

Technická univerzita v Liberci
FAKULTA PEDAGOGICKÁ

Katedra: Anglického jazyka
Studijní program: magisterský, 2. stupeň ZŠ
Kombinace: Anglický jazyk – Český jazyk

ROLE CHYB PŘI OSVOJOVÁNÍ ANGLICKÉHO JAZYKA

THE ROLE OF MISTAKES IN THE PROCESS OF LEARNING
ENGLISH

Diplomová práce: 04-FP-KAJ- 99

Autor:

Petra Smutná

Podpis:

Smutná

Adresa:

Tř. Václava Klementa 836
293 01 Mladá Boleslav

Vedoucí práce: Mgr. Lenka Pávová, MLitt.

Konzultant:

Počet

stran	obrázků	tabulek	pramenů	příloh
93	0	0	12	8

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(pro magisterský studijní program)

pro (diplomant) Petru Smutnou
adresa: Nádražní 322, Železnice, 507 13
obor (kombinace): Anglický jazyk – Český jazyk
Název DP: Role chyb při osvojování anglického jazyka
Název DP v angličtině: The Role of Mistakes in the Process of Learning English

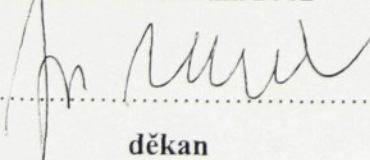
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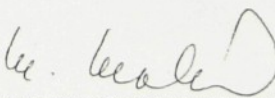
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Zadání DP

Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie zabývající se gramatickými chybami v hodinách anglického jazyka na ZŠ.

Cílem je prokázat, že použitím vhodných metod je možné omezit chybování ve vybraných gramatických jevech.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka. Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu.

Specifikou uvedeného projektu je zjištění nejčastějších gramatických chyb.

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Autor:

Petra Smutná

Podpis:**Adresa:**

Tř. Václava Klementa 836

293 01 Mladá Boleslav

Datum:

10.5.2004

Poděkování:

Děkuji paní Mgr. Lence Pávové, MLitt. za její pomoc a trpělivost při zrodu této práce.

Rovněž děkuji své rodině a svým přátelům za jejich podporu a optimismus, který mi dodávali po celou dobu studia.

Abstract

This Professional Project deals with errors which form an essential part in the process of learning English; it also covers the ways of error treatment. The work involves the list of repeatedly appearing grammatical errors observed at Czech elementary schools and suggests criteria for activities to be used for the decrease of the number of these errors made by pupils mainly in basic grammatical areas. The criteria chosen for these remedial activities are proved to be effective by the practical implementation of five activities during the teaching practice in the 9th form of an elementary school.

Tento projekt se věnuje chybám, které tvoří neodmyslitelnou součást osvojování anglického jazyka. Rovněž se zabývá způsoby zacházení s chybami. Práce zahrnuje seznam opakovaně se objevujících gramatických chyb vysledovaných na českých základních školách a navrhuje kriteria pro aktivity, jejichž použitím by se snížil počet těchto chyb, které žáci dělají zejména v základních gramatických jevech. Vhodnost kriterií zvolených pro doplňující nápravné aktivity je potvrzena uskutečněním pěti navržených aktivit v deváté třídě základní školy během učitelské praxe.

Dieses Projekt befasst sich mit den Fehlern, die unabdenkbaren Bestandteil von der Akquisition der Englischen Sprache bilden. Ebenso befasst es sich mit den Fehlerhandlungsformen. Meine Arbeit umfasst ein Verzeichniss von sich regelmässig erscheinenden grammatischen Fehlern, die in den tschechischen Grundschulen beobachtet wurden. Meine Arbeit schlägt Kriterien für Aktivitäten vor, mit deren Anwendung diese in der grundlegenden Grammatik gemachten besonders von Schülern Fehleranzahl reduziert würde. Die für Besserungsmassregel gewählten Kriterientauglichkeit, ist mit der Verwirklichung von 5 vorgeschlagten Aktivitäten in der neunten Klasse der Grundschule während der Lehrenpraxis bestätigt.

OUTLINE

THE ROLE OF MISTAKES IN THE PROCESS OF LEARNING ENGLISH

Thesis:

Teacher's analysis of pupils' mistakes and the timely use of efficient remedial activities can prevent pupils from making the same grammatical mistakes repeatedly.

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ERRORS AS AN IMPORTANT ASPECT OF LEARNING

I. ACADEMIC

A. ERRORS IN THE PROCESS OF LEARNING

A. 1. What is the role of errors in the process of learning?

From the beginning of human existence one of the most important parts of human life has been learning, which has helped people to survive in different situations, develop their knowledge and abilities. The importance of learning for human society lead methodologists all over the world to explore a lot of approaches to learning in order to find a method or strategy to master this process successfully. In spite of the divergence of methodologists' conceptions, there exists one notable aspect common to all kinds of learning and that is making mistakes. Why is making mistakes so important in the learning progress? Brown (1994), for instance, describes the role of mistakes using an apposite comparison:

“Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. You learn to swim by first jumping into the water and flailing arms and legs until you discover that there is a combination of movements-a structured pattern-that succeeds in keeping you afloat and propelling you through the water. The first mistakes of learning are giant ones, gradually diminishing as you learn from making those mistakes. Learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and



with that feedback to make new attempts which successively more closely approximate desired goals” (Brown, 1994: pp. 169-170).

Since learning English is also a learning process, I suppose that, in the sense of the role of mistakes, the procedure described above by Brown refers to it as well. Thus, I presume that pupils and students of all ages, interests and abilities make mistakes in their study of English, which can sound very negative, mainly for teachers.

However, Brown (1994) points out that “success comes by profiting from mistakes” (Brown, 1994: p.170). For this reason, the teacher should be, as far as error problems are concerned, aware of the importance of pupils’ mistakes and provide various forms of feedback so that pupils can benefit from their faults. As Edge (1990) mentions it is important for the teacher not only “to point out differences between our students’ language and standard English. That is too negative a role. Our job is also to encourage the growth of the language by appreciating the learning steps” (Edge, 1990: p.15). She also points out that teachers should understand mistakes as a kind of learning steps or signals of the progress in language rather than as something negatively influencing the learning process (Edge, 1990: pp.13-14).

A. 2. My personal experience

During my teaching practice I observed pupils making lots of mistakes, and teachers dealing with language errors in different ways. Some teachers ignored all faults made by their pupils, others corrected even the smallest ones, some of them corrected only frequently-occurring problems giving a correction and a short explanation, and the rest of teachers involved other pupils in the process of correction.

Thanks to the variety of correction methods the teachers used in the lessons I attended, it was very interesting to observe pupils’ resultant reactions and their progress in learning. For instance, some pupils were flustered or totally confused, some seemed



to come to realize they had made a mistake and corrected themselves, some pupils only repeated the sentence or word correctly after their teacher or classmates, other pupils even got angry with the teacher.

Whatever their reaction was, usually, after a short period of time they made the same mistake again. I found out that the same errors, mainly grammatical ones, appeared in different classes repeatedly and many teachers tried to re-teach the language area wrongly used by pupils, because these errors seemed to be seriously influencing their further learning progress. However, re-teaching largely ended with unsatisfactory results. This finding inspired me to monitor typical grammatical errors occurring in the classes and, afterwards, to create some remedial activities designed to prevent pupils from repetition of such errors.

A. 3. List of repeatedly appearing errors

My observations in different classes at elementary schools resulted in the list of areas where grammatical mistakes perpetually appeared. The areas listed below are supported by examples collected in the fifth, seventh and ninth classes at the First Primary School in Jičín:

- 1) Articles (*We are a students.*)
- 2) Concord (*The printing blocks has been sent to the machine room.*)
- 3) Present simple
 - a) 3rd person singular – missing –s (*He work in a factory.*)
 - b) questions and negatives – missing auxiliary (*What cook you?*)
 - the ending –s after *does* (*Does he works?*)
 - wrong word order (*He is at home?*)
- 4) Past simple - questions and negatives
 - a) past tense of the main verb (*Did you saw her?*)
 - b) missing auxiliary (*They worked not yesterday.*)
- 5) Present and past continuous
 - a) omission of the verb *to be* (*They sleeping in the bedroom.*)



b) confusion of tenses (*The phone rang when I had a shower.*)

6) Present perfect

a) confusion of tenses (*She was be to Paris three times.*)

b) infinitive following auxiliary verb (*I have work at a factory.*)

From the list of typical grammatical mistakes it is evident that they involve the basic grammatical structures requisite for the appropriate usage of the English language. Therefore, it obviously follows that it is necessary to tutor these grammatical areas as soon as the teacher notices recurring problems in their usage. This can be done not only by re-explanation of the structures and rules, but also by the usage of remedial activities. In order to create suitable and efficient remedial activities, it is necessary to get the knowledge of mistakes in general, of their types and causes. Only then can we discuss the ways of correction which offer the pupils that kind of feedback encouraging them to further effort in their English learning process.



B. DEFINITION, DIVISION AND SOURCES OF ERRORS

This Professional Project is designed to discover why students tend to make some grammatical errors repeatedly and to check the influence of remedial activities. For this reason, I must define a few key terms, explore the kinds and sources of mistakes.

B. 1. Definitions of errors, mistakes, slips and attempts

In the previous part of this work I used the terms mistake and error as synonyms. Nevertheless, we need to distinguish these two key terms to delimit the area of this Professional Project.

Brown (1994) defines an error as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner” (Brown, 1994: p.170). According to Brown (1994), this means that “if a learner of English asks, “*Does John can sing?*” he is probably reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation” (Brown, 1994: pp.170-171). I understand errors as the expression of pupils’ deficient knowledge of a language area already taught in the lessons. It means that the pupil should be able to use the grammatical item successfully, but, however, he fails as he has not mastered the knowledge yet. Thus, to correct an error the pupil needs teacher’s or classmates’ help.

A mistake is, on the other hand, defined by Brown (1994) as “the result of some sort of breakdown or imperfection in the process of producing speech” (Brown, 1994: p.170). It is not always easy to make a distinction between a mistake and an error.

However, Edge (1990) suggests a practical method of distinguishing mistakes from errors. She affirms that it depends on the teacher’s opinion about the level of



pupil's learning. "If the teacher thinks that a student could self-correct a mistake, we shall call this type of mistake a slip" (Edge, 1990: p.9). The Edge's term "slip" corresponds with the term "mistake" in Brown's terminology which I have decided to use in this paper. The term "error" is common to both Brown's and Edge's terminology and, as Edge writes, it can be recognized when the pupil "cannot self-correct a mistake in his or her own English, but the teacher thinks that the class is familiar with the correct form" (Edge, 1990: p.10).

I agree with Edge's way of distinguishing errors from mistakes, because she uses an easy and practical way of distinction, as the teachers know what grammatical items they have already taught and therefore, what their pupils should master. From this follows that I comprehend the term mistake (slip - in Edge's terminology) as a kind of short-time failure in thinking or speaking, which can be remedied by pupil's self-correction, without teacher's or other pupils' help.

For completeness it must be mentioned that Edge (1990) specifies one more type of mistakes which she calls "attempts". These are such mistakes where students try to express their ideas but they have not learnt the structures needed yet (Edge, 1990: p.10). (You can usually notice this kind of mistakes in speaking activities, when the pupils try to communicate with each other using English.) Therefore I do not use this term for the purposes of this Professional Project as this paper deals with grammatical items already taught.

