FILOZOFICKÁ FAKULTA KARLOVY UNIVERZITY

ÚSTAV ANGLICKÉHO JAZYKA A DIDAKTIKY

BAKALÁŘSKÁ PRÁCE

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Obor: anglistika-amerikanistika

Chyby pokročilých študentov angličtiny pri používaní členov s češtinou ako rodným jazykom

Errors in the use of articles in advanced EFL learners with Czech as L1

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Abstract

The aim of this thesis is to carry out an analysis of errors in the use of English articles in the speech of advanced Czech speakers. Its particular goal is to determine and analyze the types of reference of these errors. The English language uses grammatical articles *a, an,* and *the* or the zero article as a means to mark the reference of a noun phrase. Each of the articles can express a different kind of reference, but the generic reference can be expressed by either of the three articles. In the theoretical part of the thesis, article uses are divided into and described in five main categories: uses of the definite article, uses of the indefinite article, uses of the zero article, articles in generic reference and articles in proper nouns. In addition to this, insights from research on acquisition of grammatical articles are also added in a separate chapter.

Material and method describes the corpus LINDSEI_CZ from which the data for this thesis was drawn and describes the method of error analysis. In the research part these errors are then marked for their type of reference through the method of error analysis. The analysis itself explains why a particular type of reference must be used in a particular context, and it also contrasts the incorrect use of the examined article with the correct one. Finally, the results of this analysis are summarized in the discussion. The study results suggest that the speakers struggle with the zero article in generic reference (overuse of *the*), with the overuse of the zero article/lack of article use in new entity reference, descriptive use (indefinite article) and in proper nouns (definite article). The discussion offers the exact number of errors in the use of particular types of reference, possible causes and finally, a pedagogical recommendation is provided.

KEY WORDS: grammatical articles, error analysis, reference, pedagogy, LINDSEI_CZ

Abstrakt

Cieľom bakalárskej práce je uskutočniť analýzu chýb v používaní anglických gramatických členov v hovorovej reči u českých študentov, študujúcich anglický jazyk v rámci vysokoškolského štúdia (študenti 3. ročníka a vyšších ročníkov). Konkrétnym cieľom práce je určiť a analyzovať typy referencií týchto členov. Anglický jazyk používa gramatické členy *a*/*an*, *the,* alebo nulový člen na vyjadrenie referencie podstatného mena. Každý z členov môže vyjadrovať rôzny druh referencie, ale generická referencia môže byť vyjadrená prostredníctvom každého z troch členov.

V teoretickej časti práce je popísané použitie členov a ich rozdelenie do piatich kategórií: použitie určitého člena, použitie neurčitého člena, použitie nulového člena, členy v generickej referencii a členy pri vyjadrovaní vlastných mien. Samostatná kapitola v teoretickej časti je venovaná súčasným poznatkom z výskumu v oblasti akvizície gramatických členov.

Časť materiál a metóda popisuje korpus LINDSEI_CZ, z ktorého boli použité dáta a opisuje metódu analýzy chýb. Vo výskumnej časti sú týmto chybám pridelené typy referencií pomocou metódy analýzy chýb. Samotná analýza vysvetľuje, prečo musí byť konkrétny typ referencie použitý v danom kontexte a zároveň porovnáva nesprávne použitie skúmaného člena so správnou aplikáciou. Výsledky analýzy sú zhrnuté v diskusii. Výsledky výskumu ukazujú, že aj pokročilí študenti anglického jazyka majú problémy s vyjadrovaním generickej referencie pomocou nulového člena (nadužívanie *the*), často vznikajú chyby súvisiace s nadužívaním nulového člena/úplným vynechaním člena namiesto neurčitého člena, vo vyjadrovaní referencie novej entity (new entity) a v deskriptívnom použití. Práca je ukončená odporúčaním pre pedagogickú prax.

KĽÚČOVÉ SLOVÁ: gramatické členy, analýza chýb, referencia, pedagogika, LINDSEI_CZ

List of Abbreviations

EFL	English as Foreign Language
ELT	English Language Teaching
FF UK	Faculty of Arts, Charles University
LINDSEI	Louvain International Database of Spoken English Interlanguage
LINDSEI_CZ	Czech subcorpus of Louvain International Database of Spoken English Interlanguage
L1	first language
L2	second language (interlanguage)
[+ART]	learners with article system in their L1
[-ART]	learners without article system in their L1

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1. Introduction

The English article system is a complex aspect of English grammar and can cause even the most advanced non-native students of English a great deal of problems even when other aspects of grammar have already been mastered (Master, 2002: 331). The article system in English is inherently connected to the system of reference in the English language. There are multiple types of reference in English and the aim of this thesis is to analyse in what particular types of reference the advanced students of English commit errors. In the theoretical part, the article system of English is described. The types of reference that articles can express are divided into categories according to *A Comprehensive Grammar of the English Language* (Quirk et. al., 1985), Other perspectives are added from *Longman Grammar of Spoken and Written English* (Biber et. al., 2007) and form *Mluvnice současné angličtiny na pozadí češtiny* (Dušková et al., 2012). The following is then dedicated to an overview of studies on the article acquisition by advanced learners of English. The material and method part provides the information about the LINDSEI corpus and its subcorpus LINDSEI_CZ, from which the data for the research part are drawn. It also contains a chapter describing the method of error analysis that is used in the research part. The research part describes the individual erroneous uses of articles and classifies these according to their type of reference. In the discussion part, the results from the research part are summarized. The discussion part provides the number of errors for particular articles, their type of reference, and the problematic aspects of article use are established. Finally, a pedagogical recommendation is given.

2. Theoretical Background

2.1 Definition of Definiteness

Noun phrases used in discourse refer to a linguistic or situational context. This relationship between noun phrases and their context is examined by a grammatical category of the noun phrase which is called definiteness. Dušková et al. (2012: 59) define definiteness as a category that "provides the common noun with the information about the nature of its denotation, i.e., whether it is a general concept or a single entity, and in the case of it being a single entity, whether the referent in the discourse situation is exactly determined or not."[1] It reflects the differences in the extra-linguistic reality, and therefore it represents a semantically-grammatical category along with the categories of number and countability. The particular type of reference determines in what manner the noun phrase refers to its situational or linguistic context. The type of reference a particular noun phrase has depends on its determinative element, the item which determines' it (Quirk et al., 1985: 253).

2.2 Determiners

Definiteness is usually realized by a set of closed-class items, known as determiners, which occur before the noun acting as head of the noun phrase. Similarly to Quirk et al.'s (1985) definition, Biber et al. (2007: 258) define determiners as "function words which are used to specify the reference of a noun". Indefinite reference is usually marked by the indefinite article *a*/*an*, and definite reference is normally marked by the definite article *the*. There are also other determiners with a similar function, but these are not in the focus of this thesis.

2.3 Articles

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[1] My translation, translated from Dušková, L. et al., (2012) *Mluvnice Současné Angličtiny na Pozadí Češtiny*. Praha: Academia. All future translations will be to this edition and will be marked as „my translation" in footnotes.

The most common central determiners are the indefinite article *a/an* and the definite article *the*. For the two classes of common nouns, the countable and uncountable nouns the distribution into number (singular/plural) and definiteness (definite/indefinite) is as follows:

		COUNT	NONCOUNT
SINGULAR	definite	**the book**	**the furniture**
	Indefinite	**a book**	**furniture**
PLURAL	definite	**the books**	
	indefinite	**books** (Quirk et al., 1985: 253)	

The form of the articles depends on the first phonetic element of the following word. In the normal, unstressed use of articles, the definite article *the* is pronounced /ðə/ before the initial consonant of the following word. If the definite article *the* stands before the word initial vowel, the pronunciation is /ðɪ/. The unstressed indefinite article *a* /ə/ appears before the word initial consonant of the following word, while *an* /ən/ appears before the word initial vowel (Quirk et al., 1985:254).

> **The** /ðə/ **boy**   *the* /ðɪ/ *understanding*
> **a**   /ə/ **boy**   *an* /ən/ *understanding*

The following chapters will discuss the particular uses of the articles and the types of reference they express.

2.4 Types of reference and article use

There are two fundamental types of reference in the use of articles: "specific" reference and "generic" reference. Generic reference is "used to denote the class or species generally" (Quirk et al., 1985: 265). Dušková et al. (2012: 61) define the generic reference as "reference to respective denotation as a general notion".[2] Since generic reference is used to denote the class or species generally, the distinctions between singular and plural and between

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[2] My translation.

definite and indefinite are less important than for specific reference. For specific reference, however, these distinctions are quite critical.

2.4.1 Specific reference: uses of the definite article

The definite article *the* is used to mark the noun phrase it determines as definite, that is, as "referring to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer" (Quirk et al., 1985: 265). This use of the article *the* relies on the shared knowledge between the speaker and the hearer. The following chapters deal with the several ways through which the hearer can recover the identity of the referent.

2.4.1.1 Immediate situation

The "situational reference" describes the situations where the reference of the noun phrase is derived from the extra-linguistic situation (Quirk et al., 1985: 266). Situational reference can rely either on the immediate speech situation or on the larger shared context (Biber et al., 2007: 264). The immediate situational reference is illustrated by following examples:

The roses are very beautiful. [said in a garden]
Have you fed ***the cat***? [said in domestic context] (Quirk et al., 1985: 266)

Use of *the*, however, always requires a certain amount of guesswork since the speaker cannot always be sure of the hearer's state of knowledge. Thus, the knowledge of the shared context is often only assumed.

2.4.1.2 Larger situation (general knowledge)

"The identity of the referent may be evident from knowledge of the 'larger' situation which speaker and hearer share" (Quirk et al., 1985: 266). The larger situation can span world-wide, as for example *the Pope* or span nation-wide as in *the president* (of a particular country). When the reference is as wide as this, it is scarcely distinguishable from general knowledge and "may extend to the whole planet or to the whole of human history" (Quirk et al., 1985: 266) e.g. *the North Pole, the universe, the Renaissance* and so on.

2.4.1.3 Anaphoric reference: direct

Anaphoric reference is used in the instances where the unique reference of the noun phrase is determined by a piece of information that has already appeared in the previous context. According to Dušková et al. (2012: 66) "The definite article here expresses the sameness of the referent with the referent of previously introduced noun".[3] Two types of anaphora can be distinguished: "direct" and "indirect" (Quirk et al., 1985: 267). A definite noun phrase has a direct anaphoric reference when the same noun has already occurred in the text. In addition to this, the relationship between the two noun phrases must be such that they have the same reference, as in the following example: "John bought a TV and *a video recorder*, but he returned *the video recorder*." (Quirk et al., 1985: 267).

The first reference of the noun phrase *video recorder* in the example is indefinite since it marks a new occurrence in the discourse. The second occurrence of the said noun phrase has a definite anaphoric reference marked by a definite article since it had already been mentioned previously.

2.4.1.4 Anaphoric reference: indirect

Indirect anaphora appears when "a reference becomes part of the hearer's knowledge indirectly, not by direct mention, but by inference from what has already been mentioned" (Quirk et al., 1985: 267). In other words, the use of the definite article depends partially upon the preceding text and partially upon general pragmatic knowledge (Biber et al., 2007: 264).

John bought *a bicycle*, but when he rode it one of *the wheels* came off. (Quirk et al., 1985: 267)

The indirect anaphora combines two kinds of recoverability, the first is the "anaphora" the second is based on the "general knowledge" (Quirk et al., 1985: 268). The *bicycle* has already been mentioned (anaphora) and we know that bicycles have wheels (general knowledge).

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[3] My translation.

2.4.1.5 Cataphoric reference

Cataphoric reference occurs in instances where something following a specific noun determines the reference of the said noun. The cataphoric use of the definite article is restricted to cases where the modification of the noun phrase restricts the reference of the noun and the referent is thus uniquely defined, e.g. "The President *of Mexico* is to visit China" (Quirk et al., 1985: 268). In the example, the postmodification of the noun "President" restricts its reference to definite-cataphoric.

2.4.1.6 Sporadic reference

The definite article can be sometimes used in reference to an institution in the human society. In the following example there are two possible interpretations of *the theatre*: "My sister goes to **the theatre** every month." (Quirk et al., 1985: 269) The reference of the word *theatre* is either situational, or it refers to the theatre as an institution. In the case of sporadic reference, the noun refers to "an institution which may be observed recurrently at various places and times" (Quirk et al., 1985: 269). A similar use can be observed with *the news, the radio, the television, the paper(s)* etc., referring to aspects of mass communication: "What's **on the radio** this evening?" (*ibid*) The concept of sporadic reference also includes the expressions referring to the means of modern transport and communication as e.g.: "Mary took **the bus/the train** to London." (Quirk et al., 1985: 269). Sporadic reference can also be used with the words referring to seasons (*the winter*) and festivals (*the New Year*), in their temporal sense.

2.4.1.7 The logical reference

The logical reference can be found in cases "where the uniqueness of the referent is to be explained not so much by knowledge of the world, as by appeal to the logical interpretation of certain words" (Quirk et al., 1985 270). These words are postdeterminers and

adjectives whose meaning is associated with uniqueness, such as ordinals (*first*), general ordinals (*next* and *last*), *same, only, sole*, and superlative adjectives like *best* and *largest*:

> When is **the first flight** to Chicago tomorrow?
> This is **the only remaining copy**
> Of the three newspapers we have in this city, this is **the best** (Quirk et al., 1985: 270)

2.4.1.8 The use of the with reference to body parts

The is often used instead of possessive pronouns *my*, *your, her, their* with reference to parts of the body. The definite article is normally following a preposition (Quirk et al., 1985: 270).

> Mary banged herself on **the forehead**. [1]
> They pulled her by **the hair**. [2]

In the examples above, the personal pronouns [1,2] or a noun referring to the 'possessor' of the body part functions as an object while the body part expression is in the form of prepositional complement following the object.

2.4.2 Indefinite reference: uses of the indefinite article

The indefinite reference is expressed through the article *a/an*, and this is used in the contexts where the reference of a word "is not uniquely identifiable in the shared knowledge of speaker and hearer" (Quirk et al., 1985: 272). The notion of indefiniteness is described by Dušková et al. as follows: "The indefiniteness of a referent of a noun that is determined by an indefinite article, zero article or by **some** is most often the consequence of it being mentioned for the first time (of it being introduced to the scene)[4] (Dušková et al., 2012: 71). Additionally, Biber et al. defines the indefinite article as "often used to introduce a new specific entity in discourse" (Biber et al., 2007).

> **An intruder** has stolen **a vase**. **The intruder** stole **the vase** from **a locked case**. **The case** was smashed open. (Quirk et al., 1985: 272)

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[4] My translation.

In the example above, the indefinite article does not make any assumptions about any earlier mention of an *intruder* or a *vase*. The indefinite article, unlike the definite one, does not signal coreference with a preceding noun phrase.

