

English or Czenglish?: Common Grammatical Mistakes in English among Czechs

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ABSTRAKT

Tato bakalářská práce se zabývá analýzou častých gramatických chyb v angličtině mezi Čechy. Cílem této práce je prozkoumat vybrané gramatické jevy a prokázat vliv češtiny při užívání anglické gramatiky. Teoretická část definuje studium cizího jazyka včetně stylů a strategií učení, které mohou pomoci zamezit častým chybám, dále se zabývá klasifikací chyb a jejich příčin. Poslední kapitola teoretické části se věnuje gramatice a to rozdílům mezi českou a anglickou gramatikou, které způsobují časté chyby. Praktická část je analýzou dotazníku, který dává za cíl prokázat přítomnost Czenglish ve vybraných gramatických jevech.

Klíčová slova: cizí jazyk, mateřský jazyk, chyba, jazyková interference, čechismus, gramatika

ABSTRACT

This Bachelor Thesis deals with analysis of common grammatical mistakes in English among Czechs. The aim of the work is to examine chosen grammatical phenomena and to prove the influence of Czech on the usage of English grammar. The theoretical part of the thesis defines learning of a foreign language including language styles and strategies that might help avoid making mistakes; furthermore it focuses on classification of mistakes and their causes. The last chapter of the theoretical part works with grammar and the differences between Czech and English grammar that often cause mistakes. The practical part is made of analysis of a questionnaire, whose aim is to prove the presence of Czenglish in chosen grammatical structures.

Keywords: foreign language, mother tongue, mistake, language interference, Czechism, grammar

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CONTENTS

INTRODUCTION	10
I THEORY 12	
1 FOREIGN LANGUAGE LEARNING	13
1.1 First language, Second language and Foreign language.....	13
1.2 Effectiveness in foreign language learning – learning styles and strategies	14
2 MISTAKES MADE WHEN LEARNING A FOREIGN LANGUAGE	16
2.1 Stages of learner’s development based on mistakes.....	17
2.2 Contrastive analysis.....	18
2.3 Error analysis.....	18
2.4 Causes of errors	19
2.4.1 Development errors	19
2.4.2 Errors caused by interference and the formation of Czenglish	19
3 GRAMMAR	21
3.1 Morphology	21
3.2 Syntax	22
3.3 Typical differences between English and Czech in terms of grammar	22
3.3.1 Nouns.....	23
3.3.2 Pronouns	25
3.3.3 Verbs.....	26
3.3.4 Word order.....	27
3.4 Common grammatical mistakes	28
3.4.1 Reported speech.....	28
3.4.2 Mistakes in word order	28
3.4.3 Time clauses	29
3.4.4 Mistakes in the usage of reflexive pronouns	29
3.4.5 Mistakes in the usage of possessive pronouns.....	29
3.4.6 Countable/uncountable nouns	30
3.4.7 Sensory verbs + adjectives	30
3.4.8 Negation	30
3.4.9 The Pro-N One	31
II ANALYSIS	32
4 QUESTIONNAIRE ON COMMON GRAMMATICAL MISTAKES IN ENGLISH AMONG CZECHS.....	33
5 ANALYSIS OF THE EXAMPLES OF COMMON GRAMMATICAL MISTAKES MADE IN ENGLISH BY CZECHS IN THE EXERCISE OF QUESTIONNAIRE	35
5.1 First exercise.....	35
5.1.1 Evaluation of the first exercise – the first group in contrast with the second one	42

5.2	Second exercise	43
5.3	Comparing results	48
CONCLUSION		50
BIBLIOGRAPHY		52
TABLE LIST		54
FIGURE LIST		55
APPENDICES		56

INTRODUCTION

Learning foreign languages is essential in today's globalized world and the importance of English is stressed as it is considered the most important language in the world, globally used in business life, tourism or international affairs. English is studied as the main mean of communication among cultures, it is learned as all first, second and foreign language. However, it is crucial to realize that even though people from all over the world are competent in English, their usage of English might be affected by their mother tongue and therefore produced with mistakes. Implementing grammar rules of our native language is the most common source of mistakes and it causes the formation of an interlanguage. This thesis will deal with Common Grammatical Mistakes made in English by Czech learners of English with the assumption that although many Czechs learn English for many years, sometimes what they produce is not correct English, but so called Czenglish as the elements of Czech grammar are implemented.

To understand learning of a foreign language and the importance of English, this thesis will firstly focus on the difference between first, second and a foreign language. Moreover the significance of language learning strategies and styles will be mentioned as to learn a language in an effective way might help avoiding mistakes. Furthermore various classifications of mistakes including their causes will be provided. The description of the consequences of interference, formation of interlanguage and development errors will be given. Before problematic grammatical issues for Czech learners of English are listed, the Bachelor Thesis will focus on grammar and its parts which are morphology and syntax. Moreover it will be focused on clarifying crucial differences between Czech and English grammar that are connected to the examined grammatical phenomena that will be explained in the last chapter of the theoretical part and observed in the practical part of the thesis.

The practical part of this thesis aims to prove that Czech grammar rules are often implemented on English. Grammatical phenomena consisting of reported speech, time clauses or first conditionals, word order, use of possessive and reflexive pronouns, the usage of Pro-N one, negation, usage of adverbs after sensory verbs and uncountable nouns will be analyzed in the practical part. The research will be made by a methodology of a questionnaire consisting of two exercises. The respondents' answers will be analyzed, stating the Czechisms detected in the answers and explaining the possible correctness of the answers. The practical part will also demonstrate which grammatical phenomena of

those studied in the theoretical part are the most problematic for Czech learners of English and if Czenglish disappears with the development of language knowledge.

I. THEORY

1 FOREIGN LANGUAGE LEARNING

Since making grammatical mistakes is inevitable part of foreign language learning, the first chapter of this thesis will deal with foreign language learning including learning strategies. Because acquiring a mother tongue and learning a foreign language differ, the distinction should be explained. Learning of a second or a foreign language cannot be compared to acquiring a language as a native speaker since to learn a foreign language requires revision, association and analogy, while the ability to acquire a mother tongue is possessed by all humans based on the surroundings they live in, therefore if a Chinese is born in the Czech Republic, he as well as other Czechs acquires Czech as his mother tongue (Čermák 2011, 53). Brown (2000, 217) explains the difference in children language acquisition on the example of making mistakes. He suggests that children, who make mistakes, slowly with their development learn to produce their native language without mistakes as it is used around them. In comparison to this, he claims that learning of a foreign language requires making errors and knowing their feedback to be able to correct those mistakes and learn how to use the language correctly.

1.1 First language, Second language and Foreign language

When explaining the learning process of a language, it is important to understand the differences between the first language, the second language and a foreign language as these three terms are often confused. As Čermák (2011, 53) explains, the language that is acquired by listening to the world around is called a mother tongue or first language.

The term second language can be understood based on Crystal's suggestion that a second language is set as another official language in a country and therefore is learned as a complement to the first language (Crystal 2003, 4). Marianne Celce-Murcia (2001, 359) argues that the second language does not have to be official in a country, but has to be used in a certain surroundings where it is essential for everyday communication. English therefore can be understood as a second language in countries such as India, Ghana, Singapore or others (Crystal 2003, 4).

A foreign language is neither a language that is set as official, nor a language used as necessary to communicate in the certain country. It is a language that is learned or studied at schools in countries where it doesn't have the status of official language (Crystal 2003, 4). Crystal claims (2003, 5) that English is considered the most preferred language to be learned as a foreign language as it is nowadays learned in more than 100 countries in the world. Example of such a country can be also the Czech Republic, where pupils in

elementary schools often choose to learn either English or German. It should also be mentioned that English for being used as all first, second and a foreign language, has already reached the status of a global language. Crystal (2003, 6) claims that almost a quarter of the world's population is able to use English in a competent or fluent way. For being lingua franca, for the number of English speakers, for its worldwide usage and for its influence on other languages, English is considered the most important language in the world (Quirk 1985, 3).

1.2 Effectiveness in foreign language learning – learning styles and strategies

Foreign language learners are mostly not in daily interaction with the target language and therefore don't use the language as necessary to communicate (Celce-Murcia, 359). Since learning of a foreign language is a life-long process, when there is no interaction with the language, knowledge of the language at a certain level can be easily forgotten; therefore the importance of strategies is stressed as students should learn how to study (Lojová and Vlčková 2011, 136). Learning strategies directly or indirectly support learning and many linguists therefore agree on the fact that strategies make learning easier, faster and more entertaining. Based on a chosen strategy, students learn all four basic competences (reading, listening, speaking, writing) needed for correct usage of a foreign language (Lojová and Vlčková 2011, 135).

When learning a foreign language, the importance of motivation should be taken into consideration. Lojová and Vlčková (2011, 140) suggest that people who are motivated tend to use more effective strategies than people without motivation or people less motivated. Moreover Yule (1996, 195) claims that a learner, who is motivated and dedicated to use the language despite risking making mistakes, tend to be more successful.

Besides motivation, Ivan Kupka (2007, 46) suggests some basic rules of effective learning that were used by famous polyglots. He stresses the importance of reading out loud, learning by heart, being in touch with the original language and culture if possible, repeating what had been learned or to learn language one after another. He claims that it is not effective to learn more foreign languages at the same time.

Learning styles stress the differences between individual as based on their own characteristics they treat tasks in their own way (Lojová and Vlčková 2011, 24). To differentiate between various language learning styles, linguists take into consideration inborn dispositions and divide people into two types - analytical type and memorable type.

The memorable type is capable of memorizing phrases, modifying them and using them in real communication. Since this type prefers fluent speech to learning grammatical structures, grammatical rules are often underestimated. Analytical type on the other hand concentrates on linguistic structures and generalizations, and focuses on forming interlanguage (Lojová and Vlčková 2011, 85).

