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Faculty of Arts and Philosophy

Developing Second Language Speaking Competence through Mobile Learning

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Zadávající katedra: **Katedra anglistiky a amerikanistiky**

Z á s a d y   p r o   v y p r a c o v á n í :

Studentka se ve své práci bude zabývat konceptem rozvojem mluvení ve výuce anglického jazyka prostřednictvím tzv. mobilního učení (mobile learning). V teoretické části nejprve stručně definuje koncept komunikační kompetence jako cíle cizojazyčné výuky a dá jej do vztahu s modelem cizojazyčné mluvní kompetence dle Gohové a Burnsové, který podrobně představí. Dále definuje koncept mobilního učení a bude diskutovat možnosti jeho využití pro rozvoj mluvení v angličtině.

V praktické části práce studentka realizuje vlastní výzkumné šetření v kontextu konkrétní vzdělávací instituce využívající mobilního učení. Cílem šetření je zjistit, jaké příležitosti k rozvoji mluvení mobilní učení realizované zvolenou institucí nabízí. Studentka v roli lektora realizuje sérii vyučovacích jednotek, které bude reflektovat za pomocí strukturovaného nástroje vytvořeného na základě výše zmíněného modelu. Získaná data analyzuje s cílem identifikovat příležitosti a limity zvoleného formátu mobilního učení.

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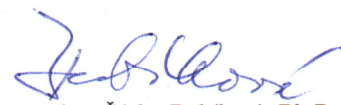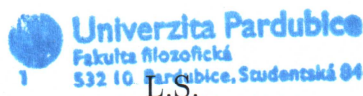   Katedra anglistiky a amerikanistiky

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Prohlašuji:

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

V Pardubicích dne 30. 6. 2018

Jitka Čukatová

ANOTACE

Bakalářská práce se zabývá rozvojem mluvení v anglickém jazyce v kontextu mobilního učení. Cílem bakalářské práce je zjistit, jaké příležitosti k rozvoji mluvení mobilní učení nabízí. V teoretické části jsou představeny aspekty pro rozvoj mluvení v anglickém jazyce. Praktická část představuje výsledky mého výzkumu.

KLÍČOVÁ SLOVA

rozvoj mluvení, komunikační strategie, student cizího jazyka, mobilní učení

ANNOTATION

This bachelor papers deals with developing second language speaking competences in the context of mobile learning. The aim of my research is to find out what opportunities for development of speaking mobile learning represents. The theoretical part introduces aspects of second language speaking competence. The practical part reveals the outcomes of my clasroom research and presents the findings.

KEY WORDS

second langauge speaking competence, communication strategies, L2 learner, mobile learning

Contents

A LIST OF ILLUSTRATIONS AND TABLES

LIST OF ABBREAVIATIONS

CC - Communicative competence

L2 Learner - Non-native speaker, learning a second language

INTRODUCTION

The bachelor paper focuses on development of second language speaking competence by an innovative way of teaching English – mobile learning. The aim of my research is to find out what opportunities for the development of second language speaking competence mobile learning represents. Although, the subject of my interest, second language speaking competence is fully realized, it was not realistic to pay equal attention to all aspects thus I focus mainly on two components which are used when regulating and negotiating meanings to get L2 learners meaning across that is communicative strategies and speech function. The bachelor paper is divided into theoretical and practical parts.

The theoretical part provides the basis for the follow-up research. The main framework which my theoretical part proceeds from is grounded upon Goh and Burn's schema of second language speaking competence which constitutes of knowledge of discourse and language, core speaking skills and communicative strategies. Each of them is introduced respectively. The first chapter deals with communicative competence, its brief history and classification. The subsequent chapters concern every aspect of second langue speaking competence. The final chapter introduces mobile learning via which this research was realized.

Practical part presents which methodology and research tools were used for gathering data. The following chapter reflects the collected data through highly structured protocol papers including a language trainer reflection. In the end of my practical part, I reveal the findings of my research.

I chose mobile learning because I see this method as revolutionary and innovative. It is very convenient as it enables L2 learners to converse with language trainers anywhere and anytime due to the mobility of portable mobile devices. On top of that, L2 learners are provided instant feedback and tips for further studying.

THEORETICAL PART

1 Communicative competence

Communicative competence has become the main goal of the language learning. It is a linguistic term which refers to L2 learners' ability to use the target language to communicate successfully. In other words, L2 learners are not only aware of the grammatical knowledge about the target language, but they also know when and how to use appropriate utterances in given social contexts.

The concept of communicative competence has been expanded many a time by linguists since it was introduced. It is a wide theme to elaborate on, so I will briefly summarize this term and outline its gradual development.

The term of communicative competence was first coined by the linguist Dell Hymes in 1960s as a reaction against the inadequacy of Noam Chomsky's concept of CC (Geirt, and Strohner 2008, 15). His concept was virtually idealized and purely based on linguistic competence as a theoretical basis of the methodology for teaching and learning the target language and void of sociolinguistic aspects and thus did not correspond to real-life situations (Geirt, and Strohner 2008, 17).

Therefore, Hymes (in Savignon 2002, 2) in response to Chomsky's concept of CC proposed a more realistic concept of communicative competence which includes L2 learners' ability to employ their knowledge of grammatical competence with respect to sociocultural contexts.

Canale and Swain (in Bagarić, and Jelan 2017, 96) further followed up the concept of communicative competence. "They understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication" (in Bagarić, and Jelan 2017, 96). Therefore, they proposed and distinguished four components which constitute communicative competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Goh, and Burns 2012, 51).

Other linguistics such as Goh and Burns (2012, 53) introduced another of import model called second language speaking competence that comprises of aspects which have a great bearing on the overall development of productive skill – speaking.

1.1 Communicative competence and speaking

In this chapter, we will briefly look at communicative competence from the perspective of the productive skill. While speaking in the target language, L2 learners should concurrently take into consideration all aspects to communicate appropriately and effectively. Therefore, Johnson (1996, 55 in Goh, and Burns, 2012, 52) concludes that second language speaking is basically a combinatorial skill. Goh and Burns propose a model which underlies the second language speaking competence comprising of core speaking skills, knowledge of language and discourse, and communication skills. All these enumerated aspects are the main theoretical support of my paper. Each aspect will be dealt respectively.
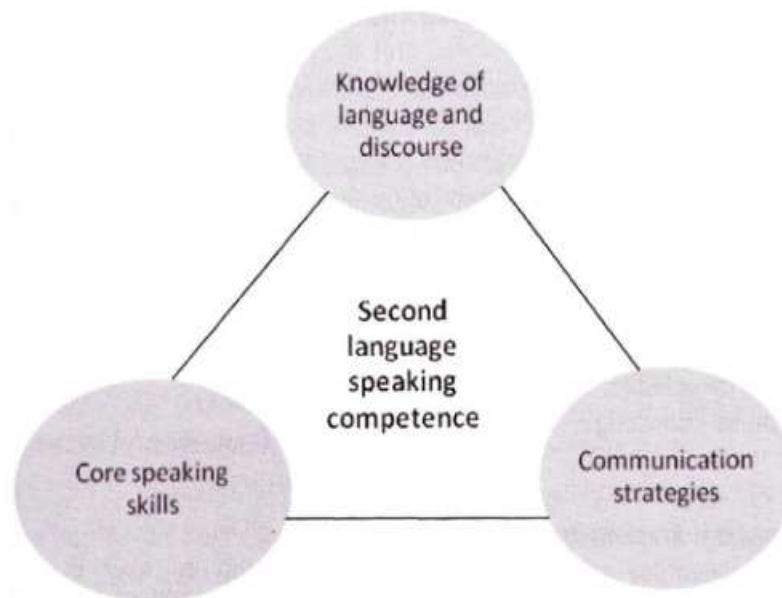
Illustration 1. Aspects of Second Language Speaking Competence (Goh, and Burns 2012, 53)

2 Knowledge of language and discourse

Oral dexterity is considered as the main goal of L2 learners. However, speaking well is not an easy task. Therefore, it is vital to have sufficient knowledge of the target language to successfully reach a communication goal. To accomplish the communication task, it is necessary to assess what is needed to be done (see, Metacognitive strategies).

3 Core speaking skills

According to Goh and Burns' claim (2012, 59), it is insufficient to only have a good command of components of the target language. The most important thing is that L2 learners need to thoroughly understand core speaking skills to put them into the speech. Thus, comprehending these skills enables them to use the linguistic knowledge of the language in communicative contexts. (Goh, and Burns 2012, 58) Core speaking skills encompass: pronunciation, speech function, interaction management, and discourse organization (Goh, and Burns 2012, 59). Each of these components and its subcomponents are introduced in this order as table 1 shows.

Core sklil	Specific skills
a. Pronunciation Produce the sounds of the target language at the segmental and suprasegmental levels.	• Articulate the vowels and consonants and blended sounds of English clearly. • Assign word stress in prominent words to indicate meaning. • Use different intonation patterns to communicate new and old information
b. Speech function Perform a precise communicative function or speech act.	• Request: permission, help, clarification, assistance, etc. • Express: encouragement, agreement, thanks, regret, good wishes, disagreement, disapproval, complaints, tentativeness, etc. • Explain: reasons, purposes, procedures, processes, cause and effect, etc. • Give: instructions, directions, commands, orders, opinions, etc. • Offer: advice, condolences, suggestions, alternatives, etc. • Describe: events, people, objects, settings, moods, etc. • Others.

c. Interaction management Regulate conversations and discussions during interactions.	• Initiate, maintain, and end conversations. • Offer turns. • Direct conversations. • Clarify meaning. • Change topics. • Recognize and use verbal and non-verbal cues.
d. Discourse organization Create extended discourse in various spoken genres, according to socioculturally appropriate conventions of language.	• Establish coherence and cohesion in extended discourse through lexical and grammatical choices. • Use discourse markers and intonation to signpost changes in the discourse, such as change of topic. • Use linguistic conventions to structure spoken texts for various communicative purposes, e.g., recounts and narratives.

Table 1. Four Categories of Core Speaking Skills (Goh, and Burns 2012, 59)

3.1 Pronunciation

Goh and Burns define pronunciation as a production "of the sounds of the target language at the segmental and suprasegmental levels" (2012, 59). Kenworthy (1987, 27) notes that pronunciation is a complex learning task which can be facilitated if L2 learners know what this process of building awareness of pronunciation involved.

3.1.1 Segmental features

Segmental phonology refers to units of sounds called phonemes (Kelly 2000, 1). A phoneme, according to Roach, is described as "a speech sound which can be identified as one of the set of distinctive sounds of a particular language" (2001, 111).

There is a set of phonemes falling into segmental features. These are vowel sounds and consonants sounds. By Roach's definition, vowels are "sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips" (1991, 10).

In total, there are 12 vowel sounds in English that are all voiced. A single vowel sound can be short and long as well (Roach 1991, 14–18).

In English phonetics, there are seven short and five long vowels (Roach 1991, 14–19). In addition, they may be combined into diphthongs or triptongs. Each of them will be introduced respectively.

As for diphthongs, Kelly adds that "the first sound in each phoneme is longer and louder than the second part" (2000, 34) such as in house where the single vowel /a/ is far longer that the final part /ʊ/ (2000, 34). For further study, see Roach (1991).

Triphthongs are supposed to be the most complex English sounds due to their difficult pronunciation. They are composed of three vowel sounds pronounced in one syllable (Roach 1991, 23).

According to Oxford Living Dictionary, consonants are "sounds in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable."

English phonetics is composed of 24 consonants sounds that are distinguished on the grounds of the place of articulation and manner of articulation. See exhaustive explanation of place of articulation and manner of articulation in studies of Roach (1991, 2001) and Kelly (2000).

Going back to Goh and Burns definition, knowing all aspects of pronunciation enable L2 learners to intelligibly convey a desirable meaning across. It is essential to pay attention to correct pronunciation of individual sounds to avoid misunderstanding. Being linguistically equipped by this competence unquestionably contributes to attain communicative competence.

3.1.2   Suprasegmental features

Pronunciation does not cover only small segments of pronunciation, as outlined in the previous chapter, but also deals with the melody of the speech. By marking out utterances, interlocutors demonstrate their attitudes and stance towards what they are saying. This markedness is accompanied by rhythm and different variations in pitch, duration and intonation.

Kelly (2000, 66–67) distinguished suprasegmental features into four categories: stress, word stress, sentence stress and intonation. Each of them is introduced in this order.

Oxford Living Dictionary defines stress as an "emphasis given to a particular syllable or word in speech, typically through a combination of relatively greater loudness, higher pitch, and longer duration."

