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Word order in English and Czech

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 16. 4. 2017

.....

vlastnoruční podpis

I would like to thank Mgr. Blanka Babická, Ph.D. for her support and valuable comments on the content and style of my final project.

## **Abstract**

Our paper presents basic rules and principles of English and Czech sentence word order with emphasis placed on adjuncts integrated to the syntax. We defined basic types of adjuncts and their position in the sentence. Based on a follow up quiz filled in by elementary school class nine pupils, we found out that the most difficult were adverb manner adjuncts, all the way round, the easiest were place adjuncts. Moreover, we confirmed our first hypothesis. In the receptive task, 95 % of pupils recognised adjuncts with success in sentences. As to the second hypothesis, it was confirmed, too. In the productive task, pupils placed adjuncts at the beginning of sentence most often. Pupils' results were somewhat poorer in the productive task with several types of adjuncts included to sentences. These findings indicate that pupils can recognise adjuncts without any major problems.

## **Introduction**

This bachelor's thesis focuses on the word order in English and Czech sentence. The thesis should help to understand and learn basic word order rules in both languages with special emphasis placed on adjuncts. The thesis is divided into two parts - theoretical and practical one.

In the theoretical part, I deal with description of basic terms associated with topic and I present basic word order principles and their implementation in both English and Czech language including comparison of both. Further I focus on adjuncts integrated to the syntax including detailed analysis. The objective is to compare the word order in both languages focusing on adjuncts integrated to the syntax and provide source material for the practical part.

The practical part is based on knowledge acquired in the theoretical part. The basis of the practical part is a quiz focused on adjuncts. The quiz was designed for elementary school class nine pupils. The thesis includes a detailed qualitative and quantitative analysis of the quiz results and answers to research questions I formulated. The questions concern adjuncts and their complexity level for pupils and whether they can identify adjuncts in sentences. I will further confirm or disprove practical part hypotheses.

I choose this topic for several reasons. What I, as an elementary school second grade English teacher perceive, the most relevant one, is the absolute necessity to help the pupils to understand word order differences in both languages in order to contribute to better results and motivation to learn. Moreover, those who answer the quiz questions are my pupils and this is why the outcome will be valuable for my professional needs, too, and I can keep working with it. I am sure that not only me but my pupils, too, will appreciate it.

I evaluate the results and propose next research phases in the thesis conclusion.

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# 1.Theoretical part

## 1.2 Introduction

Every sentence is made and expressed by a certain specific way which can vary in dependence of the language it is used in. Before describing the word order and the specifics of the sentence structure, it is necessary to define some of the specific terms used in linguistics.

### 1.3 Word

According to Hornová (2003, p. 82), the word is a tiny part of speech that has some grammatical functions. She also writes, that it can be understood as a speech or a set of morphemes. In Hornová's opinion (2003, p. 82), it can be understood as:

- *An orthographic word* - it is a written sequence which has a white space at each end but no white space in the middle. In English, one word can be sometimes used together as one orthographic word each: *land-owners or landowners*, or it can be split into two: *land owners*. It is interesting that all three forms have the same meaning.
- *A phonological word* - it is a piece of speech which behaves as a unit of pronunciation according to criteria which vary from language to language. In English, the most useful criterion is this one: a phonological word contains only one main stress.

Hornová (2003, p. 72) presents, that words can be classified into word classes. They can be understood as a group of lexical items of a language which share the same morphological and syntactic features.

Hornová (2003, p. 72) is of the same opinion as Kopečný (1962, p. 146), who recognise eight word classes. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections.

### 1.4 Sentence

Hornová (2003, p. 71) claims that sentence can be understood as the largest unit of grammar that is independent. Quirk and Greenbaum (1973, p. 12) also say that a sentence consists of five parts. We call them elements of sentence structure.

