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Common mistakes Czech students make in English and their Remedial Treatment

Diplomová práce

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V Praze dne

Rád bych poděkoval vedoucímu své diplomové práce, PhDr. Bohuslavu Dvořákovi, za pomoc a poskytnutí četných rad při tvorbě práce a především za čas, který mi věnoval.

Abstract

Common mistakes Czech students make in English represent the main topic of the presented master thesis. The theoretical part mainly deals with the presentation of various TEFL (Teaching English as Foreign Language) methods. Moreover, they are discussed from several perspectives, including techniques, strategies and principles while using the particular method, the role of the teacher, his or her relationship with students, and especially the response to errors within each of the methods. The purpose of presenting TEFL methods is to show also the connection between mistakes and methods themselves. Concerning the area of mistakes and their corrections, we focus on the classification of mistakes and their division. The practical part is based on various illustrations of mistakes from students' writing assignments. These mistakes are divided into four major classes, including grammar, spelling, wrong word and word order. The thesis also deals with the remedial treatment which may hopefully reduce the number of possible mistakes. The aim of the thesis is to compare the level of students' English language knowledge at the Secondary School of Tourism in Prague where the author works as an English teacher.

Abstrakt

Nejčastější chyby, kterých se dopouštějí čeští studenti v anglickém jazyce, představuje hlavní téma diplomové práce. Teoretická část se zabývá především představením výukových metod TEFL (Metody pro výuku angličtiny jako cizího jazyka). Tyto metody jsou rozebírány z hledisek technik, strategií a základních principů každé metody. Důraz je kladen nejen na roli učitele a jeho vztah k studentům, ale především na postoji, jaký zaujímáme k určité metodě v oblasti hodnocení chyb. Představení jednotlivých metod má za cíl poukázat na vztah mezi chybami a metodami samotnými. Z hlediska problematiky chyb se práce zaměřuje také na jejich klasifikaci. Praktická část se skládá z příkladů chyb, kterých se studenti dopustili ve svých souvislých písemných projevech. Chyby jsou rozděleny do několika skupin, zahrnujících gramatiku, pravopis, problematiku chybného užití slova a také slovosledu. Diplomová práce dále navrhuje možnosti nápravy chyb a snížení jejich výskytu. Cílem práce je také porovnat úroveň znalosti anglického jazyka jednotlivých studentů na střední škole cestovního ruchu v Praze, kde autor práce působí jako profesor anglického jazyka.

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1 Introduction

Firstly, the topic of the following master thesis, concerning Common mistakes made by Czech students, seems to the author as an area which provides a lot of interesting issues to be analyzed. Nowadays, the use of foreign languages grows up rapidly in all domains of human society and English language is at the top of the potential scale of the most popular languages all around the world. However, not all of the speakers are able to perform the English language correctly, especially nonnative speakers, Czech students in our case. We are going to deal with a group of Czech students, mostly Pre-Intermediate level, from a Secondary School of Tourism in Prague whose age varies between 15 and 19. This group has been chosen because the author would like to compare the level of English language knowledge among Czech students of the secondary school. Moreover, he supposes that the young generation needs to grow up intellectually most of all.

This thesis will focus on the various TEFL methods, such as The Grammar – Translation Method, The Direct Method, The Silent Way and many other teaching methods. What is more, they will be discussed from several perspectives, including techniques, strategies and principles while using the particular method, the role of the teacher, his or her relationship with students and especially the response to errors within each method. The purpose of presenting TEFL methods is to show also the connection between mistakes and methods themselves. In fact, students are influenced by the methods which they are facing at school and at the same time their mistakes are touched by the methods as well. Each method is associated with different kinds of mistakes, depending mostly on the aims and preferences of the particular method. In this thesis we will concentrate on the explanation of this connection and TEFL methods provide us a great opportunity to do so.

Furthermore, we will deal with the position of accuracy and fluency and their representation according to each TEFL method. Surely, we will also focus on grammar and vocabulary. From the grammatical point of view, we will deal with the comparison of inductive and deductive approach as well. From the vocabulary point of view, we will try to label the mistakes of meaning and mistakes of form and compare their occurrence within the particular method.

Concerning the area of mistakes and correction, we will explain the difference between the two key terms of that chapter a mistake and an error. We will suggest the most important reasons why the mistakes are generally made by students, including the factors of student's level, motivation and feelings. Then, we will focus on the classification of mistakes into three major groups – slips, errors and attempts. In this thesis, the attention will be paid also to various ways and approaches of correction. They will be discussed from the point of view as who seems to be in charge of the correction process. Generally, there can be three different ways: self-correction, peer correction or teacher correction. As far as classification of mistakes is concerned, we will treat mistakes from the overt and covert perspective as well. Surely, the role of the teacher will be stressed in the process of correcting mistakes.

In the practical part of the thesis, we will analyze the concrete mistakes made by Czech students in their writing assignments. These mistakes will be divided according to several criteria into different classes, e.g. mistakes in grammar, vocabulary, word order, and spelling. Moreover, we will discover the most common mistakes which keep repeating in writing assignments of the selected group of students and later we can generalize this fact to all Czech students. By classifying and categorizing the mistakes, we will be able to find out their possible reasons why these mistakes were made. As far as this topic affects such an important area in English, this thesis will represent a starting point to discover a great number of ways in the remedial treatment of the mistakes in the English language.

Finally, as far as each student of any foreign language faces more or less troubles during his or her years of studying the English language, the students are supposed to deal with the problematic issues. Mistakes influence lives of students and at the same time their future attitude to this language. Of course, whenever any student accepts his or her mistakes and does not want to learn the correct linguistic forms, he or she may soon discover that his or her linguistic abilities as very insufficient. This means that such a student would try to avoid using the foreign language at all in the fear of making mistakes. Nevertheless, this thesis aims to enforce these students and to show them that English language provides a lot of interesting issues. Moreover, we will deal with the remedial treatment which may hopefully reduce the number of possible mistakes.

2 TEFL Methods

2.1 The Grammar – Translation Method

The first of TEFL methods is called The Grammar - Translation Method, as the name predicts itself, it deals mainly with grammatical treatment of language and it profits of the use of translation as well. It is often called The Classical Method as it was used for reading and understanding two classical languages of the past, Latin and Greek. In this sense, this method has had the longest tradition of all of the following methods such as The Direct Method, The Audio – Lingual Method, The Silent Way and other TEFL methods.

One of the principal aims of this method was to gain access to classical literature which was written mostly in these two languages. In other words, the primary skills which had to be developed were especially reading and writing. As Diane Larsen-Freeman suggests “Literary language is considered superior to spoken language and is therefore the language students study. Culture is viewed as consisting of literature and fine arts.”¹ The Grammar – Translation Method did not offer a lot of space for speaking and listening as there was no necessity for these two skills as far as the principal aims were concerned. Students were supposed to spend a lot of time just reading a great number of texts on various topics, mainly literary texts.

According to Brown’s *Teaching by Principles* “Little thought was given at the time to teaching someone how to speak the language; after all, languages were not being taught primarily to learn oral/aural communication but to learn for the sake of being “scholarly” or, in some instances, for gaining a reading proficiency in a foreign language.”² After being read, these texts were translated into the native language of the students, often called L1 in English methodology.

Moreover, it is possible to find out native language equivalents for all target language words, described as L2 in English methodology. Having stated that teacher

¹ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.12

² Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.63

is considered as the only authority in the class, it is himself who leads the whole language learning process of his or her students. The teacher makes the students understand all the vocabulary and grammar issues which are being discussed so far. At the same time, it should be stated that discussing and explaining the similarities between native language and foreign language is presupposed to help students to orientate better in the area a foreign language. Students are also expected to use mostly the native language during the lessons instead of using directly the foreign language. As Larsen-Freeman explains “Learning is facilitated through attention to similarities between the target language and the native language.”³

The typical lesson in a textbook, based on the use of The Grammar – Translation Method, consisted of a reading passage in the L2 (English language in our case), then there was a list of isolated vocabulary to be memorized. Finally, students learnt an explanation or a rule of the grammar points for a particular lesson. However, these points were explained for better and easier comprehension in the native language (L1). Having gone through the explanation part of grammar, students moved to practising the issue in a series of exercises based on translation or questions on grammar points.

Having indicated the fact that students firstly learn the explanation or the rule, the rule driven approach takes place there. It is also called deductive as far as there is always a given rule which is presented to students by the teacher. Later, this rule is applied to examples which are provided in the additional exercises. This kind of deductive approach, being opposite to the inductive, is mostly used in The Grammar – Translation Method. We can find out several advantages of this approach which make it sometimes so popular among some teacher and also their students.

Firstly, this approach is direct and gets straight to the point, it means that it focuses especially on the given grammar topic which is being discussed in class. Secondly, it makes sense to students as they can follow the given rule and while using the rule they are able to complete the grammar task in various exercises. Thirdly, from the teacher’s point of view, the teacher can prepare all the materials for the particular lesson in advance and then profit directly from his or her preparation.

³ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.10

However, we can discover several disadvantages of the deductive approach while studying according to The Grammar – Translation Method as well. First and foremost, it can be often seen as over-technical and dull because students are expected to think about the given rules and this strategy makes troubles to them. Feeling unsure about the rules, students become soon demotivated. Unfortunately, their demotivation is another negative characteristic of the deductive approach. What is more, some students are not able to realize all the necessary meta-language and therefore they fail in understanding the particular grammar concept.

Concerning the response to errors, The Grammar – Translation Method focuses in the following way. As far as the teacher represents the authority that is to be obeyed in each situation of the learning process, he or she has to correct the mistakes of students. That is to say that the teacher supplies the correct answer which is being considered very important in the learning process. One of the positive aspects of this teacher correction is that students get their correct answer immediately. However, there is a question to be discussed whether it is the best way from the methodological point of view. Should the teacher correct students only himself or should there be provided another way of correction, e.g. self-correction or peer correction?

According to The Grammar – Translation Method, the teacher correction facilitates the whole learning process mainly because of the immediate correction which strikes student's attention. The teacher shows the student, that there has been made a mistake by several means. He or she can stop the student immediately after the mistake was made, correct it and let the student repeat the corrected version. The next possibility is based on the teacher who can give help also by repeating the wrong sound or word and it may strike the student's attention.

Then, the student is supposed to stop and realize his or her mistakes. However, the teacher being the authority, we expect the immediate correction in The Grammar – Translation method. Concerning the teacher correction, Julian Edge suggests an idea that "The more the students are involved in the correction, the more they have to think about the language used in the classroom."⁴

⁴ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.27

In order to classify the mistakes in English, we can divide them into two main groups: mistakes of meaning and mistakes of form. The first group includes those mistakes which generally affect the communication itself. That is to say, if they appear in conversation, the listener is not able to reconstruct the transferred meaning correctly. Moreover, it expects the teacher to let the students say what they want and then correct them. Nevertheless, all teachers should keep in mind the rules of politeness towards the student's feelings and abilities and do not hurt them in any way.

The second group includes the mistakes concerning the linguistic form. We can say that these mistakes become more significant in the use of The Grammar – Translation Method. There are many different reasons why these mistakes are made by students. As far as The Grammar – Translation Method is concerned; it seems that the main reason is the exact translation from L1 to L2, better to say word to word translation.

Students are supposed to concentrate more on the form rather than on the meaning and this technique may cause troubles and potential mistakes. In addition to this, the method focuses mostly on accuracy rather than on fluency. In other words, it is more valuable to be accurate than to be fluent. Whenever students try to speak carefully and keep in mind all the grammar rules they have already studied, they are likely to make a mistake. Not only are they not able to stick to the grammar rule correctly but they fail in the way of being fluent. Unfortunately, this is a typical picture of the student's profile in The Grammar – Translation Method.

As far as errors in the area of vocabulary are concerned, there are especially mistakes of form rather than mistakes of meaning to be discussed. These kinds of mistakes influence the most the understanding of the text and they should be avoided to improve the reading skills.

2.2 The Direct Method

The second method, named The Direct Method, prefers as the name suggests itself mostly the target language (L2) to the native language (L1) of students. This means that the meaning between L1 and L2 is connected directly and students are exposed to come into a real contact with the target language from the very beginning of their language studies. This method is considered as a mentalistic concept which appeared on the scene of English methodology towards the end of 19th century. Later, it was developed especially during the first two decades of 20th century at private schools. In fact, it deals with the principles of acquisition of a target language in a similar way as we usually acquire the native language.

Concerning the response to errors with connection to the roles of participants in the class, the teacher and students are treated more like partners. In other words, the teacher does not represent such a strict authoritative person as in The Grammar - Translation Method. This is quite important from the error correction perspective. Not being strict authority, the teacher does not use his or her immediate correction but he or she usually guides students to find out the right answer by themselves. The case when students are able to correct themselves is called self-correction.

How does the teacher help in this process of self-correction? The teacher plays the role of an adviser who primarily identifies the problem, then reminds the student that there is a trouble e.g. in grammar. "What is the ocean in the West Coast? ... or on the West Coast?"⁵ By giving a choice, the student realizes that there is something wrong in the statement, so he or she concentrates more on the statement and looks for the mistake. From the teacher's perspective, this way of giving a choice is also useful as it gives the possibility even to other students to focus on the problem and the whole class is involved in the error correction. Finally, the student finds out the mistake and self-corrects. The teacher often asks him or her to repeat the right answer once again to keep it in mind. The idea of self-correction may be summarized by the following "Self-correction facilitates language learning."⁶

⁵ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.22-23

⁶ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.23

Whenever the student makes a mistake, the teacher just shows that there has been a trouble. How does the teacher signal the mistake to students? It deals either with a face expression, body signals or some spoken natural warning. “Also, self-correction is easier to remember, because someone has put something right in his or her own head. It is particularly important to give a chance for self-correction when you think that a mistake is what we have called a slip.”⁷ These mistakes are usually caused by the influence of the native language of students. They are forced to speak only L2 in the class, however, they are still thinking in L1 and this causes some troubles. Surely, one of the main aims of this method is to make students think only in L2, but it requires a lot of English lessons of hard work.

Dealing with error correction, we should discuss the four basic language skills as well. The Direct Method focuses mainly on speaking activities during the lessons. Communication is considered the most important in the studying process. Errors are to be corrected especially on the level of pronunciation and during the speaking activities. Furthermore, the students are often encouraged to be active although they tend to make mistakes in their speech. This method is supposed to prepare them for real life situations which they may come through and to show their possible solutions. It is said that context plays a great role because it creates the setting for the situations. According to Larsen-Freeman’s opinion “The purpose of language learning is communication therefore students need to learn how to ask questions as well as answer them.”⁸ During the lessons students work not only on speaking but they improve their pronunciation as well.

According to Brown’s *Teaching by Principles* the main aims and objectives of The Direct Method can be pointed out in the following “... second language learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.”⁹ These aims and objectives are going to be worked out in more details throughout the chapter.

⁷ Edge Julian, *Mistakes and Correction*, Longman Group UK, Harlow, 1989.

⁸ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.23

⁹ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.55

Firstly, we should discuss the degree of translation. While using the strategies of The Direct Method, students avoid translating from one language to another. The lack of translation makes students more active in comparison with The Grammar-Translation method in which students used to be very passive for the most of the lesson. The preference of second language, also called target language or L2, affects positively the language learning process of students as far as they are expected to start thinking in L2 from the beginning of their language studies. In fact, they are forced to do it like this otherwise they have a little chance to follow the instructions of the lesson. From the error correction perspective, students do not make so many errors which would be originated with their L1 as they are supposed to focus mostly on L2.

Secondly, the teacher generally does not want to switch into L1 so that's why students are likely to use only L2 in class. This should encourage them not to be afraid of speaking in the target language (L2) in their future studies. Thirdly, they develop their communicative skills as far as mostly speaking activities are stressed. The aim of The Direct Method is to avoid using the native language (L1) in class and to make students communicate in all possible ways only in the target language (L2). Fourthly, students and teachers are treated more like partners.

However, there are several disadvantages as well while teaching according to The Direct Method. Firstly, it should be stressed that the impact on students' communicative skills is still not as worked out as in The Communicative Approach which we have already discussed. Secondly, this method does not seem to be suitable for a large group of students because it requires a great degree of effort from the students. The Direct Method looks nearly impossible in a huge class containing about 30 students for English language. Thirdly, there could be trouble with the motivation of students. Not only does it depend on the role of the teacher in the language learning process but it is influenced as well by their aims and needs which help to form the motivating aspect. If the students do not feel motivated, they will not pay attention and listen carefully to instructions in the target language. Fourthly, the teacher is supposed to be very fluent in L2. Unfortunately, the lack of the teacher's fluency in English language causes troubles while using The Direct Method.

As far as typical techniques are concerned, the teacher often includes active work with immediate environment of the classroom to support his or her speech. He tries to point out some objects which surround the students and this makes the learning process much less difficult while using especially a target language. To support his or her teaching, the teacher is making profit of maps, pictures, photos and other visual aids which help students in understanding the new words. As Diane Larsen-Freeman states out in her book *Techniques and principles in language teaching* “The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.”¹⁰ In this way, the students are learning vocabulary in the natural context.