2 MISTAKES MADE WHEN LEARNING A FOREIGN LANGUAGE

In the previous chapter the subject of learning a foreign language including learning styles and strategies was discussed. This chapter will focus on mistakes as they are inevitable part of foreign language learning. In order to understand mistakes in the process of language learning, various classifications as well as explanation of the main causes of mistakes will be provided.

There was a significant change made in the approach of foreign language learning in connection to mistakes. It was the shift to an interest in the learning and acquisition process of the learner. The tolerance of errors which had been taken as a negative feature is now less important. An error is no longer considered a barrier when learning a foreign language, but in contrary, it can be seen as a key term in the active learning process (Yule 1996, 194). According to Touchie (1986, 76), errors are important when learning a foreign language not only for the learner, but also for the researcher and the teacher. They indicate how the language is being learned, if the learner is making progress and what methods are effective.

To understand the source of mistakes in foreign language learning, some classifications of mistakes related to this topic should be provided. Harmer (2001, 99) claims based on Julian Edge's suggestions that there are three types of mistakes divided into groups of slips, errors and attempts. **Slips** can be understood as mistakes that can be recognized and corrected by students themselves after being notified. **Errors** are considered mistakes of greater importance, since further explanation is needed to make it clear and understandable for students. Without the explanation, errors cannot be corrected by students themselves. The last group of mistakes – **attempts** can be defined as mistakes made when the student's knowledge of a particular language is not sufficient for what he or she is trying to say.

Touchie (1986, 76-77) provides a different classification of mistakes in the process of learning a foreign language. She suggests that two types of mistakes, which are **competence mistakes** and **performance mistakes**, should be noticed. Touchie (1986, 76-77) explains that performance mistakes are mistakes of less importance, which can possibly be relearned. This type of mistakes occurs, when students are tired or want to say or write something in a hurry. The competence mistakes are supposed to be more important, since they indicate wrong learning process.

Some researches use other differences among mistakes and stress the **global** and **local errors**, where local errors are not connected to communication and meaning and therefore are less serious than global errors that are connected to communication. Touchie (1986, 77) explains that among local errors there can be noun and verb inflections or for example the use of articles or prepositions. Global errors can include mistakes in syntax such as wrong word order.

Following with this chapter the classification of mistakes into mistakes and errors will be used. Brown (2000, 217) explains the difference between an **error** and a **mistake** and stresses that not only foreign language learners, but also native speakers, can make mistakes when producing a language. What distinguishes a native speaker from a nonnative speaker in terms of mistakes making, may be the fact that native speakers are unlike nonnative speakers capable of self-correction as their mistakes are mostly a cause of imperfection in speech production. There is supposed to be no connection to their competence of using the language. It is crucial to become conscious of the fact that errors unlike mistakes are related to the learner's competence of using the language. Errors made by foreign-language learners reflect their level of the language. Although Brown's explanation of error and mistake differences might seem clear, some situations in which these two terms can be confused might occur (Brown, 217). Such situation can be shown on an example when a speaker at first says *John cans sing* and in a while says *John can sing* (Brown, 217). In a contrary a clear example of an error is when a speaker uses *John cans sing* and later *John wills go*. It is obvious that his language competence does not include the ability to distinguish between modals and other verbs (Brown, 218).

2.1 Stages of learner's development based on mistakes

When learning a foreign language, students come through several stages of development until they reach a good knowledge of the target language. Each stage is characteristic for certain type of errors. In terms of errors, Brown (2000, 227) divided stages of learning development into four groups.

1. In the first level of development it is typical that random errors occur. At this stage students don't have a good knowledge of the systematic order and their usage of the language is mostly made of some guesses. To show errors typical for the first stage of development Brown writes the example *The different city is another one in the another two* (Brown, 227).

2. The second stage is characterized by the learners' tries to use certain rules and systems in the target language. Such rules don't necessarily have to be correct, but they seem to be correct in the learner's mind. The learner at this stage is still not able to correct his errors and he needs to be corrected or reminded by someone else (Brown 2000, 228). Example of the second stage error can be the wrong usage of tenses such as suggested by Brown (2000, 228) in the example *I go to New York* used instead of *I am going to New York. (right now)*.
3. In the third stage the user is finally capable of a consistency when producing the foreign language. This stage differs from the second one mainly in the ability of self-correction, when an error is pointed out to the learner (Brown 2000, 228).
4. The fourth stage occurs when the learner is able to correct himself without a need of feedback and when only a few errors occur. The ability to use the target language is on a good level and fluency and word meanings no more cause problems to the learner (Brown 2000, 229).

2.2 Contrastive analysis

During ages there were several linguistics attempts to explain the main cause of learners' mistakes. The contrastive analysis studies two languages in contrast and their influence on each other (Brown 2000, 207). It deals with the problem of interference and considers it as a significant barrier when learning a foreign language. It is suggested that with knowing the structures of both the native and the learned language in contrast, the difficulties a learner will face, can be predicted. The negative influence of interference can be seen in the amount of errors foreign students make in English or other languages (Brown 2000, 209). Moreover the analysis suggests that elements of grammar, vocabulary, phonology and others in the mother tongue that are similar in the target language are easier to learn (Brown 2000, 210).

2.3 Error analysis

Making errors is an essential part of recognizing the process of learning. The error analysis stands in contrary to contrastive analysis and claims that not all errors are caused by interference. This analysis distinguishes between interlingual (caused by interference) and intralingual (within the target language) errors. Errors are vital in foreign language learning as it is less probable to recognize the knowledge of a learner from his correct language production than from mistakes made while producing it (Brown 2000, 216). Although

Brown (2000, 219) stresses the importance of recognizing errors, he warns of focusing on errors too much. He explains that even though errors are significant when learning, the main purpose of learning a foreign language is to get a fluent competence and to be able of communication. Brown (2000, 219) criticizes the error analysis with the assertion that even though a person does not make errors in a production of the target language, it doesn't mean that the language is used perfectly, since the problem of avoidance may be present, when the learner avoids some structure of the language, which he or she finds difficult.

2.4 Causes of errors

As Harmer (2001, 99) points out, two main causes of errors in foreign languages, which are development errors and errors caused by interference, are accepted among linguists. The error analysis described in chapter above, suggests two types of error sources, which are interlingual and intralingual. Interlingual sources of errors can be seen as equivalent to interference as they are caused by influence of the native language. The intralingual errors, which form the second type of errors suggested by the error analysis, can be seen as synonymous to the development errors dealing with overgeneralization suggested by Harmer.

2.4.1 Development errors

One of the causes of errors when learning a foreign language is connected with the phenomenon of over-generalization. This happens when a child learns a new grammatical rule in a language and begins to generalize and use this rule incorrectly on other grammatical phenomena that the child had learned before. Later on, when the child's understanding is on a higher level, correct usage of the rules is returned. This is not only the case of children language acquisition, but also foreign language learning. Harmer (2001, 100) explains the phenomenon of over-generalization on the wrong usage of the word *more*, such as in the example *She is more nicer than him*. In connection to overgeneralizations the importance of teachers' feedback is stressed as a tool to help students prevent this kind of errors (Harmer 2001, 100).

2.4.2 Errors caused by interference and the formation of Czenglish

Nowadays influence of a native language or so called cross-linguistic influence should be taken into account. Besides phonological interference, also the lexical, semantic and syntactical influence of the native language plays a significant role (Brown 2000, 213). Interference, which is according to Richard Skiba (1997) defined as implementing

elements of grammar, lexicology, phonology and others from one language on another one, is considered one of the main causes of errors in foreign language learning. Since this thesis deals with grammatical mistakes in English, the grammatical interference should be taken into consideration. Grammatical interference can be seen as transferring elements from one language to a second one in terms of grammar. It focuses on syntax and morphology (Skiba, 1997). According to Yule (1996, 195), interference occurs typically in early stages of foreign language learning and with further development of the language knowledge, it decreases.

Comparing a target language to a mother tongue, a formation of an interlanguage might occur. An **interlanguage** can be defined as a mix of a mother tongue and a language that is being learned (Čermák 2011, 53-54). Since this thesis deals with common mistakes in English among Czech people, the interlanguage created out of this phenomenon is so called **Czenglish**. Czech learners of English commonly implement Czech grammar rules into English and use so called Czechisms. The term Czechism stands for the influence of Czech grammar and vocabulary on English. Mistakes made in relation to Czechisms are not made by all foreigners but specifically by Czech learners of English, as it is the knowledge of Czech grammar and vocabulary that influences the foreign language, in this case English. Being considered mistakes, Czechisms are often seen as negative (Sparling 1989, v). As was explained, not only grammatical mistakes but also lexical mistakes are typical for Czenglish. Such mistakes can be represented by the wrong usage of false friends, which are words that look similar in both languages, but are used differently (Poslušná 2009, 52). Example of such a mistake made by Czech learners of English can be, as suggested in the book *Nemluvte Czenglishy*, the wrong usage of a Czech word *šéf* and the English word *chef*. The pronunciation of those words is the same, although their meaning is different (Land 2011, 25).

3 GRAMMAR

As Černý (1998, 63) points out, natural language belongs to complicated systems consisting of many other subsystems each of which has typical basic units. Based on the operating units, language analysis can be divided into three parts. They are phonology, where the basic unit is a phoneme; morphology where the basic unit is a morpheme or a word; and syntax where the basic unit is a sentence (Trnka 2014, 14). Grammar can be understood as a set of rules that every language possesses, it describes how words can change their position in a sentence, in what combination with other words they can appear and what forms the words can have. If grammar rules are omitted, it not only causes incorrect usage of the language, but also the communication can suffer and misunderstandings can appear (Harmer 2001, 12).

