

The Most Frequent Grammatical Errors of Czech Students in English Presentations

Andrea Kolaříková

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Mgr. Libor Marek, Ph.D.
děkan



doc. Mgr. Roman Trušník, Ph.D.
ředitel ústavu

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ABSTRAKT

Tato bakalářská práce se věnuje zkoumání širokého spektra gramatických chyb, se kterými se potýkají čeští studenti při prezentování v anglickém jazyce. Teoretická část této práce rozděluje gramatické chyby do morfologických a syntaktických kategorií a zkoumá vliv těchto chyb na efektivní komunikaci. Důraz je také kladen na význam správné gramatiky pro úspěšnou interakci v anglickém jazyce, na správné zprostředkování myšlenek a v poslední řadě na strategie, jak se těmto chybám vyhnout. Praktická část zahrnuje analýzu třiceti českých studentů během prezentování v anglickém jazyce. Zaznamenané projevy byly transkribovány a následně analyzovány s cílem identifikovat gramatické chyby, které se v projevech objevovaly nejčastěji. Dále byla zkoumána souvislost mezi gramatickými chybami a hodnocením, které studenti obdrželi po prezentování od vyučujícího. Tato práce přispívá k hlubšímu pochopení problémů spojených s anglickou gramatikou, se kterými se potýkají čeští studenti během prezentování.

Klíčová slova: chyba, gramatika, jazyk, student, vyučování, učení, analýza chyb, prezentace

ABSTRACT

This bachelor's thesis focuses on analysing the extensive array of grammatical errors encountered by Czech students during English presentations. The theoretical part of the thesis categorizes grammatical errors into morphological and syntactic categories and examines their impact on effective communication. Emphasis is placed on the significance of proper grammar for successful interaction in the English language and strategies for avoiding these errors. The practical part of this thesis includes an analysis of presentations in English delivered by thirty Czech students. Recorded presentations were transcribed and analysed to identify the most common grammatical errors. There is also explored the relationship between grammatical errors and the grades received by the teacher for students' performance. This thesis contributes to a deeper understanding of the grammatical challenges faced by Czech students during presenting in English.

Keywords: error, grammar, language, student, teaching, learning, error analyses, presentation

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I hereby declare that I am the sole author of this bachelor's thesis and that I have not used any sources other than those listed in the bibliography and identified as references.

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INTRODUCTION

In today's multicultural world, there is a growing need to communicate with people who do not share the same mother tongue. Whether it is a friend living abroad, a work environment where knowledge of a foreign language is necessary or simply a desire to speak foreign languages. English has long been a global language that is very important for international communication. It is important to realize that the ability to speak English allows to meet new people, acquire new knowledge, and generally contributes to one's personal growth and development. Learning the English language is closely associated with the errors people commit during the process of the acquisition. This bachelor thesis aims to uncover grammatical errors made in presentations of Czech first-year students of English for Business Administration at Tomas Bata University in Zlín.

This thesis consists of a theoretical and a practical part. In the theoretical part, both morphological and syntactic grammatical errors are described. In Chapter *1.1* which deals with morphological errors, attention is given to individual parts of speech that may potentially pose challenges for Czech students. Chapter *1.2* emphasizes the importance of sentence structure and formulation of words in conveying the intended message. Given the importance of clear and precise communication it is crucial for effective interaction that speech is grammatically and structurally correct, so Chapter 2 elaborates on the significance of the language grammar proficiency. The grammatical correctness of individuals' expressions influences perceptions of the audience as people tend to make judgements based on speech. Therefore, people should be aware of the importance of grammar knowledge in order to create a favourable impression. Strategies for avoiding grammatical errors which can disrupt one's expression are intertwined with proper grammar. Additionally, these strategies are further described alongside the feedback effect and motivation in Chapter 3 because motivation also plays a significant role in successful second language acquisition.

In the practical part of this thesis thirty Czech students are investigated during their presentations in English. The method of this study involves research whose progress is simultaneously described with the process of collecting data in Chapter 4. Based on students' performances grammatical errors are subsequently categorized into types and analysed in Chapter 5. This Chapter is followed by a discussion and an overall summary of errors made by students. Students' performances are then compared with the teacher's provisional evaluation in Chapter *6.1* and finally suggestions for improvement are provided in Chapter *6.2*.

I. THEORY

1. SELECTED GRAMMATICAL ERRORS MADE BY CZECH STUDENTS

Throughout the academic journey, whether at primary school or university, nearly every individual is assigned the task of delivering a presentation in English at least once. This experience forms an important part in education as it helps develop communication skills and encourages self-expression. From early school years to higher education, the demand for presenting in English is required across different subjects and levels of education.

According to Poslušná (2009, 1) most of Czech students learning English typically commit grammatical errors by trying to apply Czech grammar rules to the English grammar. This chapter describes the fundamental grammatical errors that Czech students may commit during presenting. Due to the space limitations of this thesis, it was unable to cover all areas that pose challenges to the Czech EFL learners. However, several of them are explained in this chapter where errors are divided into two groups. The first group contains morphological errors while the second group includes syntactic errors.

1.1 Morphology

Morphology is the study examining how words are created of smaller components. (Radford 2004, 1) This chapter focuses on the most common errors associated with English morphology. This is done by exploring some parts of speech that cause problems to the EFL learners.

1.1.1 Nouns

Nouns as one of the parts of speech are characterized by unique inflectional properties so nouns can be distinguished by their tendency to undergo inflections related to number resulting in singular and plural forms. (Radford 2004, 28) In addition to that nouns consist of names of people, animals and things identifying the subject of discussion. It encompasses not only tangible objects but also intangible. (Batko 2004, 33) This chapter provides exploration of errors that arise when distinguishing between countable and uncountable nouns as well as errors related to the usage of articles.

1.1.1.1 Countability

In English there are two types of nouns in terms of countability: countable and uncountable nouns. Unlike countable nouns, uncountable nouns have only one form, meaning they do not have plural form as they are not countable (1a). Verbs in the use with uncountable nouns

must be in the singular form. (Koeneman & Zeijlstra 2017, 60) The standard method for forming plurals involves adding the suffix *-s* to the base form of noun. Nevertheless, when the base form ends with letters *ch, s, sh, x, z* the plural is created by attaching the suffix *-es*. (Bauer, Lieber & Plag 2015, 125) An issue may arise when the irregular noun is present because this kind of noun remains unchanged and has a single form for both singular and plural form for example *one sheep/two sheep*. Another complexity involves mass nouns that represent an uncountable mass and do not have a plural form (1b) or collective nouns such as *people, police, or cattle* indicating that despite the absence of any morphological marking these nouns are considered plural. (Radford 2004, 29) (Bauer, Lieber & Plag 2015, 122) Indefinite articles *a/an* cannot be attached to uncountable nouns but when there is a need to quantify uncountable nouns the phrase *piece of* is commonly used (1c). The quantity of an uncountable noun can also be expressed by using word like *some*. (Sparling 2021, 78)

- (1)
- a. The teacher gave us a lot of *homework* today.
 - b. This was indeed good *advice*, but rather belated.
 - c. It was only an amazing *piece of luck* that it was included in the movie at all.
- (Sparling 2021, 77-79)

1.1.1.2 Articles

Dealing with articles appears to be one of the most common challenges for English learners because in Czech language there are no articles and that is the reason why Czech learners of English use them incorrectly. When discussing something in a general context it is inappropriate to use the definite article and if the presenter refers to examples that are unique to his/her presentation it is necessary to use the definite article. Listeners should be able to distinguish whether the presenter is discussing something that is already known or not. Using articles correctly and appropriately help listeners eliminate any potential confusion. (Wallwork & Southern 2020, 55)

Indefinite articles *a* and *an* are applicable only to singular nouns and the definite article *the* is used for both singular and plural. Indefinite articles are applied to nouns that have not been introduced earlier in the context (2a). On the other hand, the definite article *the* is used when the noun it precedes has been mentioned previously or is easily identifiable (2a). However, there are cases where *the* can also precede a noun that has not been introduced earlier and this occurs when the person being addressed already knows what the noun refers to. Therefore, by using the definite article the speaker has a specific object in his/her mind and is not speaking about the object in general. Additionally, *the* can be also used with

ordinal numbers, superlatives and names of certain countries that contain noun such as *republic* or *state* but also with the names of rivers or mountain ranges. Indefinite article is usually used with professions (2b) and illnesses. (Aarts 2011, 60, Batko 2004, 40, Poslušná 2009, 32)

Poslušná (2009, 34) states situations in which it is grammatically correct to use the indefinite article *a* and when to use the indefinite article *an*. The indefinite article *a* precedes nouns or noun phrases that begin with a consonant while the indefinite article *an* precedes those starting with a vowel.

(2)

- a. I saw *a* man in our garden. *The* man was wearing a skirt!
- b. He's *a* receptionist.

(Poslušná 2009, 31-33)

1.1.2 Pronouns

The primary emphasis of this chapter are pronouns that might be challenging for Czech students. Pronouns are utilized as substitutes for noun phrases in situations where employing a more specific expression is unnecessary. (Swan 2016, 174)

1.1.2.1 Demonstrative Pronouns

Czech students sometimes encounter challenges when dealing with demonstrative pronouns in English. In English there are singular demonstrative pronouns *this* and *that* and plural *those* and *these*. Pronouns *this* and *these* direct attention to an objects and entities in closer proximity to the speaker and indicate their immediate presence (3a) (3c). Nevertheless, pronouns *that* and *those* are utilized to signify objects and entities situated at a distance (3b) 3d). (Aarts 2011, 55, Dušková 2003, 111)

(3)

- a. *This* is a perfectly good conversation as far as I'm concerned.
- b. *That's* the challenge.
- c. *These* are peanutty.
- d. *Those* are defined in very broad terms to include the entire Jewish people. (Aarts, 2011, 56)

1.1.2.2 Relative Pronouns

Relative pronouns refer to the specific group of words usually beginning with the letters *wh-* and are found within a *wh-* phrase placed at the beginning of a relative clause. Relative clauses give additional details about the preceding head noun in the main clause also known as the antecedent. Pronouns *who* and *whom* are usually used with human antecedents (4a)

and pronoun *whose* is a possessive relative pronoun used with both animate and inanimate nouns or in other words with human and non-human antecedent (4b). Pronoun *which* refers to antecedents that are non-human (4c). (Aarts 2011, 51) The relative pronoun *that* holds the distinction of being the most commonly used as it applies to both human and non-human antecedents (4d). *When, where* and *why* can also serve as introductions to relative clauses (4e) which usually relate to nouns such as place, reason, and time. (Berry 2018, 128-129)

- (4)
- a. I know a man *who* can help us.
 - b. This is the student *whose* essay I was telling you about.
 - c. This is the book *which* I liked the most.
 - d. I know a man *that* can help us. This is the book *that* I liked the most.
 - e. The reason *why* she left is still unknown. (Berry 2018, 127-129)

1.1.3 Prepositions

Due to the limitations of space, it is not possible to provide an exhaustive review of all prepositions causing issues for Czech students because prepositions are a very extensive chapter in English grammar. Therefore, only a few have been selected for this chapter.

Berry (2018, 25-26) mentions that the primary grammatical function of prepositions is to connect two parts of a phrase or a clause. When combined with the noun phrase they form prepositional phrases, essential elements acting as adverbials within clause structure. Prepositions very often convey meanings related to time and space and this leads to the three prepositions *on, in, and at*. The preposition *on* relates to surfaces (6a), *in* relates to an area (6b) and *at* refers to a point (6c). But one preposition can encompass various meanings.

Picking up a statement from Poslušná (2009, 24-25) Czech learners of English commonly make errors when translating directly from Czech into English especially when dealing with prepositions. Some prepositions may have comparable translation in Czech but are employed in different structures or contexts. That is why students should learn the meanings of prepositions. In English there are also many verbs associated with particular preposition (7a-e). Despite each preposition has a fundamental meaning, many are employed in ways that might appear unusual or even not logical to an English learner. Therefore, a significant portion of idiomatic expressions needs to be memorized individually. (Sparling 2021, 209) Several expressions with the use of prepositional verbs or prepositional phrases known to pose difficulties for students are provided below. To explore more examples, it is recommended to look up a specific preposition in the dictionary. (Swan 2016, 213)

Czech students frequently mix up the meaning of *at the end* and *in the end*. *At the end* denotes the conclusion of a sequence (5a), while the *in the end* indicates what occurs as the final action (5b). (Poslušná 2009, 25)

- (5)
- a. I think the film's a bit weak *at the end*.
 - b. *In the end*, I got a visa for Russia. (Swan, 2016, 213)
- (6)
- a. The picture is *on* the wall.
 - b. He's *in* Canton. Tell me what you can see *in* the picture.
 - c. He got married *at the age* of sixteen. (Berry 2018, 25-26, Sparling 2021, 209, 217)
- (7)
- a. Not many people are *interested in* grammar.
 - b. Stop *looking at* me like that.
 - c. If you don't *listen to* people, they won't *listen to* you.
 - d. Are you *afraid of* spiders?
 - e. She *accused* me *of* poisoning her dog. (Swan, 2016, 213)

1.1.4 Numbers, Quantifiers

When presenting Czech students may encounter various grammatical errors related to numbers. This chapter only marginally addresses the issue of expressing quantity and numbers.

1.1.4.1 *Few, little/a few, a little*

The problem related to the distinction between countable and uncountable nouns lies in distinguishing between *few* and *little*. *Few* is applied with countable nouns (8a), and *little* is applied with uncountable nouns (8b). It is possible that these may occur also with an indefinite article such as *a few*, *a little* and these terms suggest that the quantity is not extensive but exceeds the initial expectations. (Sparling 2021, 109) When there is no article *little* and *few* convey rather negative meanings. However, with the article *a* these quantifiers carry more positive connotation. (Swan 2016, 168) In relation to this chapter it would be convenient to point out the use of *less* and *fewer* illustrating comparative character. The rules of application of these words are the same as for the *few* and *little* so *fewer* is applied with plural countable nouns while *less* with uncountable nouns (8c). (Poslušná 2009, 9)

- (8)
- a. *Few* people always tell the truth.
 - b. I have *little* interest in politics.
 - c. We have got *a little* bacon and *a few* eggs. (Swan, 2016, 167-168)

1.1.4.2 *Hundred, Thousand, Million*

The numerals *hundred*, *thousand*, and *million* remain in singular form when indicating specific quantities of hundreds, thousands, and millions. However, if it is not specified how many thousands then it is possible to use the plural form with the preposition *of* (9b). These numerals besides their numerical function they can also be used as nouns and in such instances, they form regular plural form. (Poslušná 2009, 10, Dušková 2003, 137)

(9)

- a. There are *six thousand* people.
- b. There are *thousands of* people.

(Poslušná 2009, 10)

1.1.5 Verbs

Regarding grammar verbs are very critical part of speech as they serve as the key point within clauses. Every complete sentence necessitates a verb, and they dictate the presence of other elements within the sentence. English verbs come in various forms, inflections and participles including both regular and irregular verbs. (Berry 2018, 27-28) Inflection involves the various forms known as inflectional forms that lexemes can assume. This is influenced by the syntactic context in which they are used. (Aarts 2011, 20) For second language learners it could be difficult to remember all the verbs forms thus they may often make errors in them. Forms of verbs are further discussed in Chapters 1.2.2 and 1.2.4.

1.2 Syntax

Syntax is the analysis of how words are structured into phrases and sentences. (Radford 2004, 1) This chapter is connected to the most common errors occurring in English syntax. This is accomplished by investigating particular aspects of syntax including several chapters such as word order, agreement, double negation, or chapter focusing on English tenses.

1.2.1 Word Order

The typical word order is *subject + main verb + object + indirect object*. Keeping these four elements close together is recommended because deviating from this order may disrupt the listener's ability to understand the message. The arrangement of sentence components should mirror their significance so when the presenter wants listeners to remember something this information ought to hold the initial position in the sentence since listeners often concentrate on the words at the beginning of a sentence rather than those in the middle. (Wallwork & Southern 2020, 76-80) If a presenter wants to emphasize something during

his/her presentation, they can also utilize intonation. Adverbials typically find their place at the end of a sentence but can be also positioned differently depending on what they modify. (Sparling 2021, 294) Based on Poslušná's perspective (2009, 48) adjectives often come before nouns to describe them, although they can also follow sensory verbs such as *be*, *seem*, *look*. Time expressions frequently begin the sentences. Regarding the structure of sentence elements in forming questions the subject and verb are in reversed order. Therefore, questions typically begin with an auxiliary verb, verb *to be* or a modal verb.