To continue with other language skills, reading and writing, students are expected to start reading short passages of texts from the very beginning of their language studies. Later, they begin to understand longer and longer articles without losing the meaning. At the same time, they are expected to focus on written texts as well. However, both of these language skills are not developed immediately in the same way as spoken communication. Speaking as a productive way and listening as a receptive one represent the first step in the language learning process. Then as a second step in this process come reading and writing. Why? Being stressed as the basic area of this method, oral communication plays the key role. According to this method the language is primarily spoken. This means that reading and writing come just after the spoken parts are introduced.

Finally, discussing the teaching of grammar, the inductive approach takes place here. Sometimes it is called the discovery approach because students are supposed to discover a rule on the basis of given examples. In fact, it represents the opposite of the deductive or rule-driven approach which has been introduced while discussing The Grammar – Translation method. The inductive approach suggests that students are the active participants of the discovery because they are supposed to find out the rule themselves. Although it is often described as guided discovery, the most important role in the process is played by the students.

¹⁰ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.22

2.3 The Audio – Lingual Method

The third Audio – Lingual Method (ALM) is often compared with The Direct Method (DM). It was created in the United States and later developed especially throughout the period of World War II. Until that time there was no need for rapid learning of a foreign language. However, everything changed at the beginning of the war. When the war broke out, it was necessary to supply all the soldiers and other members of the army with the sufficient English language communication. This was mainly proved by the development of ALM. In this chapter, we are going to discuss the basic principles of this method, to explain the key techniques connected with it and to find out how the errors were treated within this method.

To begin with the basic principles of this method, firstly, we should point out that all language forms used by the teachers and students always occur in context. As in DM, context plays a key role there as well. In other words, it helps the students to orientate better in the learning issues. On the contrary, there are no long lists of isolated words as we have encountered while dealing with The Grammar-Translation Method. Secondly, we should be discussing the status of native language (L1) and the target language (L2). The ALM focuses on the use of L2 during the studies in a similar way as DM did. In fact, there used to be a trend to avoid speaking L1 because it influenced the knowledge of students in a wrong way. This theory is based on the following idea of Larsen-Freeman “The native language and the target language have separate linguistic systems. They should be kept apart so that the students’ native language interferes as little as possible with the students’ attempts to acquire the target language.”¹¹

Concerning the roles of the teacher and students, the former plays the key role in the language learning process. He or she represents a model of the correct use of the target language. “The teacher should be like an orchestra leader – conducting, guiding and controlling the language the students’ behavior in the target language.”¹² The latter are supposed to listen carefully to the model of the teacher and then to imitate the model as naturally as possible. In addition, this method stresses

¹¹ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.40

¹² Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.41

especially the spoken communication, so the students are expected to work hard on their communicative skills rather than on written ones.

Moreover, students are given the teacher's model that they should imitate in the following periods of lesson. They also practise pronunciation; therefore their imitation gets as precise as possible to the teacher's one. What is more, their speech is often recorded on the tape, so then students are allowed to listen to it, to compare it with the original model and also to find out the possible mistakes in their speech. In addition to this, it seems necessary to mention the fact that The Audio-Lingual methods profits from the high level equipment which was available for language teaching at that time. According to Brown's *Teaching by Principles*, there is a quotation which supplies that idea. "There is much use of tapes, language labs and visual aids."¹³

While we move to the response to errors in the Audio-Lingual Method "There is a great effort to get students to produce error-free utterances."¹⁴ As far as accuracy is more valuable than fluency, the students are expected to avoid all the possible errors. Their speech is supposed to contain no errors as it might influence their speech. Why is accuracy so valuable in this method? The reason is that their language studies were influenced mainly by World War II. During that period people had to rely on the useful, logical and especially accurate information. This means that mainly war pilots from all around the world were not able to survive without giving and receiving the most precise messages and no errors were allowed. In fact, the teacher played a more important role than students who were forced to follow him or her in the same way as the pilots followed their precise and accurate instructions.

Furthermore, the teacher is supposed to correct students immediately after they have come across any trouble or misunderstanding. In fact, we are dealing with teacher correction rather than peer correction or self-correction while discussing ALM. Why? Strictly speaking, the teacher is considered as the only correct model to be imitated during the language learning process. He provides all the examples and shows the correct pronunciation which is stressed a lot by this method. Then, it is expected that no students reach such a high level so that they might be able to

¹³ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.57

¹⁴ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.57

correct their classmates. In other words, this explains the reason why the latter ways of correcting are not suitable for this method.

To continue with several techniques used by ALM, we will explain their attitude towards errors. It is necessary to recall especially the technique of drilling and memorizing which were preferred a lot at that time. "Drills, (such as repetition, backward-build up, chain, substitution, transformation and question-and-answer) are conducted based upon the patterns present in the dialog."¹⁵ These techniques made students feel safe in their spoken communication. In fact, they got used to some regular pattern in a particular dialogue and then they repeated and practised this dialogue firstly according to the model of teacher, later in pairs or individually. As soon as they learnt the dialogue correctly, they were able to perform the error-free utterance and that was the major idea stressed by ALM. These techniques of drills, repetition and other were also supposed to help them to make this process faster.

As students were usually learning parts of dialogues by repeating or drilling techniques so whenever the teacher spotted a mistake in their speech, he or she stopped their performance. Then the teacher presented the correct version to students. The teacher's model was followed by the chorus repetition, so the whole class was often involved in this repetition as well. Obviously, everybody got the chance to try the correct version again. Finally, the dialogue was performed by the students once again and it was expected that the same mistake would not occur anymore.

To summarize the idea of the role of the teacher in relationship with response to errors within ALM we can point out Larsen-Freeman's idea "There is student-to-student interaction in chain drills or when students take different roles in dialogs, but this interaction is teacher-directed."¹⁶ On the one hand, students are able to communicate and exchange information throughout several dialogues. On the other hand, their interaction is nearly always directed by the teacher who represents the authority.

¹⁵ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.43

¹⁶ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.43

From nowadays perspective of error-free sentences, this method does not seem to be very useful, because students tend to make a lot of errors during the learning of foreign language. If we want them to make no errors from the very beginning, we can influence their attitude towards this foreign language for the future studies. Their fear of possible making a mistake might cause many troubles not only to them but to the teachers as well. The role of the teacher seems to be very important as the teacher represents in fact a person who should definitely encourage the students to speak.

Discussing the four basic language skills, the Audio-lingual method is based mostly on speaking and listening skills. In addition, every day and casual speech is higher on the level of importance than the formal and uptight one. Moreover, the teacher often writes a simple dialogue on the board and shows the students the correct version as far as pronunciation is concerned. Then, the students are supposed to repeat and imitate the teacher's pronunciation. In fact, repetition and imitation represent two important key terms which characterize ALM. Concerning reading and writing, written form seems to be subordinated to the spoken one for the purposes that have been mentioned.

To conclude, as for teaching grammar and vocabulary, ALM prefers the inductive approach. It is a similar strategy to DM. There are examples of particular grammar issues which are presented in concrete and real situation. As Brown's *Teaching by principles* points out "There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation."¹⁷ As far as teaching vocabulary is concerned, the number of words that students have to study is rather limited. These words tend to be introduced mainly within context as well. This means that students learn the new words throughout dialogues which are presented by the teacher. These dialogues, including new terms and words, are drilled and memorized. This strategy helps students to keep new words in mind. They are supposed to concentrate mainly on form of the words rather than on the content. Therefore, accuracy is one of the leading terms of this method.

¹⁷ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p. 57

2.4 Suggestopedia

Suggestopedia represents fourth specific teaching method in English methodology. It was introduced on the scene by a Bulgarian psychologist Georgi Lozanov during the 1970s. Lozanov himself is considered not only the founder of Suggestopedia but also during his time this method flourished the most. In fact, the second half of the 20th century appeared quite rich and also productive as far as the various teaching methodologies are concerned.

During his psychological researches Georgi Lozanov came up with a new surprising idea that has not been explored yet. He found out that a great number of students were influenced by psychological barriers during the language learning process. What is more, students were bringing them to lessons of foreign language and these barriers represented an important source of mistakes. This fact played a key role in the process of acquiring the foreign language and in the way how the errors were treated there. Lozanov was searching for the particular reason which would be able to explain this strange and unknown phenomenon until that time. Later on, he managed to present a more tangible explanation.

The psychological barriers, brought to lesson by students, were based on some kind of fear of potential linguistic burn out connected to making mistakes. Most of the students were worried about their success or failure during the lesson. In other words, they did not believe in themselves so they thought that they would not be able to perform correctly and successfully. They were also afraid of making mistakes and of being embarrassed by the teacher's correction. These thoughts were playing a very negative role in terms of the acquiring a foreign language. Moreover, they constituted a sort of negative attitudes towards that language and its future improvement. Strictly speaking, students also underestimated themselves in terms of being limited as far as their learning capacity and their potential ability to accept new information were concerned.

According to Lozanov's psychological research, we find out that students are usually not able to use all the mental powers which are included in our body, more specifically in their brains. In addition to this, they profit only from a very small

number of the mental capacity (5 - 10 %) ¹⁸. Unless these students are being provided useful and good conditions for learning of a foreign language, their brains will not be able to process successfully. This means that the students with psychological barriers do not profit their potential knowledge for learning. Lozanov's hypothesis, presented by Larsen-Freeman, presents the following explanation which leads us to the main topic of this chapter – Suggestopedia. "In order to make better use of our mental reserves, the limitations we think we have need to be "dissuggested". Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning." ¹⁹

To continue with the basic principles and objectives of Suggestopedia, firstly we should mention the use of soft Baroque music during the language learning process which sounds rather unusual in terms of teaching a foreign language. This kind of music accompanied by dim lighting and comfortable armchairs provide a pleasant environment for learning a foreign language. One of the main principles of Suggestopedia deals with non-threatening atmosphere so that the students feel relaxed. It was proved that positive atmosphere in class reduces the number of possible mistakes made by students.

Moreover, students should get rid of the psychological barriers which are unfortunately brought with them to the classroom. The special equipment of the whole classroom, including the light, music and seating arrangement, is expected to help students concentrate better on the language learning process and not to feel so stressed. Concerning the typical activities, H.D. Brown points out the following idea "In applications of Suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogues, role-plays, drama and a variety of other typical classroom activities." ²⁰

If the teacher wants to help students to get rid of these barriers, he or she can speak for a few moments in a native language (L1) instead of target language (L2).

¹⁸ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.72

¹⁹ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.72

²⁰ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.60

This technique is supposed to support the positive atmosphere in the class and to reduce students' worries about possible failure. In fact, L1 is also used to avoid any misunderstanding between the teacher and the students and to make some parts of dialogues clear to students. However, L2 is still much more preferred as the language of the learning and the teacher should encourage his or her students to use it as much as possible. The teacher should be respected as an authority, but he does not seem to be as strict as in comparison with The Grammar-Translation method. When the students trust him or her, they are enabled to accept new information in a much more comfortable way. On the other hand, the teacher is expected to recognize the psychological barriers of his or her students and to deal with them very carefully. The technique of desuggestion is ready to help the teacher while working with these barriers.

Suggestopedia exploits a technique that is called Peripheral Learning. This term is used especially for learning that is not primarily meant to be learnt. Strictly speaking, students are often expected to learn as much as possible during the learning process from the beginning of the lesson till the very end. It helps students to retain many other linguistic issues but these are not done on purpose. As an example we can recall some posters which contain particular grammatical or vocabulary information on the wall. Their aim is to attract students' attention when they are just looking around. Moreover, students will hopefully remember some of this information as they do not feel the pressure of the learning process as such.

Concerning the response to errors and the attitude of students to the content of the lesson, Suggestopedia provides a great toleration towards the mistakes. It treats them as a necessary step in the acquiring of language knowledge. In comparison with The Grammar –Translation Method, in which the teacher was dealing with the immediate correction and he or she was supposed to concentrate mostly on accuracy during the lesson, Suggestopedia uses a completely different attitude.

Not only is Suggestopedia a more tolerant method but it also focuses more on fluency rather than accuracy. This means that students are expected to start using the target language as soon as possible without hesitation. As it was mentioned in the previous part of this chapter, psychological barriers may cause some troubles to

the students who bring them to the class. What is more, they can negatively influence the students' results there and lead towards making a mistake. Strictly speaking, teachers who would use their immediate correction as those in The Grammar – Translation method are ready to hurt students' feelings.

Moreover, feelings of students represent an important part of this method closely related to the topic of mistakes. That is to say, the teacher should be very careful when dealing with mistake correction not to attack their feelings. According to Larsen-Freeman "One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn a language. It will just come naturally and easily."²¹ The natural way of acquiring a language should encourage students in their work.

Although Suggestopedia concentrates primarily on fluency, it has to work with accuracy as well. How does the teacher react to errors of form which are closely tied with the domain of accuracy? "When errors of form do occur, the teacher uses the form correctly later on during class."²² This technique does not hurt students' feelings as the students are not corrected in strict way which may influence them negatively. On the contrary, they profit from the teacher correction that uses the right form later in another context and he or she shows them different use of a particular word or phrase.

Finally, Suggestopedia seems to be rather difficult to establish in a real class nowadays in our country mainly because of the equipment of the classroom. As far as errors are concerned, the teacher encourages the students nicely and supports their linguistic effort. Then, they are able to make profit from their mistakes and it helps them in their further studies.

²¹ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.82

²² Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.83

2.5 The Silent Way

The Silent Way (SW) is one of the most original ways of teaching of all methodologies that we are dealing with in English. It takes the fifth position in this thesis. The method was founded by Caleb Gattengo in the early 1960s after the procedures and techniques of the previous methods, that is to say especially The Audio-Lingual Method (ALM), seemed to be exhausted and not appropriate for learning anymore. The new method introduced several concepts which were quite radical at that time. Giving one example from Larsen-Freeman's book right at the beginning "Accordingly, language acquisition must be a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language they are acquiring."²³

Until the period of the 1960s when SW appeared, it was expected that students were able to learn a language mainly by memorizing and repeating several phrases within a dialogue, usually written on the board. This represented the main idea of ALM which stressed especially the drilling way of learning and also the imitation of the teacher's model. According to such an idea, it was believed that students had no troubles in reaching the most accurate results. Nevertheless, the new coming concept of SW excluded all the repetition of artificial dialogues in quite a strong opposition.

Therefore, we should discuss the aims and basic objectives of the method called The Silent Way. Firstly, the whole language learning process is led by students who are forming their own rules in the classroom. In fact, this is the first time in the development of methodology when the students begin to take the leading. Secondly, although the teacher is present there, he or she does not interfere verbally into the learning of his or her students and stays nearly completely silent for most of the time. This idea seems to be probably the most striking in the whole SW concept as far as it stands in the opposite direction in comparison with all the previous methods.

In all these methods we have just pointed out, the teacher is often regarded as the only authority in the class who is guiding the students towards some specific aims of a particular lesson. However, SW leaves this traditional concept of teacher's

²³ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.51

position in the classroom and it makes it more peripheral. SW puts the personalities of all students into the center of attention. Students are encouraged to express their thoughts freely therefore they are not dependent on the teacher who would normally be at the top of the hierarchy of the learning process. What is more, students concentrate on the learning and on their self-expression and the teachers provide mostly the great number of various exercises to support the effort of their students. In fact, the feeling of responsibility should make the students work harder and in more effective way in the lesson. "Students should learn to rely on each other and themselves."²⁴

To continue, the teacher profits from what students already knew. Then, it seems to be much easier for the teacher to take part in the particular lesson without the possibility of speaking. What is more, the teacher is not expected to be active in this method. He or she does for the students only the most necessary things otherwise the students become uninterested in the content of the lesson. As Diane Larsen-Freeman suggests in her book "The teacher works with the students while the students work on the language."²⁵ The Silent Way is also called The Discovery Approach therefore the students play a more important role than the teacher in the discovery of language learning process. Students are expected to discover the rules in the target language (L2) by themselves.

In the following part, we should concentrate on the relationship between L1 and L2 and on the four language skills. Primarily, The Silent Way focuses on the use of L2. However, L1 can be spoken only in the most necessary cases, especially when some students feel insecure about the content of the lesson. In this moment, it is up to teacher to explain to a particular student the problematic part using in L1. Concerning the four language skills, SW works especially on the area of pronunciation, that is to say the correct speaking is stressed from the very beginning. Obviously, all the other skills are being practiced as well, including reading, writing and listening. There is not such a great difference as it used to be in comparison with ALM for example, in which students were supposed to practise firstly only oral communication and later on the written one. The Silent way tries to reinforce all the

²⁴ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.59

²⁵ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.59

skills of a learning process. Moreover, “At the beginning, the teacher needs to look for progress, not perfection. Learning takes place in time. Students learn at different rates.”²⁶

Concerning teaching grammar, SW builds from the smallest pieces of the knowledge and then proceeds to bigger units. That is to say, the basis of every language in the world is pronunciation, so this method begins to work just on this domain from the very start. Later, the students are expected to acquire the supra segmental elements of pronunciation, namely intonation, stress and melody of language. Although SW concentrates on the structural part of the particular language, the students do not learn any explicit grammar rules. In this sense, we can discover the main difference in comparison with The Grammar – Translation Method which has been discussed so far.