2.4.2.1 Nonreferring uses of the indefinite article

According to Quirk et al., the indefinite article is "strongly associated with the complement function in a clause, or more generally with noun phrases in a copular relationship" (Quirk et al., 1985: 273). Thus, the indefinite article can perform a descriptive role rather than a referring role e.g.:

My daughter is training as *a* radiologist.
Paganini was *a* great violinist."
We found Lisbon (to be) *a* delightful city. (*ibid.*)

 Moreover, the article *a/an* can be used in a more non-referring sense, in which case it may not refer to anything or anyone in reality at all e.g. "Leonard wants to marry *a* princess who speaks five languages." (Quirk et al., 1985: 273).

2.4.2.2 The indefinite article and the numeral one

In addition to the referring and descriptive role of the indefinite article, the "numerical function" (Quirk et al., 1985: 273) can often appear in many contexts. In the following constructions, the numeral *one* could be used instead of *a* as a slightly more emphatic equivalent *a mile or two, a foot and a half*. Additional examples of this function could include expressions as: *a houndred, a dozen, a thousand,* or quantifiers: *a few, a little, a great many* or measure phrases like *half an hour*, *ten dollars a day* (Quirk et al., 1985: 274)*. Finally, a/an* often occurs in this numerical sense following a negative, as for example the combinations like *not one* and *not a* (*single*) (Quirk et al., 1985: 786)

2.4.3 Uses of the zero article

The indefinite article does not occur with plural countable nouns and uncountable nouns, but the zero article is used instead: "***Milk*** is good for you." (Quirk et al., 1985: 274).

But the plural or uncountable equivalent of *a/an* is sometimes the unstressed determiner *some* /səm/. In the negative, the equivalent of *some* is *any*. Unstressed *some* keeps its quantifying function and indicates reference to a specifiable (though indefinite) amount or quantity. The zero article, however, only indicates the category of objects referred to: "They haven't become **vegetarians**." (Quirk et al., 1985: 274). The example sentence simply indicates that the subject "they" belongs to the category of people, precisely to "*vegetarians*". Furthermore, the zero article can have "categorial" meaning, or "generic meaning" (Quirk et al., 1985: 275). The contrast between the two meanings can be exemplified in the examples bellow:

Tigers are fierce animals [1]
Joe's been chasing **women** ever since he was young. [2] (Quirk et al., 1985: 275)

In the example [1] "*Tigers*" could be substituted by "*all tigers*" with little change of effect, marking it thus a "generic meaning" with generic reference. The second sentence is an example of categorial meaning, since no claim is made that all *women* were chased by Joe.

2.4.3.1 Noun phrases in copular relation

If a singular countable noun is in the role of complement, it normally requires an article, e.g. "Bill is **an engineer**." (Quirk et al., 1985: 276). However, when the complement names a unique role, the zero article can appear in this construction where it alternates with *the* e.g. "Maureen is **(the)** captain of the team", implying that only one person holds this particular position.

2.4.3.2 Zero article with sporadic reference

The sporadic reference is normally expressed through the definite article. In some cases, however, the sporadic usage has become so institutionalized that the article is not used[5]. There are different categories of zero article usage we can distinguish. These article uses are "frozen as part of idiomatic usage" (Quirk et al., 1985: 277)

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[5] Quirk et al. (1985: 277) is not clear whether one should use "no article" or zero "article" in this issue.

2.4.3.3 Institutions of human life and society

Some nouns take zero article, especially as complement of *at*, *in* and *on* in "quasi-locative" phrases (Quirk et al., 1985: 277). These phrases are called so since they do not have purely locative meaning, but they rather refer to a more abstract function, an institution. Biber et al. (2007: 261) define this use of zero article as one "where the focus is on the type of institution rather than on a specific entity". The nouns used in this context do not refer to a particular building or place, but to the institutions associated with them. For example, to *be in prison* means that one is in fact a prisoner but the phrase does not refer to any particular prison or place. Further examples of quasi-locative phrases include: Be in ***town***, go to ***school,*** go to ***college*** etc.

Nouns that describe means of transport and communication belong to another category that takes zero article. This type is restricted to zero article followed by *by*. The same nouns, however, can be used elsewhere with "sporadic" *the,* as for example "travel by ***bicycle***, leave by ***car,*** communicate by ***radio***" etc. (Quirk et al., 1985: 278).

Times of day and night take the zero article after *at, by, after* and *before*, e.g. "***at dawn/dawnbreak***, when ***day breaks***, ***at sunrise***" (Quirk et al., 1985: 278). In the case of seasons, the article is omitted when referring to a season generally, as opposed to a particular time or particular place: "***Winter*** is coming." (Quirk et al., 1985: 278). If we refer to a meal as an institution or something that takes place regularly, the zero article is used e.g. "stay for ***breakfast***" The zero article is also used for illnesses e.g.: *anaemia, influenza* but *the* is used for some well-known infectious diseases: *the flu, the measles, the mumps, the chicken pox* (Quirk et al., 1985: 279).

2.4.3.4 Parallel structures

Singular countable nouns can appear with the zero article if the two nouns are placed together in a parallel structure as in: *arm in arm, face to face, day by day* etc. In these cases,

the noun is repeated after the preposition. These phrases serve an adverbial function. Additionally, one noun can be balanced against another noun so as to contrast their meanings, e.g.: *from father to son*, *husband and wife*. The nouns used in this way have zero article since they have largely lost their independent nominal status and are "virtually idioms exemplifying 'frozen' article use" (Quirk et. al., 1985: 280).

2.4.3.5 Fixed phrases involving prepositions

Besides the adverbial phrase idioms, there are other idioms in which nouns with a zero article occur before or after a preposition, as for example in phrases: *on foot, in turn, out of step* etc. The nouns without an article also appear with "complex prepositions" as *on top of, by way of* (Quirk et al., 1985: 281). There are also idioms in which the verb is followed by a noun with zero article and by a preposition as in *take advantage of.*

2.4.4 The articles in generic reference

The generic reference can be expressed by all three major types of articles (*the, a/an,* and *zero article*). The reference is generic "when a noun phrase refers to a whole class rather than to an individual person or thing" (Biber et al., 2007: 265). All the three articles can be used generically to refer to the members of a class.

> ***The bull terrier*** makes an excellent watchdog.
> *A bull terrier* makes an excellent watchdog.
> ***Bull terriers*** make excellent watchdogs. (Quirk et al., 1985: 281)

Of all the articles, the zero article with the singular form only appears with uncountable nouns.

2.4.4.1 The generic use of the indefinite article and zero article

When used generically, *a/an* denotes any representative member of a class, so the indefinite article cannot be used in attributing properties that belong to the whole class or species.

> ***The tiger***   is   becoming almost extinct.
> ***Tigers***   are   becoming almost extinct.

> **_*A tiger_**   is   becoming almost extinct. (Quirk et al., 1985: 282)

The last sentence from the example is a sample of incorrect usage, since *a/an* cannot be used when referring to an attribute of the whole species. The generic use of zero article with plural nouns and uncountable nouns identifies the class considered as "undifferentiated whole", e.g. **_Cigarettes_** are bad for your health (Quirk et al., 1985: 282).

2.4.4.2 The generic use of the definite article

The generic use of the definite article with singular noun phrases indicates a class represented by a typical specimen e.g. "A great deal of illness originates in **_the mind_**." The names of musical instruments and dances also take the definite article in this function. Finally, the definite article can be used to identify typical characteristics of a class with regard to personality, appearance etc.: "He spoke with the consummate assurance and charm of **_the successful Harley Street surgeon_**." (Quirk et al., 1985: 283). The definite article in generic function can occur with plural phrases in two special cases:

(a) Nationality nouns – noun phrases referring to people of a certain nationality or an ethnic group e.g. *the Chinese, the English*

(b) Phrases with an adjective head referring to a group of people e.g. *the unemployed, the blind, the rich* (Quirk et al., 1985 283).

2.6.2 The articles with abstract nouns

Abstract nouns in English can be countable or uncountable, depending whether they refer to "unitary phenomena" or, on the other hand to "states, qualities, activities" (Quirk et al., 1985: 286) The abstract uncounttable nouns usually have no article when used generically e.g.: "My favourite subject is **_history._**" The zero article normally occurs if the noun is premodified. However, if the same noun is postmodified, especially by an *of* phrase, the definite article precedes the phrase: *human evolution – the evolution of man*. The effect of the

of-phrase is to single out a particular subclass of the phenomenon and thus to change the generic reference into a specific or partitive one.

The indefinite article can exceptionally be used with nouns that are normally uncountable. In such cases, the conditions of the use of *a/an* include the following:

> "(i). the noun refers to a quality or other abstraction which is attributed to a person (ii). the noun is premodified and/or postmodified; and, generally speaking, the greater the amount of modification, the greater the acceptability of ***a/an***." (Quirk et al., 1985:287)

2.4.6 Proper nouns

Proper nouns are names of specific people, places, months, days, festivals, and magazines. Proper nouns differ formally from the common nouns, particularly because they lack the article contrast of common nouns (Quirk et al., 1985: 288). Proper nouns usually have unique denotation, are written with a capital letter, and can combine with descriptive words called "descriptors" (*ibid.*) that also begin with a capital letter and make composite names. Some types of proper nouns are customarily preceded by the definite article (*the Andes*), but they are without article contrast, since the article ordinarily cannot be varied (**an Ande, *some Andes*) (Quirk et al., 1985: 289). If the proper nouns reclassify as common nouns, the proper nouns can have their meaning varied by articles and other determiners.

The proper noun can temporarily take on features of common nouns and accept restrictive modification e.g. "***The Dr Brown I know*** comes from Australia". In these cases, the determiner *the* is usual. In addition to this, the cataphoric *the* with restrictive modification can have the effect of splitting up the referent of the proper noun into different aspects. This can be classified as "partitive meaning":

Unique meaning: during *Easter*   Partitive meaning: during ***the Easter of that year*** (Quirk et al., 1985: 290)

2.4.6.1 Names with no article

This chapter will deal with the examples of names that occur regularly without an article. Personal names normally have no article, these names may consist of given name only, surname only or given and surname together. Temporal names have no article if they are used to refer to a recurrent period in the calendar

(i) Names of festivals, religious periods: *Christmas, Independence Day, Easter* etc.
(ii) Names of months, and days of the week: *January*, *Monday*

When referring to individual periods, these words act more like common nouns. They have zero article when they appear with *next* or *last* and they refer to a point in time implicit in the linguistic and situational context e.g. *We'll leave on Sunday* (Quirk et al., 1985: 292). Days of the week can appear with the indefinite article without a reference to a particular Sunday: *He left on a Sunday* (*ibid*).

Next, we turn to geographical names. The following categories of names normally have no article:

(i.) Names of continents e.g. (*North*) *America*, (*medieval*) *Europe*

(ii.) Names of countries, counties, states e.g. (*Elizabethan*) *England*

There is also exceptional use of *the* for certain countries and regions: *the Crimea, the Sahara* etc. The is also sometimes used with plural nouns as in *the Everglades* and with names ending with a compass point e.g. *the Middle East*

(iii.) Names of cities, towns, etc: *(downtown) Boston, (central) Brussels;* with the exception of *The Hague*

(iv.) Names of lakes: *Lake Michigan, (Lake) Ladoga* with exceptions like e.g. *the Great Salt Lake*.

(v.) Names of mountains: *Mount Everest* (Quirk et al., 1985: 293)

Names that have the structure of "proper noun+common noun descriptor" are typically used for the names of natural features (such as forests, woods and hills) and man-made features (such as roads, streets, squares, buildings, airports, parks, and gardens). In these cases, the

article is normally omitted, e.g. *Epping Forest, Park Lane, Canterbury Cathedral*. More general exceptions are the names of theatres and museums (Quirk et al., 1985: 294).

2.4.8 Names with the definite article

According to Quirk et al. (1985: 294) "There is a gradient between names like ***Sir Walter Scott*** and noun phrases which are termed definite descriptions, such as ***the author of Waverley***.". Therefore, names and definite descriptions both have situationally unique reference. Following are the structural types of names preceded by the definite article:

(i) without modification: *the Kremlin, the Bible, The Guardian*

(ii) with premodification: *the Suez Canal, the National Gallery, the American Civil War*

(iii) with postmodificaton: *the House of Commons, the District of Columbia, the Institute of Psychiatry.*

All of the names with postmodification are postmodified by an of-phrase and thus have an obligatory *the*. (Quirk et al., 1985: 295)

(iv) With ellipsis of elements: in this case the elliptic form of a name has become institutionalized as the full name: *the Tate* (Gallery), *the Atlantic* (Ocean), *the Mediterranean* (*Sea*) (Quirk et al., 1985: 296). The definite article also precedes plural names, as for example *The Netherlands, the Hebrides, the Alps* etc. In addition to this, the definite article also precedes other geographical names as in the case of rivers e.g. *the Avon*, seas and oceans *the Pacific*, canals *the Panama Canal*, or other geographical features of coastline: *the Gulf of Mexico*. The definite article is also used with public institutions e.g. *the Grand (Hotel)*, *the Criterion (Theatre)*, *the British Musem* (Quirk et al., 1985: 296). Finally, *the* is used with ships and planes, and newspapers, e.g. "*The Economist, The New York Times*" (Quirk et al., 1985: 297)

2.5 Learner Language, Interlanguage and Articles

Articles in English are known to cause problems even to advanced students of the language. Problems with articles are especially salient for the speakers of languages that do not have articles (Han, 2006: 116). This stems from the fact that the articles are among the most frequently occurring function words in English (Master, 2002: 332). In addition to that, the article system "stacks multiple functions (definiteness, countability and number) onto a single morpheme" (Master, 2002: 333) which further problematizes the acquisition. These problems do not entirely disappear even at later stages of the formation of interlanguage. Interlanguage is defined as a unique language system that "has a structurally intermediate status between the native and target language" of the learner. Learners are believed to form "their own self-contained independent linguistic systems" (Fang, 2007: 11). In the early stages of L2 acquisition, the native language is the only linguistic system upon which the learner can draw upon. The L1 influence, however, decreases with the increasing proficiency of the learner (Master, 1997, 218). Master (*ibid*.) in his study on acquisition of articles examines the effect of the learner's L1 on their L2- which is essentially their interlanguage. In this study, the learners are divided into two groups, those with article system in their L1 "[+ART]" and those, whose L1 lacks articles "[-ART][6]". Advanced students of English with Czech as their L1 belong to the category of [-ART], since their native language does not contain grammatical articles. Master (1997) in his research points out that [-ART] students first acquire and outright overuse the zero article. However, since we often cannot tell the difference between the zero article and non-use or omission of the article, the acquisition of the zero article happens largely by default (Master, 1997: 27). According to Master, this overuse of the zero article continues even to later stages of language acquisition and troubles even advanced learners. The [-ART] learners are nevertheless from the outset more accurate when using the indefinite article, since they learn it alongside with the category of

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[6] This type of notation will be used from now on throughout the thesis.

definiteness. All things considered, Master claims that the [-ART] learners struggle with the correct use of the zero article even in the advanced stages of interlanguage (Master, 1997: 220). Or in other words, The "0 for *the*" errors persist into advanced interlanguage for [-ART] students (Master, 1997: 228).

