Frequent Grammar Mistakes Made by English for Business Administration Students

Ivana Vořechovská

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav moderních jazyků a literatur
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doc. Ing. Anežka Lengálová, Ph.D.
děkanka

L.S.

PhDr. Katarína Nemčoková, Ph.D.
ředitelka ústavu

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2

ABSTRAKT

Tato bakalářská práce se zabývá nejčastějšími gramatickými chybami v psaném a mluveném projevu studentů oboru Anglický jazyk pro manažerskou praxi. V teoretické části se zabývám problematikou osvojení cizího jazyka, definicí chyby a kategorizací vybraných druhů chyb. Praktická část se zaměřuje na analýzu psaného a mluveného projevu studentů a následné vyhodnocení nejčastějších gramatických chyb.

Klíčová slova: chyba, jazyk, student, anglický jazyk, gramatika, psaný projev, mluvený projev

ABSTRACT

This bachelor thesis deals with the most frequent grammar errors made by English for Business Administration students. The theoretical part is focused on the issue of learning foreign language, definition of error and categorization of major types of errors. The practical part deals with analysis of written and spoken language of students and analysis of the most frequent grammar errors.

Keywords: error, language, learner, English, grammar, written language, spoken language

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CONTENTS

INTRODUCTION

English is one of the languages which are learned as a foreign language the most. Obviously, it is natural to make an error in the case of learning something new. However, some errors persist even after several years of learning English.

This bachelor thesis focuses on the issue of persistent errors in grammar made by students of English for Business Administration at Tomas Bata University in Zlin. For the purpose of this bachelor thesis I have created a corpus consisting of essays, synopses and audio-recordings of students' presentations. The thesis is divided into theoretical and practical part.

In the theoretical part I deal with English language in general, second language learning, definition of error, error detection, location and description and categorisation of major types of errors such as misspellings, lexical errors, grammar errors, interlingual and intralingual errors, etc.

Regarding the title of my bachelor thesis, the practical part is focused on the analysis of the grammar errors. For my analysis I have chosen seven types of grammar errors, namely errors in subject and verb agreement which I have further divided into subject and verb agreement in number (breaking the rule of singular subject − singular verb form, plural subject − plural verb form) and subject and verb agreement in person (breaking the rule of third person singular and use of − s/ − es verb form), use of articles, use of the wrong form of verb, use of accurate tense, dropped subject and errors in word order. Every type of the grammar error is accompanied by the relevant example which occurred in the analysed text or recorded presentation.

Firstly, I have analysed grammar errors in written language and then grammar errors in spoken language. Analysed categories of the grammar errors are the same in written and spoken language. The last chapter briefly summarizes the findings and compares them.

I.   THEORY

1   ENGLISH LANGUAGE AND ITS USE

1.1   English language

Nowadays, the English language is widely spread across the world and it is used as native language or as second language in many countries. There are certain criteria which can be used when importance of English language is scrutinized. Firstly, it is the number of speakers using language. Approximately, more than four billion people speak English. Secondly, the dissemination of language plays an important role. This means in how many countries the language is used. English is an official language in 56 states. The third criterion is the functional load of English language, in other words it means whether for example science or literature is valuable in the world (e.g. Shakespeare). The last point is economic and political criterion. Basically it means how much people who speak English influence the world's economic and political matters. (Quirk 1985, 3)

1.2   English as native and non-native language

English language can be acquired in different ways. It can be learned naturally as a **native language** from parents and surroundings. In this case, it is the **primary language** of the speaker. English can be also learned as a **non-native language**. It means that speakers learn English or other languages which are not their native language. They add some **additional language** to their mother tongue. (Quirk 1985, 4)

There is also the term **second language** which is used when some percentage of people living in country speaks English. As for example in Belize, its inhabitants speak several languages, but only English is the official language and it has commercial, social, political, legal and educational functions. (Quirk 1985, 5)

There exists also the term **foreign language**, and this kind of language is used by people to communicate with others who are not from their state. Nowadays, English is commonly learned as a foreign language the most in many countries. Everybody is aware of the importance of English as the most used language in the world, and children are taught English from the earliest years of life. (Quirk 1985, 5)

1.3   English as intranational and international language

In case that English is used for communication between people inside the same state, we spoke about **intranational language**. For example English is an intranational language for people living in the United Kingdom. But on the other hand, for visitors from Spain who are in the United Kingdom on vacation, English serves as an **international language**. In other words, it serves as a "medium of communication" among people who do not come from the same state and need to intercommunicate somehow. (Quirk 1985, 4)

1.4   Foreign language learning paradigms

It is obvious, that at the very beginning of the process of learning, learners do not know almost anything about second language. It is natural to make errors in this very beginning phase, because learners have no or only very little information and knowledge about foreign language. They perfectly acquire only their mother tongue.

After some time of practising and learning a foreign language, it can be said that the learner moves to the next step in his process of acquiring it. This next step can be described as **inter-language** which means halfway position between knowing and not knowing the target language and learners' ability to acquire second language. (James 1998, 3)

The inter-language is basically used by a certain group, for example students of the English class. They use inter-language to communicate among each other. They perfectly understand what the classmate says because they are approximately at the same level of English. (Richards 1974, 89)

The process of learning a foreign language is very individual. It cannot be said that learning English lasts for example five years. Every person has different motivation, perseverance, aptitude, etc. (Richards 1974, 88)

It takes a long time until one can say that he/she acquires a foreign language. There are many things which the learner has to take into consideration, especially in English. Learner has to go through many branches which have to be learned progressively and carefully, e.g. **phonology** (rules for sounds), **graphology** (in case of writing - symbols related to the sounds), **lexicology** (study of words), **grammar** (regularities in word formation – set of rules) and related to grammar, there belongs **morphology** (internal structure of words) and **syntax** (study of grammar, structure of sentence, word-order, etc.). Other branches are **semantics** (study of meaning) and **pragmatics** (meaning of linguistic expression). When

the learner has these pieces of necessary knowledge, it can be said that he/she acquires the target language. (Quirk 1985, 12)

2   ERRORS IN ENGLISH LANGUAGE

It is obvious, that with learning of a foreign language, errors and mistakes come up. There are many ways to define an error, but Carl James defines error as an "unsuccessful bit of language". (James 1998, 1) When we speak about error, it is important to mention also the term Error Analysis (EA), which is close-knit to this issue. According to Carl James, "Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language". (James 1998, 1)

There is a difference between making an error and making a mistake. It can be said that somebody makes an error, only when he or she does not do it **intentionally**. It is not possible to make an error on purpose. There is an exception in poetics and commercial jargon; in these situations errors are called **deviance(s)**.