## 1.5 Sentence elements

Sentence elements are very well described by Quirk and Greenbaum (1973, p. 12) According to them, a sentence might be comprised by:

- subject – S
- verb – V
- complement – C
- object – O
- adjunct – A

*John (S) carefully (A) searched (V) the room (O)*

*The girl (S) is (V) now (A) student (C) at a large university (A)*

*His brother (S) grew (V) happier (C) gradually (A)*

*It (S) rained (V) steadily (A) all day (A)*

*He (S) had given (V) the girl (O) an apple (O)*

*They (S) make (V) him (O) the chairman (C) every year (A)*

( Quirk and Greenbaum 1973, p. 12)



## 2 Word order in Czech and English

### 2.1 Sentence structure

Speaking of a general word order in any language, there are certain rules of how the sentence should look so the speaker and the receiver would understand the meaning of the sentence. Carter and McCarthy (2006, p. 778) describe the structure of the sentence as made from two parts: the theme (topic – given information) and the rheme (new comment). The theme is usually the starting point of the clause, who or what the clause is “about”. The rheme is the main part of the message, the important information given about that topic. (Carter and McCarthy 2006, p. 778)

*Sue is starting a new job on Monday.* (Carter and McCarthy 2006, p. 778)

In this case, Sue is a theme, it is the person who the information is about, and the rest of the sentence is rheme, the given information. This structure is common for both Czech and English, but, as Carter and McCarthy state, the end of the clause is also very structured in English as that is where the most “weight” falls in terms of the focus on new information. They call this rule “endweight”. (Carter and McCarthy 2006, p. 778)

A: *Who makes these chairs?* B: *They're made by Ercol.* (Quirk and Greenbaum 1973, p. 411)

Yesterday he (theme) was sleeping (transition) more than ten hours. (rheme)  
(Mathesius, 2003, p. 95)

The word order in Czech and English is quite different also in another ways. Mathesius summarizes his conception of Czech word order in the description of the plasticity of Czech word order, which arises from the fact that specific word order formations in Czech are not a result of an absolute routine dominance of one factor, but the interplay of several factors, the most prevalent being functional sentence perspective. (Mathesius 1947, p. 328)

As Uhlířová (1987, p. 9) states, Czech belongs to the synthetic languages, that means that the word is changed by prefixes and suffixes. The characteristics of the Czech word order include the ability to create a large number of variants. (Uhlířová 1987, p. 9)

*navštěvovat – navštěvovaný – navštěvovanější – nejnavštěvovanější*  
*to visit - visited - busier (lit. more visited) - most visited*

The declination suffixes of nouns signal clearly function in the sentence.

Uhlířová (1987, p. 9) points that Czech language has a relatively free word order. This opinion is also shared by Hauser (2008, p. 26) They claim that it is not established fixed order of sentence elements, e.g. subject and object. According to Uhlířová (1987, p. 9) in connection with the characteristics of the Czech word order, the word order seems to be put together randomly, but it is not because words cannot be sorted in any way but certain rules must be respected. (Uhlířová 1987, s. 9, Hauser 2008, p. 26)

When considering the classic SVO (subject, verb, object) concept, which is really typical for English, Benešová showed that in such a sequence S is most commonly the theme, O the rheme and V has the function of a transition. Therefore, the S – V – O order most commonly expresses rising communicative dynamism. The ascend of communicative dynamism is not governed by a grammatical form, but the character of depicted semantic contents and semantic relationships between them, and context conditions under which the semantic contents work in the act of communication. (Benešová 1971, p. 180)

*The passenger caught the bus.*

*Pasažér stihl autobus.*

(Benešová 1971, p. 180)

*Ann smiled. My father likes dogs. Eric is a doctor.* (Swan, 2005, p. 496)

As Firbas explains, context-independent semantic contents can be arranged according to their communicative dynamism in ascending sequence as follows: Scene (time, place and causal background, etc.) – Existence/Appearence on the scene – Phenomenon existing, appearing on the scene – Bearer of quality – Quality – Specification – Further specification. The semantic content of a context-independent verb exceeds the semantic content of a context-independent substantive in terms of communicative dynamism only when the substantive expresses the scene (background) or a bearer of quality.

The scale of communicative dynamism, as it appears in the functions of context - independent semantic contents in the act of communication, is not a word order feature. The extent to which the word order is realised on the scale (which can be called the basic dynamic semantic scale) is determined by a number of word order formations created in accordance with the word order system of a particular language. (Firbas 1975, p. 50)

<i>Nějaký lovec - zabil - nějakého lva.</i>	S	V	O
<i>Nějaký lovec - nějakého lva - zabil.</i>	S	O	V
<i>Nějakého lva - zabil - nějaký lovec.</i>	O	V	S

These examples in Czech language show that the change of the word order in this language does not have to change the meaning of a sentence. In the English language, however, the sentence would change its meaning if the word order was changed.

