

UNIVERZITA KARLOVA

Filozofická fakulta

Ústav anglického jazyka a didaktiky



DIPLOMOVÁ PRÁCE

Bc. Karolina Jiřelová

Language transfer and fluency

Jazykový transfer a plynulost

Praha 2018

Vedoucí práce: PhDr. Tomáš Gráf, Ph.D.

Poděkování

Ráda bych poděkovala vedoucímu práce, PhDr. Tomáši Gráfovi, Ph.D., za cenné podněty, vstřícnost, trpělivost a podporu.

Prohlášení

Prohlašuji, že jsem diplomovou práci vypracovala samostatně, že jsem řádně citovala všechny použité prameny a literaturu a že práce nebyla využita v rámci jiného vysokoškolského studia či k získání jiného nebo stejného titulu.

V Praze dne 4. ledna 2018

.....

Karolína Jiřelová.

Abstrakt

Předkládaná diplomová práce zkoumá fenomén jazykového transferu v oblasti plynulosti spontánního mluveného projevu českých pokročilých mluvčích angličtiny. Konkrétně se zabývá přenosem tempa řeči a dvou vybraných prvků řečového managementu. Tyto prvky jsou běžnou součástí mluveného projevu rodilých mluvčích. V projevu nerodilých mluvčích jsou ale často nadužívány a jejich odlišná distribuce v jazyce pokročilých mluvčích může působit rušivě. Práce ověřuje hypotézu, že tempo řeči a výskyt vyplněných pauz a opakování jsou ovlivněny transferem z mateřského jazyka, češtiny, který spolu se zvýšenou náročností plánování projevu v angličtině způsobuje nadužívání těchto prvků řečového managementu a jejich odlišnou distribuci. Pro analýzu byly použity nahrávky celkem osmi pokročilých mluvčích angličtiny.

Klíčová slova:

Plynulost, mluvený jazyk, jazykový transfer, prvky řečového managementu, tempo řeči, opakování, vyplněné pauzy

Abstract

The present thesis is concerned with the phenomenon of language transfer of fluency in spontaneous speech of advanced learners of English, whose first language is Czech. Particularly, it considers the transfer of speech rate and two selected speech management strategies: filled pauses and repeats. These strategies commonly occur in the speech of native speakers. Non-native speakers, however, tend to overuse these and the difference in distribution as compared to native speech can negatively influence their fluency. The thesis examines the hypothesis that speech rate and the use of filled pauses and repeats are affected by transfer from L1 alongside increased planning pressures, leading to overuse of these strategies in the speech of advanced learners and the differences in distribution. The data for analysis were taken from English and Czech recordings of eight advanced learners.

Keywords:

Fluency, spoken language, language transfer, speech management strategies, performance phenomena, speech rate, repeats, filled pauses

Table of Contents:

1. Introduction.....	8
2. Theoretical Background.....	11
2.1. Spoken language.....	11
2.2. Fluency	13
2.2.1. Measures of fluency	14
2.2.2. Speech rate	15
2.3. Performance phenomena	17
2.3.1. Filled pauses	19
2.3.2. Repeats	22
2.4. Language transfer	24
2.4.1. Research approaches to language transfer	27
3. Material and method	29
3.1. Pilot study.....	31
3.2. Hypotheses.....	32
4. Analysis.....	34
4.1. Speech rate.....	34
4.2. Filled pauses	35
4.2.1. Frequency of filled pauses.....	35
4.2.2. Distribution of filled pauses	37
4.3. Repeats.....	39
4.3.1. Frequency of repeats	40
4.3.2. Distribution of repeats	42
4.4. Performance phenomena within proximity of filled pauses and repeats.....	44
4.5. Individual differences between speakers	45
4.5.1. Speaker CZ008	45
4.5.2. Speaker CZ011	47
4.5.3. Speaker CZ017	48
4.5.4. Speaker CZ022	50
4.5.5. Speaker CZ029	51
4.5.6. Speaker CZ031	53
4.5.7. Speaker CZ042	54
4.5.8. Speaker CZ048	54

5. Discussion	56
5.1. Implications for teaching	59
5.2. Limitations	60
6. Conclusion	62
7. References and sources	64
8. Resumé.....	67
9. Appendix.....	70

List of figures

Figure 1: Speech rates in wpm in Czech and English	34
Figure 2: Speech rates in syllables per minute	35
Figure 3: Filled pause rates per hundred words in Czech and English	36
Figure 4: Repeat rates per hundred words of individual speakers in Czech and English	41

List of tables

Table 1: Total number and percentage of FPWCL and FPWCON	37
Table 2: Ten most frequently occurring words in immediate vicinity of FPs (1L – 1R).....	38
Table 3: distribution of FPWCON in the two subcorpora	39
Table 4: Example of tags of repeats	40
Table 5: Overall frequency of repeats in the Czech and English subcorpus in wpm.....	40
Table 6: Frequencies of repeats of different lengths	41
Table 7: Frequencies of one-word single repeats	43

List of abbreviations

ELT = English language teaching

FP = filled pause

FPR = filled pause rate

FPWCL = filled pauses within clauses

FPWCON = filled pauses within constituents

IL = interlanguage

L1 = first language

L2 = second language

POS = part of speech

RR = repeat rate

SLA = second language acquisition

spm = syllables per minute

SR = speech rate

TL = target language

wpm = words per minute

1. Introduction

Throughout the recent era we have been witnessing an unprecedented phenomenon of the emergence of English as a global language. Due to its gaining of the status of the modern lingua franca, the number of learners worldwide is growing exponentially and non-native speakers have already outnumbered native speakers. In recent years, the growing number of learners of English has caused researchers to shift their focus to learner language and look for possible implications of its study for language acquisition and language teaching. Furthermore, as learners come from different cultural and language backgrounds, the topic of language transfer or cross-linguistic influence which emerged with the rise of the behaviourist and structuralist tradition, has been a recurrent issue in ELT and SLA research ever since. The progress in the field of learner language has been enhanced by the evolution of technology, which facilitated data collection and gave rise to learner corpora. Initially, it was mainly research on written learner language that thrived from these developments, however, in recent years, spoken learner language has been brought into attention even though data collection in this field requires manual transcription as the technology available has not advanced sufficiently enough to perform this task accurately.

The present thesis is concerned with the field of fluency in spoken discourse, namely selected performance or speech management phenomena: repetitions and filled pauses, and the influence of language transfer on their frequency and distribution in advanced learner speech. Performance phenomena had been long considered undesirable features of spontaneous language (Kjellmer, 2003) disturbing the flow of speech and hindering comprehension, hence the name dysfluencies or hesitation phenomena. Nevertheless, in recent years, these phenomena have been assumed to have more positive functions, such as alleviating planning pressures and enhancing fluency of speech which is reflected in their new labels e.g. performance phenomena or speech management strategies¹ (Götz, 2013). Research in this field has shown that non-native speakers of English tend to use repetitions and filled pauses in a different way than native speakers (Riggenbach, 1991; Götz, 2013; Gráf, 2015). This

¹ In the present thesis, the terms speech management strategies, performance phenomena, fluency enhancement strategies, hesitations and disfluencies will be used interchangeably to describe terms dealt in with more detail in chapter 2.3

difference has been mostly ascribed to time management reasons. In the present thesis, we will argue, that the differences between the frequency and distribution of these phenomena in L1 and L2 are not only due to the need to mitigate planning pressures but also to maintain fluency of speech. As some researchers suggested, learners even at advanced levels of proficiency tend to transfer their use of speech management strategies from their L1 to L2 (Raupach, 1980; Tedlock, 1983; Scarcella, 1994). We will examine cross-linguistic influence as one of the important factors affecting the use of filled pauses and repeats in L2. The thesis is concerned with the use of performance phenomena in spoken language of advanced learners of English compared to their use of these in their first language, Czech. Advanced learner language has been chosen for analysis as it is defined as fluent (Council of Europe, 2001), it however still carries some non-native like characteristics along with divergence in their use of suprasegmental elements which affect their accent and intelligibility in L2. As the previous research in the field has been mostly conducted with speakers of major world languages (cf. Raupach, 1980; Rizantseva, 2000), the thesis aims to verify whether these tendencies will prove applicable to native speakers of Czech.

The theoretical part of the thesis introduces features of spontaneous speech with focus on performance phenomena and gives an extensive description of the concepts of speech rate, repetitions and filled pauses in connection to cross-linguistic influence. Due to the lack of literature on repeats and filled pauses in Czech, it considers common tendencies described in literature concerning these phenomena by native speakers of English and other languages and attempts to find implications applicable to Czech. Furthermore, the thesis summarizes relevant research findings in the field.

The aim of the empirical part of the thesis is an analysis of spontaneous speech of 8 advanced learners of English whose first language is Czech. The analysis was conducted using a recording of each speaker in Czech and in English, paying attention to the use of performance phenomena and comparing their frequency and distribution. The recordings in English and their respective transcriptions were obtained from the Czech contribution to the multi-lingual learner language corpus LINDSEI, recordings of the same speakers in Czech were recorded additionally for the purposes of the present thesis. The treatment of the data is discussed in detail in the methodological section of the thesis.

The findings of the analysis are outlined in section 4 for the English and Czech. The section considers general tendencies in the group, and it also provides detailed analysis of the tendencies of individual speakers. Section 5 presents a discussion of results relating them to

the issue of cross-linguistic influence and also includes implications for teaching advanced learners.

2. Theoretical Background

2.1. Spoken language

Spoken language, namely the genres of conversation and spontaneous speech, happen in real time without excessive previous planning. Spoken language further presents a much greater challenge in terms of analysis. Contrary to written language, where the basic unit is defined as a sentence, the basic unit of spoken language is far harder to define. There are several factors to be considered. First and foremost, speech is usually delivered in shorter units than sentences and it includes sub-clausal units² and performance phenomena such as repetitions and filled pauses. Miller and Weinert (2014: 28) suggest, that from the syntactic point of view, speech is delivered in clauses and phrases, and clauses can be joined together forming clause complexes. Furthermore, there are a number of factors such as prosody and pragmatics that come into play when defining a basic unit. The three major attempts to establish a unit of speech were Hunt's (1965) *T-unit*³, Biber et al.'s (1999) *maximal unit of conversational syntax*⁴ and Foster, Tonkyn and Wigglesworth's (2000) *AS-unit*⁵ (Analysis of speech unit). All of these units are more or less dependent on the concept of syntactic boundaries, as they are based on independent and subordinate clauses and sub-clausal units. This only shows, that despite the considerable progress in this field, analysis of spoken discourse is still greatly dependent on transcription.

To explore how spoken language comes about in more detail, we shall now briefly turn to the underlying processes that are responsible for speech production. The most notoriously known model of speech production is that of Levelt (1989). He posits that there are several autonomous modules responsible for a series of parallel processes that happen automatically

² Sub-clausal units, or *non-clausal* units are in the terminology of Biber et al. (1999: 224) "single words or syntactic non-clausal units" that cannot be "analysed in terms of clause structure," neither as a part of the neighbouring clauses.

³ Hunt (1970:4) defined T-unit as "one main clause plus any subordinate clause on any non-clausal structure that is attached to it or embedded in it"

⁴ *Maximal unit of conversational syntax* consists of an independent clause with any embedded dependent clauses (Biber et al. 1990: 1069)

⁵ The definition of *AS-unit* is an independent clause or a sub-clausal unit with any subordinate structures associated with it (Foster, Tonkyn & Wigglesworth, 2000:365),

and simultaneously, and together contribute to the production of speech. The two main components of the model are: the *rhetorical/semantic/syntactic system* and the *phonological system*, both of which rely on three knowledge stores: *the mental lexicon*, *the syllabary*, and *the speaker's store of knowledge of the external and internal world*. The three main stages of speech productions are as follows: first, the message is conceptualized through *macroplanning* (determining speech act) and *microplanning* processes, e.g. by giving propositional content to the message, relating new and old information, the so-called *preverbal plan* is created. Second, the preverbal plan undergoes *grammatical encoding* by accessing the speaker's mental lexicon and retrieving lemmas, which contain syntactic information about the lexical entry and lexemes, which contain morpho-phonological information. The process results in a surface structure, which is ready for morpho-phonological encoding. As a result, a *phonological score*, or the representation of the utterance in internal speech is produced and subsequently articulated into overt speech by means of the *syllabary*. Levelt's model also accounts for a series of monitor modules responsible for checking the outcome of the production process at each stage of production and prompting a modification or restart where necessary. The first of these monitors checks whether the preverbal plan corresponds to the initial intentions of the speaker before formulating the message and prompts a modification if necessary. The second one is responsible for the so-called covert monitoring: it monitors internal speech before articulation. Clark and Wasow (1998, 206) see these covert repairs as one of the reasons for repetitions in speech, as speakers need to repair an error before articulating it, causing a delay in speech. The last monitor module checks the articulated utterance. Kormos (2006), sees the major difference between L1 and L2 speech production as the availability of attentional resources. She claims that speech production does not require as much awareness from native speakers as from non-native speakers, which means the individual processes can run parallel to each other. As non-native speakers need to pay more attention when speaking, the processes happen in a sequence, making their speech rate slower and cause them to produce more hesitation phenomena in a non-native like way. In her model, the L2 rules are stored separately from L1 rules, which are considered automatic. This is considered as a cause for learner errors, as when the rules are not fully automatic, learners resort to an alternative strategy such as language transfer or fluency enhancing strategies (ibid.).

Having considered the underlying processes of speech, we shall now consider the principles governing real-time speech production in conversation as defined by Biber et al. (1999: 1066-

1067): the “keep talking” principle, “limited planning ahead” principle and “qualification of what has been said” principle. The first one of these is the need to keep conversation flowing and prevent a breakdown through the means of three repair strategies: to buy time for planning by hesitating, to backtrack and re-start or to yield the floor to the other speaker. The second one is connected to the human memory span, which results in less elaborate structures compared to written language and greater influence of end-weight effect. The last principle expresses the need to elaborate on or modify what has already been said in consequence of the functioning of the first two principles (Biber, 1999:1067).

All in all, when considering spoken language, both the underlying mental processes and the conversational principles have to be considered to account for its typical features. Furthermore, the modular models show that the automaticity of speech production is one of the key factors responsible for the differences between the oral fluency of native and non-native speakers. Having looked at the mental sources of fluency, we shall now shift our attention to the concept of fluency itself in more detail.

2.2. Fluency

Alongside accuracy, fluency is one of the most repeated words in the field of language teaching and testing. The term has a variety of uses in the fields of language teaching and linguistics; in the present thesis, we will explore the term exclusively in relation to speech production. Being a fluent speaker is the standard most learners strive to achieve, and it is an essential requirement in course curricula all over the world. The Common European Framework of Reference defines an advanced learner of a language as being able to “express [himself/herself] fluently ... [and when having a problem, he/she] can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it” (Council of Europe, 2001: 27). This concept of fluency as required in language level assessment, is classified by Lennon (1990: 389) as the broad sense of fluency: an umbrella term for oral proficiency, which “represents the highest point on a scale that measures spoken command of a foreign language.” Besides the broad sense, Lennon introduces the narrow sense of fluency, which is a diagnostic term used to label speakers’ fluency in contrast to other aspects of language proficiency (ibid, 1990:389). The term fluency is usually used in connection to learner language as an important factor in determining overall proficiency. As Riggenbach (1991, 424) points out, there is a double standard for non-native and native

speakers. Not all native speakers are fluent, however, unlike non-native speakers. They are not evaluated on their fluency unless they have a speech disorder. The notion of native speech as the fluent standard is prevailing even though it is also full of hesitations, repair phenomena and other speech management strategies. Furthermore, Derwing et al. (2009) in their study with Mandarin and Slavic speakers of English found that there is a strong correlation between L1 and L2 behaviour when it comes to certain performance phenomena such as speech rate and number of pauses. Götz (2013) differentiates between productive, perceptive and non-verbal fluency. Although she does not give a definition of fluency as such, she introduces an abstract unit of fluency – fluenceme, which represents an “idealized feature of speech that contributes to the production or perception of fluency, whatever its concrete realization may be” (Götz, 2013: 9). She further divides fluencemes into three categories, which correspond to the three types of fluency she differentiates between. The perceptive fluencemes and non-verbal fluencemes take into consideration the listener’s perception of the speech, whereas the category of productive fluencemes incorporates various temporal variables connected to speech production including among others speech rate and performance phenomena which in Götz’s view serve as fluency-enhancing strategies (Götz, 2013: 8).

2.2.1. Measures of fluency

Having explored some of the definitions and classifications of fluency, the important question is how we measure fluency and which features can distinguish a fluent speaker from a non-fluent one. The research as to which measures of fluency are the most salient is extensive and depends on which approach the researchers have chosen, whether they are concerned with temporal aspects of speech production, interactive features, phonological aspects of fluency or formulaic speech (Kormos & Denés, 2004: 150). Intuitively, we could argue that smoothness of speech and as little hesitation as possible is the key to sounding fluent. This is partly confirmed by the findings of Riggenbach (1991: 438) who suggests that hesitation and repair phenomena alongside with speech rate are reliable predictors of speech fluency, meaning that higher number of hesitations and their clustering indicates higher fluency. On the other hand, Kormos and Denés (2004) claim that frequency of hesitations is a salient indicator of fluency only in small-scale studies and suggest speech rate and mean length of runs along with phonation ratio as more reliable predictors of fluency. We also need to take into consideration the fact that fluency develops with growing proficiency, and this is reflected in the use of the

above-mentioned hesitation phenomena. Riggensbach (1991) has found that non-fluent L2 learners tend to cluster hesitations due to planning problems, whereas more proficient learners tend to use hesitation phenomena at grammatical junctures, which is also the preferred native practice (Macklay & Osgood, 1959), as they usually only encounter planning problems when expressing complex ideas (Fulcher, 1996). Furthermore, Segalowitz (2010) suggests, that measurements of L2 fluency should be corrected for L1 to be able to distinguish, which features are language-specific. In addition, Préfontaine, Kormos and Johnson (2016) posit that the predictors of perceived fluency might be also language specific, they found that in French, the distribution of pauses rather than their frequency was a good predictor of fluency and interestingly, the longer the unfilled pauses, the higher the perceived fluency rating proved to be as opposed to English. There have been several studies conducted to find whether the use of performance phenomena is language specific or can be considered a universal pattern (e.g. Kowal, Wiese & O'Connell, 1983), although the results of these proved to be contradictory, the consensus is that these vary from language to language, which can give rise to a transfer from L1 to L2. This issue is discussed in more detail in section 2.4.

2.2.2. Speech rate

Speech rate is one of the most prominent measures of fluency. As mentioned, it is considered a strong predictor of perceived fluency (Kormos & Denés, 2004). It is most commonly measured in syllables or words per minute, meaning the total number of words or syllables is divided by the total speech time including pauses. As Gráf (2015: 32) argues, measuring speech rate in syllables per minutes is more precise than in words per minute, it is however more laborious and less user-friendly, as words per minutes are easier to count and more readily imaginable. It is important to mention, that there is no consensus as to what is meant by word in this sense. In the present study, we will consider graphic words, i.e. their boundaries are marked by a space on each side in the transcript. Trouvain (2003: 43) considers using words per minute convenient; however, he draws attention to the fact that the average length of words varies across languages. This may prove problematic when comparing speech rates in Czech and English, as we could argue Czech is morphologically richer, however it cannot compare to agglutinative languages such as Finnish or German, which are considered by Trouvain (*ibid*).

Speech rate varies greatly across speakers and genres. The speech rates of English native speakers in conversation starts at 120 wpm and can reach the count of up to 260 wpm depending on the genre (Götz, 2013: 15). The results for Czech speakers are very similar, Sedláková (1989) in her study of speech rates of native speakers of Czech found, that the slowest rate in spontaneous speech was 110 syllables per minute and the fastest was 233 syllables per minute⁶. However, non-linguistic factors, such as age (Duchin and Mysak, 1987) and gender (Yuan, Liberman, and Cieri, 2006) also come into play.

Non-native speakers tend to speak at a slower rate than native speakers as Hincks (2008) found in her study of non-native speakers of English whose first language was Swedish. She observed that the speech rate of these speakers was lower by 23% in English compared to their native language. However, as Yuan et al. (2006, 4) found, the difference in speech rate between native and non-native language depends on L1, specifically with Japanese advanced speakers of English, who have proven to speak at a significantly slower rate than speakers of other languages examined in the same study. They argue it might be due to cultural differences or teaching methods. Götz (2013) and Gráf (2015) both observed, that German and Czech advanced learners of English respectively produce significantly lower number of words per minute on average compared to native speakers. They ascribe this tendency to a higher number of unfilled pauses. Gráf (2015, 136) further speculates it might be caused by the learners' more careful and consequently more time-consuming articulation in L2. Both authors however conclude that similarly to native speakers, advanced learners show a great degree of individual variety and that speech rate is dependent on the type of the performed task (Götz, 2013; Gráf, 2015). As for the relationship between the speech rate in L1 and L2, Derwing et al. (2009) found in their study of Mandarin and Slavic speakers, that these correlate, especially at lower level of proficiency in L2, with the relationship becoming weaker with increasing L2 proficiency.

⁶ Sedláková (1989) measured the rates in syllables per second. We recalculated the rates into syllables per minute from 1.84 sps and 3.88 sps respectively.

2.3. Performance phenomena

Performance phenomena, also called speech management strategies or dysfluencies subsume a number of features of spontaneous speech. The scope of the term however differs in the works of scholars. Rühlemann (2006: 404) opts for the term speech management strategies, as he sees the previous terms used for these phenomena: *dysfluency*, *error* or *repair* inappropriate as they carry negative connotations and give the phenomena an air of being undesirable in spoken discourse. They nevertheless occur naturally in spoken discourse, having the function of helping information processing, organizing discourse and establishing interpersonal relationship between speakers.

Contemporary research, seems to have adopted the stance that performance phenomena are a natural part of spontaneous speech due to its online nature, limited planning time and pressures to keep the conversation flowing, and focuses on further exploring the frequency and distribution of these phenomena (Clark and Fox Tree, 2002; Kjellmer, 2003; Götz, 2013). Volín (2016: 54) found in his analysis of hesitations in Czech, that these take up to 20 to 30% of speaking time. Götz (2013) goes as far as to suggest that including these strategies in language teaching could facilitate learners acquisition of fluency as the frequency and distribution of these phenomena differs greatly in native and non-native speech in that non-native speakers tend to overuse them due to increased planning pressures.

Performance phenomena have various functions in spontaneous speech, some of these are for example speaker turn organization: they signal that the speaker has not finished their utterance, or they can relieve planning pressure (Biber et al., 1999: 1054, 1058).

Besides pauses (filled and unfilled) and repeats, which we shall explore more in depth in the following chapters, there are several other performance phenomena worth mentioning. Foster and Tavakoli (2009) mention self-corrections as the third type of performance phenomena. These include false starts, reformulations, word repetition and replacement. Biber et al. (1999: 1052) use the term “retrace-and-repair” sequences. They arise from the need of the speaker to reformulate something that they have said earlier (in accordance to Biber et al.’s (1999:1066) “qualification of what has been said” principle) for various reasons such as having made a grammatical mistake, need for better wording or more precision. Research has shown that the use of self-corrections does not seem to have significant influence on speaker’s perceived fluency (Lennon, 1990; Riggenbach, 1991; Bosker et al., 2013).

Besides these three categories of performance phenomena, Biber et al. (1999) further include utterances left grammatically incomplete, and syntactic blends. They distinguish between 4 types of situations, when speakers abandon an utterance without finishing it: a) abandoning the utterance and starting anew; b) interruption by another speaker or event; c) completion of the utterance by the hearer; and D) complete abandonment of the utterance for various reasons, such as losing the thread, lack of attention from the hearer(s) or as a face-saving act. The last category mentioned by Biber et al. (1999: 1065) is that of syntactic blends. These are sentences or clauses where the end is syntactically inconsistent with the beginning and would be unacceptable in writing even though they make sense in spoken discourse.

Rose (1998: 6) lists one more category of performance phenomena: lengthenings. These are sometimes also referred to as *drawls* (Raupach, 1980). They are most commonly realized by the definite article *the* where the ending vowel sound is lengthened in pronunciation resulting in the word being pronounced as [thi:]. This phenomenon occurs in other words ending in a vowel sound such as the preposition *to* and it is not uncommon in colloquial spoken Czech. Volín (2016: 53) further includes consonant lengthening in Czech as a category of hesitations. Furthermore, Götz (2013: 9) opts for inclusion of discourse markers, such as *like, well* or *you know* sometimes called hesitation-markers or verbal-fillers into the category of performance phenomena. Hasslegren (2002: 150) adds the so-called *smallwords* to this category of phenomena, describing them as words or phrases that facilitate smooth flow of speech without substantially contributing to the message of the utterance. Götz (2013, 39) argues, that discourse markers and smallwords are a typical, although optional, native-like fluency enhancement strategy. According to her, they foster naturalness of speech and contribute to the decrease in the amount of filled and unfilled pauses (ibid.).

All in all, there is a wide range of strategies available to speakers for self-monitoring purposes, alleviating planning pressures and maintaining the flow of the conversation and native speakers seem to use a variety of these according to their preference. Götz (2013:138) concludes that the main difference between the native and non-native use of these is that there is a dearth of variation in the learner use of fluency enhancing strategies; they either use a high proportion of all strategies or a comparatively high proportion of formulaic language compared to other strategies. We will argue in the analytical section, that the preference for using either is rooted in the L1 behaviour of the speakers in question.

The two consecutive segments deal with the strategies of filled pauses and repeats, which have only been mentioned briefly thus far despite being at the core of the present thesis.

2.3.1. Filled pauses

Filled pauses are one of the naturally occurring speech management strategies in spontaneous speech. Amongst others, some researchers classify these as dysfluencies (Biber et al., 1999; Kormos & Denés, 2004), which implies their undesirability in spoken language. Biber et al. (1999: 1048) however establish the concept of “normal disfluency” in conversation. Filled pauses have several realizations differing in duration and nasalization with the most common transcriptions being *er* and *erm* for British English and *uh* and *um* for American English. In Czech, according to a corpus of spoken Czech ORAL2013, two main categories of filled pauses are recognized – vocalic, which are more common (Machač and Skarnitzl, 2012: 4) usually transcribed as schwa [ə], *aaa* or *ééé*, and those realized by consonants, transcribed as [m] or *mmm*. Furthermore, there is an intermediary sound between the two: nasalized schwa. Some authors (e.g. Rose, 1998) also list lexicalized pauses such as *like* or *you know* as a type of filled pause. These are however more often recognized as *discourse markers* (Biber et al., 1999) and treated as a separate category of hesitation phenomena often competing with FPs (Hasslegren, 2002; Götz, 2013).

