkey slipped...</i> B: <i>Later.</i> A: <i>Later.</i> (See Excerpt G)
	Revised output with a metalinguistic comment	A: <i>Spot...was under "the" big tree?</i> B: <i>Maybe "a" because I don't want to say it was the only specific tree.</i> A: <i>Yeah.</i> (See Excerpt T)

Table 5 Classification of learners' strategies to deal with problematic L2 structures.

Participants used a number of strategies when they attempted to overcome their L2 gaps. The strategies which they adopted are classified in Table 5. The table is divided into two

main categories depending on whether the participants arrived at the target-like solution or not. Even if they did not recall or know the exact L2 solution, they used a variety of strategies and tested them in their revised output. One of the strategies was the completely omit the unknown L2 structure. If the learner could not recall the target-like item and their partner did not assist, they decided to leave it out. This strategy seems to have no benefit for L2 development.

A different strategy, however, was to use an L2 structure with a similar meaning, for instance nor the learner in Excerpt K nor her partner knew the L2 word for *banana peel* so they decided to use a more general term *banana* to compensate for their lacking knowledge.

Learner sometimes used L1 transfer to deal with their L2 gaps. One such example can be found in Dyad 1 when a learner wanted to describe a rabbit-girl who was wearing a bow as an accessory on her head. Neither him nor his partner knew the English word *bow*. One of them used the transfer from Czech. In Czech, the word form *motýlek* is used for a bowtie which has the same shape like a bow. *Bowtie* is a homonym with *butterfly* in Czech and the learner seemed to think that the same applies for English. Therefore, by an L1 transfer, he tried to deal with this gap in his L2 knowledge.

When the learners could not recall or did not know the intended word or phrase in L2, they sometimes rephrased the target item and used their knowledge of L2 morphological and syntactic rules to paraphrase it. It shows their ability to generate grammatically correct utterances in L2. Such strategy is present in Excerpt X when making a noun phrase *tree part* instead of the unknown word *branch* or in Excerpt H when using the phrase *make it feel alright* instead of *make up*.

When the learners arrived at the target-like L2 structure or they thought so, they did it either with a metalinguistic comment or without it.

When the members of the dyad could not agree on the final L2 structure, they sometimes used justification to support their argument. They used such comments and explanations also in the situations when their partner did not understand a suggested L2 structure.

Although in most cases, the learners revised their own or their partner's output without any explanation or comment, there are some LREs where they backed up their L2 hypotheses by metalinguistic comments. Such examples can be found for instance in Excerpts A, G, H, T or Z.

6.6 Discussion

The present thesis was concerned with the effect of collaborative dialogue and output production of teenage learners who learn English as their L2 in a grammar school environment.

The first research question was concerned with the possible learning benefits of collaborative dialogue and output production on L2 development. The pre-test post-test comparison was not possible due to ceiling effect that arose. One of the reasons for such result may be the fact that the pre-test and post-test were not concerned with a particular L2 phenomena that would be challenging for the participants and tested their development in learning it. Swain and Lapkin (1998) focused their pre-test and jig-saw task on a French reflexive verbs which were more challenging for the participants and therefore, a potential facilitating effect of the experiment could be better traced.

The present pre-test and post-test were rather focused on participants' general L2 knowledge that were assumed to be problematic based on the pilot participants' outputs. Although the participants actually made mistakes in these L2 features in their collaborative dialogues, they did not have much difficulties solving them in a multiple-choice task. As DeBot (1996) pointed out, it is less demanding for L2 learners to focus on L2 features in isolated contexts than in spontaneous language production.

Participants were also supposed to complete a tailor-made post-test which concerned the same L2 features that appeared in their LREs. The post-test was not concerned with the mistakes that were made by learners but only with those they noticed and addressed them. Therefore, they paid their attention to them and were likely to concentrate on them. Except from P17 who solved correctly only 4 out of 8 tasks, the rest of the participants selected mostly correct options, 12 out of 21 had full score, 6 out of 21 lost only one point. Therefore, although learners discussed the selected L2 structures in their LREs because they either did not know the target-like solution or showed uncertainty, they seem to have benefited from the collaborative dialogue where 87.8% of tailor-made tasks were successfully solved. Still, feedback on learners LREs could be beneficial to support L2 development, especially in cases in which the pair of learners could not agree on the correct solution or were unable to back up their revised output by an L2 rule.

The second research question was concerned with the classification of L2 features that participants solve in their LREs. The highest number of them concerned grammatical features (41.91%), followed by lexical and semantic LREs (27.94%), pronunciation and

spelling LREs (16.18%) and finally stylistic and textual LREs (13.97%). Colina and García Mayo (2006) also detected a higher number of grammatical features than lexical ones. Their percentage was higher, however, as they included spelling into the grammatical category as well and therefore 72% of LREs were of form-based nature according to them. If I did the same, sum of the grammatical + spelling/pronunciation + stylistic/textual LREs would be 72.06% that would be almost identical to Colina and García Mayo's findings (2006). However, I decided to keep the phonetic/phonological, morpho-syntactic and stylistic/textual levels of language separated to have a more detailed overview of the episodes in each category.

The third research question was concerned with the participants attitude to their L2 deficiencies, that is, whether they are able to notice them, how do they proceed if they do so and if they are able to justify their choices by metalinguistic analysis.

As indicated above, learners were aware of the gaps in their L2 production and there was a total number of 136 LREs, which is 12 LREs per one dyad. There were 23 participants who attended the collaborative dialogues of this study. Compared to Colina and García Mayo's study, they detected 165 LREs in the jig-saw task, with a total number of 22 participants.

The total number of LREs in this research may have been higher if it was not for one dyad at the beginning of the research that chose a different writing strategy than others. Each of them wrote their own portion of the story down and did not share their ideas with their partner. Firstly, I wanted to let each pair choose their own writing strategy so that they feel comfortable writing and decide on what works the best for them. Nonetheless, when I witnessed that this strategy is counter-productive for emergence of LREs and produced merely 1 LREs in the whole dialogue, I decided to alter the instructions. All the following dyads were instructed that one person would dictate their portion of the story and the other one would write it down and they would take turns. That way, both participants were aware of the content of the story and they could express their opinion about it. Since then, the number of LREs increased and it was the writing part which usually produced the largest number of LREs.

As regards the strategies the learners chose for solving their LREs, they involved distinct procedures. If the learner did not know or could not recall the target-like solution, they used one of the following strategies. One of them was ignoring the L2 structure completely which fortunately hardly ever appeared. Another strategy was to use an L1 transfer. Using L1 as one of the strategies to deal with L2 difficulties is one of productive strategies in L2 learning (Cumming 1990, 496) and could also be found in LREs which were examined in Swain and

Lapkin's research (1995, 381). Another strategy was to use a similar L2 structure, either a synonym, hypernym or a similar L2 item to compensate for an L2 gap. This strategy shows that learners choose to explore their existing L2 knowledge and select one of the closely related items. They are able to fit the missing word into the correct category and they are productive in generating new hypothesis that are based on semantic similarity. It shows that they can systematically use their existing interlanguage as a substitution for yet unknown pieces of L2 knowledge and produce comprehensive L2 structures. A similar strategy is to use familiar L2 knowledge to produce alternative output for unknown lexical items. However, it does not concern only a similar lexical item but also use of morphological and syntactic operations. In other words, the learner does not rely on L1 transfer but they are able to use existing L2 grammatical rules to generate hypotheses about L2. The LRE in Excerpt X aptly exemplifies it as the learner does not recall the word *branch* in English and instead, she forms an NP *tree part*. If she relied on L1 transfer, she would most likely used a post-modifying structure rather than pre-modifying one as Czech does not prefer the structure *stromová část (tree part)* but rather *část stromu (part of the tree)*. The learner seems to be aware of the frequent presence of attribute nouns in English and the fact that English grammar allows and prefers these structures unlike Czech. It is a proof that the learner can use her existing L2 grammar knowledge for generating novel L2 structures that are subject to L2 morpho-syntactic rules. Swain and Lapkin (1995, 381) included this type of strategy in their category *Applied a grammatical rule*.

If learners managed to recall the target-like item, they either revised their output with no further explanation or they sometimes added a metalinguistic explanation or some kind of justification of their decisions. If learners provided explicit reasoning for their choices, it was possible for us to get insight into their cognitive processes and we can confirm that their target-like output was not just a matter of chance but that they are aware of the underlying rules that L2 is based on.

7 Conclusion

This thesis provides support for the notion that L2 output production and collaborative dialogue can be useful for enhancing second language development. Language production is a complex process which requires distinct cognitive processes than mere language comprehension, especially syntactic processing compared to semantic processing which is dominant in comprehension (Swain and Lapkin 1995, 375).

Unlike existing research (LaPierre 1994; Swain and Lapkin 1995; Swain and Lapkin 1998; Izumi 2002; García Mayo 2002; Russell 2014; Ammar and Hassan 2018) which mostly focused on learners from immersion schools or from university environment, the participants in this study were 9th grade grammar school students from the Czech Republic studying in standard school environment. The collected data in this thesis show that the learners were able to notice some of the gaps in their L2 knowledge or L2 production and adopt number of distinct strategies to address them. The strategies involved: omitting the unknown L2 structure, use of L1 transfer, use of an L2 structure with a similar meaning, applying existing L2 knowledge or arriving at the target-like solution either with or without explanation.