Since grammar rules differ from one language to another, grammatical mistakes, when learning a foreign language, often occur. The difference between learning a grammar of a mother tongue and learning a grammar of a foreign language is obvious. People can manage grammar of their mother language spontaneously in childhood without learning rules or difficult structures, and despite learning rules of grammar later at school, majority of native speakers do not think of the usage of these rules when forming a sentence in their native language at all (Černý 1998, 101). When learning a foreign language, grammar is studied as a set of rules that are used and learned consciously for a certain purpose or a goal (Černý 1998, 102).

Grammar consists of morphology and syntax. These two linguistic disciplines are closely related, since the basic unit of syntax, which is a sentence, consists of words or morphemes, which are the basic units of morphology (Dušková 2012, 11). Because of the close relation between morphology and syntax, in some modern linguistic books the expression “morphosyntax” can appear (Černý 1998, 102).

3.1 Morphology

Some theories say that the basic unit of morphology is a word, whereas others claim that the basic unit is a morpheme. According to Dušková (2012, 15), the basic units of morphology are both morpheme and a word. She explains that a word differs from a morpheme in the extension of their independence and in the ability of further dividing. A word can stand alone in a sentence and can be further divided into several morphemes, whereas a morpheme is a little part of a word that cannot be divided into more units. A word can consist of a single morpheme. Example of such a word in English is the word

win, in Czech the word *snad* (Dušková 2012, 15). Words can have many definitions. Bohumil Trnka (2014, 14) defines a word as the smallest transferable unit of a sentence that carries a meaning.

Morphology also deals with parts of speech which are the same for English as for Czech. They are adjectives, nouns, pronouns, numerals, adverbs, conjunctions, prepositions, verbs and interjections. In addition some linguists consider articles a part of speech of the English language (Dušková 2012, 23).

3.2 Syntax

According to Bohumil Trnka (2014, 198), syntax is a study of language phenomenon on the level of sentence. It consists of study of sentence relations, study of sentence clauses, and study of word meanings in sentences. It deals with sentence functions and structures.

A sentence is a structure formed of syntactical relations of words that must contain at least one predication (Čechová 2000, 264). Predication can be understood as a relation between a predicate and a subject (Panevová 2014, 18).

3.3 Typical differences between English and Czech in terms of grammar

Both Czech and English belong to the Indo-European language family, but each of them belongs to a different subgroup (Čechová 2000, 28). Czech belongs to the subgroup of Slavic languages typical for extend inflectional morphology with changing noun cases and verb endings (Czech-language.cz, 2015). In comparison to this, English belongs to West Germanic group of languages typical for less inflectional morphology and greater focus on word order.

As was said above, grammatical interference can cause mistakes in the target language. To avoid them, it is important to know the grammatical rules of both the native and the target language and to see their differences (Harmer 2001, 13). In this subchapter the main differences in grammar between English and Czech will be described. Since the following subchapter deals only with chosen grammatical phenomena causing problems for Czechs in English, this subchapter will state only those differences related to the grammatical phenomena described below.

3.3.1 Nouns

According to Dušková (2012, 35) English and Czech nouns are distinctive in morphology. Based on grammar, English nouns are characterized by number, countability, determination, case and gender. The criteria of countability and determination are missing in Czech grammar of nouns.

3.3.1.1 Case system

German languages have either no system of cases or a limited one, such as is the example of German with its four cases (Čermák 2011, 143). Černý (1998, 116) claims that there is no case system needed in English, because English as well as French or Roman languages differentiates between syntactical functions based on word order. Due to the missing case system in English, forms of English nouns are supposed to be changing only when expressing possessive function or when creating a plural form (Foley, Hall 2003, 248). Dušková (2012, 88) argues that the possessive function of English nouns is a case and therefore she suggests that English has a case system consisting of 2 cases four nouns (possessive and common) and three cases for pronouns (subject case, object case, possessive case).

Case system is a significant grammar category of nouns in the Czech language as there is strong inflectional morphology, consisting of seven cases (nominative, genitive, dative, accusative, vocative, locative and instrumental)(Černý 1998, 116-117). Čermák (2011, 143) explains that case in Czech expresses syntactic functions of nouns such as subject or object and it can also express a meaning.

3.3.1.2 Gender

According to Dušková (2012, 82-83), gender in Czech has grammatical function. The fact that the word *stůl* has masculine form of gender has nothing to do with the characteristic of a table. In English the grammaticalized level of gender is obviously lower than in Czech. Foley and Hall (2003, 248) explain that gender in English can be considered natural, not grammatical and some words in English has no gender at all, such as most nouns for jobs, for example the word *doctor*. Natural gender represents words such as *mother* which is considered feminine gender, or *father* which is considered masculine gender. Some words in English include a suffix expressing the masculine gender such as the word *chairman*.

Slavic languages have three types of grammatical gender. They are masculinum, femininum and neutrum, moreover the masculine gender has an inner division into animate and inanimate nouns. To know the grammatical gender of nouns in a Slavic language is

important mainly for forming inflectional endings of nouns when using cases (Čermák 2011, 141).

3.3.1.3 *Number*

Both the English and the Czech category of number include two forms, which are plural and singular nouns. However they are not always same in English as in Czech, for example Czech nouns in singular can represent English pluralia tantum, e.g. *goods* (*zboží*) or *contents* (*obsah*). This feature occurs also the other way round, when a word is pluralia tantum in Czech and in English it is represented in singular, such as the word *clock* (*hodiny*) or *newspaper* (*noviny*) (Dušková 2012, 49).

3.3.1.4 *Determination*

Typical feature of the English language considering nouns is the category of determination, i.e. the need of articles. There are two types of articles in English - definite and indefinite articles. As Lucie Poslušná (2009, 31) explains, it is important to know, when to use the definite and when the indefinite articles. There are some basic rules that learners of English can follow to use articles in English correctly. Mistakes in the article usage in English are often made by Czech learners as the usage of articles in the Czech language is not obligatory.

3.3.1.5 *Countability*

Foley and Hall (2003, 249) explain the difference between countable and uncountable nouns on the examples of the words *computer* and *beauty*, where *computer* stands for a countable noun, because unlike the word *beauty*, it can be counted. Dušková (2012, 51) points out that grammatical level of countability differs from one language to another. Czech countability as well as English countability is grammatically visible with plurals *okurka* – *okurky*, but *zelenina* - **zeleniny*, *cucumber* – *cucumbers*, *importance* - **importances*. To express quantity with certain nouns, English in contrary to Czech distinguish between two groups of pronouns referring either to countable nouns (many, a few) or to uncountable nouns (much, a little), whereas Czech has only one (*málo*, *hodně*). Such as in the example : *many people* or *much meat*. The pronoun *much* together with the preposition *of* can be used also with countable nouns but it expresses a big part of something, such as in the example: *much of the garden* (Hewings 1999, 128).

Countability in English is also connected with using of articles, where the uncountable nouns are not used with indefinite articles (Dušková, 2012, 51).

Some nouns in English change their meaning based on countability. Martin Hewings (1999, 100) uses the example of the word *tin*. *The cupboard was full of tins*. In this sentence the word *tin* is used as countable and expresses metal food containers. *Bolivia is one of the world's largest producers of tin*. In this example the word *tin* is uncountable and expresses the metal.

3.3.2 Pronouns

Pronouns are words that can be used as substitutes for nouns (Yule 1996, 88). The types of pronouns recognized in English are not distinctive from the types of pronouns in Czech however some differences appear within these types. Types of pronouns are personal, possessive, reflexive, reciprocals, demonstrative, relative, interrogative and indefinite. Mistakes made by Czech in English pronouns will be described in the section of Common Grammatical Mistakes.

3.3.2.1 Reflexive pronouns

Lucie Poslušná (2009, 7) describes in her book the usage of reflexive pronouns and explains that if a person stands for both the object and the subject in one sentence, the object in the sentence is a reflexive pronoun. Alena Bednářová (2007, 132-133) points out that not all verbs that are reflexive in Czech are reflexive in English. She uses an example of the verb *affort* (*dovolit si*). There are also verbs used with reflexive pronouns in English for which the Czech equivalent requires reflexive pronoun as well, such as *to introduce oneself* (*představit se*). Alena Kuzmová (2010, 182) adds that some English verbs can have both equivalents with or without the reflexive pronoun in Czech, such as the example of the verb *change*, which in Czech could mean both *změnit* or *změnit se*. Reflexive pronouns in English can be used to emphasize, such as in the sentence *I must do it myself*. Where the pronoun *myself* is used to emphasize that the person must do something without any help.

3.3.2.2 Possessive pronouns

English unlike Czech distinguish between two types of possessive pronouns. The first type of possessive pronouns in English works as adjectives, since it stands before a noun and cannot stand alone. Example : *my, your, her* (Poslušná 2009, 6). These non-independent possessive pronouns have the function of determinants and similarly to adjectives they do not change according to gender or person – *my wish* (*mé přání*) *my failure* (*můj nezdar*). Possessive pronouns in English are used to refer to body parts, personal things or others where in Czech the possessive pronoun is not used at all, or is expressed by reflexive

pronoun, such as in the example *She pulled on her gloves (Navlékla si rukavici)* (Dušková 2012, 107). Possessive pronouns in English are also used to express the Czech pronoun *svůj* (Hnük von Wicher, Nádvorník 2007, 71). The other type of possessive pronouns is used independently in a sentence. Example : *mine, yours, hers*. Example to compare : *This textbook is mine. – This is my textbook.* (Kuzmová 2010, 76).

3.3.2.3 Indefinite pronouns

Indefinite pronouns can be found in Czech as well as in English. These pronouns refer to people, things, places or time without mentioning them directly. Examples can be the pronouns *somebody, something, somewhere, sometimes* but also *both, all, some* and *others* (British Council, 2014). An indefinite pronoun which doesn't have equivalent in Czech is the pronoun *one*, more specifically the Pro-N function of the pronoun *one*. According to Eva Tinková (2013, 91), the pronoun *one* has two functions; at first it substitutes a noun in both singular and plural form and in two meanings. It can be used with the meaning *ten* what is common after adjectives and demonstrative pronouns in singular. Example : *Which pullover do you want? I will take the green one.* The other meaning is *nějaký, jeden*. Example: *There are no towels in the hotel. You should take one.* The pronoun *one* with its function of substitution can be used only with countable nouns, with plural forms the pronoun is *ones* (Dušková 2012, 134). The second function of the pronoun *one* is its usage as general subject *One would think that petroleum prices would decrease* (Tinková 2013, 91).

