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NÁPRAVNÉ AKTIVITY JAKO NÁSTROJ PRO ODSTRANĚNÍ CHYB ZPŮSOBENÝCH INTERFERENCÍ MATEŘSKÉHO JAZYKA V HODINÁCH ANGLICKÉHO JAZYKA

Diplomová práce

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REMEDIAL ACTIVITIES AS A TOOL OF ELIMINATING MOTHER TONGUE INTERFERENCE IN EFL CLASSES

Diploma thesis

Study programme: N7503 – Teacher training for primary and lower-secondary schools
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Cílem diplomové práce je na základě provedeného výzkumu analyzovat časté gramatické a lexikální chyby, kterých se čeští žáci v hodinách anglického jazyka dopouští. Hlavním úkolem je chyby interpretovat, vysvětlit jejich příčiny a navrhnout nápravná cvičení, která by pomohla českým žákům se těchto chyb vyvarovat. Práce by měla pomoci žákům i učitelům uvědomit si problematické oblasti, zaměřit se na ně a zároveň přispět k jejich eliminaci.

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3)Edge, J. Mistakes and Correction. London: Longman, 1990.
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5)Turton, N.D, and J.B. Heaton. Longman Dictionary of Common Errors. London: Longman, 1996.

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1)Boote, Catherine. "Vocabulary: Reasons to Teach It, an Effective Teaching Method, and Words Worth Teaching." New England Reading Association Journal 42 (2006): 24-28. Accessed April 10, 2013. http://search.proquest.com/docview/206038946/13D59108C4F44FAECBB/1?accountic
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Anotace

Diplomová práce se zabývá využitím nápravných aktivit při odstraňování chyb způsobených interferencí mateřského jazyka ve výuce anglického jazyka. Teoretická část definuje základní pojmy, představuje dva typy interference - lexikální a morfosyntaktickou a vymezuje techniky opravování chyb. Dále jsou zde shrnuty základní nápravné techniky a strategie používané k opakování slovní zásoby a gramatiky. Praktická část se poté zaměřuje na nejčastější chyby odhalené diagnostickým testem během první fáze výzkumu u žáků 9. třídy a poskytuje možná řešení na zlepšení v podobě navržených nápravných aktivit. Tyto aktivity jsou později testovány ve stejné třídě a ohodnoceny s ohledem na vymezené otázky pro hodnocení výzkumu. Závěrečný diagnostický test a analýza výsledků ukazují, že nápravné aktivity jsou účinným nástrojem pro odstraňování častých chyb u studentů, kteří se učí anglický jazyk jako cizí jazyk. Nicméně, další výzkum je nutný pro ověření účinnosti.

Klíčová slova

Negativní vliv mateřského jazyka - interference, lexikální, morfosyntaktická interference, přechodný jazyk, druhy chyb, opravování chyb, diagnostický test, nápravné aktivity, analýzy

Abstract

This thesis deals with the usage of remedial activities as a tool of eliminating errors caused by mother tongue interference in EFL classes and examines its aspects. The theoretical part provides definitions of basic terms, introduces two types of interference – lexical and morpho-syntactic interference and presents principles of correcting different mistakes. Furthermore, it summarizes basic remedial strategies and techniques used for vocabulary and grammar revision. The practical part focuses on analysing the most frequent errors revealed in the first step of the research through pre-testing in the 9th class and provides suggestions for improvement by means of designed remedial activities. The activities are later tested in the same class and evaluated with regard to the determined evaluation questions. The final post-tests and analysis of the results indicate that the remedial activities have been effective in reducing common mistakes made by students learning EFL. However, further research is needed to verify the effectiveness.

Key words

Mother tongue interference, lexical, morpho-syntactic interference, interlanguage, types of mistakes, correction, diagnostic test, remedial activities, reflections

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INTRODUCTION

Nowadays, the ability to speak a foreign language brings enormous benefits both personally and professionally and opens up new opportunities. People take advantage of it and travel or work abroad. The English language belongs to the most influential languages in the world and often presents the only means of communication among people of different nationalities. In order to communicate successfuly and effectively in English, it is necessary to acquire its system of sounds, words, sentences in the written as well as spoken form and use this system appropriately. However, when using the English language, learners very often rely on the knowledge of their mother tongue, which can support, but in most cases, fail to support this process. The goal of this diploma thesis, concerning "Remedial activities as a tool of eliminating mother tongue interference in EFL classes" is to map the circumstances of various failures in the form of mistakes that Czech learners make when producing the English language and come up with possible ways and solutions that might help to reduce them. I chose this topic because it seems to be an area which provides a lot of interesting issues to be analysed.

THEORETICAL PART

The main aim of this diploma thesis is to investigate the effect of remedial activities in English foreign language (EFL) classes and prove that they help to prevent students from making mistakes resulting from mother tongue interference. In this thesis, remedial activities are designed to help the students to eliminate or reduce mother tongue interference in their interlanguage. The reasons why the study focuses on mother tongue interference is that firstly, the occurrence of this phenomenon in students´ interlanguage is high and, to a certain extent, inevitable because the students use two languages at the same time and secondly, the findings obtained with diagnostic tests used as data collection tools for my bachelor thesis showed that it would be challenging to examine this issue in more detail.

To outline the content of the thesis: As far as the chosen group of adolescents is presented, chapter 2 will be devoted to the theoretical views of interference. Definitions by several scholars will be mentioned and various approaches towards interference will be discussed. Furthermore, different types of interference – lexical and morphosyntactic interference including their subtypes and examples – will be presented. Chapter 3 will deal with interlanguage as a concept related to interference. Concerning the area of mistakes and correction, the key term of that chapter a mistake will be explained and different ways and approaches of its correction mentioned.

Finally, remedial techniques and methods will be listed that can be useful when practising and recalling any language items and that may hopefully help to reduce the number of possible student´s mistakes. The attention will be paid to mistakes in grammar (morphosyntactic) and vocabulary (lexical interference).

1 Adolescents

In general, every student is a unique individual and learns in an individual way. They may learn at different speed: some of them are faster than others, some of them are more communicative, independent. Some students prefer to work in groups or pairs, others like working individually.

The target group that is going to be tested in this thesis is a group of middle adolescents. Adolescents have their own specifics and if they are taught effectively, they may achieve significant improvements in their language skills because they are supposed to have got the biggest potential to learn a language. Lewis supports this statement and adds "*the teenage years may be the time when students learn languages fastest and most efficiently*" (Lewis 2007, 6). They are curious, have good memory and they are able to discuss abstract issues. On the other hand, problems, mood swings, stubbornness, no discipline can also be their characteristic features.

1.1 Adolescents and Language Acquisition

As it was said at the beginning of the chapter, the teenage students have on one hand a great capacity for learning, on the other hand, they can be more difficult to manage. Therefore, the importance of methodology should not be underestimated. Remedial work should contain tasks which the students are able to do and are relevant and not tasks that risk humiliating them. If we present or explain grammatical rules or vocabulary in the same way, with the same teaching method or material, the students will probably fail again.

However, according to Piccolo (2010), an effective and up-to-date treatment (such as work in groups, competition, role-plays, songs, new technologies) should make it possible for every student to achieve success at their level of ability.

To sum it up, as teachers, we can take advantages of the thinking skills in our teenage students, which were discussed above and try to build on them in our lessons.

2 Mother Tongue Interference

One of the major factors leading to student´s errors, defined by many linguists from different schools and with different opinions, presents the main topic of this thesis – interference. The phenomenon and its characteristics are going to be discussed in this chapter. In general, interference can be called a "transfer".

Lado who proposed the concept of "transfer" states: "*Individuals tend to transfer the forms and meanings, and the distributions of forms and meanings of their native language and culture to the foreign language and culture—both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives*" *(*Lado in Gass & Selinker 2008, 89*)*. In other words, a student who learns English as a foreign language already has a deep knowledge of one other language and often relies on the first language knowledge in order to adopt a foreign one.

Edge supports this statement in his work and claims that "*when people do not know how to say something in a foreign language, one possibility is to use words and structures from their own language and try to make them fit into the foreign language*" (Edge 1989, 7).

The similarities between the native and foreign languages can make the learning easier – positive transfer. However, the differences between them can provoke errors in learner´s interlanguage – negative transfer.

To give concrete examples of these: the Czech language is a synthetic language, which means that it uses a lot of inflection, has less tenses. English is, on the contrary, an analytic language that is relatively uninflected. Therefore, when translating from one of these two languages, word-for-word translation (literal) can not be used, because it could cause misunderstandings in the target language. A teacher's responsibility is to highlight and reinforce these differences between the two languages in the English lessons in order to prevent students from making incorrect connections in their minds. Voicu supports this opinion and claims: "*In fact, discovering the similarities and differences of both languages can enhance acquisition*" (Voicu 2010, 214). That is why teachers should know the systems of both languages very well.

According to Rod Ellis, it is possible to predict interference, and thereby learning difficulty, by identifying those diferent areas of the target language (Ellis 1994, 52). A teacher should put emphasis on training and practising because, in many cases, interference is evident at first sight – something sounds "unnatural".

2.1 Classification of Interference for the Purpose of this Research

For the purpose of the thesis, we will focus only on interference that occurs on the level of lexis – lexical interference and grammar – morphosyntactic one. This following subchapters are alloted to some of the possible classifications of interference as stated in the works of different author (Don Sparling, Poslušná, Fitikides,…). Moreover, the general characteristics of each interference are described and examples of possible difficulties are given.

2.1.1 Lexical Interference

Lexical interference occurs on the level of lexical units – words,vocabulary and can be described as a transfer of lexical items of the native language to the foreign language. This transfer can result in making mistakes because students often unconsciously use or recall learnt vocabulary without thinking about it and accept the first thought that crosses their mind. Newmark in his book "About Translation" states that: "*Lexical interference is more dangerous than grammatical interference (usually stylistic) and can distort the meaning of a sentence*" (Newmark 1991,83).

One of the most common phenomenons, closely connected to lexical interference, is a term false friends.

2.1.1.1 False Friends (False Cognates)

When learning a foreign language, the majority of learners benefit from cognate awareness - from any words or structures with common etymological origin that are same or very similar in two languages (for example: reservation – rezervace). In other words, they are often called true friends.

However, there is a significant number of cognates that remind of words in a mother tongue because they sound or look similar, but the meaning differs totally – "false cognates – false friends". A classic example of such a situation may be the English-Czech word pair *chef - šéf*. While these two words are very alike, their meanings are different, the first one most frequently referring to a chief cook in a restaurant, the second one to a boss who makes decisions.

Chamizo-Domínguez gives a more accurate definition and states that "*the term [false friends] ... refers to the specific phenomenon of linguistic interference consisting of two given words in two or more given natural languages [that] are graphically and/or phonetically the same or very alike; yet, their meanings may be totally or partially different*" (Chamizo-Domínguez 2008, 1). This definition is more accurate because Chamizo-Domínguez highlights the fact that besides the total, there can be partial differences in the meaning.

Having indicated the fact that two words that look alike do not have to be strictly divided into two single categories of true and false friends, a further analysis is required. Tycová (2012) divides false friends into pseudo false friends (L1 sound resemblance), total false friends (same form, different meaning), partial false friends along with nuance differentiated word pairs - nuance differentiation (one same denotative meaning) and true friends (same form, same meaning) (22).

Pseudo false friends	**Total false friends**	**Partial false friends**	**Nuance differentiated word pairs**	**True friends**
reproduktor	pasta	symphatetic	absolute	detail
*reproductor	pasta	sympatický	absolutní	detail
loudspeaker		**Nuance differentiation**		

Figure 1: Division of false friends

Each category deals with the "amount of friendship" between two words. For the purpose of this thesis, the complexity of the phenomenon of false friends will be simplified and only the boundary between "true friends" and "false friends" will be taken into consideration.

Here is a list of some of the most common false friends with their correct and wrong (*) English equivalents:

*absolvovat – to graduate (*absolve), afekt - passion,emotion (*affect), akord – chord (*accord), aktuální – current (*actual), billión – trillion (*billion), brigáda - summer job (*brigade), deska - board (*desk), dres - tracksuit (*dress), eventuální - possible (*eventual), fantazie – imaginery (*fantasy), fronta – line (*front), guma – rubber (*gum), gymnázium - grammar school (*gymnasium), host – guest (*host), interpretovat – explain (*interpret) konkrétní - particular (*concrete), kontrolovat - check (* control), kreatura – monster (*creature), kriminál - prison, jail (*criminal), lokál – pub (*local), pasta – paste (*pasta), recept - prescription (*receipt), román – novel (*Roman), smoking – dinner jacket (*smoking), sympatický – nice (*sympathetic) šéf – boss (*chef), toust – sandwich (*toast), vagón – carriage (*wagon)*

This phenomenon shows evidence of negative transfer due to mother tongue influence and misleads the learner into guesing the "right equivalent" in the target language. According to Chamizo-Domínguez (2002), mistakes, misunderstandings, and the humorous exploitation of false friends are common when learning a foreign language, but the most important thing is to be aware of these nuances and avoid them (1837).

2.1.2 Morphosyntactic Interference

Having discussed lexical interference, there is another phenomenon responsible for common errors made by students - morphosyntactic interference. This type of interference occurs on the level of grammar (traditionally divided into syntax and morphology) where student´s mother tongue differs from the target language. As mentioned above, English is an analytic language, which means it doesn´t have a large number of inflections (such as Czech), but has a large number of tenses, an article system exists and word order is relatively fixed. Havlásková (2010) points out that students do not realize that the meaning of a text does not consist only of the sense of its individual components, but of the sense of the structure as a whole. For this reason the students should not translate the individual parts literally. (53)

In this thesis, morphosyntactic mistakes further explored in the research are divided into two following categories: **negation and word order**. They are mentioned mainly in connection with negative transfer. Although a Czech sentence basically includes the same clause elements as an English sentence, their meanings can differ.

2.1.2.1 Word Order

This category deals with order of words in an English sentence, namely with the SVOMPT principle - subject - verb - object - adverbial of manner, place and time. A typical error made by students and associated with this principle is that students do not recognize the correct position of elements in an English sentence.

They translate the source sentence word for word, but do not consider the fact that the constituents of the target sentence are arranged in a different way, for example: in Czech: *Studenti čtou ve škole anglické texty*; in English: literal translation -* *Students read at school English texts,* correct - *Students read English texts at school*.

Moreover, word order in English is fixed (SVO), which means that the subject is typically in the initial position, the verb and the object follow it, in Czech, on the contrary, it is possible that a direct object precedes a transitive verb and moves to the initial position where the subject should be.

Word order change can lead to a shift in the semantic meaning of the target sentence. The following examples are going to illustrate this mistake: *Tohle auto si koupil můj bratr*. * *This car bought my brother*. X *My brother bought this car*. (Knottková 1981, 271).

2.1.2.2 Negation

The second category, in which Czech students tend to make mistakes, is connected with negation – with the problem of double negation. In Klimsova's study (1999), the errors in negation represent roughly 10% of all the syntactic errors investigated. The main reason is that there are some differences between the Czech and the English language in the expressing of negation and so the word for word (literal) translation is not possible. When creating a negative sentence in Czech, a rule of negative concord (the negative expressed with verbs and other sentence elements) has to be taken into account, however, in English there can be only one negative particle in the clause -when focusing on clausal negation (verbal negation – not).

Therefore, Czech students can struggle with forming a correct negative sentence and produce sentences such as: *They did not see nobody* X *Nikoho neviděli*. It could be claimed that this sentence is grammatically incorrect, but there are cases in English when a clause can contain two negatives. However, two negatives in the same clause actually form an affirmative (positive) sentence because the two negators cancel each other.

Dušková summarizes the principles of negation in English and Czech and claims: "*While in English the two negators again cancel each other producing a positive meaning (even though grammatically the sentence is negative), in Czech these instances display negative concord, which spreads negative meaning all over the sentence. It is primarily instance of this kind that best reveals the basically different nature of single negation as compared with negative concord" (Dušková 1999, 162-163).*

The students who are not aware of these problematic categories transfer habits from their native to the foreign language. In other words, they translate the word order or negative sentences literally and thus make errors.

Lexical and morpho-syntactic interferences are quite common in students´ interlanguage mainly because of language differences. However, students should be aware of them and should, at some point, try thinking in the target language (English) and using it correctly. It is a long process that recquires an intensive training and experience, but it is essential to successful communication. In the following chapter a closer look at the nature of language acquisition - the term interlanguage is taken.