<i>A hunter - killed - a lion.</i>	S	V	O
<i>A hunter - a lion - killed.</i>	S	O	V
<i>A lion - killed - a hunter.</i>	S	O	V

(Firbas 1975, p. 50)

In this last sentence, the object became a subject as there is no possibility to express “a lion” as an object unless the verb was changed as well. The sentence would have to have a passive form of a verb: *A lion was killed by a hunter.*

Second sentence is a complete nonsense unless more word order formations are added. The sentence would then look this way: *A hunter and a lion were killed.*

## 2.2 Marked and unmarked word order

As Carter and McCarthy state, there is a marked and unmarked word order in the English sentence. Unmarked word order usually refers to the normal, most typical sequence of elements.

*He loves football.* Unmarked, normal word order

(Carter and McCarthy 2006, p. 778)

As it is obvious from the example, the unmarked word order for a declarative clause with an object is S-V-O, as already mentioned. But, the O-S-V word is also possible, even if not so often, and then it is called marked word order.

*That furniture we bought years ago is old.* (Carter and McCarthy 2006, p. 778)

In this example, there was no need to add more word order formations. The furniture is the object and it lies in a position of a theme, rather than the subject “we”. But it cannot be changed arbitrarily. If the word order is changed for unmarked, it would look this way:

*We bought that furniture years ago is old.* (Carter and McCarthy 2006, p. 778)

This sentence does not make much sense. There is the need for an additional word, in this case the information about the age would have to be split into another sentence. The clause would then look this way:

*We bought that furniture years ago and it is old.*

(Carter and McCarthy 2006, p. 778)

## 3 Adjuncts

### 3.1 Introduction

According to Carter, McCarthy (2006, p. 578), adjuncts are very important part of a sentence. They modify, comment on or expand in some way the meaning of the clause. In Czech language, the adjuncts are in correspondence with adverbials, but in English, there can be adjuncts and sentence adverbials.

### 3.2 Types of adjuncts

English language enables the adjuncts to be realised by a different phrase:

- Adverb phrase: *Luckily* the weather was very nice.  
(Carter, McCarthy, 2006, p. 578) We'll stay *there*. (Quirk and Greenbaum, 1973, p. 209)
- Prepositional phrase *After that* I felt really bad.  
(Carter, McCarthy, 2006, p. 578) Peter was playing *with great skill*. (Quirk and Greenbaum, 1973, p. 209)
- Noun phrase We are celebrating our anniversary *this year*.  
(Carter, McCarthy, 2006, p. 578) Peter was playing *last year*. (Quirk and Greenbaum, 1973, p. 209)

Quirk and Greenbaum (1973, p. 209) also state, that using noun phrases are not so common in English.

This is very similar to the Czech position of adjuncts. The adverbials are expressed by a noun either on its own or standing with a preposition. Both in Czech and English the adverbials can be expressed by the subordinate clause but English enables to skip a linking verb after some conjunctions.

Although *in good health*, he was pale and thin.      Ačkoliv *byl zdrav*, byl bledý a hubený.

(Dušková a kol., 2006 p. 446)

Dušková (2006, p. 446) presents that Czech adverbials can sometimes correspond to a different sentence parts members in English, especially the attributes, in cases where there is the English verbonominal predication against the Czech verbal prediction.

Comp.	She is <i>a slow learner</i> .	Učí se <i>pomalú</i> .
	She <i>gave a shrill cry</i> .	<i>Pronikavě</i> vykřikla.

(Dušková a kol., 2006 s. 448)

### 3.3 Types of meaning

Both Quirk and Greenbaum (1973, p. 240) and (Carter, McCarthy, 2006, p. 579) state that there are several types of adjuncts. Types of meaning are very well described by Carter, McCarthy ( 2006, p. 579) below:

- Manner                      A robin was singing *beautifully* from a garden tree.
- Place                        Have you got all your family *locally*?
- Time                         I retired *last May*.
- Duration                    We met her at your wedding *very briefly*.
- Definite frequency        She gets paid *monthly*.
- Indefinite frequency     She phones me *quite often*
- Reason                     I told him off *for all the mess on the floor*.
- Purpose                    I went to the café *for a quick coffee*.
- Degree and intensity     *Largely* they looked after themselves.
- Focusing                    He *specifically* asked to meet with me alone.
- Modal                        *Probably* the most famous desert plant is the cactus.
- Evaluative                 *With luck* we should be finished by five – thirty
- Viewpoint                 It's a disgrace, *to my mind*.
- Linking                     Sho he dropped his hand from her shoulder. And *moreover* left her side.

