

PALACKÝ UNIVERZITY OLOMOUČ

Faculty of education



Bachelor thesis

The structure of conversation in English and Czech language

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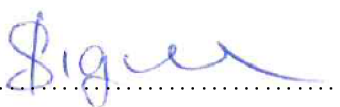
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I declare that I carried out this bachelor thesis on my own, and used the literature and other sources provided. I take full responsibility for this project.

In Olomouc 2023

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Signature

I would like to thank Mr Mgr. Ondřej Duda for leading my bachelor thesis and his support. Also, to all academic tutors for being so kind and supportive during my studies. Thank to Mgr. Jana Urbancová for her valuable information and support, to my family for being patient and giving me the opportunity to finish my bachelor studies.

ABSTRACT

The project is divided into theoretical and practical parts. The theoretical part contains important information related to conversation structure. The practical part includes hypothesis, research questions, data collection method, data interpretation, research report and publication of results and research instruments. The main objective of the project is to verify the hypothesis that pupils are more confident to speak in their mother-tongue (Czech) than in English. The reason for this is not straightforward and depends on every individual. To verify this, I chose qualitative research and the research method observation. The established hypothesis is confirmed by my research.

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List of abbreviations:

CLT Communicative Language Teaching

e.g. for example

ELT English Learning Teaching

et al. and colleagues

e.g. for example

p. page

List of pictures:

Picture 1. Main elements of the teaching process (Maňák, Švec p. 21)

MAŇÁK J.; ŠVEC V. *VÝUKOVÉ METODY* Brno: © Paido • edice pedagogické literatury, 2003. ISBN 80-7315-039-5.

INTRODUCTION

Language is an instrument of international understanding and therefore people should adopt it on multiple levels. This thesis will look into to distinctions between structures of English and Czech conversation is based on sources stated. Theoretical part contains relevant areas that are pertinent with communication in everyday life. Not all readers necessarily have to agree with the information provided or can view things from different point of view. This topic is extensive and I therefore focus on a class conversation between a teacher and pupils. We shall discover topics like sociolinguistics, teacher's personality, teaching forms, teaching methods, didactic means, we shall look into structure of conversation, compare word orders and addressing in communication and at the end of this part is non-verbal communication.

Practical part contains hypothesis and research questions, research objectives, research sample, data collection method, pitfalls of research, data interpretation, research report and publication of results and research instrument, obtained from the qualitative research of observation. Recordings were acquired in their natural environment, id est school and consequently put into the written form. In order to get good a quality recording it is advised to use a good recording device. In rooms like classes, when more people talk at once you may come across echo.

The assignment of the research is to find out why pupils converse more actively in Czech conversation than in English.

The main criterion of choosing this topic was my attitude to the language and the fact it has accompanied me since my youth. Research sample were pupils of elementary school in Staré Město u Uherského Hradiště that I had previously attended many years ago.

THEORETICAL PART

1. Sociolinguistics

Sociolinguistics was founded during the second half of the 20th century. It determines factors like ethnicity, gender, class or geography. (Clift 2016, p.23) There exist, two well-known studies. One concentrates on phonological variation and the other on grammatical variation. They illustrate ways that sociolinguistics might account for contextual factors. Conversation analysis hereafter referred as CA, originates from sociolinguistics and is related to other social sciences like social anthropology, sociolinguistics or sociology per se. CA is utilized mainly in those countries, where English is their official language. Although, every European country including the Czech Republic pursues to spread sociolinguistics in its national language, English has a head start in terms sociolinguistic of being the third most spoken language in the world.

Sociolinguists look to comprehend not only the relationship between diachrony and synchrony, but also how language changes from the beginning until the end. The connections between synchrony and diachrony were studied on multiple occasions. Their operations are probabilistic (id est based on how they happen or are likely to happen). (Bayley et al. 2013, p. 426)

Socio-operative linguistics in social cooperation talk is prioritised by pragmatism while speech is favoured by classical structuralism. A conversation relation is essentially disregarded in structuralist tradition, as if no one made any claims, refuted any requests, or responded to any statements. This custom is centred around the language itself. (Hagège, 1998, p. 239) Structuralists tradition focuses more on language per se and overlooks the dialogue relationship, pragmatists one, on the other hand prefers speech, as if nobody would claim anything, deny anything or would not react on any questions. The realization of language through speech activity creates an interlanguage relationship. It is behavioural process of a regulatory nature. It is important to perceive dialogue in a broad sense, not as mere questions and answers to them, but as an interlocution, as a linguistic interaction that defines a person, claims Hagège. (Hagège, 1998, p. 239) By demanding an answer, the question develops a close bond. Other strategy in a dialog, worth mentioning is rhetorical question. When asking a rhetorical question, you do not expect an answer to that, but you ask

in order to give an explanation. In any event, the partners' action is marked by a solidary construction of meaning in which commands, inquiries, and negations are significant. A non-verbal answer is typically required in response to a vocal command. Hagège (1998, p. 240), claims that a negation rejects a claim, that someone made or provides an answer to a question. Having understood, sociolinguistics is related to sociology and linguistics deals with relationship between language and different social groups and they influence each other. How languages develop, differ (dialects) and extinct.

In nutshell, sociolinguistics explores usually specific social context on certain area (e.g. a country). This field originates from English-speaking country, where is also more where is also more researched, but every country with their official language tries to force sociolinguistic through. Sociolinguists study the given phenomenon historically and evolutionally in different time periods. This methodological approach is called diachrony. The synchronic approach studies two phenomenon at present. In socio-operative linguistics, structuralists ignore conversation and prefer speech and on the other hand pragmatists prefer talk. Sociolinguistics is related to linguistic and sociology studies.

2. Teacher's personality

According to the Pedagogický slovník (Průcha et al. 2001, p.261) a teacher is the key person in the teaching process. A teacher is supposed to be qualified as a pedagogical worker, who is in charge of his or her preparation for a lesson, its organisation, management and its final results. Teacher 's role plays a key role in the educational process and it is demanding and stressful occupation. More importantly, teachers should have a positive attitude towards children, understand and support them, be patient and be happy about their success and call pupils by their names. A good teacher should have working qualities to be consistent and conscious. Intellectual qualities, be logical, concrete and think creatively. When it comes to social character, a teacher should be polite (say words such as: 'Thank you.' or 'Please.'), decisive, patient, true, respectful, honest and praise pupils for their success. His or her emotions keep under control, be optimistic and create a good atmosphere in a class. It is a teacher who has a direct influence on pupils for the entire time of the educational process and should always care about pupils' needs, feelings or opinions. (Petty 1996, p.79) Teacher's other roles are scientific, technical, controlling, tutorial, instructional etc.

To summarize this chapter, a teacher plays a key role in the teaching process and should possess intellectual, pedagogical and psychological qualities. Occupation of a teacher includes multiple roles we mentioned (instructional, controlling, etc.) and uses various teaching forms, which we describe in the following chapter.

3. Teaching forms and methods

3.1 Teaching forms

The organizational form is the external organizational framework of the teaching process. Within this organizational form, the curriculum can be taught through various teaching methods and means. (Obst,2017, p.58) The deliberate arrangement of the various elements of teaching in place and time can then be understood as the organization of the teaching process. This arrangement's primary purpose is to achieve educational goals.

Obst classifies these forms of teaching:

- a) **Individual teaching** - in the Middle Ages, pupils of different levels and ages were in the same class and the teacher worked with each pupil separately. This form prevailed in the Middle Ages, and physical punishments were given if a pupil was unruly or had a failure. With the development of science, technology, industry and commerce, this form of teaching ended and teaching had to be better organised, improved and made available to a wider range of children. (Kořínek 1987, p.130) The influential public figure was a German educator, psychologist and philosopher Johann Friedrich Herbart, who tried to put into force individual teaching in the 19th century, despite the fact that it was very difficult. As a compromise solution, group teaching was the solution. (Kořínek 1987, p.131)