A detailed analysis of learners' dialogues shows that some of them were able to use their existing interlanguage to deal with L2 structures that are beyond their current L2 knowledge. They use output production and collaboration in dialogue as an opportunity for further development of their second language, creating and testing hypotheses about L2. It supports Swain and Lapkin's (1998, 230) idea that collaborative dialogue is not only communication tool but also opportunity for L2 learning and chance to get insight to mental processes that underlie L2 production.

Classification of language related episodes that appeared in the dialogues showed that learners drew their attention mostly to grammatical features, followed by lexical items, spelling and pronunciation issues and finally to stylistic and textual features.

As regards pedagogical implications of this thesis, collaborative dialogue may serve as a useful learning method in second language classroom. Learners showed that they able to detect and analyse some of their L2 deficiencies and generate hypothesis about the target-like solutions even without help of the teacher. An important role of the teacher would be to give feedback to learners' hypotheses, that is confirm them or disapprove them, and alternatively, assist the learner in arriving at the target-like solution.

8 Resumé

Tato diplomová práce podporuje názor, že produkce druhého jazyka a kolaborativní dialog mohou být užitečnými nástroji pro rozvoj druhého jazyka. Jazyková produkce je komplexní proces, který vyžaduje jiné kognitivní procesy než pouhé jazykové porozumění, obzvláště syntaktické zpracování oproti sémantickému zpracování, které převládá při jazykovém porozumění (Swain a Lapkin 1995, 375).

Na rozdíl od existujícího výzkumu (LaPierre 1994; Swain a Lapkin 1995; Swain a Lapkin 1998; Izumi 2002; García Mayo 2002; Russell 2014; Ammar a Hassan 2018), který se zaměřoval převážně na studenty z imerzních škol nebo univerzit, účastníci této studie byli žáci deváté třídy, kteří studují na gymnáziu ve standardním českém školním prostředí. Získaná data ukazují, že žáci byly schopni zaznamenat některé mezery ve svých znalostech druhého jazyka nebo jeho produkci a aplikovat různé typy strategií, kterými se je snažili vyřešit. Tyto strategie zahrnovaly: vynechání neznámé jazykové struktury, transfer z rodného jazyka, použití struktury druhého jazyka s podobným významem, použití existujících znalostí druhého jazyka nebo nalezení správného řešení spojeného s vysvětlením, nebo bez něj.

Detailní analýza dialogů ukázala, že někteří žáci byli schopni použít svůj stávající mezijazyk („interlanguage“), aby se vypořádali s problémy ve druhém jazyce, které přesahují jejich aktuální znalosti. Tito žáci využili jazykovou produkci a spolupráci v dialogu jako možnost pro další rozvoj svého druhého jazyka a pro tvoření a testování hypotéz o něm. Tato skutečnost podporuje hypotézu od Swain a Lapkin (1998, 230), že kolaborativní dialog je nejen komunikačním prostředkem, ale také možností pro učení se druhého jazyka a šancí získat vhled do myšlenkových procesů, které tvoří základ pro jazykovou produkci.

Jazykové epizody („language related episodes“), které se objevily v dialozích prokázaly, že žáci se věnovali převážně gramatickým jevům. Dále se zabírali také lexikálními problémy, hláskováním a výslovností a také stylistickými a textovými jevy.

Poznatky získané touto diplomovou prací by mohly být využity v pedagogickém prostředí. Kolaborativní dialog může sloužit jako užitečná učební metoda v prostředí výuky cizích jazyků. Žáci prokázali, že jsou schopni sami zaznamenat a analyzovat některé ze svých nedostatků v druhém jazyce a vytvářet hypotézy o správném řešení, a to bez pomoci vyučujícího. Důležitou rolí učitele by zde bylo poskytnout žákům zpětnou vazbu ohledně jejich hypotéz, tedy buďto je potvrdit či vyvrátit, a případně napomoci žákům k nalezení správného řešení.

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10 Appendix

Pre-test

Zakroužkuj správný anglický překlad české věty. V každé úloze existuje pouze jedna správná možnost.

1. **Pes seděl pod stromem.**
 - a. A dog was sitting down a tree.
 - b. A dog was sitting above a tree.
 - c. A dog was sitting under a tree.
 - d. A dog was sitting off a tree.
2. **Na Marii spadla hruška.**
 - a. A pear fell in Mary.
 - b. A pear fell down Mary.
 - c. A pear fell on Mary.
 - d. A pear fell to Mary.
3. **Ve škole mluvím se svou kamarádkou každý den.**
 - a. I say to my friend at school every day.
 - b. I tell to my friend at school every day.
 - c. I call to my friend at school every day.
 - d. I talk to my friend at school every day.
4. **Králík se lekl a utekl pryč.**
 - a. A rabbit got scared and ran away.
 - b. A rabbit got scared and ran out.
 - c. A rabbit got scared and ran outside.
 - d. A rabbit got scared and ran over.
5. **Chlapec ukazuje na hračku, která se mu líbí.**
 - a. A boy is showing the toy he likes.
 - b. A boy is pointing at the toy he likes.
 - c. A boy is looking at the toy he likes.
 - d. A boy is displaying the toy he likes.
6. **No tak! Hod' mi ten balón.**
 - a. Come on! Give the ball to me.
 - b. Come on! Send the ball to me.
 - c. Come on! Hand the ball to me.
 - d. Come on! Throw the ball to me.
7. **Řekni jí o našem plánu.**
 - a. Say her about our plan.
 - b. Speak her about our plan.
 - c. Tell her about our plan.
 - d. Talk her about our plan.
8. **Každý rok sbíráme jablka na naší zahradě.**
 - a. We pick up apples in our garden every year.
 - b. We give up apples in our garden every year.
 - c. We bring up apples in our garden every year.
 - d. We put up apples in our garden every year.
9. **Elena jde právě teď domů.**
 - a. Elena go home right now.
 - b. Elena goes home right now.
 - c. Elena going home right now.
 - d. Elena is going home right now.

10. **Filip jí zeleninu každý den.**
- Filip is eating vegetables every day.
 - Filip eating vegetables every day.
 - Filip eats vegetables every day.
 - Filip eat vegetables every day.
11. **Děti si teď hrají venku.**
- Children is playing outside at the moment.
 - Children are playing outside at the moment.
 - Children play outside at the moment.
 - Children playing outside at the moment.
12. **Většinou sedím na té červené židli.**
- I'm usually sitting on the red chair.
 - I usually sitting on the red chair.
 - I usually sit on the red chair.
 - I usually sits on the red chair.
13. **Běžíme do školy, protože máme zpoždění.**
- We're runing to school because we're late.
 - We're running to school because we're late.
 - We're runninng to school because we're late.
 - We're runinng to school because we're late.
14. **Když svítí slunce, nasadím si na hlavu kšiltovku.**
- When the sun shines, I put a cap on my hed.
 - When the sun shines, I put a cap on my hat.
 - When the sun shines, I put a cap on my had.
 - When the sun shines, I put a cap on my head.
15. **Tereza je naštvaná.**
- Tereza is angry.
 - Tereza is angery.
 - Tereza is engry.
 - Tereza is engery.
16. **Bud' opatrný! Ze střechy padá sníh.**
- Be careful! There is snow falling from the roof.
 - Be careful! There is snow faling from the roof.
 - Be careful! There is snow folling from the roof.
 - Be careful! There is snow fallink from the roof.

Do mezer doplň správný neurčitý člen **a** nebo **an**. Pokud do mezery žádný neurčitý člen nepatří, napiš –.

- ¹⁾ _____ girl is reading ²⁾ _____ book with ³⁾ _____ friend.
- ⁴⁾ _____ woman is wearing ⁵⁾ _____ orange dress, ⁶⁾ _____ white socks and ⁷⁾ _____ blue shoes.
- There is ⁸⁾ _____ apple tree ⁹⁾ _____ outside.
- ¹⁰⁾ _____ monkeys are sitting on ¹¹⁾ _____ tree.

Picture story used for a jig-saw task (Albert 2015)



Written short stories
Dyad 7 - P1 and P2

Names: P1 and P2

There was a little girl, and she was talking to a rabbit, they were sitting under a tree. Suddenly a banana peel falls on ~~to~~ the little girl's head. They noticed that a boy threw it, and that he was sitting on the tree. The girls started to chase the boy. He slipped on a banana peel, and the girls ~~was~~ were ~~scared~~ worried about him. The girl with pink hair started ^{yelled} yelling at him. ^{banana} Then they start picking up the peels. In the end everyone is sitting around the table, happy and ~~full~~, eating banana peels... the end

Names: P22 and P3

~~There's a big tree,~~

There was once a girl and a rabbit and they were sitting under ^{an} old big tree.

As they were sitting under the big tree, a banana peel fell on the head of the girl.

She was sad about it, but the rabbit was smiling. Then someone who was sitting on the tree threw another banana peel on the rabbit's head, and now they were both sad.

Then the girl and the rabbit started chasing the boy, that was sitting on the tree.

As they ran, he slipped on one of the banana peels and the girl and the rabbit were worried about him. The girl is now telling

the boy "You should be more careful, or you'll get really hurt!" Then they picked up

all the banana peels, so no one else would slip on them anymore. ~~At~~ ^{In} the end, they're

all sitting at the table, eating the banana peels.

