

PALACKÝ UNIVERZITY OLOMOUČ

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Bachelor thesis

The structure of conversation in English and Czech language

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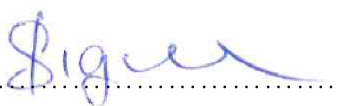
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I declare that I carried out this bachelor thesis on my own, and used the literature and other sources provided. I take full responsibility for this project.

In Olomouc 2022

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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 thesis presents how English and Czech discourse structures are built and explores activity and turn-takings of pupils. A sample of the analysis is eight grade pupils and teachers in elementary school in Staré Město u Uherského Hradiště. On the basis of this observation, pupils were more talkative with each other, especially at the beginning of the two lessons. Their talking activity with a teacher was higher in the Czech lesson than in the English one. The first and second research questions look into this matter and the third question focuses on turn-takings and intervention done by teachers. Anticipated pupils' knowledge is subsequently compared with those standards that eighth grade pupils should possess.

INTRODUCTION

Language is an instrument of international understanding and therefore people should adopt it on multiple levels. This thesis will look into the distinctions between structures of English and Czech conversation is based on sources stated. The theoretical part contains relevant areas that are pertinent to communication in everyday life. Not all readers necessarily have to agree with the information provided or can view things from different points 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, ethnomethodology, we shall look into the structure of conversation, compare word order and addressing in communication in both languages and at the end of this part, there is non-verbal communication.

The practical part contains analyses parts of recordings, data collection methods and frequency of questions and interventions, obtained from 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 a good 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 echoes.

The assignment of the thesis is to contribute summarized information and recordings for future students and it also illustrates tips on how to deprive possible fear of students who are shy to speak different language in front of others.

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

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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. (Hagége, 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 Hagége. (Hagége, 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 phenomena 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. Ethnomethodology – sociolinguistic movement

The term is a compound. The word ethno- points to study of different cultures and society. The word methodology can be interpreted as a framework of ways of how to teach, study or do something. Ethnomethodology refers to a sociologist movement, that studies methods, through which people try to comprehend reasons for other people's way of talking, thinking or doing something on everyday routine. Harold Garfinkel an US sociologist is regarded as the father of this academic discipline. Harvey Sacks also added his know-how to this field and later he was one of the creators of conversation analysis. (Jurka et al. 2014, p. 7)

In the same way as sociology as a whole, ethnomethodology includes a variety of rather diverse and occasionally conflicting paths of investigation. The word ethnomethodology is frequently used to describe the work of those who, if given the option, may opt for other classifications, such as conversation analysis or phenomenological sociology. (Zimmerman, 1978, p. 6) Besides, CA' roots are set in sociology, particularly in ethnomethodology, according to Garfinkel's "Remarks on Ethnomethodology" states Clift (2016, p. 28)

In short, ethnomethodology examines methods and understanding motives of what people do, think or talk and is connected with other sciences such as sociology and conversation analysis.

3. 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.

4. 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 beliefs. 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)

4.1 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.

4.2 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.

4.3 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.

4.4 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)

4.5 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.

5. 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 chlípák. ('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.

6. Word order

Word order is a typological feature and it show 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.

6.1 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 object, that furniture is the object and bought is the verb.

6.2 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 detects 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.

7. Addressing in communication

7.1 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.*

7.2 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 pomoct.*

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*).

8. 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 Schlegloff. 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)

8.1 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)

8.2 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)

8.3 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

9. Introduction

Language is old as civilization itself. Time changes and different languages all over the world have developed. It is commonly known, that language should not only be understood, but also spoken. Linguistic science was initiated by languages and in today's world these two activities can be observed, measured and new research findings be made. This thesis takes its own part in research and should bring some new linguistic contributions. It brings some new recordings, parts of which were excerpted and analysed here. Recordings made may be used for further analysis and possibly bring some new findings into this topic.

10. Research design:

10.1 Research questions

- 1) How children reacted in English conversation.
- 2) How children reacted in Czech conversation.
- 3) If a teacher had to intervene in a conversation.