As far as the response to errors is concerned, mistakes are taken as a natural phenomenon which accompanies the language learning process. The acquiring of a target language does not exist without making several mistakes throughout this process. According to Larsen-Freeman’s idea “Errors are inevitable since the students are encouraged to explore the language.”²⁷ As the teacher wants the students to take the responsibility for their study results and become more autonomous, he or she profits from their errors in quite a positive way. The teacher’s attention is based on the problematic areas, including the errors.

In addition, the teacher usually does not correct his or her students, so the teacher correction is not used within this method as it was in the previous methods. On the contrary, the way of self-correction is much more preferred because students get a chance to realize the particular mistake, to focus on it and to find out the correct answer. If this possibility fails, The Silent Way suggests the idea profiting from peer correction. In this case, students are responsible not only for their own learning but they should concentrate on their classmates’ learning as well. They are expected to pay attention during the whole language learning process and if one of their classmates has made a mistake, they should be ready to spot it and of course to

²⁶ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.60

²⁷ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.65

provide a correct answer. Nevertheless, it is necessary to add that a learning process does not represent competition among the students. On the other hand, cooperation should always be supported by the teacher.

Moreover, the peer correction represents an important concept within the method of SW. Firstly it seems very useful as it involves not only the person who has made a mistake but also his classmate who is ready to help. In fact, both can profit from this situation as both are going to think about the problematic area in the target language and then to remember the correct answer. "Secondly, when a teacher encourages learners to correct each other's mistakes, the teacher gets a lot of information about the students' ability."²⁸ He or she is likely to take detailed notes when the peer correction occurs in the class. Later, the teacher is able to discover the area in which more explanation or more practice should be included. Thirdly, peer correction helps students to get used to cooperation within the class and not being corrected only by the teacher.

Finally, there were several disadvantages of The Silent Way which should be mentioned. Firstly, The Silent Way was considered too harsh and difficult to manage in a real classroom. Secondly, as Brown remarks in his book *The Teaching by principles* "Students often need more guidance and overt correction than The Silent Way permitted. There are a number of aspects of language that can indeed be "told" to students to their benefit; they need not to struggle for hours or days with a concept that could easily be clarified by the teacher's direct guidance."²⁹ What is more, there seem to be some problematic parts concerning the use of peer correction as well. Students may have troubles to get used to this concept. They do not like correcting each other or being corrected by other classmates. What is more, as Julian Edge suggests "It is not good for class if the same few students do the correction all the time. The idea of peer correction is to encourage cooperation, not to put one or two students in the traditional place of the teacher."³⁰

²⁸ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.26

²⁹ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.63

³⁰ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.26

2.6 Community Language Learning

Community Language Learning (CLL) represents the sixth interesting teaching method from the point of view of English methodologies which are worth discussing. It was founded by Charles A. Curran during the 1970s, it means more or less during the same period as some teaching methods including The Silent Way, Suggestopedia or The Total Physical Response. All of these methods present a kind of new trend in the treatment of English language. According to Curran's research, students usually felt frightened and worried about their linguistic abilities. They underestimated themselves and did not want to study the foreign language. Nevertheless, Curran studied the factors which influenced students' performance and summarized his ideas in the following method called CLL.

To begin with CLL, we are going to focus on the basic aims and objectives of this method. Firstly, CLL treats students as whole people so it does not separate their knowledge and their personality as it used to be in some of the previous methods, such as The Grammar-Translation Method or The Direct Method. The teacher works with students as with individuals who have a large scale of needs and demands. This means that he or she should pay attention to what they require while studying a foreign language. What is more, CLL stresses the importance of students' feelings their language abilities.

Secondly, the teacher and students are seen more like partners so this equal relationship can improve the atmosphere in the class. Moreover, the former represents the so called language counselor. What is he supposed to do? "It means someone who is a skillful understander of the struggle students face as they attempt to internalize another language. The teacher who can "understand" can indicate his acceptance of the student."³¹ Strictly speaking, this technique of counseling to students provides the teacher better position in the relationship to them.

Thirdly, discussing the relationship between native language (L1) and target language (L2), CLL makes a sort of balance in using both of them. Obviously, L2 is preferred as it represents the aim of the whole language learning process. However,

³¹ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.89

the teacher speaks L1 in such cases when he or she needs to make clear some issues as far as grammar or vocabulary are concerned.

To continue with the response to errors, they are seen as fragments to reach the higher levels of linguistic knowledge. Generally, they do not matter in the language learning process as in comparison with e.g. The Audio-Lingual Method (ALM). While discussing ALM, the number of errors had to be minimized and students were forced towards accuracy. On the contrary, CLL does not concentrate on accuracy and on strict error correction so much. Students in CLL are encouraged to start speaking and using the target language actively from the very beginning. Not only does the teacher's help provide them necessary phrases to express their ideas, but they can profit the feeling of security even at the beginners' levels.

The small chunks of language that the students learn make them understand how the target language works so they are able to avoid errors during their future studies. While studying according to CLL, students are expected to create their own syllabus. This idea sounds rather innovative and unusual but it should contribute to motivation and engagement of students and it should reduce the fear of making a mistake. Obviously, they choose what they want to study during the lesson, so the role of the teacher does not seem to be as important as within other methods. Consequently, the teacher is processing step by step in non-threatening way and paying attention to students' feelings as this factor represents one of the major priorities of CLL. However, how can teacher react to errors and correct them? "One way of doing this is for the teacher to repeat correctly what the student has said incorrectly, without calling further attention to the error."³²

In fact, when the teacher spots the particular error, he or she corrects it but in a slightly different manner than we are used to. By repeating the phrase correctly or putting in the right context, the students are expected to realize their error themselves. The teacher does not put any stress or intonation change on the wrong part of the sentence. Moreover, he or she does not even make any signal to warn students about the fact they have made a mistake. Strictly speaking, students should pay attention to the teacher although he or she does not play the key role in the

³² Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.103

language learning process. In fact, errors are seen as not a very important issue concerning CLL because all corrections would not contribute to the positive atmosphere and the feeling of security in the class. That is to say, the major principle of CLL would then fail.

CLL's priority is especially to build up a relationship among the group of students. Cooperation is preferred rather than competition. Furthermore, students are encouraged to get to know each other and to learn how to cooperate together within the group. Generally, they work in small groups or teams and therefore their sense of cooperation rises. As for the seating arrangement, they are sitting in a circle so that they can see each other's face and this technique contributes to the cooperative principle as well. They also profit from the concept of "human computer" provided by the personality of teacher who stands behind them and functions just as a machine to give advice to students. Later, they are equipped by vocabulary or grammar which they need to express their idea. Obviously, they get the correct answer from the teacher, so the number of errors is minimized.

To conclude, the teacher presents the content of the majority of activities before they actually occur in class so students do not have to worry about their performance in advance. In fact, they feel secure and are not afraid of making a mistake. Consequently, students are more relaxed and at the same time more open to learn new issues. This principle of security during the lessons seems to be not only valued from the student's point of view, but as well from the teacher's one. As Julian Edge recapitulates the idea of correction of mistakes, we can agree with the following statement. "Making mistakes in language use is not only normal, but necessary to language learning."³³

2.7 The Total Physical Response

The Total Physical Response (TPR) represents the seventh method within English teaching methodologies which was founded and later developed by James Asher in the late 1970s. He focused on creating a special method for learning a target language that would not be based just on memorizing and drilling exercises. In

³³ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.37

other words, he preferred an effective method that would combine learning a suitable not only for adult learners but for children as well.

What are the main principles and objectives of this method? Firstly, TPR is based on the idea of making associations between learning a target language and psychomotor activities. These activities made TPR very popular at that time as there was no other method using physical response in the language learning process until then. Secondly, the teacher presents chunks of the target language not just a list of individual words. Obviously, it is easier to remember short phrases for the majority of learners as this technique of acquitting new vocabulary items activates their memory faster and in a more effective way. Thirdly, "Asher was convinced that language classes were often the locus of too much anxiety and wished to devise a method that was as stress-free as possible, where learners would not overly self-conscious and defensive."³⁴

While discussing the role of the teacher within the TPR method, the teacher is considered as a director who leads all the students' behavior and he is responsible for it as well. During the first stage of the language learning process, students are just the imitators of the teacher's model. Moreover, they are copying teacher's behavior and gestures but mostly in a nonverbal way as they fulfill the tasks which are set by the teacher. During the later stages, students are expected to feel more responsible for their learning results; nevertheless it depends on the age of the learners.

On the one hand, students are supposed to acquire the target language (L2) in the same way as they did in the case of mother tongue (L1). This natural way of learning is ready to help them remember more than just by memorizing or imitating a dialogue. On the other hand, L1 still represents the means of connection between target language and reality so it can help students if necessary. "Asher noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking and so forth)."³⁵

Concerning the language skills, students develop their listening competence much earlier than their speaking competence. This means that primarily they listen to

³⁴ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.64

³⁵ Brown, H. Douglas, *Teaching by Principles*, Prentice Hall Regent, New Jersey, 1994, p.64

the instructions of teacher, later they understand them without any troubles and they are also able to fulfill their task. It usually consists of some physical activity or movement, e.g. Open the window! Bring me a book! Close the door! and so on. As we can observe, the teacher is using mostly the imperative mood to instruct his or her students. Why? "The imperative is a powerful device through which the teacher can direct student behavior."³⁶ However, they are not forced to answer verbally to teacher's instructions. Strictly speaking, students do not have to speak until they feel completely ready to perform.

How are errors treated in the TPR? In fact, students are allowed, or even sometimes encouraged, to make errors in the TPR method. Although such a statement may sound unbelievable while discussing various teaching methodologies and approaches to learning a target language, it has to do a lot within the TPR method. In this case, students are not expected to make error-free sentences from the very beginning of their language studies. On the contrary, their potential errors are treated as necessary steps towards the proficiency levels. As opposed to other methods such as The Grammar-Translation or The Audio-Lingual Method which try to avoid all possible errors since the beginning of students' studies.

What is the teacher's response to errors? Firstly, the teacher should be tolerant towards students' errors and he or she should not focus so strictly on accuracy during the lessons. The accuracy and language perfection are connected usually with more proficient levels rather than the beginner ones. Secondly, when the teacher has to correct a serious mistake of a student, he or she should do it patiently and carefully not to hurt students' feelings. Strictly speaking, their feelings are considered very important as TPR often deals with very young students or even with small children. Those groups of students are rather sensitive to teacher's correction as far as melody of voice or intonation are concerned.

As errors are quite depressing for all students in every language class, TPR prefers another strategy towards improving the atmosphere which is expected in the class. TPR stands against negative feelings of students and its primary task is to reduce the stressing of students. That's why the TPR prefers funny and game-like

³⁶ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.114

environment in the language learning process. The atmosphere of lesson should be stress-free, relaxing and funny, this means that teacher should behave in a friendly way to all students. "It is very important that students feel successful. Feelings of success and low anxiety facilitate learning."³⁷

The TPR is a suitable method especially for those students who are worried about their oral performance. In fact, a great many students normally feel embarrassed whenever they make a mistake. One reason explaining this fact is the negative attitude of the teacher whose correction makes the majority of students feeling depressed and useless. What is more, they do not believe in themselves and as to avoid the possible mistake, and they rather stay silent and say nothing. However, teacher's correction does not take place so often during the lesson of the TPR, so students are encouraged to feel free.

Finally, in the more advanced stages of the TPR, the teacher usually starts correcting students' mistakes. What is the main difference between the beginner's stage and the more advanced one? During the former, the teacher corrects just the major errors and he or she is supposed to do in a careful and unobtrusive way. During the latter, not only the teacher concentrates on the major errors, but he or she also focuses on the minor ones.

2.8 The Communicative Approach

The last method, called The Communicative Approach (CA), is nowadays considered one of the most popular and widespread methods as far as English teaching methodologies are concerned. The communication between the speaker and the listener plays the most important role as the name of the method suggests itself. The Communicative Approach provides students a lot of opportunities to express their ideas and opinions while using the target language. They are also encouraged to perform their knowledge of the target language in a great many speaking activities.

To begin with the aims and objectives of this method, firstly students should become competent speakers and listeners in real life communication and be able to

³⁷ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.115

use actively the target language not only in class but in other everyday situations as well. Secondly, mainly the target language (L2) is supposed to be spoken in class so the native language (L1) is to be minimalized or used only if necessary. "The target language should be used not only during communicative activities, but also, for example, in explaining the activities to the students or in assigning homework."³⁸ When students are surrounded by L2, they get used to it sooner. They do not consider it as a part of language learning process but mostly as a part of life experience. Thirdly, students are expected to take an active part during the lessons and to profit from the interactive way of activities which is so typical for The Communicative Approach. Fourthly, students focus on the target language which is presented to them in real life context. They are usually given some extracts from newspapers, books or magazines. Not only do they read these extracts, but later they use them for various communicative purposes.

What is more, another typical feature characteristic for CA is that the communication occurs within a social context. This means that speakers are expected to make choice among multiple ways of expressing their intentions of a particular communication. Introducing the following examples which lead us to understand better the area of social context, we examine the speakers' roles according to the different intentions and different social status of the interlocutors. The speakers can promise something to the listeners, they can persuade them about something or they can argue with them. Obviously, all three situations represent completely different types of communication including distinct social context if they occur between two friends or between the boss and his employee.

In comparison with other teaching methods in English, The Communicative Approach seems to be the most useful as it focuses especially on communication strategies. As students are supposed to use the language in real life situations, all four language skills are simultaneously developed from the very beginning. Later during the studies they are discussed in more details. "Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this

³⁸ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.135

knowledge in negotiating meaning.”³⁹ The meaning is considered more important than the form so the meaning is stressed especially in the interaction between the speaker and the listener.

While discussing the status of errors within this method, we should point out that errors are to be quite tolerated during the language learning process. They are presented as something which is necessary to occur until the students reach higher levels in their language studies. Although they make mistakes in their utterances, they can be understood by their communicative partners. This fact seems to be the most important within the communication – to be understood correctly. In other words, the mistakes in speaker’s utterances do not cause so many troubles to the listener to be eliminated. Strictly speaking, listener is able to tolerate these mistakes and the meaning of the communication is fulfilled. The mistakes of forms are not as serious as the mistakes of meaning. According to idea on Larsen-Freeman “Students can have limited linguistic knowledge and still be successful communicators.”⁴⁰

Students are encouraged to transfer the issues they have already learnt in the class into the real life situations. However, there comes out a problem with student’s confidence. They are often worried about the perfection of their performance outside the school. The Communicative Approach tends to focus on fluency rather than on accuracy. This means that students are likely to speak as fluently as soon as possible. The teacher puts emphasis on their oral expression, accompanied with the wide range of speaking activities which provide a great chance to express students’ ideas and opinions. As well as speaking tasks, many listening tasks help them to get into the language particularly by imitating the native speakers on the recordings. However, they often represent a source of mistakes and misunderstandings which have to be improved.

As far as the way of correction, CA usually exploits peer correction rather than teacher correction. Why? The reason seems to be quite clear because the teacher does not represent such a strict authority as he used to be in the previous teaching methods. On the contrary, students are encouraged to learn how to cooperate with

³⁹ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.123

⁴⁰ Larsen-Freeman, Diane, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford, 1986, p.123

their classmates throughout the lesson. Not only do they improve their own speaking skills, but later they also get used to identify some mistakes of their classmates. While working in pairs, small groups or teams, students should listen carefully and patiently to the content or idea of the message. If they focused just on the correct form of words or phrases, it would not fulfill the requirements from the communicative perspective. Moreover, as we have already mentioned, fluency is based on using the language to communicate some message and not to focus on correctness. Julian Edge points out to this topic “In fluency activities, we don’t want the learners to be interrupting each other. They should concentrate on *what* their partner is saying. Occasionally, however, it is useful to have someone concentrating on how things are said.”⁴¹

In The Communicative Approach some students are given a function of observers for part of the lesson. This means that they do not participate in the activity, but they just listen carefully to their classmates’ speech. While they are listening, they are supposed to take notes on a piece of paper concerning the mistakes which would be later discussed within their group. Having finished the activity, the teacher usually talks about the problematic areas with members of each group. In case, there is a more serious issue to be explained or more practised, then the teacher involves the whole class into the correction. This strategy functions rather effectively as the teacher is able to engage the majority of students in it. Moreover, he or she makes them pay attention to the given topic and they focus on the mistakes and try to find out a solution. In fact, it helps them to remember the particular mistake so they will not repeat it again.