Agnieszka Leńko-Szymańska on the other hand problematizes these acquisition stages and in her study examines a multitude of surveys on article acquisition by Polish EFL learners. Chiefly, her finding was that the results from [-ART] students in their acquisition of articles can differ from what Master (1997, 2002) determined. For example, a group of studies indicates that "the definite article is integrated into interlanguage before the indefinite article" (Szymańska, 2002: 5) but another group that conversely examined Czech and Slovak EFL speakers proposed that the indefinite article is used accurately[7] from the early stages of acquisition and definite article is acquired later. Szymanska (2002) also suggests that the use of all the three articles in generic contexts can be problematic.

Ganzhao Sun (2016) provides in his paper a further overview of the article acquisition tendencies of the students of English. As found in this overview of studies, Lu (2001) determined that Chinese (that is, [-ART] learners) acquire the definite article *the* first, then *a* and finally the zero article. Another quoted study by Peter Master (1990, 1997) states that the order is *null>the>a* for [-ART] learners (Sun, 2016: 2). The [+ART] students are also said to earn higher scores in article exercises than [-ART] students, which hints on the positive role of cognitive transfer.

The notion of L1 interference and transfer appears prominently throughout the subject of article acquisition, as is for example salient in the study by Chen (2000) where he describes

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[7] The issue of the accuracy of the indefinite article is examined in Master (1997) where he observes that the indefinite article is indeed used more accurately by the [-ART] students. This is, however, due to the fact that these speakers lack the article system and thus learn the indefinite article along with the category of countability (Master, 1997: 218).

English articles as one of the most difficult grammatical components for [-ART] learners due to the lack of article system and L1 interference (Sun, 2016: 3). Sun (2016) then presents the results of his own survey where he concludes: "the most difficult article for the ELLs in both ([-ART] and [+ART]) groups to acquire was *zero article*" (Sun, 2016: 5). He concludes his research by stating that "*zero* article was the last one to be acquired and was the most difficult one for L2 learners of all levels; the indefinite article *a* was the first one and the easiest one for L2 learners of all levels to acquire" (*ibid.*).

3. Material and Method

The research part will focus on error analysis of the learner corpus LINDSEI_CZ which is a subcorpus that is a part of the international LINDSEI project. The aim of this thesis is to analyse to what extent Czech advanced learners of English have acquired the English article system. This is to be achieved through the method of error analysis (see chapter 2.6) which makes it possible to establish which areas of use of the English article system are problematic for these speakers. As the examined corpus LINDSEI_CZ had already been tagged for error occurrences, the main goal of the research part is to establish in which kinds of reference the advanced [-ART] learners committed the most errors. In the research part, the articles are categorized into the three main types: definite, indefinite and zero article. The types of reference that the erroneously used articles express are classified according to the *Comprehensive Grammar of the English Language* by Quirk et.al (1985). The discussion part of the thesis will then summarize and examine the data acquired from the research part and it will try to offer possible strategies for the teachers of EFL. These strategies should help with teaching of the problematic areas of the use of articles that happen in the language of the advanced students.

3.1 LINDSEI corpus

The learner corpus LINDSEI_CZ was created as part of the international LINDSEI project designed by Université catholique de Louvain, and it is a corpus of advanced spoken learner English. Work on the LINDSEI corpus began in 1995 and the collection of data still continues up to this day. The purpose of the corpus is to capture the spontaneous spoken English of advanced students with different mother tongues. These language groups then form the individual subcorpora of LINDSEI, where LINDSEI_CZ belongs as well.

The first version of LINDSEI was published in 2010, when it contained 11 subcorpora (Bulgarian, Chinese, Dutch, French, German, Greek, Italian, Japanese, Polish, Spanish and Swedish). Since then, more subcorpora have been added: Finish, Norwegian, Lithuanian, Turkish, Taiwanese and Czech. The second corpus version should therefore contain 20 national subcorpora, over 1000 interviews and 250 hours of recording. The corpus is available only in orthographic transcripts, and the publication of recordings is not currently planned.

Each subcorpus contains 50 three-part interviews. The first part is a monologue dealing with a topic chosen by the student (important life experience; important film or play; important travelling experience). The second part consists of conversation dealing with common topic, and experience of everyday student life. In the third part, the students tell a story based on 4 illustrations. Every interview lasts for approximately 15 minutes.

The corpus itself consists of orthographically transcribed interviews. Record is made of pauses, hesitation sounds, lengthened syllables, unfinished words, reiterations, overlaps and other paralinguistic sounds, and these records also appear in the quoted material in the research part. LINDSEI was designed as a corpus of advanced student English, and the speakers recorded had to be university students of English philology in the 3rd or higher year of their studies, which is also the case in LINDSEI_CZ. The level of proficiency throughout all the subcorpora can however vary precisely due to different requirements of separate institutions. (Gilquin et.al., 2010)

3.2 LINDSEI_CZ

The Czech subcorpus LINDSEI_CZ was created in the years 2012-2015, and as other national subcorpora it also contains fifty 15-minute recordings. The majority of these were made in the recording studio of the Institute of Phonetics FF UK, but some were made only with a dictaphone. The speakers were the 3rd year (and higher) students of the English Language at the Department of English Linguistics and ELT Methodology, Faculty of Arts, Charles University. The coordinator for the entire project was PhDr. Tomáš Gráf, Ph.D. from the same institute. The speakers signed an informed consent that the data could be used for research, and subsequently they completed the aforementioned series of questions (Gráf, 2017).

3.3 Error analysis

As has been already mentioned in chapter 2.5, the learner always uses a definite system of language at every point of his or her development. To help the student with the acquisition of the correct forms and to make their interlanguage more akin to their desired L2, the method of error analysis can be used. Error analysis can provide the teacher with "an inventory of the areas of difficulty which the learner would encounter" (Corder, 1967: 162) during the process of learning. With this inventory, the teachers can direct their attention to particular problematic areas of acquisition and can subsequently devote more time to teaching/helping students with these hard areas. In error analysis, the mistakes that the learners make can be divided between "mistakes" and "errors". "Mistakes" are seen as "errors of performance" (Corder, 1967: 166) and are a product of chance, environment or any other condition that is temporary. "Errors" are the mistakes that occur systematically and can help us reconstruct learner's "knowledge of the language to date, i.e. his *transitional competence*"[8] (Corder, 1967: 167). In other words, errors can help us determine how a specific grammatical

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[8] also known as "interlanguage"

area looks in the system that the learner is using at a particular point in the course of learning. When these error tendencies are researched and established, we can not only provide the students with the correct forms but also new strategies of learning can be developed to accommodate for the problematic areas of learning.

4. The Research Part

4.1 Quantitative Analysis

The examined corpus LINDSEI_CZ contains 50 interviews from the advanced students of the English language at Charles University in Prague. The gender difference between the amount of speakers is considerable, out of 50 speakers 43 are women and 7 are men. The average age of the speakers is 22.5 years. The average length of English language learning prior to English Language at university is 9.9 years. As with other LINDSEI subcorpora, the interviewees were the students of the third year or higher, so their average length of time spent studying English Language at university was 3.4 years. The median length of time spent in English speaking countries was 1.2 months. The corpus contains 123 761 word forms (tokens) (Gráf, 2017).

In the 50 examined interviews, there were 265 incorrect article uses. The highest number of errors appeared in the use of indefinite articles (106 erroneous instances). The second most frequent erroneous uses were in the zero article with 83 tagged errors. The smallest number of errors[9] was in the use of the definite article, with only 67 incorrect usages. In the case of the indefinite article, the students most often used the zero article instead of the indefinite article in 89 instances. Instead of the indefinite article, they also used

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[9] For the practical reasons, the term "error" will be used in the research part without any significance towards its systematic or unsystematic nature- these are simply instances where the speakers made a mistake. The systematic error tendencies are established and examined in in the discussion part of the thesis.

the definite article 14 times, numeral *one* once, and committed errors in using *a* instead of *an*

form of the indefinite article twice.

In the case of the zero article, the students most often used the definite article *the*

instead of zero article in 66 cases. The indefinite article was used erroneously instead of the

zero article in 16 instances.

Finally, the interviewees used zero article in 62 cases instead of the required definite

article and used the indefinite article instead of the definite 5 times. The instances of incorrect

form usage are summarized in the Chart 1.

Diagram 1. The number of errors in the use of separate articles
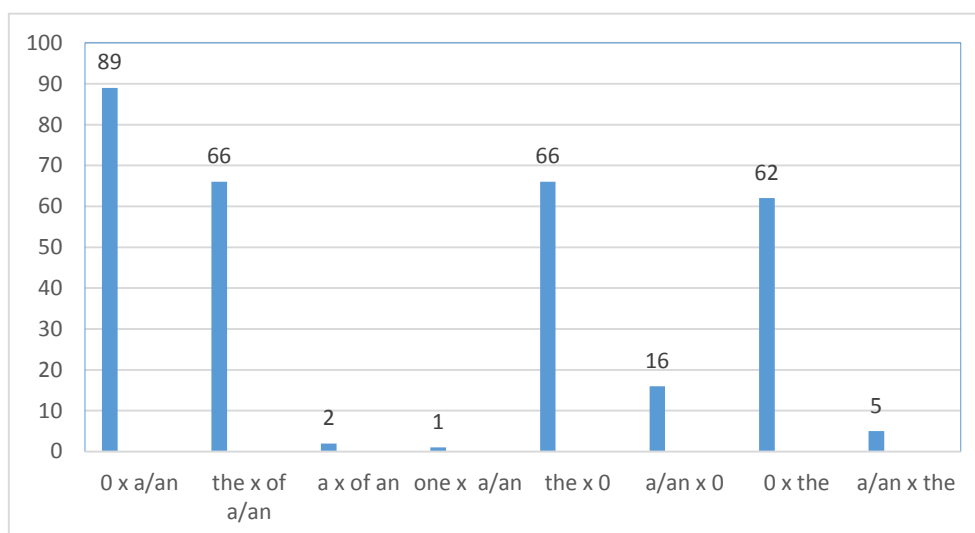
4.2 The definite article

4.2.1 Larger situation

The number of errors in the use of the definite article was not very high. All the errors

were committed in the subcategory of situational reference, "larger situation". The speakers

committed 8 errors in this type of reference, and they universally used zero article[10] instead of

the definite one. The establishing of the "larger situation" reference can be to a degree

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[10] or no article, since this cannot be completely established due to the written nature of the
used corpus

problematic, due to the nature of concordance lines of the corpus that this thesis works with. In some cases, the reference of some examples could be different if further context was available.

1) these host families usually live (LSP) at in . (GA) 0 the suburbs </B>
2) there some clasic slips that people keep making all the time </A> <B> . (eh) it really depends on (GA) 0 the nationality and
3) <B> it was . it was written in (GA) 0 the nineteen nineties wh= where
4) <B> yes but (eh) as I said it's more distant future like in (GA) 0 the forties fifties
5) <B> (eh) a movie from . (GA) 0 the sixties
6) something about (DTG) (LP) (GA) 0 the sixties and seventies
7) he first version was filmed in about (GA) 0 the nineteen sixties but <
8) I do go to like the gym class that </B> <A> (mhm) </A> <B> (GA) 0 the university offers

The most frequent error that the speakers committed appears in the expression of the decades in the past. These errors appear in the examples 3, 4, 5, 6 and 7. To illustrate this tendency, in the example 3, the speaker omits "*the*" from "*the* nineteen nineties"[11] or in the example 5, "*the* sixties" is mentioned without the definite article. Since both the speaker and the receiver are roughly aware of the specificity of a said time period, these noun phrases require "larger situation" reference. Additionally, the speakers commit errors in the expression of notions that exist in the world wide frame of reference, as in examples 1 and 2. In these examples the speakers refer to knowledge from the larger situation that the speaker and the hearer share. In 1, "*the* suburbs" are a known phenomenon world-wide and they therefore belong to a larger shared situation. Likewise, in 2, "*the* nationality" is a political term that is used everywhere. However, in all these situations the speaker uses these notions in a specific kind of situation, and they also do not refer to a representative member of a group, which makes the reference specific. The context in the example 8, the speaker and the interviewer talk about the

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[11] In the research part, the cursive font is used to mark the correct usage, rather than the examples.

university life in Prague in general, but they both mean the same, known university that the speaker in that situation attends.

4.2.2 Anaphoric reference: direct and indirect

There were not many instances of indirect anaphoric reference. The speakers committed 8 errors in this type of reference and in all of them they used the zero article instead of the definite one.

9) last time I was at (er) Amanda Palmer's show here in Prague . and it was great (er) . (GA) 0 the tickets were pretty
10) when myself when I was at sec= secondary schools I (er) just . had . (GDI) some an argument with (GA) 0 the other students
11) I liked it . and I really liked . the[i:] architecture . the buildings . (erm) and also (er) . tax= (GA) 0 the taxis (er) </B>
12) saying I sink </B> <A> (mhm) </A> <B> instead of I think </B> <A> right </A> <B> and (GA) 0 the teacher didn't tell them anything </B>
13) B> . yeah . but . of course by the[i:] end by the[i:] end (DTG) (XNPR) (GA) $of the$ movie

In the example 9, the reference of "the tickets" can be inferred from what has already been said, that is, that they are related to Amanda Palmer's show and we also know that shows tend to require tickets, which marks this as a model instance of anaphoric indirect reference. In the more typical example 10, the "secondary school" is mentioned as a past place where speaker was involved. The reference of the examined noun phrase "other students" is anaphoric indirect, since they are a part of the before-mentioned institution, the fact that we can infer from reading. In addition to that, we know that students are part of school environments. The example 11 also marks this type of reference, since the speaker describes the aspects of London that he or she liked, but does not mention London explicitly[12]. Finally, in the example

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[12] London is, however, mentioned explicitly a bit earlier in the conversation:
to return to London because . maybe it was . this special time this special occasion . maybe . maybe (er) my next visit (eh) won't be so (LS) gorgeous $great$ I know I don't know . I have to try it I have to . find if it . was . a special moment or . love for the rest of my life <laughs> </B>
<A> (mhm) (mhm) </A>
<B> I'm not I'm not sure . so I . I'm going to try it </B>

12 the speaker mentions their "teacher" who is associated with the high school they attended, as is evident from the preceding parts of conversation in the corpus.[13] In the example 13, "*the* movie" *Gravity* is mentioned prior to these lines in the corpus. Since by "*the* movie" the speaker means the aforementioned film, *the* marking anaphoric indirect reference has to be used.