On the other hand, mistakes can be made both **intentionally** and **unintentionally**. The big difference is that a mistake can be easily corrected by his producer, therefore learner. Basically, when a learner does not use language properly, he can produce:

I. **Slips** (**lapses**), which can immediately be corrected by the learner. It is not necessary to point out the learner that he made a slip (lapse), because while checking the text, he sees it by himself, e.g. when he has written *This phenomenon ***appaers** in this kind of science.* He is able to correct it to the right form *This phenomenon **appears** in*. (James 1985, 83)

II. **Mistakes**, also, can be corrected by the learner. (James 1985, 83)

III. **Errors**, unlike slips and mistakes, cannot be easily corrected by the learner. In this case, the learner has to acquire some further knowledge, to be able to correct such errors. (James 1985, 83)

IV. **Solecism** appears when learner breaks the rules, which are defined by grammar he is learning. In contrast to errors, learner does not have to acquire any further pieces of knowledge. He is able to correct it himself because probably he just was not really concentrating on writing/speaking. It can be e.g. when he breaks the rule of –s form (third person singular in present tense) and he writes *He ***call** every day* but immediately he realize his mistake and rewrite/reformulate it to the correct version *He **calls** every day.* (Quirk 1985, 97)

The most problematic issue in foreign language learning is that rules of foreign language are mostly different from the learner's native language rules. Learners struggle with impulsions to combine rules of their mother tongue with rules of foreign language and according to Richards; there are several causes of such intralingual errors, namely over-

generalization, ignorance of rule restriction, incomplete application of rules and false concepts hypothesized. (Richards 1974, 174-179)

Over-generalization is "the use of previously available strategies in new situation". (Richards 1974, 174) Sometimes similarity between mother tongue and target language may be helpful for the learner, but sometimes it can be very confusing. **Ignorance of rule restrictions** means that the learner use certain rule in situation where this rule cannot be applicable. **Incomplete application of rules** is defined as "the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterance". (Richards 1974, 177) For example, the problematic issue in this category is use of question. **False concepts hypothesized** are understood as "faulty comprehension of distinctions in the target language". (Richards 1974, 178)

2.1   Ignorance, avoidance and incompleteness

Study of language acquisition and language knowledge is called **epistemology**. Linguists study "the nature and development of people's (tacit, not explicit) knowledge of language." (James 1985, 62) Their aim is to find whether the language is used properly or not. If the language is not used properly and the learner runs into difficulties with something that is new for him/her, there is shown a linguistic **ignorance**. Ignorance is described as "a lack of **declarative** knowledge." (James 1985, 175) There are two possibilities how to display ignorance. Firstly, the learner does not react. It means that he/she is not able to say or write anything. The second possibility is that the learner tries to deliver at least something no matter it will be right or wrong and often tends to his/her mother tongue and look up for similarities. (James 1985, 62)

When it comes to native speakers and their making errors, the term ignorance is not used, but in this case it is used term **incompleteness**. This refers to not knowing all knowledge about one's mother tongue. Sometimes it is said that the non-native speaker's language is better than native speaker's. It is because non-native speakers learn the language from teachers who are presupposed to use standard forms of English, while native speakers learn the language "only" from their parents and surrounding. (James 1985, 63)

2.2 Error detection, location and description

To detect an error is more difficult than one can expect. It is especially hard to detect one's own errors. But researches reveal that it depends also on the person who judges

whether there is an error or not. As an example, the study of English speech of four German advanced learners from 1991 done by Lennon shows that he detected 568 errors, but also another 208 which he was not sure whether they are errors. So he invited six native speakers of English. They rejected as ungrammatical 103 of the 208 errors, five from them rejected 53 and four from them rejected 22. (James 1985, 92) Based on this, we can see that not only to detect an error can be hard, but also to state that something is an error can be doubtful – in case that it is not an error visible at first sight (e.g. to say: *They *is happy* instead of *They are happy*.) but more complex, e.g.: *You can see a gentleman ringing at the doorbell.* Phrases "ring the bell" and "knock at the door" are used, but it is quite unclear with the word *doorbell.* (James 1985, 92)

From the point of error location, it is not always easy to localize an error. Not only can a small unit (word) appear as an error. It can be e.g. whole sentence or text. In this case the term **global error** is used. As an example sentence *We *have visited London last weekend.* This sentence is erroneous as a whole because there is the wrong tense used. (James 1985, 93)

It is important for learners to have a chance to improve errors in their speech or writing. For this purpose there are grammar books. From that point of view it is important that **error should be described**, so learners can improve their ability in speaking and writing in a foreign language. There are three types of grammars of English; one is for people who are scientifically involved in the process of learning about language (linguists). The second type is for teachers. In scientific grammars there are highly scientific terms. On the other hand, in grammars for teachers there are rather practical examples. In this kind of grammars authors count on possible errors in trouble areas and know where **learnability** tends to be problematic. These grammars basically give learners the opportunity to avoid making these errors and help them in problematic areas. The third type it is something between these grammars and it is called **descriptive grammar**. In this type does not matter if you are a scientist or teacher or learners because this kind should serve for everyone who wants to make some research about language, grammar or errors. Descriptive grammar can be used for defending one's choice of grammar, for counting errors and for creating categories. Creating categories means that we are somehow able to say that these kinds of mistakes belong to one **class**, e.g. *six *car* instead of *six cars* and *five *house* instead *five houses* belong to the same class – Morphology errors. (James 1985, 94-97)

3 CATEGORIZATION OF ERRORS

For the reasons given above it is important to describe errors and put them into an organized structure. This structure is basically called categorization or classification of errors. I have listed some of the most important categories.

3.1 Misspellings

Misspellings are also called mechanical errors and include **punctuation errors**, **typographic errors**, **dyslexic errors, confusibles**, **mispronunciation errors** and **written misencodings.** (James 1985, 130)

We consider as **punctuation errors** for example overuse of exclamation, misordering of closing inverted commas, underuse of apostrophe, underuse or overuse of capitals, over inclusion of a comma between an antecedent and a relative clause as in:

(1)   I know a man*, who fought in the Boer War;

Next there is overuse or underuse of the space between parts of compound words as in

(2)   *to gether

(3)   *out side (James 1985, 131)

Typographic errors or "typos" are these which are made during typing on a typewriter or computer. But these are "mistakes of manual execution rather than errors of linguistic competence". As for example in:

(4)   explana *nion (James 1985, 131)

Confusibles are these errors "involving confusion between similarly sounding morphemes and words". (James 1985, 133) As an example, to say:

*(5)   to marry a * **devoiced** woman (to marry a **divorced** woman)* (James 1985, 133)

Mispronunciation errors are these which are the result of the mispronunciation of second language target sound. Analysis of Welsh and English phonologies can serve as an example, e.g. the [□] in the word *blood* is pronounced by Welsh as [ə] and the result is *[blyd]*. (James 1985, 137)

Written misencodings occur only in written language. We distinguish two types of written misencodings. Firstly it is interlingual misencoding, which means using rules of mother tongue, which do not exist in second language, e.g. again Welsh – English analysis shows that for example in the word *sheet* Welsh use **[sit]* instead of *[ʃi:t]*; or using mother tongue grapheme which exists in second language, but in a different way; or using

mother tongue grapheme that exists in second language, but differently, e.g. English [ph] can stand at the beginning of the word, and also in the middle or at the end, while in Welsh it can stand only at the beginning of the word. Secondly it is intralingual misencoding, e.g. overgeneralization of certain a second language rule, for example it is not possible to use suffix –*iour* (*behaviour*) with the word *picture* and create **pictiour*; homophone confusion, for example *through* and *threw*; mischoice, for example to write *means* as *meens*; letter naming, for example to say [*emti*] for the word *empty*. (James 1985, 137-139)