3 Interlanguage

The first person, who introduces the phenomenon of interlanguage or "*third language*" in 1972 which is closely connected to interference, was Professor of Linguistics Larry Selinker. The term interlanguage refers to a version of language that lies between the first language and the second language, changes all the time, at any level of development. In other words, two different languages are in contact: Czech and English which can lead to existence of a third language called Czenglish with its own grammatical, lexical and syntactic rules.

However, these rules do not exist in either learner´s mother tongue or in the foreign language and thus provoke errors. It is a common and to a certain extent unavoidable feature of learners to forget what they had already learnt and known several days before. Moreover, when working with two different languages that overlap, students tend to make errors in the cases where they should not make them anymore. Therefore, teachers are supposed to view errors as a part of developing system that can be reshaped continually towards proficiency and not as a total collapse (Bartram and Walton 1991, 18). By working out where and why things have gone wrong, the students can improve their performance, try to eradicate the problematic areas and retain the correct ones.

To conclude, a detailed study of interlanguage could help a teacher to identify the type of mistakes and reshape learner´s interlanguage in a progressive way. The classification and evaluation of mistakes will be dealt with in the following chapter.

4 Mistakes and Correction

Having defined different types of interference in student´s interlanguage, it is necessary to move to the treatment of mistakes caused by this phenomenon. In general, the term *mistake* is clear when used during teaching or learning and often has a negative connotation. However, Penny Ur defines mistakes with these words: "*Mistakes may be seen an integral and natural part of learning: a symptom of the learner´s progress through an "interlanguage" towards a closer and closer approximation to the target language*" (Ur 1996, 85). Therefore, whatever the reason for getting something wrong is, a teacher should realize that making mistakes is a useful way of learning and should provide students with sufficient space for making progress in the language they are learning.

According to many authors, mistakes can be seen from several different perspectives and cover different items. Some of the possible classifications might be "mistakes of meaning" and "mistakes of form" or "mistakes of commission", "mistakes of omission" and "covert mistakes". Several linguists divide mistakes into "slips", "attempts" and "errors" - from the teachers´ point of view. This last division will be discussed in more detail.

Firstly, **slips** are described as accidental and trivial mistakes in speaking, writing and reading and also called careless mistakes. Focus on one activity can result in lack of focus on the other things. The important fact is that the students are aware of making a mistake and self-correction is expected.

Secondly, **attempts** are mistakes made by students because of the lack of knowledge of the foreign language without realizing it. Moreover, it is not clear what they want to say, they are not able to formulate or transfer their ideas, opinions, which can cause confusion and misunderstandings.

The last category of mistakes are **errors** – the biggest category and the most discussed in this thesis. Although students already know grammatical rules, they are often unable to self-correct. On the other hand, there is some familiarity with the correct form (Edge 1989, 7-11). Scrivener points out that "*student errors are evidence that the progress is being made. Errors often show us that a student is experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress. Analysing what errors have been made clarifies exactly which level the student has reached and helps set the syllabus for future language work*" (Scrivener 2011, 285). In general, students and especially teenage students need to feel and see the progress at any language level. The evidence of progress students made during the lessons may contribute to their further motivation.

Harmer presents two distinct causes for making errors: *mother tongue interference* and *a developmental error* (Harmer 2001, 99-100). The former one occurs at the level of sounds, grammar, vocabulary due to the differences in languages, and can lead to *fossilization.* TESOL association (2014) defines fossilized errors as errors that have become a habit, part of a student's interlanguage and used subconsciously as if they were the correct forms.

Later one, as Richards states, "*reflects the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition*" (Richards 1984, 173).

Moreover, it is connected with the term *over-generalisation* - situation when students apply learnt rule to all cases and do not take any exceptions into consideration (for example: *she can learns* - the use of *s* in the third person singular is overgeneralized and mixed up with the auxiliary verb *can*).

To conclude, there are many sources of errors such as mother tongue interference, overgeneralization, the role of the variables of age, motivation etc. The subject of this thesis is to trace errors caused by mother tongue interference and imply some strategies to lessen their negative effects. The possible ways of error treatment are going to be elaborated in more detail throughout the following chapters of the thesis.

4.1 Correction

There are several factors that influence the process of correction and that teachers have to take into consideration, such as when to correct, what types of mistakes to correct, what technique to use and how to indicate that a mistake has occurred. As mentioned above, the seriousness of mistakes can be diverse - from slips which can be corrected by students when pointed out, to errors which need some explanation to be corrected. Therefore, detection and selection of different types of mistakes is as important as their correction, which is an important part of the remedial work (see chapter 5). Tomková in her thesis states that "*if learners receive too much neutral feedback on erroneous utterances, their errors will be reinforced and may gradually become fossilized*" (Tomková 2013,71).

Well planned remedial activities may hopefully prevent students from repeating the same errors again and thus reduce their occurence. Moreover, as Jain in Richard (1984) claims teacher´s task is to analyse students´ errors and improve their language skills through learning from them, not to embarrass them (189), which is especially important when working with teenage students.

Concerning the ways of correction, there are three main forms: self-correction, peer correction and teacher correction.

Self–correction is often the best way because students are able to identify their mistakes when being signalled and correct themselves. Allwright & Bailey´s long-term goal is "*that our students will repair their own communication breakdowns and produce the target language accurately and fluently without guidance from us, and that the correct forms will be internalised*" (Allwright & Bailey 1991, 107). Self-correction can help students to become more independent and make changes in their developing interlanguage system. Therefore, it is important to leave students extra time and space for making correction. This type of correction is usually used in cases where slips are made and effective when dealing with grammar.

In the case when students are not capable of correcting themselves, they made an error and the teacher has to decide how to correct the error. One of the possible options is to use peer correction.

Peer correction offers an opportunity for teachers to ask another student to help their schoolmate to correct the particular item and thus support cooperation within the class. However, this technique - as Edge states in his book - has both its advantages and disadvantages. On one hand, when more than one student is involved, the class becomes more independent from the teacher and can improve the ability to work in pairs and groups.

On the other hand, the teacher has to avoid choosing the same students who make correction and take the student´s feelings into consideration because they may feel depressed from being criticised or corrected by other people than by their teacher (Edge 1989, 26).

The last way to correct students is **teacher correction** that may be used when both previous corrections fail. Teacher as an authority should help a student to find the particular mistake and rather than the immediate corection, he/she should use different techniques (gestures, intonation, cards, inductive, deductive approach, etc.) that lead the students to self-correction. As Julian Edge suggests "*the more the students are involved in the correction, the more they have to think about the language used in the classroom*" (Edge 1989, 27). When the majority of the students are not able to produce a correct language structure, repeat the same mistakes, it indicates that they have not understood the particular items. The best response from the teacher may be to use these items as the basis for planning remedial activities in future lessons.

In the practical part, all of these types of correction will be used when testing the remedial activities.

4.1.1 Accuracy versus Fluency

In addition to this, one of the most challenging things for teachers is actually to make a decision what to correct or not to correct. Since this thesis is concerned about remedial activities, special emphasis is placed on accuracy of the language produced by students rather than on fluency.

According to Bartram & Walton, accuracy activities are such where "*students are encouraged to make their utterances as near to a native-speaker's as possible – which is usually taken as necessitating more intense correction*" (Bartram & Walton 1991, 32).

The goal of such activities is to practise learnt structures and improve student´s interlanguage. When students are trying to master some grammatical structures or words, their teacher should immediately correct all the mistakes concerning these structures or words and help the students to avoid them in the future.

After being mastered, it is possible to move towards fluency activities, such as role plays, free discussions or dialogues. *Immediate correction* is replaced by *delayed correction* which is represented by walking around the class and making notes. The notes in the form of mistakes are discussed with the students later in the lesson. In the practical part, some of these types of correction will be used when testing the remedial activities.

Since the remedial treatment focuses on one aspect of the target language – errors caused by mother tongue interference, many activities give rather controlled practice. However, it can still be meaningful and lead to fluency.

Finaly, Edge states that "*correcting should not mean insisting on everything being absolutely correct. Correction means helping students to become more accurate in their use of languge*" (Edge 1989, 33).

5 Remedial Activities

The main goal of the thesis is to design and present some activities during English foreign language classes to eliminate common, repeated mistakes arising in student´s interlanguage and prove their effectiveness. Therefore, this chapter is going to deal with the area of remedial work, which is a part of error correction.

Having classified mistakes, searched for their causes and introduced different types of correction, there is a need to answer the question how to deal with these mistakes. As being discussed above, the seriousness of mistakes can differ, from careless mistakes to errors that actually affect meaning. Mistakes caused by mother tongue interference occur frequently in student´s interlanguage (supported by the results in my BA thesis) and despite the fact that they may not be immediately apparent to the recipient, they can lead to misunderstanding or confusion. Hendrickson (1978) points out that errors that occur most frequently and impair communication should be seen as needing correction the most (390). This is one of the aims of remedial activities – to focus on common, repeated and fossilized errors made by students within one group and help them to achieve greater accuracy in their target language production.

In order to work with remedial activities successfully and to proceed towards the aims, George (1972) suggests the following steps:

1) The mistakes or errors that the students make should be identified and listed.
2) A limited number of types of mistakes should be chosen in order to fully focus on them and also avoid student´s demotivation.

3) A careful study of each mistake chosen, an identification of their source and attempts to find ways that will help the students to correct those mistakes – freshness of approach, usage of new procedures, new and innovative ways of looking at and explaining problems – are required.

4) There should be a large number of repeated opportunities for the students to practise the features chosen by the teacher to be corrected.

(George in Nation 2009, 143-144)

To sum it up, in remedial work teachers should pay attention to errors that occur permanently in students´ interlanguage and indicate incomplete learning. A careful study of these errors should be followed by the process of re-teaching. However, the main objective is to give students thorough practice of target items in a variety of contexts to enable students to analyse and use them correctly. Moreover, the fact that the students are learning something useful and they are able to improve themselves, can increase the success of the remedial work.

On the other hand, it is necessary to highlight that eliminating all grammar and vocabulary errors is not possible for many reasons. One of them is that it is beyond the capacity of a human being to absorb and retain things perfectly and be able to use everything he/she is presented with (Broughton et al. 1994, 133). To be more concrete, each student is different, which means that he/she perceives the given information with a different amount of success.

Secondly, although the students will be able to use the correct forms after applying the remedial activities, it can not be claimed that the correct concepts have fossilised in their minds. It is not enough to present the issue, practise it and suppose that the students know it and remember it forever. As Bartram & Walton point out: *"All language learning is based on continual exposure, hypothesizing and, even with the correct hypotheses, testing and reinforcing the ideas behind them" (*Bartram & Walton 1991, 97*).* This idea supports the basic principle of repetition. Even if the learners use the target structure or vocabulary correctly after being exposed to it, it does not mean that they will be able to recall it after some time. Therefore, the students need to rehearse it carefully many times and the teachers should also periodically return to it to enable successful reinforcement (Scrivener 2011, 170).

In the practical part of this thesis a number of various activities will be presented that concentrate on destabilizing repeated errors caused by negative transfer from the source language (Czech) to the target (English) one and can support the effort of teachers to offer students more space for practising and reviewing these difficult concepts.

The teaching strategies and methods are closely connected with the area of remedial work, therefore they seem to be worth discussing in the following chapters too.

5.1 Remediation in EFL Classes: Vocabulary

These following two chapters are not about teaching vocabulary or grammar but mainly presenting number of ways of practising and refreshing them.

Vocabulary can be defined as a single word and sometimes even two-or three-word combinations that are taught in a foreign language. Therefore, in a broader sense, vocabulary can be referred to items (Ur 1996, 60).

In general, students are regularly confronted with new words when acquiring a foreign language. In order to use them correctly, many aspects of the item have to be studied. According to Ur, "*the most important things to know about a lexicial item are its written (spelling) and spoken (pronunciation) form and its most usual meaning*" (Ur 2012, 60-61). The students have to know what the word looks like, what it sounds like and what it refers to. Therefore, there is not such a great difference when considering learning a vocabulary of a source language. However, according to Thornbury, learners have to cope with these challenges:

- "*making the correct connections, when understanding the second language, between the form and meaning of words*
- *when producing language, using the correct form of a word for the meaning intended* (i.e. nose not noise)"

  (Thornbury 2002, 31)

To meet all these challenges the students need to review and practise new vocabulary several times to automatize it and be able to recall it readily.

On the other hand, there are several challenges that a learner of a foreign language can come across and that can play a crucial role in causing problems in vocabulary learning. Mistaken hypothesis and wrong connections can be one of them. This is the case of false friends – lexical interference as it has been discussed in more detail in the chapter 2.1.1.1.- a common problem leading to misunderstandings and unsuccessful communication. Students are often unaware of making mistakes because they believe to be right when recognizing similarities in the forms of source and target items.

The activities mentioned in the practical part concentrate on remediating errors caused by this phenomenon and help to explore the environment in which the false friends occur. There is no point in revising a limited number of these English lexical items (false cognates) in lists with their Czech equivalents, then write a diagnostic test and consider it as the final step of the learning process. The successful revision of vocabulary should enable students to mainly review and use words in different tasks to fix them and encourage long-term recognition.

Practising vocabulary helps remembering it, thus, it is also a question of memory. According to many researchers, the memory can be divided into the following systems: short-term store – working memory – long-term memory. (Thornbury 2002). The main goal of teachers is to move the vocabulary, in this case false friends, from the short-term to the long-term memory as discussed above to be retrieved when needed.

There are many types of activities that a teacher can use in the lessons. Scrivener points out these: matching pictures to lexical items, parts of lexical items to other parts, lexical items to sets of related words, using prefixes and suffixes, using given lexical items to complete a specific task, filling in crosswords, filling in gaps in sentences, memory games (Scrivener 2011, 191).

Remedial activities should be organised in a cyclic manner which allows repetition and thus deepening of the knowledge. There is a long list of techniques that a teacher can use in the lessons. For the purpose of this thesis, different types of drills and dialogues were chosen as appropriate remedial techniques. The students can get used to the false friends in a particular pattern or dialogue and then they repeat and practise them in a spoken and written form.

As for the choice of vocabulary, the lexis for revising should follow the frequency, practicality, productivity and the needs of the target group of learners.

5.1.1 Vocabulary Drills

The main aim of remedial treatment is to improve accuracy, highlight the mistakes and indicate what needs to be done to be successful. Drills involve a repetition and provide practice of the certain structure – very often small, manageable chunks of language (false friends). For example: using pictures and flashcards is one of the traditional methods that drill on vocabulary. A teacher holds up a picture and asks students what they can see in it, which should elicit a response. The teacher can repeat this process in all possible ways and involve as many students as possible.

Many teachers reject the technique of drill due to a possible lack of communicative quality, however, as Scrivener claims: "*the oral drill is the one which can be most productively demanding on accuracy*," which is associated with the purpose and aim of remedial activities (Scrivener 2011, 170).

This phenomenon is going to be discussed more in details in the chapter concerning teaching grammar.

5.1.2 Dialogues

This technique can help students to use an accurate language in their spoken communication. An English pattern (false friends) can be practised in a typical or useful context and is repeated several times in the dialogue, which increases student´s familiarity with it. However, it is necessary to take into account that there should not be any other word pattern or grammatical phenomenon that is unknown or too difficult for students when practising the concrete item (Scrivener 2011, 176).

The advantage of dialogue is that it can be used for controlled, guided or free work (open dialogues, discourse chaos, information gaps,etc.). Therefore, when preparing remedial dialogues, the space for making mistakes should be minimized through controlled opportunities for production.

En example of short dialogue focusing on false friends:

(brigáda – summer job - *brigade)

Cz: Hi ….....and …..... (names of students)

Eng 1 and Eng 2: Hi.....How are you?

Cz: Fine, Thanks. I have „brigáda“ at McDonald´s.

Eng 1: What? You mean.a.....? (a brigade - a false friend)

Eng 2: No, he/she means a …..... (a summer job - a correct form)

Cz: Yes. I have a …..... at McDonald´s. (a repeated correct form)

In conclusion, vocabulary practised through drills in any task types (for example: a dialogue) have such advantage that any kinds of mistakes are almost eliminated and the learner, mainly at lower levels, feel more self-confident to speak.

5.2 Remediation in EFL Classes: Grammar

In the previous chapters interference in lexis was explored and alternative ways concerning the improvement of knowledge of vocabulary were presented. Therefore, this chapter focuses even above the word level on grammar – morpho-syntactic interference - an area in which students generally make a lot of mistakes.