The most common position of filled pauses is at the beginning of utterances or phrases. Many researchers attribute this to the planning pressures or cognitive load being at its peak (Macklay and Osgood, 1959; Clark and Fox Tree, 2002). Kjellmer (2003), who conducted a detailed analysis of the frequency and distribution of filled pauses in native English speech, concluded that filled pauses are used to signal new thoughts, or thought units as he calls them, as they most frequently occur at syntactic junctions, introducing clauses, phrases – especially more complex ones and semantically heavy words. Further evidence for his assertion is provided by filled pauses occurring far more frequently with coordination conjunctions than with subordinating ones, thus introducing new thoughts rather than occurring in a dependent clause, which presents an entirely new thought less often (Kjellmer, 2003: 180). There is however a limitation to this assertion, as the prevalence of coordination is one of the distinctive features of spoken language (Miller & Weinert, 2014: 22), therefore the findings may be disproportionate. Furthermore, filled pauses also tend to occur with a change of topic (Chafe, 1980). In the case of their occurrence before single words, they tend to occur more frequently before less frequent lexical words (Maclay and Osgood, 1959). Beattie and Butterworth (1979: 208) found, that the use of filled pauses is also context dependent, as they are likely to occur before relatively unpredictable lexical items within their given context,

therefore they assert that word frequency and contextual probability have significant influence on cognitive load and speech production.

Besides cognitive load, there are several other explanations as to the function of filled pauses. Initially, filled pauses were considered as a product of anxiety on the side of the speaker (Mahl, 1956). Macklay and Osgood (1959) suggest that filled pauses are used as a means of keeping control over the conversation. This reason for their occurrence is also mentioned by Biber et al. (1999: 1067) as a part of the “keep the floor” principle. This theory was further supported by research findings of Kasl and Mahl (1965) who observed that frequency of filled pauses in speech increases when speakers cannot see each other, and therefore cannot see the non-verbal floor-holding signals. Biber et al. (1999: 1048), assert that the use of filled pauses arises mostly from the online character of conversation or spontaneous speech, where the speaker needs to buy some time for the mental planning to catch up with speech production. Kjellmer (2003) sees filled pauses as an element that facilitates spoken interaction and further assigns them with several distinctive functions: hesitation, signposting speaker turns, attracting attention, highlighting and correction. The idea that filled pauses are not only a marker of hesitation, but are also connected to the message that is being conveyed has been pointed out by other researchers as well. Clark and Fox Tree (2002, 103–104) argue that filled pauses should be considered full-fledged English words, more specifically interjections, as they “conform to the phonology, prosody, syntax, semantics and pragmatics of English words,” and that they do not only signal a subsequent delay in speech, but they also contribute to the meaning of the utterance. One of their arguments is the difference between the two types of filled pause they examine: *uh* and *um*; they assert that *uh* signals a minor delay in speaking, whereas *um* signals a major delay. Furthermore, these filled pauses can be cliticized onto words, which we can observe both in English and in Czech. Some of the arguments against Clark’s and Fox Tree’s theory are those of not enough conclusive evidence as to the intentionality of production of filled pauses (Corley and Stewart, 2008) and the perception of filled pauses or rather lack of it on the side of the listener (Corley, MacGregor and Donaldson, 2007).

It is widely assumed, that the use of filled pauses in NNS spoken language alongside other disfluencies is connected to higher planning pressures due to lower language proficiency. Previous studies found that the use of filled pauses (and other disfluencies) decreases with higher proficiency as perceived fluency increases (Lennon, 1990; Fulcher, 1995). There are, however, researchers who claim that the frequency of filled pauses does not affect perceived

fluency (Kormos & Denés, 2004). Nevertheless, Götz (2007, cited in Götz, 2013: 37) in her pilot study of filled pauses found that these are overused by German advanced non-native speakers, especially at the beginning of clauses or noun phrases, serving as planning pressure mitigators. However, as with native speakers, there is a great individual variety in the use of filled pauses by non-native speakers. Only 82% of the subjects of Götz's study exhibited the tendency to significantly overuse filled pauses. The rest, however, used filled pauses similarly to the native norm and one of them underused filled pauses overall, therefore filled pauses did not prove to be a problematic phenomenon for all German speakers (*ibid*). The conclusion that Götz arrived is that more complex study of filled pauses in relation to other performance phenomena would be needed for more conclusive results (Götz, 2013: 111). Among other tendencies in non-native use of filled pauses is clustering of these with other hesitation phenomena, such as repeats or unfilled pauses (Riggenbach, 1991; Götz, 2013). Foster and Tavakoli (2009:885) point out that the frequency and distribution of pauses (filled and unfilled) is highly dependent on task type as opposed to that of native speakers.

Having considered the specificities of native and non-native use of filled pauses in English, we shall now turn to the connection between the use of filled pauses in L1 and L2. As this area of research has not been ventured into by many researchers, we shall draw from research on unfilled pauses. There have been several studies conducted comparing pausing patterns across different languages, however the results of these have been somewhat contradictory. However, as mentioned earlier, some studies have found that learners tend to transfer their use of speech management strategies from L1 into L2 (Raupach, 1980, Scarcella, 1994). Raupach (1980: 268) goes as far as to argue, this might contribute to the enhancement of perceived fluency in L2.

To sum up, filled pauses are a naturally occurring phenomenon in both native and non-native speech, be it for slightly different reasons. The common grounds for their use is undoubtedly planning pressure, to which non-native speakers are more prone, hence their overuse of these alongside other speech management phenomena. There are some arguments that lead us to speculate that this overuse might be partly attributed to language transfer. We shall explore this connection in more detail in the following sections.

2.3.2. Repeats

Repeats, similarly to filled pauses are one of the most frequent performance phenomena in spontaneous speech (Maclay and Osgood, 1959). They are unintentional instances of repeating a word or more words. There is, however, a difference between deliberate repetitions of words for the purposes of emphasis or drawing attention such as in:

1. *I cried and cried and cried and cried.* (Biber, 1999:1056)

Besides these fully intentional instances, Clark and Wasow (1998: 202) assert that repetitions can arise completely unintentionally resulting from pure processes, where the speaker repeats the word that is most highly activated after a hiatus in speech or abides by the “keep talking principle” (Biber et al. 1999, 1067). Another reason is the mitigation of planning pressures. Biber et al. (1999:1055) claim that speakers most commonly use single repeats of a single word or a part of a word and the likelihood of repetition decreases with growing number of words in the sequence.

Due to their main function of alleviating planning pressure, repetitions most frequently occur at the beginning of clauses and noun phrases similarly to filled pauses (Clark and Wasow, 1998: 204). Among the most frequently repeated words in English are function words (Biber et al. 1999; Clark and Wasow 1998). Biber et al. (1999: 1056–1061) list namely personal pronouns, determiners (both possessive pronouns in this function and articles), conjunctions *and*, *if* and *when*, and *is* as a form of copular *verb to be* (Biber et al. 1999:1056–1061). Besides these, contracted verbal forms also proved to be one of the most frequently occurring repeated sequences (Biber, 1999:1061). The reason for the top rankings of function words on the list of most frequently repeated words is besides their frequent occurrence at the beginning of clauses arguably also their overall frequency in speech. Interestingly, other function words, such as prepositions or auxiliary verbs, except for *is* are not repeated as often even though they introduce prepositional and verbal phrases respectively. Biber et al. (1999: 1660) assert that this is due to the major planning process taking place during the production of the initial noun phrase – the subject. It is important to point out here, that the comparison between English and Czech will prove problematic in the case of repeats due to the typological differences. Clauses in English start exclusively with the subject, which cannot be omitted, hence the number of repetitions of pronouns. Czech on the other hand does not adhere to strict word order, therefore the types of repeated words are likely to be more varied, as supposedly the peak of cognitive load will remain at the beginning of the clause.

As for the functions of repeats, the main one that has already been mentioned is that of mitigating planning pressure. Repeats can, however, be used similarly to filled pauses, as a turn-organizing device (Macklay and Osgood, 1959: 59). Clark and Wasow (1998) offer a four-stage commit-and-restore model explaining the occurrence of repeats. In the first stage, when speakers produce the first word of an utterance, they are simultaneously committing themselves to finishing the utterance and being limited by the choices connected to the initial word. Nevertheless, as fatal as it might sound, the commitment that speakers make is only preliminary as speakers can readily suspend their speech after making this commitment, which leads to the second stage of Clark and Wasow's model: *suspension of speech* (ibid.: 203). Speech can be suspended for various reasons and is not specific to repeats. The probability of suspension is however increased by the complexity of the following constituents. Clark and Wasow (1999: 204) call this the *Complexity Hypothesis*, which states that when speakers produce principal planning units such as NPs, VPs or clauses, the planning happens simultaneously on the conceptual, syntactic and phonological level at once, therefore they typically start speaking while still formulating the later parts of the utterance. Since difficulties with planning of these constituents happen often, speakers are likely to stop speaking after the first constituent, especially with more complex constituents following. By suspending their speech, speakers are exposed to the risk of producing a silence, which they need to fill. At this point, there is a variety of strategies including repeats (cf. section 2.3.) they can make use of. The need to fill the delay is produced as a part of the *continuity hypothesis*, which states that "speakers prefer to produce constituents with a continuous delivery" (ibid: 206). After the hiatus in speech, speakers can either choose to resume their speech or to restart the constituent they interrupted, producing a repeat and therefore restoring the ideal delivery of the respective constituent (ibid, 207). Clark and Wasow offer an alternative to the continuity hypothesis – the *activation hypothesis* (ibid.), stating that after a hiatus, speakers tend to repeat the last word produced before it because it is the most highly activated one at that moment. Blackmer and Mitton (1991) call this *autonomous restart capacity*. Among further possible reasons for such repeats, they list convenience, as it is easier to formulate a constituent anew than start in the middle, attentiveness to addressees, in that it is easier to understand a complete rather than resumed constituent, and trying to make the impression of being prepared and articulate (Clark and Wasow 1998: 207).

Turning again to the use of repeats in non-native speech, it could be predicted, due to the similarity of the distribution and frequency of repeats, that these will be used similarly in non-

native speech and will again be closely tied to the higher planning pressures to which non-native speakers are exposed when producing spoken language. As has already been mentioned, non-native speakers display a general tendency of clustering hesitation phenomena (Riggenbach, 1991; Götz, 2013) and repeats are no exception to this tendency. In her study of advanced German speakers of English, Götz (2013: 106) provides a breakdown of categories of repeated function words based on Biber et al. (1999) with the finding of a general underuse of repeats (0.69 repeats phw) in comparison with native speakers (0.82 repeats phw). This tendency however varied for different categories of function words. The subjects of her study proved to repeat pronouns and possessive determiners in compliance to the native norm, they were however significantly less apt to repeat articles/determiners, conjunctions and subject-verb contractions; furthermore, repeats of verbs and prepositions were significantly more frequent compared to native-speaker language (Götz, 2013: 108). The explanation offered by the author of the study is that the speakers have either internalized the strategy of repeating initial pronouns in a nativelike manner or they are affected by L1 transfer (ibid.). She ascribes the overuse of verb and preposition repeats to the learners' further need for planning not only at the beginning of the clause, as native speakers do, but also further in the sentence; as for articles and determiners, she argues that non-native speakers resort to "stronger" strategies to give them more time for planning (ibid.). It is also important to note that the subjects did not repeat subject-verb contractions at all, as they tend not to use many of these in general and the underuse of conjunctions was caused by less complexity in learner language (ibid.). All in all, Götz (2013, 109) points out that as with native speakers, the use of speech management strategies is highly individual and non-native speakers tend to adopt a set of preferred strategies that they adhere to. As has been argued earlier, this may be the result of L1 transfer. She further speculates, that there might be a gradient in how advanced individual strategies are for learners resulting in the ease of their adoption. With respect to all that has been said, repeats have also been proved to have little effect on perceived fluency (Riggenbach, 1991), and therefore are a useful fluency enhancement strategy.

2.4. Language transfer

The issue of language transfer has been brought to attention by the behaviourist tradition. It was initially considered a negative phenomenon as it was believed to be a major interference

in the language acquisition process and a source of errors in learner language. Behaviourists considered L1 as a set of acquired habits that interfered with acquiring new second language habits. This theory was further reinforced as a part of the Contrastive Analysis Hypothesis (Lado, 1957) which saw differences in L1 and L2 as a cause of difficulties in L2 acquisition and similarities facilitating acquisition. Ellis and Shintani (2014: 235-6) suggest two major ways in which the hypothesis proved unsatisfactory: the first being that differences between L1 and L2 do not always bring about difficulties in language acquisition and the second being that learners struggle to acquire some features that are similar in their L1, as for example French speakers have difficulties acquiring the subject verb inversion in questions in English. It has also been pointed out, that language transfer had been overestimated as a source of errors and exchanged for the natural order of acquisition of grammatical structures (Ellis & Shintani, 2014: 236). Gass and Selinker (1993: 3) argue, that Lado's CAH was rather a set of tendencies and predications about where errors could arise due to language transfer and these had to be further verified by conducting empirical research.

In later research, the perception of language transfer as a negative influence has been reconsidered and the term "transfer" was replaced by "cross-linguistic influence". This newer term indicates that language transfer is a two-way process, i.e. L1 and L2 influence each other mutually. Moreover, other languages can also influence the former two in consideration. Odlin (1989: 26) suggests that transfer in the behaviourist sense of the word is no more than negative transfer, however cross-linguistic influence includes the positive effects of L1 on L2 acquisition as well. He also emphasizes, that language transfer cannot be taken simply as falling back on the L1 when L2 knowledge is not sufficient, as there are some facilitating factors to cross-linguistic influence in L2 acquisition. His working definition of language transfer is as follows:

"Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired."

(Odlin, 1989:27)

In Odlin's theory, language transfer functions on four main levels of language: discourse, semantics, syntax and phonetics/phonology. Nevertheless, he further points out, a structural

analysis of languages is not enough to be able to predict cross-linguistic influence, especially in conversation or writing, and several non-structural factors related to individual variation have to be taken into consideration (ibid: 129). These are namely: personality, aptitude for phonetic mimicry, proficiency, literacy, age of acquisition, linguistic awareness and social context.

According to Kellerman (1983), language transfer only happens under certain conditions. Ellis and Shintani (2014: 238-9) provide a summary of these conditions found in various studies. The first condition is that of *crucial similarity*. It states that for L1 transfer to happen, there needs to be a salient similarity between an L1 and L2 pattern which leads to overgeneralization. Further, unmarked features of L1 are more likely transferred than those that are marked or special. Learners also have beliefs about the transferability of certain features; for example, they are more likely to translate prototypical or core meanings of words rather than the less frequent ones. The perceived typological differences or *language distance* and *psychotypology* between languages also play a role in the degree of transfer; the more learners are aware of the difference between their L1 and L2 the less likely they are to transfer features from one to the other. The last condition in Ellis and Shintani's account is *salience*; this applies especially to structures that require a high degree of attention from the learner, such as word order, and are therefore more monitored by the learner. Learners rarely make errors in these structures based on language transfer.

As mentioned earlier, language transfer ceased to be perceived as a negative factor in language learning and gained the reputation of a useful conscious communication strategy for language learners. Færch and Kasper (1980: 104) explain communication strategies as devices that help learners overcome planning problems and speech production problems, which are caused by one of three obstacles: 1) lack of linguistic resources, 2) being uncertain of the correctness of rules or items in interlanguage, or 3) expecting fluency problems resulting from trouble with recalling specific L2 rules or items. Tarone (1980: 429) mentions two main L1 transfer-based strategies: literal translation and code-switching. It is important to point out, that a parallel emerges here with hesitation strategies – when learners experience planning problems, especially at lower proficiency levels they resort to one of these communication strategies, as their proficiency grows, they adopt some of the native strategies, however, as we speculate, language transfer may operate more subtly in the realm of fluency, as fluency is a feature of advanced proficiency and learners could use some of the fluency enhancing strategies based on their L1 use as a communication strategy.

Although the influence of language transfer on this level of language remains largely unexplored, there are several studies that were concerned with the comparison of temporal variables across languages. Kowal, Wiese and O'Connell (1983) analysed temporal variables across five languages (English, Finnish, French, German and Spanish) using a storytelling task. The analysis has however shown, that the task type was too influential on the use of temporal variables. Some other studies focused on temporal variables uncovered inherent differences in pause length and patterns in different languages (e.g. Rizantseva, 2001; Johnson, O'Connell and Sabin, 1979). In his study of temporal variables in L1 and L2 performance of French speakers of German and German speakers of French, Raupach (1980) found, that speakers tend to transfer their pause profile from L1 to L2. Despite the small scale of the study, he implies that the transfer of L1 strategies into L2 improved the L2 fluency of speakers (Raupach, 1980: 268) this is also in accordance with the findings of Tedlock (1983) who analysed pausal patterns of Zuni Indians in English.

2.4.1. Research approaches to language transfer

As mentioned earlier, there is no single universal definition of language transfer, therefore it is no surprise, that the methodology used in individual research studies in the field varies significantly. As Jarvis (2000, 15) asserts, language transfer is often perceived as a “you-know-it-when-you-see-it phenomenon” which explains the lack of consensus in the definitions, methodology and ultimately the research results. Jarvis identifies two main approaches to the study of language transfer. The first one is represented by Odlin (1989:32), who suggests that the most reliable way of identifying language transfer is comparing data from speakers of at least two different native languages. The second approach, represented by Selinker (1992, 200) is comparing speakers' L1 and interlanguage behaviour. Jarvis further attempts in his study to establish a neutral definition of language transfer that could be used as a basis for identifying instances of language transfer as follows: “L1 influence refers to any instance of learner data where a statistically significant correlation (or probability-based relation) is shown to exist between some feature of learners' IL performance and their L1 background” (Jarvis 2000: 252). He differentiates between three types of evidence that should be examined to be able to identify whether a certain IL behaviour arises from language transfer: *intra-L1-group-homogeneity* in learners' IL performance, *inter-L1 group-heterogeneity* in learners' IL performance, and *intra-L1-group congruity* between learners' L1

and IL performance. *Intra-L1- group homogeneity* entails that learners with the same L1 exhibit uniform behavioural patterns when using the L2. *Inter-L1-group heterogeneity* refers to differences between behaviours of speakers of different L1. The third type of effect, *intra-L1-group congruity* between learners' L1 and IL performance, refers to instances when the learners' behaviour in L2 corresponds to the use of a particular feature in L1. Alongside these types of evidence, he considers a number of variables that should be controlled for, such as the learner's age, personality, motivation, language aptitude, social and linguistic background, TL proficiency and language distance between L1 and L2, task type and prototypicality of the particular feature (Jarvis, 2000: 260-261). As the present study is focused solely on comparing the behaviour of speakers in their L1 and IL, it does not allow for much comparison with speakers of different L1 except for previous research findings such as Götz's (2013) and Gráf's (2015, 2017).

3. Material and method

The analytical part of the present thesis analyses recordings of eight advanced learners of English. The participants of the study were 2 males and 6 females, all students or recent graduates of the English Language M.A. programme at Charles University in Prague.

The data were taken from a total of 16 recordings: two recordings of each speaker, one in English and one in Czech. The English recordings and transcriptions were obtained from the Czech contribution to the Louvain International Database of Spoken English Interlanguage (LINDSEI). The Czech recordings were recorded additionally for the purpose of the present thesis. Each recording consisted of three parts: a monologue of the advanced learner, a dialogue with the interviewer and a picture description. Taking into consideration the character of the three individual tasks, the first task was chosen for analysis. The main reason for selecting the monologue over dialogue lies in the characteristics of turn-taking, more specifically as regards performance phenomena; these would be used in dialogue supposedly much more often for Biber et al.'s (1999: 1066-1067) "keep talking" principle, backchanneling and floor-keeping, which we assume to be more or less the same in Czech and English. The picture description task was not selected based on increased planning pressures arising from the increased cognitive load, which resulted in a significantly slower speech rate as found out during the pilot study. The first part of the recording was supposed to be the most spontaneous, as the speakers were free to choose a general topic they were comfortable with. The topics included their past travel and life experiences, their life passions or films/theatre plays they liked or particularly disliked.

The advanced learners of this study were selected based on existing analysis of the English recordings conducted as a part of Gráf's (2015) dissertation. The phenomena considered were speech rate, repeats and filled pauses. The speech rates and use of the two groups of phenomena varied significantly. The reason for this was to have a wide range of speaking behaviours. The Czech recordings were obtained using either a Tascam recorder or a mobile phone as the requirements for the quality of the recordings were not as stringent considering the focus of the analysis. The recordings were subsequently transcribed and analysed for speech rate, repeats and filled pauses. Speech rate was obtained by extracting the speakers' utterances by cutting out the interviewer turns using Audacity software and counting the number of words uttered by the speaker during that time using the transcription. Speech rate was then calculated in words per minute and syllables per minute, taking into consideration the difference in average length of words in the two languages. Filled-pause rate and repeat

rate per hundred words were calculated by dividing the total number of filled pauses in the transcription by the total number of words and multiplied by 100.

As for filled pauses, in the transcripts of the English recordings, there were a total of 7 types of realizations transcribed as follows: *er*, *em*, *eh*, *erm*, *mm*, *mhm* and *uhu*. As the present thesis is not concerned with the quality of the individual types as for example Clark and Fox Tree's study (2002), we shall consider the first 4 types as different realizations of the same phenomenon. We shall disregard the filled pauses realized as *mhm* and *uhu*, as these have a distinct function of signalling agreement or backchannelling and proved to have the same use in Czech and English in the pilot study and occurred almost exclusively on their own. Filled pauses realized as *mm* were considered individually based on their function in the utterance. As the present analysis is not concerned with the quality of the individual representations of filled pauses, we chose to use two alternative realizations in the transcriptions of the Czech recordings: *ee* and *mm*, where *ee* is used in all cases of vocalic filled pauses and *mm* in the cases of nasalized pauses. The individual cases of *mm* were again considered individually based on their function in the discourse and cases of clear backchannelling were excluded from the analysis.

Alongside the frequency of filled pauses, their distribution was also analysed. Turning again to the typological differences between the two languages in question, the search for a method of categorization of FPs based on their position accounting for these differences proved rather difficult. As most previous research dealing with the distribution looked at FPs from the point of syntactic boundaries or their combination with prosodic boundaries (e.g. Lennon, 1990; Swerts, 1998; Götz: 2013) we shall adopt a similar approach, in order to obtain comparable results. The chosen approach is based on Götz's (2013) methodology. All the instances of filled pauses were divided into two general categories following Götz's (2013: 89) terminology: filled pauses within clauses (FPWCL) and filled pauses within constituents (FPWCON). As Götz (2013) does not provide much detail as to the categorization of FPWCON, we further defined the categories for the purpose of this study, respecting the differences between the two languages. Štěpánová (2015: 57-58) further subdivided the two categories of FPs in her study comparing native speaker and advanced-learner use of FPs and repeats, to provide a more extensive analysis: FPWCL into those occurring at the beginnings of independent and subordinate clause and FPWCON at constituent boundaries and occurring mid-phrase. This taxonomy of boundaries corresponds to Kjellmer's (2013:180) description

of the positions of FPs within clauses, as he states they most frequently occur at syntactic junctions between clauses, phrases, and semantically heavy words.

The category of FPWCL comprised of clause-initial or clause-final filled pauses. In the English subcorpus, this category subsumed all FPs occurring within immediate vicinity of the subject or initial conjunction. In Czech, the definition of the beginning of a clause has to account for more variety, therefore we considered all FPs in the immediate vicinity a conjunction, which subsumed the majority of cases, FPs directly preceding or succeeding a clause initial subject and further all FPs directly preceding other clause initial elements such as verbs.

All other instances of filled pauses were subsumed under the category of FPWCON and were analysed as to whether they occurred at the beginning of the clause constituent, e.g. constituent boundaries, or in the middle of the constituent. This distinction was made based on study, in order to distinguish between the hierarchy of boundaries. Only major clause elements were considered: subject, verb, complement, object and adverbial.

The frequency of filled pauses was measured in repeats per hundred words analogically to filled pauses. As for distribution, repeats they were analyzed for the number of words repeated and number of repetitions. In addition, the differences between individual types of repeats and the parts of speech they represent were also subjected to a detailed scrutiny.

Finally, other phenomena such as filler words, drawls or unfilled pauses occurring within proximity of filled pauses or repeats were also considered in the analysis as a potential factor affecting the use of the performance phenomena at the core of the present study.

3.1. Pilot study

The pilot study was conducted using an English and Czech recording of one advanced learner of English to verify the suitability of the part of the recordings selected for analysis and to test whether the relevance of the chosen methodology for the purposes of the present study.

The pilot study showed that there are significant differences between the parts of the recordings. The dialogue part contained an increased number of filled pauses and repetitions arising from the principles of conversation, namely the “keep-talking principle” as defined by Biber et al. (1999: 1067) and many instances of filled pauses functioning as backchannels. The picture description task also contained seemingly more pausing, which was ascribed to the difficulty of the task. The first task in the recordings seemed to best reflect the production

of performance phenomena in spontaneous speech without any hinderances in the form of excessive cognitive load.

The pilot study has also shed some light on some of the inherent differences in the two languages, that is for example the very frequent vowel prolongation when pronouncing the conjunction, *a* (and) in Czech. Due to the frequency and the clause-initial position of this feature, we initially considered including it in the category of filled pauses, however, as all the instances fulfilled the function of an actual conjunction, we chose to consider it as a drawl. Furthermore, the structural differences between the two languages necessarily affect the collocates of filled pauses and the repeated POS, especially at the beginning of clauses. This is due to the fact that the subject in English is always expressed, whereas in Czech it can be omitted completely or placed at other positions in the clause. This led us to further define the criteria of the categories of filled pauses, as mentioned in the above section.

Finally, the pilot study has shown, that the analysis of recordings is inherently subjective and strenuous, as technology has not advanced enough to provide reliable tools for analysis of performance phenomena. This is considered among the limitations of the study.