3.2 Mispronunciation

Pronunciation errors appear in situation when the speaker speaks spontaneously. It means that he/she does not read the text or say something learned. There are three kinds of pronunciation errors: **segmental**, **combinatioral** and **suprasegmental.** (James 1985, 140)

Problems with **segmental mispronunciation** appear for example with interdental fricatives, e.g. [ð] in *the* becomes [d] as in *there* or *them*. (James 1985, 140)

Combinatioral errors express combinations of sounds, for example when the speaker is not able to use 'linking [r]', e.g. *whenever his* is pronounced as [*wɛ nev*(Ør) hiz*] with omission of [r]. (James 1985, 140)

Suprasegmental errors consist of stress, rhythm and intonation errors. For example wrong sentence stress as in **I don't know* (stress on *I*) instead of *I don't **know***. (James 1985, 141)

3.3 Text errors

"The word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole". (James 1985, 142)

The learner can has problems with sentence linking, or in other words – cohesion. (James 1985, 142)

3.4 Lexical errors

Lexis differs from grammar, and the difference is that grammar is supposed to be a closed system, it can be described in terms of rules and it is a system of rule learning. On the other hand, lexis is supposed to be opened system, cannot be described in terms of rules and it is system of item learning. (James 1985, 143)

We can distinguish **formal lexical errors** and **semantic errors**. Among formal lexical errors belongs formal misselection, misformations and distortions. **Formal misselection**

causes errors for example in words which look and sound similar, e.g. *accessory* and *accessary*. Also false friends are a good example, e.g. a German student produced this error because *bekommen* means in German language *get - Can I *become a beefsteak?* (James 1985, 145-147)

The next type is **misformations** and it is an error caused by producing words that do not exist in the foreign language. They can be created on the basis of mother tongue knowledge. The learner can make a mistake when he uses word which exists in his mother tongue, but not in second language, e.g. *I shoot him with gun in *kopf* (*kopf* means *head* in German). The learner can try to create coinages to his/her mother tongue and hope that there is similar word in foreign language, e.g. *insered (from Portuguese *inserido* which means *included).* When the learner tends to translate words literally, it can lead to calques, e.g. *sleep suit for *pyjamas*. (James 1985, 149-150)

Distortions are not errors based on knowledge from the mother tongue. They are rather intralingual and they do not exist in foreign language. It can be for example **omission**, e.g. *int(e)resting*, **overinclusion**, e.g. *fres(er)men*, **misselection**, e.g. *delitouse instead of *delicious* and **misordering**, e.g. *littel* instead of *little*. (James 1985, 150)

These were formal lexical errors and now there are semantic errors. Among semantic errors belong confusion of sense relations and collocational errors. **Confusion of sense relations** means that the learner mixes meanings between two words. He/she uses more general term when a more specific term is required, e.g. *The flowers had a special *smell* (*perfume* is appropriate), or use too specific term, e.g. *The *colonels (officer) live in the castle*, or use the less cogent of two co-hyponyms, e.g. *She is my *nephew (niece).* (James 1985, 151)

Collocational errors relate collocations which are "the other words any particular word normally keeps company with". (James 1985, 152) There are certain types of preferred collocations, e.g. we do not say:

> *(6)   *Army has suffered **big** losses.*
>
>   *Army has suffered heavy losses*

There are also arbitrary combinations e.g. *we make an attempt* and *have a try*, but *make a try or *have an attempt. According to Carl James, **irreversible binomials** belong here, e.g. *fish and chips* not *chips and fish*. (James 1985, 152)

Learners tend to translate expressions into English too close. This has resulted into un-English expressions, e.g.

(7)   *give an exam

   take an exam – John took an exam yesterday.

(8)   *You have right.

   You are right.

(9)   *Make a question.

   Ask a question. (Fitikedes 2002, 40)

3.5   Grammar errors

This category deals with morphology and syntax errors. There are some problematic categories, namely **subject-verb agreement in person** (*She *love him)*, **subject-verb agreement in number** (*These cars *is new.*), **wrong form of the verb** (*She has *wrote the letter...)*, **wrong word order in the sentence** (*Enjoys usually my mother parties very much.*), **articles** (**The Mary will come tomorrow.*), **usage of accurate tense** and **dropped subject** (*Goes shopping.*).

Learners make mistakes in **subject-verb agreement in person (third person singular –s)** when they do not observe basic grammatical rule of using s-form of lexical verbs and auxiliaries in third person singular. Subject-verb agreement applies only to the indicative. When the noun phrase stands for position of the subject, it can cause a problem for the learner; because she/he can doubt whether to put there the s-form or not. The sentence (10) is a typical example:

(10) The <u>change</u> in male attitud<u>es</u> is most obvious in industry.

The learner can struggle with the word *attitudes*, which is in plural and he/she could tend to put the verb into plural form too. The result is the sentence like:

(11) The change in male attitudes *are most obvious in industry. (Quirk 1985, 755)

Agreement with indefinite pronouns is also difficult area for learners of English language. Mostly they break the rule that with indefinite pronouns *anybody/anyone, everybody/everyone, nobody/ no one, somebody/someone* we use the –s verb form. To not observe this rule causes errors like:

(1)   Everybody *do what they want. (Biber 1999, 184)

Subject-verb agreement in number (plural –s) is a problematic category too. There are many complications which the learner can face. Learners hesitate whether to use a singular verb form or plural verb form. It can be, for example, an agreement with plural

forms not ending in –s, e.g. *staff, people, police, media.* Learners have problems mostly with missing –s which is the sign to use plural verb form. The result is the error like:

(2)   *The staff ****caries*** *messages from guest to guest.* (Biber 1999, 289)

Another problematic area is agreement with singular forms ending in –s. Learners find it difficult that these words end in –s, but they require the singular verb form, e.g. *news, darts,* etc. The result is the error in the wrong verb form:

(3)   *Good news ****are*** *that they find gold!*

Agreement with coordinated subjects also causes problems, because learners do not know that subjects coordinated by *and* require plural verb form. (Biber 1999, 182)
It causes errors like:

(4)   *Peters and Waterman ****states*** *that an effective leader must be the master of two ends of the spectrum.*

Errors also appeared with subjects coordinated by *or*, because if the subject noun phrases are singular, singular verb form is required. It causes errors like:

(5)   *Check that no food or drink ****have*** *been consumed.* (Biber 1999, 183)

But learners make errors in the case where one of the subject noun phrases (or both) is plural; the plural verb form is required. Then there comes error like:

(6)   *Whether interest rates or intervention ****was*** *the chosen instrument, and in what combination, was probably a secondary question.* (Biber 1999, 183)

Another problematic area is agreement with clausal subjects. Learners do not know that the subject realized by finite or non-finite clause requires singular verb form. It causes errors like:

(7)   *To accept a US mediation plan ****mean*** *that an Israeli-Palestinian meeting is now likely in the New Year.* (Biber 1999, 187)

Errors in the **wrong form of the verb** arise for example in passive voice. Learners do not observe the rule of *be* followed by –*ed* participle. In such cases appear errors like:

(8)   *The proposal was ****approve*** *by the Project Coordinating Team.* (Biber 1999, 475)

The past participle is also problematic for learners in the perfect constructions. It requires *have* + past participle –*ed.* To not observe this rule causes errors like:

(9)   *I have ****wrote*** *him a long letter.* (Huddleston 2002, 77)

As the **word order** in English is fixed, there is very little space for usage of a different word order than the traditional subject-verb-object. To put clause elements in an unusual

position is possible in the case when we want to emphasize something, acquire cohesion or use some other stylistic effect. (Biber 1999, 898) Learners usually use fronting to emphasize some element of the clause. Nevertheless, errors can arise also because there is no subject-verb inversion. For example it is ungrammatical to write/say:

(10) Such a blunder *had I now commited.