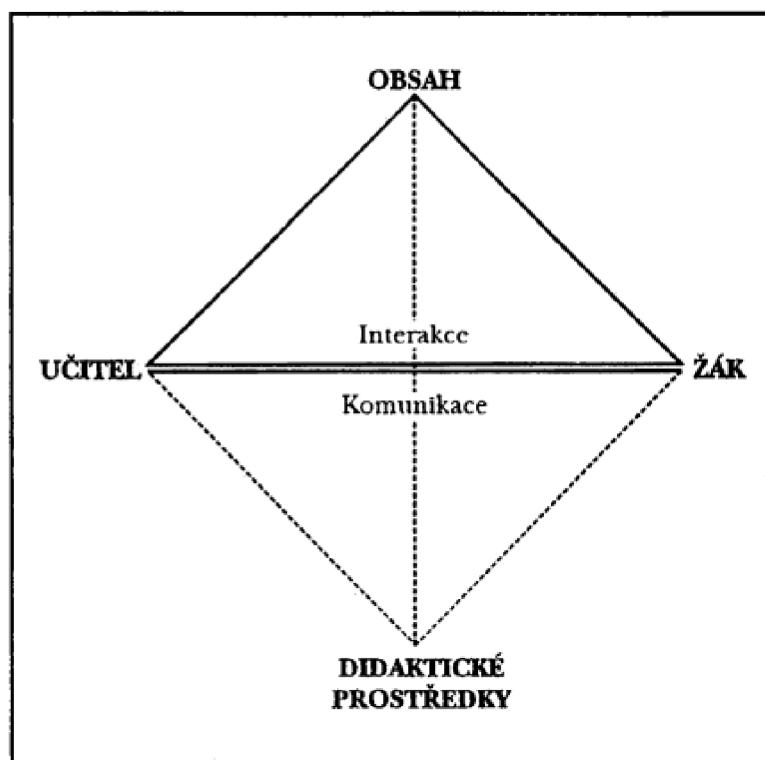
- b) **Whole-class teaching** - J. A. Komenský explained theoretically and proved in practice to everyone that one teacher can teach several pupils at the same time and can demonstrate a high level of knowledge among pupils. He also laid down the requirements of this form of teaching. (Kořínek 1987, p.130) Whole-class teaching has

gained success throughout the European continent and is the most common even nowadays. The main organizational form of teaching is the lesson.

c) **Mixed forms of teaching** - is a combination of whole-class and individual teaching.

3.2 Teaching methods

A method of teaching is a projected model of a teacher's activity that is realized through teacher-student interaction. The acquisition of material by the student and it results in reaching educational goals. (Obst 2017, p.66) Lesson should be for pupils engaging, interesting and enjoyable. The joy and feeling of success should be shared by the teacher as well. Teaching methods are the most appropriate way of the teacher's educational competence to guarantee the achievement of educational goals as per Maňák a Švec (2003). A didactic quadrangle beneath the text shows the four interconnected elements in the teaching process.



Picture 1. *Main elements of the teaching process (Maňák, Švec p. 21)*

Kořinek 119 classifies teaching methods into the following categories:

- a) **Verbal methods** occur when students obtain information in the form of teacher's interpretation, books or reflection.
- b) **Illustrative methods** are those in which pupils obtain information by means of visual aids or technical aids. The demonstration method and the observation method are used.
- c) **Practical activity methods** focus on the formation of habits and skills which pupils acquire by practicing practical activities, according to Kořinek. (Kořinek 1987, p.121)

To choose an adequate teaching method is conditioned by the aims and objectives of the teaching, the content of the subject, the possibilities of the teacher and the learning possibilities of the pupils. (Obst,2017, p.67)

Scrivener 2011 classifies English learning teaching methods as follows:

a) Grammar-translation method

In this technique, the teacher rarely uses the target language. Students spend a lot of time reading materials, translating them, taking exams and exercises, and composing essays. Little emphasis is placed on communication and listening skills.

b) Audio-Lingual method

It seeks to form positive habits in students by having them listen to model dialogues and drill them with only a brief teacher's explanation.

c) Communicative Language Teaching (CLT)

CLT was founded on the belief that learners learn best when they engage in meaningful communication. Scrivener divides this technique into two categories: One which focuses on Communicative Language Teaching, in which pupils learn by communicating. The other has

poor Communicative Language Teaching, where children learn through teaching, listening, exercises and speaking activities. Most coursebooks today follow this version.

d) Total physical response

Pupils listen to the teacher's directions, comprehend them, and respond by doing things without being required to speak until they are ready.

e) Community language learning

A technique is focused on the use of the learner's first language, with teacher assistance in mediating. It reduces anxiety and enables students to communicate more authentically than is usually allowed in classrooms.

f) The natural approach

It is a collection of methods and strategies from several sources, all of which are meant to provide the student with a natural comprehensible language, allowing the learner to take up language in ways similar to how an infant learns their first language.

g) Task-based learning

It is a CLT version in which work cycles revolve around getting ready for, completion of, and reflective evaluation of tasks that mirror real-life skills and demands.

h) The Silent Way

This method asks the student to actively participate in their language learning and pay close attention to what they say. The teacher's relative restraint and the use of specifically created wallcharts are distinguishing elements.

i) Person-centred approaches

Working techniques and the syllabus will not be determined by the teacher in advance of the course, but will be agreed upon by the learners and the teacher.

j) Lexical approaches

Proponents argue that traditional present-then-practice approaches are of little use in relation to new discoveries regarding how language is actually utilized, particularly the role of lexical chunks in communication, and offer a system based on experimentation and exposure.

k) Dogme

Teachers strive to remove unimportant technology, aids, and materials from teaching in order to return to the essential relationship and interaction between pupils and teacher in class. When naming an approach, a school implies that every work will meet conformity with a clearly specified, recognised, and principled system of operation. Other schools may advertise their own unique approach, such as the Cambridge way. Usually, it is a combination of some of the methods listed above, or it is not a method at all.

l) Personal methodology

Few lecturers have ever used a single method exclusively. Every teacher must determine what works best in their individual classroom. They may do this at random or on principle, but what they gradually develop over time is their own particular approach, built from their pick of what they believe to be the greatest and most appropriate from what they have learnt. (Scrivener 2011, p.33)

In this chapter we acquainted with terms teaching forms and methods. These forms and methods are organizational and managerial ways teachers fulfil in the teaching process and are affected by teachers, pupils and educational goals. In Europe the most common form is whole-class teaching. The chapter also presented Kořínek's classification of teaching methods and the one of Scrivener's, which focuses more on English learning teaching.

4. Didactic means

Material and technical equipment is a necessary part of the teaching process. This includes many subjects that enable or facilitate the work of pupils. (Kořínek 1987, p.164)

Kořínek states, that these resources and their applications are determined by the age of the pupils in primary schools.

e.g. Puppet show for 1st graders – playing form.

Rambousek divides didactic means into material and non-material. Teachers motivate pupils to learn, generates teaching communication. Material didactic means he defines as resources that are material in nature. (Rambousek et al. 1989, p.15) These means serve didactic purposes because they always work with content or with forms and methods of teaching. What's more, didactic means have a polyfunctional character and help to achieve learning objectives. (Rambousek et al. 1989, p.14)

Non-material didactic means are organizational forms, didactic principles or work methods.

The breakdown of material didactic means, according to Rambousek:

- a) **Teaching aids:** they contribute their didactic functions to more effective achievement of teaching objectives. E.g. textbooks, models, pupil kits, school pictures, audio or visual recordings.
- b) **Methodological aids:** they have corrective, controlling and regulating functions. They serve teachers.
- c) **Equipment:** these are material didactic means and do not directly relate to the content of teaching. E.g. measuring apparatuses, laboratory apparatuses or observation apparatuses.
- d) **Didactic equipment:** this includes audio, audio-visual, visual and other devices that serve teaching purposes. These devices also allow the presentation of certain types of teaching aids. E.g. data projectors, computers, players.

- e) **School equipment:** are small items that pupils use in the learning process. E.g. stationery, notebooks, brushes, paints, rulers, compasses.
- f) **Teaching spaces** can be classrooms, workshops, laboratories used for didactic purposes. (Rambousek et al. 1989, p.15)

To sum up this chapter, studying materials and technical equipment are important part of every lesson and they simplify teaching and learning processes making teaching more effective. The character of didactic means is polyfunctional, in other words it supports to achieve teaching objectives. Every author classifies and describes didactic means similarly.

5. Language, monologue dialog – definitions and distinctions

Language is defined as the most perfect means of communication considered as the most prevalent way of interaction people use every day. In the last century linguistics defined three main meanings of a language. These are:

- a) **Langue** – language as a system of characters usable for explicit communication.
- b) **Parole** – language as a practical linguistic expression, through which we our attitudes towards vicinity.
- c) **Language** – language as a human ability of understanding both the system of characters and practical language (langue + parole).

As per Jandová et al. (1996, p.13) language is a system of characters and an instrument towards basic means of human intercommunication. Clift presents language similarly, as the point where biology and culture join, has long been the focus of intellectual exploration and is widely recognised as the essence of what it means to be human. (2016, p. 1)

Czech translation for the word language is jazyk and that refers to the body part tongue. This was brought to the Czech language by transferring a metonymical way. In addition, it creates an articulated language. We can view a language from varied points of view. For example: professional language, artistic language, post-war literature language, Vančura's language (the way Vančura wrote), colloquial language, artificial language or mother tongue. A science that studies sign system is called Semiology. The term was used by a Swiss linguist

Ferdinand de Saussure and describes, that there is no connection between linguistic sign and marking. Jandová et al. (1996, p.303) offered an example. For instance, a word horse in (English), das Pferd in German and kůň in Czech. Graphical and visual structure differs in different languages, but refers to one object. An utterance in all cases must be focused in some way. This focus and utterance generate together meaning activation of context. Due to this we can read from circumstances or a language use, how the utterance will be given. Act of speaking per se has a wide-spread meaningful context that conveys opinions, attitudes, relations in order to influence, bring closer linguistic capabilities and options. Furthermore, reveals information like psychical and characteristic traits of both a speaker and a listener their attitudes or points of view, but also expresses superiority, sovereignty, loneliness, shame, and inferiority of people. It is not a bare effort and orientation that create a focused context, but also the ability to take in and interpret speaker's intentions. (Mathauser, Procházka, 1980, p. 159) Every discourse makes reference to both the speaker, the listener and is ambiguous. It may allude to the role that the speech plays or the speaker's purpose. Understanding of orientation and making an effort to discern it correctly are important for deciphering the message's meaning and may suggest various mediations. Once more, selecting an appropriate environment is necessary. This time, it must be done while keeping in mind the many relationships between substance and function.