10.2 Research objectives

The main research of this work is to explore the frequency of questions used in conversation of English and Czech. The research aim is to compare distinctions in Czech and English discourse by pupils and answer research questions. This was done by recording analysis. This topic is very broad and therefore we will focus on the conversation between students and teacher and it supports the main points mentioned in the theoretical part.

10.3 Research sample

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

10.4 Data collection method

Based on agreement with the headmaster, the recorded data will be used 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 have around roughly 40 minutes from each session. The length of every lesson was 45 minutes.

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

10.5 Data interpretation

I examined the dialogues recorded in individual sub-parts. Conversation analysis within both classes was 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 fulfils 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) How children reacted in English conversation.

Based on the record made, we can say that pupils' turns in English lesson were usually short, consisting of one or very few words. This may be caused by the structure of a lesson. Teachers lead lessons and follow the school educational scheme. Therefore, a teacher sets out rules and time slots for individual lessons and makes sure that all pupils keep up with the progress and understand the topic.

Another reason that could have influenced students' behaviour and their turns in conversations, was my presence and that they knew they were going to be recorded. It is widely accepted that many people dislike being recorded due to their voice. When doing my practice earlier this year, I spotted there were some talented English students in the sixth and eighth grade, that led conversation with more self-confidence and their turns in conversation were longer than turns in the recording. The practice session was not recorded though. Due to tightness in schedule, I was not allowed to interview students separately. They had to finish a topic and prepare for their quarterly exam.

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]

This conversation is about holidays. The teacher (T:) leads the lesson and develops it in terms of lesson plan and conversation. It is a teacher who speaks the most (lines 1,2).

The excerpt contains mainly turn-taking of the teacher (lines 1 T: *When...ah 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 was positive, because everybody likes holidays. 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*. Teacher's turn is overlapped by pupil's turn in line 4 BV: *No school*. Other overlap is in lines 14 and 15. Before the pupil in line 14 could finish his turn,

the teacher's turn overlapped his turn in line 15 (*Vacation, ok...*). In both cases we can talk about competitive overlap as both the teacher and the pupil wanted 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 article the (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, pupils in this class used to catch teacher's attention was *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?

P2 apparently has good knowledge of English and was the most active pupil in the class. Conversely, he switches his turn-takings into Czech.

Non-verbal means of communication, some pupils used hand gestures while sending secret notes written on paper and eye contact was mostly used for the whole lesson.

2) How children reacted in Czech conversation.

In Czech conversation, ‘*mluvnice*’ pupils’ interactions were more active. The lesson recorded was a preparation over 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).

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

southern-slavic – Bulgarian, Serbian, Croatian

western-slavic – Czech, Slovak, Polish

The class were given working sheets and pupils worked in pairs to recap vocabulary. They were supposed to attach words in one of the 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 will differ 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.

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: Pad 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.

This scenario above includes turn-takings (line 11 T: *Co to znamená ty mluvnické kategorie?* lines 12-14 BM: *No, určování podstatných jmen, přídavných jmen a sloves?*). Line 20 shows evaluation by the teacher (20. T: *Děkuju.*).

The dialog between teacher and pupils is coherent, because the teacher mostly asks questions and pupils respond as shown in lines 4,5 (T: *Terezko, co tím máme na mysli, slovní druhy?*) and 6,7 Tereza responds (*Tož...podstatné jména a přídavné?*).

Overlap can be spotted in line 24; B4: (*Osoba, číslo, způsob?*). When the pupil is saying the last word *způsob*, the teacher overlaps him with her turn in line 25 (*Já jsem řekla Ondro a myslela jsem Filipa.*). So the word *způsob* is overlapped by *Já jsem....*

The teacher asks Ondřej to read in line 25 (*Já jsem řekla Ondro a myslela jsem Filipa*). In line 26, she uses repair *Filipe,*

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

Everybody in the class used eye-contact as their non-verbal communication.

3) If a teacher had to intervene.

This research question focuses on teacher's interventions. In both lessons, teachers intervened all the time. One reason for that was the fact, that pupils were talking to each other discretely, but their voices accumulated and made an echo in the class and the teacher had difficulties with understanding what individual pupil was saying. Other reasons were to share important thoughts regarding the test (in the Czech grammar lesson) or just repair or simply to help to recollect pupils something.