Ur characterises grammar as "*the way words are put together to make correct sentences*" (Ur 1996, 75). The students can imagine different explanations and rules that describe how to order the words in a sentence, how to create past form of a verb or how to make a superlative, etc. Despite the various opinions whether grammar should be taught or not, a systematic and organized teaching of it is generally supposed to be essential to master the target language.

Nowadays, the most common teaching sequence is present-practice one. Scrivener gives an example of a present-practice structure:

1. *Lead in* (for example: brainstorming)
2. *Teacher clarificatio*n (T gives/elicits examples of the language)
3. *Restricted output (*oral practice*)*
4. *Restricted output (*written practice*)*
5. *Authentic output (*communicative approach*)*

(Scrivener 2011, 160)

Despite the fact that the presentation and explanation of grammar are not the subject of this thesis, sometimes it is necessary to remind the students of the grammatical rules and formulate a short, quick, and understandable explanation before doing remedial activities (teacher´s clarification).

Generally, teaching grammar can be done in two ways – inductively (specific examples ⇨a general rule) or deductively (a general rule⇨specific examples). In remedial work, deductive approach is usually prefered because the students have already learnt the grammatical rules. Therefore, it is much quicker to explain these rules to them again and get more time for practising.

The main goal is to design activities where the students could practise certain grammatical structure in different ways and that could help them to reduce interference on the level of grammar.

5.2.1 Grammar Practice Activities

The majority of students are able to use the correct form of a structure when being tested on it or retrieve it immediately after that, however, when they are asked to produce it on their own after some time, they make mistakes in the same structures. This shows that the structures were not thoroughly mastered and thus fixed.

Ur´s statement is very clear in this aspect: "*One of our jobs as teachers is to help our students make the 'leap' from form-focussed accuracy work to fluent, but acceptable production, by providing a 'bridge': a variety of practice activities that familiarize them with the structures in context, giving practice both in form and communicative meaning*" (Ur 1996, 83).

Remedial treatment puts emphasis on controlled and semi-controlled practice and on improving mastery of the grammatical structures of the target language. Therefore, remedial activities should be constructed in such way that the certain grammatical structure is repeated as much as possible, fixed and integrated into long-term memory. Moreover, they should restrict the target items needed. Scrivener recommends restricted activities such as oral drills, written exercises and grammar practised games that are vital for automatisation and thus fixation (Scrivener 2011).

5.2.1.1 Grammar Drills

To continue with the technique of drills, Richards, Platt, and Weber divide the drills into mechanical, meaningful and communicative (Richards, Platt, and Weber 1985).

In **mechanical drills**, the student is controlled by the teacher and may provide correct answers without even understanding the meaning of the pattern. To give a concrete example:

1) substitution drills (one pattern is being substituted by another)

I			T-shirt		Prague.
We	bought	this	jacket	in	Paris.
My sister			book		Austria.

2) transformation drills (new own patterns are based on a given model)

Teacher: He is putting his shoes on. Students: He is going to go outside.

T: My mother is buying flour. S: She is going to bake something.

In **meaningful drills**, the student is still controlled by the teacher but must understand the drill cues to be able to respond correctly.

A model sentence: He *knows nobody X* He does not know anybody

a) drink, nothing c) go, nowhere

b) see, anything

The last mentioned is the most engaging category of drills because it provides a reason for speaking – **communicative drills**. Despite the fact that the students are to a certain extent controlled, they can use their own ideas or information.

T: What are you going to do after school?

S: … response (I am going to learn.)

T: What is Kate wearing today?

S: …response (Kate is wearing a white T-shirt)

(Richards, Platt, and Weber 1985).

Generally, there are many insights against the usage of mechanical drills while teaching because the students often repeat something they do not understand. However, in this case, the students have learnt the grammatical rules, but are not able to use them correctly when producing the target language. Thus, mechanical drills may create a valuable part of practice because they put emphasis on accuracy at certain stages of the lesson or during certain task types and help students to reinforce the given form. Then it is possible to move to the less controlled tasks (meaningful and communicative drills) that develop communicative competence.

5.2.1.2 Written Exercises

Drills, as mentioned, are supposed to provide not only oral grammar practice, but also written one (both - productive skills), however, the teacher should recognize when only writing (or only speaking) is more effective. In this chapter different types of written exercises will be presented. Written exercises are traditional and useful way that enables students to become more familiar with the use of selected grammar items. The types of exercises that can be used are gap filling exercises, filling charts, written drills, word order translations,etc. One of the written exercises including word order can be also the lyrics of songs.

Songs

Songs can be used in many different ways, not only as a listening activity. They can be a useful remedial classroom material since it is highly memorable, motivating and authentic. Learning through the lyrics of songs that focus on selected grammatical or functional items can help students to remember and recall them much easier. Additionally, several techniques can be used with songs and it depends on a teacher and their objectives.

Some examples of these techniques are:

- Gapped text or close texts
- Focus questions
- Matching pictures
- True-false statements
- Song jumble
- Dictation
- Add a final verse
- Circle the antonyms/synonyms of the given words
- Listen and discuss

(Scrivener 2011)

Moreover, the usage of contemporary popular songs can meet the challenges of many adolescents and improve the effectiveness of remedial teaching .

5.2.1.3 Game-like Activities

A language game is, in many cases, considered to be a funny and popular activity among students. However, it is necessary to point out that it should be more than fun and that games should support student´s learning too. Hadfield defines a game as "*an activity with rules, a goal and an element of fun*" (Hadfield 1998, 4).

Teachers can use games to create a positive learning atmosphere and to motivate students but, at the same time, game-like activities need to be carefully prepared and well organized to reach the goal.

Having analysed the typical characteristic features of adolescents, it is important for them to see that it is not only fun, but that the activity makes sense and they can profit from it. Lewis claims that combination of childlike-playfulness and an adult-like ability to hypothesize and think critically enable teenage students to get the input in both possible ways – by acquisition as well as by learning – as opposed to learners of different ages (Lewis 2007, 6). Therefore, a well prepared game can help students to learn or refresh the language faster.

Role plays

According to Ur, a role play "*is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate of this new context*" (Ur 1996, 131). Role playing is usually used to enable students to practise, develop communicative competences and experiment with what they have learned. Since this type of activity is focused on fluency, more mistakes made in their interlanguage are accepted, which is pointless when focusing on accurate language use.

For this purpose of thesis, role play is used only to encourage the mentioned age group (adolescents) to make better decisions in characters, which will allow them to take risks and explore different areas.

To conclude this chapter , during remedial treatment fossilized errors should be remedied by a " bombardment of correct forms" (for example: intesive drilling) (Hubbard 1983, 144) and teachers should put emphasis on continuous practice of the language items in different contexts and periodical returns to them to fix and store them in long-term memory.

THEORETICAL PART – CONCLUSION

The theoretical part of the thesis defined the terms "adolescents", "mother tongue interference", and "interlanguage", provided general classification of mistakes and their correction and introduced some possible ways of improving student´s awareness of lexical and morphosyntactic interference in the form of remedial activities.

The following research should confirm what is mentioned in the theoretical part.. Firstly, it can be assumed that many students are not aware of differences between these two languages and that interference will occur in their interlanguage. Secondly, remedial activities, when delivered systematically, as mentioned in the theory, can positively influence significant improvement in student´s use of language and reduce the mistakes caused by mother tongue interference in their interlanguage.

PRACTICAL PART

The practical part deals with the problems revealed by the method of pre-testing in the initial phase of the research (lexical and morphosyntactic interference) and tries to provide a solution by means of remedial activities designed particularly for this group of students. The remedial activities are later tested in the same group of students and followed by reflections and one peer observation. In the last step of the research, the students will write the same test and the results of pre-tests and post-tests will be compared to draw a conclusion on the effectiveness of remedial work. The practical part is followed by appendices which contain some additional materials used in particular tasks and examples of student´s pre-tests and post-tests.

6 Research

Research Aim

The main aim of the diploma thesis is to design remedial activities that might prevent students from making errors in their target languge and determine their effectiveness as a tool of eliminating mother tongue interference in English lessons. In order to verify them, it is necessary to summarize findings based on research.

Experimental group

School ZŠ Jabloňová is a lower secondary school with extended education of music - founded in the year 1989. As far as a foreign language is concerned, the students begin learning English at grade two. During the first years they have two lessons a week of the English language, then three lessons a week. The students have also the opportunity to sign for conversation lessons.

Moreover, the school has found it effective to group students of the same grade level (for example: 9.A and 9.B) according to their language proficiency levels (based on the assessment of the previous year). In this way, three groups of lower number arise, which brings considerable advantages for language learning: group 1 (high level of English, the students are highly motivated to learn English), group 2 (average level of English, willingness to learn English), group 3 (low level of English, little interest in English).

For the purposes of this thesis, a target group of 14 students at grade 9 was selected. All students are between ages 14 and 15 and at the time of the project they had been learning English for eight years. This group of students is the best one - group 1. The level of English of individual students is high and does not vary, only one girl is exceptionally gifted for languages. Despite the fact, that this age group is often considered to be difficult, moody, restless, intransigent, undisciplined (Lewis 2007, 3), these students are very clever, active, communicative and enthusiastic about learning English. Most of them are able to express their opinions, ask questions, give answers even if they are not sure whether they will be right or not and then lead a discussion about it.

Moreover, there is a positive, supportive atmosphere when working in groups or pairs: members co-operate willingly, which can provide more opportunities for practice.

6.1 Research Procedure

Fourteen students were tested on the knowledge of English grammar structure and vocabulary – based on what they had learnt and thus what they should use correctly. The research employed the one group pre-test–post-test design, which means that the data were gathered through the single pre-test, then the four-week treatment was administered and followed by the post-test.

The errors revealed by the pre-test and directly related to the purpose of research study were analysed and some possible solutions in the form of remedial activities designed for this target group were suggested. During the four week treatment the remedial activities were tested in the English lessons. Their effects were evaluated on the basis of post-tests, reflections and one observation.

Therefore, the research procedure was divided into two steps:

1) the first step – preparation (pre-tests, design of activities)

2) the second step – evaluation of results (reflections, one observation, post-test)

6.1.1 Preparation – the First Step

Pre-tests

The pre-tests were designed and evaluated with the goal to determine the level of knowledge, the subject matter that should have been mastered by the students and highlight the errors resulting from mother tongue interference in their interlanguage to be further worked on.

The test contained twenty seven Czech sentences and the students were asked to translate them into English individually and anonymously. The sentences were short and relatively simple to limit th amount of errors which were not the purpose of this study. The first fourteen sentences contained a phenomenon called false friends – false cognates – which is referred to as lexical interference and one true friend (see chapter 2.1.1.1). The rest of the sentences aimed at word order and double negation – morpho-syntactic interference.

Generally speaking, the sentences were constructed with regard to the curriculum, then according to the works focusing on the most common errors in English (Don Sparling, T.J.Fitikides, L. Poslušná,...) and discusssed with the students´ teacher to verify whether the students were aware of all those elements (grammar, words,...) the sentences contained.

Moreover, the results of my bachelor thesis served as a basis for this research. They provided fundamental insight into interference occurring in students´translations and urged further investigation of this phenomenon.

The basic set of sentences was identical for all participants in the research and was structured as follows:

1. Můj kamarád má **brigádu** u McDonald´s.
2. Kde je náš **šéf**?
3. **Kontroluji** si školní email každý den.
4. Chtěl/a bych studovat na **gymnázium.**
4. Musíme koupit novou **pastu** na zuby.
5. K snídani mám obvykle **toasty**.
7. Naše fotbalové **dresy** jsou už staré, potřebujeme nové.
8. Musím si vyzvednout lékařský **recept**.
9. Mohla bys mi na to dát **recept?**
10. Moji rodiče si chtějí koupit novou **kameru**.
11. Skončí **v kriminále. (vězení)**
12. Minulou sobotu jsme organizovali večeři pro 10 **hostů.**
13. Moje paní učitelka se mě zeptala, jestli jsem četl/a nějaký Verneův **román.**
14. Zahraj durový **akord** na kytaru! (durový – major)
15. Dostal jsem k narozeninám **robota.**
16. Mého kamaráda pokousal sousedův pes.
17. Tuto knihu čte babička každý večer.
18. Svůj volný čas trávím s přáteli.
19. Toto tričko jsem si koupil/a v Praze.
20. Liberec navštěvuje spousta německých turistů.
21. Studenti čtou ve škole německé texty.
22. Chodím každé ráno pěšky do školy.
23. Ne, děkuji. Nic nepotřebuji.
24. Nic nevědí.
25. Nemohla jsem ho nikde najít.
26. Nikdo nic neřekl.
27. Není tu nikdo, kdo by znal její jméno.

Design of activities

Once the types of mistakes caused by interference have been identified, possible solutions for eliminating them should be suggested. This thesis provided the solution by means of remedial activities designed for the group of adolescents. Despite any negative reputation of this age group, these students were active, communicative and enthusiastic about learning English, which influenced not only the design of activities but also the process of remedial teaching which was taken into account when evaluating the activities.

As mentioned in the theoretical part, in order to work with the remedial activities successfully and effectively, a limited number of errors should be chosen. These activities focused on 14 false friends – lexical interference, word order and negation – morphosyntactic interference. At the beginning of the activities the errors were highlighted and the vocabulary or rules explained again if necessary. Correct forms were then practised and reinforced in many different ways. When planning activities focused on remediation, the main emphasis was put on accuracy than on fluency, mainly in the written and spoken form. Therefore, different types of tasks were used containing repeated, controlled and semi-controlled opportunities for the students to practise the problematic features and to reach automaticity. Chapter 5 provides a detailed description of these tasks and techniques.

Moving to concrete techniques which were used in the remedial activities, the individual exercises focusing on vocabulary included: using pictures, matching lexical items (false friends) to sets of related words (Czech equivalents), filling in crosswords, controlled dialogues. Correct grammar structures were reinforced through written exercises (sentence correction), meaningful drills, a song and a role play.

The majority of the activities were so called game-like activities (See chapter (5.2.1.3) used because of their motivating aspect.

6.1.2 Evaluation of the Results – the Second Step

Reflections and Observation Analysis

Having tried out the designed remedial activities discussed above in the English lessons of the same group, reflections and one observation were used to measure or evaluate their effectiveness in promoting student´s language skills.

Reflections included analysis of the objectives, reactions and decisions made during the activities. By considering these elements it was possible to evaluate the impact they had on student´s learning and determine where to focus more effort in making revisions to improve student´s performance. Immediately after each lesson I taught, I tried to recall what had happened in the lesson, what had or had not been successful, draw some conclusions from the experience and find ways to move forward in my future teaching.

Moreover, I chose "peer" observation as a part of research method (see reflection 4). My supervisor was so kind and agreed with coming into my lesson and observing me and the students. Although only one lesson was observed by her, which is too little to be able to generalize the collected data, it proved to be very beneficial for me.

In order to make the reflections and the observation meaningful, a goal needs to be set which is related to the hypothesis of the research. In this case, a set of questions was created that was planned to help in the goal setting.

The following set of questions outlined below and randomly answered during the reflections basically focus on factors that could influence the effectiveness of the remedial activities.

1) *Is every pupil involved in some way during the lesson?*
2) *How are objectives of the activity met?*
3) *To what extent were the activities effective in producing student´s language skills?*
4) *Which areas are most problematic and how are corrected?*

For the observation, a new, expanded set of questions was generated:

1) *Are the activities well-planned and organized?*
2) *Is every pupil involved in some way during a lesson?*
3) *Are teacher´s instructions clear? How do pupils react to teacher´s instructions?*
4) *Are the pupils active or passive during activities?*
5) *How are objectives of the activity met?*
6) *To what extent were the activities effective in producing student´s language skills?*
7) *Which areas are most problematic and how are corrected?*

Reflection 4 is followed by supervisor´s answers to these questions. (see subchapter..)

Post-test

About 14 days after the four-week course, a post-test was created to determine how much of the errors have been corrected and prove or contradict the supposed positive effecs of using the remedial activities suggested. The sentences in pre-test and post-test were identical to avoid occurences of new language items that could somehow confuse the students. The post-testing enabled to state the level of mastering the subject matter that had been dealt with in the period mentioned and evaluate and review the concrete improvements of the students in the problematic areas.