Those four can be found both in Czech and in English: manner, place, time and reason. Manner, place and time are most frequently found in end or front position where the end position is considered as neutral. The factors which determine choice of position have to do

with the topical development of the text and the cohesive linking of clauses, as well as the length of the adjunct. The rules for a Czech language are not so strict, so the adjunct can stand in different part of a clause depending on the choice of a speaker.

Comp.            Luckily the weather was nice.            Naštěstí počasí bylo pěkné.

Počasí bylo naštěstí pěkné.

Seidlová states (2011) that where there is more than one adjunct in end position, the most neutral (unmarked) order is manner – place – time. Regarding cases where the sentence adverbial includes both place and time, and at least one of them belongs to the outbreak and Seidlová (2011) adds that both in English and in Czech have the same word order status, they may stand - in the normal course of intonation – in three ways:

- One of the two adverbials is contextually connected and stands at the beginning of the sentence, the other is contextually unconnected and stands at the end of a sentence.

*At this time* — it was 1937 — he had been Senior Tutor of the college *for ten years*.

*Tou dobou* — bylo to roku 1937 — byl odborným konzultantem v koleji už *deset let*.  
(Seidlová 2011)

- Both adverbials are at the end of sentence, adverbial of location is contextually connected and stays in front of the adverbial of time which is not contextually connected.

I got back to England *this morning*.  
*ráno*.

Vrátil jsem se do Anglie *dnes*

(Seidlová 2011) As Seidlova (2011) writes,

- Both adverbial phrases are at the end, both are contextually unconnected; adverbial of time preceds - in line with the intended system configuration - adverbial places. It is, however, in contrary to the widespread rule of the English word order, according to which after the adverbial order is usually: object, manner, place, time.

He had been working *for three months* in Berlin.    Pracoval tři měsíce v Berlíně.  
(Seidlová 2011)

The following four groups of adverbiale are common to Czech and English:

- Adjuncts adressing the meaning of **manner**

The question asking for this type of adjunct starts with a word „How“ or „In what manner“, and the expression used is *(in) this/that way, so, thus*. In Czech language it can be *Tak, tímto způsobem* etc. Modal destination most often qualifies a verb, adjective or adverb.

He is *seriously* ill.

Je *vážně* nemocen.

(Dušková a kol., 2006 s. 454)

But if the position of the word representing adjunct is changed, the meaning of both sentences will change as well and the word will not be adjunct anymore.

*Seriously*, he is ill.

*Vážně*, je nemocen.

- Adjuncts addressing the meaning of **place**

Adverbials of place are divided into two groups: the positional (corresponding to the question Where) and directional (corresponding to the question Kam). Unlike in the Czech language, where the positional and directional adverbials largely differ in shape, in English most of the local determinants may indicate both the position and direction.

Differences in the position and direction are usually expressed only by a different verb (verb of movement governs adverbials of direction and verb of position connects with positional determination).

There is a stain *on the carpet*.

*Na koberci* je skvrna.

She spilt some tea *on the carpet*.

Rozlila čaj *na koberec*.

(Dušková a kol., 2006 s. 448)

On Sundays I sleep late.

V neděli doma dlouho spávám.

(Peprník, 1999, p. 19)



## **4. Practical Part**

### **4.1 Introduction**

The practical part will be based on findings specified in the theoretical part. There were two objectives of the practical part. The first one was to find out whether pupils can correctly identify adverbials in sentence and the second one was to realise whether children can actively use the adverbials. All this was based on the quiz.

### **4.2 Research questions**

For the sake of more detailed objectives, the latter may be formulated using the following research questions.

- 1) How difficult it was for the pupils to identify adverbials in sentences?
- 2) Which adverbial types were most difficult and which were the simplest for the pupils?
- 3) Where the pupils located time adverbials to?