With respect to word stress, a syllable in a word is not habitually accentuated with the same pitch or strength in an utterance. This can be explained by example words where word stress falls on different syllables: QUAlify, baNAna, understand. (Kelly 2000, 66) We can conclude that the syllables which bear stress emphasize their importance. There is also a syllable which is weaker than the prominent syllable, that is, secondary stress. (Hewings 2007, 141)

There are suffixes that shift the position of the prominent stress including word-class pairs. Since stress placement goes beyond this paper, study Peter Roach (1991).

Another feature which falls into a category of stress is so-called sentence stress. This notion bears on the most stressed syllable (tonic syllable) within a longer utterances. The tonic syllable carries more "volume" or "weight" than other expressions within a sentence. (Kelly 2000, 71)

There is another aspect falling into the category of suprasegmental features that is intonation which is also integral to sentence stress due to its further nuance given to a syllable L2 learners would like to place stress on. Intonation is a fundamental aspect of pronunciation that indicates interlocutors' emotions and their attitudes during the speech. (Kelly 2000, 86) In English, there are four types of intonation patterns: falling, rising and combination of both.

Hewings (2017, 84) underlines that falling intonation provides interlocutors with new information. Falling intonation occurs in information questions characterized by WH-words. Apart from the WH - words, statements and imperatives apply falling intonation (Kelly 2000, 89). For further classification of this intonation, study Hornová and Ježková (2012).

Secondly, rising intonation, as the word denotes, means that the pitch of voice is slightly raised towards the end of a sentence. There are some communicative types of sentences where rising intonation is common. This includes, questions tags showing interlocutors' uncertainty (Kelly 2000, 89) and YES/NO questions (Hornová, and Ježková 2005, 11).

According to Wells (2006, 217), a rise-fall intonation rises and then falls. This type of intonation is usually used for choices (Ježková, and Hornová 2005, 11) or lists of items (Kelly 2000, 89). For more extensive coverage of rise-fall intonation, study Wells (2006) and Roach (1991).

The very last pattern which closes patterns of pronunciation is fall-rise intonation where the pitch of the voice descends and thereafter rises usually within one word. The fall-rise intonation occurs when L2 learners are uncertain, hesitate or doubt about something or request something. (Roach 1991, 168)

Having a good command of lexis and grammar does not ensure interlocutors to understand and being understood by native or non-native speakers. Therefore, having knowledge about suprasegmental features can enhance communicability and intelligibility in verbal communication.

3.2   Speech function

Speech function falling into a category of core speaking skill. Goh and Burns define speech function as L2 learners' ability to "perform a precise communicative function or speech act" (2012, 59). There are several linguistic terms relating to speech function. Council of Europe (2001, 125) calls speech functions (this framework of reference uses a plural form of speech functions contrast to Goh and Burns) a functional competence. Whereas, Bachmann and Palmer term this function an illocutionary competence (1990, 90). Illocutionary competence is understood as L2 learners and interlocutors ability not only to express language but also to understand a message behind words.

Bachmann and Palmer (1990, 92) divided illocutionary competence into four macro-functions: ideational, manipulative, heuristic, and imaginative. By contrast, Council of Europe (2001, 125) defines the identical subcategories of speech function as micro-functions. These components of macro-functions are introduced respectively.

Ideational function is understood as L2 learners' experience of the real world. That is, exchanging pieces of information, expressing their feelings such as getting something of their chest or pouring out their heart to confident friends. (Halliday 1973, 20 in Bachman, and Palmer 1996, 92) Explanations, descriptions, and expressions of anger and sorrows are very good instances that are classified in this ideational function (Bachman and Palmer 1996, 69). Analogously, Council of Europe extends this branch for some more examples referring to "expressing and finding out attitudes" (2001, 126), that is, emotions.

The fundamental purpose of the manipulative functions is to "affect the world around us" (Bachman, and Palmer 1990, 93). This function includes another notion, the, instrumental function that is used to "get things done" (Bachman, and Palmer 1990, 93). Examples include suggestions, requests, warnings and commands (Bachmann, and Palmer 1996, 69). Council of Europe, however, uses a different notion that is, suasion. This function includes as stated in Bachman and Palmer (1996) requests, suggestions, warnings. Besides, asking for help, offers and invitations are included in Council of Europe (2001, 126).

Another subcategory falling into manipulative function is regulatory function. By employing this function, L2 learners manipulate, control or monitor the peoples' behaviour, and the world around us. Additionally, this function is applied in formulating or stating norms of behaviour, laws and rules. (Halliday 1973, 88 in Bachman, and Palmer 1990, 93)

The very last subcategory of manipulative function by Bachman and Palmer deals with is interactional function. By means of this function, L2 learners maintain, form, or change "interpersonal relationships" (1990, 93). Quintessential examples include apologies, compliments, greetings, insults (Bachman, and Palmer 1996, 70), comments of the weather, and inquiries about the state of health (Bachmann and Palmer 1990, 93). Council of Europe (2001, 126) extends the repertoire of socializing function such as toasting, leave-taking, attracting attention, greetings and so forth.

The heuristics language is commonly employed by L2 learners to learn, discover, solve problems, and broaden their horizons in many fields, commonly occurring either in a formal or informal settings (Bachmann, and Palmer 1996, 94). Council of Europe perceives the whole process of extending L2 learners knowledge as active "imparting and seeking factual information" (2001, 126). Examples of this function encompass identifying, correcting, reporting, and answering (2001, 126).

The very last category concerning function of illocutionary competence is imaginative functions. This function pertains the using of the target language for aesthetic and humorous purposes. Examples include creating metaphors, telling jokes, reading of literary works for enjoyment. (Bachman, and Palmer 1990, 94)

Speech function is one of the most important area of pragmatics that focuses on convening a desired language function. The function, however, applies until the intended meaning is deciphered by interlocutors of the speech. In my practical part, I chose Goh and Burns' model of speech function due to its appropriate realisation.

3.3 Interaction management

By interaction management is understood as regulation of discussions and conversations in the course of interactions (Goh, and Burns 2012, 59). The core of successful communication lies not only in expressing L2 learners' meaning across but they also have to develop their speech skills to smoothly manage and direct patterns of interaction.

Goffman claims that there is a set of universal constraints, universal irrespective of language, which "appears in all types of communication" (1976, in Hatch 2000, 6). Based on Goffman's (1976, in Betáková 2010, 27) distinction, there are two types of constraints: system constraints and ritual constraints.

System constraints consist of components which are necessary for all communication system. Goffman proposes eight components of system constraints which cover open and close signals,

backchannel signals, turnover signals, acoustically adequate and interpretable messages, bracket signals, nonparticipant constraints and preempt signals. Each component is introduced respectively.

There are ways in communication which show that a conversation is about to begin then begins, and ways that denotes that the end of a conversation is going to end and thereafter ends. The most common examples indicating open and close signals are: greeting sequences, how-are-you sequences and goodbyes. (Hatch 2000, 11–14) They fall into a category of adjacency pairs which are mutually depended (Yule 1996, 75).

Secondly, showing that L2 learners attentively listen when a message is getting through and being received during a conversation is realized by backchannel signals (Hatch, 2000, 14), e.g. by vocal indications (Yule 1996, 75) or non-verbal communication (Hatch 2000, 14). For further study, see Hatch (2000).

Thirdly, Goffman defines turnover signals "as means that indicate ending of a message and the taking-over of the sending role by the next speaker" (1976, in Betáková 2010, 28). The end of the turn is usually recognized by falling intonation, slowing of tempo, a place for an exchange in turns, and short pauses (Betáková 2010, 28). For further study, see Archer, Aijmer, and Wichmann (2012).

When a communication is to take place, a message has to be hearable and interpretable for interlocutors of a conversation. Hatch underlines "if messages are garbled, they must be repaired" (1992, in Betáková 2010, 29). "If they are not, the other parts of the communication system break down, and communication grinds to a halt" (Hatch 2000, 21).

The fifth Goffman social constraint is bracket signals. These signals are employed by L2 learners when they would like to speak about something which is not on-line and return to it later (Hatch 2000, 26).

Penultimate social constraint is called nonparticipant constraints that are characterized by joining non-violently to a conversation which has already started (Hatch 2000, 28).

The very last constraint Goffman integrated is preempt signals. According to Hatch (1992, in Betáková 2010, 31), these are means that induce that interlocutors wants to interrupt and bring an ongoing conversation to an end. For further study, see Hatch (2000).

In addition to the system constraints, there is another system called ritual constraints (Hatch 2000, 47). According to Hatch, "these constraints smooth social interaction and interact with the system constraints" (1992, in Betáková 2010, 32).

Receiving the same share of talk among interlocutors is highly valued therefore knowing when and how to initiate, keep and signal an end of a conversation is absolutely necessary in order to avoid chiming in a conversation, excessive overlaps that can naturally break the flow of speech altogether.

3.4 Discourse organization

The notion discourse is what L2 learners mean by producing a spoken text and what kind of communicative purpose lies beyond it (Widdowson 2007, 6–7). Not only Widdowson, but also Goh and Burns deal with the term discourse. They argue that discourse-organizing skills involve L2 learners' ability to organize coherence and cohesion in extended span of spoken texts, irrespective of diverse spoken genres, in compliance with sociocultural conventions (2012, 59).

Hatch (2000, 209) characterizes coherence as the way in which stretches of spoken texts are stick together as one unit. To make a spoken text cohesive, it is necessary to chain utterances together by means of cohesive markers (McCarthy 1991, 27) and deictic markers (Hatch 2000, 209).

There are two types of cohesive ties that display grammatical and lexical connections between turns in a speech.

The grammatical ties are categorized into four categories: reference, substitution, ellipsis and conjunction (Betáková 2010, 15). Each grammatical tie is introduced in this order.

Reference items refer to something to make a spoken text coherent. They include pronouns, demonstratives, definite article (McCarthy 1991, 35), and deictic markers e.g. anaphoric or cataphoric reference (McCarthy 1991, 35–36). For exhaustive explanation, see McCarthy (1991).

The second tie of grammatical cohesion is substitution. Contrary to reference, substitution does not refer to a concrete item, but to a class of items (Betáková 2010, 15). For exhaustive classification of proforms of substitution, study Hornová, and Ježková (2005).

The third main type of grammatical cohesion is ellipsis. Ellipsis indicates omission of elements which usually appear within a sentence or clause. These omitted elements are retrievable from

the discourse. (McCarthy 1991, 43) For exhaustive classification of ellipsis, see Hornová, and Ježková (2005).

The very last tie of grammatical cohesion is conjunction. The role of conjunction is to connect clauses together to make a spoken text coherent (Betáková 2010, 15). As classification of conjunctive relations goes beyond this paper, study McCarthy (1991).

Another means of maintaining coherence is realized through lexical ties. According to Halliday-Hassan model, there are two kinds of relations between vocabulary items: reiteration and collocation (McCarthy 1991, 65).

Reiteration is a form of lexical cohesion that is characterized by reformulating an item in a subsequent part of the discourse by either direct repetition or lexical relations such as hyponyms and synonyms (McCarthy 1991, 65) to strengthen spoken cohesion. Because reiteration goes beyond this paper, study Hatch (2000) and McCarthy (1991).

The very last lexical form of cohesion is collocation which relates parts of a text semantically together (Hatch 2000, 226). For further study, see Lipka (1992).

There is another means that contributes to discourse coherence, by means of discourse markers. There are plenty of terms which vary according to linguistic approaches (Coll-Urgelles Miriam 2012, 24). Since classification of discourse markers are very exhaustive, study Abaffy et al. (1988).

Intonation also plays a crucial role in spoken discourse because it contributes to the communication function of a message (see, chapter 3.1.2).

Goh and Burns (2012, 59) include into the category of discourse linguistic conventions either. According to Martin, they have a "distinctive goal-oriented staging structure" (2010, 25 in Goh, and Burns 2012, 116). It means that they have a framework whereby a speech is predictable and recognizable. Each of the genres have their own generic structures that contribute to coherence of discourse. All these genres are minutely described by Hatch Evelyn (2000).

Discourse management is a paramount feature for making a spoken text coherent and cohesive. Speaking without hesitation on a given topic and using a wide range of discourse markers and cohesive devices makes a spoken text relevant and direct.

4 Communication strategies

Communication strategies are used when L2 learners cope with difficulties encountered in communication due to insufficient linguistic and grammatical input. That is to say, L2 learners try to learners try to bridge the gap between the language knowledge of the target language when communicating with interlocutors. Consequently, they employ number of strategies to overcome anticipated difficulties to convey their desired meaning. (Cervantes, and Rodriguez 2012, 113–114) However, communication strategies do not only occur in a communication breakdown as Bachman and Palmer (1990, 101) suggest. They appear in all kinds of speech interactions. Thus, they are no longer perceived as compensation but as a skill.

Although, there are a lot of typologies pertaining communication strategies, my aim is to proceed from typology proposed by Goh and Burns. Communication strategies are distinguished as table 2 shows. Each of them will be introduced respectively.