Names: P18, P4 and P23

One warm ^{day} a girl and a bunny were sitting under a tree and they were playing a board game.

Then ~~the girls had~~ a banana peel ~~fall~~ on the girls' heads. They looked up and saw that a boy was sitting on one of the branches. He was the one throwing the banana peels.

The boy jumped off the branch and laughed at the girls.

They got mad and started to chase ~~the~~ him. ~~Then~~ he accidentally stepped on a banana peel and fell. ~~They decided to pick up the peels and throw them away to clean up the mess.~~ The boy apologised and invited them - ~~They were very mad at the boy.~~ - to ~~have~~ lunch. Then they happily ate some bananas together.

The girls started to explain to him that he can't do this and they made him clean up the mess.

Names: P8 and P5

There is a bunny playing with a girl under the tree. The girl has a banana peel on her head. It looks like someone threw it down from the tree. The bunny is looking up. They are both looking up and seeing that there is a boy who actually threw the banana on the bunny. They are chasing the boy. He slips on the banana and falls on the ground. The girl looks angry and she is saying something to the boy. Now they are all three cleaning the garden from banana peels. All 3 of them are now sitting around a table, and they are eating a banana soup.

Names: P6 and P9

1. ~~So~~ there is a girl ~~that~~ is a friend of Bomy Bummy and they are playing a game while sitting under the ~~tree~~ and beside them ~~there~~ there is big orange house.
2. There is the tree we spoke about. Banana slipped and fell on the girl's head.
3. The girl and the bummy looked up and saw a monkey boy throwing banana peels ^{at} on them.
4. Monkey boy is running away from them and they're trying to catch him.
5. It was ~~worth~~ ^{not} ~~fil~~ for the monkey boy because he ~~slipped~~ ^{slipped} on the banana peel.
6. The girl is very angry and she's pointing on the monkey boy and he is very afraid of her.
7. They talk it ~~for~~ ^{through} and agreed they will pick up the peels.
8. They are all happily sitting on the table and eating bananas.

Names: P21 and P7

At The first picture looks like ~~the~~^a girl and ~~one~~^{one} girl rabbit are talking to each other under a big tree. There's also a red building behind them. I can see the girl bunny under the big tree. The girl seems unhappy, but the girl bunny is smiling and probably happy. He is maybe laughing ~~at~~^{about} something bad ~~that~~ happened to the girl. Here's a boy throwing something at the girl bunny. ~~They~~ They're still under the tree and the girl ~~and~~^{with} the girl bunny are afraid of something that might hit them. They are running, because their friend is running away, ^{from them} so they are chasing him. Here it looks like the same exact boy slipped on a banana ~~pick~~^{ripe} peel. They're looking at how he's falling. The girl is angry or the boy. It's obvious that he is scared of her. Here they're all friends ^{are} again and collecting the banana peels together. They all look happy. At the end of the story, they are eating some bananas on a bench. They are also sitting on a ~~benches~~ benches.

Names: P11 and P10

Once upon a time, there was a girl and her friend rabbit, who loved ~~to~~ playing board games under ~~the~~ the large oak tree. One day they were playing as usual and ~~out of nowhere~~ ~~out of nowhere~~ a banana peel fell on the girl's head. So they were confused and looked up to see a monkey throwing ~~the~~ the peels at them. The monkey started to run away but the girl ~~with~~ with the rabbit followed. ~~They~~ They didn't get far and the boy suddenly ~~tripped~~ tripped on a banana peel, that he probably threw there. The girl angrily reached for him and the monkey had nothing to say for himself. So he started apologising and ~~offered~~ offered to clean up the mess ^{he made} to make up for it. In the end they sat together happily at the table and they enjoyed a banana together.

Dyad 9 - P12 and P13

Names: P13 and P12

A girl and a rabbit are sitting under ~~the~~ a tree.

The rabbit is pointing at some paper ~~in~~ there and there is a house behind.

There are a rabbit and a girl standing under the tree and a banana has fallen on a girl's head. ~~The~~ rabbit is smiling.

A boy is sitting on a tree and under the tree is a girl hanging the rabbit. There is a boy and

two girls. The boy is running away from a house and the girls are following him.

They are trying to catch him.

The boy slipped on a banana and he fell on the ground.

The girl and the rabbit are looking at him.

The girl is pointing on a boy, because they are arguing. ~~or~~ because he has done something bad. The boy, the girl and the rabbit are all picking up the bananas from the ground.

They are all three sitting around a table and eating the bananas.

Names: P14 and P15

There is a girl and rabbit, and they ^{are} playing a game under the tree. On the girl's head falls banana.

The monkey is sitting on the tree, and ~~is~~ ^{is} throw ^{ing} the ~~banana~~ bananas on the rabbit. The monkey is running, because ^{they are} trying to catch ~~the~~ him.

But the monkey slip on the banana. The girl is angry with him. ~~And~~ And they ~~are~~ ^{are} picking ~~up~~ pick up the banana. Then they are eating the banana.

Dyad 3 – P16 and P17

Names: P16 and P17

There's a girl and rabbit under the tree and they are playing game, it's fun game because they are laughing and they're sitting on the ground. So the girl got mad because banana ~~split~~ ^{from} fell down the tree on her head it hurt her but the rabbit is still smiling. But on the tree was boy who throw it on her ~~from the tree~~. He tried run away but the girl and the rabbit caught him and ran behind him. Later monkey slipped on the banana slip and fell down and ~~the girl~~ ^{girl} come to him and ~~arguing~~ ^{arguing} with him. After ~~arguing~~ ^{arguing} they ~~took~~ ^{slip} took banana ~~slip~~ ^{from} the ground and they are friends now. They went together on a banana ~~snack~~ ^{snack} and they are enjoying the ~~snack~~ ^{snack}.

Names: P19 and P20

ANNA, A HUMAN GIRL AND ELISA, HER RABBIT FRIEND WERE BEST FRIENDS SINCE KINDERGARDEN. THEY ALWAYS SPENT THEIR TIME TOGETHER AND ONE OF THEIR FAVOURITE ACTIVITIES WAS PLAYING TIC TACTOE IN THE PARK. THEIR FAVOURITE SPOT WAS UNDER A BIG TREE. THE SAME TREE WAS ALSO LOVED BY RUPERT, A MONKEY BOY. THEY ALWAYS ^{ON} FIGHT OVER WHO GETS TO PLAY THERE. RUPERT HAD A NEW PLAN TODAY, HE GATHERED A BUNCH OF BANANA PEELS AND STARTED THROWING THEM ON THE GIRLS. AFTER THROWING A BUNCH OF THOSE PEELS, HE JUMPED OFF THE TREE AND STARTED RUNNING AWAY. THE GIRLS CHASED AFTER HIM. AS HE WAS RUNNING HE SLIPPED ON ONE OF THE BANANA PEELS, THAT HE THREW EARLIER. THE GIRLS CAUGHT UP TO HIM AND DEMANDED AN APOLOGY FOR HIS BEHAVIOUR. AFTER A BIT HE APOLOGIZED AND STARTED TO CLEAN UP THE MESS THAT HE MADE EARLIER. THE GIRLS JOINED HIM AND THEY ALL STARTED WORKING TOGETHER. THEY MADE UP IN THE PROCESS AND AFTER FINISHING THE CLEAN UP, THEY ALL SAT TOGETHER AND ENJOYED A LITTLE BANANA SNACK. :)

Transcription of dialogues

The passages of Language related episodes are highlighted in yellow or green. Green colour means that the individual dealt with the LRE by themselves and yellow means that both members of the dyad cooperated on solving it. If there are two or more LREs close to each other, they are divided by a note *---next---*. If participants laughed, agreed with each other or emphasized some word, I mentioned this information in brackets.

Dyad 1 - P21 (B) and P7 (A)

A: So, I see a boy and a girl that looks like a rabbit...both of them. And they are sitting under the tree in front of what looks like a school and it is red colour with four windows.

B: So I can see a girl and a bunny...a girl bunny and they are under a tree and behind a tree...two red flowers and I think that the girl is sad because...trash of a banana fell down on her head. And the bunny has a pink...mašle...

A: Butterfly - motýlka?

B: (laughs) Maybe...And I think that's all.

A: So at the picture number 3 I see a boy that's throwing something at the girl bunny and it looks like he already threw it. The boy's sitting on the branch of the tree and the two girls and...or one girl and the girl bunny are...is..are under him.

B: So on picture number 4 I can see...two kids. One of them boy and the second one is girl and also a bunny. And behind...behind them I can see a red house or...apartment or something like this and...the bunny and the girl are running to the boy. And he is running out. Away.

A: So on this picture I see the boy slipping on the banana. And he looks like he will fall any time and hit his head. The girl and the girl rabbit are watching too. And I see also in the right corner that there are some pink flowers and they are still under the tree.

B: So now I can see...the same girl and he's angry on the boy because he...obviously he did something bad. And...the boy has blue eyes and the girl has...pink eyes and he's...she's very angry and the boy is scared.

A: So here I still see the three of them and they are probably picking up the spilled...or fall...fallen banana...bananas...and the boy is ...or all of them I think are happy, they are still under the tree and there are four bananas.

B: I can see them sitting on benches and eating some food...I think it's the...it's the...it's banana and all of them seem...seemed happy.