3.2. Hypotheses

Several hypotheses arose based on previous research and the pilot study. As studies of advanced learners of English have shown, they tend to overuse filled pauses in their L2 (Götz, 2013; Gráf, 2015). Studies ascribe this overuse of especially the so-called filled pauses within constituents (FPWCON) mostly to higher planning pressures. Based on previous findings of Raupach (1980) and Tedlock (1983), we argue that speakers transfer the use of temporal patterns from their L1 into L2. Although we expect the speakers to speak at a slower rate in English compared to Czech, we hypothesize, that there is a positive correlation between speech rates in Czech and English, expecting that speakers who speak faster in Czech tend to speak faster in English compared to the rest of the group and vice versa.

Götz, (2013: 138) also found in her study of German speakers of English that compared to native speakers, learners lack the same variation of fluency enhancing strategies, often adhering to one or two preferred strategies that they can use in a native-like way. We argue that this preference for certain strategies arises from L1 behaviour. Therefore, we expect a positive correlation between the frequency of FPs in Czech and in English. We further

hypothesize that the distribution of filled pauses in English at different levels of boundaries will partly correspond to their distribution in Czech.

When it comes to repeats, analogically to filled pauses, we expect their frequency and distribution to be influenced by language transfer. We hypothesize that there is a positive correlation between the frequency of repeats in Czech and English. We also hypothesize that the distribution of repeats in the English subcorpus will partly correspond to their distribution in the Czech subcorpus in terms of the types of repeats and repeated POS.

4. Analysis

4.1. Speech rate

Speech rate was initially calculated in words per minute and subsequently in syllables per minute, as explained in the methodology chapter. The speech rates of the individual speakers in both Czech and English proved to vary noticeably across the sample. Figure 1 presents the speech rates in words per minute of individual speakers in Czech and English respectively. The speech rates varied from 129 wpm to 206 wpm in Czech. The mean speech rate in Czech was 168 wpm and the median was 163 wpm. Speech rates of the majority of speakers were slower in English compared to Czech. They ranged from 131 wpm to 198 wpm with the average being 153 wpm and the median 148 wpm. This means the speech rate in Czech was on average 9% faster than in English. The biggest difference between rates in Czech and English was 20% (speaker CZ048).

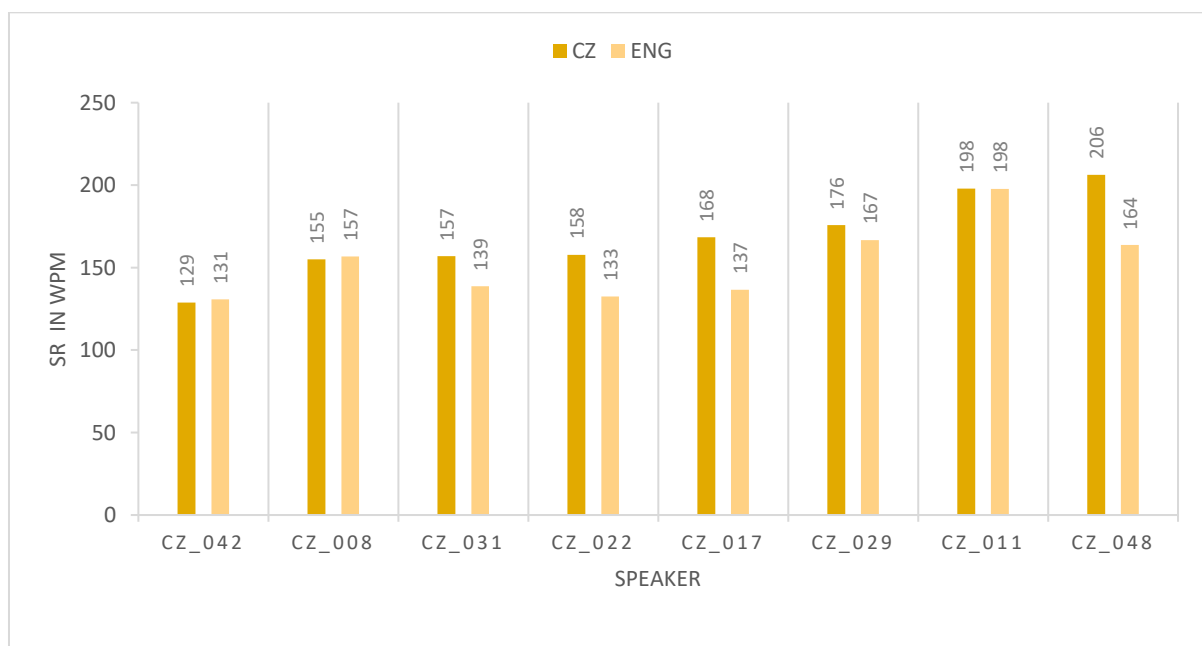


Figure 1: Speech rates in wpm in Czech and English

Having taken into consideration the typological differences between the two languages in question, particularly when it comes to the average length of words in Czech and English, speech rates were also calculated in syllables per minute. The average length of word in the English corpus was 1.29 syllables, whereas in the Czech corpus it was 1.78 syllables. The speech rates in syllables per minute are presented in figure 2.

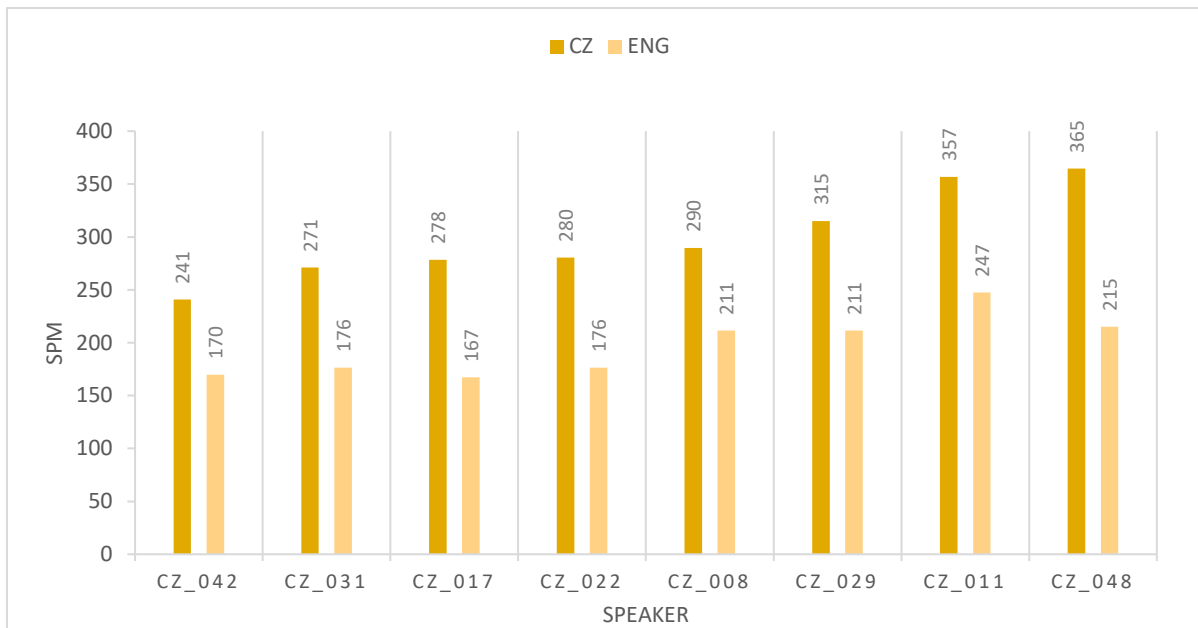


Figure 2: Speech rates in syllables per minute

It is apparent from figure 2, that the difference in syllables per minute was much more prominent. The decrease in speech rate was on average 34% with the highest decrease of 41% and lowest of 27%. The low dispersion of the percentage of decrease shows a quite uniform tendency within the group. Despite the ranking not having changed considerably, we can see some shifts, such as speaker CZ008, whose speech is rich in longer lexis in Czech. In order to calculate whether SR in Czech and English correlate, we used Spearman's Rho coefficient. The results showed a statistically significant positive correlation for both SR in wpm ($R=0.71$ with $p=0.04$) and in spm ($R=0.87$ with $p=0.004$).

4.2. Filled pauses

4.2.1. Frequency of filled pauses

As mentioned in the methodological chapter, the data for filled pauses included all instances of filled pauses in the English subcorpora transcribed as *er*, *eh*, *em*, *erm* and *uh*. Realizations of filled pauses transcribed as *mm* were considered individually based on their function and were excluded if they were found to be used as response to the interviewer. All instances of filled pauses in the Czech subcorpus were included in the analysis except for those instances of *mm* serving as back-channels analogically to the English subcorpus.

Figure 3 presents the filled pause rates per hundred words for each speaker in Czech and in English respectively. In Czech, the FPR ranged from 2 FPs to 6 FPs phw with the average of

3.62 FPs phw in Czech. In English, the range was wider starting at 2FPs phw and reaching up to 11 FPs phw, with the mean rate of 7.49 FPs phw. We can see that except for one speaker, the FPR in Czech was considerably lower in Czech than in English. The FPR in English increased on average by 176% compared to Czech⁷, with a considerable dispersion in the data, as the largest increase was by 329% (CZ029) and the smallest by 76%. The corpus includes 392 instances of filled pauses in the English subcorpus and 192 instances in the Czech subcorpus. Log likelihood calculation showed that there was a significant overuse ($G^2=73.84$, $p<0.0001$) of FPs in the English subcorpus.

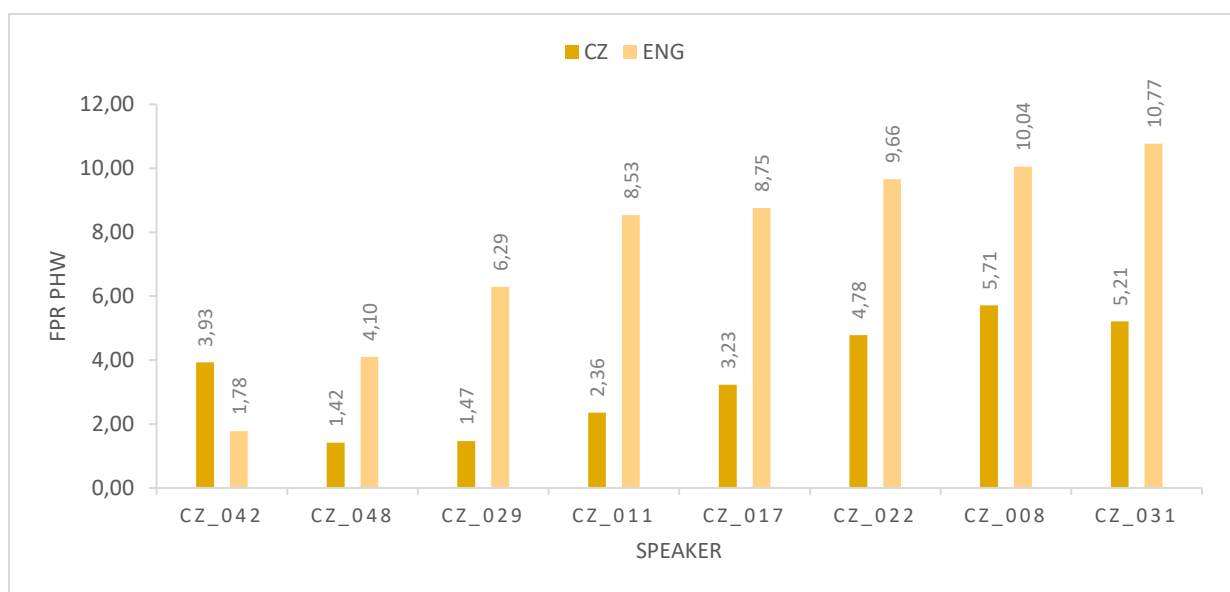


Figure 3: Filled pause rates per hundred words in Czech and English

We further conducted a correlation test to see whether there is a relationship between FPR in Czech and English. The Spearman's rho correlation coefficient showed a statistically significant strong positive correlation ($r=0.73$, $p=0.03$). This shows that there is a statistically significant relationship between FPR in Czech and English, which corroborates our hypothesis.

⁷ We disregarded the speaker CZ042, as she was the only one to decrease her use of FPs

4.2.2. Distribution of filled pauses

To analyse the distribution of filled pauses, all the considered instances of filled pauses in the data were divided into two categories: FPWCL and FPWCON. As mentioned in the methodological part, FPWCL subsume all filled pauses occurring at the beginning or the end of a clause. We also included instances of FPs occurring at the beginning of dependent non-finite clauses in this category. We followed Götz's (2013) framework in this respect, however due to the lack of detail in her description of the two categories, we further defined the criteria for including FPs in the particular category. For FPWCL, we only considered those FPs directly preceding or succeeding the subject or the conjunction in English. If there was an initial adverbial preceding the subject, we considered the FP an FPWCON. In Czech, the scope of clause constituents at the beginning of clauses is wider, we again included all instances directly preceding or succeeding a conjunction, the subject, or in the minority of cases preceding other clause-initial constituents, which were mostly initial adverbials or verbs. The majority of FPWCL in Czech nevertheless preceded or succeeded a conjunction. All other cases of FPs were labelled as FPWCON. Table 1 presents the overall results:

	ENG	CZ
FPWCL	188	114
%	48%	59%
FPWCON	204	78
%	52%	41%
TOTAL	100%	100%

Table 1: Total number and percentage of FPWCL and FPWCON in the two subcorpora

Table 1 shows that the overall tendencies of speakers in English are to use fewer FPWCL and more FPWCON whereas in Czech there seems to be an opposite tendency. Log likelihood test showed a significant overuse of both FPWCL and FPWCON. The significance of the test for both was high ($p < 0.0001$, G^2 for FPWCL= 19.78, G^2 for FPWCON = 60.81).

To further illustrate the distribution of FPs, we conducted an analysis of their most frequent collocates. As can be observed from Table 2, the most frequently occurring word in both languages next to filled pauses is the coordinative conjunction *and/a*. Other conjunctions have ranked high on the frequency list as well (*but/ale*, *because/protože*, *so/takže*). Pairing coordinating conjunctions with FPs is according to Kjellmer (2003: 180) a frequent feature of the speech of native English speakers. Our participants displayed a tendency to combine these slightly more frequently compared to the other collocates. The cooccurrence of filled pauses

next to personal pronouns *I* and *it* in English is linked to their position as the subject at the beginning of clauses.

ENG			CZ		
collocate	N	%	collocate	N	%
and	59	15%	a	40	21%
I	45	11%	protože	12	6%
the	26	7%	takže	12	6%
it	20	5%	ale	8	4%
was	18	5%	vlastně	7	4%
so	18	5%	prostě	7	4%
to	16	4%	je	7	4%
well	14	4%	to	7	4%
because	14	4%	tak	7	4%
but	13	3%	se	7	4%

Table 2: Ten most frequently occurring collocates of FPs (1L – 1R)

As regards FPWCL, those occurring at the beginnings of clauses were further categorized according to whether they introduced independent or subordinate clauses. FPs found at the end of clauses (2 cases in the Czech subcorpus and 9 in the English subcorpus) were excluded from this analysis. In the English subcorpus, 66% of clause-initial FPWCL occurred within independent clauses and 34% within subordinate clauses. In the Czech subcorpus, the ratio was 62% of FPWCL occurring at the beginning of independent and 38% at the beginning of subordinate clauses. This shows a clear preference for using FPWCL at the highest boundaries in both languages and supports our distribution hypothesis. The results are in accordance with Biber et al.'s (1999: 1054) and Kjellmer's (2003: 180) finding that, FPs occur frequently at the beginnings of independent clauses - the major speech planning points. FPWCON were further analysed as to whether they appeared at constituent boundaries or in the middle of phrases. Only the major clause constituents (subject, verb, object, complement and adverbial) were considered. FPWCON in the middle of phrases occurred in constituents with pre- or post-modification (ex. 1 and 2), between one-word repetitions and two-word repetitions which were a part of the same constituent (ex. 3) or within verb phrases (ex. 4 and 5). We decided to subsume FPs in the hiatus between repetitions under this category following Clark and Wasow's (1998) *commit-and-restore* model.

- (1) *I I was really . (eh) . able to to decide afterwards. (CZ022)*
- (2) *(ee) hrajou se (ee) hry . (ee) podobný fantasy knížkám (CZ029)*
- (3) *all the (er) all the sounds (CZ031)*
- (4) *and had to: (eh) think about it for a long time (CZ011)*
- (5) *že se (ee) skákalo přes oheň (CZ031)*

The ratios of FPWCON appearing at constituent boundaries and in the middle of constituents are presented in table 3. We can see opposing tendencies in the two subcorpora. While the speakers seemed to prefer using FPWCON in the middle of constituents slightly more often in Czech than in English, the proportions of FPWCON at constituent boundaries and mid-phrase are almost identical. As the ratios are not significantly different in either language, the tendency to use FPWCON seems to signify, that the speakers adopted this strategy as a planning device when experiencing problems with lexis retrieval in both their L1 and L2. The overall overuse of FPWCON in English shows that these problems arise in L2 more often than in L1.

		ENG	CZ
FPWCON at constituent boundaries	N	102	34
	%	51%	44%
FPWCON in the middle of constituents	N	99	43
	%	49%	56%

Table 3: distribution of FPWCON in the two subcorpora

4.3. Repeats

Repeats were identified manually in the transcriptions using the recordings to distinguish between repeats and deliberate repetitions used for rhetorical effect such as:

- (6) *s tim že jsme byli ve všech chrámech (ee) na všech těch možnejch ceremoních a tak dále a tak dále .*
- (7) *. yeah yeah yeah I really was addicted when I was younger*

Furthermore, only repeats that were fully retraced were included in the analysis. If the repeated element was rephrased, it was considered a false start (7) or a retrace (ex. 8 and 9):

- (8) *I I've seen the . (eh) Lord of the Rings as a kind of escape (CZ011)*
- (9) *so I w= went there (eh) in Septem= in September (CZ031)*

(10) *jak fungujou ty dobrovolníci dobrovolníci tam . (CZ022)*

Example 9 seems like a full repeat, however, careful listening has revealed, that the speaker unintentionally prolonged the final vowel in the first *dobrovolníci* and rather than repeated the word to gain time she chose to reiterate it to correct herself, this time with the correct pronunciation of the final vowel. The last category of repeats that were excluded from the count were repeated filled pauses, even though these are considered as words by Clark and Fox Tree (2002: 103), we subsume these under clusters of hesitations, as we consider filled pauses and repeats as separate phenomena.

The individual repeats were then tagged to identify the number of words repeated, the number of repetitions and part of speech following Gráf's (2017) method of tagging:

<i>Example of a tag</i>	<i>Decoding of the tag</i>
ale zároveň <R_1_2_C> i i znám spoustu lidí odtamtud'	R=repeat, 1=one word is repeated, 2 = the word is repeated two times, C= conjunction
<R_3_2> I didn't really I didn't really choose to go	R = repeat, 3 = three words are repeated, 2 = occurring twice

Table 4: Example of tags of repeats

4.3.1. Frequency of repeats

The overall frequencies of repeats in wpm in the two subcorpora are presented in table 5. The English subcorpus included 123 sequences of repeats, which is almost twice as many as in the Czech subcorpus, which includes 64 sequences. The overall repeat rate in the Czech subcorpus was 1.21 repeats phw and 2.37 repeats phw in the English subcorpus. Log likelihood tests have shown that repeats were significantly overused in the English part of the subcorpus with the significance at $p < 0.0001$ ($G^2 = 20.10$).

	<i>N</i>	<i>RR phw</i>
<i>CZ</i>	64	1.21
<i>ENG</i>	123	2.37

Table 5: Overall frequency of repeats in the Czech and English subcorpus in wpm

The individual repeat rates in Czech and English are presented in figure 4. We observed, that analysis of repeat rate seems to show more dispersed results than that of FPR. Nevertheless, Spearman correlation coefficient showed a statistically significant strong positive correlation

between RR in Czech and English ($r=0.86$, $p=0.006$), which supports our hypothesis. The average increase in RR was 107% with the lowest being 0% (CZ042) and the highest 331% (CZ022). The RR in Czech show a much smaller dispersion, showing a more homogenous tendency as most of the speakers repeat at a rate close to 1 repeat phw. In English, the individual RR were more varied.

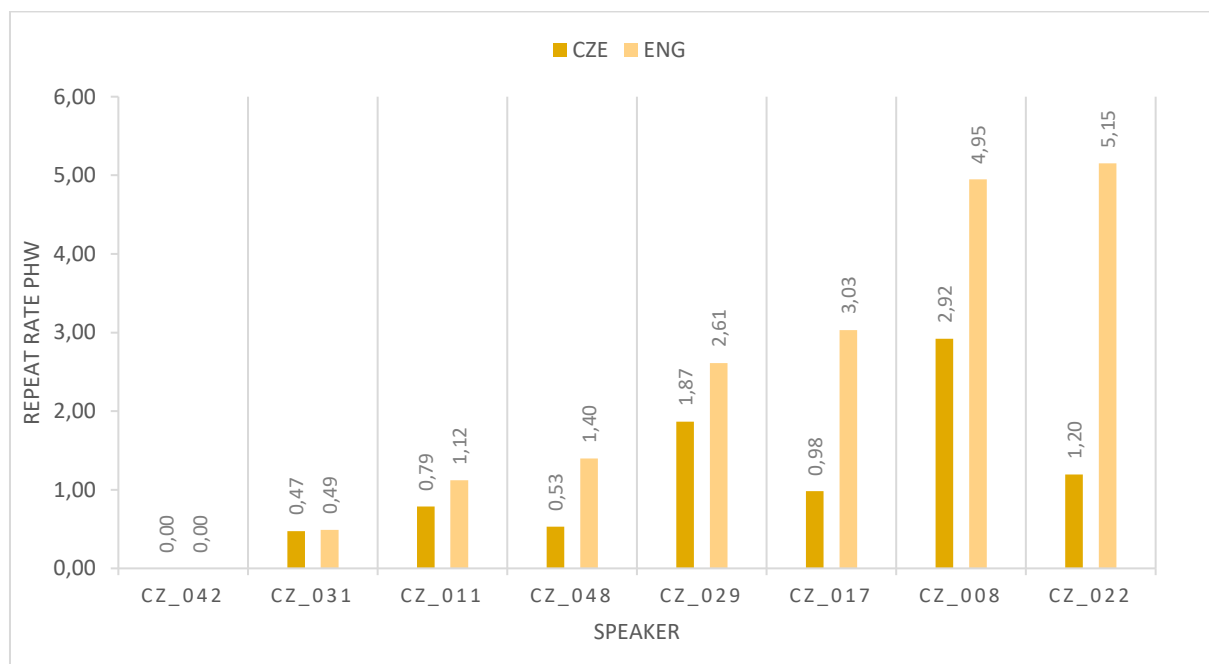


Figure 4: Repeat rates per hundred words of individual speakers in Czech and English

Table 6 provides an overview of the proportion of one-, two- and three-word repeats in the two subcorpora. None of the sequences found in either corpus included more than three words. The proportions of the individual types of repeats are almost identical for the two subcorpora. In accordance to Biber et al.'s account (1999:1055) one-word repeats form the largest group in both subcorpora (80% and 81%). The numbers of two-word repeats and three-word repeats are significantly lower.

	ENG		CZ	
	N	%	N	%
ONE WORD	99	80%	52	81%
TWO WORD	20	16%	11	17%
THREE WORDS	4	3%	1	2%
TOTAL	123	100%	64	100%

Table 6: Frequencies of repeats of different lengths

4.3.2. Distribution of repeats

Table 7 shows the frequencies of one-word single repetitions in the two subcorpora. There were 99 instances of these in the English subcorpus and 52 in the Czech subcorpus. The sequences were categorized according to the part of speech they represented. Some of the types of repeats that occurred in the English subcorpus do not have an equivalent in Czech, therefore the respective fields in the table for the Czech subcorpus are left out (specifically definite article, contracted form, infinitive particle, indefinite article and existential *there*). The equivalent conjunctions for *wh*-words were subsumed under the category of conjunctions in the breakdown of results for the Czech subcorpus.

Pronouns proved to form the biggest proportion (38%) of single one-word repeats in the English subcorpus, followed by conjunctions (14%) and prepositions (12%). In the Czech subcorpus, the top three ranking parts of speech were conjunctions (38%), prepositions (13%) and adverbs (12%). Pronoun repetitions are one of the least frequent, with only two occurrences in the Czech subcorpus. The reason for this are indisputably the structural differences between the two languages, i.e. pronouns in English occur frequently as the subject at the beginning of clauses and it is therefore natural to repeat them as the planning pressures are at their peak during their production. Whereas in Czech, as mentioned earlier, clauses can begin with other clause constituents. These results suggest, that a considerable portion, albeit arguably not the majority of repetitions occurs at the beginning or clauses. However, some of the pronouns in English did not occur as a clause-initial element and conjunctions, especially coordinative ones can occur at lesser boundaries between coordinated clause elements etc., therefore a more in-depth analysis of the individual tendencies of the participants is provided in section 4.5.

Repeated pos	ENG				CZ			
	count	%	Speakers involved		count	%	Speakers involved	
Pronoun	38	38%	6	75%	2	4%	2	25%
Conjunction	14	14%	6	63%	20	38%	7	88%
Preposition	12	12%	7	63%	7	13%	5	63%
Definite article	6	6%	3	38%				
Contracted form	3	3%	3	38%				
Adverb	3	3%	1	13%	6	12%	1	13%

Other	3	3%	2	25%	8	15%	4	50%
Verb	6	6%	4	50%	5	10%	3	38%
Infinitive particle	4	4%	3	38%				
Wh-word	4	4%	2	25%				
Adjective	3	3%	2	25%	3	6%	1	13%
Noun	1	1%	1	13%	1	2%	1	13%
Indefinite article	1	1%	1	13%				
Existential there	1	1%	1	13%				
Total	99	100%			52	100%		

Table 7: repeated POS in one-word single repeats

As for multiple repeats of a single word, there were 13 instances of these in the English subcorpus, 9 of which were pronoun repeats and single instances of a preposition, wh-word, verb and an adjective. There was only one instance of a multiple repeat of a single word in the Czech subcorpus, which was the conjunction *a*.