Monologue is a type of speech, that does not require any reaction. Typical feature of a monologue is that the active role is carried out by one speaker. Monologue is subjected to relativity and can be expressed in front of participant(s) or a group of people, whose role is passive, but the speaker is still one. For instance, while sermon, a lecture or narration monologue is uttered. In case of a sermon, vicar speaks on behalf of everyone and expresses a will. This is so called collective monologue. In Shakespeare's Hamlet we could listen soliloquy, which is a kind of monologue that are intended for inner dialogization.

e.g. soliloquy from Hamlet: *'To Be Or Not To Be, That Is The Question'*.

In a dialog are both speakers and their speeches bound, they anticipate and react to their responses, contribute to them, they address each other than obviously change roles of a speaker and a listener. (Mathauser, Procházka, 1980, p. 161) Their formal straightforwardness is compromised by the incoherence of their speech and thoughts. Mathauser, Procházka (1980, p. 162) point out, that it should be noted that monologic and dialogic are two distinct forms of attitudes. They are, generally, attitudes toward other persons, oneself, language,

reality, however they might not always have a suitable language equivalent. The inclination to isolationism, the preference for lasting relationships, the benefits of objective knowledge or the need to have all knowledge in one's head, the inability to establish relationships with other people, intimacy, etc. are all discussed in the literature on monographs. One should realize not only being an observer or a participant, but also that there is a relation between speech form and monologism and dialogism. (Mathauser, Procházka, 1980, p. 162)

Every linguist describes explanatory sequences in their own way. For instance, Hutchby and Wooffitt, 1998 advise *to choose a certain type of sequence, a sequence of turn-takings, that we come across in our data with a certain regularity and frequency*, cites Hoffmannová and Müllerová. They are useful means of comprehension across all age groups. Elderly participant is trying to explain to a younger participant something, he or she is not familiar with (a historical event, name, fact or a place). In most cases, the younger participant initiates an explanatory sequence, occasionally it happens otherwise. (Hoffmannová and Müllerová, 2007, p. 219) The elderly generation may feel their self-confidence, pride, knowledge, their identity and life-experience is high and that reflects in their explanatory sequences. It also happens, that elderly participant loses track and the younger one thus contributes or helps to recollect the missing word, eases or simply ignores the part of a sequence. (Hoffmannová and Müllerová 2007 p. 220)

To sum up this chapter, language is system of every language that has a structure, its explicit, implicit and the combination of both. It is means of how human communicate and express themselves. Monologue is mostly considered to address the speaker himself and in a dialog participate more than one speaker and requires feedback. Regarding to semiology, visual thought, written text and a spoken form of one object always varies in different languages. Explanatory sequence helps in filling in the missing word in the context.

6. Structure of English conversation

Linguistic structure is *a descriptive study to a synchronic or diachronic analysis of language based on the structure as represented by indivisible units of phonological, morphological, and semantic properties*. Subjective language means that the utterance reflects personal opinions, beliefs or values of the speaker. Objective language shows general opinions and believes. Language structures have either a descriptive or an evaluative

meaning. (Hare 1952) The example used is from the excerpt of Emonds and Janebová. (2013, p. 269)

Evaluative meanings express attitudes (*I find Black ivory coffee disgusting.*), as contrasted to descriptive meanings, which describe objective facts (*Black Ivory Coffee is made from elephant dung*).

The focus of appraisal theory is on "semantic resources," or the ways in which meanings are created, as compared to particular linguistic details. Conrad and Biber (2000) used the term "stance" to refer to "evaluation." They considered both the grammatical form and the type of stance conveyed in the evaluative elements. According to the "metadiscourse theory," the evaluative subject may also be the author of a specific text. Tse and Hyland (2004) as Emonds and Janebová (2013, p. 270) mention. Attitude markers express the author's personal opinions or reactions towards something that is being talked about. These markers express writer's affective meanings, such as astonishment, pleasure, importance, and frustration Crismore and Farnsworth (1990). The interpersonal function, or the construction of connections via, among other things, evaluative utterances, is one of the key functions within this paradigm. Can be applied to written or spoken form. Emonds and Janebová (2013, p. 269)

Turn-taking

Turn-taking (in Czech 'replika) is a basic dialog and continuous linguistic unit produced by one speaker of a dialogue and in every dialog, it should exchange and cohere. A conversation is only produced by at least two or more turn-takings, and the second turn-taking can be formed even by a sound or non-verbal. This contribution was excerpt from Hoffmannová's (no-date) article.

Sequence

Other term to familiarise with is sequence (in Czech 'projektivita'). It refers to a contextual combination of one or more turn-takings is known as a sequence. Sequential coherence, then, is just that state where one turn-taking expects one particular response, or a set of actions available to the next speaker as per Atkinson.

Overlap

Overlap (in Czech 'překryv replik') in conversation signifies, when two or more persons speak at the same time, claims Levinson. (Levinson, 2008, pp. 296-7) There exist two types of overlapping: competitive and cooperative.

- a) Competitive overlap shows the listener being dominant in a discourse and how a listener could retake control by interrupting the speaker.
- b) Cooperative overlap happens either when a listener asks for further detail or an explanation and mostly motivates the speaker forward or a listener could add to the conversation with more examples that the speaker's argument or seek for clarification on a specific topic. (Nordquist, 2020)

Each speaker's lines are separated independently in the conversation's initial breakdown for semantic purposes, as per Levinson. (2008, p. 296-7) Line 18 is overlapping or interruptive talk shows David's pre-talk inbreath.

Repair

Repair in conversation analysis refers to the process by which a speaker corrects a speech error by repeating what they just stated. A linguistic repair, which is occasionally viewed as a form of dysfluency, may be characterised by a pause and an editing word (such as "I mean"). An excerpt from Nordquist's article is a prime example of repair:

"We don't really move. I mean, we'd like to, but my mom is sort of attached to the house.

Attached is, I guess, not the right word. She's pretty much wedged in." (Nordquist 2020)

Conversation analysis was developed as an approach to analyse ways of thinking and deducing implications that influence the production and cognition of comprehensible ways of acting. It also has a feature of interactive tool. Two roles are given in a conversation, that of speaker and listener. Every person has thus always more than one social role. Adjacency pairs make up the sequence. There are mere two turn-takings at once! Adjacency pairs include greetings (Hi - Hi, Hello ...), questions and answers (Are you coming? "Yes/No," etc. (Atkinson 2003, p. 6) There is also the third turn-taking, which is frequently included in the sequence, is to either establish comprehension by correcting the second speaker to the first, in case of misunderstanding or to reaffirm comprehension between the speakers. (Jurka et al.

2014, p. 23) Although they are not the focus, repairs and overlaps constitute a significant part of discourse.

- a) Word phrases are used to take an active role or to interrupt, i.e. the author of these turn-takings becomes a new speaker of his/her own initiative, such as conversational elements: excuse me, may I ask a question, etc.
- b) Fixing multiple errors at once.
- c) Jefferson et al. explain scenario, if the correction is not made by the erring speaker himself, it is corrected in the next round by the following speaker, i.e., it follows the sequences. (Sacks et al. 1974, p. 724)

Action formation

Action formation examines the individual elements of the interaction used by the speaker, i.e. what formation they have, in order for his turn to be recognized as a specific action (Levinson, 2013, p. 110) Levinson claims that ascription is part of action formation and that contain the context of ongoing activities, their modality, the social roles of participants, the broader institutional framework, etc. However, Jurka et al. state that only location and turn design play the key role Jurka et al. (2016, p. 24) Every language distinguishes between basic types of sentences, including imperative, interrogative, and declarative sentences. Although in all of the languages that have been researched, questions are the most prevalent forms of the action type. (Levison 2008, p. 110)

In this chapter we covered linguistic structure, turn-taking, sequence, overlap, repairs and action formation. Linguistic structure examines semantical, phonological, morphological and invisible units in a language. When we talk objectively, we illuminate widely held beliefs and opinions. In contrast to objective speech, subjective speech consists of beliefs and opinions of a speaker. Turn-taking is a key term and it basic stone in a conversational dialog and it should develop and fit in the discourse. Sequence is a set of turn-takings that follow up and form context or consists of adjacency pairs (turn-takings that form pairs). Overlap stands for two speakers speaker talking at the same time. Repair in discourse fixes error. Action formation goes deeper in details and views how is each take-turn put.