Communication strategies	Specific strategies
a. Cognitive strategies Techniques to compensate for gaps in lexical knowledge and related linguistic problems.	• Paraphrase: Circumlocuting or describing an object, person, or event to get the meaning of a specific word across. • Approximation: Using an alternative term, e.g., squirrel for chipmunk • Formulaic expressions: Using language chunks, e.g., What I'm trying to say is… to buy processing time. • Message frames: Setting the global context for what is being described before attempting to describe it.
b. Metacognitive strategies Mental operations to regulate thinking and language during speaking.	• Planning: Preparing the contents and the form of the message. • Self-monitoring: Noticing one's language and message during message production. • Self-evaluation: Noticing one's language and message after message production.

c. Interactional strategies Social behaviors for negotiating meaning during interaction.	• Exemplification: Offering an example to make one's point clear. • Confirmation checks: Asking listeners whether they have understood the message. • Comprehension checks: Paraphrasing what is heard to confirm one's understanding • Repetition: Repeating all or part of what is said to check one's own understanding. • Clarification requests: Asking the speaker to explain a point further. • Repetition requests: Asking the speaker to give an example. • Exemplification requests: Asking the speaker to give an example. • Assistance appeal: Asking the listener for help with difficult words.

Table 2. Communication Strategies for Second Language Speaking (Goh, and Burns 2017, 66)

4.1 Cognitive strategies

By means of cognitive strategies L2 learners mentally manipulate pieces of information they intend to convey. However, it happens that there may be a massive attack of new lexical items L2 learners have not come into contact yet. Consequently, L2 learners are pressed for time and need to find a suitable expression to get their meaning across. (Goh, and Burns 2012, 64) This compensation of lack of knowledge of language can be realized by using specific cognitive strategies which include paraphrasing, approximation, formulaic expressions and message frames. These specific strategies serve as an aid for L2 learners to compensate their gaps in linguistic knowledge. (Goh, and Burns 2012, 66)

There is a number of subcategories falling into cognitive strategies (see, Bygate 1987) but in this paper, I will particularly follow Goh and Burns' schema of cognitive strategies and its subcategories mentioned in the first chapter.

4.1.1 Paraphrasing

When having difficulties in communication, L2 learners can employ paraphrasing. This specific strategy was minutely extended by Tarone (1980, 429 in Maleki 2010, 641). Rod (1995, 185) suggests that paraphrasing is applied when L2 learners search for alternative words they need to convey. This subcategory furthermore comprises of approximation, word-coinage and circumlocution (Maleki 2010, 641).

4.1.1.1   Approximation

Approximation strategy is the most frequently used subcategory among interlocutors of a discussion. If L2 learner can't recall a particular word, they can use an alternative term with the same semantics meaning to satisfy their interlocutors (Maleki 2010, 641).

4.1.1.2   Word-Coinage

Word-coinage falling into the subcategory of paraphrasing (Maleki 2010, 641). L2 learners can make up a new word, yet without knowing that the word may already exist, on the basis of their current knowledge of the language (Bygate 1987, 44). For example, "*gallery*" for "*picture place*" (Rod 1985, 185).

4.1.1.3   Circumlocution

The very last subcategory falling into the category of paraphrasing is circumlocution. Circumlocution is a way to use several not necessary words that describe the character of an item or action instead of stating it directly (Maleki 2010, 641). That includes "*you clean your teeth with it*" instead of saying "*a tooth brush*" (Fojkar 2005, 137).

4.1.2   Formulaic language

Formulaic language is one of another specific skill categorized into cognitive strategies. According to Thornbury (2006, 85), formulaic language is a linguistics term being fixed in a form operating as a one single unit. It consists of formulaic expressions such as idioms (catchphrases and sayings,), collocations, phrasal verbs, discourse markers (dealt in Discourse management), social formulae and sentence frames. Each formulaic expression is introduced in this order but only briefly.

Formulaic expressions are understood as prefabricated sequence of words and ready-made chunks, retrieved from memory, which contributing to native-like fluent production (Goh, and Burns 2012, 94).

These ready-made formulaic expressions are invariable and the meaning of individual elements cannot be translated word for word (Flavel, and Flavel 1994, 6). For detailed classification of idioms, study McCarthy and O´Dell (2010).

Catchphrases are lexical items originated usually in popular culture and spread via the mass media. Some popular expressions become a trademark of a character who uttered them (Katamba 2005, 172).

According to Collins English Dictionary, a saying is "a sentence that people often say and that gives advice or information about human life and experience." Examples of sayings are in studies of Dirk, and Cuyckens (2010).

Collocations are two or more words which frequently co-occur together (Burns, and Goh 2012, 125). McCarthy along with O´Dell (2010, 6) provide further explanation and an exhaustive classification of collocations.

Oxford Living Dictionary defines phrasal verb as "an idiomatic phrase consisting of a verb and another element, typically either an adverb, as in break down, or a preposition, for example see to, or a combination of both, such as look down on."

Phrasal verbs are considered equivalent to one lexical item. For instance, turn up can be replaced by one word – appear (Oltenau 2012, 1.7).

In Holistic Approach to Phrasal verbs, The Oxford English Grammar distinguishes minutely classification of phrasal verbs which, however, goes beyond the scope of this paper (1983, 145 in Oltenau, 2012). For further study, see McCarthy and O´Dell (2010).

Social formulae are conventional every day phrases used in certain situations. According to Aijmer, (1996 in Scott, and Slade 2006, 64) they encompass greetings, thanking, apologizing, requests and offers.

As Thornbury states sentence frames such as "Would you like a…?" or "The thing is…;" "What we're going to do" (2006, 85) are prefabricated sentences generally occurring at the outset of sentences (Corrigan et al. 2009, 380).

By employing formulaic language, L2 learners along with interlocutors buy some processing time when they draw their lexical items from their long-term memory and slot them into their speech. Additionally, formulaic expressions are of benefit to interlocutors in a way that they do not burden cognitive domain and alleviate the pressure when speaking in the target language. Which means that they have a facilitative function, enhancing fluency and smooth social relations.

4.1.3 Message frames

The very last specific skill falling into a category of cognitive strategies is message frames which are described as "setting the global context for what is being described before attempting to describe it" (Goh, and Burns 2012, 66).

Broadly speaking, communication strategies are exploited by interlocutors when they do not have a good command of language knowledge for accomplishing a communicative goal. Nevertheless, the communicative task can be implemented by means of achievement strategies in order to surmount lexical problems. Thus, these strategies can be summarized as a mutual attempt of two interlocutors to keep an oral interaction going.

4.2 Metacognitive strategies

When L2 learners do not want to be totally unprepared before participating in a spoken interaction, they can use metacognitive strategies which are based on managing speech production and thinking (Goh, and Burns 2012, 64). "Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning" (Livingston 2003, 1). Narrowly speaking, it is a conscious mental process in which L2 learners activate their current repertoire (acquired linguistics knowledge about cognition) and regulate their thinking during speaking.

Goh and Burns classify metacognitive strategies into three categories: planning, self-monitoring and self-evaluation (2012, 66). These strategies enable L2 learners to guide and direct their own learning process, reinforce what they have learnt and help them to become more autonomous, independent, selective, and self-evaluated (Mehrak, and Katal 2012, 75–76).

4.2.1 Self-assessment

Before a communicative task is to take place, L2 learners determine, identify and assess relevant criteria for realizing a communicative goal (Bachman, and Palmer 1996, 71). L2 learner need to consider several assessment components such as the characteristics of the given communicative task, its feasibility, and their topical and language knowledge, appropriateness and the correctness related to the given communicative task (Bachman, and Palmer 1990, 100–101). As soon as L2 learners thoroughly assess what is needed to be done, they switch to planning. After L2 learners process what is needed, they decide how to use these components to get their meaning across while conversing with interlocutors. They retrieve from their long-term memory relevant items which they intend to use during a conversation with respect to knowledge of language and discourse. (Bachman, and Palmer 1990, 101–102)

4.2.2 Planning

The planning components covers utilization of organizational competence comprising of grammatical competence, that is, acquired linguistics knowledge stored in long-term memory e.g. knowledge of morphology, syntax, vocabulary, phonology and graphology, and textual

competence involving knowledge of cohesion concerning semantic and logical connectedness of utterances within hierarchical structure. Another category falling into language competence is pragmatic competence –learners' ability to assess whether utterances are acceptable to other interlocutors. (Bachman, and Palmer 1990, 87–88) Pragmatic competence incorporates illocutionary competence that is what is meant beyond words such as request, warming or assertion (Bachman, and Palmer 1990, 87–90) and sociolinguistic competence which pertains knowledge of conventions, register, dialect, figure of speech, and cultural reference (Bachman, and Palmer 1996, 70).

4.2.3 Self-monitoring

As Burns and Goh (2012, 66) state, self-monitoring occurs in the process of speech production in which an L2 monitor and control their language to get their intended meaning across while having a conversation with interlocutors. The L2 learners can even monitor all aspects of the target language, supposing they have profound linguistics knowledge. According to Levelt, L2 learners do not bother to attend all anticipated problems probably due to their inattention or failure to detect the problematic item (1989, 463–467). So, it cannot be said that L2 learners pay equal attention to each aspect of the language. For instance, while having a conversation on the phone L2 learners may notice that the natural flow of speech is interrupted (Goh and Burns 2012, 64). For instance, by short pauses-editing expressions (e.g. er, I mean, that is, uh) (Levelt 1989, 459), choice of vocabulary-lexical errors or inappropriate level of formality-discourse (Levelt 1989, 461). It follows that the flow of the speech is considerably disrupted and the desirable interpretation is changed owing to detection of the unanticipated problematic issue.

4.2.4 Self-evaluation

According to Goh and Burns, self-evaluation means "noticing one's language and message after message production" (2012, 66). L2 learners judge and evaluate how well or poorly they have performed so far. Moreover, this phase enables L2 learners to identify their strengths and weaknesses which help them to turn their attention to aspects of language L2 learners contend with (Ministry for Education, Leisure and Sport 2007, 12–13). Which implies that L2 learners direct their learning process so that they eliminate their shortcomings in other communicative tasks.

Metacognition strategies are considered a "never-ending" process in which L2 learners have to activate their background knowledge from their long-term memory to accomplish a

communicative task. They have to repeatedly self-question, access and employ appropriate knowledge to bring the communicative task to a successful conclusion.

4.3 Interactional strategies

The very last communication strategy Goh and Burns introduce is interaction strategies which are particularly used when L2 learners negotiate a meaning with other interlocutors (2012, 65). Widdowson (in Bygate 1987, 29) states a different notion called 'convergence' that is based on the very same concept that is a quest to find mutual understanding of interlocutors to make themselves understood. There is a set of strategies that help interlocutors find alternative ways to get their meaning across: exemplification, confirmation checks, comprehension checks, repetition, clarification requests, repetition request, exemplification requests, and assistance appeal (Goh, and Burns 2012, 66). Each of them is introduced in this order.

Goh and Burns define exemplification as a "mean offering an example to make one's point clear" (2012, 66). The first aspect L2 learners need to consider is a choice of expressions they employ with regard to what interlocutors understand or know (Bygate 1987, 29). They can use synonyms, antonyms which are lexically and semantically related to a given communicative task (Kasper, and Kellerman 1997, 9).

Another strategy that can buy processing time is so called confirmation checks. This interactional adjustment is employed by L2 learner when they want to elicit if interlocutors have correctly comprehended or heard the previous utterances (Goh, Burns 2012, 66). Confirmation checks are answerable by expressions such as "mmhm" or "yes" which indicate that L2 learners have correctly comprehended the preceding interlocutors' utterance. Furthermore, they are accompanied by rising intonation indicating "Did you mean to say X."(Sicola 2009, 23) As good instances of confirmation checks can be demonstrated in the examples such as A: "I was really chuffed." B: "You were pleased?" A: "Yes" (Rod 2003, 71) or A: "I went to cinema." B: "The cinema?" (Rod 1985, 136).

Comprehension checks are used when L2 learners try to establish if interlocutors follow what L2 learners have said. E.g.: "It was raining cats and dogs. Do you follow?" (Rod 1985, 136).

Repetition is defined as "repeating all or part of what is said to check one's own understanding" (Goh, and Burns 2012, 66). For example, A: "I went to the cinema. B: Yeah. You went to the cinema." The learner B repeats the very same part of what the learner A said, without seeking further information (Rod 1985, 136).

Goh and Burn define clarification requests as "asking the speaker to explain a point further" (2012, 66). Another source such as Council of Europe states that L2 learners mastering the target language at the level B1 "can ask someone to clarify or elaborate what they have just said" (2001, 87).

Goh and Burns (2012, 66), according to their framework, characterize repetition requests as L2 leaners' need to ask interlocutors to say an utterance again. As instances of repetition requests can be illustrated as follows: "Could you said it again?" (Yule 1997, 82).