Moving to typical techniques and activities which are associated with CA, we should keep in mind the major aim of CA – communication. Students are likely to participate in various activities which should help them feel more secure and self-confident. Firstly, language games are considered as a favorite activity among students of different age or nationality. It is said that students learn the most while they are playing with the language. During the game, they are likely to forget about their worries of making a mistake. Whenever they are engaged in such a game-like activity, they work the best and in the most effective way. Secondly, if the teacher

⁴¹ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.43

creates an interesting activity concerning the mistake correction, then he or she can make profit from this activity as well. This means that the activity seems to be attractive for students as the topic or content of it is concerned. Later, students work on the task because they are interested in it. The topic can involve e.g. a funny story accompanied by appealing pictures or striking newspaper headlines about famous people they admire or whatever area in which students are interested in. As Julian Edge states about the error correction exercises: "The more the students are involved in correction, the more they have to think about the language used in the classroom."⁴²

To summarize the basic idea of correction which is true especially while discussing The Communicative Approach we can quote the following idea of Julian Edge "Correction should not mean insisting on everything being absolutely correct. Correction means helping students to become more accurate in their use of language."⁴³ This idea supports the basic principle of CA. Language should be used primarily for speaking activities, that is to say communicating messages or exchanging information.

⁴² Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.27

⁴³ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.33

3 Mistakes and Correction

Having presented the most important TEFL Methods, including their techniques and principles, we move to the treatment of mistakes and their correction. In this chapter, we should discuss the importance of mistakes in the language learning process. Obviously, mistakes take part in student's everyday life as they are considered as a sign of learning a foreign language. In other words, whenever a student has made a mistake, the teacher can figure out that the student is trying to work with new issues in language. Although he or she is not successful yet to use the particular issue correctly, the student should be encouraged to carry on.

As Scrivener points out in his book *Learning Teaching* "Student errors are evidence that the progress is being made. Errors often show us that a student is experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress."⁴⁴ Especially the last part should be stressed, as students need to feel the progress whatever their actual level is. The feeling of progress they make during the lesson contributes to their further motivation. If students are motivated for learning new things, they are able to reach better results in comparison with those students who take learning only as a duty.

Then, it seems necessary to explain the difference between two terms – mistake and error. In fact, both of them represent key terms while discussing the topic of correction in the English language so they must be clearly distinguished. The former deals with a linguistic issue that the student stated either by saying or writing and he or she immediately found out that it was wrong. Having realized the mistake, he or she should be able to correct it and find out the right answer. The latter is based on the fact that the student does not realize that there was something wrong in his or her oral or written performance. In this case, the importance of the teacher's position rises as the necessity to provide correction and possibly another explanation gets more required. Otherwise, the student is likely to repeat the error again and this may cause more serious consequences for the student as far as his or her future studies are concerned.

⁴⁴ Scrivener Jim, *Learning Teaching*, Macmillan Publishers, Oxford, 2005, p.298

What are the major reasons why students tend to make mistakes? Firstly, concerning younger students or lower level students, the factor of enthusiasm plays the key role there. They often feel too motivated to perform so they forget about the correctness of their speech or writing. Secondly, the native language (L1) contributes to mistakes in the use of the target language (L2), mainly while adhering to word by word translation. Thirdly, students are likely to concentrate more on the content (meaning) than on the form (structure). This reason seems to be connected to the choice of topic which is discussed in class. It also depends if the subject matter is interesting for students and if they feel engaged in the discussion. Fourthly, the feelings of students influence the appearance of mistakes, including fatigue, sleepiness, mood and state of mind.

Moving to classification of mistakes, it consists of three major groups including slips, errors and attempts. Firstly, slips are described as very tiny mistakes, usually in linguistic forms of the target language, and are called 'careless mistakes' as the students do not pay attention enough while speaking or writing. However, they are expected to self-correct the particular mistake. Secondly, errors represent types of mistakes which students generally are not able to self-correct. "but where it is clear which form the student wanted to use, and where the class is familiar with that form...."⁴⁵ Thirdly, attempts are considered the most serious of these three groups because students do not realize they have made a mistake. Moreover, they have troubles with transferring the meaning so the listener has a great many difficulties to understand the message as the structures of the target language are not clear as well.

To continue with the ways of correction, we distinguish three main ways, including self-correction, peer correction and teacher correction. In the first way the students are capable of identifying and later correcting the mistakes by themselves. Moreover, the teacher is expected to provide them a chance for self-correction. "People usually prefer to put their own mistakes right rather than be corrected by someone else."⁴⁶ The second way generally consists of correcting the mistake by classmates of the student. It involves more people in the process of correction and they are supposed to find out and correct other's mistakes. "So, peer correction helps

⁴⁵ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.11

⁴⁶ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.24

learners cooperate and helps make them less dependent on teachers.⁴⁷ The third way of correction is based on the teacher's explanation. He or she is expected to provide the correct answer but not necessarily immediately. Primarily, he or she exploits the technique of various gestures, e.g. counting on fingers. "This technique of counting on fingers can be used whenever something is missing, whether it is a sound, or a syllable in a word, or a word in a sentence."⁴⁸

However, there is another classification of correction, dealing with overt and covert correction of mistakes. The former term is understood as something that is clear and obvious, so the mistake has already been stated. Then, it has to be followed by a correction. The latter can be described as secret or not so clear. This means that the student is able to self-correct before he or she actually performs the statement, so the mistake is not articulated and spoken aloud.

Concerning errors, they appear in all domains of foreign language. The most common are those in grammar and in vocabulary. They influence student's performance the most, so if the errors are serious then there can be a sort of misunderstanding which may lead to the failure of communication between the speaker and the listener. These errors will be discussed later in the practical part of this thesis as more details will be provided there. According to Scrivener, there are more areas except for grammar and vocabulary in which students are likely to have troubles with. "Errors can also be made in intonation and rhythm; in fact, wrong Intonation seems to cause more unintended offence to native speakers than almost any other kind of error."⁴⁹

What is the role of the teacher in the process of correction? His or her role seems to be rather important as correction should represent certain means how to remind students the correct forms which tend to be used in Standard English language. The teacher should not criticize his or her students and he is supposed to provide them well-structured feedback to remember the correct versions. Not only should the teacher listen to how they are using the language (form), but also he or she should pay attention to what idea or opinion they are trying to express (content). The teacher is expected to recognize students' feelings as dealing with mistakes in

⁴⁷ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.26

⁴⁸ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.28

⁴⁹ Scrivener Jim, *Learning Teaching*, Macmillan Publishers, Oxford, 2005, p.298

the class. “This means you have to be sensitive to when a mistake is made and to what kind of a mistake it is, before deciding whether to correct, when to correct, or how to correct.”⁵⁰

Moving to the two areas of mistakes dealing with form and content, we are expected to explain the difference between these areas. Mistakes of form tend to occur while the teacher profits from the accuracy techniques. Students are encouraged to concentrate on linguistic forms of the words and phrases mainly from the grammatical or vocabulary point of view. On the contrary, mistakes of content are usually more important while dealing with fluency as they seriously influence the communicative process. These areas will be discussed as well in the practical part and supported by useful examples. However, which kinds of mistakes are considered the most important and the most influential in the language learning process? According to Julian Edge, he provides the following explanation “The most important sort of mistakes is a mistake that leads to misunderstanding.”⁵¹

To summarize the chapter discussing the mistakes and correction, we have assumed the importance of mistakes, explained the key terms connected to the topic of mistakes and correction and focused on various classifications of mistakes. Moreover, we can point out the necessity of making mistakes if we want to work with language successfully and to proceed towards our aims. The teacher should also be ready to provide enough encouragement to students during the language learning process. Julian Edge points out to this topic “Teacher need to encourage students to communicate in the shared knowledge that this must include making mistakes if the language is to develop.”

⁵⁰ Edge, Julian, *Essentials of English Language Teaching*, Longman, London, 1993, p.88

⁵¹ Edge, Julian, *Mistakes and Correction*, Longman, London, 1993, p.2

4 My way of teaching

To begin with a short reflexion of my way of teaching a foreign language, it should be stated that teaching a language is not an easy process and that it represents a mixture of various elements which are melted in this kind of the language learning process. Naturally, these elements include the type of school which is associated with the purpose and aim of language learning. In my case, it deals with Secondary School of Tourism in Prague. Then, the age and characters of individual members of a group or a class influence the chosen ways of teaching a foreign language. Concerning the age of my students, it varies from 15 to 19 years. The personality and ambitions of a teacher plays an important role in the choice of a particular method as well. However, what methods are used precisely during my lessons of English at the secondary school? Strictly speaking, I try to profit from the majority of presented teaching methods as far as eclectic approach is quite preferred nowadays. In this chapter, there will be mentioned those which seem to be the most influential during my lessons of English.

Firstly, I would stress The Communicative Approach as the communication between people represents the basis of language use and students need to recognize this fact the sooner the better. Not only do I encourage my students to use actively the target language (L2) from the very beginning of their studies, but also I make them come into contact with a real life language. It is often presented in context throughout reading newspapers and magazine articles or listening to BBC news. Moreover, students develop all four language skills at the same time so they become linguistically equipped for their future studies. Later, students get the feeling that they are surrounded by the language and they start thinking in it. In fact, they do not realize that they speak some other language than their native one, but it is a long and difficult way to proceed.

Secondly, The Direct Method helps me in the way that it prefers mostly the target language. As it states, this method avoids the use of student's native language. Although, according to its principles, there are a lot of mistakes caused by the influence of the native language, this method is worth discussing as well. During my lessons the native language is being spoken only in cases of emergency e.g.

when students feel lost somehow in the course of the lesson, they do not get the right meaning of a word or a phrase. What is more, the native language is also used for some clearer explanation of new issues which might be difficult to explain in English and Czech equivalents are more straightforward.

Thirdly, while dealing with a suitable topic during the lesson, I appreciate The Total Physical Response (TPR). Students often remember new vocabulary better when they get the chance to associate it with some activity. In this case, TPR combines physical activity, language learning and humor. Especially, my younger students enjoy games or this kind of learning. However, even older ones sometimes prefer to relax from more traditional ways of learning and appreciate the use of TPR as well.

To continue with the treatment of mistakes, I usually divide my lessons into two separated parts. In the former one, we generally focus on accuracy and students tend to be corrected mainly by the immediate correction from the teacher. In this part, they are expected to realize their mistakes immediately so they could avoid them next time. Not only are speaking activities controlled by the authority of teacher but accuracy parts often involve correction while reading articles or dealing with some grammatical exercises in which the accurate performance is restricted. Moreover, the accuracy part is closely connected with The Grammar-Translation Method and its several principles. Introducing two examples, it could be stated either doing a grammatical exercise which is typically based on translation or the teacher who is supposed to present a new grammatical rule to his students (deductive approach).

During the latter, we pay attention to fluency activities. As it has been already said, the communication in everyday situations is encouraged so my students are expected to cope with these situations as well. Instead of immediate correction, I prefer delayed correction in cases of fluency part. By walking around and making notes, the teacher is able to find out some problematic elements which should be discussed later in the lesson. Nevertheless students do not feel controlled during the activity itself and can chat freely about the suggested topic. While they are chatting, the teacher analyzes their oral performance in a much more comfortable way. When students finish the speaking activity, the teacher points out the most serious mistakes and he discusses them with the whole class. Finally, these parts, including accuracy

and fluency activities, have to be clearly distinguished as far as students do not feel too nervous by being overcorrected by the teacher.

Strictly speaking, the teacher tends to pay attention to his students' feelings and to treat them as individuals who have the right to express their opinion. He also contributes to the positive atmosphere in the class as to overcome some psychological barriers as it has been discussed in the chapter about Suggestopedia. Furthermore, students should be able to use L2 not only at school but mostly in everyday situations and they should cope with these situations. However, mistakes represent a sign of learning that some progress is being made. In other words, students should not be punished for making mistakes otherwise they may become stressed by language learning.

To finish, the balance between attention to form and meaning should be established. Students who concentrate only on accuracy and correct meaning are often not able to transfer the right message to their listener because they focus so much on the choice of the right form of a particular word and they forget the message itself. On the other hand, those students who pay attention only to meaning are often misunderstood by their listener who feels confused by the mixture of grammatical and other linguistic elements. That is to say, the balance should be stressed during the lessons as well. Moreover, students should feel the sense in their learning. Therefore they can enjoy the learning process itself and they start to study harder and spend some more time learning at home in their free time. As soon as they recognize that they make progress, they are fulfilled with a new coming source of energy and they can reach better results.

5 Introduction to practical part

The following practical part of the master thesis is based mostly on various illustrations of mistakes which were made in writing assignments by Czech students from the Secondary School of Tourism in Prague. The presentation of these mistakes is accompanied with relevant linguistic explanation according to which area of language is touched by the particular student's mistake, e.g. grammar or vocabulary. Although both of these areas were intended to be discussed equally throughout the whole research, it has to be stated in advance that the area concerning grammar prevails in comparison with the one treating vocabulary mistakes.

Moreover, we have divided all the mistakes into four major classes, which are supposed to represent the four domains where the majority of mistakes are generally made. In our case, the classes contain grammar, spelling, using wrong word and wrong word order. These classes are considered to be the most important areas as far as the treatment of mistakes is concerned in the language learning process. While discussing each of the classes we are going to illustrate the explanation with various examples of mistakes made by a particular student. In fact, all examples are based on the practical research of writing assignments of the students who are taught by the author of this thesis.

As far as the topics of the writing assignments are concerned, students exploited a great many different topics mostly connected to the area of personal life and hobbies, e.g. *My favorite actor/actress/band/singer/music/place*. Furthermore, they got the chance to think about their future plans and intentions, e.g. *My plans for the future*. They also focused on letter writing, both formal and informal letter, and they tried to respond to an advertisement published in the newspaper. However, it has to be stated that they enjoyed especially story writing. Narrative techniques seemed to be the most favorite for students as they were able to profit from their own imagination. The list of particular topics is to be found in the Appendix.

5.1 Grammar

The first class, treated in the practical part of this thesis, is based on grammar. It represents an area in which students generally make a lot of mistakes. It also affects all levels from beginners to proficiency level. In my thesis, grammatical mistakes based on this research were divided into the following ten categories, e.g. the Present Simple and Continuous, Future expressions, the Past Simple and Continuous, Modal Verbs, the Passive Voice, Pronouns, Verb Patterns, Nouns (especially mistakes in plural formation), Prepositions and Adjectives.

Jeremy Harmer “Grammar, then, is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence.”⁵²

5.1.1 The Present Simple and Continuous

To begin with the first category which deals with the Present Tense, the most common mistakes made in this part concerned the missing of either a full meaning verb or an auxiliary verb. These mistakes are also associated with the formation of negative sentences or questions in which there is a need for both full and auxiliary verbs at the same time. According to the research, there are the most typical students' mistakes: “I do not a favorite singer (BD)”, “I still looking (MB)”, “I talking with her (VM)”, “I need a textbook? (JEJ)” or “How many people attends course? (GA)”.

Then, students did not realize to add ‘s’ for the third person singular which seems to be a quite common mistake among Czech students. They generally tend to associate ‘s’ just as a mark connected with plural formation. As Aitkin suggests “The third person ‘s’ seems counter to the English plural rule. (‘S’ is the common plural noun ending, but marks a singular verb.) Students may a) omit it altogether. +*He come*+, b) add it to plural verb instead. +*They comes*+”.⁵³ The first possibility is

⁵² Harmer, Jeremy, *Teaching and Learning Grammar*, Longman Group UK Limited, Harlow, 1993, p.1

⁵³ Aitken, Rosemary, *Teaching Tenses*, Longman Group Ltd, 1995, p.21

illustrated by the following examples: “She live in Prague (VM)”, “She love dogs (SK)”, “Concert take place (PH+DA+HM)”, “Woman who have got (BB)” or in negative “My mum don’t want ... (ŠAT). However, the second possibility, suggested by Aitkin, did not appear in the research.

Students also forgot that in English the subject of a sentence is supposed to be realized. The most common trouble concerning the realization of the subject was represented by missing subject “there”. From morphological point of view, “there” is a pronoun and it occurs mostly in existential sentences. Furthermore, it represents just a formal subject due to the functional sentence perspective. Nevertheless Czech students seem to have troubles to keep in mind the use of this formal subject as illustrated by several examples: “In the Czech republic is cold (LJ)”, “In our country are (FM)”, “All around was food (BK+ŠT+JUJ)”, “Before party will be picnic (JUJ)”, “In front of me is a black silhouette (KON)”, “In your offer is not size (HM)”, “I think is a lot of actors (AK)”. The last example proved the fact that the student also tends to forget about subject-verb concord. This means that she is talking about something in plural but she uses the verb in singular. These mistakes will be also discussed in the chapter dealing with nouns and plural formation.