To resume the definitions of errors and mistakes it can be said that the difference between these two kinds of language faults can be seen in the ability of the pupil to self-correct them on his or her own. If a pupil is able to correct the fault without teacher's or other pupils' help, I talk about a **mistake**. If he or she is able to correct it with much of teacher's or classmates' help, or is not able to correct it at all, I call the fault an **error**.



Thinking about the repeatedly appearing grammatical errors (**RAGE**), I believe that the pupils are usually able to self-correct their mistakes, but it happens so after a number of teacher's hints. Here is a typical example from my teaching practice:

L: She break her leg this year.

T: When?

L: This year.

T: O.K. So we must use another tense.

L: She broke her leg this year.

T: It is not last year.

L: Hm...She have broken her leg this year.

T: Fine, but there is still one mistake. She... (showing three by my fingers)

L: Oh. Has. She has broken her leg this year.

In this extract you can see that the way to the correct sentence was quite difficult and the pupil might have been rather confused and probably could do the same mistake again. Thus I state that the RAGE belong, according to Brown's and Edge's division, among errors.

Errors can be, of course, further divided according to a lot of aspects. For the needs of this Professional Project, I have chosen the division made by Brown (1994).

B. 2. Division of errors by Brown

Brown divides errors in four main categories. The division is supplemented by examples from my teaching practice.

- 1) In the first category there are included the errors of addition (for example the superfluous usage of the auxiliary verb – *Does John can sing?*), omission (a definite article omitted – *I went to movie.*), substitution (an incorrectly substituted item – *I lost my road.*) and,



finally, errors of ordering (confused word order – *I to the store went.*)
(Brown, 1994: p.175).

- 2) The second category reflects the system of language and this is why the errors are divided in phonological or orthographical, lexical, grammatical and discourse errors (Brown, 1994: p.210). For instance, *tvelwe* meaning *twelve* is an orthographical mistake; the usage of *lend* instead of *borrow* is both a lexical and grammatical error – *Can you borrow me a pen, please?*
- 3) The third category describes errors as global or local. Global errors are those impeding the comprehension of the message to the receiver (for example the question *How long are you here for?* intended to mean *How long have you been here?*). Oppositely, the local errors do not obstruct understanding of the message (*I made my homework.*) (Brown, 1994: p. 211).
- 4) The last category of errors deals with domain and extent dimensions. “Domain is the rank of linguistic unit that must be taken as context in order for the error to become apparent. Extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence. So, in the example of *a scissors*, the domain is the phrase and the extent is the indefinite article” (Brown, 1994: p. 211).

Although this division and description of errors is intelligible, it is often difficult to distinguish the constituent categories of errors, which Brown (1994) supports by an example of a faultily pronounced word which can also “hide a syntactic or lexical error”



(Brown, 1994: p.175). Nevertheless, the classification helps me to identify the pupil's stage of understanding the language system.

When analyzing the RAGE mentioned on pp. 10-11, I have come to the conclusion that these errors can be identified as grammatical errors of addition (*Does he plays tennis? Did you saw her?*), omission (*They sleeping in the bedroom. I have brother.*) and ordering (*He sing can. He is at home?*). They are both global and local depending on the exact situation. Having explored the errors observed in the lessons I found out that the missing auxiliary *do/does* in questions can cause the biggest misunderstandings because it makes the meaning completely different, changing the object question to a subject one (*What cook you?* intended to mean *What do you cook?*).

B. 3. Sources of errors

Having identified the kinds of errors, we also need to understand why pupils make errors. Thus, the final step of the error analysis is the exploration of their sources.

Brown (1994) states four basic sources of errors. These are interlingual transfer, intralingual transfer, context of learning and communication strategies.

- 1) Interlingual transfer from the native language is typical of the beginning stages of learning the second language. The learners are not familiar with the system of the second language yet and this is why they draw upon their native language – the only language system they know sufficiently. Thus you can, for example, notice some nationalities saying *the book of Jack* instead of *Jack's book* because it corresponds with their native language system. From the same reason you can hear Czech pupils saying *When he comes?* or *He has not nothing in his bag*. To ascertain and subsequently deal with errors



caused by the negative interlingual transfer, the teacher must either be of the same nationality as his or her learners or at least be familiar with the learners' native language.

- 2) Intralingual transfer is the second source of errors. In fact, it has been found that intralingual transfer is a major factor in second language learning. While the interlingual transfer occurs mainly at the beginning stages of learning, the intralingual transfer is manifested as soon as learners begin to acquire parts of the second language system. The typical example of intralingual transfer is overgeneralization which, according to Edge (1990), happens when learners think they know a rule, but in fact they do not know it thoroughly enough. Thus, they, for instance, form the past simple by adding *-ed* both to regular and irregular verbs (*He growed up in Canada.*) (Edge, 1990: p.8).
- 3) As Brown suggests the next source of errors is the context of learning. The context refers to the classroom, the teacher, the materials and the social situation. Brown highlights that "students often make mistakes because of the misleading explanation from the teacher, faulty presentation of a new structure or a word in a textbook, or even because of a pattern that was memorized in a drill but not properly contextualized" (Brown, 1994: pp.179-180). The sociolinguistic context of language acquisition may cause different types of errors, for instance acquisition of certain dialect. This is what Corder calls "idiosyncratic dialect". To clarify these terms, Brown mentions an example of "a Japanese immigrant, [who] lived in a predominantly Mexican-American area of a city in the United States, and his



interlanguage was a rather interesting blend of Mexican-American English and the standard English to which he was exposed in the university” (Brown, 1994: p180). I suppose that in the case of RAGE, which mostly affect present and past simple structures, the teacher’s explanation of these structures is not misleading or wrong because it deals with basic structures of English language. Therefore, I do not assume the context of learning to be a source of RAGE.

4) The fourth category of error sources is communication strategies.

This class includes all the previous kinds of sources - the interlingual and intralingual transfer and the context of learning. The communication strategies are a very broad category, which deals with strategies, verbal and nonverbal mechanisms which learners use for communicating their ideas when they do not know the needed linguistic forms and structures. Thus, they create their own rules, use word association, repetition, literal translation from the native language, miming, etc.

To conclude, it can be said that the purpose of the communication strategies is to reach a specific communicative goal by the use of all available means (Brown, 1994: pp.180-183). Since the knowledge of most of the structures affected by RAGE is essential and even beginners are required to learn them soon, I cannot talk about the communicative strategies as another source of RAGE.

Taking all the facts listed in this chapter into account, and having identified the RAGE as errors involving basic grammatical structures, caused by a mixture of sources,



I suggest the next step to be the exploration of the possibilities of correcting errors, searching for the most successful ways of dealing with them.

C. DEALING WITH ERRORS

C. 1. Should we correct errors?

In general, the first question each teacher must ask, when dealing with mistakes, is whether to correct an error or not. The answer is not easy at all because there exist a lot of factors influencing the teacher's decision. Bowen and Marks (1994) specify that teachers must consider the purpose of the activity in which the error occurred, whether the error involves something known or unknown, what is the "damage potential" of the error, whether it can be dealt with quickly or easily, and finally, if it is an issue for an individual pupil or the whole class. (Bowen and Marks, 1994: pp.52-54)

In the case of RAGE, I have found out that they appear both in activities aimed at accuracy and fluency and that they involve structures already presented. Such errors are of a high damage potential, because they are contained in the basic syntactical structures, and, moreover, they hinder communication. They can be dealt with easily and they are usually matter of the whole class. These findings lead me to the decision that RAGE should be corrected.

When I have decided to correct the RAGE, another important question must follow: How to correct them effectively? This seemingly easy question involves, in fact, a series of other questions such as "Which method to choose?", "Who should correct it?" or "When to correct it?"

C. 2. Who should correct?

As stated above, teachers need to decide who should correct the error. There are three possibilities. It can be the learner, classmates or the teacher. I have mentioned that



self-correction of RAGE is possible, but usually only with a great help of the teacher. Also peer-correction could cause problems because the RAGE are usually matter of most learners in the class. Therefore, teacher-correction must be used very often. Fortunately, the teacher can choose from a variety of correcting methods. According to Edge (1990), teacher-correction does not have to mean that the teacher gives the correct form straight away. She believes that “the more the students are involved in correction, the more they have to think about the language used in the classroom. So, if self-correction and peer-correction fail at first, the teacher can sometimes help [for instance] by focusing attention on the place where the mistake occurs” (Edge, 1990: p. 27).

C. 3. How to correct?

By the comment on teacher-correction, I move to the question of appropriate method of correction. Edge believes that an error can be, for example, indicated by teacher’s repetition of the sentence up to the mistake. Then he or she asks someone to continue. The teacher can also count the words on his or her fingers and pause at the place of the error looking questioningly at the class instead of asking for the correct word verbally (Edge, 1990: pp.27-29). Besides indicating the location of the mistake, there are other possible ways of error treatment. For the purposes of this Professional Project eight steps suggested by Brown (1994) are mentioned below:

- 1) Fact of error indicated (The teacher can use gestures or facial expression, for example raises her or his eyebrow, to draw pupil’s attention to an error.)
- 2) Location indicated (The teacher repeats the sentence up to the error or counts words on fingers to identify the wrong word.)
- 3) Opportunity for new attempt given (The pupil has a chance to self-correct.)
- 4) Model provided (The teacher offers an example of the correct usage of the grammatical item wrongly used by the pupil.)



- 5) Error type indicated (The teacher signifies the type of the error, for instance, by asking how long the situation described in the sentence lasted or when it happened (see example on p.14).)
- 6) Remedy indicated (The pupil tries to correct the mistake.)
- 7) Improvement indicated (The teacher tells or shows by gestures if the correction is satisfying or not.)
- 8) Praise indicated (Praising the pupil is a motivating feature of correction.)

To conclude, I can say that the teacher must make a lot of decisions when dealing with errors. Brown believes that “the teacher needs to develop the intuition, through experience and solid eclectic theoretical foundations, for ascertaining which option or combination of options is appropriate at given moments”(Brown, 1994: p.195).

C. 4. When to correct?

The last question to explore at this moment is the time of correction. Generally, according to the situation, purpose of the activity, seriousness of the mistake etc., an error can be corrected: immediately, after a few minutes, at the end of the activity, later in the lesson, at the end of the lesson, etc. It is difficult to state the correct time, because the decision depends, for example, on the purpose of the activity and the amount of these errors in the class. Edge thinks that “there should always be times in our lessons when we simply encourage fluency. At such times, we do not correct linguistic mistakes unless they affect the communication of what the students want to say” (Edge, 1990: p19).

As for the RAGE, which affect basic grammatical structures, I would suggest either immediate correction or correction at the end of the activity. For instance, when checking a grammatical exercise, teacher can ask other pupils after each sentence



whether they agree with the offered answer or not. All pupils are, thus, involved in the correction and strengthen their knowledge.

C. 5. Dealing with repeatedly appearing errors - summary

During the exploration of dealing with RAGE, I have discovered that it is important to correct these errors as they involve basic grammatical structures. The best way to do it is to lead pupils to self- or peer-correction at any appropriate time in the lesson. Unfortunately, in case of RAGE, only correction is usually not enough because pupils tend to make the same errors again. It is necessary to remedy these errors; otherwise they will occur in more advanced grammatical structures, which are based on the previously learnt ones. For instance, if a pupil cannot make the third person singular of the verb *have* in present simple tense correctly, he cannot use this verb correctly in more difficult tenses like the present perfect (*He has a modern house. → He has built a modern house*).