7. Structure of Czech conversation

In the preceding chapter, we mentioned terms like linguistic structure, subjective and objective language and evaluative meaning, turn-taking or overlap. Hoffmannová et. al. refer to the colloquial term (in Czech: ‘skákání do řeči’). (Hoffmannová et. al., 2019, p. 102) All of these conceptions are applied in Czech discourse in the same way. As written earlier, verbal and non-verbal means direct the discourse and tell us what follows or where the conversation leads. (Hoffmannová et. al., 2019, p. 28)

When utterance is supposed to reach addressee, it is polar. Utterance is not necessarily apparent, as it may be also implicated or hidden. Bečka (1975) defines this as implicated polarity. On the other hand, there is objective expression and that is characterized by the relationship not with the author, but with anyone else, in general. Recipient can be individual or a group of people or the utterance does not aim addressee at all. (Bečka 1975) There are main participants of evaluative structures:

The person that expresses or experiences the evaluation, the target evaluated and evaluative elements Emonds and Janebová (2013, p. 270)

The basic predicate-argument structure typically has the grammatical subject as the source and the object as the target, according to research on evaluative structures. Semantics studies meaning of word(s) and phrases. From the semantic point of view, the source is the actor and the target is the patient.

e.g. *Petr* *nesnáší* *Pavla.*

 “*Peter* *hates* *Paul.*”

 SUB PRED OBJ

 ACT PRED PAT

The text's unidentified author offers their opinion. e. g. *Facebook is no good* – or when the target is known from the communication context – e.g., *Such a shame!*

Other evaluative expressions are intensifiers: e.g., *strašně, pěkně* (“terribly, pretty”), etc.;

e. g. *Ještě si pamatuji, že to kafe bylo strašně dobrý.*

“*I just remember that the coffee was terribly good.*”

Intensifiers can be identified automatically using collocations.

(Janebová and Emonds 2013, p. 271)

The majority of verbs are found in the sentence's predicate position and as for the parts of speech, verbs are most influential (like, prefer). In some cases, they may bear an explicit evaluative meaning or formulate individual meaning (e.g., verbs such as *think, mean, suppose, consider, etc.*). The verb ultimately affects the entire polarity although as Janebová states, *Hrdopýšek* ('braggart') is here a negative noun.

Toho hrdopýška všichni nesnášejí. - *Everybody hates that braggart.* -

Toho hrdopýška všichni chválí. + *Everybody praises that braggart.* +

Janebová M. Emonds J. (2013, p. 272)

Depending on the source, the polarity may be inserted, making it possible for the evaluation to be either positive or negative. Relatively speaking, evaluative nouns are weaker than evaluative adjectives.

e.g. *Byl to však (příjemný nepořádek) +, v němž se návštěvníci cítili uvolněně.*

However, it was a (pleasing mess) +, in which the guests felt good.

Moreover, we may frequently recognize an ironic meaning in the sentence when the adjective comes before a noun with the opposite polarity. As Veselovská shows in this example.

e.g. *Byl to hrdinný chlípnik.* ('He was a heroic lecher').

Conjunction *but* are likely to change to the opposite polarity, according to the principle of semantic consistency (Hatzivassiloglou and McKeown 1997). This frequently applies to Czech beer as well.

e.g. *[Pláž byla hrozná] -, ale [v hotelu se nám líbilo.] +*

[The beach was awful] -, but [we liked the hotel.] +

There are concessive sentences that reflect evaluative meaning, but they should be applied with respect. They may start with *ačkoliv* ('although'), *byť* ('albeit'), *jakkoliv* ('even though').

e.g. *Přestože baterie dlouho nevydrží, jsem spokojen.*

‘‘Although the battery life is not long, that is OK for me.’’

(Janebová, Emonds 2013, p. 273)

Idioms are fixed groups of words with a unique meaning that differs from the meanings of the individual words. They are used frequently by a certain group of people and requires wide proficient language skills and idiomatical speech should be spoken in practice. (Hilpert 2014, p.13)

e.g. *‘‘We’re back to square one.’’* *A jsme zase na začátku.*

Idioms also possess ability of evaluative meaning (e.g., *není to můj šálek čaje* [‘‘it is not my cup of tea’’]). Construction is a generalisation that speakers use when they come into contact with different linguistic forms. (Hilpert 2014, p.9)

Construction Grammar, (hereinafter constructions) are linguistic knowledge that link a linguistic form with a meaning, explains Hilpert. He also formulates the term construction straightforwardly: *In pedagogical language textbooks, a construction is typically a complex linguistic form that serves a grammatical function.* (Hilpert 2014, p.9)

We demonstrate how a constructure captures a subjective stance pragmatically. In terms of semantics, the frame is made up of various frame components: the target, the source, evaluation, positive or negative polarity, state of intensity claimed. We should mention valency (i.e. argument structure) in case of evaluative verb. (Janebová M. Emonds J. 2013, p. 274)

To summarize this chapter, we spoke about Bečka's polarity, standing for an utterance gets to addressee. Verbs affect clauses the most and stand mostly in predicate position. We know, that every part in a clause has some specific function. For instance, verb is situated mostly in predicate part of a sentence, has an evaluative function and influence the sentence and context. Clauses may also be ironic and what is said is reversely meant. Idioms are clusters of words, with a special and evaluative meaning and that require certain level of language knowledge. Constructions are linguistic know-how that form a bridge between linguistic form and meaning.

8. Word order

Word order is a typological feature and it shows us, how words in clauses go subsequently. Czech and English typologically differ.

Czech is synthetic a fusional language, puts words together and uses plenty of prefixes and suffixes. Czech word order enables us to say a sentence in many different ways. (Uhlířová 1987, p. 9) I borrowed these examples from Uhlířová (1987):

navštěvovat – navštěvovaný – navštěvovanější – nejnavštěvovanější

to visit - visited - busier (lit. more visited) - most visited (Uhlířová 1987, p. 9)

e.g. noh-ama, ruk-ama.

8.1 English word order:

As opposed to Czech, English belongs to the analytic languages and keeps words separately.

e.g.; by legs, by hands.

In a sentence can be found subject, verb, object, complement and adjunct. Word order not only specifies, whether it is a noun-phrase, adjective phrase, verb, adverb or prepositional-phrase, but also focuses on a sentence as two parts that are interrelated together. (R. Carter, McCarthy 2006, p. 778)

These parts are called the theme (a topic) and the rheme (a comment). The theme gives us information about the person or thing in a sentence and is situated at the beginning of a sentence. Rheme on the other hand, plays its role in the main sentence and describes the topic in question in further details.

e.g. Linda | is going on holiday to France.

Linda in this sentence is a theme. The person that is referred to. The second part *is going on holiday to France*. is a rheme. (R. Carter, McCarthy p. 778) Word order may be either marked or unmarked. Unmarked word order refers to the most common arrangement of the components in a declarative clause.

e.g. *She loves golf.*

This is an example of S-V-O word order. She stands for the subject, loves is the verb and golf is the object. According to Carter and McCarthy marked word order can be used for a variety of purposes to establish different types of concentration, or to place more emphasis on certain aspects. To illustrate this, an example by Carter and McCarthy was used:

That furniture we bought years ago, this lot is more recent. (Carter and McCarthy 2006, p. 778)

We is the subject, that furniture is the object and bought is the verb.

8.2 Czech word order:

Trávníček (1937) describes the way of Czech word order as tortuous and errant. Czech word order is sometimes and only to some extent free. Gebauer in the previous century defined Czech word order as free enough, but over the decades the language changed. (Melantrich, 1937)

Free word order can be conveyed in multiple ways, but the sense of a sentence or collocation must be kept the same. Czech language is rather remote to free word order.

e.g. *Republika československá, Československá republika*
jazyk český, český jazyk

Somewhat different situation is in the following example,

e.g. *Nelíbí se jí to.*
Jí se to nelíbí.

Emphasis is put on the person jí, in this case. Czech word order follows its rules and therefore we cannot say it is free enough. (Melantrich, 1937)

To recap this chapter, word order is word order are words arrange in a sentence. Czech word order is quite free and a sentence can be put numerous ways. English word order tends to leave words separate. Word order deres its subject, object, verb, adjunct and complement,

further kind of phrase and parts of sentences (theme and rheme) that are related. Theme refers to a person and rheme provides us more information about the person in question.