According to Rosemary Aitken the mother tongue (L1) has a great influence on students and their distinction between the Present Simple and Continuous. As she adds in her publication “Students attempt to make present continuous forms of stative verbs when these are not appropriate, especially *to have* for possession: *+I am having a cold drink+* for *I have a cold drink*; and verbs of sensation: *+I am smelling fish+* for *I smell fish*.⁵⁴ The distinction between these two tenses seems to be important otherwise it looks rather confusing which tense the student wanted to use. “I am ask you (ŠAT)”, “We enjoying (KE)” or “I always listening (MB)”. In addition, Liz Driscoll presents a list of verbs that do not appear in the continuous form: “We do not use the continuous form with the following verbs which describe thoughts and feelings: believe, depend, forget, hate, know, like, love, mean, need, prefer, remember, understand and want.”⁵⁵

⁵⁴ Aitken, Rosemary, *Teaching Tenses*, Longman Group Ltd, 1995, p.14

⁵⁵ Driscoll, Liz, *Common Mistakes at PET and how to avoid them*, Cambridge University Press, 2005, p.17

5.1.2 Future Expressions

To continue with the second category dealing with the expression of future intentions, students usually make mistakes in distinction between *will-future* and *going to*. It causes some troubles to students who are not sure which future expression they are expected to use in their spoken or written performance. As there is just one way to express future event in Czech, they seem to be a little confused about the necessary distinction between these two future expressions which has to be made in English language.

Students' mistakes usually deal with the troubles in distinction itself between *will-future* and *going to* as far as the meaning and content of the sentence are concerned. Other possible mistakes come from the incorrect formation of a particular grammatical structure. That is to say, although the students understand the meaning of a sentence, they still seem to have troubles within the principle of formation of future expressions. Strictly speaking, there is either a missing element in the sentence or some irregularity within its structure. "Metallica will has concert in Prague (ŠT)", "You will surprised (VM)", "I am going to telling (BD)", "Lots of people will there (JUU)", "I hope you come (GV)", "I will glad (ŠV)", "Maybe I go with you (LJ)", "We going to visit (KE)" or "I will waiting for you (SE)".

5.1.3 The Past Simple and Continuous

The Past Tense represents the third category and at the same time one of the most important parts in each language, not only in English. While using the Past Tense, we are able to speak about things that happened some time ago. In other words, it makes us talk or write about some period of time which is far from the present in which we are situated at the moment. However, students are often afraid of learning the Past Tense while studying a foreign language (L2) but there is no serious explanation for it as a past tense exists in the majority of languages all around the world.

While discussing the meaning, the Past Tense is divided into three main subcategories according to a semantic point of view. Firstly, the Event Past tends to refer to a single and definite event that happened in the past. This kind of past is

usually used with dynamic verbs, e.g. *The plane left at 9 a.m.* Secondly, the Habitual Past through which we helps us to express events that repeatedly occurred, that is to say not only once as it could be stated about the previous subcategory. In this subcategory we tend to profit from dynamic verbs as well, e.g. *We spent our holidays in Spain when we were children.* Moreover, the Habitual Past can be expressed by the phrase *used to*. Thirdly, the State Past refers to a single unbroken state of affairs in the past, e.g. *I once liked reading novels.* In comparison with two previous subcategories, in this case, we tend to use stative verbs, not dynamic ones.⁵⁶

Concerning the Past Tense in English, the most problematic area seems to be its formation from students' perspective. Not only do they feel insecure which verbs have regular pattern and which are considered to be irregular ones, but also they tend to mix the past forms for particular verbs, e.g. "I thought about it (BT)". What is more, they often switch the Past Tense for the Present Tense in phrases where they write about some past experience but they use the Present Tense. The following examples are going to perform these mistakes: "Yesterday, I get out of bed and go to window (MB+SJ)", "I took a knife and kill a monster (BK+JUJ+ŠT)", "We ride a motorbike (BL)", "When I had a problem, you help me (SK)", "As we go to the factory (PM)", "She decided to go left and then she go straight (GN)", "He took everything what he can (HEJ)", "We went to Žofín and we sit on our bench (KUN)". Several mistakes also come from the incorrect subject-verb concord: "They was talking (SJ+MB)", "They was so cute (ŠAT)", "Moment with you was perfect (AK)", "One little boy were happy (PJ)", "There were so much silence (AK)".

5.1.4 Modal Verbs

Mistakes from the research connected with Modal Verbs, treated as fourth category, are classified into three main subcategories. Firstly, students chose an incorrect structure of a sentence while exploiting the use of Modal Verbs, e.g. "I must ending (VM)". In this case, the -ing form is performed incorrectly; therefore the sentence does not make sense. The Modal Verb 'must' is supposed to be followed by infinitive without 'to', also called bare infinitive. The same situation happens while discussing other Modal Verbs, including shall, should, can, could, may, might and

⁵⁶ Jančovičová, Ivana, Přednášky Morfologie I, II, KAJL, Pedagogická fakulta, Praha

others. In fact, some students are likely to add 'to', so they try to work it out analogically as 'have to', but this procedure is incorrect. According to Jeremy Harmer "This is a common mistake that students make, often due not to interference from the mother tongue, but from confusion with the English grammatical system."⁵⁷

To follow with another example connected with the incorrect use of form of Modal Verbs, e.g. "He musted (HK)". In this case the student probably did not learn properly how to express an idea with modal verbs in past. Moreover, Rosemary Aitken adds different example close to the previous one. "Occasionally, by attempting to create a continuous form for present action: +I am canning+ or attempting to form a passive +It is musted+."⁵⁸

Secondly, the problem was based in wrong choice of a Modal Verb as illustrates the next example: "We should meet (MB)" The student chose an incorrect modal verb. According to the context of her writing assignment, the author would have expected another Modal Verb, namely 'could' as it expresses the possibility in this case. From the morphological point of view, it deals with extrinsic or epistemic modality to express possibility.⁵⁹

Thirdly, students did not cope with the correct formation of a question or a negative sentence. This type of mistakes has already been mentioned in previous categories. It seems that negation and questions represent quite a difficult area which should be worked on in the following lessons in class. To illustrate this statement by an example from a student: "Will you can come? (MB)". The student tried to profit from her knowledge about modal verbs so she picked up correctly the one that she needed for the sentence to express her idea. However, she did not realize the rules for the right formation of questions. Not only is the use of inversion inevitable, but the Modal Verb 'can' is supposed to be used only in the Present Tense. To express Past or Future intentions, it is necessary to exploit the use of 'be able to' instead of 'can'.

The next examples provide the wrong formation of a question which seems to be confused with an affirmative sentence. "I ask you (ŠV)", "I could stay with you next

⁵⁷ Harmer, Jeremy, *Teaching a Learning Grammar*, Longman Group UK Limited, 1987, p.14

⁵⁸ Aitken, Rosemary, *Teaching Tenses*, Longman Group Ltd, 1995, p. 13

⁵⁹ Jančovičová, Ivana, *Přednášky Morfologie I, II*, KAJL, Pedagogická fakulta, Praha

summer (ŠL)”. However, according to context, the students should have used the inversion which is necessary when forming a question. Other examples containing a similar grammatical mistake are: “How many books I must buy? (PK)”, “How would lessons looks like (HJ)”, “I mean nobody would not listen (HJ)”. The last example takes into consideration the mistake in double negation. In fact, it deals with clause negation through verb negation and a word negative in form and meaning. However, this strategy of double negation is not allowed according to English grammar rules.⁶⁰

5.1.5 The Passive Voice

The fifth category of grammar does not involve as many examples of mistakes as students are generally afraid of using the Passive Voice. From the author’s teaching experience, they are likely to express the particular idea in a different way. Why? In fact, students tend to avoid the Passive in their writing assignments as they do not use it in their own mother tongue. In Czech, the Passive Voice sounds too formal, uptight and rather old-fashioned and that’s the reason why young people prefer other ways of expressions in English language. What is more, this statement could be supported by Rosemary Aitken’s idea: “Many students avoid the Passive Voice, because it is regarded as only scientific or academic in usage. This is an impression fostered by some course books. Hence ‘*A bus knocked him down*’, (Suggesting volition), is mistakenly preferred to the more idiomatic, ‘*He was knocked down by the bus.*’⁶¹.

However, the Passive should be included in written language as English writers tend to use it quite often. There are several reasons which explain this fact. Firstly, whenever writers are not completely sure about the identity of an agent of the particular action they are likely to use the Passive Voice, e.g. “Many lifeboats were launched from the Titanic only partly filled.”⁶² Secondly, writers prefer the Passive in case when there is no point in identifying or recalling the agent. They feel that the

⁶⁰ Jančovičová, Ivana, Přednášky Syntax I, KAJL, Pedagogická fakulta, Praha

⁶¹ Aitken, Rosemary, *Teaching Tenses*, Longman Group Ltd, 1995, p. 145

⁶² Jančovičová, Ivana, Přednášky Morfologie I, II, KAJL, Pedagogická fakulta, Praha

identification is not important or a reader is able to pick it up clearly from the context. “Nowadays sleeping sickness can usually be cured if it is detected early enough.”⁶³

Thirdly, it is connected with the functional sentence perspective (FSP). In case, writers need to avoid a very long active subject, they are likely to rewrite the sentence in the Passive Voice. In fact, it is not often seen in the Active Voice as it would be against the rules of FSP. What is more, writers like the Passive to put emphasis on the agent so he or she appears at the end of the sentence. Fourthly, “In scientific and technical writing, writers often use the Passive to avoid the constant repetition of a subject “I” or “we” and to put emphasis on processes and experimental procedures. The use of the Passive helps us to give writing the objective tone that the writers wish to convey.”⁶⁴

Concerning the mistakes made in their papers, there are to be found two main areas. The first area deals with the missing auxiliary verb ‘to be’ as it can be illustrated in the following examples: “Suddenly old man gone (PK)”, “The band formed in 1981(ŠT)” or “These movies directed by her husband (PJ)”. The second area contains mistakes mostly connected with structure of a sentence or there is a trouble with the formation of the past participle, e.g. “This place is connect (KE)”, “There is prepare (KE)”, “The palace that be located (GN)”, “I am prepare to go to England (ŠAT)”.

5.1.6 Pronouns

The sixth category dealing with Pronouns is considered quite important as all students at all language levels need to learn Pronouns. In fact, from the very beginners’ level, they come into contact with this area of grammar and there is no chance to escape it. Nevertheless, students still make a lot of mistakes in this category. Mistakes which were identified during the research are going to be classified into the following three subcategories.

Firstly, there is an influence of students’ mother tongue as they tried to stick to it as much as possible but they did it incorrectly. “I listen to her (music or song)

⁶³ Jančovičová, Ivana, Přednášky Morfologie I, II, KAJL, Pedagogická fakulta, Praha

⁶⁴ Jančovičová, Ivana, Přednášky Morfologie I, II, KAJL, Pedagogická fakulta, Praha

(BD+MB)". In this case, students did not realize that whenever they refer to something inanimate in English, they are supposed to use the Pronoun 'it'. As they used the Pronoun 'her' instead of 'it', the reader is going to feel lost in their text and also rather confused. He or she does not know what or who the writers refer to whether it is a person or a thing. Strictly speaking, according to students' sentence, the author of this thesis would expect them referring to a woman or a girl as the pronoun 'her' is used in the text. As Ann Raimés adds to the topic of reference: "When a pronoun is used in a piece of writing, it should be clear to the reader what that pronoun is referring to. The referent should be close by, in the same sentence or one immediately before, and there should be no ambiguity."⁶⁵

Secondly, the Pronoun is missing in a sentence on a place where it is expected to be. "It is 18th birthday (SE). "From this sentence, the reader might be confused as well. Although, the context would be available there, it still seems to be insufficient as far as the clear reference is concerned. The student should have inserted the Personal Pronoun in subjective form to illustrate whose birthday it was going to be. Readers, of course, are likely to imagine that it deals with the writer's birthday. However, at the same time it could be the birthday of other family members of friends or even of someone completely different.

Thirdly, the student mixed various categories of Pronouns, e.g. subjective or objective form of the Personal Pronoun and the Possessive Pronoun "I want to meet with his." (VA), "She name is J.R. (AK)", subjective form of the Personal Pronoun and the Possessive Pronoun "I can go to you school (ŠŠ)". Fourthly, there was a mixture concerning Independent Pronouns (e.g. mine) and Pronouns that are supposed to be accompanied by the Noun (e.g. my). "mine favorite place (HJ)". According to Liz Driscoll "We can use 'mine' instead of 'my+noun' when we refer to the same thing again in a sentence. Remember that we use 'yours, his, hers, ours, theirs' in the same way: The smallest bedroom is mine. The largest one is yours."⁶⁶

⁶⁵ Raimés, Ann, Grammar Troublespots, Cambridge Univeristy Press, 2001, p. 95

⁶⁶ Driscoll, Liz, Common Mistakes at PET and how to avoid them, Cambridge University Press, 2005, p.25

5.1.7 Verb patterns

Verb Patterns represent the seventh category which is often underestimated during the language learning process. Many teachers leave this area very soon and pay attention to other grammatical areas like the Past Simple or practising of irregular verbs. However, it has to be stated that Verb Patterns are to be found throughout all English language no matter the level of students. According to the research, mistakes which were identified there deal especially with patterns connected with verbs like 'want'. It has to be followed by the infinitive, but a great many students did not realize this rule. Introducing a sentence for better illustration, we can pick up the following one. "I want see you again (BB+AK+DM+VK)". "I want complete (HL)", "You try sell (KE)", "I want celebrate (SE)", "I go sleep (ŠŠ)", "He needs go (ŠAT)", "I want attend (GA+HJ+PM+SK+ŠAT+KK)". These students omitted 'to' and this breaks the rules about Verb Patters, namely 'want' which as to be followed by 'to-infinitive'.

Then, students forgot to insert a full meaning verb after the Verb Pattern so the rules were not precisely kept again in this case. "I would like to concert (PH+VK+AK+PJ+DM+KON+DA+VA)", "I want to dogs (HM)". In fact, this category of Verb Patterns seems to be more problematic in comparison with other areas of grammar from students' point of view. Students were likely to write their assignments without so much concentration and they did not pay enough attention to verb patterns. In fact, they concentrated on tenses or vocabulary or correct spelling and they stopped thinking about this area. It seems to be the reason why they made so many mistakes in the category which does not represent a tricky part of English grammar according to the author's opinion.

Moreover, there are other expressions except for "want to" or "would like to" that should be mentioned to fulfill the list of Verb Patterns. Liz Driscoll suggests "We also use 'to' after 'would love, would hate and would prefer'."⁶⁷ Students also mixed Verb Patterns the other way round, it means they did not use -ing form in cases where it was necessary, e.g. "I prefer have (BB)". In addition, there is one more phrase which was often in center of students' attention and they made a lot of mistakes in it. It deals with the phrase from letter ending 'I am looking forward to seeing you.' Concerning the most common mistakes within this phrase, we can

⁶⁷ Driscoll, Liz, Common Mistakes at PET and how to avoid them, Cambridge University Press, 2005, p.35

mention the following ones: “I am looking to see you soon (PLA)”, “I look forward to you (HN)”, “I look forward to answer you (PK+HAJ)”, and “I look forward seeing you (VK + AK + PJ)”.

5.1.8 Nouns – plural formation

The eighth category based on mistakes in Nouns did not cause as many troubles to students involved in the research as some previous categories, including the Present or the Past Tense. Nevertheless, several serious mistakes appeared in their writing assignments, therefore they seem to be worth discussing in this chapter as well. The category of Nouns can be seen from several different perspectives but the mistakes concerning plural formation were considered the most important according to results of the research.

Students had troubles especially with plural formation. According to Ann Raimés, we can define the basic rule how to form plural. “The most common way to form a plural of a countable noun is to add ‘-s’ or ‘-es’. Add it even when there is a numeral included to tell the reader there is more than one. Note that the ending ‘-y’ changes to ‘-ies’ when ‘-y’ is preceded by a consonant, e.g. a party – three parties.”⁶⁸ Having recapitulated the rules for plural formation, we can proceed to mistakes made in writing assignments of students.

Firstly, students tend to forget the mark of plural, namely “s” at the end of the Noun. To illustrate it with several examples: “beauty and talent competition (PLA)” there was no mark of plural which would have been expected in this case. The student was talking about at least two different events that she participated at. However, she mixed incorrectly both events within one competition. The next example deals with a similar problem, e.g. “We will have VIP ticket (VA)”. We can also suggest that in this case we are going to a concert with more people. It can be presupposed that even the number of tickets will be at least two. From pragmatic point of view, this example focuses on inclusive we, as both writer and listener(s) are included in the process of going to a concert. Moreover, we are also ready to presuppose that both of them are going to the concert and stay in the VIP area.