7 Interpretation of results

The actual results will be discussed in this chapter. In the first step of this research, the occurrences of lexical and morpho-syntactic interference in individual sentences will be analysed by means of diagnostic pre-test. From these results, we should be able to determine the most common errors, design useful remedial activities and test them in English lessons. In the second step, the results and progress of the learners will be evaluated by comparing the results of pre-tests and post-tests carried out before and after the remedial classes. Moreover, we will be able to see whether the remedial classes were successful or not.

7.1 Summary of the Data Gathered in the First Step of the Research

A careful study of the results of the pre-test showed student´s inability to recall the words or grammar structures that they would probably recognise if they saw or heard them and confirmed the fact that students rely on the knowledge of their native language when producing the target one.

The concrete results will be discussed in detail in the forthcoming subchapters

1. Lexical interference:

Lexical interference occurs on the level of words. This study is devoted mainly to false friends. Despite the fact, that the students were tested on what were supposed to know, they made wrong generalisations from their own false hypotheses and tried to find the correspondence between words in their mother tongue and the target language where no such correspondence actually exists.

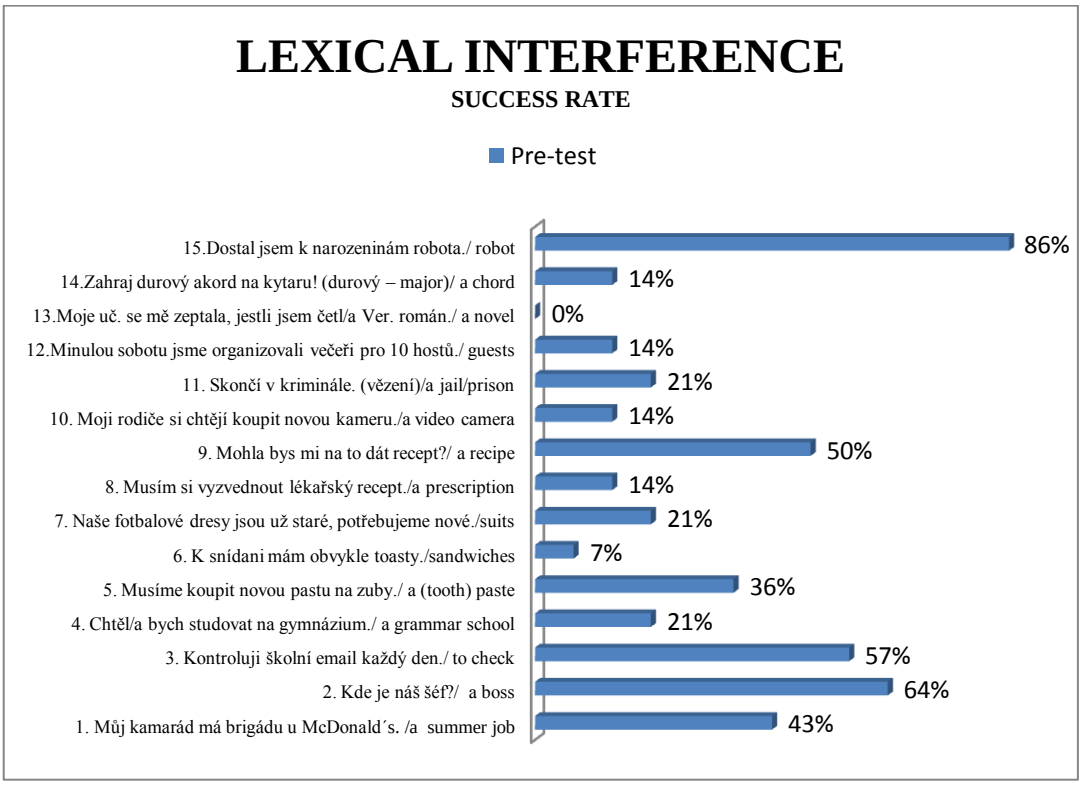
A few examples of ambiguity in student´s translations are presented:

Source word in a sentence	**Incorrect translation**	**Correct translation**
kamera	camera	video camera
pasta na zuby	tooth pasta	tooth paste
hosté	hosts	guests
akord	acord/akord	chord
kriminál	criminal/	jail/prison

Figure 2: Lexical interference - false friends – pre-test

One explanation for this is that although the students learnt all these words and their meanings as soon as they started expanding their vocabulary, some of these items became less and less used. It is obvious with the slightly common word *novel.* The students were talking about the novel Harry Potter, but did not have the opportunity to review this item in other lessons, which meant that they were not able to retrieve it when needed (nobody gave the correct answer – 0%). It was the same with the words such as: *sandwiches* (7%), *a video camera (14%), chord (14%), guests (14%).* Because of lack of experience, they did not recognize the occurence of false friends in sentences and supposed incorrectly that if some words sound similar, their meanings will be similar too. On the other hand, false friends are easily traceable, thus, the teacher´s task is to create opportunities for reviewing these semantic differences and make the students be careful of them. Therefore, remedial activities have to allow the students to recall the vocabulary several times in order to fix it and reach the point at which it becomes part of their permanent vocabulary.

The following graph represents the total values of correct translations at a lexical level in all of the sentences from the corpus.



Graph 1: Lexical Interference – Total Value of Correct Answers in Pre-tests

In many cases, lexical interference is caused by translations of mentioned words. The students are not often aware of making an error because of lack of experience but the shift in the awareness could help them to reduce it.

2. Morpho-syntactic interference

Morpho-syntactic interference occurs on the level of syntax. The main aim of this study was to focus on word order and double negation – areas that cause problems to Czech students because the language structures differ. Firstly, errors in the class of word order were analysed into two categories:

Primarily, the Czech literal translation appeared as the most influential, the majority of students preserved the sequence of words from the source text in the target text. In other words, they translated the sentence word for word focusing on the translation of individual units rather than on the clause as a whole and failed to take the meaning of a text into account. To give a concrete example of it: *This book reads my grandma every evening*.

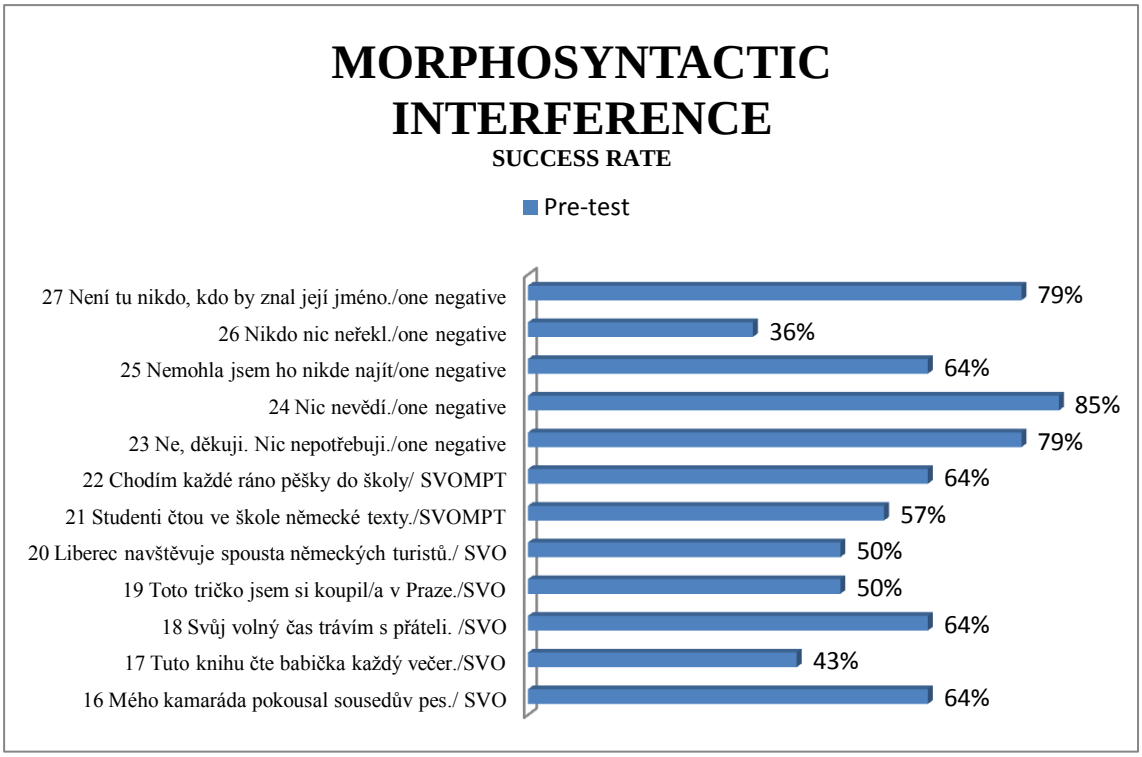
The second category dealt with the SVOMPT principle, it focused on the structure of a sentence and the functional sentence perspective (FSP). In pre-test, many students were really aware of this phenomenon. To give concrete examples of this: 66% of the students were able to translate the sentence correctly: *I spend my free time with my friends.* However, some did not consider the rule of SVOMPT - constituents arranged in fixed order i.e. subject - verb - object - adjunct of manner, place and time - and being influenced by Czech, they tended to adopt the same structures, as in the illustrative sentence: *Liberec visits many german tourists.*

Secondly, the diagnostic test focused on English negative sentences. The word order in a negative sentence is similar to the word order in a declarative sentence, thus the structure is known to students. The results showed that the students were partially aware of the difference that there is only one negative in an English sentence. The percentage of achievement in pre-test was high.

However, it was evident that the students lost their concentration during testing beacause they translated the same grammatical structure in the first case correctly but in the second incorrectly.

Two examples from the corpus will illustrate the issue: *Nic nevědí* and *Nikdo nic neřekl*. These two sentences are very similar, however, 85 percentage of the students were aware of forming negative sentences in English in the first sentence but in the second sentence they usually did not write any answer or used two or more negatives (only 36% of the students translated the sentence correctly).

These results are followed by the schema concerning the correct translations in the class of word order and double negation – at a grammar, syntactic level.



Graph 2: Morpho-syntactic Interference – Total Value of Correct Answers in Pre-tests

It is evident that word order and negation in English are problem areas in students´ interlanguages.

Therefore, the task of a teacher is to repeatedly and systematically remind the students of the fact that there are differences between Czech and English grammatical structures and provide number of ways of practising them.

To sum up, these results served as a starting point for designing remedial activities aimed at the development of awareness of lexical and morpho-syntactic interference.

3. Remedial Treatment

As mentioned in the theoretical part, different types of mistakes (slips of the tongue, attempts, errors) are an important and inseparable part of the language learning process and their correction can contribute to the development and improvement of language accuracy.

The remedial activities mentioned in this chapter focused on the correct use of language in a written and spoken form. In other words, they were planned to drill the students in the use of grammatical patterns and vocabulary and integrate the correct forms into student´s long-term memory. Moreover, they enabled the students to progressively move from 'controlled' to 'less controlled tasks using the given words and structures.

The following six remedial activities desribed below provided various types of practice for students to help them reduce or eliminate the most common errors caused either by lexical or morpho-syntactic interference. The activities included gap-filling activities, dialogues, crosswords, sentence correction and transformation, songs, etc. Furthermore, reflections on the activities and recommendations how to make the remediation more effective. In each reflection the set of questions (see chapter 6.1.2) was randomly answered.

7.2 Remedial Activities

7.2.1 Activity 1

This first activity was designed to help the students to avoid the most common errors caused by lexical interference, namely false friends. The fact that there are some tricky words that sound similar in two or more languages should raise students´ awareness of this danger and enable them to use and produce as much correct language as possible. In this activity an effective way of visual presentation is used which should help the students to refresh the vocabulary and the particular words with their meanings. Furthermore, it will provide the situational context for the „refreshed“ expressions thanks to short dialogues. It allows the students to practise and deepen their knowledge not only independently, but also in groups. In this case, a proper preliminary work is needed to make the game go smoothly. Every student has to be familiar with the vocabulary used in the game. It is supposed that the activity will not take more than 20 minutes.

Aims/ Objectives:

- to revise the knowledge of false friends
- to emphasize the differences in meaning
- to reinforce the spoken form of false friends
- to practise pronunciation and spelling of false friends

Assumptions:

- Students have some knowledge of the mentioned false friends.
- Students are able to work in small groups .
- Students are able to create dialogues, some learners are able to learn it by heart.

Stages:

1) Review of the false friends – presentation/game – Czech–English differences (T-Ss)
2) Finding out a “false friend“ and a “true friend” – speaking activity – (S -Ss)
3) Checking the completion of the task – filling out the dialogues and performing them in front of the class (Ss – Ss +T)

IS THAT WHAT YOU MEAN?

Topic area:

FALSE FRIENDS

Language focus:

vocabulary translation, simple sentences

Key vocabulary:

summer job, boss, check, grammar school, tooth-paste, sandwich, tracksuit, prescription, recipe, video camera, jail, guests, novel, chord, robot

Skills:

speaking, writing,

(listening)

Level:

pre-intermediate intermediate

Time:

15 minutes

Materials:

1x cut up set of cards, dialogues photocopied per student, pens

BEFORE CLASS:

1. **Check that students are familiar with the false friends**
2. **Print materials**

IN CLASS:

1) Review of the false friends – game/presentation

1. **A teacher makes sure that students are familiar with language connected with speaking and writing activities.**
2. **T prepares some presentation or game to refresh the knowledge of the false friends (for example: Who wants to be a millionaire – a quiz competition).**
3. **T prepares questions containing false friends and the students have to correctly answer a series of multiple -choice questions, each question is worth a specified amount of „points".**
4. **T highlights differences between lexical system in English and Czech.**

2) Finding out a "false friend" and a "true friend"

1. **T explains the activity clearly.**
2. **T hands out cards with the words that he/she has cut up. If there are one or two students left, the teacher can either participate in the activity or hands out more cards to the students.**
3. **T asks students to walk around the class looking for their friends.**
4. **Each student starts calling out the word on their card. At the same time they listen to find out their partners.**
5. **When they have found their partners (a true friend, a false friend), they come to the teacher.**
6. **T hands out dialogues to each student. In the dialogue, the students will play a role according to what expression they have on their card.**

3) Checking the completion of the task – filling out the dialogues and performing them in front of the class

1. **Students have to fill in gaps with the words they have on their cards.**

2. **Ss have to perform their dialogues in front of the class, T asks the class how much they heard or understood.**
3. **T listens to the dialogues, corrects the students if necessary, encourages them.**

FOLLOW UP:

As a final feedback stage, the teacher plays a game with the students. All students stand, then the teacher divides the students into pairs and gives them a question. The teacher calls out the Czech words, students have to say their correct equivalent in English. The student who says it correctly and faster remains standing; if incorrect, the student takes a seat. The last student standing wins the game.

Reflection 1

"***It is more important to attend a grammar school than a gymnasium*. "**

The expected outputs mentioned above were achieved – the students were active and successful during all stages: they were able to use right English equivalents to Czech ones when communicating with each other, were able to fill out the dialogues with the correct vocabulary and perform them without any significant problems or errors. The whole activity contained drills for practicing and reinforcing false friends in speaking and writing (productive skills). It took a little bit longer than I predicted- about 25 minutes.

In the first stage of the activity, an effective way of visual presentation was used to help the students to elicit the knowledge they had already had and to determine student´s extent in this area. In general, the students participated actively during the game, they tried to refresh „forgotten" vocabulary and, moreover, the majority were able to pronounce, spell and also use it in context. Sometimes there were some parts that were not clear or made some kind of trouble (pronunciation, spelling , meaning), therefore, it was necessary to concentrate on them. When the students repeated more difficult words immediately after me - *recipe or suits* - they pronounced them correctly. However, when they used these words in a free activity, some students pronounced them wrongly. On the other hand, it was evident that the more they practised the word in some context, the fewer errors they made. During the activity, I called up the students randomly and repeated the most important vocabulary to avoid losing student´s attention and to involve as many students as possible.

However, sometimes I talked and explained the differences too much so that my students lost their concentration and got bored. It is necessary to take into consideration that the students also need to speak and participate actively.

Therefore, the second stage was based on communication when the students had to practise their speaking skills using the refreshed vocabulary. Student´s task was to find two partners with words that are somehow connected with the word he/she had on his/her card.