Writing the story down:

A: So the first picture I see...ummm...Okay so...the first picture looks like...like ...two girls or one girl and one girl-rabbit are talking to each other under a big tree. There is also a red building behind them. That's all.

B: So I can see the girl and the bunny...**the girl-bunny under a big...the big tree** and the girl seems unhappy but the girl-bunny is smiling and she looks like she she's happy that something bad happened to the girl.

A: So here's a boy throwing something at the girl-bunny. They are still under the tree. And two or...the girl and the girl-bunny are afraid (pronounced as /əfred/ and B is confused) or like their scared of something that might hit them.

B: The girl and the girl-bunny are running because...because their friend...**boyfriend...not like they are in relationship but you know...**

A: Mhm...

B: **He's running away from them so they try...**

A: **They're chasing him.**

B: **Yeah, they are chasing him.** They are trying to catch him.

A: Here it looks like the same exact boy slipped on a banana **peel. P-I-I-L.**

B: **P-I-I-L...P-I-I-L.**

A: (Not agreeing)...**Mmm /e/**

B: **E?**

A: **/e/**

B: **You said „I“.**

A: **Okay...So P-E-E-L.**

B: **P, double E, L.**

A: **(agrees)**

B: **(laughs)**

A: They are looking at how he's falling.

B: The girl is angry on that boy and it's obviously that he is scared of her.

A: Here they are all friends again and collecting the banana peels together. They all look happy.

B: And at the end of the story they are eating some bananas on a beach and they are sitting on a bench.

A: **On the beach.**

B: **On a beach.**

A: On a beach?

B: On a beach and they are sitting on a bench.

Final check:

A: So at the first picture... A (emphasizes) girl „to bylo“... It looks like a girl.

B: It looks like...

A: We still don't know what girl so...

B: Okay.

A: And a (emphasizes) girl rabbit...

B: And a girl rabbit... --- next ---- under the (emphasizes) big tree.

A: (agrees)

B: And ---next---she is...probably...

A: It doesn't have to be is (emphasizes).

B: Okay.

A: Yes.

B: She's probably... She is maybe laughing that something bad happened to (emphasizes) the girl.

A: It's the same... I think. Doesn't matter... yeah yeah...

B: (laughs) It sounds better.

A: With...---next---from them...running away from them...

B: From them. They are looking at him how ---next---he is falling down (emphasizes)?

A: Mmm... I don't think so because he is just falling, I don't think he is falling somewhere down. He's...he's on the ground so...

B: Okay...---next---banana peels or bananas peels?

A: Banana peels.

B: Okay...---next---B-A-N-N-A-N-A?

A: I think just one N, here and here but I'm not sure... I think it's the same in Czech... banán... yes, it is.

B: Yes. Where are bananas?

A: Only here and here.

B: ---next---Benches... there are two of them.

A: I don't think benches is like... there is one bench and few benches?

B: Benches?

A: I think so.

Dyad 2 - P8 a P5

A: On the picture there is a bunny...I think it's a female because she has a...pink color...and with girl...she is wearing a pink dress...and they are sitting under the tree and ...in the background there is a big red house with four windows and they are play some table game or I don't know what it is but they are playing a game.

B: So on my picture there's also a girl and bunny and the girl has banana peel on her head and she's looking down. She is probably wondering what that was and the bunny is looking up and trying to figure out what it was but they...they aren't playing any games or there aren't any houses in the background.

A: Yes, so in the third picture there is a...they are looking up on the tree but the house isn't there because they turned...the picture in the first picture the tree was on the right, now it's in left... and they see a boy who...who threw the banana on the...on the bunny...and he is sitting...on the tree and throwing the...the banana.

B: On the next picture is running away the boy and they are chasing him and there is again the red house in the background .

A: Okay, now the boy is running away but he...he slips on the banana and the girls are looking at him and he's falling down.

B: On this picture the girl is talking to him. She doesn't look very happy and there isn't anything in the background.

A: At the picture number 7 there are...there are actually... cleaning the garden because the...there are four bananas and they are cleaning the garden together all three and the boy is actually the monkey, I think, and he is helping them with the cleaning.

B: On this picture they're sitting at one table and they're eating some soup or I don't know what that food could be with the bananas.

Writing the story down:

Final check:

B: The E shouldn't be here, it's only they (emphasizes).

A: It's yeah...maybe.

Dyad 3 - P16 (B) and P17 (A)

A: I see girl with a rabbit under the tree and they are playing game.

B: So I see also the rabbit and the girl and she has...I think it's called banana split on her head and maybe...yeah it fell down the tree on her head.

A: Okay then fell down a boy throw it on a rabbit from the tree.

B: And...he run away...he try...he tried escape but the rabbit and the girl are running next to him.

A: The boy slipped on the banana split and fall down.

B: And the girl is...the girl is like mad at him and arguing with him and maybe judging him.

A: Okay, the girl and the rabbit helping to the boy or monkey to take...took up the banana split from the ground. And maybe they're friends right now.

B: And the last picture is that they are eating lunch or just some snack with bananas and they are happy now.

Writing the story down:

A: So there is a girl and a rabbit.

B: And where are they?

A: Under a tree. Maybe behind school or some house. And they are playing game.

B: Is it fun game? Are they smiling or something?

A: Yeah, they're smiling. And they are sitting on the ground.

B: So the girl or is it a girl or the girl? (laughs)

A: I think it's a...a girl (emphasizes).

B: (laughs) No, I would say the (emphasizes).

A: A (emphasizes).

(both laughing)

Me: Klidně si řekněte, proč si to myslíte.

A: Protože prostě je to tak.

B: Ale to není jen nějaká holka, to je prostě the girl (emphasizes).

A: Tak the girl (emphasizes).

B: ---next---Velké „T“, je to věta. The girl got mad because banana split fell out...ne...fell down the tree on her head. Fell down the...jo...the tree on her head.

A: Já tam dam the tree. Dáme tam from the tree?

B: Já bych řekla, že to je nějaká fráze prostě. Fell down the tree. Není fell down the tree jako spadnout ze stromu jakože ty spadneš?

A: Asi jo, já nevím, já bych dal fell down from the tree jakože ze stromu.

(looking at me)

Me: Já vám nemůžu pomoci, musíte si poradit sami.

B: Tak jak?

A: So fell down from the tree.

B: On her head. Já bych napsala něco jakože It hurt...It...

A: Já bych dal and she's mad.

B: To bylo na začátku.

A: Jo

B: The girl was mad. ---next---Něco jakože it hurt but the rabbit still smiling.

A: So it hurt her and the rabbit still smiling...asi že?

B: Co?

A: And jakože...

B: It hurt her jakože /hurt/ (pronounces it as in Czech) ---next---

A: And

B: But (emphasizes) the rabbit is still smiling.

A: But it didn't...but it didn't fall out of the tree.

B: Já bych napsala jakože něco jako but on the tree was a boy...

A: But on the tree was a boy or a monkey...

B: Who...

A: Who...throw the banana split.

B: Throw it on her...

A: Throw it on her okay---next---...from the tree...yes.

B: Ale to je blbé but on the tree was a boy who throw it on her from the tree...ne prostě

ne...škrtáme to prostě...všechno?...mmm...---next---He tried run away but the girl and

rabbit...jak se řekne jako...catching him?...---next---já bych řekla the girl and

A: Is trying to caught him

B: Ne

A: Ne

B: Já bych řekla the girl and rabbit caught him but he tried run away but... ---next---they were next.

A: They tried to run behind him.

B: Jo, tak jo...takže caught...takže prostě.

A: And run...and run behind him?

B: Jo...---next---tam nemá tam být minulý čas jako ran?

A: Asi jo...---next---After the time...

B: No...

A: After the time, monkey slipped...

B: Later.

A: Later.

B: Slipped on the ground?

A: No slipped on the banana split...

B: Slipped jakože uklouzl? On the banana split.

A: Ano slipped.

B: Slipped...Slipped and...and fell down...slipped...když slipped

A: Slipped.

B: Ale když uklouzneš tak nemusíš pokaždé spadnout ale...já bych dala fell down...and ---
next---the girl came to him...ne napiš tam she (emphasizes) máme tam moc the girl
(emphasizes)...jo a she came to him and...

A: But who am I? She like...

B: No ale tak nechci tam furt psát to girl...

A: Okay...so and she came to him and...pointing him...pointing on him?...pointed...on
him...minulý čas...pointed? ---next---

B: To není podstatné...tam je podstatné prostě, že mu nadává, že ho seřve...jako arguing
ale to je jakože se s ním hádá prostě...

A: And...dáme tam to arguing...protože nevím...

B: Tak jo...tak tam dáme, že se hádají...

A: And arguing with him?

B: (agrees)...mmm...---next---Jak se řekne usmířit se?

A: And...

B: Počkej, máš špatný obrázek.

A: Jakože they make it feel alright?...Okay...eeeh...Okay...After fighting...the girl and
rabbit or they...dej they...

---next---

B: After fight?

A: After fighting.

B: Ne.

A: Jo...Potom jakože...

B: Po hádce.

A: Jak?

B: Po hádce...Jako after fight.

A: Po...

B: Ne...Po hádce (emphasizes).

A: No...

B: Takže after fight?

A: Oni se hádali, takže jako po tom co se hádali?...Co třeba after arguing?

B: ...Ne...Já bych tam dala after fight...