As mentioned earlier, multiple word repeats did not comprise a considerable part of the corpus, and not all of the speakers used them. Two-word repeats occurred in 11 instances in the Czech subcorpus in the recordings of 4 speakers and in 20 instances in the English subcorpus in the recordings of the same 4 speakers alongside two other speakers who did not use any two-word repeats in Czech. In the English subcorpus, most of the two-word repeats were formed by subject and either a copular verb *to be* (4 cases) or an auxiliary verb (4 cases). As we already mentioned, in Czech, the subject in clauses is very often omitted or not clause-initial, however, there were two instances of equivalent structures with the copula *to be* in the Czech subcorpus with the subject expressed:

(11) *je to je to něco co . je je hrozně dobře použitelný I do praxe . (CZ048)*

(12) *bylo to (ee) bylo to super (CZ008)*

In addition, there were also several cases of a conjunction with a complement in both subcorpora. Except for one instance of a coordinative conjunction, all of them occurred at the beginning of subordinate clauses.

The last group of two-word repeats we will discuss are those consisting of a preposition and a complement. There were two cases of these found in the English subcorpus and three in the

Czech subcorpus. The other two-word repeats consisted of various other combinations of function words

Three-word repeats were very scarce in both subcorpora. There were four instances of these in the English subcorpus, used by 2 different speakers and only one in the Czech subcorpus. The speakers who used these in the two subcorpora did not overlap. All of the instances could be considered n-grams, or pre-fabricated chunks of language that the speakers use automatically and repeating them helped to buy time for planning.

4.4. Performance phenomena within proximity of filled pauses and repeats

As the realm of performance phenomena is closely tied together and the individual phenomena perform similar tasks, we considered other phenomena occurring in the immediate vicinity of filled pauses and repeats. Drawing on Riggensbach's (1991) methodology, we identified instances, where at least three hesitations were clustered together, such as:

(13) *(er) . (er) . (erm) the blood that was spilt (CZ011)*

(14) *pak je hroznej problém se jako přinutit mluvit v tý holandštině . a: (ee) když vlastně když vlastně je mnohem horší že jo než ta angličtina (CZ029)*

Results from the Czech subcorpus show, that the advanced learners were much more prone to clustering performance phenomena in English, which is in line with Riggensbach's (1991) assumption that non-native speakers require more time for planning. There were 26 clusters of FPs and other hesitation phenomena in the Czech subcorpus, while in the English subcorpus, there were 48 such cases. It seems, that repeats and FPs were often a sufficient strategy on their own or with only one further hesitation.

We further observed a subtle tendency in Czech for combining FPs with discourse markers. Here we considered the most frequently occurring discourse markers (*jako/jakoby*, *vlastně* a *prostě*) discourse markers, as the use of these is subject to personal preference. Seven out of the eight participants produced this combination of phenomena at least once. We observed that 7 of the 8 speakers used the same combination of phenomena at least once in English. Due to the size of our data, this tendency however did not prove to be prominent enough to be considered as a trend in the whole group.

We further observed, that speakers used FPs in combination with drawls in Czech, especially with the conjunction *a*. Again, seven out of the eight speakers displayed this tendency to some extent. In English, this type of pairing of fluency enhancement phenomena was scarcer. There were occasional occurrences of prolonged *to* or *so*, which points to this tendency occurring mainly on lower level boundaries in English – introducing subordinate clauses or within clause constituents. We will further discuss these tendencies in the individual analysis of the participants recordings where relevant.

Clusters of repeats with at least two other performance phenomena were scarcer. There were only 15 instances in the English subcorpus and only 12 in the Czech subcorpus. However, this does not mean that repeats were not often accompanied by one other fluency enhancement strategy. As Götz (2013: 36) points out, repeats are usually not sufficient as a planning device on their own and advanced learners tend to follow up with more performance phenomena. In both Czech and English, repeats were often combined with filled pauses (37% of repeats in Czech and 57% in English). This shows, that the speakers frequently needed further fluency enhancement strategy with repeats in both their L1 and L2.

4.5. Individual differences between speakers

Having considered some general tendencies as to speech rates, frequencies of FPs and repeats and their types within the group of speakers, we shall now discuss the individual differences between the speakers. Due to the scale of the study a more in depth qualitative analysis is needed to uncover the subtle individual variations of the use of the fluency enhancement strategies in question and possible transfer from L1 into L2. We will consider the phenomena under scrutiny as well as influences of some other selected phenomena, such as discourse markers and drawls.

4.5.1. Speaker CZ008

While the speech rate in wpm of this speaker was below the average of the group, his SR in spm ranks him in the middle of the group of participants, among speakers with a close to average speech rate in both languages.

In terms of hesitation phenomena, this speaker produced both FPs and repeats at rates above the average values of the group in both English and Czech. Producing approximately 6 FPs in Czech and 10 in English per hundred words makes his FPR in both the highest in both

languages. The distribution of FPs was almost equal: 51% of FPWCL and 49% of FPWCON in Czech and 53% FPWCL and 46% of FPWCON in English. With FPWCL, the speaker displayed a stronger preference towards using these within independent clauses in both languages (65% in Czech and 59% in English). As for clustering tendencies, 13% of the FPs in the Czech subcorpus and 18% in the English subcorpus were clustered with two or more other hesitations. The speaker displayed a tendency, not uncommon in the rest of the Czech recordings, to produce filled pauses after a drawl in the form of the conjunction *a*. This tendency is not as prominent in English, where he produces this combination of hesitations less often, mostly with *so* or *to*. However, he seems to produce the prolonged additive conjunction *a* frequently, which leads us to speculate it is a more natural fluency enhancement strategy at both clause boundaries and in coordinated structures within clauses. He does not seem to transfer this tendency into English as such, probably because equivalent English coordinative conjunction *and* does not lend itself to vowel prolongation as easily. Nevertheless, he often pairs coordinative conjunctions with filled pauses in English which might be a compensatory strategy.

As for repeats, this speaker ranked as first with his repeat rate in both Czech (3 R phw) and English (5 R phw). The majority of repeats in both recordings were one-word single repeats. In addition, there were 5 two-word repeats in each recording, meaning this speaker was one of the major contributors to the count of multi-word repeats in both subcorpora.

As for the POS repeated in one-word repeats, the speaker seems to have adopted some native-like strategies, such as repeating personal pronouns in the subject position in English, as those formed the biggest bulk of his one-word repeats followed by prepositions. In Czech, the most frequently repeated POS were adverbs, and in particular intensifiers.⁸ We observed, that all the prepositions in the participant's English recording were followed by a name of a country – either *Canada* or *America*. In the two repeats of prepositions in Czech, he follows the preposition up with a name of a city in one case and in the other with the word *město* (city). Four of the five two-word repeats in the participant's English recording occurred at the beginning of clauses, however in Czech, this applies to only two instances, the other occur at phrase level. Nevertheless, all of them except for one were a combination of function words.

⁸ These were carefully examined using the recording to ensure they were not used as a deliberate rhetoric device.

Generally, there is not much overlap as to the repeated POS in English and Czech. As to the positions within clauses, in English, most of the repeats occurred at the beginnings whereas in Czech, they occurred more frequently at lesser boundaries. The speaker was not very prone to clustering repeats with two or more other hesitations, as he did so in 13% of instances of repeats in Czech and in 5% in English, he however did make use of a filled pause combined with repetition in 24% of cases in English and 30% in Czech, which shows the strategy was not always sufficient on its own.

It is important to remark here that as opposed to the other speakers who chose to speak naturally using colloquial Czech, this speaker spoke mostly formal Czech, which supposedly caused a higher cognitive load, hence the increased number of hesitations. This factor, however arguably contributed only partially to the overall number of hesitations. It is more likely that the speaker is prone to using filled pauses and repeats in both languages to a large extent and we could go as far as to argue he transfers these from his L1 into his L2 considering the frequency. In addition, he seems to have adopted a range of other fluency enhancement strategies such as discourse markers, which he uses to a large extent in both Czech and English, as well as drawls. Looking at all the categories together, we observed, that this speaker was the most consistent in his behaviour as to speech rate, FPR and RR in Czech and English, as he increased which further leads us to believe that he successfully transfers the use of these fluency enhancement phenomena from his L1 to L2.

4.5.2. Speaker CZ011

Speaker CZ011 proved to be the fastest speaker of the group of participants in English and the second fastest in Czech. Her speech rate in Czech and English was the same when measured in words per minute (198 wpm). The analysis of speech rate in syllables per minute showed a difference between the two languages (247 spm in English and 357 spm in Czech), as with all the other speakers and due to the reasons mentioned in the methodological part. Proportionally to the higher speech rate, she produced fewer hesitations compared to the rest of the group in Czech. In English, her FPR was slightly above the group mean producing close to 9 FP phw. Her FPR in English is 261% compared to her FPR in Czech, where she produced approximately 2 FPs for every hundred words. This is one of the biggest differences in FPR within the group. As for the distribution of filled pauses FPWCL (25% in Czech and 46% in English) were outbalanced by FPWCON (75% in Czech and 54% in English) in both recordings. As for clustering tendencies, she only clustered FPs with two or more other

hesitations in English. In Czech, FPs frequently occurred accompanied by one other hesitation, however never more than that. This speaker further displayed a tendency to pair FPs with a discourse marker in Czech (33% of FPs), which she retained to some extent, albeit much smaller, in English (8% of FPs):

(15) *jako není pošpiněná jako tou industrializací a tím (ee) jako člověkem a tak*

(16) *affected by it that I had to like (er) go out with my friends*

The speaker also frequently pairs filled pauses with drawls in Czech (42% of cases), mainly at clause boundaries analogically to speaker CZ008, and she uses the same combination of disfluencies in 11% of cases in English, mainly lengthening the conjunction *so*.

As for repeats, this speaker proved not to be very apt to repeat, as there were only 4 repeats in the Czech recording and 8 in the English recording, which translates into similar RR in both languages (approximately 1 repeat phw). All of the repeats except for one two-word single repeat in the English recording were one-word single repeats. As for the repeated POS, we did not find any clear tendencies, as while 3 out of the 4 repeats in Czech were of conjunctions, in English, the only repeated POS that occurred more than once was the infinitive particle *to*. The speaker did not show a clear preference as to whether the repeats occurred at clause or lesser boundaries. Repeats were not very frequently accompanied by other hesitations, neither in clusters (only 2 occurrences in the English recording). Most of the repeats nevertheless occurred at lesser boundaries, introducing subordinate clauses or on the level of phrases.

Overall, we observed, that the speaker hesitated more in English than in Czech and she displayed a preference for filled pauses over repeats, however the number of filled pauses she used in English was considerably larger than their number in Czech. In addition, the speaker displayed a tendency to frequently use discourse markers in Czech, especially *jako*, which she used 41 times in the recording. This might point to her preference for discourse markers in Czech over filled pauses. She does not display the same tendency in English, as her use of discourse markers is scarce.

4.5.3. Speaker CZ017

This speaker ranked among the slower speakers within the group of participants with his speech rate of 168 wpm (278 spm) in Czech and 137 wpm (167 spm) in English. We observed

that his speech rate in English was significantly slower, which arguably contributed to the increase in disfluencies. We attribute his slower speech rate in English to frequent pausing, which makes his speech more disfluent compared to the other speakers.

When it comes to FPR, the participant produced a slightly above average number of FPs in English (9 FPs phw) and a slightly below average number in Czech (3 FPs phw). As for the FPWCON and FPWCL ratio, the tendencies in Czech and English were reversed. In the English recording, 42% of FPs were FPWCL and 58% FPWCON. In the Czech recording FPWCL formed 65% of all FPs and FPWCON occurred in 35% of cases. This indicates that the speaker encountered more problems with lexical planning in English. Looking more closely at the distribution of FPs, in both English and Czech, FPWCL occurring at the beginning of coordinate clauses were dominating over those used in subordinate clauses. This speaker used clusters of hesitation phenomena more frequently in Czech (22%) than he did in English (15%).

The participant was more apt to repeat in English, where he produced about 3 repeats for every hundred words, while in Czech he made use of approximately 1 repeat phw. The majority of repeats in both recordings were one-word single repeats, although there were 3 instances in the English recording where the speaker repeated two-word sequences. The most frequently repeated POS in English were personal pronouns followed by prepositions. In the Czech recording the only two repeated POS were conjunctions (4 cases) and prepositions (2 cases). While most of the repeats in his Czech recording occurred at the beginning of clauses, in English, we did not observe a clear preference as to their position. The speaker was not very inclined to cluster repeats, as larger clusters of repeats and other hesitation phenomena only accounted for 7% in each recording. The repeats in his speech were, however, often accompanied by a filled pause (43% in Czech and 24% in English).

The speaker utilizes a much greater variety of fluency enhancing strategies in Czech than in English. He produces drawls fairly often, mostly of the conjunction *a:*. Furthermore, he used 17 instances of the discourse markers *jako* and 5 of *prostě* in Czech and he displayed this tendency to use fillers in English to some extent, as *like* occurs 11 times as a discourse marker in his English recording.

On a side note, speaker CZ017 was the only one that did not reach a C1 proficiency level in an independent proficiency assessment conducted as a part of Gráf's (2015) study. His overall proficiency was rated as B2, which plays a role in the frequency and distribution of hesitations in English and explains his more frequent pausing resulting in slower SR.

4.5.4. Speaker CZ022

This speaker's SR was below the average SR of the group in both Czech and English: 158 wpm in Czech and 133 wpm in English, which translates into 280 spm and 176 spm respectively. She arguably compensates for her slower speech rate with an increased number of filled pauses and repeats. When it comes to FPR, this speaker produced about 10 FPs phw in the English recording and approx. 3 FPs phw in the Czech recording. This shows, she has produced a very high number of filled pauses compared to the rest of the group in English, whereas in Czech, her FPR was also above the mean. The ratio of FPWCL and FPWCON was 50% and 50% in English and 40% to 60% in Czech. While in Czech the speaker used FPs equally frequently at the beginning of subordinate and independent clauses, there was a slight preference for the use of FPs in independent clauses in English. Although FPs were frequently accompanied by one other hesitation – most frequently an unfilled pause, only 11% of FPs in English and 13% in Czech occurred in a cluster of more than 2 hesitation phenomena.

In addition to her inclination to produce FPs frequently, this speaker was very prone to repeating words in English, where she produced approximately 5 repetitions for every 100 words. Her RR in the Czech recording was much lower, as she only produced approximately 1 repeat for every 100 words. The increase in RR between Czech and English is 331%, which was the biggest increase within the group. Most of the repetitions were again one-word single repeats. Among these, in English she most frequently repeated the definite article *the*, followed by adverbs. In Czech, conjunctions were the only POS that occurred more than once among the one-word repeats. The speaker was also one of the four participants who utilized multiple-word repeats in both languages: two-word repeats in both Czech and English and three three-word repeats in English. These were all repeats of formulaic sequences, or clause-initial chunks of function words. She further produced 3 triple repeats of a single word in her English utterance. This shows a greater variety of types of repeats in English compared to Czech. The participant has also made use of a range of native-like repeats in English, such as repeats of definite article and personal pronouns in the subject position as well as repeats of subject verb combinations and formulaic chunks. As for clustering, there was only 1 cluster of a repeat with 2 or more other hesitation phenomena in the Czech recording and 3 in the English one, however 24% of the English repeats and 30% of the Czech ones were accompanied by a filled pause. We speculate that as the speaker increased her use of repeats significantly in the English recording compared to the rest of the group and as she used these

at the beginnings of clauses frequently (42%), we speculate she produced these instead of filled pauses in this position to mitigate planning pressures employing a more native-like strategy. Nevertheless, as a third of her repeats in English preceded the object or complement in the sentence, it is clear that the participant adopted repeats as a strategy to buy time for lexis retrieval as well. These were mostly repeats of determiners (ex. 20) or premodifiers (ex. 21):

(17) *I think (eh) . mostly being on my own was was (em) was **the the** biggest issue probably*

(18) *They made a **very . very** good home for me*

We furthermore observed, that the repeats in this participant's English recording had a tendency to occur close to each other, such as in the following speaker turn:

(19) *and (eh) .. I think (eh) . mostly being on my own **was was (em) was the the** biggest issue probably **and and** it has learned it has taught me a lot **I I** was really . (eh) . able **to to** decide . afterwards after the stay I was (eh) I could decide easily because I spent a year b= **basically basically** alone with myself so I could*

Due to the frequency and the variety of the positions of repeats within clauses and constituents, the speaker seems to use repeats interchangeably with FPs in English in many cases, albeit less frequently. Nevertheless, she displays an overall preference for producing repeats at the beginning of clauses and filled pauses at lesser boundaries. In Czech, she does not show a clear preference as to the position of repeats and filled pauses.

Alongside filled pauses and repeats, this speaker used a number of discourse markers in Czech (20 instances of *jako*, 15 of *vlastně* and 9 of *prostě*). In her English recording, discourse markers were much scarcer. We could argue that she increased her use of repeats as a compensation for a more limited range of fluency enhancement strategies in English.

4.5.5. Speaker CZ029

This speaker ranked among the faster half of the participants when considering both her speech rate in wpm and spm. She spoke at the rate of 176 wpm in Czech, which translates into 315 spm, and 167 wpm (211 spm) in English. Her SR is above the average SR of the group in both Czech and English.

As for FPs, she produced 6 FPs per hundred words in English and approximately 1 FP for every hundred words in Czech. In this respect, she displayed the highest increase in FPR in the group. In both English and Czech, the speaker used a significantly higher number of FPWCL (82%) than FPWCON (18%), although in English the difference was not substantial (57% FPWCL and 43% FPWCON). Furthermore, among FPWCL, FPs occurring at the beginning of independent clauses outweighed those within subordinate clauses in both languages. Here we ought to remark, that this speaker had an overall tendency to produce FPs within independent clauses in both languages. The participant was clustering FPs with other hesitation phenomena more readily in Czech than she did in English (29% and 17% respectively).

The repeat rate of this speaker did not differ significantly in the two recordings as she used approximately 3 repeats phw in the English recording and 2 in the Czech recording, which was slightly above average within the group. Even though the speaker used mainly one-word single repeats, she also produced 2 two-word repeats in the Czech recording and 7 in the English recording. As for the one-word repeats, the speaker most frequently repeated conjunctions in both languages, these were followed by pronouns in English – very likely a native-like strategy the speaker has successfully acquired. The two-word repeats comprised predominantly of function words, mostly combinations of pronouns and auxiliaries. Overall, she preferred to repeat at the beginnings of clauses rather than within clauses. The speaker had a slightly readier tendency for clustering in Czech than in English (36% of repeats in Czech and 4% in English). She further displayed a preference towards frequent use of discourse markers, mainly in Czech (35 instances of *jako*, 11 of *vlastně*, 7 instances of *prostě*). In English, she used these to a more limited extent (6 instances of *well*, 6 of *like*). This seems to indicate, as with the other speakers who use discourse markers to a larger extent in Czech, that they substitute these with other more readily available strategies in English, such as filled pauses rather than transferring this preference.

Overall, this speaker however has a tendency to use both filled pauses and repeats at the beginning of clauses rather than at the level of constituents in both Czech and English. We partly ascribe this to language transfer, which is further supported by our finding, that the speaker most frequently repeated POS in both Czech and English were conjunctions. Nevertheless, we consider automatization as having more influence in this case, due to the speaker's high speech rate, decreased need to use hesitations to gain time for lexis retrieval

and due to her clearly having adopted some native-like repeating strategies such as repeating personal pronouns in subject position or repeating subject-verb contractions.

4.5.6. Speaker CZ031

Despite her speech rate being comparably slower to the rest of the group in both Czech (139 wpm or 176 spm) and English (157 wpm and 271 spm), her FPR was the highest in English at 11 FPs phw and one of the highest in Czech producing 5 filled pauses for every hundred words. The distribution of FPs in her case was 79% FPWCL in Czech and 36% in English and 21% of FPWCON in Czech and 64% in English. We can see that the tendencies here are opposing. Nevertheless, among FPWCL in both languages, the majority occurs at the beginning of independent clauses. Only 6% of FPs in the English recording and 18% in the Czech one occurred as a part of a cluster of hesitation phenomena. While in Czech, a clear majority of FPs occurred sporadically, divided by longer stretches of fluent speech, in English, the speaker had an occasional tendency to produce segments with several FPs only one or two words apart from each other resulting in fragmented speech and considerably increasing her FPR.

(20) *and (er) there I (em) met (eh) two (er) three Portuguese . ladies*

Furthermore, her turns in English were frequently interrupted by the interviewers backchanneling, which was one of the contributing factors to her higher FPR, as the interruptions often caused her to produce a filled or an unfilled pause, as in the following example:

(21) *[...] (er) we met there again
<A> (mhm)
 (eh) . and this time it was international camp *

The speaker was by far not as apt to repeat words as to use filled pauses in either language. There are only 3 occurrences of a repeat in the Czech recording and 2 repeats in the English recording and all of them except for one are one-word single repeats. Except for two repeats of a conjunction in the Czech recording, all the repeated words are realized by a different POS. As for clusters, 3% of her repeats in Czech and 2% in English were clustered with two

or more other hesitations. Furthermore, 14% of the repeats in Czech and 27% in English co-occurred with a filled pause.

4.5.7. Speaker CZ042

This participant was by far the slowest speaker in both Czech and English. Her SR in English was 129 wpm or 170 spm and in Czech it was 131 wpm or 241 spm. She was also the only speaker with a higher FPR in Czech (4 FPs phw) than in English (1 FPs phw). This lead us to assume, that as Czech is her native language, she might be pausing more naturally and more often. This could also explain the complete absence of repeats from both of the recordings of this speaker. Furthermore, both the analysed segments of speech are rather short as compared to the rest of the recordings, which necessarily affects the results.

Looking more closely at FPs, FPWCL were slightly more frequent in both languages (60% in English and 55% in Czech, and of these, the speaker had a clear preference for FPWCL in independent clauses. There was no clustering of FPs with other performance phenomena in the Czech recording and there was only one case of it found in the English one. She did use some discourse markers, although they were rather infrequent (8 instances of *jako* and 2 of *prostě* in Czech and, 1 *you know* in English). To sum up, the speaker seems to be an outlier in the group in terms of her speaking style, as she speaks very slowly and carefully producing close to no hesitations except for unfilled pauses. Despite this, she does not sound disfluent or less proficient, therefore we assume that this in a larger test group, some speakers would display similar tendencies, as her use or rather lack of use of speech enhancement strategies does not hinder perceived fluency.

4.5.8. Speaker CZ048

This speaker had the fastest SR in Czech of the group uttering 206 wpm or 365 spm. Her SR in English was considerably lower, however still well above average in the group at 164 wpm or 215 spm.

Her FPR was considerably low, producing approximately 1FP phw in Czech and 4FPs phw in English. FPWCL outweighed FPWCON in both Czech (100%) and English (60%) and the speaker had a clear preference for using FPWCL in independent clauses in both languages. Clusters with two or more other hesitations were infrequent in her case; in Czech there were

two clusters, both with a drawl and unfilled pause and in English, there were four cases, all with different phenomena.

When it comes to repeats, as with FPs, she was not very prone to employ these in her speech. The speaker produced less than 1 repeat phw (0.53) in Czech and 1.40 repeats phw in English. The distribution however displayed completely different propensities. In the Czech recording, only one-word single repeats could be found, whereas in the English one, there was a much greater variety in this respect. Interestingly enough, this speaker repeated almost exclusively personal pronouns in English, with one exception of a repeat of a subject-verb contraction, which nevertheless also contains a pronoun. This native-like strategy undoubtedly contributes to her overall fluency. Only five out of the 14 instances of repeats were one-word single repeats, six were single-word triple repeats, 2 were one-word quadruple repeats and one was a two-word single repeat of a subject and a verb. The tendency to repeat personal pronouns in subject position is not transferred from Czech. However, all the repeats in the Czech recording are of clause initial elements and one of these is a repeat of verb and a subject, the other two are a single one-word repeat of the initial auxiliary verb *je* and the other one is of the coordinative conjunction *a*. This shows her clear preference for repeating at the beginning of clauses in both languages.

Perhaps it ought to be mentioned here, that the speaker tends to stammer slightly at times and the one-word multiple repeats sometime resemble stuttering. This tendency does not occur in the analysed part of the Czech recording; however, there are some similar instances in the rest of the recording, such as:

(mm) .. a i i i i já mě ted' nějak nenapadá nic moc zábavnýho

Furthermore, only one repeat in English occurs in a cluster with two other hesitation phenomena, however 29% of repeats in English were combined with a filled pause. In Czech, the speaker did not cluster repeats with other phenomena.

5. Discussion

The present analysis has uncovered some common tendencies within the group of participants, mainly as regards frequencies of the observed phenomena, as the results showed a positive correlation between SR, FPR and RR in Czech and English. In terms of distribution, the results showed a considerable variety across the group. We will discuss the results for the frequencies and distributions as well as the findings as to the individual tendencies of the speakers. We will further discuss the interaction of the three phenomena under scrutiny within the group of participants.

As previous studies comparing non-native speakers speak at a slower rate than native speakers (Hincks, 2008; Götz, 2013; Gráf, 2015). The analysis of speech rate has revealed that despite individual varieties, all of the participants decreased their SR in English as compared to their L1 and all of them by a similar percentage with the fastest speakers in Czech retaining a high SR in English and vice versa. As there was a strong correlation between the SR in Czech and English the results corroborate our hypothesis. This is in accordance with the results of Derwing et al. (2009) who found a link between L1 and L2 SR of Russian speakers of English.

The analysis of filled pauses has shown that all of the speakers used FPs in both Czech and English and except for one (CZ042), they all produced more filled pauses in English than in Czech. Despite the considerable dispersion of the increase in the use of FPs in English, we observed, that most of the speakers retained their behaviour as compared to the rest of the group; the three speakers with the highest FPR (CZ008, CZ022, CZ031) in Czech retained a high FPR in English, and two speakers (CZ029, CZ048) with the lowest FPR in Czech displayed a low FPR in English. These two speakers, together with the speaker with the third lowest FPR (CZ011) displayed the largest increase in FPR in English. Despite speaker CZ042 opposing tendencies to the rest of the group, the results corroborated our hypothesis that there is a positive correlation between the frequency of FPs in the L1 and L2. This general increase in filled pauses in English as compared to Czech is arguably also a result of a more limited range of fluency enhancement strategies in the learners' L2. A number of speakers use a wide range of other strategies in Czech, such as discourse markers, which they seem to somewhat abandon in English. This is in line with the findings of Götz, (2013: 127), who also claims that overuse of FPs in L2 might be a typical learner feature. She further argues, that learners seem to adopt one or two fluencemes as their fluency “teddy bears” – strategies they prefer to

use and often can use them in a native-like manner (Götz, 2013: 138). The strategy of filled pauses seems to fit this description for most of the speakers.