On the basis of my observations in the classes, I can say that a lot of RAGE develop in beginners' classes. I have also mentioned that errors, mainly at the beginning stage of the learning process, can be caused by interlingual transfer because the mother language is the only language system the learners can draw upon. Thus, to prevent learners from making RAGE, learners need to master a limited amount of basic second-language structures they can subsequently build on in the process of learning.

Nevertheless, the question remains the same: "How to do it if, probably independently of the teacher, his or her teaching methods, the context of learning, the age of learners, and all other factors influencing learning, learners have difficulties in mastering some of these basic structures (question formation, word order)?"



In my opinion, the teacher should try to help pupils fixate correct usage of problematic grammatical areas affected by RAGE using a variety of exercises and activities, and if these RAGE occur after all, he or she should use a set of activities prepared to remedy the errors.

C. 6. Use of drilling and remedial activities

In the first paragraph of this paper I have stated that mistakes are a natural part of learning. Therefore, evidently, it is not possible to prevent learners from making errors totally. However, this is not my aim anyway. I “only” need to decrease the number of these errors in the language of learners in order to enable them to communicate successfully. In my opinion, this can be achieved by timely applied drilling and remedial activities. This opinion supports Hubbard (1983) when saying that “when errors do occur, they are to be remedied by a bombardment of correct forms. This bombardment is achieved by the use of intensive drilling and over-teaching” (Hubbard, 1983: p.144).

Unluckily, thanks to the specificity of RAGE, it is almost impossible to find concrete methods of re-teaching. However, Norrish (1990) suggests that re-teaching activities should provide learners with the possibility to see the re-taught item from different points of view, and to use it in a meaningful context. Moreover, Norrish requires the activities to involve various skills and to be interesting (Norrish, 1990: p.43).

I have chosen these criteria to be the base for this Professional Project and I discuss them in detail in the next chapter using practical examples.



D. THESIS

Having observed pupils at basic schools making the same grammatical errors repeatedly, and having learnt that textbooks used in the classes do not offer remedial activities and teachers do not have any concrete methods dealing with these errors, I decided to devote my Professional Project to remedial activities dealing with repeatedly appearing grammatical errors. Thus this Project is going to support the hypothesis that the teacher's analysis of pupils' mistakes and timely use of efficient remedial activities can prevent the pupils from making the recurring grammatical mistakes on a mass scale. Therefore, on the basis of the error analysis, methodology of dealing with errors and the questionnaire survey among basic school teachers, I designed five remedial activities dealing with some of the typical repeatedly appearing grammatical errors that can be observed at Czech elementary schools.



E. PAPER PARTS

The academic part of this Professional Project is further developed by Chapter II which covers with the practical research work done during my teaching practice at the basic school in Jičín. Chapter III submits the results of the Project, their analysis, its practical outcomes, and conclusions.



II. PROFESSIONAL PROJECT

A. BASIS FOR PROJECT DESIGN

The development of this Professional Project is based on Brown's, Edge's, Hubbard's, Norrish's and other methodology experts' theories which cover with errors and their remedy in elementary school classes.

The need of the exploration of these methodology theories arose during my teaching practice when I observed pupils failing in the use of some basic grammatical structures. These pupils seemed to be disgusted by the amount of mistakes and constant correction. I also paid attention to their teachers correcting these errors and "suffering" when they appeared again and again. Later on, I asked some of them to complete a questionnaire in order to find out what the typical RAGE are and how teachers deal with them in their classes.

From the results of this questionnaire (see Appendix 1) and my discussions with the teachers it is obvious that a lot of teachers understand RAGE as an inevitable evil. The questionnaire supports the list of typical errors (see pp. 10-11) I prepared on the basis of my observations executed during my teaching practice. It proves that the most frequent errors (100% of respondents mentioned the error) at the beginning stages of learning English are the errors in the present tense form, concord, the use of articles, prepositions, making questions and negatives, and in the use of tenses.

Some of these problems seem to disappear during the progress towards the intermediate level; nevertheless, some of them still tend to appear frequently: errors in the use of tenses (75%), prepositions (75%), making questions (50%), creating the 3rd



person singular in the present simple tense (25%) and the use of articles (25%). Of course, new kinds of problems arise, for example, the form of irregular verbs (25%).

When analyzing the data concerning dealing with the RAGE, I found out that 100% of teachers explain the language item again, 75 % of teachers also provide more controlled practice (translation of sentences, additional exercises from other sources (*The Good Grammar Book* by Swan and Walter, *Essential Grammar in Use* by Murphy, *Grammar Practice* by Walker and Elsworth, *Elementary Grammar Worksheets* by Jacksons etc.), reading suitable texts concentrating on the problematic areas, or creating own sentences by pupils themselves, and 15% of teachers give a test on the item.

Furthermore, one part of the questionnaire focuses on the person who corrects the RAGE. 75 % teachers quote that the most frequently used way they use in correction is that they provide pupils help which leads to self-correction or they ask other pupils for help as they think it is important for pupils to realize and correct their mistakes themselves, having the chance to understand the problem. 25% of respondents use teacher-correction most often because it is, in their opinion, the fastest way of dealing with mistakes.

The last part of the questionnaire deals with the steps of error treatment. It tries to discover how teachers proceed when they want to lead pupils to self-correction and the pupils are not able to do it without help. The question concerns the steps suggested by Brown (see p. 13) and should discover whether teachers use these steps in their practice. The results of the questionnaire indicate that 100% of teachers show that an error was made. In 70% of cases this is the only help they provide during the correction. The rest of teachers (30 %) use two other steps mentioned by Brown: indicating of error type and error location.



The questionnaire results correspond with my assumptions about dealing with RAGE at Czech schools. It shows that RAGE appear in all classes and teachers usually struggle with them using more controlled practice. As a positive result of this questionnaire, I would like to mention the fact that the majority of teachers try to involve pupils in correction (self-correction, peer-correction) and thus, help them to understand the problematic aspects of English. Unfortunately, teachers do not mention any specific remedial activities which could help reduce the amount of RAGE in the classes. This situation is probably caused by the lack of methodology books suggesting concrete remedial activities and the consequent absence of these activities in lessons.

Therefore, by the implementation of the Professional Project model I intend to investigate the influence and the effectiveness of remedial activities that I have designed for Czech elementary schools. I would like to support Hubbard's idea of remedy using bombardment of correct forms (Hubbard, 1983: p.144) supplemented by Norrish's criteria for efficient remedial activities.

The questions which have raised from the reading of methodologists' theories and that are to be answered by this Professional Project are:

- a) Can the timely use of remedial activities reduce the number of RAGE?
- b) What are the criteria for efficient remedial activities?

Thus, the thesis of this Professional Project is based on a theoretical belief that if the teacher pays attention to pupil's grammatical errors and discovers that the same errors appear frequently, he or she can apply a series of remedial activities in order to decrease the number of these errors. So he or she can prevent pupils from being discouraged by the overwhelming amount of mistakes in their English.



B. DISCUSSION OF THE MODEL

B.1. Materials

In the theoretical part of this paper, I have discovered that a lot of errors are influenced by the interlingual transfer, mainly at the beginning stage of the learning process. As a result, these errors must differ in individual countries and none of the textbooks and methodology books designed for the world-wide use can meet the needs of all nationalities. This causes the deficiency of books offering concrete remedial activities. And this is exactly what teachers miss: practical remedy-strategies they could apply in their lessons in order to avoid perpetual correction and discouragement of pupils from further learning.

Also the textbook used by pupils in the class where the implementation of the model took place did not cover and deal with RAGE successfully. The textbook was *The Project English 2*. When analysing it, I found out that there were almost no remedial activities dealing with typical errors such as the missing -s in the 3rd person singular of the present simple tense. This fact motivated me to prepare a few activities which could be used to remedy some of the typical RAGE. I made a choice of activities from the internet (for instance <http://www.volny.cz/sborovna>) and a number of methodology books offering different kinds of activities. Even if there is a deficiency in books dealing with remedy of RAGE, I have already mentioned that there are, however, some criteria to be followed in order to prepare efficient remedial activities. Norrish (1990) suggests these criteria: possibility of seeing the re-taught item from different points of view, meaningful context, use of various skills and interesting activities (Norrish, 1990: p.43).



B.2. The Methods

Having adopted Norrish's and Hubbard's criteria, my remedial activities are designed to be interesting for pupils, which means that I tried to choose interesting ways of work with the language. It is obviously difficult to state what is interesting and what is not; nevertheless, the teacher who works with the class should be, in my opinion, able to recognize pupils' interests. In my activities pupils work with the language in a way that is probably unusual for them: they correct the mistakes themselves, make sentences using one "compulsory" word, match parts of sentences etc.

The activities also involve various skills – mainly speaking and listening, but writing and reading are involved as well. All my remedial activities are different kinds of games, which, I hope, will raise pupils' motivation to hard work with the English language. Even if the activities are presented as games, in fact, most of them are drills.

Moreover, I decided to use these activities at the beginning of the lessons because they form a practical type of warm-up activities revising already known structures and motivating pupils to work during the lesson. I plan the activities to take no more than 15 minutes, so that there is enough time in the lesson for presenting new language items and no less than 10 minutes, so that the remedied item can be practiced efficiently.

To prove the effectiveness of my remedial activities I decided to use the comparison of an entrance and a check-out test (see Appendix 2). Reflections on the activities and my supervising teacher's comments were also useful for a more objective project evaluation.



C. PRACTICAL IMPLEMENTATION OF THE MODEL

C.1. Description of Trained Pupils

The testing of the model took place at the First Primary School in Jičín. It was done with 14 and 15 years old pupils of the 9th form. There were twelve pupils of mixed abilities in the class: seven girls and five boys.

The mixed abilities showed there really markedly, not only in the level of their English competence, but also in pupils' behaviour, attitudes and interests.

I noticed that three boys seemed not to be interested in English at all; they heckled and sometimes were even rude. On the other hand, the other two boys participated in the lessons actively and their behaviour was, in my opinion, appropriate to their age.

Similar differences appeared among the girls. One girl excelled at her knowledge of English and her diligence. Two other girls approached to her in their knowledge; nevertheless they seemed not to be so conscientious. Three other girls were not concerned in English deeply. However, they managed to fulfil their tasks with average results. Unlike these three girls, the last one could not cope with almost any of the tasks. Moreover, she missed a lot of lessons for different reasons.

In such a varied class, it was very demanding to involve all pupils in the process of learning. Therefore I tried to adapt the activities, their topics and grammatical contents to meet the needs and abilities of these pupils as much as possible.

The pupils had been learning English for four or five years and they were using the textbook *The Project English 2* by Tom Hutchinson. Their level of English competence included knowledge of the present simple, present continuous, past simple, past continuous, present perfect, *going to* for the future, passive, adjectives



(comparative and superlative), adverbs, count and uncount nouns etc. The pupils had coped with the amount of vocabulary given by the textbook.

At the beginning of my teaching practice the pupils took an entrance test (see Appendix 2). It covered these grammatical items: present perfect, past simple, past continuous, going to, passive, prepositions, comparative and superlative adjectives. The results of the test showed that the present perfect tense and the difference between the past simple and continuous caused the biggest problems to the pupils. Therefore, I decided to adapt my remedial activities in these three grammatical areas.

C.2. Lesson Plans and Reflections on Them

My Professional Project was proved within 10 following lessons. I used five remedial activities. The activities were designed to remedy the problematic areas of the past simple tense, the present perfect tense, and the difference between them. Then I adapted some of these activities for the practice of the difference between the past simple and past continuous tenses.