1.2.2 Agreement

Another issue in grammar is the agreement of the predicate with the subject. Subject-verb agreement indicates whether the subject's head noun is specifically defined for singular or plural features. (Bauer, Lieber & Plag 2015, 122) Within the present tense, verbs demonstrate agreement with their subjects regarding person and number. It is necessary to use the third person singular present tense inflection *-s* as in (10a) example. In the example (10b) the agreement between the first-person singular and verb is not apparent as a verb inflection. In the past tense subject-verb agreement is restricted to the inflected forms of the verb *to be*. For the first- and third-person singular the form *was* is utilized (10c) while *were* is employed for all other subjects (10d). Modal verbs are worth mentioning as they behave in different way. This means that this group of verbs lacks the third-person singular present tense marker and are accompanied by an infinitive verb in its base form. (Aarts 2011, 70, 88)

(10)

- a. Andy *hates* them.
- b. I *like* Catherine Cookson books.
- c. He *was* not amused.
- d. They *were* interested in selling the business.

(Aarts 2011, 88)

1.2.3 Double Negation

English grammar allows only one negative in a sentence. Negative sentence can be created by using negative form of the verb plus pronoun *anybody*, *anything* (11a) or just by starting a sentence with *nothing*, *nobody*, *never* and in this case the verb takes a positive form (11b). (Poslušná 2009, 40)

In English there is also subclausal negation which involves negating a specific element or constituent usually accomplished through the application of prefixes like *in-*, *im-*, *dis-* and suffixes like *-less* (11c). (Aarts 2011, 178)

(11)

- a. Well, they will not learn *anything* if they mess about, will they?
- b. *Nobody* knows about it.
- c. Well, I think it is a bit *unreasonable*. (Aarts 2011, 177-178)

1.2.4 Tenses

The concept of tense refers to a grammatical framework utilized for situating events in time. Languages typically convey time through verb inflections. For instances, based on the past tense inflection of the verb, it can be inferred that the event occurred in the past. (Aarts 2011, 243-244) Foreign language learners often have trouble recognizing which tense to use in given situations. For the purposes of this thesis, the following tenses that are subject to the most errors are presented.

1.2.4.1 The Present Tenses

The present simple and present continuous or progressive are the two present tenses commonly found in English. Present simple tense is employed to convey habits, situation representing a sequence of repeated occurrences or timeless truths. In the context of actions and situations that are currently ongoing or happening in the present or near-present timeframe the present continuous tense is applied. (Aarts 2011, 245, Swan 2016, 30)

Present tense inflections are observable on regular lexical verbs when they are in the third person singular. They either end with *-s* (12a) or some of them end with *-es* (12b) or they remain in the plain present form for other persons except for the verb *be* which is presented by three present tense forms *am, is, are*. (Aarts 2011, 22, 244-245) In relation to the present tenses students often make errors or rather forget about subject-verb agreement.

(12)

- a. It usually *snows* in January.
- b. I will kill anybody who *touches* my things. (Swan, 2016, 33-34)

The present perfect tense is predominantly employed to discuss current situations or events that began in the past but still hold the relevance or influence in the present. This tense is not used with specific questions about past actions. Furthermore, the use of present perfect tense is avoided when specifying time in the past. The utilization of the present perfect tense may be signalled by adverbials of time such as *lately, never, recently, or since*. (Poslušná 2009, 16, Sparling 2021, 219) The formation of the present perfect tense consists of the perfect form of auxiliary *have* followed by the past participle form of a verb (13a-b). (Aarts, 2011, 70) Deciding between the present perfect simple and the present perfect continuous can pose

challenges for students. Typically, the simple form is reserved for discussing a long-term event whereas the continuous form is employed to describe short-term or temporary events (13c). (Sparling 2021, 2)

(13)

- a. *I have read* eight novels *since* last week.
- b. *I've always been* a fan of his.
- c. *I've been painting* the door, but I have to finish a small spot at the bottom.

(Sparling 2021, 219-220)

1.2.4.2 *The Past Tenses*

English language forms the past tense by incorporating verb inflections such as *-ed* onto regular lexical verbs or through vowel changes as *sing-sang*. (Aarts 2011, 249) In English past tenses are utilized to express a wide range of past events leading to the presence of many distinct verb forms. (Swan 2016, 42-44) In the past continuous tense, actions that were temporary and ongoing in the past are described. When paired with the past simple tense the past continuous denotes activities happening in the background while the past simple highlights the main events that interrupted those ongoing actions (14a). The formation of past continuous tense consists of verb *to be* in past form *was/were* followed by a verb with *-ing* ending (14b). (Poslušná 2009, 21)

(14)

- a. When he *came* home, I *was cooking* the dinner.
- b. The sun *was shining*, the birds *were singing*, children *were playing*.

(Poslušná, 2009, 21)

2. THE IMPORTANCE OF GRAMMAR IN DELIVERING EFFECTIVE PRESENTATIONS

Oral presentations significantly contribute in various ways to the students' acquisition of new skills, and knowledge. Experience and the skills of presenting are useful for future activities as well as various disciplines. Presentation skills that a student gains throughout his/her studies continue to be relevant in situations like job interviews and workplace assignments. Simply put, presentations form a very significant part of students' academic journey. (Tsang 2020, 39) Nevertheless, presenting poses challenges for many students, especially when they have to present in English. Just as language grammar has a certain structure, oral presentations have their own thus for a presentation to be appropriate it is necessary to keep in mind certain aspects. Not only correct grammar but also formal aspects including phrases that are typically associated with presenting, and these should be the ones that the students should be able to master for presentations to be efficient. (Ruminar 2018, 16)

Communication disruptions arise when there are errors or misunderstandings in the grammar of language that is the reason why knowledge of grammar is essential for communication to be effective. (Savage 2010, 2-3) To maintain a consistent and clear communication and understanding of presented message it is important to use full sentences. Language in the presentations should be direct and grammatically correct because correct language ensures that presented message is easily understood by the audience. It also helps to convey ideas accurately without the risk of misinterpretation. (Atkinson 2011, 72) In addition to that, it is necessary to focus on grammatical correctness to capture and keep the attention of the audience. The presence of grammatical errors may result in reduced attention of the audience because maintaining accurate grammar is a proof of professionalism and an eye for a detail and this establishes presenter's reputation as a skilled speaker. (Wallwork & Southern 2020, 6)

2.1 The Impact of Grammatical Errors on Effective Communication

The lack of precision in students' expressions can be sometimes disadvantageous. This situation may lead the audience to infer that the students' trains of thoughts are flawed due to the occurred shortcomings. Consequently, the failure to create a favourable impression which is often crucial may occur. The purpose of presentations is to convey certain information or thoughts to the audience. However, with incorrect language use the crucial message that the student tries to communicate may not be understood. (Batko 2004, 17) The

acquisition of grammar is known as a challenging and often perceived as a tedious aspect of learning language by the majority of learners despite that it is necessary to master it. (Shakir and Jabbar 2021, 1)

Constant exposure to language errors is common whether through television, workplace or interactions with family and friends therefore it is natural that people have developed certain unfavourable habits that have consequences. The way people express their thoughts becomes a basis for judgement and incorrect expressions may lead others to dismiss their message and, in this case when talking about presenting, the audience may also think that the presenter lacks sufficient experience and knowledge for the role of presenter. (Batko 2004, 21-22)

2.2 Second Language Acquisition

When defining grammatical errors, it is also appropriate to focus on the process of acquiring a second language. Second language acquisition is the study of the process of how people learn languages after they have already learned their first one as Ortega (2013, 1) claimed in her work. The study explores many different factors and situations that affect the process of acquiring foreign language and is also interested in the different results of the processes the learners might achieve. (Ortega 2013, 2) Lightbown and Spada (2013, 36) described that every second language learner has previously gained proficiency in another language. This already existing knowledge can be beneficial providing them with an understanding of language dynamics. Conversely, similarity between person's mother tongue and the language a person is acquiring can also lead to inaccurate assumptions about the second language potentially resulting in errors.

In the process of foreign language learning grammar emerges as a foundation of the knowledge of the language. Grammar explains structures and rules governing the formation of words and sentences in English. Grammar establishes the guidelines for the consistent utilization of both spoken and written language and thanks to that people understand each others. (Shakir and Jabbar 2021, 1-2) Savage (2012, 2-3) recognizes grammar as a necessary factor in fostering proficiency across listening, speaking, reading, and writing activities.

3. HOW TO AVOID GRAMMATICAL ERRORS IN PRESENTATIONS

When presenting, it is crucial for the presenter to be familiar with the topic of the presentation. If the presenter lacks familiarity with the subject, the presentation may lose its effectiveness, resulting in failure to deliver the expected information to the audience. On the other hand, when the presenter is well versed in the subject, the presentation will provide the audience with an effective foundation for absorbing new information and will be able to convince the audience of the importance of the issue. (Wallwork & Southern 2020, 132) Mastery of English grammar also enables students to avoid grammatical errors in speech therefore they should view grammar as a supportive tool rather than an intimidating obstacle. (Shakir and Jabbar 2021, 1)

Before delivering the presentation to the audience, the presenter should undergo a revision and proofreading of a draft several times to achieve effectiveness. The initial revision focuses on examining the content and understandability, during the second revision on structuring and layout, and the third one pays attention to style and tone. (Atkinson 2011, 64) Vitello (2022, 5, 7) offers an insight into the importance of the proofreading of the document before delivering it to the audience. Discovering various techniques for utilizing tools helping presenter with grammar to enhance the proofreading processes is beneficial for the performance of the presenter. Insufficient proofreading of a document can affect its validity, quality, and reputation.

It is advisable for the presenter to avoid using overly complex terminology that may not be understood by the majority of the listeners and use clear and simple language instead. The language should be customized to match the level of all the listeners. Complex terminology can lead the presenter to make errors and they may become confused as well. (Atkinson 2011, 73)

3.1 Approaches to an Error Correction

Recognizing and paying attention to the grammatical errors made by students is significant aspect in the process of avoiding grammatical errors. It is important from the perspective that an individual may have experienced many years of studying English and if a student is not alerted to his/her errors, he/she may continue making them assuming these errors are correct. This can potentially affect their interaction with others due to the possible misunderstandings. (Ajaj 2022, 48) Teachers usually encourage students to speak in order to enhance their communication skills. During both speaking and writing activity, it is expected that students may make grammatical errors but without its correction they might

incorporate these errors into their language system and use it on the daily basis. (Chu 2011, 454)

Feedback with a negative connotation can be delivered verbally immediately after the presenter delivered the performance. However, it is also prevalent in a written form usually occurring before evaluating the presenter. Explicit corrections emphasizing the error openly occur when a teacher communicates to a presenter that a particular choice of words does not conform to the language norms. (Ortega 2013, 71) Not only negative feedback helps students improve their performance but praise also motivates the students to achieve better results in the future. As Jimenez (2020, 23) stated from insights provided by Loewen (2012) and Sheen (2007) feedback provided to learners about linguistic errors they have committed is known as corrective feedback and another two chapters are dedicated to the two types of corrective feedback.

3.1.1 Explicit corrective feedback

Explicit corrective feedback consists of explicitly correcting the error and providing subsequent clue to correct the error made. This type of corrective feedback aims to bring the learner's attention clearly and openly to the committed error. (Jimenez 2020, 23) The teacher intervenes in the learner's speech right after he/she makes an error, and the learner is subsequently acquainted with the correct form of the error previously made. The correction can also be enriched with an explanation of the rule behind it. (Varnosfadrani 2008, 3)

(15)

- a. Speaker A: *He *go* to school every day.
- b. Speaker B: No, you should use *goes* instead of *go*. (Chu, 2011, 454)

3.1.2 Implicit corrective feedback

On the other side is implicit corrective feedback employing methods when a hearer of an error tries to reformulate it. Other methods could be requests for clarification or repetition to capture learner's attention, but this happens without disrupting the natural flow of interaction, so the learner is not directly addressed that he/she has made error. (Jimenez 2020, 23)

(16)

- a. Speaker A: *He *go* to school every day.
- b. Speaker B: Yes, he *goes* to school every day. (Chu, 2011, 455)

Another approach to an error correction especially in a written material that a student may have prepared before his/her performance is revision, redraft, and proofreading. Some students do not double-check their presentations which becomes a reason for potential errors and imperfections leading to confusion within the audience. (Chamonikolasová 2005, 58) As declared by Vitello (2022, 7) ensuring that a presentation or another document is ready for distribution to the audience involves an important step known as proofreading. This activity incorporates an overall final check of the presentation to determine whether everything is correct both grammatically and formally. Proofreading helps students uncover errors they may not have noticed during initial writing.

3.2 Utilization of Tools Supporting Grammar Development

Students often rely on textbooks and on teachers during the process of learning grammar. However, using only these sources exclusively may lead to a decrease in a learner's motivation. To address this issue learners can use various additional materials and sources available to enhance their knowledge of English grammar. Utilizing such sources and materials helps students address potential grammatical errors. These materials help learners become more familiar with English that is commonly used in everyday communication. (Mestari 2016, 125) Mestari (2016, 125) also describes this fact through the statement of Spelleri (2002) who claims that the language used in textbooks is applicable mainly within the classroom and she highlights that real-life English demands a different set of skills and expressions.

On the internet there are many English movies to which almost everyone has an easy access nowadays. The advantage of watching such movies is that a person watches something he/she enjoys and furthermore it is in the studied language and thus a person also gains knowledge in the foreign language. On a similar basis operate podcasts, videos or songs that are easily accessible on the internet. (Kupka 2012, 117)

3.3 Difficulties of Learning Grammar and Motivation

Acquiring foreign language may become challenging without a foundation in English grammar and some students may have insufficient knowledge of how grammar works. (Ajaj 2022, 45) Based on findings of Al-Mekhlafi and Nagaratnam (2011, 70-71) English learners often associate learning grammar with studying its rules and gaining intellectual knowledge but a more effective perspective is to consider grammar as one of the tools that facilitate

communication with other people and is essential to understand how other people interpret our language use.

Lightbown and Spada (2013, 88) suggest that a student's motivation is vital in learning process. Those students who are motivated to learn something that may help them in the future and are not compelled by anyone or anything to do so, typically engage actively in classes and demonstrate interest in the subject. Teachers of grammar have a greater impact on those students, and they also can boost student's motivation by creating engaging environment ensuring that students feel comfortable. Acquiring a foreign language also depends on how much the learner uses the language in speaking and writing activities. Other challenges in acquiring a foreign language stem from variations in variations in grammatical and lexical systems between the new language and the learner's mother tongue as well as cultural differences. (Chamonikolasová and Stašková 2005, 52-53)

II. ANALYSIS

4. INTRODUCTION TO THE METHODOLOGY

The theoretical part focuses on providing a description of selected types of grammatical errors that may pose challenges to the Czech students. The practical part addresses a methodology aimed at observing Czech students during their English presentations to determine where Czech students make grammatical errors most frequently.

Grammatical errors represent the imperfect aspect of a learner's spoken or written expression as they diverge from a chosen standard of proficient language usage. The acquisition of language cannot occur without individuals first engaging in a process of making errors. (Dulay et al. 1982, 136)

For the research was utilized a qualitative method as a research instrument. It involves observation and listening to the students during presenting in English. In general, qualitative research serves as a method to comprehend the significance that individuals assign to a social or human issue. The research process encompasses data collection and data analysis based on already known facts (Creswell 2009, 9). The data analysis of this thesis is partially built upon Kamlasi's (2019, 86) research and the process is divided into transcription, classification, analyses, and overall discussion. The students' performances were recorded using a mobile phone voice recorder and then recordings were carefully listened to in order to transform students' speeches into a written form. After transcription I identified grammatical errors and subsequently classified according to Dulay et al. (1982, 150-162). Then the errors that were usually repeated in a similar manner are examined, and examination is followed by a discussion that also considers received provisional grades by the teacher. Based on Dulay et al. (1982, 136-137) and content presented in the book the grammatical errors of researched students are categorized into types which are further described later in Chapters 5.1-5.4.

4.1 Participants

The participants of this research are first-year students of the English for Business Administration at Tomas Bata University in Zlín in academic year 2023/2024. Thirty participants whose recordings were used for the analysis of grammatical errors agreed that their performance would be recorded with their consent, which is audible in the recordings. Furthermore, it would be appropriate to mention that the students were given the opportunity to refuse recording of their presentations. Students were also informed that their names will remain confidential and will not be associated with the collected data. All documents including records and transcriptions will be erased after the defence of this thesis.

5. ANALYSIS OF COLLECTED DATA

This chapter is dedicated to analysis of the collected data provided by Czech students. Additionally, this chapter is structured based on the types of grammatical errors which include omission, addition, misformation, and misordering. For the processing of this chapter, I drew upon insights gained throughout the writing of the theoretical part of this thesis. Sentences with grammatical errors are marked with the symbol * and additionally errors are highlighted in italics. In the corrected version the corrected form is also in italics.