Penultimate adjustment strategy is exemplification requests, used when L2 learners ask interlocutors for examples (Goh, and Burns 2012, 66).

The very last interactional strategy is so called assistance appeal which is characterized by "asking the listener for help with difficult words" (Goh, Burns 2012, 66). It follows that assistance appeal arises when L2 learners run into a problem and request for an interlocutor´s help to get their desired lexical items across. Thus, it can prevent L2 learners from abandoning a message due to their shortage of linguistics competence.

In conclusion, interactional strategies are usually employed when negotiationg a meaning to hold an interaction together. These strategies are used in case of misunderstading to obtain some modified but comprehensible input. It is equally important to give a feedback to the other interlocutor to show that the L2 learners actively take part in a conversation.

5 Mobile learning

With the rapid growth of digital technologies and the Internet, the concept of learning and teaching have dramatically changed. There are many electronic sources and devices that make e-learning (see, Zounek, and Sudický 2012) accessible for all of us.

Mobile learning**,** also known as m-learning, according to O'Malley's et al. definition, is "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies (2003, in Sharples 2013, 6).

M-learning is an extraordinary since it is a flexible e-learning education that allows L2 learners to study the target language on-the-fly, anywhere and anytime by means of personal mobile devices even out of the walls of a classroom (Mehdipour, and Hamideh 2013, 93). On top of that, mobile learning is unique as it is personalized, authentic, and situated. Personalized learning refers to learning lessons optimized for L2 learners to meet their needs. Situated learning normally occurs during the activity and authentic learning means that tasks are constructed to reflect complex real-world problems. (Lave, and Wegner in Traxler 2007, 8) It follows that mobile learning is a real-time talking with instantaneous responding.

To sum up, mobile learning is an educational tool that chiefly focuses on on-demand learning, communication, collaboration and higher level of interaction with interlocutors and thus it helps L2 learners to break down boundaries in communication.

6 PRACTICAL PART

6.1 Aim of the pratical part

The aim of my practical part was to ascertain which aspects support the development of second language speaking competence. As mentioned in the introduction, I focus on two aspects which participate in the developing of second language speaking competence that is communication strategies including speech function.

Therefore my research questions are focused on:

1. Which communication strategies do L2 learners employ in the context of mobile learning?
2. Which speech functions do L2 learners use when speaking?
3. What are opportunities and limitation for learning the language by this innovative teaching method?

As it is seen from the questions laid above, I mainly focus on types of communicative strategies and speech functions which are ticked in my protocol papers and minutely discussed in data interpretation and in findings. Other specific skills constituting second language speaking competence are mentioned in the record papers too and discussed only marginally.

In the practical part, I initially introduce the methods I used for collecting data and I briefly outline which participants I chose for my research. Then I present the collected data recorded in my protocol papers which are further presented in interpretation of the research including my reflection as a language trainer. In the end, I reveal the findings of my research.

6.2 Methodology

The most suitable method I needed for collecting data for my classroom research was an alternative tool – protocol papers which are designed in a way that provides direct and reliable information about L2 learners' performances. Therefore, I created highly structured protocol (Dörnyei 2007, 179) sheets with explored specific aspects elaborated in my practical part.

Speaking of classroom research, this umbrella term concerns any study where the classroom is regarded as the main target for empirical investigations. Thus, the notion deals with any study where scheduled teaching and learning take place irrespective of teaching environment and physical place. It follows that mobile learning is a part of classroom research too. Since, with the outbreak and spreading of new information technologies, teaching and learning have become facilitated in education through modern devices (Nunan 2005 in Dörnyei 2007, 176).

Thus, mobile learning is considered a virtual classroom where empirical investigation is realized via portable devices.

A specialized company where my research was conducted provides English course via mobile devices. The concept is based upon conversing with L2 learners about real-life issues. This company offers flexibility, collaborative learning, higher engagement and a learning path. L2 learners are provided with new set of vocabulary, grammar, and are corrected during a conversation with language trainers. They are called daily during the week. The length of the call is approximately five minutes. Afterwards, they receive new set of vocabulary, grammatical cards via email and SMS including mistakes made by them during the call.

In the course of lessons, I as a language trainer had a role of a participant-observer (Dörnyei 2007, 179), where I actively participated in all lessons where I laid questions, helped on request or intervened if a breakdown in communication appeared when negotiate meanings. While listening to L2 learners' speech, I ticked specific skills were used by them. It is worth mentioning that I did not focus on frequency of these aspects but only on occurrences. All my protocol papers are further supported by recordings owing to precise capturing of reflections from all lessons which were filled right after every observation. I needed to record all performances because it was not in my competence to catch every aspect owing to the restriction of the amount of time available and my capability. Therefore, these recordings serve as an aid for recording aspects which appeared during performances.

6.3 Participants of the research

Since I work as a language trainer in this company, I had the opportunity to freely choose L2 learners for my empirical investigations. Therefore, I chose five learners with intermediate level largely because Council of Europe (2001, 26) states that an independent user at this level is able to understand familiar topics encountered in open space, is prepared to produce the language to deal with situations and shows the ability to describe, give reasons, explain and so forth. I called each client five times per week and I was observing and recording their performances on given topics, either focused on English for specific purposes or general English, according to their desired specialization.

7 INTERPRETATION OF THE RESEARCH, DISCUSSION

LEARNER: A

LESSON:1

TOPIC: ARGUING

Tutor's reflection

During the lesson, the L2 learner in most cases relied on my knowledge which means that I held the post of intermediary of information. Frequently, I had to simplify laid questions to get more information about the task in consideration of her lexical knowledge including providing explanation of ambiguous words when negotiating the meaning. The topic was highly demanding both for me and especially for the L2 learner because of her insufficient knowledge of the target language. Despite having difficulties, the discourse on the topic was coherent and cohesive. As for grammatical knowledge, she did not notice some elementary mistakes (e.g. missing -s in the singular third form of verbs, singularity vs. plurality of nouns) which I would not expect on her level. Yet, I had no problems understanding her speech including pronunciation. From my point of view, the topic arguing was not relevant to this learner due to lack of language resources. On the other hand, she did her best to cope with the given task.

Communication strategies

The L2 learner used paraphrasing, namely its subcategory approximation, formulaic expressions such as social formulas, sentence frames, phrasal verbs, collocation, and an idiom.

As for planning, she slowly processed linguistics resources about a given communicative task thus it took her a while to convey her message.

During self-monitoring process, she self-corrected a phrasal verb.

After laying the main question and other additional questions, she had major difficulties with understanding the posed questions. Consequently, she used interactional strategies, namely asked for exemplification, confirmation checks, repetition, clarification requests, and asked for assistance appeal.

Speech function

The L2 learner used the ability to request for help, clarification and assistance, furthermore explained reasons, was giving opinions and describing when speaking.

LEARNER: A

LESSON: 2

TOPIC: RECENT PHYSICAL ACHIEVEMENTS

Tutor's reflection

I consider this lesson extremely challenging because I spared no effort to maximize my knowledge about the given communicative task because the L2 learner "groped in the dark" a little thus I had to provide more examples to expound the topic including modification of questions because she had grave difficulties in comprehending laid questions. For that reason, the lesson was predominantly led in the spirit of assistance of appeal. I think that I met the challenge successfully because she promptly grasped this topic after my explanation and was speaking mainly about one of the physical achievements. Concerning grammar and pronunciation, she spoke with reasonable accuracy, but disregarded some mistakes (e.g. missing -s in the singular third form of verbs, singularity x plurality of nouns), mispronounced a few individuals sounds. As for discourse, her interpretation was less coherent. In spite of all difficulties, it did not have any significant influence over my understanding of her speech. I consider this topic incredibly difficult for someone who does not have any general knowledge of it and thus also irrelevant and ill-considered.

Communication strategies

As the protocol 2 shows, formulaic expressions such as social formulas, sentence frames, phrasal verbs and collocation were uttered by the L2 learner during her speech.

As for planning, the L2 learner had problems to express her thoughts due to lack of linguistic knowledge. Therefore, pausing appeared. But shortly after the flow of speech was set in motion.

Her speech also contained a sign of self-monitoring process when she fumbled for the right word. She uttered a phrasal verb, but with assistance of appeal. Nevertheless, being provided feedback, the word she intended to say was originally a different phrasal verb, but she could not recall it.

Interactional strategies prevailed during her speech. Particularly, when negotiating the meanings she used exemplification, confirmation checks, repetition, clarification request of the main question, and assistance appeal.

Speech function

As for speech function, the L2 learner used the ability to request for help, clarification and assistance when responding to laid questions, she was explaining processes, giving opinions, and describing.

LEARNER: A

LESSON: 3

TOPIC: BEHAVIOUR

Tutor's reflection

I must state that the topic itself was not so tough in comparison to lesson two, but yet she did not expand on the topic much owing to not knowing what to say which resulted in long pauses and uncertainty in her speech. As a consequence, I had to cooperate with the L2 learner more. Particularly, I provided her with the right choice of words which suited into contexts because she approximated a lot and thus the discourse did not make any sense from time to time. Yet, her thoughts were linked by discourse markers. During her speech, she exactly knew when to take her turns when I posed them**.** Pronunciation of this learner was intelligible. Despite a few grammatical mistakes (e.g. missing -s in the singular third form of verbs, singularity x plurality of nouns, wrong prepositions), I had no considerable problems with understanding.

Communication strategies

As for cognitive strategies, the L2 learner used formulaic expressions such social formulas and phrasal verbs. Besides that, she paraphrased words to approximate them to appropriate words, but all with the help of assistance.

After laying the main question, the learner got stuck from time to time because of not knowing what to express. Therefore, planning of what to say took quite a long time to complete the communicative tasks properly.

Her speech also contained a sign of self-monitoring process when she self-corrected concord of subject and verb.

While discussing the topic, she employed a strategy called exemplification, when eliciting whether she correctly comprehended the laid question she employed confirmation checks, and asked for assistance appeal.

Speech function

Regarding speech function, the L2 learner used the ability to request for help, clarrification and assitance, expressed thanks, she was explaining reasons for her answers to the posed questions, gave opinions and used description function.

LEARNER: A

LESSON: 4

TOPIC: YOUTH AND OLD AGE

Tutor's reflection

In the course of the lesson, I frequently had to alter questions, especially one which was longer and complex and it was absolutely necessary to provide her explanation and exemplification to help her grasp the meaning. I tried to choose such vocabulary and grammar aspects which were in accordance with her lexical and grammatical knowledge to prevent her from abandoning the message. During her speech, she did not take notice of one of the most repeated mistake that is the missing -s in the singular third form of verbs. As for pronunciation, she did not have any great difficulties with it. Therefore, I had no problem with understanding of her speech. The thoughts were coherent and chained by linking words. From my point of view, the topic itself was not "a tall task" for her contrast to previous two lessons because she knew what to say, however, it took her a little while to express her thoughts.

Communication strategies

In the course of her speech, she did use formulaic expressions such as social formulas and phrasal verbs. Apart from that, she employed paraphrasing in order to approximate a word because she did not know an appropriate expression.

Considering planning, it took her a little while to have a think about the main topic and its additional questions in order to express her thoughts appropriately. For that reason, her speech was sometimes accompanied by short pauses and uncertainty.

Interactional strategies prevailed during her speech as well. After posing the main and additional questions, she asked for exemplification, provided examples, elicited her understanding by confirmation checks, used repetition, clarification requests, and asked for assitance appeal.

Speech function

Regarding speech function, she particularly requested for help, clarification and assistance, gave opinions on the laid questions and described when speaking.

LEARNER: A

LESSON: 5

TOPIC: ENCOURAGEMENT

Tutor's reflection

This lesson did not differ from all previous lessons. I held the post of intermediary of information again. Especially, I had to explain the word encouragement by an example to help her grasp the discuss topic to "shed light on" it so as to make her get talking more. Therefore, I focused on questions which were personally relative. I must say that the last L2 learner's lesson was sometimes not coherent and lacked purpose because her flows of thoughts were not appropriately completed or she mumbled (was not acoustically hearable) therefore I missed the point of her message. Regarding pronunciation, I did not note any mistakes just as in grammar. Cohesion was maintained by linguistic devices. I found the topic encouragement quite demanding because it resulted in incomprehensible speech. Thus, her answers sometimes lacked a degree of coherence.

Communication strategies

As seen from protocol paper 5, the L2 learner used formulaic expressions such as social formulas and phrasal verbs.

As for planning what to convey, it took her a little while to process encyclopedic knowledge about the given communicative task. Consequently, the speech was accompanied by vocal indications "uh eeh uh" and slow pace.

The very first problem occurring at the onset was not comprehending the topic of the lesson. Therefore, she requested for exemplification, used confirmation checks to make sure whether she elicited previously uttered expression, including assitance appeal.