3.3.3 Verbs

From the grammatical point of view, verbs in English are characterized by the categories of number, person, mood, voice, tense and aspect. Despite the fact that grammatical categories of verbs in Czech are similar to English ones, some differences in the usage might occur, as for example the usage and understanding of tense.

3.3.3.1 Tense + aspect

The problematic grammatical category of verbs is the criteria of tense, more specifically combinations of tense and aspect, as they are often used incorrectly. English can form 12 combinations out of 2 aspects (progressive, perfective) and three tenses (present, past, future). For the great number of tense-aspect combinations a lot of meaning varieties can be given (Veselovská and Emonds 2011, 70). Since Czech language doesn't have such amount of varieties, the wrong interpretations might occur. Problematic are for instance

translations of present perfect tense, which is often translated to Czech as referring to past. Tense can be understood as a grammaticalized time, but it must be noted that tense is only a simplified form of time and the two features don't always correspond and moreover their usage differ from one language to another, as can be seen in reported speech or time clauses, that will be described in the following subchapter.

3.3.4 Word order

English word order is strict in comparison to the Czech word order, which similarly to word orders in other Slavic languages is relatively flexible (Poslušná 2009, 48). Therefore individual sentence members can stand in various orders. In Czech there is the usage of cases important. Thanks to the case system, the sentence functions are clear. The forms nouns in an English sentence are not changing and this is why the word order is strict, the position of every word matters. English sentence must contain subject and predicate, whereas Czech sentence is correct and the meaning is clear with or without using the subject. Imperative sentence is an exception in English, there is no subject needed (Tinková 2013). Despite flexible word order there are some rules existent, for example demonstrative pronouns must stay in front of a noun in Czech (Černý 1998, 122-123). In Czech it is common to begin a sentence with a direct object such as in the sentence *Tu knihu jsem nečetl.*, whereas in English it is more common to begin a sentence with a fixed word order starting with a subject (Černý 1998, 125). The basic word order in English should be mastered by Czech learners of English to avoid mistakes. This word order consists of subject – verb – object – manner – place – time. Positions in a sentence of subject – verb – object can be changed with the formation of fronting (Him I wanted to see.), questions (Did you go there?), passive voice (It was done by Peter) and others.

3.3.4.1 Fronting and Inversion

An element can be shifted in front of subject when the phenomenon of fronting appears. Fronting is used to emphasize a certain word in a sentence such as in the sentence *Him I saw*, where the object (*him*) is moved in front of the subject (*I*). Fronting does not influence the rest of the sentence however it can be accompanied by inversion in the case of clausal negation with words that look positive but create negations such as *never*, *hardly* etc. *Never have I seen it* (Veselovská and Emonds 2011, 62). Fronting is visible also with the case of WH questions, where the WH element is fronted *What does she study?*. When describing the WH questions, it is important to mention that when a WH element appears in indirect question, the word order is not changed such as in *Can you tell me, what she*

studies?. Echo questions are also an example of WH questions where fronting does not appear *She studies what in Zlín?*. Fronting can appear also with conditionals such as in the sentence *Should you have problems, contact us*. In some cases a lexical verb can be shifted in front of the subject as well *Here comes the bus* or *There goes my father*. This Verb-Subject inversion can be seen also in direct speech *I love you, said John* (Veselovská and Emonds 2011, 70-71).

3.4 Common grammatical mistakes

In previous chapters the influence of a native language on a target language was explained as well as some grammatical features that differ from English to Czech. Since there are many areas in English grammar, where the phenomenon of Czenglish can be seen, the rest of the theoretical part will focus only on chosen grammatical phenomena causing problems for Czech learners of English.

3.4.1 Reported speech

Don Sparling (1989, 203) explains that the usage of reported speech causes problems for many Czech learners of English, since it requires the knowledge of sequence of tenses. Sequence of tenses can be defined as a reproduction of something that was said by another person. According to Alena Bednářová (2007, 227) the sequence of tenses is not limited only by the usage of reported speech, but it is also used in different types of object subordinate clauses. Such as in *He believed that he was at home*. Alena Bednářová explains that sequence of tenses varies according to languages; therefore there are also differences between Czech and English. If the main clause in English is in the past tense, the sequence of tenses is visible. In example *Paul said, he was tired* the correct Czech translation would be *Paul řekl, že je unavený*. Common mistake when translating to English is **Paul said, that he is hungry* (Poslušná 2009, 47). The main rule when using reported speech is that the subordinate clause is moving one step back, sentences of past perfect clauses and modals are not moving. When forming reported speech, speakers must not forget to change the adjuncts. For example in the direct speech we would use the phrase *yesterday*, but using this word in indirect speech in past tense, we must use *the day before yesterday* (Bednářová 2007, 228).

3.4.2 Mistakes in word order

Don Sparling (1989, 115) claims that leaving out subject in an English sentence is one of the most common mistakes made by Czech learners of English. He also suggests that

Czechs have problems with subject mainly when using inversion, which means placing the verb in front of the subject. Related to inversion the most problematic are the indirect questions (*I want to know where he is*), the negative adjuncts (*under no circumstances will I do this.*) and others. Starting a sentence with an adjective is also considered problematic for Czechs. In Czech it is common to begin a sentence with an adjective **Important is that everyone should be here*. Sparling (1989, 115) explains that an English sentence can also begin with an adjective but only when it is a part of a bigger unit. (*Interesting in this connection is the fact that ...*). Another problem considering wrong usage of the English word order is connected to the Czech case system as Czechs are used to exchange the position of subject and object (Sparling 1989, 269).

3.4.3 Time clauses

According to Lucie Poslušná (2009, 20), time clauses cause problems for Czech learners of English mainly because of the difference in the use of tenses. Eva Tinková (2013, 218) explains that after the usage of time prepositions in English, any of future tenses cannot be used. Whereas in a Czech time clause there is a future tense needed. Example : *I will call you, when I finish at work*. Correct Czech translation would be *Zavolám ti, až skončím v práci*. Troubles when using time clauses are caused also when it comes to preposition *until*. Czech clause after this preposition is negative, while in English the clause has to be positive. Time clauses are formed on the same basis as first conditionals in English, where the preposition *unless* often causes problems as there is again dissimilarity in polarity from Czech to English (Tinková 2013, 218).

3.4.4 Mistakes in the usage of reflexive pronouns

Don Sparling (1989, 200) explains that mistakes made when using reflexive pronouns happen when the reflexive pronoun is used only in one of those languages. He stresses that the most common mistakes are made when using verbs *concentrate, apologize, open, specialize, realize and imagine*. Common mistakes in English among Czechs are also connected with the emphasizing function of reflexive pronouns in English (*I did it myself.*), since in Czech there is the word *sám* used instead of reflexive pronoun and therefore it is often wrongly translated as *I must do it alone* (Bednářová 2007, 133-134).

3.4.5 Mistakes in the usage of possessive pronouns

Poslušná (2009, 6) explains that Czech learners of English often forget about the second type of possessive pronouns (*mine, yours*) in English and use the first type (*your, my*)

instead. Because there is only one type of possessive pronouns in Czech, it is correct to say *Ten pes je můj.* as well as *To je můj pes.* Therefore common mistakes occur when translating sentences with the second type such as *This is *my* instead of *This is mine.* Although the English version of this sentence **The dog is my* might sound natural to Czech learners of English, it is incorrect.

3.4.6 Countable/uncountable nouns

Don Sparling (1989, 57) explains in his book, which deals with common mistakes in English made by Czechs, the causes of mistakes in the usage of countable and uncountable nouns. He explains that some Czechs implement the rules of their mother tongue on English and use the uncountable nouns in English as if they were countable. For example the noun *advice* is uncountable in English, but its equivalent in Czech *rada* is countable (Sparling 1989, 57-58). Czech learners of English often form plural forms to nouns that are countable in Czech even though they are uncountable in English. Another problem considering countability is the usage of pronouns *some, any, no, much and many.*

3.4.7 Sensory verbs + adjectives

A verb in a Czech sentence is commonly followed by an adverb. It is the same in English with the exception of sensory verbs (*look, feel, smell, sound* etc.), which are followed by adjectives (Poslušná 2009, 11). It happens in situations when expressing a state not an action, it characterizes the subject not its activity. This difference causes problems for many Czechs as they often use adjectives instead of adverbs after a sensory verb. Example : *It looks good. (Vypadá to dobře).* On the other hand Sparling (1989, 257) suggests that the expressions *look well* and *feel well* can be used when talking about health conditions such as in the example *He is looking well after his operation.*

3.4.8 Negation

According to Lucie Poslušná (2009, 40), there are mistakes commonly made by Czechs when forming a negative sentence. She explains that it is caused, because two negative elements cannot be used in one English sentence as it is used in a Czech sentence. English negative sentence can be formed by a negative word such as *nothing, nobody* etc, or by a negated operator used in connection with words such as *anybody, anything.* Example: *I don't know anybody.* This sentence contains only one negative element in the form of a verb, whereas the Czech equivalent to this sentence which is *Neznám nikoho* contains two negative elements. Tinková (2013, 208) states that if a sentence doesn't contain a negative

pronoun, but a different part of speech such as a negative adjective, there can be two negatives used, such as in the sentence *It is not impossible.* (Tinková 2013, 208). English has also words that possess negative meaning and therefore must be used with a positive verb form. Question tag for such a sentence would be of positive polarity. “*Higher-ranking police officers rarely meet the public these days, do they?*” (Foley, Hall 2003, 91).