5.1 Omission

Omission errors are identified by the lack of an essential element required for a grammatically correct utterance. (Dulay et al. 1982, 154)

The *Tables 1-4* illustrate the number of students who made a specific type of error. If a student made a certain type of error multiple times it is counted only once in *Tables 1-4*. More specific information about errors made by individual students is provided later.

Table 1 Omission

Type of error	Number of students
Omission of article	15
Omission of preposition	6
Omission of plural form of noun	4

Table 1 illustrates which areas regarding the omission of essential elements posed issues for the students who participated. Most commonly students made errors in omitting articles. As mentioned in Chapter 1.1.1.2 Czech language does not use articles which may lead students to perceive them unnecessary in English. However, it is the opposite. In English articles are necessary for clear communication to avoid any misunderstanding as they allow the speaker or writer to indicate whether the object, they are talking about, is specific or unique or non-specific. Several students who made this type of error repeated it in their speech.

Another common mistake was omitting the preposition which is necessary for understanding the purpose of the conveyed message. Less frequent errors involve omitting the plural form of nouns where it was necessary for proper grammar.

5.1.1 Omission of Article

In this chapter, I provide excerpts from transcriptions of students' presentations where the article is omitted. The omission of article may not significantly impede the audience's understanding of the speaker, but its inclusion would enhance the clarity and fluency of the

sentence. This chapter refers to Chapter 1.1.1.2 where it is explained how and where to use a specific article.

(17)

- a. *For first part I'll talk about what I consider technologies.
- b. Corrected version: For *the* first part I'll talk about what I consider technologies.

The example (17a) shows that the student completely omitted the article before the ordinal number. However, in this case it would be more appropriate to use the definite article *the* which is usually used before ordinal numbers. In other words, and according to Chapter 1.1.1.2 it is a specific or unique part, another first part no longer exists as there is only one.

(18)

- a. *My personal tip would be walk outside.
- b. Corrected version: My personal tip would be *a* walk outside.

In the sentence (18a) the presenter most likely wants to share a tip with the audience, so the audience expects some noun after that. Therefore, there should be an indefinite article *a* in front of *walk* to indicate that it is a singular countable noun and not a verb as it has the same form.

(19)

- a. *As you can see on board
- b. Corrected version: As you can see on *the* board.

The student's speech included sentence (19a) accompanied by a hand gesture when the presenter pointed directly at the board he/she was talking about hence it would be better to use the definite article *the* as he/she is referring to a specific object that is visible and known to the audience.

(20)

- a. *I was basically content creator.
- b. Corrected version: I was basically *a* content creator.

In the sentence (20a) the presenter discusses his/her profession and professions are typically preceded by the indefinite article as discussed in Chapter 1.1.1.2. So, it should be used in this case as well.

5.1.2 Omission of Preposition

On several occasions students completely omitted the preposition that must be used with certain verbs in their speeches to be precise in terms of English grammar. The fundamental rules for using prepositions are contained in Chapter 1.1.3.

(21)

- a. *It is going to have a bad impact on your quality sleep
- b. Corrected version: It is going to have a bad impact on quality of your sleep.

Considering the sentence (21a) there are two errors. The omitted preposition *of* and incorrect word order for better understanding. The use of preposition *of* indicates a possession and relationship between words *quality* and *sleep*.

(22)

- a. *There are many more hundreds if not thousands AI apps so it's up to you find them all.
- b. Corrected version: There are many more hundreds if not thousands *of* AI apps so it's up to you *to* find them all.

The use of numerals such as *hundreds*, *thousands* when the exact quantity is unknown is discussed in Chapter 1.1.4.2. Nevertheless, the sentence (22a) lacks the preposition *of* for correct grammar and preposition *to* in front of the verb *find* as it indicates the infinitive phrase *to find*.

(23)

- a. *I was interested how the game works.
- b. Corrected version: I was interested *in* how the game works.

The verb phrase *to be interested* inherently requires the preposition *in* to properly convey the object of interest. In this instance (23a) the preposition is omitted in student's speech making the sentence grammatically incorrect. Without the preposition *in* the statement may seem to be incomplete and grammatically flawed. The exact example sentence is provided in Chapter 1.1.3.

5.1.3 Omission of Plural Form of Noun

A less frequent situation occurred when a student forgot to incorporate the plural form of a noun even when the context indicates its necessity.

(24)

- a. *Who knows how to deal with these kind of problems.
- b. Corrected version: Who knows how to deal with these *kinds* of problems.

In sentence (24a) the presenter omitted the plural form of the noun *kind* even when a determiner *these* for the plural form was used before the noun thus it is expected that the rest of the sentence will also be in the plural form.

(25)

- a. *I would say that's one of the most beneficial thing about it.
- b. Corrected version: I would say that's one of the most beneficial *things* about it.

Example sentence (25a) contains phrase *one of the most beneficial* suggesting a superlative form which is in most cases utilized with plural nouns. To correct this the presenter must change noun form *thing* to *things*.

5.2 Addition

Addition errors contrast with omissions as they contain an item that should not appear in a properly constructed utterance. (Dulay et al. 1982, 156)

Table 2 Addition

Type of addition	Number of students
Additions of article	10
Addition of preposition	3

Errors resulting from adding an item into the speech did not occur very often but most of them arose in connection with the articles. Students added an article where it was not necessary. Similarly, students added unnecessary prepositions.

5.2.1 Addition of Article

Students who participated in the research made errors not only by forgetting to include a certain article but also in the opposite sense. These were cases where the article did not need to be used at all. This type of error was repeated among several students that is the reason why only some of them are mentioned below.

(26)

- a. *Social media platforms help us to find a new skills.
- b. Corrected version: Social media platforms help us to find new skills.

Noun phrase *new skills* represents a plural form due to the presence of plural marker *-s* therefore it is not possible to use an indefinite article because indefinite articles are only used with singular nouns which is noted previously in Chapter 1.1.1.2. It would be correct to completely omit the article or if certain skills had been mentioned previously then it would be appropriate to use the definite article, but the presenter did not mention any.

(27)

- a. *You will receive *an* advice from a professional.
- b. Corrected version: You will receive *a piece of* advice from a professional.

The noun *advice* is an uncountable noun therefore it cannot be used with an indefinite article as Chapter 1.1.1.1. explains. Such uncountable nouns can be used in conjunction with determiner *some* or phrase *a piece of* or it can be omitted. This error with the exact noun occurred twice so it is important to remember how uncountable nouns function.

(28)

- a. *You would have *an* device on your wrist.
- b. Corrected version: You would have *a* device on your wrist.

Based on Poslušná's findings (2009, 34) in the Chapter 1.1.1.2 the indefinite article *a* is written before nouns beginning with consonant therefore in the case of sentence (28a) the indefinite article is used incorrectly.

(29)

- a. *It makes *the* almost the same thing.
- b. Corrected version: It makes almost the same thing.

To avoid pointless repetition of articles student should omit the article *the* in front of the word *almost*. The sentence would sound better because including the indefinite article *the* before the adverb *almost* is needless and disturbs the flow of the sentence.

5.2.2 Addition of Preposition

Very rarely happened that a student added an extra preposition that was not needed in their speech.

(30)

- a. *I want *for* everyone to see it even those who can't make it to the match.
- b. Corrected version: I want everyone to see it even those who can't make it to the match.

It is not common to use the preposition *for* after the verb *want* when it is followed by an infinitive. So, for the correctness of the sentence (30a) it is better to omit the preposition *for*.

(31)

- a. *People from all age categories can use social media platform to create their own platform with a large *of* audience.
- b. Corrected version: People from all age categories can use social media platform to create their own platform with a large audience.

The preposition *of* in sentence (31a) is no longer needed because the adjective *large* modifies the noun *audience*.

5.2.3 Other Addition Errors

Among other errors that appeared is for example the use of double negation which resulted in the addition of extra negation (32a) and it is grammatically incorrect according to Chapter 1.2.3.

(32)

- a. **Don't never* ever compare yourself to the people on the internet.
- b. Corrected version: *Never ever* compare yourself to the people on the internet.

5.3 Misformation

Misformation errors occur when the wrong form of a morpheme or structure is used. In omission errors the item is completely absent whereas in misformation errors the learner supplies something but inaccurately. (Dulay et al. 1982, 158)

Table 3 Misformation

Type of an error	Number of students
Misformation of verb forms	22
Misformation of prepositions	16
Misformation of tense forms	9
Misformation of pronouns	4

The third type of errors represents the largest area of errors that caused problems for students. The Table 3 consists of several parts of speech in which students either used the wrong form of a certain part of speech or employed an inappropriate form.

5.3.1 Misformation of Verb Forms

In researched presentations students frequently made grammatical errors in the agreement between subjects and verbs. A common oversight was the failure to ensure that the verb agreed with the subject especially when forming sentences in the third person singular. Therefore, Chapter 1.2.2 is significant for this chapter as it is based on the basic rules for correct formation of agreement. Many students lacked the essential third-person singular marker on the verb resulting in sentences that sounded incomplete. This recurring error undermined professionalism of students' presentations, so it is very important to highlight the importance of attention to detail in this area to sound better as explained in Chapter 2.1.

Considering the limited space available to address all grammatical errors in this area only some of them are listed below since many of them were often repeated by the students.

(33)

- a. *Everyone in this class *use* social media platforms.
- b. Corrected version: Everyone in this class *uses* social media platforms.

The sentence (33a) lacks agreement between the subject *everyone* and the verb *use*. For the proper grammar correction there must be an inclusion of the third person singular marker *-s* on the verb *use*.

(34)

- a. *This presentation is practically relevant to those of you who *wants* to take care of their mental health and *wants* to hear some tips on how to.
- b. Corrected version: This presentation is practically relevant to those of you who *want* to take care of their mental health and *want* to hear some tips on how to.

The sentence (34a) uttered by the student contains errors in verb forms. These errors are again the lack of agreement between the subject and verb. The pronoun *who* refers to *those of you* which is in plural form while the form *wants* would be used with singular form. To correct this, the form of the verb *want* must be used to follow proper grammar rules.

(35)

- a. *I'll mention some exciting news that *are* coming up.
- b. Corrected version: I'll mention some exciting news that *is* coming up.

In sentence (35a) the student did not consider the fact that the noun *news* is singular uncountable noun. Due to its nature the noun *news* takes a singular verb form in agreement. It is crucial to understand that certain nouns in English like *news* are treated as singular entities even though they may seem plural. Some rules regarding various types of nouns in terms of their countability are explained in Chapter 1.1.1.1.

(36)

- a. *The last part would be about what to do when police *arrives*.
- b. Corrected version: The last part would be about what to do when police *arrive*.

This is the opposite case to the error in the sentence (35a) when the noun appears to be singular to the student however, as Bauer, Lieber & Plag (2015, 122) mentioned the word *police* is the collective noun and must be treated as a plural noun. Therefore, it requires the verb to take the form *arrive*.

(37)

- a. *Stress *can* also *leads* to the illnesses of our mental health.
- b. Corrected version: Stress *can* also *lead* to the illnesses of our mental health.

Chapter 1.2.2 briefly addresses modal verbs and according to Aarts' (2011, 70) findings the form of the verb *lead* used by the student in conjunction with the modal verb *can* is grammatically incorrect thus after a modal verb a verb in the bare infinitive must follow.

5.3.2 Misformation of Prepositions

Students also often struggled with the errors in the choice of proper prepositions.

(38)

- a. *I should *cut on* using them.
- b. Corrected version: I should *cut* the amount of time spent on social media *down*.

The phrase *cut on* is grammatically incorrect since it was evident from the context of the presentation that the student wants to reduce the amount of time spent on social media therefore, it is necessary to use a different phrasal verb *cut down* which signals the right meaning of the message. In this case it is appropriate to change the entire sentence structure.

(39)

- a. *Kids nowadays get their phones and tablets *in* a very early age.
- b. Corrected version: Kids nowadays get their phones and tablets *at* a very early age.

According to the findings presented in Chapter 1.1.3 the preposition *in* in the sentence (39a) should be replaced by the preposition *at* as it discusses a person's age at a specific moment or point in time. Also, Sparling (2021, 209) provides a specific example using the preposition *at* in the phrase *at the age*.

(40)

- a. **At* the end they have to agree on a solution.
- b. Corrected version: *In* the end they have to agree on a solution.

Chapter 1.1.3 highlights the issue of distinguishing the difference between the use of *at the end* and *in the end*. From the sentence (40a) it is clear that the speaker is talking about the final action which will happen and not about the end of something.

(41)

- a. *I was accused *by* sweeping the floor in the wrong way.
- b. Corrected version: I was accused *of* sweeping the floor in the wrong way.

The verb *accuse* is used in combination with the preposition *of* and not with *by* as stated in Chapter 1.1.3.

5.3.3 Misformation of Tense Forms

The mastery of tenses presents a formidable challenge for many students, and this was also evident in the analysis of students' presentations as numerous errors were found either in the correct choice of the tense or in forming the tense incorrectly.

(42)

- a. *Last week I *forget* to do one day.
- b. Corrected version: Last week I *forgot* to do one day.

From (42a) is clear that the presenter was talking about the past because of the use of phrase *last week* so he/she must use the past form of the verb *forget* in his/her sentence which is *forgot*.

(43)

- a. **I've took* into account mainly my personal tips.
- b. Corrected version: *I've taken* into account mainly my personal tips.

The speaker wanted to use the present perfect tense. However, he/she used the wrong form of the verb *take* where the past participle form *taken* must be used as evidenced by Chapter 1.2.4.1.

(44)

- a. *I was just sitting there and waiting for the devil *to came* through the door.
- b. Corrected version: I was just sitting there and waiting for the devil *to come* through the door.

The use of *to came* is grammatically incorrect because it is in the past form. In this context, it is expected that the infinitive *to come* is included because *to* is there to form the infinitive phrase.

(45)

- a. **I didn't required* many skills for these jobs.
- b. Corrected version: *I didn't require* many skills for these jobs.

The phrase **didn't required* is not grammatically correct since *required* is the past tense form of the verb *require* and the auxiliary verb *did* should be followed by the base form of the main verb. In other words, the auxiliary verb took the *-ed* ending so verb *require* is used in its base form.

5.3.4 Misformation of Pronouns

This type of error where students chose the wrong pronoun appeared a few times.

(46)

- a. **This* experiences really show the contrast.
- b. Corrected version: *These* experiences really show the contrast.

The noun *experience* can be both countable and uncountable but in the case of the sentence (47a) it is apparent from the context that the speaker is referring to a specific event in his/her life which is described in more detail. From this information, based on Sparling's findings (2021, 77), I can conclude that the noun *experiences* is used correctly. However, there is an error in the use of demonstrative pronoun *this*. Chapter 1.1.2.1 states that the pronoun *these* is used with the plural form.

5.3.5 Other Misformation Errors

Other errors discovered during the analysis of transcriptions included misformation of adjectives. A few students confused the form of the adjective attempting to use it in negation (47a). In Chapter 1.2.3 some affixes are mentioned however these must be usually memorized to associate the correct affix with the correct adjective. Chapter 1.1.4.1 discusses the rules for application of quantifiers *less* and *fewer* and this type of error was found in this area (48a). Transcriptions of students' presentations also revealed misformation of nouns. In other words, students confused the forms of nouns with other nouns that did not fit into the context and had a different meaning (49a). These confused nouns were usually very similar in written form. Furthermore, there were instances where certain verb forms were misformed as students used inappropriate verbs for specific verb phrase (50a) and Sparling (2021, 85-56) points out that phrase *to make a decision* is associated only with a verb *make* not *do*. The last error around misformation was wrong formation of adverbs (51a).

(47)

- a. *I was *unexperienced* and didn't know what to do.
- b. Corrected version: I was *inexperienced* and didn't know what to do.

(48)

- a. *I mean *less* people quit or leave the job.
- b. Corrected version: I mean that *fewer* people quit or leave the job.

(49)

- a. *The customers have known each other and in *addiction* a lot of them were my friends.
- b. Corrected version: The customers have known each other and in *addition* a lot of them were my friends.

(50)

- a. * You should stay calm because *doing* irrational *decisions* may involve in some accidents.
- b. Corrected version: You should stay calm because *making* irrational *decisions* may involve in some accidents.

(51)

- a. *It's a better access to education for people who live in remote areas and can't go to school that *oftenly*.
- b. Corrected version: It's a better access to education for people who live in remote areas and can't go to school that *often*.

5.4 Misordering

Misordering errors encompass placing a morpheme or group of morphemes incorrectly within an utterance. (Dulay et al. 1982, 162)

Table 4 Misordering

Type of an error	Number of students
The incorrect word order	10

Chapter 1.2.1 deals with the rules on how to arrange specific elements in sentences thus in this chapter reference is made specifically to this.