### **4.3 Hypotheses**

First, let's formulate hypotheses that are based on the theoretical part and they are a deduction associated with chosen respondents, too, who will take part in the quiz. Therefore, we can believe that:

Given the characterisation of chosen respondents, we can judge that pupils are sufficiently familiar with English sentence word order basics including basic sentence parts and their position and function in the sentence. However, what has to be noted is that determining sentence parts, the pupils use Czech case questions as an aid. Examining adverbials, the pupils identify them using the following questions: how? where? when? from where? how long? how often? These questions are a very important and functional aid for the pupils and their use encouraged by English teachers. All this makes us conclude that most pupils will not have problems with the

- 1) successful identification of adverbials in sentences.
- 2) Unlike the English sentence word order, the Czech sentence word order is quite free as we know from the theoretical part. However, it does not mean there are no rules for it in place. If we at the same swap or change some sentence parts, the sentence still makes sense. As the practical part is based on the quiz, our second hypothesis will be based on it. The second task envisages that the pupils will place words in the correct order in order to find out whether their adverbial knowledge is not only passive.

The third sentence the pupils had to reconfigure as a part of the quiz was as follows: *week ill they last were*. The right position is: *They were ill last week*. In the Czech language, there are several solutions possible. “*Minulý týden byli nemocní*” or “*Nemocní byli minulý týden*”.

We believe that pupils will tend to place time adverbials to the sentence beginning being strongly influenced by their mother language.

## **5 Methodology**

This work focuses on adverbials. What stems from it is that we will not include any other mistakes whatsoever that are not related to adverbials to quiz results and will not reduce the number of points for them. Thus, we will focus exclusively on the right position of adverbials in sentences and we will research only this phenomenon.

### **5.1 Research instrument**

We decided to make use of the quiz form for our research for several reasons. First, it generates relatively big amount of research material. Second, this way of data collection is not that time consuming and I have to add that it ranks among the most cost saving methods. We chose an anonymous form of the quiz in order avoid respondent's wrong answer fear. Moreover, we think that this way is less stressing for pupils. The quiz task specification was formulated in Czech in order to prevent misunderstanding and we also believe that pupils do not know English grammar terms. The quiz consisted of two tasks and it was the same for both groups. The first task was cognitive. The pupils had to find an adverbial in the sentence and underline it. There were both single-word adverbs and more complex adverbial forms expressed

by phrases. Let us note that only a single adverbial was included to each sentence. The second task was productive. The pupils had to order words correctly to form sentences. The pupils got one point for each right answer and, therefore, the maximum number of points was 20. For the quiz see the Appendice No. 1.

## **5.2 Data collection**

All respondents filled in the quiz at the time when they had an English lesson scheduled in their timetable without being warned in advance so they could not get prepared for the quiz in advance. The pupils were instructed both orally in Czech and in writing as a part of the quiz form. This was done in order to avoid any possible misunderstanding on the part of the respondents. Each respondent sat alone in his/her bench in order to prevent pupils from cooperation/cribbing. The time period given to the pupils to fill in the quiz form was thirty minutes. It was enough to fill in the quiz without any stress or pressure on them.

## **5.3 Participants**

The research took place at the Elementary School Slovenská at Zlín. It is a relatively big school situated in the Lesní city district close to the city centre. Three groups of class nine pupils as formed for English lessons took part in our research. That means that the quiz was filled in simultaneously in three groups and its specifications were presented to the respondents always by their specific English teacher for the comfort feeling of the respondents. The respondents' age ranged between 14 and 15 years. As to the number, 45 respondents filled the quiz broken down to groups of 16, 15 and 14 pupils. As we plan to address the material as a whole and we will not further sort the quiz forms, the numbers of pupils assigned to individual groups were mentioned just for completeness.

## 5.4 The quiz analysis

The quiz forms were analysed immediately after they had been filled in. That means that those blank quiz forms had to be eliminated prior to the evaluation. As the material was used as a whole, we did not need to sort the quiz forms. We analysed quiz results broken down to single sentences starting with the task one and then evaluating the task two. Having assessed each task, we decided to prepare a chart expressing the success rate of individual sentences by per cents. We considered this method appropriate in particular for the sake of better clarity. Moreover, the charts will help us to answer the research questions and confirm/disprove our hypotheses.

The total number of quiz forms we distributed was 45. Two of them were not included to the evaluation because they had not been fully completed.