⁶⁸ Raimés, Ann, *Grammar Troublespots*, Cambridge University Press, 2001, p.15

Secondly, there was a mistake in plural formation of Nouns after a word expressing quantity, e.g. “a lot of word (ŠŠ)”. In this case, the student used an expression of quantity but the head noun was introduced in singular, so it could be a little confusing for the reader to orientate in such a text. A similar mistake was made in the following examples after a Numeral, e.g. “three playground (GA)”, “I have two ticket (HM+VK)”, “26 year (HM)”, “three daughter (BB)”. In cases when we are likely to count some items, it is necessary to keep the number of the particular noun as well. Furthermore, we want to stress the fact that there is more than one representative of a group included. Fitikides provides an example of a correct sentence connected with this topic: “I paid six pounds for the book.”⁶⁹

Thirdly, in comparison with the previous example, students made a mistake in the opposite way. This means that the student used a mark of plural in a sentence where it required a singular noun. Introducing an example to support this statement, we can focus on the following phrase “one main questions (HEJ)”. He used incorrectly the expression “one” and “main” which both require the Noun in singular. However, he introduced the head Noun in plural. What is more, there are to be found much more similar examples, including “this moments (PRA)”

Fourthly, there were few mistakes concerning the irregular formation of plural, e.g. “fishes (JEJ)”. These words appear in singular form although we are speaking about more representatives of the group. There are more irregularities that deal with plural formation, namely “informations (PRA)”, “childrens (FJ)”. According to Liz Driscoll, “Other irregular plural nouns include: man-men, woman-women, child-children, foot-feet, tooth-teeth, mouse-mice.”⁷⁰ In addition, Fitikides enriches the list with the following nouns: “ox-oxen and goose-geese.”⁷¹ These examples of irregular plural formation were introduced to illustrate the category of Nouns which do not take ending “s” as a mark of plural. In fact, there is not a strict rule which would help students to recognize these Nouns. The only possibility that seems to be useful for students is to learn properly Nouns with irregular plural formation from the very beginning of their language studies.

⁶⁹ Fitikides, T.J., *Common Mistakes in English*, Longman Group Limited, London, 1963, p. 54

⁷⁰ Driscoll, Liz, *Common Mistakes at PET*, Cambridge University Press, Cambridge, 2005, p. 11

⁷¹ Fitikides, T.J., *Common Mistakes in English*, Longman Group Limited, London, 1963, p. 54

5.1.9 Prepositions

The ninth category focuses on mistakes in Prepositions made by students in their writing assignments. It could be further divided into several subcategories, including Prepositions of Place, of Time and other types of Prepositions. Although this category seems to be a marginal one in comparison with others, it has to be discussed in this thesis, too. According to the opinion of the author, well-educated students are expected to avoid mistakes in Prepositions as these mistakes do not have a positive effect on their further linguistic knowledge. Obviously, students often underestimate the category of prepositions and they do not learn them properly during the language learning process at school. However, Prepositions should be treated equally as other areas in a foreign language. This is the main reason why they are discussed in this thesis as well.

Firstly, we are going to deal with several mistakes concerning Prepositions of Place. Introducing the first example “She comes in America (ŠL)”, the student seems to change the meaning of a sentence. As far as the context is concerned, she wanted to say that a famous person comes from America. In other words, this person was born there, spent there his or her childhood and he or she has family roots in America. In this case, it is necessary to use the Preposition ‘from’. As the student used the Preposition ‘in’, strictly speaking, she changed the meaning of the whole sentence completely. According to what was written in the text, the reader might feel confused. He or she does not know if the famous person comes from America or if the person comes in America, meaning he or she spent some time somewhere else and now he or she, in fact, returns to America again. Of course, it does not sound like a very nice English sentence but from the grammatical point view, both cases seem to be acceptable in a particular context.

Other examples of mistakes in Prepositions of Place break the rule between prepositions ‘in’, ‘on’ and ‘at’, e.g. “in university (BB)”, “in school (SD+FM+BD+BL+ŠAT)”, “on primary school (VM)”, “on high schools (HAJ)“, “in work (HL)”, “at Brno (BL)”. These examples are considered important to illustrate the difference between these two Prepositions. The former which is used incorrectly in the writing assignment of students treats the wrong use of the preposition ‘in’. This Preposition is generally used in all cases in which something or someone is situated inside of a building or a thing. However, in this case, there should be the Preposition

'at' because the students tend to express the idea of an institution. Whenever, we talk about institutions, involving school, university, hospital or church, we are expected to choose the Preposition 'at'. The only possibility to use 'in' seems to be when we want to stress that we are situated really inside the particular building. On the contrary, in the last example the Preposition 'at' occurs incorrectly. When we talk about being situated in a village, a town or a city, we are supposed to use 'in' instead of 'at'.

Secondly, students made a few mistakes in Prepositions of Time which represent the second subcategory. For example "The concert is going to be in 2nd January (BB+PJ)". In this case, the Preposition is not necessary while discussing dates and it has to be omitted, whereas the Preposition is supposed to be changed in the following example "in 17:30 (HM)". Concerning the time expressions, namely giving the time, the student should have used the Preposition 'at' instead of 'in'. The next example deals with seasons, the student misused the Preposition 'on' as in a phrase "on summer (FM)". On the contrary, she should have written, "in summer". Having discussed several examples above, we can observe that the majority of troubles come from the wrong treatment of prepositions 'in', 'on' and 'at'.

Nevertheless, there are more various examples treating mistakes in the area of English Prepositions. According to results of the research, they can be divided into three subcategories, namely misused prepositions, omitted prepositions and redundant prepositions.

- 1) Misused prepositions: "Present by you (AK+PJ)", "at TV (VK)", "in TV (HL)", "I cannot come on your party (MB)", "Invitation on to party (PA)", "Thank you about (KK)", "I saw your school from net (ŠAT)" and "at holidays (GN)". According to Don Sparling, students should use these prepositions in a following way: "There's an interesting programme on TV tonight."⁷²
- 2) Omitted prepositions: "I listen it often (VM)", "I am going to England 5 days (BD)", "She looked a map (GN)" and "watching the window

⁷² Sparling Don, *English or Czenglish?*, Státní pedagogické nakladatelství, Praha, 1989, p. 191

(ŠAT)". As far as the correct use of prepositions, T.J. Fitikides provides the following example: "They were listening to music."⁷³

- 3) Redundant prepositions: "watch on TV (DA+BB+ŠL)", "He plays on the guitar (SJ)".

5.1.10 Adjectives

Mistakes that appeared in this category according to writing assignments of students are to be classified into two major subcategories. The first deals with the difference between –ed and –ing adjectives. In other words, it treats the topic of misused adjectives. The second category focuses on comparative and superlative forms of adjectives and potential troubles in form and meaning which are associated with this grammatical area.

To begin with misused adjectives, students made mistakes when they were supposed to distinguish the difference between –ed or –ing adjectives. The basic principle denotes that the ending – ed is used to describe some feelings, or states of mind of a person in particular. On the contrary, we are likely to use –ing adjective if we are expected to describe a person, a place or a thing. To illustrate the above statement, we can present the following example. "It was very interested (JJ)". In this case, the student chose incorrectly the form of the adjective. She wanted to describe a film that she has seen recently in the cinema. That is to say, she was supposed to evaluate the film, give it some kind of quality and express her opinion about this film. Furthermore, she might have compared it with other film she has seen there. However, she chose an incorrect form of the adjective and this would not make sense to the potential reader. He or she would expect to read about her feelings or state of mind she was in when she was watching the film. In fact, the student might have said, I was interested in this genre, so that is why I wanted to watch this film and it was very interesting experience for me.

What is more, we can introduce another example which seems to be right the opposite in comparison with the previous one. "I was so exciting (SD)". In this case, the student wanted to express his state of mind and his feelings about the particular film. He was expected to perform the use of –ed adjective which would have been

⁷³ Fitikides, T.J., *Common Mistakes in English*, Longman Group Limited, London, 1963, p. 50

more suitable in such an example. Nevertheless, he transformed the adjective to the incorrect form and the reader would probably be confused again.

To continue with the mistakes in comparative and superlative forms of adjectives, they can be illustrated by the following examples. “The most kind teacher (NT)”, “The most bigger thanks (DM)”, “Prague is much interesting (GN)”, “The most interest (KE)”, “Most interesting than dolphins (AK)”, “It is very great (HL)”, “His the best role (KON)”. The first mistake is based on the wrong form of superlative form of adjective ‘kind’. It is formed by one syllable and that means these adjectives occur in the form of ‘the kindest’. As Ann Raimes suggests in her book *Grammar Troublespots* “We add endings to short adjectives to form comparatives or superlatives, e.g. cool – cooler – the coolest.”⁷⁴ In addition to this, we quote the example “The most bigger thanks (DM)” which works the other way round. In this case, the comparative is expected to be formed with doubled b-letter, just following the rule by Ann Raimes.

The next example treats mistakes in comparative and superlative forms based on longer adjectives. According to Ann Raimes “... long adjectives and for –ly adverbs, we use *more* and *most* for the comparative and superlative forms.”⁷⁵ However, the examples “Prague is much interesting (GN)”, “The most interest (KE)” and “Most interesting than dolphins (AK)” represent incorrect sentence as it always breaks the rule introduced by Ann Raimes.

To finish with the mistake based on the phrase “It is very great (HL)”. In English grammar is impossible to make comparative or superlative forms from adjective which already appear as superlative. Having mentioned the particular example based on one student’s mistake, the adjective ‘great’ cannot be accompanied by ‘very’. It would not make sense as this adjective is already seen as *smothenig* that seems to be impossible to intensify.

⁷⁴ Raimes, Ann, *Grammar Troublespots*, p. 102

⁷⁵ Raimes, Ann, *Grammar Troublespots*, p. 102

5.2 Spelling

The second category of the practical part of this thesis deals with spelling. It represents an important chapter to be discussed. Although it does not include so many examples as the previous chapter concerning grammar, mistakes made in spelling should be treated separately. Students made mistakes especially in the following areas: a missing letter in a word (middle, final), doubled or extra letters, scrambled letters, capital letters. These areas help us to classify spelling mistakes into subcategories to orientate better in this chapter.

5.2.1 Missing letters

To begin with the area of a missing letter, it should be stated that the majority of mistakes seem to be made because of the lack of students' attention. It seems to the author that students were more concentrated on what they were writing rather than on spelling itself. This happens quite often mainly in free writing assignments when they are expected to express some opinion. Students focus on the idea they would like to share and they start thinking about the content of their assignment. What is more, they are likely to pay attention to grammar as well because they are more afraid of grammar mistakes. However, they do not realize that spelling mistakes are important too. Another reason explaining the number of missing letters in student's assignments is the lack of time. Whenever students work under pressure, they tend to miss some letter. There are the following examples to illustrate these mistakes dealing with missing letter, either a) in the middle or b) at the end of a word:

a) "tomorrow (VM)", "diner (MB+SJ+KON)", "normaly (MB+SJ)", "havier (NT)", "sory (BD)", "coud (BL)", "I'm studing (ŠV)", "colored fish (JJ)", "biks (PM)" intelligent "(PM)", "dificult (BL)", "realy (HM+HJ)", "finaly (VK)", "exelent (BB)", "evenigs (DM)", "color (HM+ KON)", "god restaurant (ŠL)", "I will mary (DM)", "especialy (HJ)", "we are siting (GV)", "cloths (HJ)", "this bidge (KE)", "funy (GV)", "beautiful (SD)", "I thik (KE)"

b) "styl (MB)", "coffe (MB, SJ)", "by by (ŠŠ)", "pleas (HL)", "smal car (VA)", "husban (PJ)", "Best regard (KE)".

5.2.2 Doubled and Extra letters

To continue with the second category which treats the doubled or extra letters, the mistakes in this category were made due to the similar reasons as in the previous one. However, it seems that in this case there should be added the lack of knowledge as well. If students miss a letter in a word, they generally write too fast and they skip a letter. Nevertheless, in case when they add some extra letter, it looks as if they did not learn the word properly. There are several examples to support this statement: “Latter (VM)”, “I was still hideing (MB+SJ)”, “I am writting (GA+FM)”, “grammary (ŠŠ)”, “grand parents (HJ)”, “sudennely (HK)”, “youre family (GN)”, “comming (GN)”, “clouthes (GN)”, “reacently (HM)”, “animales (PJ)”, “oppinion (PJ)”, “theese memories (PA)”, “whitch (HN)”, “beacouse (FJ)”, “I don’t know what will bee (DM)”. The majority of these examples do not make sense as the mistake destroys the meaning, but the last spelling mistake seems to be rather different. Although from the grammatical point of view the sentence is completely wrong and it does not make sense, from the semantic point of view the student probably did not realize the existence of the word ‘a bee’. In fact, this spelling mistake looks quite exceptional in comparison with others because this one could be used as an individual word but, of course, in a different context.

5.2.3 Scrambled letters

Scrambled letters represent the next category of spelling mistakes. This means that students get to learn the word and its meaning during the language learning process. What is more, they usually do not miss or add any letters in their writing assignments. However, they scramble or mix the letters which are already present in their writings. These mistakes are quite useless as they do not show the particular student in a positive view. The following mistakes represent examples of spelling mistakes caused by scrambled letters: “theatere (PA)”, “dokuments (HL)”, “wont to be (PA)”, “veri attractive (SM)”, “somethink (SK)”.

5.2.4 Capital letters

Capital letters in English are considered even more important than in Czech language as the rules of use differ quite a lot. This means that students tend to have some troubles when the letter should be capitalized. Liz Driscoll suggests several cases in which it is necessary to use the capital letter. “We use capital letters with

titles and people's names (Mrs Smith), members of the family when used as names (Dad), addresses (Woodstock House), letter beginnings and endings (Dear Charlotte), geographical names (Spain), nationality adjectives and languages (French), days of week (Tuesday), month of the year (June)."⁷⁶ While discussing the examples above, there are some mistakes which correspond to them according to students' writing assignments, including "saturday (JJ+KON+AK+HN)", "english (PM+PK+ŠV+ŠŠ)", "geography (HJ)", "american (VA)", "history (MB)", "august (KUN)", "charles bridge (GV)", "germany (PA)", "czech language (NT)".

To finish with the category which is represented by words coming from different European languages, namely Spanish or German, this chapter is going to be based on mistakes from these two languages. In fact, both of these languages are taught at the Secondary School of Tourism where the research was done. All these languages are situated at various levels. That is to say, some students mix the languages together with English, usually as far as spelling is concerned. Some examples of words coming from a) Spanish or b) German language:

- a) "situacion (ŠV)", "informacion (PJ)"
- b) "Prag (FM+KON+HM)", "Hallo (KON)", "Karl's bridge (PA)"

⁷⁶ Driscoll, Liz, Common Mistakes at PET and how to avoid them, Cambridge University Press, 2005, p.6

5.3 Wrong word

This chapter treats the position of wrong words in students' writing assignments. English language is considered quite difficult as far as choice of words is concerned. There are strict rules treating which word is allowed to be used in which context as we are going to see later in this chapter. In Czech we can find several rules as well, but we do not feel it so important while speaking our mother tongue. In English, being a foreign language, this represents a sort of trouble for nonnative speakers, including Czech students. They often tend to learn the form of a word but they do not pay attention to a particular meaning in which the word can be used in speech or writing.

Not only do they learn the form of the particular word which was connected with spelling in the previous chapter, but also they are likely to forget about the meaning of the word. If they do not learn the meaning properly, they may be misunderstood by their potential readers or listeners. Moreover, the category of a wrong word is divided into four subcategories according to word classes. The following examples are to provide illustrations of students' mistakes in this area:

- 1) Noun x Noun: "nature x countryside (HEJ+FM+GV+HN+PRA)", "memories x souvenirs (KK+KE)", "on second level x floor (HAJ)", "city x town (SD+HL)", "money x price (KA)", "photograph x camera (LJ)", "birthdate x birthday (FJ)", "box x parcel (AK)", "boat x ship (HM)"
- 2) Noun x Adjective: "The man was death (x dead) (NT+PLA)", "But the true is (x truth) (PLA+NT)", "luck x lucky (BD)", "prestige school (x prestigious) (HEJ)", confidence x confident (PRA)",
- 3) Verb x Verb: "tell x say (SJ)", "learn x teach (NT)", "build of x made of (PM)", "see x watch TV (KON)"
- 4) Verb x Noun: "choose x choice (ŠŠ)", "advise x advice (HAJ)", "repond x response (KE)"

To continue with a short analysis of each of the subcategories, firstly we can start with comparison of two nouns. It should be stated that a great many students still switch the use of "nature x countryside" in their writing assignments. However,

the distinction between these words seems to be rather necessary. The former means a general term explaining a theoretical or even technical domain of what we call in Czech 'příroda', namely 'Mother Nature'. The latter exploits a more concrete area, including particular surroundings including forests, rivers or mountains. The meaning should be closer to the Czech equivalent in this case. Whenever students want to express the idea that they were walking outside, they tend to use incorrectly the word 'nature'. Nevertheless, they are expected to use the latter one. This mistake appears throughout all four grades at secondary school and the explanation would be very difficult to find.

Secondly, the distinction between noun and adjective in the area of wrong word caused several troubles to students as well. Giving an example "The man was death (x dead) (NT+PLA)". In this case, students did not realize the correct word classes. Moreover, it is worth discussing if they made the mistake in a word class itself or if they did not know the word and just picked up one form they thought it was correct. It depends also if they could correct themselves in case of an additional question. The mistake could be just made from lack of time or attention. All of these factors were able to play their role in this example. Strictly speaking, this hypothesis returns us back to the topic of slips, errors or attempts. Although the listener or the reader may understand what they want to express, he or she may also fail in understanding as this sentence is wrong from grammatical point of view. The use of adjective is inevitable as noun does not make sense in this case.