A: After fight?

B: Myslíš, že je to dobře?

A: Tak já nevím...jako...Tak after fighting jako...after fight je jako po bitce spíše...after fighting...tak jakože (both laughing)...tak jako klidně after fight, mi to je jedno...

B: No tak ale to je jakoby se bili že?...Tak já...tak já tam dám...

A: Tak se může dát after arguing...

B: Tak jo.

A: They are trying to like...posbírat...picking up...

B: Ne...jako něco...to je něco s tou kytkou, ale to je utrhnout že?

A: Pick up the banana splits from the ground.

B: No dobré, tak napíšeme they take the banana splits.

A: Ne, "take" ne.

B: Jo.

A: Ne, pick up.

B: Ne...ty víš, že to je fráze pick up?

A: Tak bylo tam...

B: Ne. Pick-up line, padlo tady něco jako...?...Dám after "they take".

A: Jojo, dám teda..."they take"...

---next---

B: They take...

A: Nebude tam náhodou "they took"?

B: Jo asi jo...---next---banana split from the ground.

A: Banana splits (emphasizes) from the ground yes...banana splits...

B: Tam je jich více?

A: (agrees)

B: From the ground.

A: And they're smiling.

B: Jak se řekne usmířit se?

A: Já nevím...já vím, že kdybych to slyšel, tak bych tomu rozuměl, ale teď mě to nenapadne...Co to píšeš?

B: To o kámošovi.

A: They're friends.

B: Friends now...---next---They went together...počkej to je jako snack...hej víš proč jsem tu dávala tohle? To nejsou splits, to jsou i bananas...oni to sbírali, ať si můžou udělat snack z toho...napiš they...

A: Took.

B: And also...Ne (emphasizes)...To napiš znova, napiš the banana splits from the ground...ne počkej jako also...and also bananas for snack.

A: So and also

B: Uděláme hvězdičku...ne...můžu to napsat?

A: (agrees) (To me:) Budem si to moct kdyžtak ještě přečíst a přepsat?

Me: (agree)...Ještě máte dvě minutky...venku čeká další dvojice.

B: Snack from the ground...and they are...

A: They want together...

B: No dobré, sorry...

A: The banana lunch or...

B: To může být banana snack...and they are sitting together and...

A: And they are enjoying moment...

B: Jo.

Final check:

B: Pomalu ...kámo máme to úplně hrozně napsané, všiml sis toho? Máme tam furt a, and, girl (emphasizes).

A: No dobré.

Dyad 4 - P9 (A) a P6 (B)

A: So I see a girl which is sitting under a tree and is talking to bunny she has a tie on her face so I think she's a girl too and they are sitting under a big tree that has green leaves and beside them stands a orange house.

B: So my picture, there is the bunny you said and the girl but...a banana slip fell her head and there is a tree but I cannot see the...yellow house...orange house...

A: Okay...So on the next picture I again see a tree and a boy sitting on a stick that's coming from a tree and he's throwing something on the girls...I think it's that banana you said earlier and they're looking at him and they don't look quite happy...

B: Picture number four there is a boy, he looks like a monkey and he's running away from them and they are running out of the hou...orange house...

A: Okay so my picture I can see again the girls and they're looking at the monkey boy who slipped on his own banana (laughs) he looks like he's going to hurt himself.

B: Picture number six, there is a girl, she's very angry, she's pointing...to him and the boy is looking afraid of the girl...

A: Okay so once again there is the girl and the bunny and the monkey-boy now they are all smiling and they look happy and they are picking up the banana peels he threw at them.

B: And number eight picture, they are all sitting on the table and they are eating the bananas.

Write the story down:

A: So there is a girl that's friend of a bunny...and they are playing a game while sitting under a big tree.

B: Under the tree nebo jak?

A: While sitting under the tree...They're playing the game while sitting...they're playing game while sitting under the tree. And beside them is a big orange house.

B: Jak se píše beside (emphasizes)?

A: /beside/ (pronounces it as in Czech)

B: There is some...cos to říkal?

A: Beside them is a big orange house.

B: Picture number 2, there is the tree I said already. And...the banana slip fall...onto the girl's head.

A: The girl and the bunny looked up and saw a monkey-boy.

B: Saw? Saw (emphasizes) ne see (emphasizes).

A: No já jsem říkal saw. So monkey-boy...eeeh throwing banana peels on them

B: Four the...monkey-boy is running away.

A: (agrees)

B: And they are trying to catch him.

A: Ummm...it wasn't worth it for the banana..eeeh..monkey-boy...

B: It wasn't?

A: (agrees) It wasn't worth for the banana boy...eeeh...banana...monkey-boy because he slipped on the banana peel and fell.

B: Takhle nebo ještě něco?

A: Ne

B: The girl is very angry. And she's pointing on the monkey boy which is...or that...that is afraid of her.

A: Já bych napsal že and he's afraid.

B. No...afraid.

A: They talked it through.

B: Talk nebo jak?

A: They talked it through and agreed and they will pick up the banana peels. No a to je všechno.

B: They are all happy sitting on the table and eating the bananas peels.

A: No tak slupky asi ne? (Both laugh)

B: To tak vypadá

A: (To me:) Můžu se podívat?

(both laugh)

B: A konec.

Final check:

A: Under... jsi napsal und (both laugh).

B: Též jsem se na to díval.

A: Já bych tu napsal at them spíš než on them.

B: No mi to je jedno, nevím jak to tam má být. ---next---They are nebo co to je?

A: (agrees) They are.

B: To se píše dohromady nebo jak se to píše?

A: Ne ne ne ne tak se to píše...---next---Tys napsal fit jako se to píše worth it. Proč tu je fit? (laughs)

B: Tak já nevím (laughs) Tak to napiš, jak se to píše podle tebe

A: Bez toho f...no...worth it...wasn't worth it for the monkey...(laughs)

B: Co je? Já nevím, jak se to píše (laughs)

A: (laughs)

B: Tak to oprav.

Me: Můžete to přečíst, ať pak vím, co jste probírali za slovo?

A: Eeeh threw jako v minulém čase hodit, ale ne through.

Dyad 5 - P22 and P3

A: So I see a rabbit and a girl. They're showing each other something on a paper and they're sitting under a big tree.

B: So in my picture there's also a little girl and a bunny...a rabbit and next to them is a big tree and from the tree is falling a banana on the girl's head and she's very sad about it and the rabbit's smiling.

A: There is the same rabbit and the same girl but on top of that there is someone sitting on the tree and they're throwing something at rabbit's head.

B: So there is the girl and the rabbit and some boy and they're...**jak je nahánět jakože hoňka?**

A: Chase.

B: And they are chasing each other and they seems to enjoy it.

A: They are the same characters but this time the...the boy probably slipped on the banana peel and the girl and the rabbit are looking over at him.

B: There the girl is for some reason angry at the boy that slipped on the banana and she's just telling him like výhružky.

A: Ještě jednou?

B: Jako výhružky?

A: Jako threaten.

B: And she's threatening him I think.

A: They're...the same characters are either picking up or putting other banana peels from the ground or on the ground...probably picking them up.

B: So there is again the girl, the rabbit and the boy and **they're sitting...eeeh table eech u stolu.**

A: No at the table

B: At the table and they're eating the banana peels together.

Writing the story down:

A: Ummm so there's a big tree. Under it are...Mám to popisovat jako příběh?

Me: Yes.

A: Aha tak ještě jednou prosím. Můžu to škrtnout? There was once a girl and a rabbit and they were sitting under big old tree. Jo.

B: Jak se píše rabbit?

A: Co?

B: Jak se píše rabbit?

A: /rabbit/ (pronouncing it as in Czech)

B: Okay so as they were sitting under the big tree a...a banana peel fall on a head of the girl. She was like sad about it but the rabbit was smiling.

A: Then someone who was sitting on...up...on the tree threw another banana peel on the rabbit's head and they were both sad.

B: Okay so then the girl and the rabbit start chasing the boy that was sitting on the tree...

A: Start.

B: Start.

A: Start.

B: Started.

A: Můžu napsat started?

B: Jo. Started chasing the boy that was sitting on the tree. That was sitting on the tree.

A: As they ran, he slipped on one of the banana peels and the girl and the rabbit were worried about him.

B: Okay so there the girl is telling to the boy...počkej, já si to musím

promyslet...eeeh...the girl is now telling to the boy something like: Be more careful or you can jakože se vážně zranit?

A: Get hurt.

B: Or you can get really hurt.

A: Ještě jednou co mu říká?

B: You should be more careful...(To me:) Může tam být přímá řeč?

Me: (agree)

B: Really hurt yourself. Really hurt...jo... careful /ll/?

A: Já si myslím, že tam je jedno.

B: Aha tak jo já nevím

A: Já si myslím, že jo. Then they picked up all the banana peels so no one else would slip on them anymore.

B: So no one...

A: So no one else...would...slip on them anymore.

B: At the end are all of them sitting next to table. At the end...

A: Nemělo by být in the end (emphasizes)?

B: Jo asi jo. In the end they are all sitting at the table and eating the banana peels.

Final check:

B: Můžu tam doplnit an (emphasizes)?

A: Jo.

Dyad 6 - P14 (A) and P15 (B)

A: So there is a big tree and under the tree is a girl and a rabbit and they...speaking and play some game.