Speech function

Considering speech function and the specific skills, the L2 learner especially employed specific skills such as requesting for help and clarification, she used the ability to give opinions and besides that she used the ability to describe.

LEARNER: B

LESSON:1

TOPIC: JOB SATISFACTION

Tutor's reflection

The performance of this L2 learner was without any great difficulties. I served as an assistance only once when she was not exactly sure about one expression. In the course of the lesson, it seemed to me that I was rather a 3rd person who was listening to her speech and just waiting if she needed some help. Thus, I did not have to excessively burden my cognitive knowledge except for a few cases where I had to correct one sentence and a few words when providing feedback. There was no need to intervene in her performance and lay further questions to get more information. Once, I had to deduce what she meant as she omitted a lexical verb and once mixed grammatical tenses (e.g. past simple and present simple) which did not suit into the context when describing events happening in the past. In spite of these minor shortcomings, I had no problem to comprehend her message. This learner had good control of vocabulary, but some mistakes occurred regarding pronunciation. Thus, in this case her speech was incomprehensible for me. Regarding the topic, she had a lot to say about it because she is workaholic and enthusiastic about her work.

Communication strategies

In the course of the lesson, the L2 learner employed approximation and prefabricated expressions such as social formulas. Besides that, she appropriately used phrasal verbs which perfectly suited into the given context.

Her speech also showed signs of metacognitive strategies, namely planning. She had no difficulties in comprehending all laid tasks thus there was absence of pausing or hesitation.

As for self-monitoring process, she self-corrected a preposition.

Interactional strategies did not prevail during her speech. She used exemplification, confirmation checks because of a weak cell phone signal and once she requested for assistance appeal.

Speech function

As for speech function and its specific skills, she used the ability to request for clarification and assistance, explained reasons and processes, gave opinions, and was describing when speaking.

LEARNER: B

LESSON: 2

TOPIC: SOCIALIZING

Tutor's reflection

The course of the lesson was slightly cognitively demanding for me because I sometimes had problems with comprehension of her speech. A few of the L2 learner's thoughts were a little confusing and incoherent due to mixture of tenses (past simple vs. present simple tenses), wrong usage of passive and active verb forms, mispronounced individual sounds, and word with a wrong prefix e.g. "nesuccessful." Once, she omitted a lexical verb, thus I had to deduce what she meant. All these enumerated aspects had a major impact on my grasping of her speech. On the other hand, I knew what was on her mind. Her speaking was fluent without any hesitations. A few times, I had to help her with some unfamiliar words. The topic itself was not hard for the L2 learner because she had a lot to say due to the fact that she works as a manager and leads her team.

Communication strategies

As it is ticked in a reflection paper 2, the L2 learner used the ability to paraphrase a few words (approximation). Apart from that, she used prefabricated words such as social formulas, sentence frames, and phrasal verbs.

Considering planning what to express, she quite readily responded to my posed questions without any hesitations or uncertainty because this topic suited her due to her specialization at work.

There was also a sign of metacognitive strategies namely self-monitoring process when she self-corrected the 3rd person singular form of the verb. However, she did not pay equal attention to other grammatical aspects including pronunciation. Even though, she managed her fluent speaking without difficulty, she was not able to multitask that is self-correct in the context and notice her own mistakes which occurred extensively.

Regarding interactional strategies, she had no grave difficulties in comprehending all laid questions. Only a few times, she cooperated with me namely when she was unsure about unfamiliar words, therefore she asked for clarification, including assistance appeal, used confirmation checks when she needed to elicit if she correctly comprehended pronounced utterances and employed a strategy called exemplification.

Speech function

Considering speech function and its specific skills, the L2 learner used the ability to request for help, assistance and clarification, expressed thanks, explain reasons and processes, give subjective opinions on laid questions and used description function.

LEARNER: B

LESSON: 3

TOPIC: LOW-BUDGET AIRLINES

Tutor's reflection

During the lesson, I had to concentrate mainly on her flow of thoughts because a few of them were incoherent, e.g. missing a lexical verb, confusion of personal pronouns (it instead of I) and approximation. Nevertheless, I knew what she was trying to express. Back to discourse, her expressions were correctly chained by linking words. As for pronunciation, her speech was intelligible, but occasional mispronunciation of individual sounds occurred. She was speaking with reasonable accuracy, but some mistakes occurred, e.g. missing –s in the singular third form of verbs. Considering interaction management, she used suitable phrases to initiate and end her speech. All these named shortcomings had a minimal impact on my understanding. I deem this topic low-budged airlines not demanding because she uses this services each time so she spoke from experience.

Communication strategies

Firstly, specific strategies falling into the category of communication strategies which the learner used were approximation of a few expressions, social formulas, sentence frames.

As for planning, she had no problems with planning what to say. Thus her expressing of thoughts was without any vocal indications.

There were signs of metacognitive strategies, namely self-monitoring process when she manipulated her cognitive knowledge. In this case, she self-corrected a preposition and a verb form. However, she did not notice other mistakes considering pronunciation (individual sounds) and grammar e.g. missing of the 3rd person singular form of the verbs.

The only interactional strategies which the learner used was the ability to provide exemplification and when eliciting the posed question, she used confirmation checks.

Speech function

The L2 learner used the ability to express complaints, explained the reasons, gave opinions and described.

LEARNER: B

LESSON: 4

TOPIC: BEAUTY AND PHYSICAL ATTRACTIVENESS

Tutor's reflection

From my perspective, this lesson went without severe difficulties. I served as a mediator of linguistic knowledge when she was in need of help. Particularly, when she was not sure about the right choice of expressions e.g. household chores, a nephew. From time to time, I exemplified posed questions when she could not get the point. I found this lesson the least problematic in contrast to previous lessons. Naturally, there were some weak points such as wrongly used the suffix - ness for the suffix -hood, wrong usage of construction let something done instead of get something done etc. Her thoughts followed a correct logical order and were logically linked together. Her pronunciation was clearly intelligible except for one mispronounced individual sound. All these shortcomings had a negligible impact on my understanding of her speech. Regarding the topic, I found this topic relevant because she had no difficulties to speak about it because this topic is rather female-dominated.

Communication strategies

Regarding cognitive strategies, the L2 learner used approximation and circumlocution and formulaic expressions such as social formulas and sentence phrases.

As for planning, the L2 learner once paused and started to think what to say about a laid question. Nevertheless, she responded to the rest of the posed questions immediately without any further mediation.

There were also sights of metacognitive strategies namely during self-monitoring process when she showed her ability to self-correct her mistakes. Thus, this learner properly anchored learnt grammar concerning present simple versus past simple and adjectives ending in -ed and -ing and double genitive.

When negotiating the meanings, she provided exemplification, when comprehending the laid questions she used confirmation checks, she checked her own understanding by repetition, used the ability to ask for clarification, and in need of help she requested assistance appeal.

Speech function

The speech function employed by the L2 learner were requests for help, assistance and clarification, she expressed agreement, explained reasons, gave opinions, and used the ability to describe.

LEARNER: B

LESSON: 5

TOPIC : BIRTHDAY

Tutor's reflection

The very last lesson was slightly more cognitively demanding for me because the learner often asked me for appeal of assistance due to void of lexical knowledge, in particular when negotiation the meaning. At the outset, the first problem occurred after posing the main question where I had to exemplify an expression like-minded. Even though the L2 learner in detail extended her thoughts and had a lot to say about this topic, she made a few mistakes particularly in grammar e.g. using passive tense instead of present simple, a lexical verb for an auxiliary verb. Her pronunciation was clearly intelligible with one exception she mispronounced one individual sound. Her flow of thoughts followed a certain logical order but in one case her speech was incoherent. Yet, I comprehended what she would like to get across. On the other hand, she spoke fluently and knew when to take her turns. As for the topic, I must state that the learner's speech was rich in context, but on the other hand some mistakes still occurred, see above.

Communication strategies

Considering cognitive strategies, the L2 learner used paraphrasing - approximation and circumlocution. Moreover, formulaic expressions such as social formulas and idioms.

There were also signals of planning, where the learner paused from time to time, but just for a second, to think over her cognitive and encyclopedic knowledge needed for completing the given communicative task.

As for metacognitive strategies, she unfortunately failed to notice any mistakes which occurred particularly in grammar.

Interactional strategies mostly emerged when the L2 learner used the ability to exemplify her context by providing examples, she elicited her understanding by confirmation checks, the learner asked for clarification request and assistance appeal when negotiation meanings.

Speech function

The L2 learner used the ability to request for help, clarification and assistance, express agreement, explain reasons, give opinions and describe.

LEARNER: C

LESSON: 1

TOPIC: CHILDHOOD

Tutor's reflection

At the onset of her speech, I was a little disconcerted by her answer as it was not pertinent to the laid question. Not only misinterpretation but also wrongly constructed sentences made her speech to some extent slightly incomprehensible for me, e.g. wrong using of active and passive voice, wrong concord of nouns and verbs and so forth. Nevertheless, I knew where she was heading. Considering pronunciation, occasional mispronunciations occurred, e.g. word stress. As for discourse, sequences of her thoughts were perfectly linked with discourse markers. However, sometimes it took her a while to convey a message so as to be meaningful. In spite of these named shortcomings, I think that this learner contended with this topic successfully because she had a lot to say, but major errors occurred in her speech, see above.

Communication strategies

Firstly, as it is evident from observation paper 1, the L2 learner used paraphrasing namely approximation. Besides that, she used formulaic expression such as social formulas – adjacency pairs.

There were also evident signs of planning to successfully complete a communicative task. The course of planning was accompanied by longer pauses and vocal indications due to slow processing of linguistic resources needed for completing the communicative task.

Considering metacognitive strategies, she mentally manipulated pieces of information being conveyed. Thus, this process was a proof that she correctly learnt one of the important linguistic resource (e.g. past simplex vs. past participle). On the other hand, she did not pay equal attention to all mistakes and thus failed to self-correct them.

Interactional strategies occurred in the speech interaction when the L2 learner used the ability to exemplify her context by providing examples, confirmed her understanding by confirmation checks and checked her own understanding by repetition. On top of that, she also used the ability to request for assistance appeal.

Speech function

The L2 learner showed the ability to request for help and assistance, explain reasons, and mostly used the descriptive function.

LEARNER: C

LESSON: 2

TOPIC: JOB INTERVIEW

Tutor's reflection

In the course of the lesson, I sometimes had particular difficulties in comprehending her speech, owing to inappropriate expressions (approximation). Thus, her speech was from time to time somewhat cognitively demanding for me, but not all the time. As for pronunciation, she sometimes mispronounced word stress. Yet, I had no problem with understanding the incorrectly pronounced words. Considering discourse, her thoughts were properly chained by discourse markers. When posing questions, she exactly knew when to take her turns and when to begin maintain and end her speech. I think that the topic itself was not demanding for this learner because she responded to all laid questions, albeit one linear sequence of thoughts lacking sense – coherence.

Communication strategies

The L2 learner during her speech used paraphrasing, namely approximation in particular. Besides that, she used social formulas.

As for planning, her performance was a couple of times accompanied by vocal indications when she pondered over a laid question.

Unfortunately, she did not notice any mistakes in grammatical and lexical knowledge. In spite of the fact that she made plenty of mistakes e.g. demonstrative pronouns (these x those).

Fourthly, she used the ability to provide examples, showing her ability to use confirmation checks when negotiating the meaning, and in need of help she requested for assistance of appeal. All these mentioned strategies facilitated to manage the communication.

Speech function

Regarding speech function, the L2 learner requested for help, clarification and assistance, expressed thanks, explained reasons, gave opinions, and used descriptive function, when answering to the laid questions.

LEARNER: C

LESSON: 3

TOPIC: ADVENTURE

Tutor's reflection

I hold the view that this learner was sometimes not able to bring her thoughts to a successful conclusion due to void of linguistic resources. For that reason, her speech was a few times noticeably slow and distinguished by uncertainty. Therefore, she sometimes stopped or it took her a while to construct a meaningful message. As a consequence, to make her speech comprehensible, I had to help her to make her discourse more understandable with respect to her knowledge of the target language when negotiation the meanings. Yet, she chained her flow of thoughts with appropriate discourse markers. As for grammar, she two times omitted lexical verbs or used not semantically right words (approximation) or guessed. On the other hand, she did not have any problem with pronunciation. I had to sometimes contend with her language due to mentioned shortcomings, but on the other hand, I knew what was on her mind. Regarding the topic, I would say that at the onset, she was not sure what to speak about, but after laying other additional questions her speech set into motion and she spoke more.

Communication strategies

Considering cognitive strategies and the specific skills, this learner used paraphrasing – approximation. Besides that, she used formulaic expression such as social formulas.

Secondly, the questions having been laid, it took her a while to plan what kinds of linguistic resources she needed for communication. Thus, as mentioned above, exclamation e.g. "hmm" emerged during her speech.