The analysis of distribution of FPs provided some support for our hypothesis that the distribution of these in L2 partly corresponds to that in L1. The analysis has however revealed a great individual variety and the results are therefore inconclusive. We observed that while in Czech, speakers were inclined to produce these rather at higher boundaries within clauses, in English this preference ever so slightly shifted towards lesser boundaries. The preference for FPWCON in English corresponds to the findings of Götz (2013), who found that German advanced learners overused these in English and shows that advanced learners use hesitations more frequently to gain time for lexis retrieval. As for the individual categories, the analysis of FPWCL has revealed that most of the participants showed a preference for producing these within independent clauses in both languages. According to Biber et al. (1999: 1054) this is the most frequent position of FPs in native speech. In English, this tendency is presumably caused by a combination of the influence of language transfer, the higher frequency of coordinative structures in spoken language compared to subordinate structures, and the speakers' level of automaticity. The analysis of the two subtypes of FPWCON did not show a clear preference for neither their occurrence at constituent boundaries nor mid-phrase, and the individual uses of these varied greatly. Nevertheless, the prevalence of this subtype of FPs in English shows, that our participants needed more time for planning at lesser clause boundaries and for lexis retrieval than in their L1. To summarize, while the results for distribution do provide some support for a link between the distribution of FPs in the participants's L1 and L2, the analysis of distribution is highly inconclusive, namely due to the disproportion between the amounts of FPs produced by the individual speakers, some producing as little as 5 FPs to as much as 69 FPs in one recording.

With repeats, the tendencies are not as clear-cut as with FPs. The results have shown a strong positive correlation between RR in Czech and English, which supports our frequency hypothesis; however, we can see a larger dispersion in the tendencies of the individual speakers. We observed, that the most and least apt repeaters in Czech maintained the same rank in English and speakers with a below average RR in Czech also repeated at a rate below the mean of the group in English. The rest of the group however did not show uniform tendencies, as some speakers increased their RR significantly with others retaining a RR close to that in Czech.

The prevailing type of repeat in both languages is indeed one-word repeat, which corresponds to Biber et al.'s (1999: 1055) findings. The results have shown an almost uniform preference for this type of repeat in both languages. This salient similarity between the two languages could be a basis for transfer. As for multi-word repeats, we observed, that those speakers who used multi-word repeats in Czech also produced them in English. The above findings support our hypothesis. Among the one-word repeats, there was a considerable variety as to the repeated POS in the two subcorpora. These results however did provide some evidence for the transfer of the repeats of prepositions and conjunctions, as these were among the most frequently repeated POS and most of the speakers produced them in both English and Czech. This is in line with the findings of Gráf (2017). We could thus argue, that our advanced learners have in general adopted this strategy as a device for mitigating planning pressures mostly at the beginning of clauses alongside noun and prepositional phrases. Some speakers displayed a native-like use of repeats, repeating definite articles and personal pronouns at the beginning of clauses, which is in line with both Götz's (2013) and Gráf's findings. Götz (2013: 108) speculates that the low deviation in the use of namely personal pronouns in her study could be a result of transfer from German. This is not very well applicable to Czech, as the analysis has shown, and it demonstrates that the participants have arrived at a high level of proficiency.

Having discussed the individual phenomena, we will now attempt to shift the perspective to their interaction. We will consider SR, FPR and RR within the group of participants, and try to draw conclusions as to how the speakers ranked among the group using the mean values for the observed phenomena. This enables us to consider the general decrease in speech rate and increase in RR and FPR brought about by increased planning pressures in the L2.

As the decrease in speech rate decreased by similar percentage in English for all the speakers, we will consider this a homogenous tendency and focus on the changes in the two fluency enhancement strategies. The majority of the group showed relatively similar tendencies as to their SR, FPR and RR when compared to the group average in the two languages. Most of the speakers retained similar profiles as to their FPR and RR in the two languages in relation to the group mean: speaker CZ008, who displayed a high FPR and RR in both languages; speaker CZ029, who displayed a slightly below average FPR and slightly above average RR; speaker CZ031, produced a slightly below average amount of FPs and close to average amount of repeats and speaker CZ048, whose FPR and RR were both very low. The rest of the speakers displayed a change in preference in one or both examined categories. Speaker

CZ017 increased his FPR and RR from below average in Czech to above-average in English. In this particular case, we ascribe this increase to his lower level of proficiency compared to the rest of the group. Speaker CZ011 retained a low RR, however her FPR in English has almost tripled in English compared to Czech. A possible explanation is that she abandoned discourse markers, a strategy she used to a large extent in Czech, and compensates for it with FPs. Speaker CZ022 retained her high FPR and she increased her RR from average in Czech to high in English, in her case we also speculate repeats compensate for the lack of discourse markers as compared to Czech. Lastly, speaker CZ042 deviated in her use of fluency enhancement strategies, as she was the only one whose FPR was much greater in Czech than in English and she did not repeat whatsoever. This provides some evidence for transfer of preferences; however, the results are highly speculative due to the small number of participants.

To conclude, we observed that the analysis provided support for the correlations between SR, FPR and RR in L1 and L2 within the group and the analysis of the combination of these phenomena has shown, that the speakers displayed a tendency to retain their speech profiles as to the speech rate and performance phenomena within the context of the group. The analysis of distribution of FPs revealed only one salient tendency within the group, which is the preference for producing FPWCL within independent clauses. The analysis of the distribution of repeats revealed more similarities in the two languages, as all of the speakers showed a unanimous preference for one-word repeats and repeating prepositions and conjunctions. Nevertheless, taking into account the size of our data and the individual variety of speech behaviours, we have to consider our results as necessarily speculative.

5.1. Implications for teaching

The present study has shown, that advanced learners tend to transfer speech patterns as to speech rate, and frequency of FPs and repeats from their L1 into L2 to a certain extent. They however speak more slowly in their L2 and generally overuse FPs and repeats. As Götz (2013: 138) argues, advanced learners generally lack the variety of fluency enhancement strategies that native speakers display, and she sees explicit instruction as potentially helpful in the enhancement of a more native-like use of these. We found that non-native speakers tend to use those strategies they are comfortable with using in their L1 to a larger extent in their L2. In this respect, an assessment of learners use of filled pauses and repeats in L1 might

serve as a useful diagnostic tool for teachers. Introducing learners to other means of mitigating planning pressures in L2, and their natural positions in native speech could also prove beneficial for perceived fluency. The results of this study have shown that speakers actively use a larger variety of speech enhancement strategies in their L1 than L2, the problem for language teaching would be the different distribution, which can be partly attributed to the structural differences between the two languages and partly by native speakers arguably experiencing planning problems at different positions within the clause. Many authors suggest, that exposure to authentic input and raising awareness of specific features of spoken language, including fluency enhancement strategies, is conducive of improvements in fluency (McCarthy and Carter 1995; Wood 2001; Timmis 2005). Explicit instruction might prove helpful in encouraging learners to use a wider range of speech-enhancement strategies such as discourse markers or repeats instead of filled pauses. Some authors advocate for focusing on formulaic language as the least obtrusive and most native-like fluency enhancement strategy (Wood, 2001; Götz, 2013). Wood (2001: 585) emphasizes the need for extensive naturalistic input, automatization and practice through production. Lastly, many studies have shown a positive correlation between the length of stay abroad and perceived fluency (e.g. Lennon, 1990; Derwing et al. 2007).

5.2. Limitations

The analysis of spoken language presents a number of challenges, and thus there are a number of limitations connected to it in terms of the data and the method. We will discuss some of the limitations of the data, method and the results of the study.

First of the limitations is connected to the data, particularly to the process of transcription, which requires time and attention to detail and allows for discrepancies. Another set of limitations is connected to the group of participants chosen for the study. Although a lot of variables were controlled for, such as age, educational background and the time gap between the two recordings, there were other variables that might have affected the results. Among these variables are the misbalance between the number of female and male participants, the external circumstances such as sounds from the surroundings and the mood the subjects were in during both recordings. Another controlled variable was the proficiency of the speakers. Despite all of them being advanced learners, we could observe a great dispersion among the group of the speakers, which again could have possibly influenced the results.

As for the method itself, a limiting factor is that the study provides an analysis of a limited range of performance phenomena in isolation. As these are intertwined with other phenomena and as Götz (2013: 131) found, their use by both native and non-native speakers is mostly a question of preference, further analysis of a wider range of fluencemes would be needed to provide a complete picture of the learner tendencies. Furthermore, with non-native speakers, the variety of preferences is enhanced by the non-uniformity of the development of interlanguage, as Larsen-Freeman (2006: 590) claims. Therefore, a much larger number of participants would be needed to be able to encompass all the different preferences as to combinations and variations of the use of these phenomena. As for filled pauses, we chose to work with the concept of grammatical instead of prosodic boundaries. Instead, we could have chosen to analyse the positions of filled pauses within speech runs. We chose this approach in order to be able to compare our conclusions with those of previous research on filled pauses in advanced-learner English (e.g. Götz, 2013) and also due to lack of literature on the distributions of filled pauses in spoken Czech. As to their division into subcategories, we divided FPWCON into those occurring at constituents and in the middle of phrases, we however did not differentiate between complex and simple constituents. Furthermore, counting the total number of independent and subordinate clauses within the subcorpora would reveal whether these occur in independent clauses more often due to their prevalence in spoken discourse. Furthermore, as we were comparing speaker tendencies within a small dataset in isolation, the comparison of speech profiles proved necessarily problematic. We used the mean values of RR and FPR to compare the speakers within the group. In order to obtain conclusive results, we would need a much dataset to rule out the influence of the outliers in the group and the different distributions of the data in the two languages.

6. Conclusion

The main focus of the present thesis was to analyse whether and to what extent advanced learners of English with Czech as their first language transfer speech rate and their use of performance phenomena, namely filled pauses and repeats from their L1 into L2. The phenomena in question were analysed in terms of both their frequency and distribution based on previous research on learner language in order to uncover whether there are similar tendencies in the two languages. The results of the analysis have shown, that transfer of these strategies from Czech to English tends to occur in terms of frequency rather than distribution. It was expected that the individual speech rates, filled-pause rates and repeat rates in Czech will be reflected in English. The distribution of filled pauses and repeats in English was also expected to partly correspond to that in Czech.

The analysis of speech rate has shown a general decrease in speech rate in English as compared to Czech and provided support for the correlation between SR in Czech and English.

The analysis of filled pauses has revealed that Czech advanced learners of English tend to overuse filled pauses in English compared to Czech both at higher and lesser boundaries. Nevertheless, the analysis of FPR showed a positive correlation between speakers' FPR in Czech and English, meaning that speakers who used more FPs in Czech had a tendency to use more FPs in English and vice versa. This was true for all speakers but one. The analysis of the distribution of filled pauses has shown that while in Czech, FPWCL were a more common type of FP, FPWCON were the prevalent type in the English subcorpus. The distribution showed that most of the speakers preferred to use clause-initial FPs in independent clauses. It is although vital to note, that there was a significant individual variation as to the number of FPs produced by each speaker, rendering the percentual analysis highly unreliable.

The analysis of repeats has also revealed their significant overuse in English compared to Czech. Furthermore, a strong correlation was found between RR in the two languages. The breakdown of types of repeats revealed an almost identical prevalence of one-word repeats in the two subcorpora. This shows, there is a salient similarity in the two languages and provides evidence for transfer. In line with Gráf's (2017) findings, the analysis has shown that the participants' use of repeats in English did resemble that of native speakers to some extent, as the most frequently repeated POS were pronouns in subject position, which is undoubtedly a tendency that is not transferred from their L1. Nevertheless, we found a level of similarity in the repeats of prepositions and conjunctions, which were among the most frequently repeated

POS in both languages, and occurred in most of the recordings. We infer that the participants adopted this strategy in both languages to mitigate planning pressures at the beginnings of clauses, prepositional phrases as well as within clauses.

All in all, the present thesis attempted to shed more light on the effects of language transfer in the realm of fluency in order to contribute to the knowledge and the description of advanced learner language. Czech advanced learners of English have shown a tendency to use the performance phenomena at the core of the present study to employ these in both Czech and English. While the findings signify that there is a link between the use of these phenomena in the L1 and L2, due to the scale of the study we cannot draw statistically relevant conclusions. Further research on a wider range of performance phenomena analyzing speech of learners with different L1 backgrounds would be needed to see whether our results are applicable to a larger population of learners.

7. References and sources

- Beattie, G.W., and B. I. Buttersworth (1979). "Contextual Probability and Word Frequency as Determinants of Pauses and Errors in Spontaneous Speech." *Language and Speech* 22(3), 201-211.
- Biber, D., S. Johansson, G. Leech, S. Conrad, and E. Finegan (1999) *Longman Grammar of Spoken and Written English*. Harlow, England; New York: Pearson Education ESL.
- Blackmer, E.L., and J.L. Mitton (1991) "Theories of monitoring and the timing of repairs in spontaneous speech." *Cognition* 39(3), 173-94.
- Bosker, H. R. et al. (2012) "What makes speech sound fluent? The contributions of pauses, speed and repairs." *Language Testing* 30(2), 159–175. doi: 10.1177/0265532212455394
- Carter, R. and M. McCarthy (1995) "Spoken grammar: What is it and how can we teach it?" *ELT Journal* 49(3), 207 - 218.
- Carter, R., and M. McCarthy (2006) *Cambridge Grammar of English: A Comprehensive Guide*. Cambridge, England; New York: Cambridge University Press.
- Chafe, W. L. (1980) *The Pear Stories: Cognitive, cultural and linguistic aspects of narrative production*. Norwood, NJ: Ablex.
- Clark, H., and J. E. Fox Tree (2002) "Using Uh and Um in Spontaneous Speaking." *Cognition* 84 (1), 73–111. doi:10.1016/S0010-0277(02)00017-3.
- Clark, H., and T. Wasow (1998) "Repeating Words in Spontaneous Speech". *Cognitive Psychology* 37, 201–242.
- Cook, M., J. Smith., and M. G. Laljee (1974). "Filled Pauses and Syntactic Complexity." *Language and Speech* 17(1), 11-16. doi: <https://doi.org/10.1177/002383097401700102>
- Council of Europe (2001) *Common European Framework of Reference for Languages*. Learning, Teaching, Assessment. Cambridge University Press.
- Corley, M., and O. W. Stewart (2008) "Hesitation Disfluencies in Spontaneous Speech: The Meaning of um." *Language and Linguistics Compass* 2, 589–602, doi:10.1111/j.1749-818x.2008.00068.x
- Corley, M., L.J. MacGregor and D.I. Donaldson (2007) "It's the way that you, er, say it: Hesitations in speech affect language comprehension". *Cognition*, 105, 658-668.
- Derwing, T.M. M. J. Munro, R. I. Thomson (2007) "A longitudinal study of ESL learners' fluency and comprehensibility development." *Applied Linguistics* 29(3), 359-380
- Derwing, T. M., M. J. Munro, R. I. Thomson, and M. J. Rossiter (2009) "The Relationship between L1 Fluency and L2 Fluency Development." *Studies in Second Language Acquisition* 31(4), 533. doi:10.1017/S0272263109990015.
- Duchin, S.W., and E. D. Mysak (1987) "Disfluency and rate characteristics of young adult, middle-aged, and older males." *Journal of Communication Disorders* 20 (3): 245-257. doi: 10.1016/0021-9924(87)90022-0
- Ellis, R., and N. Shintani (2014) *Exploring Language Pedagogy Through Second Language Acquisition Research*. London: Routledge.
- Faerch, C., and Kasper, G. (1980) "Processes and Strategies in Foreign Language Learning and Communication." *Interlanguage Studies Bulletin Utrecht*, 5(1), 47-118.
- Foster, P., and Tavakoli, P. (2009) "Native speakers and task performance: Comparing effects on complexity, fluency, and lexical diversity". *Language Learning* 59(4), 866-896
- Foster, P., A. Tonkyn, and G. Wigglesworth (2000) "Measuring Spoken Language: A Unit for All Reasons". *Applied Linguistics* 21 (3), 354–75. doi:10.1093/applin/21.3.354. .
- Fulcher, G. (1996) "Does Thick Description Lead to Smart Tests? A Data-Based Approach to Rating Scale Construction." *Language Testing* 13, 208–38.
- Gass, L., & Selinker, S. M. (1992) *Language Transfer in Language Learning: Revisited Edition*." Philadelphia: John Benjamins Publishing.
- Götz, S. (2007) "Performanzphänomene in Gesprochenem Lernerenglisch: Eine Korpusbasierte Pilotstudie". *Zeitschrift Für Fremdsprachenforschung* 18 (1), 67–84. Cited in: Götz, S. 2013. "Fluency in Native and Nonnative English Speech." *Studies in Corpus Linguistics*, volume 53. Amsterdam ; Philadelphia: John Benjamins Publishing Company.
- Götz, S. (2013) Fluency in Native and Nonnative English Speech. *Studies in Corpus Linguistics*, volume 53. Amsterdam ; Philadelphia: John Benjamins Publishing Company.
- Gráf, T. (2015) *Accuracy and fluency in the speech of the advanced learner of English*. PhD Thesis. Charles University.
- Gráf, T. (2017) "Repeats in advanced spoken English of learners with Czech as L1." *Acta Universitatis Carolinae Philologica* 3, 65-78.

- Hincks, R. (2008) "Presenting in English or Swedish: Differences in Speaking Rate." In *Proceedings Fonetik 2008: The XXIst Swedish Phonetics Conference*, edited by A. Eriksson and J. Lindh, 21–24. Gothenburg: Reprocentralen, Humanisten, University of Gothenburg.
- Hunt, K. (1965) "Grammatical Structures Written at Three Grade Levels." NCTE Research Report No. 3. Champaign, IL: National Council of Teachers of English.
- Jarvis, S. (2000) "Methodological Rigor in the study of transfer: Identifying L1 influence in the Interlanguage Lexicon." *Language Learning* 50 (2), 245-309.
- Johnson, T.H., D.C. O'Connell, and E.J. Sabin (1979). "Temporal analysis of English and Spanish narratives." *Bulletin of the Psychonomic Society*, 13: 144-184.
- Kasl, S., & Mahl, G. 1965. "The Relationship of Disturbances and Hesitations in Spontaneous Speech to Anxiety." *Journal of Personality and Social Psychology* 1(5): 425-433.
- Kellerman, E. (1983). "Now You See It, Now You Don't." In S. Gass, & L. Selinker (Eds.), *Language Transfer in Language Learning* (pp. 112-134). Rowley, MA: Newbury House. Cited in Ellis, R., and Shintani, N. 2014. *Exploring Language Pedagogy Through Second Language Acquisition Research*. London: Routledge.
- Kjellmer, G. (2003) "Hesitation. In Defence of Er and Erm." *English Studies* 84 (2), 171–98.
- Kormos, J. (2006) *Speech Production and Second Language Acquisition. Cognitive Sciences and Second Language Acquisition*. Mahwah, N.J: Lawrence Erlbaum Associates.
- Kormos, J., & M. Dénes, (2004) "Exploring Measures and Perceptions of Fluency in the Speech of Second Language Learners." *System* 32 (2): 145–64. doi:10.1016/j.system.2004.01.001.
- Kowal, S., R. Wiese, and D.S. O'Connell (1983) "The Use of Time in Storytelling." *Language and Speech*, 26: 377-392. Doi: 10.1177/002383098302600405
- Lado, R. 1957. *Linguistics across cultures: applied linguistics for language teachers*. University of Michigan Press.
- Larsen-Freeman, D. (2006) "The Emergence of Complexity, Fluency, and Accuracy in the Oral and Written Production of Five Chinese Learners of English." *Applied Linguistics* 27(4), 590–619.
- Lennon, P. (1990) "Investigating Fluency in EFL: A Quantitative Approach." *Language Learning* 40 (3), 387–417. doi:10.1111/j.1467-1770.1990.tb00669.x.
- Levelt, W. J. M. (1989) *Speaking: From Intention to Articulation*. Cambridge, MA: MIT Press. 1999. "Language Production: A Blueprint of the Speaker." In *Neurocognition of Language*, edited by C. Brown and P. Hagoort, 83–122. Oxford: Oxford University Press.
- Machač, P., & Skarnitzl, R. (2012) "Míra rušivosti parazitních zvuků v řeči mediálních mluvčích." *Naše řeč* 95(1), 3-14.
- Maclay, H., and C.E. Osgood (1959) "Hesitation phenomena in spontaneous English speech". *Word* 1, 19-44.
- Mahl, G. (1956) "Disturbances and Silences in the Patient's Speech in Psychotherapy." *Journal of Abnormal and Social Psychology* 53: 1-15.
- Miller, J., and R. Weinert (2014) *Spontaneous Spoken Language: Syntax and Discourse*. Oxford: Oxford University Press.
- Odlin, T. (1989) *Language Transfer*. Cambridge: Cambridge University Press.
- Préfontaine, Y., J. Kormos. & F. Johnson (2016) "How do utterance measures predict raters' perceptions of fluency in French as a second language?" *Language Testing* 33(1): 53-73.
- Raupach, M. (1980) "Temporal variables in first and second language speech production." In H.W. Dechert & M. Raupach (Eds.) *Temporal variables in speech: Studies in honour of Frieda Goldman-Eisler* (pp. 263-270).
- Riggenbach, H. (1991) "Toward an Understanding of Fluency: A Microanalysis of Nonnative Speaker Conversations." *Discourse Processes* 14: 423–41.
- Rizantseva, A. (2001). "Second Language Proficiency and Pausing: A Study of Russian Speakers of English". *Studies in Second Language Acquisition*, 23: 497-526.
- Rose, L. R. (1998) *The Communicative Value of Filled Pauses in Spontaneous Speech*. Dissertation. University of Birmingham. Retrieved from: <http://www.roselab.sci.waseda.ac.jp/resources/file/madissertation.pdf>
- Rühlemann, C. (2006) "Coming to terms with conversational grammar: 'Dislocation' and 'dysfluency'." *International Journal of Corpus Linguistics*, 11(4): 385-409.
- Scarcella, R. (1994). "Interethnic conversation and second language acquisition: Discourse accent revisited." In Gass & Selinker (Eds.), *Language Transfer in language learning* (pp. 109-137). Amsterdam: Benjamins.
- Sedláková, J. (1989) *Proměnlivost individuálního tempa řeči v mluvených projevech monologického charakteru*. Diploma thesis. Charles University in Prague.
- Segalowitz, N. (2010). *Cognitive Bases of Second Language Fluency. Cognitive Science and Second Language Acquisition Series*. New York: Routledge.
- Selinker, L. (1972) Interlanguage. *International Review of Applied Linguistics* 10(3), 209–31.

- Štěpánová, T. (2015) "I I erm I thought": Selected performance phenomena of Czech advanced speakers of English in comparison with the native speaker norm. Diploma Thesis. Charles University.
- Tarone, E. 1980. Communication Strategies, Foreigner Talk, and Repair in Interlanguage. *Language Learning* 30(2), 417–428. doi: 10.1111/j.1467-1770.1980.tb00326.x
- Tedlock, D. (1983) *The spoken word and the work of interpretation*. Philadelphia: University of Pennsylvania Press.
- Timmis, I. (2005) "Towards a framework for teaching spoken grammar." *ELT Journal* 59, 117-125.
- Trouvain, J. (2003) Tempo Variation in Speech Production – Implications for Speech Synthesis. Dissertation University of Saarland. Retrieved from: http://www.coli.uni-saarland.de/groups/WB/Phonetics/contents/phonus-pdf/phonus8/Trouvain_Phonus8.pdf
- Volín, J. (2016) "Kolik řeči je vlastně v řeči." *Naše řeč* 99(1), 52-55.
- Wood, D. (2001) "In Search of Fluency: What is it and How Can we Teach It?" *Canadian Modern Language Review* 57(4), 573-589.
- Yuan, J., Liberman, M., and Cieri, C. 2006. "Towards an integrated understanding of speaking rate in conversation. *ICSLP 2006*, Available online at: http://itre.cis.upenn.edu/myl/llog/icslp06_final.pdf, accessed 19 June 2017.

Sources

Gilquin, G. et al. (eds) (1995–) The Louvain International Database of Spoken English Interlanguage. Centre for English Corpus Linguistics at UCL in Louvain.

8. Resumé

Předkládaná diplomová práce se zabývá přenosem tempa řeči a strategií řečového managementu, konkrétně vyplněnými pauzami a opakováními v mluveném projevu pokročilých mluvčích angličtiny, jejichž mateřským jazykem je čeština. Pokročilí mluvčí se dle Společného evropského referenčního rámce přibližují plynulostí svého projevu v cizím jazyce rodilým mluvčím. Většina z nich ale zdaleka nedosahuje plynulosti na rodilé úrovni. Práce vychází z předpokladu, že u mnoha z nich je to způsobeno odlišnostmi v použití prvků řečového managementu ve srovnání s rodilými mluvčími. Práce zkoumá na nahrávkách osmi pokročilých mluvčích hypotézu, že u nich dochází k přenosu z mateřského jazyka, který je jednou z příčin jejich nadužívání v mluveném projevu pokročilých mluvčích, jež se prokázalo v předchozích studiích (Götz 2013; Gráf 2015). Práce zároveň ověřuje, že tento přenos ovlivňuje distribuci prvků řečového managementu a zkoumá jeho vliv na tempo řeči.

Teoretická část práce představuje problematiku mluveného projevu a psychologické procesy které stojí za řečovou produkcí. Dále poskytuje přehled poznatků o kategorii plynulosti řeči z předchozího výzkumu v oblasti osvojování cizího jazyka, testování jazykové úrovně a dimenzí plynulosti. Teoretická kapitola práce se dále věnuje způsobům měření plynulosti řeči a jednotlivým aspektům, které se v předchozích výzkumech prokázaly jako mající vliv na plynulost projevu. Mezi nimi zmiňuje délku souvislých úseků řeči (mean length of runs), tempo řeči a také prvky řečového managementu a řečové opravy. Tempu řeči, vyplněným pauzám a opakováním se pak práce věnuje více do hloubky a zkoumá výsledky předchozích studií, co se týče jejich vlastností a výskytu v řeči rodilých a nerodilých mluvčích angličtiny. Vzhledem k nízkému počtu nalezených studií, které se tomuto tématu věnují v češtině práce shrnuje převážné výsledky studií světových jazyků, zejména angličtiny. Část teoretické kapitoly je dále věnována problematice jazykového přenosu a výzkumných metodách v této oblasti.