For the purposes of this Professional project, I describe in detail only the activities dealing with the present perfect and past simple tense. The activities follow each other logically moving from the smallest units to the complete structures: the first activity deals with the past simple and past participle forms of verbs; the second practises the form of the past simple and present perfect tense; the third one revises time expressions commonly used in these two tenses; the fourth activity revises the form, meaning and use of the tenses; and in the last game pupils practise these two tenses actively by forming their own sentences.

**a. LESSON PLAN 1 - VOLLEYBALL****Aims**

- 1) To practise the past simple and the past participle forms of regular verbs.
- 2) To improve pupils' knowledge of the past simple and the past participle forms of the most common irregular verbs.
- 3) To make pupils notice other pupil's mistakes and correct them.

Objectives

- 1) By the means of drill pupils should either acquire the missing or insufficient knowledge or correct their faulty knowledge of the past simple and the past participle forms of the most common verbs.
- 2) Pupils should be able to put the past simple forms into the past simple sentences, and the past participles into the present perfect sentences.
- 3) Pupils should be able to recognize a mistake in the past simple or past participle form of a verb when it occurs and correct it.

Materials

A small ball (a ball made of cloth is suitable so that nobody can be hurt during the game), a list of verbs to be formed in the past simple and the past participle forms for each pair of pupils, a short written exercise (for both see Appendix 4).

The activity stages**Stage 1****Aims**

- 1) To motivate pupils to the activity
- 2) To practise and fix the correct past simple and past participle forms of both regular and irregular verbs.
- 3) To make pupils pay attention to other students' mistakes.



Steps

- 1) Ask pupils whether they play volleyball and whether they like it. Then ask them if they want to play volleyball in the lesson of English.
- 2) Divide the class into two groups creating volleyball teams sitting face to face.
- 3) Give a list of verbs to every two pupils, so that they can see the verbs clearly.
- 4) Explain them that they are going to play volleyball using a small ball and English verbs. Tell them that their task is to say the past simple and past participle forms of the verbs written on their sheets.
- 5) One player holding the ball chooses an infinitive from the list and throws the ball to someone in the other team. He or she has to say the past simple form of the verb said by the first player and throw the ball to another player in his or her own team. He or she says the past participle form of the verb and throws the ball to the next player in his or her team again. This player chooses another infinitive from his or her list and throws the ball to the other team. Then the action repeats. It means that each team touches the ball three times and then has to throw the ball to the other team.
- 6) If the pupil with the ball does not know the correct form, he or she throws the ball to another pupil in his or her own group who is supposed to say this form. The teams lose one point for each failure.
- 7) If it happens that at the beginning of a new round the ball is thrown to the pupil who has already said all the verbs from his or her list, he or she can say the verb again. The teacher must observe the situation and stop the activity when finding out that the same verbs occur repeatedly.
- 8) The game finishes as soon as the verbs from all the lists are expended or when the teacher stops it. The winner is the group with the minimum of negative points.



Stage 2

Aims

- 1) To conclude the activity.
- 2) To use the practised verbs in context.

Steps

- 1) The pupils sit back at their desks and get a short exercise on a small piece of paper.
- 2) They complete the sentences by using appropriate verbs. There are two parts of the exercise. In the first part they use the past simple forms of the verbs. In part two they use the past participle forms in the present perfect tense.
- 3) The pupils check their answers in pairs.
- 4) Meanwhile, the teacher writes the correct answers on the board for pupils to check.
- 5) The pupils rewrite the sentences into their exercise books for their homework.
- 6) The teacher checks the homework at the beginning of the next lesson and discusses any problems which occur there with the pupils.

Reflection

When I asked whether the pupils wanted to play volleyball in the English lesson, they started to be curious about what would follow. When I showed them the ball they seemed to be enthusiastic and surprised that they would really play something using a ball. They understood the activity and the scoring system very quickly, and immediately moved their chairs together within the teams facing their rivals. Then I gave them the small pieces of paper with the verbs on them. They read the verbs quickly through and were eager to start the game.

The pupils always said the name of the pupil they wanted to throw the ball to, so that he or she could catch the ball easily. This surprised me because I did not tell them to do that; it was their notion.



The activity proceeded smoothly, even if some pupils did not know the right form of the verb. In such cases they threw the ball quickly to another pupil in the group and the game continued without any problems. Usually the pupils who knew the right answer tried to ask for the ball to help or rescue their team. Therefore, I had to make the pupils throw the ball to everybody in the teams, not only to the “best” pupils.

The pupils listened carefully to their classmates because they knew that the verbs could appear again and they had to know the answer not to lose points.

We managed to finish the first part of the activity in time. The pupils were fully involved in the activity and did not want to stop it.

I had to promise them that they would play it during my practice again. After that they moved back to their seats. I gave them a short exercise. They completed it very quickly. When walking round the class I could hear them whispering the verb forms practised during the game. The pupils checked their answers in pairs and then according to the solution written on the board.

I expected the pupils to rebel when I told them to do some homework because they showed disapproval whenever they got homework. Surprisingly, they did not say a word of disagreement when they were told to rewrite the sentences into their exercise books at home. The pupils still seemed to be influenced by the good atmosphere that originated during the game and were satisfied with the activity. They, perhaps, wanted to show that they knew the verbs well and that they were useful parts in their teams.

As far as I could monitor during the second stage of the activity, only a few pupils had some problems with completing the sentences in the second part of the exercise using the present perfect tense. I should have told them not to forget to use *have* and to be aware of its form in the third person singular. This is the only thing I would change if I used the activity for the second time.



I checked their homework in the next lesson. All pupils fulfilled their task successfully.

Evaluation of the Activity

According to my observation during the activity the pupils were fully involved because they were motivated by the attractive form of learning, which was unusual for them. The desire to win caused their absolute concentration on the correct forms of the verbs which appeared during the game. Thus the pupils who were not sure in their knowledge of the past simple and past participle forms, could improve it very quickly by paying attention to the verb forms which were offered by other pupils. This caused that the mistakes which were made at the beginning of the activity and which were corrected by the pupils themselves disappeared later in the game when the same verbs occurred.

The use of the lists of verbs showed to be useful because the pupils did not have to think of the verbs and thus the activity continued quickly and without interruptions.

The exercise used in the second part of the activity proved that the pupils improved their knowledge during the activity as the majority of them completed the correct forms without any problems.

The combination of a drill and a game showed efficient and not boring for pupils. It also proved to be a good kind of warm-up activity at the beginning of the lesson.

Having checked the homework in the next lesson I found out that all pupils succeeded in learning the verb forms needed for completing the sentences. Therefore, I believe that this remedial activity helped pupils to gain or improve their knowledge of the past simple and past participle forms of the most common verbs.

**b. LESSON PLAN 2 – DICE AND CARDS****Aims**

- 1) To practise making sentences in the present perfect tense.
- 2) To practise making sentences in the past simple tense.
- 3) To practise the form, meaning and use of these two tenses thoroughly by the means of a drill.
- 4) To revise the past simple and past participle forms of both regular and irregular common verbs.
- 5) To make the pupils check on other pupils' sentences and correct the potential errors.

Objectives

- 1) The activity should help the pupils to use the correct forms of the past simple and present perfect tense and avoid errors which had been discovered in the entrance test.
- 2) The pupils should be able to form meaningful sentences both in the present perfect and the past simple tense.
- 3) They should be able to discover and correct errors in the sentences.

Materials

The teacher needs to prepare a box of cards (pieces of paper) for each team of three or four pupils; each card has to contain a verb in an infinitive form. Then two dice for each team; one with personal pronouns or other words functioning as subjects, the other showing the tense and elective time expressions to be used in a sentence (see Appendix 5).



The activity stages

Stage 1

Aims

- 1) To introduce the game.
- 2) To explain the rules and show examples.

Steps

- 1) The teacher writes a few verbs in the infinitive forms and two or three subjects on the table.
- 2) The pupils are asked to make meaningful sentences either in the past simple or present perfect tense using appropriate time expressions.
- 3) The pupils are also told to correct each other's mistakes.
- 4) The teacher explains that the pupils are going to make teams. In the teams they are going to make meaningful sentences. They throw two dice to find out which verb tense and which subject to use in their sentence. Then they choose one card from the box to find out which verb to use. For each correct sentence they get one point. They should make not only affirmative sentences, but also questions and negatives. The pupils make teams of three or four members and prepare a sheet of paper for writing the scores down.

Stage 2

Aims

- 1) To practise the form, meaning and use of the present perfect and the past simple tense in questions, affirmative and negative sentences.
- 2) To make the pupils monitor the mistakes and correct them.



Steps

- 1) The members of the teams having got the materials needed for the activity (there are three or four teams in the class) take turns in making sentences. Each member throws the dice to gain a subject and verb tense for his or her sentence. Then he or she draws one card from the box containing an infinitive of a verb. The pupil makes a sentence using the subject and the verb in an appropriate form for the chosen tense. He or she can use one of the time expressions written below the verb tenses, but it is not compulsory. The time expressions are there only to help pupils make correct sentences.
- 2) Other members of the team check the created sentence and if it is correct, they give a point to the author of the sentence. If the sentence is not correct, its author has one chance to correct it and gain half a point. Otherwise he or she gets nothing.
- 3) The teacher monitors pupils' work, writes down some problems and provides help if necessary. Pupils make sentences until the teacher stops the game.
- 4) The pupils count the scores and the pupil with the most points is the winner in the team.

Stage 3

Aims

- 1) To conclude the activity.
- 2) To point the most common errors out.

Steps

- 1) The teacher asks about the winners in the teams and praises them.
- 2) The teacher chooses the most problematic verbs, subjects or time expressions from the list he or she has made during the game. Pupils are supposed to make correct sentences using the given words.



3) The class discusses the problems together; the pupils explain to each other the rules.

Reflection

By executing this activity I intended pupils to practise the two tenses thoroughly. I prepared two dice and a box of cards (thus verbs, subjects and time expressions were given) to set the language area to be used. I did it this way because I wanted pupils to make their own sentences either in the present perfect or past simple tense. If I had not stated the three aspects of the sentences, the pupils would have made their own sentences, but these would have been simple and pupils would have probably used only the past simple tense, which is easier for them. Setting the time expressions (today, five years ago, never etc.) may seem superfluous but I used them in order to help pupils make their sentences more developed.

The execution of this activity took more time than I had expected, but I think that the time was utilised effectively. From the beginning of the activity the pupils seemed to be interested in it, they listened carefully to the teacher's instructions. They were really surprised when each team got two hand-made dice and a box with cards because they did not expect the teacher to take the trouble to create such accurate paper dice. They started to inspect what was written on the dice and tried immediately whether the dice were easy to throw. There were almost no problems during the first stage; I only had to admonish two pupils who did not pay attention to my instructions.

The second stage was very interesting both for me and the pupils. On the one hand, the pupils were trying to gain as many points as possible by making correct sentences; on the other hand, they were not creating only simple sentences (which would be certainly correct) without an idea. They, in fact, competed with each other in the thinking up the most original sentences on the given words. During the game I could hear a lot of funny and interesting sentences. Fortunately, I succeeded in keeping



control in the class and the game did not turn into a battle of the craziest ideas. I made them monitor and correct the wrong sentences all the time.