4.2.3 Cataphoric reference

The errors committed in the use of cataphoric reference were more pronounced, with 9 cases where students used the wrong article. The speakers used the zero article in all the cases except for one where the speaker utilized the indefinite article instead the definite one. As mentioned in the theoretical part, the cataphoric reference appears in instances where something follows a specific noun and determines it.

14) and I (eh) also liked . (er) (GA) 0 the parks . parks in London
15) but (em) . I actually . do experience (GA) a the sort of .. teaching received at a grammar school
16) there is just (GA) 0 the possibility to study it as one subject </B> <A> (mhm) </A>
17) <B> <overlap /> just (GA) 0 the end of the course </B>
18) yeah so so that's (GA) 0 the morale that I see in it </B>
19) so I would say it really gives me (GA) 0 the opportunity to . I would say explore myself
20) $used to organizing$ my time according to (GA) 0 the things I want to do
21) got . two departments one is <overlap /> (GA) 0 the department of (GA) the 0 literature

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<A> . maybe next time it will rain and you'll feel different <overlap /> </A>
<B> <overlap /> maybe maybe one day it was . it was raining . all day . but still I I liked it . and I really liked . the[i:] architecture . the buildings . (erm) and also (er) . tax= (GA) 0 the taxis (er) </B>

[13] *<B> <overlap /> yeah </B>*
<B> <overlap /> yeah really. even (LSP) in at our school . I went to (GA) 0 a <foreign> gymn·zium </foreign> </B>
<A> (mhm) </A>
<B> even (LSP) in at our school there were . children or students . who . in the last year kept saying I sink </B>
<A> (mhm) </A>
<B> instead of I think </B>
<A> right </A>
<B> and (GA) 0 the teacher didn't tell them anything </B>

The examples 16 and 19 present an instance where the cataphoric reference of the noun phrase is specified by the postmodification of the noun. In this case by an infinitive that provides the noun with its uniqueness. In 16 the "possibility" is further defined as "to study it as one subject" while in 19 the "opportunity" is postmodified by "to I would say" which makes its reference specific. A typical case of cataphoric reference with postmodification can be found in examples 15, 17, and 21. The example 15 could be considered a discourse marker, yet if we consider "sort" a noun in this particular context then this noun is postmodified with of genitive. The example 17 is a straightforward case of cataphoric reference, the "end" being specified by the of-construction. In the example 21 the "department" is postmodified by of construction "of literature". Finally, the examples 18 and 20 also have cataphoric reference signaled by postmodification, but in these cases the postmodification is by the subordinate clause connected by the conjunction "that". This is clearly observable in the example 18, where the "morale" is a one "that I see in it". This is not as obvious in the example 20, since the postmodification is connected to the noun "things" asyndetically.

4.2.4 Sporadic reference

There were 8 errors in the use of sporadic reference that occurred in the examined sample. In the majority of the cases the zero article was used incorrectly, but there was one case where the indefinite article was used instead of the definite one.

22) (eh) terminate my stu= my studies at (GA) 0 the law school .
23) on this . it never happened (LSP) in at (GA) 0 the law school </B>
24) <B> but (LSP) on at (GA) 0 the law school there were fifty or sixty
25) or example when (eh) we were driving (er) on (GA) 0 the highway .
26) e suffered from the heat it was in (GA) 0 the summer </B> <A> yes </A>
27) so . I can have some . thing to watch . during . (GA) 0 the Christmas break </B>
28) > and we enjoyed it a lot (er) . not . not that much (eh) . (GA) 0 the movies . (eh)
29) not . not that much (eh) . (GA) 0 the movies . (eh) rather (GA) a the theatre </B>

The sporadic reference refers to an institution in the human society that can be observed recurrently at various places and times. Three of the errors, namely 22, 23 and 24, were in the same expression of an institution of the law school. The speaker describes "*the* law school" as

a place where he or she were once enrolled but does not provide a particular name or identification for the school. However, since the speaker also does not intend to refer to "*the* law school*" as a representative of a general category, the reference cannot be generic. In addition to this, another subtype of sporadic reference can be seen in the example 25, where the "*the* highway*" expresses means of modern transport and communication and thus requires the definite article instead of zero. The example 26 is an instance of the season subtype of sporadic reference, where the speaker refers to a season in their temporal sense, since they emphasize that it was in "*the* summer*" that they suffered the hot weather. Following that, the example 27 represents the "festival*" reference, which is also a subtype of sporadic reference. In this case "*the* Christmas break*" can be seen as a name of a festival/special day. Examples 28 and 29 express the standard institutional kind of sporadic reference with "*the* theatre*" and "*the* movies*" listed as a paradigmatic examples of institutional reference. The speakers in these cases do not refer to a particular movie or a theatre but they rather refer to the institution of entertainment. Moving away from the quite populous category of sporadic reference errors, a particularly daunting task for the Czech speakers appears the to be the use of logical reference.

4.2.5 The logical reference

From all the types of reference expressed by the definite article, the second most problematic was the use of logical reference. There were 12 cases of wrong article use in this type of reference. In logical reference, the uniqueness of the referent is explained by a logical interpretation of certain words that are associated with uniqueness, as e.g. ordinals or adjectives or postdeterminers. In two of the error instances the speakers used the indefinite article and in all the other 11 cases the zero article was used instead of the correct definite one.

30) think it started (eh) . (DTG) (LSP) 0 in (GA) 0 the third third grade
31) while to get into it because . (GA) 0 the first hour I was thinking well

32) is it is it difficult or </A> <B> (er) for (GA) a the first time in my life I
33) that was like my big dream since I don't know (GA) 0 the fifth grade
34) a face . and the dress is (GA) 0 the same the chair is
35) same the chair is (GA) 0 the same . but . yeah it's basically the face that he changed
36) things you can do there . so . (GA) 0 the first three months I . I went
37) if I could do that for . (GA) 0 the whole of my life
38) you will be . like dead in (GA) 0 the first year . and I said
39) the artist .. (er) . paints . (eh) the woman for (GA) 0 the second time . probably
40) <B> basically it was the fifth . (GA) a the fifth grade I I don't know
41) we rented cars (erm) and really . did . (eh) (GA) 0 the whole circle

The majority of errors in expressing this reference were in the use of ordinals. The erroneously assigned article in this function of logical reference can be clearly seen in the examples 30, 31, 32, 33, 36, 38, 39, and 40. The advanced Czech students appear to have a particular issue in correctly using this type of reference or are perhaps unaware of it. In all of the listed examples the article appears before the ordinal (In order as they are quoted: "third grade, first hour, fifth, first three months, first year, second time, fifth grade"). Not to talk exhaustingly on an apparently systematic issue, we will analyse only a handful of these cases. In the example 31, "*the* first hour" is a logical reference, since the ordinal suggests the unique nature of the hour. In a similar vein, in the example 36 "*the* first three months" are given their unique status only thanks to the ordinal before the noun phrase. Finally, in the example 40 we can see yet another example of a logical reference with an ordinal as a premodification. The logical interpretation of "*the* fifth grade" suggests that this grade is unique. Next, we will examine the logical reference with quantifiers.

Another subtype of logical reference, which is salient in the examples 37 and 41, is the logical reference with quantifiers. In the case of 37 "*the* whole of my life" delineates a specific part of speaker's life, while in the example 41 "*the* whole circle" specifies the amount of circle the speaker managed to travel by car. Both of these quantifiers provide the possibility of logical interpretation by the receiver.

Finally, we examine the errors committed in two, more unusual cases. In the example 34, the "dress" is uniquely specified through the pronoun "same" which specifies it as

something identical to something mentioned previously. Immediately after this in 35, the "chair" is also defined as "the same" in the exactly same fashion, thus specifying its reference as logical.

4.2.7 The use of *the* with reference to body parts

The definite article can often be used instead of a possessive pronoun like *your*. "the" in this instance refers to a part of the body. In the examined corpus, there was one distinctive example of an error committed in the use of the definite article in the function of body part. This is the only error of this type in the examined corpus. The speaker uses the zero article instead of the definite one.

42) <B> well they take you by (GA) 0 the hand on the stage . yeah

The definite article should normally follow a preposition "by", and the personal pronoun "you" before the preposition actually serves as the possessor of the later mentioned "hand". Therefore, the definite article takes the role of the possessive pronoun instead of "your".

4.2.6 Names with the definite article

Names with the definite article are a subcategory of proper nouns. According to Quirk et al., (1985) there is a gradient between the definite descriptors and names proper. Both of these have situationally unique reference. In this category, the speakers committed 18 errors, which is the highest number of all the erroneous uses of the definite article in the researched sample. In all these instances the speakers used the zero article instead of the definite article.

43) B>.you can be . an expert from . (GA) 0 the Faculty of Arts for example </B>
44) the master's studies (LSP) in at (er) (GA) 0 the Faculty of (LSF) Pedagogy $Education$
45) we went to the south to (mm) (GA) 0 the Himalayas </B>
46) a gorgeous (XNPR) view on $view of$ (GA) 0 the Himalayas
47) in . the . west or . here . <overlap /> in (GA) 0 the Czech Republic </B>
48) as I live in (GA) 0 the Czech Republic (GA)
49) in I don't know (GA) 0 the Netherlands
50) in (GA) 0 the USA is
51) its its architecture so we . saw (GA) 0 the Colosseum
52) and (GA) 0 the Pantheon
53) r I was kind of disappointed (er) by visiting (GA) 0 the Vatican </B>

54) y dad needed to move away from (GA) 0 the Czech Republic
55) I was part of a poi club (LSP) in at . (GA) 0 the English College </B>
56) was on the[i:] on the tour of (GA) 0 the Globe</B>
57) <B> also there's (eh) (GA) 0 the Rose Theatre nearby

The proper names with definite article can be divided into three categories, those without modification, those with premodification, with postmodification, and with ellipsis. First of all, we will analyze the errors committed in the names with postmodification. These errors can be found in the examples 43 and 44. In both of the examples, the speaker expressing the name of the faculty, so these nouns require the definite article. This could also be cataphoric reference, since the noun is practically postmodified by the "of Arts" in 43 and "of *Education*" in 44. However, the first letters of the nouns are capitalized so we will consider these to be proper nouns.

Another category of errors committed are the names in plural. These can be the names of mountain ranges (45,46) or countries (49, 50,). In examples 45 and 46, the error is clear. The speaker uses a zero or no article instead of the definite article that is supposed to be there in the plural name (*the* Himalayas). A similar error occurred in the example 49 where the speaker neglects to use the definite article before of "*the* Netherlands". The example 50 ("*the* United States") is, however, slightly different from the rest of the plural names. Despite of the head noun being plural, this category of definite article use belongs to a subcategory found in Dušková et al., (2012: 77) as "names of countries denoting unions"[14] Thus, the name of the union requires the definite article.

The last category of errors in the use of the definite article in this function is in the names of states, countries and historical places. These errors occur in the examples 47, 48, 49, 50, 51 and 52. For example, the speakers neglected to use the article with the names of countries that contain premodification in the examples 47 and 48 "*the* Czech republic. In

[14] My translation.

addition to this, the errors in the names with premodification also occurred in 55 (*the* English College) and 57 (*the* Rose Theatre). An interesting case of erroneous use appears in 56, where the article is required in the elliptical construction. The full form of the name in this case would be ("*the* Globe <u>Theatre</u>"). Furthermore, some errors occurred in the expression of names without modification as in the example 51 "*the* Colloseum", 52 "*the* Pantheon", 53 "*the* Vatican". All things considered, it is apparent that even the advanced students struggle with the correct use of articles with expressions of proper names.

4.3 The indefinite article

4.3.1 Indefinite reference: new specific entity in discourse

The use of the indefinite article appears to be the most problematic overall, with 106 erroneous use cases. The following analysis is divided into four categories: new specific entity in the discourse, descriptive role, indefinite non-referring use, and numeric role. First, we will examine the errors committed when referring to a "new specific entity in discourse" (Biber et al., 2007). This type of reference appears in the contexts where the reference of a word is not uniquely identifiable in the context shared by the speaker and the hearer. In other words, the indefinite article should be used when we introduce something new into a discourse situation. When introducing a new specific entity in the discourse, the speakers committed 41 errors in total, 15 of which we will examine here directly. In the whole array of 41 errors, the speakers used the definite article instead of the indefinite 9 times, which suggests a tendency to use the specific reference when introducing something new into the discourse.

58) we were in Tower Bridge . (er) it was also really great there were there was (erm) .. (eh) (GA) 0 a collection of (eh) jewellery
59) <B> (eh) (er) . I had (GA) 0 a really great . (eh) literature teacher .
60) they . came to the park sat on (GA) the a bench then took a sandwich
61) <B> . (eh) I would like to talk about (GA) 0 a country which I have visited and which has
62) <B> and: there was (eh) (GA) 0 a great experience waiting for us as well

63) this is a movie . based on the novel by Jane Austen . and it's basically about (GA) the a family . (Z) who is called

64) there is (eh) (GDT) other $another$ couple . (eh) (GA) 0 a man and wife . <lip sound> and the man

65) I have like two (GNN) experience $experiences$. in my life which (er) taught me . quite (GA) 0 a good lesson

66) so and . <lip sound> went to: to a concert (er) of (GA) 0 a Czech ska group </B>

67) I (eh) (er) had lessons with (GA) 0 a native speaker (GVT) who's motivated $who motivated$ me

68) . I (GVT) decided $have decided$ to talk about (GA) the a country which impressed me </B>

69) B> (erm) (erm) well it didn't improve and we had (GA) 0 a huge fight I hate fights

70) <B> (eh) . and this time it was (GA) 0 an international camp </B> <A> (mhm) </A> <B> in English

71) that you have . that you have . (GA) 0 a family there you live with the family </B>

72) <B> . yes I have chosen (GA) the a topic and actually I was thinking

In the quoted error samples, the speakers used the zero article instead of the indefinite article prominently, but they also chose to use the definite article in four cases (60, 63, 68, 72). In the most quoted cases, the reference of a new specific entity is quite apparent. In the example 58, the existential construction "there was" suggests that a new entity is about to appear in the discourse, and so it does, in the form of "*a* collection of jewellery". While "*a* literature teacher" in the example 59 is an occurrence in the past, the speaker is still introducing a new entity that both of the participants were unaware of. This warrants the use of indefinite article. The example 64 also showcases an existential construction "there is […] *a* man and wife" without an article which suggests that the article use with this construction could also be problematic for the advanced students.