Thirdly, there was one sign of metacognitive strategy, when she was using mental operations for regulating her speech.

As for interactional strategies, the L2 learner used exemplification, confirmation checks and asked for assistance appeal in order to negotiate meanings.

Speech function

When the main and additional questions have been posed, the L2 learner used request for help and assistance, explained reasons, gave opinions and mostly described.

LEARNER: C

LESSON: 4

TOPIC: ARTIST

Tutor's reflection

From my perspective, this lesson was not contextually rich in thoughts because she did not know too much information about her favorite artists, therefore her answers to laid questions were sometimes very short. Consequently, owing to not knowing what to say, her pace of speech was fairly slow. As for grammar, I noticed a few mistakes, e.g. wrong using of -ed and -ing participle adjectives, missing -s in the singular third form of verbs, and wrong form of present perfect, which made the sentence grammatically incorrect. Regarding pronunciation, she did not mispronounce any individual sounds. As for her discourse, I comprehended her flow of thoughts without any difficulties. The topic itself was not entirely suitable for her since she did not know too much about her artist. On the other hand, she responded to all questions and tried to cope with this topic.

Communication strategies

Firstly, as for cognitive strategies, this learner used paraphrasing namely approximation and ready-made-chunk such as social formulas.

Secondly, while planning what to say, her speech was accompanied by vocal indications (e.g. "hmm", pauses) because of slow processing of which linguistic resources to use to complete the given communicative task.

Thirdly, there was the only sight of metacognitive strategy as in the previous lesson, when she correctly used mental operations for regulating her speech. Which implies that she correctly learnt when to use past simple.

As for interactional strategies, the L2 learner used the ability to provide examples, when grasping the questions, she used confirmation checks and repetition to check her own understanding. Besides that, she asked for assistance appeal.

Speech function

When answering to the given questions, the L2 learner showed the ability to request for clarification, gave opinions and used descriptive function.

LEARNER: C

LESSON:5

TOPIC: ROBERRY

Tutor's reflection

The very last lesson of this learner was a little bit demanding for me. Above all, I had to once extensively employ my cognitive knowledge because of mixture of tenses (present perfect instead of past simple tense) which did not suit into contexts when the L2 learner were describing sequences of events that happened in the past. On top of that, she deviated from the very first posed question. In a certain sense, her respond concerned the main topic but not the laid sub-question. While planning what to express she sometimes paused to accurately assess linguistic resources to complete a communicative task. Due to wrong vocabulary (approximation), her discourse did not make any sense from time to time. Nevertheless, she used appropriate discourse markers to connect her thoughts. The students' pronunciation was comprehensible and intelligible. When I was laying questions, it is appropriate to say that she knew when to take her turns. Considering the topic robbery, I think that this learner tried very hard to complete the communication tasks yet she had problems with linguistic resources.

Communication strategies

Firstly, during the speech, this learner used paraphrasing namely approximation. Besides that, she replied to my greeting appropriatelly by using social formulas.

Considering planning what to express, the L2 learner paused from time to time to consider which linguistic resourses use to accomplish the communicative task.

Thirdly, she did not pay any attetion to her mistakes and rather concentrated on the context.

Regarding another aspects, falling into interactional strategies, which this learner used were the ability to exemplify her context by providing examples, to make sure whether she elicited the task she used confirmation checks, repetition, asked for clarrification request and assitance appeal.

Speech function

The L2 learning during her speech requested for help, clarrification and assistance, used the ability to give opinons and describe.

8   FINDINGS OF PRACTICAL PART

In this part, the findings of my investigation are revealed. Each paragraph represents advantages or as the case may be potential disadvantages of mobile learning.

Firstly, one of the advantages which mobile learning offers is evoking incentives to accomplish given communicative tasks when negotiating meanings as L2 learners were obliged to actively participate in all lessons to get their meaning across. Therefore, they used as many knowledge competences as possible to overcome breakdowns in their speech. When a communication breakdown occurred, they did not yield to abandon the message, they strived for bringing their thoughts to a successful conclusion. The L2 learners did not have a tendency to change topics because there was no way how avoid answering the questions. Therefore, they had to contend with given communicative tasks through communicative strategies which help the learners to deal with constraints in communication. Therefore, it can be said that mobile learning embodies a kind of "power of cohesion" where the L2 learners had to cope with complex communicative problems to make themselves clear. The negotiation of meanings solved via other strategic components which are debated below.

While speaking, the L2 learners sometimes had problems to get their intended meanings across due to gaps in their lexical and grammatical knowledge. Therefore, all of them employed effective techniques to surmount these shortcomings in their speech when negotiating the meanings. That was realized predominantly by employing approximation and to a smaller extent circumlocution. On top of that, they used well-learnt phrases properly without burdening their cognitive domain and thus they could contemplate more about other linguistics resources needed for the tasks. Thus, mobile learning strengthens the L2 learners' capacity to use their current linguistic knowledge. However, the most the most significant thing is that they are able to express themselves using other suitable means to get their meaning across which facilitates to complete the indented, but modified meaning.

During the lessons, the L2 learners had a very tiny time to assess, determine and identify which linguistic resources to use to successfully achieve given communicative tasks. After assessing what is needed, they proceed to another step – planning. Some of them were nimble to answer to the laid questions because of sufficient language knowledge and relevancy of the topics. On the other hand, there were learners who contended with tasks due to void of linguistics resources and irrelevant topics. Therefore, in the course of their performances, the pace of their speech was relatively slow and the utterances were accompanied by vocal indications showing

uncertainty and hesitation. Consequently, they had to once more determine what needed to be done to meet cognitive goal of the task. This can be perceived as a weak point in learning the language via this method as the time for discussion is limited. But, on the other hand, the L2 learners had to bring out the best in them and finish the task successfully with as many means as possible.

There were also learners who mentally manipulated pieces of information they intended to convey and thus noticed their own mistakes during their own speech. Naturally, the learners did not always note the very same mistakes each lesson owing to either deep concentration on demanding topics or failed to notice any mistake at all. On the other hand, if they did not notice mistakes, they were corrected during their speech and thus they could acquire and reinforce the correct forms of particular problematic grammatical or lexical aspects too.

When facing a breakdown in communication during interactional tasks, the negotiation of meaning was realized through interaction strategies in order to keep the discussion going. Therefore, the learners showed the ability to use learnt formulaic expressions appropriately, e.g. sentence frames to ask the language trainer for help where their lack of linguistic resources was compensated by providing alternative ways. Equally important, they were still engaged in interaction with the language trainer. Consequently, they had to modify their intended meaning, but the modification facilitated getting their meaning across. It follows that mobile learning enables the learners to acquire the ability to closely cooperate with the interlocutor in order to bring the communicative task to a successful end and thus it prevents them from abandoning the message.

The L2 learners used speech to perform particular speech acts to get things done. Speech functions were used by the learners when particular speech acts were required, depending mainly on the contexts of interaction and purposes their speech was supposed to fulfil. Thus, the choice of the speech functions differed. There were lots of functions that the leaners employed to successfully accomplish given communicative tasks with appropriate intended functions. They showed the ability to for example request for help, assistance, explained reasons, process, gave opinions, and described events, people, mood, and so forth. Thus, we can conclude that this type of learning enables the learners to acquire speech functions and develop these pragmatic skills and properly used them in all kinds of communications so as to convey their intended meanings along with required proper functions. On the one hand, there were speech functions which were excessively used by the L2 learners, e.g. describing (mood, setting, and events), expressing (opinions, reasons, etc.), requesting (help, assistance,

clarification), but on the other hand, some of them were rarely (e.g. thank) or not well-nigh used, such as expressing (regret, disagreement, good wishes, etc.), and offering (advice, condolences, suggestions, alternatives, etc.). It follows that these speech functions were not developed at all because of the nature of given communicative tasks.

Core speaking skills such as pronunciation, interactional and discourse management were not placed such emphasis on, therefore they are of peripheral importance in the practical part. Nevertheless, mobile learning offers a space for development of these aspects of second language speaking competence which are mentioned only marginally.

Speaking of the topics, some of them were relevant and quite easy to speak about, e.g. childhood, artist, arguing etc., but there were also wholly irrelevant and ill-considered topics which were "the great unknown" for the learners, particularly recent physical achievements, youth and old age, and behaviour. As a consequence, the L2 learners sometimes said little, but they spared no effort to convey at least something or had a think about it because, in the opposite case, the lesson did not take place. As a result, interactional strategies prevailed during the lessons, but not only in these cases (e.g. lack of linguistics resources etc.). On one hand, these irrelevant topics can be considered the main drawbacks of the method, but on the other hand, conquering these difficulties can be perceived as an advantage because the L2 learners managed to overcome these communicative problems. It is worth noticing that these topics were randomly generated by the system, thus they were not known until lessons started.

Lastly, as aforementioned in the introduction of methodology of the thesis, I participated in all lessons where I interacted with students in order for them to make themselves understood in discussions with myself. Thus, I played a crucial and leading role in the course of each lesson where I held the post of intermediary of information, laid the main and additional questions, closely cooperated with the L2 learners, negotiated the meanings, modified, altered and optimized questions when they had very little to say so as to help them to surmount communication problems during their speech. Moreover, I intensively endeavoured to engage the learners as much as possible so that they would be fully exposed to the target language. As evident from all tutor's reflections in the section 7, I as the language tutor had to deal with their speech from time to time because of void linguistic and grammatical knowledge of the target language which resulted in high interaction between the learners and me.

9 CONCLUSION

As aforementioned in the assignment of the bachelor paper, the purpose of this research is to identify which opportunities and limitations this format mobile learning represents. In my practical part, I mentioned that my research focuses on developing of second language speaking competence in mobile learning, paying special attention to two components such as communicative strategies and speech functions.

The findings in the thesis show that mobile learning enables the L2 learners to develop their second language speaking competence via a wide range of speech functions and communicative strategies which substantially facilitated communication and thus enable to achieve given communication tasks. It follows that when encountering communication breakdowns, they compensated their lack of adequate knowledge of the language by means of particular communicative strategies e.g. cognitive, metacognitive and interactional strategies, which were applied to successfully accomplish all kinds of communicative tasks. Consequently, by exploring alternative ways to keep the communication going rather than abandon it, the L2 learners were indirectly provided more exposure to the target language in order to express themselves in different ways so as to bring their modified ideas or thoughts to a successful conclusion and thus were able to fruitfully bridge the gaps in communication. On top of that, in the real life, the learners cannot be always prepared for given situations in advance and by practicing how to get their meaning across, they will become accustomed to surmounting communication problems. It follows that mobile learning indisputably gives a space to the learners to use and practise as many communicative strategies as possible to effectively finish their cognitive goals.

The findings of my empirical investigation also revealed the fact that mobile learning brings benefit to the L2 learners in a way that they can reinforce their cognitive knowledge and put it into practice. It means that mobile learning represents another opportunity for learning the target language the crucial thing being, that the learners can practice the linguistics resources learnt and put them into practice, and equally important, they are not only dependent on some grammatical and lexical exercises where these aspects are usually forgotten due to lack of practice. Of course, the learners did not always notice their own mistakes but they had a chance to regulate their learning process.

Mobile learning also enables the learners to practice all different kinds of basic speech functions which are related to pragmatic competence. By mobile learning, the learners had plenty of

opportunities to use speech functions when interacting and negotiating with the language trainer in order to convey their messages with appropriate and desired language functions in different contexts.

Although, the subject of the research was communication strategies and speech functions, the learners had other opportunities to improve second language speaking competence, e.g. pronunciation, interactional management and discourse.

In conclusion, the company, where my research was carried out, has many opportunities for learning, practicing and honing the second language speaking competence. On the other hand, the only limitation I found as ill-conceived were topics which were sometimes irrelevant. Therefore, I assume that the choice of topics should be paid more attention. Nevertheless, the learners had to cope with all tasks whereby communicative strategies which facilitated to accomplish communicative goals.

10 RESUMÉ

Tato bakalářská práce se zabývá rozvojem mluvení ve výuce anglického jazyka prostřednictvím mobilního učení. Cílem práce je zjistit, jaké příležitosti a limitace k rozvoji mluvení v anglickém jazyce mobilní učení nabízí. Ačkoliv předmětem zájmu je rozvoj mluvení v anglickém jazyce, který je definován dle konceptu komunikační kompetence navržené Gohovou a Burnsovou, největší pozornost byla v tomto modelu věnována komunikačním strategiím a řečovým funkcím, neboť nebylo možné věnovat stejnou pozornost všem komponentům, které podporují rozvoj mluvení v anglickém jazyce v tomto kontextu. Práce je rozdělena do dvou částí – teoretická, která je oporou pro praktickou část a samotnou realizaci výzkumného šetření. Empirické šetření bylo zrealizováno díky výběru příhodného nástroje pro zachycení již zmíněných komponentů podporujících mluvení ve výuce anglického jazyka.