Po teoretické části následuje kapitola metodologická, která představuje specifika dat a způsobu jejich zpracování. Vzorek pro analýzu představují nahrávky osmi pokročilých mluvčích angličtiny, jejichž mateřským jazykem je čeština. Skupinu mluvčích tvořilo šest žen a dva muži, všichni studenti nebo čerství absolventi magisterského studia oboru Anglický jazyk na úrovni přibližně C1. S každým mluvčím byly pořízeny nahrávky dvě, jedna v angličtině a jedna v češtině. Anglické nahrávky a jejich transkripce byly vzaty z

multijazykového žakovského korpusu LINDSEI a české nahrávky byly s osmi vybranými mluvčími pořízeny dodatečně s přibližně stejným časovým odstupem a následně přepsány dle transkripčních standardů stanovených v projektu LINDSEI. Ze tří částí nahrávek – spontánního projevu, dialogu a popisu obrázku, byla vybrána část první, tedy spontánní projev, a to kvůli předpokladu, že použití prvků řečového managementu bude nejméně ovlivněno pragmatickými principy v případě dialogu a nadměrnou kognitivní zátěží úlohy v případě popisu obrázku.

Analytická část práce nejprve uvažuje výsledky pro celý vzorek a porovnává celkové tendence v češtině a angličtině z hlediska rychlosti tempa řeči, množství vyplněných pauz a opakování a jejich distribuce. Jako jednotka tempa řeči byl zvolen jak počet slov za minutu, tak počet slabik za minutu. Tento krok byl učiněn na základě pilotní studie, kde se prokázalo, že vzhledem k typologickým rozdílům mezi zkoumanými jazyky, jsou slova v češtině obecně delší a měření ve slabikách za minutu tedy umožnilo přesnější srovnání. Počty vyplněných pauz a opakování jsou uvedeny v počtu výskytů na sto slov. Pro analýzu distribuce vyplněných pauz bylo zvoleno syntakticko-prozodické schéma po vzoru Götzové (2013), které rozlišuje vyplněné pauzy vyskytující se na úrovni klauzí, tedy na jejich začátku nebo mezi dvěma klauzemi a na úrovni větných členů, které dále rozděluje na pauzy vyskytující se mezi větnými členy a uvnitř větných členů. Analýza distribuce se prokázala jako nutně problematická kvůli typologickým rozdílům mezi jazyky, zejména uspořádání větných členů. Opakování byla rozčleněna podle počtu opakování slov, počtu jejich opakování a u jednoslovných opakování i podle slovního druhu opakovaného slova po vzoru Gráfovy (2017) studie. S ohledem na malý vzorek dat práce poskytuje i detailní analýzu tendencí každého z osmi mluvčích, kde jsou nastíněny i vlivy výskytu dalších hezitací nebo prvků řečového managementu v blízkosti vyplněných pauz a opakování a použití dalších strategií k udržení plynulosti, jako jsou například rétorické výrazy *prostě, vlastně* v češtině a *like, you know* v angličtině, nebo prodlužování samohlásek.

Analýza ukázala, že tempo řeči mluvčích v angličtině se obecně zpomalilo v porovnání s češtinou, a prokázalo se, že mluvčí v angličtině obecně nadužívali vyplněných pauz a opakování, což dáváme částečně za vinu zvýšené obtížnosti plánování promluvy. Nicméně, v rámci skupiny se výrazně neměnilo pořadí mluvčích z hlediska tempa řeči a množství vyplněných pauz a výsledky ukázaly statisticky významnou korelaci mezi tempem řeči počtem pauz a opakování ve srovnávaných jazycích. Z hlediska distribuce výsledky ukázaly

velké rozdíly mezi mluvčími v obou jazycích. V případě vyplněných pauz se našla shoda pouze v případě vyplněných pauz vyskytujících se na začátku klauzí, které převažovaly ve větách hlavních. Tento trend se však neobjevoval u všech mluvčích a vzhledem k velkým rozdílům v počtu těchto pauz tento výsledek nelze považovat za obecně platnou tendenci. Co se týče opakování, výsledky ukázaly, že v obou jazycích výrazně převažují jednoslovná opakování a mezi nejčastěji opakoványými slovními druhy jsou v obou jazycích předložky a spojky. Kromě těchto tendencí, analýza poukázala na přenos spíše z hlediska frekvence výskytu prvků řečového managementu než jejich distribuce, u které se prokázaly spíše individuální tendence, ze kterých se nepodařilo vyvodit přesvědčivý trend chování pro celou skupinu. To částečně připisujeme zvolené metodologii.

V závěrečných kapitolách práce shrnuje limitace výzkumu z hlediska zkoumaných dat, jejich získání a zpracování, povahy vybraného vzorku mluvčích a jednotlivých proměnných. Dále jsou nastíněny možné důsledky pro výuku jazyků.

9. Appendix

The appendix contains transcriptions of the analysed task in the 16 recordings. Under the each numbers of participants, there are two transcriptions, ENG indicates the English transcription and CZE the Czech one.

Transcriptions:
CZ008: CZE
<p><S> <A> dobře . co sis vybral za téma vybral jsem si téma číslo dvě <A> (mm) tak povídej takže země kterou jsem navštívil která na mně zanechala dojem <A> (mm) no já jsem si vybral (ee) Portugalsko protože to je vlastně země kterou jsem navštívil minulý rok . v létě a: bylo to pro mě (ee) hodně zajímavé protože jsem tam byl poprvé . nebo obecně jsem byl byl poprvé na (ee) Pyrenejském poloostrově takže to pro mě bylo takové hodně hodně nové .. a: (ee) strávil jsem tam vlastně zhruba: (mm) asi týden dohromady . (ee) a celou celou tu dobu jsem vlastně byl (mm) v Lisabonu <A> (mm) plus nějaké výlety do okolí Lisabonu ale jako v té oblasti Lisabonu a bylo to pro mě strašně zajímavé protože (ee) to na mě působilo hodně exoticky . (ee) a to hlavně teda z toho důvodu že . (ee) když jsem když jsem tam přijel tak mě vlastně strašně překvapilo . já jak strašně (ee) jakoby multikulturní to město je protože jsem předpokládal že Portugalsko . (ee) není není zrovna nejbohatší země Evropy takže jsem nečekal že tam bude moc (ee) moc nějakých (ee) přistěhovalců kteří tam jdou za lepším za lepším životem . ale potom jsem si vlastně uvědomil že asi tím jak (ee) vlastně Portugalsko byla velká koloniální mocnost tak pravděpodobně ti lidé z těch . ostatních zemí se tam nějak začali sestěhovávat což asi teda si myslím že možná byla pravda protože . (ee) se mě opravdu překvapilo kolik tam bylo prostě různých ras a národností . a: a vlastně na za= v těch prvních několika hodinách jsem tam byl tak vlastně (ee) mně připadalo že vlastně: jakoby . původní . portugalský obyvatelstvo je tam v menšině <A> (mm) no takže to pro mě bylo hodně zajímavé . a: (ee) myslím že to je vlastně ten důvod proč to město je asi tak asi tak zajímavé že vlastně se tam . (ee) samozřejmě je tam taková ta ta hlavní ta portugalská kultura což tam je vidět ze všech ze všech (ee) . koutů ty kostely to to náboženství . a podobně ale (ee) myslím že třeba co se týče jakoby (ee) jazyku a jídla a . obecně tak asi to hodně ovlivňují I ty ostatní kultury no <A> (mm) a: musím teda říct že jakoby . (ee) z z měst která jsem navštívil to pro mě bylo asi jedno z nejkrásnějších protože . (ee) je tam vlastně úplně všechno je tam krásná krásná architektura spousta historie vynikající jídlo vynikající víno (ee) . (ee) vlastně moře jako oceán je kousek odtud takže bylo to (ee) bylo to super . no a myslím si že pro třeba pro cestovatele takhle z Česka je to vlastně celkem dobré I v tom že na rozdíl od zemí jako třeba . (ee) Británie Německo Francie tak I ta cenová hladina je tam o hodně nižší takže vlastně je možné se tam prostě najíst nebo napít za podobné ceny jako v Praze což je myslím že taky jakoby hodně </overlap> (ee) je je přínosné </p>

<A> </overlap> (mm)

 no a: to je vlastně Lisabon tam mě teda **hlavně hlavně** zaujalo to jak to město je neuvěřitelně kopcovité . to bylo . to pro mě bylo jakoby samozřejmě jsem tušil že to tak bude ale . když jsem tam potom stoupal do těch kopců tak se (starts laughing) tak jsem si opravdu to vyzkoušel na vlastní kůži . protože . ty kon= kopce jsou nekončící jakmile to končí tak začíná nověj zase dolů takže <overlap/> **velice . velice** zajímavé (**ee**) samozřejmě všudypřítomné takové t= ty klasické staré tramvaje tam jezdí což je: což se mně líbilo . a: (**ee**) potom teda **kromě kromě** Lisabonu tak jsem navštívil ještě nějaká místa v okolí byl jsem (**ee**) v Sintře . Sintra to je taková oblast kousek od Lisabonu zhruba dvacet třicet kilometrů . (**ee**) je to: ta celá oblast je vlastně zapsaná na UNESCO protože tam s= je jakoby velké přírodní a historické bohatství . (**ee**) je tam tedy i město Sintra k= (**ee**) které jakoby je **centrum centrum** celé té oblasti <overlap/> a: (**ee**) je to vlastně zajímavé z toho důvodu že (**ee**) portugalská monarchie nebo (**ee**) spíš ta portugalská aristokracie tak si tam . (**ee**) stavěla letní sídla . takže tam je spousta paláců a: (**ee**) většina těch paláců tak je v takovém tom (**ee**) stylu (**ee**) v takovém tom (**ee**) romantickém .

<A> </overlap> jo

 vlastně takováta snaha o napodobení těch **středověkých** </overlap> **středověkých** staveb

<A> (mm)

 přestože teda všechno bylo vystavěno někdy já nevím v osmnáctém devatenáctém století takže jakoby n= nejsou . vyloženě staré ty budovy ale jsou strašně zajímavé no a ta příroda je tam vyloženě taková magická tam člověk když jede autem tak tam všude kolem jsou (**ee**) zelené lesy a ty stromy se tak různě divně krouží mezi sebou úplně jsem si připadal jak někde v Pánovi prstenů </overlap> protože ta příroda je opravdu **velice . velice** působivá no

 a (**ee**) vlastně zase ta oblast Sintra je vlastně u oceánu protože potom jsme jeli ještě . k oceánu což bylo **velice . velice** . nepříjemné jelikož byla strašná zima takže jsem </overlap> tam nachladl

</S>

CZ008: ENG

<S>

<A> alright hello <first name of interviewee> welcome what have you chosen to talk about

 (**er**) I've chosen topic number two (**er**) a country that (**er**) I have visited . which has . impressed me <overlap /> okay

<A> <overlap /> alright speak away

 so (**erm**) this summer I went to: Canada which was (**er**) . it was my first time in Canada

<A> (mhm)

 and **it was it was** very interesting because (**er**) . well I had been to: (**erm**) the United States before so I expected Canada to be (**er**) very similar to the U S which it was . but (**er**) I was surprised by (**erm**) . the British influence which was . quite obvious **in in** Canada . because (**erm**) . for example when (**eh**) we were driving (**er**) on highway . they had these (**er**) . signs and there was (**erm**) <lip sound> (**erm**) a symbol . (**er**) which depicted the British crown . and actually (**erm**) . the number of the highway was inside the symbol . so:

<A> (aha)

 I thought that was . quite interesting . because (**erm**) .. obviously **I'm I'm** very much interested in Britain . and (**er**) you know all the colonies **and and** stuff so . (**erm**) it was nice for me **to to** see that **in in** Canada

<A> the[i:] image hit you right away . yeah

 yeah <laughs> and also (**erm**) . <lip sound> (**er**) the currency (**er**) . Canadian dollars they have (**erm**) the picture of the queen on it . so: . that was interesting as well . and (**erm**) . although (**erm**) **the[i:] the[i:]** architecture is very similar to: (**erm**) . to America the United States . (**erm**) . <lip sound> (**er**) you can see (**erm**) . well I went to Toronto and (**erm**) you can see (**erm**) . the European

influence there . because **some some** of the buildings **look look** very . European
 <A> (mhm)
 I mean of course there are you know such buildings in the U S as well . but **(erm)** the ones in Canada **were were** just . different . you know . kind of buildings **I . I** I've never seen **in in** America so:
 <A> more colonial looking maybe yes
 well not well what I'm talking about is **(er)** mainly **(er)** modern buldings
 <A> (mhm)
 like you know **(erm)** <lip sound> like blocks of flats
 <A> okay
 but **they they** were just different they didn't look like the ones in the United States
 <A> yeah
 they they had something . European abou= about them
 <A> okay
 if you know what I mean
 <A> yes <foreign> panelak </foreign> kind of thing <laughs>
 yeah <laughs> and **(er)** .. well **I I** stayed in Canada for four days I went to: Niagara Falls . and from there **(er)** . I went to: Toronto . **which . which** was very beautiful . because **(erm)** . obviously the city **is is** huge . but they have a lot of parks so there's a lot of . **(er) green green** green spaces and . **(erm)** it's very cosmopolitan **(erm)** . apparently about . sixty per cent of the[i:] inhabitants of Toronto were born outside of Canada . so
 <A> (mhm)
 yeah well I read that on Wikipedia <laughs>
 <A> okay
 so: I don't know **how how** <FS_1> re= reliable that is but **(erm)** . but **when you when you when you** . walk the streets **you you** see: **how how how** diverse it is . and also they have **(erm)** . **(erm)** all these **(erm)** . <lip sound> **(er)** neighbourhoods such as I don't know Little Italy Koreatown
 <A> (mhm)
 and **(erm)** . there's also a **(er)** Portuguese quarter you know Chinatown and that sort of thing so:
 <A> right
 yeah . **that was . that was** . very interesting . and **(erm)** I like that there is a contrast between the new and the old because **(erm)** in the downtown area there's a lot of skyscrapers and all these modern buildings
 <A> (mhm)
 but **(erm)** then there are **(erm)** **a lot a lot** of neighbourhoods with **(erm)** Victorian architecture . <FS_1> which **which was (er) which was** . very nice
 <A> yeah
 <starts laughing> and
 <A> like Britain
 yeah <stops laughing> . and **(erm)** . **I I** just felt . really . good there I felt very welcome the people were very friendly . and **(erm)** . it was **(er)** it was a very . pleasant time . the time that I spent there
 <A> (mhm)
 was very pleasant .. and
 <A> how did you travel there and back and around whilst you were there
 well **(erm)** the thing is **(er)** **I I** flew . to New York **and (er) and we (er)** . **we (er)** rented a car
 <A> (mhm)
 and we drove **to: to** Canada and **(er)** <FS_2> when when while we were in Toronto **we . we** used **(er)** the public transport . **there there** is a metro system
 <A> (mhm)
 and they've got trams as well

<A> (mhm)
 which was . quite European too
<A> so you were at home
 yeah because **you you** don't see many trams **in in** America
<A> right
 so: **(erm)** . yeah well **(er)** . the tram system in Toronto is like . the biggest tram system in **(er)** America on the American continent
<A> (mhm)
 yes
<A> okay . and <giggles>
</S>

CZ011: CZE

<S>
<A> tak jo a co sis vybrala za téma <name of the interviewee>
 tak vybrala sem si zemi kterou sem navštívila a která na mně zanechala dojem
<A> (mm)
 a: tou zemí teda je Island . ktere j jsem navštívila **(ee)** asi šest let zpátky po maturitě a: bylo to pro mě jako . za á teda po tý maturitě možná už takový jako že jako jak člověk už změní prostředí a všechno tak to mělo i takovej jako . efekt **(ee)** takový jako katarze . a: **(ee)** za bé ta příroda tam je prostě neskutečná tam vopravdu úplně . že tam sou třeba části který vypadaj jak **(ee)** z měsíce jakože fakt vopravdu úplně pro nás jako: neuvěřitelný . a: ale trošku mě to jako když jsem o tom ted'ka přemýšlela tak mě to jako naplňuje I takovou **jako: jako** hořkostí že vlastně člověk musí cestovat tak strašně daleko a za takový peníze . aby viděl jako eště část země která jako neni pošpiněná jako tou industrializací a tím **(ee)** jako člověkem a tak
<A> (mm)
 takže to je jako na tom trošku smutný . a: my sme tam byli teda s bejvalym přítelem . na tři týdny . a: **(ee)** spali jsme ve stanu a tak jsme jako **(ee)** stopovali a všechno . ale to byla jediná taková jako černá tečka protože s tím přítelem už jsme byli tak jako hodně nahnutý (starts laughing) **takže** . **takže** to jako úplně nepomohlo . tomu našemu vztahu (stops laughing) ale i přesto jako na to vzpomínám strašně pěkně na celkově jako hlavně díky tý přírodě . a: díky tomu že fakt se tam člověk cítí jak na jiný planetě **takže** . **takže** to pro mě bylo jako: hodně silný zážitek . a i třeba když tam jako přšelo a ted' jako vopravdu byly takový jako dramatický situace tak to člověk úplně ted'ka jako vytěsnil a vzpomíná na to jako ve strašně pěknym **(ee)** slovasmyslu takže to je asi takovej jako velkej zážitek a hodně mě to inspirovalo: **(ee)** právě na Novej Zéland to už je taky můj sen . jako od pradávna od Pána Prstenů samozřejmě
<A> (mm)
 a: **(ee)** protože si myslim že ta krajina bude hodně podobná takže to je vopravdu jako můj obrovskej sen jednou se tam podívat no a . z učitelскеjch peněz nevím jestli někdy (starts laughing) budu vůbec moct teda (stops laughing)
<A> zas budeš mít dlouhý prázdniny <overlap/> a kde jste všude byli na Islandu
 </overlap> to zas jo no .. no tam my jsme vlastně procestovali úplně jako obvod celého toho **(ee)** ostrova . a: úplně vlastně nejkrásnější bylo že tam vlastně se jako často jezdí třeba na čtrnáct dní a vidí se jenom jako spodek toho Islandu kde je to jakoby tomu se říká jako <foreign> Golden circle </foreign> prostě že tam jsou jako různý třeba ty gejzíry a takový ty klasiky a my jsme pro mě byl třeba nejsilnější zážitek že tam nahoře jsou vlastně fjordy . a: tam jsme právě se jako dostali tam ani nebylo to jako: **(ee)** moc jednoduchý protože už tam moc aut nejezdí . a tam opravdu je úplně neposkvrněná ta příroda a strašně krásný **i i** ty pláže třeba to jsem v životě neviděla ty sou podle mě hezčí než někde jako v Karibiku akorát se tam člověk nevykoupe ale: takže to je jako: to bylo jako asi úplně nejkrásnější tam no:
</S>

CZ011: ENG

<S>

<A> hello <first name of interviewee> . welcome

 hello <laughs>

<A> what have you decided to talk about

 (er) . I've decided to talk about the topic number three

<A> . (mhm)

 a film or play you've seen which you thought was particularly good <overlap /> or bad

<A> <overlap /> great off you go

 (uhu) so: **(er)** thinking about . **(eh)** the best movie which I've ever seen **(eh)** I would have to mention two **(eh)** representatives . **(eh)** the first one is the Schindler's List . and the second is the Lord of the Rings . as I have **(eh)** . a completely different relationship to both the films as **(eh)** . <lip sound> . I've seen <SC_2> the Schindler . the Schindler's List only once in my . lifetime

<A> (mhm)

 and I'm not sure whether I want to see it again as it was . very powerful and . **(eh)** . it depicted **(eh)** such horrible . horrible picture . **(er)** and **(eh)** . I've seen the Lord of the Rings on the other hand . like sixty times in my <starts laughing> life <stops laughing> . each part of the . of the trilogy **(er)** I was even quite obsessed with it when I was younger I think

<A> (mhm) (mhm)

 (erm) . **(eh)** the reason why **(eh)** I love the Schindler's List even though I've seen it just once . is that it depicts such a . horrible picture that it **(er)** . it describes the cruelty of war and . it made . such a huge impression on me and I was really quite **(eh)** . struck by it and had to: **(eh)** think about it for a long time after seeing it . and still I just . couldn't believe how people can just . **(eh)** turn into such . monsters let's say

<A> (mhm)

 behave to: **(er)** . **(er)** their own race in such a cruel way . so that's what really impressed me and what . what made me think about the movie **(er)** . **(er)** a lot . <lip sound> and: **(er)** also the question of **(er)** . how can **(er)** . the world like behave the same after the war after the cruelty of war after

<A> (mhm)

 (er) . **(er)** . **(erm)** the blood that was spilt a lot of times oh it's <starts laughing> pathetic <stops laughing>

<A> (mhm)

 but **(er)** that that really also made me think that . how can we like continue . **(er)** without really thinking about war so much nowadays so: **(em)** . and this draws me to: the Lord of the Rings as well because . **(er)** . in there there's **(eh)** also this question . **(er)** as **(er)** in the second part of the movie in the **(er)** Two Towers . **(er)** **(er)** there's one character that speaks about it and he says . **(er)** how can the world **(er)** go back to the way it was when so much bad happened and . I think this is quite clever to say as . I really think that . the world really cannot go back to the way it was as **(er)** . <lip sound> . it has to **change change** the[i:] earth or . the society and . i= it I think it's quite interesting **to to**: think about this and . how **(erm)** . these really **(er)** . actions can affect our life and . the[i:] development of society . so: **(er)** . that wha= what really impressed me and attracts me so much even though . I also I'm not sure whether I want to see the Lord of the Rings again <starts laughing> because <stops laughing> I have quite unhealthy relationship with it <laughs>

<A> . sounds like an addiction

 . yeah yeah yeah I really was addicted when I was younger I was just . <lip sound> I don't know **(er)** . dissatisfied with my life **and and** I've seen the . **(eh)** Lord of the Rings as a kind of escape **from . from** the life yeah it's a fantasy about a . completely different world so: . I think that's the reason why many people love fantasies yeah **to to** imagine . a completely different world and **(eh)**

<A> (mhm)

 people and . maybe they really see it as a way of escaping from the reality and . from all the[i:] problems and troubles of one's life . yes so

<A> . yes
 yeah so . **that's why I that's why I** preferred it yeah
 <A> when did you last see Lord of the Rings
 (er) . I've seen it **(er)** on my birthday . <SC_4> on my twenty **(er)** . **(er)** . twe= when I was twenty one years old . it's like **(er)** . on July
 <A> so fairly recently actually
 yeah **(eh)** fairly recently but still . I was so affected by it that I had to like **(er)** go out with my friends and not to think about it because then again I would . maybe get . **(eh)** . again obsessed with it and . had to think about it so: . **(er)** I'm quite glad . that I <laughs> <sniffles> just **(er)** got it out of my mind **(eh)** <laughs>
 <A> sounds really dangerous
 yeah i= i = i= it is
 <A> perhaps you should intentionally leave some . **(eh)** some time elapse so then go and see it again see if you . see the film differently
 (mhm) (mhm)
 </S>

CZ017: CZE

<S>
 Vybral jsem si první téma: . zážitek nebo událost v životě která **(ee)** mi přinesla důležitý ponaučení a: . **(ee)** . stalo se to **(ee)** circa před rokem . kdy: možná už to je rok a půl kdy **(ee)** jsme byli jako na zábavě . na večírku vod hotelu . a: na karaoke tady **(ee) vedle (ee) vedle** jedný z těch hlavních ulic okol= u hla= **u= u u** . hlavního nádraží . a: . já jsem zrovna kouřil venku tenkrát jsem ještě kouřil **a: a: a** . najednou vidim jak **(ee)** přes tu hlavní silnici přebíhá prostě . mops úplně zmatenej . **a: a** že jo tam ty auta jezděj . **(ee)** takovejch osmdesátkou devadesátkou tak se . rozhlídnu doprava doleva a koukám . že jo komu asi utek že jo tak koukám se nikde nikdo . tak . tomu psovi se teda podařilo <snort> přeběhnout tu: hlavní a: **(ee)** koukám že jo že docela rychle utíkal dál tak jsem si říkal jako . ty jo že jo že máma je taková velká milovnice zvířat tak . ne to tak nenechám takhle nebylo mi to jedno tak jsem šel za nim . zkoušel jsem na něj volat a: . von se teda votočil . ale: když jsem mu teda říkal ať zůstane a tak tak se naopak ještě víc rozběh protože byl prostě zmatenej a: . **(ee)** utek za roh a když sem se dostal za ten roh tak už ho srazilo auto . a: bylo to zrovna vedle nějakýho jinýho hotelu takže se tam vokolo něj seběhli nějaký . jako vopílí kluci nebyli zas tak a: pak ten recepční **a . a: . (ee)** . vlastně vono ho to **(ee)** . jako tekla mu krev . a= . asi z nosu nebo z pusy a byl prostě v šoku ale . **vypadalo to že . vypadalo to že** to jako dává že . není ještě mrtvej . že nám tam neumře . no a pak přišel ten moment jako co dělat že jo ty jelikož voni byli vopílí tak se tam já s= já bych se bál i na něj šahat jim to bylo jako jedno . tak nějak ho tam jako to já jsem jenom . a jako to a snažili sme se sehnat **(ee)** . že jo nějak to řešit no a . je to docela problém zjistil sem že docela problem . když se něco stane zvířeti a . není ani tvoje oni potřebujou tu **(ee)** . známku jestli je registrovaný a pak . když si pro něj přijedou tak to není jako s lidma ale přijedou si za něj pro něj třeba . za třičtvrtě hodiny a . se zvířatama to je hold prostě těžký že jo protože je člověk nechce vidět trpět . no ale **(ee)** s tím psem to našťestí dobře dopadlo i ten řidič se: jako zajímal jakože to: že . on to pak snad vobjel a . jakože nám cokoliv prostě . pomůže a tak a že . to no a **(ee)** vodvezli ho teda do Troji . a pak sme . já sem t= tam teda zavolal a ty kluci asi taky a že pes je v pořádku takže to . takže poučení je z toho takový **(ee) že .. že** teda lidi by když už si teda koupěj zvíře tak by ho měli pořádně hlídat což nám se snad vždycky dařilo . a pak taky je: co sem si z toho vodnes já konkrétně je že to není sranda když člověku umírá zvíře no že . kor a když nemá to právěže krátce na to se stalo my máme doma už starý zvířata a **(ee)** když sem já hlídal . barák tak **(ee)** kočka naše asi čtrnáctiletá podle mě . že jo našel sem jí prostě: jak se cuká </overlap>
 <A> </overlap> (mm)
 jsem myslel že spadla: z **(ee)** okna že tam lezla a jako to a že . **(ee)** ale nejspíš asi dostala **(ee)** infarkt a **(ee)** .. no ale já nemám řidičák takže sem jí neměl jak odvézt takže sem ještě celej vyplašenej volal . rodičům a táta mi řek ne ať vezmu igelitku a vodnes= což je nesmysl ale tak co jinýho může