When the learner does not want to emphasize anything, he has to use subject-verb-object rule. Especially Czech learners find this difficult, because their mother tongue does not require this rule; therefore it is possible to say *Jan šel do obchodu / Do obchodu šel Jan.* in Czech, but it is not possible to say **Went shopping Jan* in English. Also adverbs can be misplaced easily. Here are the most common cases of wrong position of adverbs.

(11) *I last week was with Mary.

I was with Mary last week.

(12) *Is the car enough good for you?

Is the car good enough for you? (Fitikedes 2002, 75)

Errors in the usage of **articles** are quite common among learners of English. They make errors usually through using an indefinite article after words which cannot be used in the plural (*advice, information, furniture, etc.)* and after the phrase *kind of/sort of.* Definite articles are not used with proper nouns (**__The Mary will come tomorrow.__*), with abstract nouns (**__The imagination is good quality.__*), with material nouns (**__The gold is rare.__*), and with many others (*names, colours,...*) (Fitikedes 2002, 53) Zero article can cause difficulties too, because learners do not know whether to use the definite article or zero article, especially with institutions. When we talk about institutions, e.g. *hospital*, it depends whether we are patients – *in hospital* or whether we refer only to place – *in the hospital*. It causes errors like:

(13) They are in *__the__ hospital, badly injured.

There should be zero article in the example (24), because they are patients and do not refer to place. (Biber 1999, 261)

In combination noun plus number errors arise too, because learners tend to put there the definite article instead of zero article because he/she wants to express certainty of the thing. It caused error like:

(14) He is in *__the__ room 300.

Errors in **accurate usage of tense** arise when the learner wants to describe a state existing at the present, general thing or habit, but instead of the simple present tense they uses present continuous tense. (Biber 1999, 453) It causes errors like:

(15) Economists *are fearing interest rate rise.

Usage of perfect tense is also problematic for a learner of English, because he/she uses rather the simple past tense than present perfect. For example learners do not observe the rule of "experience" (or other type of present perfect, namely continuative perfect, resultative perfect or perfect or recent past) and make errors like:

*(16) *We've now walked ten miles ever since we **started**.* (Biber 1999, 143-144)

Errors appear when the learners tend to **drop the subject**. This phenomenon occurs very often in writing and speech of Czech learners of English. It is caused by the difference between these two languages. Czech is a PRO-Drop language, therefore it is grammatical to drop the subject. It is possible to say *Šel domů.* instead of e.g. *Jan šel domů.* On the contrary, English is a NONPRO-Drop language, therefore it requires a subject. It is ungrammatical to say only *Went*. In English subject-verb agreement has to be shown (***I went…***). (Dušková 1988, 390)

3.6   Interlingual errors

Example of an interlingual error can be "voiced:voiceless obstruent contrast in word-final position" (James 1985, 182), e.g. *bold:bolt*. In German they make the contrast at the beginning and in the middle of the word, but not at the end. Unlike English makes it in all these positions, so German learners of English language tend to say *[mai han*t]*. (James 1985, 184)

3.7   Intralingual errors

This category does not relate with mother tongue interference as interlingual errors, but refers to an incomplete knowledge of second language grammar. Intralingual errors include **false analogy**, which means that the learner uses –s to indicate the plural as in *boy – two boys* but also in case where it is not appropriate, e.g. *child - *childs*. The next type of error is **misanalysis**. The learner can create a wrong rule, for example he can say *'Tinker, Taylor' as every story *who tells about spies* but there should be *which*. The learner thinks that when there is reference to a human, he/she should use *who*.

3.8   Induced errors

Induced errors "refer to learner errors that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual errors) or first language interference (interlingual errors)" (James 1985, 189)

The example of induced error could be the situation when the teacher introduces the new word *worship* to his/her students and says that it is synonym to word *pray*. Students connect the verb *pray* with preposition *to* and tend to say *worshipping *to God*. (James 1985, 189)

I chose some of the sources of induced errors: materials-induced error, teacher-talk induced error and exercise-based induced error. **Materials-induced errors** are caused by inappropriate definitions and examples in textbooks, for example James Carl found in European textbook the following example:

> *(17) By my watch it's five past eleven, but I ***think it isn't right***.*

The correct version is:

> *(18) By my watch it's five past eleven, but I **don't think it's right**.* (James 1985, 191)

Next type of induced errors is **teacher-talk induced error**. Although teachers are supposed to use highly Standard English, they can also produce errors. James Carl note that Brazilian teachers of English language say:

> *(19) *Can be used just one determiner.*

 The correct version is:

> *(20) Just one determiner can be used.* (James 1985, 191-192)

There were some problematic areas discovered among trainee teachers, and it is "setting out and changing tack in a lesson; dealing with the unexpected; using metalanguage; and directing the lesson". (James 1985, 192)

Further there are **exercise-based induced** errors. They appear when the textbook produces misleading information. As an example, a textbook which says that a relative clause should be positioned at the end of complex sentence caused the wrong sentence:

> *(21) Alfred Hitchcock was born in 1888 in London and trained at St. Ignatius*
> *College as an engineer, *who became an American film director.* (James 1985,*
> *194)*

The correct version is:

(22) Alfred Hitchcock, who became an American film director, was born in 1888 in London and trained at St. Ignatius College as an engineer.

3.9   Compound and ambiguous errors

Usually there is more than one reason for making error. Therefore almost every error is compound or ambiguous. **Compound errors** are errors which are caused by more reasons, e.g. phonological and lexical reason, as in this sentence:

*(23) My watch does not ****walk*** *well.*

It has to be said that the learner is French, and he/she knows that *marcher* translates as *march* or *walk.* So phonological and lexical reason come up which co-occur together at one time and cause this error. (James 1985, 200)

Ambiguous errors unlike compound errors do not have more reasons which co-occur, but they compete with each other. For example to say:

*(24) ...having ****explain*** *my motives...*

One explanation could be that the learner thought there have to be used infinitive *explain*, or he/she could try to explain obligation *having to explain*. The correct version is:

(25) ...having ***explained*** *my motives...* (James 1985, 200)

3.10   Wrong preposition/omission of preposition

Making errors in prepositions is quite often among learners of a foreign language. There is no rule which guides them which preposition is correct. Therefore it has to be learnt by memorizing.