9. Addressing in communication

9.1 English:

In European languages, references to social relationships are used to implement informal and formal terms of address. English has not this distinction in the second-person singular reference form, and only literary texts like Shakespeare retain it in any meaningful way. (Clift 2016, p. 24)

Writing addresses to persons has distinct standards and conventions than verbal addresses. There are always going to be those individuals and occupations that demand more formality than the others. A person's rank or position in relation to yours may occasionally be required while addressing them. Age, education, employment, marital status or religion may be factors in this domain. How to Address People in English (1997).

Formal titles

Formal terms of address are more widely employed in business contexts. They should be used, unless the individuals you meet tell you differently To address someone, you may say:

"Excuse me, Sir" or "Pardon me, Madam/Ma'am."

To greet someone, you can say:

"Hello Sir" or "Good morning, Madam/Ma'am."

Instances are excerpted from the online article How to Address People in English (1997).

Formal titles used in English:

- ✓ Ms + last name (married or unmarried woman; common in business)
- ✓ Miss + last name (unmarried woman)
- ✓ Mr + last name (any man)
- ✓ Mrs + last name (married woman who uses her husband's last name)
- ✓ Sir (adult male of any age)
- ✓ Ma'am or Madam (adult female)
- ✓ Dr + last name (some doctors go by Dr + first name)

Professor + last name (in a university setting) How to Address People in English (1997).

Informal titles used in English:

Informal titles signify closer or casual relationship as per article cited above.

- ✓ Miss/Mr + first name (care workers or lectors)
- ✓ First name (friends, children, students)

Affectionate titles

These expressions of affection are frequently used while calling a kid, a romantic partner, family member or a close friend.

- ✓ Babe or Baby (romantic partner)
- ✓ Darling
- ✓ Dear
- ✓ Sweetie
- ✓ Love
- ✓ Pal or Mate

Borrowed from the article *How to Address People in English* (1997).

In CA domain, various tools can do this. For instance, an adjacency pair in conjunction with address by gaze or explicitly choose name. In case of an address name or address phrase we talk about vocative.

e.g. *Jamie*, can you help me?

We need to talk, *my dear*.

Take for instance two excerpts from Clift.

Mom launches a request that is initially formatted as a general address, but which is then repaired just before its possible completion to be directed at a particular recipient - her son, Wesley, who answers as she prepares to finish her request:

1 Mom (C'n) we have the blessi-ih-buh-Wesley would you ask the

2 blessi[ng]pleasel

3 Wes [Ahright]

A next-turn repair initiator similarly chooses the previous speaker to talk next. (Clift 2016, p. 111)

e1 Anna *Was last night the first time you met Missiz Kelly?*

2 (1)

3 Bea~ *Met whom?*

4 Anna *Missiz Kelly.*

5 Bea *Yes.*

9.2 Czech:

The relationship to communication is directly expressed in the vocative. and are used to identify the speech's addressee. Every linguist describes vocative in Czech discourse with a minuscule differentiation. The speaker's focus shifts to the addressee as they both become components of the structural reality. In this case, the vocative functions similarly to the nominative. It is a "putting into relation" relationship with the entire utterance's substance.

e.g. *Novák půjde ke mně.* Novák in this example is nominative.

Nováku, pojď ke mně. Novák, pojď ke mně. In this instance *Novák(u)* is a vocative.

This example shows, that nominative and vocative in Czech discourse occasionally tends to match in meaning form. (Jurka et al. 2014, p. 27)

Vocative may either be response itself or it points to different conversation: See example by Čechová. (Čechová 2016, p. 299)

e.g. *Karle, ozvi se!*

In colloquial speech addressing is sometimes uttered by nominative:

e.g. *Jozef, pojď mi s tím pomoci.*

In this example colloquial nominative is used after the word *pane*, in both cases.

e.g. *Pane učitel, co ten náš Pepík zase vyvedl?*

Pane Novák, kdy to bude hotové?

(Čechová 2016, p. 299)

Addressing in communication may be viewed from different angles. In terms of pragmatics, relationship of the speaker and listener is the focus. Therefore, it is possible to address a person in two ways: *pane Nováku i pane Novák, pane doktore i pane doktor* as per Jurka et al.

Impolite way of addressing in Czech discourse is to use surname without denomination in combination with formal addressing (*vykání*) as in instance offered by Jurka et al. (p. 29). This kind of turn is usually heard in army from a higher rank person talking to lower rank person. (Jurka et al. 2014, p. 29) What is more, that Czech unlike English, uses formal address term *Vy (vykání)*, id est You.

In summary, forms of address are either written or spoken. Titles follow standards and their use is subjected to criteria such as rank, position, education, religion, etc. We distinguish formal, informal and affectionate titles. Czech uses vocative and colloquially nominative forms of addressing, formal (in Czech ‘*Vykání*’) and also distinguishes addressing according to gender: (*pane Nováku, mohl byste; paní Nováková mohla byste*).

10. Non-verbal communication

Non-verbal communication refers to as body language without any explicit expressions and like verbal communication, has a wide range of means that are employed in conversation and to supplement verbal speech.

In general, non-verbal communication involves the body part movements including head shaking or nodding, eye-contact, eyebrows rise, face wears different expressions, hand gestures or way of standing. In the 1970 Sacks and Schegloff were the first ones, who described body language, claims Sidnell. (Sidnell, Stivers 2013, 35–36). Non-verbal communication can tell even more than verbal communication, hence should not be ignored.

The most common non-verbal signs extending an arm and subsequent opening the mouth in the face, pointing a finger, throat clear, loud exhalation, turning the body and head approaching the recipient according to Schegloff. Except for these there are still hand gesticulations or grimaces. (Schegloff 1996, p. 93) People can also non-verbally greet each other by head movements or hand waving, in closer relations handshake or kiss may be used as per Jurka et al. (2014, p.35)

Pauses in has its justification. Sidnell et al. claim that a longer silence signifies that listener is shocked by the situation, does not know how to answer to the question or contemplates the reaction. Longer silence leads to the listener's impending unfavourable or evasive response. Sidnell, Stivers et al. (2013, 61, 108 and 109)

10.1 Eye contact

Eye contact is one of the explicit elements of addressing and initiates the action is addressed to the speaker. (Sidnell, Stivers 2013, 316) According to studies, the glance the addressee receives at the outset of the sequence implies the speaker expects a response to their behaviour. This glance can even be used to put the recipient under strain by asking for or prompting a response. The speaker awaits a reaction like nodding his or her head or mumbling mhm, etc. Such reactions are referred to as continuers and their function is to prolongate the discourse. (Sidnell, Stivers 2013, 158 and 316)

10.2 Emotions

Emotions are social and psychological processes of subjectively experiencing good or bad things. They are accompanied by motor symptoms like (facial expressions, gesticulation) and alterations like (heart beat or respiration). Excitement, pleasant and unpleasant emotions are considered to be crucial elements of the psyche. (Jurka et al. 2014, p. 39)

Behavioural learning has supported the idea brought by evolutionary theory that emotions fulfil three main purposes:

In the senses of appetite and aversion, they organise behaviour.

They are primarily motivated by ego and integrate mental activities.

They are ego related.

(Jurka et al. 2014, p. 41)

First attempt to understand emotions dates back to Aristotle time (300 BC). He stood by his thought, that emotions in the human body come the heart. As the time went by, scientists found out that emotions are regulated by brain, as this organ far more complexed.

When we experience something that we assess it as positive or negative and interpret it in light of your own well-being and objectives. It is widely known that we remember much more experiences with pleasant feeling. (Jurka et al. 2014, p. 42)

Activation and emotion

When emotional intensity varies, physiological changes happen. The sympathetic division of the autonomic nervous system is largely responsible for the physiological changes that take place during emotional activation. Jurka et al. included these changes: *increase in blood glucose level, narrowing of the pupils, increase in blood pressure, increased sweating, pulse and breathing rates, increase in blood platelets (blood clotting), erect hairs on the skin, diversion of blood from the organs to the skeletal muscles* (Jurka et al. 2014, p. 43)

10.3 Affects

Affects are highly intensive and short-term emotional experiences that dynamically arise due to lack control of conduct. They engulf person's awareness to that extent, where he or she can not or with difficulties keep self-control. Jurka et al. consider these to be characteristic affects: anger, disappointment, fear, fright, joy, surprise. Oscillating affects: expectation, fear and hope.

It was the aim of this chapter to explain that we can communicate explicitly. Body language may tell us more than explicit form. Non-verbal communication includes most dominant eye contact, grimaces in face, hand gestures, pointing fingers and body or head turning, and they go hand in hand with our emotions and affect. Emotional intensity may be spotted by eyes and affects are typical for losing self-control for a short time.

PRACTICAL PART

Language is old as civilization itself. Time changes and different languages all over the World as have developed. It is commonly known, that language should not only be understood, but also spoken. That makes languages science and in today's world these two activities we can observed, measured and new findings researches made. This thesis takes its own part in research should bring some new contribution towards linguistic. Recordings made may be used to further analysis and possibly bring some new findings into this topic.