člověk dělat no a máma naštěstí teda . nebo řekla at' zavolám kamarádce její která bydlí tam za náma a ta nás tam odvezla ale .. jako . bylo pozdě jako </overlap>

<A> </overlap> (mm)

 no my sme jako nedalo se to nějak to no . veterináře máme dobrýho no ale koneckonců teďka budu zase hlídat barák a . máme ještě staršího psa šestnáctiletýho takže . to bude . no tak člověk s tím musí počítat musí se s tím naučit takže zážitek takovej že . poprvé mi . umřelo zvíře no což je život <starts laughing>

</S>

CZ017: ENG

<S>

 so . I have like two experience . in my life which **(er)** taught me . quite good lesson so **I I** decided to . talk about one . it was I was like . I was ten years old and **(er)** I was a boy . young boy and **(eh)** I always liked pyrotechnics . the stuff which explodes . and **(er)** we with my friend **(eh)** we didn't have **(er)** . lot of money so **(er)** we . usually . used to **(er)** fire up something . which we found **(er)** in the street . and once **(er)** we found an unexploded one . it was like after . new year

<A> (mhm)

 new year's eve . and **(eh)** . it had a very short knot or something **which you (er) . which you** . w= by which you **(er)** . like set it off . and I was the one **who . (er) . who** actually . decided to **(er)** fired it up . and **(eh)** . <lip sound> . **I . I (er)** thankfully . hold it holded it . **(er)** quite firmly in my hand so it exploded and it **(eh)** didn't . **(er)** threw me any fingers off but so . but it . **(eh)** there was a lot of blood and . my friend also had it **on his (er) . on his** jacket . **(er)** the blood . **not not** my flesh thankfully . **(er)** but we were like I was ten years and I didn't know what to do . and **(er)** thankfully it was also **(er)** not **in in** a forest or or something like that so it was in the city . so I started to cry as a because I was really scared . and . shouted at my friend to get some help . and he was frightened too . **(er)** so **he had he had** the only idea to go . **(er)** . to friends which we saw like ten minutes before it happened and tell them ask them for help because we . s= we didn't have any mobile phones or something like that . and **(er)** fortunately . one **(eh)** . old man **(er)** heard me crying and **(er)** he . **(eh)** was able to take me to the hospital but before he did so . he . **(er)** got me **in in** his home and . gave something on it like . to stop the bleeding . like **(eh)** .. **(er)** clear sheet or something like that and **he he** did call his son . to see . how stupid is it and **(er)** to see . **(er)** what he should not do . and then he took me to the hospital . and **(er)** unfortunately my mother had . **(er)** my little sister only like for ten or fifteen days at that point . so . the doctor had to call her and **(er)** . I know my mother she is really caring . so it was quite shock also for her . and . **this . this** experience taught me a lesson . that **since since** that time **I (er) I** didn't **(er)** use these kind of things . at all . but **(er)** once like two years after **(er)** . <lip sound> . I was also **hanging out hanging out** with my friends . **with with** other and **(er)** they had something . like it and it was much bigger and I just imagined how it would . before **if if** I didn't have this experience I would probably fire it up

<A> (mhm)

 the next thing . and it would **(er)** cause me like **(er)** really bad injury **not not** to die but **I I** could have . **(er)** lost my hand or . get really severely injured . lose couple of fingers and so on so maybe it was . this experience was **(er)** . good for the thing that I didn't do it twice the second time . and it would have . had **(er)** it would had have much . worse **(eh)** consequences . so . that's it

</S>

CZ022:CZE

<S>

<A> plus mínus tři až pět minut

 takže já jsem si vybrala . **(ee)** téma číslo dva

<A> (mm)

 protože to je téma na který jsem ještě nemluvila (laughter) jinak už jsem při LINDSEI mluvila i . myslím i o zážitku . o vášni tak ještě jsem nemluvila o zemi . takže (ee) bych chtěla mluvit o Bali (ee) tam jsme byli s přítelem před . (ee) dvěma lety . a : pro mě vlastně to Bali bylo . takovej celoživotní sen . protože (ee) jednak celý život (ee) . tancuju indonéský tance takže já jsem vlastně celý život . strávila v blíz= v blízkosti jakoby tý kultury . ale zároveň i i znám spoustu lidí odtamtud' tím pádem a znám spoustu lidí co (ee) v Indonésii žili a nebo (ee) a nebo žijou takže vlastně (ee) jedna moje kamarádka která vlastně tady zakládala . (ee) občanský sdružení . který tam má dneska na takovym ostrůvku u Bali má školu a školku . a . (ee) vede tu taneční skupinu tak tam jela vlastně na dva t= ona tam vždycky vlastně každéj rok jede na dva tejdny . a jede tam prostě . (ee) vyřešit takový ty organizační věci ... a takže my jsme <FS_2> takže my a říkala nám jestli právě nechceme jet s ním že jo tím že vona tam jede tak jestli se nechceme chopit příležitosti jestli tam nechceme jet s ní . no tak my jsme se rozhodli že pojedem . a : bylo to samozřejmě strašně (ee) náročný s ní protože vona je strašně (ee) jako akční a (ee) prostě má ten (ee) rozvrh fakt napláno= měla ho naplánovanej fakt do detailu </overlap> a vlastně chtěla stihnout jakoby ty organizační věci ale zároveň nám toho hrozně moc ukázat takže my jsme vlastně během (ee) . nějakých dvaceti dní stihli . objet celý Bali celý Lombok . s tím že jsme byli ve všech chrámech (ee) na všech těch možnejch ceremoniích a tak dále a tak dále . a : . pro nás to bylo na jednu stranu to pro nás bylo strašně stresující protože já nemůžu jít pálivý jídlo takže já jsem vlastně nemohla nic j= já jsem jedla rejži (starts laughing) náš . náš (ee) výlet začal tím že jsem . vystoupila jsem tam byla a začala jsem zvracet . (ee) takže takže . tím jako začala naše Bali a (stops laughing) <FS> a : pak vlastně to bylo . ale na druhou stranu to bylo jako nádherný . (ee) strašně krásná příroda samozřejmě . </overlap> a já jsem samozřejmě pořád chodila a koukala jestli někde není had že jo protože prostě se bojím hadů (chuckle) ale žádnýho jsme nepotkali což bylo fajn

<A> </overlap> (mm) ... (mm)

 (ee) a takže jsme takže jsme chodili prostě po těch (ee) rýžovejch polích a : chodili jsme . na různý vejlety (ee) různý strany toho ostrova jsme projížděli moře a . (ee) hlavně jsme právě chodili na ty kulturní na ty ceremonie . (ee) protože na Bali je Hinduismus . ale takovej hodně hodně specifickéj takovej hodně svůj a je hodně spojeněj s těma tancema . no a : . pro mě pak bylo (ee) super i to že vlastně jsem se dostala do : tanečního studia tam (ee) kde (ee) což jakoby nezní jakoby tak (ee) důležité nebo to ale tam vopravdu jakoby je t= obrovská součást tý kultury je to prostě pro ně jako naprosto zásadní věc . takže tam třeba chodily jako stovky dětí z tý vesnice se tam učily prostě (ee) jeden jeden typ jako chrámovýho tance a je to takovej základ co každéj Indonézan musí umět pak jako se samozřejmě . některý z nich jako se stanou jako těma tanečnicama ale (ee) což je jako nesmírně vážená profese ale jako většina z nich samozřejmě ne ale musej umět ten základ takový vlastně naše taneční . no takže tam jsem vlastně taky byla pár dní a : to bylo hrozně fajn (ee) vlastně bejt ta= v v tom studiu který je samozřejmě venkovní takže prostě je to . takový uprostřed jako taková oáza a prostě uprostřed jako jenom takovej parket z kachliček protože samozřejmě jako padesát stupňů že jo takže jako šílený ale strašně fajn . a . takže to byla první část tý naší cesty to bylo Bali a pak jsme přejížděli na ten ostrov Lombok kde jsme . kterej už je mnohem míň zelenej ale zas na druhou stranu tam jsou nádherný pláže a nejsou tam v podstatě turisti . a : tam jsme jezdili (ee) po různějch plážičkách takovejchtěch opuštěnejch bílej písek modrá voda . a . (ee) vlastně jsme tam byli v tý v tý škole a chodili jsme do tý školy a chodili jsme do tý školky (ee) takže jsme koukali jak to tam funguje ale to jako co . co je za problémy co by se potřebovalo přestavět co by se potřebovalo . (ee) . eště tam vyřešit co taky tam funguje dobrovolnickej program tak jak fungujou ty dobrovolníci= dobrovolníci tam . takže to jsme řešili (ee) pak jsme byli surfovat jeden den (starts laughing) což bylo strašný protože jsme jako fakt zjistili že fakt jako surfovat nikdy nebudem . jako fakt když nás tam semlela ta vlna asi po šestnáctý s tím prknem tak jsme říkali jako </overlap> fakt fakt

<A> </overlap> konec

 no to ne (ee) takže surfování né ale (ee) já jsem si to vynahrazovala sbíráním mušlí takže samozřejmě jsem si vezla domů prostě : tři kila mušlí že jo což (chuckle) mi dneska leží někde v garáži že jo </overlap> ale mám z nich radost

</S>

CZ022: ENG

<S>

<A> alright hello <first name of interviewee> and welcome what have you decided to talk about then

 hello so I decided to speak about an experience which had influenced me . I think **(eh)**

<A> off you go

 yeah okay <starts laughing> . okay <stops laughing> so **(em)** I'll speak about **(eh)** my stay in America where I went for **(em)** a year when I was seventeen . and **(eh)** it's been **(em)** great experience because I've been there for a year which was **(eh)** . a long time the longest I've stayed outside of **(eh)** my home . and **(eh)** . <FS_1> **I I didn't really I didn't really** choose to go my parents have chosen for me and so **I I I (eh)** didn't really know what to think about it at first . and **(eh)** I was **(eh)** quite afraid . but excited as well because **(eh)** Americas is still **a a** huge and an interesting country **in in** some respects so **(em)** I went there and I **(em)** . I stayed **(eh)** in Texas in a host family . which was **(eh) (eh)** another **(eh)** important aspect of this stay staying **(eh)** with another family so **(eh)** learning to live a different family lifestyle that than I was used to . and **(eh)** . I **(eh)** . was quite lucky I didn't have any host brothers or sisters <starts laughing> so **I was the[i:] I was the[i:]** only one <stops laughing>

<A> you were a spoiled child

 I was their spoiled child yes I was so **I had I had** really **great great** host parents . and **(eh)** they made . it **very . very** comfortable they made a **very . very** good home for me . and I went to a local high school . which was **(eh)** . a quite peculiar because **(eh) it was a it was** of course **(eh) (eh)** a Texan high school but a public high school and it was the central Texas so about eighty percent of the people were Hispanic

<A> (uhu)

 so I <laughs> also encountered **the[i:] the[i:]** other part of the culture . **(eh)** so I had to learn .. **not to (eh) not to** be . **(eh)** racist or judgemental

<A> (mhm)

 when speaking about other cultures I think that was quite . **(em) (eh)** very important **the the** tolerance that <overlap /> I've learned in America

<A> <overlap /> sure sure

 and **(eh)** .. I think **(eh)** . mostly being on my own **was was (em) was the the** biggest issue probably **and and** <SC_3> it has learned it has taught me a lot **I I** was really . **(eh)** . able **to to** decide . afterwards after the stay <FS_2> I was **(eh)** I could decide easily because I spent a year <FS_1> b=**basically basically** alone with myself so I could

<A> (mhm)

 I could handle different situations . but most importantly of course I have learned English

<A> <laughs>

 <FS_2> so I **(eh)** . so that's why I chose to study English afterwards

<A> right

 and and (eh) although I had to **(eh)** I had to drop **my my Texan Texan** southern <starts laughing> accent <stops laughing>

<A> are you sure you had to

 yeah yeah **the the** teachers don't seem to like it here <laughs> quite **(er)** an informal colloquial English

<A> (mhm)

 and **(eh)** .. <lip sound> . yeah **(er) (em)**

</S>

CZ029: CZE

<S>

<A> jo ... to jsem ráda . tak (ee) co sis vybrala za téma

 tak já jsem si vybrala asi tu zemi . (ee) takže budu mluvit o Holandsku .(chuckle) a: já jsem byla v Holandsku už spoustukrát (ee) teda no spoustukrát kdo ví jak se to počítá že jo co vlastně je jako spoustukrát ale podle mě třikrát už je docela hodněkrát a právě dycky: když jsme tam jezdili s celou rodinou takhle na dovolenou a naši si to taky úplně zamilovali tu zemi . a: protože dycky tam jako ob rok jezdíme . protože zase každé rok by to no to bysme si to jako moc tak jako že jo zkazili a zaplácali . **a: a** to a já (ee) nemáme zas taky dost peněz (starts laughing) že aby jsme si mohli dovolit jezdit do Holandska každé rok ale: právě už jsme tam byli třikrát . a: poprvý to bylo ještě předtím než sem studovala holandštinu . a: **potom potom** dvakrát vlastně už jako v rámci toho . a vždycky takovej trochu problém s tím jazykem . protože: když člověk umí h= anglicky že jo a Holanďani taky všichni uměj anglicky prostě skvěle I v supermarketu všichni . tak . pak je hroznej problém se jako přinutit mluvit v tý holandštině . a: (ee) **když vlastně když vlastně** je mnohem horší že jo než ta angličtina a člověk si připadá jako trouta a říká si ty jo tak zas mluvím jako pitomec (chuckles)

<A>jasně

 takže by to bylo mnohem lehčí že jo mluvit anglicky ale musím se jako dycky donutit když tam sem . no a tak čím dál je to čím dál lepší vlastně dycky jak jsem jako nejlíp vyba= vybavená jazykově z naší rodiny takže dycky prostě tak nám zaříd' tadyto ubytování v tom kempu běž ne a domluv to (chuckle) takže to je dycky sranda . no a . (ee) **taky . taky** dobrá byla jedna návštěva Amsterdamu což je teda sice jako takový hrozný klišé vlastně že já jsem byla n= na spoustě míst v Holandsku ale vlastně asi fakt nejlepší zážitek mám z toho Amsterdamu . protože já mám hrozně ráda když je člověk někde jako turista . tak když může se snažit vypadat jako kdyby byl místní . vlastně to mně přide jako hrozně důležitý a hrozně jakoby přitažlivý . takže jsme právě pak jednou (clears throat) se se sestrou odpojily od jako zbytku rodiny vzaly jsme kola . a jely jsme do: (ee) ježkovy jak se to jmenovalo (foreign) Stedelijk museum což je prostě jako městský muzeum jako moderního umění a: **tam jsme tam jsme** prostě byly to . (ee) normálně jsme si prohlížely všechny ty obrazy a tak pak jsme: tak jako popojížděly po tom městě a koupily jsme si holandskej nápoj kterej se jmenuje (foreign) fla

<A> (mm)

což je takovej **jako jako** zředěnej puding v mlíkovy krabici a můžeš to pít . a: maj buďto jako čokoládovej nebo vanilkovej (starts laughing) a takovýdle všechny možný příchutě (stops laughing) je to trochu šílený ale je to moc dobrý

<A> (mm)

 a je to jako místo oběda prostě si dáš jedno fla a (starts laughing) máš voběd (stops laughing) ne že by to asi bylo nák extra zdravý . ale to . a: (ee)no **takže takže** to jsme dělaly (ee) se sestrou v tom v Amsterdamu a asi to bylo jako moje nejoblíbenější můj nejoblíbenější den z celého toho Holandska protože jsme si mohly dělat co jsme chtěly mohly jsme se tvářit jakože jsme totální Holanďani že se tam tak jako že tam ležíme na trávě před tím městským muzeem) (chuckles)

<A> (mm)

 a dělat si jako no **svůj svůj** program a tak a krom toho to muzeum bylo teda taky hrozně pěkný

<A>(mm)

 (ee) protože tam měli expozici (clears throat) vlastně všeho možnýho vod já nevím dvacátých let . vod začátku vlastně dvacátýho století až do úplně takovejch těch šílenejch jako . fakt moderních věcí kde (ee) obraz se sestává že jo s jako z modře pomalovanýho plátna jedním odstínem a (xxx)

<A> (mm)

 určitě to jako byla extra krásná modrá **ale** (chuckles) **ale** to (ee) **takže takže takovýdle takovýdle** šílenosti jsme tam viděly a nejlepší věc co tam maj podle mě v tom muzeu . je taková . jako výstavka všech možnejch plakátů který byly jako na výstavě individuálních umělců v tom muzeu

<A> (mm)

. a to tam maj takhle prostě jakoby vyfocený jako: nebo ne vyfocený to je jako tapeta na zdi v podstatě takhle ty různý plakáty . a: já to **mám mám** to někde vyfocený a dost dlouho to byla buďto moje tapeta na mobil nebo tapeta **na na** počítač

<A>(mm)

 nebo něco takovýho možná na facebooku I jsem to měla a jako **fakt fakt** to bylo prostě hezkej že jo že ty plakáty sou samozřejmě samy vo sobě umělecký díla a teď když tam sou eště jako naskládáný všechny vedle sebe na bílým pozadí tak je to hrozně pěkný no (chuckle)
</S>

CZ029: ENG

<S>

<A> right I'll turn this: on as well as a back-up and hello <first name of the interviewee>

 hello <starts laughing> <stops laughing>

<A> so what have you decided to spea= speak about

 (er) I've decided to speak about **(er)** the film that I like most

<A> (mhm)

 (er) it's a bit childish film or it's **(eh)** primarily a film for children but **(erm)** it is the film that has touched me most ever because I'm well I'm not easily: touched by films

<A> right

 I don't usually cry <starts laughing> **when** <stops laughing> **when** I watch films that even . those that are touching **(erm)** so: yeah but this was this is a touching film so it's called **(er)** The Chronicles of Narnia: Lion Witch and the Wardrobe

<A> right

 (er) and: I I've read the book and I liked it **(er)** and I've read all seven of them **(er)** and I think **(er)** one of the reasons why I like to movie **(eh)** very much is that **(erm)** **it is . it is** very true to the book

<A> (mhm)

 and I think it captures the thought that the book wants to express and also that Christian message that is there **(eh)** have you have you read the book

<A> yes yeah

 yeah okay and have you seen the film

<A> I haven't seen the film no

 okay <starts laughing> yeah <stops laughing> but there **(erm)** there's like a very touching **(erm)** part at the beginning

<A> (mhm)

 (er) that it begins with this framing narrative of **(er)** **the the (eh)** second world war **(eh)** and there's this **(eh)** bit **(eh)** in London during **(er)** an air raid **(er)** when the children are running to **(eh)** get hidden somewhere in the garden

<A> right

 and one of the children **(eh)** goes back to the house to retrieve a photo of their father **(eh)** and the other child goes after him to protect him and drag him back to hiding

<A> right

 (erm) and **then then** it's all very dramatic and the bombs are kind of and **all the (er)** **all the** sounds and **(erm)** all the[i:] alarms are kind of ringing **and and it's it's** very dramatic it's in the dark as well and then the children get back to safety **(er)** and the brothers just have a very intense moment when they say when one of them says why don't you ever listen to anyone

<A> (uhu)

 and the other's just like . sulky **and and** like a bit of teenager like and he doesn't want to talk to the other brother because he doesn't respect him

<A> (mhm)

 and then there's **this this** scene when they say goodbye to each other **(er)** well the mum has to . get them away from the city because they were all going to the countryside **(erm)** **and and** they say goodbye to each other **at the (er) at the** train station and that's what I find so very touching and then

 <A> (uhu)
 there's this sequence of **(erm)** well who made the movie and who are the actors
 <A> right
 so there's **(erm)** . text on the screen and there's this beautiful music so that's what I find so very touching about the film **(eh)** and yeah it's actually . one of the I don't know maybe three movies that has ever <starts laughing> made me cry in the cinema even so <stops laughing>
 <A> right so you're a tough woman
 well .. well not I wouldn't say with everything but **(er)** yeah **about about** movies I think I'm not yeah as I said I'm not easily touched or impressed or <starts laughing>
 <A> right right
 yeah <stops laughing>
 <A> and and so do you go to films a lot
 (erm) well not really a lot
 <A> not really
 no no but
 <A> it's not something you enjoy doing or is it because it's expensive
 (er) it's just that I don't find every film worth going to cinema for
 <A> (mhm)
 (erm) I have my favourite actors I have my favourite **(er)** films and directors but I wouldn't . just go to the movie because **(erm)** I don't have anything to do **(er)**
 <A> right
 I just go to see those films **that I that I** really want to see
 <A> (mhm)
 so **I I** used to go to Harry Potters but <starts laughing>
 <A> right right
 every time a new film came <stops laughing> but that's ended now so <starts laughing>
 <A> right right okay
 that's bad <stops laughing>
 <A> okay plus you can download anything these days can't you
 yeah that's right but not everything **I I** have really have two films now that I would really like to see but they're not to be downloaded yet so:
 <A> right
 yeah
 <A> give it a couple of weeks
 yeah: <starts laughing> hopefully <stops laughing>
 <A> what are they actually what are the films <overlap />
 <overlap /> **(erm)** one of them's called Only Lovers Left Alive and **it's . it's** supposed to be about vampires but also it's supposed to be rather **(er)** probably like cultural film about culture and literature and **(er)** about how it affects one if one is immortal and how one views human race and it's development and stuff
 <A> right
 so so it's supposed to be rather probably maybe a bit intellectual or something but **it it** has my favourite actor so <starts laughing> yeah <stops laughing>
 <A> yeah yeah
 there's going to be . not only like intellectual pleasure <starts laughing> let's say <stops laughing>
 <A> okay okay
 yeah and **the other the other** one is: the Fifth Estate . **(er)** about Julian Assange but I would also . I would rather watch it because there's another . my interesting **(er)** my favourite actor . not because **(er)** the theme would be very interesting
 <A> right right okay
 for me
 <A> so you're waiting waiting for those to appear <overlap />

 <overlap /> yeah yeah I am
 <A> <overlap /> online somewhere and **(er)** okay
 or **I could I could** even buy them that would be proper <starts laughing> and fair <stops laughing>
 <A> right (uhu) (uhu) strange age isn't it about this
 yeah yeah
 <A> things which are available but you shouldn't
 yeah yeah
 <A> and you feel why not
 (er) yeah but recently **I I** started to feel that maybe
 <A> yes
 I should kind of show over
 <A> yeah <overlap />
 <overlap /> my support to
 <A> <overlap /> I agree yeah
 (erm) the people I whose work I kind of value **so so** maybe I'll make **(er)** <overlap /> change my mind about that
 <A> <overlap /> (mhm) (mhm) (mhm)
 </S>

CZ031: CZE

<S>
 <A> co sis vybrala za téma
 vybrala jsem si tvoje největší životní vášeň
 <A>(mm)
 co jsem prostě zapálená . no **(ee)** neřekla bych že to je úplně moje největší životní vášeň ale tak ňák mi přijde že . je to . náplň . **(ee)** volného času takže jsem se rozhodla pro to: že teda budu povídat o bitvách . **(ee)** tak asi jak jsem se k tomu dostala **(ee)** . **(ee)** takže v podstatě . to je tak ňák spojení všeho co mám ráda . začala jsem číst fantasy knížky a chodit na gympl s kamarádem co dělal larpy . kterej mě ve druháku poslal nebo se zeptal jestli s ním nechci jet na tábor kde se **(ee)** prostě běhá po lese a **(ee)** hrajou se **(ee)** hry . **(ee)** podobný fantasy knížkám tak jsem si řekla dobře . no a díky tomu že jsem tam s ním jela tak jsem poznala spoustu lidí co . **(ee)** nedělali larpy ale **(ee)** jezdili prostě na rekonstrukce historických bitev . no a . díky tomu jsem se seznámila . vlastně s lidma co teďkon jsou moji nej= největší kamarádi . a: **(ee)** hlavně jsem tam poznala díky tomu svý přitele (starts laughing) což je docela velká . životní náplň pro mě (stops laughing) . no . **(ee)** takže jsem začala jezdit vlastně v sedmnácti s tím že v osmnácti . jsem jela na první bitvu .. a: co to obnáší . v podstatě se vybere historický období to může být jakýkoliv my teda děláme . čt= čtrnáctý patnáctý století a . **(ee)** . šijeme si kostýmy a jedeme na víkend pryč já jako nejsem nějak zapálená do historie moc nebo vždycky si říkám že bych si . mohla o tom něco víc zjistit když už to dělám ale na to jsem s= nějak nesehnala úplně čas . takže pro mě je to spíš . tak že jedu někam na víkend . s lidma pod stan **(ee)** . kde se prostě sedí a dělá se trošku něco jinýho než že s= sedíš u počítače a . **(ee)** nevím seš na facebooku **takže** . **takže** kvůli tomu to v podstatě dělám no a hlavně jsem se naučila díky tomu spoustu věcí jako třeba vařit na ohni nebo tak . což **(ee)** se asi jen tak . ti nepošestí když . **(ee)** jako vo to nemáš sama od sebe zájem .no takže . za tohle jsem docela vděčná . a pak hlavně **(ee)** jsem se seznámila s lidma co . jsou hrozně šikovný a teda šikovná moc nejsem takže si připadám vždycky blbě . ale **(ee)** nevím umí šít nebo **(ee)** prostě vařit a všechno spravovat a tak tady to jsem právě dostala . od Tomáše . co dělal s= je to jednoduchý ale já bych to určitě nezvládla takže (chuckle) no takže tak . no . **(ee)** teďkon asi poslední zážitek takovej trošku jinej protože už jezdím . vlastně šest let . **a a** už je to trošku jako monotónní a vobčas mě to rozčiluje protože **(ee)** tím že . je to <foreign> living history </foreign> tak by to mělo bejt rekonstrukce přesná což znamená že . bys neměla mít nabarvenou hlavu: musíš si sundat všechno co máš na sobě: náušnice a tak . **(ee)** a chodí se v ručně šitejch věcech což já **(ee)** úplně nemám **(ee)** tak . j= to mě trošku nebaví že **(ee)** je to dost . často přísný i když teď je to trošku

lepší . ale teď jsem byla o víkendu na: oslavách letního slunovratu . což je . zhruba desátý století Slovani . a to bylo úplně super protože **(ee)** se v podstatě takovej rituál trošku čarodějnickej teda že se **(ee)** skákalo přes oheň a **(ee)** zpívaly nějaký oslavný **písně k k** slovanským bohům no prostě pro mě zážitek (starts laughing) protože jsem to (stops laughing) v životě nikdy neviděla (stops laughing).. **(ee)** pak jsme se koupali v řece . takže to bylo fajn . a musela jsem si uplíst věnec což byla největší katastrofa z celého víkendu . ale dopadlo to dobře