(26) *Accuse ***for***

Accuse ***of*** *– The man was accused of stealing this car.*

(27) *Afraid ***from***

Afraid ***of*** *– I am afraid of dogs.*

(28) *Complain ***for***

Complain ***about*** *– Marry complains about her husband all the time.* (Fitikedes 2002, 1)

There are words which require a certain preposition, e.g.:

(29) *Get rid something.

Get rid ***of*** *something*

(30) *Remind a person something.

*Remind a person **of** something.*

(31) **Search something.*

*Search **for** something.* (Fitikedes 2002, 46)

3.11   Relative pronouns

Learners could have problems with using relative pronouns *which* and *that*. There is a rule for using relative pronoun *which* and we use it in non-restrictive clauses and only in relation with things. On the other hand, relative pronoun *that* is used in restrictive clauses and it distinguishes one thing from another thing, e.g.

(32) *The car, which had been stolen only one hour before, was found stripped down to its frame.*

(33) *Sharon is the one that I'm going to marry.*

In example (43) *which* is used because there is a non-restrictive clause referring to a thing (car). In (44), *that* is used because there is a restrictive clause and distinguishes Sharon from other women. (Batko 2004, 72-73)

II.   ANALYSIS

4 ANALYSIS OF FREQUENT ERRORS IN WRITTEN LANGUAGE

The analytic part of my thesis aims at analyzing written and spoken materials and searching for the most frequent grammar errors made by English for Business Administration students. Firstly, I have created a corpus which includes essays and synopses for the analysis of written materials. Essays and synopses are created by third-year students and a few essays from second-year students, but the amount of materials from third-year students (80%) is bigger than from the second-year students (20%). Secondly, I have created a corpus which includes recordings of spoken language (presentations of third-year students only). I have started with analysis of errors in written language, and then I continue with errors in spoken language. Regarding the title of my bachelor thesis which is concerned on grammar errors, I concentrate on these seven types of grammar errors: word order, subject-verb agreement in person and also in number, wrong form of the verb, articles, usage of accurate tense and dropped subject.

4.1 Errors in articles

The most frequent errors were in articles. These errors appeared 107 times out of 267 total amount of errors which I have analyzed. This amount creates 40% of the errors. In this category there occurred errors because students did not use the articles. I have listed some examples of this type of error.

> (34) *[Ø The] Author highlighted some headlines that have a great impression and directly speaks to some specific people.*
>
> (35) *According to [Ø the] author, this technical and medical jargon, people find difficult and frightening.*

Some words which are not used with definite article caused problems, for example:

> (36) *Race and ethnic affairs were the hot topic in many countries, such as *the United States during the Civil Rights Movement in the 1980s, the urban "riots" in Great Britain and in Eastern Europe during the civil war...*

Nevertheless, I am not a native speaker so it is hard to say whether there should be or should not be definite/indefinite articles. It is said that the native speakers have special 'feeling' for this issue.

4.2 Errors in subject-verb agreement in person (third person sing. –s)

The second mostly committed errors were in subject-verb agreement in person. The grammar rule for this subject-verb agreement is easy to understand, but there are situations

in which students struggle whether use –s form of verb or not. Actually, the errors in subject-verb agreement in person appeared 52 times out of 267 total amount of grammar errors. It creates exactly 19% of all errors. The problematic situation occurs when the subject is represented by complex elements, as for example in (48), where the learner can be confused by more complex structure of this element.

> *(37) ...there *__are__ many times mentioned <u>the number of reported cases</u> of food poisoning or salmonella poisoning.*

In this case the subject is a whole phrase, therefore *the number of reported cases*, so the subject-verb agreement in person takes the singular form. The correct sentence is:

> *(38) → ...there __is__ many times mentioned the number of reported cases of food poisoning or salmonella poisoning.*

In this category, indefinite pronouns have caused difficulties too. Students used them quite a lot, but they did not follow the rule of –s form of the verb. Then sentences like in the examples (50) and (51) appeared.

> *(39) When someone *__repeat__ jokes like this, it is not evidence they hate particular ethnic group.*

> *(40) No one *__promote__ violence against anyone.*

Otherwise, the errors could be committed also because of students' lack of concentration on writing. The usage of –s form of the verb was so clear in some cases that it probably was the lack of concentration which caused errors like in the example (52).

> *(41) These websites *__presents__ the lynching as fun, because they contain 'hanging games' and various pictures of actual historical lynching.*

4.3 Errors in subject-verb agreement in number (plural –s)

The third most frequent errors were in subject-verb agreement in number. This category was also difficult for me, because I have to study every error in a very detailed way. The errors in subject-verb agreement in number arose 29 times out of 267 total amount of errors. It is 11% of errors. There are some words which cause erroneous sentences, for example *media* and *news*. The noun *news* requires the singular verb form, but students often used plural verb form. Unlike *news*, the word *media* students treated as singular very often and it causes errors in their writing (Huddleston 2002, 1283)

> *(42) In the other hand there is also the group of people that do not agree with the information that the media *__is__ offering to the people...*

(43) ...that the news **use** controversial information in order to hide useful information and why?

Students had also problems with using determiner *this/these*. They used *this* with plural nouns and vice versa. Sentence (55) stands for typical example of this error:

(44) ***This** pages are full of pictures representing historical lynching. They do not shock us, but enjoy us with *this pictures.*

The last problematic area seemed to be subjects coordinated by *and*. Students did not observe the rule that subjects coordinated by *and* require plural concord. (Huddleston 2002, 1281)

It causes errors like:

(45) In European politics the immigration and integration ***is** one of the most alarming issues in the headlines.*

(46) The terms joke and humour ***does** not mean that everything is funny.*

Other errors in subject-agreement could be ascribed also to students' lack of concentration on writing, as in the example (58).

(47) This might be the reason why proposals for a new international information order ***was** rejected as explanation that it would be a limitation of the freedom of the (Western) press.*

4.4 Errors in usage of accurate tense

As I said above, I have analyzed essays and synopses. In these types of text I would expect mostly present simple tense. Errors in usage of accurate tense arose mostly because students switched between tenses. Once they chose to write in present simple tense, they should continue in it through the whole text. It made the texts a little bit confused, because in one part of the sentence they used present simple, but in the second part they changed the tense into the past simple. These errors arose 26 times from 267 total amount of errors, which is 10%. It caused errors like:

(48) Michael Billig, the author of this article, _explores_ a controversial topic that has often been ignored. He **_examined_** the links between humour and hatred and **_expanded_** his ideas in this reading.

(49) People _know_ the negative stereotypes usually from the press and therefore automatically **_connected_** the different ethnics with threats or something negative.

4.5   Errors in word order

Regarding analysis concerned on errors in word order, I found that errors of this type arose 24 times out of 267 total amount of errors, which is 9%. They emerge most likely because of the students' mother tongue – Czech. Czech belongs to PRO-Drop languages, which are specific for the possibility to drop the noun or pronoun and also for the possibility to put clause elements into different positions. PRO-Drop languages do not have to follow such strict rules as NONPRO-Drop ones. Therefore, in Czech it is grammatical to say:

(50) Do obchodu šel Jan.