It means that the student had a Czech word, he/she had to find an English false friend and a correct English equivalent (vice versa). The structure was very easy for the students and they did not make any mistakes while using vocabulary in respect of showing the right context for usage of particular words. Moreover, they cooperated willingly. Only one pair mixed up the true friends and false friends, I repeated the error with rising intonation, which made the students lead a discussion about the words and came to the correct conclusion.

In the final stage, the students had to fill in the prepared dialogues with the words they had on their cards and memorize them to fix vocabulary concerning the right context for usage of particular words. While working in small groups of three, students did not have any significant problems, neither with dividing the words in individual sentences nor with using them in the context. During the practising the dialogues, I listened to the students how they pronounced different false friends, how they were able to form the sentences and the result was that the most students formed perfectly correct sentences using the problematic terms and showed the correct pronunciation.

Moreover, I noticed that some students corrected their group partners and helped them to improve the performance. Finally, the dialogues were performed by the students and the same mistake did not occur anymore.

Generally speaking, all students were eager to perform their dialogues in front of the class. However, there could be a low-performance student who should be allowed to keep the text in his/her hands during performance. When correcting the dialogues, I noted down errors I heard (mainly pronunciation) and dealt with them after the performance. The main reason was to give the students the opportunity to hear the feedback on their errors, which is especially useful with repeated, frequent mistakes. In other words, students should learn from observing actions as well as from performing the actions themselves.

7.2.2 Activity 2

The second activity follows the first one. It should test whether the students are able to remember the false friends revised in the previous lesson and use them correctly in a written exercise. The students can thus practise false friends in a different way, which gives the students the opportunity to consolidate them. A crossword was chosen because of the need to spell words correctly to fill in the blank boxes and because it is more enjoyable form than writing down the words according to the teacher's pronunciation. As Crossman & Crossman claim (1983), crossword puzzles are a useful tool as most learners are already familiar with them, which reduces the need to explain instructions and saves class time (98-99). The length of the activity is 10 minutes.

Aims/ Objectives:

- to revise the knowledge of false friends
- to reinforce the written form of false friends
- to practise spelling of false friends

Assumptions:

- Students have knowledge of letters of the alphabet.
- Students are able to work with definitions.
- Students are able to find solution.

Stages:

1) Review of the false friends - warm up activity (T-Ss)
2) Filling in the puzzles with the words – finding and writing potential answers (Ss - Ss)
3) Checking of the completion of the task – reading answers–finding solution (T-Ss)

CROSSWORD PUZZLE- ?

Topic area:

FALSE FRIENDS

Language focus:

vocabulary definitions

Key vocabulary:

summer job, boss, check, grammar school, tooth-paste, sandwich, tracksuit, prescription, recipe, video camera, jail, guests, novel, chord, robot

Skills:

Writing (speaking)

Level:

pre-intermediate – intermediate

Time:

10 minutes

Materials:

crossword puzzles photocopied per student, pens

BEFORE CLASS:

1. Check that students are familiar with the false friends
2. Print materials – crossword puzzle

IN CLASS:

1) Review of the false friends – warm up activity

1. **For example: Hangman.**

2) Filling in the puzzles with the words – finding and writing potential answers

1. **A teacher hands out worksheets with a crossword puzzle.**
2. **T explains that the crossword puzzle has vocabulary that has been recently discussed and that student´s task is to find the solution.**
3. **Students have to complete their crossword puzzles and match the bolded letters to find the solution, not to check their answers with one another. (If the students finish earlier, T asks them to try to remember the dialogues where each word appeared.)**

3) Checking of the completion of the task – reading answers– finding solution

1. **Ss read their answers, teacher checks them and encourages the students.**

FOLLOW UP:

T chooses a word from the crossword puzzle and creates a definition. The students have to work out which word the teacher is thinking of. After demonstrating the activity, students take it in turns to do the same in pairs and create definitions on their own. It works as a speaking and listening exercise too.

Reflection 2

"**a person who employs workers = a boss"**

To my surprise, the atmosphere was not as enthusiastic as before because the learners knew this activity already and found it a bit boring. Despite this fact, the students were successful in testing their ability in mastering mentioned vocabulary. They were able to produce accurate and appropriate written form of revised false friends and find the solution. The choice of activity of appropriate level was made and no unexpected problems appeared so the planned timing – 8 minutes was kept.

In the first step of the procedure, I focused on revision of the vocabulary I had done with students in previous activities to prevent recurrence of already explained errors. A game called "hangman" was used as a part of the warm- up and supposed to help the students not only to learn spelling but also improve it. I chose some words which caused troubles according to the research (*toothpaste, dress*). It was evident that one student was influenced by the spelling of other foreign language which is taught at this secondary school, namely German (das Akkord). The correct pronunciation of the words was repeated in chorus, then individually – orall drills.

At the beginning of the second stage, the instructions were presented in simple English using short sentences and demonstratives. Since the students had known this type of exercise, many of them started working without explanation. One student looked confused and did not know what to do. Next time, it is necessary to ask the students for feedback to assure everybody in the class understands. In general, the majority of the students did not have any problems to choose the correct word and spell it perfectly, they were already familiar with them from the previous activity. From this point of view, it fulfilled my expectations of the game.

This activity was chosen not only to practise the spelling but also to strengthen better understanding of the words' meanings. Furthermore, an element of competition was incorporated, because the students were more eager to participate.

Finally, the learners had to find the solution by matching the bolded letters, but could not check their answers with their partners. Their task was to write the answer, solution on a sheet of paper and raise it at once. Thus, all the students were involved and working when making the decision for correct solution. Every learner had then a possibility to express his/her answers. As a follow-up to the previous game, the students were supposed to re-enforce vocabulary and expressions used earlier in a spoken form. Their task was to create a definition for the word used in the activity. However, it is important to make sure that this activity is not focused on grammar (at the same time, it is an opportunity for the teacher to gather information about what parts of grammar the students have not acquired so far), the main goal is to let the students practise the language and try to find different solutions when encountering false friends. According to Scrivener, I tried to maximise student talking time by putting them into pairs to talk to each other, providing help if necessary (Scrivener 2011).

After the activity, they were aware of how to describe these problematic expressions in English and how they could avoid misunderstandings. Regarding correction, it was very difficult for me to monitor all the mistakes the students made. Thus, I wrote all the errors I had gathered when listening to students on the board and we were discussing them as a whole class and we checked them together.

7.2.3 Activity 3

This activity was designed to help the students to develop their knowledge of double negation and improve their abilities to write accurately when creating the negative. The expression double negation already partially explains that two or more negative elements are used in one clause, which cancels each other out and the meaning is positive (see chapter 2.1.2.2). Therefore, the students have to be aware that if a clause should have a negative meaning, only one negative particle has to be present. It helps them to avoid possible future misunderstandings and grammatical mistakes. Moreover, the students will be asked to assume the role of the teacher and correct prepared sentences focusing on the double negation, which requires taking responsibility for one´s act. Analyzing errors can give the students opportunity to learn from them and fix the correct form.

Aims/ Objectives:

- to revise the knowledge of double negation
- to reinforce the written and spoken form of the grammatical structure
- to encourage awareness of the use of two negatives in a sentence
- to develop a sense of responsibility for making decisions

Assumptions:

- Students have some knowledge of double negation.
- Students are able to work individually.
- Students are able to recognize a mistake in a text, correct it.
- Students are able to make a decision.

Stages:

1) Revision of double negation – asking questions (T-Ss)
2) Role play - correcting the mistakes in the text – (Ss- Ss)
3) Making decisions – choosing the right or wrong sign (Ss-SS)
4) Checking the completion of the task – discussing the answers (T-Ss)

NO NO NEGATION

Topic area:

DOUBLE NEGATION

Language focus:

negatives in English, error correction

Key vocabulary:

any, anything, no nothing, anybody, nobody, anyone, no one

Skills:

writing, speaking

Level:

pre-intermediate – intermediate

Time:

15 minutes

Materials:

worksheet, pens,

right and wrong signs

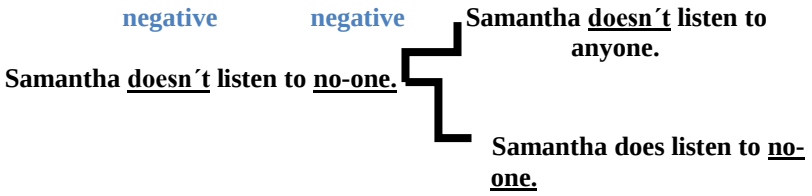
BEFORE CLASS:

1. **Check that students are familiar with double negatives.**
2. **Print materials – worksheet.**

IN CLASS:

1) Revision of double negation – asking questions

1. **A teacher makes sure that the students are familiar with the appropriate grammar for the exercise - only one negative in English. For example: T writes a sentence on the board. Then the teacher asks the students questions:**
   a) ***How many negatives are used in the sentence?***
   b) ***Could anyone underline them?***
   c) ***How can you re-write the sentence so that it makes sense and contains only one negative?***



2. **Ss answer the questions, try to find the solution, T encourages them.**

2) Role play - correcting the mistakes in the text

1. **T tells the class that they are teachers and that their „students" wrote a test and made lots of mistakes.**
2. **T explains that they should correct the test.**
3. **Ss have to decide whether the sentences are right or wrong, then they correct the sentences and rewrite them.**
4. **While student´s correcting their "students'" written work, T hands out cards, (signs) with right or wrong marks.**

3) Making decisions – choosing the right or wrong sign

1. **Before cheking the answers, the students have to choose between right or wrong sign and raise it so that the teacher could see it.**
2. **T writes the results on the board – for example: How many students think that the sentence number 1 is correct?**

4) Checking the completion of the task – discussion about the answers

1. **T can see who made a mistake or not and then lead a discussion about the right answer.**
2. **Students should be able to give a reason for their decisions.**
3. **T should encourage his/her students and help them to correct their decision if it is wrong.**

Reflection 3

"**I haven't got nothing"**

The course of the activity was smooth, individual and the whole class work were included, quiet activities were changing more lively ones so the lesson went well without any hold-ups. The activity was focused mainly on accurate writing skills and constructed in such way that the students had to identify the grammatical error – double negation – in the sentences and apply the refreshed rule to correct it. The students were able to recognize the right or wrong sentence construction and form error free negative sentences The activity took more time. Instead of 15 there were 20 minutes needed to manage it.

In the first stage of this activity, the process of reviewing the double negation – as mentioned above - also contained the revision of grammatical rules which gave the learners the idea of correct combination of the words and forming sentences. The students were able to create correct sentences and answer my questions. In case that they made any mistakes the model sentences written on the blackboard helped them to correct themselves.

During next stages, the role play defined in the chapter 5.2.1.3 was included. It should have given the students the opportunity to think and behave like a teacher, which meant that the activity did not threaten their personalities and could help them to develop writing skills. Student´s task was to correct mistakes and rewrite the sentences if necessary. Despite the fact that the majority of the students made a right decision and revealed the mistakes in some sentences, a few students reached a conclusion that there had to be at least one mistake in each sentence (*My sister listens to nobody*.).

Moreover, one learner assumed that there was no error in any of the examples. This may have been caused by unclear instructions or low concentration.

In the follow-up activity, the students had to decide and raise the wrong or right sign. The students who were self-confident decided immediately and did not wait for the others. The „weaker“ students probably thought that “others’” level of English is different from theirs, that they might not be good enough and the “others” might see that they are wrong. This idea can play a key role in reaching their final decision. Therefore, I explained that it doesn´t matter, if the students are wrong and vice versa.

The final stage of the activity involved a discussion about the grammatical features occurred in the task. I wanted the students to explain to me and other classmates why that particular decision was made. It was sometimes necessary to remind the students that they should discuss everything in English and not switch into their mother language. The majority of the students were able to explain why the particular sentence is wrong (“*There are two negatives in this sentence.*“). A few students recognized that there was something wrong with the sentence, but could not name it (“*This sentence sounds strange*.“), thus, in this situation I invited student´s schoolmates to try to explain the mistake, mime or suggest a possible solution. The student had to repeat the correct solution and explanation. In my opinion, the more the students are involved in the correction, the more they have to think about the language used in the classroom.

After that, the students had to evaluate “their students´ writings“, which they found very difficult. On the other hand, it taught some of the students how a teacher can feel in some situations

7.2.4 Activity 4

This activity is focused on this grammatical feature – double negation - again in order to provide the students with a different context for practice. In this case, emphasis is put on speaking. In the first part of the activity, the students have to identify the errors in sentences and say the correct negative form. In the second part, the correct negative structure is practised through oral drills, which minimizes the probability of making an error. Similarly to the first activity, it covers making quick decisions and simultaneously the correctness of negative structures. It is presented in a form of a game which should attract student's concentration and attention. Despite the fact, that the students work in small groups, the activity relies on the individual performance. Students also have the opportunity to self-correct themselves whenever it is possible.

Aims/ Objectives:

- to revise the knowledge of double negation
- to reinforce the spoken form of this grammatical structure
- to encourage awareness of the use of two negatives in a sentence
- to identify sentence errors concerning double negation

Assumptions:

- Students have some knowledge of double negation
- Students are able to work in small groups (students are competitive)

Stages:

1) Review of the double negation – (T-Ss)
2) Finding a mistake – making decision – (T-Ss)
3) Reconstructing sentences – creating negative sentences (T-Ss)

RIGHT OR WRONG?

Topic area:

DOUBLE NEGATION

Language focus: double negative, quick decision simple sentences

Key vocabulary: no, nothing, nowhere,nobody, any, anything, anywhere,anybody

Skills:

speaking

Level:

pre-intermediate – intermediate

Time:

15 minutes

Materials:

sentence cards, right and wrong signs

BEFORE CLASS:

1. **Check that students are familiar with the double negation**
2. **Print and cut the Activity cards out.**
3. **Ask the students to prepare the signs with right or wrong marks.**

IN CLASS:

1)Review of the double negation

1. **This game is like an extended game of Right or Wrong.**

2) Finding a mistake – making decision

1. **A teacher divides the class into two groups and asks them to take the signs with right and wrong marks.**
2. **T explains that he/she will show them some cards with sentences that are either right or wrong and that student´s task is to decide which of them are right or wrong and if they are wrong, they have to correct it.**
3. **T chooses always one person from each group and shows them a sentence.**
4. **Students have to raise the wrong or right signs.**
5. **The person who will raise the sign correctly and faster, he/ she will get one point for his/her group. If the sentence is wrong, the faster person has to correct it in order to recieve the second point for his/her group.**
6. **If he/she doesn´t succeed, the person from the second group can try to answer and get one point.**

3)Reconstructing sentences – creating negative sentences

1. **Then, the teacher evaluates the students and tells them that because they are so clever, he/ she prepared for them a more difficult activity.**
2. **T explains that he/ she knows a man who is a pessimist and nurtures a consistently negative attitude. He doesn´t speak much and uses only short negative words. The problem is that people don´t understand him.**

3. **T asks students for their help and shows them cards with incomplete negative sentences (only verb and negative particle).**
4. **Ss have to create sentences that have negative meaning only.**
5. **T chooses always one person from each group and shows them a sentence. The person who will raise the correct sign faster, he/ she will get one point and has 10 s to create a correct sentence. If he/ she succeeds, his/her group recieves 2 points. If not, the second group can try to answer and get one point.**
6. **The game ends when all the sentence cards have been used and the winner is the team with the most points.**

Reflection 4:

" ***I don´t know nothing about double negation***."

Overall, I was able to gain control over the activity the students did and organize the classroom. All students seemed to be engaged in the game, they were able to identify sentence errors and produce negative sentences correctly on their own. During this activity the students developed their speaking skills through meaningful drills. It means that the students had to understand the drill cues to produce a correct response. Moreover, they had the opportunity to practise it in a funny way. The whole activity took 15 minutes.

In the first stage, the students were divided into two groups and their task was to choose one person for each group who had to compete. The reason was to involve all the students and allow them to reinforce this grammatical structure. However, in the first three minutes of the game the students did not think about their decisions and only raised their signs without knowing the right answers, which did not fulfill the purpose of the activity. Thus, I had to explain the instructions again.

Afterwards, the students did not have any signifiant problems and produced examples of the structure predetermined by given construction. As mentioned above, one of the most important factors was the ability to make quick decisions – to decide which sentence is right or wrong. However, when a person from one group did not know how to correct the sentence, a second person from the other group could answer it and when it was correct the second group got also point and continued their turn. In other words, it should be sort of peer correction which makes the students more independent from me.