<A> jaktože to byla katastrofa

 no protože **(ee)** o sobě říkám že nejsem úplně zručná a uplíst si věnec tak aby vypadal hezky **(ee)** (starts laughing) a drželo to na hlavě tak to jsem se trošku bála (stops laughing) ale nakonec to nebylo tak hrozný

</S>

CZ031: ENG

<S>

 <coughs>

<A> right <first name of the interviewee> hello . <overlap /> are you nervous

 <overlap /> hello **(erm)** a bit . <overlap /> right now

<A> <overlap /> a bit . yeah

 in front of the <foreign> microphone </foreign> . <overlap /> yeah

<A> <overlap /> you don't like the microphone

 no <overlap /> I don't

<A> <overlap /> yeah nobody does

 yes

<A> have you ever been recorded before

 (eh) yeah in the first year . <overlap /> **(er)**

<A> <overlap /> (mhm)

 yeah we took a . well we took a record when we . had to analyze our speech for phonetics . <overlap /> phonetics studies

<A> <overlap /> right . okay okay . so it's gonna be something different now you'll be able to speak freely on one of the topics which one have you chosen

 well I've chosen the topic number one . **(er)** . no no no the topic number seven **(eh)** number **(eh)** two number two **(eh)** yes . the country I've visited

<A> okay then . go ahead <overlap /> tell me

 <overlap /> okay so **(erm)** .. I've visited **(eh)** Portugal . Lisbon **(eh)** this summer .. **(em)** . well there is a story behind it because **(mm)** .. <lip

sound> I went there **(erm)** . to see my friend **(em)**

<A> (mhm)

 I met her I don't know when I was eighteen **(eh)** I was at the grammar school

<A> (mhm)

 and **(eh)** . in our German lessons they offered us to . go . to Germany **(eh)** for three weeks . **(er)** to participate on <foreign> jugend </foreign>

forum

<A> (mhm)

 (er) for people . throughout whole Europe . so I went there with my friend **(eh)** . classmate and **(er)** there I **(em)** met **(eh)** two **(er)** three

Portuguese . ladies <starts laughing> girls <stops laughing> . with one Marta I shared a room

<A> (mhm)

 for three weeks . so we **(eh)** got quite acquainted with each other and **(erm)** she . still is really my friend

<A> (mhm)

 even though we don't write . **(eh)** with each other . too often . well **(eh)** and **(eh)** next year . after the . <foreign> jugend </foreign> forum

. (er) we met there again
 <A> (mhm)
 (eh) . and this time it was international camp
 <A> (mhm)
 in English .. <lip sound> . (eh) well but we didn't share the same (eh) camp because <overlap />
 it was in two cities
 <A> <overlap /> (mhm)
 . but still (eh) I <FS_1> s= said to her that I have to visit her . but I didn't have money . but this
 year . (erm) this year I (erm) .. I got a
 message from her that (eh) . our (erm) sponsors . (eh) two German . people
 <A> (mhm)
 (eh) a married couple . are going to . go . to Portugal
 <A> (mhm)
 to Lisbon as well . to see her
 <A> right
 they were in Prague once . to visit me . so I decided I could make a surprise . to see them there
 and also to <overlap /> visit my friend
 <A> <overlap /> (uhu)
 . so I <FS_1> w= went there (eh) in Septem= in September
 <A> (mhm)
 . and . yes went there (eh) a week . or seven six days or so
 <A> (mhm)
 . yes so she didn't live in the centre . of Lisbon but (eh) so that . I could see (em) . different
 places than just the city center
 <A> right
 that was amazing we were (eh) .. by beach (er) . I don't know the name exactly
 <A> (mhm)
 it was something <FS_1> beg= beginning with A . there I visited the second <FS_1> f= friend
 of her . and of mine too (erm) . yes and then
 (eh) three days: later . after my (eh) arrival (eh) we met the German .
 <A> (mhm)
 couple . yeah they were surprised and then . we spent the time together
 <A> (uhu) (uhu) and (er) Lisbon is something that you then very much enjoyed
 (eh) . well .. I . yeah I did enjoy one day and it was in the city called Cintra
 <A> alright . <overlap /> <foreign> Cintra </foreign>
 <overlap /> yes <foreign> Cintra </foreign> . I don't know the name but yeah I call it <foreign>
 Cintra </foreign> and I think they call it
 like this too but <overlap /> I'm not sure
 <A> <overlap /> alright okay okay
 yes and we visited one (em) . castle and a park
 <A> (mhm)
 (eh) in one . (em) because there is (er) there are many (eh) many (eh) sightseeing possibilities

 <A> (mhm)
 many castles and she (erm) she tell (eh) she told me this one is the best . it was once a templars'
 templars' castle or so .
 <A> (mhm)
 yeah
 <A> so (eh) so you enjoyed the whole experience and the social aspect of it
 yes <overlap /> and it was my first trip alone
 <A> <overlap /> especially (uhu)
 totally alone
 <A> (uhu) (uhu)
 so . yeah that was also amazing and I lived (eh) . (eh) at hers place

<A> (mhm)

 with her parents her father **(mm)** didn't <FS_1> s= speak English . so <starts laughing> we tried to communicate a bit <stops laughing> but **(eh)** and I tried to **(eh)** listen to Portuguese

<A> (mhm)

 I **(er)** don't know anything . well and sometimes I . knew they were talking **(eh)** something similar to me

<A> (mhm)

 but . yeah so I guessed

</S>

CZ042: CZE

<S>

<A> a: který téma sis vybrala

 vybrala jsem si to třetí téma moje největší životní vášeň

<A> (mm)

 a **(ee)** to sis asi všimla předpokládám na (foreign) facebooku podle té čokolády že (starts laughing) jsem veganka . (stops laughing) takže **(ee)** tomu se . věnuju nějakému aktivizmu asi rok teďka . vegankou jsem se stala před dvěma rokama potom co jsem byla celý život vegetariánka ale potom jsem si . **(ee)** přes nějaký známý uvědomila že ten mléčnej průmysl je úplně stejně špatnej . takže **(ee)** . jsem se o to začala víc zajímat . pak jsem se seznámila s nějakýma lidma z té komunity . a teď **(ee)** hlavně teda fotím na těch akcích ale taky třeba děláme ochutnávky každé tři dny . nebo sme dělali . promítání na Náměstí republiky .. a **(ee)** . je to takový příjemný pro mě protože jsem jedná se dostala do nějaký skupiny lidí **(ee)** z= našla jsem si nový přátele protože já jsem předtím . se moc s lidma nestýkala v podstatě kvůli svojí sociální fobii . a **(ee)** člověk vidí jak se to šíří je to úžasný prostě . jako jedná **(ee)** . je to sice strašný si uvědomovat co těm zvířatům děláme když si to člověk plně uvědomí to je . nepříjemný ale zároveň . vidím jak se to šíří jak prostě ty lidi o tom začínaj přemýšlet .. takže . to je taková moje životní vášeň

<A> (mm) no a: **(ee)** ty I vaříš vid' (/overlap) nebo věnuješ se tomu a: co je tvůj nejoblíbenější recept

 jo ... [mhm] . no tak **(ee)** já jsem docela líná . takže sice dávám na (foreign) facebook občas nějakou fotku něčeho co se mi povedlo ale většinou vařím . hodně jednoduchý jídla třeba . nejradši mám prostě **(ee)** rejžový nudle: se zeleninou a s tofu takovýhle jídla

<A> (mm) a co tě vůbec přivedlo na vegetariánství si říkala že si celý život vegetariánka

 no: rodiče **(ee)** oni začali cvičit jógu někdy před těma dvaceti pěti lety . a tak k tomu nějak přišli taky přes tu komunitu tam

<A> (mm)

 takže v podstatě jsem nikdy maso ani neochutnala myslím

<A> (mm) a veganství teda obnáší přesně co když bys mi to měla vysvětlit jako laikovi

 je to prostě **(ee)** takhle je to snaha minimalizovat **(ee)** dopad na ty zvířata nebo minimalizovat to utrpení který jim způsobuje člověk takže . nemůže to bejt na sto procent nikdy což občas **(ee)** lidi říkaj třeba že . když . každé den zašlápnu mravence tak nemá vůbec cenu se snažit . ale . prostě je to absence jedná jakéhokoli živočišnejch produktů v jídle . a taky třeba vegani nenosej kožený oblečení nebo nic co pochází ze zvířat teda občas . když to třeba maj ještě z doby před veganstvím tak to nosej ale to je aby **(ee)** neplýtvali oblečením

<A> (mm). jasně a: **(ee)** ty se tomu věnuješ teda nějak organizovaně I přes nějakou **(ee)** organizaci (/overlap) teda jestli sem to pochopila dobře a co je to za organizaci

 jo jo . jmenuje se otevři oči . a: je to taková ta **(ee)** jedna z těch umírněnějších ono je těch organizací víc třeba dvě stě šedesát devítka to sou takovýty hodně drsný akce </overlap> třeba nějak **(ee)** seženou mrtvý zvířata a předstíraj že . **(ee)** maj . nějakou sváteční hostinu prostě tam maj před sebou ty hlavy krav a tak . a předstíraj že to jedí . a jako na některý lidi to . prostě účinkuje na jiný ne

<A> (/overlap) (mm) ... (mm)

 mně taky k veganství v podstatě přivedl někdo kdo . mi to řekl docela drsně . já jsem se s ním pohádala ale potom jsem si to teda uvědomila . ale na některý naopak působí . (ee) třeba když ochutnaj to veganský jídlo a zjistěj že je to dobrý že se nemaj čeho bát

<A> (mm)

 takže to otevři oči to dělá prostě ty ochutnávky každéj měsíc veganskou večeři a tak
</S>

CZ042: ENG

<S>

<A> right hello <first name of the interviewee>

 hello: <starts laughing>

<A> how are you lovely to see you here <overlap /> in the studio

 <overlap /> lovely to see you too <stops laughing>

<A> <starts laughing> I bet <stops laughing>

 <laughs>

<A> okay I hope you're not too nervous

 no

<A> no not really no never

 no <overlap /> never I'm never nervous no <laughs>

<A> <overlap /> <first name of the interviewee>'s never nervous no I know I know okay well what have you decided to talk about

 okay . probably as most people: I have decided to talk about the . second topic

<A> (mhm)

 the country I have been most impressed with

<A> (mhm)

 . and of course it was England <laughs>

<A> right okay <overlap /> <XXX>

 <overlap /> I went there <X> (eh) when I was seventeen I decided that . I wanted to learn English . more . thoroughly because I wasn't really interested in it . before that .. and so: I went to: . Bournemouth <overlap /> for five weeks for a . language course

<A> <overlap /> (mhm)

<A> right

 . and: . it was amazing really . I met <overlap /> a lot of . different people from . different countries and . I had a lot of fun .. but . I can't

say that . I learnt a lot of English there <overlap /> because the courses weren't .. there were a lot of different . people with different levels of

English <overlap /> in . each of the courses so: . (er) . there was no time to pay . a lot of attention to each of us

<A> <overlap /> (uhu) <overlap /> (mhm) <overlap /> (mhm)

<A> (mhm)

 .. but I was forced to speak English <overlap /> which I had never done before really

<A> <overlap /> right

<A> right okay

 so it was amazing . and I especially like . you know the parks and . the . I don't know how to describe it but England is just beautiful

<A> (mhm) (mhm)

 so . <X>

<A> there're not many parks in Bournemouth I mean Bournemouth's quite a small place isn't it

 yes it is but . there are parks <laughs>
 <A> right yeah I suppose it's an English town so <overlap /> there must be some
 <overlap /> yeah .. and then . a year after that . I decided to go to: London
 <A> (mhm)
 just . by myself for two weeks
 <A> (mhm)
 .. and: I spent .. all the time just by myself which I like <starts laughing> <overlap /> <stops
 laughing> so I . took a lot of pictures and .
 I was . it was really amazing
 <A> <overlap /> (mhm) right
 <A> .. (mhm) (mhm) so in where did you stay in London
 <FS_2> I stay= **(erm)** . my parents work for a . yoga company
 <A> (mhm)
 which has .. some **(eh)** which has many affiliates all **(eh)** . around the world
 <A> (mhm)
 so one of them is in London
 <A> right
 it's a small one
 </S>

CZ048: CZE

<S>
 <A> co sis vybrala za téma
 (ee) vybrala jsem si to největší vášeň protože je to asi nejjednodušší o tom mluvit z těch všech .
 nejméně traumatizující
 <A> (mm)
 a: **(ee)** **(ee)** mě strašně baví angličtina samozřejmě jako všechny u nás ale **(ee)** mě strašně baví
 překládat . já jsem to zkouš= začala zkoušet já nevím někdy . kolem čtrnácti patnácti možná a **(ee)**
 pak jsem se do toho docela dostala protože jsem si udělala webovku o jedny autorce a překládala
 jsem toho docela hodně . jsem se toho docela překvapivě hodně naučila . tím že jsem to dělala sama
 asi jsem překvapivě sebekritická . a: . **(ee)** protože mě vždycky bavilo porovnávat si knížky když
 někdo jinej přeložil a tak . a začala jsem překládat sama . a: hrotila jsem to do takový míry že když
 jsem přišla na vysokou a: byl ten seminář s <name> ten literární překlad tak: **(ee)** jsem byla
 překvapená že na tom nejsem špatně z porovná= v porovnání i s lidma co v tu chvíli byli na magistru
 když to byl můj prvák . tak to bylo jako fajn . a **(ee)** mě baví se v tom vrtat takže takový ty diskuze s
 <name> co vystačí jako na . jedna ta věta někdy vystačila na ten celej hodinu a půl seminář tak já
 jsem byla jedna z mála lidí co nebyla otrávená . tak to mě jako hodně bavilo a: . baví mě to pořád **je
 to je to** něco co . **je je** hrozně dobře použitelný I do praxe . **(ee)** pak jde o to kterým směrem
 samozřejmě já jsem překládala většinou do tý češtiny jsem se to naučila jako tímhle . a: ve škole jsem
 to až začala víc zkoušet do angličtiny . a: teďka mám jako práci že překládám do angličtiny pro Febio
 Fest . takže jsem to jako eště dotáhla do toho že jak jsem sebekritická a vrtám se v tom tak se to i
 vyplatilo
 <A> (mm)
 a: chodila jsem na ten seminář s <name> co byl kvůli tomu do angličtiny kde sme všichni měli
 pocit že neumíme nic . a to si ty náhodou . překvapivě . furt aplikuju v praxi ty věty co nám vždycky
 kritizovala tak se mi to tak jako vybavuje tak je to fajn . no a baví mě to to asi nebylo dost času že ne

 <A> (chuckle) (/overlap) (mm)
 </overlap> já mluvím strašně rychle (chuckle)
 <A> to nevádí to je úplně v pohodě no a: co tě k tomu přivedlo (/overlap) k překládání
 </overlap> **(ee)** protože jsem vždycky četla v angličtině i když jsem neuměla číst v angličtině
(ee) takže to byly takový ty traumatizující knihy . a **(ee)** pak jsem ňák postupně začala zkoušet si jsem

si četla spoustu věcí i v angličtině na internetu k těm věcem co mě bavily a . pak jsem si nějak usmyslela že ten web tady nikdo takovej neudělal tak ho udělám a . ňák tak to celý vzniklo a to ani ňák nebyl jako plán ono to tak ňák se prostě stalo pak jsem si jako říkala že já tady ten úryvek pak přečtu a ostatní lidi si ho teda nepřečtou tak jsem začala překládat i vlastně ty literární úryvky a nejenom ňáký rozhovory . a: **(ee)** pak mi s tím začali poha= pomáhat ještě pár lidí protože . chtěli taky a: já už jsem pak tak dobře nestíhala **a: . a** tak a dostala jsem se k tomu fakticky úplnou náhodou a . pokračovala jsem . protože mě to bavilo ale taky jsem měla ňákej jako pocit že bych měla v tu chvíli ale přitom mě to vždycky hrozně bavilo
 a literární překlad do češtiny mně přijde furt skvělej ale já vim že si tím člověk moc nevydělá ale chtěla bych to někdy dělat takže
 <A> (mm)
 </S>

CZ048: ENG

<S>
 <A> <first name of interviewee> hello
 hi <starts laughing>
 <A> nice to see <laughs> you
 nice to see you too <stops laughing>
 <A> **(erm)** how are you doing
 I'm doing quite fine though I'm nervous quite a bit
 <A> you're nervous I can <overlap /> I can imagine
 <overlap /> because I don't like microphones
 <A> you don't like microphones
 <laughs>
 <A> don't look at the microphone then
 okay
 <A> so you've chosen to talk about a topic haven't you <overlap /> which one
 <overlap /> yes I have I've chosen to talk about a play I've seen
 <A> (mhm) okay <overlap /> well . off you go
 <overlap /> (mm)
 thank you **(em)** well I'm very interested in Shakespeare and
 <A> (mhm)
 I've seen about a year ago I've seen a[eɪ] adaptation of Romeo and Juliet I went to <foreign> Brno </foreign> . **(er)** . for it . we . went there as a trip to see the play . and: I . very much enjoy comparing different adaptations so I was looking forward to it also it <X> was my favourite translation . and: favourite translator translating it
 <A> (mhm)
 and **(er)** . it was **I I** was surprised how good it was <overlap /> because
 <A> <overlap /> (mhm)
 I was kind of prejudiced and I was (mm) . I was I wasn't sure what to expect
 <A> (mhm)
 and **(uhu)** . it was very good because the sets were very interesting because it wasn't so much classical it was rather modern <overlap /> and
 <A> <overlap /> (mhm)
 the costumes w= were very interestingly done also because .. **(em)** you wouldn't expect them to: . **(eh)** combine both classical and **(em)** modern . **(er)** pieces of clothing
 <A> (mhm)
 and (mm) everything was great apart from the main protagonist **(er)** because the actor portraying Romeo was horrible <overlap /> **(erm)**
 <A> <overlap /> (mhm)
 . he was **(er)** painful to look at . because his acting **(eh)** was basically shouting and every time he tried to act intensely he just stood in the middle of th= the the stage looked very: in very much in pain

<overlap /> and:
 <A> (mhm)
 shouted the lines into the[i:] air not even looking at anyone
 <A> (uhu)
 and: yes and was not <X> also he was not very attractive so he wasn't nice to look at <overlap />
 as well
 <A> <overlap /> (mhm) good Romeo
 (eh) perfect one **I I I I** chose a different actor from who **(eh)** was also playing in the play acting
 <claps hands> in the play who would be far . better **(erm)** better <starts laughing> to portray Romeo
 <stops laughing>
 <A> <starts laughing> right okay . okay <stops laughing> and you said that the translation was by
 (mm) your favourite <overlap /> translator
 <overlap /> yes
 <A> yes so wh= what is the translation that you like
 (erm) <foreign> Martin Hilský's </foreign> one
 <A> right
 I <overlap /> compared
 <A> <overlap /> (mhm)
 (erm) I compared **(er)** basically all of the Czech ones <overlap /> **(er)**
 <A> <overlap /> (mhm)
 that are **(er)** . have ever been done so
 <A> (mhm) (uhu) and this <XX> definitely your favourite
 <overlap /> yes
 <A> <overlap /> yeah in what respect
 (erm) I think (mm) **I I** mean . definitely there are some things . that could be done differently
 but . <X> **it it it** flows so naturally <overlap /> and
 <A> <overlap /> (mhm)
 (er) he he . **he** is not afraid to change different registers i= in a way that even it's not strange
 how he does it and everything flows just as if you read it in English . and: then read it in Czech and
 it's a completely different experience but I think he reflects it the best
 <A> <overlap /> (mhm)
 <overlap /> . sort of <overlap /> or
 <A> <overlap /> (mhm)
 also some parts of **(em)** <foreign> Josek's </foreign> translation for example
 <A> (mhm)
 I don't think that some of the parts are good for actors because some of them <overlap /> are

 <A> <overlap /> right
 hard to . **(er)** say **(er)** <claps hands> so that it sounds good because <overlap /> **(erm)**
 <A> <overlap /> (mhm)
 they are kind of hard to pronounce the combination of words he uses
 <A> (mhm)
 and yes
 <A> so this pain that you were speaking of that <X> this actor had it was not inflicted by Martin
 Hilsky's <overlap /> translation
 <overlap /> definitely not
 <A> <overlap /> right
 it it was it was just the inability to act <X> and I ha= I have no idea what the director was
 thinking
 <A> (mhm) <overlap /> right
 <overlap /> b= because it was a young actor but he had an old face
 <A> <overlap /> (mhm)
 <overlap /> **he he he** looked really old <overlap /> though
 <A> <overlap /> (uhu)

 you could see he was young . and he couldn't act
 <A> <overlap /> right
 <overlap /> . and he was Romeo
 <A> <overlap /> (uhu)
 <overlap /> <XX> but everything else <overlap /> was amazing
 <A> <overlap /> (uhu)
 also they had **(erm)** great music in the adaptation itself . and the main protagonists both of them
 were singing **(er)** <overlap /> this
 <A> <overlap /> (mhm)
 (er) theme song as well
 <A> right
 so I suppose he was a good singer so that's why they chose him . but they could have just used
 the voice I <overlap /> think
 <A> <overlap /> (mhm) (uhu) (uhu) right okay and you said you were prejudiced when you went
 there what was that this prejudice about
 because I've seen so many bad adaptations
 <A> right
 I just **I I I** was . afraid to: look forward to it
 <A> right
 because I didn't want to be disappointed <overlap /> I guess
 <A> <overlap /> (uhu) (uhu) so you say so many you've like been going round the place trying to see
 as many Shakespeare productions as possible
 yes because I . very much enjoy comparing what the director does with it and <overlap />
 sometimes
 <A> <overlap /> right
 I <X> . because there are some <X> when you go to the theatre it's different when watching the
 film because it's the fi= final cut but <X> in the theatre sometimes you just want to know whether it
 was an accident or whether it was <overlap /> intentional
 <A> <overlap /> right
 once for example Juliet's **(eh)** shoe fell off and I would want to know if it was intentional .
 because it was great in that <overlap /> moment
 <A> <overlap /> right okay
 <overlap /> so it's just <X>
 <A> <overlap /> okay and so did it happen again or did you actually go and see it again
 (er) no I didn't but I want <overlap /> to
 <A> <overlap /> (mhm)
 but **(er)** . I didn't have time though because there are so many different plays I want to see that

 <A> right right how many are currently . being **(eh)** shown actually in Prague
 well **(eh) I I I I** think my **it's it's** my favourite play actually so **I I** try to watch as many Romeo
 and Juliet adaptations <overlap /> actually
 <A> <overlap /> right so
 <overlap /> so
 <A> <overlap /> okay
 there's only one in Prague <overlap /> and
 <A> <overlap /> (mhm)
 (er) and this one in <foreign> Brno </foreign> was cancelled
 <A> right
 so: it's not on <overlap /> anymore
 <A> <overlap /> for obvious reasons perhaps
 well i= it was great apart from him everything was <overlap /> perfect
 <A> <overlap /> I see okay
 it's just **I I I** don't think it was the reason and maybe it's . my personal feelings I didn't see
 anyone being as . **(er)** angry about the portrayal of Romeo but I mean the part . is <overlap />

amazing
 <A> <overlap /> (mhm)
 but what he's done with it was just painful to watch also he's naked in the play **(er)** two times
 <claps hands> <overlap /> totally
 <A> <overlap /> right
 <X> **(erm)** on the stage and there was <X> nothing to look at
 <A> <starts laughing>
 <starts laughing> it was just <overlap /> so bad
 <A> <overlap /> oh no oh no
 just I don't anyone else naked would be totally fine but him . no <overlap /> . please no
 <A> <overlap /> okay okay okay kay <overlap /> nothing to look at
 it's just <overlap /> ho= how should I put it <stops laughing>
 <A> <overlap /> (er) (mhm) right okay yeah <stops laughing> well I suppose as a director I would
 take that into account as well
 right
 <A> yeah
 why did <X> they have him . strip down
 <A> yeah
 it's <laughs>
 <A> yeah yeah <laughs>
 <starts laughing> **I I I** mean it's so strange that the adaptation itself was amazing . even the
 beginning when you have the feud beginning with and: there is the . prologue . and **they they** started
 it in the way that . two **(er)** men were saying the prologue first and two other ones came up . and they
 started saying it as well
 <A> (uhu)
 and the feud started and then **(er)** the curtain went up . and there were so many people fighting it
 was just a great start
 <A> right
 but then Romeo arrives <overlap /> <laughs>
 <A> <overlap /> right
 and
 <A> <starts laughing> with nothing to show
 yes I mean <stops laughing> well I suppose he was a good singer
 <A> (uhu) okay . (er) countertenor
 sorry
 <A> a countertenor
 (er) not really
 <A> no I was just thinking <overlap /> <starts laughing> if there was a connection
 <overlap /> <laughs>
 </S>