(52)

- a. *I will be talking about the app *the most used*.
- b. Corrected version: I will be talking about *the most used* app.

As noted in Chapter 1.2.1 adjectives are usually positioned before nouns and in sentence (52a) the phrase *the most used* behaves as adjective that modifies the noun *app*.

(53)

- a. *So how *we can* use social media for good purposes?
- b. Corrected version: So how *can we* use social media for good purposes?

In questions like (53a) there must be an inversion of a subject and a verb to be correct.

(54)

- a. So, it can happen that you *not may like* their opinion.
- b. Corrected version: So, it can happen that you *may not like* their opinion.

In (54a) the verb should immediately follow the subject and the word *not* should come after the modal verb *may* to indicate negation properly.

6. DISCUSSION OF ERRORS MADE BY STUDENTS

This chapter focuses on how thirty analysed students performed during their five-minutes presentations. In other words, it illustrates the most common errors made by the students and how their performance was evaluated by the teacher. However, criteria other than just grammar were also assessed. These presentations were delivered in the Presentation Skills course in the second semester. Therefore, the teacher mainly considered their performance, presentation structure and interaction with the audience. It follows that the received grade does not come only from how many errors student made.

Table 5 The overall analysis of errors

	Omission	Addition	Misformation	Misordering	Total number of errors	Grade
Speaker 1	0	3	8	1	12	D/E
Speaker 2	1	0	2	0	3	C/D
Speaker 3	2	2	4	1	9	B
Speaker 4	0	1	1	0	2	C
Speaker 5	1	0	1	0	2	B
Speaker 6	1	0	2	0	3	B
Speaker 7	0	0	2	0	2	C/D
Speaker 8	2	0	3	3	8	D
Speaker 9	1	0	3	1	5	D
Speaker 10	2	0	3	2	7	C/D
Speaker 11	0	0	2	0	2	F
Speaker 12	4	0	1	0	5	C
Speaker 13	1	0	8	1	10	C/D
Speaker 14	0	1	3	1	5	C
Speaker 15	2	1	4	0	7	C
Speaker 16	0	0	1	0	1	C
Speaker 17	0	1	4	0	5	X
Speaker 18	1	1	3	1	6	E
Speaker 19	0	0	7	0	7	C
Speaker 20	1	0	5	0	6	D
Speaker 21	3	1	1	0	5	C/D
Speaker 22	4	0	7	0	11	B/C
Speaker 23	0	0	4	1	5	B/C
Speaker 24	1	2	5	0	8	E
Speaker 25	2	0	5	0	7	D
Speaker 26	1	2	1	0	4	C
Speaker 27	0	2	1	0	3	B
Speaker 28	1	1	11	0	13	D/E
Speaker 29	0	0	0	1	1	C
Speaker 30	3	0	2	0	5	C/D
Total	34	18	104	13	169	

Table 5 depicts the types of errors and their frequency made by individual students during their presentations as well as how they were graded for their performance.

As seen from the Table 5 the most frequent errors were misformation (104) errors encompassing various types of errors where students could have improperly formed certain parts of speech. Students very often struggled with forming the verb forms in the third person singular. More specifically this error was made by twenty-two students which can be noticed from Table 3. This type of error occurred repeatedly in the presentations of some students so I can infer that some students are not fully aware of the correct usage of this rule. Other students committed this error only once which is indicating it was likely a momentary lapse of attention. In stressful situation, such presenting in front of the audience, student may overlook such errors while producing several sentences. Another common error was misformation of preposition where students lacked sufficient knowledge of which preposition to use with certain phrases. They often translated phrases using prepositions they would use in their native language, but this led to incorrect grammar.

The second common type of error was omission (34) involving the omission of articles before nouns committed by fifteen students which can be noticed from Table 1. Students omitted articles because it is difficult for second language learners to include these components in their speech since they do not have them in their native language. However, articles play an important role so it is necessary to master them to ensure that the audience knows exactly what the presenter is talking about.

The third common type of error was addition (18) which again concerns articles but in the opposite sense and that is adding articles where they were not needed. Ten students (Table 2) managed to add an article where it was incorrect, and such expressions might sound odd to a native speaker.

The last type of error and the type with the lowest representation was misordering (13). There were ten students (Table 4) who made errors related to the incorrect word order in the sentences. It means that someone of them did this type of error more than once. Certain sentence elements were mistakenly interchanged resulting in the presenter's ideas being incorrectly formulated.

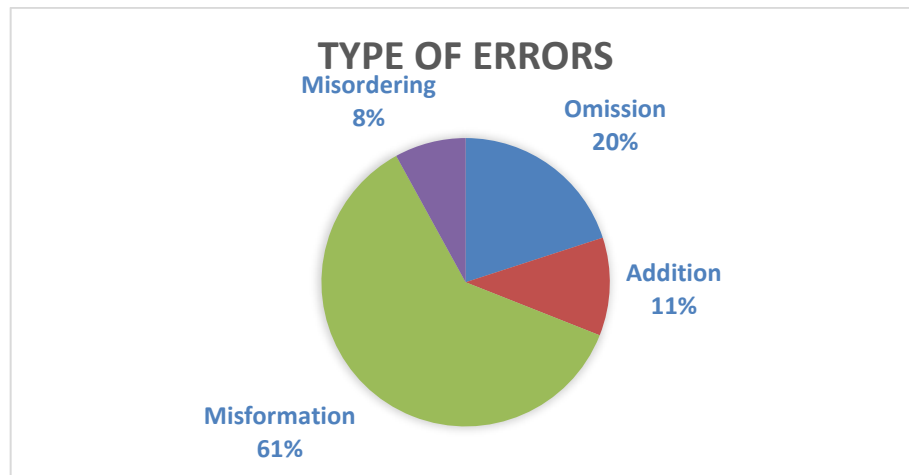


Figure 1 Percentage representation of types of errors

Figure 1 portrays the percentage distribution of all errors made by students. In total 169 errors were recorded which corresponds to 100%. This percentage distribution is divided into four groups according to the types of the errors and their frequency. The largest portion accounting for 61% represents misformation errors. This is followed by the omission errors at 20%, addition errors at 11% and finally misordering errors at 8%.

6.1 Evaluation of Presentations and Feedback from the Teacher

Based on the performance presented by the students they were evaluated with a grade that took into account certain criteria. The presentations were given in Presentation Skills course teaching students approaches to presenting in front of the audience. Consequently, they learn how to handle these situations when they are tasked with presenting. The assessed criteria included for example the length of the speech because each student was required to deliver a five-minute presentation on a chosen topic. Then the teacher paid attention to the volume and intonation of the voice as these elements are crucial for maintaining the audience's attention. It was essential for the presenter to ensure that their voice did not sound too monotone. Moreover, focus was directed towards gestures accompanied by maintaining eye contact with the audience and the use of phrases commonly used in the introduction and conclusion of the presentation as well as phrases indicating that the presenter is moving to the next slide or that their presentation is approaching its end. For further information see the Appendix II on page 72 where *Checklist-Feedback* utilized by teacher during evaluation is available. During grading, grammatical errors were also considered as correct grammar is important for proper expression. Students were graded on how successfully their presentations met certain requirements according to the specified criteria. Therefore, the grade is not solely based on grammatical errors. From the grades listed in Table 5 it can be

noticed that no student received an A indicating that nobody was able to meet the requirements for a fully successful presentation. This may be due to the fact that analysed students are first-year students, and it was also their mid-term presentation preparing them for their final presentation. For the final presentations better results are expected compared to this presentation. For certain reasons, I was not provided with the grade that Speaker 17 received but since the teacher did not evaluate only the correctness of grammar, I will settle for only information about his/her errors.

In Chapter 3.1, according to Ajaj (2022, 48) it is described that alerting a student to their speech shortcomings is very important for their future interaction with people. If they were not alerted to their errors, they might continue to make these errors in their daily communication which could affect its significance. In Chapters 3.1.1 and 3.1.2 two types of corrective feedback are further described. When considering the analysed presentations, it mostly involved feedback given after the students' presentations. During the presentations the teacher was taking notes of both the errors made by the student and conversely the things the students did very well. Based on these notes feedback was given to the student after his/her performance. A few students received explicit corrective feedback when the student paused over certain expressions prompting the teacher to intervene in the speech and provide the correct form of the expression. This feedback is meant to help students with their performance, progress or to become better public speaker. Thanks to the received feedback they will be able to deliver more effective final presentation.

6.2 Improvement Suggestions

In accordance with the findings of Atkinson (2011, 64-73) in Chapter 3 before students present in front of the audience their presentations should undergo a revision and proofreading through which unnoticed errors are revealed. Moreover, the student should not use overly complex terms in his/her presentation as these appeared in several presentations. Complex terms may cause difficulties with pronunciation or with the meaning of the term itself, so it is better to avoid such terms. Some students had note cards where they had written down the main points to ensure that they will not forget anything during presenting. These note cards were very helpful when students were unsure how to proceed with their speech so cards could be another performance enhancement. Corrective feedback is another source of performance improvement as it leads students to greater motivation and a student who is motivated to learn something new will put more effort into his/her work in the future as suggested by Lightbown and Spada's (2013, 88) insights in Chapter 3.3.

CONCLUSION

The necessity for effective communication across diverse linguistic backgrounds in today's multicultural society is increasingly evident. As mentioned earlier this bachelor's thesis consists of a practical and theoretical part. Chapter 1.1 was focusing on exploring grammatical errors associated with English morphology. Chapter 1.2 was dealing with grammatical errors associated with English syntax. This exploration was conducted through exploration of selected parts of speech that could potentially be challenging for Czech students. Chapter 2 was discussing the importance of grammar for accurate expression alongside the impact of grammatical errors on communication. Moreover, Chapter 2.2 was briefly addressing the process of foreign language acquisition. In Chapter 3 certain methods were provided on how to avoid grammatical errors through the proofreading of the document. Additionally, motivation which plays an important role for students' performances was depicted.

The theoretical part primarily focused on identifying the most common grammatical errors made by Czech students. The research of this thesis was conducted through the method described in Chapter 4 involving the analysis of presentations given by Czechs students of English in Business Administration at the Tomas Bata University in Chapter 5. Speech recordings from presenting were transcribed and then analysed for grammatical errors. Finally, only a marginal comparison of students' performance with their evaluation was conducted in Chapter 6.

The most common type of error observed among students was misformation accounting for 61% of the total number of errors (169). This type included errors where students used an incorrect form of a particular part of speech. The second most common type of error was omission accounting for 20% of errors. This type of error mainly focused on omitting important parts that are necessary. The third most common type was addition accounting for 11% of errors and this type was about adding elements that were needless. Last and least common type of error was misordering accounting for 8% of errors. It was also considered correlation between the number of errors and the students' evaluations. However, it cannot be fully stated that the grades corresponded to the students' performances as the purpose of the presentation was not only to monitor grammatical errors but also to consider other criteria. In conclusion suggestions are provided for students to improve their future presentation and continue to enhance their skills.

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LIST OF ABBREVIATIONS

EFL – English as a Foreign Language

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APPENDICES

Appendix I: Transcription of Students' Presentations

Appendix II: Checklist-Feedback

Appendix I: Transcription of Students' Presentations

Person 1

Hello everyone, let me introduce myself. I am XX, and I would like to tell you about the impact of social media on my life. This topic is important for you since everyone in this class uses social media platforms. I've divided my presentation into three main parts. First of all, I will be talking about the app that I most use after that I will focus on the negative things and finally, I will tell you about positive things of a social media. My presentation will take about 5 minutes and there will be questions after my presentation. Messenger, Instagram, and YouTube are my most used social platforms. I use them daily. I spend most of my time on Instagram. I've been learning French language at school since September in order to know more information about this language. I've been following Instagram accounts which learn teach this language such as Baritybagety account, other useful app for me is YouTube. Here I watch my favorite youtubers and listen to song and exercise videos. And lastly, I use messenger every day for texting and calling. Moving on to my next part of my presentation I will tell you about negative things of social media. First of them is FOMO – it's the fear of missing out, it's the fear of missing out on some activity other people do without you and it leads to anxiety. Second thing is negative body image. Social platforms are x with negative body image and these pictures are most often edited and it causes unrealistic expectations of for how body should look and it also cause dissatisfaction with your own body. And lastly cyberbullying. It plans to intimidate or humiliate people online through hateful comments or messages. Moving on to my last part about positive aspects of social media. First of them is community – social media tries to connect people with same interests, make friendship, and also it gives sense of belonging. Next is communication – social media helps people to communicate with their loved ones who are far away – they can stay in touch through texts, calls and video chats. Second one is spreading news, social platforms helps us to inform about global events and learning and education, social media platforms helps us to find a new skills for example – YouTube platform, it helps us to learn about new things for free and last but not least – finding you voice – people from all ages categories can use social media platform to create their own platform with a large of audience, this helps to build confidence and also improve communication skills. Thank you so much for your attention and are there any questions? Discussion – I experience a FOMO because I think it was last year, I was really like addicted to scrolling through social medias mostly Instagram to see what my friends doing without me, and I was sad about that. – Yes, I've been doing Duolingo since September but sadly last week I forget to do one day.

Person 2

Good morning, everyone, for those of you who don't know me my name is XX and during today's presentation I'd like to talk about technologies and I and it should take about 5 minutes. For first part I'll talk about what I consider technologies, in the second part I will tell you my history with technologies, in the third part how I use technologies nowadays and in the fourth part, if I use technologies wisely or not. What I consider technologies, in general technologies refers to methods, systems and devices which are the result scientific knowledge being used for practical purposes and in this presentation by the word technologies I mean TV, computer, laptop, smartphone or tablet. As for a second part I'll tell you about my history with technologies. I've started using technologies when I was around 6 years old – it was computer at my aunt's house, and I was playing game purple place, and I am curious who played this game as well. When I was around 8 years old, I received my first phone and it was some old Nokia that I was using mainly for calling my parents because games such as nowadays didn't exist, there was only maybe snake or sudoku. And when I was 10 years old, I received my first smartphone for my birthday and since then I've been playing videogames and texting my friends and it took quick turn to using them more. That leads me to my third part of my presentation and that's how I use technologies today. I use them every day but mainly for school purposes I mean laptop for presentations, writing home assignments, researching information on internet, looking up Moodle page. I also use them in my free time such as scrolling through social media, watching series on tv and so on. And to get in touch with my family and friends and that leads me to fourth point of my presentation and that's if I use technologies wisely or not. And I think sometimes I use them more than I should especially in my free time because ai use them mainly for procrastinating. And to sum up I think technologies are necessary part of my life but sometimes I should cut on using them as I mentioned I use them mainly for procrastinating and I think I should sometimes go maybe for a walk instead or just be with my family and that's all. Thank you for your attention and if you have any questions, I will be happy to answer them.

Person 3

Hello everyone, first of all thank you all for coming here today let me introduce myself. My name is XX and I'm a first year's student at TBU. What I'd like you present to you today is a presentation on how to maintain good mental health. This presentation is practically relevant to those of you who wants to take care of their mental health and wants to hear some tips on how to. I've divided my presentation into three main parts. First of all, I'll talk about first way which is therapy then I'll move to the second way which is family and friends and finally I'll talk about hobbies. My presentation will take about 5 minutes and there will be time for questions after my presentation. Let's move to the first way which is therapy. How to deal with your mental

health. It helps you to keep your MH in a good shape and it especially helps you when you're struggling with something, and you don't know how to deal with it. You will receive an advice from a professional who knows how to deal with these kind of problems with your problems and a therapist will listen to you and will (for better smooth) try to find a solution to your problem. At first it might be a bit uncomfortable for you because you will be telling something personal to the total stranger and you might think they will judge you for it but don't worry and remember that therapist is there for you to listen to you, to help you and not to judge you and that brings me to the end of the first way and now let's move to the second way which is family and friends – these people know you the best and want the best for you so whenever you're not feeling well it is a good idea to reach out to them rather than keeping it all to yourself. It is a good idea to have a coffee with lunch or dinner with them or even a quick call is a good idea and if you're struggling with something or there is something worrying you can ask them for their opinion or their advice. It won't be an advice or opinion from a professional but from someone you know and you loves to so it can happen you not may like their opinion or their advice so whenever you're asking them keep an open mind. And that's much for the second way and now let's talk about last and third way which is a hobby. A hobby is a passionate choice of a certain activity it is something you like, you enjoy, it brings you joy, happiness and whenever doing this certain activity you can relax and calm down and you can stop thinking about something that's stressing you out. Everybody's different so everybody enjoys different things but it's okay if you don't know what you like what you enjoy, what your hobby is. You can always try something new and discover along the way which you like and like my personal tip like my tip would be to try physical activity. You can imagine anything under this term. It can be workout at home, jogging, running, heavy lifting in the gym but my personal tip would be walk outside. It's something that helps me to calm my mind clear my mind and I feel little bit better after my walks so that brings me to the end of the third way and it also brings me to the end of the main part but before I stop let me summarize the three ways on how to maintain good mental health so first way is a therapy which is a good way how to receive professional help then the second way is family and friend – these people know you the best and can brighten your mood whenever you're feeling low or sad and lastly the third way is hobby which is great way how to relax and calm down and before I'll move to the questions I want to say that it Is important to take care of your mental health because if you take care or like if you're mentally better you feel little bit happier in your life, you enjoy your life little bit more and I often like to say that happy mind equals happy life. Does anybody have a question? Discussion

Yes, I usually talk to friends. I have two best friends who I tell everything so when I'm feeling low or something bad happened to me at school, I'll always tell them, and I know they will support me, or they will try to say something that will brighten my mood.