This is not possible in English. It is ungrammatical to say:

*(51) *Goes shopping John.*

I have chosen some examples from analysed essays and synopses. These examples occurred in the most cases repeatedly. In the examples (63) – (65) there is shown the wrong word order which stands for typical error committed by students. They place the verb first and then the subject follows.

(52) *In the press **[Ø subject]** are newsworthy and welcome the resentment against the immigration or minority rights.*

→*The resentment against immigration or minority rights is newsworthy in the press.*

(53) *Differently **[Ø subject]** are described those violent acts between husbands and wives.*

→*Acts between husbands and wives are described differently.*

(54) *In media and European polities **[Ø subject]** are immigration and integration one of the most alarming issues.*

→*Immigration and integration are one of the most alarming issues in media and European polities.*

4.6   Dropped subject

According to my analysis, Czech students tend to drop the subject in the clause. This type of error appeared 15 times out of 267 total amount of errors. It is 6% of errors. Their mother tongue is Czech, so they are used to leaving the subject out of the sentence. This is

grammatical in Czech, but it is not grammatical in English. In English there is the possibility to drop the subject in imperative clauses (*Study hard!)*, informal language (*Came home, had dinner, went to bed.*) and in idioms (*Thank you.*). However, it was not that case in students' essays and synopses. I have chosen some examples of sentences with dropped subject.

> *(55) *...when **[Ø subject]** comes to news on ethnic affairs.*
>
> → *...when **it** comes to news on ethnic affairs.*

> *(56) *...therefore **[Ø subject]** is always good to have a reserve and make a further research by ourselves.*
>
> →*...therefore **it** is always good to have a reserve and make a further research by ourselves.*

4.7 Errors in usage of wrong form of verb

Errors in usage of wrong form of verb appeared 14 times out of 267 total amount of errors. It stands for 5% of errors. This type of error arose mostly in passives, when students did not follow the rule of *be* + past participle *–ed*. Then sentences like these ones appeared:

> *(57) In this story is exploring a topic of language and rasism which is often ***ignore**.*
>
> *(58) On these pages racists explain that if you are ***invite** to join this 'fun' for instance the lynch, the blood will not drip onto the keyboards.*

On the other hand, students also forgot to put the verb *be* into passive construction. They wrote for example this:

> *(59) That extra word **[Ø is]** added and its semantics is not neutral and implies hatred of the site members.*

I have also noticed some cases of omission of auxiliary verb. In case of creating negative clause, they should use for example *do* + negative element *not*, but they used only *not* which caused error like:

> *(60) When we consider the media press it **[Ø does]** not only reproduces the racism but also the male dominance or class conflict.*

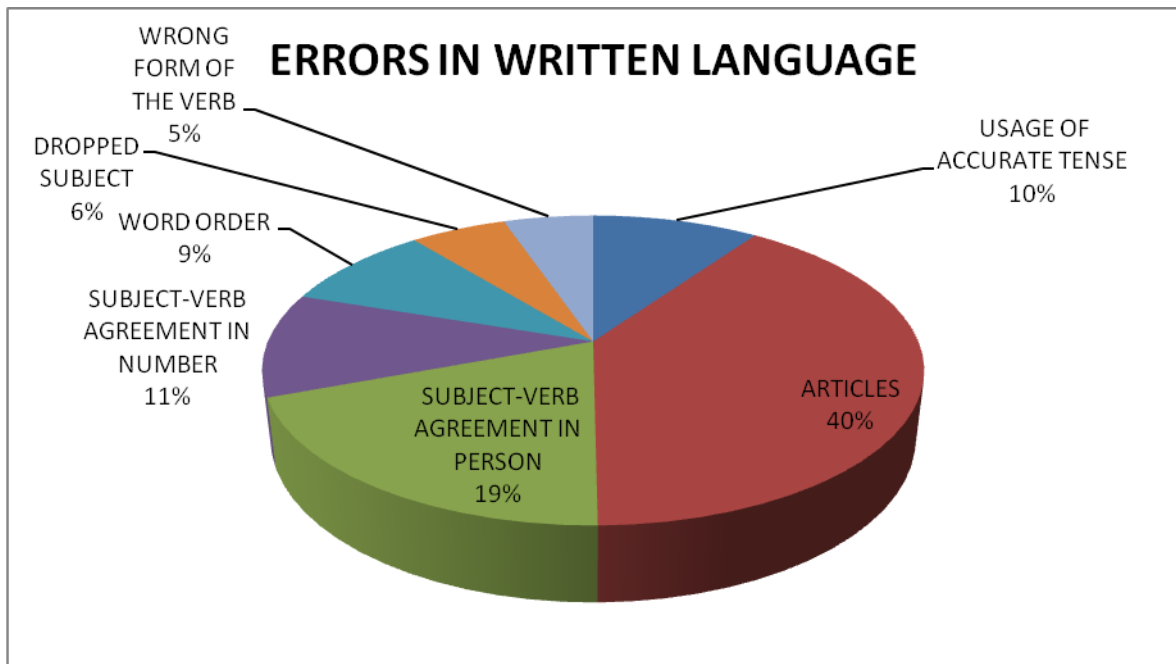## 4.8 Errors in written language - conclusion

Figure 1. Grammar errors in written language (Own research)

In conclusion, definite and indefinite articles are the most problematic area in written language. Almost one half of errors is represented by omitting definite article *the*. It takes 40% of all grammar errors committed by students. Then subject and verb agreement in person follows with 19%. Then subject and verb agreement in number follows. It creates 11% of committed errors. In case of committing errors in usage of accurate tense and errors in word order the percentage is almost the same. For errors in usage of accurate tense it is 10% and for errors in word order it is 9%. The following two categories have almost the same percentage too. Errors in dropped subject are represented by 6% and errors in usage wrong form of the verb are represented by 5%. Total amount of grammar errors committed in essays and synopses by third and second-year students was 267.

5 ANALYSIS OF FREQUENT ERRORS IN SPOKEN LANGUAGE

The second part of my analysis is focused on spoken language. I have analysed several presentations which I have recorded during the last semester of my study. Presentations are only from third-year students. I have analyzed the same categories of errors as in written language, therefore word order, subject-verb agreement in person and number, wrong form of the verb, articles, usage of accurate tense and dropped subject.

5.1 Errors in articles

The most frequent error in spoken language happened to be errors in articles. This type of error arose 73 times out of 237 total amount of errors which is 31%. Generally, students did not use any articles. The most errors were caused by the fact that students omit the definite article *the*. On the other hand, in the case of indefinite article *a/an* students were quite precise. I have listed some examples of omission of the article *the*.

> (61) *... for example if you look at [Ø **the**] question number six, somewhere in the middle, ...*

> (62) *Also let's have a look at [Ø **the**] green part in [Ø **the**] right side, ...*

5.2 Errors in subject-verb agreement in number (plural –s)

The second most frequent errors in spoken language were errors in subject and verb agreement in number. These types of errors occurred 47 times out of 237 total amount of grammar errors committed in spoken language. This amount creates 20% of errors.