As far as I could see, the groups did a really good job. They thought up a lot of sentences, they paid attention to each other's sentences and corrected the mistakes precisely. Of course, they did not discover all the mistakes, but they probably found the most serious ones. I made the teams so that there were weaker and stronger pupils together in each team and the stronger pupils could have noticed such mistakes which the weaker pupils would not, perhaps, realize.

I wrote down the most common mistakes and we discussed them with the class at the end of the game. We also announced the winners. This was a bit noisy but the pupils seemed to be really satisfied with their work and this had to be appreciated. I would do the activity in the same way if I did it again.

Evaluation of the Activity

The task of the activity itself and the material used for it helped me to motivate the pupils a lot and, as a result, they were really interested in the game from its beginning. The pre-activity helped to decrease the number of mistakes during the game as it showed exactly what the pupils' task was.

The pupils created a lot of sentences because they were motivated by the chance to win the game and as I have mentioned before they did not only try to win but they also thought up fully developed sentences in order to make them funny or interesting. Thanks to this, they practiced really a large amount of English. Moreover, the pupils monitored the other classmates' sentences carefully because they wanted to prevent the others from winning the game. Thus they thought about the sentences very hard and pounced to the mistakes conscientiously. Of course, the pupils who made wrong sentences did not want to admit it. Therefore, the other players had to explain the rules



and persuade the erring person, which was a very important aspect of this activity because the pupils revised the grammatical areas thoroughly. As in the previous activity the combination of a game interesting for the pupils and the drill proved to be effective as the past simple and the present perfect tenses were practised in a great deal of different sentences made up by the pupils themselves which surely helped them to fix the use of these two tenses better. The explanation of the rules by the pupils and the final discussion strengthened the knowledge as well. I see this activity as a very useful one even if we did not manage to do it in the time provided.



c. ACTIVITY 3 – SCRAMBLED SENTENCES

Aims

- 1) To improve pupils' knowledge of the past simple and present perfect tense, and the
- 2) difference between these two tenses..
- 3) To revise and practise the use and the meaning of the past simple tense.
- 4) To revise and practise the use and the meaning of the present perfect tense.
- 5) To revise time expressions often used in past simple and present perfect sentences in
- 6) order to help pupils notice and understand the difference between the tenses.

Objectives

- 1) Pupils should be able to recognise whether to use the present perfect or the past simple tense.
- 2) They should be able to combine parts of sentences to make new meaningful
- 3) sentences.
- 4) Pupils should learn different expressions which help them recognize which verb tense to use.

Materials

A set of sentences in the past simple and the present perfect tense for every pair of pupils (see Appendix 6). Each sentence is cut to two pieces. There is the same number of sentences for each tense.

The activity stages

Stage 1

The first stage of the activity is essential mainly for the pupils who have bigger difficulties of the practised language item. It revises the expressions needed for fulfilling the game and thus it reduces the number of potential mistakes in the second stage. During the first stage teacher must control consistently what happens in the class



in order not to lose a lot of time. The pupils should cooperate with the teacher actively and react to his or her questions quickly.

Aims

- 1) To introduce the activity and explain the pupils' task.
- 2) To revise some basic time expressions connected with the present perfect and the past simple tense.

Steps

- 1) The teacher writes some common expressions used either for the past simple or the present perfect tense (last year, yesterday, today, last week, two days ago, in 1980, never, yet, already, since) on the right part of the blackboard.
- 2) He or she asks the pupils to divide the expressions into two groups according to the tense they are used with. The pupils say the expressions used for the past simple tense and then for the present perfect tense.
- 3) The teacher writes two or three beginnings of sentences in the past simple on the left part of the blackboard. The pupils are asked to finish the sentences and use appropriate expressions from the right part of the blackboard (Teacher: *I bought* Pupil: *a dress yesterday.*, T: *We moved* P: *to New York in 1980.*)
- 4) Then the teacher writes a few sentence beginnings in the present perfect tense and the pupils finish them using suitable expressions from the board (T: *I have known* P: *my best friend since 1998.*; T: *He has ...been....* P: *He has never been to America.*)

Stage 2

Aims

- 1) To practise the use and the meaning of the present perfect and the past simple tense.
- 2) To practise the common time expressions used in these two tenses.



Steps

- 1) The teacher gives a set of scrambled sentences to each pair and explains that the pupils must match two parts of sentences according to the meaning of the sentences and the tenses used in them.
- 2) The pupils are asked to divide first the pieces to the beginning and finishing parts of the sentences in order to facilitate their task.
- 3) The pupils match the two parts of sentences. The teacher monitors their work and helps if necessary.
- 4) When the majority of pairs have finished their task, they check their answers with the whole class.

Stage 3

Aims

- 1) To conclude the activity.
- 2) To check understanding of the language area.

Steps

- 1) Each pupil is asked to take one half of the whole number of sentences they matched in pairs during the activity. (It means that if they made eight sentences in the pair, each pupil takes four whole sentences, which are on eight pieces of paper.)
- 2) Setting homework: the pupils are told to shuffle the pieces of sentences at home, try to match them again and write the sentences into their exercise books.

Reflection

I personally like the "scrambled-sentences" activities very much and use them in my lessons whenever I need to highlight the difference between two language items (verb tenses, singular and plural nouns, prepositions etc.). In my opinion, this type of



activity proves whether the pupils understand the language area or not because to fulfil the task the pupils have to use the acquired grammatical rules, analyse the sentences and rationalize their decisions. When walking around the class, the teacher can check very easily, whether the individual pupils understand the grammatical item or not by asking them why they matched the sentence parts like that.

From my experience I know that even if students say that they do not understand the difference between the two language items, they are usually able to match the parts of sentences correctly after all. However, the teacher must find the right time to apply this activity. The best time for this “game” is, in my opinion, when students are still unsure in the use of the language area in free activities, but most of them are already successful in controlled practice. If the teacher does not use this activity at the right time, it will become a complete disaster because students will be much more confused than before.

When I executed this activity with the 9th form pupils, I was agreeably surprised by their enthusiasm during the game. I think that they really enjoyed matching the pieces of sentences and some of the pairs changed the activity into a small competition. This helped me a lot, because this activity can be very time-consuming if pupils work slowly.

The first stage proceeded without any problems as the majority of pupils worked hard and thus, we managed to finish this pre-activity really quickly.

Neither in the second stage of the activity occurred any problems. As soon as I explained the aim of the game and distributed the sets of sentence parts, the pupils started to sort the paper parts into the beginning and finishing pieces. They also found out that usually two sentences had the same verb. Therefore, they made pairs of the beginning pieces as well.



Some of the pupils changed the game into a competition and worked really fast and systematically, cooperating in pairs effectively. As I was walking round the class, I could observe a few pupils having problems with matching some parts. I helped to some of them; the others discussed their problem with another pair who helped them, as well.

When almost every pair finished, we checked the sentences. In about 90 % of cases the sentence parts were matched correctly. We discussed the problematic sentences and pupils finally assured me of their understanding of the grammar issue.

I told them to take the sentences home, shuffle the pieces, try to match them again and write the sentences into their exercise books. When the pupils divided the sentences into two halves, I said that each pupil should shuffle his or her sentence parts immediately so that they would have to do it really carefully at home. Of course, I watched over that everybody had done it.

I checked their homework after the next lesson and I found out that they were successful in about 80% which was a noticeable improvement when comparing it with the entrance test results. Mainly the “weaker” pupils had some problems because they were not able to make the correct pairs of sentences to see the difference between the tenses clearly.

Evaluation of the Activity

Although this activity was quite quick, it practised a lot of grammar. In the pre-activity I helped the weaker pupils as the other pupils showed them correct examples of sentences. Also the work in pairs helped to decrease the number of mistakes during the second stage of the activity because the pupils could compare or, perhaps, complete the knowledge missing to some of them.



Cutting the sentences into pieces caused that the pupils had to think both about the form and the meaning of separate parts of the sentences. Thus, they revised the verb forms; the difference between the tenses, frequently used time expressions etc.

We can say that this activity is a kind of drill again as it practised all the grammatical items covered in the previous activities and there was no space for modifying and thinking up the original sentences. Nevertheless, the activity is interesting and motivating for the pupils mainly because it is a kind of game and also because it seems to be very easy. This made the pupils work hard and they learnt, in my opinion, really a lot. After the use of the three remedial activities I could notice a decreasing amount of RAGE. The activities caused that the pupils started to be aware of the difference between the two tenses, their form, meaning and use, which was great progress.

The final discussion helped to explain the problematic sentences, which was very important mainly for the weaker pupils, who had, consequently, chance to hear the correct forms again. Also the individual work at home and following correction at school proved to be necessary. It showed that in the pair work the weaker pupils were not able to catch all the rules and explanations and thus the number of errors rose in their homework when compared with the number of mistakes made in pairs. Therefore, a short analysis of mistakes had to follow in order to prevent the pupils from making the same errors again. I believe that both the structure of this activity, individual and pair work, discussing the errors and explanation of the rules help the pupils with mastering the remedied grammar issue.

**d. ACTIVITY 4 – FRUIT MACHINE****Aims**

- 1) To remedy the errors made by the pupils in the previous activities by the means of analysis of the sentences and the mistakes.
- 2) To strengthen the knowledge of the present perfect tense form, its meaning and use.
- 3) To improve the familiarity with the past simple tense form, meaning and use.
- 4) To make the pupils think about the rules for creating and using these tenses.
- 5) To raise their attention to mistakes in language.

Objectives

- 1) The pupils should be able to recognize errors in the text.
- 2) When they find an error, they should be able to explain why it is an error.
- 3) They should be able to correct the errors.
- 4) The pupils should understand the difference in the form, meaning and use between the present perfect and the past simple tenses.

Materials

The teacher needs one sheet of paper containing sixteen sentences written in pairs for each pupil. The pupils are going to make two or three teams; therefore, the teacher must prepare two or three different sets of sentences (see Appendix 7). A small bell for announcing the Jackpot.

Remark

This game seems to be very difficult, but it is not. In fact, the pupils only correct mistakes and get points for the right identification of sentences. The scoring system can be a little difficult for the teacher, but pupils help a lot here because they pay attention to the points they should get and point out when the teacher makes a mistake in counting the points.



The activity stages

Stage 1

Aims

- 1) To motivate the pupils.
- 2) To introduce the activity and explain the rules.

Steps

- 1) Teacher writes two pairs of sentences on the blackboard. Both sentences in the first pair are correct. Both sentences in the second pair are incorrect.
- 2) The pupils are asked to look at the sentences and decide whether the sentences in the pairs are correct or incorrect. It means that they must identify the combination (correct – correct; correct – incorrect; incorrect – correct; incorrect - incorrect).
- 3) Then the pupils try to correct the errors they identified. They should also explicate why it is an error. They can use both Czech and English language to express their opinions.
- 4) The teacher explains that the pupils are going to play a game, which is called *Fruit machine* according to the gaming machine. The aim of the game is to hit the Jackpot. First, pupils are going to work individually and then in two or three teams. The teacher distributes the sheets of paper with the pairs of sentences on. The pupils are told to decide whether the pairs of sentences contain correct or incorrect sentences. If they decide that a sentence is incorrect, they should make necessary corrections.
- 5) The teacher informs the pupils about the scoring system of the game. The teams get one point for identifying the combination properly and one point for the right correction. If the teams are successful, they may have up to two more turns. If they



succeed in three consecutive turns, they hit the Jackpot and get two bonus points. If the team is not able to make necessary corrections, the turn passes to the next team, which can gain one point for the correction and then have their own turn. The game finishes as soon as one team gains twelve points.