3.4.9 The Pro-N One

The pronoun *one* with its Pro-N function is used as a substitution for a noun in an English sentence. In Czech it is not needed, therefore grammatical mistakes often occur as the pronoun *one* is often forgotten. Example : *Který svetr chceš? Vezmu si ten zelený.* Common mistakes in translating to English would be **I will take the green.* This sentence in English would be considered incorrect as the pronoun *one* is missing there (Tinková 2013, 90).

II. ANALYSIS

4 QUESTIONNAIRE ON COMMON GRAMMATICAL MISTAKES IN ENGLISH AMONG CZECHS

Since the theoretical part deals with the causes of mistakes one of which is the interference and the forming of interlanguage, the phenomenon of Czenglish in terms of grammatical mistakes will be examined. The practical part of this thesis aims to observe if Czech learners of English make grammatical mistakes by implementing Czech grammar rules on English.

The research was made by a questionnaire that was given to Tomas Bata University students, whose major of study is other than English. A methodology of a questionnaire was chosen for the purpose of a great amount of respondents and for anonymity. The respondents were divided into two groups according to the length of learning English. Each group consists of 43 people. In the first group there are people who have been learning English for 5 to 10 years and in the second group there are people learning English for 11 to 16 years. This division was made in order to examine if Czechisms are more common in early stages of learning a foreign language. As for the statistical evaluation of the questionnaire, the total number of questionnaires to be analyzed is 86. There were 9 men and 77 women among respondents. Their age differs as among them are people older than 40 as well as people younger than 20. However, most of the respondents are from 20-30 years old.

The questionnaire consists of two exercises, each of which focuses on the grammatical phenomena described in the theoretical part. The first exercise contains all the grammatical phenomena stated above, which are reported speech, time clauses, word order, negation, using of reflexive and possessive pronouns, uncountable nouns, using of adjectives after sensory verbs and Pro-N one. The second exercise focuses only on more complex structures and therefore is made of a-d options, from which respondents are supposed to choose one correct answer. This form of exercise was chosen to see if learners of English use Czechisms even if they see the correct answer. These two exercises are compared at the end of the practical part. To avoid guesses that would not confirm the hypothesis, the respondents were asked in the introduction of the questionnaire not to guess the answer. Completing this questionnaire could take 10-15 minutes and to avoid looking up grammatical rules and asking friends for advice, the questionnaires were given to students during classes, where a teacher asked them to complete it.

To check possible correctness of respondents' translations, the British National Corpus databases will be used. In addition, various electronic dictionaries will be used to help analyze further mistakes and give definitions. The questionnaire is available in the appendices for better understanding of the research.

5 ANALYSIS OF THE EXAMPLES OF COMMON GRAMMATICAL MISTAKES MADE IN ENGLISH BY CZECHS IN THE EXERCISE OF QUESTIONNAIRE

The analysis is divided based on the questionnaire into two exercises. Each task of the questionnaire is analyzed in detail including evaluations of the questionnaire results. At the end of the analysis the results from both the exercises are put in contrast to see if Czechisms are more likely to appear in translations or also when the answers are showed. Moreover the analysis compares the two groups of the respondents examining if grammar errors are more common in early stages of language learning.

5.1 First exercise

In the first exercise the respondents were asked to translate sentences from Czech to English. Each of the sentences includes one of the problematic grammatical phenomena described in theoretical part in the chapter 4.4. The analysis deals with each of the sentences, firstly it states the grammatical phenomenon and explains its features, secondly points out and explains Czechisms detected in the respondents' translations along with their possible origins, and thirdly the evaluations of results are given. Mistakes in reported speech, word order, time clauses, uncountable nouns, negation forming, sensory verbs, using of Pro-N one and mistakes in reflexive and possessive pronouns usage are focused on in the first exercise. Although other grammatical errors possibly found in respondents' translations will be mentioned, they will not be taken into consideration when evaluating results, since this research focuses only on chosen grammatical structures and the influence of Czech.

Question 1 Chceš tuhle knihu? Ne, chci tu velkou.

This sentence represents the usage of the indefinite pronoun *one* with its function of substitution. The noun *book* must be either repeated in the English sentence, such as *No, I want the big book.* or substituted with a pronoun *one*. Based on this, the most appropriate and correct translation of the Czech sentence should be: ***Do you want this book? No, I want the big one.*** However, the research has proven that some Czech learners of English tend to forget to use the pronoun *one* and translate the sentence as *Do you want this book? *No, I want the big.* Neither is the noun repeated in this sentence, nor is the Pro-N *one* used, therefore the Czech interference is obvious as to omit a noun and finish a sentence

with an adjective is common and correct in Czech *Ne, chci tu velkou (knihu)*. What can also serve as evidence of Czech interference is the fact that most of the respondents who made the mistake of omitting the pronoun *one* and the noun, used the article *the*, what might signal their awareness of the need for a noun in the sentence as the articles in English are used with nouns.

Czechisms were observed by 30% of people, who has been studying English for more than 11 years and by 35% of respondents studying English for 5-10 years. Nevertheless, it should be noted that 21% of both the groups chose a different way how to express this sentence such as by repeating the noun *Do you want this book? No, I want the big book*. Although this translation is grammatically correct, the aim of the task was to translate the sentence by using the Pro-N *one*. These answers are therefore counted as other options in this research. Correct translations with using the Pro-N *one* were seen by 49% of the first group respondents (11-16 years of learning English) and by 19% of the second group respondents (5-10 years of learning English).

Despite the fact that the questionnaire evaluation counts only with mistakes made in Pro-N *one* omitting, there were several other mistakes detected. Among them for example wrong usage of articles **I want this a big book*, or mistakes related to the verb *want* as it doesn't require the preposition *to* when it is followed by NP's **I want to a big one*. However, these mistakes are not assumed to be the case of Czenglish.

Question 2 Nevím, jak se jmenuješ.

This sentence was chosen as an example of common mistakes in word order, since it contains a WH element in an indirect question that is often structured incorrectly. An indirect question can be understood as a question included in another one or in another statement, where the subject must always be followed by a verb (Foley and Hall 2003, 99). In a direct question *What is your name?* the inversion can be observed as object stands in the initial position and subject is the last element in the sentence. However, when there is a WH element in an indirect question, it is fronted, but there should be no inversion used. Therefore the correct translation of the Czech sentence should be ***I don't know what your name is***. In the subordinate clause of the sentence (*what your name is*), it can be seen that the subject precedes the verb in omega position as used with indicative mood. The most frequent translation of the sentence by the respondents was **I don't know, what is your name*, where the influence of Czech language can be observed, since the indirect question

in Czech is formed on the same basis as the direct one, therefore the sentence *Nevím, jak se jmenuješ* or *Nevím, jaké je tvoje jméno* is correct.

Besides the incorrectly used inversion, there were two more Czechisms detected in the sentence. The first one noticed was a mistake in possessive pronouns usage as some respondents wanted to translate the sentence as *I don't know the name of yours* but used **I don't know the name of your* instead. Another Czechism detected was of lexical level as some of the respondents incorrectly used *how* instead of *what* such as used in the Czech question *Jak se jmenuješ?* (**How is your name?*).

Wrong usage of English word order with the influence of Czech, when translating this sentence, was made by 60% of the respondents from the first group and 65% of respondents from the second group. However 21% of respondents from the first group and 26% of the respondents from the second group chose another way how to translate this sentence such as *I don't know your name*. Therefore correct answers were noticed only by 19% of respondents from the first group and only 9% of the second group.

Question 3 Řekla, že je nemocná.

This sentence is an example of reported speech. Since the main clause is in the past tense, the sentence requires sequence of tenses which differs from English to Czech. The speaker of this sentence said in the past that he was sick in the past, which is in Czech expressed with a present tense. However, in English the tense must be shifted one step back to the past and therefore the past tense should be used. The correct translation of this sentence therefore should be *She said that she was sick*.

The research has shown that the usage of reported speech belongs to the most problematic parts of English grammar for Czech learners as only 16% of the second group and 12% of the first group respondents translated the sentence correctly. The most common translation of the respondents was **She said, that she is sick*. where Czechisms appeared, since the respondents used the present tense as used and required in the Czech sentence. In total from both the groups, Czenglish in using of reported speech was proven by 86% of respondents.

When translating this sentence, not only mistakes in the usage of reported speech, but also other Czechisms were found, among them for example wrong usage of the verb *to say*. Some answers seemed to be translated directly from Czech, such as **She said me that she is sick*. Here it can be seen that the respondents could not distinguish between the verbs *to tell* and *to say* and forgot to use the verb *to say* with a preposition *to* such as *She said to*

me, she was sick or *She told me she was sick*. Other Czechisms were seen in answers such as **She said, that is ill*. Here the omission of subject in the subordinate clause can be seen, which is, as explained in the theoretical part, possible in the Czech language. Another Czechism contained in this sentence is the incorrect usage of punctuation, where many respondents put a comma in front of the conjunction *that*, which is required in Czech, but considered incorrect in English.

Question 4 Kdy byl postaven ten dům?

This sentence was chosen as another example of problematic word order to confirm that mistakes often appear when structuring a sentence in English. It contains a WH element *when*, and inversion due to a question and passivization. The subject in the Czech sentence is shifted to the end of the sentence, what is grammatically correct in Czech. Nevertheless, English word order requires subject to stand right after verb in omega position. Correct translation of this sentence should be ***When was the house built?*** Czenglish is therefore visible in translations like **When was built the house?* This might seem as a direct translation from Czech as the passivized verb, which in English morphology consists of *be + en*, in this case *was + built*, is not divided and subject stands at the end of the sentence. This answer was seen by 65% from the first group and 60% of respondents from the second group, 2 people did not answer. The correct word order was used by 30% of the respondents from the first group and 40% from the second group.