As well as in written language, students had difficulties with words like *people, advice* and *information*. For example they tended to use singular verb form with the word *people*, which is of course wrong. It caused errors like:

> (63) *You can see how many people* ***is** involved.*

Usage of accurate determiner *this/these* was also problematic for the students. It can be caused by the fact that in speech they have less time to think about it. They had a certain idea which they wanted to say, but thinking about grammar was secondary. There is the example of this kind of error.

> (64) *...the article is for ordinary people also especially women as we have said many times and he also describes* ***this** things in very emotive I would say way...*

Another frequent error was using singular verb form in cases which required plural verb form, e.g. subjects coordinated by *and*. (Huddleston 2002, 1283) You can see it in the example (76).

> *(65) Research and development *was mentioned also in the interview.*

On the other hand, subjects coordinated by *or* require the form of the verb which is closer to the verb. This issue of proximity also induced frequent errors in students' speech. Students did not follow the rule of proximity, i.e. "the tendency for the verb to agree with a noun which is closer to the verb (typically in a postmodifier) but which is not the head of the subject noun phrase". (Biber 1999, 189) This kind of grammar error is illustrated in the example (77).

> *(66) And there *are also maybe the agent or instrument.*

Other grammar errors in this category were probably caused by lack of the time, or pressure on the students, because it is clearly visible that certain word requires the singular or plural verb form. I have also noticed a few errors in usage of the suffix –s to indicate plural. Error like (78) appeared.

> *(67) ...but I would like to talk about the formal division as you can see it is divided into four *column, and it is mostly because is the newspaper.*

I have noticed only one extreme error in this category and it was usage of the word *mans* when the student wanted to express plural of the word *man.* This error appeared in the example (79):

> *(68) He is kind of interested in this problems, in discrimination of *mans and dads.*

I have registered that in spoken language students did not use complex structures of subjects realized for example by *ing*-clauses (***Understanding how a planet generates and gets rid of its heat*** *is essential if we are to understand how that planet works.)* or subjects realized by infinite clauses ("***To deny that gift*** *is to deny God's will, saying His way isn't good enough.")*

5.3 Errors in subject-verb agreement in person (third person sing. –s)

The third most frequently committed grammar errors were errors in subject and verb agreement in person. They arose 42 times out of 237 total amount of errors. It stands for 18% of errors.

One of the most problematic issues is category of indefinite pronouns. As well as in written language, students used verb form without –s suffix. Words like *someone, everything, everybody* and other indefinite pronouns caused errors in most cases.

>   *(69) ...if you are reporter and someone *response anything you are trying to create the question which is connected with the answer before.*

Otherwise, other errors were probably caused only because of stress and lack of the time. Students were limited to the certain time and errors which they committed were on the level of some beginners. The example (81) can serve as typical example.

>   *(70) The interviewer *ask or *follow the answers.*

5.4   Errors in usage of accurate tense

Regarding analysis concerned on usage of accurate tense, I have noticed 31 errors out of 237 total amount of errors which is 13%. Basically, in students' speeches there occurred two types of errors. Firstly, they used present simple tense in cases where past simple tense or present perfect tense was appropriate (they spoke about experience from the past). Errors like (82) and (83) appeared.

>   *(71) For example first day I *work here my boss wanted to do a research about the hotels' competition in ... so I *have to call in other hotels in ... and *ask them about their prices and then put it into Excel.*

>   *(72) ... since 2002 the XY *is one hundred per cent stockholder of two subsidiaries.*

Secondly, students used the present simple in cases when future tense was appropriate, for example when they spoke with audience. It is illustrated in the example (84).

>   *(73) ... so I [Ø will]give you two minutes or one and half and try to find this.*

>   →*... so I will give you two minutes or one and half and try to find this.*

5.5   Errors in usage of wrong form of verb

The most common error in usage of the wrong form of verb occurred after usage of modal verbs. This type of error occurred 18 times out of 237 total amount of errors. It stands for 7% of errors. Students did not observe the rule that modal auxiliary verbs (*can, could, may, might, shall, should, will, would, must*) in the verb phrase are followed by a bare infinitive verb, for example *can see, would go*. (Biber 1999, 483) They made errors like in example (85).

(74) And as you can *__noticed__ their position is little bit different, the xy man is little bit higher so you can *__saw__ that in this picture he is more powerful.

Another type of error was committed in passives. Students did not follow the rule of *be + past participle –ed*. They committed errors like:

(75) So as I mention this article was official publication of xy club international and this magazine is *__publish__ in twenty one languages.

Furthermore, students made errors in negation when they omitted modal auxiliary verb and used only negative particle *not*. This type of error is illustrated in the example (87).

(76) When you look at St. Pauls Cathedral you can see that it is very nice monument and is interesting that they [Ø __modal auxiliary verb__] *__not__ receive any regular government or Church of England founding they just rely on their supporters.

→When you look at St. Pauls Cathedral you can see that it is very nice monument and is interesting that they __do__ not receive any regular government or Church of England founding they just rely on their supporters.

5.6 Dropped subject

Errors appeared in the case when students drop the subject. I registered 14 errors of dropped subject out of 237 total amount of errors which is 6%. Generally, in spoken language students mostly drop the subject in cases when they are supposed to use existential *there*, dummy subject *it* or in case when the sentence is clefted. Students tended to omit subject probably because their mother tongue is Czech. It is grammatical to drop the subject in Czech, because it belongs to PRO-Drop languages. In English it is possible to drop the subject only in case of imperative clause (*Keep of the grass!*), idioms (*Thank you.*) and informal language (*Came home, had drink.*) (Dušková 1988, 401) It caused errors like:

(77) *What exactly is the verb? [Ø __subject__] Is the hearth of sentence.

→What exactly is the verb? __It__ is the hearth of sentence.

(78) Right next to the hotel [Ø __existential there__] is sport facility where they can play volleyball, tennis, football.

→ Right next to the hotel __there__ is sport facility where they can play volleyball, tennis, football.

5.7 Errors in word order

Errors in word order were not so frequent in the spoken language. This type of error occurred only 12 times out of 237 total amount of errors. It stands for 5% of errors. Students made errors mostly in word order in the questions. They tended to create a question from the declarative clause by using rising intonation. This type of error is illustrated in the example (90).

> (79) *This is also discrimination of us, isn't it?* ***It is appropriate?***

I have also registered one wrong order which includes wrong position of modal verb. This error occurred in the example (91).

> (80) *They inform the readers what should they do with their cups and – erm – What should they* ***do*** *not with cups.*
>
> →*They inform the readers what* ***they should do*** *with their cups...what* ***they should not do*** *with cups.*

Besides that, a few errors in wrong order of the subject and verb occurred. It is illustrated in the example (92).