The following example is going to illustrate some of the mistakes: Student 1: *I did not know nobody*; Students 2: *I did not know somebody*; Student 1: *I did not know anybody*. In fact, I made them think about the error and not let them follow blindly my correction.

In order to enhance student´s skills in the language within the short time allocated to remedial courses, I tried to encourage risk taking and have mistakes accepted as a natural part of learning. Students were given a choice of several potential answers and were expected to choose the correct one, which happened.

Every student then got the chance to try the correct version again and it was obvious that the students made fewer mistakes than they had made in the previous lessons. They also reduced their mother tongue and spoke more in English when asking for advice. The students used the correct forms, followed my instructions, cooperated well and I could sense that learning was taking place.

Peer observation

As it was mentioned in the previous part of this chapter, this lesson was observed by my supervisor. Each observation question is followed by her commentary.

1) Is the activity well-planned and organized?

Despite the minor problems at the beginning, the teacher organized the classroom well, moreover, good pacing minimized the time spent on disruptions and disciplinary situations and helped to keep the classroom running.

2) *Is every pupil involved in some way during a lesson?*

The class size allowed the teacher to involve all students. Althought the students worked in groups, each student had opportunities to practise the given structure during the activity.

3) *Are teacher´s instructions clear? How do pupils react to teacher´s instructions?*

At the beginning of the activity student´s concentration was poor. Teacher´s instructions were clear, but she gave more instructions at a time, which led the students to do something else. However, then, she repeated the instructions, gave the learners sufficient time to process them and checked that they understood. Both English and Czech were used adequately according to student´s age and knowledge and the students then reacted immediately and willingly.

4) *Are the pupils active or passive during activities?*

Generally speaking, these students are very active, spontaneous and eager to show their knowledge. The teacher encouraged their participation and all students joined in actively. Only one student was rather passive, reacting only when the teacher asked him.

5) *How are objectives of the activity met?*

From the previous discussion with the teacher, I knew that the main goal of the activity was to practise the structure of English negative sentence. In this way, the objective was achieved. Students were able to form correct negative sentences on their own.

6) *To what extent are the activities effective in producing student´s language skills?*

This activity focused on practising negative sentences while speaking. The students were able to express a negative idea and avoid using double negation.

7) *Which areas are most problematic and how are corrected?*

The students were able to form the negative statements with not or n't after be, modal and auxiliary verbs. The problem occured when forming the rest of the sentence. The students sometimes used some, somebody instead of any, anybody, anything, anywhere in their statements. The teacher had to explain it again and wrote an example sentence on the board, they did the correction all together and again drilled the sentences but some students found it extremely boring. Otherwise, peer correction was used, which made the students feel less nervous and answered immediately. Only one girl was resistant to being corrected by someone other than the teacher.

Comments on the observation method

To sum it up, getting the feedback was an enriching experience that helped me to get another point of view and reflect on my own performance with the guidance of feedback from someone experienced. My supervisor advised me not to forget that it is the students who need to practise the items, not the teacher, and therefore it is important to give them as many opportunities as possible to produce the target language and not waste time giving long instructions and explanations. Furthermore, she pointed out that next time I should highlight the correct answers or repeat them loudly to enable the students to fix them.

One observed lesson is too little to be able to generalize the collected data. We both knew what was going to be observed during the lessons and this fact could influence my behaviour in the classroom. On the other hand, this observation enables me to avoid the mentioned problems and improve my performance in the future.

7.2.5 Activity 5

This activity described in the following part is aimed at internalizing word order structure and should give the students the written practice of this phenomenon and , moreover, improve student´s listening skills. Student´s task is to put the verses of the songs in the correct order. The advantage of using songs as a teaching method is that it provides a natural context not only for vocabulary, but also for grammatical structures and that everyone is usually able to learn the lyrics of a song without significant problems. Therefore, songs can help the students to remember and recall the items with ease. This activity takes approximately 15 minutes.

Aims/ Objectives:

- to revise the knowledge of word order
- to reinforce the written form of this grammatical structure
- to develop listening skills

Assumptions:

- Students have some knowledge of grammatical principles.
- Students can express their own opinions.
- Students are able to put the sentences of some verses in the correct order.
- Students are able to listen for details.

Stages:

1) Revision of the English word order – brainstorming (T-Ss)
2) Filling in the gaps – reconstructing the sentences (S-S)
3) Checking the completion of the task – listening to the song – reading the lines (T-Ss)

REDRO DROW- ?

Topic area:

WORD ORDER

Language focus:

SVOMPT , simple sentence

Key vocabulary:

SVOMPT,to wonder, brush, to turn, light, to realize, head aching

Skills:

listening, speaking

Level:

pre-intermediate – intermediate

Time:

15 minutes

Materials:

worksheets, CD player – karaoke vision, pens

BEFORE CLASS:

1. **Check that students are familiar with the word order.**
2. **Print the worksheets with the song.**

IN CLASS:

1) Revision of the English word order – brainstorming

1. **A teacher writes a sentence about music on the board, but mixes up the word order, then challenges students to reconstruct the original sentence. For example: „*Most musicians sing words or play notes but don't say anything with them*".**
2. **T leads a discussion and Ss´s task is to brainstorm names of pop singers, groups**
3. **T writes the title of the song on the board and asks the students to predict words and phrases that they expect to hear.**

2) Filling in the gaps – reconstructing the sentences (S-S)

1. **T explains that a singer jumbled the words of the song and needs Ss´ help.**
2. **T asks the students to help the singer and write out the lyrics. They should do this using the knowledge of grammar and word order.**

3) Checking the completion of the task – listening to the song – reading the lines (T-Ss)

1. **T then plays a song for the students to check their answers. He/she plays it twice.**
2. **Ss then read the correctly-ordered sentences.**
3. **Students can sing along to the song. Once they are confident, they could sing to the karaoke version.**

FOLLOW UP:

T could use some pictures to elicit as much as possible about the story in the song. Students sing the song line by line and so have the opportunity to practise word order on their own or in pairs.

Reflection 5

"***Music in class can play an irreplaceable role as an ideal means of motivation. Motivation is one of the most important factors in any learning*.**" (Cranmer and Laroy 1992, 1)

The students were fully engaged in this activity and learnt about the word order through creating a correct song lines and reinforcing, checking this element of grammar via listening to the song. Despite the fact that there were some little problems with the position of adverbials, the students were able to produce a sentence in the right order and became more accurate in their own use of it. The activity took almost 30 minutes - more than predicted - because of the discussion at the beginning of the exercise.

In the first step of the activity, my main aim was to briefly mention the "known" grammatical issue - the word order, the rule of SVOMPT was written on the board, and continue in talking about Eric Clapton´s song. I tried to choose a song that would be appropriate to their level of language knowledge and age. From my previous discussions with students and my observations, it was obvious that the students hold very passionate discussions about music, singer, charts. Consequently, the pre-activity itself was planned to encourage the students to talk more freely about a range of topics including the usage of correct word order, for example: *I like Justin Timberlake very much*. In general, the students participated actively and were eager to share their ideas with others. I really tried to focus on precise and accurate instructions and get the students´ attention.

It was obvious that some students viewed the process of writing activities in lessons as an advantage in comparison with speaking. Moreover, for many students writing seemed to be a less stressful situation in lessons, providing more time for expressing their answers. While working individually, most of the students did not have any significant problems either with re-ordering jumbled words or making accurate sentences. As mentioned above, this activity was focused mainly on reinforcing the grammatical issue in a written form, not so much on listening.

The listening part should have showed the students how the structures function in an authentic context and then helped those students who had the lack of grammatical or lexical knowledge. In fact, the majority of the students only checked "ready-made" phrases. However, when monitoring the student´s writings, there was one sentence that caused certain problems to the students as it contained many adjectives that carry very rich semantic informations. To illustrate it on the example: /her/ brushes/ blonde/ she/ hair/ long - *She brushes her blonde long hair*. I realized that the students did not learn the order of adjectives in a sentence, thus, I had to highlight this problematic part and explain to the students the correct form. Otherwise, the students had to work the correct answers out for themselves by listening to the song. A few students wanted me to tell them what the mistake was and what the right form should be. The reason might be that the students were just looking for the easiest way out. However, later on the majority of the students saw the importance to make an effort to find the solution by themselves.

In the final stage, I let the students who performed well in the first part to give the answer to other students. Just observing others and listening to their answers is sometimes enough for a student to remember things. This activity helped the students to practise not only the grammatical issue, but also gave them the space for making correction - indicate that there is something not correct in what has been written. Self-correction is sometimes more pleasant and less stressful than an immediate teacher correction.

7.2.6 Activity 6

This activity should illustrate how the lack of knowledge of grammar principles can lead to misunderstandings in different situations. Emphasis is put on the grammar, the reading comprehension and the ability to create a meaningful and correct sequence of words. As discussed in the theoretical part, English has in comparison with Czech quite fixed rules, which is always a challenging activity for students. Whereas in Czech it is possible to exchange the sentence elements without changing the meaning of the sentence, in English it is not possible. This activity enables the students to follow the rules of English word order and create correctly-ordered sentence. Moreover, this activity is connected with the body movements, which can relax the atmosphere in a classroom and mainly the more senses will be involved, the more students will remember the grammatical structure. The length of the activity is approximately 25 minutes and requires division of the class into small groups.

Aims/ Objectives:

- to revise the knowledge of word order
- to reinforce the spoken form of this grammatical structure
- to encourage awareness of the fixed word order
- to highlight the differences between Czech and English syntax

Assumptions:

- Students have some knowledge of grammatical principles.
- Students are able to work in small group.
- Students are competitive.

Stages:

1) Review of the English wor order – finding a partner - warm-up activity (T-Ss)
2) Creating sentences – making correctly-ordered sentences in groups

   (Ss -Ss)
3) Checking the completion of the task – reading and discussing the sentences.

   (T – Ss)

REDRO DROW- ?

Topic area:

WORD ORDER

Language focus:

position/order of subjects, objects, verbs in a sentence, position of adverbs in a sentence

Key vocabulary:

subject, verb, object, SVOMPT

Skills:

reading, speaking

Level:

pre-intermediate – intermediate

Time:

25 minutes

Materials:

sets of cards

BEFORE CLASS:

1. **Prepare set of cards, each of the word in the example sentences must be written of a separate piece of card and jumbled up.**

IN CLASS:

1)Review of the English wor order – finding a partner - warm-up- activity

1. **T reviews the rule of SVOMPT (subject-verb-object-adverbials), writes it on the board.**
2. **T prepares a set of cards with letters SVOMPT (S= subject, V=verb, etc...) and a set of cards with words standing for these sentence elements (together 12 cards).**
3. **T hands out one card to each learner either with a letter or a word.**
4. **Ss have to walk around the class looking for their "partner" (for example: I = subject).**
5. **T asks the class to create a correctly-ordered sentence.**
6. **Ss must line themselves up , follow the rule (partner) and make a sentence.**

2)Creating sentences – making correctly-ordered sentences in groups

1. **This is a game played as a competition.**
2. **T divides the students into two or three groups, depending on the size of the class. In order to involve as many students as possible, the number of words in a sentence should approximate the number of members of a team.**
3. **T arranges the class so that one person of each team stands in the middle of the other team. The chosen persons get the cards with the words.**
4. **T says go, the person of each team runs to his/ her groups and gives out one word to each member.**
5. **Ss in each team must then line themselves up as quickly as possible in order to make a correctly-ordered sentence.**

6. **By holding the words above their heads the teams signal that they have created their sentence.**

3) Checking the completion of the task – reading and discussing the sentences

1. **The faster group reads the sentence. If the team created a correct sentence, they win the round and get a point, if not, T says no and the race continues until one team is right. The group that has the most points is the winner.**

Reflection 6:

" **this/ in/ bought/ I/ jacket/ Prague"**

Overall, the pace of the lesson was balanced. The students participated actively, were able to analyse and re-order the jumbled elements of the sentences and prove the awareness of differences between Czech and English syntax. This activity was focused mainly on speaking and practising the correct structure in meaningful drills. Additionally, it was constructed to develop their communicative skills, encourage and increase cooperation. In terms of duration, the activity took almost 30 minutes.

In the first step of the activity, the students refreshed their knowledge and were thinking deductively - that is, by knowing the grammar rules, the students tried to apply these rules on examples. This offered them chances to not only practise the rules in some kind of discourse, but also be actively involved in the decision-making about the appropriate use of them. They were able to create a correct-ordered sentence: *My father reads the newspaper carefully on his sofa every day./SVOMPT/.* In order to highlight the difference between Czech and English, I wanted the students who "were" the subject of the sentence and the object to swap. Then, I asked the students to translate the sentence. The students started laughing, which meant that they were aware of the difference and the importance of fixed structure. To avoid using Czech during the pre-activity, I told the students that we would try speaking as much English as possible and wrote a sentence on the blackboard that they had to use when walking around the class and searching for partners: "*I am a /subject/verb/object/etc. in a sentence. Who are you*?"

All students became more active in this activity. It was evident that they understood what they were saying and expressed meaning through their responses without making errors. Moreover, they reduced their mother tongue and spoke more in English.

In the next step, the main task was to create a meaningful sequence of words. As mentioned in the theoretical part, in Czech it is possible to exchange the sentence elements' order without a complete change of the meaning, in English not. When giving the instructions, I used simple sentences and involved a demonstration of the instructions. The students seemed to understand the rules of the game but to make sure I asked one student to demonstrate the activity. Despite the fact that the teacher talking time was higher at the beginning of the activity, it was worth doing because the students did not have any organization´s problems and constructed correct sentences. Sometimes it happened that the students did not realize the particular word class and this led to a mistake.

To give a concrete example of it: *My mother buys this women´s magazine*. The students mixed the subject *mother* for the attributive adjective *women´s*. It was necessary to focus on correctness and devote some time to review. Therefore, the correct model was followed by the chorus repetition, so the whole class was involved in this repetition too. There were fewer problems with noise and using the Czech language while re-ordering the elements of the sentence. I forced them to use English by repeating their Czech phrase in English.

It the final stage, the decision-making process was presented. The main aim was to reinforce student´s knowledge of the topic by defending their opinion. In this case, the faster group had to explain why they think their answer is correct. If they were successful, they got a point, if not, it was a perfect opportunity for the teacher to invite other students to help with getting it right, which reduced "the element of teacher domination" (Lewis and Hill 1992, 90). When I asked the students to give an answer, I tried to involve all the students into the discussion. They made fewer mistakes, concering the word order, they made in the previous lessons and I could sense that my objectives were achieved

To sum it up, during this activity, it is necessary to allow time for students to process their answers and speak. On the other hand, it is necessary to focus on correctness and devote time to review.

7.2.7 Evaluation of the Remedial Activities

Generally speaking, although a few negative factors appeared during the activities - such as student´s tiredness, inattention and use of mother tongue during the tasks, the objectives of the activities were met. During the activities, different types of exercises were used to help the students practise and consolidate confusing words (false friends) and grammatical rules (word order, negation) of the English language. Moreover, a variety of correction techniques were covered to increase the chance of reaching more students. In the reflections, each step of the activity is desribed in detail and the positive and negative sides are concerned.

Immediately after applying all remedial activities in the lessons, I randomly asked some questions concerning false friends, word order and negative sentences. The students were aware of false friends - the phenomenon consisting of two given words in English and Czech that are graphically or phonetically alike but differ in the meaning. Each student gave me an example of it (summer job – brigade, recipe - receipt, boss – chef). The rule of SVOMPT and one negative in English also seemed to be remembered when they translated the sentence (*Tato pravidla nechce nikdo zapomenout.)* correctly.

The following post-test resuls will show whether these patterns became more or less permanent parts of students´ interlanguage.