In addition to the misuse of the zero article with this type of reference, the speakers also neglected to use the indefinite article in favour of the definite article, for example in the examples 60, 63, 68 and 72. In 60, "*a* bench" is the right choice, since the speaker is introducing something new in a specific story. This error might stem from the fact that the speaker thought a specific experience requires automatically a specific reference. Again, in 63, the fact that the family already exists in the novel can tempt the speaker to use the definite article, but the rule of new entity applies here as well. While the speaker already has a

particular country in mind in the example 68, the first mentioning of a particular country always warrants an indefinite article, so the right answer is "*a* country". The very same motivation appears to be at play in 72, where the speaker might think about a concrete situation, yet only introduces it for the first time, so "*a* topic" cannot appear with a definite article.

4.3.2 Nonreferring uses of the indefinite article

In addition to the referring role, the indefinite article can also serve a descriptive role with noun phrases that are in a copular relationships or in the complement function in a clause. This descriptive role thus assigns the noun phrase a particular quality. The speakers committed 33 errors in this particular subtype of indefinite reference, which marks it a second most common error occurrence after the new entity denotation. Except for one case with *the*, the speakers used the zero article erroneously in all the quoted situations. Given the size of the researched error pool, 9 examples will here be analysed.

73) <B> (erm) <starts laughing> that's (GA) 0 a hard question . <stops laughing>
74) it it was . I think . (GA) 0 a nice experience </B>
75) they . they were . (GA) 0 a young family
76) and also because I'm (GA) the a huge (er) Lord of the Rings fan
77) <B> and it's (GA) 0 a great tool so: </B>
78) <B> but it was intended to be (GA) 0 a philo= philological </B> <A> (mhm) </A> <B> course
79) <B> <overlap /> and it was I think it was (GA) 0 a great impression </B>
80) I really think that (er) it is it is (GA) 0 a hard job
81) that\x92s quite (GA) 0 an interesting story

In the example 73 and 81 the error is in the use of the zero article with a noun that follows a demonstrative pronoun. In 73, the speaker clearly describes the type of question he deals with as "*a* hard question". The same error happens in the example 81, where the speaker describes the noun phrase "story" as "quite *an* interesting" one. In both of these cases, the copular relationship that marks this type of reference can be observed in the use of copular "be". In the example 73 it also appears in its contracted form as "that's". Next, we move to the

examination of the errors committed while the speaker was using the past tense, namely in the examples 74, 78 and 79. In 74, 78 and 79 we can see the descriptive use with the third person singular past tense. The descriptive use is exemplified in the example 74, where it appears with prop it construction. In the example 78, the descriptive use occurs after the infinitive which follows the finite passive verb phrase. "it was intended to be *a* philological course". Example 79 is another prop it construction with a copular verb in which the indefinite article has to be used. The example 77, a rather typical one, perhaps best illustrates the descriptive nature of this type of use of indefinite article. The speaker clearly states that "it's *a* great tool".

4.3.2.1 Indefinite non-referring use

In addition to these non-referring uses, 5 cases of even more non-referring use of the indefinite article appeared among the examined errors. The indefinite article can be used in such a non-referring sense that it will refer to nothing in reality at all.

82) or the sound seemed to be played from (GA) the a (LS) recorder $recording$ so for example
83) what did he do with it did he eat the bottle </A> <B> (er) he hid it in (GA) the a towel and then when we were

In the example 82, the speaker refers to a kind of medium, "*a* recording" as its suggested by their erroneous use of the definite article. However, since the speaker clearly refers to no particular recording that we could elaborate on, the noun phrase does not refer to anything concrete in reality at all. Thus, this even more non-referring sense is expressed through the indefinite article. The same type of reference is applied in the example 83, where the speaker refers to a non-specific and indefinite towel, but the towel is not a representative of a whole species of towels, nor is the noun phrase in plural, so the reference is indefinite non-specific.

4.3.3 The indefinite article and the numeral one

In addition to the previously mentioned functions, the indefinite article can also have a numerical function. This means that the indefinite article can in certain cases fulfil the

position of the numeral *one*. This use of the indefinite article was not as problematic as the previous two, the speakers having committed 6 errors in this type of reference. In all of the cases the speakers used the zero article instead of the indefinite one.

84) there's no . decision that is right (GA) 0 a hundred percent
85) g but after about . (GA) 0 a half an hour he
86) really severely injured . (GVM) lose $lost$ (GA) 0 a couple of fingers
talking for one hour and (GA) 0 a half without (eh) any activity from your
87) alking for one hour and (GA) 0 a half without

The examples 84, 85 and 87 are a fairly typical representation of the numerical function. In 84, "*a* hundred percent" could be made more emphatic by phrasing it as "*one* (*a*)[15] hundred percent". Similarly, 85 could be technically paraphrased as "*one* (*a*) half an hour" and 87 as "one hour and *one (a)* half". In all these cases, the indefinite article is used instead of *one* and its role is to denote the singular character of the noun phrase. The example 86 presents the use with quantifiers ("*a* couple of;).

4.4 The zero article

The errors in the use of the zero article were the second most common in the examined corpus. There were 83 instances of this erroneous use. First of all, we will examine the institutional use of the zero article (zero article with sporadic reference). After this we will move on to errors with proper names, and finally to errors committed in generic reference.

4.4.1 Zero article with sporadic reference

In some cases, the sporadic usage has become so institutionalized that the article does not have to be used. In these cases, we prefer to use the zero article. The zero article can be used when referring to institutions of human life and society, and in this case the noun phrase only refers to an institution. In the examined corpus, there are three errors that appeared in the expression of this function.

88) when I was eighteen (eh) I was at (GA) the 0 grammar school </B>
89) <B> only (DTG) (LSP) (GA) on the $at 0$ Christmas </B

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[15] the correct article use is here exceptionally in parentheses.

90) they spend (er) most of their time in (GA) a 0 bed (em)

In the examples 88 and 89, the focus is on the type of institution rather than on a particular school or holiday. In the example 88, the speaker apparently emphasizes their age in relation to the type of school they attended, rather than a particular place. Similarly, in the example 89 the speaker talks about the institution of Christmas as a reoccurring holiday. In addition to this, both the examples appear with the preposition "at" which is another tell-tale sign of this type of reference. The preposition "in" is another kind of preposition that often appears in this type of reference, as can be observed in the example 90, with the locative institution of "bed". Now we turn to examine a fairly populous category of errors: those in use of proper names.

4.4.2 Names with zero article

The speakers committed 9 errors in the use of the zero article with proper nouns. In all the cases the speakers erroneously used the definite article. Following are 4 samples of this type of error.

91) I love Jane Austen but . (GA) the[i:] 0 English that was the reason
92) have never been to: to (GA) the[i:] 0 England
93) because . from (GA) the 0 classical Greek l
94) <B> in the (GA) the 0 Arabia and (em) it was (

As apparent from the examined errors, the speakers appear to face some difficulties with names of languages. In the examples 91 and 93, both "English" and "classical Greek" are names of languages and thus do not require an article (they do only with their definite descriptor, e.g. the English language. In addition to these errors, the speakers struggle a bit with names of countries as in the example 92, where the zero article is a must. The example 94 represents an error in the expression of continents and larger bodies of land, that require zero article. Now that we have examined all the three separate article variants and the errors that occurred in their use, we can at last move to generic reference with all the three articles.

4.5 Articles in generic reference

The last chapter of the research part will deal with the errors committed in the use of all the three articles, since all of them can also express generic reference. We will start with the zero article, since the number of errors committed here is by far the greatest.

4.5.1 The generic use of the zero article

The generic use of the zero article with both plural nouns and uncountable nouns identifies the class in question as an undifferentiated whole (Quirk et al., 282). The reference of a noun phrase is generic, when it refers to a whole class rather than to an individual person or thing. When a noun phrase used with zero article has a generic meaning, it refers to all the members of a particular class. In categorial meaning, it expresses that a particular subject belongs to a certain class. In generic type of reference, the speakers neglected to use the zero article correctly in 60 cases. In the majority of cases the speakers incorrectly used the definite article. We will examine 10 cases of this very problematic area of use.

95) n I . just thought that I really (GVTA) like $liked$. (GA) the 0 language and . (GA) the 0 literature
96) the differences in . people . and in: (GA) the 0 society </B>
97) she is actually . frowning in (GA) the[i:] 0 reality
98) the[i:] other hand the (GA) the 0 literature is like more demanding .
99) you have got even linguistics (GA) the[i:] 0 American literature and (GA) the[i:] 0 English literature while in Britain
100) I'm not sure about the tempo of (GA) the 0 speech
101) I'm really passionate about (GA) the 0 languages
102) I would like to do (GA) the 0 philosophy
103) kind of escape from . from (GA) the 0 life

The example 95 presents an interesting type of zero article use: a parallel structure. The noun phrase "language" is countable so it should be accompanied by an article, but in this case the two semantically related nouns do not require any articles. In the context of philology, "*0* language and *0* literature" form together in a parallel structure. The noun phrase "American *0* literature" in the example 99 is an uncountable noun and it refers to an undifferentiated whole. This is also the case in the example 100 where "speech" is yet another abstract uncountable noun, so the zero article must be used. In the example 101 the noun "*0* languages" is

countable, but since it is in plural the zero article must be used. Likewise, in the example 99, the head noun has a generic reference and the zero article must be used even though it is premodified as "*0* American literature". This error instance is also a specimen of the classifying use of the zero article, since the speaker denotes a subtype of literature, not all the literatures. In the example 98 we can observe the use of generic reference with an erroneously used definite article in expressing of abstract uncountable noun. The example 102 refers to an academic subject, which encompasses a whole class of knowledge rather than a particular, individual interest. We only know that the speaker wants to study philosophy in general. In both the examples 96 and 97, both the nouns "society"[16] and "reality"[17] can have countable or uncountable meanings. In these examples "*0* society" and "*0* reality" are both an undifferentiated whole and are abstract uncountable nouns. Finally, the same case is 103 where the speaker talks about the escape from "*0* life" as whole.

4.5.2 The generic use of the indefinite article

When used generically, *a/an* denotes any representative member of a class. It cannot refer to an attribute of the whole species. The speakers committed 18 errors in the use of generic reference with the indefinite article. This is not so much as with the zero article, but the number of errors suggest that the advanced Czech EFL speakers still struggle with this type of reference as well.

104) it's more <stops laughing> difficult to: . to learn (GA) 0 a foreign language when you are older </B>
105) probably students or someone who . went to (GA) 0 a gallery or . atelier I don't know
106) now when we're watching (GA) 0 a movie we think about it and . and even examine each other whether
107) I think it was . a good beginning and it's important to have . (GA) the a . good start </B>

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[16] "society." Def. 1. Cambridge Advanced Learner's Dictionary & Thesaurus. Cambridge University Press. Available online at:
<https://dictionary.cambridge.org/dictionary/english/society>
[17] "reality." Def. 1. Cambridge Advanced Learner's Dictionary & Thesaurus. Cambridge University Press. Available online at:
<https://dictionary.cambridge.org/dictionary/english/reality>

108) it would (er) (GVAUXC) cause $have caused$ me like (er) (GA) 0 a really bad injury

109) takes place in a . drama stage on (DTG) (GA) (LS) drama $a theatre$ stage

To distinguish between the generic reference and indefinite specific reference, it is always good to ask whether the information is identifiable or localizable upon request/in context. In 104, the speaker does not refer to any specific foreign language but to a representative member, that is, "*a foreign language*". This also applies to the example 105 in which "*a gallery*" denotes any gallery. The speaker here intends to only express a general representative member, not a particular gallery. In the example 106, the speaker watches an unspecified movie. Movie is here meant as a representative of a class, again, not a particular movie. The same applies for the examples 107, 108 and 109. In the example 108, "*a* really bad injury" didn't actually happen, as it is suggested by the use of the third conditional, but is meant in its representative sense. In 109, the presumed play could happen on any theatre stage, which warrants the use of a general representative member and thus generic reference.

4.5.3 The generic use of the definite article

The generic use of the definite article indicates a class represented by a typical specimen. In addition to this, generic reference can also refer to a whole class through the use of the definite article. There was only one error in the use of the definite article in its generic function, and the speaker used the zero article instead of the definite article.

110) <B> yeah probably I used to play (GA) 0 the piano when I was younger

In the example 110, "*the* piano" is a name of a musical instrument, which is the typical use of the definite article in generic reference.

4.6 Special error cases

In addition to the errors examined in the previous chapters, there were five errors that could not be added into one of the previous categories.

4.6.1 Conversion

In the examined corpus, there were two errors, in which the use of the article relies on the fact of conversion. According to Dušková et. al., (2012: 64) The "exception from the restrictive function of the definite article before the plural are the substantivized adjectives of the type **the poor** or **the rich** […]. The use of the article is in this case motivated morphologically, since the article is here the means of substantivization"[18]. In the following two instances, the article or the lack of it are the means of substantivizaton.

111) they\$ must be used to that . because in (GA) 0 \$the\$ past (er) often the painters
112) we (GVT) have seen \$saw\$. (GA) the \$0\$ most of it . really

In the example 111, "*the* past" is an example of a conversion from the adjective into a noun. This is done through the use of the definite article, which marks the word as a noun. The example 112 is another type of conversion, where the lack of article use (in the excerpt marked through the mark for a zero articles as *0*) suggests the pronoun character of the word "most".

4.6.2 Special error cases: Other

In this chapter we will overview the last three miscellaneous errors in the use of reference, that could not be categorized according to the classification in this thesis, or their number would not warrant a separate chapter.

113) again . (erm) (Z) at the beginning of (GA) the \$0\$ next year \$early next year\$. (

The example 113 shows a single instance of an error that was committed while expressing a unique role of "*0* next year". From the context it inferrable that the speaker means "příští rok" (i.e. *0* next year) instead of "nasledující rok"[19] (i.e. *the* next year). In the broader context we learn that this utterance relates to a plan, which provides "*0* next year" with its unique role a thus the zero article must be used. (cf. 2.4.3.1 Noun Phrases in copular relation)

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[18] My translation.
[19] My own translations.

One error occured when the speaker used the restrictive apposition. Some nouns in English with "close apposition" can appear without any article at all. According to Dušková et.al., (2012: 500), "We can see this type of close apposition with no article of the first member in some of the non-titular substantives" as e.g.: ***line five from top*** (*ibid.*) this type of close apposition can be observed in the example 114.

114) hi (em) I've chosen (GA) the 0 topic three . (erm)

In this particular case, "*0* topic three" has a situational reference of immediate situation, since the speaker has just chosen a particular topic. Since this is the case of close apposition, the zero article is warranted.

4.6.3 Errors in the use of the form of the indefinite article

There were only 2 errors committed by the speakers in terms of the form of the indefinite article. Both of these were in the use of the indefinite article.