V první kapitole teoretické části je stručně představen historický vývoj konceptu komunikační kompetence jako cíle cizojazyčné výuky. Jsou zde stručně představeny i taxonomie od jiných autorů, kteří se zabývali konceptem komunikační kompetence, včetně její klasifikace. Nicméně model komunikační kompetence navržený Gohovou a Burnsovou, který slouží jako opora mé teoretické části, se jeví jako nejpropracovanější, neboť je orientován přímo na rozvoj produktivní dovednosti – mluvení. Tento model je dále definován v podkapitole, jeho aspekty jsou představeny v následujících kapitolách.

Druhá kapitola pojednává o prvním aspektu, který je klíčovým komponentem podílejícím se na rozvoji mluvení v anglickém jazyce. Nicméně, tato kapitola pouze souhrnně nastiňuje znalost jazyka a diskurzu, o kterém je zevrubně pojednáváno v kapitole 4.2.

Ve třetí kapitole se pozornost přesouvá na základní řečové dovednost a jejich první podkapitolu s názvem výslovnost. Značná část kapitoly je soustředěna na jednotlivé specifické aspekty výslovnosti, které jsou rozděleny na segmentální a suprasegmentální jevy, které jsou zásadní pro rozvoj řečové dovednosti mluvení. Osvojení správné výslovnosti bezpochybně přispívá k lepšímu porozumění mezi účastníky promluvy.

Dostáváme se k další podkapitole základních řečových dovedností, která zachycuje klasifikaci řečových funkcí. V této kapitole jsou zejména zmíněny dvě typologie od předních a uznávaných autorů, Gohové a Burnsové, Bachmanové a Palmrové včetně rámce zpracovaného Radou Evropy, zabývajícího se zmíněným aspektem. Cílem řečových funkcí je nejen zprostředkovat slovní obsah zprávy, ale i záměr mluvčího jako je popisování, žádost o pomoct, objasnění, vyjádření názorů apod. Řečové funkce se tedy stávají důležitou součástí spadající do

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pragmatické roviny, kde velice podstatným faktorem je být schopen pojmout zprávu jak obsahově, tak i významově.

Gohová a Burnsová dále klasifikují do základních řečových dovedností management jazykové interakce, jehož podstata spočívá v řízení a regulování interakce mezi účastníky promluvy. Díky řádnému osvojení jazykové interakce si je žák vědom hned několika faktorů. Tj. ví, kdy by měl začít mluvit, jaké prostředky použít, aby naznačil konec své promluvy, jak dát najevo, že bedlivě poslouchá dalšího mluvčího promluvy, a je si vědom, že by neměl nadměrně skákat do řeči, čímž by chod interakce do jisté míry mohl být narušen.

Poslední podkapitola s názvem organizace diskurzu uzavírá jednu z významných komponentů participujících na rozvoji mluvení v anglickém jazyce. V této kapitole, Gohová a Burnsová uvádějí takové prostředky, které napomáhají ke koherenci a soudržnosti jednotlivých myšlenek za pomoci lexikálních či gramatických jevů včetně intonace. Tedy vše, co je potřebné, aby mluvený projev měl logickou strukturu ve vztahu k danému kontextu. Kromě toho, by student měl být schopen rozumět zasažení kontextu v rámci vymezené sociokulturní skupiny.

Čtvrtou kapitolu otevírají komunikační strategie a jejich specifické dovednosti. Komunikační strategie umožňují žákovi využít takové prostředky, díky nimž jsou schopni kompenzovat jejich nedostatek jazykových znalostí. První strategie, kterou zde Gohová a Burnsová popisují, je tzv. kognitivní strategie, do které spadá parafrázování – opisný způsob, přibližné pojmenování – aproximace, která je charakteristická tím, že když žák nezná specifické slovo použije mnohem všeobecnější výraz, rozvláčnost – circumlocution a idiomatické vyjadřování – embolalia.

V této kapitole jsou také detailně představeny metakognitivní strategie, které jsou rozděleny do tří fází, charakteristických tím, že žák během rozhovoru plánuje, monitoruje vlastní výstup a je schopen sebereflexe svého kognitivního potenciálu.

Poslední strategie jsou tzv. interaktivní strategie, které usnadňují interakci mezi účastníky promluvy. Pokud účastník promluvy, tedy student, si není jist tím, co mu dotyčný říká, může ho poprosit, jestli by to nemohl říci znovu, neobjasnil, co tím myslí, nebo zda by mu nepomohl s jeho vlastním výstupem. Jinými slovy, aby se oba mezi sebou domluvili a byli schopni mezi sebou konverzovat.

Praktická část bakalářské práce začíná vymezeným cílem práce, tj. zjistit, jaké příležitosti k rozvoji mluvení mobilní učení v mnou zvolené instituci nabízí. Jak bylo již zmíněno v úvodu práce, ačkoliv koncept rozvoje mluvení navržen Gohovou a Burnsovou je plně realizovatelný, nebylo v mé kompetenci se zaměřit na všechny aspekty stejným dílem, které nepochybně

podporující rozvoj mluvení v anglickém jazyce. A proto jsem se zaměřila na dva aspekty, které napomáhají rozvoj mluvení v anglickém jazyce, tj. komunikační strategie a řečové funkce. V této kapitole je dále uveden metodologický postup, kde jsou zmíněny vybrané nástroje pro realizaci šetření, představení společnosti, kde byl výzkum proveden, moje participační účast a proces sbírání dat. Kromě toho je zde nastíněna vybraná úroveň jazyka studentů, kteří byli předmětem zkoumání, dle Rady Evropy. Výzkum byl proveden prostřednictvím vysoce strukturovaného záznamového archu v souhrnu patnácti vyučovacích hodin v dané instituci, kde bylo cílem zjistit, jaké komunikační strategie včetně řečových funkcí byly žáky použity.

Další kapitola se zabývá interpretací a diskuzí jednotlivých hodin. Každá hodina je zde vyložena a projednávána na základě záznamových listů. Mimo to je zde interpretována i moje reflexe hodiny, tedy jak vyučovací proces probíhal z mé perspektivy a jakou roli jsem v něm sehrála. Dále se zde pojednává o hlavních aspektech již zmíněných, tedy komunikační strategie a řečové funkce včetně všech podkategorií, pokud se vyskytly. Mimo jiné, jsou zde rámcově také uvedeny i další specifické dovednosti, které nebyly ústředním záměrem šetření, tj. výslovnost, jazyková interakce a diskurz.

Stěžejní kapitola praktické části pojednává o možných příležitostech a limitech učení mluvení v anglickém jazyce v kontextu mobilního učení. Jedna z velkých výhod mobilního učení je, že se studenti aktivně podíleli na všech hodinách, kde jejich úkolem bylo se „poprat" s daným tématem i přesto, že neměli např. dostatečnou slovní zásobu nebo správně naučené gramatické časy. Důležité je také zmínit, že studenti neinklinovali ke změně tématu, jednoduše si museli poradit a použit jiné prostředky, které jim umožnily dovést úkol do zdárného konce. Proto můžeme dojít k závěru, že mobilní učení má „donucovací moc," kde studenti využili takových komunikačních prostředků a řečových funkcí, aby vyřešili komunikační problém. Jak je z výsledku šetření zjevné, studenti často měli největší potíže s nedostatečnou slovní zásobou a tak se uchýlili z velké části k tzv. parafrázi – aproximaci, aby připodobnili specifické slovo k obecnému. V malé míře potom studenti použili další kompenzaci, když nevěděli nějaké slovo, detailně ho popsali. Buď jeho charakter nebo jeho tvar, rozvláčnost (circumlocution). Podstatné tedy je, že mobilní učení umožňuje studentům rozvíjet schopnost využít i jiných prostředků, které jim usnadňují se vyjádřit v anglickém jazyce.

Během hodiny měli studenti málo času na to, aby rychle zhodnotili jejich kognitivní znalosti. Někteří studenti byli velice pohotoví neboť měli dostatečné jazykové znalosti a téma, o kterém se mělo diskutovat, bylo pro ně i zároveň relevantní. Naopak, se častěji stávalo, že studenti měli málo jazykových znalostí a téma bylo pro ně i současně irelevantní. Proto se studenti často

zadrhávali, používali citoslovce, a byli si často nejisti tím, co by dalšího řekli. Následkem toho, museli opět hluboce přemýšlet a naplánovat, co by o daném tématu řekli. Vzhledem k omezenému času, může být toto vnímáno jako potenciální nedostatek mobilního učení. Nicméně na druhou stranu, studenti se museli vypořádat s tématem a udělali vše proto, aby o daném tématu diskutovali. Další výhodou mobilní učení pro studenty tohoto formátu je, že mohou procvičovat gramatický jev či slovní zásobu přímo v praxi, což umožní lepší zapamatování. Někteří studenti si dokonce všimli svých chyb např. v gramatice a zároveň se sami opravili. Samozřejmě, ne vždycky postřehli stejné chyby, protože tomu nevěnovali takovou pozornost nebo si jednoduše nebyli vědomi toho, že je to chyba. Na druhou stranu, pokud své chyby nezaznamenali, byli opraveni, a tak si mohli na daný problematický jev dávat příště větší pozor. Další výhoda mobilního učení je, že pokud se studenti potýkali s nějakým jazykovým nedostatkem, tj. slovní zásobou či gramatikou, snažili si překonávat komunikační bariéry prostřednictvím tzv. interakčních strategií, které studentům umožnily setrvat nadále v komunikaci. Výzkumné šetření ukázalo, že studenti byli schopni požádat lektora o pomoc, objasnění, vysvětlení, korekci apod., aby tak překonali komunikační problém.

Díky interakčním strategiím studenti sice modifikovali svůj projev, ale byli schopni se vypořádat s daným problémem.   Mobilní učení také studentům umožňovalo plně rozvíjet řečové funkce s cíleným záměrem,   tj. popisování nálady, počasí, událostí, vysvětlování důvodů, vyjádření jejich názorů, žádost o vysvětlení, objasnění a asistenci. Na druhou stranu, některé řečové funkce nebyly rozvíjeny vůbec, neboť to velice záleželo na charakteru daného tématu. Ačkoliv hlavním výzkumný šetřením nebyly základní řečové dovednosti (výslovnost, jazyková interakce a diskurz), mobilní učení umožňuje rozvíjet i tyto aspekty podílející se na rozvoji mluvení v anglickém jazyce. Za pozornost v neposlední řadě stojí i zvolená témata, z nichž některá byla pro studenty irelevantní a výrazně obtížná, neboť nevěděli, co bych o nich řekli. Na druhou stranu se s tématy vypořádali prostřednictvím kompenzačních prostředků, což jim umožnilo nepodlehnout a dovést téma do zdárného konce.

V závěrečné kapitole jsou shrnuty a rekapitulovány výsledky empirického šetření, kde jsou vyzdvihnuty všechny výhody mobilního učení včetně potenciálních nevýhod např. výběru témat.

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12 APPENDICES

Appendix A – Protocol papers A L2 LEARNER

PROTOCOL PAPERS - A L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES ✓		
	PHRASAL VERBS ✓		
	COLLOCATIONS ✓		
	IDIOMS ✓		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - A L2 LEARNER

<u>CORE SPEAKING SKILLS</u>

PRONUNCIATION	✓		
SPEECH FUNCTION	**REQUEST**		
	PERMISSION		
	HELP ✓		
	CLARIFICATION ✓		
	ASSISTANCE ✓		
	ECT.		
	EXPRESS		
	ENCOURAGEMENT		
	AGREEMENT		
	THANKS		
	REGRET		
	GOOD WISHES		
	DISAGREEMENT		
	DISAPPROVAL		
	COMPLAINTS		
	TENTATIVENESS		
	ECT.		
	EXPLAIN		
	REASONS ✓		
	PURPOSES		
	PROCEDURES		
	PROCESSES		
	CAUSE AND EFFECT		
	ECT.		
	GIVE		
	INSTRUCTIONS		
	DIRECTIONS		
	COMMANDS		
	ORDERS		
	OPINIONS ✓		
	ETC.		
	OFFER		
	ADVICE		
	CONDOLENCES		
	SUGGESTIONS		
	ALTERNATIVES		
	ETC.		
	DESCRIBE		
	EVENTS ✓		
	PEOPLE		
	OBJECTS		
	SETTINGS		
	MOODS ✓		
	ETC.		
INTERACTIONAL MANAGEMENT	✓		
DISCOURSE ORGANIZATION	✓		

PROTOCOL PAPERS - A L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES ✓		
	PHRASAL VERBS ✓		
	COLLOCATIONS ✓		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - A L2 LEARNER

CORE SPEAKING SKILLS

PRONUNCIATION	✔

	REQUEST
	PERMISSION
	HELP ✔
	CLARIFICATION ✔
	ASSISTANCE ✔
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS
	PURPOSES
	PROCEDURES
	PROCESSES ✔
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✔
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS
	PEOPLE
	OBJECTS
	SETTINGS ✔
	MOODS ✔
	ETC.