Person 4

Hello everyone, for those of you who don't know me my name is XX and the first year's student here. The topic of my presentation is about the impact of social media that had on my life. I've divided my presentation into three parts. Part one is about which social media platforms I use and how much time I spend on them. Second point is going to be about the negative impact that social media had on my life and the third part is the opposite of the second part which is the positive impact that social media had on my life. My presentation will take about five minutes. So, I would like to start with just a short story how I even started to use social media platforms. It started when I was around 9 years old, and my father helped me to create an account on fb in order to communicate with my friends from summer camp and also to play games on fb and ever since I've been using all kinds of social media platforms. So, let's start with the first point which is about which social media platforms I use. As you can see the – you take a closer look at the graph – so the social media that I use the most is TikTok for 5 hours a weekly, second is for 4 and half hours weekly then there is Instagram for 1 hour and 25 minutes weekly and last is messenger for half hour a weekly which brings us to the total of eleven hours weekly on average that I use social media. So that's for the point one. The next point is about the negative impact that social media had on my life. One of the biggest negative impacts is definitely that I hundred percent addicted to social media which kind of isn't great because I can't even image that I would never use social media anymore and also, I use social media all the time before I go to sleep, after I wake up, when I'm eating a meal. The next negative impact is that I became less talkative and more introverted. When I was a child, I wasn't introverted I was more friendly, and I loved making friends but now I would be rather alone in my room just doing nothing. And the next negative impact is that I began being insecure about my looks I think that thanks to the how social media presents the beauty standards for example how the content creators looks, and I don't feel as beautiful as they look so that's why. So that's for the second point and last point is about the positive impact that social media had on my life. Definitely it is that it is more accessible for me to communicate with other people especially with the ones that I care about. I can just chat with them or message them or I can even video chat with them which was very useful during the pandemic. Another positive impact is that I can search for ideas and inspiration for example what I want to craft or what outfit I could wear or how I would entertain myself if I don't have any ideas anymore. And the last point of this presentation is that the choice of contacting other people as I said in the second point, I'm more introverted now so for me is definitely better to

communicate with them only just by messaging them so that's what I use most the of the time. To sum up social media are useful but only to certain extent what I would advise is maybe to set a timer on apps you can do it in your settings in your phone. You can set it for one hour daily and after you would use the app for one hour the app would close and you couldn't open the app anymore during the day. So, do you have any questions?

Person 5

Hi everyone, for those of you who don't know me my name is XX and today I will be talking about how being healthier can also make us happier. I have divided my presentation into three main parts. First, I will talk about sleep, then about staying healthy and my third point will be what can we do when everything I've mentioned before fails. If there are any questions, please ask them at the end of my presentation. I think that's all for the introduction now let's proceed to my first part which is sleep. Sleeping pace is important role in maintaining our mental health, a lot of people will say just sleep it off but what can we do if we couldn't sleep well. Well, here are some tips. First of all, stick to a schedule. Set your alarm to the same time everyday even weekends. Then try avoiding blue light before sleep. Instead of scrolling through social media try reading a book. And third buy better equipment such as a mattress, pillows, and a blanket. Having a better mattress and hypoallergic pillows will make a huge difference. That's all for point one. Now let's move on to my next point which is called staying healthy. In a healthy body healthy mind is a famous And it is true but how can we do this. For example, exercise – this point is especially important for those of you who have sedentary job. You don't have to go to the gym five times a week just regularly walk in a park is completely enough. It can boost your mood. Then try eating healthier and drink enough water but do not overdo it. Eating only a salad for your lunch isn't enough and it will make you feel even more miserable than before. Also ... and ice cream isn't also really helpful for your health. So, try sticking to a diet, eat at least some fruit or vegetables with your meal and drink enough water at least two liters a day. Going to the bathroom may also save you from being sad. My last point is – avoid harmful substances such as drugs, alcohol, coffee, and tobacco. This may seem like a good way of coping with your problems for some people, but it is only a temporary solution, and it always does more harm than good. Drinking coffee may boost your energy but then you feel even more tired and sad than before. That's all for point two. Now let's move to my last point which is called seek help. Have you tried all these tips, but nothing seems to work? Well, try contact professional. There are many people who suffer from mental illness or being depressed but they are too afraid to ask for help. It is not something you should be ashamed of. So please try seeking help. And if you feel like you are too shy to talk to professional you call an anonymous helpline or try talking to somebody you trust such as your friend or family member. They may not be professionals, but they have their own points of view and their experiences, and they will try to help you. Also, you can be sure that they will not judge you because they love you. So please do not be afraid. We are now reaching the end of my presentation but before I stop let me sum up the main points. First sleep better, having a quality sleep massively improves the quality of your life. Then stay healthy, varied diet, drinking enough water and regular exercise are the key points to be happy and also if everything fails, please seek help. And now it is up to you. I suggest you try these tips and hopefully your situation will improve. That's all for my presentation. Are there any questions?

Person 6

Good morning, everyone, my name is XX and as you can see on board, I prepared a presentation for you about my work experience at Nevinný krám. But first I will tell you some basic information about the shop. Then we will move on to my work experience and last but not least I'll mention some exciting news that are coming up and then there will of course be time for a discussion at the end of my presentation and by the way I chose not to translate the name just because I think the translation doesn't do any justice to the real name. So starting off with some basic information about the shop and let me quickly mention that my aunt who's actually the owner of the shop has always wanted to have her own wine shop, so she finally did open her own mine shop and it's a brand new shop I'd say as it was opened last year in November and the location is pretty strategic if you were to ask me just because it is about 15 minutes away from Zlín and there's also a bus stop right next to the shop. If you ever were to visit us, which by the way you definitely should, knowing the rage of products would be a big advantage for you, so I'm gonna tell you something more about that as well. So given the fact that it's wine shop, we mostly focus on selling either tap wine or bottled wine from local wineries, but wine is not the only thing you will find there, definitely. We also have a pretty big variety of local beers, but we also sell non-alcoholic beverages as well and we also have food like smoked sausages, cheese, pastry and even sweets, so we have a pretty big range of products. And moving into my work experience, let me just say that I do not have a specific position, meaning that I do rather more or multiple things that my aunt asks me to do and one of those things is managing social media because my aunt did not used to be very into social media so she had asked me to manage it for her and she knows that I just I'm passionate about these things and I like to plan the polls and design them and everything so she kind of lets me do that. Then I also usually answer some messages or some questions our customers might have and the questions are usually about either the opening time of the shop or the closing time of the shop and I also work as a cashier but from time to time usually on Fridays

because that's where I have the most of time and I also like to propose some new ideas, because I have a lot of ideas in my mind that I just would love to make into reality. And my aunt is very keen on hearing them, even the crazy ideas. And speaking of new ideas or news. So, since the weather is getting quite nice and it's warm and I think it is spring -golden, I'm not sure, but that's not the main point. We actually decided to open our outside sitting area just for the customers to just enjoy their beverages or food or whatever they might buy outside, as well as we will be selling ice cream. So, you know, it's a pretty strategic move for us because if there were any mothers with their children coming in, they could buy their child the ice -cream, and then the children could play at the playground since there's a playground right next to the shop actually. And that is all I wanted to tell you so let me just now sum it all up. So Nevinný krám is a wine shop, but wine is not the only thing you will find there. We also have other beverages for example beer and also non -alcoholic beverages as well and we also sell food and the location is pretty strategic as it is about 15 minutes away from the scene and I personally do almost everything and anything my aunt asks me to do and we have some pretty new pretty exciting news that are coming up like the outside seating area or the ice cream machine and that is it from me and thank you so much for your attention and if you have any questions I will gladly answer them.

Person 7

So, hi everyone. It's good to see you all here. My name is XX for those who may don't know me. And I'm here to talk about the impact of social media on my life. This topic is of particular interest for many of you, because social media is just a big part of our lives now, especially my generation. So, that's why I think this topic could be interesting. I would love you to compare your opinions with mine, and then we can discuss that later. My presentation will take approximately five minutes. And there will be time for your questions at the end of my presentation. I've divided my presentation into three main points. First, my screen time, then TikTok, and then fear of missing out. So, let's now move on to the first point. My screen time, the time I spend on social media, the least time I spent on Snapchat, which is 3 hours per week and 28 minutes per day, which is, I use Snapchat just for texting with my boyfriend. Then we have an Instagram, which I use approximately 5 hours per week and 42 minutes per day. And the dominant is TikTok, which I use 8 hours per week and an hour and some minutes per day. TikTok is a big part of my life now, so I would love to talk about it at the next slide. So TikTok is, I see TikTok as a, I don't see TikTok as a platform full of influencers and full of kids. I see it as a platform full of tips and recommendations because I'm on this side of TikTok where I can see something that I'm interested in like skincare products or beauty tips or something like that. I've never bought anything based on influencers recommendation, but I bought already many things based on normal people's recommendations because they are not paid for the promoting the product and I'm using it almost daily and most of them are really great. TikTok is still a little bit controversial platform so I would love you to say your opinions at the end of my presentation and maybe we can discuss that let's now move to the next point which is already a negative part of social media which is called FOMO, it means fear of missing out and it's a big issue of mine I always check my phone in order to see what's new whether there is something that I'm not part of or it's also connected with the feeling that your life is not good enough which is not true because influencers send people around you a post only about nice things and that's why I would love to that brings me to the reminder at the end of my presentation which is that people post only the nice things about their life they are partying, they post about their vacations, about their friends, family and not about their work or study or maybe they are in argument with someone or they are not in a good mood but we don't see these things, they don't post about it and you can't compare our lows with their highlights of the life and their ups so that's a little reminder that I would love you to keep that in mind and that is the end of my presentation. I would love you to share your opinions with me.

Person 8

So, once again, good morning class. It's good to see you in such number. Most of you don't know me yet, so let me introduce myself first. My name is XX and I'm a second-year student of this program and your fellow classmate for this seminar. Now, what I would like to talk about today is the impact of social media on my life. I believe most of us have experienced some kind of impact of social on our lives. Therefore, I do believe that it is important that we are familiarized with different environments such as positive and negative impacts and how it really develops our mindsets in our daily life decisions. Now, what I also would like to talk about is some additional advices such as what should we use and how should we behave when we encounter such environments. By the end of this talk you should be again familiarized with the different environments which we should on one hand limit and on the other hand maybe seek out such as educating ourselves. As for the structure of this presentation, first of all I will talk about the positive side of my experience. The second part will be about the negative impact and the dangers that we might encounter. And as I said before, the last part will be about additional advices and maybe at the end I'll summarize all the points. This presentation won't take more than five minutes and there will be time to answer questions at the end of the presentation. Don't worry about taking notes, if anyone would be interested, I can send you the presentation or the manuscript via email. Now let's move on to the first part, which is the positive impact. As I said, it is important to know what kind of healthy social media consumption is, and that brings me to my own personal experience. Since I was a child,

until recently, I used to be on Instagram every day. So, I was scrolling endlessly, and I saw a lot of different things. that it was mostly negative content which I will address in my second part, but after being on social media for so long, I realized that I have the freedom to really follow whatever content I wanted, which only took me, what, ten years, so never mind that. But it is really important to interact and follow people that we really resonate with of course that we find important and the people that really teach us something and inspire us to create something original for ourselves so we can develop our own skills. It is also important to find your own hobbies so you can follow people that do similar things. As X said at the beginning of the seminar for her it was learning new languages. So that is a great example for that. Of course, I stopped watching all the negative content and I focused myself on mostly watching people that were really creative, for example, art. And for me personally, it was cooking. so, I started to try new ways, try different cuisines for different cultures and when I really didn't have the energy for it, I tried easy recipes and that really saved my time so that's really good. Now of course negative impact is another part of social media so as it was mentioned before by other speakers social media has very unrealistic standards of course you can see the images of perfect bodies perfect lifestyles with healthy diets and healthy life habits which is something that we should really consider as it shouldn't be applied to everyone, the same standards shouldn't be same for everybody because everyone is different therefore we should understand that not everybody has the same resources first of all and second of all maybe our priorities are different, therefore, we don't have to focus and repursue specific kind of lifestyle if it really doesn't resonate with our own image. And for the last part – social media awareness. Now what is really important? Of course, take precaution while browsing social media such as blocking accounts that are really uncomfortable X it or are offensive also take care of your own privacy, so you don't get scammed, and you won't get your account stolen and also manage your notifications. So, you don't get easily distracted while doing your important work. Now just to summarize my points. It is important to find ideal content that really serves you and helps you to become better self and while focusing on improving yourself you should really do it for you and yourself first than really think about who you want to be friends with and then adapt to it somehow and also I don't know if you remember at the beginning of my talk I talked about black and white issue and that is the most important part. Not everything can be considered one hundred percent evil or one hundred percent good therefore we should really see both sides and decide for ourselves if it really benefits our best intentions.

Person 9

Good morning, everyone, it's really nice to see you all here, thank you for coming. For those who don't know me, my name is XX and today I would like to share some opinions about technology and the influence on all of us. As I am fortunate enough to be the part of Gen Z, I have witnessed the rapid evolution of technology and the influence it has on all of us. It influenced me greatly, not only in my personal life, but also in my professional life as well. I would like to quickly show just a preview of the slides. First, I will talk about the communication and the relationship impact of the technology, then the impact of technology on business and how we work with technologies. And also, the potential risks that technology brings of itself, as there is many. My talk will take approximately 5 minutes. I didn't bring any handouts, so please take notes, and refer to them at the end of the presentation if questions arise, please wait for the end of the presentation and I will answer them. My goal today is mainly to share a story that relates to my experience with technology, and I also believe to many of you, and also to make you think about how technology is intertwined with how their life and how it influences us and then how it will influence us in the future. So, is anyone of you familiar with Discord? Okay, I see some nodes, great. For those who do not know, it's an application that people use to communicate together. I was a solitary gamer, I used to play alone, but when I discovered Discord, I was able to make new friends through the use of voice chat and through the guild system. I was able to meet the companions, create friendships for the bonds and through the completion of quests and sharing stories together, our friendship blossomed. That just shows how great of an impact technology can have on your life. that with the correct use of technology, you can actually make yourself happier. You can make yourself more sociable. And I believe that's something that a lot of people that play video games need to do and would like to do. I believe that this story greatly shows my first point, which is in the slide, as you can see, the communication. Since now it's so easy to talk to people from over broad, we can easily challenge your geographical lengths. And we can make friends across the border. We can share our failures and our success with anyone we like. And this accessibility for everyone to talk to everyone can help us with creativity and with cooperation. And with a lot of people working together, I believe everyone can achieve greatness. On the second slide, I also would like to mention the business implication of the technology, because thanks to e-commerce, cloud computing and work from home, everybody can improve their business. And not only smaller workers that can work from home making it easier for them, but also the large businesses being able to expand and function globally. At last, I need to clarify that technology, while being great, has risks, it has security issues, it has privacy issues, and also new issue has arisen with modern technology and is the replacement of people by AI and automation. There are some concerns to be head, because... AI and automation could potentially replace some jobs making it easier for specific people to find the niche, but I believe that if we are responsible enough and we use critical thinking

we can avoid these issues. That brings me to the conclusion I would like to state that by harnessing power of technology and being responsible and being critical in what we do we can be able to achieve greatness we can have great success and most importantly we can have a better future because at the end of the day technologies are here to stay and we need to learn how to cooperate with it and we need to learn how to harness its power. If we don't do this, we will suffer to consequences. I hope this presentation was fruitful and make a think at least little bit. Take what technology has to offer and use it wise and help yourself with what is accessible for you. That will be the end of my presentation