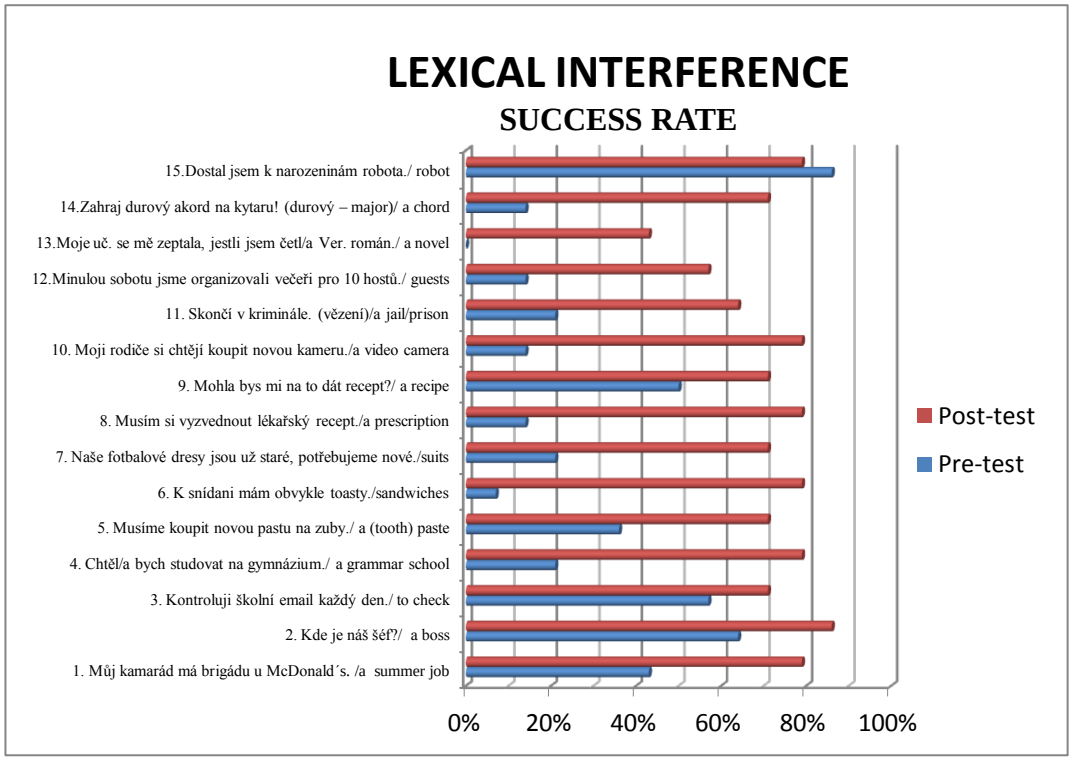
7.3 Summary of the Data Gathered in the Second Step ot the Research

Having applied the research method mentioned above (reflections, observation, post-testing), the results which are summarised in the following chapters…..show that the remedial activities designed are an effective tool for eliminating interference in student´s interlanguage. In general, the collected data indicate an improvement in student´s performance and awareness of interference.

Concerning the students´ progress and improvement in the field of lexis, the differences between the results of the achievement in pre- and post-tests (see bellow) show that the remedial activites helped the students to remember, consolidate and deepen the knowledge of those false friends. Students did not fall into the trap of false friends and lexical interference seemed to partially disappear from students´ translations.

However, in many cases during the post-testing, the students did not translate a concrete false friend and rather omitted it. One of the reasons might be that they were aware of the phenomenon (false friends) but were not able to *retrieve* the *correct* English translation *equivalent*. To give a concrete example of the most omitted false friends: *a guest and* a *novel.* This indicates that some students would need more practice to master these vocabulary. On the other hand, the words such as: a *summer job, a boss, a grammar school, a prescription, a video camera* were retrieved easily in the post-tests because they are probably used frequently in student´s language.

The following graph represents the total values of correct English equivalents found in all of the sentences from the corpus and illustrates the differences between pre-testing and post-testing.

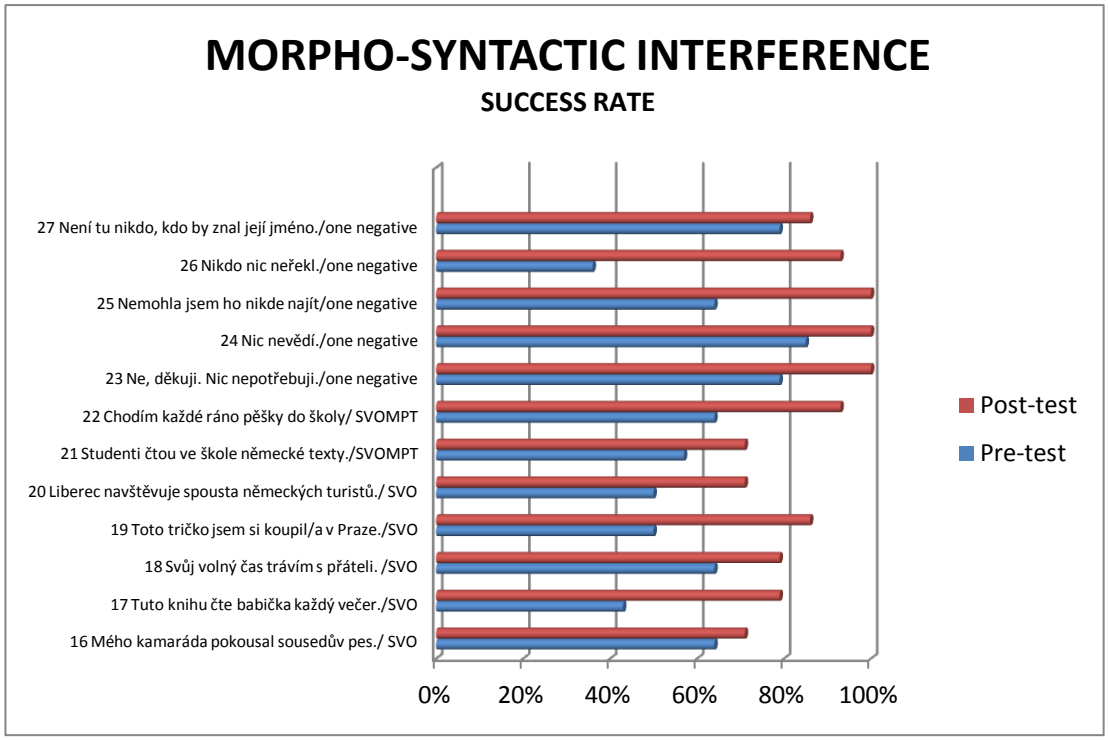


Graph 3: Lexical Interference – Total Values of Correct Answers in Pre-tests and Post-tests

There is one interesting example of overgeneralisation which should be mentioned. In order to raise awarness of the similarities between the two languages and highlight also the occurence of true friends. I created one sentence with a Czech word *robot*. In pre-test the majority of the students (84%) translated it literally (word for word) and correctly as *robot*. However, after applying the remedial activities and raising awareness of potential deceptiveness in sentences, the students either omitted the answer or tried to find a different equivalent, such as: *ironman* in the post-test. The percentage of correct translations decreased (to 78%).

In the field of grammar, the differences between pre and post tests were not so significant in comparison with the lexical interference. The graph below shows that the students were, to a certain extent, aware of positions of sentence elements in an English sentence and double negation in the pre-tests. Therefore, the main point of the remedial work was to remind the students of the rule of fixed word order and one negative in English again and provide plenty of practice of these items to automatize them. The majority of the students translated the sentences without significant problems in the post-tests after being exposed to the correct structures in the remedial activities. What is more, all the students even translated three sentences focusing on double negation correctly (100%). Word order was significantly a more difficult area for the students in pre-tests and post-tests (the best result in the post-test: 86% of the students translated the following sentence correctly: *Toto tričko jsem si koupil/a v Praze – I bought this T-shirt in Prague.*). Sometimes it might be a result of student´s inattention or even indolence because as far as the students found out that they were able to translate all the elements of the sentence, they transferred the certain sentence structure from Czech to English without thinking about its meaning.

These results are followed by the schema concerning the comparison of correct solutions in the pre-test and post-test in the class of word order and double negation.



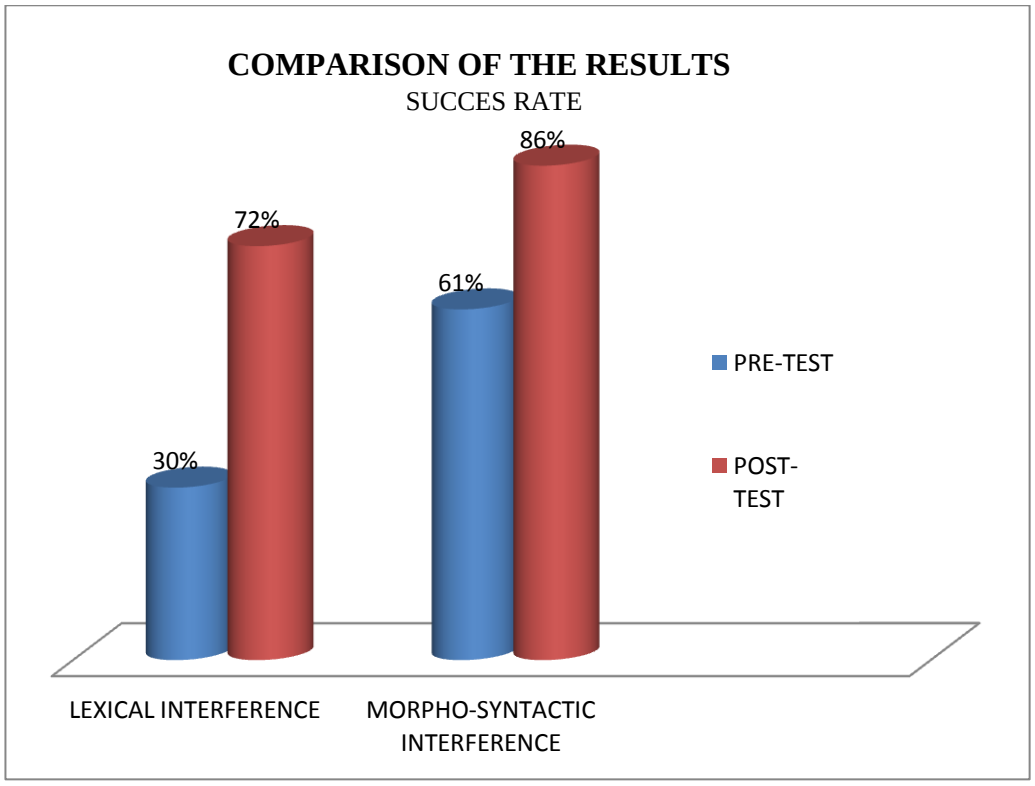
Graph 4: Morpho-syntactic Interference – Total Values of Correct Answers in Pre-tests and Post-tests

Generally speaking, two language grammar systems are the reason for morpho-syntactic interference. Word order and negative sentences belong to the most common errors in student´s interlanguage, however, intensive training and frequent revison can help students to reduce them.

In the translations, different types of mistakes were identified (slips of the tongue: *freind*, *bitchday*, *partners* (instead of parents); and attempts: My *friend is looks for*, *was bite*). The students focused their attention on the false friend or grammatical structure itself without considering the whole context in which it appeared. I wanted to give a feedback to students on how well they had performed. Therefore, I put the assignment with solution for students on the board to check the correct answers and later on, they got back the corrected copies of their post-tests to see and learn from the mistakes they made.

7.4 Comparison of Results

According to the following graph illustrating the comparison of students´ correct translations at a lexical and morpho-syntactic level in pre-tests and post-tests , the results of the research can be analysed.



Graph 5: Comparison of Results - Total Values of Correct Answers

Students´ progress and improvement is obvious in the differences between the results of the achievement pre- and post-tests (see above) in both lexical and morpho-syntactic interference. In addition, the success rate of average total score of correct answers in the sentences containing lexical interference rosed from 30% to 61% and in the sentences focusing on the morpho-syntactic interference from 72% to 86%. As a result, this indicates that the suggested activities had a valuable effect in improving language skills of the students of the ninth grade in the use of vocabulary and grammar.

Moreover, it is evident from the graph showing total values that the errors caused by lexical interference were more frequent than the errors caused by morpho-syntactic one not only in pre-testing but also in post-testing. One explanation might be that when the students were translating the sentences with false friends (lexical interference), they had to know all fourteen English equivalents to be successful, but when translating sentences focusing on word order and negative sentences (morpho-syntactic interference), the students had to know only two rules and then apply them to the specific sentences.

As stated above, the improvement in the knowledge of false friends (lexical interference) was considerably faster, the level of knowledge of word order and negative sentences increased too, but not significantly. Remedial treatment in the field of lexis is often easier than in the field of grammar. One of the reasons might be that vocabulary remedial activities focus on a limit number of words, small chunks of language that should be improved. In this case, memory plays a crucial role. However, grammar remedial activities deal with complex grammatical structures. It is a long process and may take several attempts to learn a grammar rule before the concept is fossilised in the students´ interlanguage.

Finally, it can be concluded that lexical and morpho-syntactic interference occur frequently in student´s interlanguage. It is therefore mainly teachers' task to highligh these problematic areas and ensure opportunities enabling students to practise the correct patterns, activate them on regular basis to be stored in long-term memory and used when producing target language.

CONCLUSION – PRACTICAL PART

Finally, the results of the research were summarized and presented in charts to explain them. The study revealed that the students became aware of possible interferences and they confirmed this fact in their post-tests. The designed remedial activities helped the students to reduce the occurence of this problem and improvement was therefore evident. Nevertheless, this did not mean that interference disappeared completely from their interlanguage. I am also aware of the fact that as the collected data originate in the research located only in one school, results and conclusions presented in this part of the thesis cannot be considered as "generally true," but rather "initiative" for further investigation.

CONCLUSION

Being a teacher involves the use of a wide body of knowledge about the subject being taught, therefore, this thesis was valuable and enriching experience for me. The objective of the work was to test and measure the effectiveness of remedial activities as a tool of eliminating mother tongue interference in English lessons. This work is divided into two parts, a theoretical and a practical part. When writing the theoretical part, I deepened my knowledge of the characteristic features of teenagers, which might undoubtedly contribute to the improvement of my attitudes towards my future students and my ability to choose relevant content, appropriate activities or teaching strategies. Moreover, all key terms (interlanguage, types of mistakes,various approaches of correction,etc.), methodology (remedial treatment, reinforcement of vocabulary, grammar) which seemed to be necessary for discussing this topic broaded my horizonts.

The core of my thesis was the research itself, and especially the designed remedial actvities mentioned in the practical part. These activities were planned to help students to reduce the most common mistakes caused by interference and improve their interlanguage. As reflections of individual activities show, the students participated actively and demonstrated a willingness to learn, revise, and practise things. The results summarized above confirmed the the fact that it is worth spending the time and enabling students to practise and review the problematic area in different context. Therefore, not only the improvement of student´s outcomes but also their involvement during the activities should be considered as an achievement.

To draw a conclusion, a feedback is the only way how we can improve our teaching, and it goes without saying that improvement in our teaching is likely to reflect on our students´ motivation and development of their competences – and that is what should be the teacher´s main goal.

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APPENDICES

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Appendix A

Activity 1: IS THAT WHAT YOU MEAN?

BRIGÁDA	**A SUMMER JOB**	**A BRIGADE**
ŠÉF	**A BOSS**	**A CHEF**
KOTROLOVAT	**TO CHECK**	**TO CONTROL**
GYMNÁZIUM	**A GRAMMAR SCHOOL**	**A GYMNASIUM**
ZUBNÍ PASTA	**A TOOTHPASTE**	**PASTA**
DRES	**A TRACKSUIT**	**A DRESS**
TOUST	**A SANDWICH**	**A TOAST**
LÉKAŘŠKÝ RECEPT	**A PRESCRIPTION**	**A RECEIPT**
KAMERA	**A VIDEO CAMERA**	**A CAMERA**
KRIMINÁL	**A PRISON**	**A CRIMINAL**
HOST	**A GUEST**	**A HOST**
ROMÁN	**A NOVEL**	**ROMAN**

Dialogue 1: BRIGÁDA

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....How are you?
Cz: Fine, Thanks. I have "brigáda" at McDonald´s.
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means a ….....
Cz: Yes. I have a …..... at McDonald´s.

Dialogue 2: ŠÉF

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....How are you?
Cz: Fine, Thanks. Where is "šéf"?
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means a ….....
Cz: Yes. Where is the ….....?

Dialogue 3: KONTROLOVAT

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What are you doing?
Cz: I "kontroluju" my school email .
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means .....
Cz: Yes. I am.....my school email.

Dialogue 4: GYMNÁZIUM

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What would you like to do?
Cz: I would like to attend "gymnázium".
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means a ….....
Cz: Yes. I would like to attend a ….....

Dialogue 5: ZUBNÍ PASTA

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What are you doing?
Cz: I am choosing "pastu na zuby".
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, she means a ….....
Cz: Yes. I am choosing a new….....