## 6. Results

### 6.1 Introduction

In this part all the sentences from the quiz are introduced and analysed. We decided, as it had been mention before, to discuss each sentence individually.

#### 6.1.1 Task 1

1. Luckily the weather was good.

In this sentence, 43 participants underlined manner adjunct correctly. There was not anybody who failed.

2. I brush my teeth twice a day.

Sentence number two focused on adjunct of definite frequency. They mostly occur in end position. 37 participants were right, 6 of them underlined just a part of adjunct – the expression twice.

3. There is a book on the table.

This sentence contained place adjunct. They most often go in the end positions. All of the participants marked adjunct correctly.

4. She isn't here.

The sentence focused on place adjunct. Place adjuncts are most often founded in the end position, but front position is also possible, especially in literary writing. 42 participants recognized this adjunct correctly.

5. It rains in the autumn.

In this sentence participants should have recognized time adjunct - in the autumn. 42 participants were successful.

6. I have known her all my life.

In this sentence the participants dealt with time adjunct. All of the participants were right and recognized it correctly.

7. I do yoga every morning.

The participants were supposed to mark definite frequency adjunct that goes in the end position. 43 participants recognized it correctly although in this case it can go in front position.

8. I have never eaten snails.

42 participants recognized it correctly. In this sentence there should be in mid position following the first auxiliary verb.

9. I definitely need more time.

In this sentence participants were supposed to underline modal adjunct definitely. It goes in mid position. 35 participants were right.

10. The race is taking place tomorrow afternoon.

40 participants identified this time adjunct correctly. Five of them were wrong and marked the expression place instead of adjunct.

1	100%
2	86%
3	100%
4	98%
5	100%
6	100%
7	100%
8	98%
9	81%
10	93%

Task 1

Table 1: Interpretation of the results

The quiz was corrected and assessed and the gained number of points was transformed into the form of percentages.

### 6.1.2 Task 2

We will analyse all sentences from task 2. In this task, participants were supposed to make the words in the correct order.

1. I almost did it.

50 % of the participants answered correctly.

2. They arrived about twenty minutes ago.

In this sentence 65% of the pupils answered correctly.

3. We were ill last week.

45% of the participants put time adjunct in end position. 55% of the pupils put time adjunct in the front position.

4. I worked hard yesterday.

In this sentence 70% of the participants put adjunct yesterday in front position, only 30% answered correctly as it should be in end position. Surprisingly, only 20% of the pupils had some troubles with manner adjunct hard.

5. I am always ready.

In this sentence 60 % o pupils answered correctly and put the sentence in the correct order. Only 40% put adjunct before verb be.

6. She looked at me angrily.

62% put adjunct angrily in end position, 30% put it in first position and 8% out of participants put it in mid position.

7. We usually go on holiday in September.

As we know from the theoretical part if there are more adjunct in a sentence they go like this: manner, place, time. In this sentence 75% of participants put time adjunct in front position and 66% of pupils put adjunct usually after verb go.

8. I sometimes go swimming on Fridays.

73% of the pupils put time adjunct on Fridays in the front position, only 27% put it in end position.

9. They meet each other every day.

The participant had problems with time adjunct. 81% put it in the front position.

10. The woman bought a book in town yesterday.

In this sentence 85% of the participants put time adjunct in the front position instead of end position. Nobody put time adjunct in mid position.



## 7 Answering the research questions

1. How difficult it was for the pupils to identify adverbials in sentences?
2. Which adverbial types were most difficult and which were the simplest for the pupils?
3. Where the pupils located time adverbials to?

According to survey, it wasn't difficult at all to identify adverbials in sentences.

We found out, that the most problematic were time adjunct. On the other hand, the easiest were place adjuncts. As for time adjuncts, most of the pupils from tend to place time adjunct to the initial position. We deduced it might occur because they often translate sentences word by word instead of translating it as a complex concern. But, it is not a mistake to place time adjunct in the initial position. However, it might s change the meaning or understanding of the sentence.