Person 10

Hello everyone, I would like to welcome you and thank you for coming here and spending your time here today with us. Today my topic is campus safety. If you refer to any questions, please bring them at the end of the presentation but if you are full of emotions and you want to just say it out loud and I will take it into consideration, and it should take us about five minutes plus minus, I hope. So, should we allow individual students to carry guns on campus grounds? It is a very controversial topic, I know, but I would like you to be open -minded and because of the last couple of months these two incidents happened, of course we all know about the Charles University, and we all know about letters, the threatening letters that some student I believe sent to us and we were all frightened about it or the majority of us. So, I divided it into three parts arguing in favor for the if we should allow the guns into schools against allowing the gun and then I have alternatives. So, arguments for. The first argument is self-defense. I think that every student should be allowed to defend themselves from potential shooter or invader or however we call him -them. And if they could defend themselves, then they can could even defend others. That's you. The other point is deterrence. So, if there is an armed student, the person who would commit such crime, he would need to think twice before committing it. So, my question to you is, who owns a gun here? Could you please raise your hands? Does anybody? Yes. X owns the gun. so, he would be the only one who could defend you if there is now if there's somebody open that door and start shooting, he would be the only one who could protect you if we decided that we want guns in schools. The next is personal responsibility. Of course we have very strict laws here in Czech Republic, we are not America, so we are giving out guns only to the people who take tests and we do very big background checks and also you need to attend the medical so if there's something wrong with you I think that they will find it but of course there are these incidents and stuff happens and of course reduced response time so, if they're armed students we wouldn't need to rely on police force and anyone because the shooter would be stopped right in the door. So, arguments against, of course, safety concerns. If everybody here would carry a gun, then would it be really safe? Would we feel safe then if there's some minor argument and the other student would start going for his gun is it really safe so what should I do then? Training and skills levels of course if there is this incident of mass shooting would the person who owns the gun does he have enough skills to do this such thing to defend the whole university against such intruder under such high stress situations, fear, and intimidation, of course he could use it against other students or even teachers, give me better grades, we all know it. Increased risk of violence – of course this brings me to the safety consents as well would we really feel safe when there would be other students carrying guns? So, what are the alternatives? So, the alternatives are we should enhance the security campus measure for example better cameras, better lightning, maybe the iron boxes in the entrances so that we could search the students coming to the university. Of course, emergency response time – if we would allow police officers to come in more quickly and if the students even learned about this response plan and what should we do. there are the three rules of course – run, hide, and fight. I don't think it is taught enough in schools and that also brings me to the public awareness and education because I think that this topic is not talked enough and it's like a taboo for us. Like if you said in fifteenth century that you should have only sex after marriage that's the same thing. So that brings me to my end, and I think of course we are not America so is it really good to allow individual students to carry guns on campus ground? Probably not. But I wanted to bring this topic to steer up emotions and even bring a debate at the end and I hope there will be some questions and I just want to end on one famous quote – I would rather be a warrior in garden than a gardener in war. Thank you all.

Person 11

Hello, everyone. Thank you all for coming here today. My name is XX and the topic of my presentation today, the advantages of working in a diverse team. I've divided my presentations into two main points. First, I will tell you about the advantages for the work done by the Diverse team, and then I'll move on to the advantages for individual team member. Let's start with the first main point, which are the disadvantages that working in a diverse team has for the work itself. Working in a diverse team usually means that every member comes from a different background and has different skill sets, which ultimately means that everyone is creative in their own way and can add different perspectives, which then helps the team make informed decisions and come up with quick solutions. And providing these quick and unique solutions can improve the competitive advantage a company has over other organizations, which can then also improve the company's profits and revenues. All right, I will now move on to the second point, which are the advantages for the individual team members, starting with learning about other cultures and broadening your horizons about those cultures and how things

are done there, then taking into consideration the different skills and experiences of other team members, which can help the individuals gain perspective, and overall working in a diverse team can lead to heightened employee engagement and reduced employee turnover rates. And by reduced employee turnover and engagement rates I mean that less people quit the job or leave. Alright, now I am approaching the end of my presentation, I would just like to mention a few key points of these advantages. Firstly, there is the efficient decision-making and problem-solving, which then can lead to more improvements and innovations in the company. And there is the gaining of perspective and learning and strengthening the skill sets of the team members. That would be all from me today. Thank you for your attention. If there are any questions, feel free to ask.

Person 12

Hi, everyone. My name is XX, and what I would like to present to you today is ways of maintaining mental health. I think this topic is very important for all of us, since we have to manage our personal lives with school, and I know it can be very challenging. During these five minutes, I would like to give you some tips how to maybe improve or maintain your mental health. These are the main parts of my presentation. Firstly, importance of mental health. Secondly, tips how you can improve your mental health. And thirdly, changing your mindset to improve your mental health. This brings us to my first point of my presentation. And firstly, I would like to ask the question, what is mental health? Mental health is social, psychological, and emotional well-being of each and one of us. Mental health affects us in so many ways. It can change how we act, how we feel, and it can also change how we deal with stress and how we make decision. And I think it's very important to realize that mental health is equally important as physical health. Let's now move on to my second point, and that is tips how to improve your mental health. Firstly, I would like to talk about physical activity because it can increase our dopamine levels and then we feel happier. Also, if you exercise regularly, you feel better about yourself and that also helps you with mental health. And it also gives you the excuse to go outside and then you can socialize, which reduces the feeling of loneliness. And it also helps you to sleep better, which is also very important for mental health. Now let's move on to my second tip and that is do not stay alone. And I think this might seem obvious, but it's very important. because if you feel like your friends aren't there for each other, for you, you should reach out to someone else. You can try therapy or some online groups. Let's now move on to my second point of my presentation. And that is the first one, you are not alone. Everybody has problems, they have maybe the same problems as you, and it can help you feel accepted. And like I said before, it's important to find help because you need it. And the second tip is nobody cares. Like I said before, everybody has problems, and they have the same problems as you and they actually don't care. I'm standing right here, and I'm really scared what you guys think and I should follow my advice that nobody cares because it's actually true. You shouldn't care about others, and I shouldn't care about what you think either. That sounded really harsh, but you got the message. And I included some numbers for helplines if you feel like you need one. The first number is for everyone. If you have some problem, you can reach out to them, and the second number is for substance abuse because I feel like during college you try to experiment with a lot of different types of drugs and it can get heavy. So, if you feel like you need it, give them a call. So, in conclusion, physical activity is really important because like I said before, it helps us feel better and that's really important to feel for us better. The second tip reach out for help because like I said it is really important. You may feel alone but you are never alone. And you deserve a break – this is really important because we are just people and I feel like we forget that we are just people we always think we have to do better and that is not always the truth because I think all of us give the most that we can. Thank you for your attention. Any questions?

Person 13

Good morning, I'm glad to see you all here. My topic for today's presentation is the impact of social media on my life. My topic is particularly relevant for all of you who is using social media and who spend a lot of time there. What I want to show you today is a little bit about my childhood and what it was like with social media, also how social media can influence us in a really bad way and how to use social media for good purposes. My presentation will take about five minutes so questions later, thank you. I will start with social media during my childhood. When I was little social media wasn't so widespread as they are now and they definitely were not used as much and we were used to play with toys, play outside. I would say that me and my sister were pretty active children, and we were used to it, we were used to going to the playground and just be outside. I got my first phone when I was like nine or ten years old, and it was just because of my safety and that my parents wanted to know that I'm home from school and of course there were no social media. In my opinion we were raised differently, like I said, we would spend whole day outside, kids nowadays get their phones, and tablets in a very early age and because their parents allowed them to spend a lot of time there, I think they forgot to just let them outside and that's it. Moving on to how social media can influence us in a bad way. First off, procrastination. I often spend time on social media while I should be doing something else, of course more productive. It is definitely a time killer for me and because of cute cooking videos on TikTok I procrastinate to do things that I'm supposed to do, and social media influence me sometimes in buying things that I don't actually need, and I think that's a case of a lot of girls, and I spend money unnecessarily. And last point is

disinformation. On a lot of social media platforms, people are spreading this information. For example, rumors about famous people or made-up theories about anything or lies about, I don't know, political situations. So how we can use social media for good purposes? As I already mentioned earlier, I follow a lot of cooking profiles on social media for recipes and tips. It's way better than searching on Google, I can really recommend. And it is the same with cleaning tips and hacks. As a woman, I found it really helpful because cleaning is a sort of my relaxation. With this comes inspiration of any kind, I can say art, home decoration, home design or fashion. And with a verified source, you can surely draw information and news from social media platforms. But be careful and check the source twice. And of course, social media connect the whole world. So, I just wanted to add that we should really manage the time we spend on social media and let them influence us only in a good way. I think that it's really hard to just try. Are there any questions?

Person 14

Good morning. Ladies and gentlemen, for those who don't know me my name is XX, which is lost in English. And for today. I will be talking about my presentation the pros and cons of artificial intelligence in education. Now you might be a scan. What are the cons and unfortunately, there are some cons to it, and I will be talking about them and in a short while. Now for my structure of the presentation, I will first talk about my three positive points and then I will be talking about three negative points. After that I will shortly get to my conclusion and that will be all for the presentation then. This presentation will take approximately five minutes of your time and I will be answering your questions at the end of my presentation so if you have any you can write them down. I will be more than pleased to answer them. Unfortunately, there will be no handouts for this presentation but if you want to, I can send you the presentation via email after the presentation. Now. I will give you a small overview about the main points of both positive and negative points. The first is about the positive one and it's the teaching learning process that was talked about the most in the society. Used it was shortly about kids learning better because of AI get shot into it in my main point and the bad point and the negative point was about was called social cycle that could that meant that AI could be addictive, and it could badly affect someone. So now I will get to my first positive point that was the teaching-learning process. And as we know that every human learns differently, and every human learns at a different speed and the idea is that AI could teach these people and give them a different approach on teaching and that would I think that would benefit them quite well currently you have you have to go with the flow. So that's for the point. My second point is about research AI could possibly be a little buddy. Ah AI assistant and it could provide you with overall organizing on your big. It could help you with general structure in organizing your research and just doing all the most time-consuming stuff you already do. And that leads me to my final point called inclusion and we already have this in some way. It's a better access to education for people that live in a remote areas and can't go to school that oftenly. So that is all the positive ones, I will now be talking about the negative ones. So, the first one is called social -psychological and is about how AI chatbots could be addictive and could lead to isolation, lack of motivation, and decrease in emotional intelligence. Ah, this could lead even to demotivated students if the AI is implied in higher education, and potentially it could be to carry out the client for the teachers. Why may you ask for the teachers? That's my next point. It's unemployment – AI could potentially replace some teachers, but I have to say that some people that were asked questions in the source were concerned about the about being replaced but some also were all for the AI implementation in higher education. There is for unemployment now, I will go to my third Point – ethical aspects and this shortly is just about using AI to cheat on tests on or just letting AI do your homework for you and that could lead to uneducated people basically well. I know have the that is me the nearing my end of the presentation. I will I just give you a small summary of the points. I already talked about. So, the teaching learning process is it would be great for people that have a different learning speed. Then there was the research one that would save you a lot of time organizing and structuring and the third one was inclusion that would give better access to education with two kids that cannot exactly go to school. Now for the negative ones, the first one was social -psychological. That could really affect someone because they will be addicted to the AI that learns them, teaches them. The second one was about unemployment that could lead to teachers being replaced by AI. And the third one was ethical aspects that someone could potentially use AI to cheat on tests. Now this brings me to my summarization. All the positive points that I've been talking about would be all great to save time. For all the learners, the teachers, and the students overall, I think it would be really good for. Us with the same thing because everybody wants everybody wants more time and then hands. Yeah, right. now thank you for your attention and I'm finished with my presentation. Are there any questions?

Person 15

Hello everyone, my name is XX. Thank you all for coming here today. And today we are going to deal with advantages of working in diverse team, sometimes referred to as a multicultural team or a multinational team. I've divided my talk into three parts. First of all, we are going to discuss the being part in a team, then how to be a better communicator, and we are going to finish with solving of the problem. My presentation won't last for more than five minutes. First of all, let's answer this question, why do we create multicultural teams? Well, the answer is surrounding us for a while, for a people as for human beings, it's natural to create teams to

cooperate together. However, the term team isn't specialized, it's more about group, about cooperation, and talking of international teams, its purpose is to expand their businesses, not only throughout the country, but all over the world, and being part of the global trade, which leads us to the second part of my presentation, which is communication. As you noticed, there was a part about diversity, the people coming from a diverse cultural background, it means that some of them lived in a villages, some of them in a towns, and they had a different education, different job opportunities, and the communication can learn, teach them, motivate them, bring new ideas, they can inspire each other, and it can lead into the discussion. Let's move on to the third part of my presentation, which is dedicated to solving a problem. Let's imagine a situation, when we have a people coming from different cultural backgrounds, for example, from France, Argentina, Egypt, Japan, and as you can see, all of these people are non-native English speakers, so at first there can be some misunderstanding, and they have to discuss the alternatives, their opinions, as I said earlier, their education differs their cultural background differ as well, and at the end they have to agree on a solution, which is the best variant. Now let me sum up my presentation. As I said earlier, we discussed being part of the team, that is natural for the people, then it led us to the communication part, that is natural for people as well, and while the people cooperating, it can end up in a great solution, and let me finish with a quote from American writer Helen Keller, alone we can do so little, but together we can do so much, and I think that it's something what should inspire us, and thank you for your attention. If there are any questions, feel free to ask.

Discussion – I've been working for a couple of months in Ireland as a housekeeping assistant, and we had to deal with cleaning of the rooms, and sometimes there was issues when the guests left later than it was firstly arranged, so we had to cooperate and clean it together, and the group consisted of a few Irish people, me as the Czech, French, and some women from Philippines who gave us the instructions what to do. Does it answer your question?

Person 16

Hello everyone, today I'm delighted that you are devoting your valuable time to my presentation. And for those of you who don't know me, my name is XX, and I'm here today in my function as the student at Thomas Budd University. Today I'm going to talk about the ways of maintaining mental health, and how to deal with stress, burnout, and etc. Also, I wanted to tell you that my talk is particularly for those of you who have been recently faced with the problem of constant negative thinking. And also, I'm sure that in this room, it is highly likely to be students who are loaded with a large number of tasks and work itself. So today, our goal is to determine what are the most important ways how to deal with stress, how to get rid of your negative thoughts, and etc. So, let's move to the main part. Oh, yeah, sure. Talking about my introduction, I've divided my presentation into three main parts. The first one is – practice your positive thinking. The second one is – increase feelings of achievement. And the last one would be – be aware of the words you use. So, I think personally that these three options are the main, like the most important, as from my point of view and from my experience. So, let's move on to the first main part, which is practice positive thinking. So, our research continues to show that your thoughts about yourself have a lot of impact, and the best way to change any negative thought is to contract them with the positive ones. So, for example, instead of saying, I failed my exam because I'm not as smart as the others, you can say, oh, well, even though I may make mistakes, I always try my best. And also, there is a very famous psychologist who is Patricia Hartnag, and according to her, when we perceive ourselves and our life negatively, we end up doing experiences in a way that confirms that notion. So, instead, practice using words which are kind, and which are self-worth. For example, one more example for that is instead of saying, oh, I failed my math just because I was so horrible at it, you can say, okay, I'll do better next time, and I'll study harder next time for it. And this brings me to the second main point, which is increase feelings of achievement. The thing is that you need to praise all the time like you achieve anything in your life. So, for example, I don't know, maybe you go to the job interview, and you may say, okay, so the job interview went badly, but at least learned how to do differently next time. That's the point. And also, it is quite important to invite others to share in your celebration of yourself and of your presentation or, I don't know, maybe just some achievement, because it will make you more confident, it will make you more happy, and it will help you for future goals, to set new goals and to reach it. So, it's quite important. And now, let's move on to the last point, which is the awareness of the words we use. So, be mindful of the words you use, because some words and phrases can have a lot of impact on us, just because some words and phrases which we use express our feelings and our mental health, basically. So, make sure that the words you use are kind, upbeat, and self-worth. So, for example, instead of saying, okay, I don't deserve, I can't do that, I won't do that, I can do, I don't know, just everything, it actually can have a very bad impact on yourself, just because you become more, like, unconfident. You can do anything, actually, just because you become more, you know, just stressful. So, instead of it, you can use words such as, I can do that, I will do that, it's not that hard for me, and, like, these things. So, okay, and I'd like to end my presentation, and also, if you have any questions for me, you can freely ask.