Thirdly, we are going to deal with two verbs, e.g. "learn x teach (NT)". This represents a typical mistake of many students' writings. Although there were not so many students present in the research that would make it, the author is able to compare the extent of this mistake to his previous teaching experience. The former is focused on the student who is expected to study or learn something. In other words, to enrich his brain with much more information and he or she is supposed to be clever and more intelligent. On the contrary, the latter represents an action which is done by the teacher who transfers all the information to his or her students. The teacher does not learn anything but he or she is expected to show the students a way, to guide them and to reach the particular aim. This mistake is caused by the Czech equivalents 'učit se x učít' so this could be the main reason why many students switch these two words.

Fourthly, there appears a mistake between verb and noun. Students often pick up a wrong word as in the following examples “choose x choice (ŠŠ), “advise x advice (HAJ)”. Mistakes made in this part were primarily caused by wrong learning of a particular word. That is to say, these students did not learn the particular word properly. The next reason could be that the students have troubles associated with word order as they do not recognize the correct position of noun and verb in English sentence. It depends which of these two reasons is more likely to happen. However, the position of a word in an English sentence is very important and plays the key role there. It will be discussed in more details in the following chapter about mistakes in word order.

To conclude this chapter about wrong word, we are about to say that the majority of mistakes were made due to the wrong word class. Students often did not realize the particular word class and this lead to a mistake. Furthermore, there appeared the cases in which two nouns were mixed together. Strictly speaking, the area of a wrong word is considered important as it could cause a serious misunderstanding between writer and reader in this case.

6 Evaluation

To begin the evaluation part of the master thesis, it has to be stated that 48 students, aged 15 – 19 years, were included in the research. They come from the Secondary School of Tourism in Prague. The research consisted of an analysis of writing assignments of students based on the topics involved in the Appendix. What is more, all their written works were later discussed and analyzed in more details. Mistakes in these assignments were classified into the four major classes, involving grammar, spelling, wrong word and word order. All of these classes were later divided into several subcategories and they were treated separately. The results from each class are going to be presented in this chapter.

6.1 Grammar results

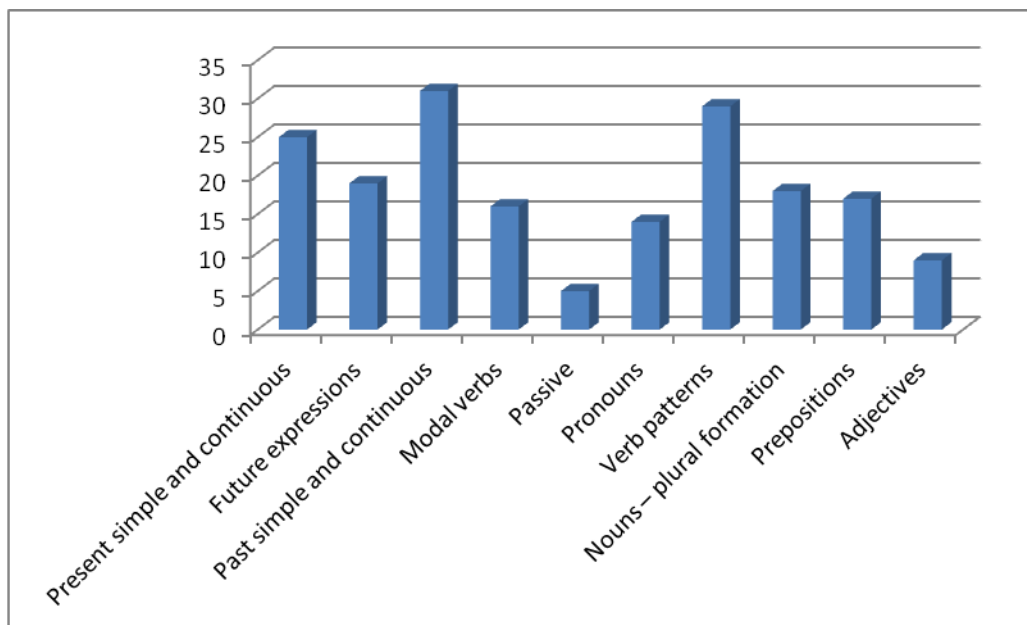
Firstly, dealing mainly with grammar as the largest class, it contains ten subcategories. According to the following chart we can analyze the results of the research:

<u>Category:</u>	<u>Number of students who made a mistake:</u>	<u>Percentage:</u>
Present simple and continuous	25	52,08
Future expressions	19	39,58
Past simple and continuous	31	64,58
Modal verbs	16	33,33
Passive	5	10,41
Pronouns	14	29,16
Verb patterns	29	60,41
Nouns – plural formation	18	37,50
Prepositions	17	35,41
Adjectives	9	18,75

The chart shows us that the majority of mistakes were made especially in the category of the Past Simple and Continuous. In fact, the high number of mistakes seems to be caused by the frequency of its use in everyday language. Whenever, students need to express an idea or to tell that something happened to them, they are supposed to exploit the Past Tense. The second category that caused troubles to students was the one concerning Verb Patterns, especially 'want to' and 'would like to'. These two Verb Patterns are considered quite frequent in English as well. They are used mainly in cases when students tend to express some desire or they are likely to do something. Although these patterns are taught from the very beginning of their studies, they have to be practised even in more details during the future language learning process.

On the contrary, the least mistakes were made in the category of the Passive Voice. There are several reasons to explain this result. Not only are students generally afraid of the Passive Voice itself in general, but also its formation is not as easy as in comparison with some other domains of English grammar. Furthermore, students are likely to avoid it because it seems to them old-fashioned, uptight and not suitable to use in everyday writings. They are not used to it even in their mother tongue so they try to avoid its use in English as well. Strictly speaking, the least number of mistakes in the Passive was caused by the fact that just few students included this element in their assignments. Unfortunately, in most cases it was used incorrectly.

The chart of results in the class of grammar is accompanied by the schema for easier orientation there. The schema explaining the percentage of this class is to be found in the Appendix.

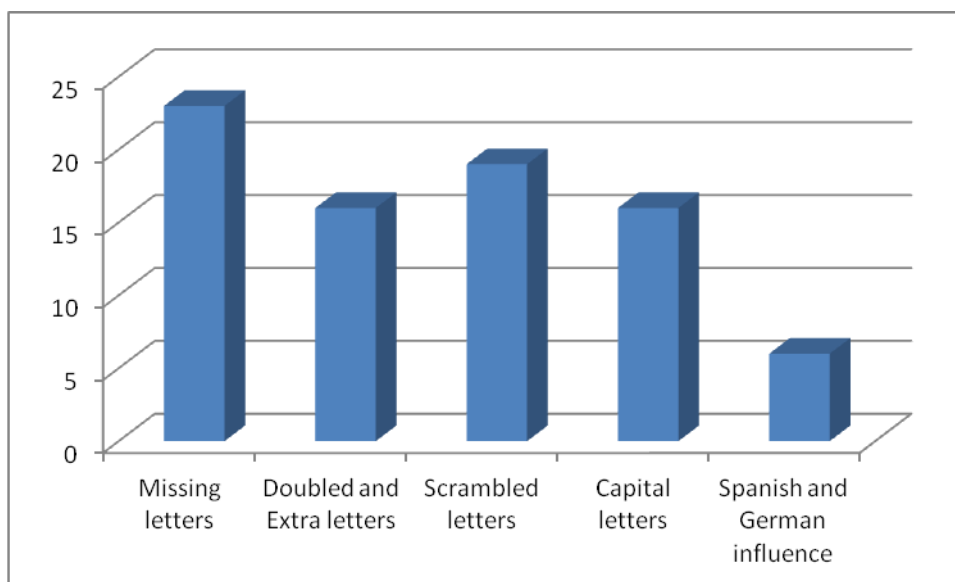


6.2 Spelling results

Secondly, mistakes in the class of spelling were divided into four categories including Missing letters, Doubled or Extra letters, Scrambled letters and Spanish and German influence. Having analyzed these categories, we came to a conclusion that the most troubles were found in the category of Missing letters. Either the students did not know the particular word they had tried to use in their assignments or they did not pay enough attention to the rules of English spelling. The next three categories were more or less equal so students are supposed to work on accuracy and to improve spelling which is going to be discussed in the chapter of remedial treatment. Few students were also influenced by the spelling of other foreign languages which are taught at this secondary school of tourism, namely Spanish and German.

<u>Category:</u>	<u>Number of students who made a mistake:</u>	<u>Percentage:</u>
Missing letters	23	47,91
Doubled and Extra letters	16	33,33
Scrambled letters	19	39,58
Capital letters	16	33,33
Spanish and German influence	6	12,50

The spelling chart is followed by the schema describing these results to elucidate the facts concerning spelling. Moreover, the percentage schema is to be found in the Appendix.

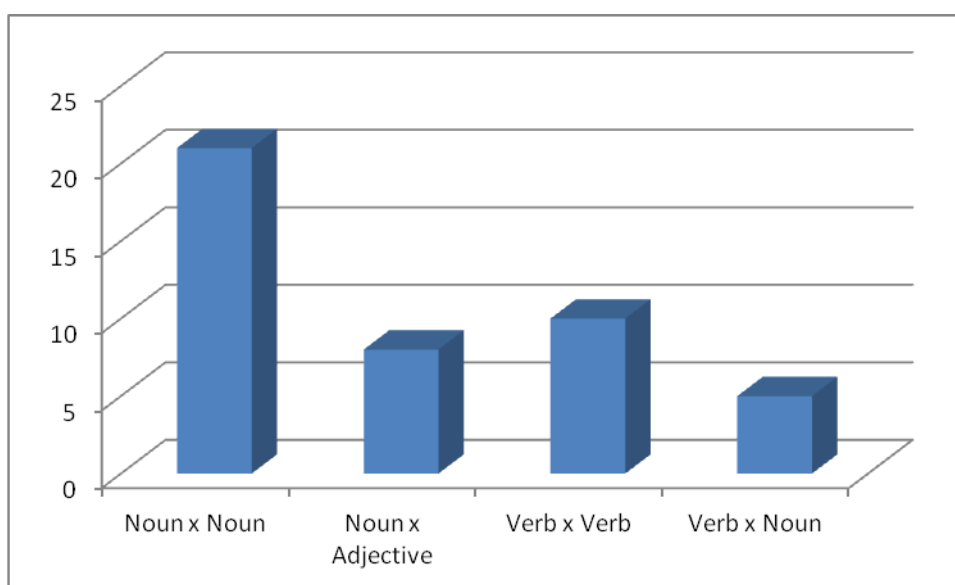


6.3 Wrong word results

Thirdly, there comes the class of a wrong word. It deals with vocabulary in English language and according to results of the research; students did not make so many mistakes in this class in comparison with grammar. One possible explanation is that students generally tend to use especially words that they really know. Some of them do not still feel like trying to perform a new word, they have just learnt at school for example, although they are encouraged to do it by their English teacher. Moreover, students could not use any dictionaries during their writing tasks as they were expected to rely on their own knowledge of English vocabulary. In the research, we treated mainly the following word classes: Nouns, Verbs and Adjectives. The highest number of mistakes appeared in the first category of Nouns. To be more specific, students switched two Nouns, e.g. town x country, nature x countryside etc..

<u>Category:</u>	<u>Number of mistakes</u>	<u>Percentage</u>
Noun x Noun	21	43,75
Noun x Adjective	8	16,66
Verb x Verb	10	20,83
Verb x Noun	5	10,41

The chart dealing with the class of a wrong word is also accompanied by the following schema to illustrate the results. The percentage schema is involved in the Appendix.



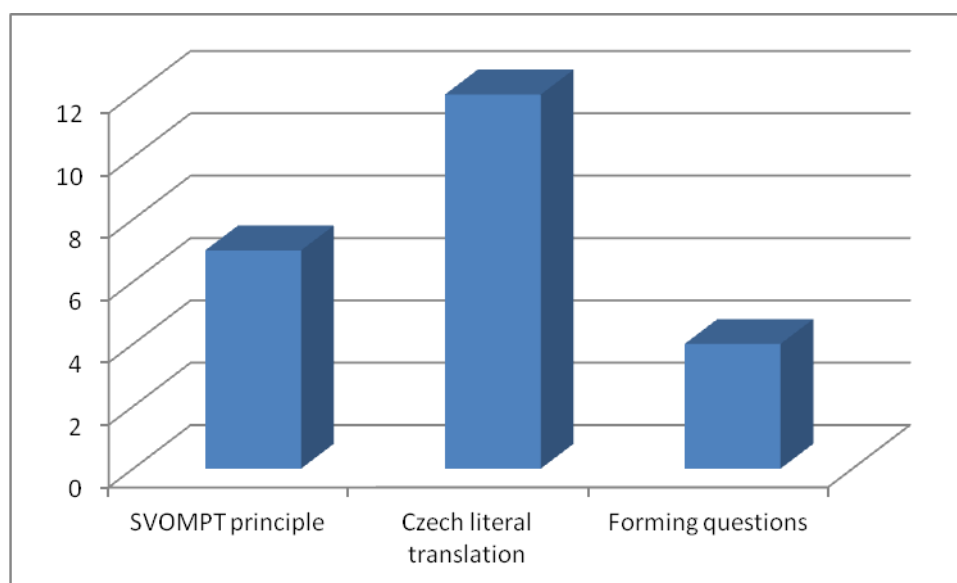
6.4 Word order results

Fourthly, mistakes in the class of word order were analyzed into three categories. Primarily, the Czech literal translation appeared as the most influential from all three categories. It seems that Czech students were still thinking in their mother tongue while they were supposed to write an English text. During the research, there were found typical Czech mistakes, also called Czenglish according

to Don Sparling⁷⁷. The second category dealt with the SVOMPT principle, it is connected with the structure of a sentence and with the functional sentence perspective (FSP). The last category focused on forming questions. Although the level of students was pre-Intermediate, some of them still had some troubles with the correct formation of questions.

<u>Category</u>	<u>Number of students who made a mistake</u>	<u>Percentage</u>
SVOMPT principle	7	14,53
Czech literal translation	12	25,00
Forming questions	4	8,33

This chart is followed by the schema concerning the results in the class of word order. The percentage schema is added in the Appendix.



• ⁷⁷ Sparling Don, *English or Czenglish?*, Státní pedagogické nakladatelství, Praha, 1989

7 The Remedial Treatment

In this chapter, we are going to discuss the area of the Remedial Treatment of mistakes. It is often underestimated during the language learning process, because teachers generally feel there is no need to work with errors. Moreover, the lack of time during lessons and the obligation to follow precisely the lesson plan do not contribute to the possibility of the Remedial Treatment, too. However, it seems that the teacher who works continuously with students' mistakes reaches better results in this process. According to the author's teaching experience, the majority of students are very keen on working with mistakes as many of them are likely to avoid making the same mistake in the following years of language studies.

The chapter profits of the facts we have worked out in the theoretical part dealing with TEFL methods. These teaching methods are closely connected with the area of mistakes. While discussing all methods, we have dealt with the response of errors. That is to say, every method influences the treatment of errors as it has been discussed in more details in the theoretical part, namely the response to errors.

For example, firstly, in The Grammar-Translation Method or The Audio-Lingual Method, the teacher's correction facilitates the whole learning process mainly because of the immediate correction which strikes student's attention. Students are corrected immediately after they make a mistake by the teacher who represents the authority in the language learning process. He or she is expected to be followed as the only correct example. This means that students are supposed to listen carefully to his or her examples of grammatical issues during the lesson and they have to stick strictly to given examples. No feelings are concerned in the process and no partnership between the teacher and students is allowed within this method as compared to some other methods like Suggestopedia or Community Language Learning.

Secondly, in The Direct Method, the teacher just shows that there has been a trouble in case the student makes a mistake, either with face expression, body signals or some spoken natural warning. In this case, the teacher does not provide the correct answer immediately after the student makes a mistake as in the previous method. On the contrary, the teacher works as an adviser who identifies all the mistakes and warns his or her students about them. Students are given a choice of

several potential answers and they are expected to pick up the correct one. In fact, the teacher makes them think about the mistake. That is to say, students do not follow blindly the teacher's example.

Thirdly, Suggestopedia and The Silent Way and The Total Physical Response provide a great toleration towards the mistakes in comparison with The Grammar – Translation Method and The Direct Method. These three methods treat mistakes as a necessary step in acquiring of language knowledge. Moreover, more attention is paid to students' feelings and their comfort in the language learning process. The teacher is expected to recognize all possible psychological barriers of his or her students and to deal with them very carefully.

Fourthly, while dealing with Community Language Learning, the teacher usually repeats the particular phrase correctly and puts it in the right context. Then, students are expected to realize their mistake themselves. What is more, the teacher works with students as with individuals, who have a large scale of needs and demands. He or she is also supposed to respect their feelings. The teacher does not represent the authority as in The Grammar-Translation Method. The teacher and students are seen more like partners so their mutual relationship improves the atmosphere in class.