115) <B> there was (GA) a an open air jazz festival
116) it's for me it's (GA) a an important part of

In both of the quoted cases the speaker uses the indefinite article form *a* instead of *an*. The form *an* is required when the article follows a vowel, namely in 115 "open" and in 116 "important". This is, however, a very minor problem and speakers appear to understand this concept quite well.

4.6.4 Use of collocations

There was only one error instance where the error in the use of article occurred due to the speaker's inability to use a correct collocation.

117) <B> he (DTG) (LS) (GA) enters the university $gets a place at university$ as well

In the example 117, the indefinite article should be used in a collocation where the noun phrase "place" requires it. While this is a matter of collocation usage, the noun "place" has the new entity (specific indefinite) reference, where the particular place is not important yet could be specified.

5. Discussion

This chapter will summarize the numbers of errors in particular types of reference, and it will also show the incorrect uses of articles. Then we will discuss the most problematic aspects of article use and some treatment strategies are overviewed.

5.1 The definite article

In the examined corpus, the lowest number of errors occurred in the use of the definite article (83 tagged errors). The highest number of errors in the use of this article occurred in the use of proper names (18 errors), an area of grammar that appears to cause problems to the advanced Czech learners in the use of other articles as well. In all of these erroneous uses the speakers used zero article instead of the definite one. The second most troublesome use of the definite article is in expressing logical reference (12 errors). The speakers used the zero article, except for 2 instances where they used the indefinite article (10 zero uses, 2 indefinite article uses). There were 9 errors in the use of the cataphoric reference. Here the speakers used the zero article 8 times and indefinite article once. Eight errors occurred in the reference to a larger situation, anaphoric reference and sporadic reference respectively. In the case of larger situation reference and anaphoric reference the zero article was used in all the error instances, while in sporadic use one indefinite article use appeared as opposed to 7 erroneous zero article uses. Finally, there was only one error in the "body part" use of the definite article.

Diagram 2. Frequency of errors in the types of reference in the use of the definite article
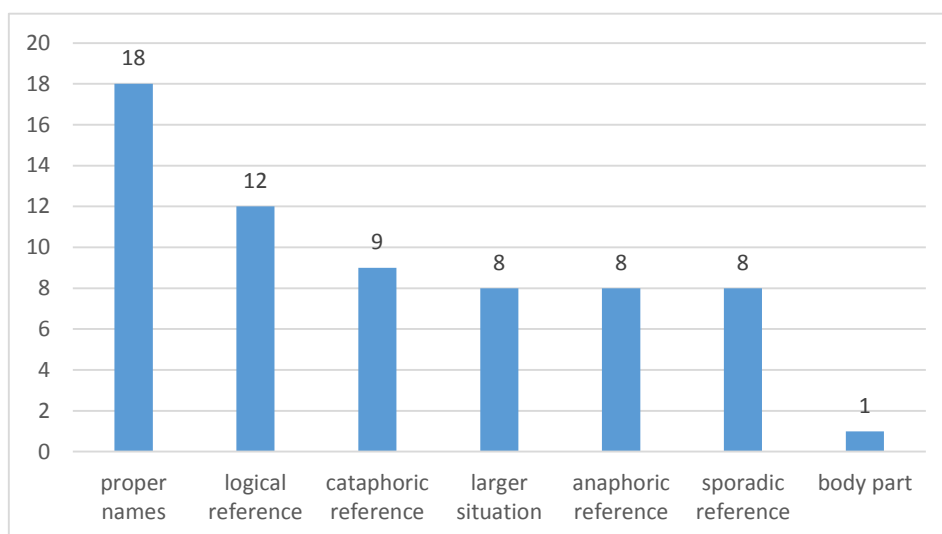
5.2 The indefinite article

The use of the indefinite article appears to be the most problematic for the advanced Czech EFL learners with 106 errors tagged. Out of these, the highest number of errors was in the introduction of a new entity into a discourse (41 errors). In these cases, the speakers overwhelmingly used the zero article/lack of article, while in 9 cases they wrongly opted for the definite article. The speakers committed 33 errors in the descriptive non-referring use of the indefinite article. In this non-referring use, they used the zero article/lack of article in almost all cases, except for one wrong use of the definite article. In the purely non-referring use they committed 5 errors, in four cases they used the zero article and in one case the definite article. Lastly, the speakers committed 6 errors the numerical function of the indefinite article. In all of these cases they used the zero article instead.

Diagram 3. Frequency of errors in the types of reference in the use of the indefinite article
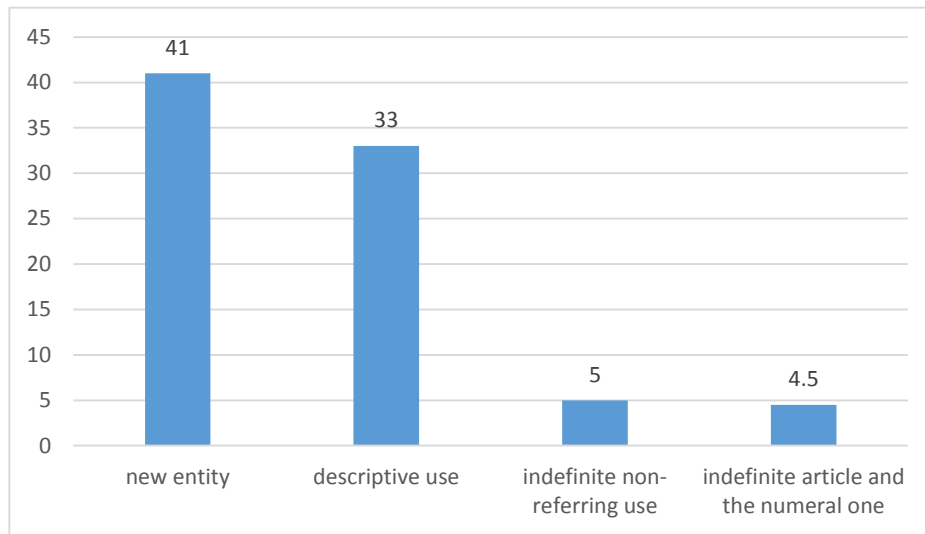
5.3 The zero article

The use of the zero article appears to be the second most problematic for the speakers in the examined corpus. There were 84 errors in the use of this article and most of them were in the use of generic reference, nevertheless there were some errors in the other uses as well. In proper nouns, the speakers neglected to use the zero article in 9 cases and used the definite article instead. In sporadic reference the speakers committed only 3 errors. Here they used the definite article twice and indefinite article once.

Diagram 4. Frequency of errors in the types of reference in the use of the zero article
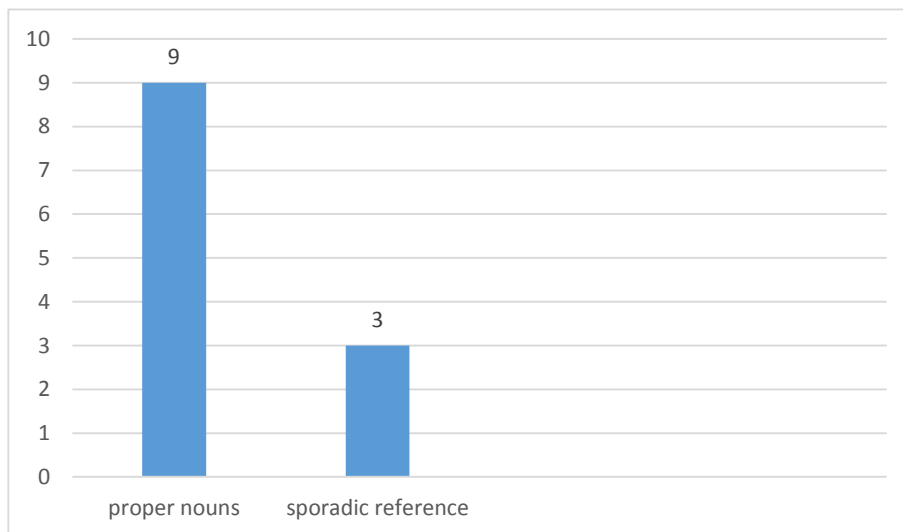
5.4 Generic reference

There were 60 errors the use of the zero article with generic reference. The speakers erroneously used the definite article in 49 cases, and the indefinite article 7 times. The errors in generic reference of indefinite article were 18. In all but one case the speakers used the zero article and in the remaining case the definite article *the* was used. Finally, there was only one error in the generic use of the definite article where the speaker erroneously used the zero

Diagram 5. Frequency of errors in the types of reference – articles in generic reference
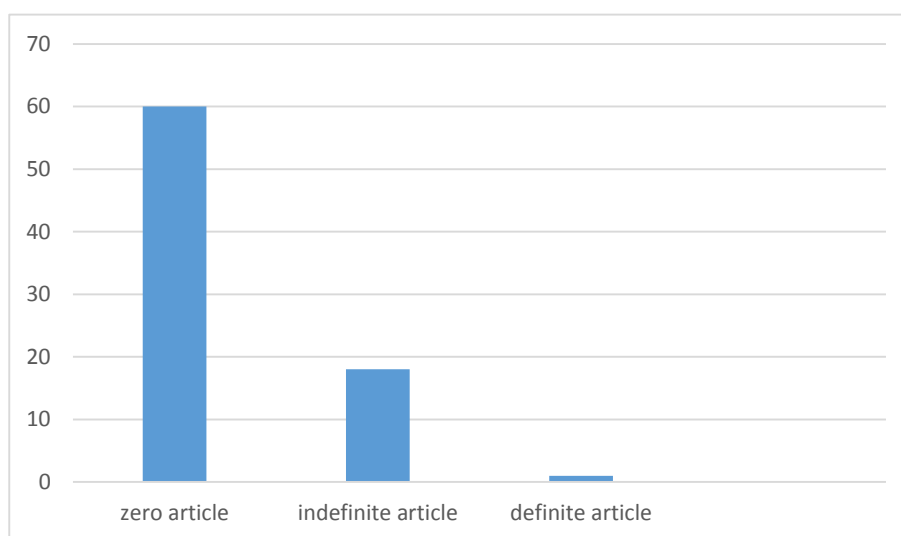
5.5 The most frequent article errors and the possible causes

In this chapter, we will examine one type of reference/use of each article that appears to be the most problematic for these speakers. Based on the studies listed in the theoretical part (cf. 2.5 Learner language, interlanguage and articles) advanced Czech speakers belong to the [-ART] group of speakers, i.e. those whose mother tongue does not contain the article system. This condition appears to be considerably reflected in the results of this research. In the use of the indefinite article, the large number of errors appeared in the expression of new entity (indefinite specific reference). In most of these cases the speakers used the zero article erroneously, as is evident in the examined data. However, the corpus offers no means to distinguish whether the speakers meant to use the zero article or did not use any article at all. This survey suggests that the indefinite article in this particular function still appears to be

problematic to the advanced speakers. A similar tendency can be observed in non-referring descriptive use with 33 errors, of which all were uses of the zero article. These two tendencies reflect the assertion that the overuse of the zero article is problematic in all the stages of interlanguage (Master, 1997: 217), but that at the same time it is impossible to tell whether the students neglect the use of article or overuse the zero one.

There were 60 errors in the generic use of the zero article, which suggests that the learners experience some issues with the use of this particular type of reference. The majority of errors were committed in uncountable abstract nouns which can be countable or uncountable. This flexibility in countability might be one of the chief causes of confusion for the advanced Czech students. Master (1997: 218) maintains that the [-ART] students overuse *the* in the earlier stages of the interlanguage, but the results of this study suggest that this overuse could carry on even to the late stages of interlanguage.

Finally, the highest number of errors in the use of the definite article appeared in combination with proper nouns. As evident from the corpus data, the speakers used the zero article in all the cases, but again, it is impossible to say whether they neglected to use an article or thought the zero article was required. In any case, the findings suggest that while the definite article appears to be the least problematic one, its persisting underuse appears also in proper nouns. Overall, the advanced Czech learners appear to struggle with the correct use of zero article in generic reference, and in their tendency to use or not to use the zero article with new entity reference, descriptive use and proper nouns. The common denominator of these three selected error categories is the missing article system in the advanced Czech students' L1.

5.6 Possible treatment strategies

The "Information structure" method (Master, 2002: 337) could be used to teach the new entity and descriptive use of the indefinite article. Information structure describes the

manner in which the information is provided to the listener in discourse. Master (2002, 340) works in this method with the old and new information in discourse: "students can be shown initially that noun phrases occurring to the left of the verb are marked with the definite article […] whereas noun phrases occurring to the right of the verb are marked with the indefinite article" (*ibid.*) While Master (2002) recommends this for the beginners, more complex exercises can be made from longer and more complex stretches of text. For unclear instances, a discussion of cases when the canonical information structure was violated is recommended.

Figure 1. An article exercise based on Information structure method (Master, 2002: 341)

Directions: Fill the blanks with *a*, *Ø1*, or *the* (adapted from Master 1996, p. 217).

  Once upon <u>a</u> time, <u>an</u> entrepreneurial mouse OWNED __1__ cheese shop in <u>a</u> small western prairie town. __2__ mouse HAD RISEN to __3__ prominence due to <u>his</u> success, so he WAS READY TO TAKE ON __4__ political position. Since <u>the</u> town was fundamentally democratic, there HAD TO BE __5__ election, but <u>each</u> candidate HAD TO SUPPLY <u>his or her</u> own ballots. In order to improve <u>his</u> chances, __6__ mouse HAD __7__ ballots printed on (Ø1) thin slices of (Ø1) cheese from <u>the</u> cheese shop. On <u>the</u> day of <u>the</u> election, __8__ mouse WAS QUITE CONFIDENT OF WINNING <u>the</u> post of (Ø2) Rodentia Prima. But when <u>the</u> ballot box was opened, not <u>a</u> single cheese ballot HAD BEEN DEPOSITED. As <u>a</u> result, __9__ election WENT TO __10__ hitherto unknown prairie dog, who had had <u>his</u> ballots printed on (Ø1) dried oleander leaves.

ANSWERS: 1. a; 2. the; 3. Ø1; 4. a; 5. an; 6. the; 7. the; 8. the; 9. the; 10. a.

To teach the distinction between countable and uncountable nouns and their reference, Master (2002: 336) proposes his "binary system" where he divides the nouns between "classification" and "identification" kind. This can be used to approach the issues in acquisition of generic reference of uncountable nouns which the Czech speakers find problematic. While the system is mostly effective in the earlier stages of language acquisition, it is quite simple and could perhaps help students to reduce their tendency to use *the* in the contexts where generic reference applies. For instance, the contrast can be seen between classification nouns "*0* books"/ "*a* book" and "*the* book"/ "*the* books" as identification nouns.