B: Okay on the other picture is a girl and she has on her head...slupka?

A: (doesn't know)

B: Banana and...that's all.

A: There is a money and he sit on the tree and under the tree is a girl and rabbit.

B: There is a monkey and he is running and after him is girl and rabbit running too.

A: So there is a monkey and he...uklouzl.

B: Slip.

A: On the banán and rabbit look at him.

B: And there's a girl, she is angry with him.

A: And they...sbírají...

B: Picking.

A: Banana and it's all.

B: And the last picture is...characters and they are eating.

Writing down the story

A: So there is a girl and rabbit and they playing game under the tree.

B: Kde se píše čárka?

A: Nevím.

B: A něco?

A: Play game under the tree.

B: On the girl's head fall banán.

A: The monkey sit on the tree and...

B: Nemá to být spíš because? Jakože protože?

A: To je jedno...and throw the banan on the rabbit.

B: Monkey...the monkey is running cause...

A: Co dál?

B: Jakože protože ho nahánějí.

A: Tak to nevím.

B: Nevíš? Tak and...

A: Becuase they ummm run.

B: Trying to catch them?

A: Jak?

B: Trying to catch them

A: ---next---But the monkey...jak je to uklouzl?

B: Slip... The girl is angry with him. To je tak všechno.

A: And they jako sbírat...

B: Picking .

A: Pick the banán.

B: Then they are eating the banana.

Final check

A: Jo my tam máme pokaždé jiný čas, takže jako...

B: Tady bude...they are...jakože někde jdou....

A: No tak nemusí být taky jako.

B: Nemusí...---next---sits nebo he is sitting? Napíšu sitting ne?

A: No tak jo.

B: (doesn't agree)

A: Jo. Ale tak musíš tam mít stejný čas.

B: Nemusí tam být stejný čas. Tak jakože on to hodil prostě nebo jako hodí to.

A: Když myslíš.

B: ---next---They are.

A: Kde?

B: Because they are – tady.

Dyad 7 - P1 (A) a P2 (B)

A: Okay...So I have here one little girl with pink hair and there is maybe Easter rabbit and they are sitting under a tree and...behind the tree there is a big red house.

B: There is a house okay.

A: Jo big red house okay.

B: So...on picture 2 there is a girl and rabbit are standing and the banana peel falls on the girl's head. She looks very unhappy and the rabbit is looking up.

A: So I have here some boy and he's sitting on the větev...nevím jak je větev?

B: Já taky ne.

A: (laughs) Větev.

B: (laughs) Větev.

A: Eech tree part (laughs) on the tree and he is throwing something and the girl and the rabbit is very angry and maybe upset... yeah he was throwing the banana peel.

B: So on my picture the girls are chasing the boy because he is running away and around the tree ...far...like away...

A: There is boy and he is...sliding (laughs) on a banana peel (both laugh) and I don't know if the girl with rabbit is angry...maybe they're scared.

B: Okay and then on my picture, she is yelling at the guy...like the boy... monkey-boy...the girl with the pink hair.

A: Not on last picture but there is the boy and the girl and...they are picking up the peels.

B: Okay and then on my picture...they're all sitting around the table and they're all eating some food and they seem like they're happy and they're having fun. I think they're eating bananas, I don't know if they cooked the banana peel (laughs) but yeah they seem like they make peace and...

Writing the story down

A: So there was a little girl with pink hair.

B: There was nebo there is?

A: There was, ber to jako příběh.

B: Ahá.

A: And she was talking to a rabbit. They were sitting under a tree.

B: Suddenly...

A: Ty vole no...

B: Suddenly...a banana...suddenly...

A: Jak se to píše?

B: Suddenly? /soddenlɪ/ (pronounces it as in Czech).../eɪ/ banana peel...a banana peel falls onto the little girl's head...girl's head. To je asi všechno (laughs).

A: Okay. They...they...jakože /notɪtsɛd/ (pronounces it as in Czech) /notɪst/(cannot recall the right pronunciation)

B: Noticed (pronounces it in English).

A: Noticed that...that the boy ---next--- threw the peel.

B: They noticed that the boy...threw it?

A: (agrees).

B: And he were sitting on the tree.

A: He was sitting on the tree.

B: Under the tree (singing)...ne to je under the see že? (laughs)

A: The girls started chasing...chasing the boy. The girls started to started to chase the chase /xase/ (pronounces it as in Czech) chase the boy. To je všechno.

B: He...he sl...sl.../slai/...něco takového.

A: He slipped.

B: Slipped.

A: He slipped on a banana peel.

B: On a banana peel.

A: And the girl with the rabbit was scared about him.

B: Were scared?

A: Were scared about him.

B: ---next---Scared...w...worried ne? Jakože se bojí.

A: Jako nevím jakože může být jakože se bála jakože no. Dobré.

B: The girl with pink hair.

A: The girl with pink hair.

B: Started yelling at him.

A: The girl started...cos říkala?

B: Yelling /jellɪŋ/ (pronouncing it as in Czech) at him.

A: Takže všechno jo? To bude žít strašně divně...ale dobře...so they start to picking up the peels...

B: Ummm in the end...

A: End.

B: Everyone is smiling no a teď jak to zformulovat...Everyone is...sitting around a table...sitting around a table.../ei/...no to je jedno...table the table jenom happy čárka happy and...full eating bananas and full tečka všechno.

A: No tak já si myslím, že je tam asi tisíc gramatických chyb.

B: (agrees)

A: Není tam on?

B: On the?

A: Je tam podle mě on the girl's head.

B: The.

A: Jo... ---next---Já nevím jestli for (emphasizes) him nebo about (emphasizes) him

B: About him...jako o něho.

A: Asi jo necháme to tam. The girl with pink hair. Já jsem dala jako yelled at him.

B: Yelled at him.

A: In the end everyone is sitting around...people happy...

B: And možná eating banana peels?

A: Proč je is (emphasizes) a ne are (emphasizes)?

B: Everyone is ha...eeh to je...no protože říkáš jako everyone a to je myslím nějak jakože jednotné.

A: A proč to tak je?

B: Nevím, prostě mám pocit, že to tam tak je, tak to tam tak je (both laughing) Everyone.

No everyone is happy, sitting, prostě everyone to je asi nějak jakože se to nemnoží nebo něco. ---next---Můžeme tam dát and eating banana peels to asi bude lepší (laughs).

Everyone is happy and eating banana peels. Everyone is happy.

A: Banana peels? Eating?

B: (laughs) Tak já nevím, to tak vypadá, reálně na tom obrázku jsou prostě. Tak možná eating banana peels? Ještě dvě e, /εε/, /pεels/ (pronouncing in as in Czech). The end tři tečky.

Dyad 8 - P19 and P20

A: Okay so can I start?

B: Obviously, you're the first one (both laugh).

A: Okay, so in the first picture there's a girl, human girl, and a bunny girl and they are pointing at a piece of paper or I'm not sure what they are doing with it but they are sitting under a tree and it seems like they are planning something.

B: Okay and (To me:) Can I ask some questions? What is the paper? Because....

A: There are just a few squares on it but I think it might be some kind of a plan or drawing I'm not sure.

B: Okay, so in my picture they are both standing under the tree and a banana peel fell on the...on the girl's head...the human girl's. And there's nothing else basically.

A: So in the third picture, there's actually what seems to be a monkey-boy? (laughs) And he threw the banana peel on the bunny-girl's head and the banana peel landed on her head and that's basically it.

B: Okay so in the fourth one, the monkey-boy, or what it is, is running away from them and the girls are chasing him basically.

A: Okay so and in the fifth one he tr...he tripped on the banana peel so they probably threw it on...on the ground while he was running.

B: Oh yes.

A: But basically he's just falling so...

B: In the sixth one, the girl, human-girl, is...seems to be very angry with him, she's pointing and she looks frustrated.

A: And is the bunny-girl doing something?

B: No, she's not even in the picture.

A: So in the seventh one, there are actually all of them and they are picking up the banana peels. So I think that they may have agreed on something. Perhaps they solved the argument, I'm not sure, but they are all picking up the banana peels and they are smiling so they have probably resolved the issue (both laugh).

B: Yeah and in the eighth one, they are eating them or yeah they are eating banana by the table yeah and they're all smiling so it's alright now.

Writing the story down:

A: Okay.

B: Do you wanna go over them once again or...

A: (To me:) Can we show them to each other or no?

Me: No.

B: So do you wanna go over it again or do you wanna start writing?

A: Maybe start writing...

B: It's supposed to be a full story yeah?

A: I think so.

B: Okay.

A: So...

B: Let's just revise what was on the picture...

A: Okay so the girls was sitting under the tree and they were chatting or playing some kind of a game or maybe drawing, I don't know, I'm not sure if it's a board game or if it's a drawing because it's it's a plain piece of paper with checked pattern.

B: Maybe tick-tack-toe...

A: I'm not sure, maybe yeah...

B: So should we name them or something?

A: Probably (laughs).

B: Okay...Uhhh I don't know Elisa and Anna.

A: (laughs) We should probably clarify that one of them is the bunny-girl right?

B: Yeah, Anne's going to be the human-girl and Elisa's going to be the bunny-girl.

A: Okay but I would write that she's a bunny-girl.

B: Okay.

A: Okay so.

B: So will we start with something like two best friends were enjoying a school afternoon...