(SPEECH FUNCTION spans the rows above)

INTERACTIONAL MANAGEMENT	✔
DISCOURSE ORGANIZATION	✔

PROTOCOL PAPERS - A L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS ✓		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - A L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✓
SPEECH FUNCTION	**REQUEST**
	PERMISSION
	HELP ✓
	CLARIFICATION ✓
	ASSISTANCE ✓
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS ✓
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS ✓
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✓
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✓
	PEOPLE
	OBJECTS
	SETTINGS ✓
	MOODS ✓
	ETC.
INTERACTIONAL MANAGEMENT	✓
DISCOURSE ORGANIZATION	✓

PROTOCOL PAPERS - A L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS ✓		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓		
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - A L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✓
SPEECH FUNCTION	**REQUEST**
	PERMISSION
	HELP ✓
	CLARIFICATION ✓
	ASSISTANCE ✓
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✓
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS
	PEOPLE
	OBJECTS ✓
	SETTINGS ✓
	MOODS ✓
	ETC.
INTERACTIONAL MANAGEMENT	✓
DISCOURSE ORGANIZATION	✓

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PROTOCOL PAPERS - A L2 LEARNER
COMMUNICATION STRATEGIES

	PARAPHRASING		
COGNITIVE STRATEGIES	APPROXIMATION		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS ✓		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓		
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - A L2 LEARNER

CORE SPEAKING SKILLS

PRONUNCIATION	✓		
	REQUEST		
	PERMISSION		
	HELP ✓		
	CLARIFICATION ✓		
	ASSISTANCE		
	ECT.		
	EXPRESS		
	ENCOURAGEMENT		
	AGREEMENT		
	THANKS		
	REGRET		
	GOOD WISHES		
	DISAGREEMENT		
	DISAPPROVAL		
	COMPLAINTS		
	TENTATIVENESS		
	ECT.		
	EXPLAIN		
	REASONS		
	PURPOSES		
	PROCEDURES		
	PROCESSES		
	CAUSE AND EFFECT		
	ECT.		
	GIVE		
	INSTRUCTIONS		
	DIRECTIONS		
SPEECH FUNCTION	COMMANDS		
	ORDERS		
	OPINIONS ✓		
	ETC.		
	OFFER		
	ADVICE		
	CONDOLENCES		
	SUGGESTIONS		
	ALTERNATIVES		
	ETC.		
	DESCRIBE		
	EVENTS		
	PEOPLE ✓		
	OBJECTS		
	SETTINGS ✓		
	MOODS ✓		
	ETC.		
INTERACTIONAL MANAGEMENT	✓		
DISCOURSE ORGANIZATION	✓		

Appendix B – Protocol papers B L2 LEARNER

PROTOCOL PAPERS - B L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	PARAPHRASING		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS ✓		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - B L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✔		
SPEECH FUNCTION	**REQUEST**		
	PERMISSION		
	HELP		
	CLARIFICATION ✔		
	ASSISTANCE ✔		
	ECT.		
	EXPRESS		
	ENCOURAGEMENT		
	AGREEMENT		
	THANKS		
	REGRET		
	GOOD WISHES		
	DISAGREEMENT		
	DISAPPROVAL		
	COMPLAINTS		
	TENTATIVENESS		
	ECT.		
	EXPLAIN		
	REASONS ✔		
	PURPOSES		
	PROCEDURES		
	PROCESSES ✔		
	CAUSE AND EFFECT		
	ECT.		
	GIVE		
	INSTRUCTIONS		
	DIRECTIONS		
	COMMANDS		
	ORDERS		
	OPINIONS ✔		
	ETC.		
	OFFER		
	ADVICE		
	CONDOLENCES		
	SUGGESTIONS		
	ALTERNATIVES		
	ETC.		
	DESCRIBE		
	EVENTS ✔		
	PEOPLE ✔		
	OBJECTS		
	SETTINGS ✔		
	MOODS ✔		
	ETC.		
INTERACTIONAL MANAGEMENT	✔		
DISCOURSE ORGANIZATION	✔		

PROTOCOL PAPERS - B L2 LEARNER
COMMUNICATION STRATEGIES

	PARAPHRASING		
COGNITIVE STRATEGIES	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES ✓		
	PHRASAL VERBS ✓		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - B L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✔		
	REQUEST		
	PERMISSION		
	HELP ✔		
	CLARIFICATION ✔		
	ASSISTANCE ✔		
	ECT.		
	EXPRESS		
	ENCOURAGEMENT		
	AGREEMENT		
	THANKS ✔		
	REGRET		
	GOOD WISHES		
	DISAGREEMENT		
	DISAPPROVAL		
	COMPLAINTS		
	TENTATIVENESS		
	ECT.		
	EXPLAIN		
	REASONS ✔		
	PURPOSES		
	PROCEDURES		
SPEECH FUNCTION	PROCESSES ✔		
	CAUSE AND EFFECT		
	ECT.		
	GIVE		
	INSTRUCTIONS		
	DIRECTIONS		
	COMMANDS		
	ORDERS		
	OPINIONS ✔		
	ETC.		
	OFFER		
	ADVICE		
	CONDOLENCES		
	SUGGESTIONS		
	ALTERNATIVES		
	ETC.		
	DESCRIBE		
	EVENTS ✔		
	PEOPLE ✔		
	OBJECTS ✔		
	SETTINGS ✔		
	MOODS ✔		
	ETC.		
INTERACTIONAL MANAGEMENT	✔		
DISCOURSE ORGANIZATION	✔		

PROTOCOL PAPERS - B L2 LEARNER
COMMUNICATION STRATEGIES

	PARAPHRASING		
COGNITIVE STRATEGIES	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES ✓		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
		✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL		

PROTOCOL PAPERS - B L2 LEARNER

<u>CORE SPEAKING SKILLS</u>

PRONUNCIATION	✔

SPEECH FUNCTION	**REQUEST**
	PERMISSION
	HELP
	CLARIFICATION
	ASSISTANCE
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS ✔
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS ✔
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✔
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✔
	PEOPLE ✔
	OBJECTS ✔
	SETTINGS ✔
	MOODS ✔
	ETC.
INTERACTIONAL MANAGEMENT	✔
DISCOURSE ORGANIZATION	✔

PROTOCOL PAPERS - B L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION ✓		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES ✓		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - B L2 LEARNER

<u>CORE SPEAKING SKILLS</u>

PRONUNCIATION	✔	
	REQUEST	
	PERMISSION	
	HELP ✔	
	CLARIFICATION ✔	
	ASSISTANCE ✔	
	ECT.	
	EXPRESS	
	ENCOURAGEMENT	
	AGREEMENT ✔	
	THANKS	
	REGRET	
	GOOD WISHES	
	DISAGREEMENT	
	DISAPPROVAL	
	COMPLAINTS	
	TENTATIVENESS	
	ECT.	
	EXPLAIN	
	REASONS ✔	
	PURPOSES	
	PROCEDURES	
	PROCESSES	
	CAUSE AND EFFECT	
	ECT.	
SPEECH FUNCTION	**GIVE**	
	INSTRUCTIONS	
	DIRECTIONS	
	COMMANDS	
	ORDERS	
	OPINIONS ✔	
	ETC.	
	OFFER	
	ADVICE	
	CONDOLENCES	
	SUGGESTIONS	
	ALTERNATIVES	
	ETC.	
	DESCRIBE	
	EVENTS ✔	
	PEOPLE ✔	
	OBJECTS ✔	
	SETTINGS ✔	
	MOODS ✔	
	ETC.	
INTERACTIONAL MANAGEMENT	✔	
DISCOURSE ORGANIZATION	✔	

PROTOCOL PAPERS - B L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION ✓		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS ✓		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓		
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - B L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✔
SPEECH FUNCTION	**REQUEST**
	PERMISSION
	HELP ✔
	CLARIFICATION ✔
	ASSISTANCE ✔
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT ✔
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS ✔
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✔
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✔
	PEOPLE ✔
	OBJECTS ✔
	SETTINGS ✔
	MOODS ✔
	ETC.
INTERACTIONAL MANAGEMENT	✔
DISCOURSE ORGANIZATION	✔

Appendix C – Protocol papers C L2 LEARNER

PROTOCOL PAPERS - C L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - C L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✓

SPEECH FUNCTION	REQUEST
	PERMISSION
	HELP ✓
	CLARIFICATION ✓
	ASSISTANCE ✓
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS ✓
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✓
	PEOPLE
	OBJECTS
	SETTINGS ✓
	MOODS ✓
	ETC.

INTERACTIONAL MANAGEMENT	✓
DISCOURSE ORGANIZATION	✓

PROTOCOL PAPERS - C L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓		
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - C L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✔
SPEECH FUNCTION	**REQUEST**
	PERMISSION
	HELP ✔
	CLARIFICATION ✔
	ASSISTANCE ✔
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS ✔
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS ✔
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✔
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS
	PEOPLE ✔
	OBJECTS
	SETTINGS ✔
	MOODS ✔
	ETC.
INTERACTIONAL MANAGEMENT	✔
DISCOURSE ORGANIZATION	✔

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PROTOCOL PAPERS - C L2 LEARNER
COMMUNICATION STRATEGIES

	PARAPHRASING		
COGNITIVE STRATEGIES	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - C L2 LEARNER

CORE SPEAKING SKILLS

PRONUNCIATION	✔

	REQUEST
	PERMISSION
	HELP ✔
	CLARIFICATION
	ASSISTANCE ✔
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS ✔
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
SPEECH FUNCTION	**GIVE**
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✔
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✔
	PEOPLE ✔
	OBJECTS
	SETTINGS ✔
	MOODS ✔
	ETC.
INTERACTIONAL MANAGEMENT	✔
DISCOURSE ORGANIZATION	✔

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PROTOCOL PAPERS - C L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	PARAPHRASING		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓	✓	
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - C L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✔

SPEECH FUNCTION	REQUEST
	PERMISSION
	HELP
	CLARIFICATION ✔
	ASSISTANCE
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✔
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✔
	PEOPLE ✔
	OBJECTS ✔
	SETTINGS ✔
	MOODS ✔
	ETC.

INTERACTIONAL MANAGEMENT	✔
DISCOURSE ORGANIZATION	✔

PROTOCOL PAPERS - C L2 LEARNER
COMMUNICATION STRATEGIES

COGNITIVE STRATEGIES	**PARAPHRASING**		
	APPROXIMATION ✓		
	WORD-COINAGE		
	CIRCUMLOCUTION		
	FORMULAIC EXPRESSIONS		
	SOCIAL FORMULAS ✓		
	SENTENCE FRAMES		
	PHRASAL VERBS		
	COLLOCATIONS		
	IDIOMS		
	SAYINGS		
	CATCHPHRASES		
	MESSAGE FRAMES		
METACOGNITIVE STRATEGIES	PLANNING	SELF-MONITORING	SELF-REFLECTION
	✓		
INTERACTION STRATEGIES	EXEMPLIFICATION ✓		
	CONFIRMATION CHECKS ✓		
	COMPREHENSION CHECKS		
	REPETITION ✓		
	CLARIFICATION REQUESTS ✓		
	REPETITION REQUESTS		
	EXEMPLIFICATION REQUESTS		
	ASSITANCE APPEAL ✓		

PROTOCOL PAPERS - C L2 LEARNER
CORE SPEAKING SKILLS

PRONUNCIATION	✓
SPEECH FUNCTION	**REQUEST**
	PERMISSION
	HELP ✓
	CLARIFICATION ✓
	ASSISTANCE ✓
	ECT.
	EXPRESS
	ENCOURAGEMENT
	AGREEMENT
	THANKS
	REGRET
	GOOD WISHES
	DISAGREEMENT
	DISAPPROVAL
	COMPLAINTS
	TENTATIVENESS
	ECT.
	EXPLAIN
	REASONS
	PURPOSES
	PROCEDURES
	PROCESSES
	CAUSE AND EFFECT
	ECT.
	GIVE
	INSTRUCTIONS
	DIRECTIONS
	COMMANDS
	ORDERS
	OPINIONS ✓
	ETC.
	OFFER
	ADVICE
	CONDOLENCES
	SUGGESTIONS
	ALTERNATIVES
	ETC.
	DESCRIBE
	EVENTS ✓
	PEOPLE ✓
	OBJECTS ✓
	SETTINGS ✓
	MOODS ✓
	ETC.
INTERACTIONAL MANAGEMENT	✓
DISCOURSE ORGANIZATION	✓