This binary framework can also be used to understand contrasts between types of countable nouns and uncountable nouns.

1. mass (*Ø1 cake*) vs count (*a cake*)
2. general (*Ø1 stone*) vs particular (*a stone*)
3. abstract (*Ø1 prison*) vs. concrete (*a prison*) (Master, 2002: 338)

Master (1994: 239-240) is more elaborate on instruction via this method in his older study, where he describes another method to teach the distinction between countable and uncountable nouns. He advocates a "brief inductive presentation based on example sentences" followed by an exercise where the students are to label the underlined noun as either specific or general at the beginning of a sentence. At the end of the sentence the students should indicate whether the same noun is countable or uncountable.

Figure 2. An exercise on the distinction between countability and uncountability

| [spec] | The patient had an infection in her eye. | [count] |
| [gen] | Infection is usually caused by bacteria. | [noncount] |

A discussion of the exercise then leads the students to recognize and articulate the link between specific and countable and between generic and uncountable[20]

As for the approaches to the problematic descriptive use, the previously mentioned information structure approach can be used. The application of this theory in this use rests on the generalization that given information is ordinarily expressed with attenuated forms as pronouns, but new and accessible information is expressed with full noun phrases. According to (Master 2002, 338) this is evident in an example

I just bought **a** car. **The** car is **an** old Buick. **It** runs like **a** top.

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[20] In Master (1994: 240) the process is elaborated and has further steps to improve retention, but this thesis does not grant sufficient space to explore these theories.

The quoted is an example of a canonical information structure where the given information is in the subject position and new information in the predicate. Thus[21], the method of information structure can also be applied to teaching of descriptive use.

As for the definite article in proper nouns, the most effective method still appears to be a simple memorising effort on the side of the student, since most of these cases are a matter of convention and have to be learned by some traditional method, e.g. through a spaced repetition system or through a variety of mnemonics. The prevalence of these errors, however, suggests that this aspect of grammar should not be neglected.

Finally, on a general note, Master (1997: 227) suggests that the advanced learners of English whose L1 does not contain articles "appeared to learn articles best as lexical items in context", so "a lexical rather than syntactic approach" might be more appropriate. The approach should be in form of a creative, systematic rule-forming process and in addition to this, students should be encouraged to keep records of their errors, so they can research their own linguistic behaviour. In conclusion, Lewis (2002: 6) elegantly summarizes: "error is not only not to be avoided, but is an essential part of the learning process". And perhaps this is the most important recommendation that can be offered.

5.7 Conclusion

The main aim of this research was to analyze the errors that the advanced Czech learners commit. These errors were marked for their type of reference. These types of reference were analyzed and categorized mainly in reference to Quirk et al., *A Comprehensive Grammar of the English Language*, and we looked at the results in the discussion part. There, we established that the most problematic type of reference was the generic reference use of the

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[21] Master (2002: 338) immediately challenges this concept with an example that does not adhere to the canonical structure, however, in his research he elaborates and proves the efficiency of his method. Unfortunately, the entirety of this research is not in the scope of this thesis.

zero article, where most Czech students overused *the*. From the gathered data we were also able to establish that the learners find the new entity and the descriptive use to be quite troublesome. In these cases, the learners simply appear not to use articles or, less probably, use the zero article incorrectly. Finally, the speakers appear to struggle with the definite article in proper nouns. The discussion part then attempts to provide some strategies to help with these problematic areas. This study, however, is only a small survey these error tendencies. To establish any broader generalizations about this very complex matter, further research is required which is beyond the scope of this work.

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Resumé

V úvodnej časti práce je uvedený cieľ tejto bakalárskej práce, ktorým je zisťovanie používania gramatických členov u pokročilých študentov anglického jazyka, s českým jazykom, ako rodným jazykom. Konkrétne sa práca zameriava na typy referencií v chybách vo vyjadrovaní členov. V úvodnej časti je uvedená štruktúra práce.

Teoretická časť práce opisuje jednotlivé gramatické členy a typy referencií, ktoré tieto členy môžu mať z gramatického hľadiska. Členy sú kategorizované a opisované najmä podľa gramatiky *A Comprehensive Grammar of the English Language* (Quirk et. al., 1985). Rozdelenie podľa tejto gramatiky tvorí kostru celej teoretickej časti a praktickej časti (kategorizácia v praktickej časti závisí od skúmaného javu). Dodatočne je v teoretickej časti citovaná gramatika *Mluvnice současné angličtiny na pozadí češtiny* (Dušková et al., 2012) a *Longman Grammar of Spoken and Written English* (Biber et. al., 2007).

Teoretická časť začína kapitolou, v ktorej popisujem gramatické členy v anglickom jazyku, ako gramatický prostriedok vyjadrenia referencie. V tejto časti sú podané opisy ortografických a fonetických foriem jednotlivých členov. V ďalších kapitolách nasleduje hlavné ťažisko práce, ktorým sú typy referencií, ktoré tieto členy môžu niesť. Ako prvé sú rozobraté typy referencií, ktoré môže mať určitý člen (definite article - *the*). Typy referencií, ktoré môže mať tento člen sú nasledovné: situačná referencia, ktorá sa delí na užšiu situáciu a širšiu situáciu. Pri tomto type referencie daný agent označuje niečo, čo je v jeho užšej blízkosti (*immediate situation*), alebo niečo čo je súčasťou širšieho kontextu (*larger situation*) (Quirk et al., 1985: 266). Nasleduje referencia anaforická, ktorá môže byť priama alebo nepriama, podľa toho, či sa k predchádzajúcemu kontextu odvolávame na rovnakú formu podstatného mena, alebo či je len s podstatným menom v predchádzajúcom kontexte nepriamo asociovaná. Teoretická časť ďalej uvádza referenciu kataforickú, pri ktorej sa daný člen odvoláva na niečo, čo ešte bude uvedené v nasledujúcom kontexte. Sporadická referencia

určitého člena odkazuje na inštitúciu v ľudskej spoločnosti, ktorá môže byť opakovane spomínaná, ale nejedná sa pritom o presne vymedzené konkrétne miesto. Logická referencia sa vyskytuje v prípadoch, kde výnimočnosť referenta nie je určená unikátnymi vlastnosťami v realite, ale skôr je daná cez logickú interpretáciu istých slov, ako sú napríklad premodifikátory, alebo prídavné mená. Posledný typ referencie určitého člena, popísaný v teoretickej časti práce, je referencia majúca súvis s časťou tela, pri ktorej sa určitý člen *the* často používa namiesto privlastňovacích zámen.

Teoretická časť práce pokračuje opisom typov referencií neurčitého členu *a/an*. Prvý typ referencie opísaný v práci, ktorú tento člen môže mať je referencia na novú entitu v diskurze. Tento typ referencie je prisudzovaný k členom podstatného mena, ktoré je prvýkrát uvedené do diskurzu. Uvedené nereferenčné použitie sa rozdeľuje na 3 typy: deskriptívne, nereferujúce použitie, a použitie miesto číslovky *jedna*. Deskriptívne použitie je vo všeobecnosti asociované s podstatnými menami v sponových vzťahoch, tj. neurčitý člen v tomto použití prisudzuje podmetu určitú vlastnosť. Ďalšie využitie neurčitého člena môže byť v nereferenčnom použití, kde táto referencia nereferuje na nič konkrétne v realite. Posledný typ použitia neurčitého člena v našej kategorizácii je neurčitý člen v numerickej funkcii. Neurčitý člen v tejto funkcii môže vo väčšine prípadov nahrádzať číslovku *jedna,* ktorá by bola v tomto prípade prostriedkom zdôraznenia (zrov. *a hundred* a *one hundred*) (Quirk et al., 1985: 274).

Tretia časť práce podáva opis nulového člena. Špeciálne využitie nulového člena je u podstatných mien, ktoré sú v sponovom vzťahu. V tomto prípade nulový člen označuje unikátnosť. Nulový člen sa môže aplikovať aj pri vyjadrení sporadickej referencie. Nulový člen sa používa aj na vyjadrenie paralelnej štruktúry (*arm in arm, face to face*), keď podstatné mená strácajú svoje nezávislé substantívne postavenie a získavajú idiomatické postavenie. Posledná funkcia nulového člena, s výnimkou generickej referencie je v

ustálených frázach s predložkou, ale v uskutočnenom výskume sa neobjavil ani jeden exemplár tejto funkcie. Nulový člen sa najčastejšie vyskytuje s generickou referenciou, ktorej je venovaná štvrtá a posledná časť teoretického prehľadu.

V záverečnej časti teórie popisujem použitie všetkých troch členov v generickej referencii, pretože generická referencia môže byť vyjadrená každým z nich. Uvádzam príklady použitia všetkých troch členov v generickej referencii a vysvetľujem funkciu/použitie generickej referencie. Nulový člen sa v generickej referencii používa vždy pri podstatných menách v množnom čísle a pri nespočítateľných podstatných menách, ktoré sa identifikujú ako celistvá, "nerozlučiteľná masu"[22] (Quirk et al., 1985:282). Zároveň v tejto kapitole opisujem použitie neurčitého člena v generickej referencii, ako niečo, čo poukazuje na reprezentanta celej skupiny. V nasledujúcom texte kapitoly sa venujem generickému použitiu určitého člena, ktorý v tomto použití indikuje vyjadrenie celej skupiny pomocou typického reprezentanta. Poslednou kategóriou generickej referencie je použitie členov spolu s abstraktnými podstatnými menami. Tieto podstatné mená môžu byť podľa ich významu spočítateľné alebo nespočítateľné. Abstraktné nespočítateľné podstatné mená nemajú žiaden člen, a to vtedy, keď sú použité genericky. Pri premodifikácii sa vyskytuje nulový člen, ale pri postmodifikácii daného podstatného mena (napr. *of* frázou) sa vyskytuje určitý člen. A konečne, neurčitý člen sa môže použiť s podstatnými menami, ktoré sú bežne nespočítateľné, ak je daná kvalita, alebo abstrakcia prisudzovaná osobe, alebo, ak je podstatné meno premodifikované a/alebo postmodifikované.

V ďalších troch kapitolách sledujem použitie členov s vlastnými menami, čo je riadené najmä konvenčnými pravidlami. Práca potom   ponúka zhrnutie zo štúdií o študentskej akvizícii členov, v ktorej je evidentné, že študenti majú problém najmä s nadužívaním nulového člena a je pre nich najproblematickejší na všetkých úrovniach

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[22] Môj preklad.

akvizície anglického jazyka. Študenti, ktorých jazyk neobsahuje systém členov, vykazujú problémy aj s príliš častou aplikáciou určitého členu *the*, a to najmä v začiatočných štádiách štúdia jazyka.

Časť Materiál a metóda oboznamuje čitateľa so štruktúrou výskumnej časti, opisuje skúmaný korpus a obsahuje krátky opis metódy chybovej analýzy. Práca analyzuje korpus LINDSEI_CZ, ktorý je subkorpusom – súčasťou medzinárodného LINDSEI projektu. Medzinárodný korpus LINDSEI vznikol na Universitè catholique de Louvain, a sú v ňom prepísané nahrávky vytvorené v rámci rozhovorov so študentmi v pokročilých úrovniach štúdia anglického jazyka na vysokej škole. LINDSEI_CZ vznikol v rokoch 2012-2015, a tak ako ostatné subkorpusy obsahuje   päťdesiat pätnásťminútových nahrávok. V prípade LINDSEI_CZ ide o študentov odboru anglistika, v treťom a vyššom ročníku. Tieto nahrávky sú ortograficky prepísané do korpusového súboru, a práve tento korpusový súbor práca analyzuje. Ide teda o analýzu hovoreného jazyka. V korpuse, ktorý práca skúma, boli dopredu označené chyby v použití členov a v ďalšom postupe boli stanovené ich referencie. Posledná časť kapitoly Materiál a metóda, je venovaná metóde „Error Analysis"- analýze chýb. Analýzou chýb zisťujeme „inventár problémových oblastí, na ktoré študent narazí"[23] (Corder, 1967: 162) Keď stanovíme tieto chybové tendencie, môžeme študentom nie len ponúknuť opravu a správne odpovede, ale tieto tendencie tiež umožňujú vytvárať nové študijné stratégie na prekonanie problémových oblastí v procese štúdia jazyka.

Výskumná časť začína kvantitatívnou analýzou, v ktorej sú uvedené demografické údaje študentov zúčastňujúcich sa rozhovorov nahratých v korpuse. Výskumná časť prináša prehľad v chybných aplikáciách jednotlivých členov. V päťdesiatich rozhovoroch bolo identifikovaných 265 chybne uvedených gramatických členov, z toho bolo 106 chýb v použití neurčitého člena, 83 chýb v použití nulového člena a 67 chýb v určitom člene. Pri neurčitom

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[23] Môj preklad

člene študenti najčastejšie použili nulový člen, a to v 89 prípadoch. Namiesto tohto člena použili určitý člen 14- krát, číslovku *one* raz a dvakrát použili *a* (správne *an)*. Chybovosť pri aplikácii nulového člena (nesprávne použitý určitý člen *the)* bola zaevidovaná 66 - krát a pri neurčitom člene 16- krát. Pri náhrade správneho určitého člena sa vyskytol nulový člen 62- krát a neurčitý člen 5- krát. Výskumná časť pokračuje analýzou jednotlivých chybových prípadov, pri ktorých identifikujem konkrétnu chybu a uvádzam správne riešenie. Prípady sú roztriedené podľa členov, v ktorých nastali chyby a podľa typu referencie v ktorej nastala chyba. Štruktúra výskumnej práce teda odzrkadľuje štruktúru teoretickej časti. V rámci jednotlivých kategórií práca cituje v priemere 7-10 príkladov pripadajúcich na kategóriu (typov použitia/typ referencie). Príklady sú očíslované a jednotlivé prípady rozanalyzované, pričom je poskytnuté správne riešenie a argumentácia, v ktorej hľadám odpoveď na otázku, prečo sa v danom prípade musí použiť daný typ referencie/člen. Kvantitatívne výsledky analýzy sú zosumarizované v časti: diskusia.

Diskusia obsahuje popis celkového počtu chýb v použitiach jednotlivých členov a celkový počet chýb v použití konkrétnych typov referencie. V používaní vlastných mien urobili študenti 18 chýb, v logickej referencii 12 chýb, v kataforickej referencii 9 chýb, v referencii na širšiu situáciu, anaforickej referencii a sporadickej referencii jednotlivo 8 chýb a 1 chybu v použití s opisom časti tela. V referencii na novú entitu, v rozhovore, bolo pozorovaných 41 chýb, študenti často nepoužili člen/použili nulový člen. V deskriptívnom nereferenčnom použití sa objavilo 33 chýb pričom dominovalo použitie nulového člena/chýbajúci člen. V čisto nereferenčnom použití študenti urobili 5 chýb a v numerickom 6 chýb. Pri vlastných menách študenti nepoužili nulový člen 9- krát a v sporadickej referencii urobili 3 chyby. V použití nulového člena v generickej referencii bolo celkovo najviac chýb (60) a väčšina nastala pri zlom použití určitého člena. Ďalej sa objavilo 18 chýb v generickej aplikácii neurčitého člena. V generickej aplikácii určitého členu sa objavila len 1 chyba.