> (81) **Maybe [Ø subject]* *is in your mind some typical example.*
>
> →*Maybe some typical example is in your mind.*

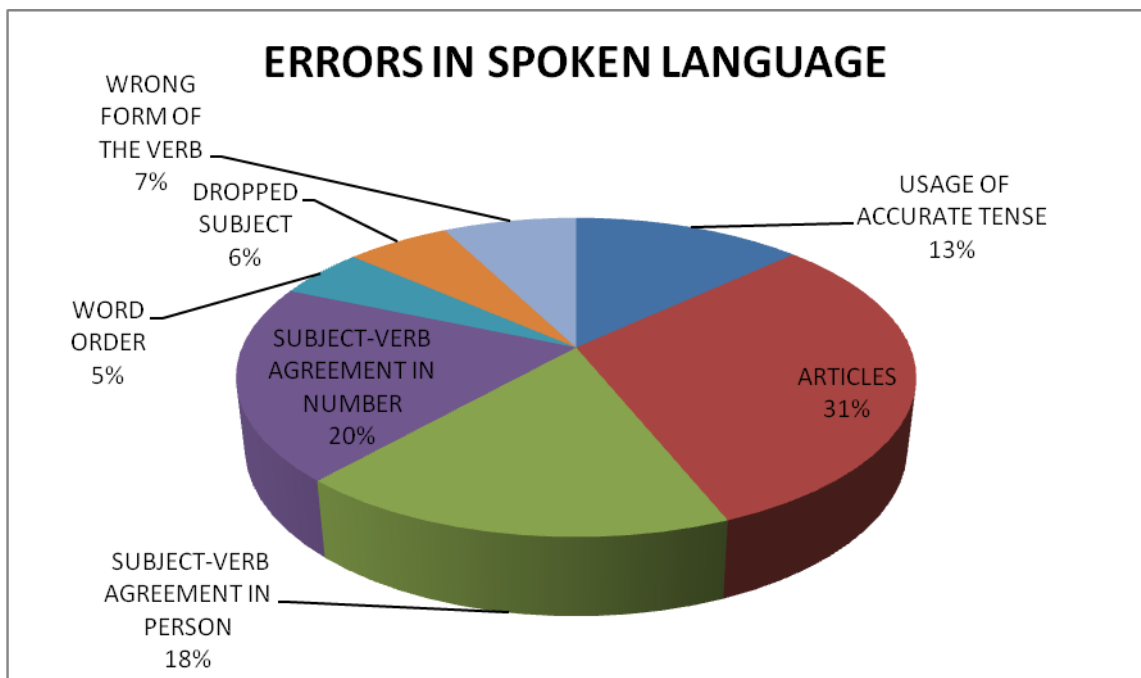## 5.8 Errors in spoken language – conclusion

Figure 2. Grammar errors in spoken language (Own research)

In conclusion, the most frequent errors in spoken language were in the articles. Students made errors mostly by omitting definite article *the*. This type of error is represented by 31%. Next there were errors in subject and verb agreement in number with 20%. Third mostly committed grammar errors were committed in subject and verb agreement in person. It creates 18% of errors. Then errors in usage of accurate tense followed with 13% of grammar errors. The last three categories did not differ so much. Errors in usage of wrong form of the verb were represented by 7%, dropped subject occurred in 6% of errors and, lastly, errors in word order followed with 5%.

6   COMPARISON OF ERRORS IN SPOKEN AND WRITTEN LANGUAGE

In the very last chapter of my bachelor thesis I am going to compare the results which I have analysed, therefore findings on grammar errors in spoken and written language. I have put the findings into the following table to compare how errors in written and spoken language differ.

Written language	*Quantity*	*Percentage*	Spoken language	*Quantity*	*Percentage*
Errors in usage of articles	107	40%	Errors in usage of articles	73	31%
Errors in subject-verb agreement in person	52	19%	Errors in subject-verb agreement in number	47	20%
Errors in subject-verb agreement in number	29	11%	Errors in subject-verb agreement in person	42	18%
Errors in usage of accurate tense	26	10%	Errors in usage of accurate tense	31	13%
Errors in word order	24	9%	Errors in usage of wrong form of verb	18	7%
Dropped subject	15	6%	Dropped subject	14	6%
Errors in usage of wrong form of verb	14	5%	Errors in word order	12	5%
Total	**267**	**100%**	**Total**	**237**	**100%**

Table 1. Comparison of errors in spoken and written language (Own research)

It is visible from the table that errors in the usage of articles are the most committed grammar error both in written language and spoken language. It can be caused by the fact that the mother tongue of the students is Czech and there are not any "articles" in Czech grammar. However there are rules for usage of the articles *the/a/an/Ø*, students made errors in this category. The errors in articles are quite dominant in written language; they create 40% which is quite a high number. Other category which shares the same place in both kinds of languages is usage of accurate tense. Even a percentage is quite similar (10% and 13%). In written language students are not able to stick to one tense. They switch between present and past tense and it is confusing for the reader. Dropped subject is the last case of the same placement. In this case the percentage is exactly the same (6%) but the amount

differs (15 errors and 14 errors). Remaining types of grammar errors slightly differ in the placement, e.g. errors in the word order are fifth in the written language, while in the spoken language they are the last.

It is obvious that there are differences between errors in written language and spoken language, because spoken language, therefore conversation takes place in a shared context, it is interactive, express emotions and attitudes and takes place in a real time. For the lack of the time the speaker produces dysfluency and error. (Biber 1999, 1042-1052)

Other point is that what has been said cannot disappear. So the learner can reformulate sentence which he/she said wrong, but the audience remember it. Unlike in written language there is possibility to rewrite the wrong element and nobody knows that something was wrong. (Biber 1999, 1066)

As I said in the theoretical part, there is difference between make an error and make a mistake. The error cannot be done intentionally and needs some further knowledge to correct it, and mistake can be corrected immediately. In my bachelor thesis categories are called e.g. "Grammar errors", because in the literature, nothing like categorization of grammar mistakes exists. Also in case of students' writing, they have the chance to correct their "mistakes" but they did not do it during checking their texts. So I regarded it as an error because they were not able to correct them.

CONCLUSION

The aim of this bachelor thesis was to find the most frequent grammar errors made by English for Business Administration students. In the first part I have introduced major categories of errors. Further, in the second part I have presented the results of my analysis of written and spoken language of students aimed at finding grammar errors.

The analysis revealed that the most frequent grammar error committed by students is omission of the articles *the, a, an*. This type of error is the most frequent both in written language and spoken language. The second mostly committed errors are different this time. In written language it is subject and verb agreement in person, while in the spoken language it is subject and verb agreement in number. In spoken language the amount of errors is quite bigger in subject and verb agreement in number. In written language it is 29 errors and in spoken language it is 47 errors. The fourth place takes usage of accurate tense both in spoken and written language. In written language students are not able to stick to one tense. They switch between present and past tense and it is confusing for the reader. In spoken language students tend to use the present simple tense instead of past simple or present perfect tense when they speak about their experience in the past. The fifth place also differs. In the written language it is wrong word order, while in the spoken language it is usage of the wrong form of verb. The sixth place stands for dropped subject in both forms of language. The last place in written language stands for the usage of the wrong form of verb, while in spoken language it is wrong word order. Generally, errors in dropped subject and word order probably arise because of the mother tongue of students, therefore Czech.

The analysis shows that it depends whether the student writes or speaks because the placement of the errors was different. Most likely, I do not find every error, but I tried to be as precise as possible.

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TABLE LIST

FIGURE LIST