Besides the wrong usage of word order in this sentence, there were some other errors found out. However, these errors are not supposed to be made due to the influence of Czech. Among these errors there was for example wrong forming of irregular verbs in passive. Majority of the respondents wrote **was build* instead of *was built*. Other mistakes were connected to confusing words such as *where* and *when* or using the auxiliary *do* instead of the auxiliary *be* when forming passive, such as **When did the house built?*

Question 5 Ten pes je její.

The aim of this question was to show that Czenglish often appears in the usage of possessive pronouns. Due to the fact that the possessive pronoun *její* is not followed by a noun in this sentence, the second type of English possessive pronouns should be used. In Czech unlike English, the form of the pronoun *její* does not change depending on a position in the sentence. The correct translation should be ***The dog is hers.*** Where the

pronoun *hers* represents the second type of possessive pronouns in English, which cannot stand in front of the noun **This is hers dog*.

Supporting the assumption of possessive pronouns being difficult, the research has shown that only 16% of the respondents from the first group and only 5% of the respondents from the second group translated this sentence correctly. However, 30% of the respondents in total chose another way how to express this sentence such as *This is her dog*, where they rather used the first type of possessive pronouns preceding a noun. Czenglish was proven by 72% of respondents from the first group and 77% of the second group. All of them suggested the pronoun *her* to have only one form as it is in Czech and translated the sentence as **The dog is her*.

Question 6 Cítím se dobře.

This sentence should have proven that Czech learners of English often use adverbs instead of adjectives after sensory verbs as was suggested in the studied literature. The correct translation of the sentence should be *I feel good*. The suggested wrong answer of respondents had been **I feel well*. However, most of the respondents (86% in total) translated the sentence in a correct way. Czenglish was therefore proven in this example only by 12% of the first group respondents and 14% of the second group respondents, whose answer was *I feel well*.

Question 7 Dal mi dvě rady.

In this case respondents were asked to translate a sentence containing a Czech countable noun *rada* in plural to English. Since the English equivalent *advice* is uncountable, problems occurred. Forming a regular plural form with the inflectional morpheme *-s* **advices* would be incorrect. Quantity of uncountable nouns in English can be expressed by words like *some/any/no* or with constructions *two ... of* (BBC, 2015). The correct answer therefore should be *He gave me two pieces of advice*.

The research has proven that the noun *advice* is difficult to use for Czech learners of English, since the Czech influence was seen by 70% of respondents from the first group and 77% of the respondents from the second group. These people formed a regular plural as it is in Czech. However, it should be noted that 23% of respondents from the first group and 30% from the second group recognized the uncountable noun and translated the sentence without a plural form such as *He gave me two advice*. Correct answer using the

form *two pieces of advice* was seen only by 2 respondents out of 86. When evaluating the questionnaire, translations without the plural form of *advice* will be counted as correct.

Question 8 *Já sám jsem to zkusil.*

This sentence was chosen to show that the emphatic function of reflexive pronouns is problematic for Czech learners of English. The correct translation of this sentence should be *I myself tried it.* as the aim of the sentence is to emphasize the subject.

Czechisms appeared when respondents translated the sentence incorrectly using the word *alone* which in Czech (*sám*) is used for both to emphasize and to express that there was nobody else. Correct translation was seen only by 26% of respondents from the first group and 26% of respondents from the second group. However, most of the respondents recognized that *alone* should not be used and tried to use a reflexive pronoun, but in a wrong way, or better say with a different meaning such as *I tried it by myself.* This sentence is grammatically correct, yet it has a different meaning, since it emphasizes more the action than the subject. It basically means the same as *I did it alone.* There were also answers with neither the reflexive pronoun, nor the word *alone.* These respondents mostly translated the sentence as *I did it on my own,* what again means *I did it alone* (with no help). The meanings of *by myself* and *myself* often seem confusing. The difference therefore should be explained. *By myself* or *on my own* is used referring to the action as it was done with no help; the agent of the sentence did it alone. In contrary to this, *myself* is used to emphasize the subject of the sentence. The sentence *I myself tried it.* emphasizes that it was me who tried it (Cambridge Dictionaries Online, 2015). Another correct translation with the same meaning would be *I tried it myself.*

Czechisms with the translation as *alone* instead of *I myself* were seen by 40% of respondents from the first group and 23% of respondents from the second group. Nevertheless, 35% of the first group and 56% of the second group didn't answer correctly or used forms like *by myself* or *on my own.*

Question 9 *Nikoho tady neznám.*

This sentence was chosen to show if Czechisms appear when forming negative sentences in English. The Czech sentence contains two negative elements – the object *nikoho* and a negated verb *neznám.* Although it is correct in Czech, a direct translation to English **I don't know nobody here* would be considered incorrect as English requires only one

negative element in a sentence. Therefore to translate the sentence correctly either *nobody* + positive operator or negated operator + *anybody* must be used.

Czechisms were seen by 19% of the respondents from the second group and 33% respondents of the first group. These respondents used two negative elements in the sentence as it is used in Czech and translated the sentence as **I don't know nobody here*. However, most of the respondents (67% from the first group and 81% from the second group) translated the sentence correctly and used only one negative element. Their answers were either *I know nobody here* or *I don't know anybody/anyone here*. Both *anyone* and *anybody* are correct as the meaning is the same, only *anyone* is a bit more formal than *anybody* (Cambridge Dictionaries Online, 2015).

Question 10 Přijedu v 6, pokud nebude zácpa.

The last task of the first exercise seemed to be the most complicated for respondents. This exercise contains the first conditional clause, which in this research is counted together with time clauses as they are formed on same grammatical patterns. The first conditional clause refers to a condition in the future that is likely to happen. The difference in time clauses and first conditions states only in the meaning, when the time clauses express that something will happen for sure, whereas first conditionals express that something is likely to happen. The conjunction *unless* itself expresses negative meaning and therefore the following verb must be used with positive polarity. However, in Czech there is a negated verb required. Another difference from Czech to English besides negated verbs is the change in tenses. First conditionals as well as time clauses require present tense after a conjunction, whereas in Czech there is future tense used in both the main and the subordinate clause. The suggested translation was *I will come at 6, unless there is a traffic jam*. *Unless* can be called a conditional conjunction, therefore it can be suggested that *unless* equals *if not*. Since there was not translation formed with the conjunction *unless*, the translations, where respondents used a present tense after a conjunction such as *I will come at 6, if there is no traffic jam*, were considered correct. Czechisms in this exercise are visible by the respondents who translated the sentence with future tenses in both the main and the subordinate clauses as it is used in Czech, such as **I will come at 6, if there will be no traffic jam*. Using *will* after *if* in the first conditional is regarded as incorrect in English, if it is not a polite request.

Correct translation of this sentence was seen by 16% of the respondents from the first group and 33% of the second group. Czechisms were seen by 51% of the first group and

44% of the second group, when respondents used two future tenses in one sentence. The rest of the respondents translated the sentence with other mistakes in tenses that are probably not caused by interference, for instance they used the past tense instead of the present tense (in Czech it would be the future tense). If all wrong translations should be counted including Czechisms, then 67% of the respondents from the first group and 84% from the second group weren't able to form the first conditional with a present tense following *if*. Only mistakes connected to exchanging of tenses were taken into consideration.

5.1.1 Evaluation of the first exercise – the first group in contrast with the second one

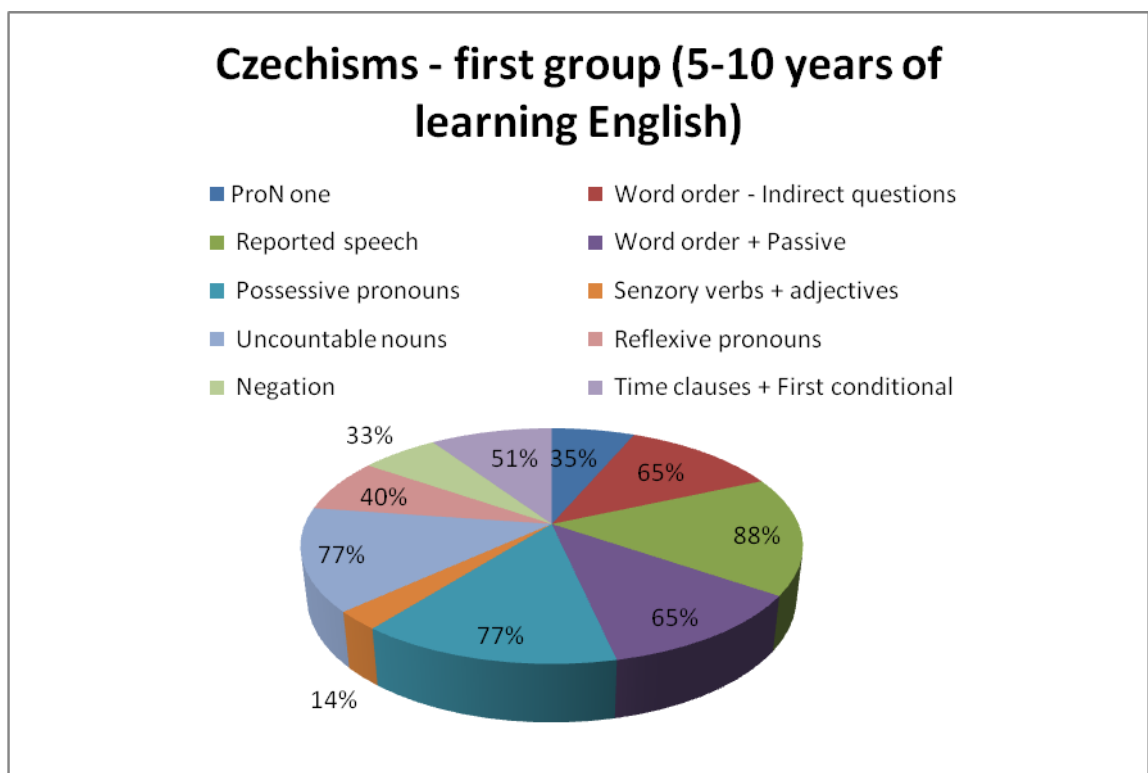


Figure 1 Czechism detected in translations of the first group respondents

In the first graph, the evaluation of results from the first group respondents in percentage can be seen. Although there were other grammatical errors found out as well as translations without the observed grammatical phenomena, this graph shows only errors caused by interference of Czech language on English. The first group respondents' results are supposed to contain more Czechisms, as these people have been learning English from 5 to 10 years.