Person 17

Hi everyone, my name is XX and the topic of my presentation today is maintaining mental health. Firstly, I want to say that taking care of your mental health is as important as taking care of your physical health and I've

prepared 9 tips that can help you with maintaining healthy mental state and I want to share them with you. So first is healthy diet I think this is a crucial role in maintaining a healthy mental state that means eating a lot of vegetables, fruits and proteins and avoid fast food alcohol and smoking. A second tip is being in the nature for example going for a walk to the park – it reduces stress and improves your mood another tip is looking after your physical health; exercising is also a positive way and maintaining a healthy mental state it causes a chemical reaction that reduces anxiety and stress and puts you in overall good mood. Another tip is to enjoy the present enjoy the present moment rather than being preoccupied with the past or the future it helps you to appreciate the little things in life more for example going for a coffee with a friend or walking your dog. Lack of sleep is yeah like of sleep affects your mental health as it can cause emotional and psychological problems, sleeping helps you to achieve maximum recovery and face the next day with more energy and in our age, we are supposed to sleep around 8 hours per night so try to do that. OK my next tip is about self-esteem emotional health relationship decision making and general well-being are all impacted by self-esteem and a healthy positive self-image helps people to recognize their potential and may even motivate them to take on new challenges it also helps to cope with stress and pressure. This is tightly connected with building and sustaining relationships um so make an effort to build a strong bonds with the people in your life at work at home or at school as these connections will enhance the quality of your life and offer you a great support. And my following tip is to be creative whether it is dancing painting cooking or baking – it allows you to express your emotions without using your words and um makes you feel less stressed and calmer and as a final point I'd like to say that no one should be ashamed of getting the help if needed – talk to somebody you trust and can speak openly with and don't be embarrassed of having troubles and it takes courage to ask for help but it's really worth it. OK this brings me to the end of my talk. I've took into account mainly my personal tips that works for me but everybody's different so don't be afraid to look for it and try new activities to find out what works for you OK are there any questions.

Person 18

Hello everyone. My name is XX and today I'll be talking about artificial intelligence also known as AI it's quite a big topic but in the next 5 minutes I will be talking about what's good about it and what's not so good. I find this topic important because it can affect our everyday life in ways we don't even know about – I would ask you to leave your questions up until the end of the presentation. So, what it is to put it simply is a technology that enables machines and computers to simulate human intelligence and problem-solving capabilities on the next few slides I will have some examples of types of AI apps on the first slide we have chat boards also we can see pink chatGPT or askAI I'm sure you're all familiar with change GPT. On the next slide we have X like Pixlr, Lenza or Canva which are used for image editing and creation – also as we know we have some virtual assistants like Siri, Alexa, or Google Assistant and many more. In education there is an app like Elsa it's it is used users use it to perfect their English-speaking skills and also Duolingo uses AI to personalize a learning experience for each individual user. Also of course there are many more hundreds if not thousands AI apps so it's on you find them all. AI helps us do things weaker by handling a lots of information – it takes care of boring and repetitive tasks freeing up human resources and for more creative ideas. AI figures out what we need and what we like, and it personalize content on the Internet for us for example I guess tick tock can be YouTube or it can personalize shops or what do you want to buy of course air power diagnostics and predictive analytics help in early disease detection and treatment. AI is access to a lot of information which can help us make better and more informed choices but on the other side AI is taking away jobs by doing the boring and repetitive tasks so people can lose their jobs. AI algorithms can unintentionally perpetuate or amplify biases in the data they are trade on so this can result in discrimination – there are some privacy concerns devices spread use of AI reveal surveillance raises worries about privacy violations and misuse of personal data. We're relying too much on AI poses problems for safety and human superhuman and it requires human supervision to work properly and without any risks and we at the end need to figure out what's right and wrong because AI brings up tough moral questions like who is responsible for decisions that AI makes and the use of AI in wars and how it can affect decision making process. This brings me to a conclusion so AI is a great tool it can help apps personalize content for us it makes our life easier but on the other hand it raises some privacy concerns, and it also brings up tough questions for the future of humanity so thank you for your attention are there any questions?

Person 19

My name is XX and my topic that I chose today is controversial and it was already discussed today but I will try focus more on the guide what to do if something like this happens. I hope it will never happen here but it's still good to know this guide because it was constructed in America for their campuses and their high schools, so the students know what to do if something like this happen. I would like you to pay attention because these are important topics and it's quick – it's only free word guide you only see the more easier guide I think but I have the other another one which is basically the same but only more focused on the prevention. This presentation should be constructed of 4 topics – the run or avoid, the deny or hide, and defend or fight and before last part will be what to do when police arrives because it is also important, and it should be known. The first part – avoid or run – if you hear gunfire, you should stay calm which is I know it's really hard because

you hear gunfire and you don't know what's doing but you should stay calm because doing irrational decisions may involve in some accidents or you may make bad decisions. It's you as I said stay calm and get as far away as you can from the from the area from which you heard the gunfire and prevent others from entering the area – once you are safe call the police and stay where you are. Deny or hide – if you can't run from the gunfire or it's too close – hide – find the best place you can hide the place nobody would think of and stay there possibly if you hide in the classroom, block the doors, the heavier the better put the desk to the door or even computers or even cabinets if they are there. Turn the lights off and most important in today times silence your phones many people don't do that and it happens that the shooter is behind the door and when he hears bring the telephone he will try to enter don't do it so turn the turn the sounds off or even turn the phone completely off – stay hidden and wait for the police don't leave even if you think you're safe, you don't hear or you don't hear steps you think there's nobody just stay where you are until the police arrives because attacker can be hiding behind the door or can be waiting for somebody to do to make a noise and best guide is to never hide behind the doors because the doors are well they are soft and they can be shot through rather easily – best place to hide this behind something thick maybe pillars and or on the desk so nobody sees you. Last part defend fight this is the last resort if the attacker enters the classroom or you can hide from him the best thing is to attack, fight for your life don't give up when you see it, anything you have can be a weapon you can throw a phone at him, if you have a laptop – it is the best weapon you can smash into the head with the laptop or even pencil stab him just don't kill him we still don't have the right to kill attacker so you can't kill him your main goal is to disarm the attacker and never ever pick up his weapon because if you pick up his weapon and the police shows up and sees you with weapon it'll consider you as the attacker so keep the weapon out of his reach and pin him to the ground and let's move to the last part which is what to do when police arrives – their main job is to take out the threat they will assess the wounded and help with the evacuation after they are done so don't bother them stay there you are obey their orders and keep your hands visible so they know you don't have any weapons after they are done they will ask you for they will ask for what's wrong with you and they will ask you to assist so remember these three words any of them that you can or can easy ones are run hide fight or avoid deny defend – these three words can save your life if something like this happens and now it's time for questions we have.

Person 20

Good morning, everyone. I hope you're having an amazing day. At first, let me introduce myself. My name is XX, and I'm a student at the Tomas Bata University. As you can see on the screen, my presentation topic today is my work experience by the end of my talk. You will be familiar with the number of jobs that I did, and you will know a little bit about my life. My presentation will take five minutes, and I divided my presentation into three parts. And in each, I will tell you something about work that I did, and how I felt about it. So, let's get started. When I was 14, I started my very first part-time job as a waitress in a local pub Bristol. Since then, I've worked in many other pubs and restaurants. I didn't work just as a waitress, but I worked as a bartender, or sometimes I helped in the kitchen. My favorite place to work was probably Bristol. Bristol is a pub located in Olonon, nearby my home. This was the job that I liked the most, and it was because of the people. As I said earlier, it is a local pub, so almost all the customers have known each other, and in addition, a lot of them were my friends and neighbors. So, during the summer holiday, I decided that I want to try a new job. I started working in the kindergarten. First, I started working as a cleaning lady, but then I could work with the kids. On one hand, this job was very fulfilling and enjoyable, but on the other hand, it was very tiring and demanding. What I really liked about this job was playing with the kids, going for walks, singing, dancing, and smiling all the time. My experience with kids didn't stop here. After a while, I started tutoring or teaching kids. I tutored them mostly in math, English, and Czech language, but then I tried to teach them biology or chemistry, but it was not good. And this job wasn't very easy, because get children's attention could be sometimes very, very hard. Now I will tell you about work that I'm doing right now. I'm working as a cook in Bistro. The Bistro is called Bistrov, and it is located here in Zlín. Bistrov specializes on preparing and cooking burgers and fries. Well, I don't have much experience with this job yet, but I already enjoy it, and the things that I love the most are the people, my co-workers. But there is one disadvantage about this job. I kind of smell horrible, like French fries after my shift every day, so that's not good. Okay, I have tried many other jobs that I mentioned, but I wanted to mention these because these were the ones that influenced me the most, and I got experience the most. The work as a waitress helped me to not be afraid of people and teach me how to handle difficult situations, and the kindergarten helped me to stay patient and calm all the time and be happy all the time. And the Bistrov is helping me to get some money to survive, and also, and also it helped me and taught me how to organize things effectively and to concentrate. Now I will be happy to answer your questions.

Person 21

So, hello everyone. Thank you all for coming here today. My name is XX and I've prepared a short five-to six-minute-long presentation for you on ways of maintaining mental health. I think that many of you will find this presentation useful and by the end of this you will be familiar with some good habits you can integrate into your daily routine. I've divided my presentation into three main parts. The first one is going to be about habits and their relation to four primary filled hormones. The second one is going to be about physical activity. And

the third one is going to be about positive mindset. First, let me start by describing those four parts of the field hormones. This is dopamine and it drives our brain's reward system. You can feel that you are lacking dopamine. If you are feeling like you are lacking motivation or if you have difficulty concentrating. Stimulating dopamine is a good way by sleeping while listening to music or doing self-care activities or completing a task. Next one is serotonin, which is the dual stabilizer, and it is also the hormone of happiness. If you think like you are lacking serotonin, you probably feel anxious or depressed and to stimulate this hormone you should get some sun, be in nature or meditate. Endorphin is the natural painkiller. And if you are feeling anxious or stressed, you are probably lacking endorphins. And you can stimulate this hormone by exercising, laughing, or eating dark chocolate. Oxytocin is known as the hormone of love. And if you are feeling like you are having difficulty with creating or maintaining relationships with other people, you are in lack of it. Or if you are experiencing loneliness as well. And you can stimulate this hormone by socializing with other people, by petting animals, or also by being physical with other people, like showing affection. I meant not violence. You can release hormones by two ways. First one is artificial release and the second one is natural release. The difference between them is that natural release happens internally by ways like going on a walk, listening to music. The things that I've mentioned before. And artificial release happens by doing unhealthy ways. Things for you. Meaning if you are smoking cigarettes, drinking alcohol, or endlessly scrolling on TikTok, that is temporarily released of satisfaction, and it can also be very addictive. So, I think that you should try avoiding that for your own mental health. I would like to quickly summarize the most important things I would like you to remember. So, dopamine drives your reward system. Serotonin makes you happy. Oxytocin makes you experience love. And endorphins are natural painkillers. And in order to be happy and have good mental health, you need all of them, but you need to release them in natural way. My second main point is to exercise, because exercising is beneficial for your mind and body. It keeps your body fit, and if you are improving and achieving your goals, it can also lead to confidence, and you will feel better overall. My next and final point is the importance of having positive outlook on life. And I would also like to mention a saying that goes it's easy to spot a yellow card when you're always thinking of a yellow car. And similarly, it works with opportunities. Because if you keep seeking opportunities and you keep seeking ways and things to be grateful for, you will eventually see it all around you. And if you are open to new opportunities, you will also get out of your comfort zone, which will eventually lead to self-growth and self-development. And in conclusion, I think that integrating those healthy habits that I mentioned into your daily routine by stimulating those feel-good hormones in a natural way, is very beneficial for your mind and body. And most of these things are free and they are accessible, but they also need a bit of commitment. And that concludes my presentation. I hope that you found some of these things helpful and I hope that you will integrate those habits into your routine. At least some of them.

Person 22

Okay so good morning, everyone. Thank you all for being here. First let me start with introduction. So, my name is XX as you already know. And as you can see on the screen, my topic is ways of maintaining mental health. And the reason I choose this topic is because I think that nowadays it is very relevant and discussable. And I've divided my talk into three main parts in the first part I'll be describing mental health. And uh, what is the self-care and how to stay active. Then I move to the, uh, topic stress and how to manage it. And finally, I'll discuss sleep and the how important impact it has on our mental health. Uh, my presentation will take about five minutes. And please write your questions out and ask me after the presentation. So, this leads us to the first point. Even though many of you are familiar with the point mental health yet, I would like to briefly talk about its meaning. So, it refers to a person's emotional, um, social and physical well-being. It involves how individuals think, act, and react and mental health. Even though it's gonna sound really cliché, mental health is as important as physical health. So, for example, if you have a depression, then it can lead to, uh, um, physical health problems such as diabetes, um, stroke and heart disease problems. As I mentioned earlier, we are going to, uh, discuss self-care. Firstly, I would like to say that self-care looks different for everyone and stop comparing yourself, because what works for me doesn't mean that it's going to work for you. This is why I pointed out some activities that you can do if you are more creative type of person and you like drawing and it is important to find something, uh, what is going to bring you joy and calmness. And so having a self-care is mainly important because lately it's gonna improve your mood. It can recharge your, uh, energy levels and productivity. Let's now move to the next point, which is how to manage stress and how to reduce it. So firstly, our stress affects us in many ways, and both physically and emotionally it is proven that stress can be sometimes positive, maybe like right now. And however, um, stress can also lead to the illnesses of our mental health such as anxiety and depression. And I've mentioned some tips of how to reduce stress. So firstly, prioritize and organize. What I mean by that is that you write down your task and you prioritize them by its importance, and then stay active. I know how cliché, but maybe try some yoga, practice breathing exercises and like so on. Then, uh, it leads us to the final point of my presentation, which is sleep. And there's a close relationship between sleep and mental health. If you have a mental health problem, it is going to have a bad impact on your quality sleep. And the poor sleep is going to have greater impact on your mental health. And I would like to

say some tips of how to improve your sleep, because I know that nowadays it is really hard to sleep at least eight hours per day, and many of you are sleep only for hours. So first limit the screen time before that before bed because the blue light really affects our sleeping patterns. Then, uh, try to establish a bedtime routine. That's, for example, what I did. I go to bed and wake up at the same time every day, even at weekends, which is really important, and then create a comfortable environment. So, the room should be cool, quiet, and dark, and also avoid caffeine and heavy meals before going to bed. And lastly, I would like to mention that nowadays asking for help if you're struggling with some kind of problems, there's nothing to be ashamed of. Try to see a professional and talk about your problem, or there are nowadays many useful links where you can call, or you can write. Okay. So um, briefly. Conclusion. Um, have a self-care, try to reduce your stress, and try to sleep at least seven days per day. And that's it for my presentation. Thank you all for your attention. And now let's move on to the questions if there are any.

Person 23

So, hi everybody. For those of you who do not know me, my name is XX and I'm here to present to you some positive impact social media has on you. I know we all kind of struggle with social media and the negativity that it brings. So, I wanted to focus more on the positive aspect of that thing because I just find myself very negatively impacted. So, I try to switch that up in my life. And my presentation will take about five minutes hopefully, and the questions will be at the end. Uh, so I only have two points, which is friends and exploration. And uh, I will start by mentioning that you should keep in touch with your friends. It's really difficult nowadays to, uh, stay in touch with people you were with in school before. So, your childhood friends. And I think it's really important to, uh, stay in touch. And I think social media is a great way to do that when you, you know, drift apart, it's best to just keep in touch. And social media has also a great way to find new friends. You can find friends all over the world. You can just make friends through video games, through all of those incredible opportunities. So, you should really try to stay positive in that way and appreciate the friendships, you know? Uh, and I will move on to my next point, which is the exploration. And I think a lot of social media has these little niche aspects where you can find, you know, a new book. You would never find a new video game, a new movie when you just all of those new things. And I think it's really cool that we have this opportunity. And, uh, me personally, I found some great games, great movies, great, you know, books that I would not have found otherwise if I was not on social media. So, I would say that it's really important to find, to look for those things, because if you look at if you're just at social media, on social media to scroll, I don't think that's going to give you anything. But you know, by trying to be curious, you might find some great things and. I, I would like to sum it up. Just stay positive, you know, keep your friends close, find new things, explore. And I know we all like to say that social media is negative, but I like to say that, uh, social media is, you know, a good friend. You can just. Use it anyway and maybe just stay positive, you know? That's the main point. And that kind of leads me to my questions. Does anyone have any questions?