Výskumná časť končí kapitolou, v ktorej sa venujem možným príčinám výskytu najčastejších chýb. Na základe poznatkov uvedených v teoretickej časti uvažujem nad tým, prečo sa v generickom použití nulového členu objavilo až 60 chýb. Jedným z dôvodov môže byť používanie nespočítateľných abstraktných podstatných mien, ktoré môžu byť podľa významu spočítateľné alebo nespočítateľné, čím sa mení ich typ referencie a použitý člen. Výsledky výskumu ukazujú, že dochádza k naduživaniu určitého člena *the* (Master, 1997: 218) a tento trend pokračuje naďalej, aj do neskorších štádií akvizície. K veľkému množstvu chýb dochádza aj pri vyjadrení neurčitého člena (nová entita a deskriptívne užitie), kedy študenti chybne aplikovali nulový člen/neužili člen. Výsledky výskumu potvrdzujú tézu, že používanie nulového člena je problematické vo všetkých úrovniach študentovho jazyka (Master, 1997: 217). V používaní určitého člena je lokalizovaný najväčší počet chýb pri vlastných menách, kedy majú študenti tendenciu nepoužívať člen/používať nulový člen.

Na základe týchto zistení práca uvádza stratégie riešenia problémov. V prípade novej entity a deskriptívneho použitia je možné aplikovať stratégiu „Informačnej štruktúry" (Master, 2002: 337). V prípade generickej referencie a nespočítateľných abstraktných podstatných mien je možné aplikovať kontrastné cvičenia a označovanie špecifickosti, generickosti, spočítateľnosti a nespočítateľnosti na začiatku a na konci vety.

Práca je ukončená zhrnutím a zopakovaním chybových tendencií.

Appendix 1

List of Tags

(LSP)	Lexis Single Preposition
(GA)	Grammar Article
(DTG)	Double Tag
(LP)	Lexis Phrase
(XNPR)	Lexico-Grammar Noun Dependent preposition
(GDI)	Grammar Determiner Indefinite
(Z)	Infelicity
(GDT)	Grammar Determiner
(GNN)	Grammar Noun Number
(GVT)	Grammar Verb Tense
(GVM)	Grammar Verb Morphology
(GVTA)	Grammar Verb Tense Agreement
(GVAUXC)	Grammar Verb Auxiliary Conditional
(LS)	Lexis Single

Appendix 2

number of example	type of reference	article form	example
1	larger situation	definite	these host families usually live (LSP) at in . (GA) 0 the suburbs </B>
2	larger situation	definite	there some clasic slips that people keep making all the time </A> <B> . (eh) it really depends on (GA) 0 the nationality and
3	larger situation	definite	<B> it was . it was written in (GA) 0 the nineteen nineties wh= where
4	larger situation	definite	<B> yes but (eh) as I said it's more distant future like in (GA) 0 the forties fifties
5	larger situation	definite	<B> (eh) a movie from . (GA) 0 the sixties
6	larger situation	definite	something about (DTG) (LP) (GA) 0 the sixties and seventies
7	larger situation	definite	he first version was filmed in about (GA) 0 the nineteen sixties but <
8	larger situation	definite	I do go to like the gym class that </B> <A> (mhm) </A> <B> (GA) 0 the university offers
9	anaphoric indirect	definite	last time I was at (er) Amanda Palmer's show here in Prague . and it was great (er) . (GA) 0 the tickets were pretty
10	anaphoric indirect	definite	when myself when I was at sec= secondary schools I (er) just . had . (GDI) some an argument with (GA) 0 the other students
11	anaphoric indirect	definite	I liked it . and I really liked . the[i:] architecture . the buildings . (erm) and also (er) . tax= (GA) 0 the taxis (er) </B>
12	anaphoric indirect	definite	saying I sink </B> <A> (mhm) </A> <B> instead of I think </B> <A> right </A> <B> and (GA) 0 the teacher didn't tell them anything </B>
13	anaphoric indirect	definite	B> . yeah . but . of course by the[i:] end by the[i:] end (DTG) (XNPR) (GA) $of the$ movie
14	cataphoric	definite	and I (eh) also liked . (er) (GA) 0 the parks . parks in London
15	cataphoric	definite	but (em) . I actually . do experience (GA) a the sort of .. teaching received at a grammar school
16	cataphoric	definite	there is just (GA) 0 the possibility to study it as one subject </B> <A> (mhm) </A>
17	cataphoric	definite	<B> <overlap /> just (GA) 0 the end of the course </B
18	cataphoric	definite	yeah so so that's (GA) 0 the morale that I see in it </B>

19	cataphoric	definite	so I would say it really gives me (GA) 0 the opportunity to . I would say explore myself
20	cataphoric	definite	$used to organizing$ my time according to (GA) 0 the things I want to do
21	cataphoric	definite	got . two departments one is <overlap /> (GA) 0 the department of (GA) the 0 literature
22	sporadic	definite	(eh) terminate my stu= my studies at (GA) 0 the law school .
23	sporadic	definite	on this . it never happened (LSP) in at (GA) 0 the law school </B>
24	sporadic	definite	<B> but (LSP) on at (GA) 0 the law school there were fifty or sixty
25	sporadic	definite	or example when (eh) we were driving (er) on (GA) 0 the highway .
26	sporadic	definite	e suffered from the heat it was in (GA) 0 the summer </B> <A> yes </A>
27	sporadic	definite	so . I can have some . thing to watch . during . (GA) 0 the Christmas break </B>
28	sporadic	definite	> and we enjoyed it a lot (er) . not . not that much (eh) . (GA) 0 the movies . (eh)
29	sporadic	definite	not . not that much (eh) . (GA) 0 the movies . (eh) rather (GA) a the theatre </B>
30	logical	definite	think it started (eh) . (DTG) (LSP) 0 in (GA) 0 the third third grade
31	logical	definite	while to get into it because . (GA) 0 the first hour I was thinking well
32	logical	definite	is it is it difficult or </A> <B> (er) for (GA) a the first time in my life I
33	logical	definite	that was like my big dream since I don't know (GA) 0 the fifth grade
34	logical	definite	a face . and the dress is (GA) 0 the same the chair is
35	logical	definite	same the chair is (GA) 0 the same . but . yeah it's basically the face that he changed
36	logical	definite	things you can do there . so . (GA) 0 the first three months I . I went
37	logical	definite	if I could do that for . (GA) 0 the whole of my life
38	logical	definite	you will be . like dead in (GA) 0 the first year . and I said
39	logical	definite	the artist .. (er) . paints . (eh) the woman for (GA) 0 the second time . probably
40	logical	definite	<B> basically it was the fifth . (GA) a the fifth grade I I don't know

41	logical	definite	we rented cars (erm) and really . did . (eh) (GA) 0 the whole circle
42	body part reference	definite	<B> well they take you by (GA) 0 the hand on the stage . yeah
43	name with the definite article	definite	B>.you can be . an expert from . (GA) 0 the Faculty of Arts for example </B>
44	name with the definite article	definite	the master's studies (LSP) in at (er) (GA) 0 the Faculty of (LSF) Pedagogy $Education$
45	name with the definite article	definite	we went to the south to (mm) (GA) 0 the Himalayas </B>
46	name with the definite article	definite	a gorgeous (XNPR) view on $view of$ (GA) 0 the Himalayas
47	name with the definite article	definite	in . the . west or . here . <overlap /> in (GA) 0 the Czech Republic </B>
48	name with the definite article	definite	as I live in (GA) 0 the Czech Republic (GA)
49	name with the definite article	definite	in I don't know (GA) 0 the Netherlands
50	name with the definite article	definite	in (GA) 0 the USA is
51	name with the definite article	definite	its its architecture so we . saw (GA) 0 the Colosseum
52	name with the definite article	definite	and (GA) 0 the Pantheon
53	name with the definite article	definite	r I was kind of disappointed (er) by visiting (GA) 0 the Vatican </B>
54	name with the definite article	definite	y dad needed to move away from (GA) 0 the Czech Republic
55	name with the definite article	definite	I was part of a poi club (LSP) in at . (GA) 0 the English College </B>
56	name with the definite article	definite	was on the[i:] on the tour of (GA) 0 the Globe</B>
57	name with the definite article	definite	<B> also there's (eh) (GA) 0 the Rose Theatre nearby
58	new entity	indefinite	we were in Tower Bridge . (er) it was also really great there were there was (erm) .. (eh) (GA) 0 a collection of (eh) jewellery
59	new entity	indefinite	<B> (eh) (er) . I had (GA) 0 a really great . (eh) literature teacher .
60	new entity	indefinite	they . came to the park sat on (GA) the a bench then took a sandwich
61	new entity	indefinite	<B> . (eh) I would like to talk about (GA) 0 a country which I have visited and which has
62	new entity	indefinite	<B> and: there was (eh) (GA) 0 a great experience waiting for us as well

63	new entity	indefinite	this is a movie . based on the novel by Jane Austen . and it's basically about (GA) the a family . (Z) who is called
64	new entity	indefinite	there is (eh) (GDT) other $another$ couple . (eh) (GA) 0 a man and wife . <lip sound> and the man
65	new entity	indefinite	I have like two (GNN) experience $experiences$. in my life which (er) taught me . quite (GA) 0 a good lesson
66	new entity	indefinite	so and . <lip sound> went to: to a concert (er) of (GA) 0 a Czech ska group </B>
67	new entity	indefinite	I (eh) (er) had lessons with (GA) 0 a native speaker (GVT) who's motivated $who motivated$ me
68	new entity	indefinite	. I (GVT) decided $have decided$ to talk about (GA) the a country which impressed me </B>
69	new entity	indefinite	B> (erm) (erm) well it didn't improve and we had (GA) 0 a huge fight I hate fights
70	new entity	indefinite	<B> (eh) . and this time it was (GA) 0 an international camp </B> <A> (mhm) </A> <B> in English
71	new entity	indefinite	that you have . that you have . (GA) 0 a family there you live with the family </B>
72	new entity	indefinite	<B> . yes I have chosen (GA) the a topic and actually I was thinking
73	descriptive role	indefinite	<B> (erm) <starts laughing> that's (GA) 0 a hard question . <stops laughing>
74	descriptive role	indefinite	it it was . I think . (GA) 0 a nice experience </B>
75	descriptive role	indefinite	they . they were . (GA) 0 a young family
76	descriptive role	indefinite	and also because I'm (GA) the a huge (er) Lord of the Rings fan
77	descriptive role	indefinite	<B> and it's (GA) 0 a great tool so: </B>
78	descriptive role	indefinite	<B> but it was intended to be (GA) 0 a philo= philological </B> <A> (mhm) </A> <B> course
79	descriptive role	indefinite	<B> <overlap /> and it was I think it was (GA) 0 a great impression </B>
80	descriptive role	indefinite	I really think that (er) it is it is (GA) 0 a hard job
81	descriptive role	indefinite	that\x92s quite (GA) 0 an interesting story
82	indefinite non-referring	indefinite	or the sound seemed to be played from (GA) the a (LS) recorder $recording$ so for example
83	indefinite non-referring	indefinite	what did he do with it did he eat the bottle </A> <B> (er) he hid it in (GA) the a towel and then when we were

84	numerical function	indefinite	there's no . decision that is right (GA) 0 a hundred percent
85	numerical function	indefinite	g but after about . (GA) 0 a half an hour he
86	numerical function	indefinite	really severely injured . (GVM) lose $lost$ (GA) 0 a couple of fingers
87	numerical function	indefinite	alking for one hour and (GA) 0 a half without
88	sporadic	zero	when I was eighteen (eh) I was at (GA) the 0 grammar school </B>
89	sporadic	zero	<B> only (DTG) (LSP) (GA) on the $at 0$ Christmas </B
90	sporadic	zero	they spend (er) most of their time in (GA) a 0 bed (em)
91	name with the zero article	zero	I love Jane Austen but . (GA) the[i:] 0 English that was the reason
92	name with the zero article	zero	have never been to: to (GA) the[i:] 0 England
93	name with the zero article	zero	because . from (GA) the 0 classical Greek l
94	name with the zero article	zero	<B> in the (GA) the 0 Arabia and (em) it was (
95	generic	zero	n I . just thought that I really (GVTA) like $liked$. (GA) the 0 language and . (GA) the 0 literature
96	generic	zero	the differences in . people . and in: (GA) the 0 society </B>
97	generic	zero	she is actually . frowning in (GA) the[i:] 0 reality
98	generic	zero	the[i:] other hand the (GA) the 0 literature is like more demanding .
99	generic	zero	you have got even linguistics (GA) the[i:] 0 American literature and (GA) the[i:] 0 English literature while in Britain
100	generic	zero	I'm not sure about the tempo of (GA) the 0 speech
101	generic	zero	I'm really passionate about (GA) the 0 languages
102	generic	zero	I would like to do (GA) the 0 philosophy
103	generic	zero	kind of escape from . from (GA) the 0 life
104	generic	indefinite	it's more <stops laughing> difficult to: . to learn (GA) 0 a foreign language when you are older </B>
105	generic	indefinite	probably students or someone who . went to (GA) 0 a gallery or . atelier I don't know

106	generic	indefinite	now when we're watching (GA) 0 a movie we think about it and . and even examine each other whether
107	generic	indefinite	I think it was . a good beginning and it's important to have . (GA) the a . good start </B>
108	generic	indefinite	it would (er) (GVAUXC) cause $have caused$ me like (er) (GA) 0 a really bad injury
109	generic	indefinite	takes place in a . drama stage on (DTG) (GA) (LS) drama $a theatre$ stage
110	generic	definite	<B> yeah probably I used to play (GA) 0 the piano when I was younger
111	conversion	definite	they$ must be used to that . because in (GA) 0 the past (er) often the painters
112	conversion	zero	we (GVT) have seen saw . (GA) the 0 most of it . really
113	unique role	zero	again . (erm) (Z) at the beginning of (GA) the 0 next year $early next year$. (
114	restrictive apposition	zero	hi (em) I've chosen (GA) the 0 topic three . (erm)
115	spelling error	indefinite	<B> there was (GA) a an open air jazz festival
116	spelling error	indefinite	it's for me it's (GA) a an important part of
117	collocation error	indefinite	<B> he (DTG) (LS) (GA) enters the university $gets a place at university$ as well