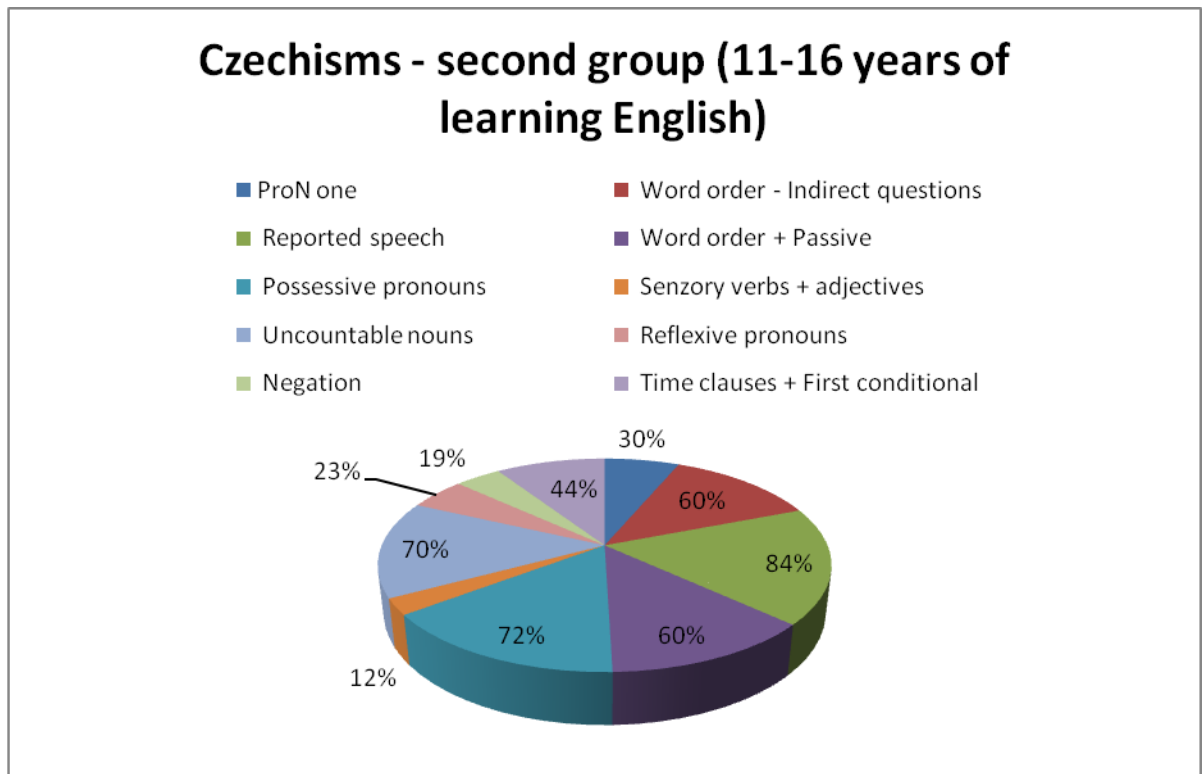


Figure 2 Czechisms detected in translations of the second group respondents

The second graph shows the percentage of Czechisms detected in translations of certain grammatical phenomena of the second group respondents. These people have been learning English from 11 to 16 years and therefore their results are expected to be better.

However, looking at the results from the first group in contrast with the second group, the differences in percentages are not as big as was expected. Moreover if the results of each grammatical phenomena are observed, it can be noticed that Czech grammar was implemented on English the most, when using reported speech. The percentages show that for both the groups the most Czechisms appear in reported speech, in using of possessive and reflexive pronouns, in using of uncountable nouns and in forming correct word order in English. This comparison shows that Czechisms disappear with stages of development only slightly.

5.2 Second exercise

The task of the second exercise was to choose one correct answer from options a.-d. Sentences were again formed based on the chosen grammatical phenomena described in the theoretical part and examined in the previous exercise. This exercise consists of 5 tasks each of which includes one grammatical structure that is expected to be the most

complicated for Czech learners of English. The purpose is not only to confirm the results from the first exercise but also to show if respondents tend to choose the Czenlish answer even if the correct answer is exposed among the options. Analyzing the answers, similarly to the first exercise, the grammatical phenomenon found in the sentence will be stated, Czechisms in the options will be explained and evaluation of the results will be given. Moreover the possible grammatical correctness of other options will be discussed.

1. He: I will come from work at 5 o'clock. He said that...

- a. He will come from work at 5.
- b. He would come from work at 5.**
- c. He comes from work at 5.
- d. He came from work at 5.

This task refers to the usage of reported speech. Respondents were asked to find one correct answer from options a. - d. according to the assignment consisting of a sentence in direct speech and a half-built sentence to be completed. Since the reporting verb *to say* is in the past tense, in the following clause there is a shift in tenses needed, where *will* must change into *would*. Unlike English, in Czech there is no difference between direct and indirect speech in terms of tenses, therefore the reported clause in Czech would be formed with the future tense *Řekl, že přijde v 5.*

Considering the options, only the option b. ***He would come from work at 5.*** can be seen as appropriate and correct, since *would* is correctly used instead of *will*. Option d., which would be *He said that he came from work at 5.* can be considered grammatically correct as well, but the meaning doesn't refer to the future as was assigned in the task. To make this answer suitable, the assignment must be changed into: *He comes from work at 5. He said that ...* Moreover, if the main clause were in the present tense, options a. and c. would be possible as well. Option a., which would be *He says that he will come from work at 5.* and option c. *He says that he comes from work at 5.* show that if the present tense is used in the main clause, no tense shift is needed and *will* can be used. In option c. the speaker expresses that he comes from work regularly at 5, which also does not refer to the future. Czech influence can be observed in option a. **He said that He will come from work at 5.* where the reported clause is incorrectly used with *will* forming a normal future tense, therefore this sentence might seem to be a direct translation from Czech.

Czechisms in this exercise were seen by 51% of the respondents from the first group and 37% of the second group. However, correct answer was seen only by 28% of the

respondents from the first group and 33% of the second group. The rest of the respondents chose other incorrect answers.

2. Potřebuji více informací.

a. I need more information.

b. I need more informations.

c. I need most information.

d. I need most of information.

The noun *information* is an example of an uncountable noun in English, whose equivalent in Czech is countable. Even though the word *information* in this sentence is used with plural meaning, the form of the word must be used in singular, since to create a plural form with inflectional morpheme *-s* such as **informations* would be incorrect. To express quantity, this word may be used with *much/little/some/any/no* such as *I found some useful information* or it can also be used with phrases such as *a piece of information* or in plural *two pieces of information*.

From the options a-d, only the option a. *I need more information*. represents a correct translation of the Czech sentence. Despite the fact that option c. *I need most information* is grammatically correct, it cannot be considered an appropriate answer, since the meaning of the English sentence, which in this case stands for majority of information, does not correspond with the meaning of the Czech sentence. Option d. **I need most of information* would not be incorrect, if there is an article used such as *I need most of the information*. (Macmillan Dictionary, 2015). Option b. **I need more informations* contains a mistake as the noun *information* doesn't have a plural form in English. This option can therefore be seen as influenced or directly translated from Czech, since the word *informace* in Czech is countable forming a regular plural such as *jedna informace (one information)* and *pět informací (*five informations)*.

Option b. representing a Czenglish answer was chosen by 65% of the respondents from the first group and 44% from the second group. In total Czechisms were seen by 55% of the respondents. By the rest of the respondents the correct option a. was chosen.

3. Chci se omluvit za pozdní příchod.

- a. I want to apologize myself for coming late.
- b. I want myself to apologize for coming late.
- c. I want to apologize me for coming late.
- d. **I want to apologize for coming late.**

In this task, the respondents were asked to find a correct translation of a Czech sentence containing a verb that in Czech requires a reflexive pronoun (*omluvit se*). The verb *to apologize* was chosen since it cannot be used with reflexive pronoun in English, therefore Czenglish might appear. Furthermore the verb *to apologize* in English requires a certain structure, which is formed of a preposition + noun/verb+ *ing* (Brook-Hart 2008, 167).

The right translation of the Czech sentence is the option d. ***I want to apologize for coming late*** as there is no reflexive pronoun used. Moreover this answer corresponds with the expected structure - verb *apologize* + preposition *for* + verb + *ing coming late*. All the other options are incorrect. Czechisms can be seen in options a. and c. as there is the verb *to apologize* used with a reflexive pronoun *myself*.

The right option was chosen by 58% of the first group respondents and 49% of the respondents from the second group. Considering options a. and c. as Czenglish answers, Czechisms were seen by 26% of the respondents from the first group and 37% of the second group.

4. Zavolám ti, až přijdu domů.

- a. I will call you when I will come home.
- b. I call you when I will come home.
- c. **I will call you when I come home.**
- d. I would call you, when I will come home.

This sentence contains a future time clause, which is a clause introduced by a time conjunction, in this case *when*. As mentioned above time clauses in English are structured on the same patterns as first conditionals. The future tense is required in the main clause, and unlike Czech, the subordinate clause, which is introduced by a preposition, must be formed with the present tense. Czech time clauses in contrary require both the main and the subordinate clause in the future tense.