In the theoretical part we defined sociolinguistics, within linguistics between teachers and pupils. What teaching forms and didactic means can teachers apply in English and Czech conversation. What is more, is the comparison between English and Czech conversation usually followed non-verbally.

In the practical part of my bachelor project, I would like to answer research questions and reflect sociolinguistics, teachers' personality, teaching forms and methods, didactic means and English and Czech conversation structure used by the teachers and the second-grade pupils of elementary school, during my personal participation in lessons.

The place of research was the elementary school in Staré Město u Uherského Hradiště, that I used to attend myself as a pupil many years ago.

I did the research based on the lesson recordings and rewriting it in written form.

11. Research design:

11.1 Hypothesis and research questions

a) Hypothesis:

Pupils converse more actively in Czech lesson than in English lesson.

This fact is hypothesized, but this project investigates the structure of conversation in English and Czech and therefore I have to verify this hypothesis myself.

b) Research questions:

To what extent were the pupils confident during conversation?

Why were the pupils less talkative than expected?

How did the teachers impress the pupils during lessons?

11.2 Research objectives

The main research of this work is to find out why pupils converse more actively in Czech conversation than in English and accept or decline the hypothesis.

The research questions of the thesis are formulated to achieve the main objective. I chose to inspect the following criteria: sociolinguistics, the teacher's personality, the teacher's roles, teaching forms and methods, didactic means, conversation structure, form of address, word order and non-verbal means. Research seeks to find out the level of self-confidence of the pupils, why they talk less than was expected, how the teachers impressed their pupils during lessons. This was done through recording analysis and observation.

11.3 Research sample

Sample of respondents in the Czech class were of 26 pupils (14 boys and 12 girls) whereas in English lesson, class was split into 2 groups, number of respondents examined reached 13 pupils (7 boys, 6 girls). The school has the total number of 746 pupils. Research was carried out in the school year 2021/2022 and lasted two days.

11.4 Data collection method

Based on agreement with the headmaster, teachers and pupils recorded data used will be confidentially and for academic purposes only. Pupils were asked to behave as they usually do and ignore me. Recordings initiated right after the self-introduction and had around roughly 40 minutes from each session. The length of every lesson was 45 minutes.

This way data extraction in empirical approach are exact and cannot be manipulated with. On the contrary is too personal and everybody does not tolerate being recorded, based on the experience with pupils, which confirmed me one of the teachers independently on the lesson.

11.5 Pitfalls of research

To analyse and write down recordings of this kind may be challenging and time-consuming. Not only, you have to rewind the record more than once to be sure of what is

said, but it also has to be written down precisely. Even though you have a good device, in class there is usually echo. When speak more than one person at a time, recording does not have to be comprehensible. In addition to that, if you do not know the pupils in person, after a while of replaying the recording, you may not necessarily recognize who is talking if the pupil is not addressed.

11.6 Data interpretation

I examined the dialogs recorded in individual sub-parts. Conversation analysis within both classes were replayed in the program Windows media player and replayed and listened to after every 2-3 seconds. In order to interpret data, we briefly enumerate topics in the teaching plan, that eight-grade pupils should know at the end of their school year and determine if their performance fulfil these prerequisites given by the curriculum:

- ✓ Tenses present simple, present continuous, past simple, past continuous.
- ✓ Verbs like, love, do not mind, hate + -ing form.
- ✓ Modal verbs.
- ✓ Sport, holiday, hobbies, free time, personal possession.
- ✓ Describe their favourite person.
- ✓ The weather.
- ✓ There was, there were.
- ✓ Too much, too many, (not) enough.
- ✓ Phrasal verbs.
- ✓ Adjectives of feeling, prepositions of movement.
- ✓ Occupations.
- ✓ Asking requests and how to react to them.

As for the Czech grammar teaching plan for the Eight-grade students, the output is as follows:

- ✓ Vocabulary enrichment.
- ✓ Morphology.
- ✓ Verb form.
- ✓ Spelling.
- ✓ Syntax.
- ✓ General explanations of the Czech language.

On the basis of the excerpt, we can see that what is talked about matches with the curriculum. In the excerpt of an English lesson, we can find a holiday topic, past tense or weather.

The Czech grammar lesson excerpt also confirms that pupils recapped vocabulary enrichment, general explanations and conditions.

1) To what extent were the pupils confident during conversation?

In this initial research question, I want to focus on the self-confidence of pupils in conversation. The object of the investigation is to find out the learners' self-confidence during the conversation. The probe is divided into two lessons.

The reason why I chose to study pupils' confidence in conversation is for two reasons. Firstly, as I mentioned previously, conversation is our daily explicit means of communication and secondly, ELT is a matter of interest for English teachers and confidence is bound to learning teaching.

The method I used in this qualitative research was observation and for collection of data I had the audio recording device ZOOM H2n. Recordings I replayed and wrote them down in the program Microsoft Word 2016 and in Microsoft Notepad for writing down my thoughts. Firstly, I am going to research the English lesson and secondly the Czech grammar lesson.

Research criteria: sociolinguistics, the teacher's personality, the teacher roles, teaching forms and methods, didactic means, conversation structure, form of address, word order and non-verbal means.

a) The English lesson

The first excerpt from the English lesson. The investigation was taken in the 8th grade of an elementary school in Staré Město. The number of respondents examined reached 13 pupils (7 boys, 6 girls).

BM = boy Martin, BS = boy Samuel, BV = boy Vojtěch, GK = Klára, P1 = pupil 1, P2 = pupil 2, T = teacher

1. T: When... ahh we speak about holidays,
2. T: what comes to your mind, Vojto?
3. T: Just tell me.
4. BV.: No school.
5. T: School. No school.
6. T: Ok, well done.
7. T: writing on the board.
8. T: Same,
9. BS: Tož jako dovolené.
10. [loud voices, giggles]
11. T: Vacations, yeah!
12. T: So, there is no school. What else?
13. P1: Vacation.
14. T: Vacation, ok...
15. T: Klárko, you said...?
16. GK: Hot weather...
17. T: Hot weather, ok.
18. T: So, do you like hot weather,
19. T: ... Vojto?
20. T: Do you?
21. BV: Yes, ...
22. T: Are you a friend of hot weather?
23. BV: No.
24. T: Are you a fan?
25. T: Fanoušek.
26. BV: To snad ne. [sth like]
27. T: [Laughing]

127. T: What about Safari?
- 128.P: Safari!
- 129.T: Safari holidays, yes.
- 130.T: Safari, what else?
- 131.T: Safari it is.

Research criteria:

In terms of **sociolinguistics**, I can say that the group of pupils and the teacher are Czech from the county of Uherské Hradiště. There were 7 boys, 6 girls and a woman teacher. In the class dominates a good atmosphere and thus, I assume the class has a good relationship with the teacher.

e.g. *BS: Tož jako dovolené.* In line 9 we can see BS uses the Czech particle *Tož*, which you are most likely to come across in the South-Moravian region.

Another criterion I examine is **the teacher's personality**. Going through the conversation excerpt, we can see, that the teacher uses pupils' names to address them. The lesson is organized and the teacher praises pupils (in lines 2, 8 and 15).

e.g. *T: what comes to your mind, Vojto?*

T: Same,

T: Klárko, you said...?

The teacher here appreciates P1 for his reply by saying ‘yes’ triumphantly in line 129:

T: Safari holidays, yes.

The teacher's roles here are tutorial, controlling and instructional. In lines 1-3:

1. *T: When...ahh we speak about holidays,*
2. *T: what comes to your mind, Vojto?*
3. *T: Just tell me.*

The teaching form is whole-class. The class was split into two groups. The one of the groups I observed was more progressive than the other one. **Teaching method** is verbal in this lesson. The class was working mostly with a text book. If I consider what ELT methods according to Scrivener were used, they were these: Grammar-translation method, total physical response, task-based learning and Communicative Language Teaching (CLT). Although this method would require more lessons to measure pupils' knowledge.

Didactic means is our other criterion: The class is working with textbooks (teaching aid), used notebooks, pens (school equipment) and the classroom (teaching space).

In a dialog, are both speakers and their speeches bound, they anticipate and react to their responses, contribute to them, they address each other, than obviously change the roles of a speaker and a listener.

This criterion focuses on **conversation structure**. This conversation is about holiday. The teacher (T:) leads the lesson and develops it in terms of lesson plan and conversation. It is a teacher who speaks the most (in lines 1,2). The excerpts are thoroughly dialogue.

The excerpt contains mainly turn-taking of the teacher (lines 1 T: *When...ahh we speak about holidays*, and 2 *what comes to your mind, Vojto?*) and occasionally turn-takings of students and evaluative elements (line 14 *Vacation.*; line 17 *Hot weather.*).