A: I would maybe introduce them even like.

B: Okay.

A: Like they were best friends and then I would move on to the actual stuff...

B: Anna and Elisa were best friends since childhood and...

A: Yea we could probably do it like that. What were their names again? (Laughs)

B: Anne and Elisa.

A: Elisa like Elisa...**Okay with two Ns? Do you want to write Anna with two Ns or with one?**

B: What?

A: Anna with two Ns?

B: Yeah of course I don't know any Anna with only one.

---next---

A: So Anna should we clarify that it's a human-girl?

B: Yeah.

A: Okay so Anna a human-girl.

B: And Elisa her monkey best-friend...no she's not monkey, she's rabbit oh, so no, I don't have any idea okay...

A: Elisa, she was a rabbit right?

B: Yes, she was a rabbit. I thought that she was a monkey but and I forgot...

A: Yeah I have forgotten...

B: The monkey-boy would be her brother or something. He's supposed to be their rival.

(both laugh)

A: They were best friends...

B: Best friends since kindergarten...

A: Yeah sure. Since they were playing something under the tree I would maybe add something like they loved playing outside and...

B: Yeah they always enjoyed time they spent with each other.

A: Yeah?

B: Yeah something like that...

A: Okay so they spent all their time together...

B: I would say that they always enjoyed the time they spent together...spent together.

Something like that...

A: Hmm (hesitating).

B: You just don't feel like it (laughs).

A: I'm not really feeling it (laughs)...I don't know if I'm being too controlling but I would add something like...like they always spent their time together and one of their activities was...

B: Okay okay.

A: So we can actually get to the story...

B: Yeah yeah (both laugh) I love making useless details...

A: Me too...And one of their favorite activities...

B: (agrees)

A: Was...

B: playing tick-tack-toe...or what...

A: Yeah I think we can probably go with tick-tack-toe...

B: Yeah.

A: Ummm playing tick-tack-toe in the park?

B: Yeah...

A: So that we can go actually outside the...

B: Yeah.

A: Should we make one more useless detail like their favorite spot was under the big tree or? (Laughs)

B: Yeah yeah we should...

A: We didn't really get to it in the first picture (laughs). Spot...was under the big tree?

B: (agrees) Maybe a (emphasizes) because I don't want to say it was the only specific tree.

A: Yeah.

B: Or we can put something like that it was also monkey...

A: Should we get to the second picture? (Both laughing). Wasn't it like there was a banana falling on their heads right?

B: Yeah...I...in the second picture the banana fell on the human-girl's head.

A: So can we put that that's what was also like the monkey-boy's favorite and they were like constantly fighting over it?

B: Yeah yeah that...

A: The same tree...

B: (agrees) His name is going to be Rupert.

A: (laughs)

B: I just love it.

A: Was also loved?...by...

B: (agrees)

A: Was also loved by Rupert, the monkey.

B: The monkey-boy. Yeah and they constantly fight about it.

A: They always fought about it yeah.

(Both hesitating)

A: They always fought for the spot or?

B: Yeah yeah yeah I think something like that...

A: They always fought over who gets to play there...

B: Yeah.

A: Yeah .

(Both laugh)

A: They always...maybe they always fight right?

B: No, I think the fought (emphasizes) is correct.

A: Because...

B: Fight.

A: Fight.

B: It sounds better.

A: They always fight...who gets the spot...who gets to play there?

B: Yeah okay.

A: Okay we can actually move on to the second picture.

B: Finally.

A: Do you want me to read it so that we know what we have so far?

B: No, no, I think about we...we should go on now. Okay so...

A: Maybe we can mention the fact that the banana...

B: Yeah yeah....Rupert had an idea about how he's going to get them out of there...

A: By a new plan...

B: By throwing bananas on them. Or something like that.

A: Rupert got a new plan.

B: Yeah.

A: He got a bunch of bananas.

B: And started throwing the peels on them.

A: Yeah.

Me: Tak máte ještě 3 minuty.

A: Okay Rupert... What did we say?

B: I don't know (laughs)

A: Rupert had a new plan today.

B: Yeah.

A: Okay...new plan today he got that a bunch of...

B: Banana peels...

A: And start...

B: Throwing them on them...

Me: Můžete každý třeba jen jednou dvěma větami.

A: Throwing them on the girls... They noticed him okay so we can probably skip that...

B: Yeah.

A: Yeah let's skip that one completely...

B: Yeah. I would say that they noticed him and start chasing him or something like that because in my picture they are chasing him actually...

A: Okay.

B: So we can just...

A: They didn't like it so they...or do you just wanna skip that?

B: Yeah, no useless details in here...

A: Yeah, okay, so Rupert jumps down the tree and starts running away and the girls start to run after them.

B: Run after him. Not any useless details in there.

A: He jumped...

B: Off the tree.

A: I'm a slow writer.

B: Yeah my handwriting is terrible so...

A: He jumped off the tree and...

B: Started running away.

A: and started to run away?

B: Ummm running away.

A: Which one do you want there?

B: Running away...

A: The girls chased after him.

B: (agrees) Did he fall in the fifth picture or something like that? Fell over some rocks or?

A: Yeah he slipped on the banana peel...

B: Yeah yeah yeah...and in the sixth picture, the human-girl is pointing at him and she's very angry.

A: Okay.

B: Suddenly Rupert fell one of...

A: As he was making his escape...sorry...

B: No...or slipped it doesn't matter...yeah more slipped...more like slipped

A: As he was running...

B: Okay yeah as he was running he slipped on one of the banana peels ---next---he recently threw on them...

A: He threw on them earlier...As he was running, he slipped on...

B: one of the banana...banana peel...

A: the...that he threw earlier?

B: Yeah.

---next---

A: The girls caught up to him.

B: Yeah and...

A: And confronted him? Maybe?

B: And they were demanding an apology.

A: Okay.

B: Something simple.

A: The girls...confronted him...and demanded an apology.

B: (agrees)

A: For his behavior?

B: Yeah. The seventh picture...

A: I think that yeah they were picking up the banana peels together, so...

B: Okay.

A: I'd say that...

B: After some time he finally apologized and they started to...yeah...pick the banana peels...

A: After a bit...

B: (agrees)

A: He apologized...and started to...

B: To clean up after himself I would say, it sounds better...

A: Clean up the mess that he made...

B: (agrees) again earlier. Okay and in the picture they are actually all of them are eating happily, they are eating some banana thing, I don't know. It looks like some kind of banana soup but it's not.

A: I would just write that the girl...

B: Yeah yeah...

A: And they all worked together to...or started working together?

B: Yes

A: Started...

B: Okay the last one...After they were done, they all sat together and ate some food or I don't know, it looks like some kind of banana soup.

A: Banana soup? (Laughs)

B: There are bananas and they are eating with a spoon...I don't know what it is. It doesn't look like anything, so. Yeah banana soup, it's going to be a banana soup so. After they finished, they all sat together and ate banana soup.

A: After they finished they made up maybe?

B: Okay.

A: They made up and...they made up in the process? And after finishing the clean-up maybe?

B: Yeah.

A: They all sat together and enjoyed the snack.

B: Okay snack.

A: I don't want to say banana soup, I don't like banana soup...they all sat together...

B: Banana snack, you have to mention the bananas.

A: Okay, a little banana snack.

Final check:

B: They fight.

A: Fought.

(Hesitating)

---next---

A: Started to run away maybe?

B: Running.

A: Started to run away sounds better to me...I don't know.

B: Start to run away.

A: Yeah I think so maybe...probably.

Dyad 9 - P13 (A) and P12 (B)

A: There are sitting...two people or one people is a rabbit...rabbit-girl and the second is a normal girl. The rabbit is pointing at some paper or something. They are sitting under the tree and you can see a house and...some forest. The forest's behind them.

B: So there is...two persons...staying under the tree and there's a rabbit-girl and a ragoo girl...regular girl and...it looks like...banana has fallen on the girl's head.

A: So...there is a tree and a boy sitting on the tree...and...under him there is the girl and the rabbit and...the rabbit is...like loutka?...Nevím, jak se řekne loutka...

B: So there is a...there are three persons, one is a boy which is running away from some...it looks like a house or school like something like that and the two girls are following him and it looks like they are trying to catch him.

A: So the boy...ummm...uklouznul.

B: Slip.

A: Slipped on the banana and he's falling...on the ground and the girl and the rabbit are looking at him.

B: There is a girl and boy and it looks like the girl's pointing on...on the boy and it looks like they are arguing. Arguing like right now.

A: So they're all, the boy and the girl and the rabbit are picking the bananas from the ground under the tree.

B: So the three boy and...So the tree persons, boy, girl and the rabbit-girl are sitting round the table and they are eating lunch. It's banana...bananas...they are eating bananas.

Writing the story down:

A: A girl and a rabbit are...are sitting under the tree and the rabbit is pointing at some paper and there is a house behind them.

B: So there is a rabbit and a girl...st...standing under the tea...under the tree...girl standing under the tree and banana has fallen on girl's head and **the rabbit is joking about it...or smiling.**

A: A boy is sitting on the tree and under the tree are the girl and the rabbit.

B: There is a boy and two girls, the girl and the rabbit and the boy's running away from some house and the girls are following him and they are trying to catch him.

A: The boy slipped on banana and he slipped, **he fall...fell on the ground.** The girl and the rabbit are looking at him.