All things considered, it must be assumed that the only correct answer of this task is the option c. ***I will call you when I come home*** as there can never be two future tenses in an English time clause. Czech influence on English can be seen in option a. *I will call you*

when I will come home. as both the subordinate and the main clause contain a verb in the future tense. Options b. and d. are both incorrect. Moreover option d. contains one more Czechism, which is the comma used in front of the subordinate clause. By contrast, if a sentence in English begins with a subordinate clause it must be followed by a comma *When I come home, I will call you.* Mistakes in punctuation are common due to the difference in their usage. Czech language has different rules and commas are used in both these cases. Respondents, whose answer was b. *I call you when I will come home,* seemed to be aware of the fact that English time clauses require only one future tense, but the main clause and subordinate clause were mistaken by them.

The structuring of time clauses in English was expected to be complicated for Czechs as suggested by the studied literature. However, 60% of the respondents from the first group and 79% of the respondents from the second group chose the right answer. Czechisms were seen only by 16% of the respondents from the first group and 9% from the second group. The rest chose other incorrect answers.

5. Nic jsi neřekla.

- a. You didn't say nothing.
- b. You said anything.
- c. You didn't say anything.**
- d. You didn't say something.

In this task, respondents were asked to translate a Czech sentence containing two negative elements as it is normally formed in Czech to create a negative meaning of the whole sentence. By contrast to use two negative elements in an English sentence would be considered incorrect.

Following the rules of one negative element in a sentence, only the option c. ***You didn't say anything.*** can be considered correct. This sentence is formed with a negated operator and an indefinite pronoun *anything*, which doesn't form a negative meaning itself, but is used with negative verbs to create a negative meaning of the whole sentence. *Anything* is used in questions as well to form a meaning of *something*. Czech influence on English can be seen in option a., where the sentence consists of two negative elements – a negated operator + lexical verb *didn't say* and a negative pronoun *nothing*. Although the option b. can be considered grammatically correct as well, the answer is false due to its meaning that is not similar to the Czech sentence. The meaning of *You said anything.* is positive as the pronoun *anything* forms a negative statement only with a negated operator.

Although this grammatical difference from Czech to English seems complicated, correct answer was seen by 65% of the respondents from the first group and 77% of the second group. Czechisms were seen only by 12% of the respondents from the first group and 5% from the second group. The rest of the respondents chose other options.

5.3 Comparing results

The first group respondents (5-10 years of learning English)						
Observed grammatical phenomenon	first exercise			second exercise		
	Czechisms	correct	others	Czechisms	correct	others
Negation	33%	67%	0%	12%	65%	23%
Reflexive pronouns	40%	26%	34%	26%	58%	16%
Reported speech	88%	12%	0%	51%	28%	21%
Time Clauses + first conditional	51%	16%	33%	16%	60%	24%
Uncountable nouns	77%	23%	0%	65%	35%	0%
The second group respondents (11-16 years of learning English)						
Observed grammatical phenomenon	first exercise			second exercise		
	Czechisms	correct	others	Czechisms	correct	others
Negation	19%	81%	0%	5%	77%	18%
Reflexive pronouns	23%	21%	56%	37%	49%	14%
Reported speech	84%	16%	0%	37%	33%	30%
Time Clauses + first conditional	44%	33%	23%	9%	79%	12%
Uncountable nouns	70%	30%	0%	44%	56%	0%

Table 1 Comparison of errors (Own research)

Some of the studied grammatical phenomena were examined in both the exercises. This table gives the results from each of them in contrast. The column “others” in the table represents other mistakes or other versions of translating that are not connected to Czechisms. The column “correct” represents the expected correct translations that include the examined grammatical phenomena. Translations without the examined phenomena such as *I don't know your name* as seen in the first exercise are counted in the column “others”. The column “Czechisms” contains answers influenced by Czech language.

In this table it can be seen that Czechisms are more likely to appear when translating from Czech to English than when choosing correct translation from given options. For example, when using time clauses and first conditionals, Czechisms in the first exercise were seen by 51% of respondents from the first group, but in the second exercise only by 16% of respondents. Similarly in the second group, where 44% of respondents translated

the sentence with the influence of Czech and in the second exercise there were only 9% of such answers. The only examined grammatical phenomenon, where the percentage of correctness is lower in the second exercise, is the phenomenon of negation. This is caused by the other options as 23% of respondents from the first group and 18% of from the second group chose other options in the second exercise such as *You said anything*.

CONCLUSION

The main aim of the Bachelor Thesis was to examine if Czech learners of English make grammatical mistakes due to the influence of their mother tongue. In order to prove Czensh mistakes, several grammatical phenomena such as reported speech, time clauses and first conditionals, the use of possessive and reflexive pronouns, uncountable nouns, negation, the use of sensory verbs and the Pro-N One and structuring of word order were studied.

The purpose of the theoretical part was to show on which basis mistakes are made. The process of learning a foreign language was explained in comparison to acquiring a language as a mother tongue and learning strategies and styles were mentioned to suggest a way how to learn languages effectively and help avoid making mistakes. Moreover mistakes related to foreign language learning were explained together with their causes one of which is the interference. As the Bachelor Thesis dealt with Czensh,, interference and the formation of an interlanguage was focused on in the practical part. To understand why mistakes appear in the chosen grammatical phenomena, the theoretical part dealt with grammar as such, and typical differences between English and Czech grammar were explained.

The practical part, which was made by an analysis of a questionnaire, dealt with grammatical mistakes connected to Czechisms. The analysis was divided into two exercises according to the questionnaire and the respondents were divided into two groups according to the length of learning English. These groups were studied to see if the influence of a mother tongue on English disappears with further development of language skills. However, this assumption was not proven as the difference between the first and the second group in amount of mistakes connected to Czechisms was very small.

Moreover the analysis compared the first exercise with the second one in order to see if Czechisms are more likely to appear when translating from Czech to English or when choosing from given options. Except the usage of sensory verbs, where the amount of detected Czechisms was less than 20% in both the groups, all other grammatical phenomena contained more than 30% of Czensh mistakes in the first exercise. The usage of reported speech, uncountable nouns and possessive pronouns seemed to be the most problematic, since mistakes containing Czechisms were seen by more than 70% of the respondents from both the groups. As was suggested, the amount of mistakes decreased in the second exercise where five of the phenomena also included in the first exercise were

studied. On the basis of this research, the assumption that Czenglish mistakes are more common, when translating from Czech to English and less probable, when correct answers are exposed, was confirmed.

As was mentioned in the introduction, although non-native learners of English learn English for many years, they tend to implement grammar rules of their mother tongue when producing English. Studying two groups of respondents one of which consisted of Czechs learning English for more than 10 years, the assumption that Czech learners of English use Czech grammar rules in English was proven. Being aware of grammatical phenomena in which Czechisms often appear might help to avoid making Czenglish mistakes.

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TABLE LIST

Table 1 Comparison of errors (Own research) 48

FIGURE LIST

Figure 1Czechism detected in translations of the first group respondents 42
Figure 2Czechisms detected in translations of the second group respondents 43

APPENDICES

PI Questionnaire

APPENDIX P I: QUESTIONNAIRE

Dobrý den,

Jmenuji se Kateřina Borecká. Jsem studentkou oboru Anglický jazyk pro manažerskou praxi na fakultě humanitních studií Univerzity Tomáše Bati ve Zlíně. Tento dotazník je součástí mé bakalářské práce. Dovolte mi tedy se na Vás obrátit s prosbou o vyplnění tohoto dotazníku, který slouží k analýze častých gramatických chyb Čechů v angličtině.

Otazník je anonymní, všechny Vámi poskytnuté informace použiji pouze pro účely své bakalářské práce. Jeho vyplnění Vám zabere přibližně 15 minut. V dotazníku vždy vyberte jednu odpověď. Pokud si nejste jisti odpovědí u druhého cvičení, raději netipujte. V otevřených otázkách Vás žádám o překlad daných vět.

Předem Vám děkuji za Váš strávený čas při vyplňování tohoto dotazníku.

1. Jste:

- a. Muž
- b. Žena

2. Kolik je Vám let?

- a. 15-20
- b. 21-30
- c. 31-40
- d. více

3. Více Nejvyšší dosažené vzdělání ?

- a. Základní vzdělání
- b. Středoškolské vzdělání s výučním listem
- c. Středoškolské vzdělání s maturitou
- d. Vysokoškolské vzdělání

4. Kolik let se učíte anglicky?

Cvičení 1. Přeložte :

1. Chceš tuhle knihu? Ne, chci tu velkou.

.....

2. Nevím, jak se jmenuješ. (What is your name?)

.....

3. Řekla, že je nemocná.

.....

4. Kdy byl postaven ten dům?

.....

5. Ten pes je její.

.....

6. Cítím se dobře.

.....

7. Dal mi dvě rady. (rada = advice)

.....
8. Já sám jsem to zkusil.

.....
9. Nikoho tady neznám.

.....
10. Přijedu v 5, pokud nebude zácpa. (zácpa = traffic jam)
.....

Cvičení 1. Vyberte jednu správnou odpověď :

1. He: I will come from work at 5. He said that....

- a. He will come from work at 5.
- b. He would come from work at 5.
- c. He comes from work at 5.
- d. He came from work at 5.

2. Potřebuji více informací.

- a. I need more information.
- b. I need more informations.
- c. I need most informations.
- d. I need most of informations.

3. Chci se omluvit za pozdní příchod.

- a. I want to apologize myself for coming late.
- b. I want myself to apologize for coming late.
- c. I want to apologize me for coming late.
- d. I want to apologize for coming late.

4. Zavolám ti, až přijdu domů.

- a. I will call you when I will come home
- b. I call you when I will come home
- c. I will call you when I come home.
- d. I would call you, when I will come home.

5. Nic jsi neřekla.

- a. You didn't say nothing.
- b. You said anything.
- c. You didn't say anything.
- d. You didn't say something.