Pupils' stance towards this topic are positive, because everybody likes holiday. We can see it in **turn-takings** (line 12, *...there is no school*, line 17 *Hot weather*). There is an **overlap** (line 3 T: *Just tell me*. The teacher's turn is overlapped by the pupil's turn in line 4 BV: *No school*. Another overlap is in lines 14 and 15. Before the pupil in line 14 finishes his turn, the teacher's turn overlaps his turn in line 15 (*Vacation, ok...*). In both cases we can talk about competitiveness as both the teacher and the pupil want to be heard clearly.

The text is **sequentially coherent** and after questions follow answers. Line 1 and 2 are followed by line 4. (1. and 2. line T: *When...ahh we speak about holidays, what comes to your mind, Vojto?* 4. BV: *No school*.). To illustrate another example of a **sequence**, we can choose lines 22 and 23. (where the teacher's question is followed by Vojtěch's answer.

T: *Are you a friend of hot weather?* BV: *No*.

To show you an example of a **repair**, we use the following situation, where Martin said Alps without the article (in line 69 M: *...Alps, I like.*) and the teacher uses repair (in line 70: *In the Alps...*)

67. T: So Mart'o, do you like going or walking round ...

68. T: ... the mountains?

69. BM: ...Alps, I like.

70. T: In the Alps...

Form of address is the criterion to be focused on. The pupils in this class draw the teacher's attention by calling *paní učitelko* (Mrs teacher in Czech) as is shown in line 147 in the conversation underneath. The teacher addressed pupils by their names. This form is the commonest.

145. T: That't kind of how...
146. T: ...holiday, yeah?
147. PB: Paní učitelko, he is going to have
148. P2: food at halka.
149. P2: You know what's food halka?
150. P2: Good food.
151. T: Good food?
152. P2: Yes.
153. T: And where?
154. [class laughing]
155. P2: I don't know. It's a restaurant.
156. P2: Like food halka,
157. P2: you know?
158. T: I know halka.
159. P2: Halka means good food.
160. [the class is laughing]
161. T: What language is it?
162. [the class is laughing]
163. P2: Czech.
164. T: What can I imagine
165. T: under this word?
166. P2: Co chcete, co Vám chutná.
167. P1: To je zas nějaké ... slovíčko, ne?
168. P2: Ale však chápete mě ne?

When we talk about **word order**, I spotted one discrepancy in line 69 and in the following line, teacher repairs BM:

e.g. 69. BM: ...*Alps, I like.*

70. T: *In the Alps...*

Non-verbal means of communication is our last criterion. Some pupils used hand gestures while sending secret notes written on paper and mostly eye contact was used for the whole lesson.

From my observation, I can state that the teacher has a positive attitude towards children, understands supports them, is patient and happy about their success and calls pupils by their names. Is optimistic and creates a good atmosphere in a class.

To conclude this part of the question, I can say that the self-confidence of pupils in the English lesson was lower than expected. The highest number of turn-takings gave P2 (pupil 2) and then BV (boy Vojtěch). Other five pupils gave at least one turn-taking. Six pupils did not react at all in this excerpt. This finding shows, that the pupils' self-confidence is low.

b) Czech grammar lesson

The Czech grammar lesson is our second excerpt to study. The investigation took place in the 8th grade of an elementary school in Staré Město. A sample of respondents in the Czech class were 26 pupils (14 boys and 12 girls).

In this lesson, the 'pupils' interactions were more active. The lesson recorded was a preparation for a quarterly exam and the class recapitulated parts of speech, speech category, vocabulary enrichment (derivatives, compounds, phrases, word adoption), formal or informal language and they divided Slavic languages (eastern-slavic, southern-slavic, western-slavic).

e.g. *eastern-slavic – Russian, Belarusian, Ukrainian*

southern-slavic – Bulgarian, Serbian, Croatian

western-slavic – Czech, Slovak, Polish

The class is given working sheets and pupils work in pairs to recap vocabulary. They are supposed to attach words to one of three columns, whether the word is derived, shortened or compound.

E.g. *prodat, odhalit – derived*

TV – shortened

Compound – koloběžka, sněhobilý

Other exercise was to choose the correct letter (s/z i/y)

E.g. *Svrhl ho do propasti.*

Plán se zvrhl.

Svolal jsem poradu.

Zvolal jsem z okna na kamaráda.

Musím směnit peníze.

Musím změnit kartu.

Dobili jsme telefon.

Dobyli jsme hrad.

Získat hodně síly.

Tornádo sílí.

The analysis of Czech grammar lesson differs in content. The class is preparing for the quarterly test and will practice with a teacher. The following part shows a situation when class is handed out worksheets on Czech grammar exercises. The teacher delegates individual pupils to read instructions.

The excerpt from the Czech grammar lesson:

T = teacher, GT = girl Tereza, BM = boy Marek, BF = boy Filip, B4 = boy 4

1. T: Prosím Vás:
2. T: Diktát test normálně klasicky
3. T: do toho dvojlistu. Slovní druhy
4. T: Terezko, co tím máme na mysli,
5. T: slovní druhy?
6. GT: Tož...

7. GT: Podstatné jména a přídavné?
8. T: Ták. Těch deset slovních druhů jo?
9. T: Z nějaké věty určit, rozlišit deset slovních druhů.
10. T: Dvojka! Marku.
11. T: Co to znamená ty mluvnické kategorie?
12. BM: No, určování
13. BM: podstatných jmen, přídavných jmen
14. BM:... a sloves?
15. T: Tak Marku, otázka zní;
16. T: Co určujeme u podstatných jmen?
17. [silence]
18. [pen clicking]
19. BM: Pád číslo rod a vzor
20. T: Děkuju.
21. T: Pád číslo rod a vzor.
22. T: Filipe, co určujeme u přídavných jmen?
23. BF: Eeee....
24. B4: Osoba, číslo, způsob?
25. T: Já jsem řekla Ondro a myslela jsem Filipa.
26. T: Filipe, ...
27. BF: Jo...paní učitelko, to samý co u podstatných jmen, akorát tam nebude ...
28. T: A zkusil bys to říct, Fili znovu?
29. BF: Pád, číslo rod... a vzor.
30. T: A ještě, co určujeme děcka u těch přídavných ...?
31. Gx: druh.

Research criteria remain the same for the Czech lesson:

1. With regards to **sociolinguistics**, we cannot easily identify region. Probably when the pupil was about to say something, but stopped her utterance (in line 6) *GT: Tož...*

e.g.

6. GT: Tož...

The teacher's personality was friendly towards pupils. She uses names to address pupils, appreciates their performance by saying thank you “*Děkuju.*” (in line 20) and she also drills the pupils (in lines 4, 8, 9, 10 a 11).

e.g.

4. T: Terezko, co tím máme na mysli,
8. T: Ták. Těch deset slovních druhů jo?
9. T: Z nějaké věty určit, rozlišit deset slovních druhů.
10. T. Dvojka! Marku.
11. T: Co to znamená ty mluvnické kategorie?

The teaching form is whole-class teaching and the teacher uses **verbal method**.

As for **didactic means**, the class is work sheets with exercise. Each exercise focuses on different things regarding grammar. One is categorizing parts of speech, the other on nouns and adjectives and what we determine by them.

When we talk about **conversation structure**, there is a dialog between the teacher and pupils. Turn-takings come mostly from the teacher, because she controls the time and tries to recap as many curriculums with them as possible.

e.g.

8. T: Ták. Těch deset slovních druhů jo?
9. T: Z nějaké věty určit, rozlišit deset slovních druhů.
10. T. Dvojka! Marku.
11. T: Co to znamená ty mluvnické kategorie?
12. BM: No, určování
13. BM: podstatných jmen, přídavných jmen
14. BM:... a sloves?
15. T: Tak Marku, otázka zní;
16. T: Co určujeme u podstatných jmen?

An example of **turn-taking** we can see in lines 5 and 7 (*Máte nůžky?; Á, nemám, si je půjčím. Já jsem si je nechala doma.*). One pupil is asking one for scissors.

5. Máte nůžky?
6. *Kašláni.*
7. Á, nemám, si je půjčím. Já jsem si je nechala doma.
8. Teacher: A Terezko, jedno Vojtovi dejte.
9. CO? 20
10. Teacher: Prosím Tě neseď jak v hospodě, vem si nůžky a rozstříhejte si to na třetiny a nalepte si to ...

There is an **overlap** in lines 7 and 8. The teacher overlaps a pupil by asking her to pass cut papers to Vojta.

7. Á, nemám, si je půjčím. Já jsem si je nechala doma.
8. Teacher: A Terezko, jedno Vojtovi dejte.

Sequentially coherent text can be spotted in this example. The conversation between Marek and the teacher is developing. We refer to this as **sequence**.

10. T. Dvojka! Marku.
11. T: Co to znamená ty mluvnické kategorie?
12. BM: No, určování
13. BM: podstatných jmen, přídavných jmen
14. BM:... a sloves?
15. T: Tak Marku, otázka zní;
16. T: Co určujeme u podstatných jmen?