Stage 2

Aims

- 1) To revise the present perfect and the past simple tense.
- 2) To let the pupils correct sentences and explain the rules.

Steps

- 1) First, the pupils work individually, identifying the pairs of sentences (C – C; C – I; I – C; I - I) and making the corrections.
- 2) The pupils make two or three teams of four to five players; discuss their results of identifying the sentences and agree on the official version.
- 3) One team starts the game by identifying their first pair of sentences. The other teams listen to their sentences and decide whether the first team identified and corrected the sentences properly. Only then can the team get one or two points. The game goes on until one team gains twelve points.

Reflection

I used this activity for the first time and I was very satisfied with it. It really made the pupils analyze the sentences in detail, think about all the aspects of the two verb tenses practised in the activity. They had to consider whether the tense was appropriate for the situation described by the sentence, whether it was formed properly (subject – verb concord, irregular verbs) etc. There were almost no problems with discipline. The pupils needed to listen to the other players in order to prevent them from winning the game by proving that they have analyzed the sentences incorrectly.



At the first stage I quickly introduced the task of the activity – identifying pairs of sentences and correcting mistakes. At the beginning pupils did not want to cooperate very much, but they identified the pairs of sentences properly at last. Their motivation increased when I explained them that they were going to play a game called according to the gaming machine and that during the game they could hit the Jackpot.

All pupils seemed to understand their task quickly and, thus, we could start the second stage. First of all, I distributed the sheets with sentences and told the pupils to work individually. Most of them worked quietly; only a few pupils were disturbing and discussing the sentences with their classmates. I stopped them doing this because I really wanted them to do the first analysis individually. If I had told them to work in teams from the beginning, the weaker pupils would not have had the chance to think about the structures. They would have only written other members' opinions.

I let them think about the sentences for about five minutes and then they were told to discuss their answers quickly in their teams. This stage of the activity was very fast as the pupils' results were in about 80 % the same.

After that we started the game: I wrote the points on the blackboard; the pupils were listening, judging and correcting the other teams' results. Whenever the pupils were successful in three consecutive turns I rang the bell and added two bonus points to their score.

As the teams were reaching the winning score, the pupils were more and more eager to win. They were checking their answers all the time and were nearly afraid of saying them. At the end I had to calm them down as they started to talk loudly about their chance to win. The activity took about twenty minutes. It was not possible to finish it earlier. The only way how to compress it is to use fewer sentences, for example ten for each team.



Evaluation of the Activity

The motivation was reached very easily by the explanation of the name of the game. The aim of the activity was to make the pupils analyze the sentences and discover mistakes, which was very difficult for students, because they had to think thoroughly about the rules, the form and the meaning of each sentence. However, I believe that this kind of activity is very useful as it proves whether the pupils understand the grammatical areas practised in the activity or not because when they are able to find and correct the mistakes, they are probably able to avoid the same mistake themselves. This activity revised both the past simple and the present perfect tenses; their forms, meanings and uses in a way of a controlled practice. I think that the activity was very effective and that it provided a lot of practice and clarification to the pupils.

e. ACTIVITY 5 – TIC-TAC-TOE**Aims**

- 1) To “crown” the five-lesson remedy and to enable the pupils use their fantasy and imagination to create original and fresh sentences.
- 2) To practise the form, meaning and use of the past simple tense.
- 3) To practise the form meaning and use of the present perfect tense.
- 4) To practise the subject – verb concord.
- 5) To make pupils be aware of other pupils’s mistakes.

Objectives

- 1) Pupils should be able to create meaningful sentences either in the past simple or present perfect tenses correctly.
- 2) Pupils should be able to recognize mistakes in the form, meaning and use of verb tenses in simple sentences.

Materials

Teacher needs to prepare a “battle field” either on the board or a big piece of paper. The size of the field depends on the teacher. The longer he or she wants to do the activity, the bigger field is needed. I used a field of five columns (marked with letters A-E) and five rows (marked with numbers 1-5). The teacher also needs the same field on a piece of paper. Each square in the battle field contains two or three words that are to be used in the sentence by pupils (see Appendix 8).

The activity stages**Stage 1****Aims**

- 1) To motivate pupils for the activity.



- 2) To review the form, meaning and use of the past simple tense; to remind pupils of some expressions often used in past simple sentences.
- 3) To review the form, meaning and use of the present perfect tense; to remind pupils of common expression used in present perfect sentences.

Steps

- 1) The teacher explains the word Tic-Tac-Toe, so that the pupils understand that it is a game played as a Czech game called "Piškvorky". (The teacher finds out whether all pupils know the rules of the game and if needed, he or she explains the rules quickly.)
- 2) The teacher elicits what the past simple tense is used for, how it is formed and which time expressions are usually used with it (for example *last year, yesterday*).
- 3) The pupils make a few sentences in the past simple tense. The rest of the class is asked to correct the mistakes if there are some.
- 4) The teacher also asks pupils what the present perfect is used for, how we form it and which common expression we use with it (for instance *since, for, ever, never, yet*).
- 5) The pupils make sentences using the present perfect tense and also try to correct other pupils' mistakes.

Stage 2

Aims

- 1) To revise making the past simple and present perfect sentences.
- 2) To let pupils create sentences using two compulsory words (verb and time expression) and thus, complete the remedy of the past simple and the present perfect tenses.
- 3) To make pupils monitor and correct mistakes in meaningful sentences that they will create on their own.



Steps

- 1) Pupils are divided into two teams. The first team uses crosses to sign their square in the battle field, the second team uses noughts.
- 2) One team chooses a square in the battle field saying its coordinate (for example B3).
- 3) The teacher says the words hidden in the required square, and the team is supposed to make a sentence in the correct tense using the words given by the teacher.
- 4) The second team checks the sentence made by the first team. If the sentence is correct, the first team gets the chosen square (the teacher writes a cross into the square on the board). If the sentence is wrong, the second team can correct it and gain the square (then the teacher writes a nought into it). If the team is not able to correct the wrong sentence, the teacher writes a question mark into the square and later in the game the teams can choose the square again if all other squares are already divided between the teams.
- 5) The teams take turns choosing the squares until one team gains three or four squares (it depends on the size of the field) side by side in a line (horizontally, vertically or diagonally).

Reflection

At the first stage of this activity pupils revised the present perfect and the past simple tenses. I decided to revise the tenses before the game in order to remind pupils the rules for forming the tenses, their uses and meanings. I expected that this pre-activity would reduce the number of mistakes in the game. I elicited the rules and let the pupils make up a few sentences. I also told them to pay attention to other pupils' mistakes and to point out the mistakes. They were quite surprised because they were not used to correcting each other. Nevertheless, when a mistake occurred, at least two or



three pupils corrected it unsurely. In the course of the activity, they started to be more self-confident and were not afraid of correcting each other anymore.

The name of the activity was a little bit mysterious for the pupils. However, as soon as I drew a small battle field on the board and made one cross and two noughts into it, they immediately realized what kind of game they were going to play. As I assumed, all of them knew this game and its rules. This fact made the activity much easier.

The class divided into two teams. Then I explained that to gain a square, pupils must make a sentence containing given words. Of course, a wave of indignation followed because the pupils wanted to play their favourite game and not to learn English. I stopped it quickly by asking which group wanted to use crosses and which wanted to have noughts. The pupils forgot that they were disgusted by the rule ordering them to use English and started discussing which symbol to choose for their team. It seemed to be very important for them and they started to argue about the symbols. I had to stop their loud discussion and ordained the symbols instead of them.

The first team chose a square; I told them the words that they had to use and somebody in the team made up a sentence. The members of the team discussed the correctness of the sentence and then told it to the members of the second team. They approved of it after a short deliberation. Then they chose their square and the game continued almost without any problems.

The teams paid attention to other team's sentences and when a mistake appeared, at least one of the team discovered it. In about 80%, the teams were able to correct their mistakes. They listened carefully, cooperated in the teams and when they were not sure, whether the sentence they had just created was correct, they started to explain the rules to each other. I think that they learnt a lot by this way.



The only “complication” which occurred during the game was the fact that after a short time, the pupils forgot that it was a game to practise their English. They started to play tactically thinking for a long time about which square to choose. This was in fact positive; because they thought that they played a game and not that they were doing an exercise. Unfortunately, their decision-making was a little bit time-consuming. Therefore, I told them, from time to time, to decide quickly. Even if they tried hard to agree in the teams quickly on the square to choose, we did not manage to finish the activity within the time limit I had. Nevertheless, if I used this activity again, I would not change almost anything. Probably, I would only state a time limit for choosing the squares in the battle field to keep the time I appointed for the remedial activities. On the whole, I was satisfied with the pupils’ work very much.

Evaluation of the Activity

This last remedial activity shows in practice whether the remedy applied in the previous lessons was efficient or not. It allows the pupils to use the remedied item in their own sentences giving them the possibility to express their ideas, fantasy and opinions in the sentences. This activity is very motivating and interesting for the pupils because it corresponds with their favourite game and what more, the pupils have a certain amount of freedom as they are usually limited only by one aspect and it is the word they have to use in their sentences. But anyway, a great deal of freedom is offered. Nevertheless, it is again a drill because the individual pupils are told to create sentences using one or two compulsory words. By this, the teacher has a great chance to use exactly the words which caused the biggest problems in the previous activities or he or she can use the most important words – signals – to make sure that all pupils understand the basic rules. He or she can use the verbs in the chosen verb tense, some time expressions to indicate which tense to use, he or she can also use the infinitives and



state which tense should be used, or a combination of these clues can be applied. Thanks to the flexibility of the *Tic-Tac-Toe* activity, the teacher can use it for all grammatical areas as a kind of practice or remedy. My own experience proves that the activity is very effective because the pupils are both allowed to create own sentences and also they are told to correct the mistakes and explain the problematic items. As a result, they use the language actively and revise the rules in one activity. Therefore, I strongly recommend this activity to all teachers.



III. CONCLUSION

A. DISCUSSION OF CONCLUSIONS

In my diploma thesis I tried to answer these two questions:

- Can the use of appropriate remedial activities be useful for decreasing the number of repeatedly appearing grammatical errors (RAGE) in the basic school classes?
- What are the basic rules for creating efficient remedial activities?

During my teaching practice I realized that a lot of pupils were disgusted by the amount of grammatical errors they had to struggle with in the basic grammatical areas. I also realized that teachers did not usually know how to get over such never-ending faults. This observation was later affirmed by the questionnaire, which showed that teachers did not have an exact idea of effective remedial activities leading to the decrease in RAGE appearance. It also proved that some grammatical errors are common to all students of English and resulted in a list of RAGE at Czech basic schools. This finding led me to the thinking up five remedial activities to be used in the classes in order to decrease the amount of RAGE. These activities, executed at the First Primary School in Jičín, were based on Hubbard's, Norrish's and other experts' theories suggesting following criteria for effective remedy:

- application of drilling activities
- the use of topics or task interesting for pupils
- involvement of various skills
- motivation



My classroom teaching experience proved that the way I had decided to design my Professional Project was not wrong, and showed that remedial activities can be both effective and interesting and motivating for the pupils. The variety of activities enabled the pupils to use reading, listening, writing and speaking and they revised three important grammatical areas: the present perfect, the past simple and the past continuous tenses. Also, I succeeded in coping with the heterogeneity of the class and involved all pupils in my activities. Moreover, I observed that pupils began to pay attention to the most serious errors and therefore, the number of their mistakes made in the practised grammatical areas decreased. Thus, I believe that the statement claimed by the thesis proved to be justified according to all collected data which were gained from these three sources:

- comparison of an entrance and final test
- observation and evaluation provided by my supervising teacher
- self-evaluation and observation in terms of my point of view

Comparison of the tests

The entrance and final tests' results (see Appendix 3) and their comparison proved the effectiveness of remedial activities applied during the lessons because the amount of errors decreased remarkably.