Finally, The Communicative Approach exploits mostly peer correction rather than teacher correction. The teacher does not play such a strict and authoritative role as in several previous teaching methods, e.g. The Grammar – Translation Method. On the contrary, students are encouraged to learn how to cooperate with their classmates throughout the lesson. Concerning the response to errors, although they make mistakes in their utterances, it does not represent a serious trouble as far as the language learning process is concerned. Despite several mistakes in their speech or writing, they can still be understood by their communicative partners. This fact seems to be the most important within the communication and it means to be understood correctly.

Having discussed TEFL methods, we assume that each method can influence the results of students in a particular domain of a foreign language. Giving an example, students who are led by their teacher towards e.g. The Grammar-Translation Method are expected to be more successful in their writing assignments

as their work seems to be much more accurate. Their logical thinking is likely to help them in this area as well. In fact, they are enabled to orientate better and in an easier way in the area of grammar. Having practiced a great many types of exercises during the lesson, these students tend to avoid the majority of mistakes in their writings.

On the contrary, these students will not probably be so successful in spoken communication. The reason, explaining this statement, is the following one: The Grammar-Translation Method prefers the written language over the spoken and it does not focus on communication as for example The Communicative Approach does. The CA is based on all four language skills at the same time, including reading, writing, listening and speaking. Strictly speaking, the use of the CA seems to be much more popular from the teacher's point of view.

There are several factors which are connected with error correction. They include aims and needs of students. In other words, the teacher has to recognize why his or her students are learning a foreign language, what purpose should be stressed and what results are expected to be reached in lessons. It is closely related to the motivation of students and their effort to study the foreign language. The next factor deals with the personality of a teacher that can greatly influence their performance and studying habits. In fact, having stated that a method can influence the results of students, we are likely to add that students, or better to say the teacher, can affect the use of a method as well. He or she can modify its use in practice during the language learning process and not to stick to given rules and characteristics of the particular method.

To continue with the Remedial Treatment, there are several following suggestions for the teacher to avoid potential mistakes in the future. The majority of mistakes in students' assignments were made in the class of grammar, so according to The Grammar – Translation Method, the teacher is supposed to provide a great many various activities for students, including multiple choice, gap filling and sentence transformation, to practice especially the Past Simple and Continuous. It is followed by the Present Simple and Continuous and Verb Patterns. Furthermore, he or she should use repeating and drilling techniques based on The Audio – Lingual Method and he or she should lead students towards accuracy to avoid these mistakes.

According to the results of the research in the class of grammar, the activities for practising these three categories usually consist of typical grammar exercises including filling the gaps, multiple choice and sentence transformation. Moreover, we should add the error correction. It attracts students more than typical activities as they are expected to concentrate more on the use of the Past Simple and Continuous and to look for a mistake themselves. Students are also involved when they read the newspapers or a magazine article dealing with an interesting topic for them. In this case, they do not realize that they deal with a grammar activity as they feel more attracted by the topic.

As far as spelling and wrong word are concerned, the teacher should exploit the technique of dictation and he or she should stress some words which caused troubles according to the research. In addition, he or she should set the listening to an interview with a famous person. Both cases represent effective ways of the Remedial Treatment if the topic is attractive for students. Moreover, spelling remedial activities focus on Missing and Scrambled letters which represent two categories containing the majority of mistakes in the class of spelling. According to the results of wrong word class, the teacher should make a short text involving several gaps. Then, students are supposed to pick up the correct word either from the chart above or below the text which includes possible answers. In a more challenging way, the chart containing the possibilities could be missing. It means that students have to rely just on their own knowledge of words. This kind of activity is based on the problematic area of distinction of two nouns that caused troubles according to the research, e.g. nature x countryside, souvenirs x memories or boat x ship.

Dealing with word order, the teacher creates some cards for students to make a sentence. Then, he or she should explain the basic structure of an English sentence to students. This may also help to avoid Czech mistakes in English. Strictly speaking, this technique of making a sentence can be supported by The Silent Way as no need to speak is required. What is more, the teacher could scramble the words in a sentence and the task for students is to number particular words in order to make a meaningful and logical sentence. The class of word order is also based on productive skill of students. That is to say, students should often write short assignments to improve their writing skills.

To finish with the Remedial Treatment, the teacher should not underestimate the area of mistakes in English. At the same time, he or she should work with mistakes very carefully as not to hurt students' feelings. Concerning the topics of writing assignments, the teacher is expected to set a clear topic with a given purpose to be reached by writing a story, an essay or a letter. It has to contain as much factual information as possible to look real and attractive for students. As Heaton summarizes this idea "Always try to give your students a purpose for writing, even in a classroom test. This is important for motivating students and encouraging them to produce good written work. Few people ever write in real life without definite purpose."⁷⁸

⁷⁸ Heaton, J.B., *Classroom Testing*, Longman Group UK Limited, Harlow, 1990, p.106

8 Conclusion

The presented thesis focused on Common mistakes made by Czech students at the Secondary School of Tourism in Prague. It focused especially on the mistakes in their writing assignments. In the theoretical part, we have presented the most important TEFL methods which served as a starting point for the following analysis of mistakes. These methods were discussed from several different perspectives, including their techniques, strategies and principles. Then, we concentrated on their connection with the area of mistakes in the part of response to errors. In fact, the treatment of mistakes differs according to the type of a method. We have also examined the position of accuracy and fluency within all TEFL methods.

Furthermore, we focused on the classification of mistakes and we paid attention to various ways and approaches of correction. We have discovered that the process of correction is represented differently within each method. It depends on who is in charge of the process; either it is the teacher or the students. Obviously, we explained all key terms which seemed to be necessary for discussing this topic.

In the practical part, we have analyzed the most important mistakes made by students in the English language. For better and easier orientation in the analysis, we have divided the area of language into four major classes including grammar, spelling, wrong word and word order. These classes helped us to classify their mistakes into several subcategories to elucidate the distinction between the mistakes. We have illustrated the most typical mistakes from students' writing assignments.

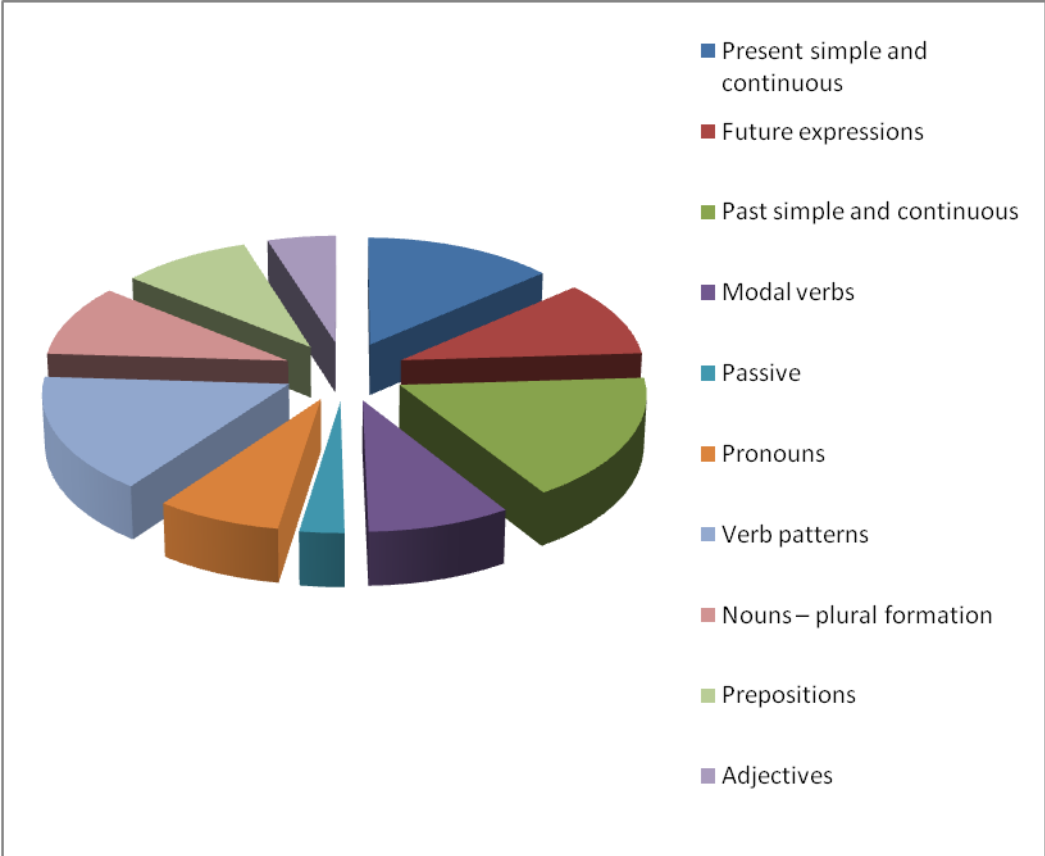
Finally, we summarized the results that we have reached in the analysis and we have presented these results in charts to explain them. We have also made several suggestions how to avoid these mistakes in the chapter dealing with the Remedial Treatment. Hopefully, this thesis helps to illustrate the most problematic parts in English as far students' mistakes are concerned and it will also reduce the number of mistakes in their writing assignments in the future.

9 Bibliography

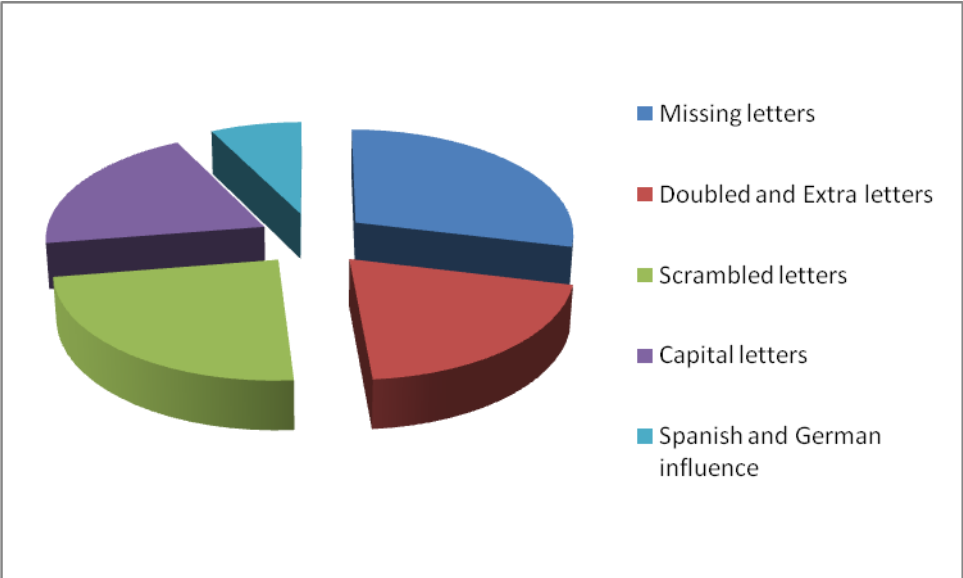
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10 Appendix

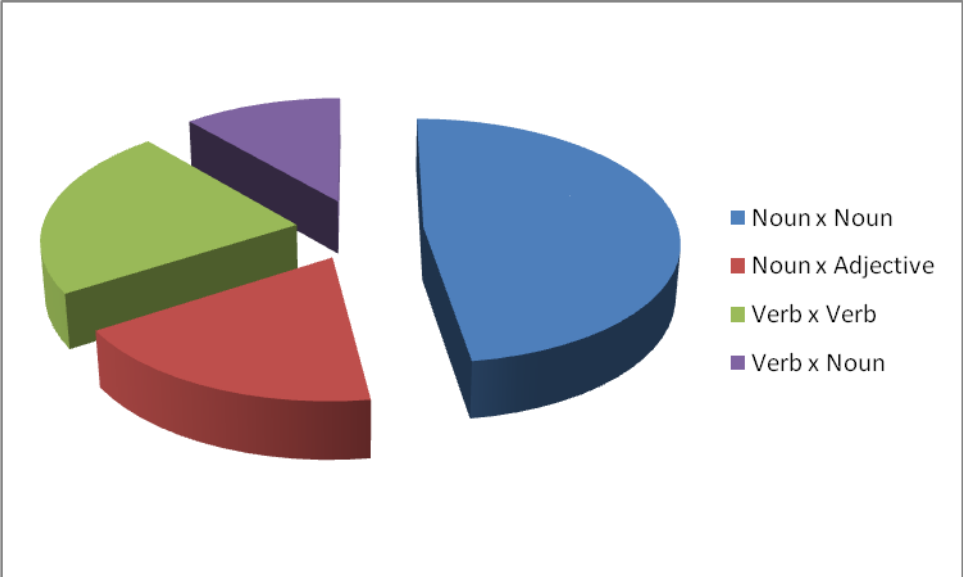
10.1 Schema of the class of grammar results:



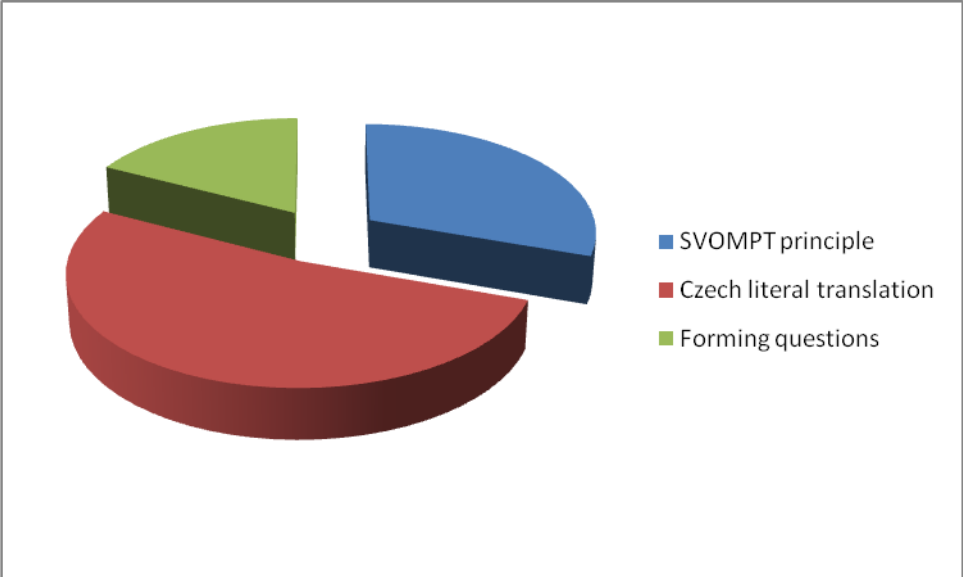
10.2 Schema of the class of spelling results:



10.3 Schema of the class of wrong word results:



10.4 Schema of the class of word order results



10.5 Chart of students' reference

Name	Reference
Bláhová Denisa (1.A)	BD
Brožová Kateřina (1.A)	BK
Justová Johana (1.A)	JUJ
Markalousová Barbora (1.A)	MB
Nims Tomáš (1.A)	NT
Plucarová Anna (1.A)	PLA
Sklenář Jakub (1.A)	SJ
Šťastná Tereza (1.A)	ŠT
Vesecká Michaela (1.A)	VM
Barbini Laura (2.A)	BL
Benešová Tereza (2.A)	BT
Gemrot Adam (2.A)	GA
Grytsyk Natálie (2.A)	GN
Heczko Jan (2.A)	HEJ
Hubáčková Kristýna (2.A)	HK
Ježková Julie (2.A)	JJ
Knittlová Kristýna (2.A)	KK
Pluhař Matěj (2.A)	PM
Povšíková Kateřina (2.A)	PK
Steinbachová Karolína (2.A)	SK
Šandorová Tereza (2.A)	ŠAT
Šejnostová Veronika (2.A)	ŠV
Štěpán Šimon (2.A)	ŠŠ
Andrýsová Kateřina (4.A)	AK
Bradnová Barbora (4.A)	BB

Name	Reference
Dlabačová Andrea (4.A)	DA
Durek Miroslav (4.A)	DM
Hutterová Lucie (4.A)	HL
Hyblbauerová Monika (4.A)	HM
Kocurová Nikola (4.A)	KON
Pavlovová Helena (4.A)	PH
Povolná Jana (4.A)	PJ
Šafránková Lenka (4.A)	ŠL
Venclová Karolína (4.A)	VK
Vodrážková Anna (4.A)	VA
Fabiánek Jan (4.AB 2010/11)	FJ
Florová Monika (4.AB 2010/11)	FM
Gregorová Veronika (4.AB 2010/11)	GV
Hartman Jan (4.AB 2010/11)	HAJ
Hofhanzlová Nikola (4.AB 2010/11)	HN
Kudrhaltová Nikola (4.AB 2010/11)	KUN
Kubálek Adam (4.AB 2010/11)	KA
Krulík Tadeáš (4.AB 2010/11)	KT
Lavičková Jitka (4.AB 2010/11)	LJ
Prejzek Adam (4.AB 2010/11)	PRA
Sahulová Michaela (4.AB 2010/11)	SM
Samková Eva (4.AB 2010/11)	SA
Svoboda Daniel (4.AB 2010/11)	SD