As mentioned before, teachers delegated tasks and controlled correct answers of pupils or fixed their turn-takings, which is another kind of intervention.

English lesson:

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

1. T: Please... Vojto.
2. [Microphone setting thuds]
3. T: Martin, is there drawn something
4. T: on your t-shirt?
5. BM: Well, ...
6. BM: What did...
7. P1: [Hihihi].
8. T: Vojtěch?
9. BM: What did you...?
10. P2: Nothing.
11. T: Stick it! (asi)
12. P2: ...celý den, vole. (laughing)
13. T: So, out of today
14. T: Boys, can we start now?
15. T: Yes?

66. T: So Mart'o, do you like going or walking round ...
67. T: ... the mountains?
68. M: ...Alps, I like.
69. T: In the Alps...
70. T. Ehm, ok.
71. T: Martin, what about
72. T: you in the back?
73. M: Hmm... Čedok.
74. T: Yeah? Ok.
75. T: That's good.
76. [writing on board]

In English lesson first interventions teacher uttered almost at the beginning.

1. *T: Please... Vojto.*

14. *T: Boys, can we start now?*

In line 1 the teacher preached Vojta because he had been talking. In the second instance, in 14 the teacher preaches boys for their disturbance and inattention.

Apart from interventions, here is worth to point out teacher's good accent. She had a clear loud and soft voice. Form of address teacher uses Czech vocative in English sentence, but when she starts with a form of address at the beginning, she uses nominative.

1. *T: Please... Vojto.* (Czech vocative).

2. *T: Vojtěch?* (Czech nominative at the beginning).

66. *T: So Mar'ò, do you like going or walking round ...* (here the teacher uses Czech vocative diminutive (in Czech 'zdrobnělina').

71. *T: Martin, what about* (English nominative).

72. *T: you in the back?*

This could also be the fact, that the name of Martin is widely used name in the Czech Republic as well as in English speaking countries.

A) Czech grammar lesson:

BF = boy Filip, BM = boy Marek, BO = boy Ondřej, GT = girl Tereza, P1 = pupil 1, P2 = pupil 2, P3 = pupil 3, T = teacher

1. T: Ondra ... nám začne číst ty okruhy.

2. T: Pojd' Ondro jo?

3. O: První?

4. BO: diktát plus test, slovní druhy, ...

5. [knocking sound]

6. BO:mluvnické kategorie,

7. BO:podstatných jmen, přídavných jmen a sloves

8. BO: způsoby obohacování slovní zásoby
9. T: Ták stop. Stačí jo?
10. T: To byli čtyry ... áá 4 okruhy.
11. T: Prosím Vás:
12. T: Diktát test normálně klasicky
13. T: do toho dvojlistu. Slovní druhy.
14. T: Terezko, co tím máme na mysli,
15. T: slovní druhy?
16. GT: Tož...
17. GT: Podstatné jména a přídavné?
18. T: Ták. Těch deset slovních druhů jo?
19. T: Z nějaké věty určit, rozlišit deset slovních druhů.
20. T: Dvojka! Marku.
21. T: Co to znamená ty mluvnické kategorie?
22. P2: No, určování
23. P2: podstatných jmen, přídavných jmen
24. P2: a sloves?
25. T: Tak Marku, otázka zní;
26. T: Co určujeme u podstatných jmen?
27. [silence]
28. [klick klack with a pen]
29. P3: Pád číslo rod a vzor
30. T: Děkuju.
31. T: Pad čílo rod a vzor.

32. T: Filipe, co určujeme u přídavných jmen?
33. BO: Eeee....
34. BO: Osoba, číslo, způsob?
35. T: Já jsem řekla Ondro a myslela jsem Filipa.
36. T: Filipe, ...
37. BF: Jo...paní učitelko, to samý co u podstatných jmen, akorát tam nebude ...
38. T: A zkusil bys to říct, Fili znovu?
39. BF: Pád, číslo rod... a vzor.
40. T: A ještě, co určujeme děčka u těch přídavných ...?

In this analysis we come across the teacher's intervention in line 9. The teacher intervened in order to stop P1 speaker, because he would have continued reading the text. The teacher adds additional remarks to what has just BO read and what is going to be part of their final exam.