The first test was written by eleven pupils. It tested the knowledge of prepositions, comparative and superlative adjectives, the passive, present perfect, past continuous, past simple and future tenses. In five exercises pupils were asked to complete the sentences using the correct word, tense or an appropriate form of it. In the whole test pupils should have completed 39 items. The eleven pupils made 178 mistakes in the test. It means that each pupil made on average 16,2 mistakes, which



forms 41,5% of the whole test. The test results were absolutely unsatisfactory and proved that the pupils' knowledge did not correspond with the knowledge estimated by the textbook. It showed pupils' non-acquaintance of some basic grammatical rules.

The final test covered only the past continuous, past simple and present perfect tenses. The pupils' task was to complete 30 correct verb forms in two exercises. This test was taken by 10 pupils only. Pupils made 31 mistakes; this means that each pupil made on average 3,1 mistakes and the total amount of mistakes formed 10,3 % of all items to be completed.

When comparing only the results of exercises dealing with the past simple, past continuous and present perfect tenses, it means the grammatical items which were being revised before the final test in the remedial activities, we find out that in the entrance test each pupil made on average about 10 mistakes in 19 sentences and thus wrong answers formed 54 % of the whole test. The results of the final test showed that each pupil made about 3 mistakes in 30 sentences and thus, the number of wrong answers comprised 10% of the total number of the items tested.

Comparing these results we can state that after the use of remedial activities, the percentage of mistakes in the test decreased of about 44%, which is a remarkable improvement. It indicates that the use of appropriate remedial activities designed according to methodologists's theories can decrease the number of RAGE in elementary school classes.

The supervising teacher's observation and evaluation

My supervising teacher was present at the practical implementation of my Professional Project. Thus, she was able to give me her comments both after every activity and at the end of the whole Project model testing. In general, she was satisfied with my work and appreciated very much that I had involved all pupils in the activities



even though it was sometimes rather difficult because there were considerable differences in the pupils' knowledge, abilities and interests. She also pointed out that all the activities had been well organized and had proceeded smoothly. The first stages motivated the pupils for the activity and revised the grammar needed for successful coping with it; the last stages were closed with the games and sometimes resulted in a useful "product", for example written sentences in pupils' exercise books. The teacher also commended that the set of activities was logically ordered and pupils had been able to develop their knowledge step by step. Moreover, she stressed that the interesting way of work with the language during the games had induced the positive and working atmosphere in the class. The only negative point she mentioned was that we had very often overrun the allotted time. However, she added that the time we used for the remedial activities was used effectively and brought progress in the pupils' English language knowledge.

The self-evaluation and observation in terms of my point of view

All the activities were formed to be different kinds of games or competitions and thus to motivate the pupils to co-operation and hard work. In practice it meant that the pupils did not need to fulfil the task in order to cope with an exercise; they needed to win a game or to help their team. Therefore, there was a friendly working atmosphere in the class for most of the time and only sometimes I had to ask pupils not to be so noisy (mainly in the finishing stages of the activities) or to work more quickly, but usually the activities proceeded smoothly, without any problems and I could see the enthusiasm and enjoyment of the pupils. Fortunately, I succeeded in involving all pupils in the activities despite the heterogeneity of the class. Also the decision to use the activities at the beginning of the lessons proved to be very good because the activities formed a very



pleasant kind of warm-up and motivated the pupils to enthusiastic work in the whole lessons.

During the last two activities I noticed that pupils made fewer mistakes than before. They paid attention to their own errors and were able to correct them without teacher's or other pupils' help. They tried to avoid the most serious mistakes (for instance the use of the correct verb tense) as well. Therefore, I believe that the remedial activities I used during my teaching practice can be helpful in eliminating the amount of RAGE at Czech elementary schools.

B. SUMMARY

In my opinion, the Professional Project fulfilled its aim. Although we were not able to manage the activities in the time limit I had stated before teaching, the remedial activities proved to be effective and helpful in dealing with typical grammatical errors occurring at basic schools.

Thus, I would like to make some basic recommendations for dealing with RAGE: it is necessary to use a variety of remedial activities as soon as the teacher notices the repetition of the same errors by the majority of class. Such activities should be different kinds of drill and involve variety of skills and tasks. Moreover, they should be interesting, success-oriented and manageable for every pupil. I would suggest these remedial activities to make pupils pay attention to the errors (for instance, of other teams, find them in texts etc.) in order to help them realize and understand the grammatical item deeply.

The questionnaire (see Appendix 1) showed that repeatedly appearing grammatical errors occur in a mass scale at Czech basic schools. The use of remedial



activities could form the solution of this unsatisfactory situation as the outcome of the Professional Project supported the theory that if the teacher applies appropriate remedial activities as soon as he or she recognizes the repetition of the same errors in the whole class, he or she can avoid never-ending errancy in the problematic areas and thus motivate pupils to further English learning.



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APPENDIX 1



Questionnaire

I am a student of the Pedagogical Faculty in Liberec. My Diploma Thesis discusses repeatedly appearing grammatical errors made by pupils at basic schools. To support my opinions I need to collect some data about typical mistakes and the way teachers deal with them. If you could complete this questionnaire according to your personal experience, you would help me a lot. Thank you very much for your kindness.

*

1) Which typical grammatical mistakes do students make at different levels repeatedly?

Consider something a mistake only if the students have learned the item already. Put a tick if students make the mistake very often. If they do other mistakes, please, write them down.

Mistakes in	Beginners	Intermediate
Present tense - 3 rd person (without -s)		
Concord		
Articles		
Prepositions		
Making questions		
Making negatives		
Wrong tense		
Present tense -s on a verb following a modal		
Irregular verbs		
Irregular nouns - plural		
Others:		

2) How do you deal with a mistake common to the whole class?

Circle the right answers or add others. If you circle b, could you specify your answer by giving a brief example of a remedial or drilling activity you use un/successfully in your lessons, please?

- a) You explain the language item again.
- b) You provide more controlled practice, drill, remedial activities.
- c) You give them a test on the item.
- d) You do not deal with it.
- e)

Example:



3) Who corrects the grammatical mistakes in your classes most often?

Order the answers according to the proximate frequency of usage in your lessons. Number them from 1-4. To the most frequently used way give 1, to the least used way give 4.

- a) The teacher
- b) The student who made the mistake
- c) Other students
- d) The teacher provides help which leads the student to self-correction

Why do you do correction this way? What are its advantages? Do you see any disadvantages in your way?

4) If you want students to use self-correction, how do you help them correct the mistake?

Circle the answers that are true about you, add some more if possible.

- a) You show them that an error was made.
- b) You show them what kind of error was made.
- c) You indicate where the error was.
- d)



APPENDIX 2



Entrance test

Class: 9.C

Name: _____

I. USE THESE PREPOSITIONS IN THE SENTENCES BELOW: ON, AT, BY, IN, TO, SINCE, FOR.

- 1) The school year started _____ Monday.
- 2) What is _____ the picture?
- 3) I go _____ school _____ bus.
- 4) We've been in London _____ two days.
- 5) Yesterday I went to sleep _____ 12 o'clock.
- 6) He has lived _____ Baker Street _____ twenty years.
- 7) I was born _____ Saturday 9th October 1986.
- 8) _____ 1990 the number of whales has fallen very fast.

II. COMPLETE THIS TABLE.

<i>SMALL</i>	<i>SMALLER</i>	<i>THE SMALLEST</i>
SHORT		
DANGEROUS		
THIN		
BAD		
CLOUDY		
FAR		
BIG		
GOOD		

III. PUT IN PAST SIMPLE OR PRESENT PERFECT TENSE

- 1) The editor _____ (send) a photographer to L.A. last week.
- 2) She _____ (be) to Paris three times.
- 3) _____ he ever _____ (see) a play by Shakespeare?
- 4) Mr Clark _____ (have) a car for ten months, but he sold it last week.
- 5) Look! Somebody _____ (break) the window.
- 6) I _____ (work) at the factory for ten years and I still work there.
- 7) We _____ (know) each other since 1986. We are very good friends.
- 8) They _____ (visit) a lot of interesting places when they were in Italy last year.



IV. COMPLETE THE OPENING OF THE DETECTIVE STORY USING PAST SIMPLE OR PAST CONTINUOUS VERBS IN THE GAPS.

MURDER AT STUTTON PLACE

I (sleep) was sleeping deeply when the alarm clock _____ (ring). It was only 6 a.m., so I went back to sleep. When I _____ (wake up) again, it was 9.15. I _____ (jump) quickly out of bed.

The phone rang when I _____ (have) a shower. I let it ring. Eventually it _____ (stop). Then it rang again while I _____ (make) a cup of coffee. When I answered it, a woman's voice said, „You've got to help me. Come to 12, Sutton Place as soon as you can. I'll pay anything. “

I jumped into the car. When I _____ (arrive) at Sutton Place, I had a feeling that somebody _____ (watch) me. I got out of the car and went towards Number 12.

As I _____ (walk) to the door, I _____ (can) hear voices in an upstairs room. But when I knocked at the door, they stopped. The door was open so I decided to go in. The door closed suddenly. Somebody _____ (stand) behind me.

V. TURN THESE SENTENCES INTO THE PASSIVE.

1) Every day many people visit the National Museum.

_____.

2) The editor sent a photographer and a reporter to the scene.

_____.

3) Aeroplanes will take the newspapers to other countries.

_____.

4) The editor has sent the printing blocks to the machine room.

_____.



Check-out test

Class: 9.C

Name: _____

I. PUT IN PAST SIMPLE OR CONTINUOUS TENSE.

- 1) My father _____ (meet) my friend when he _____ (go) home yesterday.
- 2) She _____ (have) her favourite jacket for five years. She lost it last month.
- 3) While he _____ (watch) penguins at the ZOO, he _____ (fall) in the water.
- 4) I _____ (see) the car crash when I _____ (go) to school.
- 5) We _____ (drive) through the town when it _____ (begin) to rain.
- 6) We _____ (stay) at home, because it _____ (rain).
- 7) Which book _____ you _____ (read) when I _____ (arrive)?
- 8) He _____ (cook) dinner when we _____ (come) home.
- 9) When I _____ (see) her she _____ (wear) a new winter coat.
- 10) The pen _____ (break) while I _____ (write) with it.

II. PUT IN PAST SIMPLE OR PRESENT PERFECT TENSE.

- 1) I _____ (see) her in New York two weeks ago.
- 2) He is a good friend. I _____ (know) him for years.
- 3) _____ you _____ (visit) him at the weekend?
- 4) Perhaps she is ill. I _____ (not see) her for a few weeks.
- 5) I _____ (meet) my wife when I _____ (be) on holiday in Spain.
- 6) Look! You _____ (make) a mistake in this sentence.
- 7) _____ you ever _____ (drive) a Rolls-Royce?
- 8) He _____ (not like) swimming when he _____ young.
- 9) The American President _____ (visit) many foreign countries.
- 10) How many times _____ you _____ (call) her yesterday?



APPENDIX 3

TEST RESULTS



Entrance test results

No. of wrong answers

I. USE THESE PREPOSITIONS IN THE SENTENCES BELOW:

ON, AT, BY, IN, TO, SINCE, FOR.