Person 24

OK hello my name is XX. I study at the Toma Bara University in Zlín. I study English for business administration. I'll tell you the impact of social media on our lives because I think it's a huge deal basically like everybody is involved because also, we are young so it's kind of like a huge deal for us. I will talk about why social media so popular these days we could like everybody use social media right even like older people then what are the benefits of social media there are plenty of them but the mostly I would love to talk about the negative impact that social media has on our lives because there's a lot of stuff that's kind of like hidden from us you know so I would also like to mention that – so why is social media so spoken first of all it kind of like phones and stuff kind of became popular because of connectivity. I would say that it would be hard to imagine if social media disappear from our lives now so we are used to it because it's kind of crazy that we can like connect to the people on the opposite side of the globe and I would say it would be hard to imagine to live without it. I would say like everybody's kind of like watching Netflix you know and stuff so I would say a lot of us are using social media for entertainment and it's you know one of the main reasons why we use them. So the positives of social media as I said it's connectivity the other I would say like the most like positive thing about it is information sharing because we can use social media for a lot of positive stuff basically we can learn a lot of useful skills like cooking and time management programming I know a lot of my friends learn programming just because of social media or our technology so I would say that's one of the most beneficial thing about it I would say and also entertainment. I'll skip to the negative effect social media – I would say uh you might heard about it that a lot of younger people kind of suffer from depression these days. There's one survey by some Czech psychiatrist that like 40% of 9th graders on elementary school suffer from depression and it's kind of a huge deal I believe like also lot of older people that can suffer from their oppression anxiety so I would say it is not a very good thing. The reason for that is basically that social media is so addictive it kind of it is really compared to highly addictive drugs because it makes the almost the same thing it kind of X brain with dopamine and that's like the feel good chemical you know we have but if we go to social media too often it basically it will mess up with our receptors and we can kind of addicted to it and it's not good for our mental health – also fear of missing out it also leads to like depression or anxiety because if some people you

know post on Instagram and they were like you know like together then invite to it kind of can make you feel miserable so it also leads to mental issues and also the thing I also suffer from is sleep deprivation because of a lot of people basically look at their phone in the bed and it kind of messes our sleep schedule so I would say you know it's also like it's all connected to the mental health issues because it also like the lack of sleep would lead to depression and anxiety. I would say you shouldn't let social media control you – you should control the social media so just be careful you know when you are using it I would say – you need to be you know uh capable of like controlling it so thank you for the for attention, it's time for questions now you have any questions?

Person 25

Hello, my name is XX and I might to talk about the impact of social media on my life specifically. Like it was said two times already before my presentation – social media is a huge part of all lives and I'd like to shed some light on the way it works as a social media creator like myself because I used to do social media and I'm the reason you are related not specifically. I divided my presentation into four parts, three main parts. Reasons I started – changes in behavior insert with myself doing my hearing and you could say as a creator skills and things that we made this day that I learned and I think the reason why I started mostly to share my passion for video games because when I started doing social media I used to be quite addicted to video games so I thought I could just start recording and share my passion with fellow peers that who also play video games and get some feedback on the things I did so that's how I started – also to make new friends most of the friends I still have to this day from the you know I did videos – accomplish my childhood dream I think most of the young children this day have a dream of being a social media creator so I had a chance to accomplish this dream. I did to a certain extent and the question mark there is because you don't make money for a long time when you start doing videos or when you start appealing on social media to pay thing that appears quite in the a later stages of making content changes in my life so it's divided into the positive changes and negative changes one of the most positive change I had was when I was young younger I was unable to speak in front of a group of people like this a lot of people I was nervous I was unable to speak I was stunned you would say in place I was unable to move so when I started making videos it's a gradual change you start to talking to someone on the screen and work up to speaking to let's 25 people. So that's the good change for me and new skills one of the skills editing, sound design for example, recording videos and promoting your brand, growing your brand and all the all the management stuff we learned at the school and negative changes like it was said mental health and sleep when you research the market and the Internet to market it takes a lot of time. Streaming what I did took a lot of time about 8 hours a day actually so you don't have much sleep so you have sleep deprivation and mental health that means you get used to the growth of your channel your brain and when your views drove a bit you get X because you're like what happened what did I wrong, what can I change that's the reason why I have mental health because it's a huge problem. What's still remains what I have to this day like I said before relationships, I met a few famous people for example Czechcloud if you know that guy and I was working on his project. I didn't meet with him in person who knows I might still meet him. Skills like I said anything everything from the column of your shirt to the name of your channel the name of the videos you post uh that's what I learned. Experiences that's pretty much same as the skills and hardware and software are obviously the PC I have the programs I have at home I still use so I can't really get rid of that and to conclude this presentation I'd like to quote Tomas Bata actually from Zlín: do not pursue money, who pursues money will never achieve it. If you serve as best as you can you will not be able to escape the money and that's it for my presentation. Any questions?

Person 26

Ok so The year was 2011 and I just came back from my soccer practice I was tired I wanted to go to sleep and you know while brushing my teeth I had no idea my parents had prepared a little surprise for me you see to this point I've never owned a mobile phone or like a piece of technology that I could carry around and just play with it but then it happened. My parents bought me my first console the PlayStation portable AKA PSP my name is XX and today I will be talking about my relationship with technology. So you see after I got my console I played a lot played a lot games played Assassin's Creed, God of War, you know all the classics but I wasn't addicted or you know everyone says that but I was not I just I was interested how do the game works and what's behind all of this and you know that brings me to an another era of my life that I liked to call the Hollywood era. You know in my opinion the most important part of any video game is the story because you can have awesome graphics and you know great mechanics but if you don't have the right story there's nothing to be remembered by and what's the closest thing the video games that focus primarily on the story that's the most and yeah so I started watching a lot of movies you know I went through like all the Oscar nominations since like 2000 and watch every single one of them and you know so you know then I found my passion for writing and for creating stories and that bring us to another phase which was we created a YouTube channel with my brother and you know I wanted to express my creativity so I started writing mini films and sketches and vines because they were apparently popular at that time but yeah we applied for a competition for new PC we lost but we even made it to the TV because I don't know if you guys remember there was this show on

prima cool it was called Aliho partáci and the premise was that you would send your video to them and if they picked you then those three guys I believe it was Ondřej Sokol, FattyPillow and one more guy and they would make fun of you on television and it happened they made fun of us but you know we still made it I guess. After a while we got bored so this was our last very last video we ever made it was a song actually I wouldn't suggest watching – it's horrible but it's by far our most popular video it had like 700 views you can't see you have to trust me but yeah here you can see like the other of ours videos were like not that popular you know slow 100 and stuff so yeah it was fun it's it gave me experience I would say and that brings me to the last point of my presentation which is my current job – two year ago I started working for my hometown hockey club the you know they wanted me to film the hockey matches and just post it on YouTube and that was it but I was like no I have an idea I want to go live stream I want for everyone to see it even those who can't make it to the match and so I learned OS which is streaming software for live streams and you know I did everything I could and I started doing it and after all I must say I get some real warming feedback because one time there was this guy who came up to me and he said that he told me the story about his parents that they are odd and sick and they can't come to the matches and they are big fat and he thanked me and he said how grateful he is for what I'm doing and there was something that gave me a little bit of purpose I would say and we're slowly wrapping up I would like to end that technologies could be scary like if I give you an example let's go back to the 2011 Can you imagine that you would have an device on your wrist that can do basically anything it's a little computer on your wrist like that's incredible thought and as you can see with AI technology is going off the roof but the important thing is to not be scared about it but to learn about it and use it to make our lives easier and better that's it thank you for attention.

Person 27

Hi, my name is XX, your classmate, and today I'd like to share some of my favorite tips on how to maintain mental health. This topic is relevant and important for every one of you as everyone struggles sometimes with their mental health especially in the busy exam period. My presentation will take about 5 minutes and if you have any questions, please wait until the end of my talk. The first tip is to stay busy and active, go out for a walk exercise, read your favorite book whatever makes you happy and can get you relaxed, talking to friend or relative is also a good way to relax. The second thing is to set realistic goals – it can be short term or long term. This tip is very important for the exam season because we have a lot of material to learn from so set more goals for every day and don't forget the reward yourself. My best reward is eating something I really like. The third tip is – practice some meditation or some relaxation techniques. This can be breathing exercises or some muscle relaxation techniques which you can see on the screen here. I will just post our second so you can read it. The third thing is seeking help if needed there is no shame in reaching out for support if you're struggling. You can talk to your friend or relative or even find some specialist to help you if you with your struggles. Remember you are never alone and there is always something that can be done. Here are some sites you can visit if struggling so it's Linka důvery, psychiatrie.cz and Národní ústav duševního zdraví. The 5th step is everyone makes mistakes – allow yourself to learn from them and whether it's a failed exam or forgetting something important you're not the first and definitely not the last person to make some kind of pick up so be kind to yourself. Stay away from social media this was set and social media such as Instagram or Twitter can be a very toxic place – it can contribute to feelings of anxiety and stress so don't never ever compare yourself to the people on the Internet because for most of the times it's fake and they are only allowing you to see the good things. As I said in the beginning everyone is struggling even if you can't see it. Practice positive monologues such as I've got this or I'm going to do well because negative thoughts can affect your everyday life and your attitude to life. We are coming to the end of my presentation and so my last tip is to have some kind of routine. Routine can provide structure and stability in your life. It can also decrease anxiety and can help you to be in more control of your life for me this is a very important topic because if I don't have some routine in my life, I can get quite depressed. OK so let me briefly summarize the main points – stay active, set realistic goals, practice relaxation techniques, seek help if needed, makes mistakes, stay away from social media, practice positive self-talk and develop a routine the one important thing that you should remember from this presentation is that you're never alone thank you for attention and I'd be happy to answer some of the questions you might have.

Person 28

Hi everyone, first and foremost I'd like to thank you all for coming here today. It's really good to see some familiar faces, it's less stressful than math assignment. My experience is working is a very storied waiter they are good, and I have a lot of them very stressful and sometimes really tough to deal with them, but he gave me a lot of experiences and I'm going to say about my first work and how it actually helped me. So my first job was I was working at tea shop it was called alchemy it's located in rupee and it was a really rewarding job and it was really nice because my boss was just such a sweetheart and he was an amazing guy and we had a free tea throughout the shift and he really shows how I need to be flexible because I need to know every single tea but it was really impossible so I was mostly recommending my favorite teas or my bosses' favorite teas and pretty to sum it up it was a really good job and I really enjoyed it. This is how it looked like, it is really cozy

tiny place and overall vibes were just amazing so I was really breathing great in this but on the contrary I had really huge challenges in the second job because my boss was late for one hour and 30 minutes on my interview which should have been my wakeup call but I was unexperienced and I didn't know what to do so I was just sitting there and waiting for devil to come through the door so like I mentioned it was a challenging workplace environment so that means our boss was really hot headed type of boss so if he had a bad day we also had a bad day throughout the whole shift so it was really challenging to work with him but I'll learn how to deal with drunk, mean people how to sell no extra water to someone that was ordering a coffee for example so it really shows that I had to learn from my own mistakes and how to learn and work with people like him but also my other coworkers were really sometimes tough to deal with because when I was working 12 hours shift or 14 hours they were really intimidating to me and telling me to work faster so it was really demotivating for sometimes but I really learned my way how to work with this and I'm kind of glad that I was working with him so yeah. Also like I mentioned developing a toughness in the hospitality is really central and crucial in gastronomy, I think. Some people will give you really just ridiculous questions about the product they want and you just need to come up with really good solutions and answers to them so they won't let you down, some people are really like that so you have to work with them and yeah I really learned my lesson how to be more not aggressive or passive but assertive to my boss and staying on my ground and show him that I'm not so weak that he cannot play with me like a little toy so to conclude – this experiences really shows the contrary between the between the first and the second job which the first job was really rewarding and enjoyable but the second job was very challenging and I had to learn how to work with aggressive people, main people and how to be more flexible. Thank you all for your attention.

Person 29

My name is XX and today I'm here to talk about something that is really important to all of us that is our mental health well-being. Saying that actually knowing how to keep our minds healthy is very crucial but it can be a bit difficult at times so that is why today we'll explore three simple ways of maintaining our mental health in our day-to-day activities and I'll give you some tips on mindful eating or sleep and practicing mindfulness. I want you to remember that taking small steps every day can make the biggest difference and it all just comes down to consistency and actually developing these habits. I'll start with the tips firstly let's consider what we eat – our diet has a very big impact on how we feel so for example eating the variety of colorful fruits like fruits vegetables or whole grains can boost our entire mood. Also, you can think of fish and nuts as brain boosters because they contain a very beneficial nutrient omega-3 which supports cognitive function. Another thing to consider is eating in smaller portions because it can help us regulate our blood level sugars (blood sugar levels) and therefore stabilize so choosing good food is like giving our mind a strong foundation. Next up you know next sleep is vital but probably sleep isn't just about feeling rested and it's also about keeping our minds in top shape so this can be simple things like having a consistent bed time routine or creating a comfortable sleeping environment so by that I mean you set up a specific hour that you go to sleep every night you can also open up your window before you go to sleep or clean up your space a bit just so you don't feel stressed in the morning and lastly let's talk about practicing mindfulness. It might sound a bit fancy but it's just about finding easy ways to stay calm so for example taking short breaks or taking deep breaths and these small moments of mindfulness by adding them into our routine it can help us keep stress away and promote our overall well-being so to sum it up – we can improve our mental health by fueling our minds with good food then also resting properly and finding easy ways to relax and if there's one thing that we should remember from my talk it's about that it's the little things that matter and I want you to know that you're always making some progress even if you do one easy little thing every day and by doing this you can conquer whatever comes on your way with strength and that is it. I thank you also for your attention and I hope you have a great day.

Person 30

Hi everyone, it's good to see you all here, let me start by introducing myself my name is XX and today I would like to present you something about my current and previous work experience. I divided my presentation into three main points – the first is jobs I could do thanks to my parents, second is gastronomy and the last part is a little bit about book marketing so let's start with the first part of my presentation which is working experience I have thanks to my parents – thanks to my dad I could try working on the farm but it was basically just standing in front of huge boxes of potatoes and I would get it in the half yeah and that was it and another is cleaning offices and I could try this job thanks to my mom who is an accountant in cleaning company and as you can see I didn't required many skills for these jobs but one time I was accused by sweeping the floor in the wrong way so maybe you do need something. And that's it for the first part of my presentation. Now let's move to the second and that's gastronomy. I've tried different fields of gastronomy and the first one was the worst experience I've ever had and it was working in Bistro and well overall it was just a terrible experience I was treated terribly by customers and staff so I quit there after only a month but then I started working in a cafe which is my favorite working experience because I love coffee and I could learn there how to make coffee and how to make latte art and I would also get discount on coffee so that's very nice then I'm currently working in

a guest house because our cafe is open only during summer so I worked there but only on the weekends when we have some events like weddings or funerals. Last week we had the celebration of one year old baby – they needed to celebrate it and I also worked in the pub but it was our local pub and I wasn't really needed there because we didn't have that many customers so I quit there also so that's all from gastronomy if I should sub it up I would say it really gave me experience with communication and dealing with stressful situations and also it teaches me not to take everything and everyone so seriously. Not the last part – it was with book marketing thanks to my Instagram I could work with media for two years it was really interesting I was basically content creator for humbug and preparing events like stage awards or humbug fest and I wasn't really sure if I should make this part of the my presentation because I wasn't paid for this job but it was really nice so in conclusion I would like to sum all of these parts so I was working in farm and in cleaning company in which I didn't need any skills then I was working in the gastronomy and last time I was talking about the humbug and that's it and do you have any questions?

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EVALUATION

Checklist – Feedback

Organization

Was my presentation the right length?
 too long too short just right

Was there time for questions at the end (if relevant)?
 too long too short just right

TIP
 Use this checklist after a practice talk or an actual talk to evaluate your own performance!

Communication

How was my body language?
 good bad Why? _____

How well did I deal with nervousness?
 well not well Why? _____

Did the audience understand me?
 yes, all the time yes, most of the time yes, some of the time no

Did I have trouble expressing myself in English?
 yes, all the time yes, most of the time yes, some of the time no

What were some words or phrases I needed but didn't know?

Look them up!

Parts of the presentation

Introduction

	Did I tell the audience the purpose of my talk?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I explain the structure of my talk?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I tell the audience why the talk was relevant to them?	yes <input type="checkbox"/>	no <input type="checkbox"/>

• How can I improve the introduction? _____

Main part

	Did I state my main points clearly?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I use effective signposting?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I emphasize key points?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I summarize key points after each section?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I present my visuals well?	yes <input type="checkbox"/>	no <input type="checkbox"/>

• How can I improve the main part? _____

Conclusion

	Did I summarize the key points?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I tell the audience what to do (call to action)?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Did I leave a lasting impression?	yes <input type="checkbox"/>	no <input type="checkbox"/>

• How can I improve the conclusion? _____

Questions

How well did I deal with questions? very well well fairly well badly

• Why? _____

• What questions were asked that I didn't anticipate? _____

• How can I improve the way I deal with questions? _____

1

¹ Grussendorf, Marion. 2007. *English for Presentations: Express Series*. Oxford: Oxford University Press.