Teacher asks Ondřej to read in line 25 (*Já jsem řekla Ondro a myslela jsem Filipa*). On the following line 26, she uses repair *Filipe,*

24. B4: Osoba, číslo, způsob?
25. T: Já jsem řekla Ondro a myslela jsem Filipa.
26. T: Filipe, ...

When we talk about **forms of address**, the pupil addressed teacher in line 27 BF: (*Jo...paní učitelko, to samý co u podstatných jmen, akorát tam nebude ...*) and teacher uses pupils first names to address them (line 4 *Terezko*, line 10 *Marku* and line 22 *Filipe*).

4. T: Terezko, co tím máme na mysli,
10. T. Dvojka! Marku.
22. T: Filipe, co určujeme u přídavných jmen?

27. BF: Jo...paní učitelko, to samý co u podstatných jmen, akorát tam nebude ...

I found no discrepancies in **word order** in this lesson.

Non-verbal means were used by both the teacher and the pupils. Mostly eye-contact.

To conclude this research question, I can say that the self-confidence of pupils in the English lesson was lower than expected. The highest number of turn-takings gave P2 (pupil 2) and then BV (boy Vojtěch). The other five pupils gave at least one turn-taking. Six pupils did not react at all in this excerpt. This finding shows, that the pupils' self-confidence is low.

In Czech grammar, pupils were more talkative than in the previous English class and showed higher confidence and an ability to lead conversation in Czech about linguistics with ease.

- 2) Why were the pupils less talkative than expected?

The second research question studies why the students were less talkative. This happened in the English lesson, because in Czech grammar they reacted promptly and without any troubles. There are more reasons why this happened. My assumptions are based on observation and replaying the recordings.

The method I used to study this was observation and the criterion is the circumstance of why the pupils were less talkative. This question came into my mind to support the reason that the pupils were shy. Language acquisition is done by listening, reading and studying vocabulary and grammar. When it comes to talking, that is a different level.

Here I state possible assumptions that could happen:

- a) The pupils feared that they would not be understood.
- b) Another reason for triggering fear could be that they did not want to be mocked or did not want to make a mistake.
- c) They had been familiar with the topic from the previous lesson but were not prepared for the lesson.
- d) Another reason that influenced the pupils' reactions was my presence in the class and the fact that they were recorded. This was confirmed by the teacher herself, when we had a brief discussion in the corridor after the English lesson.
- e) They simply do not have talent for languages.
- f) The combination of some circumstances stated above.

To really comprehend the classroom climate would require long-term contact with the class. Being a teacher of the class and teaching them on a regular basis would bring more exact data to each pupil. To examine the research sample in such a short time is challenging and to know in what circumstances every pupil is even more challenging.

3) How did the teachers impress the pupils during lessons?

Communication with pupils is an important pillar and during puberty it may not always be easy. This research question is also explored through my lesson observations and recordings.

I have chosen to examine the following criteria: teacher-pupil interaction, non-verbal communication.

a) English lesson

However, in the English class, a social bond was evident between the students and the teacher. The teacher focused on the material being discussed and captured the pupils' attention by using their hearing and sight to convey information. The teacher was face to face with the class. The teacher initiated the conversation first non-verbally by eye contact, then by addressing the pupil. The English lesson was more relaxed, punctuated by funny remarks from the pupils and the teacher laughed too.

b) Czech grammar lesson

In the Czech class, social bonding was also evident among the students, but the class was conceived as a revision for the quarterly work and therefore, more emphasis was laid on activity. Here the teacher focused on the repetition of the material and the attention of the pupils was captured by using their hearing and sight to convey information. In doing so, he tried to cover a wide range of material, which also reflected on the speed of communication between her and the pupils.

c) Conclusion

In both lessons I observed that the students reacted positively to the teacher, which reflects to some extent a good classroom climate. Teachers were friendly and were interested in hearing the pupils' opinion or perspective on the subject and also used the same method of non-verbal communication. The teacher's attitude to presenting the substance to pupils well is very important.

11.7 Research report and publication of results

We explored self-confidence in English and Czech conversations. By using an observation method and reviewing the data, we can claim that pupils were actively talkative in the Czech grammar lesson and were less talkative in the English lesson. The reason for this is natural. Czech is their mother-tongue and they use it automatically. In English, on the other hand, they have to use complex thought processes (translation). The reason for this may vary from person to person. Fear of not being understood, fear of being ridiculed or not wanting to make a mistake, not being prepared or not knowing the substance yet, not knowing the foreign language because they have no talent for it, etc.

Both teachers also determined the climate of the classroom and his/her interest in the pupils and their opinions made a good impression on the pupils.

This confirmed my hypothesis.

12. Research instrument

Technique used, were direct observation and recordings made for data collection, that were later analysed and put into a written form. For audio recording ZOOM H2n accessory pack device was used. Recordings and the work per se were written in the program Microsoft Word 2016 and in notepad for writing down my thoughts. Given the nature of the topic, this thesis contains qualitative research done by observation. One of the aspects is the focus on frequency of questions in conversation in language classes and subsequent recording analysis.

CONCLUSION

This thesis looks into English and Czech discourse structure and, in the practical part, it investigates why pupils are more communicative in Czech conversation than in English. This part is based on a personal visit to an elementary school in Staré Město u Uherského Hradiště. The visit was previously arranged by teachers and by the headmaster, who allowed me to make the recordings.

Recordings were put into written form, which is also the key point of the thesis. The sample studied consisted of 39 pupils and 2 classes and therefore its results cannot be considered generally. Recordings were full of conversations, but mostly they were interrelated and sometimes hard to understand. Another thing that made recordings harder to analyse was the echo when the class was full.

As I mentioned earlier, Czech is their native language and they use it automatically. The reasons why they are less communicative in English conversation may not only be a language barrier, but may be various influences, such as preparation for class, recording and my visit in the classroom, talent for language, etc.

The classroom climate and the teacher and his or her relationship with the students, the means of communication and the concept of the curriculum also play an important role in language learning. And this can to some extent affect the self-esteem of the pupils.

The theoretical part defines studies that matter to conversational structure, like sociolinguistics, the teacher's personality, the teacher's roles, teaching forms and methods, didactic means, conversation structure, form of address, word order and non-verbal means, and the material should provide useful linguistic information for further surveys.

The assignment of the research is to find out why pupils converse more actively in Czech conversation than in English. What affects pupils' confidence cannot be always identified and influenced by the teacher. I set out the aims of the thesis, and anticipated a hypothesis, which I then investigated through observation and playback and transcription, and the research confirmed.

Conversation in linguistics can be viewed from different points of view and it keeps developing. Still, there are things to uncover and bring new findings into linguistics. Other research could focus more on conversation analysis in various occupations.

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Resumé

Cílem bakalářské práce je zjistit, proč žáci konverzuji v české konverzaci aktivněji než v angličtině. Teoretická část se opírá o oblasti, které souvisí s konverzační analýzou. Tato témata jsou sociolingvistika, osobnost učitele, role učitele, formy a metody výuky, didaktické prostředky, struktura konverzace, forma oslovení, pořádek slov a neverbální způsob komunikace. Konverzační analýza je společným jmenovatelem těchto věd a ty jsou používány dnes a denně. Praktická část byla provedena kvalitativním výzkumem - pozorováním ve vzdělávacím zařízení a přijímá hypotézu a zodpovídá výzkumné otázky. Na základě pozorování a jsem zjistil, že příčina toho, že žáci mluví v anglické konverzaci méně, než se očekává, nelze vždy zcela přesně určit, ale může to být i fakt, že čeština je jejich mateřským jazykem.

Anotace

Jméno a příjmení:	Marco Sigismondi
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby:	2023

Název práce:	Konverzační analýza anglického jazyka a českého jazyka
Název v angličtině:	The structure of conversation in English and Czech language
Anotace práce:	Bakalářská práce, Konverzační analýza anglického jazyka a českého jazyka” se zabývá výstavbou mluveného projevu v angličtině a v češtině a jejich porovnání. Cílem bakalářské práce je zjistit, proč žáci konverzují v české konverzaci aktivněji než v angličtině.
Klíčová slova:	jazyk, čeština, angličtina, konverzace, diskurs, monolog, sebedůvěra, dialog, replika, slovosled, oslovení, neverbální komunikace, sebedůvěra
Anotace v angličtině:	The thesis “The structure of conversation in English and Czech language” looks into structure of Czech and English conversation in spoken form and compares them. The thesis aim is to find out why pupils converse more actively in Czech conversation than in English

Klíčová slova v angličtině:	language, Czech, English, conversation, discourse, confidence, monologue, dialogue, turn-taking, word order, addressing, non-verbal communication, self-confidence
Přílohy vázané v práci:	-
Rozsah práce:	53 stran
Jazyk práce:	Anglický