- | | |
|--|---|
| 1) The school year started _____ Monday. | 0 |
| 2) What is <u>at, on</u> the picture? | 2 |
| 3) I go <u>by</u> school <u>at, on</u> bus. | 4 |
| 4) We've been in London _____ two days. | 0 |
| 5) Yesterday I went to sleep _____ 12 o'clock. | 0 |
| 6) He has lived <u>on, for</u> Baker Street <u>since</u> twenty years. | 4 |
| 7) I was born <u>in</u> Saturday 9 th October 1986. | 1 |
| 8) <u>In</u> 1990 the number of whales has fallen very fast. | 8 |

II. COMPLETE THIS TABLE.

<i>SMALL</i>	<i>SMALLER</i>	<i>THE SMALLEST</i>	
SHORT	<i>shorted</i>	<i>shortist</i>	2
DANGEROUS	<i>dangerouser</i>	<i>the dangeroust</i>	4
THIN	<i>thiner</i>	<i>the thinnest, the thinnist</i>	2
BAD	<i>bader</i>	<i>the worse</i>	3
CLOUDY	<i>cloudyer</i>	<i>cloudyest</i>	4
FAR	<i>farer</i>	<i>the farest</i>	1
BIG	<i>biger</i>	<i>the bigest</i>	8
GOOD			0

III. PUT IN PAST SIMPLE OR PRESENT PERFECT TENSE

- | | |
|--|---|
| 1) The editor <u>has sent, sended</u> (send) a photographer to L.A. last week. | 6 |
| 2) She <u>was, was be</u> (be) to Paris three times. | 7 |
| 3) <u>Did</u> he ever <u>see, Have</u> he ever <u>seen</u> (see) a play by Shakespeare? | 9 |
| 4) Mr Clark <u>had to, has, have got, did have</u> (have) a car for ten months, but he sold it last week. | 4 |
| 5) Look! Somebody <u>broked, have broken, broke</u> (break) the window. | 7 |
| 6) I <u>am working, have work, worked</u> (work) at the factory for ten years and I still work there. | 5 |
| 7) We <u>knew, have knew</u> (know) each other since 1986. We are very good friends. | 9 |
| 8) They <u>have visited, visitted</u> (visit) a lot of interesting places when they were in Italy last year. | 5 |



IV. COMPLETE THE OPENING OF THE DETECTIVE STORY USING PAST SIMPLE OR PAST CONTINUOUS VERBS IN THE GAPS.

MURDER AT STUTTON PLACE

- I (sleep) was sleeping deeply when the alarm clock ringed, was ringing (ring). 4
 It was only 6 a.m., so I went back to sleep. When I was waking up, was wake up 4
 (wake up) again, it was 9.15. I was jumping (jump) quickly out of bed. 3
 The phone rang when I was showering, had, was haveing (have) a shower. 9
 I let it ring. Eventually it stoped (stop). 10
 Then it rang again while I was make, made, was makeing (make) a cup of coffee. 8
 When I answered it, a woman's voice said, „You've got to help me. Come to 12, Sutton Place as soon as you can. I'll pay anything. “
 I jumped into the car. When I _____ (arrive) at Sutton Place, I had a feeling 0
 that somebody watched, watching (watch) me. I got out of the car and went 8
 towards Number 12.
 As I walked (walk) to the door, 11
 I coughit (can) hear voices in an upstairs room. But when I knocked at the door, 1
 they stopped. The door was open so I decided to go in. The door closed
 suddenly. Somebody standed, standing (stand) behind me. 3

V. TURN THESE SENTENCES INTO THE PASSIVE.

- 1) Every day many people visit the National Museum. 8
is visit, is visited many people
 2) The editor sent a photographer and a reporter to the scene. 6
is sented, sent
 3) Aeroplanes will take the newspapers to other countries. 9
will take, will taken
 4) The editor has sent the printing blocks to the machine room. 7
have sent, has sent, were sent, sended



Check-out test results

No. of wrong
answersI. PUT IN PAST SIMPLE OR CONTINUOUS TENSE.

- | | |
|---|--------|
| 1) My father <u>has met, meted</u> (meet) my friend
when he <u>went, goed</u> (go) home yesterday. | 2
2 |
| 2) She _____ (have) her favourite jacket for five years. She lost it last month. | 0 |
| 3) While he <u>watching</u> (watch) penguins at the ZOO,
he <u>falled</u> (fall) in the water. | 1
1 |
| 4) I _____ (see) the car crash
when I <u>went</u> (go) to school. | 0
2 |
| 5) We <u>were driveing</u> (drive) through the town
when it <u>begun, beganed</u> (begin) to rain. | 1
2 |
| 6) We <u>staied</u> (stay) at home,
because it _____ (rain). | 1
0 |
| 7) Which book <u>did</u> you <u>read</u> (read)
when I _____ (arrive)? | 2
0 |
| 8) He _____ (cook) dinner
when we <u>come</u> (come) home. | 0
1 |
| 9) When I _____ (see) her
she _____ (wear) a new winter coat. | 0
0 |
| 10) The pen <u>breaked</u> (break)
while I <u>was writeing</u> (write) with it. | 1
2 |

II. PUT IN PAST SIMPLE OR PRESENT PERFECT TENSE.

- | | |
|--|--------|
| 1) I _____ (see) her in New York two weeks ago. | 0 |
| 2) He is a good friend. <u>I have know</u> (know) him for years. | 1 |
| 3) <u>Did</u> you <u>visited</u> (visit) him at the weekend? | 2 |
| 4) Perhaps she is ill. I _____ (not see) her for a few weeks. | 0 |
| 5) I <u>have met, meeted</u> (meet) my wife when I <u>were</u> (be) on holiday in Spain. | 3 |
| 6) Look! You <u>made</u> (make) a mistake in this sentence. | 3 |
| 7) <u>Did</u> you ever <u>drived</u> (drive) a Rolls-Royce? | 1 |
| 8) He _____ (not like) swimming
when he _____ young. | 0
0 |
| 9) The American President <u>visited</u> (visit) many foreign countries. | 2 |
| 10) How many times <u>have</u> you <u>called</u> (call) her yesterday? | 1 |



APPENDIX 4

ACTIVITY 1 – VOLLEYBALL



begin give choose hear feel work	break find come grow do lose
become put drive sell forget speak	cost live fly read have say
bring know can meet go study	be start fight take learn win
catch see hit stand lose wear	buy make eat run listen steal



Complete the sentences with these verbs:

read see go fly buy

• Use the past simple tense of the verbs

- a) I _____ to the cinema last night.
- b) My mother _____ in a jumbo jet in 1986.
- c) They _____ a new flat last month.
- d) I _____ the accident when I was going home.
- e) We _____ the advertisement last Saturday.

• Use the present perfect tense of the verbs

- a) I _____ just _____ a new car.
- b) I _____ the latest film by Spielberg.
- c) They're not at home. They _____ to Florida.
- d) We _____ a lot of books by Hemingway.
- e) He _____ by plane three times.



APPENDIX 5

ACTIVITY 2 – DICE AND CARDS



ARRIVE	GET	RUN
BE	GIVE	SAY
BEGIN	GO	SEE
BREAK	HAVE	SING
BRING	KNOW	SIT
BUILD	LEARN	SLEEP
BUY	LISTEN	SPEAK
CHANGE	LIVE	SWIM
COME	LOOK	TAKE
COOK	LOSE	THINK
DO	MAKE	VISIT
DRINK	MEET	WATCH
DRIVE	PAINT	WEAR
EAT	PAY	WIN
FIND	PLAY	WORK
FLY	READ	WRITE



PAST SIMPLE

LAST YEAR
YESTERDAY
TWO WEEKS AGO

PRESENT PERFECT

SINCE 1980
FOR 20 YEARS
NEVER

PRESENT PERFECT

EVER
JUST
YET

PAST SIMPLE

LAST NIGHT
IN 1993
FIVE YEARS AGO

PAST SIMPLE

LAST WEEK
WHEN I WAS ...
AT THE WEEKEND

PRESENT PERFECT

THIS WEEK
TODAY
THIS YEAR



I

THEY
MY PARENTS
HIS FRIENDS
OUR NEIGHBOURS

YOU

WE
I AND MY SISTER
I AND MY FRIEND

HE
MY FRIEND
THEIR SON
OUR COUSIN
HER BROTHER

SHE
HER SISTER
OUR DAUGHTER
HIS COUSIN
MY MOTHER



APPENDIX 6

ACTIVITY 3 - SCRAMBLED SENTENCES



She lived in Prague for twenty years; now she lives in Berlin.

She has lived in Prague for five years; she lives there now.

I have seen _____ my best friend today.

I saw _____ a very good film last night.

My parents first met _____ in Italy in 1967.

My parents have been _____ to Italy many times.

Since 1994 the number of unemployed _____ has fallen.

Last year the number of unemployed _____ fell.

He hasn't done _____ his homework many times this year.

He didn't do _____ his homework last week.

My uncle has not been _____ at home for two years.

My cousin wasn't _____ at home yesterday.

She wrote _____ the letter one week ago.

She has written _____ a lot of novels since 1998.

He has already won _____ many tournaments in his life.

He won _____ the tournament in England in 2001.



APPENDIX 7

ACTIVITY 4 – FRUIT MACHINE



- We moved to London last month.
I haven't moved my furniture yet.

- My father worked in a bank for ten years, but he works in a shop now.
My father has worked in a bank for ten years, but he works in a shop now.

- Last year hasn't been a good year for Pete and Suzan.
This year was much better.

- I know him for a very long time.
We have been friends since our first days at school.

- "Where's the car?" "Bill took it. He needed it to go shopping."
"Where is Jim?" "He's already gone home."

- I have drunk six cups of tea today.
He have eaten your supper.

- They have met a famous person never.
They haven't finished their homework yet.

- I seed Ann yesterday.
She didn't sees me.





- Has my sister phoned last night?
She hasn't called yet.

- Somebody has broken the window.
The rain have stopped.

- Peter's gone shopping: the fridge is full.
Joe's gone to live in France.

- You haven't drank your tea.
- They didn't drink the tea.

- Has Bill phoned yet?
- Has Bill phoned today?

- We meeted Julia in the cinema last night.
Do you see the film yesterday?

- He has lost his keys.
When did he lost his keys?

- We have been to Italy in 1998.
I have never been to Germany.





- I've seen the latest Star Wars film.
I saw it last week.

- "Is Lucy at home?" "No, she's been to Greece."
"You're very brown, Jim!" "I've been to Florida."

- Have you made a cake ever?
I made a cake this year.

- Her friend started playing football when he was 12 years old.
He didn't won any matches last year.

- He's met his wife in 1979.
They've been married for 23 years; they are still married.

- She comes to this school two years ago.
Her family moved to our town last summer.

- I learnt to play chess when I was 10.
I haven't play basketball yet.

- She has already seen the Big Ben and the Houses of Parliament.
I never was in London.





APPENDIX 8

ACTIVITY 5 – TIC-TAC-TOE



	1	2	3	4	5
A	be last week	see ever	meet never	return just	buy on Friday
B	make dinner at 8 o'clock	move yet	cook ever	work two days ago	read already
C	come yesterday	fly last year	go two years ago	meet last Monday	drive ever
D	be ever	win never	see last night	win already	call two weeks ago
E	work since 1978	finish in 1997	know for five years	do homework after dinner	swim never