9. T: *Ták stop. Stačí jo?*

In line 18 the teacher helps to recollect GT speaker, that there are more parts of speech.

18. T: *Ták. Těch deset slovních druhů jo?*

Line 25 shows an intervention due to Marek's inattention. The word *Tak* signifies warning.

25. T: *Tak Marku, otázka zní;*

Moreover, this kind of conversation differs to the previous one in that, that the teacher was preparing pupil for their final test. The teacher was asking pupils quite frequently and turn-takings were swifter than in English conversation.

10.6 Research report and publication of results

We explored the frequency of questions in English and Czech conversations. By using an observation method and reviewing the data, we can claim that in both languages, questions were asked frequently. In English lesson it was the teacher who mostly asked questions on

regular basis and two talented pupils provided longer turn-takings and the majority of the class usually responded simply and briefly.

As for the Czech grammar lesson, it is apparent, interaction between the teacher and pupils was more interrelated and the teacher did not have to put that much effort to get a response as in the previously mentioned lesson, because she was testing pupils' skills. Pupils' turn-takings were quicker and uttered with more confidence. Czech is their mother tongue, after all. We could see that teachers' interventions had to be done and were necessary for either repairs of pupils, describing something in further details or to help and remind pupils' thoughts.

On the basis of this report, we can state that the research objective and research questions were fulfilled.

11. 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 seeks comparisons and distinctions of language in use by teachers and students of secondary elementary school. The theoretical part defines studies that matter to conversational structure, like sociolinguistics, ethnomethodology, dialog and monologue, structure of English and Czech, word order, how to address in communication and non-verbal communication, and the material should provide useful linguistic information for further surveys. We can agree on facts, that English is analytic and does not use case questions, whereas Czech is more complexed and its word order is free. The project objective was to compare the structure of both languages in spoken form.

The practical part is based on personal visit of elementary school in Staré Město u Uherského Hradiště. The visit was previously arranged for by teachers and 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 not intelligible. Another thing, that made recordings harder to analyse was the echo when the class was full.

The assignment of this project is to give tips on how to deprive them of possible fear of those students who are shy to speak English. The major problem of making a mistake is fear. PC games or mobile games and apps influence pupils' linguistic skills a lot. A certain number of expressions is taken over from English into Czech and on many occasions, pupils do not know how to use, Czech equivalent (hacknout, killnout, changovat, booknout, zchecknout, fakeový).

My suggestion would be to watch more movies with subtitles with follow-up subtitle analysis and retrieve commonly used or useful phrases. Movies should address this group's age or their interest. Pupils could then watch movies in Czech as part of their homework.

Apart from that, schools could be more open to partnership with schools abroad. This could give even shy pupils heads up and provide opportunities to use foreign languages. This

concept is obviously money-demanding and it may be difficult to implement it for village schools in rural areas.

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 poukázat na výstavbu konverzace v mluveném anglickém a českém projevu. Teoretická část se opírá o oblasti, které souvisí s konverzační analýzou. Tato témata jsou sociolingvistika, etnometodologie, jazyk, monolog a dialog, struktura konverzace anglického a českého jazyka, pořádek slov, oslovení a neverbální 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 zodpovídá výzkumné otázky. Na základě pozorování a diskuzí s vyučujícími lze konstatovat, že se někteří žáci stydí vyjadřovat v anglickém jazyce, protože v hodině českého jazyka byly žáci aktivnější až mnohdy přirozené.

Anotace

Jméno a příjmení:	Marco Sigismondi
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby:	2022

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 práce je dát typy učitelům a školám na to, jak rozmluvit žáky, kteří se stydí mluvit anglicky.
Klíčová slova:	jazyk, čeština, angličtina, konverzace, diskurs, monolog, dialog, replika, slovosled, oslovení, neverbální komunikace
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 give teachers and schools tips how to make those pupils, who are shy to speak English, more talkative.

Klíčová slova v angličtině:	language, Czech, English, conversation, discourse, monologue, dialogue, turn-taking, word order, addressing, non-verbal communication
Přílohy vázané v práci:	-
Rozsah práce:	49 stran
Jazyk práce:	Anglický