## **Conclusion**

This paper deals with English and Czech sentence word order. As many works have been written on this topic, we hope that this paper will provide a general survey of basic principles of sentence word order in both languages and it will be understood as a basic information survey. The theoretical part addresses and compares English and Czech word order all this being done taking into account specific features and differences of the word order. What is stated is the fact that the Czech language word order is freer than analytic English and it is demonstrated using a number of examples in the form of sentences. Special attention was paid to adverbials that were considered relatively complex. The complexity resides in particular in the way it is integrated into the English sentence. The objective was to prepare a general survey of adverbials including an enumeration of basic types, position in the sentence and comparison to Czech, all this being supported by examples in the form of sentences.

The second, practical part is based on facts given in the theoretical part and the quiz filled in by elementary school class nine pupils. The quiz focuses on adverbials in order to learn what is their knowledge and skills of practical application of such knowledge. The respondents sample is not large and, hence, results cannot be fully generalised but there are certain tendencies that our hypotheses that were confirmed could apply to a larger respondents' sample. This includes primarily the fact that English teachers make use of case questions when teaching English as already mentioned and most pupils know such questions by heart. This knowledge is very helpful to them, they feel much more comfortable when learning and their results are better.

The key objective of this work was to provide a general and basic survey of English and Czech sentence word order including detailed description of adverbials. We hope that the work objective has been fully met. Nevertheless, an enormous space has been left uncovered by the research in this area. Another phase of research could focus on use of didactic games when learning English word order at elementary schools. This could be topic of our thesis.

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## **Resumé**

Tahle bakalářská práce se zabývala slovosledem ve větě anglické a české a základního srovnání se zaměřením na příslovečná určení. V teoretické části se zabýváme jen přehledem, v části praktické se zabýváme výzkumem se zacílením na příslovečná určení. Před zahájením výzkumu jsme si stanovili dvě hypotézy a jak se ukázalo, obě byly pravdivé. První hypotéza předpokládala, že žáci většinou rozpoznají příslovečná určení ve větě a druhá hypotéza, že žáci budou umisťovat příslovečná určení času na začátek věty.

## ANOTACE

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<b>Rok obhajoby:</b>	2017

<b>Název práce:</b>	Slovosled v anglickém jazyce a českém jazyce
<b>Název v angličtině:</b>	Word order in English and Czech
<b>Anotace práce:</b>	<p>Tahle práce zkoumá slovosled v angličtině a češtině. Teoretická část uvádí základní pravidla slovosledu a jejich srovnání v obou jazycích. Dále se zaměřuje na příslovečná určení začleněná do větné skladby a podává o nich detailní informace. Praktická část je založena na kvízu, který je zaměřen na příslovečná určení. Zkoumá, zda mají žáci schopnosti poznávací a produktivní s ohledem právě na příslovečná určení.</p>
<b>Klíčová slova:</b>	Slovosled, příslovečná určení, anglický jazyk, český jazyk, věta, kvíz, téma, réma.

<p><b>Anotace</b> <b>v angličtině:</b></p>	<p>This work focuses on English and Czech sentence word order. The theoretical part specifies basic word order rules and their comparison in both languages. Moreover, it focuses on adjuncts integrated to the syntax including detail information on them. The practical part is based on a quiz that concentrates on adjuncts. It is supposed to realise whether pupils have perceptive and productive skills concerning adjuncts.</p>
<p><b>Klíčová slova</b> <b>v angličtině:</b></p>	<p>Word order, adjuncts, English, Czech, sentence, quiz, theme, rheme.</p>
<p><b>Přílohy vázané</b> <b>v práci:</b></p>	<p>1 kvíz.</p>
<p><b>Rozsah práce:</b></p>	<p>31 stran</p>
<p><b>Jazyk práce:</b></p>	<p>Angličtina</p>

## Appendic 1 The Quiz

V následujících větách najdi příslovečná určení a podtrhni je

11. Luckily the weather was good.
12. I brush my teeth twice a day.
13. There is a book on the table.
14. She isn't here.
15. It rains in the autumn.
16. I have known her all my life.
17. I do yoga every morning.
18. I have never eaten snails.
19. I definitely need more time.
20. The race is taking place tomorrow afternoon.

Seřad' slova správně za sebou – utvoř větu

1. it I did almost
2. arrived about ago they twenty minutes
3. week ill they last were
4. worked I yesterday hard
5. angrily me she at looked
6. ready I always am
7. usually we on go in September holiday
8. swimming I on go Fridays sometimes
9. day they meet other each every
10. bought sister my book a yesterday