Dialogue 6: DRES

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What is the problem?
Cz: Our football "dresy" are old, we need new ones.
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means ….....
Cz: Yes. Our football are old, we need new ones.

Dialogue 7: LÉKAŘSKÝ RECEPT

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....Where do you go?
Cz: I have to pick up doctor´s "recept".
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means a ….....
Cz: Yes. I have to pick up doctor´s.....

Dialogue 8: KAMERA

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What are you searching for?
Cz: Well, my parents want to buy a new "kameru".
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means .....
Cz: Yes. My parents want to buy a new ….....

Dialogue 9: KRIMINÁL

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What did your friend do?
Cz: I don´t know, but he will end up in "kriminále"
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means a ….....
Cz: Yes. He will end up in ….....

Dialogue 10: HOST

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What did you do last week?
Cz: I organized dinner for 10 "hostů".
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, she means a ….....
Cz: Yes. I organized a dinner for 10.....

Dialogue 11: ROMÁN

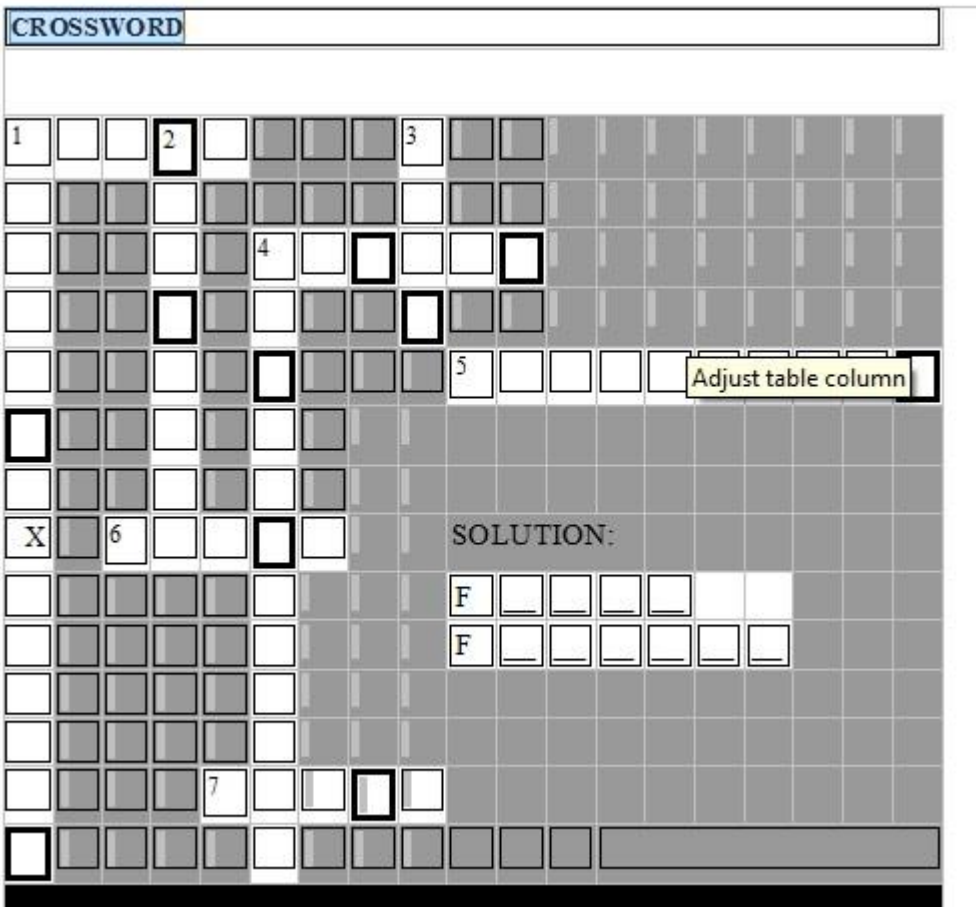
Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What do you like reading?
Cz: Well, I like Verne´s "romány"?
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, he/she means a ….....
Cz: Yes. I like reading Verne´s ….....

Dialogue 12: AKORD

Cz: Hi ….....and ….....
Eng 1 and Eng 2: Hi.....What should we play?
Cz: Could you play a major "akord"?
Eng 1: What? You mean.....? (a false friend)
Eng 2: No, she means a ….....
Cz: Yes. Play a major ….....

Appendix B

Activity 2: CROSSWORD PUZZLE



ACROSS

1. person who is invited to visit someone's home
4. public building used to house criminals
5. something for cleaning teeth
6. group of (typically three or more) notes sounded together
7. a literary genre

DOWN

1. a secondary or high school
2. two pieces of bread with something between them
3. a person who employs workers
4. a prescribed medicine

SOLUTION: **FALSE FRIENDS**

Appendix C

Activity 3: RIGHT OR WRONG?

Correct the errors in the following sentences. Some sentences do not have any errors.

1. I don't have no clothes.
2. I haven't got nothing.
3. I didn't buy no jeans.
4. I don't want to see anyone tonight.
5. Alice didn't say nothing.
6. My sister listens to nobody.
7. They don´t know nothing.
8. You never buy me nothing.

Appendix D

Activity 4: RIGHT OR WRONG?

1) YOU CAN´T FIND ANY NICE TOMATOES IN THIS GROCERY SHOP.
2) I DIDN´T SEE NOBODY INSIDE THE HOUSE.
3) THERE WEREN´T NO PEOPLE IN THE PARK.
4) GIVE ME NO MORE WORK, I´M TOO TIRED.
5)WAIT, YOU´RE NOT GOING NOWHERE WITHOUT ME.
6) I CAN´T GIVE YOU NO SHOES, I ONLY HAVE ONE PAIR HERE.
7) I NEED NO MONEY.
8) SHE DOESN´T KNOW NOTHING ABOUT LIFE.
9) THERE AREN´T NO TIGERS IN AFRICA
10) DON´T DRINK - NO BEER
11) ISN´T GOING – NOWHERE
12) DON´T EAT – NO VEGETABLES
13) DIDN´T BUY – NO BANANAS
14) HASN´T GOT – NO FRIEND
15) WON´T TELL – NOTHING
16) DIDN´T SEE – NOBODY
17) DON´T KNOW – NOBODY

Appendix E

Activity 5: REDRO DROW

ERIC CLAPTON - /wonderful/ look/ tonight/ you/

It's late in the evening
She's wondering what clothes to wear
She puts on her make up
And /her/ brushes/ blonde/ she/ hair/ long

_____

And then she asks me, "Do I look alright?"
And I say, " /look/ wonderful/ Yes/ you/ tonight/ "

_____

We/ a/ party/ go/ to

_____
And everyone turns to see
This beautiful lady
That's walking around with me

And then she asks me, "Do you feel all right?"
And I say, "I/ wonderful/ feel/ Yes, / tonight/"

_____

I feel wonderful
Because I see the love light in your eyes
And the wonder of it all
Is that you just don't realize how much I love you

It's time to go home now
/ have/ got/ aching/ And/ I/ head/an

_____
So I give her the car keys
She helps me to bed

And then I tell her as I turn out the light
I say, "My darling, you are wonderful tonight
Oh my darling, you are wonderful tonight"

Appendix F

Activity 6: REDRO DROW

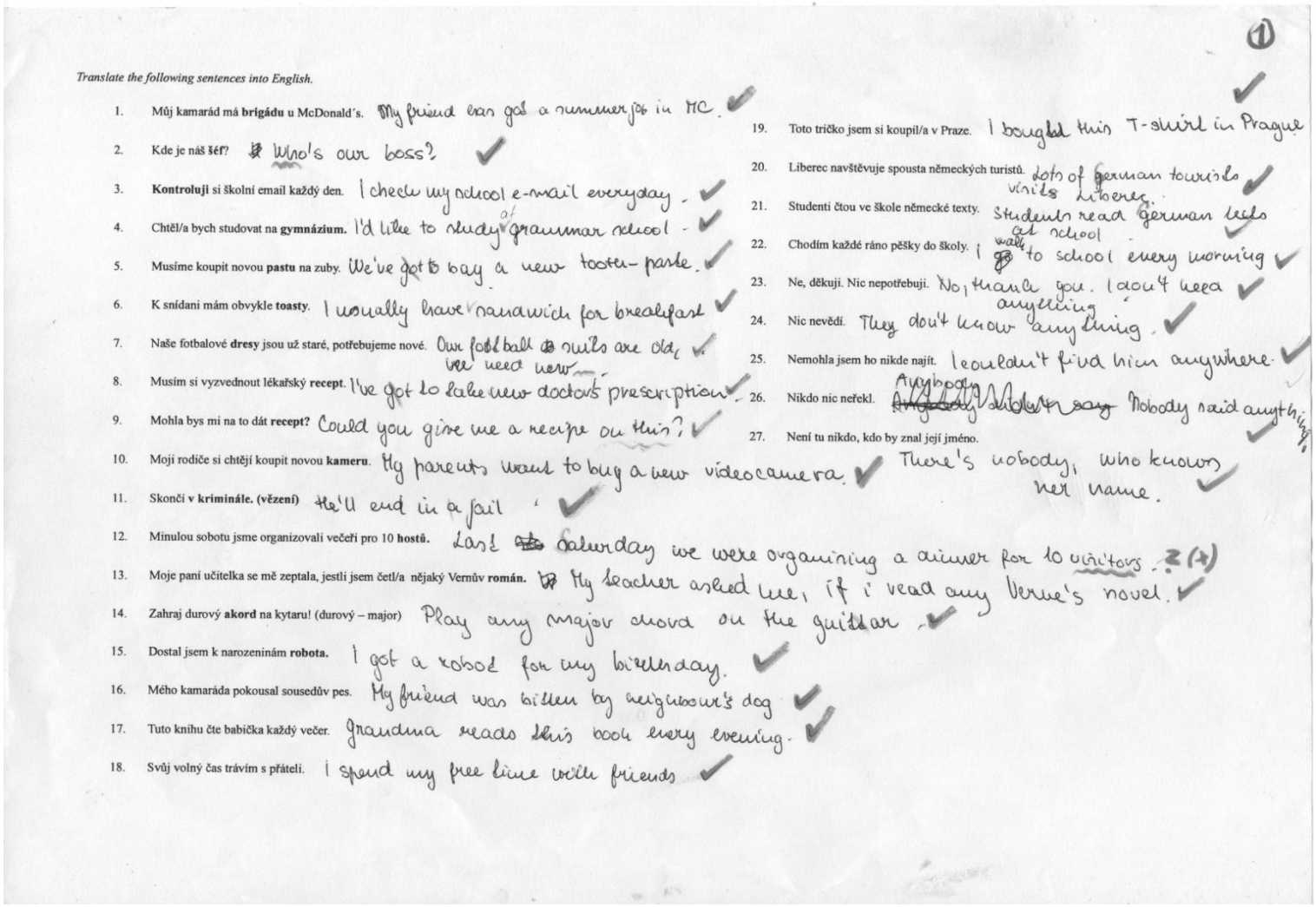
I	**AND MY FAMILY**	**GO**	**TO**	**SATURDAY**	**MATCHES**
WE	**ARE**	**GOING**	**HOME**	**TOMORROW**	**MORNING**
I	**BOUGHT**	**THIS**	**JACKET**	**IN**	**PRAGUE**
MY	**MOTHER**	**BUYS**	**THIS**	**WOMEN´S**	**MAGAZINE**
LOTS OF TOURISTS	**VISIT**	**THE**	**CZECH**	**REPUBLIC**	
I	**SPEND**	**MY**	**FREE**	**TIME**	**WITH**
MY	**FRIENDS**				
STUDENTS	**READ**	**ENGLISH**	**NOVELS**	**AT**	**SCHOOL**
NEIGHBOUR´S	**DOG**	**BIT**	**MY**	**YOUNGER**	**BROTHER**

Appendix G

Translate the following sentences into English.

1. Můj kamarád má **brigádu** u McDonald´s. - My friend has „work" ~~in~~ McDonald's. (2)
2. Kde je náš **šéf**? Who is boss?
3. **Kontroluji** si školní email každý den. I check school email every day.
4. Chtěl/a bych studovat na **gymnázium.** I would study on Gymnazium.
5. Musíme koupit novou **pastu** na zuby. We have to buy new teeth.....
6. K snídani mám obvykle **toasty**. On breakfast I ussually eat toasts.
7. Naše fotbalové **dresy** jsou už staré, potřebujeme nové. Our football dresses are so old, we need new.
8. Musím si vyzvednout lékařský **recept**. I must ____ doctor's recipe.
9. Mohla bys mi na to dát **recept?** Could you gave me a recipe on this?
10. Moji rodiče si chtějí koupit novou **kameru**. My parents want to buy new camera.
11. Skončí v **kriminále. (vězení)**
12. Minulou sobotu jsme organizovali večeři pro 10 **hostů.** Last saturday we ____ dinner for 10 (ten).....
13. Moje paní učitelka se mě zeptala, jestli jsem četl/a nějaký Vernův **román.** My teacher asked me, if I read some Vern's roman.
14. Zahraj durový **akord** na kytaru! (durový – major) Play dur acord on the guittare.
15. Dostal jsem k narozeninám **robota.** I got „ironman" ~~on~~ to my birthday.
16. Mého kamaráda pokousal sousedův pes. ~~My friend's dog~~ ~~My friend ... neighbou~~
17. Tuto knihu čte babička každý večer. My grandma reads this book everyday.
18. Svůj volný čas trávím s přáteli. My free time I spend with friends.
19. Toto tričko jsem si koupil/a v Praze. This T-shirt I bought in Prag.
20. Liberec navštěvuje spousta německých turistů.
21. Studenti čtou ve škole německé texty. Students read
22. Chodím každé ráno pěšky do školy. Every day I walk to school.
23. Ne, děkuji. Nic nepotřebuji. No, thank you. I don't need anything
24. Nic nevědí. They don't know anything.
25. Nemohla jsem ho nikde najít. ~~She can't~~.
26. Nikdo nic neřekl. Nobady didn't say
27. Není tu nikdo, kdo by znal její jméno. There isn't anybody, who knows her name.

Appendix H



Translate the following sentences into English.

1. Můj kamarád má **brigádu** u McDonald´s. My friend has got a summer job in MC.
2. Kde je náš **šéf**? Who's our boss?
3. **Kontroluji** si školní email každý den. I check my school e-mail everyday.
4. Chtěl/a bych studovat na **gymnázium.** I'd like to study at grammar school.
5. Musíme koupit novou **pastu** na zuby. We've got to buy a new tooth-paste.
6. K snídani mám obvykle **toasty**. I usually have sandwich for breakfast
7. Naše fotbalové **dresy** jsou už staré, potřebujeme nové. Our football suits are old, we need new.
8. Musím si vyzvednout lékařský **recept**. I've got to take new doctor's prescription.
9. Mohla bys mi na to dát **recept?** Could you give me a recipe on this?
10. Moji rodiče si chtějí koupit novou **kameru**. My parents want to buy a new videocamera.
11. Skončí v **kriminále. (vězení)** He'll end in a jail.
12. Minulou sobotu jsme organizovali večeři pro 10 **hostů.** Last Saturday we were organising a dinner for 10 visitors.
13. Moje paní učitelka se mě zeptala, jestli jsem četl/a nějaký Vernův **román.** My teacher asked me, if i read any Verne's novel.
14. Zahraj durový **akord** na kytaru! (durový – major) Play any major chord on the guitar.
15. Dostal jsem k narozeninám **robota.** I got a robot for my birthday.
16. Mého kamaráda pokousal sousedův pes. My friend was bitten by neighbour's dog.
17. Tuto knihu čte babička každý večer. Grandma reads this book every evening.
18. Svůj volný čas trávím s přáteli. I spend my free time with friends.
19. Toto tričko jsem si koupil/a v Praze. I bought this T-shirt in Prague.
20. Liberec navštěvuje spousta německých turistů. Lots of german tourists visits Liberec.
21. Studenti čtou ve škole německé texty. Students read german texts at school.
22. Chodím každé ráno pěšky do školy. I walk to school every morning.
23. Ne, děkuji. Nic nepotřebuji. No, thank you. I don't need anything.
24. Nic nevědí. They don't know anything.
25. Nemohla jsem ho nikde najít. I couldn't find him anywhere.
26. Nikdo nic neřekl. Anybody didn't say Nobody said anything.
27. Není tu nikdo, kdo by znal její jméno. There's nobody, who knows her name.