B: The girl is pointing on a boy because they are arguing because he has done something bad.

A: The boy, the girl and the rabbit are all picking the bananas from the ground.

B: They are all three sitting around the table. And...and eating bananas.

Final check:

Dyad 10 - P11 (A) and P10 (B)

A: So there's a tree and a little girl sitting next to it...and next to her is a rabbit and they're playing tick-tack-toe.

B: Okay so in the next picture we can see...a girl and she is now standing...and behind her is a rabbit...a rabbit-girl and...I see on her head...banana.

A: Okay.

B: It fell on her head...from the tree I think.

A: Yeah so on my picture there's...the same girl and the rabbit and...on the tree is sitting a boy who's throwing a banana at her...at the rabbit .

B: Okay okay, so in the next picture...I can see...the boy that you mentioned and he is running in front of the girl and the rabbit. And...I can also see...behind the tree...a house.

A: Yeah so the boy is...has now tripped and he's falling in...yeah in water or I don't know what is it but the girl and the rabbit are watching him.

B: In...in what?

A: He...he tripped on the banana peel.

B: Yeah yeah...and the girl is now...angry...and she is pointing at...at the boy.

A: So...yeah the boy is a monkey (both laugh), he's picking the banana peels and yeah and there's the girl and the rabbit and they're both holding some banana peels.

B: So...now they are...sitting together...and...they are eating...something...I think that it is a banana...and sit together...yes...on a...on a bench...outside.

A: Yeah so I think it was...the whole point was that the boy was always a monkey (both laugh) and he didn't meant to like throw it on them...yeah?

B: Yeah and...I think that they become friends because of the banana...

A: Yeah okay.

Writing the story down

A: So I think we should start with like describing the...the outside and how does it look.

B: Yeah.

A: Okay.

B: (To me:) So mám to psát jako jednička, dvojka, trojka?

Me: Můžete to vyprávět jako příběh.

A: So we can see...a tree and...

B: (hesitating) Máme to psát jako příběh jo. Jako máme české slohovky tak tak nějak.

A: Já jsem marná.

B: Once upon a time...

A: There was a girl and her friend rabbit who loved to go outside and play board games under a big oak tree. Já nevím jestli to je oak ale to je jedno (laughs).

B: Loved to...

A: Loved...who loved...

B: A jo...

A: Playing board games...loved to play...no playing tak dobré...

B: Board games.

A: Under a large oak tree...jakoby to zní tak jako. On the? Under (emphasizes).

B: Jo ahaaa...Jo aha já jsem myslela, že to je ten chlapec. Tím asi končíš?

A: Yeah.

B: So when...when...

A: Okay...

B: When they ummm they...they were playing as usual and suddenly...

A: Tak se to nepíše (talking to herself and crossing sth out).

B: Fell...fell banana peel myslím že je slupka.

A: Fell a banana peel?

B: Okay...on the girl's head...

A: Mám tam dat jakože out of nowhere? (instead of suddenly)

B: (agrees) Jo ---next---

A: So they were confused and looked up to see...monkey-boy...Jen monkey radši...monkey throwing banana peels at them...throwing the peels at them...

B: The peels?

A: Jo...

B: So...To už byla celá ta scéna?

A: Asi.

B: So...he start...he started running...start running and...the girl and the rabbit...

A: Started to run away.

B: (agrees) and eeh fo...followed by the girl and the rabbit.

A: By the girl and the rabbit...followed...It didn't take long...ne to je blbost. They didn't get far and the boy...get far and the boy suddenly tripped on a banana peel that he threw there while ago...Tripped...

B: Jo aha jo.

A: /tripped/ (pronouncing it as in Czech).

B: Dobře. (both laugh) Suddenly tripped...

A: Tady máš místo...

B: Jo aha...on a banana peel...

A: That he probably threw there...

B: The girl...anr...anrily reached to him...

A: Reached for him?

B (agrees)...and ummm ne boy ale and the monkey have nothing to say back...

A: Yeah and the monkey had nothing to say for himself. ---next---So he started apologizing...zing../z/ (emphasizes)...and ---next---offered to...to clean up after himself to make up for it.

B: Afford to co?

A: Offered.

B: No?

A: No máš afford... máš afford a je to offered (laughs).

B: Ahá jojojajo.

A: ---next--- To clean up the mess to make up for it.

B: Ještě jak?

A: To make up for it.

B: To make co?

A: Up for it.

B: Jo up.

A: Už mám poslední obrázek. Ty ještě ne?

B: So in the end ummm they happily sit together ummm...

A: They sit together happily?

B: Ummm...

A: Happily at the table and...

B: ---next--- And... they calmly eat their... their meal with banana...

A: They happily at the table and enjoyed banana as reward for cleaning up... and they enjoyed a banana together?

B: (agrees)

A: Já to vždy vyškrtám aby to nešlo přečíst. Tak si to ještě přečteme radši.

Final check:

A: Co je her? Under ne?

B: A co jsem napsala?

A: Tys napsala her (emphasizes) a má být under (emphasizes)

B: Aha (both laugh). To je moje r, ty přepisuješ moje r.

A: To vypadá jak... (both laugh)

Triad 11 - P18 (C), P4 (B) a P23 (A)

A: So in my picture, there is a rabbit and a girl probably looking at some map or they are playing a game I think and they are sitting under a tree.

B: So in my picture I can see a rabbit and a girl. The girl has a banana on her head and they are standing under a tree.

C: So my picture is very similar to the second one...there's a girl and a rabbit standing under a tree and there's some other kid sitting on that tree and now the banana is on the rabbit's head.

A: And now the rabbit, the girl and the other boy, maybe it's monkey, it has a shape like monkey, I don't know, they are running...they are chasing the...the boy who looks like monkey...the girl and the rabbit...

B: So in my picture, the monkey I think fell on the banana and is in air...yeah...and the bunny and the girl is standing behind him.

C: So in my picture there's like the girl is looking very angry at the monkey-boy...that's basically it.

A: Okay now they're picking the banana peels from the ground and everyone has one in their hand.

B: And my...in my picture I see they are all three...they are sitting eeh in a...on a bench on a table...the table...and they are eating bananas I think...yeah.

Writing the story down

A: Okay

B: Budeš to psát nebo?

A: Okay I'm gonna write that...eeh do you wanna name them?

B: No (laughs).

A: Okay then...ummm one warm day a girl and a rabbit...a bunny...and a bunny were sitting under the tree and they were playing a game.

B: So...I'm gonna write it...so then the...the girls...yeah...they **on the girl's head fell a banana peel.**

C: (To me:) Can I like edit the previous parts?

Me: Yeah and you can comment on it so they others know what you want to correct

C: (agrees) So (starts crossing out the whole sentence)...

Me: Spíš to první prodiskutujte jo...Je to vzájemná spolupráce.

C: Okay so I think you wrote this grammatically incorrect it should be then a banana peel fell on the girl's head.

B: Yes yeah yeah.

C: ---next---So let me fix this. They looked up and saw that a boy was sitting on...

A: Branch.

C: On one of the branches...He was the one...throwing the banana peels. That's it for my part I would say.

B: I think one day (emphasizes) should be here.

A: Oh (laughs) I forget it. Then they started...then the girl started to chase the boy okay the boy jumped off is it B-R-A-N-C-H-A-O? Branch?...Is there /ɑ/?

C: It's B-R-A-N-C-H.

A: Yeah.

C: That's one branch.

A: The boy jumped off the branch and laughed at the girls. They got mad and started to chase the boy?

B: Yeah.

A: Chase him maybe?...Chase him...

C: Yeah.

B: Okay then...then he accidentally stepped on a banana peel and fell.

A: In my picture they are picking up the peels so maybe we can...

C: Yeah yeah yeah.

A: Say that they make him...they made him to clean it up or something. What's on your picture?

C: It's just the human-girl looking very angry at the boy.

A: And she can...she...they have to like clean it up...

C: Yeah yeah fell...wait so the girls were picking up the peels?

A: They're all picking it...they are all picking the peels...

C: (understands) They decided to pick up the peels and throw them...

A: Did you say something to your picture?

C: We will get there, we want to talk about the picking-up stuff.

A: Yeah but that's after it.

C: Okay so...let me find other way to put this here...(laughs) They were very mad at the boy that's it probably...to clean up the mess.

B: Jo.

A: Okay.

C: And what was the last one? They were eating bananas together?

B: Yeah after that they went I think we can say for lunch and then...

A: It can be something like the boy apologized and...and invited them for banana (all laugh)

C: The boy apologized...

A: And invited them...

C: And invited them to have a lunch.

B: Yes.

C: They boy apologized and invited them to lunch, probably that's enough...then they happily ate some bananas together. Yeah let me also check it for some other grammatical mistakes... I would say that I believe that there's supposed to be a comma after one warm day, one warm day (emphasizes) comma, girl...

A and B: Jo.

C: (reading their text aloud)...We already established that they were mad so we could probably...

A: Cut it off?

C: Yeah it's that they're mad and that they're mad again...

A: Ummm they argued with him?

C: Explained to him...I don't...surprisingly, I don't that there's supposed to be a comma here.

A: Okay.

C: It's...I...I...

A: I don't think that it matters (laughs).

C: I mean it's testing our abilities of English so we probably have it grammatically correct (reading the text aloud) That's it, that's good.